<table>
<thead>
<tr>
<th>Department</th>
<th>Objective/Accomplishment</th>
<th>Goals</th>
<th>Year Created</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>Carry out administrative obligations relative to faculty evaluation</td>
<td>Human Resources</td>
<td>2009</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Participate in administrative software updates</td>
<td>Technological Advancement</td>
<td>2009</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Create process for collection and publication of office hours for full-time and adjunct faculty. Publish office hours on the Instruction Office website.</td>
<td>Student Support</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Evaluate and select a method to automate class cancellation notification to students.</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Revise the Academic Senate Constitution and ratify amendments by 2011-2012.</td>
<td>Leadership</td>
<td>2009</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Create a Senate web page to promote statewide Academic Senate awards such as the Stanback-Stroud Diversity Award, the Exemplary Program Award, and the Hayward Award, and encourage faculty to apply as a way to recognize faculty achievement and contributions.</td>
<td>Leadership, Curriculum Institutes</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Ensure participation of Senate faculty leaders in the leadership training institutes of the Academic Senate for California Community Colleges (e.g. Accreditation, CTE/VocEd, Leadership)</td>
<td>Campus Climate</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Ensure participation of Senate leaders in Academic Senate of California Community Colleges (ASCCC) Plenary Sessions where COC Senate President or designee is a voting delegate.</td>
<td>Leadership</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Maintain annual calendar on Senate website of important events and deadlines.</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Promote Academic Senate of California Community Colleges Regina Stanback-Stoud Diversity Award.</td>
<td>Cultural Diversity</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Purchase conference table for the Faculty Center in Bonelli Hall 330 large enough to accommodate all Senators.</td>
<td>Campus Climate</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Update and publish annually the lists of faculty members serving on Academic Senate Committees, Collegial Consultation Committees, and College Committees. Maintain current level of service and effectiveness during transitional phases of new building for Admissions and Records during the move from current location to swing space to new permanent area.</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Track admission and records functions annually to ensure quality service.</td>
<td>Physical Resources</td>
<td>2009</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>By 2013, the Admissions and Records office at the Canyon Country Campus will be able to print official transcripts for students.</td>
<td>Student Support</td>
<td>2009</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Canyon Country Admissions and Records office will assist and expand in the document imaging of student records.</td>
<td>Student Support</td>
<td>2010</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Provide on demand transcripts to students.</td>
<td>Institutional Effectiveness</td>
<td>2010</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Complete approval process and implementation of the Medical Laboratory Technician and Speech Language Pathology Assistant programs.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Complete the development of Student Learning Outcomes for all Allied Health programs and courses.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Continue ongoing instructional review for relevance of programs.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Continued effective evaluation of faculty and staff to maintain effective teaching and service to the community</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Continued faculty participation in professional development to maintain up-to-date skills and information and to promote effective teaching.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Maintain and increase cooperative arrangements to provide curricula, materials and support for occupational programs and to meet regional workforce training needs.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Maintain RN program capacity utilizing district and external funding sources as a means for serving students and filling community need for nurses.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Schedule degree and certificate requirements for each department and program in a manner that facilitates the completion of degree, transfer, major and/or industry requirements.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Support student success by insuring faculty and staff aware of campus resources available to students.</td>
<td>Student Support</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Work cooperatively and strategically with other areas of the College to coordinate and complement efforts.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Continue to improve student success throughout the departments in the Allied Health Division</td>
<td>Teaching and Learning</td>
<td>2009</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Implement specialty RN courses</td>
<td>Teaching and Learning</td>
<td>2009</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Obtain grant funding, donations, and other forms of external funding every for the 3 year cycle.</td>
<td>Teaching and Learning</td>
<td>2009</td>
</tr>
<tr>
<td>Allied Health and Public Safety Division</td>
<td>Support promotional and outreach efforts to increase awareness of Medical Lab Technology program and increase student interest in this program.</td>
<td>Institutional Advancement</td>
<td>2009</td>
</tr>
</tbody>
</table>
ANTHRO: Integrate, whenever possible, aspects of college "Skills for Success" and active teaching-learning exercises into all anthropology course lectures, labs, and on-ground and online assignments.

ANTHRO: Continued development of physical anthropology laboratory programs at Valencia and Canyon Country; integrate and expand use of physical anthropology laboratory resources in other classroom, hybrid and online modalities; continue acquisition of new and upgraded instructional technology and other resources in support of all anthropology teaching and student learning activities.

ANTHRO: Design and implement an Anthropology Department two-year curriculum rotation plan to ensure consistent and predictable offering and adequate section numbers of all core and elective anthropology courses at least once every four (4) semesters pursuant to requirements of SB 1440 and in modalities suitable to different student learning styles and personal needs.

ANTHRO: Implement new introductory courses in the areas of Archaeology and Prehistory and Linguistics/Language and Culture to provide comprehensive instruction in anthropology consistent with a professional anthropological “four-fields” approach and the new lower-division transfer requirements mandated by SB 1440.

ANTHRO: Support Social Science/Business Division planning components for first-floor Boykin Hall renovation and improvements; support and participate in planning efforts involving joint Social Sciences/Business and Math/Science/Engineering Division capital improvements, and development of shared inter-departmental facilities and instructional resources at both campuses; replace outdated computers and peripherals and install new replacement “smart-classroom” equipment in Boykin Hall Room BYKH-102, the primary Anthropology classroom at Valencia, which currently requires major computer and A-V equipment upgrades due to the fact that it was one of the very first “smart” classrooms on the Valencia Campus.

ANTHRO: CURRICULUM 2: Plan specific Anthropology Department teaching and learning activities under the paradigm of science teaching and learning, using content and methods consistent with current scientific research, policies and protocols approved by the National Academies of Science (NAS), the National Science Foundation (NSF) and the American Federation of Science Teachers (AFST).

ANTHRO: CURRICULUM 3: Enrich traditional Anthropology Department classroom instruction, laboratory, hybrid and 100% Online “Distance Learning” modalities in each “field, “with “hands-on” lab demonstrations and exercises, electronic web and server-based resources, departmental film and other collections and material resources in all teaching and learning activities from other fields; encourage regular use of supplemental resources by adjunct faculty members and provide appropriate cross-training especially for adjunct instructors, as required; require student assessments of individual Anthropology Student Learning Outcomes (SLO’s) to each clearly reference and be directly based upon these activities.

ANTHRO: CURRICULUM 4: Require use of active learning methods and techniques by all Anthropology Faculty members in all on-ground, online and/or laboratory classes taught; actively lobby for expanded professional development activities to achieve faculty competence in these areas; lobby for and support additional adjunct hourly pay for participation in required professional development activities.

ANTHRO: CURRICULUM 6: Utilize knowledge from current research and new scientific discoveries that support the facts, theoretical primacy and explanatory power of bio-cultural evolution; integrate new multi-disciplinary knowledge into ongoing Anthropology curriculum development activities, periodic course revisions and faculty professional development activities.

ANTHRO: CURRICULUM 9: Design, develop, support and participate in community-based educational efforts for achieving broader understanding of evolutionary ideas and applications through scholarly presentations, community outreach and cooperation with other joint conservation, endangered species, local habitat and environmental protection efforts.

ANTHRO: FACULTY 1: Continue to serve students, the college community and the community at-large as a separate Anthropology Faculty and Department within the Social Science/Business Division; expand and maintain liaison with members of the Math/Science/Engineering Division regarding joint use classrooms, storage spaces and laboratories at Valencia and Canyon Country campuses; cooperate in development and implementation of joint Geology-Geography-Anthropology courses.
ANTHRO
FACULTY 6: Encourage and support adjunct faculty in all activities and responsibilities pertaining to planning, teaching and assessment of courses offered in the department; make additional institutional and share-governance responsibilities available, as needed; support efforts to secure additional budgeted funds for adjunct stipends in the yearly Anthropology Department Budget for these purposes.

ANTHRO
FACULTY 7: Assure active Anthropology Faculty participation and provide input in all vital COC planning, curriculum, training and professional development projects activities; timely fulfill and report status on all related Anthropology Department instructional, administrative and Faculty shared-governance responsibilities.

ANTHRO
FACULTY 9: Require, develop and support "active learning" and supplemental instruction practices in all Anthropology teaching and learning activities and classes; remain part of all joint curriculum, resource needs assessment and procurement activities and facilities planning, as a separate department and jointly with the SS/B and Math, Sciences and Engineering, in new TLC/library programs at Valencia and Canyon Country and future public-private partnerships.

ANTHRO
RESOURCES 1: Plan using an integrated curriculum, facilities, technology and instructional resources approach; continue design and user improvements to the Anthropology Department website; budget for targeted technology enhancements directly related to student access and providing current information about the profession of anthropology, academic opportunities, field schools and lab training opportunities and public/private sector career and job opportunities for Anthropology majors.

ANTHRO
RESOURCES 2: Cooperate in development of shared, "common-use" Anthropology Department resources for instructional use in all courses consistent with a "four-field" approach, including films, DVD resources, simulations, models and demonstration aids, computer software, kits and other commercial materials; identify and budget for specific purchase requirements directly from instructors; purchase new, upgraded and replacement anthropology media materials at both campuses, as needed, for the primary purpose with shared use by all instructors.

ARCHT
Develop a faculty survey in January 2013 assessing the percentage range of existing course material applicable to infusing sustainable design and development instruction.

ARCHT
Developed Sustainable Design curriculum for two courses: Archt 200A and 200B

ARCHT
Aquire drafting boards or tables to teach core manual drafting skills to meet the prerequisites of more advanced CAD drafting.

ARCHT
Cross listed Archt 100 with ID 100, Archt 110 with ID 110, Archt 190 with ID 190

ARCHT
Develop a master sheet listing all courses and their relationship to certificates and degrees for students to to use when developing their personal educational goals.

ARCHT
Expand marketing outreach externally based on "interdisciplinary studies" inviting students interested in physics, architecture, engineering, the arts, the sciences to discuss how industries are interrelated. Currently scheduled as follows: 1. Saugus HS - Feb. 11th  2. Canyon HS - Feb 16th  3. Arroyo Seco JHS - Feb 17th  4. E.P. Foster EMS - Feb 23rd  5. Hart HS - Feb 25th  6. Golden Valley HS - Mar. 9th

ARCHT
Explore articulation agreement with SciARC

ARCHT
Explore articulation agreement with Woodbury University

ARCHT
Help develop Fast Track CAD workshop

ARCHT
Hire faculty who are: enthusiastic about external activities that promote the program, will attend professional workshops/seminars, are current in sustainable design practices, and are interested in student design competitions

ARCHT
Invite local transfer school to discuss transfer options

ARCHT
Merge the architecture program and interior design program internally producing two disciplines housed within one program. See PR 2009-2010 Internal Factors, Data Trends. Year 1: Support professional development plans with adjunct faculty to enhance instruction

ARCHT
Year 1: Explore new and unusual career paths for architecture majors
ARCHT
Year 1: Explore placing displays in the Mall at no expense to the college/department
Innovation
2011
ARCHT
Year 1: Infuse sustainable practices into additional curriculum (several courses already
address sustainable design in curriculum (Archt 098, Archt 140, Archt 180, Archt 200A,
Archt 208, and Archt 280))
Teaching and Learning
2011
ARCHT
Year 1: Raise funds through the students non-profit club to support community outreach
activities
Institutional Effectiveness
2011
ARCHT
Year 1: Survey existing college facilities for a classroom to accommodate manual drafting
Year 2: Hire LEED Accredited architecture adjunct faculty to support instruction in
Sustainable Practices
Physical Resources
2011
ARCHT
Create a cohesive curriculum that prepares our students for the business of art, the Art
Department is in the process of revising ART-295 Professional Skills/artists with an
emphasis on Museum Studies.
Human Resources
2011
ART
The Art Department is in the process of developing a more efficient use of available lab
space and time.
Teaching and Learning
2008
ART
Associate Program
Program workshops will be offered at the University Center.
Innovation
2010
associate Program
The Associate Program will add additional resources to support the program.
Physical Resources
2008
Associate Program
The Associate Program will continue to modify and develop workshops that infuse the
pedagogy of student success.
Innovation
2010
Associate Program
The Associate Program will provide the resources and supplies necessary to implement
the program.
Teaching and Learning
2010
Associate Program
The Associate Program will purchase equipment that allows recording of participants
during workshops.
Human Resources
2010
Associate Program
The Associate Program will update the program website and construct an online
Teaching and Learning
2010
Auto
Develop additional “hands-on” automotive course curriculum.
Institutional Effectiveness
2008
Auto
Develop a plan for relocation of program to the new Applied Technology building at
Canyon Country.
Institutional Effectiveness
2009
Auto
Improve Student Success Rate to exceed college average
Innovation
2009
BioSci
Continue the development of effective partnerships and internships to intensify the
interest for Biotechnology both, academically and industry-based opportunities
Financial Stability
2009
BioSci
Initiate the use of the Fluorescent Microscope incorporating it in labs in BioSci 230, 240
and possibly BioSci 107.
Teaching and Learning
2009
Budget Development
Develop and implement an online budget submission process
Innovation
2008
Budget Development
Develop a desk reference manual outlining the “how to” procedures of the department
Financial Stability
2009
Budget Development
Improve communication of budget issues to the campus community
Campus Climate
2009
Budget Development
Develop and implement an online budget submission process
Innovation
2009
Budget Development
Redesign the 50% Law Time Study procedure.
Innovation
2011
Bus
Achieve full implementation of SLO assessments. SLO assessments for all courses were
Teaching and Learning
2008
Bus
Complete online components of current course offerings. Business Dept currently has
Financial Stability
2009
Bus
Convert BUS 097 designated classes from “for credit” to “non-credit” courses. BUS 097
Campus Climate
2009
Bus
classes were archived in May 2010 and are no longer listed in the course catalog.
Bus
Determine feasibility of a capstone Business Degree curriculum. It was determined that
Innovation
2009
a capstone curriculum was not currently feasible given the current environment of
budget constraints and the uncertainty surrounding SB 1440’s potential impact on
matriculation of courses and degrees.
Bus
Support the hiring of one additional fulltime faculty member. The Business Department
Innovation
2009
added one additional full-time faculty member beginning in Spring 2012 due to
reorganization in other COC programs.
Develop a Certificate of Specialization in Insurance. This objective was completed in Fall 2010 and classes for this certificate were offered beginning Spring 2011. Teaching and Learning 2008

Achieve full implementation of SLO assessments. SLO assessments for all courses were conducted in Spring 2011 and Fall 2011. Results have been compiled and are being evaluated by Business faculty during Spring 2012, with cycle completion scheduled for May 2012. Program SLO assessments have been conducted, compiled, and evaluated for all active Business programs, completing the SLO cycle. Teaching and Learning 2009

Complete online components of current course offerings. Business Dept currently has online versions of seven courses and hybrid versions of four courses, out of 22 total Business courses available over the course of one year. Online/hybrid versions are offered for all four of the Department’s most popular courses - BUS 100, BUS 201, BUS 202 & BUS 211. Teaching and Learning 2009

Partner with SBDC, CWEE, COC Career Services and other business service providers at COC to promote these resources to Business students and to look for joint opportunities in providing business services. See Section 405 of the Business Department Strategic Grant. Teaching and Learning 2011

Review attachment in Additional Documents.

1). Provide a safe environment and develop workshops and safety videos that would benefit the safety of the campus community. This will be ongoing and always a work in progress.

2). Continue to maintain and purchase needed equipment that will contribute to a safer environment while maintaining the basic daily operations and training needs of the officers. This will be ongoing and always a work in progress.

3). We have established a system to identify the demands for service by addressing The Annual Student Survey, crime trends, reports, calls for service and special request. This will be ongoing and always a work in progress.

Expand partnerships within the community to better assist high school students and community members (Career Visions, WorkSource CA Center, churches, community organizations, etc.)

Establish a job placement function within the Department

Expand the number of career and job-related resources available at our website and accessible online to students and the community

Expand the use of our website and online services to deliver career resources to students and the community

Increase the number of community organizations we present to on a regular basis, to establish a stronger community presence

Identify new ways to generate revenue for the Career Center through on-campus department partnerships, community partnerships, grants, etc.

To “kick-off” the new CA Career Cafe website as a tool for students to use in the career development process.

To institutionalize the Careers-on-the-Go Program, a LEAP Project piloted last year by a committee, through the Career Center.

Collaborate with the WorkSource Center as a COC Department, to better streamline services.

To institutionalize the Careers-on-the-Go Program, a LEAP Project piloted last year by a committee, through the Career Center.

Identify new ways to generate revenue for the Career Center through on-campus department partnerships, community partnerships, grants, etc.

Coordinate with Academic Affairs, providing necessary assistance and leadership with the rollout of the new “Career Coach” initiative in the Santa Clarita Valley.

Provide support for high school students preparing for careers, by conducting presentations and workshops to Youth Employment Services (YES), Regional Occupational Programs (ROP), etc.

Complete build-out of solar PV and solar thermal labs at CCC

Complete work to allow offering of all Water Technology classes online

Completion of Alternative Energy and Solar curriculum and certificates

Locate space for CWEE presence at CCC.

Successfully complete workplan of 2011-2012 Perkins grant, and prepare application for 2012-2013 grant.

Successfully complete workplan of Department of Energy Alternative Energy Institute grant.

Coordinate with Academic Affairs, providing necessary assistance and leadership with the rollout of the new “Career Coach” initiative in the Santa Clarita Valley.

Provide support for high school students preparing for careers, by conducting presentations and workshops to Youth Employment Services (YES), Regional Occupational Programs (ROP), etc.

Complete build-out of solar PV and solar thermal labs at CCC

Complete work to allow offering of all Water Technology classes online

Completion of Alternative Energy and Solar curriculum and certificates

Locate space for CWEE presence at CCC.

Successfully complete workplan of 2011-2012 Perkins grant, and prepare application for 2012-2013 grant.

Successfully complete workplan of Department of Energy Alternative Energy Institute grant.
### CCC Administration

- Support integration of advanced technology with local industry through programs offered in the Applied Tech building.
- Work with Academic Affairs and the Instruction Office, as well as the Faculty Coordinators, to schedule classes which improve efficiency and provide the classes needed for degree completion at the Canyon Country Campus (Report #279).
- Complete the Applied Technology Building.
- Create an employee recognition or celebration tradition at the Canyon Country Campus.
- Support the launch the Alternative Energy Management Program by working with the Dean, CTE on the physical space needed for the program at the CCC.
- Work with the Dean of Math, Science and Engineering to support the development of curriculum in environmental sciences.
- Complete the Applied Technology facility.
- Engage faculty through orientations programs (either online or in person) at the Canyon Country Campus.

Continue to infuse technology into the curricula with Blackboard, Mastering Chemistry, PowerPoint, and instructor websites. In addition to offering at least one section of Hybrid Chem 151, 201, and 202 per semester, it is required that at least one additional section of Chem 090, 110, 151, 201 & 202 will be Blackboard-enhanced by Spring 2010. By Fall 2010, all full-time faculty will have instructor websites which will include a class schedule, list of assignments, biography, contact information/office hours.

### CHEM

- Continue to review and improve curricula with an emphasis on how each course is meeting its student learning outcomes and the objectives set forth by the American Chemical Society. Student learning outcomes for all courses will be evaluated by analyzing student performance on comprehensive final exams and during selected lab experiments over a three-year cycle. For each course and by Spring 2009 (year 1), an assessment rubric/plan will be created for the analysis of both the final exam data and lab experiments. Data will be collected and analyzed during Fall 2009 (year 2). Plans to change assessment method or curriculum will be decided and incorporated by Fall 2010 (year 3).

- Develop a means of assessment for the Program SLO’s by Fall 2010, begin collection of data in Spring 2011, and analyze data in Fall 2011. Plans to change assessment method or curriculum will be decided and incorporated by Fall 2012.

- Participate in a collaboration with UCLA in the development of (Spring 2010) and testing (Fall 2010) of three new adaptive and perceptual learning modules to advance chemistry education.

- Continue to review and improve curricula with an emphasis on how each course is meeting its student learning outcomes and the objectives set forth by the American Chemical Society. Student learning outcomes for all courses will be evaluated by analyzing student performance on comprehensive final exams and during selected lab experiments over a rotating three-year cycle. For each course, an assessment rubric/plan will be created for the analysis of both the final exam data and lab experiments in Year 1. Data will be collected and analyzed in Year 2. Plans to change assessment method or curriculum will be decided and incorporated in Year 3.

### CIT

- Increase partnerships with area businesses and organizations, such as a newly formed partnership in the area of career pathways with the Hart School District and proposed partnership with the SCV-Startup consortium.

- Review suggestions of the department’s Advisory Board and add new board members.

- Developing a Medical Office Administrative Assistant certificate.

### COC Honors

- Designate a meeting place for Honors students to work, organize, and socialize.
- Increase student involvement within the Honors Club, AGS, and PTK as a means to decrease the number of “inactive” participants.
- Organize student enrichment activities/events.
- Create local chapter of Sigma Chi Eta, Communication Studies Honor Society for 2-year colleges.

- Increase attendance at Annual COC Honors Banquet to over 200 attendees.
- Increase marketing and recruitment techniques, especially among high school seniors and in-coming freshman.
- Increase overall membership in COC Honors Program.
- Increase TAP certification numbers.
<table>
<thead>
<tr>
<th>Department</th>
<th>Goal</th>
<th>Area</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Education</td>
<td>To redesign website for better marketing and more user friendly</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>COMS</td>
<td>Develop additional online resources for student use to assist in speech development. Implement a curriculum coordinator for COMS 105 so that all sections are taught in a similar fashion with regard to content.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>COMS</td>
<td>Write an honors course for COMS 250 - Process of Communication</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>Contracts &amp; Procurement</td>
<td>Improve Risk Management Reporting: Incidents, Status, Type, Location Use E-mail vs Regular Mail to send and receive contracts. Reduce Mail Costs, and improve turn-around time in completing agreements.</td>
<td>Institutional Effectiveness</td>
<td>2010</td>
</tr>
<tr>
<td>Contracts &amp; Procurement</td>
<td>The Department will develop a performance tracking board to track PURCHASING: Purchase Orders / Dollars Spent - goal is to reduce the number of requisitions with low dollar spend and increase blanket orders. RISK MANAGEMENT: Number of incidents by location, potential risk areas - goal to reduce number of incidents and improve safety on campus. CONTRACTS: Total Agreements Outstanding - goal to close past due agreements. Information from the performance board would be shared with key departments throughout the college.</td>
<td>Institutional Effectiveness</td>
<td>2010</td>
</tr>
<tr>
<td>Controllers Office</td>
<td>Continue to analyze the State Budget situation, estimate the impact on COC, and make recommendations to the Assistant Superintendent, Vice President, Business Services.</td>
<td>Financial Stability</td>
<td>2009</td>
</tr>
<tr>
<td>Controllers Office</td>
<td>Continue to develop a methodology for effective 5 year budget projections.</td>
<td>Financial Stability</td>
<td>2009</td>
</tr>
<tr>
<td>Controllers Office</td>
<td>Analyze State Budget proposals, estimate impact on community college system and COC, and provide analysis and recommended budget adjustments.</td>
<td>Financial Stability</td>
<td>2010</td>
</tr>
<tr>
<td>Controllers Office</td>
<td>Join and contribute to the Advocacy Committee. Provide analysis and support to CBO and Health and Welfare Committee on cost containment strategies and options for Health and Welfare coverages.</td>
<td>Institutional Advancement</td>
<td>2010</td>
</tr>
<tr>
<td>Controllers Office</td>
<td>Coordinate arbitrage calculations to ensure compliance with Federal Laws.</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>Controllers Office</td>
<td>Prepare 5 Year Budget Projections annually, and update as needed. Continue to refine the Budget Projection format to accomodate changes in State funding. Prepare monthly cash flow projections and make recommendations on steps to ensure adequate cash flow.</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>Controllers Office</td>
<td>Develop distance learning addenda to a minimum of 50% of Counseling courses so as to provide online sections of on-ground Counseling courses. (Status Report: Distance learning addenda have been submitted and approved by the Curriculum Committee so that currently we have 5 out of a total of 10 Counseling courses or 50% with distance learning addenda: COUNS 010, 070, 111, 120, and 142.)</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>COUNS</td>
<td>Have a minimum of 50% Counseling faculty participate in professional development training to learn to teach online. (Status Report: Seven out of eight teaching Counseling faculty or 88% have earned their online teaching certificate.)</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>COUNS</td>
<td>Secure career counseling training for counseling faculty to update and enhance their career counseling knowledge and skills including training on Adult Career Pathway and training on career assessments and electronic resources such as the MBTi, Strong Interest test, CA Career Zone, O-NET, and CA Career Cafe.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>COUNS</td>
<td>Ensure that student learning outcomes are reviewed and discussed on a regular basis and that progress is made toward achieving proficiency by Fall 2012 to comply with accreditation standards. (Status Report: The Counseling Department is ahead of the SLO Coordinating Committee Proposed Benchmark Deadlines to be used as guidelines for reaching proficiency. The Benchmark deadlines call for 67% of all courses to be assessed by Fall 2011and the Counseling Department all 9 courses taught up to 2009-2010 or 100% of the courses have been assessed. Review Counseling courses and revise as needed to meet the 5 year revision deadline imposed by the Curriculum Committee of the Academic Senate. (Status Report: All Counseling courses were reviewed and updated to meet with the deadlines established by the Curriculum Committee.)</td>
<td>Teaching and Learning</td>
<td>2009</td>
</tr>
<tr>
<td>COUNS</td>
<td>Train a minimum of 50% of teaching Counseling faculty in the use of digital response systems or clickers as a means to gauge student understanding and engage students in academic self-regulation strategies in the classroom. (Status Report: Four teaching Counseling faculty or 50% received training on the use of clicker in Spring 2011.)</td>
<td>Technological Advancement</td>
<td>2009</td>
</tr>
<tr>
<td>Program</td>
<td>Description</td>
<td></td>
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<tr>
<td>COUNS</td>
<td>Specialized training was offered to continuing and new Counseling faculty teaching Counseling 111 and 010.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Continue to provide educational, career, and personal counseling to students on demand via individual counseling appointments, counseling workshops, and Counseling classes and provide advisement at the Drop-in-Desk via Program Advisers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Ensure participation in MediCal Administrative Activities (MAA) program so as to educate students on the subject of health insurance opportunities in California.</td>
<td></td>
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</tr>
<tr>
<td>Counseling</td>
<td>Ensure that Counseling faculty and staff continue to improve their career counseling and advising knowledge and skills by participating in training opportunities and to take the opportunity provided by CTE funding to visit industries in the community to meet with employers, observe first-hand the various work settings, and learn about new and emerging occupations.</td>
<td></td>
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</tr>
<tr>
<td>Counseling</td>
<td>Ensure that Program Student Learning Outcomes are reviewed and assessed annually.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Meet with students, who are mandated by their involvement in other services such as veteran services and financial aid, to develop an educational plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Tap into existing grant funded programs on campus and outside sources such as MAA to supplement the Counseling budget to purchase supplies and materials and maintain counseling services to students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Participate in planning efforts in preparation for relocation to a new Counseling Office space upon completion of a projected new Student Services building at the Valencia campus, a projected permanent building for Student Services at the Canyon Country Campus, and any new third campus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Participate in professional development opportunities to maintain up-to-date counseling knowledge and skills.</td>
<td></td>
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</tr>
<tr>
<td>CULARTS</td>
<td>Assist in the design and development of the new culinary kitchen.</td>
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</tr>
<tr>
<td>CULARTS</td>
<td>Create a multi-semester sequencing plan to enable students to plan and complete the program.</td>
<td></td>
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</tr>
<tr>
<td>CULARTS</td>
<td>The Culinary Arts program would like to provide cooking classes and demo classes to the general public for a fee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CULARTS</td>
<td>Improve Success Rate from 65% to 68% (the statewide average for &quot;General&quot; Work Experience Education is 68%). In the 2010-2011 academic year 73.2%, or 583 students, succeeded with a grade of A, B, or C. The remaining 26.8%, or 214 students, earned a grade of D, F, FW or W.</td>
<td></td>
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</tr>
<tr>
<td>CWEXP</td>
<td>Improve CWEE website to improve office efficiency and student success through automated email replies, reminders, simulated interview learning tools, goal-setting tutorials and video clips. In the 2010-2011 academic year the CWEE office contracted with Artifice Studios to develop and utilize various automated emails, and enhanced the website with simulated interview learning tools, goal-setting tutorials and video clips.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWEXP</td>
<td>Increase annual headcount in CWEE from 383 to 613 &amp; complete Title 5 required worksite visits &lt;BR&gt; In the 2010-2011 academic year CWEE served nearly 800 students (797).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWEXP</td>
<td>Adopt document imaging functionality to store &quot;class-one&quot; documents and remain in compliance with title 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWEXP</td>
<td>Collaborate with Dean of Career Technical Education to secure funding to increase business partnerships which will lead to internship opportunities. This may look like creating a temporary position such as a &quot;CTE Associate&quot; to execute marketing campaigns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWEXP</td>
<td>Develop a process to better screen employer needs in terms of minimum qualifications by identifying exact course work a student should complete to qualify for an internship. This can be vetted by linking faculty to employers in the internship development stage to clarify curriculum outcomes and how those outcomes matches internship job description.</td>
<td></td>
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</tr>
<tr>
<td>CWEXP</td>
<td>Ensure CWEE faculty are reimbursed for mileage for work-site visits.</td>
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<tr>
<td>CWEXP</td>
<td>Form a CWEE Ad Hoc Advisory Committee which would be faculty driven and supported by the Academic Senate. The members will include faculty from CTE programs where an internship is required or recommend to complete the program of study.</td>
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<tr>
<td>DANCE</td>
<td>Offer online Dance classes.</td>
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<tr>
<td>DANCE</td>
<td>Provide dance classes that demonstrate to students the diversity of dance.</td>
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<tr>
<td>DANCE</td>
<td>Update dance curriculum to meet the current needs of students and reflect contemporary dance trends.</td>
<td>Teaching and Learning</td>
<td>2009</td>
</tr>
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</tr>
<tr>
<td>Dean of Students</td>
<td>Address and solve issue of CWEE employers’ request for the District to sign hold harmless forms.</td>
<td>Student Support</td>
<td>2010</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Address and solve issue of CWEE employers’ request for the District to sign hold harmless forms.</td>
<td>Student Support</td>
<td>2010</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Assist the staff of both Career Services and CWEE and Internships to find ways to partner and design new initiatives that serve students more efficiently and effectively.</td>
<td>Student Support</td>
<td>2010</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Assist with coordination and presentation of materials in FYE summer orientation programs.</td>
<td>Student Support</td>
<td>2010</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Continue involvement with the drive-through flu clinic coordination and facilitation.</td>
<td>Institutional Advancement</td>
<td>2010</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Present FLEX workshop on the Academic Standards Committee petition process. Successfully move Career Services to Student Center in order to be housed in the same office as CWEE.</td>
<td>Teaching and Learning</td>
<td>2010</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Assist Financial Aid with implementation of electronic disbursement of financial aid funds.</td>
<td>Student Support</td>
<td>2011</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Assist Financial Aid with the implementation and on-going use of a &quot;red flag&quot; system for the purposes of exposing and stopping attempted financial aid fraud.</td>
<td>Institutional Advancement</td>
<td>2011</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Gain additional facility space for Financial Aid to operate effectively at the Canyon Country campus.</td>
<td>Student Support</td>
<td>2011</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Investigate and resolve how to meet staff shortage in Student Development due to multiple vacancies amongst permanent staff.</td>
<td>Human Resources</td>
<td>2011</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Work with the Student Health and Wellness Center, Behavioral Intervention Team (BIT), SCV community partners, and Los Angeles County Department of Mental Health to coordinate a one-day community outreach conference to be held on campus. The conference will focus on providing education and resources pertinent to issues involving mental health.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>ECE</td>
<td>Promote the ideology of cultural diversity to create a workforce in the field of ECE that is competent in meeting the diverse needs of children and families. We have implemented several workshops and are infusing issues of diversity into curriculum.</td>
<td>Cultural Diversity</td>
<td>2009</td>
</tr>
<tr>
<td>ECE</td>
<td>Provide workforce training for the ECE community.</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>ECE</td>
<td>Update our audiovisual materials.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>ECE</td>
<td>To complete the second phase of the Children’s Garden Project, i.e. Butterfly Garden - The Monarch Habitat.</td>
<td>Teaching and Learning</td>
<td>2009</td>
</tr>
<tr>
<td>ECE</td>
<td>The Canyon Country Campus Center hours of operation will be re-evaluated and adjusted to meet student and staff needs.</td>
<td>Teaching and Learning</td>
<td>2010</td>
</tr>
<tr>
<td>ECE</td>
<td>To complete the self study for renewal of the National Association for the Education of Young Children (NAEYC) accreditation status for the Valencia Campus Children's Center. To plan and develop the Children’s Demonstration Garden within the campus.</td>
<td>Teaching and Learning</td>
<td>2010</td>
</tr>
<tr>
<td>ECE</td>
<td>Community Garden Project as part of the Gardens of the Canyons.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>ECE</td>
<td>To implement an early intervention program.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>ECE</td>
<td>To review and revise tuition and to make necessary adjustments in the California Department of Education, Child Development Division (CDE-CDD) state funded programs that we anticipate changes in.</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>ECE</td>
<td>To update all Center job descriptions with roles and responsibilities. Schedule Honors section of Microeconomics (Econ 202) and Economic History of the US (Econ 170).</td>
<td>Human Resources</td>
<td>2011</td>
</tr>
<tr>
<td>ECON</td>
<td>Continue course SLO’s assessments and evaluations</td>
<td>Institutional Effectiveness</td>
<td>2009</td>
</tr>
<tr>
<td>ECON</td>
<td>Start Program SLO’s assessments and evaluations</td>
<td>Institutional Effectiveness</td>
<td>2009</td>
</tr>
<tr>
<td>ENGL</td>
<td>Focus on improvement of our developmental/basic skills delivery, by collecting data for retention, success, and persistence.</td>
<td>Institutional Advancement</td>
<td>2008</td>
</tr>
<tr>
<td>ENGL</td>
<td>Continue the Poets and Writers, Book of the Year, and English Honor Society pursuits</td>
<td>Innovation</td>
<td>2009</td>
</tr>
<tr>
<td>ENGL</td>
<td>Develop SLO assessment methods and an assessment schedule for all courses and programs, esp. Engl 102 and above</td>
<td>Teaching and Learning</td>
<td>2009</td>
</tr>
<tr>
<td>ENGL</td>
<td>In coordination with the newly-revived and revise Honors program, increase our honors class offerings (currently we offer 2 sections of 101H; we should add 102H soon). Increase the number of English majors, through advertising, participation in activities like Major Quest. Pursue Writing/Reading Across the curriculum assistance via workshops for faculty in other departments. Strengthen Developmental English courses in relation to instruction and retention strategies. Collaborate with TLC to explore options for real-time tutoring in English. Encourage faculty to earn the COC Skilled Teacher Certificate (currently in development through Skills4Success) in order to enhance faculty skills and approaches with basic skills students. Expand access to computer classrooms for composition classes. Explore alternatives to traditional developmental course sequences, including but not limited to an accelerated path to English 101. Participate in the statewide discussion of the implementation of SB 1440 and consider related changes to the English AA degree. Add at least two new or replacement FT faculty members (Year 1 goal)</td>
<td>Teaching and Learning</td>
<td>2009</td>
</tr>
<tr>
<td>ENGL</td>
<td>Increase course offerings in an academic year basis by 15%</td>
<td>Institutional Advancement</td>
<td>2011</td>
</tr>
<tr>
<td>ENGL</td>
<td>Secure an open access computing lab for computer aided drafting courses. Secure an open lab space for student engineering course projects. Participate in NAFTA to increase the college's International Student network &amp; update federal knowledge of SEVIS</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>ENGR</td>
<td>Provide relevant academic education and services to students that support transfer, career technical education and basic skills</td>
<td>Student Support</td>
<td>2010</td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>Restructure Public Safety Training courses, clean up existing SLOS and implement SLO assessments.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>Secure funding for dedicated outreach director</td>
<td>Institutional Advancement</td>
<td>2010</td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>Create an Intensive English Program to recruit a new population of international students.</td>
<td>Institutional Advancement</td>
<td>2011</td>
</tr>
<tr>
<td>Enrollment Services</td>
<td>Create new ISP learning communities that include English/ESL classes, GE classes, cultural enrichment class and weekly activity to strengthen college life in the US.</td>
<td>Institutional Advancement</td>
<td>2011</td>
</tr>
<tr>
<td>Subject</td>
<td>Task</td>
<td>Goal Area</td>
<td>Year</td>
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</tr>
<tr>
<td>ESL</td>
<td>Conduct outreach to increase student population. Gave a presentation to ISP on program to increase international student population. Also working with ISP to understand the full range of visas available to students already here.</td>
<td>Institutional Advancement</td>
<td>2008</td>
</tr>
<tr>
<td>ESL</td>
<td>Use data as one means to inform planning decisions for the department</td>
<td>Institutional Advancement</td>
<td>2009</td>
</tr>
<tr>
<td>ESL</td>
<td>Use data as one means to inform planning decisions for the department</td>
<td>Institutional Effectiveness</td>
<td>2009</td>
</tr>
<tr>
<td>ESL</td>
<td>Create instructor's resource library/center with pedagogy-appropriate materials.</td>
<td>Teaching and Learning</td>
<td>2010</td>
</tr>
<tr>
<td>ESL</td>
<td>Create resource library of materials for students.</td>
<td>Student Support</td>
<td>2010</td>
</tr>
<tr>
<td>ESL</td>
<td>Have ESL-trained tutors in TLC</td>
<td>Student Support</td>
<td>2010</td>
</tr>
<tr>
<td>Facilities</td>
<td>Forced cost, no other alternative in line with Goal #9 Physical Resources.</td>
<td>Physical Resources</td>
<td>2010</td>
</tr>
<tr>
<td>Facilities</td>
<td>Complete the Library Expansion</td>
<td>Physical Resources</td>
<td>2011</td>
</tr>
<tr>
<td>Facilities</td>
<td>Develop a Five-Year Facilities Master Plan</td>
<td>Physical Resources</td>
<td>2011</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Implement electronic student financial aid fund disbursements</td>
<td>Innovation</td>
<td>2008</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Convert all paper records to digital copies with Hershey document imaging</td>
<td>Innovation</td>
<td>2009</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Develop robust anti-fraud program and “best practices” for financial aid program.</td>
<td>Institutional Effectiveness</td>
<td>2009</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Create fraud prevention policies and best practices.</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Implement HigherOne financial aid electronic disbursement program.</td>
<td>Student Support</td>
<td>2011</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts Division</td>
<td>Develop and host community arts event to enhance division's involvement with the community.</td>
<td>Cultural Diversity</td>
<td>2008</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts Division</td>
<td>Pursue public and private resources for expansion of division's programs and services.</td>
<td>Institutional Advancement</td>
<td>2008</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts Division</td>
<td>Assure that current division courses meet or exceed district and industry standards for effectiveness and relevance.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts Division</td>
<td>Pursue public and private resources for expansion of division's programs and services.</td>
<td>Institutional Advancement</td>
<td>2009</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts Division</td>
<td>Assure that current division courses meet or exceed district and industry standards for effectiveness and relevance.</td>
<td>Technical Advancement</td>
<td>2009</td>
</tr>
<tr>
<td>FIRETC</td>
<td>Hire a fulltime fire technology instructor as the current Fire Tech fulltime faculty member retired at the end of May 2012.</td>
<td>Human Resources</td>
<td>2012</td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>Investigate the feasibility of using an outside vendor to electronically distribute financial aid funds to students.</td>
<td>Human Resources</td>
<td>2009</td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>Implement the electronic distribution of financial aid to students through Higher One.</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>Interim and Final Audit Preparation</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>Monthly Cash Reconciliations between Datatel and the county Peoplesoft system.</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>Review and update record storage and retention of the Fiscal Services Department.</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>Under and complete annual year end close of accounting books and records for the District, COC Foundation, ASG.</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>Understand and complete the Annual Financial Report CCF311-A</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>Fiscal Services</td>
<td>Understand and run 50% Law Calculation based on Adopted Budget.</td>
<td>Financial Stability</td>
<td>2011</td>
</tr>
<tr>
<td>GEOG</td>
<td>Create an AA-T transfer degree in Geography.</td>
<td>Institutional Advancement</td>
<td>2009</td>
</tr>
<tr>
<td>GEOG</td>
<td>Construct SLO assessments that are measurable, and implement them in at least one course in Spring 2010.</td>
<td>Institutional Effectiveness</td>
<td>2009</td>
</tr>
<tr>
<td>GEOG</td>
<td>Set up a Wave Tank display in one of the BYKH first floor rooms</td>
<td>Innovation</td>
<td>2009</td>
</tr>
<tr>
<td>GERO</td>
<td>Increase knowledge of the field of aging by offering additional sections of GERO 101.</td>
<td>Cultural Diversity</td>
<td>2011</td>
</tr>
<tr>
<td>GERO</td>
<td>Increase number of SHARP Information Sessions.</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>GERO</td>
<td>Infuse concepts of aging into transfer level curriculum through the work of a Compass Phase II Grant.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>GERO</td>
<td>Maintain external partnership with CCGG and UCLA.</td>
<td>Institutional Advancement</td>
<td>2011</td>
</tr>
<tr>
<td>GERO</td>
<td>Recognize SHARP program though continued media publicity.</td>
<td>Institutional Advancement</td>
<td>2011</td>
</tr>
<tr>
<td>GERO</td>
<td>Sustain GERO 104 internships sites and related partnerships.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>GMD</td>
<td>Continue to participate in and collaborate with CTE and MEA to complete articulation with local high schools</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
</tbody>
</table>
GMD  Develop a more precise transfer and job placement tracking system for graduates  Institutional Effectiveness  2008
GMD  Fall 2011 offer History of Graphic Design  Teaching and Learning  2008
GMD  Create “History of Design Class” course and work to get IGETC status  Teaching and Learning  2009
GMD  Keep all GMD equipment and facilities up to date and at industry standards  Institutional Effectiveness  2009
GMD  Promote GMD program and recruit students  Institutional Effectiveness  2009

Grants Accounting  Continue to provide information, training, and assistance to Program Managers on their grant awards that this department is here to support them from financial compliance to reporting to even becoming familiar with accounting computer systems.  Institutional Effectiveness  2009
Grants Accounting  Develop tracking system for grant reporting (FY10-11): Develop an accurate and easy maintenance method of recording upcoming grant reporting deadlines and requirements for both online submissions and hard copy reports. Record will need to indicate 1) type of reports: monthly, quarterly, mid-year, or annual; 2) when it is due; and 3) when the report was submitted.  Financial Stability  2010
Grants Accounting  Record Asset Purchases acquired with Federal Funds (FY10-11): Devise a process to record asset/equipment purchased with Federal funds. Maintain Log with inventoriable information with make, model, serial number, location, condition, etc. Track for need of appropriate funding agency approval at time of disposal where applicable.  Financial Stability  2010
Grants Accounting  Develop format of notifying Budget Director/Controller of potential institutionalized costs to the District as a result of change in grant support.  Institutional Effectiveness  2011
Grants Accounting  Take an active role in assisting Project Manager in prioritizing expenditures and developing new budget plans with the goal of spending all available funds before the grant end date. In addition, on the opposite end, take the same active role when award funding is minimized and accurate expenditure projections are require to develop a revise program workplans.  Financial Stability  2011

Graphics  Adobe After Effects training  Institutional Advancement  2009
HIST  Provide lectures to the campus community and the surrounding community of the college.  Institutional Advancement  2008
HIST  To create additional History 198 (Special Topic) courses, if student or community demand occurs.  Teaching and Learning  2008
HIST  To integrate, whenever possible, aspects of college skills into course lectures, exercises, and assignments.  Teaching and Learning  2008
HIST  To schedule more honors sections.  Teaching and Learning  2008

HLHSCI  Update EMT curriculum to reflect new National Standards and purchase/replace mandated equipment supplies as necessary  Teaching and Learning  2009
HLHSCI  Provide training to all EMT instructors in use of computerized mannikins  Human Resources  2009
HLHSCI  Replace mandated supplies for the EMT Program for 2010-2011 school year.  Teaching and Learning  2009
HLHSCI  Add the EMT Program to the Junior High School Summer Institute.  Innovation  2010
HLHSCI  Develop a cornerstone class for a Health Science degree.  Teaching and Learning  2011
HLHSCI  Include Transition materials in the EMT Refresher course.  Teaching and Learning  2011
HLHSCI  Replace mandated supplies for the EMT Program for the 2011-2012 school year.  Teaching and Learning  2011
HRMGT  Build enrollment in all department course offerings.  Teaching and Learning  2011

HRMGT  Expand overall enrollments within the courses offered Human Resources will assume responsibility for coordination of the faculty evaluation and tenure processes.  Institutional Effectiveness  2009
Human Resources  Install and maintain a bulletin board at the Canyon Country campus which includes current job postings and information on how to apply online.  Human Resources  2010
Human Resources  Implement revised reference checking process to obtain and verify detailed employment history before we hire prospective employees.  Human Resources  2011
Humanities Division  Create additional year-round opportunities for students in Humanities courses to showcase their creative and scholarly works.  Teaching and Learning  2011
Humanities Division  Host additional meetings with division’s department chairs and key faculty to increase transparency and continuity  Campus Climate  2011
Humanities Division  Refine the Celebrating the Humanities event into a more manageable but still relevant format  Innovation  2011
ID  Conduct SLO evaluation on remaining courses to be assessed  Teaching and Learning  2008
ID  Work with division dean to merge the ID program with the architectural programs.  Institutional Effectiveness  2008
ID  Year 2: Work with Division Dean to address room and resource room facility needs  Physical Resources  2009
| ID | Year 1: Department outreach, marketing and visibility to the community and internally at the college | Innovation | 2011 |
| ID | Year 1: Raise funds to support community outreach activities | Institutional Effectiveness | 2011 |
| ID | Year 2: Infuse sustainable design practices into all studio projects | Teaching and Learning | 2011 |
| ID | Year 2: Record percentages of sustainable design infused in course material into program review. | Teaching and Learning | 2011 |
| Information Technology | Setup off-site disaster recovery | Technological Advancement | 2009 |
| Information Technology | Deploy Desktop Virtualization to the campus | Technological Advancement | 2011 |
| Information Technology | Deploy Student Email to the campus. Replace the existing Emergency Notification System with a cloud-based system to respond quickly to emergencies. Use institutional learning outcomes to inform planning and improvement efforts at the department, program, and institutional level consistent with the proficiency level identified by WASC/ACCJC. | Campus Climate | 2011 |
| Institutional Development | Create a website for the Grants Development Office to assist with dissemination and process. | Institutional Effectiveness | 2009 |
| Institutional Development | Integrate literature reviews into research publications. Assist departments with understanding the data available to help inform decision-making processes. | Institutional Effectiveness | 2009 |
| Institutional Development | Continue to expand relationships with private foundations. Develop a mechanism for expanding use of the online IRB submission process to external investigators. | Institutional Advancement | 2010 |
| Institutional Development | Develop a partnership with the Santa Clarita Valley Economic Development Corporation. | Institutional Effectiveness | 2010 |
| Institutional Development | Engage in state and national dialogues on the development of empirically based strategies to improve instruction and help with the application of them at COC. | Institutional Effectiveness | 2010 |
| Institutional Development | Expand advocacy efforts at the state level that increase opportunities for students. Host an annual Meet the Grant Maker workshop with foundation presenters who are key prospects for College initiatives. | Innovation | 2010 |
| Institutional Development | Increase the dissemination of grant information. Present at conferences on the need for and operation of Institutional Review Boards at community colleges. | Institutional Advancement | 2010 |
| Institutional Development | Provide an annual training on grants development to faculty, staff and administrators. | Institutional Advancement | 2010 |
| Institutional Development | Secure new funding to support the College in pursuing the strategic goals of the College, in particular the areas of culinary arts, skills 4 success and arts education. | Financial Stability | 2010 |
| Institutional Development | Secure subscriptions to PsycInfo and PsycLit. | Institutional Effectiveness | 2010 |
| Institutional Development | The Institutional Research Office will provide campus-wide access to data for planning. Update college planning processes and documents to encourage innovation. | Institutional Effectiveness | 2010 |
| Institutional Development | Collaborate with the Hart District on joint research projects. | Institutional Effectiveness | 2011 |
| Institutional Development | Continue to expand relationships with private foundations. Develop a new indicator system that connects progress on outcome measures to the Strategic Plan and program reviews. | Institutional Advancement | 2011 |
| Institutional Development | Engage more faculty and classified staff in the grants development process. Improve communication on grant opportunities and new research with the campus community. Increase the use of institutional data, in general, for department planning, including staffing requests. | Institutional Advancement | 2011 |
| Institutional Development | Secure new funding to support the College in pursuing the strategic goals of the College. Work with the Academic Senate in reviewing the online academic program review and identify improvements to the system. | Financial Stability | 2011 |
| Institutional Development | | Institutional Effectiveness | 2011 |
Create an Intensive Language Program to prepare students for college level work.

Expand the number of facilitators from five to seven.

Offer 10 modules and their accompanying workshops.

Work cooperatively and strategically with all academic programs on campus in an effort to: a) Acquaint students with the many services and benefits offered and provided by TLC.

Improve enrollment management to increase access to target diverse and special populations; address needs and availability for incoming high school students, training for incumbent workers, and increase short-term and distance learning opportunities.

Increase course offerings in Math 026, 059, 075 and 140 in light of the TLC expansion.

Continue recruiting mathematics faculty who are generalists but are capable of superior basic skills instruction.

Create and Implement an Academic Cultural Experience cohort to assist students to maintain 12.0 units of enrollment and move efficiently towards their academic goals at the same time gaining an understanding of the American Culture.

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The Animation Programs, in conjunction with the other MEA Department programs, will strengthen its support of intra-curricular development of learning and promotion materials and animations.

The MEA Department will strengthen the connections between the college and industry by increasing the number of coordinated internships offered through CWEE, and by raising the number of students who successfully find employment by 100%. Leverage new and modernized technologies to create certification-based curricular components for new and existing coursework, aligned with industry-recognized certifications; example areas include: computer animation (modeling), digital film/video editing, digital audio/music production, and digital media asset management/IT for visual media.

Develop a comprehensive CTE-based marketing and outreach plan for MEA's degree programs and certificates, including the use of multimedia channels (website, digital media distribution), for communication with the college, community, business and educational partners, and professional industry.

Develop a comprehensive data base of current and former COC MESA students (MESA Alumni) and all other STEM majors using the MESA student study center. Engage STEM faculty and students in meaningful mentoring relationships focused on discipline content and mastery. Continue to seek out innovative collaborations that provide resources and opportunities for MESA students and other STEM students at COC.

Increase the number of certificates awarded by ensuring that both students and adjunct faculty are aware of the certificate requirements and how to petition for a certificate.

Replace the Time clock program for the various labs on campus with new custom functionality in Datatel. (Completed but users opted for commercial product)

Create a specific search to display Distance and Accelerated Learning classes to alleviate the manual process currently run by the Distance Education department.

Implement Online Parking Permits

Implement programming to support outsourcing check distribution for students receiving financial aid.

Maintain the currency of Datatel by applying patches and upgrades on a regularly, scheduled basis.

Replace the current work order system

Research the notion of hybrid component in some Spanish courses (Year 1)

Increase and maintain retention and success rate comparable to equal disciplines in the CCC

Explore a degree in International Studies/Global Education (Year 1)

Provide an online language lab for all first year courses (Year 1)

Review textbooks in all programs to decrease cost for students (Year 1)

Provide blackboard training for all faculty in the department (Year 2)

Research the prospects of an International Studies/Global degree. (Year 1)

Continue to remain current in the areas of electronic music production.

Work on evaluating the Individualized Music program

Music students will be given every opportunity to explore and to use their creativity and imagination to create unique works. Besides the many events promoted by the department, The department continues to participate in the ARTsTART Festival where students have the chance to participate as performers,
Our faculty will remain leaders at what they do. All our teachers remain active in their fields of professional area with performances scheduled at a local, national and international levels. We will instill the sense of leadership in our students, through disciplined and inspired commitment toward their own work.

Where pertinent, we plan to become more efficient by offering fewer sections that have more students enrolled in them.

Increase completion rates for certificates in ESL and GED

Increase noncredit matriculation component visibility

Integration with the credit program (Fall 2010)

FTES generated will adjust to meet current Enrollment Management targets on a semester to semester basis.

Implement continuity of scheduling for scaffolded learning.

Continue remediation program for students and seek ways to improve remediation efforts.

Increase and then maintain NCLEX results for RN candidates at an average of greater than or equal to 90% by 2014.

Continue efforts towards cultural competence throughout nursing curriculum.

Design and reconfigure lab for simulation by recreating a hospital environment and using audio visual equipment and all high fidelity simulators including compliance with health and safety requirements.

Further develop systematic program evaluation plan, utilizing data for program improvement.

Integrate evidence based practice models and current trends and content into nursing curriculum.

Develop adjunct faculty workshop to provide professional development related to clinical faculty competency which included job shadowing with a full time faculty utilizing grant funds.

Develop Blackboard site for adjunct faculty with resources including forms and articles that assist the faculty with their role in the clinical setting and update existing adjunct clinical faculty orientation handbook.

Comply with accreditation requirements that the adjunct faculty MSN/BSN ratio be equal to or greater than 50%

Enhance cultural competency content throughout nursing curriculum.

Expand clinical placements through additional agreements with agencies to ensure adequate clinical rotation availability for students that meet learning needs consistent with current and future course objectives and community needs.

Further develop simulation program throughout the nursing curriculum to meet student needs; explore potential for a self-funded or revenue producing simulation center to meet community needs, or seek funding from COC.

Incorporate emerging technology and EBP (Evidence-Based Practice) into the curriculum, classrooms, and labs (e.g., electronic medical records/computer simulation)

Increase and then maintain NCLEX results for RN candidates at an average of >/= 90% by 2014.

Meet the prerequisite and remediation needs of the students as well as program requirements through further collaboration with other campus departments.

Seek additional classroom/lab space to meet student learning needs, maintain student safety, and to provide for optimal use of the advanced technology utilized in nursing education currently and in the future.

Seek grant funding to allow for enhanced utilization of AV equipment and all high fidelity simulators to facilitate 508 compliance and health/safety requirements

Once properly staffed, organize and carry out appropriate outreach activities for the entire campus, especially for the local high schools, the First Year Experience program, reentry and veterans students.

Once properly staffed, the director should become the liaison between the student services division and all academic programs that concentrate on transfer, career technical education and basic skills.

Hold regular office hours at all William S. Hart High School District high schools.

Promote the services performed by the Office of Outreach and School Relations to both campus programs/departments and local area schools and community organizations.
Outreach

Sponsor events for students, parents, and the community both on and off campus to increase dissemination of information about COC’s programs and services.

Student Support 2011

Teaching and Learning 2011

PARGL

Create new Family Law course by fall 2012.

PARGL

Plan for and prepare complete first interim report to the American Bar Association due January 2013 (interim report is a complete update of the application for initial approval).

Institutional Advancement 2011

Enhance the Payroll Website by including commonly used payroll forms. The site would become more employee functional, thus improving customer service. Currently employee timesheets, direct deposit request forms, supplementary services payment forms and tax withholding forms are available online. This provides a better access to employees especially since Payroll Services relocated further from the center of campus at the start of 2010.

Payroll

Payroll Services is committed to Professional Development. The Payroll Staff will take advantage of learning opportunities both on and off campus with the goal of being current and accurate in all of our duties. Materials will be made available to the Payroll staff that will enable them to work professionally and efficiently. In 2011, all the Payroll staff members were able to attend a series of payroll and retirement workshops presented by the L.A. County Office of Education in Lancaster, CA.

Human Resources 2009

Payroll

Payroll Services will act to reduce the number of paychecks issued on supplemental schedules. This will prevent extra fees charged by Los Angeles County Office of Education which occur when supplemental paychecks go above 5% of regular payroll counts. In 2008-09, the district was able to reduce prior year charges by $7000.00 and in 2009-10, the reduction continued by another $813.00. Payroll Services will continue to monitor the use of supplemental pay cycles in order to maintain this cost saving procedure.

Financial Stability 2009

PHILOS

Explore the possibility of forming an ethics institute at College of the Canyons. Continue to explore how online offerings in philosophy might be increased while ensuring academic integrity.

Student Support 2011

Teaching and Learning 2008

PHILOS

The Philosophy Department will offer an A.A. Degree in Philosophy. Development is in progress now, and hopefully this will be a reality by Fall 2012. Offer more courses through community service or non-credit to feed into the program Update: Began offering Commercial Photo courses in January 2012. Offered summer

Student Support 2011

Teaching and Learning 2008

PHILOS

The Philosophy Department will offer an A.A. Degree in Philosophy. Development is in progress now, and hopefully this will be a reality by Fall 2012. Offer more courses through community service or non-credit to feed into the program Update: Began offering Commercial Photo courses in January 2012. Offered summer

PHOTO

2011 Community Ed Photography Lab

Campus Climate 2008

PHOTO

Add Distance Learning Addendums (DLAs) to all photography courses through the curriculum process. Update: More than half the photo courses now have DLAs.

Teaching and Learning 2009

PHOTO

Develop new articulation agreement with high schools to streamline school to career. Update: Through the CTE School to Career consortium. Several local high schools and the college were able to articulate three photography courses for college credit. Market program through brochures and electronic media. Update: Commercial Photography program created. The AA Photography program is currently being developed. The department program is current and up to date.

Teaching and Learning 2010

PHOTO

Develop rubric for program level SLOs.

Teaching and Learning 2010

PHOTO

Partner with industry for lectures and specialized training. Update: The photography program has had several industry members visit the campus and offer special lectures to students. The partnership with the Getty museum continues. Seek grant opportunities to augment the budgetary shortfalls.

Teaching and Learning 2010

Financial Stability 2009

PHYSIC

Take greater advantage of computer support in classroom. The proposal to merge the Physics and Engineering departments should be re-evaluated, and possibly approved, to bring stability to the academic course offerings required for engineering students.

Institutional Effectiveness 2009

PHYSIC

Seek grant opportunities to augment the budgetary shortfalls.

Technological Advancement 2009
Relocate to physical spaces that are more professional in appearance and function; are more effective and have a higher safety (earthquake), security (doors and locks) and confidentiality factor (some managers have no office, door or quiet space).

Add a minimum of one new course to be taught in Spring 2013.

Increase class offerings at the Canyon Country Campus.

Change the course outline for Political Science 210 (Model United Nations) in order to more effectively meet intended curriculum requirements of the course.

The department plans to offer additional Honors sections.

Coordinate with Dr. Patty Robinson to participate in the intended and eventual Civil Rights program at the College.

Increase the number of student internships related to Political Science as offered through CWEE.

To participate in the creation of FLEX workshops designed to increase the professional development of Political Science faculty members, and others, within the subject matter discipline of Political Science.

Establish a community outreach program to provide election information and analysis to the public and community regarding candidates and issues. Departmental instructors will be the individuals delivering the information to the community.

Support the Political Science Student Club and to coordinate Department goals and actions with the club to achieve maximum efficiency and usefulness for students.

Expand breadth of curriculum. This will be done by continuing to add newly developed courses to the schedule as they become articulated with area universities as supported by need.

Review need for creating Psychology 198 (Special Topics) courses to meet student and community requests.

Revisit the need for more courses to be offered online.

Work with students to plan, develop, and participate in the Heroic Imagination Project.

Build internal relationships and partnerships to focus and improve curriculum as well as create new learning opportunities and experiences for students and community. Spring 2009 & Fall 2009 participated in campus leadership develop programs and campus committees to educate colleagues about recreation management and generate interest in the program. Spring 2010 students were involved in service learning out in the community and Fall 2010 students were involved in Project Based Learning on campus.

Develop outreach materials for community agencies: to close the loop by communicating back to the local employers what entry level job skills they can expect from a student who has completed the degree or core courses in recreation management. Secondly the same outreach materials can be used to recruit existing employees to the program from continuing education.

Develop rubric matching preferred local industry skills for entry level jobs to specific course.

Continue to integrate information from "Needs Assessment" of local employers in the recreational and leisure industry into course objectives. Connected to Previous objectives to develop rubric of entry level job skills and sharing this info with business and agencies.

Research and develop an online social network for Reentry Students.

Secure funding to provide a dedicated Director, Counselor and Clerical support for the program.

Secure funding for a dedicated outreach director.

Develop community partnerships that will provide resources and outreach opportunities for reentry students.

Continue to develop community partnerships that will provide resources and outreach opportunities for reentry students.

Secure funding for a dedicated outreach director.

Continue to add viable community-based organizations to our growing list

Expand usable office space for visiting students, as the office is currently limited in space to 2 or 3 at a time.
<p>| Service Learning | Research other models of service-learning in surrounding communities and states | Institutional Effectiveness | 2011 |
| Service Learning | Offer SIGN 110 as a hybrid course. | Teaching and Learning | 2011 |
| SOCI | Encourage all faculty members to develop websites. | Human Resources | 2008 |
| SOCI | Engage in outreach activities both on- and off-campus (e.g., Major Quest and opportunities at high schools). | Institutional Effectiveness | 2008 |
| SOCI | Establish a link with the CSUN graduate student program in order to draw upon their graduates for our adjunct pool. | Technological Advancement | 2008 |
| SOCI | Explore the use of Blackboard among faculty and encourage its use as a supplement to their on ground classes. | Technological Advancement | 2008 |
| SOCI | Foster scholarship among faculty and students through attendance at conferences and on- and off-campus. | Teaching and Learning | 2008 |
| SOCI | Incorporate, whenever possible, aspects of college skills into course lecture, exercises, and assignments. | Teaching and Learning | 2008 |
| SOCI | Increase retention, headcounts, and FTES through on campus outreach, using innovative teaching techniques, and other avenues. | Innovation | 2008 |
| SOCI | Maintain and update the Sociology Department website as a resource for students and faculty. | Technological Advancement | 2008 |
| Social Science &amp; Business Division | Continue to collaborate with other departments and offices on innovative projects, such as sustainability and field studies. | Innovation | 2009 |
| Social Science &amp; Business Division | Continue to promote cultural diversity in the department. | Cultural Diversity | 2009 |
| Social Science &amp; Business Division | Maintain office equipment and supplies. | Financial Stability | 2010 |
| Social Science &amp; Business Division | Convert relevant VHS materials to DVD format with captioning. | Technological Advancement | 2011 |
| Social Science &amp; Business Division | Offer a Learning Community class with Sociology 101 and English 101 (Fall 12). | Innovation | 2011 |
| Social Science &amp; Business Division | Send four students to CSA 2012. | Student Support | 2011 |
| Social Science &amp; Business Division | Send four students to CSA 2013. | Student Support | 2012 |
| Social Science &amp; Business Division | Build from and expand activities that promote effective teaching, such Institute of Teaching and Learning, Professional Development, Mentoring new faculty, and Associates’ Program. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Continue to develop and emphasize basic skills and readiness programs and delivery methods appropriate to under-repared students. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Develop and implement innovative programs designed to enhance the placement of COC students in workplace learning activities. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Encourage greater integration of economic and workforce development programs with the College's occupational programs. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Expand access to learning resources necessary to complement and enhance scholarship. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Expand the methods of instructional delivery to meet students' needs and learning styles. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Foster faculty development and professional growth. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Plan for new educational programs to meet emerging careers, especially regarding &quot;fast-track&quot; training. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Pursue cooperative arrangement with business and industry to provide curricula, materials, and faculty support for desirable, emerging occupational programs and to meet regional workforce training needs. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Schedule and disseminate degree and certificate requirements in a manner that facilitates the completion of degree, transfer, major and/or industry requirements. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Support excellent teaching and student success. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Support programs and curriculum development to enhance educational effectiveness. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | 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. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Work cooperatively and strategically with other areas of the College to increase transfer opportunities, participation rates from local high schools (e.g., AOC), interdisciplinary education, retention, and enrollment management. | Teaching and Learning | 2008 |
| Social Science &amp; Business Division | Create innovative course ideas/offersings (e.g., Honors, Institutes). | Innovation | 2009 |
| Social Science &amp; Business Division | Increase community collaborations among faculty and departments. | Teaching and Learning | 2009 |</p>
<table>
<thead>
<tr>
<th>Department</th>
<th>Action</th>
<th>Time Frame</th>
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<tbody>
<tr>
<td>Staff Development</td>
<td>Expand training on the use of technology on campus.</td>
<td>2008</td>
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<tr>
<td>Staff Development</td>
<td>Increase the number of training opportunities available online.</td>
<td>2008</td>
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<tr>
<td>Staff Development</td>
<td>Expand the professional development opportunities for faculty and staff at the Canyon Country Campus.</td>
<td>2010/11: total of 9 workshops were offered at the CCC.</td>
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<td>Staff Development</td>
<td>Offer LEAP 1 in 2012 and LEAP 2 in 2014.</td>
<td>2009</td>
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<tr>
<td>Staff Development</td>
<td>Develop an Inspired Teaching Roundtable program, where faculty will share articles and strategies, and engage in discussion on a variety of teaching topics.</td>
<td>2010</td>
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<tr>
<td>Staff Development</td>
<td>Offer Human Resources Roundtable sessions to communicate pertinent and timely information regarding negotiated agreements and changes to those agreements.</td>
<td>2010</td>
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<tr>
<td>Student Business Office</td>
<td>Provide student support by offering students instructions on refund procedures and the options that are available to them including deadlines and petitions.</td>
<td>2009</td>
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<tr>
<td>Student Business Office</td>
<td>Update our current web page to make it easier to obtain information in regards to payments, refunds, collections and 1098T tax forms.</td>
<td>2009</td>
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<td>Student Business Office</td>
<td>Conduct staff training to assure that correct cash handling and cash control procedures are being followed at both the Valencia Campus and Canyon Country Campus. These procedures have been established to protect the needs of the college, employees and students.</td>
<td>2009</td>
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<tr>
<td>Student Business Office</td>
<td>Improve the functionality of the deregistration program by eliminating errors and allowing additional selection criteria. Once completed, this program will be used for additional purposes such as prerequisite drops and administrative drops.</td>
<td>2009</td>
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<tr>
<td>Student Business Office</td>
<td>Streamline processes for Veteran Administration and other military programs for billing, processing payments, issuing refunds, working with the Veteran's Department and assisting students.</td>
<td>2009</td>
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<tr>
<td>Student Business Office</td>
<td>Complete Veteran Administration certification.</td>
<td>2011</td>
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<tr>
<td>Student Business Office</td>
<td>Maintain open communication between campuses by conducting trainings and meetings.</td>
<td>2011</td>
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<tr>
<td>Student Development</td>
<td>Create and facilitate a set of workshops for club advisors for Flex credit throughout the semester.</td>
<td>2009</td>
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<tr>
<td>Student Development</td>
<td>Create New Club Advisor Handbooks</td>
<td>2011</td>
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<tr>
<td>Student Development</td>
<td>Upload campus and department forms onto webpage for easier access for student groups and organizations.</td>
<td>2011</td>
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<tr>
<td>Student Development</td>
<td>Advocate for an increase in release time for SLO Coordinators to accomplish outcomes and assessment facilitation, training, and monitoring.</td>
<td>2011</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Create CurricuNet assessment module by fall 2012.</td>
<td>2010</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Develop and implement Flex workshops and trainings on topics related to student learning outcomes and assessment.</td>
<td>2010</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Develop and implement outcomes and assessment record-keeping tools for administrators, faculty and staff to formalize and standardize the process.</td>
<td>2010</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Increase faculty involvement in the outcomes and assessment process by increasing Flex opportunities available and advocating for the reframing of the kinds of activities which qualify for Flex credit.</td>
<td>2010</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Increase involvement of the part-time faculty in the outcomes and assessment process to meet proficiency and fulfill recommendation of the ACCJC Accreditation Report.</td>
<td>2010</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Increase the number of courses with ongoing assessment plans.</td>
<td>2010</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>Purchase CurricuNet assessment module.</td>
<td>2010</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Training to SLO Coordinators to remain current on outcomes and assessment theory and practice and accreditation requirements.</td>
<td>2010</td>
</tr>
</tbody>
</table>
The program has continued to work with and be supported by a variety of professional surveyors, organizations, and agencies including the City of LA, the Country of LA, CRC Enterprises, CLSA LA Chapter, and CLSA Channel Islands Chapter. With the help of these individuals and agencies, the program is able to fully participate in various outreach efforts including Discovering Careers, Careers on the Go, and College 2 Career Day.

We have been able to successfully offer hybrid courses in this program. Moving forward I’m looking to increase accessibility and integrate the online and onground experience providing greater opportunities for students. I’m implementing a new teaching method in Spring 12 that integrates the online and onground experience for students. Through the use of a tablet and cccconfer, students are able to participate in the course synchronously or asynchronously without losing the feel of being in the classroom. If successful and if funding can be obtained, I’d like to expand the method into other courses in the program and to other programs in the department.

SURV
Teaching and Learning 2008

SURV
Innovation 2008

Establish a temporary Sustainability Resource Center.

Sustainability
Institutional Effectiveness 2011

Improve physical layout of Switchboard/Mailroom - too small for current operations

Switch & Mail
Institutional Advancement 2008

Raise retention rate.

THEATR
Teaching and Learning 2008

Revise and update curriculum.

THEATR
Teaching and Learning 2008

Cultivate diversity through production selection and multicultural casting practices.

THEATR
Cultural Diversity 2008

Increase average class size and FTES and work on efficiency.

THEATR
Teaching and Learning 2008

Increase student success rate.

THEATR
Teaching and Learning 2008

By fall 2010, develop common assessment tools for all instructors of TH 110, TH 140, TH 141, TH 120 and TH 130 to use to assess course SLOs during Spring 2011.

THEATR
Teaching and Learning 2009

By fall 2011, develop course SLO assessment tools for an additional six courses (TBD) for assessment in spring 2012.

THEATR
Teaching and Learning 2009

By fall 2012, complete assessment cycle for each of the courses offered between 2010-2012.

THEATR
Teaching and Learning 2009

By spring 2011, develop course SLO assessment tools for all TH 190, TH 192, and TH 193 courses for implementation in Fall 2011.

THEATR
Teaching and Learning 2009

Continue to revise, update, and augment department curricula to better reflect student interest, articulation agreements, and the needs of the entertainment industry.

THEATR
Teaching and Learning 2009

Create and implement educational, recruitment and outreach efforts with area high schools to expand program visibility and increase theatre FTES.

THEATR
Teaching and Learning 2009

Develop and utilize common rubrics and assessment tools for all performance classes (TH 127, TH 140, TH 141,TH 195, TH 240)

THEATR
Teaching and Learning 2009

Increase and improve quality of communication within theatre department and between theatre department and Performing Arts Center staff.

THEATR
Campus Climate 2009

Increase efficiency by incorporating best practices and departmental and institutional research concerning student enrollment trends.

THEATR
Teaching and Learning 2009

Increase FTES by 10% through publicity and recruitment efforts (on campus and in area high schools), increased efficiency, student retention efforts, and departmental activities that promote community.

THEATR
Teaching and Learning 2009

Increase student interest and investment in the theatre program by fostering a sense of community through increased department activities (i.e. departmental socials, showcase of semester finals, establishment of a student “drama club”, etc.)

THEATR
Teaching and Learning 2009

Increase student success by establishing clear department standards and expectations and focusing instruction on student learning outcomes.

THEATR
Teaching and Learning 2009

Replace existing rehearsal boxes and build a set of blocks, columns, pylons, a set of flats, and a free standing door that can be used by all performance classes using the Black Box rehearsal space.

THEATR
Teaching and Learning 2009

Revise curricula to improve course descriptions; student learning outcomes and objectives; and content outlines.

THEATR
Teaching and Learning 2009

Upgrade and/or replace the sewing machines in the costume shop, purchase a serger and a safe, standard-sized cutting table for course and production use.

THEATR
Teaching and Learning 2009

Increase graduation rates for general and performance degrees by 20% from 2010 to 2011.

THEATR
Student Support 2010

Increase graduation rates for general and performance degrees by 20%.

THEATR
Institutional Effectiveness 2011

Increase student success and retention rates by 5% from 2010-2011 to 2012-2013.

THEATR
Teaching and Learning 2011
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Department/Unit</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEATR</td>
<td>Offer a full production season including two black box productions, two mainstage productions, and two unsupported workshop productions using alternate spaces (STCN-130) to increase program effectiveness, contribute to cultural awareness, expand student learning opportunities and accomplish the mission of the production wing of the theatre program.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>THEATR</td>
<td>Renovate STCN-130 to create a performance space that can also be used as the studio for the performance classes (TH 126, TH 127, TH 140, TH 141, etc.). Stage flooring, a lighting grid, lighting and sound equipment, and audience seating is needed to finish this project.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>To increase Transfer Agreements from fall 2010 to fall 2011</td>
<td>Student Support</td>
<td>2009</td>
</tr>
<tr>
<td>Veterans Services</td>
<td>Improve certifying timeline as veteran population grows.</td>
<td>Student Support</td>
<td>2010</td>
</tr>
<tr>
<td>Students Services</td>
<td>Provide training program for full-time, part-time, and VA Work Study Students.</td>
<td>Institutional Effectiveness</td>
<td>2010</td>
</tr>
<tr>
<td>Students Services</td>
<td>Attend local training meetings, regional conferences and other training.</td>
<td>Human Resources</td>
<td>2011</td>
</tr>
<tr>
<td>Students Services</td>
<td>Conduct and host Post 9/11 GI Benefit information brief.</td>
<td>Student Support</td>
<td>2011</td>
</tr>
<tr>
<td>WATER</td>
<td>Update and evaluate the program as a whole. Determine the most appropriate and most efficient sequencing and scheduling of courses. Based on Advisory Committee consultations and SLO assessments we are reviewing the program structure and will make necessary revisions. (Spring 2010)</td>
<td>Institutional Effectiveness</td>
<td>2008</td>
</tr>
<tr>
<td>WATER</td>
<td>Although a formal marketing plan has not been developed, we were successful in getting a brochure for the program.</td>
<td>Institutional Effectiveness</td>
<td>2008</td>
</tr>
<tr>
<td>WATER</td>
<td>Update curriculum to include online and hybrid course options. On hold due to budget cuts &amp; overall reductions in online course offerings.</td>
<td>Teaching and Learning</td>
<td>2008</td>
</tr>
<tr>
<td>WATER</td>
<td>Connect with colleagues at other community colleges. Possible joint IDRC Grant with Don Jones of Cuyamaca College is in the works. Regina Blasberg attended the AWWA Work Force Summit in San Diego, 2009.</td>
<td>Institutional Advancement</td>
<td>2009</td>
</tr>
<tr>
<td>WATER</td>
<td>Create an Engineering Technology Department to house a variety of career tech programs both current and future. Approval by Academic Senate &amp; CIO pending. Restructure the current curriculum to be completed in a timely manner to facilitate student state exam completion. A one-year (Fall,Winter&amp;Spring), and a two-year plans were developed and submitted. But due to budget cuts and Section losses, the plans are not implemented.</td>
<td>Institutional Effectiveness</td>
<td>2009</td>
</tr>
<tr>
<td>WATER</td>
<td>Continue to develop and grow the online offerings/program including the addition of new technology to integrate the online and onground classroom and increase student access, engagement, and retention.</td>
<td>Teaching and Learning</td>
<td>2009</td>
</tr>
<tr>
<td>WATER</td>
<td>Develop a welding automation certificate of specialization that aligns with the American Welding Society Certified Robotic Arc Welding Technician Certification. UPDATE: The EWD IDRC grant awarded to the college to develop this project. Curriculum, facility improvements, and equipment is in year two.</td>
<td>Institutional Advancement</td>
<td>2008</td>
</tr>
<tr>
<td>WELD</td>
<td>Ensure institutionalization of metal fabrication emphasis into the Welding Technology program. Since the end of the metal fabrication grant (12/31/11) there are forced costs to cover the necessary instructional supplies, support staff and maintenance repair costs to continue to run the courses built under this project. UPDATE: Requests have been made to increase the instructional supply funds to the department as a “forced cost”. However, due to harsh economic cuts at the state level, it is doubtful these costs will be covered in the near future.</td>
<td>Institutional Effectiveness</td>
<td>2009</td>
</tr>
<tr>
<td>WELD</td>
<td>Improve FTES generation by 5%</td>
<td>Institutional Effectiveness</td>
<td>2009</td>
</tr>
</tbody>
</table>
## Additional Accomplishments (as of October 2013)

<table>
<thead>
<tr>
<th>Department</th>
<th>Objective/Accomplishment</th>
<th>Goals</th>
<th>Year Created</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>Generate full-time faculty assignment forms and adjunct contracts. Generate pay reports (adjunct and overload)</td>
<td>Teaching and Learning Innovation</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Implement College2Career Day, Discovering Careers, Educators in Industry.</td>
<td>Innovation</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Implement paperless system for Curriculum Committee review of agenda items.</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Implement reassigned time accountability process that includes a job description and contract.</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Oversee the implementation of CurricUNET (curriculum management system)</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Provide support for S&amp;S innovations.</td>
<td>Teaching and Learning</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Streamline the Field Trip approval process.</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Develop and implement an efficient process for communication with ISA partners, development of curriculum</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Approve the Department Merger and Splitting Procedures. (SP2011)</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Conduct Senate elections electronically.</td>
<td>Advancement</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Establish a Board Policy Committee of the Senate to propose new Board policies and to propose revisions to exis</td>
<td>Technical</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Publish Academic Senate Meeting agendas 72 hours prior to Senate meetings in order to comply with the Brower Institutional Effectiveness</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Publish an Academic Senate Newsletter at end of every semester to increase communication between the Senat Campus Climate</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Update the Academic Senate’s Procedures for Faculty Office Allocation to address the issue of multiple campusate Institutional Effectiveness</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Develop Academic Senate Bylaws.</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Reclassify the Academic Senate Administrative Assistant</td>
<td>Human Resources</td>
<td>2012</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Revise the document, Guidelines for the Implementation of the Tenure Process, to align with the COD Faculty As Human Resources</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Created and implemented the noncredit positive attendance database to improve collection of positive attendance Institutional Effectiveness</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Implemented new desktop phone system and Meebo (online instant chat) which resulted in fewer emails.</td>
<td>Student Support</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Improved communication and information regarding other departments on campus by having managers from other Institutional Effectiveness</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>In 2010 and 2011, the A&amp;R office hosted the CACCREO Region 5&amp;6 annual workshop for classified &amp; staff. Th Human Resources</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>In 2010, the A&amp;R office improved residency reclassification and appointments by having students meet with one Institutional Effectiveness</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>In June 2011, the A&amp;R office implemented on demand transcripts for students. We also opened a separate wind Student Support</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Increased efficiency by reorganizing the Valencia Campus Admissions and Records cubic area.</td>
<td>Physical Resources</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Increased student awareness through the addition of the information desk and the kiosk where students were to Student Support</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Over the past 2 years, the A&amp;R office has developed multiple innovation teams to meet the needs of the office Innovation</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>The A&amp;R office started a Twitter account and is working with PIO to push information to students through the ur Advancement</td>
<td>Technical</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>The A&amp;R office used feedback from research projects to improve the petition forms and processes for students. Student Support</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>The high school registration process moved from in person to online registration. This reduced lines and improv Student Support</td>
<td>Technical</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Through the use of technology, such as Meebo and twitter, and restructuring staff hours, have maintained stud Advancement</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Within the last year, the A&amp;R office has developed flex workshops, visited division meetings, and created new Institutional Effectiveness</td>
<td>Institutional Effectiveness</td>
<td>2011</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Worked with other departments to streamline their registration processes i.e. PACE, PAL, PFE and Online Learn</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>We have been assigned a room for the ADMUS Program. This has sparked a lot of enthusiasm and excitement in Student Support</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Allied Health and Public Safety I</td>
<td>The Allied Health &amp; Public Safety Division provided support and oversight to the Medical Lab Technology program Student Support</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Allied Health and Public Safety I</td>
<td>The Allied Health and Public Safety Division participated in the institutional initiatives reviewing, realigning Institutional Advancement</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Allied Health and Public Safety I</td>
<td>The Allied Health and Public Safety division established a webpage for the Phlebotomy Program to provide student Support</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Allied Health and Public Safety I</td>
<td>The Allied Health and Public Safety division implemented the use of digital imaging for records keeping and arch Advancement</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Allied Health and Public Safety I</td>
<td>The Allied Health and Public Safety division supported and provided oversight for the successful re-approval of t Teaching and Learning</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Allied Health and Public Safety I</td>
<td>The Allied Health and Public Safety division updated websites for Medical Lab technology and Nursing.</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Allied Health and Public Safety I</td>
<td>The Allied Health and Public Safety Division worked collaboratively with other departments on campus, the City Administration</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>Allied Health and Public Safety I</td>
<td>The Allied Health and Public Safety Division worked in collaboration with the Economic Development Division or Innovation</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>ANTHRO</td>
<td>Scholarly Presentation in Fall 2012, “Nothing to Smile About-The Vanishing Primates.” Presented by Anthropology Teaching and Learning</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>ANTHRO</td>
<td>The Anthropology Department celebrated the 5-year anniversary of the Canyon Country Campus as one of the first Institutional Advancement</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>ARCH</td>
<td>Community outreach: Several architecture majors participated in the fundraising partnership with Henry Mayo Innovation</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>ARCH</td>
<td>Department Chair and five adjunct faculty formed a community outreach group called: COS (Community Outreach-Leadership</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>ARCH</td>
<td>Plumbing now requires two courses from Architecture as part of its program.</td>
<td>Teaching and Learning</td>
<td>2012</td>
</tr>
<tr>
<td>ARCH</td>
<td>The architectural curriculum was revised and updated in 2012.</td>
<td>Teaching and Learning</td>
<td>2012</td>
</tr>
<tr>
<td>ART</td>
<td>The Department became members of the United States Green Building Council (USGBC) at no cost to the college Leadership</td>
<td>Teaching and Learning</td>
<td>2012</td>
</tr>
<tr>
<td>ASTRON</td>
<td>11 new courses in art history are now offered online (Art 110 &amp; Art 111). Plans to add new online curriculum Teaching and Learning</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>ASTRON</td>
<td>Afield studies program has begun Teaching and Learning</td>
<td>Leadership</td>
<td>2012</td>
</tr>
<tr>
<td>ASTRON</td>
<td>Astronomy &amp; Physics Club was established Spring 2012</td>
<td>Leadership</td>
<td>2012</td>
</tr>
<tr>
<td>ASTRON</td>
<td>Public outreach via talks to grade schools and the community has begun.</td>
<td>Institutional Effectiveness</td>
<td>2012</td>
</tr>
<tr>
<td>ASTRON</td>
<td>With the award of two $1,000 mini-grants, the astronomy program now has access to a few demonstration</td>
<td>Teaching and Learning</td>
<td>2012</td>
</tr>
<tr>
<td>AUTO</td>
<td>Completed 2.5 year NATEF mid-year self-evaluation.</td>
<td>Teaching and Learning</td>
<td>2012</td>
</tr>
</tbody>
</table>
AUTO

In response to identifying that students need to improve their motor skills, a motor skills test has been implemented.

BiOsci

The department has cooperated with the training of faculty in the Nanoprocessor equipment as part of the Emer Advancement.

BiOsci

A new and updated lab manual (Bio100) has been developed and is available.

BioSci

The department continues to work with the Nursing department in giving their students digital microscopy train innovation.

BUS

Collaborated with William S. Hart High School District to develop a Business career pathway for high school student Teaching and Learning.

BUS

Created a monthly Department Project Tracking Report to monitor projects and status within the Business Depa Institutional Advancement.

BUS

Created the Class Enrollment Tracking Report to track semester-long student enrollment in individual course sec Institutional Advancement.

BUS

Created updated Business program flyers for degree and certificate programs, created multimedia slide show to Teaching and Learning.

BUS

Integrated portable website design into curriculum of BUS 192 E-Business Strategies course to provide students Teaching and Learning.

BUS

Integrated Quickbooks accounting software applications into curriculum of BUS 101 Bookkeeping and Accountin Teaching and Learning.

BUS

Promoted SBDC and CWE programs through presentations at Business Department retreats and promotion of i-Student Support.

BUS

Received Perkins grant funds to improvement technology in the classroom, improve outreach efforts, and launch Teaching and Learning.

BUS

Reviewed all course syllabi used by Business Department faculty during Fall 2011 semester to ensure relevant in Teaching and Learning.

BUS

Implemented "Lead Faculty" roles to improve departmental coordination for courses and faculty. Duties of lead Institutional Advancement.

CalWORKs

A computerized record for each student served by the CalWORKs program has been developed and is in use.

CalWORKs

A computerized version of forms used to communicate with the country CALWORKS/GAIN program has been developed.

CalWORKs

A new comprehensive paper file for each student that archives copies of forms, receipts and other vital papers.

CalWORKs

The CalWORKs Case Manager continues to relate well to students and is very empathetic. Students benefit Student Support.

Career Center

Added several new workshops to our "How to..." series, to keep up with relevant topics and issues in the field of Career Center.

Career Center

In addition to job fairs, implemented resume rallies at the Canyon Country Campus Student Support.

Career Center

Partnered with Career Technical Education, on two different grants, bringing in over $25,000 for Career Center Financial Stability.

Career Center

Partnered with Economic Development to win a contract to conduct workshops for the WorkSource Center, generated Financial Stability.

Career Center

Started a Facebook and Twitter account to advertise Career Center events and information.

Career Center

Started the Tuesday morning email of the newest jobs available, to better serve employers and get the word out.

Career Center

The Career Center Director successfully served on two statewide committees; Executive Board Member on the Leadership.

Career Center

After an absence, due to funding cuts, re-established office hours at the Canyon Country Campus, increasing to 11 Student Support.

Career Center

Coordinated with the Internships Program to merge our job and internship postings into one database, "My Job Innovation.

Career Center

Partnered with the Alumni Association, posting job opportunities on their LinkedIn page as a " perk for joining." Innovation.

Career Center

Strengthened the partnership with the Reentry/Veterans Office, conducting workshops and promoting events Student Support.

CCC Administration

Completed 5th anniversary open house celebration in Fall 2012.

CCC Administration

Engaged community groups, associations, and off-campus networks in campus developments through regular Institutional Advancement.

CCC Administration

Established an increasingly strong relationship with the Instructional Office, via the leadership of the Dean and the Career Support.

CCC Administration

Grew the service footprint for multiple student services offices, including Veterans, Reentry, Internships, Career Support.

CCC Administration

Identified critical staffing needs for ongoing operations and future growth at CCC.

CCC Administration

Robust schedule of ASC and student life activities were supported on campus.

CHEM

The Chemistry Club for students was awarded a $500 start-up grant from ACS and received American Chemical S Student Support.

CHEM

The department acquired three new Picospin-45 NMR instruments and two new Perkin Elmer FTIRs.

CHEM

The department created an instrument training module in Blackboard with a video created to show students how Teaching and Learning.

CHEM

Created a Facebook and Twitter account to advertise Career Center events and information.

CHEM

The department improved safety policies and clarified safety rules for faculty and students. Additional safety sig Campus Climate.

CIT

1) Developed a new certificate of specialization in Medical Office Administrative Assistant. 2) Developed degree Teaching and Learning.

COC Honors

Acquired the services of a graduate intern from Cal Lutheran for one semester.

COC Honors

Additional grant funding acquired from ASC to assist with Annual Honors Banquet.

COC Honors

Additional supplies purchased to assist with future Honors events, including the COC Honors Leadership Confere Student Support.

COC Honors

COC Honors Banquet organized and facilitated in May 2012 with almost 200 attendees.

COC Honors

Awarded COC Mini-Grant to organize COC Honors Leadership Conference.

COC Honors

Created a 10 minute orientation video which is available to students on the COC Honors homepage.

COC Honors

Four students selected to the PTK California Academic Team.

COC Honors

Honors/Club room acquired in new library TLC.

COC Honors

Large COC Honors banner made to hang in a strategic location on campus.

COC Honors

Storage space acquired in Mentry Hall to store Honors supplies.

Community Education

Junior High Institute has provided career exploration summer programs for community 7th and 8th graders and Innovation.

Community Education

Day trips scheduled for 2012/13 have been implemented and have a growing enrollment. The contract with "It Teaching and Learning.

COMS

COMS 227 was revised again and is now approved for UC transfer. It has a prerequisite of English 101, and fulfill Teaching and Learning.

COMS

COMS 235, Intergenerational Communication, was offered for the first time in spring, 2011. The class was filled Teaching and Learning.

COMS

COMS has coordinated with the SHARP program. The knowledge gained by the interdisciplinary effort has bene Teaching and Learning.

COMS

The Associate of Arts degree was completed and students are now earning their degrees in COMS within the par Institutional Advancement.

COMS

The Communication Studies department assisted students in chartering the Communication Studies Club which Teaching and Learning.

COMS

The department created a Communication Studies Facebook page designed to provide information regarding th Innovation.

COMS

The Forensics (Speech and Debate team) achieved its first Gold Medal at the National Tournament. In addition, Innovation.

COMS

Participation in Law Day Teaching and Learning.

COMS

The department chartered the Alpha Xi Chapter of Sigma Chi Eta Honor Society.

Controllers Office

Assisted the Assistant Superintendent/VP Business Services with the compilation and dissemination of informat Institutional Advancement.

Controllers Office

Assisted the State Chancellor's Office with analysis related to Full time Faculty Obligation calculations, identifyin Financial Stability.

Controllers Office

Completed the hiring process and provided initial training to the new Director, Accounting Services.

Controllers Office

Part of the team that developed a balanced budget in 2010-2011, which included the preparation of many other Financial Stability.
Partnered with the Director, Budget Development, to implement new 50% Law allocations in compliance with the Financial Stability

SECURED STATE CONSTRUCTION LIBRARY ADDITION GRANT FINANCING OF $6 MILLION TO PROVIDE CASH FLOW TO THE PROJECT CITYWAY FINANCIAL STABILITY

IMPLEMENTED NEW ACCOUNTING PROCEDURES FOR THE COC FOUNDATION TO COMPLY WITH AUDITOR'S REQUIREMENTS FOR PLEDGE FINANCIAL STABILITY

PROVIDED ANALYSIS AND DATA TO SUPPORT THE DEVELOPMENT OF THE 2012-2013 ADOPTED BUDGET. THIS BUDGET WAS DEVELOPED AND STAYED WITHIN THE PROPOSED BUDGET FINANCIAL STABILITY

SUCCESSFULLY IMPLEMENTED THE SECOND ISSUANCE OF MEASURE M GO BONDS IN THE AMOUNT OF $35 MILLION. PHYSICAL RESOURCES

SUCCESSFULLY IMPLEMENTED THE TRANSITION FROM DISBURSING PAPER FINANCIAL AID CHECKS TO DISBURSING FINANCIAL AID ELE: INSTITUTIONAL EFFECTIVENESS

THE 2011-2012 ANNUAL AUDITS FOR THE COC FOUNDATION, THE DISTRICT, AND MEASURE M ALL HAD NO FINANCIAL FINDINGS: FINANCIAL STABILITY

COONS Counseling faculty collaborated with Matriculation to provide lectures, develop scripts, and be filmed in order for advancement ADVANCEMENT

COONS Counseling faculty members have collaborated to develop common SLO assessment tools for all the sections of Teaching and Learning LEARNING

COUNS The Counseling Department wrote curriculum and received approval for a new course COUNS 112-TRANSITIONAL 5 Teaching and Learning LEARNING

COUNS In August of 2012, Counseling and Basic Skills offered a 3 day on course training to 50 COC Faculty. Many full-time Teaching and Learning LEARNING

COCONS Seven full-time Counseling Faculty participated in the On Course National Conference in April of 2012. Teaching and Learning LEARNING

Counseling Collaborated with Career Services to design and implement Career-on-the-Go Workshops. Innovation INNOVATION

Counseling Designed a How to Choose A Major and Educational Planning Workshop offered throughout the academic year. Student Support INNOVATION

Counseling Participated in the design and implementation of the Freshman Year Experience (FYE) program. Student Support INNOVATION

Counseling Participated in the design, scriptwriting, and filming of videos for the Virtual Learning Lab. ADVANCEMENT

The Counseling Department formed an Internship Committee in 2012 to pilot a program in Fall 2012. We select Innovation INNOVATION

The Culinary program has participated in many college events and community events outside of class time. Here Teaching and Learning LEARNING

The Culinary and Wine Studies volunteers their time and talents to various charities. The SCV Wine Festi Student Support INNOVATION

We have students working in many local restaurants. We are a well respected program and meet many of the need Student Support INNOVATION

In early 2011 the college identified a financial aid fraud ring known as "straw students." A common theme among Institutional Advancement ADVANCEMENT

As a first year director of internships and job development, I spent the early part of 2012 analyzing internal prac Institutional Effectiveness INNOVATION

The Dance Department produces Fall and Spring Dance concerts as well as participates and contributes to select Innovation INNOVATION

A "red-flag" system was implemented to assist with stopping attempted financial aid fraud. Institutional Advancement INNOVATION

Assisted support staff through the transition from one manager to another for oversight of the Service-Learning Human Resources INNOVATION

Busted multiple financial aid fraud "rings" thereby preventing members of the ring from obtaining financial aid Institutional Advancement INNOVATION

Co-facilitated FLEX workshop on the topic of student persistence and retention. Teaching and Learning INNOVATION

Co-facilitated FLEX workshop on the topic of students and drug use on campus Teaching and Learning INNOVATION

Conducted pre-presentation to joint meeting of Associated Student Government and Board of Trustees about financial Teaching and Learning INNOVATION

Presented on the topic of Administrative Unit Outcomes (AUOs) to management staff during professional development Teaching and Learning INNOVATION

Provided support for campus vendors for food services and the bookstore during transition of District oversight Campus Climate INNOVATION

Served as assistant to Incident Commander for annual POD Flu Clinic held in conjunction with the City of Santa C INNOVATION

The Behavioral Intervention Team (BIT) hosted a Mental Health Summit in November, 2011 at which between 4 Institutional Advancement INNOVATION

Designed an initiative to improve faculty and student support for online courses by carefully aligning teaching and Teaching and Learning INNOVATION

Expanded Open Educational Resources content and adoption. Innovation INNOVATION

Expanded service to the PAL program and its students by creating and delivering an online PAL orientation, as an student support INNOVATION

In collaboration with the Skilled Teacher Certificate program, provided futurist workshops to highlight upcoming Innovation INNOVATION

We have established meetings for our students on the professional aspects of the career of Early Childhood Student Support INNOVATION

We have instituted ongoing training for our Center Staff and Faculty on the philosophy of Reggio Emilia Teaching and Learning INNOVATION

Two faculty members of economics department are currently serving as club co- advisors of FBLA/Future Business Leadership INNOVATION

Articulated ENGR 151L, ENGR 114, CONST 105, CONST 106, and SURV 102 with CSUN engineering courses. Teaching and Learning INNOVATION

COC Engineering produced at least 47 transfer students in the past academic year, making it one of the top trans Institutional Effectiveness INNOVATION

Offered three new Engineering courses for the new academic year. ENGR 151L1: Materials of Engineering Lab in Teaching and Learning INNOVATION

Provided research project experiences for three MESA/CSUN grant students. Student Support INNOVATION

Chaired successful Women's Conference. Leadership INNOVATION

Along with the entire counseling department, completed On-Course Training to improve teaching strategies for Teaching and Learning INNOVATION

Collected and submitted noncredit ESL assessment data for a validation study. Institutional Effectiveness INNOVATION

Completed a successful recertification of the International Student Program with the Department of Homeland Security Institutional Effectiveness INNOVATION

Completed emergency preparedness training and became a member of the Incident Command Team. Institutional Effectiveness INNOVATION

Created new ISP partnerships with CSUN, CalArts and the local Korean Community. Cultural Diversity INNOVATION

Instituted a Transfer Admissions Guarantee with Arizona State University specifically for COC students to have g Inno INNOVATION

Obtained WASC accreditation for the ISP Intensive English Program and offered cohort classes in Summer, Fall a Institutional Effectiveness INNOVATION

Secured scholarship funds for Reentry Students (Three $1,000) from Soroptimists; assisted to raise $20,000 in Student Support INNOVATION

Spearheaded the research and creation of key Student Success Task Force Recommendations in the areas of en Student Support INNOVATION

Updated ISP orientation to be interactive and include mandatory counseling appointments to increase retin Institutional Effectiveness INNOVATION

Updated marketing materials for International Student Program including updated website, Intensive English Pr Institutional Effectiveness INNOVATION

Created, obtained curriculum approval, and offered ENVROMRT 104 for the first time in Spring 2013. Teaching and Learning INNOVATION

EOPS/CARE EOPS/CARE & CalWORKS continue to develop relationships with the CDC Foundation, Grants Development, the Student Support INNOVATION

It was very exciting for the CARE program to have members of the Santa Clarita Soroptimists come to the camp Student Support INNOVATION

The EOPS/CARE & CalWORKS programs continue support the Annual Children's Book Festival. This year over Student Support INNOVATION

Alignment of assessment test for NCSL with placement into Credit ESL Student Support INNOVATION

Increased student success and retention Teaching and Learning INNOVATION
The ESL Department and ISP have created an intensive (accelerated) language program (WASC Accredited) for in 2012.

At the Del Valle Regional Training Center which is a joint venture with the LA County Fire Department, the Distric Physical Resources 2012.

Facilities for the Valencia campus, sidewalks were repaired throughout the campus as well as cleaning out of ditches Physical Resources 2012.

Completed the installation of Dyson hand dryers in various restrooms on the Valencia campus including Mentry Physical Resources 2012.

Completed the secondary effects remodel project of the 2nd floor Bonelli Hall. The entire second floor (12,926) Physical Resources 2012.

Completed the upgrade of the Valencia Campus fire alarm system. The new system allows for mass notification Physical Resources 2012.

The Physical Resources 2012.

Replaced the old dugouts at the Baseball and Softball Fields with entirely new dugouts which involved new elect Physical Resources 2012.

Roofing repairs during the year included Towsley Hall, Student Support Center. Physical Resources 2012.

The Demolition of the Administration Building was completed in December. Construction of the new two-story Physical Resources 2012.

Track and pole vault repairs were completed on the Valencia Campus in 2012. Physical Resources 2012.

Various improvement projects were completed at the Canyon Country Campus including slope and grading improvements Physical Resources 2012.

Working on conjunction with the LEAP committee and outside entities to oversee planning and construction, the Physical Resources 2012.

Financial Aid

The Financial Aid Office now images all student financial aid documents and utilizes paper-free processing of ap Institutional Effectiveness 2011.

Through RFP process, the District selected and signed a contract with HigherOne to facilitate electronic financial Student Support 2011.

Fine & Performing Arts Division

Develop and Maintain Revenue Generating Entrepreneurial Events and Activities Institutional Advancement 2011.

Fine & Performing Arts Division MEA and Music Deaprtments have collaborated to create a course for linking film-making with student musical teaching and Learning 2011.

College of the Canyons Fire Technology Department will provide a positive environment and necessary resource Teaching and Learning 2011.

College of the Canyons Fire Technology Department will generate support, resources, networks, and information Institutional Advancement 2011.

College of the Canyons Fire Technology Department will promote cultural diversity of the community, students, Cultural Diversity 2011.

College of the Canyons Fire Technology Department will provide student support services to facilitate student Institutional Advancement 2011.

College of the Canyons Fire Technology Department will use outcomes data on progress being made towards Institutional Effectiveness 2011.

Created Facebook page for spring 2012 cohort. Innovation 2011.

Innovation 2011.

Established new certificate program in gerontology. Teaching and Learning 2011.

Established grant partnership with UCLA, California Council of Gerontology and Geriatrics, and SBCC. Innovation 2011.

SHARP certificate program presented at a variety of state and national venues, including the Annual Meetings of Innovation 2011.

A number of SHARP graduates, because of the training received in the program, have acquired full-time positions Teaching and Learning 2012.

Increased partnerships with organizations offering COSMP training. Teaching and Learning 2012.

Institutionalized the GERO 104 internship fair as a semester event. Teaching and Learning 2012.

Received COC Foundation Mini-Grant to offer a 6-hour GERO Boot Camp spring 2013. Teaching and Learning 2012.


Collaborated with the Photography Department to create 5th edition of M-121 magazine Teaching and Learning 2011.

Created GMD Facebook page to communicate with GMD students and track the progress of graduates Student Support 2011.

Holding an exhibit of GMD student work in August 2012 at Santa Clarita City Hall Gallery Teaching and Learning 2011.

Transitioned GMD courses from textbooks to online resources, such as: YouTube, Lynca.com and Vimeo Teaching and Learning 2011.

Worked with local High Schools to create transferable curriculum for Career Pathways Program. Institutional Advancement 2011.

Collaborated with the Photography Department to create 6th edition of M-121 magazine Teaching and Learning 2012.

GMD Advanced Graphic Design Student created marketing materials for COC art exhibit exhibit Big Big Backyard Cultural Diversity 2012.

GMD program has successful transfer students (many with full scholarships) to Art Center, Cal Arts, UCLA, UC R? Teaching and Learning 2012.

GMD program was featured at Chancellor’s Circle dinner Fall 2012. Campus Climate 2012.

GMD student awarded a Jack Oakie scholarship. Teaching and Learning 2012.

Tells us how much “Entrepreneurship and Freelance in Digital Media Arts” May 2012.

Innovation 2012.

GMD worked with local business to create a high profile murals for site specific locations in SCV. Teaching and Learning 2012.

Working with Art Center School of Design establish and coordinate professional relationship for student transfer Student Support 2012.

Finished another audit year with no findings (FY 2010-11) on grants management. Successfully provided District Financial Stability 2011.

June 2011, Site Visit from State Chancellor’s Office on Medical Laboratory Technician grant: participated in site Institutional Effectiveness 2011.

October 2011, Volunteer opportunities in Business Services: met with Eva Clarke to provide overview of Grants Student Support 2011.

SBDC Audit, November 2011: provided all the requested backup documentation on SBDC expenditures from 20 Institutional Effectiveness 2011.

September 2011, Other Expense breakdown: At the request of Board of Trustee, all Fund 12 Other Expense bud Financial Stability 2011.

Success as Datatel Reviewer: throughout the year, this ability to review expenditures on grants, mainly Federal Financial Stability 2011.

Summer/Fall 2011 to present, Dept of Commerce (DOC) final equipment purchases: Coordinated the communic Financial Stability 2011.

FY11-12: Absored new responsibilities resulting from Budget Director vacancy: Payroll Feed, Labor Download, 5 Institutional Effectiveness 2011.

FY11-12: Finished another audit year with no Federal or State grant findings. Financial Stability 2012.

FY11-12: Successfully completed special reporting for four Nursing Grants funded with ARRA Federal funds; req Financial Stability 2012.

Grants Accounting

Our team won several top awards for excellence in design and marketing at 2012 CPYCR conference. Institutional Effectiveness 2011.

The History Department created the History Club. Student Support 2011.
The History Department developed a department brochure.
The History Department participated in the Coffee on the Side program.
The History Department started a History Lecture Series.

Student Support
In 2010 we implemented a volunteer program within our department. It has allowed us to improve the ratio of T

Institutional Effectiveness
The History Department successfully implemented SLO assessments for all classes.

Teaching and Learning
First EMT Program in LA County to implement the EMT Scope of Practice 2011. (It was included in the HLHSSci 15: Teaching and Learning

Teaching and Learning
First EMT Program in LA County to include updated skills for 2011. (Students, instructors and Teaching Assistant Teaching and Learning

Teaching and Learning
The College of the Canyons EMT Program will celebrate its 40th anniversary during 2012.

Leadership
A Health Science Creation faculty member took the lead in planning and development of a college community g Campus Climate

Leadership
Community involvement - during the 2011-2012 period of review our students and staff have volunteered or part-Leadership

Leadership
Developed an interdisciplinary campus/community Body Mind Wellness Committee to coordinate efforts to pla Teaching and Learning

Leadership
In 2010 we implemented a volunteer program within our department. It has allowed us to improve the ratio of 1Teaching and Learning

Leadership
Incorporated the Service -Learning Volunteer program into Health Science courses - working in clinics and super Teaching and Learning

Leadership
Our EMT course has been updated to reflect the new EMT regulations, including an increase in didactic and clin Teaching and Learning

Leadership
Spring 2012 - Sue Mahors, one of our leadership students, was named L.A. County Fire Nurse of the Year. Sue is an education.

Leadership
Winter 2012 - we were the first EMT Program in La County to be approved to include the "Transitions to the EM Teaching and Learning

Human Resources
Administered a district-wide retirement incentive plan in an effort to produce district-wide savings.

Human Resources
Developed complaint procedure for all employees in an effort to provide a venue for resolving issues in a prod Human Resources

Human Resources
Ensured the smooth transition of multiple employee groups to new benefit programs/plans. This included enrol Human Resources

Human Resources
Handled a number of serious, complex, and varied employee relations and workers' compensation claims matte Human Resources

Human Resources
Launched a completely revamped and engaging HR website to enhance our image online and in our community.

Human Resources
Provided HR Roundtable professional development workshops including updates on all bargaining contract revi Human Resources

Human Resources
Provided substantial assistance to the Instruction Office and created communication pieces to support the ile Human Resources

Human Resources
Reorganized the Human Resources, less one full-time management position, in an effort to generate district sav Human Resources

Human Resources
Responded to a number of lengthy Public Records Act requests, requiring extensive staff time and careful review Human Resources

Human Resources
Transitional the overview of Health and Wellness, including the analysis, support for negotiations, committee rev Human Resources

Human Resources
Worked with Business Services and other areas of the college in generating viable options for district-wide sav Human Resources

Human Resources
Achieved 100% compliance with anti-harassment training for managers.

Human Resources
Developed process for administrators teaching.

Human Resources
Developed Vacancy Planning form.

Human Resources
Developed pension reform taking points document.

Human Resources
Facilitated reorganization efforts in the Facilities department and Academic Affairs. Initiated and implemented n Human Resources

Human Resources
Involvement with ICS program establishment and development of leave policy.

Human Resources
Participated in negotiations with all employee bargaining units. Successfully negotiated changes to the employee Human Resources

Human Resources
Prepared materials for successful fact finding meeting due to impasse with CSEA.

Human Resources
Recruited for several high-level administrator positions, reducing the number of interns in place.

Human Resources
Updated and distributed Administrative leave procedures and provided training at MAC.

Human Resources
Updated employee reclassification language and implemented newly revised process.

Human Resources
Worked with Senate President to review and revise tenure committee guidelines to align with COCFA contract.

Human Resources
The Humanities Division continued to support a number of key events in the Division including the International Campus Climate

Humanities Division
The Humanities Division continues to promote faculty leadership in key areas, including Professional Development Leadership

Humanities Division
The Humanities Division sponsored the first annual Celebrating the Humanities event.

Humanities Division
The Humanities Division sponsored the fifth annual printing of Cul-de-Sac literary magazine, which recently won Innovation

Humanities Division
Business partner donated $13,000 in cabinets, furniture, lazer color copier, table top color copier, fabrics, tiles, l Leadership

ID
Business partner donated $13,000 in cabinets, furniture, lazer color copier, table top color copier, fabrics, tiles, l Leadership

ID
Christmas 2012: Holiday Home Tour - Community outreach in support of Henry Mayo Hospital's Neonatal world. Leadership

ID
The department is now a member of USGBC (United States Green Building Council) and will be eligible to receive Leadership

ID
The Habitat for Humanity's 1,500 s.f. free space in the Westfield Town Center Mall. Students exhibited their work and Leadership

ID
Completed a Print Management Study to determine ways to be more energy efficient and reduce costs with our Innovation

Information Technology
Integrated MIS work order system with IT's existing product

Information Technology
Created a new Technology newsletter sent out monthly to the campus

Information Technology
Equipped the Library Addition for new technology on-time and on-budget

Information Technology
Installed SharePoint to be used for the Datatel Portal and possibly the college's web site.

Information Technology
_n the existing Time Clock program in the TLC with a commercial program through CI T Track

Information Technology
Took over control of the Pay Printing system used by the Library and TLC. Expanded to University Center Studen Leadership

International Education
Creation of the International Education Council comprised of faculty for the purpose of reviewing and examining Leadership

International Education
Establishment of new partners

International Education
Identified faculty and key students from various disciplines with contact or interest abroad. Their input and ivnc Cultural Diversity

International Education
Initiated a process in conjunction with ASG to celebrate IE annually. This includes the coordination of activities Cultural Diversity

International Education
Initiated an on-going plan to identify other potential partners, including Canada, Brazil and other regions. These Institutional Advancement

International Education
Initiated efforts related to the development of curriculum, teaching and cultural integration. A International Stu Teaching and Learning

International Education
Joined the Foothill Consortium, currently serving as liaison and coordinator for COC. The Consortium provides a Teaching and Learning

International Education
Researched other colleges IE activities and strategic plans for the advancement of IE initiatives. The findings of I Institutional Advancement

International Education
Researched the prospects of conducting our own semester-long program, the COC model. Examination of cost Institutional Advancement

International Education
Started the promotion of IE both on campus and off-campus to bring more visibility and awareness that COC is Institutional Advancement

International Education
Worked as liaison and key contact person with CCIE on all IE matters.

International Education
A new recruitment plan has been created to increase the current population and provide additional revenue for Institutional Advancement

International Education
An intensive language learning community has been created and has been offered beginning summer 2012.

International Education
Classified Staff have taken on additional administrative duties as the Director position is currently vacant.

International Education
An adult hourly receptionist has been hired to assist prospective students, community members, current studen Student Support

International Education

ISP
- Participated in Study America Workshop in Tokyo, Japan by having an ISP alumni distributed our flyers and gives Cultural Diversity 2012
- Participated in Study CA website to strengthen the exposure to global community. Cultural Diversity 2012
- Redeveloped the ISP New Students Orientation to have new students understand the complicated immigration issue. ISP Student Support 2012
- Two adjunct academic counselors have been added to the program. ISP Student Support 2012

Library
- Launched the Library Facebook page in 2010. Currently have over 200 followers. Launched a new Library Twitter Student Support 2011
- The library staff collaborated with the TLC staff, the Dean, Educational Technology, Learning Resources and District Physical Resources 2011
- Technological

Math Science Division
- Division website has been created and updated regularly. Technological 2011
- Associate degrees for transfer in Mathematics, Physics, and Geography to the California State University System Student Support 2011
- B.S. in Manufacturing Engineering and B.S. in Biological Sciences through the College’s University Center, in coll Teaching and Learning 2011

Math Science Division
- Speakers Symposium Series, featuring current research in the STEM fields, premiered during spring 2012, is continuing. Institutional Effectiveness 2011
- STEM students can now participate in the Honors program through curriculum approved honors courses such as Teaching and Learning 2011
- In collaboration with the William S. Hart Union High School District and supported by the Department of Educati Cultural Diversity 2012

MEA
- MEA and its five Programs of Study are marketed and promoted through an all-new departmental website (http://Institutional Effectiveness 2011
- MEA

MIS
- Created a new process for SBO that provides detail on health fee payment (including students who refuse to pay) Advancement 2011
- Created a room availability report in Informer to identify available rooms for scheduling, technology maintenance Advancement 2011
- Created functionality in web Advisor so students can see their “Holds” prior to registration. Student Support Advancement 2011
- Created the ability for faculty to email students on the wait list for sections they are teaching in order to better Service Advancement 2011
- Implemented Online Registration for High School Students Technical Resources 2011
- Implemented Online Registration for High School Students Student Support 2011
- Implemented Online Registration for High School Students Student Support 2011
- Students can now request refunds online Student Support 2011
- Assisted several departments in converting their Query Builder queries to Informer reports. Advancement 2012
- Assisted with the implementation of the new emergency notification system Technical Resources 2012
- Configured and installed a new DMI server to help manage system load. Technical Resources 2012
- Created a room availability report for Student Services Advancement 2012
- Created the ability for faculty to email students on the wait list for sections they are teaching in order to better Service Advancement 2011
- Helped implement the Student Email project. Student Support 2012
- Helped implement the Student Email project. Technical Resources 2012
- Installed 339 patches last year. Technical Resources 2012
- Rewrote several hundred customizations in preparation for the move to Microsoft SQL Advancement 2012
- Added on-line lab component to all first year language courses Teaching and Learning 2011
- Increased success rate in first year Spanish courses Teaching and Learning 2011
- Provided training and support to all adjunct faculty for online lab Teaching and Learning 2011
- Co-sponsored with ASG International Education Week Student Support 2011
- Continued to be a language resource for the community Institutional Effectiveness 2012
- Continued to support IE initiatives on campus Cultural Diversity 2012
- Increased retention rate Teaching and Learning 2012
- Initiated the International Poetry Reading Cultural Diversity 2012
- Offered the International Film Festival Cultural Diversity 2012
- Provided mentorship for two student organizations Student Support 2012
- Expose students to musicians and artists other than our own faculty. Among them, m we plan on inviting there a Teaching and Learning 2011
- Funds required to maintain inventory of orchestral instruments, as well as provide the funding for repair of Physical Resources 2011
- The Music department is committed to bring our students to perform off-campus and to represent College of th Campus Climate 2011

MUSIC
- The Music department needs to consider employing a technician able to maintain the hardware and software in Advancement 2011
- Development of a VESL noncredit/CTE credit learning community pilot for Fall 2012. Teaching and Learning 2011
- Successful collaborations with three elementary school districts to conduct ESL courses on their schools sites (m Teaching and Learning 2011
- Successful collaboration with the Santa Clarita Community Center to offer ESL courses. Teaching and Learning 2011
- Worked with the 545 Noncredit to Credit Transition subcommittee on activities to increase the number of stuc Teaching and Learning 2011
- Annual Recognition Program honors students that have completed through Level 28 (certificate) and then thc Teaching and Learning 2012
- New site (Old Town Newhall Library) was added Spring 13. Teaching and Learning 2012
- Repeatability has been removed for NCESL. Encouraging students that have passed a class to move towards tra Teaching and Learning 2012

NURSING
- Instituted Kaplan learning resources for students with Kaplan review course to increase student success and NCI Institutional Effectiveness 2012

NURSING
- New concept based curriculum with QSEN approved by college curriculum committee, BRN and NLNAC and init Institutional Effectiveness 2012

NURSING
- NLNAC continuing accreditation to 2016 accomplished with follow up report. Institutional Effectiveness 2012
- According to the paralegal studies graduate survey, 8 out of 17 graduates are employed in the legal field 6 mont Student Support 2012
- In the fall 2012, Paralegal Studies students began internships with the State of California’s Department of Fair Er Student Support 2012
- Law Day 2012 (Access to Justice theme) was a partnership between Law Club, History Club, and Forensics studer Student Support 2012
- Over the course of the year, Law Club had over 10 different speakers who work in the legal field come to share th Student Support 2012
Institutional Effectiveness

2011-12 Athletic Accomplishments include: 2 State Finalists: Women's Golf and Men's Soccer; Regional Finalist: Men's Tennis. The Philosophy Department at COD has established a thriving Philosophy Club. The club meets almost every week. Teaching and Learning

Leadership

Increased student and community knowledge about American Sign Language and the interpreting profession by hosting ASL Language Night and collaborative events with the Psychology Department. Teaching and Learning

Campus Climate

189 adult reentry students participated in the Information Session, 449 student attended Success Workshops and 161 students attended the annual Program Completion Ceremony for the students that successfully completed the Interpreters Certificate Program. Teaching and Learning

Teaching and Learning

A course outline for PHILOS 101 (Honors) has been submitted to the Curriculum Committee, and is near being adopted. Teaching and Learning

Innovation

The athletic department has been innovative about meeting the budget challenges created by the current economic climate. The Hyatt hosted our 2011 Hall of Fame Dinner. Professional Development in our field is a must. Staying the same really means people are passing you by. We need to be active leaders. Leadership

Student Support

Completed 88 Adult Reentry individual appointments and provided assistance to 212 walk-in visits from 08/24/2011 to 09/18/2012. Professional Development in our field is a must. Staying the same really means people are passing you by. We need to be active leaders. Leadership

Institutional Advancement

The Department of Political Science began holding political panel/discussion FLEX workshops as of fall, 2011. Leadership

Leadership

The Model United Nations program has attended over four conferences during the 2012-13 academic year. The Hyatt hosted our 2011 Hall of Fame Dinner. Professional Development in our field is a must. Staying the same really means people are passing you by. We need to be active leaders. Leadership

Advancement

S4S FYE has successfully completed two cohorts; more than 400 students have participated demonstrating an 81 Student Support

Teaching and Learning

Students who take Physical Science are demonstrating an increased interest in science by choosing to take additional courses in science electives. Teaching and Learning

The Philosophy Department has been invited (Spr. 2012 and Fall 2012) by Prof. Valerie Malinoski of the Nursing Program to teach a seminar in the Philosophy Department. Teaching and Learning

Service Learning

The Department of Political Science began holding political panel/discussion FLEX workshops as of fall, 2011. Leadership

Skills4Success

The Team placed internships at the following: Deaf West Theater, Boys & Girls Club, Commission on Competency, L.A. County Sheriff, and L.A. Department of Water. Professional Development in our field is a must. Staying the same really means people are passing you by. We need to be active leaders. Leadership

Advancement

Skills4Success

Skills4Success has collaborated with the Office of Institutional Research to create a rubric for evaluating the success of new Institutional Effectiveness courses. Teaching and Learning

Skills4Success

Skills4Success has coordinated the learning partnership between the Wm. S. Hart high school district and College of the Ca Student Support

Skills4Success

Skills4Success has facilitated the alignment of the noncredit and credit ESL courses for a smoother transition pathway for students Teaching and Learning

Institutional Advancement

Prepared first ever Interim Report to the American Bar Association to maintain approval status. Teaching and Learning

The Paralegal Studies department was awarded Perkins Grant funding to improve instruction through law specif Teaching and Learning

The Philosophy Department at COD has a significant role in the second annual "Celebrating the Humanities" event Institutional Effectiveness
S4S has hosted four Student Success Symposia as part of Spring Flex. Each symposium features a guest speaker.

Institutional Effectiveness
Social Science & Business Division Complete SSB Homepage.

Teaching and Learning
Social Science & Business Division Create AA-Transfer Degrees in Political Science and Communications Studies.

Teaching and Learning
Social Science & Business Division Create an Institute of Ethics, Law, and Public Policy housed under SSB.

None
Social Science & Business Division Establish Civil Rights Clinic at COD with the assistance of SSB faculty and students.

Teaching and Learning
Social Science & Business Division Increase artifact collection in Anthropology Department.

Teaching and Learning
Social Science & Business Division Offer SHARP Certificate program each semester.

Teaching and Learning
Social Science & Business Division Work directly with AIC to offer C1T 140 for 9th Graders.

Teaching and Learning
Social Science & Business Division CDC Foundation Mini-Grants Awarded to Forensics, SHARP, and Honors.

Teaching and Learning

Teaching and Learning
Staff Development
140 SLO (Student Learning Outcomes) workshops were offered between fall 2009 and fall 2010. Five SLO assessors Teaching and Learning
Staff Development
A Skilled Teacher Certificate Program was launched in fall 2011. There are 34 participants. The plan is to have 10 Teaching and Learning
Staff Development
A total of 265 technology workshops were offered between 2009 & 2011. In 2012/13, a total of 61 technology workshops were offered.

Technological
Staff Development
A total of 33 workshops were offered as part of the summer 2012 Technology Institute; 48 workshops were offered.

Advancement
Staff Development
A total of 86 workshops were offered as part of the 2012/13 FLEX program; 94 workshops were offered as part of Teaching and Learning
Staff Development
Each new administrator and new faculty was assigned a mentor.

Human Resources
Staff Development
Five LEAP1 sessions were offered (2008, 2009, 2010, 2012, 2013) with a total of 200 participants, and one LEAP2 Leadership
Staff Development

Technological
Staff Development
Seven training opportunities are currently offered in an online format: Kognito Online Training: Stress and Student Development
Advancement
Staff Development
The Area Certification Program for administrators was launched in 2011/12. Instruction and Student Services w/ Innovation
Staff Development
The Director of Professional Development, Leslie Carr, plays a key role in planning and organizing a number of campus Student Development
Staff Development
The Faculty Development Committee developed and launched the new online FLEX Application Form in 2011. Teaching and Learning

Staff Development
The Faculty Development Committee will be offering an intensive Emergency Preparedness workshop series as Institutional Effectiveness
Staff Development
The first Classified Professionals Institute (Theme: Self Improvement in the Workplace) was offered in spring 2012.

Human Resources
Staff Development
The New Administrator Orientation was revised to include administrator-specific topics such as COD’s Philosoph Student Development

Institutional Effectiveness
Staff Development
The Professional Development Mentor Program is offered fall and spring semesters. Between fall 2005 and fall 2011.

Human Resources
Staff Development
The variety and number of wellness opportunities for employees was increased in 2010/11 to include Yoga, Mec Human Resources
Staff Development
New Employee Orientation was expanded to two half days and included new presentations from PIO, Foundation Student Development

Human Resources
Staff Development
The Faculty Development Committee developed policies and procedures for FLEX and the faculty professional development.

Institutional Effectiveness
Staff Development
The Professional Development Program Plan/Model was updated in 2011/12. The chairs and vice chairs of the Institutional Effectiveness

Staff Development
The Skilled Teacher Certificate Program was selected as the recipient of the NCSPDO (North American Staff, Prog Teaching and Learning
Staff Development
There are six Mentor Programs on campus that employees can become involved with: 1. Professional Development and Human Resources
Staff Development
The hiring of ten new faculty in 2012/13, the Synergy program was reinstituted. Coordinated by Christina Teaching and Learning

Human Resources
Student Business Office
Collaborated with Student Development to issue fee waivers and remove the optional activity fee.

Campus Climate
Student Business Office
Due to the current economy, the staff has successfully managed an increased workload and assisted students w/ Student Support

Student Business Office
Established procedures for Student Business Office staff, at both the Valencia and Canyon Country Campuses, to handle and Student Development

Campus Climate
Student Business Office
Facilitated meetings, training sessions and staff visits with the Canyon Country Student Business Office to ensure Financial Stability

Financial Stability
Student Business Office
Increased student awareness on the college’s payment policy through updating counter signs, billing statement/Student Support

Financial Stability
Student Business Office
Processed Veteran’s benefits and sponsorships have been streamlined by collaborating with our Veteran’s Support Program.

Financial Stability
Student Business Office
Professional Development is strongly supported in the Student Business Office. Several employees have used th Human Resources

Financial Stability
Student Business Office
Research has been conducted on the ability to offer 1098B tax student documents online. Government regulat Student Development

Innovation
Student Business Office
Several process improvements have been implemented to assist the department with efficiency. These include: Technology

Innovation
Student Business Office
Several process improvements have been implemented to increase cash flow. These include programing to avoid Financial Stability

Innovation
Student Business Office
The Student Business Office has implemented new technology to assist with student success. These items include: Teaching and Learning

Financial Stability
Student Business Office
The Student Business Office has remained current on changes in laws and regulations. These include following c Financial Stability

Innovation
Student Business Office
Updates were made to the Student Business Office Web Site with additional information on payment, refunds, and Student Development

Technical
Student Business Office
Assisted our Financial Aid Department with the collection of fees. Procedures were established at both the Valen Financial Stability

Student Development
Check logs have been created to track all payments received and processed through the mail.

Financial Stability
Student Business Office
Completed a process analysis and improvements for the Post 911 GI Bill Sponsorship procedures - including billi Institutional Advancement

Financial Stability
Student Business Office
Completed required calculations, mailed and submitted over 22,700 student tax forms.

Financial Stability
Student Business Office
Established Database process and procedures with Fiscal Services to create sponsorship refunds.

Campus Climate
Student Business Office
Established several new third party sponsorship/billing accounts, including Department of Rehabilitation Iowa, S Leadership

Leadership
Student Business Office
Front counter staff has received training in the different GI Bills and have successfully taken over the pre-sponsored Advancement

Leadership
Student Business Office
In order to assist with fraud, procedures have been established for the processing and billing of credit card charge Financial Stability

Leadership
Student Business Office
Successfully adjusted student accounts for billing modifications and completed invoicing for the Henry Mayo Co Campus Climate

Leadership
Student Business Office
Successfully completed the year end process, including write offs for past due balances and unclaimed refunds, Financial Stability

Leadership
Student Business Office
The Student Business Office Staff is a cohesive team that works well together. This has allowed the Department Campus Climate

Leadership
Student Development
Coordinated an End-of-the-Year Emerging Leaders Celebration for facilitators and students.

Leadership
Student Development
Coordinated student advocacy efforts.

Leadership
Student Development
Created FLEX credit workshop series for club advisors. Teaching and Learning 2011

Student Development
Extended hours at the ASG Lounge in CCC. Campus Climate 2011

Student Development
Launched and utilized project management software, BaseCamp for the College Ambassador Program, ASG, Counselor Advancement 2011

Student Development
Provided student clubs with a new club room for meetings and computer and printer for club use. Leadership 2011

Student Development
Provided Student Support Fee benefits at the CCC, including free printing and computer use at the ASG Student Support. Leadership 2011

Student Development
Renovate and design an ASG Office at the CCC. Leadership 2011

Student Development
The ASG Computer Lab assists other department like A&R, Career Services, Service-Learning for student workshops Student Support 2011

Student Development
The ASG Computer Lab provides service to over 28,000 students each semester. Student Support 2011

Student Learning Outcomes
Collaborated with C.I.O. to provide information on SLO progress from 2008-2011 for Accreditation Mid-Term Rej Leadership 2011

Student Learning Outcomes
Collaborated with SLO committee to develop rubric for assessing department program review SLO tables. Institutional Advancement 2011

Student Learning Outcomes
Collaborated with SLO committee to revise committee policies and procedures to establish a more active, engage Institutional Advancement 2011

Student Learning Outcomes
Coordinated and facilitated discussion of College Skills ISLO assessment results at fall 2011 committee meeting. Teaching and Learning 2011

Student Learning Outcomes
Coordinated and facilitated discussion of CTE ISLO assessment results at spring 2012 flex session. Teaching and Learning 2011

Student Learning Outcomes
Coordinated and facilitated discussion of Diversity Requirement ISLO assessment results at department meeting Teaching and Learning 2011

Student Learning Outcomes
Coordinated and facilitated discussion of Language and Rationality ISLO assessment results at department meet Teaching and Learning 2011

Student Learning Outcomes
Coordinated and facilitated discussion of Language and Rationality: Communication and Analytical Thinking ISLO Teaching and Learning 2011

Student Learning Outcomes
Coordinated and facilitated discussion of Natural Science ISLO assessment results at fall 2011 division meeting. Teaching and Learning 2011

Student Learning Outcomes
Coordinated and facilitated discussion of Physical Education and Wellness ISLO assessment results at fall 2011 d Teaching and Learning 2011

Student Learning Outcomes
Coordinated and facilitated discussion of Social Sciences ISLO assessment results at fall 2011 department meet Teaching and Learning 2011

Student Learning Outcomes
Coordinated and facilitated the development of rubrics for HFA ISLO assessment for implementation in spring 2 Teaching and Learning 2011

Student Learning Outcomes
Developed and implemented SLO loop closing form to facilitate dialogue and collect feedback concerning stude Teaching and Learning 2011

Student Learning Outcomes
Development and delivery of two SLO newsletters in fall 2011. Leadership 2011

Student Learning Outcomes
Encouraged and facilitated faculty development of course, program and institution-level assessment for multiple Teaching and Learning 2011

Student Learning Outcomes
Presented 6 flex workshops on completing SLO tables in Program Review to help faculty standardize reporting p Teaching and Learning 2011

Student Learning Outcomes
SLO coordinator and SLO committee member attended the Accreditation institute in February 2012. Leadership 2011

Student Learning Outcomes
SLO coordinator attended the Student Success Conference in fall 2011 Leadership 2011

Student Learning Outcomes
SLO coordinator attended the SLO workshop as part of the Curriculum Institute in July 2011. Leadership 2011

Student Learning Outcomes
Updated SLO website adding additional resources for faculty and administrators. Teaching and Learning 2011

Student Learning Outcomes
Academic Senate approved new SLO Committee guidelines and procedures which changing meeting schedule f Institutional Effectiveness 2012

Student Learning Outcomes
Completed and distributed 2 newsletters in spring 12 and fall 12 to all faculty. Leadership 2012

Student Learning Outcomes
Finished development of CurricUNET ASSESSMENT MODULES. SLO coordinators met bi-monthly and sometimes Leadership 2012

Student Learning Outcomes
Presented 2 Flex workshops on "Best SLO Practices." Leadership 2012

Student Learning Outcomes
SLO Committee members and SLO coordinators met individually and provided guidance to 31 departments with Leadership 2012

Student Learning Outcomes
SLO coordinator attended Academic Senate Fall Plenary Session. (Fall 2012) Leadership 2012

Student Learning Outcomes
SLO coordinator attended Accreditation Institute (2/2013). Leadership 2012

Student Learning Outcomes
SLO coordinator presented as part of panel presentation on ISLOs at Student Success Conference (fall 2012). Leadership 2012

Student Learning Outcomes
SLO coordinators collaborated with Fiscal Services, Program Review Committee, and Institutional Advancement. Leadership 2012

Student Learning Outcomes
SLO coordinators coordinated with Institutional Research and Academic Affairs to facilitate 2 FLEX sessions. (fall) Leadership 2012

Student Learning Outcomes
SLO coordinators drafted the ACCJC SLO PROFICIENCY REPORT and submitted in fall 2012. Institutional Effectiveness 2012

Student Learning Outcomes
SLO coordinators facilitated discussions and closed loop on ISLO assessment for every area by fall 2012. Leadership 2012

Student Learning Outcomes
SLO Coordinators provided more than 100 hours of individualized training to both full-time and part-time facult-Leadership 2012

Student Learning Outcomes
Successfully advocated for creation of SLO aggregation tool as part of MY CANYONS by submitting proposal to A-Leadership 2012

Student Services (CCC)
Added display cases and streaming powerpoints regarding campus and student services opportunities. Student Support 2011

Student Services (CCC)
Added Veterans Services and Adult Reentry at CCC. Student Support 2011

Student Services (CCC)
Arranged student spaces, including reorganized Quad-1 setup, to promote dissemination of information to stud Physical Resources 2011

Student Services (CCC)
Began production of on-demand transcripts at CCC A&R, including electronic PDF transcripts. Technological Advancement 2011

Student Services (CCC)
Celebrated student groups (ASG, Veterans, Student Clubs) through a campus events, bulletin board displays, and Campus Climate 2011

Student Services (CCC)
Continued "Did You Know" information campaign for Welcome Week 2012 Teaching and Learning 2011

Student Services (CCC)
Coordinated with ASG on campus events and communication with students. Student Support 2011

Student Services (CCC)
Created and promoted regular communication through social media at CCC. Student Support 2011

Student Services (CCC)
Departmentalized student services functions at CCC in alignment with operations at VL. Human Resources 2011

Student Services (CCC)
Implemented staff-exchange between Valencia and CCC staff to increase awareness of campus challenges and innovation. Technology 2011

Student Services (CCC)
Made significant progress for District document imaging through regular use of imaging stations at CCC. Advancement 2011

Student Services (CCC)
Prepared and disseminated regular communication with students enrolled at CCC to promote the programs/student Student Support 2011

Student Services (CCC)
Regularly coordinated with Student Services directors and staff to plan and adjust services at CCC. Leadership 2011

Student Services (CCC)
Updated CCC Website, providing a dynamic new resource for students and a communications tool that will help Advancement 2011

Student Success and Support Pr 1. The Virtual Learning Lab was awarded the Chancellor’s office Innovation Technology award in spring 2012. Student Support 2012

SURV
The program has been successful in working with the advisory board to create internship opportunities for stud Teaching and Learning 2011

SURV
The program has created a series of instructional media content for use in the introductory and advanced survey Teaching and Learning 2011

SURV
The program has developed and implemented a Lab Manual for Surv 101 that is available to students through the Teaching and Learning 2012

Sustainability
Conducted site visits to Santa Barbara College and UCLA for information gather and research. Institutional Advancement 2011

Sustainability
Formed subcommittees based on members' interests, college's goals, and strategic planning in the area of susta Institutional Effectiveness 2011

Sustainability
Networked with local industry and business leaders and discussed donations of soil and plants for sustainable g Physical Resources 2011

Sustainability
Networked with the City of Santa Clarita officials and discussed the availability of land for Culinary Arts Program Physical Resources 2011

Sustainability
Presented the vision and goals of a Sustainability Center to the College Planning Team in November, 2011. Institutional Advancement 2011

Switch & Mail
Assess how the relocation to the village and redesigned switchboard and mailroom will function in the temporal Physical Resources 2011
Applied for and received $1000 ASG grant to fund summer musical project in 2012.

COC theatre students have transferred to the best theater schools in the nation: Juilliard, NYU, Columbia, Suny P

Collaborated with PAC and NAMF to produce successful, sold-out performances of “The Giver” – a new musical

Completed 2nd stage of renovation of STCN-130 adding electrical power to the space in anticipation of 3rd phase

Completed assessment of 95% of courses and “closed the loop” on 75% of courses by February 2012.

Completed assessment of program SLO’s by mapping course SLO’s.

Developed AA-T Theatre degree. Awaiting curriculum committee approval.

Developed and passed new course -- TH 191 (Technical Theatre) course through the curriculum process.

Developed and utilized common rubrics and assessment tools for all performance classes (TH 110, TH 127, TH 1-)

Developed course SLO assessment tools for all TH 108 B,C,D, and TH 193 courses.

Faculty adjudicated monologues and scenes at Hart District Theatre Festival in 2012.

Held a successful theatre department banquet in June 2011 with more than 80 students and faculty in attendance.

Hired new adjunct faculty to teach TH 060, Business of Acting.

Hosted 2011 Hart District Theatre Festival in the Santa Clarita Performing Arts Center bringing more than 300 students.

In 2011, increased number of applicants for the Jack Oakie scholarship and made improvements to application.

Increased efficiency by increasing average class size and FTES.

Increased graduation rates for general and performance degrees by 300% from 2010 to 2011.

Partnered with Santa Clarita Performing Arts Center to host master classes in mask work (with Rob Faust) and Teaching and Learning

Produced and performed Solopalooza to sold out audiences at Repertory Theatre East Playhouse (fall 2011).

Produced successful productions of Death of a Salesman (spring 2011), Lysistrata (spring 2011), The Giver (sumr Teaching and Learning and

The department partipates each year in the ArtStart festival with selections from advanced improvisation studios and Theatre and Learning

Theatre faculty and solo performance students presented solo performances (Our Bodies, Ourselves) as part of Student Support

Theatre faculty completed second one-year term as SLO coordinator for the institution, providing outcomes and Leadership

Updated curriculum for 5 year review process.

Aligned course SLOs with program SLOs and Institution SLOs developing a matrix to demonstrate curricular Teaching and Learning

Awarded 4 theatre degrees in 2011-2012. This is an increase of 1 degree from 2010-2011.

Completed assessment cycle for all theatre courses in fall 2012 and have entered a second cycle of assessment Teaching and Learning

Completed installation of dimmers and lighting grid in S-130, debuting the facility upgrades with performances Teaching and Learning

Developed and implemented a form during spring 2013 auditions to determine disproportionate impact of the Student Support

Faculty member completed a third, one-year term as outcomes and assessment coordinator for the college.

Hosted two performances of SUNNY SIDE UP, COC’s improvisational team -- a subgroup of the COC Drama club.

Maintained regular FACEBOOK presence (COC THEATRE) which now has 353 likes as of January 2013.

Participated for a 3rd year in a row in the New American Musicals Festival in July with four successful performances Teaching and Learning

Partnering with Santa Clarita Performing Arts Center to host 2013 Hart District Theatre Festival March 1, 2013 w Leadership

Produced successful productions of URINETOWN and IMPORTANCE OF BEING EARNEST as well as two evenings Teaching and Learning

Under guidance from the curriculum committee and through consultation with theatre colleagues throughout Institutional Effectiveness

Provided new transfer related workshop entitled, “How to finance a UC education.”

Providing counseling appointments with college representatives via web cam

1 Full-time employee attended WAVES 2012 Annual Conference and completed the intermediate level of training.

Certified 436 veterans for GI Bill Benefits in 2011.

Completed 6 success workshops. Total attendance 120 students.

Completed 636 VA Education Initial Interviews.

Established Community Partnership with Habitat for Humanity. Currently sitting on the Homes for Heroes Advis Innovation

Established VA Education Benefits and Adult Reentry Services at CCC.

Certified 457 veterans for GI Bill Benefits in 2012 this is up 5% from previous year.

Hired 3 College Assistants. 2 for the VLC and 1 for CCC

Raised over $250,000.00 fundraising for veteran with Habitat for Humanity at the Habitat Hearts for Heroes The Leadership

-Re-established Canyon Country Services, increasing hours from 8 to 20 hrs a week. -134 veteran students at Ci Student Support

Repored 132 changes to the VA using VA-Once during Spring 2013 as of March 14, 2013.

Training over 35 COC employees in Veteran Mental health and transition issues for veterans.

An online textbook for the beginning water math course has been developed and posted in the COC Open Educa Teaching and Learning

Regina Blasberg and Mike Alvord received an Adoptor Communities Grant to prepare an Open Educational Reso Teaching and Learning

The COC Water program has partnered with Cuyamaca College and several other colleges throughout the state c Teaching and Learning

An online textbook for the advanced water math course has been developed and is currently in use.

The Wine Studies students help pour wine at the PAC events to help gain experience. They have also helped passing Teaching and Learning

Wine Studies has over a 95% retention rate. we have reorganized the classroom to include a sink and bar tables Teaching and Learning