Good plans shape good decisions. That's why good planning helps to make elusive dreams come true.
- Lester Robert Bittel

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

Absolutely!

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

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

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

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

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

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

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

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

To ensure that we continue to respond to emerging needs, the goals and planning agendas will also continue to evolve, adding and modifying goals through annual updates. Our goals are living, dynamic, and responsive to the needs of our community. We continue to view this document as a mirror of an institution that successfully and continually evolves and changes; encouraged by an atmosphere of innovation, flexibility, and cooperation.

I am grateful to the many dedicated people who have contributed in ways, large and small, to the development of these goals: faculty, administrators, staff, students and community members, to those who researched, analyzed, reflected, innovated, brainstormed and, in general, helped to produce this planning tool in so many ways.

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

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

Dr. Dianne Van Hook
Chancellor
This 2012-2015 College of the Canyons Strategic Plan presents data that have implications for planning, highlights accomplishments since the previous Strategic Plan in 2009, and highlights some action priorities relative to the College’s Strategic Goals.

The process for updating the Strategic Plan Accomplishments and Strategic Plan Goals was led by the College Planning Team, and instructional and non-instructional departments across the College participated. Accomplishments and Action Priorities were drawn directly from department program reviews. This plan also will help drive budget priorities and the development of programs and services for the next three years, working in concert with all of the college’s planning processes, integrating other institutional plans and department-level plans.

Regardless of whether a planning process is focused at the institutional level or department level, planning has several essential characteristics. Planning must:

- Assess internal and external environments;
- Analyze trends;
- Make assumptions about the future;
- Be achievement-oriented;
- Be participatory and tolerant of conflict and differences in opinion;
- Enable the institution to respond quickly to changing conditions; and
- Measure outcomes and use the outcome information to inform decisions.

**Why plan?**

At College of the Canyons, planning:

- Helps advance the College, maximizing student access to outstanding instruction enabling students to achieve identified learning outcomes.
- Enables us to effectively and efficiently use our limited resources to meet the College’s mission.
- Enables us, with a knowledge base and a coherent set of tools to analyze complex situations in a context that is meaningful and useful, as well as develop a clear plan to move ahead.
- Is a way to stretch people’s thinking and explore our future in ways that would not occur if defined processes were not in place.
- Enables us to identify – in advance – challenges that may be problematic and to explore solutions to minimize risks and maximize opportunities.
- Is a way to organize data and information into useful and understandable forms.
- Is a way to define and encourage interrelationships among people and resources that exist – as well as those that should, but don’t.
• Is a dynamic process that permits members of the college community, both internal and external stakeholders, to discuss, explore solutions and make continual adjustments in response to ever-changing environments.

Planning must avoid many pitfalls that become an obstacle to driving the college forward. Planning is not:

• A blueprint to follow rigidly;
• A set of platitudes;
• A personal vision;
• An explanation of departmental plans;
• An analysis of conditions and trends; or
• An elimination of risks.

STRATEGIC PLANNING AND BUDGET DEVELOPMENT

Our planning process is driven by the College’s statements of mission, values, and philosophy. In these times of limited financial resources at the State, it is more important than ever that the limited state resources go to support well planned activities and the College pursue resources outside of state resources to help advance our strategic planning efforts.

As we engage in the systematic planning, we:

• Reflect on research and external information, such as outcomes information, self-studies, research reports, program review data, enrollment patterns, and workforce trends;
• Consider the implications of state policies and funding opportunities;
• Assess changes in the community that impact the College’s programs and services and opportunities for partnerships;
• Identify potential resource development opportunities;
• Evaluate our results; and
• Adjust and realign as necessitated by emerging information, trends, and opportunities that present themselves.
Departments play a central role in planning, driving college-wide planning and budget development, program development, and other services. At the same time, departmental plans are influenced by college-wide plans, reflecting institutional foci and priorities. Every academic department completes a program review annually. Non-instructional programs complete program reviews at least once every three years.

The College has several college-wide planning processes, which have produced numerous plans, including the Strategic Plan, Education and Facilities Master Plan, Technology Master Plan, Staffing Diversity Plans, Five-Year Construction Plan, Enrollment Management Strategies, individual facilities plans, and Marketing Plans. Operational planning is driven by the College’s Strategic Plan, which is revised every three years. The Strategic Plan includes Strategic Goals, and is used by all College divisions, departments, and work units to develop strategic objectives (action statements) that determine short-term directions and future plans of the district.

**Mission**
College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce skills development, and the attainment of learning outcomes corresponding to their educational goals. College of the Canyons embraces diversity, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

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

**Philosophy**
We believe in the following values:

**Teaching and Learning**
We honor and reward high performance in teaching and learning.

**Respect for All People**
We foster a climate characterized by civility, collegiality and acceptance. We expect honesty, integrity, social responsibility and ethical behavior.

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

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

**Creativity and Innovation**
We are an innovative and creative community college. We encourage members of the college community to be entrepreneurial, forward thinking, creative, persistent, spontaneous and welcome changes that will enhance the college’s ability to fulfill its mission.
THE STRATEGIC PLAN

The Strategic Plan is both driven by and sets the tone for internal and external data collection, the establishment of action priorities, the development and revision of the Facilities Master Plan, the budget development process, the establishment of partnership priorities, the support of related human resources, the execution of fundraising plans, and the expansion and implementation of new curriculum and student support services.

Strategic Goals
The College District’s strategic goals that have been identified for 2008 to 2011 are:

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

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

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

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

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

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

District Goals
The College District’s strategic goals that have been identified for 2008 to 2011 are:

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

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

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

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

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

Leadership
College of the Canyons will assert its leadership to increase educational, economic, and cultural opportunities for the community including businesses, industry, arts groups, and community-based organizations in the region.
EXTERNAL AND INTERNAL DATA

Economic Outlook

“The Great Recession” officially ended in June 2009. The recession officially started in December 2007. Gross Domestic Product (GDP), one indicator used in evaluating whether or not a recession exists, was $14.3 trillion in the fourth quarter of 2007 (source: US Department of Commerce). By the second quarter of 2009, GDP had dropped to $13.9 trillion. GDP increased to $15.0 trillion in the second quarter of 2011.

While the “Great Recession” officially ended in June 2009, prolonged high unemployment and low housing values continue to elevate concerns of the economy. As of June 2011, unemployment was 9.2 percent nationally (Bureau of Labor Statistics). This reflects a drop since November 2009 when it was 10.1. However, it is still historically high, especially compared to recent relatively low unemployment in 2007 when it was only 4.6 percent nationally. Note that November 2009 was not a historical high. In November 1982, unemployment was 10.8 percent.

For California, the unemployment rate remains high at 11.8 percent. This also reflects an improvement since the recent high of 12.5 percent in December 2010. However, it is a sharp increase from the low unemployment rate periods, such as January 2001 when it was only 4.7 percent. For California, December 2010 and January 2001 were the historical high and low unemployment rates.

Santa Clarita has historically had lower unemployment rates than both the State of California and nationally. For example, in April 2011, Santa Clarita’s unemployment rate was 7.2 percent, compared to 11.7 percent for the State of California. This is significantly lower than Palmdale and Lancaster, where the unemployment rate for 14.5 percent and 16.4 percent respectively. Santa Clarita’s unemployment rate was relatively high in July 2010 when it was 8.3 percent. However, in December 2006, it was at a recent low at 2.6 percent.

Median homes prices in Santa Clarita have shown significant decreases similarly as those for the State and nationally. Median home prices in Santa Clarita were $341,800 in May 2011, down from a high of $513,000 in October 2005 (Source: Zillow). For California, the prices fell to $301,500 from $492,000 in May 2007. Nationally, the prices dropped from $224,000 in August 2006 to $169,800 in May 2011. However, home prices are expected to start increasing. According to the 2011 Economic and Real Estate Outlook, median home prices in Santa Clarita are expected to increase 7.3 percent per year for the next six years.

Jobs with high growth

Several industries are expected to have a significant demand for new and replacement positions. See tables 1 through 4 in Appendix A for detailed labor market information (Source: Claritas). Jobs in Santa Clarita with the most hiring that require some postsecondary training or an associate degree are:

- Real estate sales agents (76 openings annually);
- Travel agents (56 openings annually);
- Registered nurses (44 openings annually);
- Preschool teachers (25 openings annually);
- Hairdressers, stylists, and cosmetologists (23 openings annually);
PLANNING IMPACTS

The jobs that are expected to have the highest number of annual openings (new and replacement positions) in Santa Clarita that require on-the-job training up to a postsecondary degree are the following:

- Medical secretaries (21 openings annually);
- Fitness trainers and aerobics instructors (17 openings annually);
- Licensed vocational nurses (16 openings annually);
- Nursing aides, orderlies, and attendants (15 openings annually);
- Automotive services technicians and mechanics (13 openings annually);
- Computer support specialists (12 openings annually);
- Maids and housekeeping (165 openings annually);
- Managers (116 openings annually);
- Waiters and waitresses (111 openings annually);
- Janitors and cleaners (95 openings annually);
- Combined food preparation and serving workers (85 openings annually);
- Stock clerks and order clerks (84 openings annually);
- Real estate sales agents (76 openings annually);
- Office clerks (72 openings annually);
- Photographers (71 openings annually);
- Travel Agents (56 openings annually);
- Registered nurses (44 openings annually);
- Preschool teachers, except special ed. (25 openings annually);
- Hairdressers, hairstylists, and cosmetologists (25 openings annually);
- Medical secretaries (21 openings annually);
- Fitness trainers and aerobics instructors (17 openings annually);
- Licensed vocational nurses (16 openings annually);
- Nursing aides, orderlies, and attendants (15 openings annually);
- Automotive service techs and mechanics (13 openings annually);
- Computer support specialists (12 openings annually);
- Landscaping and grounds keeping workers (64 openings annually);
- Customer service representatives (62 openings annually);
- General and operations managers (61 openings annually);
- Management analyst (61 openings annually);
- Laborers and freight, stock, and material movers, hand (60 openings annually);
- First-line supervisors/managers of housekeeping and janitorial workers (59 openings annually);
- Property, real estate, and community association managers (57 openings annually);
- Elementary school teachers, except special education (56 openings annually);
- First-line supervisors/managers of retail sales workers (56 openings annually);
- Travel agents (56 openings annually);
- Postsecondary teachers (52 openings annually);
- Counter attendants, cafeteria, food concession, and coffee shop (51 openings annually);
• Dental hygienists (875 openings annually);
• Gaming dealers (855 openings annually);
• Massage therapists (851 openings annually);
• Emergency medical technicians and paramedics (848 openings annually);
• Legal secretaries (794 openings annually);
• Interior designers (712 openings annually);
• Bus and truck mechanics and diesel engine specialists (690 openings annually);
• Library technicians (671 openings annually);
• Medical and clinical laboratory technicians (657 openings annually);
• Medical records and health information technicians (657 openings annually);
• Veterinary technologists and technicians (641 openings annually);
• Biological technicians (624 openings annually);

The jobs that are expected to have the highest number of annual openings (new and replacement positions) in the United States that require some postsecondary training or associate degree are the following:

• Real estate sales agents (17,289 openings annually);
• Registered nurses (10,434 openings annually);
• Nursing aides, orderlies, and attendants (4,235 openings annually);
• Licensed practical and licensed vocational nurses (3,537 openings annually);
• Medical secretaries (3,434 openings annually);
• Computer support specialists (2,601 openings annually);
• Hairdressers, hairstylists, and cosmetologists (2,550 openings annually);
• Preschool teachers, except special education (2,172 openings annually);
• Appraisers and assessors of real estate (2,040 openings annually);
• Automotive service technicians and mechanics (2,010 openings annually);
• Fitness trainers and aerobics instructors (1,888 openings annually);
• Computer specialists, all other (1,151 openings annually);
• Paralegals and legal assistants (902 openings annually);

The jobs that are expected to have the highest number of annual openings (new and replacement positions) in the state of California that require some postsecondary training or associate degree are the following:

• Real estate sales agents (17,289 openings annually);
• Registered nurses (10,434 openings annually);
• Nursing aides, orderlies, and attendants (4,235 openings annually);
• Licensed practical and licensed vocational nurses (3,537 openings annually);
• Medical secretaries (3,434 openings annually);
• Computer support specialists (2,601 openings annually);
• Hairdressers, hairstylists, and cosmetologists (2,550 openings annually);
• Preschool teachers, except special education (2,172 openings annually);
• Appraisers and assessors of real estate (2,040 openings annually);
• Automotive service technicians and mechanics (2,010 openings annually);
• Fitness trainers and aerobics instructors (1,888 openings annually);
• Computer specialists, all other (1,151 openings annually);
• Paralegals and legal assistants (902 openings annually);
some postsecondary training or associate degree are the following:
- Real estate sales agents (139,211 openings annually);
- Registered nurses (106,075 openings annually);
- Nursing aides, orderlies, and attendants (47,871 openings annually);
- Licensed practical and licensed vocational nurses (38,898 openings annually);
- Hairdressers, hairstylists, and cosmetologists (25,328 openings annually);
- Computer support specialists (23,134 openings annually);
- Automotive service technicians and mechanics (22,088 openings annually);
- Preschool teachers, except special education (21,733 openings annually);
- Medical secretaries (18,1563 openings annually);
- Fitness trainers and aerobics instructors (17,484 openings annually);
- Appraisers and assessors of real estate (16,859 openings annually);
- Dental hygienists (8,962 openings annually);
- Emergency medical technicians and paramedics (8,712 openings annually);
- Bus and truck mechanics and diesel engine specialist (8,397 openings annually);
- Paralegals and legal assistants (8,274 openings annually);
- Computer specialists, all other (7,429 openings annually);
- Radiologic technologists and technicians (6,990 openings annually);
- Medical records and health information technicians (6,986 openings annually);
- Massage therapists (6,458 openings annually);
- Legal secretaries (6,442 openings annually);
- Library technicians (6,243 openings annually);
- Gaming dealers (5,787 openings annually);
- Medical and clinical laboratory technicians (5,491 openings annually);
- Interior designers (4,806 openings annually);
- Surgical technologists (4,757 openings annually);

**Enrollment Costs per Student, Nationally**

Enrollment costs for California Community College (CCC) students remain relatively low compared to other states. In 2009/10, enrollment fees at CCCs were $26 per unit or $780 annually for 30 units.

As of July 1, 2011, the state legislature increased the fees to $36 per unit or $1,080 annually. The state also passed legislation that the fees will increase to $46 per unit or $1,380 annually if voters do not approve tax and fee increases that will be on the November ballot.

While this is a large increase that will likely affect some students’ ability of access to higher education, the effects may not be that great given that alternatives, such as proprietary schools cost significantly more. For example, Charter College which offers classes in Santa Clarita charges $15,500 (source: IPEDS). ICDC charges $14,895 annually. The least expensive proprietary school is DeVry University, who charges $8,100 annually, over five times the price of CCCs even at the $46 per unit fee. Also, note that the enrollment fees at $46 per unit would make CCCs the second least expensive community college option in the nation, with only New Mexico being lower.
Population Information

The population for Santa Clarita is expected to increase from 263,973 in 2010 to 286,986 in 2015, an increase of 8.7 percent (source: Claritas). This growth is higher than Los Angeles County, which is expected to increase by 4 percent, and California, which is expected to increase by 6 percent. The median age of Santa Clarita is not expected to change significantly over the next five years.

Santa Clarita is somewhat more affluent than the average of California. The median household income is $92,702, compared to a median household income in California of $62,401. Approximately 4 percent of families in Santa Clarita are below poverty, compared to 10 percent statewide.

Santa Clarita residents are somewhat more educated than the population statewide. Of the residents who are 25 years old or older, 10 percent have an associate degree and 34 percent have a bachelor’s degree or higher. Statewide, 8 percent have an associate degree and 30 percent have a bachelor’s degree or higher. Note that Latinos in Santa Clarita and statewide have much lower education attainment. For example, only 16 percent of Latinos 25 years old or older have a bachelor’s degree or higher and 8 percent have an associate degree.

The travel time to work for Santa Clarita residents is slightly higher than the statewide average. Santa Clarita workers travel an average of 36 minutes to get to work. Statewide, workers travel an average of 29 minutes to work.

Enrollment Growth

College of the Canyons is expected to see considerable enrollment growth. The California Community College Chancellor’s Office projects that the College will grow from 22,968 students in Fall 2010 to 37,360 students in 2018. Of course, limited state funding has negatively impacted the College’s enrollments and could impact future enrollment growth.

COC Student Demographics

The demographic profile of College of the Canyons students has shifted in terms of ethnicity. While the College had high percentages of White students historically, the percentage of white students now is much closer to Latino students. More specifically, 44 percent of students indicate that they are White while 36 percent of students indicate that they are Latino.

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<tbody>
<tr>
<td>Asian/Pac Islander</td>
<td>*</td>
<td>*</td>
<td>4%</td>
<td>5%</td>
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<tr>
<td>African American</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
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<tr>
<td>Filipino</td>
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<td>*</td>
<td>2%</td>
<td>3%</td>
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<td>Latino</td>
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<td>10%</td>
<td>11%</td>
<td>19%</td>
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<tr>
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<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other/Two or more races**</td>
<td>1%</td>
<td>7%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>92%</td>
<td>81%</td>
<td>79%</td>
<td>56%</td>
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<tr>
<td>Total Enrollment</td>
<td>1,141</td>
<td>3,589</td>
<td>6,502</td>
<td>10,891</td>
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*Asian/Pac Islander, Filipino, Native American and Unknown were not reported as separate categories.
**Moved to Two or More Race classification in 2000.
Age
Most age groups have increases over the past five and ten years. The largest increase was in students 20 to 24 years old, followed by 25 to 29 year old students. The median age of students was 20 years old for 2000, 2005, and 2010. Note that these data exclude public safety in-service students.

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2000</th>
<th>Fall 2005</th>
<th>Fall 2010</th>
<th>Fall 2000-Fall 2010 Change (%)</th>
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<td>4,075</td>
<td>5,110</td>
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<td>20 to 24</td>
<td>2,847</td>
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<td>25 to 29</td>
<td>763</td>
<td>885</td>
<td>1,353</td>
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<td>30 to 34</td>
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<td>868</td>
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<td>369</td>
<td>627</td>
<td>608</td>
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<tr>
<td>Unknown</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>10,141</td>
<td>11,913</td>
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<tr>
<td>Median Age</td>
<td>20</td>
<td>20</td>
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</tr>
</tbody>
</table>

*Excludes Public Safety In-service Students

Concurrent Enrollment
The number of concurrently enrolled students increased for a number of years, but has recently shown dramatic decreases as a result of limited space and priority for non-concurrently enrolled students. The number of concurrently enrolled students had grown to 1,375 students in 2008. However, just two years later after the state budget constraints had significant affects on access, the enrollment had dropped to 735 students. Note that Academy of the Canyons students continue to get priority registration. However, other concurrently enrolled students have low priority in terms of registration times.

Educational Goals
The most common student educational goal is to update job skills. This is likely a reflection of public safety/in-service training and retraining needs of local unemployed residents. The second most common educational goal is to obtain an associate degree and transfer. While each educational goal represents a relatively small percentage of the total, some students attend COC to formulate career goals, acquire job skills, maintain certificates/licenses, further personal development, and even improve basic language or math skills.

Interestingly, many students indicate that they are undecided on an educational goal. This has significant implications for matriculation and counseling as well as coordination with feeder high schools on pre-collegiate educational and career planning (Source: UST file).
Hours worked per week

The majority (68 percent) of COC students work. While the majority of students work, they often only work part-time. Only 7 percent of students on the Valencia campus and 11 percent of students on the Canyon Country campus work 40 hours per week or more. This has implications for students pursuing the limited course offerings as well as financial aid needs.

Satisfaction with COC

Overall, student satisfaction with College of the Canyons instruction and support services was high. More specifically, students reported the following results for the Valencia and Canyon Country Campuses:

- Satisfaction with quality of instruction was high (81 percent at VC and 83 percent at CCC).
- Satisfaction with the College’s website, TLC, online registration, online payment, and online search for classes were all high (ranging from 74 to 80 percent at VC and from 71 to 78 percent at CCC).
- However, satisfaction with availability of courses was low (37 percent at VC and 38 percent at CCC). Similarly, the most frequently cited barriers to students being able to achieve their educational goals include availability of classes at times needed (VC – 76 percent, CCC – 78 percent), availability of courses (VC – 74 percent, CCC – 81 percent), and costs related to books, supplies, etc. (VC – 70 percent, CCC – 74 percent). This likely reflects the limited funding from the state and the inability to meet the overall demand for classes given the funding level.

Students’ indication of cost being a significant barrier also help to explain the significant increase in BOG enrollment fee waivers that has been observed.

Students were also asked to provide their reasons for attending COC. The top reasons for attending COC are location, cost, and transferability of courses to four-year colleges/universities.

BOG waiver

The number of College of the Canyons students receiving Board of Governors’ (BOG) waivers has increased significantly, from 3,589 in 2006/07 to 6,392 in 2009/10. This likely reflects the difficult economic conditions. As enrollment fees are increased from $26 per unit to $36 per unit for the fall 2011 term and possibly $46 per unit in spring 2012 if new revenues are not passed by voters in November, the number of students pursuing BOG waivers will likely increase substantially.
PLANNING IMPACTS

It is important to note that many of these students are completing general education requirements and are not English or Math majors. The departments awarding the greatest number of degrees are Nursing and Biological Sciences, each awarding more than 100 degrees. The department awarding the greatest number of certificates is Early Childhood Education with 27 certificates.

<table>
<thead>
<tr>
<th>Dept</th>
<th>Fall 2010 Headcount</th>
<th>Fall 2010 Degrees 09/10</th>
<th>Fall 2010 Certificates 09/10</th>
<th>Dept</th>
<th>Fall 2010 Headcount</th>
<th>Fall 2010 Degrees 09/10</th>
<th>Fall 2010 Certificates 09/10</th>
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*Excludes Instructional Service Agreement students.
Retention and Success Rates
Retention and success rates have increased in recent years. Retention rates increased from 88 percent in Fall 2007 to 91 percent in Fall 2010. Similarly, success rates increased from 67 percent to 72 percent in the same time period.

Increase in Retention and Success Rates: Fall 2007 to Fall 2010

Transfer Rate and Institutions
A major component of California’s Master Plan for Higher Education is for students to be able to begin their college education at a community college and transfer to a four-year college or university. For College of the Canyons, the numbers of transfers to both California State University (CSU) and University of California (UC) have been growing from 1999/2000 to 2007/08. However, in the past two years, there has been a sharp decline in transfers to CSU, from 697 to 459. This is likely the result of reduced admissions as a result of state budget cuts. This decrease in transfers to CSU and UC underscores the importance of model programs like the University Center which operates without state support with operations and therefore is not subject to enrollment caps.

The top UC transfer institutions for COC in 2009/10 were UC Los Angeles and UC San Diego. The top three CSU transfer institutions for COC students in 2009/10 were CSU Northridge, CSU Bakersfield, and CSU Long Beach. Comparing COC to the State using the Student-Right-to-Know definition, the combined completion and transfer rate was 44 percent compared to 39 percent statewide.

New Programs at College of the Canyons
College of the Canyons currently has 46 certificate programs, 68 degree programs, 32 Career Specializations certificates, and 7 noncredit Competency certificates. Some of the new programs and certificates include the following:
- Insurance-Property and Casualty-Certificate of Achievement
- International Trade-Finance-Certificate of Specialization
- Electromechanical Systems – A.S. degree
- ESL/Beginning Level-Certificate of Competency
- ESL/Intermediate Level-Certificate of Competency
- Hotel Restaurant Entrepreneurship-Certificate of Specialization
- Energy Management-Certificate of Specialization
- Human Services-Gerontology Option-Certificate of Achievement
- Medical Laboratory Technician-A.A. degree
- Skills for Healthy Aging Resources and Programs (SHARP)-Certificate of Specialization
- Web Publishing & Design-Certificate of Achievement
- Web Development-Certificate of Achievement
- Plumbing and Electrical (in development)

College of the Canyons should continue to evaluate local labor market projections to determine which new instructional programs should be considered.
Facilities Development

The College has undergone significant construction recently, including the following buildings:

- Applied Technology Center at the Canyon Country Campus. This 15,000 sq. ft. was completed in 2011 and funded by Measure M
- Mentry Hall expansion,
- Dianne G. Van Hook University Center,
- Pico Hall,
- Aliso Hall/Lab,
- Hasley Hall,
- P.E. building expansion,
- Warehouse Expansion, and
- Performing Arts Center.

The College opened its second campus in Canyon Country in 2007. At build-out this campus will accommodate up to 10,000 students. It is also significant to note that the 110,000 square foot Dr. Dianne G. Van Hook University Center was completed in 2009 at the southwestern portion of the Valencia campus and serves as a model for access to higher education nationwide.

Projects under construction or planned include the following:

- The existing library will be expanded by another 51,000 sq. ft. upon completion (construction completion projected for 2012)
- The Del Valle Training Center, an off-site joint venture with the L.A. County Fire Department and the College.
- The Culinary Arts building is estimated to be 7,200 sq. ft. (construction year projected for 2012)
- Student Services / Admin building is estimated to be 29,248 sq. ft. (construction year TBD)
- Canyon Country Science building is estimated to be 21,000 sq. ft. (construction projected for 2015)
- Canyon Country building #2 is estimated to be 40,000 sq. ft. (construction projected for 2018)
- Canyon Country building #3 is estimated to be 21,000 sq. ft. (construction projected for 2021)

As is evident from the list of projects, the College expects to continue to construct new facilities to serve the growing number of students for many years to come. Furthermore, the College is currently evaluating the possibility of opening a third site in the western portion of the service area.
Revenues

Grant Revenue
Grants revenue has consistently exceeded $5 million per year for the past four years. This is a significant increase of just over $2 million nine years ago.

Some of the programs receiving support from grants include the following:
- Early Childhood Education;
- Centers for Applied Competitive Technologies (CACT);
- Economic Development;
- Several CTE programs, including Welding, Fabrication, Nanotechnology, Alternative Energy, and Manufacturing;
- Nursing;
- Performing Arts Center;
- Re-Entry;
- MESA;
- AOC;
- University Center;
- MLT;
- Small Business Development Center (SBDC);
- Project CREATE;
- Demonstration Garden; and
- Open Educational Resources

Foundation Resources
The COC Foundation has raised considerable resources to support COC programs. Some of the programs receiving support from the COC Foundation including:
- Library
- Early Childhood Education
- COC Athletic programs through Cougar Club fundraising
- COC Golf
- Scholarships
- The Re-entry Program
- Culinary Arts Program
- COC Hockey
- Performing Arts Center
- Art Gallery
- K-12 Arts Education
- COC Garden Project
- Auto-tech program
- Veterans Programs
- MESA
- Canyon Country Campus
- Physics

Grant Revenue

Foundation Revenue
Most recently, the Foundation raised $1,065,220 for endowed scholarships through the Osher initiative. This generated an additional $532,610 in matching endowment funds and will fund 95 scholarships in perpetuity.

The Foundation has recently launched a new capital campaign to raise money for the culinary arts building that will be located on the Valencia campus. The Culinary Arts building will be 7,200 square feet and include savory kitchens, sweets kitchen, demonstration kitchen, wine studies classroom, culinary classroom, and dining room.

**Information About Faculty and Staff**

Overall, staffing has increased 138 percent since 1998. The number of faculty members increased by 106. The number of classified staff increased by 126. The number of confidential staff increased by 4. Classified and educational administrators increased by 38 and 18, respectively. In terms of the ethnic distribution of staff, classified staff is the most diverse and closest to reflecting the ethnic distribution of our students and
the community. The other groups are not as ethnically diverse and are disproportionately White. Faculty, staff, managers, and administrators are fairly well representative of males and females.

### Ethnicity

<table>
<thead>
<tr>
<th>Group</th>
<th>African American</th>
<th>Asian-Pac Isle</th>
<th>Filipino</th>
<th>Native American</th>
<th>Latino</th>
<th>White</th>
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</thead>
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<td>0.0%</td>
<td>0.0%</td>
<td>11.1%</td>
<td>88.9%</td>
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<tr>
<td>Full-Time Faculty</td>
<td>3.2%</td>
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<td>0.5%</td>
<td>1.6%</td>
<td>10.6%</td>
<td>78.2%</td>
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<td>7.1%</td>
<td>7.1%</td>
<td>7.1%</td>
<td>71.4%</td>
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### Gender

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<td>Full-Time Faculty</td>
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<td>0%</td>
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**Faculty Instructional Load**

Instructional Load is a measure of the College’s efficiency and can be thought of as the number of students served by each faculty member. (Technically it’s weekly student contact hours divided by the full-time equivalency of faculty.) The College’s efficiency improved from 397 in 2007/08 to 520 in 2010/11.

While this remains slightly below the benchmark of 525, it is a marked improvement. The load for Fall 2009 was 518. Prior to this, the last time the load was over 500 was in 1992 when the College’s load was 528.

**Growth in WSCH, FTEF, and Load**

<table>
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<th>Year</th>
<th>2005/06</th>
<th>2006/07</th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
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<td>405</td>
<td>397</td>
<td>456</td>
<td>513</td>
<td>520</td>
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*(Excludes In-Service Training.)*
ECONOMIC DEVELOPMENT

The Economic Development Division

The Economic Development Division provides support to businesses to help them grow and develop the local workforce through several programs, including the Centers for Applied Competitive Technologies, Employee Training Institute, Small Business Development Center, and i3, a high-impact incubator for technology-based start-ups.

These programs provide a wide range of services that complement and work with the District’s occupational programs, ranging from customized contract training to workshops to consulting services.

In total, the Economic Development Division has served more than 500 employers and more than 2,700 employees annually for the past three years as is indicated in the following charts.

The Following are some of the initiatives currently underway within the Economic Development Division:

- The Centers for Applied Competitive Technologies was recently awarded an Advanced Manufacturing training grant. Through this grant, CACT will work with regional aerospace employers to identify current skill gaps and develop customized programs. Furthermore, CACT is in the process of upgrading the College’s entire CNC machine tool complement using funds from a combination of manufacturing grants.

- The Employee Training Institute was awarded a training grant with Boston Scientific to upgrade their staff skills in SolidWorks (CAD) and Project Management. This grant will also fund attendance at the annual SoCalBio conference for up to six faculty members. ETI was also awarded a job readiness grant to train up to 50 unemployed/underemployed participants for entry level positions in biomedical and aerospace precision assembly.

- The Small Business Development Center obtained a grant to establish a specialized Arts and Entertainment initiative focusing on the needs of small business and independent contractors in the fields of art and entertainment. The SBDC also will be hosting the kickoff of the next Goldman Sachs Small Business 10 thousand event.
Economic Impact of COC on the Community
COC has a significant impact on the local economy in three ways: (1) Through its local purchases, including wages paid to faculty and staff; (2) Through the spending of students who come from outside the region; And (3) through the increase in the skill base of the local workforce.

As indicated by a recent study conducted by EMSI, the College has the following impacts:
• The net added income generated by COC operations and the spending of non-local students contributes $70.8 million in income annually in Santa Clarita Valley.
• For every dollar a student invests in their education at COC, they receive a $4.60 return in future income over the course of their working careers, or an average annual rate of return of 14.7 percent.
• Taxpayers see a rate of return of 8.5% on their investment in COC.

Based on the 2008/09 Economic Impact Study, the college has generated $202 million in increased business volume in Santa Clarita as a result of direct and indirect spending in Santa Clarita. Direct employment by the college and the employment locally created by the increased business volume created more than 14,000 jobs in 2008/09.

Contract Education and Grant Revenue

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UNIVERSITY CENTER PROGRAMS

The Dr. Dianne G. Van Hook University Center offers bachelor’s, masters, and advanced credential programs on the College of the Canyons Valencia Campus. The center began with an interim facility that opened in January 2002. The purpose of the center was to increase access to four-year programs for Santa Clarita residents. Since opening, the Center has been successful with this goal.

Currently, the center offers 36 programs and 7 university partners, including Brandman University; California State University, Bakersfield; California State University, Northridge; California State University, Los Angeles; National University; University of La Verne, and University of California, Los Angeles Extension.

Students are referred to university partners who offer the programs of interest. To ensure that universities work collaboratively in marketing, recruitment and operating programs, College of the Canyons makes every effort to avoid overlap in programs offered by university partners and ensures that programs serve mutually exclusive target populations. Operating the programs, including hiring of faculty, counseling students, overseeing curricula and registering students, is the responsibility of each university partner exclusively.

Since opening, 1,604 students have graduated. With the current 110,000 square foot Dr. Dianne G. Van Hook University Center, we can enable the programs to continue to expand with new partners, furthering access to higher education programs in Santa Clarita.

PARTNERSHIPS

College and Community

The College’s success can be attributed in part to the partnerships that have been developed in the community. Many of these partnerships were highlighted previously, including the 547 businesses that worked with Economic Development in 2010/11, the thousands of donors who made contributions to the COC Foundation over years, the programs developed with the Hart District such as Academy of the Canyons, and the model University Center partnerships with four-year universities.
The College also has extensive partnerships extending beyond these. Every occupational program has an advisory committee that is composed of businesses who provide feedback to the College programs, ensuring that the training remains relevant to the needs of businesses.

Areas across campus work closely with community partners, including:
- The Behavioral Intervention Team working with the Henry Mayo Newhall Memorial Hospital Behavioral Health Unit
- Resume Rallies at both the Valencia and Canyon Country Campus,
- Accommodating UC Census to recruit and train more than 500 census workers
- Partnering with UCLA Older Adult FIPSE grant
- Forming the Santa Clarita Valley Nonprofit Leadership Council with 10 major local non-profits
- COC staff participating in more than 40 local non-profit boards and organizations
- Expanding the Foundation Resource Council, which engages many community leaders
- Developing preliminary plans with Lennar Corporation for the Newhall Ranch Project
- Hosting staff retreats for Magic Mountain and Boston Scientific
- Serving as the venue for many community performing arts groups.

While these are merely examples of partnerships that the College has with the community, they provide a glimpse as to the breadth of the partnerships that make College of the Canyons Santa Clarita’s community college.

**K-12 Initiatives**

We have a considerable number of initiatives with K-12, including efforts to align English and Math, a middle college high school, arts education outreach, and career and technical education.

**Aligning Curriculum**

With regard to aligning English and Math, College of the Canyons developed the Santa Clarita Valley Learning Consortium to with the William S. Hart Union School District. The purpose of the consortium is to extend current dialogues with the William S. Hart Union High School District to better align curriculum outcomes and delivery methods. More specifically, math and English faculty from College of the Canyons each meet monthly with math and English teachers from the Hart District to work on these important issues.

Each group has between 10 and 15 members dedicated to student success. Ultimately, the dialogue, common understanding and alignment of curriculum and expectations will improve the transition from high school to college.

**Middle College High School**

In addition to the efforts to align curriculum, the Hart District established a middle college high school, Academy of the Canyons (AOC), with College of the Canyons on the Valencia Campus. AOC is a unique high school. Like most high schools, it serves 9th through 12 grade students. These high school students take a combination of high school classes and college classes. By the time they complete high school, they will have completed a minimum of one year of college and some even receive their associate degree just before their high school diploma.

While AOC attracts students at-risk in traditional high schools, their performance is higher than any other high school in the District in state testing, as well as having a jump start on college with at least one year already completed.

**Arts Education Outreach**

The Performing Arts Center K-12 Arts Education Outreach Program uses College of the Canyon’s vast cultural and community resources to expose students to the visual and performing arts. This is a collaboration between College of the Canyons and teachers and administrators in school districts throughout Santa Clarita Valley.

The goal of the K-12 Arts Education program is to develop an enhanced arts education curriculum and a variety of unique educational opportunities for all students in Santa Clarita Valley, including professional performances at the Performing Arts Center, professional development for
K-12 teachers, artists in residency programs at the K-12 schools, and school assemblies. The program has experienced considerable growth, and in the 2010 school year over 18,000 K-12 students were impacted by the outreach efforts.

**Career-Technical Education**
Recently, the College and Hart District have refocused career and technical education efforts through the SB70 Community Collaborative grant. Career Technical Education focuses on college and career readiness through rigorous and relevant academic content, experiential learning, career awareness, supportive relationships, and demonstrated skill based outcomes. These programs aim to prepare students for on-going education and life skills, as well as entry into the workplace. CTE provides seamless pathways that bridge secondary education, post-secondary education and workforce placement.

The current focus areas of the efforts with COC and the Hart District include:
- Strengthening CTE/Pathways
- Seventh and Eighth Grade Career Exploration
- Professional Development (Secondary and Post-Secondary Faculty and Administrators)
- Faculty Externship

These focal areas will help advance the Hart District and College in their mission to provide programs and services that enable all students to identify and prepare for their college and career goals in order to attain economic self-sufficiency and compete in the ever changing global market.

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**Highlighted Accomplishments**
Colleges of the Canyons departments have identified 584 completed objectives relative to the College’s Strategic Goals. Furthermore, departments have identified an additional 745 accomplishments relative to the Strategic Goals. A complete list of accomplishments can be found online at:

https://intranet.canyons.edu/Offices/InstDev/StrategicPlan/Accomplishments.asp

We have also developed two additional reports. One includes highlights a shorter list of accomplishments. The second report lists the accomplishments of the College relative to the action priorities set in 2008.

**Highlighted Action Priorities**
For each College Strategic Goal, departments identify their objectives or action priorities. Departments have identified 786 objectives from previous plans to work on in the next three years as well as 279 new objectives. A complete list of objectives or action priorities can be obtained at:

https://intranet.canyons.edu/Offices/InstDev/StrategicPlan/GoalsAndActions.asp
2012-15 HIGHLIGHTED GOALS

TEACHING & LEARNING

• Develop interdisciplinary programs, such as Addiction Counseling. (Allied Health Division)
• Develop new programs including Medical Lab Tech, Speech Language Pathology Assistant, and Physical Therapy Assistant. (Allied Health Division)
• Develop Nutrition Aid program. (Allied Health Division)
• Implement specialty RN courses. (Allied Health Division)
• Strengthen the connections between the college and industry, adding internships and raising the number of students who successfully find employment by 100%. (Animation)
• Raise the success and retention rates of students in the animation program. (Animation)
• Continue 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. (Anthropology)
• 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. (Anthropology)
• Help develop Fast Track CAD workshop. (Architecture)
• 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. (Art)
• Expand our painting and drawing offerings in the future by developing new courses such as Intermediate Drawing, Life Painting and Experimental materials and abstract painting. (Art)
• Enhance student awareness of the possibilities of art through direct interaction with art and artists. (Art Gallery)
• Integrate Nano Professor Lab modules and equipment into existing curriculum. (Astronomy)

TEACHING AND LEARNING

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

• Develop a “mini-academy” when funding permits. (Administration of Justice)
• Incorporate POST-approved classes into the department. There are in excess of 40 Learning Domains required by California in the police/sheriff academy. (Administration of Justice)
• Increase Allied Health offerings at Canyon Country Campus based on availability of space and equipment for lab programs. (Allied Health Division)
• Offer physics 101 online. (Astronomy)

• Investigate expansion of program into "clean technologies." (Automotive Technology)

• Promote industry utilization of CWEE for students to gain experience in the industry and ultimately gain employment. (Automotive Technology)

• Develop additional "hands-on" automotive course curriculum. (Automotive Technology)

• Continue to participate and support the Emerging Technologies Program developing curriculum and infusing current courses with technology. (Biological Science)

• Develop two honors courses (BioSci 100 and BioSci 107) to align the department with other disciplines as an honors program develops on campus. (Biological Science)

• Initiate the use of the Fluorescent Microscope incorporating it in labs in BioSci 230, 240 and possibly BioSci 107. (Biological Science)

• Achieve full implementation of SLO assessments. (Business)

• Complete online components of current course offerings. (Business)

• Determine feasibility of a capstone Business Degree curriculum. (Business)

• Develop a Certificate of Specialization in Insurance. (Business)

• Work with the Vice President of Instruction to encourage full time faculty to teach at the Canyon Country Campus, increasing the overall percentage of sections taught by full-time faculty. (Canyon Country Campus Administration)

• Foster greater access to Honors classes at the Canyon Country Campus. (Canyon Country Campus Administration)

• Increase campus and community outreach. (Cinema)

• Continue to build department film library. (Cinema)

• Develop a Medical Office Administrative Assistant certificate. (Computer Information Technology)

• Organize student enrichment activities/events, including a lecture series emphasizing the Phi Theta Kappa Honors study topic “The Paradox of Affluence: Choices, Challenges and Consequences.” (COC Honors)
• Continue development of assessment exam with CSUN and other colleges. (Computer Science)
• Offer the sixth and final CSUN lower division CMP SCI 232 course. (Computer Science)
• Update/revamp our CS 1 course CMP SCI 111/L. (Computer Science)
• Incorporate “green” construction related curriculum into the existing program and examine opportunities to develop other green technology programs or curriculum. (Construction)
• Assist in the design and development of the new culinary kitchen. (Culinary Arts)

• Create a multi-semester sequencing plan to enable students to plan and complete the program. (Culinary Arts)
• Ensure students are trained to meet industry standards for the field utilizing quality supplies and equipment. (Culinary Arts)
• Improve Success Rate from 65% to 68% (the statewide average for "General" Work Experience Education is 68%). (CWEXP)
• Increase annual headcount in CWEE from 383 to 613 & complete Title 5 required worksite visits. (CWEXP)
• Develop Certificate Program in Commercial Dance. (Dance)
• Update dance curriculum to meet the current needs of students and reflect contemporary dance trends. (Dance)
TEACHING & LEARNING

2012-15 HIGHLIGHTED GOALS

- Present FLEX workshop on the Academic Standards Committee petition process. (Dean of Students)
- Improve processes for students’ advisement in order to prepare students to succeed in distance learning delivery formats. (Distance Learning)
- Improve processes for supporting faculty teaching in all distance learning delivery formats in order to promote student success. (Distance Learning)
- Complete guiding principles in becoming a nationally recognized Nature Explore Classroom Demonstration site. (Early Childhood Education Center)
- R-evaluate and adjust the Canyon Country Campus Center hours of operation to meet student and staff needs. (Early Childhood Education Center)
- Prepare for National Association for the Education of Young Children (NAEYC) 2012 self-study. (Early Childhood Education Center)
- Expand and offer the course as outlined in the 24-unit statewide ECE Alignment Project. We are continuing to work on this as the fiscal situation throughout the state has had an impact on this project. (Early Childhood Education Center)
- Develop and maintain Garden and Outdoor classroom project. (Early Childhood Education Division)
- Integrate, whenever possible, college skills into course lectures, exercises, and assignments. (Economics)
- Schedule Honors section of Microeconomics (Econ 202) and Economic History of the US (Econ 170). (Economics)
- Explore additional assessment measures, including but not limited to a writing sample, to more accurately place students into the composition sequence. (English)
- Explore possibilities for interventions with students both before and after placement testing to improve accuracy of placement and student progress through the composition sequence. (English)
- Explore alternatives to traditional developmental course sequences, including but not limited to an accelerated path to English 101. (English)
- Restructure Public Safety Training courses, clean up existing SLOs and implement SLO assessments. (Enrollment Services)
- Expand use of digital resources and technology used in the classroom and beyond. (English as a Second Language)
- Assure that current division courses meet or exceed district and industry standards for effectiveness and relevance. (Fine & Performing Arts Division)
- Expand course offerings within Field Studies Program. (Geology)
- Add DLA’s to all existing courses. (Geology)
- Write new field courses. (Geology)
- Schedule more honors sections. (History)
- Explore additional assessment measures, including but not limited to a writing sample, to more accurately place students into the composition sequence. (English)
- Explore possibilities for interventions with students both before and after placement testing to improve accuracy of placement and student progress through the composition sequence. (English)
- Explore alternatives to traditional developmental course sequences, including but not limited to an accelerated path to English 101. (English)
- Restructure Public Safety Training courses, clean up existing SLOs and implement SLO assessments. (Enrollment Services)
- Explore new field courses. (Geology)
- Continue to participate in and collaborate with CTE and MEA to complete articulation with local high schools. (Graphic & Multimedia Design)
- Create “History of Design Class” course and work to get IGETC status. (Graphic & Multimedia Design)
- Schedule more honors sections. (History)
- Update EMT curriculum to reflect new National Standards and purchase/replace mandated equipment supplies as necessary. (Health Science)
- Develop an Introduction to Food Science and Culinary Careers - working collaboratively with the Culinary Arts Program. (Health Science)
• Continue to revamp curriculum to keep pace with industry changes. (Hotel Restaurant Management)
• Develop appropriate curriculum to better address reading and writing concerns for basic skills students. (Humanities Division)
• Expand marketing and outreach - Major Quest, Career Day, High School outreach. (Interior Design)
• Create department mini-certificates. (Journalism)
• Merge the Journalism and RTVF departments. (Journalism)
• Create an online version of College of the Canyons’ newspaper, Canyon Call. (Journalism)
• The Library will collaborate with the TLC Lab staff and other relevant departments to coordinate a smooth opening and operation of services in the remodeled library/TLC building. (Library)

• Contact secondary schools (high schools and junior high schools) and public libraries in the area to see if library aides and assistants employed there may benefit from our program. (Library Media Technology)
• Explore benefits of combining short-term classes to create 2-3 unit classes. (Library Media Technology)
• Explore ways to increase enrollment in the program. (Library Media Technology)
• Develop non-credit curriculum for basic skills courses. (Math)
• Promote community engagement of the mathematics department by developing working relationships with area high schools. (Academy of the Canyons-Math)
• Research new pedagogical uses of technology and supplemental instruction for teaching and learning. (Mathematics)
• Modify and grow Mastery Learning/mCAL program to better serve needs of students while requiring mastery of basic skills mathematics. (Mathematics)
• Modify and grow Mastery Learning/mCAL program to better serve needs of students while requiring mastery of basic skills mathematics. (Mathematics)
• Engage STEM faculty and students in a meaningful mentoring relationship focused on content mastery. (Mathematics, Engineering, Science, Achievement)
• Update and re-evaluate the manufacturing program as a whole. Determine the most appropriate course offerings and corresponding program schedule to best serve the students. (Manufacturing Technology)
• Explore the area of translation/interpretation. (Modern Languages)
• Increase completion rates for certificates in ESL and GED. (Non-Credit)
• Increase and maintain NCLEX results for RN candidates at an average of 90%. (Nursing)
• In order to promote student success, improve processes for supporting faculty teaching in all distance learning delivery formats. (Progressive Adult College Education & Distance Education)
• Explore ways the Philosophy Department might offer all-school events at which important philosophical-social-ethical issues might be helpfully discussed. (Philosophy)
• Explore the possibility of forming an ethics institute at College of the Canyons. (Philosophy)
• Develop exit portfolio guidelines for graduating students. (Photography)
• Develop new articulation agreement with CSU to improve enrollment in digital courses. (Photography)
• Develop new articulation agreement with high schools to streamline school to career. (Photography)
• Incorporate nanotechnology into the course, especially as part of the lab component. (Four nanotechnology labs have been incorporated and will be assessed to examine the students’ readiness for this type of laboratory exercises). (Physical Science)
• Offer additional Honors courses. (Political Science)
• Offer all real estate courses 100% on line. (Real Estate)
• Evaluate the Appraisal component of the Real Estate Program to determine its need and desirability in the program. (Real Estate)
• Foster scholarship among faculty and students through attendance at conferences in on- and off-campus. (Sociology)
• Develop and implement innovative programs designed to enhance the placement of COC students in workplace learning activities. (Social Science & Business Division)
• Encourage greater integration of economic and workforce development programs with the College’s occupational programs. (Social Science & Business Division)
• Plan for new educational programs to meet emerging careers, especially regarding “fast-track” training. (Social Science & Business Division)
• Pursue cooperative arrangement with business and industry to provide curricula, materials, and facility support for desirable, emerging occupational programs and to meet regional workforce training needs. (Social Science & Business Division)
• Start program when economy allows for new program growth. (Speech Language Pathology Assistant)
• Continue and expand training for faculty to teach online. (Staff Development)

• Launch the Skilled Teacher Certificate Program. (Staff Development)
• Continue to provide Basic Skills/Student Success Skills workshops and symposiums for faculty as part of each FLEX program. (Staff Development)
• Participate in the American College Theatre Festival and Irene Ryan scholarship process by entering productions as associate or participating entries and receiving guest responses from qualified theatre professionals. (Participation requires additional funding be allocated to this project). (Theater)
• 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. (Theater)
• Develop and implement a hierarchically tiered production program to increase program effectiveness, contribute to cultural awareness, and expand student learning opportunities. (Theater)
2012-15 HIGHLIGHTED GOALS

TEACHING & LEARNING

- Collaborate with the related academic departments to review the currency of specialized tutoring services. (Tutoring, Learning, & Computer Lab)
- Provide transfer information to groups of students by providing workshops for various departments on campus. (Transfer Center)
- Restructure the current curriculum to be completed in a timely manner to facilitate student state exam completion. A one-year (Fall, Winter & Spring), and two-year plan were developed and submitted. But due to budget cuts and section losses, the plans are not implemented. (Water Technology)
- Update curriculum to include online and hybrid course options. On hold due to budget cuts & overall reductions in online course offerings. (Water Technology)
STUDENT SUPPORT

College of the Canyons will provide student support services to facilitate student success and investigate the feasibility of using an outside vendor to electronically distribute financial aid funds to students.

- Develop an agreement with an outside vendor to electronically distribute financial aid funds to students. (Accounting Services)
- Image all student records from 1969 to present. (Accreditation)
- Provide on demand transcripts to students. (Admissions & Records)
- Be able to print official transcripts for students at the Canyon Country Campus Admissions and Records office by 2013. (Admissions & Records)
- Provide on demand transcripts to students. (Admissions & Records)
- Expand opportunities for the display of student artwork. (Art Gallery)
- Develop a permanent student art collection for COC. (Art Gallery)
- Enhance student athlete awareness and preparation for transfer. (Athletics Division)
- Work to facilitate a mechanism for placement of Auto Technology program graduates. (Automotive Technology)
- Identify COC students who are CalWORKs eligible but not served by the COC CalWORKs office. (CalWORKs)
- Establish quarterly meetings with the GAIN office personnel for the purpose of enhancing collaborative efforts. (CalWORKs)
- Provide a safe environment and develop workshops and safety videos that reflect that goal for the campus community. This will be ongoing and always a work in progress. (Campus Safety)
- Strengthen student success at the Canyon Country Campus by enhancing counseling and other student support services at the Canyon Country Campus. (Canyon Country Campus Administration)
- Enhance and strengthen student success at CCC working in collaboration with the Skills4Success Committee through workshops, guided learning activities, and other initiatives in the Skills4Success program. (Canyon Country Campus Administration)
- Expand the use of our website and online services to deliver career resources to students and the community. (Career Center)
- "Kick-off" the new CA Career Cafe website as a tool for students to use in the career development process. (Career Center)
- Continue to work on the growth of the forensics program working with our forensics instructor. (Communication Studies)
- Examine and establish Articulation Agreements & Career Pathways for students coming from high school. (Construction)
- Ensure Allied Health Agreements are up-to-date, particularly for MLT program. (Contracts & Procurement)
- Ensure participation in MediCal Administrative Activities (MAA) program so as to educate students on the subject of health insurance opportunities in California and to garner outside funding for counseling projects. (Counseling)
• 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. (Counseling)

• Tap into existing grant funded programs on campus and outside sources such as MAA to acquire additional funding that would allow the Counseling Department the opportunity to provide additional counseling services to students serviced by those grants. (E.g. CTE, financial aid for foster youth, basic skills.). (Counseling)

• 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. (Dean of Students)

• Successfully move Career Services to Student Center in order to be housed in the same office as CWEE. (Dean of Students)

• Increase DSPS enrollment through continued outreach to campus and community. (Disabled Students Program & Services)

• Collaborate with the TLC to expand English tutoring to include full Writing Center services, supervised by faculty meeting minimum qualifications in English. (English)

• Evaluate and reevaluate the Step Up Component of the program to determine if the time and effort afforded the component is equal to the performance outcomes. (EOPS & CARE)

• Strive to increase the number of students benefiting from priority registration. (EOPS & CARE)

• Create resource library of materials for students. (English as a Second Language)

• Develop and implement a financial literacy program for financial aid students. (Financial Aid)

• Initiate a Fitness Walk for Canyon Country campus. (Health Center)

• Digitally archive and catalog the District’s collection of videos and images. (Information Technology)
• Address and solve issue of CWEE employers’ request for the District to sign hold harmless forms. (Instruction)
• Advise ISP Students on USCIS regulations and requirements. (International Students Program)
• Increase Transfer opportunities for our students. (Math Science Division)
• Continue to seek out innovative collaborations that provide resources and opportunities for STEM students at COC. (Math, Engineering, Science, Achievement)
• Develop student support for career development in line with career advancement ladders, 2+2 matriculation, and track progress with the assistance of CTE, student services, and inter-district liaisons (SCV School and Business Alliance, Service-Learning, CWEE, etc.). (Media Entertainment Arts)
• Continue to seek out innovative collaborations that provide resources and opportunities for STEM students at COC. (Mathematics, Engineering, Science, Achievement)
• Improve Web Advisor look and feel. (Management Information Systems)
• Review textbooks in all programs to decrease cost for students. (Modern Languages)
• Work on evaluating the Individualized Music program. (Music)
• Increase noncredit matriculation component visibility. (Non-Credit)
• Increase number of students moving from noncredit to credit. (Non-Credit)
• Establish and maintain a call center to provide potential students and community members with relevant information regarding the colleges’ programs and services, once properly staffed. (Outreach)
• 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. (Outreach)
• Become the liaison between the student services division and all academic programs that concentrate on transfer, career technical education and basic skills. The Director should become the liaison once properly staffed. (Outreach)
• Explore the possibility of offering more humanities courses, possibly team-teaching with the English Department. (Philosophy)
• Add intercollegiate women’s tennis team. (Physical Education)
• Increase the number of student internships related to Political Science as offered through CWEE. (Political Science)
• Prepare students to succeed in distance learning delivery formats, improve processes for student advisement. (Progressive Adult College Education & Distance Education)
• Establish a Real Estate Club and expand community outreach efforts in light of market trends. (Real Estate)
• Offer additional sections of COUNS 100 when funding becomes available. (Re-Entry)
• Establish a functioning multimedia language lab to complement classroom instruction. (Sign Language)
• Expand tutorial services for American Sign Language. (Sign Language)
• Increase the number of workshops that will increase awareness and achieve an understanding of the needs of students with disabilities. (Staff Development)
• Streamline processes for Veteran Administration and other military programs for billing, processing payments, issuing refunds, working with the Veteran’s Department and assisting students. (Student Business Office)
• Provide effective student services to students attending the Canyon Country Center. (Student Services Division)
• Ensure that student services have the resources needed to operate effectively. (Student Services Division)
• Ensure the continuation and improvement of online services. (Student Services Division)
• To continue to develop more Transfer Agreements and to increase current agreements through outreach and various media opportunities. (Transfer Center)
• Improve certifying timeline as veteran population grows. (Veterans Services)
CULTURAL DIVERSITY

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

- Develop a full-fledged diversity and EEO program administered by an EEO Officer. This position would be responsible for developing, planning and implementing enriching diversity programs and work closely with professional development to offer training initiatives. This position would maintain compliance with the State’s model plan, provide SCR and hiring committee training, coordinate diversity activities across the district, research best practices and implement programs aimed at increasing employee diversity. (Human Resources)
- Implement required EEO Plan action items including but not limited to, updating all related district board policies, revising selection committee representative and hiring committee trainings, updating SCRs on legal issues related to hiring, holding EEOAC quarterly meetings, updating hiring statistics on an annual basis via new reporting format, distributing job announcements to a variety of community locations. (Human Resources)
- Increase the number of diversity and cultural awareness events on campus. (Human Resources)
- Offer mandatory cultural awareness training for employees. (Human Resources)
- Recruit new International Students to COC thereby increasing cultural diversity. (International Students Program)
- Provide language study immersion programs abroad. (Modern Languages)
- Continue to expose students to a broad cultural experience through lectures, concerts, traveling, etc. (Music)
- Increase the number of cultural awareness workshops offered. (Staff Development)
- Encourage awareness and action related to student equity issues. (Student Services)
- Cultivate diversity through production selection and multicultural casting practices. (Theater)
HUMAN RESOURCES

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

- The Associate Program will add additional facilitators to the program. (Associate Program)
- Working with Academic Affairs, Professional Development, and the CCC Faculty Coordinators, supports the enhancement of faculty development at the Canyon Country campus. (Canyon Country Campus Administration)
- Develop a Performance Tracking Board for direct reports for each of the three areas: Contracts, Procurement, and Risk Management. Provide feedback on a more frequent basis (Monthly if possible). (Contracts & Procurement)
- Develop an organizational chart for the Fire Technology Department, showing the chain of command and relationship of the fire academy and Valencia campus faculty. (Fire Technology)
- Plan for hiring and scheduling of additional adjunct faculty required for the fire academy. This is placed on hold due to the budget crisis. (Fire Technology)
- Maintain current professional practice standards by regular participation in continuing education opportunities. (Health Center)
- Provide training to all EMT instructors in use of computerized manikins. (Health Science)
- Transition all tenure-track, tenured, and part-time faculty evaluation processes from Instruction to Human Resources. (Human Resources)
- Transition oversight of Health and Welfare, including the analysis, support for negotiations, and management of the health and welfare plans from Business Services to Human Resources. (Human Resources)
- Review existing safety policies to determine if any new safety related policies should be developed or existing policies revised. (Human Resources)
- Identify and implement additional safety training required for each employee group. Expand employee safety training program to include online training options using Keenan Safe Colleges program. (Human Resources)
• Revamp the Human Resources internet website for easier use by applicants and the public. (Human Resources)
• Update Human Resources Intranet Site making important information and forms readily available to the COC faculty, staff and administration. (Human Resources)
• Work with Budget Development Office to create a position control database suitable for tracking the history of positions/people in positions and capable of producing timely reports. (Human Resources)
• Update Human Resources related Board Policies in the 800 series. (Human Resources)
• Communicate and provide training on new and revised district policies to appropriate groups through email, memos, and/or workshops as appropriate. (Human Resources)
• Update various employee handbooks and make them available online. (Human Resources)
• Develop Workforce Training Programs (e.g., GIS, Nanotechnology). (Math Science Division)
• Engage students in STEM career exploration activities. (Mathematics, Engineering, Science, Achievement)
INSTITUTIONAL ADVANCEMENT

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

• Pursue networking opportunities with other colleges in the local area and attend professional organization workshops and conferences. (Admissions & Records)
• Participate in marketing and outreach internally - Major Quest, Career Day, College2Career. (Architecture)
• Develop internships. (Architecture)
• Explore the creation of a Canyon Country Campus Capital Campaign, in collaboration with the COC Foundation, focused on a planetarium/observatory facility. (Canyon Country Campus Administration)
• Communicate the state of the College to community groups/individuals, state agencies and state offices, encourage community involvement in and input to College activities and represent the needs of the College to appropriate federal and state agencies/representatives. (Chancellor’s Office)
• Establish and oversee the implementation of a comprehensive planning process consistent with institutional needs and provide leadership in developing and understanding institutional goals and objectives. (Chancellor’s Office)
• Increase partnerships with area businesses. (Computer Information Technology)
• Increase student involvement within the Honors Club, AGS, and PTK as a means to decrease the number of “inactive” participants. (COC Honors)
• Join and contribute to the Advocacy Committee. (Controllers Office)
• Enhance relationships with the Workforce Investment System and the WIBs through development of classes, distance learning activities and specialized or customized programs. (Economic Development)
• Collaborate with Instructional Divisions and industry representatives to identify and respond to additional opportunities for Fast Track Training. (Economic Development)
• Create Student Services Grants Committee, educate and coordinate division grant writing to secure new funding sources. (Enrollment Services)
• Participate in NAFSA to increase the College’s International Student network & update federal knowledge of SEVIS. (Enrollment Services)
• Develop and execute a viable outreach and marketing plan for the program with the goal of increasing number and retention thus raising our FTES and instructional loads. (English as a Second Language)
• Continue working with Non-Credit ESL to maintain pathways between the programs. (English as a Second Language)
• Pursue public and private resources for expansion of division’s programs and services. (Fine & Performing Arts Division)
• Create plan for new scholarship program. (COC Foundation)
• Complete a capital campaign for the Culinary Arts Facility. (COC Foundation)
• Continue to find opportunities to develop the Planned/Legacy Giving program. (COC Foundation)
• Enhance support for the Performing Arts Center fundraising initiatives. (COC Foundation)
• Develop and launch a plan to grow the Library Endowment. (COC Foundation)
• Develop opportunities to enhance individual Board member satisfaction and effectiveness. (COC Foundation)
• 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. (Grants Accounting)
• Provide relevant and appropriate training opportunities for staff to keep current with emerging software programs and techniques. (Graphics)
• Provide lectures to the campus community and the surrounding community of the college. (History)
• Continue to develop travel abroad course offerings. (Hotel Restaurant Management)
• Increase enrollments to fill the pipeline to degree and certificate completion. (Interior Design)
• Increase the dissemination of grant information. (Institutional Development)
• Provide an annual training on grants development to faculty, staff and administrators. (Institutional Development)
• Seek funding in support of College strategic initiatives. (Institutional Development)
• Continue to expand relationships with private foundations. (Institutional Development)
• Develop new ways of providing information about College strategic initiatives. (Institutional Development)
• Support seeking external grant funding to support various instructional programs and new technologies. (Math Science Division)
• The Animation Program will create of a full Associates Degree program to teach all phases of Game Development; including Art, Animation, Design and Programming. (Multimedia Entertainment Arts)
• Produce new works that premier at College. (Performing Arts Center)
• Working with the Public Information Office, increasing advertisements, and providing word-of-mouth knowledge about the program, enrollments will likely increase over the next few years. (Paralegal)
• Continue to increase retention rates. (Paralegal)
• Prepare on how to relate to the public and stakeholder groups on how the college will respond the effects of the economic recession. (Public Information Office)
• Participate in the COC OER development. (Political Science)
• Identify effective existing and new information media, whether they are relevant for demographic groups and formulate marketing plans to take advantage of them. (Public Information Office)
• Identify target audiences for the Performing Arts Center both inside and outside the SCV, develop effective ways to communicate with them and create interest in our product. (Public Information Office)
• Develop messages, media and delivery of information products informing the community and encouraging participation in all modes/locations of instructional delivery to likely target audiences. (Public Information Office)
• Phase out limited, proprietary technologies such as Digital StoreFront. In its place, work with IT/CSS to develop, build and implement our own technology solution for users to submit work orders and for the department to track jobs electronically and eliminate paper forms. (This objective was formerly “Expand implementation of Digital StoreFront, add new services, and generate greater awareness of this capability campus-wide.”). (Reprographics)
• Expand and improve Reprographics services to meet the demands of customers. (Reprographics)
• Continue to explore grant opportunities. (Service Learning)
• Work with PIO to market the AA degree. (Sociology)
• Develop marketing and outreach plan, attend conferences, high school events, and include professional surveyors in this process. Fall 10/Spring 11 - Participating in various outreach efforts including Discovering Careers, Careers on the Go, and College 2 Career Day. (Surveying)
• Improve physical layout of Switchboard/Mailroom - too small for current operations. (Switchboard & Mailroom)
• Improve procedures/space to be more responsive to the various publics we serve. (Switchboard & Mailroom)
• Relocation of Switchboard/Mailroom function to a larger, more accommodating space, capable of meeting all of the needs - space and equipment-wise. (Switchboard & Mailroom)
• 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. (Water Technology)
• One major focus is growth. (Water Technology)
• Develop a welding automation certificate of specialization that aligns with the American Welding Society Certified Robotic Arc Welding Technician Certification. (Welding)
INSTITUTIONAL EFFECTIVENESS

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

- Expand the document imaging of student records by the Canyon Country Admissions and Records office. (Admissions & Records)
- Offer a laboratory based physics course at CCC. (Astronomy)
- Assess classes needed for Degree Completion at Canyon Country Campus (CCC) and collaborate with the CCC Faculty Coordinators and the Instructional Deans to strengthen class offerings at CCC. (Canyon Country Campus Administration)
- Enhance decision making and problem solving at the operational level at the Canyon Country Campus. (Canyon Country Campus Administration)
- Improve Risk Management Reporting: Incidents, Status, Type, and Location. (Contracts & Procurement)
- Start Program SLO’s assessments and evaluations. (Economics)
- Align literature course SLOs with AA program SLOs. (English)
- Review current policies for compliance with Federal Title IV regulations. (Financial Aid)
- Develop a more precise transfer and job placement tracking system for graduates. (Graphic Multimedia Design)
- Promote GMD program and recruit students. (Graphic Multimedia Design)
- Create efficiencies in the handling and processing of Design Center requests to more effectively and more rapidly meet increasing workload demands. (Graphics)
- Implement an online work order. (Graphics)
- Increase outreach efforts. (Hotel Restaurant Management)
- Work with division dean to merge the ID program with the architectural programs. (Interior Design)
- Assist departments with understanding the data available to help inform decision-making processes. (Institutional Development)
- Develop a mechanism for expanding use of the online IRB submission process to external investigators. (Institutional Development)
- Increase use of data for planning. (Institutional Development)
- Increase outreach efforts on campus and to local high schools to maintain program viability. (Manufacturing Technology)
INSTITUTIONAL EFFECTIVENESS

- 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. (Mathematics, Engineering, Science, Achievement)
- 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. (Manufacturing Technology)
- Increase outreach efforts on campus and to local high schools to maintain program viability. (Manufacturing Technology)
- Improve customer satisfaction. (Management Information Systems)
- Implement a continuous cycle of SLO assessment, evaluation, and revision to ensure quality and relevant outcomes to each course. (Non-Credit)
- Develop and maintain community partnerships. (Political Science)
- 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. Secondarily the same outreach materials can be used to recruit existing employees to the program from continuing education. (Recreation Management)
- Investigate the viability of a vocational program within recreation and leisure services. (i.e., ”activities assistant” or ”recreational therapy assistant”). (Recreation Management)
- Continue to develop community partnerships that will provide resources and outreach opportunities for reentry students. (Re-Entry)
- Engage in outreach activities both on- and off-campus (e.g., Major Quest and opportunities at high schools). (Sociology)
- Develop and implement outcomes and assessment record-keeping tools for administrators, faculty and staff to formalize and standardize the process. (Student Learning Outcomes)
- Develop an outcomes resource collection for college. (Student Learning Outcomes)
2012-15 HIGHLIGHTED GOALS

INSTITUTIONAL EFFECTIVENESS

- Revisit the need to have the Switchboard/Mailroom function as a mail center. Research the cost effectiveness of outsourcing part of this function from time, space, efficiency and expense standpoints. (Switchboard & Mailroom)
- Create and update the procedure manual for the Enrollment Certification Process. (Veterans Services)
- Provide training program for full-time, part-time, and VA Work Study Students. (Veterans Services)
- Create an Engineering Technology Department to house a variety of career tech programs both current and future. Approval by Academic Senate & CIO pending. (Water Technology)
- Design Curricula with the intent of an 18 month (or less) course completion emphasis. (Welding)
- Develop Industry Recognized Certificate of Specialization Certificates that aligns with the American Welding Society SENSE program criteria. (Welding)
- Develop an online welder certification preparation course for the written component of the Los Angeles Department of Building and Safety Examination. (Welding)

- Facilitate the development and implementation of course, program and institution-level SLO assessments. (Student Learning Outcomes)
- 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. (Student Learning Outcomes)
- Increase the number of courses with ongoing assessment plans. (Student Learning Outcomes)
- Purchase and implement CurricUNET and CurricUNET assessment module. (Student Learning Outcomes)
- Revise and improve Student Learning Outcomes website. (Student Learning Outcomes)
- Revise SLO Faculty Handbook to include updates and sample assessment material. (Student Learning Outcomes)
- Ensure that the student services departments cooperate internally as well as with other departments. (Student Services Division)
- Improve emergency procedures and communications. (Switchboard & Mailroom)

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FINANCIAL STABILITY

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

- Generate full-time faculty assignment forms. Generate pay reports (adjunct and overload). (Academic Affairs)
- Evaluate accounts receivable software programs that would increase the efficiency of invoicing and tracking revenue due to the college. (Accounting Services)
- Develop a desk reference manual outlining the “how to” procedures of the department. (Budget Development)
- Continue to advocate for reform of the Fifty Percent Law. (Business Services)
- Develop a proposal for zero based budgeting and/or budget formulas based on other community college models. (Business Services)
- Develop Risk Management to include protocols that minimize potential liability. (Business Services)
- Work to secure language that will enable us to secure credit education through our contract education division of the college. (Business Services)
- Work with external agencies to explore new partnerships and opportunities that complement college programs. (Business Services)
- Negotiate cost savings and cost avoidance opportunities to save money for the college. (Contracts & Procurement)
- Analyze State Budget proposals, estimate impact on community college system and COC, and provide analysis and recommended budget adjustments. (Controllers Office)
- Provide analysis and support to CBO and Health and Welfare Committee on cost containment strategies and options for Health and Welfare coverages. (Controllers Office)
- Continue to investigate and secure grant funded projects. (Economic Development)
- 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. (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 inventorial information with make, model, serial number, location, condition, etc. Track for need of appropriate funding agency approval at time of disposal where applicable. (Grants Accounting)
• Secure new funding to support the College in pursuing the strategic goals of the College, such as culinary arts, Skills 4 Success and arts education. (Institutional Development)
• 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)
• Increase funding for PAC, COC Performing Arts Students, Artistic Programming and K-12 Arts Education Outreach that includes Professional Development in the Arts for K-12 Teachers. (Performing Arts Center)
• Seek out grant possibilities. (Photography)
• Seek grant opportunities to augment the budgetary shortfalls. (Physical Sciences)
• Improve marketing strategies and tactics for the Performing Arts Center to improve its brand recognition, to fill seats at performances and to make it more attractive to large donors. (Public Information Office)
• Provide training and support for employees on grants development and grants management. (Staff Development)
• Improve the functionality of the de-registration 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. (Student Business Office)
• Pursue process improvements to increase cash flow from enrolment fees. (Student Business Office)
• Remain current on changes in the State of California Laws, Federal Laws, Veteran’s Affairs, Santa Clarita Community College Board of Directors or other College departments that affect students and billing and will have a direct impact on the Student Business Office. (Student Business Office)
TECHNOLOGICAL ADVANCEMENT

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

- Implement document imaging to address the decreasing physical space available to store permanent records. (Accounting Services)
- Expand MyCanyons services to students and faculty. (Admissions & Records)
- Purchase equipment that allows recording of participants during workshops. (Associate Program)
- Update program website and construct an online application process. (Associate Program)
- Overhaul position budgeting and salary history databases. Create new consolidated database to track all current information, plus information relating to fringe benefits, cell phone allowances and other cost items associated with regular employees of the District. (Budget Development)
- Collaborate with Automotive, Manufacturing, Administration of Justice, and any academic program that is incorporating technology in its discipline. (Computer Electronics)
- Develop industry partnerships in conjunction with the GET Lab program. (Computer Electronics)
- Develop an ATC program. (Computer Electronics)
- Research the feasibility of starting a mechatronics program. (Computer Electronics)
- Improve Internet and Intranet site for Contract, Procurement, and Risk Management. Simplify forms where appropriate. (Contracts & Procurement)
- Maintain and update the Counseling Department website. (Counseling)
- 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. (CWEXP)
- Create Functional Dance Website. (Dance)
- Replace existing Gateway lab computers to Dell. (Disabled Students Program & Services)
2012-15 HIGHLIGHTED GOALS

TECHNOLOGICAL ADVANCEMENT

• Update assistive technology as it becomes available. (Disabled Students Program & Services)
• Expand disaster recovery capability. (Information Technology)
• Implement LDAP to synchronize login and passwords across all systems. (Information Technology)
• Integrate the email and voicemail systems. (Information Technology)
• Continue to update/enhance Web Advisor functionality so that it will be easier for faculty and staff to do their jobs. (Management Information Systems)
• Create checklist for diagnosing problems. (Management Information Systems)
• Move Database to SQL Server. (Management Information Systems)
• 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)
• Research new methods of information delivery using enhanced web and video techniques. (Public Information Office Sports Information)
• Research new methods of information delivery using social networking such as Twitter. (Public Information Office Sports Information)
• Work to seamlessly enhance the statute keeping and delivery process between the College and State offices. (Public Information Office Sports Information)
• Research and develop an online social network for Reentry Students. (Re-Entry)
• Explore the use of Blackboard among faculty and encourage its use as a supplement to their on ground classes. (Sociology)
• Expand training in the area of technology for all employees. (Staff Development)
• Create virtual and on-line clubs and organizations. (Student Development)
• Student Development will work with Computer Support Services and Jaycees to place Emerging Leader Skillshops online using Blackboard or another web-based learning module. (Student Development)
• Image all VA records. (Veterans Services)
College of the Canyons will provide facilities that are clean, efficient, safe, and aesthetically pleasing to support College programs and services.

- Enhance opportunities to qualify for state construction by maximizing instructional space at the Canyon Country Campus. (Canyon Country Campus Administration)
- Identify additional resources to strengthen campus beautification efforts. (Canyon Country Campus Administration)
- Provide increased utility cost savings via more consistent and uninterrupted operation of the co-generation plants on campus. (Facilities)
- Increase the exposure and availability of the campuses as a revenue-producing function of the Civic Center. (Facilities)
- Complete the Library Expansion. (Facilities)
- Develop a 10-year Facilities Master Plan. (Facilities)
- Develop facilities to meet the emerging needs of the college, such as Culinary Arts, Administration/Student Services, and additional permanent facilities at CCC. (Facilities)
- Evaluate and incorporate when appropriate new energy savings strategies. (Facilities)
- Fully utilized our new facilities. (Physical Education)
- Move toward direct-to-plate printing technology to cut costs and eliminate the need for film and chemicals that we must pay a hazardous waste remediation company to remove and dispose of properly. This objective is on hold given current budgetary constraints. (Reprographics)
2012-15 HIGHLIGHTED GOALS

INNOVATION

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

- Develop a more efficient use of available lab space and time. (Art)
- Innovate through cross-departmental collaboration and create exhibitions that inspire. (Art Gallery)
- Collaborate with other departments in developing emerging technologies curriculum, especially related to Biotechnology. (Biological Sciences)
- Develop a course on lab assistant training to encourage further participation of student volunteers with lab preparation activities under instructional lab technician supervision, in response to labor market indicators of a 17% increase in Biological Technician positions. (Biological Sciences)
- Improve outreach efforts in the high schools and the community at large through events, campus visits, tours, and communications. (Canyon Country Campus Administration)
- Support the development of fast track job training programs in programs related to the Applied Tech building. (Canyon Country Campus Administration)
- Modify and implement two lab experiments in Chem 255 and three lab experiments in Chem 256 to include NMR instrumentation in conjunction with CSU Channel Islands by Fall 2011. (Chemistry)
- Use E-mail vs. Regular Mail to send and receive contracts. Reduce Mail Costs, and improve turn-around time in completing agreements. (Contracts & Procurement)
- Explore new sources of funds for I3 Advanced Technology Incubator as part of the Economic Development Division. Consult with advisory board, links with funding sources and continued recruitment of potential clients and tenants. (Economic Development)
- Diversify boot camp subject matter and enhance partnership with El Proyecto del Barrio to provide training for at risk youth. (Economic Development)
- Strengthen SBDC capabilities in counseling for small businesses in green technologies and green practices. (Economic Development)
- Convert all paper records to digital copies with Hershey document imaging. (Financial Aid)
- Implement electronic student financial aid fund disbursements. (Financial Aid)
- Create GIS certificate program. (Geology)
- Create interdisciplinary alliances to increase basic geographic map-reading skills and broaden the spatial components of other disciplines. Examples: Biogeography & Biology, Cartography & History, Environment & Business, etc. (Geology)
- Create associate degree in Geo Sciences. (Geology)
- Expand advocacy efforts at the state level that increase opportunities for students. (Institutional Development)
- Update college planning processes and documents to encourage innovation. (Institutional Development)
- Raise awareness regarding MEA’s educational and technology vision, mission, and master plans to all cooperative partnerships: Wm. S. Hart High School District and inter-district CTE Consortium, the college’s Economic Workforce Development program, etc. (Media Entertainment Art)
• 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. (Nursing)
• 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. (Recreation Management)
• Investigate potential for “Certificates of Completion”; Recreational Leadership for Youth Programs or Recreational Leadership in the Older Adult Population. Investigate module/short term course around camp counselor/leadership “certificate through Community Programs. (Recreation Management)
• Grow the Project-Based Learning program. (Service Learning)
• Create innovative course ideas/offerings (e.g., Honors, Institutes). (Social Science & Business Division)
• Increase online professional development offerings. (Staff Development)
• Offer 1098T tax forms online. (Student Business Office)
• Implement additional process improvements to assist with added work load. (Student Business Office)
• Update course offerings to include hybrid and online options. (SURV-101 & -102 are in Curriculum Committee and have been offered as hybrid courses). (Surveying)
• Expand University Center partners and programs. (University Center)
• Increase alignment of University Center programs with College of the Canyons programs. (University Center)
CAMPUS CLIMATE

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

- Develop and maintain community outreach activities and partnerships (e.g. SCV Historical Society and Veterans History Project); develop and maintain regular series of on-campus activities sponsored by the Anthropology and related departments. (Anthropology)
- Improve communication of budget issues to the campus community. (Budget Development)
- Expand internal campus recognition of services offered by the Division by developing articles with PIO on Economic Development activities/year; MAC presentations; Economic Development Open House. (Economic Development)
- Strengthen collaboration with instructional programs by collaborating on grants, new initiatives and offering support. (Economic Development)
- Expand outreach activities to increase public awareness of the college library as a resource for community members. (Library)
- Promote the use of the library as a gathering place for students, faculty, and staff. (Library)
- The library will develop its role as a campus center of cultural and community activities by offering a menu of cultural events and regular displays of student, faculty and staff work and creativity. (Library)
- Strengthen its support of intra-curricular development of learning and promotional materials and animations. This will be done by the Animation Programs, in conjunction with the other MEA Department programs. (Media, Entertainment, Arts)
- Offer more courses through community service or non-credit to feed into the program. (Photography)
- Create cross disciplinary projects with interested faculty members. (Service Learning)
- Provide training for employees to enhance and improve communication skills and build cooperation across the campus. (Staff Development)
LEADERSHIP

College of the Canyons will assert its leadership to increase educational, economic, and cultural opportunities for the community including businesses, industry, arts groups, and community-based organizations in the region.

- Support for Skills4Success Committee and events. (Academic Affairs)
- Provide leadership in the College’s advancement efforts that will generate support, resources, networks, and information to increase student access and success. (Chancellor’s Office)
- Expand the Santa Clarita Valley Non-Profit Leadership Council. (COC Foundation)
- Participate in State Wide Association of Community College Claims and Coverage Committee. (Contracts & Procurement)
- Explore the feasibility of a Health Science degree that articulates with an upper division Health Science degree. (Health Sciences)
- Establish aggressive outreach. (Math Science Division)
- Expand partnerships in the community. (Modern Languages)
- Instill the sense of leadership in our students, through disciplined and inspired commitment toward their own work. Our faculty will remain leaders at what they do. All our teachers remain active in their fields of professional area with performances scheduled at local, national and international levels. (Music)
- Continue to build strong relationships and partnerships with law offices and attorneys in the Santa Clarita Valley. (Paralegal)
- Offer another LEAP 1 program in 2011 or 2012. (Staff Development)