

**Strategic
Accomplishments
09/23/08**

DRAFT

Goal #1: TEACHING & LEARNING

1. Utilize the available institutional research to:

- **Affirm/develop alternative methods/venues of providing instruction**
 - Nursing evaluates each class each semester, evaluates graduates and employers annually. We make adjustments based on comments. See Nursing Dept. minutes.
 - The Mathematics, Sciences & Engineering (MSET) Division regularly uses statistical data generated by Drs. Kevin Kistler in the Instructional office, and Daylene Meuschke in Institutional Research to schedule its courses considering key parameters such as utilization efficiency, VCC, CCC, and other locations or On-line demand, best days and times, and number of sections that need to be offered in day and night modes.
 - Most of our full-time instructors and some of our adjuncts now teach on-line, we also attend many conferences for new delivery methods (PE).
 - Developed and deployed annual online student survey (2007, 2008)
 - I constantly work with data to determine class offerings, times, days, and popular instructors to teach various sections. I also work closely with chairs in examining these data. The data also help us to determine the need and feasibility of double-sections. Information provided by the Associate Dean of Instructional Support is especially helpful.(Patty R.)
 - ECE and EDU scheduling reflects info from Institutional research
 - ARTsTart '09, our planned annual collaborative arts project showcasing a sampling of COC's fine and performing arts instructional departments. The inter-disciplinary approach to the presentation of active learning events will create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries.
 - Planning of number of sections for basic and transfer English. Basic skills data used to write English 71 Lab curriculum and to design interim English Writing and Reading Success cSnter (Bonelli 203)
 - Planning of appropriate number of Online classes vs on ground classes –Online curriculum developed for courses in Cinema, English, Journalism, and Philosophy
 - In the RN program, to meet clinical needs of students clinicals are offered 7 days/week hours range from 6 -13 hour days, 6:45 AM until midnight. All 2nd year classes are offered online in addition to face to face.
 - Fire Tech has 4 online classes and in addition to being offered face to face. All 10 Fire Tech classes are offered each semester and on different days and different times.
- **Plan curricula for the Canyon Country site.**
 - The MSET Division has consistently met the student demands in a number of course offerings by its departments at the CCC site, particularly in Mathematics, Biology, Geology, Geography, and Physical Science.
 - Our facility is limited but we added two new classes which seem to be popular – stretch for relaxation and cardio cross training.

- Re-designed PACE program to provide accelerated hybrid classes at Canyon Country.
- Same as above, especially when determining the need for transfer courses at CCC. (Patty R.)
- ECE classes scheduled based on Institutional research
 - Landscape Photography
 - Water Color
 - Emeritus Choir
- All Allied Health Departments participate in program review. Budget is discussed as a general issue at Division meetings. Department Chairs meet with the Dean to discuss needs based on future plans. Nursing has grown and used grant money but continues to need line items to help maintain growth. AJ has not grown and so money was returned to general fund. Health Science expanded to include basic life support classes. Money came from general fund and from VTEA funding to provide needed equipment. Fire Tech wants to have more on hands experience and obtained hose and ladders from private donations. This will help fire tech when it moves to share the Val Verde site.
- Through extensive planning, analysis of enrollment patterns, community focus groups and surveys, a plan for the Canyon Country program offerings was created. The campus opened successfully on August 27, 2007. In its first year of operation, the campus has produced:
 - Fall 2007 259 sections offered 3401 students served 615 FTES
 - Winter 2008 43 sections offered 680 students served 82 FTES
 - Spring 2008 232 sections offered 2,827 students served 522 FTES

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

- The dean works with each department chair to determine needs and allocate resources. In addition nursing has been the recipient of multiple grants. EMT has been the recipient of a VTEA grant.
- Per VP, Instructional Affairs, annual Program Reviews are developed for each department/program, reviewed by the Dean, and VP (Dr. M. Capet), and appropriate resources are provided to achieve the approved objectives.
- Working with department chairs, we work to determine long-term goals and also determine curriculum development.
- Conducted annually
- Emphasis on interdisciplinary courses/approaches (Photo/GMD/Animation/Art/RTVF) (Music/Theatre/Dance)
- Example- Planning to add additional Basic Skills courses and sections pursuant to Program Review and Basic Skill survey.
- Creating English Reading and Writing Lab

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

- Nursing has contracts with over 25 entities including hospitals, schools, and outpatient centers
- EMT has contracts with 2 ambulance companies.

- An advisory committee is in place for the speech language pathology assistant program that will be offered Fall 2009.
- An advisory committee is being formed for the Medical Lab Technician program.
- The nursing program participates in 5 advisory committees including, Henry Mayo Newhall Memorial Hospital, Olive View Hospital and Medical Center, Providence Holy Cross Hospital, and California State University at Northridge.
- Nursing faculty and students participate in the annual American Diabetes Walk and in the annual city, county, red cross and school Flu vaccine drive thru.
- The Mathematics, Sciences & Engineering (MSET) Division aggressively seeks opportunities to develop grants and external funding aimed at developing and offering the Career Technical Education (CTE and Workforce programs to meet business and industry labor needs. Our current programs in Welding, Automotive Technology, Water Treatment, and Land Surveying are examples of successful efforts. The Division is currently in the midst of promoting a first-level Certificate Program to enable laboratory workforce training of interest to the emerging technology businesses such as Nanotechnology, Biotechnology, and Advanced Energy Conversion.
- This has occurred with regard to the pending Human Services area, as well as with the implementation of the Retail Management Certificate. Other areas include Paralegal Studies, CIT, Business, and Real Estate.
- Theatre management Courses
- Technical Theatre Courses
- Commercial Photography Courses
- Professional Skills for Artists Courses
- Developed Technical English classes to meet Business needs, facilitate effective writing and reading skills.
- Developed courses for Medical Spanish and for professionals working in a bilingual environment including teachers and public safety employees.
- Nursing has the computer lab, now has 3 on campus and 4 off campus fully equipped skills labs. Nursing has 10 human patient simulators.
- EMT has updated their equipment and met the EMS agency's requirements for lab equipment. Nursing has grown from admitting 48 students a year to admitting 100 generic students a year. If clinical space is available admit 25 transfer/career ladder students. This growth was a result of funding from private foundations, hospitals and grants. In addition, hospitals provided space for 4 skills labs and 3 video teleconferencing sites. The grant funding provides for full-time and part-time faculty salaries. Nursing is contracting with the SEIU labor union to educate LVN-RN students they are paying for faculty and finding clinical sites.
- Fire Tech has obtained ladders and hoses to begin new hands on courses.
- EMT used VTEA funding to provide money for BLS program equipment.
- The College has created numerous specialized courses in partnership with business and industry including customized training for manufacturing and engineering-based companies; training for displaced aerospace engineers and skilled assemblers for the biotech/biomed industry; specialized training in bioinformatics software in partnership with Henry Mayo Newhall Memorial Hospital; robotics training to spark interest in engineering for middle school and high school students; and training for at-risk youth to create fast-tracks to highly paid CNC machine setup jobs in local companies.
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4. Build from and expand activities that promote effective teaching, such as Institute of Teaching and Learning, professional development Flex Activities, Mentoring new faculty and the Associates' Program.

- All of the division adjunct are encouraged to participate in the Associates Program.
- Schedules for full time faculty are adjusted so that they may participate in the Institute of Teaching and Learning.
- We have found grant funds to send faculty, particularly nursing faculty to conferences. The focus is currently on simulation training. All faculty are required to submit reports on the conference.
- All full time nursing faculty are responsible for the adjuncts in their class and act as mentors.
- Institute of Teaching and Learning developed and offered EDUC 090, Introduction to Online Teaching and Learning and EDUC 094, Intermediate Online Teaching and Learning.
- I work to promote these programs within the division, especially with detailed discussions at SSB Division Meetings. Several members of the division are directly involved in the Teaching and Learning Institute, as well as with the Associate Program.
- Title III funds have supported the expansion of classes offered in The Institute and the Faculty Classroom Research Projects
- The Associate Program has expanded from 16 participants per year to 20.
- Monthly effective best practices in classroom teaching discussion at monthly division meetings
- With grant funding and some general funds nursing faculty have been trained to use simulators. Steve Dixon and Patti Haley have attended updates in their areas of expertise. All faculty participate in professional development. All faculty teaching online courses have attended the required courses to be eligible to teach online. We have arranged schedules to allow new full time faculty in nursing to attend the Institute of teach and learning. All adjunct faculty are told about the Associates' program when hired. Adjunct nursing faculty are given online courses to prepare to teach clinical. All full time nursing faculty are coordinators to help adjunct nursing instructors. All faculty meet their flex activity requirements. Adjunct nursing faculty are given BRN approved continuing education hours when we present an inservice on campus. Nursing has implemented special clinical faculty orientation programs. Staff development funds have been provided to EMT and Fire Tech staff
- The number of workshops offered through Professional Development has increased:
 - 2005/06 = 247
 - 2006/07 = 321
 - 2007/08 = 372
- FLEX workshops offered in 2006/07 = 63
- FLEX workshops offered in 2007/08 = 69
- FLEX workshops offered in fall 2008 = 36
- Participation in the Institute of Teaching and Learning:
 - 89 fulltime faculty attended
 - 89 adjunct faculty attended
 - 11 non-faculty attended
- 100% of full-time faculty attended at least 1 workshop (most complete 41 or more)
- Faculty Retreat (Fall 2006) = 51 participants
- Associate Program = 228 graduates

- Institute of Teaching & Learning
 - 89 fulltime faculty attended
 - 89 adjunct faculty attended
 - 11 non-faculty attended
- 5. Ensure the continued excellence of instruction by effectively utilizing evaluation tools, including the tenure process, permanent faculty evaluations, adjunct evaluations, and supplementary data.**
- All faculty are evaluated. Nursing faculty are evaluated in the classroom and in the clinical area. For the most part all evaluations full time and part time are up to date.
 - Full-time and Adjunct Faculty Evaluations are routinely conducted during spring & Fall Semesters using the Campus approved procedures, tools, and directions.
 - Developed and implemented online distribution method for faculty evaluation questionnaire, thereby being able to gather evaluation data on online classes.
 - All of these tools are used each semester, depending on which faculty members are under review. Timelines are met and all contractual obligations are followed. Evaluations are submitted on time to Academic Affairs. In addition, student evaluations are also reviewed with regard to the evaluation process. Comments are reviewed with all faculty members whether tenured or not.
 - Working with credit ESL to provide “bridge to credit” opportunities for noncredit ESL students
 - Heather Maclean visited all Level 4 ESL classes with a counselor to talk about bridging to credit
 - Many Level 4 students took credit assessment for placement
 - Orientations to COC developed for each level of ESL – levels 3 and 4 include information about transfer to credit
 - Added counselors to work with noncredit ESL students to do both short and long-term educational planning
 - Counselors developed an ESL specific ed plan – 67 students completed ed plans in Summer 2008
 - Basic skills/GED ed plan under development
 - Counselors visit classes regularly to answer questions and take appointments
 - Counseling hours at Valencia, CCC and off-campus locations
 - Evaluations are often used to assess the performance of full and part time instructor resulting in remediation and redirection . Evaluations are one of our most effective ways of working with adjunct faculty to foster improved instruction by making them aware of course objectives and means of improving instruction.
 - The Allied Health division including AJ and Fire Tech are up to date on evaluations of full-time tenured faculty, full-time tenure track faculty. Currently there are 2 nursing adjunct, 1 fire tech adjunct and 1 administration of justice adjunct faculty that are not on schedule.

6. Infuse student learning outcomes throughout the instruction, including:

- **Course outlines**
 - Nursing has SLOs in addition to program objectives and course objectives. All of these are in the course outlines and meet the requirements of the Board of Registered Nursing. FireTech, and Health Science and Administration of Justice have updated almost all courses to include SLOs
 - Almost all outlines have been revised with up-to-date SLOs. (PE)
 - All course outlines in SSB have SLOs.
 - ECE and EDU courses revised

- All curriculum revision in division has been completed/in process in WebCMS
 - Ongoing (humanities)
 - All Nursing and Health Science Courses are up to date and have student learning outcomes. The Fire Tech courses are up to date with student learning outcomes except 1. The Administration of Justice courses need to be updated. This is to be completed this fall.
- **Program planning**
 - Strategic plans are based on the learning outcomes. Again nursing is most obvious. Plans for simulation training, new curriculum and use of alternative clinical sites are based on the SLOs for the program and utilization of available resources.
 - We have been consistent and hopefully ahead of the curve (PE).
 - SLOs are discussed at the division and department levels and are used in meeting the overall mission of the College, as described in the Strategic Plan.
 - ECE Department and Center planning document completed
 - Animation, Photo, Art, Music, Theatre, GMD, Dance, RTVF completed
 - Ongoing (humanities)
 - Program plans are integrated into the program reviews.
 - **Program reviews**
 - Program reviews reflect the SLOs and ability to meet them. Nursing is the easiest utilizing the NCLEX results. EMT also has state testing. We get results for the students on that test. SLOs are related to those tests.
 - Done routinely.
 - We have had many accomplishments in the last ten years (PE).
 - All departments have recently completed their most current Program Reviews. In each of these, course SLOs are listed, as well as program SLOS. Chairs have indicated where each course is positioned within the evaluation process.
 - ECE department and Center reviews completed
 - Animation, Photo, Art, Music, Theatre, GMD, Dance, RTVF completed
 - Ongoing (humanities)
 - All program reviews were completed. The Fire Tech review was returned because it was in the wrong format. To be completed by September.

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

- Admissions and out-reach for athletic recruiting.
 - Cross-listed courses in Art, Animation, Music, Photo, RTVF
 - Art Gallery exhibits encompass full campus participation
- **Increase participation rates from the local high schools**
 - Nursing continues to have an articulation with Canyon HS and Valencia HS to accept their honor's Anatomy and Physiology as meeting the nursing A&P prerequisites and their molecular biology class meets the prerequisite requirement for COC A&P and microbiology. The Patti Haley has developed a beginning EMT class to allow for students under 18 to begin to get ready for the actual EMT course.
 - Attending local practices for recruiting purposed and talking at high school functions.
 - Division members work directly with the Outreach Coordinator. (She has also attended a division meeting.)
 - Increase participation rates from the local high schools

- Implementation of Teacher Preparation Pipeline (TPP) grant has included a collaborative (Joint Counsel) with the Hart District
- Increase the opportunities and ease of transfer for students
TPP Joint Counsel includes representation from CSU Bakersfield and La Verne University
 - Promote interdisciplinary educational opportunities. E.g., Educational travel seminars in which instructors teach across the curriculum
 - Enhance student retention.
TPP funds tutoring in Math and the Sciences
 - Support enrollment management efforts
 - Shakespeare Festival
 - Theatre 190 Summer Intern Program
 - Shakespeare in the Park
 - Outreach by English and Language to Hart District programs
 - Nursing continues to honor the articulation with Canyon and Valencia High Schools accepting their honors anatomy and physiology courses as meeting our prerequisites for these subjects. EMT developed a pre-EMT course for students, especially students under the age of 18 so they will be better prepared when allowed into the EMT course.
 - Partnerships with the William S. Hart Union High School District to support interest in robotics and engineering at the middle school and high school levels; Partnership with the Early College High School to create access to higher education and support student success at the Canyon Country campus; Outreach to the feeder high schools at the Canyon Country campus – Golden Valley High School and Canyon High School.
- **Increase the opportunities and ease of transfer for students**
 - We have the most liberal transfer policy in nursing.
 - New exit orientations(PE)
 - Members of the SSB Division are aware of these issues and assist students at the course level. When possible, departments are also creating majors to assist students. Most recently, for example, the departments of Sociology and Psychology have created majors.
 - AA Degrees in Theatre (2) (completed)
 - Revision of Animation degree requirements (completed)
 - Nursing was awarded a grant to develop a seamless articulation to a BSN program with California State University at Northridge. The BSN program will be completed in 9 months.
 - **Promote interdisciplinary educational opportunities. E.g., Educational travel seminars in which instructors teach across the curriculum**
 - E.g., Educational travel seminars in which instructors teach across the curriculum
 - Educational Travel promotes faculty collaboration across disciplines (e.g., Spanish and Biology trip to South America, French and Art trip to France) and student opportunity to place classroom learning in a global context.
 - Several members in the division are very interested in team-teaching, especially with faculty from other disciplines. Last year, we tried a collaborative model incorporating Sociology 101, English 101, and Service-Learning 100; however, due to low enrollment, the interdisciplinary model was cancelled. Since this time, the LEAP

program has explored the feasibility of creating learning communities and we may be able to create such an interdisciplinary collaboration for this fall.

- Summer travel – Paris (Art)
- Summer Travel – London (Theatre)

- **Enhance student retention.**

- Again nursing has developed individualized remediation programs both for academic and clinical skills. We have implemented the use of retention specialists to work as life coaches for the students.
- All departments are aware of the importance of addressing college skills campus-wide. We have discussed this at several division meetings. Several members from the division attended the FLEX Workshop presented by Dr. Tinto. In addition, I am serving on the COC Basic Skills Task Force. Additional faculty have also participated in related workshops off-campus.
- Nursing has developed an individualized remediation program for students in the program and those waiting to enter the program. In addition, 5 retention specialists have been employed to provide individualized coaching to the nursing students. EMT has developed the pre-EMT course to better prepare students.
- Studies of the Fall 2007 Canyon Country campus students, and action impacts from the Spring 2008 Annual Student Survey which will expand access and promote student success. This includes 1) creation of second parking lot at the CCC; 2) doubling the size of the Tutoring/Learning Lab at the CCC; 3) creation of a Student Lounge at the CCC; 4) improved communication with students through the development of a CCC Newsletter.

- **Support enrollment management effort.**

- Both nursing and fire tech have increased at least 2 fold.
- Done routinely. The Division faculty actively cooperates with various COC outreach activities, in MESA programs, and surveys aimed at improving student retention.
- I am constantly aware of enrollment management efforts and am always looking at individual departments to determine better ways of offering classes, etc. Currently, I am assisting in the development of several Honors classes in the division as well as the creation of 1-unit 198 Special Topics courses.
- Conduct enrollment trend analyses, produce useful enrollment reports, share these with division deans and department chairs. Use this trend analysis data for decision-making.
- Plan course and section offerings for growth, new delivery modalities, student enrollment demand based on trend analysis, and geographic convenience.
- Offering “intensive” classes to meet needs of students who want to attend noncredit classes more than 6 hours/week
- Fall 2008 schedule includes 12 “intensive” sections that meet 12 hours/week – at least one “intensive” option is offered at each level
- Increased community outreach for noncredit ESL classes, including partnerships with K-6 school districts.
- Partnerships with Newhall and Sulphur Springs districts began Spring 2008 and are continuing in Fall 2008. Fall 2008 has 4 sections at Newhall district locations and 9 sections with the Sulphur Springs district.
- New partnership with the Saugus district for Fall 2008 (7 sections)

- Nursing has grown from 48 admissions per year to 100 generic admissions per year. When clinical space is available an addition 25 transfer/career ladder students are admitted. Most of the growth has come as the result of grants.
- Studies of the Fall 2007 Canyon Country campus students, and action impacts from the Spring 2008 Annual Student Survey which will expand access and promote student success. This includes 1) creation of second parking lot at the CCC; 2) doubling the size of the Tutoring/Learning Lab at the CCC; 3) creation of a Student Lounge at the CCC; 4) improved communication with students through the development of a CCC Newsletter.

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

- Nursing has implemented the chancellor's office assessment score and the ATI nursing assessment test. Students are given remediation programs based on their results. EMT has developed the pre-EMT course to help students be better prepared in the course. Nursing has developed the success courses to accompany the core nursing courses.
- The Mathematics department has hired a full-time faculty member to actively participate in the Campus basic skills and student readiness programs. A number of faculty members are key participants of the MESA program, and in addition, play strong roles in various Basic Skills efforts.
- Creation of the athletic zone starting fall 08 – a learning center for student athletes.
- Again, this is done at both the division and department levels. Faculty members are incorporating various study strategies and techniques into their classrooms. In addition, I am keeping members abreast of developments based on my participation on the Basic Skills Task Force, as well as my attendance at Enrollment Management and CPT.
- TITLE III supported the Gateway Project funding the classroom Scholars
- The TLC Lab continues to support new and ongoing programs of instruction and new approaches of instruction through staffing and generally aiding in the efforts of to create new programs such as the Reading/ Writing Lab, the Zone TLC Lab (a tutoring lab specifically designed to meet the needs of athletes), the Mediated Math Learning Lab, the PAL program, and workshops in basic skills for English and math.
- GED program set to begin Fall 2008 (Success Skills department)
- Continued development of noncredit ESL program
- Planning to develop new curriculum in Computers for ESL, conversation skills, and American culture.
- We've developed supplemental instruction lab classes for English 71 classes and in the near future will offer additional basic skills and reading supplemental classes.
- High School Bridge program in English will be offered by summer 2009 .Pilot programs
- geared to accelerated and focused learning are being offered as pilots in the PAL and Go programs, as well as designated sections of English Basic skills.
- Nursing has implemented a nursing readiness assessment test because of legislative and grant requirements. Students who do not make the required score are given individualized remediation programs and are allowed to enter when these programs are completed with a B or better. EMT has the pre-EMT course.

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

- See nursing above. Steve Dixon is an officer on one of the Fire Tech committees and both Steve and Patti participate in the Henry Mayo advisory committee. The nursing collaborative program just implemented a new curriculum in Jan. 08 based on student and faculty concerns.
- Cooperative Work Experience Education (CWEE) and the Office of Institutional Development completed and distributed employer and student surveys to evaluate the relevance and effectiveness of the CWEE program.
 - Survey information was analyzed and summary reports were written by the Office of Institutional Development
 - Implication reports were written by the CWEE Director
 - The current program review is “a process for self-evaluation and assessment of program effectiveness,” is reviewed by faculty and college administration that includes five categories: (1) curriculum, (2) student involvement, (3) instructional support, (4) budget/resources, (5) community linkages.
- All programs are reviewed yearly, specifically through the Program Review process. In addition, course materials are reviewed through the curriculum process, whether new or revised courses. I review and edit all courses sent to me. I also encourage the inclusion of DLAs when appropriate as a means of enhancing our online offerings. Input from Advisory Boards also play a role in guiding course development within departments. This has been especially true with the Paralegal Studies Program in which working professionals have been able to offer advice with regard to “marketable” courses. Focus group and survey data provided by Institutional Research has also been helpful in the planning and implementation of the Retail Management Certificate.
- ECE courses have been reviewed and the Department Chairs are involved with a State wide Initiative to align ECE course across the State and with the UC system.
- Example- Sign Language Interpreting which is developing its program based on advisory committee and on local focus groups.
- The Allied Health division, including EMT participates in several advisory groups: Henry Mayo Newhall Memorial Hospital, Regional Health Occupations Resource Center, Providence Holy Cross Medical Center, Olive View Medical Center. Speech Language Pathology Assistant has an advisory committee.
- Conducted four community focus groups as part of the Education Master Plan (Castaic, Valencia, Newhall, and Canyon Country). Studied the needs of local business for international trade assistance, particularly with China.

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

- In Allied Health programs on the horizon include: Speech language pathology assistant and medical lab tech. The Phlebotomy course has been added.
- The MSET division is actively developing two Certificate of Specialization programs, at the basic and advanced levels, to enable CTE opportunities for workforce that wants to seek employment in emerging technologies such as biotechnology and nanotechnology
- The MSET division is also developing a Certificate of Specialization in Water Technology aimed at enabling students to gain employment in Municipal & Utility industries.
- Recreation management, athletic training.
- This relates to developing trends in certain fields. For example, the Sociology Department wanted to explore the possibility of creating a social work emphasis. As a result, a pending Human Services Program was created and is waiting to be sent to the Chancellor’s Office for approval. In addition, the Business Department is in the

process of creating an Insurance Certificate which will address the interests of students seeking knowledge of the insurance field. CIT is also examining the feasibility of developing a Medical Coding Certificate.

- Curriculum is being developed for Speech Language Pathology Assistants (Allied Health)
- Curriculum is being developed for Special Education Paraprofessional (SPECED/ED)
- Technical Theatre
- Business for Artists
- Commercial Photo
- Animation – Maya Software
- RTVF-Digital
- Electronic Music
- Sign Language Interpreting
- Vocational and Technical English
- Allied Health is developing a Medical Lab Technician program. We have developed the collaborative video teleconferencing nursing program. Other Allied Health programs being discussed include Ultrasonography and respiratory therapy. EMT has added BCLS classes. AJ is looking at an introductory forensics class. Before and during any new class development regular advisory meetings will be held.
- Secured Department of Commerce funding for the Emerging Technologies program (Nanotechnology); Secured funding for the Clean Room at the Al Mann Biomedical Center; Secured funding for the Digital Manufacturing program and established the rapid prototyping lab at ADI.

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

- For nursing all degree and transfer requirements are spelled out. In addition, on Professional day we have speakers for the UC and CSU system. We are partnering with CSUN on a grant for seamless articulation. We have met with National University and they may be coming to the University Center. I also post information from other colleges.
- The Division faculty, department chairs, and the dean are actively involved in promoting the Degree & Certificate programs that are offered here at COC, work with the College PIO, and its Advisory Boards to publish and disseminate the required information to the community at large.
- To a large degree, this is completed internally by departments as they advertise certificates and programs. Departments work hard to schedule needed classes; however, in some cases, specialized certificate classes may be low-enrolled and risk the chance of cancellation. With regard to popular GE/Transfer courses, this is less likely to occur and they are scheduled often.
- Schedule of classes are made available to students and Families in the ECE building. As well as to the ECE Advisory Committee and local ECE Directors.
- ECE department participates in the State Child Development Training Consortium (CDTC). CDTC funds reimburse the tuition (300 units) of employed ECE majors to encourage continuing education. CDTC funds support the assistance of students in acquiring a State Child Development permit as required by funded ECE Programs.
- Noncredit counselors currently working on information sheets/checklists for noncredit certificates
- Certificate of Completion/ESL
- Certificate of Completion/Basic Secondary Math Skills

- Noncredit counselors making class visits to all ESL classes to provide information about both noncredit and credit programs. (see detail above)
- Registered Nursing program meets all accrediting bodies (BRN, NLNAC) requirements for publishing degree requirements. 100% of core nursing courses are offered every semester. Information on course and certificate requirements is available for Admin of Justice, Fire Tech and EMT.
- In the RN program, to meet clinical needs of students clinical rotations are offered 7 days/week hours range from 6 -13 hour days, 6:45 AM until midnight. All 2nd year classes are offered online in addition to face to face.
- Administration of Justice offers all courses each semester. Courses are offered at different days and times
- Fire Tech has 4 online classes and in addition to being offered face to face. All 10 Fire Tech classes are offered each semester and on different days and different times.
- Health Science, EMT offers courses through out the day, 4 days/week.

12. Expand the methods of instructional delivery to meet students' needs and learning styles

- **Alternative calendars**
 - Nursing already uses strange calendars. We are offering winter courses in Admin. of Justice, Fire Tech and Nursing. EMT offers a fast track course in the summer. Nursing offers fast track courses in nurse aid and phlebotomy.
 - Both semester-long classes and short-term classes were routinely offered during day and night time modules to accommodate student's needs and learning styles.
 - We have offered short term, late start pretty much everything for the convenience of out students (PE).
 - PACE offers up to 8 sections of accelerated hybrid classes each semester.
 - SSB provides a variety of short-term and late-start classes throughout the year. The division also offers courses in PACE, as well as during Winter and Summer Sessions. The division will likely be involved in the implementation of the new GO program just developed from the LEAP program. In addition, the division offers classes throughout the semester on a Saturday/Sunday format.
 - ECE has winter and summer intensives and late start classes
 - 15 week semester
 - 5 week summer school/winter programs in Animation, Art, Dance, GMD, Music, Photo, RTVF, and Theatre
 - "Intensive" options in noncredit ESL (see above)
 - Added late start classes, compressed classes to provide for students who need short term intensive classes. PAL and Go programs in Fall schedule provide alternative calendaring.
 - Medical Assisting classes include 4 short term classes in 1 semester to allow for completion of back office courses in 1 semester.
 - Certified Nurse Aide classes are short term late start in fall spring and run for 6 weeks. In summer the class runs in 4 weeks.
 - Phlebotomy is a late start short term class. Labs are scheduled on an individualized basis with the instructors.
 - EMT offers a short term summer course, as does Fire Tech, and nutrition, and medical terminology.
 - RN clinical rotations are offered 7 days a week in 6, 8, 9, 10, 12, and 13 hour increments depending on availability of the clinical sites.
- **Hybrid delivery**

- The entire second year of the nursing program is offered as a hybrid delivery course. Firetech has most of its courses as hybrid also.
 - The Mathematics, Biology, & Hotel & Restaurant Management departments which routinely offer on-line courses featured several Hybrid modes of delivery.
 - Number of courses approved to be offered in a hybrid delivery format only is 31.
 - SSB is attempting to move the majority of its online classes from hybrid to 100 percent online; however, some courses like COMS 105 is performance based and requires face-to-face contact. This is also true of one History section.
 - ECE has added on-line classes
 - Conduct enrollment trend analysis to determine student needs; then focus course offerings to serve that need.
 - All second year nursing courses are offered as hybrid on line.
- **On-line courses**
 - The Blackboard and CCC Course Management Systems deployed at COC are feature-rich tools that aid Learning and information delivery for students while improving efficiency and time savings for Faculty. A key capability of on-campus distance learning is support for communities of instructors to develop and Publish learning objects (lessons/materials) in a shared repository. The current system also has the Capability to interface with third-party teaching tools, further making this investment a hub for Learning technology
 - Number of courses approved to be offered in a hybrid or online delivery format is 143. Enrollments in online classes increased from 1,034 in FA 06 to 2,217 in FA 07 (+114%). The number of online sections increased from 50 in FA 06 to 117 in FA 07 (+134%).
 - SSB offers many sections of 100 percent online courses. In addition, departments are working to increase the number of offerings available throughout the curriculum. (As courses pass through the curriculum process, the addition of DLAs are encouraged.) And, as I watch enrollment numbers before a session begins, I am keenly aware of online waitlists and often build additional sections. To date, some of our most popular online classes have been found in History, Psychology, Sociology, and Political Science.
 - Conduct enrollment trend analysis to determine student needs; then focus course offerings to serve that need.
 - Fire Tech has 4 online classes with 6 more developed. The 6 have not filled well and so aren't offered every semester.
 - **Distance education**
 - Nursing does live interactive video teleconferencing for its collaborative program.
 - The Division (MSET) is continually developing its distance delivery capacity to meet the needs of learners in Southern California, and beyond. To this date, our greatest focus has been on distance learning through hybrid/ On-line courses that are offered by the division faculty. More interest is being generated in this area in instruction, but it was necessary to get programs and their respective courses in place before delivering courses through this medium. Distance learning is being considered by the college as a means of providing programs statewide and to make the most efficient use of our faculty resources. There is a growing demand for this type of instruction. The MSET division will respond as we are able.
 - Some success, surfing class which is off campus and some other off campus facilities.

- The number of courses approved to be offered in a distance learning format increased from 137 in FA 06 to 216 in SP 08 (+ **58%**).
 - SSB supports distance education, since it is available in almost every one of its departments. Paralegal is not able to offer online sections until it receives approval from the ABA; however, once that occurs, the chair plans to create several online sections.
 - Conduct enrollment trend analysis to determine student needs; then focus course offerings to serve that need.
 - Nursing has utilized live interactive video teleconferencing with some success. Most of the technical problems have been cleared up.
- **Educational travel**
 - Steve Dixon designed a course for this which involves visiting Fire Stations across the country.
 - Professor Dorothy Minarsch led an Italian study tour to Italy to learn about Italian Architecture, Culture, and Language from January 05 to January 16, 2008.
 - Professor Miriam Golbert's led Study Tour to Ecuador Ecology planned during the Winter Session, 2008 was cancelled due to low enrollment.
 - Educational Travel opportunities offered included interior design and architecture in Italy, history in the Caribbean, Art and French in France.
 - Several faculty members work directly with the Educational Travel Program from SSB and have offered classes in History and Economics. Another member arranged a trip to New Zealand this summer through Community Education; however, due to the poor economy, the trip was cancelled.
 - Conduct enrollment trend analysis to determine student needs; then focus course offerings to serve that need.
 - Spanish, French .
 - Enhanced opportunities will be offered through student scholarships in this program beginning Winter 2009.
 - **Weekend College**
 - We don't have a weekend program but to get the necessary clinical experience students do have clinic on Sat. and Sun.
 - Other than offering Saturday classes, no other activity.
 - Yes, even some Sunday classes (PE).
 - No longer exists. Student demand was not sufficient.
 - Many departments within the division have offered Saturday classes; however, these classes often do not enroll and are cancelled. In contrast, the Saturday/Sunday 1-unit Special Topics courses offered in Sociology have done well.

13. Expand access to learning resources necessary to complement and enhance scholarships.

- Nursing has developed the computer lab. All computers are loaded with our programs and our NCLEX reviews. Students have access from 8 AM until 5 pm and longer if there are faculty around.
- The Division Faculty aggressively seeks and obtains learning resources such as new library acquisitions, on-line media, computer simulation tools, and state-of-the-art computer hardware and software to not only enhance their own professional expertise, but also to assist students in enhanced scholarship.
- Athletic counselor and new orientations.
- Annual presentation of \$10,000 Jack Oakie Scholarship (renewable)
- Writing and Reading Lab offered Fall 2008.

- All Allied Health students have access to all the services available on the campus including, but not limited to Financial Aid, TLC, DSP&S, Library and computers. Nursing students have a dedicated computer lab.
- Nursing has the computer lab, now has 3 on campus and 4 off campus fully equipped skills labs. Nursing has 10 human patient simulators.
- EMT has updated their equipment and met the EMS agency's requirements for lab equipment.
- Fire Tech has obtained ladders and hoses to begin new hands on courses. Currently the necessary paperwork is being completed.
- Created new instructional not-for-credit programs for business and industry, offering programs to employers not previously served by the college. Opened the Canyon Country campus, expanding the resources previously offered through the Access Center and Golden Valley High School. Expanding the TLC to serve twice as many students at the Canyon Country campus.
-

14. Conduct timely reviews of curricula for quality, relevance, student learning outcomes, and the development of higher-order critical thinking and problem-solving skills.

- Nursing courses are reviewed annually.
- Other allied health courses are reviewed as required based on the latest information.
- Done routinely. The Division faculty updates WebCMS contents to reflect relevance, SLOs, and improvements for student Problem Solving competence.
- Current revision almost completed (PE).
- This occurs throughout the year by departments and the division dean. Not only are departments held accountable regarding cyclical revisions identified by Academic Affairs, but many departments review and revise curriculum during the year. When proposals are revised, they are sent to me. I spend much time reviewing and editing all proposals. This not only includes descriptions, but also SLOs, objectives, methods of assessment, texts, etc.
- ECE is participating in the State curriculum Alignment Project for ECE course.
- Conducted annually by all departments
- Noncredit ESL curriculum currently being revised
- New courses are at stage 1 in WebCMS and we anticipate curriculum committee approval this fall
- Most departments have recently updated and reviewed their curriculum.
- Nursing updates all library holdings an audio visual and CIA annually. Currently replacing holdings based on student surveys. Nursing curriculum is reviewed annually. In addition the RN programs have self studies for the accrediting bodies every 5-8 years. The Nurse Aide, Home Health Aid, Phlebotomy, and EMT programs go thru an accreditation process every 3 to 5 years.
- All classes being taught by faculty being evaluated are surveyed. All core and collaborative nursing courses are evaluated every semester.
- All Nursing and Health Science Courses are up to date and have student learning outcomes. The Fire Tech courses are up to date with student learning outcomes except 1. The Administration of Justice courses need to be updated. This is to be completed this fall

15. Expand access to higher education through:

- **Canyon Country sites**
 - Access is made possible through scheduling of class offerings.
 - ECE core classes are offered and have high enrollment

- Children's Center to open 08/09 school year
 - Conduct enrollment trend analysis to determine student needs; then focus course offerings to serve that need.
 - Strategically plan onground and hybrid course offerings in collaboration with the division deans and department chairs.
 - ESL and Emeritus College offered at both CCC and other community sites in Canyon Country
 - ESL offered at 7 community locations in Canyon Country and at CCC
 - Emeritus College at 2 community locations in Canyon Country and at CCC
 - Opened the campus with 3401 students and 259 sections (Fall 2007) 680 students and 43 Sections (Winter 2008) and 2827 students and 232 sections (Spring 2008)
- **Partnerships**
 - Encouragement of forming partnerships throughout the division are often made through departments. Many partnerships have developed out of individual relationships, as well as through Advisory Boards. In addition, partnerships have also formed through the involvement of some instructors with the Service-Learning Program.
 - ESL programs partner with local K-12, city, and county organizations (see above)
 - Emeritus College program partners with local senior center as well as healthcare education organizations (Arthritis Foundation, Partners in Care Foundation), and local residential communities for seniors
 - Nursing has entered into over 14 partnerships in the last 5 years (table available upon request). Allied Health has contracts with 20 institutions in order obtain the necessary experiences for students in any of the Allied Health programs.
 - Created new partnerships with business and industry; the LA County and LA City Workforce Investment Boards, the South Bay Workforce Investment Board, El Proyecto Del Barrio WorkSource Center; secured investment with Dept. of Commerce EDA to support the nanotechnology project; initiated relationships with a variety of organizations on behalf of the Canyon Country campus including the Sand Canyon HOA, the Sunset Heights HOA, and the Crystal Springs HOA.
- **Alternative delivery and methods**
 - In conjunction with hybrid classes at CCC or VLC, students can earn online Associate Degree in Social Science, General Studies, Psychology, English, Sociology.
 - Access is made possible through scheduling of class offerings.
 - Medical Assisting classes include 4 short term classes in 1 semester to allow for completion of back office courses in 1 semester.
 - Certified Nurse Aide classes are short term late start in fall spring and run for 6 weeks. In summer the class runs in 4 weeks.
 - Phlebotomy is a late start short term class. Labs are scheduled on an individualized basis with the instructors.
 - EMT offers a short term summer course, as does Fire Tech, and nutrition, and medical terminology.
 - RN clinical rotations are offered 7 days a week in 6, 8, 9, 10, 12, and 13 hour increments depending on availability of the clinical sites.
 - All second year nursing courses are offered as hybrid on line.
 - Fire Tech has 4 online classes with 6 more developed. The 6 have not filled well and so aren't offered every semester.
 - Nursing has utilized live interactive video teleconferencing with some success. Most of the technical problems have been cleared up.

- **Weekend college**
 - This is a Campus-wide activity in which the MSET Division enthusiastically, and regularly participates
 - Access is made possible through scheduling of class offerings.

16. Use technology to enhance teaching and learning.

- This is a Campus-wide activity in which the MSET Division enthusiastically, and regularly participates
- This occurs throughout the division. Instructors in CIT, for example, teach computer applications, while most other instructors throughout the division engage their students through media-driven lectures and presentations. This also includes the use of DVDs, Internet, etc.
- Valencia Campus Children's Center has acquired observation and recording equipment that allows students expanded observation access to the Children's Program. In addition, Faculty can utilize this equipment to and project live images from the Center into their lecture classroom to enhance contextual learning.
- It is the TLC Lab's intent and constant endeavor to purchase computer software for all CIT courses as well as tutorial programs for math, nursing, English and others subjects, and make them available to all College of the Canyons' students.
- Laptop and collaborative learning infused into the English Writing and Reading lab.
- Expansion of smart classrooms in Languages and English to provide technological support for instruction . Recent upgrades in Bonh-203, Bonh-204, Bonh-308 and Bonh 309.
- Nursing has the computer lab, now has 3 on campus and 4 off campus fully equipped skills labs. Nursing has 10 human patient simulators. Nursing has a computer lab available for students. Computers are loaded with Nursing Programs. Have computers available to load with point of entry program. Are working with Henry Mayo Newhall Memorial Hospital to teach students computerized patient charting.
- EMT has updated their equipment and met the EMS agency's requirements for lab equipment.
- Fire Tech has obtained ladders and hoses to begin new hands on courses. Currently completing necessary paper work.

17. Schedule classes at times and locations to increase efficiency in course offerings.

- Please note that nursing offers clinics almost around the clock. Schedules in the rest of Allied Health reflect a diversity of sections to meet student needs.
 - The Mathematics, Sciences & Engineering (MSET) Division consistently uses statistical data generated by Drs. Kevin Kistler in the Instructional office, and Daylene Meuschke in Institutional Research to schedule its courses considering key parameters such as utilization efficiency, VCC, CCC, and other locations or On-line demand, best days and times, and number of sections that need to be offered in day and night modes. This effort has resulted in increased efficiency.
 - Have made some great strides with efficiency, by combing courses and changing some times (PE).
 - I work closely with the data provided by the Associate Dean of Instructional Support to create schedules that reflect optimal times and locations. I also work closely with department chairs to revise or modify existing data provided to us. Hence, we all work as a team to maximize course efficiency. And, as enrollment figures are

presented to me before classes begin, I work to either cancel or build sections to assist in overall department, division, and college enrollment efficiency.

- ECE classes are scheduled reflecting the data on premier times, days and locations for efficiency
- Conduct enrollment trend analysis to determine student needs; then focus course offerings to serve that need.
- Strategically plan onground, online, and hybrid course offerings in collaboration with the division deans and department chairs.
- Examine enrollment trends and class fill rates to make data-based informed decisions about course sequencing and scheduling.
- In the RN program, to meet clinical needs of students clinicals are offered 7 days/week hours range from 6 -13 hour days, 6:45 AM until midnight. All 2nd year classes are offered online in addition to face to face.
- Administration of Justice offers all courses each semester. Courses are offered at different days and times
- Fire Tech has 4 online classes and in addition to being offered face to face. All 10 Fire Tech classes are offered each semester and on different days and different times.
- Health Science, EMT offers courses through out the day, 4 days/week.

18. Convert the CTV telecast programs from reliance on broadcast to the flexibility of DVDs.

- In response to declining student demand, offering fewer CTV sections. Promoting use of telecourse content distributed online. Will promote multiple learning styles of students.
- This is occurring to some degree; however, most CTV classes in SSB are being phased-out to accommodate the growing demand of 100 percent online classes.
- Title III has supported Institute of Teaching and Learning in providing this training
- Launch of the Canyon Country Campus Library in September 2007; relocation of library in July 2008.

19. Launch online AA degree program.

- Not done. Efforts are underway to identify this capability for some programs that are well suited to 100% on-line course offerings.
- In conjunction with hybrid classes at CCC or VLC, students can earn online Associate Degree in Social Science, General Studies, Psychology, English, Sociology.
- The Social Science A.A. Degree is now available online.
- Theatre (2)
- Art (10)
- Animation (1) Certificates (4)
- GMD (1) Certificates (3)
- Music (4)
- Photo (1) Certificates (2)
- RTVF (2)
- Theatre (2)

20. Expand training for online faculty.

- This is a Campus-wide activity in which the MSET Division enthusiastically and regularly participates. There is a significant increase in number of faculty that are trained in Blackboard and CCC capabilities.
- Most instructors use the Professional Development opportunities (PE).

- Training related to distance education has two main strands. First, under the umbrella of the Institute for Teaching and Learning, the college offers two credit-bearing courses devoted to online teaching strategies: Education 090: Introduction to Online Teaching and Learning and Education 094: Intermediate Online Teaching and Learning Strategies. Since 2002, over 160 full-time and adjunct faculty have completed the former course; the first offering of the latter course was during summer 2007, at which time 20 faculty participants completed the course. Second, the college offers a wide variety of training in the technology tools used in distance education. Workshops range from overviews of the course management system Blackboard to roundtable discussions of teaching issues. The commitment of the district to providing training for faculty involved or interested in distance education is underscored by the addition of the full-time position Instructional Design Coordinator. This position was filled in December 2007. The Instructional Design Coordinator reports to the Dean, Distance Learning Programs. He is a member of the Technology Committee and the Educational Technology Committee. Based on input from faculty members and staff involved in distance education, he develops and delivers a calendar of training opportunities for faculty, at both the Valencia and Canyon Country Campuses. The Disabled Students Program provides training to faculty on Section 508 compliance including website elements and closed captioning of presentations. The Access Coordinator provides training sessions through Professional Development on a regular basis and is available for one-on-one appointments with individual faculty members. In addition, DSPS provides training to self-identified disabled students in the use of assistive technology to enable them to successfully complete their college courses. DSPS works with Computer Support to ensure that the software and hardware requirements of identified disabled students are available in classrooms and computer labs for their use.
- Often discussed at division meetings, especially through Educational Technology Committee reports. Faculty members are encouraged to enroll in Teaching and Learning Institute workshops, as well as participate in FLEX workshops related to online teaching. In addition, faculty are aware of online teaching guidelines stipulated by the Academic Senate. And, when hiring adjuncts, departments include at least one online teaching question.
- COC Online courses in 2005 = 70 (professional development)
- COC Online courses in 2007 = 108 (professional development)
- Online Instructor Certificates issued through Professional Development = 100 since program began in 2004

21. Continue to increase success rate of online students.

- This is a Campus-wide activity in which the MSET Division enthusiastically, and regularly participates
- Data requested Fall 2007.
- Occurs at department and instructor levels.
- All online students have access to all the services available to traditional students. In nursing this includes the remediation programs and the retention specialists.

22. Continue to increase retention rate of online students.

- This is a Campus-wide activity in which the MSET Division enthusiastically, and regularly participates
- Data requested Fall 2007.
- Occurs at department and instructor levels.

- Comprehensive Educational and Facilities Master Plan for the Canyon Country campus was published in Summer 2008, guiding the programming and facilities development of the campus for the next five years.

23. Develop mechanism to evaluate online courses.

- This is a Campus-wide activity in which the MSET Division enthusiastically, and regularly participates
- Process developed with input from distance learning, instruction, academic senate, MIS, and computer support. In Fall 2008, four tests were conducted with volunteer faculty. In Fall 2008, process endorsed by the Academic Senate. Spring 2008, process endorsed by COCFA.
- Recently developed by the Educational Technology Committee. Several members of SSB participated in the creation of this assessment tool.

24. Develop public safety program.

- Our division is very involved in the Emergency Preparedness Committee (PE).

25. Provide access to current, academic level-appropriate library information, in a variety of formats, to support instruction in all academic programs offered at the College.

- (Ongoing): The library continues to support new and ongoing programs of instruction and new modes of instruction through the purchase of print, audiovisual, and electronic resources. The NetLibrary collection of 2000+ electronic books, purchased in 2006, provides access to current, academic titles to our on-ground students (at home or on campus) as well as our distance learning students (wherever they may be located). The library has also made a significant investment in resources for new programs of study, such as paralegal, surveying, culinary arts, and construction management.
- The library has responded to the need to provide service to students at the new Canyon Country campus by opening a small library with textbook and audiovisual reserves, a leisure reading collection, access to all electronic databases, and reference service during all open hours (31/week).
- The library is converting many audiovisual resources from audiocassette and videocassette format to CD or DVD (through purchase or reformatting, depending on copyright considerations) to match the equipment available in classrooms.
- Faculty work with the library in providing recent titles of books, journals, and media that will assist in delivering high-quality education.
- The library continues to support new and ongoing programs of instruction and new modes of instruction through the purchase of print, audiovisual, and electronic resources. The NetLibrary collection of 2000+ electronic books, purchased in 2006, provides access to current, academic titles to our on-ground students (at home or on campus) as well as our distance learning students (wherever they may be located). The library and the college have also made a significant investment in resources for new programs of study, such as paralegal (\$10,000+), surveying/engineering (\$800+), culinary arts (\$2,000+ District funds spent on new video resources), and construction management (\$2,050+).
- The library has responded to the need to provide service to students at the new Canyon Country campus by opening a small library with textbook and audiovisual reserves, a leisure reading collection, access to all electronic databases, and reference service during all open hours (31/week).

- The library is converting many audiovisual resources from audiocassette, slide and videocassette format to CD or DVD (through purchase or reformatting, depending on copyright considerations) to match the equipment available in classrooms. Approximately 1113 slides have been converted to CD format (16 programs on 27 total CDs), playable on classroom and home computers. We have currently converted nine CTV courses from VHS to DVD (through purchase and re-mastering). Audiocassettes used by the modern language and ESL departments have been replaced with equivalent programs on CD-Rom (no exact count available). In the past year the library has replaced, or ordered, DVD copies of 75 feature films used by instructors.

26. Provide training in a variety of formats (one-on-one, online classes, workshops, etc.), for both students and faculty, in the effective use of the Internet as a tool supporting college-level research.

- This is a Campus-wide activity in which the MSET Division enthusiastically and regularly participates.
- Faculty members often use the online training workshops provided by library staff for their own students.

27. Develop a Writing Center to provide one-on-one instructional support to students on all aspects of writing, from simple grammar to well-developed research papers.

- Creation of the Athletic Zone.
- The TLC Lab has been an integral part of the planning, consultation, and implementation of the Reading/Writing Lab. The TLC Lab will staff the Reading/Writing Lab with well-trained tutors to provide aid to students in basic skills English classes.
- Initial model for Writing center opening in temporary quarters, BONH 203 , Fall 2008.

28. Provide quick turn-around for instructional materials production.

- The Reprographics Office has been outfitted with a new suite of copiers/printers as well as with folding, stapling, collating, binding machines and the like that, in addition to being fully staffed for the first time in many years, has resulted in quick and efficient turn around time for instructional materials. A Director, District Publications and Reprographics position was created and filled that has also dramatically increased the quality and volume of locally produced printed materials. Finally, the Director has clearly articulated and instructed the Reprographics staff on the many requirements of Federal Copyright law and has brought the Reprographics Office – and in turn, the college - into compliance with applicable laws.

29. Develop and implement innovative programs designed to enhance the placement of College of the Canyons students in workplace learning activities.

- Cooperative Work Experience Education has enhanced placement of students in workplace learning activities through its innovative internship program and website. The website and the program bring employers and College interns together:
 - 625 employers have posted internship positions to the CWEE website since 2002
 - 678 students have successfully completed internships since 2002
 - 111 interns were selected by employers last year alone (2007/2008)

- We try to place our student athletes at 4-year schools both with scholarships and as walk-ons; we also find coaching jobs for them.
- Service-Learning Center

30. Expand customized training programs to business and industry.

- The Business Department works both directly and indirectly with our small business program, as well as with several industry partners.

31. Encourage greater integration of economic and workforce development programs with the College's occupational programs.

- Through the Cooperative Work Experience Education website 107 new internship partners posted internships in 40 different majors/disciplines between April 1, 2007 & March 31, 2008
- The Business Department works both directly and indirectly with our small business program, as well as with several industry partners.

32. Support the integration of advanced technology in local industry, along with the development and implementation of advanced curriculum to prepare students for emerging occupations and career opportunities.

- Nursing has brought in simulators. We have brought in trainers for their use. Service has been invited to these training class and many have attended. They are allowed to check out the simulators for their use. We are developing a regional simulation center on our campus. We are offering an online second year program for SEIU members for LVN to RN. Many of these students are from clinics so we have adjusted our bridge class to help compensate for their lack of hospital experience.
- This is a Campus-wide activity in which the MSET Division enthusiastically and regularly participates. It cooperates with CACT, SBDC, and Economic Development Office on technology related programs.
- To some degree, CIT and Business are involved in this process; however, greater integration is needed.

33. Implement a process for reviewing the congruence of occupational programs with the needs of businesses in the region.

34. Develop an Educational and Facilities Master Plan for the Canyon Country site.

- Completed with ropes course and big field house (PE).
- I provide input regarding SSB Division and related departments.

35. Build a permanent University Center on campus to provide a comprehensive array of transfer opportunities for College of the Canyons' students.

- This is a Campus-wide activity in which the MSET Division enthusiastically and regularly participates. It is cooperating with Dr. Barry Gribbons, to bring to the University Center engineering and technology related programs from the CSU system.

36. Revise the District's Educational and Facilities Master Plan.

- I provide input regarding SSB Division and related departments.

Additional Accomplishments

- Most of the faculty in our department have completed on-line training which has increased the number of sections for our students, we have also recorded increased enrollment because of our Alternative Calendars, such as short term, late start, weekends and both 100% on-line and Hybrid classes. Another outcome we have noticed is more interest in our new curriculum, the class centered around the individual and fitness seem to be on the rise. We also will start a new learning center this Fall 08 called the Athletic Zone, this center will help with basic skills, study habits and almost certainly increase our retention, the outcomes will not be available for evaluation until Spring 09.
- The Service-Learning Program was featured in The Bottom Line, The Canyon Call, and the CNN Local Edition program. We were issued awards from The Hunger Defense Fund and LA County Department of Family and Children Services. We held a luncheon in the Cougar Den in appreciation of our community-based partners: 25 of these partners were represented at the spring luncheon.
- The COC Service-Learning Program was awarded the 2007 President's Higher Education Community Service Honor Roll with Distinction. This is national recognition of our program - one of only 127 colleges and universities nationwide, and the only CA Community College to receive this prestigious honor.
- Additionally, we were selected for inclusion in the Guide to Service-Learning Colleges and Universities, a text being published by Beyond The Books later this year.

Anthropology

- Set-up of new CCC Lab.
- Participated in Veterans' History Project* and SCV Historical Society Lecture Series.
- Created new DLA for Introduction to Archaeology and Prehistory (ANTHRO 105).

Business

- Implemented Retail Management Certificate.
- Participated in YEP (Young Entrepreneur's Program).
- Currently working on Insurance Certificate.
- Created new DLA's for Business Entrepreneurship (BUS 117), Principles of Selling (BUS 142), and Principles of Importing and Exporting (BUS 185).

CIT

- Worked with local workforce team to offer non-credit computer classes to the community.
- Created several new courses, including Adobe Acrobat--Brief (CIT 082), Open Computer Lab (CIT 090L), and QuickBooks Pro II (CIT 146). Created new DLA's for Administrative Office Procedures (CIT 120), Medical Office Procedures (CIT 130), and Medical Office Finances (CIT 132).
- Partnered with ETI training.
- Participated in Early College High School Admissions Program new student interviews and Early College High School Admissions Program new student orientation.
- Created non-credit courses for Community Extension.
- Updated Computers to the latest available software, including Microsoft Vista Operating System, Microsoft Office 2007, and Adobe CS3 Programs.

Communication Studies

- Developed new course: Intergenerational Communication (COMS 235)--as part of new Human Services Program.
- Created new DLA for Intercultural Communication (COMS 256).
- Forensics Team participated in state and national competitions (e.g. CCCFA State Tournament and Phi Rho Pi National Speech Tournament).
- Participated in Veterans' History Project.

Economics

- Developed new course: Real Estate Economics (ECON 140) which is pending approval--cross listed with RE 140.

History

- Developed new course: History of Africa (HIST 165).
- Created new DLA for The African American Experience in the U.S., 1619-1877 (HIST 116).
- Participated in Veterans' History Project.

Paralegal Studies

- Completed ABA Report.
- Created new courses: Civil Litigation II (PARLGL 112) and Aging and the Law (PARLGL 201)--part of new Human Services Program.
- Participated in Law Appreciation Day (October 1st) and Law Day (May 1st).

Political Science

- Received awards at Model UN competitions.
- Created new course: Introduction to American Government and Politics: Honors (POLSCI 150H).

Psychology

- Received State approval of new AA Degree in Psychology.
- Offered several new classes, including Psychology as a Major and Profession (PSYCH 100), Statistics for the Social and Behavioral Sciences (PSYCH 135), and Psychology of Learning and Behavior (PSYCH 225).
- Created new course: Adult Development and Aging (PSYCH 272)--part of new Human Services Program.
- Attended the Western Psychological Association Conference with several students.

Real Estate

- Developed new course: Real Estate Economics (RE 140)--cross listed with ECON 140.

Sociology

- Continued Annual Sociology Lecture Series Participated in Veterans' Project.
- Participated in Veterans' History Project.
- Created new courses, including Scared Senseless: The Threat of Domestic and Global Terrorism (SOC 198K) and Serial Murder-Profiling the Crime and Social Response (SOC 198P).
- Developed new DLA's for Scared Senseless: The Threat of Domestic and Global Terrorism (SOC 198K), Sociological Issues of Life and Longevity (SOC 233), and Sociology of Death and Dying (SOC 208).
- Veterans' History Project* Students of College of the Canyons interviewed local veterans this spring and highlighted their military experiences as part of the Library of Congress' nationwide *Veterans History Project* (see: www.loc.gov/vets/). Students around the country have been conducting interviews with U.S. veterans since 2000, as the Library of Congress is working to archive thousands of personal histories of

the men and women who have served our country. The United States Congress created the *Veterans History Project* eight years ago as a way, according to coordinators, “to collect and preserve the remembrances of American war veterans and civilian workers who supported them.” Sponsored by House and Senate Representatives, *Public Law 10-380* received unanimous support and was signed into law by President Bill Clinton. The goal of the project is to provide first-hand accounts of military-related experiences of those who have served in the armed forces. Participants include those veterans who served in WWI, WWII, the cold War, Korean War, Vietnam War, Persian Gulf War (1990-1995) or the current Afghanistan and Iraq conflicts. In addition, U.S. citizen civilians who have supported these war efforts as war industry workers, USO workers, medical volunteers, as well as the multitude of other roles performed, are also encouraged to share their stories. The project has made its way to the Santa Clarita Valley, and it is now time for this valley to honor the contributions of its local veterans. As of 2005, the U.S. Census Bureau estimated that 24.5 million U.S. veterans from various wars remained alive. Thirty percent of these veterans served in Vietnam and almost 20 percent fought during World War II, whether in Europe or the Pacific. These numbers also include 2.3 million African-Americans, 1.1 million Hispanics, and 276,000 Asians, as well as 1.7 million women. Currently, almost 9.5 million veterans are over the age of 65. This factor is especially important as the histories of those men and women who served during WWII are being lost, since 1,100 of these veterans are passing away each day. Over 10,000 veterans in the Santa Clarita Valley. College of the Canyons is contributing to this important effort of the *Veterans History Project*, as it began its first semester of interviewing last spring.

- The Director of Professional Development has served on the Executive Board of 4C/SD, California Community Council for Staff and Organizational Development since July, 2006.
- She is serving as Board Chair in 2008/09.
- The Professional Development Program was awarded the Institutional Merit Award in 2007 from NCSPOD, the National Council for Staff, Program and Organizational Development.
- Dr. Van Hook was awarded the President/Chancellor Award in 2007 from NCSPOD, the National Council for Staff, Program and Organizational Development, recognizing her support of Professional Development programs at College of the Canyons, at the State level and at the national level.
- An Employee Wellness Program was begun in 2006. The Employee Wellness Program was developed to help meet the wellness needs of the faculty and staff. The various programs are designed to promote wellness in both one’s personal and professional life. Workshops offered as part of this program include:
 - Massage Therapy with Delana Gay
*By appointment
 - The Psychology of Grief
Thursday, October 4 and Friday, October 5
3:30am – 6:00pm
Room Y-104
FLEX credit – 5 hours
Presenter: Mark Rafter
 - The Psychology of Grief
Thursday, November 1 & Friday, November 2
3:30am – 6:00pm
Room Y-104
FLEX credit – 5 hours

- Presenter: Mark Rafter*

 - The Psychology of Love
Thursday, October 18 and Friday, October 19
3:30am – 6:00pm
Room Y-104
FLEX credit – 5 hours
- Presenter: Mark Rafter*

 - The Psychology of Love
Thursday, November 8 and Friday, November 9
3:30am – 6:00pm
Room Y-104
FLEX credit – 5 hours
- Presenter: Mark Rafter*

 - Coming Up For Air: Stress Management
Thursday, October 25
10:00am – 11:30am
Library 206
- Presenter: Jean Steel, WellnessWorks*

 - Fish or Cut Bait: Humor in the Workplace
Thursday, October 25
2:00 – 3:30pm
Private Dining Room #2
- Presenter: Jean Steel, Wellness Works*

 - Fitness Center
Workout in your very own gym and pay no membership fees! The Fitness Center is open for employees only Monday through Friday, 3:00 – 6:00pm. Your staff I.D. is required. The Fitness Center has stationary bikes, treadmills, stair steppers, weight machines, free weights and a circuit training program available for your use.
- SNAC FitnessWalk

Goal #2 – STUDENT SERVICES

1. Provide for on-line Financial Aid services that allow students to complete the whole variety of financial aid requirements.

- Online Student Loan Application
- Financial Aid Award & Forms Information
- Online BOGW with Automated Upload to Student
- Cash for College
- Expansion of PLUS Loan Program
- Outreach to Financial Aid Students
- PLUS Loan Program
- Career Center Student Lab
- Document Imaging

2. Expand online services to remove barriers to student's support and improve customer service.

- Distance Learning department website expanded to include more information about student services.
- Title year 3 report per Debbie Rio
- The TLC Lab continually provides support to students by offering Blackboard support and online English tutoring. Additionally, the TLC Lab provides computer tutorials for many classes so that students may practice with a self-paced tutorial as well as seek assistance from lab tutors when needed. With tutoring available days, evenings, and weekends, both online and traditional students are able to study longer and more effectively.
- Online Account Balance & Payment
- Online Application for Admission
- Online Degree & Enrollment Verifications
- Online Grades by Term
- Online Print Out of Student's Classes
- Online Student Forms
- Online Transcript Request Form
- Automated Waitlist
- Online Education Goals
- Online Name, Address & Email changes
- Faculty Email Students on Roster
- Online Interactive Transcript Requests
- Online Unofficial Transcript
- Online Unofficial Transcript - Email to Students
- Order Books Online
- Online Counseling
- Online Counseling Appointments
- Online Program Evaluation
- Non-Credit Computer Application, Registration & Hours Programs
- DSPS Online paperwork
- DSPD Online Blackboard Training (Spring 2009)
- Online EOPSCARE application
- Redesigned Community Education website to make it easier to use

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

- Whenever changes are made they are sent to counseling, put in brochures and in catalog.
- New Athletic Orientations
- Drop in Counseling Session
- Student Services Innovation Team
- On line catalog and schedule
- Email to students
- New policies
- Email communication with deaf/hard of hearing students

4. Utilize a wide variety of media to inform students, staff and community members about available student services.

- Cross-department, coordinated efforts have been very successful in communicating key messages to the college's constituent audiences. Key information about the changes in technology as well as how different generational groups acquire information important to them has been provided to college leaders on a continuing basis. As a result, communicating college messages to the college's broadly defined target audience has shifted dramatically from traditional mass media (print and electronic) and postal mailings to strategically-timed, email blasts; postings on social Websites such as MySpace; better use of the college's own Website with the addition of online electronic orientation, registration and application; blog entries; Web-based information sites; downloadable information for podcasts; text messaging on cell phones; and other uses of "new" media.
- Email Student Reg Appts & Correspondence
- New Student Advisement (COUNS 090)
- Major Quest
- Online Orientation (English & Spanish)
- Financial Aid TV
- Orientation for VA Students
- Student Services Electronic Marquee
- Parent Orientation
- Laptop computers added to Admissions and Records lobby for student use
- Computerized DSPS Lab orientation
- Online EOPS/CARE Orientation

5. Expand Personnel Development classes to assist students in being successful in their other college courses.

- These are utilized as part of the remediation. The math for nursing students was developed through this process.
- Mandatory Counseling 111 classes for student athletes.
- Most counseling courses are offered in an online format.
- Basic Skills Program for ENGL 081
- Building Math Confidence Class (COUNS 075)
- General Studies 093 (Spring 2009)
- Counseling 150 approved in Area E of the IGETC

6. Develop counseling and advising strategies that inform and prepare students to be self-sufficient learners.

- Counseling Tutorials

- How to Choose My Classes Workshops
 - Academic CPR
 - Intensives for Dismissed Students Class (COUNS 095)
 - Career Advisors
 - Athletic Orientations - Entry and Exit
 - DSPS High School Orientation
 - “Step Up” program developed to ensure the success of EOPS/CARE probation students
- 7. Develop accessible orientation programs that provide for full academic information, information related to academic life, and encourage campus involvement.**
- Online counseling Classes
 - Orientation for Athletes
 - Concurrent Enrollment Orientation
 - Graduation Fair
 - MESA Pancake Breakfast
 - EOPS Alumni and Family Night
- 8. Conduct an exit survey for all students who withdraw from classes from all instructional modalities (online, telephone and in-person survey) and use results to increase student persistence.**
- 9. Form a student success and persistence committee to analyze enrollment practices and increase student persistence.**
- Student Equity Committee
- 10. Provide recognition for student achievement (graduation, transfer, scholarships, leaderships, etc.).**
- Gamma Beta Phi membership is listed on academic transcript
 - Scholarship and Donor Recognition event
 - Graduation and honors ceremony for graduates
 - Graduation, Honors Breakfast
 - DSPS Graduation Luncheon
 - EOPS/CARE Honor Luncheon
 - EOPS/CARE Student of the Month
 - Step Up Awards
 - Coffee Kiosk Cards
 - Student Success Grants
 - Honors Grants
 - Holiday Book Festival
 - Wall of Fame
- 11. Provide priority registration for at-risk students as well as students in leadership roles.**
- Priority registration for DSPS, MESA, ASG, Athletes, AOC, ECHS, CAIWORKS, EOPS and Veteran Students
- 12. Fund and administer an active college assistant program.**
- Student Employment Eligibility Pool
 - Campus Escorts Program
 - EOPS/CARE Peer Advisors

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

- Established a chapter of Gamma Beta Phi, a national honor and service society for 2 and 4 year colleges and universities, in the Spring of 2006.
- Emerging Leaders Program
- MAC Project - Michael Hoefflin
- Student Ambassador Program
- Gamma Beta Phi
- Constitution Day
- Student Success Club Scholarships
- Student Success Club Fundraisers
- Encouraged and supported the development of student activities at the Canyon Country campus, including:
 - Cougar Mentor services
 - Creation of a Student Lounge
 - Fall Festival event
 - Final Days Frenzy events
 - ASG elections
 - American Red Cross Blood Drives
 - Student community events

14. Support students to be successful during their initial semester of college and beyond by providing resources, seminars and extended orientation activities.

- Nursing has the orientation classes for entering students. These will be expanded using the retention specialists. In addition, orientation sessions are held each semester for students interested in nursing. EMT now has the pre-EMT class.
- Mandatory student education plan by end of first semester(PE).
- Developed department orientations for majors
- First Year Experience
- Student Resource Center
- Cougar Mentors
- CalWORKs Case Management Plan
- Athletic Orientations
- Student Services Awareness Day
- Created orientation for noncredit students in ESL program – all classes receive at least
 - one class visit by a counselor
 - All summer
 - Student Success Workshops
- Conducted outreach activities with Golden Valley and Canyon High Schools by:
 - Participated in the 4th of July parade
 - Presenting the Canyon Country campus program offerings at the Canyon High School Teacher In-Service Day
 - Campus Founding Dean served as the keynote speaker at the Principal for a Day luncheon
 - Hosted Community Celebration for the new campus on October 6, 2007

- Hosted campus tours for counseling staff from Canyon High School and Golden Valley High School
- Presented information on the Canyon Country Campus to the Hart High School parent organization
- Numerous presentations and interviews on the KHTS radio program
- Participant in numerous community trips to Washington DC and Sacramento CA
- Presentation to the Canyon Country City Advisory Committee
- Speaker at the Early College High School Awards Breakfast in December 2007

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15. Develop co-curricular activities such as Service Learning, internships, volunteerism, and work study to assist students in both campus involvement and life preparation.

- Service-Learning Center established in the Student Center – houses the service-learning program, Gamma Beta Phi, and a portal for volunteer opportunities.
- Community Agency Partnerships
- Military Club
- Wish Granted - Michael Hoefflin
- Voter Registration
- Job Development Program
- CalWORKsWork Study

16. Establish an annual “college day” held at College of the Canyons for all high schools in our service area.

- SCV College Fair

17. Hold an annual counselors’ day for Hart District and College of the Canyons counselors.

- This day is scheduled every fall semester.

18. Expand collaborations with faculty to provide administrative information and improve service.

- Online Instructor Evaluation
- Online Grading Workshops for Faculty
- 508 Compliance Workshops
- ASG Faculty Recognition
- Classroom Announcements
- Admissions and Records form on Web Advisor
- Process faculty drops via Web Advisor
- Faculty can email students directly from Web advisor
- Faculty can submit their grades online
- Faculty can download rosters and email rosters from Web Advisor
- DSPS Flex presentation
- Faculty speak at Annual Honors Luncheon

19. Improve outreach efforts in the high schools and the community at large (including the international community).

- Senior Seminars (at all local high schools)
- Student Recruitment & School Relations Plan
- College Making It Happen Program

- Outreach to DPS&S Students in Santa Clarita Valley and San Fernando Valley
- International Student Orientation
- Workshops at the CA WorkSource Center
- Testing at high schools
- Financial Aid Night

20. Establish Individual advisory board meetings with specific departments.

- EOPS/CARE Advisory Board

21. Develop resources, programs and services aimed at helping students to be successful during their initial college semester and beyond.

- Nursing has a very strong orientation program.
- Cooperative Work Experience Education helps students make a seamless transition from “College to Careers” through internship development and placement:
 - 678 students acquired and successfully complete internships since 2002
 - 111 interns were selected by employers last year alone (2007/2008)
- Creation of Athletic Zone.
- Developed department orientations for majors
- Student Success Workshops
- Career Center Student Lab
- Gas Cards & Children's ID Kits to CARE
- Counseling 111 for DSPS students
- Beginning Fall 2008, noncredit ESL and basic skills students will receive planners with information about goal-setting and other college success skills
- Expansion of computers for EOPS/CARE

22. Develop and implement project-based activities with community-based partners.

- EOPS Book Drive
- Created Internship with UCLA

23. Improve success to library resources and services through expansion of library hours and availability of an increase number of subscription online resources that are accessible off-campus.

- (Ongoing): The library has not expanded hours at the Valencia Campus. The library has been able to offer library services at the new Canyon Country Campus (31 hours/week). The library has purchase the NetLibrary collection of ebooks for 2006, offering off-campus 24/7 access to 2000+ current, academic titles.
- The library has not expanded hours at the Valencia Campus. The library has been able to offer library services at the new Canyon Country Campus (31 hours/week). The library purchased the NetLibrary collection of ebooks for 2006, offering off-campus 24/7 access to 2000+ current, academic titles. Almost all of our subscription databases are available off-campus now, through the EZ-Proxy server, which allows students and staff to log in to all databases with one user name and password. The library subscribes to a total of 12 databases now and receives one (Country Watch) free from the Community College Library Consortium.
- Assistive Technology available to students with disabilities through library services

24. Expand the on-line tutoring to assist students in all applicable subjects and courses.

- This is a Campus-wide activity in which the MSET Division enthusiastically and regularly participates. It cooperates with TLC and the Campus Counseling Office to Mathematics, Sciences, and Technology related subjects.
- Online tutoring available through the TLC.
- Gateway Scholars Program
- Pilot DSPTS online tutorials (Spring 2009)

25. Engage students in lifelong learning and academic empowerment and provide opportunities for personal growth and leadership development through co-curricular activities and student support programs.

- Cooperative Educational Exchange - China
- Personal Safety/Self Defense Series (Workshops)
- Career & Job Search Preparation Class (COUNS 085)
- Online Mock Interview Program
- Purchase Meyer's Briggs
- Purchase Strong Interest Inventory
- Online Job Database

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

- All Transcripts Viewed on Desktop
- All Online Applications Viewed on Desktop
- Degree Audit - In House
- Hershey System Project
- Online Grade Submission by Faculty
- Online Faculty Forms
- Online Faculty Drops
- Online Faculty Rosters in PDF Format
- Online Positive Attendance
- Instant Admissions Day – CSUN
- Online Fee Waiver

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

- Student Computers in Admissions & Records
- Advocacy Guidebook
- Ask the Coach Nutrition Website
- BMW (Body-Mind-Wellness) Challenge
- Drive Through Flu Clinic
- HlthSci 149: Nutrition for Health and Balanced Living
- Samuel Dixon Family Health Center at COC
- SNAC Peer Educators, Best Byte Program, Campus Walk Map
- Vaccines for Children Program
- Student Support Fee Program

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

- Categorical Program Review – EOPS, DSPTS, Matriculation, CalWORKs
- Admissions and Records Program Review- included student survey

- Annual Student Survey
- Program Review for Career Services
- Separate Annual Student Survey created for the Canyon Country campus – identified thirteen planning impacts and action implications as a result of the data from the survey. Currently implementing activities to expand the TLC, create more parking, increase awareness of student services available at the Canyon Country campus, and expand services such as the Campus Escort program.

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

- Accreditation self study
- Admissions and Records, Counseling and Student Business Office opened on Saturdays

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

- SLOs for every department.
- Every department has completed at least one assessment cycle
- AUOs for every department

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

- CalWORKs Consortium of Santa Clarita Valley Agencies
- CALWORKS member of LAC5 Consortium

Additional Accomplishments

- We have always known the importance of the Counseling – 111, this class helps the in-coming Freshmen prepare for that first semester and learn about college life. This class is taught by the Athletic Counselor and will also be affiliated with the new Athletic Zone starting this Fall 08. We also contribute better retention and GPA to the exit orientations we started Fall 07, these orientations are done when each team's season is over, near the end of the semester.

Goal #3: CULTURAL DIVERSITY

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

Human Resources, in cooperation with the EEO Advisory Committee, are in the process of developing the district EEO plan. This plan is part of the system-wide effort by all districts to comply with the requirements of the Chancellor's Office Model Plan. During the Fall 2008 semester HR and the EEO Advisory Committee will provide input and prepare the draft for review. While a majority of the plan can be completed at this time, finalization of the remainder of the plan is contingent on the system-wide development of gender and ethnicity data on availability of qualified candidates for positions.

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

The district convened the newly formed EEO Advisory Committee in late Spring 2008. The committee is tasked to work with the Human Resources Department to develop and implement the district's EEO plan. The committee will review the EEO plan on an annual basis and provide input on EEO and diversity training needs.

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

This continues to be a goal for the district. Once the EEO plan has been finalized all district policies will be updated accordingly.

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

The district has re-evaluated the need for a Selection Committee Representative Committee and determined that rather than establish another committee, the desired input on diversity and EEO issues can be achieved through the EEO Advisory Committee. HR continues to maintain a large pool of well-trained selection committee representatives for each of our hiring committees and works to ensure diverse hiring committee composition.

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

The district has held regular EEO and diversity training sessions for Selection Committee Representatives (SCRs) increasing the number of trained SCRs from 35 in 2005 to 61 in 2008.

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

Selection Committee Representative Training is updated continually to meet the needs of hiring committees. This training was standardized in 2006 and all Selection Committee Representatives receive the same training. This training will include the new Diversity and EEO plan when it is finalized.

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

I'm working on this number for faculty, staff and admin. I will have it shortly. Do you have the stats for students?

...e attention to. We are making progress
ethnic minority employees in 2001 to
28% ethnicity minority employees in 2007.

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

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

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

The district maintains and analyzes data on applicants from each of its advertising venues and modifies its advertising plan as appropriate. We are seeing that many more applicants are coming from online sources than traditional print ads. This has cost implications for future advertising needs. The district also analyzes and maintains data on the diversity of applicants and new hires as they move through the recruitment process.

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

HR does advertise specific positions regionally in both the Signal and Daily News. Other re
C
recruitment process. Recently a local website
What do you want to say here? We don't really do regional publications.
ERC (Higher Education Regional
ve and was subsequently removed from our
has started called SCVjobs.com. We have
started advertising with them and will monitor the responses we receive from that
website.

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

The district has presented a variety of workshops on student and employee disability and access issues including:

- Assisting Students with Disabilities in the Classroom
- Sick and Disabled Employees
- Disability Discrimination: State Law v. Federal Law
- Disability Discrimination
- Disability Interactive Process
- Section 508: Website Accessibility Workshops

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

Performing Arts Center Offerings:

- Three Irish Tenors in 11/19/04
- Halley's Comet in 2/5/05
- Vienna Boys Choir in 3/3/05
- The Temptations in 9/16/05
- Marcus Belgrave in 2/11/06
- Soweto Gospel Choir in 3/4/06
- ODC Ballet in 5/20/06
- Tango Fire in 10/7/06
- Ailey II in 3/17/07
- Poncho Sanchez in 6/9/07
- Noche Flamenca in 10/6/07
- Sweet Honey in the Rock in 2/22/08
- Shidara 3/29/08, Diavolo in 11/1/08

Planned offerings:

- LA Opera - Figaro's Am. Adven.in 1/31/09
- Giordano Jazz Dance Chicago in 2/7/09
- Literature to Life - The Kite Runner in 2/22/09
- Los Lobos in 5/29/2008

Art Gallery Exhibitions:

- Francisco Goya Los Caprichos February 9-March 19, 2005
- Ruth Gruber Photographs as Witness 1944-1947 February 21st-April 1st, 2006
- Cuba Oriente September 6th-October 14th, 2006
- Upcoming - Gil Garcetti: Photographer December 1st - December 16, 2008

Professional Development Offerings:

- a. **Sociology Lecture Series:
Defining the Concept of
Deviance: Can Norm Violations
Maintain Social Order Within a
Society?** 9/14/2005
- b. **Sociology Lecture Series: The
Criminal Injustice System:
Reflections on Juvenile
(In)Justice** 9/21/2005
- c. **Sociology Lecture Series: Art,
Sexuality and Censorship** 9/28/2005
- d. **Sociology Lecture Series: The
National Fear of Child Molesters:
Is It Legitimate?** 10/5/2005
- e. **Sociology Lecture Series: It** 10/12/2005

- Could Happen to You: One Woman's Struggle with MS**
- f. **Sociology Lecture Series: Deep as City's Ache: Poems About the Lebanese Civil Conflict** 10/19/2005
- g. **Sociology Lecture Series: The Social Security Rip-Off** 10/26/2005
- h. **Sociology Lecture Series: Terrorists- Modern Day Robin Hoods?** 11/2/2005
- i. **Sociology Lecture Series: Women, Deviants, and Islam** 11/9/2005
- j. **Sociology Lecture Series: Conformity of the Classroom Experience and the Dominant Culture** 11/16/2005

- The Multi-Culturally Diverse Classroom: Its Effects on Students 2/3/2006
- Lebanon: Its People and Culture 2/3/2006
- Understanding Russian Character Through Works of Art 2/3/2006
- ERC: Embracing Diversity 5/11/2006
- Lecture on Cuban Culture 10/6/06
- Cultural Heritage Film Festival 11/06
- Cultural Proficiency: Transforming Systems to Meet Needs 1/31/07
- Teaching the Generations of Today 2/1/07
- Armenian Genocide 4/19/07
- ERC: Hiring the EEO Way 9/21/07
- Sociology Lecture Series 9/07 – 11/07
- Working with the Elderly (Online Training) Spring 2008 + ongoing
- Got Privilege? 8/19/08
- EEO Plan Update/Application Research 8/20/08
- Hiring and Retaining a Diverse Faculty – Roundtable – A Review of Best Practices 8/21/08
- Marketing to a Multi-Generational Audience (Dr. Cox-Otto) 10/7/08
- Teaching to a Multi-Generational Classroom (Dr. Cox-Otto) 10/7/08

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

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

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

- The library prepared, duplicated, and continues to distribute its basic information sheet in a Spanish language version.

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

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

Goal #4. HUMAN RESOURCES

1. Develop online employment applications.

The district launched its online employment application in January, 2007.

2. Investigate the possibility of establishing a Santa Clarita Valley employment advertising consortium including large employers within our region.

The district has re-evaluated this goal as a result of the launching of SCVJobs.com. SCVJobs.com is a local online job posting board allowing the district to reach out to the local community when recruiting for open positions.

3. Analyze effective recruitment sources and revise advertisement plans accordingly.

The district maintains and analyzes data on applicants from each of its advertising venues and modifies its advertising plan as appropriate.

4. Continue to effectively recruit quality candidates through a variety of communication mediums (i.e.) newspapers, publications, Web site, professional organizations and job fairs.

The district continues to utilize a variety of mediums to advertise open positions including print, online job boards, position related websites, professional organizations, listservs and job fairs.

5. Increase the use of Web site for advertising positions as a cost effective alternative to print ads.

Most of the district's employment advertising is done through online advertising venues. Analysis of applicant advertising data indicates that online advertising is typically more cost effective than print ads and reaches more applicants. From time to time the district will advertise in local print media and/or print venues specific to higher education in an effort to attract a more diverse and qualified pool of applicants.

6. Join SoCalHERC.com consortium, which is an internet recruitment website specifically for jobs in higher education in the Southern California area.

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

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

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

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

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

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

The figures below denote the hiring that has been accomplished the past 3 years

Year	New Faculty positions	New Administrative positions	New Classified positions	Total Hires (includes replacement positions)
2005/06	3	2	11	43
2006/07	10	15	22	80
2007/08	17	9	41	106

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

The district has streamlined hiring practices for both faculty and classified recruitments. For faculty hires we have accomplished this by establishing interview timelines before positions are advertised and placing the timeline on the position announcement. This manages the expectations of the candidate and reserves time on busy calendars much earlier. We also holding committee orientations before the position closes so that the faculty hiring committees can begin their screening of candidates sooner. The District goal is to hire faculty positions within 6 weeks following the position closing date whenever possible. For classified hiring, we added an expedited process to the hiring procedure. This expedited process allows for screening by an objective selection committee and one level of interviews with the hiring manager, instead of the traditional two-level interview approach. Managers have ultimate flexibility in deciding which process will work best for their specific position and timeline.

10. Review and revise all hiring procedures as necessary.

All hiring procedures have been reviewed and revised in an effort to streamline and increase effectiveness of processes. Human Resources is working on a few outstanding

issues with Academic Senate including the revision of the equivalency policy and policy on faculty requests to transfer faculty from one position to another. Discussions are set to resume in Fall, 2008 to resolve these issues.

11. Update board policies that refer to Human Resources.

Human Resources has updated all of the Human Resources related Board Policies and Administrative Procedures in the 200, 300 and 400 series. This undertaking involved taking our existing Human Resources related board policies in the Management, Academic, and Classified sections and revising them to be in accordance with the Community College League of California's model policies as well as make them more current. There were a total of 73 existing board policies that are now a streamlined 31 board policies and 19 administrative procedures. Human Resources will revise the few remaining Human Resources related policies in the 800 series "Miscellaneous Policies" section this fall.

12. Continue to meet the requirements of AB 1725.

The district continues to meet the requirements of AB 1725.

13. Communicate District policy changes to appropriate groups through workshops.

Now that the revised board policies have gone through the board of trustees approval process, we are scheduling workshops and presentations to communicate the new policies and their impact on the campus. In addition we are working to have all newly revised board policies and administrative procedures posted on our district intranet by October 1, 2008.

14. Provide all District hiring policies on the Intranet.

The most up to date hiring policies and procedures are on the intranet as part of the Decision Making Guide.

15. Perform salary, job description and benefits surveys with similar districts across the state on an annual basis to ensure that our salary structure is fair and competitive.

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

16. Create orientation sessions for full-time and adjunct faculty.

The Human Resources Office holds an orientation and welcome luncheon for all new full-time district employees on a quarterly basis. This orientation consists of a general employee session in the morning, a luncheon with the Chancellor and then an afternoon breakout session by employee group for more position-specific information. This successful new format was started in the spring of 2008 and has been very well received by our new employees.

New this fall, the Synergy program will revamp and expand our new faculty orientation to go from a two day orientation to meetings through the first year. This will provide excellent support and resources for our new faculty.

A new hire orientation for new adjunct instructors is held each fall. In addition, each division and department provides informal orientations and informational sessions for new full and part time faculty.

17. Develop a more systematic tracking method for evaluations of classified staff.

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

18. Give newly hired employees a campus tour, including introductions to key personnel on campus.

The district now includes a campus tour and presentations by key personnel at each new employee orientation. At the last major orientation, we even included a scavenger hunt where new employees paired up to collect vital information at key points around campus.

19. Investigate the viability of a formal mentoring program.

Three mentoring programs are available for faculty and staff, and are offered every semester:

- Professional Development Mentor Program
- New Faculty Mentor Program
- New Online Faculty Mentor Program

20. Review employee recognition and rewards programs and revise as needed.

In 2007-2008 the district brought back the Cougar Awards program recognizing excellent employees in the following categories: Full-time faculty, Classified staff, Administration and Part-time staff. In addition one department is recognized for excellence each year. This is in addition to other current recognition events such as the employee service recognition each year on opening day and classified staff awards during Classified Appreciation Week. The District also recognizes outstanding faculty through the annual Scholarly Presentation invitation. The district will continue to review its employee recognition program on an on-going basis.

21. Provide manager workshops on appropriate discipline, effective evaluation techniques, contract compliance, recognition and Human Resources procedures and Collective Bargaining Agreement revisions.

Human Resources has offered the following manager workshops:

- a. Employee Classification, Reclassification, Promotions, Demotions
- b. Harassment Awareness & Prevention for Supervisors
- c. Designing the Diverse Future of Our Campus
- d. Faculty Hiring Process Roundtable
- e. Writing Effective Performance Evaluations

The following have been offered through Professional Development

- ERC: Human Resources Roundtable 8/25/06
- ERC: Performance Management 9/22/06
- ERC: Legal Issues Regarding Hiring 9/22/06
- ERC: Disability Discrimination 11/3/06
- ERC: Absenteeism & Abuse of Leave 2/9/07
- ERC: Checking References 2/9/07
- ERC: Discipline 3/16/07
- ERC: Intro to FLSA 5/18/07
- ERC: Employee Due Process 5/18/07
- How HR Can Assist You In Operationalizing Your Ideas 2/28/07
- Harassment Awareness & Prevention 2/1/07
- ERC: HR Roundtable 8/24/07
- ERC: Advanced Labor Negotiation Roundtable 8/24/07
- ERC: Hiring the EEO Way 9/21/07
- ERC: Performance Management: Evaluation, Documentation, Disc. 9/21/07
- ERC: Preventing Harassment and Discrimination 11/8/07
- ERC: Promoting Safety in Community College Districts 11/8/07
- ERC: Going Outside the Classified Service: Short-Term Employees 3/6/08
- ERC: Adjunct Faculty 3/6/08
- ERC: Prevention and Control of Absenteeism & Abuse of Leave 4/11/08
- ERC: Current Developments in Worker's Compensation 4/11/08
- ERC: Sick and Disabled Employees 5/15/08
- ERC: Disability Discrimination: State Law (FEHA) v. Federal Law (ADA) 5/15/08
- Writing Effective Performance Evaluations 9/19/07
- Employee Classification, Reclassification, Promotions and Demotions 12/6/07
- Harassment Awareness & Prevention for Supervisors 12/6/07
- Faculty Hiring Process Roundtable 1/31/08
- Conducting Classified Performance Evaluations 11/3/05
- The Classified Employee Discipline Process 2/8/06
- COC Classified Hiring Policies and Procedures 4/19/06
- ERC: Preventing Harassment in the Academic Setting/Workplace 9/14/05
- ERC: Disability Interactive Process 9/14/05
- ERC: A Supervisor's Employment Relations Primer 11/9/05
- ERC: Short Term Employees 1/27/06
- ERC: Prevention and Control of Absenteeism and Abuse of Leave 1/27/06
- ERC: Human Resources Academy I 2/2/06
- ERC: Human Resources Academy II 2/2/06
- ERC: Handling Grievances 4/5/06

- ERC: Managing the Marginal Employee 4/5/06
- ERC: Preventing Harassment in the Academic Setting/Workplace 5/11/06
- ERC: Embracing Diversity 5/11/06
- A FLEX workshop titled Legal Issues Facing Community College Faculty Today was offered 8/11/05

22. Provide timely reports and data regarding applicants and District employees.

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

Additional Accomplishments

Human Resources

- Human Resources has formalized the process for requesting approval for new positions and reclassification of existing positions through use of the Personnel Requisition Form.
- Human resources rolled out Workers' Compensation Medical Provider Network Program to provide excellent employee care in the even of a work-related illness or accident while managing district workers' compensation costs.
- Human Resources implemented retirement incentive programs for all employee groups.
- Human resources implemented an on-going in-person and online anti-harassment training program for supervisors and other lead employees.

Professional Development

- Professional Development have performed a full program review to ensure we are properly and proactively serving the needs of the campus community.
- Professional Development produces quarterly booklets containing all offerings in an effort to respond more timely to employee training needs and make sure all employees are aware of all offerings, not just by individual employee group.
- We have revised the Professional Development Model to allow for more direct involvement of employees through their constituent committees.
- The Director of Professional Development has served on the Executive Board of 4C/SD, California Community Council for Staff and Organizational Development since July, 2006. She is serving as Board Chair in 2008/09.

- The Professional Development Program was awarded the Institutional Merit Award in 2007 from NCSPOD, the National Council for Staff, Program and Organizational Development.
- LEAP – Leadership Education in Action Program, Spring 2008
The College of the Canyons Leadership Education in Action Program (LEAP) was created to foster the development of visionary, pace-setting administrative leaders. LEAP is designed to promote the development of “agents of institutional change” while providing “big picture” skills and the knowledge required to lead and shape our district and the community college system. LEAP is designed to provide individuals who want to be leaders, at COC or elsewhere, the opportunities to identify and develop the knowledge, skill sets and confidence to be successful.

In addition to fostering the development of a cadre of visionary leaders, LEAP was designed to achieve the following goals:

- To sharpen essential leadership skills that are not traditionally taught, including:
 - Discrepancy analysis
 - Context and case building
 - Networking
 - Advocacy
 - Building internal and external partnerships
 - Resource generation
 - Anticipating outcomes and always having alternatives.
- Train our own skilled Community College leaders
- Develop a network of mutual support among future administrative leaders
- Facilitate cross-departmental and cross-functional dialogue and the sharing of best practices
- Develop risk takers, entrepreneurs, trendsetters, big picture thinkers, facilitators of planned change, advocates, can-do, confident and accountable leaders.

LEAP is an opportunity presented to all classified staff, full-time faculty, deans, assistant and associate deans, unit supervisors or directors who are contemplating moving up in administration. Applicants are expected to have been with the college for at least one full year and have some leadership experience.

LEAP will include the following components:

- Each LEAP session will be designed around one or more presentations focusing on “real-world” college district issues related to institutional change and development.
- Some of the presentations will feature administrative leaders who have established reputations as “agents of change” across the state.
- LEAP sessions will also offer a series of intensive “crash courses,” designed to make participants aware of critically important skills and competencies needed to excel as a leader.

- LEAP participants will put what they learn into immediate practice by applying the concepts and techniques they acquire to address real campus opportunities.
 - This program will be interactive and include team project work outside of LEAP sessions.
 - The Superintendent-President guides the LEAP effort and will take a direct role in its planning and activities. In addition, accomplished college administrators and system leaders have provided input into the program.
- An Employee Wellness Program was begun in 2006. The Employee Wellness Program was developed to help meet the wellness needs of the faculty and staff. The various programs are designed to promote wellness in both one's personal and professional life. Workshops offered as part of this program include:
 - Fitness Center hours expanded for employees
 - Body, Mind, Wellness (BMW) Challenge
 - Expanded Annual Health & Wellness Fair
 - Weight Watchers at Work program
 - Massage Therapy with Delana Gay - *By appointment
 - SNAC Program w/Fitness Walk Map
 - Periodic offerings such as:
 - The Psychology of Grief
 - The Psychology of Love
 - Coming Up For Air: Stress Management
 - Fish or Cut Bait: Humor in the Workplace

Goal #5 INSTITUTIONAL ADVANCEMENT

1. Collect, analyze, and disseminate information that:

a. Informs department and college-wide planning efforts

- Submitted ARCC self-evaluation responses and presented to BOT on 4/11/07 and 7/9/08 (2007 and 2008 ARCC reports, respectively).
- Completed: ADN report required by the Chancellor’s Office;
- ESL demographic and enrollment data;
- Chemistry ACS exam validation study.
- Completed Title IX analysis.
- Completed SLO annual report form and survey for WASC (2007 and 2008).
- Completed Basic Skills Initiative data analysis.
- Completed the Accreditation Surveys of Full-Time Classified Staff, Faculty, Managers/Administrators in Spring 2008
- Completed the Accreditation Survey of Community Members in Spring 2008.
- Completed Professional Development Survey (annually)
- Completed annual student surveys to assess student satisfaction with program and services:

Annual Student Surveys:
Annual Student Survey
Annual Survey of Online Students
Graduate Exit Survey

- Completed other semiannual surveys for department planning including:

Nursing Alumni Surveys
Nursing: Clinical, Course, Point-of-Service and End-of-Program Surveys
Cooperative Work Experience Education: Employer and Student Surveys
Occupational Program Surveys
Flex Program Evaluations

b. Informs the development of instructional and non-instructional programs

- Completed several survey reports that informed non-instructional program reviews including:

Admissions & Records - Faculty Survey - Spring 2007
Admissions & Records - Student Survey - Spring 2007
Business Services, Grants Development and Institutional Development Survey: Faculty, Staff, Managers & Administrators - Fall 2007
Career Services Surveys – Spring 2004
Computer Support Services Surveys: Faculty, Staff, Managers & Administrators - Spring 2005
Counseling Services Survey - Fall 2003
Counseling Services Survey: One-on-One, Program Advisement and Walk-In - Fall 2003
Food Services Surveys: Students and Faculty, Staff & Managers - Spring 2005
Health Center Point of Service Surveys - Fall 2004
Health Center Surveys - Fall 2004
Information Technology Survey - Spring 2008
Library Media Technology Alumni Survey - Spring 2006

Library Services Surveys – Spring 2004
MIS Department Surveys – Spring 2004
Tutoring/Learning/Computing Lab Faculty Survey - Fall 2004 and Fall 2007
Tutoring/Learning/Computing Lab Point of Service Survey –Spring 2005 and Fall 2007
Tutoring/Learning/Computing Lab Student Surveys - Fall 2004

c. Informs enrollment management efforts, including marketing, instructional planning, and student retention

- Completed the following enrollment management analyses:
 - Percent to capacity analyses for F05/F06, WI05/WI06 and S06/S07.
 - Avg units per student analyses: WI05/WI06 and S05/S06 (end of term) and WI06/WI07 (4th week) and S06/S07 (11th week of registration).
 - Zip code analysis of online students.
 - Cancelled class analysis for Spring 2006.
 - FTES-CWEXP, GENSTU, NC.BCSK-094: Spring 2006; Declared Majors, Degrees, and Certificates by Department; Online enrollment report: F05, S06 and F06.
 - Enrollment and faculty assignment by day – F06 data.
 - Spring 2007 and Summer 2007 enrollment analysis disaggregated by age, gender, ethnicity and zip code.
 - Five Year Profile analysis: Fall 2003 – Fall 2007.
 - analysis of unit load for students in Summer 2008
 - Profile of CCC and Valencia students for Fall 2007, Winter 2008 and Spring 2008.

- Completed the following matriculation projects:

English and Math Placement Surveys: Students and Instructors - Fall 2002
English Placement Validation Surveys - Students and Faculty - Fall 2007
ESL Placement Validation Surveys - Students and Faculty - Fall 2007
Math Placement Validation Surveys - Students and Faculty - Fall 2007
Gateway Program Student Survey – Spring 2007

- Completed the following surveys for business/industry:

Needs Assessment Survey: Doing Business With China - Spring 2003
Business & Industry Training Survey - Spring 2003
Conference Center/University Center/Challenge Course - Summer 2008
SBDC Chamber Works Survey - Summer 2008

- Completed the following surveys for instructional and non-instructional planning:

English-098 Special Topics Survey - Spring 2005
ACT Survey Results - Spring 2003
Online Web Survey - Fall 2004

Junior High Summer Institute - Summer 2008

d. Supports the development of grants

- Conducted analyses for Title III site visit in October and annual report in December 2006 and 2007.
- Completed the following grant evaluations:

OSHER Faculty Survey - Fall 2004
Institute of Teaching and Learning Title III Survey - Fall 2005
Institute of Teaching and Learning Title III Survey - Fall 2006
Institute of Teaching and Learning Title III Survey - Fall 2007
Interim University Center Student Survey - Fall 2002
Interim University Center Surveys - Fall 2003
Interim University Center Surveys - Spring 2006
Lego League Survey - Summer 2007
MESA Alumni Survey - Fall 2003
Pipe Welding Satisfaction Survey - Fall 2006
RTF Grant - Health Informatics Training with HMNMH - Summer 2008
MESA Evaluation Briefs
CREATE Evaluation Briefs
AOC Evaluation Briefs

e. Furthers the development and use of student learning outcomes

- SLO Briefs
- SLO website
- SLO Flex Workshops
- SLO Training Needs Survey: Full-Time and Adjunct Faculty - Spring 2005
- AUO and ILO retreats

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

- Completed 14 surveys for new programs:

American Sign Language Interpreter Needs Assessment - Fall 2005
Automotive Technology Needs Assessment - Spring 2006
Culinary Arts Program Needs Assessment - Spring 2006
Land Surveyor Program Needs Assessment - Summer 2006
Paralegal Program Needs Assessment - Spring 2005
HVAC Program Needs Assessment - Summer 2008
Electrical Program Needs Assessment - Summer 2008
Energy Management Needs Assessment - Summer 2008
Insurance Certificate - Summer 2008
Carpentry Program Needs Assessment - Summer 2008
Recreational Management Program Needs Assessment - Spring 2006
Older Adults: Belcaro Survey - Fall 2004
Older Adults: Course Interest Age 50 and older - Fall 2004
Older Adults: Non-Credit Course Interest Age 50 and Older - Spring 2008

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

- IRB approved by OHRP 1/17/07.

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

- The Institutional Research Office participates monthly in regional research meetings where the most current issues facing IR offices and community colleges are discussed. At this time no advocacy efforts are underway.
5. **Develop grants that advance the College's Strategic Plan and other needs identified from planning efforts.**
 6. **Increase awareness of grant opportunities among faculty, staff, and administrators through regular grants briefs and presentations at department and college-wide meetings.**
 7. **Provide support and training for faculty, staff, and administrators on grants development.**
 - Workshop on Grants 101 Fall 2008
 8. **Attempt to develop relationships with regional and statewide media so that the District receives increased positive coverage.**
 - Media relations is a critical element of the college's public information function. With continued explosive growth in the area across all generational boundaries, COC staff members have attempted to stay ahead of the curve in identifying new media outlets and providing useful information for dissemination. The area has two daily newspapers, a growing AM radio station, a fledgling TV station, five magazines, a Headline News outlet (TV), numerous Web information pages, several community blogs, and various other communication tools in development. At the same time, the Performing Arts Center's programming allows us to reach beyond our capture area boundaries and extend the image of the college to many additional, regional communities. From print advertising to promotions about shows on high-powered radio stations, to the college's mention on regional TV station event calendars, the PAC has helped to redefine the college. Success of our sports teams such as the state championship wins in both men's and women's golf, amongst others, serve as catalysts that project the strong images of excellence to a much larger community.
 9. **Continue to provide high quality marketing materials to support fund-raising and friend-raising efforts.**
 - The Graphics Department is at full strength from a personnel standpoint for the first time in many years. In conjunction with the College of the Canyons Foundation, our talented designers have raised the bar in producing materials that are professional-looking and effective. With a new Chief Development Officer at the Foundation coupled with our ability to design nice products, the future is bright.
 10. **Develop marketing plans and materials for the Canyon Country site.**
 - The marketing plan that the college carried out for the opening of the Canyon Country site in August, 2007 was extraordinarily successful. Enrollment on the first day of classes far exceeded expectations. The plan itself was awarded a statewide first-place award for excellence from the Community College Public Relations Organization.
 - I worked directly in creating the History of Canyon Country video, as well as organizing living history characters and other events for the CCC Opening Day Celebration last fall. Several division members also participated in these events, as well as show-cased departments.

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

- The college has grown tremendously over the past several semesters including a 17 percent increase in the first summer session of 2008 and projected double digit growth for next year. While there are dozens of factors to which this growth can be attributed, chief of which is the outstanding product we provide in our classrooms, marketing efforts have played an important part in more than 60 percent of local high school graduates choosing to attend College of the Canyons.
- Until the Hart ROP nurse aid program lost their instructor the dean attended their graduation ceremonies and spoke on the nursing program. All allied health staff participate in outreach efforts at schools or career days. Frequently EMT students work with Hart EMT students for “disaster day”
- This is a Campus-wide activity in which the MSET Division enthusiastically and regularly participates. It cooperates with the Campus Outreach Office to enable its faculty participate in various marketing events.
- Athletic recruiting is on-going.
- Indirect efforts via faculty and discussions with community members.

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

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

14. Complete the University Center capital campaign.

15. Engage external constituencies, such as businesses in the region with credit and contract education programs.

Additional Accomplishments

- This department is very involved in outreach throughout the community, sports camps, speaking engagement, elementary school visits and Special Olympics; we also market our sports teams to all the local schools for recruiting and attendance at our home sporting events.
- The College has received a significant amount of support.
 - The College has received \$21,057,133 in grant support since 2005.
- Bi-weekly meetings of the Grants Committee help to ensure that grant opportunities advance the Strategic Plan and other needs identified from planning efforts.
- The College increased its grant revenue to \$6,773,646 for 2007-2008, and increase of 43% from \$4,750,987 for 2005-2006.

Goal #6 INSTITUTIONAL EFFECTIVENESS

1. Developed students learning outcomes for 462 courses and all instructional programs. Also, developed Administrative Unit Outcomes for all non-instructional areas and Institutional Student Learning Outcomes for the College.
2. Used students learning outcomes to inform program planning and improvement by embedding the Nichols five-column model in the Academic Program Review.
3. Implemented a system of documenting action implications for all research reports and posting the action implications on the intranet with the research report.
4. Assessed the degree to which nursing and CWEE programs are meeting the needs of businesses through employer satisfaction surveys.
5. Revised the Academic Program Review, making it an online process.
6. Complemented internal College data with labor market data and data on the economy.
7. Assisted department in completing Academic Programs reviews for each of the last three years and 12 non-instructional program reviews.
8. Built leadership skills of faculty and staff through the LEAP program supporting institutional effectiveness.
9. Updated the College of the Canyons Decision Making Guide in 2007.

Goal #7 FINANCIAL STABILITY

- 1. Develop new processes and procedures to facilitate budget responsibility and accountability as well as improved fiscal stability for the college.**
 - enhancing Position Control processes; coordinating hiring with Human Resources and Payroll, and;
 - updating policies and procedures for Business Services, including; travel,
- 2. Develop enrollment targets and cost estimates of enrollment management activities.**
 - FTES by Department
 - WSCH by Department
 - FTEF by Department allocated between FT Faculty and Adjunct
 - This is a Campus-wide activity in which, under the direction of the VP of Instructional Programs, Dr. M. Capet, and the MSET Division enthusiastically and effectively participates.
 - Have created a competition in class size and the goal of our division (PE).
- 3. Develop enrollment targets and cost estimates of enrollment management activities.**
 - Hired a Grant and Categorical Accounting Manager who will perform fiscal monitoring and reporting functions and act as a liaison between grant and categorical program managers, grant award agencies and other campus departments such as Grants Development, Fiscal, Facilities, Purchasing, Payroll, Human Resources, etc.
 - Establishing a Grants Implementation Team that receives pre-award information regarding the specific of the grant and then by receiving regular updates on grant requirements that are reviewed in monthly meetings.
- 4. Pursue process improvement to provide great service to students and increased cash flow from enrollment fees as students are able to enroll more quickly and efficiently.**
 - developing an automatic refund mechanism of student fees to student credit cards;
 - supporting the web payment system by reconciling credit card payments quickly and efficiently and depositing payments to LACOE;
- 5. Maintain federally negotiated indirect cost rate and revise as necessary to reflect current direct costs for grants and contracts.**
 - Renewing our federal indirect cost rate of 31% and applying for and receiving an offsite, Federal indirect cost rate of 19% for the SBDC.
- 6. Participate in Community College District Collaborative to provide purchasing discounts and other savings through shared contracts.**
 - researching and utilizing existing “piggybackable” contracts whenever possible while meeting state mandated bid requirements and expediting the purchasing process.
- 7. Maintain a six percent fund balance.**
 - Responsibly estimating revenues based on reasonable growth estimates and through a system of check and balances that held departments to their allocated expense budgets.
- 8. Pursue public and private resources for College programs and services.**
 - Refunding Measure C G O Bond funds in 2005;
 - Refinancing previously issued Lease Revenue Bonds and COPs and issuing new COPs for our Central Plant Project;
 - Successfully passing Measure M and issuing G O Bonds for facilities projects, and;
 - Supporting the Foundation in its pursuit of donations that have been granted back to the college.

- Nursing has something like 10 grants currently. EMT has a VTEA grant and we have 2 equipment grants for Medical Lab Tech. We also have continued funding from Henry Mayo for a full time nursing faculty.
- This is a Campus-wide activity in which, in cooperation with the COC Foundation, the MSET Division enthusiastically and effectively participates.
- We fundraise around the clock. (PE)

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

- Converting the Foundation’s financial system to the District’s Datatel financial system;
- Assisting in the development of the Fund 58 Performing Arts Center budget by generating reasonable projections for expenditures and evaluating revenues, and;
- Providing fiscal analysis and contractual review of agreements to ensure fiscal and risk management safeguards.
- Teacher Preparation Pipeline Grant – 07/08 and 08/09
- Careers in Education
- Title III
- Faculty Innovation and Student Services
- Center for ECE – Campus Children’s Center
- State Department of Ed Child Development Division –
- State Preschool Funding
- General Child Care Funding

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

- Submitting a list of unpaid accounts to the State COTOP system, and;
- Hiring collection agencies that are student friendly.

Additional Accomplishments

1. Enrollment Growth Rate:
 - Maintained the highest growth factor by ensuring that facilities factor was updated and included in the growth rate.
 - Communicated with the Chancellor’s Office to ensure growth formula methodology was appropriately followed and included most up-to-date adult population and high school grad data.
2. SB361
 - Advocated with Chancellor’s Office to include more accurate language that ensured Center funding in the year FTES were achieved, and;
 - Provided feedback to the Chancellor’s Office to develop a new formula that ultimately protected the district from a severe decline in growth revenue.
3. Health and Welfare Provider
 - Facilitated the RFP process to select a new H&W vendor with the selection made after proposal were made to and evaluated by the district’s H&W Committee, and;
 - Reduced overall H&W Costs by approximately \$500,000.

Additional Accomplishments

- The district is consistent with its support and we fundraise for extra equipment and supplies. We also use Data from growth reports and program reviews.

- The College has a negotiated Indirect Cost Rate with the U. S. Department of Health and Human Services for 31% of all direct costs.
- The College has had considerable success obtaining public and private funds from sources other than state resources including foundations, federal grants, state grants and regional funding sources to support and enhance College programs and services. Grant revenue has increased to \$6,773,646 for 2007-2008. The College received several large awards including \$1,380,000 from the Department of Commerce, \$346,027 from the Department of State and \$1,000,000 from the Small Business Administration.

Goal #8 TECHNOLOGICAL ADVANCEMENT

1. Implemented wireless Internet services in all instructional buildings at the Canyon Country Campus and nearly all buildings at the Valencia Campus.
2. Provided connectivity to allow video conferencing in nearly all rooms on campus.
3. Redesigned the College's website in 2007.
4. Maintained the currency of operating systems and application software, including beginning the deployment of Windows Vista and Office 2008.
5. Implemented online counseling appointment scheduling and online counseling appointments.
6. Ensured that campus resources are accessible, deploying the following assistive technology: electric computer tables, software that reads scanner and programs to dictate documents using a microphone.
7. Supported the effective use of technology in the classroom, increasing the number of computers on campus to 2,500, use of Blackboard by 383 classes, and access to LCD projectors in 98 classrooms on two campuses. Also, purchased 10 human patient simulators, Classroom Research Projects and Technology equipment for the Canyon Country Campus, a smart classrooms and laptops for the Reading and Writing Center,
8. Revised the Technology Master Plan.
9. Provided access at the Canyon Country Campus to resources at the Valencia Campus through two T1 lines for data and one T1 line for internet out.
10. Implemented a spam filter and firewall to protect against network security threats.
11. Advocated for adequate funding and passed Measure M with specific funding for the currency and effectiveness of campus resources.
12. Reviewed campus compliance for ADA Section 508 compliance and implemented changes as needed.
13. Expanded online services since 2005, including:
 - Online application for admission
 - Unofficial transcripts
 - Rosters
 - Submission of grades
 - Dropping students by faculty
 - New student orientation online
 - Textbook purchasing
 - BOG waivers application
 - Online counseling
 - Upgraded and expanded Blackboard to Unlimited licenses and version 7.3.
 - Web-Based Help Desk work order system
 - Annual Academic Program Review online (Beta)
 - Online Organizational Charts
 - Upgraded the College's web server
 - IRB Forms and approvals online
 - Intranet location to post giveaways and non-college announcements
 - Event Calendar online
14. Increased the efficiency of departments using Datatel by conducting process analyses and creating more than 100 new screens.

15. Maintained and enhanced Datatel, implementing 943 patches and upgrades and replacing the HP server with a new HP N-class server that is faster, has a greater capacity and greater redundancy.
16. Developed a staff professional development, conducting over 20 classroom trainings to the campus for Datatel UI, Web Advisor, Micrograde, custom field sequences and various custom screens.
17. Improved Datatel security.
 - Implemented user password change security protocols
 - Restricted access to highly sensitive passwords
 - VPN implemented to allow for secure off campus access
 - Removal of SSN's from all printed reports as well as screens
 - Upgraded the credit card process to meet national standards
18. Trained staff on the smart-mailer technology.
19. Provided mail, telecommunications, and reprographics services at the Canyon Country Campus.
20. Provided professional development opportunities since 2005, including 199 Flex activities, designed to improve technology skills. This includes a certificate program for online teaching and training from the Access Coordinator and DSPS on assistive technologies.

Additional accomplishments

- New release 18 version of Datatel was installed
- New release 3.0 of Web Advisor installed
- Server upgrade for Web Advisor
- Several DMI upgrades have happened
- Installed new backup tape drive that holds greater capacity
- Web UI, an online version of Datatel, was implemented for off campus access

Other for any of the three goals.

Not complete

21. Implemented Lightweight Directory Access Protocol (LDAP) ____?Is this true ____.
- LDAP has not been implemented yet, this is more of Jim's area but it will be needed for the portal

Goal #9 PHYSICAL RESOURCES

- 1. Develop an Educational and Facilities Master Plan for the Canyon Country site.**
 - The Educational and Facilities Master Plan for the Canyon Country Campus was completed and presented to the Board of Trustees on August 27, 2008.
- 2. Update the District-wide Educational and Facilities Master Plan.**
 - The District-wide Educational and Facilities Master Plan was completed and presented to the Board of Trustees on August 27, 2008.
- 3. Develop physical plan of the Valencia and Canyon Country sites within the framework of the Educational and Facilities Master Plans.**
 - A physical plan has been developed for both the Valencia and Canyon Country Campus.
- 4. Pursue all additional sources of funding including public and private grants, partnerships, state contracts, etc. in-kind resource swaps and public/private partnerships.**
 - All sources of funding for capital projects have been pursued and \$3.1 million in funding has been secured from private foundations for the University Center.
- 5. Leverage local funding (e.g., Measure C resources) with state funding.**
 - We have used local bond funding from Measures C and M to leverage \$104.9 million in state funding as well as increase our competitiveness in the state approval process which allowed us to build more buildings faster.

Additional Accomplishments

- Mandatory annual reviews and Master Plans have created great outcomes with staffing, facilities, curriculum and teaching methods
- Obtained grant funds to purchase equipment for new programs
 - \$1,350,000 from the U.S. Department of Commerce for the Emerging Technology Program
 - \$95,305 from the U.S. Department of Education for the Medical Lab Technician Program
- Completed the following facilities since 2005:
 - Business High Tech
 - Canyon Country Campus (land, site development, modulars)
 - Laboratory Expansion
 - PE Building Expansion
- Additional buildings under construction or is in design:
 - University Center
 - Library Extension
 - M Building Extension
 - Student Services / Administration Building

Goal #10 INNOVATION

- 1. Implement a program to enable businesses the opportunity to sponsor students enrollment at COC.**
- 2. Initiate “invitational” events to showcase local accomplishments of K-12 students in music and visual arts (in the new Fine Arts complex).**
 - Coordinated/Hosted 6 High School Shakespeare festival
 - Established Junior High School Summer Institute for Film
 - Established Junior High School Summer Institute for Theatre
 - Established Junior High School Summer Institute for Art and Photography
 - Coordinated/Hosted 6 High School Student Art Shows in Art Gallery
 - Hosted 2,000 students at the Alvin Ailey Dance Production (PAC)
 - Coordinated/hosted Pre-K Art Festival
- 3. Establish Emeritus Institute for Lifelong Learning at COC.**
 - Established the Emeritus College program in 2005.
 - Grew program to over 1000 enrollments per semester as of Spring 2007.
 - Offered class subjects from art to exercise to computer skills
 - Offered classes at both campuses as well as at 11 different locations throughout the community.
 - Developed a monthly newsletter to highlight the accomplishments and interests of the older adult student community.
 - Recognized students of the month with a reception in June 2007.
 - Awarded the first Emeritus College Student of the Year award.
 - Began a partnership in Fall of 2008 with the Arthritis Foundation to offer evidence-based exercise classes proven to assist those with arthritis in leading fuller, more active lives. Next year, the program plans to offer additional evidence-based classes in the areas of fall prevention and living with chronic illnesses. Other future plans include the development of classes to assist those caring for aging parents and spouses.
- 4. Complete the University Center campaign and break ground in 2006.**
 - Completed University Center fundraising plan.
 - Broke ground in Spring 2008.
 - Worked with the YEP Program and local retailers in facilitating the Retail Management Certificate.
 - Collaborated with the SCV Historical Society, SCV Sr. Center, and Veterans’ Project.
- 5. Develop at least three new collaborative training options with businesses, other districts, and/or community based organizations.**
 - Started the regional simulation training center in nursing.
 - ✓ Collaborative Training Option #1 – Dream and Discover Entrepreneurs’ Conference in 2006 and 2007
 - ✓ Collaborative Training Option #2 – Responsive Training Fund grants for manufacturing and for health care informatics in 2007
 - ✓ Collaborative Training Option #3 – CNC Fast Track Boot Camp project with El Proyecto Del Barrio and Cerritos College
 - Leveraged with the Department of Commerce grant - these nanotechnology funds will be used for program staff, curriculum development, supplies, equipment and marketing. The Emerging Technology Institute, which will house nanotechnology and biotechnology, will be the only such program in Southern California.

- Short-term outcomes include:
 - ✓ Developed and implemented a nanotechnology certificate program for both credit and noncredit;
 - ✓ Implemented a fully-equipped emerging technologies laboratory; and
 - ✓ Served up to 50 regional companies through training and technology transfer.
 - ✓ Developed partnership with Cerritos College and El Proyecto del Barrio to provide computer numeric control machine training for at-risk youth.
 - ✓ Ran twelve "boot camps" to date. Project won the California Community College Chancellor's Office Exemplary Innovation Award for 2008.
 - ✓ Partnered with City of Santa Clarita, Goodwill Industries and Aerospace Dynamics International, Inc. on the project which has graduated over 100 participants, placed over 92% in high paying jobs with 35% of the graduates enrolling in credit bearing programs.
 - ✓ Obtained Chancellor's Office grant to train more than 600 employees of Henry Mayo Hospital in new healthcare informatics program.
 - ✓ Used Workforce Investment Act (WIA) funds to train aerospace workers in Precision Assembly for the medical device industry.

6. Develop "schedules within schedules" and initiate winter intersession and self-paced courses to provide as many options to access as possible.

- Offered fast-track medical assisting and six-week and four-week nurse aid courses.
- Offered a ten-week Phlebotomy course and EMT offers a fast track EMT course in the summer.
- Launched both the GO! and PAL programs were launched in Fall of 2008:
 - ✓ The GO! program provides 5 week online transfer level courses year round for our students. This allows our students to complete courses at a faster pace than a traditional semester and start a class at multiple times during the term. This program has been wildly popular with our students. In the Fall, 29 sections of GO! courses were offered with an average class size of approximately 31 students.
 - ✓ The PAL (Personalized Accelerated Learning) program is based on a cohort model focusing on college skills level courses in English and Math exclusively. The program consists of a series of back-to-back intensive 5 week courses that will take the student from their assessed starting point in either Math or English to college level within one semester. Student response to this program has been extremely positive and many have remarked about how much COC must care about their students to offer this type of program.
 - ✓ Each program has a website with additional information as well as a program office housed in the Distance Learning office to answer their questions.

7. Develop community arts program plan to enhance K-12 involvement in PAC and get arts out into the community.

- Booked several artists for 2008-09 at the PAC, and as part of their contract an arts education component is included.
- Hosted six hundred K-6 Saugus School District children at a performance/workshop on health and fitness with the Tweaksters. Students also attended the Brad Howe exhibit in the COC Art Gallery as part of the tour (October 2008).
- Wrote over 12 grants to fund and support the new initiative to have a three tiered arts education program that includes student bus ins, will bring artists directly to the local K-12 schools and will organize teacher workshops (for K-12 arts teachers) to develop curriculum and teachings strategies with respect to the arts.
- Awarded basic seed money from California Arts Council for bus-ins with Saugus schools.

- Received seed money of \$3,000 from Sosin-Stratton Pettit Foundation for Family programming.
 - Created potential collaborations with Palmdale for a bridge project idea to share resources and create a wider reach to arts education.
 - Linked the Patrons of the Performing Arts support group to include arts education of COC Students and the surrounding K-12 districts as one of its core components.
 - Met several times with K-12 District leaders.
 - Worked with PIO to write a press release to feature the new developments with the bus in and the new vision of COC's and the PAC's commitment to arts education.
- 8. Work with California Institute of the Arts (CalArts) to develop projects of mutual interest.**
- Met with Dean of Dance to establish PAC/REDCAT partnerships
 - Collaborated with Cal Arts to provide language courses for students in their Vocal Music program.
 - Developed a partnership between Professional Development and CalArts in 2007 – A group of their employees attended an Excel workshop at COC/
 - Attended a networking lunch and lunch time concert put on by a Cal Arts faculty member and his students.
- 9. Develop and offer a Leadership Development Institute to train regional community college professionals.**
- Explored this concept several years ago, with Pasadena City College, Long Beach City College and the Los Angeles CCD. The outcome was that the representatives from these three colleges determined that faculty and staff would not likely drive to other colleges in the region due to time constraints, and the project did not move forward.
- 10. Become a National Science Foundation national site for providing leadership in manufacturing and technology training areas.**
- The National Science Foundation's Advanced Technological Education (ATE) program focuses on the education of technicians for the high technology fields that drive the nations' economy.
 - ✓ The ATE program was funded by Congress as a vital part of the American Competitiveness Initiative.
 - ✓ The ATE program funds three types of tracks: projects, Centers, and Targeted Research.
 - ✓ Since 1999, College of the Canyons has been one of the leaders in education-employer partnerships funded by the NSF ATE program. In 2002, this was acknowledged by NSF's funding of College of the Canyons as an ATE Regional Center of Excellence.
 - ✓ College of the Canyons' ATE Center is called CREATE: the California Regional Consortium for Engineering Advances in Technological Education and is a joint effort between community colleges, universities, and high-tech engineering technology employers.
 - ✓ The CREATE-ATE Regional Center focuses on utilizing a multi-college consortium to develop better approaches to faculty development, in pedagogy and content; industry partnership for improvement of curricula; 2+2 B.S. program development and articulation; and improving assessment.
 - The CREATE Center of Excellence has had a strong record of success. Since CREATE's inception in 1999-2000, over 25,000 community college students (at seven community colleges) have taken at least one CREATE credit course.
 - ✓ In addition, over 1,800 have successfully completed a credit technical sequence between 2002 and 2007.

- ✓ Regional efforts have moved to national impact including the implementation of CREATE's Technical Teacher Facilitator training in 14 states. In 2007-2008, CREATE's Director, Dr. Kathy Alfano, a faculty member and former Dean at College of the Canyons, served a one year federal appointment as a Program Director/Co-Lead of the ATE Program at NSF headquarters in Arlington, VA.
- ✓ In 2009, College of the Canyons intends to propose to further its national impact by changing from a Regional Center of Excellence to a ATE National Resource Center beginning in 2010.

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

- Offered a 198-Special Topics class on the sociology of terrorism.
- Discussed a Political Science course related to the politics of terrorism.
- Discussed creating a collaborative lecture series on this topic.

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

- Started a speech language pathology assistant program and medical lab tech program in the Allied Health Department.
- Provided a first-level laboratory workforce training program.
- Discussed a Women's Entrepreneurial Certificate and the Insurance and Medical Coding Certificates.
- Developing the following programs: Fabrication, HVAC, Plumbing, Electrical, Energy Management and Solar Technician Installation and Maintenance.
- Developed and approved the following new programs since 2005:
 - ✓ Retail Management (certificate) 2007
 - ✓ Landscape Maintenance (A.S. and certificate) 2007
 - ✓ Landscape Management (A.S. and certificate) 2007
 - ✓ Building Inspection (certificate) 2007
 - ✓ Construction Management Technology (A.S. and certificate) 2006
 - ✓ Electronic Game Design (certificate) 2005
 - ✓ American Sign Language Interpreting (A.S.) 2006
 - ✓ Recreation Management (A.A.) 2006
 - ✓ Automotive Technology (A.S. and certificate) 2006
 - ✓ Land Surveying (A.S. and certificate) 2006
 - ✓ Culinary Arts (certificate) 2006
 - ✓ Paralegal (A.S.) 2005

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

- Served as a resource to women entrepreneurs and over 50% of COC's Small Business Development Center's clients are women.
- Sponsored, by the Association of Women Entrepreneurs in the SCV, up to five scholarships for female entrepreneur students to attend COC's Third Annual Entrepreneur Conference on October 7, 2008.
- Invited COC's SBDC Director to be the keynote speaker at the Association of Women Entrepreneurs in the SCV's monthly luncheon.

14. Work with the Chamber of Commerce to establish a community based alliance to advocate in Sacramento and at the federal level.

- Participated in community trips with the SCV Chamber of Commerce to Washington DC for advocacy purposes in 2005-2008.

- Participated regularly in the Chamber of Commerce's annual trips to Sacramento and Washington, D.C. to meet with legislators and key government agencies.
- Participated as a member of the Government Affairs Committee of the SCV Chamber of Commerce.

15. Explore opportunities to develop community based programs in the arts (dance, music, and theater).

- Wrote ten grants written for the arts/community education/PAC this year.
- Worked with various community organizations to promote community art programs:
 - ✓ Santa Clarita School and Business Alliance
 - ✓ Saugus Union School District: Educators in Industry
 - ✓ Saugus Union School District: Arts for All
 - ✓ Saugus Union School District: Visual and Performing Arts (VAPA) Framework Steering Committee
 - ✓ Santa Clarita Area Assistant Superintendents
 - ✓ City of Santa Clarita Arts and Event Office School Programs
 - ✓ City of Santa Clarita Arts Alliance
 - ✓ The Santa Clarita Artists' Association
 - ✓ The Santa Clarita Valley Education Foundation: Teacher Tribute Steering Committee
- Established "Lit to Life" Program
- Host ARTsTART '09
- Invited community members and COC Theatre students to attend Master Class workshops on Improvisation with Second City while in town for a COC Presents performance.

16. Explore the development of a joint use educational center in northern Los Angeles County with neighboring community college districts (Tejon Ranch).

17. Develop a plan and timeline to activate Patrons of the Arts group for performing arts center and related departments.

- Redesigned the POPA brochure to reflect the new vision, focus and energy (Spring 2008).
- Re-energized Patrons of the Performing Arts (POPA) and brought back over 10 members.
- Developed a strategy to utilize the current momentum and new focus of arts education as one of POPA's focal points to generate community interest.
- Initiated several key meetings with community members to promote POPA results.

18. Cultivate and develop an Advisory Board of local film professionals to enhance RTVF programs and use of COC facilities by filming organizations.

- Met with the city's Film office quarterly meetings with Robin Williams throughout the year, as well as several "cluster" meetings with faculty from Hart district throughout the year.
- Developed an industry advisory committee on digital media (RTVF), comprised of representatives of key local and regional business and industry, to provide insight and recommendations regarding industry standards for Career Technical Education-based training in digital media. The advisory committee meets at least twice annually and works with the RTVF program to meet the following objectives:
 - ✓ Support the RTVF program's development of Career Technical Education, by reviewing student learning outcomes at the course- and program-level, for relevance and cohesion;
 - ✓ Evaluate current media production technologies used in Digital Media instructional programs, and appraise their appropriateness and relevance to current and emerging industry standards for skills preparation;

- ✓ Provide the RTVF program with insight and recommendations for professional standards for skill attainment, training in media production, and the development of career pathways related to Arts, Media & Entertainment;
- ✓ Provide feedback regarding curriculum alignment between secondary and post-secondary curriculum and Career Technical Education objectives;
- ✓ Provide assistance in identifying internship and career exploration opportunities for students, as well as opportunities to engage the community in collaborative media content production as a means of educational enrichment;
- ✓ Provide feedback on innovations in instructional pedagogy and curriculum design, and provide insights regarding training models, use of instructional technology, applied learning practicum (media production), and awareness of local, regional, national trends and business models related to the Arts, Media, and Entertainment industries.

19. Add short-term training institutes in subjects where demand is evident (languages, business plan development, management institute, strategic planning, teacher preparation, welding, nanotechnology, instructional aids, and film and entertainment).

- Developed the Spanish Language Institute that is offered every summer in August to provide a near-total immersion into Spanish language and culture for everyone from beginners to more experienced Spanish speakers. Classes and activities have been structured to provide relevant training for teachers; for nurses and emergency services personnel; for students who want to enhance their skills; and for community members wishing to learn more about Spanish language and culture.
- Offered three noteworthy professional development opportunities:
 - ✓ **Communication Season Ticket: An intensive Communication Institute for Managers, February and April, 2006**
 This new intensive communication series is your ticket to seven workshops that will improve communication on campus. The series consists of training workshops designed to help managers develop strong communication skills, build effective teams, resolve conflict and enhance staff effectiveness in seven skill areas: communication protocol, written communication, interpersonal communication, team/group communication, giving constructive feedback, communication with employees and effective presentation skills. The offerings included:
 - The Game Plan (communication skills)
 - The Strategy (written communication skills)
 - The Huddle (interpersonal communication skills)
 - Game Time! (team/group communication skills)
 - Reviewing the Game Film (giving constructive feedback)
 - On the Sidelines (communicating with employees who are on leave)
 - The Pep Rally (public speaking skills)
 - ✓ **Professional Development Institute: Seeing the Big Picture at the Department, Campus and Community Levels**
 Offered in Fall 2006 and Spring 2007. The main goal of this 8-part workshop series is to prepare managers to write their non-instructional program reviews and to provide the tools needed to engage in short and long term planning. The ideal learning environment would be for a cohort of managers who need to write their programs reviews to attend all eight sessions together, then- as a final project- write their program reviews. In addition, since many of the sessions may be of general interest to other employee groups, individual workshops are open to all who wish to attend. The sessions offered were as follows:
 - **How to Write an Effective Non-Instructional Program Review**

- **Discrepancy Analysis and Environmental Scanning: 6 Ways to Think About the Future**
 - **Force Field Analysis: A Model for Change**
 - **Using Focus Groups**
 - **How to Market Your Program**
 - **How to Budget Effectively to Bring Your Ideas to Reality**
 - **How Human Resources Can Assist You in Operationalizing Your Ideas**
 - **How To Write A Business Plan**
- ✓ **LEAP – Leadership Education in Action Program, Spring 2008**

The College of the Canyons Leadership Education in Action Program (LEAP) was created to foster the development of visionary, pace-setting administrative leaders. LEAP is designed to promote the development of “agents of institutional change” while providing “big picture” skills and the knowledge required to lead and shape our district and the community college system. LEAP is designed to provide individuals who want to be leaders, at COC or elsewhere, the opportunities to identify and develop the knowledge, skill sets and confidence to be successful. Nowhere can you go today and participate in a degree program to thrive in community colleges.

In addition to fostering the development of a cadre of visionary leaders, LEAP was designed to achieve the following goals:

- Sharpen essential leadership skills that are not traditionally taught, including:
 - Discrepancy analysis
 - Context and case building
 - Networking
 - Advocacy
 - Building internal and external partnerships
 - Resource generation
 - Anticipating outcomes and always having alternatives.
 - Train our own skilled Community College leaders
 - Develop a network of mutual support among future administrative leaders
 - Facilitate cross-departmental and cross-functional dialogue and the sharing of best practices
- Develop risk takers, entrepreneurs, trendsetters, big picture thinkers, facilitators of planned change, advocates, can-do, confident and accountable leaders.

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

- The Public Information and Marketing Offices work closely with the college’s Economic Development Division to provide information regarding services available to local businesses in newspapers, magazines, local radio, business journals and the like. The Breaking News newsletter and Bottom Line magazine regularly include success stories and promote opportunities available through the college. Particularly in this time of budget uncertainty, the key role that College of the Canyons plays as an economic engine for the region has been highlighted time and again in advocacy pieces, opinion pieces, editorials and the like.
- Prepared an Economic Impact Report and distributed to the community in 2006. A revision, reflecting current advancements is in production.
- Created the Economic Impact Report (2005).
- Participated in the SCV Economic Alliance, member of the SCV Chamber of Commerce Board of Directors, member of the Valley Industrial Association Board of Directors, and member of the LA EDC.

- Secured external resources to launch new projects to train the workforce, thereby contributing to the economic vitality of the region by obtaining over \$15,192,090 in external grants (in the last three years), including economic development grants and training contracts.
- Launched a Young Entrepreneurs Program (Y.E.P.), where students will garner transferable business skills for both self-employment and the job market, understand the relevance of education and choose to stay in school or pursue higher education and develop life management and problem solving skills.
- Served 636 companies, trained 2,178 clients through 133 events and training classes between May 2007 and April 2008 through COC's Economic Development Division. The "multiplier" impact of these customized training and workforce enhancement activities has meant employee retention, business growth and enhanced tax revenues for our communities.
- Worked with 28 business start-ups creating 35 new jobs, secured \$682,500 in loans, counseled 485 clients and trained 771 participants during 67 educational events via COC's SBDC.
- Served 35 companies through the I-3 High Tech Business Incubator by holding business seminars on Accessing Capital and Developing Business Plans. .

21. Initiate a Business Partners Group composed of local CEOs.

22. Raise funds to initiate and support a President's Scholars program at College of the Canyons benefiting valedictorians from local high schools.

23. Develop a Student Ambassadors program (outreach to local community).

- We have our student athletes read at elementary schools and participate in numerous camps throughout the valley.
 - ✓ Launched the College Ambassador program Summer of 2008. Thirteen students were hired, trained and are now providing outreach and inreach for the district.

24. Develop a "Student Experts" program to assist community based organizations on a volunteer basis.

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

- Partnered with community extension in many areas.
- Added Junior High Summer Institute for Summer 2008 to provide career exploration for 7th and 8th graders in various areas while also providing a safe alternative to children of this age being home alone during summer breaks. Analyzed all course offerings to ensure schedule was meeting community needs. Community survey is planned for 2008-2009.
- Analyzed course offerings via COC's Community Education (CE) leadership to establish registration trends in order to become more flexible and responsive to community needs. The analysis shows the most popular offerings are classes in the area of career and professional development and classes for youth.
 - ✓ In response to the career and professional development need, CE is seeking out short term career programs that yield externships and probable employment opportunities. Some examples include personal fitness training certification, pharmacy technician, and massage therapy.
 - ✓ To meet local needs for youth, CE developed the Junior High Summer Institute (JSI) offering a college-like experience, career exploration, and extended day care for junior high aged children. As a result of a successful three week pilot program in summer 2008, the JSI will offer a six week program in summer 2009. Online driver's education is

another area where CE provides flexibility and affordability for every teenager in the Santa Clarita Valley needing a driver's license.

- CE will continue to analyze registration trends and keep a pulse on state wide organizations' research to offer relevant classes.

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

See attached documents

• Secured funding in the following areas:	
✓ CACT	\$793,975
✓ SBDC	\$950,000
✓ ETI	\$792,751
✓ Incubator	\$451,828
✓ Nanotech/Emerging Tech/Bio Tech/ Manufacturing Tech	<u>\$1,785,275</u>
Total	\$4,773,729

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

- Secured funding from the federal government (US Department of Commerce) and the state (California Community College Chancellor's Office) to support the launch of the incubator.
- Made numerous presentations to stakeholders in the community to increase support and awareness of the incubator project.
- Joined the National Association of Business Incubators, and participated in annual international conferences to expand our understanding of how to launch and sustain an incubator program.
- Created the highly successful "Dream and Discover Entrepreneurs' Conference" in 2006, and held a second conference in 2007, to support entrepreneurship and the incubator movement.
- Branded the COC incubator.
- Launched Breakfast Series of workshops, expanded Advisory Board and offered mentoring services to technology entrepreneurs.

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

- Worked with Dean Audrey Green, & Dr. Barry Gribbon's office, the MSET Division to enable its faculty to write proposals, get involved with local and regional initiatives aimed at immediate Workforce training programs.
- Cooperated with the Chamber of Commerce to launch a new "ChamberWorks" series of professional and business development classes and workshops in 2008/2009 to assist businesses with their training needs.
- Helping to develop, deliver and evaluate professional development conferences and meetings, as well as workforce development initiatives with community colleges, professional organizations, government and business constituents around the state as part of the Economic and Workforce Development Coordination Grant.
- Serviced, via The Center of Applied and Competitive Technology (CACT), community colleges and their business clients from San Luis Obispo to the SCV, and the SBDC services the SCV, Antelope Valley and San Fernando Valley, as well. SBDC's "Master Minds" group, for example, meets every Wednesday morning to discuss professional and business development activities and solutions.
- Developed a new Sustainable Business Development Training program in anticipation that State and Federal dollars will be available to fuel this demand in our region and nation.

- Placed COC’s California Construction Contracting Program (CCCP) within the existing Small Business Development Center (SBDC) at the SCV Chamber of Commerce.
 - ✓ The new \$150,000 grant program offers free training and counseling to enhance local business owners’ ability to bid for and win government contracts.
 - ✓ The program is a partnership between the State of California Caltrans, the California Community College Economic and Workforce Development Program, and College of the Canyon’s SBDC program.

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

30. Provide professional development that encourages innovation.

- Provided, via LEAP, the opportunity for faculty, staff and administrators to challenge themselves by engaging in a Solution Team project that addresses a challenge or obstacle the District is facing and tasks the team to find a viable, workable solution
- Encouraged faculty and staff, through Professional development workshops, to learn something new that they can use in the classroom or on their job, or for personal, professional growth – this is the whole purpose of the Professional Development program.

Additional Accomplishments

- Partnered with the community through The Cougar Club, Alumni and Friends, and the Hall of Fame.
- Hosted “Meet the Grant Makers” seminar to assist local non-profit agencies in gaining access to private foundations; through collaboration with the Director of Grants Development, several areas of the College received funding for the following innovative, new programs:
 - ✓ \$176,598 for a Medical Lab Technician Program
 - ✓ \$95,305 from the U.S. Department of Education
 - ✓ \$81,293 from the Chancellor’s Office
 - ✓ \$1,260,000 for the Small Business Development Center
 - ✓ \$1,000,000 from the U.S. Small Business Administration
 - ✓ \$260,000 from the Chancellor’s Office
 - ✓ \$1,466,392 from the Chancellor’s Office for Industry Driven Regional Collaborative Projects in Automotive Technology, Nanotechnology, High-Tech Business Incubator and Fabrication
 - ✓ \$1,350,000 from the U.S. Department of Commerce for the Emerging Technology Program
 - ✓ \$346,027 from the U.S. Department of State for Study Abroad Education
 - ✓ \$3,900,000 over 5 years to be the Closed Captioning Fiscal Agent for the Chancellor’s Office
 - ✓ \$2,000,000 over 5 years to coordinate the Economic Workforce Development grants throughout the state for the Chancellor’s Office.

Goal #11 CAMPUS CLIMATE

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

- 1st Annual Honor Societies' Awards and Installation Banquet, May 9, 2008 (HITE, Phi Theta Kappa, Alpha Gamma Sigma, Gamma Beta Phi, Psi Beta, and Gamma Mu Beta)
- Numerous recognition as part of the opening of the Canyon Country Campus including:
 - Campus Launch Party – August 2007
 - First Fall Festival – October 2007
 - First Canyon Country Campus Staff Holiday Party – December 2007
 - Staff Potluck Lunch – March 2007
 - CCC Classified Appreciation Breakfast – April 2007
 - First Year Celebration party – June 2007
 - Birthday celebrations (throughout the year)
- An annual all-college BBQ was started in 2006, at which those retiring are recognized and honored
- Some recognition of personnel best occurs at each weekly meeting – e.g., best handling of an issue.

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

- Done. The Division Dean and Campus Administration routinely recognize individual contributions, post faculty and staff achievements on the Division Website, and award certificates/plaques at social events.
- We have mini gatherings to celebrate and recognize our instructor's accolades.
- I have personally provided several celebrations in the division, including recognizing new hires and newly tenured members, as well as honoring retirees. I have also provided new faculty luncheons and thanks chairs at our annual holiday celebration. I also provided an end-of-year celebration at WINE 661 this semester.
- Division faculty tenure celebrations
- Dean's party in August for division faculty/staff
- "Sharing the Arts" at monthly division meetings
- Each dean has designed festivities that fit in for their division. For the instructional deans we do monthly melt down – gathering at a local pub, also, a thank-you party once a year at the Assistant Superintendent's home.

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

- Numerous thank you notes to faculty and staff at the Canyon Country Campus including:
 - Campus Opening Thank Yous
 - Community Celebration Thank Yous
 - Chamber Mixer Thank Yous
 - College: Make it Happen Thank Yous
 - Donor Thank Yous
 - Advisory Committee Thank Yous
 - Misc. Thank You notes throughout the year to community leaders, and staff
 - Letter to 2007-08 graduates who took classes at the new Campus
 - There is an expectation of civility in all dealings in the instructional area.

4. **Promote and recognize publicly the achievements of faculty and staff in our local community and at the statewide level.**
 - Development of a Canyon Country Campus newsletter with profiles of our Founding Faculty (Issue #1) and Counselor (Issue #2).
 - Work close with the Public Information Office to ensure all staff are recognized.
5. **Continue to support the involvement of faculty, staff, and administrators in statewide leadership roles and organizations.**
 - Vickie Valenziano is the president for the southern California Skills Lab Coordinator organization.
 - Sue Albert is immediate past president of the Calif. Org of ADN program directors, president of the Valley Nursing Education Council, sits on the following committees:
 - i. Calif. Community College Nursing Advisory Committee
 - ii. Board of Register Nursing Education Advisory Committee
 - iii. Alternate for Statewide Health Occupations Advisory Committee and California Institute for Nursing and Health Care.
 - iv. Advisory Committees for: BSN out of Community Collections, Faculty Nurse Registry, Statewide Simulation Alliance and CSUN nursing advisory committee.
 - Pamela Borrelli served for 3 years as the state academic senate representative to the Statewide Health Occupations Advisory Committee.
 - Done. The Division Dean and Campus Administration identify and encourage faculty experts for statewide leadership roles and their participation.
 - Most full-time instructors – head coaches are big time involved statewide, league reps, coaching associations, hall of fame committees.
 - The Dean, Distance Learning Programs and Training is vice-chair, Board of Directors, Intelcom; and member, steering committee, Community College Consortium for Open Educational Resources.
 - I am a member of ACCCA and have attended two recent conferences. (Patty R.)
 - Diane Stewart –ECE Representative on State Family and Consumer Science Project
 - Cindy Stephens – State ECE Curriculum Alignment Project
 - Monica Marshall – Board Member Tri Valley Association for the Education of Young Children
 - Wendy Ruiz – Board Member Tri Valley Association for the Education of Young Children - Chair of SCV Day of the Child
 - Present all openings for consideration / often nominate people for boards / committees.
6. **Support, enhance and celebrate efforts to take risks and try new things.**
 - Speaker at numerous LEAP sessions including “How to Think and Act Like an Entrepreneur”.
 - LEAP team mentor
 - Nomination of the Campus Safety Department at the Canyon Country Campus for the Cougar Award.
 - Finance “Coffee on the Slide” faculty colloquiums.
7. **Institute celebrations and recognition of departments for the ad hoc or Herculean efforts at critical junctures in their work places.**
 - Not done. The current practice is to recognize unique contributions by faculty members at the Division meetings.
 - Indirectly do so. (Patty R.)

- Nominated numerous Canyon Country staff for the Classified Employee Awards – April 2008
 - Numerous Canyon Country staff members were recognized for “Behind the Scenes” Certificates after opening the Canyon Country campus
 - Staff potluck lunches and celebrations
 - Year End party for the Canyon Country staff
 - Presentation to Founding Faculty – Campus Ribbon Cutting poster and note of thanks
 - Finance the end-of-the-year faculty celebrations.
- 8. Provide training for college committee members so they can participate fully on district wide and operational committees as needed.**
- A workshop titled Great Meetings Get Fast Results! was offered on 8/9/05
 - Accreditation training
 - Enrollment Management techniques
- 9. Enhance student orientation and buddy programs for other students.**
- Presentation to the College Ambassadors about the Canyon Country Campus and how they can assist us
- 10. Provide ongoing opportunities for staff to enhance communication skills and build cooperation across the campus.**
- Weekly staff meetings at the Canyon Country Campus
 - Joint projects across departments (Facilities/Instruction/Student Services/MIS) at the Canyon Country Campus
 - Canyon Country Campus service projects including a holiday community service project
 - Development of a Canyon Country Campus newsletter with input from all departments at the campus
 - Every fall and spring FLEX week, and at each Classified Development Day, the Board of Trustees hosts a workshop titled Q & A with the Board of Trustees. All faculty and staff are invited to attend and communicate with the Board – ask the Board members any question they like or comment on any District-related topic
 - LEAP also provided the opportunity in the spring of 2008 to bring faculty, classified staff and administrators together to work on Solution Team projects in small groups
 - Two communication workshops were offered at Classified Development Day on 3/29/05, titled He Said, She Said: Understanding Communication Differences Between the Sexes and Listening for Understanding
 - A communication workshop was offered at Classified Development Day on 4/13/06, titled Non-Verbal Behavior – What Are People Trying to Tell Me with Their Body Language?
 - A 7-part communication series titled Communication Season Ticket was offered in the spring of 2006
 - A FLEX workshop titled Using Student Feedback: Techniques You Can Use was offered on 8/10/05
 - Yes, via LEAP.
- 11. Fly the “College Pride” regularly throughout the year in honor of collective or specific departmental efforts.**

- The “College Pride” flag not only flies regularly on the main flagpole on significant occasions, but is used as a backdrop at many important events on campus including building openings, groundbreaking, ribbon cuttings, ceremonies and other events. It has also flown, from time to time on days that commemorate significant historical dates or achievements from COC’s rich history.

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

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

- The SCCC – specifically Dr. Dianne Van Hook and the Board of Trustees – provide extensive support of the Professional Development program by providing funding for the program, by providing a full time administrator to run the program and by allowing release time for faculty and staff to participate on professional development committees. In addition, the Professional Development Director is permitted to attend the 4C/SD (California Community Council for Staff, Program and Organizational Development) annual conference as well as the NCSPOD (National Council for Staff, Program and Organizational Development) annual conference to network with other professional developers and bring back ideas for workshops and activities that would benefit College of the Canyons faculty and staff
- All faculty and staff are encouraged to submit workshop proposals, and most are selected and offered to District employees
- Yes, release staff whenever needed.

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

- Do so indirectly and directly through personal and professional friendships/relationships.
- Worked closely with Herlisa Hemp (Student Services) and Jasmine Foster (PIO) to conduct outreach
- Working closely with PIO on articles for the Canyon Country magazine
- Invite deans to appropriate community events.

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

- In Allied Health, programs are discussed at division and department meetings. Ideas are shared faculty work together.
- One to one meetings with department chairs and the dean allow for individualized discussion on changes and ways to implement.
- Not done. The current practice for the Program planning process is primarily faculty driven, and administratively developed.
- Yes (M. Capet)

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

- (Ongoing): The library participates in the annual Welcome Week activities. The library serves as a distribution point for informational materials about many campus

activities and programs. The library seeks positive coverage in the Canyon Call newspaper (the library has been covered twice in the last year).

- TLC Lab staff participates in department retreats/meetings to inform new full and part-time faculty of the materials and services the TLC Lab offers and also to invite all faculty to spend time with students in the TLC Lab. The lab also participates in the annual Welcome Week activities.
- The library participates in the annual Welcome Week activities. The library serves as a distribution point for informational materials about many campus activities and programs. The library seeks positive coverage in the Canyon Call newspaper (the library has been covered twice in the last year).
- Yes (M. Capet)

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

- (Ongoing): Participated in College Day; giving tours of the library to local middle-school students and emphasizing that they can use the library to work on their school research projects. The Library Associates held two wine tasting events (library fundraisers) in the library in the last year. Invitees see both floors of the library and are encouraged to use the facility and tell others about it. Brochures distributed by the Library Associates to the public emphasize that the library is a resource for the whole community, not just College students and staff.
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- Showcasing the Canyon Country Campus TLC and Library on campus tours
- Expanded the Canyon Country Campus TLC and Library to better serve students and faculty
- Yes (M. Capet)

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

- Included the Library and TLC in presentations about the new campus to the community
- Showcased the Library and TLC expansion in the Canyon Country Campus newsletter (Issue #3)
- Yes, active with Friend of the Library.

Additional Accomplishments

- I believe our department is one of the state leaders in participation in statewide organizations from coaching associations to the Let Me Sail program a arm of the Special Olympics to just about anything you can volunteer for. We also have annual events to honor colleagues and friends that have helped College of the Canyons in one way or another. The Steak and Lowenbrau celebration is going on 20 years of success in which we honor our own.