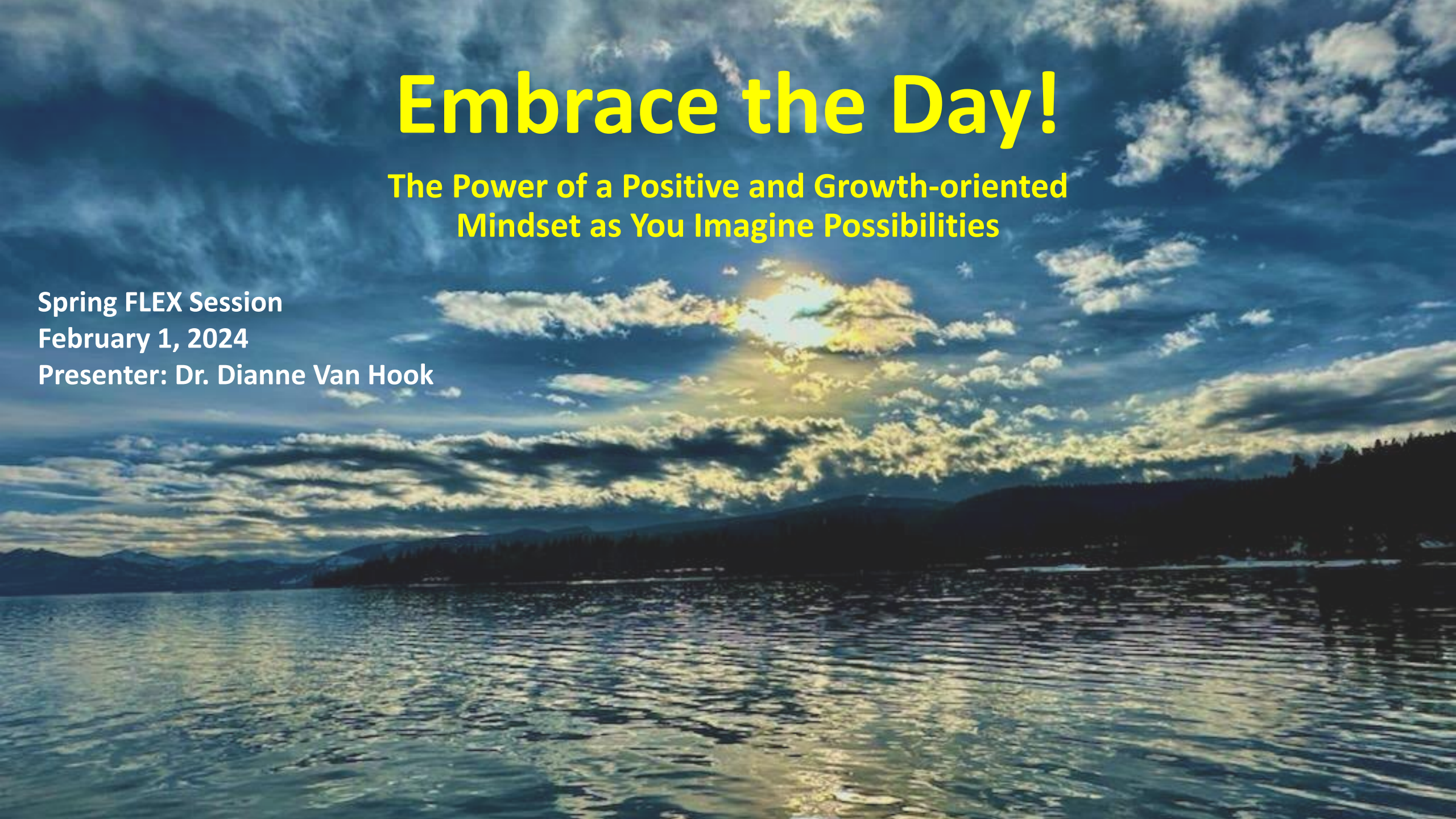# Embrace the Day!

The Power of a Positive and Growth-oriented Mindset as You Imagine Possibilities

Spring FLEX Session
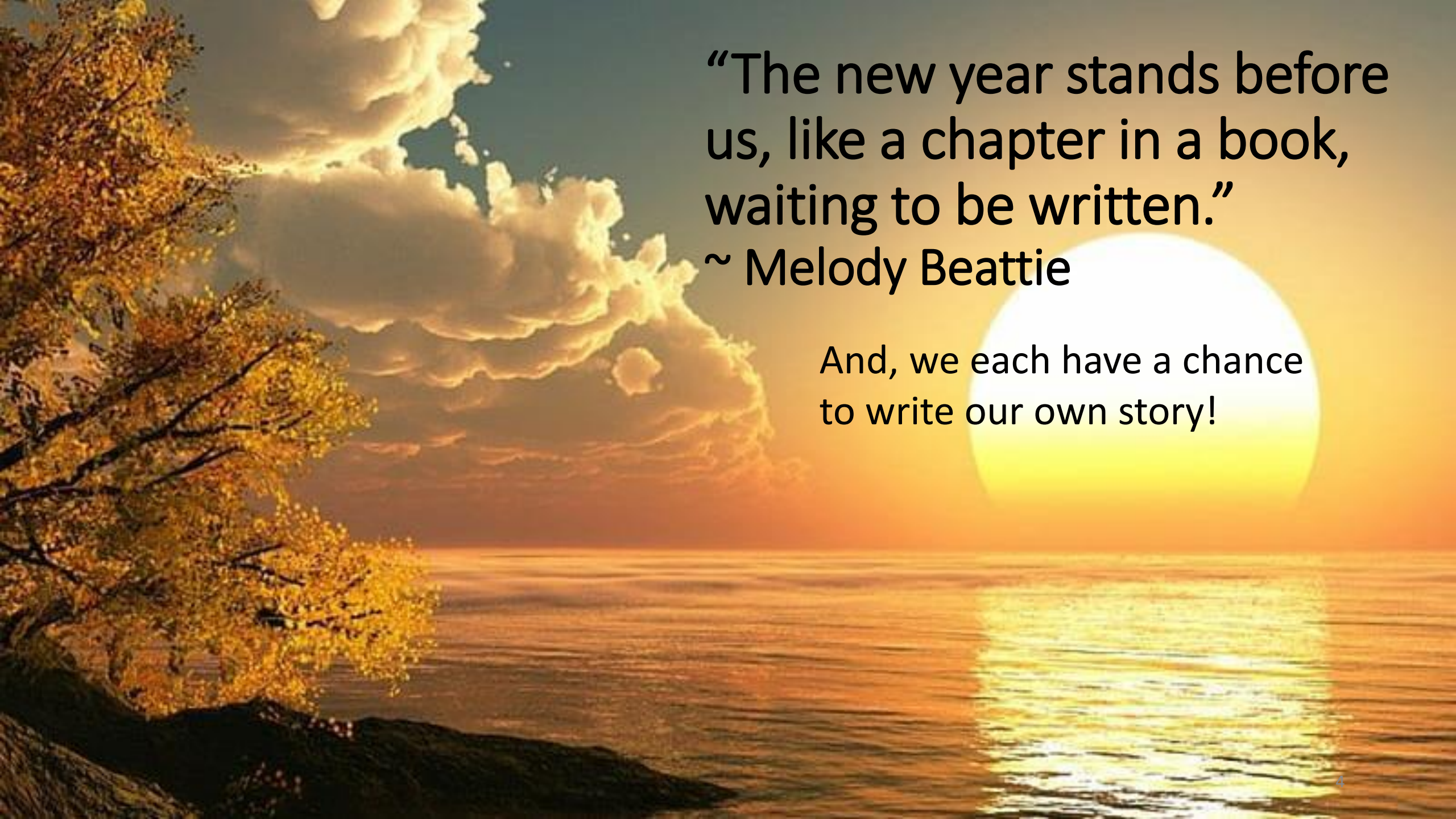February 1, 2024
Presenter: Dr. Dianne Van Hook

Icebreaker Activity – Circle-to-circle

Questions:

1. What is something that you imagined you wanted to do and were successful but were surprised that you could actually do it?

2. What would you do if you knew you could not fail?

3. What is something that someone said to you or did for you that strengthened your self-confidence?

"The new year stands before us, like a chapter in a book, waiting to be written."
~ Melody Beattie

And, we each have a chance to write our own story!

Welcome to the New Year!

A new year brings the essence of hope, new beginnings, and opportunities to imagine. It's:

- An opportunity to reenergize hope, recommit, and approach the future with a revitalized mindset.
- A chance to leave behind any past setbacks and start afresh with new perspectives and attitudes.
- A time to reflect on what you want to achieve and set goals for the future.
- A time to imagine new opportunities, try new things, and step out of your comfort zone.

"AND NOW WE WELCOME THE NEW YEAR, FULL OF THINGS THAT HAVE NEVER BEEN."
– RANIER MARIA RILKE

Here is what we will cover today

Here is what we are going to talk about today:

- Reflecting on the Past
- Unsticking Your Mind
- Thinking the Unthinkable
- Imagining the Unimaginable
- Cultivating a Positive Mindset
- Overcoming the Fear of Change
- Shaping Change
- Imagining and Designing Your Future

LET TODAY BE THE START OF something NEW

VIDEO - Deciding How Your Life is Lived

https://youtu.be/257JnYeo1dA?si=BuiBFzT2ONg1AvvB

Reflecting on the Past

Approaching the future with a positive mindset begins with reflecting on the past and considering lessons learned. We cannot change the past. But we can reflect on the stories we tell ourselves of the past. And, we can write our own stories going forward.

Reflecting on the Past

By acknowledging the challenges we've overcome in the past and what we have learned, we gain the perspective and energy needed to envision change in the future.

Understanding the context and actions that brought us to the present can provide insights into:

- Lessons learned
- Challenges overcome
- Opportunities to imagine and grow

Let's take a look...

Let go of
the past,
but keep
the lessons
it taught you.

CHIARA GIZZI

VIDEO – Confronting the Past

The Northridge Earthquake

The Northridge earthquake occurred on January 17, 1994. The lessons learned from this event have influenced changes in building practices, emergency response protocols, and infrastructure resilience.

Past Events that Profoundly Impacted the Future

Throughout history, there have been numerous unexpected disruptive events and changes that had **profound impacts on the future** and were difficult to anticipate at the time. Here are a few that have occurred:

9/11 Attacks (2001) had a profound impact on global politics, security policies, and international relations; and led to the War on Terror, changes in security measures, and a prioritization of counterterrorism efforts.

Rise of Social Media (2004-early 2010s) the rapid emergence and widespread adoption of social media platforms have played a crucial role in shaping the way people connect, communicate, and share information online.

iPhone and Smartphone Era (2007) the introduction of the iPhone and subsequent smartphones play a crucial role in the widespread adoption of social media. Users can now access social media on the go, leading to increased engagement.

The Tick Fire

The Tick Fire broke out on October 24, 2019, burned several thousand acres, and forced the mass evacuation of 40,000 people from the Santa Clarita Valley.

- As the hillsides surrounding the Canyon Country Campus burned, students and staff were evacuated.

- An evacuation center was held at COC's Valencia campus to accommodate many of the residents that were forced to leave their homes.

- The American Red Cross provided all of the supplies and emergency equipment to house between 600 and 700 people the night the fire broke out.

- The Canyon Country Campus ECE sustained extensive damage.

13

More Past Events that Profoundly Impacted the Future

Global Financial Crisis (2008) the collapse of major financial institutions had far-reaching effects on the world economy and led to economic recessions, changes in financial regulations, and a reassessment of risk in the financial sector.

Rise of Cryptocurrencies (2009 and onward) the introduction of Bitcoin marked the beginning of decentralized digital currencies. And, the subsequent development of blockchain technology has disrupted traditional financial systems.

Rise of E-commerce (2010s and onward) the widespread adoption of smartphones, improved internet connectivity, and changes in consumer behavior have fueled the growth of e-commerce. Traditional retail models have been disrupted and businesses have had to adapt to the digital landscape.

Trade tensions between the U.S. and China (2018 onwards) ongoing trade disputes between the United States and China have disrupted global supply chains, impacted international trade, and raised questions about the future of economic globalization.

COVID-19 Took the World by Surprise

COVID-19 pandemic (2020 and onward) the biggest unexpected disruption of all!

The COVID-19 pandemic had widespread and profound impacts on the future.

- Highlighted vulnerabilities in public health systems globally and led to increased awareness of healthcare infrastructure, pandemic preparedness, and the need for international collaboration in addressing health crises.

- Accelerated trends toward remote work and digital transformation. This shift is likely to have long-term implications for the future of work.

- Showcased the potential for advancements in medical research, vaccine technology, and preparedness for emerging infectious diseases.

- Disrupted global supply chains, exposing vulnerabilities in the world economy.

- Accelerated the adoption of digital health technologies and telemedicine.

- Prompted widespread school closures and a shift to remote learning which contributed to the evolution of hybrid or online learning models.

- Restricted international travel and changed consumer behavior.

- Underscored the importance of mental health as individuals faced increased stress, isolation, and uncertainty.

The long-term impacts of the pandemic are still unfolding, and the future will be shaped by ongoing developments and societal changes.

COVID-19, The Unforeseen Disruptor of All Time!

Unimaginable, Unthinkable, and Unprecedented

Since 2020, we have:

Survived unimaginable impacts of the pandemic: a global health crisis; job losses; business closures; a global recession; health care systems collapsing; and an increase in social isolation and mental health issues.

- Made previously unthinkable changes as we struggled to survive:
  - ✓ Border lockdowns
  - ✓ Stay-at-home orders
  - ✓ School closures
  - ✓ Mask mandates
  - ✓ Remote work and remote everything

- Witnessed a surge in racial tensions and protests. Demonstrations called for an end to systemic racism, police brutality, and the demand for justice for victims of racial violence.

- Endured unprecedented weather events and natural disasters with record-breaking heat, flooding, extreme storms, and relentless wildfires.

These events and crises have contributed to widespread unemployment, poverty, disruption of social services, and an unprecedented rise in homelessness and crime.

From Challenges to Triumphs: Paving the Path for Positive Change

Recognizing the challenges we've overcome in the past is crucial for envisioning positive change in the future.

Reflecting on past challenges:

- Reinforces the belief that, despite the odds, positive outcomes are achievable.

- Allows us to analyze mistakes made and lessons learned.

- Emphasizes the power of community and working together toward common goals.

- Equips us with the perspective needed to foster resilience, learning, collaboration, innovation, confidence, and a deeper understanding of historical context.

Past challenges often necessitate innovative solutions that can be reapplied to tackle future challenges.


LIFE IS NOT ABOUT HOW HARD YOU CAN HIT, BUT HOW MUCH YOU CAN GET HIT AND STILL KEEP MOVING FORWARD.
– ROCKY BALBOA

How Did We Move Forward? We Had Hope.

Hope for the future is the gateway to healing from the past.

- There were times many of us found ourselves struggling with feelings of frustration and hopelessness.
- As we heal and thrive from the events of the past, we can imagine our world anew and find hope for things that seem impossible to imagine today.
- We have the power to make things different.
- We can focus our energy on creating something new and amazing!
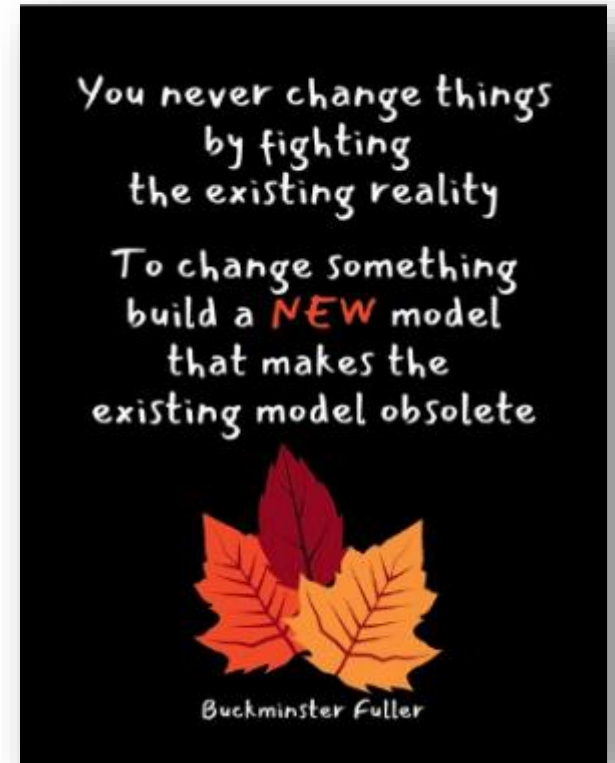
"Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next." ~ Arundhati Roy

You never change things by fighting the existing reality

To change something build a NEW model that makes the existing model obsolete

Buckminster Fuller

"**Learn from yesterday, live for today, hope for tomorrow.**" ~ Albert Einstein

VIDEO – Elmo asks "How everybody is doing?"

https://youtu.be/irnE0VuoD8E?si=gmBHWV7a2ExWvQIL

Setting Our Sights on a Brighter Future

After facing a series of significant challenges like the pandemic, global recession, extreme weather events, and social unrest, most of us are desperate for positivity. And, people want to have hope and connect.

- Past events have reshaped our priorities and perspectives. We now have a longing for something better.

- We are ready to set positive intentions for the future and work towards creating a more positive world.

- As we have set our sights on shaping a brighter future, we have arrived at an open space where "new" can exist, a place for us to restart and continue to shape change that matters.

We have the power to change our perception of what happened in the past, from *"how I was hurt"* and *"what I lost"* to *"what I learned"*.

Table Activity

From the questions listed below, each person select one question you want to answer and share your answer at your table.

- What have you learned from the experiences of the past three years?

- Where do you find inspiration and hope for a better future?

- What obstacles did you overcome?

- How have you helped others to maintain a positive outlook?

- What ideas do you have for shaping the future for yourself, your family, and at COC?

"Try to be a rainbow in someone else's cloud."
~ Maya Angelou

What a difference that will make!

The Future is a Time When Things Can Be Different

We are ready to believe and imagine that almost anything can be different in the future.

Ideas about the future are useful as they:

- Help us prepare for challenges before they happen.
- Give us time to prevent a crisis.
- Open our minds and spark creativity.
- Inspire us to make changes in our lives and communities today.
- Create pathways for learning and innovation.
- Help us identify pitfalls before we fall in the pit.

VIDEO – Today is Yours

Unsticking Your Mind

When You Unstick Your Mind, You are Free to Imagine the Future

"Unstick your mind" typically means encouraging yourself to break free from fixed or limiting thoughts about what the future should look like.

- It involves fostering creativity, open-mindedness, and the ability to envision possibilities beyond conventional or preconceived ideas.

- Some ways to "unstick your mind" from "shoulda coulda woulda" include:
  - ✓ Challenging assumptions
  - ✓ Questioning traditional norms
  - ✓ Considering unconventional possibilities
  - ✓ Being open to different paths, potential outcomes, and innovative ideas
  - ✓ Viewing challenges as opportunities for learning and growth
  - ✓ Exploring new ideas and being willing to take imaginative leaps

**Spotlight on Imagination
Sab Matsumoto
International Connections**

Think Beyond the Reality of Today

Many of us often get stuck in thinking about the future within the constraints of current realities or limitations.

- "Unsticking your mind" encourages thinking beyond these constraints and imagining the future with an open mind and a willingness to consider a broad range of possibilities.

- It is an invitation to expand our mental horizons and embrace the dynamic and evolving nature of the future.

- Significant shifts; and rapid, profound changes are occurring and we need a proactive mindset to adapt and leverage opportunities.

College of the Canyons

VIDEO: Rapid and Profound Changes are Happening Now

"Let us make our future now, and let us make our dreams tomorrow's reality."
~Malala Youafzai

Future Thinking

Future thinking involves the process of envisioning and anticipating what lies ahead. It:

- Encompasses the ability to project oneself into the future, consider potential scenarios, and strategically plan for various outcomes.

- Involves a proactive and creative approach to shaping the future by anticipating challenges, identifying opportunities, and making informed decisions.

- Requires a balance between assessments of current trends and the imagination to explore possibilities.

- Fosters a mindset that is forward-looking and open to embracing change.

- Empowers individuals and organizations to navigate the complexities of tomorrow with resilience and foresight.

It takes work, collaboration, and time.
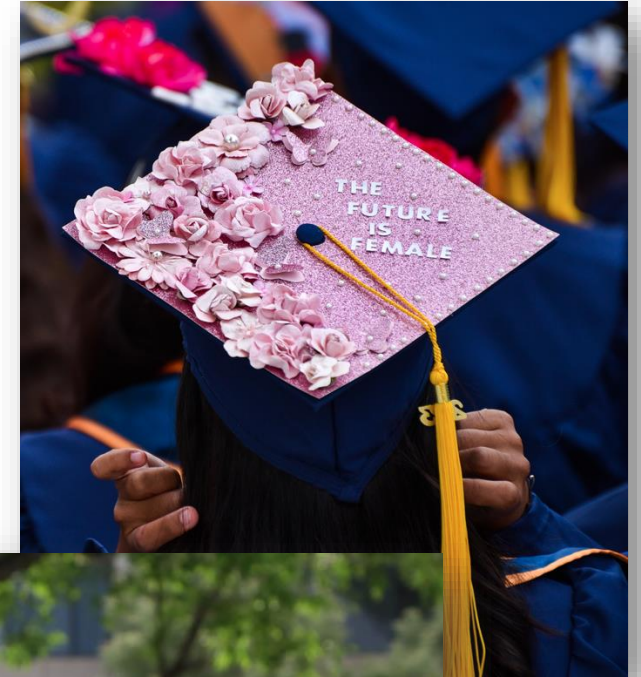
Spotlight on Imagination
Tim Baber
Advanced Technology Center

Advanced Technology Center

College of the Canyons

ADVANCED
TECHNOLOGY CENTER

The Four Industrial Revolutions

The First Industrial Revolution in Britain, with the invention of the steam engine

The Second Industrial Revolution in Europe and America, with the development of science, technology, and mass production

The Third Industrial Revolution in the world, with the emergence of digital technologies and information systems

The Fourth Industrial Revolution in the world, with the advancement of artificial intelligence, biotechnology, and robotics

1760s-1780s

1870s-1910s

1960s-1990s

2000-present

INDUSTRY 4.0

https://www.youtube.com/watch?v=bQF-9THh_NA

National Skills Gap

- Job openings have continued to grow exponentially since 2017.

- There is not enough skilled talent to fill the positions available.

- The search for skilled technicians is the #1 driver of manufacturing competitiveness.

- Root Causes:
  - Shifting skills sets to introduction to advanced technologies (Industry 4.0)
  - Misconceptions of manufacturing jobs
  - Retirement of baby boomers

FIGURE 1

The skills gap may leave an estimated 2.4 million positions unfilled between 2018 and 2028

2.69M jobs open from retirements

1.96M new jobs due to natural growth

4.6M manufacturing jobs to fill from 2018–2028

2.4M (53 out of 100) open positions lie vacant due to a skills shortage in the US manufacturing industry

Only 2.2M jobs are likely to be filled
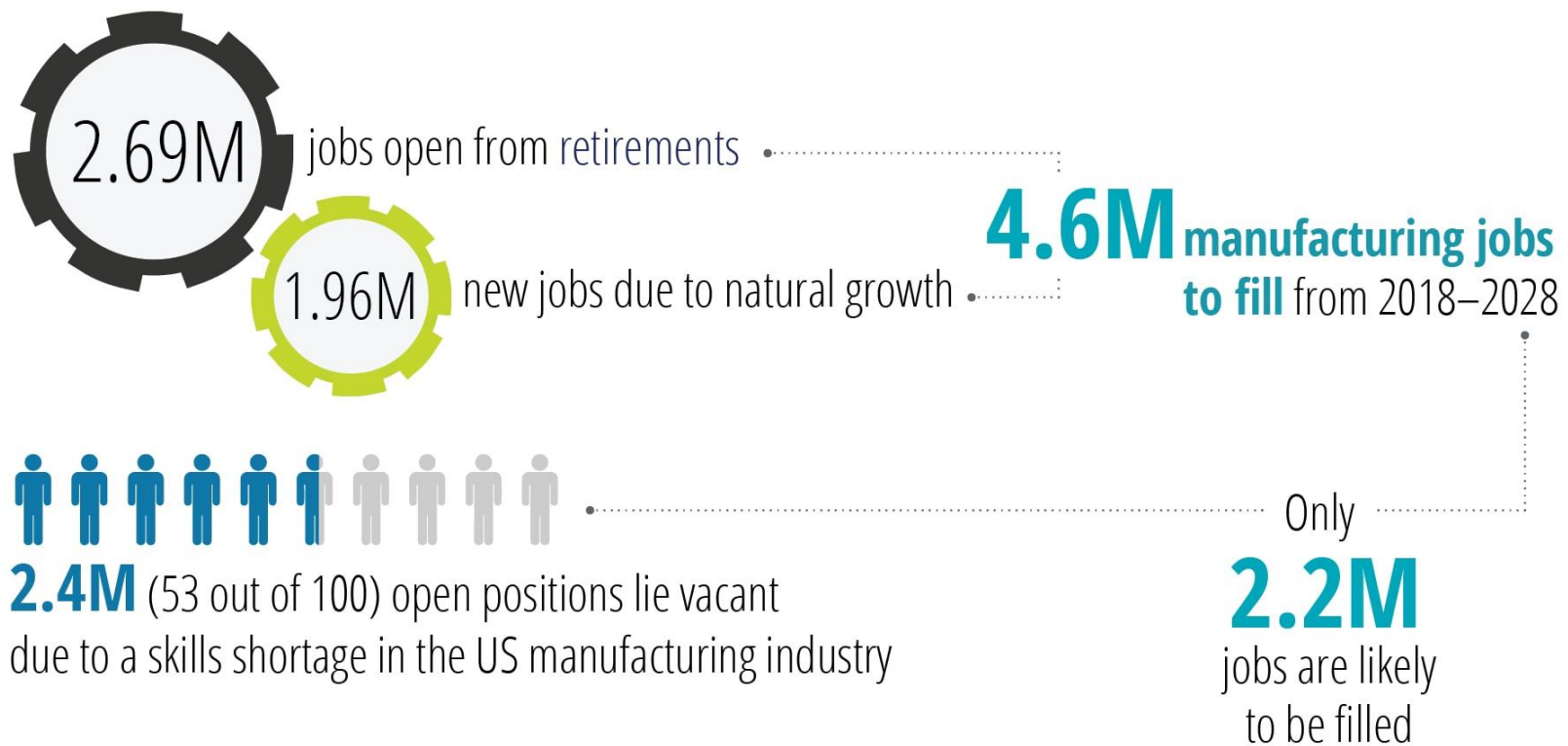
*Calculated on the basis of 52.7% of the skilled manufacturing positions that are unfilled (per the 2018 survey)
**Retirement age of 66

Source: BLS Data, OEM (Oxford Economics Model), Deloitte and Manufacturing Institute skills research initiative.

Deloitte Insights | deloitte.com/insights

ADVANCED TECHNOLOGY CENTER

How is COC Responding?

- College of the Canyons has opened a 14,000 sq. ft. interim Advanced Technology Center (ATC) to provide a world-class advanced manufacturing & technology facility to help meet the demand for skilled technicians in the Santa Clarita Valley and Greater Los Angeles area.

- The ATC provides the educational and hands-on training that leads to obtainment of industry recognized credentials needed for employment in today's Industry 4.0 aligned *high-demand, high-skill, high-wage jobs*

ADVANCED
TECHNOLOGY CENTER

Interim Advanced Technology Center
Diamond Place,
Approximately 14,000 sq. ft.

FANUC Regional Center of Excellence
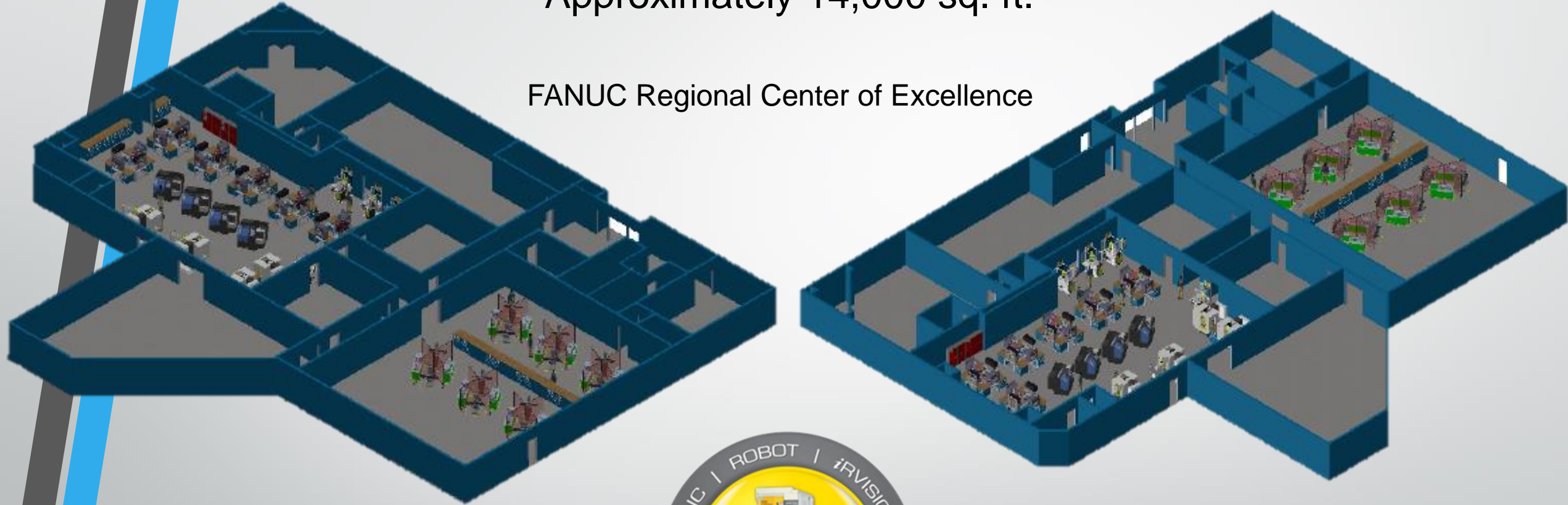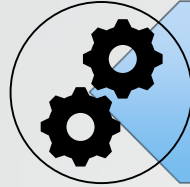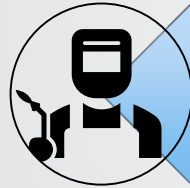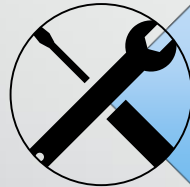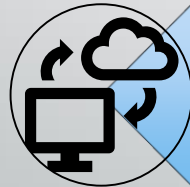
Additional Programs

- Milling & Tooling Pathway

- Computerized Numerical Control (CNC) Machining with machine tending

- MSSC Certified Production Technician (CPT)

- MSSC Certified Logistics Technician (CLT)

- MSSC Certified Technician – Supply Chain Automation (CT - SCA)

ADVANCED
TECHNOLOGY CENTER
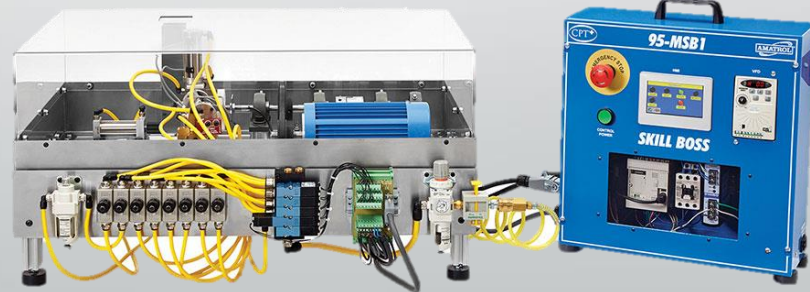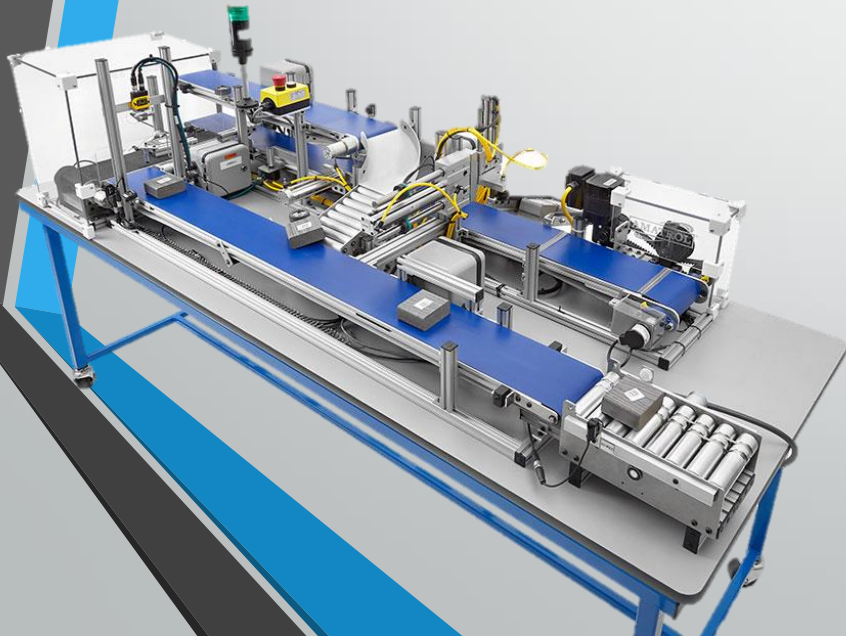
TOOLING AND MILLING PATHWAY

COLLEGE OF THE CANYONS

Obtain a Certificate of Achievement in Tooling and Milling!

Upon completion of the certificate, students will be able to work in the automotive, aerospace, and manufacturing industries!

▶ Learn the necessary theoretical and professional skills to safely operate manual metalworking and machining equipment.

▶ Prepare for certification to the National Institute of Metalworking Skills (NIMS) in drill press, milling, and turning operations.

PROGRAM REQUIREMENTS: 19 UNITS REQUIRED

MFGT-090 Measurements and Computations - 3.0 units
MFGT-100 Industrial Safety - 2.0 units
MFGT-101 Print Reading for the Machine Trades - 2.0 units
MFGT-102 Geometric Dimensioning for the Machine Trades 2.0 units

MFGT-103 Metrology for the Machine Trades 2.0 units
MFGT-104 Metallurgy for the Machine Trades 2.0 units
MFGT-105 Benchwork and Handtool Fundamentals 2.0 units
MFGT-106 Applied Manual Machining 4.0 units

Whether you are interested in the field or are already in the industry and need to pursue new skills to take you to the next level, this program is for you!

Register NOW!

Contact Tim.Baber@canyons.edu for more information.

Equipment
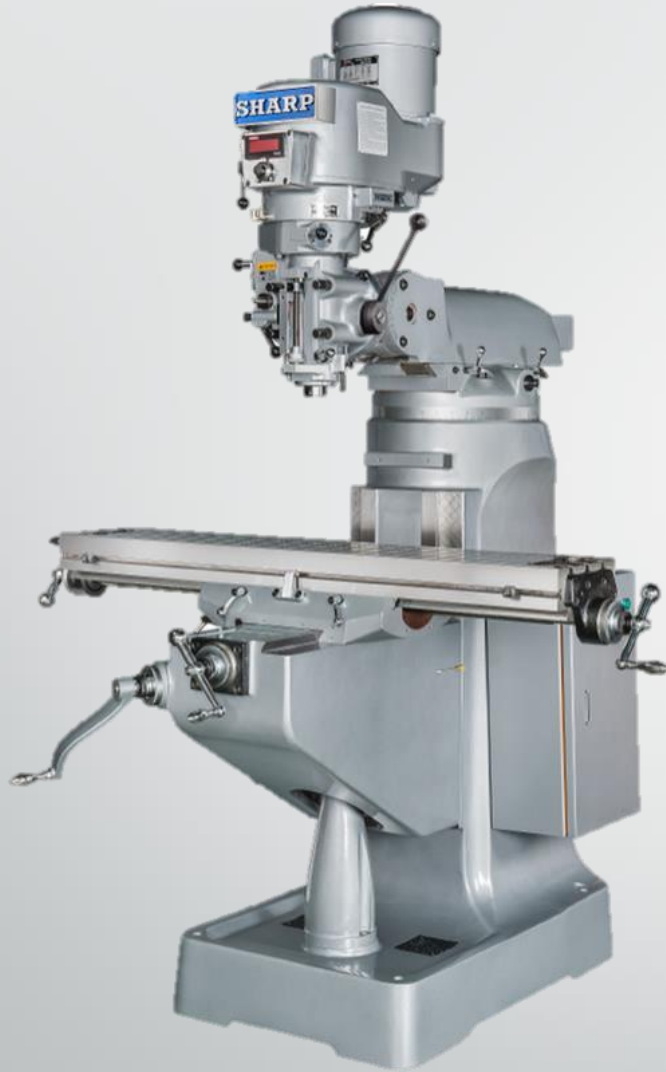
Sharp Manual Mill

Sharp Manual Lathe

Equipment

DN Solutions (Doosan)
CNC Lathe

FANUC RoboDrill
3 axis and 5 axis

Equipment

Levil CNC Mill

Levil CNC Lathe

Ground Breaking Ceremony for the new Advanced Technology Center

October 6, 2023
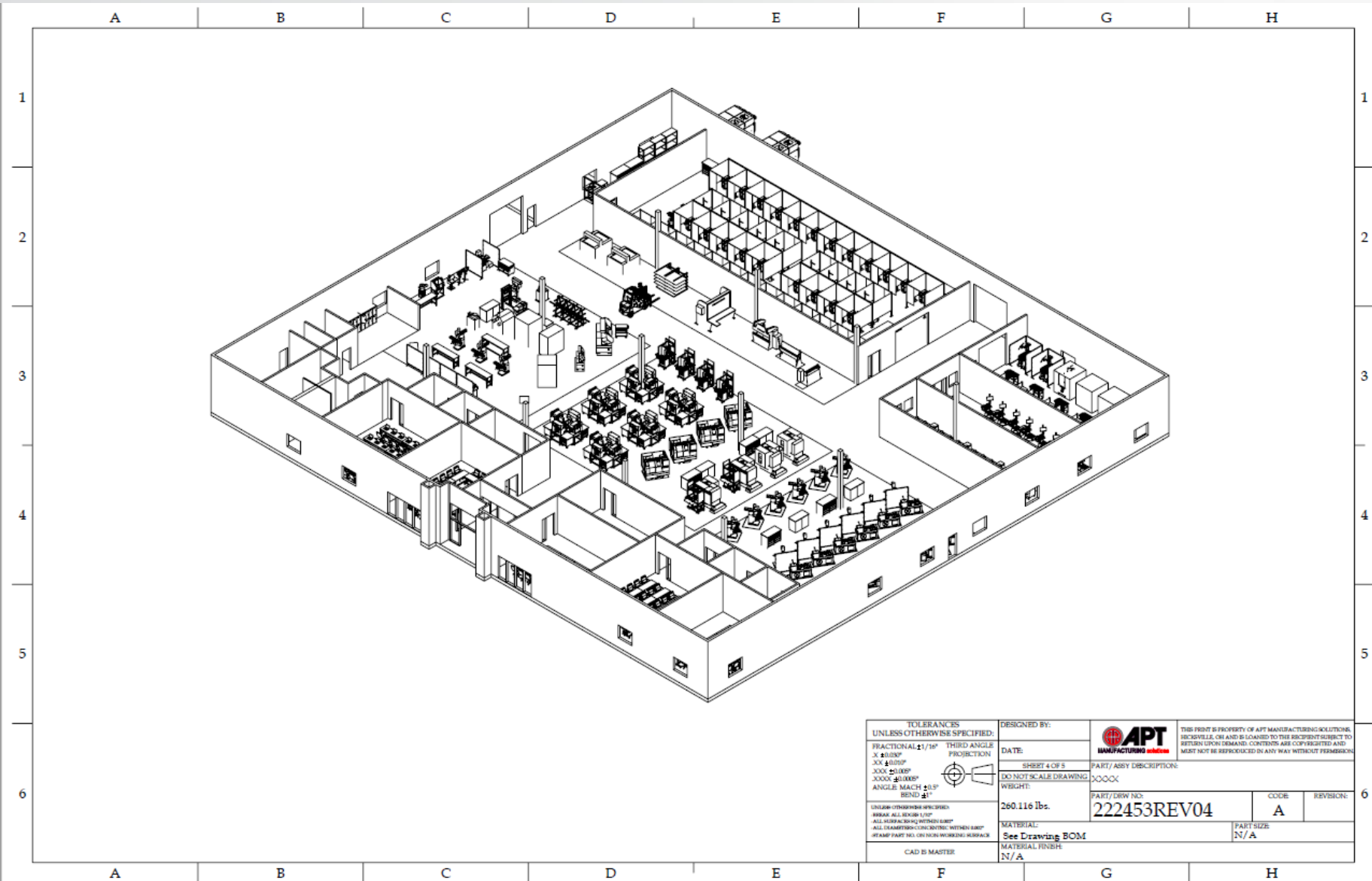
- *Additional 18,000 sq. ft. of additional available land on north end of building.*
- *Will allow for future growth in additional programs.*
- *Ribbon Cutting Ceremony planned for spring 2024*

Thank You!

The Concept of Future Thinking Begins with Considering "When Does the Future Start?"

There are several varying answers to this question. In the responses received from more than 10,000 students, almost everyone agrees: **Ten years is enough time for society to become dramatically different.**

There are countless examples of new ideas and actions creating a previously unimaginable social reality over the time span of a decade.

- Ten years from when 16,000,000 people were using the internet to when a billion people were using it.

- Ten years from the first iPhone release until a majority of people on the planet had smartphones.

- Ten years for Facebook to go from one user to one billion daily users

- Ten years for Bitcoin to go from being a hypothetical idea discussed in a scientific article to having nearly US$1 trillion market capitalization.

- Ten years for Zoom to go from its first user-testing session to becoming a critical lifeline for humanity during the pandemic.

How long ago does 10 years seem to you?

VIDEO – What Were People Thinking 50 Years Ago?

Take a 10-Year Trip

When you think about the future, focus your imagination ten years out.

This will lift the ceiling on your imagination and give the feeling of "time spaciousness".

It will help you:

- Open your mind.
- Take in new information.
- Reduce your blind spots.
- Set more optimistic goals.
- See a much bigger picture.

The future belongs to those who believe in the beauty of their dreams.

Eleanor Roosevelt

Ask yourself what you would like to see happen after the next ten years?

Almost Anything Could Happen in 10 Years

Things that are small experiments today can become world-changing in ten years. And, progress doesn't just stop after 10 years, but there is ample evidence that anything could happen in that timeline.

- When we think in terms of a 10-year timeline, we become optimistic and hopeful about what we can change through our own efforts.
- It is empowering to feel that we have enough time to do what really matters – to consider our options, make a plan, develop new skills, collect resources, learn from our mistakes, bounce back from setbacks, and act more confidently to create the future we want.

The future doesn't just happen. We are building it, and we are building it all the time.

Hannah Fry

Table Activity:

Write down your answers to the following questions:

- If you think 10 years back, can you identify something that has happened that you never imagined would happen? **<u>OR</u>**

- If you think ahead to the next 10 years, what are some of the trends in education that we can focus on now to meet the evolving needs of our students and community in the future?
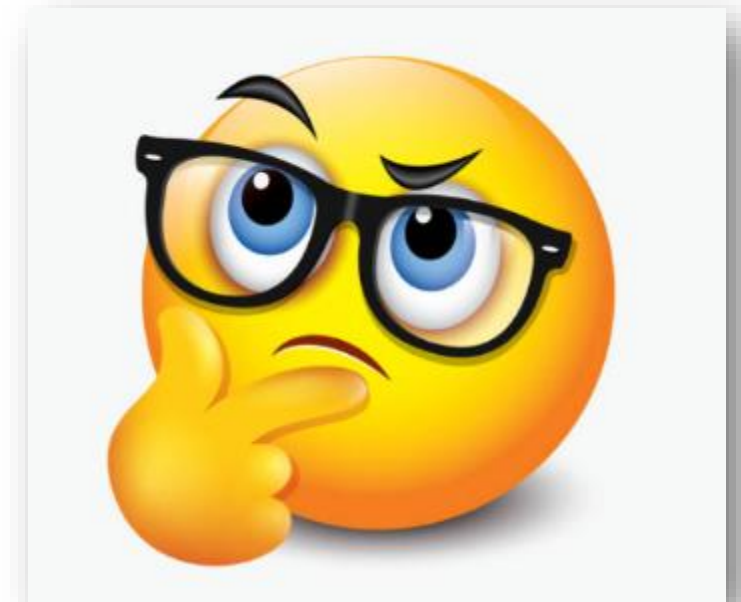
The Power of "Future Thinking"

When we try to imagine the future, it helps us "see" what isn't there yet.

- Your brain works significantly harder the further you stretch your imagination into the future.

- You've never been ten years older than you are right now. Your brain hasn't been there before, so it doesn't know what to expect - it opens up a blank space for you to consider multiple possibilities.

- You have to fill in the blanks and your brain has to invent new possibilities.

This kind of imagination is so powerful. What was previously *unimaginable* is now *imaginable.*

Spotlight on Imagination
Jasmine Ruys
Student Housing

Imagine the Possibility: Student Housing
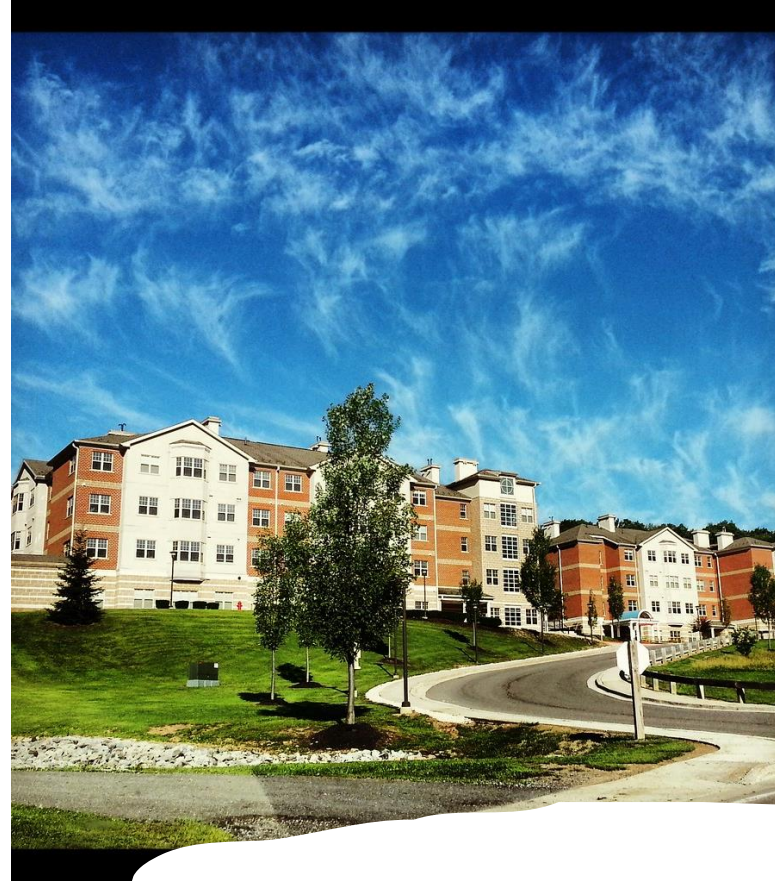
Imagine

What student housing can do for our students

Do we need Student Housing?
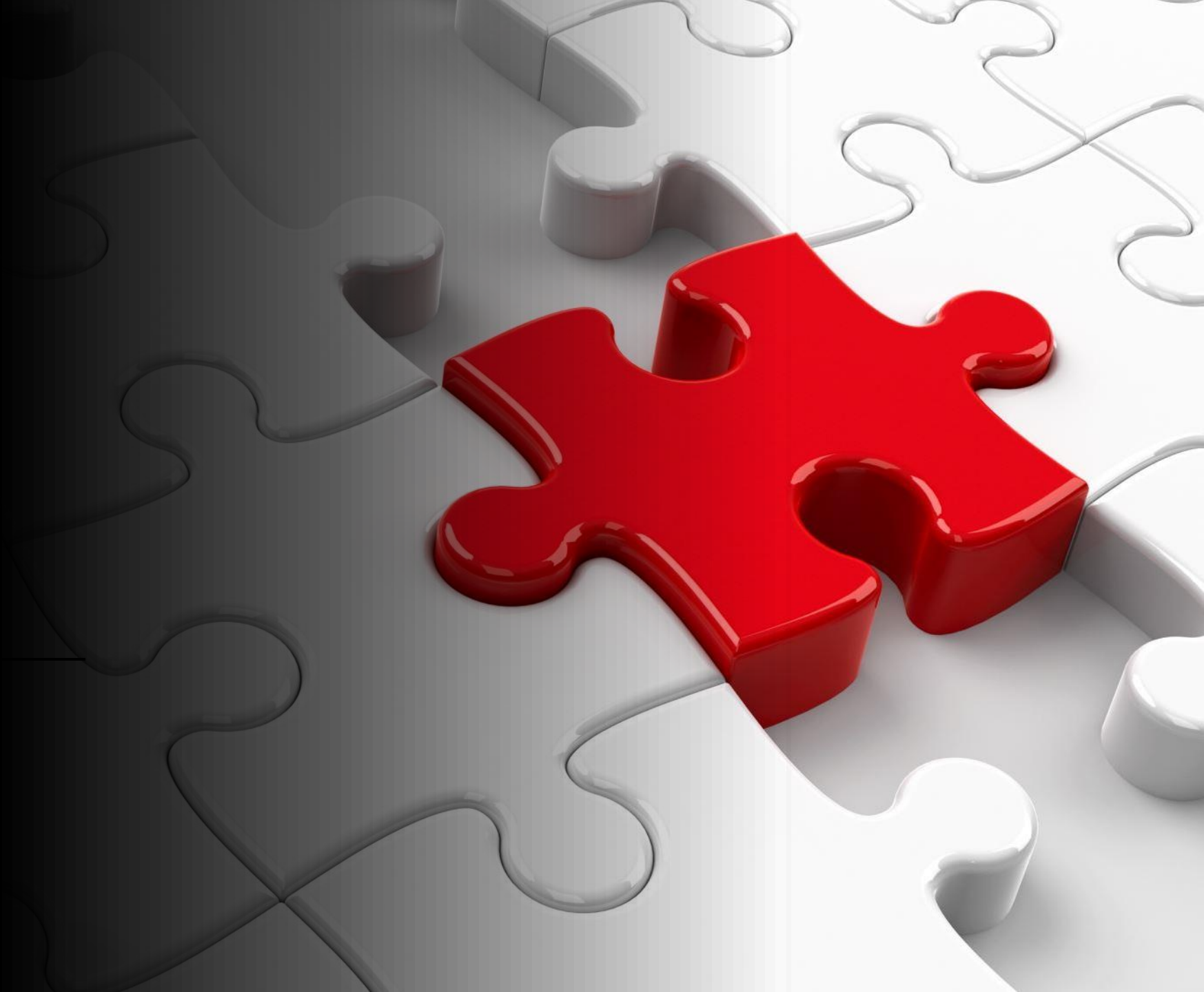
Housing Feasibility Study

- In 2021, College of the Canyons partnered with Scion to conduct a Housing Feasibility Study.

- Scion's survey was completed by 1,050 students in Fall 2021, representing 7.8% of the Fall enrollment of 13,506 to which the results were applied to calculate housing demand, with a margin of error of +/- 2.9%.

- Housing supply in SCV shows a very tight market with approximately a 1% vacancy and without any multi-unit construction.

Summary of Findings

- There is a sufficient need for student housing

- Demand of student housing shows a need between 500 (market rate) to 1,300 (low-income rate) beds for single students and 400 to 1,300 units for couples and families.

Student Housing from the Student Perspective

Increased BaNC use identified there are many students that have insecure housing, are living in abusive environments, or homeless.

- Many students do not self- identify as being housing insecure.
- Students in these situations are significantly more likely to **drop out** and be **left behind**.

Leaving behind these students means less individuals contributing to our community and living a successful, healthy life.

- First-Generation College Students are less likely to succeed compared to the average student.
  - We are your **family**
  - We are your **community**
  - **We are worth the investment!**

Housing Grant

SB 183, Chapter 54, June 30, 2022 (Approved State Budget) allocated $61,858,00 for our project

The first allocation of funds for our project, in the amount of $23M, was received in October, 2022 with no guidelines.

On December 1, 2022, at our request, the State Chancellor's Office provided us with project guidelines/parameters for our project

However, in by May 2023, the Governor's budget included language to require the individual Districts to take out a bond to pay for the construction.
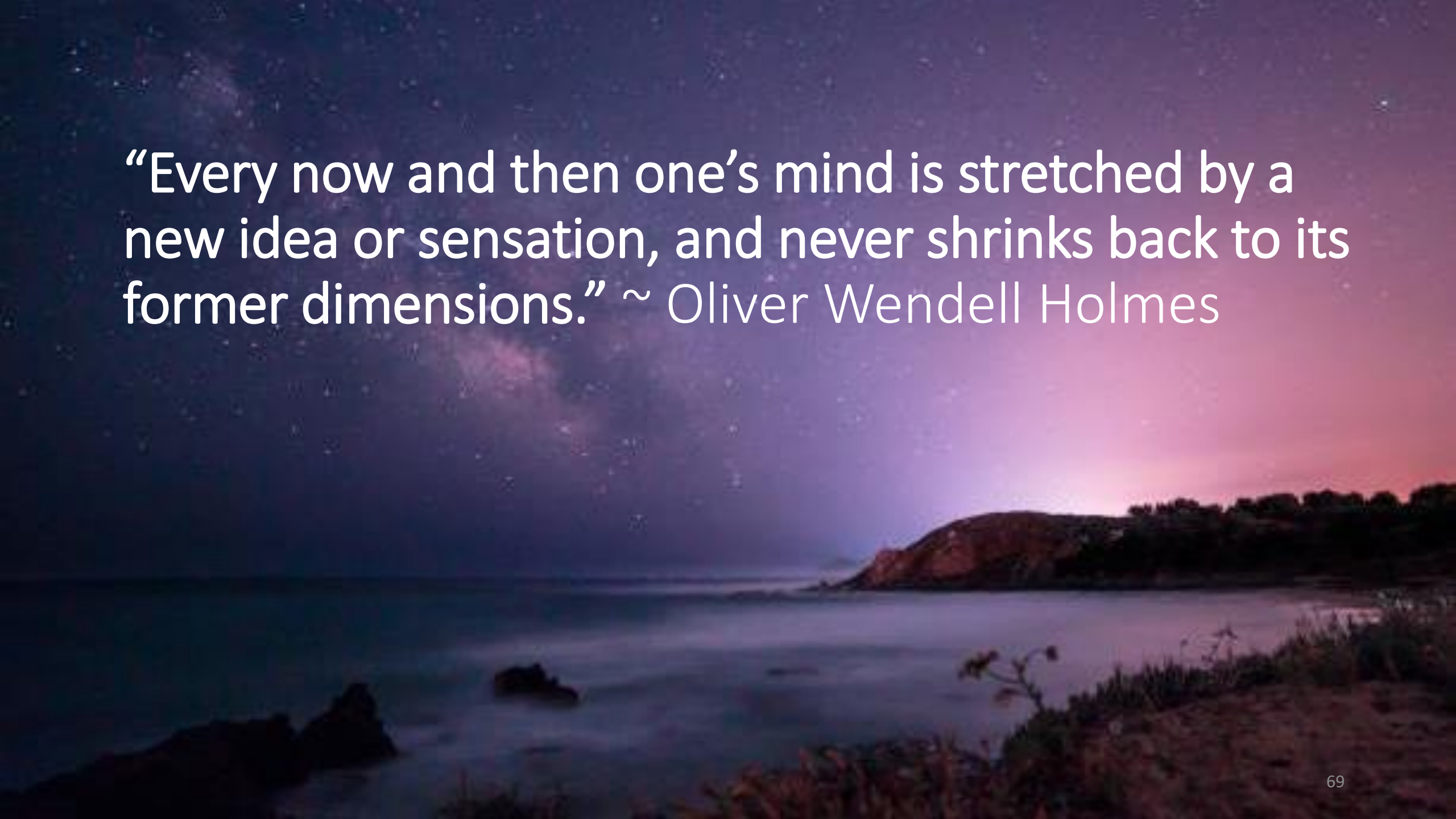
In July 2023, the junior trailer bill said the state would look at doing lease revenue bonds to pay for the housing construction, stating it would be in the January budget proposal.

In January, the state is stating they may have language about a state lease revenue bond as part of the Governor's May revise.
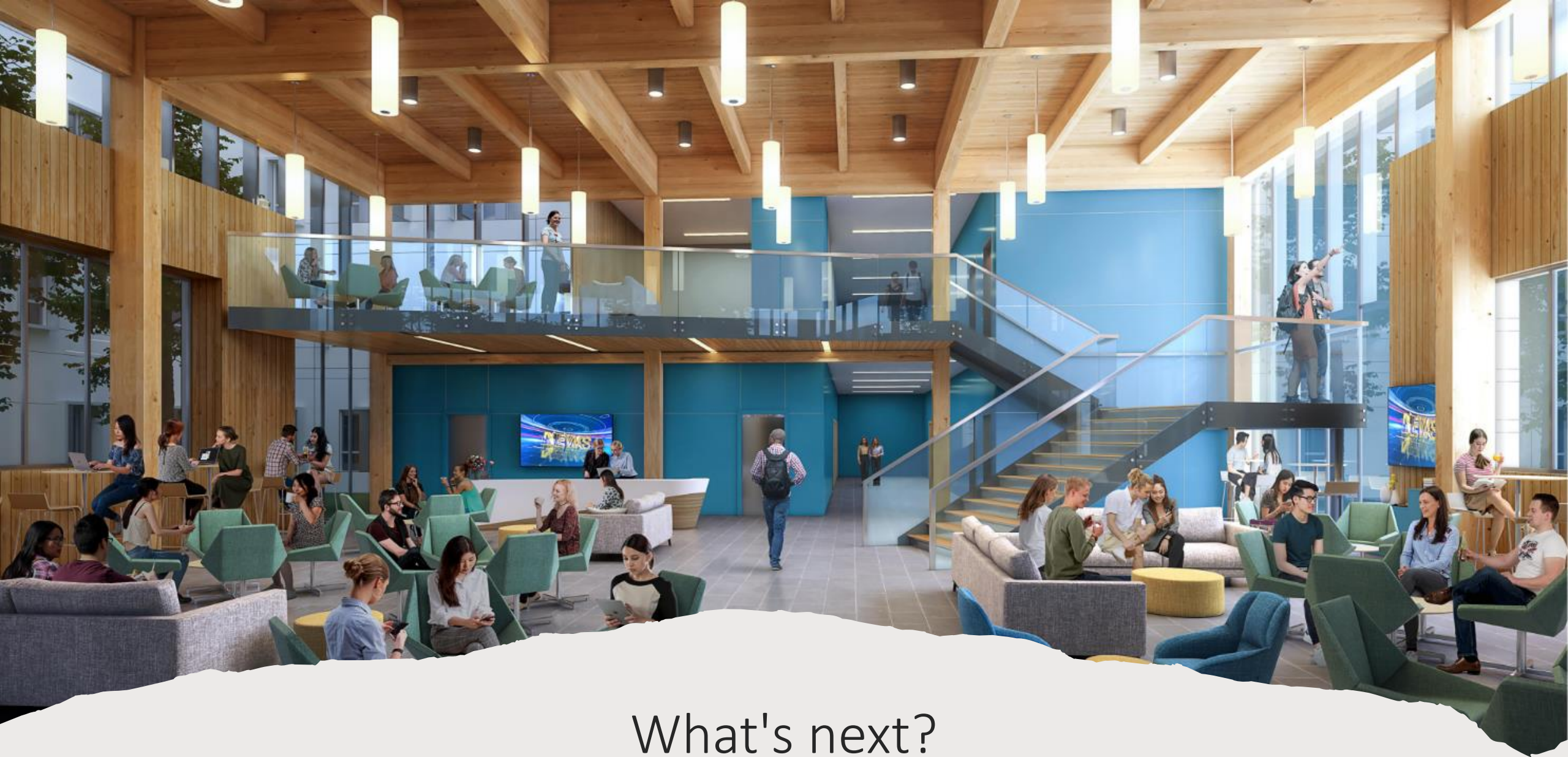
What's next?

"Every now and then one's mind is stretched by a new idea or sensation, and never shrinks back to its former dimensions." ~ Oliver Wendell Holmes

We Can Imagine the Future as Being Different From Today

We can use "future thinking" to:

- Construct detailed scenes and fill them with positive possibilities.

- Remember our positive motivations – the deepest values that drive us to move forward, to help influence how the future turns out.

- Prompt ourselves to do things today that will make us happier and healthier in the future.

- Get into a more creative mindset.

WHAT DOES THAT MEAN? A CREATIVE MINDSET?

Thinking the Unthinkable

Spotlight on Opportunity
Jeff Gregor
Low Observable Training Program

COC's
Low Observable Program

"Embrace the Day! The Power of a Positive and Growth-oriented Mindset as you Imagine Possibilities "

What year was the concept of Virtual Reality introduced?

PYGMALION'S SPECTACLES

By STANLEY G. WEINBAUM

Author of "The Black Flame," "A Martian Odyssey," etc.

© 1935 by Continental Publications, Inc.

Unbelieving, still gripping the arms of that unseen chair, Dan was staring at a forest
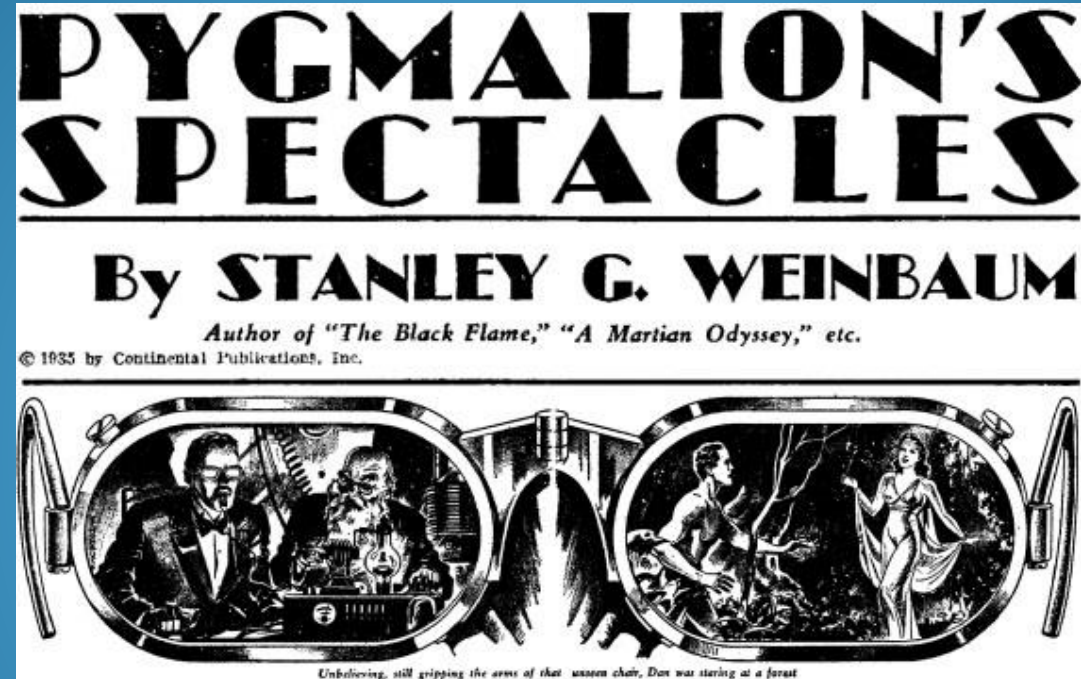
1935 – Short Story by Stanley Weinbaum

Science Fiction becomes a reality

- 1956 – Cinematographer Morton Heilig - movie viewing booth – 3D video, audio, vibrations, smell and atmospheric effects such as wind

1968 – 1st Head Mounted Display (HMD)

1979 - McDonnell-Douglas Corporation integrated VR into its HMD, the VITAL helmet, for military use.

2010 - 18-year-old entrepreneur, created the first prototype of the Oculus Rift headset. 1st 90-degree field of vision

COLLEGE OF THE CANYONS
WORKFORCE
& Economic Advancement

Endless Possibilities

- **2018 –** Virtual reality has significantly progressed and is now being used in a variety of ways, from providing immersive gaming experiences, to helping treat psychological disorders, to teaching new skills and even taking terminally ill people on virtual journeys.

COLLEGE OF THE CANYONS
WORKFORCE
& Economic Advancement

LO Program Created

- **Partnered with Northrop Grumman in creation of training program for application of Stealth Technology**

LO Program Development

- **18 months to develop unclassified program**

- **Prime example of Private/Public agencies working together**

  - **Strong Workforce funds to purchase equipment**

  - **Workforce Innovation and Opportunity Act (WIOA) funds through America's Job Center of California to pay for participants**

  - **Employee Training Institute hires Northrop Grumman employees to teach.**

COLLEGE OF THE CANYONS
WORKFORCE
& Economic Advancement

Low Observable Program

Low Observable Success

- **4 LO Cohorts - 58 Students**

- **5th cohort starting February 20th**

    - **Over 40 students on wait list**

- **Over 94% completion rate**

- **Program now referred to by Northrop Grumman as the "COC program"**

Future Possibilities

- **Autobody**

- **Industrial Masking/Painting for Aerospace components**

- **VR Simulation in Forklift and Heavy Equipment Operator**

Questions?

"Embrace the Day! The Power of a Positive and Growth-oriented Mindset as you Imagine Possibilities "

"Thinking the unthinkable"

"Thinking the unthinkable" refers to the willingness and ability to consider scenarios, ideas, or possibilities that might seem highly improbable, unconventional, or even challenging to contemplate.

It involves pushing the boundaries of conventional thinking and exploring the outer limits of what might happen in the future.

COC unveiled its brand Advanced Technology Center on October 5, 2023.

Preparing for Future Possibilities

While not all "unthinkable" scenarios may come to pass, considering them can help build resilience, flexibility, preparedness for a wide range of future possibilities, and confidence.

This mindset is particularly relevant in a rapidly changing world where technological advancements, geopolitical shifts, and other factors can lead to unforeseen developments.

VIDEO – Imagining the Future

https://youtu.be/Xm9jr0cSqZo?si=wPkrj55-QP8MeQdz

The Concept of "Thinking the Unthinkable"

Here are some key aspects of "thinking the unthinkable":

- Considering extreme or radical scenarios that may be outside the usual scope of predictions.

- Preparing for unexpected, disruptive events or changes that may be considered unlikely but could have profound impacts if they occur.

- Exploring various future scenarios, including those that are considered far-fetched, to better understand potential risks and opportunities.

- Breaking free from conventional thought patterns to open the door to unconventional ideas and solutions.

"When pigs fly" refers to something that is highly unlikely to ever happen. Measure C efforts were inspired by flying pigs.

Spotlight on Imagination
Diane Fiero
New Senior programming, Boys & Girls Club and Intercultural Center

Imagining how we can better engage our Senior Community: Canyons Emeritus and Lifelong Learning Opportunities Program (CELLO)

- **Comprehensive older adults programming and ways to involve seniors in our campus community, including:**
  - **Non-credit courses** – computers, art, ancestry, crafts, exercise (tap, square dancing), conversational language classes
  - **Community Education** – museums, gardens, Griffith Park, Rose Bowl, Hearst Castle, etc. (contract with transportation company)
  - **Retired Senior Volunteer Program (RSVP)**, events and project work, tutoring, graduation
  - **Foundation Group/Clubs** – book clubs, dinner night, movie nights (film series), dances
  - **Senior speaker series** to enhance existing Belcaro, Friendly Valley programs, podcasts, guest speakers in history classes
  - **Engagement** - Choral group, art shows, make blankets for the BANC, crafters/holiday boutique, senior astronomy club
  - **Mentoring** – Senior with COC student in their major
  - Could apply for an National Endowment for the Arts grants for art programs
  - Recruitment tool for their grandkids

Imagining how we can support Student Parents: Canyons BGC Club - Bringing a BGC clubhouse to the Valencia Campus

- Initially the club will be for student parents to bring their school age children to a clubhouse at the college while they attend classes in the afternoon and evening. Eventually we would like to expand this opportunity to employees as well and offer transportation from local schools to the clubhouse.

- Benefits:
  - Student parents enroll in more units and complete their goals faster,
  - Students who currently are not yet enrolled at COC due to childcare needs, would now be able to enroll,
  - Employment opportunities for Federal Work study and college assistants, and
  - Creates a college going culture for the children at the club

- COC BGC Survey results
  - Students – 43% yes I would be interested in my child(ren) attending an on-campus, Boys and Girls Club after-school care/youth development program while I attend class.
  - Employees 45% yes - I would be interested in my child(ren) attending an on-campus, Boys and Girls Club after-school care/youth development program while I work.

- Next step is a feasibility study by the local BGC to look at funding needs and timeline.

- COC focus on possible locations.

Imagining Comprehensive ICC Student Programs

Scaling Up Existing Programs that live in the Intercultural Center:

- Undocumented Resources Center (URC) – Coordinator, Melody Klingenfuss

- Native American Student Support and Success Program (NASSSP_ - Director, Laurie Solis

- Asian American, Native Hawaiian, Pacific Islander (AANHPI) Categorical Funds

- LGBTQ+ Categorical Funds

Spring 2024 – Exciting New ICC Programming

New Ventures

- Lived Experience Podcast

- Connecting students to careers – Panels from desired employers, the power of internships, interview skills, resume workshops (partnering with Career center and internships offices)

- Speakers: Trying to book Jane Elliott

- Mindset workshops

- Open mic nights for poetry readings / music

Book Series

Launching Book Series in ICC/URC And NASSSP

ICC - 	Black Like Me,

	True Believer: Psychology of a mass

	movement,

	The Lemon Tree, and

	Aparigon

URC – 	The Undocumented American – Karla

	Cornejo Villavincencio

NASSSP - Ishi in Two Worlds: A Biography of

	the Last Wild Indian in North America
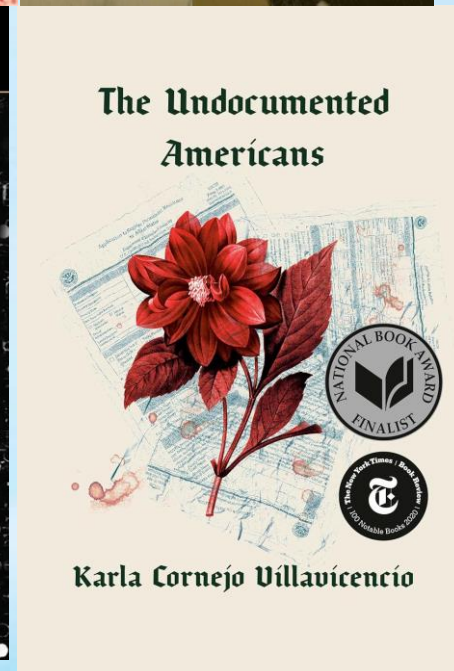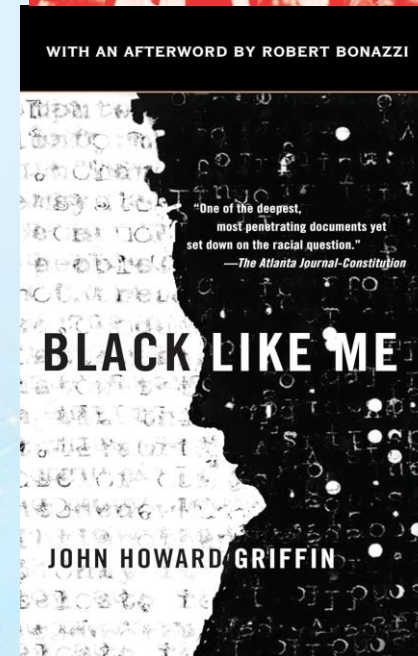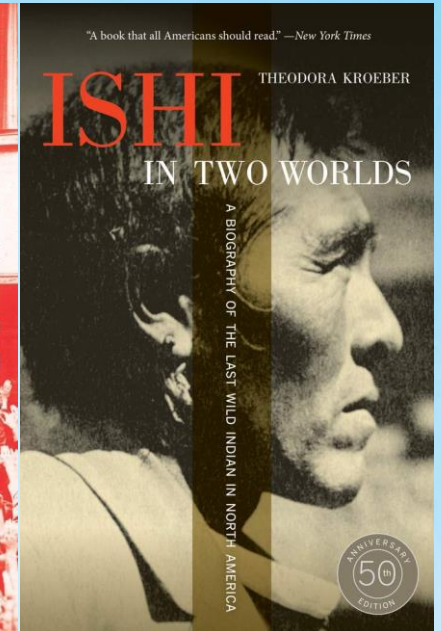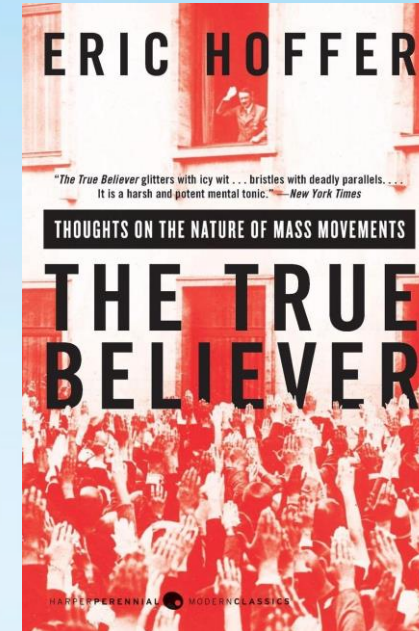
Imagining the Unimaginable

"Imagine the Unimaginable"

"Imagine the unimaginable" suggests pushing boundaries and considering possibilities that others would find challenging or even difficult. It encourages us to:

- Think well beyond the limits of current understanding.

- Envision extreme scenarios that go beyond the ordinary.

- Explore ideas that may seem far-fetched.

- Consider solutions that have not been contemplated before.

Could huge aerial fulfillment centers float over our cities?

"Imagine the unimaginable" is a mindset that is open to radical ideas, unbounded by preconceived notions, and a willingness to explore the outer limits of what could happen in the future. This mindset belongs in the *"beyond your wildest dreams"* category!

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"Be the change you wish to see in the world."

~*Mathatma Ghandi*

VIDEO – Dream Crazy

https://youtu.be/zWfX5jeF6k4?si=XhdUq2nloUzQxAIF

Say Hello to a Bright Future!

Here we are today - bidding adieu to the past three years – that train has the left the station and we are ready to be transported to the future!

How do we contribute to a brighter future?

It's all about the mindset. Keeping it positive!

Acts of positivity can have a ripple effect, contributing to a more optimistic and hopeful atmosphere.

YOUR FUTURE WILL ALWAYS BE BRIGHT – WHEN YOU STAY – FOCUSED, OPTIMISTIC AND CONFIDENT.

WWW.LIVELIFEHAPPY.COM

Cultivating a Positive Mindset

By cultivating a positive mindset, you can approach the future with a sense of hope and possibility.

VIDEO – The Value of Optimism

https://youtu.be/KFZaCHJCkyc?si=-o6vwYYAWXPLW_bm

Positivity is the Key to Unlocking Potential and Possibility

When we feel positive, when we are solution-focused rather than being problem-focused, when our minds and our hearts are open to possibilities, we are at our best.

Positivity changes everything:

- The way you tackle problems;
- The nature of your relationships;
- The way you communicate with others;
- How much enjoyment you get from your days; and
- The opportunities you are able to pursue.

Spotlight on Imagination
Jeff Gregor
Uniquely Abled Academy

COC's
Uniquely Abled Academies

"Embrace the Day! The Power of a Positive and Growth-oriented Mindset as you Imagine Possibilities "

2 Fast Track Uniquely Abled Academies (UAA)

Computer Numerical Control (CNC) Manufacturing – 12 weeks

Robotic Programming – 6 weeks

UAA CNC Manufacturing Created

- **Partnered with Dr. Ivan Rosenberg, founder of the Uniquely Abled Project (UAP)**

- **Capitalized on COC's Strong partnerships**

  - **Employers**

  - **America's Job Center of California (AJCC)**

  - **Jay Nolan Community Services**

- **2018 - Expanded program from 8 weeks to 12 weeks, with same skills training**

- **Integrated / expanded job readiness training**

COLLEGE OF THE CANYONS
WORKFORCE
& Economic Advancement

UAA – Computer Numerical Control

Student Success – Chad Wood
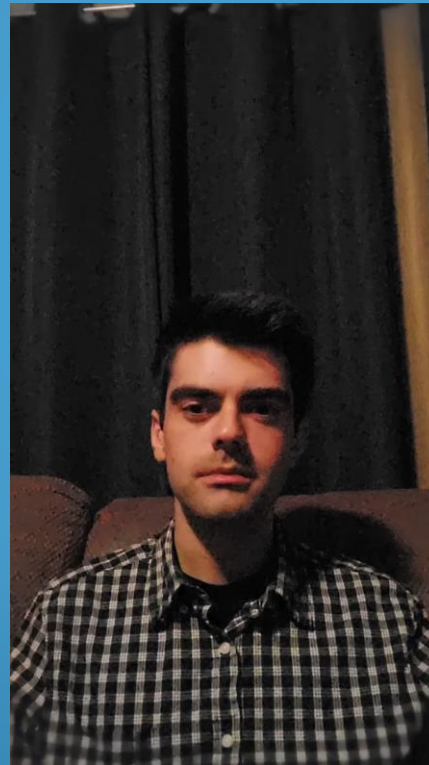
CNC Success

- **4 UAA CNC Cohorts**

- **Over 85 % completion rate**

- **Over 89% career placement rate**

- **37 graduates achieving manufacturing careers**

- **Multiple awards from South Bay Workforce Investment Board (SBWIB)**

- **Seven current local employers have hired these graduates**

Expanding the concept

- **USC's training resources – Robotic Arm (Cobot) and PhD Students**

- **USC's grant funding from Disability Social Services**

UAA - Robotics

Concept gains national momentum

- **15 community colleges across the country have replicated our UAA CNC program**

- **By 2025, 10 more colleges will have adopted our program**

- **Expanding to other diagnosis, other than autism – PTSD, OCD, etc.**

- **Expanding training to other vocations – cybersecurity, web development, data entry, etc.**

Table Activity:

Think about something you imagined and pursued that changed **you** because of your positive attitude.

Share it.
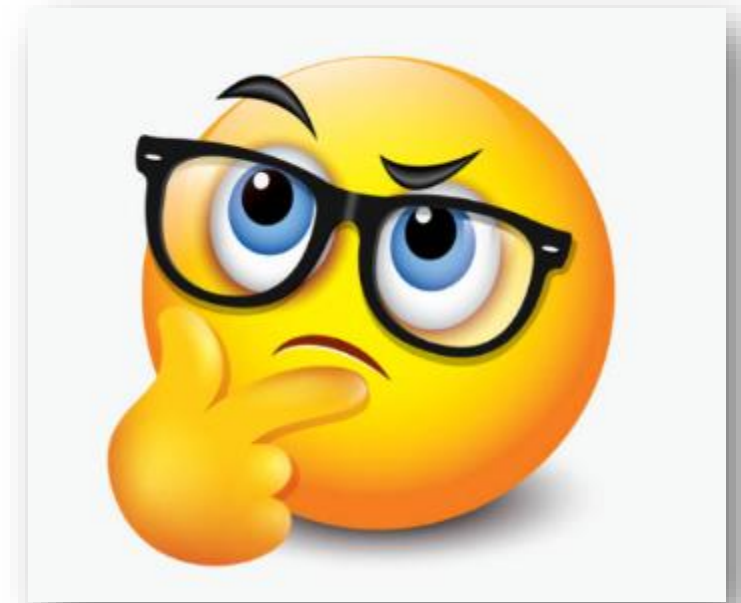
"Optimism and hope are not the same. Optimism is the belief that the world is changing for the better; hope is the belief that, together we can make the world better."

~Jonathan Sacks

We need both optimism and hope!

Positive Thinking Focuses on...the Positive!

Positive thinking is a mental and emotional attitude that focuses on optimistic and positive thoughts and expects positive results.

- It is a mindset that looks on the bright side of life and anticipates happiness, health, and success.
- It is an optimistic state of mind.
- People who think positively are confident and believe they can overcome any obstacle or difficulty they might face.

Overthinking is the biggest cause of our unhappiness. Keep yourself occupied. Keep your mind off things that don't help you. **Think positively.**

To take advantage of the power of positivity, you need to practice it. You need to replace negative thoughts with positive thoughts. This requires continued awareness of your thoughts.

VIDEO – Be Your Own Hero

https://youtu.be/lQQiwf9z5gQ?si=VngkfgLtDyi5oyul
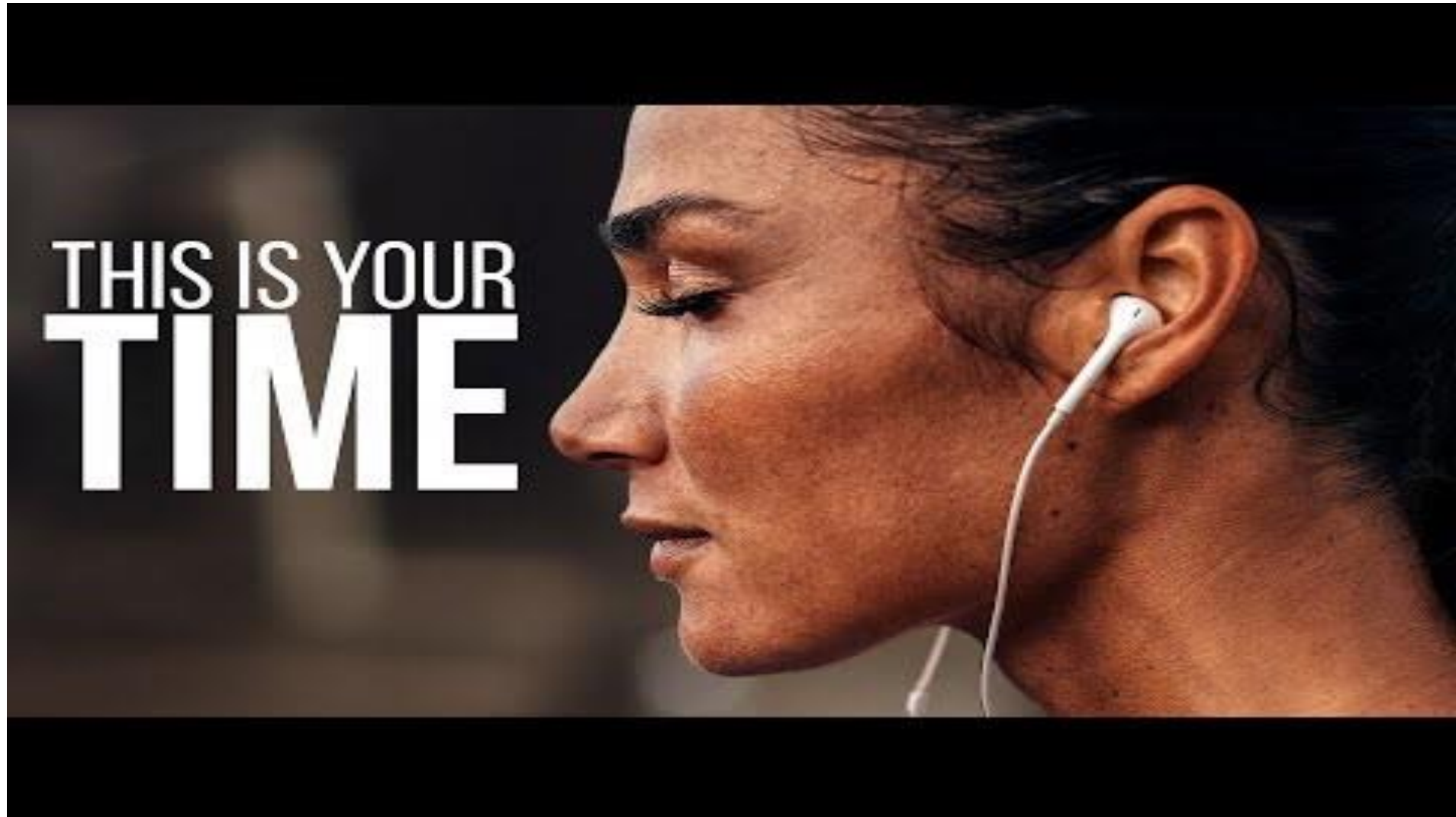
How to Rewire Our Brains for Positivity

Because of our brain's "negativity bias", we are hardwired to notice threats in our lives and to focus on the negative more than the positive. Negative experiences tend to stick with us more intensely.

- The good news is that we can learn to rewire our brains for positivity. To do so, we must train our mind to seek out and relish positive micro-moments of joy, tranquility, and happiness in our lives.

- As positive experiences occur in our lives or when we notice good things around us, take a moment and "take in" this source of joy and happiness.

Joy does not simply happen to us. We have to choose joy and keep choosing it every day.
Henri J.M. Nouwen
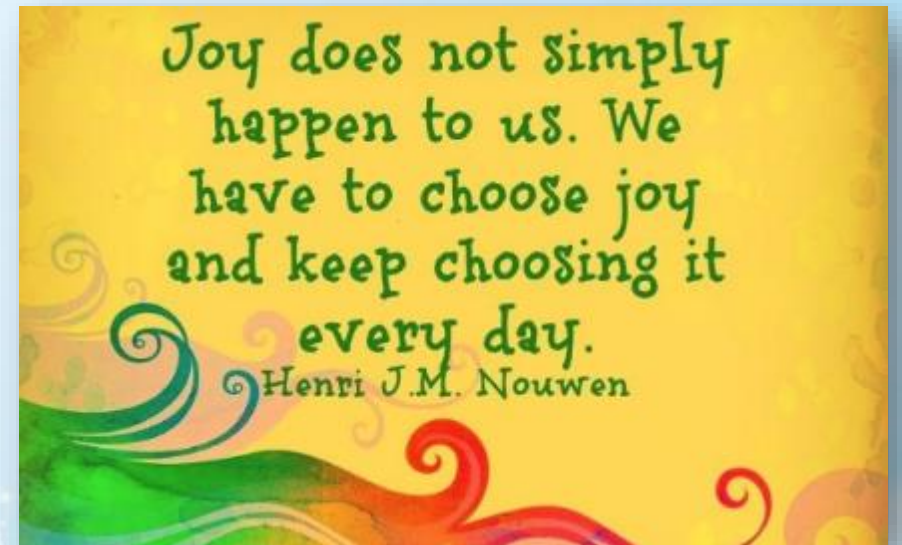
Take in the Good – Savor the Moment!

Recent research in neuroscience suggests that allowing even 30 seconds of savoring pleasant experiences can strengthen neural firing and further encode these things in our memories.

- Notice something good in your day-to-day life: a pleasant experience; a positive interaction; a moment of kindness; a beautiful sunset; or a delicious meal. Take a moment to fully notice this good thing.
- Allow this positive experience to register. Notice what emotions come up for you.
- Later, revisit and relive this positive experience. Envision it and savor it. Write about it or share it with someone else.

A COFFEE A DAY
KEEPS THE GRUMPY AWAY

When we learn to take in the good more regularly, we can begin to maximize the positive experiences in our lives and create a foundation for happiness.

How to Develop Positive Thinking

Here are some tips for developing positive thinking:

- Avoid the company of people who express negative thoughts and feelings.
- Choose the company of happy, optimistic people who have the passion to succeed in their chosen field.
- Use your imagination to visualize only favorable and beneficial situations.
- Avoid imagining problems and failure.
- Always find reasons to smile and bring cheerfulness into your life.
- Expect only favorable results and situations, and circumstances will change accordingly.
- Believe **you** can!

VIDEO – Positive Attitude is Everything

https://youtu.be/pTgOLLmTQI0?si=4cRxN0tvZvaVIBfi

A Positive Attitude Propels You Forward

A positive attitude helps to propel you towards success as it:

- Enhances creativity
- Pushes you to overcome unfavorable circumstances
- Helps you cope better under stress and make better decisions
- Increases your energy level
- Allows you to be more productive, accomplish tasks faster and in a better manner
- Determines your confidence
- Inspires you to solve problems
- Builds teamwork
- Encourages others to help you succeed

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A Positive Attitude Motivates You to Act

Actions follow thoughts. Your attitude about your ability to succeed becomes what you actively live out.

How does it work?

- When you discover what motivates you to take action (your incentive), you develop intention, and you instantly shift your attitude into a positive one.

- When you motivate yourself toward a goal, your attitude becomes infused with enthusiasm and passion.

- You walk faster, smile more, and carry a posture of self-assuredness – all of which draw success your way.

- Your positive attitude propels you in the direction of success!

VIDEO – The Power of Positivity

https://youtu.be/kO1kgl0p-Hw?si=DTcnBbZ5KdtaTkf7

Mindset is a Conscious Choice

We have the ability to choose and shape our own mental attitudes and perspectives.

- We can change negative or limiting thought patterns when we replace them with more positive and empowering thoughts through intentional effort.

- **Mindset is a conscious choice – one we make every minute of every day.** Will we choose to make a deliberate effort to focus on positive aspects, solutions, and growth-oriented thoughts?

Every day – what we tell ourselves is what we become…we create our destinies.

MINDSET
IS EVERYTHING
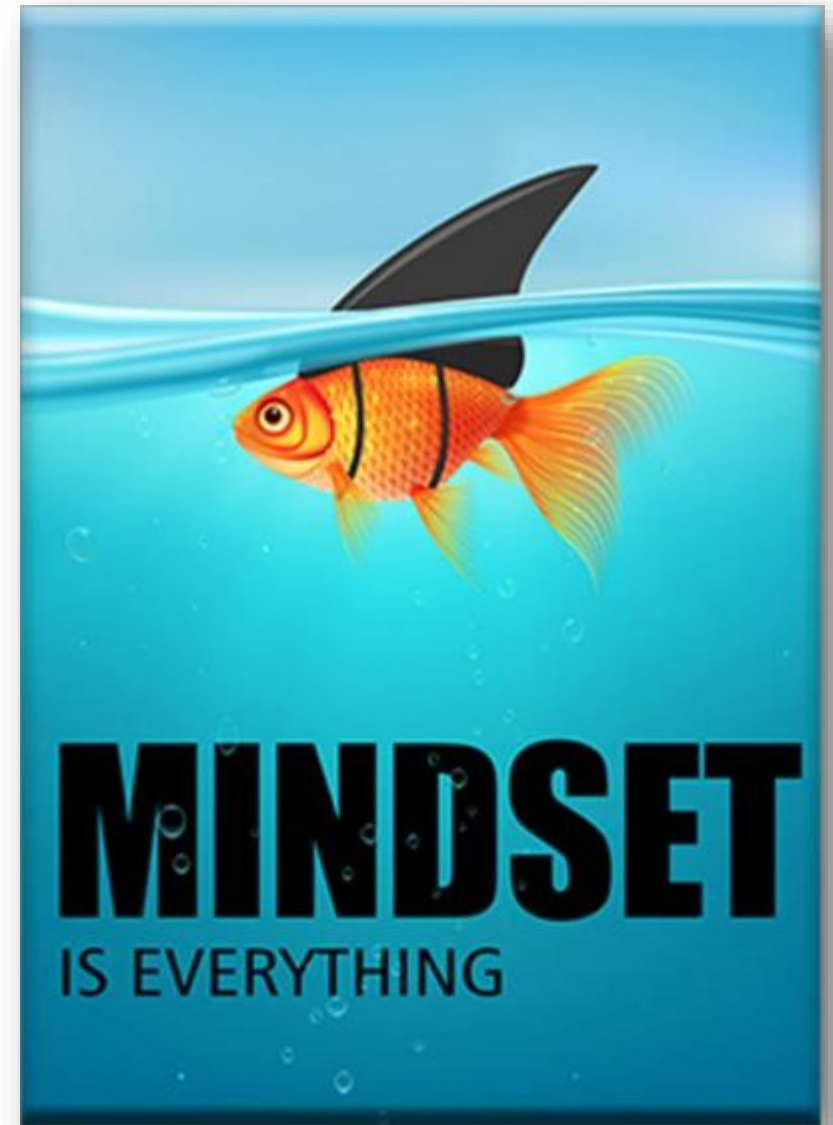
Positive Attitude and Growth Mindset are a Powerful Couple!

Positive Attitude

- Sees challenges as opportunities

- Maintains optimistic outlook

- Focuses on positive outcomes

+

Growth Mindset

- Perseveres

- Views failures as stepping stones

- Believes effort & dedication lead to improvement

=

Success

- Overcomes obstacles

- Increased Resilience

- Motivation & Goal Achievement

- Adaptability & Innovation

Cultivating a positive attitude and adopting a growth mindset can create a powerful synergy that enhances overall well-being and significantly contributes to success!

Embrace Success with a Growth Mindset!

Mindset leads to success!

Studies show that positive attitude and growth-mindset are the best indicators of success.

- People with a fixed mindset believe that they cannot change.
- People with a **growth mindset** thrive on challenges.

A growth mindset helps you interpret change and challenge in a positive way; and helps you to stretch yourself and expand your abilities.

What Kind of Mindset Do You Have?

Growth Mindset

I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

Fixed Mindset

I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfaringpath Icon from thenounproject.com

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Table Activity

Consider the previous slides and jot down how what you have told yourself has helped you to create your destiny to date – where you are now.

Spotlight on Imagination
Ryan Theule
Canyon Country Campus – Integration of Services

The Canyon Country Campus

Spring 2024 FLEX: Chancellor's Workshop: 2/1/24

Integration of Services—Imagining and Doing

CCC Examples

How people, projects, and plans combine to serve our students

Takeda Science Center & CCC Instruction

- Purposeful Instructional Offerings
- Thoughtful Facilities Resources
- Useful Academic Pathways
- High-Quality Learning

Student Services & Learning Resources Center at CCC

- Supportive Services
- Timely Resources
- Valuable Insights
- Friendly Staff

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Other Services, Events, & Supports at CCC

- Wrap-Around Services & Student Resources

- Exciting Quad-1 Engagement Services and Activities

- Vibrant Student-Centered Events

- Focused, Directed, Connected, Valued, Nurtured, Engaged Students

- Caring Staff

Integration of Plans and Efforts to Make a Difference at CCC

- A Comprehensive Campus
- Scaling Efforts for the Future
- Serving Student and Community Need
- Fulfilling and Continuing District Vision
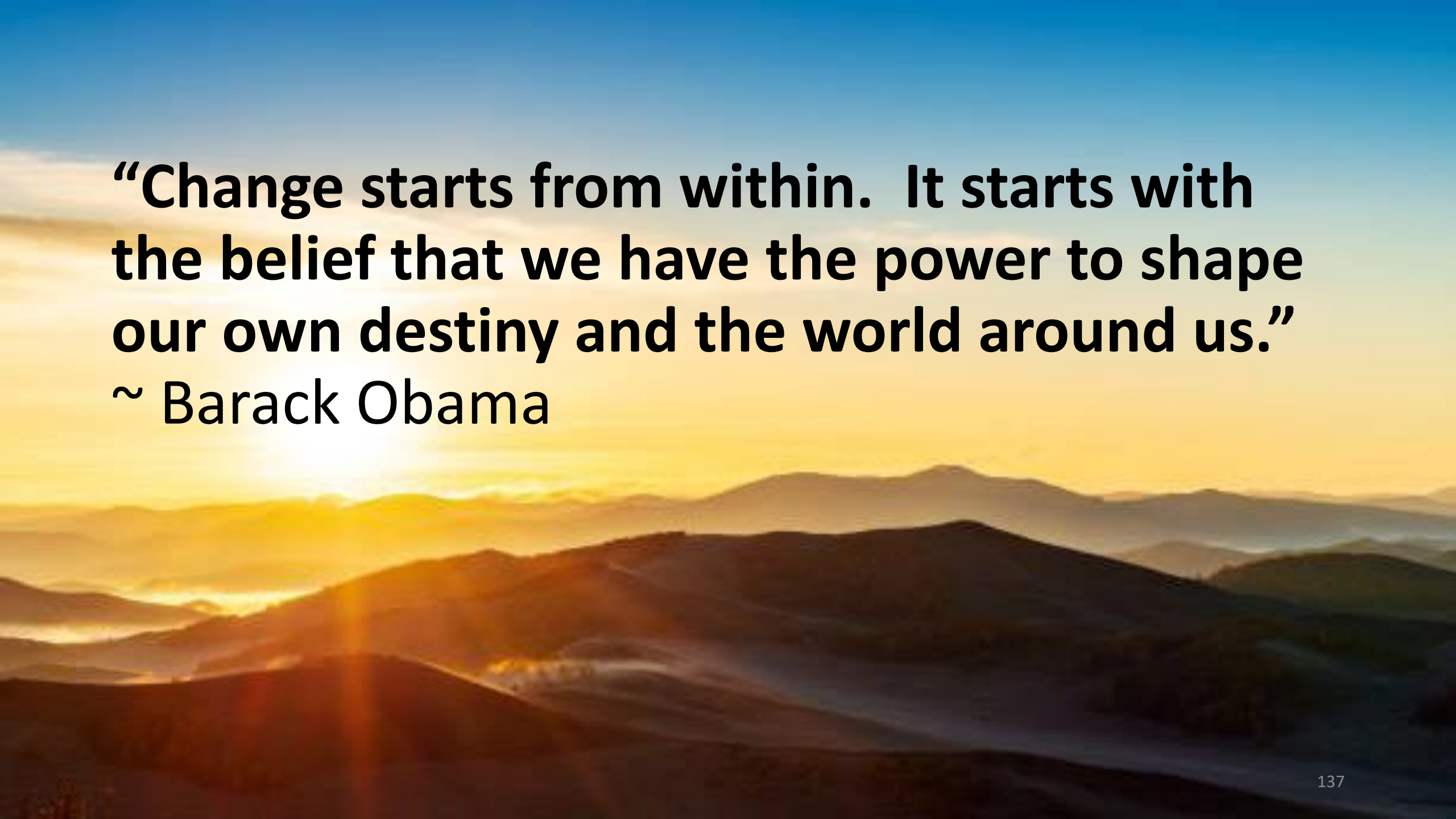
Daring to Imagine & Do

Vision—> Planning —> Participation —> Outcomes —> *Excelling the Vision*

Thank you ALL for imaging and daring to develop, change, and serve our students well. Together, we can continue to combine efforts and make a difference for the future.

"Change starts from within. It starts with the belief that we have the power to shape our own destiny and the world around us."
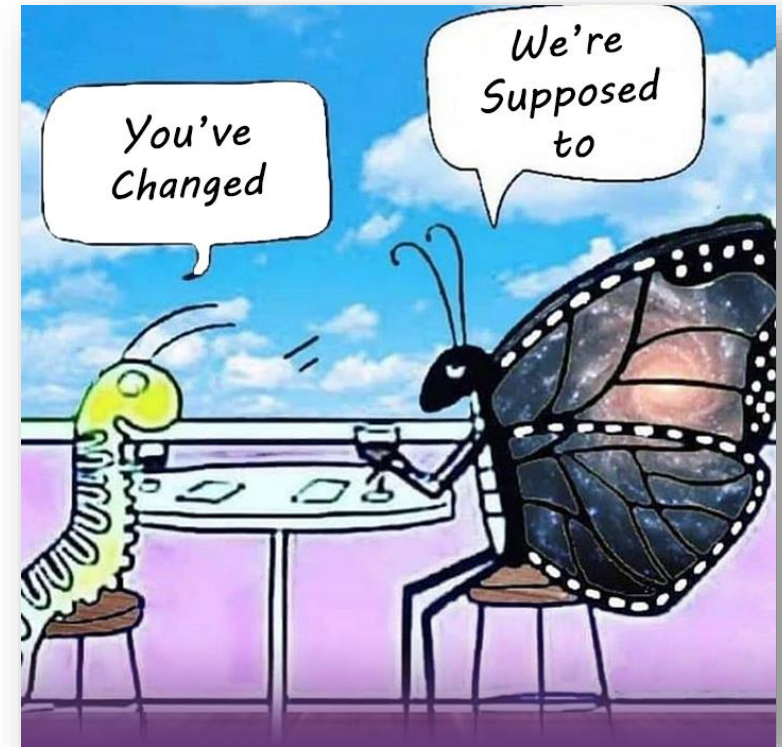~ Barack Obama

Overcoming the Fear of Change

Fear of Change is an Obstacle to Growth

Overcoming the fear of change is a crucial aspect of shaping change and designing the future.

Fear of change can be a significant barrier that hinders growth, innovation, and the ability to navigate uncertainty.

Let's look at some of the negative impacts of the fear of change...

Fear of Change Can Limit Our Adaptability

The ability to navigate change and adapt to new circumstances is integral to shaping a future that aligns with current realities and emerging trends.

- Fear of change can make us resistant to adapting to evolving situations, limiting our ability to respond effectively to shifting environments.

- Overcoming fear of change allows us to:
  - ✓ Foster a mindset that embraces adaptability.
  - ✓ View change as an opportunity for growth.
  - ✓ Develop strategies to navigate transitions effectively.

Fear of Change Can Stifle Innovation

Fear of change often leads to resistance to new ideas and innovations.

- Some of us may prefer the status quo because it feels safe and familiar. This resistance stifles creativity and hampers the adoption of new technologies or approaches that could lead to progress.

- Overcoming fear of change allows us to:
  - ✓ Embrace new ideas.
  - ✓ Take risks.
  - ✓ Experiment with creative solutions.
  - ✓ Embark on new ventures.
  - ✓ Push the boundaries of what is possible.

Fear of Change Can Impede Progress

Ambitious goals are key to driving positive change.

- Fear of change can limit our willingness to set ambitious and challenging goals as we tend to stay within our familiar routines and comfort zones which can lead to stagnation.

- Overcoming fear of change allows us to:
  - ✓ Dream big, set audacious objectives, and work towards achieving significant milestones.
  - ✓ Step outside of our comfort zones and embrace new ways of thinking and doing.

Overcoming the Fear of Change Turns Impossible into Possible

Fear of change can cause us to:

- Overlook opportunities for growth and improvement.

- Avoid confronting issues head-on and seeking solutions.

- Cloud judgment and hesitate to make necessary decisions.

Acknowledging and addressing the fear of change is a critical step in creating an environment that promotes progress in the face of evolving circumstances.

How to Overcome the Fear of Change

Overcoming the fear of change is a process that involves mindset shifts and proactive steps.

Let's look at some strategies to overcome the fear of change…

What would you do if you knew you could not fail?

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Feel the Fear...and Do It Anyway

Often we think, "I'll do it when I am not so afraid."

- But in reality, it works the other way around.

- The "doing it" comes before the fear goes away.

The only way to get rid of the fear of doing something is to go out and do it!

By Frits Ahlefeldt

Acknowledge Fear and Shift the Focus

Recognizing and accepting the fear of change is the first step toward addressing it.

Reflect on specific aspects of change that trigger fear. What are the root causes?

Now, flip the script and focus on the positive aspects.

- Identify potential benefits and positive outcomes associated with the change.
- Shifting focus to the positive aspects can help counteract negative thoughts.

Create a Plan and Focus on What You Can Control

Develop a plan for navigating the change. Having a clear strategy can provide a sense of direction, reducing anxiety.

- Share your feelings with others to gain different perspectives.
- Identify aspects of the change that you have control over and concentrate on those.
- When you are able to focus on want you can influence, you will feel empowered.

Reframe Your Thoughts

Challenge and reframe negative thoughts related to the change. Consider more positive perspectives.

- Reflect on previous experiences of change and how you successfully navigated them.

- Remind yourself that you are flexible, adaptable, and resilient.

- Gain knowledge about the changes you are facing. Understanding the reasons behind the change can reduce uncertainty.

Be Aware - Fear of Change Affects Self Confidence

The fear of change can significantly impact self-confidence.

Here a some ways in which fear of change influences confidence:

- Leads to reluctance to take on new challenges which results in missed opportunities to learn and achieve.

- Contributes to a negative mindset and negative self-talk which undermines one's ability to succeed.

- Limits one's ability to adapt to new circumstances and unexpected situations.

Developing a positive attitude toward change can contribute significantly to building self-confidence!

Positive Thinking Creates Self Confidence – Be Positive Be Confident

Self-Confidence is Crucial When Dealing with Change

Self-confidence is a valuable asset when dealing with change.

Confidence:

- Allows people to adapt more effectively to new situations and challenges.
- Contributes to resiliency – the ability to bounce back from setbacks.
- Enhances communication skills which are vital to keeping others informed and managing change.
- Is linked to setting and achieving goals and working towards positive outcomes.
- Provides people with the mindset and skills needed to navigate uncertainties, embrace challenges, and emerge stronger.

The Importance of Confidence

Confidence is about how you carry yourself every day.

- When you're confident, you feel solid, steady, and sure – no matter what ground it is that you're standing on.

- Benefits of confidence include:
  - ✓ Healthier lifestyle choices
  - ✓ Success in your profession
  - ✓ Positive social interactions
  - ✓ Resilience
  - ✓ Happiness
  - ✓ Better decision making
  - ✓ Less fear and anxiety

- Confidence helps you live your best life as it is the foundation for so many outcomes from health, to your profession, to your relationships.

How to Be Confident in Yourself

If you're looking to increase your confidence, start by asking yourself which of the following traits you already have and which ones you can work on.

Here are the seven characteristics of confident people. They:

- Take risks and are less afraid to step out of their comfort zone and try new things.
- Are optimistic, positive and expect good things to happen. They view setbacks as a chance to learn and get better.
- Accept compliments and say "thank you" instead of shrugging them off.
- Find it easier to make decisions and stick to them. They trust their instincts and don't worry about what others may think.
- Set boundaries and know when to say yes. They respect their own limits and aren't afraid to communicate them.
- Are not pretenders. They are comfortable being who they are and don't feel the need to pretend to be someone they are not.
- Listen more than they speak. They are secure enough to know they don't always have to be the loudest voice in the room.

Table Activity

Practice giving and receiving compliments.

Each person at the table is to give someone else at the table a compliment.

Make sure everyone at your table gives a compliment and receives a compliment.

Signs that Confidence May Need a Boost

Recognizing low confidence is the first step to building it up. Look out for key signs that might suggest room for improving our students' confidence.

- Worrying about the opinions of others and what they might think about their work.

- Feeling anxious, especially about everyday things.

- Avoiding eye contact – not looking someone in the eye during a conversation.

- Shying away from challenges, backing down when things get tough or when faced with conflict.

- Overthinking, spending too much time mulling over decisions, or worrying about the future.

- Giving up.

13 Tips for Building Confidence in Your Students

Share these tips with your students to help them build confidence:

- Take care of yourself.

- Keep your promises.

- Move in ways that feel good even if it's a simple walk around the block.

- Celebrate small victories.

- Stay true to your values.

- Acknowledge your own achievements and don't wait for somebody else to do it.

- Speak positively to yourself.

- Try something new as it shows that you're capable of growth.

- Surround yourself with supportive people who believe in you.

- Dress in a way that feels good.

- Help others. When you help someone else, it makes them feel good and helps you feel good too.

- Practice saying "no". You don't have to agree with everything. Having boundaries is a sign of self respect.

- Practice gratitude and positive affirmations. Start your day with a positive statement about yourself or remind yourself of things for which you are grateful.

VIDEO – Overcoming Fear

Shaping Change

Shaping Change that Matters

Shaping change that matters involves a purposeful and forward-thinking mindset.

- It requires envisioning a future where positive change is embraced and championed.

- When we aim to shape change with a focus on cultivating positivity, we are able influence positive change and to create a brighter future.

THE BIG PICTURE

Change is All Around Us & The Pace is Not Slowing Down!

As the world shifts around us...

The only constant is change and the realization that we are part of a bigger system.

Change has a ripple effect...
So, what impacts us?
Everything!

# Shaping Change Involves Understanding the Big Picture

When you are part of a larger system, shaping change involves understanding the dynamics of that system.

- Gain a deep understanding of the structures, processes, values, and opportunities within the system.

- Identify opportunities to work within the existing processes and structures to implement change.

- Collaborate with existing initiatives that align with your objectives.

By strategically navigating the complexities of a larger system, you can contribute to positive change.

The Big Picture – A Ripple Effect
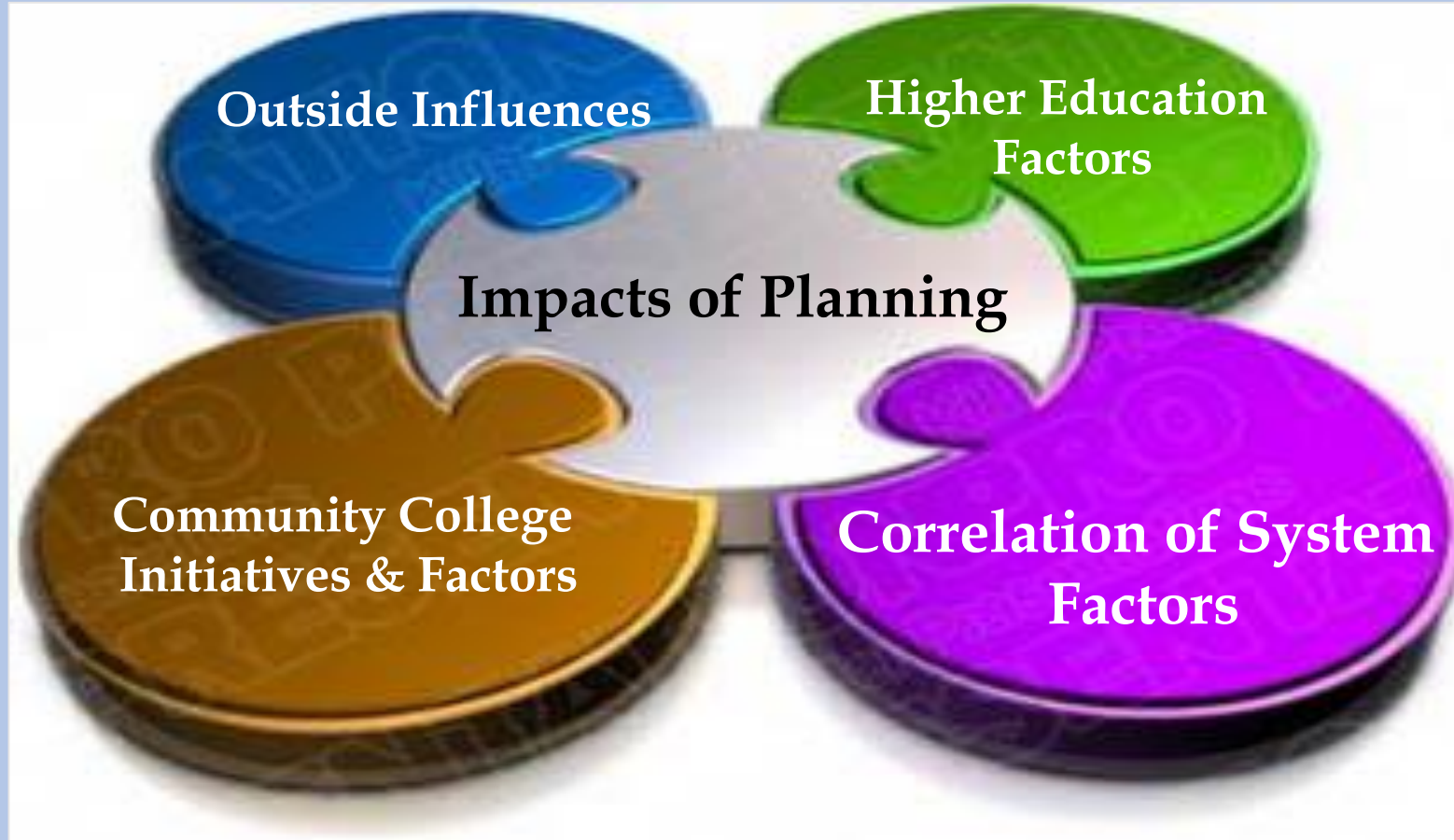
What occurs in society, politics, and the economy on a global basis, locally and regionally, impacts the opportunities, the partnerships, and the decisions that we pursue!

Opportunities for California Community Colleges in 2024

Dual Enrollment

Continuing Education - Noncredit

Credit for Prior Learning

Artificial Intelligence & Virtual Reality

Apprenticeships

Technology Integration

Workforce Development Initiatives

Diversity, Equity & Inclusion

Justice-Involved Students

CTE Programs

Partnerships & Collaborations

Expansion of Online Education

Student Support Services

Community Engagement & Outreach

Environmental Sustainability Programs

Policy Advocacy

Veteran Students

"When you can't change the direction of the wind, adjust your sails."
~H. Jackson Brown, Jr.

Imagining and Designing the Future

"Planning is bringing the future into the present so that you can do something about it now."
~Alan Lakein

Spotlight on Imagination
Patty Robinson
Carnegie Classification

Carnegie Foundation:
Community Engagement Classification

Patty Robinson, Ph.D.
Faculty Director, Civic and Community Engagement

February 1, 2024

What is the
Carnegie Elective Classification?

CARNEGIE CLASSIFICATION
OF INSTITUTIONS OF HIGHER EDUCATION

INSTITUTION SEARCH   UNIVERSAL CLASSIFICATIONS ▾   **ELECTIVE CLASSIFICATIONS** ▾   ABOUT ▾   NEWS ROOM ▾

THE ELECTIVE CLASSIFICATION FOR COMMUNITY ENGAGEMENT

How To Apply   FAQs   Resources   Advisory Committee   Training & Consultants   Researcher Access   International Elective Classifications

What is Community Engagement?

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The Community Engagement Classification…

--collects information about how institutions are aligning their institutional infrastructure to enable and facilitate community-engaged work across the institution, and how they are gathering information and assessing the quality and outcomes from this work.

--involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions.

--identifies relationships between those in the college/university and those outside the college/university that are grounded in the qualities of mutual respect, shared authority and co-creation of goals and outcomes.

--gathers information about how institutions are aligning their institutional infrastructure to enable and facilitate community-engaged work across the institution, and how they are gathering information and assessing the quality and outcomes from this work, themselves.

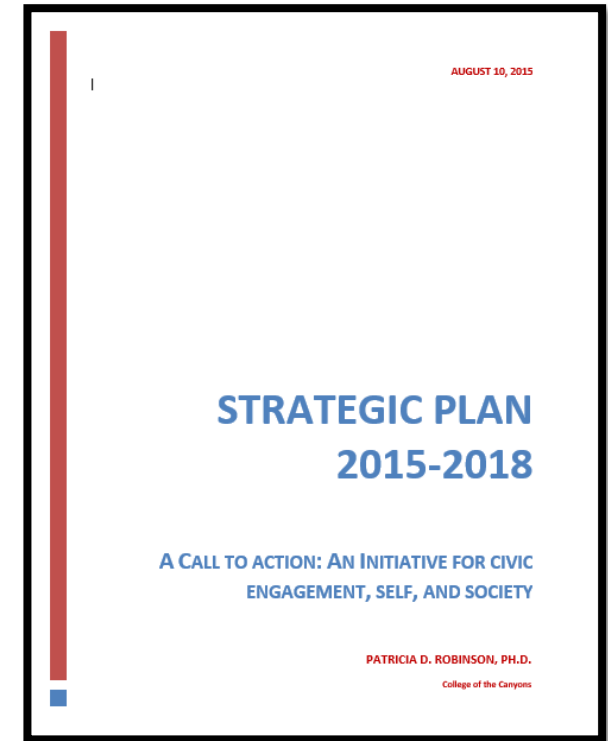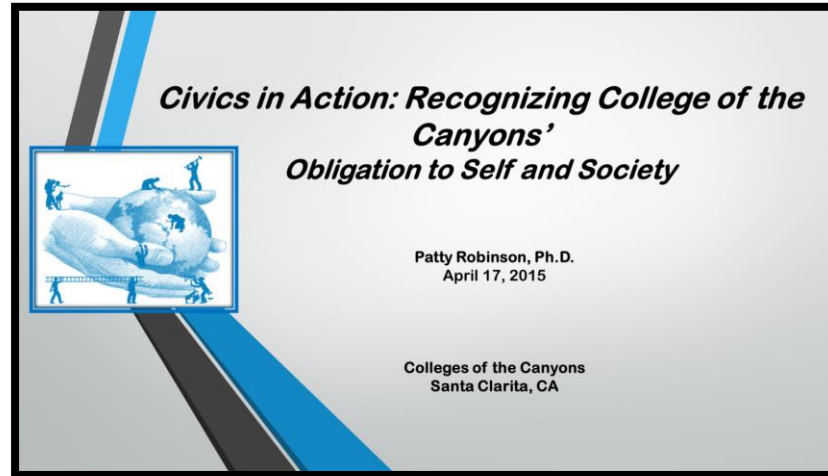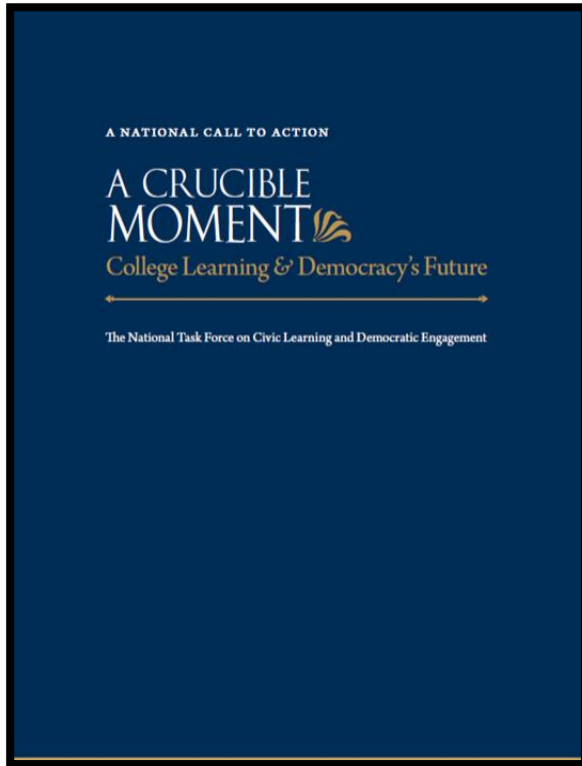Elective Classification for Community Engagement 2015, 2020, and 2024

368 Currently Classified Institutions

Many Thanks!

How it started…

A NATIONAL CALL TO ACTION

A CRUCIBLE MOMENT
College Learning & Democracy's Future

The National Task Force on Civic Learning and Democratic Engagement

Civics in Action: Recognizing College of the Canyons' Obligation to Self and Society

Patty Robinson, Ph.D.
April 17, 2015

Colleges of the Canyons
Santa Clarita, CA

AUGUST 10, 2015

STRATEGIC PLAN
2015-2018

A CALL TO ACTION: AN INITIATIVE FOR CIVIC ENGAGEMENT, SELF, AND SOCIETY

PATRICIA D. ROBINSON, PH.D.
College of the Canyons

BT to P

BT2P
BRINGING THEORY TO PRACTICE

Bringing Theory to Practice is a national initiative, launched in 2003, to advance the core purposes of college: holistic learning, preparation for meaningful work and democratic citizenship, contribution to community wellbeing, and the flourishing of the whole person. Offering all students such transformative education, we believe, requires transformative change in higher education.

California Community Colleges:
Presidents Gathering
Stanford University
October 19, 2022

John Saltmarsh
Consulting Scholar for
Community Engagement &
Fellow, Carnegie Foundation
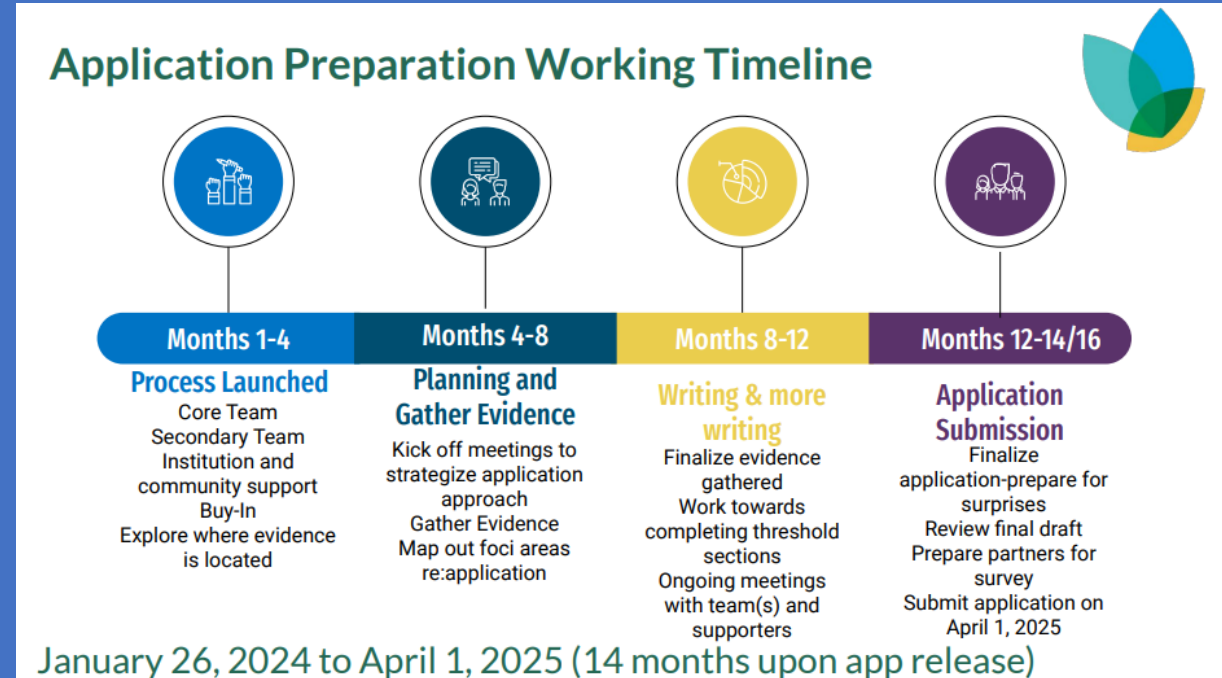
The Application Process...

--Community Engagement Classification (Received Notification January 8, 2024)
--Leadership for the Public Purpose Classification (Submitted December 9, 2023)

First Time Classification: The Carnegie Foundation for the Advancement of Teaching
Submitted by College of the Canyons on 10/31/2022. Last modified on 5/1/2023.

Application Deadline

May 1st, 2023 at 11:59 PM CST

Data Provided
Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's community engagement. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of your community engagement, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

Use of Data
The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition
Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and

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2024 First Time Classification: Carnegie Elective Classification for Leadership for Public Purpose
Submitted by College of the Canyons on 8/24/2023. Last modified on 12/9/2023.

Carnegie Foundation for the Advancement of Teaching Elective Classifications: The Carnegie Foundation for the Advancement of Teaching (hereafter Foundation) offers Post-Secondary institutions the opportunity to be recognized for exemplary institutional commitment and practice of particular expressions of public purpose. The Foundation does this as a means of elevating and celebrating the unique public purpose role that these institutions play in contributing to the health and vitality of a free and open democratic society. The Foundation, as part of the Post-Secondary Elective Classifications, recognizes campuses that exemplify an institutional commitment to Leadership for Public Purpose. Information about the Post-Secondary Elective Classifications can be found here: https://carnegieelectiveclassifications.org/. Only applications submitted through the online portal will be reviewed. Narrative responses are limited to 500 words each.

Appropriate Data
Typically, the data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2022-2023, data typically would reflect evidence from AY 2020-2021. Wherever data is requested, please note that COVID-19 has likely impacted data from 2021-2022, 2020-2021, and 2019-2020. Therefore, campuses may use data from the pre-COVID academic year – AY 2018-2019 - if you determine that it provides a better representation of your campus's leadership for public purpose. If you do so, please note the academic year that the data represents within the response. If some of your data from COVID years is determined to be an accurate representation of leadership for public purpose, while some is not, then use the best data you have for the question and indicate what AY the data refers to.

Use of Data
The information you provide will be used to determine if your institution's commitment to developing leadership for public purpose is deep and pervasive. The Foundation only publicly identifies classified institutions. All applications are confidential and you will have an opportunity to indicate if you would like your application to be available to qualified researchers along with other applications under the Foundation's strict research protocols.

Applicant's Contact Information
Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only)

Title

Faculty Director, Civic and Community Engagement

Institution

College of the Canyons

Mailing Address 1

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Tiered Peer Review Process

Tier 2 Reviewers

Tier 2 reviewers are individuals who have had extensive experience in reviewing applications in the past and review applications that Tier 1 reviewers determined needed further review. Tier 2 can make recommendations to classify, not classify, or need further review.

Tier 3 Reviewers

Tier 3 is made up of Carnegie Electives staff. Final review of applications from Tier 2 are made by Tier 3 reviewers.

Tier 1 Reviewers

Peer review teams made up of 3-5 reviewers who review 7-8 applications and make a recommendation to classify, not classify, or move on to further review. Reviewers need to come to consensus. Reviewer teams are supported by a graduate student fellow.

2024 Carnegie Community Engagement Classified Campuses

First-time (18)

Belmont University
Bellarmine University
College of the Canyons
City Colleges of Chicago - Wilbur Wright College
D'Youville University
High Point University
Oakland University
Saint Anselm College
University of California Riverside
University of Connecticut
University of Minnesota Crookston
University of Minnesota Duluth
University of Minnesota Rochester
University of Nebraska Lincoln
University of New Hampshire
University of Wisconsin Green Bay
University of Wyoming
Washington and Lee University

Re-classified (22)

Boise State University
California State University, San Bernardino
Central College
Duquesne University
East Carolina University
Loyola University Chicago
North Carolina Agricultural and Technical State University
North Carolina Central University
Pitzer College
Portland State University
Rutgers University Camden
Raritan Valley Community College
Saint Louis University
Saint Mary's College of California
Siena College
Tufts University
University of Denver
University of North Carolina Greensboro
University of North Carolina Pembroke
University of West Florida
University of Central Florida
Worcester State University

Benefits of Carnegie Community Engagement Classification

-- Adds to COC's institutional branding

--Demonstrates COC's completion of a community engagement self-study

--Provides COC national recognition among the nation's colleges and universities

--Enhances COC's grant and funding opportunities

--Distinguishes COC's civic and community engagement work from other colleges

--Places COC in a unique category of colleges and universities committed to the public good

Civic and Community Engagement is Embedded in COC's Strategic Plan (2023-2026)
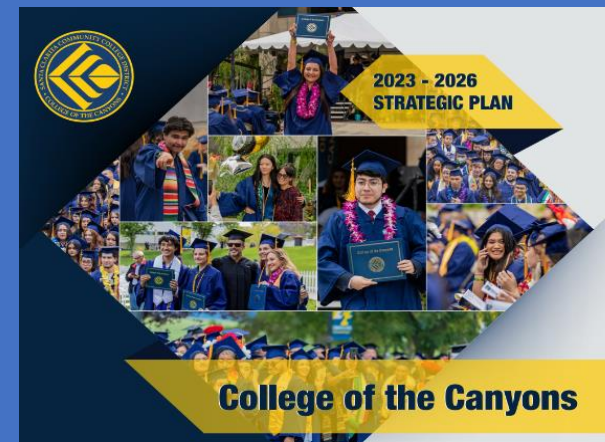
Civic and community engagement means working to make a difference in the well-being of our communities, whether through political or non-political processes, while encouraging members to develop the knowledge, skills, values, and motivation to make positive change. Civic and community work ranges from community organization, service, and advocacy to community-engaged learning based on real-world application focusing on inquiry, reflection, and action. It also means promoting the quality of life in a community, especially through mutually beneficial campus-community partnerships that promote collaboration and reciprocity to foster social responsibility for the public good through the sharing of co-knowledge, co-education, and co-production of solutions to address community issues.

(Note: This definition was informed by Thomas Ehrlich (2000) and the Carnegie Foundation)

RECLAIMING THE CIVIC MISSION OF HIGHER EDUCATION

Democracy's Colleges…

"The first and most essential charge upon higher education is that at all levels and in all its fields of specialization, it shall be the carrier of democratic values, ideals, and processes."

--President's Commission on Higher Education (1947)
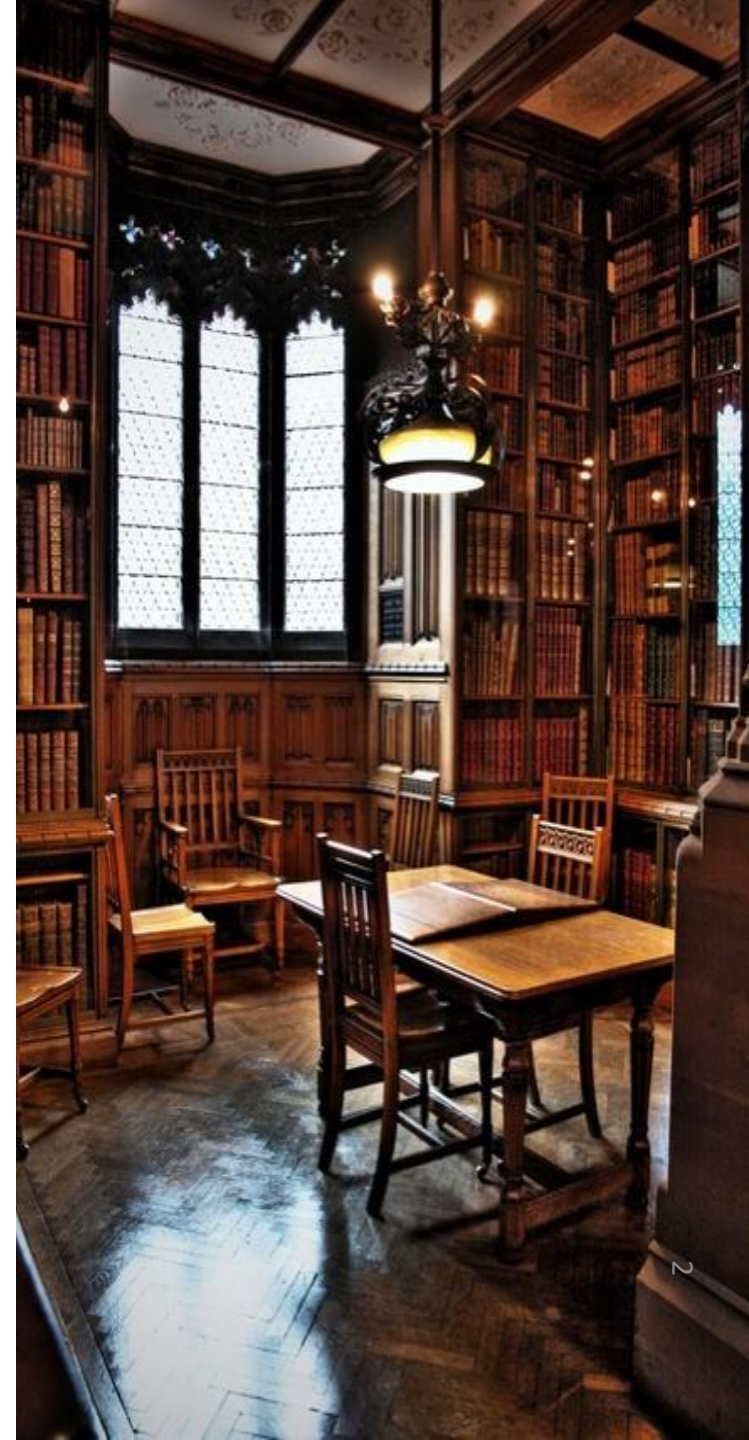
Examples From the Center for Civic and Community Engagement

CIVIC DIALOGUES

- Began Fall 2020 as Part of a BT2P Grant

  - Cerritos College, COC, LACC, CSUDH, CSULA, CSUN, and the California Community Colleges' Success Network (3CSN)

- Two-Hour Sessions—Recorded and Archived on 3CSN YouTube Channel

- Part One: Speaker Presentation

- Part Two: Topic Discussion

- Additional Two-Hour "Deep Dives"

Engage the Vote

THE PLACE COLLABORATORY

Higher Education, Community Engagement, and the Public Humanities

BCC RD
BT BH
SCV IE
NEW BAL

written by Kate Griffin
with an introduction by David Scobey

LEARNING FOR DEMOCRACY: DEVELOPING HABITS OF MIND AND PRACTICES FOR CIVIC LIFE

SCV College of the Canyons – How can we develop civic actors and projects?

The College of the Canyons project enabled students to develop identities as community members and civic actors and to build the skills to engage their communities around complex issues. As a commuter-based community college campus, COC and its students face many of the same challenges that are present in Santa Clarita more generally: housing precarity, mental health challenges, and the burden of navigating complex, siloed service programs. The PLACE students surfaced these problems as not just "out there," but also in the college and their experience as students.

Students responded by developing a wide range of interventions. They spearheaded multimedia campaigns to advocate for housing and mental health. They engaged in advocacy that triggered institutional changes within College of the Canyons. They identified barriers to accessing services through COC's Basic Needs Center, proposed improvements, and created a system of peer advocates to support COC students seeking services. With the help of local housing advocates, PLACE students helped to initiate a housing feasibility study for COC, which led to a state-funded initiative to construct student housing at COC. Some PLACE students went on to work in student and local government and at local non-profits. In short, the project helped them to grow their community knowledge, their confidence to play public roles, and their civic skills as leaders and advocates. With its multi-year structure, committed faculty coaches, and

emphasis on student agency, PLACE served as a model for robust leadership development and democracy education.

The COC project also offers some clues about how social problems are scoped and how civic interventions evolve in response to new learning and new conditions. Initially, the team proposed focusing on the problem of homelessness. As they began having conversations on and off campus and connecting to community organizations in the Santa Clarita Valley, the broader issue of housing insecurity came into focus. At the same time, it became clear that the California housing crisis extended onto the campus and was not just a problem "out there." Moreover the COC project team had from the start sensed a (dis)connection between these problems and Santa Clarita's moniker of "Awesome Town": whom was the community awesome for? This led the team ultimately to widen its lens still further, from housing insecurity to the broader issue of belonging, including not only housing but also mental health, connections amongst communit[...], access to resources for support [...] project's trajectory illustrates t[...] right sphere of action for a par[...] work on a social or political prob[...] gent process that involves listeni[...] building relationships with other [...] discerning how to contribute mos[...] project also underscores that th[...] framing can lower the boundarie[...] and "them," making clear that [...] "we" assume we are working to [...] turns out to be ours as well. Buil[...] becomes a means of building s[...] mility as well.

For the students, redefining that "power barrier" carried over into other contexts. COC students (the only community college students in PLACE) were amongst the most important voices in the Collaboratory's national convenings. They were courageous and smart in the questions, vision, and insights they brought into a community of practice that included senior and distinguished scholars and community leaders, consistently raising important issues and shaping the reflection and learning that we did together as a group.

While the UMBC and COC projects show how and why to reset hierarchical relationships in the classroom, the UCLA partnership points us in another direction: towards an appreciation of what can happen when we undo the disciplinary and degree silos that block learning, creativity, and community engagement.

Animated by the powerful artistic vision of Counterforce Lab director Rebeca Méndez, the UCLA project and leadership structure might seem traditional. But the artist's vision provided the catalyst for student research and group learning across the project in creative and unexpected ways: its multidisciplinary scope and intergenerational learning practices tell a different story about how community-engaged learning can meet students' authentic learning needs.

It is common for work with community partners to be built on top of pre-existing structures and fields of expertise – a faculty member creates a course around content in their specialization and then tailors the nature, timeframe, and pacing of community engagement to the constraints of the semester and the predetermined content and goals of the course. UCLA's project, by contrast, truly centered the artist's exploration – her evolving vision for a public work to be created – and bent and integrated the structures and resources of the university to the work.

UCLA's biophilia treehouse project embodied academic collaboration across various levels and domains within and across the university, activating different contributors to work on relevant pieces of the project. Graduate and undergraduate students engaged in the project through different

Members of the COC PLACE team, left to right: Helena Diaz (student), Alyssa Debarian (student), Deborah Kuhlken (community partner), Patty Robinson (faculty), and Jessica Edmond (faculty).

Jessica Edmond and Steven Bruckno of COC PLACE project.

Aris Royster (foreground) with COC faculty, making their PLACE project's podcast.

Through PLACE, students learned about themselves and the publics of which they are a part. They did develop technical skills and content knowledge, but just as importantly they experienced their communities in new ways, expanded their civic imaginations, and learned about themselves as leaders with agency, vision, creativity, and resourcefulness. They learned about the histories of the places they live, about how change happens in communities, about working through challenges in community-based work, about preserving the past and the stories of people in particular places, and about how those past lives shape the present. At once learning about their communities and working in them, students learned [...] and they [...] e import- [...] re-forma-

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PLACE Collaboratory Participants

BT2P · ELON UNIVERSITY · USC University of Southern California · GREENSBORO HISTORY MUSEUM · RUTGERS · Pando · Bennett College · PITZER COLLEGE · Inland Coalition for Immigrant Justice · North Carolina Agricultural and Technical State University · Beloved Community Center · INLAND EMPIRE IMMIGRANT YOUTH COLLECTIVE · GREENSBORO COLLEGE · COLLEGE OF THE CANYONS · LAS FOTOS PROJECT · A Ministry of the Sisters of Social Service · CASA · BRIDGE TO HOME · bayhawks · UNC GREENSBORO · Boyle Heights Museum · UCLA · UMBC · SISTERS OF SOCIAL SERVICE · COUNTERFORCE

COLLEGE OF THE CANYONS AND HOUSING INSECURITY

SCV In Northern Los Angeles County lies the Santa Clarita Valley (SCV) and at its center is Santa Clarita, a city locals sometimes refer to as "Awesome Town." Although the moniker suggests a flawless, idyllic setting, Santa Clarita experiences many of the same challenges that more urban areas face. Housing is a particularly acute problem, as it is throughout California. As project leaders started thinking about how to focus their new PLACE project, they landed on the interrelated issues of homelessness and the "Awesome Town" narrative of Santa Clarita. They aimed to make a difference for homeless individuals and families and tell a story about Santa Clarita that spoke to both the assets and challenges of the city.

The pandemic led to faculty taking a back seat, which ultimately had a generative and profound influence on how the project evolved and where
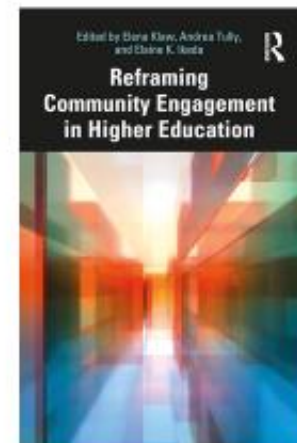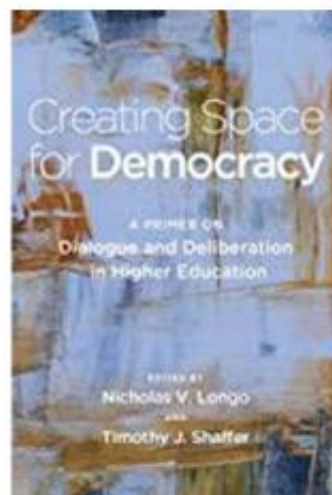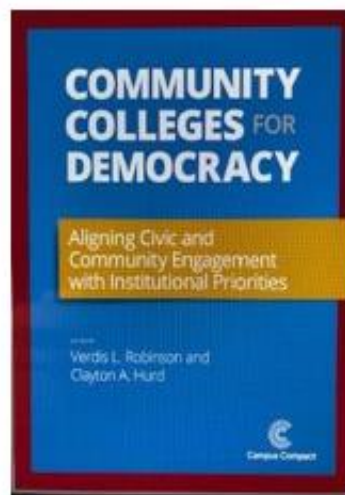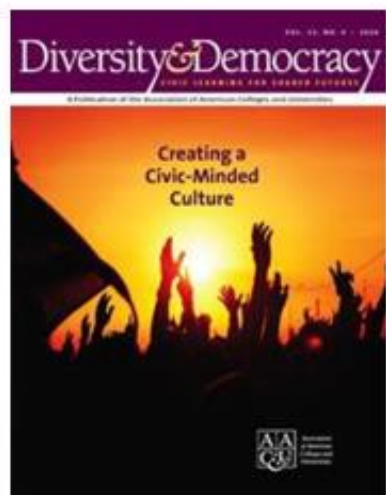
it focused its efforts. With students at the very core of initiating and implementing new strategies for the project, it became clear that the housing needs of the Santa Clarita Valley involved the more expansive problem of housing insecurity and affordability – including housing precarity for COC students themselves – and that there were a host of other "basic needs" issues adjacent to housing insecurity that the project would want to address. A multi-disciplinary, cross-sector team of passionate students emerged, offering diverse ways to grapple with these problems, including advocacy, policy work, and arts and cultural strategy. Faculty leaders Jessica Edmond and Patty Robinson provided coaching and mentoring for students, and the PLACE project developed robust working partnerships with the homeless shelter Bridge to Home, the city's homelessness and housing task force, and other community activists and initiatives.

COC PLACE team members wearing swag designed by their project.

Publications

Routledge Publishing
*Reclaiming the Mission of the Community College:
Civic, Community, and Political Equity Reimagined*

Kettering Foundation
*Keeping the Conversation Going During a Time of Disruption:
Challenges and Opportunities of a Pandemic*

Bringing Theory to Practice
*Partnerships for Listening and Action by Communities and Educators (PLACE
Project)*

Sabbatical Project
Reclaiming the Mission of California's Democracy's College

Bringing It

PLACE Spotlight: College of the Canyons

What's Next?

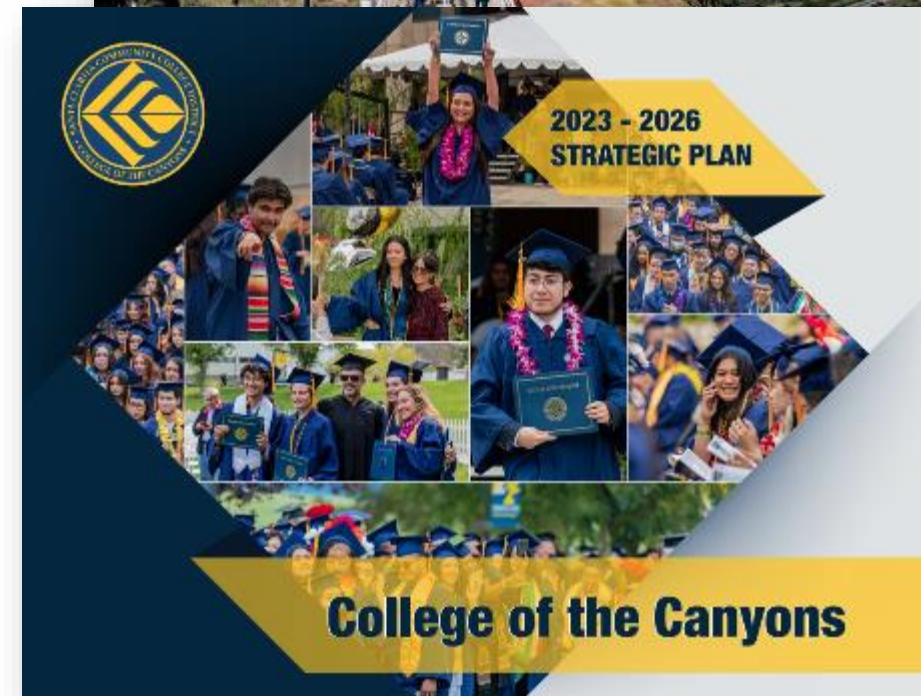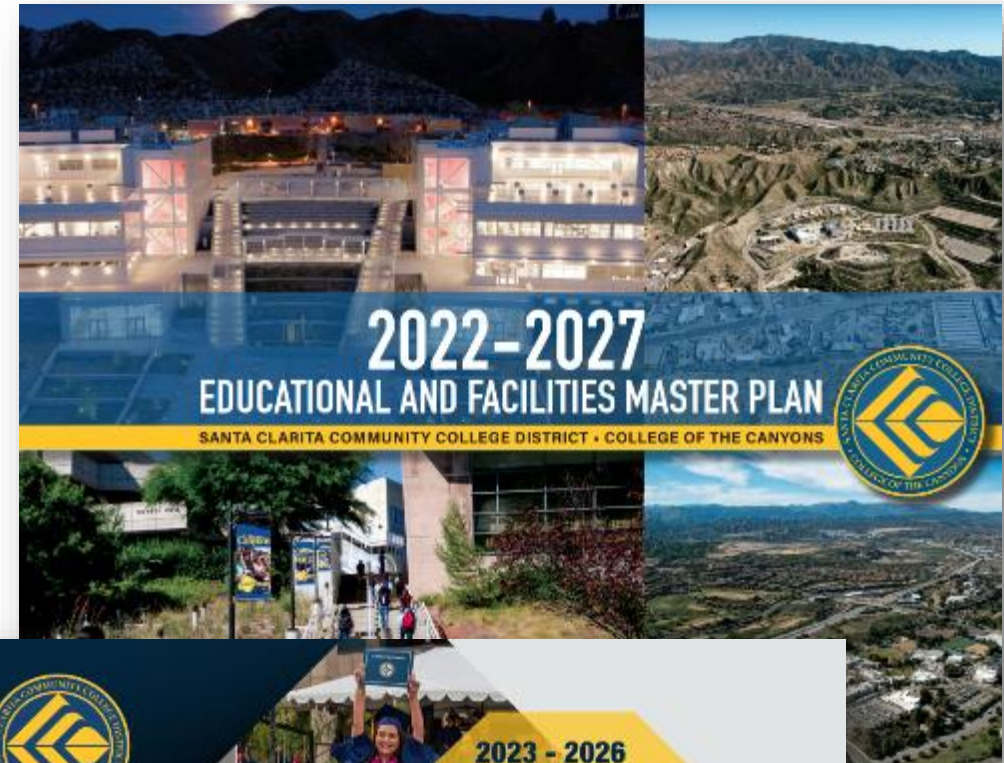# Designing the Future Begins with Planning – So Plan!

Planning plays a crucial role in designing the future by providing a structured and intentional framework for achieving goals and bringing about positive change.

- Design a clear and coherent vision for the future.

- Outline specific objectives, milestones, and desired outcomes, providing a roadmap for progress.

- Identify the resources required to achieve goals.

- Ensure that different resources and initiatives are aligned toward a common vision.

How do we plan as a college?

- The **Educational and Facilities Master Plan (EFMP)** provides a detailed six-year road map guiding efforts by faculty and staff to develop instructional programs, services, and facilities at COC that align with the educational and career needs of students and of the greater SCV community served by the college.

- The **Strategic Plan** articulates the mission and vision of the college along with the goals the college intends to achieve.

- These plans enable the informed decision-making by faculty and staff as they examine existing programs and identify possible new program initiatives.

2022-2027
EDUCATIONAL AND FACILITIES MASTER PLAN
SANTA CLARITA COMMUNITY COLLEGE DISTRICT • COLLEGE OF THE CANYONS

2023 - 2026
STRATEGIC PLAN

College of the Canyons

We Have Big Plans at COC!

In addition to the Strategic Plan and the Educational & Facilities Master Plan, here are some of our Operational Plans:

- Technology Master Plan
- Student Equity & Achievement Plan
- Guided Pathways Plan
- Local Goal Setting Plan
- Business Continuity Plan
- Public Information Plan
- Capital Outlay Plan

- Decision Making Guide
- Equal Employment Opportunity Plan
- Professional Development Plan
- Strategic Enrollment Management Plan
- Strong Workforce Plan
- Staffing Plans
- Diversity, Equity, and Inclusion Plan

Department planning flows to college-wide planning

How does a department plan relate to college-wide planning efforts? It must:

- Tie into the mission, strategic goals and action priorities of the College.

- Be used to "make the case" for staffing, budget and facilities requests.

- Provide support for PAC-B, Curriculum Committee, Staffing Committee and the Chancellor to support department requests.

- Enable a department to be held accountable for the results it achieves.

Start with you!

Table Activity

Complete the "What's next?" worksheet at your table.

In Closing...We Have Covered a Lot of Ground Today!

We reflected on the challenges of the past;

Discovered how we can envision a hopeful future by *Unsticking Our Minds, Thinking the Unthinkable,* and *Imagining the Unimaginable*;

Explored the advantages and practical steps involved in cultivating a positive mindset and overcoming the fear of change; and

Delved into actionable strategies for shaping change and designing our future.

I hope you are excited to embrace new perspectives, imagine new opportunities, and set a direction for your future.

Here's to a vibrant and successful spring semester!

"To be hopeful means to be uncertain about the future to be tender toward possibilities, to be dedicated to change all the way down to the bottom of your heart."
~ Rebecca Solnit