COLLEGE OF THE CANYONS
STRATEGIC PLAN
2019-2022

College of the Canyons

Mission

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Vision

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

Philosophy

We believe in the following values:

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

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

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

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

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

COLLEGE OF THE CANYONS

*"To accomplish great things,
we must not only act but also dream.
Not only plan but also believe."*

- Anatole France

The college's humble beginnings gave little indication of what it would grow into. What started on a high school campus in 1969 became, over five decades, one of the fastest-growing, most innovative community colleges in California.

The college enrolled just over 700 students when it offered classes for the first time in the fall of 1969. Students could only attend in the afternoon and evening after the regular school day at Hart High School.

Today, 50 years later, College of the Canyons serves more than 32,000 students annually at campuses in Valencia and Canyon Country, as well as online. It offers more than 180 associate degrees and certificates, with 40 bachelor's, master's and doctoral degrees available in the University Center from five partner institutions. Our Performing Arts Center draws world class entertainers while also welcoming college and community performers. With more than 1,600 full and part-time employees and a $126 million annual budget, we are not only one of the largest employers in the Santa Clarita Valley, but a significant driver of economic activity for our community.

What a difference five decades makes!

While growth is inevitable among organizations that serve a dynamic community like Santa Clarita, what we have accomplished was not a foregone conclusion. Our achievements are a testament to our commitment to visionary planning, strategic growth, and careful evaluation.
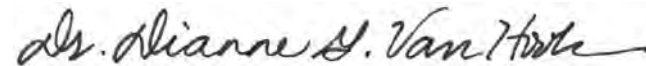
This plan demonstrates our belief in the power of planning. Why do we plan? Because we have five decades of reminders that planning gets results. Indeed, as this college has successfully adapted from serving 700 students to 32,000, it has added academic programs, support services, and facilities

needed to accommodate the increasing demand and rapid technological changes. We have done that by constantly evaluating where we are, deciding where we want to be, and designing and plotting a course to get there. That, in a nutshell, is planning, and it has served us well in our constant efforts to ensure we anticipate, and then meet, the needs of the dynamic community we serve.

This plan represents our latest initiative to do so, but rest assured, it will not be our last. Over the last 50 years, College of the Canyons has remained at the forefront of change. We have both built and earned a reputation for innovation, and we look forward to continuing to be challenged and supported by our community to be flexible and future-focused. We remain ready and eager to make the most of the opportunities the future brings, and with a shared commitment by our employees to constantly improve, we will dream, risk, design, create, and persist in ways that not only benefit our students, but also make our community proud to call College of the Canyons **their community college.**

In closing, I want to thank those leaders on our campus, across the spectrum of job titles and functions, who contributed to the development of this plan. Your thorough research, careful analysis, and thoughtful deliberations have yielded a plan that points the way toward future success. While it is ambitious, it is ultimately achievable because of our collective focus to do what's best for our students and the community we serve.

I look forward with great anticipation to what the future holds for College of the Canyons, as our past accomplishments make clear that we are capable of achieving truly remarkable results when we do it as a team.

Dr. Dianne G. Van Hook
Chancellor

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This 2019-2022 Strategic Plan draws upon a long tradition of planning at College of the Canyons and makes important changes from previous plans. In these times of limited financial resources at the state level, a plethora of statewide initiatives, and a new Student Centered Funding Formula (SCFF), it is more important than ever to pursue focused goals with well-planned activities that support our students and enhance our College. Through a series of retreats, College Planning Team meetings, and campus workgroup meetings, this strategic plan was developed by representatives from all campus groups. The result is an innovative new framework for planning. Utilizing prior strategic plan goals as institutional foundations, the current strategic plan focuses intentionally on the three critical areas of Access, Engagement, & Success. These goals, aligned with the California Community Colleges Chancellor's Office (CCCCO) *Vision for Success* targets and closely connected to the goals of the college's other planning documents, are designed to focus planning efforts and activities and help COC to remain at the forefront of innovation and change with integrated planning efforts that evolve and prioritize the needs of our students.

WHY PLAN?

In short, planning gets results! Planning enables the college to look into the future to anticipate intricate changes and emerging community and workforce needs while ensuring we are ready and equipped to continue to develop in the future. At College of the Canyons, we understand that planning:

- Helps advance the college by maximizing student access to outstanding instruction and enabling students to achieve identified learning outcomes.
- Challenges us to effectively and efficiently use our limited and unpredictable resources to meet the college's mission.
- Enables us to analyze complex situations in a context that is meaningful and useful, as well as develop a clear plan to move ahead.
- Is a way to stretch people's thinking and explore our future in ways that would not occur if defined processes were not in place.
- Prepares us to identify – in advance – challenges that may become barriers and to explore solutions to minimize risks and maximize opportunities.

- Is a way to organize data and information into useful and understandable forms.
- Helps us to define and encourage relationships between departments and resources that exist – as well as those that should, but don't.

PLANNING

LEADS TO OUTCOMES
- Revenue
- Facilities
- Fiscal Stability
- Programs
- Staff
- Partnerships
- Enhanced support for the community

- Is a dynamic process that invites members of the college community, as well as internal and external stakeholders, to discuss and design mindful and relevant solutions, and make continual adjustments in response to ever-changing environments, expectations, and opportunities.

Perhaps the most effective case that can be made for planning at College of the Canyons is to see the difference that planning has made in the history of the college.

FROM (1988/89)	TO DATE
60 Full-time faculty (Fall 1988)	221 Full-time faculty (Fall 2019)
77 classified staff	321 classified staff (Fall 2019)
430 class sections per Fall semester	2,013 class sections (Fall 2018)
17 certificate programs	93 certificate training programs
27 degree programs	99 degree programs (April 2018)
199,347 square feet of space	881,855 square feet of space When complete, the CCC Science/Lecture Building will add 55,000 square feet of space.
$8 million general fund budget	$126 million general fund budget (2019/2020)
3,409 funded FTES	16,392 funded FTES (2018/2019)
4,823 students enrolled	20,914 students enrolled (Fall 2018)
Less than $100,000 per year in grant funds	$15.9 million received in grant funds for 2018/2019
$109,225 raised by the Foundation	$27,925,916 million raised by the Foundation since 1988/89
No master construction plan	Developed a $411 million building program by securing funds to build from various sources.
No money ($) in training funds to work with business and industry.	Created an Economic Development Division – In total, College of the Canyons has generated $37,441,884 million in capital for local businesses in the Santa Clarita Valley since 1993/1994, served 12,038 businesses, and trained 47,894 local employees.

THE CONTEXT FOR PLANNING

Our planning process is grounded in the college's statements of mission, values, and philosophy, which underscore our focus on student success, reinforce our commitment to innovation and excellence, and highlight our responsiveness to meeting the emerging needs of the community in which we are located.

Accordingly, College of the Canyons' planning efforts have consistently embraced the following essential characteristics:

- Assessing internal and external environments;
- Analyzing trends;
- Making projections about the future;
- Being achievement-oriented;
- Being participatory and tolerant of conflict and differences in opinion;
- Enabling the institution to respond quickly to changing conditions; and
- Measuring outcomes and using the resulting data to inform decisions.

As we engage in our integrative, systematic planning, we:

- Reflect on research and external information, such as outcomes information, self-studies, research reports, program planning & review data, enrollment patterns, and workforce trends;
- Consider the implications of state policies and funding opportunities;
- Assess changes in the community that impact the college's programs and services and opportunities for partnerships;
- Identify potential resource development opportunities;
- Evaluate our results; and

- Design and realign as necessitated by emerging information, trends, and opportunities that present themselves.

The college has developed several college-wide planning processes, which have produced numerous plans, including the Strategic Plans, Educational and Facilities Master Plans, Technology Master Plans, Equal Employment Opportunity (EEO) plans, Five-Year Construction Plans, Enrollment Management plans, and individual facilities plans. Operational planning is driven by the college's Strategic Plan, which is revised every three years. The Strategic Plan includes strategic goals, and is used by all college divisions, departments, and work units to develop strategic objectives that determine short-term directions and future plans of the district.

PARTICIPATION IN PLANNING

To be effective, planning requires the entire campus community to work together integrating efforts in service of our students.

Individual academic departments and administrative units play a central role in driving college-wide planning and budget development, program development, and other services. At the same time, departmental plans are influenced by college plans, reflecting institutional focus goals and priorities. Every department, both instructional and administrative, completes Program Planning and Review every three years with annual updates.

DEVELOPING THE 2019-22 STRATEGIC PLAN

California Community Colleges are experiencing disruptive structural shifts due to never-ending changes in statewide leadership and statewide initiatives like Guided Pathways, the Students Centered Funding Formula, as well as the aspirational goals of the *Vision for Success*. These external influences, plus new and unreliable funding methodologies tied to outcomes measures, create an urgency for College of the Canyons to shift the focus of our planning and double down on our commitment to student success.

In response, the new strategic plan focuses on three primary goals – Access, Engagement, and Success – built upon the foundation of the outcomes and direction provided by the 12 goals used in prior years. The three goals demonstrate a resolve to focus on student success and confirm that COC is at the forefront of change with integrated planning efforts that both evolve and anticipate the needs of our students.

STATE-LEVEL CONSIDERATIONS

VISION FOR CHANGE

In 2017, the California Community Colleges Board of Governors adopted a new *Vision for Success*, which set ambitious student outcome goals (below) for the system's 115 colleges to achieve over 5 years. The adoption of this plan signified a historic shift in the mission of the state's community colleges away from simply providing access to higher education, to taking action designed to help students achieve their educational goals.

System Vision for Success Goals

Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. This increase is needed to meet future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. Equally important to the number of students served will be the type of education they receive: programs, awards, and course sequences need to match the needs of regional economies and employers.

Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU. This is the increase needed to meet California's future workforce demand for bachelor's degrees, as projected by the Public Policy Institute of California. (In California, occupations requiring bachelor's degrees are growing even faster than jobs requiring associate degrees or less college.) Meeting this aggressive goal will require the full engagement and partnership of CSU and UC. While ambitious, the pace of improvement envisioned in this goal is not unprecedented: between 2012-13 and 2015-16 (a three-year period), California Community College to CSU transfers increased by 32 percent and between Fall 1999 and Fall 2005 (a six-year period), California Community College to UC transfers increased by 40 percent.

Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units – the average among the quintile of colleges showing the strongest performance on this measure. (Associate degrees typically require 60 units.) Reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students.

Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 76 percent – the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index. Improvements on this measure would indicate that colleges are providing career education programs that prepare students for available jobs and offering supports that help students find jobs.

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

Vision for Success

- Degrees
- Transfer
- Units
- Job Placement
- Equity Gaps
- Regional Gaps

To guide implementation of practices that lead to achievement of the goals, the *Vision for Success* includes core commitments:

Focus relentlessly on students' end goals.
Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set – should be the explicit focus of the California Community Colleges. More than just offering courses, colleges need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.

Always design and decide with the student in mind.
Colleges need to make it easy for all students, including working adults, to access the courses and services they need. Students should not bear the burden of misaligned policies between education systems.

Pair high expectations with high support.
Students should be encouraged to go "all in" on their education, with support to meet their personal and academic challenges. Assessment and placement practices must be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.

Foster the use of data, inquiry, and evidence.
Data analysis should be a regular practice used for improving services at all levels, not a compliance activity. Decisions should be based on evidence, not anecdotes or hunches.

Take ownership of goals and performance.
The California Community College system should be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control. Goals should be used to motivate and provide direction, not punish.

Enable action and thoughtful innovation.
Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Innovation should be thoughtful and aligned with goals; results should be tracked early and often.

Lead the work of partnering across systems.
Education leaders across the education systems and workforce development systems need to meet much more frequently, in more depth, and with more personnel dedicated to the task. By working together these systems can strengthen pathways for students and improve results.

STUDENT CENTERED FUNDING FORMULA

In support of achieving the *Vision for Success,* the state also adopted the Student Centered Funding Formula, shifting funding from an allocation model based solely on enrollment to one that rewards colleges for addressing under-served populations and increasing successful outcomes.

When implemented in the 2018-19 academic year, the funding formula allocated 70 percent of funding driven by full-time equivalent students (FTES), 20 percent driven by the number of low-income students, and 10 percent driven by student success outcomes. The components of each of these categories was a striking departure from previous funding based solely on FTES. This required changes to our planning. The under-served component focuses on the number of students receiving financial aid at the college. Finally, the outcomes component includes degree completion, certificate completion, transfer, completion of CTE units, and completion of transfer-level math and English in the first year. The SCFF legislation also included language that requires colleges to set goals aligned with the *Vision for Success* by May 2019 and develop a comprehensive plan by May 2020.

In addition to changing operational funding, the CCCCO also plans at this time to use the principles that inform the *Vision for Success* goals in making capital outlay funding decisions for facilities. The CCCCO has proposed changes to the capital outlay program to align with effort to improve student success. These improvements include simplifying capital outlay project categories and aligning the project scoring metrics with the student-centered goals that are identified in the *Vision for Success.*

LOCAL CONSIDERATIONS

COC has anticipated and responded to these Statewide changes with planning and preparation to keep the college moving forward. At the same time as the state was considering the SCFF, the College Planning Team (CPT) engaged in dialogue about planning, the focus of the planning, and our committee structure. These discussions took place at four meetings in spring 2018 and a retreat in January 2018. The dialogue resulted in a consensus that the college should make significant changes in the Strategic Goals, choosing fewer goals that are focused on meeting direct student needs. The dialogue also resulted in the formation of a Strategic Plan workgroup that met in the summer of 2018. The charge of the workgroup was to draw on the input from CPT and draft new strategic goals for the college.

While the Strategic Plan workgroup met, another workgroup developed changes to the College's Enrollment Management Plan, that responded to the *Vision for Success*, SCFF, and dialogue from CPT. The two groups intentionally had overlapping membership to promote communication and coherence of effort, yet allowing space for the groups to develop unique elements as they determined appropriate.

The Strategic Plan is shaped from the outside by the CCCCO *Vision for Success* and built on the foundation of COC's own Mission, Vision, and Philosophy statements. The Strategic Plan then shapes the creation of action priorities, updates to critical district plans such as the Educational & Facilities Master Plan, and helps to guide campus dialogue and action to achieve college goals.

The prior strategic plan listed goals in twelve categories, while the new strategic plan uses these as **institutional foundations** to three new primary areas of focus (Access, Engagement, & Success) that are aligned with the *Vision for Success* goals. The updated strategic plan goals are closely connected with Enrollment Management goals, tied to SEA Plan and Local Goal Setting efforts, and a prescient anticipation of what will likely constitute the future comprehensive plan criteria provided within the next semester from the CCCCO.

COC Guiding Principles

- Mission
- Vision
- Philosophy
- Institutional Commitments
- Strategic Goals

The twelve foundational institutional commitments form the scaffold of required necessary preconditions to be able to successfully address and achieve the new strategic goals of access, engagement, and success.

COC 2019-22 STRATEGIC GOALS

Access	Engagement	Success

COC FOUNDATIONAL INSTITUTIONAL COMMITMENTS

Financial Stability	Technology Advancement	Physical Resources	Innovation	Campus Climate	Leadership
Teaching and Learning	Student Support	Cultural Diversity	Human Resources	Institutional Advancement	Institutional Effectiveness

Teaching and Learning
Provide a positive environment and necessary resources to support excellent teaching, student learning, and the completion of students' goals including attaining degrees and certificates.

Student Support
Provide student support services to facilitate student success and maximize student opportunity.

Cultural Diversity
Promote diversity of the community, students, and staff.

Human Resources
Select and develop high-quality staff.

Institutional Advancement
Generate support, resources, networks and information to enhance the college's success.

Institutional Effectiveness
Use outcomes data on progress being made towards college goals – including student learning outcomes, administrative unit outcomes, and other accountability measures – on a regular basis to inform planning and decisions.

Financial Stability
Provide support, direction and oversight for all District financial Resources to ensure fiscal compliance, proper accounting and positive audits and develop financial resources to maintain and improve programs and services consistent with institutional commitments and in alignment with our enrollment management plans.

Technological Advancement
Utilize state-of-the-art technologies to enhance programs, services and operations.

Physical Resources
Provide facilities that are clean, efficient, safe, and aesthetically pleasing to support college programs and services.

Innovation
Dare to dream and make it happen.

Campus Climate
Enhance and support a sense of community and cooperation on campus.

Leadership
Work to increase educational, economic, and cultural opportunities for the community, including businesses, industry, arts groups, and community-based organizations in the region.

Data identification and analysis were critical to the effort of both work groups, which examined relevant external and internal trends that have important implications for planning. Key data included local population growth, interaction with our feeder high school district, labor market data, student demographics, and student outcomes, including:

- The population in Santa Clarita Valley is expected to experience modest growth, increasing from 304,762 in 2018 to 339,949 in 2023.
- All age groups are expected to increase in Santa Clarita Valley between 2018 and 2023; however, the groups expected to show the largest increases are those 25 years old and older.
- Approximately 41 percent of recent William S. Hart Union High School District graduates attend COC immediately after graduation and as much as 60 percent attend within 2 years of graduation.
- The William S. Hart Union High School District is expected in have modest growth, increasing from 45,403 in 2018 to 50,779 in 2024.
- The proportion of adults attending classes at COC (a.k.a. participation rate) is highest for Canyon Country and lowest for Castaic.
- There are 36,593 additional residences planned in Santa Clarita. To date, 4,769 have begun construction.
- Employment sectors expected to demonstrate a growth of more than 1,000 jobs in Santa Clarita between 2016 and through 2019 include: Construction, Healthcare and Education, and Professional Services. Leisure and Recreation is also expected to have strong growth during this period from 13,983 to 14,957.
- The college is expected to have modest growth in students from 20,489 in fall 2017 to 22,234 in fall 2025.

- The percent of students attending the college that are Latinx increased from 19 percent in 2000 to 48 percent in 2017.
- The number of students receiving College Promise Fee Waivers increased from 3,649 in 2007/08 to 11,140 in 2017/18.
- The number of students dual enrolled at the college and in high school increased from the low of 535 in 2012 to 1,118 in 2017.
- The most common educational goals of our students are to get an associate degree and transfer (8,197), advance career/job skills (3,337), undecided (2,236), and transfer without a degree (1,696).
- The college dramatically increased the number of degrees awarded from 1,164 in 2012/13 to 2,830 in 2018/19.
- The largest increase in degrees were for Latinx students and students under 19 years old.

More detailed information is available in Appendix A, page 20.

2019-22 STRATEGIC PLAN GOALS AND OBJECTIVES

We are so committed to our students and to a healthy environment, that every decision we make will be through the lens of student success and fostering well-being for all who come to College of the Canyons.

The 2019-22 Strategic Goals support S.M.A.R.T. objectives that are specific, measurable, attainable, relevant, and timely, and carefully designed to put the student experience first. To do this, the college will prioritize its activities under three overarching principled goals identified locally by COC:

- Access
- Engagement
- Success

PHILOSOPHY/RATIONALE OF THE STRATEGIC PLAN

This plan is a significant shift from how the college has planned for decades, and so it may be met by some with anxiety or concern. However, this plan incorporates disruptive innovation to reengineer how we serve students and our community, and to challenge how we operate and plan for the college in fundamental ways. It is important to engage in dialogue about this shift if we are to be more successful in how we serve students.

The 2019-22 Strategic goals are measurable and obtainable in three years or less. All college stakeholders should pay close attention to the district's philosophy statement and use it to frame their objectives. Equity, inclusion, and diversity are not goals in themselves, but ideologies embedded in all actions and planning across all departments and functions of our college and its two campuses.

At its core, the Strategic Plan demonstrates that College of the Canyons is committed to ensuring learning. We honor and value exemplary teaching and learning, which is best accomplished if the entire campus community is working to support this important focus. COC ensures that its Strategic Goals are guided by the following philosophies:

Equity-Minded
College of the Canyons will approach its strategic goals with an equity-minded lens by
- Acknowledging, and empathizing with disparate life-experiences contributing to inequalities/gaps in educational outcomes,
- Attributing inequalities/gaps to unfair structural/political/ environmental/social/cultural/historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement,
- Responding to barriers with deliberate efforts to eliminate them,
- Co-creating more fair and just higher education institutional policies and practices that account for disparate life-experiences.

Equitable Student Success
College of the Canyons will provide support to facilitate equitable student success and maximize opportunity for all students with intentional efforts to address inequities among student groups, including minoritized student populations.

Inclusion and Collegiality
College of the Canyons will foster healthy inclusion through inquiry, shared dialogue and reflection to ensure that we promote a sense of community, collegiality and cooperation among student, faculty, staff, and administrators.

Mutual Respect

To ensure that we have the foundation for inclusion and collegiality, College of the Canyons will promote an environment of mutual respect, valuing all members of the campus community and promoting a climate that nurtures open, honest, and direct sharing of diverse viewpoints.

Partnership with the Community

We create relationships providing the foundation of success for chosen current and future partnerships with local schools, colleges and universities, businesses, government and social agencies. These partnerships advance the educational, artistic, civic, cultural, and economic aspirations of our community. They also are reflected in our civic and community engagement efforts. Civic and community engagement is part of a larger curricular and co-curricular initiative aimed at creating a "civic-minded" campus culture by infusing civic ethos, civic literacy, civic inquiry, and civic action throughout all aspects of the college.

Experiential Learning

College of the Canyons will provide opportunities for the entire campus community to engage in experiential learning with active learners reflecting and doing, rather than more passive approaches to learning.

Data-Driven

College of the Canyons will utilize quality data to inform and drive decision-making and planning processes.

Creativity and Innovation

College of the Canyons embraces a spirit of innovation and encourages faculty, staff, administrators, and students to develop innovative solutions to help the District achieve its strategic goals.

Financial Resources

College of the Canyons will pursue financial resources to help us advance our efforts and goals.

Safety/Welcoming Environment

College of the Canyons will provide an environment where people not only feel safe, but one in which all members of the campus community feel welcome.

OUR STRATEGIC GOALS: ACCESS, ENGAGEMENT & SUCCESS

The following section summarizes the heart of the strategic plan, containing specific measurable objectives related to the overarching Access, Engagement, and Success goals. It is important to emphasize that these objectives are intended to be used to promote dialogue about improving results for our students. The specific objectives should also be considered to be "living" objectives and updated and expanded as the campus community finds helpful, especially given the ever-changing context of the state.

ACCESS

With an equity-minded lens, promote student access so that every student is able to enter an informed path.

- Increase the adult participation (25+) rate by one percent each year from 2018/19 to 2021/22.
- Increase dual-enrolled full-time equivalent students (FTES) from 921 in 2017/18 to 1,375 by 2021/22.
- Increase incarcerated FTES from 20 in 2017/18 to 57 by 2021/22.
- Increase noncredit CDCP FTES from 167 in 2017/18 to 252 by 2021/22.
- Increase overall enrollments for all CTE programs by 4 percent by 2021/22.
- Maintain capture rate from application to enrollment from 2019 to 2022.
- Set additional targets including those for high school transition by high school, education plan completion, Canyon Country Campus FTES, and noncredit to credit transition.

ENGAGEMENT

Cultivate an equitable, inclusive, and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at our campuses.

Set numerical goals for the following:

- Increase diversity of hiring.
- Increase student participation in civic, social, global, and cultural engagement.
- Increase faculty, staff, and administrator participation in civic, social, and cultural engagement.
- Increase the percent of students who participate in campus life.
- Increase the percent of faculty, staff, and administrators who participate in campus life.
- Decrease the number of students who are food and housing insecure.
- Increase the number of students who engage with mental health services at VLC/CCC/OLC.
- Increase employee well-being and satisfaction.
- Increase interconnectedness through dialogue and collaboration.
- Increase participation in student support services.

SUCCESS

Promote equitable student success, attainment of students' goals, and intentionally maximize opportunities for all students.

- Increase number of students earning non ADT awards from 1,210 in 2017-2018 to 1,452 in 2021-2022.
- Increase number of students earning ADT awards from 905 in 2017-2018 to 1,177 in 2021-2022.
- Increase number of certificates (12+ units) awarded from 1,187 in 2017/18 to 1,246 by 2021/2022.
- Increase number of noncredit certificates awarded from 306 in 2016/17 to 367 by 2021/2022.
- Increase percent of exiting CTE students employed in field of study from 62 percent (2014/15 cohort) to 70 percent by 2021/2022.
- Increase number of students completing nine credit CTE units from 755 in 2016/17 to 868 by 2021/2022.
- Increase number of students who transfer from 2,255 in 2016/2017 to 2,300 by 2021/2022.
- Increase completion of Transfer-Level Math and English in Year 1 for first-time-ever-in-college students by 10% from 434 in 2017-2018 to 868 by 2021-2022.
- Increase student persistence, term-to-term, from 63% in 2017-2018 to 70% by 2021/2022.
- Decrease the average number of units for degree completers from 90 in 2017-2018 to 79 by 2021-2022.
- Reduce equity gaps by 40% in 5 years for areas of disproportionate impact identified through the College's Student Equity Map and other internal analyses:
    – Lower disproportionate impact by 20% for all populations who earned high school equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree.
    – Lower disproportionate impact by 30% for all populations who complete transfer-level math and English.
    – Lower disproportionate impact by 10% for all populations who transfer to a four-year institution.
    – Lower disproportionate impact by 30% for all populations who have retention fall to spring.
    – Lower disproportionate impact by 20% for all populations who have successful enrollment.
- Develop metrics and goals for "on path" education plans, wage gains by skills builders, and experiential learning.

CONCLUSION

College of the Canyons' strategic plan continues a strong tradition of integrated planning, while also updating and focusing our planning efforts in response to new opportunities and priorities. This strategic plan is clearly aligned with the CCCCO *Vision for Success* goals, but also uniquely our own as it was crafted by our college.

The key focus goals of Access, Engagement, and Success were established with measurable objectives that will guide the development of activities to support the strategic plan. It is intended that this plan will be a "living" and usable document that will not sit on shelves, but instead remain actively on our mutual desktops and in our dialogues, as demonstrated by the activities we choose to pursue in our individual and team functions. As this plan evolves, and our work continues, COC's focused approach to supporting our students will endure. Our college will thrive as we use this and other planning documents to focus our work on making a difference for our students and attending to their needs. As always, COC will approach change and the future with optimism, eagerness, and strong purpose, while also remaining nimble and responsive as conditions continue to change. Thoughtful planning, and well-communicated strategic frameworks will help us achieve our goals.

APPENDIX A:
EXTERNAL & INTERNAL PLANNING FACTORS

EXTERNAL FACTORS

ACTUAL AND PROJECTED POPULATION OF THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Table 1. Population Growth Comparison

Year	Population
2018	304,762
2019	311,074
2020	317,464
2021	324,716
2022	332,279
2023	339,949

The population of the Santa Clarita Valley is expected to increase about 2 percent per year between 2018 and 2023, to a total of 339,949.

The current population of approximately 304,762 represents a dramatic increase from 48,942 in 1970. The gain in population between 2000 and 2007 was a result of net migration rather than natural increase.

Since 2010, the population has increased 11 percent, which is faster than the San Fernando Valley and the state as a whole (increased 5 percent, each) during the same time period. Over the past year, the Santa Clarita Valley gained approximately 5,000 residents through net migration.

These data, coupled with the expected change in age composition of the valley have implications for marketing, outreach, support services, course offerings and program offerings.

Figure 1. Actual/Projected Population

For additonal data, refer to the COC Fact Book
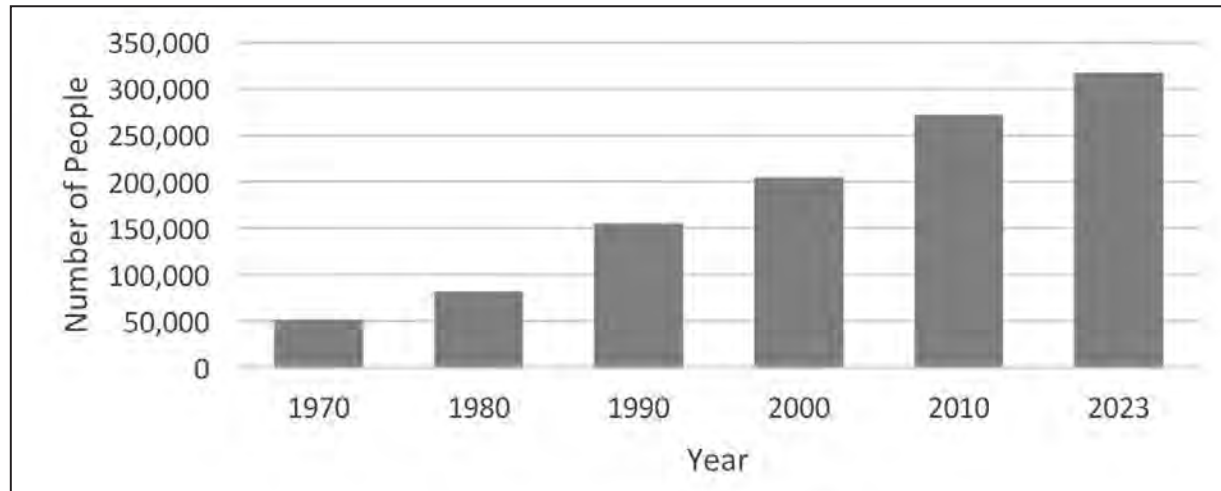
Source: The 2017 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2017

AGE OF RESIDENTS

As is reflected in the Santa Clarita Valley Economic Development-ment Corporation & College of the Canyons Economic and Real Estate Outlook projections, the demographics of residents in the Santa Clarita Valley are shifting. This has implications for program and curriculum development at the college, particularly related to the expected employment growth in the healthcare and leisure services industries. Specific growth within the age categories for the next five years are as follows:

Figure 2. Age of Santa Clarita Residents
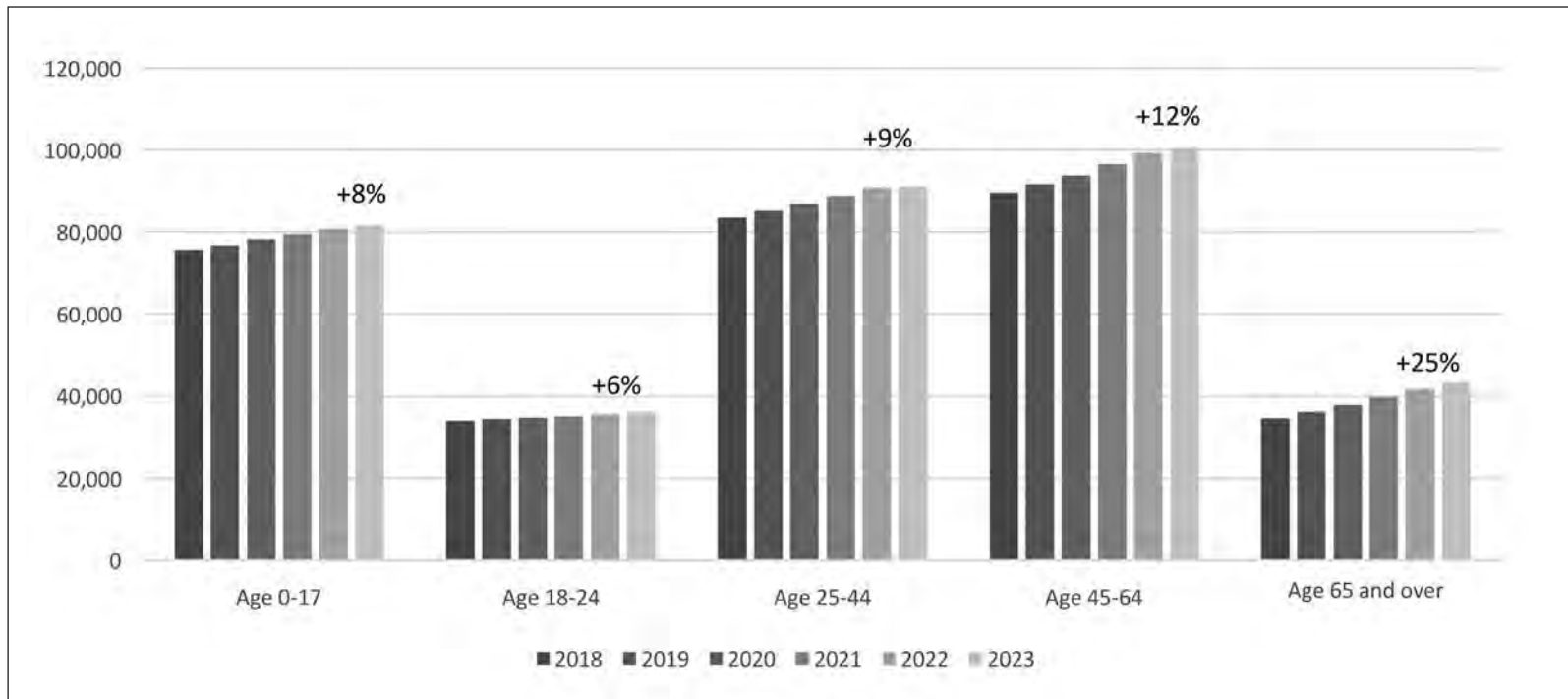
Source: The 2018 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2018

EDUCATIONAL ATTAINMENT OF SANTA CLARITA RESIDENTS, AGE 25+

Table 2. Educational Attainment

Education Level	SCCCD	L.A. County	California
Less than 9th Grade	4%	13%	10%
Some High School	6%	9%	8%
High School Graduate	19%	21%	21%
Some College	25%	19%	22%
Associate Degree Only	10%	7%	8%
Bachelor's Degree Only	24%	20%	20%
Graduate Degree	12%	11%	12%

Santa Clarita has a well-educated population. Compared to Los Angeles County and the state, more adults in Santa Clarita have completed some college, an associate degree, or a bachelor's degree compared to Los Angeles County and the state.

Source: Claritas Inc., January 2018

PIPELINE TO HIGHER EDUCATION

The chart shows the percentage of graduates attending College of the Canyons within one semester of graduation from the Hart District. For the past five years, College of the Canyons has consistently been the postsecondary institution selected by at approximately 40 percent of the Wm. S. Hart Union High School District graduates immediately following graduation. Other college data show that within two years, as many 60 percent of Hart District graduates further their education at College of the Canyons.

Figure 3. College Attendance – High School Graduates: One Semester After High School Graduation
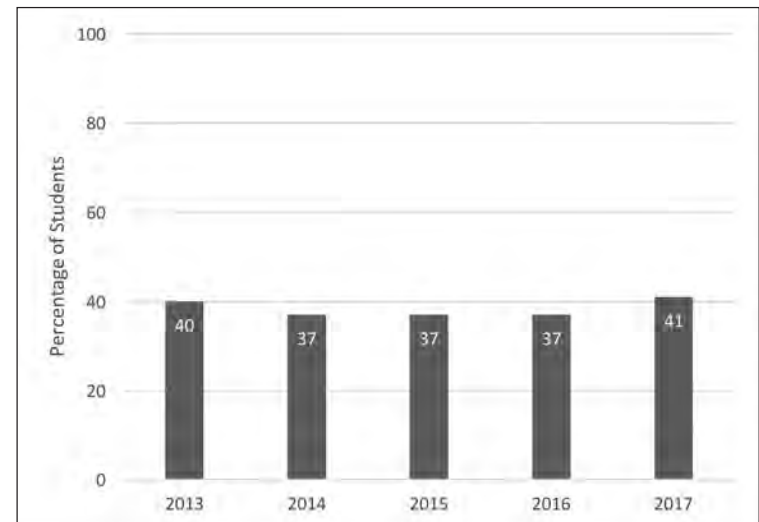
ENROLLMENT PROJECTIONS
WM. S. HART UNION HIGH SCHOOL
DISTRICT AND FEEDER DISTRICTS

Over the next seven years, the number of Wm. S. Hart Union High School District high school students is expected to increase as new home construction continues. As the number of Hart District students increases, the number of students attending COC post-graduation is expected to increase. There also might be a slight increase in the percentage attending COC with the added outreach efforts and collaboration with Hart District counselors, faculty and administration. This has implications for the importance of articulation with the Hart District, marketing efforts at the college, enrollment management, and student support services.

Table 3. Enrollment Projections for Feeder Schools

Year	K-6	Castaic 7-8	Hart 7-8	9-12	K-12	12
2018	22,629	597	6,925	15,499	45,403	4,008
2019	22,910	573	6,855	15,594	45,686	3,941
2020	23,634	471	6,759	15,863	46,481	4,000
2021	24,681	466	6,692	16,119	47,711	4,105
2022	25,628	501	6,982	16,262	49,126	4,247
2023	26,311	528	7,317	16,117	50,027	4,312
2024	26,810	569	7,467	16,180	50,779	4,222

Source: Davis Demographic

Figure 4. Overall Projected Enrollment

APPROVED RESIDENTIAL CONSTRUCTION PROJECTS

In 2017, 1,463 residential units were authorized in the Santa Clarita Valley, a slight increase from 2016. In 2017, Santa Clarita also saw 552 housing starts, another slight increase from 2016. The unincorporated areas saw 911 housing starts in 2017, a decrease from 968 in 2016. Of the 36,593 units planned in the Santa Clarita Valley, 4,769 have begun construction, 9,193 units are approved but not under construc-tion, and approximately 22,631 are in the planning stage but not yet entitled.

Development of River Village continues with additional areas to be developed on the north side of Newhall Ranch. Vertical construction of Newhall Ranch is expected in 2020. This is the biggest development planned for the Santa Clarita Valley and will include five villages. Other construction currently underway includes West Creek, Vista Canyon, Skyline Ranch, Five Knolls, Aliento, and Canyon Heights. New home sales continue in neighborhoods remaining to be built as the market dictates.

Table 4. Approved Residential Construction Projects

Project Name	City	Units Remaining
Whittaker Bermite	Valencia/Santa Clarita	2,911
Princessa Crossroads	Canyon Country	925
West Creek/West Hills	Valencia/Santa Clarita	700
Tesoro Highlands (Phase II)	Valencia/Santa Clarita	840
Sand Canyon Plaza	Canyon Country	580
River Village	Valencia/Santa Clarita	184
Vista Canyon	Valencia/Santa Clarita	1,100
Newhall Ranch	Newhall Ranch	21,242
Northlake	Castaic	3,150
Los Valles	Castaic	497
Golden Valley (Aliento)	Canyon Country	400
Five Knolls	Canyon Country	499
Skyline Ranch	Saugus	1,220
Tapia Ranch	Castaic	405
Aliento	Golden Valley	400
Ravello/Placerita Ranch	Santa Clarita	322
Park Vista	Castaic	182

Source: The 2018 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook. March 2018

SANTA CLARITA VALLEY EMPLOYMENT BY SECTOR

Table 5. Santa Clarita Valley Employment by Sector

Employment Sector	Total Jobs 2016	Total Jobs 2017	Total Jobs 2018*	Total Jobs 2019*
Construction	6,163	6,674	6,966	7,219
Farm	18	29	35	38
Financial Activities	3,779	3,880	3,951	4,016
Government	9,617	10,337	9,928	10,261
Federal	1,123	1,321	1,212	1,308
State & Local	8,702	8,494	8,716	8,953
Healthcare & Education	10,866	11,309	11,755	12,095
Information	1,396	1,467	1,480	1,491
Leisure & Recreation	13,983	14,353	14,698	14,957
Manufacturing	11,210	10,962	11,127	11,332
Mining	4	4	3	2
Other Services	2,908	2,960	3,125	3,236
Professional Services	12,363	12,744	13,015	13,403
Retail Trade/Wholesale	16,465	16,690	16,824	17,043
Retail	12,302	12,503	12,580	12,738
Wholesale	4,163	4,187	4,244	4,305
Transportation & Utilities	1,524	1,539	1,585	1,644
Total Wage and Salary	90,490	92,228	94,493	96,737
Percent Change	1.6%	1.9%	2.5%	2.4%
Total Non-Farm Jobs Created	1,450	1,727	2,259	2,241
Unemployment Rate (%)	4.8%	4.2%	3.9%	3.9%

Source: The 2018 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Out-look, March 2018.
* Estimated.

INTERNAL FACTORS

COLLEGE OF THE CANYONS ENROLLMENTS AND PROJECTIONS

Enrollment has slightly decreased over the past 11 years. As a result of State budget cuts, enrollment in 2012 was down significantly from 2010 (29 percent decrease). This decrease was largely in public safety training through instructional service agreements. In 2013, the college experienced growth in enrollment, which continued into 2016, but slightly

decreased in 2017. According to the California Community Colleges Chancellor's Office, enrollment is expected to exceed 21,000 by 2020, and continue growing. This enrollment increase will place demand on delivering educational programs and support services (e.g. finding enough faculty and staff to offer sections, counseling, registration, etc.) and facilities. Even at build-out, the Valencia campus will be able to accommodate only 15,000 to 20,000 students per semester; however, with the passing of Measure E on the June 2016 ballot, additional classrooms and facilities will be built, primarily at the Canyon Country campus, to accommodate growing student enrollment.

Figure 5. COC Enrollments and Projections
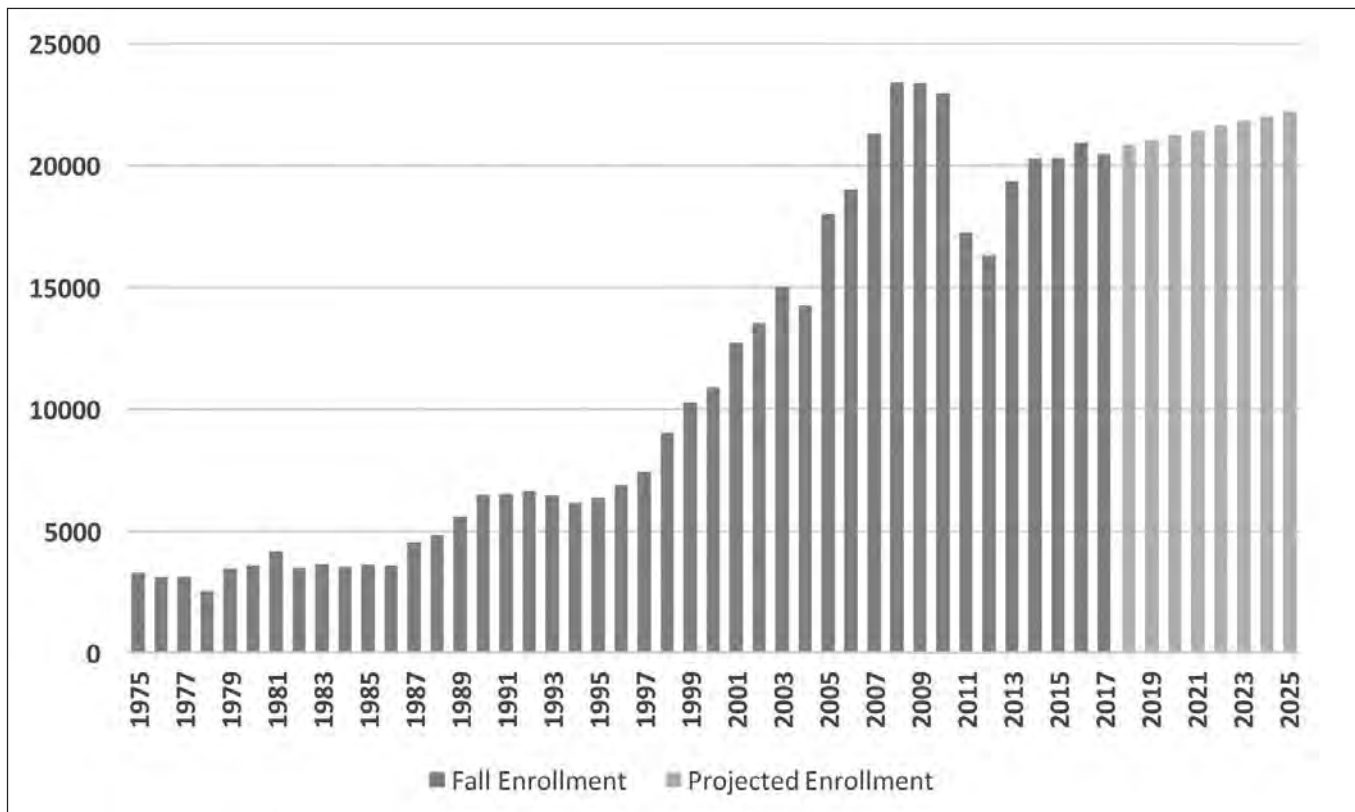
Source: California Community College Chancellor's Office

HISTORICAL CHANGES IN ETHNIC COMPOSITION

The ethnic composition of students at College of the Canyons has changed dramatically since 1970. The most striking changes are in the increases in Latinx students and decreases in the proportion of White students. In the past 17 years, the percentage of Latinx students has increased 153 percent. The college no longer has a majority ethnic group.

Table 6. Historical Changes in Student Demographics

Ethnicity	1970*	1980*	1990	2000	2017
Asian/Pacific Islander	*	*	4%	5%	6%
African American	2%	2%	2%	4%	5%
Filipinx	*	*	2%	3%	4%
Latinx	5%	10%	11%	19%	48%
Native American	*	*	1%	1%	<1%
Other/ Two or more races**	1%	7%	2%	6%	2%
Unknown/ Declined to state	*	*	0%	7%	3%
White	92%	81%	79%	56%	32%
Total Enrollment	1141	3,589	6,502	10,891	20,489

*Asian/Pacific Islander, Filipinx, Native American and Unknown were not reported as separate groups during these periods.
**Moved to Two or More race classification in 2008.

BOARD OF GOVERNORS TUITION WAIVERS

College of the Canyons students pursuing Board of Governor's Waivers (now known as the California College Promise Grant) increased by approximately 200 percent since 2007/08. The increase is reflective of demographic changes and the outreach efforts of the Financial Aid Office. Removing financial barriers to students' access to college is a key benefit of community colleges.

Figure 6. Board of Governors Tuition Waivers
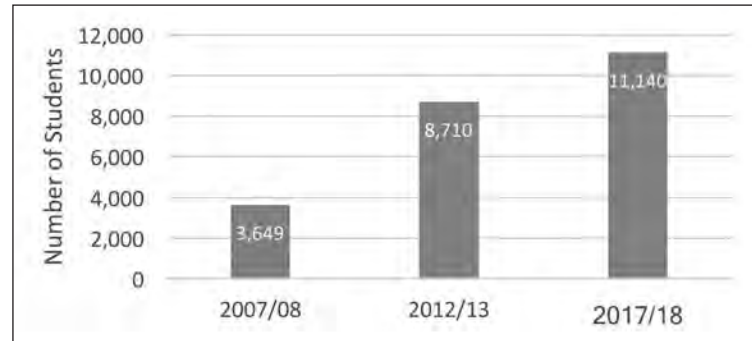
CONCURRENT ENROLLMENT

The number of students concurrently enrolled in a K-12 school and College of the Canyons peaked in 2008, then continued to decrease into 2012. The decrease from 2009 to 2012 is largely reflective of the limited access to courses that occurred as a result of budget cuts at the state level. Given that most concurrently enrolled students have low registration priority, they were most impacted by the restricted offerings. In addition, changing policies to restrict concurrent enrollment, especially in physical education courses and for students who are not at least juniors unless they have a Wechsler Intelligence Scale for Children (WISC) score of

150 or greater, may have contributed to the decrease observed from 2008 to 2009.

However, between 2013 and 2017 as the state of the economy began to turn, enrollment increased. This was likely the result of an increase in state funding.

In addition to the short-term benefits to students, the Hart District, and College of the Canyons, concurrent enrollment can serve as a bridge to COC, encouraging future enrollment. This has other enrollment management implications related to course offerings and time of course offerings.

Figure 7. Concurrent Enrollment Trends

Concurrent Enrollment (High School) Trends: Fall 2007-2017

Year	Enrollment
2007	1,295
2008	1,374
2009	1,085
2010	735
2011	649
2012	535
2013	694
2014	886
2015	941
2016	963
2017	1,118
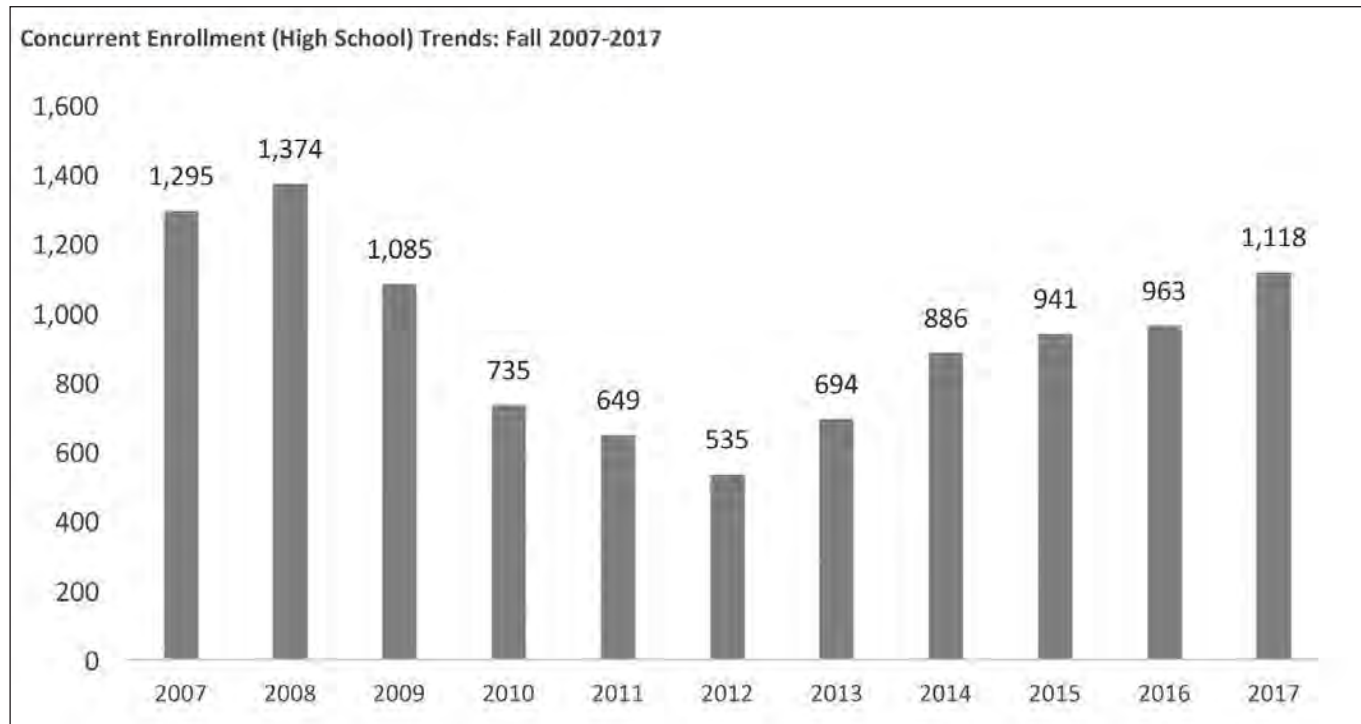
Source: UST File Fall 2017

STUDENT EDUCATIONAL GOALS

The most common student educational goal is to obtain an associate degree and transfer to a four-year institution followed by advancement in current job. After "undecided," the next most common educational goal is to transfer to a four-year institution without an associate degree.

While each educational goal represents a relatively small percentage of the total, other students attend COC to formulate career goals, acquire job skills, maintain certificates/licenses, further personal development, and improve basic language or math skills.

Figure 8. Educational Goals of COC Students

Educational Goal	Count
Associate degree and transfer to a 4-year institution	8,197
Advance in current job/career (update job skills)	3,337
Undecided on goal	2,236
Transfer to 4-year institution without an associate degree	1,696
Complete credits for high school diploma or GED	836
Obtain a two year associate's degree without transfer	725
4 year college student taking courses to meet 4 yr cllg requirements	725
Improve basic skills in English, reading or math	514
Prepare for a new career (acquire job skills)	511
Uncollected/unreported	475
Educational development (intellectual, cultural)	447
Discover/formulate career interests, plans, goals	348
Earn a vocational certificate without transfer	260
Maintain certificate or license (e.g. Nursing, Real Estate)	106
Obtain a two year vocational degree without transfer	42
Move from noncredit to credit coursework	34

Source: UST File Fall 2017

EDUCATIONAL AWARDS

The most common educational awards of students were associate degrees. Few low-unit certificates were awarded during and prior to 2012/13 largely due to the elimination of the programs and statewide budget cuts.

With increased funding due to Proposition 30, changes in data reporting for low unit certificates, and changes in math and English placement and curriculum, 2017/18 had the highest number of associate degrees awarded in the college's history.

The number of degrees and certificates awarded by College of the Canyons has increased 69 percent from 2012/13 to 2017/18.

Additional analyses showed, in regard to ethnicity, the largest increases in awards were for Latinx, Filipinx, and African American students. In regard to age, the largest increase was for students aged 19 or less (which includes Academy of the Canyons Students). The next largest increase was Students ages 25-29. Male students had the largest increase in degrees awarded.

Figure 9. Degrees and Certificates Awarded 2012/13-2018/19
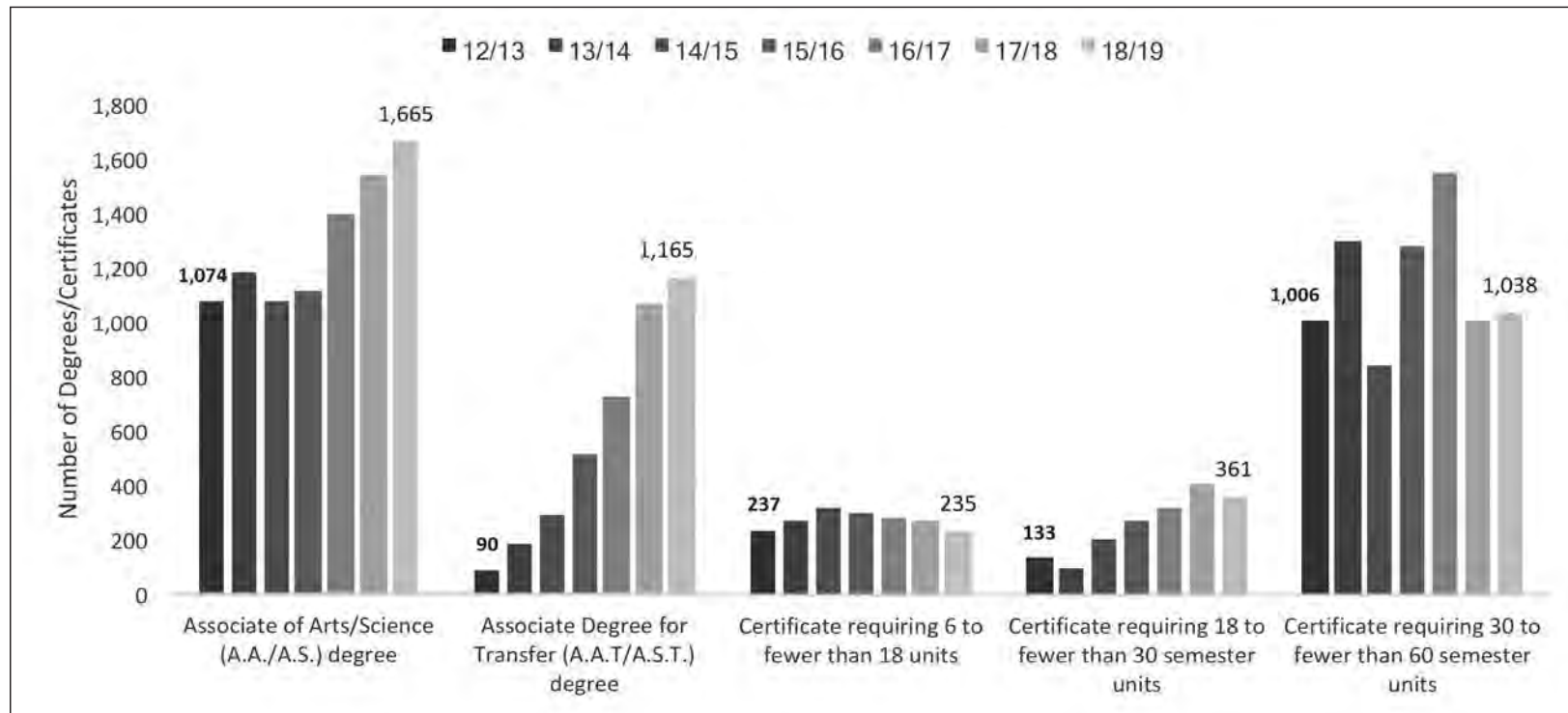
Table 7. Changes in the Number of Associate Degree and Associate Degree for Transfer Earners from 2012/13 to 2018/19

Ethnicity	2012/13	2018/19	Percent Change 12/13-18/19
Asian	51	126	147%
African-American/Black	38	76	100%
Filipinx	50	120	140%
Latinx	236	757	221%
Native American	3	9	–
Native Hawaiian/Pacific Islander	4	3	–
White	502	683	36%
Other	31	3	-90%
Unknown	19	30	58%
Age			
19 or Less	11	81	636%
20-24	637	1,199	88%
25-29	212	434	105%
30-34	92	135	47%
35-39	42	70	67%
40-49	85	73	-14%
50+	42	38	-10%
Sex			
Male	438	847	93%
Female	683	1,198	75%
Total (unduplicated)	**1,121**	**2,052**	**83%**

Note: Percent change was not presented for group sizes with fewer than 10 students in both years.

TRANSFERS TO UC AND CSU

At College of the Canyons, the numbers of transfers to both CSU and UC have been growing over the past 10 years (2007/08 to 2017/18), as seen below. The top-three CSU transfer institutions for COC students in 2017/18 were CSU Northridge (CSUN), followed by CSU Channel Islands (CSUCI), and CSU Long Beach (CSULB).

Figure 10. Number of Transfers to UC and CSU
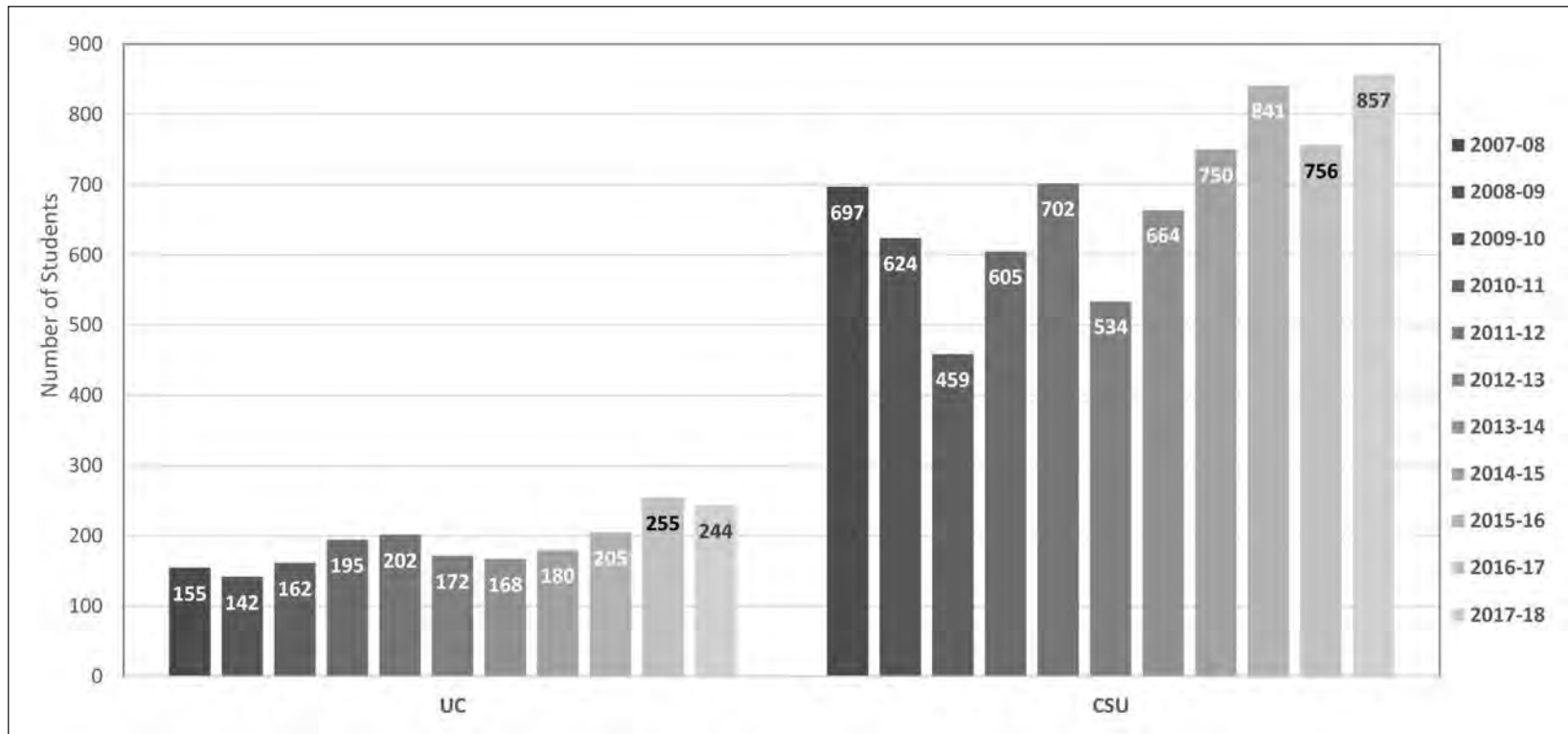
PARTICIPATION RATES

Participation rates represent how many people per 1,000 adults attend College of the Canyons. The state's participation rate is 64, although this number should not be compared to 55 for COC, since COC's participation rate excludes students from surrounding areas. If these students were included, COC's participation rate would be 103. The overall participation rate has increased from 39 in 1990 to 55, indicating a growing value in attending COC. Canyon Country has the highest participation rates, with 63 people for every 1,000 adults, attending College of the Canyons.

We currently deliver training to 3,126 law enforcement officers and firefighters (15 percent of the college's total enrollment) at locations throughout Los Angeles County. These students are engaged in training partnerships between the college and Los Angeles Police Department, Los Angeles County Fire Department and Los Angeles County Sheriff's Department. Only 31 percent of the college's students who (6,308) take classes at the Valencia or Canyon Country campuses live outside the service area.

Table 8. Participation Rates Within District

City (ZIP Code)	Number of Students	SCV Pop. (Age 0-64)	SCV (Age 18-64)	SCV Adult Pop. (Age 8-64)	Participation Rate (Age 18-64)
Canyon Country (91351, 91387)	3,304	72,225	73%	52,414	63
Castaic (91384)	1,001	30,138	78%	23,591	42
Newhall (91321)	1,190	30,719	71%	21,956	54
Saugus (91350, 91390)	2,176	51,592	75%	38,567	56
Stevenson Ranch (91381, 91382)	774	71,070	69%	49,097	57
Valencia (91354, 91355)	2,436	61,577	74%	45,352	54
Total in District	10,881	317,321	73%	230,977	47
Total Out of District (ISA and Non-ISA)	9,608				
Total Students	20,489				

Note: Participation rate is calculated by taking the system-wide enrollment divided by the adult population, age 18-64, multiplied by 1000.
Source: Claritas, Inc. (January 2017), CCCCO Data Mart, and UST referential file (Fall 2016).

ECONOMIC DEVELOPMENT DIVISION

The Economic Development Division at College of the Canyons fuels economic growth in the region by offering an array of customizeable training opportunities that benefit local companies, from start-ups, to small businesses, to the area's largest employers.

Figure 11. Number of Employers Served

Economic Development Division
Businessess Served

	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
	856	866	833	892	873	991

Figure 12. Number of Employees Served

Economic Development Division Individuals Served

	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
	4,024	4,242	2,985	3,313	2,379	2,716

California Community Colleges
Solutions for Advanced Technology Companies
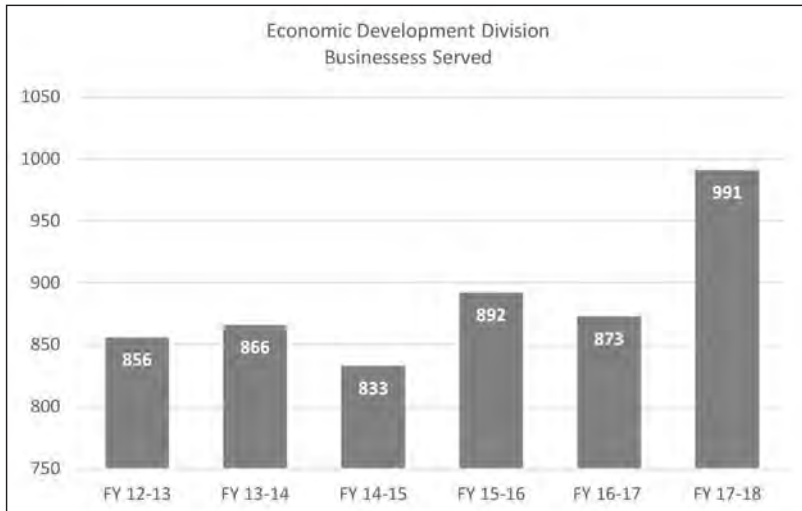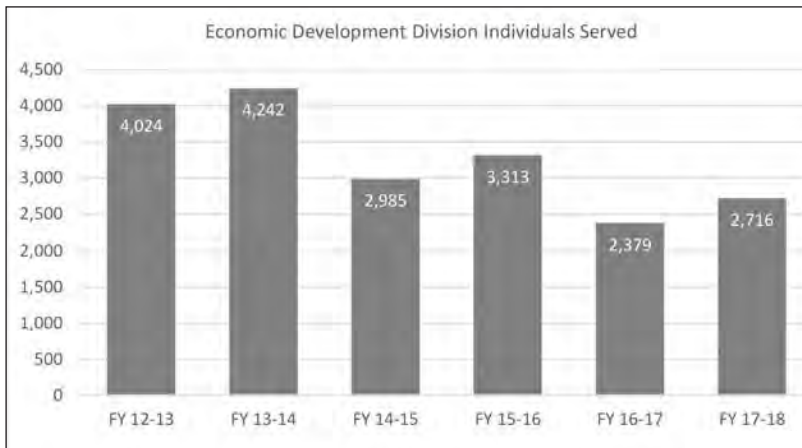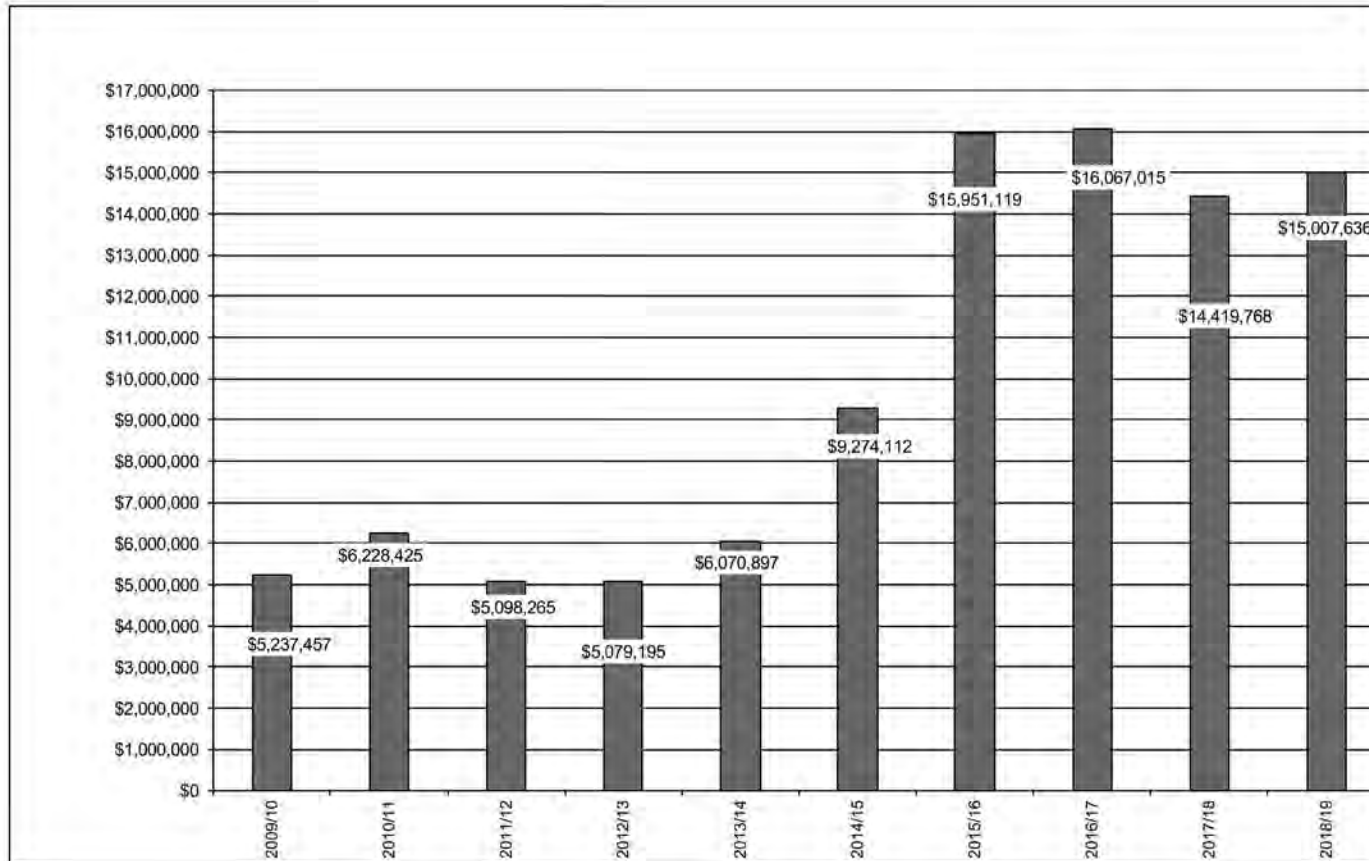
GRANT REVENUE

To augment the resources available to the college for program development, the college pursues grant revenue from the state, federal government, and private foundations. Over the past 10 years, the college has brought in more than $98 million in grant revenue.

Figure 13. Grant Revenue: 2009/10 to 2018/19

STUDENT EQUITY AND ACHIEVEMENT (SEA) AND LOCAL GOAL SETTING INDICATORS

Indicators in the SEA plan include five outcome measures:

1. Access, defined as the rate of enrollment among applicants;
2. Retention, which tracks the rate of persistence of students between the fall term to the spring term;
3. Completion of transfer-level Math & English coursework within the first year of students' enrollment at the college;
4. Transfer to 4-year institution; and
5. Attainment an associate degree or CCCCO-approved certificate (18+ units)

Data for the indicators were disaggregated by ethnicity, Foster Youth, LGBT, First Generation, Disabilities Status, and Economically Disadvantaged. Those groups showing disproportionate impact on these indicators are included in Tables 9, 10 and 11. African American Male students showed disproportionate impact for all five measures. African American Female students showed disproportionate impact for all indicators except transfer. Latinx Male students showed disproportionate impact for all indicators except Access.

Table 9. Student Equity & Achievement (SEA) Metrics I

Metric	Disproportionately Impacted Group	Baseline N	Goal N	Baseline Rate	Goal Rate
Access: Successful Enrollment[1]	**Overall**	**20,956**	**10,583**	**50.5%**	**51.5%**
	White, Male	2987	3019	49.0%	49.6%
	Black/African American, Male	695	747	46.0%	49.4%
	Black/African American, Female	819	981	41.5%	49.7%
	Some other Race, Female	52	75	34.2%	49.3%
	Foster Youth, Male	97	108	44.3%	49.3%
	Foster Youth, Female	183	228	39.6%	49.4%
	Veteran, Female	63	77	40.4%	49.4%
Retention: Fall to Spring[1]	**Overall**	**12,499**	**13,889**	**62.9%**	**70%**
	American Indian or Alaska Native, Male	19	25	46.3%	61.0%
	Black/African American, Male	273	360	46.5%	61.3%
	Black/African American, Female	274	286	58.4%	61.0%
	Hispanic/Latinx, Male	2862	2977	59.6%	62.0%
	White, Male	2001	2152	57.7%	62.0%
	Some Other Race, Male	170	252	41.5%	61.5%
	Some Other Race, Female	53	66	48.6%	60.6%
	Foster Youth, Male	44	58	46.3%	61.1%
Completion of transfer level math and English[1]	**Overall**	**434**	**868**	**13.1%**	**24.0%**
	Black/African American, Male	4	13	3.6%	11.7%
	Black/African American, Female	5	9	6.3%	11.4%
	Hispanic/Latinx, Male	81	99	9.8%	12.0%
	LGBT, Female	3	6	5.5%	10.9%
	First Gen, Male	51	73	8.4%	12.0%
	Veteran, Male	1	4	2.9%	11.8%
	Disabled, Male	4	10	4.4%	11.1%
	Disabled, Female	5	9	6.0%	10.8%
	Economically Disadvantaged, Male	82	96	10.2%	11.9%

Table 10. Student Equity & Achievement (SEA) Metrics II

Metric	Disproportionately Impacted Group	Baseline N	Goal N	Proportion in Enrolled	Proportion in Outcome Baseline	Proportion in Outcome Goal
Transfer to a four-year institution[2]	**Overall**	**2,255**	**2,300**			
	American Indian or Alaska Native, Male	1	5	0.3%	0.0%	0.2%
	American Indian or Alaska Native, Female	1	2	0.1%	0.0%	0.1%
	Black/African American, Male	39	52	2.9%	1.7%	2.3%
	Hispanic/Latinx, Male	370	429	23.5%	16.4%	19.0%
	Some Other Race, Male*	6	43	0.6%	0.2%	1.9%
	Some Other Race, Female	5	10	0.6%	0.2%	0.4%
Degree or Certificate Completion[1]	**Overall**	**1,844**	**2,022**			
	American Indian or Alaska Native, Male	1	4	0.2%	0.1%	0.2%
	Black/African American, Male	29	53	3.6%	1.6%	2.9%
	Black/African American, Female	33	38	2.5%	1.8%	2.1%
	Hispanic/Latinx, Male	309	361	24.2%	16.8%	19.6%
	Native Hawaiian or other Pacific Islander, Male	3	3	0.2%	0.2%	0.2%
	Native Hawaiian or other Pacific Islander, Female	0	2	0.1%	0.0%	0.1%
	Some Other Race, Male	5	41	2.7%	0.3%	2.2%
	Some Other Race, Female	7	10	0.7%	0.4%	0.5%
	LGBT, Male	11	12	0.8%	0.6%	0.7%
	Foster Youth, Male	6	8	0.6%	0.3%	0.4%

*This group's goal N is larger than the number needed to reduce the gap. This was erroneously provided in NOVA. The number needed to reduce PI is 10

1. State-determined baseline year for these metrics was 2017-18 as directed by state (NOVA).
2. State-determined baseline year for this metric was 2016-17 because there is a 1-year delay in tracking transfers.
3. Projected number of students to reduce gaps accounts for a 2% margin of error for metrics using PPG, and targets for P.I. index gap of at least .80

Indicators in the Local Goal Setting (which aligns with the *Vision for Success* metrics) included five additional metrics: Completion of associate degrees, including Associate Degrees for Transfer (ADT); Chancellor's Office approved certificates; Transfer measured by Associate Degrees for Transfer; working in a job closely related to field of study, and average number of units for degree completers.

African American students showed disproportionate impact for three of the five indicators: degree completion, certificate completion, and transfer measured by ADTs.

Table 11. Local Goal Setting Metrics I

Metric	Disproportionately Impacted Group	Baseline N	Goal N	Proportion in Enrolled	Proportion in Outcome Baseline	Proportion in Outcome Goal
Completion AA/AS_ADTs[1]	**Overall**	**1,841**	**2629**			
	Black/African American	55	62	5.9%	3.0%	3.4%
	Male	772	785	56.0%	41.9%	42.6%
CCCCO Certs[1]	**Overall**	**1,844**	**2,022**			
	Black/African American	35	37	5.9%	3.1%	3.3%
Transfer (ADTs)[1]	**Overall**	**660**	**1,177**			
	Black/African American	21	25	5.9%	3.2%	3.8%
	Male	254	268	56.0%	38.5%	40.6%
	Filipinx	17	18	3.6%	2.6%	2.7%

Table 12. Local Goal Setting Metrics II

	Disproportionately Impacted Group	Baseline Rate	Goal Rate
Job Closely Related to Field of Study[2]	**Overall**	**62.0%**	**70.0%**
	Hispanic/Latinx	54%	74%

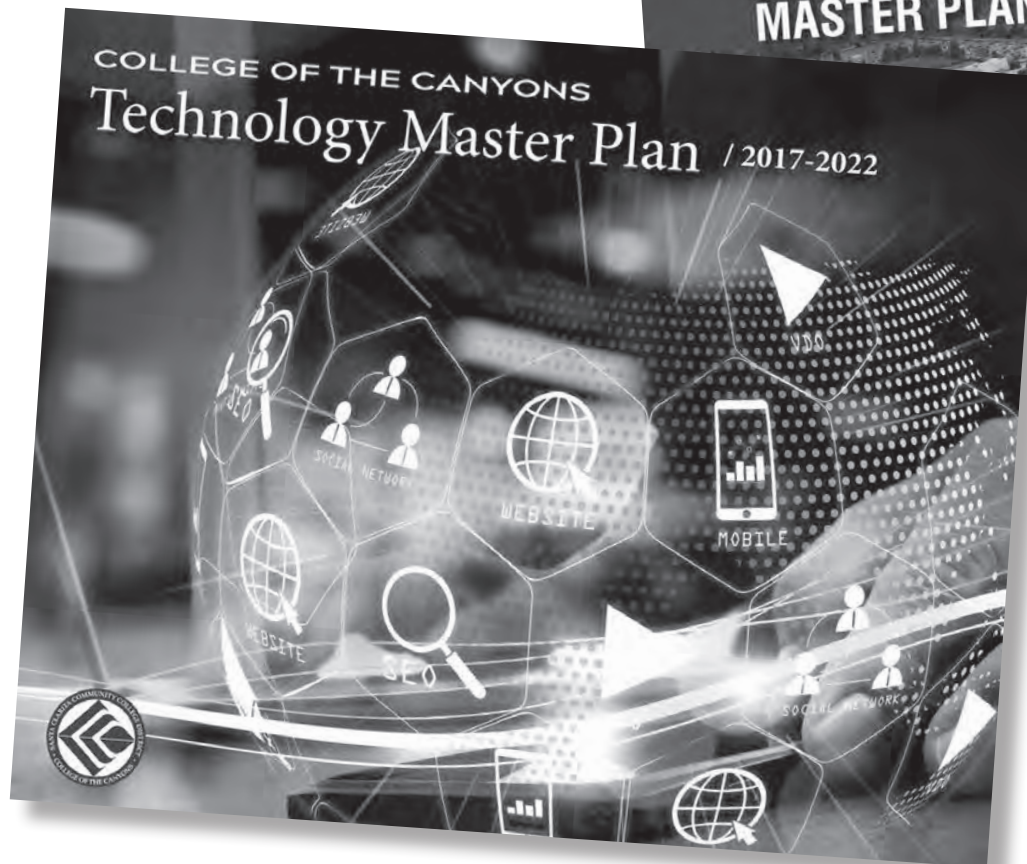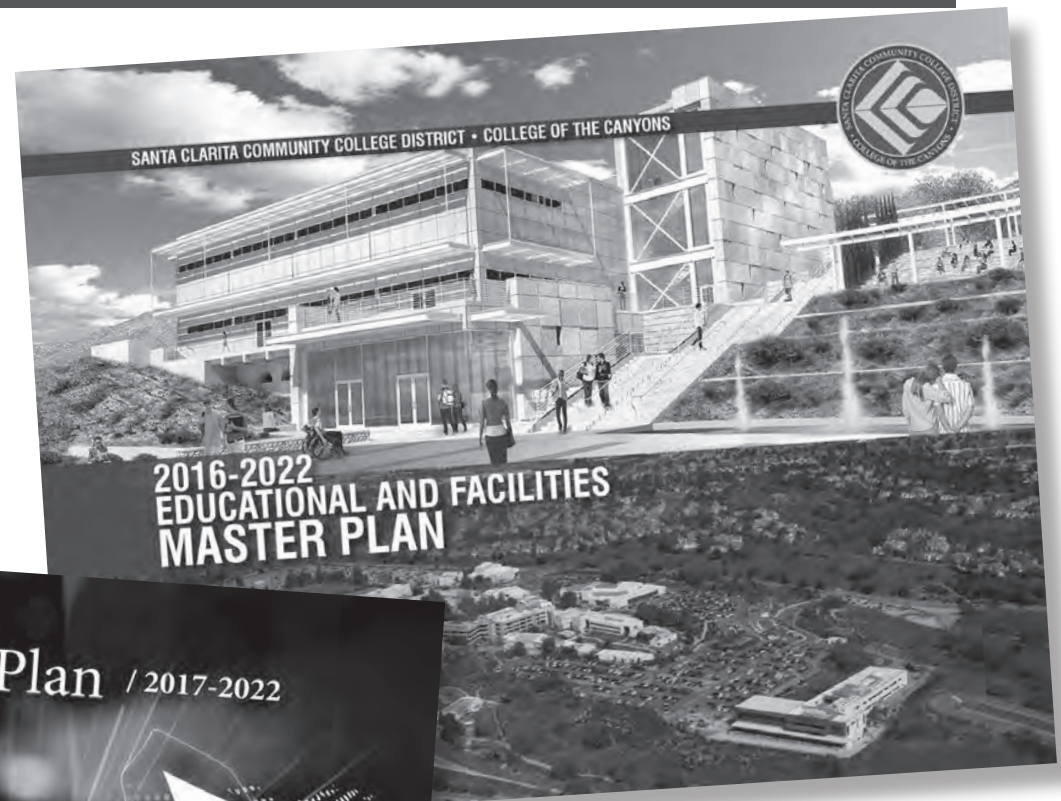1. State-determined baseline year for these metrics to be 2016-17.
2. State-determined baseline year for this metric to be 2014-15 because of the delay in tracking completers after their CTE program completion.
*Percent reduction needed for group to reach the overall average of 92 units at baseline.

APPENDIX B:

Other college-wide plans can be found online at canyons.edu

- Educational & Facilities Master Plan
- Technology Master Plan
- Enrollment Management Plan
- Equal Employment Opportunity Plan
- Local Goal Setting Plan
- Student Equity & Achievement Plan
- Program Planning & Review

SANTA CLARITA COMMUNITY COLLEGE DISTRICT • COLLEGE OF THE CANYONS

2016-2022
EDUCATIONAL AND FACILITIES
MASTER PLAN

COLLEGE OF THE CANYONS
Technology Master Plan / 2017-2022

DEFINITIONS

SEA PLAN & LOCAL GOAL METRIC DEFINITIONS

Access: Successful Enrollment (SEA Plan Only)
Among all applicants, the proportion who enrolled in the same college within a selected year.

Retention/Persistence: Fall to Spring
Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution. This reflects all students enrolled in fall and also enrolled in spring at COC. If a student graduated, they are removed from the denominator.

Transfer level math and English
Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district

Transfer to a four-year institution
Among all students, the number who transferred to a four-year institution

Completion: Earned credit certificate over 12+ units, associate degree, CCC bachelor's degree (SEA Plan Only)
Among all students, the number of students who earned various types of awards and were enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year.

Unduplicated student count within each category of degree completers/ Credit Certificate. Students are counted once in the AA/AS column, if that student also earned an IGETC certificate in the same year, the student would be counted once in each award type.

DEFINITIONS

METRICS UNIQUE TO LOCAL GOAL SETTING

Degree Completion
Number of unduplicated students earning degrees, including ADTs

Non-ADT
Number of unduplicated students earning Non-ADT Awards

Associate Degree for Transfer (ADTs)
Number of unduplicated students earning ADTs awarded
Data reflect unduplicated (unique) count of students earning an associate degree and associate degree for transfer (ADTs). The system in which we are required to report these data (NOVA) prepopulates the unduplicated students earning a degree, including ADTs, which computes a sum of the ADT and Non-ADT data. The ADT goal is slightly higher than the non-ADT goal due to the increase in ADT programs coming online within the next 5 years.

Earning Credit Certificates
Number of unduplicated students earning Certificates (12+ units). Data reflect unduplicated count of students earning a Chancellor's Office approved credit certificate.

Earning NC Certificates
Number of unduplicated students earning Noncredit Certificates

Average Units for Degree Completers
Includes all students who earned an associate degree in the selected or subsequent year. This looks at the average number of units earned in the California community college system among students who had taken at least 60 units at any college. Units include concurrent enrollment credits and basic skills courses. Students are only counted once toward the college average even if they earn more than one degree.
Students who petitioned for awards in the subsequent year are considered degree earners in the selected year. The sample size for the 2017/18 was 1,606.

Completing 9 Credit CTE Units
This reflects students who were identified as "Short-Term Career Education" students through the Student Success Metrics. These students are identified through one of three ways: informed education goal, uninformed education goal or enrollment in a noncredit CTE course.

CTE Students Employed in Field of Study
These data are self-reported through the CCCCO administered Career Technical Education Outcomes Survey (CTEOS). Percentages reflect students reporting being employed in a field that is "close" or "very close" to their field of study.

ACCESS

With an equity-minded lens, promote student access so that every student is able to enter an informed path.

- Increase the adult participation (25+) rate by one percent each year from 2018/19 to 2021/22.
- Increase dual-enrolled full-time equivalent students (FTES) from 921 in 2017/18 to 1,375 by 2021/22.
- Increase incarcerated FTES from 20 in 2017/18 to 57 by 2021/22.
- Increase noncredit CDCP FTES from 167 in 2017/18 to 252 by 2021/22.
- Increase overall enrollments for all CTE programs by 4 percent by 2021/22.
- Maintain capture rate from application to enrollment from 2019 to 2022.
- Set additional targets including those for high school transition by high school, education plan completion, Canyon Country Campus FTES, and noncredit to credit transition.

ENGAGEMENT

Cultivate an equitable, inclusive, and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity, and sustains well-being at our campuses.

- Increase diversity of hiring.
- Increase student participation in civic, social, global, and cultural engagement.
- Increase faculty, staff, and administrator participation in civic, social, and cultural engagement.
- Increase the percent of students who participate in campus life.
- Increase the percent of faculty, staff, and administrators who participate in campus life.
- Decrease the number of students who are food and housing insecure.
- Increase the number of students who engage with mental health services at VLC/CCC/OLC.
- Increase employee well-being and satisfaction.
- Increase interconnectedness through dialogue and collaboration.
- Increase participation in student support services.

SUCCESS

Promote equitable student success, attainment of students' goals, and intentionally maximize opportunities for all students.

- Increase number of students earning non ADT awards from 1,210 in 2017-2018 to 1,452 in 2021-2022.
- Increase number of students earning ADT awards from 905 in 2017-2018 to 1,177 in 2021-2022.
- Increase number of certificates (12+ units) awarded from 1,187 in 2017/18 to 1,246 by 2021/2022.
- Increase number of noncredit certificates awarded from 306 in 2016/17 to 367 by 2021/2022.
- Increase percent of exiting CTE students employed in field of study from 62 percent (2014/15 cohort) to 70 percent by 2021/2022.
- Increase number of students completing nine credit CTE units from 755 in 2016/17 to 868 by 2021/2022.
- Increase number of students who transfer from 2,255 in 2016/2017 to 2,300 by 2021/2022.
- Increase completion of Transfer-Level Math and English in Year 1 for first-time-ever-in-college students by 10% from 434 in 2017-2018 to 868 by 2021-2022.
- Increase student persistence, term-to-term, from 63% in 2017-2018 to 70% by 2021/2022.
- Decrease the average number of units for degree completers from 90 in 2017-2018 to 79 by 2021-2022.
- Reduce equity gaps by 40% in 5 years for areas of disproportionate impact identified through the College's Student Equity Map and other internal analyses:
  – Lower disproportionate impact by 20% for all populations who earned high school equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree.
  – Lower disproportionate impact by 30% for all populations who complete transfer-level math and English.
  – Lower disproportionate impact by 10% for all populations who transfer to a four-year institution.
  – Lower disproportionate impact by 30% for all populations who have retention fall to spring.
  – Lower disproportionate impact by 20% for all populations who have successful enrollment.
- Develop metrics and goals for "on path" education plans, wage gains by skills builders, and experiential learning.

COLLEGE OF THE CANYONS
SANTA CLARITA COMMUNITY COLLEGE DISTRICT
WWW.CANYONS.EDU

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