

College of the Canyons 2021 Factbook



"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education"

—*Dr. Martin Luther King, Jr.*



College Information and Data
Revised as of September 2021
Next Revision Spring 2022

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FACT BOOK OVERVIEW AND PURPOSE



WHY DO WE HAVE A FACT BOOK?

College of the Canyons has a long track record of using data to inform planning and institutional mission in order to effectively support the needs of students. The annual Fact Book for College of the Canyons was first developed in 1989 as part of the college's comprehensive planning taskforce. Each year, data from the Fact Book help to stimulate discussion of planning and strategic goal setting as part of an ongoing college culture of inquiry and improvement. Initiated by the Institutional Research, Planning, and Institutional Effectiveness (IRPIE) Office, the Fact Book is used collegewide alongside of multiple data visualization dashboards to provide easy access to key institutional data, student success data, and other metrics related to the mission.

Institutional data resources such as the Fact Book are part of regular college communication of the results of assessment and evaluation, helping the institution develop a shared understanding of strengths and opportunities in or to set ongoing priorities. The IRPIE and PIO websites maintain additional reports and resources a trove of student data highlights as well as Tableau data visualizations and research and evaluation reports and briefs at www.canyons.edu/data, www.canyons.edu/planning, and www.canyons.edu/news.

The Fact Book is primarily intended for use by college staff and decision makers to stimulate and inform planning processes. This document includes highlighted information on the college mission, planning, service area trends, finances, facilities, student and community populations, enrollment patterns, degrees and certificates, and more as defined in the table of contents.



COLLEGE MISSION, VISION AND PLANNING



WHAT GUIDES COLLEGE OF THE CANYONS

College of the Canyons' Mission, Vision, and Philosophy statements define and support an environment of innovation, excellence, and continued improvement. These documents focus on student success, showcase the college's commitment to innovation and excellence, and highlight how COC continues to responsively meet the needs of the community. COC's comprehensive integrated planning processes support the attainment of the strategic goals of access, engagement, and success, and planning systematically improves practices and services while also generating new ideas for institutional excellence. College of the Canyons has a proud history of successfully implementing innovative programs, quality services, and important enhancements that benefit students.

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.

MISSION

"College of the Canyons delivers an accessible, holistic education for students to earn associate degrees, certificates, and credentials, to prepare for transfer, and to attain workforce skills. The College champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals."

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: College of the Canyons believes in:

Teaching and Learning

We honor and reward high performance for 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, 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. 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 GOALS AND COMMITMENTS

College of the Canyons' Strategic Plan includes three overarching goals: Access, Engagement, and Success. These goals were locally developed to support the college's mission and aligned with the California Community College Chancellor's Office Vision for Success. The goals of access, engagement, and success are supported by twelve foundational institutional commitments, which are part of the necessary preconditions to successfully address and achieve college goals in support of the mission.

STRATEGIC PLAN GOALS

Access

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

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.

Success

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

SUPPORTING INSTITUTIONAL COMMITMENTS

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.

https://www.canyons.edu/_resources/documents/administration/irpie/2019-22-Strategic-Plan-Web.pdf.

THE IMPORTANCE OF PLANNING

The college's Mission, Vision, and Philosophy support innovation, excellence, and improvement through a systematic approach to planning and implementation.

Our planning process is driven by the college's statement of mission, values, and philosophy. As we engage in the systematic process, we:

- Reflect on research and external information, such as outcomes information, self-studies, research reports, program review data, enrollment patterns, and workforce trends;
- Consider the implications of state and federal 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;
- Design and realign as necessitated by emerging information, trends, and opportunities that present themselves; and
- Working to integrate all planning processes and priorities.

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.

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.

PLANNING AND COLLEGE COMMITTEES

Complete descriptions of committees and processes are described in the Decision-Making Guide at College of the Canyons. Some key committees involved with the development of the plans include the following groups:

- College Planning Team (CPT);
- President's Advisory Committee: Budget (PAC-B);
- Facilities Master Plan Task Force;
- Technology Committee;
- Enrollment Management Team;
- Safety Committee;
- Program Advisory Committees;
- Academic Senate;
- Classified Senate;
- Chancellor's Taskforce on Workforce Development;
- Institutional Effectiveness and Inclusive Excellence;
- Institutional Advancement Team;
- College Policy Council; and
- Advocacy Team

As we revise departmental and college-wide plans, we:

- Engage the campus community in dialogue on priorities;
- Solicit external audiences in the dialogue;
- Build internal and external coalitions for change;
- Evaluate accomplishments and results;
- Assess the degree to which we are meeting the community's needs; and
- Track student outcomes.

Departmental and college-wide plans are used to develop new programs and services and improve existing ones. The plans drive financial resource allocation through the budget process. Areas not engaging in systematic planning receive lower priority in the budget development process.

KEY PLANNING DOCUMENTS

In addition to this fact book, other documents that provide considerable useful information include:

- Decision-Making Guide
- Strategic Plan
- Educational and Facilities Master Plans
- Academic and Administrative Program Reviews
- College Budget and Budget Development
- Enrollment Management Plan
- Technology Master Plan
- Five-Year Construction Plan
- Diversity, Equity, and Inclusion
- Call to Action
- Student Equity and Achievement Plan
- Strong Workforce Plan
- Equal Employment Opportunity Plan
- Title IX Plan
- Among other college plans

As noted in many college documents, planning enables the college to enhance resources available to students and our community. Planning helps to align our mission, vision, and philosophy to our work, support our college's strategic plan goals, and pursue ongoing enhancement to position the college for the future.

COLLEGE OVERVIEW



COLLEGE OF THE CANYONS – HISTORY AND CONTEXT

The story of College of the Canyons and the Santa Clarita Community College District began in 1967, in a community that looked very different from the valley that exists today. On November 21, 1967 the voters of the Santa Clarita Valley overwhelmingly approved the creation of a junior college district and elected a five-member board of trustees. Great change was ahead for the once-sleepy whistle stop along Southern Pacific Railroad's Los Angeles-to-San Francisco line. Just three months earlier the master planned community of Valencia was born, luring people from Los Angeles and the San Fernando Valley with homes priced at about \$25,000. In communities we now call Saugus and Canyon Country, an ever-growing assortment of tract homes was sprouting. The old Highway 99 was steadily being circumvented by a major north-south freeway, Interstate 5, which would cut a swath through the Santa Clarita Valley. Housing, retail establishments, recreational amenities, and industrial centers were at hand. And, following California voters' approval seven years earlier to bring state water south, plans were moving forward for a major new State Water Project lake in Castaic. All of these developments helped transform a dusty domain of cowboys and sodbusters to a rapidly growing suburbia, one that would need a local institution of higher learning. By the summer of 1968, the trustees of the as-yet nonexistent college chose Dr. Robert C. Rockwell as superintendent-president to put the wheels in motion. With hundreds of prospective students eagerly awaiting their new college, temporary quarters were arranged at Hart High

School. It was there that College of the Canyons officially started classes on Sept. 22, 1969, after preliminary approval to conduct classes was granted predicated on formal accreditation, which was received in 1972.

The Hart High campus filled an urgent need but it was ill-suited to accommodate college students for long. College classes had to begin in the afternoon, after high school students departed. In 1970, voters approved a \$4 million construction-bond issue to create a permanent home for the college, and the district purchased 153.4 acres of land. Within a year, temporary classroom buildings were erected and construction of a permanent campus began. A second construction bond for \$8 million was approved in 1973 to complete the core campus, including the Bonelli, Seco and Boykin buildings, the Student Center, Towsley Hall and the Physical Education Building.

Driven by planning, the district's campuses are still evolving as the community continues to grow. When Chancellor Dr. Van Hook arrived in 1988, she quickly got down to business and spearheaded a major update of the college's master plan. The result was a seemingly non-stop series of construction projects that continued well into the next century – and that dramatically changed the college's face and character. The college was housed in eight major buildings in 1988, including Cougar Stadium; a decade later, another 10 major structures had been built, among them the 926-seat Performing Arts Center, Library, Media Arts Building (Mentry Hall), Family Studies & Early Childhood Education Center, the Music-Dance Building (Pico Canyon Hall), Aliso Hall and Ali-so Lab, Hasley Hall, and a whole new campus in Canyon Country. The newest additions to the Valencia campus include the Dr. Dianne G. Van Hook University Center, College of the Canyons Insti-

tute for Culinary Education (iCuE), and Canyons Hall, the Student Services Administration Building. The newest additions to the Canyon Country Campus include the Applied Technology Center, Central Plant, and Science Center.

The University Center houses advanced degree programs offered by four-year institutions, iCuE is the new home of the culinary arts program, and Canyons Hall is a one-stop shop for students to handle their registration and financial activities. Future facilities updates will be planned at the campuses through the Educational and Facilities Master Plan.

Helping meet students' needs has been a historically supportive and generous community, which has always approved requests for bond funding for capital construction projects. Measure M was approved by voters in November 2006, providing \$160 million in general obligation bond funding to pay for the most recent wave of expansion and modernization projects. The measure – the fourth in the college's history – allowed the Santa Clarita Community College District to add more classrooms and labs, upgrade technology to expand instruction in public-safety and other high-demand professions, and improve earthquake, security and fire safety. The most recent bond Measure, E, was approved by voters in June 2016, providing the College with \$230 million to upgrade college facilities, improve parking and accessibility, and build out the Canyon Country campus to accommodate growing student enrollment.

GEOGRAPHIC AREA

The Santa Clarita Community College District serves a geographic area of 367 square miles in the northwest portion of Los Angeles County in an area known as the Santa Clarita Valley. The district is south of the Sierra Pelona and north of the San Gabriel and Santa Susanna mountain ranges. The district is 40 miles north of Los Angeles International Airport, north of the San Fernando Valley and 30 miles east of the Pacific Ocean. The area is characterized by many canyons that generally run in a north-south direction and slope upward toward the north. The valley is fertile and once supported agriculture, but is now largely covered by housing developments and commercial properties.

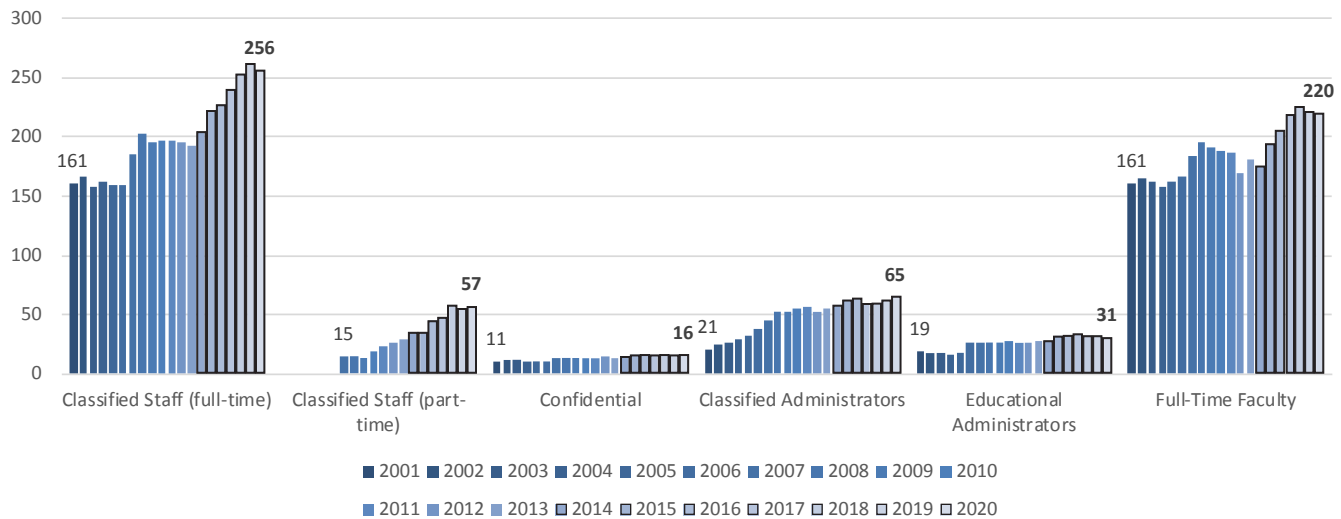
Figure 1. Santa Clarita Community College District Map



COLLEGE OF THE CANYONS EMPLOYEE DATA

As highlighted below, the College has had significant staffing growth since 2001. In Fall 2020, the College employed 329 classified staff, 220 full-time faculty, and 96 administrators. There was a slight dip in the number of employees at College of the Canyons in Fall 2020 due to several retirements, although College of the Canyons remains one of the largest employers in the Santa Clarita Valley.

Figure 2. Staffing Increases Fall 2001-Fall 2020



Employee Data (continued)

Overall, College of the Canyons has more female employees than male. While there is a higher representation of female employees, an analysis showed no significant difference between the distribution of employees and the distribution of applicants. There is also no significant difference in the distribution of employees and the student gender distribution in the District.

The majority of employees identify as White which differs from the majority for the student population which is Hispanic/Latinx. The college is committed to efforts to hire and retain employees who are sensitive to, and knowledgeable of, the needs of a diverse and growing student body. Comprehensive information is available in the College's Equal Employment Opportunity Report at: [https:// www.canyons.edu/administration/humanresources/about/equal.php](https://www.canyons.edu/administration/humanresources/about/equal.php)

Figure 3. Faculty, Staff, and Administrators by Sex Fall 2020*

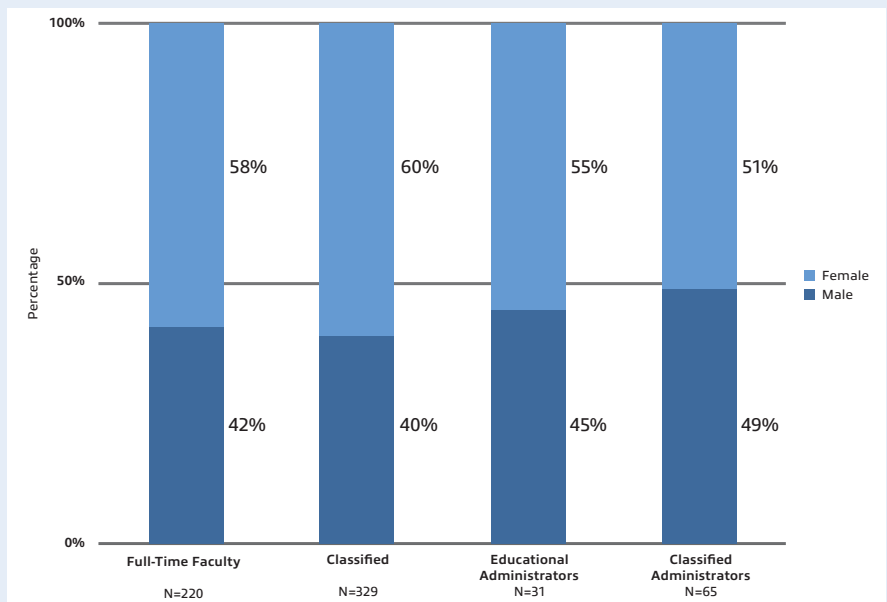
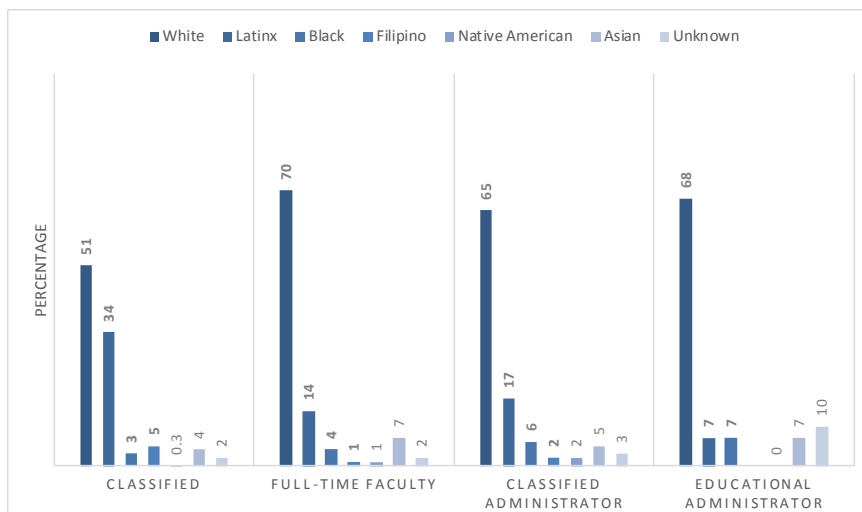


Figure 4. Faculty, Staff, and Administrators by Ethnicity Fall 2020*



Source: Human Resources,
College of the Canyons

*Classified includes part-time Classified, full-time Classified, part-time Confidential, and full-time Confidential

COLLEGE SERVICE AREA

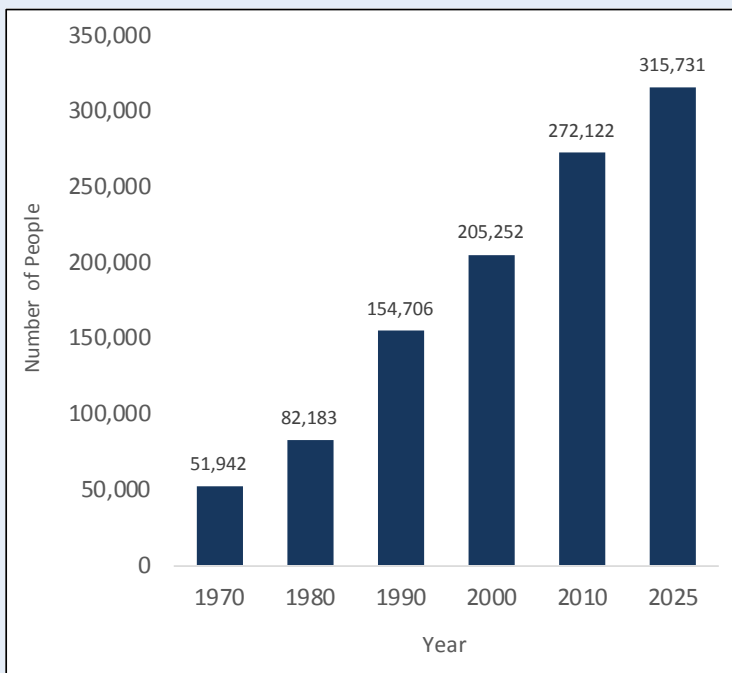


PROJECTED COLLEGE POPULATION

Since 1970, the Santa Clarita Valley population has drastically grown in number and diversity. In 2020, the population reached approximately 300,000, which represents a dramatic increase from 48,942 in 1970. Despite migrations out of the Santa Clarita Valley, the population will continue to grow due to new births, new housing developments, jobs, a highly respected public school system, and relatively affordable homes.

The tables below show actual and projected population growth increments for 1970 through 2025 in Figure 2 with projected yearly population for 2021-2024 shown in Table 1.

Figure 5. Actual/Projected Population (Claritas, 2020)



**Table 1. Population Growth
(Economic Outlook, 2020)**

Year	Population
2021	296,492
2022	299,391
2023	302,660
2024	306,447

These data, coupled with the expected change in age composition of the valley (expected decline in age 17 or younger and increases in ages 18-24 and 45 and older), have implications for marketing, outreach, support services, course offerings and program offerings.

Source: The 2020 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2020

HOUSEHOLD INCOME

Table 2. Household Income

Income	SCCCD	L.A. County	California
\$500,000 or more	3.46%	2.96%	3.71%
\$200,000-\$499,000	15.68%	8.95%	10.39%
\$150,000-\$199,000	13.75%	7.83%	8.83%
\$125,000-\$149,000	10.35%	6.93%	7.44%
\$100,000-\$124,999	11.85%	9.36%	9.73%
\$75,000-\$99,999	12.92%	11.96%	11.99%
\$50,000-\$74,999	12.31%	15.41%	14.86%
\$35,000-\$49,999	7.45%	11.25%	10.40%
\$25,000-\$34,999	4.44%	7.69%	7.09%
\$15,000-\$24,999	3.60%	8.28%	7.33%
\$14,999 or less	4.20%	9.58%	8.22%

The median household income in Santa Clarita was estimated to be \$110,386 in 2020. This is just over a 100% percent increase over the 2000 median family income of \$54,358. In Santa Clarita, one in three households have an income of \$125,000 or more and is one of the highest in the state of California. Eight percent of households in the Santa Clarita Valley have an income under \$25,000.

EDUCATIONAL ATTAINMENT OF SANTA CLARITA RESIDENTS – AGE 25 +

Table 3. Educational Attainment

Education Level	SCCCD	L.A. County	California
Less than 9th Grade	3.90%	12.41%	9.41%
Some High School	5.58%	8.63%	7.59%
High School Graduate	18.30%	20.86%	20.73%
Some College	25.32%	19.22%	21.23%
Associate Degree Only	9.71%	6.94%	7.74%
Bachelor's Degree Only	25.02%	20.89%	20.85%
Graduate Degree	10.04%	8.67%	10.05%
Professional Degree	2.12%	2.38%	1.59%

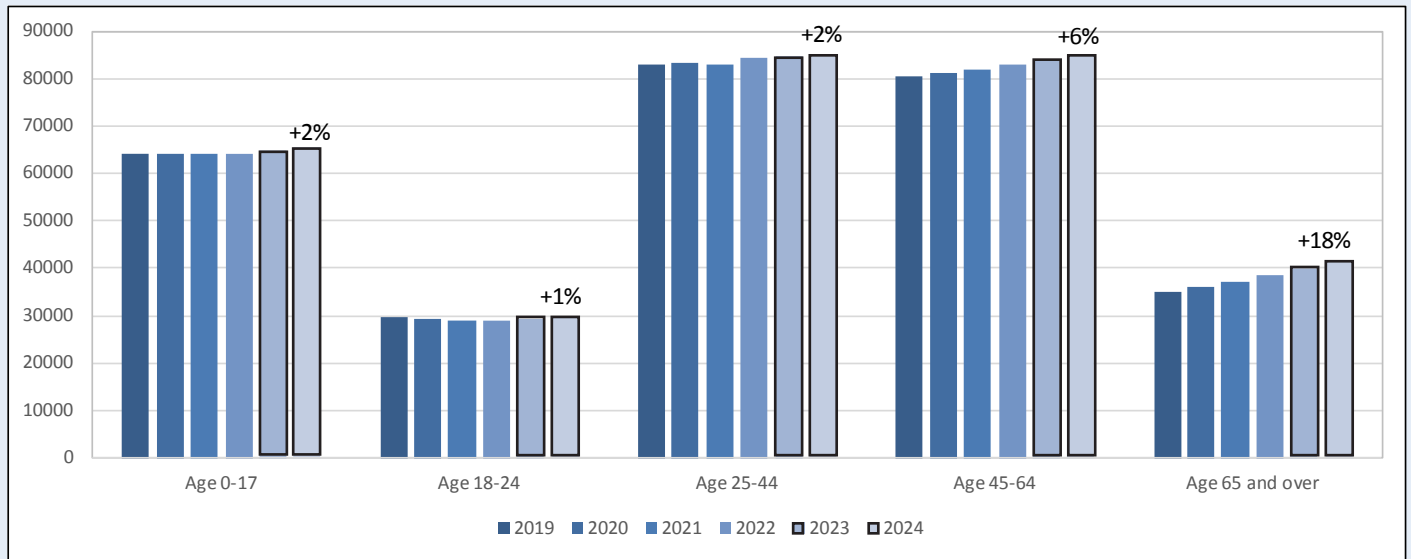
Santa Clarita has a well-educated population. Compared to Los Angeles County and the state, more adults in Santa Clarita have completed some college, an associate degree, or a bachelor's degree compared to Los Angeles County and the state.

Source: Claritas Inc., June 2020

AGE OF RESIDENTS

As is reflected in the Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic and Real Estate Outlook projections, the demographics of residents in the Santa Clarita Valley are shifting.

Figure 6. Age of Santa Clarita Residents (2019-2024*)



*Projected

The population of age 24 to 45 years is finally growing again, bringing in early career individuals and future managers and executives. This has implications for program and curriculum development at the college, particularly related to the expected employment growth. Specific growth within the age categories for the next five years are as follows:



Source: The 2020 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2020

COMMUNITY FACTORS, GROWTH, & DEVELOPMENT



ECONOMIC DEVELOPMENT DIVISION



The Economic Development Division at College of the Canyons is a team of individuals from industry who work to provide customized training solutions to local businesses.

More than 500 companies a year rely on the Economic Development Division at College of the Canyons to give them the competitive edge in today's global economy. They drive economic growth through education, training, and employment services for all companies

in every industry sector. They serve as a catalyst of economic growth by valuing and leveraging the strength of community partners to foster innovation, job creation, and workforce development.

The Economic Development Division has created several programs designed to address the needs of today's growing companies, including:

- **Employee Training Institute:** Provides customized solution for companies that seek to upskill their workforce
- **Fast Track:** Provides accelerated skills-based education for those seeking to employment in aerospace and advanced manufacturing.
- **Small Business Development Center:** Provides technical assistance in all phases of business from start-up to capital formation. The services of the SBDC are free and open to the public.
- **Strong Workforce Apprenticeship Group:** Offers companies the opportunity to develop their own talent in occupations such as Cyber Security, Advanced Manufacturing, Allied Health, Logistics and Education.
- **GIG Economy:** Prepares students with the skills needed to compete as freelancers. Skills such as creating a strong online presence, negotiation, and project management.
- **Health Workforce Initiative:** Seeks to bring employers, educators, and community-based organizations together to meet the needs for qualified labor in Nursing, and other health-related occupations.
- **Information Communication Technology:** Provides innovative solutions to delivering education in the area of Information Technology, and Digital Media.
- **Center for Applied Competitive Technologies:** Provides workforce training and technical consulting services to advanced manufacturing and technology companies.

BUSINESSES AND INDIVIDUALS

The College has a long history of assisting local businesses with their training needs as part of its overall partnership with the community. The College's Economic Development Division served over 4,000 individuals and over 2,000 businesses in 2019/20.

Figure 7. Number of Individuals Served

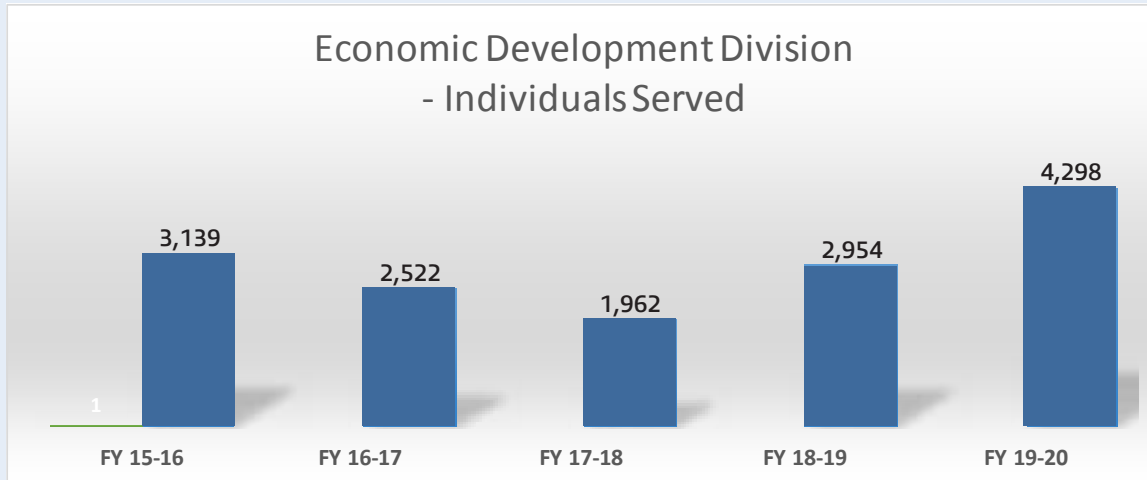
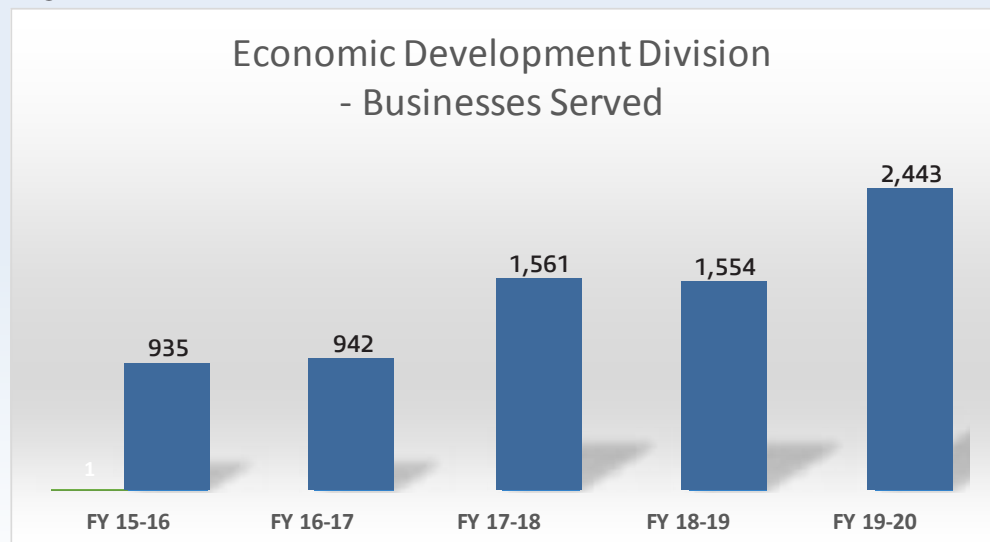


Figure 8. Number of Businesses Served

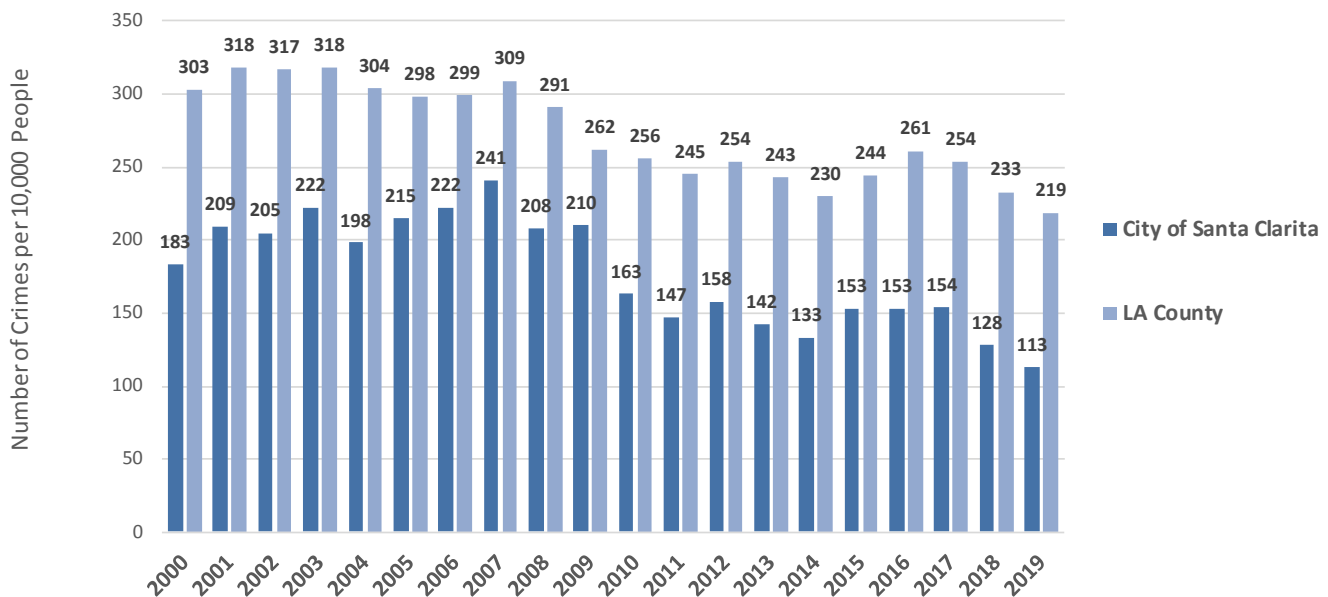


Source: Economic Development Division

SAFETY

Part I crimes* in the City of Santa Clarita remain much lower than in Los Angeles County overall. This has implications for ensuring a safe and secure campus through campus security efforts and coordination with law enforcement. To date, security on campus has been very effective. In 2019, there were no murders, arson, or motor vehicle thefts. Categories of crime experienced on the Valencia campus in 2019 were rape (1 incident), burglary (2 incidences), and domestic violence (3 incidences). Stalking (1 incidence) was reported at The Canyon Country campus in 2019. No hate crimes were reported at either campus. Note: Clery Act data for 2020 will be available October, 2021.

Figure 9. Part I Crimes Rates for the City of Santa Clarita Compared to Los Angeles County 2000-2019



*Part I crimes, or “serious crimes,” are those defined by the FBI as criminal homicide, forcible rape, robbery, aggravated assault, burglary, larceny, grand theft auto, and arson. 2019 LASD Crime Report is the most current report available.

Source: <https://lasd.org/transparency/>

SANTA CLARITA VALLEY EMPLOYERS

In March 2020, five of the 10 largest employers are public organizations; however, COVID-19 restrictions changed this landscape. With leisure and travel being the most affected markets, the top two employers in Santa Clarita laid off 2,500 employees. With zero layoffs to date, College of the Canyons will remain one of the largest employers in the Santa Clarita Valley, thus playing a vital role in the economic health of the community.

Table 4. Top Employers in the SCV

Employer	Number of Employees	Employer	Number of Employees
Henry Mayo Newhall Hospital	1,917	Pharmavite	345
Six Flags Magic Mountain	1,900	Costco Wholesale	302
William S. Hart Union School District	1,641	McDonald's	291
College of the Canyons	1,535	Landscape Development Inc.	280
U.S. Postal Service	1,414	Castaic Union School District	248
Princess Cruises	1,308	B & B Manufacturing Co.	240
Saugus Union School District	1,254	Shield Healthcare	233
Boston Scientific	875	Forrest Machining	232
City of Santa Clarita	811	ASC Process Systems	226
The Master's University	755	PCC Aerostructures ADI	213
Woodward HRT	721	SCV Water	202
Newhall School District	715	Comfort Keepers	202
Quest Diagnostics	608	Bioness	200
Scorpion Internet Marketing and Design	601	Fralock	200
California Institute of the Arts	600	Stratasys Direct Manufacturing	198
Amazon	580	The Home Depot	190
Advanced Bionics	548	RAH Industries	185
Contractors Wardrobe	473	Novacap	182
Walmart	450	Crissair	180
Stay Green Inc.	400	Star Nail International/Cuccio	179
Q2 Solutions	393	Cardinal Health	170
Kaiser Permanente	384	Adept Fasteners	170
Gothic Landscaping	380	Honda Performance	170
AMS Fulfillment	367	Frontier Toyota	166
Bocchi Laboratories	365	HRD Aero Systems	158
ITT Aerospace Controls	360	Lief Labs	157

Source: The 2021 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2021

SANTA CLARITA VALLEY ECONOMY

With COVID-19 restrictions put into place, the economy of the Santa Clarita Valley drastically changed. Santa Clarita started with a strong economy, but took a major hit as two of its largest employers laid off 2,500 employees.

Prior to COVID-19 restrictions, there were over 15,000 individuals employed in the fields of leisure and recreation, which were the most negatively impacted sectors in the Santa Clarita Valley. Construction, healthcare, professional business services, and manufacturing were the least impacted sectors in the Santa Clarita Valley.

The labor market is not expected to fully recover until about 2022, when the pandemic is over, but a peak in employment is not expected until at least 2023. However, travel, leisure, retail, personal services, and food services will take a little longer to recover.



Source: The 2020 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, September 2020.

SANTA CLARITA VALLEY EMPLOYMENT BY SECTOR

Table 5. Santa Clarita Valley Employment by Sector: 2017-2020*

Employment Sector	Total Jobs 2017	Total Jobs 2018	Total Jobs 2019	Total Jobs 2020*
Construction	6,817	7,517	7,660	8,056
Farm	28	31	46	43
Financial Activities	3,868	3,868	3,897	3,948
Government	9,890	9,952	10,081	10,125
Federal	1,113	1,098	1,096	1,074
State & Local	8,777	8,854	8,985	9,051
Healthcare & Education	11,282	11,327	11,404	11,663
Information	1,348	1,338	1,380	1,382
Leisure & Recreation	14,691	15,068	15,068	15,473
Manufacturing	11,040	11,253	11,558	11,719
Other Services	2,950	2,896	2,874	2,878
Professional Services	12,927	13,244	13,726	13,975
Retail Trade/ Wholesale	16,767	16,614	16,086	16,195
Retail	12,560	12,370	11,882	12,047
Wholesale	4,207	4,244	4,204	4,149
Transportation & Utilities	1,533	1,602	1,827	1,860
Total Wage and Salary	93,953	95,566	95,789	97,469
Percent Change	3.4%	1.7%	.2%	1.8%
Total Non-Farm Jobs Created	3,103	1,610	208	1,682
Unemployment Rate (%)	4.1%	4.3%	4.1%	4.3%

*These data will be refreshed with the Fall 2021 Outlook Forecast.

Note: Data as of March 2020, prior to COVID-19 Stay At Home Orders

Source: The 2020 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2020.

STUDENT DATA



SANTA CLARITA VALLEY HIGHER EDUCATION

While there are two other institutions of higher education in the Santa Clarita Valley, College of the Canyons is the only public institution and serves significantly more students than California Institute of the Arts and The Master's University combined. The nearest public, four-year institution is California State University, Northridge. Tuition at College of the Canyons is significantly lower, as noted by the \$46 per unit rate.

To further meet the four-year education needs of residents, models for expanding access in the Santa Clarita Valley should be considered, such as the Dr. Dianne G. Van Hook University Center. Currently, the University Center offers 38 baccalaureate, master's, and credential programs on the College of the Canyons campus. Since 2002, 3,177 students have received their bachelor's and / or graduate-level degrees through programs offered at the University Center. For up-to-date information, visit cocuniversitycenter.com.

Table 6. Local Colleges or Universities

Institution	Number of Students (Fall 2020)
California Institute of the Arts	762 (undergraduate)
The Master's University	1,649 (undergraduate)
College of the Canyons	20,207

Table 7. Tuition Comparison

Institution	Annual Tuition (2020-21)	Annual Fees (2020-21)
California Institute of the Arts	\$46,830	\$616
Master's University	\$24,950	\$440
College of the Canyons	\$1,104	\$50

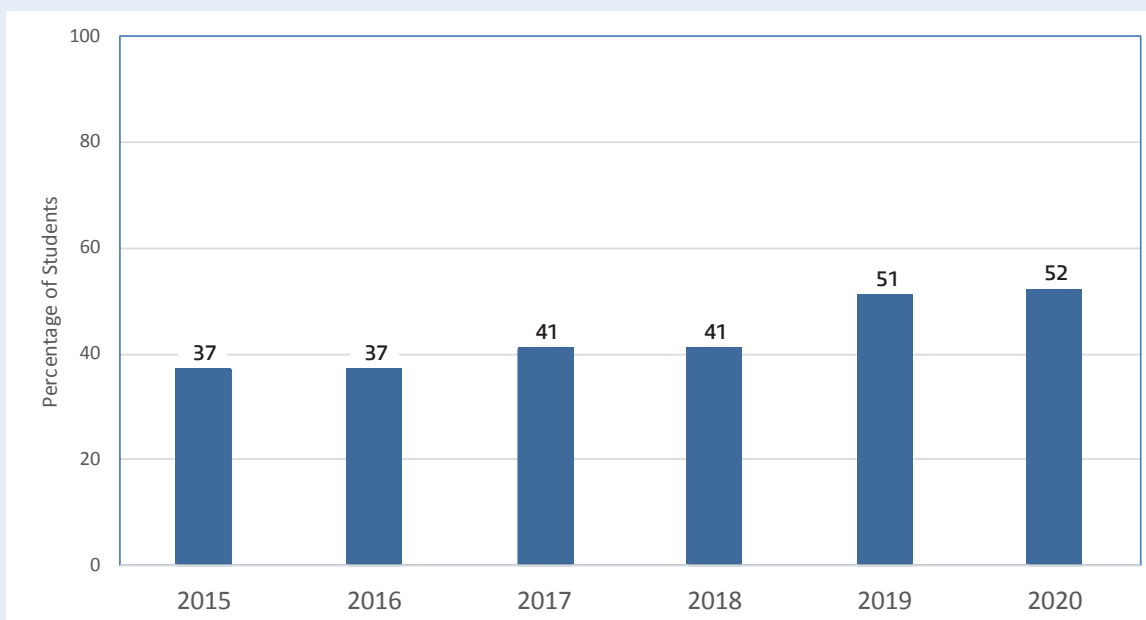
Source: DataMart, Financial Aid—College of the Canyon, California Institute of the Arts, and The Master's College

Note: Enrollment for College of the Canyons, The Master's College, and California Institute of the Arts–Fall 2020

PATHWAYS TO HIGHER EDUCATION

College of the Canyons has consistently been the postsecondary institution selected by at least 40 percent of Wm. S. Hart Union High School District graduates immediately following graduation for the past six years. This number exceeds 60% attendance at College of the Canyons within 2 years of high school graduation. The chart below shows the percentage of graduates attending College of the Canyons within one semester of graduation from the Hart District.

**Figure 10. COC College Attendance - High School Graduates:
One Semester After High School Graduation**



Source: MIS Files; CDE DataQuest

LOCAL SCHOOL ENROLLMENT PROJECTIONS

Over the next six years, the number of Wm. S. Hart Union High School District high school students is expected to show a modest increase of about 1,000 students in grades 9-12 with senior enrollments only growing by 100 during that time period. This has implications for the importance of articulation with the Hart District, marketing efforts at the college, enrollment management, and student support services.

Figure 11. Overall Projected Enrollment

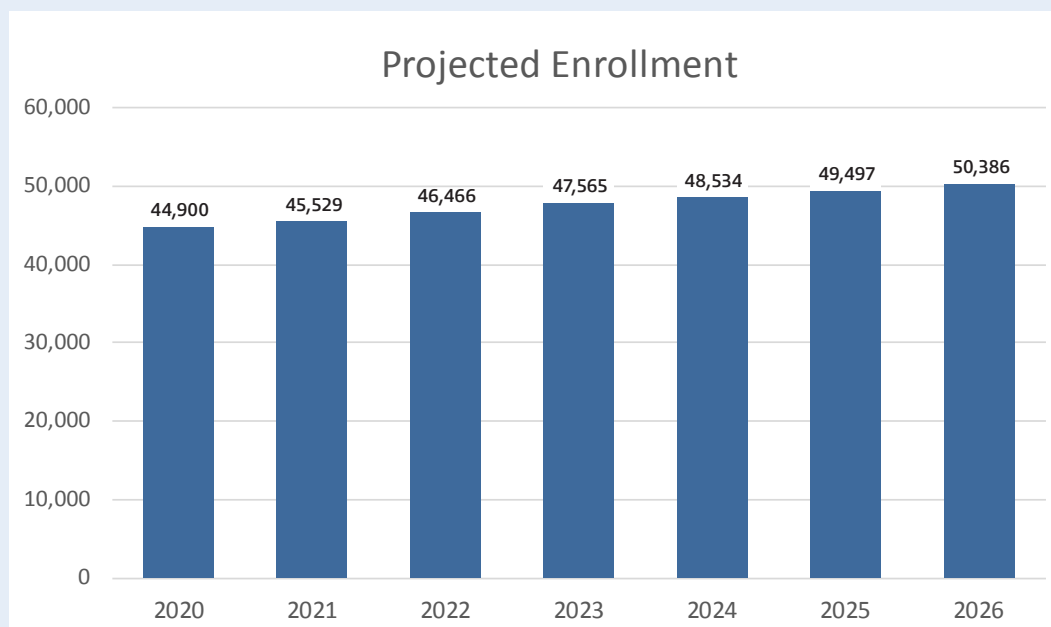


Table 8. Enrollment Projections for Feeder Schools

Year	K-6	Castaic 7-8	Hart 7-8	9-12	K-12	12 (Seniors)
2020	22,413	493	6,523	15,177	44,900	3,769
2021	22,982	495	6,501	15,400	45,529	3,840
2022	22,982	486	6,749	15,560	46,466	4,006
2023	23,542	520	7,053	15,564	47,565	4,114
2024	24,939	618	7,190	15,786	48,534	4,015
2025	25,596	676	7,217	16,008	49,497	3,938
2026	26,008	757	7,214	16,405	50,386	3,918

Source: Davis Demographic 2020

JUNIOR HIGH AND HIGH SCHOOL ACHIEVEMENT

The California Assessment of Student Performance and Progress System (CAASP) consists of assessment scores from Smarter Balanced English language arts/literacy and mathematics; California Alternate Assessments for English language arts, mathematics, and science; California Science Tests; and Standards-based Tests in Spanish. The tables below indicate the percentage of students meeting or exceeding the state standards for each junior high and high school within the William S. Hart Union High School District, the District as a whole, and statewide. Overall, English language arts/literacy (ELA) and math scores for the Hart District in both junior high and high school are higher than the state.

Table 9. CAASP - Junior High

Junior High School	2017-18		2018-19	
	ELA %	Math %	ELA %	Math %
Arroyo Seco	71	58	70	55
La Mesa	55	47	55	43
Placerita	65	47	72	51
Rancho Pico	81	69	83	71
Rio Norte	83	65	82	63
Sierra Vista	59	46	55	41
District	69	50	71	51
Statewide	50	38	50	39

Table 10. CAASP - High School

High School	2017-18		2018-19	
	ELA %	Math %	ELA %	Math %
Academy of the Canyons	98	93	98	78
Bowman	31	3	22	5
Canyon	83	44	80	41
Castaic	*_	*_	*_	*_
Golden Valley	67	40	71	38
Hart	72	42	80	44
Saugus	83	50	89	63
Valencia	82	52	80	53
West Ranch	81	57	79	57
District	69	50	71	51
Statewide	50	38	50	39

Source: <https://www.hartdistrict.org/apps/pages/accountability-reports>

HOW COC STUDENTS COMPARE TO THE COMMUNITY

The ethnic distribution of College of the Canyons students is more diverse than the community. Since 1990, the demographics of the community have shifted, with an increase in the proportion of Latinx/Hispanic residents and a decrease in the proportion of White residents. The percentage of Latinx/Hispanic households is expected to continue increasing in the valley. The proportion of African American and Asian households will also increase, though to a lesser extent than the increase in the Latinx/Hispanic population.

The shift in demographics is supported by ongoing diversity, equity, and inclusion efforts and has implications for programs, student services, and marketing for the college to continue to meet the needs of the community and to ensure residents have equitable access to higher education.

Table 11. Ethnicity

Ethnicity	Santa Clarita Valley	College of the Canyons
African American	5%	5%
Asian/Asian-American	14%	11%
Latinx/Hispanic	33%	50%
Native American	<1%	<1%
White	60%	28%
Other/Multi-Racial	NA	3%
Unknown/Declined to state	N/A	3%

Note: Ethnicity data for SCV does not equal 100% because a portion of Latinx/Hispanic individuals also identify with other racial groups.



Source: Claritas Inc., 2020, UST referential file-F20, and The 2020 Santa Clarita Valley Economic Development Corporation

COMMUNITY PARTICIPATION RATES IN HIGHER EDUCATION

Participation rates represent how many people per 1,000 adults attend College of the Canyons. The state's participation rate is 55, although this number should not be compared to 47 for COC, since COC's participation rate excludes students from outside the District's service area zip codes. If students residing outside the District's service area were included, COC's participation rate would be 101 per 1000 adults. Canyon Country and Saugus have the highest participation rates, with about 50 people for every 1,000 adults, attending College of the Canyons.

The District currently delivers Instructional Service Agreement (ISA) training to 5,197 law enforcement officers and firefighters (26 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 27 percent of the college's non-ISA students (5,426) who live outside the service area take classes at the Valencia or Canyon Country campuses.

Table 12. Participation Rates Within District

City (ZIP Code)	Number of Students	SCV Pop. (Age 0-64)	SCV (Age 18-64)	SCV Adult Pop. (Age 18-64)	Participation Rate per 1000 people (Age 18-64)
Canyon Country (91351, 91387)	2,638	70,871	73%	51,931	51
Castaic (91384)	991	29,966	79%	23,725	42
Newhall (91321)	963	31,354	73%	22,838	42
Saugus (91350, 91390)	1,964	52,600	76%	39,730	49
Stevenson Ranch (91381, 91382)	670	19,367	73%	14,218	47
Valencia (91354, 91355)	2,152	60,896	74%	45,181	48
Total in District	9,398	265,054	75%	197,623	48
Total Out of District (ISA and Non-ISA)	10,809				
Total Students	20,207				

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. (2020), CCCCO Data Mart, and UST referential file (Fall 2020).



Female participation rate is higher than males at 53 vs 42 per 1,000 people in the Santa Clarita Valley, respectively.

Table 13. Participation Rates by Sex

Sex	Number of Students	Population (Age 18-64)	Participation Rate
Male	4,226	101,507	42
Female	5,110	96,116	53
Total	*9,336		

*Undecided" students not indicated in this table, thus affecting the total number of students

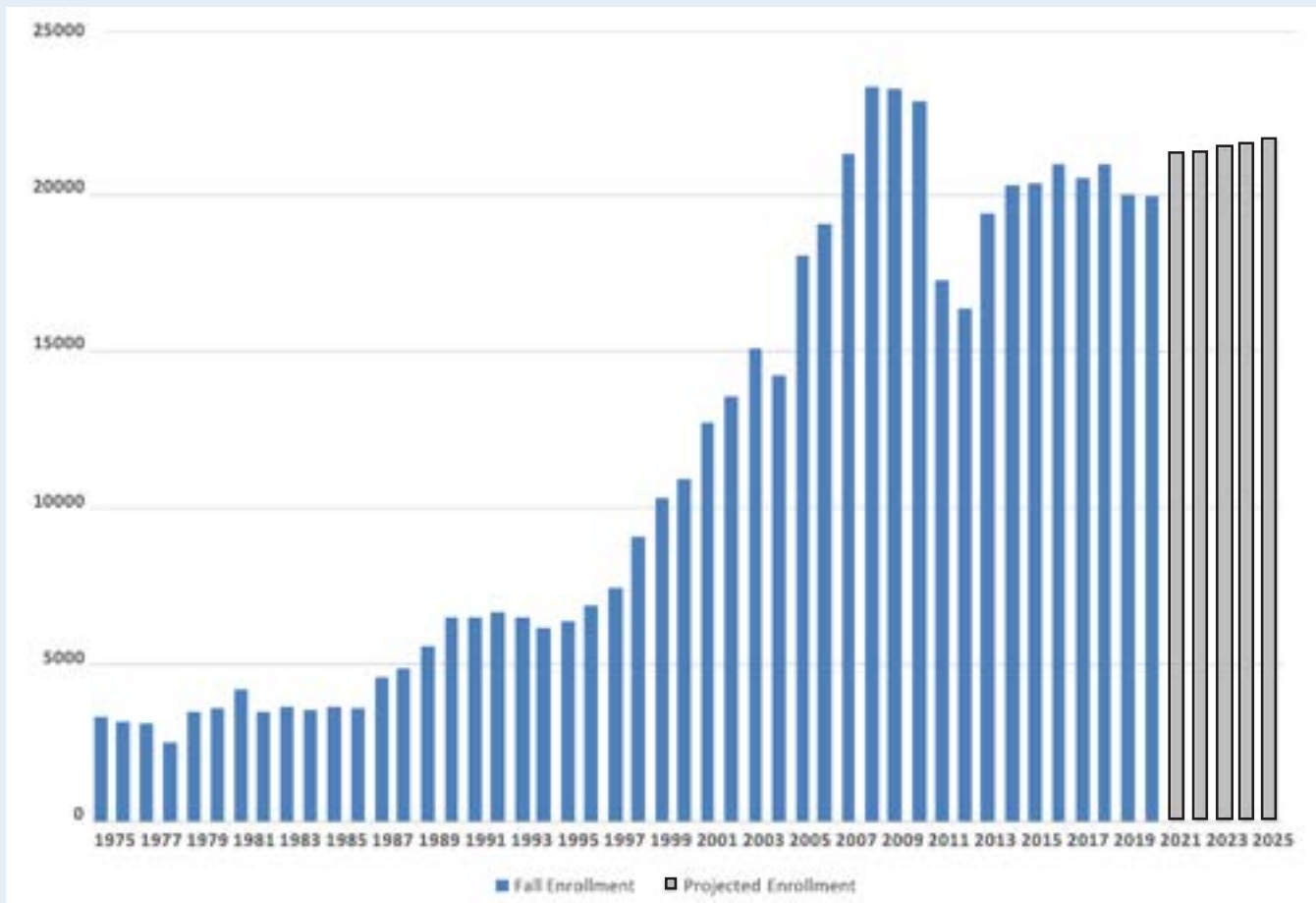
Source: Claritas, Inc. (January 2020), CCCCCO Data Mart, and UST referential file (Fall 2020)



COLLEGE OF THE CANYONS ENROLLMENTS AND PROJECTIONS

Enrollment has remained relatively stable over the past five years. According to the California Community Colleges Chancellor's Office, enrollment is expected to exceed 21,000 by 2025. This enrollment demand will place tremendous demands 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; however, with the passing of Measure E on the June 2016 ballot, additional district classrooms and facilities have been and will be built, including at the Canyon Country campus, to accommodate growing student enrollment. In addition, the COVID-19 pandemic may change the landscape of how we do education.

Figure 12. COC Enrollments and Projections



ENROLLMENT AND PROJECTIONS

Table 14. College of the Canyons Enrollments and Projections

Year	Number of Enrolled Students (Fall)	Year	Number of Enrolled Students (Fall)	Year	Projected Number of Students (Fall)
1973	2,165	1997	7,430	2021	21,267
1974	2,584	1998	9,029	2022	21,386
1975	3,324	1999	10,260	2023	21,506
1976	3,140	2000	10,891	2024	21,626
1977	3,126	2001	12,726	2025	21,747
1978	2,530	2002	13,543		
1979	3,464	2003	15,053		
1980	3,589	2004	14,233		
1981	4,182	2005	18,025		
1982	3,487	2006	19,023		
1983	3,640	2007	21,300		
1984	3,527	2008	23,416		
1985	3,630	2009	23,374		
1986	3,579	2010	22,968		
1987	4,548	2011	17,240		
1988	4,823	2012	16,333		
1989	5,606	2013	19,356		
1990	6,502	2014	20,303		
1991	6,533	2015	20,314		
1992	6,670	2016	20,941		
1993	6,486	2017	20,489		
1994	6,157	2018	20,914		
1995	6,340	2019	20,019		
1996	6,882	2020	20,207		

*California Community College Chancellor's Office projections were based on an assumption of one percent growth.

Note: Enrollment in this context is same number as Headcount

Source: UST referential files—California Community College Chancellor's Office

OVERVIEW OF STUDENT DEMOGRAPHICS

College of the Canyons and the state are very similar in the percentage of part- and full-time students, except the percentage of noncredit students. The percentage of noncredit students at College of the Canyons is lower than the state. The percentage of female students at College of the Canyons is also lower than the state, while the percentage of male students is higher than the state. With a little over 40 percent of our students aged 25 and older, and the majority of students being part-time, College of the Canyons works to ensure course/program offerings and services are available to all students.

Table 15. Overview of Student Demographics: Fall 2020

Age	California	COC
19 or Less	32.5%	32.2%
20-24	29.7%	24.0%
25-29	13.3%	12.9%
30-34	8.1%	8.2%
35-39	5.1%	6.3%
40-49	6.0%	9.8%
50+	5.4%	6.5%
Enrollment Status		
Continuing student	57.3%	58.2%
First-time student	14.3%	11.8%
First-time transfer	6.9%	12.1%
Returning student	11.4%	9.7%
Special admit (K-12)	8.0%	7.7%
Uncollected/unreported	2.3%	0.4%
Race/Ethnicity		
African American	5.3%	5.2%
American Indian/Alaskan Native	0.3%	0.3%
Asian/Pacific Islander	11.3%	7.0%
Filipino/a	3.0%	4.5%
Latinx/Hispanic	47.2%	49.4%
Two or more races	4.3%	2.6%
Unknown/Decline to state	4.2%	3.4%
White	24.2%	27.8%
Sex		
Female	56.8%	45.1%
Male	41.9%	54.5%
Not reported/Non-Binary	1.3%	0.5%
Unit Load		
0-11.9	65.9%	68.8%
12+	30.0%	29.8%
Noncredit	4.2%	1.4%
Total Headcount	1,317,134	20,207

HISTORICAL CHANGES IN COC STUDENT 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/Hispanic students and decreases in the proportion of White students. Currently as a Hispanic Serving Institution, the percentage of Latinx/Hispanic students at College of the Canyons has increased 900 percent from 1970 to 2020!

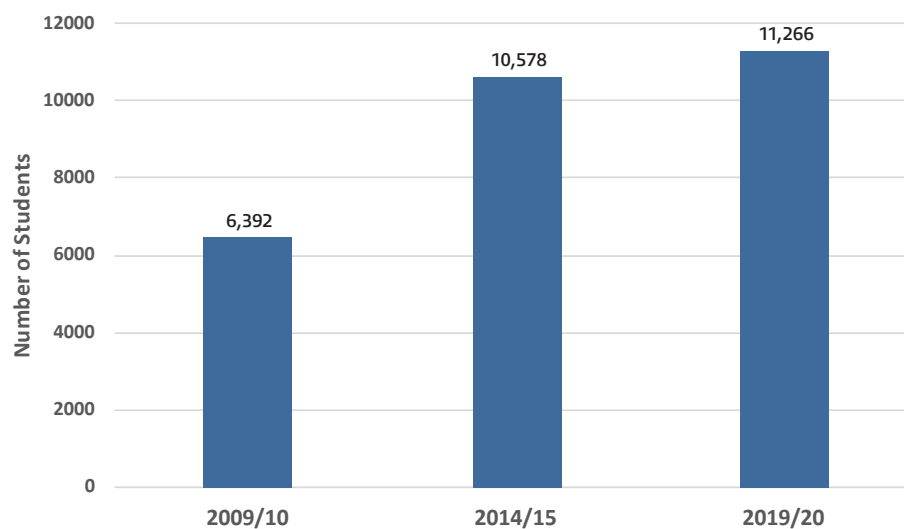
Table 16. Historical Changes in Student Demographics

Ethnicity	1970*	1980*	1990	2000	2020
Asian/Pacific Islander	*	*	4%	5%	7%
African American	2%	2%	2%	4%	5%
Filipino/a	*	*	2%	3%	5%
Latinx/Hispanic	5%	10%	11%	19%	49%
Native American	*	*	1%	1%	<1%
Other/Two or more races*	1%	7%	2%	6%	3%
Unknown/Declined to state	*	*	0%	7%	3%
White	92%	81%	79%	56%	28%
Total Enrollment	1,141	3,589	6,502	10,891	20,207

*Asian/Pacific Islander, Filipino/a, Native American and Unknown were not reported as separate groups during these periods.

STUDENT USE OF FINANCIAL AID

Figure 13. Board of Governors Tuition Waivers



College of the Canyons students pursuing Board of Governor's Waivers increased 76 percent since 2009/10. The increase is reflective of the outreach efforts of the Financial Aid Office. Removing financial barriers to students' access to college is a key benefit of community colleges.

STUDENT USE OF FINANCIAL AID (cont.)

The number of students receiving financial aid has decreased from 8,480 in 2014/15 to 6,984 in 2019/20, a decrease of 15%. Financial aid award dollars decreased from \$22,012,577 in 2014/15 to \$18,730,186 in 2019/20, a decrease of 15%.

2020 proved to be a challenging time with COVID-19 and many were impacted financially. Thanks to the hard work of Financial Aid and Fiscal Services offices, over \$10 million of emergency funding was dispersed to more than 8,500 students through the Higher Education Emergency Relief Fund (HEERF).



Table 17. Financial Aid

Program	Students Served (2014-2015)	Student Dollars (2014-2015)	Students Served (2019-2020)	Student Dollars (2019-2020)	Students Served (% Difference)	Student Dollars (% Difference)
Cal Grant B & C	916	\$1,101,122	976	\$1,672,720	6.5%	52.0%
Federal Pell Grant	5,089	\$15,951,172	4,078	\$13,879,536	-20.0%	-13.0%
Federal SEOG Grant	1,004	\$431,567	1,277	\$663,466	27.2%	53.7%
Federal Work-Study	90	\$268,060	106	\$446,072	18.0%	66.4%
Scholarships	163	\$125,473	399	\$232,717	145%	85.5%
Stafford Loans (All)	1,218	\$4,135,183	547	\$1,835,675	-55.1%	-55.6%
Total	8,480	\$22,012,577	6,984	\$18,730,186	-17.6%	-15.0%

WHERE COC STUDENTS RESIDE

The number of students residing in within the District's service area decreased slightly over the past three years. Currently 32 percent (6,572) of the college's out-of-district students take classes at the Valencia or Canyon Country Campus. The remaining out-of-district students (3,126) are public safety employees (ISAs) who receive training at their workplace.

Table 18. Residence of COC Students

Students Community of Residency			
In-District	Fall 2018	Fall 2019	Fall 2020
Canyon Country	3,201	3,235	2,635
Castaic	1,048	1,049	991
Newhall	1,154	1,252	963
Saugus	2,163	2,208	1,964
Stevenson Ranch	835	820	670
Valencia	2,379	2,394	2,152
In District (Overall)	10,780	10,958	9,398
Out of District (Non-ISA)	5,977	5,610	5,282
ISA Students	4,157	3,451	5,527

A significant number of local high school graduates attend COC immediately following high school graduation, as noted below.

Table 19. Previous High Schools of COC Students Who Transitioned to COC Within One Semester of Graduation (Hart District)

High School Last Attended	Number of Students
Academy of the Canyons	31*
Bowman High School	53
Canyon High School	503
Golden Valley High School	376
Learning Post High School	26
Opportunities for Learning	11
Saugus High School	503
Sequoia Charter High School	0
Valencia High School	520
West Ranch High School	422
William S. Hart High School	417

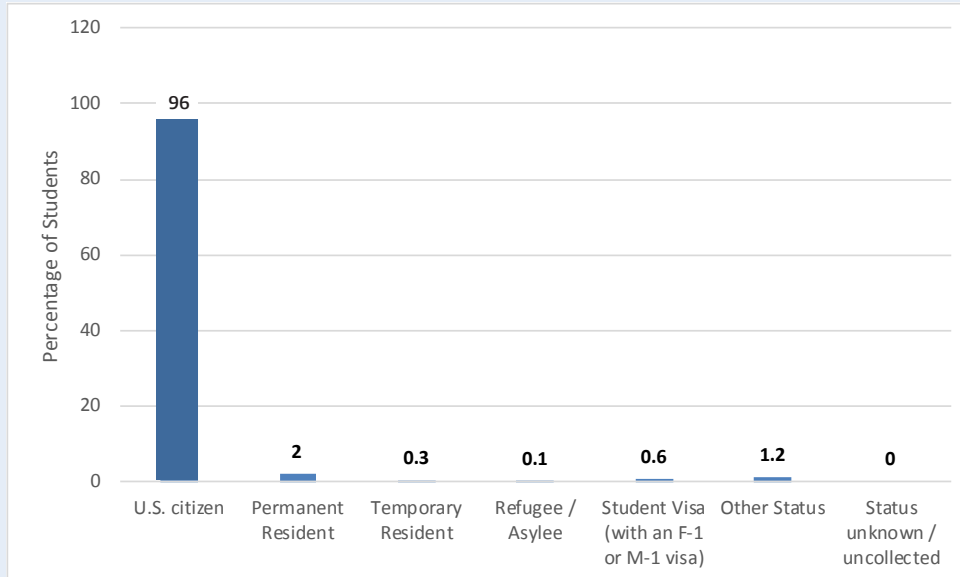
*70% of graduating AOC seniors earn at least one associate degree before graduating high school.



STUDENT CITIZENSHIP STATUS

The vast majority of students at College of the Canyons are U.S. citizens or permanent residents. Two percent of students are on student visas, temporary residents or refugees.

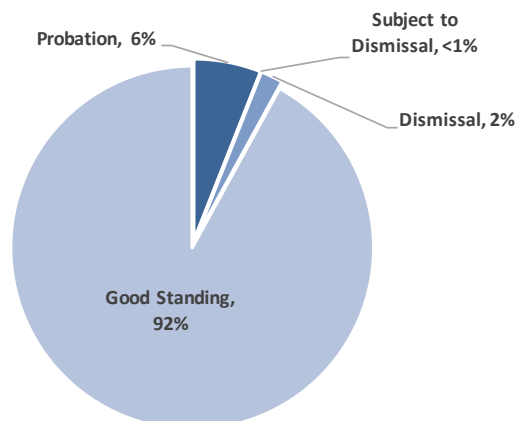
Figure 14. Citizenship of Students, Fall 2020



STUDENT ACADEMIC STANDING

Approximately nine of 10 students have an academic standing of “good,” meaning they have completed 12 or more units of coursework with a cumulative GPA of 2.0, and 50 percent or more of all coursework is completed with grades and not withdrawals, incompletes, or no pass notations. Less than 10 percent of students are in academic difficulty (probation, subject to dismissal or dismissed).

Figure 15. Academic Standing of COC Students, Fall 2020



Source: UST File and CCCCCO Data Mart

CONCURRENT AND DUAL ENROLLMENT OPTIONS FOR STUDENTS

College of the Canyons offers multiple pathways for local high school students through dual and concurrent enrollment opportunities. Dual enrollment offers students an opportunity to enroll in college-level coursework during the high school day to earn college credits while they are pursuing their high school diplomas. At College of the Canyons, students in dual enrollment courses take college courses at their high school during the day when school is in session, closed to the public. Dual enrollment courses are taught by College of the Canyons approved faculty.

Concurrent enrollment refers to college courses that are taught at the college or high school but are offered outside regular high school hours. Concurrent enrollment courses are also taught by College of the Canyons approved faculty. These courses are open to the general public. In addition, classes taught as part of our Middle College High School are also considered concurrent enrollment classes.

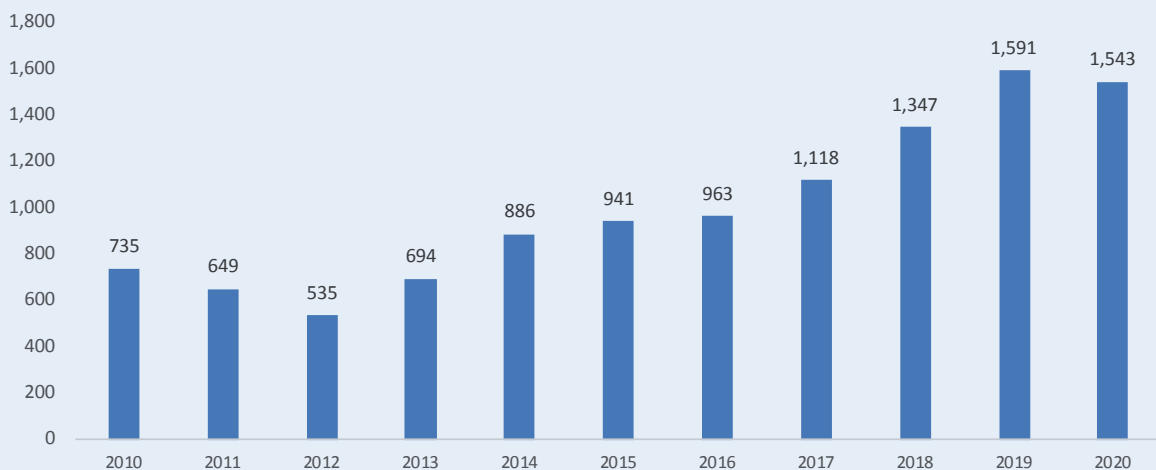
Since 2013 concurrent enrollment continued to increase as the state of the economy began to turn following the recession. This was likely the result of an increase in state funding, additional course offerings at the high school sites as part of the College and Career Access Pathway (CCAP) agreement with the Wm. S. Hart Union High School District and non-CCAP offerings at the local high schools. Over the past few years the District Outreach efforts have contributed greatly to the enrollment of students from the local high schools.

In addition to the short-term benefits to students which include providing educational enrichment opportunities for eligible minor students, the Hart District and College of the Canyons, concurrent enrollment partnership also serves as a bridge to COC, encouraging future enrollment.

Note: Title 5 of the State Educational Code (48800.5) and 76001 (a), (b) and (h) indicates that minor students may take college classes that are for "advanced scholastic or vocational education and for which they have demonstrated adequate preparation in the discipline to be studied and have availed themselves of all opportunities to enroll in an equivalent course at their school of attendance."

Figure 16. Concurrent /Dual Enrollment Trends

Concurrent Enrollment (High School) Trends: Fall 2010-2020

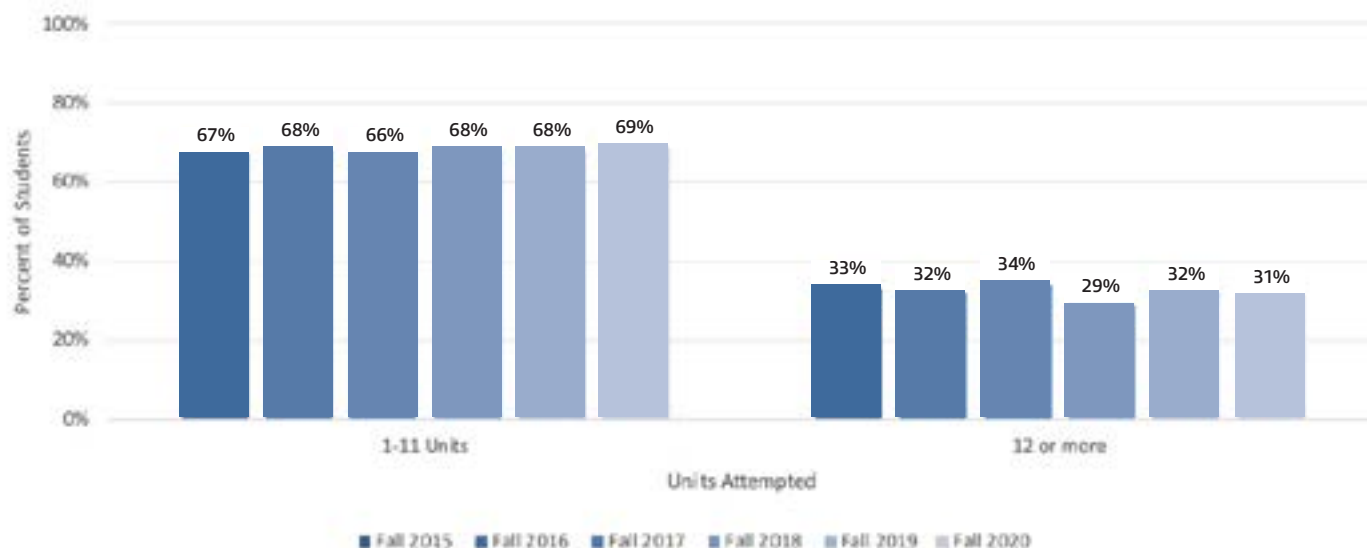


Source: CCCC Data Mart

STUDENT FULL-TIME/PART-TIME ENROLLMENT STATUS

The percentage of full-time and part-time students has remained relatively stable between fall 2014 and fall 2020, which is typical for any California Community College. Note: data excludes noncredit courses.

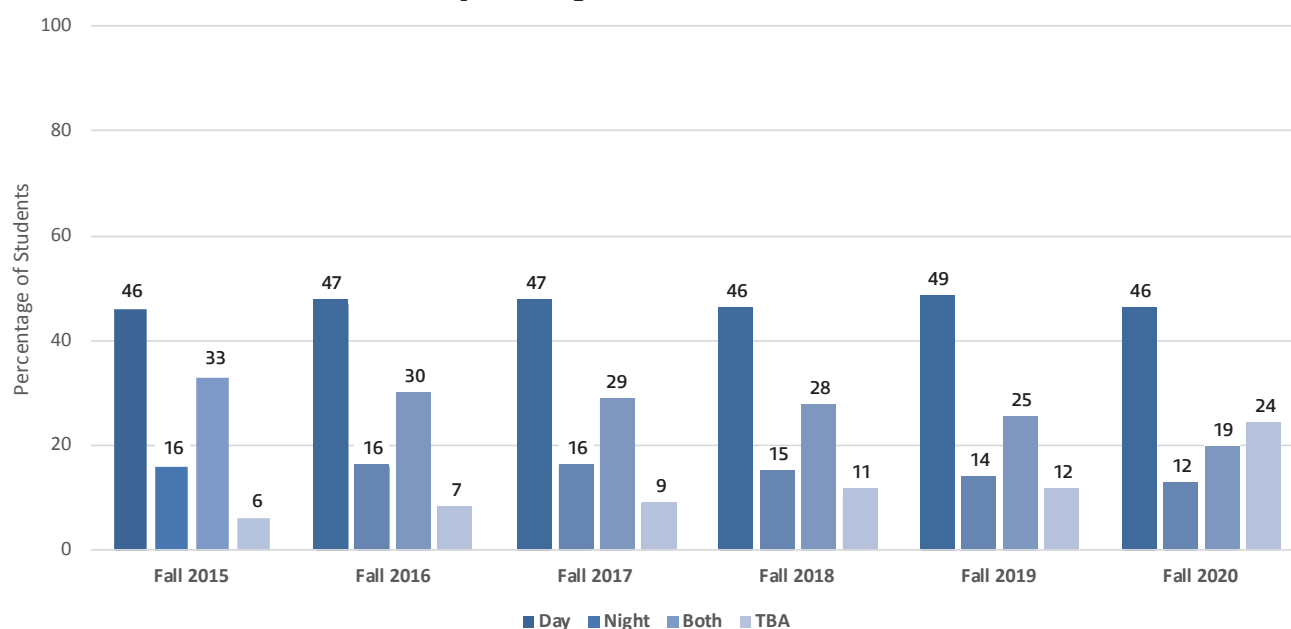
Figure 17. Enrollment Trends: Full-Time/Part-Time



During the Fall 2020 semester, the percentage of students enrolling in both night and day classes decreased and TBA increased. Due to COVID-19 stay at home orders, the majority of classes transitioned to 100% online. However, while classes were mostly online, courses were scheduled to meet online live (via Zoom) at specific times during the day or evening. Note: Excludes ISA courses.

STUDENT DAY/EVENING ENROLLMENT

Figure 18. Time of Class Enrollment (Day/Evening)

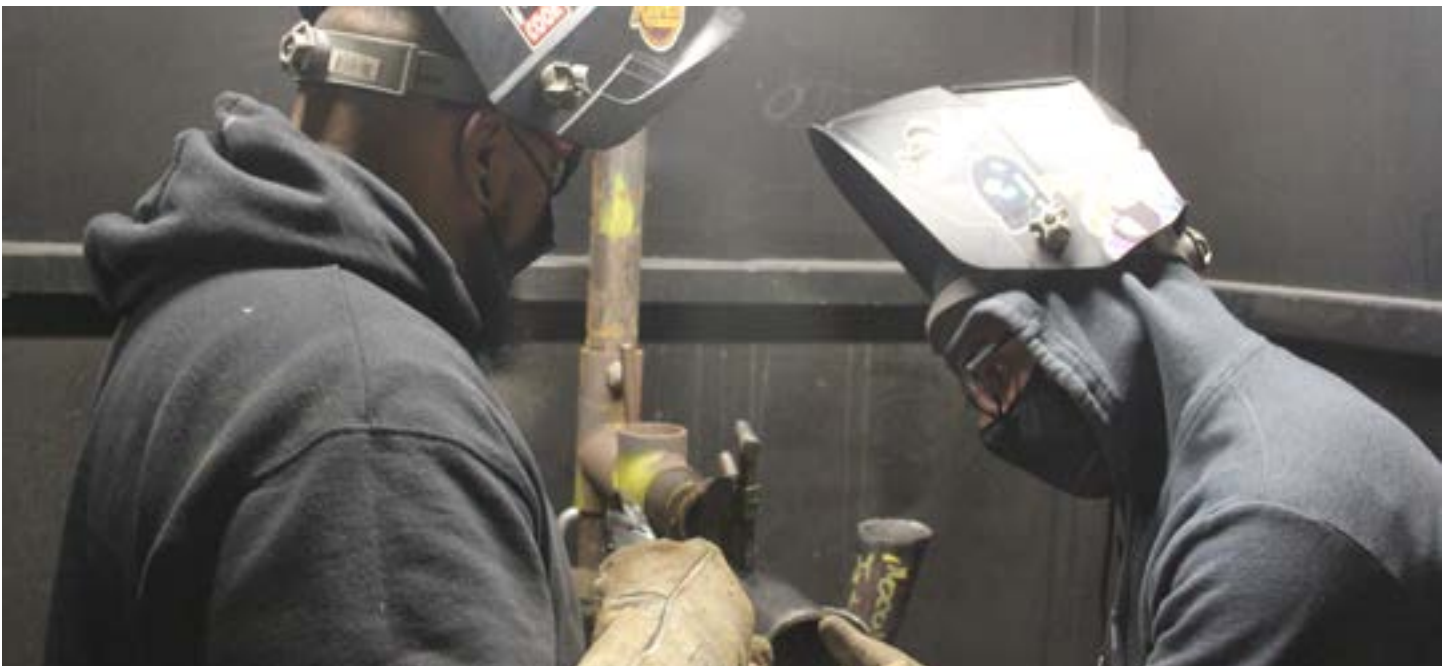
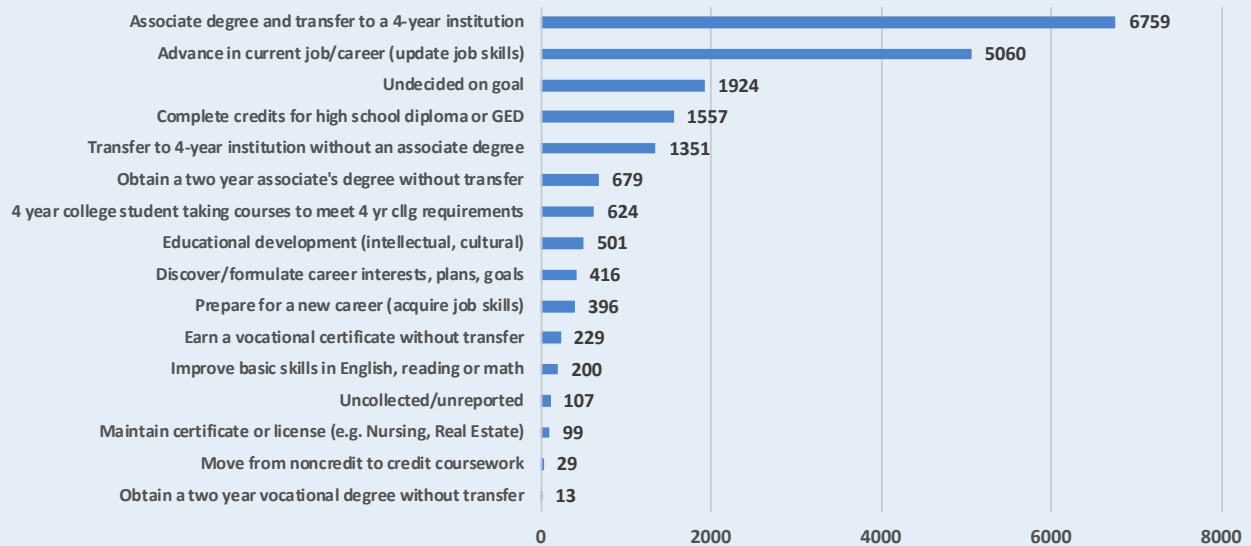


STUDENT EDUCATIONAL GOALS

The most common student educational goal is to obtain an associate degree and transfer to a four-year institution followed by advance in current job. After “undecided”, the next most common educational goal is to complete credits for high school diploma or GED followed by 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 19. Educational Goals of COC Students, Fall 2020



Source: UST File

STUDENT OUTCOMES AND SUCCESS

Other notable highlights of COC student outcomes include:

- Since coming to COC in 1988/89, Chancellor Dr. Dianne Van Hook has watched approximately 28,623 students graduate.
- Since 2011/12, more than 17,000 associate degrees have been awarded
- Over 9,500 students have transferred to the University of California and California State University systems in the past 10 years.
- Over a ten-year period (2009/10 to 2019/20), more than 3,585 students have transferred from College of the Canyons to in-state private and out-of-state institutions. Transfers to in-state private and out-of-state institutions have included Brandman, West Coast University-Los Angeles, Pepperdine University, Boise State University, Brigham Young University-Idaho, and Grand Canyon University.
- Over the past five years, the number of Associate Degrees for Transfer (ADTs) awarded has increased 163 percent (509 ADTs in 2015/16 to 1,339 in 2019/20).



ASSOCIATE DEGREES AND CERTIFICATES GRANTED

The college awarded 5,906 degrees and/or certificates in 2019/20. The top five degrees/certificates awarded were:

- Liberal Arts and Sciences
- Business
- Noncredit Certificates
- Psychology
- Health Science

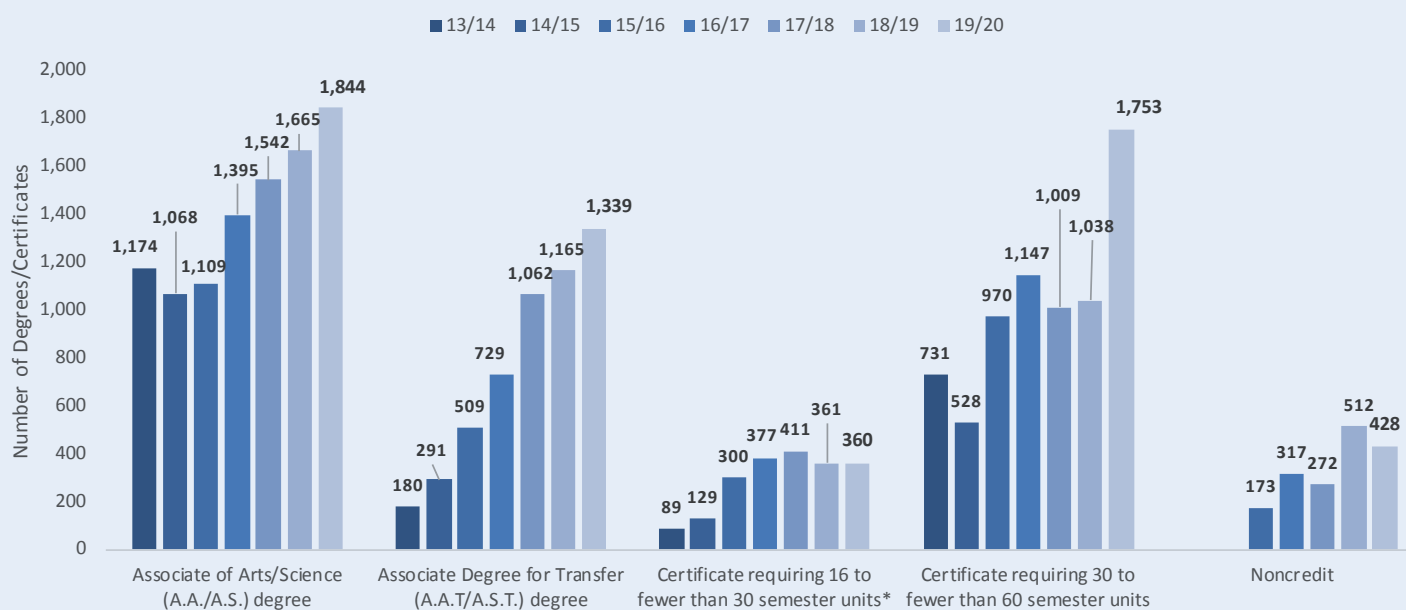
Table 20. Degrees and Certificates-2019/20

Degrees & Certificates	Total Awarded	Degrees & Certificates	Total Awarded
Administration of Justice	98	History	58
Architectural Drafting	9	Hotel & Restaurant Management	19
Art	43	Interior Design	19
Athletic Training and Kinesiology	67	Liberal Arts and Sciences	2,760
Anthropology	9	Manufacturing Technology	23
Automotive Technology	28	Mathematics	117
Biological and Physical Sciences	62	Media Entertainment Arts	111
Business	693	Medical Laboratory Technician	12
Communication Studies	109	Modern Language	13
Computer Applications Web Technology	24	Music	13
Computer Networking	21	Noncredit	427
Computer Science	44	Paralegal	25
Construction Management	15	Philosophy	9
Culinary Arts	16	Photography	9
Early Childhood Education	133	Physics	49
Economics	5	Political Science	29
Emergency Medical Technician	107	Psychology	249
Engineering	64	Real Estate	5
English	39	Recreation Management	2
Fire Technology	57	Registered Nursing	106
General Education/Transfer/IGETC	546	Sign Language	14
Geography	6	Sociology	108
Geology	1	Surveying	13
Graphic and Multimedia Design	25	Theatre	26
Health Science	33	Water Systems Technology	23
		Welding	16

ASSOCIATE DEGREES AND CERTIFICATES (Continued)

The most common educational awards of students were associate degrees. Certificates requiring 30-60 units had a spike between 2018/19 and 2019/20 possibly due to a back log in processing these certificates.

Figure 20. Degrees and Certificates Awarded 2013/14-2019/20



ASSOCIATE DEGREES AND CERTIFICATES (Continued)

The number of degrees and certificates awarded by College of the Canyons has increased 74 percent from 2014/15 to 2019/20. In regards to ethnicity, the largest increases in awards were for Native American, Asian/Filipino/a, and Latinx/Hispanic students. In regards to age, the largest increase was for students ages 19 or younger. In regards to sex, female students had the largest increase in awards. The College's efforts to close equity gaps are impacting students based on the demographic breakdown of degree completers detailed below, while also pointing to areas where additional efforts are warranted

Table 21. Changes in the Number of Associate Degrees Awarded from 2014/15 to 2019/20

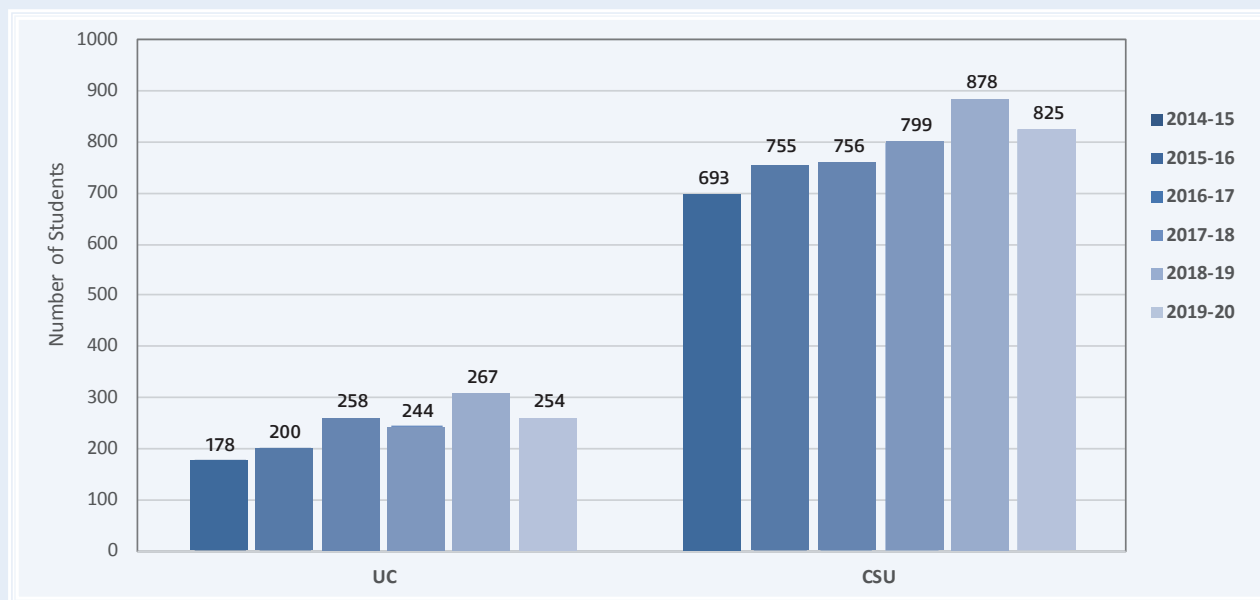
Ethnicity	2014-15	2019-20	Percent Change 2014-2020
Asian/Filipino/a	110	263	139%
African-American	50	61	22%
Latinx/Hispanic	462	1,036	124%
Native American	2	11	450%
Two or More Races	62	59	-5%
Pacific Islander	4	7	75%
White	546	720	32%
Unknown	26	35	35%
Age			
19 or Less	16	123	668%
20-24	706	1,312	86%
25-29	280	399	43%
30-34	90	149	66%
35-39	50	95	90%
40-49	76	58	-24%
50+	42	54	29%
Sex			
Male	518	886	71%
Female	741	1,291	74%
Total	1,262	2,190	74%

Source: Informer Report

STUDENT TRANSFERS AND COMPLETION

At College of the Canyons, the numbers of transfers to both CSU and UC continued growing over the past five years (2014/15 to 2018/19), but slightly decreased in 2019/20, as depicted in Figure 36. In 2016/17, there was a decrease in transfers to CSUs, but there was an increase in transfers to UCs and in 2017/18, there was a decrease in transfers to UCs, but an increase in transfers to CSUs. The top-three UC transfer institutions for COC students in 2019/20 were UCLA, UC Santa Barbara, and UC San Diego. The top-three CSU transfer institutions for COC students in 2019/20 were CSU Northridge (CSUN), followed by CSU Channel Islands (CSUCI), and CSU Long Beach (CSULA). Additional data analysis is planned to further disaggregate these results in Fall 2021.

Figure 21. Number of Transfers to UC and CSU



Source: <https://www.calstate.edu/as/stats.shtml> and <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

STUDENT TRANSFER RATES

Another set of outcomes analyses is based on Federal Student-Right-to-Know measures. These indicators track cohorts of students who were full-time, first-time freshmen interested in obtaining a certificate, degree, or transferring. Completion is defined as completing a certificate or degree or becoming “transfer prepared” by completing 56 transferable units with a GPA of 2.0 or better. The transfer rate reflects students who transfer to another postsecondary institution (UC, CSU or California Community College) prior to attaining a degree, certificate or becoming transfer prepared. After the three-year period students were tracked, the combined completion and transfer rate was 51 percent for COC, compared to 49 percent statewide. While the rates are slightly higher than statewide, the college is actively engaged in efforts aimed at improving these rates. Note: 2016 is most recent cohort year available

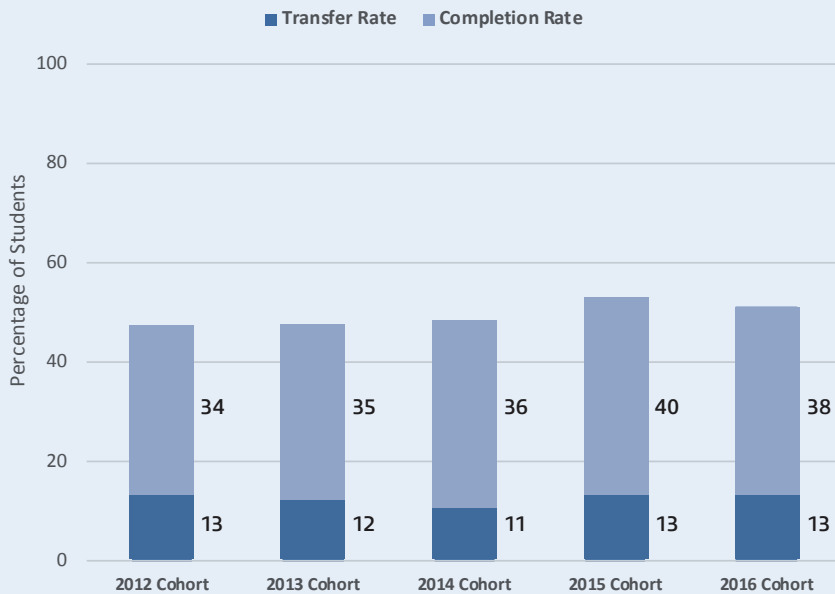
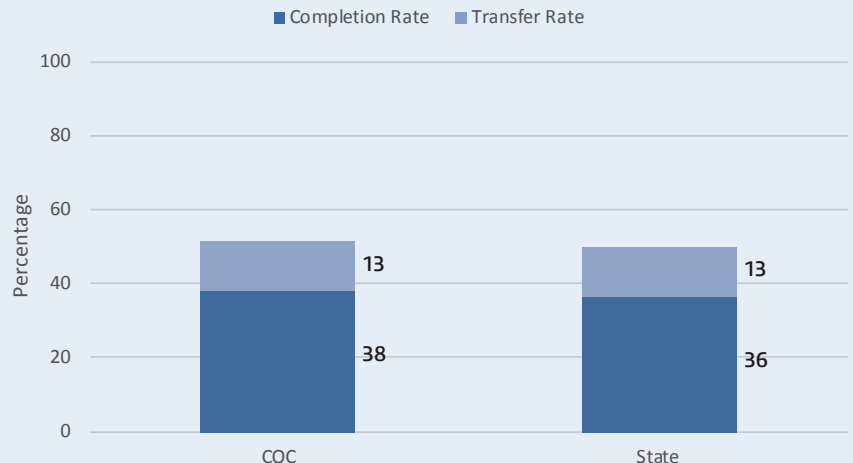


Figure 22. Completion and Transfer Rate of First-Time, Full-Time, Degree, or Certificate Seeking Students by Cohort Year

Figure 23. Completion and Transfer Rate of 2016 First-Time, Full-Time, Degree, or Certificate Seeking Students: COC vs. the State



Source: <http://srtk.cccco.edu/index.asp>

COLLEGE PROGRAMS AND SERVICES



COLLEGE PROGRAMS

The largest employment category in the Santa Clarita Valley is wholesale/retail trade, followed by leisure/recreation, professional services, healthcare and education, and manufacturing.

College of the Canyons offers the following programs in order to meet our community's needs:

- Accounting
- Accounting Technician
- Administration of Justice
- Administrative Assistant
- Adobe Photoshop Association Certification Exam Prep
- 21st Century Career Skills
- Advanced Performance and Diagnosis
- American Sign Language Interpreting
- Animation Production
- Anthropology
- Applied GIS and Spatial Studies
- Architectural Computer Aided Drafting
- Architectural Drafting and Technology
- Architectural Drafting
- Art
- Art History
- Autodesk Maya Certified User Exam Prep
- Automated Machining
- Automotive Technology
- Baking and Pastry
- Basic Proficiency in Chinese
- Basic Proficiency in French
- Basic Proficiency in German
- Basic Proficiency in Italian
- Basic Proficiency in Spanish
- Heritage Speaker Proficiency in Spanish
- Intermediate Proficiency in French
- Intermediate Proficiency in Spanish
- Biology
- Building Inspection
- Business Administration
- Business of Acting
- Cal-LAW Scholar
- California Studies
- Career and Lifestyle Exploration
- Career Strategist
- Carpentry Technology
- CBEST Preparation
- Certified Nurse Assistant
- Civic and Community Engagement
- Cloud/Virtualization
- College Success Toolkit
- Commercial Photography
- Commercial Sexual Exploitation of Children (CSEC) Training
- Communication Studies
- Computer Animation
- Computer Applications
- Computer Science
- Construction Management Technology
- Construction Technology
- CSU GE Breadth
- Culinary Arts
- Customer Relations
- Deaf-Blind Support Service Provider
- Diesel Technician
- Digital Office
- Digital Photographic Camera and Composition Fundamentals
- Digital Photographic Camera and Composition Manual Fundamentals
- Digital Photographic Project Fundamentals
- Digital Publishing for the Office
- E-Commerce: Business
- E-Commerce: Technology
- Early Childhood Education
- Early Childhood Education: Infant/Toddler
- Early Childhood Education: Preschool
- Early Childhood Education: School-Age
- Early Childhood Education: Special Education
- Early Childhood Education: Supervision & Administration of Children's Programs
- Economics
- Electrical Technology
- Elementary Teacher Education
- Emergency Medical Technician I
- Engine Repair
- Engineering
- English
- English as a Second Language (ESL) for College Preparation I
- English as a Second Language (ESL) for College Preparation II
- Entering the Workforce Post Criminal Conviction
- Essential Algebra Skills
- Essential Arithmetic Skills
- Essential Pre-Algebra Skills
- Essential Reading and Writing Skills for College and Career
- Entrepreneurship and Small Business Management
- Environmental Sciences
- Environmental Studies
- ESL/Beginning Level
- ESL/Intermediate Level
- Filmmaking
- Finance
- Fire Service Management In-Service
- Fire Technology Pre-Service
- French
- Fundamentals of Communication
- Fundamental Skills for Commercial Artists
- Gas Tungsten Arc Welding
- Gateway Human Resources Assistant
- General Education Development Preparation
- Geography
- Geology
- Global Competencies
- Global Navigation Satellite System (GNSS)
- Global Studies
- Graphic & Multimedia Design

- Green Gardener
- History
- Hospitality Management
- Hospitality Wine Service
- Hotel Front Office Training
- Hotel & Restaurant Management
- Hotel Management
- Human Resources Management
- Human Resources Professional
- IGETC
- Instructional Aide Training
- Interior Design - Home Staging
- Interior Design
- Interior Design: Interior Decorating - Merchandising
- Interior Design: Set Decorator for TV and Film
- IoT - Internet of Things
- Introduction to Residential Building Trade Skills
- Journalism
- Kinesiology
- Law Enforcement Technology
- Land Surveying
- Liberal Arts and Sciences: Health Science
- Liberal Arts and Sciences: Humanities
- Liberal Arts and Sciences: Mathematics and Science
- Liberal Arts and Sciences: Social Science
- Logic Pro
- Machining/CNC
- Management Toolbox
- Manufacturing Fundamentals
- Manufacturing Technology: CAD/CAM
- Manufacturing Technology: CATIA
- Marketing
- Mathematics
- Mechanical Drafting
- Medical Laboratory Technician
- Medical Office Administrative Assistant
- Metal Fabrication
- Mindful Co-worker
- Music
- Music Recording Software
- Navigating Mental Health Issues in the Workplace
- Network Associate
- Network Engineer
- Network Foundation
- Network Technology (Formerly Computer Networking)
- New Media Journalism
- News Reporting and Anchoring
- Nursing: Career Ladder LVN to RN
- Nursing: Registered Nurse
- Occupational Safety Health Administration (OSHA) Construction
- Paralegal Studies
- Personal Training
- Philosophy
- Photography
- Physical Education-Kinesiology
- Physics
- Pipe Fabrication/Welding
- Plumbing Technology
- Political Science
- Pro Tools - Level I
- Psychology
- Public Health Science
- Quick Service Technician
- Real Estate
- Recreation Management
- Restaurant Management
- Retail Management
- Robotic Welding Automation
- Semi-Automatic Welding
- Sibelius
- Social Justice
- Social Science
- Sociology
- Sound Arts
- Spanish
- Spanish for Healthcare Workers
- Structural Steel Welding
- Studio Arts
- Supervisor's Roadmap
- Survive and Thrive in the Workplace
- Sustainable Design and Development
- System Associate (Formerly System Administrator)
- Teaching Foundation
- Technical Theatre
- Theatre
- Theatre Arts
- Theatre Performance
- Therapeutic Procedures
- Transmission Service Technician
- Upgrade to Academic Success
- Video Game Animation
- Water Systems Technology
- Web Development
- Web Publishing and Design
- Website Development
- Welding Technology
- Wine Studies
- Workplace Essentials
- Yoga Teacher Training

Programs are continually monitored as workforce needs evolve. These programs are current examples of developing programs to meet the needs of our community's businesses and industries.

For up-to-date information on program majors, degrees and certificates offered please visit <https://www.canyons.edu/studentservices/counseling/degrees/index.php>

COLLEGE INSTRUCTIONAL OFFERINGS

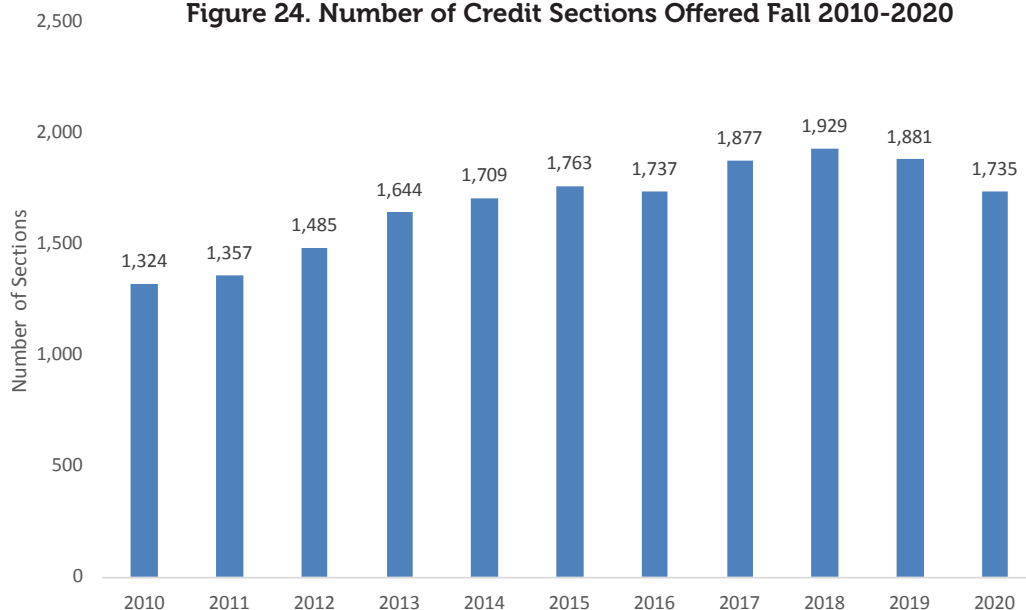
Between 2010 and 2018, the number of credit sections steadily increased, peaking in 2018. In Fall 2020, less credit sections were offered due to lower enrollment. With the COVID-19 stay at home orders, students had to take classes either in a traditional fully online format or live via Zoom. This posed challenges for students. Students may have chosen to take a break from their education until face-to-face classes resumed. Barriers reported by students in the Fall 2020 semester included:

- lack of digital access
- challenges of online learning, and
- personal and familial responsibilities

To help mitigate the challenges, the College provided additional support through laptop distributions and disbursement of additional federal grant dollars.



Figure 24. Number of Credit Sections Offered Fall 2010-2020



Sources: USX File - Fall 2020 and COVID-19 Student Survey

DISTRIBUTION OF COURSES

An analysis of the distribution of course and section offerings by credit, transfer, basic skills, career technical education (CTE) and noncredit status showed that the mix of offerings is aligned with the college's mission to provide 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."

Observations of the distribution of course and section offerings by type were as follows:

- 87 percent of the courses offered in fall 2020 fulfilled degree and/or transfer requirements.
- Six percent of the courses offered in fall 2020 were below college level.
- Eight percent of courses (noncredit) were not part of basic skills or degree or certificate programs.

Table 22. Courses and Section Offerings by Type: Credit, Transfer, Basic Skills, Career Technical Education (CTE) and Noncredit (Fall 2020)

Course Type	Courses (N)	Courses (%)	Sections (N)	Sections (%)
CTE Only	5	1%	6	<1%
CTE Degree Only	16	3%	22	1%
CTE Degree Transfer	268	42%	497	26%
Degree Only	4	1%	17	1%
Degree & Transfer	263	41%	1192	62%
Basic Skills, Credit	8	1%	29	2%
Basic Skills, Noncredit	29	5%	70	4%
Noncredit Other	51	8%	102	5%

Source: USX and UCB Files—Fall 2020

ONLINE EDUCATION

The college offers alternative instructional delivery methods, including accelerated, online and hybrid classes. Hybrid classes were first offered in 1999, and fully online classes were first offered in 2005. All instructors teaching online are required to complete training, including how to use a learning management system, how to design a class to be accessible to students with disabilities, and training in online teaching and learning theory.

Since 2010, 100% online sections have increased significantly; however, we can't compare 2020 to previous years. Due to COVID-19 stay-at-home orders, the majority of courses were offered either offered in a 100% online format or an Online Live format. Online Live was a substitute for face-to-face course. It consisted of scheduled live Zoom lectures. Online Live is not represented in the analyses below because it does not meet the definition of 100% Online.

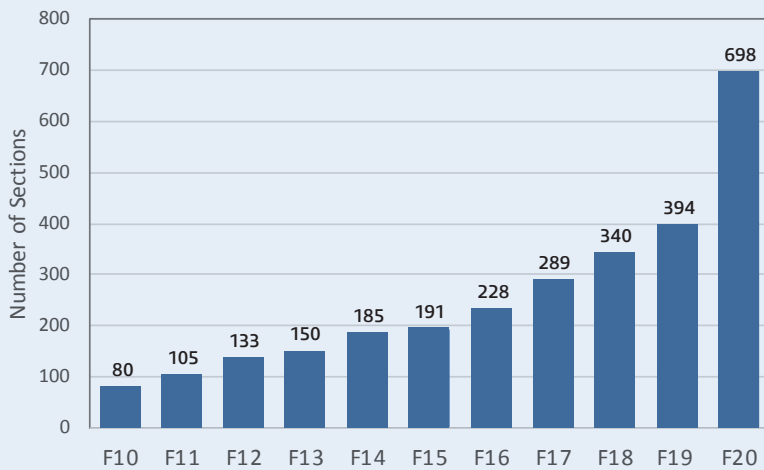
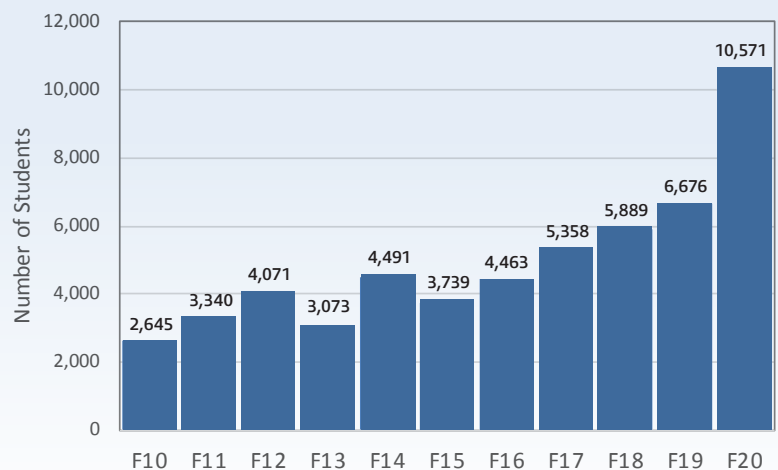


Figure 25.
100% Online Sections Fall 2010-2020

Figure 26.
Online Headcount - Fall 2010- Fall 2020



As noted, the number of 100% online sections has increased significantly at the College.

Source: 320 Files

INSTRUCTIONAL LOAD

Instructional Load is a measure of the college's efficiency and can be thought of as the number of students served by each faculty member (weekly student contact hours divided by the full-time equivalency of faculty). This number has decreased since 2015/16. The last time the load was over 500 was in 1992 when the college's load was 528.

Table 23. Growth in WSCH, FTEF, and Load 2015/16 to 2019/20

Instructional Load	2015-16	2016-17	2017-18	2018-19	2019-20
FTES	14,147	14,248	14,235	13,925	13,599
WSCH	212,202	213,716	213,647	208,879	204,992
FTEF	505	536	589	594	558
Load (WSCH/ FTEF)	420	399	363	352	367

See also Annual Academic Program Reviews for data broken down by individual departments.



Notes:

WSCH (Weekly student Contact Hours is the number of class hours each course is regularly scheduled to meet times enrollment — Source: 320 Report). FTEF (Full-Time Equivalent Faculty is calculated using the number of student contact hours. One FTEF for a semester is equivalent to 15 equated – adjusted for lab hours – teaching hours — Source: UXE files).

Excludes Public Safety and In-Service Training and NC.TUTR-094.

Source: Annual Academic Program Review (2015/16-2019/20), UXE referential files and MIS 320 files

INSTRUCTIONAL LOAD (continued)

The number of students served by each faculty member has been decreasing, but slightly increased between 2018/19 and 2019/20. It is important to note that load varies considerably between the fall and spring teams, by as much as 10 percent. Annual combined numbers will be updated again in Fall 2021.

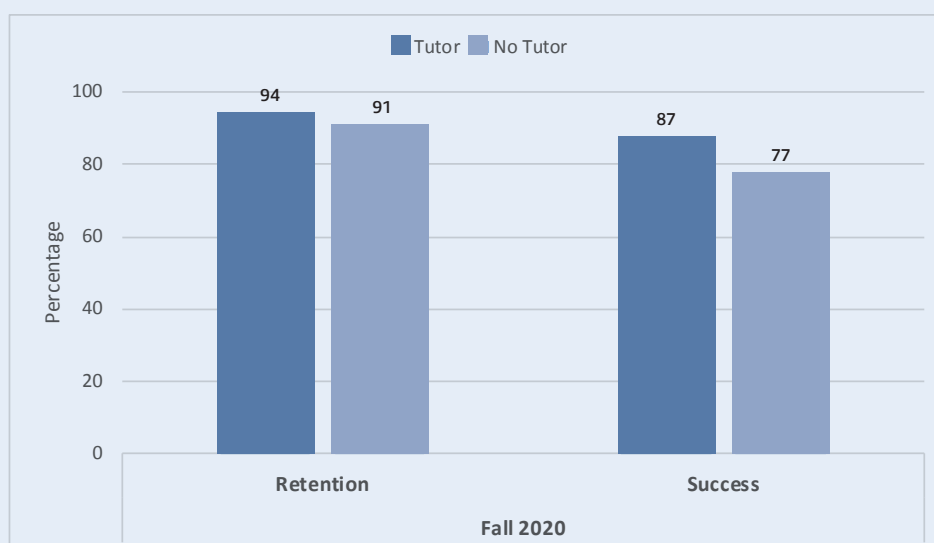
Figure 27. Instructional Load



LEARNING RESOURCES

College of the Canyons' The Learning Center (TLC) is a FREE tutoring resource which provides assistance to current COC students seeking to supplement classroom instruction to reach their educational goals. During the Fall 2020 semester, tutoring was Live over Zoom due to the pandemic. In Fall 2020, there were a total of 1233 individual students who received a total of 4345.86 hours of online tutoring (Live over Zoom). Previous analyses have shown that students who use the TLC have higher retention and success rates compared to students who do not use the TLC. Results were similar for students who used the TLC via Zoom during the Fall 2020 semester.

Figure 28. Retention and Success Rates (Fall 2020)*



Another resource students can use is The Library. The Library at College of the Canyons carries a full range of materials to support the curriculum and the lifelong learning needs of our students, staff, and community members. Key services and collections include reference, bibliographic instruction, circulation/reserves, print materials, audiovisual materials, electronic resources, internet access, and individual and group study areas. During the Fall 2020 semester, the Library remained closed due to the pandemic. However, library resources remained available online, such as workshops, databases, videos, and eBooks.

*Course Success is defined as the percent of students successful in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, CR/P; Denominator = Number of students (duplicated) with A, B, C, D, F, FW, CR/P, NC/NP, W, I. (This analysis uses the RP Group definition, which facilitates statewide comparisons.)

Course Retention is defined as the percent of students retained in courses out of total enrolled in courses: Numerator = Number of students (duplicated) with A, B, C, D, F, I, CR/P, FW, NC/NP; Denominator = Number of students (duplicated) with A, B, C, D, F, I, W, CR/P, FW, NC/NP. (This report uses the RP Group definition, which facilitates statewide comparisons.)

Sources: Library website and TLC Staff and website, USX Fall 2020 files.

COLLEGE TECHNOLOGY DEVELOPMENTS

Technology at the college has changed dramatically since 1996, both quantitatively and qualitatively. In terms of quantitative indicators, the college has:

- Increased the number of servers from one to 279 (78 physical and 194 virtual)
- Increased bandwidth to the Internet by nearly 1,000 times.

Not included in the table below is the ability for students to register and pay bills online, having access to the Internet and email, ability to print to any networked printer or copier on campus, having access to online library materials, wireless capability on campus, and students' ability to take classes online.

Table 24. Technology

Pre-1996	Current
325 stand-alone computers and 12 terminals	Approximately 3,745 networked computers (laptops & desktops), plus 350 "thin client" computers in TLC lab space
9 student access labs	58 student and 2 administrative computer labs (Valencia: 49 instructional, 1 administrative; CCC: 9 instructional, 1 administrative)
1 Mainframe	86 administrative and educational physical servers; 270 virtual servers; 1 integrated data-base management system
In-person registration	Online student registration
Single T1 data access for administrative building	One 10 Gigabit circuit for internet at Valencia, one 10 Gigabit circuit for internet at CCC; with a 10 Gigabit interconnection between Valencia and CCC to provide redundant internet connectivity
Traditional B&W copier service	Digital copy machines accessible over the network, offering B&W and color copies
Traditional library facility and resources	Online library catalog hosted in the cloud and access to major research databases and periodical listings
Traditional classroom equipment	200 "smart" classrooms

Source: Computer Support

COLLEGE STUDENTS POPULATIONS

College of the Canyons has many special programs to help meet the needs of our diverse student body. It is also important for the College to know who its students are for program and policy planning and development, especially for underserved populations. Data on special populations is collected through the California Community College Chancellor's Office and internally.

Note: * indicates data was not available in that particular data source.

Table 25. Special Populations

	Fall 2018 (CCCCO Data)	Fall 2019 (CCCCO Data)	2018-19 Annual (Internal Data)	2019-20 Annual (Internal Data)
Disabled Students Programs & Services (DSPS)	922	975	1,231	1,200
Extended Opportunities Prog. & Services (EOPS)	402	427	520	520
Cal. Works	108	79	119	95
Foster Youth Students	179	94	66	52
MESA	139	139	150	148
Veteran Students	346	323	493	379
First Year Experience/ College Promise (FYE)	*	*	356	953
First Year Experience/ College Promise-PLUS (FYE2)	*	*	197	311
International Students (ISP)	*	*	234	211
Athletes	*	*	469	461
Formerly Incarcerated (Ex- offender)	17	24	*	*
Incarcerated	81	103	*	*
Homeless	3	12	*	*

Source: IRPIE Data Highlights

ACADEMY OF THE CANYONS



ACADEMY OF THE CANYONS OVERVIEW

Academy of the Canyons (AOC), a middle college high school, just completed its 17th year of operation on the College of the Canyons campus in the Dr. Dianne G. Van Hook University Center. AOC opened its doors in August 2000. AOC is a collaboration between the William S. Hart Union High School District and College of the Canyons designed to provide a supportive, flexible, and academically enriched environment for students whose needs are not being met by the large comprehensive high schools. AOC was awarded a six-year accreditation through 2021 by the Western Association of Schools and Colleges and was named a National Blue Ribbon School in 2015.

Brief History of Middle College High Schools: The first middle college high school was founded in 1974, by La Guardia Professor Janet Lieberman, on the campus of La Guardia Community College in New York City to help remove the barriers between high school and college and provide an alternative for students at risk of dropping out of high school (U.S. Department of Education, 2003; La Guardia Community College, 2004). Today there are 50 middle college high schools across the nation (Middle College National Consortium, 2019). Currently, the California Community College system funds 14 middle college high schools which are serving almost 5,000 students (CBEDS, Middle College National Consortium, 2020). The two initial sites in California were Los Angeles Southwest and Contra Costa community colleges and were founded in 1988.



ACADEMY OF THE CANYONS STUDENT POPULATION

Academy of the Canyons is open to high school students in grades 9-12 who "...are looking for a unique high school experience" that affords them the opportunity to complete high school requirements and take college courses at College of the Canyons' Valencia campus (AOC brochure). As of Fall 2019, the goal remained surpassed with an enrollment of 404, which is more than twice the enrollment of 191 in Fall 2005. Recruitment focuses on students who meet at least one of four criteria: students who are under-represented in the college environment, students who have high potential but are low performing, students of lower socio-economic status, and first generation college students. AOC's student body in 2019-20 included 70 percent who were ethnic minority, excluding White not of Hispanic origin. AOC's diverse student population closely reflects the demographics of the greater Santa Clarita Valley. Specifically, about 30 percent of the student population identifies themselves as White; 20 percent identifies as Hispanic or Latino; about 42 percent identifies as Asian; one percent identifies as African-American; and seven percent identifies as multi-racial. Over the past five years the most significant change in the ethnic composition of the AOC student body has been an increase in the Asian population (19 percent - 2014 to 42 percent - 2019), with a concurrent decline in the White population (42 percent in 2014 compared to 30 percent in 2019).

Providing students who are first generation college students, ethnic minority, low-income, and / or have lower academic performance this opportunity is a component of the early college high school initiative, as well as the mission of the middle college high school. The student body is smaller than traditional high schools, which allows students to get to know each other and their teachers better than they might at a traditional high school. All AOC students are enrolled in "Advisement," a college readiness class designed to "...support students academically and socially in the college setting" (AOC brochure). The faculty member for the class serves as the students' advisor throughout the school year. This class fosters interaction and communication between students and teachers since students are enrolled in Advisement with their teacher/advisor as one of their high school classes.

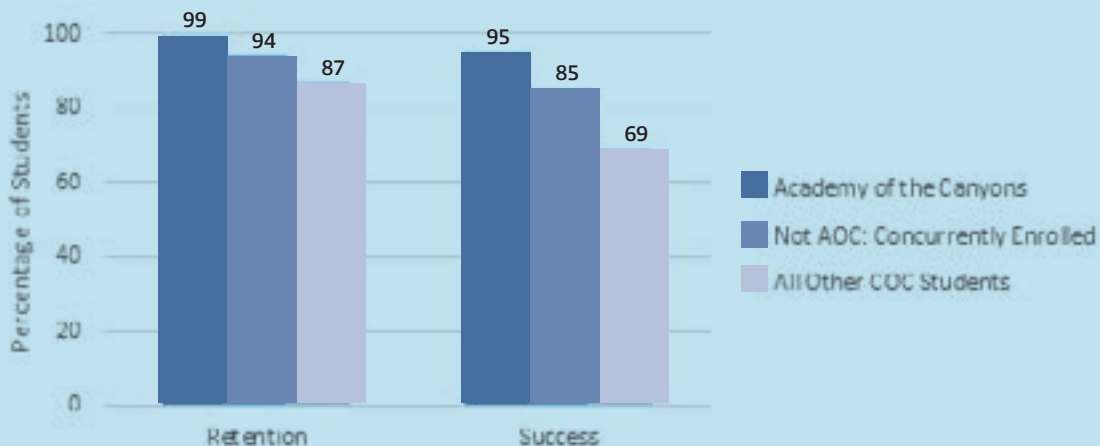


ACADEMY OF THE CANYONS RETENTION AND SUCCESS RATES

AOC experienced several challenges during the 2019/20 academic year including multiple school closures (two fires, school shooting in the district, and COVID-19) resulting in a significant loss of face-to-face instructional time. Additionally, these closures lead to a significant increase in the need for student and staff social/emotional support and therapeutic support. These closures lead to lower grades and anticipated achievement gaps within content and course completion.

Academy of the Canyons was evaluated using outcome measures that were based on students' success in college courses. Two measures used were students' retention (completing the college courses without withdrawing) and success (passing the college courses with a "C" or better). AOC students were compared to other (not AOC) concurrently enrolled students and all other (non-high school) COC students in the same college classes. As is evidenced by Figure 39, AOC students outperformed other COC students in the same classes. In Fall 2019, the success rate for AOC students was 10 percentage points higher than other concurrently enrolled students (not AOC) and 26 percentage points higher than other COC students in the same classes, despite the significant challenges faced in Fall 2019! Historically, success rates for AOC students have been higher than all other COC students enrolled in the same courses for the past 18 years.

Figure 29. Fall 2019 Retention and Success Rates for AOC Students Compared to Concurrently Enrolled Students (Not AOC) and Other COC Students

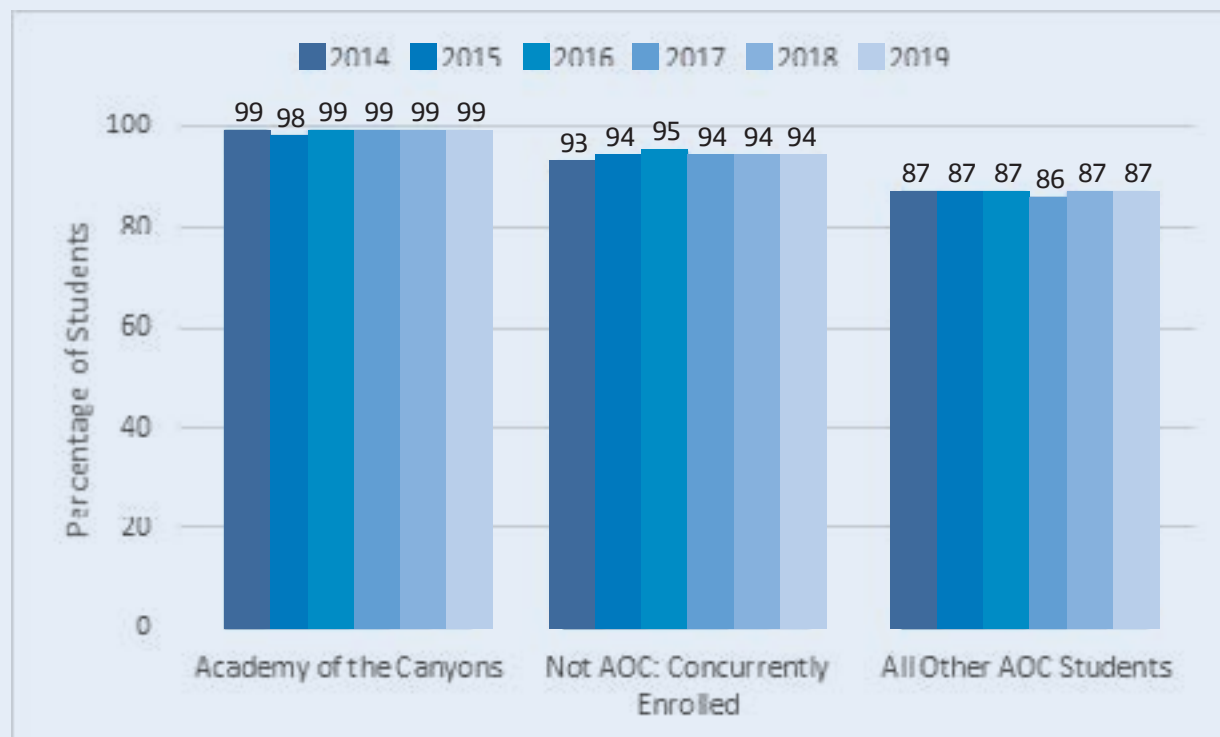


ACADEMY OF THE CANYONS RETENTION AND SUCCESS RATES Cont'd

Retention Rates

Figure 40 illustrates retention rates over time for AOC students compared to other concurrently enrolled students (not AOC) and other COC students in the same college classes. Overall, AOC retention rates were higher than other concurrently enrolled students (not AOC). AOC students also had higher retention rates than other COC students in the same classes (as high as 12 percentage points higher).

Figure 30. Retention Rates for AOC students compared to Concurrently Enrolled Students (Not AOC) and other COC students: Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, and Fall 2019



Source: USX, UST, 320 files, Informer, and AOC

ACADEMY OF THE CANYONS SUCCESS RATES

Figure 41 illustrates success rates over time for AOC students compared to other concurrently enrolled students (not AOC) and other COC students in the same college classes. Success rates for AOC students in Fall 2019 remain high at 95 percent. AOC student success rates have been consistently higher than other COC students by over 20 percentage points over the past six years! Historically, AOC success rates have been higher than non-AOC, concurrently enrolled students.

During the Fall 2019 semester, AOC students enrolled in courses from 38 different departments (see Table 42).

Figure 31. Success Rates for AOC students compared to Concurrently Enrolled Students (Not AOC) and other COC students: Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, and Fall 2019.

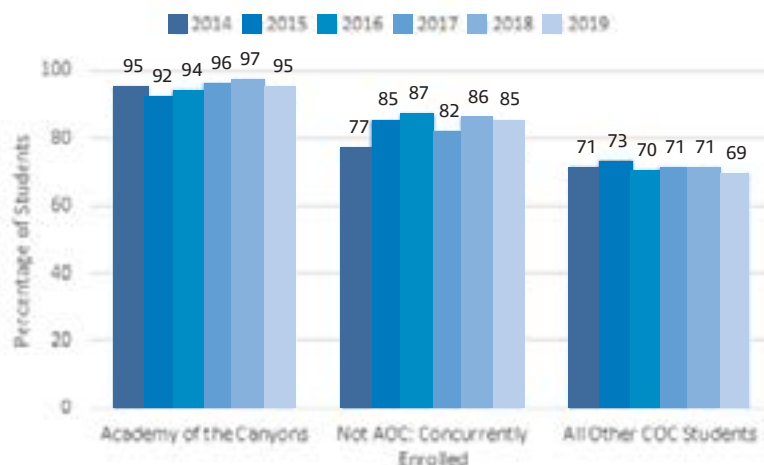


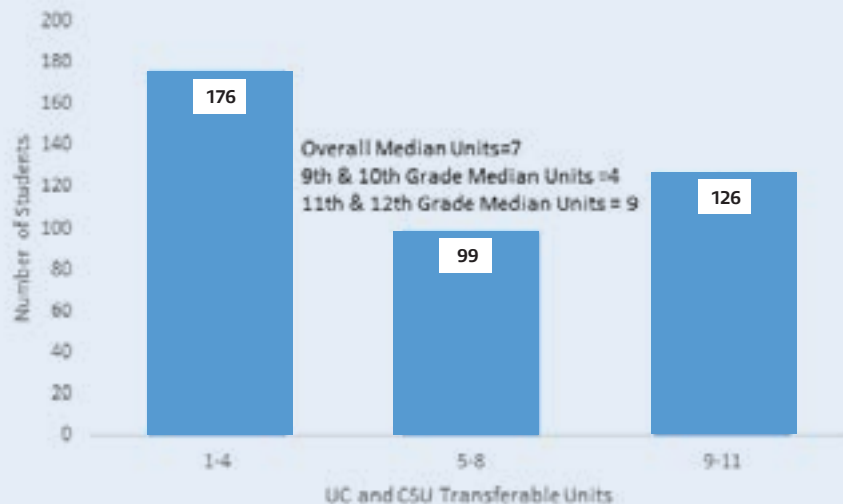
Table 26. AOC Enrollment at COC by Academic Department – Fall 2019

Department	Enrollments	Department	Enrollments	Department	Enrollments
Administration of Justice	5	Fire Technology	2	Ocean	1
Anthropology	16	French	11	Paralegal	2
Art	36	Geography	7	Philosophy	2
Astronomy	1	Geology	13	Photography	24
Biology	25	German	1	Physical Education	183
Business	7	Graphic and Multi-media Design	4	Physics	9
Chemistry	25	History	23	Physical Science	5
Chinese	5	Health Science	1	Psychology	34
Cinema	4	Italian	1	Sign Language	28
Communication Studies	24	Kinesiology	1	Sociology	16
Computer Applications and Web Technology	100	Math	181	Spanish	31
Dance	18	Media Entertainment Arts	19	Theatre	21
Environmental Studies	1	Music	22		
Early Childhood Education	1	Media Entertainment Arts	18		

ACADEMY OF THE CANYONS TRANSFERABLE UNITS

An analysis was done to determine the number of UC and CSU units successfully completed by AOC students during the Fall 2019 semester (Note: successfully completed is defined as passing UC / CSU transferable courses with a “C” or better). Overall, the median number of UC and CSU units successfully completed by all AOC students during the Fall 2019 semester was seven. The median number of UC and CSU units successfully completed by 11th and 12th grade AOC students during the Fall 2019 semester was nine. While there are restrictions on the range of college classes that AOC students in grades 9 and 10 can take, the median number of UC and CSU units successfully completed by 9th and 10th grade students during the Fall 2019 semester was four. Note: According to California State law, dually enrolled students are not permitted to enroll in more than 11 college units per semester.

Figure 32. UC and CSU Transferable Units Successfully Completed by AOC Students Present During the Fall 2019 Semester (Grades 9-12).



Notable AOC Highlights in 2019/20:

- Seventy percent of AOC graduating seniors earned at least one associate degree
- 100% graduation rate
- For the class of 2019, 82 percent of AOC graduates went on to attend a College/University and 17 percent community college.
- For the California Assessment of Student Performance and Progress (CAASPP) English Language Arts assessment, 100% “Exceeded Standard” and for the math assessment, 94% “Exceeded Standard”. AOC outperformed all schools in the Santa Clarita Valley and most in California
- Students faced and persevered through many challenges, including two fires, school shooting in the district, and COVID-19.

FACILITIES DATA



UNIVERSITY CENTER



DR. DIANNE G. VAN HOOK

UNIVERSITY CENTER

**"WE, AS INDIVIDUALS AND AS INSTITUTIONS,
BECOME WHAT WE GIVE OURSELVES THE POWER TO BE."**

**Dr. Dianne G. Van Hook
Chancellor, College of the Canyons**

UNIVERSITY CENTER

The DR. DIANNE G. VAN HOOK UNIVERSITY CENTER is an important district facility that provides additional pathways to degree completion in the Santa Clarita Valley.

- The Interim University Center opened in January 2002
 - Groundbreaking ceremony for the permanent center was held on March 16, 2007
 - The permanent Dr. Dianne G. Van Hook University Center opened in fall 2009
 - The ribbon-cutting ceremony was held on Oct. 17, 2009
 - The center encompasses 110,000 square feet and houses a number of complementary programs to create learning synergies
 - There are five partner universities in the University Center
 - There are 30 degree programs
 - Bachelor—17 programs
 - Masters—9 program
 - Masters with Credential—2 programs with credentials
 - Credential—1 program
 - Doctorate—1 program
 - Funding for the facilities and equipment has been provided by federal, state, local and private sources. Operational expenses are funded from lease revenue provided by partners offering programs in the center since January 2002, there is a total of cumulative enrollments of 51,997 (Undergraduate – 23,437 Graduate – 28,560)
- **ENROLLMENTS**
(June 2020-December 2020): 1,230
(Undergraduate-533 /Graduate-697)
 - **CUMULATIVE GRADUATIONS**
(June 2020-December 2020): 3,798
(Undergraduate-1,557 / Graduate-2,241)
 - **CUMULATIVE ENROLLMENTS**
(June 2020-December 2020): 53,227
(Undergraduate-23,970 /Graduate–29,257)
 - **UNDUPLICATED HEADCOUNT**
(June 2020-December 2020): 683
(Undergraduate-393 /Graduate–290)

OVERVIEW OF COLLEGE BUILDINGS

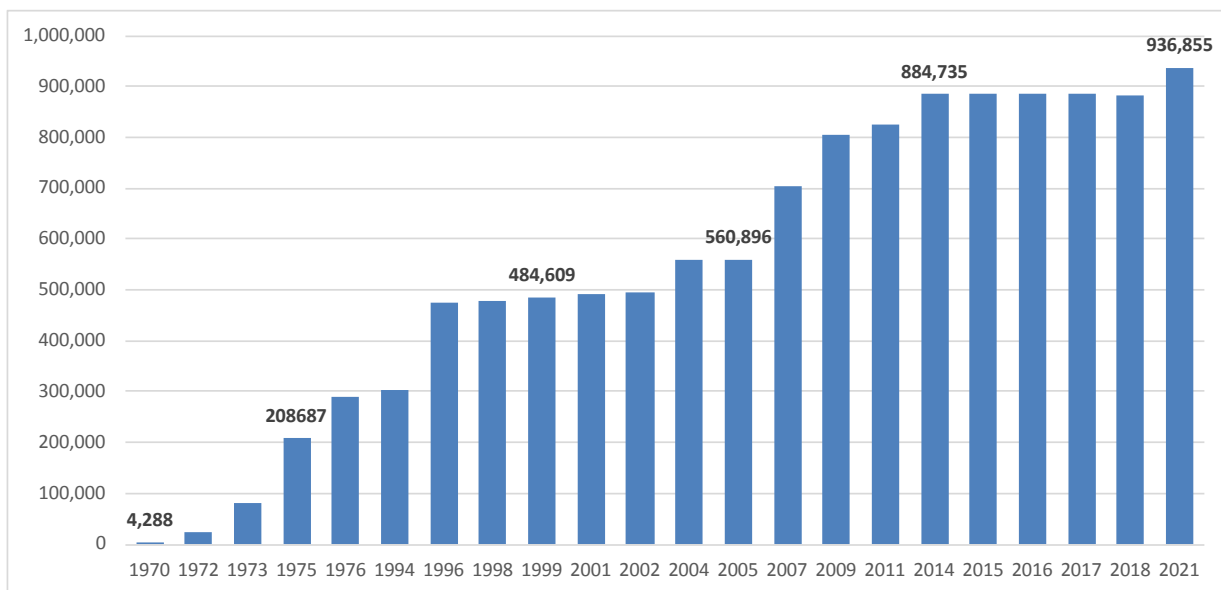
The college's first major wave of construction began in 1970. Six years of funding from two bonds completed six buildings and added 289,000 sq. ft. to the Valencia campus. In the mid-1990s a combination of state and local funding allowed for a second building boom at the Valencia campus with the Child Development Center being completed in 1994 followed by the Library/Learning Center, Mentry Hall, the North Plant and Veterans Resource Center.

In 2007 another 106,063 sq. ft. were added to the Valencia campus with the completion of Aliso Hall, and Lab, Hasley Hall, Physical Education – East and the South Plant. Meanwhile on the east end of the valley the college opened the Canyon Country campus, at build-out this campus will be able to accommodate 10,000 students. The Canyon Country campus' first permanent building, the Applied Technology Education Center, opened in 2011 and serves programs like Automotive Technology, Solar Energy, and Construction Management Technology.

2015 saw the completion of the Institute for Culinary Education (iCuE), a 12,208 sq. ft. facility to house the Culinary Arts program. The iCuE features four kitchens (Garden, Savory, Demonstration, and Sweets), classrooms for Culinary and Wine Studies courses, faculty office and 100-person capacity dining room. Canyons Hall was also completed in 2015 and serves as the new Student Services/Administration building, housing Admissions & Records, Counseling, Financial Aid, as well as various student services and administrative offices.

In 2017 the college began work on the second permanent building for the Canyon Country campus. The Science/Lecture building, which is scheduled to be completed in July 2021, will be 55,000 sq. ft. and house laboratory and instructional space as well as faculty offices. Construction of the Student Services/Learning Resources building is also underway, with its completion slated for Fall 2022. The Student Services/Learning Resources building will mirror the Science/Lecture building and house student services departments, staff offices, the TLC, library, and Student Health & Wellness Center and classrooms.

Figure 33. Cumulative Overall Gross Square Footage 1970-2021



Source: College of the Canyons Facilities Department *As of March 2021

COLLEGE BUILDINGS CONSTRUCTION SUMMARY

Table 27. Building Summary

BUILDING NAME	CONSTRUCTION YEAR	TOTAL ROOM ASF	TOTAL OGSF
STADIUM CONCESSIONS	1970	1795	3342
FIELD STORAGE 1	1970	673	710
FIELD STORAGE 2	1970	92	96
TICKET SALES 1	1970	57	70
TICKET SALES 2	1970	57	70
CORPORATION YARD	1972	18921	21156
BONELLI HALL	1973	33547	57276
SECO HALL	1975	14000	23526
BOYKIN HALL	1975	25654	37705
STUDENT CENTER	1975	28124	40130
TOWSLEY HALL	1975	19913	24606
PHYSICAL EDUCATION WEST	1976	54970	80834
CHILD DEVELOPMENT	1994	6583	10088
FAMILY STUDIES 1	1994	700	960
FAMILY STUDIES 2	1994	1292	1440
LIBRARY/LEARNING CENTER	1996	62931	86606
MENTRY HALL	1996	46058	78237
NORTH PLANT	1996	6538	7814
CHILD DEV TEMP	1998	1298	1575
MODULAR X-6	1998	2828	3888
VETERAN AFFAIRS X9	1999	1310	1440
FACILITIES	1999	1151	1440
MODULAR X-8	1999	1290	1440
FIELD STORAGE 3	1999	155	160
STUDENT SUPPORT CENTER	2001	6465	7680
ARCHIVE STORAGE	2002	1686	1800
RESTROOM BLDG	2002	444	480
PERFORMING ARTS CENTER	2004	26886	44478
PICO HALL	2004	11838	19401
PUBLIC SAFETY ACADEMY	2005	2101	2160
ACADEMY SHED A	2006	140	144
ACADEMY SHED B	2006	140	144
HASLEY HALL	2007	42750	43650
ALISO HALL	2007	4700	7599
ALISO LAB	2007	25558	35864
PHYSICAL EDUCATION EAST	2007	14567	15353
SOUTH PLANT	2007	2900	3021
COFFEE KIOSK	2007	510	576
INTERIM STUDENT SERVICES 1A	2007	1042	1440

Table 27. Building Summary (continued)

BUILDING NAME	CONSTRUCTION COMPLETION- YEAR	TOTAL ROOM ASF	TOTAL OGSF
INTERIM STUDENT SERVICES 1B	2007	1012	1440
INTERIM STUDENT SERVICES 1C	2007	1307	1440
RESTROOM 1	2007	0	480
INTERIM CHILD CARE 2A	2007	2521	2880
MODULAR LG. CLASSROOM 2B	2007	1374	1440
INTERIM FITNESS CTR 2C	2007	1277	1440
LOUNGE/TECH SUPPORT 2D	2007	1378	1440
RESTROOM 2	2007	0	480
CLASSROOM PORTABLE 3A	2007	1376	1440
INT. BKSTR/FOOD SERV 3B	2007	1328	1440
MODULAR - COMP LAB 3C	2007	1314	1440
MODULAR - COMP LAB 3D	2007	1364	1440
MODULAR LEARNING CTR 3E	2007	1392	1440
LIBRARY PORTABLE 3F	2007	1358	1440
MODULAR BIOLOGY LABS 3G	2007	1360	1440
MODULAR CHEM LAB 3H	2007	1357	1440
RESTROOM 3	2007	0	480
MODULAR CLASSROOM 4A	2007	1375	1440
MODULAR CLASSROOM 4B	2007	1364	1440
CLASSROOM PORTABLE 4C	2007	1375	1440
CLASSROOM PORTABLE 5A	2007	1374	1440
MODULAR CLASSROOM 5B	2007	1350	1440
CLASSROOM PORTABLE 5C	2007	1371	1440
CLASSROOM PORTABLE 5D	2007	1368	1440
MODULAR CLASSROOM 5E	2007	1366	1440
CLASSROOM PORTABLE 5F	2007	1354	1440
RESTROOM 5	2007	0	480
UNIVERSITY CENTER	2009	61258	100077
APPLIED TECHNOLOGY	2011	9631	10315
OFFICE PORTABLE 6A	2011	897	960
OFFICE PORTABLE 6	2011	800	960
MODULAR 700	2011	863	1421
MODULAR 701-702	2011	1360	1421
MODULAR 703	2011	1360	1421
MODULAR 704-705	2011	1360	1421
RESTROOM 7	2011	0	473

Table 27. Building Summary (continued)

BUILDING NAME	CONSTRUCTION COMPLETION- YEAR	TOTAL ROOM ASF	TOTAL OGSF
CANYON CAFE	2011	106	120
STUDENT SERVICES/ADMIN	2014	25717	46370
CULINARY ARTS	2014	9400	12017
CCC SCIENCE/LECTURE	2021	33858	55000
CCC STUDENT SERVICES & LEARNING RESOURCES CENTER	2022	32149	51297

FACILITIES DESIGN PRINCIPLES

The college's original Facilities Master Plan from 1970, which designed the Valencia campus assuming a capacity of 5,000 students, stated the following principles:

- The main buildings will be a mega-structure tied together with streets and corridors consisting of multi-level walkways, arcades, courts, and passages.
- Instructional elements should be located around the Bonelli Center (heart of the campus).
- The buildings should be organized around:
 - Academic Group — Business & Health Ed, General Ed, Science, and Math
 - Technical Group — Auto Shop, Welding, and Electronics
 - Arts Group — Art, Music, and Drama Building
- Some functions should be more convenient to public access:
 - Administrative Offices
 - Student Services
 - Theatre/Gallery
 - Physical Education
 - Library
- The most interdisciplinary functions should be nearer to the campus center.
- Buildings need to be within a 10-minute walk from one another.
- If possible, all student parking lots should be equal distance from the campus center.
- Parking should not be put in at the expense of building locations.
- All parking lots should, if possible, be interconnected by on-campus roads.
- Parking areas should be free-form and conform to the site.

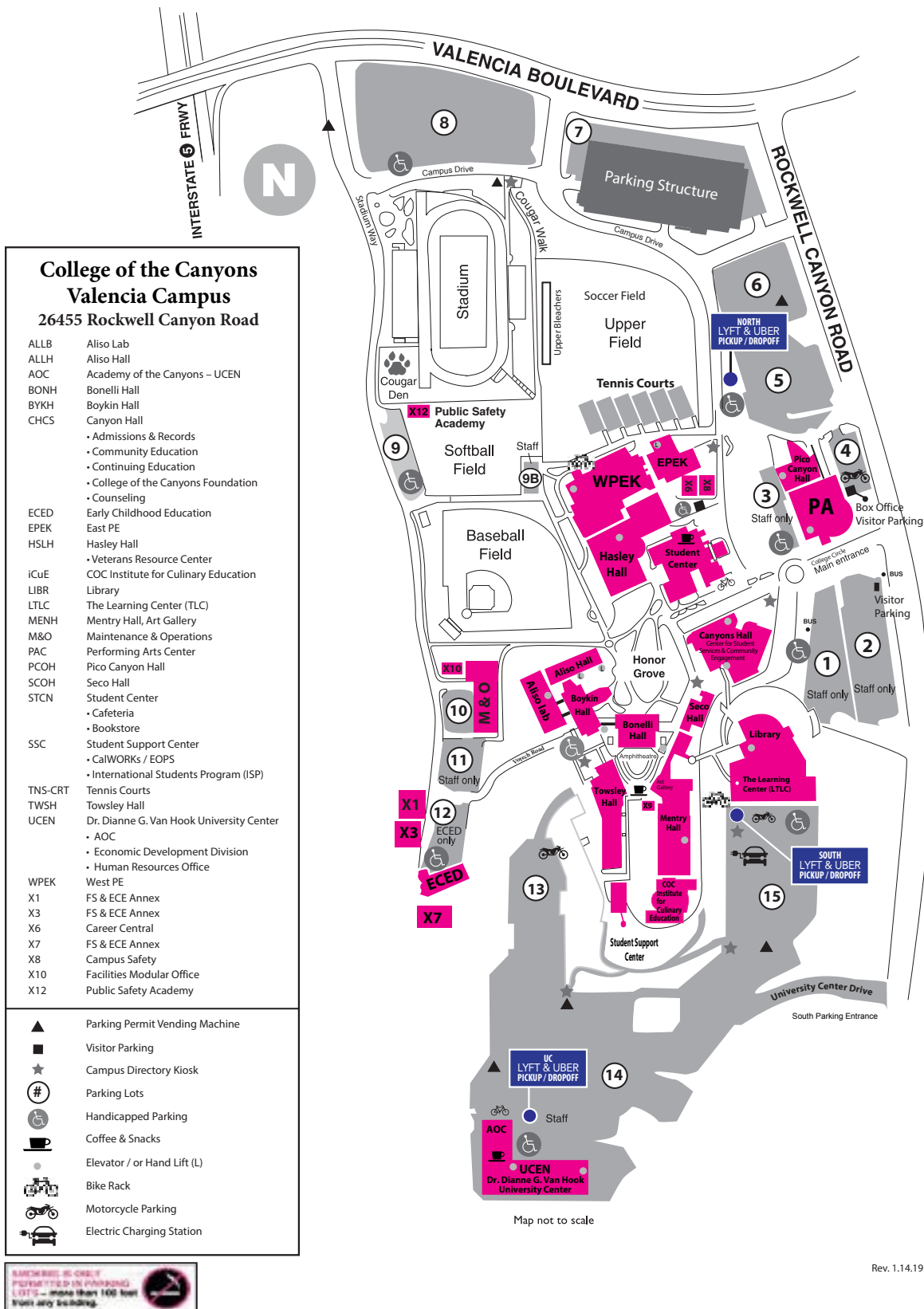
Through purposeful planning, college facilities provide the necessary space for programs and services to serve the Santa Clarita Valley.

BUILDING SUMMARY BY FUNDING SOURCE

The three primary sources of funds for construction projects are local bonds, state funds, and local resources. The original construction of the campus was done with local bonds. From 1982 through 2007, the college was successful in securing \$58,039,282 from the state, with another \$88,448,000 in projected state funding estimated from 2008 through 2018. The college has also been able to secure more than \$30,889,062 from local sources. Local bonds continue to be an important source of funding and are used as a match to leverage state funding. In November 2001, voters passed Measure C, authorizing \$82.1 million with a 68.3 percent passage rate. In November 2006, voters passed Measure M, authorizing \$160 million with a 62.65 percent passage rate and passed in 147 of the 150 precincts with over 55 percent voter approval. In June 2016, Measure E was passed with a 57.6 percent passage rate, providing the district with \$230 million dollars. With a strategic combination of these three primary funding sources, the district has been able to construct projects at the Valencia and Canyon Country campuses.



THE VALENCIA CAMPUS PHYSICAL PLANT MAP

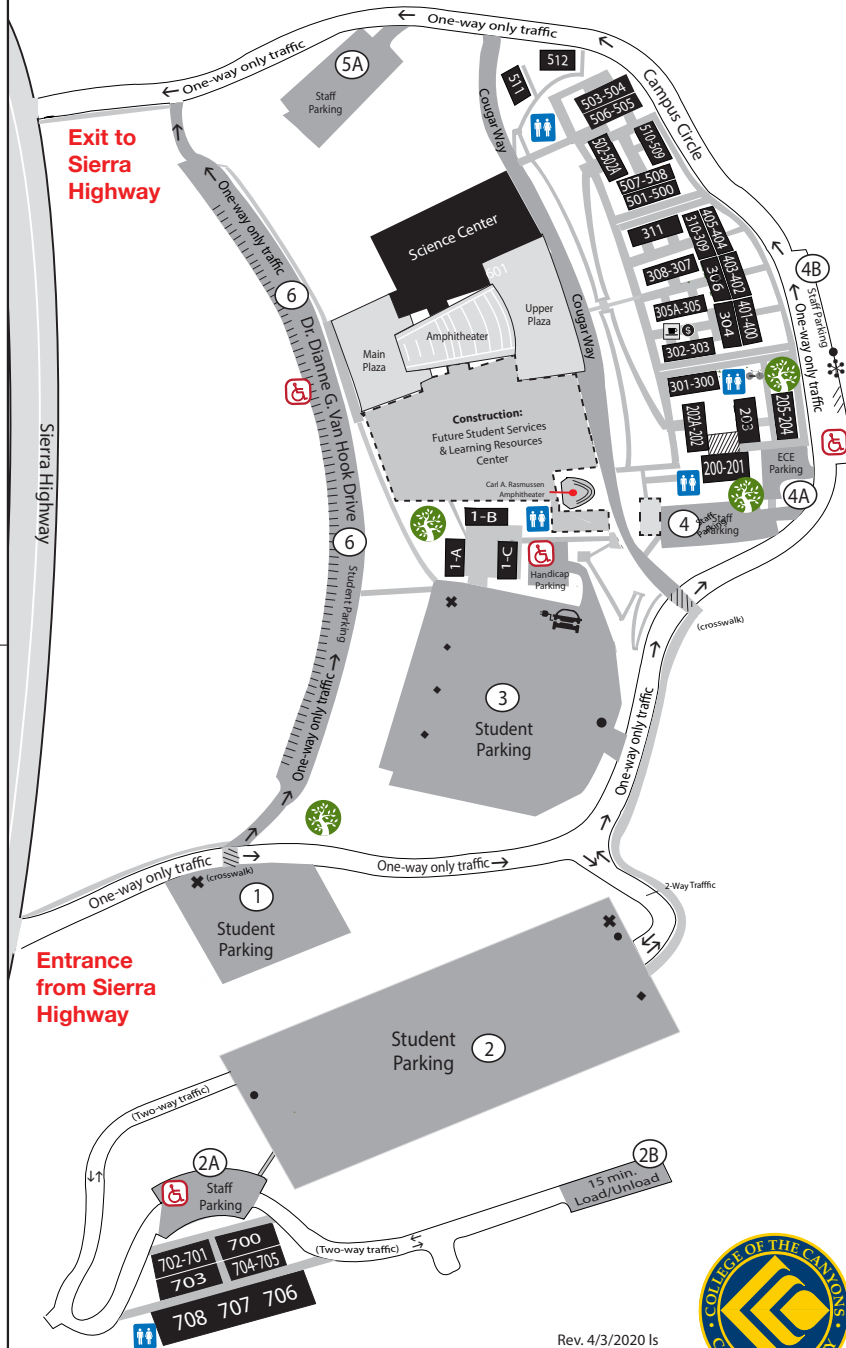


THE CANYON COUNTRY CAMPUS PHYSICAL PLANT MAP

College of the Canyons CANYON COUNTRY CAMPUS

17200 Sierra Highway, Canyon Country, CA 91351-1622
(661) 362-3800 • (661) 362-3979 Fax

1-A	VP's Office, Counseling & Program Advisement, Financial Aid
1-B	Student Health & Wellness Center, EOPS, CalWorks, DSPS, Veterans Resource Center, Computer Lab, Assessment Center
1-C	Admissions & Records, Dean's Office, Student Business Office
200-201	Early Childhood Education (ECE)
202A	Personal & Professional Learning (Noncredit)
204	BaNC (Basic Needs Center)
204	Campus Life & Student Engagement (ASG Lab)
205	Computer Support/Technology Center
302	Student Lounge/Vending Cafe
304-305	Classroom Computer Labs
305A	TLC Testing
306	The Learning Center (TLC)
307	Library
309-311	Classroom Science Labs
502A	Communication Center (Switchboard/Reprographics/Mail)
507	Faculty Offices
511	Campus Safety
512	Faculty Offices
Applied Technology Education Center (ATEC):	
700	Faculty Offices
703	Classroom Computer Lab
706	Auto Workshop
707	Auto Workshop
708	Construction Management Technology
Student Parking Lots 1, 2, 3 and 6 (Dr. Dianne G. Van Hook Drive)	
✕	Parking Permit Vending Machines Lots 1, 2, and 3
♿	Handicapped Parking
♂ ♀	Restrooms
☕	Coffee/Food Services
◆	Motorcycle Parking
🚲	Bicycle Rack
★	Bus Stop
🔌	Electric Charging Station
●	Campus Evening Shuttle Stops
💰	ATM Machine in Room 302
🌳	Campus Gardens
Food/Vending Machines:	
•	Outside room 300; 311 (Drink)
•	Room 302 Snack/Supply/Drink Vending Machines
•	North side of room 508 (Drink)
•	ATEC: Snack/Supply/Drink Vending Machines



Rev. 4/3/2020 Is



COLLEGE OF THE CANYONS PHYSICAL PLANT SUMMARY

Table 28. Building Summary by Funding Source

Date Built	Facility	Local Bond	State GO Bond, State Sch. Maint. or Prop 39	Local Funded	Total
1974	Building I	\$8,719,000	--	--	\$8,719,000
1974	Football Stadium	\$1,512,000	--	--	\$1,512,000
1975	Building C	\$3,370,000	--	--	\$3,370,000
1975	Building L	\$3,912,000	--	--	\$3,912,000
1975	Building S	\$4,814,000	--	--	\$4,814,000
1975	Building T	\$1,691,000	--	--	\$1,691,000
1976	Building PE	\$12,992,300	--	--	\$12,992,300
1982	Building A	--	\$1,873,000	--	\$1,873,000
1994	Remodel for Efficiency (A, C, I Bldgs)	--	\$1,918,000	--	\$1,918,000
1995	FS & ECE	--	\$1,676,000	--	\$1,676,000
1996	Central Plant	--	\$2,840,000	--	\$2,840,000
1997	Building M	--	\$8,253,000	--	\$8,253,000
1997	Building R	--	\$7,124,000	--	\$7,124,000
1998	Scheduled Maintenance Projects	--	\$262,500	\$262,500	\$525,000
1999	HR/Foundation/ETI/Security/Facilities/ EOPS Modulares	--	--	\$480,000	\$480,000
1999	Modular Village (14 classrooms)	--	--	\$1,014,939	\$1,014,939
1999	Old Library & Labs Secondary Effects	--	\$4,959,000	--	\$4,959,000
1999	Scheduled Maintenance Projects	--	\$261,500	\$261,500	\$523,000
2000	Student Center Expansion	--	--	\$3,099,885	\$3,099,885
2000	A & C Bldg Offices	--	--	\$325,000	\$325,000
2000	Scheduled Maintenance Projects	--	\$205,500	\$205,500	\$411,000
2001	South Parking Lot	--	--	\$6,744,816	\$6,744,816
2001	Parking Lot Improvements	--	--	\$250,000	\$250,000
2001	Scheduled Maintenance Projects	--	--	--	--
2002	"T" Building Expansion	\$1,535,409	--	--	\$1,535,409
2002	Interim University Center	--	--	\$1,092,795	\$1,092,795
2002	Records Storage Building	--	--	\$75,685	\$75,685
2002	Scheduled Maintenance Projects	\$44,598	\$330,631	\$330,631	\$705,860
2003	Perimeter Landscaping	--	--	\$75,000	\$75,000
2003	Access to Small Gym	--	--	\$33,524	\$33,524
2003	Track Resurfacing	\$169,480	--	--	\$169,480
2003	Artificial Turf	\$1,013,764	--	--	\$1,013,764
2003	Seismic Retrofit I-Building	--	\$1,300,000	--	\$1,300,000
2003	Architectural Barrier Removal	--	\$515,282	--	\$515,282
2003	Schedule Maintenance Projects	\$1,403,401	\$246,912	--	\$1,650,313
2004	Performing Arts Center	--	\$10,982,000	\$7,737,770	\$18,719,770
2004	Bleacher Repair/Renovation	--	--	\$12,700	\$12,700
2004	Electronic Marquees	--	--	\$251,602	\$251,602

Table 28. Building Summary by Funding Source (continued)

Date Built	Facility	Local Bond	State GO Bond, State Sch. Maint. or Prop 39	Local Funded	Total
2004	Stadium Restroom Renovation	\$58,541	--	--	\$58,541
2004	Map Kiosks	--	--	\$125,000	\$125,000
2004	Warehouse Expansion	\$1,884,015	--	--	\$1,884,015
2004	Hazardous Substance Projects	\$114,000	--	--	\$114,000
2004	Scheduled Maintenance Projects	\$942,285	\$426,053	--	\$1,368,338
2005	Music/Dance	\$7,670,320	--	--	\$7,670,320
2005	Scheduled Maintenance Projects	\$380,223	\$85,556	--	\$465,779
2006	Scheduled Maintenance Projects	698,611	35,465	--	734,076
2007	Hasley Hall	\$16,976,761	\$8,878,000	--	\$25,854,761
2007	Canyon Country Campus (land, site dev, modulars)	\$58,011,265	--	--	\$58,011,265
2007	Laboratory Expansion	\$12,780,826	\$7,721,000	--	\$20,501,826
2007	Scheduled Maintenance Projects	\$604,524	--	--	\$604,524
2008	PE Building Expansion	\$8,747,611	\$2,954,000	--	\$11,701,611
2008	Scheduled Maintenance Projects	\$1,202,861	\$858,659	--	\$2,061,520
2009	University Center	\$9,816,584	\$20,974,000	\$9,024,396	\$39,814,980
2009	Scheduled Maintenance Projects	\$1,940,000	\$88,607	--	\$2,028,607
2010	Mentry Hall Expansion	\$12,428,583	--	\$100,000	\$12,528,583
2010	Scheduled Maintenance Projects	\$1,446,339	\$153,820	--	\$1,600,159
2011	Mentry Hall Secondary Effects (estimated)	\$1,877,439	--	--	\$1,877,439
2011	Applied Technology Ed. Center	\$7,114,273	--	--	\$7,114,273
2011	Scheduled Maintenance Projects	\$356,348	--	--	\$356,348
2012	Library Expansion	\$6,432,069	\$9,414,000	--	\$15,846,069
2012	Scheduled Maintenance Projects	\$173,526	\$92,892	--	\$266,418
2013	Scheduled Maintenance Projects	\$681,230	--	--	\$681,230
2014	Scheduled Maintenance Projects	\$229,834	\$114,555	--	\$344,389
2015	Culinary Arts Building	\$8,544,048	--	\$1,320,600	\$9,864,648
2015	Student Services/Adm.	\$11,273,633	\$6,308,000	\$12,446	\$17,594,079
2015	Student Services/Adm. Tenant Impr.	\$817,711	--	--	\$817,711
2015	Scheduled Maintenance Projects	\$1,051,048	\$1,264,040	--	\$2,315,088
2016	Scheduled Maintenance Projects	\$1,836,353	\$523,180	\$5,660	\$2,365,193
2016	LED Lighting Project	\$92,874	\$439,363	\$31,500	\$563,737
2016	Soccer Field Turf Replacement	\$2,316,956	--	\$50,000	\$2,366,956
2016	Canyon Country Campus Parking Lot	\$1,380,995	--	--	\$1,380,995
2016	Boykin Hall 1st Floor Modernization	\$854,229	--	--	\$854,229
2016	Bonelli Hall 2nd Floor Secondary Effects	\$867,029	--	--	\$867,029
2017	Scheduled Maintenance Projects	\$1,904,134	--	--	\$1,904,134
2017	CCC - Add Wet Labs (311/312)	\$1,093,412	--	--	\$1,093,412
2017	CCC - Fire System Upgrades	\$662,025	--	--	\$662,025
2017	Door/Lock Replacement Project	\$1,774,046	--	--	\$1,774,046
2017	Prop 39 Hood Controls, Aliso	--	\$433,677	--	\$433,677
2018	Prop 39 - Central Plant Control Upgrade	\$349,064	--	--	\$349,064

Table 28. Building Summary by Funding Source (continued)

Date Built	Facility	Local Bond	State GO Bond, State Sch. Maint. or Prop 39	Local Funded	Total
2018	Re-Plant West Hillside (post-fire)	\$116,183	--	--	\$116,183
2018	Scheduled Maintenance Projects	\$1,600,586	--	--	\$1,600,586
2018	Native Plant Garden	\$154,336	--	--	\$154,336
2018	X-6 Modernization	\$373,724	--	--	\$373,724
2018	Library/Distance Learning Modernization	\$404,789	--	--	\$404,789
2018	Photo Lab Remodel	\$87,671	--	--	\$87,671
2018	UCEN 258 Remodel	\$42,341	--	--	\$42,341
2018	Canyons Hall Modernization - SBO	\$135,296	--	--	\$135,296
2018	Prop 39 Exterior LED Lighting	\$564,085	--	--	\$564,085
2019	Parking Structure Valencia	\$23,909,018	--	--	\$23,909,018
2019	Door & Lock Replacement Phase 2	\$915,677	--	--	\$915,677
2019	Boykin 105 Modernization	\$830,161	--	--	\$830,161
2019	Prop 39 Exterior LED Lighting Year 5	\$185,716	\$599,417	--	\$785,133
2019	CCC - Arts & Lecture (Consultant Only)	\$78,195	--	--	\$78,195
2019	Towsley HVAC	\$49,668	\$150,000	--	\$199,668
2019	Scheduled Maintenance Projects	\$531,122	--	--	\$531,122
2020	Scheduled Maintenance Projects	\$327,383	--	--	\$327,383
2021	CCC - Science/Lecture	\$40,536,687	--	--	\$40,536,687
2021	CCC - Central Plant	\$7,634,561	--	--	\$7,634,561
2021	CCC - Student Services/LRC/TLC	\$36,792,464	--	--	\$36,792,464
2021	ADA Transition Plan - Phase I	\$3,826,899	--	--	\$3,826,899
2021	PE West Modernization	\$5,576,007	--	--	\$5,576,007
2021	CCC - Modernization	\$4,000,000	--	--	\$4,000,000
2021	ADA Transition Plan - Phase 2	\$3,000,000	--	--	\$3,000,000
2021	Boykin Hall Modernization Phase 2	\$4,800,000	\$4,800,000	--	\$9,600,000
2021	Scheduled Maintenance Projects	\$347,943	--	--	--
Subtotal		\$365,831,716	\$109,223,831	\$33,085,671	\$507,793,275



CANYON COUNTRY CAMPUS





CANYON COUNTRY CAMPUS

OPENED: AUGUST 27, 2007

OVERVIEW OF THE CANYON COUNTRY CAMPUS

The Canyon Country Campus (CCC) is College of the Canyons' second campus, located on a 70-acre hillside high-desert property at 17200 Sierra Highway, 9.8 miles east of the District's Valencia Campus. Work began on the campus in 2006 after the college acquired multiple parcels on the rugged eastside property, with earthmovers preparing the site for foundations for buildings and infrastructure. Opened in August 2007, the mission of the campus is to provide access to quality instructional programs, supportive student services, and meaningful community partnerships in the District's sizeable service area.

In the 2020/21 academic year, the Canyon Country Campus instructional resources consists of 39 smart classrooms, which includes 11 computer and applied lab spaces along with a 15,000 sq. ft. Applied Technology Education Center supporting career technical programs such as Automotive Technology, Water Technology, and Construction Technology. Campus facilities include a variety of programs and services, such as a library, tutoring center, student study lounge, and student support services such as Counseling, Financial Aid, Admissions & Records, Student Business Office, and Student Health Center. With many programs and services offered in predominantly modular spaces on campus, upcoming facilities expansion will enable much-needed resources, especially as the Canyon Country area grows with nearby real estate and retail developments as the Vista Canyon and Skyline Ranch projects come online with more than 1,000 new homes and 950,000 square feet of commercial, retail, and residential development.

In a traditional semester, an average of 40 academic disciplines are taught on campus, with CCC providing students access to transfer and career education courses. Approximately eighteen different associate degrees and thirteen certificates are available to students wishing to take classes at the Canyon Country Campus and/or online, and growth is expected ahead in Associates Degrees for Transfer (ADTs) and mapped campus guided pathways. Due to the COVID-19 pandemic, on-ground instructional offerings at the Canyon Country Campus were limited to the essential infrastructure disciplines of Automotive Technology and Construction Technology for the 2020/21 year. Future instructional developments planned for CCC include additional accelerated and alternative delivery courses, such as hybrid, short-term, weekend, and evening classes, with nearly half of all CCC courses offered in these formats in prior semesters. For the most recent commencement in June 2020, 1,563 College of the Canyons graduates had taken one or more courses at the Canyon Country Campus during their academic studies.

Facilities development at the Canyon Country Campus has progressed according to College plans and with community support. Measure M facilitated the purchase and opening of the campus in 2007, along with the installation of infrastructure needed for future campus buildings. An Applied Technology Education Center was added according to educational and facilities needs in 2011, which currently houses instructional programs in Automotive, Construction, and Water Technologies, alongside lecture and computer lab spaces. The campus has added notable features such as the Carl A. Rasmussen Amphitheater—a site of many outdoor entertainment and educational programs—along with an Outdoor Research Garden and projects associated with biodiversity. Measure E, passed in 2016, has supported additional Educational and Facilities Master Plan projects.

An exciting Science Center at the Canyon Country Campus is scheduled to open for students in the 2021/22 year, and is located at the very center of the campus alongside a large exterior plaza and amphitheater space. Construction began in early 2020 on a Student Services and Learning Resources Center immediately to the south of the Science Center, which is anticipated to open in the 2022/23 year. With the addition of both the Science Center and the Student Services and Learning Resources Center, the Canyon Country Campus will grow from approximately 56,000 to 166,000 square feet with the addition of these two 55,000 square-foot facilities. For the latest information on the Canyon Country Campus, please visit www.canyons.edu/ccs.

CANYON COUNTRY CAMPUS SCIENCE CENTER

The Don Takeda Science Center facility at the Canyon Country Campus provides new state-of-the-art instructional and resources spaces for students. This four-story, 55,000 square-foot facility provides eight new high-demand science laboratory classrooms, a total of nineteen new classrooms, and a variety of group study, office, and meeting spaces. This project effectively doubles the instructional square footage available for in-demand classes on campus. Alongside the new Central Plant, the Science Center is a significant change to the Canyon Country Campus, dramatically expanding available instructional spaces for key student success science pathways.

Science Center Overview:

- 55,000 Square-Feet, 4-Story Facility
- 4 Chemistry/Science Labs
- 11 Classrooms, including a 75-Seat Large Lecture Hall
- 4 Biology Labs
- 9 Group-Study and Meeting Rooms
- 24 Faculty/Staff Office Stations
- Adjacent to a large exterior amphitheater and plaza spaces



NOTABLE CANYON COUNTRY CAMPUS DEVELOPMENTS

Since opening in Fall 2007, the Canyon Country campus has...

- Increased the overall gross square footage to 166,000 square feet.
- Expanded instructional spaces to 58 classrooms and laboratories.
- Opened the 15,000-square-foot Applied Technology Education Center (ATEC) in fall 2011.
- Modernized existing classroom spaces with improved HVAC units, lighting, and instructional resources such as the addition of the CCC-311 Chemistry Lab.
- Offered 18 associate degree programs and 13 certificates.
- Offered an average of 40 disciplines in a traditional semester.
- Expanded Student Services offerings including Veterans, Counseling, Admissions, Financial Aid, Student Business Office, Student Health, EOPS, CalWORKs, Campus Life & Student Engagement, Personal & Professional Learning, Library, and The Learning Center / Tutoring.
- Thoroughly supported students and student engagement through ongoing workshops, outreach, and activities such as Welcome Week in conjunction with Campus Life & Student Engagement services.
- Expanded campus biodiversity and garden spaces, including the Outdoor Research Garden, Meditation Garden, and Science Center plaza.
- Improved student gathering spaces with additional seating, shade, and charging stations to facilitate engagement.
- Hosted more than 20 community Star Parties, a beloved campus tradition, along with new, recurring "Science Talk" events promoting STEM community engagement.
- Expanded community events to include Music Festivals, Garden Walks, Movie Nights, Mixers, Open House events, Outreach, and Student Engagement events.
- Diligently improved the campus through District facilities planning.
- Expanded parking, with the addition of Lots 1 and 5.
- Enhanced emergency preparedness resources and trainings for the campus.
- Celebrated the 1,563 students who took at least one class at the Canyon Country Campus during their academic career before graduating in the 2019/20 academic year
- Highlighted the milestone of more than 65,000 students earning credit at CCC since 2007.
- Prepared for the opening of the 55,000 square-foot Science Center in 2021.
- Started construction on the 55,000 square-foot Student Services and Learning Resources Center in January 2020.

ECONOMIC DATA AND TRENDS

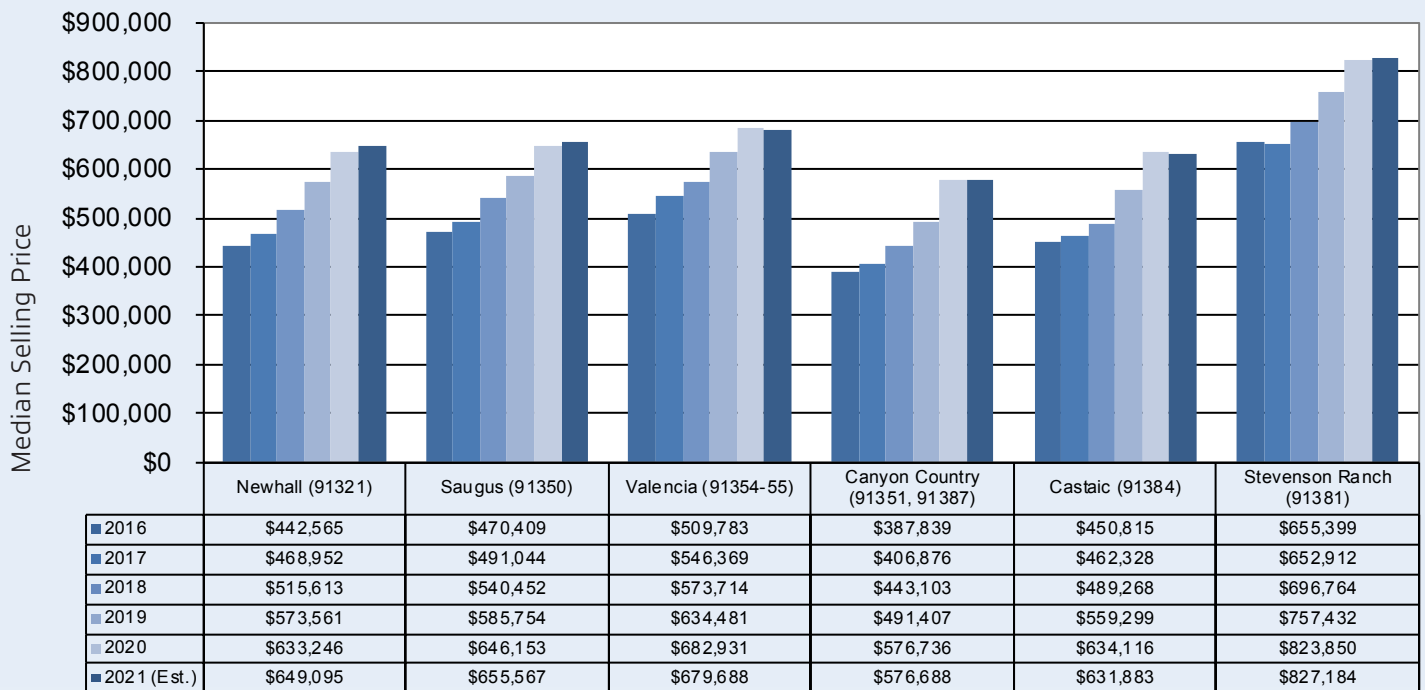


SANTA CLARITA VALLEY HOUSING MARKET

The median price of homes in the Santa Clarita Valley increased through the late 1990s and into the 2000s, but began declining in 2008. In 2012, the housing recovery began in the Santa Clarita Valley, with home sales and prices increasing, which mirrors statewide changes. Home sales increased substantially in 2015 and continued to slightly increase in 2017.

In January 2021, the median home selling price approached \$750,000. Home sales in Santa Clarita are similar to California and Los Angeles County, with a softening in 2020 and growth in 2021. Homes in the Santa Clarita Valley are still generally more affordable than homes in the San Fernando Valley or Los Angeles areas.

Figure 34. Median Home Value Price by City/Area



Source: Claritas, Inc. (2021) Median home value for owner-occupied homes only and The 2021 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2021.

SANTA CLARITA VALLEY REAL ESTATE OVERVIEW

Home sales continued to steadily increase in 2019 and are projected to continue to steadily increase into 2021.

In 2020, 4,713 homes were projected to be sold in the Santa Clarita Valley and are projected to be 4,898 in 2021.

Home prices continue to rise, with January prices 14 percent higher than a year before. Annual home price appreciation has accelerated to its fastest pace since 2013 because housing supply is limited with demand boosted by low mortgage rates.

Among the principal projects in the Santa Clarita Valley, there are 37,181 residential units in some phase of the planning process. Across the Valley, there are 13,860 units in projects under construction. There are also 4,735 units in projects that have been approved but have not broken ground.

Market conditions are tight. In January 2021, number of homes for sale represented less than 1 month of supply, with low supply and price appreciation continuing in 2021.

FivePoint Valencia (previously Newhall Ranch) includes approximately 21,500 homes and 11.5 million square feet of office, retail, industrial, recreational, school, and public space. FivePoint began grading Mission Village and Landmark in late 2017. As of late 2020, a total of 1,268 lots had been sold to developers. The first model homes are expected to be available by mid-2021.



Source: The 2021 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2021.

SANTA CLARITA VALLEY RESIDENTIAL CONSTRUCTION PROJECTS

In 2019, 818 housing projects were started and this number was expected to dramatically increase over the next few years as a result of the Five Point project (formerly Newhall Ranch). There are currently 13,860 housing projects under construction with 18,586 more in the queue waiting for approval by the Santa Clarita Valley. Thus far, construction of housing has not been affected by COVID-19.

Construction of Five Point began in 2020 and is currently underway. This is the biggest development planned for the Santa Clarita Valley and will include five villages. Other construction currently underway includes Vista Canyon, Skyline Ranch, Williams Ranch, Aliento, and River Village. New home sales continue in neighborhoods remaining to be built as the market dictates.

Table 29. Approved Residential Construction Projects 2021

Project Name	City	Units Remaining
River Village Area D	Valencia/Santa Clarita	184
Sand Canyon Plaza	Canyon Country	580
Five Point (formerly Newhall Ranch)	Newhall Ranch	21,500
Aliento	Canyon Country	495
Metrowalk	Canyon Country	498
Skyline Ranch	Saugus	1,220
Vista Canyon	Canyon Country	1,100
Bouquet Canyon	Saugus/Santa Clarita	375
Williams Ranch	Castaic	497
Northlake	Castaic	3,150
Whittaker Bermite	Santa Clarita	2,911
Tesoro Highlands	Valencia/Santa Clarita	820
Tapia Ranch	Castaic	405



Source: The 2021 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook , March and September 2021.

SANTA CLARITA VALLEY INDUSTRIAL MARKET

In 2020, there was completion of 900,000 sq. ft. in 13 buildings within the industrial market. Currently, there is about 350,000 sq. ft. of industrial building. Of this, about 269,000 sq. ft. will go to office space and the other 68,000 sq. ft. will go toward retail. Despite the effects of COVID-19, construction jobs are booming. Since 2016, about 1,500 construction jobs have been added to the job market.

With the development of new industrial space, new businesses will form, creating more opportunities for partnerships through programs such as the Employee Training Institute/Center for Applied and Competitive Technologies (ETI/CACT), Cooperative Work Experience (CWE), Career Center, and Dr. Dianne G. Van Hook University Center, as well as demand for instructional programs. The Economic Development Division supports training needs of local businesses and evolving labor markets as programs are developed, especially career/technical and fast-track training programs.



Table 30. Industrial Market - Santa Clarita Valley 2020

Industrial Project	Project Square Feet	Project Status
Needham Ranch	1,040,000	Under Construction
IAC Commerce Center	1,340,234	Approved
Southern California Innovation Park	800,000	Approved
Disney ABC Studios	510,000	Approved
Logix Headquarters	180,000	Completed

Source: The 2021 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2021.

SANTA CLARITA VALLEY OFFICE MARKET

The industrial building utilization is currently limited. The following highlights the overall office market:

Since stay at home orders became in effect, office vacancy has increased. In 2020 fewer companies expanded or moved to new facilities.

While vacancy rates are loosening, lease rates have also decreased from the typical 100 during the third quarter to less than 75 during the third quarter this year.

Very little office space was built in 2020; however, 250,000 sq. ft of additional office space is under construction as of spring 2021.

While the number of leases decreased almost 30% by the end of 2020, lease rates are still increasing. Lease rates are at \$2.75 per sq. ft.!

COVID-19 has drastically changed the way many businesses are operating. Only time will tell how this affects the office market.

Table 31. Office Market Overview - Santa Clarita Valley 2021

Office Market	Santa Clarita Valley
Vacancy Rate	11.1%



Source: The 2021 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2020

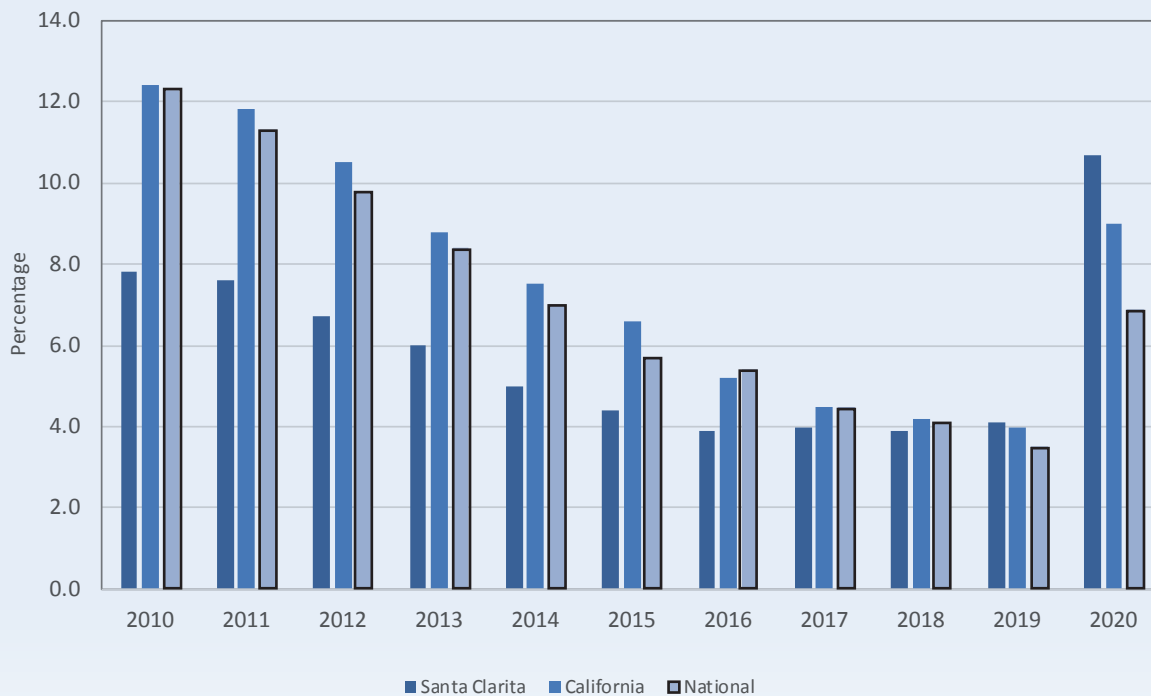
SANTA CLARITA VALLEY UNEMPLOYMENT RATES

Unemployment rates decreased from 2010 to 2019; however, with the effects of COVID-19, unemployment rates skyrocketed. State EDD data in Fall 2020 listed Santa Clarita unemployment at 10.7%. Industries most affected by COVID-19 were leisure and hospitality. Two of Santa Clarita's top employers, Magic Mountain and Princess Cruises were forced to lay-off hundreds of employees due to effects of COVID-19.

Employment rates have important implications for approaches to working with local businesses to ensure that the workforce has updated skills and that people can get the skills they need in a timely fashion so they can get back to work as jobs become available.

At the end of 2020, unemployment in the Santa Clarita Valley was still high at 9.3 percent, although decreasing in 2021.

Figure 35. Unemployment Rates for Santa Clarita Compared to the State of California 2010-2020



*Note: Annual Unemployment data updated every fall (as of October 2020)

Sources: State of California Employment Development Department. *Not seasonally adjusted; The 2021 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2021.

SANTA CLARITA VALLEY EMPLOYMENT CATEGORIES

The college is continually assessing and responding to the needs of the community by developing new programs. Currently, there are 96 degree programs, 60 certificates of achievement, 42 career specialization certificates, 36 completion certificates, and 8 noncredit competency certificates (as of 5/12/21). New programs approved in the 2020 and 2021 calendar years included:

- 21st Century Career Skills Certificate of Completion (Noncredit)
- Applied GIS and Spatial Studies Certificate of Achievement
- Autodesk Maya Certified Users Exam Preparation Certificate of Completion (Noncredit)
- Business Of Acting Certificate of Completion (Noncredit)
- Cal-Law Scholar Certificate of Achievement
- California Studies Certificate of Specialization
- Civic and Community Engagement Certificate of Specialization
- Cloud/Virtualization Certificate of Specialization
- Construction Certification Certificate of Completion (Noncredit)
- English as a Second Language for College Preparation II Certificate of Competency (Noncredit)
- Entering the Workforce Post Criminal Conviction Certificate of Completion (Noncredit)
- Essential Pre-Algebra Skills Certificate of Competency (Noncredit)
- Essential Arithmetic Skills Certificate of Competency (Noncredit)
- Essential Pre-Algebra Skills Certificate of Competency (Noncredit)
- Fundamental Skills for Commercial Artists Certificate of Completion (Noncredit)
- Hotel Front Office Training Certificate of Completion (Noncredit)
- IoT – Internet of Things Certificate of Specialization
- Law Enforcement Technology A.S Degree
- Law Enforcement Technology Certificate of Achievement
- Network Foundation Certificate of Specialization
- Occupational Safety Health Administration (OSHA)
- Paralegal Studies Certificate of Achievement

ECONOMIC DATA AND TRENDS

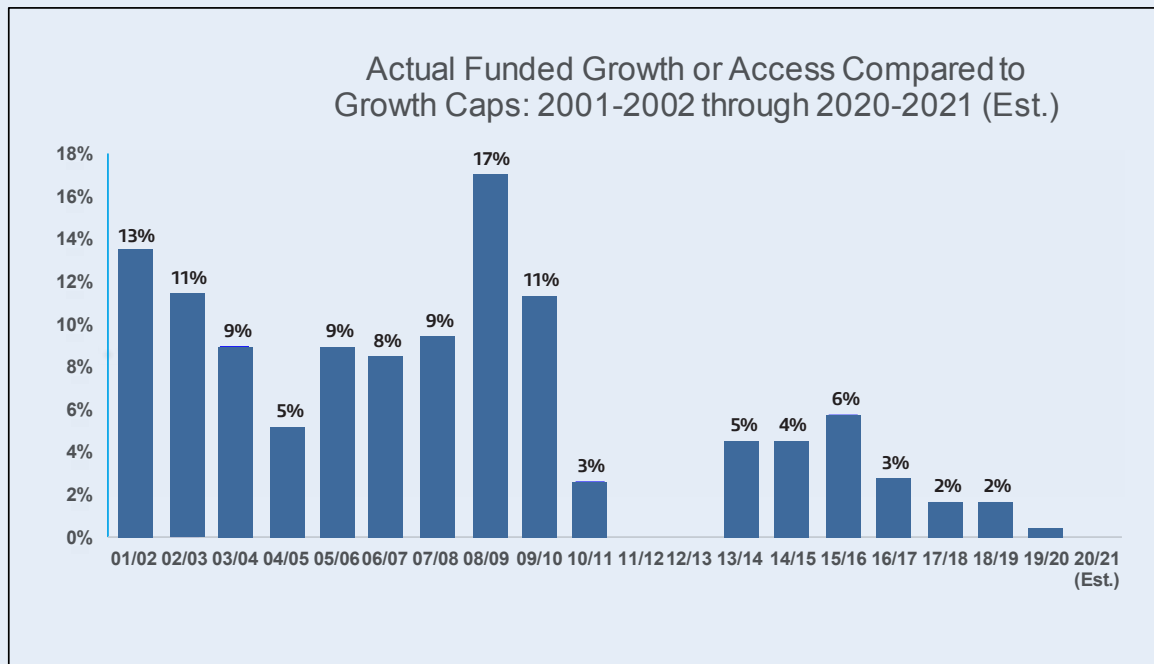


COLLEGE FUNDED GROWTH: 2001/02 to 2020/21 ACTUALS

The chart below details actual funded growth. During the recession from 2008-09 to 2012-13, there was no growth funding in 2011-12 or 2012-13. In 2013-14 and 2014-15, statewide restoration funding of \$583 million helped College of the Canyons fully restore to pre-recession FTES and funding. In 2015-16, COC grew 6%, even with a new statewide “needs-based” formula that changed growth funding to 49% of total available funding with 51% going to districts with a larger number of students on financial aid or unemployed. In 2016-17 and 2017-18, the state provided minimal growth funding of 2% and 1.02%, respectively, because most colleges were not growing. In 2018-19, the new SCFF funding methodology for community colleges was implemented with a split between FTES/Base (70%), Supplemental Financial Aid (20%) and Success (10%). This formula negatively impacted “growth” districts like COC that focused on outcomes or success with fewer students who qualified for financial aid.

For 2019-20 and 2020-21, FTES declined as a result of the COVID-19 pandemic that began in March 2019. Statewide stay-at-home orders reduced many business operations that involved face to face interactions. Education was impacted with declines in enrollment of 10% to 20% statewide. Fortunately, the State Chancellor’s Office provided an Emergency Condition Allowance to protect revenues at a pre-pandemic level. Between state deferrals in 2020-21 and unprecedented state and federal stimulus revenues allocated to community colleges in 2020-21, community colleges were insulated from further revenue reductions.

Figure 37. Actual Funded Growth

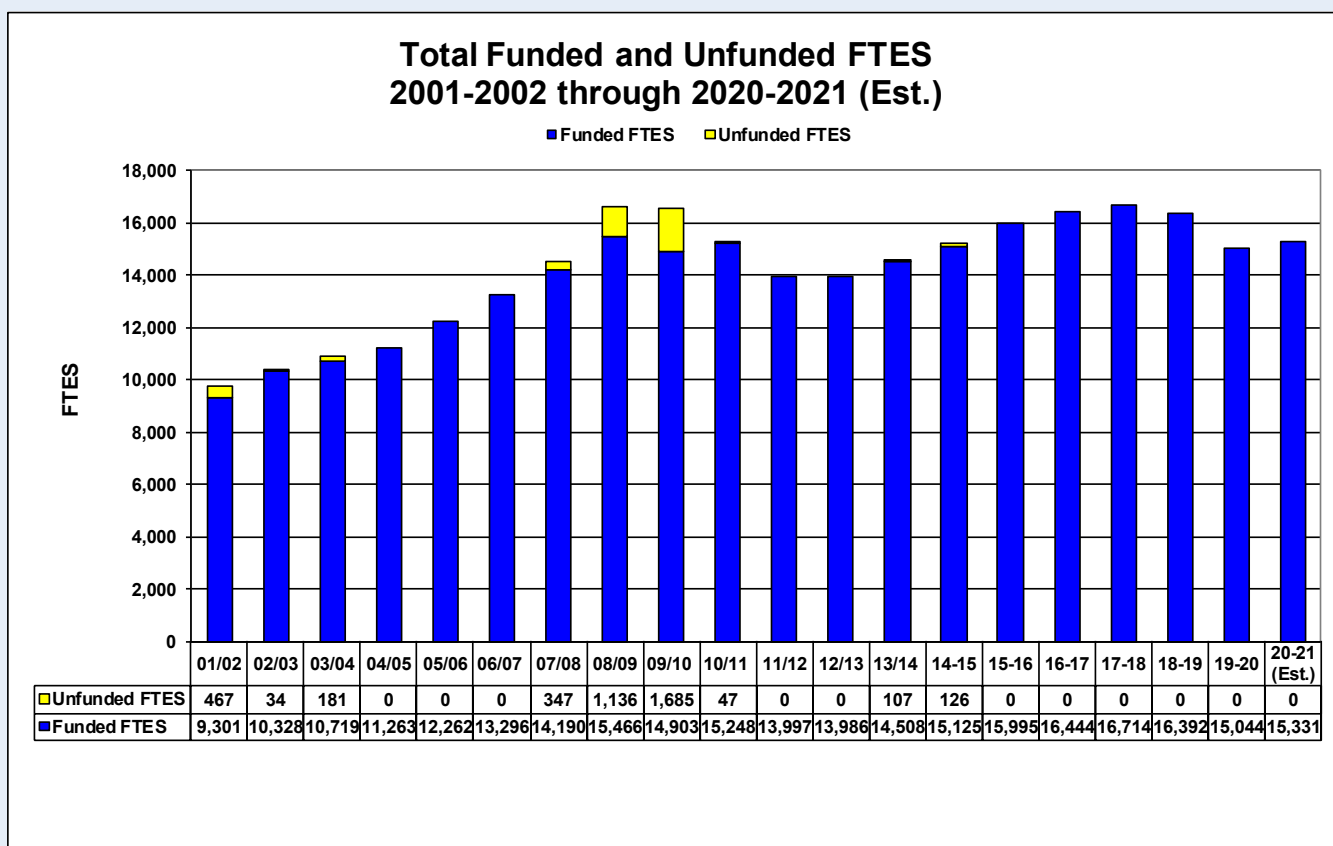


California Community Colleges Recalculation for 2001/02 through 2019/20 and projected FTES for 2020/21 (est.)

COLLEGE FUNDED & UNFUNDED FTES TOTALS

In the years preceding the COVID-19 pandemic, the District saw steady growth in FTES due to a stable and growing economy.

Figure 38. Total Funded and Unfunded FTES

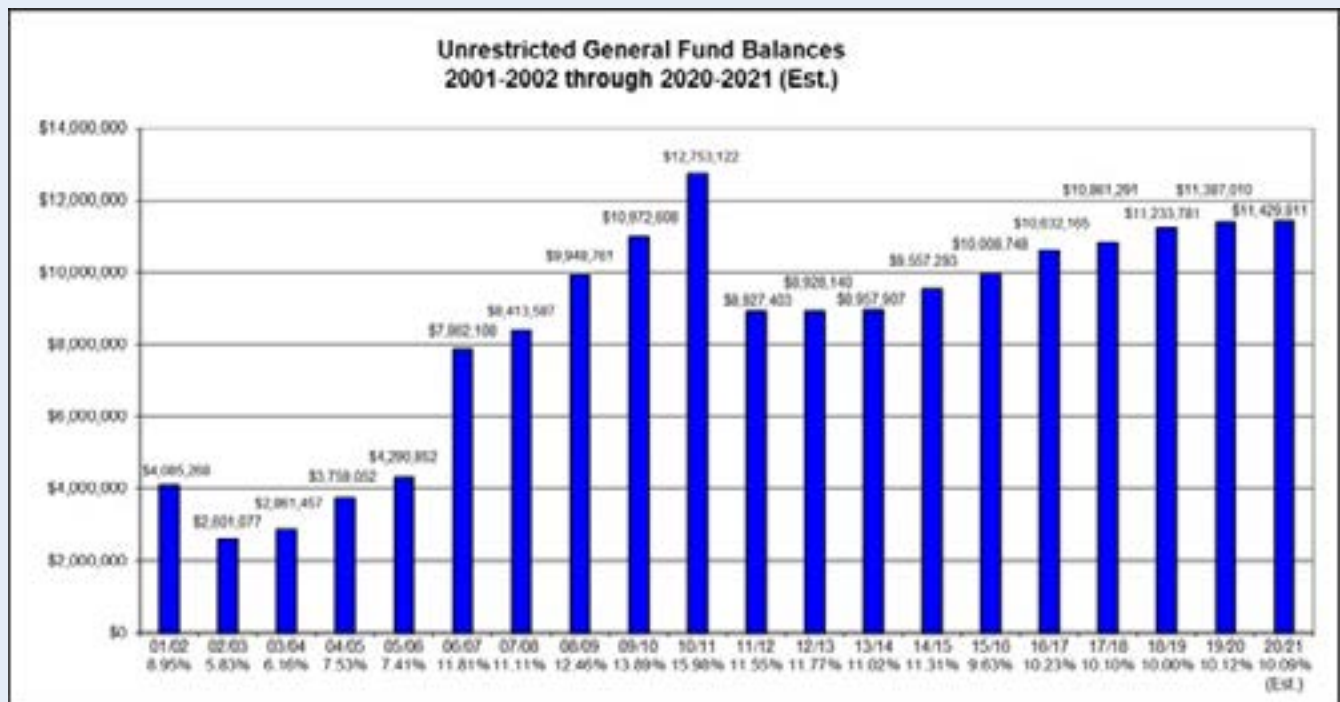


Source: California Community Colleges Recalculation for 2001/02 through 2020/21 and Annual Apportionment for 2020/21

COLLEGE FUND BALANCE

In 2019-20, the ending fund balance increased, remaining stable and above the state Chancellor's Office minimum reserve of 5% due to revenue increases. The District's Unrestricted General Fund ending fund balance increased by \$153,229 compared to 2018-19. In 2020-21, the fund balance will remain above the 5% fund balance minimum recommended by the state Chancellor's Office. For 2020-21, the Unrestricted General Fund ending fund balance is projected to increase, although the percentage fund balance is anticipated to be slightly less than 2019-20.

Figure 39. Unrestricted General Fund Balances



Source: Adopted SCCC Budgets 2001/02 through 2020/21

COLLEGE REVENUES

Most of the unrestricted revenue for the college comes from the state or local sources. The amount of state apportionment money is determined by the number of full-time equivalent students funded in the prior year, plus any growth or access funding provided and any statewide inflation adjustment. Very little unrestricted money comes from the federal government (though the federal government has provided much more restricted money in recent years).

Beginning with the 2006/07 fiscal year, the community college system changed from a program-based funding model to a new funding formula that ensures equal distribution of funds. The new funding formula, Student Centered Funding Formula (SCFF) that resulted from SB 361 takes into account fixed costs by providing annual basic allocations for colleges and centers in each district and equalizes the funding rate per full-time student to ensure consistent per-student funding throughout the state. SB 361 also addresses stability and restoration funding, non-credit funding, and district growth rates.

Most expenditures at the college are for salaries and fringe benefits, which, when combined, account for 78 percent of all general fund unrestricted expenditures.

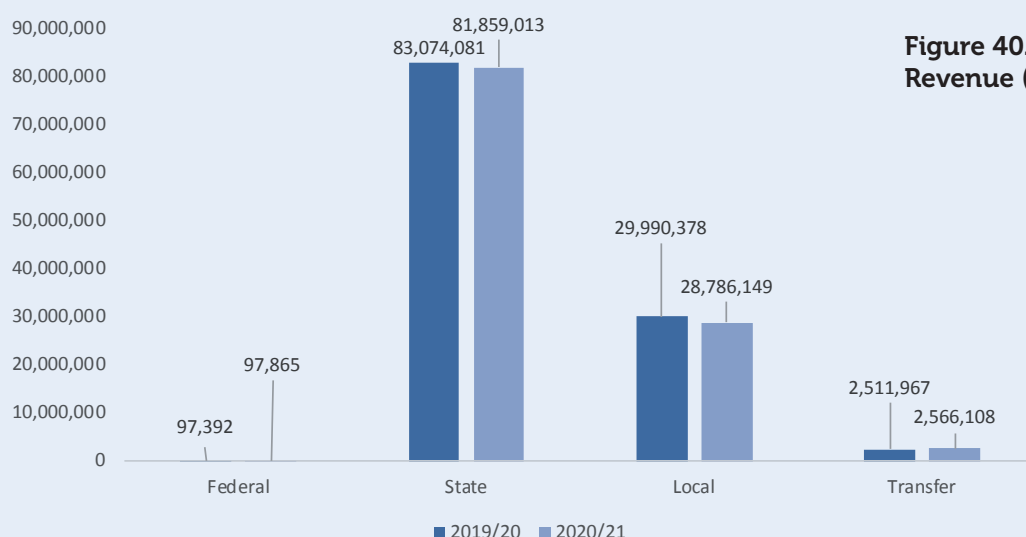


Figure 40. General Fund Unrestricted Revenue (state, local, federal)

Table 31. Adopted Budget Summary, 2020/2021

Category	2020/21 Amount
Salaries and Fringe	\$100,774,182
Supplies	\$836,803
Other Operating Exp/Services	\$11,859,369
Capital Outlay	\$1,140,419
Payment to Students	\$1,023
Debt Service	\$0
Transfers and Contingencies	\$2,693,869
TOTAL	\$128,692,675

Source: SCCC Adopted Budget Summary—All Funds 2019/20 and 2020/21

COLLEGE FOUNDATION REVENUE AND ASSETS

Another important source of resources is the College of the Canyons Foundation. Over a 10-year period, the Foundation has raised more than \$15 million. Note: Excludes in-kind donations, special events, interest and dividends unrealized gain on investment, and Chancellor's Circle.

Figure 41. COC Foundation Revenue

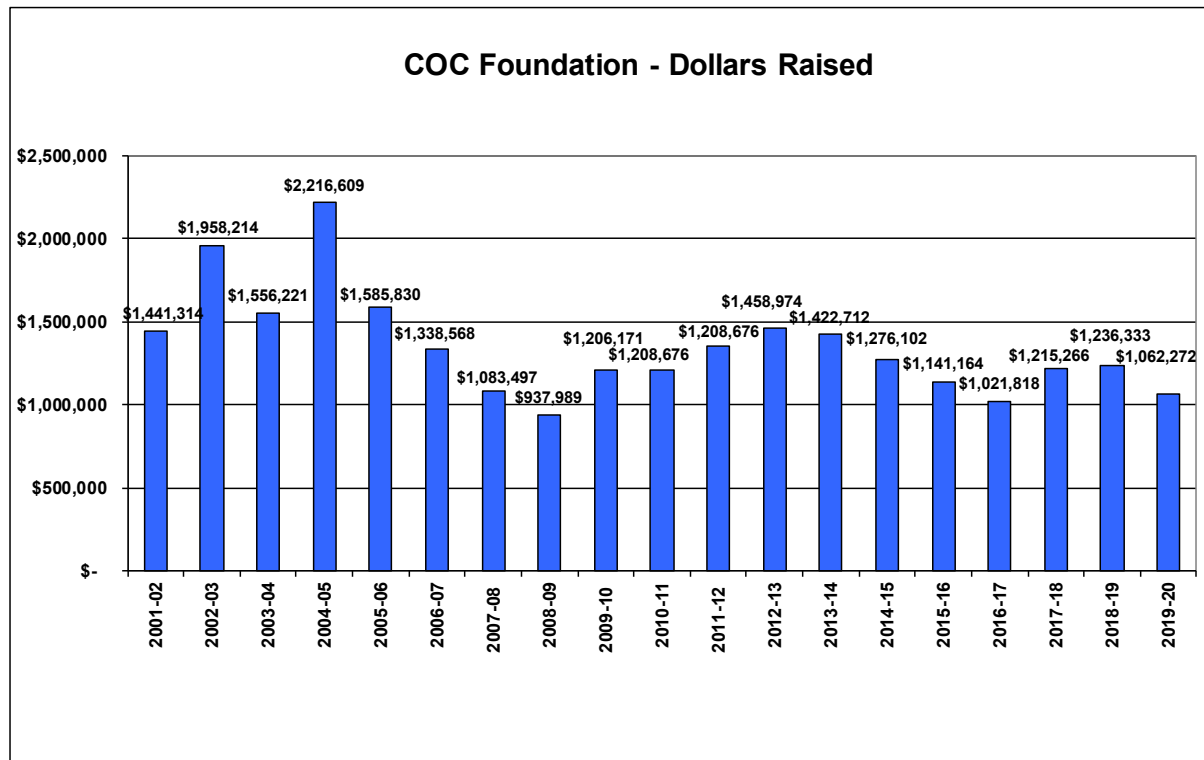
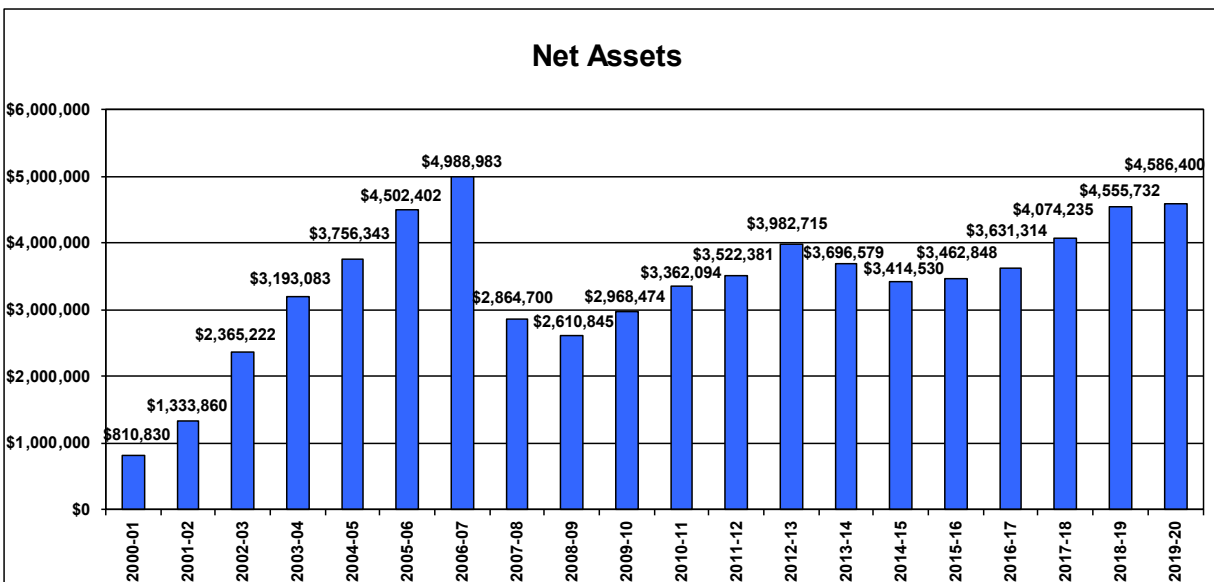


Figure 42. COC Foundation Net Assets

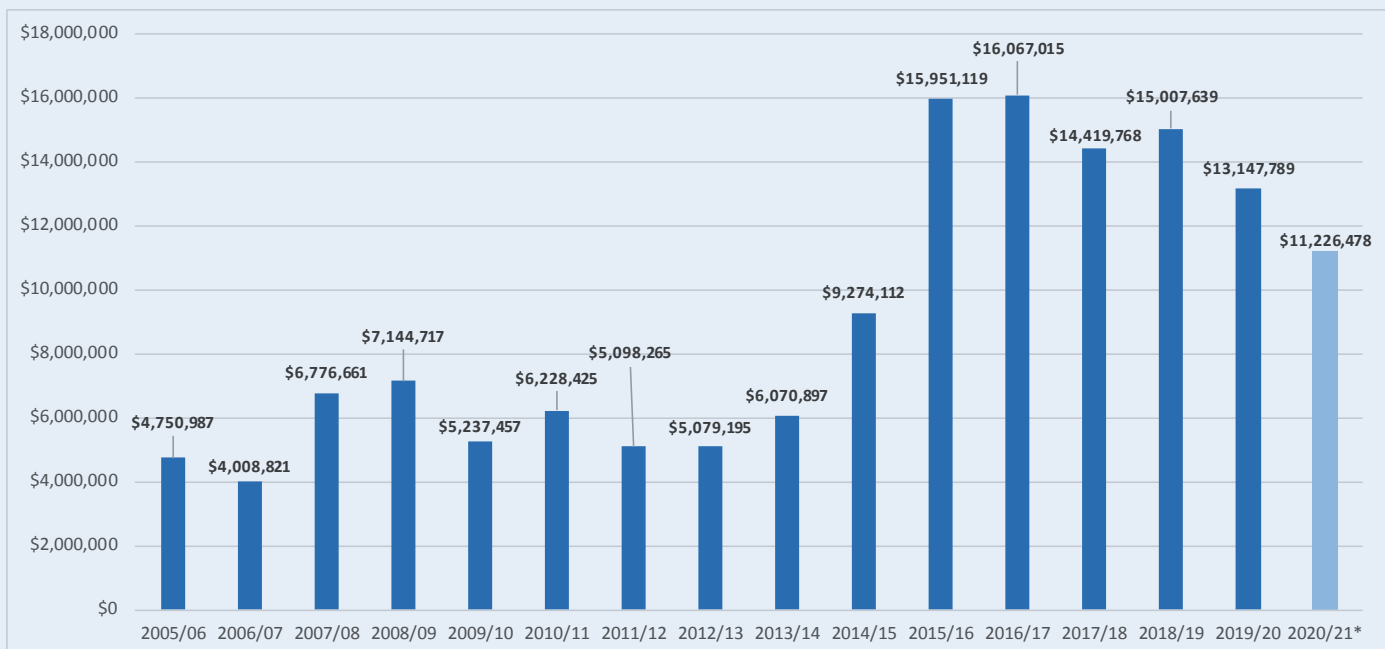


Source: College of the Canyons Foundation Audit and Business Services

COLLEGE 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. The Grants Development Office helps connect funding opportunities to key College priorities, works closely with College staff, and maintains close relationships with funders and non-profit organizations through annual Meet the Grant Maker events. Over the past 10 years, the College has brought in more than \$111 million in grant revenue. Note: 2020/21 grant requests to date and subject to change

Figure 36. Grant Revenue: 2011/12 to 2019/20



A Selection of Grant Funded Projects Include:

Advanced Technology	Food Insecurity and Mental Health Services
Career Technical Education	Institutional Effectiveness Partnership Initiative
Student Support Services	Department of Labor Apprenticeships
Academy of the Canyons	Foster Youth Resources for Individual Success and Education
Nursing and Healthcare Education Programs	Early Childhood Education Mental Health Services
Open Educational Resources	Veterans Resource Center
National Science Foundation Grants	Cybersecurity
Incarcerated Student Reentry	Regional Directors
Teacher Prep Pipeline	Small Business Development Center
Google IT	K14 Regional Technical Support

SUMMARY



THE FACT BOOK: IN CONCLUSION

As noted in the introduction to this document, College of the Canyons has a long track record of meaningfully using data. Data informs planning, illuminates the big picture, clarifies trends, highlights opportunities, generates ideas, motivates attention, and fuels ongoing improvements that ultimately support students. To that end, the Fact Book is used by college staff and decision makers to support planning and stimulate institutional improvement by highlighting key information on student and service area trends, finances, facilities, and more as noted in the table of contents.

The Fact Book, coupled with the interactive data on demand tools available at www.canyons.edu/data, is a useful tool that succinctly summarizes key data points and trends to help further propel planning and institutional improvement. The College continues to reflect on these data to improve programs, support planning, design outreach and communication, identify partnerships, assist with advocacy, energize and focus teams, among many other efforts.

The Office of Institutional Research, Planning, and Institutional Effectiveness welcomes the opportunity to maintain and disseminate these data along with other data visualization dashboards that are easily accessed, understandable, and useful to the advancement of the college's mission.

A Note About Annual Fact Book Production:

College of the Canyons' Fact Book is typically updated each Fall semester with current data as of that time. The College of the Canyons' Fact Book is typically updated each Fall semester with current data as of that time. The next comprehensive update will include additional Spring 2021 and annual data for 2020/21. This current document generally reflects data available up through the time of publication with minor exceptions.

For additional up-to-date information and data on demand resources—including multiple interactive and self-service data visualization tools, research reports and briefs, survey findings, data highlights, and related materials from the Office of Institutional Research, Planning, and Institutional Effectiveness—please visit:

- www.canyons.edu/data

Comprehensive information about Institution-Set Standards and disaggregated student success data are available at:

Data On Demand

Data Charts and Tables

Student Data Highlights

Review Reports by Topic

Schedule Build Project Tool

Institution-Set Standards/Student Equity and Achievement Data

- www.canyons.edu/_resources/documents/administration/irpie/StudentEquityandAchievementData.pdf

For additional College highlights, please reference the Public Information Office's Annual Report and Quick Facts document available at:

- www.canyons.edu/administration/pio



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