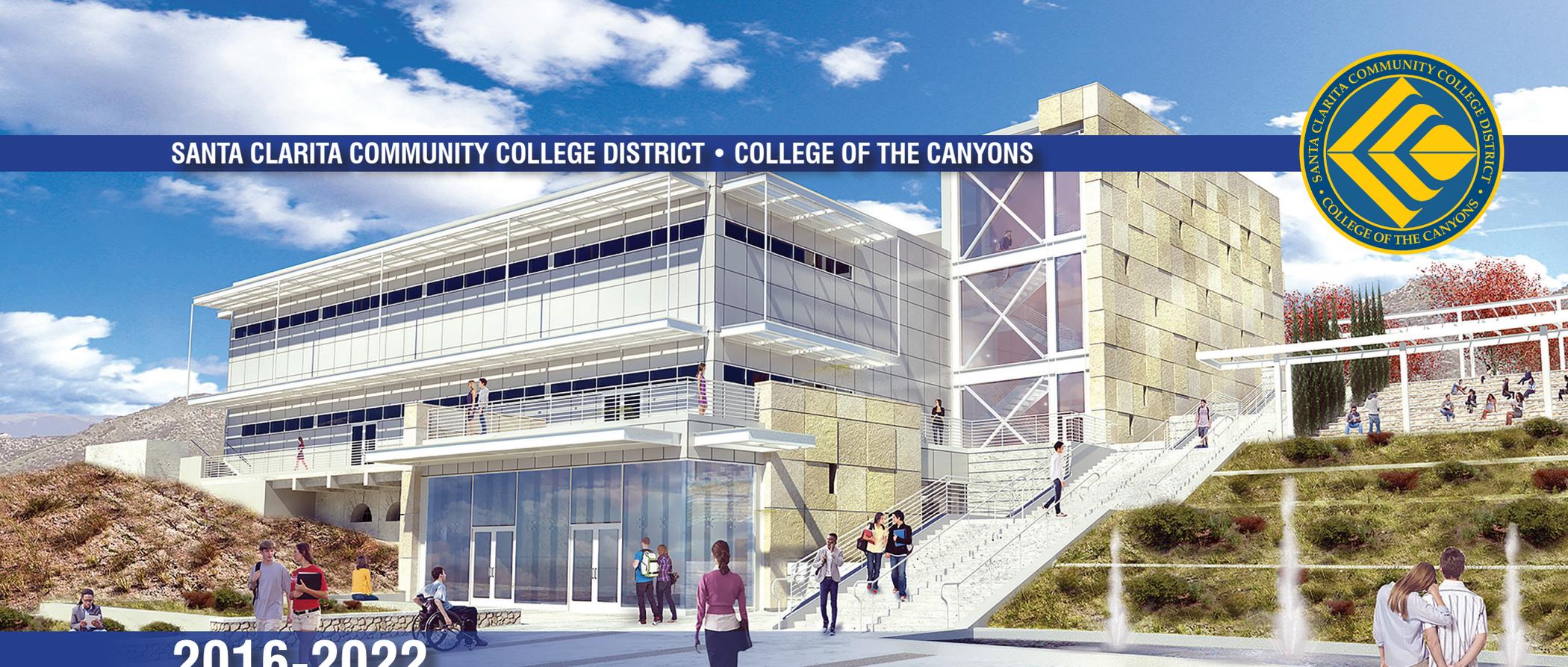


SANTA CLARITA COMMUNITY COLLEGE DISTRICT • COLLEGE OF THE CANYONS



2016-2022 EDUCATIONAL AND FACILITIES MASTER PLAN

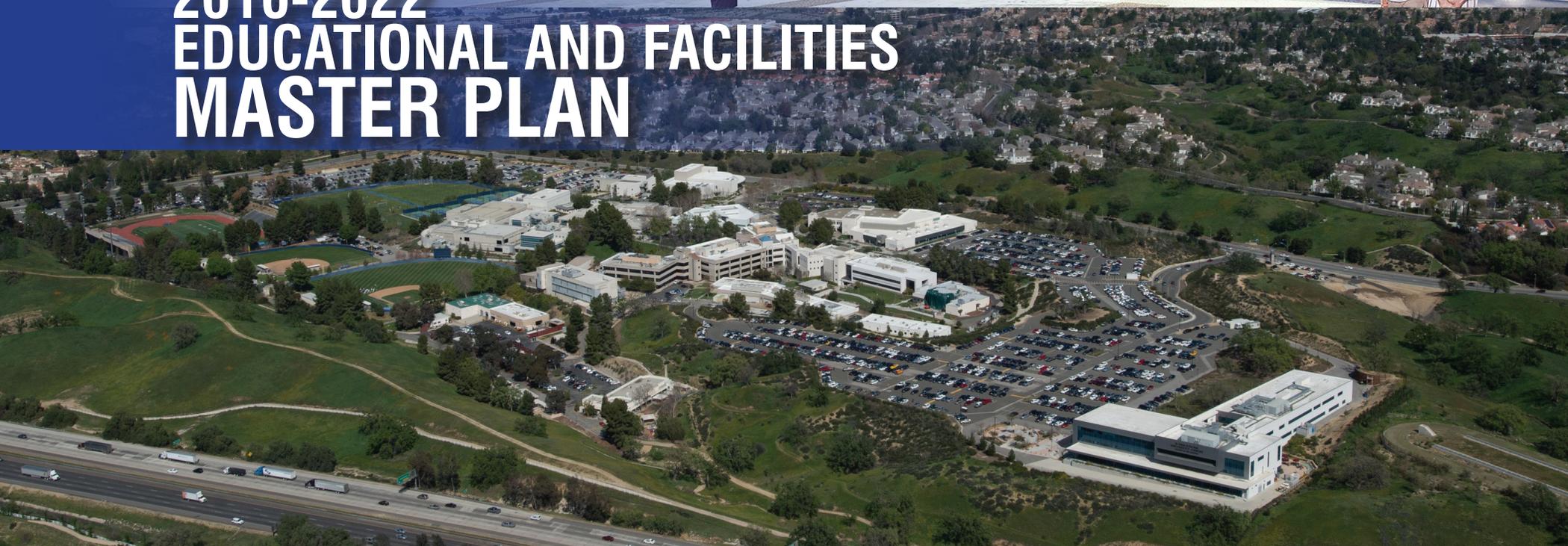




TABLE OF CONTENTS

Chancellor's Letter	4	Earth, Space, & Environmental Sciences	96	Chancellor's Office	166
Chapter 1 Background	6	Economics.....	100	Deputy Chancellor's Office &	
History.....	7	Education.....	101	Institutional Research	168
Canyon Country Campus	9	Engineering Technologies.....	102	Assistant Superintendent Academic Affairs	170
Santa Clarita Valley Economic Scan	16	English.....	106	Academic Affairs	173
Economic Contributions of the College	17	English as a Second Language.....	108	Center for Civic Engagement	174
Economic Development.....	18	Fire Technology.....	109	Center for CETL.....	175
District Planning.....	21	General Studies	111	Center for ECE.....	176
The Educational Master Plan.....	23	Graphic Multimedia Design.....	112	Community Education	178
Chapter 2 The District and the College	26	Health Science	114	Distance & Accelerated Learning	179
External Factors.....	26	History.....	116	Educational Travel Program.....	180
Internal Factors	31	Hotel Restaurant Management.....	118	Field Studies.....	181
Economic Impact.....	45	Humanities	119	Institute of Ethics in Law, Business and	
Chapter 3 Programs and Services	57	Instructional Service Agreements.....	120	Global Policy.....	182
Academic Programs	57	Kinesiology/Physical Education.....	121	School of Applied Technologies.....	183
Administration of Justice.....	58	Library Media Technology.....	124	School of Business.....	185
American Sign Language	60	Manufacturing Technology.....	125	School of Canyons Extension	187
Anthropology	62	Mathematics.....	126	School of Humanities.....	188
Architectural & Interior Design	64	Media Entertainment Arts.....	128	School of Kinesiology & Athletics	190
Art	66	Medical Laboratory Technology	130	School of Mathematics, Sciences,	
Automotive Technology	68	Modern Languages.....	132	& Health Professions.....	191
Biological Sciences.....	70	Music	134	School of Social & Behavioral Sciences.....	193
Business.....	72	Nursing.....	136	School of Visual & Performing Arts	195
Chemistry	74	Paralegal Studies.....	138	Academic Senate	198
Cinema	76	Philosophy	140	Academic Senate (CASL)	200
Communication Studies.....	77	Photography.....	142	Academic Senate Program Review	201
Computer Applications & Web Technology		Physics & Engineering	144	Classified Senate	202
(CAWT)	80	Plumbing & Solar Technology	146	Art Gallery	203
Computer Science.....	82	Political Science.....	148	Business Services	205
Continuing Education/Noncredit	84	Psychology	150	Economic Development	210
Cooperative Work Experience Education (CWEE)	86	Real Estate.....	152	Facilities	212
Counseling.....	88	SHARP	153	Grants Development	214
Culinary Arts & Wine Studies.....	90	Sociology.....	154	Human Resources	215
Dance.....	92	Telecommunications & Electronic Systems	156	Professional Development	217
Early Childhood Education (ECE).....	94	The Learning Center (TLC)	158	Information Technology	219
		Theatre.....	160	Computer Support.....	220
		Welding Technology.....	162	MIS.....	222
		Administrative Units	165	Systems Administration.....	223

PAC..... 224
Public Information, Advocacy, & External Relations 225
 Communications Center and Mailroom..... 227
 Graphic Design Center 229
 Reprographics Center..... 230
 Sports Information Office 232
Sustainable Development Committee 234

Student Services 235
 Student Services 236
 Office of the Dean of Student Services 238
 Admissions and Records..... 240
 Campus Safety 242
 Career Center..... 244
 Counseling Department..... 246
 Disabled Students Programs and Services 248
 Enrollment Services..... 249
 EOPS/CARE/CalWORKs 252
 Financial Aid..... 254
 Honors Programs 256
 International Students Program..... 257
 Library 260
 MESA 262
 Outreach & School Relations..... 263
 Service Learning..... 265
 Student Business Office..... 266
 Student Development 268
 Student Health and Wellness Center 270
 3SP 273
 The Learning Center (TLC) 275
 Transfer Center..... 277
 Veterans Resource Center 278
 Volunteer Bureau & Student Employment Office..... 280
Canyon Country Campus..... 281
Partnerships 318
Conclusions 328

Chapter 4 The Link Between the EMP and FMP 354

LIST OF FIGURES AND TABLES

Figure 1. Enrollment and Projected Enrollment for College of the Canyons 31
 Figure 2. Concurrently Enrolled Students 34
 Figure 3. Number of International Students on Student Visa 34
 Figure 4. Student Educational Goals – Fall 2014 35
 Figure 5. Board of Governor’s Fee Waivers (unduplicated student count) 35
 Figure 6. Unrestricted General Fund Revenue with Cumulative Increase Percentages from 2003-04 through 2014-15 38
 Figure 7. Growth in Grant Revenue 39
 Figure 8. Foundation Revenue 40
 Figure 9. Growth in Faculty and Staff 41
 Figure 10. Ethnic Distribution for Classified Administrators 42
 Figure 11. Ethnic Distribution for Full-Time Faculty 42
 Figure 12. Ethnic Distribution for Educational Administrators 42
 Figure 13. Ethnic Distribution for Full-Time Classified Staff 42
 Figure 14. Instructional Load 43
 Figure 15. Economic Development Division Businesses Served 43
 Figure 16. Economic Development Division Individuals Served 43
 Figure 17. Number of Degrees and Certificates Awarded 47
 Figure 18. Associate Degrees Awarded: 1996-2015 47
 Figure 19. Historical Numbers of College of the Canyons’ Transfer to CSU and UC 51

 Table 1. Unemployment Rates, Santa Clarita Valley, California and Nationally 26
 Table 2. Median Home Prices: Santa Clarita Valley, California and Nationally 26
 Table 3. Top 20 Jobs Nationally Requiring Some College of an Associate Degree in 2014 27
 Table 4. Top 20 Jobs in California Requiring Some College or an Associate Degree in 2014 28
 Table 5. Top 20 Jobs in Santa Clarita Valley Requiring Some College or an Associate Degree in 2014 28
 Table 6. Top 20 Jobs Nationally Requiring a Bachelor’s Degree in 2014 29
 Table 7. Top 20 Jobs in California Requiring a Bachelor’s Degree in 2014 29
 Table 8. Top 20 Jobs in the Santa Clarita Valley Requiring a Bachelor’s Degree in 2014 30
 Table 9. Cost of Attending College: Santa Clarita Valley, California and Nationally 30
 Table 10. Population Estimates and Projections 30
 Table 11. Enrollment and Projected Enrollment for College of the Canyons 31
 Table 12. Historical Changes in Ethnic Composition of Students 32
 Table 13. Ethnic Distribution of the District 33
 Table 14. Ethnicities Served by the District 33
 Table 15. Age Distribution of Students 33
 Table 16. Building Summary 37
 Table 17. Ethnic Distribution of Staff – Fall 2014 41
 Table 18. Five-Year History for Contract Education and Grant Revenue Sources 44
 Table 19. College of the Canyons’ Economic Impact 45
 Table 20. Headcount, Number of Degrees, and Number of Certificates by Department 48
 Table 21. College-wide Indicators and Targets 49
 Table 22. IEPI Indicator Framework: Historical Data and Goals (Short- and Long-Term) 50
 Table 23. The Top Institutions that COC Students Transferred to in 2013-14 52
 Table 24. Historical Headcount by Age and In-district/out-of-district Excluding ISAs 1997 to 2003 53
 Table 25. Headcount, Fall FTES, and Fall Sections for 2004 to 2014 53
 Table 26. District Headcount, Population, and Participation Rate 54
 Table 27. Headcount, FTE, and Sections (District-wide, Valencia Campus, and Canyon Country Campus) 54
 Table 28. Original and Revised FTE, and Section Projections 55
 Table 29. Full-time Equivalent Faculty 55

CHANCELLOR'S LETTER

“Planning is bringing the future into the present so that you can do something about it now.”

- Alan Lakein

It is with great pride that I share with you our college's 2016-22 *Educational and Facilities Master Plan*. This plan details how our college intends to grow its academic programs in response to the needs of our thriving community, as well as acquire the classrooms, labs, and other physical infrastructure needed to facilitate student learning and achievement in coming years.

A RECORD OF ACCOMPLISHMENT – PLANNING GETS RESULTS

This is the sixth *Educational and Facilities Master Plan* that has been created since 1990. Planning is a key driver of the results that our college achieves. As a dynamic, fast-growing institution marked by continued innovation and sustained excellence, the foundation for our success is a commitment to planning, which begins with a mission statement, and a Strategic Plan that sets the course for everything undertaken at the college.

The *Education and Facilities Master Plan* is an extension of our Strategic Plan. Where the Strategic Plan is a comprehensive vision of what we intend to achieve, the Master Plan provides a detailed explanation of how we will do so. Form follows function, so the Master Plan envisions the facilities we need to accommodate the growth of our academic programs and the continued increases in student enrollment.

Planning helps us to achieve desired results, and the success of our planning efforts is evident in our singular accomplishments. In recent years,



Dr. Dianne Van Hook
Chancellor

College of the Canyons has distinguished itself in numerous ways, standing out as one of the finest of California's 113 community colleges. Since the release of our previous Educational and Facilities Master Plan in 2012, we have been recognized as:

- One of the fastest growing community colleges in the nation.
- A leader in the development of online educational resources – free and low-cost learning materials that replace traditional textbooks and save our students more than \$1.5 million annually.
- One of the top 15 community colleges in the country for alumni salary earning potential, meaning that our graduates see significant increases in pay as a result of completing their chosen fields of study at College of the Canyons.
- The second-ranked community college in California for the rate at which students complete their courses; and the top-ranked community college in Los Angeles County for the percentage of students who transfer to four-year universities.
- A statewide leader and trailblazer in offering accelerated math and English classes, **and** implementing innovative math and English placement methods, both of which help students avoid unnecessary remedial classes, ensure they complete their educations faster, and realize significant cost savings. These innovative practices help students save approximately \$1.3 million annually in books and tuition.

CHANCELLOR'S LETTER

These **accomplishments are not accidental**. They are the result of a long-term commitment to meeting the needs of our community, continually investing in the success of our students, focusing on the development of our employees, fostering a spirit of diversity and inclusivity, and carefully creating plans that will enable us to achieve our goals.

THE ROAD AHEAD

College of the Canyons has a well-established reputation for excellence. Using this plan as our guide, we intend to expand on that reputation in the years ahead. As we project what our students and community will need through 2022 and beyond, we have created a plan that is based on what we know now, and which includes the flexibility needed to respond to new opportunities we can't yet see.

What do we know? We know that:

- Our college will continue to grow, with projections showing that we'll be serving 30,000 students per semester within the next decade.
- More facilities will be needed to accommodate this growth.
- Building classrooms and labs and upgrading technology will enable students to complete the classes needed for transfer to a four-year university, or learn the career skills they'll need to compete in a fast-changing economy.
- We need to adapt to emerging industries and keep our plans flexible to ensure our facilities meet the evolving workforce requirements of local industries.

We also know that we will create facilities in which our community can take pride. Visitors to our campuses are consistently impressed with the quality and condition of our physical environments and the capacity we have achieved. Our facilities rival those

of many four-year campuses, and this *Educational and Facilities Master Plan* will ensure we maintain those high standards. Whether it is through creating dedicated study spaces, infusing a bio-diversity focus into landscaping, or preserving open space, we want to create an environment that is attractive to students, conducive to learning, and facilitates their success.

A COMMITMENT TO PARTNERSHIPS

This plan also serves as a reminder of our commitment to serving the local community. We are prepared to grow with the Santa Clarita Valley, and meet the increasing demand of local residents and businesses for access to relevant and affordable higher education.

We can answer that demand because the community recognizes the value we provide, and has invested the resources we need to deliver the highest quality education possible. Santa Clarita Valley voters passed Measure E in June 2016, the third bond measure approved in 15 years. Together, Measure C, Measure M, and Measure E have provided the college with \$470 million of capital funding, that to date, have garnered more than \$56 million in matching state resources. Together, these funds are enabling us to serve our growing enrollment by renovating existing facilities and adding new buildings on the Valencia Campus, and building out the Canyon Country Campus. Since 2001, the college has added more than 400,000 square feet of classrooms, labs, and other spaces to expand and enhance its service to students.

We look forward to implementing this plan in honor of the community's ongoing trust in College of the Canyons. As we grow our facilities, we know that we are also expanding the possibilities for new programs and partnerships that will benefit local residents and numerous community businesses and organizations.

IN GRATITUDE

Completing a plan of this magnitude is a team effort, and I want to acknowledge the leadership and effort of those who made this plan possible, including: Mr. Jim Schrage, Vice President, Facilities Planning, Operations and Construction; Dr. Barry Gibbons, Deputy Chancellor; Dr. Ryan Theule, Vice President of the Canyon Country Campus and Grants Development; Dr. Daylene Meuschke, Dean, Institutional Research, Planning & Institutional Effectiveness; Ms. Sue Bozman, who interviewed academic department chairs and program managers; and Mr. Steve Dowty and Mr. Thierry Cassan of KBZ Architects. Special thanks to the staff of the Public Information Office, Graphic Design Center, and Reprographics Center for their skills in editing, layout and printing.

We are excited about the future of our college! We envision great accomplishments at College of the Canyons in the years ahead, and we also know we will face challenges too. We embrace them, choosing to see them as opportunities to innovate, to grow, and to enhance our existing capabilities and partnerships. Based on our track record and ability to plan and execute, we are confident that our college will remain the first choice for higher education in our community.

Dr. Dianne G. Van Hook
Chancellor

BACKGROUND

BACKGROUND

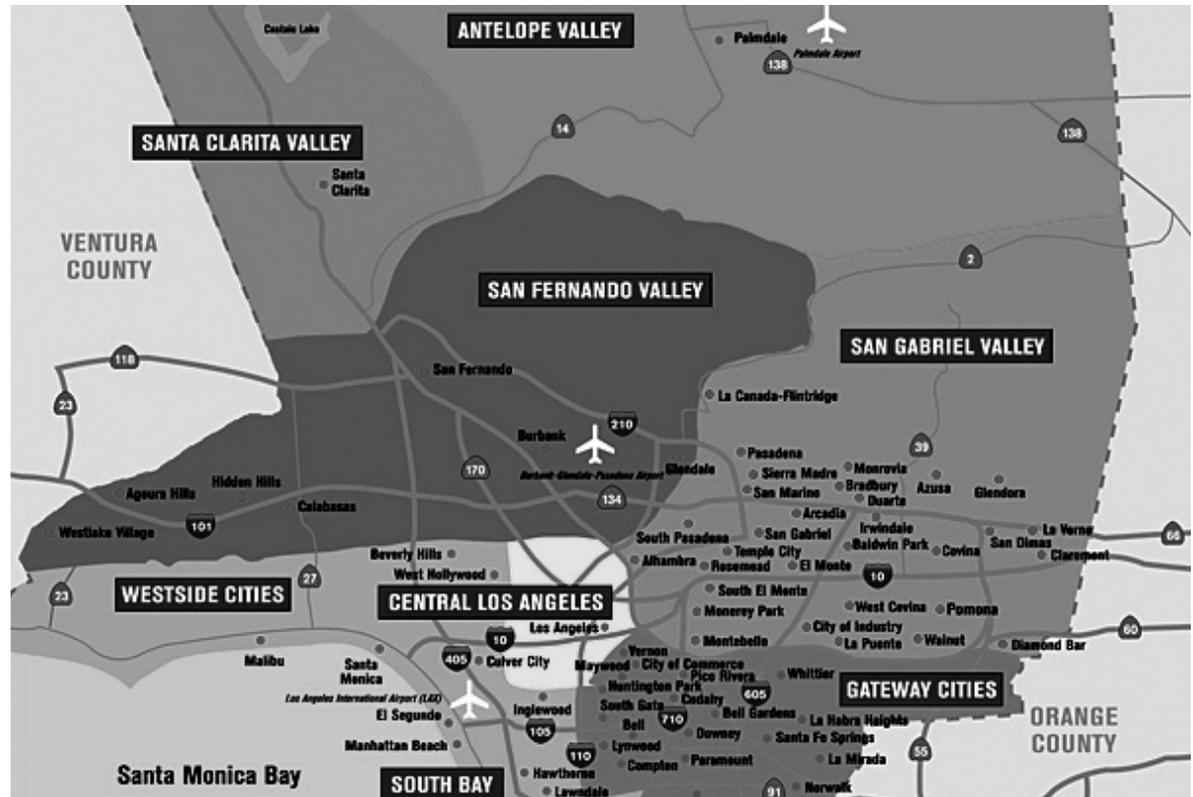
The Santa Clarita Valley (SCV) includes the communities of Saugus, Valencia, Canyon Country, Newhall, Stevenson Ranch and Castaic. This valley, surrounded by scenic mountain ranges, is the northern gateway to Los Angeles County. Santa Clarita is the third largest city in Los Angeles County, preceded only by Long Beach and the largest city, Los Angeles. Santa Clarita enjoys a lower density of population, with space for significant expansion. This is a stark contrast to most cities in the Los Angeles basin where people and companies are simply running out of room.

REGIONAL CHARACTERISTICS

The area is characterized by many canyons that generally run in a north-south direction and slope upward toward the north. The valleys are fertile and once supported agriculture, but most of the area is now in rapidly-growing housing and commercial development. Many of the 283,000 residents commute each day to the Antelope and San Fernando valleys and south into the Los Angeles basin.

The SCV sits poised to take advantage of a significant portion of the growth from the burgeoning Los Angeles basin. Changes and significant progress have occurred throughout the SCV over the years, and College of the Canyons (COC)/ Santa Clarita Community College District (SCCCD) has been propelled forward by a combination of the community's growth and the unwavering vision of the Board of Trustees and campus leadership to transform it into the best community college in the country.

The District, which sits completely within Los Angeles County, serves a geographic area of 367



Northern Gateway to Los Angeles

square miles and borders Ventura County. 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 and 30 miles east of the Pacific Ocean.

The Valencia Campus of College of the Canyons is 34 miles north/northwest of downtown Los Angeles. While the 153.4-acre Valencia Campus already includes more than 640,000 square feet of dedicated learning space, more space will be provided through a variety of projects before the Valencia campus reaches its final build-out capacity.

Startlingly, projections contained in the District's 2002 Master Plan called for the student population to reach 20,000 by the year 2010. This number was surpassed nearly three years earlier than predicted when the Fall 2007 enrollment reached 21,300 students.

INNOVATIVE PARTNERSHIPS

Because current projections show continued double-digit growth, the District is seeking innovative ways to obtain the resources to meet these demands. These include identifying additional ACCESS sites in the west and northwest portions of COC's capture area and additional joint

BACKGROUND

venture projects similar to a currently planned joint project with Los Angeles County Fire to train first responders in a specialized facility in Del Valle.

The College's academic climate incorporates a "can do" spirit that has traditionally positioned it to create new programs and curriculum needed by important segments of the community, to participate in partnerships designed to accomplish more together than they can alone, and to "think outside the box" when it comes to providing enterprising and unique solutions to challenges, seen and unforeseen, that lie ahead.

With enrollment continuing to rise, flexibility and innovation are needed in planning for new academic, occupational and athletic programs, additional training partnerships with business and industry, as well as the facilities to house them.

To meet the increasing demand, the District has significantly increased the number of faculty and

staff since 2002 and developed an extensive faculty and staff professional development program to ensure that employees have the skills and training they need.

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

HISTORY

In 1967, when the Santa Clarita Community College District (SCCCCD) was founded, the community looked very different from the valley that exists today. On November 21 of that year, the voters of the Santa Clarita Valley overwhelmingly approved the creation of a junior college district and elected a five-member board of trustees.

Just three months earlier, the master-planned community of Valencia had been born, luring people from Los Angeles and the San Fernando Valley with homes priced at about \$25,000. In communities now called Saugus and Canyon Country, an ever-growing assortment of tract homes was sprouting. The old Highway 99 was being circumvented steadily 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 voter approval seven years earlier, plans were moving forward for a major new State Water Project reservoir at Castaic. All of these developments helped transform the area into a rapidly growing suburbia, one that would need a local institution of higher learning.

A DISTRICT IS BORN

By the summer of 1968, the trustees of the as-yet



College of the Canyons in 1970

HISTORY

nonexistent college chose Dr. Robert C. Rockwell as Superintendent/President, and he was charged with putting 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 COC officially started classes on September 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. COC classes began in the afternoon after the high school students had departed. In 1970, voters approved a \$4 million construction bond 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, a student center, Towsley Hall, and the East and West P.E. buildings.

Driven by planning, the Valencia Campus is still evolving as the community continues to grow. When new Superintendent-President Dr. Dianne G. Van Hook arrived in 1988, she spearheaded a major update of the College's master plan. The result was a seemingly non-stop series of construction that dramatically changed the College's face and character.

The College was housed in eight major buildings in 1988, including Cougar Stadium; by 2008, another ten major structures had been built or were nearing completion, including:



College of the Canyons in 1980

- the 926-seat Performing Arts Center
- the Library and TLC expansion
- the Media Arts Building
- the Family Studies & Early Childhood Education Center
- the Music/Dance Building
- a new science lecture building
- an expansion of the science laboratory building,
- a new high-tech classroom building, and
- an entirely new campus in Canyon Country.

The newest addition to the Valencia Campus in 2009 was the Dr. Dianne G. Van Hook University Center, which houses advanced degree programs offered by four-year institutions.

COMMUNITY SUPPORT

The historically supportive and generous community has always helped meet student needs. District voters have approved all five of the College's requests for capital construction project

funding; in November 2006 they supported a general obligation bond measure that provided \$160 million for the College's most recent wave of expansion and modernization projects. The funds allowed SCCC 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.

College of the Canyons has been transformed from a small community college serving several hundred students into one of the nation's fastest-growing community colleges among those with 10,000 or more students. The Board of Trustees has been stable over the years, with little turnover; one of the current trustees was a member of the original Board when the District was formed. Chancellor Dr. Dianne G. Van Hook, who has provided leadership for almost 27 years, is only the fifth CEO in the District's 47-year history.

HISTORY

CANYON COUNTRY CAMPUS

Providing educational access to its entire service area is a hallmark of College of the Canyons. To serve students from the eastern part of the Santa Clarita Valley (SCV), College of the Canyons has offered numerous classes at schools, churches, community centers and other facilities. By 2000, it was obvious that the demand for classes could not adequately be met using auxiliary venues. The Canyon Country Campus (CCC) was designed and built to increase access to higher education in the SCV.

GROWTH IN THE EASTERN VALLEY

As early as 1990, based on the population growth in the east and south of the SCV (Saugus, Canyon Country and Newhall), the need for a second campus in this area was increasingly evident. Studies have shown that about 32% of the nearly 21,300 students attending College of the Canyons in 2007 resided in ZIP codes in and around Canyon Country, including the fast-growing population centers of the Antelope Valley. The Southern California Association of Governments estimated that nearly 75,000 people would be living in Canyon Country by 2010, an increase of 32 percent over 10 years.

Nearby Saugus was expected to increase 28% over the same period. The combined population of Saugus and Canyon Country is about 125,000. These trends indicate that the number of students who will seek college classes in that vicinity will continue to grow dramatically over the coming years. A permanent, fully developed college campus site quickly became an imperative in the District's planning for the future.

In 2000, the District leased space for an off-campus site, known as the Canyon Country ACCESS Center, in the newly constructed joint

Los Angeles County/City of Santa Clarita library building near Soledad Canyon Road and Sierra Highway. As the building was being constructed, the District provided input into its design to accommodate student access and the instructional function of the facility as an interim educational site.

In 2004 the District created a second site at newly-constructed Golden Valley High School in Newhall. The high school had just opened, and the College was able to use nine classrooms until the school reached its capacity enrollment. Between the two locations, 1,500 students per year took classes with an average of 68 sections per



CANYON COUNTRY CAMPUS

semester. These numbers served as key indicators of the community's interest; the potential for education, growth and innovation was alive and well in the southeastern SCV.

A NEW CAMPUS

Simultaneously, the District moved forward to develop plans to identify and purchase a site for a new Canyon Country Campus. The District established a timeline that began in 1999 with enrollment, section and facilities projections to 2016. In July 2003, six possible sites were considered for the proposed Santa Clarita Community College District Canyon Country Educational Center.

In November 2001, Santa Clarita Valley voters approved general obligation bond Measure C for \$82 million. A site on the south or east side of the community was listed as one of the uses of Measure C funds. None of the six original

proposed sites, however, met all of the district's needs. Instead, a 70-acre site on Sierra Highway was found that required the purchase of contiguous parcels from several different landowners.

Thanks to the passage of Measure C and to the passage of Measure M in November 2006, permanent infrastructure, site development and a number of modular buildings were purchased along with the new site, just two miles from the original ACCESS Center at the Canyon Country Library.

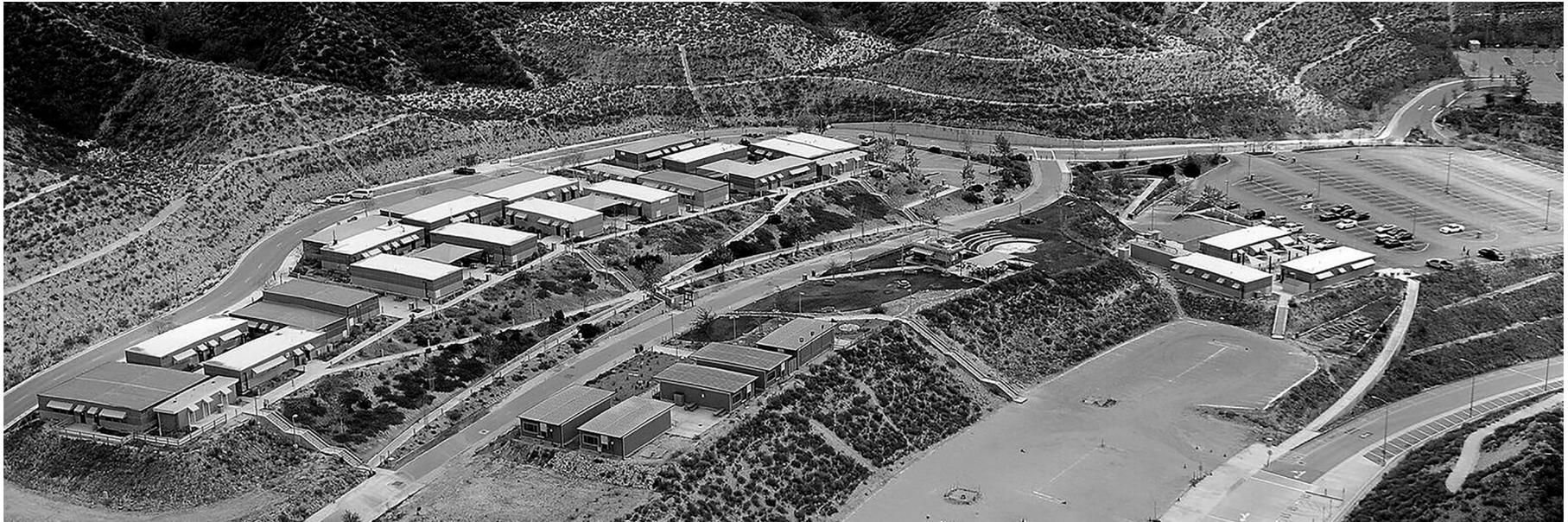
THE CANYON COUNTRY CAMPUS TAKES SHAPE

With this new site, higher education access in Canyon Country progressed from two leased facilities totaling 12,600 square feet with 14 classrooms, to a District-owned center of 35,000 square feet and 37 instructional spaces, to the current total of more than 59,000 square feet of

space. The Canyon Country Campus is situated 9.8 miles east of the District's Valencia campus.

The instructional spaces at CCC are equipped with 'smart classroom' technology (instructor stations, electronic classroom controls, computers, and audiovisual equipment) even though classrooms are located in temporary, modular rooms. Original design plans provided two designated classroom computer labs equipped with 30 student computers each, along with computer workstations for instructors.

An additional 36-computer-workstation student classroom was created with the construction of Quad 7; this space was designed to meet the instructional technology needs specific to the career technical education courses assigned to that campus space. Additional computer lab space was also added in Quad 6. Two full-time computer/audiovisual technicians support the campus.



CANYON COUNTRY CAMPUS

Computer equipment will be updated along with that of the Valencia Campus as outlined in the District's Technology Plan.

The Canyon Country and Valencia campuses share telephone and data network systems and Datatel service. The CCC Library modular is equipped with computers providing direct access to the College's online catalog and databases, includes a textbook lending library, and has a librarian on duty. Students are also able to access math, English, computer and subject area tutoring in the 1,400-square-foot TLC (The Learning Center).

All totaled, CCC has increased available computers for students to more than 300 workstations. Further meeting the needs of students, the campus instructional offerings have increased and CCC has added new science and social science labs for students pursuing general education.

FOCUSED ON STUDENT SUCCESS

In addition to state-of-the-art instructional spaces on the campus, CCC students are supported by many student programs and services to ensure students at CCC have access to the same opportunities as those provided on the Valencia Campus. These include:

- Admissions & Records,
- Student Business Office
- Counseling
- CalWORKs
- DSP&S
- Financial Aid
- Career Services
- Student Development
- Assessment
- Service Learning
- Veterans and Adult Reentry
- Student Health Office



These departments provide regularly scheduled office hours on a weekly basis. In addition, a part-time counselor position was converted to a fulltime counselor position in Spring 2008. Several adjunct Counseling faculty members and adult hourly workers support student services on the campus as well.

Campus services are advertised to students through newsletters and flyers, email, the campus website, and social media. Additional part-time campus safety officers supplement the two full-time campus safety officers assigned to CCC. Additional services to be brought on board with more frequency include EOPS, Bookstore, Transfer Center, University Center outreach, expansion of food service and other existing services.

ENROLLMENT SURGES

The cutting-edge classroom spaces and numerous

student services have transformed the Canyon Country Campus into the college of choice in the eastern Santa Clarita Valley, and beyond. In 2015-16 the campus offered 661 class sections and served a total of 8,202 students (Summer, Fall, Winter and Spring terms). Of the more than 1,700 students who graduated from College of the Canyons in June 2016, 73 percent took at least one class at the Canyon Country Campus. Nearly 5,000 student took classes at CCC in Fall 2015; approximately 2,000 students take classes exclusively at the CCC, indicative of the strong demand for access to higher education in the region.

More than 30 percent of students attending the Canyon Country Campus reside in the Canyon Country area. Students attending CCC are able to achieve a general education/liberal arts transfer degree through a combination of on-site and

CANYON COUNTRY CAMPUS

online classes. Additionally, there are 18 Associate degrees and 13 certificates that can be completed by taking classes at CCC exclusively. Of the students taking classes at CCC in Fall 2015, 42% were full-time. Students are increasingly declaring the Canyon Country Campus their designated campus due to its convenient location and highly personalized services.

PARTNERSHIPS

The campus has been the site of many student, staff, and community activities, continuing the College's focus on building partnerships in the Santa Clarita Valley and engaging the community in the educational opportunities available onsite. The Carl A. Rasmussen Amphitheater, introduced in 2008, has been at the heart of these vital events and student life on campus.

The campus has consistently been supported by an engaged and longstanding group of community members, civic and business leaders, local residents, and staff who make up the Canyon Country Campus Advisory Committee. This group meets at least once a semester and includes several members who have been involved with the campus since the time of the Site Selection Committee.

This advisory committee has provided an invaluable conduit of information to and from the community, maintained campus engagement and awareness, and has informed many elements of campus plans. The campus has especially benefited from strong interest by eastside residents, who have taken pride in this facility and likewise championed the necessary development of permanent facilities on site such as the much-anticipated Science Center. It is with great enthusiasm and anticipation that these supporters await the development of permanent facilities on campus.



The Canyon Country Campus, as a part of the Santa Clarita Community College District, continues to provide academic education and workforce training to meet the needs of a growing population in the region. The current Business Alliance, which meets regularly, provides a forum for regular interaction with community and business contacts to ensure that the district and the campus are aligning current and future programs and services to match community and industry needs.

The campus has been strategically planned to meet the current educational demands of the community it serves while anticipating and planning for the educational and training programs that will be needed in the future. The current Education Alliance, which also meets regularly, provides a forum for focused conversation with leadership from the local K-6 and secondary school districts. CCC administration also has semi-regular meetings with eastside campus principals and leaders to ensure that campus events and programming are aligned with K-12 needs.

CANYON COUNTRY CAMPUS

The Canyon Country Campus continues to be a campus of innovation and responsiveness to the workforce and educational needs of the community, and with continued collaboration between CCC administration, the College's divisions and departments, and community partners, the goals and needs of students will be met, now and in the future.

FUTURE GROWTH

In 2011, the 15,000-square foot Applied Technology Center (ATEC) was completed at the Canyon Country Campus. The center houses career technical programs that are unique to the Canyon Country Campus, including Automotive Technology, Solar and Alternative Energy, and Water Technology. An instructional quad providing classroom space for these programs, as well as faculty office space, was built adjacent to the Applied Technology Center. An additional quad site, located next to the Canyons Cafe and Carl A. Rasmussen Amphitheater, was also completed

in 2011; this new quad added four new classroom spaces and six full-time faculty office spaces.

Overall, the District has invested more than \$50 million in advancing the facilities at CCC, ensuring that the highest caliber of education can occur on the campus. The District has already installed much of the underground utilities and the infrastructure that will support the build-out of permanent facilities, not simply the current interim facilities. This infrastructure includes communications, power, phone, cable, network and data, the water system, and central plant piping that supports its ecological, sustainable development goals. Additional telephonic and technology infrastructure and, water and gas lines will be needed as the new classroom buildings are constructed. The next permanent building to be constructed at the Canyon Country Campus is the 55,000-square-foot Science Center, which consists of a two-story,

24,250-square-foot science laboratory building and an adjacent three-story, 30,705-square-foot classroom and student resource building. The Science Center includes eight labs (serving zoology, botany, marine biology, microbiology, anatomy & physiology, a cadaver Lab, physics, environmental science, astronomy, & chemistry) and also provides a 75-seat student lecture hall and office space.

The campus is primed for growth and plans are in place to break ground on the Science Center in 2017 with the new building operational within 18 & 24 months. Even with the addition of this much-anticipated modern building, additional projects are necessary to complete the District's vision for this comprehensive campus site. Planned projects needed to serve student and community demand at the Canyon Country Campus include, but are not limited to, the following:

- **Student Center, Student Services, Library, TLC, Veterans, Testing, Food Services** – ASG Offices; Health Center; Admissions & Records; Counseling; Financial Aid; Transfer/Career Center; Internships; Student Business Office; Assessment Center; EOPS; DSPS; Library/research Stacks; Tutoring Lab; Veterans' Services; English, math and language labs; testing lab; general food services; MakerSpace Center.
- **Lecture, Arts and Humanities, 250-Seat Performance Space** – Fine & performing arts labs/lecture; Art Gallery; large performance space; Communications, Dance, Interior Design; Theatre
- **Lecture, Office** – Anthropology; Geography; Psychology





Career Technical Education (CTE):

Advanced Manufacturing/Fabrication, Welding, Construction Technology, emerging technology fields

- **Modernization: Secondary Effects of Existing Modulars, Roads, Hillside, Infrastructure** – Convert modulars for offices, miscellaneous uses; underground infrastructure repairs, slope stabilization and planting; accessibility upgrades.

- **M&O/Warehouse/Outbuildings: Facilities, Deliveries and Distribution** – Standard service space for campus operations.

- **Central Plant: Heating, Cooling, Energy** – Provide all heating, cooling and co-generation functions from a single complex and reduce energy expenses.

All of these building projects will enhance the educational experiences at the college and will be

constructed with CCC's vision of environmental consciousness and sustainability. As with the development of the Valencia Campus, CCC is being dynamically planned to not only keep up with the educational demands of the community it serves, but also to anticipate the educational and training programs that will be needed in the future.

The Canyon Country Campus has been built and developed to enable the Santa Clarita Community College District to continue to provide



academic education and workforce training for a growing population in the region. The campus is primed to grow. It is the site of current and ongoing innovation that is responsive to the workforce and educational needs of the community. The District is dedicated to providing the same high-quality instruction and services at the Canyon Country Campus as at its Valencia Campus, as demonstrated by its planning and commitment of staff, faculty, and resources.

This exciting, young campus is dynamically planned to meet the educational demands of the community it serves, to be innovative and responsive to the workforce and educational needs of the community, and to anticipate the educational and training programs that will be needed in the future. College of the Canyons' Canyon Country Campus is a truly comprehensive campus, providing a level of student support services, instructional pathways, and robust campus activities comparable to individual colleges of its size.

The District committed to operating the Canyon Country Campus at this comprehensive scale in order to fulfill its commitment to the community while upholding the College's reputation for excellence.

To maintain this level of excellence, new facilities, additional faculty and staff, and committed resources are needed to ensure the campus continues to meet and exceed the high expectations the community has for this growing facility.

SANTA CLARITA VALLEY ECONOMIC SCAN

**SANTA CLARITA VALLEY
ECONOMIC SCAN****ECONOMIC SCAN**

Interviews with leaders of several of the area's largest companies reveal a strong perception that the economy in the Santa Clarita Valley has turned the corner on the recent national recession and that business is definitely on the upturn with increasing growth in the coming five years.

Los Angeles County continues its positive growth trends in key industrial sectors such as aerospace, technology, business and professional services and tourism, though the region's signature motion picture/TV industry is struggling with labor issues, changing technology and rising production costs. Other area vulnerabilities include lack of urban land and affordable housing, and over the long-term, economic performance will depend on solving transportation problems.

GROWTH INDUSTRIES

The Santa Clarita Valley continues as a major part of the entertainment industry, home to more than 20 sound stages and a dozen movie ranches. The SCV also contains a large aerospace cluster. Lockheed departed and many technical entrepreneurs remained, leaving a cadre of entrepreneurial small businesses. More than ten separate master-planned business parks and centers, including Centre Point and Rye Canyon, are located in the SCV.

Aerospace manufacturing has added extensive production space and is experiencing production orders that are stretching current capacity. Likewise, the biomedical industries in the Valley are reporting industry leading growth that is projected to continue throughout the coming decade. Entertainment services in the Valley will likely

rebound with the development and opening of a greatly expanded Disney Film Ranch. Owners of smaller business are reporting modest gains in the past several months and have begun to increase hiring.

Major medical institutions are expanding and experiencing renewed demands for services. The 2016 Economic and Real Estate Outlook Conference sponsored by the Santa Clarita Valley Development Corporation and College of the Canyons highlighted a number of reliable business indicators that support the conclusion that the Santa Clarita Valley is now in a period of business expansion and growth.

Forecasters are in agreement that we are at the tail end of the recovery with fewer jobs forecast in 2016 in Southern California, but note that the Santa Clarita Valley is exceeding overall state and national rates. This resumption of the Valley's natural growth and development will create increased demands for training and educational advancement.

Opportunities for partnerships between COC and local business, industry and institutions will expand and provide opportunities for increased support of College programs. Labor market is heavily concentrated in manufacturing, retail trade, leisure services, and project services emerging industrial sectors for which Santa Clarita Valley job training is a priority include:

- Health
- Aerospace
- Engineering
- Entertainment and Media
- General Manufacturing
- Biomedical, Biotechnology
- Education

As the economy in the Valley continues to improve, population growth also will resume, with resultant changes in the real estate market, demand for goods and services, K-12 enrollments, and demand for locally-provided higher education – especially in view of the increased cost at California's public four-year institutions.

For College of the Canyons, this trend provides support for continued capacity building through further development of the Canyon Country Campus and the search for a means to serve the Western County area.

Expansion of high demand programs and the implementation of new Career Technical Education Programs through collaboration with the William S. Hart Union High School District and local industry, as part of the California Career Pathways Trust grant - including computer networking, paralegal, construction, administration of justice, and advance manufacturing – will be imperative.



ECONOMIC CONTRIBUTIONS OF THE COLLEGE

ECONOMIC CONTRIBUTIONS OF THE COLLEGE

Once agricultural, most of the district's service area now encompasses widespread housing and commercial development. Several large industrial and commercial centers have blossomed, and the college is appreciated for providing these companies with high-quality workforce training.

College of the Canyons has outstanding support from the community at large, which most recently supported general obligation bonds in 2001, 2006, and 2016. These bonds have provided the district with the financial resources to build the classrooms, labs, student services areas and support spaces that are critical to providing a vibrant and healthy educational environment.

COC has served as a gateway to higher education, professional training and opportunity for the more than 285,000 people who have attended since the college opened its doors to students in 1969. Thousands have graduated, and many students have returned to pursue their professional careers. Sixty-one percent of the College's staff members were once its students.

HIGH RATE OF RETURN

With a significant socioeconomic impact on the region it serves, from an investment perspective COC delivers a high rate of return on the funding it receives, and the College contributes in measurable ways to the economic growth of the area.

According to a September 2015 study conducted by Economic Modeling Specialists, COC graduates enjoy a 16.7% rate of return on their investment of time and money by earning \$10,300 more per year on average compared to those with only a high school diploma. Including the avoided costs to the



public of COC graduates living a more productive and healthy lifestyle, California taxpayers realize a 9.3% return on their tax investment.

COC has a positive effect on the local economy in three ways:

1. Through its local purchases, including wages paid to faculty and staff;
2. Through the spending of students who come from outside the District; and
3. Through the increase in the skill base of the local workforce.

The annual monetary contribution from these three factors are, respectively, \$82.8 million from local spending, \$1.2 million from non-local student spending and \$230 million from COC

instruction received by former students now in the workforce. The total average annual income to the local economy totals \$313.6 million. The overall impact of COC on the local business community during the analysis year amounted to \$313.6 million in gross regional product (GRP) equal to the sum of the operations spending impact, the student spending impact, and the alumni impact. The \$313.6 million in GRP was equal to approximately 2.7 percent of the GRP of Santa Clarita Valley. By comparison, the contribution the college provides on its own is nearly as large as the entire regional Accommodation and Food Services industry.

A SOLID FOUNDATION IN THE COMMUNITY

The College also creates and nurtures relationships that provide the foundation for the success of current and future partnerships with local school districts, colleges and universities, businesses, government and nearly every social service agency. These partnerships advance the educational, artistic, civic, cultural and economic aspirations of the quarter million residents of the surrounding community.

Several of these innovative partnerships have redefined the traditional role of the community college, such as these operated at COC by the Hart District:

- Academy of the Canyons, opened in 2002, allows promising high school students to attend high school and college concurrently;
- Early College High School, funded by the Bill and Melinda Gates Foundation, opened at the Canyon Country Campus in August 2007 and in 2008 moved to the Valencia Campus.
- Career Pathways Trust grant to create guided pathways in CTE areas.

An additional 903 local high school students are concurrently enrolled at COC.

ECONOMIC DEVELOPMENT

ECONOMIC DEVELOPMENT

College of the Canyons' history in providing support for economic development in the area of Santa Clarita began in the late 1980s.

At that time, a local business person approached then-President Dr. Dianne Van Hook and talked with her about having the College focus more on current and future business needs. Following a "Vision 2000" luncheon hosted at Magic Mountain, the College officially launched its Economic Development initiative by asking a new assistant dean to take on that role and develop our contract education potential. The rest is history!

A VISION FOR THE FUTURE

Back in 1989, Dr. Van Hook made a statement in the Vision 2000 report that was published for the community that "community colleges would become the graduate schools of the future." That certainly is the case with College of the Canyons.

Thousands of people every year return to COC for upgraded and technical training that was not available in their bachelor's and master's degree programs when they completed them – and still is not readily available at four-year colleges and universities. As such, the College continues to be the primary trainer and educator of the workforce in the Santa Clarita Valley, a distinction that it will certainly hold for decades to come.

Due to the planned development of a number of commercial and business parks in the Santa Clarita Valley in the 1990s and 2000s, the demand for access to upgrade training for existing employees, the development of new training initiatives, the augmenting of the college's regular curriculum to

accommodate emerging technologies and careers in the medical fields, advanced manufacturing, aerospace, art media and design, film and entertainment, and manufacturing, intensified at a pace that was able to be supported with positive responses due to the funding of grants at COC.

During that time, the college was able to grow significantly in its funded FTES and financial base. Now, years later, the college not only remains responsive to the needs in business and industry, but is always on the lookout for new opportunities that also can be pursued.

Whether it is a Center for International Trade and Development (CITD), the initiation of a Fast Track Training Institute or working with the city of Santa Clarita to relocate (and eventually take over the operation of) the Worksource Center in the University Center, the college's economic development unit is forward-thinking.

The unit forges new partnerships and builds bridges so that businesses already here and those who want to come here can thrive in the Santa Clarita Valley. In 2014-15 alone, the Economic Development Division generated and spent \$3,943,696* in revenue (an all-time high), enabling the college to serve 833 businesses and more than 2,985 employees.

In 2014, College of the Canyons worked closely with local business and industry and provided leadership and resources to help create a local economic development corporation from the ground up.

The college continues to provide services to the business community via a variety of job and service-oriented branches, including:



- The Center for Applied and Competitive Technologies (CACT)
- The Employee Training Institute (ETI)
- The Fast Track Institute

ECONOMIC DEVELOPMENT

- The Small Business Development Center (SBDC)
- The Santa Clarita Worksource Center
- Deputy Sector Navigators (industry liaisons), and other occupational programs.

THE CENTER FOR APPLIED COMPETITIVE TECHNOLOGIES (CACT)

CACT is focused on advancing the global competitiveness and innovation for manufacturing and technology companies through responsive workforce training and technical consulting services.

AREAS OF FOCUS

- Convene manufacturers in the region to determine direction for the manufacturing programs. Update the equipment and curriculum in the Manufacturing Technology program to keep current with new industry trends.
- Provide outreach and introduction on new technologies (i.e., 3D printing and scanning) and new processes (i.e., Lean Six Sigma)
- Partner with employers and college programs to identify “skills gap” employment situations where jobs go unfilled because candidates do not have the required skill set. Develop industry driven Fast Track programs that prepare candidates for these in-demand jobs with regional employers.
- In the 2014-2015 program year the CACT trained 47 out-of-work individuals through their intensive CNC training program and placed 77% in industry positions.

EMPLOYEE TRAINING INSTITUTE (ETI)

ETI is the contract education unit of College of the Canyons and is focused on designing and delivering customized training programs for local and regional businesses and organizations. Training programs and courses are specifically tailored to

meet the technical and essential skill development needs of the employees of ETI clients. The types of programs offered by ETI include a wide array of topics ranging from manufacturing skills to continuous Improvement to leadership and supervision skills development. Courses are short or long-term, and flexible to meet employers’ needs. They can be delivered onsite or using College of the Canyons classrooms, labs, and training facilities. ETI offers training programs for job-seekers, frontline workers, supervisors, and managers and leaders of organizations. Additionally, ETI holds an active Employment Training Panel (ETP) contract and has offset employers’ training costs in excess of \$4 million over the last 20 years.

AREAS OF FOCUS

- Increase partnership with the APICS organization and fully expanded Operations and Supply Chain Management Certification Program offerings including the CPIM and CSCP Certifications.
- Expand ETI course offerings with Lean Six Sigma Yellow, Green, and Black Belt Certification Program offerings.
- Expand ETI course offerings in project management with courses in Applied Project Management, Scrum, and Agile
- In the 2014-2015 program year ETI assisted 53 companies and trained more than 420 employees through Employment Training Panel (ETP) and contract education courses.

FAST TRACK INSTITUTE

The Fast Track Institute offers programs that lead directly to employment. This includes fast-paced, intensive training focused on preparing participants for entry-level, in-demand jobs and certifications and test preparation necessary for job entry and promotion.

AREAS OF FOCUS

- Meet with local employers on a regular basis to determine chronically under-filled positions and develop programs to prepare individuals to fill these entry-level positions.
- Work with college faculty and professional groups to develop courses designed to prepare individuals to take licensing and certification exams necessary to be employable in their field.
- In the 2014-2015 program year the Fast Track Institute ran 10 certification and test prep classes for 175 individuals and sponsored seven cohorts of students through direct-to-employment courses with an overall placement rate of 78%.

SMALL BUSINESS DEVELOPMENT CENTER (SBDC)

SBDC is the business technical assistance unit and provides direct services to entrepreneurs and business owners through free one-on-one consulting and training classes. The training classes are skill-based with relevant topics for entrepreneurs and business owners. Our SBDC has a diverse team with a depth of knowledge and expertise, and recognized as a high performing center in the Los Angeles Regional SBDC Network with significant economic impact results. The service area includes the Santa Clarita, San Fernando, and Antelope Valleys.

AREAS OF FOCUS

- Partner with federal and state agencies, industry experts and private groups to provide programs and counseling in support of international trade. The partnerships focused on expanding the services available through the Center for International Trade Development, a specialty area of the SBDC.

ECONOMIC DEVELOPMENT

- Partner with the Business Entrepreneurship Center (BEC) to increase service coverage for entrepreneurs and business owners with one-on-one consulting and trainings in the Santa Clarita and Antelope valleys.
- Partner with the City of Santa Clarita to launch the Santa Clarita Business Incubator (SCBI) in 2015. The SBDC is an integral part of the program, actively working with SCBI residents to create local economic impact.
- In the 2014-2015 program year the SBDC was instrumental in helping clients create and retain 315 local jobs and assisted companies in securing \$14.8 million in capital for startup and expansion.

AMERICA'S JOB CENTER OF CALIFORNIA IN SANTA CLARITA (FORMERLY THE WORKSOURCE CENTER)

The Santa Clarita AJCC provides services sponsored through the federal Workforce Innovation and Opportunity Act (WIOA) and administered by the County of Los Angeles Workforce Development Board (WDB).

College of the Canyons took over the day-to-day operations of the center in 2012 after submitting a successful bid to the City of Santa Clarita. Services are focused on helping employers to fill their open positions with qualified candidates and helping job seekers to connect to sustainable employment by giving them access to employment resources, assisting them with training to update/upgrade their marketability, and connecting them directly to the employers that need them.

AREAS OF FOCUS

- Assist employers in filling current and upcoming employment needs.
- Meet with local employers to determine areas



of employment that are underdeveloped and partner with college departments to develop and obtain approval for programs to meet those needs.

- Investigate regional approved training offerings and evaluate them for suitability for use in WIOA-approved training services offered.
- Partner with public and private organizations to provide veterans and differently-abled clients with the services they need to obtain meaningful employment.
- In the 2014-2015 program year, AJCC assisted over 12,000 visitors and assisted 84 percent of them in finding employment.

DEPUTY SECTOR NAVIGATORS

In 2014 as part of the “Doing What Matters” initiative from the state Chancellor’s Office, each region hosts a number of industry specific Deputy Sector Navigators (DSNs). The DSNs serve as in-region contact for an industry sector, working with the region’s colleges and employers to create alignment around and deliver on workforce training and career pathways.

- We were selected to host Deputy Sector Navigators for the following industry sectors:
- Advanced Manufacturing
- Health Workforce
- Information Communication Technology/ Digital Media

DISTRICT PLANNING

DISTRICT PLANNING

The Santa Clarita Community College District Board of Trustees, administrators, faculty and staff take planning very seriously. The status of College of the Canyons as one of the fastest-growing community colleges in the nation demonstrates not only its success in carrying out plans, but also a certain prescience in knowing what will be needed as well as when and where it will be needed. The college has developed several Educational Master Plans in its history to support facility development.

A successful Educational Master Plan (EMP) incorporates information from all departments and has an integral connection to the College's planning cycle, ultimately dictating the number and nature of the classrooms, labs, practice areas, work spaces and campus services the college will need in the future.

Departments create their plans based on a unique understanding of the needs of the community, the region, the state and the nation, and informed by dozens of studies and surveys generated by District staff, as well as input and studies provided by local communities, the County of Los Angeles and state offices.

These plans are a roadmap to the College's future. They drive the designs, placement and utility of new facilities, as well as address issues such as traffic flow, parking, pedestrian circulation and campus aesthetics.

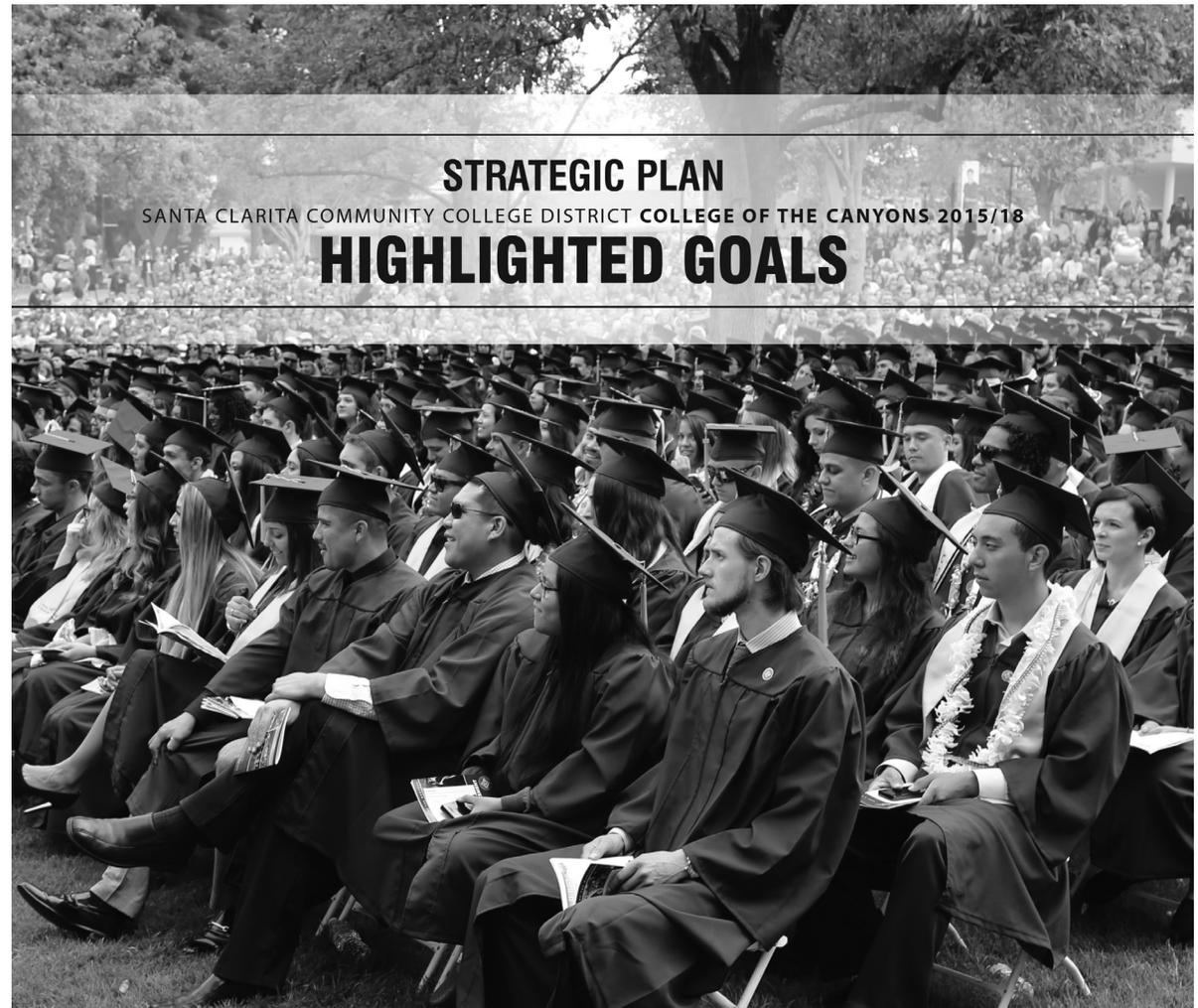
ANNUAL AND THREE-YEAR CYCLES

The District has a long tradition of strategic vision and planning, beginning with the formation in 1989 of its Comprehensive Planning Task Force, later renamed the College Planning Team. Planning is driven by the College's statements of mission, values, and philosophy.

Administrators, faculty and staff engage in a systematic process that contains annual and three-year cycles. They reflect on research and external information, such as outcomes information, self-studies, research reports, program review data, enrollment patterns, and workforce trends. They take into consideration the implications of state policies and funding opportunities.

They assess changes in the community that impact the College's programs and services. They identify opportunities for partnerships and for potential resource development.

Departments play a central role and drive college wide-planning, budget development, program development, and other services. At the same time,



DISTRICT PLANNING

departmental plans are influenced by College-wide plans, reflecting institutional priorities.

Every academic department and administrative program completes a full program review every three years with annual updates. College-wide planning processes have produced Strategic Plans, Educational and Facilities Master Plans, Technology Master Plans, Staffing-Diversity Plans, Five-Year Construction Plans, Enrollment Management Strategies, Individual Facilities Plans, Equal Employment Opportunity, and Marketing Plans.

Operational planning is driven by the College's Strategic Plan, which is revised every three years. The Strategic Plan, which includes Strategic Goals, is used by all divisions, departments, and work units to develop strategic objectives (action statements) that determine short-term directions as well as future plans of the District.

COC's planning process is driven by statements of mission, values, and philosophy. The college engages in multiple processes to review its cycle of evaluation, integrated planning and resource allocation.

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

COC has created an innovative and creative college community in which members are encouraged to be entrepreneurial, forward thinking, creative, persistent, spontaneous and welcoming to changes that will enhance the College's ability to fulfill its mission. COC uses planning as a dynamic process

that allows members of the College community – internal and external stakeholders – to discuss, explore solutions and make continual adjustments in response to ever-changing environments.

While complete descriptions of committees and processes are clearly delineated in the decision-making structure 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 (EMT)
- Safety Committee
- Institutional Advancement Team
- College Policy Council
- Institutional Effectiveness and Inclusive Excellence

The District completed its last Educational Master Plan in 2012 that drew from aspects of the previous EMP including population projections translated to projections of student demand. It included department-level analyses driven by department participation. However, the new EMP integrated more external data to show the impact of community factors.

Similarly, the Technology Master Plan is regularly updated. Elements contained in this plan also continue to evolve. For example, most recently, discussions on disaster recovery and intellectual property rights have been included.

The Technology Committee also adopted a new approach to updating the plan, discussing individual sections of the plan at each meeting by the

whole committee, rather than delegating pieces of the Plan to subcommittees.

THOROUGH RESEARCH

The COC planning process includes using research and external information, such as outcomes information, self-studies, research reports, program review data, enrollment patterns, and workforce trends; consideration of the implications of State policies and funding opportunities; assessment of changes in the community that impact the College's programs and services and opportunities for partnerships; identifying potential resource development opportunities; evaluation of results; and adjusting and realigning as necessitated by emerging information, trends, and opportunities that present themselves.

COC's ongoing process of revising and updating departmental and college-wide plans includes hosting internal dialogue on priorities, engaging external audiences in the dialogue, building internal and external coalitions for change, evaluating accomplishments and results, and assessing the degree to which they are meeting the community's needs.

More than two decades of weaving its planning systems into the fabric of the college culture has produced a robust and adaptable planning process. With input from both internal and external factors, the process incorporates data from teaching and learning, student services, human resources, and financial dynamics.

At the same time, the process reflects the economy, the community of Santa Clarita, State funding, and federal trends, while watching for opportunities allowing findings to influence outcomes.

THE EDUCATIONAL MASTER PLAN

HISTORY OF EDUCATIONAL MASTER PLAN AND ROLE OF CPT

This is the college's sixth Master Plan since 1999 that ties together both the Educational Master Plan and the Facilities Master Plan. The two plans are integrated together because they are inextricably linked.

College of the Canyons has a long tradition of strategic vision and planning, dating to 1989. The Comprehensive Planning Task Force was established that year. The committee is comprised of faculty, staff, and administrators from a broad cross-section of divisions and departments from throughout the Valencia and Canyon Country campuses.

Later rechristened the College Planning Team, the committee is the body on campus responsible for promoting coordination among collegial consultation committees, for ensuring that policies and procedures are considered and that goals, objectives and action plans of other committees and work units are integrated into short-term objectives, long-range plans and revenue-allocation priorities of the college.

To that end, their input to the Educational and Facilities Master Plan is influenced by a District-wide perspective that ensures the plans accurately reflect the mission, values and philosophy of the college and are deployed as dreamed.

Successful planning is aligned with the college's mission, values and beliefs and creates a cycle of success that perpetuates and builds on itself. It ensures the resources of the district are fully developed and used to their maximum effectiveness. Through planning, the district is able to grow its

revenue and facilities, and enhance the development of its programs, staff and partnerships.

The purpose of this Educational and Facilities Master Plan (EFMP) is to provide a foundation for future planning of programs and services for the residents of the Santa Clarita Community College District. While it is recognized that the content of the EFMP represents a snapshot in time, it is important that projections anticipate the needs of future students and residents of the District. Constant vigilance in revising the information and assumptions contained in the Plan is needed to maintain currency.



Mission
STATEMENT

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

College of the Canyons • 26455 Rockwell Canyon Road • Santa Clarita • California 91355
(661) 259-7800 • www.canyons.edu

The EFMP is part of a complete planning process and can be used as the foundation for much of the institution's other planning activities, fitting naturally into the culture of College of the Canyons. It can support and/or inform the following activities: department planning and budget development, program review, fostering or creating more detailed plans for special initiatives (such as technology or staff development), and the creation and maintenance of facilities plans that provide infrastructure for programs and services related to student success.

This EFMP has been developed to serve the College's program and services needs from the present to the year 2022. Based on the data gathered and the expert information provide by District faculty and staff, the EFMP projects enrollment, weekly student contact hours (WSCH) and service needs, and makes comprehensive recommendations that can form the basis of the successful development of facilities, whether financed locally or through State sources.

The results of the EMP will be tied directly to qualification for space, related to the State of California's regulations for community colleges. District staff can use these projections, within its yearly planning cycle of review and revision, to develop facilities to meet the needs of the students and community served by the District for years into the future.

MISSION STATEMENT

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

THE EDUCATIONAL MASTER PLAN

global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

VISION STATEMENT

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

PHILOSOPHY

We believe in the following values:

Teaching and Learning

We honor and reward high performance in teaching and learning.

Respect for All People

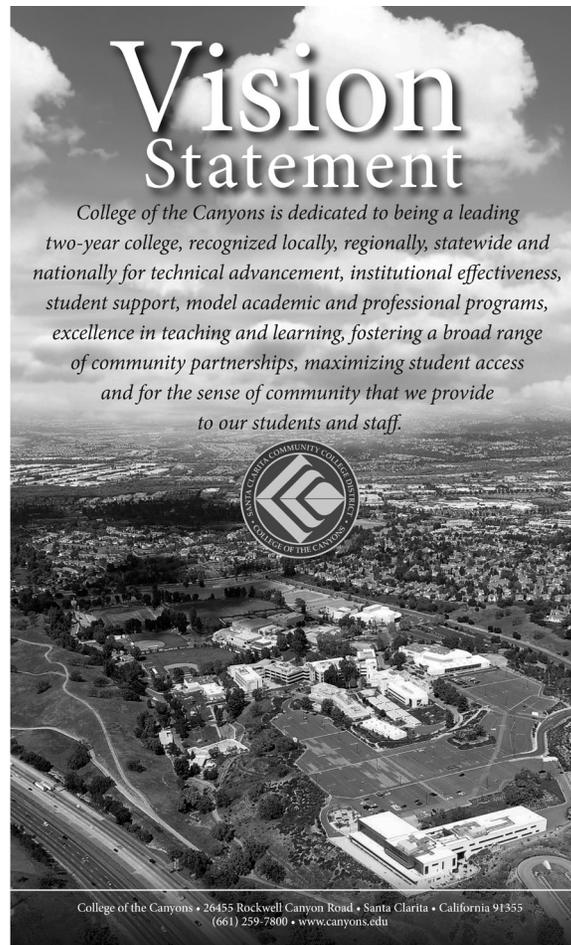
We foster a climate characterized by civility, collegiality and acceptance. We expect honesty, integrity, social responsibility and ethical behavior.

Partnership with Community

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

Excellence

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



Creativity and Innovation

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

STRATEGIC GOALS

The College District's strategic goals that have been identified for 2015 to 2018 are:

Teaching and Learning

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

Student Support

College of the Canyons will provide student support to facilitate equitable student success and maximize opportunity for all students.

Cultural Diversity

College of the Canyons will promote, encourage, and celebrate the diversity of students and staff in our campus community.

Human Resources

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

Institutional Advancement

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

Institutional Effectiveness

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

Financial Stability

College of the Canyons will provide support, direction and oversight for all district financial resources to ensure fiscal compliance, proper accounting and

THE EDUCATIONAL MASTER PLAN

positive audits and develop financial resources to maintain and improve programs and services consistent with institutional commitments (mission, goals, and objectives) and in alignment with our enrollment management plans.

Technological Advancement

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

Physical Resources

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

Innovation

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

Campus Climate

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

Leadership

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

PROCESS

The processes used to develop the Educational Master Plan are described in detail in other sections of this document. They include a thorough environmental scan and gathering of information about the College and District, including enrollment, programs and services, demographics, service area employment needs, external and internal influences, and other relevant factors.



These sources are then used to project enrollment in 2020 in order to plan adequate and well-located facilities for the programs needed to serve current and future residents of the District. In addition, these projections can be used to gain State support for facilities development and to support local building efforts.

CONTENT

Chapter 1 introduces important background information, and provides a description of planning processes used in the District.

Chapter 2 describes the District and College using population, enrollment, and demographic data from which population and enrollment projections are derived, and contains recommendations about programs and services based on the projections.

Chapter 3 describes current educational programs and services from both quantitative and qualitative perspectives. This Chapter includes FTES and FTEF projections to the years 2014 and 2020 for each College department and Campus based on data presented in Chapter 2 as well as the expertise of faculty and staff. The Chapter concludes with observations and recommendations.

Chapter 4 serves as the link between the College's educational programs and services and facilities planning. Based on program enrollment projections, Master Tables display individual department data for the years 2010, 2014 and 2020 for the Valencia Campus, the Canyon Country Campus, and Online Classes. This section also details major goals for each department and staffing, equipment and facility needs to achieve the major goals.

THE DISTRICT AND THE COLLEGE

THE DISTRICT AND THE COLLEGE

EXTERNAL FACTORS

External factors considered include economic data, such as unemployment rates and housing prices, labor market data, cost of attending higher education, and population data. The size of California’s economy is significant and would be the eighth largest in the world if compared to entire countries.

The economy has experienced tremendous shifts during the past 10 years. While the Great Recession officially ended in June 2009, its effects had lasting impacts. This is evident in unemployment rates.

UNEMPLOYMENT RATES

Unemployment rates in the United States rose to 9.6 percent in 2010. California’s unemployment rate increased to 12.4 percent in 2010. Since 2010, unemployment rates have decreased nationally to 5.5 percent and to 6.6 percent in California. Santa Clarita’s unemployment rate has been consistently lower than both the state and national unemployment rates, though following similar trends. The Santa Clarita unemployment rate was projected to be 4.4 percent in 2015.

MEDIAN HOME PRICES

Median home prices dropped considerably from 2006 to 2012, though they have been rising, especially in the past two years. In the Santa Clarita Valley, median home prices fell from \$546,840 in 2006 to a low of \$337,626 in 2011. A similar drop in prices was observed for California, but nationally, prices did not drop as dramatically.

Since 2011, prices in the Santa Clarita Valley have rebounded to \$447,849 in 2014 and are expected to increase to \$478,897 in 2015.

Table 1. Unemployment Rates, Santa Clarita Valley, California and Nationally

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015 Projected
Santa Clarita Valley	2.90%	3.0%	4.5%	7.1%	7.8%	7.6%	6.7%	6.0%	5.0%	4.4%
California	4.9%	5.4%	7.2%	11.3%	12.4%	11.8%	10.5%	8.8%	7.5%	6.6%
United States	4.6%	4.6%	5.8%	9.3%	9.6%	8.9%	8.1%	7.4%	6.2%	5.5%

Table 2. Median Home Prices: Santa Clarita Valley, California and Nationally

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015 Projected
SCV	\$546,840	\$521,744	\$412,434	\$362,082	\$361,524	\$337,626	\$337,964	\$398,797	\$447,849	\$478,897
CA	\$560,408	\$558,392	\$351,588	\$276,381	\$305,397	\$287,418	\$321,384	\$407,139	\$448,761	\$465,100
US	\$243,067	\$243,742	\$230,409	\$214,500	\$221,242	\$224,317	\$242,109	\$265,092	\$282,379	\$291,415



THE DISTRICT AND THE COLLEGE

JOB GROWTH

There is considerable overlap for the top 20 jobs requiring some college or an associate degree in the Santa Clarita Valley, California and nationally. Many of the top 20 jobs appeared on all three lists as shown in Tables 3.4, and 5 including:

- Hairdressers
- Registered Nurses
- Teacher Assistants
- Medical Assistants
- Heavy and Tractor Trailer Truck Drivers
- Nursing Assistants
- Dental Assistants
- Licensed Vocational Nurses
- Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- Computer User Support Specialist
- Dental Hygienists
- Message Therapists

Similar overlap existed among all three lists for the Santa Clarita Valley, California and nationally with regard to the top 20 jobs requiring a bachelor's degree. Near the top of all three lists were jobs related to managers, accountants, marketing, and education, including postsecondary teachers, elementary school teachers and secondary school teachers.

Table 3. Top 20 Jobs Nationally Requiring Some College or an Associate Degree in 2014

Job Description	Median Salary	Annual Openings
Registered Nurses	\$66,051	106,452
Nursing Assistants	\$24,846	57,427
Heavy and Tractor-Trailer Truck Drivers	\$38,075	51,085
Teacher Assistants	\$24,040	39,587
Licensed Practical and Licensed Vocational Nurses	\$41,984	35,492
Medical Assistants	\$29,904	26,409
Hairdressers, Hairstylists, and Cosmetologists	\$22,096	23,673
Computer User Support Specialists	\$46,595	21,288
Preschool Teachers, Except Special Education	\$27,164	16,901
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$42,203	12,939
Emergency Medical Technicians and Paramedics	\$31,283	12,698
Dental Assistants	\$34,902	12,660
Firefighters	\$45,594	11,035
Dental Hygienists	\$72,144	10,439
First-Line Supervisors of Production and Operating Workers	\$54,219	9,631
Paralegals and Legal Assistants	\$48,221	9,586
Medical Records and Health Information Technicians	\$34,965	8,959
Radiologic Technologists	\$55,378	6,736
Computer Network Support Specialists	\$60,138	4,145
Telecommunications Equipment Installers and Repairers, Except Line Installers	\$54,402	3,675



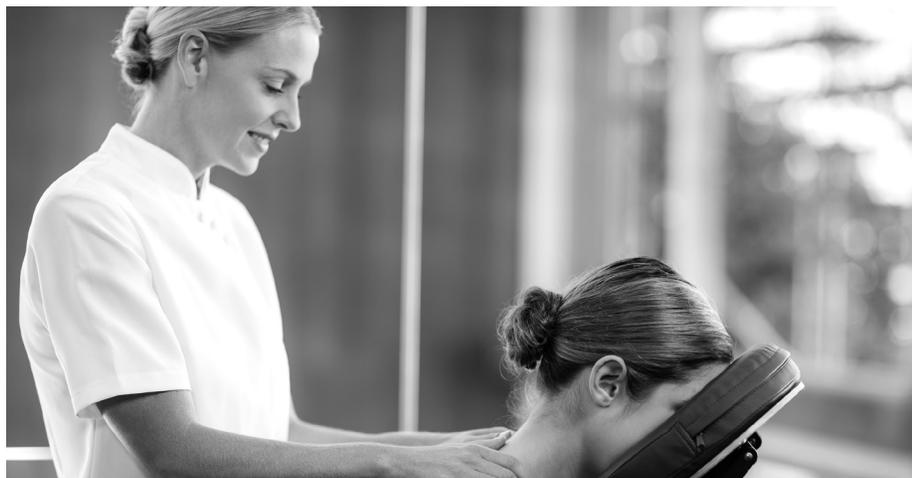
THE DISTRICT AND THE COLLEGE

Table 4. Top 20 Jobs in California Requiring Some College or an Associate Degree in 2014

Job Description	Median Salary	Annual Openings
Registered Nurses	\$87,528	6,273
Nursing Assistants	\$27,185	3,609
Heavy and Tractor-Trailer Truck Drivers	\$38,994	3,028
Teacher Assistants	\$29,422	2,421
Licensed Practical and Licensed Vocational Nurses	\$49,645	2,357
Medical Assistants	\$31,657	2,319
Hairdressers, Hairstylists, and Cosmetologists	\$21,502	1,974
Actors	\$86,146	1,284
Computer User Support Specialists	\$51,128	1,138
Preschool Teachers, Except Special Education	\$29,982	1,084
Dental Assistants	\$34,950	992
Paralegals and Legal Assistants	\$56,080	673
Dental Hygienists	\$99,759	661
Firefighters	\$70,672	624
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$46,979	600
First-Line Supervisors of Production and Operating Workers	\$51,740	568
Telecommunications Equipment Installers and Repairers, Except Line Installers	\$59,373	457
Massage Therapists	\$28,443	451
Web Developers	\$56,184	450
Manicurists and Pedicurists	\$17,863	369

Table 5. Top 20 Jobs in Santa Clarita Valley Requiring Some College or an Associate Degree in 2014

Job Description	Median Salary	Annual Openings
Registered Nurses	\$91,509	45
Hairdressers, Hairstylists, and Cosmetologists	\$20,658	35
Nursing Assistants	\$27,247	24
Teacher Assistants	\$28,957	23
Medical Assistants	\$31,515	20
Heavy and Tractor-Trailer Truck Drivers	\$38,215	16
Licensed Practical and Licensed Vocational Nurses	\$51,187	15
Computer User Support Specialists	\$50,647	12
Dental Assistants	\$36,005	11
Preschool Teachers, Except Special Education	\$29,186	11
First-Line Supervisors of Production and Operating Workers	\$50,987	9
Actors	\$88,711	9
Dental Hygienists	\$105,476	8
Medical and Clinical Laboratory Technicians	\$38,858	8
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$46,610	7
Manicurists and Pedicurists	\$17,792	6
Massage Therapists	\$28,254	6
Phlebotomists	\$36,605	4
Web Developers	\$59,246	4
Electrical and Electronics Engineering Technicians	\$61,530	3



THE DISTRICT AND THE COLLEGE



Table 6. Top 20 Jobs Nationally Requiring a Bachelor's Degree in 2014

Job Description	Median Salary	Annual Openings
General and Operations Managers	\$96,021	65,121
Accountants and Auditors	\$64,052	58,858
Elementary School Teachers, Except Special Education	\$53,376	50,162
Postsecondary Teachers	\$65,173	49,704
Secondary School Teachers, Except Special and Career/Technical Education	\$55,287	33,759
Software Developers, Applications	\$92,070	26,366
Management Analysts	\$75,646	24,828
Middle School Teachers, Except Special and Career/Technical Education	\$53,744	23,162
Computer Systems Analysts	\$80,066	22,861
Market Research Analysts and Marketing Specialists	\$60,628	21,340
Lawyers	\$105,952	19,715
Substitute Teachers	\$25,828	16,336
Financial Managers	\$111,265	15,673
Software Developers, Systems Software	\$100,697	14,115
Human Resources Specialists	\$56,823	12,722
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	\$74,017	12,310
Sales Managers	\$106,244	11,846
Network and Computer Systems Administrators	\$73,744	11,135
Recreation Workers	\$22,454	10,647
Construction Managers	\$63,457	9,073

Table 7. Top 20 Jobs in California Requiring a Bachelor's Degree in 2014

Job Description	Median Salary	Annual Openings
General and Operations Managers	\$102,845	4,976
Accountants and Auditors	\$67,506	4,131
Postsecondary Teachers	\$72,145	3,194
Elementary School Teachers, Except Special Education	\$72,635	2,632
Management Analysts	\$73,648	2,237
Market Research Analysts and Marketing Specialists	\$61,321	1,791
Secondary School Teachers, Except Special and Career/Technical Education	\$69,691	1,652
Lawyers	\$121,219	1,525
Producers and Directors	\$90,095	1,288
Software Developers, Applications	\$96,511	1,237
Financial Managers	\$121,316	1,151
Teachers and Instructors, All Other	\$47,688	1,126
Substitute Teachers	\$39,657	1,124
Computer Systems Analysts	\$84,794	1,095
Sales Managers	\$109,656	1,068
Recreation Workers	\$23,925	971
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	\$70,903	898
Human Resources Specialists	\$60,688	880
Software Developers, Systems Software	\$111,454	863
Graphic Designers	\$45,652	847

THE DISTRICT AND THE COLLEGE

Table 8. Top 20 Jobs in the Santa Clarita Valley Requiring a Bachelor’s Degree in 2014

Job Description	Median Salary	Annual Openings
Postsecondary Teachers	\$70,831	67
General and Operations Managers	\$105,039	60
Accountants and Auditors	\$69,047	37
Management Analysts	\$75,279	35
Elementary School Teachers, Except Special Education	\$74,024	23
Market Research Analysts and Marketing Specialists	\$60,659	22
Secondary School Teachers, Except Special and Career/Technical Education	\$68,718	17
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	\$70,191	17
Teachers and Instructors, All Other	\$46,773	17
Sales Managers	\$110,088	14
Financial Managers	\$126,466	12
Software Developers, Applications	\$97,142	12
Computer Systems Analysts	\$87,135	12
Software Developers, Systems Software	\$113,683	10
Human Resources Specialists	\$60,307	10
Substitute Teachers	\$45,366	9
Construction Managers	\$60,019	9
Middle School Teachers, Except Special and Career/Technical Education	\$67,912	8
Lawyers	\$132,640	7
Education, Training, and Library Workers, All Other	\$28,520	6

The cost of attending California Community Colleges is still significantly lower than other segments of higher education in California and is lower than the national average for community colleges (Table 9). In 2014-15, the average cost nationally of attending a community college increased to \$3,347. For California Community Colleges, the cost is \$1,380 per year. For California State University (CSU) and University of California (UC), the annual cost is \$6,759 and \$13,300 respectively.

Table 9. Cost of Attending College: Santa Clarita Valley, California and Nationally

Year	2009-2010	2014-2015
California Community Colleges	\$780	\$1,380
Two-year colleges (nationally)	\$3,005	\$3,347
California State University	\$4,827	\$6,759
University of California	\$9,285	\$13,300

Population projections show modest growth over the next five years (Table 10). For California, the population is expected to grow from 38,822,536 in 2015 to 40,505,730 in 2020, an increase of 4 percent. The adult population is expected to increase from 22,867,988 in 2015 to 23,782,707 in 2020, an increase of 7 percent.

For Santa Clarita, the total population is expected to increase from 293,973 in 2015 to 314,448 in 2020, an increase of 7 percent. This growth is slightly more than California as a whole. The adult population is expected to increase from 192,080 in 2015 to 205,526 in 2020, an increase of 7 percent.

Table 10. Population Estimates and Projections

	2015 Total Population Estimates	2020 Total Population Projections	2015 Adult Population (18-64 years) Estimates	2020 Adult Population (18-64 years) Projections
Santa Clarita Valley	293,973	314,448	192,080	205,526
California	38,822,536	40,505,730	22,867,988	23,782,707

INTERNAL FACTORS

INTERNAL FACTORS

ENROLLMENT PROJECTIONS

The College has experienced considerable growth. From 2000 to 2014 the number of students increased from 10,891 to 20,303, an increase of 86 percent (Table 11). From Fall 2014 to 2023, the California Community College Chancellor’s Office projects enrollment to increase from 20,303 to 25,443, an increase of 47 percent over the 10 years.



Figure 1. Enrollment and Projected Enrollment for College of the Canyons

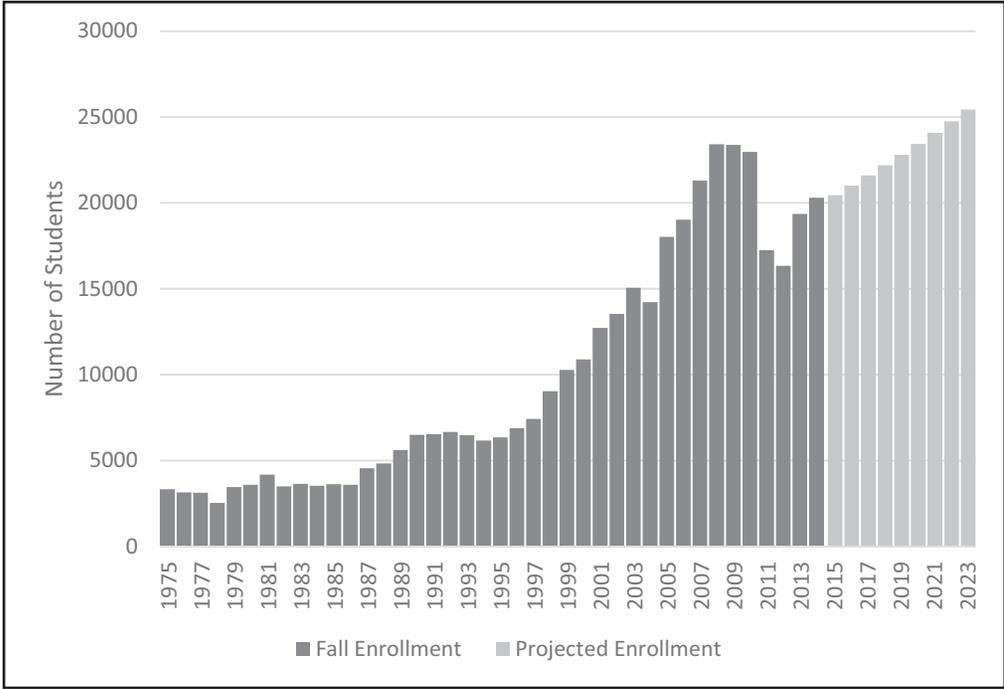


Table 11. Enrollment and Projected Enrollment for College of the Canyons

Year	Fall Enrollment	Year	Projected Enrollment						
1973	2,165	1984	3,527	1995	6,340	2006	19,023	2015	20,443
1974	2,584	1985	3,630	1996	6,882	2007	21,300	2016	21,011
1975	3,324	1986	3,579	1997	7,430	2008	23,416	2017	21,593
1976	3,140	1987	4,548	1998	9,029	2009	23,374	2018	22,192
1977	3,126	1988	4,823	1999	10,260	2010	22,968	2019	22,807
1978	2,530	1989	5,606	2000	10,891	2011	17,240	2020	23,439
1979	3,464	1990	6,502	2001	12,726	2012	16,333	2021	24,089
1980	3,589	1991	6,533	2002	13,543	2013	19,356	2022	24,757
1981	4,182	1992	6,670	2003	15,053	2014	20,303	2023	25,443
1982	3,487	1993	6,486	2004	14,233				
1983	3,640	1994	6,157	2005	18,025				

INTERNAL FACTORS

ETHNIC DISTRIBUTION

The ethnic distribution of College of the Canyons' (COC) students has changed significantly over the decades (Table 12). In 1970, 92 percent of students were White. In Fall 2014, 35 percent of students were White. Latino students comprise the largest ethnic group, accounting for 46 percent of the student population. Latino students are overrepresented in the student population compared to the ethnic distribution of local residents, with only 31 percent of the local residents indicating that they are Latino.

The largest number of Latino residents live in the Canyon Country area, followed by Newhall and Saugus, as is reflected in Table 13. The largest percentage of Latino residents live in Newhall, followed by Canyon Country and Castaic. The percentage of Latino residents in Newhall and Canyon Country are both higher than the statewide average.

Table 12. Historical Changes in Ethnic Composition of Students

	1970*	1980*	1990	2000	2014
Asian/Pac Islander	*	*	4%	5%	5%
African American	2%	2%	2%	4%	4%
Filipino	*	*	2%	3%	4%
Latino	5%	10%	11%	19%	46%
Native American	*	*	1%	1%	1%
Other / Two or more races**	1%	7%	2%	6%	4%
White	92%	81%	79%	56%	35%
Unknown/Declined to State	*	*	0%	7%	<1%
Total Enrollment	1,141	3,589	6,502	10,891	17,344

Source: CCCCCO UST referential files



INTERNAL FACTORS

Table 13. Ethnic Distribution of the District

	Canyon Country	Castaic	Newhall	Saugus	Stevenson Ranch	Valencia	SCCCD Total	LA County	California
Latino	29,822	10,127	17,042	12,587	3,137	11,579	84,294	4,684,739	14,198,408
White	30,642	14,565	13,569	34,269	10,542	40,010	143,597	2,677,924	14,766,513
African American	4,598	2,753	1,182	1,809	764	2,370	13,476	812,168	2,185,751
American Indian	181	51	95	155	66	123	671	19,188	163,329
Asian	8,223	2,918	2,702	5,101	5,532	10,516	34,992	1,421,351	5,281,863
Pacific Islander	123	33	61	65	33	82	397	23,527	136,724
Two or more	4,856	1,610	1,664	3,086	978	3,630	15,824	471,936	2,002,778
Other	217	73	96	131	58	147	722	25,676	87,137
Total	78,662	32,130	36,411	57,203	21,110	68,457	293,973	10,136,509	38,822,503

Source: Nielsen May 18, 2015

Table 14. Ethnicities Served by the District

	Canyon Country	Castaic	Newhall	Saugus	Stevenson Ranch	Valencia	SCCCD Total	LA County	California
Latino	37.9%	31.5%	46.8%	22.0%	14.9%	16.9%	28.7%	46.2%	36.6%
White	39.0%	45.3%	37.3%	59.9%	49.9%	58.4%	48.8%	26.4%	38.0%
African American	5.8%	8.6%	3.2%	3.2%	3.6%	3.5%	4.6%	8.0%	5.6%
American Indian	0.2%	0.2%	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.4%
Asian	10.5%	9.1%	7.4%	8.9%	26.2%	15.4%	11.9%	14.0%	13.6%
Pacific Islander	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%	0.2%	0.4%
Two or more	6.2%	5.0%	4.6%	5.4%	4.6%	5.3%	5.4%	4.7%	5.2%
Other	0.3%	0.2%	0.3%	0.2%	0.3%	0.2%	0.2%	0.3%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Nielsen May 18, 2015

AGE DISTRIBUTIONS OF COC STUDENTS

The majority of COC students (63 percent) are currently traditionally aged 24 years old or younger. Eleven percent of the students are in their late twenties. Only 26 percent of COC students are 30 years old or older. This is a significant shift from 2009 when only 52 percent of students were traditionally aged 24 years and younger. The percentage of non-traditionally aged students (30 years and older) has dropped from 38 percent in Fall 2009 to 26 percent in Fall 2014.

Table 15. Age Distribution of Students

Age of Students	Fall 2004	Fall 2009	Fall 2014
19 years or Less	35%	29%	35%
20-24 years	26%	23%	37%
25-29 years	8%	10%	11%
30-39 years	12%	14%	9%
40-49 years	14%	14%	5%
50+ years	6%	10%	3%

Source: CCCC UST referential files

INTERNAL FACTORS

Concurrently Enrolled High School Students

The number of students concurrently enrolled in high school and COC increased to a high of 1,374 in 2008 (Figure2). However, the number decreased to 535 in 2012, most of whom were Academy of the Canyons (AOC) students. This reflects the restrictions that resulted from state budget cuts during this time period. Since 2012, the number of concurrently enrolled high school students has been increasing and most recently reached 886 in 2014.

INTERNATIONAL STUDENTS

The number of international students who are attending College of the Canyons with a student visa increased substantially in Fall 2014 (Figure 3). Historically the number ranged from 107 to 136. However, in Fall 2014 it increased to 238.

Figure 2. Concurrently Enrolled Students

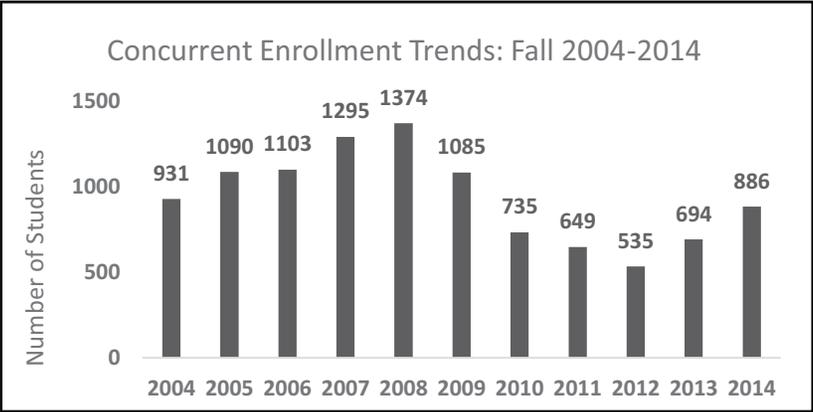
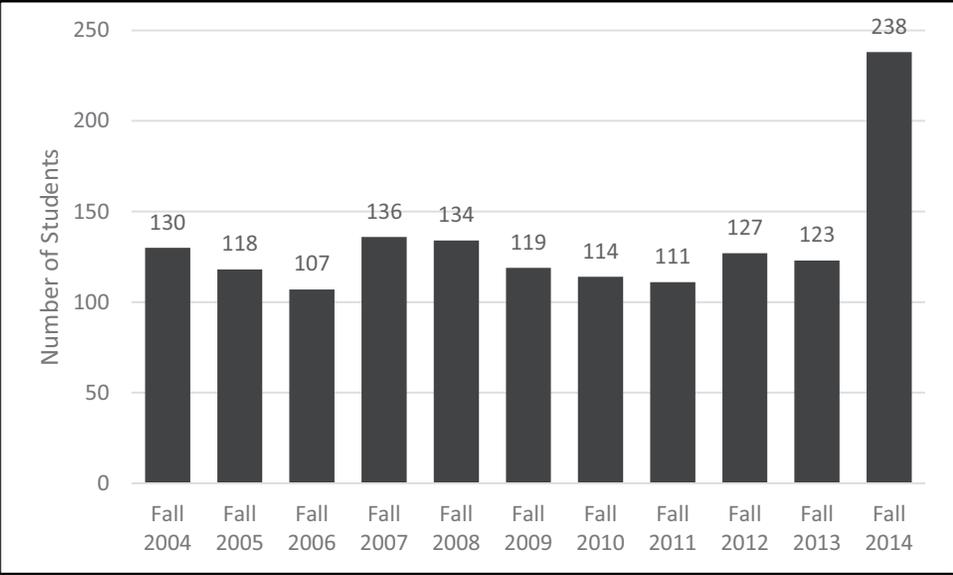


Figure 3. Number of International Students on Student Visa



INTERNAL FACTORS

EDUCATIONAL GOALS

The most common educational goal for College of the Canyons students is to obtain an associate degree and transfer to a four-year university. A total of 9,255 students of the 20,303 indicated that they were interested in obtaining an associate degree and/or transferring. The number of students undecided was 2,646 and is expected to continue to decrease as requirements of the Student Success and Support Program (SSSP) are implemented.

Figure 4. Student Educational Goals – Fall 2014

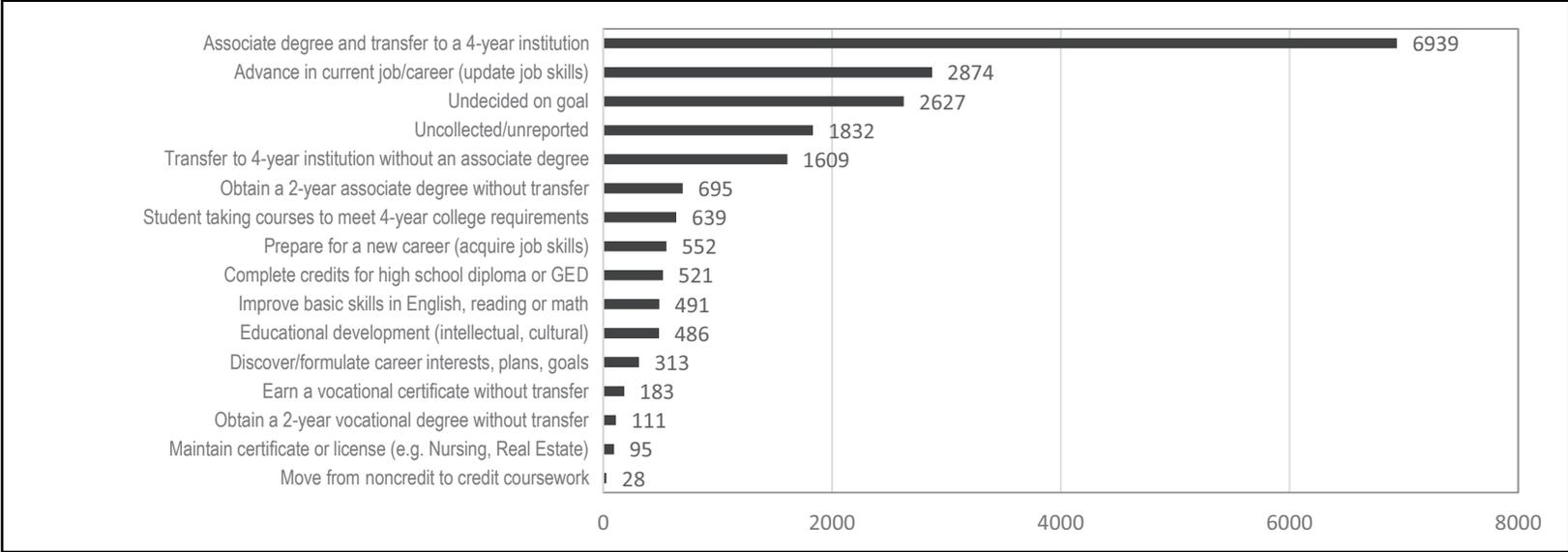
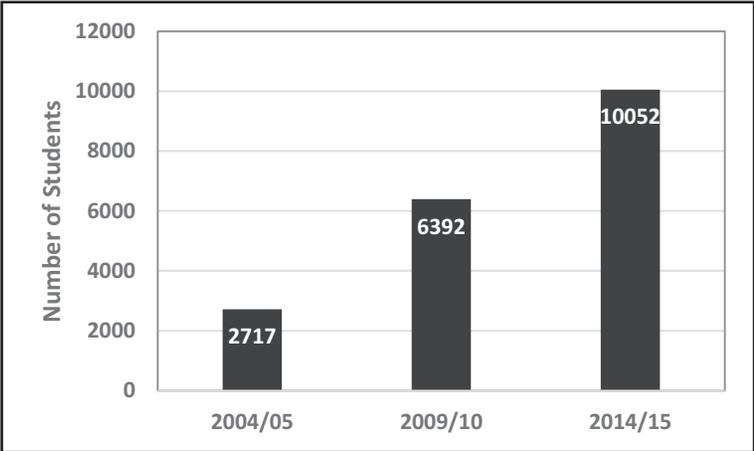


Figure 5. Board of Governor’s Fee Waivers (unduplicated student count)



FINANCIAL AID

The number of students pursuing financial aid has increased significantly during the past 10 years. The number of students receiving Board of Governors (BOG) fee waivers increased from 2,712 in 2004/05 to 10,052 in 2014/15. The total dollar amount awarded in 2014/15 was \$8,874,853, while it was \$1,410,325 in 2004/05.

INTERNAL FACTORS

HOURS WORKED

The majority of College of the Canyons' students (72 percent – Valencia Campus, 74 percent – Canyon Country Campus) work while attending college. However, while the majority of students work, they often work only part-time. Only 11 percent of students on the Valencia Campus and 14 percent of students on the Canyon Country Campus work 40 hours per week or more.

NEW PROGRAMS

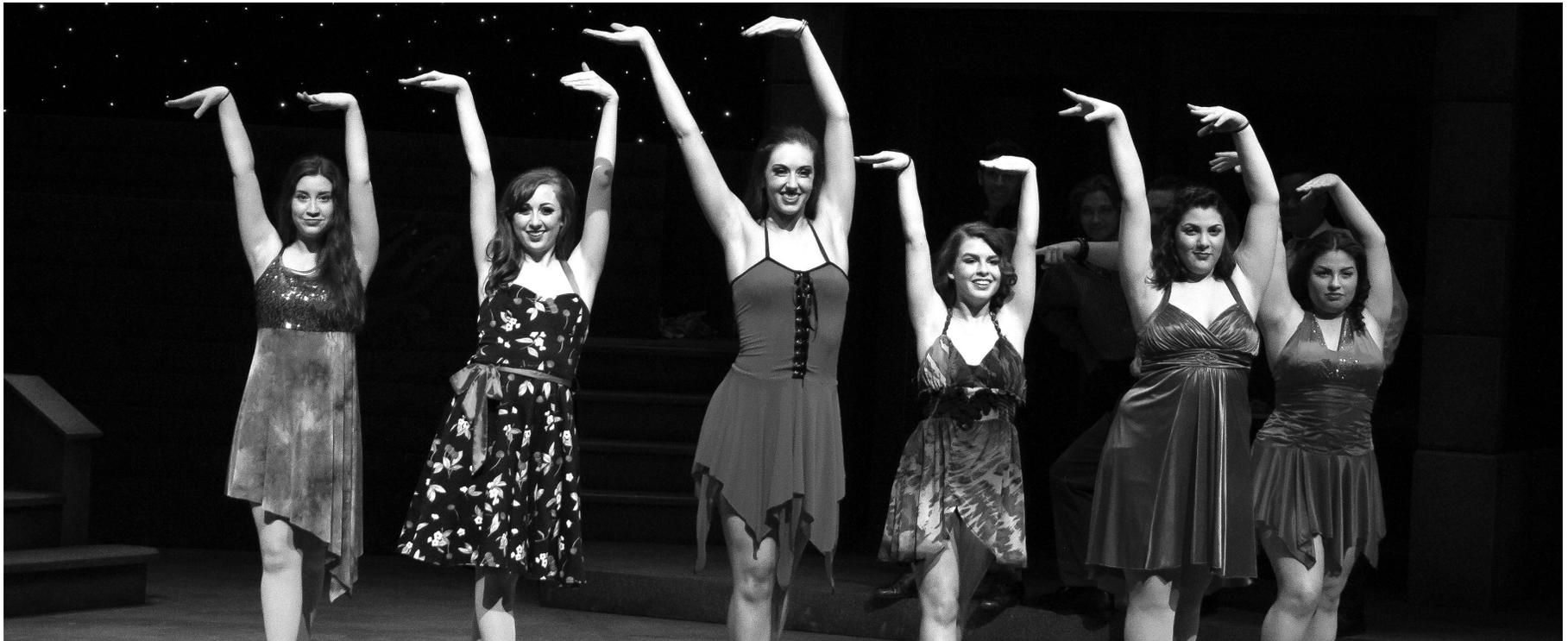
In the last three years, the College has created the following new associate programs:

- Theatre Arts (A.A.-T Degree)*
- Geography (A.A.-T Degree)
- Political Science (A.A.-T Degree)
- History (A.A.-T Degree)

- Kinesiology (A.A.-T Degree)
- Studio Arts (A.A.-T Degree)
- Communication Studies (A.A.-T Degree)
- Philosophy (A.A.-T Degree)
- Music (A.A.-T Degree)
- Spanish (A.A.-T Degree)
- English (A.A.-T Degree)
- Elementary Teacher Education (A.A.-T Degree)
- Journalism (A.A.-T Degree)
- Physics (A.S.-T Degree)**
- Geology (A.S.-T Degree)
- Computer Science (A.S.-T Degree)
- Early Childhood Education (A.S.-T Degree)
- Administration of Justice (A.S.-T Degree)
- Psychology (A.A.-T Degree)
- Sociology (A.A.-T Degree)
- Mathematics (A.S.-T Degree)

- Sustainable Design and Development
- (Certificate of Achievement)
- Robotic Welding Automation
- (Certificate of Specialization)
- * A.A.-T –Associate in Arts – Transfer
- ** A.S.-T –Associate in Science – Transfer

This brings the total number of associate programs to 81. In addition, the College has added the following certificate programs: Sustainable Design and Development (Certificate of Achievement-pending), Robotic Welding Automation (Certificate of Specialization), Customer Service (Certificate of Specialization), and Sustainable Design and Development (Certificate of Specialization). The total number of certificate programs is 71.



INTERNAL FACTORS

FACILITIES

The College has added a considerable number of facilities to serve the increase in students and now has nearly 1 million overall gross square feet of space (Table 16). The most recent buildings to open at the Valencia Campus include the student services and administration building known as Canyons Hall, and the College of the Canyons Institute for Culinary Arts Education (iCuE). Together the two buildings added nearly than 59,000 overall gross square feet to the Valencia Campus. Future expansion for College of the Canyons will focus on the Canyon Country Campus. The College prioritized construction of a Science Building at CCC as the next permanent building to go up. It will add approximately 31,600 overall gross square feet to the Canyon Country campus.



Table 16. Building Summary

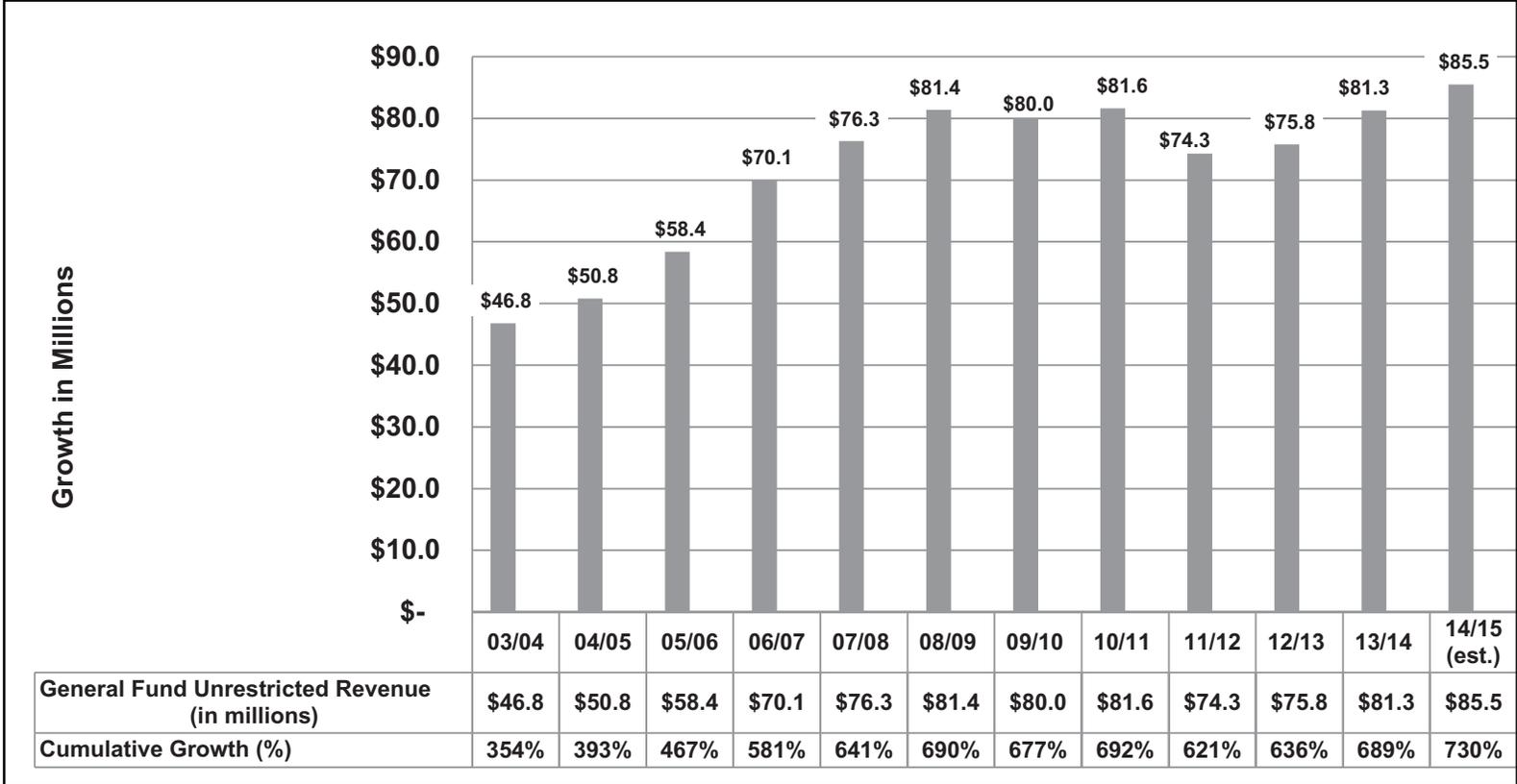
Building Name	Construction Year	Total Room ASF	Total OGSF
Stadium Concession	1974	1,795	3,342
Maintenance & Operations	1974	18,921	21,156
Bonelli Hall	1974	34,050	57,276
Seco Hall (formerly Classroom Center)	1975	14,068	23,526
Boykin Hall (formerly Laboratory Center)	1975	26,080	37,705
Student Center	1975	28,124	40,130
Towsley Hall (formerly Vocational Technical Building)	1975	19,913	24,606
Physical Education West	1976	54,934	80,834
College Services/Administration (demolished 2012)	1982	10,340	16,470
Early Childhood Center	1994	6,583	10,088
Early Childhood Center (X-1)	1994	700	960
Early Childhood Center (X-3)	1994	1,292	1,440
Library/TLC	1996	62,931	86,606
Mentry Hall	1997	46,058	78,237
Central Plant	1997	6,538	7,814
Early Childhood Center (X-7)	1998	1,298	1,575
Modulars: X-6, X-8, X-9, X-10	1999	6,591	8,208
Veterans Re-Entry (X-9)	1999	1,322	1,440
Facilities (X-10)	1999	1,151	1,440
Campus Safety (X-8)	1999	1,290	1,440
Classroom Village (demolished 2012)	2000	9,520	10,080
Student Support Center	2002	6,465	7,680
Archive Storage	2002	1,686	1,800
Restroom Building	2002	444	480
Performing Arts Center	2004	26,886	44,478
Pico Hall	2005	11,838	19,401
Public Safety Academy (X-12)	2005	2,101	2,160
Hasley Hall	2007	42,750	43,650
Aliso Hall and Lab	2007	29,773	43,463
Physical Education East	2008	14,665	15,353
Canyon Country Campus	2007	24,000	59,192
North Plant	2007	2,900	3,021
Dr. Dianne G. Van Hook University Center	2009	61,258	100,077
Applied Tech Center, Canyon Country Campus	2011	9,631	10,315
Cougar Way Modulars (Quad 6), Canyon Country Campus	2012	4,388	4,800
Gardens of the Canyons	2013	TBD	1 acre
Student Services/Administration	2014	26,439	46,370
COC Institute of Culinary Education (iCuE)	2015	9,134	12,208
Science Building, Canyon Country Campus	TBD	15,635	31,600
Total		643,492	960,421

INTERNAL FACTORS

UNRESTRICTED GENERAL FUND REVENUE

The college’s funded FTES growth directly results in an increase in unrestricted general fund revenue. Since the funded increases are added to the base for the next year, the effects are cumulative as shown in Figure 6. Since 2003/04, the unrestricted general fund revenue has increased from \$46.8 million to \$85.5 million, an increase of 83 percent.

Figure 6. Unrestricted General Fund Revenue with Cumulative Increase Percentages from 2003-04 through 2014-15



Source: College of the Canyons’ Fiscal Services Department

INTERNAL FACTORS

GRANT REVENUE

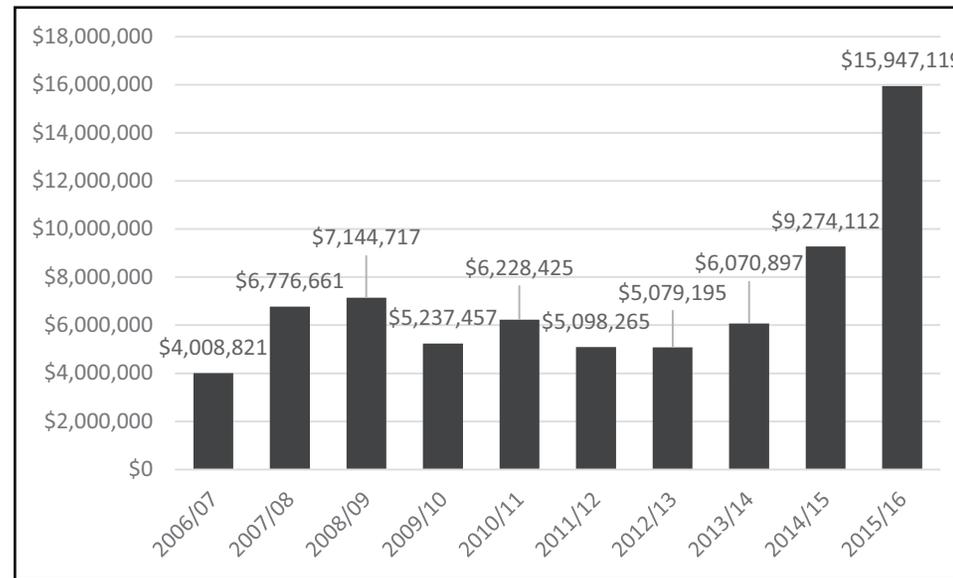
To augment the resources available to the college for program development, the college pursues grant revenue from state, federal, and private Sources. The College's efforts in grants development resulted in nearly \$16 million in grant revenue for 2015/16 (Figure7). During the past 15 years the college has brought in more than \$88 million in grant revenue.

LIST OF PROGRAMS RECEIVING GRANT FUNDING

In 2014/15, the College received 36 grant awards. These grants provided considerable support for many programs. The following is a list of programs receiving grants in the past three years:

- Academy of the Canyons (AOC)
- Adult Education
- Advanced Automated Manufacturing
- Allied Health
- Centers for Applied Competitive Technologies (CACT)
- Civil Rights Workshop
- Closed Captioning State Fiscal Agent
- California Regional Consortium for Engineering Advances in Technological Education (CREATE)
- Career Technical Education (CTE)
- Early Childhood Education
- Extended Opportunity Programs and Services (EOPS)
- Economic and Workforce Development (EWD)
- Coordination Services
- Fast-Track Training
- Foster Youth Scholarships
- Hispanic Serving Institutions
- Institutional Effectiveness and Technical Assistance
- International Services Program
- Junior High Summer Institute

Figure 7. Growth in Grant Revenue



Source: College of the Canyons' Grants Development Office

- K-12 Arts Education Outreach
- Mental Health and Suicide Awareness
- Mathematics, Engineering, Science Achievement (MESA)
- MIS
- Manufacturing Lab Technician (MLT)
- Nursing
- Online Tutoring
- Performing Arts Center (PAC)
- Perkins
- Responsive Worker Training Fund
- Small Business Development Center (SBDC)
- Student Mental Health
- Teacher Preparation Pipeline
- Tech Prep/CTE Transitions
- Upward Bound
- Welding



INTERNAL FACTORS

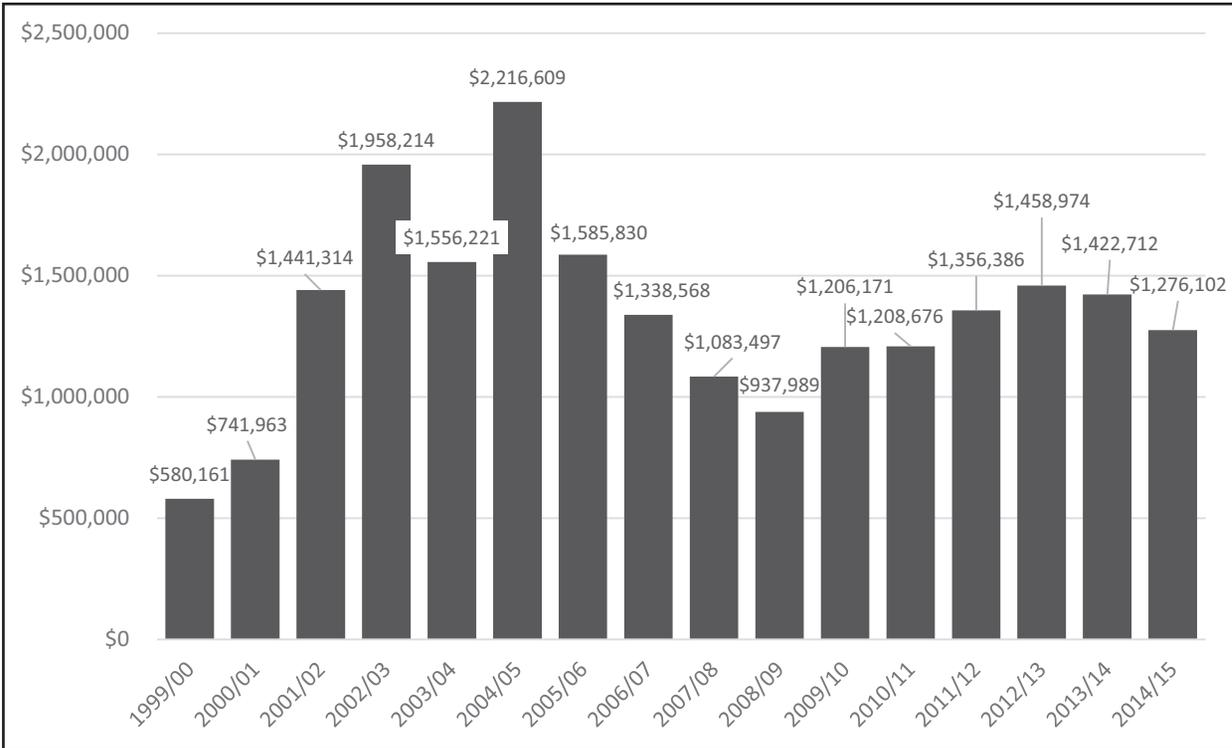
FOUNDATION REVENUE

The COC Foundation is another important source of resources for the college (Figure 8). During a 10-year period, the Foundation has raised approximately \$13 million.

Examples of programs and projects receiving funding from the COC Foundation in the past three years include the following:

- Culinary Arts
- Nursing
- Early Childhood Education (ECE)
- Theater
- ArtStart
- Jazz
- Chemistry
- Astronomy
- Biology
- English
- Disabled Students Programs & Services (DSPS)
- Sociology
- Communication Studies
- Psychology
- Photography
- Sustainability
- Student Scholarships
- Music
- Humanities
- K-12 Arts Education Outreach
- Future Business Leaders of America (FBLA)
- College of the Canyons Honors
- Media, Entertainment, Arts (MEA)
- American Sign Language (ASL)
- Forensics
- Model UN
- Sports Medicine

Figure 8. Foundation Revenue



Source: College of the Canyons' Foundation Audit and Fiscal Services.

Note: Excludes in-kind donations, special events, interest and dividends, unrealized gain on investment and Chancellor's Circle.



INTERNAL FACTORS

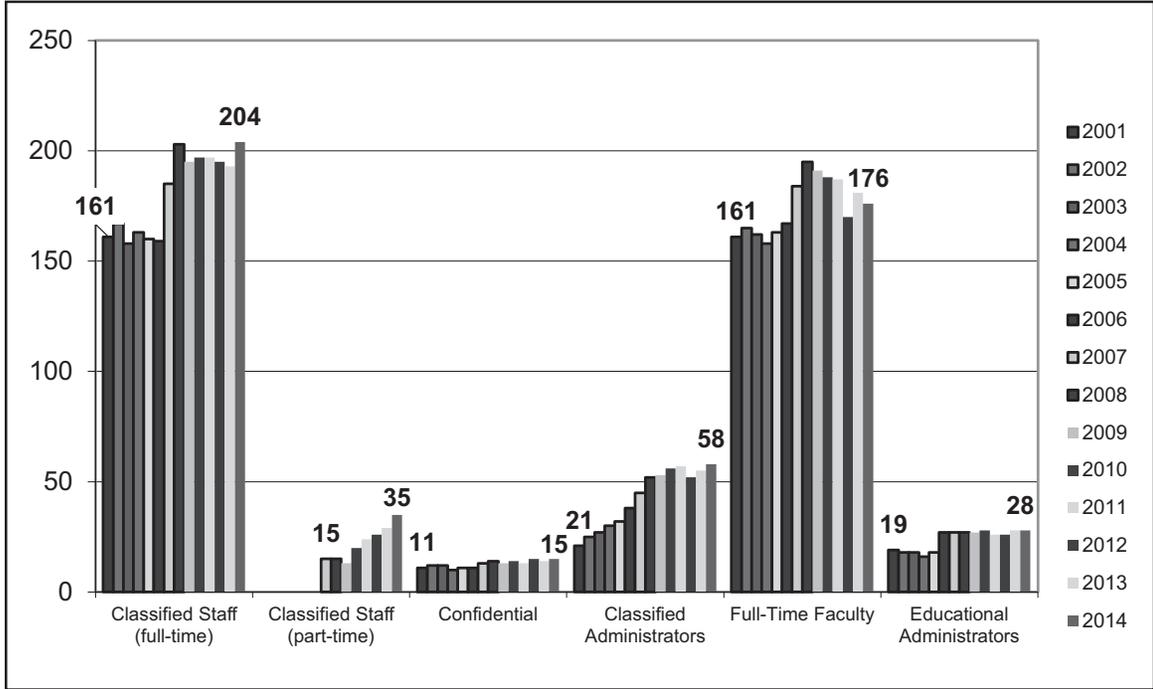
FACULTY AND STAFF

Since 2001, the number of faculty and staff has increased 29 percent. Currently the number of full-time faculty is 176 (Figure 9) but is expected to increase to 194 by Fall 2015.

The diversity of classified administrators, full-time faculty and educational administrators has increased over the past five years (Figures 10-13). The percentage of classified administrators who were White decreased from 83 percent in 2009 to 79 percent in 2014. During the same time period the percentages of full-time faculty who were White decreased from 81 to 76 percent. The percentage of educational administrators who were White decreased from 89 to 82 percent from 2009 to 2014.



Figure 9. Growth in Faculty and Staff



Source: College of the Canyons’ Human Resources Office

Table 17. Ethnic Distribution of Staff – Fall 2014

	White	Black	Hispanic	Filipino	Native American	Asian	Unknown
Classified Administrator (N=58)	79%	3%	10%	0%	0%	7%	0%
Classified Confidential (N= 15)	60%	0%	7%	7%	13%	13%	0%
Classified Represented (N=204)	58%	1%	28%	3%	1%	5%	2%
Classified Represented Permanent Part Time (N=35)	51%	0%	23%	3%	6%	3%	14%
Educational Administrator (N=28)	82%	0%	7%	4%	0%	4%	4%
Full-Time Faculty (N=176)	76%	3%	11%	1%	1%	7%	0%

INTERNAL FACTORS

Figure 10. Ethnic Distribution for Classified Administrators

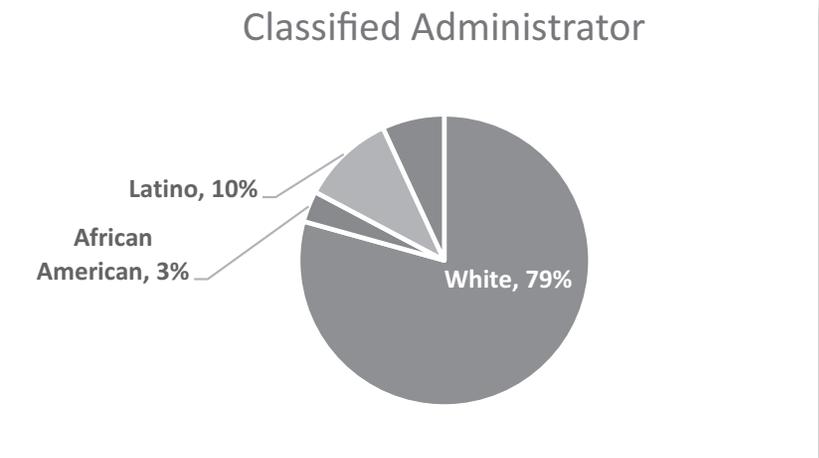


Figure 12. Ethnic Distribution for Educational Administrators

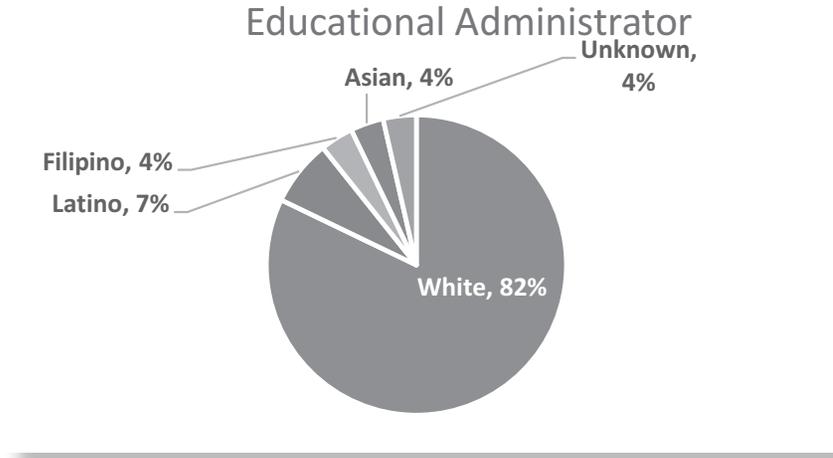


Figure 11. Ethnic Distribution for Full-Time Faculty

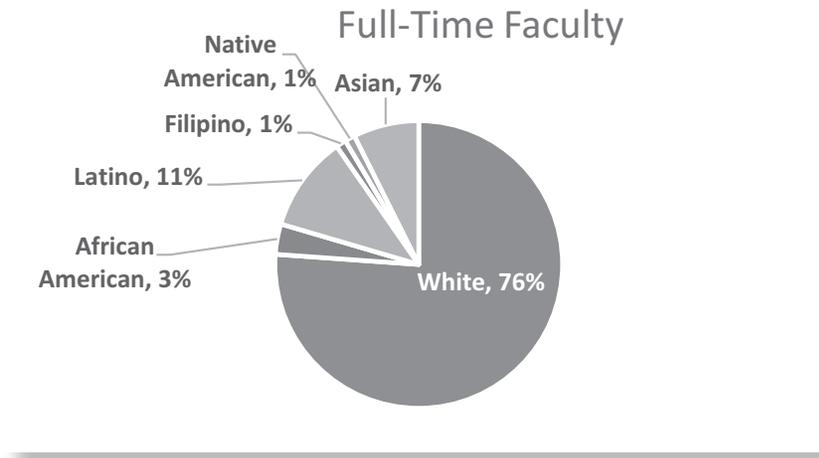
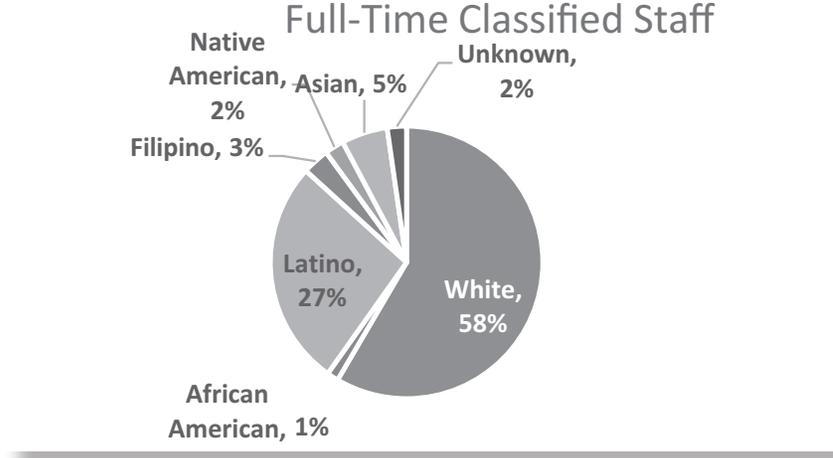


Figure 13. Ethnic Distribution for Full-Time Classified Staff



INTERNAL FACTORS

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. The College’s efficiency improved from 385 in 2005/06 to 445 in 2014/15.

Figure 14. Instructional Load

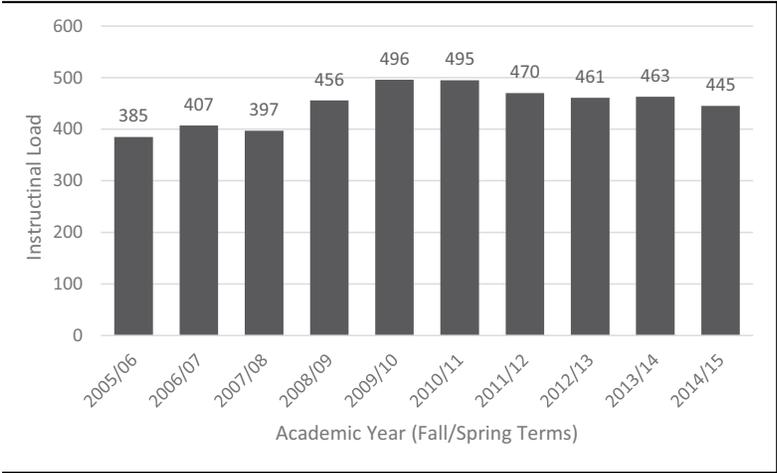
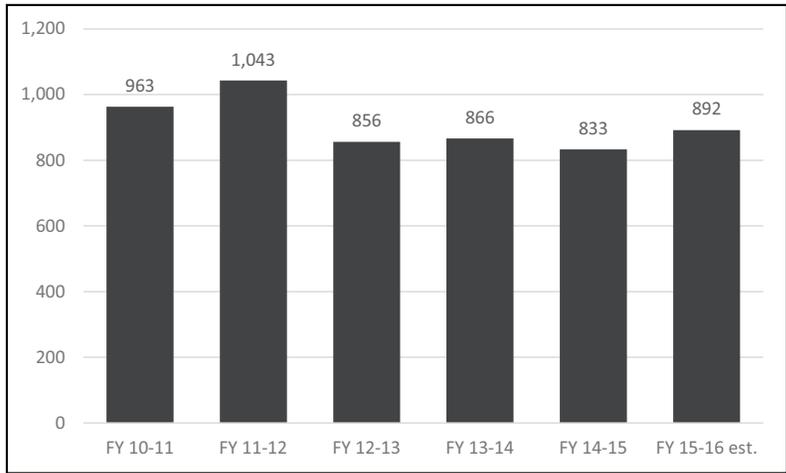


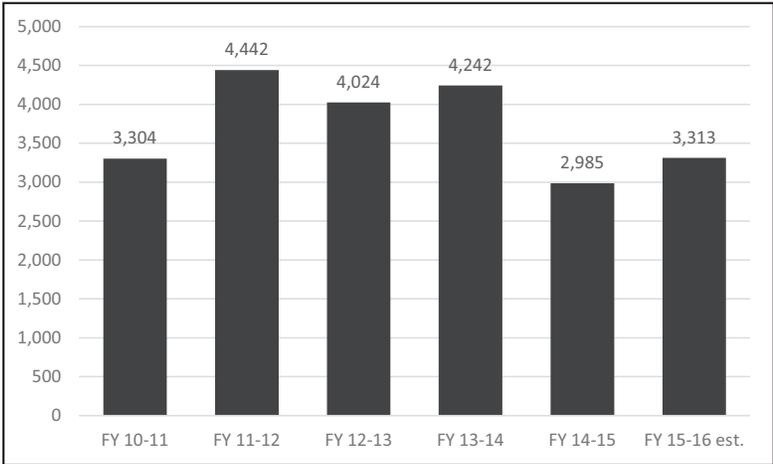
Figure 15. Economic Development Division Businesses Served



ECONOMIC DEVELOPMENT

Since 1992, the Economic Development Division (EDD) has generated more than \$16 million dollars from contracts, state grants and federal grants to support partnerships in business. For more than 20 years the Employee Training Institute (ETI) has provided customized job skills training to organizations in the Santa Clarita Valley. ETI’s subject matter expert trainers continue to offer training in manufacturing skills, leadership skills, and computer skills. During the past 10 years, the EDD has served nearly 6,000 employers and more than 28,000 employees in the Santa Clarita Valley.

Figure 16. Economic Development Division Individuals Served



INTERNAL FACTORS

Table 18. Five-Year History for Contract Education and Grant Revenue Sources

Revenue Source	FY 09-10	FY 10-11	FY 11-12	FY 12-13	FY 13-14
ETP Contract	\$210,451	\$66,993	\$151,681	\$430,510	\$345,524
Contract Education	\$316,420	\$211,541	\$140,008	\$45,833	\$94,120
Fast Track			\$80,065	\$34,462	\$30,381
WIA Funded Training				\$35,508	\$92,540
CACT Grant/DSN	\$112,355	\$205,000	\$131,139	\$205,000	\$300,000
CACT Carryover				\$89,861	\$10,873
DSN/ICT-Digital Media					\$300,000
Industry-Driven 5 Grant (Incubator) \$ 84,465					
SBDC	\$ 270,567	\$ 554,500	\$ 730,573	\$838,908	\$585,260
WIRED Grant					
SBA Incubator					
SB70					
Statewide EWD Grant	\$ 374,000				
RTF Grant	\$155,139	\$90,744	\$70,554	\$ 252672	\$ 112,183
EWD Coordination Grant		\$ 39,445	\$ 142,508	\$ 143,803	\$ 821,000
JDIF		\$77,805	\$244,709	\$110,651	
City of Santa Clarita			\$16,000		
WorkSource (City of SC)			\$140,000	\$224,850	\$241,503
WIA Training Funds				\$139,492	\$168,000
County of Los Angeles				\$225,000	
TOTAL	\$1,523,397	\$1,246,028	\$1,847,237	\$2,776,550	\$3,101,384



ECONOMIC IMPACT

ECONOMIC IMPACT

COLLEGE OF THE CANYONS' ECONOMIC IMPACT

The College has experienced considerable growth. From 2000 to 2014 the number of students increased from 10,891 to 20,303, an increase of 86 percent. From Fall 2014 to 2023, the California Community College Chancellor's Office projects enrollment to increase from 20,303 to 25,443, an increase of 47 percent over the 10 years.

COC is an important employer in the Santa Clarita Valley. In FY 2012-13, the college employed 1,847 full-time and part-time faculty and staff. Of these, 59 percent lived in the Santa Clarita Valley. Total payroll at COC was \$71.5 million, much of which was spent in the region for groceries, eating out, clothing, and other household expenses.

COC is itself a large-scale buyer of goods and services. In FY 2012-13 the college spent \$47.3 million to cover its expenses for facilities, professional services, and supplies. A portion of these monies also went toward financial aid for the students.

The total income that COC created during the analysis year as a result of its day-to-day operations was \$76.6 million. This figure represents the college's payroll, the multiplier effects generated by the spending of the college and its employees, and a downward adjustment to account for funding that the college received from local sources.

IMPACT OF STUDENT PRODUCTIVITY COC's greatest impact results from the education and training it provides for local residents. Since the college was established, students have studied at COC and entered the workforce with new skills. Today, thousands of former stu-

Table 19. College of the Canyons' Economic Impact

\$76.6 million Effect of college operations
\$997.8 Thousand Effect of student spending
\$174.3 million Effect of student productivity
\$251.9 million Total effect

dents are employed in the Santa Clarita Valley. During the analysis year, COC's former students generated \$174.3 million in added income in the region. This figure represents the higher wages that students earned during the year, the increased output of the businesses that employed the students, and the multiplier effects that occurred as students and their employers spent money at other businesses.

TOTAL IMPACT

The overall effect of COC on the local business community during the analysis year amounted to \$251.9 million, equal to the sum of the college operations effect, the student spending effect, and the student productivity effect. This added income was equal to approximately 2.2 percent of the region's Gross Regional Product.

IMPACT OF STUDENT SPENDING

Approximately 3.1 percent of COC's students relocated to the Santa Clarita Valley to attend college in FY 2012-13. These students would not have come to the region if the college did not exist. While attending, out-of-region students spent

\$12.8 million to purchase groceries, rent accommodation, and pay for transportation, and so on. A significant portion of these expenditures occurred in the region, generating \$997,801 in new income in the economy during the analysis year.

SUMMARY OF INVESTMENT AND ANALYSIS RESULTS

Students receive great value for their educational investment. At the same time, the investment made by state and local taxpayers in the college creates a wide range of benefits to society and returns more to government budgets than it costs. The benefit-cost ratio for students is 3.6, which means that for every dollar students invest in COC, in the form of out-of-pocket expenses, they receive a cumulative of \$3.60 in higher future wages. On average, students' annual rate of return is 14.2 percent, which is considerably higher than the 1 percent paid by most savings accounts. The cost-benefit ratio for taxpayers is 1.8, which means that for every dollar invested in COC, taxpayers receive a cumulative value of \$1.80 over the course of the students' working lives. The annual rate of return for taxpayers is 4 percent, which is a favorable comparison with long-term investments in both public and private sectors.

DIANNE G. VAN HOOK UNIVERSITY CENTER

The Dianne G. Van Hook University Center now houses 26 bachelor's degrees, 13 master's degrees, 1 doctoral program, 3 certificates, and 5 credential programs. Since the last reporting period of January 2014 – June 2014, graduations have increased by 200 and enrollments have increased by 1,870. From January 2002 through December 2014, the University Center has had more than 35,000 enrollments (15,012-Undergraduate and 20,033-Graduate). During that same time period, more than 2,300 degrees have been awarded (853-Undergraduate and 1,486-Graduate).

ECONOMIC IMPACT

BACHELOR'S DEGREES

Accounting (University of La Verne, ULV)
 Business Administration (ULV)
 Child Development (ULV)
 Organizational Management (ULV)
 Education Studies (ULV)
 Communications (California State University
 Bakersfield, CSUB)
 Psychology (Brandman)
 Criminal Justice (Brandman University)
 Criminal Justice, Corrections (Brandman)
 Criminal Justice, Homeland Security (Brandman)
 Criminal Justice, Leadership (Brandman)
 Criminal Justice, Victim Advocacy (Brandman)
 Criminal Justice, Forensics (Brandman)
 Social Science (Brandman)
 Computing Technology, Project Management
 (Brandman)
 Computing Technology, Information Technology
 (Brandman)
 Computing Technology, Business Systems
 Administration (Brandman)
 Legal Studies (Brandman)
 Applied Studies (Brandman)
 Applied Studies, Supply Chain Systems
 (Brandman)
 Nursing (National University)
 Social Work (Brandman)
 Paralegal Studies (National)
 Sport Psychology (National)
 Sociology (CSUB)
 Homeland Security and Emergency Management
 (National)

CERTIFICATE PROGRAMS

CLAD/CTEL Certificate Program (ULV)
 Autism (Brandman)
 Applied Behavior Analysis Certificate Program
 (National)



CREDENTIAL PROGRAMS

Multiple Subject Teaching Credential (ULV)
 Single Subject Teaching Credential (ULV)
 Pupil Personnel Services Credential (ULV)
 Mild/Moderate Education Specialist
 Credential (ULV)
 Preliminary Administrative Services
 Credential (ULV)

MASTER'S DEGREES

Leadership Management (ULV)
 Educational Leadership (ULV)
 Educational Counseling (ULV)
 Business Administration - MBA (ULV)
 Special Education (ULV)
 Public Administration – MPA (California State
 University Northridge, CSUN)
 Social Work (CSUN)
 Psychology with an emphasis in Marriage & Family
 Therapy (Brandman)

Psychology, MFT & Professional Clinical Counsel-
 ing (Brandman)
 Psychology, Professional Clinical Counseling
 (Brandman)
 Leadership in Early Childhood Development
 (Brandman)
 Criminal Justice (National)
 Teaching, Specialization in Applied Behavior
 Analysis (National)

DOCTORATE PROGRAMS

Doctor of Nursing Practice (Brandman)

The information on University Center programs and all of the data on internal and external factors have important implications for planning at College of the Canyons. They provide an important context for the College's Strategic Goals and the highlighted action implications that are described in the next section.

ECONOMIC IMPACT

DEGREES AND CERTIFICATES AWARDED

The number of degrees and certificates awarded has varied in the last eight years. In 2014/15, 716 associate in arts degrees and 643 associate in science degrees were awarded. This is the highest number ever awarded by the college. During the same time period, 129 certificates requiring 18 to 30 units and 528 certificates requiring 30 to 60 units were awarded. This is the second highest total only exceeded by the prior year.



Figure 17. Number of Degrees and Certificates Awarded

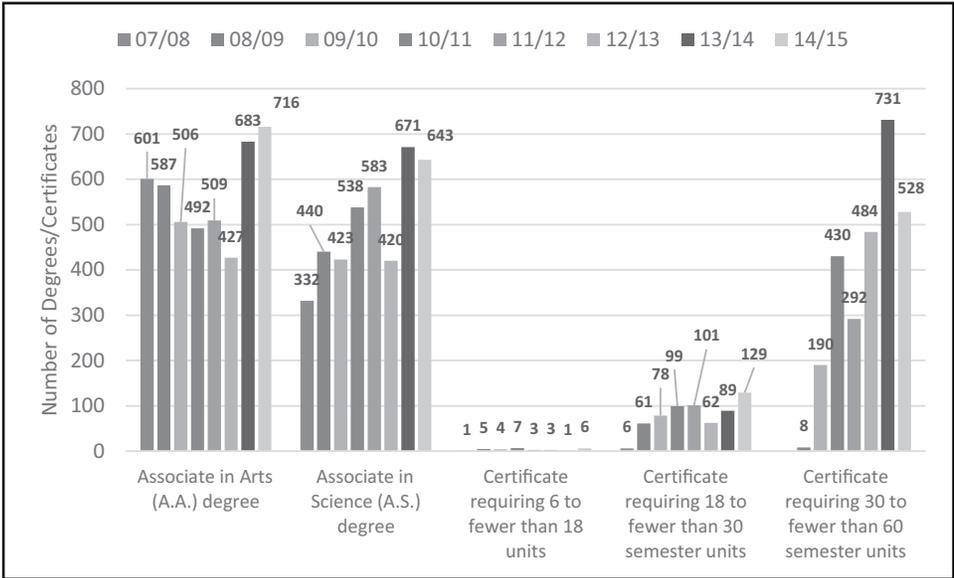
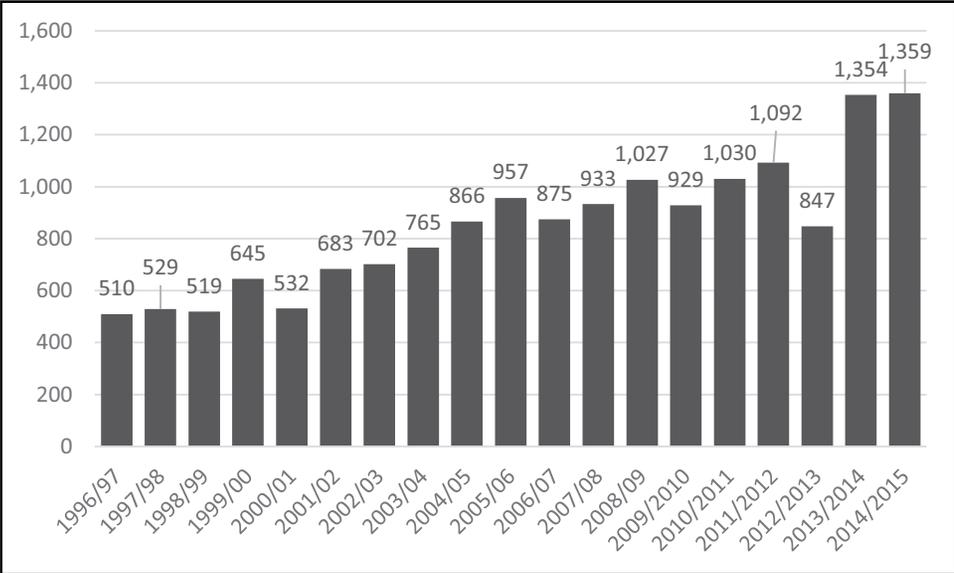


Figure 18. Associate Degrees Awarded: 1996-2015



ECONOMIC IMPACT

NUMBER OF STUDENTS, DEGREES,
AND CERTIFICATES AWARDED BY
DEPARTMENT

The departments with the greatest number of students were Math, English, History, Psychology, Sociology, and Communication Studies. The programs with the greatest number of degrees awarded were Liberal Arts and Sciences, Business, Psychology, Nursing, Biological Sciences, Social Sciences, Sociology, and Administration of Justice.



Table 20. Headcount, Number of Degrees, and Number of Certificates by Department

Department	Headcount 14/15	Degrees 14/15	Certificates 14/15
ADMJUS	599	58	16
ANTHRO	1,798		
ARCHT	134	2	3
ART	1,334	30	
ASTRON	630		
AUTO	144	1	6
BIOSCI	2,518	63	0
BUS	2,144	183	55
CAWT	1,023	10	26
CHEM	1,255		
CINEMA	1,191		
CMPNET	118	10	7
CMPSCI	462	11	
COMS	3,097	54	0
CONST	112	5	7
COUNS	1,158		
CULARTS	222		20
CWEXP	243		
DANCE	909		
ECE	823	34	21
ECON	1,000		
ENGL	7,370	35	
ENGR	198	11	
ENVRMT	141		
ESL	363		
ESYST	47		
FIRETC	342	33	20
GEOG	747	5	
GEOL	892		
GMD	466	14	6
HIST	4,422	27	
HLHSCI	928		2

Department	Headcount 14/15	Degrees 14/15	Certificates 14/15
HRMGT	137	9	0
HUMAN	311	9	
ID	186	3	20
MATH	7,768	50	
MEA	1,012	28	5
MFGT	100	0	26
MLT	27	7	
MODLNG	1,507	12	
MUSIC	1,160	4	
NONCRED	696		203
NURSNNG	362	120	
PARLGL	238	17	
PHILOS	1,912	7	
PHOTO	875	9	2
PHYSICI	245		
PHYSED	3,707	43	6
PHYSIC	403	25	
PLMB	30		
POLISC	2,379	7	
PSYCH	4,031	130	
REAL	150	3	1
REC	81	4	
SHARP	49		9
SIGN	636	14	
SOCI	3,399	74	0
SOLAR	12		0
SURV	48	2	2
THEATR	533	10	
WATER	127	9	8
WELD	244	7	21
WINEST	124		1

ECONOMIC IMPACT

PERFORMANCE INDICATORS

The Performance Indicators Committee, a sub-committee of the CPT, in coordination with the Academic Senate, selected a set of student achievement indicators and targets. In Spring 2014, the set of indicators was expanded to include additional indicators and targets related to the Institutional Effectiveness Efforts statewide. While targets for only four indicators are required, one in each category – Student Outcomes (Achievement), Fiscal Stability, State and Federal Programmatic Compliance, and Accreditation Status – the College elected to set both short-term and long-term goals for all indicators (Table 21).

Table 21. College-wide Indicators and Targets

ACCJC Annual Survey Items	Average Baseline (2012-13)	2014-15 Performance Relative to the Standard	Standard (2015-16)
Completion (success)-fall term	74%	74% ↓	76%
AA/AS Degrees AY (unduplicated)	819	1,251 ↑	860
Certificates of Achievement AY (unduplicated)	292	504 ↑	307
Number of Transfers AY (unduplicated)	1,068	1,278 ↑	1,121
<u>Additional Indicators from Scorecard</u>			
Progression-Basic Skills to College Level English	37%	52% ↑	39%
Progression-Basic Skills to College Level Math	36%	42% ↑	38%
Progression-Basic Skills to College Level ESL	21%	52% ↑	22%
Career Technical Education Completion	45%	46% ↓	47%



ECONOMIC IMPACT

Table 22. IEPI Indicator Framework: Historical Data and Goals (Short- and Long-Term)

Student Achievement Indicators:	2010-11	2011-12	2012-13	2013-14	2014-15	Short-Term Goal (1 year)*	Long-Term Goal (6 years)*
Successful Course Completion (fall)	83.2%	75.1%	74.6%	73.7%	75.1%	76.0%	78.0%
Completion Rate-Overall (Scorecard)	58.2%	56.2%	59.1%	55.0%	57.0%	58.0%	60.0%
<i>Completion Rate-Unprepared</i>	50.5%	49.0%	52.8%	48.0%	51.5%	52.0%	55.0%
<i>Complete Rate-Prepared</i>	81.4%	79.3%	80.4%	80.5%	80.0%	80.4%	80.4%
Remedial Rate (Scorecard)							
<i>Math</i>	37.0%	34.6%	39.6%	38.9%	42.4%	42.0%	45.0%
<i>English</i>	49.0%	49.9%	53.2%	51.5%	52.0%	55.0%	60.0%
<i>ESL</i>	27.1%	29.8%	29.1%	38.7%	51.5%	40.0%	42.0%
CTE Rate (Scorecard)	44.9%	45.7%	47.6%	43.6%	46.0%	44.0%	46.0%
Completion of Degrees	1,030	1,092	847	1,354	1,359	1,500	1,800
Completion of Certificates	529	393	546	820	657	900	1,000
Other IEPI Indicators:							
Full-Time Equivalent Students	15,592.2	14,306.5	14,207.7	15,622.8	15,534.5	16,248	17,754
Fund Balance	16.0	12.7	11.8	11.0	11.3	9.0%	9.0%
Salary and Benefits	81.7	86.2	85.8	84.2	85.9	<85%	<85%
Annual Operating Excess/Deficiency	1,780,514	(2,955,433)	737	29,767	599,386	0	0
Cash Balance	6,366,620	1,340,431	11,804,926	10,647,434	19,872,054	20,000,000***	20,000,000***
Audit Findings-Audit Opinion Financial Statement**					Unmodified	Unmodified	Unmodified
Audit Findings-State Compliance**					Unmodified	Unmodified	Unmodified
Audit Findings-Federal Award/Compliance**					Unmodified	Unmodified	Unmodified
Accreditation Status	Fully Accredited-No Action	Fully Accredited-Reaffirmed	Fully Accredited-Reaffirmed				
College Choice Student Achievement: Completion Rate – Unprepared***	50.50%	49.00%	52.80%	48.00%	51.50%	52%	55%

It is important to note that College of the Canyons has the highest completion rate in L.A. County and one of the highest in the state. For prepared students, the completion rate is the ___ highest in

the state and for unprepared students, the completion rate is the ___ highest in the state. Even given the strong completion rates, the College expects to see additional gains, especially with the efforts

driven by Institutional Effectiveness and Inclusive Excellence (IE2), SSSP, Student Equity, Skills for Success, changes to placement, accelerated courses in English and math, and other efforts.

ECONOMIC IMPACT

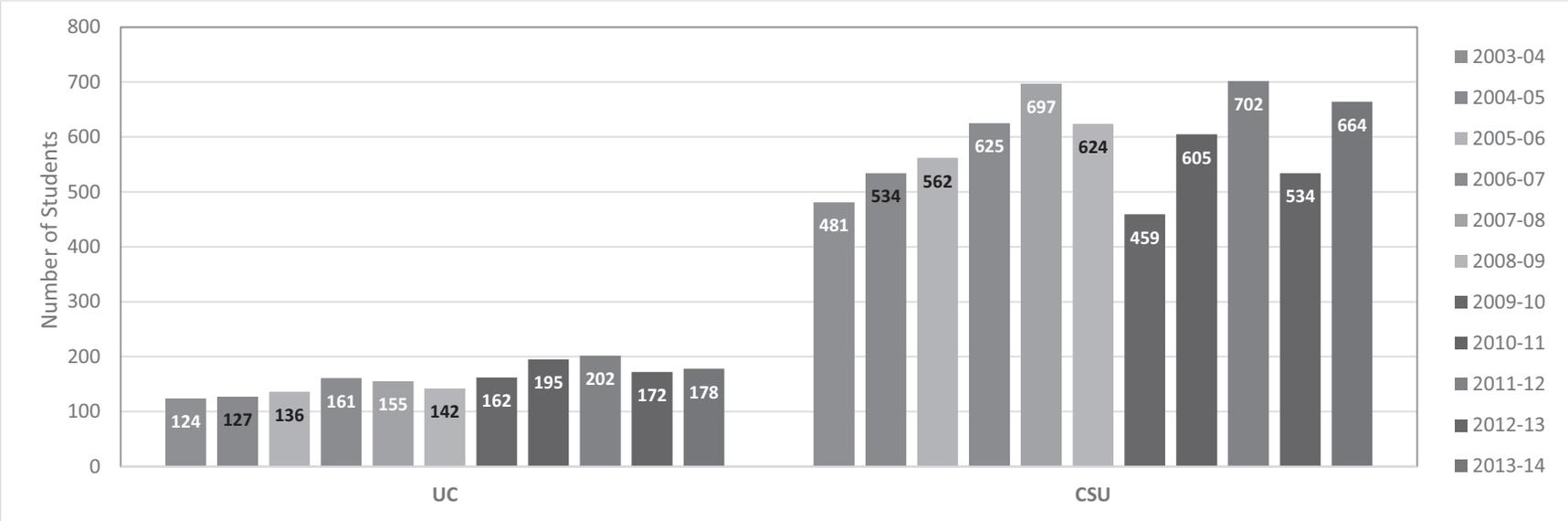
NUMBER OF STUDENTS TRANSFERRING TO CSU AND UC

The number of students transferring to CSU in 2013/14 was 664. The number transferring to UC was 178. While this reflects a significant increase compared to 10 years ago, in recent years there has

been considerable variability, especially for transfers to CSU. The top transfer institutions were California State University, Northridge, Mount St. Mary's, California Lutheran, and California State University, Bakersfield.

Statewide between 2004/05 and 2013/14, the total number of community college to CSU transfers was 511,925, and the total number of community college to UC transfers was 135,888.

Figure 19. Historical Numbers of College of the Canyons' Transfer to CSU and UC



ECONOMIC IMPACT

Table 23. The Top Institutions that COC Students Transferred to in 2013-14

College/University	State	Number of Transfers	College/University	State	Number of Transfers
California State University – Northridge	CA	359	California State University – Dominguez Hills	CA	16
Mount St Mary’s College	CA	51	California State University – Fullerton	CA	16
California Lutheran University	CA	36	Arizona State University	AZ	15
California State University – Bakersfield	CA	35	Nothern Arizona University	AZ	15
University of California – Santa Barbara	CA	28	University of California – Los Angeles	CA	15
University of Phoenix	AZ	25	California Institute of the Arts	CA	14
San Francisco State University	CA	24	University of California – Berkeley	CA	14
California Polytechnic State			Loyola Mary Mount University	CA	13
University – San Luis Obispo	CA	23	University of Arizona	AZ	13
National University	CA	22	Biola University	CA	12
San Diego State University	CA	22	California State University – San Bernadino	CA	12
University of California – San Diego	CA	22	California State University – San Marcos	CA	12
California State Univ-Channel Islands	CA	21	Devry University	IL	12
California State University – Long Beach	CA	20	Southern California University of Health	CA	12
University of California – Irvine	CA	20	University of La Verne – Term Non-Educat	CA	12
California State University – Los Angeles	CA	19	University – Pomona	CA	12
Master’s College	CA	19	California State Polytechnic	CA	11
Sonoma State University	CA	19	Humboldt State University	CA	11
University of Southern California	CA	19	California State University – Monterey Bay	CA	10
University of California Riverside	CA	17	San Jose State University	CA	10
Azusa Pacific University	CA	16	University of California – Santa Cruz	CA	10
			Brandman University	CA	9

ECONOMIC IMPACT

HEADCOUNT, FTE, AND SECTION PROJECTIONS

One of the key analyses in the Educational and Facilities Master Plan is to project the number of students (headcount), full-time equivalent students (FTE) and sections for each of the campuses. The projections began with historical trends in headcount, disaggregated by campus and age group from 1997 to 2014. As is reflected in Tables 24 and 25, the fastest growing populations from 1997 to 2004 were students under 19 years old in-district and students under 24 out-of-district, though the size of the out-of-district population is quite smaller than the in-district population. For the time period from 2004 to 2014, the trend changed markedly, with smaller larger increases of students in their twenties compared to other age groups.

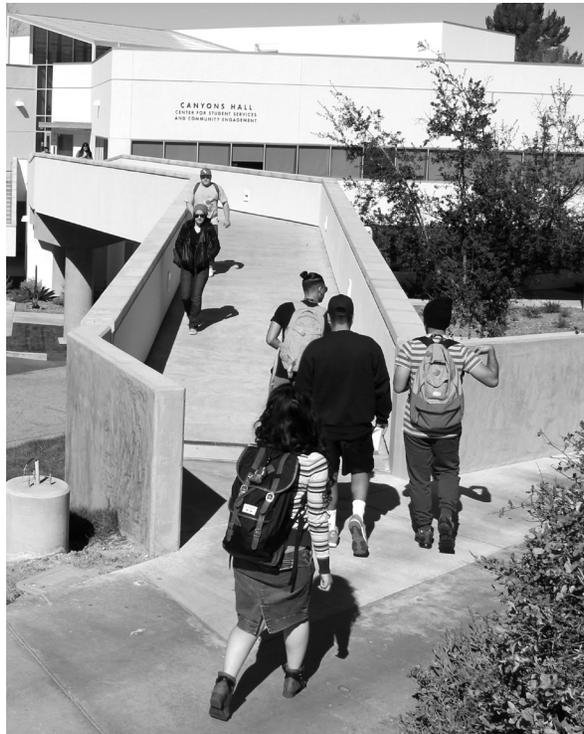


Table 24. Historical Headcount by Age and In-district/out-of-district Excluding ISAs 1997 to 2003

		Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Change From 1997 to 2004
In District	Age 19 and under	1660	1994	2418	2788	2968	3302	3406	105.2%
	20-24	1,440	1,557	1,774	1,832	2,118	2,198	2,430	68.8%
	25-29	606	577	664	548	611	639	679	12.0%
	30 and older	1,900	1,965	1,984	1,978	2,269	2,296	2,228	17.3%
	Total	5,606	6,093	6,840	7,146	7,966	8,435	8,743	56.0%
Out of District	19 and under	574	845	1,206	1,287	1,265	1,185	1,315	129.1%
	20-24	555	717	938	1,015	1,079	1,096	1,184	113.3%
	25-29	210	208	229	215	231	251	278	32.4%
	30 and older	385	484	499	476	468	503	452	17.4%
	Total	1,724	2,254	2,872	2,993	3,043	3,035	3,229	87.3%
	Unknown	0	0	12	2	5	1	2	
	TOTAL	7,330	8,347	9,724	10,141	11,014	11,471	11,974	63.4%

Table 25. Headcount, Fall FTES, and Fall Sections for 2004 to 2014

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Change from 2004 to 2014
In District	Age 19 and under	3,576	3,776	3,990	4,253	4,818	4,709	4,141	3,670	3,542	3,758	3,860	7.9%
	20-24	2,464	2,406	2,529	2,717	3,129	3,390	3,505	3,593	3,686	3,665	3,724	51.1%
	25-29	631	616	681	772	953	963	901	933	974	990	1,020	61.6%
	30 and older	1,944	1,998	2,267	2,459	3,175	2,974	2,152	2,014	1,896	1,896	1,837	-5.5%
	Total	8,615	8,796	9,467	10,201	12,075	12,036	10,699	10,210	10,098	10,309	10,441	21.2%
Out of District	19 and under	1,380	1,334	1,343	1,260	1,464	1,596	1,573	1,521	1,867	2,258	2,237	62.1%
	20-24	1,182	1,069	1,156	1,210	1,240	1,363	1,613	1,792	2,220	2,403	2,560	116.6%
	25-29	283	269	298	328	396	430	452	481	829	720	795	180.9%
	30 and older	427	445	462	543	667	666	622	628	1,319	750	713	67.0%
	Total	3,272	3,117	3,259	3,341	3,767	4,055	4,260	4,422	6,235	6,131	6,305	92.7%
	Unknown	0	0	3	0	2	0	0	2	0	0	2	
	TOTAL	11,887	11,913	12,729	13,542	15,844	16,091	14,959	14,634	16,333	16,440	16,748	40.9%

ECONOMIC IMPACT

In preparing student headcount projections, historical trends in population, headcount, participation rate of adults and out-of-district students were also examined. These analyses were conducted excluding public safety training or instructional service agreement (ISA) training for public agencies, including the Los Angeles Police Department, Los Angeles County Fire Department, and Los Angeles County Sheriff’s Department, which is conducted mostly using facilities off-campus and is driven more by department training needs rather than by population trends. The projections resulted in total headcount projections, excluding ISAs, of 19,576 in 2020.

Table 26. District Headcount, Population, and Participation Rate

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2020 Projection	Percent Change 2014 to 2020
In-District Headcount	8,615	8,796	9,467	10,201	12,075	12,036	10,699	10,210	10,098	10,309	10,443	12,388	18.6%
Population	246,10	254,00	253,30	260,90	262,30	265,20	272,09	272,80	276,30	279,70	283,60	313,100	10.4%
	0	0	0	0	0	0	3	0	0	0	0		
Percent Adults	72.98	73.70	73.04	73.59	73.35	73.64	73.17	72.62	72.75	73.04	73.34	74.42	1.5%
Adult Population	179,60	187,20	185,00	192,00	192,40	195,30	199,08	198,10	201,00	204,30	216,36	235,836	9.0%
	0	0	0	0	0	0	5	0	0	0	1		
Participation Rate	47.97	46.99	51.17	53.13	62.76	61.63	53.74	51.54	50.24	50.46	48.27	52.53	8.8%
Out-of-District Headcount	3,272	3,117	3,259	3,341	3,767	4,055	4,260	4,422	6,235	6,131	6,305	7,188	14.0%
Total Headcount	11,887	11,913	12,726	13,542	15,842	16,091	14,959	14,632	16,333	16,440	16,748	19,576	16.9%

The projections in headcount were then applied to historical FTE and section counts for the Valencia Campus, Canyon Country Campus, and Online Campus. This ultimately translated into a projection of 2,003 sections, with 1,405 at the Valencia Campus, 340 at the Canyon Country Campus and 258 online.

Table 27. Headcount, FTE, and Sections (District-wide, Valencia Campus, and Canyon Country Campus)

		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2020
Headcount	Total	14,233	18,025	19,023	21,300	23,416	23,374	22,968	17,240	16,333	19,356	20,303	23,131
	Excluding ISAs	11,887	11,913	12,729	13,542	15,844	16,091	14,959	14,634	16,333	16,440	16,748	19,576
Fall FTE	VC	4,197.4	4,039.7	4,317.1	3,798.0	4,258.4	4,389.5	4,308.8	3,857.9	4,193.0	4,480.7	4,572.7	5,202.5
	CCC	N/A	N/A	N/A	622.1	616.1	750.7	974.9	1,080.5	1,085.5	1,169.6	1,013.1	1,216.1
	OLC	N/A	26.3	127.6	275.5	456.6	431.7	249.5	322.5	387.4	443.8	518.8	726.0
	Total	4,197.4	4,066.0	4,444.7	4,695.6	5,331.1	5,571.9	5,533.2	5,260.9	5,665.9	6,094.1	6,104.6	7,136.5
Sections	VC	1,318	1,380	1,367	1,178	1,194	1,050	1,041	952	1,067	1,179	1,237	1,405
	CCC	N/A	N/A	N/A	257	226	199	250	268	285	313	283	340
	OLC	N/A	14	50	110	167	143	80	105	133	152	184	258
	Total	1,318	1,394	1,417	1,545	1,587	1,392	1,371	1,325	1,485	1,644	1,704	2,003

ECONOMIC IMPACT

These projections were then used as the basis for initial projections disaggregated for each instructional department. Every department was then asked to reflect on the projections, their major goals, and what needs they had for staffing, equipment, and facilities. Every department chair was interviewed to record revised projections, goals and needs. This information also was reviewed by respective deans, vice presidents, and the chancellor. Several presentations were also made to the

College Planning Team with input provided. These ultimate department projections, major goals, and needs are presented in Chapter 3. Aggregating individual department projections that were revised based on feedback from each department yielded revised projections. The original and revised projections for FTE and Sections is presented in Table 28. The relatively large increase in sections for the Canyon Country Campus reflects the Science Lab and Classroom building being in use by 2020.

With regard to the revised projections in Full-time Equivalent Faculty presented in Table 29, departments project the demand for additional faculty. These projections are in line with increases resulting from changes to the College Faculty Obligation Number (FON). The actual number of full-time faculty, sections, and as a result, number of students, is a function of funding. However, these projections serve as a guide to inform capital needs presented in the Facilities Master Plan section.

Table 28. Original and Revised FTE, and Section Projections

	VALENCIA CAMPUS		CANYON COUNTRY CAMPUS		ONLINE	
	Original	Revised	Original	Revised	Original	Revised
FTE	5,202.5	5,349.3	1,216.1	1,365.6	726.0	781.9
Sections	1,468	1,552	347	381	259	276

Table 29. Full-time Equivalent Faculty

	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
FTEF									
Full-Time	121.2	108.2	161.4	12.6	8.3	30.9	7.4	11.3	16.9
Overload	17.2	18.7	19.2	1.8	3.3	1.7	3.0	8.1	9.8
Adjunct	117.1	174.0	170.5	43.4	54.9	52.6	5.1	17.1	28.0
Total FTEF	255.5	300.9	351.2	57.8	66.5	85.2	15.5	36.5	54.7
Instructional Load	507	457	457	506	457	461	479	426	429







ACADEMIC PROGRAMS

ADMINISTRATION OF JUSTICE

ADMINISTRATION OF JUSTICE

School: Mathematics, Sciences, and Health Professions

Omar Torres, Dean
Patti Haley, Department Chair

The Administration of Justice department provides students interested in a career in law enforcement or similar profession with the instruction necessary to gain a basic understanding of the legal, ethical, and practical foundational aspects of law enforcement in the United States with an emphasis on California. For those who are currently employed in a law enforcement role, this program will assist them with obtaining a degree and/or increasing their education in this area.

Upon successful completion of the Administration of Justice program, the student will have a general, but very practical knowledge of modern law enforcement in the United States and an

in-depth knowledge of California criminal laws and techniques. Target occupations typical to this major include Police Officer, Deputy Sheriff, Highway Patrol Officer, Correctional Officer, FBI Agent, DEA Agent, Secret Service Agent, Customs Officer, Border Patrol Officer, Evidence Technician, Security Officer, Loss Prevention Officer, and Private Investigator.

This department offers an Associate Degree, Administration of Justice, an Associate Degree for Transfer, Administration of Justice, and a Certificate of Achievement, Administration of Justice. The department will be working on the following initiatives over the next five years:

- Developing online and hybrid course offerings
- Collaborating with the William S. Hart District on the Career Pathways Trust Grant and related projects
- Collaborating with the Veteran’s Office for recruitment to enhance enrollment

- Collaborating with the Emergency Medical Technician program to develop a certificate and Associate Degree in Emergency Management

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One fulltime faculty member at the Valencia campus

Technology/Equipment

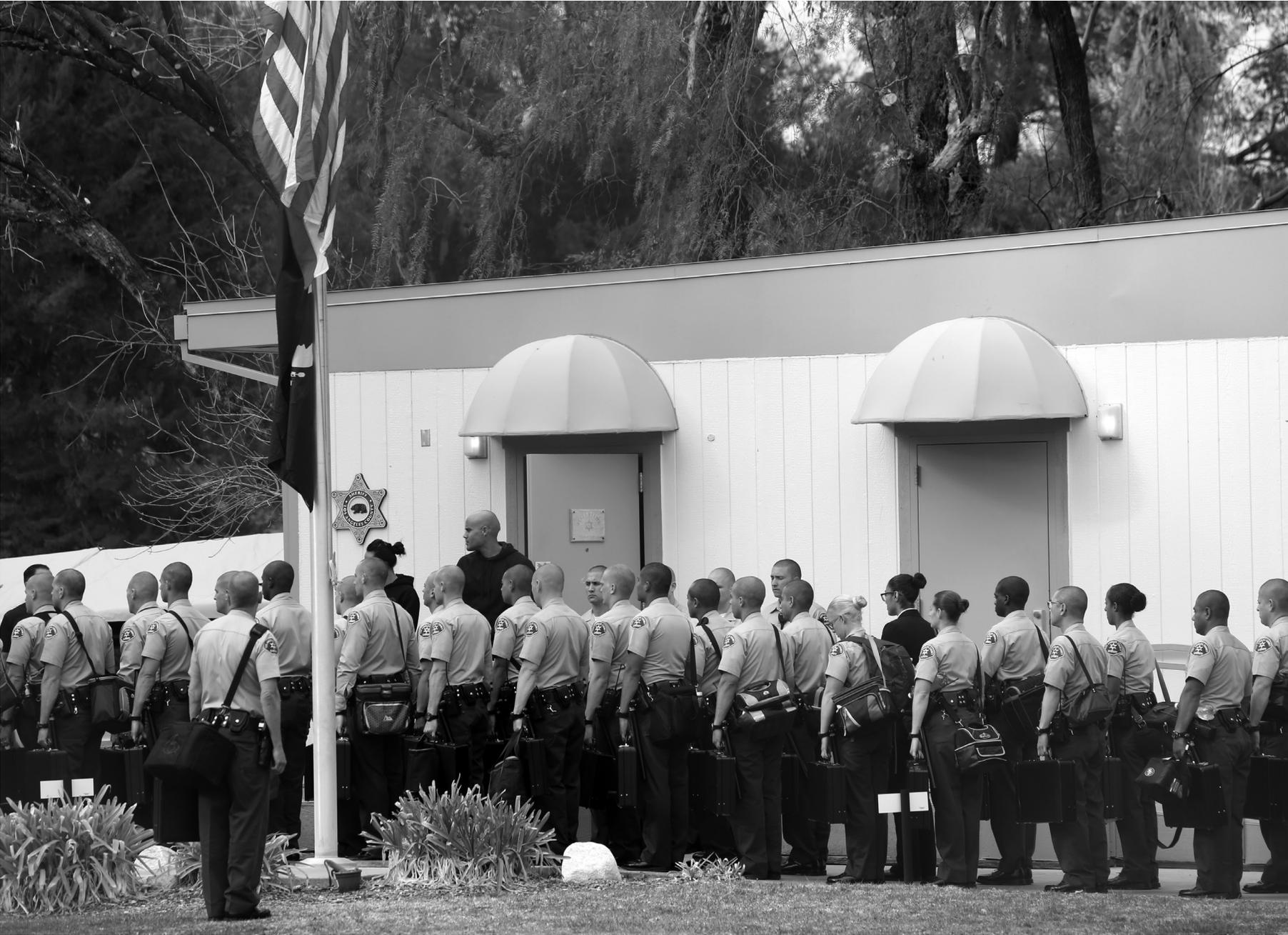
- One file cabinet and one locking cabinet for each department classroom at the Valencia campus for instructor materials and props

Facilities

- Two lecture/lab classrooms at the Valencia campus adjacent to other Public Safety departments

ADMINISTRATION OF JUSTICE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	34.5	41.9	45.39	8.5	17.2	17.23			
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%			
Lab	0%	0%	0%	0%	0%	0%			
Other	0%	0%	0%	0%	0%	0%			
Sections	8	12	13	2	6	6	0	0	0
FTEF									
Full-Time	0.60	1.00	1.17	0.20	0.00	0.00			
Overload	0.00	0.00	0.00	0.00	0.00	0.00			
Adjunct	1.00	1.40	1.43	0.20	1.20	1.20			
Total FTEF	1.60	2.40	2.60	0.40	1.20	1.20			
Instructional Load	647	524	524	637	431	431			

ADMINISTRATION OF JUSTICE



AMERICAN SIGN LANGUAGE

AMERICAN SIGN LANGUAGE

School: Humanities

Andy McCutcheon, Dean

Deborah Sison, Department Chair

The American Sign Language department offers a comprehensive two-year program designed to award students with an Associate in Arts degree in American Sign Language Interpreting. The degree provides students with transfer opportunities to four-year colleges or universities as well as prepares them with the necessary skills for some entry-level positions within the field of interpreting.

Students may take American Sign Language courses in order to satisfy General Education language requirement for graduation and/or transfer. They may also take the courses for pleasure or practical usage in communication with the deaf community, as well as to prepare for a profession that will require communication competence in the language.

The courses provide students with opportunities to develop their linguistic skills as well as their cultural awareness. Students engage a range of diversity within the academic environment, practical application opportunities, and partnerships with community organizations.

The department offers an Associate Degree, American Sign Language Interpreting.

The department will be working on the following initiatives over the next five years:

- Developing a new class and certificate as part of a new Support Service Provider (SSP) specialization to prepare students to work with the deaf-blind population
- Creating a paraeducator certificate aligned with the current AA degree pathway to prepare students to work as signing assistants/aids in K-12 schools



AMERICAN SIGN LANGUAGE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2011	Fall 2015	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	44.5	50.8	57.69	15.6	12.5	15.01			
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%			
Lab	0%	0%	0%	0%	0%	0%			
Other	0%	0%	0%	0%	0%	0%			
Sections	12	15	17	4	4	5			
FTEF									
Full-Time	1.66	1.80	2.35	0.00	0.00	0.00			
Overload	0.27	0.00	0.00	0.00	0.00	0.00			
Adjunct	1.06	1.86	1.80	1.06	1.06	1.33			
Total FTEF	2.99	3.66	4.15	1.06	1.06	1.33			
Instructional Load	446	416	417	441	353	339			

AMERICAN SIGN LANGUAGE

- Developing a digital lab program that gives students opportunities to practice interpreting and language skills individually and in small groups with instructor feedback
- Continuing to provide co-curricular activities to support students, including club activities, immersion events, and additional internships
- Expanding the hosting of workshops that support the needs of students, local professionals, and the deaf community

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One part-time classified instructional lab technician to support the planned digital lab program
- One additional fulltime faculty member

Technology/Equipment

- 15-20 computers and workstations with video capability and headphones for digital lab program
- Updated furniture for all department classrooms to allow for collaborative learning in a visual language environment
- Platforms for the front of department classrooms at both campuses to allow for students to more easily see the instructor
- One locking file cabinet for the classroom at the Canyon Country Campus

Facilities

- One additional dedicated classroom at the Valencia campus to support expanded class offerings and the planned digital lab program



ANTHROPOLOGY

ANTHROPOLOGY

School: Social and Behavioral Sciences

Paul Wickline, Dean

Lisa Malley, Department Chair

The mission of the Anthropology Program at College of the Canyons (COC) is to provide a comprehensive four-field approach (i.e., biological, cultural, archaeological and linguistic) for lower-division students pursuing transfer majors in the sciences, social sciences and humanities. Introductory Anthropology teaching takes place within a scientific and evolutionary paradigm that promotes student success in higher education, encourages active civic engagement, and equips students with skills for a lifelong learning experience.

The Anthropology Department offers opportunities for science and non-science majors to acquire fact-based, evidence-driven knowledge, which can meet specific laboratory science and social science requirements for students transferring to

four-year institutions. It can also provide options for meeting general education and diversity requirements and help students acquire critical-thinking and college-level skills.

The department will be working on the following initiatives over the next five years:

- Developing additional curriculum, including two new courses – forensic and medical anthropology – and an Associate Degree for Transfer in Anthropology
- Expanding course offerings at the Valencia campus in remodeled lecture/lab classroom space
- Expanding co-curricular opportunities for students to engage them more in the community and provide them with career exploration activities

Initiatives specific to the Canyon Country Campus include:

- Expanding variety of course offerings at the Canyon Country Campus
- Beginning to offer honors classes at the Canyon Country Campus

To accomplish these goals and meet enrollment growth projections, the department will need the following:

**Valencia Campus:
Personnel**

- One additional fulltime faculty member at the Valencia campus
- One part-time (47.5%) classified instructional lab technician at the Valencia campus

Technology/Equipment

- One laptop cart (class set of 35) for the Valencia campus to support lecture/lab offerings
- Software for the planned forensics class (foreDisc) and increased licensing for the cataloguing software for archeology classes

ANTHROPOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	39.7	50.2	57.05	27.6	36.8	44.16	9.9	22.2	31.14
FTES Percentages									
Lecture	85%	80%	80%	66%	72%	72%	0%	0%	0%
Lab	15%	20%	20%	25%	20%	20%	0%	0%	0%
Other	0%	0%	0%	9%	8%	8%	100%	100%	100%
Sections	11	15	17	9	12	14	3	8	11
FTEF									
Full-Time	0.75	0.75	1.85	0.55	0.00	0.00	0.40	0.00	0.00
Overload	0.00	0.00	0.00	0.15	0.00	0.00	0.00	0.20	0.20
Adjunct	1.35	2.05	1.32	0.95	2.25	2.63	0.20	1.40	2.00
Total FTEF	2.10	2.80	3.17	1.65	2.25	2.63	0.60	1.60	2.20
Instructional Load	567	538	539	502	491	505	495	417	425

ARCHITECTURE AND INTERIOR DESIGN

ARCHITECTURE AND INTERIOR DESIGN**School: Applied Technologies**

Ronald McFarland, Dean

Dorothy Minarsch, Department Chair

The Architecture and Interior Design department prepares students for entry level careers as computer aided designers, drafters/3-D digital model builders, interior designers, and/or for transfer to four or five-year architectural or interior design programs. All courses are infused with sustainable design and construction principles ranging from 20% to 100% of the course content depending on course subject matter. Careers in sustainable design occupations are in high demand while qualified applicants for these areas are in short supply, affording many employment opportunities for qualified individuals.

Competencies include knowledge in 2-D and 3-D computer generated drawings, current practices in architectural drafting and construction technology, California building codes, including Green codes (CalGREEN), beginning to advanced architectural/interior design and model building practices, presentation techniques, and portfolio development for employment and transfer purposes.

The department offers an Associate Degree, Architectural Drafting and Technology and an Associate Degree, Interior Design. It offers a Certificate of Achievement, Architectural Drafting, a Certificate of Achievement, Interior Design, a Certificate of Achievement, Interior Decorating – Merchandising, and a Certificate of Achievement, Interior Design – Set Director for TV and Film. It also offers Certificates of Specialization in Architectural Computer Aided Drafting, Sustainable Design and Development, and Home Staging.

The department will be working on the following initiatives over the next five years:

- Developing additional curriculum, including Interior Architecture and Landscape Architecture
- Updating and revising existing curriculum to meet industry and transfer school demands, increasing emphasis on digital design tools and digital course offerings
- Exploring additional ways to provide students with opportunities to apply and practice skills in dedicated department space
- Developing materials for an Architectural and Sustainable Materials resource room
- Increasing marketing and outreach in the community

To accomplish these goals and meet enrollment growth projections, the department will need the following:

ARCHITECTURAL DRAFTING									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	16.2	14.8	16.85						
FTES Percentages									
Lecture	54%	54%	54%						
Lab	46%	46%	46%						
Other	0%	0%	0%						
Sections	9	12	13	0	0	0	0	0	0
FTEF									
Full-Time	0.00	0.00	1.00						
Overload	0.00	0.00	0.00						
Adjunct	1.13	1.46	0.63						
Total FTEF	1.13	1.46	1.63						
Instructional Load	430	304	311						

ARCHITECTURE AND INTERIOR DESIGN

Personnel

- One additional fulltime faculty member at the Valencia campus
- One fulltime instructional lab technician at the Valencia campus

Technology/Equipment

- Computers and software for CAD classrooms
- Two Smart Boards and other instructional equipment for department studio classroom
- Equipment for resource room, including cutting boards, plotters, large flatbed scanners, 3D printers, and 3D scanners
- Mobile makerspace with capacity for 3D printing, modeling, and scanning ability for outreach in the community

Facilities

- One dedicated studio classroom at the Valencia campus with 24 large student workstations, four deep basin sinks, secure storage space for

models and supplies, and a critique space with 24 additional chairs, track lighting, and deep storage for physical models

- Two dedicated computer classrooms at the Valencia campus for CAD instruction
- One lecture classroom at the Valencia campus
- One resource room (approximately 1800 SF) with one deep basin sink, adequate storage space for models and supplies, and several adjacent faculty offices for supervision and increased student interaction
- Access to rooftop and vertical garden space in a future planned building at the Valencia campus for sustainable landscape architectural instruction



INTERIOR DESIGN									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	33.3	27.1	30.77						
FTES Percentages									
Lecture	58%	58%	58%						
Lab	42%	42%	42%						
Other	0%	0%	0%						
Sections	13	13	15						
FTEF									
Full-Time	0.80	0.73	0.84						
Overload	0.13	0.00	0.00						
Adjunct	1.40	1.60	1.84						
Total FTEF	2.33	2.33	2.69						
Instructional Load	429	349	344						

ART

ART

School: Visual and Performing Arts

Carmen Dominguez, Dean
Michael McCaffrey, Department Chair

The Art Department provides a quality and comprehensive core curriculum to meet all art education requirements correlated with transfer to a four year institution and with professional programs, continuing education, travel education, and general education. The Art program provides courses in the visual arts and art history to fulfill general education requirements as well as those for the Associates in Art Transfer degree (AA-T). It also provides background study for students majoring in Art or planning to transfer to a 4-year institution as an Art major.

In addition to developing critical and creative skills, art students have many opportunities to get involved in contemporary art culture. As part of the regular program, students visit local art exhibitions, artists' studios, private collections, and



art libraries as well as gain experience in review writing. The art gallery provides a program of up to five exhibitions a year, representing diversity in culture and style and paralleling the curriculum of the fine and applied arts departments. The gallery serves as an instructional tool for all visual arts courses and the college at large, indicating relationships with other academic departments and the community.

The department offers an Associate Degree, Art and an Associate Degree for Transfer, Studio Arts.

The department will be working on the following initiatives over the next five years:

- Developing additional Studio curriculum at the intermediate level
- Developing cross-disciplinary and inter-departmental Certificates of Specialization to indicate competency in in-demand workforce skills

ART									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	99.1	112.2	127.45	18.7	14.5	17.45	6.3	11.9	16.59
FTES Percentages									
Lecture	100%	47%	47%	100%	45%	45%	0%	0%	0%
Lab	0%	53%	53%	0%	55%	55%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	24	30	34	4	4	5	2	4	6
FTEF									
Full-Time	3.71	3.57	4.05	0.40	0.00	1.00	0.20	0.20	0.30
Overload	0.20	0.59	0.67	0.00	0.00	0.00	0.20	0.20	0.30
Adjunct	1.18	2.27	2.58	0.59	1.09	0.36	0.00	0.40	0.60
Total FTEF	5.10	6.44	7.29	0.99	1.09	1.36	0.40	0.80	1.20
Instructional Load	583	523	524	564	401	385	474	444	415

ART

- Exploring alternative delivery options including community education, internships, and off-site classes
- Initiatives specific to the Canyon Country Campus include:
- Developing a Ceramics and Applied Arts (Jewelry) Program

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus**Personnel**

- One additional fulltime instructional lab technician to support current offerings and planned expansion

Technology/Equipment

- 3-D printers

Facilities

- No specific needs identified at this time

Canyon Country Campus**Personnel**

- One fulltime instructional lab technician to support planned ceramics/applied arts (jewelry) program when the additional facilities are available.
- Two additional fulltime faculty, including faculty with expertise in applied arts areas (ceramics/metalsmithing) when the additional facilities are available.

Technology/Equipment

- General equipment for the planned applied art studio space at the Canyon Country Campus, including track lighting, chairs, tables, white boards, projectors, and computers
- Kilns and other equipment for the planned ceramics program
- Specialized equipment for the planned applied arts (jewelry) program, including foundry equipment for casting and other metal work

Facilities

- An additional 10, 000-15, 000 SF of studio space at the Canyon Country Campus with appropriate HVAC, electric, and gas installed to support ceramics/applied arts program



AUTOMOTIVE TECHNOLOGY

AUTOMOTIVE TECHNOLOGY

School: Applied Technologies

Ronald McFarland, Dean

Gary Sornborger, Department Chair

The Automotive Technology department offers a comprehensive program in automotive repair for students who are industry-bound or who plan on transferring to a university. Students graduating from this program will have essential skills and technical competencies and will be prepared with the industry defined entry-level skills needed for an automotive technician position in a variety of settings including dealerships, independent automotive repair facilities, or government agencies. The program provides in-depth training with extensive hands-on experiences. In the classroom, students learn the theoretical aspects of automotive diagnosis, repair and service. In the automotive laboratory setting students will experience applying the theory learned in the classroom. Upon completion of the course work required for the

certificate or major, students will have achieved competencies in the areas of brakes, suspension, electrical components and wiring, transmissions, engine diagnosis and drivability.

The department offers an Associate Degree, Automotive Technology and a Certificate of Achievement, Automotive Technology.

The department will be working on the following initiatives over the next five years at the Canyon County Campus:

- Expanding curriculum to include courses in diesel, auto body, alternative fuel technologies advanced motor building, and clean air/smog
- Continuing to develop partnerships with local businesses, national manufacturers, other colleges and universities, and government agencies
- Expanding co-curricular opportunities for students

To accomplish these goals and meet enrollment growth projections, the department will need the following:

- Develop curriculum and obtain equipment for training on late-model vehicles.
- Develop plan for addressing new engine technologies, such as electric, hybrid and flexible fuel.
- Develop plan to have students purchase defined tool sets for each class.
- Collaborate more closely with industry to provide input on program improvement, donations of vehicles and equipment, and opportunities for internships and job placement for students.



AUTOMOTIVE TECHNOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	22.1				36.4	62.42			
FTES Percentages									
Lecture	100%				39%	39%			
Lab	0%				61%	61%			
Other	0%				0%	0%			
Sections	4				7	12			
FTEF									
Full-Time	1.00				0.68	2.68			
Overload	0.00				0.37	0.00			
Adjunct	0.40				1.50	1.67			
Total FTEF	1.40				2.54	4.35			
Instructional Load	475				430	430			

AUTOMOTIVE TECHNOLOGY

*Canyon Country Campus**Personnel*

- Two additional fulltime faculty members
- Two fulltime classified instructional lab technicians to support the needs of the tool room

Technology/Equipment

- Additional tools and equipment for planned diesel program
- Additional tools and equipment for planned auto body program
- Additional equipment to support existing curriculum, including one dynamometer for automatic transmissions, one engine dynamometer for engine and engine performance classes, one additional alignment rack that can accommodate a truck, a late model tire changing machine and late model wheel balancer, a procut machine for the car brake lathe, a front load parts washer, a bead blaster, sonic cleaners, a heavy duty forklift for engines and transmissions, eight manual and eight automatic transmissions, eight differential gearboxes on stands, one additional A/C machine, and eight late model cars and four hybrid cars

Facilities

- An additional 10,000 SF of dedicated instructional lab space at the Canyon Country Campus with ground floors, secure storage for student automotive projects, and 40-45 dedicated parking spaces near the classroom to allow for program expansion
- Access to shared fabrication space of approximately 70,000 SF at the Canyon Country Campus with 20' ceilings and loading dock access to allow for student Makerspace and interdepartmental collaborations
- An additional 5,000 SF of space at the Canyon Country Campus that includes secure storage space and space for a CA smog referee station



BIOLOGICAL SCIENCES

BIOLOGICAL SCIENCES**School: Mathematics, Sciences,
and Health Professions**

Omar Torres, Dean

Miriam Golbert, Department Chair

The Biological Sciences Department provides a quality and comprehensive core curriculum to meet all life sciences education requirements correlated with the mission of the College. The program serves three areas: a broad background of studies for the biology major preparing for transfer to a four-year institution; support courses in human anatomy, human physiology, and general microbiology, which may be used to satisfy prerequisites for nursing programs and other allied-health fields; and courses in natural sciences to fulfill general education requirements.

Courses cover all aspects of the scientific study of life and emphasizes both the unity and diversity of living things. The structure, function, and

behavior of organisms are studied at the molecular, cellular, organismal and environmental levels.

The department offers an Associate Degree, Biological Sciences.

The department will be working on the following initiatives over the next five years:

- Continuing to develop curriculum, including interdisciplinary collaborations, to stay current with disciplinary needs
- Creating a museum at the Valencia campus to house taxidermy, an herbarium, and aquaria displays
- Creating an animal room at the Valencia campus to house various reptiles, amphibians, and arthropods
- Expanding co-curricular and informal learning opportunities for students

Initiatives specific to the Canyon Country Campus include:

- Developing multiple applied organismal environments at the Canyon Country Campus, including a “living wall,” an aquatic ecosystem, demonstrated biomes and botanical gardens, and a mobile field station lab

To accomplish these goals and meet enrollment growth projections, the department will need the following:

***Valencia Campus
Personnel***

- Three additional full-time faculty for the Valencia campus
- Two additional instructional lab technicians at the Valencia campus, one to support lab offerings and the other to support the planned animal room
- Part-time classified staffing for open lab classroom

BIOLOGICAL SCIENCES									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	267.8	321.2	364.84	28.2	22.0	82.00		2.8	3.94
FTES Percentages									
Lecture	47%	44%	44%	41%	40%	40%		0%	0%
Lab	51%	55%	55%	50%	60%	60%		0%	0%
Other	2%	1%	1%	9%	0%	0%		100%	100%
Sections	4				7	12			
FTEF									
Full-Time	6.35	5.50	7.50	1.40	0.70	2.00		0.20	0.20
Overload	0.60	0.95	0.95	0.00	0.00	0.60		0.00	0.00
Adjunct	7.01	10.00	10.31	0.70	0.70	3.00		0.00	0.00
Total FTEF	13.96	16.45	18.76	2.10	1.40	5.60		0.20	0.20
Instructional Load	576	586	583	403	472	472		423	592

BIOLOGICAL SCIENCES

Technology/Equipment

- Set of 24 iPads for student use in field research projects
- Replacement equipment for labs at the Valencia campus
- Technological updates in the department computer classroom (BYKH-211)
- Equipment for open lab classroom

Facilities

- Remodel of BYKH-206 at the Valencia Campus to create an instrumentation room that can be used as an Advanced Technology Laboratory, housing fluorescent microscopes and related equipment
- Remodel of other Valencia Campus facilities (BYKH-205 and 203) to meet current labo-

ratory standards and to accommodate growth in staff and supplies

- A small lab classroom at the Valencia campus that can be used as an open lab Makerspace for science students from all disciplines, allowing them to practice lab skills, such as making solutions, titrations, creating standard curves, and pouring and loading electrophoresis gels

Canyon Country Campus**Personnel**

- Two additional full-time faculty for the Canyon Country Campus
- Two additional instructional lab technicians at the Canyon Country Campus to support lab offerings

Technology/Equipment

- Technology necessary to establish the “living wall” project at the Canyon Country Campus
- Hybrid vehicle for the Mobile Field Station, with necessary equipment for organismal, environmental, and field biology activities

Facilities

- One large lecture and four lab classrooms in a permanent building at the Canyon Country Campus
- Storage space at the Canyon Country Campus for the Mobile Field Station vehicle
- “Living Wall” access with necessary equipment, including a water reclamation system, at the Canyon Country Campus



BUSINESS

BUSINESS**School: Business**

Russell Waldon, Dean

Nicole Faudree, Department Chair

The Business Department offers a comprehensive program for transfer and non-transfer students, including an emphasis on programs for career technical education (CTE). The department offers a variety of courses and CTE programs in accounting, bookkeeping, business administration, international business, management, finance, investing, marketing, salesmanship, electronic commerce, advertising, customer service, ethics, law, conflict resolution and managing diversity in the workplace. Associate degrees and certificates are designed to allow students to specialize in a particular area, and are especially useful for persons seeking a first job, or looking to advance in a current career. Accordingly, the program is designed to prepare students for transfer, professional advancement, or self-enrichment by providing an appropriately rigorous

course of study made up of continuously updated courses in the most current technologically enhanced learning environment.

The department offers an Associate Degree, Accounting (transfer), an Associate Degree, Accounting Technician, an Associate Degree, Marketing, an Associate Degree, Human Resources Management, and an Associate Degree, Entrepreneurship and Small Business Management. It offers a Certificate of Achievement, Accounting (transfer), a Certificate of Achievement, Marketing, a Certificate of Achievement, Human Resources Management, a Certificate of Achievement, Entrepreneurship and Small Business Management, a Certificate of Achievement, Accounting Technician, and a Certificate of Achievement, Retail Management. It also offers Certificates of Specialization in Finance, Customer Service, International Trade-Finance, International Trade-Marketing, Restaurant Entrepreneur, and e-Commerce.

The department will be working on the following initiatives over the next five years:

- Developing an Associate Degree for Transfer in Business Administration
- Improving student learning performance and student equity indicators by increasing use of high impact teaching practices and critical thinking activities
- Increasing opportunities for faculty to participate in discipline-specific professional development and other learning opportunities in the local business community
- Exploring additional uses of instructional technology
- Increasing co-curricular opportunities for students to create and develop projects, have access to software, and be mentored by faculty

To accomplish these goals and meet enrollment growth projections, the department will need the following:

BUSINESS									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	115.2	129.8	142.79	41.1	41.1	57.61	11.9	23.6	35.41
FTES Percentages									
Lecture	95%	87%	87%	100%	100%	100%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	5%	13%	13%	0%	0%	0%	100%	100%	100%
Sections	28	40	44	10	10	14	4	8	12
FTEF									
Full-Time	2.73	4.23	6.23	0.73	0.73	1.73	0.20	0.20	1.20
Overload	0.20	0.00	0.00	0.33	0.20	0.20	0.20	0.40	0.00
Adjunct	3.73	4.10	2.94	1.33	1.54	1.52	0.40	1.00	1.20
Total FTEF	6.66	8.33	9.17	2.40	2.47	3.45	0.80	1.60	2.40
Instructional Load	519	467	467	514	500	501	448	443	443

BUSINESS

***Valencia Campus******Personnel***

- At least three additional full-time faculty, one with expertise in business law, two with expertise in accounting

Technology/Equipment

- Computers for proposed computer classroom
- Continued reliable access to business-related software
- Webhosting ability for e-commerce classes

Facilities

- Additional 600 square feet of space adjacent to business classrooms to house a Business Learning Center that will support co-curricular programming
- Renovate one classroom at the Valencia Campus to convert it to a computer classroom with flexible furniture that allows for multiple seating configurations

Canyon Country Campus***Personnel***

- At one additional full-time faculty member to focus on developing the program at the Canyon Country Campus

Technology/Equipment

- Computers for proposed computer classroom

Facilities

- One computer classroom in a permanent building at the Canyon Country Campus with flexible furniture that allows for multiple seating configurations

CHEMISTRY

CHEMISTRY

**School: Mathematics, Sciences,
and Health Professions**

Omar Torres, Dean

Heidi McMahon, Department Chair

The Chemistry Department offers a comprehensive program in chemistry, meeting the needs of university-bound science majors, general education students, and the local community.

The Chemistry program serves the following areas: chemistry courses that meet the general education physical science lab course requirement, chemistry courses needed for transfer students majoring in science and engineering fields or entrance into an advanced degree program, chemistry courses needed for associate degree requirements in areas including biology, engineering, physics, nursing, and other health professions, and outreach opportunities and career exploration for students by supporting activities of MESA, Chemistry Club, and others.



CHEMISTRY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	121.7	189.6	215.43			63.36			
FTES Percentages									
Lecture	42%	43%	43%			43%			
Lab	50%	57%	57%			57%			
Other	8%	0%	0%			0%			
Sections	18	30	34			10			
FTEF									
Full-Time	4.15	3.77	5.77			1.76			
Overload	0.48	0.90	0.48			0.00			
Adjunct	2.38	6.60	6.52			2.00			
Total FTEF	7.02	11.27	12.77			3.76			
Instructional Load	521	505	506			506			

CHEMISTRY

The department will be working on the following initiatives over the next five years:

- Increasing the use of “green” materials and practices while maintaining pedagogical soundness
- Providing the necessary support for all chemistry classes to maintain safety requirements
- Increasing the usage of instrumentation, equipment, and technology in all chemistry classes by repairing or replacing broken instrumentation/equipment, updating outdated instrumentation/technologies, and purchasing new, cutting-edge instrumentation to help ensure students have the needed competitive edge when applying for jobs and furthering their academic careers
- Increasing equity and improving student success by advocating for expanded student access to tutoring, technology, and additional supplemental instruction opportunities

Initiatives specific to the Canyon Country Campus include:

- Developing and expanding offerings at the Canyon Country Campus

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus**Personnel**

- Two additional full-time classified lab technicians for the Valencia Campus
- Additional part-time staffing to assist lab technicians
- Two additional full-time faculty for the Valencia Campus

**Technology/Equipment**

- Smartboards for department classrooms
- Additional equipment for Valencia Campus laboratories, including analytical balances, hot plates, centrifuges, and spectrophotometers
- Additional laptop carts for the Valencia Campus laboratories

Facilities

- Renovation and repair to lab spaces at the Valencia Campus
- Two additional dedicated lecture classrooms at the Valencia Campus

Canyon Country Campus**Personnel**

- Two full-time classified instructional lab technicians for the Canyon Country Campus
- Additional part-time staffing to assist lab technicians
- Two additional full-time faculty for the Canyon Country Campus

Technology/Equipment

- Equipment and chemicals for new lab classrooms at the Canyon Country Campus
- Smartboards for department classrooms
- One laptop cart and printer for each lab at the Canyon Country Campus

Facilities

- Three dedicated lab classrooms with storage and shared access to a fourth lab classroom in a permanent building at the Canyon Country Campus
- At least two dedicated large lecture classrooms in a permanent building at the Canyon Country Campus

CINEMA

CINEMA

School: Humanities

Andy McCutcheon, Dean
Gary Peterson, Department Chair

The Cinema Department provides students with a broad academic survey of the history, theory, techniques, and art of the development of motion pictures.

The courses in this program meet general education requirements and support students transferring to four-year programs. The department also hosts educational film screenings that are very popular on campus and in the local community.

The department will be working on the following initiatives over the next five years:

- Developing two to three new classes that articulate with CSU and UC general education requirements

- Increasing collaborations with other departments to show discipline-relevant films
- Incorporating more off-campus events and collaborations with local filmmakers to increase cultural diversity

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One full-time faculty member

Technology/Equipment

- Projector with 4K capability for HSLH-101 when current projector reaches the end of its lifespan (expected 2019)
- Additional equipment for the instructor station to allow for films to be switched from there
- Technology upgrades to allow for more effective streaming at a faster, more reliable rate.

Facilities

- Access to one classroom at the Canyon Country Campus with sloped, stadium-style seating and audiovisual equipment appropriate for screening films
- New or refurbished chairs for HSLH-101



CINEMA									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	30.6	62.8	71.30	10.3	4.0	4.74			
FTES Percentages									
Lecture	100%	100%	100%	62%	100%	100%			
Lab	0%	0%	0%	0%	0%	0%			
Other	0%	0%	0%	38%	0%	0%			
Sections	5	12	14	3	2	2			
FTEF									
Full-Time	0.20	0.80	1.80	0.20	0.00	0.00			
Overload	0.40	0.00	0.00	0.00	0.00	0.00			
Adjunct	0.40	1.80	1.23	0.40	0.40	0.40			
Total FTEF	1.00	2.60	3.03	0.60	0.40	0.40			
Instructional Load	917	724	705	516	297	356			

COMMUNICATION STUDIES

COMMUNICATION STUDIES

School: Social and Behavioral Sciences

Paul Wickline, Dean

Victoria Leonard, Department Chair

The primary goal of the Communication Studies Department is to help students develop and refine essential oral and written communication skills which are needed in virtually every human interaction. In addition, many courses in the curriculum provide students with the tools to be successful in all communication arenas by focusing on how verbal and nonverbal communication varies within these contexts. Finally, this field of study focuses greatly on human behavior from a communication standpoint. Thus, students learn methods of dealing with communication problems within a variety of contexts. The program satisfies general education requirements, offers two associate degree programs, and prepares students for transfer to four-year institutions. In addition, students who do not transfer benefit from the

skills attained in communication courses which will assist them in varied career paths.

Communication Studies seeks to provide students with a comprehensive education in the discipline of Communication Studies including emphasis in communication theory, rhetorical studies, and performance theory, as a way to prepare them for transfer, career, and life-long learning.

The department offers an Associate Degree, Communication Studies, and an Associate Degree for Transfer, Communication Studies.

The department will be working on the following initiatives over the next five years:

- Developing a public relations course with a component that allows students to intern within local businesses
- Developing specific courses in interpersonal communication for business leaders and



COMMUNICATION STUDIES									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	94.0	131.0	148.82	36.1	47.5	56.99	3.3	12.3	17.27
FTES Percentages									
Lecture	92%	93%	93%	78%	95%	95%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	8%	7%	7%	22%	5%	5%	100%	100%	100%
Sections	31	44	50	12	16	19	1	4	6
FTEF									
Full-Time	3.00	3.40	5.40	0.20	0.00	1.00	0.00	0.00	0.00
Overload	0.80	0.67	0.67	0.00	0.00	0.00	0.00	0.00	0.00
Adjunct	2.60	5.27	4.53	2.20	3.20	2.80	0.20	0.80	1.20
Total FTEF	6.40	9.33	10.60	2.40	3.20	3.80	0.20	0.80	1.20
Instructional Load	441	421	421	451	445	450	495	463	432

COMMUNICATION STUDIES

- healthcare workers, possibly through Canyons Extension or Economic Development
- Developing a “Communication for Youth” Institute for local junior high and high school students
- Collaborating with the Outreach Office to develop a speakers bureau that sends Communication Studies students to local high schools to talk about College of the Canyons

Initiatives specific to the Canyon Country Campus include:

- Beginning to offer the classes needed to complete the Communication Studies major at night at the Canyon Country Campus

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus Personnel

- Two full-time faculty at the Valencia campus, one with expertise in forensics, another with expertise in communication theory
- Continued stipend for Forensics Team coaches

Technology/Equipment

- Wireless audio capability in all department classrooms
- New and more efficient computers and projectors for all department classrooms
- Equipment for speaker station in HSLH-135

Facilities

- Remodel of HSLH-135 to allow for a speaker station and upgraded furniture to facilitate collaborative learning
- Replacement of white boards in HSLH-204, 205, 135



COMMUNICATION STUDIES



- Replacement of broken podiums in all department classrooms
- Addition of secure, locking cabinets in all department classrooms
- Additional wall outlets in the back of all department classrooms at the Valencia Campus
- Additional space (small, acoustically treated room) at the Valencia Campus for Forensics Team preparation and practice sessions

***Canyon Country Campus
Personnel***

- One full-time faculty at the Canyon Country Campus to support offerings for majors

Technology/Equipment

- Wireless audio capability in all department classrooms
- New and more efficient computers and projectors for all department classrooms
- Equipment for speaker station in Canyon Country Campus classroom

Facilities

- Replacement of broken podiums in all department classrooms
- Addition of secure, locking cabinets in all department classrooms
- Classroom space in a permanent building at the Canyon Country Campus with appropriate acoustics and classroom design that includes a speaker station that is not in front of the projection screen, upgraded furniture to facilitate collaborative learning, and secure, locking cabinets

COMPUTER APPLICATIONS AND WEB TECHNOLOGY (CAWT)

COMPUTER APPLICATIONS AND WEB TECHNOLOGY (CAWT)**School: Business**

Russell Waldon, Dean

Melanie Lipman, Department Chair

The Computer Applications and Web Technology (CAWT) Department's mission is designed to provide a solid foundation in the latest, highly marketable software used in today's industry. The programs provide the training and exposure that is essential to prospective employees in technology fields, and the sequence of courses provides an outstanding opportunity for students to acquire preparation for entry level positions in industries involving the use of computer technology. The department closely monitors current employment trends to address emerging needs and requests found within career technical education fields.

The department offers an Associate Degree, Administrative Assistant; an Associate Degree, Computer Applications; a Certificate of Achievement, Administrative Assistant; and a Certificate of Achievement, Computer Applications. The program also offers Certificates of Specialization in eCommerce, Medical Office Administrative Assistant, and Website Development.

The department will be working on the following initiatives over the next five years:

- Collaborating with other departments to develop new programs based on emerging technologies, such as cybersecurity and Photoshop forensics
- Incorporating cloud technology and social media tools into core courses
- Developing additional noncredit programs to increase student access to computer technology training opportunities



COMPUTER APPLICATIONS AND WEB TECHNOLOGIES									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	98.9	64.2	79.50	23.3	4.5		18.6	40.8	57.12
FTES Percentages									
Lecture	100%	39%	39%	100%	38%		0%	11%	11%
Lab	0%	61%	61%	0%	62%		0%	0%	0%
Other	0%	0%	0%	0%	0%		100%	89%	89%
Sections	25	21	26	6	2		4	9	13
FTEF									
Full-Time	1.53	1.66	2.66	0.00	0.00		1.06	1.10	1.59
Overload	0.67	0.00	0.00	0.00	0.00		0.00	0.53	0.77
Adjunct	3.03	2.66	2.69	1.46	0.51		0.00	0.53	0.77
Total FTEF	5.22	4.32	5.35	1.46	0.51		1.06	2.16	3.12
Instructional Load	569	446	446	477	265		523	566	548

COMPUTER APPLICATIONS AND WEB TECHNOLOGY (CAWT)

- Providing students with access to state-of-the-art equipment, including solid state drives and virtual reality interfaces
- Maintaining currency with rapidly changing industry equipment and software standards

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One full-time classified instructional lab technician and additional part-time student assistants
- Two additional full-time faculty members

Technology/Equipment

- Computers and other equipment for additional department computer lab classrooms
- Specialized and upgraded computer technology for existing department classrooms, including graphics tablets, large-scale monitors, additional RAM and SSD drives, solid state drives, virtual reality interfaces, and powerful video cards
- Continued access to the most recent versions of software being taught in department classes
- Offsite software licenses for enrolled students to allow for increased skills practice outside of class

Facilities

- Two additional computer lab classrooms at the Valencia Campus



COMPUTER SCIENCE

COMPUTER SCIENCE

**School: Mathematics, Sciences,
and Health Professions**

Omar Torres, Dean

Chris Ferguson, Department Chair

The Computer Science Department's curriculum is designed to address problems in organizing, representing, manipulating, and presenting information in an automatic processing environment. The goal of the Computer Science program is to provide students with an understanding of the functions of the modern computer and operational skills in programming. This program serves the needs of transfer students interested in computer-related bachelor's degree programs. The department offers an Associate Degree, Computer Science and an Associate Degree for Transfer, Computer Science.



COMPUTER SCIENCE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	28.6	49.7	56.51				2.6	2.5	3.54
FTES Percentages									
Lecture	76%	72%	72%				0%	0%	0%
Lab	24%	28%	28%				0%	0%	0%
Other	0%	0%	0%				100%	100%	100%
Sections	9	14	16				1	1	1
FTEF									
Full-Time	1.53	0.67	1.67				0.20	0.20	0.20
Overload	0.00	0.33	0.38				0.00	0.00	0.00
Adjunct	0.13	1.40	0.69				0.00	0.00	0.00
Total FTEF	1.67	2.40	2.74				0.20	0.20	0.20
Instructional Load	515	622	618				393	379	530

COMPUTER SCIENCE

The department will be working on the following initiatives over the next five years:

- Expanding online offerings
- Developing a cybersecurity program in partnership with other departments on campus

Initiatives specific to the Canyon Country Campus include:

- Offering additional classes at the Canyon Country Campus

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

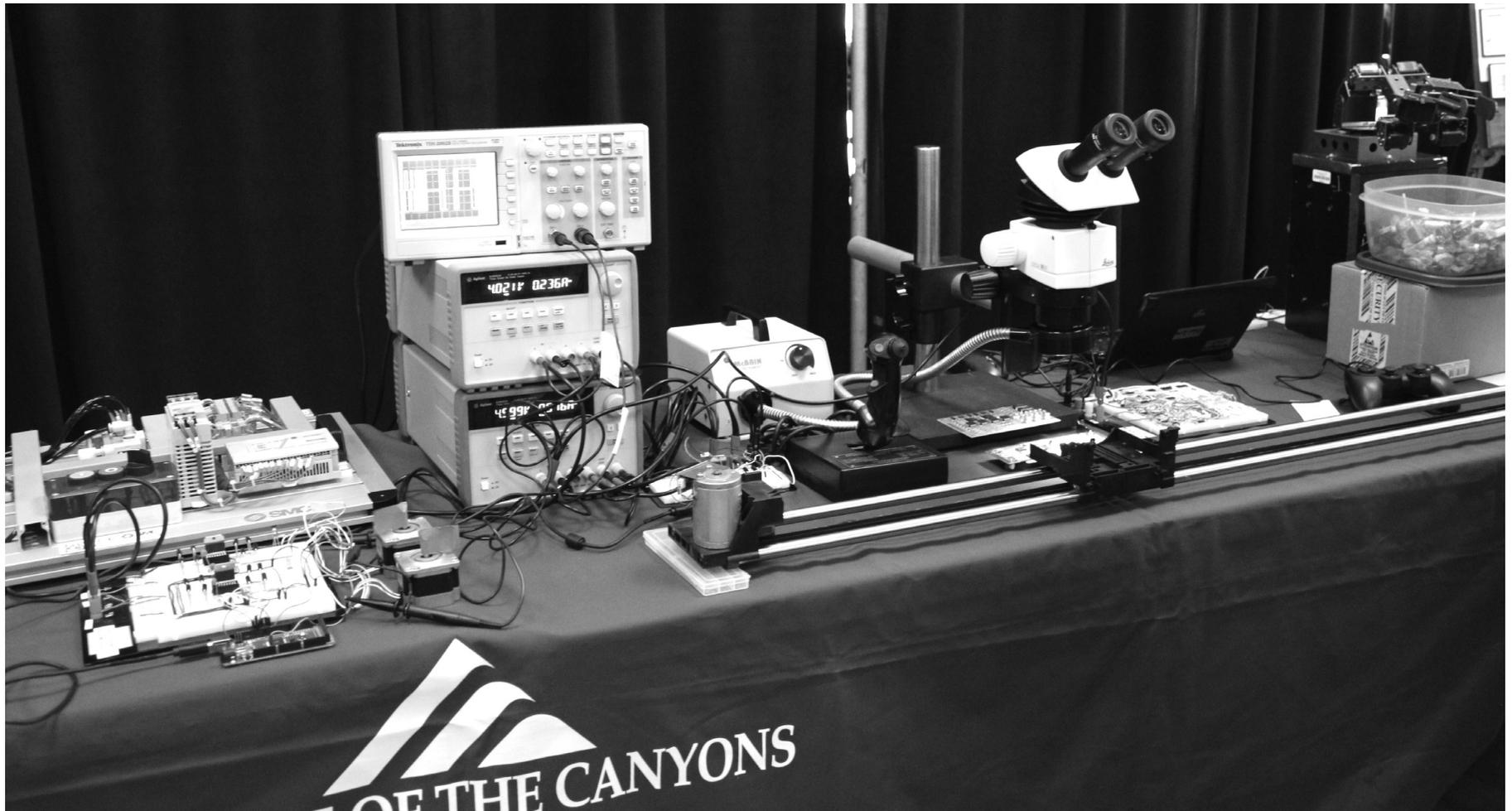
- One additional full-time faculty member

Technology/Equipment

- Computers, video equipment, and software to develop video lectures for online classes

Facilities

- One additional classroom at either the Valencia Campus or Canyon Country Campus



CONTINUING EDUCATION/NONCREDIT

**CONTINUING EDUCATION/
NONCREDIT**

School: Canyons Extension

Diane Stewart, Dean

Continuing Education/Noncredit is part of Canyons Extension, one of several educational options offered by COC that strives to be flexible in efficiently meeting community interest and needs. As a member of the Santa Clarita Valley Adult Education Consortium (Gateway SCV), COC's Continuing Education/Noncredit program specifically provides ongoing learning opportunities to adults in basic skills education/GED preparation, ESL/citizenship, and workforce skill development/training. These opportunities lead directly to further opportunities in higher education or direct employment. Continuing Education/Noncredit serves as a first point of entry for many underserved students and those not desiring credit courses.



The department offers a Certificate of Competency, Academic Skills, a Certificate of Competency, ESL/Beginning, a Certificate of Competency, ESL/Intermediate, and a Certificate of Completion, General Education Development (GED Preparation).

The department will be working on the following initiatives over the next five years:

- Integrating existing College of the Canyons and William S. Hart District adult education programs and creating seamless transitions for students into postsecondary education or the workforce
- Developing an off-campus shared space facility for Adult Education, Continuing Education/Noncredit, and Credit offerings in four locations in the Santa Clarita Valley, one in each geographical quadrant
- Expanding short-term career technical education certificates in Continuing Education/Noncredit

CONTINUING EDUCATION/NONCREDIT									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	98.4	29.0	44.56	0.6	4.6	5.49			
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%			
Lab	0%	0%	0%	0%	0%	0%			
Other	0%	0%	0%	0%	0%	0%			
Sections	36	26	40	3	6	7			
FTEF									
Full-Time	0.00	0.00	1.00	0.00	0.00	0.00			
Overload	0.00	0.00	0.00	0.00	0.00	0.00			
Adjunct	4.90	4.36	5.70	0.10	0.83	0.96			
Total FTEF	4.90	4.36	6.70	0.10	0.83	0.96			
Instructional Load	603	199	200	184	166	171			

CONTINUING EDUCATION/NONCREDIT

- Providing compensatory student services to support all student needs, including educational planning, career development and referral resources
- Using ongoing professional development to develop a professionally trained staff and faculty

Initiatives specific to the Canyon Country Campus include:

- Offering additional classes at the Canyon Country Campus

Note that the projections in the table for Continuing Education/Noncredit for off-site locations are included in the Valencia Campus projections. To accomplish the above goals and meet enrollment growth projections, the department will need the following:

Valencia Campus**Personnel**

- One full-time administrator as director of Gateway SCV at the Valencia Campus with support staff (funded by Gateway SCV)
- Site managers and support staff for off-campus locations (funded by Gateway SCV)
- One full-time faculty in Noncredit ESL

Technology/Equipment

- Ongoing update of department office computers
- Equipment for off-campus locations, including phones, photocopiers, office computers, and white boards and other classroom equipment (instructor computer, projector, screen), computers for computer lab (funded by Gateway SCV)

Facilities

- Off-campus facilities (approximately 2,500 square feet each) with office space, classrooms, and a computer lab (funded by Gateway SCV)

Canyon Country Campus**Personnel**

One full-time classified Noncredit/Adult Ed coordinator at the Canyon Country Campus to support offerings and student needs at that campus

Technology/Equipment

- Computers for planned department office
- Computers for Canyon Country Campus classrooms

Facilities

- Office space and two dedicated classrooms with computers at the Canyon Country Campus



COOPERATIVE WORK EXPERIENCE EDUCATION (CWEE)

COOPERATIVE WORK EXPERIENCE EDUCATION (CWEE)

School: Academic Affairs

Gina Bogna, Acting Assistant Dean

This department provides internships that directly support workforce-skills and development. At least 12 CTE programs require an internship to complete and most programs strongly recommend an internship. Internships also allow students to “test drive” a career, ensuring students select a major course of study that is right for them, ultimately saving students time and money. CWEE classes are degree-applicable and transfer to the CSU system as elective units and contribute to the “transfer education” component to the district’s mission.

The mission of the Cooperative Work Experience Education and Internship program is to strengthen student learning by engaging students in enhanced on-the-job learning opportunities

and to provide meaningful internship opportunities to students of all majors.

The department will be working on the following initiatives over the next five years:

- Creating discipline-specific course outlines for each CTE program offering internships
- Continuing outreach to faculty in CTE disciplines to encourage additional involvement in CWEE classes, including increasing the number of CTE faculty teaching CWEE sections
- Conducting additional outreach with students to educate them about internships and the best timing for scheduling CWEE in their two-year plan

To accomplish these goals and meet enrollment growth projections, the department will need the following:



CWEE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	21.2	5.8	6.55						
FTES Percentages									
Lecture	0%	0%	0%						
Lab	0%	0%	0%						
Other	100%	100%	100%						
Sections	27	19	22						
FTEF									
Full-Time	0.00	0.00	0.00						
Overload	0.15	0.11	0.13						
Adjunct	1.69	0.82	0.95						
Total FTEF	1.84	0.94	1.08						
Instructional Load	346	185	181						

COOPERATIVE WORK EXPERIENCE EDUCATION (CWEE)

Valencia Campus**Personnel**

- One full-time administrator as CWEE Director at the Valencia Campus
- One full-time classified position at the Valencia Campus (increased from current vacant 72.5% position)
- Part-time (72.5%) classified career services technician to augment staffing at the Valencia location
- Part-time staffing for an off-campus Castaic-area location

Technology/Equipment

- Four computers for student use at the Valencia Campus

- Two laptops and double-monitor docking stations and a third single-monitor computer station for the off-campus Castaic-area location
- Interactive touchscreen kiosks at all locations for students to locate and explore events and directories

Facilities

- Access to space in the proposed Career Services office expansion at the Valencia Campus.
- Access to office space in the Castaic area to increase community access

Canyon Country Campus**Personnel**

- One full-time classified career services

technician at the Canyon Country Campus to cover both CWEE and Career Services at that location

Technology/Equipment

- Three computers for student use and one computer for staff use at the Canyon Country Campus
- Interactive touchscreen kiosks at all locations for students to locate and explore events and directories

Facilities

- Office space with an adjacent small computer lab to house CWEE and Career Services at the Canyon Country Campus



COUNSELING

COUNSELING

School: Enrollment Services

Jasmine Ruys, Dean

Diane Solomon, Department Chair

The mission of the Instructional Counseling Department is to teach students the strategies to become self-aware, develop educational and career goals, make decisions, problem solve, and accept responsibility for gaining the skills necessary to become a more proficient and confident learner. The department offers a variety of courses to achieve these goals.

This department also administers the Certificates of Achievement for CSU GE Breadth and IGETC, and the Associate Degrees in Liberal Arts and Sciences.

The department will be working on the following initiatives over the next five years:

- Increasing the number of sections at both Campuses, as well as alternative sites, including increasing online offerings to ensure at least one section of each course is offered online each term
- Creating OER textbooks for all counseling courses
- Developing an intervention to require all students returning from dismissal to take COUNS-142 (Learning to Learn)
- Continuing to develop partnerships with other departments in learning community models
- Exploring the creation of a new counseling course (Introduction to Counseling) and certificate as part of a lower division pre-counseling transfer pathway

To accomplish these goals and meet enrollment

growth projections, the department will need the following:

Valencia Campus Personnel

- Seven additional full-time counselors to increase the number of student contacts and assist in teaching classes, with specializations to include career counseling, transfer, financial aid, veterans, MESA, and honors, as well as one additional general counselor



COUNSELING									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	31.9	27.9	33.53	1.6	2.8	5.60	4.5	16.6	29.84
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	18	15	18	2	2	4	6	10	18
FTEF									
Full-Time	0.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Overload	1.19	2.07	2.34	0.13	0.00	0.27	0.40	1.33	1.86
Adjunct	0.43	0.20	0.38	0.00	0.27	0.27	0.00	0.00	0.53
Total FTEF	2.03	2.27	2.72	0.13	0.27	0.54	0.40	1.33	2.39
Instructional Load	471	370	370	360	316	311	339	374	374

COUNSELING

- One full-time classified staff member to support both the instructional and non-instructional needs of the department

Technology/Equipment

- Computers for computer classrooms and workshop rooms

Facilities

- Two dedicated classrooms at the Valencia campus, one regular lecture classroom and one computer classroom

- Two additional computer classrooms at the Valencia campus for workshops and new student advisement

Canyon Country Campus Personnel

- Three additional full-time counselors to increase the number of student contacts and assist in teaching classes, with specializations to include career counseling and transfer, as well as one additional general counselor at the Canyon Country Campus

Technology/Equipment

- Computers for computer classrooms and workshop rooms

Facilities

- One dedicated lecture classroom at the Canyon Country Campus
- One dedicated computer classroom at the Canyon Country Campus for workshops and new student advisement

New!
ONLINE ED PLANNER

Need an education plan? You can now create one online.

GET STARTED



Welcome to the Counseling Department

Whether you want to pursue a Career Certificate for job training, earn an Associate Degree, prepare for transfer to a university, or take classes for personal enrichment, COC Counselors are here to help you map out a plan to reach your educational goals.

Spring 2016 Hours

Monday - Thursday: 9:00am - 6:00pm
Friday: 9:00am - 1:00pm
Saturday - Sunday: Closed

RESOURCES

FORMS & HANDOUTS

FAQS

CULINARY ARTS AND WINE STUDIES

CULINARY ARTS AND WINE STUDIES

School: Business

Russell Waldon, Dean

Cindy Schwanke, Department Chair

The Culinary Arts and Wine Studies Department prepares students for careers in the culinary, wine, and food service industries. The design of the Culinary Arts program is balanced between developing the culinary tactile skills of food preparation and the management qualities necessary for career growth. The curriculum is intended not only to train individuals how to prepare food in a creative, contemporary, professional fashion, but also to plan menus, calculate food costs, purchase and manage front-of-the-house and back-of-the-house operations. The wine studies curriculum provides an introduction to wine appreciation, service, and wine and food pairings.

The hospitality wine service curriculum provides students with knowledge and skills related to

providing exceptional wine service in restaurants, hotels and other culinary venues, primarily focusing on the food, business and service aspects of wine, and the role of wine in the hospitality industry with an introduction to world viticulture and wine styles.

The department provides educational experiences in a variety of community and educational settings that mimic the demands of the workplace, allowing students to progress rapidly and be competitive in the industry. Recently, College of the Canyons opened a dedicated culinary arts building at the Valencia Campus, allowing the program to grow and to host the community for lunch in the iCuE Café as part of the curriculum.

The department offers a Certificate of Achievement, Culinary Arts, and Certificates of Specialization in Baking and Pastry, Wine Studies, and Hospitality Wine Service.

The department will be working on the following initiatives over the next five years:

- Creating an Associate Degree, Culinary Arts
- Expanding community partnerships, department curriculum (ETI, Extension, noncredit), and K-12 outreach through the addition of a mobile learning center
- Increasing enrollment in Wine Studies courses
- Expanding curriculum-based bakery and catering options for the campus community

Initiatives specific to the Canyon Country Campus include:

- Expanding course offerings to the Canyon Country Campus with the addition of appropriate facilities

To accomplish these goals and meet enrollment growth projections, the department will need the following:

CULINARY ARTS									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	26.3	30.5	41.98						
FTES Percentages									
Lecture	100%	46%	46%						
Lab	0%	54%	54%						
Other	0%	0%	0%						
Sections	12	16	22						
FTEF									
Full-Time	0.70	0.83	1.80						
Overload	0.00	0.30	0.30						
Adjunct	1.86	1.76	1.15						
Total FTEF	2.56	2.89	3.25						
Instructional Load	308	317	320						

CULINARY ARTS AND WINE STUDIES

Valencia Campus

Personnel

- One full-time faculty member to support students in the expanded bakery and catering program and to support other increased course offerings
- One part-time classified lab coordinator (currently approved at 60 percent) and one custodian at 60 percent (currently approved at 47.5 percent) to maintain the facility at the Valencia campus
- One fulltime administrator as Director of iCuE to oversee the management of the program and the iCuE facility

Technology/Equipment

- Replace double stack ovens, compressor for refrigerators, and china and smallwares at the Valencia Campus by 2020
- Kitchen and audiovisual equipment for the mobile learning center

Facilities

- One mobile learning center that can seat about 20 people and has kitchen facilities as well as audiovisual equipment

Canyon Country Campus

Personnel

- One full-time faculty member and one part-time (50 percent) classified instructional lab technician to support offerings at the Canyon Country Campus

Technology/Equipment

- Kitchen and classroom equipment for the Canyon Country Campus classroom and kitchen that is equivalent to the Valencia classrooms and kitchens

Facilities

- One classroom, one kitchen, and one small dining area at the Canyon Country Campus to begin offering entry-level classes at that location



WINE STUDIES									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	5.1	7.2	8.17						
FTES Percentages									
Lecture	100%	100%	100%						
Lab	0%	0%	0%						
Other	0%	0%	0%						
Sections	2	4	5						
FTEF									
Full-Time	0.00	0.00	0.00						
Overload	0.00	0.00	0.00						
Adjunct	0.30	0.53	0.67						
Total FTEF	0.30	0.53	0.67						
Instructional Load	512	405	368						

DANCE

DANCE

School: Visual and Performing Arts

Carmen Dominguez, Dean
Phylise Smith, Department Chair

The Dance Department offers dance appreciation and movement courses that prepare students with basic dance skills to apply for entry level employment in the dance workforce sector, facilitate transfer with a dance foundation background, and enhance students' knowledge of the intellectual and physical aspects of dance as a performing art. It also seeks to enrich the Santa Clarita community through the presentation of local dance talent and opportunities for audiences to experience student artistic expression.

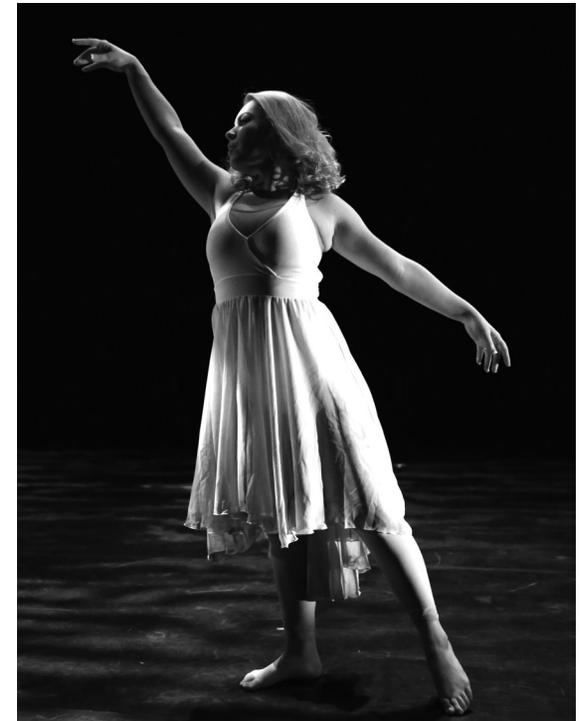
Students participating in the program embrace diversity and global responsibility through cultural dance classes such as African, flamenco and hip-hop. The Dance Appreciation courses, as well as the modern and jazz courses allow students to engage in scholarly inquiry. The

program also supports student opportunities to perform both on and off campus, emphasizing creative partnerships and community collaboration. In addition, there is a Hip-Hop Dance Club that collaborates with the Dance Program and also provides students with opportunities to study current dance styles and perform them.

The department will be working on the following initiatives over the next five years:

- Expanding and enhancing commercial dance offerings
- Planning a regional dance festival in partnership with other community colleges
- Continuing community outreach to expand awareness of the variety of dances that enrich our lives on an ongoing basis

To accomplish these goals and meet enrollment growth projections, the department will need the following:



DANCE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.45	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	39.2	35.2	40.02	5.6	3.4	6.84	5.1	14.2	35.46
FTES Percentages									
Lecture	37%	21%	21%	63%	100%	100%	0%	0%	0%
Lab	63%	79%	79%	37%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	15	15	17	2	1	2	2	4	10
FTEF									
Full-Time	0.73	1.00	1.80	0.00	0.20	0.20	0.40	0.60	0.90
Overload	0.13	0.00	0.00	0.00	0.00	0.00	0.00	0.20	0.30
Adjunct	1.13	1.20	0.69	0.33	0.00	0.20	0.00	0.00	0.80
Total FTEF	2.00	2.20	2.49	0.33	0.20	0.40	0.40	0.80	2.00
Instructional Load	590	482	483	504	513	513	379	532	532

DANCE

*Valencia Campus**Personnel*

- One additional faculty member to support planned expansion of the commercial dance program
- One part-time classified production coordinator

Technology/Equipment

- Updated audio equipment for department classrooms at the Valencia Campus
- Dance software

Facilities

- Renovation of the Valencia Campus classroom (PCOH-101) to include a standard sprung floor, additional lighting, and improved audio system

*Canyon Country Campus**Personnel*

- No specific needs identified at this time

Technology/Equipment

- Audio system for proposed Canyon Country Campus classroom
- Barres and mirrors for proposed Canyon Country Campus classroom

- Cart of 10 tablet computers with secure storage at the Valencia Campus and a parallel cart available at the Canyon Country Campus

Facilities

- One large-size classroom in a permanent building at the Canyon Country Campus for dance and movement classes to include a standard sprung floor, additional lighting, and an audio system
- Access to performance space at the Canyon Country Campus that seats approximately 275 people and has wingspace, flyspace, dressing rooms, and a box office



EARLY CHILDHOOD EDUCATION (ECE)

EARLY CHILDHOOD EDUCATION (ECE)

School: Social and Behavioral Sciences

Paul Wickline, Dean

Renee Marshall, Department Chair

The Early Childhood Education Department strives to achieve a comprehensive articulated system of professional services for early childhood educators by providing quality pre-service and in-service training. This is accomplished by acknowledging the many levels of professionalism in the field with specific requirements of the various roles, responsibilities, and qualifications for each. The department provides training to a wide range of students in order to ensure a workforce that is reflective of the community in culture and socio-economic backgrounds.

The ECE programs (both the academic program for adults and the Center for Early Childhood Education that serves students and their fami-

lies) continue to support the college by providing a licensed and accredited laboratory program that models essential quality workforce skills for students studying early childhood education. The lab school provides the connection between theory, child growth and development, best practices, and contextualized learning with the ECE academic department for all courses. The Early Childhood Education program offers courses leading to a degree that meets the state of California requirements to teach in preschool and childcare settings and several Early Childhood Education certificates which are suggested for teaching positions in a variety of programs.

The department offers an Associate Degree for Transfer, Early Childhood Education, and Certificates of Achievement in Early Childhood Education/Infant-Toddler, Early Childhood Education/Preschool, Early Childhood Education/School-Age, Early Childhood Education/Special Education, and Early Childhood

Education/Supervision and Administration of Children’s Programs.

Please also see the Center for Early Childhood Education section on page 176.

The department will be working on the following initiatives over the next five years:

- Expanding partnerships with regional and statewide organizations and advocacy groups and continuing ongoing Participation in regional and statewide initiatives
- Advocating for professional aspects of early childhood education through participation in PEACH and other professional advocacy groups and expanding participation in advisory groups
- Providing additional professional development for faculty and center staff to address needs in working with practicum students

EARLY CHILDHOOD EDUCATION									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	51.4	44.4	50.44	12.7	12.8	16.45	6.8	10.6	14.82
FTES Percentages									
Lecture	90%	98%	98%	100%	100%	100%	0%	0%	0%
Lab	10%	2%	2%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	18	18	20	4	7	9	2	5	7
FTEF									
Full-Time	0.93	1.13	2.00	0.40	0.00	1.00	0.40	0.20	0.28
Overload	0.00	0.33	0.33	0.00	0.00	0.00	0.00	0.00	0.00
Adjunct	1.80	2.13	1.66	0.40	1.13	0.46	0.00	0.80	1.12
Total FTEF	2.73	3.59	3.99	0.80	1.13	1.46	0.40	1.00	1.40
Instructional Load	565	371	379	478	339	338	510	318	318

EARLY CHILDHOOD EDUCATION (ECE)

- Exploring ways to support students on K-12 career pathways

Initiatives specific to the Canyon Country Campus include:

- Expanding opportunities for instructional and co-curricular offerings at the Canyon Country Campus

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus**Personnel**

- One additional full-time faculty member at the Valencia Campus to support department growth
- A continued partnership with Center staff at both campuses for fieldwork practicum and support for the instructional lab environment

Technology/Equipment

- Equipment for modernized adult learning en-

vironments at both campuses, including Smart boards and iPads

- State-of-the-art observation equipment at both campuses
- Security systems for both campuses

Facilities

- Modernization and repair of current adult and children's facilities with deferred maintenance plans at the Valencia Campus, including a reconfigured entrance for ECE students that is separate from the Center's entrance for children and their families, as well as staff and faculty offices that are within the center

Canyon Country Campus**Personnel**

- An additional full-time faculty member to focus on developing the program at the Canyon Country Campus
- One full-time classified staff member at the Canyon Country Campus to support both the center and the academic department at that campus
- A continued partnership with center staff at

both campuses for fieldwork practicum and support for the instructional lab environment

Technology/Equipment

- Equipment for modernized adult learning environments at both campuses, including Smart boards and iPads
- State-of-the-art observation equipment at both campuses
- Security systems for both campuses

Facilities

- A permanent facility for the Center for Early Childhood Education at the Canyon Country Campus that includes a state-of-the-art adult teaching floor with a view of the children's classrooms from above, an entrance for ECE students that is separate from the center's entrance for children and their families, appropriate outdoor space, staff and faculty offices within the center, adequate storage, ample meeting space, and collaborative learning spaces for ECE students to access computers, printers, and other supplies to support student success



EARTH, SPACE, AND ENVIRONMENTAL SCIENCES

EARTH, SPACE, AND ENVIRONMENTAL SCIENCES

School: Mathematics, Sciences, and Health Professions

Omar Torres, Dean
Mary Bates, Department Chair

The Earth, Space, and Environmental Sciences Department offers courses and programs in several related disciplines, including astronomy, environmental science/studies, geography and Geographic Information Systems (GIS), geology, and physical science. These areas introduce scientific theory and methodology while examining the interactions between humans and the natural environment.

Courses in this department provide students with options to meet general education requirements and also prepare students for transfer to four-year programs in astronomy, environmental science/studies, geography, and geology.

The department currently offers an Associate Degree for Transfer, Geography and an Associate Degree for Transfer, Geology.

The department will be working on the following initiatives over the next five years:

- Increasing access to field and learning community experiences for students
- Developing new curriculum, including classes with greater field and research components, as well as additional programs
- Increasing partnerships with outside agencies, school districts, industry, and local businesses to promote student research and field opportunities

Initiatives specific to the Canyon Country Campus include:

- Increasing lecture and lab offerings at the Canyon Country Campus once facilities are available

Note that full-time faculty teaching in this area are included in several specific disciplines in the following tables. To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus Personnel

- One full-time instructional lab technician (increased from current 47.5 percent position)
- Additional full-time faculty members in each of the following disciplines to teach classes at both campuses: geology and physical/environmental science

Technology/Equipment

- Binocular and Petrographic microscopes, EM River Geomorphology Simulator, laptop cart, computers for remodeled first-floor Boykin classroom, and GIS software for the Valencia Campus
- Trailer with equipment for field research

ASTRONOMY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	10.9	13.9	15.77	9.8	11.1	13.32	10.2	5.2	7.34
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	3	4	5	3	3	4	3	2	3
FTEF									
Full-Time	0.00	0.40	0.50	0.00	0.00	0.80	0.00	0.30	0.45
Overload	0.00	0.00	0.00	0.20	0.00	0.00	0.00	0.00	0.00
Adjunct	0.60	0.40	0.50	0.40	0.60	0.00	0.60	0.00	0.00
Total FTEF	0.60	0.80	1.00	0.60	0.60	0.80	0.60	0.30	0.45
Instructional Load	544	521	473	492	555	499	510	525	490

EARTH, SPACE, AND ENVIRONMENTAL SCIENCES

ENVIRONMENT									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES		6.9	7.89		4.9	5.90			
FTES Percentages									
Lecture		100%	100%		50%	50%			
Lab		0%	0%		50%	50%			
Other		0%	0%		0%	0%			
Sections		2	2		1	1			
FTEF									
Full-Time		0.20	0.20		0.35	0.35			
Overload		0.00	0.00		0.00	0.00			
Adjunct		0.20	0.20		0.00	0.00			
Total FTEF		0.40	0.40		0.35	0.35			
Instructional Load		521	592		421	506			

GEOGRAPHY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	35.4	27.0	30.72	10.2	11.5	13.81		5.4	7.62
FTES Percentages									
Lecture	79%	78%	78%	77%	86%	86%		0%	0%
Lab	21%	22%	22%	23%	14%	14%		0%	0%
Other	0%	0%	0%	0%	0%	0%		100%	100%
Sections	10	9	10	3	4	5		2	3
FTEF									
Full-Time	0.80	0.55	0.61	0.20	0.00	0.94		0.00	0.00
Overload	0.15	0.20	0.22	0.15	0.20	0.00		0.00	0.00
Adjunct	0.90	0.90	1.00	0.20	0.55	0.00		0.40	0.60
Total FTEF	1.85	1.65	1.83	0.55	0.75	0.94		0.40	0.60
Instructional Load	575	492	503	554	460	442		408	381

GEOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	18.7	34.8	39.58	5.7	10.4	12.44	7.0	11.6	16.18
FTES Percentages									
Lecture	53%	63%	63%	64%	100%	100%	0%	0%	0%
Lab	29%	30%	30%	0%	0%	0%	0%	0%	0%
Other	18%	7%	7%	36%	0%	0%	100%	100%	100%
Sections	6	10	11	2	3	4	2	4	6
FTEF									
Full-Time	0.60	0.55	1.60	0.00	0.00	0.80	0.20	0.00	0.00
Overload	0.30	0.00	0.00	0.00	0.00	0.00	0.00	0.60	0.90
Adjunct	0.20	1.65	0.82	0.40	0.60	0.00	0.20	0.20	0.30
Total FTEF	1.10	2.20	2.42	0.40	0.60	0.80	0.40	0.80	1.20
Instructional Load	511	475	491	425	518	466	525	434	405

PHYSICAL SCIENCE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	16.2	12.8	14.60	6.2	11.4	13.68			
FTES Percentages									
Lecture	50%	50%	50%	50%	50%	50%			
Lab	50%	50%	50%	50%	50%	50%			
Other	0%	0%	0%	0%	0%	0%			
Sections	3	3	3	1	3	4			
FTEF									
Full-Time	0.70	0.20	0.50	0.35	0.40	1.00			
Overload	0.00	0.15	0.00	0.00	0.30	0.00			
Adjunct	0.35	0.70	0.55	0.00	0.35	0.40			
Total FTEF	1.05	1.05	1.05	0.35	1.05	1.40			
Instructional Load	462	367	417	528	326	293			

EARTH, SPACE, AND ENVIRONMENTAL SCIENCES

Facilities

- Completion of the planned remodel of first-floor Boykin Hall classrooms at the Valencia Campus

Canyon Country Campus**Personnel**

- One full-time instructional lab technician (increased from current 47.5 percent position)
- Three new full-time faculty members (one each in astronomy, geology, and geography) to teach entirely at the Canyon Country Campus
- One additional full-time faculty member in Environmental science/studies and one additional full-time faculty member in physical science to teach classes at both campuses

Technology/Equipment

- Lab equipment for geology and astronomy at the Canyon Country Campus that is parallel to the equipment at the Valencia Campus

Facilities

- Expanded lecture, lab, and storage space in the permanent science building at the Canyon Country Campus, with one dedicated classroom for each of the five disciplines represented in the department
- Development of an aquatic research ecosystem in the Outdoor Research Garden at the Canyon Country Campus



ECONOMICS

ECONOMICS

School: Business

Russell Waldon, Dean

Guillermo Cruz, Department Chair

The Economics Department provides first-rate academic training in the subject matter of Economics that meets transfer institution requirements and/or workforce needs for students.

Economics studies the allocation of scarce resources for the production, as well as the consumption and distribution of goods and services. Economic studies attempt to clarify how the use of natural, technical, and financial resources affect the lives of human beings. Economic theories are examined and applied to our contemporary economic system. Topics of specialization include: microeconomics, macroeconomics, statistical methods in business and economics, and the economic history of the United States.

The department will be working on the following initiatives over the next five years:

- Developing an Associate Degree for Transfer in Economics
- Developing a student club to provide co-curricular opportunities for Economics majors
- Developing ways to provide discipline-specific professional development opportunities for faculty, including involvement in the activities of the American Economic Association
- Exploring the development of personal finance courses and workshops for the community through Community Extension
- Increasing participation in local community and business groups

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

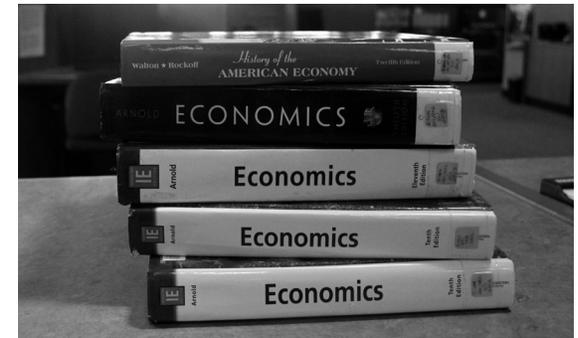
- One additional full-time faculty member

Technology/Equipment

- Computers for one additional computer classroom

Facilities

- One additional computer classroom at the Valencia Campus with flexible furniture to allow for multiple seating configurations



ECONOMICS									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	38.0	30.6	39.83	12.2	19.7	23.61	3.3	5.7	8.02
FTES Percentages									
Lecture	100%	100%	100%	48%	67%	67%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	52%	33%	33%	100%	100%	100%
Sections	11	10	13	4	6	7	1	2	3
FTEF									
Full-Time	1.80	1.40	1.54	0.60	0.20	0.94	0.20	0.20	0.30
Overload	0.00	0.00	0.00	0.00	0.60	0.00	0.00	0.20	0.30
Adjunct	0.20	0.40	0.80	0.10	0.20	0.23	0.00	0.00	0.00
Total FTEF	2.00	1.80	2.34	0.70	1.00	1.17	0.20	0.40	0.60
Instructional Load	570	511	511	524	590	607	495	430	401

EDUCATION

EDUCATION

School: Social and Behavioral Sciences

Paul Wickline, Dean

The Education program offers two courses: Education 102, Math and Science Teaching Seminar, and Education 203, Introduction to Teaching in a Diverse Society. Education 102 provides an overview of mathematics and science instruction at the secondary level and requires a field component. The college typically offers one section in the fall semester. Education 203 is a stand-alone, CSU-transferable course, designed to introduce students to concepts and issues related to teaching diverse learners in contemporary public schools. Students enrolling in this course are primarily liberal arts majors and students interested in pursuing a career in elementary education. The college typically offers two sections each semester.



EDUCATION									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	3.9	3.7	9.8		2.2	2.69	1.1		
FTES Percentages									
Lecture	100%	100%	100%		100%	100%	0%		
Lab	0%	0%	0%		0%	0%	0%		
Other	0%	0%	0%		0%	0%	100%		
Sections	1	1	3		1	1	1		
FTEF									
Full-Time	0.00	0.20	0.20		0.00	0.00	0.00		
Overload	0.00	0.00	0.00		0.00	0.00	0.07		
Adjunct	0.20	0.00	0.33		0.20	0.20	0.07		
Total FTEF	0.20	0.20	0.53		0.20	0.20	0.13		
Instructional Load	591	561	554		337	404	248		

ENGINEERING TECHNOLOGIES

ENGINEERING TECHNOLOGIES**School: Applied Technologies**

Ronald McFarland, Dean

Regina Blasberg, Department Chair

The Engineering Technologies Department offers programs in construction management, land surveying, and water systems technology. These programs provide students with the skills and knowledge necessary to secure an entry level position or to further develop skills in the construction management, land surveying, and water or wastewater industries and other related fields. The department also helps to prepare students for various certification exams that are often required for employment or advancement, including operator certification from the State Water Resources Control Board, Division of Drinking Water (DDW) and the State of California Department of Consumer Affairs Professional Land Surveyor exams.

The department maintains a variety of industry partnerships which support the application of program knowledge through internships, curriculum development, outreach, general program support, equipment, and technologies.

The department offers an Associate Degree, Construction Management Technology; an Associate Degree, Land Surveying; an Associate Degree, Water Systems Technology; a Certificate of Achievement, Building Inspection; a Certificate of Achievement, Construction Management Technology; a Certificate of Achievement, Land Surveying; and a Certificate of Achievement, Water Systems Technology.

The department will be working on the following initiatives over the next five years:

- Continuing to expand and refine instructional uses of video conferencing technology, including expanded online offerings and

adjustments to delivery methods, and curriculum updates

- Continuing to develop OER textbooks and other materials for the water program
- Increasing community awareness of the programs by expanding community partnerships
- Increasing access to labor market information and job tracking data

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus Personnel

- One full-time faculty member for the Construction Management program at the Valencia campus
- One permanent part instructional lab technician for the Land Surveying program at the Valencia Campus

ENGINEERING									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	15.8	15.0	20.94					1.2	1.72
FTES Percentages									
Lecture	100%	49%	49%					0%	0%
Lab	0%	51%	51%					0%	0%
Other	0%	0%	0%					100%	100%
Sections	5	5	7					1	1
FTEF									
Full-Time	0.68	0.20	0.80					0.22	0.22
Overload	0.00	0.00	0.00					0.00	0.00
Adjunct	0.48	1.05	0.95					0.00	0.00
Total FTEF	1.16	1.25	1.75					0.22	0.22
Instructional Load	407	359	359					171	239

ENGINEERING TECHNOLOGIES



Technology/Equipment

- Replacement equipment for the Land Surveying program, as well as additional equipment to support any dual enrollment offerings
- Access to scheduling/project management and estimating software for the Construction Management program
- Continued access to additional specialized software for Land Surveying program

Facilities

Two additional computer classrooms at the Valencia Campus with video conference capabilities

Canyon Country Campus

Personnel

- One full-time faculty member for the Water program at the Canyon Country Campus

Technology/Equipment

- Video conferencing equipment for classroom

Facilities

- One additional classroom at the Canyon Country Campus with video conference capabilities
- Additional secure storage space for the Water program at the Canyon Country Campus, adjacent to the current department classroom

CONSTRUCTION MANAGEMENT									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	6.2	11.8	13.39	2.9					
FTES Percentages									
Lecture	100%	73%	73%	100%					
Lab	0%	27%	27%	0%					
Other	0%	0%	0%	0%					
Sections	3	6	7	1					
FTEF									
Full-Time	0.13	0.00	1.00	0.00					
Overload	0.00	0.00	0.00	0.00					
Adjunct	0.33	1.20	0.40	0.20					
Total FTEF	0.47	1.20	1.40	0.20					
Instructional Load	397	295	287	435					



LAND SURVEYING

	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	8.3	5.8	6.55						
FTES Percentages									
Lecture	54%	74%	74%						
Lab	32%	26%	26%						
Other	15%	0%	0%						
Sections	3	4	5						
FTEF									
Full-Time	0.70	0.00	0.70						
Overload	0.00	0.00	0.00						
Adjunct	0.20	1.07	0.63						
Total FTEF	0.90	1.07	1.33						
Instructional Load	277	162	147						



WATER SYSTEMS

	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES				12.1	8.8	10.61		8.3	11.56
FTES Percentages									
Lecture				100%	100%	100%		0%	0%
Lab				0%	0%	0%		0%	0%
Other				0%	0%	0%		100%	100%
Sections				3	5	6		3	4
FTEF									
Full-Time				0.00	0.00	1.00		0.00	0.00
Overload				0.00	0.00	0.00		0.00	0.00
Adjunct				0.60	1.00	0.20		0.60	0.80
Total FTEF				0.60	1.00	1.20		0.60	0.80
Instructional Load				606	265	265		413	434

ENGLISH

ENGLISH**School: Humanities**

Andy McCutcheon, Dean

Juan Buriel, Department Chair

The study of English prepares students for careers in any field for which close reading, critical thinking, and thoughtful, accurate written and verbal expression are necessary. The English major provides students with a wide variety of intellectual skills while introducing them to a major source of cultural enrichment. The major includes both creative writing and literature courses. The creative writing courses provide instruction in multiple genres, while the literature courses offer a broad range of types and periods of literature.

The English Department offers several areas of instruction:

- College skills courses, which integrate reading and writing instruction to prepare students for success in transfer-level composition courses
- Transfer-level composition courses, which fulfill the the Language and Rationality general education requirement and Reading and Writing Competency requirements for graduation, as well as CSUGE and IGETC transfer requirements
- Literature courses, which fulfill Humanities general education and transfer requirements and provide cultural enrichment, as well as experience with close reading and analysis
- Creative writing courses, which fulfill Humanities general education and transfer requirements and provide instruction in multiple genres, as well as literary magazine production
- Technical writing courses, which prepare students for writing in the workplace
- A linguistics course, which analyzes systems

of grammar, the social and historical contexts of language, language learning, and language change

- Acceleration and learning communities courses that involve condensed, interdisciplinary, and/or theme-based sections

The department offers an Associate Degree, English and an Associate Degree for Transfer, English.

The department will be working on the following initiatives over the next five years:

- Expanding opportunities for student engagement outside of the classroom, including guest speakers, learning communities, field trips, civic engagement activities
- Continuing to seek funding that will create opportunities for dialogue among instructors regarding courses, student learning outcomes assessments, and signature assignments

ENGLISH									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	322.9	389.2	442.13	128.3	143.0	171.66	20.7	43.9	61.47
FTES Percentages									
Lecture	100%	95%	95%	96%	96%	96%	0%	0%	0%
Lab	0%	3%	3%	0%	2%	2%	0%	0%	0%
Other	0%	3%	3%	4%	1%	1%	100%	100%	100%
Sections	94	123	140	37	43	52	7	16	22
FTEF									
Full-Time	13.46	10.35	14.35	2.86	1.09	2.31	1.33	2.33	3.20
Overload	1.20	0.80	0.91	0.00	0.53	0.64	0.00	0.00	0.00
Adjunct	6.81	15.52	15.10	5.20	7.13	7.62	0.40	1.40	1.93
Total FTEF	21.47	26.67	30.36	8.06	8.75	10.58	1.73	3.73	5.13
Instructional Load	451	438	437	478	491	487	359	353	360

ENGLISH

- Continuing to improve placement processes, to monitor data, and to examine developmental curriculum in order to increase transfer-level completion
- Exploring ways to further develop technical writing as a focus, including partnerships with local businesses, transfer pathways, and promotion of existing technical writing classes
- Exploring the development of OER materials for department courses
- To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus**Personnel**

- Four additional full-time faculty
- One full-time classified staff member to support the clerical and co-curricular needs of the department

Technology/Equipment

- Additional dry erase boards or “writeable walls” for all department classrooms at both campuses
- Smart boards for all department classrooms at both campuses
- Five to ten computers for each department classroom for student use during instructional activities
- Wireless projection capabilities for all department classrooms

Facilities

- Three additional computer classrooms at the Valencia Campus to keep pace with enrollment growth and allow for students to apply reading and writing concepts in class

- Updated furniture in all department classrooms at both campuses to allow for active and collaborative learning
- Expanded hours for campus computer labs to increase student access to the required technologies needed to support out-of-class assignments

Canyon Country Campus**Personnel**

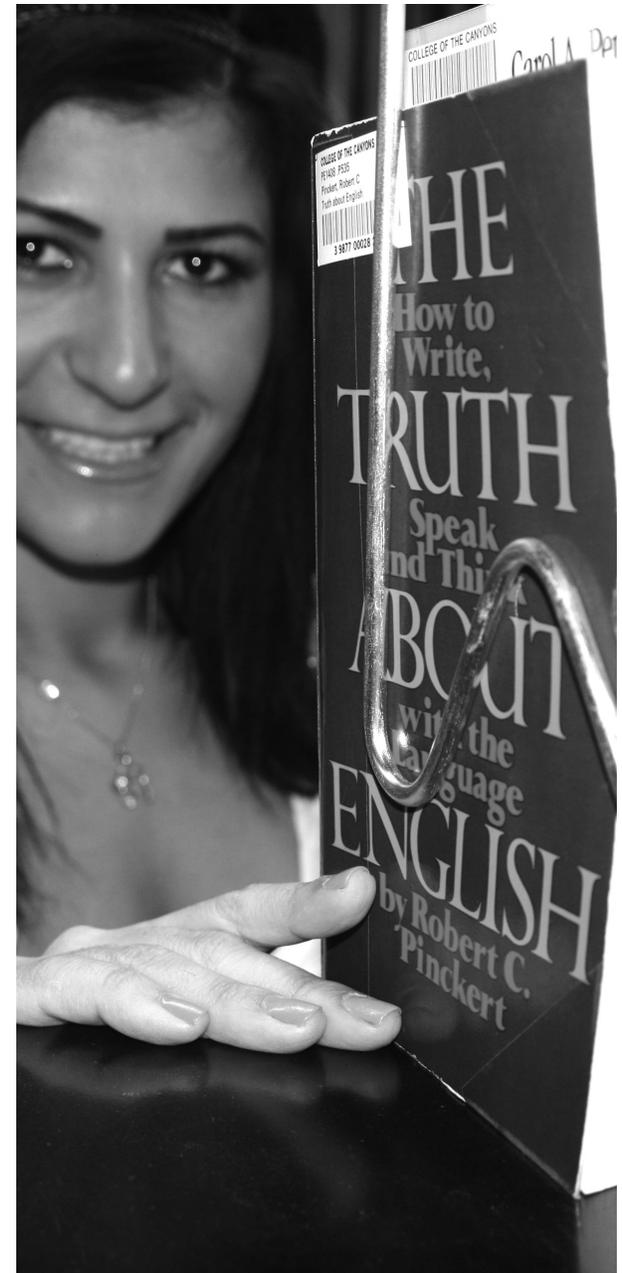
- One additional full-time faculty member with primary assignment at the Canyon Country Campus

Technology/Equipment

- Additional dry erase boards or “writeable walls” for all department classrooms at both campuses
- Smart boards for all department classrooms at both campuses
- Five to ten computers for each department classroom for student use during instructional activities
- Wireless projection capabilities for all department classrooms

Facilities

- One computer classroom at the Canyon Country Campus to keep pace with enrollment growth and allow for students to apply reading and writing concepts in class
- Updated furniture in all department classrooms at both campuses to allow for active and collaborative learning
- Expanded hours for campus computer labs to increase student access to the required technologies needed to support out-of-class assignments



ENGLISH AS A SECOND LANGUAGE (ESL)

ENGLISH AS A SECOND LANGUAGE (ESL)

School: Humanities

Andy McCutcheon, Dean

Heather Maclean, Department Chair

The ESL department supports the College’s mission by building students’ linguistic and academic skills readying them for their educational and professional goals. The department fosters local and global relationships and partnerships in fulfillment of its mission.

The ESL program offers beginning, intermediate, and advanced level courses in English as Second Language and strives to teach non-native English speakers the linguistic and sociolinguistic skills to succeed personally, professionally and academically.

The department will be working on the following initiatives over the next five years:

- Increase noncredit and/or vocational ESL (VESL) offerings at community-based locations (libraries, retail storefronts, workplaces)
- Work with the International Services and Programs (ISP) office to develop more cohort-based classes
- Provide ESL-specific professional development for both ESL and non-ESL faculty
- Examine and improve placement processes
- Increase cultural activities on campus to support the needs of ESL students

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One-two full-time faculty in noncredit ESL (possibly with a split assignment between credit and noncredit ESL)

Technology/Equipment

- Three to five computers in the department classrooms at both campuses for student use in collaborative in-class writing and research projects

Facilities

- Updated furniture for collaborative learning in classrooms at both campuses
- Access to off-campus classroom spaces either through agreements with other agencies/school districts or rented commercial space



ENGLISH AS A SECOND LANGUAGE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	9.0	14.5	19.50	4.0	2.4	4.50			
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%			
Lab	0%	0%	0%	0%	0%	0%			
Other	0%	0%	0%	0%	0%	0%			
Sections	3	11	13	1	2	3			
FTEF									
Full-Time	0.75	1.57	2.22	0.35	0.00	0.35			
Overload	0.00	0.00	0.00	0.00	0.35	0.00			
Adjunct	0.14	1.00	0.83	0.07	0.20	0.48			
Total FTEF	0.89	2.57	3.05	0.42	0.55	0.83			
Instructional Load	301	169	192	281	132	164			

FIRE TECHNOLOGY

FIRE TECHNOLOGY

**School: Mathematics, Sciences,
and Health Professions**

Omar Torres, Dean

Keith Kawamoto, Department Chair

The Fire Technology department prepares students for employment in the fire service, conforming to the recommended Uniform Fire Technology Model Curriculum approved by the Chancellor’s Office of the California Community College System. Students have the opportunity to develop knowledge, skills and abilities in a variety of classroom settings including demonstrations, field trips and scenarios focusing on practical applications of learned lessons.

In addition to providing pre-service Fire Technology students with the knowledge for a career in the fire service, the program provides in-service Fire Technology students with the knowledge to advance in their careers.



FIRE TECHNOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	36.4	34.0	34.05	11.0			7.5	7.2	10.06
FTES Percentages									
Lecture	100%	100%	100%	100%			0%	0%	0%
Lab	0%	0%	0%	0%			0%	0%	0%
Other	0%	0%	0%	0%			100%	100%	100%
Sections	9	12	12	3			2	3	4
FTEF									
Full-Time	0.80	0.80	1.80	0.00			0.00	0.00	0.00
Overload	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Adjunct	1.00	1.60	0.60	0.60			0.40	0.60	0.80
Total FTEF	1.80	2.40	2.40	0.60			0.40	0.60	0.80
Instructional Load	606	426	426	549			561	359	377

FIRE TECHNOLOGY

The department offers an Associate Degree, Fire Technology Pre-Service; an Associate Degree, Fire Technology In-Service, and a Certificate of Achievement, Fire Technology Pre-Service.

The department will be working on the following initiatives over the next five years:

- Revising the in-service degree
- Offering state fire marshal curriculum
- Exploring the ability to become a testing site for required physical ability testing for fire agencies
- Exploring the possibilities of developing a regional fire academy hosted at the College while increasing the use of the Del Valle training facility
- Increasing discipline-specific professional development opportunities

To accomplish these goals and meet enrollment

growth projections, the department will need the following:

Personnel

- One to two additional full-time faculty members

Technology/Equipment

- Instructional equipment, including self-contained breathing apparatus (SCBAs), fire-fighting tools, turnout gear, helmets, ladders, training props, and 50-pound weighted vests
- Instructional technology, including a classroom speaker system, a set of student response devices (“clickers”), and dimmers for classroom lights
- Equipment for Candidate Physical Ability Test course, including items such as hoses, a stair climber, barrels, two 24-foot aluminum ladders, ceiling breach props, a rescue mannequin, fire-fighting saws, protective

equipment, and weighted vests and shoulder weights

- A “roof prop” built from wood and trusses, designed to show firefighters the different types of roof construction and demonstrate safe ways to navigate different types of roofs

Facilities

- For the short-term, renovation of the existing Valencia Campus classroom, including expanded space, wall repair and painting, and incorporation of new technology (speaker system and lighting controls)
- For the long-term, dedicated lecture/lab classroom space at the Valencia Campus adjacent to other Public Safety departments
- Additional space for roof prop adjacent to department classrooms
- Additional space for Candidate Physical Ability Testing, either at the Valencia Campus or at the Del Valle facility



GENERAL STUDIES

GENERAL STUDIES

Division: Student Services

Michael Joslin, Division Dean

Jane Feuerhelm, Director

Please refer to the DSP&S sections of this document for planned initiatives related to General Studies courses.



GENERAL STUDIES									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	7.1	3.1	3.57						
FTES Percentages									
Lecture	7%	11%	11%						
Lab	93%	89%	89%						
Other	0%	0%	0%						
Sections	10	9	10						
FTEF									
Full-Time									
Overload									
Adjunct									
Total FTEF									
Instructional Load									

GRAPHIC AND MULTIMEDIA DESIGN (GMD)

GRAPHIC AND MULTIMEDIA DESIGN (GMD)

School: Visual and Performing Arts

Carmen Dominguez, Dean
Mark Daybell, Department Chair

The primary goal of the Graphic and Multimedia Design (GMD) department is to provide students with technological, creative and critical thinking skills required of contemporary commercial artists. For the purpose of this program, GMD is defined as the ability to perform the creative process to combine typography, graphics, sound, animation and video for the purposes of education, informing, and/or entertaining in the areas of print and screen media.

Students who obtain a certificate of achievement or an AA degree with an emphasis in Graphic or Multimedia Design have the option to transfer to four-year institutions or move directly into the work force.

The department offers an Associate Degree, Graphic and Multimedia Arts – Graphic Design, an Associate Degree, Graphic and Multimedia Arts – Multimedia; a Certificate of Achievement, Graphic and MultiMedia Arts – Graphic Design, and a Certificate of Achievement, Graphic and Multimedia Arts, Multimedia.

The department will be working on the following initiatives over the next five years:

- Developing additional curriculum, including courses with a design for social media focus and also CDCP noncredit offerings
- Revising existing curriculum to incorporate ePortfolio objectives
- Continuing and expanding off-campus exhibitions of student work and internship opportunities for students
- Expanding offerings that support skills-upgrading needs for working professionals

Initiatives specific to the Canyon Country Campus include:

- Offering a variety of courses (transfer, CTE, and noncredit) at the Canyon Country Campus

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus Personnel

- One permanent part-time lab assistant to allow for lab usage outside of classroom time
- One additional full-time faculty member with expertise in design for social media

Technology/Equipment

- Ongoing and reliable replacement of existing equipment and software upgrades to stay current with industry standards

GRAPHIC MULTIMEDIA DESIGN									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	45.4	38.4	43.59					8.4	13.92
FTES Percentages									
Lecture	35%	42%	42%					0%	0%
Lab	65%	58%	58%					0%	0%
Other	0%	0%	0%					100%	100%
Sections	12	13	15					3	5
FTEF									
Full-Time	1.46	1.60	2.20					0.20	0.60
Overload	0.40	0.33	0.33					0.40	0.00
Adjunct	1.06	1.06	0.92					0.00	0.40
Total FTEF	2.93	2.99	3.45					0.60	1.00
Instructional Load	466	385	379					418	418

**Facilities**

- Expanded TLC hours to allow students additional opportunities for tutoring and skills practice

Canyon Country Campus**Personnel**

- One permanent part-time lab assistant to allow for lab usage outside of classroom time

Technology/Equipment

- Equipment for proposed Canyon Country

- Campus classroom, including at least 25 Macintosh desktop computer stations for students, one instructor's station with Macintosh desktop computer, Adobe Creative Cloud site license, wide-screen HDMI hi-resolution projector, wide-screen projection screen, white board, critique board, laser printer, color printer, scanners, and rolling trimmer
- Ongoing and reliable replacement of existing equipment and software upgrades to stay current with industry standards

Facilities

- One Macintosh computer lab (25 stations) or a lecture/computer lab classroom to accommodate 35 students in a permanent building at the Canyon Country Campus
- Expanded TLC hours to allow students additional opportunities for tutoring and skills practice

HEALTH SCIENCE

HEALTH SCIENCE

School: Mathematics, Sciences, and Health Professions

Omar Torres, Dean

Patti Haley, Department Chair

The Health Science department includes two separate areas: courses related to health, nutrition, and health professions and the Emergency Medical Technician (EMT) program and its components. It provides courses that meet general education requirements, as well as introductory courses for students who will enter programs in health professions, such as nursing and medical assisting.

The EMT program is the second-oldest EMT Program in Los Angeles County and will celebrate its 50th anniversary in 2022. The program promotes honesty, ethics, and integrity throughout the curriculum and in daily life. It also prepares students for certification and employment as an emergency medical technician

and serves as a stepping stone to a variety of careers in emergency medical services, nursing and other health professions, military, fire and/or emergency planning/management.

The department offers a Certificate of Specialization, Emergency Medical Technician I. The department will be working on the following initiatives over the next five years:

- Developing a certificate and Associate Degree for Transfer in Health Science
- Developing online and hybrid courses in Health Science
- Collaborating with the Veteran’s Office for recruitment to enhance enrollment
- Collaborating with other related departments to create a certificate and Associate Degree in Emergency Management

To accomplish these goals and meet enrollment growth projections, the department will need the following:



HEALTH SCIENCE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	55.3	80.9	91.91	11.3					
FTES Percentages									
Lecture	100%	100%	100%	100%					
Lab	0%	0%	0%	0%					
Other	0%	0%	0%	0%					
Sections	42	50	57	17	20	24	5	13	18
FTEF									
Full-Time	0.61	0.57	1.57	0.00					
Overload	0.53	0.70	0.70	0.00					
Adjunct	1.57	3.56	3.13	0.60					
Total FTEF	2.71	4.83	5.40	0.60					
Instructional Load	612	503	511	565					

**Personnel**

- One full-time instructional lab technician at the Valencia campus
- One additional full-time faculty member at the Valencia campus

Technology/Equipment

- Replacement of equipment as needed to maintain currency and meet equipment requirements as mandated by the Los Angeles County EMS agency

- One locking file cabinet and one locking cabinet for each department classroom at the Valencia campus for instructor materials and props
- An Extrication Training System

Facilities

- Two dedicated EMT skills labs at the Valencia Campus adjacent to other Public Safety departments
- One emergency management skills lab

- with the ability to set it up as an emergency operations center at the Valencia Campus adjacent to other Public Safety departments
- Three lecture classrooms at the Valencia Campus adjacent to other Public Safety departments
- Access to a computerized testing center for EMT certifications

HISTORY

HISTORY**School: Social and Behavioral Sciences**

Paul Wickline, Dean

Sherrill Pennington, Department Chair

The History department offers a broad range of classes that examine the cultures, political institutions, social practices, and landmark events of people around the globe. History students are taught communication, critical thinking, and writing skills, which prepare them for further education and for success in the workplace. Their appreciation of diversity, and of the importance of civic engagement, prompts them to exercise their rights as voters and advocates for social change.

In a broad sense, history is the study and record of all human experience. It examines people, institutions, ideas and events through the past, develops cultural literacy, critical thinking and other useful skills while helping to plan for the

future. By having knowledge of the origins and people of the past we are able to obtain a better understanding of ourselves as individuals and as a society. History provides a solid fundamental preparation for careers in business, industry, government, journalism, museum curatorship, and education. It also serves as a preparation for law school, foreign service, international work, urban affairs, and library science.

The department offers an Associate Degree, History and an Associate Degree for Transfer, History.

The department will be working on the following initiatives over the next five years:

- Improving student success rates through continuing to develop supplemental learning options for students (“The Historian’s Craft” workshop series, study jams, tutoring, history reading group) and providing

- teaching-focused professional development
- Increasing opportunities for faculty to participate in discipline-specific professional development at conferences and other locations to foster content expertise
- Fostering civic engagement through continuing to develop the history lecture series, working with students in election periods to encourage registration and participation in the election process, and supporting national observations such as Black History Month and Women’s History Month
- Developing a graduate-student mentoring program to develop new teachers who can also serve as additional resources for students in supplemental learning programs
- Developing additional curriculum including World History II, African American history classes, British history, history of the West, African history, and presidential history

HISTORY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	142.8	176.2	200.14	57.6	63.5	76.14	16.2	37.3	52.22
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	42	50	57	17	20	24	5	13	18
FTEF									
Full-Time	4.90	4.80	5.80	0.20	0.60	1.60	0.20	0.20	0.28
Overload	1.40	0.80	0.91	0.20	0.00	0.00	0.40	0.40	0.55
Adjunct	1.91	4.40	4.69	2.95	3.20	2.96	0.40	2.00	2.77
Total FTEF	8.21	10.00	11.40	3.35	3.80	4.56	1.00	2.60	3.60
Instructional Load	522	529	527	516	501	501	487	430	435

HISTORY

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- Two full-time faculty members to provide stable staffing and support student success initiatives

Technology/Equipment

- VCRs re-installed in classrooms at both campuses to allow the showing of materials not available in DVD format

Facilities

- At least one more dedicated classroom at the Valencia Campus to support enrollment growth
- White board replacement in BONH-305 at the Valencia Campus



HOTEL AND RESTAURANT MANAGEMENT

HOTEL AND RESTAURANT MANAGEMENT**School: Business**

Russell Waldon, Dean

Kevin Anthony, Department Chair

The Hotel and Restaurant Management department prepares students for entry-level management positions in the growing hospitality industry. The primary mission of the program is for students to develop into managers with the ability to solve problems, analyze operations, be operationally proficient, communicate effectively in a successful service-based enterprise, and foster entrepreneurial development. The program fulfills this mission with a threefold approach: designing an industry-relevant curriculum, strengthening relationships with local industry representatives and attracting current hospitality employees into the program.

Course offerings place a high premium on the bookkeeping and accounting procedures that

are required to successfully analyze the business performance of hospitality entities. The classes also strongly emphasize writing skills and development in essential management skills, such as team building, customer service, business culture development, decision-making, and creating or enhancing the experience component of the product offerings.

Recently, department members have accompanied and directed study abroad programs to South America, Central America, and Europe.

These study abroad offerings have become an opportunity for students to be challenged by issues of global responsibility.

The department offers an Associate Degree, Hotel and Restaurant Management, an Associate Degree, Hotel Management, and an Associate Degree, Restaurant Management.

The department will be working on the following initiatives over the next five years:

- Developing real-world experiential learning opportunities for students
- Developing a customer service academy – soft skills and technology (retail, restaurants, and other service-related industries) with a mix of credit, noncredit, Canyons Extension, and ETI training curriculum

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Technology/Equipment

- Classroom and other equipment for off-campus facility

Facilities

- Reliable access to a shared computer classroom with traditional rows at the Valencia Campus
- Access to off-campus professional office and hospitality space within the business core for customer service academy and internship program

HOTEL RESTAURANT MANAGEMENT									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	18.1	11.2	12.71					1.7	2.45
FTES Percentages									
Lecture	100%	100%	100%					0%	0%
Lab	0%	0%	0%					0%	0%
Other	0%	0%	0%					100%	100%
Sections	5	5	6					1	1
FTEF									
Full-Time	0.80	0.80	0.96					0.00	0.00
Overload	0.17	0.20	0.24					0.20	0.20
Adjunct	0.00	0.00	0.00					0.00	0.00
Total FTEF	0.97	1.00	1.20					0.20	0.20
Instructional Load	563	336	318					262	367

HUMANITIES

HUMANITIES

School: Humanities

Andy McCutcheon, Dean
Adam Kaiserman, Faculty Coordinator

The goal of the Humanities program is to provide students with an overview of the humanities and to prepare them to major in a humanistic discipline. Humanities courses focus on artifacts of cultural production from around the world and develop students' competencies in a number of different humanistic fields. By design, the program's courses embrace diversity, supports the development of global responsibility, and engages students in scholarly inquiry and the application of knowledge.

The Humanities courses meet general education requirements and provide students with a critical understanding of the various forms of human expression such as history, literature, philosophy, and the visual arts.

The program will be working on the following initiatives over the next five years:

- Integrating the Humanities classes within the College's department structure
- Exploring ways to improve student retention, success, and Student Learning Outcomes achievement
- Developing a redesigned Humanities major aligned with CSU Humanities degrees

To accomplish these goals and meet enrollment growth projections, the program will need the following:

Personnel

- One full-time faculty member with partial load in Humanities and partial load in one of the constituent disciplines (History, Art, Philosophy, Modern Languages or English)

Technology/Equipment

- Add ARTSTOR to library subscription databases to better support student research needs

Facilities

- Updated furniture for collaborative learning at both campuses



HUMANITIES									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	2.4	13.7	13.70			2.7		3.0	4.22
FTES Percentages									
Lecture	100%	100%	100%			100%		0%	0%
Lab	0%	0%	0%			0%		0%	0%
Other	0%	0%	0%			0%		100%	100%
Sections	1	5	5			1		1	1
FTEF									
Full-Time	0.20	0.40	0.60			0.00		0.00	0.00
Overload	0.00	0.00	0.00			0.00		0.20	0.20
Adjunct	0.00	0.60	0.40			0.20		0.00	0.00
Total FTEF	0.20	1.00	1.00			0.20		0.20	0.20
Instructional Load	357	412	411			411		452	632

INSTRUCTIONAL SERVICE AGREEMENTS (ISA)

INSTRUCTIONAL SERVICE AGREEMENTS (ISA)**School: Academic Affairs**

Audrey Green, Associate Vice President

The goal of the Instructional Service Agreements program is to offer credit courses that fulfill training and educational needs for public safety employees through collaborative partnerships with Los Angeles (LA) County agencies providing public safety. Current affiliate partners include: LA County Fire, LA County Sherriff, and LA County Lifeguards.

The mission of the ISA program is to mutually benefit members of the public who receive services provided by the public safety responders who have advanced their knowledge and skills through

ISA offerings, public safety employees who gain knowledge, skills, and college credit through this program, and College of the Canyons and its partner agencies who are able through this program to garner resources needed to develop new and maintain existing instructional programs.

The program will be working on the following initiatives over the next five years:

- Expanding online offerings through Canvas
- Continuing to refine processes for curriculum approval and coordination with the partner agencies
- Examining the potential for offering additional credit courses at the Del Valle Regional Training Center

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- Continued staff time to coordinate with partner agencies

Technology/Equipment

- Continued access to a learning management system, such as Canvas

Facilities

- No specific needs identified at this time



KINESIOLOGY/PHYSICAL EDUCATION

KINESIOLOGY/PHYSICAL EDUCATION**School: Kinesiology and Athletics**

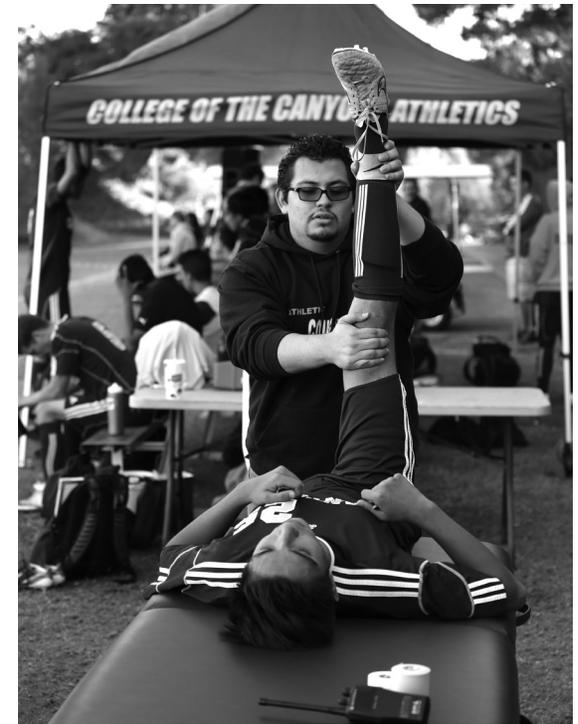
Chuck Lyon, Dean

Howard Fisher, Department Chair

The Kinesiology/Physical Education Department (KPE) offers a variety of activity, theory, and intercollegiate athletics classes, along with courses to support the Sports Medicine and Recreation Management degrees. The activity courses include a wide variety of movement courses designed to meet general education requirements and to help students develop the physical activity skills, knowledge, and fitness necessary for lifetime wellness. The theory and intercollegiate athletics courses provide theoretical contexts, skill development, and off-season conditioning for students participating in competitive sports teams. The Sports Medicine program prepares students to apply appropriate procedures in the recognition, prevention, care, and rehabilitation of athletic-related injuries.

The Recreation Management program aims to provide students the foundational skills necessary for entry level employment in the recreation and leisure industry and to support students in their academic goals of earning an A. A. degree in Recreation Management or meeting the transfer requirements for related bachelor degree programs. Course work includes courses on recreation and contemporary society, outdoor recreation, therapeutic recreation for special populations, and planning programs and events. Ongoing relationships with local agencies such as the City of Santa Clarita Parks and Recreation and Southern California Special Olympics expand the learning opportunities for the students.

The department offers an Associate Degree, Physical Education-Kinesiology, an Associate Degree-Recreation Management, an Associate Degree for Transfer-Kinesiology, an Associate Degree, Sports Medicine, and a Certificate of Specialization, Personal Training.



PHYSICAL EDUCATION									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	363.2	269.4	306.01	11.1	18.5	22.15	17.9	35.7	49.91
FTES Percentages									
Lecture	19%	22%	22%	73%	100%	100%	0%	0%	0%
Lab	81%	76%	76%	27%	0%	0%	0%	0%	0%
Other	0%	2%	2%	0%	0%	0%	100%	100%	100%
Sections	86	98	111	3	5	6	5	11	15
FTEF									
Full-Time	8.51	6.35	7.35	0.20	0.20	0.80	0.20	1.40	1.91
Overload	2.00	4.38	4.38	0.20	0.20	0.00	0.80	0.60	0.82
Adjunct	5.17	6.30	7.55	0.13	0.60	0.40	0.00	0.20	0.27
Total FTEF	15.68	17.03	19.28	0.53	1.00	1.20	1.00	2.20	3.00
Instructional Load	695	475	476	624	554	554	536	486	499

KINESIOLOGY/PHYSICAL EDUCATION

The department will be working on the following initiatives over the next five years:

- Developing additional curriculum and areas of specialization within the KPE major to provide students with better preparation and options for transfer
- Upgrading the equipment in the Fitness Center and Weight Room at the Valencia Campus and continuing to stay current with maintenance needs to ensure the safety of students and staff
- Increasing the level of offerings to support majors and promote lifelong good physical health for the community

Initiatives specific to the Canyon Country Campus include:

- Creating a Fitness Center at the Canyon Country Campus similar to the one that exists at the Valencia Campus



RECREATION									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	5.9	2.3	2.59				3.4	4.1	5.71
FTES Percentages									
Lecture	100%	100%	100%				0%	0%	0%
Lab	0%	0%	0%				0%	0%	0%
Other	0%	0%	0%				100%	100%	100%
Sections	2	1	1				1	2	3
FTEF									
Full-Time	0.40	0.20	0.20				0.20	0.40	0.60
Overload	0.00	0.00	0.00				0.00	0.00	0.00
Adjunct	0.00	0.00	0.00				0.00	0.00	0.00
Total FTEF	0.40	0.20	0.20				0.20	0.40	0.60
Instructional Load	443	342	388				510	306	286

KINESIOLOGY/PHYSICAL EDUCATION

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus**Personnel**

- One part-time instructional lab technician to meet the maintenance and sanitation needs of the Fitness Center (WPEK-202) and Weight Room (WPEK-14) at the Valencia Campus
- One to two full-time faculty members, one with the ability to coach at least one area of women's sports, and the other with a possible split assignment between the Canyon Country Campus and Valencia Campus

Technology/Equipment

- Instructor station and related equipment to convert WPEK-108 and WPEK-13B to "smart classrooms"
- Replacement and maintenance of equipment in the Fitness Center and Weight Room

Facilities

- Replace the gym floor in the WPEK building at the Valencia Campus
- Remodel WPEK-13B at the Valencia Campus, adding appropriate classroom furniture to create additional classroom space

Canyon Country Campus**Personnel**

- Part-time staffing for the planned Fitness Center at the Canyon Country Campus

Technology/Equipment

- Equipment for planned Fitness Center at the Canyon Country Campus

Facilities

- Approximately 4,000 square feet in a permanent building at the Canyon Country Campus to create a Fitness Center parallel to the one at the Valencia Campus



LIBRARY MEDIA TECHNOLOGY

LIBRARY MEDIA TECHNOLOGY

James Glapa-Grossklag, Dean
 Peter Hepburn, Librarian

Please refer to the Library section on page 260 of the Administrative Units.



LIBRARY/MEDIA TECHNOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES								1.1	1.5
FTES Percentages									
Lecture								0%	0%
Lab								0%	0%
Other								100%	100%
Sections								1	1
FTEF									
Full-Time									
Overload									
Adjunct									
Total FTEF									
Instructional Load									

MANUFACTURING TECHNOLOGIES

MANUFACTURING TECHNOLOGIES**School: Applied Technologies**

Ronald McFarland, Dean

The Manufacturing Technology program provides theoretical instruction and hands-on experience to help students develop an understanding of manufacturing processes as, well as valuable applied skills that are required by today's employers in the automotive, aerospace, welding, and manufacturing industries.

The program is a key aspect of the system-wide Career Pathways Trust Grant and is designed to prepare students for entry-level positions in a manufacturing environment. Classes are designed for first-time college students, re-entry students, and current industry employees requiring skill enhancement or upgrade training.

The program offers Certificates of Specialization in Automated Machining, Manufacturing Technology – CAD/CAM, Manufacturing Technology – CATIA, and Machining/CNC.

The program will be working on the following initiatives over the next five years:

- Exploring options for co-locating Welding and Manufacturing
- Developing Makerspace options in conjunction with this program
- Pursuing additional integrations and coordination between this program and Fast Track Offerings
- Expanding program offerings to meet community and labor market needs
- To accomplish these goals and meet enrollment growth projections, the program will need the following:

Canyon Country Campus***Personnel***

- One full-time faculty member at the Canyon Country Campus once instructional space is available there
- One full-time classified instructional lab technician at the Canyon Country Campus once instructional space is available there

Technology/Equipment

- Equipment for Canyon Country Campus facility, including CNC mills, CNC lathes, 5-axis and 3-axis lathes
- Design software
- High-end 3-D printers

Facilities

- Approximately 10,000 square feet of instructional space with 30-foot ceilings at the Canyon Country Campus

MANUFACTURING TECHNOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	8.9	11.7	13.32						
FTES Percentages									
Lecture	100%	51%	51%						
Lab	0%	49%	49%						
Other	0%	0%	0%						
Sections	5	5	6						
FTEF									
Full-Time	0.00	0.00	0.00						
Overload	0.00	0.00	0.00						
Adjunct	0.80	1.26	1.52						
Total FTEF	0.80	1.26	1.52						
Instructional Load	334	278	263						

MATHEMATICS

MATHEMATICS

School: Mathematics, Sciences, and Health Professions

Omar Torres, Dean

Saburo Matsumoto, Department Chair

The Mathematics Department seeks to help students master not only the essential mathematics skills necessary for everyday life, but also the conceptual understanding of mathematical structures all around us, such as relations, functions, sets, spaces, probability, statistics, and their ramifications. It seeks to accomplish this through state-of-the-art instruction, the use of appropriate technology, and frequent communication with colleagues, as well as local schools and colleges. Curriculum offered includes non-credit arithmetic through credit pre-algebra, algebra, statistics, calculus, linear algebra, and differential equations.



The Mathematics Department embraces diversity and encourages students to engage in creative and scholarly inquiry and to apply knowledge to solve real-life problems. The department also facilitates the transfer of students in all disciplines, particularly those in mathematics, engineering, computer science, physics, and other sciences. It has also created a developmental pre-statistics pathway for non-STEM majors looking to complete general education requirements in mathematics.

The department offers an Associate Degree, Mathematics and an Associate Degree for Transfer, Mathematics.

The department will be working on the following initiatives over the next five years:

- Increasing transfer-level placements and reducing disproportionate impacts by improving the placement/assessment process

MATHEMATICS									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	690.7	744.5	845.73	206.1	215.3	258.42			
FTES Percentages									
Lecture	100%	97%	97%	100%	98%	98%			
Lab	0%	0%	0%	0%	0%	0%			
Other	0%	3%	3%	0%	2%	2%			
Sections	113	130	148	36	37	44			
FTEF									
Full-Time	17.72	13.35	16.35	2.00	2.33	4.33			
Overload	2.26	2.03	2.31	0.00	0.53	0.63			
Adjunct	17.12	27.10	29.71	9.79	9.32	9.53			
Total FTEF	37.09	42.49	48.37	11.79	12.19	14.49			
Instructional Load	559	526	525	525	530	535			

MATHEMATICS

- Increasing transfer-level statistics and introductory calculus offerings at both campuses
- Attracting, hiring, and retaining well-qualified full-time and adjunct faculty to meet department staffing needs
- Increasing faculty access to discipline-specific professional development opportunities, including off-campus workshops and conferences
- Continuing to develop alternative delivery options, including noncredit, short-term scheduling (such as PAL), self-paced instruction, and the continued development of open educational resources (OER) while exploring new technologies appropriate for classroom instruction

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus***Personnel***

- Four full-time faculty, with at least two having expertise and experience teaching statistics
- One full-time faculty shared with TLC to support and improve tutoring and supplemental learning services in mathematics

Technology/Equipment

- Wireless projectors in all department classrooms to facilitate visual, dynamic demonstrations of mathematical concepts
- Computers for additional computer classrooms
- Increased access to software, such as Mathematica and statistical programs, for both full-time and adjunct instructors

Facilities

- Three additional computer classrooms at the Valencia campus to support expansion of pre-statistics and statistics offerings

Canyon Country Campus***Personnel***

- Included in Valencia Campus needs

Technology/Equipment

- Wireless projectors in all department classrooms to facilitate visual, dynamic demonstrations of mathematical concepts

- Computers for additional computer classrooms
- Increased access to software, such as Mathematica and statistical programs, for both fulltime and adjunct instructors

Facilities

- Two additional computer classrooms at the Canyon Country Campus to support expansion of pre-statistics and statistics offerings
- Access to expanded hours for tutoring and test proctoring services at the Canyon Country Campus



MEDIA ENTERTAINMENT ARTS (MEA)

MEDIA ENTERTAINMENT ARTS (MEA)

School: Visual and Performing Arts

Carmen Dominguez, Dean

Jeffrey Baker, Department Chair

The Media Entertainment Arts (MEA) department's programs engage students in rigorous, interdisciplinary, and collaborative learning opportunities, with curricula that are aligned with certified statewide Career Technical Education pathways. Students develop contextualized professional skills through the production of media that engage multiple disciplines, through inter-segmental collaborations, and through the support of educational industry partnerships. Successful students participate in mentored apprenticeship, internship, and portfolio preparation, with the possibility of pursuing transfer to four-year baccalaureate programs in top media, animation, filmmaking, and journalism schools and universities.

Core skills in MEA include the study and application of foundation media arts and technologies, media writing and oral communication, understanding media theory and aesthetics, and knowledge of the history of mass communication. Applied sequential skills training include: media writing and production planning; technical proficiency in non-linear acquisition, editing, and design; and authoring of media communications in specific MEA disciplines. Capstone proficiencies and knowledge include: digital media management and distribution, advanced media production/application (thesis project), workforce/project-based learning (internship/apprenticeship), and additional workforce preparation through professional practices and portfolio development.

The department offers an Associate Degree, Animation Production; an Associate Degree, Computer Animation; an Associate Degree,



MEDIA ENTERTAINMENT ARTS									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	89.0	97.8	131.56	10.4	3.8	4.58	4.6	3.5	4.90
FTES Percentages									
Lecture	100%	58%	58%	100%	100%	100%	0%	0%	0%
Lab	0%	42%	42%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	25	29	39	3	2	2	1	1	1
FTEF									
Full-Time	2.16	2.56	3.56	0.00	0.00	0.00	0.00	0.20	0.20
Overload	0.17	0.17	0.17	0.00	0.00	0.00	0.00	0.00	0.00
Adjunct	2.93	3.59	4.77	0.60	0.40	0.40	0.20	0.00	0.00
Total FTEF	5.26	6.32	8.50	0.60	0.40	0.40	0.20	0.20	0.20
Instructional Load	508	464	464	518	286	343	685	525	734

MEDIA ENTERTAINMENT ARTS (MEA)

Sound Arts; an Associate Degree, New Media Journalism; an Associate Degree, Filmmaking; and an Associate Degree for Transfer, Journalism. It also offers a Certificate of Achievement, Animation Production; a Certificate of Achievement, Computer Animation; a Certificate of Achievement, Video Game Animation; and a Certificate of Specialization, News Reporting and Anchoring.

The department will be working on the following initiatives over the next five years:

- Hosting a webcasting radio station staffed by students
- Bringing the Cougar News production and delivery/broadcasting services onto the college campus
- Creating a credit videogame program centered on Virtual Realty development.

- Developing CDCP noncredit curriculum in multiple department disciplines

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One additional full-time faculty member at the Valencia Campus
- One full-time classified instructional lab tech at the Valencia Campus to support animation offerings
- Additional part-time instructional lab technicians to support other department lab offerings

Technology/Equipment

- Additional instructional equipment at the Valencia Campus, including state-of-the-art high definition camera equipment, editing

software and computers, as well as equipment for a high definition presentation theater

- Computers for filmmaking and animation lecture/lab classroom at the Valencia Campus
- Ongoing replacement and upgrades to equipment at the Valencia Campus on a regular schedule to keep pace with industry advances

Facilities

- Dedicated space for Cougar News at the Valencia Campus adjacent to other MEA facilities
- One additional lecture/lab classroom at the Valencia Campus for filmmaking/production
- One additional lecture/lab classroom at the Valencia Campus for Animation
- One additional large classroom at the Valencia Campus designed for high-definition sound/video presentations



MEDICAL LABORATORY TECHNOLOGY (MLT)

MEDICAL LABORATORY TECHNOLOGY (MLT)

School: Mathematics, Sciences, and Health Professions

Omar Torres, Dean

Hencelyn Chu, Department Chair

The Medical Laboratory Technology (MLT) program prepares students to become entry-level medical laboratory technicians by developing technical competencies and workforce skills that comply with accreditation and industry standards. This program incorporates knowledge from the behavioral, biological and physical sciences to prepare students to work in clinical laboratories, industry and biotechnology.

The MLT curriculum, an integration of classroom lectures, student laboratories and clinical training, fosters development of analytical and problem-solving skills required in this profession.

The students will be able to perform the skills necessary to provide accurate information on lab results for patients or for biotechnology and to participate fully as a member of the healthcare team.

The department offers an Associate Degree, Medical Laboratory Technician.

The department will be working on the following initiatives over the next five years:

- Continuing to expand the program as appropriate instructional space allows
- Increasing the pipeline programs for MLT, including PAL-style offerings of prerequisite courses and concurrent enrollment opportunities
- Exploring alternatives in teaching modalities to meet the needs of current and future students

- Increasing clinical training site capacities
- Creating a pipeline for MLT students to transition into Clinical Lab Scientist programs

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One additional full-time faculty member when demand warrants
- One full-time instructional lab assistant (currently a 47.5 percent position)
- One fulltime classified clinical site coordinator
- Part-time clinical preceptors for larger off-campus sites

Technology/Equipment

- Chemistry immunoassay analyzers, hematology analyzers, blood bank MTS gel system, coagulation analyzers, and other

MEDICAL LABORATORY TECHNICIAN									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	1.8	18.0	20.45						
FTES Percentages									
Lecture	83%	21%	21%						
Lab	17%	79%	79%						
Other	0%	0%	0%						
Sections	5	10	11						
FTEF									
Full-Time	0.00	0.83	0.83						
Overload	0.00	0.00	0.00						
Adjunct	0.43	0.32	0.44						
Total FTEF	0.43	1.15	1.27						
Instructional Load	124	469	484						

MEDICAL LABORATORY TECHNOLOGY (MLT)

- specialized clinical laboratory equipment
- Additional equipment for the state of the art BSL-2 simulated clinical laboratory
- Simulated laboratory information systems (LIS)
- Additional biohazard safety cabinet
- New refrigerators and -20C Freezers
- Two autoclaves
- Additional incubators, including a CO2 injected incubator.
- Updated multimedia materials, including board exam review materials

Facilities

- Expanded dedicated classroom and laboratory space that includes prep space, autoclave space, and refrigerator space, and is adjacent to classrooms of other health professions departments



MODERN LANGUAGES

MODERN LANGUAGES**School: Humanities**

Andy McCutcheon, Dean

Claudia Acosta, Department Chair

The department of Modern Languages develops students' linguistic and cultural proficiency in Chinese, Italian, French, German, and Spanish within an interdisciplinary and global context. The department is committed to providing quality language instruction based on recognized national standards and contributing actively to cross-disciplinary international initiatives on campus.

Learning languages other than English provides students a competitive edge in the global workforce, provides a greater understanding of the world, and benefits basic skill development. From a vocational standpoint, the program prepares students for careers in translation and interpretation, business, commerce, and foreign-language-based research. Courses in

this department also meet general education requirements and prepare students to transfer to four-year colleges and universities.

The department offers an Associate Degree, French and an Associate Degree, Spanish. The department will be working on the following initiatives over the next five years:

- Continuing to expand the program and adding first-year classes in two new languages (Japanese and Portuguese)
- Increasing cultural events to support the linguistic and cultural needs of language students
- Exploring the possibility of a new program to prepare students for careers in translation/interpretation
- Developing a specialized language lab to meet the needs of language and translation/interpretation students that includes technology (computers, iPads, audiovisual

equipment) and also collaborative spaces for students to practice language skills and to conduct testing for certification in language proficiency

- Providing coursework and other educational opportunities that meet the needs of the increasing number of heritage learners of Spanish

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One or two full-time faculty in Spanish that can also teach a second Romance language
- One full-time classified instructional lab technician to support language lab

Technology/Equipment

- Computers and other technology for language lab

MODERN LANGUAGE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	78.1	103.6	107.19	18.1	23.8	23.83			17.9
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%			
Lab	0%	0%	0%	0%	0%	0%			
Other	0%	0%	0%	0%	0%	0%			
Sections	20	29	30	5	7	7			5
FTEF									
Full-Time	2.86	2.66	3.16	0.00	0.00	0.50			
Overload	0.00	0.27	0.27	0.00	0.00	0.00			
Adjunct	2.53	4.61	4.37	1.33	1.86	1.36			1.30
Total FTEF	5.39	7.54	7.80	1.33	1.86	1.86			1.30
Instructional Load	435	413	412	408	384	384			412

MODERN LANGUAGES

Facilities

- Access to a classroom in a permanent building at the Canyon Country Campus for improved acoustics
- Updated furniture for collaborative learning in the department classrooms at both campuses
- Specialized classroom at the Valencia campus for interpretation classes (audiovisual equipment with separate sound-controlled spaces for practice – like cubicles/workstations)
- Classroom-sized space for language lab at the Valencia Campus



MUSIC

MUSIC

School: Visual and Performing Arts

Carmen Dominguez, Dean

Bernardo Feldman, Department Chair

The Music Department strives to offer a comprehensive program to give music students the ability to develop an individualistic artistic voice through the exposure to the rigors of traditional and new trends in music theory, musicianship, performance, composition, and musical production in order to be able to succeed, both academically and professionally.

Through a comprehensive curriculum that encompasses theoretical, as well as practical subject matter, music majors are guided toward the mastering of a variety of musical skills that will enable them to favorably compete and to integrate themselves into the workforce as vital players.

The department offers an Associate Degree, Music – Composition; an Associate Degree, Music –



©2016 Monterey Jazz Festival / Cole Thompson

Concert Performance; an Associate Degree, Music – Guitar Performance; an Associate Degree, Music – Jazz Performance; an Associate Degree, Music – Voice Performance; and an Associate Degree for Transfer, Music.

The department will be working on the following initiatives over the next five years:

- Exploring the development of a commercial music program
- Continuing to develop collaborations with MEA, including music for video game development
- Continuing to develop the instrumental music program, including symphony, wind ensembles, and ensembles in other musical styles
- Developing additional curriculum in collaboration with other departments to maintain currency with industry standards that use digital media platforms and technologies

MUSIC									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	118.4	78.3	93.63	10.2	9.5	11.44	14.0	13.4	26.81
FTES Percentages									
Lecture	72%	48%	48%	100%	100%	100%	0%	0%	0%
Lab	25%	52%	52%	0%	0%	0%	0%	0%	0%
Other	2%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	49	46	55	3	4	5	4	5	10
FTEF									
Full-Time	3.72	3.66	5.06	0.20	0.00	0.60	0.60	0.00	0.00
Overload	0.67	0.13	0.13	0.00	0.00	0.00	0.20	0.60	0.60
Adjunct	3.26	3.66	3.72	0.40	0.80	0.40	0.00	0.40	1.40
Total FTEF	7.65	7.45	8.91	0.60	0.80	1.00	0.80	1.00	2.00
Instructional Load	465	316	315	508	357	343	525	402	402

MUSIC

- To accomplish these goals and meet enrollment growth projections, the department will need the following:

**Valencia Campus
Personnel**

- Two additional full-time faculty members, one as a commercial music specialist and one specializing in ensembles
- One full-time instructional lab technician
- Additional part-time staffing to support lab offerings

Technology/Equipment

- Mobile recording equipment

Facilities

- Modernization for Valencia Campus classrooms and rehearsal rooms to improve acoustics and sound dampening, and to allow for secure equipment storage

**Canyon Country Campus
Personnel**

- Included in Valencia Campus needs

Technology/Equipment

- Equipment for proposed recording studio at the Canyon Country Campus, including sound and mixing boards and a PA system
- Acoustic and digital pianos for the Canyon Country Campus program

- Music stands and chairs for Canyon Country Campus classrooms and rehearsal rooms
- Mobile recording equipment

Facilities

- One state-of-the-art recording studio at the Canyon Country Campus with appropriate sound dampening, control booth and recording area
- Two rehearsal rooms and two classrooms at the Canyon Country Campus, both with appropriate sound proofing
- Access to performance space at the Canyon Country Campus that seats approximately 275 people and has wingspace, flyspace, dressing rooms, and a box office



NURSING

NURSING

**School: Mathematics, Sciences,
and Health Professions**

Omar Torres, Dean

Tina Waller, Department Chair

The mission of the Nursing Department is to provide relevant quality nursing education at the lower division level in order to meet the ongoing needs of the professional nursing workforce. The program adjusts continually to changes within the body of nursing knowledge, as well as changes in the health care system, to prepare entry-level professionals to work in acute care settings. The faculty strive to meet the educational needs of students with diverse backgrounds and learning styles while facilitating life-long learning and the pursuit of advanced educational goals. The department also develops strong partnerships with local four-year institutions to provide academic pathways for students.

**NURSING**

	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	161.8	145.8	148.60						
FTES Percentages									
Lecture	43%	31%	31%						
Lab	57%	69%	69%						
Other	0%	0%	0%						
Sections	55	52	53						
FTEF									
Full-Time	9.89	10.35	13.35						
Overload	0.00	0.00	0.00						
Adjunct	10.45	8.88	6.24						
Total FTEF	20.34	19.22	19.59						
Instructional Load	239	228	228						

NURSING

Nursing science is an art and science incorporating knowledge from the behavioral, biological, and physical sciences. It has a holistic concept of health in which the physical, emotional, psychological, intellectual, social, and spiritual aspects of human functioning are interrelated, interdependent, and of equal importance. Keeping these principles in mind, the Nursing program provides education that prepares students to practice as providers of care, managers of care, and members of the nursing profession, meeting the needs of the healthcare community.

The department offers an Associate Degree, Nursing – Registered Nurse; and Associate Degree, Nursing – Career Ladder LVN to RN; and a Certificate of Specialization, Certified Nursing Assistant.

The department will be working on the following initiatives over the next five years:

- Increasing the number of CNA to ADN and ADN to BSN concurrent enrollment options for students
- Increasing teaching-focused professional development opportunities for part-time faculty
- Further developing partnerships with external stakeholders
- Continuing to explore alternative pedagogical approaches to teaching nursing and providing clinical experiences
- Developing a program for new graduates to assist them as they transition into the workforce

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

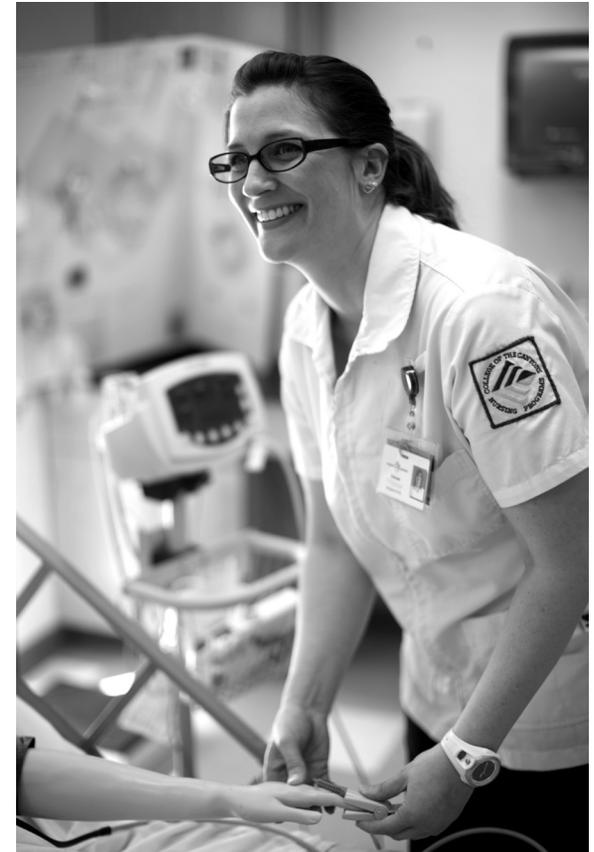
- Three additional full-time faculty to maintain compliance with Board of Registered Nursing (BRN) requirements
- One additional full-time faculty coordinator for simulation labs (currently grant-funded for one semester at 47.5 percent)
- One full-time classified coordinator for skills lab

Technology/Equipment

- Additional equipment for simulation lab
- Equipment for additional labs
- Additional simulation carts
- Regular and reliable equipment maintenance and repair

Facilities

- Three additional lab classrooms and two additional lecture classrooms at the Valencia Campus adjacent to current classrooms and also adjacent to the classrooms of other departments who teach in health professions disciplines to allow for increased interaction and synergies between faculty and students
- Additional student study spaces with computers at the Valencia Campus adjacent to nursing classrooms to support collaborative study opportunities



PARALEGAL STUDIES

PARALEGAL STUDIES**School: Business**

Russell Waldon, Dean

Nicole Faudree, Department Chair

The Paralegal Studies program prepares students for positions as paralegals in order to improve the accessibility, quality, and affordability of legal services available. Students who successfully complete the Paralegal Studies program by obtaining an associate degree have a broad-based understanding of the American legal system and the role of the paralegal in that legal system; the legal theoretical background needed to perform paralegal tasks in substantive areas of law and legal specialties; the knowledge of procedural law emphasizing the paralegal's role in litigation, mediation, and arbitration; the skills in areas including investigation, legal research, conducting an interview, and written and oral communications; the ability to ethically serve the public and the legal system; and the tools needed

to become contributing members of the legal profession.

Upon graduation, students will be able to demonstrate proficiency in the core skills and knowledge required for employment as a paralegal. Successful paralegals have excellent organizational skills and the ability to perform complex, detailed work quickly and accurately, as well as the ability to work well under pressure. Examples of tasks commonly delegated to paralegals include performing legal and public records research, obtaining and organizing evidence, interviewing clients and witnesses, conducting legal research, and drafting legal documents.

The department offers an Associate Degree, Paralegal Studies.



PARALEGAL									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	13.5	25.3	34.48	7.3	7.5	12.56			
FTES Percentages									
Lecture	100%	72%	72%	100%	66%	66%			
Lab	0%	8%	8%	0%	0%	0%			
Other	0%	19%	19%	0%	34%	34%			
Sections	5	11	15	2	3	5			
FTEF									
Full-Time	0.40	0.40	1.40	0.20	0.00	0.00			
Overload	0.27	0.00	0.00	0.00	0.00	0.00			
Adjunct	0.20	1.60	1.32	0.20	0.60	1.00			
Total FTEF	0.87	2.00	2.72	0.40	0.60	1.00			
Instructional Load	467	380	380	544	377	377			

PARALEGAL STUDIES

The department will be working on the following initiatives over the next five years:

- Preparing for site visit and maintaining American Bar Association (ABA) approval for program
- Participating in pathways projects, including Career Pathways Trust Grant activities for the paralegal pathway and Pathway to Law School partnerships with four-year universities and law schools
- Improving student learning performance and

student equity indicators by increasing use of high-impact teaching practices and critical thinking activities

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One additional full-time faculty member to meet student demand and ABA coordination needs

Technology/Equipment

- Continued access to the Westlaw electronic database

Facilities

- Access to a large lecture classroom at the Valencia Campus with stadium style seating and courtroom-style dais at front of room
- Reliable access to a computer classroom at the Valencia Campus for specialized classes



PHILOSOPHY

PHILOSOPHY**School: Humanities**

Andy McCutcheon, Dean

Chris Blakey, Department Chair

Philosophy is the activity of trying to make sense of our world, requiring sustained and rigorous thinking about the most difficult questions rooted in the minds of human beings. Philosophy invites reflection upon the nature of reality, value, and the self. It follows from this that courses in philosophy offer students the opportunity for self-development and the building of a coherent view of world and culture. Study in philosophy does not focus on what to think, but on how to think. Hence, majoring in philosophy is an excellent way to develop skill in critical reasoning and argument analysis, and thus is relevant to understanding problems and evaluating solutions in any area of study or employment.

The goal of the department is to provide students with a foundation in critical thinking and to develop skill in argument analysis that will serve them well in studies for a bachelor's degree or graduate/professional degree. The courses meet general education requirements, and the program's degrees are designed as preparation for transfer to a four-year university with a Philosophy major or other liberal arts major.

This department offers an Associate Degree, Philosophy and an Associate Degree for Transfer, Philosophy.

The department will be working on the following initiatives over the next five years:

- Continuing and expanding the availability of paid Philosophy tutoring in TLC
- Developing ways to create digital content from Philosophy classrooms (lecture capture with

captioning) and other electronic resources for student use

- Exploring OER options for at least two courses
- Securing funding for a Philosophy Summit that would include outside presenters, as well as student speakers
- Continuing to increase the number of Philosophy AA and AA-T graduates

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- Two additional full-time faculty at the Valencia Campus

Technology/Equipment

- Access to Camtasia and other captioning software
- Access to video and graphics editing software

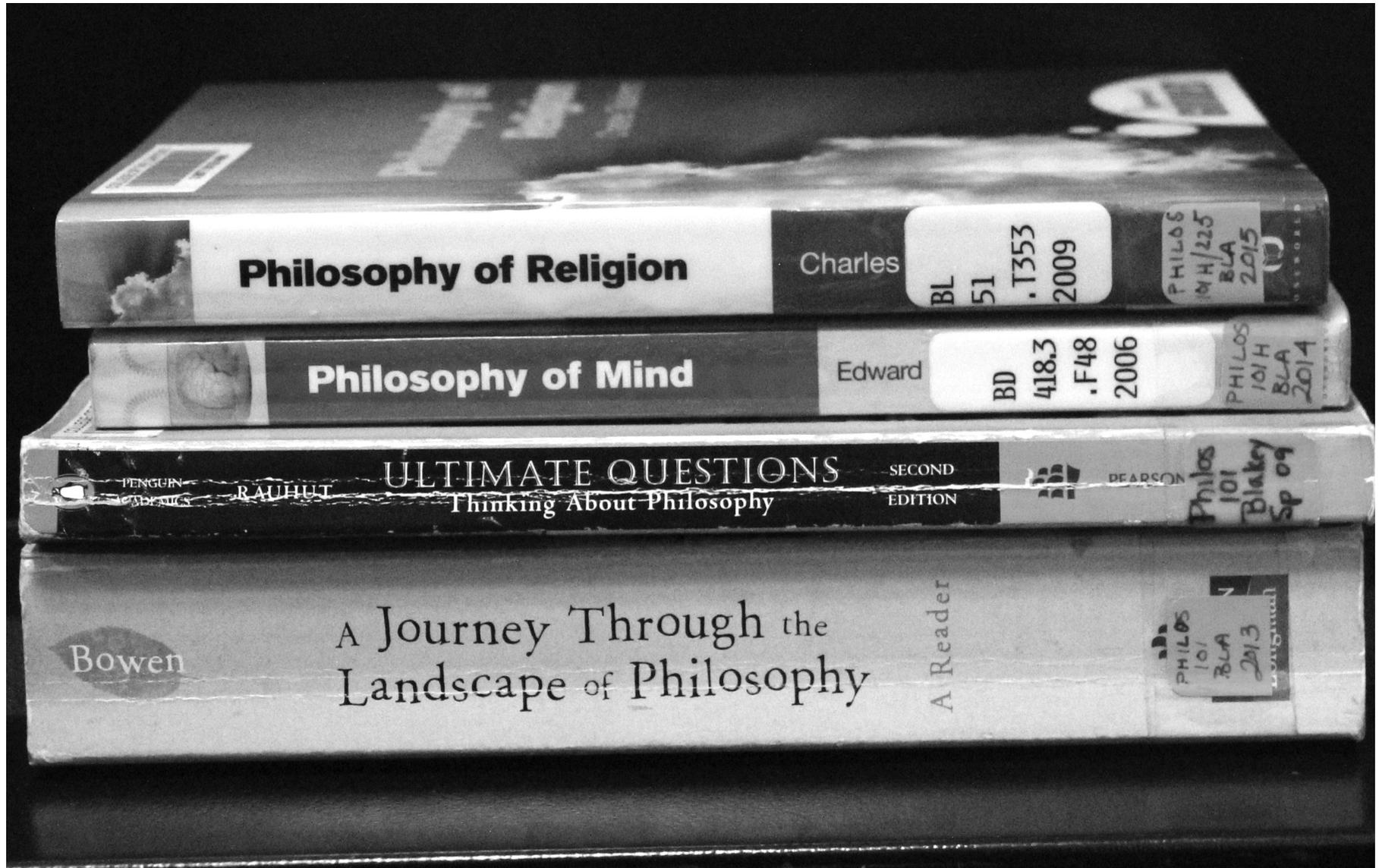
PHILOSOPHY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	58.7	69.6	79.10	26.8	20.4	24.50	9.0	26.1	36.58
FTES Percentages									
Lecture	94%	100%	100%	100%	100%	100%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	6%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	16	24	27	7	6	7	3	9	13
FTEF									
Full-Time	1.40	1.30	2.90	0.00	0.00	0.40	0.20	0.40	0.58
Overload	0.20	0.20	0.20	0.00	0.00	0.00	0.20	0.20	0.29
Adjunct	1.60	3.20	2.19	1.40	1.20	1.00	0.20	1.20	1.73
Total FTEF	3.20	4.70	5.29	1.40	1.20	1.40	0.60	1.80	2.60
Instructional Load	550	444	449	575	510	525	452	436	422

PHILOSOPHY

- Video and audio recording equipment for at least one Philosophy classroom to record lectures

Facilities

- One additional dedicated classroom at the Valencia Campus



PHOTOGRAPHY

PHOTOGRAPHY**School: Visual and Performing Arts**

Carmen Dominguez, Dean

Wendy Brill-Wynkoop, Department Chair

The Photography program gives students a foundation of knowledge and technical abilities for fine art and commercial photography, providing opportunities and outcome-oriented instruction for students to complete lower-division transfer courses as well as CTE preparation. Photography also provides critical support for students in other aligned disciplines (Art, MEA, GMD) as well as preparing students to work in a variety of industries that use photographic skills, such as health care, cybersecurity, law enforcement, manufacturing, marketing, retail, public relations, and advertising.

Goals of the department include maintaining a technically advanced photography program for transfer and CTE students, supporting and

instilling strong technical and artistic image-making skills in students, and ensuring students' career readiness in commercial and fine art photography.

The department offers an Associate Degree, Fine Art Photography; a Certificate of Achievement, Fine Art Photography; and a Certificate of Achievement, Commercial Photography.

The department will be working on the following initiatives over the next five years:

- Expanding the commercial photo program to include additional curriculum, alternative credentials/digital badges, industry certifications, and enhanced partnerships with industry, museums, and other professional organizations
- Improving branding and marketing for commercial photography to increase enrollments and raise the profile of the

program in the community and among working professionals

- Developing opportunities for students to participate in makerspace settings
- Increasing access for faculty to attend industry conferences to maintain currency

Initiatives specific to the Canyon Country Campus include:

- Exploring the viability of program expansion at the Canyon Country Campus

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus Personnel

- Additional part-time staffing for labs at the Valencia Campus

PHOTOGRAPHY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	60.2	47.2	66.11	6.4	5.2	6.22	16.9	13.6	19.04
FTES Percentages									
Lecture	80%	60%	60%	100%	100%	100%	0%	0%	0%
Lab	15%	40%	40%	0%	0%	0%	0%	0%	0%
Other	6%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	17	20	28	2	2	2	5	6	8
FTEF									
Full-Time	0.67	0.24	1.24	0.00	0.00	0.00	0.40	0.40	0.53
Overload	0.37	0.27	0.27	0.00	0.00	0.00	0.20	0.20	0.27
Adjunct	2.73	4.01	4.82	0.40	0.40	0.40	0.40	0.60	0.80
Total FTEF	3.76	4.52	6.33	0.40	0.40	0.40	1.00	1.20	1.60
Instructional Load	480	314	313	482	389	466	507	340	357

PHOTOGRAPHY

Technology/Equipment

- Ongoing replacement and upgrades to equipment on a regular schedule to keep pace with industry advances and expected equipment lifespan
- Equipment inventory and checkout software
- Adobe certification software

Facilities

- An additional 2,000 square feet of instructional space at the Valencia Campus for studio photography, including 14 to 18-foot ceilings and a partition or movable wall and access pathways for large equipment
- Renovation of current storage space at the Valencia Campus to allow for secure equipment storage and checkout

Canyon Country Campus***Personnel***

- One additional full-time classified instructional lab technician if expansion is determined to be feasible

Technology/Equipment

- Equipment for classroom use and student checkout if expansion is determined to be feasible

Facilities

- Instructional and secure storage space at the Canyon Country Campus parallel to facilities at Valencia if expansion is determined to be feasible



PHYSICS AND ENGINEERING

PHYSICS AND ENGINEERING

**School: Mathematics, Sciences,
and Health Professions**

Omar Torres, Dean

David Martinez, Department Chair

The Physics and Engineering Department's primary goal is to ready students for transfer to the university level with junior status in any physics or engineering discipline through rigorous coursework and practical laboratory experiences. Physics also provides general education in the physical sciences and preparation for transfer majors in the physical sciences, including physics, engineering, chemistry, biology, mathematics, and nursing. The physics curriculum pertains to the properties of matter and energy, their interactions, and their transformations. The curriculum focuses on the fundamentals of mechanics, electrical theory, materials, engineering problem solving, and Computer Aided Drafting, which comprise

the foundation of any engineering major degree pattern.

It is the mission of the department to provide the most current and effective kinesthetic learning experiences with an emphasis on new technology and software to better prepare students for further physics, engineering, and science education. The department also encourages students to become leaders in their respective disciplines through student club participation and industry interaction, hands-on engineering project experiences inside and outside the classroom, and exposure to the professions through guest lecturers and industry tours.

The department offers an Associate Degree, Engineering; an Associate Degree for Transfer, Physics; and a Certificate of Specialization in Mechanical Drafting.



PHYSICS									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	24.0	46.3	57.90	4.4	5.2	6.26			
FTES Percentages									
Lecture	100%	39%	39%	100%	100%	100%			
Lab	0%	61%	61%	0%	0%	0%			
Other	0%	0%	0%	0%	0%	0%			
Sections	4	8	10	1	1	1			
FTEF									
Full-Time	0.00	0.70	1.10	0.00	0.00	0.00			
Overload	0.35	0.35	0.35	0.00	0.00	0.00			
Adjunct	1.05	1.05	1.17	0.27	0.27	0.27			
Total FTEF	1.40	2.10	2.62	0.27	0.27	0.27			
Instructional Load	515	662	663	494	588	706			

PHYSICS AND ENGINEERING

The department will be working on the following initiatives over the next five years:

- Promoting and increasing the participation of women in physics and engineering
- Developing the AS-T in engineering once the draft model curriculum is finalized
- Continuing to explore alternatives in pedagogy and expanding offerings for online and hybrid classes in Engineering and Physics
- Exploring scheduling alternatives via Weekend College and STEM PAL (which will include Physics)

Initiatives specific to the Canyon Country Campus include:

- Beginning to offer engineering courses and expanding physics offerings at the Canyon Country Campus once facilities are available

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus Personnel

- One full-time classified instructional lab technician for the Valencia Campus (currently a 60 percent position)
- One additional full-time faculty at the Valencia Campus that can teach both engineering and physics

Technology/Equipment

- Access to Matlab software at both campuses
- Lecture and board capture technology for classrooms at the Valencia Campus to facilitate resource development for online and hybrid offerings

Facilities

- Reliable access to a Materials Science Lab classroom with water and three dedicated laboratory classrooms with stockroom access at the Valencia Campus (all four with lecture/board capture ability)
- Reliable access to one shared computer classroom at the Valencia Campus

- An additional 400-square-foot open lab space for long-term, large-scale engineering design projects at the Valencia Campus

Canyon Country Campus Personnel

- One part-time classified instructional lab technician for the Canyon Country Campus

Technology/Equipment

- Physics equipment for the Canyon Country Campus
- Access to CAD software at the Canyon Country Campus
- Access to Matlab software at both campuses

Facilities

- One shared lab classroom space with stockroom/equipment access at the Canyon Country Campus
- Reliable access to a computer classroom at the Canyon Country Campus



PLUMBING AND SOLAR TECHNOLOGY

PLUMBING AND SOLAR TECHNOLOGY

School: Applied Technologies

Ronald McFarland, Dean

The primary goal of the Plumbing and Solar Technology Department is to provide students with the skills and knowledge necessary to secure entry level positions in the plumbing and solar industries with the ability to perform new installation, service, and/or repair for both commercial and residential systems.

The department supports the College’s mission by providing an enriching educational opportunity (both in the classroom and in the lab) for students interested in gaining and developing workforce skills in these fields. Further, the department maintains a variety of industry partnerships which support the application of program knowledge through internships, grant support, and enhancement of program curriculum, equipment, and technologies.

A program viability study to determine the feasibility of placing the Plumbing/Solar programs under a larger umbrella of Construction Technologies is in the planning stages. This organizational change will support the current system-wide Career Pathways Trust Grant and should also help the department respond effectively to the continued demand in these fields.

The department offers a Certificate of Specialization, Solar Energy Technician.

The department will be working on the following initiatives over the next five years:

- Completing program viability process to reconsider curriculum and offering patterns to better meet industry needs
- Developing construction technology curriculum to include solar, plumbing, and alternative energy
- Expanding program to address construction technology requirements

- Increasing marketing to attract additional students

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Canyon Country Campus Personnel

- One full-time faculty that meets qualifications to teach courses in plumbing and/or solar technology

Technology/Equipment

- Pipe fitting, pipe bending, and pipe pulling equipment

Facilities

- Additional 15,000 square feet of instructional space at the Canyon Country Campus that combines lecture, lab, and storage space to house the planned Construction Technologies program

PLUMBING TECHNOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES					2.9	6.80			
FTES Percentages									
Lecture					70%	70%			
Lab					30%	30%			
Other					0%	0%			
Sections					2	4			
FTEF									
Full-Time					0.00	0.94			
Overload					0.00	0.00			
Adjunct					0.47	0.00			
Total FTEF					0.47	0.94			
Instructional Load					185	217			

PLUMBING AND SOLAR TECHNOLOGY



POLITICAL SCIENCE

POLITICAL SCIENCE

School: Social and Behavioral Sciences

Paul Wickline, Dean

David Andrus, Department Chair

Political Science attracts students who have a wide range of intellectual interests—including philosophy, law, economics, history, culture, psychology, regional studies, as well as those who have an abiding desire to better understand the vital questions associated with politics and government. The department trains students to think seriously and rigorously about politics and to prepare them for academic, political research, and professional careers in both governmental and private sectors.

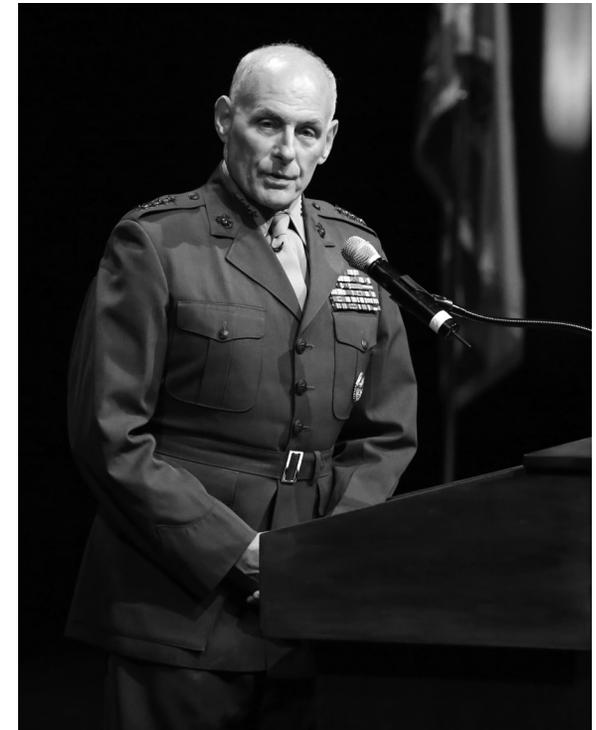
The Political Science Department’s mission embraces elements of liberal arts, the social sciences, and citizens’ education. Because the department’s students vary in economic status, ethnic background, age, experience, and

educational objectives, an essential component of the department’s mission is to develop courses and programs that respond to this diversity by offering students a broad background in the knowledge and skill essential to enhancing citizenship. The Political Science program supports and prepares students by offering a transferable degree and stand-alone courses that meet general education requirements.

The department offers an Associate Degree for Transfer, Political Science.

The department will be working on the following initiatives over the next five years:

- Increasing the involvement and awareness of civic education, civic engagement, and citizenship in students through curriculum development, project-based learning, and community involvement
- Developing additional transferable courses to



POLITICAL SCIENCE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	70.6	65.9	74.90	38.8	34.8	41.80	14.2	32.6	45.70
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	20	17	19	10	12	14	4	12	17
FTEF									
Full-Time	2.10	2.00	2.80	0.00	0.00	0.20	0.00	0.70	0.99
Overload	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Adjunct	1.80	1.60	1.22	2.00	2.40	2.60	0.80	1.60	2.27
Total FTEF	3.90	3.60	4.02	2.00	2.40	2.80	0.80	2.30	3.26
Instructional Load	543	549	558	581	435	448	532	426	421

POLITICAL SCIENCE

enhance the political education of students, as well as courses through Canyons Extension that will provide improvement to civic engagement and service within the community

- Exploring options to promote Political Science 150, Introduction to American and California Government, as a required course to meet the American Institutions requirement for general education
- Working alongside the Chancellor to develop partnerships and assess interest in the modification of K-12 curriculum and programs to infuse civics instruction throughout the K-12 system, increasing the efficacy of citizenship, as well as better preparing new college students for political science studies and participation in public educational institutions
- Continuing to strengthen the Model UN program, including securing ongoing institutionalized funding

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

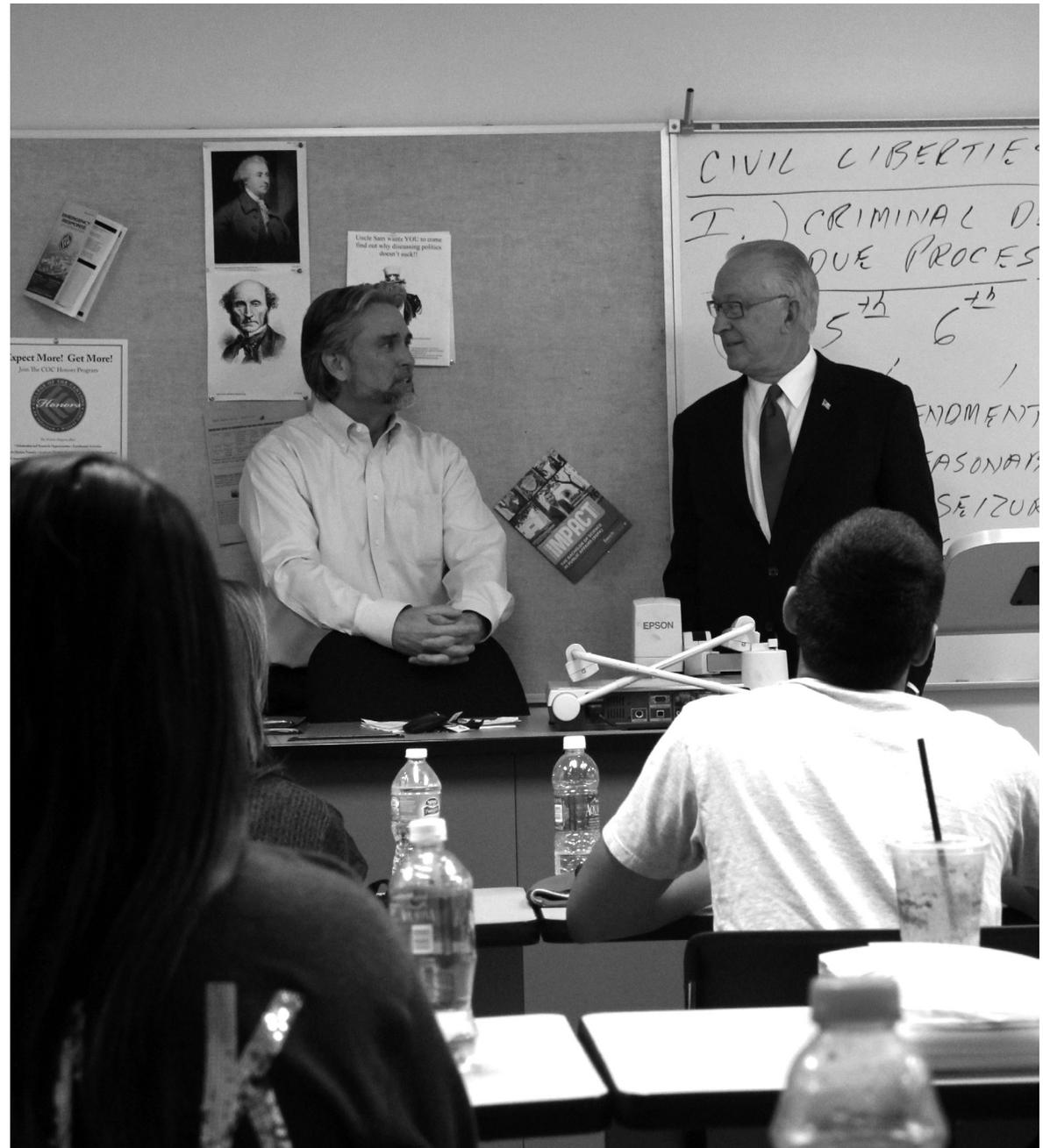
- One additional full-time faculty member
- Faculty interns and college assistants to assist with department projects

Technology/Equipment

- Access to specialized software for Model UN
- Additional resources to create diplomacy exercises for online classes

Facilities

- Office space for faculty interns and college assistants



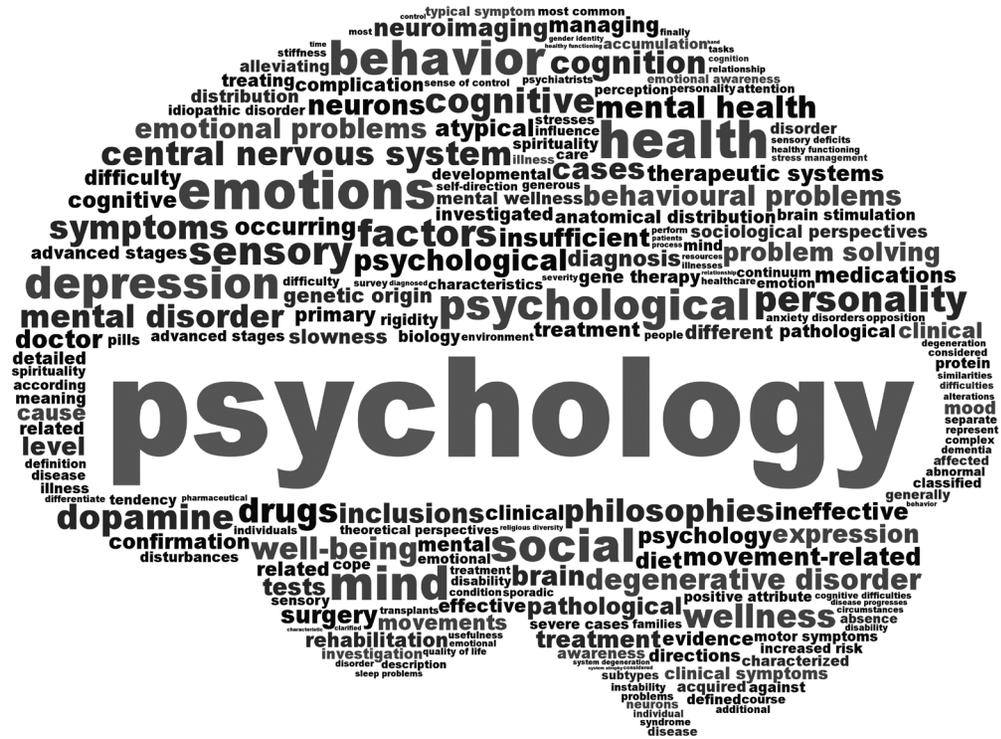
PSYCHOLOGY

PSYCHOLOGY

School: Social and Behavioral Sciences

Paul Wickline, Dean

The Psychology Department offers courses meeting general education and major requirements that introduce students to the breadth and depths of the various fields of psychology. Students are encouraged and taught to think critically about psychological issues and to understand the value of empirical investigation. The department seeks to foster each student's appreciation for the field of psychology and its applications to behavior, including individual problems and human strengths. Students are inspired to participate in creative partnerships and to support the application of knowledge through service learning and internships. Technical competencies are fostered by integrating technology into the classroom, often using learning management systems as a supplement and using software programs for statistics.



PSYCHOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	123.4	156.3	177.59	53.9	60.5	72.57	14.6	44.5	62.29
FTES Percentages									
Lecture	100%	100%	100%	100%	100%	100%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	100%	100%	100%
Sections	34	39	44	15	18	22	5	15	21
FTEF									
Full-Time	3.60	2.20	3.20	1.40	0.80	1.80	0.80	1.60	2.24
Overload	0.60	0.20	0.20	0.20	0.00	0.00	0.20	1.40	1.96
Adjunct	2.60	5.80	5.85	1.40	2.80	2.60	0.00	0.00	0.00
Total FTEF	6.80	8.20	9.25	3.00	3.60	4.40	1.00	3.00	4.20
Instructional Load	544	572	576	539	504	495	437	445	445

PSYCHOLOGY

The department aims to create, evaluate, disseminate, and apply psychological knowledge and skills to understand and improve the lives of individuals, organizations, and communities. The Psychology Department's goal is to provide students with the education needed to enter a variety of careers or to pursue university transfer in psychology or related fields.

The department offers an Associate Degree, Psychology and an Associate Degree for Transfer, Psychology.

The department will be working on the following initiatives over the next five years:

- Increasing discipline-specific professional development opportunities for faculty to allow them to maintain currency in their field
- Expanding resources for student research, including expanding discipline-specific electronic databases
- Continuing to develop co-curricular learning opportunities for students

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- Two additional faculty members, one with

expertise in research methods at the Valencia Campus and one generalist at the Canyon Country Campus

Technology/Equipment

- Updated projectors and other instructional equipment for department classrooms at the Valencia Campus
- Access to the psycINFO database to support student research and scholarship

Facilities

- Modernization of department classrooms at the Valencia Campus, including updated furniture to facilitate active and collaborative learning



REAL ESTATE

REAL ESTATE**School: Business**

Russell Waldon, Dean

The Real Estate Department provides students with a strong academic foundation enabling them to successfully enter a career of real estate sales or progress toward a career in real estate brokerage. The program involves the study of California real estate principles, practices, procedures, and law.

Students who successfully complete Real Estate Principles (REAL-100), Real Estate Practices (REAL-101), and one additional class (of the student's choosing from the approved list) academically qualify to take the California Bureau of Real Estate (CalBRE) Sales License examination. These classes may also be applied to the academic requirement for the California Real Estate Broker examination. Upon successful completion of the full program, the student will

be academically qualified to apply to take the California Real Estate Broker examination.

The department offers an Associate Degree, Real Estate and a Certificate of Achievement, Real Estate.

The department will be working on the following initiatives over the next five years:

- Developing an urban planning program with a sustainability focus
- Effectively adapting course offerings across economic cycles
- Increasing collaborations with the Business Department to foster additional career options for students in periods of economic fluctuation
- Offering real estate exam preparation classes through Canyons Extension

To accomplish these goals and meet enrollment

growth projections, the department will need the following:

Personnel

- One full-time faculty member with primary assignment in real estate and secondary assignment in another discipline

Technology/Equipment

- No specific needs identified at this time

Facilities

- One dedicated classroom in a permanent building at the Canyon Country Campus
- One dedicated classroom at the Valencia Campus until space is available at the Canyon Country Campus

REAL ESTATE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES		16.2	22.75	11.3					3.25
FTES Percentages									
Lecture		100%	100%	100%					0%
Lab		0%	0%	0%					0%
Other		0%	0%	0%					100%
Sections		5	7	3					1
FTEF									
Full-Time		0.00	1.00	0.00					0.00
Overload		0.00	0.00	0.00					0.00
Adjunct		1.00	0.40	0.60					0.20
Total FTEF		1.00	1.40	0.60					0.20
Instructional Load		487	488	565					487

SHARP

SHARP

School: Social and Behavioral Sciences
 Paul Wickline, Dean

Please refer to the School of Social and Behavioral Sciences in the Administrative Units section of this document for planned initiatives related to SHARP courses.



SHARP									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES		3.3	3.76						
FTES Percentages									
Lecture		100%	100%						
Lab		0%	0%						
Other		0%	0%						
Sections		3	3						
FTEF									
Full-Time		0.00	0.00						
Overload		0.30	0.30						
Adjunct		0.30	0.30						
Total FTEF		0.60	0.60						
Instructional Load		166	188						

SOCIOLOGY

SOCIOLOGY

School: Social and Behavioral Sciences

Paul Wickline, Dean

Anne Marenco, Department Chair

The field of sociology provides students with a broad-based knowledge of human behavior and social interaction, which is transferable to a multitude of areas, including education, law, medicine, government, administration of justice, and organizations. Courses meet general education requirements and also are designed to meet the needs of sociology majors.

The degree provides an introduction to the major theoretical perspectives, research methodologies, and related sub-areas associated with the field and prepares students for further studies in the discipline which will lead to the B.A., M.A., and Ph.D. degrees.

The goals of the Sociology Department include providing courses for sociology students' successful transfer to four year institutions as sociology majors, as well as general education courses for students from a variety of majors, enhancing all students' critical thinking skills, and providing opportunities for students to practice oral and written communication skills learned in other courses.

The department offers an Associate Degree, Sociology; an Associate Degree for Transfer, Sociology; and administers the Associate Degree, Social Science.

The department will be working on the following initiatives over the next five years:

- Continuing to develop and expand educational offerings at Pitchess Detention Center



SOCIOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	98.4	116.2	132.03	55.0	46.6	55.97	17.1	43.2	60.52
FTES Percentages									
Lecture	100%	100%	100%	100%	93%	93%	0%	0%	0%
Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	7%	7%	100%	100%	100%
Sections	28	38	43	15	16	19	5	15	21
FTEF									
Full-Time	3.40	2.40	3.40	0.00	0.00	1.00	0.20	0.07	0.09
Overload	0.20	0.20	0.23	0.20	0.00	0.00	0.13	0.20	0.28
Adjunct	2.00	5.00	4.97	2.80	3.20	2.80	0.60	2.60	3.64
Total FTEF	5.60	7.60	8.60	3.00	3.20	3.80	0.93	2.87	4.01
Instructional Load	527	459	461	550	437	442	550	452	452

SOCIOLOGY

- Improving curriculum and offerings for research methods and statistics-based courses
- Continuing to develop and expand OER materials, as well as providing leadership for others on campus who are developing OER materials
- Developing internship opportunities for criminology students

Initiatives specific to the Canyon Country Campus include:

- Increasing co-curricular activities at the Canyon Country Campus

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One full-time faculty at the Valencia Campus with expertise in research methods and statistics
- One full-time faculty at the Canyon Country

Campus to support expansion of courses and co-curricular options at that campus

Technology/Equipment

- No specific needs identified at this time

Facilities

- Upgraded classroom furniture in all department classrooms at both campuses to support collaborative learning
- Reliable access to shared computer classrooms at both campuses for statistics and research methods classes



TELECOMMUNICATION AND ELECTRONIC SYSTEMS

TELECOMMUNICATION AND ELECTRONIC SYSTEMS

School: Applied Technologies

Ronald McFarland, Dean

Lee Hilliard, Department Chair

The Telecommunications and Electronic Systems Department prepares students for transfer while providing workforce skills and technical competencies. The Computer Networking program prepares students for careers as network administrators or for transfer to California State University bachelor’s degree programs. The program also equips students with state-of-the-art job skills for advancement in their employment and with industry certifications such as Microsoft IT Professional, Cisco CCNP, and CompTIA. The program is also working on reconstructing the feeder program in the high schools through the Career Pathways Trust Grant.

Electronic systems technology classes prepare students for transfer while providing workforce skills and technical competencies. Students in this program learn to work with automated systems combining electrical, electromechanical, hydraulic, and pneumatic components that are found in a diverse array of industries, including manufacturing, food processing, package handling, and amusement parks. The program offers two tracks, one for electrical technicians and a second for electromechanical technicians.

The department offers an Associate Degree, Computer Networking; a Certificate of Achievement, Computer Networking; and a Certificate of Specialization, Computer Networking.

The department will be working on the following initiatives over the next five years:

- Participating in the Career Pathways Trust Grant
- Exploring potential new programs for the department including cybersecurity, pre-apprenticeship electrician, and automated systems

To accomplish these goals and meet enrollment growth projections the department will need the following:

Personnel

- Two additional full-time faculty

Technology/Equipment

- Six FANUC Robotics Cert carts

Facilities

- A 1,000-square-foot of instructional lab space at the Valencia Campus to meet the needs of students and industry partners

ELECTRONIC SYSTEMS TECHNOLOGY									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES		5.6	11.11						
FTES Percentages									
Lecture		50%	75%						
Lab		50%	25%						
Other		0%	0%						
Sections		1	2						
FTEF									
Full-Time		0.00	0.00						
Overload		0.00	0.00						
Adjunct		0.33	0.66						
Total FTEF		0.33	0.66						
Instructional Load		501	505						

TELECOMMUNICATION AND ELECTRONIC SYSTEMS



COMPUTER NETWORKING

	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	52.9	29.0	108.58						
FTES Percentages									
Lecture	100%	28%	86%						
Lab	0%	52%	14%						
Other	0%	20%	0%						
Sections	10	4	15						
FTEF									
Full-Time	2.85	0.80	3.00						
Overload	0.00	0.13	0.13						
Adjunct	1.10	0.80	3.36						
Total FTEF	3.95	1.73	6.49						
Instructional Load	402	502	502						

THE LEARNING CENTER (TLC)

THE LEARNING CENTER (TLC)

School: Learning Resources

James Glapa-Grossklag, Dean

Mojdeh Mahn, Associate Dean

The Learning Center (TLC) is a free tutoring and supplemental learning service which provides assistance to current COC students seeking to supplement classroom instruction and reach their educational goals.

The center offers the following services with no appointments necessary: individual tutoring in face-to-face and online formats; study jam tutoring in larger group sessions; Supplemental learning (SL) workshops throughout each semester; computer-based guided learning activities (GLAs); test proctoring for both COC and outside universities; GED test proctoring; Blackboard/Canvas support; reference materials; and a Student Athlete Academic Mentors (SAAM)

to support and guide our student-athletes and Veteran Mentor to support our student veterans.

The department will be working on the following initiatives over the next five years:

- Developing plans for meeting student demand for services at peak times at the Valencia campus when facilities are full
- Developing and implementing a series of testing centers to provide industry-based certifications in support of the needs of CTE programs and the community

Initiatives specific to the Canyon Country Campus include:

- Planning for and executing the construction of appropriate permanent facilities at CCC to support offering equivalent services at both campuses

Note that the projections in the table for TLC do not include FTES for tutoring conducted online as more research into the attendance accounting procedures is being conducted.

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus Personnel

- One full-time classified coordinator at the Valencia Campus to support evening and weekend hours
- One full-time faculty member shared with the Mathematics Department at the Valencia campus to support and improve tutoring and supplemental learning services
- One fulltime classified coordinator to support industry-aligned testing center
- Additional part-time tutors for both campuses to meet expanding student demand

NON CREDIT TUTOR									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	74.5	87.8	99.74	11.0	8.9	10.66		0.0	0.00
FTES Percentages									
Lecture	0%	0%	0%	0%	0%	0%		0%	0%
Lab	0%	0%	0%	0%	0%	0%		0%	0%
Other	100%	100%	100%	100%	100%	100%		100%	100%
Sections	2	1	1	1	1	1		1	1
FTEF									
Full-Time	0.00	0.00	1.00	0.00	0.00	0.00			
Overload	0.00	0.00	0.00	0.00	0.00	0.00			
Adjunct	1.76	0.48	0.00	0.86	0.71	0.71			
Total FTEF	1.76	0.48	1.00	0.86	0.71	0.71			
Instructional Load	1272	5505	2992	385	373	448			

THE LEARNING CENTER (TLC)

Technology/Equipment

- Additional computers at the Valencia Campus for online tutoring (approximately 20) and statistics tutoring (approximately 20), as well as computers for each additional room at that campus
- Computers for industry-aligned testing facility

Facilities

- Additional rooms at the Valencia Campus to accommodate growing student participation in test preparation workshops, group tutoring, and assessment preparation workshops in both English and math
- Additional tutoring floor space at the Valencia campus as it is near capacity at peak times

- Testing facilities for industry-aligned testing, including computers and seating that meet testing specifications
- Designated room for online tutoring

Canyon Country Campus**Personnel**

- One full-time administrator to serve as the assistant director of the Canyon Country Campus facility
- One full-time faculty member shared with the Mathematics Department and one full-time faculty member shared with the English Department to support and improve tutoring and supplemental learning services

- Additional part-time tutors for both campuses to meet expanding student demand

Technology/Equipment

- Approximately 120 computer stations for student use at the Canyon Country Campus facility

Facilities

- Approximately 20,000 square feet adjacent to the Library at the Canyon Country Campus for tutoring, workshops, GLAs, including study rooms, testing space for CTE and industry certification exams, staff break room, and staff offices.



THEATRE

THEATRE

School: Visual and Performing Arts

Carmen Dominguez, Dean

Susan Hinshaw, Department Chair

The Theatre Department provides courses in both theory and practice, as well as productions intended to prepare students for transfer and/or to enter the workforce as actors and/or stage technicians.

Through the presentation of diverse, high quality productions, the Theatre program strives to enhance the cultural life of the Santa Clarita community and provide students with opportunities to participate in a range of theatrical styles from various cultures and time periods. The department also aims to create widespread visibility through active participation with area school districts and theatres.



THEATRE									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	48.3	41.6	47.31	3.5	1.1	1.37		4.2	5.85
FTES Percentages									
Lecture	94%	73%	73%	100%	100%	100%		0%	0%
Lab	6%	27%	27%	0%	0%	0%		0%	0%
Other	0%	0%	0%	0%	0%	0%		100%	100%
Sections	16	19	22	1	1	1		2	3
FTEF									
Full-Time	1.46	1.04	1.80	0.00	0.00	0.00		0.00	0.00
Overload	0.00	0.29	0.29	0.00	0.00	0.00		0.00	0.00
Adjunct	2.26	2.94	2.86	0.20	0.20	0.20		0.40	0.60
Total FTEF	3.72	4.27	4.95	0.20	0.20	0.20		0.40	0.60
Instructional Load	389	293	287	528	171	205		313	292

THEATRE

The department offers an Associate Degree, Theatre; an Associate Degree, Theatre Performance; and an Associate Degree for Transfer, Theatre Arts.

The department will be working on the following initiatives over the next five years:

- Providing increased student learning opportunities by producing a full theatrical season of four to six productions
- Improving production values (costumes, lighting, set, sound, props, make-up) to better support students and to serve as a stronger bridge to the community, as well as a stronger recruitment tool
- Developing a technical theater program with both credit and noncredit options

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Valencia Campus**Personnel**

- One additional fulltime faculty member as a theatre generalist
- One full-time classified staff member to coordinate productions
- Additional part-time staffing to support productions at the Valencia Campus

Technology/Equipment

- No specific needs noted at this time

Facilities

- An open instructional space with sound dampening approximately the size of a double classroom that can be used for student rehearsals and additional production rehearsals

Canyon Country Campus**Personnel**

- Part-time classified staffing to support productions at the Canyon Country Campus as facilities permit

Technology/Equipment

- Theatrical equipment for the planned Canyon Country Campus performance space, including lighting and sound equipment (smart lights, LED lights, ellipsoidals, frenels, wireless lavaliers and microphones), programmable sound and light boards, speakers, two desktop computers, and two tablet computers
- Miscellaneous equipment (benches, tables, chairs, boxes) for planned theater rehearsal space at the Canyon Country Campus

Facilities

- A theatrical performance space, including flyspace, wingspace, dressing rooms, and a box office, at the Canyon Country Campus that will seat approximately 275
- An open instructional space with sound dampening approximately the size of a double classroom at the Canyon Country Campus that can be used for student rehearsals and additional production rehearsals



WELDING TECHNOLOGY

WELDING TECHNOLOGY**School: Applied Technologies**

Ronald McFarland, Dean

Tim Baber, Department Chair

The Welding Technology Department prepares students for entry level careers in welding and metal fabrication. Classes are designed for first-time college students, re-entry students, and students looking to earn recognized credentials and/or a certificate or degree from the college. Additionally, the program assists in preparing students for local and nationally recognized industry certifications.

Instructors are AWS-Certified Welding Inspectors/Educators, and welding curriculum is aligned with the American Welding Society SENSE Entry Welder Program. Students can earn welder certifications in accordance with the American Welding Society (AWS), The Los Angeles Department of Building and Safety (LADBS), and The American Society of Mechanical of



Engineers (ASME). The program maintains a variety of industry partnerships which support the application of program knowledge through internships, curriculum development, outreach, general program support, equipment, and technologies.

The department offers an Associate Degree, Welding Technology; a Certificate of Achievement, Welding Technology; and Certificates of Specialization in Robotic Welding Automation and Shielded Metal Arc Welding.

The department will be working on the following initiatives over the next five years:

- Developing additional Certificate of Specialization options
- Expanding the associate degree to include multiple certificate of specialization awards (stackable) in order to complete the necessary units and courses.

WELDING									
	VALENCIA CAMPUS			CANYON COUNTRY CAMPUS			ONLINE		
	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020	Fall 2010	Fall 2014	Fall 2020
District-Wide Headcount	13037	13780	15654	4739	4796	5755	1797	3550	4970
District-Wide FTES	4295.62	4579.63	5202.46	997.52	1013.38	1216.056	246.58	518.55	725.97
District-Wide Number of Sections	1104	1292	1468	255	289	347	79	185	259
Program FTES	49.1	48.7	64.93						
FTES Percentages									
Lecture	100%	44%	44%						
Lab	0%	56%	56%						
Other	0%	0%	0%						
Sections	17	15	20						
FTEF									
Full-Time	0.80	1.70	2.70						
Overload	0.40	0.40	0.40						
Adjunct	2.13	1.37	1.53						
Total FTEF	3.32	3.47	4.63						
Instructional Load	444	421	421						

WELDING TECHNOLOGY

- Offering a variety of welder certification test opportunities under a structured program
- Developing cross disciplinary certificates
- Developing a comprehensive pipe welding program

To accomplish these goals and meet enrollment growth projections, the department will need the following:

Personnel

- One additional faculty member
- One additional full-time instructional lab technician

Technology/Equipment

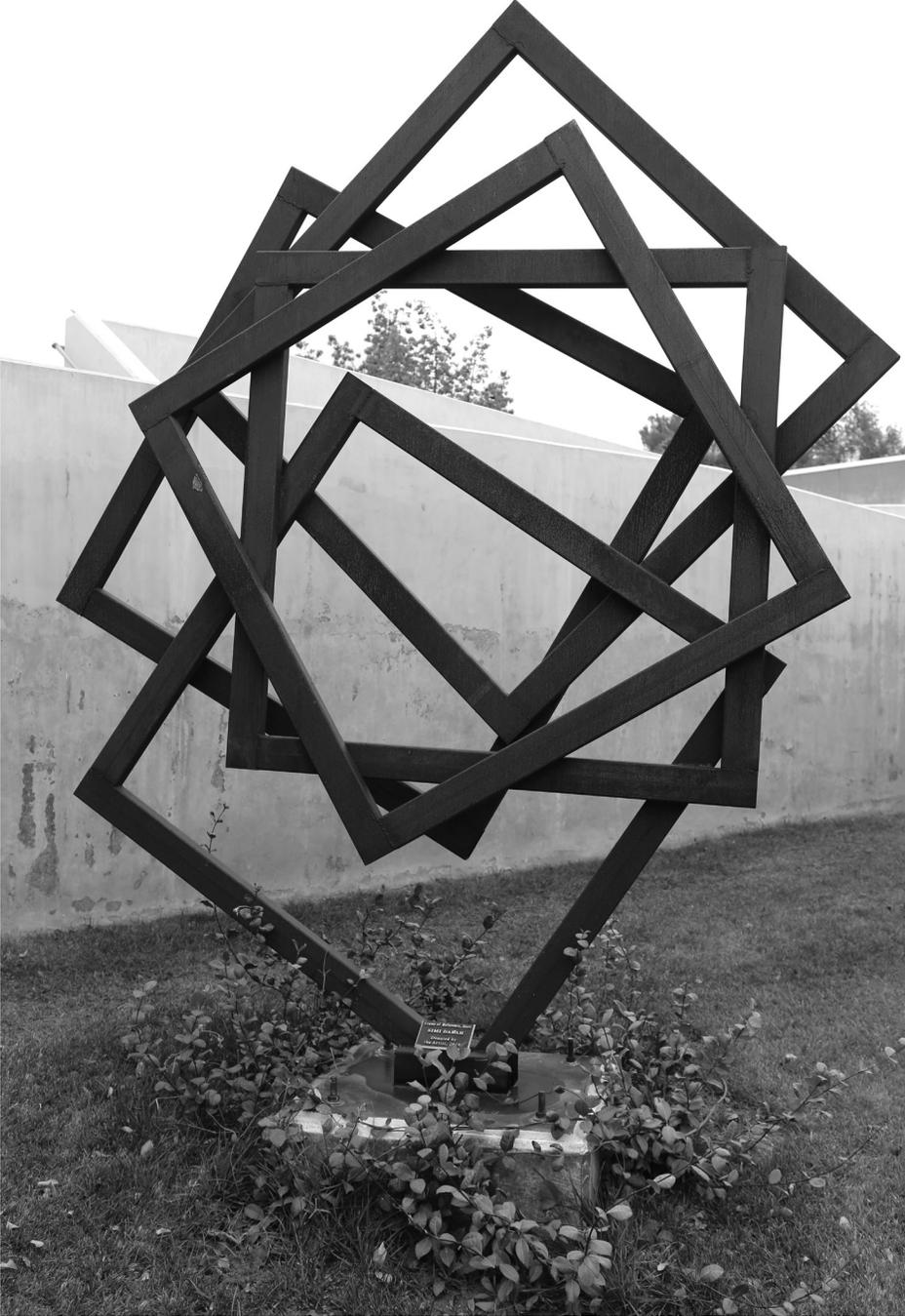
- Welding equipment, including an overhead crane, additional robotic welding cells, additional fiber laser systems, additional

advanced process welding machines, and additional metal fabrication equipment

Facilities

- Either 10, 000 square feet of additional space with 20-foot ceilings at the Valencia Campus or a total of 25,000 to 30,000 square feet of space with 20-foot ceilings if the program is to move to the Canyon Country Campus.





ADMINISTRATIVE UNITS



OFFICE OF THE CHANCELLOR

OFFICE OF THE
CHANCELLOR

Dr. Dianne G. Van Hook,
Superintendent-Chancellor

The Chancellor's Office provides overall leadership to the Santa Clarita Community College District, as well as day-to-day leadership to the two campuses of College of the Canyons. As the district grows, so does the breadth of leadership the office needs to provide, to maximize the possibilities for both the district and the community. The chancellor envisions the district's future, designs places and develops people, sees potential, coaches, and then provides support while facilitating staff and departments to develop and enhance their leadership abilities so the district can achieve its strategic goals and continue to meet the community's needs.

Responsible for the overall planning and direction of the district, and serving as spokesperson, the Chancellor and her staff ensure that flexibility, innovation, responsiveness, and resourcefulness characterize plans and actions and set a can-do mindset for the district. This role has created the context and wherewithal for the district to thrive and grow exponentially over time. Consistent leadership, focus and a stick-to-it attitude have enabled the district to serve ever-increasing numbers of students who want to attend College of the Canyons, as well as the community entities that want to form partnerships with us and businesses that look to us for workforce training and economic development initiatives, so they also can succeed in meeting their goals.



The Chancellor's Office will work on the following initiatives during the next five years:

- Continue to oversee the district's comprehensive planning processes, with a dynamic perspective consistent with the institution's changing needs, and provide leadership in developing and understanding institutional goals and objectives.
- Instigate and nurture a mindset of continuous innovation in all aspects of the college's planning and operations, resulting in new programs, new forms of instructional and service delivery, and new ways of creating facilities and using space.

- Communicate the state of the college and district to community groups and individuals, state agencies and offices. Encourage community involvement in and input to college activities, and represent the needs of the college to appropriate federal and state agencies and representatives.
- Move to provide equity to residents and students needing services in all parts of the Santa Clarita Valley and its environs, by accessing needed funding and resources to:
 - Design and construct multiple permanent buildings, parking structures and areas, and other critically needed facilities on the Canyon Country Campus.
 - Add classrooms, labs, science facilities and training centers on the Valencia Campus.
 - Replace and transform older facilities on the Valencia Campus, removing the remaining portables and obsolete structures. Make the best use of repurposed land by designing and building new structures, better suited to provide instruction and training in fields that will be in high demand for the careers of the future.
 - Provide current and incoming residents and businesses west of the Interstate 5 with access to instructional programs, workforce training, and other needed services, by partnering to use sites in their communities.
- Support the generation of \$20 million per year in grant funds by 2020, and provide leadership in the college's advancement efforts that will generate support, resources, networks, partnerships and information to increase student access and success.
- Develop a greater range of access for students

OFFICE OF THE CHANCELLOR

and the college's services, so they can go to college from anywhere, at any time.

- Support work to implement sustainable practices throughout the campuses as a priority and to infuse a focus on sustainability into the curriculum and across activities on both campuses.
- Continue to provide direction and to lead the Open Educational Resources (OER) movement, developing the first Zero-Cost-for-Textbooks degree.
- Provide support and guidance to the Foundation to achieve its funding goals, including its Planned giving initiative, a library endowment, a performing arts endowment and an endowment for innovation.
- Enhance leadership provided to the district's efforts to grow its workforce development programs to support the needs of local businesses and industry.
- Provide leadership to the institution that will enable students to succeed and persist, developing new ways to support and energize students, engaging them in their educational plans so they complete their programs in a timely manner while succeeding in meeting their stated educational goals.
- Expand focus on developing partnerships with businesses, community organizations and governmental bodies and agencies that lead to new and innovative programs and services that benefit district stakeholders.
- Continue to lead the district's advocacy efforts, being flexible and developing a strategy to be heard above the noise of many voices. Shape the nature of relationships with policymakers and lawmakers at the local, county, state and national levels. Gain their attention, providing a vision, and influencing the formation of legislation and regulation beneficial to the district.

To accomplish these goals, the Chancellor's Office will need the following:

Personnel

- Staffing is currently sufficient. As the district expands, there will be continued reorganization that may create the need to hire additional staff.

Technology/Equipment

- Fully implement the Board Docs software program.
- Implement a document retrieval system.

- Improve internal office and inter-office communication.
- Develop a system of consistent follow-up, using a project tracker.
- Enhance the capability of the office team to prepare presentation materials and manage projects on behalf of the Chancellor's office.

Facilities

- Develop a suitable multipurpose, shared space for the Board to meet in Canyon Country.
- Consider planning office space for periodic use by the Chancellor on the Canyon Country Campus.



OFFICE OF THE DEPUTY CHANCELLOR AND INSTITUTIONAL RESEARCH

OFFICE OF THE DEPUTY CHANCELLOR AND INSTITUTIONAL RESEARCH

Barry Gribbons, Deputy Chancellor
Daylene Meuschke, Dean, Institutional Research,
Planning and Institutional Effectiveness

The deputy chancellor focuses on several areas of institutional advancement, including launching, building and maintaining partnerships that advance the district. Partnerships with businesses, governmental agencies, and community groups, (such as the Business Alliance and the K-12 Education Alliance) bring resources to the district, give it insight into the groups' needs, provide communication networks, and engage members of the community with the college so the district can thrive. This function also supports advocacy efforts.

A major thrust of the Institutional Research, Planning and Institutional Effectiveness (IRPIE) function of the Deputy Chancellor's office advances the college using data-driven planning. The Office oversees development and use of the Educational Master Plan, oversees development of the District Strategic Plan, departmental program planning and review processes, and participates in development of the Enrollment Management Plan, among others.

IR-PIE provides substantial amounts of data for institutional planning and helps employees use information for decision-making. The department has representation on numerous com-



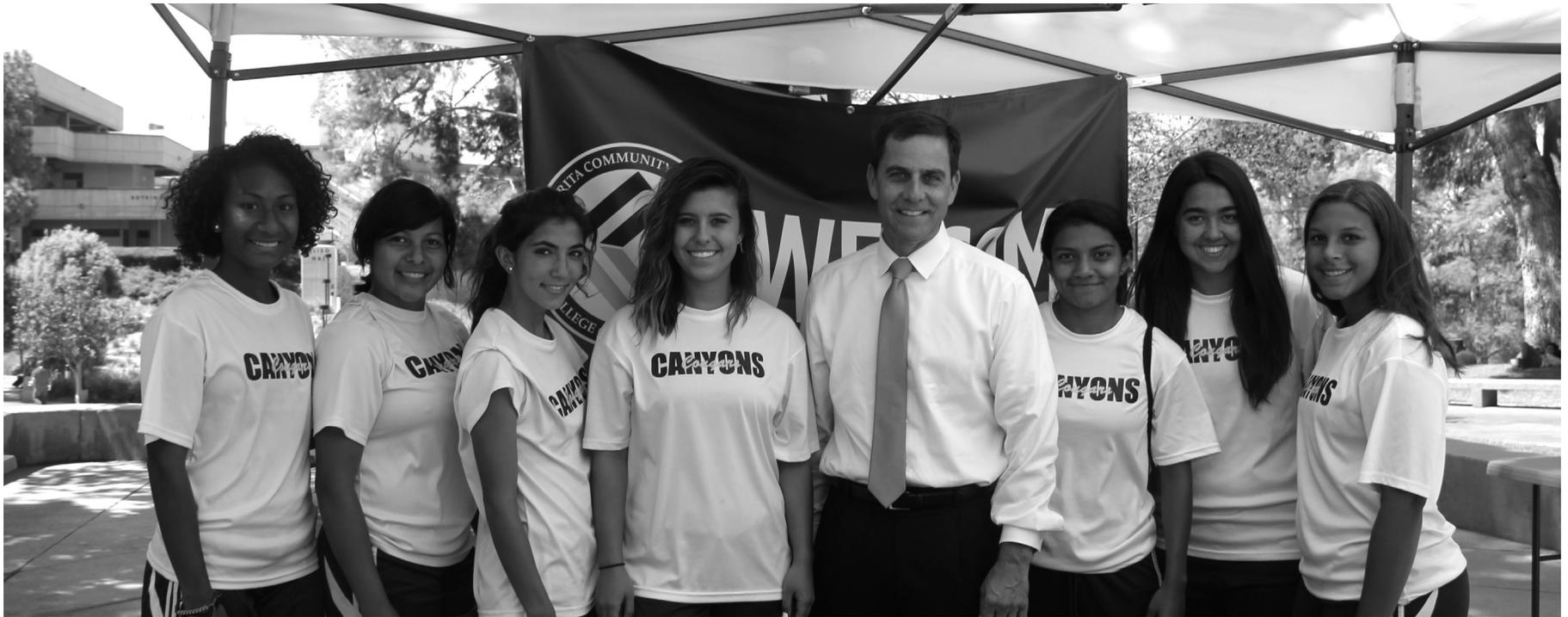
mittees, through which it helps strengthen the college's integrated planning processes.

The Dr. Dianne G. Van Hook University Center, also under the supervision and guidance of the Deputy Chancellor, provides access to bachelor's, master's degrees, along with, credentials and advanced certificate programs, The University Center's Educational Plan is presented separately.

Emergency preparation and response is another critical area of planning bolstered by the Deputy Chancellor's leadership. During the past four years, the district's awareness and readiness has been measurably and visibly improved through a planning process requiring collaboration with all areas in the college. While there has been tremendous training of the district's Incident Command Team and campus community, there is still much research, planning, training and preparation to do.

The Deputy Chancellor's Office will be working on the following new initiatives during the next five years:

- Explore ways to respond more quickly to needs for data and help users use it to inform decision-making.
- Change the nature of how departments use data and process it.
- Work to increase the use of institutional research in planning, especially among full-time and classified staff.
- Augment existing department planning training with additional training opportunities for faculty and staff on integrated planning, emphasizing interconnections between planning processes and reflection questions for departments' internal dialog, and promote dialog between departments.



- Implement new data visualization tools and train employees to disaggregate data quickly.
- Re-evaluate the program review process to improve the connection between student outcomes, major program initiatives and resource allocation.
- Increase the use of labor market and wage data in planning.
- Lead and evolve the Institutional Effectiveness Partnership Initiative.
- Reenergize the advocacy program, collaborating with other departments and pursue advocacy opportunities to advance programs and services.
- Support external partnership development.
- Support the efforts of the University Center to meet its goals.

- Advance emergency preparedness of the Incident Command Team and across the District.

To accomplish these goals, Vice Chancellor's Office will need the following:

Personnel

- IRPIE will need an additional senior research analyst and an assistant director.
- The University Center will need an additional staff position to assist the director with additional outreach and partnership development.

Technology/Equipment

- New software tools will be needed, and old ones updated to automate data reports, improve processes for disaggregating data, using data for improved planning processes.

Facilities

- The Deputy Chancellor's Office and University Center facilities are sufficient, although the University Center will need to use more of the space for University Center programs, reducing the availability of space for lower division classes. The IRPIE Office will need two additional offices.
- As a district function, these areas will not need dedicated facilities in Canyon Country, but will use temporary office and meeting spaces when providing services there.
- The Emergency Preparedness function needs an improved, larger facility for the emergency operations center.

OFFICE OF ASSISTANT SUPERINTENDENT VICE PRESIDENT ACADEMIC AFFAIRS

OFFICE OF ASSISTANT SUPERINTENDENT/ VICE PRESIDENT ACADEMIC AFFAIRS

Dr. Jerry Buckley, Assistant Superintendent/ Vice President

The Assistant Superintendent/Vice President of Academic Affairs is the chief instructional officer of the Santa Clarita Community College District. The Office of the Assistant Superintendent/Vice President of Academic Affairs (formerly known as the Instruction Office) provides administrative support for academic programs and facilitates the work of faculty, instructional deans and program directors to positively impact student learning, retention and success.

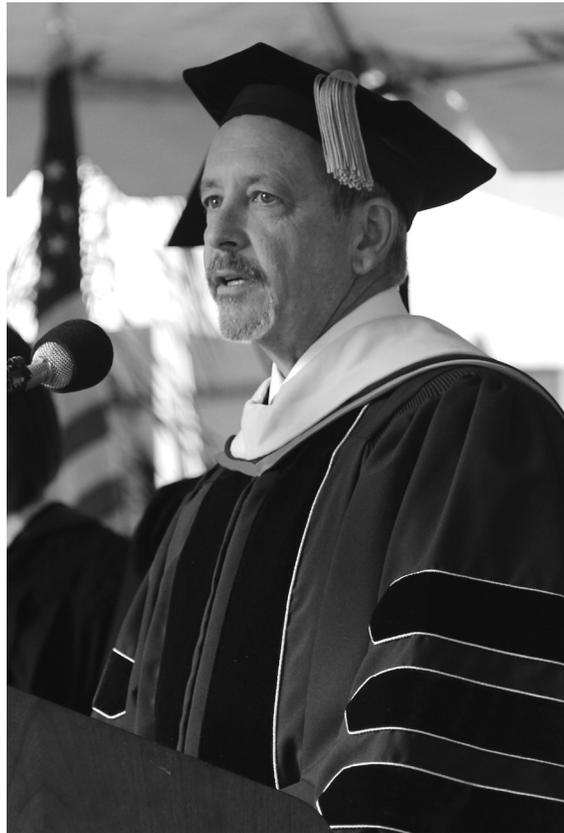
In conjunction with the Academic Affairs Office, and with each instructional school and division at the college, this office guides planning and development of the college catalog, the schedule of classes, and instructional programs and services that meet the needs of students, businesses and the community, and beyond. The office also supports key activities related to the Student Success Task Force recommendations and instructional service agreement (ISA) oversight.

The Office of the Assistant Superintendent of Academic Affairs will be working on the following new initiatives during the next five years:

- The District's many ISAs with Los Angeles County Fire Department and Lifeguards, Los Angeles Police Department, Los Angeles

County Sheriff's Department will continue to expand and serve a larger population of online learners, providing critical continuing education courses to our first-responders.

- The LA County Sheriff's Department Academies, along with the district's Fire Technology, Administration of Justice training, and Emergency Medical Technician (EMT) programs critically need sufficient and appropriate facilities. The Office of Academic Affairs proposes developing an institute that integrates these programs and constructing a building to house the Institute for Public Safety.
- The Office also proposes construction of an



Allied Health building that brings components of the nursing program and other allied health professions together, under one roof. Health care is an industry sector that will continue to grow dramatically in the near future.

- The office proposes moving the Welding and Manufacturing Programs to the Canyon Country Campus with the existing Solar and Plumbing programs. Expand the Solar Program into an Electrician Training Program as part of a new Construction Technology Department, encompassing several of the construction fields.
- Develop a Commercial Photography Program at the Canyon Country Campus.
- Move the current Auto Technology Program to the lower level of the campus where it can expand and has sufficient parking for vehicles.
- Complete operational planning with the Santa Clarita Valley Adult Education Consortium (Gateway SCV) and continue implementation of new programs and services.
- Facilitate development of a data warehouse and implementation of a management reports system that will provide operational data to better manage day-to-day decision-making, future planning, and implementation of new programs and services within Student Services and Academic Affairs. The system should also support the collection of accreditation evidence, for example, evidence related to course-level disaggregated SLO data, gap analysis of the data, and closing the loop with planned interventions that address gaps in student learning, as well as the assessment of these interventions.
- Institutionalize the 2014-2015 Department Chair workload reduction pilot project by hiring appropriate numbers of administrative assistants for each instructional division and within Academic Affairs to address Student Learning Outcomes (SLO) requirements imposed by accreditation standards, quality assur-

OFFICE OF ASSISTANT SUPERINTENDENT VICE PRESIDENT ACADEMIC AFFAIRS

ance and electronic archiving of course syllabi, as well as clerical work associated with schedule development, marketing, and faculty evaluations. Continue to support division needs with hourly staff in areas where permanent part-time and full-time classified positions cannot currently be hired.

- Institutionalize an accreditation task force as a sub group of the College Planning Team (CPT) to continue to address 2014 visiting team recommendations, recommendations carried forward from the 2008 site visit, changes to accreditation standards that became active in 2014, as well as all internal actionable improvement plans generated within the 2014 accreditation self-evaluation report.
- To fully address accreditation recommendations made in 2008 and reaffirmed in 2014 regarding additional improvements required for SLO design, assessment, and actions by adjunct and full-time faculty, the Office of Academic Affairs will expand the use of program coordinators to specifically address recently revised Standard 1B.6, which additionally requires the institution to disaggregate and analyze learning outcomes and achievement for subpopulations of students.
- Implement the nine aligned career pathways with the William S. Hart School District.
- Continue participation in the State Chancellor's Institutional Effectiveness Partnership Initiative.
- Work with the State Chancellor's Office to improve the C-ID system, refining processes and procedures to reduce time to completion for course review and address the use of C-ID for CTE programs and courses.
- Address increased utilization of adjunct faculty flextime resulting from changes to language in the AFT collective bargaining agreement. Cre-

ate an ongoing budget augmentation to address this increased utilization of flex hours.

- Allocate funding to address emergency maintenance, repair and/or replacement of capital equipment used throughout all Instruction programs.
- Provide fiscal and employee support to the development of the Center for Civic Engagement at College of the Canyons, and continue to support the archive of congressional records and other exhibits from the career of U.S Representative Buck McKeon.
- Pursue implementation of noncredit career development college prep (CDCP) programs and courses at up to five educational centers, including the Canyon Country Campus, as part of the implementation of the Adult Education Black Grant initiative.

To accomplish these goals, the Office of the Assistant Superintendent of Academic Affairs will need the following:

Personnel

- Hire faculty to develop programs and fill positions in new and expanded instructional programs outlined above.
- In order to adequately meet future FTES targets and other institutional workloads, including an increased focus on accumulating and assessing SLO data, the Office would prefer to see 23 faculty hires to address the number of sections that will be programmed in 2016-2018.
- Additionally, the Office of Instruction will request five classified administrative assistant positions be approved for 2017 as either permanent part-time employees, or full-time classified employees to address the issue of Department Chair and Dean workloads, as documented in a pilot project during 2014-2015. This pilot consisted of utilizing 11 hourly employees to document specific clerical tasks, and time on tasks, as they assisted division offices and department chairs with the execution of clerical duties.



OFFICE OF ASSISTANT SUPERINTENDENT VICE PRESIDENT ACADEMIC AFFAIRS

Technology/Equipment

- A data warehouse and management reports system.
- Purchase of additional laboratory equipment will be required to offer additional sections of anatomy & physiology in Boykin 207 and 208, to serve the prerequisite needs of pre-nursing and allied health students.
- Additionally, augment school budgets to address laboratory equipment maintenance and service contracts, where appropriate, to ensure an appropriate classroom experience for all of our students taking equipment-intensive courses.

Facilities

- The Valencia Campus needs substantial facilities changes in addition to those outlined in the 2014 Valencia Modernization Plan and the 2015 Secondary Effects plan below.
 - Access funding to design and construct a facility to serve the Institute for Public Safety that integrates agency academies and district public safety and public service programs.
 - Access funding to design and construct an Allied Health facility to bring Nursing components and all Allied Health under one roof, allowing space to expand this sector to meet industry needs in the future.
 - Construct one or more additional general classroom buildings with some larger meeting/classroom spaces, at least one accommodating 250 to 300 seats. Include configurable classrooms for alternate instructional methods, and provide faculty office space for full-time and adjunct faculty.
 - Tear down the current, obsolete Student Support portable and build facilities to accommodate two of the proposals above.



- Move the Welding Program and Advanced Manufacturing to the Canyon Country Campus and construct a new building on the vacated space in Valencia.
- Move the Auto Technology Program in Canyon Country to the lower street level, adding a Commercial Photography Program.
- The 2014 Valencia Modernization Plan contains many requests critical to maintaining a high level of service to students and community members, including remodeling classroom space and storage space to yield additional seats for students. Funding and implementation of this plan is critical to maintaining the college FTES and continued growth.
- The 2015 secondary effects plan has many critical components that address the needs

of instructional departments and programs, including the centralization of instructional deans and Academic Affairs staff in Bonelli Hall. Additionally, new office space will be made available to the Upward Bound Program, Center for Excellence in Teaching and Learning, as well as the Sustainability Center, and Honors Program. Coordination and remodeling of some Student Center Space will help develop a geographic identity for the Center for Civic Engagement, in collaboration with Student Services.

- Faculty office space for both full-time and part-time faculty will be created, serving a developing need as we continue to grow as a college and add additional faculty positions.

ACADEMIC AFFAIRS

ACADEMIC AFFAIRS

Dr. Jerry Buckley, Assistant Superintendent/
Vice President
Audrey Green, Associate Vice President

Academic Affairs is the operational side of the instructional area. It is responsible for the analysis and development of the class schedules, including room scheduling, monitoring enrollments, development of the catalog, maintaining and approving curriculum, monitoring faculty loads, providing the payroll office with pay reports for full-time and adjunct faculty, as well as reassigned-time job descriptions and contracts. The office provides faculty load and/or payment histories for other campus departments, and is responsible for monitoring contractual issues.

Academic Affairs is also the administrative unit responsible for oversight of the Basic Skills Initiative, which the campus has designated as Skills4Success. Additionally, the Associate Vice President serves as the project director for the California Career Pathways Trust grant. As a result, Academic Affairs coordinates a multitude of events and professional development opportunities that involve faculty and staff from the College and the Hart District.

Academic Affairs oversees the ISA program including curriculum, accounting and processing of ISA instructors. The office provides support for the Curriculum Committee and maintains the curriculum management system, as well as articulation agreements. The functions include ensuring Datatel course and program elements are accurate for MIS reporting, as well as student transcripts. Academic Affairs also has administrative responsibility for Student Learning Outcome coordinators, Honors, Inmate Education and for the Center for

Teaching and Learning Excellence.

Academic Affairs will be working on the following initiatives over the next five years:

- Online education for instructional service agreements
- Inmate education at Pitchess Detention Center
- Expanded dual enrollment to support Career Pathways
- Improved data accessibility for planning and



- decision making
- Improved data capturing, tracking, and reporting related to student learning outcomes assessment
- Expanded implementation of e-Portfolio use for student assessment and visibility of student learning
- Continuous development and review of guided pathways for all degree and certificate program

To accomplish these goals, Academic Affairs will need the following:

Personnel

- A Dual Enrollment Coordinator
- An Inmate Education Coordinator
- A Student Learning Outcome Technician (vacant)
- An Administrative Assistant II (vacant)

Technology/Equipment

- Data software
- Room scheduling software
- Computers, printers, copiers, scanners and software applications for the personnel listed above

Facilities

- Furnished offices for the personnel listed above.
- As a District-level function, the Office of Academic Affairs operates from the Valencia Campus and currently has no need for permanent facilities on the Canyon Country Campus. It will not need permanent facilities on any other centers or sites.
- Academic Affairs will periodically need temporary access to meeting rooms and offices in Canyon Country.

CENTER FOR CIVIC ENGAGEMENT

CENTER FOR CIVIC ENGAGEMENT

Jerry Buckley, Assistant Superintendent/
Vice President

Audrey Green, Associate Vice President,
Academic Affairs

Patricia Robinson, Interim Dean

The Center for Civic Engagement at College of the Canyons fosters civic knowledge, social responsibility, civility, and mutual respect among the campus community to transform self and society. Civic literacy is enhanced through campus and community partnerships, which emphasize the public good at the local, national, and global levels and helps to create “citizens of the world.” Civic scholarship can be achieved through a variety of methods, such as critical thinking, reflection, community-based learning, and service learning, available through curricular and co-curricular opportunities.

The civic engagement initiative at College of the Canyons is dedicated to bridging theory with practice to create a “civic-minded” culture that fosters democratic thought and action for the public good. Fostering collaboration, volunteerism, and critical thinking, students, faculty, staff and community will serve as civic leaders to bring attention of social issues to others. Through social awareness, an empowered citizenry can confront issues of inequity facing person, place and environment.

Among many other activities, the Center for Civic Engagement (CE) will be working on the following initiatives during the next five years:

- Introduce the concept of civic engagement to faculty, staff, and students, campus-wide and devise a strategy to embed the concept into curricular assignments across the disciplines,

as well as to infuse into co-curricular events and activities.

- Organize a Civic Engagement Steering Committee, including students, faculty, staff, administrators, and community leaders.
- Develop Institutional Student Learning Outcomes (ISLO), and course assessment measures and assignment rubrics related to civic engagement.
- Retool the Service Learning Program to focus on Community-Based Learning (CBL).
- Develop a CE faculty and student survey, as well as a CE inventory survey, to identify existing civic engagement activities, resources, and programs.
- Hold FLEX training workshops on civic engagement and facilitate civic engagement workshops for students, faculty, and staff.
- Meet with faculty and administrators from local school districts, local universities and the City of Santa Clarita to collaborate on civic engagement initiatives.
- Host a civic engagement lecture/speakers series.
- Explore a civic engagement certificate and create a transcript notation for civic engagement activities.
- Pursue grant funding.
- Identify social media and other marketing opportunities and means.
- Reinstate 1-unit service-learning practicum class.
- Create new transfer-level classes related to civic engagement, social justice, and social responsibility.
- Create a civic engagement service award and civic engagement scholarship.
- Set measurable civic engagement outcomes and benchmarks and create assessment measures.

- Incorporate civic engagement into the Associate Degree requirement.
- Create a civic engagement pathway among high school students.

To accomplish these goals, the Center for Civic Engagement will need the following:

Personnel

- A dedicated dean-level director position
- A faculty coordinator
- A clerical, administrative support position

Technology/Equipment

- Office furniture for two people, two computers, a printer, scanner, office supplies, software

Facilities

- An office for two people
- A meeting room that includes an area for students and faculty to access resources, discuss issues, make plans and create materials for events and activities
- A storage area for supplies and files



CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)

Denee Pescarmona, Dean,
Instructional Support and Student Success
Ron Dreiling, faculty co-coordinator
Brent Riffel, faculty co-coordinator

The Center for Excellence in Teaching and Learning (CETL) promotes quality and innovation in teaching, engaging all faculty members in effective teaching practices and cultivating a community of educators at College of the Canyons. The center is designed to develop faculty to their fullest potential through pathways that focus on best teaching practices, increasing student learning, and providing career enhancement strategies. It builds on the curriculum and elements of the former Associate Program and the former Institute of Teaching and Learning.

The Center aims to be the college's central partner for improving teacher quality and student success across the campus, aiming to respond to the needs of the entire campus. It supports the incorporation of high-impact practices into the classroom, and offers training and support to faculty in order to foster great teaching effectiveness, based on sound pedagogical principles and cutting-edge techniques. The center acts as an ongoing resource for faculty and campus leaders as the college continues to address future educational needs, state, mandates and ongoing changes in the demands of the workplace.

The Center for Excellence in Teaching and Learning will be working on the following initiatives over the next five years:

- Develop curriculum and implement the Future Instructors in Training (FIT) program.
- Identify hard-to-staff departments and pair



- mentors and mentees from the FIT program cohort.
- Develop curriculum and implement teaching strategies workshops and reading strategies workshop.
- Partner with Institutional Research to conduct focus groups and other measures of assessing the center's effectiveness. As the center expands its offerings, date-driven accountability measures will be increasingly necessary.
- Create and launch Classroom Matters, a biannual publication that provides in-house scholarly articles and a variety of other writings that focus on teaching and learning.
- Create, collect, and make available to faculty a set of offerings including workshops, lecture series, films, publications, a website and other media designed to promote a community of educators.

- Design, develop and launch methods of incentivizing adjunct faculty to participate in the center's training programs, supporting improvement of student completion goals.
- Launch summer and weekend training programs, at times when faculty (especially adjunct faculty) are more able to participate.
- Engage faculty to teach other faculty to use technology in the classroom.
- Offer two online courses and a hybrid course aimed at helping faculty develop their online teaching skills
- Create more collaboration with the Professional Development Department.

To accomplish these goals, the Center for Excellence in Teaching and Learning will need the following:

Personnel

- Two faculty coordinators
- Clerical support
- Faculty teams and research groups
- Faculty coordinators for specific CETL projects

Technology/Equipment

- A training space with banks of computers with general word-processing, spreadsheet, database and presentation software.
- Computer workstation for clerical support. Printer for printing certificates and training transcripts.
- Comevo software.

Facilities

- A designated space to serve as the center's residence on campus. Minimal modification, providing sufficient computer ports for workstations. HSLH 207, with minor modifications, is well-suited for a resource library, training and gathering/meeting space.

CENTER FOR EARLY CHILDHOOD EDUCATION

CENTER FOR EARLY CHILDHOOD EDUCATION

Diane Stewart, Dean
 Monica Marshall, Program Director
 Wendy Ruiz, Infant/Toddler Director

College of the Canyons Center for Early Childhood Education provides a licensed and accredited laboratory program that models essential quality workforce skills for students studying early childhood education. The lab school provides the connection between theory, child growth and development, best practices, and contextualized learning with the early childhood education academic department for all courses. The Center services provide care and education for children of college students while they pursue their career and educational goals. The Center for Early Childhood Education provides quality care and education for infants, toddlers and preschool children, modeling an exemplary developmentally appropriate and culturally sensitive learning/lab environment for parents and Early Childhood Education students.

Please also see the Early Childhood Education Department section on page 94.

The Center for Early Childhood Education will be working on the following initiatives during the next five years for both the Valencia and Canyon Country campuses:

- Maintaining a state-of-the-art learning environment
- Developing the Outdoor Classroom principles and preparing to certify as a demonstration site on both Valencia and Canyon Country campuses.
- Reclassifying current adult hourly staff.

- Providing professional development opportunities for practicum/lab school instructors and other center and academic staff.
- Providing access to specialized therapy for children and families, such behavioral, and occupational and physical therapy.
- Increasing student access to use the center to complete assignments that require application of knowledge within their courses in ECE.

Goals specific to the Canyon Country Campus include:

- Preparing for initial accreditation self-study for the Canyon Country Campus Center for Early Childhood Education.
- Expanding the Canyon Country preschool program to a permanent building and adjusting the age groups that are offered.
- Offering Foster and Kinship Care Education and TEACH Workshops at the Canyon Country Campus for center staff and families.

To accomplish these goals, the Early Childhood Department and the Center for Early Childhood Education will need the following:

Valencia Campus Personnel

- In-house child and family certificated therapist for the center

Technology/Equipment

- A state-of-the-art security system -- Install security features as recommended by Campus Safety and Cobra (i.e. replace/modify classroom locks, buzz-in system at gate).
- Updated technology throughout the center (i.e. digital signage software, equipment, digital signatures etc.).
- Include observation system in all infant/toddler outdoor play spaces and improve sound quality for the existing observation system throughout the center.





- Technology and documentation equipment (i.e. color printers, digital signage, CCC monitor camera, digital signature system, augmented reality sandbox).
- Equipment and materials to meet the Outdoor Classroom requirements.

Facilities

- Renovation of current facilities to include permanent infant/toddler buildings and full-day preschool building that would replace the current modular; additional classroom space for the academic ECE program; a separate entrance for adult students away from the entrance for children and their families; updated paint, carpeting and flooring; repair and modification to fences and gates; refurbishing the outside environment (including adding shade coverings for outdoor play spaces); updated signage; and the possible addition of a second story to solve space and safety issues.
- Provide deferred maintenance plans for ECE Center.
- Replacement of appliances on the Valencia campus (dishwasher, garbage disposal).

- Replace broken and worn children's classroom furniture.
- Replace infant/toddler and preschool children's yard structure to meet outdoor classroom requirements and modify to meet certification principles.
- Replace the temporary wall between the Yellow and Red rooms.

Canyon Country Campus Personnel

- We would need these positions to meet Title 22; Staff to meet Title 5 regulations, including a director, master teachers, teachers, and associate teachers; In addition, we would need an administrative assistant, enrollment technician, office staff, and a nutrition specialist.
- In-house child and family certificated therapist for the center.

Technology/Equipment

- Observation equipment in the center;
- Technology for both the children's classrooms and for the center staff working directly with the children;

- A state-of-the-art security system – install security features as recommended by Campus Safety and Cobra (i.e. additional walkie-talkie, replace/modify classroom locks, buzz-in system at gate).
- Technology and documentation equipment (i.e. color printers, digital signage, CCC monitor camera, digital signature system, software, augmented reality sandbox).
- Equipment and materials to meet the outdoor classroom requirements

Facilities

- A permanent facility that includes a state-of-the-art adult teaching floor with a view of the children's classrooms from above; an entrance for ECE students that is separate from the center's entrance for children and their families; appropriate outdoor space; staff and faculty offices within the center; adequate storage; ample meeting space; and collaborative learning spaces for ECE students to access computers, printers, and other supplies to support student success.

SCHOOL OF CANYONS EXTENSION – COMMUNITY EDUCATION

**SCHOOL OF CANYONS EXTENSION –
COMMUNITY EDUCATION****School of Canyons Extension**

Audrey Green, Associate Vice President,
Academic Affairs
Diane Stewart, Dean,
School of Canyons Extension

The Community Education Department of the School of Canyons Extension offers a program of diverse, fee-based personal enrichment and professional development classes and activities designed to serve individuals with learning goals that do not require college credit. The department also provides testing for certificate and recertification programs. It serves the Santa Clarita community and by offering some classes online, it reaches out to individuals outside the local area.

Community education classes are offered in addition to COC's credit program and are not academic equivalents or prerequisites of regular credit classes. The Community Education program classes and activities are short-term, have easy registration and have low fees.

Community Education will be working on the following new initiatives during the next five years:

- Develop a revenue source, outside of district-funds, ok to maintain a balanced budget.
- Fund staffing to support the program.
- Develop consistent programming for special populations, such as:
 - The senior community
 - K-12 teachers
 - ESL students
- Develop an organizational chart, job

descriptions and recommendations for staff positions.

- Develop and implement a marketing plan, using primarily online and social media

To accomplish these goals, Community Education will need the following:

Personnel

- A full-time manager or director
- Permanent part-time support staff

Technology/Equipment

- Access to a copying machine is needed.
- The current computer equipment is sufficient,

but once there is a full-time director and support staff, updated computers will be needed, along with up-to-date software programs for marketing, registrations and tracking students.

Facilities

- The current facilities are sufficient and appropriate. Under the umbrella of Canyons Extension, Continuing Education is now co-located with Community Education in Canyons Hall, easily accessible by walk-in members of the public.



DISTANCE AND ACCELERATED LEARNING

DISTANCE AND ACCELERATED LEARNING

James Glapa-Grossklag,
Dean of Learning Resources
Brian Weston, Director

Distance and Accelerated Learning develops and delivers universally accessible, academically sound, and technologically advanced instruction at a distance, while supporting student success, responding to community needs, and promoting faculty innovation. It drives faculty innovation in the use of instructional technology; promoting the development and adoption of open educational resources, which expand access by lowering costs; and by developing and supporting delivery formats that help more students access educational materials.

Online students desire flexible schedules, and often can't attend on-campus sections due to work/family obligations. Students who need a flexible schedule, personalized learning, and ability to complete accelerated college credit are best served through a combination of accelerated, hybrid, PAL, and online delivery formats. PAL, one of the Distance Learning delivery programs, serves basic-skills students in accelerated learning cohorts in various disciplines.

The department conducts faculty training and supports faculty innovation in the use of educational technology. To promote quality online instruction, the department offers training through FLEX and course-length workshop series. The department has increased efforts to promote use of open educational resources (OER) and innovative uses of technology. The department also drives development of online instructor qualifications, the review of Learning Management System, and develop-

ment of college procedures associated with online teaching and learning.

Canyon Country

The Department supports PAL and hybrid class formats at CCC and can do so for a westside campus. It continues to offer faculty-training workshops at CCC and engages regularly with CCC leadership to identify needs of students who might try to complete their programs of study via a combination of distance learning and CCC classes.

Initiatives

The Distance Education Program will be working on the following initiatives over the next five years:

- Create an OER degree pathway for students to improve retention and success.
- Develop and promote opportunities for students in alternative delivery formats to be fully engaged with college services and activities.
- Develop and deliver professional development for faculty and staff related to distance learning, accelerated learning, and OER.

To accomplish these goals, the Distance Education Program will need the following:

Personnel

The department will need to grow to a seven-person department. In addition to the director and a coordinator, the following positions will be needed:

- One student success coach for online students. This position will identify and reduce barriers to online student success, persistence and completion for students enrolled in online, hybrid, PAL, and other alternative delivery formats.

- Two instructional designers to translate research using pedagogy best practices and assist instructors with designing their courses. Conducting training and workshops to faculty on teaching strategies.
- One media production specialist to design, create and develop instructional media content. The department has a long-standing need for an alternate media production specialist, who can work with faculty to develop media and learning objects in formats accessible to all students.
- An administrative assistant to create and manage meetings, trainings, and events, track and delegate requests for the department, manage department databases and run reports.

Technology/Equipment

- Secure equipment needed for operation of the department
- Access to copiers/scanners/printers
- Webcam and microphones for all employees
- Professional setup for recording and editing software with items such as
 - High-performance PC
 - Recording software
 - Professional camera
 - Microphone high fidelity

Facilities

- A greenroom with appropriate lighting, equipment, and sound proofing to create media content
- Increased department office space to accommodate department staff and trainings

EDUCATIONAL TRAVEL PROGRAM

EDUCATIONAL TRAVEL PROGRAM

James Glapa-Grossklag, Dean,
Educational Technology, Learning Resources and
Distance Education; Co-Chair, Educational Travel
Advisory Committee
Claudia Acosta, Chair, Modern Languages
Department; Co-Chair, Educational Travel
Advisory Committee

The Educational Travel Program is designed to provide students who enroll in related and appropriate courses opportunities to broaden their knowledge of, and exposure to, other people and cultures by traveling to and studying in other

countries. Students who participate in this program will experience cultures, places, and ideas firsthand while acquiring knowledge and skills for living in an interdependent and culturally diverse world.

The Educational Travel Program will be working on the following new initiatives during the next five years:

- Provide incentives for faculty to develop and execute educational travel opportunities.
- Increase the number of short-term educational travel opportunities.
- Provide students with at least one educational travel opportunity per academic year.

- Develop professional development opportunities for faculty and staff through educational travel.
- Inform faculty of opportunities to become involved in educational travel.
- Create a webpage and social media system for the program and its services.

To accomplish these goals, the Educational Travel Program will need the following:

Personnel

- Stipend funding for faculty who organize and coordinate short-term travel opportunities, including marketing and recruiting plans.



FIELD STUDIES

FIELD STUDIES

James Glapa-Grossklag, Dean of Learning Resources
Jeannie Chari, Director

The Field Studies Program provides an innovative, relevant and necessary practical experience for students taking courses that require a field component. Increasingly, colleges, universities and employers are stressing the importance of hands-on work in the field to help ensure competency and mastery of skills. By providing this opportunity we work to ensure that students will excel in their ability to apply scholarly knowledge in a highly functional way.

Given that one of the most growing fields today is environmental science and the Millennium Development Goals of 2015 agreed upon by 193 countries include environmental sustainability, it is imperative that we provide relevant authentic experience in this regard at our institution. This experience must include introducing students to the environment in terms of all of its nuances and ecological relationships. This important level of understanding can only be achieved through fieldwork. For this reason, field studies are becoming an important constituent of higher education in institutions across the world. Therefore, the mission of our field studies program is to provide students with the practical field experience necessary to facilitate educational transfer and advancement into relevant career pathways.

Field Studies will be working on the following initiatives over the next five years:

- Coordinate forms required for faculty and student travel.

- Train new faculty interested in participating in field studies.
- Expand the variety of courses offered and increase the number of faculty involved in the program.
- Secure long-term funding to ensure that students have access to field research opportunities every semester.
- Begin a long-term plant diversity monitoring program on site where students will add to existing data and have an opportunity to analyze cumulative data on species richness. This is possible due to a partnership with the Long Beach Area Council (LBAC). It is particularly relevant as land-holding entities are looking to provide multi-use access to land while maintaining biodiversity. This project will monitor both fenced and open plots to determine the impact of large herbivore grazers.
- Coordinate with LBAC in terms of the Forest Management Plan under development
- Provide students experience with field data collection and analysis

New long-term goals to explore:

- Secure funding for a mobile equipment lab that can be used to collect and analyze data in locations that lack field stations.
- Explore possibilities of other field study station locations that include the desert and coastal environments.
- Explore the possibility of the College securing land to build a college field station. This could provide opportunities for field studies curriculum development in land management, biodiversity studies, forest management and sustainable agricultural practices.

To accomplish these goals, Field Studies will need the following:

Personnel

- Additional faculty recruited and trained to offer Field Studies Program courses.
- A classified staff person to assist with administrative and clerical work for the program.

Technology/Equipment

- Field studies equipment (varies with different courses),
- Computers, iPad, laptops, and remote access equipment.

Facilities

- A mobile equipment lab that can be used to collect and analyze data in locations that lack field stations.
- Additional field study station locations that include desert and coastal environments.
- Potentially, additional land the College could lease or purchase, to build a college field station.



INSTITUTE OF ETHICS IN LAW, BUSINESS AND GLOBAL POLICY

**INSTITUTE OF ETHICS IN LAW,
BUSINESS AND GLOBAL POLICY**

Russel Waldon, Dean, School of Business
Kevin Anthony, Director

The Institute of Ethics in Law, Business and Global Policy will create activities that will enlarge the experience of the College of the Canyons community by presenting issues of ethics that impact law, business and global policy in our contemporary society.

The Institute of Ethics in Law, Business and Global Policy will be working on the following initiatives during the next five years:

- Engaging quality and knowledgeable speakers to address ethics in the law, in business and in global policies;
- Providing competitions that challenge students to evaluate issues that pose questions requiring decision making that considers ethical responses and commitment;

- Creating a publication and a writing competition that solicit papers that examine ethical questions and decision making;
- Providing professional development exercises for faculty that will enhance the delivery and inclusion of ethical educational resources into existing curriculum;
- Heighten awareness in the community of the importance of ethics in decision making by providing a repository for written materials, video and related media that highlight ethics;
- Creating an online repository of case histories that present questions of ethics with relevant responses and commentary;
- Soliciting sponsorships to endow the program and make it self-sustaining within five years.
- Develop a directorship for the institute that is fully funded by sponsorships and seek to have the position endowed.

To accomplish these goals, the institute will need the following:

Personnel

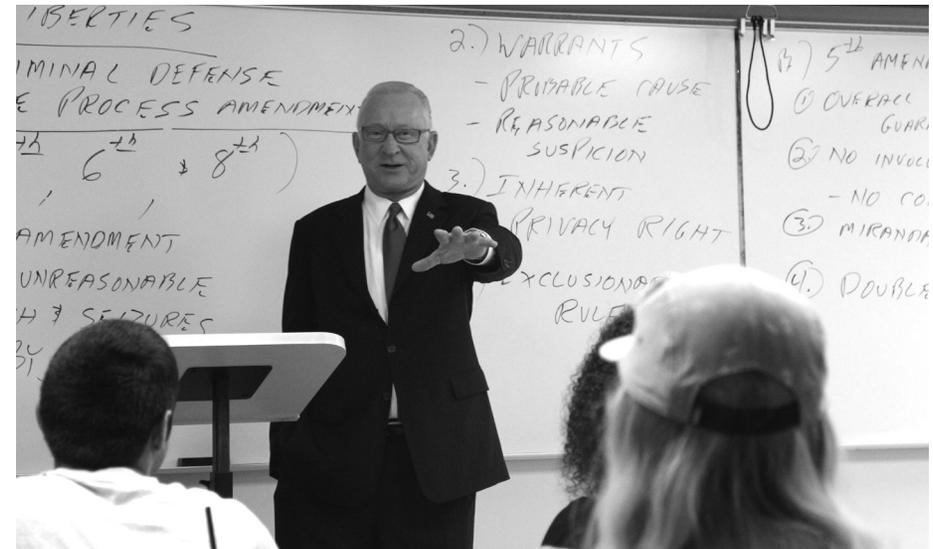
- One part-time staff person. Fifty percent of their time would be assigned to the institute.
- The director would be a faculty member.

Technology/Equipment

- No new technology resources would be required.
- We would seek to work with the current media resources on campus to record speakers, competition and related activities that could be placed into the online repository.

Facilities

- An office will be needed, large enough to support the director and one staff person. This would be located on the Valencia Campus.
- There are no current plans to have an office on the Canyon Country Campus, however, activities of the institute would be scheduled on both campuses, and technology would be used so that presentations, competitions, and other activities could be presented on both locations simultaneously.



SCHOOL OF APPLIED TECHNOLOGIES

SCHOOL OF APPLIED TECHNOLOGIES

Ron McFarland, Dean

The School of Applied Technologies includes numerous robust academic programs of study leading to certificates and/or degrees in career-oriented technical education. The school has close affiliation with the internship and job development department. All faculty members have significant business, technical and industry experience, and currency is maintained by ongoing, close connections between all programs and industry advisory groups.

Reorganization and incorporation of new programs is currently in planning stages. The Schools programs will include: Advanced Manufacturing Technologies, Architectural Drafting, Computer Networking (Cyber Security Program to be incorporated into Computer Networking), Construction Management, Electronics Systems Technology, Interior Design, Manufacturing Technology, Plumbing Technology, Solar Technology, Water Systems Technology, Automotive Technology, Welding Technology. Significant focus is placed on technology, equipment, and facilities by all programs, to ensure that students are being trained on the equipment and with the processes currently used in business and industry. As the administrative unit responsible for these programs, the School of Applied Technologies provides leadership to the programs and services, including long-term and short-term planning, coordination, administrative support, grant writing and management, outreach, and data analysis.

The School of Applied Technologies will be working on the following initiatives over the next five years:

- Develop a plan for expanding instructional and storage space at the School of Applied



- Technologies on the Canyon Country Campus to include a larger Construction Technologies program, an Advanced Manufacturing Technologies program and building, and an expanded Automotive Technologies program.
- Continue to develop, grow, upgrade and modernize the current School of Applied Technologies programs.
- Continue to develop and expand focused internships with the internship office, including job development and shared resource initiatives with regional business and industry.
- Investigate student tracking processes and strategies to better document program outcomes, program needs and student success.

Additional big goals for the School of Applied Technologies during the next five to six years include:

- Develop a for-credit program for Advanced Manufacturing Technologies
- Incorporate Welding Technologies under Advanced Manufacturing Technologies
- Place the Plumbing, Solar, and Construction Management Programs under a larger umbrella of Construction Technologies
- Create a Cyber Security program that builds out our existing Computer Networking program

Goals that are specific to the Canyon Country Campus include:

- Create the Advanced Manufacturing Technologies program (based on the Career Pathways Grant). Set up the physical infrastructure (leased and/or new construction). Total space

SCHOOL OF APPLIED TECHNOLOGIES

for Advanced Manufacturing Technology and Welding Technology is more than 30,000 square feet.

- Expand the Construction Technologies physical space
- Expand the Automotive Technologies physical space

To accomplish these goals, the School of Applied Technologies will need the following:

Valencia Campus**Personnel**

- Advanced Manufacturing Technology: one full-time faculty member to foster the program
- Construction Technology: one full-time faculty member to foster the program
- Cyber Security: one full-time faculty member to foster the program

Technology/Equipment

- All programs require the heavy use of technology, which is both custom and unique to each program. As such, a technology plan will need to be designed when a physical build-out is determined.

Facilities

- Either renovate Towsley Hall for the Welding Technology program, or (preferred) move Welding Technology into a new facility that incorporates Advanced Manufacturing/Welding Technology at the Canyon Country Campus. (There are ingress/egress issues and other storage issues with the current Welding area in Towsley Hall that will not be solved with a new structure.)
- Expand the Networking area to accommodate Cyber Security. This will require a larger lab area for equipment and at least one additional

classroom space (two additional classrooms are needed).

- Expand the Interior Design/Architecture teaching facilities and add two classrooms that provide the drafting tables and robust computer hardware with two monitors per workstation that will support the heavy processing required by graphics programs.

Canyon Country Campus**Personnel**

- Need a full-time faculty member in Advanced Manufacturing Technologies to foster new program
- Need a full-time faculty member in Construction Technologies to foster program
- Need two lab coordinators: One for the Networking/Cyber security area and a second for Advanced Manufacturing/Welding Technologies to support expanded growth

**Technology/Equipment**

- The new Advanced Manufacturing Technology, expanded Construction Technology, expanded Automotive Technology, and Cyber Security Technology programs are each heavily technology dependent. Aside from a physical infrastructure that requires a large footprint for these areas, a technology plan to expand and enhance current technology needs is necessary

Facilities

- Need space for Advanced Manufacturing Technologies (more than 15,000 to 20,000 square feet). Incorporate Welding Technologies (which also needs 20,000 square feet and is currently located in Towsley Hall, slated to be renovated/re-purposed). Total minimum space required for Advanced Manufacturing and Welding is 35,000 square feet.
- Expand Construction Technologies physically into the current Automotive Technologies area.
- Move and expand Automotive Technologies area from its current location to a lower area at Canyon Country due to parking, ingress/egress issues with the current foot print. Expand the Automotive technologies facility from 8,000 square feet to 15,000 square feet. We are turning away more than 160 students per semester for lack of space. In addition to the doubling of space, ensure that we have 35 to 40 parking spaces for cars that are being repaired and student parking.

Other Needs

Need two lab coordinators:

- One for the Networking/Cyber security area,
- A second for the Advanced Manufacturing/Welding Technologies program to support expanded growth.

SCHOOL OF BUSINESS

SCHOOL OF BUSINESS

Russell A. Waldon, Dean

The School of Business provides accessible education for students through a diverse array of transfer and CTE classes in the disciplines of business, culinary arts, computer and web technologies, economics, hospitality management, law, paralegal studies, real estate, and wine studies. Many of these disciplines are addressed from both national and international perspectives. Civic engagement, cultural diversity, entrepreneurship, equity, and ethics permeate the curriculum of the school in efforts to help students recognize and acknowledge their role in the business and legal environments. The Institute of Ethics, Law, and Public Policy, a component of the School of Business, is charged with engaging students, faculty, and the community in discourse on ethics as applied to the law, commerce, and the basis for guiding public policy.

The School of Business will be working on the following initiatives over the next five years:

- Access ongoing resources so that software is continually upgraded. This should be designated as a forced cost for Computer Applications and Web Technologies.
- Complete the Economics AA-T degree and create articulation agreements with four-year institutions to meet the needs of students who will major in economics. Articulation with the University Center partners will be a primary goal. Comprehensive marketing of the program will be a key to sustainability for this program.
- Fully develop the Pathway to Law School program, which will be an integral component of the high school, community college, four-year college/university, and law school pathway.

- Complete the AA-T degree in business administration. This is expected to be the primary transfer degree for the School of Business within three years.

The School of Business will also pursue the following major goals during the next five to six years:

- Grow all programs to remain regionally relevant and meet the needs of industry. This includes remaining culturally relevant and diverse.
- Grow programs internationally through closer

relationship with International Services Programs.

- Create an enrollment management program to include social media. This would be done in consultation with Admissions and Records/ Outreach to prevent duplication of efforts.
- Create a funding base for the Institute of Ethics, Law, and Public Policy.
- Create a structure of embedded change management. This will make change--and response to that change--a normal component of the daily activities of the School of Business. Response, as opposed to reaction to change,



SCHOOL OF BUSINESS

will be embedded into the normal operating procedures of the School.

- Collaborate with Economic Development to create a seamless transference of students between academic and SBDC/CITD venues.
- Complete the Culinary Arts business plan, which would include a proposal for profitable management of the vineyard.
- Further enhance online offerings by creating uniform standards resulting in a more energetic and interactive learning environment.
- Create an AA-T degree in urban planning.
- Create a pathway and degree in Global logistics.
- Create a faculty discipline transition module.

To accomplish these initiatives and goals, the School of Business will need the following:

Valencia Campus**Personnel**

- An increase in faculty with significant utilization of teaching assistants.
- Two two current vacancies and three three proposed positions are needed to grow the Business, Computer Applications and Web Technologies, and Paralegal Studies programs.
- It is anticipated that the currently budgeted culinary coordinator position will become a forced cost iCuE facility manager within two years.
- The currently budgeted janitorial position dedicated to maintenance of the iCuE is anticipated to become a forced cost within one year.

Technology/Equipment

- Further automate all classrooms
- The School of Business will coordinate with Computer Support Services to create a budget to continue to update technology in the

school's facilities on a recurring basis and install anticipated technology in classrooms and faculty offices, both in Valencia and Canyon Country.

Facilities

- Additional classrooms to facilitate growth.
- Additional classroom space for the Computer Applications and Web Technologies Department. At least one additional classroom is needed to accommodate anticipated growth.
- An off-campus facility located in the business district of Santa Clarita to accommodate the training of students in the Hotel and Restaurant Management Program.

Canyon Country Campus**Personnel**

- An increase in faculty with significant utilization of teaching assistants. In addition to the

increased faculty needs, the most acute need in simulcasting will be teaching assistants located at the remote locations. The recruiting might be done from the new Faculty-in-Training (FIT) program and from university programs similar to the community college teaching program at Cal State Dominguez Hills.

Technology/Equipment

- Further automate all classrooms

Facilities

- Simulcast facilities to broadcast real-time synchronous sessions from the Valencia campus and vice-versa.
- At least one classroom dedicated to the expanding Real Estate and proposed Urban Planning programs.
- A culinary arts teaching facility of appropriate size.



SCHOOL OF CANYONS EXTENSION

SCHOOL OF CANYONS EXTENSION

Diane Stewart, Dean
Audrey Green, Associate Vice President,
Academic Affairs

The School of Canyons Extension is the oversight structure for noncredit and not-for-credit educational opportunities under the Office of Academic Affairs. Its mission is to oversee, promote and manage departments and collaborations that provide noncredit personal and professional development educational services to the Santa Clarita community. Some of the school's classes are offered online and thus are accessible globally.

Departments include:

- Community Education
- Continuing Education/Non Credit
- Member – GATEWAYSCV – SCV Adult Education Consortium

Community Education being responsive to community needs, offers not-for-credit, fee-based programs such as recreational, personal and professional classes, short-term classes from instructional departments, such as one-day culinary arts classes, and the Summer Institute for junior high school students. It also provides testing for certification and recertification programs.

Continuing Education offers free, noncredit classes that are not limited to, but do include adult education classes as part of GATEWAYSCV – Santa Clarita Valley Adult Education Consortium. It provides educational service for people who would like to improve their English language skills, prepare for the GED, or update their study skills, as well as short-term CTE certifications. The Non-credit office is dedicated to helping

community members transition into careers, upgrade their employability skills or seek higher education.

The School of Canyons Extension will be working on the following new initiatives during the next five years:

- In response to community need, develop curriculum in both continuing education community education, and for the adult ed consortium.

To accomplish these goals, the School of Canyons Extension will need the following:

Personnel

- Coordinator of the GATEWAYSCV initiative
- Administrative and content expertise for course development

Technology/Equipment

- Establish computer lab classroom is in the community (GATEWAYSCV)

Facilities

- Facilities in the community per the GATEWAYSCV work plan.
- CCC office and classrooms for Continuing Education classes



SCHOOL OF HUMANITIES

SCHOOL OF HUMANITIES

Andy McCutcheon, Dean

The College of the Canyons School of Humanities encourages students to expand their understanding of self and culture by infusing traditional humanistic pursuits with relevant academic and workforce education. The school promotes strong faculty scholarship and teaching; encourages the activity of critical inquiry; increases awareness and appreciation of the humanistic disciplines; and fosters interdisciplinary collaboration and dialogue. The School of Humanities provides instructional support for seven different instructional departments and their programs. The program offers mainly transferable courses, but also vocational and academic support courses. The school provides foundational academic skills in English and ESL, as well as preparing students for transfer and the workforce. School members are actively involved in projects and partnerships that embrace scholarly inquiry, creativity, and global responsibility.

The School of Humanities will be working on the following initiatives, which include the highest priorities for the next five years:

- Expand Humanities offerings to meet community needs by strengthening partnerships with noncredit, local high schools, ISP, and inmate education. The school is currently focusing on expanding offerings in English, ESL, and modern languages by working with Pitchess Detention Center, ISP, and local businesses, such as Henry Mayo Hospital, to provide credit and noncredit courses to emerging populations of new COC students.
- Promote awareness of the School of Humanities both as a source for career pathways and as a resource for enriching and diversifying campus culture by developing course-taking pathways for each major within the School of Humanities and posting them to the school website to encourage new majors and student completion; improving coverage of Humanities events on the school website; and hosting post-graduation ceremony for all Humanities major graduates, as well as purchasing a cord or sash to designate Humanities majors at graduation.
- Seek additional funding for the School of Humanities through working with the COC Foundation and pursuing grant opportunities, particularly National Endowment for the Humanities (NEH) grants to infuse funds into the division for innovative programs and projects, pursuing an NEH grant specific to “Bridging Cultures,” and participating in additional grants that promote equity and cultural proficiency.
- Work with facilities through the modernization plan, in addition to the Office of through one-time funding, to remodel designated classroom spaces (Bonelli, Seco, and Mentry halls, as well as Canyon Country) for better instructional delivery. Specifically purchase and instal furniture and technologies that support high-impact practices currently utilized by acceleration and language instruction pedagogies, such as

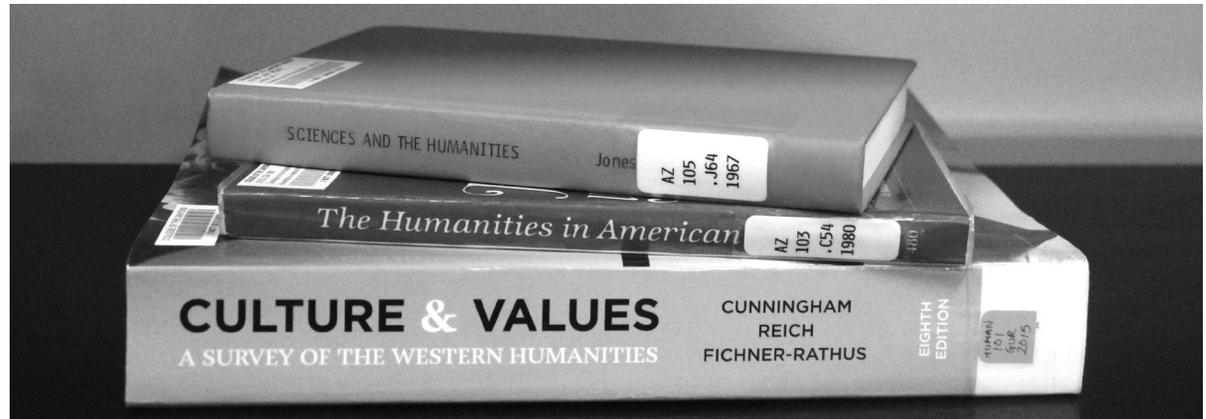


SCHOOL OF HUMANITIES

collaborative learning and community building through peer-to-peer interaction.

- Expand leadership and maintain quality of instruction within the School of Humanities by hiring more full-time faculty, adjunct faculty, and staff in order to support the continued growth demonstrated by the School of Humanities in the last three years. Specifically, advocate for hiring at least three new full-time faculty to provide additional leadership; work with Human Resources, local colleges and COC's FIT program to increase the school's adjunct pools with qualified candidates; as well as convert the school's one permanent part-time adult hourly to a permanent full-time position and hire at least one new permanent part-time employee to support the school dean, the department chairs, and course coordinators.
- On the Canyon Country Campus, the School of Humanities plans to increase its offerings to meet demands in accelerated developmental English, modern languages, ESL, and cinema classes, which will require the appropriate learning spaces and technology to support them.
- The School of Humanities also plans to include Canyon Country more in its program of events, such as Writing Matters, Celebrating the Humanities, and Book of the Year.
- Create a Humanities program/degree for transfer to existing CSU programs;
- Expand the role of Humanities programs/courses in prep for law and business transfer;
- Develop off-campus employee training and more non-credit offerings in ESL, VESL, languages, and technical writing.

To accomplish these goals, the School of Humanities will need the following:

**Valencia Campus****Personnel**

- Additional full- and part-time classified staff.
- Additional part-time faculty.

Technology/Equipment

- Appropriate technology, such as computer workstations for students in accelerated classes, smart lecterns for faculty, as well as projection and audio/visual equipment for language instruction.

Facilities

- More accelerated/smart classrooms and language labs with movable furniture.

Canyon Country Campus**Personnel**

- Dedicated Canyon Country instructors and staff: two full-time and at least three adjunct instructors, as well as one part-time classified staff member to help coordinate Humanities events and two in-class English 089 tutors.

Technology/Equipment

- Appropriate technology, such as computer workstations for students in accelerated classes,

smart lecterns for faculty, as well as projection and audio/visual equipment for language instruction.

Facilities

- Accelerated/smart classrooms and language labs with movable furniture.

Other Sites, Locations, modes of instruction**Personnel**

- Non-credit instructors and additional classified support staff to help coordinate off-site offerings.

Technology/Equipment

- Web-/conferencing technology and secured learning management system for synchronous online and hybrid instruction in addition to current face-to-face offerings at Pitchess Detention Center.

Facilities

- Continued access to Pitchess Detention Center for expanded inmate education offerings, as well as access to public facilities such as libraries or commercial storefront locations for off-site ESL, VESL, and other Community Education and noncredit courses.

SCHOOL OF KINESIOLOGY AND ATHLETICS

SCHOOL OF KINESIOLOGY AND ATHLETICS

Chuck Lyon, Dean
 Chad Peters, Athletic Director
 Howard Fisher, Department Chair

Athletics is an integral part of the college. As such, Intercollegiate Athletics strives for excellence and provides leadership, appropriate facilities, and support services to allow our student-athletes to compete at the highest level and to reach their educational objectives. We represent the college with character while providing the student-athlete with a rewarding experience both academically and athletically. Athletics is committed to fair and equitable opportunities and treatment for all our students and staff. We serve a very diverse group of student-athletes, ranging in age, gender, and economic and ethnic backgrounds. We also work with the community in many different ways, such as offering sports camps, mentoring and making school visits.

Athletics has not forgotten the “student” in student-athlete. To that end we emphasize tutoring, academic counseling, academic advising, and a number of other initiatives to ensure that our students are prepared for transfer or graduation. Student athletes must be full-time students. The well-known pressures of in-season competition, combined with academic requirements, are being addressed, however these could be enhanced. Suggested changes include better connecting the athletics function to the physical education function under one dean. Second, in recognition of the overall priority of academic success, change the current split division reporting to 100 percent alignment with the instructional mission.

The Athletics Department will be working on the following initiatives over the next five years:

- Add a women’s tennis program. This will move us forward toward meeting our Title IX compliance goals.
- Add a full-time coach for women’s soccer. This will also move us forward toward meeting our Title IX compliance goals.
- Restore budgets to reinstate programs/classes that were cut during the recession so we can increase our FTES.
- Restore budgets for purchase of new equipment and for maintenance, repair and replacement of current equipment.
- Increase the budgets for assistant coaching stipends so we can compete for coaches with neighboring districts.
- Construct a fitness center on the Canyon Country Campus.
- Construct permanent restrooms near the softball field and Public Safety Academy area.

To accomplish these goals, the department will need the following:

Personnel

- One part-time instructional lab technician to meet the maintenance and sanitation needs of the Fitness Center (WPEK-202) and Weight Room (WPEK-14) at the Valencia campus
- Two full-time faculty members, one with the ability to coach at least one area of women’s sports and the other assigned at the Canyon Country Campus. We need coaching for women’s tennis and women’s soccer.
- Staffing for the planned Fitness Center at the Canyon Country Campus
- Athletics Program Specialist. Since 1997 we have employed temporary staff to assist with

academic advising, game management, statistical reporting, and the various other needs related to competition. We need to make this position permanent to end the constant cycle of retraining.

Technology/Equipment

- Instructor stations and related equipment to convert WPEK-108 and WPEK-13B to “smart classrooms”
- Classroom furniture for WPEK-13B
- Replacement and maintenance of equipment in the Valencia Fitness Center and Weight Room
- Equipment for the Canyon Country Fitness Center
- Provide netting replacements for all fields and add wind screens

Facilities

- Approximately 4,000 square feet in a permanent building at the Canyon Country Campus to create a fitness center parallel to the one at the Valencia campus
- Replace the gym floor in WPEK at the Valencia Campus
- Remodel WPEK-13B at the Valencia Campus to create additional classroom space
- Construct permanent restroom facilities near the softball field
- Provide working scoreboards for the baseball and softball fields, and EPEK
- Remodel the stadium press box
- Remodel the field house, offices and training room for the stadium

THE SCHOOL OF MATHEMATICS, SCIENCES AND HEALTH PROFESSIONS

**THE SCHOOL OF MATHEMATICS,
SCIENCES AND HEALTH PROFESSIONS**

Omar Torres, Dean
Micah Young, Associate Dean

The School of Mathematics, Sciences & Health Professions provides instructional programs that lead to transfer, as well as gainful employment, and meet community needs to support STEM (science, technology, engineering, and mathematics), health care, and public services. The school is composed of 21 academic and career technical areas including: administration of justice, astronomy, biological sciences, certified nursing assistant, chemistry, computer science, engineering, environmental studies, environmental science, fire technology, geographic information systems, geography, geology, health science (including emergency medical technician), mathematics, medical laboratory technician (including phlebotomy), nursing, physical science, and physics.

Programs are aligned with advisory board input, expectations of accrediting agencies, as well as local, state, and federal regulations. The mission of the school is to secure District and external funding to ensure faculty and staff have the necessary resources to provide state-of-the-art learning opportunities; to establish processes and policies congruent with regulation, and campus policies; to maintain course and program compliance with federal and state law, all accrediting agencies, and community need; and to foresee enhanced opportunities for future partnerships and innovation with regard to new program development. As a Hispanic-Serving Institution with an active Mathematics, Engineering, and Science Achievement (MESA) program, the college strives to expand educational opportunities for and improve the attainment of Hispanic

students, as well as other STEM and non-STEM students.

The School of Mathematics, Sciences and Health Professions will be working on the following initiatives over the next five years:

- Expand traditional course offerings in administration of justice, astronomy, biological sciences, chemistry, environmental science, geography, geology, health science, mathematics, and physical science at the Canyon Country Campus.
- Develop and expand noncredit course offerings in STEM and vocational disciplines in the School of Mathematics, Sciences & Health Professions.
- Develop additional laboratory courses in astronomy, computer science, engineering, environmental science, fire technology, geographic information systems, pharmacy technician, respiratory therapy, and other related interdisciplinary, health care, and transfer courses in emerging technological fields.
- Accelerate classes for STEM and non-STEM students through new Personalized Accelerated Learning (PAL) sequences such as BIOSCI 204/205, CHEM 151/201, and PHYSIC 220/221.
- Enhance field excursion opportunities for astronomy, biological science, environmental studies, environmental science, geography, and geology students through learning communities, field studies, and field station course offerings.
- Engage STEM faculty and students in meaningful mentoring and peer relationships focused on discipline content and mastery.
- Seek additional external grant funding to support the 21 academic and career technical areas of the School of Mathematics, Sciences

& Health Professions, as well as the MESA program.

- Enhance and support community outreach through established alliances with the local region, elementary and secondary schools, four-year colleges and universities, industry partners, and local businesses in alignment with the mission of the school and District.
- Develop an online application for student admittance into all the school's health care programs.
- Facilitate and support the use of modern technology to support instructional programs within the 21 academic and career technical areas within the School of Mathematics, Sciences & Health Professions.
- Continue supporting the Speakers Symposium Lecture Series.



THE SCHOOL OF MATHEMATICS, SCIENCES AND HEALTH PROFESSIONS

To accomplish these goals, the school will need the following:

Valencia Campus**Personnel**

- Additional full-time faculty to support the School of Mathematics, Sciences & Health Professions
- Two full-time laboratory technicians in biological science
- One full-time instrumentation specialist in chemistry
- One full-time laboratory technician in physics
- One part-time laboratory technician in the health sciences
- One full-time nursing skills lab coordinator
- One additional full-time administrative assistant to support the School of Mathematics, Sciences & Health Professions

Technology/Equipment

- Tablet PCs;
- Expand class-capture technology for SMART classroom and online/hybrid courses;
- Additional licenses for AutoCAD, Logger Pro, Mathematica, statistical programs, Solidworks, and other related software

Facilities

- Dedicated Health Science building that will encompass Nursing, Medical Laboratory Technician (including phlebotomy), Health Science (including Emergency Medical Technician), and any new programs such as Respiratory Therapy and Pharmacy Technician;
- Additional faculty and staff offices.

Canyon Country Campus**Personnel**

- Four full-time instructors in biological science
- Three full-time instructors in chemistry
- Two full-time instructors in the physical sciences
- Two full-time instructors in mathematics
- Three full-time laboratory technicians in biological science
- Two full-time laboratory technicians in chemistry
- One full-time laboratory technician to support the physical sciences
- One full-time administrative assistant to support the School of Mathematics, Sciences & Health Professions at CCC

Technology/Equipment

- Tablet PCs
- Expand class-capture technology for SMART classroom and online/hybrid courses
- Additional licenses for Mathematica and other related mathematics and statistical software

Facilities

- New science building
- Additional lecture/lab spaces to support administration of justice, astronomy, geography, geology, health science, and mathematics
- Additional faculty and staff offices



SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Paul Wickline, Dean

The School of Social and Behavioral Sciences (SSBS) offers quality education to a diverse population of students and encourages their success in academic and career paths. The division is composed of seven academic departments, including Anthropology Communication Studies, Early Childhood Education/Education, History, Political Science, Psychology and Sociology.

The School of Social and Behavioral Sciences will be working on the following initiatives during the next five years:

- Provide increased support for students and enhance student engagement by helping secure additional full-time faculty positions for the SSBS departments.
- Improve student learning and student engagement by securing resources for Model United Nations, Forensic Team, and support of student clubs.
- Improve instructional quality and enhance student success by helping faculty maintain currency in discipline-specific fields, participate in assessment training and general education reform and engage in efforts to weave civic engagement into curriculum, where appropriate.
- Provide increased support for department chairs by securing course/assessment coordinator positions and utilizing a school SLO facilitator to assist with the SLO workload.
- Improve instructional quality and institutional effectiveness by updating and upgrading instructional (computer projectors, smart boards, etc.) and non-instructional equipment (scan-

- ners, copiers) in classrooms and office areas used by SSBS faculty and support personnel.
- Improve instructional quality and student success by refurbishing classrooms with easily configurable furniture to meet instructional needs.
- Enhance student engagement and improve student success by establishing an SSBS computer lab/study/conference/library space for use by all departments' faculty and students.
- Improve institutional effectiveness through establishment of permanent part-time clerical assistant for the SSBS to provide administrative relief and support administrators and faculty.
- Foster innovative teaching modalities throughout the school by supporting learning communities, field studies, internships and service learning.
- Expand service to students and help them attain their educational and career goals by identifying programs, pathways and/or areas of emphasis related to the social and behavioral sciences, including early childhood education/education programs, which would serve transfer students. These might include lower division preparation for social services and social work programs and potential expansion of lower-division education courses.
- Collaborate with the Community Education program to improve Skills for Healthy Aging Resources and Programs (SHARP) and expand service to the community.
- Improve opportunities for students to engage in curricular and co-curricular activities related to civic engagement and social responsibility. Support efforts to expand civic engagement opportunities for students in SSBS.

Goals specific to the Canyon Country Campus include:

- Increase service to the Canyon Country area and improve instructional opportunities for students by establishing a permanent Early Childhood Education Center and expanding the curricular and co-curricular ECE program at the Canyon Country Campus.
- Establish a permanent building with dedicated classrooms for all programs in the Social and Behavioral Sciences.
- Improve faculty productivity and serve students by providing office spaces at the Canyon Country Campus.
- Establish a Forensics and Model UN presence at CCC.

To accomplish these goals, the School of Social and Behavioral Sciences will need the following:

Valencia Campus Personnel

- Full-time faculty for Political Science (2) Sociology (2), Psychology (2), History (2), COMS (2), ECE (1), Anthropology (1)
- One full-time Anthropology Lab Tech

Technology/Equipment

- Digital video cameras (COMS lab)
- Tablet PCs, expand class-capture technology for SMART classroom and online/hybrid courses
- Smart board for ECE classrooms
- Additional software and licenses for sociology, psychology and anthropology courses
- Computers, projector, smart board for SSBS group space and COMS lab
- Smart board (COMS lab)
- Large monitors/display screens for video presentations (COMS lab)

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

CHAPTER 3 – PROGRAMS AND SERVICES

Facilities

- Remodel and expansion of the ECE Center
- Remodel and modernization of Seco, Bonelli and Boykin buildings
- Establishment of a SSBS computer lab/conference/group work space
- Establishment of a Communication Studies space

Canyon Country Campus**Personnel**

- Full-time faculty for Sociology (1), Psychology (1), COMS (2), ECE (1), Anthropology (1)
- One full-time Anthropology Lab Tech

Technology/Equipment

- Tablet PCs, expand class-capture technology for SMART classroom and online/hybrid courses
- Smart Board for ECE Classroom
- Additional software and licenses for sociology, psychology and anthropology courses
- Digital video cameras and computers (COMS lab)
- Whiteboards and projector (COMS lab)

Facilities

- Design and build an ECE Center
- Design and build a Social and Behavioral Sciences building

- Include an Anthropology Lab space
- Include a Communication Studies Lab space

Other needs include:

- Additional funding to replace equipment and materials in the Anthropology lab
- Funds to support faculty professional development to attend general education and discipline-specific conferences in order to maintain currency and examine developing trends in general education to help improve student success and engagement.



SCHOOL OF VISUAL AND PERFORMING ARTS

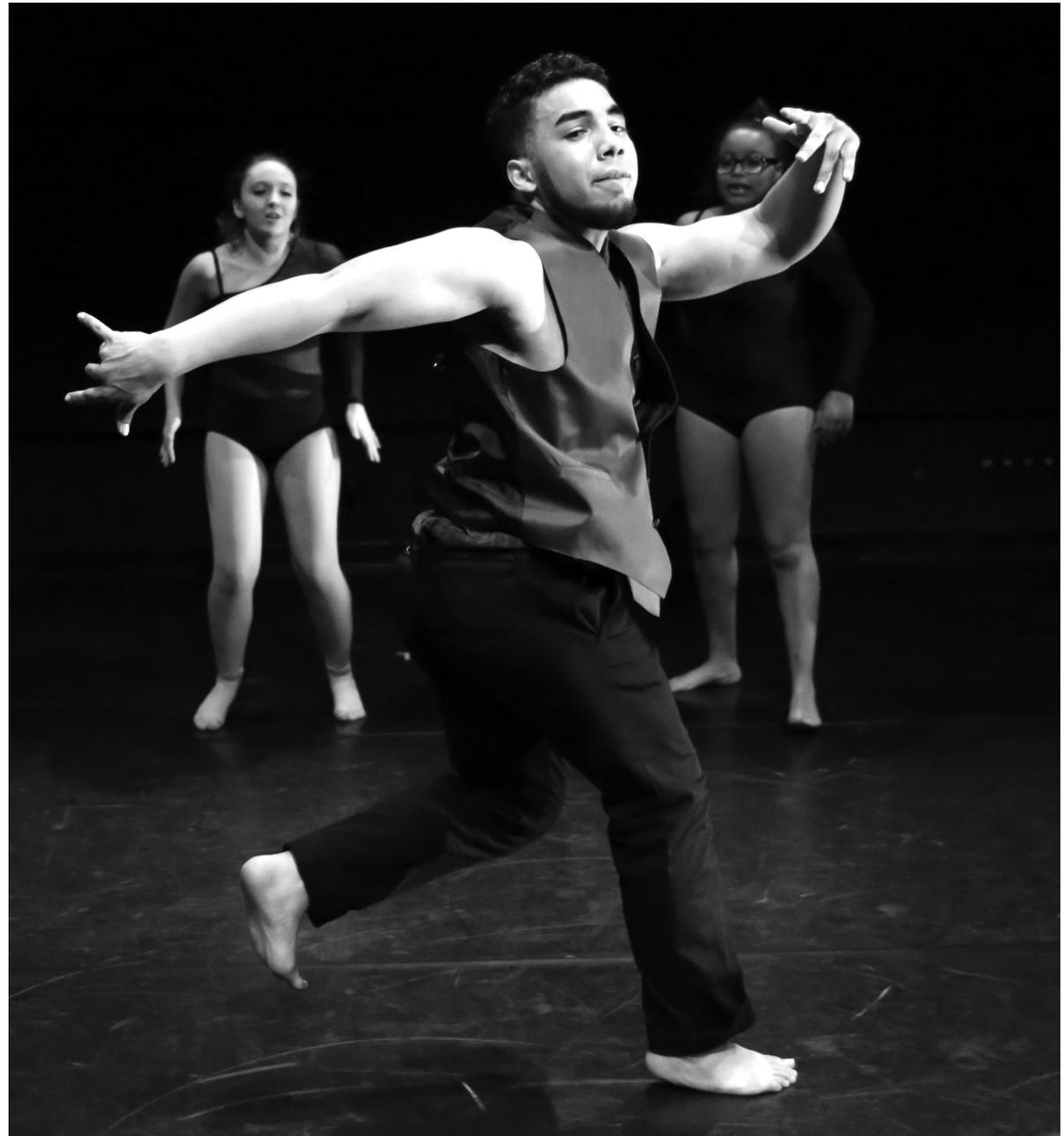
SCHOOL OF VISUAL AND PERFORMING ARTS

Carmen Dominguez, Dean

The School of Visual and Performing Arts (VAPA) encourages the artistic, intellectual and social growth of students through exposure to, experience in, and appreciation of the arts of the world. It promotes the visibility and sustainability of its programs in the community, region and state; works to increase funding sources; and supports all the school's activities, including enrollment management, program design and instructional delivery. Faculty members are accomplished educators. As working artists, dancers, choreographers, composers, musicians, filmmakers, photographers and journalists, they contribute to the cultural enrichment of this region. Each faculty and staff member is active in personal, professional and community development.

The District's state-of-the-art facilities provide students with immediate access to current technologies designed to increase their learning potential, acquire marketable skills and foster intellectual inquiry into all areas of the arts. Innovation and creativity are the hallmark traits for all arts programs. To better prepare our students as creative leaders, the School of Visual and Performing Arts will embrace and incorporate all emerging technology into appropriate courses in order to facilitate the evolving needs of the entertainment and business industry and assure our students have the necessary lifelong skills that will allow them to adapt and thrive throughout their professional careers.

The following are the most important major goals for the next few years, for the School of Visual and Performing Arts:



SCHOOL OF VISUAL AND PERFORMING ARTS



- Student completion of their chosen educational plans
- Preparation of Career Pathways
- Relevancy in industry materials, processes and emerging technologies

The School of Visual and Performing Arts will be working on the following initiatives over the next five years:

- Develop and maintain entrepreneurial events and activities
- Develop a revenue sharing process for net income generated by school sponsored performances, projects and events for additional resources for school instructional programs
- Generate new partnerships with the surrounding districts, and educational institutions, including transfer institutions, to facilitate transfer-ready students
- Generate new partnerships with the surrounding districts and business/industry leaders to generate clearly delineated career pathways
- Increase the school's curriculum catalog to include opportunities for CTE, non-credit, and community education courses
- Expand instructional offerings to non-traditional settings such as corrections facilities
- Expand applied arts opportunities, programming, and training at the Canyon Country Campus

To accomplish these goals, the School of Visual and Performing Arts will need the following:

Valencia Campus Personnel

- A full-time administrative assistant for the school's office
- One cross-departmental technician with expertise in music equipment maintenance
- A production manager for the Performing Arts Center, S-130 and the Canyon Country Campus theater facility (described below), to have oversight and coordination for all areas/components that are needed in performance preparation

SCHOOL OF VISUAL AND PERFORMING ARTS

- A master electrician for the Performing Arts Center, S-130 and the Canyon Country Campus theater facility (described below)

Technology/Equipment

- Obtain and maintain industry standard software in all disciplines
- Multiple 3-D printers, laser cutters for use in sculpture, stagecraft and digital media to facilitate the recruitment, retention and completion of CTE Pathways, and transfer degrees and certificates
- Increase instructional efficiency with discipline specific learning stations, including chairs, tables and revised teacher stations
- Complete and maintain the replacement plan for the school's musical instruments

Facilities

- Complete the renovation of S-130 for an additional theatre space
- Increase room capacity for classrooms assigned to the school
- Pursuant to the Modernization Plan, update VAPA instructional classrooms in Pico and Mentry halls.

Canyon Country Campus**Personnel**

- Production manager shared between the Valencia Campus and the Canyon Country Campus theater facilities to have oversight and coordination for all areas/components that are needed in performance preparation;
- Master electrician shared between the Valencia Campus and the Canyon Country Campus theater facilities.

Technology/Equipment

- Theatrical lights, rigging, projectors, screens, curtains, LED lights, trusses sound system, with wired and wireless microphones
- Gallery lights, walls, for the Art Gallery
- Multiple kilns, racks, kiln furniture and accessories, potters' wheels, tools, stools, for Ceramic Studio, and a supply budget for slips, clays, glazes, etc.

Facilities

- Design and build a 225 seat small theater with wing space and a ¾-fly space at the Canyon Country Campus
- Design and build a ceramic studio at the Canyon Country Campus
- Design and build an art gallery to be attached to the theater space at the Canyon Country Campus



ACADEMIC SENATE

ACADEMIC SENATE

Rebecca Eikey, Academic Senate President
Jason Burgdorfer, Academic Senate Vice President

The Academic Senate is a faculty organization whose function is to make recommendations to the Board of Trustees on 10+2 academic and professional matters, pursuant to California Administrative Code of Regulations Title 5, Section 53200 and local Board Policy 7215, Academic Senate Participation in Collegial Consultation.

At College of the Canyons, those matters in which the Board of Trustees will rely primarily on the advice and judgment of the Academic Senate are:

1. The development of curriculum, including the establishment of prerequisites and planning of course disciplines;
2. The determination of degree and certificate requirements;
3. The establishment and review of grading policies;
4. The establishment of standards and policies regarding student preparation and success;
5. The appointment of faculty members to District and College committees;
6. The establishment of policies, procedures and programs for faculty professional development activities (excluding financial expenditures for faculty development);
7. The development of processes for program review.

At College of the Canyons, those matters in which the Board of Trustees and the Senate obligate themselves to reach mutual agreement resulting in written resolution, regulations or policy are:

8. The development of new education programs;
9. District governance processes (except 5 above);
10. The delineation of faculty roles and involvement in accreditation processes (including the development of the self-study and strategic plans updates);
11. The determination of processes to be utilized in institutional planning and budgeting and;
12. Other academic and professional matters.

The Academic Senate oversight of the faculty's role in implementing the 10+2 (curriculum, prerequisite and planning of course disciplines, certificate and degree requirements, professional development, grading policies, standards and policies regarding student preparation and success) helps the college fulfill its mission. In addition to the eleven specific areas defined by Title 5 described above, the Education Code assigns additional responsibilities to Academic Senates:



- Minimum qualifications and equivalencies processes
- Faculty hiring
- Faculty evaluation and tenure review
- Administrative retreat rights
- Faculty service areas

The Academic Senate will be working on the following initiatives during the next five years:

- Local participation in response to statewide initiatives. For example:
 - Doing What Matters
 - Noncredit/adult education
 - Online education
- Build Senate leadership and increase faculty participation
- Improve local Senate processes

To accomplish these goals, the Academic Senate will need the following:

Technology/Equipment

- In the Senate Office, a new computer is needed with increased memory and speed for the use of the Academic Senate president.
- In the Faculty Center, Bonelli Hall 330, there is need for a projector, computer, electronic projection screen, a computer with speakers, Internet access, and a dimmer on the lights to facilitate the viewing of documents.
- There is need for a SMART Board in the Faculty Center, Bonelli Hall 330.
- Conference call technology needs to be installed in the Faculty Center, Bonelli Hall 330, so that meetings can be simultaneously shown at the Canyon Country Campus and any other new campus when necessary, using technology such as WebEx.

ACADEMIC SENATE

**Facilities*****Canyon Country Campus***

- There is a current and ongoing need for an increase in faculty office space at the Canyon Country Campus. As permanent buildings are designed, sufficient faculty office space needs to be included in the plans.
- A dedicated meeting room is currently needed at the Canyon Country Campus. Conference rooms are necessary for faculty to hold meetings. Such spaces should be equipped with the same technologies that are provided in conference rooms on the Valencia Campus.

- As enrollment continues to increase, the campus expands, and multi-story permanent buildings are constructed at Canyon Country, there will be a need to have a dedicated Academic Senate office and meeting room on the campus, similar to or larger than the Academic Senate office on the Valencia Campus.
- Faculty meeting space is needed for any additional educational centers.

Facilities***Valencia Campus***

- The Academic Senate Office and the Faculty

Center need to be refurbished, with updated furniture and equipment.

- New carpet is needed in the Academic Senate Office, Bonelli Hall 315, to replace the existing worn and stained carpet.
- In the Faculty Center, Bonelli Hall 330, new chairs are needed for the conference table and surrounding wall space, and a SMART Board, a dimmer on the lights, a ceiling-mounted projector, computer with speakers, conference call capability, internet access, and an electronic screen are all needed to project and view documents related to the work of the Senate and its committees.

ACADEMIC SENATE: COMMITTEE FOR ASSESSING STUDENT LEARNING (CASL)

ACADEMIC SENATE: COMMITTEE FOR ASSESSING STUDENT LEARNING (CASL)

The mission of the Committee for Assessing Student Learning (CASL), a subcommittee of the Academic Senate, is to ensure that the college engages in a systematic process that clarifies and improves student learning outcomes (SLOs) at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The Committee for Assessing Student Learning works with faculty to ensure the methods of assessment of SLOs are authentic, aligned, and consistent across the college.

CASL will be working on the following new initiatives during the next five years:

- Improve the assessment and reporting of program learning outcomes
- Create a plan to better align our program learning outcomes with our newly adopted institutional learning outcomes to showcase student learning
- Implement and evaluate the college's new institutional learning outcomes.
- Improve the tracking and reporting system for assessment
- Ensure that signature assignments in courses and programs provide for an equitable and highly engaged learning experience for all students
- Finalize a plan for comprehensive campus rollout of the e-Portfolio initiative

To accomplish these goals, CASL will need the following:

Personnel

- ePortfolio tutors in the TLC to support students
- Full-time Clerical assistance to support ePortfolio coordinators and students
- Full-time ePortfolio Technical assistance / Technical Support for instructors and students
- Two ePortfolio coordinator 30 percent, each

Technology/Equipment

- Software technology for assessment reporting and tracking system.
- ePortfolio licenses (annual expense) for platform Computers and scanner for ePortfolio Lab

Facilities

- ePortfolio Lab, hardware/equipment and dedicated college assistants/ePortfolio tutors to staff the lab.

Canyon Country Implications and Needs

The ePortfolio will have implications for equitable offerings and access at CCC, including:

Personnel

- Tutors trained the ePortfolio to support students.

Technology

- Computers and scanner for ePortfolio Lab of dedicated computers in the TLC

Facilities

- ePortfolio Lab, hardware/equipment and dedicated college assistants/ePortfolio tutors to staff the lab.



ACADEMIC SENATE: PROGRAM REVIEW COMMITTEE

ACADEMIC SENATE: PROGRAM REVIEW COMMITTEE

The purpose of the Program Review Committee, an Academic Senate subcommittee, is to provide training, advisement and assistance to College of the Canyons faculty and staff to facilitate and improve the program review process. The committee will review all proposed procedural and content changes to the program review process, including budget processes.

The Program Review Committee will be working on the following new initiatives during the next five years:

- Improve the tracking and reporting system for program review
- Implement the Peer Review Process
- Improve the budget integration and resource allocation process
- Improve integration of student learning outcomes and program review
- Develop a mechanism to disaggregate and integrate student outcome data with program review

To accomplish these goals, the Program Review Committee will need the following:

Personnel

- Faculty program review coordinator (50 percent)
- Full-time program review technician

Technology/Equipment/Other

- Software technology for reporting and tracking.
- Training for the peer review process.



THE CLASSIFIED SENATE

THE CLASSIFIED SENATE

Justin Hunt, President
 Scott McAfee, Vice President
 Andrea Varney, Secretary/Treasurer
 Catherine Parker, Public Relations Officer/
 Mauricio Escobar, Senator

The Santa Clarita Community College District Classified Senate promotes the interests of all College of the Canyons classified staff in accordance with AB 1725 mandates.

The purpose of the organization is to provide a vehicle through which the classified staff is able to fully participate in the process of achieving the goals and mission of the college and promoting a successful learning environment for students.

It shall be the function of the Classified Senate to participate in the governance of College of the Canyons on a consultative level: to actively collect, evaluate and disseminate information for the classified staff; and to represent those interests in non-bargaining agent (CSEA) issues before and on any governance or non-hiring college committee. The Classified Senate shall also promote professional and personal development through participation for all classified staff.

The Classified Senate will be working on the following new initiatives during the next five years:

- Become a more rigorous, active and potent conduit for Classified Staff
- Become more visible and recognizable on the campuses, building connection within

- the Classified Staff and between the classified staff and other college constituencies
- Build a framework for full and systematic participation in all campus committees, with delineation of duties between the Classified Senate and CSEA
- Mirror the Faculty Senate in representing those classified staff issues that are not reserved to the CSEA, per MOU
- Update the MOU
- Work toward having equal Classified Senate seats and voting representation on all campus committees
- Specifically increase the Classified Senate's voting representation on PAC-B, increasing the number of Classified members by two to create equal representation. Currently, the Academic Senate has five members and the Classified Senate has three
- Add a Classified Senate representative to the leadership of PAC-B, appointing a member to chair alongside a faculty and an administrative member
- Work toward having Classified Senate representation with the CSEA
- Work toward having a Classified Senate representative in policy change reviews
- Work to have the Classified Senate join the table at Board of Trustees meetings, in addition to providing recurring reports during Board meetings
- Reach out and build a better bond between the classified staff and students, cultivating the relationship, so that classified staff have better communication with students
- Increasing the relationship between staff and students will enable the classified staff to better support student events, projects and issues

- Create a connection between the Classified Senate and the Associated Student Government (ASG)
- Create processes and procedures for the Classified Senate that are open and transparent
- Explore and develop a hierarchy and organizational structure that supports the Classified Senate's success, attainment of goals and long-term viability

To accomplish these goals, the Classified Senate will need the following:

Personnel

- Support from managers and administrators to release members to attend Classified Senate meetings and for senate representatives to attend district committee meetings
- In the future, a dedicated part-time clerical assistant to support the senate

Technology/Equipment

- The Classified Senate will need equipment and technology for web communication.
- Server space to archive and post documents, projects and communication files
- Server space for the Classified Senate's website, as it grows

Facilities

- A neutral meeting space, which could be shared with other groups, but is primarily dedicated to the Classified Senate for full meetings, executive board meetings, committee meetings, resources
- Storage space
- A small, dedicated meeting place for the executive committee's meetings.

COLLEGE OF THE CANYONS ART GALLERY

COLLEGE OF THE CANYONS ART GALLERY

School: Visual and Performing Arts

Carmen Dominguez, Dean
Larry Hurst, Director

The College of the Canyons Art Gallery is committed to serving the college community and the community at large through exhibitions, receptions, guest speakers, related activities and programs that enhance curriculum and engage a greater audience in the visual arts. We hope to challenge and stimulate our students and the public by exposing them to new ideas and encouraging them to think independently and creatively about their work and their world.

The Art Gallery's major goals for advancing the district:

- To recognize and promote student achievement in the arts, the gallery proposes a full-time student art gallery on the Valencia Campus and a full-time student art gallery on the Canyon Country Campus.

The Art Gallery will be working on the following initiatives over the next five years:

- Expanding hours of operation by stabilizing the current adult hourly position in the Art Gallery, transitioning the position to permanent part-time at 78 percent in the short term, and into a full-time position in the long term. This position would support these expanded hours while providing support for



- ever-expanding responsibilities assumed by the gallery
- Providing for the gallery's technical needs by replacing the director's original position with the addition of a laboratory technician-art to support both the Art Gallery and the Art Department
- Expanding display options for student artwork at district facilities
- Developing a space for a fulltime student art gallery at the Valencia campus;
- Creating a fulltime student art gallery at the Canyon Country Campus. The Art Department is proposing a facility to support jewelry and ceramics programs. A student gallery space could be designed as part of this facility

- Developing and expanding the district's Student Art Collection

To accomplish these goals, the Art Gallery will need the following:

Valencia Campus Personnel

- The Art Gallery and Art Department require a replacement, full-time, technician to provide installation and maintenance services. This position will be shared 50 percent with the Art Department
- The Art Gallery requires the current adult hourly position become permanent part-time at 78 percent and become full-time as the gallery's hours continue to expand.

COLLEGE OF THE CANYONS ART GALLERY

**Technology/Equipment**

- One computer station for both Valencia and Canyon Country student galleries

Facilities

- The Community Gallery in the Valencia Campus Library is currently being renovated to provide a full-time Student Art Gallery at the Valencia Campus
- Minor renovation of the existing Community Gallery in the library is required,

including removal of carpeting, repainting the space with flat, white paint

Canyon Country Campus Personnel

- One 78 percent clerical position to be expanded as student enrollment in art classes grows until a full-time position is needed.

Technology/Equipment

- Phone lines and equipment, one computer

station, one large flat-screen television and a DVD player. Display pedestals for pottery and jewelry exhibits will also be needed.

Facilities

- A 1,000- to 1,500-square-foot exhibition space will be needed for a full-time student exhibit space, with white walls, track lighting, 500- square feet of storage and one office space.

BUSINESS SERVICES

BUSINESS SERVICES

Fiscal, Payroll, Grants, Budget, Contracts/
Procurement/Risk Management

Sharlene Coleal, Assistant Superintendent/
Vice President
Cindy Grandgeorge, Associate Vice President

Business Services

The department provides fiscal oversight, including relevant financial projections and budget scenarios, and ensures fiscal compliance and guidance for the College and the Foundation while maximizing funding. It also ensures that fiscal operations are carried out in a timely and accurate manner, in compliance with all policies, procedures and state regulations, and provides a strong fiscal base for College operations.

Vice President, Business Services

The Vice President of Business Services provides administrative and fiscal oversight and guidance to the departments within Business Services: Fiscal Services; Payroll Services; Budget Development; Contracts, Procurement and Risk Management; and Grant/Categorical Accounting. The vice president evaluates fiscal transactions, contract language and risk management issues within the policies and procedures established by the District, and the rules and regulations established for the community college system. Coordinating with District auditors on the annual audit is a key role, along with providing fiscal oversight for construction management to ensure expenditures are made within established budgets and comply with regulations.

**Associate Vice-President, Business Services**

The Associate Vice President, Business Services, provides technical support for the functions within each department, including: payroll processing, account payable, accounts receivable, annual budget preparation and maintenance, financial aid disbursements, construction accounting, financial reporting, grants accounting, contract development and analysis, purchasing and COC Foundation accounting. The associate vice president also assists the assistant superintendent/vice-president, with multi-year budget projections; budget development, including budget strategies; general obligation bond issuances and related activities; financial analysis for negotiations; regulatory/policy interpretation and application; special projects such as preparation of documents for accreditation and the annual audit management discussion & analysis.

Budget

The Budget department provides education and assistance to budget managers and the campus on budget issues and these functions:

- Develop and maintain the District's annual tentative and adopted budgets.
- Develop and maintain the District's position control budgeting system.
- Maintain the District's general ledger account code system
- Assist with information for PAC-B

Providing accurate budgeting and forecasting contribute to the fiscal stability of the College and help secure the resources necessary to support, the College's mission. By effectively using program review and Datatel to develop the discretionary budget, and using the Position Control Database to project full time/permanent part-time wages, the budget is prepared based on the most accurate information available and provides a clear picture of College finances.

Contracts/Procurement/Risk Management

April Graham, Director

This department provides services in contract development; procurement and risk management; obtaining supplies (defined as consumables, asset inventory, direct purchases, and departmental supplies); capital; furniture and minor equipment; leases and rentals; service contracts and parts in the most cost-effective and efficient manner; ensuring compliance with all state and federal regulations; maintaining a commitment to excellence through professional ethics and best practices; and, encouraging open competition among vendors through fair negotiation, competitive bidding, use of piggy-back-able contracts, and contract buying.

BUSINESS SERVICES

Fiscal Services

Balbir Chandi, Director

The Fiscal Services Department assures the most effective methods are used for expediting business services and ensuring the District's financial information is recorded and presented in a useful manner. Clean fiscal audits result from maintaining the integrity of the District's official financial records through the accurately and timely recording all revenues, expenditures, assets and liabilities.

Payroll Services

Mimi Spankroy, Director

Payroll Services maintains payroll records with accuracy and fiscal integrity. Payroll's varied functions for all employees include: monthly or biweekly production of employee payrolls; processing employee payroll deductions, including CalSTRS Cash Balance and PERS 457 reporting; timely submission and reporting of all employment taxes and related information; maintaining all employee personnel data on the LACOE HRS payroll system; compliance with and application of STRS/PERS retirement system requirements; tracking, auditing and reporting all data pertaining to employee leave plans; providing employment reports to other departments and agencies; and compiling and auditing annual payroll data for the benefits statements and other information requests, as required. Payroll Services processes payroll for all employees in an accurate and timely manner, ensuring compliance with the rules and regulations pertaining to and/or resulting from state or federal regulations or local policies.

Grant and Categorical Accounting and Fiscal Compliance

Carolyn Shaw, Director

The Department provides input to new grant development and submissions; assists with budget preparation and expenditure monitoring on grant and categorical activity; reviews financial data and reports; invoices agencies; and generates grant contract agreements. In addition, the department acts as a resource for grant compliance and works to ensure the institution's compliance with applicable federal and state rules, regulations, policies and procedures. The department ensures that grant awards received are spent appropriately and for the purpose intended.

Business Services will be working on the following new initiatives over the next five years:

Business Services Initiatives (Includes Budget)

- Pursue technology and programming improvements to streamline operations and provide more timely and accurate reports to administration and budget managers.
- Provide management reports and facilitate information sharing with administration, faculty and staff, by purchasing position control database software to support/provide reports for budget, hiring, negotiations, benefits statements, public records requests for salaries, etc.
- Create a more efficient process and reduce staff time by programming budget requests to upload from Program Review into the Datatel budget module.

Fiscal Services Initiatives

- Cross training is one of the biggest goals, to ensure uninterrupted services to our students



BUSINESS SERVICES

- and college community during vacation, sickness or shortage of staff
- Instituting an automated record retention program that will increase efficiency, save space, money and time and will have information available quickly instead of waiting on personnel to go to storage area and sort boxes
- Use of more technology to improve processes with the Los Angeles County Office of Education (LAOE) to send required documentation via email instead of using outdated, paper documents.
- Work with our own technology department to automate many processes
- Improve communication and timely processing of travel reimbursement requests and authorizations by programming electronic forms so they will be integrated with board items
- Program reconciliation processes between LACOE and Datatel to reduce staff time, such as monthly cash reconciliation and support reports for the CCFS 311 Fiscal Report

Payroll Services Initiatives

- Explore the possible use of “pay cards” which could eliminate the need for paper checks / direct deposit stubs via electronic payment methods.
- Create secure accessible online payroll-related information for employees. Employees often ask why they cannot access online information related to their pay schedule placement, as well as their pay history
- Institute a record retention system, which could manage the storage of legally required employee information electronically to reduce paper usage, as well as to provide an efficient search and reporting tool. Encourage inter-departmental collaboration between



- Payroll Services and Human Resources to streamline shared functions, i.e. facilitate set up of new hires, prompt salary changes and work-related informational procedures.
- Reduce paperwork and establish more efficient reporting by researching possible resources for electronic timekeeping programs and developing online procedures.

Contracts, Procurement, Risk Management Initiatives:

- Streamline the review and approval workflows to reduce the cost of coordinating processes
- Provide efficient operational support to all District departments so the CPRM department staff can work seamlessly with external customers to procure high quality goods and

services in compliance with federal, state and local regulations

- Protect students, faculty, staff, guests and visitors, as well as the District’s assets, by minimizing or eliminating risk and/or losses in a cost-effective manner
- Streamline the approval workflow by developing an automated furniture/equipment request form
- Educate department managers and support staff to work seamlessly with this department by establishing training workshops for contract development and purchasing processes
- Assist the campus community in assessing and handling risk management situations by completing a risk management handbook that includes directions, processes and procedures.

BUSINESS SERVICES

Grants Accounting and Compliance Initiatives:

- Support efficient operation of grant programs to create effective and strong internal controls, accounting/budgetary controls, and compliance controls.
- To maximize the application of grant funding to support programs, create a matrix of grant and categorical funding and indicate when the guidelines allow synergies between funding.
- Influence accurate budget allocations for new grants by actively participating in the grant development process.
- Ensure the success of new grants by providing one-on-one introductions and training to new program managers.
- Ensure compliance with state regulations and District policies that will impact the successful implementation of grant/categorical programs by updating the Project Manager Orientation Handbook.
- Improve communication with grant project managers and staff to ensure grant compliance by implementing new technology.

Goals specific to the Canyon Country Campus**Fiscal Department CCC Initiatives**

- In anticipation of the build-out of the CCC, Fiscal Services will need a presence there to help the campus community.
- This employee should have training in many different areas of business processes and forms. This employee will assist in travel, accounts payable, accounts receivable, asset inventory tracking, parking meter collection, and any areas as needed.

**Contracts/Procurement/Risk Management CCC Initiatives**

- As the Canyon Country Campus grows, a staff member from the CPRM department will need to have a physical presence on the Canyon Country Campus.
- This person's duties will include assisting with contract development and processing, advising on procedures, processing requisitions, resolving issues with vendors, assisting with furniture installations, and a variety of other tasks related to Contracts, Procurement and Risk Management functions.

Payroll CCC Initiatives

- Direct responsibility for all CCC employees' payroll via LACOE computerized HRS payroll system would enable direct communication on any issues and reduce the current tight timeframe for turning in timesheets, corrections, etc.

This position would set up and maintain the employee's personnel information in HRS as well as processing the related payroll, retirement and payroll deduction transactions.

To accomplish these goals, Business Services will need the following:

Valencia Campus Needs Personnel Payroll

- A retirement specialist to address increased emphasis on PERS/STRS pension and retirement regulations

Grants

- Two full-time Grant Coordinators: one grant, once categorical, to assist with the ongoing increase in the number and complexity of grants and categoricals (SSSP and Student Equity). This level of staffing is similar to what is found at other community colleges.

Purchasing

- Full-time buyers to address increases in volume:
 - One full-time Contracts Coordinator
 - One full-time Buyer

BUSINESS SERVICES

Contracts

- Full-time contract coordinator to address an increase in the number of contracts generated by a projected increase in employees and programs and grants

Fiscal

- An accounting technician II to address an increase in accounts payable generated by a projected increase in employees and programs and grants

Technology

- Document imaging technology to retain records based on legal requirements by using imaging software.
- Software/programming to streamline processes and reduce staff time
- Access position control database – program in new software
- Budget/Program Review – upload into Datatel (currently manually keyed)
- CCFS 311 Fiscal/Budget Reports – program Datatel to upload data (like K-12 SACS software)
- Budget/Actual analytical software – provide fiscal and statistical trends – TABLEAU? (currently downloaded from Datatel and manually formatted for each report)
- Payroll history reports – program data to be easily extracted for benefits statements, PRAs, 10-Year salary history reports for negotiations, etc.
- Electronic timesheets – purchase 3rd party software, i.e. KRONOS
- Travel authorizations – program forms to link to Datatel account numbers with authorization hierarchy with final output into board agenda item.

Equipment**Payroll and Fiscal**

- One golf cart to travel between the UCEN and main campus

Business Services

- Copier/printer/fax machine to handle high volume/color copies, i.e. budget reports, Payroll reports, and powerpoint presentations.

Facilities

- Each department will need additional space for expansion with the addition of full-time staff.
- Bringing all of the Business Services together in the same space is a long-term goal. Required space would be approximately – 7,000 square feet
- Storage facility – we are currently out of space for storage for required records storage
 - 4 years, grant term
 - 7 years – accounts payable

- 7 years – contracts (but need in perpetuity)
- 7 years – purchase orders
- Perpetuity – risk management claims, lawsuits, etc.
- Perpetuity – vendor forms, W-9s
- Perpetuity – payroll records

Canyon Country Campus Needs Personnel

Three full-time classified staff:

- Accounting technician III,
- Buyer/contract technician,
- Payroll technician

Technology/Equipment

- Computers with necessary software
- Copy machine

Facilities

- Three offices for full-time classified staff
- Corresponding furniture



ECONOMIC DEVELOPMENT (EDD)

ECONOMIC DEVELOPMENT (EDD)

Jeffrey Forrest, Vice President

The Economic Development Division (EDD) offers and delivers services and programs that enable local and regional companies to learn, compete and grow. By partnering with the college community, local businesses, government and quasi-governmental organizations, EDD designs and delivers services and programs that meet the needs of local businesses and their employees, leveraging external funding for workforce skills development, technical skills training, and mechanisms for job placement. Economic Development has several programs that provide these services:

Employee Training Institute – ETI provides customized training in a wide variety of technical skills and business topics such as Lean Manufacturing, Six Sigma, print reading, GD&T, inspection techniques, leadership, management and supervision.

Small Business Development Center – SBDC and its Center for International Trade Development (CITD) provide no- or low-cost consulting and short-term training services for small businesses. These centers operate specialty programs focused on early-stage companies and entrepreneurs; and providing in-depth export training services for businesses wanting to grow international sales.

Center for Applied Competitive Technologies – CACT offers focused training for incumbent workers and unemployed individuals in the areas

of computer aided design (CAD), computer aided manufacturing (CAM), CNC machining; and technology introduction for 3D printing/additive manufacturing and 3D laser scanning. The CACT Director also serves as the Deputy Sector Navigator (DSN) for Advanced Manufacturing serving the businesses and member colleges of the South Central Coast Regional Consortium (SCCRC) as well as the region's K-12 schools.

Santa Clarita WorkSource Center (AJCC) – The WorkSource Center, an America's Job Center of California (AJCC) program funded through the City of Santa Clarita and the Federal Workforce Investment Opportunity Act program, provides specialized assistance to connect regional employers with qualified job candidates. Their services include custom employee recruitment events, targeted job fairs, pre-screening of job candidates, interview facilities, job seeker support services, job postings and marketing.

Information and Communication Technologies and Digital Media Initiative – The DSN for ICT/DM is a SCCRC resource serving K-12 schools, community colleges and industry. The DSN program fosters regional educational and employment growth and advancement in the ICT/DM fields and provides cross-industry training programs, professional development for incumbent workers and faculty and skill-based course development for ICT/DM.

Health and Human Services Initiative – The DSN for Health is a SCCRC resource serving K-12 schools, community colleges and industry. The DSN program fosters regional educational and employment growth and advancement in health-related career fields and provides cross-industry training programs, professional development for incumbent workers and faculty



and skill-based course development for health professionals.

EDD will be working on the following new initiatives during the next five years:

- The division will continue to seek out new funding sources and expand its portfolio of services as specified by the funding source.
- Augment passive outreach infrastructure, in particular e-newsletters and social media platforms.
- Continue to invest in state-of-the-art equipment and facilities to assure the technical relevance of its training programs.

ECONOMIC DEVELOPMENT (EDD)

- Develop an approved public testing facility for the ACT WorkKeys industry-recognized certification at the TLC/ Assessment Center.
- Develop internship and apprentice programs that meet the needs of industry and individuals and are supported and accepted by regional employers.
- Support the implementation of MakerSpace programs at the college and throughout the SCCRC.

Initiatives specific to the Canyon Country Campus:

- Develop a five-year plan to expand the offerings in the area of manufacturing technology, including establishment of a 10,000-square-foot manufacturing technology facility to be located on- or off-campus, perhaps in Canyon Country.
- Expand the delivery of SBDC and Work-

Source programs at the Canyon Country Campus.

- Explore expanding the offerings of the EDD departments in place at the CCC's TLC, such as delivering nationally recognized industry certifications.

To accomplish these goals, EDD will need the following:

Personnel

- One short-term employee and two college assistants will be needed to set up the outreach infrastructure.
- One trainer for the international etiquette seminar.

Technology/Equipment

- Maintain all CAD/CAM software tools to their latest release levels.

- Equip the manufacturing technology center referenced below with a broad range of equipment appropriate to a significant manufacturing technology center. This includes, but is not limited to, computer numerically controlled (CNC) machines including both three- and five-axis CNC mills; coordinate measuring machines (CMM); optical comparators, precision measuring equipment, 3D laser scanners; and 3D printers.
- Within the planning period, the 37 engineering workstations in both CACT computer labs will need to be replaced to maintain the required computing capacity.

Facilities

- Establish a 10,000-square-foot manufacturing technology facility to be located on- or off-campus.



FACILITIES

FACILITIES

Facilities Planning, Operations and Construction

James Schrage, Assistant Superintendent/
Vice President

The Facilities Department aligns with the District's strategic plan to project, plan and provide facilities that are sufficient, clean, safe, efficient, functional, accessible, and aesthetically pleasing to adequately meet the needs of the community.

Services offered include the cleaning and maintenance of instructional spaces, restrooms, athletic facilities and meeting spaces; the maintenance and improvement of grounds; telecommunications functions; central plant operations; the warehouse operation; the immediate repair of hazardous conditions; and providing facilities support and coordination during emergencies such as power outages, floods, etc. The Facilities Department also includes the Civic Center, which handles events from on-campus and off-campus users such as student clubs, Job Fair, Chancellor's Circle Dinner, Opening Day ceremony, community meetings, filming, high school football games, Farmers Market, Auto Fair, Household Hazardous Waste Roundup, etc.

Facilities staff members plan, manage and oversee remodel, repair and construction projects. Facilities custodial staff clean offices, classrooms, restrooms, theaters, dance rooms, athletic facilities, etc. Facilities central plant staff members ensure temperature issues in all 30 buildings are handled in a timely manner. Facilities groundskeepers maintain landscape and artificial turf areas. Facilities Civic Center staff members handle the rental of facilities, set-ups and filming, which generates



revenue for the district. Facilities maintenance staff members maintain all plumbing, electrical, lighting and general building maintenance for all facilities. Facilities staff members handle all key requests and repairs of doors and hardware. Facilities staff members maintain the telecommunication system, including voice mail, automatic call distribution and data lines. Facilities staff members are first-responders in emergencies and are often called back to the campus for repairs that occur when the campus is closed.

In addition to the traditional student base, our customers also include University Center partners and their students, Academy of the Can-

yons, L.A. County Fire and L.A. County Sheriff's departments. Other customers consist of faculty, support staff and visitors to publicly attended events, such as the Performing Arts Center, high school football games, Farmers Market, Auto Fair, and graduation ceremonies, as well as workshop and seminar attendees, Civic Center users, visiting delegates and the general public. The college also serves as an emergency facility in conjunction with local emergency agencies, such as L.A. County Fire (staging area) and the American Red Cross.

The Facilities Department will be working on the following new initiatives over the next five years:

FACILITIES

- Finish the ADA Transition Plan
- Plan new facilities to meet the needs of future housing developments in the Santa Clarita and Castaic areas, (anticipating significant new development in the Newhall Ranch housing development)
- Work with college constituencies and architects to plan, design and begin construction of permanent facilities at the Canyon Country Campus
- Plan and implement swing space to enable the Canyon Country Campus to continue its services while construction is taking place
- The number one priority is to hire additional staff to adequately maintain, clean and landscape 270,017 square feet of new building and landscaped areas added since 2007:
 - 5 maintenance staff
 - 15 custodians
 - 2 groundskeepers
- Evaluate and incorporate when appropriate, new energy savings strategies when they become available and are cost effective to the District
- Complete the secondary effects remodel of Bonelli Hall second floor for division deans offices and other spaces related to the completion of Canyons Hall
- Reorganize the department to modernize and remodel

To accomplish these goals, the Facilities Department will need the following:

Personnel

- The Facilities Department is currently understaffed by a total of 23 full-time equivalent employees. In order to adequately perform our services, we need to hire 15 custodians, 5 maintenance workers, and two groundskeepers

**Technology/Equipment**

- The custodial department needs to purchase more floor scrubbers, carpet extractors, burnishers, backpack vacuums and new electric carts totaling approximately \$42,000. The maintenance department, including the central plant staff members, needs approximately \$55,000 in new carts, forklifts, mowers and boom lifts

- We need to increase our budget for maintenance, grounds and custodial supplies by at least 20 percent to meet the demand of providing services for our new space

Facilities

- We are effective and efficient in our current space

OFFICE OF GRANTS DEVELOPMENT

OFFICE OF GRANTS DEVELOPMENT

Ryan Theule, Vice President,
CCC & Grants Development
Theresa Zuzevich, Director, Grants Development

The Office of Grants Development obtains external funding to support college programs and projects, coordinates the development of proposals in conjunction with appropriate administrators, managers, staff and faculty, and monitors funded grants. The Grants Development Office supports faculty, staff, managers and administrators in coordination of proposals from initial ideas to submission, by facilitating the design, development, and acquisition of discretionary grants that further the mission and strategic goals of College of the Canyons. Specifically, the Office:

- Assists in identification of appropriate funding sources
- Facilitates planning and budgeting of proposed projects and activities
- Provides technical assistance and support in development of proposals
- Helps ensure project consistency with COC's mission and priorities, with funding agency requirements, and with applicable state and federal guidelines
- Coordinates preparation and submission of all proposals for grant funding

The Office of Grants Development will be working on the following initiatives during the next five years:



- Bring in grant awards from various funding sources, increasing current grant levels.
- Pursue grant funding for ideas initiated in department program reviews, as well as key college initiatives.
- Identify and utilize grants database software to track grants development and fiscal award activities.
- Expand relationships with private foundations and host Meet the Grant Maker workshops.
- Restructure the Grants Development Office to include staff and/or more grant writers so the director is able to manage processes and requests more efficiently.
- Increase campus community participation in the grants development process.

The Office of Grants Development is a district-level function. Consequently, there are no separate goals for the Canyon Country Campus and there is no need for facilities on the Canyon

Country Campus. However, there may be times when a member of the office will need temporary office or meeting space to work with administrators, faculty or others on the Canyon Country Campus who need assistance with grant proposals.

To accomplish these goals, Office of Grants Development will need the following:

Personnel

- A grant writer
- A program specialist

Technology/Equipment

- Each of the personnel listed above will need office furniture and space to work, computers, software applications, and access to printers, copiers, scanners, etc.

Facilities

- The current facilities should be sufficient for the next several years.

HUMAN RESOURCES

HUMAN RESOURCES

Diane Fiero, Assistant Superintendent/
Vice President
Christina Chung, Director

Human Resources embraces a model that exhibits innovation, excellence, fairness and compassion. The department is an innovative strategic partner working collaboratively to promote the mission of the district and to provide support for the district's learning environment, with expertise in equitable recruiting and hiring processes, labor relations, benefits, human resources information systems (HRIS), training, classification and compensation, and worker's compensation and safety.

Human Resources creates equitable employment practices, ensuring equal employment opportunity, to attract and retain the best-qualified employees. It also encourages, promotes and embraces a diverse and inclusive campus community that enriches and supports the lives of our employees and students.

The Office of Human Resources serves all existing district employees as well as all applicants for positions. We provide general human resources related information to members of the public who contact our office. We also interact with the state Chancellor's Office, relevant professional organizations, and vendors within our community.

The Human Resources Office will be working on the following new initiatives over the next five years:

- Ensure proper communication and implementation of EEO Plan components and

integrate requirements into training materials for hiring committees.

- Expand our diversity planning, strategies, and hiring goals to develop and retain an even more diverse workforce and meet the multiple measures for diversity and the EEO plan.
- Launch the new faculty internship program, increasing applicant pools for hard-to-fill adjunct positions and increasing the diversity of our adjunct pools.
- Conduct a study of the short term employee classification and develop and implement a new hiring policy and procedure, ensuring a highly qualified and diverse applicant pool and appropriate salary ranges to fill short-term temporary needs.
- Ensure job descriptions for current employees are up to date.
- Improve/reduce time to open positions.
- Evaluate processes and/or software currently in place, such as performance evaluations, applicant tracking, document imaging, position control, data maintenance, reporting and quality control, and provide recommendations and implement changes to streamline and improve processes to better meet the District's needs.
- Update our various employee handbooks into a streamlined online handbook.
- Update and/or develop Human Resources and safety-related policies, communicate and implement changes, and provide applicable training. This includes policies such as Ethics, EEO Plan, IIPP Plan, and all safety-related policies.
- Develop and maintain standard operating procedures (SOPs) for remaining human resources functions.

Specific to the Canyon Country Campus:

- We hope to provide a visual presence at CCC within the next three years with a self-service kiosk information center that will provide helpful information to employees and potential applicants.
- As the campus enrollment and employee base grows and permanent buildings are established, we envision a need for greater presence with a one-stop, full-service Human Resources Office with full-time staff presence at CCC to assist employees and potential applicants with their needs.



HUMAN RESOURCES

To accomplish these goals, Human Resources will need the following:

Personnel

- In the past three years, with the increase in hiring, data reporting, and public records requests, there is an increased need for HRIS support in the office. We will be proposing to increase our technician position from 47.5 percent (19 hours/week) to 100 percent (40 hours/week)
- Fill the Director, Diversity, EEO and Title IX Programs position
- Another generalist is needed in the Valencia office, especially to assist on the classified side, to help reduce the backlog of unfilled positions and reduce the time needed to move hiring forward

- Hire clerk or specialist level staff position for additional office support needs for the recruitment process, data entry and document imaging
- Hire technician and generalist positions for CCC

Technology/Equipment

- New or improved applicant tracking system.
- Software or program for performance evaluation tracking for all employee groups.
- Software or program for electronic onboarding
- PC tablets with writing ability for hiring committee work as part of movement to a paperless process
- High volume scanner for document imaging purposes

- Position control software or program as a shared resource between HR and Business Services

Facilities

- The Human Resources facilities are excellent. We will soon access some additional space in the previous Foundation office that will support new staff
- Initially, we will need a HR kiosk information center at CCC
- In time, we will need to provide a one-stop full service Human Resources Office to provide services in Canyon Country, with a private office and the basic furnishings and equipment/technology needed



HUMAN RESOURCES – PROFESSIONAL DEVELOPMENT

**HUMAN RESOURCES –
PROFESSIONAL DEVELOPMENT**

Diane Fiero, Assistant Superintendent/
Vice President, Human Resources
Leslie Carr, Director

The mission of the Santa Clarita Community College District's Professional Development Program is to improve and sustain the professional growth of district employees through collegially planned learning opportunities that support the institution's strategic goals. The College's mission statement states we embrace diversity, foster technical competencies, support the development of global responsibility, and engage students and the community in scholarly inquiry, creative partnerships, and the application of knowledge. The Professional Development program provides numerous training opportunities for all employees in these areas -- and many more -- throughout the year, thus supporting the College's mission.

The Professional Development Program will be working on the following new initiatives over the next five years:

- Expand professional development opportunities at the Canyon Country Campus by:
 - Planning training opportunities that are specifically relevant to the CCC faculty and staff
 - Evaluating the needs of staff and faculty in Canyon Country, as well as on the Valencia Campus, by doing ongoing needs assessment
 - Providing a consistent presence at Canyon Country by establishing an office and staff



Work with Distance Education to develop an online instructor re-certification program

- Develop a link on the Professional Development website where faculty can post effective teaching techniques and strategies, as well as teaching best practices
 - Provide training that increases quality diversity offerings and brings awareness of students and staff with disabilities
 - In the long-term, develop a conference center that provides the facilities and resources to host professional conferences
 - Implement a new workshop registration system – MyLearningPlan – that permits employees to register for and track their attendance at Professional Development training opportunities online
- Provide regularly scheduled emergency preparedness training at both the Valencia and Canyon Country campuses
 - Work with TTIP South, OEI, and 4C/SD to develop content for the Online Professional Development Repository
 - Offer morale-increasing activities such as:
 - New Employee Orientations
 - Chancellor's New Employee Luncheons
 - Service Award events
 - Classified Appreciation Week
 - Retiree Celebration event
 - Holiday Party
 - Halloween Party
 - Work with Information Technology to develop a New Employee Technology

HUMAN RESOURCES – PROFESSIONAL DEVELOPMENT



- Orientation that will provide a practical overview of commonly used computer program features specific to each employee group (such as Outlook tools, calendar, tasks and archiving; how to submit/approve online leaves; Datatel requisition basics; How to use classroom technology; how to sign up for Professional Development events, etc.)
- Expand Professional Development offerings for adjunct, short-term employees, and student workers
 - Develop an online format for LEAP 1

To accomplish these goals, the Professional Development Program will need the following:

Personnel

- When enrollment indicates the need, hire a full-time classified person to staff the Professional Development Office at Canyon Country

Technology/Equipment

- Professional Development online workshop registration and tracking software
- E-portfolios that faculty and staff can use to provide a visual demonstration of the professional development programs and training activities they have accomplished
- When an office is opened in Canyon Country, appropriate furniture, equipment, computers and software will be needed

Facilities

- Facilities are sufficient on the Valencia Campus, but the Canyon Country Campus needs a consistent presence, and as enrollment, faculty and staff numbers increase, and permanent buildings are constructed, there will be need for facilities:
 - A dedicated office to coordinate programs on the campus.
 - A meeting space with room for 75 to 100 people will be needed for presentations and training. The campus will need a shared, multipurpose room that can be used for this purpose.
 - A computer-training lab.

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY

James Temple, Vice President

Information Technology (IT) is responsible for providing leadership in technology to support the entire District. IT is divided into five distinct areas: Network Operations, Audio-Visual, Online Services/System Administration, Computer Support, and Management Information Systems (MIS).

Network Operations is responsible for all data network connectivity, wireless, Internet traffic, network security, and data communications within, to and from all District locations. This area reports directly to the vice president.

Audio-Visual maintains, supports, and repairs all District audio/visual (A/V) equipment. The department schedules and provides technical assistance for the District's videoconferencing needs and provides support staff to handle A/V needs at College functions and events. This area reports directly to the Vice President.

Information Technology will be working on the following new initiatives during the next five years:

- Implement an off-site disaster recovery/business continuity plan for technology
- Digitize and archive the District's collection of historical pictures and videos
- Expand the online services available to faculty, staff, and students
- Improve cell phone reception at both campuses

- Increase the District's internet bandwidth to support new and emerging technology needs
- Investigate new A/V technologies to enhance teaching and learning in the classroom
- Encourage innovation among faculty and staff to identify new ways of using technology to support the District's mission.
- Upgrade the District's wireless system to support greater speeds and increased security.
- Develop and implement an email retention policy
- Increase staffing in all areas of Information Technology to provide the support necessary to support the District's mission and goals.
- Advocate for a proper data center on the Valencia campus to provide for the environmental and security needs of our enterprise server environment.

To accomplish these goals, Information Technology will need the following:

Personnel

- One information security analyst to monitor, assess, recommend, and implement security processes and procedures to protect the District's data
- One full-time Help Desk specialist to provide front desk coverage at Valencia during regular operating hours.
- Increase the network technician IV 60 percent to full-time
- One program coordinator to monitor the Technology budget and manage the technology asset inventory

Technology/Equipment

- The District has a large investment in technology that requires constant maintenance, upgrade, and replacement. Current projections put the cost of sustaining a standard

maintenance and replacement schedule is estimated to be \$ 1.2 million annually. Failure to maintain a regular schedule of replacement could result in technology that is no longer adequate to support the District's administrative and instructional functions.

Facilities

- A standards-based data center on the Valencia campus to house both physical and virtual hardware and storage. The data center should include a backup generator, independent environmental controls, access control, and a raised floor for easy access and air circulation.
- An expanded office space and Technology Center at Canyon Country. We have outgrown our existing space and need expanded space for staff workstations, storage, and an enlarged Technology Center to meet faculty demand at Canyon Country.

The System Administration, Computer Support, and MIS departments have an assigned administrator who oversees the day-to-day operation and planning for their department. The initiatives, needs for personnel, technology and facilities for each of these areas are presented separately.



INFORMATION TECHNOLOGY – COMPUTER SUPPORT

**INFORMATION TECHNOLOGY –
COMPUTER SUPPORT**

James Temple, Vice President, Technology
Hsiawen Hull, Assistant Director,
Computer Support
Be Phan, IT Coordinator II

The Computer Support Services (CSS) Department is responsible for the ordering, evaluation, installation, maintenance and support of all District technology. To support this process, CSS department staff provide training, technical support to faculty and staff, and assistance in the research and implementation of new and emerging technologies to enhance teaching and learning.

Computer Support Services will be working on the following new initiatives during the next five years:

- Implement a wireless pay printing solution, allowing students to use their personal devices in areas providing pay-a-you-go printing options
- Work to improve the district's overall information security by establishing guidelines governing data storage and access
- Improve inter-departmental collaboration by reaching out to instructional and non-instructional areas, and work together to develop technology strategies to improve teaching, learning and general workflow
- Continue to update technology based on cycles outlined in the adopted Technology Master Plan
- Update and replace the document imaging system
- Implement digital signatures



INFORMATION TECHNOLOGY – COMPUTER SUPPORT

- Redesign the instructor station/classroom technology model
- Standardize classroom design and technology across both campuses

At the Canyon Country Campus, expand the existing services:

- Expand the Tech Center facilities and technology to allow additional instructor access and increased services for training programs, meetings and events
- Provide dedicated helpdesk staff to monitor phones and provide basic technical support during gaps in coverage, while existing technicians are out of the office, providing in-person support

To accomplish the goals above, Computer Support Services will need the following:

Valencia Campus**Personnel**

- An increase in hours for the two permanent part-time Help Desk specialists, bringing them to full-time. Currently, the front desk staff is required to operate 66 hours per week, and in order to accommodate this schedule, we supplement with short-term employees
- An administrative assistant to support the department is critical to maintaining the District's technology inventory, assisting with the large volume of purchasing each year, and maintaining staffing schedules for offices on both campuses
- Two additional technician-level staff members to provide the necessary support for our growing technology fleet

- A Coordinator II position to assist the director in coordination of projects and support efforts

Technology/Equipment

- Technology is a moving target, especially in a department tasked with supporting it. It is impossible to know for sure what technology will be needed during the next five years
- Our greatest need is to have funds available to research, purchase, and support technologies that faculty will need to implement in the classrooms, and the technology they may not even know exists but will soon discover, or that will be invented in the near future

Facilities

- Identify additional secure storage. As the department and technology grows, our storage needs grow as well. We are extremely limited in the available space to secure equipment that sometimes costs in the tens of thousands of dollars. It is imperative that we identify additional secure storage

Canyon Country Campus**Personnel**

- With at least two additional buildings being brought online in the next five to six years, and plans to add additional computer labs (approximately 175 additional computers), staffing should be increased to include:
 - One full-time helpdesk specialist to provide phone support and clerical services during busy times
 - One technician to provide services for expanded hours.
 - A supervisor position to supervise the classified and hourly staff assigned to the Computer Support office on this campus

Technology/Equipment

- Computer hardware and software necessary to implement a virtual desktop infrastructure (VDI) on the Canyon Country campus
- Standardize classroom design and technology across both campuses

Facilities

- The Canyon Country staff is in critical need of additional space for staff use and storage. The campus technology has more than doubled in the past eight years, with no increase in available staffing workspace or storage facilities
- Additional classroom space for an expanded technology center would bring CCC in line with the services offered at the Valencia Campus and ease the burden of an already overcrowded and heavily used tech center



INFORMATION TECHNOLOGY – MANAGEMENT INFORMATION SYSTEMS

**INFORMATION TECHNOLOGY –
MANAGEMENT INFORMATION
SYSTEMS**

James Temple, Vice President
Mark Garcia, Director

Management Information Systems (MIS) provides students, faculty, staff, and administrators reliable and secure access to information from the enterprise system and its connected programs. This information includes everything from student enrollment and financial aid awards to the college budgeting and human resource records. MIS strives to create a consistent set of processes that allow new students and staff to join in the technological flow of the college and make student and business processes flow smoothly and intelligently.

The primary focus of the MIS department is maintenance and development of the Colleague ERP System. The Colleague System tracks student enrollment, academic progress, financial aid, and other related student service items. This system manages the College's course catalog, class scheduling, financial information (including the budget for all departments), and maintains the academic records for all students. The MIS department works to keep all parts of the system current and secure, maintaining thousands of customizations for a more efficient and tailored experience for students, staff, and faculty. The department also supports several software applications that enhance the features and performance of the ERP system. Some of these applications include online orientation and registration, self-service modules that which allow the students to have access to campus support from anywhere online, and web-based access to customized reports.

MIS will be working on the following new initiatives over the next five years:

- Implement a web portal that gives students, staff, and faculty online access to their records stored on the ERP system along with notifications, messaging, and appointments
- Develop a mobile application that lets students have access to registration features, such as registration and paying their fees
- Creating a single sign-on process that allows users to have a single log-in and password for all campus resources
- Create an e-transcript to allow COC and other colleges to electronically transmit student's transcripts between schools
- Integrate the Tableau software system with Colleague ERP to increase access to MIS data
- Create online training documentation for the systems MIS supports to help facilitate end-



user learning and create consistent knowledge of processes among users.

- Create master data views from the Colleague system that will allow end-users to create and execute reports without the need to request the information from the MIS Department.
- Integrate more self-service functions for both students and staff so that they can perform more functions online.

To accomplish these goals, MIS will need the following:

Personnel

- A database administrator in conjunction with the Systems Administration department to oversee the SQL database system managing the enterprise data and helping keep software systems and patches up to date.
- A programmer to help administer the Share-Point system as it connects to Colleague and the new web portal.
- A software coordinator/business analyst to work with departments to analyze large-scale projects and business practices to find the balance of programming adjustments, as well as process adjustments.

Technology/Equipment

- Refresh of the servers and storage that host our Colleague ERP system.

Facilities

- A standards-based data center to house the hardware for the ERP system. The data center should include a backup generator, independent environmental controls, access control, and a raised floor for easy access and air circulation.

INFORMATION TECHNOLOGY - SYSTEMS ADMINISTRATION

**INFORMATION TECHNOLOGY –
SYSTEMS ADMINISTRATION**

James Temple, Vice President
Michael Gunther, Assistant Director

System Administration provides the technological service, resources, training and expertise to support the District's server environment. Serving as the backbone of the IT server infrastructure, Systems Administration is responsible for providing the enterprise IT systems and services that all areas of the College rely on in order to deliver their particular services. We support the District's server environment, including user accounts, web, email, and application servers. The area administers the District's learning management system and develops custom web applications.

The System Administration department will be working on the following initiatives over the next five years:

- Upgrade the email infrastructure
- Implement the Ellucian Portal
- Implement an off-site disaster recovery/business continuity plan
- Expand the utilization and integration of document imaging to all college areas
- Integrate LDAP-capable systems to synchronize login and password
- Work with Fiscal Services to identify a solution for improving the budget development process
- Improve file server infrastructure;
- Improve information security procedures and awareness;
- Improve mobile friendliness of websites and online services;
- Improve high availability of all data centers.



To accomplish these goals, System Administration will need the following:

Personnel

- Two additional system administrators to monitor and maintain the server and data center infrastructure.
- One additional web application programmer to support the increasing number of custom web applications.

Technology/Equipment

- Implement a SharePoint Server to support the Datatel portal and better file collaboration across the District

Facilities

- A standards-based data center to house both physical and virtual server hardware and storage. The data center should include a backup generator, independent environmental controls, access control, and a raised floor for easy access and air circulation

Canyon Country Campus

- In Canyon Country there are plans to improve utilization and effectiveness of the virtual server environment and utilize the campus as a failover backup to the Valencia campus in the event of a localized disaster or outage on that campus

To accomplish these goals we will need:

Personnel

- An additional system administrator II to handle expanding server capacities.

Technology/Equipment

- Additional server/network equipment to expand hypervisor and provide high availability

Facilities

- A standards-based data center to house both physical and virtual server hardware and storage. The data center should include a backup generator, independent environmental controls, access control, and a raised floor for easy access and air circulation

SANTA CLARITA PERFORMING ARTS CENTER (PAC) AT COLLEGE OF THE CANYONS

SANTA CLARITA PERFORMING ARTS CENTER (PAC) AT COLLEGE OF THE CANYONS

School of Visual and Performing Arts

Carmen Dominguez, Dean
Lindsay Gambini, Director

The Santa Clarita Performing Arts Center (PAC) at College of the Canyons is a 47,000-square-foot performance facility with a mission to educate, entertain and enrich the local community through a diverse blend of professional, educational and community programming. It serves the college's performing arts departments as a professional space for students to practice, experience and demonstrate their performing arts studies.

The Center features a 7,500-square-foot proscenium stage with a state-of-the-art sound system and 886 seats; a modular black box theater; a large glass-enclosed entrance lounge; a green room; scene shops; costume and property storage; orchestra pit; make-up/dressing rooms; lockers; showers; box office and snack bar.

The PAC is an enduring facility that will grow, adapt and respond to changes in the future, reflecting the evolving needs, desires and interests of the community.

The Performing Arts Center will be working on the following initiatives over the next five years:



- Book and present artistic programs of high quality that appeal to the Santa Clarita community.
- Build strong relationships with the City of Santa Clarita and City-sponsored community organizations appearing at the PAC.
- Build strong relationships with COC users of the PAC.
- Develop relationships with new COC departments.
- Maintain and improve PAC operations.
- Make arts programs more relevant to non-arts curricula and students.

Initiatives specific to Canyon Country

- Design, build and begin to operate a small 200- to 225-seat theater at the Canyon Country Campus.
- Develop a programming profile specific to the Canyon Country Campus.

To accomplish these goals, the PAC will need the following:

Personnel

- A production manager for the Performing Arts Center, S-130 and the future Canyon

Country Campus theater facility to have oversight and coordination for all areas/components that are needed in performance preparation;

- A master electrician for the Performing Arts Center, S-130 and the future Canyon Country Campus theater.

Technology/Equipment Valencia

- New lighting board and a new sound board

Canyon Country

- All theatrical equipment for a new small theater facility—lights, sound, soft goods/ drapes, piano

Facilities Valencia

- Complete the renovation of S-130 for an additional theater space on the Valencia campus;

Canyon Country

- Design and build a 200- to 225-seat, small theater with wing space and a ¾-fly space at the Canyon Country Campus.

PUBLIC INFORMATION, ADVOCACY, AND EXTERNAL RELATIONS

**PUBLIC INFORMATION,
ADVOCACY, AND
EXTERNAL RELATIONS**

Eric Harnish, Vice President,
Public Information, Advocacy and
External Relations
John Green, Managing Director,
District Communications

The Public Information Office (PIO) uses marketing, advertising, and public relations strategies to provide information and to build awareness of and interest in the educational programs and services and the training opportunities offered by College of the Canyons. As well, the PIO manages crisis communications and advocacy efforts, and assists the College of the Canyons Foundation in its fund-raising efforts.

The office encompasses the communications functions of district advertising and marketing including social media, the Sports Information Office, the Communication Center and Mailroom (formerly switchboard and mailroom), the Graphic Design Center and the Reprographics Center.

The customers/recipients of the Public Information Office's services and functions can be divided into two broad categories internal and external to the college. The PIO helps internal clients develop effective communication strategies to connect with external users in the community. Internal clients include the instructional programs; student services offices, the Performing Arts Center (PAC), and the Foundation.

External audiences include established and new media, elected representatives, government agencies, community members, college donors and stakeholders, emergency response organizations, current, past and future students and others. In the case of the PAC, external audiences include neighboring communities and the greater Los Angeles area.

The PIO will be working on the following new initiatives over the next five years:

- Develop messages, media and delivery of information products informing the community and encouraging participation in all modes/locations of instructional delivery to likely target audiences.
- Identify effective existing and new informa-

tion media, evaluate whether they are relevant for demographic groups and formulate marketing plans to take advantage of them.

- Develop a departmental Communications Guide that articulates district branding standards and clearly explains how campus personnel can best work with the PIO, Graphics, Reprographics and Switchboard to achieve their goals.
- Streamline the archiving, retrieval and distribution of digital photos and videos.
- Increase the production of digital public information content, including videography and expand efforts to use digital video as an effective communications tool.
- Develop board policies regarding: logo use, social media content, and also the use of drones on the college's campuses.



PUBLIC INFORMATION, ADVOCACY, AND EXTERNAL RELATIONS

- Work with the IT department to ensure the college website is mobile friendly, meaning it is both accessible from and responsive to mobile devices.
- Work with the IT department and possibly an outside monitoring service to ensure the college's website is ADA-compliant, and train college users who update website pages and related content in the proper steps to maintain ADA compliance.
- Monitor and evaluate the efficacy of newly emerging technologies and media and consider the value of implementation.
- As the Canyon Country Campus grows, the PIO will need to evaluate the benefits to the college of assigning a PIO staff member to work at and support the CCC.

To accomplish these goals, the PIO will need the following:

Valencia Campus**Personnel**

- The PIO needs to add a full-time digital video production position.

Technology/Equipment

- Software or a service that streamlines the archiving, retrieval and sharing of digital photos and videos is urgently needed.

Facilities

- The PIO has moved into new office space in Canyons Hall, which will meet all its Valencia Campus facilities needs into the extended future.

Canyon Country Campus**Personnel**

- Funding to hire a dedicated Canyon Country Campus Public Information generalist

staff member, with skills including interviewing and reporting, writing, editing, photography, and videography, public relations and crisis communications.

Technology/Equipment

- Technology needed for one staff member includes a laptop computer with standard office software, Adobe Design software, a professional-quality camera with high-definition video capability.

Facilities

- Dedicated workspace that would ideally be a small office, but could temporarily be a cubicle in a larger, shared workspace.



PIO – COMMUNICATION CENTER AND MAILROOM

PIO – COMMUNICATION CENTER AND MAILROOM

Eric Harnish, Vice President,
Public Information, Advocacy and
External Relations

Wendy Trujillo, Director, Advertising and Social
Media, Communication Center supervisor

The Communication Center acts as the front door of the college as many students, community members, businesses, organizations and newcomers experience their first contact with College of the Canyons through the Communication Center personnel. This function, known for nearly half a century as the Switchboard/Mailroom, supports the College's mission by being one of the main information hubs for the college, thereby providing access for the students, staff and community.

Staff members monitor main phone lines to the college, notify authorities during campus emergencies, disseminate calls to appropriate departments, coordinate room openings with Campus Safety, and stay abreast of all activities happening on campus. They assist walk-up traffic with general and event information, directions, faculty contact information, and class information. The staff members also coordinate the campus mailroom which sorts and slots incoming mail, including distribution of faculty textbooks, processing outgoing mail, assisting students with drop-off materials for faculty mailboxes and managing the Permit 56 district U.S. Postal Service account. The Communication Center is staffed by two full-time employees and two permanent part-time employees from 7 a.m. to 10 p.m., Monday through Thursday; 7 a.m. to 9 p.m. on Fridays; and 7 a.m. to 3:30 p.m. Saturdays when the college is open.



The Communication Center will be working on the following new initiatives over the next five years:

- Engaging in ongoing training in emergency communications and response preparedness.
- Keeping the mailroom processes as up-to-date as possible.
- Working with the Facilities Department to stay up-to-date with the latest answering and voice system technology.
- Working with the Canyon Country Campus administration to plan the long-term organizational structure for the dual functions on each campus. Depending on how the campuses grow and the complexity of postal regulations, staff scheduling and mail services, having one person manage this area on both campuses may be more efficient and effective.
- Exploring the efficiency of implementing budget for a courier service between campuses may prove effective. This could be particularly helpful if the college develops one or more other sites or centers.
- Exploring hiring a permanent staff member to deliver sorted mail and incoming faxes to offices and departments throughout the campus, (using a dedicated cart) to reduce the need for faculty and staff to make trips away from their work areas to pick up mail. This person's responsibilities could be expanded to also deliver finished reprographics orders to offices and departments. The efficiency in eliminating the huge amount of work time the district loses, (due to hundreds of people traveling back and forth to the mailroom and to reprographics to pick up mail and printing), could more than compensate for the cost of a staff person to

PIO – COMMUNICATION CENTER AND MAILROOM

do this work. A time study would be required to estimate whether the person could be permanent part-time or would need to be full-time.

To accomplish these goals, the Communication Center/Mailroom will need the following:

Personnel

- The Communication Center and Mailroom must have at least one person (and usually two people) staffing it to answer phones, manage mailboxes, and greet walk-in students, faculty and the public. It's problematic for the staff to participate in professional development and other important activities

that take them away from the center. We must provide budget for short-term temporary staff to fill in during those times and when staff are on sick leave.

- If Saturday evening or Sunday classes are added, there will be a need for more part-time staff, or the current part-time positions will need to become full-time.
- A permanent staff mail/print-order delivery person.

Technology/Equipment

- The Valencia Communication Center and Mailroom has new computers, a new printer/scanner/fax machine. They are currently up-to-date on technology.

- It will be necessary to keep up with changes in telecommunications technology in the future, as it changes rapidly. A high level of customer service is critical to the college's mission, so maintaining current technology in the phone system is paramount.
- A dedicated cart for deliveries if a courier is hired.

Facilities

- The Valencia Communication Center and Mailroom staff recently moved into a new space in Canyons Hall. The department's facility needs are currently met. There is no room for growth in the mailroom.



PIO – GRAPHIC DESIGN CENTER

PIO – GRAPHIC DESIGN CENTER

Eric Harnish, Vice President,
Public Information, Advocacy and
External Relations
John Green, Managing Director,
District Communications
Nick Pavik, Art Director/Manager

The Graphic Design Center is responsible for the visual representation of the District and all of its various activities, events, initiatives and programs to the public. Promotional and informational items that are developed include, but are not limited to, publications such as catalogs and class schedules; brochures for events, activities, new curricula and offerings; event programs for the Performing Arts Center and other activities on campus; large-format banners, posters and wall-art designs; print and electronic advertisements; logos and identity branding; digital designs for the electronic marquees, and a wide variety of other creative projects as required.

The Graphic Design Center serves the various administrative officers, division deans, department chairs, faculty, special program coordinators and other functions that comprise the District. From the content provided by these customers, and in conjunction with the PIO and marketing offices, the design process is completed.

The Graphic Design Center will be working on the following new initiatives over the next five years:

- Making staffing proposals to increase productivity and effectiveness.
- Making facilities improvement proposals to redesign and increase Graphic Design

Services workspace, so designers can be more productive, creative and effective.

- Continuing to produce effective District marketing materials and publications by creating high-quality designs that are both relevant and compelling.
- Providing professional development/staff training experiences so that designers can keep up with changes in technology and be able to use the most current software applications and design techniques.
- Accessing training for staff in development of new media content, multimedia platforms and in sound design, because print media is no longer relevant on its own.
- Working with the Vice President of Public Information and the Canyon Country administration to evaluate the efficacy of (in the future), possibly dedicating a designer and a design office to that campus to give faculty and staff direct access to Design Center services. It is possible that the online order system will continue to work sufficiently to eliminate any need for this concept.

To accomplish these goals, the Graphic Design Center will need the following:

Personnel

- At least one full-time staff member will be retiring in the near future and must be replaced.
- There are currently three full-time designers plus the art director/manager, making four full-time staff members in the department. Five to six full-time staff will be required to meet all the graphic design work that will be needed in the future as both campuses grow, new departments are added, and the demand for professional graphic design services increases.

Technology/Equipment

- The department experiences significant delays in processing large files due to outdated computers. The department is overdue for computer upgrades/replacements. This is a critical need.
- Designers need the latest Mac Pro computers, software and other production equipment as it develops stay on top of developments in this field and produce work effectively and efficiently.
- There should be a line item in the IT computer budget for the Design Center staff to have replacement equipment on a minimum three-year cycle.

Facilities

- The Graphic Design Center critically needs new, expanded facilities. Since the first-floor remodel of Bonelli Hall in 2009, Design Center staff have been working in 6' x 8' cubicles. The designers lack privacy to think and be creative, they require more space to work and store files, and they will be more productive in a less-cramped work environment.
- Designers also need natural light (missing in the current facility), which is important when dealing with color accuracy and general graphic design issues.
- Serious consideration should be given to relocating the Graphic Design Center to a new location with adequate and dedicated space to provide:
 - Increased work and storage space
 - Individual offices for designers
 - A small photography studio
 - A common space for meetings and training
 - Adult hourly/intern workspace
 - Natural light

PIO – THE REPROGRAPHICS CENTER

PIO – THE REPROGRAPHICS CENTER

Eric Harnish, Vice President,
Public Information,
Advocacy and External Relations
John Green, Managing Director,
District Communications

The Reprographic Center provides full-service copying, printing and finishing services for instructional, administrative and staff use, as well as external communications and marketing. It also maintains a number of self-serve copiers throughout the campuses. The center's goal is to provide quick turnarounds, high-quality products, and the highest level of customer service to all who rely on the center's services.

The center serves a wide range of clients, essentially all entities with a presence at the college. Among these clients are full-time and adjunct faculty; administrators and staff; academic, athletic and vocational programs. Clients also include affiliated services and programs such as Academy of the Canyons, Bookstore, Economic Development Division (ETI, CACT, SBDC, etc.), Santa Clarita WorkSource Center, Dr. Dianne G. Van Hook University Center, Los Angeles County Sheriff's Academy, collective-bargaining units representing district employees, and a variety of grant-funded programs, among others.

The Reprographic Center relies on several high-volume digital machines and a color digital press. It oversees approximately 50 digital copiers, most of them self-service and placed in strategic locations throughout the Valencia and Canyon Country campuses. A Heidelberg press is used for high-volume printing, and a two-color press

is used for smaller-volume print jobs. A large-format inkjet printer was added in 2014, allowing the printing of banners, posters, wraps, decals, wall coverings, and large variety of large-format media.

The department supports a smaller Reprographic Center at the Canyon Country Campus. The Canyon Country center is capable of fulfilling most copy requests, primarily the day-to-day needs of faculty. Larger-volume copy requests and print jobs are produced at the Valencia Campus. Delivery to Canyon Country is provided when requested. A center similar to the one at the Canyon Country Campus could be easily replicated at a potential Westside campus or other significantly sized center or site.

The Reprographic Center will be working on the following new initiatives over the next five years:

- Expand the capabilities of the department's new online ordering system to monitor and track customer orders, and to ensure their timely completion. The department has phased out Digital StoreFront and implemented a more effective, efficient, online ordering system. It is operational and being used by a large number of faculty and staff. In addition to accepting work orders online, the system tracks jobs electronically and eventually will eliminate the need for paper forms. It will also eliminate the time-consuming process of manually transferring information from the paper order forms into a spreadsheet.



PIO – THE REPROGRAPHICS CENTER

- Phase out other obsolete or outdated processes, technology and equipment in favor of modern, efficient, environmentally sustainable processes and equipment.
- Expand and improve services to meet the needs of customers and ever-evolving new challenges.
- Secure additional space for an archive of college publications and other printed material. Additional space has been requested and approved as part of the upcoming second-floor remodel of Bonelli Hall.
- Develop a plan to foster better working relationships among employees, with the primary goal of all employees adopting and practicing professional and collegial behavior. Professional relationships among department staff have improved significantly.
- Develop a plan to relocate the center to a more appropriate space, taking into account a minimum buffer from classrooms and student foot traffic, convenience for customers, and ease of access for palletized deliveries.

To accomplish these goals, the Reprographic Center will need the following:

Personnel

- The current personnel level is sufficient for the near future.
- When the Canyon Country Campus has permanent buildings and a larger enrollment, there will likely be a need for a larger, more capable Reprographic Center there, staffed during all campus business hours.

Technology/Equipment

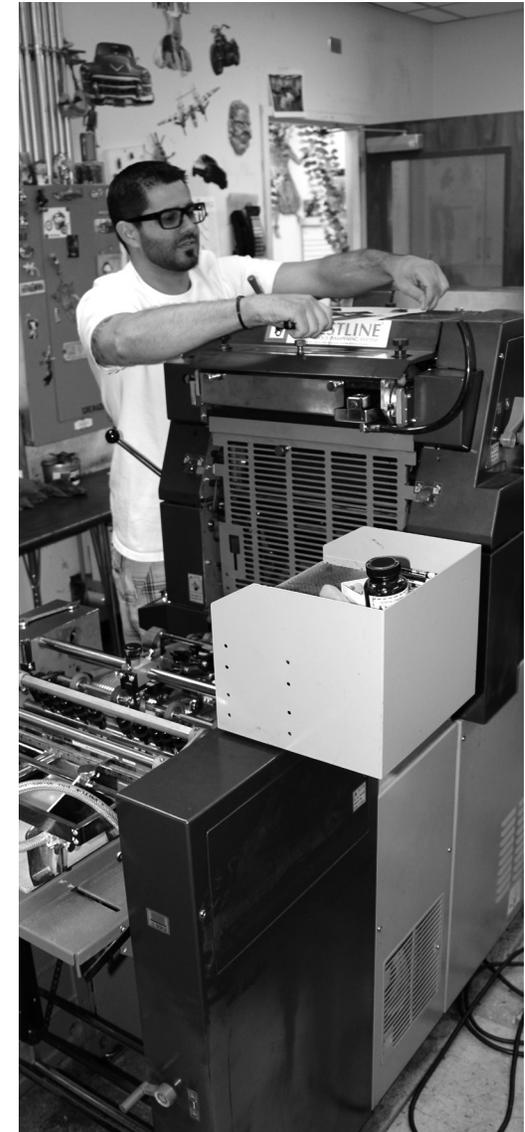
- Funding has been approved to acquire a multi-material cutter and a banner sewing machine (supporting the large-format banner

printer), and a walk-Up ordering computer (supporting the online ordering system). It would be ill-considered at this time to make a request for additional equipment because there is no space to accommodate anything further (see Facilities).

Facilities

- The Reprographic Center does not have the necessary physical space to accommodate the current inventory of equipment, level of service and production requirements.
- Expansion of capabilities often requires the addition of new equipment and machinery, which are difficult or impossible to accommodate.
- A good example is the recently acquired banner printer, which, by its very nature of producing large-format media, requires a large amount of space to work on large-format media. The department is currently using a conference room table to cut, grommet and finish large printed material, but this area is still too small and inadequate. This department needs more space.
- A new facility for Reprographics should be considered in a new building, perhaps by tearing down a current obsolete building and creating space for a new multi-story facility.
- Another solution could be moving the Graphic Design Center to the upper floor of the current building and expanding the Reprographic Center into that vacated space, although even that additional space will not be large enough in the long term.
- Additionally, the Reprographic Center needs a substantial storage space for paper. At this time, paper is delivered to and stored in the warehouse, but not in a secure location. A huge amount of the district's paper supply

disappears on a regular basis. It is not possible under the current circumstances for the department to manage or control its paper inventory.



PIO – SPORTS INFORMATION OFFICE

PIO – SPORTS INFORMATION OFFICE

Eric Harnish, Vice President,
Public Information, Advocacy and
External Relations

John Green, Managing Director,
District Communications

Jesse Munoz, Public Relations and
Sports Information Director

The Sports Information Department (SID) provides year-round publicity, marketing, advertising, media coordination, web maintenance, social media, crisis management, photography, and stats-keeping services and additional support on an as-needed basis for the college's 16 intercollegiate sports programs, as well as all COC Athletics events and activities, including the bi-annual Athletic Hall of Fame event, annual Student-Athlete Academic Achievement Dinner, team-hosted youth sports camps (summer, winter & spring), and various on-campus recognition ceremonies and student-athlete recruitment events.

The SID supports the COC coaching staff (head/assistant coaches, volunteer assistants); student-athletes; family, friends, fans, donors; former student-athletes and alumni; coaches and athletics staff from opponent schools; California Community College Athletic Association, Western State Conference, Southern California Football Association, California Community College Sports Information Association (CCCSIA); sports information staff and athletic personnel from four-year schools and professional sports teams and organizations across the nation; local and national print/digital media outlets and individual editors, reporters, photographers and videographers from professional and student ranks; all college and district personnel seeking information and/or materials related to COC athletics.



The Sports Information Department will be working on the following new initiatives over the next five years:

- Initiate and assist with the modernization and technology/furniture upgrade of all COC Athletics press box areas (Cougar Stadium, Main Gymnasium, new soccer facility, baseball/softball fields) in order to: better serve working media members; provide more opportunities for hands-on learning experiences for students; provide enhanced digital coverage of COC athletics events, student-athletes and coaches; better showcase the college's athletic facilities on a statewide/regional level; become better equipped to serve as host institution of statewide/regional tournaments and championship events; and
- serve as statewide model for other sports information departments.
- Create a new COC Athletics logo and marketing slogan(s) in order to: better establish the COC athletics brand and Cougar Way philosophy throughout the local community, state and region; assist in recruitment of student athletes; stimulate increased excitement about COC athletics on campus and in the community.
- Assist in the creation and implementation of a COC Athletics fundraising campaign in order to generate additional revenue for all 16 intercollegiate sports programs on campus.
- Work to enhance the game day experience at COC Athletics home events for students, fans and community members in order to: boost school spirit on campus and in the

PIO – SPORTS INFORMATION OFFICE

community; create opportunities for new partnerships, sponsorship opportunities and fundraising campaigns; provide performance opportunities for student groups throughout the community; stimulate increased attendance at COC athletics home events; attract additional media coverage of COC athletics; assist in the recruitment of student-athletes to COC; serve as statewide model for other athletic departments and sports information departments; and generate additional revenue for the athletics department.

- Begin live video streaming of COC athletics home events in order to: better serve local fans and supporters; increase media coverage; build a larger fan base; better showcase COC student-athletes to coaches across the nation and around the globe; and potentially create new sources of revenue.
- Create COC athletics promotional videos in order to: assist with the recruitment of future student-athletes; better showcase COC student-athletes to coaches and scouts across the nation and around the globe; better showcase COC athletics fields and facilities; boost school spirit; and build a larger fan base.
- Establish a COC Athletics historical archive, with digitized copies of archival photos, videos, statistical reports, news clippings and memorabilia in order to: better preserve and showcase the history of COC athletics; better serve working media in need of archival information; better recognize former COC Athletics student-athletes; and assist in the production of bi-annual COC Athletics Hall of Fame events.
- Establish COC Athletics spring/fall media days in order to: more efficiently collect information, photos and bios from COC student-athletes; provide hands-on learning opportunities for COC students; better serve local media and generate additional coverage; and better show-

case COC student-athletes to coaches across the region/nation and around the globe.

- Launch a COC Athletics podcast, or radio show or TV program in order to: better showcase COC student-athletes to coaches across the region/nation and around the globe; provide hands-on learning opportunities for COC students; boost school spirit; and build a larger fan base in the community.

To accomplish these goals, the SID will need the following:

Personnel

- Build Sports Information office staff (currently there are only the Director and a part-time adult hourly).
- Create/fill the position for a full-time sports information coordinator to assist the Sports Information Director with a variety of tasks and duties (website updates and improvements, social media assistance and coordination, establishing statistical and historical archives, various design projects, student-athlete alumni tracking, photo archiving, game day operations, media relations).
- Create/fill a position for a full-time sports information photographer/videographer to provide in-depth coverage of all 16 intercollegiate sports programs.

Technology/Equipment

- Implement the use of a campus-wide system/service to deliver pre-game/in-game/post-game music at COC athletic events and other campus events.
- Establish enhanced Wi-Fi and data ports, audio/visual hookups for PA announcer at all athletic venues on campus.
- Provide equipment and software needed to produce live video stream broadcasts.

- Access new equipment (tablets and computers) to more efficiently carry out in-game stat keeping and social media-related projects.

Facilities

- Update and remodel press box areas in Cougar Stadium, main gymnasium and Cougar Field (new furniture for press box areas and coaches rooms).
- Add more/more accessible data ports for media working outside the press box, along with flat screens in press box to monitor other contests around the state/region, and/or have live stream broadcast in the booth).
- Expansion to use the rooftop area of the stadium press box (create a covered area for working journalists and videographers).
- Provide rooftop broadcast booth/areas designated for student broadcast teams. There is potential to partner with Hart District to cover costs.
- Create a dedicated press box area at the softball field and new soccer facility.



SUSTAINABLE DEVELOPMENT COMMITTEE

**SUSTAINABLE
DEVELOPMENT
COMMITTEE**

In response to the increasing awareness of environmental issues, the United Nations launched a Decade of Education for Sustainable Development (2005-2015), highlighting the important role higher education plays in the future of the planet.

The Sustainable Development Committee (SDC) at COC, with its multifaceted goals, envisions a program that facilitates a curriculum with a focus on sustainability from an interdisciplinary approach; hosts educational events on the subject; works with Student Services to increase internship and service learning projects; attracts more universities to offer advanced courses and programs at the University Center; establishes connections with local businesses; institutionalizes a Center for Sustainable Development; and provides input for fostering sustainable green facilities and operations on-campus.

With a great global awareness of the severity of the present degradation of the environment, knowledgeable, trained people in environmental science and sustainability will be in high demand in the near future. This program strives to meet the demand of students and the larger campus community in addressing these issues.

The committee will be working on the following initiatives over the next five years:

- Guiding and fostering sustainable curriculum for all COC majors and conducting profes-

sional development workshops for COC faculty and staff.

- Developing and promoting internship, scholarship, and service learning opportunities related to sustainability, including coordinating and fostering student sustainability ambassadors.
- Identifying and pursuing funding opportunities related to sustainability while coordinating with the COC Foundation to promote donor opportunities for sustainable endeavors around campus.
- Representing COC at community and statewide events to promote sustainable curriculum and learning opportunities.
- Supporting and promoting sustainable improvements at both District campuses.

To accomplish these goals, the committee will need the following:

Personnel

- One full-time classified coordinator to manage

the daily operations of the Center for Sustainable Development and assist in coordinating the SDC initiatives outlined above

- Additional part-time staffing for the Center for Sustainable Development

Technology/Equipment

- Office equipment for the Center for Sustainable Development, including several workstations with computers, phones, and printers/scanners
- Smart Board for Center for Sustainable Development to facilitate meetings and workshops

Facilities

- Permanent office space of approximately 2,000 square feet that includes a large meeting room, one private office, and large storage space for the Center for Sustainable Development at the Valencia Campus, preferably with close proximity to the MakerSpace





STUDENT
CENTER

BOOKSTORE

COLLEGE OF THE CANYONS

STUDENT
SERVICES

STUDENT SERVICES

STUDENT SERVICES**STUDENT SERVICES**

Michael Wilding, Assistant Superintendent,
Vice President, Student Services

Student Services is organized to support four main areas related to student success.

First, the division provides support services to students related to enrollment and classroom instruction. Examples include admissions, financial aid and counseling. Second, Student Services has a direct teaching function inside the division. Courses in counseling and general studies that are for credit and transferable help students succeed in other areas of the curriculum. Third, the division supports student populations associated with specific educational needs, such as veterans, re-entry, first generation students (EOPS) and disabled students. Finally, Student Services supports an extra-curricular function designed to encourage involvement in campus life and ultimately have a direct impact upon persistence.

Other areas of Student Services include research into effective practices, ensuring compliance with regulations, the collection of student fees, and providing for a safe campus. As noted above, Student Services is the home of a variety of departments charged with providing specialized services to students that meet specific qualifications. These departments include EOPS/CARE and CalWORKs, DSPS, Financial Aid and Scholarships, Athletics, and the International Services Program. Other departments provide specialized services designed to assist students to succeed in their academic endeavors. Examples include the Transfer Center, Student Health and



Wellness, Service Learning, and Student Development. Finally, the division directly supports the enrollment management strategy by providing assessment testing and outreach to the local community.

As a result of the successful expansion of a full spectrum of services to students at the Canyon Country Campus in Fall 2007, students there are able to receive all of the services available at the Valencia Campus, often without some of the long wait time often associated with the latter.

The Student Services department will be working on the following initiatives over the next five years:

- Address the Student Success Task Force initiatives and new Title 5 regulations pertaining to matriculation.
- Provide counselors specializing in areas such as Career Technical Education, Career Planning, MEA, and increase the services being provided to students in Allied Health.
- Provide customized services based upon the specific education mission/focus of each campus.
- Employ technical solutions to the requirements of the 3SP legislation such as online one-semester and comprehensive education plans, online advising, and online orientation.

STUDENT SERVICES

- Employ academic advisors to meet the demand for in-person workshops, and education planning.

To accomplish these goals, the department will need the following:

Personnel

- Student Health staff needs to increase to meet the overwhelming demand for mental health services.
- Financial aid staff needs to increase because the department continues to be faced with high demands for service but is still at 2005 staffing levels.
- The Student Business Office (SBO) staff has historically been too low for the demands and volume. Now with new regulations related to veterans, the situation has become critical.
- Campus Safety will need additional staff as the District moves to providing 24/7 campus security.
- A general increase in staff will be needed as growth continues. This will particularly impact the Canyon Country Campus.

Facilities

- The Career Center, Internships, Volunteer Bureau, and Job Development should be housed together for the benefit of student users and to share resources and information.
- The SBO needs to expand its space in Valencia in order to create adequate working conditions.
- The ISP office will need to expand to meet the demand of more than 200 students and the staff to serve them.

Major goals and issues that must be addressed during the next several years include the following:

Parking – Parking structures must be constructed on both campuses. Parking lots are at capacity. Without multi-level parking garages, the college will not be able to increase enrollments. We need at least 1,000 more spaces in Valencia and 1,000, or probably more, in Canyon Country.

Solar – We should also install solar panels over the current parking lots. It is socially responsible and sets a good example.

Part-time faculty – Part-time faculty members currently teach 50% of the curriculum, however we provide them minimal support: few offices, no meeting spaces or clerical support, and for such a large work force (teaching half of the curriculum), professional development should be strengthened.

Job Placement – Effective job placement is the culminating service in higher education. Career counseling, internships and service learning are important, but to really help students be successful, we need services to place them into well-paying jobs. We should add staff just for this initiative.

International Students – We could have 400 international students in five years. The college would gain significant funding in unrestricted revenue and create a multi-cultural campus environment.

Tennis – We have built tennis courts on the Valencia Campus and there are high school tennis programs in our feeder schools. We can address Title IX issues by adding a women's tennis program.

Campus Safety expansion – We experience major thefts about once a month and soon losses will exceed the cost of critically needed increases in se-

curity equipment and staff to have 24/7 coverage. We need working cameras in the buildings and parking lots, and state-of-the-art, working alarm systems. Soon we must consider arming our safety officers with guns, or outsourcing security to the Sheriff's department. This will be a difficult and costly decision.

Web portal and need for state-of-the-art technology – Currently our web services are below average. Students cannot navigate the matriculation process online, and payment processes aren't working well. We should strive to attain state-of-the-art quality. This will become a big issue when we have to compete for dwindling resources.

Valencia Campus perimeter road – Currently vehicles must exit onto Rockwell Canyon Road to move around the campus. For safety, we should cut a road through lot 3 and remodel other roads so safety and maintenance vehicles can travel within the campus.

New Student Services spaces – We should tear down the Student Support Center modules and use that space for a multi-level parking structure for staff and iCuE visitors. Put the displaced student services on the upper floor of a new Student Center Building to be constructed in the place of the current one-story, obsolete Student Center.

Food Service – Our food service provider should serve food that students like. Build a hamburger shack, some Starbuck- type places, and more mall-court types of eating choices. It will increase student success and persistence.

Bookstore – The Bookstore needs to expand and sell more non-text items, becoming a hub of student life.

OFFICE OF THE DEAN OF STUDENTS

OFFICE OF THE DEAN OF STUDENTS

Michael Wilding, Assistant Superintendent/
Vice President, Student Services
Michael Joslin, Dean of Students

The Dean of Students provides vision, leadership and supervision for the directors managing the programs and staff of the following departments/programs: CalWORKs, Career Services, DSPS, EOPS/CARE, Financial Aid, Service-Learning, Student Development, Student Health and Wellness Center. The Dean of Students also adjudicates student discipline cases, coordinates the process for students to petition the Academic Standards Committee and chairs the Behavioral Intervention Team (BIT). The Office of the Dean of Students assists students who may encounter difficulty, which may act as an impediment to the fulfillment of those students' stated educational goals. Providing direct services, or working in conjunction with the departments and programs in its division, the staff in the Office of the Dean of Students counsels, advises and mentors students in distress, or those who engage in misconduct, with the intent of assisting those students to complete courses, persist term-to-term, and ultimately graduate, transfer or otherwise achieve academic success.

The office will be working on the following initiatives during the next five years:

- Increase the permanent and full-time staffing needs of the Student Health & Wellness Center, especially for the provision of psychological services, in order to be better equipped to assist students in distress and prevent campus crises from occurring.
- Increase the staffing level in the Office of the



Dean of Students to assist the caseload created by referrals to the Behavioral Intervention Team (BIT).

- Purchase a database management system for Behavioral Intervention Team (BIT).
- Remodel for efficiency the offices for DSPS and EOPS/CARE on the Valencia campus.
- Create permanent dedicated space for CalWORKs, DSPS, EOPS/CARE, Student Development and the Student Health and Wellness Center at the Canyons Country Campus.

OFFICE OF THE DEAN OF STUDENTS

To accomplish these goals, the Office of the Dean of Students will need the following:

Valencia and Canyon Country Campuses

- Increased permanent staff throughout the Student Health and Wellness Center (SH&WC), especially in psychological services, is needed to meet the growing demand on the center.
- Students are making greater use of the center's services on both campuses, and, yet, there is not enough revenue to fill much-needed positions as the center relies solely on student fees and additional, small revenue streams to self-fund its personnel, programs and services.
- The College has reached a point in its existence and growth whereby the District must provide supplemental funding in order to address the growing demand coupled with understaffing. This is especially true in terms of prevention of campus crises created, potentially, by those students who are in such great psychological stress that they become a danger to themselves or to the campus community.

***Valencia Campus
Personnel***

- In order for the Office of the Dean of Students to be able to continue to address and resolve student concerns presented to its office, the College must add additional personnel and financial resources.
- The current part-time college assistant position, which serves as a receptionist for the office, should be replaced with a permanent full-time classified staff position. This newly created full-time position would serve not

only as the first point of contact for the department, but would also oversee and follow-up on the student caseload created by referrals of students to the Behavioral Intervention Team (BIT).

Technology/Equipment

- Additionally, in order to more effectively manage the caseload of students referred to BIT, an appropriate level of funding should be allocated to the program in order to purchase the appropriate database software presently available from vendors.

Facilities

- In support of CalWORKs, DSPS, EOPS, and the Student Health and Wellness Center (SH&WC) at the Valencia Campus, secondary effect remodeling of space recently assumed by these departments must be addressed in order to facilitate the appropriate level of services to students in an efficient and effective manner.
- The SH&WC has additional needs for access, privacy and confidentiality, thereby requiring even more specific infrastructure, to comply with state and federal regulations, and for safety and security of personnel.
- See the pages dedicated to these programs for specific facilities, technology/equipment and personnel needs.

***Canyon Country Campus
Personnel***

- Each of the programs overseen by the Office of the Dean of Students should have offices on the Canyon Country Campus that mirror their offices in Valencia.
- This will be particularly critical once the

Canyon Country Campus has multiple, multistory buildings and 10,000 or more students.

- The need for sufficient staff to serve them through CalWORKs, EOPS/CARE, DSPS, a comprehensive Student Health and Wellness Center and staff representing the Dean of Students will be essential for equity, health and safety.
- See the pages for each of the programs represented by the Office of the Dean of Students for specific personnel needs.

Technology/Equipment

- See the pages dedicated to the specific programs supported and supervised by the Office of the Dean of Students for specific needs regarding technology and equipment for their future Canyon Country offices.

Facilities

- In support of CalWORKs, DSPS, EOPS, Student Development and the Student Health and Wellness Center (SH&WC) at the Canyons Country Campus, it is imperative that the proper facilities and dedicated space be provided these departments in order to facilitate the appropriate level of services to students in an efficient and effective manner.
- The SH&WC has additional needs for access, privacy and confidentiality, thereby requiring even more specific infrastructure, to comply with state and federal regulations, and for safety and security of personnel.
- See the pages dedicated to these programs for their specific facility's needs.

ADMISSIONS AND RECORDS DEPARTMENT

ADMISSIONS AND RECORDS DEPARTMENT

Student Services Division
 Jasmine Ruys, Dean
 Steve Erwin, Assistant Director
 Lisa Pavik, Assistant Director, Noncredit

The Admissions & Records (A&R) Department enhances and supports the educational goals and attainment of learning outcomes for all students through delivery of services from application to graduation. The A&R staff is dedicated to providing exceptional service to a diverse population by creating a supportive and encouraging atmosphere to promote student success.

A&R serves prospective, new, returning and continuing, credit and noncredit students, residents and non-residents, veterans, athletes, transfer students, re-entry students, alumni, community members, public safety officers, high school students, staff, faculty, deans, distance learners, on-campus departments and other educational institutions.

Admissions and Records encompasses the following areas: Admissions, Registration, Records, Transcript Evaluation, Veteran's Eligibility, Athletic Eligibility, Outgoing Transcripts, Instructional Service Agreement registration, Enrollment Verifications, Online Services and Graduation. The department is responsible for all student needs from the moment of first contact through the time when students graduate, transfer or complete their educational goals. Additionally, A&R serves non-credit students through the Admissions & Records Noncredit Department. This department supports the educational goals and attainment of learning outcomes for all students through hands-on delivery of services from application to certificate and/or transition to the credit program. Noncredit

A&R staff members are dedicated to providing service to a diverse population by creating a supportive and encouraging atmosphere to put adult/re-entry students at ease and promote personal and academic success.

The Admissions and Records-Noncredit department's mission is to make educational opportunities highly accessible for our adult education/ESL population. The Admission and Records-Noncredit department is dedicated to assisting our population to navigate through college processes with ease while bringing them closer to their goal of completing their secondary education, and/or improving their work-force and communication skills. All the Admissions and Records Departments' goals are focused on helping students move smoothly and quickly through the various processes that support their education.

The Admissions and Records Department will be working on the following initiatives over the next five years:

- Upgrading the imaging system.
- A&R will move toward having all processes converted to digital systems, available online. All staff workflow will move online. This will improve efficiency and will allow students to get rapid feedback and reminders on the steps

from first contact to application, registration, petitions, transfer, graduation, and all other steps in between.

- A&R will develop mobile apps for students to be able to initiate and complete processes from their cell phones or tablets. Students are mobile and need to access the college's applications, registration, petition and all other processes via their mobile devices.
- Digital Signatures will be implemented so students can complete all steps and processes online and will not have to send post office mail or go to A&R to sign documents and forms.
- A&R will implement availability of 24-hour online services for students, much needed, because students' complex lives often require them to conduct their college businesses during night or early morning hours.
- A system of notifying students and sending reminders of deadlines and processes via text messaging is now being tested and will be more widely implemented, as students use text messaging rather than email for communications.
- Improving the residency verification and communication area is a major goal. One, very long-term employee, currently handles all residency work. With the growth in student populations, and with future staff retirements, A&R needs new staff to be hired, trained and mentored in this area.



ADMISSIONS AND RECORDS DEPARTMENT

- The ratio that necessitates increasing staff to accommodate increases in student population will be gradually reduced as technology takes over more processes, yet students will know where they are in their processes and will have immediate or rapid responses to questions and to each step.
- Datatel (now Colleague) will go through an upgrade and new modules will be added, including, for example a comprehensive communication management system and a recruitment and outreach program module.
- Financial Aid and A&R will become more closely integrated and will need to work side-by-side because state and federal requirements, student probation, residency, non-credit students transitioning to credit, and other records issues affect financial aid.
- Outreach and Recruitment requires admissions staff to assist, so closer coordination and collaboration will be needed.
- Veterans Services will also require closer coordination with A&R because of the need to carefully monitor transcripts, credits and eligibility.
- A&R will also need to participate more closely with enrollment management and schedule development, with needs for instant retrieval of enrollment data.
- New initiatives with the criminal justice system to provide education to prisoners and reduce recidivism will require integration of A&R processes. These are currently handled via paper, but in the future, digital processes will be implemented.
- A&R will need to collaborate more closely with instruction as faculty rosters, dropping/adding processes, grades, etc., will go more fully online and deadlines will require close monitoring.

- A&R will develop closer relationships with four-year universities, with military recruiters, and with ISAs to keep appropriate data flowing smoothly between entities.
- A very big initiative will involve the Adult Ed to Non-Credit to Credit pathway program. Consortiums are being established and COC's non-credit program will integrate with the Golden Oak School per AB 86. Instead of adult ed schools, there will be consortiums using local community storefront locations to offer non-credit programs. A&R will be deeply involved, providing outreach, admissions, transcripts, etc.

To accomplish these goals, the department will need the following:

***Valencia Campus
Personnel***

- A dedicated technology support person will be needed to handle all the new initiatives listed above.
- A dedicated MIS programmer will be needed to assist in developing the programs to handle the initiatives listed above.
- The Admissions and Records Noncredit office will need to increase the number of languages spoken, by hiring additional new staff members who are bilingual in the languages of our growing student population.
- We will need more than 3 full-time staff members to meet the needs of the A&R office for both credit and noncredit.

Technology/Equipment

- Admissions and Records will need significant additional computer data servers and storage.
- Computers will be needed for the additional staff.

Facilities

- The Admissions and Records Department does not need any additional facilities at the Valencia Campus.

***Canyon Country Campus
Personnel***

- As multistory instructional buildings are constructed and the campus serves thousands of additional students, Admissions and Records, and Admissions and Records Noncredit staff will need to be hired and trained to support the increases, using a standard ratio of staff to enrollment, so as to provide the same level of excellent service as is provided in Valencia.

Technology/Equipment

- Admissions and Records will need significant additional computer data servers and storage.
- Computers will be needed for the additional staff.
- Kiosks will be needed for students to use if they don't have their own mobile devices to connect.

Facilities

- Office space and counter space will be the highest priority in facility needs. Currently, three people work in one small office, a situation that needs correcting as soon as possible.
- Office space will be needed for the A&R Noncredit program.
- As CCC constructs permanent instructional facilities, permanent, dedicated offices will be required because services will need to mirror those in Valencia. Students who take their entire program at CCC will need to be provided full Admissions and Records services there.

CAMPUS SAFETY

CAMPUS SAFETY

Tammy Castor, Director
Tom Marshall, Assistant Director (CCC)

The Department of Campus Safety is committed to provide and maintain a safe and secure instructional environment while respecting the rights and dignity of individuals utilizing programs and facilities of the District. The program acts within the constraints of federal, state and local laws and ordinances.

The Campus Safety department will be working on the following initiatives over the next five years:

- To keep the campus safe at all times, we need to increase the department's staffing. Our objective is to have enough officers--at a minimum--to provide 24-hour coverage of both campuses, seven days a week. Above that, a formula should be employed to increase the number of safety officers as the population of students, employees and visitors increases.
- The District should consider arming its campus officers.
- As first responders, it is important to reduce the response time when called to incidents. This will require reconfiguring interior campus roads. At this time there are delays in responding to situations (on both campuses) because there is no way to get from one area to another without leaving the campus and entering busy public roads. Several solutions have been suggested to solve this challenge.
- There should be civilian staff within the department to handle opening doors to rooms, to serve as parking lot attendants, to handle writing tickets and providing cart escort ser-



vices, so safety officers are freed to maintain campus security.

- Parking lot attendants need additional hand-held parking citation machines, and the parking lots need to be resurfaced and restriped. People can't park properly in spaces because the lines are gone.
- The department requires expanded office space on the Valencia Campus and a dedicated office space on the Canyon Country Campus, as well as a budget for replacement, repair and maintenance of equipment and a budget for overtime.
- The mandated Incident Command System requires an Incident Command Center headquarters. The current space being used is inadequate during an emergency. A dedicated, larger space is needed, and there needs to be a portable Incident Command Center as well.
- To maintain security, both campuses require

modern, working, well-maintained camera systems in the parking lots and throughout the buildings. In addition, the alarm systems are obsolete, and in some buildings, they don't work at all.

To accomplish these major goals, the department will need the following regarding staffing:

- 24-hour Campus Safety coverage, seven days per week (graveyard and weekend shift to be added)
- Recommend converting the six permanent part-time officer positions to full-time, if converted:
 - Six additional full-time officers will need to be hired to fully staff the Valencia Campus, and
 - Nine additional full-time officers will need to be hired to fully staff the Canyon Country Campus

CAMPUS SAFETY

See specific details below:

Personnel

Valencia Campus

- Three shifts (graveyard, days and swing)
- Minimum of three officers on duty per shift
- Nine Officers assigned Monday through Friday
- Six Officers assigned weekends (three officers assigned Saturday through Wednesday, three officers assigned Friday through Tuesday). There will be over-lapping shifts during the week
- This will require hiring a minimum of four full-time officers for Monday through Friday shifts and six full-time officers to cover the weekend shifts

Canyon Country Campus

- Three shifts (graveyard, days and swing)
- Minimum of three officers on duty per shift
- Nine officers assigned Monday through Friday
- Six officers assigned weekends (three officers assigned Saturday through Wednesday, three officers assigned Friday through Tuesday). There will be over-lapping shifts during the week
- This will require hiring a minimum of five full-time officers for Monday through Friday shifts and six full-time Officers to cover the weekend shifts

Technology/Equipment

- Purchasing additional personal handheld citation machines
- Segways
- iPads/Tablets

Facilities

- New office space for Campus Safety is urgently needed at both the Valencia and Canyon Country campuses. The offices at both campuses require:
 - A work space for each safety officer
 - Work Spaces for the Campus Safety support staff
 - Each officer will need his or her own work-space to include a desk, computer and a phone
 - Space will be needed for lockers so the officers can stow their personal protection equipment belts and uniforms

- Support staff will need desks, computers and telephones
- A front counter and waiting area is required to assist the needs of visiting students, faculty and staff
- At least one private meeting space is required to provide privacy when taking reports requiring sensitivity
- Both the Valencia and the Canyon Country offices need work and meeting spaces large enough to accommodate the Incident Command Team and staff during incidents and emergencies.



THE JOB AND CAREER CENTER

THE JOB AND CAREER CENTER

Michael Wilding, Assistant Superintendent/
Vice President
Gina Bogna, Acting Dean

The Job and Career Center gives students the necessary skills and preparation to explore career choices and successfully enter the workforce. The Career Center features advisement, exploration, workshops, and a variety of job preparation services. The center serves students, alumni and the entire community at no cost. Employers are also served: posting their employment opportunities for free, using for recruitment, interviewing and testing, and recruiting at job fairs (for a small fee). The center's functions are greatly magnified with the 3SP initiative and the many workforce readiness initiatives that impact the College. It is imperative that career counselors continue to be a permanent part of the process to assure that students make informed career choices and to guide them towards their ultimate goal, whether transfer, degree or certificate.

The Job and Career Center will be working on the following new initiatives over the next five years:

- Exploring the tremendous synergy between Job and Career Center services, CWEE (Internships), Service Learning, Student Employment and Volunteer Bureau, to find ways these programs, (which have many overlapping goals, target markets, resources, needs and missions), can thrive and become more effective through shared management and oversight, shared space, marketing, resources and collaboration, resulting in increased effectiveness and efficiency.

- Develop a new facility plan to create an enlarged space that can be shared to collocate these programs.
- Create an umbrella department and develop a new name to better organize and market these services.
- Add a presence of Career/Technical Education (CTE) and other career pathway programs and explore new ways to promote academic/career pathways and choices offered at College of the Canyons.
- Develop and implement a “Get Experience Now” initiative, to educate students on the importance of using internships, jobs and service learning as opportunities to build their resumes, gain experience, give back to their communities and hone in on career interests.
- Investigate ways to track placement, and/or a placement tracking system, as the community college system moves towards more accountability.

Canyon Country specific initiatives

- Increase Job and Career Center hours at the Canyon Country Campus, and when permanent buildings are opened, provide an office with services to appropriately serve the size of the enrollment.
- For Canyon Country Campus, develop an outreach plan that includes classroom presentations, orientations and workshops, along with postings of services and highlights.

To accomplish these goals, the Job and Career Center will need the following:

Personnel

Combining the Job and Career Services Center with CWEE, physically and with some shared personnel, there would need to be:

- A Dean, a director, an administrative assistant, two coordinators, (one for CWEE and one for the Job and Career Center), two career advisors, six academic advisors, a receptionist. Some of these are currently filled positions, some are approved vacant positions, and some are new.

Technology/Equipment

- The primary piece of equipment needed to operate the center is the computer. With career assessment and the majority of the job search process online, staff and students need access to computers on a regular basis.
- A copier machine will also be needed due to the large amount of copying and scanning of workshops, internships, job openings, resumes, and related documents.

Facilities

- There is tremendous synergy between Service Learning (which must be connected to a class), CWEE (Internships), the Career Center/Job Development, Student Employment and the Volunteer Bureau. The acting dean proposes co-locating these programs physically to increase all of their visibility, share information, staff and resources, and to increase efficiency and effectiveness. These programs also support the mission of the Center for Civic Engagement.
- There would need to be a dean's office, director's office, administrative assistant's office, two coordinators' offices, two career counseling offices (private), two advisors' offices,

THE JOB AND CAREER CENTER

cubicle area with workstations, a counter to check-in and a waiting area. Access to a break room, supply room, two smart workshop rooms for 35-40 people and access to conference meeting rooms.

Canyon Country Personnel

- A director and three staff at Canyon Country, one for clerical support, one for advising and a career counselor.

Technology/Equipment

- Access to a large computer lab with the software used to test career choices, create resumes and conduct career searches.
- A copier machine will also be needed due to the large amount of copying and scanning of workshops, job openings, resumes, and related documents.

Facilities

- When the Canyon Country Campus permanent buildings are constructed, they will need to contain space for a more fully functioning Job and Career/CWEE/Service Learning/Volunteer and Student Employment Center. Space needed will include counter check-in, waiting area, direct access to a large computer lab, and dedicated private offices for career counselors and management staff



COUNSELING DEPARTMENT

COUNSELING DEPARTMENT

Michael Wilding, Assistant Superintendent/
Vice President, Student Services
Jasmine Ruys, Dean Enrollment Services
Diane Solomon, Counseling Department Chair

The non-instructional Counseling Department provides educational, career, and personal counseling, academic and program advisement. Its purpose is to empower students by providing program information and by counseling students to establish goals, evaluate options, develop an educational plan, and learn to study effectively so they may reach their educational and career goals. Counseling faculty meet with students individually in counseling appointments for educational counseling, career counseling, and personal counseling. Counseling involves teaching students self-awareness, establishing goals, exploring alternative plans of action and possible consequences, considering possible challenges and how to overcome them, establishing a support network, and evaluating actions.

Through individual counseling appointments and counseling classes, the Counseling Department provides students with the skills necessary to develop educational plans and apply effective learning strategies to become successful students. The department strives to create access for all students; the faculty and staff of the Counseling Department work tirelessly to create innovative ways to deliver counseling services to as many students as possible. The department works closely with instruction to collaborate on campus-wide initiatives that foster student success, embraces the use of technology to connect students to counseling services, and is a regular contributor to the professional development of



the college community. Regardless of educational goal, students benefit from the department's commitment to providing exceptional academic, career, and personal counseling.

All new, continuing, returning, and prospective students, as well as members of the general public, have access to information regarding counseling services, educational programs and their requirements. All students have access to educational planning resources through the comprehensive website and by calling the Counseling Office. They have access to program advisors and academic advisors on a daily basis. Academic advisors are available to new college students who have less than 12 units and no outside transcripts. Counselors are available to advise currently enrolled students and new students with outside transcripts. They have access to individual counseling appointments, workshops and counseling courses.

Please also see the Instructional Counseling department section on page 88.

The Counseling Department will be working on the following initiatives over the next five years:

- Require students returning to College of the Canyons after sitting out one semester due to academic or progress dismissal to take Counseling 142 as a condition of their enrollment during the next semester.
- In conjunction with the Health Center and the Behavioral Intervention Team, develop a regular training program for full-time and part-time Counseling faculty focused on assessment and referral of students in personal and emotional crisis.
- In conjunction with the Health Center and Emergency Management, develop a training program for full-time and part-time

COUNSELING DEPARTMENT

Counseling faculty to assist with student and staff emotional support and counseling in the event of a campus-wide crisis.

- Secure department chair backfill at the same amount as the department chair release time. Hire an adjunct counselor to see students when the department chair is performing department chair duties (40 percent of weekly load of 35 hours per week)
- Increase student contacts and the development of student education plans.
- Decrease the current counselor to student ratio.

Specific Canyon Country initiatives:

- The department will continue to advocate for a full-time counselor at the Canyon Country Campus, as well as full-time support staff for this location.
- In the years to come, the department envisions merging a full-service counseling operation to include general counseling, career center and transfer center.
- Dedicated computer classroom space is required for both classroom instruction, new student and academic difficulty workshops.

To accomplish these goals, the counseling department will need the following:

Personnel

- Additional full-time counseling faculty members and academic advisors are required to reduce the counselor to student ratio. This includes counselors dedicated to specific emphasis areas, including career, veterans, transfer, MESA, honors and financial aid counselors.
- Additional academic advisors are needed as they are now the first contact with new

students. The academic-advisor-to-student ratio is currently 2,375 to 1.

- Additional funding to hire a counseling technician to provide technical support as it relates to SB 1456 to the Counseling department, a position that has been vacant for several years.
- Advocate for additional adjunct counselors in career, online, veterans, financial aid, transfer, honors, MESA, nursing and CTE.

Technology/Equipment

- The hiring of additional counseling faculty and academic advisors to provide comprehensive services with the increase in student population will require the following equipment:
 - Computers with double screens, a combination printer, fax, and scanner for each new employee.
 - New offices will also require the purchase of office furniture such as appropriate desks, filing cabinets, and bookcase.
 - The same equipment needs are true for CCC.
- The Counseling Department needs to continue to improve its capability to provide online counseling service to distance learners and other students.

Facilities

- The Counseling Department is in dire need of office space for adjunct counseling faculty at both campuses.
- The front desk of the Counseling Department also presents a series of challenges: it is too close to the department entrance; the circular design of the desk orients the advisors in such a way that it is difficult to hear the student being helped when more than one advisor is present and the office is busy.

- When we hire more full-time counselors and academic advisors, we will need additional offices at both campuses.
- The department needs decentralized general counseling services as there is no additional space for counselor offices in Canyons Hall at the Valencia Campus. This would also allow counselors the ability to integrate across academic and career technical schools and interact with faculty from other disciplines.
- The office size should be big enough to accommodate a wheelchair and multiple students/ family members at one time with the ability to open the door without bumping the student.
- We also need a storage area, a conference room for department and training meetings, storage space for materials and supplies, full-time classified and permanent part-time employee work areas, and designated classrooms equipped with a computer for each student for workshops.
- For CCC we need counseling faculty and academic advisor offices large enough to comfortably accommodate the counselor or advisor, the student, and a third party with proper sound attenuation to provide privacy, and individual climate controls.
- At both locations we also need large and esthetically appealing student waiting areas with comfortable sitting, coffee table, and bulletin board and racks for handouts, as well as supply and work room with sufficient storage space for all workshop materials and handouts, as well as a well-stocked break room with a table and chairs.
- Dedicated computer classroom space is required for both classroom instruction, new student and academic difficulty workshops on the Valencia Campus.

DISABLED STUDENTS PROGRAMS AND SERVICES

DISABLED STUDENTS PROGRAMS AND SERVICES

Michael Joslin, Dean, Office of the Dean of Students

Jane A. Feuerhelm, Director

DSPS's mission is to provide surroundings that recognize the worth, value, and potential of each student in an intellectually stimulating environment that encourages students to become functioning, productive, and contributing members of our society. DSPS offers coordination of services for students with disabilities who are enrolled in classes at COC. DSPS performs functions that allow students with disabilities accessibility and accommodations while attending classes.

DSPS offers students with disabilities an accessible education through the use of assistive technology, classroom accommodations and support as the students navigate the college curriculum and matriculation process. DSPS has created partnerships with the local high schools by developing workshops for transitioning seniors to ensure a seamless transition to college.

DSPS will be working on the following initiatives over the next five years:

- See through to completion the secondary effects project for an improved facility for DSPS on the Valencia Campus. This will expand DSPS into the previous Financial Aid space, providing accessibility, private offices, testing and common waiting areas and conference/meeting space.
- Regain personnel: fund and hire a part-time counselor increasing to a full-time counselor at the Canyon Country Campus as the DSPS population warrants. DSPS will need an

office, in order to provide services at the Canyon Country Campus. Provide more services for the Valencia Campus by hiring full- or part-time additional counseling and other personnel to increase direct student contact.

- Create a part-time classified position to work with visually impaired students in the DSPS lab and also to review visually assistive materials to assess their efficacy.
- For both campuses, hire permanent part-time classified positions to work at the front counters.
- Purchase updated software and assistance technology as it becomes available to assure access for students with disabilities.
- Hire a part-time adult hourly position to create captioning for videos and to assist with alternate media requests.
- Continue to create college and instructional materials in various alternate formats to serve disabled students.
- Maintain currency for DSPS staff in the field of disability, through attendance at conferences, regional meetings and relevant workshops.
- Provide tutoring and accessibility for DSPS students in the DSPS Lab and other remote college sites using mobile carts.
- Continue to provide information and training to college faculty and staff on how best to accommodate students with disabilities through meetings and FLEX presentations.

To accomplish these goals, the Disabled Students Programs and Services Department will need the following:

Personnel

- A part/full-time Learning Disability Specialist to assist with accommodations at both the Valencia and Canyon Country campuses.

- One full-time counselor to serve the Canyon Country Campus.
- Staff for the front counter at Valencia Campus and eventually at Canyon Country Campus.
- Temporary staff to create captioning for videos and assist with alternate media requests.
- A permanent classified staff member to assess materials for the visually impaired and to work with the visually impaired at both campuses in the DSPS labs.
- Hire a part-time/full-time driver for the tram at both campuses.

Technology/Equipment

- Purchase updated software and assistance technology as it becomes available.
- The technology and equipment to support a DSPS lab on the Canyon Country Campus.
- Computers and office equipment for the future permanent DSPS Canyon Country office.
- Purchase an accessible tram for both campuses to support those students in wheelchairs or with mobility issues.

Facilities

- Complete the secondary effects project on the Valencia Campus, creating additional and improved facilities to serve DSPS students.
- As the Canyon Country Campus and its enrollment grow, and permanent buildings are designed and constructed, create a dedicated DSPS office space in Canyon Country, providing accessibility, common waiting and counter space, private offices, testing and conference/meeting space.
- Create a comprehensive DSPS lab on the Canyon Country Campus.

ENROLLMENT SERVICES DIVISION

ENROLLMENT SERVICES DIVISION

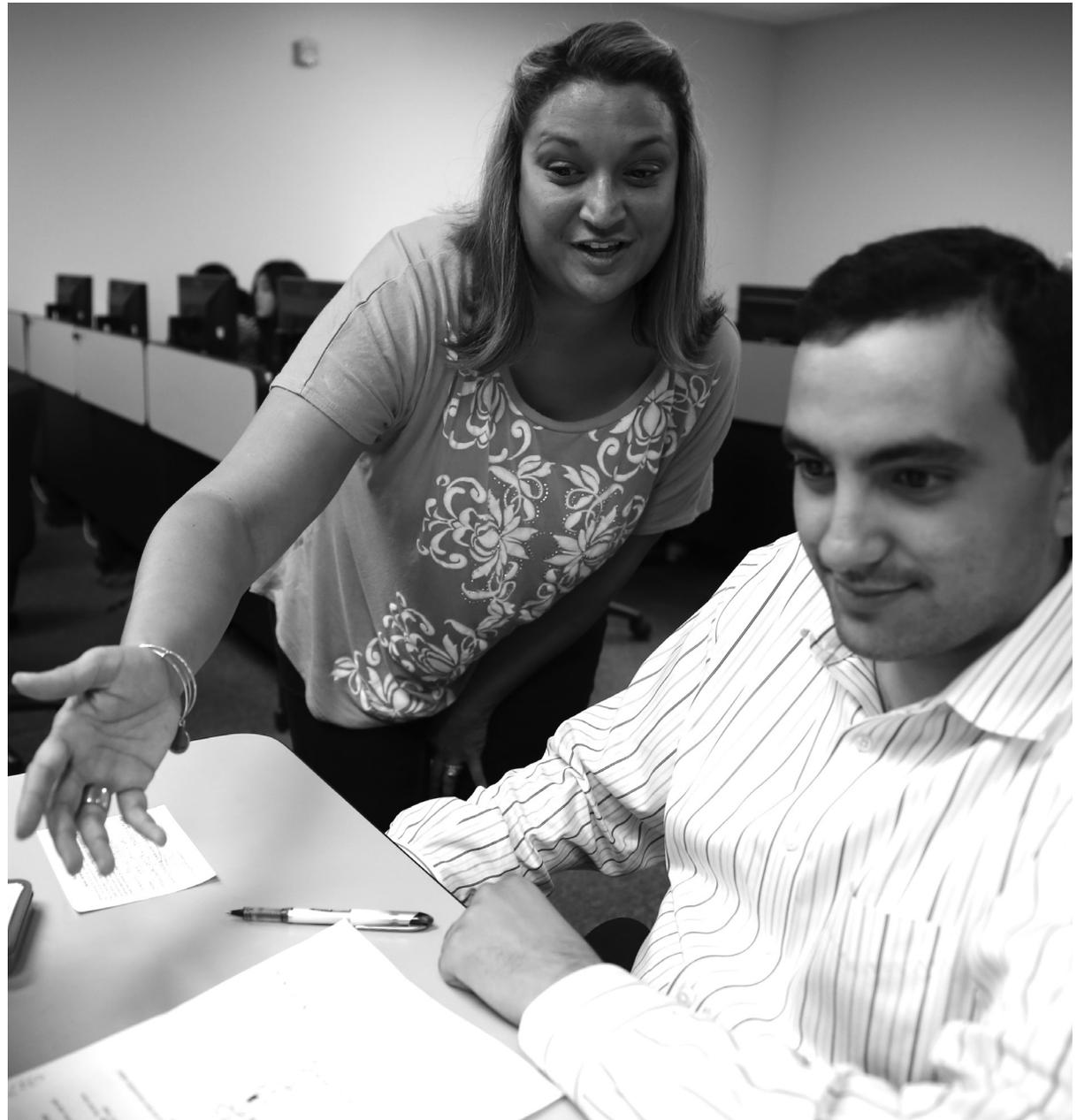
Michael Wilding, Assistant Superintendent/
Vice President, Student Services
Jasmine Ruys, Dean, Enrollment Services

The Enrollment Services Division works to ensure innovative programs and services are offered to provide essential academic skills and preparation for all students to complete their educational goals and programs of study, in the areas of transfer, associate degrees and workforce certification. We provide a collaborative and efficient atmosphere where all departments embrace equity, scholarly inquiry, creative partnerships and dedication to meaningful programs that meet our students' diverse interests and provide a pathway to success.

While Enrollment Services works with all of the College's students, added emphasis is being placed on new students as a result of legislative mandates. These mandated services for new students, include: orientation, assessment, counseling/advisement and development of a one-semester educational plan. Enrollment Services has adopted a new online service model that concentrates on collaboration, eliminating duplication of effort, creating a strong pathway to completion, eliminating barriers to success and creating a deliberate roadmap for students to meet their intended goals of completion.

The Enrollment Services Division will be working on the following initiatives over the next five years:

- Increase new student contacts in the areas of orientation, assessment, counseling/advisement, educational planning and follow-up



ENROLLMENT SERVICES DIVISION



services. These contacts will add additional Student Support and Success Plan (3SP) funding to implement new programs and services for students. Also, work closely with the Institutional Effectiveness committee to coordinate the 3SP activities for new students across all the legislative mandates of Student Equity, Basic Skills and the numerous planning grants the College has secured.

- Implement a comprehensive student roadmap for every stage of a student's journey at the College. Include all steps students need to complete at each stage of their journey: prospective student steps, 0-15 units, 15-30 units, 30-45 units and 45 units to completion.

- Working closely with Academic Affairs, coordinate outreach efforts (including events, budgeting, and materials) across all campus departments to increase effectiveness, creating a comprehensive plan to increase and manage enrollment, take advantage of volume discounts and eliminate duplication of effort.
- Analyze and revise our current assessment model to complement the acceleration strategies currently taking place in English and math, as well as the Summer Bridge, and English and Math Jams.
- Revise and implement a new online orientation that is easy to understand and navigate

with an emphasis on information essential to student success.

- Analyze current practices in counseling delivery systems to complement the online educational plan. Research additional group counseling and online sessions for educational planning, to explore academic majors, access online counseling and online tutorials in the areas of CTE, Basic Skills, Honors, Nursing and Transfer.
- Implement new recruitment software that will allow us to stay constantly in contact with prospective students from their first contact with the college through enrollment in their first-semester classes.

The additional revenue generated by 3SP should be used to support these major initiatives.

To accomplish these goals, the department will need the following:

Personnel

- Hire an MIS systems analyst dedicated to 3SP programming.
- Add an adjunct counselor in the Transfer Center.
- Add classified staff and adjunct counselors to support the Weekend College.
- Provide additional academic advisors and counselors in the Career Center, Veterans Services, International Services and Programs (ISP) and the Honors Program.
- The International Services and Programs (ISP) will need additional staffing in the areas of counseling, advisement, recruitment and clerical support.

ENROLLMENT SERVICES DIVISION

Technology/Equipment

- With the purchase of Comevo, the College now has the ability to create and maintain numerous online orientations. This product will allow other areas offering secondary orientations the ability to create an orientation and maintain it without the need for MIS programming. Areas that have expressed an interest include: Distance Education, Career Center, Nursing, ISP, Honors and various instructional departments.
- The SARs software has moved far beyond its original use as a counseling appointment product. The suite now is being used to track MIS data elements that are directly attached to funding. We should continue to increase locations across campus to increase student contacts for secondary services: orientation, assessment, advisement, and follow-up services in the areas of early alert, undeclared major advisement and students in academic difficulty.
- The future of technology in Enrollment Services is hard to assess, as new products are constantly appearing that can add increased efficiency without increasing staffing levels. We are always looking for new ways to provide better service to students using technology. We will implement new recruitment software with database capabilities to track students all the way from elementary school through enrollment at the college. Once part of our database, we will have the ability to reach out to students through mobile applications on their cell phones and tablets as well as through social media. Numerous departments such as Outreach, ISP, Internships, and Career/Technical Education can use the software.

***Facilities******Valencia Campus***

- With the addition of Canyons Hall, many student services functions are now located together, in a combined physical space. However, we have already maxed out the space for general counselors. We will need to work on decentralizing counseling offices to accommodate new counselors and academic advisors who need dedicated offices.
- The Student Business Office needs to increase its footprint as its space is inadequate for the current level of staffing and additional staff members need to be added.
- The Veterans' Office needs to be remodeled to accommodate the three new positions being hired.
- ISP has doubled its enrollment of international students in the past two years and plans on continuing to grow at the same

pace in the next two years and beyond. ISP will need a dedicated Center for International Services and Programs that will allow space for the program to increase its classified, administrative and faculty staffing, and will provide a vital sense of community and connection for international students.

Canyon Country Campus

- Enrollment Services currently offers full-time service operations in these areas: Admissions and Records, Student Business Office, Assessment, Counseling, Financial Aid, and there is also a student computer lab. As this campus grows to accommodate multi-story permanent buildings and thousands more students, we will need additional dedicated office space to mirror the support services currently offered on the Valencia Campus.

EOPS/CARE/CalWORKs

EOPS/CARE/CalWORKs

Michael Joslin, Dean of Students
 Pamela Brogdon-Wynne, Director
 Sherrell Lewis, CalWORKs Coordinator

The Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE) program at College of the Canyons provides programs and services to “at risk” students

to facilitate the successful completion of their goals in college. The EOPS program’s primary goal is to encourage the enrollment, retention and transfer of students who are handicapped by language, social, economic and educational disadvantage. EOPS offers academic and support counseling, financial aid and other support services. CARE is a supplemental component of EOPS. These are “over and above and in addition to” the services provided by the college.

The CalWORKs program at the college offers coordinated student services to students who are engaged in the state CalWORKs program. These services include coordination with the county to determine eligibility, helping the student receive financial assistance for ancillary expenses (i.e., books, supplies, fees, transportation, and childcare) and providing work-study.



EOPS/CARE/CalWORKs

EOPS/CARE/CalWORKs will be working on the following initiatives over the next five years:

- Growing the programs with additional full-time counselors, case managers, college assistants, a job developer, social media technician, and an assistant director for EOPS/CARE/CalWORKs.
- Documenting files electronically (going paperless)
- Extending the Career Café program to the community.
- Growing the Canyon Country Campus program and developing a program for possible additional satellite centers.
- Partnering with outside employers for CalWORKs work study/job placement.
- Continuing to increase mental health counseling
- Developing a house-sharing program for single parents
- Developing new partnerships with the community (i.e.: offering Counseling 150 off campus at different locations, such as at high schools, storefronts or stores such as Walmart).

To accomplish these goals, these departments will need the following:

For the Valencia Campus**Personnel**

- Two additional counselors for CalWORKs, two case managers.

**Technology/Equipment**

- Upgrade the study lab with additional desktops.
- Access additional laptops for the lending library.
- Add more calculators for the loan program.

Facilities

- Provide increased office space for: intake, mental health, counseling, job development, case management, the director's office with a conference area, the coordinator's office with a conference area, study rooms, tutoring labs/area, private study rooms (group/individual), county office, self-check-in area, classrooms, a meeting room, conference room, club meeting room, resource room, restroom, kitchen, storage room.

For the Canyon Country Campus**Personnel**

- Additional staff: counselor, case manager, college assistants

Technology/Equipment

- Computers for a student lab, for counselors, and for a case manager, equipment for filing, scanning, etc...

Facilities

- Office space for counseling, study lab, case management
- Classroom for orientation/workshops/classes

FINANCIAL AID

FINANCIAL AID

Michael Joslin, Dean of Students
Tom Bilbruck, Director

The Financial Aid Office promotes student success by providing financial resources to low-income students. Financial aid is a key factor in enrollment management. The Financial Aid Office offers a complete array of financial support services designed to help students with the educational-related expenses involved in completing their educational goals. Students enrolled at College of the Canyons who meet all federal and state eligibility requirements can apply for financial assistance to help meet the costs associated with obtaining a degree or approved certificate.

The Financial Aid Office will be working on the following initiatives over the next five years:

- Offer free educational financial literacy workshop to students and the local community.
- Provide financial aid information application support to the local Hispanic community through targeted outreach and media campaigns.
- Provide innovative and intuitive online services experiences for students through a customized campus web portal.
- Provide access to financial aid services for current and potential students at both the Valencia and Canyon Country campuses.
- Decrease the application processing time for a more efficient and timely experience for students.
- Provide financial aid support services information at future sites, such as new campus locations, community centers, and community storefronts.

In Canyon Country the Financial Aid Office will be working on the following initiatives over the next five years:

- Provide access to financial aid services for current and potential students at the Canyon Country Campus.
- Hire specialized permanent part-time staff to replace reliance on temporary employees.
- The front office counter requires a permanent solution. In the past, the CCC Financial Aid Office has been dependent upon adult hourly support to remain open to support students.

- Hire additional support staff for the Financial Aid Office at the Canyon Country Campus, for the student loan program, Cal Grant program and Federal Work Study.
- Offer free financial aid application workshops to students and community members at the Canyon Country Campus.
- Offer more individual financial aid advisement appointments for current and potential students at the Canyon Country Campus.

To accomplish these goals, the Financial Aid Office will need the following:



FINANCIAL AID

Valencia Campus**Personnel**

- Addition of assistant director position for processing of student appeals and financial aid fraud cases.
- Additional financial aid technicians for processing of applications.
- Additional financial aid specialists for student support and contact.
- Additional financial aid clerical assistants for phone, email and lab support.

Technology/Equipment

- Additional computer technology for processing applications
- Additional hardware and software support and maintenance funding.
- Additional presentation and classroom technology for workshops.
- Funding for SIS upgrades and ongoing maintenance costs.

Facilities

- Additional private office space for financial aid technicians.
- Additional office space for financial aid specialist staff.
- Additional space for assistant director.

Canyon Country Campus**Personnel**

- In the long term, an assistant director will be needed to oversee Financial Aid operations at the Canyon Country Campus
- Additional financial aid technicians for processing of applications.
- Additional financial aid specialists for student support and contact.
- Additional financial aid clerical assistants for phone, email and lab support.

Technology/Equipment

- Additional computer technology for processing of applications
- Additional hardware and software support and maintenance funding.
- Additional presentation and classroom technology for workshops.

Facilities

In the short term, modified space is needed for the Financial Aid Office at the Canyon Country Campus. The office space for private student appointments is insufficient. In order to accommodate the need for additional support hours, more space is needed for new financial aid staff members. In the long term, the Canyon Country Campus needs a full service, comprehensive facility that mirrors the facility available in Valencia.

- Additional private office space for financial aid technicians.
- Additional office space for financial aid specialist staff.

- Additional office space for student service and face-to-face contact.
- Additional lab space for a dedicated Financial Aid computer lab.

Other locations, sites or needs:**Personnel**

- Additional financial aid specialists for student support and contact at off campus centers or locations.
- Additional financial aid clerical assistants for phone, email and lab support at off campus centers or locations.

Technology

- Funding for SIS upgrades and ongoing maintenance costs for online delivery of services.

Facilities

- Additional space for financial aid outreach
- Additional space for Hispanic student outreach



HONORS PROGRAM

HONORS PROGRAM

The Honors Program at College of the Canyons offers an enriched curriculum to students with a strong academic record in order to increase their chances for successful transfer to competitive four-year institutions. Through seminar-style classes, special projects, and community activities, the program provides opportunities for critical thinking, extensive writing, and in-depth learning in a wide variety of transferable general education courses. It is dedicated to providing a dynamic, enriched educational curriculum for academically motivated students that emphasizes scholastic excellence, strives for innovation in teaching and learning, and fosters the growth of individuals who are imaginative, dedicated, and excited about their short- and long-term academic goals.

The Honors Program continues to work closely with the Honor Society of Phi Theta Kappa (PTK) and the Honors Club to provide students with the opportunity to enhance their academic transcripts, as well as to help them gain admission to four-year colleges and universities. In addition, it continues to maintain its important TAP (Transfer Alliance Program) agreement with UCLA and remains a member of HTCC.

The program will be working on the following initiatives over the next five years:

- Increasing membership by 30%
- Increasing the number of TAP certified students
- Increasing the visibility of the program on campus and in the community
- Initiatives specific to the Canyon Country Campus include:

- Expanding the number of Honors courses offered at the Canyon Country Campus

To accomplish these goals, the program will need the following:

Valencia Campus Personnel

- One full-time classified staff member for the Valencia campus
- One full-time counselor who shares time between both campuses

Technology/Equipment

- Office equipment, including laptop docking stations, monitors, and a printer/copier
- Three laptop computers for counselor and classified staff
- Four computer workstations for student use

Facilities

- One 500-square-foot office at the Valencia Campus that includes student gathering space

Canyon Country Campus Personnel

- One full-time classified staff member
- One full-time counselor that shares time between both campuses

Technology/Equipment

- Office equipment, including laptop docking stations, monitors, and a printer/copier
- Four computer workstations for student use

Facilities

- One 500-square-foot office at the Canyon Country Campus that includes student gathering space



INTERNATIONAL SERVICES AND PROGRAMS

INTERNATIONAL SERVICES AND PROGRAMS

Michael Wilding, Assistant Superintendent/
Vice President, Student Services
Jia-Yi Cheng-Levine, Director,

International Services and Programs (ISP) reaches out to the local and global community to attract international students to attend College of the Canyons and to expand our international footprint by promoting global collaboration in all aspects of education. The ISP connects international students with campus services and resources, while providing them with the tools to maintain their student status and achieve their educational goals in the U.S. Through the growth of the international student population and programs, the ISP generates revenue to support various programs and initiatives at the College. As COC moves towards a global vision in our planning and development, ISP will play an even more significant role in developing a robust Study Abroad Program by 2017 and an Exchange Program in three to five years.

The ISP at College of the Canyons is dedicated to creating a global reputation of program excellence as a method to expand global experiences for students, faculty, and staff, district economic resources, as well as business community involvement. As an innovative institution, COC envisions and supports programs and initiatives that foster global citizenship. With its newly implemented three-year strategic plan that focuses on the expansion of the international program, comprehensive internationalization, and promotion of collaboration across disciplines and with the community, ISP supports the College's mission to be innovative and leading positive changes in the increasingly globalized world.



INTERNATIONAL SERVICES AND PROGRAMS

The ISP primarily serves prospective, current, part-time, transfer, and alumni students from around the world. We also serve faculty and staff, community members, government entities, recruitment representatives, and interested family members. We provide answers to inquiries, documents and resources, referrals, regulatory information, cultural experiences, academic advisement, and transportation and housing referrals. Our workshops on acculturation and other international events serve the campus, while our increased partnership with agencies worldwide meets the needs of international students and the local community.

The ISP will be working on the following initiatives during the next five years:

- Increase F1 Students by 20 percent each year to reach 285 by 2017. Recruit more students from more countries, with more language diversity.
- Increase F1 Student Educational Objectives Success by 10 percent each year. Increase retention as well as recruitment.
- Obtain 3 permanent positions for the department, within the current planning cycle: receptionist, assistant director, and academic advisor.
- Create staff training policies, programs, procedures, equipment, and facilities as necessary to meet program expansion.
- Remodel and expand the ISP offices through the secondary effects project to improve efficiency, create a more professional environment for visitors and create a hub for international students.
- Create a hub for international students and scholars to network with the campus community to: increase cross-cultural appreciation; exchange pedagogical practices, and; share local knowledge.



- Create three international scholarly exchanges per year.
- Implement three profile-raising events per year.
- Create a shuttle between the Valencia and Canyon Country Campuses to provide transportation for students taking classes on both campuses. Many international students do not have cars and the public bus service between campuses can take many hours to commute.
- Create an ESL language school and run special programs that are for below-college-credit-level ESL. This would become a way to bring in funds for the college to help support other programs, and also a recruitment pipeline for the ISP. It could also serve international professionals, providing instruction to those who are bringing international businesses to the area,

and who need intense language instruction in ESL to conduct business here. In this way, it supports the community's economic development.

- Work with academic programs to establish study abroad programs by providing project coordination, funding, policy development, and student exchange opportunities.
- Add a hub or an office for international students at the Canyon Country Campus as the international student population grows and adequate transportation between campuses is established.

To accomplish these goals, the ISP will need the following:

INTERNATIONAL SERVICES AND PROGRAMS

Personnel

- The current temporary assistant director position will need to be made permanent.
- A full-time academic advisor will be needed. Two additional part-time academic counselors will be needed.
- A front office receptionist will be needed.
- A classified administrator will be needed to oversee the operation of the Language School when established.
- Student workers, adult hourlies, and volunteer personnel have been given the opportunity to work with the department as it grows. Projects assigned to adult hourlies and student workers are meant to help them build transferable skills.

Technology/Equipment

- A TV and a computer designated to the digital signage platform to be placed in the new International hub.

- A document imaging system to reduce the need for creating and storing paper files.
- Integration of ISP databases into the College's databases.
- Language lab computers, equipment and software standard for teaching and learning modern languages ready when the ESL Language School is established.

Facilities

- ISP receives a high volume of visitors six months of the year (an average of 200 visitors per month with as many calls). The front office space and set up is inefficient in meeting the needs of the visitors.
- The modification of the current ISP space as well as the inclusion of SSC118 and SSC119 will need to be well thought-out and designed so that it would fashion a service area that is friendly and welcoming.

- It will also need to include at least three additional offices and a hub for international students to gather and network.
- A language facility designed appropriately to hold classes for the ESL Language School when it is established. This would need three to four classrooms and a standard language lab, in addition to one to two offices for the staff overseeing the language school.
- An ISP Office or a hub will be needed at the Canyon Country Campus as the enrollment there grows and transportation between campuses is established.
- Ultimately, the ISP Office will need to be relocated to a more central area. Ideally, the ISP Office should be in the new Student Center after the reconstruction of the building takes place.



LIBRARY

LIBRARY

James Glapa-Grossklag, Dean,
Learning Resources
Peter Hepburn, Head Librarian

The Library supports instruction by providing an organized and accessible collection of materials, including print, non-print and electronic resources that relate to College curriculum. The Library also provides some materials to support the personal and lifelong learning needs of students, staff, and the community. Librarians provide one-on-one and group training to students and staff to enhance their information competency skills.

The Library will be working on the following initiatives over the next five years:

- Updating all computers in the lab on the second floor of the Valencia Campus Library and reconfiguring the physical layout to turn it into a more effective teaching environment for library instruction.
- Establishing a formal program of outreach to the local Hart District schools, as well as to California State University, Northridge, and other select four-year institutions to ensure that information literacy education efforts and goals are coordinated between the college and these other academic institutions.
- Improving comfort and aesthetics of library facilities by replacing and refurbishing older pre-renovation chairs and posters in the original part of the Valencia Campus building.
- Displaying student artwork at the Canyon Country Campus Library.



- Embedding library instruction and instructional support services into the online classroom environment.
- Providing consistent public service at all library service points through the addition of staff: at least one additional full-time librarian and at least two part-time classified staff members (Canyon Country and Valencia first floor).
- Address disparities in equity by initiating a collection analysis to determine areas in which the library should subsequently purchase materials in order to better reflect viewpoints and voices from minority and disadvantaged populations.

Additional major goals include:

LIBRARY

- Accessing and implementing the technology and services to provide streaming video collections.
- For the sake of continuing education in the area, developing content and hosting area librarians at conferences and workshops.

Additional goals at the Canyon Country Campus include:

- The Library will offer programmatic library instruction in the new building, working regularly with instructional faculty to bring their students in for sessions. A computer lab/classroom will be required for this.
- The Library will add additional print collections with a target of approximately 60% of the size of the collection at Valencia (approximately 35,000 volumes at Canyon Country).
- The Library will feature student art displays on its walls in display cases.
- The Library will offer group and collaborative workspace, both study rooms and open areas where collaboration can occur.
- The Library will offer a quiet study space for individual work.
- The Library will share facilities and provide services with the TLC where there is obvious overlap, such as classrooms, study rooms, staff lounge, and offices.

To accomplish these goals, the department will need the following:

Valencia Campus Personnel

- Two replacement permanent part-time plus one new permanent part-time classified positions
- Additional college assistants
- An administrative assistant for the head librarian

Technology/Equipment

- Updated computers for staff
- Updated computers for the computer lab
- Support for additional databases, and for such things as discovery system and chat reference that are primary entry points for online users
- Change/credit card machines for printing, copying, scanning

Facilities

- Updating and reconfiguring the computer lab
- Refurbishing the art gallery
- Refurnishing and redecorating the first floor to bring it up to par with the second floor
- Additional study tables after removal of reference shelves
- Refurbishing the children's reading area on the second floor

Canyon Country Campus Personnel

- At least one full-time librarian to serve Canyon Country exclusively.
- Two full-time classified staff members to handle circulation functions and other processes during the day.
- One permanent part-time classified staff person to handle circulation functions in the evening or on weekends.
- College assistants (two for each hour the library is open)

Technology/Equipment

- Computer lab/instruction workstations (approximately 15 stations)
- Public workstations (40 to 60 stations)
- At least one public workstation equipped and dedicated for accessibility needs
- Laptops and/or tablets that could be borrowed for use in the Library

- Support for additional databases, and for such things as discovery system and chat reference that are primary entry points for online users
- Change/credit card machines for printing, copying, scanning

Facilities

- The Library will be best situated in a shared facility with the TLC and Distance Learning. This makes sense from a division perspective, but also because of overlap in the services the three units provide.
- The Library will need to have both a Book Stacks area and an Information Commons area. The latter would be comparable to what is currently in place on the second floor of the Valencia Campus library. In terms of size, the Library would total approximately 21,000 square feet.
- The Library will need a reference desk and circulation desk with closed stacks area for course reserves
- The Library will need 8 to 12 group study rooms.
- A copier, printing, and scanning room will be required with multiple of each type of hardware. This could be a shared service with TLC.
- There will need to be a media viewing room for the media collections that do not circulate from the library.
- A quiet study room will be needed that could accommodate up to a dozen students.
- An instruction classroom/lab is required. This could be shared with TLC.
- There will need to be a faculty office, staff offices (which could be shared with TLC), a staff lounge, and a staff restroom
- Permanent and rotating displays of student art will be needed, including art in cases and in areas designated for such works.

MATHEMATICS, ENGINEERING, AND SCIENCE ACHIEVEMENT (MESA)

MATHEMATICS, ENGINEERING, AND SCIENCE ACHIEVEMENT (MESA)**School of Mathematics, Sciences & Health Professions**

Omar Torres, Dean
Eric Lara, Director

The Mathematics, Engineering and Science Achievement (MESA) Program enriches the experience of students majoring in mathematics, science and engineering. MESA supports financially disadvantaged and/or historically underrepresented students by providing a variety of services including academic advisement, discipline-specific enrichment and community building opportunities. MESA's primary goal is to equip students with the skills and attitudes necessary for their successful transfer to a university and completion of their educational goals.

The MESA center promotes the students' professional and personal development through various activities. These include local industry company visits, university tours, participation in local and national STEM conferences such as SHPE, HENAAC, SACNAS, and the UC Davis Pre Health conference, alumni and industry speakers, financial aid workshops, university application workshops, math anxiety workshops and soft-skills workshops.

The MESA program also hosts an industry and faculty advisory board, which links students with companies that recognize MESA's success in helping to develop a skilled workforce. Member companies include NASA, Boston Scientific, Space X, Northrop Grumman, and Aerojet Rocketdyne, among others. The advisory board provides strategic planning assistance, scholar-

ships, summer internships, field trips and other resources available to our students.

The MESA program will be working on the following initiatives during the next five years:

- Engage students in STEM career exploration activities with local industry and universities.
- Expose students to national STEM conferences such as SHPE, HENAAC, SWE, Pre Health Conference etc.
- Seek out additional innovative collaborations that provide resources and opportunities for MESA students and other STEM students through STEM-based grants.
- Continue supporting MESA STEM week.
- Engage STEM faculty and students in meaningful mentoring and peer relationships focused on discipline content and mastery.

MESA's additional big goals for the next five to six years include:

- Take the MESA model and expand it to allow for more major-specific cohorts and in turn grow MESA to 400 to 500 students. Cohorts would include MESA Engineers/Technology, MESA Pre-Med, and MESA Math & Physics.
 - While 500 students is a big number for MESA, having major-specific cohorts would allow the program to maintain the sense of "familia" within MESA.
- Utilize the MakerSpace equipment to enhance the MESA tutorial and professional development workshops for hands-on real-world applicable functions.

To accomplish these goals, MESA will need the following:

Personnel

- One full-time faculty counseling position,
- Increase MESA STEM Coordinator position from part-time (72.5%) to full-time (100%),
- Additional support for student tutors and Academic Excellence workshop facilitators.

Technology/Equipment

- SMART desks (tables with power outlets)
- Replace/upgrade desktops
- Replace/update laptop cart
- Replace/upgrade desktop monitors
- Additional desktops
- Additional printers
- Smart whiteboards around the center
- MakerSpace equipment
- 3D printer
- Laser welder
- 3D scanner

Facilities

- Expand the existing MESA Center to provide additional space
- Add additional study rooms, increase study space, provide more lockers
- Add one additional office
- Provide easy access to the MakerSpace lab, perhaps locating MakerSpace next to the expanded MESA Center

OFFICE OF OUTREACH AND SCHOOL RELATIONS

OFFICE OF OUTREACH AND SCHOOL RELATIONS

Jasmine Ruys, Dean, Enrollment Services
Kari Soffa, Director, Outreach and School Relations

The Office of Outreach and School Relations promotes College of the Canyons as a first-choice institution of excellence for achieving personal, career and life goals through higher education. It works to expand student access to the College's educational programs and student support services through various outreach and recruitment efforts. The Office facilitates enrollment by ensuring knowledge of and access to the College's enriching educational opportunities, both credit and non-credit programs to all prospective students, including traditional and non-traditional students.

The office primarily serves as a liaison to the local K-12 school districts, assisting students, teachers, counselors, and families through various outreach and recruitment activities, including high school campus visits, presentations and workshops, college fairs, on-campus presentations and events, pre-enrollment advisement and campus tours. The office is responsible for informing high school students, teachers, counselors, families and the public about educational opportunities at COC; cultivating and fostering positive relationships with K-12 educational partners; facilitating the transition of students from area high schools to COC through regular pre-admission support services; coordinating outreach and recruitment activities at local area high schools and in the community; and organizing on-campus events to provide students and families with information about the college planning and the matriculation process.



The office also serves as a liaison to the local community assisting new and returning non-traditional students through outreach activities such as presentations, workshops and attending career fairs. The Adult Reentry program recently moved and is now co-located with the Outreach program.

The Office of Outreach and School Relations will be working on the following initiatives over the next five years:

- Implement the MIS Colleague system's new comprehensive communication management, along with a recruitment and outreach program module. This is a recruitment enrollment management software program that tracks and communicates with prospective

students from first contact through registration.

- Expand outreach efforts to the Latino community, such as Spanish marketing materials, Spanish-speaking tour leaders, Spanish financial aid materials, a Latino outreach center and program.
- Hire and train outreach peer advisors to assist with in-reach and outreach functions including the Ask Me Center (welcome desk), campus tours, high school campus visits, college presentations and events and college fairs.
- Explore ways to serve more students and secure permanent, ongoing funding for the Career Coach program that facilitates the development of individual career plans for high school students, provides information

OFFICE OF OUTREACH AND SCHOOL RELATIONS

on careers, career pathways and related employment and connects students to opportunities for concurrent enrollment. This program is a partnership with the Hart school district.

- Host an annual Counselor Day for local and surrounding feeder high schools.
- Establish spring semester campus visits at surrounding top feeder high schools where we have relationships they initiated, specifically, Granada Hills Charter High School, Sylmar High School, John F. Kennedy High School, and various high schools in the Antelope Valley.
- Create a virtual road show to showcase the college's campuses through new media. This would be an online virtual campus tour, primarily for out-of-area prospective students.
- Explore the possibility of creating an online, customizable college brochure where students have the ability to select instructional programs and student support services of interest.
- Develop a college brochure, student folders and new student welcome packet in English and Spanish that illustrates the matriculation process, educational opportunities and support services available at College of the Canyons.
- Explore ways to increase awareness of the Canyon Country Campus to prospective students.
- Explore the feasibility of a Welcome Center on the Canyon Country Campus, similar to the one on the Valencia Campus.
- Increase awareness of Ask Canyons, an instant answer agent tool available 24/7 to students and continue to expand the content knowledge base.

To accomplish these goals, the Office of Outreach and School Relations will need the following:

Personnel

- One full-time classified manager staffs the Office of Outreach and School Relations, along with two full-time classified positions, a student services technician and student services Coordinator. The technician assists with outreach efforts targeted to the Latino population with the goal of increasing degree seeking first-time Latino students to the college. The coordinator joined Outreach when Adult Reentry and the Outreach Office combined programs.
- As an ongoing process, the office hires and trains approximately 10 college assistants as outreach peer advisors.
- With the expansion of staff and ability to serve more students, the director will need a 75 percent permanent part-time administrative assistant.
- The department will also require another student services technician I position responsible for performing outreach activities, the Ask Me Center functions, maintaining the Ask Canyons knowledge base, coordinating the campus tour program and maintaining the outreach website.

Technology/Equipment

- As Outreach/Adult Reentry expands services to prospective students, the department will be implementing the Colleague enrollment management software to efficiently and effectively track prospective students' contact information and allow for regular, personalized communication with the students until they have successfully matriculated and enrolled in courses at COC.
- The department will need:

- Nine laptops: eight student laptop stations for student use in the new center and shared by both programs, and one laptop for the additional Student Services Technician I.
- Five tablets for staff to perform outreach functions off campus and to fully utilize the Colleague enrollment management software.
- A laptop-charging cart for the eight laptops and five tablets.
- A copier/printer/fax machine in the permanent office location.
- Office furniture for the additional student services technician I.

Facilities

- The Outreach and School Relations Office has joined with the Adult Reentry Office in Canyons Hall. A welcome, "Ask Me Center" has been created in the main lobby area.
- Office space for the additional Student Services Technician I.

Canyon Country

- Many of the Outreach functions for the district can be managed from the Valencia Campus, but as the Canyon Country Campus grows and permanent buildings are designed and constructed, it will be important to provide a greater presence for the Office.
- The permanent Canyons Country Campus student services offices should be designed to include an Office of Outreach and School Relations and Adult Reentry Center.
- A welcome, "Ask Me Center," for walk-in potential students should be designed.
- Meeting space should be planned for recruitment activities, to train outreach peer advisors and plans should be made for campus tours.

SERVICE LEARNING

SERVICE LEARNING**Student Services Division**

Michael Wilding, Assistant Superintendent/
Vice President
Gina Bogna, Acting Dean

The Service Learning program provides students with opportunities to integrate community service and civic engagement (which may occur locally, regionally, and occasionally globally), into their educations. Service Learning connects academics with real-world experiences, enriching each participating student's education. In addition, local and global responsibility is supported and new skills and competencies are realized through experience and reflection.

More than ever, there is a movement on campus towards making Service Learning a key component of a student's academic college experience. The Civic Engagement Center is also now under way, with service learning as a key component. Although Service Learning is not mandatory, it is important to make sure that every staff member is aware it is available. Benefits are well documented, with increased student participation and reflection, a sense of civic responsibility and accomplishment, and a better-served community.

There is tremendous synergy between Service Learning (which must be connected to a class), CWEE (Internships), the Career Center/Job Development, Student Employment and the Volunteer Bureau. The Acting Dean proposes co-locating these programs physically to increase all of their visibility, share information, staff and resources, and to increase efficiency and effectiveness. These programs also support the mission of the Center for Civic Engagement.

The Service Learning Program will be working on the following new initiatives over the next five years:

- Exploring the tremendous synergy between Career Services, CWEE (Internships), Service Learning, Student Employment and Volunteer Bureau, to find ways these programs, (which have many overlapping goals, target markets, resources, needs and missions), can thrive and become more effective through shared management and oversight, shared space, marketing, resources and collaboration, resulting in increased effectiveness and efficiency.
- Proposing and hiring permanent full-time staff.
- Developing a new facility plan to create an enlarged space that can be shared to co-locate these programs.
- Creating an umbrella department and develop a new name to better organize and market these services, perhaps as Community Based Learning - Service-Learning, Volunteer, and Project Based Learning.
- Increasing participation of faculty, non-profit agencies, and students in the Service Learning program through outreach, attending department/division meetings, creating partnerships with other programs on campus.
- Collaborating with and surveying community agencies to understand their needs and how the program can help.
- Continue to identify Service Learning opportunities on-campus, for those students who cannot get out into the community, but wish to participate and benefit from Service Learning.

To accomplish these goals, Service Learning will need the following:

Personnel

- Currently, there is no full-time staff member in the Service Learning office. With a campaign to add more staff and students, and to go year-round, the need to increase staffing is evident. The program needs:
 - A full-time faculty coordinator
 - A full-time classified coordinator
 - College assistants

Technology/Equipment

- Computer workstations and software that supports an expansion and improvement of the website.
- Software to manage online applications and tracking of participating students and organizations.

Facilities

The program proposes replacing the current Student Center Building with a multi-story building that would provide a large space on the second floor to co-locate programs that belong together, to facilitate sharing space, staffing, equipment and resources.

This program needs:

- Counter space and a waiting area
- Three private offices
- Two cubicle workspaces for college assistants
- Storage space
- Access to a meeting room

STUDENT BUSINESS OFFICE

STUDENT BUSINESS OFFICE

Jasmine Ruys, Dean, Enrollment Services
Division, Student Services
Kathleen Benz, Director

The Student Business Office (SBO) provides accurate, efficient, accessible financial counseling in the collection and disbursement of funds while supplying exceptional customer service to students and community members. The SBO serves the needs of several customer groups. The largest group is students; including prospective, continuing, returning, re-entry and veteran students. The second largest group is intra-college departments. By working closely with other departments, we ensure that students receive exceptional customer service. The third group is members of the community, businesses and outside agencies. The SBO works closely with several outside agencies for third-party billing, sponsorships and recovery agencies. Some of these agencies include, Department of Rehabilitation, Veteran Administration, military agencies, state tuition programs and local businesses.

The Canyon Country Campus SBO is a fully functional cashiering operation, providing students with the same level of cashiering service on both campuses. The cashier operation is continually adjusting as accommodations are made for the collection of new fees. Staff members must be knowledgeable and easily adapt to these changes. The Canyon Country SBO has been updated to assure the safety of the employees and funds. A new depository safe was installed allowing for dual control, new lockers were installed, and a scanning/cash counting station was established. Additional storage was added for supplies. There is a full-time student services coordinator specializing in SBO procedures assigned to this



location. A strong level of coordination between the two campuses has been established to ensure that continuous communication is maintained and that cash control procedures are followed. The coordinator is responsible for maintaining cash control and assisting the part-time staff with SBO functions.

The Student Business Office will be working on the following initiatives over the next five years:

- Revamp Ellucian Billing and Payment processing so that students who are receiving financial aid can apply their received aid directly to their account, eliminating the requirement for them to pay up front and later be reimbursed.
- Streamline the online payment process by implementing the pre-billing mode. This mode will place requested classes in a shopping cart to be paid. Once paid, the class will be registered. This will help with the next initiative.
- Streamline the non-payment drops; currently, students are not automatically directed to pay, so many students are dropped inadvertently. The new process will register them when they pay.
- Update 1098T functionality, moving towards offering student tax documents online or electronically to decrease the thousands of student tax documents sent via postal mail.
- Streamline Veteran Administration processes to assist with reporting, minimize error and aid in debt management.
- Maintain continuous communication with the Veterans and Reentry department on billing and payment processing.
- Revamp the Valencia Student Business Office space allowing for additional safety precautions, added storage, additional workstations and needed office space.
- Increase student access to Student Business Office information.
- Maintain regulatory compliance.
- Implement document imaging to reduce the need for storage of paper.
- Create a cohesive working environment that

STUDENT BUSINESS OFFICE

will encourage positive language, open communication, staff motivation, trust and team building among staff members.

- Implement staff training to promote a positive learning environment.
- Increase open hours for students and for timely completion of work by substantially increasing staff positions and restructuring the office to accommodate increasing responsibilities and workloads.

To accomplish these goals, the Student Business Office will need the following:

Valencia Campus**Personnel**

- An accounting technician II position to process the Department of Rehabilitation sponsorship accounts, international accounts, local businesses, scholarships and prepaid tax plans.
- An Accounting Technician I position to cover the counters, offer the ability to extend office hours to Friday and assist with auditing.
- Convert part-time staff to three permanent part-time staff members.
- An Assistant Director to accommodate the challenges that we face with the increasing responsibility associated with military regulations, web updates and computer issues.
- During this restructuring, overtime is needed to allow staff members the ability to get caught up on their desk work and additional part-time staff are needed to fill in at the counters until we are able to hire and fill positions.

Technology/Equipment

- For safety, install working cameras, replace tempered glass with bulletproof glass and install an emergency notification system as well as conduct emergency training.

- A scanner for document imaging.
- A desk, computer and monitor will be needed for a scanning station.
- A monitor for security viewing and training.
- A monitor for information in the lobby.
- Once additional staff members are hired computers, monitors and desks will be needed.

Facilities

Currently, the SBO has outgrown its office space. Staff members have to maneuver around file cabinets and storage to get to their desks. As part of the Canyons Hall secondary effects, the Student Business Office will be restructuring its physical space.

- The SBO is in need of additional space for storage.
- The SBO needs to be expanded allowing space for office growth along with enrollment growth.
- Space is needed allowing privacy when meeting with students.

Canyon Country Campus**Personnel**

- Part-time staff members need to be converted to permanent part-time staff.
- As the campus enrollment grows, full-time staff members will be needed, including an assistant director.
- Additional staff members will need to be hired to keep up with increases in student enrollment at CCC, using a formula that allows sufficient staff for various levels of enrollment.

Technology

- A scanner for document imaging.
- A desk, computer and monitor will be needed for a scanning station.
- A monitor for security viewing and training.
- A monitor for information in the lobby.

- Once additional staff members are hired computers, monitors and desks will be needed.

Facilities

As permanent, multi-story buildings are constructed at CCC, a dedicated, permanent Student Business Office space will need to be designed and constructed, within the CCC Student Services area. It will need:

- A Lobby space
- Counter space and space allowing privacy when meeting with students.
- Office spaces, work stations and a cash counting room.
- Space for storage.
- Space that provides for office growth along with enrollment growth.
- For safety, working cameras, bulletproof glass and an emergency notification system.

Other sites

Services at a possible westside or other campus or center would require a fully functional cashier operation.

Personnel

- Staffing needs will require a full-time coordinator and three permanent part-time staff members.

Facility/Technology/Equipment

- The location would need a secured cash area.
- Cashier windows with locking cash drawers.
- A safe, cashier lockers.
- A dual control key system.
- Computers, key pads, scanners, credit card machines.
- Starting funds.
- Secure money transport.

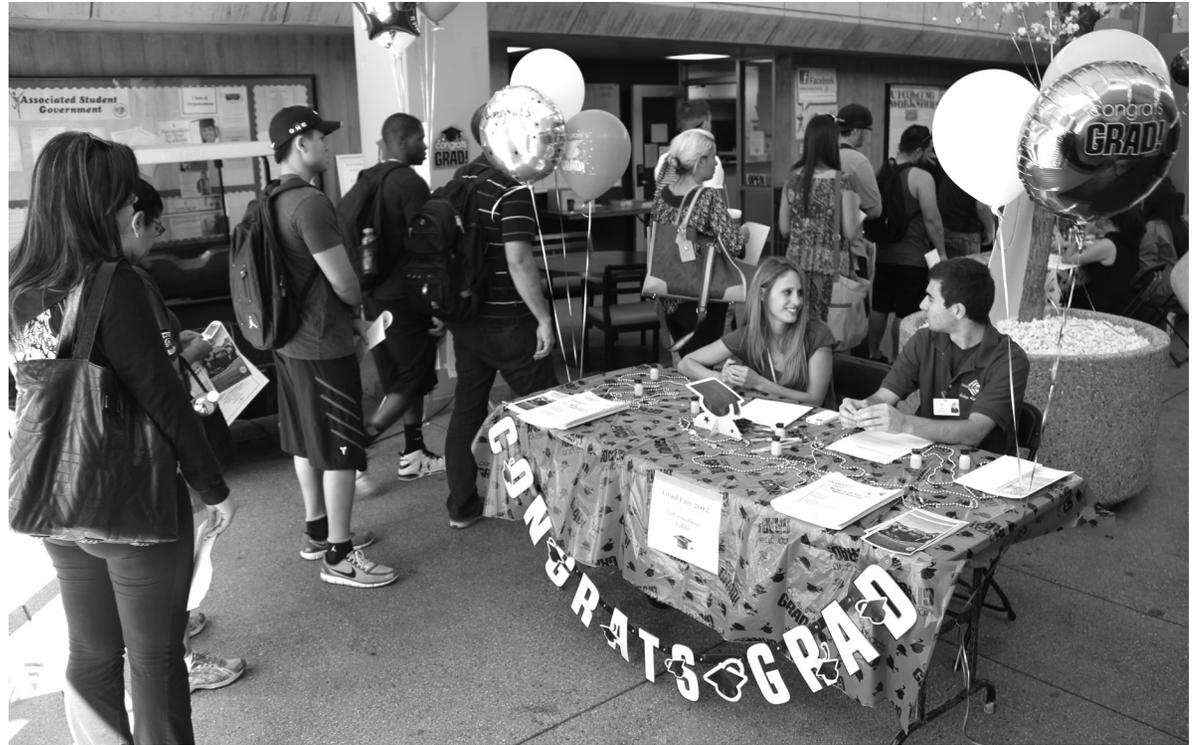
OFFICE OF STUDENT DEVELOPMENT

OFFICE OF STUDENT DEVELOPMENT

Michael Joslin, Dean of Students
Kelly Dapp, Director

The Office of Student Development develops, promotes and supports social, cultural and educational co-curricular activities and programs that promote student development and complement academic life. These various opportunities enhance and develop student leadership, personal growth, interpersonal skills, and civic responsibility. The Office of Student Development offers students, faculty and staff of College of the Canyons a comprehensive range of service and opportunities for involvement in, and enrichment from, student development programming and campus life.

The Office of Student Development provides several opportunities for students to develop skills that are necessary for them to succeed both inside and outside of the classroom setting and, ultimately, in their career endeavors through involvement in student government and clubs and organizations. Participation in the Associated Student Government provides students with opportunities to learn and practice civic responsibility and leadership while serving the student population and also through interactions with campus faculty, staff, and administrators. Students who are involved in a campus club or organization are also able to enhance their academic knowledge, develop technical skills, and enhance their career goals through out-of-classroom discussions, workshops, off-campus excursions, interactions with faculty advisors, and through community outreach activities. By participating and engaging in these co-curricular activities, students are able to build a resume of skills and experiences.



The Office of Student Development will be working on the following initiatives over the next five years:

- Increase department online services for efficiency and to support online students.
- Develop a comprehensive training program for club advisors and club officers.
- Develop and provide a leadership development program and opportunities for students in collaboration with the Center for Civic Engagement.
- To accommodate more computer stations for students, increase the footprint of the ASG Computer Lab at the Valencia Campus.
- Increase the number of student participants in commencement.
- Create apps to download onto phones and tablets for ASG and clubs and organizations for easy access to news and updates.
- Work with the ASG to create a monthly student email to inform students about student government and upcoming event.
- Hire an additional student services specialist to help staff the ASG Computer Lab.
- Implement credit card payment at clubs and organizations and student government events.
- Create ongoing training for club officers and advisors on club policies and procedures.
- Create an online training orientation for club advisors.

OFFICE OF STUDENT DEVELOPMENT

Goals Specific to Canyon Country:

- Increase department services, programs, and activities at the Canyon Country Campus to provide equitable student access to department resources
- Hire a student services coordinator for the Canyon Country Campus.
- Mirror services and programs offered at Valencia Campus at Canyon Country Campus, including moving the location of the student ID card services from the Student Business Office to the Office of Student Development (CCC location). Some additional services would include movie and theme park tickets sales.
- Expand the ASG Computer Lounge
- Creating a workspace for clubs and ASG to use for event preparation
- Increasing campus life presence by offering more ASG, clubs and organizations, Student Development events as well as holding more ASG and clubs and organizations meetings at the Canyon Country Campus

To accomplish these goals, the Office of Student Development will need the following:

**Valencia Campus
Personnel**

- College assistants, additional classified staff

Technology/Equipment

- Computers and office equipment for staff

Facilities

- Office space for additional classified staff
- Additional space for the ASG Computer Lab
- An updated HVAC system for the ASG Computer Lab

**Canyon Country Campus
Personnel**

- Classified staff and college assistants to staff the ASG Computer Lounge and the Office of Student Development

Technology/Equipment

- ID machine, office computers, fax machine, copying machine, printers, card readers

Facilities

- Separate dedicated office space for the Office of Student Development
- Separate office space for the ASG Canyon Country Officers
- Larger space to increase the size of the ASG Computer Lounge
- Meeting space(s) for ASG and clubs
- Workroom for event preparation
- Storage room

Other needs:

- Software for the online Student Development Transcript Program
- Software or technology to create online and/or video training materials for clubs advisors and officers



STUDENT HEALTH AND WELLNESS CENTER

STUDENT HEALTH AND WELLNESS CENTER

Michael Joslin, Dean of Students
 Mary Manuel, Director
 Larry Schallert, Assistant Director

The Student Health and Wellness Center's mission is to keep students physically and emotionally healthy so that they can succeed in school and life. We provide quality clinical services (medical and mental health counseling), innovative health promotion activities, trainings, referrals, and assistance with food and housing insecurities, as well as securing affordable health insurance – all in a caring, confidential, cost-effective and convenient manner for COC students.

The Health Center's purpose is to assist students to stay healthy so they are able to attain their education. Wellness and good physical and mental health are necessary before students can be successful in their academic programs. The center offers what no other department in the district offers: In addition to supporting physical healthcare needs, it offers a wide variety of clinical, educational and counseling mental health and wellness services that are accessible and affordable. A student, who may go to the center for a headache, might display symptoms of severe stress. Mental health services start right away. In addition to internal services, the center provides referrals to outside services for all students, along with consultation services for faculty, staff and administrators to assist them in identifying and helping students.

Clinicians identify and treat minor acute illnesses and injuries before they become major ones so students can return to their classrooms quickly. Nurses provide health education in classrooms

and at the center. Staff members assist students to obtain health insurance and identify those who qualify for health insurance assistance programs. Psychologists do crisis intervention, suicide prevention and domestic violence and relationship counseling. A registered dietitian provides nutritional counseling and advises a peer nutrition educator program, SNAC, to help students live healthier through education and outreach.

The Health and Wellness Center will be working on the following initiatives over the next five years:

- Substantially increase support for the district's efforts to provide a secure, healthy and safe environment for students, employees and visitors.
- Provide effective training to faculty, administrators/managers and staff to improve identification of students needing mental

and/or physical health services, with multiple focuses such as hunger, illness and injury, suicide prevention, anger management and violence prevention, sexual assault prevention and treatment, stress reduction and management, and body/mind/wellness (BMW).

- Expand component services in meditation, relaxing, and de-stressing.
- As the student and employee populations increase, also increase and cement the district's network of connections with outside mental and physical healthcare providers.
- Fully integrate Health Center educational activities into both campuses and at any new sites or centers.
- Provide services for distance learning/online students.
- Increase lab-testing functions with a larger lab component to do more testing on campus.
- Work with instructors to develop an instructional component that recruits, nurtures,



STUDENT HEALTH AND WELLNESS CENTER

trains and assists students who want to enter helping professions.

- Expand the center's capacity in mental health services with psychiatric services.
- Widen the center's visibility and image, creating a higher profile throughout the district's various populations, and reducing the stigma associated with seeking or receiving mental health and wellness services.
- Substantially increase support for helping students obtain healthcare insurance.
- Provide increased access to healthy food for low-income students who are hungry and perhaps homeless via an enlarged food pantry with services at both campuses.
- Work with other entities on campus to improve services to underserved populations.
- Develop digital technology programs using apps that provide online services to support distance learning students and campus-based students.
- Develop and expand evidence-based drug and alcohol intervention programs.
- Work with Campus Safety, district crisis management and Incident Command, the FBI, Department of Mental Health, Homeland Security, and Sherriff's Department to identify potentially violent or dangerous people on campus to prevent incidents and assist during and in the aftermath of incidents.
- Continue partnering with Campus Safety and Student Services in the Behavioral Intervention Team (BIT) work.
- Access funding to institutionalize the Substance Abuse mental Health Service Grant, SAMHSA.

To accomplish these goals, the Student Health and Wellness Center will need the following:

Valencia Campus



STUDENT HEALTH AND WELLNESS CENTER

In Valencia, there are six different community agencies providing services on campus. Students will benefit from co-locating them since students who need one of these services generally need support from more than one.

Personnel

- More front office staff, fulltime receptionist, medical assistants, nurse practitioner.
- Mental health staff, a permanent case manager, an office coordinator, peer-to-peer coordinator.

Technology/Equipment

- Furniture and exam tables for expanded counseling and additional exam rooms
- Computers for all offices, laptops and iPads for medical and mental health assessments.
- Blood pressure and temperature machines, television and DVD for health education.

Facilities

- At the Valencia Campus at least six new offices and/or exam rooms are needed to address the near future, as we are currently desperate for space and limiting programing, hiring and co-location efforts due to inadequate space.
- Sound proofing, and safety measures at the exits should take into account the need to keep staff safe, as well as records confidential and medications secure.
- Direct access of the laboratory to hand washing and sanitation facilities appropriate for a clinical setting.
- Another vision of the future would have space on each campus where students can go to relax, de-stress and/or learn relaxation techniques, mindfulness and meditation. This model has been brilliantly executed as the OASIS space on the CSUN campus, and with adequate funds, vision, energy, and space, could be

executed on COC campuses as well. Access to off-campus classroom spaces either through agreements with other agencies/school districts or rented commercial space.

Canyon Country Campus

As the Canyon Country campus grows and the population increases, construction of a permanent health center staffed full-time will be essential to provide equity. There is currently a substantial need for physical healthcare and mental health and intervention services in Canyon Country. A temporary solution of a portable with improved space could bridge the program until a new clinic is constructed in new permanent buildings. Our analysis indicates that at CCC the Student Health and Wellness should have the following in the next few years:

Personnel

- A full-time CCC assistant Health and Wellness Center director, front office staff,
- A full-time receptionist, medical assistants, a nurse practitioner, mental health staff.
- A permanent case manager, An office coordinator, a peer-to-peer coordinator.

Technology/Equipment

- Furniture and exam tables for counseling and exam rooms.
- Computers for all offices, furnishings and equipment for a lab.
- Laptops and iPads for medical and mental health assessments.
- Blood pressure and temperature machines, Television and DVD for health education.

Facilities

- Six examination rooms, three counseling offices, an administrative office.

- A lab, a safety exit, a group room, an office for a medical doctor.
- An office for a nurse practitioner or physician's assistant, a case manager's office.
- A private lobby area.

Other locations/sites

- A Westside Campus should be built with adequate health center space and staff in mind, with portable space to be shared with multiple departments and programs where competition for space replaces campus collaboration. Keeping in mind an increase in staff at the current campuses or a proposed Westside Campus could not be accomplished without the benefit of additional technology, such as computers and iPods and laptops for the mobile staff.
- Electronic Medical Records (EMR) usage will also be on the rise, as well as the cost for use, storage and access.

Long-term needs:

In terms of the next 10 years, it will be very important to position the Student Health and Wellness Centers to have adequate medical facilities and staff at both campuses and on a Westside campus should that come to fruition.

Staff will consist of a medical doctor, and other medical/clinical personnel (nurse practitioners, physician assistants, nurses, nursing and public health interns, medical assistants, health educators), personal counselors (psychologists, clinical social workers, marriage and family therapists, interns, post-docs, graduate students), case managers, front office staff, office manager, office coordinator, administrative assistants, college assistants and volunteers.

STUDENT SUCCESS AND SUPPORT PROGRAM (3SP)

STUDENT SUCCESS AND SUPPORT PROGRAM (3SP)

Michael Wilding, Assistant Superintendent/
Vice President Student Services
Jasmine Ruys, Dean, Enrollment Services
Chelley Maple, Director,

The Student Success and Support Program (3SP) is both a program and a process designed to support and encourage student success. The mission of 3SP includes ensuring fair and equal access to campus resources, accurate and unbiased assess-

ment and placement, and the provision of quality guidance and support for students to reach their educational goals.

College of the Canyons enters into an agreement with its students that acknowledges the mutual responsibilities of both student and college to work together to achieve educational objectives. The college agrees to: provide an open access admissions process, fair and accurate assessment and placement, an orientation, student services, counseling and advisement on course selection, a curriculum or program of courses, follow-up on

student progress with referral to support services when needed, and a program of institutional research and evaluation.

For the student, the agreement includes at least a general identification of an educational goal at the point of enrollment and declaration of a specific educational objective after reaching 15 college units. Students agree to be responsible for consistent class attendance, to complete assigned coursework, and to maintain constructive progress toward their educational goals. Students agree to participate in orientation, assessment,

New Student Check List

Home
> Apply Online
> Online Orientation
> Assessment Testing
> New Student Advisement
> Register/Pay for Class
More Help ▾



New Students

Welcome to College of the Canyons! Whether you plan to register for one class or many, your success as a student is our primary concern. You are going to enter a wonderful world of teaching and learning.

To be fully prepared, follow this guide, take your time, be thorough, and enjoy getting to know the college and all the resources we have created for you.

Lets Get Started!



```

graph TD
    A[Online Application] --> B[Online Orientation]
    B --> C[Assessment Testing]
    C --> D[New Student Advisement Workshops]
            
```

STUDENT SUCCESS AND SUPPORT PROGRAM (3SP)

counseling or advising and other follow-up services as designated by the college to help them reach their educational goals.

The 3SP will be working on the following new initiatives over the next five years:

- Implementation of the Common Assessment Program and its associated requirements for evaluation, validation, and the establishment of parallel connections with local curriculum.
- Extend the mandatory requirement for a comprehensive education plan to all students who have completed 15 units. To that end, the on-line educational planning tool will be made widely available to students.
- Increase the number of new students completing mandatory orientation, assessment, advisement and a one-semester educational plan.
- Create instructive tutorials for students to use the new comprehensive educational plan.
- Create additional student success workshops for students in specialized programs like Nursing and MESA.
- Continue to perfect the collection of student contacts to increase 3SP revenue in future semesters.
- Create new Counseling curriculum to assist students to transition to college in the following areas: veterans, adult reentry, noncredit to credit and from inmate education to the College and the community at large.
- Work closely with Institutional Effectiveness committee to ensure 3SP works closely with Student Equity, Basic Skills and the numerous planning grants to increase student persistence, success and program completion.
- Enhance in-reach to students who have not decided on an academic major. Provide them with appropriate career assessments to help

them consider career choices and select the right academic or career technical major.

To accomplish these goals, 3SP will need the following:

Personnel

- Research associate to coordinate instructional faculty, Counseling and SSSP faculty, and staff on creating the policies and procedures necessary to implement Common Assessment.
- Hire additional academic advisors to ensure all new students receive advisement and a one-semester educational plan prior to attending their first semester. Academic advisors will also teach student success workshops.
- Hire a director of assessment to continue modifying assessment practices to meet the needs of our students, advance acceleration projects, prepare the College to adopt the state common assessment model, and research and implement an assessment of prior learning model to meet upcoming statewide initiatives.
- Hire a classified staff member and permanent part-time staff to run the CCC Assessment Center.
- Hire a career counselor to assist undeclared students to research their skills and abilities and choose an appropriate major.
- Hire additional staff to support Weekend College at CCC in Admissions & Records, Assessment, and Counseling.

Technology/Equipment

- The Valencia Assessment Center runs off a virtual desktop system that slows down when multiple users log on. It cannot manage the Assessment Center need for a reasonable amount of processing time during peak testing months. We need to replace the VDI with

traditional desktop independent computers.

- Continue to review software that will assist the College to meet student needs and make completion of mandatory services easier to manage.
- Adopt a new communication model to reach students through their cell phones, tablets and social media.

Facilities

- As the Canyon Country Campus continues to grow, we should consider moving the assessment center to a larger space to accommodate enrollment growth at CCC.
- Create a counseling center at CCC that combines career, general and transfer counseling in one area. We will need at least 20 offices dedicated to this counseling center.



THE LEARNING CENTER (TLC)

THE LEARNING CENTER (TLC)

James Glapa-Grossklag, Dean of Educational Technology, Learning Resources & Distance Learning

Mojdeh Mahn, Director of the Learning Center, Associate Dean of Learning Resources

The Learning Center's mission is to develop student skills, prepare students to be independent learners, create a community of learning, and develop a passion for teaching among student tutors.

The Learning Center (TLC) is a free tutoring and supplemental learning service, which provides assistance to current COC students seeking to supplement classroom instruction to reach their educational goals. The center offers the following walk-in services with no appointments necessary: face-to-face and online tutoring primarily in math, writing and CIT courses, including a wide variety of additional subjects; *Study JAM tutoring in larger group sessions; supplemental learning (SL) workshops throughout each semester; computer based guided learning Activities (GLAs); test proctoring for both COC and outside universities; GED test proctoring; student support for the College's learning management system; reference materials; and a student athlete academic mentor (SAAM) to support and guide our student athletes.

**Additional subjects include accounting, biology, chemistry, statistics, engineering, physics, German, ASL, French, history, philosophy, political science, psychology, Spanish, ESL, paralegal, sociology, economics, geography, business, and computer science.*



The Learning Center will be working on the following initiatives over the next five years:

- Provide in-class tutors for all Math 058 classes in order to support students and faculty directly in the classroom.
- Provide a veteran mentor in TLC to academically support and guide our veteran students.
- Expand online tutoring and online supplemental learning workshops by 10 percent to support our online student population.
- Increase marketing/advertising to increase campus-wide awareness of all TLC services.
- Increase our face-to-face tutors by 20 percent to support and accommodate our growing student population.
- Provide programmers to create, add, update and maintain our guided learning activities (GLAs) to support current classroom curriculum.
- Provide new professional development opportunities for TLC tutors, including attendance at conferences and specialized training.
- Provide adequate equipment and supplies to support and maintain TLC operations.
- Implementation and maintenance of Automotive Service Excellence (ASE) testing in TLC in collaboration with Community Education.
- Provide additional tutors to support and serve the educational needs of adults.
- Implement supplemental learning soft skills workshops to support students enrolled in CTE courses.

THE LEARNING CENTER (TLC)



and assessment preparation workshops in both English and math.

- In addition, TLC will be in need of more tutoring floor space as we are at near capacity at peak times.

Canyon Country Campus***Personnel***

- One assistant director
- One permanent part-time (50 percent) English faculty
- One permanent part-time (50 percent) math faculty
- Additional tutors (30 to 50)

Technology/Equipment

- At least 120 computers (\$150,000)

Facilities

- The TLC will need 20,000 square feet for tutoring, workshops, guided learning activities (GLAs), study rooms, testing space for CTE and Automotive Service Excellence (ASE)-type exams, staff lunchroom, and offices.
- The Learning Center at Canyon Country should be adjacent to the library to facilitate the sharing of computer rooms, study rooms, and offices.
- Development of The Learning Center at Canyon Country might take place in phases. The current location can accommodate a small number of students, and it is usually full at the current CCC enrollment. The next planned building (aka 1B) does not have space sufficient for TLC to serve the eventual student body at CCC. However, an expanded TLC needs to be included in building 1B in order to serve students in the meantime. A larger TLC (linked with the Library) should be included in subsequent permanent buildings.

- Provide additional clerical assistance to support the TLC Testing Center at both campuses.
- Provide two full-time faculty positions in TLC (English & math) to academically support at-risk students and improve student success and retention.
- Upgrade current testing room to accommodate specialized software to support and expand CTE and industry certification requirements (Instructional Equipment Block Grant).
- Design and construct a TLC facility at the Canyon Country Campus. The Learning Center at Canyon Country should be adjacent to the Library to facilitate the sharing of computer rooms, study rooms, and offices.

To accomplish these goals, the department will need the following:

Valencia Campus***Personnel***

- Additional tutors (20 to 40)

Technology/Equipment

- Twenty additional computers for statistics tutoring (\$25,000)

Facilities

- TLC Valencia is in need of more rooms to accommodate our growing student participation in test preparation workshops, group tutoring,

TRANSFER CENTER

TRANSFER CENTER

Jasmine Ruys, Dean, Enrollment Services
Division, Student Services
Danielle Butts, Director, Transfer Center

The Transfer Center identifies, recruits, and motivates College of the Canyons students who represent diverse backgrounds, as well as all socioeconomic levels, and provides them with the appropriate support services to transfer to four-year colleges and universities to complete a baccalaureate degree and further.

Students need assistance in researching/selecting transfer colleges and they need information related to the transfer process as a whole. The Transfer Center provides these services in addition to helping students in completing admissions applications, scholarship applications, and admissions essays. The Center also provides various transfer-related workshops.

College of the Canyons currently lacks a substantial Transfer Center. Such a center previously existed on the Valencia campus and was supported by classified staff and adjunct counselors with a spacious physical space and with a computer lab. The center was filled with students throughout the day. Although the Transfer Center has relocated to a new space along with the counseling center, and some space has been allocated for the use of the center, it is not sufficient for the student demand.

The Transfer Center will be working on the following initiatives over the next five years:

- Hire one to two adjunct counselors in the Transfer Center to increase the number of counseling appointments, drop-in counseling and workshops available to students.
- Re-establish a computer lab within the Transfer Center. Transferring requires the use of web-based resources, therefore access to computers for the use of researching college information, financial aid/scholarships, major course information, and the completion of applications for admissions, to name a few, is very critical.
- Collaborate with faculty in different disciplines and departments, to work with the transfer center, to provide workshops about various careers and majors.
- Provide students the opportunity to visit local colleges and universities, by offering field trips to their campuses.
- Create new transfer-related workshops.
- Increase faculty awareness about the services and programs offered by the transfer center through FLEX presentations.
- Offer a transfer conference to increase the variety and number of college reps at Transfer Day.
- Develop faculty partnerships with each division. Make a presentation at each division meeting promoting Transfer Center services, the Transfer mission and student support.
- Establish ways to recognize students who are transferring to colleges and universities.
- Create a transfer center steering committee.
- Increase transfer services at the Canyon Country Campus. Currently some transfer-related workshops are available at the Canyon Country Campus in addition to college representative visits/outreach. Lack of staffing limits the offerings.

To accomplish these goals, the Transfer Center will need the following:

Personnel

- One to two adjunct counselors are needed to meet the demands of the students. Currently the ratio is 1:1,700. Students are unhappy because they are able to receive services in a timely manner.
- A Transfer Center established at the Canyon Country Campus will need an assistant director and at least one adjunct counselor.

Technology/Equipment

- A computer lab is needed in the Transfer Center to assist students in their transfer process. This will be needed on both campuses.

Facilities

- The Valencia Campus needs a dedicated space for the Transfer Center, with offices, a computer lab and designated space for workshops.
- Establishing a Transfer Center at the Canyon Country Campus, will require the same facilities. There should be office space, a computer lab, and workshop space to mirror the facilities and services that should be offered on the Valencia Campus.

VETERANS RESOURCE CENTER

VETERANS RESOURCE CENTER

Jasmine Ruys, Dean, Enrollment Services
Renard Thomas, Director

The Veterans Resource Center provides a supportive and informative environment for all veterans and eligible dependents seeking to complete academic and vocational goals. The Center's staff is dedicated to excellence by providing exceptional service to a diverse community to facilitate, assist and ensure student success. The Center will maintain the standards as outlined in the Executive order 13607 Principles of Excellence and the Department of Veteran Affairs' (VA) 8 Keys to Veteran Success.

The Veterans Resource Center works with other student service departments (A&R, Counseling, SBO, Financial Aid, and TLC) to assist military service members, veterans and their dependents in completing a program using Department of Veteran Affairs' (VA) education benefits. The Center also works with other veteran-specific support resources such as Vet Success, Vital and VET Center for other benefits resources and mental health counseling. As more service members return home, it is important for schools to have a clear road map to getting the best educational experience. The center aims to help veterans obtain degrees and other credentials required for competitive jobs.

The Veterans Center is implementing services to ensure veterans make a successful transition to higher education by incorporating support services through trained staff, veteran student advisers, networking with community partners and by providing campus faculty with veteran-specific training. There are group orientations, one-on-one initial advisement, and walk-in assessments to

ensure all veterans receive a clear path towards academic, career, and responsible financial decisions.

The Center is dedicated to reviewing research and data in tracking information on veteran students, including demographics, retention, and degree completion. These measures will help provide veterans and military families with high-quality and affordable education.

The Veterans Resource Center will be working on the following initiatives over the next five years:

- Create, develop and maintain a training program for all Veteran Resource Center employees permanent and part-time:
 - Through the participating in-office, managers, division, on-campus veterans education/vocational benefits training, regional, state and national veterans education/vocational meeting/training.

- Work closely with Admissions and Records to ensure its enrollment certification process is aligned and compliant.
- Work closely with the Student Business Office to ensure it manages the VA sponsorship accounts.
- Remodel and update the interior of the former Adult Reentry and Veterans Center to create a dedicated facility for the Veterans Resource Center in accordance with:
 - The President of the United States Executive Order 13607 Principles of Excellence.
 - Department of Veteran Affairs 8 Keys to Veteran Success.
 - The Department of Defense Memorandum of Understanding Veteran Services.
 - Recommendations from the American Council on Education.



VETERANS RESOURCE CENTER

- The redesign would allow for the creation of work spaces to add required services and conduct confidential and private VA education benefits advisements and orientations. Each area has carefully been designed to meet a standard or provide a required service.
 - Reception area to add wheelchair accessible workstations and work space for staff to conduct VA education benefits advisement without disrupting other office functions that need to take place simultaneously.
 - There are four offices that provide work space for the director, coordinator, technician to perform confidential work and the final office would be used for imaging, records management and supply storage. Workstations will require an ergonomic evaluation for permanent employees (too reduce risk of injury due to the repetitive typing required for the job), updated and lockable files and supplies storage. In addition, two offices will need dual monitors as the work often requires the use of multiple programs and sharing information on the monitor with students.
 - The reception area needs three workstations one for receptionist, the other two for advisement. All stations in the reception area need to have network and printing capabilities.
 - Open floor area will need digital signage, low storage/file cabinets, VA pictures, display cabinet, emblems/symbols for the five branches of U.S. military (Army, Marines, Air Force, Navy, Coast Guard), American flag, state of California flag, and cleaning supplies.
 - Ensure that the building's interior and exterior of the Veteran Resource Center is safe and meets ADA requirements for all students. We need a handicap ramp to enter the building and an automated switch to open the door by touch of a hand. Wheel chair access station at the reception desk.
 - During the next 10 years the Veteran Resource Center will establish new partnerships with veteran affairs organizations to bring other veteran services to campus. The veterans program will continue to be involved in the community and support veteran events. We will also continue to seek current training and work with other institutions to help them develop model VA programs. Most importantly, we will stay focused on helping veterans successfully complete education or vocational programs so that they have the skills to compete for suitable and sustainable employment.
- Canyon Country specific goals:
- The Veterans Program at the Canyon Country Campus intends to grow along with the campus and hopes to one day mirror the services offered at the Valencia Campus with the intent to reach as many student veterans/dependents as possible. Based on the number of veteran students at this campus, including many veterans from the Antelope Valley, whose commute to CCC is half the commute as to the Valencia Campus, we intend to maintain the same level of service as the Valencia Campus. This will require that we staff the CCC Veteran Office with a permanent employees (assistant director, technician and specialist).
- To accomplish these goals, the Veterans Resource Center will need the following:

Valencia Campus***Personnel***

- A full-time coordinator
- A full-time technician

Technology/Equipment

- Digital signage

Facilities

- Moving non-veteran counseling staff to the counseling offices to make space for the new personnel being hired.
- Redesign and renovation of the interior space, increasing work station space for staff to work at the front counter, creating additional storage space and offices for the full-time employees to conduct orientations.

Canyon Country Campus***Personnel***

- Assistant director of the Veterans Resource Center
- Two full-time classified staff members
- One full-time mentor
- One full-time counselor

Technology/Equipment

- Video technology to maintain a connection between campuses for meetings and training.
- Digital signage to provide relevant information to the student veteran population.

Facilities

- As the Canyon Country Campus is undergoing design work for permanent buildings, a permanent space for the Veterans Resource Center should be included, with counters, private offices and storage, counseling space, meeting space, a computer and study lab.
- The current temporary facility is adequate at this time.

VOLUNTEER BUREAU AND STUDENT EMPLOYMENT DEPARTMENT

VOLUNTEER BUREAU AND STUDENT EMPLOYMENT DEPARTMENT

Michael Wilding, Assistant Superintendent/
Vice President, Student Services

Gina Bogna, Acting Assistant Dean, Internships,
job Development & Career Center

Yasser Issa, Director, Volunteer Bureau &
Student Employment Department

The Volunteer Bureau and Student Employment Department is a collaborative campus unit that mobilizes students, staff, and community members to promote student success, campus involvement and community engagement. It is composed of a Volunteer Bureau, Student Employment and the Federal Work-Study Program.

The Volunteer Bureau and Student Employment Department support the District's mission by:

- Promoting volunteerism on campus through the Volunteer Bureau
- Encouraging student success and retention through Student Employment
- Assessing and connecting students with campus departments through the Federal Work-Study Program.

The Volunteer Bureau and Student Employment Department will be working on the following initiatives during the next five years:

Volunteer Bureau:

- **Major Goal:** Expand volunteerism on and off campus
- Seek external funding by researching and applying for available grants related to volunteerism on campus to support the growth of the bureau.
- Develop partnerships with community busi-

nesses and non-profits as well as other University of California and California State Universities to effectively pool resources.

- Create additional recognition and engagement activities for volunteerism.
- Create a more effective mechanism of maintaining volunteer information via Datatel.
- Establish Canyon Country physical representation to expand exposure to volunteerism on that campus

Student Employment:

- **Major Goal:** Collaborate with partnering departments to increase efficiency.
- Streamline the hiring process by working with Human Resources, Budgeting, and Payroll.
- Establish a Canyon Country Campus physical representation to serve student employees based at that campus.

Federal Work-Study:

- **Major Goal:** Partner with off-campus community entities to maximize exposure.
- Expand federal student employment to off-campus sites, to offer students hands-on experience within their majors.
- Establish Canyon Country physical representation to expose students to the opportunities offered by that program on that campus.

To accomplish these goals, the Volunteer Bureau and Student Employment Department will need the following:

Personnel

- A coordinator for Student Employment and Federal Work-Study programs
- A coordinator for the Volunteer Bureau
- A clerk position supporting the front counter and the coordinators

- A specialist for the Canyon Country Campus supporting the coordinators.

Technology/Equipment

- Multiple computer cubicles or computer stations are needed to allow students to apply for student employment and volunteer opportunities.
- Equipment/technology with web browsers and word processing software would provide students the ability to complete their federal and state new-hire requirements, and provide our community members a resource area to explore new volunteer openings.

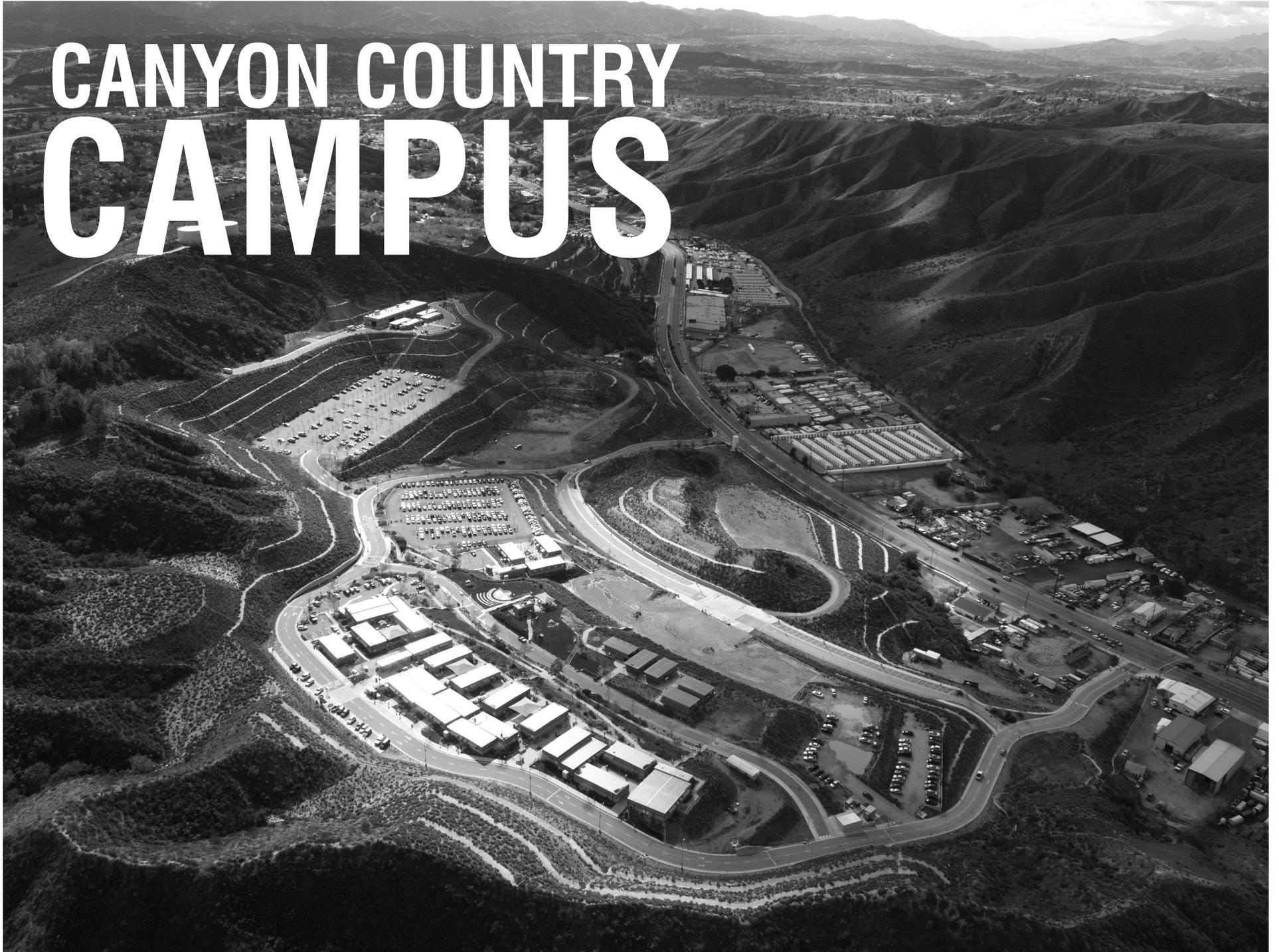
Facilities

- Lobby and counter space.
- An office for the department director.
- A conference room for new-hire orientations and district training for supervisors on hiring procedures.
- A show room to display volunteerism and its accomplishments on campus.
- Additional office space for staff and student employees.
- A storage room in compliance with State and Federal regulations.

Canyon Country Campus

- For equity, the Canyon Country Campus requires representation for the Volunteer Bureau and Student Employment Department.
- It needs a physical space that mirrors the office and services that will be located at the Valencia Campus, in response to an increasing demand for an ongoing presence that can render the same services provided at the Valencia Campus.
- It needs to be staffed with dedicated personnel, have a facility that includes counter space, offices, cubicles, computers and a waiting area.

CANYON COUNTRY CAMPUS



CANYON COUNTRY CAMPUS

CANYON COUNTRY CAMPUS

Ryan Theule, Vice President, Canyon Country Campus & Grants Development
Anthony Michaelides, Acting Dean,
Campus Services & Operations, CCC

OVERVIEW

The Canyon Country Campus (CCC) is College of the Canyons' second campus site, situated on a 70-acre hillside high-desert property at 17200 Sierra Highway, 9.8 miles east of the District's Valencia Campus. The mission of the campus is to provide access to quality instructional programs, supportive student services, and meaningful community partnerships in the Santa Clarita Community College District's sizeable service area.

The Canyon Country Campus has become known as a comprehensive campus in spite of many limitations currently faced by aging, temporary modular classrooms. CCC is distinguished from many traditional off-site centers by providing an impressive, consistent, and robust level of support services, instructional offerings, and vibrant event activities befitting a larger, more established campus. This is all the more impressive when considered in the context of limited storage and many space challenges faced both by instructional and student support programs on campus. While the District prepared for much-anticipated growth and development of the campus, it has intentionally committed to operating the Canyon Country Campus at a comprehensive scale in order to fulfill its commitment to the community while meeting the expectations of the College of the Canyons reputation for excellence.

The CCC Administration Office is responsible for leading the strategic growth of the campus, and ensuring quality day-to-day operations at this site. The vice president works with the chancellor and the college's executive leadership team to ensure that goals and objectives are met and supervises the supporting leadership of the (acting) dean, campus services and operations, CCC. Campus administration also works to ensure that instruction and student services offered on campus support the district's goals of student access and success, assists with facilities planning to support the instructional and programmatic needs of students, faculty and staff, and maintains strong connections between the campus and the community. Administration also ensures that campus interests, needs, and objectives are communicated with senior leadership across the District, and that District staff are fully aware of the Canyon Country Campus' progress, initiatives, budget, and staffing needs.

CCC consists of 33 modular buildings, which house 37 smart general classrooms, 15 laboratory classrooms, a library, a tutoring center, a study lounge, a childhood education center, a student study lounge, support services such as counseling, financial aid, admissions & records, a student business office, a student health center, a testing center, and food services. It is remarkable how many programs and services are being offered in temporary modular spaces on this campus and it demonstrates the current and future need for growth of this campus.

The Applied Technology Education Center (ATEC) is the campus' first permanent facility, and consists of 15,000 square feet of career technical laboratory space adjacent to several classrooms and offices at the southern end of the campus property.

Unique CTE programs are offered exclusively at CCC, such as Water Technology, Automotive Technology, and Solar & Alternative Energy. Additional unique campus instructional pathways are currently under consideration, along with activities related to the Career Pathways grant.

The campus concluded its ninth year of operation in the 2015-2016 academic year. More than 5,000 classes have been offered on-site since 2007, and more than 50,000 unduplicated students have received credit for courses taught at CCC since that time. In each of the last three academic years, the Canyon Country Campus has served more than 10,000 unduplicated students. Each semester the campus routinely serves between 4,500 and 5,000 or more students, with approximately 2,000 students attending the campus exclusively in a given semester. The fall semester in 2015 included nearly 300 class sections with approximately 4,900 students enrolled. Although current facilities consist primarily of modular buildings, the eventual complement of permanent structures is planned to serve as many as 10,000 students. Districtwide, student enrollment continues to grow. In the past 10 years, enrollment has increased to more than 20,000 students and is expected to reach upwards of 30,000 students within the next decade or so.

HISTORY

In the early 1990s, College of the Canyons assessed the need for a second campus in the high growth population centers in the eastern and southern portions of the Santa Clarita Valley. A California Community College Chancellor's Office study in 1990 identified the need for 13 new community college campuses and 25 smaller educational centers throughout the state. The study recommended that College of the Canyons provide both a new campus and a new education center to serve the

CANYON COUNTRY CAMPUS

student demand created by the expansive growth in the Santa Clarita Valley and northern Los Angeles County. Surveys of community and business leaders also identified the need to better serve the eastern Santa Clarita Valley.

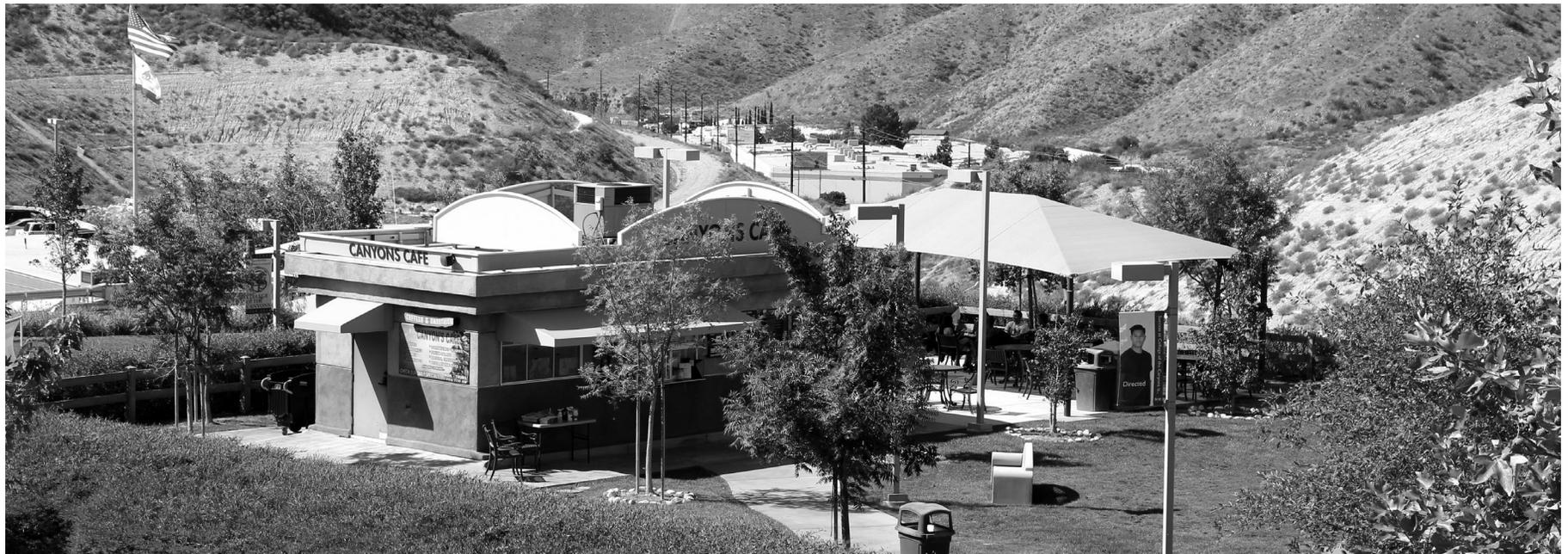
The College leased space in 2000 in what was then a newly constructed joint LA County and City of Santa Clarita library building near Soledad Canyon Road and Sierra Highway. The College named it the Canyon Country ACCESS Center, and it consisted of four classrooms and a computer lab. The College also held instruction in nine classrooms at Golden Valley High School in Newhall, beginning in 2004. Between the ACCESS Center and Golden Valley High School, 1,500 students per year took classes with an average of 68 sections per semester. Simultaneously, the District moved forward to purchase a site for a new campus in Canyon Country. In November 2001, local voters passed Measure

C, a general obligation bond, for \$82 million. The purchase of a site on the south or eastside of the valley was listed as one of the uses of these bond funds. A series of focus groups and community surveys, as well as an analysis of enrollment patterns and projections, confirmed the demand for access to college programs in Canyon Country. Based on this input, a second campus in the eastern Santa Clarita Valley was listed as a District priority in the 2001 Educational and Facilities Master Plan document. The District then created a Site Selection Committee that included local community leaders to identify potential campus locations, ultimately deciding on a collection of parcels encompassing 70 acres along Sierra Highway. The parcels and modular buildings were purchased through general obligation bond funds including Measure M, which was passed in November 2006.

Known initially as the Canyon Country Education Center, this location is now referred to as the Canyon Country Campus (CCC) to better reflect its geographic location and the expanded administrative and student services enabled by this space. The current Canyon Country Campus location is two miles from the original ACCESS Center location, and 9.8 miles east of the Valencia campus. Local commutes across the Valley can routinely take between 30-45 minutes, so this site assists with local access to higher education and allows the College to reach more students with comprehensive services.

INSTRUCTION

Instruction began at the Canyon Country Campus on Monday, August 27, 2007, as students arrived for a historic first day. More than 3,400 students made up the group of initial pioneers at the new campus. With this location, access to higher



CANYON COUNTRY CAMPUS

education in Canyon Country progressed from two leased facilities with 14 classrooms in 12,600 square feet to a District-owned center with an initial square footage of 35,000 and plans for multiple permanent buildings.

On October 6, 2007, crowds of community members explored the new campus during the Opening Celebration, an event that showcased the campus and celebrated the heritage of Canyon Country. The development of the campus brought to life the College's vision of being a leader in institu-

tional effectiveness, student support, and excellence in teaching and learning. Most importantly, the Canyon Country Campus significantly increased student access, a central component of the College of the Canyons.

In 2007, part-time students were the primary attendees at the Canyon Country Campus. Since then, enrollment by full-time students has increased. The College's students can attend classes at both the Valencia and Canyon Country campuses, and a substantial number of students do so. In any

given semester, approximately 2,000 students take classes exclusively at the Canyon Country Campus. In the most recent graduating class, more than 80 percent of graduating students, district-wide, had taken at least one class at the Canyon Country Campus. This compelling figure demonstrates how quickly the campus has been incorporated into district operations and how vital it has become for the academic success of the students. Student headcount on campus in fall and spring semesters has also grown substantially.

The instructional spaces at CCC are equipped with "smart classroom" technology (instructor stations, electronic classroom controls, computers, and audiovisual equipment) even though classrooms are located in temporary, modular rooms. These aging portables face several challenges, including loud A/C ventilation units and less-than-ideal room and furniture configurations. Permanent facilities are urgently needed to address these limitations. Several temporary modifications have provided for additional lab and computer-enabled classrooms in modular spaces at CCC, and these labs are used to capacity (and beyond) by academic programs on campus. The Applied Technology Education Center was also built at CCC to meet instructional technology needs specific to the career technical education courses. Similar to the challenge faced in modular classrooms at CCC, the ATEC facility also needs to be modernized and improved to continue to serve campus needs. Additionally, faculty offices, an art classroom, an additional computer lab, and lecture space were added with the addition of Quad-6 modular buildings on the site of the future Science Center building, demonstrating the current demand on CCC space in advance of pending future construction.



CANYON COUNTRY CAMPUS

Students attending the campus can enroll in a rich variety of coursework, including 18 associate degrees and 13 certificates that can be completed by taking classes at CCC or online. These pathways generally include the following, and may be modified or expanded according to departmental planning:

Associate Degrees (CCC/Online):

- Automotive Technology
- Business: Accounting (Transfer)
- Business: Accounting Technician
- Business: Human Resource Management
- Business: Marketing
- Business: Small Business Management
- Computer Information Technology: Administrative Assistant
- Computer Information Technology: Computer Applications
- Early Childhood Education
- English
- History
- Liberal Arts and Sciences – Humanities Emphasis
- Liberal Arts and Sciences – Social Science Emphasis
- Liberal Studies
- Real Estate
- Social Science
- Sociology
- Water Systems Technology

Certificates (CCC/Online):

- Alternative Energy – Solar
- Business: Accounting (Transfer)
- Business: Accounting Technician
- Business: Human Resource Management
- Business: Marketing
- Business: Small Business Management
- Computer Information Technology: Administrative Assistant

- Computer Information Technology: Computer Applications
- Early Childhood Education – Core
- Plumbing Technology – New Construction
- Plumbing Technology – Service & Repair
- Real Estate
- Sociology

Many students choose this site as their preferred campus due to its convenient location, highly personalized services, and the aforementioned academic programs. These students – and the extensive number of students on class waiting lists – will be well served by new, permanent facilities that will fulfill community demands on this busy campus.

SERVICES

Comprehensive programs and services support students at CCC, ensuring they have the same opportunities that are offered on the Valencia Campus. However, many services face perpetual space and staffing challenges due to the temporary, modular facilities. Student support programs are to be commended for offering substantial support in spite of these current limitations. Departments provide regularly scheduled office hours and essential services such as Financial Aid, Counseling, Admissions, Student Business Office, Tutoring, Student Health, Assessment, and many more. Services are advertised through a campus newsletter, flyers, regular emails, a robust campus website, social media feeds, and on-campus LCD monitors. Departments and programs with regular or appointment-based service, and additional student resources on campus, include:

- Admissions & Records
- ASG Computer Lounge
- Assessment Center
- CalWORKS
- Campus Administration

- Campus Safety
- Canyons Café
- Career Services
- Computer Lab
- Computer Support Services
- Counseling Department
- CWEE/Internships
- Disabled Student Programs and Services (DSP&S)
- Early Childhood Education
- Extended Opportunities Programs and Services (EOPS)
- Financial Aid
- Library
- Non-Credit Counseling
- Reprographics Services
- Service Learning
- Skills4Success Lab
- Student Business Office
- Student Development
- Student Health & Wellness
- Student Study Room
- Switchboard
- The Learning Center
- Transfer Center
- Vending Room
- Veterans & Adult Reentry Center

In addition to these services, the Canyon Country Campus utilizes instructional support technology, and computer support technicians provide invaluable help on campus. The Library modular includes computers that have direct access to the College's online catalog and databases, reference materials, and an on-duty librarian. However, the Library and TLC spaces must be expanded and improved as soon as possible. The Canyon Country and Valencia campuses also share telephone and data network systems and Datatel services, providing for inter-campus communication and consistent alignment of student services and administrative workflow.

CANYON COUNTRY CAMPUS

STAFFING

Staffing at the Canyon Country Campus has increased through the years to keep up with the growth of the student population and needed student support. Current staff include full-time and part-time classified employees, additional classified staff (who may work part of their week at CCC, i.e. - campus safety officers, EOPS, CalWORKS), a classified administrator, full-time and adjunct faculty, college assistants, and short-term employees. The campus vice president and the (acting) dean, campus services & operations, are both full-time educational administrators. Additional staff, including administrators with primary work assignments at the Valencia Campus, may work a portion of their week onsite at the Canyon Country Campus (Veteran's, TLC, Library, etc.). Staff members from the Valencia Campus help ensure students at CCC have access to the same services as those provided on the Valencia Campus. In the next few years, the campus is poised for growth in facilities, academic programs and student population, and with this growth, additional support staff will be needed. New full-time faculty members at CCC will be a critical part of campus programs as existing programs are expanded and as new programs are established.

With the construction of the science classroom laboratory building, additional lab technicians will be needed. Increased enrollments also will demand increased access and service hours in student services, namely admissions, financial aid, and counseling (general, career, and veterans).

Given the student demographics of the campus and evidence garnered in student focus groups, student success scorecard data, the Fact Book, and data from the EFMP, additional staffing for services, such as EOPS, Veterans, CalWORKs, DSPS

and the Transfer Center, need to be established and/or expanded at CCC. Spaces for these services will have to be identified and permanent student services spaces will need to be designed. Finally, as the campus expands, more campus safety officers and patrol vehicles will be needed to maintain the College of the Canyons high safety standards, and additional maintenance and custodial staff will be needed for required maintenance and campus upkeep.

RESOURCES

College of the Canyons has met the challenge of creating and opening an entirely new campus. This campus has thrived and has exceeded expectations

by expanding instructional pathways, providing training and support programs, building additional facilities, and maximizing student access and success. Again, this is remarkable in spite of the many constraints of aging, temporary facilities, substantial student waiting lists, insufficient storage space, limited science lab space, and a vital need for improvements to student support and student gathering spaces.

Students have access to approximately 300 computer workstations. The Library provides direct access to the college's online catalog and databases, as well as a textbook lending library. The Learn-



CANYON COUNTRY CAMPUS

ing Center (TLC) supports students in multiple subject areas, and student services levels work to provide students parallel access to support services as available at the Valencia Campus.

The variety of on-site programs and departments provides extensive student support, but many of these spaces are currently constrained by limited space and will need additional facilities to serve anticipated campus student enrollment growth. Indeed, long-term resource allocation needs for the campus will continue to increase as current modular facilities age and as campus growth necessitates the appropriate expansion of instructional and student service spaces.

PARTNERSHIPS

The campus has been the site of many student, staff, and community activities, continuing the College's focus on building partnerships in the Santa Clarita Valley and engaging the community in the educational opportunities available onsite. The Carl A. Rasmussen Amphitheater, introduced in 2008, has been at the heart of these vital events and student life on campus.

The campus has consistently been supported by an engaged and longstanding group of community members, civic and business leaders, local residents, and staff who make up the Canyon Country Campus Advisory Committee. This group meets at least once a semester and includes several members who have been involved with the campus since the time of the Site Selection Committee. This advisory committee has provided an invaluable conduit of information to and from the community, maintained campus engagement and awareness, and has informed many elements of campus plans. The campus has especially benefitted from strong interest by eastside residents, who have taken pride



in this facility and likewise championed the necessary development of permanent facilities on site such as the much-anticipated Science Center. It is with great enthusiasm and anticipation that these supporters await the development of permanent facilities on campus.

The Canyon Country Campus, as a part of the Santa Clarita Community College District, continues to provide academic education and workforce training to meet the needs of a growing population in the region. The current Business Alliance, which meets regularly, provides a forum for regular interaction with community and business contacts to ensure that the district and the campus are aligning current and future programs and services to match community and industry needs. The campus has been strategically planned to meet the current educational demands of the community it serves while anticipating and planning for the educational and training programs that will be needed in the future. The current Education Alliance, which also meets regularly, provides a forum for focused conversa-

tion with leadership from the local K-6 and secondary school districts. CCC administration also has semi-regular meetings with eastside campus principals and leaders to ensure that campus events and programming are aligned with K-12 needs.

The Canyon Country Campus continues to be a campus of innovation and responsiveness to the workforce and educational needs of the community, and with continued collaboration between CCC administration, the College's divisions and departments, and community partners, the goals and needs of students will be met, now and in the future.

FACILITIES

The first permanent building at the Canyon Country Campus, the Applied Technology Education Center, opened in Fall 2011, providing 15,000 square feet of new space for automotive technology, plumbing technology, solar technology and alternative energy, water technology, and more.

These departments are based at the Canyon Country Campus. The campus also added two more instructional quads with classrooms and faculty offices, bringing the total to seven quads, as well as the popular Canyons Cafe next to the Carl A. Rasmussen Amphitheater space. Development at the Canyon Country Campus is being dynamically planned to keep up with the educational demands of the community, and to anticipate the educational and training programs that will be needed in the future.

The next permanent building to be constructed at the Canyon Country Campus is the 55,000-square-foot building 1A & 1B, which consists of a two-story, 24,250 square-foot science laboratory building and an adjacent three-story, 30,705 square-foot classroom and student resource

CANYON COUNTRY CAMPUS

building. The 1A science building is planned to include eight labs (serving zoology, botany, marine biology, microbiology, anatomy & physiology, a cadaver lab, physics, environmental science, astronomy, & chemistry) and also provides a 75-seat student lecture hall and office space.

The Canyon Country Campus is ready for the future. It was designed to grow. Most of the underground infrastructure, such as electrical, communications, and water, to support future permanent facilities has already been installed. Also put into place was central plant piping to support the district's sustainable development goals. Campus growth is planned to meet the community's educational needs, and to anticipate the educational and training programs that will help students succeed in the future.

The campus is primed for growth and plans are in place to break ground on the Science Building in Fall 2017 with the new building operational by 2019. Even with the addition of this much-anticipated modern building, additional projects are necessary to complete the District's vision for this comprehensive campus site. Planned projects needed to serve student and community demand at the Canyon Country Campus include, but are not limited to the following:

- **Project 1: Science Labs, Lecture** – Science: 24,250 square feet: chemistry, zoology, botany, marine biology, microbiology, anatomy, physical science, physiology, physics. Lecture: 30,750 square feet: lecture halls (75-125 capacity); classrooms.
- **Project 2: Student Center, Student Services, Library, TLC, Veterans, Testing, Food Services** – ASG Offices; Health Center; Admis-

sions & Records; Counseling; Financial Aid; Transfer/Career Center; Internships; Student Business Office; Assessment Center; EOPS; DSPS; Library/research stacks; Tutoring Lab; Veterans' Services; English, math and language labs; testing lab; general food services; Maker-Space Center.

- **Project 3: Lecture, Arts and Humanities, 250-Seat Performance Space** – Visual and performing arts labs/lecture; Art Gallery; large performance space; Communications, Dance, Interior Design; Theatre
- **Project 4: Lecture, Office** – Anthropology; Geography; Psychology
- **Career Technical Education (CTE):** Advanced Manufacturing/Fabrication, Welding, Construction Technology, emerging technology fields
- **Modernization: Secondary Effects of Existing Modularity, Roads, Hillside, Infrastructure** – Convert modulars for offices, miscellaneous uses; underground infrastructure repairs, slope stabilization and planting; accessibility upgrades.
- **M&O/Warehouse/Outbuildings: Facilities, Deliveries and Distribution** – Standard service space for campus operations.
- **Central Plant: Heating, Cooling, Energy** – Provide all heating, cooling and co-generation functions from a single complex and reduce energy expenses.

The Canyon Country Campus needs to expand and grow so that it can meet the strong student demand for access at this amazing location. These

highlights of proposed projects denote the exciting educational and facilities master planning that is under way to ensure that this important college site continues to excel at providing excellent instruction and service to the community.

SUMMARY

The Canyon Country Campus has been built and developed to enable the Santa Clarita Community College District to continue to provide academic education and workforce training for a growing population in the region. The campus is primed to grow. It is the site of current and ongoing innovation that is responsive to the workforce and educational needs of the community. The District is dedicated to providing the same high-quality instruction and services at the Canyon Country Campus as at its Valencia Campus, as demonstrated by its planning and commitment of staff, faculty, and resources.

This exciting, young campus is dynamically planned to meet the educational demands of the community it serves, to be innovative and responsive to the workforce and educational needs of the community, and to anticipate the educational and training programs that will be needed in the future. College of the Canyons' Canyon Country Campus is a truly comprehensive campus, providing a level of student support services, instructional pathways, and robust campus activities befitting a small independent college. The District has intentionally committed to operating the Canyon Country Campus at this comprehensive scale in order to fulfill its commitment to the community while meeting the expectations of the College of the Canyons reputation for excellence.

CANYON COUNTRY CAMPUS

In order for the campus to maintain this level of excellence, new facilities, additional faculty and staff, and committed resources are needed to ensure that the campus continues to meet and exceed the high expectations that the community has for this burgeoning facility.

PLANNING FOR THE FUTURE

The following section summarizes key CCC-related initiatives and needs during the 2016-2022 Educational & Facilities Master Plan (EFMP) period.

AREAS OF FOCUS:

- Pursue a multiyear instructional schedule for CCC, clarify the academic pathways available

at CCC, and explore new programs based on community needs.

- Increase availability of student support services (program footprints, hours, staffing levels, etc.) to serve campus needs as determined by campus needs assessment.
- Explore unique campus facility needs, including space for accelerated classes, expanded science laboratories, new student gathering spaces, enhancements to existing classrooms, and EFMP projects.
- Expand campus emergency preparedness resources, in conjunction with Campus Safety and District ICS team and expand on-campus professional development.

- Interface with local businesses, K-12 contacts, and community members to maintain and build partnerships and opportunities for the Canyon Country Campus.
- Provide an endowed CCC student scholarship through campus event fundraising and coordination with the Foundation.

INITIATIVES:

- Expand the use of early, evening, accelerated, and weekend classes at CCC in conjunction with expanded student support services, especially on Saturdays.
- Expand the roster of CCC-based instructional degrees and certificates, including new AD/T degrees.
- Provide clear instructional pathways at CCC to facilitate completion (e.g., “roadmap project” and “perfect pathways” program).
- Work with the School of Applied Technologies to expand career pathways suited to CCC campus facilities and instruction.
- Expand hours, facilities and staffing of existing student services, emphasizing consistent, reliable hours and meeting student demand.
- Increase School of Visual and Performing Arts offerings at the Canyon Country Campus, including development of plans for a small 250-seat theater/performance space.
- Work with Outreach to design and open a welcome center for incoming students and expand existing relationships with eastside secondary schools.
- Identify a drop-in space for Economic Development programs and community groups to use, such as SBDC, FastTrack Training, Work-Source/AJCC, etc.
- Design “zero degree” instructional pathways for CCC, which utilize free textbook resources.



CANYON COUNTRY CAMPUS

NEEDS:***Personnel***

- Substantial numbers of new full-time faculty members will be necessary at CCC to build new and expanded academic programs. Consideration for new hires teaching at CCC is a priority and disciplines could include English, Math, Business, Biology, Chemistry, Psychology, History, Communications Studies, etc. as informed by academic staffing, budget, and program needs.
- New full-time classified support staff, fully assigned to the Canyon Country Campus, are also a high priority. In particular, service expansion is needed in Financial Aid, TLC support, Student Services, lab technicians, Grounds, Facilities, Maintenance, Campus Safety, Custodial, Communication Center/Repro, etc.
- Consideration of an Associate Dean position (Academic Affairs), to more closely coordinate CCC instructional scheduling and planning.

- Expanded support services for DSP&S and TLC tutoring appropriate to match student enrollment growth.
- Support staff to maintain extended service hours, in particular in Admissions, Financial Aid and Counseling, and Campus Safety.
- Additional counseling staff to meet the needs of a growing student population, including Veterans, EOPS, CalWORKs, Job & Career Center and Noncredit
- Additional mental health counselors in the Health Center
- Full-time staff needed for the Reentry program

Technology/Equipment

- Addition of a Technology Center at CCC
- Addition of dual Wi-Fi on campus (student, staff)
- Equipment and improvements necessary to support the Career Pathways grant

- Improved cellular phone service
- Doors that lock from the inside
- Upgrades to the current phone management system at CCC
- Upgrades to Reprographics
- Increased ports and technology infrastructure on campus
- Increased computer classroom and lab space at CCC
- Installation of an electronic campus marquee and additional LCD bulletin board displays
- Utilization of remote video technology to facilitate inter-campus meetings and communication

Facilities

- Finalize working drawings for the Science Center and continue design work for the first four to six permanent buildings on campus
- Complete detailed descriptions for all building projects at CCC incorporating Academic Af-



CANYON COUNTRY CAMPUS



- fairs and Student Services requests for campus growth
- Remodel and repurpose existing temporary buildings to accommodate classroom, technology, laboratory, and service needs and identify if additional temporary buildings are needed concurrently with permanent construction projects
- Add a warehouse for CCC deliveries
- Update the Applied Technology Education Center according to the objectives of the Career Pathways Trust Grant
- Additional office space to accommodate mental health counseling
- Office space needed for the Reentry program
- Office space needed for Noncredit
- Expansion of the EOPS and CalWORKs facilities to allow for private counseling during open office hours
- Designated office space/center for Job & Career Center, Internships and Service-Learning
- Additional office space to accommodate student growth, in Admissions and Financial Aid
- Expansion of the Student Business Office operational space
- Identify/create permanent facility/offices for the Campus Safety department
- Creation of student gathering spaces
- Re-purposing of existing office space to allow for more efficient usage
- Classrooms: Explore the feasibility of repurposing some classrooms to create a large lecture room that can also serve as a community meeting facility
- Create at least two large multi-purpose computer labs
- Include adequate faculty office space in the permanent building design
- Design adequate space for fully staffed services
- Begin design process for planetarium and innovative instructional spaces, such as the “maker-space” concept
- Add storage spaces across campus
- Design additional interior student gathering and meeting spaces and provide new exterior shade structures, sidewalk improvement, and pedestrian traffic enhancements
- Add patrol cars and parking meters for campus safety needs
- Identify a location for a permanent bookstore presence on campus
- Additional cart for custodial use
- Separation of Communication Center and Reprographics into two departments, based on demand and capacity
- Conference room/meeting space to replace conference room spaces that were repurposed to accommodate new personnel

As noted above, the Canyon Country Campus is critically vital to the mission College of the Canyons and is poised to become a developed, innovative, and responsive campus that will serve the long-term needs of the community.

CANYON COUNTRY CAMPUS

CCC-RELATED EFMP APPENDIX

The following tables include CCC objectives from the current draft of the Educational & Facilities Master Plan academic and non-instructional planning sections along with draft comments denoted

during the master plan interview process. The following table summarizes all CCC-related objectives from the academic and non-instructional planning sections of the master plan. Districtwide attention to the educational and facilities needs and

possibilities of the Canyon Country Campus has increased from prior master plans, reflecting the current excitement awaiting campus developments.

DEPARTMENT/PROGRAM	OBJECTIVE/INITIATIVE
<i>Academic Senate: Committee for Assessing Student Learning (CASL)</i>	<ul style="list-style-type: none"> • <i>The ePortfolio will have implications for equitable offerings and access at CCC.</i>
<i>Anthropology</i>	<ul style="list-style-type: none"> • <i>Expanding variety of course offerings at the Canyon Country Campus.</i> • <i>Beginning to offer honors classes at the Canyon Country Campus.</i>
<i>Automotive Technology</i>	<ul style="list-style-type: none"> • <i>Expanding curriculum to include courses in diesel, auto-body, alternative fuel technologies advanced motor building, and clean air/smog.</i> • <i>Continuing to develop partnerships with local businesses, national manufacturers, other colleges and universities, and government agencies.</i> • <i>Expanding co-curricular opportunities for students.</i>
<i>Biological Sciences</i>	<ul style="list-style-type: none"> • <i>Developing multiple applied organismal environments at the Canyon Country Campus, including a “living wall,” an aquatic ecosystem, demonstrated biomes and botanical gardens, and a mobile field station lab.</i>
<i>Business Services</i>	<ul style="list-style-type: none"> • <i>Fiscal Department CCC Initiatives: In anticipation of the build out of the CCC, Fiscal Services will need its presence there to help the campus community. This employee should have training in many different areas of business process and forms. This employee will assist in travel, accounts payable, accounts receivable, asset inventory tracking, parking meter collection, and any areas as needed.</i> • <i>Contracts/Procurement/Risk Management CCC Initiatives: As the Canyon Country Campus grows, a staff member from the CPRM department will need to have a physical presence on the Canyon Country Campus. This person’s duties will include assisting with contract development and processing, advising on procedures, processing requisitions, resolving issues with vendors, assisting with furniture installations, and a variety of other tasks related to Contracts, Procurement and Risk Management functions.</i> • <i>Payroll CCC Initiatives: Direct responsibility for all CCC employees’ payroll via LACOE computerized HRS payroll system would enable direct communication on any issues and reduce the current tight timeframe for turning in timesheets, corrections, etc. This position would set up and maintain the employee’s personnel information in HRS as well as processing the related payroll, retirement and payroll deduction transactions.</i>
<i>Campus Safety</i>	<ul style="list-style-type: none"> • <i>The department requires dedicated office space on the Canyon Country Campus, as well as a budget for replacement, repair and maintenance of equipment and a budget for overtime.</i>

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	OBJECTIVE/INITIATIVE
<i>Center for Early Childhood Education</i>	<ul style="list-style-type: none"> • <i>Develop the outdoor classroom principles and preparing to certify as a demonstration site on both Valencia and Canyon Country Campuses.</i> • <i>Provide professional development opportunities for practicum/lab school instructors and other center and academic staff.</i> • <i>Provide access to specialized therapy for children and families (i.e. behavioral, OT, PT, etc.).</i> • <i>Increase student access to use the center to complete assignments that require application of knowledge within their courses in ECE.</i> • <i>Prepare for initial accreditation self-study for the Canyon Country Campus Center for Early Childhood Education.</i> • <i>Offer Foster and Kinship Care Education and TEACH Workshops at the Canyon Country Campus for center staff and families.</i>
<i>Chemistry</i>	<ul style="list-style-type: none"> • <i>Develop and expand offerings at the Canyon Country Campus</i>
<i>College of the Canyons Art Gallery</i>	<ul style="list-style-type: none"> • <i>To recognize and promote student achievement in the arts, the gallery proposes a full-time student art gallery on the Canyon Country campus.</i> • <i>The Art Department is proposing a facility to support Jewelry and Ceramics programs. A student gallery space could be designed as part of this facility.</i>
<i>Communication Center and Mailroom</i>	<ul style="list-style-type: none"> • <i>Work with the Canyon Country Campus administration to plan the long-term organizational structure for the dual functions on each campus. Depending on how the campuses grow and the complexity of postal regulations, staff scheduling and mail services, having one person manage this area on both campuses may be more efficient and effective.</i>
<i>Communication Studies</i>	<ul style="list-style-type: none"> • <i>Begin to offer the classes needed to complete the Communication Studies major at night at the Canyon Country Campus.</i>
<i>Computer Science</i>	<ul style="list-style-type: none"> • <i>Offer additional classes at the Canyon Country Campus.</i> • <i>Expand the Tech Center facilities and technology to allow additional instructor access and increased services for training programs, meetings and events.</i> • <i>Provide dedicated helpdesk staff to monitor phones and provide basic technical support during gaps in coverage, while existing technicians are out-of-the-office, providing in-person support.</i>
<i>Counseling Department</i>	<ul style="list-style-type: none"> • <i>Continue to advocate for a full-time counselor at the Canyon Country Campus, as well as full-time support staff for this location.</i>
<i>Culinary Arts and Wine Studies</i>	<ul style="list-style-type: none"> • <i>Expand course offerings to the Canyon Country Campus with the addition of appropriate facilities.</i>
<i>Disabled Students Programs & Services (DSP&S)</i>	<ul style="list-style-type: none"> • <i>Regain personnel: Fund and hire a part-time counselor increasing to a full-time counselor at the Canyon Country Campus as the DSPS population warrants. DSPS will need an office in order to provide services at the Canyon Country Campus.</i> • <i>For both campuses, hire permanent part-time classified positions to work at the front counters.</i>

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	OBJECTIVE/INITIATIVE
<i>Distance and Accelerated Learning</i>	<ul style="list-style-type: none"> • The Department supports PAL and Hybrid class formats at CCC and can do so for a new Westside Campus. It continues to offer faculty training workshops at CCC and engages regularly with CCC leadership to identify needs of students who might try to complete their programs of study via a combination of distance learning and CCC classes.
<i>Dr. Dianne G. Van Hook University Center</i>	<ul style="list-style-type: none"> • Continue to conduct outreach activities at the Canyon Country Campus during high traffic days and increase these as the enrollment at CCC increases
<i>Early Childhood Education (ECE)</i>	<ul style="list-style-type: none"> • Expanding opportunities for instructional and co-curricular offerings at the Canyon Country Campus
<i>Earth, Space, and Environmental Sciences</i>	<ul style="list-style-type: none"> • Increasing lecture and lab offerings at the Canyon Country Campus once facilities are available
<i>(EDD)</i>	<ul style="list-style-type: none"> • Develop a five-year plan to expand the offerings in the area of manufacturing technology, including establishment of a 10,000-square-foot manufacturing technology facility to be located on- or off-campus, perhaps in Canyon Country. • Expand the delivery of SBDC and WorkSource programs at the Canyon Country Campus. • Explore expanding the offerings of the EDD departments in place at the CCC's TLC, such as delivering nationally recognized industry certifications.
<i>EOPS/CARE/CalWORKs</i>	<ul style="list-style-type: none"> • Grow the Canyon Country Campus program and develop a program for possible additional satellite centers.
<i>Facilities</i>	<ul style="list-style-type: none"> • Work with college constituencies and architects to plan, design and begin construction of permanent facilities at the Canyon Country Campus. • Plan and implement swing space to enable the Canyon Country Campus to continue its services while construction is taking place.
<i>Financial Aid</i>	<ul style="list-style-type: none"> • Provide access to financial aid services for current and potential students at the Canyon Country Campus. • Offer free financial aid application workshops to students and community members at the Canyon Country Campus. • Offer more individual financial aid advisement appointments for current and potential students at the Canyon Country Campus.
<i>Graphic and Multimedia Design (GMD)</i>	<ul style="list-style-type: none"> • Offer a variety of courses (transfer, CTE, and noncredit) at the Canyon Country Campus
<i>Graphic Design Center</i>	<ul style="list-style-type: none"> • Work with the Vice President of Public Information and the Canyon Country administration to evaluate the efficacy of (in the future), possibly dedicating a designer and a Design Office to that campus to give faculty and staff direct access to Design Center services. It is possible that the online order system will continue to work sufficiently to eliminate any need for this concept.

DEPARTMENT/PROGRAM	OBJECTIVE/INITIATIVE
<i>Human Resources</i>	<ul style="list-style-type: none"> • Provide a visual presence at CCC within the next three years with an HR self-service kiosk information center that will provide helpful information to employees and potential applicants. • As the campus enrollment and employee base grows and permanent buildings are established, we envision a need for greater presence with a one-stop full-service Human Resources Office with full-time staff presence at CCC to assist employees and potential applicants with their needs.
<i>International Services & Programs</i>	<ul style="list-style-type: none"> • Create a shuttle between the Valencia and Canyon Country Campuses to provide transportation for students taking classes on both campuses. Many International Students do not have cars and the public bus service between campuses can take many hours to commute. • Add a hub or an office for international students at the Canyon Country Campus as the international student population grows and adequate transportation between campuses is established.
<i>Kinesiology/Physical Education</i>	<ul style="list-style-type: none"> • Create Fitness Center at the Canyon Country Campus similar to the one that exists at the Valencia Campus.
<i>Library</i>	<ul style="list-style-type: none"> • Display student artwork at the Canyon Country Campus Library. • Provide consistent public service at all library service points through the addition of staff: at least one additional full-time librarian and at least two part-time classified staff members (Canyon Country and Valencia first floor). • Offer programmatic library instruction in the new building, working regularly with instructional faculty to bring their students in for sessions. A computer lab/classroom will be required for this. • Add additional print collections with a target of approximately 60 percent of the size of the collection at Valencia (approximately 35,000 volumes at Canyon Country). • Feature student art displays on its walls in display cases. • Offer group and collaborative workspace, both study rooms and open areas where collaboration can occur. • Offer a quiet study space for individual work. • Share facilities and provide services with the TLC where there is obvious overlap, such as classrooms, study rooms, staff lounge, and offices.
<i>Office of Assistant Superintendent</i>	<ul style="list-style-type: none"> • Pursue implementation of noncredit CDCP programs and courses at up to five educational centers, including the Canyon Country Campus, as part of the implementation of the AB- 86 Adult Education planning process.
<i>Office of Grants Development</i>	<ul style="list-style-type: none"> • There may be times when a member of the office will need temporary office or meeting space to work with administrators, faculty or others on the Canyon Country Campus who need assistance with grant proposals.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	OBJECTIVE/INITIATIVE
Office of Outreach and School Relations	<ul style="list-style-type: none"> • Explore ways to increase awareness of the Canyon Country Campus to prospective students. • Explore the feasibility of a Welcome Center on the Canyon Country Campus, similar to the one on the Valencia Campus. • Many of the Outreach functions for the district can be managed from the Valencia Campus, but as the Canyon Country Campus grows and permanent buildings are designed and constructed, it will be important to provide a greater presence for the office. • The permanent Canyon Country Campus student services offices should be designed to include an Office of Outreach and School Relations and Adult Reentry Center. • A welcome, “Ask Me Center,” for walk-in potential students should be designed.
Office of Student Development	<ul style="list-style-type: none"> • Increase department services, programs, and activities at the Canyon Country Campus to provide equitable student access to department resources. • Hire a Student Services Coordinator for the Canyon Country Campus. • Mirror services & programs offered at Valencia Campus at Canyon Country Campus, including moving the location of the student ID card services from the Student Business Office to the Office of Student Development (CCC location). Some additional services would include movie and theme park tickets sales. • Expand the ASG Computer Lounge. • Create workspace for clubs and ASG to use for event preparation. • Increase campus life presence by offering more ASG, clubs and organizations, Student Development events as well as holding more ASG and clubs and organizations meetings at the Canyon Country Campus.
Office of the Chancellor	<ul style="list-style-type: none"> • Move forward to design and construct multiple permanent buildings, parking structures and areas, and other critically needed facilities on the Canyon Country Campus.
Photography	<ul style="list-style-type: none"> • Explore the viability of program expansion at the Canyon Country Campus.
Physics and Engineering	<ul style="list-style-type: none"> • Begin to offer engineering courses and expanding physics offerings at the Canyon Country Campus once facilities are available.
Professional Development	<ul style="list-style-type: none"> • Expand the Professional Development opportunities at the Canyon Country Campus by planning training opportunities that are specifically relevant to the CCC faculty and staff. • Provide regularly scheduled emergency preparedness training at both the Valencia and Canyon Country campuses.
Public Information, Advocacy and External Relations	<ul style="list-style-type: none"> • As the Canyon Country Campus grows, the PIO will need to evaluate the benefits to the college of assigning a PIO staff member to work at and support the CCC.
Santa Clarita Performing Arts Center (PAC) at College of the Canyons	<ul style="list-style-type: none"> • Design, build, and begin to operate a small 200- to 225-seat theater at the Canyon Country Campus. • Develop a programming profile specific to the Canyon Country Campus.

DEPARTMENT/PROGRAM	OBJECTIVE/INITIATIVE
School of Applied Technologies	<ul style="list-style-type: none"> • Develop a plan for expanding instructional and storage space at the School of Applied Technologies on the Canyon Country Campus to include a larger Construction Technologies program, an Advanced Manufacturing Technologies program and building, and an expanded Automotive Technologies program. • Create the Advanced Manufacturing Technologies program (based on the Career Pathways Grant). Set up the physical infrastructure (leased and/or new construction). Total space for Advanced Manufacturing Technology and Welding Technology is more than 30,000 square feet. • Expand the Construction Technologies physical space. • Expand the Automotive Technologies physical space.
School of Humanities	<ul style="list-style-type: none"> • Remodel designated classroom spaces for better instructional delivery, specifically for the purchase and installation of furniture and technologies that support high-impact practices currently utilized by acceleration and language instruction pedagogies, such as collaborative learning and community building through peer-to-peer interaction. • Increase offerings to meet demands in accelerated developmental English, Modern Language, ESL, and Cinema classes, which will require the appropriate learning spaces and technology to support them.
School of Kinesiology and Athletics	<ul style="list-style-type: none"> • Construct a fitness center on the Canyon Country Campus.
School of Social & Behavioral Sciences	<ul style="list-style-type: none"> • Increase service to the Canyon Country area and improve instructional opportunities for students by establishing a permanent Early Childhood Education Center and expanding the curricular and co-curricular ECE program at the Canyon Country Campus. • Establish a permanent building with dedicated classrooms for all programs in the Social and Behavioral Sciences. • Improve faculty productivity and serve students by providing office spaces at the Canyon Country Campus. • Establish a Forensics and Model UN presence at CCC.
School of Visual & Performing Arts	<ul style="list-style-type: none"> • Expand Applied Arts opportunities, programming, and training at the Canyon Country Campus.
Sociology	<ul style="list-style-type: none"> • Increase co-curricular activities at the Canyon Country Campus.
Student Business Office	<ul style="list-style-type: none"> • The Canyon Country Campus SBO is a fully functional cashiering operation, providing students with the same level of cashiering service on both campuses. The cashier operation is continually adjusting as accommodations are made for the collection of new fees. Staff members must be knowledgeable and easily adapt to these changes. The Canyon Country SBO has been updated to assure the safety of the employees and funds. A new depository safe was installed allowing for dual control, new lockers were installed and a scanning/ cash counting station was established. Additional storage was added for supplies. There is a full-time Student Services Coordinator specializing in SBO procedures assigned to this location. A strong level of coordination between the two campuses has been established to ensure that continuous communication is maintained and that cash control procedures are followed. The coordinator is responsible for maintaining cash control and assisting the part-time staff with SBO functions.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	OBJECTIVE/INITIATIVE
<i>Student Health and Wellness Center</i>	<ul style="list-style-type: none"> • Construct a permanent health center staffed full-time. There is currently a substantial need for physical healthcare and mental health and intervention services in Canyon Country. A temporary solution of a portable with improved space could bridge the program until a new clinic is constructed as new permanent buildings are erected.
<i>Honors Program</i>	<ul style="list-style-type: none"> • Expand the number of Honors courses offered at the Canyon Country Campus.
<i>Student Services</i>	<ul style="list-style-type: none"> • Add dedicated office space to mirror the support services currently offered on the Valencia Campus.
<i>System Administration</i>	<ul style="list-style-type: none"> • Improve utilization and effectiveness of the virtual server environment and utilize the campus as a failover backup to the Valencia campus in the event of a localized disaster or outage on that campus.
<i>The Job and Career Center</i>	<ul style="list-style-type: none"> • Increase Job & Career Center hours at the Canyon Country Campus and when permanent buildings are opened, provide an office with services to appropriately serve the size of the enrollment. • Develop an outreach plan that includes classroom presentations, orientations and workshops, along with postings of services and highlights.
<i>The Learning Center (TLC)</i>	<ul style="list-style-type: none"> • Provide additional clerical assistance to support the TLC Testing Center. • Design and construct a TLC facility at the Canyon Country Campus. The Learning Center at Canyon Country should be adjacent to the Library to facilitate the sharing of computer rooms, study rooms, and offices. • Plan for and execute the construction of appropriate permanent facilities at CCC to support offering equivalent services at both campuses.
<i>The Reprographic Center</i>	<ul style="list-style-type: none"> • It oversees approximately 50 digital copiers, most of them self-service and placed in strategic locations throughout the Valencia and Canyon Country Campuses. A Heidelberg press is used for high-volume printing, and a two-color press is used for smaller-volume print jobs. A large-format inkjet printer was added in 2014, allowing the printing of banners, posters, wraps, decals, wall coverings, and large variety of large-format media. • The department supports a smaller Reprographic Center at the Canyon Country Campus. • The Canyon Country center is capable of fulfilling most copy requests, primarily the day-to-day needs of faculty. Larger-volume copy requests and print jobs are produced at the Valencia campus. Delivery to Canyon Country is provided when requested. A center similar to the one at the Canyon Country Campus could be easily replicated at a potential Westside campus or other significantly sized center or site.
<i>The School of Mathematics, Sciences & Health Professions</i>	<ul style="list-style-type: none"> • Expand traditional course offerings in administration of justice, astronomy, biological sciences, chemistry, environmental science, geography, geology, health science, mathematics, and physical science at the Canyon Country Campus.
<i>Transfer Center</i>	<ul style="list-style-type: none"> • Increase transfer services at the Canyon Country Campus. Currently some transfer- related workshops are available at the Canyon Country Campus in addition to college representative visits/outreach. Lack of staffing limits the offerings.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	OBJECTIVE/INITIATIVE
<i>Veterans Resource Center</i>	<ul style="list-style-type: none"> • <i>Mirror the services offered at the Valencia Campus with the intent to reach as many student veterans/dependents possible. Based on the number of veteran students at this campus, including many veterans from the Antelope Valley, whose commute to CCC is half the commute as to the Valencia Campus, we intend to maintain the same level of service as the Valencia Campus. This will require that we staff the CCC Veteran Office with permanent employees (assistant Director, technician and specialist).</i>
<i>Volunteer Bureau & Student Employment Department</i>	<ul style="list-style-type: none"> • <i>Establish Canyon Country physical representation to expand exposure to volunteerism on that campus</i> • <i>Establish a Canyon Country Campus physical representation to serve student employees based at that campus.</i> • <i>For equity, the Canyon Country Campus requires representation for the Volunteer Bureau and Student Employment Department.</i> • <i>It needs a physical space that mirrors the office and services that will be located at the Valencia Campus, in response to an increasing demand for an ongoing presence that can render the same services provided at the Valencia Campus.</i> • <i>It needs to be staffed with dedicated personnel, have a facility that includes counter space, offices, cubicles, computers and a waiting area.</i>



CANYON COUNTRY CAMPUS

The following table summarizes all CCC-related personnel needs from the academic and non-instructional planning sections of the master plan.

Approximately 63 faculty positions, 78 classified positions, and 9 administrative positions are referenced by District units (includes some duplication).

DEPARTMENT/PROGRAM	PERSONNEL
<i>Academic Senate: Committee for Assessing Student Learning (CASL)</i>	<ul style="list-style-type: none"> • <i>Tutors trained in ePortfolio to support students.</i>
<i>Admissions and Records Department</i>	<ul style="list-style-type: none"> • <i>As multistory instructional buildings are constructed and the campus serves thousands of additional students, Admissions and Records, and Admissions and Records Noncredit staff will need to be hired and trained to support the increases, using a standard ratio of staff to enrollment, to provide the same level of excellent service as is provided in Valencia.</i>
<i>Automotive Technology</i>	<ul style="list-style-type: none"> • <i>Two additional full-time faculty members.</i> • <i>Two fulltime classified instructional lab technicians to support the needs of the tool room.</i>
<i>Biological Sciences</i>	<ul style="list-style-type: none"> • <i>Two additional full-time faculty for the Canyon Country Campus.</i> • <i>Two additional instructional lab technicians at the Canyon Country Campus to support lab offerings.</i>
<i>Business</i>	<ul style="list-style-type: none"> • <i>At least four additional full-time faculty, one with expertise in business law, two with expertise in accounting, and one generalist to focus on developing the program at the Canyon Country Campus.</i>
<i>Business Services</i>	<ul style="list-style-type: none"> • <i>3 full-time classified staff:</i> • <i>Accounting technician III,</i> • <i>Buyer/contract technician,</i> • <i>Payroll Technician</i>
<i>Campus Safety</i>	<ul style="list-style-type: none"> • <i>Three shifts (graveyard, days and swing).</i> • <i>Minimum of three (3) Officers on duty per shift.</i> • <i>Nine officers assigned Monday through Friday.</i> • <i>Six officers assigned weekends (three Officers assigned Saturday through Wednesday, three Officers assigned Friday through Tuesday). There will be over-lapping shifts during the week.</i> • <i>This will require hiring a minimum of five full-time officers for Monday through Friday shifts and six full-time officers to cover the weekend shifts</i>
<i>Center for Early Childhood Education</i>	<ul style="list-style-type: none"> • <i>Reclassifying current adult hourly staff.</i> • <i>We would need these positions to meet Title 22; staff to meet Title 5 regulations, including a director, master teachers, teachers, and associate teachers; in addition, we would need an administrative assistant, enrollment technician, office staff, and a nutrition specialist.</i> • <i>In-house child and family certificated therapist for the Center.</i>

CANYON COUNTRY CAMPUS

<i>DEPARTMENT/PROGRAM</i>	<i>PERSONNEL</i>
<i>Chemistry</i>	<ul style="list-style-type: none"> • Two full-time classified instructional lab technicians for the Canyon Country Campus. • Two additional full-time faculty for the Canyon Country Campus.
<i>College of the Canyons Art Gallery</i>	<ul style="list-style-type: none"> • One 78 percent clerical position to be expanded as student enrollment in art classes grows until a fulltime position is needed.
<i>Communication Studies</i>	<ul style="list-style-type: none"> • One full-time faculty at the Canyon Country Campus to support offerings for majors.
<i>Computer Support</i>	<ul style="list-style-type: none"> • With at least two additional buildings being brought online in the next five to six years, and plans to add additional computer labs (approximately 175 additional computers), staffing should be increased to include: One full-time helpdesk specialist to provide phone support and clerical services during busy times. One technician to provide services for expanded hours. A supervisor position to supervise the classified and hourly staff assigned to the Computer Support office on this campus.
<i>Continuing Education/Noncredit</i>	<ul style="list-style-type: none"> • One full-time classified noncredit/adult ed coordinator at the Canyon Country Campus to support offerings and student needs at that campus.
<i>Cooperative Work Experience Education (CWEE)</i>	<ul style="list-style-type: none"> • One full-time classified career services technician at the Canyon Country Campus to cover both CWEE and Career Services at that location.
<i>Counseling Department</i>	<ul style="list-style-type: none"> • The Department also needs a full-time program advisor for CCC, and permanent part-time Program Advisors to support both the Valencia and Canyon Country campuses.
<i>Culinary Arts and Wine Studies</i>	<ul style="list-style-type: none"> • One full-time faculty member and one part-time (50 percent) classified instructional lab technician to support offerings at the Canyon Country Campus
<i>Disabled Students Programs & Services (DSP&S)</i>	<ul style="list-style-type: none"> • Part-time or full-time learning disability specialist to assist with accommodations at the Canyon Country Campus. • One full-time counselor to serve the Canyon Country Campus. • Staff for the front counter at the Canyon Country Campus.
<i>Early Childhood Education (ECE)</i>	<ul style="list-style-type: none"> • Two additional full-time faculty members to focus on developing the program at the Canyon Country Campus • One full-time classified staff member at the Canyon Country Campus to support both the center and the academic department at that campus.
<i>Earth, Space, and Environmental Sciences</i>	<ul style="list-style-type: none"> • Two full-time instructional lab technicians, one for the Valencia campus and one for the Canyon Country Campus (increased from current 47.5 percent positions). • Five full-time faculty members (one each in Astronomy, Environmental Science/Studies, Geology, Geography, and Physical Science), with the Astronomy, Geology and Geography positions teaching entirely at the Canyon Country Campus and the Environmental Science/Studies and Physical Science positions teaching classes at both campuses.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	PERSONNEL
<i>Engineering Technologies</i>	<ul style="list-style-type: none"> • One full-time faculty member for the Water program at the Canyon Country Campus.
<i>English</i>	<ul style="list-style-type: none"> • Five additional full-time faculty, one with primary assignment at the Canyon Country Campus.
<i>EOPS/CARE/CalWORKs</i>	<ul style="list-style-type: none"> • Additional staff: counselor, case manager, college assistants.
<i>Financial Aid</i>	<ul style="list-style-type: none"> • In the long term, an assistant director will be needed to oversee Financial Aid operations at the Canyon Country Campus. • Hire specialized permanent part-time staff to replace reliance on temporary employees. • Hire additional support staff for the Financial Aid Office at the Canyon Country Campus, for the student loan program, Cal Grant program and Federal Work Study.
<i>Honors Program</i>	<ul style="list-style-type: none"> • One full-time classified staff member. • One full-time counselor that shares time between both campuses.
<i>Human Resources</i>	<ul style="list-style-type: none"> • Hire technician level and generalist level positions for CCC.
<i>Kinesiology/Physical Education</i>	<ul style="list-style-type: none"> • One to two full-time faculty members, one with the ability to coach at least one area of women's sports and the other with a possible split assignment at the Canyon Country Campus and Valencia campus. • Part-time staffing for the planned Fitness Center at the Canyon Country Campus.
<i>Library</i>	<ul style="list-style-type: none"> • At least one full-time librarian to serve Canyon Country exclusively. • Two full-time classified staff members to handle circulation functions and other processes during the day. • One permanent part-time classified staff person to handle circulation functions in the evening or on weekends. • College assistants (two for each hour the library is open).
<i>Manufacturing Technology</i>	<ul style="list-style-type: none"> • One full-time faculty member at the Canyon Country Campus once instructional space is available there. • One full-time classified instructional lab technician at the Canyon Country Campus once instructional space is available there.
<i>Office of Student Development</i>	<ul style="list-style-type: none"> • Classified staff and college assistants to staff the ASG Computer Lounge and the Office of Student Development.
<i>Office of the Dean of Students</i>	<ul style="list-style-type: none"> • Each of the programs overseen by the Office of the Dean of Students should have offices on the Canyon Country Campus that mirror their offices in Valencia. • This will be particularly critical once the Canyon Country Campus has multiple, multi-story buildings and 10,000 or more students.
<i>Photography</i>	<ul style="list-style-type: none"> • One additional full-time classified instructional lab technician if expansion is to happen at the Canyon Country Campus.
<i>Physics and Engineering</i>	<ul style="list-style-type: none"> • One part-time classified instructional lab technician for the Canyon Country Campus.
<i>Plumbing and Solar Technology</i>	<ul style="list-style-type: none"> • One full-time faculty that meets qualifications to teach courses in plumbing and/or solar technology.
<i>Psychology</i>	<ul style="list-style-type: none"> • Two additional faculty members, one with expertise in research methods at the Valencia campus and one generalist at the Canyon Country Campus.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	PERSONNEL
<i>Public Information, Advocacy and External Relations</i>	<ul style="list-style-type: none"> • Funding to hire a dedicated Canyon Country Campus Public Information generalist staff member, with skills including interviewing and reporting, writing, editing, photography, and videography, public relations and crisis communications.
<i>Santa Clarita Performing Arts Center (PAC) at College of the Canyons</i>	<ul style="list-style-type: none"> • A production manager for the future Canyon Country Campus Theatre facility to have oversight and coordination for all areas/components that are needed in performance preparation.
<i>School of Applied Technologies</i>	<ul style="list-style-type: none"> • Need a full-time faculty member in Advanced Manufacturing Technologies to foster new program • Need a full-time faculty member in Construction Technologies to foster program. • Need two lab coordinators: One for the networking/cyber security area and a second for the Advanced Manufacturing/Welding Technologies program to support expanded growth.
<i>School of Business</i>	<ul style="list-style-type: none"> • An increase in faculty with significant utilization of teaching assistants. In addition to the increased faculty needs, the most acute need in simulcasting will be teaching assistants located at the remote locations. The recruiting might be done from the new Faculty-in-Training (FIT) program and from university programs similar to the community college teaching program at Cal State Dominguez Hills.
<i>School of Humanities</i>	<ul style="list-style-type: none"> • Dedicated Canyon Country instructors and staff: two full-time and at least three adjunct instructors, as well as one part-time classified staff member to help coordinate Humanities events and two in-class English 089 tutors.
<i>School of Kinesiology and Athletics</i>	<ul style="list-style-type: none"> • Two full-time faculty members, one with the ability to coach at least one area of women's sports and the other assigned at the Canyon Country Campus. We need staffing for the planned Fitness Center at the Canyon Country Campus
<i>School of Social & Behavioral Sciences</i>	<ul style="list-style-type: none"> • Full-time faculty for Sociology, Psychology, COMS, ECE, Anthropology, and Anthropology lab tech (full-time).
<i>School of Visual & Performing Arts</i>	<ul style="list-style-type: none"> • Production manager shared between the Valencia Campus and the Canyon Country Campus theatre facilities to have oversight and coordination for all areas/components that are needed in performance preparation. • Master electrician shared between the Valencia Campus and the Canyon Country Campus Theatre facilities.
<i>Sociology</i>	<ul style="list-style-type: none"> • One full-time faculty at the Canyon Country Campus to support expansion of courses and co-curricular options at that campus.
<i>Student Business Office</i>	<ul style="list-style-type: none"> • Temporary part-time staff members need to be converted to permanent part-time staff. • As the campus enrollment grows, full-time staff members will be needed, including an assistant director. • Additional staff members will need to be hired to keep up with increases in student enrollment at CCC, using a formula that allows sufficient staff for various levels of enrollment.
<i>Student Health and Wellness Center</i>	<ul style="list-style-type: none"> • A full-time assistant Health and Wellness Center director, and Front office staff. • A full-time receptionist, medical assistants, a nurse practitioner, and mental health staff. • A permanent case manager, an office coordinator, and a peer-peer coordinator.

<i>DEPARTMENT/PROGRAM</i>	<i>PERSONNEL</i>
<i>Student Services</i>	<ul style="list-style-type: none"> • A general increase in staff will be needed as growth continues. This will particularly impact the Canyon Country Campus.
<i>System Administration</i>	<ul style="list-style-type: none"> • An additional System Administrator II to handle expanding server capacities.
<i>The Classified Senate</i>	<ul style="list-style-type: none"> • Samantha Weber, serves as Canyon Country Senator.
<i>The Job and Career Center</i>	<ul style="list-style-type: none"> • A director and three staff at Canyon Country, one for clerical support, one for advising and a career counselor.
<i>The Learning Center (TLC)</i>	<ul style="list-style-type: none"> • One assistant director. • One permanent part-time (50 percent) English faculty. • One permanent part-time (50 percent) math faculty. • Additional tutors (30-50). • One full-time administrator to serve as the assistant director of the Canyon Country Campus facility. • Two full-time faculty members shared with the Mathematics Department (one at the Valencia campus and one at the Canyon Country Campus) and one full-time faculty member shared with the English Department (at the Canyon Country Campus) to support and improve tutoring and supplemental learning services at both campuses.
<i>The Reprographic Center</i>	<ul style="list-style-type: none"> • When the Canyon Country Campus has permanent buildings and a larger enrollment, there will likely be a need for a larger, more capable Reprographic Center there, staffed during all campus business hours.
<i>The School of Mathematics, Sciences & Health Professions</i>	<ul style="list-style-type: none"> • Four full-time instructors in biological science. • Three full-time instructors in chemistry. • Two full-time instructors in the physical sciences. • Two full-time instructors in mathematics. • Three full-time laboratory technicians in biological science. • Two full-time laboratory technicians in chemistry. • One full-time laboratory technician to support the physical sciences. • One full-time administrative assistant to support the School of Mathematics, Sciences & Health Professions at CCC.
<i>Theatre</i>	<ul style="list-style-type: none"> • Additional part-time staffing to support productions at the Canyon Country Campus (as facilities permit).
<i>Transfer Center</i>	<ul style="list-style-type: none"> • A Transfer Center established at the Canyon Country Campus will need an assistant director and at least one adjunct counselor.
<i>Veterans Resource Center</i>	<ul style="list-style-type: none"> • Assistant Director of the Veterans Resource Center. • Two full-time classified staff members. • One full-time mentor.
<i>Volunteer Bureau & Student Employment Department</i>	<ul style="list-style-type: none"> • A specialist for the Canyon Country Campus supporting the coordinators.

CANYON COUNTRY CAMPUS

The following table summarized all CCC-related technology and equipment requests from the academic and non-instructional planning sections of the master plan.

DEPARTMENT/PROGRAM	TECHNOLOGY/EQUIPMENT
<i>Academic Senate</i>	<ul style="list-style-type: none"> • Conference call technology needs to be installed in the Faculty Center, Bonelli Hall 330, so that meetings can be simultaneously shown at the Canyon Country Campus and any other new campus when necessary, using technology such as WebEx.
<i>Academic Senate: Committee for Assessing Student Learning (CASL)</i>	<ul style="list-style-type: none"> • Computers and scanner for ePortfolio Lab of dedicated computers in the TLC.
<i>Admissions and Records Department</i>	<ul style="list-style-type: none"> • Admissions and Records will need significant additional computer data servers and storage. • Computers will be needed for the additional staff. • Kiosks will be needed for students to use if they don't have their own mobile devices to connect.
<i>American Sign Language</i>	<ul style="list-style-type: none"> • One locking file cabinet for the classroom at the Canyon Country Campus.
<i>Art</i>	<ul style="list-style-type: none"> • General equipment for the planned applied art studio space at the Canyon Country Campus, including track lighting, chairs, tables, white boards, projectors, and computers.
<i>Automotive Technology</i>	<ul style="list-style-type: none"> • Additional tools and equipment for planned diesel program. • Additional tools and equipment for planned autobody program. • Additional equipment to support existing curriculum, including one dynamometer for automatic transmissions, one engine dynamometer for engine and engine performance classes, one additional alignment rack that can accommodate a truck, a late model tire changing machine and late model wheel balancer, a procut machine for the car brake lathe, a front load parts washer, a bead blaster, sonic cleaners, a heavy duty forklift for engines and transmissions, eight manual and eight automatic transmissions, eight differential gearboxes on stands, one additional A/C machine, and eight late model cars and four hybrid cars.
<i>Biological Sciences</i>	<ul style="list-style-type: none"> • Technology necessary to establish the "living wall" project at the Canyon Country Campus.
<i>Business Services</i>	<ul style="list-style-type: none"> • Computers with necessary software. • Copy machine.
<i>Campus Safety</i>	<ul style="list-style-type: none"> • Purchasing additional personal handheld citation machines. • Segways. • iPads/Tablets.

DEPARTMENT/PROGRAM	TECHNOLOGY/EQUIPMENT
<i>Center for Early Childhood Education</i>	<ul style="list-style-type: none"> • Technology and documentation equipment (i.e. color printers, digital signage, CCC monitor camera, digital signature system, augmented reality sandbox). • Observation equipment in the center. • Technology for both the childrens classrooms and for the center staff working directly with the children. • A state-of-the-art security system – install security features as recommended by Campus Safety and Cobra (i.e. additional walkie-talkie, replace/modify classroom locks, buzz-in system at gate). • Equipment and materials to meet the Outdoor Classroom requirements.
<i>Chemistry</i>	<ul style="list-style-type: none"> • Equipment and chemicals for new lab classrooms at the Canyon Country Campus. • One laptop cart and printer for each lab at the Canyon Country Campus.
<i>College of the Canyons Art Gallery</i>	<ul style="list-style-type: none"> • One computer station for both Valencia and Canyon Country student galleries. • This gallery will require: phone lines and equipment, one computer station, one large flat-screen television and a DVD player. Display pedestals for pottery and jewelry exhibits will also be needed.
<i>Communication Studies</i>	<ul style="list-style-type: none"> • Equipment for speaker stations in Canyon Country Campus classroom.
<i>Computer Support</i>	<ul style="list-style-type: none"> • Computer hardware and software necessary to implement a Virtual Desktop Infrastructure (VDI) on the Canyon Country Campus. • Standardize classroom design and technology across both campuses.
<i>Continuing Education/Noncredit</i>	<ul style="list-style-type: none"> • Computers for Canyon Country Campus classrooms.
<i>Cooperative Work Experience Education (CWEE)</i>	<ul style="list-style-type: none"> • Three computers for student use and one computer for staff use at the Canyon Country Campus.
<i>Counseling Department</i>	<ul style="list-style-type: none"> • Computers with double screens, a combination printer, fax, and scanner for each new employee. • New offices will also require the purchase of office furniture, such as appropriate desks, filing cabinets, and bookcase. • The Counseling Department needs to continue to improve its capability to provide online counseling service to distance learners and other students.
<i>Culinary Arts and Wine Studies</i>	<ul style="list-style-type: none"> • Kitchen and classroom equipment for the Canyon Country Campus classroom and kitchen that is equivalent to the Valencia classrooms and kitchens.
<i>Dance</i>	<ul style="list-style-type: none"> • Audio system for proposed Canyon Country Campus classroom. • Barres and mirrors for proposed Canyon Country Campus classroom. • Cart of 10 tablet computers with secure storage.
<i>Disabled Students Programs & Services (DSP&S)</i>	<ul style="list-style-type: none"> • The technology and equipment to support a DSPS lab on the Canyon Country Campus. • Computers and office equipment for the future permanent DSPS Canyon Country Office.

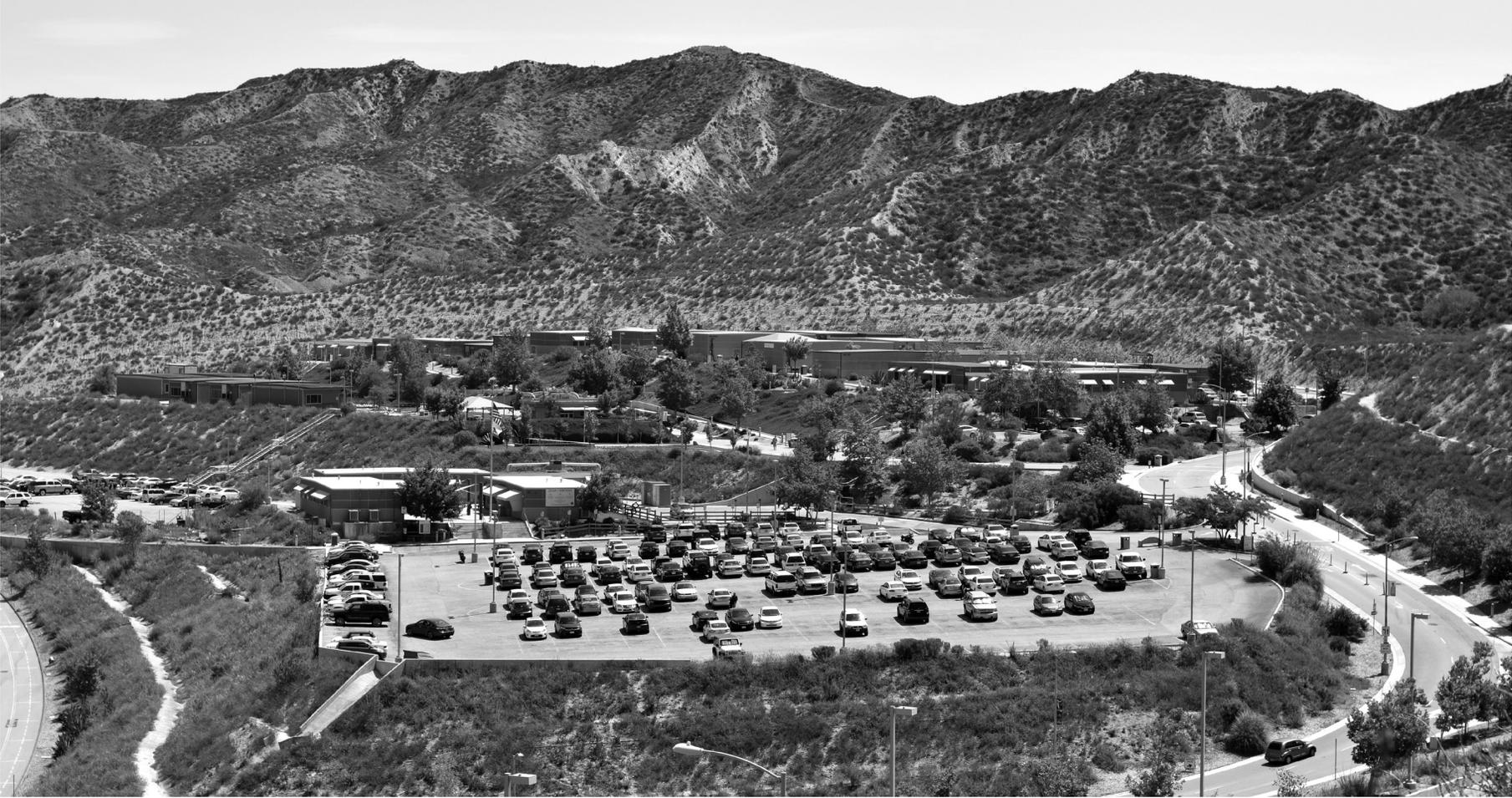
CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	TECHNOLOGY/EQUIPMENT
<i>Earth, Space, and Environmental Sciences</i>	<ul style="list-style-type: none"> • Lab equipment for Geology and Astronomy at the Canyon Country Campus that is parallel to the equipment at the Valencia campus.
<i>EOPS/CARE/CalWORKs</i>	<ul style="list-style-type: none"> • Computers for a student lab, for counselors, and for a case manager, equipment for filing, scanning, etc.
<i>Graphic and Multimedia Design (GMD)</i>	<ul style="list-style-type: none"> • Equipment for proposed Canyon Country Campus classroom, including at least 25 Macintosh desktop computer stations for students, one instructor's station with Macintosh desktop computer, Adobe Creative Cloud Site license, wide-screen HDMI hi-resolution project, wide-screen projection screen, white board, critique board, laser printer, color printer, scanners, and rolling trimmer.
<i>Honors Program</i>	<ul style="list-style-type: none"> • Office equipment, including laptop docking stations, monitors, and a printer/copier. • Four computer workstations for student use.
<i>Library</i>	<ul style="list-style-type: none"> • Computer lab/instruction workstations (approximately 15 stations). • Public workstations (40-60 stations). • At least one public workstation equipped and dedicated for accessibility needs. • Laptops and/or tablets that could be borrowed for use in the Library. • Support for additional databases, and for such things as discovery system and chat reference that are primary entry points for online users. • Change/credit card machines for printing, copying, scanning.
<i>Manufacturing Technology</i>	<ul style="list-style-type: none"> • Equipment for Canyon Country Campus facility, including CNC mills, CNC lathes, 5-aspect and 3- aspect lathes.
<i>Modern Languages</i>	<ul style="list-style-type: none"> • Access to a classroom in a permanent building at the Canyon Country Campus for improved acoustics.
<i>Music</i>	<ul style="list-style-type: none"> • Equipment for proposed recording studio at the Canyon Country Campus, including sound and mixing boards and a PA system. • Acoustic and digital pianos for the Canyon Country Campus program. • Music stands and chairs for Canyon Country Campus classrooms and rehearsal rooms. • One state-of-the-art recording studio at the Canyon Country Campus with appropriate sound. • Two rehearsal rooms and two classrooms at the Canyon Country Campus, both with appropriate sound proofing. • Access to performance space at the Canyon Country Campus that seats approximately 275 people and has wingspace, flyspace, dressing rooms, and a box office.
<i>Office of Student Development</i>	<ul style="list-style-type: none"> • ID machine, office computers, fax machine, copying machine, printers, card readers.
<i>Office of the Dean of Students</i>	<ul style="list-style-type: none"> • See the pages dedicated to the specific programs supported and supervised by the Office of the Dean of Students for specific needs regarding technology and equipment for their future Canyon Country offices.
<i>Physics and Engineering</i>	<ul style="list-style-type: none"> • Physics equipment for the Canyon Country Campus. • Access to CAD software at the Canyon Country Campus.

DEPARTMENT/PROGRAM	TECHNOLOGY/EQUIPMENT
<i>Plumbing and Solar Technology</i>	<ul style="list-style-type: none"> • <i>Pipe fitting, pipe bending, and pipe pulling equipment</i>
<i>Professional Development</i>	<ul style="list-style-type: none"> • <i>Professional Development online workshop registration and tracking software.</i> • <i>E-portfolios that faculty and staff can use to provide a visual demonstration of the professional development programs and training activities they have accomplished.</i> • <i>When an office is opened in Canyon Country, appropriate furniture, equipment, computers and software will be needed.</i>
<i>Public Information, Advocacy and External Relations</i>	<ul style="list-style-type: none"> • <i>Technology needed for one staff member includes a laptop computer with standard office software, Adobe Design software, and professional-quality camera with high- definition video capability.</i>
<i>School of Applied Technologies</i>	<ul style="list-style-type: none"> • <i>The new Advanced Manufacturing Technology, expanded Construction Technology, expanded Automotive Technology, and Cyber Security Technology programs are each heavily technology dependent. Aside from a physical infrastructure that requires a large footprint for these areas, a technology plan to expand and enhance current technology needs is necessary.</i>
<i>School of Business</i>	<ul style="list-style-type: none"> • <i>The School of Business will coordinate with Computer Support Services to create a budget to continue to update technology in the school's facilities on a recurring basis and install anticipated technology in classrooms and faculty offices, both in Valencia and Canyon Country.</i> • <i>Further automate all classrooms.</i>
<i>School of Kinesiology and Athletics</i>	<ul style="list-style-type: none"> • <i>Equipment for the Canyon Country Fitness Center.</i>
<i>School of Visual & Performing Arts</i>	<ul style="list-style-type: none"> • <i>Theatrical lights, rigging, projectors, screens, curtains, LED lights, trusses, sound system with wired and wireless microphones.</i> • <i>Gallery lights, walls, for the art gallery.</i> • <i>Multiple kilns, racks, kiln furniture and accessories, potter's wheels, tools, stools for ceramic studio and a supply budget for slips, clays, glazes, etc.</i>
<i>Student Health and Wellness Center</i>	<ul style="list-style-type: none"> • <i>Furniture and exam tables for counseling and exam rooms.</i> • <i>Computers for all offices, furnishings and equipment for a lab.</i> • <i>Laptops and iPads for medical and mental health assessments.</i> • <i>Blood pressure and temperature machines, television and DVD for health education.</i>
<i>Student Services</i>	<ul style="list-style-type: none"> • <i>Campus Safety expansion – We experience major thefts about once a month and soon losses will exceed the cost of critically needed increases in security equipment and staff to have 24/7 coverage. We need working cameras in the buildings and parking lots, and state-of-the-art, working alarm systems. Soon we must consider arming our safety officers with guns, or outsourcing security to the Sheriff's department. This will be a difficult and costly decision.</i>
<i>System Administration</i>	<ul style="list-style-type: none"> • <i>Additional server/network equipment to expand hypervisor and provide high availability.</i>
<i>The Learning Center (TLC)</i>	<ul style="list-style-type: none"> • <i>At least 120 computers (\$150,000).</i> • <i>Approximately 120 computer stations for student use at the Canyon Country Campus facility.</i>

CANYON COUNTRY CAMPUS

<i>DEPARTMENT/PROGRAM</i>	<i>TECHNOLOGY/EQUIPMENT</i>
<i>Theatre</i>	<ul style="list-style-type: none">• <i>Theatrical equipment for the planned Canyon Country Campus performance space, including lighting and sound equipment (smart lights, LED lights, ellipsoidal, frenels, wireless lavaliers and microphones, programmable sound and light boards, speakers, two desktop computers, and two tablet computers).</i>• <i>Miscellaneous equipment (benches, tables, chairs, boxes) for planned theater rehearsal space at the Canyon Country Campus.</i>
<i>Veterans Resource Center</i>	<ul style="list-style-type: none">• <i>Video technology to maintain a connection between campuses for meetings and training.</i>• <i>Digital signage to provide relevant information to the student veteran population.</i>



CANYON COUNTRY CAMPUS

The following table summarizes all CCC-related facilities needs denoted from the academic and non-instructional planning sections of the master plan. As with the prior three tables, this table reflects increased Districtwide interest in the education and facilities needs and possibilities of the burgeoning Canyon Country Campus.

DEPARTMENT/PROGRAM	FACILITIES
<i>Academic Affairs</i>	<ul style="list-style-type: none"> • As a District-level function, the Office of Academic Affairs operates from the Valencia Campus and currently has no need for permanent facilities on the Canyon Country Campus. It will not need permanent facilities on any other centers or sites. • Academic Affairs will periodically need temporary access to meeting rooms and offices in Canyon Country.
<i>Academic Senate</i>	<ul style="list-style-type: none"> • There is a current and ongoing need for an increase in faculty office space at the Canyon Country Campus. As permanent buildings are designed, sufficient faculty office space needs to be included in the plans. • A dedicated meeting room is currently needed at the Canyon Country Campus. Conference rooms are necessary for faculty to hold meetings. Such spaces should be equipped with the same technologies that are provided in conference rooms on the Valencia Campus. • As enrollment continues to increase, the campus expands, and multistory permanent buildings are constructed at Canyon Country, there will be a need to have a dedicated Academic Senate office and meeting room on the campus, similar to or larger than the Academic Senate office on the Valencia Campus.
<i>Academic Senate: Committee for Assessing Student Learning (CASL)</i>	<ul style="list-style-type: none"> • ePortfolio Lab, hardware/equipment and dedicated college assistants/ePortfolio tutors to staff the lab.
<i>Admissions and Records Department</i>	<ul style="list-style-type: none"> • Office space and counter space will be the highest priority in facility needs. Currently, three people work in one small office, a situation that needs correcting as soon as possible. • Office space will be needed for the A&R Noncredit program. • As CCC constructs permanent instructional facilities, permanent, dedicated offices will be required because services will need to mirror those in Valencia. Students who take their entire program at CCC will need to be provided full Admissions and Records services there.
<i>Anthropology</i>	<ul style="list-style-type: none"> • One dedicated lecture/lab classroom with adjacent lab storage in a permanent building at the Canyon Country Campus
<i>Art</i>	<ul style="list-style-type: none"> • An additional 10,000 to 15,000 square feet of studio space at the Canyon Country Campus with appropriate HVAC, electric, and gas installed to support ceramics/applied arts program.
<i>Automotive Technology</i>	<ul style="list-style-type: none"> • An additional 10,000 square feet of dedicated instructional lab space at the Canyon Country Campus with ground floors, secure storage for student automotive projects, and 40-45 dedicated parking spaces near the classroom to allow for program expansion. • Access to shared fabrication space of approximately 70,000 square feet at the Canyon Country Campus with 20-foot ceilings and loading dock access to allow for student MakerSpace and interdepartmental collaborations. • An additional 5000 square feet of office space at the Canyon Country Campus that includes secure storage space and space for a smog referee station.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	FACILITIES
<i>Biological Sciences</i>	<ul style="list-style-type: none"> • One large lecture and four lab classrooms in a permanent building at the Canyon Country Campus. • Storage space at the Canyon Country Campus for the mobile field station vehicle. • “Living Wall” access with necessary equipment, including a water reclamation system, at the Canyon Country Campus.
<i>Business</i>	<ul style="list-style-type: none"> • One computer classroom in a permanent building at the Canyon Country Campus with flexible furniture that allows for multiple seating configurations.
<i>Business Services</i>	<ul style="list-style-type: none"> • 3 offices for full-time classified staff. • Corresponding furniture.
<i>Campus Safety</i>	<ul style="list-style-type: none"> • New office space for Campus Safety is urgently needed at the Canyon Country Campus. • A work space for each safety officer. • Work spaces for the Campus Safety support staff. • Each officer will need his or her own workspace to include a desk, computer and a phone. • Space will be needed for lockers so the officers can stow their personal protection equipment belts and uniforms. • Support staff will need desks, computers and telephones. • A front counter and waiting area is required to assist the needs of visiting students, faculty and staff. • At least one private meeting space is required to provide privacy when taking reports requiring sensitivity. • Work and meeting spaces large enough to accommodate the Incident Command Team and Staff during incidents and emergencies.
<i>Center for Early Childhood Education</i>	<ul style="list-style-type: none"> • Expanding the Canyon Country preschool program to a permanent building and adjusting the age groups that are offered. • A permanent facility that includes a state-of-the-art adult teaching floor with a view of the children’s classrooms from above; an entrance for ECE students that is separate from the center’s entrance for children and their families; appropriate outdoor space; staff and faculty offices within the center; adequate storage; ample meeting space; and collaborative learning spaces for Early Childhood Education students to access computers, printers, and other supplies to support student success.
<i>Chemistry</i>	<ul style="list-style-type: none"> • Three dedicated lab classrooms with storage and shared access to a fourth lab classroom in a permanent building at the Canyon Country Campus. • At least two dedicated large lecture classrooms in a permanent building at the Canyon Country Campus
<i>Cinema</i>	<ul style="list-style-type: none"> • Access to one classroom at the Canyon Country Campus with sloped, stadium-style seating and audiovisual equipment appropriate for screening films.
<i>College of the Canyons Art Gallery</i>	<ul style="list-style-type: none"> • A 1,000- to 1,500-square-foot exhibition space will be needed for a full-time student exhibit space, with white walls, track lighting, 500 square feet of storage and one office space.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	FACILITIES
<i>Communication Studies</i>	<ul style="list-style-type: none"> • Classroom space in a permanent building at the Canyon Country Campus with appropriate acoustics and classroom design that includes a speaker station that is not in front of the projection screen, upgraded furniture to facilitate collaborative learning, and secure, locking cabinets.
<i>Computer Science</i>	<ul style="list-style-type: none"> • One additional classroom at either the Valencia Campus or Canyon Country Campus.
<i>Computer Support</i>	<ul style="list-style-type: none"> • The Canyon Country staff is in critical need of additional space for staff use and storage. The campus technology has more than doubled in the past 8 years, with no increase in available staffing workspace or storage facilities. • Additional classroom space for an expanded technology center would bring CCC in line with the services offered at the Valencia Campus and ease the burden of an already overcrowded and heavily used tech center.
<i>Continuing Education/Noncredit</i>	<ul style="list-style-type: none"> • Office space and two dedicated classrooms with computers at the Canyon Country Campus.
<i>Cooperative Work Experience Education (CWEE)</i>	<ul style="list-style-type: none"> • Office space with an adjacent small computer lab to house CWEE and Career Services at the Canyon Country Campus.
<i>Counseling</i>	<ul style="list-style-type: none"> • One dedicated lecture classroom at the Canyon Country Campus. • One dedicated computer classroom at the Canyon Country Campus for workshops and new student advisement. • For CCC we need counseling faculty offices large enough to comfortably accommodate the counselor, the student, and a third party with proper sound attenuation to provide privacy, and individual climate controls. • At both locations, we also need several workshop rooms (2 at Valencia and 1 at CCC).
<i>Culinary Arts and Wine Studies</i>	<ul style="list-style-type: none"> • One classroom, one kitchen, and one small dining area at the Canyon Country Campus to begin offering entry-level classes at that location.
<i>Dance</i>	<ul style="list-style-type: none"> • One large-size classroom in a permanent building at the Canyon Country Campus for dance and movement classes to include a standard sprung floor, additional lighting, and an audio system. • Access to performance space at the Canyon Country Campus that seats approximately 275 people and has wingspace, flyspace, dressing rooms, and a box office.
<i>Disabled Students Programs & Services (DSP&S)</i>	<ul style="list-style-type: none"> • As the Canyon Country campus and its enrollment grow, and permanent buildings are designed and constructed, create a dedicated DSPS office space in Canyon Country, providing accessibility, common waiting and counter space, private offices, testing and conference/meeting space. • Create a comprehensive DSPS Lab on the Canyon Country Campus.
<i>Early Childhood Education (ECE)</i>	<ul style="list-style-type: none"> • A permanent facility for The Center for Early Childhood Education at the Canyon Country Campus that includes a state-of-the-art adult teaching floor with a view of the children's classrooms from above, an entrance for Early Childhood Education students that is separate from the center's entrance for children and their families, appropriate outdoor space, staff and faculty offices within the center, adequate storage, ample meeting space, and collaborative learning spaces for ECE students to access computers, printers, and other supplies to support student success

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	FACILITIES
<i>Earth, Space, and Environmental Sciences</i>	<ul style="list-style-type: none"> • Expanded lecture, lab, and storage space in the permanent science building at the Canyon Country Campus, with one dedicated classroom for each of the five disciplines represented in the department. • Development of an aquatic research ecosystem in the outdoor research garden at the Canyon Country Campus.
<i>Engineering Technologies</i>	<ul style="list-style-type: none"> • One additional classroom at the Canyon Country Campus with videoconference capabilities. • Additional secure storage space for the Water program at the Canyon Country Campus, adjacent to the current department classroom.
<i>English</i>	<ul style="list-style-type: none"> • One computer classroom at the Canyon Country Campus to keep pace with enrollment growth and allow for students to apply reading and writing concepts in class.
<i>EOPS/CARE/CalWORKs</i>	<ul style="list-style-type: none"> • Office space for Counseling, study lab, case management. • Classroom for orientation/workshops/classes.
<i>Financial Aid</i>	<ul style="list-style-type: none"> • In the short term, modified space is needed for the Financial Aid Office at the Canyon Country Campus. The office space for private student appointments is insufficient. In order to accommodate the need for additional support hours, more space is needed for new financial aid staff members. In the long term, the Canyon Country Campus needs a full service, comprehensive facility that mirrors the facility available in Valencia. • Additional private office space for Financial Aid technicians. • Additional office space for Financial Aid specialist staff. • Additional office space for student service and face-to-face contact. • Additional lab space for a dedicated Financial Aid computer lab. • The front office counter requires a permanent solution. In the past, the CCC Financial Aid Office has been dependent upon adult hourly support to remain open to support students.
<i>Graphic and Multimedia Design (GMD)</i>	<ul style="list-style-type: none"> • One Macintosh computer lab (25 stations) or a lecture/computer lab classroom to accommodate 35 students in a permanent building at the Canyon Country Campus.
<i>Honors Program</i>	<ul style="list-style-type: none"> • One 500-square-foot office at the Canyon Country Campus that includes student gathering space.
<i>Human Resources</i>	<ul style="list-style-type: none"> • Initially, we will need an HR Kiosk Information Center at CCC.
<i>Information Technology</i>	<ul style="list-style-type: none"> • An expanded office space and Technology Center at Canyon Country. We have outgrown our existing space and need expanded space for staff workstations, storage, and an enlarged Technology Center to meet faculty demand at Canyon Country.
<i>Institute of Ethics in Law, Business and Global Policy</i>	<ul style="list-style-type: none"> • There are no current plans to have an office on the Canyon Country Campus, however, activities of the institute would be scheduled on both campuses, and technology would be used so that presentations, competitions, and other activities could be presented on both locations simultaneously.
<i>International Services & Programs</i>	<ul style="list-style-type: none"> • An ISP Office or a hub will be needed at the Canyon Country Campus as the enrollment there grows and transportation between campuses is established.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	FACILITIES
<i>Kinesiology/Physical Education</i>	<ul style="list-style-type: none"> • Approximately 4,000 square feet in a permanent building at the Canyon Country Campus to create a Fitness Center parallel to the one at the Valencia campus.
<i>Library</i>	<ul style="list-style-type: none"> • The Library will be best situated in a shared facility with the TLC and Distance Learning. This makes sense from a division perspective, but also because of overlap in the services the three units provide. • The Library will need to have both a book stacks area and an information commons area. The latter would be comparable to what is currently in place on the second floor of the Valencia Campus library. In terms of size, the Library would total approximately 21,000 square feet. • The Library will need a reference desk, circulation desk with closed stacks area for course reserves • The Library will need eight to 12 group study rooms. • A copier, printing, and scanning room will be required with multiples of each type of hardware. This could be a shared service with TLC. • There will need to be a media viewing room for the media collections that do not circulate from the library. • A quiet study room will be needed that could accommodate up to a dozen students. • An instruction classroom/lab is required. This could be shared with TLC. • There will need to be a faculty office, staff offices (which could be shared with TLC), a staff lounge, and a staff restroom • Permanent and rotating displays of student art will be needed, including art in cases and in areas designated for such works.
<i>Manufacturing Technology</i>	<ul style="list-style-type: none"> • Approximately 10,000 square feet of instructional space with 30-foot ceilings at the Canyon Country Campus.
<i>Mathematics</i>	<ul style="list-style-type: none"> • Three additional computer classrooms at the Valencia Campus and two additional computer classrooms at the Canyon Country Campus to support expansion of pre-statistics and statistics offerings. • Access to expanded hours for tutoring and test proctoring services at the Canyon Country Campus.
<i>Office of Student Development</i>	<ul style="list-style-type: none"> • Separate dedicated office space for the Office of Student Development. • Separate office space for the ASG Canyon Country Officers. • Larger space to increase the size of the ASG Computer Lounge. • Meeting space(s) for ASG and clubs. • Workroom for event preparation. • Storage room.
<i>Office of the Chancellor</i>	<ul style="list-style-type: none"> • Plan a suitable multipurpose, shared space for the Board to meet in Canyon Country. • Consider planning office space for periodic use by the Chancellor, on the Canyon Country Campus.
<i>Office of the Dean of Students</i>	<ul style="list-style-type: none"> • In support of CalWORKs, DSPS, EOPS, Student Development and the Student Health and Wellness Center (SH&WC) at the Canyons Country Campus, it is imperative that the proper facilities and dedicated space be provided these departments in order to facilitate the appropriate level of services to students in an efficient and effective manner. • The SH&WC has additional needs for access, privacy and confidentiality, thereby requiring even more specific infrastructure, to comply with state and federal regulations, and for safety and security of personnel. • See the pages dedicated to these programs for their specific facilities needs.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	FACILITIES
<i>Office of the Deputy Chancellor and Institutional Development</i>	<ul style="list-style-type: none"> • As a district function, these areas will not need dedicated facilities in Canyon Country, but will use temporary office and meeting spaces when providing services there.
<i>Photography</i>	<ul style="list-style-type: none"> • Instructional space at the Canyon Country Campus parallel to facilities at Valencia if expansion is determined to be feasible at that campus.
<i>Physics and Engineering</i>	<ul style="list-style-type: none"> • One shared lab classroom space with stockroom/equipment access at the Canyon Country Campus. • Reliable access to a computer classroom at the Canyon Country Campus.
<i>Plumbing and Solar Technology</i>	<ul style="list-style-type: none"> • Additional 15,000 square feet of instructional space at the Canyon Country Campus that combines lecture, lab, and storage space to house the planned Construction Technologies program.
<i>Professional Development</i>	<ul style="list-style-type: none"> • Facilities are sufficient on the Valencia Campus, but the Canyon Country Campus needs a consistent presence, and as enrollment, faculty and staff numbers increase, and permanent buildings are constructed, there will be need for facilities.
<i>Public Information, Advocacy and External Relations</i>	<ul style="list-style-type: none"> • Dedicated workspace that would ideally be a small office but could temporarily be a cubicle in a larger, shared workspace.
<i>Real Estate</i>	<ul style="list-style-type: none"> • One dedicated classroom in a permanent building at the Canyon Country Campus. • One dedicated classroom at the Valencia Campus until space is available at the Canyon Country Campus.
<i>Santa Clarita Performing Arts Center (PAC) at College of the Canyons</i>	<ul style="list-style-type: none"> • Design and build a 200 to 225-seat, small theater with wing space and a three-quarter fly space at the Canyon Country Campus.
<i>School of Applied Technologies</i>	<ul style="list-style-type: none"> • Either renovate Towsley Hall for the Welding Technology program, or (preferred) move Welding Technology into a new facility that incorporates Advanced Manufacturing/Welding Technology at the Canyon Country Campus. (There are ingress/egress issues and other storage issues with the current Welding area in Towsley Hall that will not be solved with a new structure.) • Need space for Advanced Manufacturing Technologies (more than 15,000 to 20,000 square feet). Incorporate Welding Technologies (which also needs 20,000 square feet and is currently located in Towsley Hall, slated to be renovated/re-purposed). • Total minimum space required for Advanced Manufacturing and Welding is 35,000 square feet. • Expand Construction Technologies physically into the current Automotive Technologies area. • Move and expand Automotive Technologies area from its current location to a lower area at Canyon Country due to parking, ingress/egress issues with the current footprint. Expand the Automotive Technologies facility from 8,000 square feet to 15,000 square feet. We are turning away more than 160 students per semester for lack of space. In addition to the doubling of space, ensure that we have 35 to 40 parking spaces for (a) cars that are being repaired and (b) student parking.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	FACILITIES
<i>School of Business</i>	<ul style="list-style-type: none"> • Simulcast facilities to broadcast real-time synchronous sessions from the Valencia Campus and vice-versa. • At least one classroom dedicated to the expanding Real Estate and proposed Urban Planning programs. • A Culinary Arts teaching facility of appropriate size.
<i>School of Canyons Extension</i>	<ul style="list-style-type: none"> • CCC office and classrooms for Continuing Education classes.
<i>School of Kinesiology and Athletics</i>	<ul style="list-style-type: none"> • Approximately 4,000 square feet in a permanent building at the Canyon Country Campus to create a Fitness Center parallel to the one at the Valencia Campus.
<i>School of Visual & Performing Arts</i>	<ul style="list-style-type: none"> • Design and build a 200- to 225-seat small theatre with wing space and a three-quarter fly space at the Canyon Country Campus. • Design and build a Ceramic Studio at the Canyon Country Campus. • Design and build an art gallery to be attached to the theatre space at the Canyon Country Campus.
<i>Student Business Office</i>	<ul style="list-style-type: none"> • As permanent, multistory buildings are constructed at CCC, a dedicated, permanent Student Business Office space will need to be designed and constructed, within the CCC Student Services area. It will need: <ul style="list-style-type: none"> – A Lobby space, – Counter space and space allowing privacy when meeting with students, – Office spaces, work stations and a cash counting room, – Space for storage, – Space that provides for office growth along with enrollment growth, and – For safety, working cameras, bulletproof glass and an emergency notification system.
<i>Student Health and Wellness Center</i>	<ul style="list-style-type: none"> • Six examination rooms, three counseling offices, an administrative office. • A lab, a safety exit, a group room, an office for an MD. • An office for a Nurse practitioner or physician's assistant, a case manager's office. • A private lobby area.
<i>Student Services</i>	<ul style="list-style-type: none"> • Parking structures must be constructed on both campuses. Parking lots are at capacity. Without multi-level parking garages, the college will not be able to increase enrollments. We need at least 1,000 more spaces in Valencia and 1,000 or probably more in Canyon Country.
<i>Student Success and Support Program (3SP)</i>	<ul style="list-style-type: none"> • The Canyon Country Campus does not have an assessment testing facility separate from the computer center. Students must wait in line at A&R for a proctor to be assigned to oversee testing. Having a single purpose center with a permanent proctor would open access and inhibit delays.
<i>System Administration</i>	<ul style="list-style-type: none"> • A standards-based data center to house both physical and virtual server hardware and storage. The data center should include a backup generator, independent environmental controls, access control, and a raised floor for easy access and air circulation.

CANYON COUNTRY CAMPUS

DEPARTMENT/PROGRAM	FACILITIES
<i>The Job and Career Center</i>	<ul style="list-style-type: none"> • When the Canyon Country Campus permanent buildings are constructed, they will need to contain space for a more fully functioning Job and Career/CWEE/Service Learning/Volunteer and Student Employment Center. Space needed will include counter check-in, waiting area, direct access to a large computer lab, and dedicated private offices for career counselors and management staff.
<i>The Learning Center (TLC)</i>	<ul style="list-style-type: none"> • The TLC will need 20,000 square feet for tutoring, workshops, guided learning activities (GLAs), study rooms, testing space for CTE & Automotive Service Excellence (ASE)-type exams, staff lunchroom, and offices. • The Learning Center at Canyon Country should be adjacent to the library to facilitate the sharing of computer rooms, study rooms, and offices. • Development of The Learning Center at Canyon Country might take place in phases. The current location can accommodate a small number of students, and it is usually full at the current CCC enrollment. The next planned building (aka 1B) does not have space sufficient for TLC to serve the eventual student body at CCC. However, an expanded TLC needs to be included in building 1B in order to serve students in the meantime. A larger TLC (linked with the Library) should be included in subsequent permanent buildings. • Approximately 20,000 square feet adjacent to the Library at the Canyon Country Campus for tutoring, workshops, GLAs, including study rooms, testing space for CTE and industry certification exams, staff break room, and staff offices.
<i>The School of Mathematics, Sciences & Health Professions</i>	<ul style="list-style-type: none"> • Additional faculty and staff offices for the Canyon Country Campus personnel.
<i>Theatre</i>	<ul style="list-style-type: none"> • Canyon Country Campus facility that will seat approximately 275. • An open instructional space with sound dampening approximately the size of a double classroom at the Canyon Country Campus that can be used for student rehearsals and additional production rehearsals.
<i>Transfer Center</i>	<ul style="list-style-type: none"> • Establishing a Transfer Center at the Canyon Country Campus will require the same facilities. There should be office space, a computer lab and workshop space to mirror the facilities and services that should be offered on the Valencia Campus.
<i>Veterans Resource Center</i>	<ul style="list-style-type: none"> • As the Canyon Country Campus is undergoing design work for permanent buildings, a permanent space for the Veterans Resource Center should be included, with counters, private offices and storage, counseling space, meeting space, a computer and study lab. • The current temporary facility is adequate at this time.
<i>Welding Technology</i>	<ul style="list-style-type: none"> • Either 10,000 square feet additional space with 20-foot ceilings at the Valencia campus or a total of 25,000 to 30,000 square feet of space with 20-foot ceilings if the program is to move to the Canyon Country



PARTNERSHIPS

K-12 PARTNERSHIPS

Partnerships with entities in the Santa Clarita Valley have fueled the college's development and potential in the Santa Clarita Valley. Within the last ten years, the college has taken a particular interest in and focused attention on developing partnerships with our K-12 feeder institutions. In the Santa Clarita Valley, we have the advantage of a unique structure with the William S. Hart Union High School District (grades 7-12) being the only secondary district in our service area, while having four distinctly different elementary school districts with whom we work.

OPPORTUNITIES ABOUND

While articulation can be challenging between College of the Canyons and the Hart School District because of differing state standards for high schools and community colleges, especially in the area of CTE programs and basic skills preparation and development, there are interesting opportunities presented for coordination between the K-6 school districts and the Hart school district on common themes and context. College of the Canyons has provided the leadership to develop a broader scope in which that can occur through some primary initiatives.

The College's programs provide local youth with exposure to a variety of learning opportunities that would not normally present themselves in the average K-12 educational curriculum. The comprehensive programs have taken great strides in establishing a foundation to supplement learning and serve the Santa Clarita Valley school systems for years to come. Particularly noteworthy K-12 initiatives are briefly described below.

PARTNERSHIPS WITH THE HART DISTRICT

In an ongoing effort to work with the Hart District to make the transition from high school to community college even easier, we have stepped up the work we are doing to engage not only the students, but also their parents and the staff and faculty at the high school levels. Here are some examples:

- Career Coach program
- California Career Pathways Trust Grant. The pathways grant provides \$5.5 million to develop aligned pathways from high school to College of the Canyons. The grant is funding activities related to curriculum development, professional development and instructional supplies and equipment for the pathways.

Activities in the first year of the grant (2015-2016) included:

- Conducted monthly SCV Career Pathways consortium meetings with faculty from COC and high school district
- Developed curriculum maps for five pathways including: advanced manufacturing (fabrication emphasis, engineering and design emphasis), computer networking, construction technologies, paralegal and administration of justice
- Developing of a strategic plan
- Contracted with the Career Ladders Project, experts in pathway development, to facilitate meetings and workgroups.
- Next Generation Science Standards professional development
- Upward Bound
- Outreach



ACADEMY OF THE CANYONS

*Dr. Pete Getz, Principal,
William S. Hart Union High School District*

Approximately 400 students in 9th through 12th grades are currently enrolled in AOC, which is a partnership between the Hart District and College of the Canyons. Designated by U.S. News & World Report (2010) as “One of America’s Best High Schools,” and awarded the National Blue Ribbon, this public middle college high school in the Hart District is located on the College of the Canyons Valencia Campus in the Dr. Dianne G Van Hook University Center.

Previously a two-year 11th and 12th grade middle college high school, AOC has absorbed the early

college high school previously funded through the Melinda and Bill Gates Foundation. AOC students are dual-enrolled in both college classes, offered at College of the Canyons, and high school classes, taught at AOC. During their four years at AOC, students have the opportunity to earn 24 or more college units, prior to receiving their high school diplomas.

AOC students’ success rates have consistently been higher than all other COC students enrolled in the same courses for the past 10 years. These results are compelling, considering the scope and rigorous nature of the college courses attended by AOC students and the fact that AOC students completed 6 UC and CSU units each on average each semester.

AOC Focus

- Provide a more flexible and smaller learning environment with opportunities to explore individual interests through a greater range of classes, within both the high school and college environments.
- Create a supportive environment in the close-knit community of teachers and students, where students have greater opportunities for guidance and personal improvement.

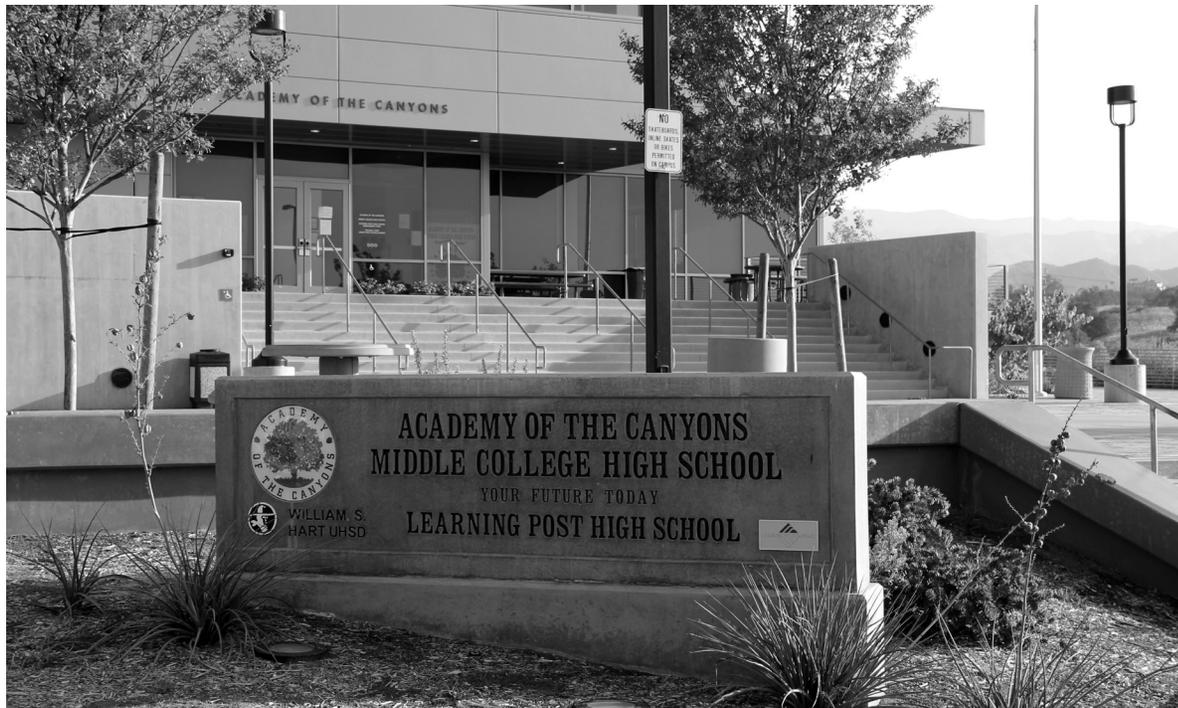
CTE CAREER PATHWAYS

In conjunction with the Hart District, we have developed designated academic pathways for high school students to assist in the transition from high school to college. Examples of pathways include, media entertainment arts, automotive technology, culinary arts and photography. Course articulations exist computer networking, culinary arts, graphic and multimedia design, media entertainment arts, sports medicine, and photography.

**COLLEGE OF THE CANYONS
NON-CREDIT ESL PROGRAM**

By providing ESL placement assessments and the classes at local elementary schools, adults are able to attend classes in their community. Many of the ESL students have children attending at the elementary school site where they attend. Sulphur Springs School District has CBET funds (Community –Based English Tutoring).

College of the Canyons provides the instruction and Sulphur Springs is able to utilize their CBET funds to provide child care while parents attend day and evening classes. In addition, Matriculation provides counselors to go on-site to assist the students’ transition to credit college classes.



FIRST YEAR EXPERIENCE (FYE) PROGRAM

First Year Experience (FYE) is a comprehensive program exclusively for freshman entering from the Hart school district. FYE supports first-time, first-year college students with their transition to college life. Through yearlong academic classes, programs, and activities, students will learn skills that enhance their college success and build a foundation for lifelong learning. While this program was on hiatus for two years to retool, FYE will return for students in Fall 2017.

JUNIOR HIGH SCHOOL SUMMER INSTITUTES

The Summer Institute, open to all junior high students in the Santa Clarita area, is focused on providing students with hands-on experience in CTE-related disciplines. Student participants have engaged in exciting hands-on opportunities in culinary arts, welding, robotics, health science, electronics, architecture, video production, special effects and sports medicine.

SBDC YOUNG ENTREPRENEUR PROGRAM (YEP)

The Young Entrepreneur Program works with all schools in the Hart District, including select teachers in either business or economics areas. It also works with home-schooled students in the Santa Clarita Valley and Antelope Valley.

Nearly 100 junior and senior high school students participate in the program, in which young people ages 14-27 recognize that being an entrepreneur is a viable career option, and are provided with training, skills and exposure to the real world of being an entrepreneur. In addition, YEP helps those young people develop their business ideas and acumen.

**SPECIAL OLYMPICS**

Led by Cougar Athletics, this is a cooperative program designed to encourage interaction by special needs individuals with Cougar athletes and the college. The Special Olympics groups use College of the Canyons facilities for special events with the involvement of our student athletes.

SUSTAINABILITY INITIATIVES

More recently the college has reinitiated its Sustainability Development Task Force whose mission is to engage the campus and community in an ongoing dialogue about sustainability; to integrate sustainability with existing campus programs in education and operations; to train a new generation of sustainability leaders; and to foster a culture of sustainable planning and innovative design.

SCEEC

As an outgrowth of the Task Force, we have developed the Santa Clarita Environmental Education Consortium (SCEEC). This entity is composed of members of all of the school districts, business and industry representatives, former college staff and alumni who are in the environmental industry, as well as the government utility entities in our area: City of Santa Clarita, County of Los Angeles, Southern California Edison and local water districts.

The goal of SCEEC is to establish environmental resources for educators and students; create exemplary supplementary curriculum; and contribute to the revitalization of K-12 students' love for environmental science while modeling best practices, creating effectiveness and inspiring a respect for sustainability in daily practices.

As a result, the college is providing leadership to the development of educational opportunities, not only at the community college level, but in K-12 as well.

USC GRADUATE SCHOOL OF SOCIAL WORK-CENTER FOR INNOVATION & RESEARCH ON VETERANS AND MILITARY FAMILIES

COC has a U.S. veteran population of approximately 1,000, and many veterans require a special set of resources and support for their transition back to civilian life and return to their families. COC was approached by a donor and USC's Graduate School of Social Work and their Center for Innovation & Research on Veterans and Military Families to establish a graduate fieldwork placement site to station a supervised graduate social work student who will offer social work services to COC Veterans. As this project moves forward, it may also include a community research project in conjunction with the college's Center for Civic Engagement, as well as the establishment of a community coalition and clearinghouse for local SCV organizations who provide services to returning U.S. veterans.

INMATE EDUCATION INITIATIVE BACK-ON-TRACK LA

A unique partnership between the California Office of the Attorney General, Los Angeles County Sheriff's Department, L.A. County Probation Department, L.A. County Child Support Services Department and College of the Canyons aims to reduce recidivism among inmates. Back on Track L.A. delivers education and re-entry services to 90 participants before and after they are released from jail. COC is offering a variety of courses designed to equip participants with workplace skills, including welding.

We continue to work with Pitchess Detention Center (PDC) to help educate and further the career goals of inmates as follows:

- Joined kick-off event with keynote speaker at the Department of Justice Back-on-Track LA pilot at Pitchess Detention Center (PDC).
- Offered customer service business courses, welding, career and life planning, and English
- Offered sociology at the North County Correction Facility (not part of Back-on-Track).
- Partnered with Five Keys Charter School and LASD at PDC to expand course offerings.
- Presented at the Inmate Education Summit (two dates, June 2016).
- Presented at the RP Group Strengthening Student Success Conference, October 2016.
- Attended "Prison University" at San Quentin training.

DOING WHAT MATTERS INITIATIVE

College of the Canyons played a key role in moving the DWM (Doing What Matters) initiative forward both at the state level and in our region:

- Served as one of 10 CEOs on the Workforce & Economic Development Program Advisory Committee (WEDPAC).
- Received Task Force focus and assisted Vice Chancellor Van Ton Quinlivan and Task Force Chair Sunita Cook on strategy. Met with Chancellor's Office staff on trailer bill language
- Initiated a "kitchen cabinet" with then Chancellor Brice Harris and planned and coordinated the CEO Workforce Development Institute.
- Met with state Chancellor's Office staff on recommended implementation strategies.

- Recruited and hired two staff (John Makevich and Phil Hartley) to assist Chancellor's Office to implement the plan.
- Developed the template for the regional consortium to develop their plans and hosted the first one in our region, South Coast Regional Consortium (SCRC).
- Continued to extend and expand the college's reach into the community

EXPAND OUTREACH, EVENTS, & PARTNERSHIPS FOR THE CANYON COUNTRY CAMPUS

As the Canyon Country Campus continues to grow, so have our efforts to get more of the staff, faculty, student and community members involved:

- Enhanced community engagement with surveys noting strong agreement that campus has improved access for eastern SCV (85 percent), increasing campus reach with 43 percent of community respondents indicating attendance at least one CCC event, and strong interest in additional community resources such as SBDC workshops, job fairs, concerts, and more.
- Supported expansion of events and workshops at CCC that highlighted student and staff excellence and promoted opportunities to connect the community to on-campus resources.
- Marquee campus events such as the Star Parties throughout the year allowed multiple instructional departments and student clubs to display their talents and skills in front of community audiences. The theme of these activities has been the promotion of campus awareness and the translation of that awareness into participation in campus programming. A recent example, the Campus Garden Walk,



- allowed for Biology, Environmental Science, and the Hands on Earth Club to display their expertise to the community.
- Maintained strong community connections with lively and student-centered events.
- Increased Economic Development offerings at the Canyon Country Campus, including SBDC workshops desired by local businesses and the local community merchant association.
- Added new members to the CCC Advisory Committee in the past year, as part of a conscientious outreach via CCC professional development workshops and individual appeals to important contacts. Nearly 10 new members were added, including some who had participated years ago and now renewed their participation with the committee.

- A joint “mixer” between the Foundation Board and the Canyon Country Campus Advisory Committee was held followed by annual meetings of the Foundation at CCC.
- Ongoing connections with the Chamber of Commerce, the Hart District, local business contacts, and homeowners’ associations will continue.
- Piloted new marquee community events such as the first-ever “Battle of the Bands” in Spring 2015, bringing hundreds of community members, as well as local merchants, to campus for a fun, interactive, and campus-centered day!
- Hosted marquee events: Chamber Mixers, Open Houses, Movie Nights, Garden Walks, and a NASA-affiliated Star Party.

EDUCATION ALLIANCE

Initiated the Education Alliance with all school districts, which has resulted in:

- Joint and coordinated advocacy efforts
- Strategy sessions
- Moving forward to create sharing of space
- Hosting of a number of events at COC
- Launching a STEM initiative and training effort
- Coordinating on professional development for administrators and teachers
- Streamlining of placement processes in English and math

Elementary School Science Initiative

The elementary school science initiative has merged to become part of the Education Alliance

to ensure that the college effectively promotes higher educational attainment in STEM through partnering with our four local elementary school districts. Through this innovative partnership, the College's School of Mathematics, Sciences & Health Professions is working to support our elementary school districts, as they incorporate the Next Generation Science Standards (NGSS) into their science classrooms. College of the Canyons' NGSS initiative and contextualized training efforts afford a continuous pipeline of best practices in STEM education that allow alliance partners to structure educational pathways in a manner that further promote student preparedness and success in the STEM fields.



BUSINESS ALLIANCE

Developed to engage local chief executive officers and solicit their input on their needs and major trends in workforce development to ensure that we continue to be responsive to meeting their needs, 40 business and industry professionals who comprise the **Business Alliance** meet on campus and in the community to discuss topics such as:

- Entrepreneurship
- HR for small business
- Innovation/innovation design
- Customer Service
- Electromechanical assemblers
- Supervisor training (leadership skills/teamwork)
- Soft skills/ethics/trust/honesty
- Job fair
- Employment Training Panel
- ETP rules
- Outreach efforts to high school parents
- Government compliance of laws
- OSHA requirements
- Paperless environments

STRATEGIC TRAINING PARTNERSHIP OPPORTUNITY

Chancellor Van Hook initiated conversation with the Hart District about using Castaic High School for Adult Ed/Noncredit curriculum and accelerated workforce training initiatives, once the campus opens.

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE (IEPI)

Technical Assistance

- Currently, 38 colleges, districts, and centers have requested technical assistance through Partnership Resource Teams (PRT).
- The State Chancellor's Office has even requested a team!

- Began the process of developing a process for mini-PRTs.

Indicators

- Developed a new indicator system with every college submitting targets by June 30 and revised system for year two.
- Revised the year three indicators to include access, transfer-level math/English completion rate, low-unit certificates, median time to degree, number of OPEB awards, noncredit fill-in-the-blank, OPEB liability and employment metrics.
- Began revising system for year four to address non-credit course success rate.

Workshops

- Completed six "What is IEPI?" Workshops.
- Completed nine Student Support (re)Defined Workshops through the Research & Planning (RP) Group.
- Completed two enrollment management workshops in partnership with Association of Chief Business Officers (ACBO).
- Completed three integrated Planning Workshops.
- Supported the State Chancellor's Office in offering nine EEO/faculty diversity workshops and in offering the Inmate Education Summit.

NON-PROFIT LEADERSHIP COUNCIL

We launched this grassroots organization to provide cooperation, rather than competition, among the many local philanthropic organizations. It provides leadership development and networking opportunities for the Santa Clarita Valley non-profit community. Beginning with just a handful of members, it now serves as a coalition of more than 100 local nonprofit agencies and organizations.



K-12 ARTS EDUCATION OUTREACH

Launched in 2008, the Santa Clarita Performing Arts Center K-12 Arts Education Outreach Program exposes students to the visual and performing arts, while also collaborating with teachers and administrators in local school districts to develop an enhanced arts education curriculum. Through school assemblies, bus-in programs, classroom visits and family performances, we serve more than 20,000 students per year and introduce young minds to the wonder of performing and visual arts.

ECONOMIC DEVELOPMENT DIVISION

Whether it's matching job seekers with potential employers, enabling startups to launch successfully, or offering customized training that positions local manufacturers at the cutting edge of their respective industries, the division's overarching priority is to

provide responsive services that enhance the growth and vitality of area firms. The collective success of the division is evident in its outcomes for 2014-15:

- Trained 5,032 employees at 866 companies.
- Awarded more than 250 nationally recognized certifications.
- Counseled 791 entrepreneurs.
- Assisted 2,651 job seekers who made 12,659 visits to America's Job Center of California.
- Participated in 39 businesses startups.
- Helped clients create 323 jobs and retain 93 jobs.
- Contributed to a \$26.3 million increase in sales at client firms.
- Facilitated raising \$15.9 million in new capital for clients.
- Generated \$3.9 million in revenue to fund operations.

UPWARD BOUND PROGRAM

With a \$1.25 million Upward Bound grant sponsored by the U.S. Department of Education, the college partnered with the Hart District to launch the Upward Bound Program at Golden Valley High School. All 16 graduates from the program's first cohort began their first semester of college after completing the college preparatory program that helps empower students to graduate from high school and pursue higher education – a 100 percent success rate. Students enrolled at UC Santa Barbara, Loyola Marymount University, Cal Poly San Luis Obispo, CSU Northridge, and College of the Canyons.

BUSINESS INCUBATOR

Through its Small Business Development Center, College of the Canyons formed a partnership with the City of Santa Clarita to support its Business Incubator. Housed in a converted library in Downtown Newhall, the incubator focuses on helping start-up, creative and technology businesses. It provides one-on-one consulting services, business skills training, mentorship, as well as low-cost office space.

CHANCELLOR'S CIRCLE

Working with business owners and executives through the Foundation, the Chancellor's Circle offers monthly meetings and quarterly learning seminars.

SANTA CLARITA VALLEY ECONOMIC DEVELOPMENT CORPORATION

Representing the united effort of regional industry and government leaders, the Santa Clarita Valley Economic Development Corporation (SCVEDC) works to provide an integrated approach to attracting, retaining and expanding a diversity of business and industry in the Santa Clarita Valley.

Overarching goals are to support the creation of high-paying jobs for the area's trained workforce, to stimulate economic activity that grows the regional tax base, and to strategically position the Santa Clarita Valley and its businesses to better compete in the global economy.

SCVEDC is located in the Dr. Dianne G. Van Hook University Center on the Valencia Campus of College of the Canyons. The SCVEDC action plan is structured around four focus areas: recruit high-value companies; retain and expand existing companies; market the region as Southern California's premier business location; and provide regional economic information.

COOPERATIVE WORK EXPERIENCE INTERNSHIPS

By the end of the 2015 Calendar Year:

- More than 450 students participated in CWEE.



- Nearly 300 employer partners hosted one or more interns.
- More than 27,000 hours of student work valued at \$272,400 worth of service to employers and the economy was completed.
- Developed a new partnership with the Los Angeles Police Department (LAPD) Dept. of Motor Transport for automotive technology, which received a statewide award.

SERVICE LEARNING

- More than 700 students completed 6,500 hours of community service at 99 sites.
- More than 120 total community partners participated.

Other highlights:

- Donated 300 pounds of fresh vegetables from Community Garden plot to Help the Children.
- Collaborated with the City of Santa Clarita to provide Fall Flu Clinic, supervised 100 volunteers, nearly half of which were COC nursing students.

COMMUNITY EXTENSION EDUCATION

This program offers non-credit, fee-based classes and activities designed to serve individuals with educational goals that do not require college credit. Community education classes are offered

in addition to COC's credit program and are not academic equivalents or prerequisites of regular credit classes.

MCKEON ENDOWMENT AND ARCHIVE AT COC

The endowment of the McKeon Scholars Award and unveiling of the McKeon Archive at COC took place during the inaugural McKeon Leadership Forum, which launched in fall 2015.

- Marine Corps Gen. John F. Kelly, then commander of the U.S. Southern Command, delivered the special address.



CONCLUSIONS

CONCLUSIONS

As indicated in the Introduction of this Educational and Facilities Master Plan, the plan is intended to both draw from and drive other planning processes at the College. Specifically, new initiatives were drawn from the department program reviews. Departments also had the opportunity to reflect on additional initiatives that were needed. And, new initiatives were identified after reflecting on student achievement, labor

market and other data. It is critical that the new initiatives in turn be aligned with program review and updated regularly throughout the next six years.

From the establishment of the new initiatives from each department, division, and office at the college, the staffing, equipment and facility needs will enable new objectives and goals to be achieved. These needs are significant. Staffing needs will need to be aligned with needs reflected in program reviews and college-wide staffing

plans. Similarly, equipment needs will need to be aligned with program review equipment needs and the Technology Master Plan. Lastly, facility needs will need to be aligned with needs identified in program reviews and in the Facilities Master Plan, which is the focus of the next section. Facility needs specifically identified in the master plan include the following and are used to both frame and drive the final section, the Facilities Master Plan:



CONCLUSIONS

ACADEMIC PROGRAM	FACILITY NEEDS
ADMINISTRATION OF JUSTICE	<ul style="list-style-type: none"> • Two lecture/lab classrooms at the Valencia Campus adjacent to other Public Safety departments.
AMERICAN SIGN LANGUAGE	<ul style="list-style-type: none"> • One additional dedicated classroom at the Valencia Campus to support expanded class offerings and the planned digital lab program.
ANTHROPOLOGY	<ul style="list-style-type: none"> • Valencia Campus: Complete the Boykin remodel at the Valencia Campus to allow for expanded lecture/lab offerings. • Canyon Country Campus: One dedicated lecture/lab classroom with adjacent lab storage in a permanent building at the Canyon Country Campus.
ARCHITECTURE AND INTERIOR DESIGN	<ul style="list-style-type: none"> • One dedicated studio classroom at the Valencia Campus with 24 large student workstations, four deep basin sinks, secure storage space for models and supplies, and a critique space with 24 additional chairs, track lighting, and deep storage for physical models. • Two dedicated computer classrooms at the Valencia Campus for CAD instruction. • One lecture classroom at the Valencia Campus. • One resource room (approximately 1,800 square feet) with one deep basin sink, adequate storage space for models and supplies, and several adjacent faculty offices for supervision and increased student interaction. • Access to rooftop and vertical garden space in a future planned building at the Valencia Campus for sustainable landscape architectural instruction.
ART	<ul style="list-style-type: none"> • Canyon Country Campus: An additional 10,000 to 15,000 square feet of studio space with appropriate HVAC, electric, and gas installed to support ceramics/applied arts program.
AUTOMOTIVE TECHNOLOGY	<ul style="list-style-type: none"> • An additional 10,000 square feet of dedicated instructional lab space at the Canyon Country Campus with ground floors, secure storage for student automotive projects, and 40 to 45 dedicated parking spaces near the classroom to allow for program expansion. • Access to shared fabrication space of approximately 70,000 square feet at the Canyon Country Campus with 20-foot ceilings and loading dock access to allow for student Makerspace and interdepartmental collaborations. • An additional 5,000 square feet of space at the Canyon Country Campus that includes secure storage space and space for a California smog referee station.
BIOLOGICAL SCIENCES	<ul style="list-style-type: none"> • Remodel of BYKH-206 at the Valencia Campus to create an instrumentation room that can be used as an Advanced technology laboratory, housing fluorescent microscopes and related equipment • Remodel of other Valencia Campus facilities (BYKH-205 and 203) to meet current laboratory standards and to accommodate growth in staff and supplies. • A small lab classroom at the Valencia Campus that can be used as an open lab Makerspace for science students from all disciplines, allowing them to practice lab skills such as making solutions, titrations, creating standard curves, and pouring and loading electrophoresis gels. • One large lecture and four lab classrooms in a permanent building at the Canyon Country Campus. • Storage space at the Canyon Country Campus for the mobile field station vehicle • “Living Wall” access with necessary equipment, including a water reclamation system, at the Canyon Country Campus.

CONCLUSIONS

ACADEMIC PROGRAM	FACILITY NEEDS
BUSINESS	<ul style="list-style-type: none"> • Additional 600 square feet space adjacent to business classrooms to house a Business Learning Center that will support co-curricular programming. • Renovate one classroom at the Valencia Campus to convert it to a computer classroom with flexible furniture that allows for multiple seating configurations. • One computer classroom in a permanent building at the Canyon Country Campus with flexible furniture that allows for multiple seating configurations.
CHEMISTRY	<ul style="list-style-type: none"> • Renovation and repair to lab spaces at the Valencia Campus. • Two additional dedicated lecture classrooms at the Valencia Campus. • Three dedicated lab classrooms with storage and shared access to a fourth lab classroom in a permanent building at the Canyon Country Campus. • At least two dedicated large lecture classrooms in a permanent building at the Canyon Country Campus.
CINEMA	<ul style="list-style-type: none"> • Access to one classroom at the Canyon Country Campus with sloped, stadium-style seating and audiovisual equipment appropriate for screening films. • New or refurbished chairs for HSLH-101.
COMMUNICATION STUDIES	<ul style="list-style-type: none"> • Remodel of HSLH-135 to allow for a speaker station and upgraded furniture to facilitate collaborative learning. • Replacement of white boards in HSLH-204, 205, 135. • Replacement of broken podiums in all department classrooms. • Addition of secure, locking cabinets in all department classrooms. • Additional wall outlets in the back of all department classrooms at the Valencia Campus. • Additional space (small, acoustically treated room) at the Valencia Campus for Forensics Team preparation and practice sessions. • Canyon Country Campus: Replacement of broken podiums in all department classrooms. • Canyon Country Campus: Addition of secure, locking cabinets in all department classrooms. • Classroom space in a permanent building at the Canyon Country Campus with appropriate acoustics and classroom design that includes a speaker station that is not in front of the projection screen, upgraded furniture to facilitate collaborative learning, and secure, locking cabinets.
COMPUTER APPLICATIONS AND WEB TECHNOLOGY (CAWT)	<ul style="list-style-type: none"> • Two additional computer lab classrooms at the Valencia Campus.
COMPUTER SCIENCE	<ul style="list-style-type: none"> • One additional classroom at either the Valencia Campus or Canyon Country Campus.
CONTINUING EDUCATION/ NONCREDIT	<ul style="list-style-type: none"> • Off-campus facilities (approximately 2,500 square feet each) with office space, classrooms, and a computer lab (funded by Gateway SCV). • Office space and two dedicated classrooms with computers at the Canyon Country Campus.

CONCLUSIONS

ACADEMIC PROGRAM	FACILITY NEEDS
COOPERATIVE WORK EXPERIENCE EDUCATION (CWEE)	<ul style="list-style-type: none"> • Access to space in the proposed Career Services office expansion at the Valencia Campus. • Access to office space in the Castaic area to increase community access. • Office space with an adjacent small computer lab to house CWEE and Career Services at the Canyon Country Campus.
COUNSELING	<ul style="list-style-type: none"> • Two dedicated classrooms at the Valencia campus, one regular lecture classroom and one computer classroom. • Two additional computer classrooms at the Valencia Campus for workshops and new student advisement. • One dedicated lecture classroom at the Canyon Country Campus. • One dedicated computer classroom at the Canyon Country Campus for workshops and new student advisement.
CULINARY ARTS AND WINE STUDIES	<ul style="list-style-type: none"> • One mobile learning center that can seat about 20 people and has kitchen facilities, as well as audiovisual equipment appropriate for screening films. • One classroom, one kitchen, and one small dining area at the Canyon Country Campus to begin offering entry-level classes at that location.
DANCE	<ul style="list-style-type: none"> • Renovation of the Valencia Campus classroom (PCOH-101) to include a standard sprung floor, additional lighting, and improved audio system. • One large-size classroom in a permanent building at the Canyon Country Campus for dance and movement classes to include a standard sprung floor, additional lighting, and an audio system. • Access to performance space at the Canyon Country Campus that seats approximately 275 people and has wingspace, flyspace, dressing rooms, and a box office.
EARLY CHILDHOOD EDUCATION (ECE)	<ul style="list-style-type: none"> • Modernization and repair of current adult and children's facilities with deferred maintenance plans at the Valencia Campus, including a reconfigured entrance for ECE students that is separate from the center's entrance for children and their families, as well as staff and faculty offices that are within the Center. • A permanent facility for The Center for Early Childhood Education at the Canyon Country Campus that includes a state-of-the-art adult teaching floor with a view of the children's classrooms from above, an entrance for Early Childhood Education students that is separate from the center's entrance for children and their families, appropriate outdoor space, staff and faculty offices within the center, adequate storage, ample meeting space, and collaborative learning spaces for ECE students to access computers, printers, and other supplies to support student success.
EARTH, SPACE, AND ENVIRONMENTAL SCIENCES	<ul style="list-style-type: none"> • Completion of the planned remodel of first-floor Boykin Hall classrooms at the Valencia Campus. • Expanded lecture, lab, and storage space in the permanent science building at the Canyon Country Campus, with one dedicated classroom for each of the five disciplines represented in the department. • Development of an aquatic research ecosystem in the Outdoor Research Garden at the Canyon Country Campus.
ECONOMICS	<ul style="list-style-type: none"> • One additional computer classroom at the Valencia Campus with flexible furniture to allow for multiple seating configurations.

CONCLUSIONS

ACADEMIC PROGRAM	FACILITY NEEDS
ENGINEERING TECHNOLOGIES	<ul style="list-style-type: none"> • Two additional computer classrooms at the Valencia Campus with video conference capabilities. • One additional classroom at the Canyon Country Campus with video conference capabilities. • Additional secure storage space for the Water program at the Canyon Country Campus, adjacent to the current department classroom.
ENGLISH	<ul style="list-style-type: none"> • Three additional computer classrooms at the Valencia Campus to keep pace with enrollment growth and allow for students to apply reading and writing concepts in class. • Updated furniture in all department classrooms at both campuses to allow for active and collaborative learning. • Expanded hours for campus computer labs to increase student access to the required technologies needed to support out-of-class assignments. • One computer classroom at the Canyon Country Campus to keep pace with enrollment growth and allow for students to apply reading and writing concepts in class. • Canyon Country Campus: Updated furniture in all department classrooms at both campuses to allow for active and collaborative learning. • Canyon Country Campus: Expanded hours for campus computer labs to increase student access to the required technologies needed to support out-of-class assignments.
ENGLISH AS A SECOND LANGUAGE (ESL)	<ul style="list-style-type: none"> • Updated furniture for collaborative learning in classrooms at both campuses. • Access to off-campus classroom spaces, either through agreements with other agencies/school districts or rented commercial space.
FIRE TECHNOLOGY	<ul style="list-style-type: none"> • For the short-term, renovation of the existing Valencia Campus classroom, including expanded space, wall repair and painting, and incorporation of new technology (speaker system and lighting controls). • For the long term, dedicated lecture/lab classroom space at the Valencia Campus adjacent to other Public Safety departments. • Additional space for roof prop adjacent to department classrooms. • Additional space for candidate physical ability testing, either at the Valencia Campus or at the Del Valle facility.
GRAPHIC AND MULTIMEDIA DESIGN (GMD)	<ul style="list-style-type: none"> • Expanded TLC hours to allow students additional opportunities for tutoring and skills practice. • One Macintosh computer lab (25 stations), or a lecture/computer lab classroom, to accommodate 35 students in a permanent building at the Canyon Country Campus. • Expanded TLC hours at CCC to allow students additional opportunities for tutoring and skills practice.
HEALTH SCIENCE	<ul style="list-style-type: none"> • Two dedicated EMT skills labs at the Valencia Campus adjacent to other Public Safety departments. • One emergency management skills lab with the ability to set it up as an emergency operations center at the Valencia Campus adjacent to other Public Safety departments. • Three lecture classrooms at the Valencia Campus adjacent to other Public Safety departments. • Access to a computerized testing center for EMT certifications .

CONCLUSIONS

ACADEMIC PROGRAM	FACILITY NEEDS
HISTORY	<ul style="list-style-type: none"> • At least one more dedicated classroom at the Valencia Campus to support enrollment growth. • White board replacement in BONH-305 at the Valencia Campus.
HOTEL AND RESTAURANT MANAGEMENT	<ul style="list-style-type: none"> • Reliable access to a shared computer classroom with traditional rows at the Valencia Campus. • Access to off-campus professional office and hospitality space within the business core for customer service academy and internship program.
HUMANITIES	<ul style="list-style-type: none"> • Updated furniture for collaborative learning at both campuses.
KINESIOLOGY/PHYSICAL EDUCATION	<ul style="list-style-type: none"> • Replace the gym floor in the WPEK building at the Valencia Campus. • Remodel WPEK-13B at the Valencia Campus, adding appropriate classroom furniture to create additional classroom space. • Approximately 4,000 square feet in a permanent building at the Canyon Country Campus to create a fitness center parallel to the one at the Valencia Campus.
MANUFACTURING TECHNOLOGIES	<ul style="list-style-type: none"> • Approximately 10, 000 square feet of instructional space with 30-foot ceilings at the Canyon Country Campus.
MATHEMATICS	<ul style="list-style-type: none"> • Three additional computer classrooms at the Valencia Campus to support expansion of pre-statistics and statistics offerings. • Two additional computer classrooms at the Canyon Country Campus to support expansion of pre-statistics and statistics offerings. • Access to expanded hours for tutoring and test proctoring services at the Canyon Country Campus.
MEDIA ENTERTAINMENT ARTS (MEA)	<ul style="list-style-type: none"> • Dedicated space for Cougar News at the Valencia Campus adjacent to other MEA facilities. • One additional lecture/lab classroom at the Valencia Campus for filmmaking/production. • One additional lecture/lab classroom at the Valencia Campus for Animation. • One additional large classroom at the Valencia Campus designed for high-definition sound/video presentations.
MEDICAL LABORATORY TECHNOLOGY (MLT)	<ul style="list-style-type: none"> • Expanded dedicated classroom and laboratory space that includes prep space, autoclave space, and refrigerator space, and is adjacent to classrooms of other health professions departments.
MODERN LANGUAGES	<ul style="list-style-type: none"> • Access to a classroom in a permanent building at the Canyon Country Campus for improved acoustics. • Updated furniture for collaborative learning in the department classrooms at both campuses. • Specialized classroom at the Valencia Campus for interpretation classes (audiovisual equipment with separate sound controlled spaces for practice, like cubicles/workstations). • Classroom-sized space for language lab at the Valencia campus.

CONCLUSIONS

ACADEMIC PROGRAM	FACILITY NEEDS
MUSIC	<ul style="list-style-type: none"> • Modernization for Valencia Campus classrooms and rehearsal rooms to improve acoustics and sound dampening and to allow for secure storage for equipment. • One state-of-the-art recording studio at the Canyon Country Campus with appropriate sound dampening, control booth and recording area. • Two rehearsal rooms and two classrooms at the Canyon Country Campus, both with appropriate sound proofing. • Access to performance space at the Canyon Country Campus that seats approximately 275 people and has wingspace, flyspace, dressing rooms, and a box office.
NURSING	<ul style="list-style-type: none"> • Three additional lab classrooms and two additional lecture classrooms at the Valencia Campus adjacent to current classrooms and also adjacent to the classrooms of other departments who teach in health professions disciplines to allow for increased interaction and synergies between faculty and students. • Additional student study spaces with computers at the Valencia Campus adjacent to nursing classrooms to support collaborative study opportunities.
PARALEGAL STUDIES	<ul style="list-style-type: none"> • Access to a large lecture classroom at the Valencia Campus with stadium style seating and courtroom-style dais at front of room. • Reliable access to a computer classroom at the Valencia Campus for specialized classes.
PHILOSOPHY	<ul style="list-style-type: none"> • One additional dedicated classroom at the Valencia Campus.
PHOTOGRAPHY	<ul style="list-style-type: none"> • An additional 2,000 square feet of instructional space at the Valencia Campus for studio photography, including 14- to 18-foot ceilings and a partition or movable wall and access pathways for large equipment. • Renovation of current storage space at the Valencia Campus to allow for secure equipment storage and checkout. • Instructional and secure storage space at the Canyon Country Campus parallel to facilities at Valencia if expansion is determined to be feasible.
PHYSICS AND ENGINEERING	<ul style="list-style-type: none"> • Reliable access to a materials science lab classroom with Water and three dedicated laboratory classrooms with stockroom access at the Valencia Campus (all four with lecture/board capture ability). • Reliable access to one shared computer classroom at the Valencia Campus. • An additional 400 square feet open lab space for long-term, large-scale engineering design projects at the Valencia Campus. • One shared lab classroom space with stockroom/equipment access at the Canyon Country Campus. • Reliable access to a computer classroom at the Canyon Country Campus.
PLUMBING AND SOLAR TECHNOLOGY	<ul style="list-style-type: none"> • Additional 15,000 square feet of instructional space at the Canyon Country Campus that combines lecture, lab, and storage space to house the planned Construction Technologies program.
POLITICAL SCIENCE	<ul style="list-style-type: none"> • Office space for faculty interns and college assistants.
PSYCHOLOGY	<ul style="list-style-type: none"> • Modernization of department classrooms at the Valencia Campus, including updated furniture to facilitate active and collaborative learning.

CONCLUSIONS

ACADEMIC PROGRAM	FACILITY NEEDS
REAL ESTATE	<ul style="list-style-type: none"> • One dedicated classroom in a permanent building at the Canyon Country Campus. • One dedicated classroom at the Valencia Campus until space is available at the Canyon Country Campus.
SOCIOLOGY	<ul style="list-style-type: none"> • Upgraded classroom furniture in all department classrooms at both campuses to support collaborative learning. • Reliable access to shared computer classrooms at both campuses for statistics and research methods classes.
TELECOMMUNICATION AND ELECTRONIC SYSTEMS	<ul style="list-style-type: none"> • 1,000 square feet of instructional lab space at the Valencia Campus to meet the needs of students and industry partners.
THE LEARNING CENTER (TLC)	<ul style="list-style-type: none"> • Additional rooms at the Valencia Campus to accommodate growing student participation in test preparation workshops, group tutoring, and assessment preparation workshops in both English and math. • Additional tutoring floor space at the Valencia Campus, as it is near capacity at peak times . • Testing facilities for industry-aligned testing, including computers and seating that meet testing specifications. • Designated room for online tutoring. • Approximately 20,000 square feet adjacent to the Library at the Canyon Country Campus for tutoring, workshops, Guided Learning Activities (GLAs), including study rooms, testing space for CTE and industry certification exams, staff break room, and staff offices.
THEATRE	<ul style="list-style-type: none"> • An open instructional space with sound dampening approximately the size of a double classroom that can be used for student rehearsals and additional production rehearsals at the Valencia Campus. • A theatrical performance space, including flyspace, wingspace, dressing rooms, and a box office, at the Canyon Country Campus that will seat approximately 275. • An open instructional space with sound dampening approximately the size of a double classroom at the Canyon Country Campus that can be used for student rehearsals and additional production rehearsals.
WELDING TECHNOLOGY	<ul style="list-style-type: none"> • Either 10,000 square feet additional space with 20-foot ceilings at the Valencia Campus, or a total of 25,000 to 30,000 square feet of space with 20-foot ceilings if the program is to move to the Canyon Country Campus.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
OFFICE OF THE CHANCELLOR	<ul style="list-style-type: none"> • Develop a suitable multipurpose, shared space for the Board of Trustees to meet in Canyon Country. • Consider planning office space for periodic use by the Chancellor, on the Canyon Country Campus.
OFFICE OF THE DEPUTY CHANCELLOR	<ul style="list-style-type: none"> • The Deputy Chancellor's Office and University Center facilities are sufficient, although the University Center will need to use more of the space for University Center programs, reducing the availability of space for lower division classes. The IRPIE Office will need two additional offices. • As a district function, these areas will not need dedicated facilities in Canyon Country, but will use temporary office and meeting spaces when providing services there. • The emergency preparedness function needs an improved, larger facility for the Emergency Operations Center (EOC)
OFFICE OF ASSISTANT SUPERINTENDENT/ VICE PRESIDENT ACADEMIC AFFAIRS	<ul style="list-style-type: none"> • The Valencia Campus needs substantial facilities changes in addition to those outlined in the 2014 Valencia Modernization Plan and the 2015 Secondary Effects plan below: <ul style="list-style-type: none"> • Access funding to design and construct a facility to serve the Institute for Public Safety that integrates agency academies and district public safety and public service programs. • Access funding to design and construct an Allied Health facility to bring Nursing components and all Allied Health departments under one roof, allowing space to expand this sector to meet industry needs in the future. • Construct one or more additional general classroom buildings with some larger meeting/classroom spaces, at least one accommodating 250 to 300 seats. Include configurable classrooms for alternate instructional methods, and provide faculty office space for full-time and adjunct faculty. • Tear down the current, obsolete Student Support portable and build facilities to accommodate two of the proposals above. • Move the Welding Program and Advanced Manufacturing to the Canyon Country Campus and construct a new building on the vacated space in Valencia. • Move the Auto Technology Program in Canyon Country to the lower street level, adding a Commercial Photography Program. • The 2014 Valencia Modernization Plan contains many requests critical to maintaining a high level of service to students and community members, including remodeling classroom space and storage space to yield additional seats for students. Funding and implementation of this plan is critical to maintaining the colleges FTES and continued growth. • The 2015 secondary effects plan has many critical components that address the needs of instructional departments and programs, including the centralization of instructional deans and Academic Affairs staff in Bonelli Hall. Additionally, new office space will be made available to the Upward Bound Program, Center for Excellence in Teaching and Learning, as well as the Sustainability Center, and Honors Program. Coordination and remodeling of some Student Center Space will help develop a geographic identity for the Center for Civic Engagement, in collaboration with Student Services. • Faculty office space for both full-time and part-time faculty will be created, serving a developing need as we continue to grow as a college and add additional faculty positions.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
ACADEMIC AFFAIRS	<ul style="list-style-type: none"> • <i>Furnished offices for selected personnel.</i> • <i>As a District-level function, the Office of Academic Affairs operates from the Valencia Campus and currently has no need for permanent facilities on the Canyon Country Campus. It will not need permanent facilities on any other centers or sites.</i> • <i>Academic Affairs will periodically need temporary access to meeting rooms and offices in Canyon Country.</i>
ACADEMIC SENATE	<ul style="list-style-type: none"> • <i>Valencia Campus: The Academic Senate office and the Faculty Center need to be refurbished, with updated furniture and equipment.</i> • <i>Valencia Campus: New carpet is needed in the Academic Senate office, Bonelli Hall 315, to replace the existing worn and stained carpet.</i> • <i>Valencia Campus: In the Faculty Center, Bonelli Hall 330, new chairs are needed for the conference table and surrounding wall space, a SMART Board, a dimmer on the lights, a ceiling mounted projector, computer with speakers, conference call capability, Internet access, and an electronic screen are all needed to project and view documents related to the work of the Senate and its committees.</i> • <i>There is a current and ongoing need for an increase in faculty office space at the Canyon Country Campus. As permanent buildings are designed, sufficient faculty office space needs to be included in the plans.</i> • <i>A dedicated meeting room is currently needed at the Canyon Country Campus. Conference rooms are necessary for faculty to hold meetings. Such spaces should be equipped with the same technologies that are provided in conference rooms on the Valencia Campus.</i> • <i>As enrollment continues to increase, the campus expands, and multistory permanent buildings are constructed at Canyon Country, there will be a need to have a dedicated Academic Senate office and meeting room on the campus, similar to or larger than the Academic Senate office on the Valencia Campus.</i> • <i>Canyon Country Campus: Faculty meeting space is needed for any additional educational centers.</i>
ACADEMIC SENATE: COMMITTEE FOR ASSESSING STUDENT LEARNING (CASL)	<ul style="list-style-type: none"> • <i>Valencia Campus: ePortfolio Lab, hardware/equipment and dedicated college assistants/ePortfolio tutors to staff the lab.</i> • <i>Canyon Country Campus: ePortfolio Lab, hardware/equipment and dedicated college assistants/ePortfolio tutors to staff the lab.</i>
COLLEGE OF THE CANYONS ART GALLERY	<ul style="list-style-type: none"> • <i>The Community Gallery in the Valencia Campus Library is currently being renovated to provide a full-time Student Art Gallery at the Valencia Campus.</i> • <i>Minor renovation of the existing Community Gallery in the Library is required, including removal of carpeting, repainting the space with flat, white paint.</i> • <i>A 1,000- to 1,500-square-foot exhibition space will be needed for a full-time student exhibit space, with white walls, track lighting, 500 square feet of storage, and one office space.</i>

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
<p><i>BUSINESS SERVICES</i></p>	<ul style="list-style-type: none"> • <i>Valencia Campus: Each department will need additional space for expansion with the addition of full-time staff.</i> • <i>Valencia Campus: Bringing all of the Business Services together in the same space is a long-term goal. Required space would be approximately 7,000 square feet.</i> • <i>Valencia Campus: Storage Facility – We are currently out of space for storage to meet regulatory requirements as follows:</i> <ul style="list-style-type: none"> – <i>4 years – grant term</i> – <i>7 years – accounts payable</i> – <i>7 years – contracts (but need in perpetuity)</i> – <i>7 years – purchase orders</i> – <i>Perpetuity – risk management claims, lawsuits, etc.</i> – <i>Perpetuity – vendor forms, W-9s</i> – <i>Perpetuity – payroll records</i> • <i>Canyon Country Campus: Three offices for full-time classified staff.</i> • <i>Canyon Country Campus: Corresponding furniture.</i>
<p><i>CENTER FOR CIVIC ENGAGEMENT</i></p>	<ul style="list-style-type: none"> • <i>An office for two people.</i> • <i>A meeting room that includes an area for students and faculty to access resources, discuss issues, make plans and create materials for events and activities.</i> • <i>A storage area for supplies and files.</i>
<p><i>CENTER FOR EARLY CHILDHOOD EDUCATION</i></p>	<ul style="list-style-type: none"> • <i>Valencia Campus: Renovation of current facilities to include permanent infant/toddler buildings and full-day preschool building that would replace the current modular, additional classroom space for the academic ECE program, a separate entrance for adult students away from the entrance for children and their families, updated paint, carpeting and flooring, repair and modification to fences and gates, refurbishing the outside environment (including adding shade coverings for outdoor play spaces), updated signage, and the possible addition of a second story to solve space and safety issues.</i> • <i>Valencia Campus: Provide deferred maintenance plans for ECE Center.</i> • <i>Valencia Campus: Replacement of appliances on the Valencia campus (dishwasher, garbage disposal).</i> • <i>Valencia Campus: Replace broken and worn children’s classroom furniture.</i> • <i>Valencia Campus: Replace infant/toddler and preschool children’s yard structure to meet the outdoor classroom requirements and modify to meet certification principles.</i> • <i>Valencia Campus: Replace the temporary wall between the Yellow and Red rooms.</i> • <i>Canyon Country Campus: A permanent facility that includes a state-of-the-art adult teaching floor with a view of the children’s classrooms from above; an entrance for ECE students that is separate from the center’s entrance for children and their families; appropriate outdoor space; staff and faculty offices within the center; adequate storage; ample meeting space; and collaborative learning spaces for Early Childhood Education students to access computers, printers, and other supplies to support student success.</i>

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
CENTER FOR EXCELLENCE IN TEACHING AND LEARNING (CETL)	<ul style="list-style-type: none"> • A designated space to serve as the center’s residence on campus. Minimal modification, providing sufficient computer ports for workstations. HSLH 207 with minor modifications is well-suited for a resource library, training and gathering/meeting space.
CLASSIFIED SENATE	<ul style="list-style-type: none"> • The Classified Senate will need access to a neutral meeting space, which could be shared with other groups, but is primarily dedicated to the Classified Senate for full meetings, executive board meetings, committee meetings, resources. • The Classified Senate will need storage space. • The Classified Senate will need a small, dedicated meeting place for the executive committee’s meetings.
ECONOMIC DEVELOPMENT (EDD)	<ul style="list-style-type: none"> • Establish a 10,000-square-foot manufacturing technology facility to be located on- or off-campus.
FIELD STUDIES	<ul style="list-style-type: none"> • A mobile equipment lab that can be used to collect and analyze data in locations that lack field stations. • Additional field study station locations that include the desert and coastal environments. • Potentially, additional land the College could lease or purchase, to build a college field station.
HUMAN RESOURCES	<ul style="list-style-type: none"> • The Human Resources facilities are excellent. We will soon access some additional space in the previous Foundation office that will support new staff. • Initially, we will need a HR Kiosk Information Center at CCC. • In time, we will need to provide a one-stop full service Human Resources Office to provide services in Canyon Country, with a private office and the basic furnishings and equipment/technology needed.
HUMAN RESOURCES – PROFESSIONAL DEVLEOPMENT	<ul style="list-style-type: none"> • Facilities are sufficient on the Valencia Campus, but the Canyon Country Campus needs a consistent presence, and as enrollment, faculty and staff numbers increase, and permanent buildings are constructed, there will be need for facilities: <ul style="list-style-type: none"> – A dedicated office to coordinate programs on the campus. – A meeting space with room for 75 to 100 people will be needed for presentations and training. The campus will need a shared, multipurpose room that can be used for this purpose. – A computer-training lab.
INSTITUTE OF ETHICS IN LAW, BUSINESS AND GLOBAL POLICY	<ul style="list-style-type: none"> • Valencia Campus: An office will be needed, large enough to support the director and one staff person. • There are no current plans to have an office on the Canyon Country Campus, however, activities of the institute would be scheduled on both campuses, and technology would be used so that presentations, competitions, and other activities could be presented on both locations simultaneously.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
<p>INFORMATION TECHNOLOGY</p>	<ul style="list-style-type: none"> • A standards-based data center on the Valencia Campus to house both physical and virtual hardware and storage. The sata center should include a backup generator, independent environmental controls, access control, and a raised floor for easy access and air circulation. • An expanded office space and Technology Center at Canyon Country. We have outgrown our existing space and need expanded space for staff workstations, storage, and an enlarged Technology Center to meet faculty demand at Canyon Country.
<p>INFORMATION TECHNOLOGY – COMPUTER SUPPORT</p>	<ul style="list-style-type: none"> • Identify additional secure storage. As the department and technology grows, our storage needs grow as well. We are extremely limited in the available space to secure equipment, sometimes costing in the tens of thousands of dollars. It is imperative that we identify additional secure storage. • The Canyon Country staff is in critical need of additional space for staff use and storage. The campus technology has more than doubled in the past 8 years, with no increase in available staffing workspace or storage facilities. • Additional classroom space for an expanded technology center would bring CCC in line with the services offered at the Valencia Campus and ease the burden of an already overcrowded and heavily used tech center.
<p>INFORMATION TECHNOLOGY – MANAGEMENT INFORMATION SYSTEMS</p>	<ul style="list-style-type: none"> • A standards-based data center to house the hardware for the ERP system. The Data Center should include a backup generator, independent environmental controls, access control, and a raised floor for easy access and air circulation.
<p>INFORMATION TECHNOLOGY – SYSTEMS ADMINISTRATION</p>	<ul style="list-style-type: none"> • Valencia Campus: A standards-based data center to house both physical and virtual server hardware and storage. The Data Center should include a backup generator, independent environmental controls, access control, and a raised floor for easy access and air circulation. • Valencia Campus: A standards-based data center to house both physical and virtual server hardware and storage. The data center should include a backup generator, independent environmental controls, access control, and a raised floor for easy access and air circulation.
<p>SANTA CLARITA PERFORMING ARTS CENTER (PAC) AT COLLEGE OF THE CANYONS</p>	<ul style="list-style-type: none"> • Complete the renovation of S-130 for an additional theater space on the Valencia Campus. • Design and build a 200 to 225-seat, small theater with wing space and a three-quarter fly space at the Canyon Country Campus.
<p>PUBLIC INFORMATION, ADVOCACY, AND EXTERNAL RELATIONS</p>	<ul style="list-style-type: none"> • The PIO has moved into new office space in Canyons Hall, which will meet all its Valencia Campus facilities needs into the extended future. • Canyon Country Campus: Dedicated workspace that would ideally be a small office but could temporarily be a cubicle in a larger, shared workspace. • A computer-training lab.
<p>PIO – COMMUNICATION CENTER AND MAILROOM</p>	<ul style="list-style-type: none"> • The Valencia Communication Center and Mailroom staff recently moved into a new space in Canyons Hall. The department's facility needs are currently met. There is no room for growth in the mailroom.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
<p>PIO – GRAPHIC DESIGN CENTER</p>	<ul style="list-style-type: none"> • <i>The Graphic Design Center critically needs new, expanded facilities. Since the first-floor remodel of Bonelli Hall in 2009, Design Center staff have been working in 6-foot-by-8-foot cubicles. The designers lack privacy to think and be creative, they require more space to work and store files, and they will be more productive in a less-cramped work environment.</i> • <i>Designers also need natural light (missing in the current facility), which is important when dealing with color accuracy and general graphic design issues.</i> • <i>Serious consideration should be given to relocating the Graphic Design Center to a new location with adequate and dedicated space to provide:</i> <ul style="list-style-type: none"> - <i>Increased work and storage space.</i> - <i>Individual offices for designers.</i> - <i>A small photography studio.</i> - <i>A common space for meetings and training.</i> - <i>Adult hourly/intern workspace.</i> - <i>Natural light.</i>
<p>PIO – REPROGRAPHICS CENTER</p>	<ul style="list-style-type: none"> • <i>The Reprographic Center does not have the necessary physical space to accommodate the current inventory of equipment, level of service and production requirements.</i> • <i>Expansion of capabilities often requires the addition of new equipment and machinery, which are difficult or impossible to accommodate.</i> • <i>A good example is the recently acquired banner printer, which, by its very nature of producing large-format media, requires a large amount of space to work on large-format media. The department is currently using a conference room table to cut, grommet and finish large printed material, but this area is still too small and inadequate. This department needs more space.</i> • <i>A new facility for Reprographics should be considered in a new building, perhaps by tearing down a current obsolete building and creating space for a new multi-story facility.</i> • <i>Another solution could be moving the Graphic Design Center to the upper floor of the current building and expanding the Reprographic Center into that vacated space, although even that additional space will not be large enough in the long term.</i> • <i>Additionally, the Reprographic Center needs a substantial storage space for paper. At this time, paper is delivered to and stored in the warehouse, but not in a secure location. A huge amount of the district's paper supply disappears on a regular basis. It is not possible under the current circumstances for the department to manage or control its paper inventory.</i>

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
<p>PIO – SPORTS INFORMAIION OFFICE</p>	<ul style="list-style-type: none"> • Update and remodel press box areas in Cougar Stadium, main gymnasium and Cougar Field (new furniture for press box areas and coaches rooms). • Add more and more accessible data ports for media working outside the press box, as well as flat screens in press box to monitor other contests around the state/region, and/or have live stream broadcast in the booth. • Expansion to use the rooftop area of the stadium press box (create a covered area for working journalists and videographers). • Provide rooftop broadcast booth/areas designated for student broadcast teams. There is potential to partner with Hart District to cover costs. • Create a dedicated press box area at the softball field and new soccer facility.
<p>SCHOOL OF APPLIED TECHNOLOGIES</p>	<ul style="list-style-type: none"> • Either renovate Towsley Hall for the Welding Technology program, or (preferred) move Welding Technology into a new facility that incorporates Advanced Manufacturing/Welding Technology at the Canyon Country Campus. (There are ingress/egress issues and other storage issues with the current Welding area in Towsley Hall that will not be solved with a new structure.) • Expand the Networking area to accommodate Cyber Security. This will require a larger lab area for equipment and at least one additional classroom space (two additional classrooms are needed). • Expand the Interior Design/Architecture teaching facilities and add two classrooms that provide the drafting tables and robust computer hardware with two monitors per workstation that will support the heavy processing required by graphics programs. • Need space for Advanced Manufacturing Technologies (more than 15,000 to 20,000 square feet). Incorporate Welding Technologies (which also needs 20,000 square feet and is currently located in Towsley Hall, slated to be renovated/re-purposed). Total minimum space required for Advanced Manufacturing and Welding is 35,000 square feet. • Expand Construction Technologies physically into the current Automotive Technologies area. • Move and expand Automotive Technologies area from its current location to a lower area at Canyon Country due to parking, ingress/egress issues with the current footprint. Expand the Automotive Technologies facility from 8,000 square feet to 15,000 square feet. We are turning away more than 160 students per semester for lack of space. In addition to the doubling of space, ensure that we have 35 to 40 parking spaces for cars that are being repaired, and for student parking.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
SCHOOL OF BUSINESS	<ul style="list-style-type: none"> • Additional classrooms to facilitate growth. • Additional classroom space for the Computer Applications and Web Technologies department. At least one additional classroom is needed to accommodate anticipated growth. • An off-campus facility located in the business district of Santa Clarita to accommodate the training of students in the Hotel and Restaurant Management Program. • Canyon Country Campus: Simulcast facilities to broadcast real-time synchronous sessions from the Valencia Campus and vice-versa. • Canyon Country Campus: At least one classroom dedicated to the expanding Real Estate and proposed Urban Planning programs. • Canyon Country Campus: A Culinary Arts teaching facility of appropriate size.
SCHOOL OF CANYONS EXTENSION	<ul style="list-style-type: none"> • Facilities in the community per the GATEWAYSCV work plan. • CCC office and classrooms for Continuing Education classes.
SCHOOL OF CANYONS EXTENSION – COMMUNITY EDUCATION	<ul style="list-style-type: none"> • The current facilities are sufficient and appropriate. Under the umbrella of Canyons Extension, Continuing Education is now co-located with Community Education in Canyons Hall, easily accessible by walk-in members of the public.
SCHOOL OF HUMANITIES	<ul style="list-style-type: none"> • More accelerated/smart classrooms and language labs with movable furniture. • Canyon Country Campus: Accelerated/smart classrooms and language labs with movable furniture. • Continued access to Pitchess Detention Center for expanded Inmate Education offerings, as well as access to public facilities, such as libraries or commercial storefront locations for off-site ESL, VESL, and other Community Education and non-credit courses.
SCHOOL OF KINESIOLOGY AND ATHLETICS	<ul style="list-style-type: none"> • Approximately 4,000 square feet in a permanent building at the Canyon Country Campus to create a Fitness Center parallel to the one at the Valencia Campus. • Replace the gym floor in WPEK at the Valencia Campus. • Remodel WPEK-13B at the Valencia Campus to create additional classroom space. • Construct permanent restroom facilities near the softball field. • Provide working scoreboards for the baseball and softball fields, and EPEK. • Remodel the stadium press box. • Remodel the field house, offices and training room for the stadium.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
SCHOOL OF MATHEMATICS, SCIENCES AND HEALTH PROFESSIONS	<ul style="list-style-type: none"> • <i>Dedicated Health Science building that will encompass Nursing, Medical Laboratory Technician (including phlebotomy), Health Science (including Emergency Medical Technician), and any new programs such as Respiratory Therapy and Pharmacy Technician.</i> • <i>Additional faculty and staff offices.</i> • <i>Canyon Country Campus: New science building.</i> • <i>Canyon Country Campus: Additional lecture/lab spaces to support Administration of Justice, Astronomy, Geography, Geology, Health Science, and Mathematics.</i> • <i>Canyon Country Campus: Additional faculty and staff offices.</i>
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES	<ul style="list-style-type: none"> • <i>Remodel and expansion of the ECE Center.</i> • <i>Remodel and modernization of Seco, Bonelli and Boykin buildings.</i> • <i>Establishment of a SSBS computer lab/conference/group work space.</i> • <i>Canyon Country Campus: Establishment of a Communication Studies Lab space.</i> • <i>Canyon Country Campus: Design and build an ECE Center.</i> • <i>Canyon Country Campus: Design and build a Social and Behavioral Sciences building.</i> <ul style="list-style-type: none"> - <i>Include an Anthropology Lab space.</i> - <i>Include a Communication Studies Lab space.</i>
SCHOOL OF VISUAL AND PERFORMING ARTS	<ul style="list-style-type: none"> • <i>Complete the renovation of S-130 for an additional theater space.</i> • <i>Increase room capacity for classrooms assigned to the school.</i> • <i>Pursuant to the Modernization Plan, update VAPA instructional classrooms in PCOH and Mentry Hall.</i> • <i>Design and build a 200- to 225-seat small theatre with wing space and a three-quarter fly space at the Canyon Country Campus.</i> • <i>Design and build a Ceramic Studio at the Canyon Country Campus.</i> • <i>Design and build an art gallery to be attached to the theatre space at the Canyon Country Campus.</i>
SUSTAINABLE DEVELOPMENT COMMITTEE	<ul style="list-style-type: none"> • <i>Permanent office space of approximately 2,000 square feet that includes a large meeting room, one private office, and large storage space for the Center for Sustainable Development at the Valencia Campus, preferably with close proximity to the proposed Makerspace.</i>
STUDENTS SERVICES	<ul style="list-style-type: none"> • <i>The Career Center, Internships, Volunteer Bureau, and Job Development should be housed together for the benefit of student users and to share resources and information.</i> • <i>The Student Business Office needs to expand its space in Valencia in order to create adequate working conditions.</i> • <i>The International Services & Programs office will need to expand to meet the demand of more than 200 students and the staff to serve them.</i>

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
OFFICE OF THE DEAN OF STUDENTS	<ul style="list-style-type: none"> • <i>In support of CalWORKs, DSPS, EOPS, and the Student Health and Wellness Center (SH&WC) at the Valencia Campus, secondary effect remodeling of space recently assumed by these departments must be addressed in order to facilitate the appropriate level of services to students in an efficient and effective manner.</i> • <i>The SH&WC has additional needs for access, privacy and confidentiality, thereby requiring even more specific infrastructure, to comply with state and federal regulations, and for safety and security of personnel.</i> • <i>In support of CalWORKs, DSPS, EOPS, Student Development and the Student Health and Wellness Center (SH&WC) at the Canyons Country campus, it is imperative that the proper facilities and dedicated space be provided these departments in order to facilitate the appropriate level of services to students in an efficient and effective manner.</i> • <i>The SH&WC has additional needs for access, privacy and confidentiality, thereby requiring even more specific infrastructure, to comply with state and federal regulations, and for safety and security of personnel.</i>
ADMISSIONS AND RECORDS DEPARTMENT	<ul style="list-style-type: none"> • <i>The Admissions and Records Department does not need any additional facilities at the Valencia Campus.</i> • <i>Office space and counter space will be the highest priority in facility needs. Currently, three people work in one small office, a situation that needs correcting as soon as possible.</i> • <i>Office space will be needed for the A&R Noncredit program.</i> • <i>As CCC constructs permanent instructional facilities, permanent, dedicated offices will be required because services will need to mirror those in Valencia. Students who take their entire program at CCC will need to be provided full Admissions and Records services there.</i>
CAMPUS SAFETY	<ul style="list-style-type: none"> • <i>New office space for Campus Safety is urgently needed at both the Valencia and Canyon Country campuses. The offices at both campuses require:</i> <ul style="list-style-type: none"> – <i>Each officer will need his or her own workspace to include a desk, computer and a phone.</i> – <i>Space will be needed for lockers so the officers can stow their personal protection equipment, belts, and uniforms.</i> – <i>Support staff will need desks, computers and telephones.</i> – <i>A front counter and waiting area is required to assist the needs of visiting students, faculty and staff.</i> – <i>At least one private meeting space is required to provide privacy when taking reports requiring sensitivity.</i> – <i>Both the Valencia and the Canyon Country offices need work and meeting spaces large enough to accommodate the Incident Command Team and staff during incidents and emergencies.</i>

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
<p><i>THE JOB AND CAREER CENTER</i></p>	<ul style="list-style-type: none"> • <i>There is tremendous synergy between Service Learning (which must be connected to a class), CWEE (Internships), the Career Center/Job Development, Student Employment and the Volunteer Bureau. The Acting Dean proposes co-locating these programs physically to increase all of their visibility, share information, staff and resources, and to increase efficiency and effectiveness. These programs also support the mission of the Center for Civic Engagement.</i> • <i>There would need to be a dean’s office, director’s office, administrative assistant’s office, two coordinators’ offices, two career counseling offices (private), two advisors’ offices, cubicle area with workstations, a check-in counter and a waiting area. Access to a break room, supply room, two smart workshop rooms for 35 to 40 people and access to conference meeting rooms.</i> • <i>When the Canyon Country Campus permanent buildings are constructed, they will need to contain space for a more fully functioning Job and Career/CWEE/Service Learning/Volunteer and Student Employment Center. Space needed will include counter check-in, waiting area, direct access to a large computer lab, and dedicated private offices for career counselors and management staff.</i>
<p><i>COUNSELING DEPARTMENT</i></p>	<ul style="list-style-type: none"> • <i>The Counseling Department is in dire need of office space for adjunct counseling faculty at both campuses.</i> • <i>The front desk of the Counseling Department also presents a series of challenges: it is too close to the department entrance; the circular design of the desk orients the advisors in such a way that it is difficult to hear the student being helped when more than one advisor is present and the office is busy.</i> • <i>When we hire more full-time counselors and academic advisors we will need additional offices at both campuses.</i> • <i>The department needs decentralized general counseling services as there is no additional space for counselor offices in Canyons Hall at the Valencia Campus. This would also allow counselors the ability to integrate across academic and career technical schools and interact with faculty from other disciplines.</i> • <i>The office size should be big enough to accommodate a wheelchair and multiple students/ family members at one time with the ability to open the door without bumping the student.</i> • <i>We also need a storage area, a conference room for department and training meetings, storage space for materials and supplies, full-time classified and permanent part-time employee work areas, and designated classrooms equipped with a computer for each student for workshops.</i> • <i>For CCC we need counseling faculty and academic advisors offices large enough to comfortably accommodate the counselor or advisor, the student, and a third party with proper sound attenuation to provide privacy, and individual climate controls.</i> • <i>At both locations we also need large and aesthetically appealing student waiting areas with comfortable seating, coffee table, and bulletin board and racks for handouts, as well as supply and work room with sufficient storage space for all workshop materials and handouts, as well as a well-stocked break room with a table and chairs.</i> • <i>Dedicated computer classroom space is required for both classroom instruction, new student and academic difficulty workshops on the Valencia Campus.</i>

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
<i>DISTANCE AND ACCELERATED LEARNING</i>	<ul style="list-style-type: none"> • <i>A greenroom with appropriate lighting, equipment, and sound proofing to create media content</i> • <i>Increased department office space to accommodate department staff and trainings.</i>
<i>DISABLED STUDENTS PROGRAMS AND SERVICES</i>	<ul style="list-style-type: none"> • <i>Complete the Secondary Effects project on the Valencia Campus, creating additional and improved facilities to serve DSPS students.</i> • <i>As the Canyon Country Campus and its enrollment grow, and permanent buildings are designed and constructed, create a dedicated DSPS office space in Canyon Country, providing accessibility, common waiting and counter space, private offices, testing and conference/meeting space.</i> • <i>Create a comprehensive DSPS Lab on the Canyon Country Campus.</i>
<i>ENROLLMENT SERVICES DIVISION</i>	<ul style="list-style-type: none"> • <i>With the addition of Canyons Hall, many student services functions are now located together, in a combined physical space. However, we have already maxed out the space for general counselors. We will need to work on decentralizing counseling offices to accommodate new counselors and academic advisors who need dedicated offices.</i> • <i>The Student Business Office needs to increase its footprint as its space is inadequate for the current level of staffing and additional staff members need to be added.</i> • <i>The Veterans’ Office needs to be remodeled to accommodate the three new positions being hired.</i> • <i>ISP has doubled its enrollment of international students in the past two years and plans on continuing to grow at the same pace in the next two years and beyond. ISP will need a dedicated Center for International Services and Programs that will allow space for the program to increase its classified, administrative and faculty staffing, and will provide a vital sense of community and connection for international students.</i> • <i>Canyon Country Campus: Enrollment Services currently offers full-time service operations in these areas: Admissions and Records, Student Business Office, Assessment, Counseling, Financial Aid, and there is also a student computer lab. As this campus grows to accommodate multi-story permanent buildings and thousands more students, we will need additional dedicated office space to mirror the support services currently offered on the Valencia Campus.</i>
<i>EOPS/CARE/CalWORKs</i>	<ul style="list-style-type: none"> • <i>Provide increased office space for: intake, mental health, counseling, job development, case management, the director’s office with a conference area, the coordinator’s office with a conference area, study rooms, tutoring labs/area, private study rooms (group/individual), county office, self-check-in area, classrooms, a meeting room, conference room, club meeting room, resource room, restroom, kitchen, storage room.</i> • <i>Canyon Country Campus: Office space for counseling, study lab, case management.</i> • <i>Canyon Country Campus: Classroom for orientation/workshops/classes.</i>

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
FINANCIAL AID	<ul style="list-style-type: none"> • Additional private office space for Financial Aid technicians. • Additional office space for Financial Aid specialist staff. • Additional space for assistant director. <p><i>In the short term, modified space is needed for the Financial Aid Office at the Canyon Country Campus. The office space for private student appointments is insufficient. In order to accommodate the need for additional support hours, more space is needed for new Financial Aid staff members. In the long term, the Canyon Country Campus needs a full service, comprehensive facility that mirrors the facility available in Valencia.</i></p> <ul style="list-style-type: none"> • Additional private office space for Financial Aid technicians. • Additional office space for Financial Aid specialist staff. • Additional office space for student service and face-to-face contact. • Additional lab space for a dedicated Financial Aid computer lab. • Additional space for financial aid outreach. • Additional space for Hispanic student outreach.
HONORS PROGRAM	<ul style="list-style-type: none"> • One 500 square feet office at the Valencia Campus that includes student gathering space. • One 500 square feet office at the Canyon Country Campus that includes student gathering space.
INTERNATIONAL SERVICES AND PROGRAMS	<ul style="list-style-type: none"> • ISP receives a high volume of visitors six months of the year (an average of 200 visitors per month with as many calls) The front office space and set-up is inefficient in meeting the needs of the visitors. • The modification of the current ISP space, as well as the inclusion of SSC118 and SSC119, will need to be well thought out and designed so that it would be friendly and welcoming. • It will also need to include at least three additional offices and a hub for international students to gather and network. • A language facility designed appropriately to hold classes for the ESL Language School when it is established. This would need three to four classrooms and a standard language lab, in addition to one to two offices for the staff overseeing the language school. • An ISP Office or a hub will be needed at the Canyon Country Campus as the enrollment there grows and transportation between campuses is established. • Ultimately, the ISP Office will need to be relocated to a more central area. Ideally, the ISP Office should situate in the new Student Center after the reconstruction of the building takes place.
LIBRARY	<ul style="list-style-type: none"> • Updating and reconfiguring the computer lab. • Refurbishing the Art Gallery. • Refurnishing and redecorating the first floor to bring it up to par with the second floor. • Additional study tables after removal of reference shelves. • Refurbishing the children's reading area on the second floor. • Canyon Country Campus: The Library will be best situated in a shared facility with the TLC and Distance Learning. This makes sense from a division perspective, but also because of overlap in the services the three units provide.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
LIBRARY	<ul style="list-style-type: none"> • Canyon Country Campus: The Library will need to have both a book stacks area and an information commons area. The latter would be comparable to what is currently in place on the second floor of the Valencia Campus Library. In terms of size, the Library would total approximately 21,000 square feet. • Canyon Country Campus: The Library will need a reference desk, and circulation desk with closed stacks area for course reserves. • Canyon Country Campus: The Library will need eight to 12 group study rooms. • Canyon Country Campus: A copier, printing, and scanning room will be required with multiple of each type of hardware. This could be a shared service with TLC. • Canyon Country Campus: There will need to be a media viewing room for the media collections that do not circulate from the library. • Canyon Country Campus: A quiet study room will be needed that could accommodate up to a dozen students. • Canyon Country Campus: An instruction classroom/lab is required. This could be shared with TLC. • Canyon Country Campus: There will need to be a faculty office, staff offices (which could be shared with TLC), a staff lounge, and a staff restroom. • Canyon Country Campus: Permanent and rotating displays of student art will be needed, including art in cases and in areas designated for such works.
MATHEMATICS, ENGINEERING, AND SCIENCE ACHIEVEMENT (MESA)	<ul style="list-style-type: none"> • Expand the existing MESA Center to provide additional space. • Add additional study rooms, increase study space, provide more lockers. • Add one additional office. • Provide easy access to the MakersSpace lab, perhaps locating MakersSpace next to the expanded MESA Center.
OFFICE OF OUTREACH AND SCHOOL RELATIONS	<p>Valencia</p> <ul style="list-style-type: none"> • The Outreach and School Relations Office has joined with the Adult Reentry Office in Canyons Hall. A welcome, “Ask Me Center” has been created in the main lobby area. • Office space for the additional student services technician I. <p>Canyon Country</p> <ul style="list-style-type: none"> • Many of the Outreach functions for the district can be managed from the Valencia Campus, but as the Canyon Country Campus grows and permanent buildings are designed and constructed, it will be important to provide a greater presence for the office. • The permanent Canyons Country Campus student services offices should be designed to include an Office of Outreach and School Relations and Adult Reentry Center. • A welcome, “Ask Me Center,” for walk-in potential students should be designed. • Meeting space should be planned for recruitment activities, to train Outreach peer advisors and plans should be made for campus tours.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
<p>SERVICE LEARNING</p>	<p><i>The Program proposes replacing the current Student Center Building with a multi-story building that would provide a large space on the second floor to co-locate programs that belong together, to facilitate sharing space, staffing, equipment and resources.</i></p> <p><i>This program needs:</i></p> <ul style="list-style-type: none"> • Counter space and a waiting area. • Three private offices. • Two cubicle workspaces for college assistants. • Storage space. • Access to a meeting room.
<p>STUDENT BUSINESS OFFICE</p>	<p><i>Currently, the SBO has outgrown its office space. Staff members have to maneuver around file cabinets and storage to get to their desks. As part of the Canyons Hall Secondary Effects, the Student Business Office will be restructuring its physical space.</i></p> <ul style="list-style-type: none"> • The SBO is in need of additional space for storage. • The SBO needs to be expanded, allowing space for office growth along with enrollment growth. • Space is needed allowing privacy when meeting with students. <p><i>As permanent, multi-story buildings are constructed at CCC, a dedicated, permanent Student Business Office space will need to be designed and constructed, within the CCC Student Services area. It will need:</i></p> <ul style="list-style-type: none"> • A lobby space. • Counter space and space allowing privacy when meeting with students. • Office spaces, work stations and a cash counting room. • Space for storage. • Space that provides for office growth along with enrollment growth. • For safety, working cameras, bulletproof glass and an emergency notification system. <p><i>Other Sites</i></p> <ul style="list-style-type: none"> • The location would need a secured cash area. • Cashier windows with locking cash drawers. • A safe, cashier lockers. • A dual control key system. • Computers, key pads, scanners, credit card machines. • Starting funds. • Secure money transport.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
<p>OFFICE OF STUDENT DEVELOPMENT</p>	<ul style="list-style-type: none"> • Office space for additional classified staff. • Additional space for the ASG Computer Lab. • An updated HVAC system for the ASG Computer Lab. <p>Canyon Country Campus</p> <ul style="list-style-type: none"> • Separate dedicated office space for the Office of Student Development. • Separate office space for the ASG Canyon Country Officers. • Larger space to increase the size of the ASG Computer Lounge. • Meeting space(s) for ASG and clubs. • Workroom for event preparation. • Storage room.
<p>STUDENT HEALTH AND WELLNESS CENTER</p>	<ul style="list-style-type: none"> • At least six new offices and/or exam rooms are needed to address the near future, as we are currently desperate for space and limiting programing, hiring and co-location efforts due to inadequate space. • Sound proofing and safety measures at the exits should take into account the need to keep staff safe, as well as records confidential and medications secure. • Direct access of the laboratory to hand washing and sanitation facilities appropriate for a clinical setting. • Another vision of the future would have space on each campus where students can go to relax, de-stress and/or learn relaxation techniques, mindfulness and meditation. This model has been brilliantly executed as the OASIS space on the CSUN campus, and with adequate funds, vision, energy and space, could be executed on COC campuses as well. • Access to off-campus classroom spaces either through agreements with other agencies/school districts or rented commercial space. <p>Canyon Country Campus</p> <ul style="list-style-type: none"> • Six examination rooms, three counseling offices, an administrative office. • A lab, safety exit, group room, and an office for medical doctor. • An office for a nurse practitioner or physician’s assistant, and a case manager’s office. • A private lobby area. <p>Other Sites</p> <ul style="list-style-type: none"> • A Westside Campus should be built with adequate health center space and staff in mind, with portable space to be shared with multiple departments and programs where campus collaboration replaces for space. • Keeping in mind an increase in staff at the current campuses or a proposed Westside Campus could not be accomplished without the benefit of additional technology, such as computers and iPads and laptops for the mobile staff. • Electronic Medical Records (EMR) usage will also be on the rise, as well as the cost for use, storage and access.

CONCLUSIONS

ADMINISTRATIVE UNITS	FACILITY NEEDS
STUDENT SUCCESS AND SUPPORT PROGRAM (3SP)	<ul style="list-style-type: none"> • <i>As the Canyon Country Campus continues to grow, we should consider moving the assessment center to a larger space to accommodate enrollment growth at CCC.</i> • <i>Create a counseling center at CCC that combines career, general and transfer counseling in one area. We will need at least 20 offices dedicated to this counseling center.</i>
THE LEARNING CENTER	<ul style="list-style-type: none"> • <i>TLC Valencia is in need of more rooms to accommodate our growing student participation in test preparation workshops, group tutoring, and assessment preparation workshops in both English and math.</i> • <i>In addition, TLC will be in need of more tutoring floor space as we are at near capacity at peak times Canyon Country Campus.</i> • <i>The TLC will need 20,000 square feet for tutoring, workshops, guided learning activities (GLAs), study rooms, testing space for CTE & Automotive Service Excellence (ASE)-type exams, staff lunchroom, and offices.</i> • <i>The Learning Center at Canyon Country should be adjacent to the library to facilitate the sharing of computer rooms, study rooms, and offices.</i> • <i>Development of The Learning Center at Canyon Country might take place in phases. The current location can accommodate a small number of students, and it is usually full at the current CCC enrollment. The next planned building (aka 1B) does not have space sufficient for TLC to serve the eventual student body at CCC. However, an expanded TLC needs to be included in building 1B in order to serve students in the meantime. A larger TLC (linked with the Library) should be included in subsequent permanent buildings.</i>
TRANSFER CENTER	<ul style="list-style-type: none"> • <i>The Valencia Campus needs a dedicated space for the Transfer Center, with offices, a computer lab and designated space for workshops.</i> • <i>Establishing a Transfer Center at the Canyon Country Campus will require the same facilities. There should be office space, a computer lab and workshop space to mirror the facilities and services offered on the Valencia Campus.</i>
VETERANS RESOURCE CENTER	<ul style="list-style-type: none"> • <i>Moving non-veteran counseling staff to the counseling offices to make space for the new personnel being hired.</i> • <i>Redesign and renovation of the interior space, increasing work station space for staff to work at the front counter, creating additional storage space and offices for the fulltime employees to conduct orientations.</i> <p data-bbox="569 1133 884 1157"><i>Canyon Country Campus</i></p> <ul style="list-style-type: none"> • <i>As the Canyon Country Campus is undergoing design work for permanent buildings, a permanent space for the Veterans Resource Center should be included, with counters, private offices and storage, counseling space, meeting space, a computer and study lab.</i> • <i>The current temporary facility is adequate at this time.</i>

CONCLUSIONS

ADMINISTRATIVE UNITS

VOLUNTEER BUREAU AND STUDENT EMPLOYMENT DEPARTMENT

FACILITY NEEDS

- *Lobby and counter space.*
- *An office for the department director.*
- *A conference room for new hire orientations and district training for supervisors on hiring procedures.*
- *A showroom to display volunteerism and its accomplishments on campus.*
- *Additional office space for staff and student employees.*
- *A storage room in compliance with state and federal regulations.*

Canyon Country Campus

- *It needs a physical space that mirrors the office and services that will be located at the Valencia Campus in response to an increasing demand for an ongoing presence that can render the same services provided at the Valencia Campus.*
- *It needs to be staffed with dedicated personnel, have a facility that includes counter space, offices, cubicles, computers and a waiting area.*



THE LINK BETWEEN THE EDUCATIONAL MASTER PLAN AND THE FACILITIES MASTER PLAN

The information and projections provided in Chapter 3 by faculty, staff, administration and other sources form the foundation for the comprehensive Facilities Master Plan (FMP), which drives long-term facilities development projects for the College.

VALENCIA CAMPUS

As substantial improvements in the economy have now occurred, demand for course offerings is expected to change, with implications for the types of courses and modality of instruction. While the Valencia Campus is approaching build out, this evolving demand

has implications for the remaining facilities and modernization projects on the Valencia Campus.

Assuming 16,000 students require access to the Valencia Campus and a student-to-parking-space ratio of 4.7, the campus currently needs about 3,400 parking spaces. Using projected growth rates, and even assuming an increasing number of students can be diverted to the Canyon Country Campus, the Valencia Campus will need 4,000 spaces within the next few years and as many as 4,400 longer term. A 1,659-space parking structure will be built on the Valencia Campus where Lot 7 is currently located. When this multi-level structure is completed, the net gain of 1,000 additional spaces will meet campus parking needs for the foreseeable future.

CANYON COUNTRY CAMPUS

The Canyon Country Campus has been planned to enable the Santa Clarita Community College District to provide academic education and workforce training for a growing population in the region.

The campus currently has only one permanent facility, with room for significant facilities expansion. It is expected to serve the growing residential communities adjacent to the campus and ease the increasing enrollment demands on the Valencia Campus by drawing enrollments back to the Canyon Country Campus for students who are currently splitting their load between the campuses due to a lack of facilities.

Plans developed in 2007 project the eventual building of six two-story buildings on the site totaling 240,000 square feet. Academic and student services departments universally recognize the importance of providing a comprehensive program of courses, degrees and services at Canyon Country. Adding capacity in lab sciences is among the most urgent needs. With these additional buildings, demands for parking will increase, and as more and more growth occurs, parking shortages will likely need to be addressed. The overall projected needs for programs and services at the Canyon Country Campus served as the basis for facilities projects presented in the Facilities Master Plan.



Santa Clarita Community College District College Of The Canyons



2017-2022 FACILITIES MASTER PLAN

March 1st, 2017



KRUGER BENSEN ZIEMER ARCHITECTS, INC.
30 WEST ARRELLAGA STREET SANTA BARBARA, CA 93101
PHONE (805) 963-1726 FAX (805) 963-2951
www.kbzarch.com info@kbzarch.com

LIST OF PARTICIPANTS

COLLEGE PLANNING TEAM

Dr. Dianne G. Van Hook - Chancellor

Dr. Barry Gribbons - Assistant Superintendent Vice President Instructional Development & Technology

James C. Schrage - Assistant Superintendent Vice President Facilities Planning, Operations & Construction

Ryan W. Theule - Vice President, Canyon Country Campus & Grants Development

Jerry Buckley - Assistant Superintendent/ Vice President of Instruction

BOARD OF TRUSTEES

Mr. Steven D. Zimmer - President

Mr. Michael D. Berger - Vice President

Ms. Joan W. MacGregor - Member

Ms. Michele R. Jenkins - Clerk

Dr. Edel Alonso - Member

Ms. Brenda Plong - Student Trustee

ARCHITECTURE TEAM

Steve E. Dowty, AIA - Principal, KBZ Architects, Inc.

Thierry H. Cassan, AIA - Principal, KBZ Architects, Inc.

Siobhan Duran - Architect, KBZ Architects, Inc.

Jason Conner - KBZ Architects, Inc.

Nhu Hoang - KBZ Architects, Inc.

SECTION 1

INTRODUCTION

- 1.1 PURPOSE
- 1.2 PLANNING PROCESS
- 1.3 DOCUMENTS ORGANIZATION

SECTION 2

VALENCIA CAMPUS

- 2.1 VALENCIA - PLANNING PRINCIPLES
- 2.2 EXISTING CAMPUS
- 2.3 RECOMMENDATIONS
 - 2.3.1 PROJECT GOALS
 - 2.3.2 CAMPUS ANALYSIS
 - 2.3.2.1 VEHICULAR CIRCULATION
 - 2.3.2.2 PEDESTRIAN CIRCULATION
 - 2.3.2.3 PARKING LOTS
 - 2.3.3 NEW SITE PROJECTS - THE SOUTH COMMONS
 - 2.3.3.1 THE BONELLI HALL PASSAGE
 - 2.3.3.2 THE BONELLI HALL PROMENADE
 - 2.3.3.3 THE VERTICAL LINK
 - 2.3.3.4 THE GREEN LINK
 - 2.3.3.5 THE UNIVERSITY CENTER GATEWAY
 - 2.3.3.6 BIODIVERSITY INITIATIVES
 - 2.3.4 NEW FACILITY PROJECTS
 - 2.3.5 MODERNIZATION PROJECTS
 - 2.3.6 STUDENT LEARNING OPPORTUNITIES
 - 2.3.7 THE 2017-2022 FACILITIES MASTER PLAN

TABLE OF CONTENTS

SECTION 3

CANYON COUNTRY CAMPUS

- 3.1 CANYON COUNTRY CAMPUS - PLANNING PRINCIPLES
- 3.2 EXISTING CAMPUS
 - 3.2.1 THE SCIENCE/ LECTURE BUILDING
 - 3.2.2 THE CENTRAL ENERGY PLANT
- 3.3 RECOMMENDATIONS
 - 3.3.1 PROJECT GOALS
 - 3.3.2 CAMPUS ANALYSIS
 - 3.3.2.1 VEHICULAR CIRCULATION
 - 3.3.2.2 PEDESTRIAN CIRCULATION
 - 3.3.2.3 PARKING LOTS
 - 3.3.3 NEW SITE PROJECTS
 - 3.3.3.1 THE MAIN PLAZA
 - 3.3.3.2 THE OUTDOOR AMPHITHEATER
 - 3.3.3.3 THE UPPER PLAZA
 - 3.3.3.4 BIODIVERSITY INITIATIVES
 - 3.3.4 NEW FACILITY PROJECTS
 - 3.3.4.1 THE ART/ LECTURE BUILDING
 - 3.3.4.2 THE STUDENT SERVICES/LEARNING RESOURCES BUILDING
 - 3.3.4.3 THE STUDENT COMMONS BUILDING
 - 3.3.4.4 THE PARKING STRUCTURE & THE PEDESTRIAN BRIDGE
 - 3.3.4.5 THE FACILITIES/ MAINTENANCE AND OPERATIONS
 - 3.3.5 STUDENT LEARNING OPPORTUNITIES
 - 3.3.6 FUTURE FACILITY PROJECTS
 - 3.3.7 THE 2017-2022 FACILITIES MASTER PLAN

SECTION 4

APPENDIX - PREVIOUS MASTER PLANS

- 4.1 COC - VALENCIA CAMPUS 2001 MASTER PLAN
- 4.2 COC - VALENCIA CAMPUS 2007 MASTER PLAN
- 4.3 COC - CANYON COUNTRY CAMPUS 2007 MASTER PLAN
- 4.4 COC - VALENCIA CAMPUS 2012 MASTER PLAN
- 4.5 COC - CANYON COUNTRY CAMPUS 2012 MASTER PLAN



The Bonelli Hall Promenade @ Valencia Campus.

1.1 PURPOSE

The purpose of the 2017-2022 Facilities Master Plan for College of the Canyons is to provide a guide for future development of the College of the Canyons Valencia Campus and the Canyon Country Campus.

This Facilities Master Plan addresses the needs outlined in the Education Master Plan's long-range strategies, as well as College of the Canyons' specific goals and short-term objectives as described in each of the college's five-year construction plans.

Through diagrams, graphics, architectural sketches and written descriptions, this Facilities Master Plan seeks to identify opportunities for development at each of the campuses, including site development and improvement projects, and site location for future facilities.

Underlying each of these diverse recommendations, however, is one unifying goal: This master plan strives to serve as a blueprint for the development and maintenance of the highest-quality physical environment at each of the campuses; environments specifically designed to reflect and support the College's extraordinary commitment to creating enduring, learner-centered experiences and active learning environments.

The participants in the planning process for the 2017-2022 Facilities Master Plan include the College of the Canyons planning team, the College's Facilities Committee, and KBZ's Architectural team.

This planning process included a series of meetings to review analyses of existing conditions at the College of the Canyons' Valencia and Canyon Country campuses, and then to review projected enrollment and to cultivate and evaluate development options for each of the campuses.

This interactive process resulted in the development of the recommendations described in this Facilities Master Plan.

1.3 DOCUMENTS ORGANIZATION

The 2017-2022 Santa Clarita Community College District - College of the Canyons Facilities Master Plan is organized into three sections:

- Planning Principles
- Campus Analysis
- Recommendations

The Planning Principles were established more than 15 years ago, when Santa Clarita Community College District and KBZ Architecture planning teams prepared the 2002 College of the Canyons and the Canyon Country Campus master plans. Since that time, the planning principles have served as the primary guideposts for the planning, design and construction of infrastructure and development projects, renovations and new building construction at both campuses. These planning principles are just as valid and useful today as they were over the past 15 years -- they are restated and reapplied in this master plan.

The Campus Analysis section focuses on the campuses' vehicular and pedestrian circulation resources and patterns and available parking resources for under-construction, planned, and future facilities.

The Recommendations section outlines specific recommendations on site development projects, proposed new facilities, and renovations of existing facilities. Each is designed to conform with the Educational Master Plan and to address the primary objectives identified during the planning process. This section contains graphics, written descriptions and architectural sketches to present a comprehensive picture of the 2022 campuses.



The Upper Plaza @ Canyon Country Campus



The Valencia Campus

2.1 VALENCIA CAMPUS - PLANNING PRINCIPLES

As early as 2002, the College of the Canyons Facilities Master Plan (FMP) identified the factors influencing the axial plan development, and outlined an axial design concept that has been implemented at the campus. The master plan concluded that, when possible and appropriate, this axial design concept should be included in future design planning.

Two major axes were identified with the Plan:

The Main Axis

The Main Axis supports the campus' Main Entry, the roundabout and the existing "Mall" (the main artery between the Student Center and the current Administration/Admissions Building). The construction of Aliso Hall (2006) completed this development axis.

The Central Green Axis

The Central Green Axis is the second of the identified planning principles for College of the Canyons - Valencia Campus. Its completion will support the development of the South Commons through the existing Bonelli Center and improve pedestrian circulation to the Dr. Dianne G. Van Hook University Center from the campus.

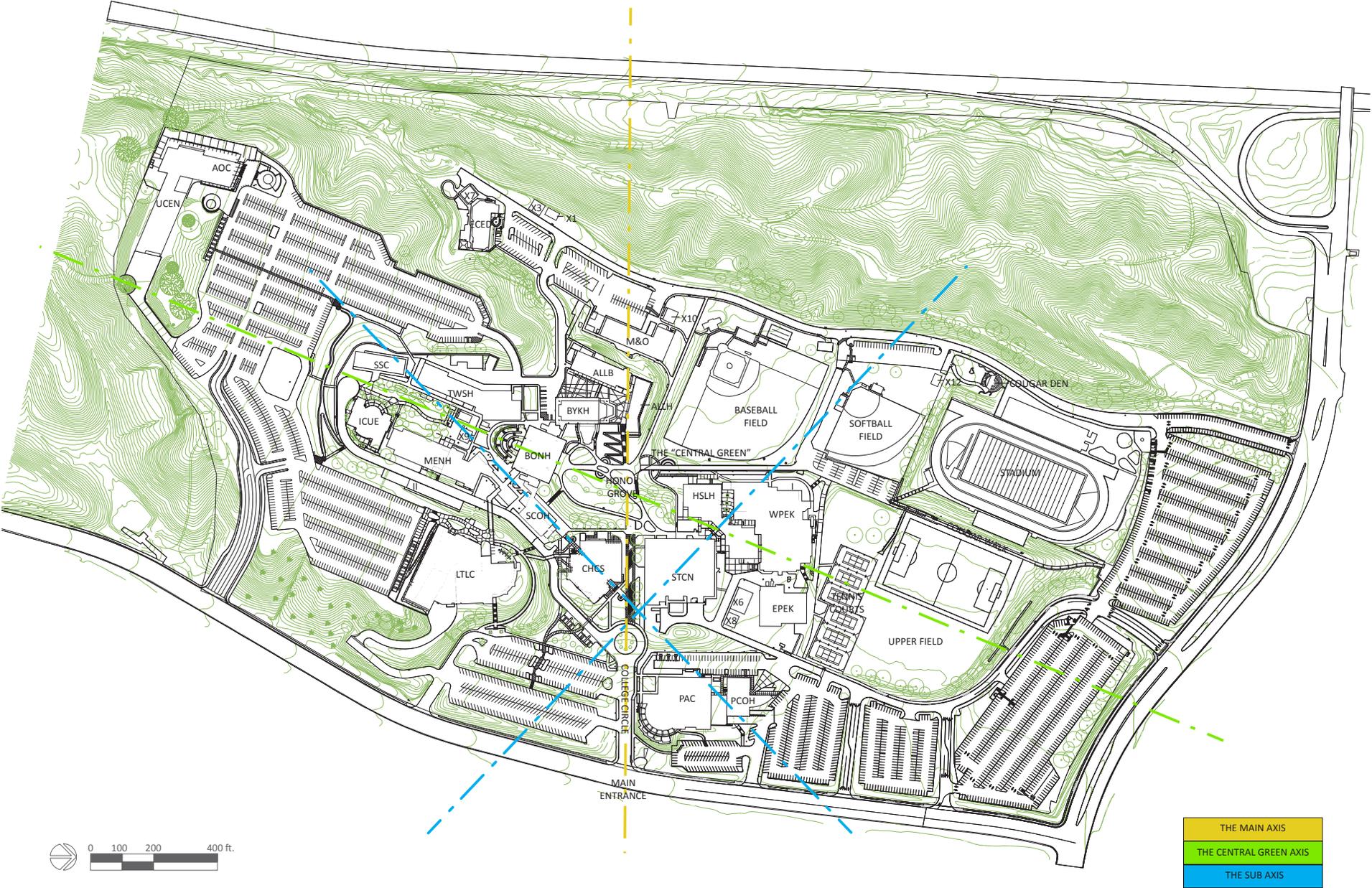
Two new development axes, the Sub Axes, are created with the 2017-2022 FMP.

The Sub Axes

With the construction of Canyons Hall (2015), a new circulation linkage was established which begins at the drop-off circle from the main campus entrance on Rockwell Canyon Road. From the drop-off towards the center of campus a left diagonal branch leads to the Canyons Hall main entrance and a right diagonal branch directly serves the Student Center. This master plan recommends a replacement of the Student Center. The design of the new Student Center should reinforce the Sub Axes by extending a circulation route through the building, on a diagonal directed at the tower entry of Hasley Hall.

These fundamental design principles have been, and should continue to be followed. Consistent adherence to the axial design concept and completion of these development axes will assure the harmony and consistency of College of the Canyons - Valencia Campus.

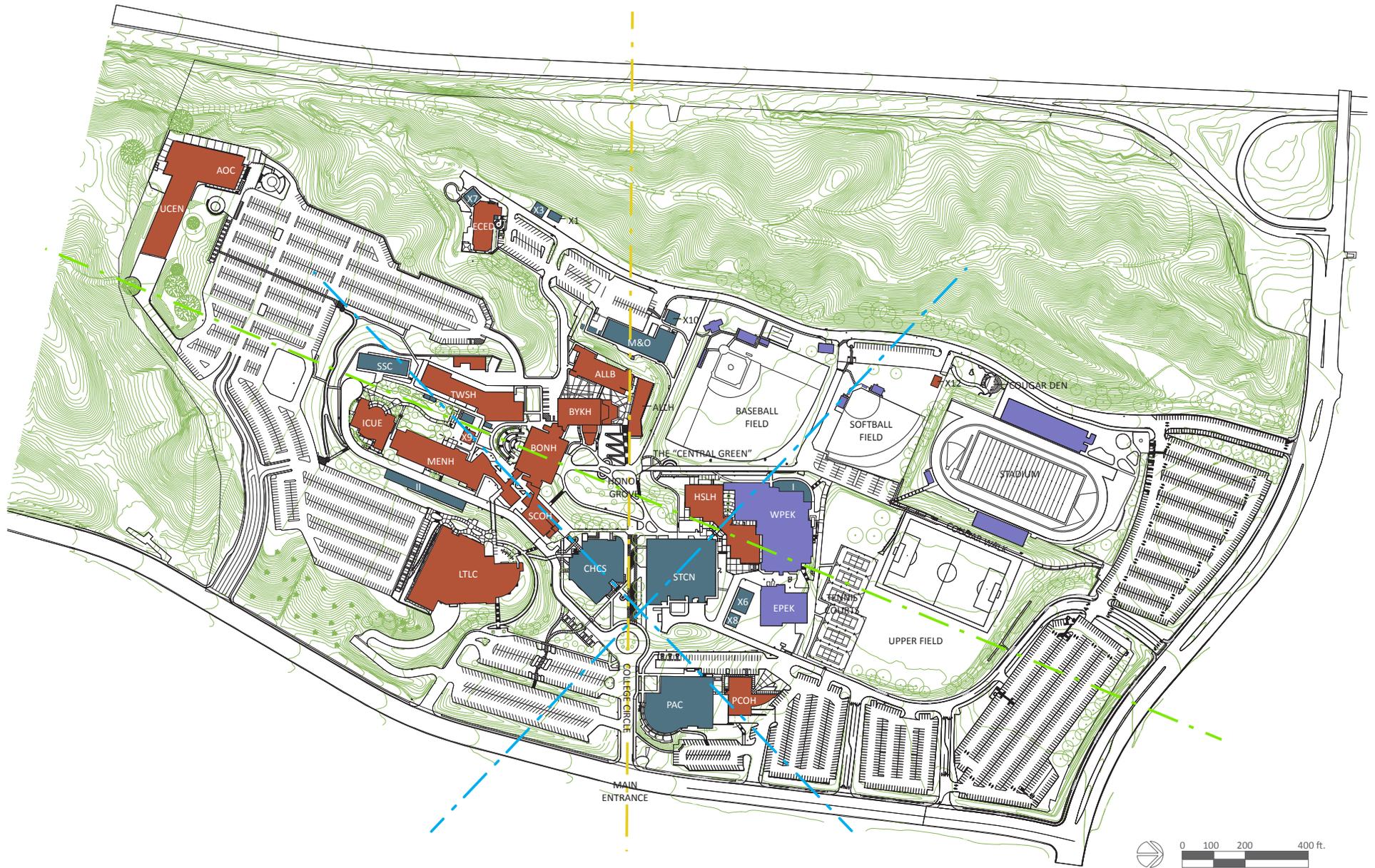
2.1 VALENCIA CAMPUS - PLANNING PRINCIPLES





The Institute for Culinary Education @ Valencia Campus

2.2 EXISTING CAMPUS



ALLB	ALISO LAB
ALLH	ALISO HALL
AOC	ACADEMY OF THE CANYONS
BONH	BONELLI HALL
BYKH	BOYKIN HALL
CHCS	CANYONS HALL
ECED	EARLY CHILDHOOD EDUCATION
EPEK	EAST PE
HSLH	HASLEY HALL
ICUE	INSTITUTE FOR CULINARY EDUCATION
LTLC	THE LEARNING CENTER/ LIBRARY
MENH	MENTRY HALL, ART GALLERY
M&O	MAINTENANCE & OPERATIONS
PAC	PERFORMING ARTS CENTER
PCOH	PICO CANYON HALL
SCOH	SECO HALL
STCN	STUDENT CENTER
SSC	STUDENT SUPPORT CENTER
TWSH	TOWSLEY HALL
UCEN	DR. DIANNE G. VAN HOOK UNIVERSITY CENTER
WPEK	WEST PE
X1	FS & ECE ANNEX
X3	FS & ECE ANNEX
X6	COLLEGE OFFICES
X7	FS & ECE ANNEX
X8	CAMPUS SAFETY
X9	VETERANS AFFAIR
X10	FACILITIES OFFICE
X12	PUBLIC SAFETY ACADEMY
I	NORTH CENTRAL PLANT
II	SOUTH CENTRAL PLANT

	INSTRUCTIONAL
	NON-INSTRUCTIONAL
	ATHLETICS

The College of the Canyons Valencia Campus comprises a total area of 153.4 acres, and the site's topography has been a major determining factor in the physical development of the Campus. The undulating terrain consisting of two distinct arroyos or small canyons that vary in elevation from a high point of 1,353 feet to a low point of 1,180 feet (above mean sea level). The ridges and valleys generally run north to south, with the northeast portion of the property being relatively flat.

The Campus has been developed along the natural corridors that coincide with the valley floors. Parking lots are located just inside of the campus boundaries, leaving a large central green space in the middle. Building density is similar to an urban campus, exemplified by the Bonelli Center. Bonelli, the original Instructional Resource Center opened in 1974, was intended to serve as the "heart of the College Campus." It was later connected to Boykin Hall to its west and Seco Hall to its east, forming together a complex megastructure overlooking the central green space.

The Main Campus Entrance is located off Rockwell Canyon Road, which was improved with the construction of the Performing Arts Center and an adjacent traffic turning circle. The new Library addition and the new Canyons Hall administration and student services building have added to the visual presence and importance of the Main Campus Entrance.

The main entrance connects only with two small parking lots (Lots 1 & 2) and is non-contiguous with vehicular circulation to the north, which connects Lots 3, 4, 5, 6, 7 and 8. Six secondary vehicle entrance points along Rockwell Canyon Road and Valencia Boulevard serve the campus' six parking lots. While these multiple entry points to campus somewhat diminish the importance of the main entrance, they greatly improve the flow of vehicular traffic during rush hours.

The Dr. Dianne G. Van Hook University Center is located high on the hill on the southwest corner of the campus. Its prominence is evident as it is clearly seen from southbound Interstate 5. Although it houses separate academic programs, the center's 110,000 square feet is also home to a number of four-year universities, which provides for seamless matriculation for COC students.

2.2 EXISTING CAMPUS

A permanent home for the culinary program on campus was envisioned in the Santa Clarita Community Districts's 2007-2012 Master Plan, and today the College of the Canyons Institute for Culinary Education (ICUE) is an integral part of the South Commons and of the campus as a whole. Its 12,000 square feet are organized around a main dining room, and includes 10,000 square feet of teaching space, including a wine study lab, a savory/garde-manger kitchen, a savory kitchen, a demonstration kitchen, a culinary lab and sweets kitchen. In addition to its academic functions, the ICUE is also providing student gathering opportunities, as well as study and academic interaction. The simplicity and transparency of the ICUE's "main volume" underline an elegant sophistication that mirror and enhance the College's culinary goals and expectations for the program.

In 2012 37,000 assignable square feet (ASF) (approx.) of Learning Center space was constructed as an addition to the Library. The addition was built on the south side of the Library with a separate entrance to the Learning Center (TLC) on the west side. Portions of the Library were remodeled in the project.

Completed in 2015, the new Canyons Hall houses administrative and student services functions. Students can now find in one location advisement, counseling, financial aid and admissions. The building includes district data processing, duplicating, mail distribution, conference rooms and administration offices.

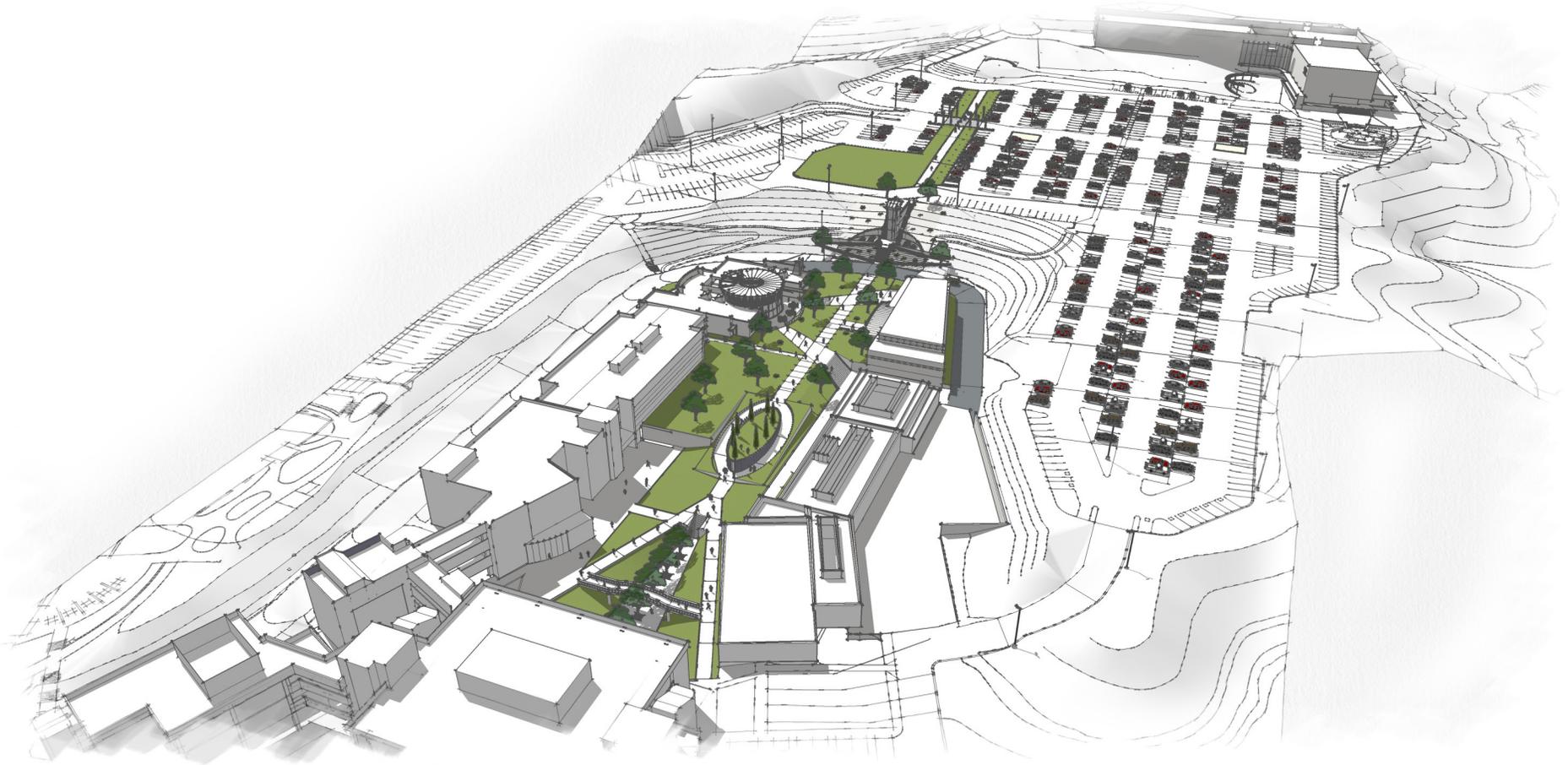
Soon to be built will be a three-level parking structure that replaces Parking Lot 7 located at the campus corner of Rockwell Canyon Road and Valencia Boulevard. The structure contains 1,659 student parking spaces.



The Learning Center @ Valencia Campus



Canyons Hall @ Valencia Campus



2.3.1 PROJECT GOALS

The primary goal of the 2017-2022 Facilities Master plan for the College of the Canyons Valencia Campus is to provide a blueprint for the development and maintenance of the highest quality physical environment at the campus. It has been specifically designed to reflect and support the College's extraordinary commitment to creating an exciting and nurturing learning environment.

The following recommendations are the key components to creating just such an environment on the 2022 campus, as envisioned in the Educational Master Plan, and as identified as primary objectives in the planning process. These recommendations include site development projects and proposed new facilities as follows:

Site Projects:

The South Commons will provide area for various types of activities, for larger outdoor group activities, as well as small and quiet niches for individual study. The center of the commons will feature a raised podium as a venue for guest speakers and small performances.

The ICUE combined with the newly proposed snack-bar and coffee shop built within the south-end vertical link, will provide perspective and a visual anchor at the end of the South Commons, just as Bonelli, with its subterranean passage, lends a gateway to the Honor Grove beyond.

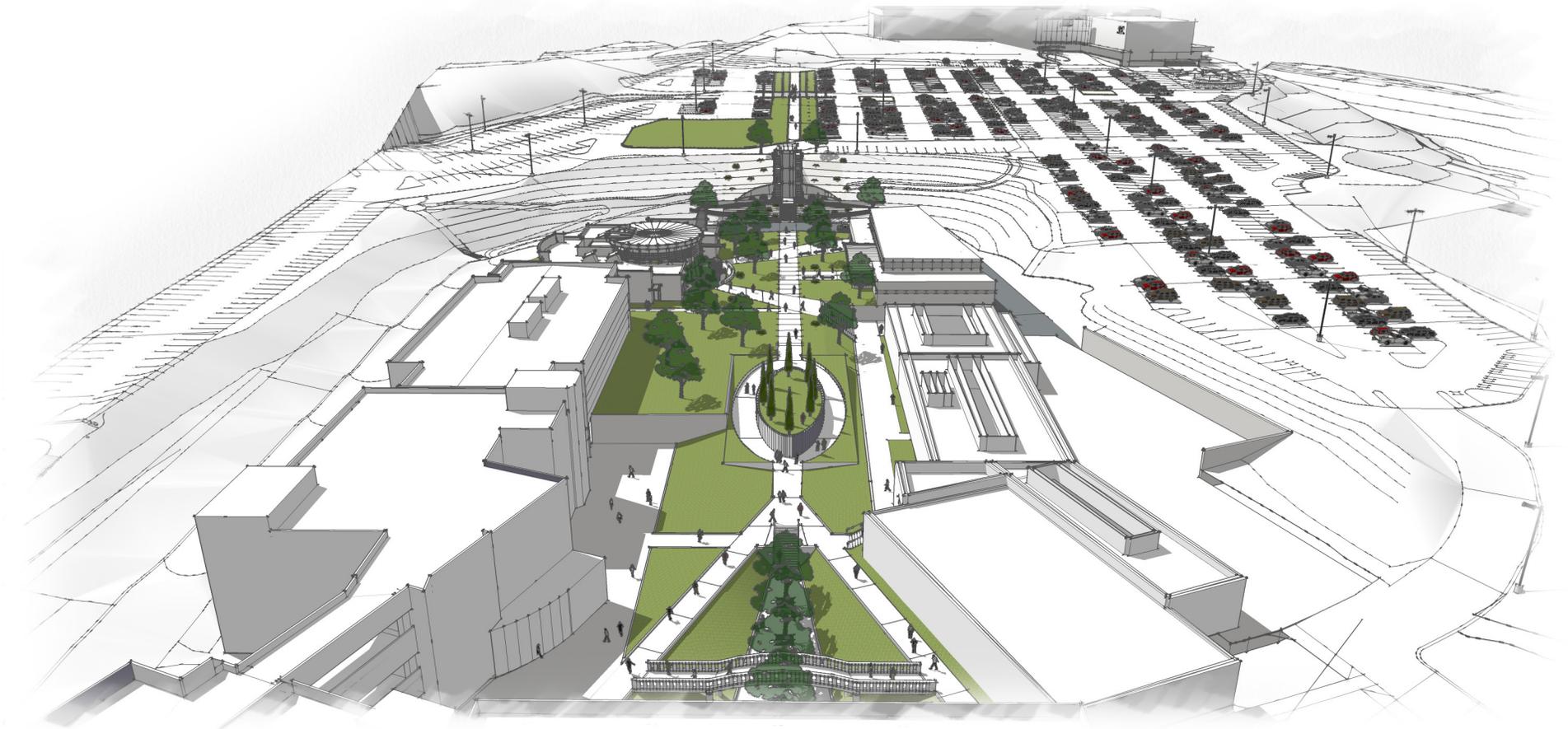
The vertical link will include an elevator, which will provide access between the South Commons and the upper parking lot.

The Bonelli passage, with its newly envisioned plan as an updated art exhibition show-place, will truly live up to its role as the "heart" of campus. With technological upgrades it will greatly improve the functional attributes for the events served at the North Commons, such as graduation ceremonies and Honor Grove presentations. In the winter the South Commons will be a more popular place for outdoor events where sunshine is desired. The Bonelli passage will be designed so that it can serve and enhance activities, which will take place either on the north side or the south side commons.

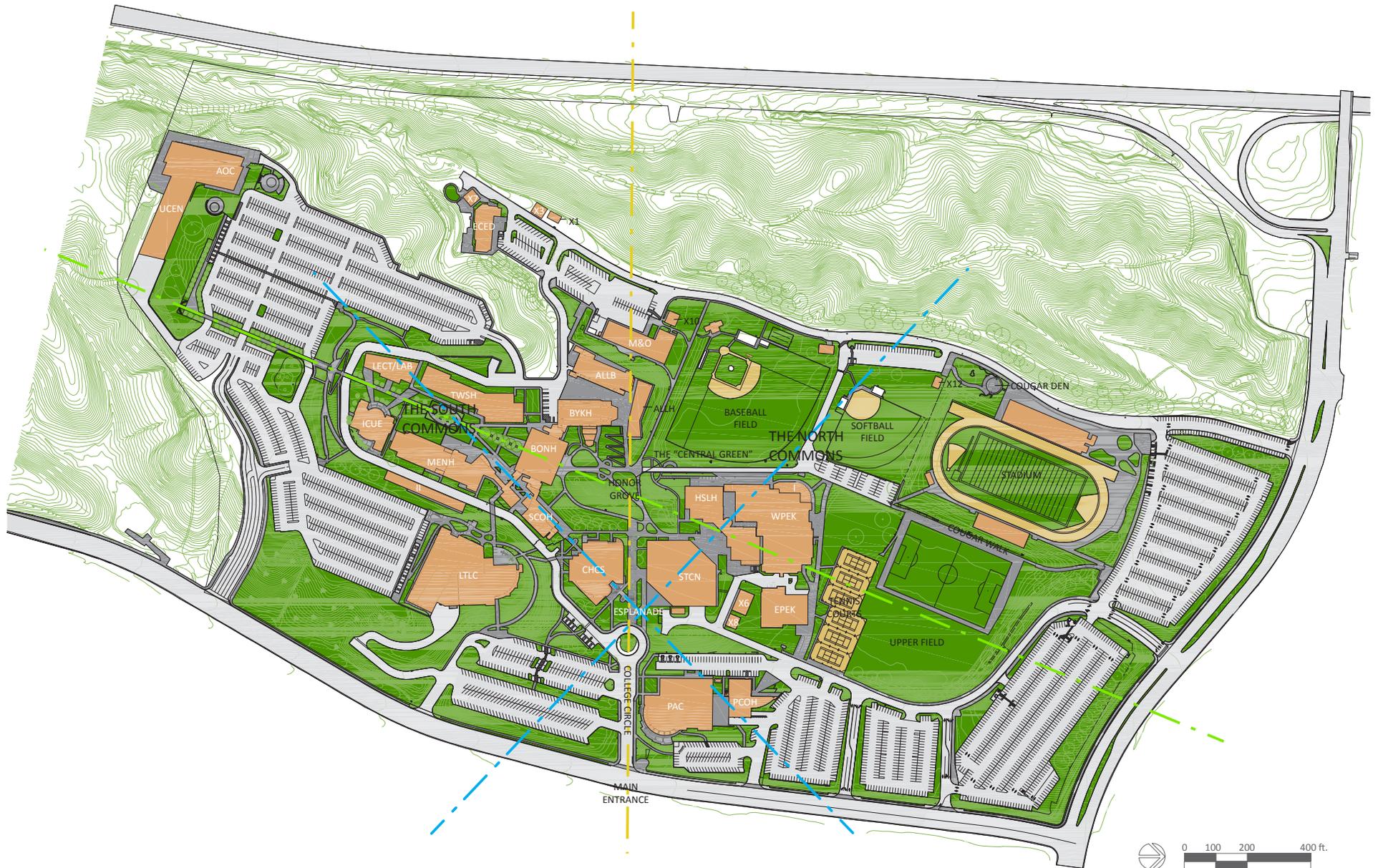
Facilities and Modernization Projects:

The newly reconstructed Towsley Hall and the adjacent construction of the new Lecture/ Lab Building will provide the physical boundaries to the east and west as a protected plaza at the end of the South Commons.

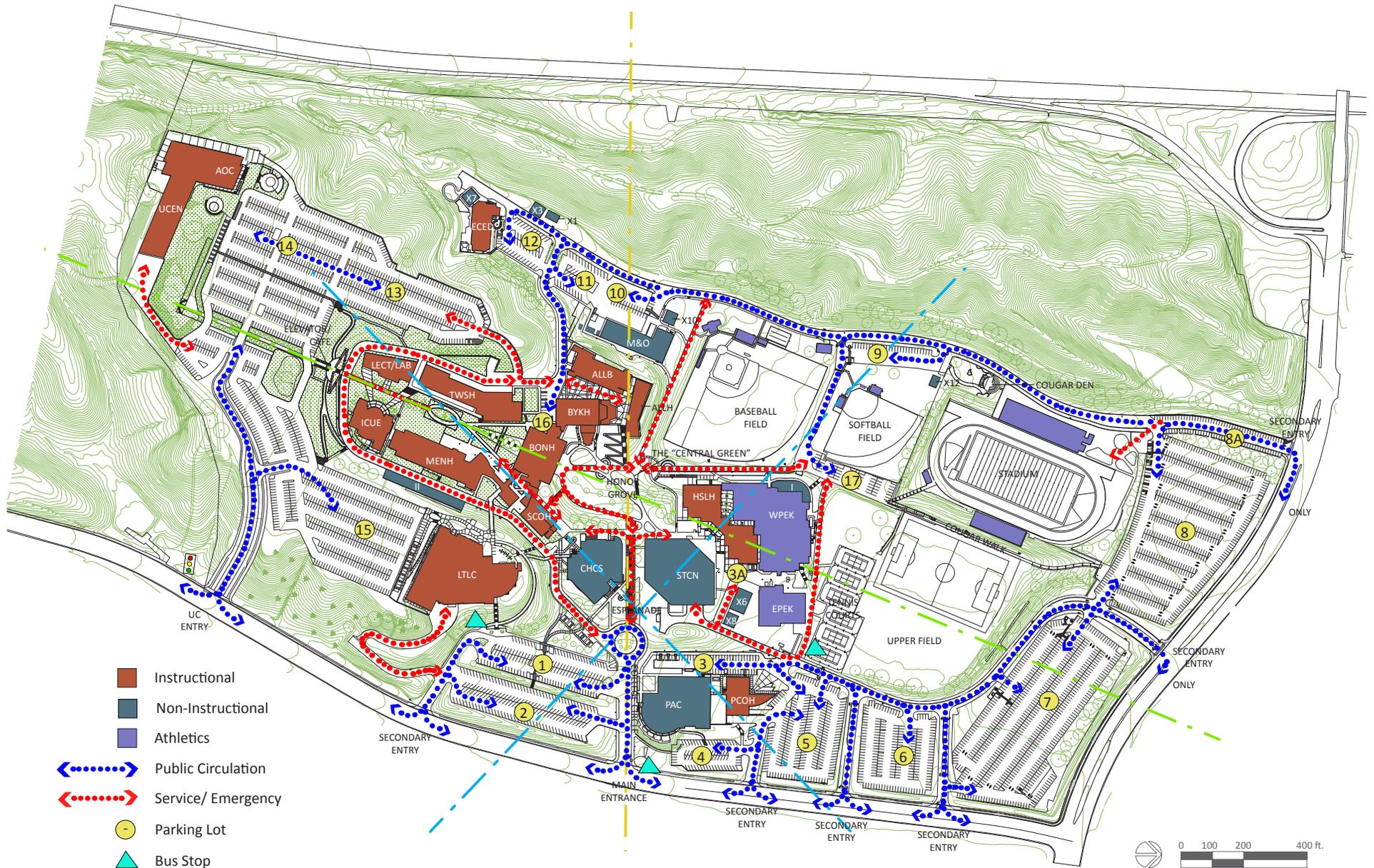
SECTION 2.3.1 PROJECT GOALS



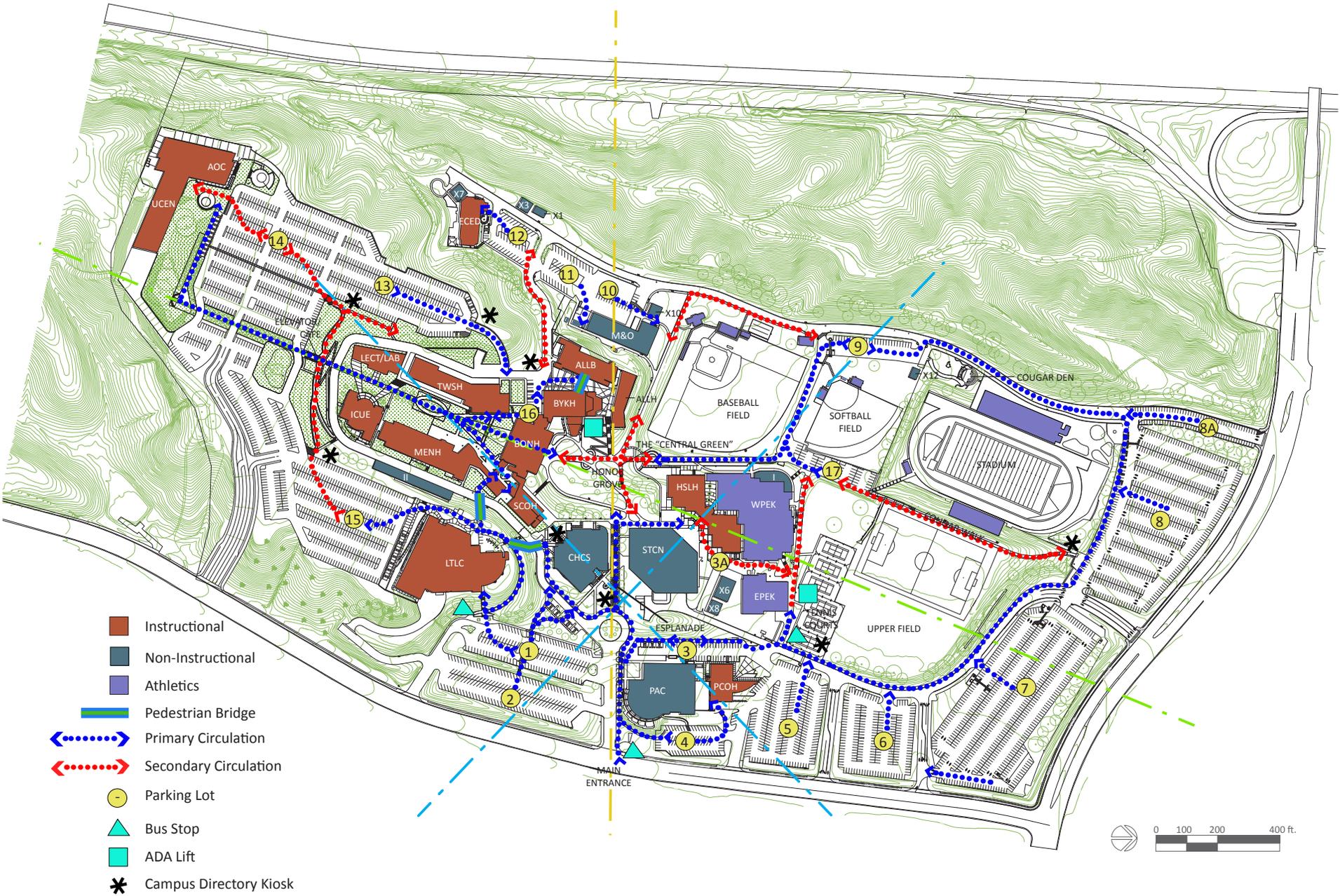
2.3.2 CAMPUS ANALYSIS



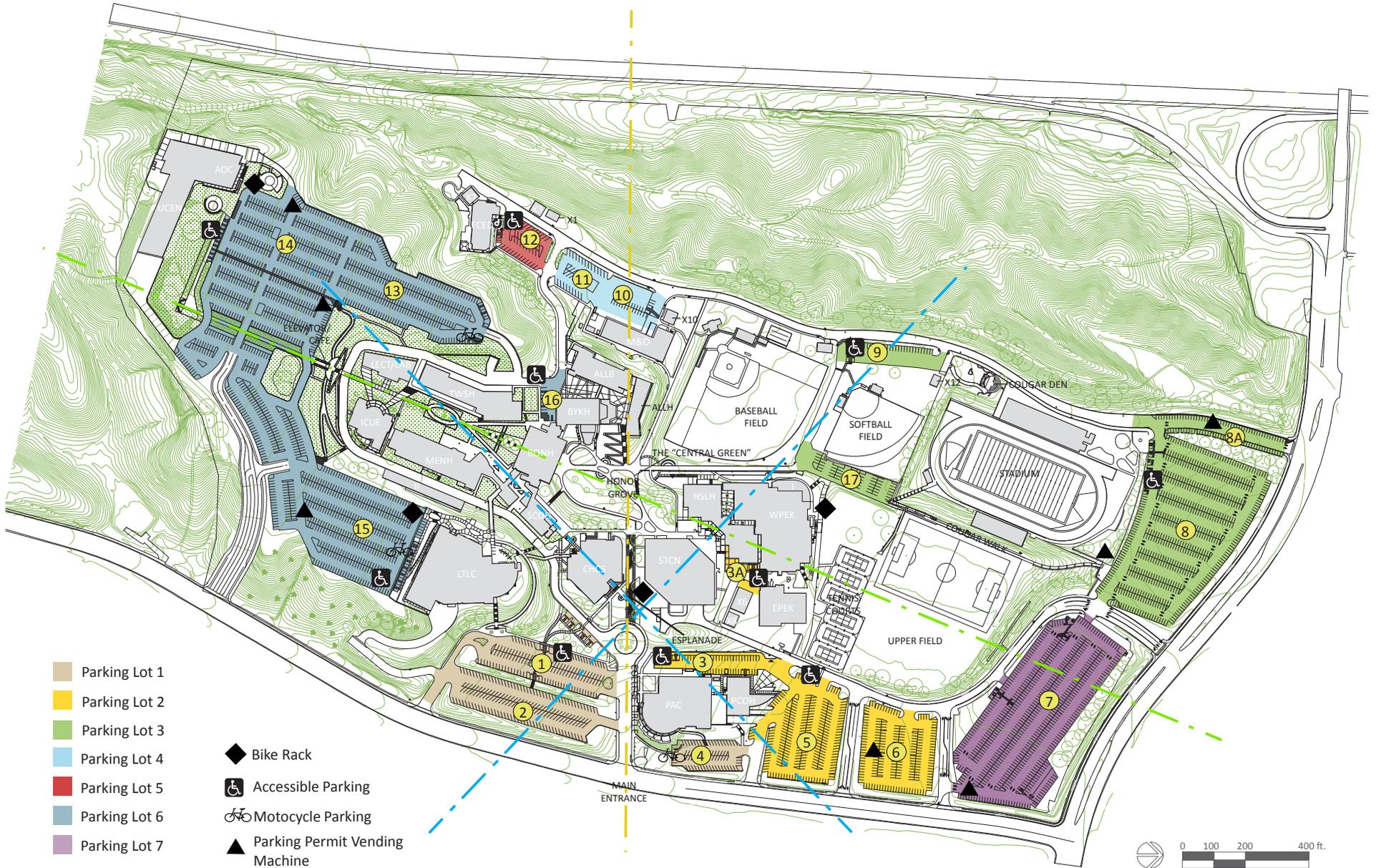
2.3.2.1 VEHICULAR CIRCULATION



2.3.2.2 PEDESTRIAN CIRCULATION



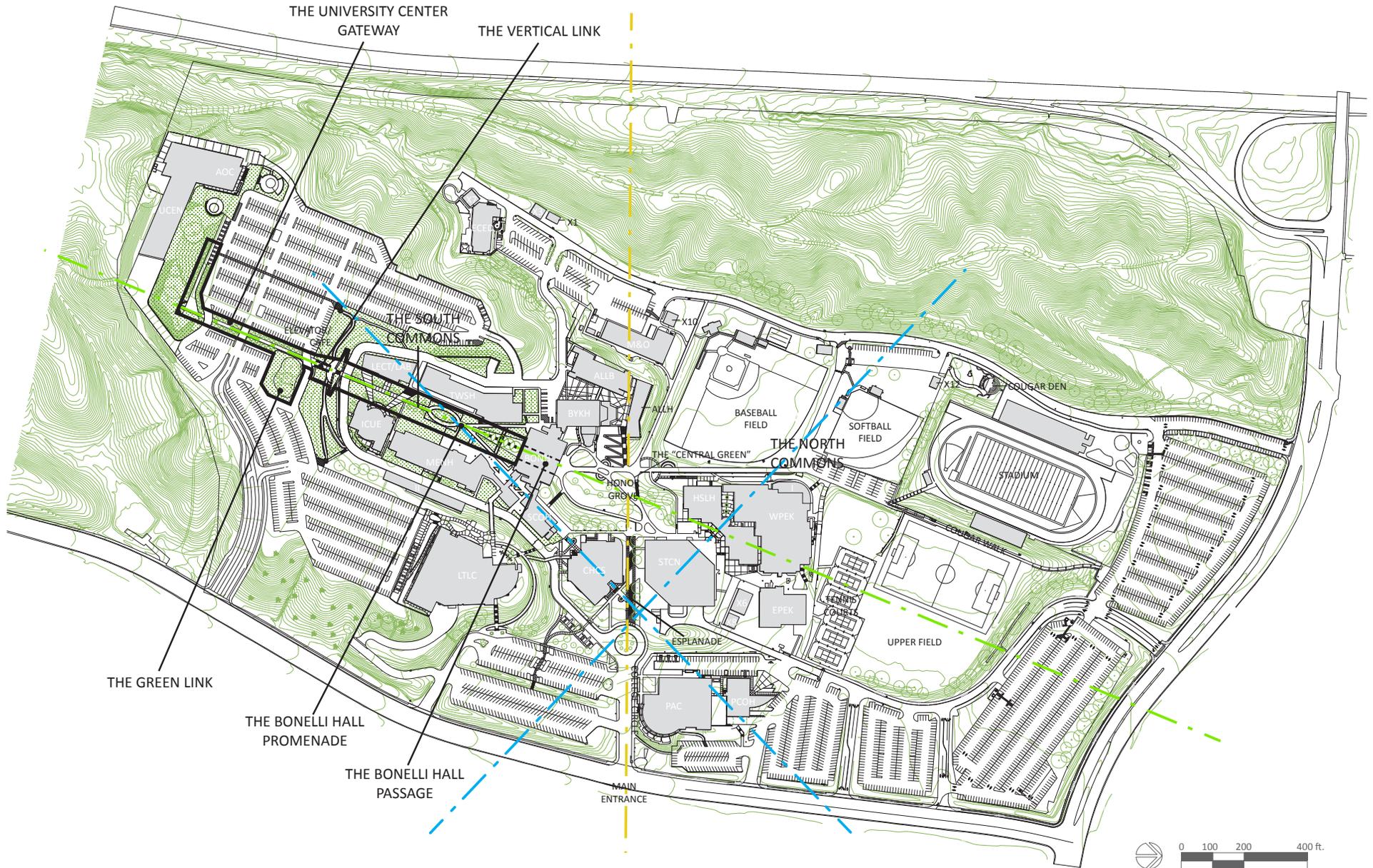
2.3.2.3 PARKING LOTS



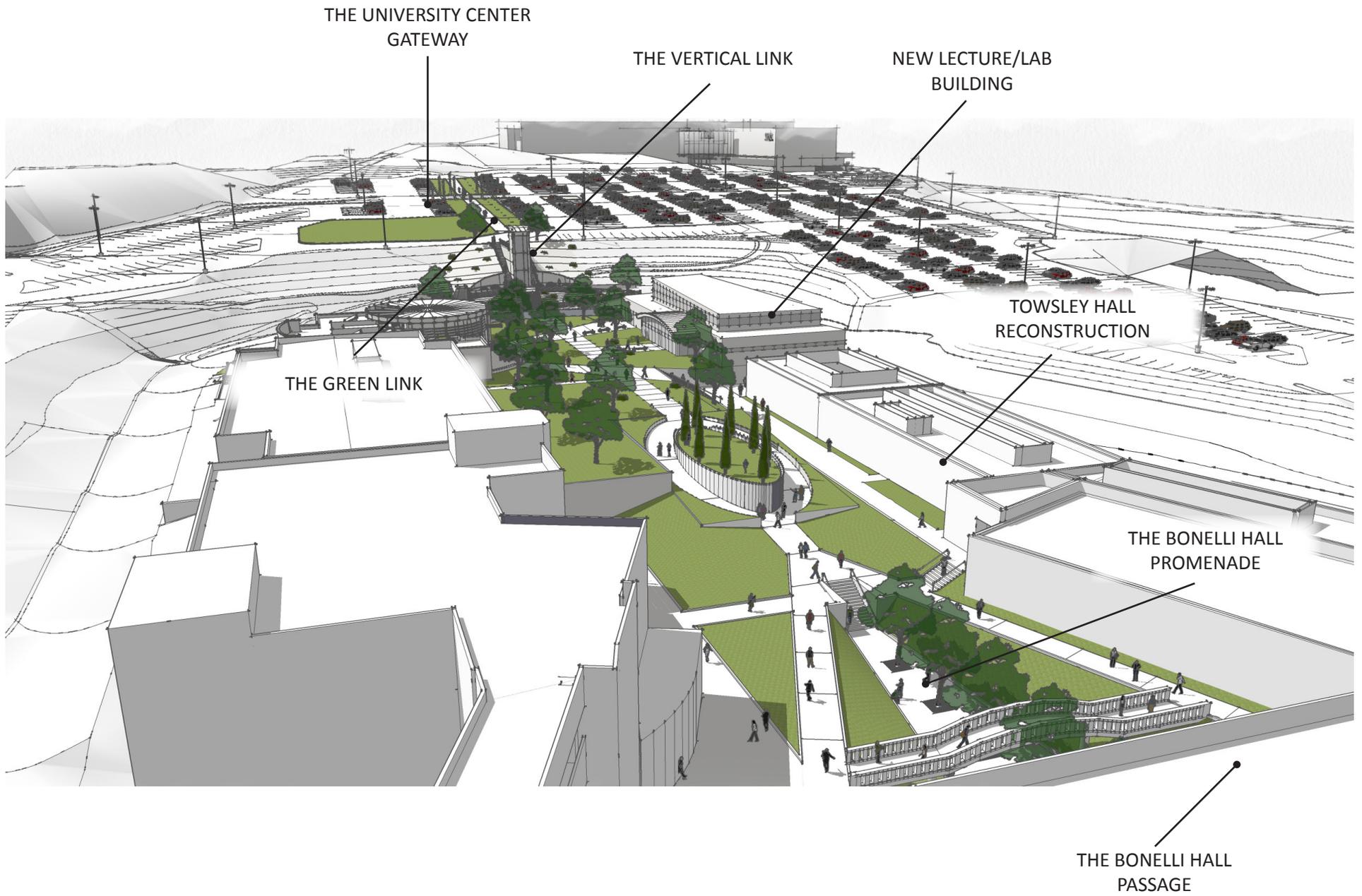
2.3.2.3 PARKING LOTS

USAGE	LOT #	USER	CAPACITY	# OF ACC PROVIDED	# OF VAN ACC PROVIDED
PERFORMING ARTS PARKING LOT # 1	1 2 4	STAFF ONLY STAFF + VISITORS STUDENTS	369	16	0
GENERAL CAMPUS PARKING LOT # 2	3 3A 5 6	STAFF ONLY ACC STUDENTS + VISITORS STUDENTS	493	10	0
STADIUM/ EVENT PARKING LOT # 3	8 8A 9 17	STUDENTS STUDENTS STUDENTS STAFF ONLY	784	13	4
FACILITY / MAINTENANCE PARKING LOT # 4	10 11	STAFF + VISITOR STAFF ONLY	56	1	0
ECED PARKING LOT # 5	12	ECED ONLY	52	0	2
GENERAL CAMPUS PARKING LOT # 6	13 14 15 16	STUDENTS + STAFF STUDENTS + STAFF STUDENTS + STAFF + VISITORS ACC	1411	42	0
3-STORY PARKING STRUCTURE LOT # 7	7	STUDENTS	1659	21	3
TOTAL			4824	103	9

2.3.3 NEW SITE PROJECTS - THE SOUTH COMMONS



2.3.3 NEW SITE PROJECTS - THE SOUTH COMMONS



2.3.3.1 THE BONELLI HALL PASSAGE

The South and North Commons are currently separated by a change in grade elevation; there is not a smooth transition between the two. The device that serves the break in elevation, though, disproportionately, is the amphitheater on the south side of Bonelli. The depth proportion is too small relative to the height of the building. If the amphitheater, was removed, then a gently sloping promenade could be installed at the lower breezeway that passes under and through Bonelli at grade level. The Bonelli space gives a great opportunity as space for exhibits, special activities, etc. It is the true “heart” of campus. Most importantly, from a circulation perspective, the North Commons would strengthen its relationship with the South Commons, feeling more as one. Currently, the abrupt amphitheater forms a kind of road block. The cross circulation would be handled by a pedestrian bridge and reinforces the pedestrian thoroughfare.



View of Bonelli Hall passage (Looking North).

2.3.3.2 THE BONELLI HALL PROMENADE

The Bonelli Promenade and the Bonelli Passage give great opportunities as space for exhibits, special activities, etc. It is the true “heart” of campus. Most importantly, from a circulation perspective, the North Commons would strengthen its relationship with the South Commons, feeling more as one. Currently, the abrupt amphitheater forms a kind of road block. The cross circulation would be handled by a pedestrian bridge and reinforces the pedestrian thoroughfare.



View of Bonelli Hall promenade (Looking South).

2.3.3.3 THE VERTICAL LINK



View of the South Commons looking at the vertical link.

The Vertical Link is one of the most significant architectural site features in the 2017-2022 Master Plan. It terminates the perspective of the South Commons as viewed from Bonelli Hall, which calls attention to it as a very relevant campus feature. It will greatly facilitate access to the upper campus parking lot and to the University Center from the main campus. The vertical slope at the south end of the South Commons has always impeded the flow of students and goods between the campus commons and the upper campus.

With a new elevator, it is anticipated that a coffee and snack bar, located in the tower, would become a destination in itself while providing a safe, easy, and interesting walk along a landscaped pathway through the parking lot.

Adjacent to the elevator will be a service vehicle and pedestrian road that will replace the existing turn-around circle. Circulation will be vastly improved as the road loops around to access the “service side” of the proposed Lecture/ Lab Building and Towsley Hall reconstruction projects. The road also provides access to the service side of ICUE.

2.3.3.4 THE GREEN LINK

The largest island of landscaping within the parking lot, which remains naturally wooded with the oaks and sage, will add to the variety of experiences one encounters along the green link. The walkway will be edged with landscaping and pedestrian lighting, and will provide a safer and more comfortable path for pedestrian circulation between the University Center and the Campus Core.



View of the green link looking south.

2.3.3.5 THE UNIVERSITY CENTER GATEWAY



View of University Center Gateway

Midway along the green link path, the walk crosses a gateway and graduated sized sculptural lamp posts. These symbolically announce for vehicle traffic the entrance to the University Center. Junctures in the green link along the way will offer rest stops, with benches double serving as meeting points for students. As one arrives at the University Center, the viewing experience continues beyond the glass-walled lobby to the patio to a decorative fountain in the patio.

This new University Center gateway will strengthen this visual guide, providing directional orientation to the students and visitors, while reinforcing the Dr. Diane G. Van Hook University Center's identity.

2.3.3.6 BIODIVERSITY INITIATIVES

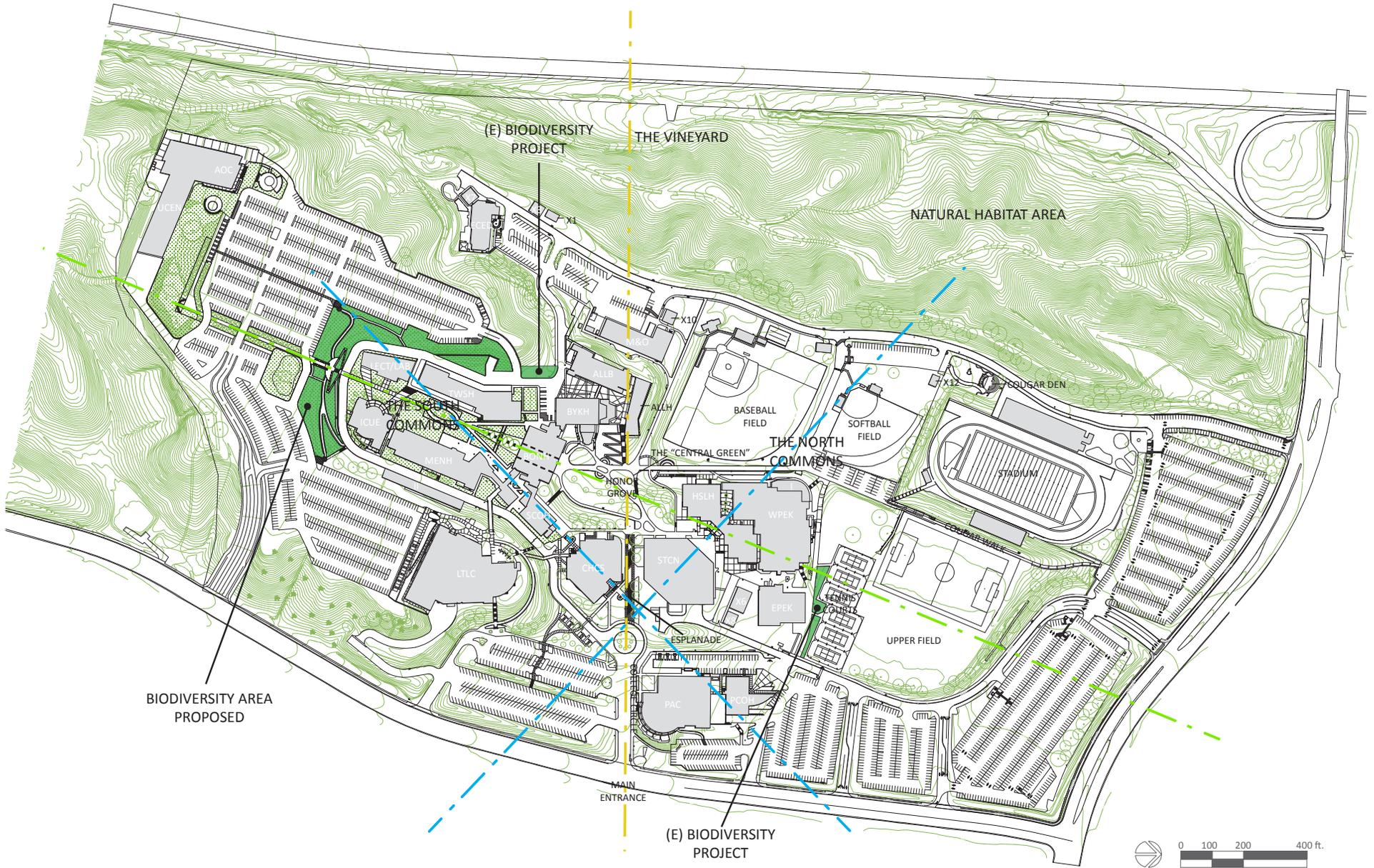
The designation of the buffer zone, separating campus from the Interstate 5 highway as a natural habitat, will facilitate its role as a chaparral environmental study area. The trail system and the vineyard will remain, but aside from those, no future development of this area should be planned. Enhancement of this area with some native chaparral plant species should be encouraged. This could eventually replace the non-native grasses in the area with plants that are found in the mixed chaparral environment. In addition to the continuing role the natural buffer zone serves, i.e. traffic noise attenuation and visual boundary, the chaparral natural area provides protection against erosion and a habitat for an interesting assortment of animals. As technology and city-centered lifestyles continue to create greater distance between us and the natural world, chaparral provides a way for Californians to remember the value of wildness.

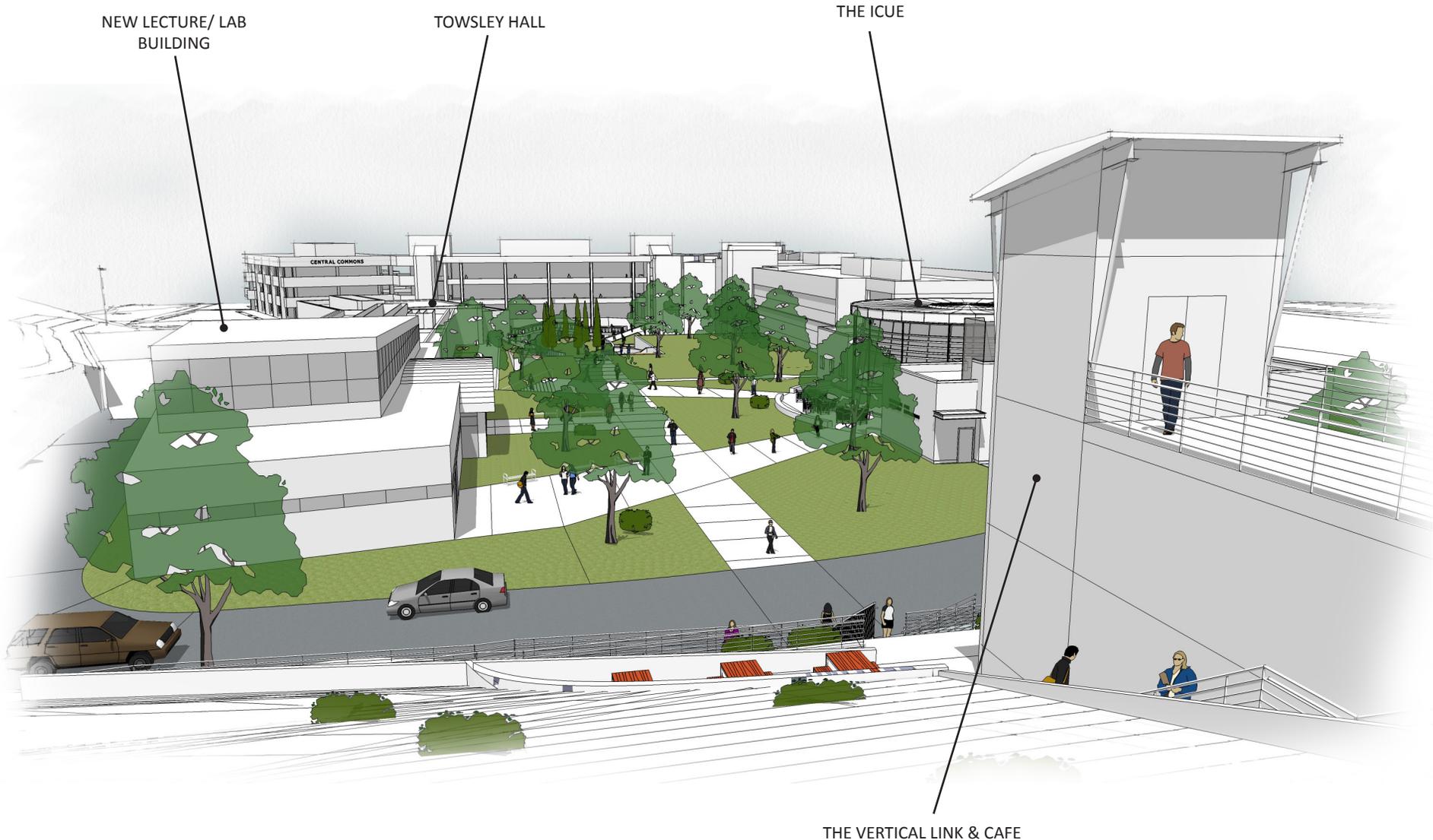
At the base of the proposed vertical link's tower will stand a sloped crescent-shaped landscaped area. It is this master plan's recommendation to convert this into a research and native garden. This new use will help support the College of the Canyon's goal for biodiversity. The slope could be conceived as a test garden for native plants, which if successful, can become part of the "palette of plants" for other functioning landscape areas on campus.



The Natural Buffer Zone @ Valencia Campus

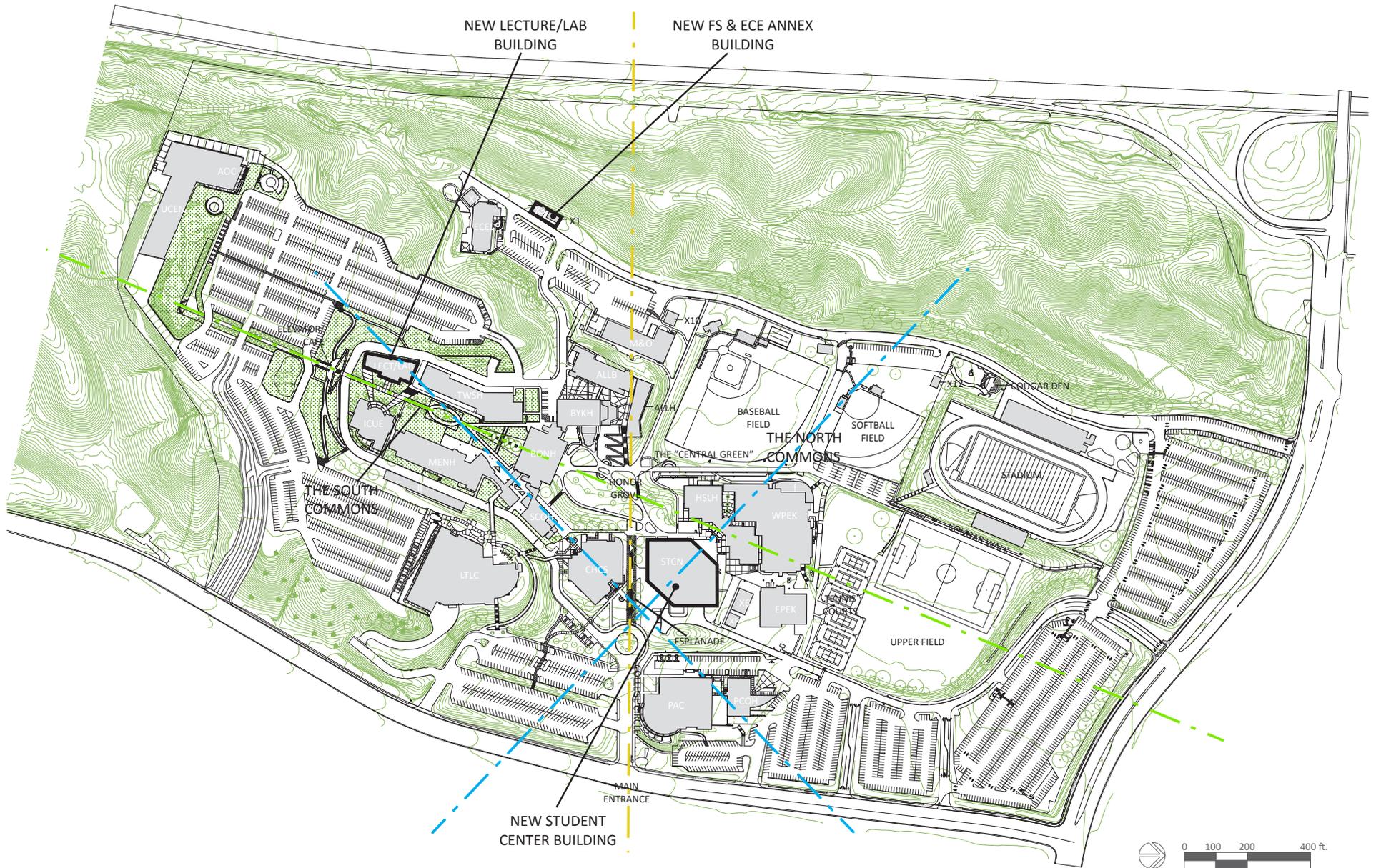
2.3.3.6 BIODIVERSITY INITIATIVES





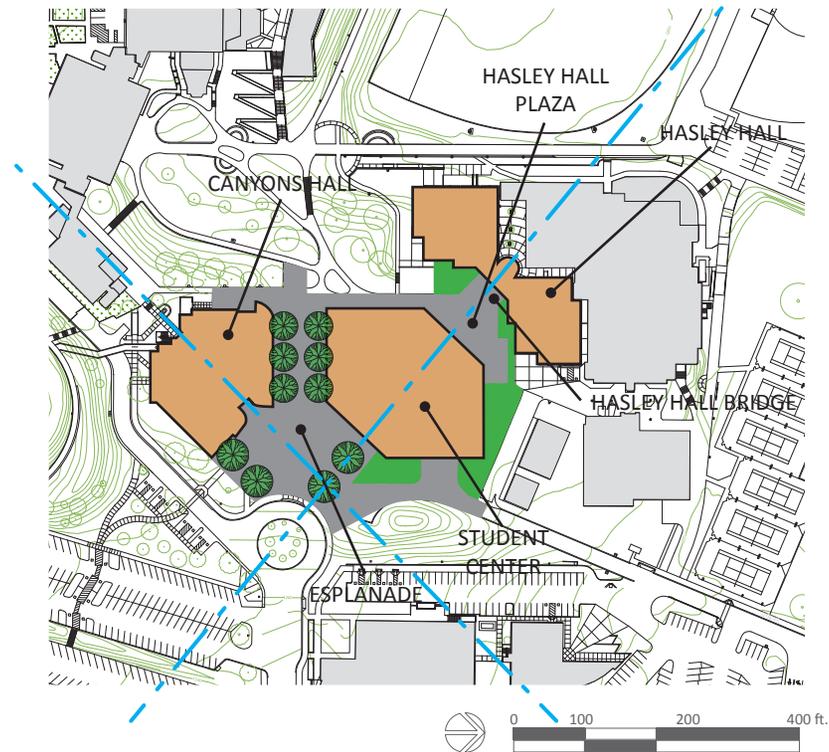
View of the South Commons from Lot 14

2.3.4 NEW FACILITY PROJECTS



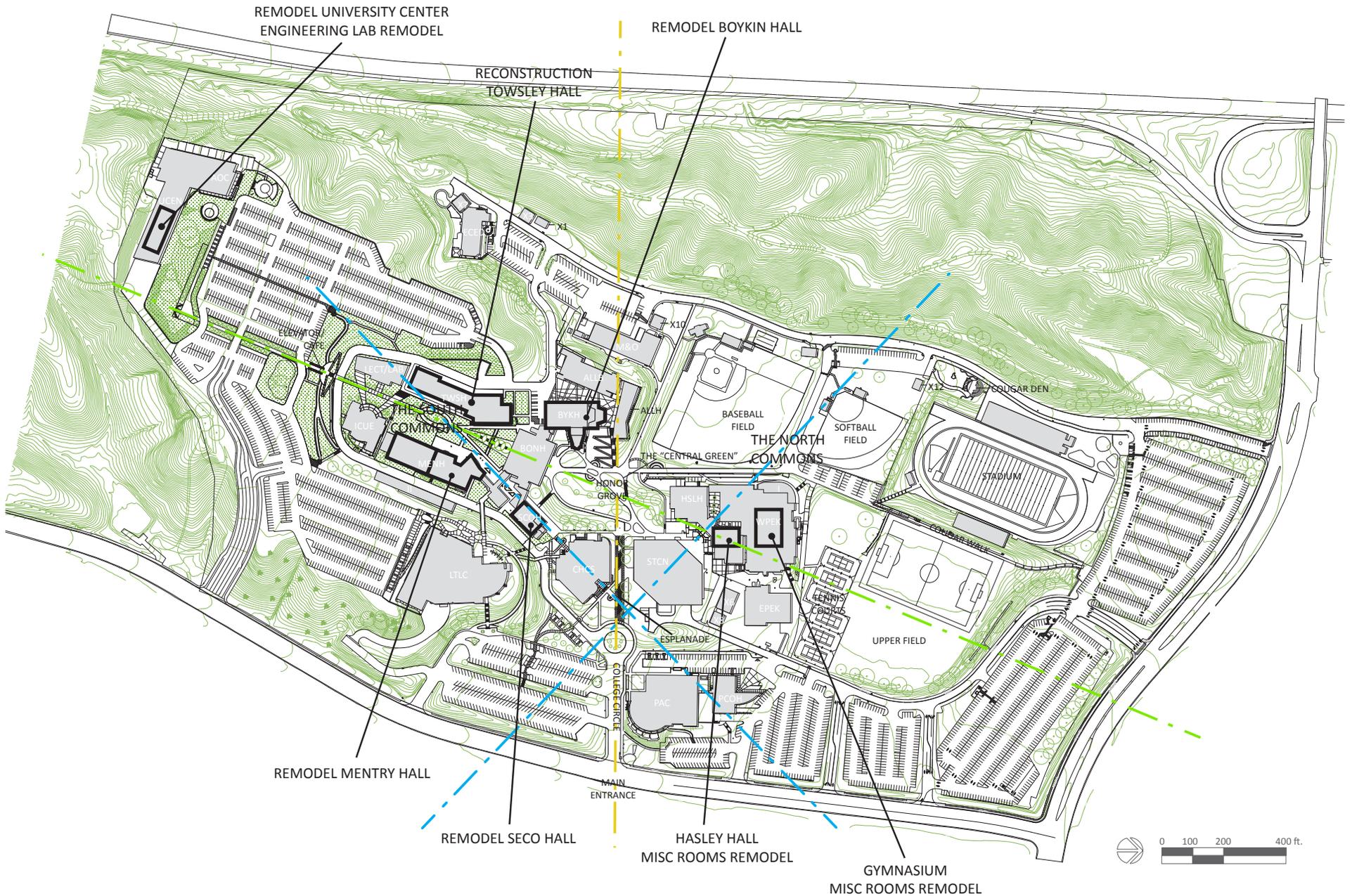
The completion of the South Commons will be realized in the 2017-2022 Master Plan. The Towsley Hall building, which is on the South Common's western edge, will undergo a comprehensive reconstruction. At the south end of Towsley Hall a three-story building will be constructed to provide adequate space for projections in the Public Safety and Career Technical Education (CTE) programs. Along the eastern edge of the commons, with the recent completion of Mentry Hall and the round-shaped ICUE building, the eastern edge of the building assemblage will be complete.

The existing Student Center building will be replaced. The new Student Center will include a strong visual and circulation corridor linking the new Esplanade with Hasley Hall. The southeast entrance facade of the new Student Center will balance the entrance facade of Canyons Hall, creating the Esplanade plaza directly adjacent to the main campus drop-off circle. Thus, the two buildings will have equivalent focus to the service of public access. The diagonal orientation of the circulation corridor through the Student Center reinforces the campus planning principle of the Sub-Axes.



Enlarged Site Plan of New Student Center

2.3.5 MODERNIZATION PROJECTS



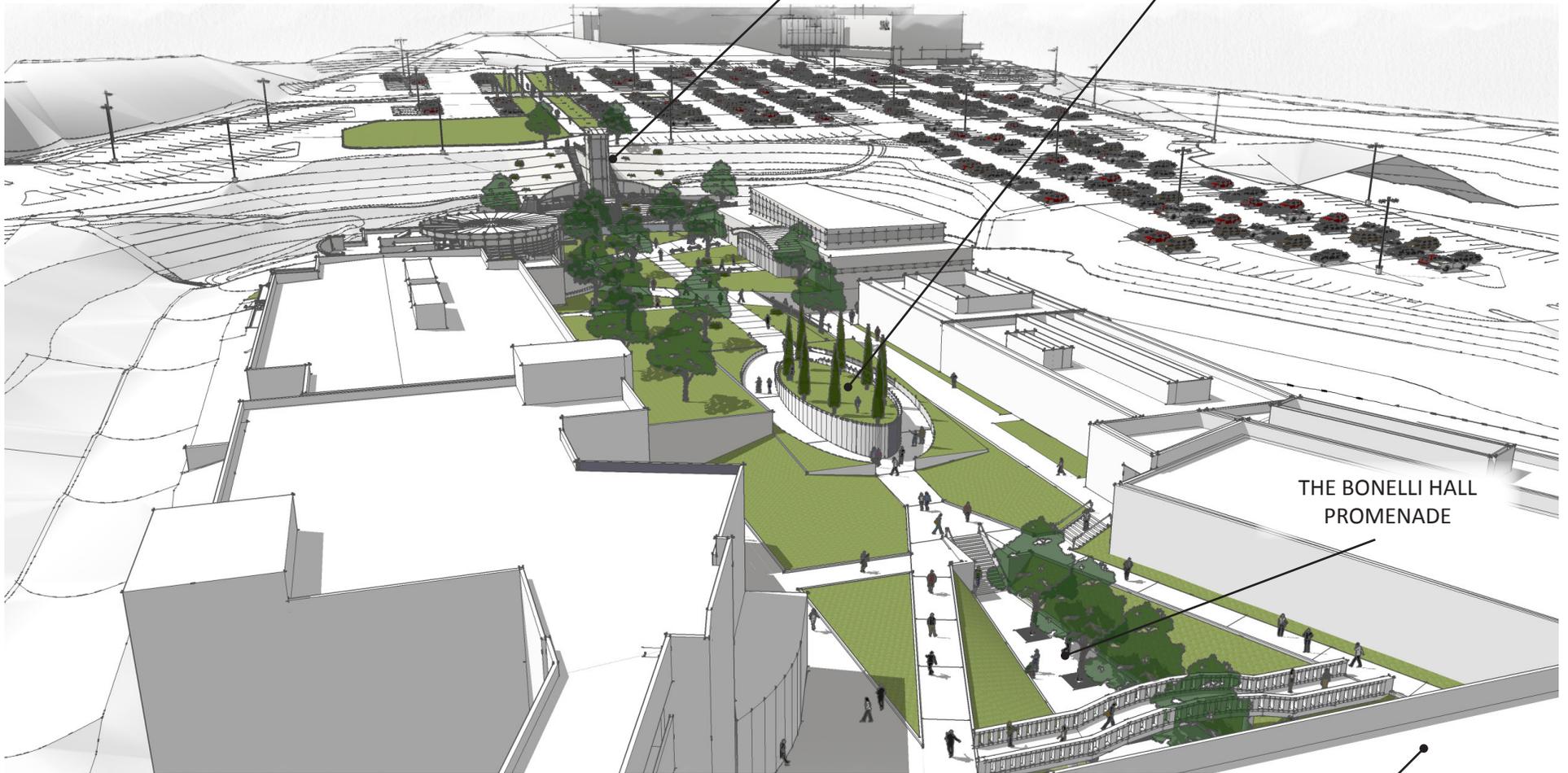
The following facilities will undergo modernizations, remodels, or reconstruction in this Master Plan:

1. Remodel Boykin Hall
2. Remodel University Center: Engineering Lab
3. Remodel Mentry Hall
4. Remodel Seco Hall
5. Remodel Hasley Hall: various rooms
6. Remodel West Physical Education (WPEK): various rooms
7. Towsley Hall: The major reconstruction of Towsley Hall will consist of the demolition of the existing building, including its foundation, and the rebuilding of the entire facility on its existing site.

2.3.6 STUDENT LEARNING OPPORTUNITIES

THE VERTICAL LINK
CAFE

THE SOUTH COMMONS
RAISED PODIUM



THE BONELLI HALL
PROMENADE

THE BONELLI HALL
PASSAGE

2.3.6 STUDENT LEARNING OPPORTUNITIES

College of the Canyons strives to create a total campus environment that is conducive to learning. Outside of the formal classroom and instructional laboratories, it is important to provide facilities that offer additional student learning opportunities. Learning can happen in intervening spaces, such as lobbies and niches in corridors, that provide connections to the technology network with comfortable seating, designed to accommodate both individual and group study. Student mobility is enabled by personal computers and internet-connected hand-held devices will continue to grow at a rapid rate. Therefore, physical space design needs to support student mobility by providing a seamless learning experience in and out of the classroom.

The exterior space design also influences the success of mobile learning. The integrated South Commons will provide a sunny outdoor space for both active and passive student activities. Its scale will compliment the existing North Commons, which is a shady outdoor space. The lowest area, identified as the Bonelli Promenade, is a link to the Bonelli Passage. It will serve as an outdoor reception area for events and exhibits. The bridge provides a direct path for pedestrians transversing the commons. It also demarcates the newly created raised Podium. The Podium centers activities involving talks and presentations. At the southern end of the South Commons, a coffee stand/cafe with built-in connectivity will further support student learning opportunities.

2.3.7 THE 2017-2022 FACILITIES MASTER PLAN

ALLB	ALISO LAB
ALLH	ALISO HALL
AOC	ACADEMY OF THE CANYONS
BONH	BONELLI HALL
BYKH	BOYKIN HALL
CHCS	CANYONS HALL
ECED	EARLY CHILDHOOD EDUCATION
EPEK	EAST PE
HSLH	HASLEY HALL
ICUE	INSTITUTE FOR CULINARY EDUCATION
LTLC	THE LEARNING CENTER/ LIBRARY
MENH	MENTRY HALL, ART GALLERY
M&O	MAINTENANCE & OPERATIONS
PAC	PERFORMING ARTS CENTER
PCOH	PICO CANYON HALL
SCOH	SECO HALL
STCN	STUDENT CENTER
TWSH	TOWSLEY HALL
UCEN	DR. DIANNE G. VAN HOOK UNIVERSITY CENTER
WPEK	WEST PE
X6	COLLEGE OFFICES
X8	CAMPUS SAFETY
X10	FACILITIES OFFICE
I	NORTH CENTRAL PLANT
II	SOUTH CENTRAL PLANT
LECT/LAB	LECTURE/LAB BUILDING
ECE	FS & ECE ANNEX



INSTRUCTIONAL

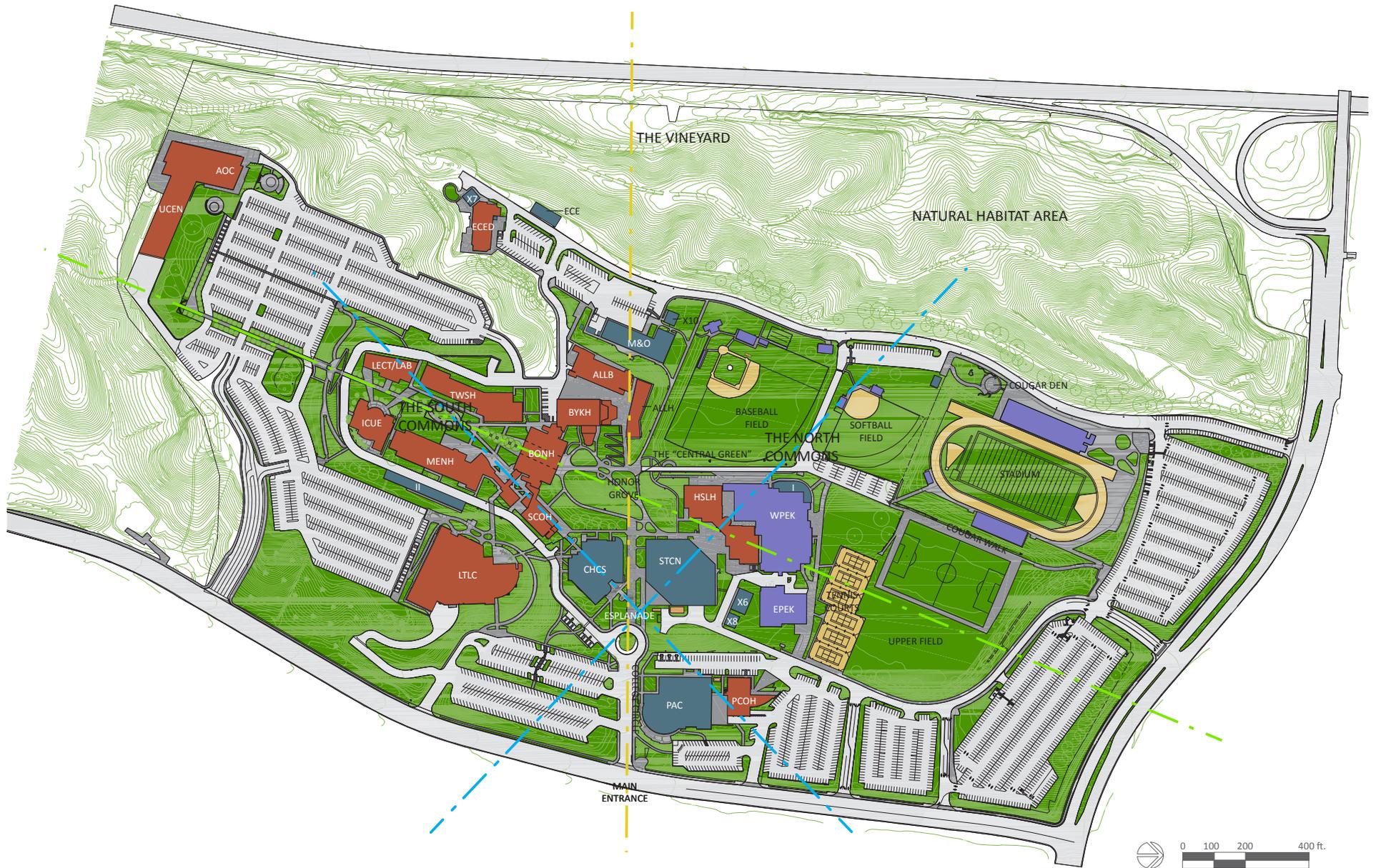


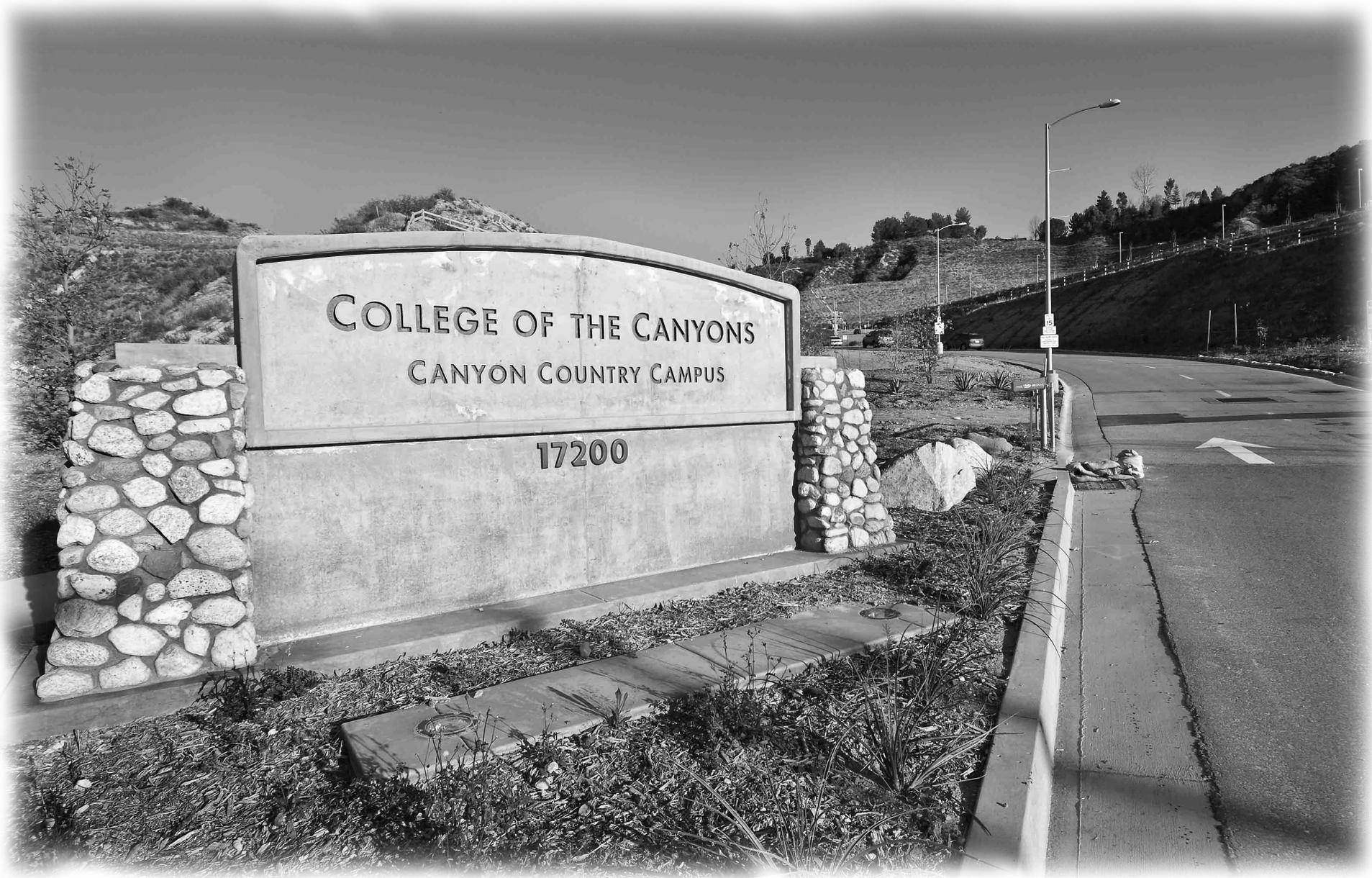
NON-INSTRUCTIONAL



ATHLETICS

2.3.7 THE 2017-2022 FACILITIES MASTER PLAN





The Entry sign @ Canyon Country Campus

3.1 CANYON COUNTRY CAMPUS - PLANNING PRINCIPLES

The Canyon Country Campus site has provided a number of exciting design and development opportunities by virtue of its existing natural features and topography. These opportunities have shaped the Canyon Country Campus Master Plan.

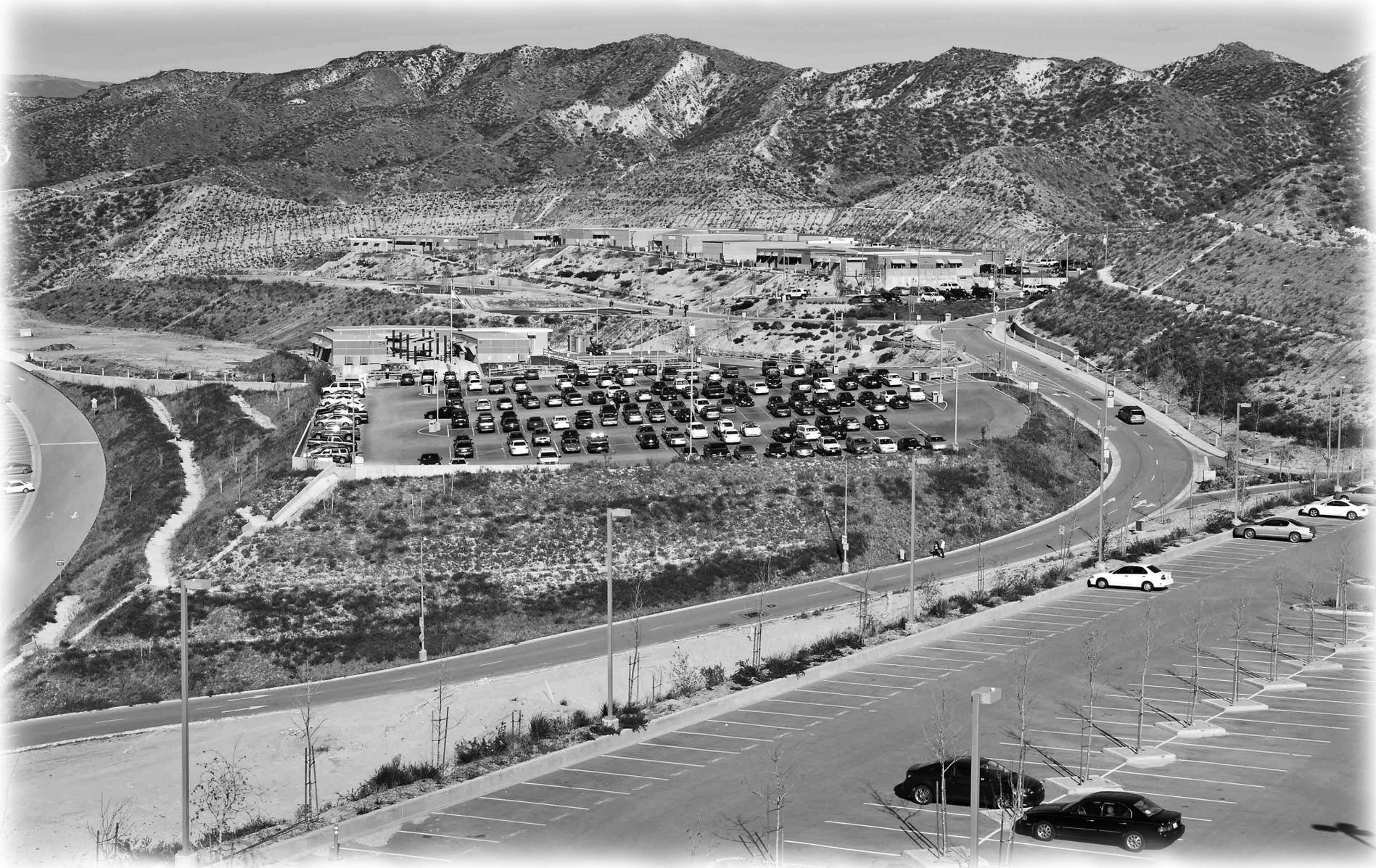
Access roads both in and out of the campus were designed along naturally low lying recesses of the site. The ridges at the perimeter and along Sierra Highway have been preserved and form a natural buffer from traffic and noise.

The Campus layout is organized along a compositional axis that runs through the center of the site. Naturally occurring crescent site features running perpendicular to the slopes are integral to the plan. These crescent land features have been widened by grading the slopes and making flat building pads between them. The crescents, bisected by the central axis, have created a rational symmetrical arrangement for campus facilities.

The placement of permanent buildings organized along this axis lends a visible order with single-story structures at the ends rising to multi-story structures in the center.

3.1 CANYON COUNTRY CAMPUS - PLANNING PRINCIPLES





View of the Canyon Country Campus from Quad 7

3.2 EXISTING CAMPUS



QUAD 1:

1-A	ADMINISTRATIVE OFFICE, COUNSELING & FINANCIAL AID
1-B	STUDENT HEALTH CENTER, STUDENT SERVICES (CAREER, DSPS, VETERANS) ASSESSMENT CENTER & COMPUTER LAB
1-C	ADMISSIONS & RECORDS & STUDENT BUSINESS OFFICE

QUAD 2:

200-201	EARLY CHILDHOOD EDUCATION (ECE)
202	LARGE CLASSROOM
202A	SMALL CLASSROOM/ CONFERENCE RM.
203	ACTIVITY ROOM
204	ASG STUDENT LOUNGE/ STUDENT DEVELOPMENT
205	FACULTY OFFICES/ TECH SUPPORT

QUAD 3:

300-301	CLASSROOMS
302	STUDENT STUDY LOUNGE
303	VENDING CAFÉ
304-305	COMPUTER LAB
305A	TLC TESTING
306	TLC LAB
307	LIBRARY
308	SKILLS 4 SUCCESS LAB
309-310	SCIENCE LABS
311-312	SCIENCE LABS

QUAD 4:

400-405	CLASSROOMS
---------	------------

QUAD 5:

500-502	CLASSROOMS
502A	SWITCHBOARD/ REPROGRAPHICS
503-506	CLASSROOMS
507	FACULTY OFFICES
508-510	CLASSROOMS

SC	SCIENCE/ LECTURE BUILDING
I	CENTRAL ENERGY PLANT

QUAD 7:

700	CAMPUS SAFETY & FACULTY OFFICES
701-702	CLASSROOMS
703	COMPUTER LAB
704-705	CLASSROOMS
706	AUTO WORKSHOP
707	PLUMBING WORKSHOP
708	SOLAR/ ELECTRICAL/ ELECTRONICS WORKSHOP

The College of the Canyons – Canyon Country Campus opened in the fall of 2007. At that time, modular buildings were organized into six quads, which served as the foundation for the Canyon Country Campus academic and administrative functions. The Applied Technology Education Center (ATEC) was added in summer 2011.

The Canyon Country site began as undisturbed rugged terrain. Its natural setting and steep topography have strongly influenced the design and the physical plan of the campus. The campus facilities core was positioned relatively high upon the site, both to capture expansive views to the north, west and southwest, and to provide separation distance from the busy Sierra Highway. The hill running parallel and adjacent to the highway was preserved in its natural, pre-development condition to help buffer noise and visual activity generated by highway traffic. At one end of the base of this hill lies the campus entrance, and at the other, the exit connection to Sierra Highway.

The core was designed as a pedestrian campus, and the one-way, traffic-only road encircles it. The compact nature of the core building arrangement provides efficient pedestrian circulation. The one-way only road minimizes pedestrian/vehicle crossings. Smaller parking areas are situated close to buildings to accommodate access for disabled persons, as well as short-term parking and service vehicle parking needs.

Parking Lot 3 (adjacent to the Administration-Student Services Quad) was constructed at the same time as the initial Canyon Country Campus. Parking Lot 2 was constructed with the Applied Technology Education Center project, and it added 387 spaces to the campus. Lot 2 is on a natural plateau south of the facilities core, and is within a seven-and-one-half minute walk from the future Main Plaza.

Generally, Campus facilities have been sited on stepped levels to adapt to the property's steep terrain. The pedestrian circulation

3.2 EXISTING CAMPUS

system, consisting of nearly flat to gently sloping walkways, serve all facilities. It has been planned to meet ADA accessibility requirements while avoiding the need for handicap/disabled ramps or motorized lifts.

The campus vehicular circulation plan adheres to a single direction traffic flow pattern. The adjacent Sierra Highway's turning lane at the campus serves entering traffic from both the eastward and westward directions. At the one-way campus exit, a traffic signal allows either left or right turns onto Sierra Highway.

The campus interior is restricted to service and emergency vehicles only. "Cougar Way" is used primarily by campus maintenance and operations and after-hour deliveries. Its traffic is controlled by removable bollards at both ends, allowing the drive to safely serve as a means of pedestrian circulation between the upper and lower tiers of campus.

Public buses stop at the upper level of campus. An additional bus stop at the Main Plaza on the lower tier will be available when the permanent buildings there are constructed.

In fall 2016, the college added more than 200 new parking spaces with the completion of Parking Lot 1.



The Carl A. Rasmussen Amphitheater @ Canyon Country Campus



View of Applied Technologies building @ Canyon Country Campus

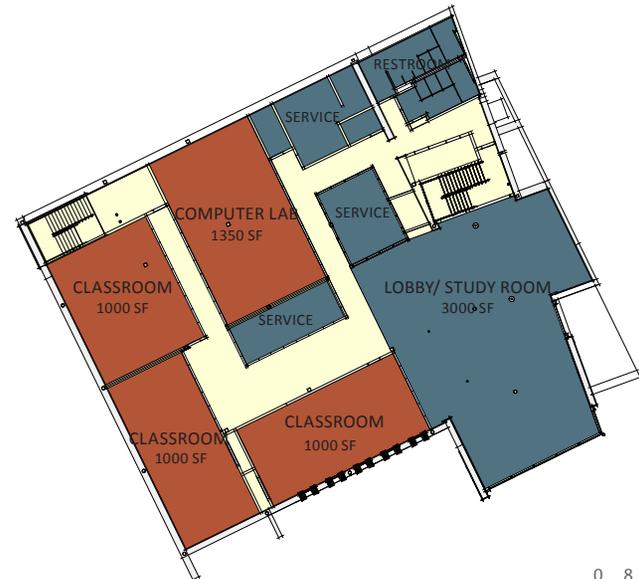
3.2.1 THE SCIENCE/LECTURE BUILDING

THE SCIENCE/LECTURE BUILDING



LEVEL 2

The Science/Lecture Building is the first permanent building to be constructed in the campus Master Plan. It sets the standard of quality and a foundation for the permanent buildings. Located at the center of campus, it will include construction of one-half of the campus core site development - consisting of Main Plaza, Outdoor Amphitheater and Upper Plaza. Establishing the Main Plaza initially is important for visual orientation because it provides a platform from which the major campus buildings can be viewed. The design creates a visual balance to the site, giving first-time users a clear sense of order and the hierarchy of the campus structures. The campus massing of buildings has been composed as a whole, similar to a city skyline where the largest mass is at the center and decreases in size as it radiates outward.



LEVEL 1



3.2.1 THE SCIENCE/LECTURE BUILDING



LEVEL 3

The Science/Lecture Building will be primarily devoted to physical and biological sciences, which is a high priority in the education plan. It provides approximately 34,000 assignable square feet with eight labs and prep/services rooms and one lecture room.

3.2.1 THE SCIENCE/LECTURE BUILDING

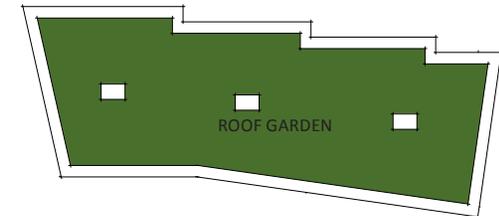
The lower floor levels contain physical science labs, computer labs for math and physics, and their related classroom spaces. One of the classrooms is double the size of a standard lecture space. On the building's highest level are the chemistry and biology rooms. These are on the high side of the site's slopes with on-grade access. The consideration for this placement was having the capability and ease for loading and unloading materials to vehicles on the access road. Also, placing chemistry labs on the highest level makes the dispersion of exhausts from chemical fume hoods most efficient.



LEVEL 4

3.2.2 THE CENTRAL ENERGY PLANT

THE CENTRAL ENERGY PLANT



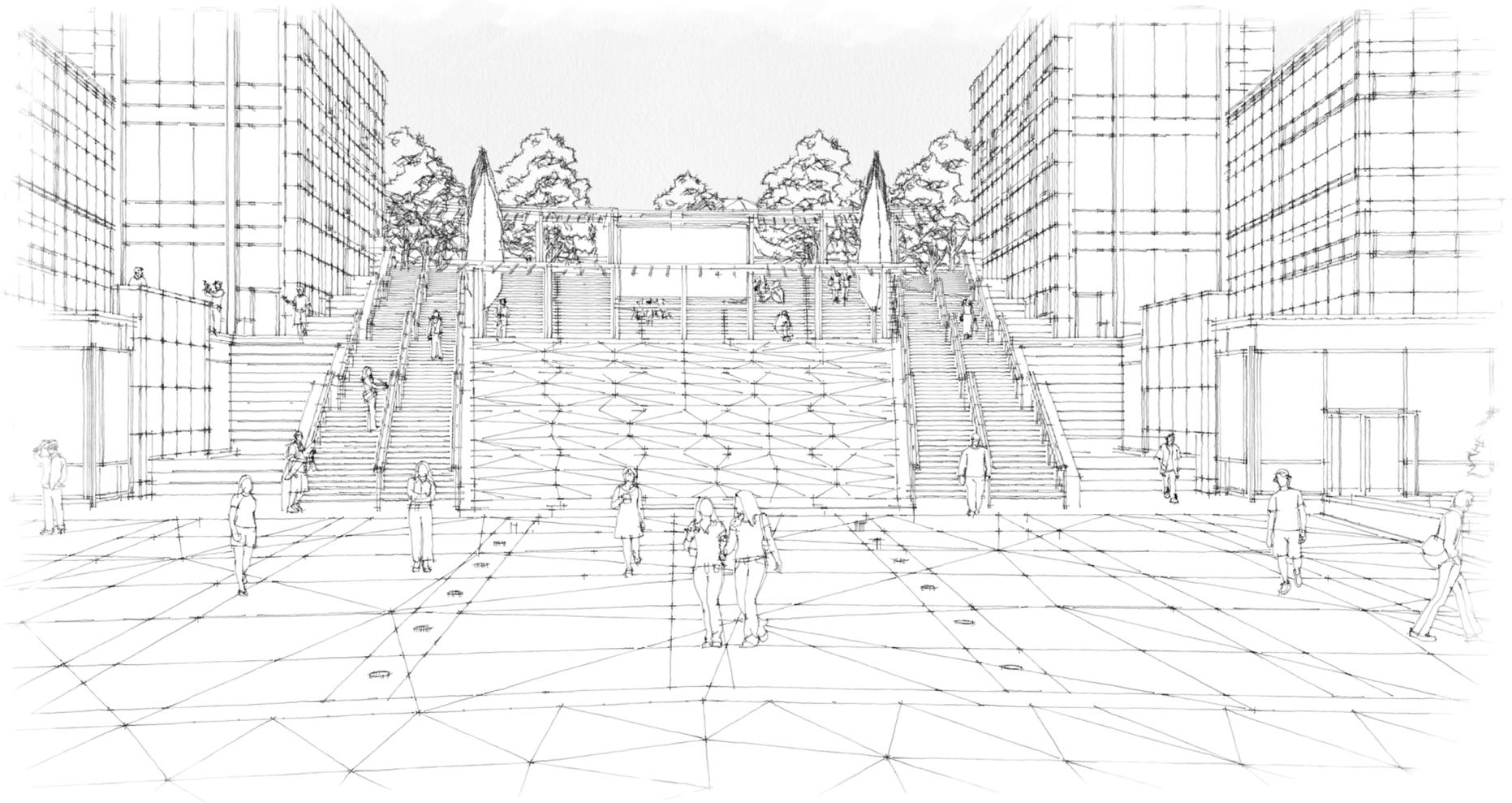
ROOF

Concurrent with the construction of the Science/Lecture Building, will be the construction of the Central Plant. The Central Plant will provide chilled and hot water to the roof-mounted air handling units and VAV boxes that heat and cool the permanent campus buildings. The primary utilities are already in place, as are the campus roadways. The building will be connected to the pre-existing infrastructure, which was done as part of the campus initial site development project.

The Central Plant is 4,168 square feet in area. It is tucked into the earth slope on the high side, thereby making the roof a green extension of the land. The usable roof area is 5,864 square feet and nearly flat. It provides a secure area for the “living wall” and plantings for use by instructional programs. These elements will help support the COC’s initiative for biodiversity.



LEVEL 1



The Main Plaza @ Canyon Country Campus

3.3.1 PROJECT GOALS

There are three main goals of the 2017-2022 Facilities Master Plan for College of the Canyons - Canyon Country Campus including:

1. To plan and construct permanent buildings with surrounding open spaces to provide the highest quality physical environment for learning.
2. To satisfy the program needs of the Educational Master Plan by providing facilities for each department/program and administrative unit.
3. To provide transitional renovations and remodels of the existing interim campus modular buildings. This will be done to meet the current on-going program needs until the successive cycle of the master plan is realized. That future plan will replace the remaining modular buildings with permanent construction.

PROGRESSION OF CAMPUS DEVELOPMENT

The Master Plan initially conceived the campus design with buildings placed on stepped tiers of graded land. This was due to the steep topography of the site. Each tier level is relatively flat. Two major phases of the permanent development were planned. Buildings that followed along the lower tier would be in the first phase and buildings on the upper tier in the second phase. The modular buildings, which have served the campus up until the present, were placed on the upper tier, which would allow permanent buildings on the lower tier to be built without disturbance to the upper tier. The modular buildings could thus remain occupied until the build-out of the first tier permanent buildings.

In the 2017-2022 Master Plan some of the modular buildings will be replaced by permanent construction of the Science/Lecture Building.

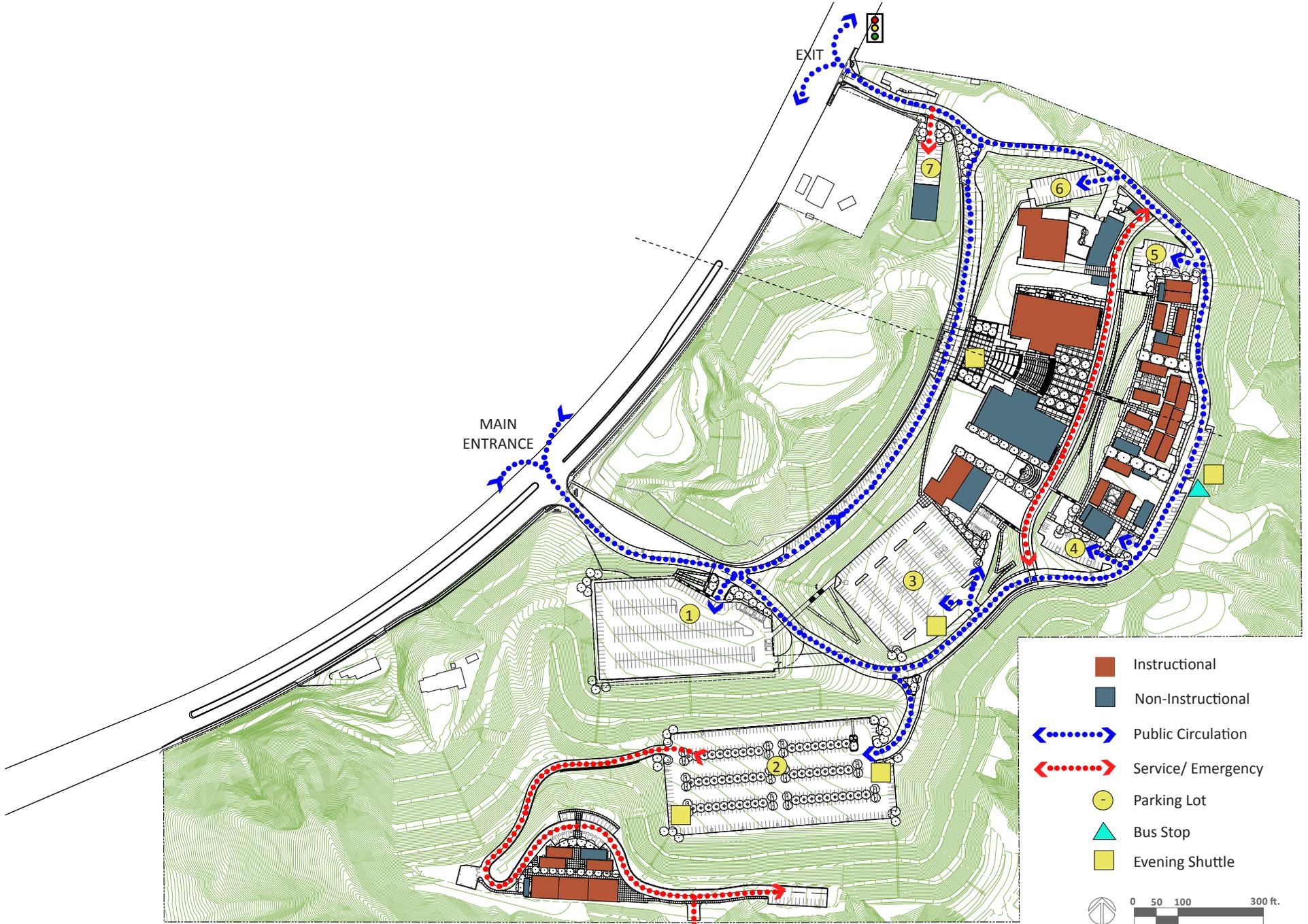
3.3.1 PROJECT GOALS



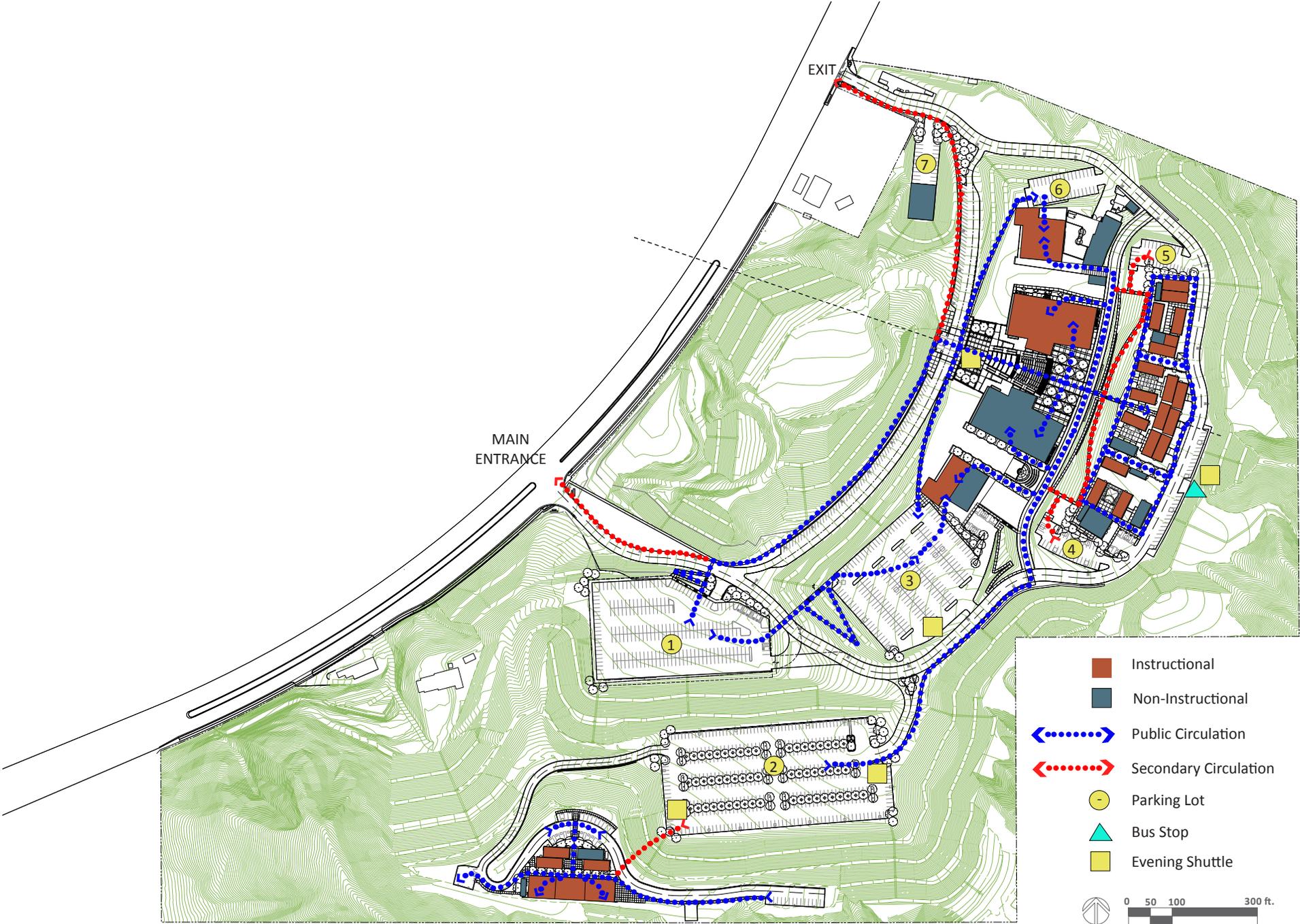
3.3.2 CAMPUS ANALYSIS



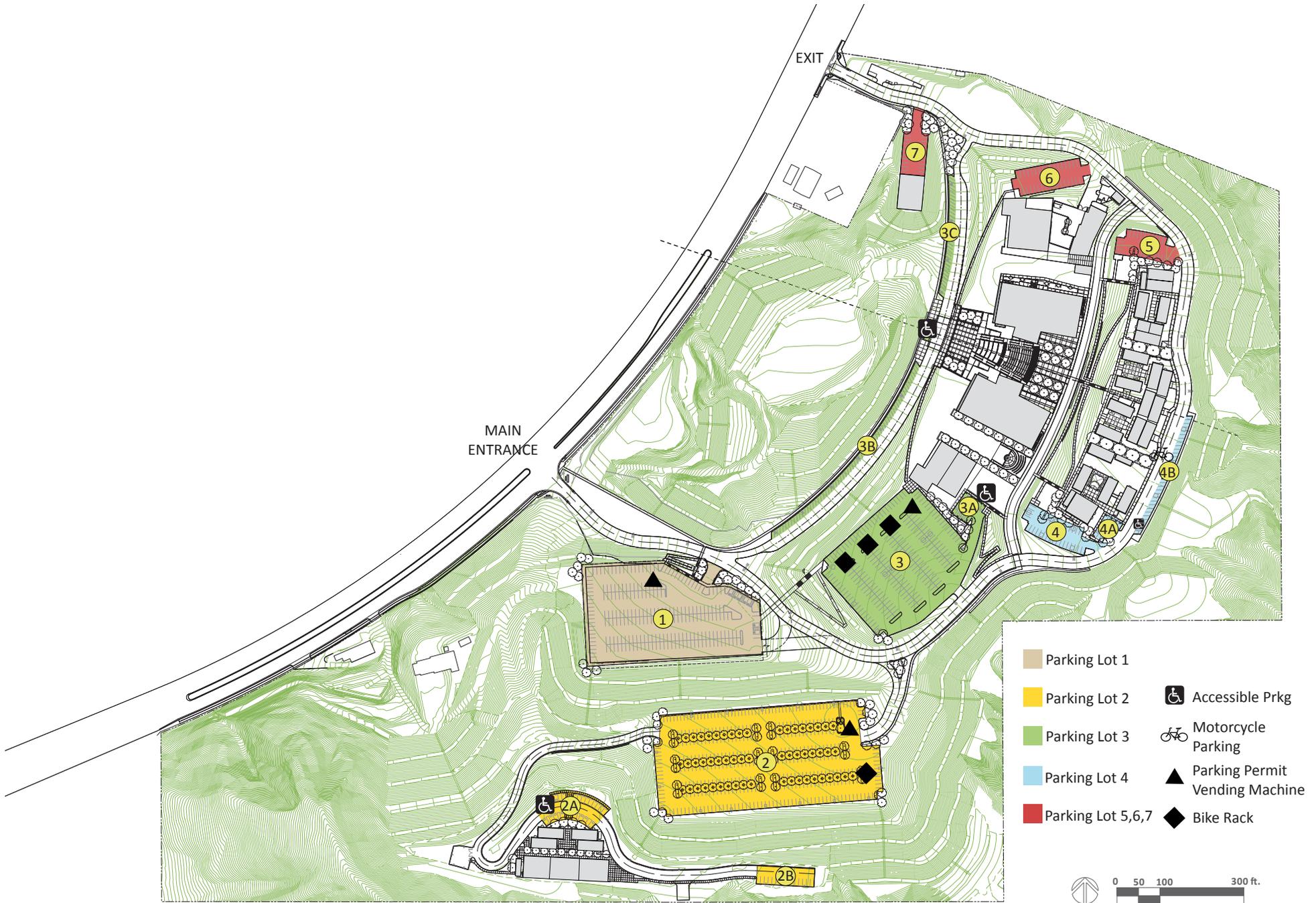
3.3.2.1 VEHICULAR CIRCULATION



3.3.2.2 PEDESTRIAN CIRCULATION



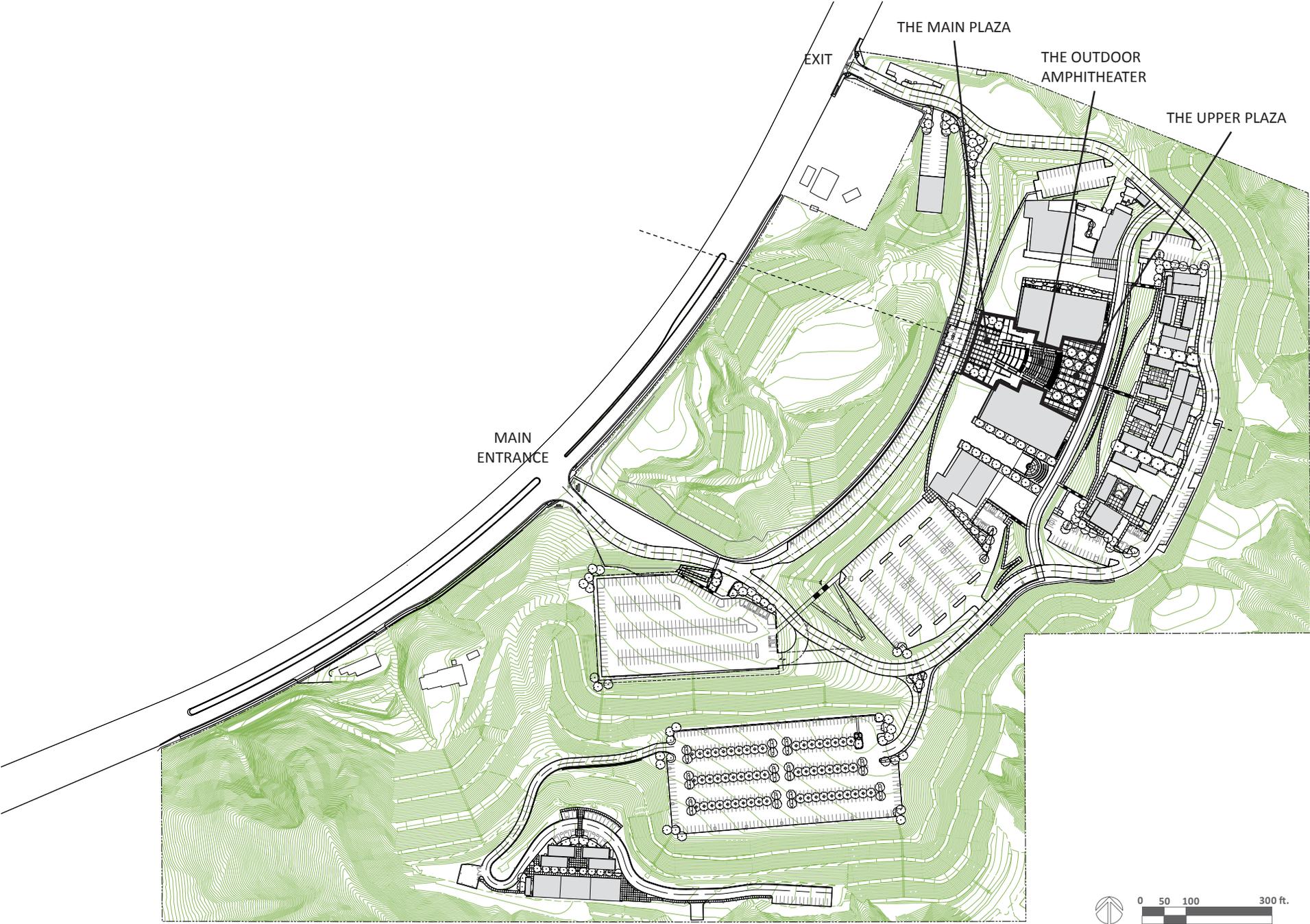
3.3.2.3 PARKING LOTS



3.3.2.3 PARKING LOTS

USAGE	LOT #	USER	CAPACITY	# OF ACC PROVIDED	# OF VAN ACC PROVIDED
PARKING LOT # 1	1	STUDENTS	231	7	2
PARKING STRUCTURE			250	7	2
UPPER PARKING LOT # 2	2 2A 2B	STUDENTS STAFF ONLY 15 MIN. LOAD/UNLOAD	417	7	2
PARKING LOT # 3	3 3A 3B 3C	STUDENTS/ STAFF ACCESSIBLE STUDENTS/ VISITORS STUDENTS/ VISITORS	335	8	1
PARKING LOT # 4	4 4A 4B	STAFF ONLY ACCESSIBLE/ECE ACCESSIBLE/ STAFF	66	5	1
PARKING LOT # 5	5	STAFF	27	1	1
PARKING LOT # 6	6	STUDENTS	34	1	1
PARKING LOT # 7	7	FACILITIES	22	-	1
TOTAL			1382	36	11

3.3.3 NEW SITE PROJECTS



3.3.3.1 THE MAIN PLAZA



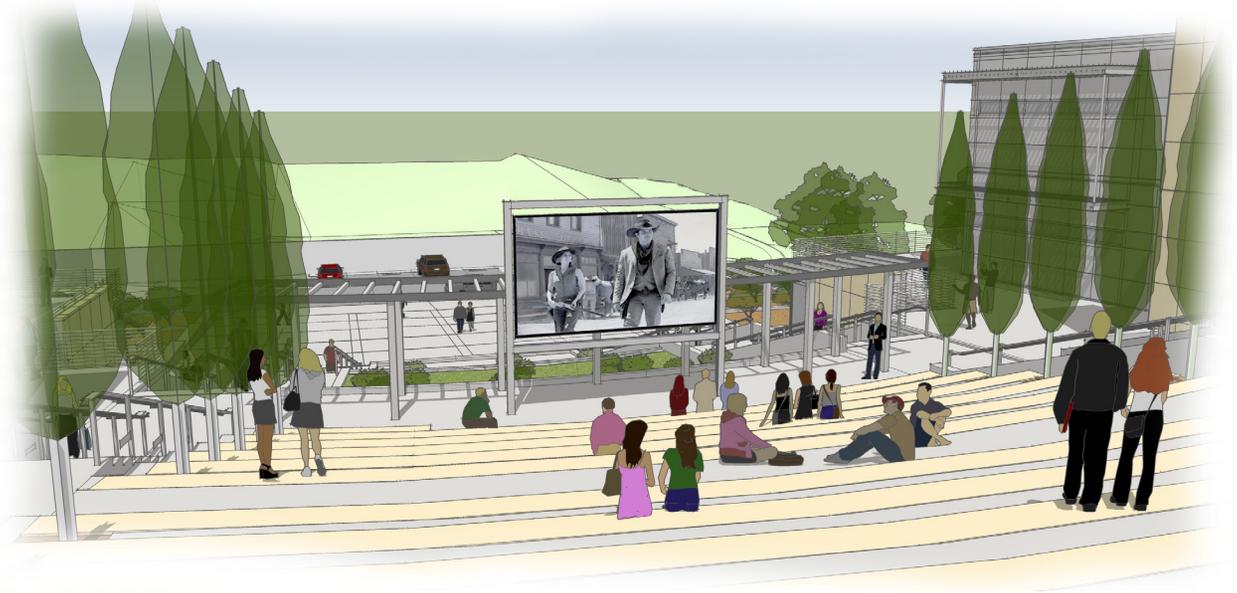
View of The Main Plaza (Looking East).

The Campus Core is a central focal point of outdoor space, formed between the mirrored building structures of the Science/Lecture Building and The Student Services/Learning Resources Building. The pedestrian spatial sequence from drop-off will be through the Main Plaza, alongside the Outdoor Amphitheater and onto the Upper Plaza.

The Main Plaza is the campus' main arrival and drop-off point. It is fundamental to campus identity. It will be an active space used for orientation and social gatherings. An information kiosk located there will function as wayfinding signage and the noticing of campus activities/events. The main level of the Student Services Building will contain admissions, which is located directly off of the Main Plaza. Pedestrian pathways to all permanent buildings start from the Main Plaza.

3.3.3.2 THE OUTDOOR AMPHITHEATER

The Outdoor Amphitheater will be framed by two sets of symmetrically placed stairs, which lead to all on-grade entrances to Science/ Lecture and to Student Services/Learning Resources. The Outdoor Amphitheater located between the symmetrical stairways is terraced with a mix of hardscape and landscape. It can be used for informal amphitheater-like gatherings. The midway center landing at the stairway features a podium for the amphitheater. A gently curved pergola here creates a visual link between the two adjacent buildings and lends pedestrian scale to the outdoor space. It serves as a transitional element between the Main and Upper Plazas.



View of The Outdoor Amphitheater during Movie Night Event

3.3.3.3 THE UPPER PLAZA



View of the Upper Plaza (Looking North-East)

While the Main Plaza serves as an active outdoor space, the Upper Plaza, in contrast, serves a passive one. Twelve large shade trees and ample built-in seating will make this area conducive for quiet group arrangements and individual study. The buildings are situated as a wind break from prevailing winds in the winter months. The green space connects the outdoor pedestrian context to the surrounding academic structures in a cohesive and functional manner.

The elevation profiles of the two buildings step up the hill, following in-step with the plazas and landings. Grade entrances to both buildings are served by upper, middle and lower stair landings. The size of the Main Plaza at the foot of the stairs is 160 feet by 53 feet (8,000 square feet, approximately). Two stairways surround a tiered central amphitheater, which together occupies an area of 8,400 square feet, approximately. The size of the upper plaza is 91 feet by 144 feet (12,660 square feet, approximately). The vertical elevation change between the plazas is 30 feet.

The top edge of the Upper Plaza is formed by a pedestrian pathway and an emergency vehicle access road that bisects campus. From this pathway all main building entrances are served. From the east side of the path, secondary pedestrian steps and sloped sidewalks access the existing “quads” of interim modular buildings above.

The continued degradation of life-sustaining resources, such as atmosphere and water, is in full-play, demands immediate action on everyone's part. COC is fast becoming a leader in fostering awareness and initiating solutions to save the earth's ecosystem.

Specific aspects of the COC Biodiversity Initiative include:

1. Develop a Network of Native Gardens on Campus. Background: At the Canyon Country Campus, native plants have been utilized throughout the campus's landscape design of the Facilities Master Plan. The initial plantings underwent an intensive maintenance period. This accelerated plant growth and established root systems to prevent erosion damage of the newly graded slopes. The plants stabilized slopes threatened by winds and storm water run-off.

Previous parking lot paving was designed to allowing run-off water to be stored in the subsoil before gradually dispersing it to the underground drainage system. There is, thus, a campus precedent of sustainable native planting, which will now be taken to



View of the outdoor research garden on top of the Central Plant

3.3.3.4 BIODIVERSITY INITIATIVES

the next level by having students participate and learn by garden modelling chaparral, riparian and oak woodland ecosystems. These will be implemented by a series of native gardens. The garden propagation area will be established on the “green” roof of the Central Plant building. The earth thickness will be approximately 12 inches over the roof. The addition of earth acts as insulation and will have added benefits of providing a more even temperature inside the building and better sound attenuation for noise generated by mechanical equipment located within the building.

The native gardens will be established at areas having various micro-climates around campus. They are available as a natural result of the site topography. The gardens can be sunny or shaded and at higher elevations (for example, the hill overlooking the Sierra Highway). Some sites will be located for higher wind exposure, and others at low-lying, more protected areas.

2. The Natural Habitat Area

The designation of the buffer zone, located on the hill that separates the campus from Sierra Highway, as a natural habitat, will facilitate its new purpose as a mixed oak woodland and chaparral ecology study area. The enhancement with additional chaparral

plants and the planting of native oak trees should be encouraged. The plantings could eventually replace the grasses, which are non-native. The Natural Habitat Area will nurture local species of birds, reptiles and arthropods. A demarcated boundary indicates a potential future building site. This area should have restoration planting of a lesser density.

3. Field Studies Biodiversity Research Students will have the opportunity to collect and analyze field data on biodiversity in their natural states in both on-campus gardens and undeveloped areas off campus.

4. Field Research Station (Greenhouse)

A campus-operated location will be available for student research on impacts of biodiversity on crop production and impacts of species richness on ecosystem stability. This is located adjacent to the “green” roof on the Central Plant.

An area will also be available for students to design minimal impact temporary structures. A secure site with low visibility would be appropriate for this use. Such a site is available at the former residence located above the “Honey House.” This facility would require building reconstruction/remodel including accessibility improvements with parking for persons with physical disabilities.

5. International Connection

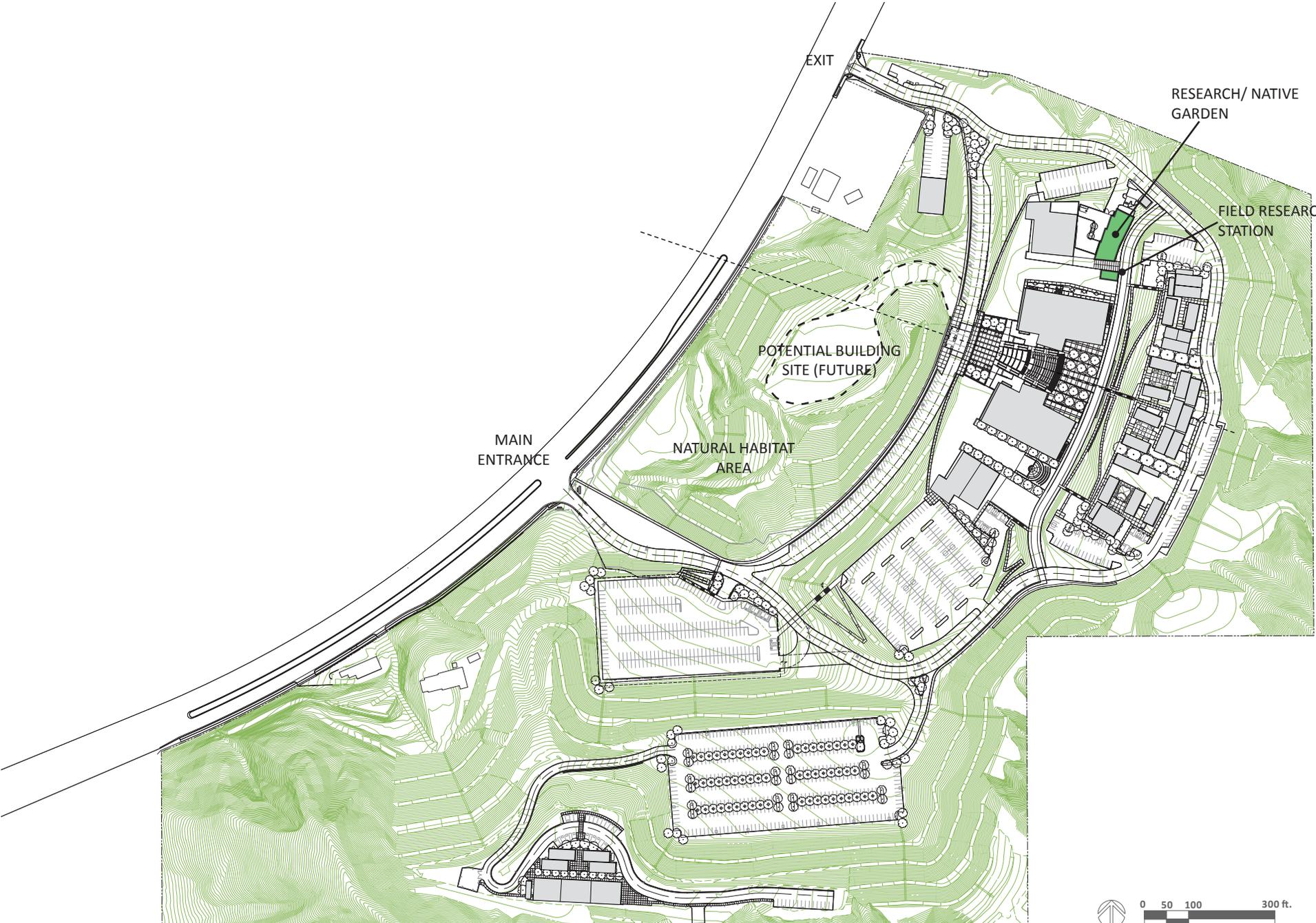
The college will partner with international local projects in different biomes. A dedicated location at Canyon Country Campus is not necessary for this partnering.

6. Facilities Master Plan Connection

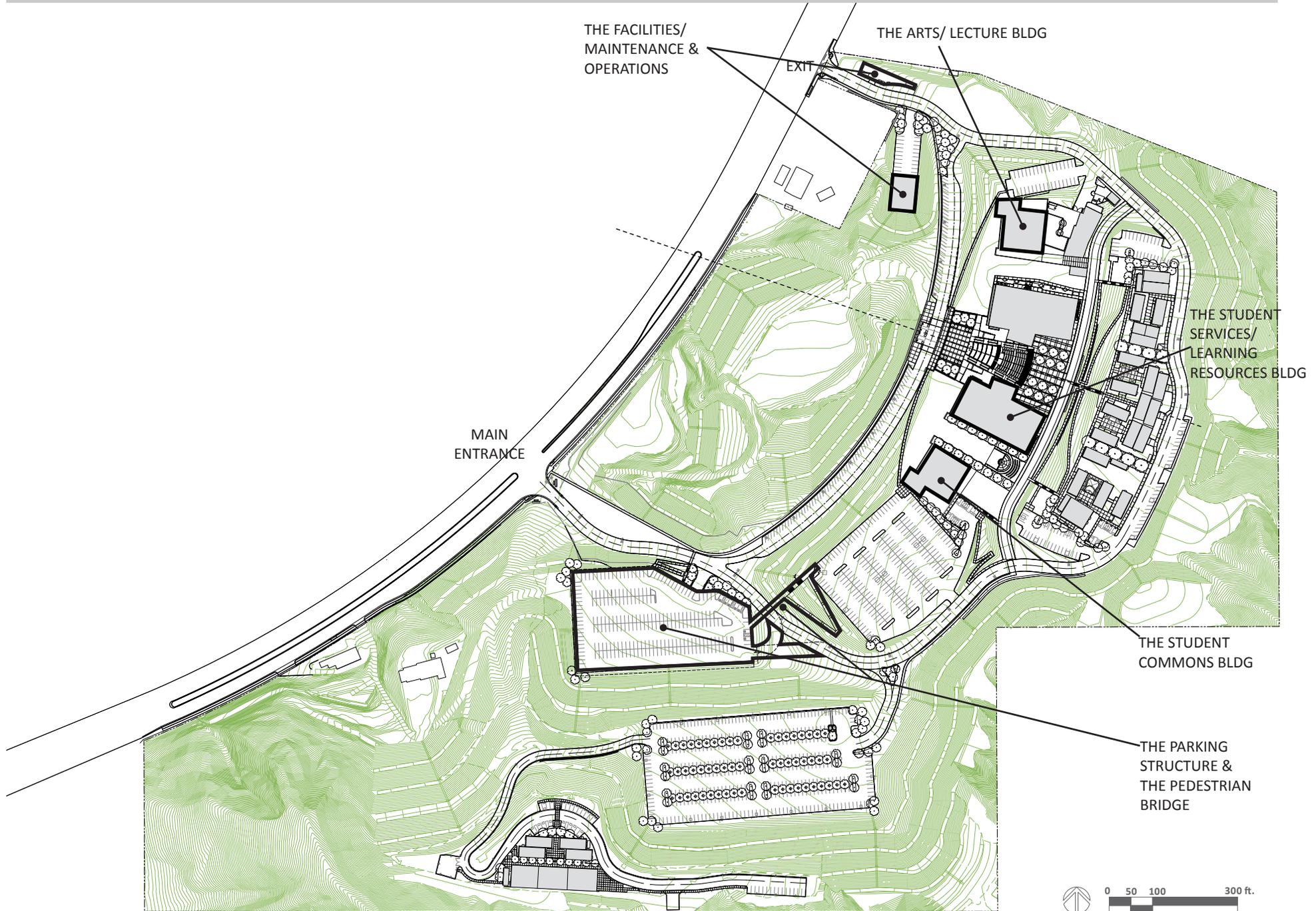
The facility master planners, architects, landscape architects and construction managers will provide guidance in terms of mitigating biodiversity loss while implementing the master plan.

The Biodiversity Initiative may also include creative use of alternate energy systems, such as wind energy or geothermal systems. The campus is in a higher wind region, which California considers ripe for generating wind energy. The initial expenditures are relatively high, but the use of highly efficient wind propeller systems can help to value engineer solutions. Geothermal may be available in the climate. Both heating and cooling strategies are available in the geothermal technology with latent heat stage utilizing salts change of state also being a consideration.

3.3.3.4 BIODIVERSITY INITIATIVES



3.3.4 NEW FACILITY PROJECTS



3.3.4 NEW FACILITY PROJECTS

ARCHITECTURAL CHARACTER

The campus was founded on this site in 2007. Ten years have passed between the completion of infrastructure, including the erection of the initial modular buildings, and the start of permanent construction. Each edition of the Master Plan has followed a consistent architecture. There were several factors contributing to this decision and leading to the appearance of campus buildings:

1. Flexibility for phasing the building projects over a span of 20 years or more. Phasing was needed for a number of reasons: to address non-linear enrollment growth; to access variable funding streams; to manage design on difficult topography; to limit the amount of grading for future buildings; and to maintain straight-forward site circulation design. The building pads were terraced on the site using a modular, 100 feet by 100 feet square unit. This kept a one- to three-story building viable without having to change to a more restrictive construction type. Seven level building pads were prepared where construction could be phased in almost any order, for building areas ranging from 10,000 to 50,000 square feet each.
2. The relatively small land area for a campus of its size, along with little pre-established plant landscape, made it important to stress visual harmony and avoid a busy appearance.
3. The environmental impact report's requirement to conceal the buildings from Sierra Highway. This meant that the hill separating the highway from the campus building development, which acted as a visual barrier, remain intact. Also, because of the limited available building area, this determined a multi-level solution with flat roofs to keep the buildings from being too tall.



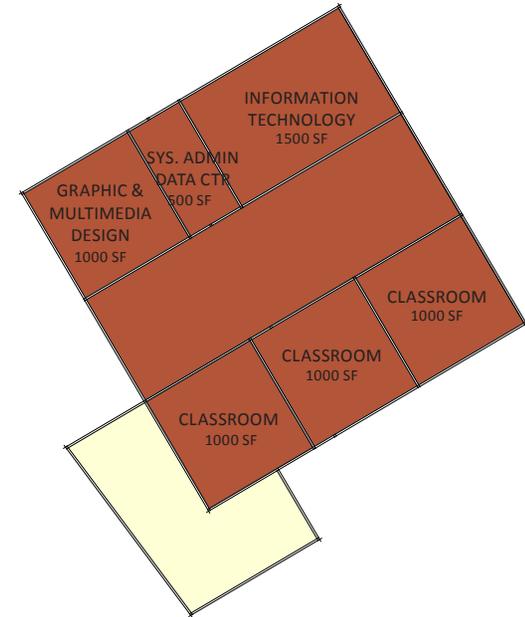
4. Utilizing pedestrian-scaled plazas between the buildings. Building heights will create some shaded areas, but the designed ratio of vertical building height to the horizontal distance between buildings will maintain access to the sun in most plaza areas.
5. Designing a complex drainage scheme for the steep site that would be uninterrupted by future building development.
6. Vertical building circulation cores that could be seen at a distance, for ease of way-finding.
7. Concentration of parking areas and buildings to conserve open space.

8. Safe site circulation without steep grades for roads or sidewalks.
9. Sidewalks were designed to maximum slope and to avoid ADA complying ramps that require handrails.
10. To stay within a limited budget for construction materials. Strategies included consistency using a limited number of different materials, and modular construction units.
11. Solar shading of buildings to minimize cooling load, thus conserving energy.
12. Daylighting design for classrooms. This saves energy costs, but also comes with the aesthetic benefit of three-dimensional building facades.
13. Breaks in building masses, for less of an “urban” effect.
14. Natural color palette that blends with the surroundings for visual harmony.
15. Additional sustainable features for the permanent buildings include: the use of native and drought-resistant landscape, PVC roofing and concrete flooring, water usage reduction utilizing WaterSense-certified fixtures and fixture fittings.
16. “Hands-on” student involvement with planted gardens integrated around campus serve the instructional program and are part of the College’s Biodiversity Initiative.
17. In consideration of the length of construction phasing, the appearance of a “timeless”, yet a contemporary architectural style.



3.3.4.1 THE ARTS/ LECTURE BUILDING

THE ARTS/ LECTURE BUILDING



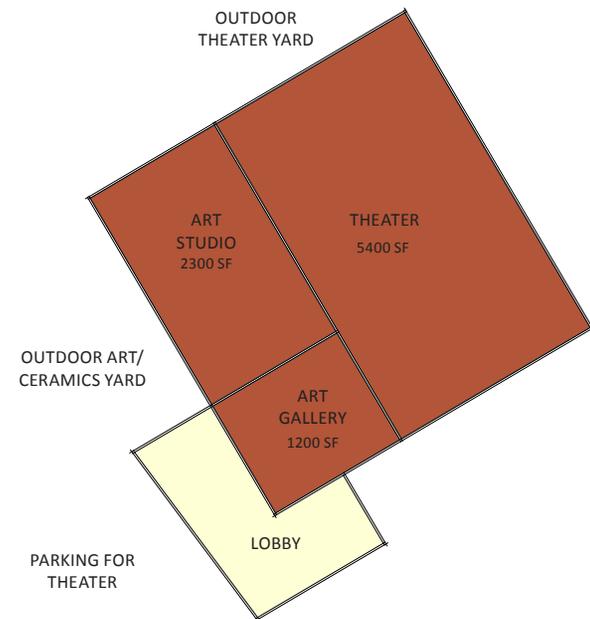
LEVEL 2

The Arts Building will be built concurrently with the Student Services/Learning Resources building. It will house the fine arts, including a combined music, dance and theatrical performance space.

The Arts Building has its main entrance lobby adjacent to parking. The lobby projects from the main building façade for visual prominence. Delivery services come directly to the outdoor theater yard. Larger volumes of occupants, with dedicated egress from the theater, can move without crossing any of the pedestrian paths to other campus buildings. The Art Gallery is on the same level as the Theater for similar reasons.

The Art Studios have been also placed on the lower level, with grade-level access to open space. This is because these require flexibility and room for future expansion of the Art Studios. By locating studios on the exterior wall, it is possible for art and ceramic projects to utilize an outside yard, as required for open-air exhibits.

In addition to nearly 11,000 assignable square feet of instructional lab space, there are six classrooms (1,000 ASF each) in the Arts Building.

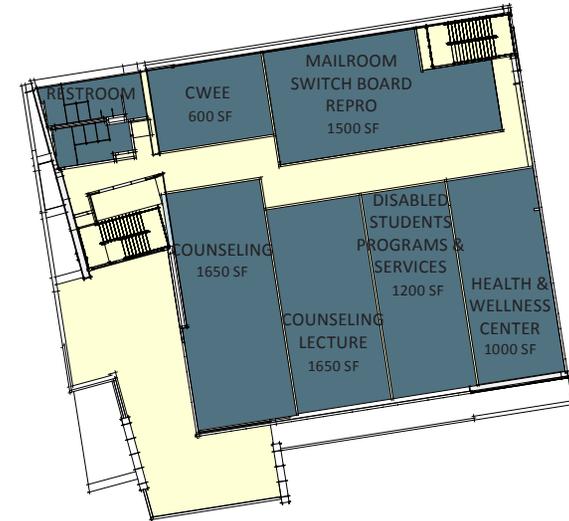


LEVEL 1



3.3.4.2 THE STUDENT SERVICES/LEARNING RESOURCES BUILDING

THE STUDENT SERVICES/ LEARNING RESOURCE BUILDING

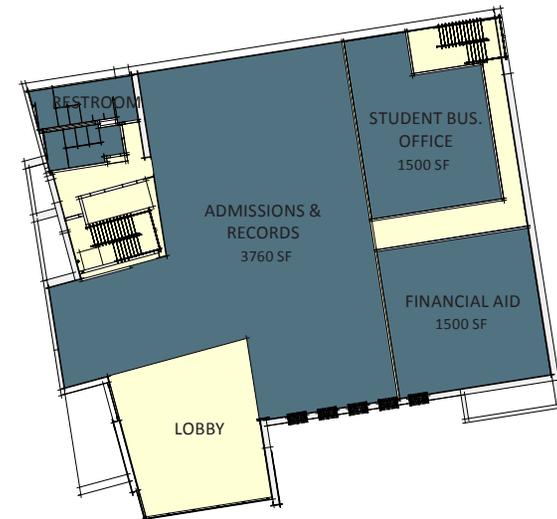


LEVEL 2

The Student Services/Learning Resources Building will be constructed, opposite the Science/Lecture Building, as the other half of the campus core site development. Its building functions include Student Services, Library and The Learning Center (TLC). The modular buildings that currently serve Student Services will be vacated and the services moved into this building, thus paving the way for the construction of the permanent Student Commons building on the south end of the lower tier. This Student Services building's plan foot print is nearly a mirror of the Science/Lecture Building. Each contains five - 100 feet by 100 feet plan units. These two buildings serve to reinforce both the symmetry and importance of the Main Plaza and new amphitheater.

The Student Services/Learning Resources Building makes the best use of the outdoor plaza space. The Main Plaza can be utilized for overflow events with high student traffic such as registration periods.

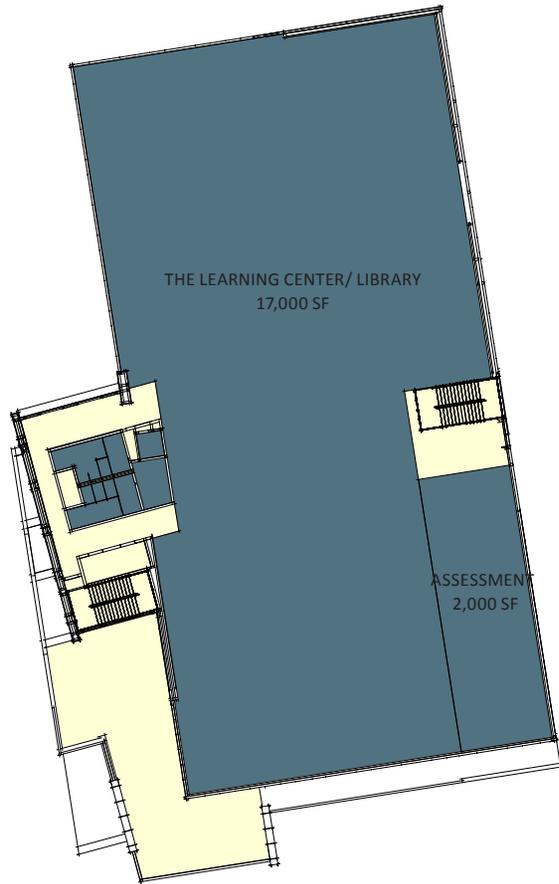
The Upper Plaza will serve as additional individual study and group space to benefit the TLC and Library, as those spaces share the same grade level as the upper plaza. All spaces in the building will be either dedicated office space or library space. The exception is that the TLC will be a drop-in computer lab, typically non-instructional space, and thus not included in the State Chancellor's Office categorization of "library" space.



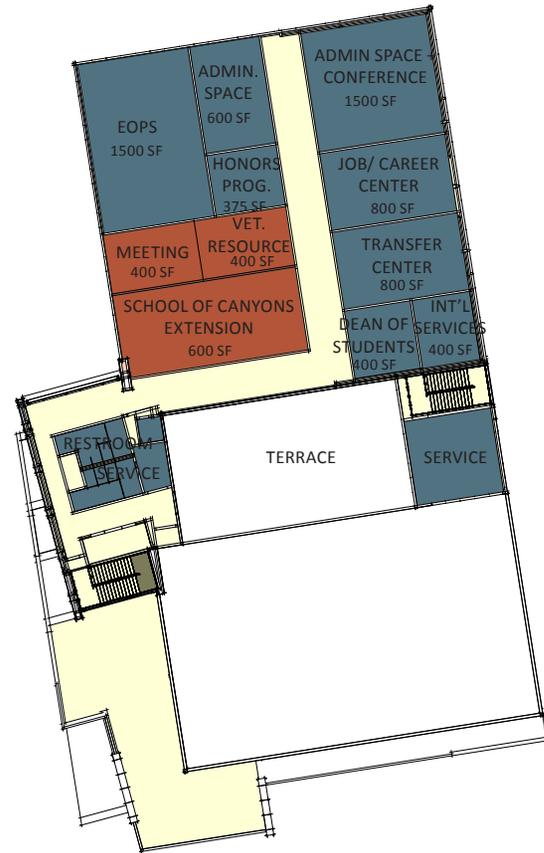
LEVEL 1



3.3.4.2 THE STUDENT SERVICES/LEARNING RESOURCES BUILDING

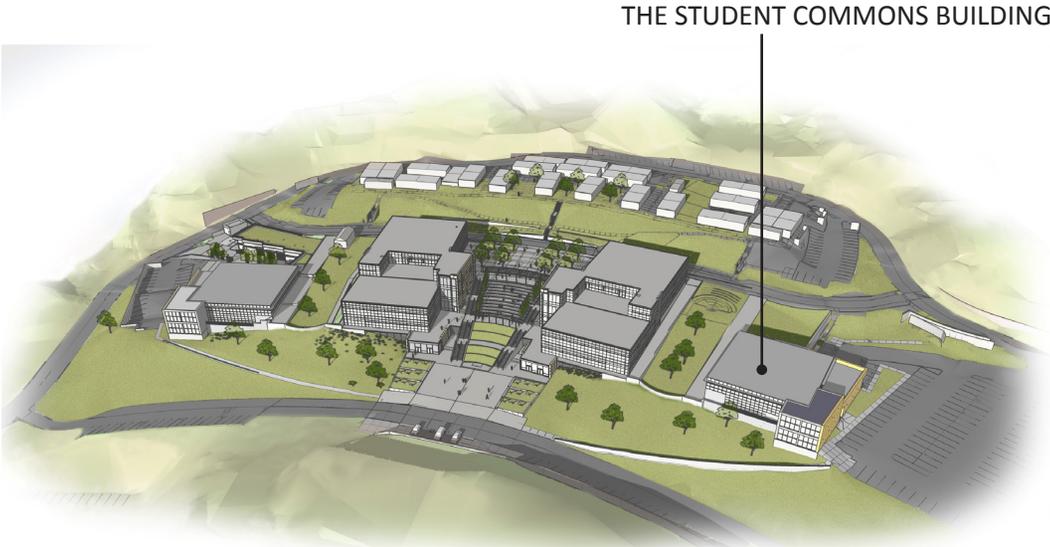


LEVEL 3



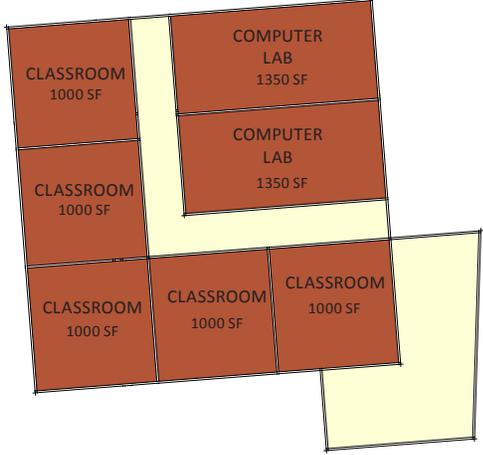
LEVEL 4

3.3.4.3 THE STUDENT COMMONS BUILDING

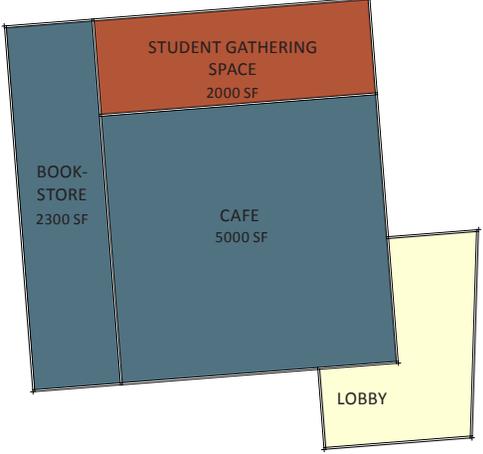


The Student Commons Building will follow the Arts and Student Services/ Learning Resources buildings in the campus building construction plan. This building contains the Student Center, Bookstore, Cafeteria, Technology Center, and School of Business. The building will be located on the south end of the lower tier of campus, displacing Quads 1-A, 1-B and 1-C. The student services functions will be moved into the Student Services/Learning Resources building after it is completed.

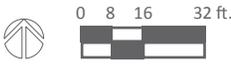
This building will contain two computer labs and four classrooms (two of these being School of Canyons Extension). Adjacent parking to the south will serve many of the short duration needs in the building program.



LEVEL 2



LEVEL 1



3.3.4.4 THE PARKING STRUCTURE



TOP LEVEL PLAN

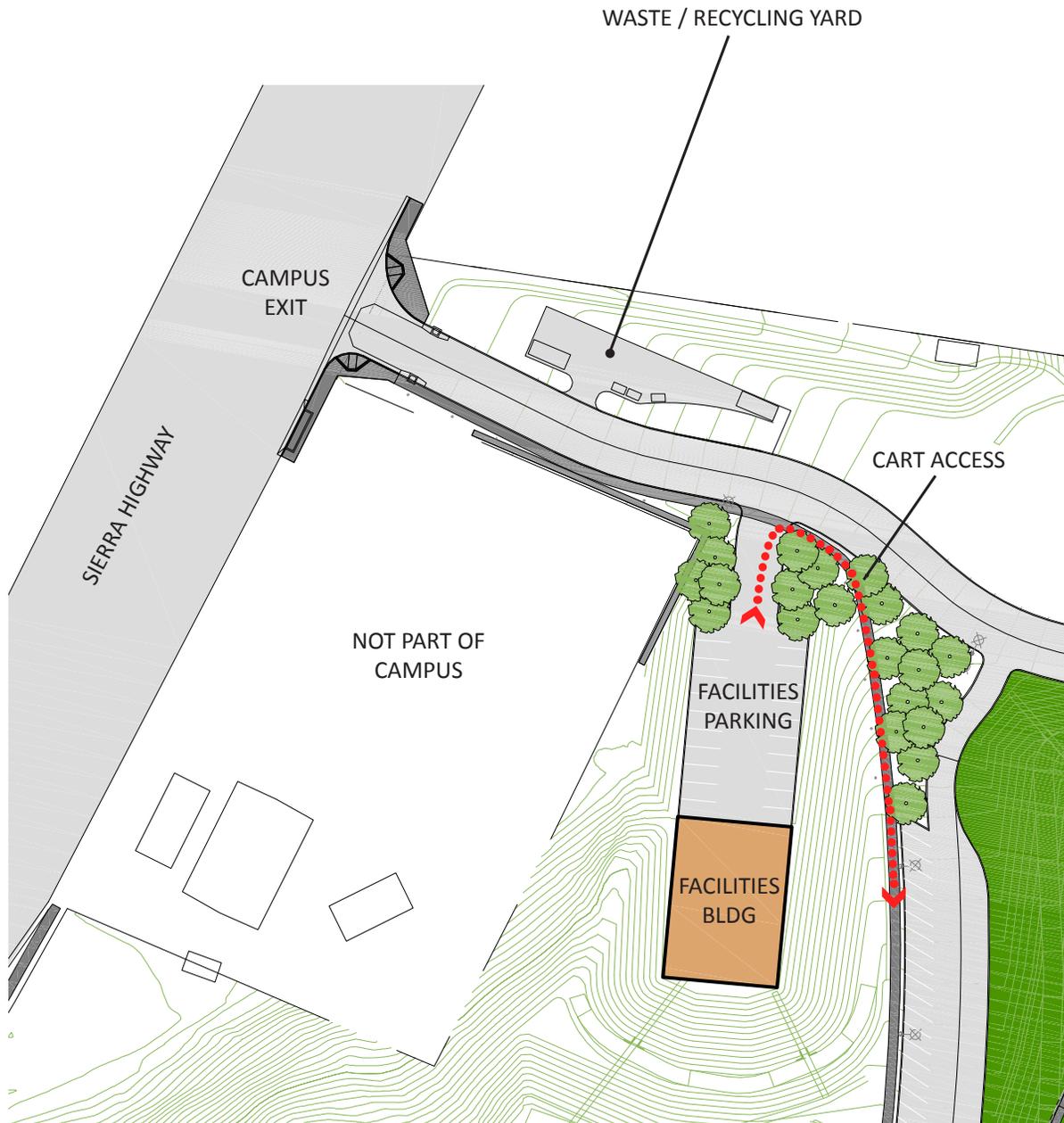


GROUND LEVEL PLAN

In order to meet demand for parking as the campus expands, there is opportunity to grow the current Parking Lot 1 by adding a second level, on top of the current lot. A second level was considered during original construction of the lot and therefore provisions have been made to the lot to aid in future construction of this additional level.

Not only would this second level add more parking spaces close to the center of campus, it also offers an opportunity to create an ADA accessible pedestrian bridge and ramp over to Parking Lot 3. An added advantage of this link is that it will discourage students from walking up the main road through campus which is not only unsafe, but also not ADA accessible.

3.3.4.5 THE FACILITIES/ MAINTENANCE & OPERATIONS



The current facilities and support areas for the campus are not sized appropriately for the current campus size, and as the campus continues to grow, the facilities area will need to find a new location and grow as well.

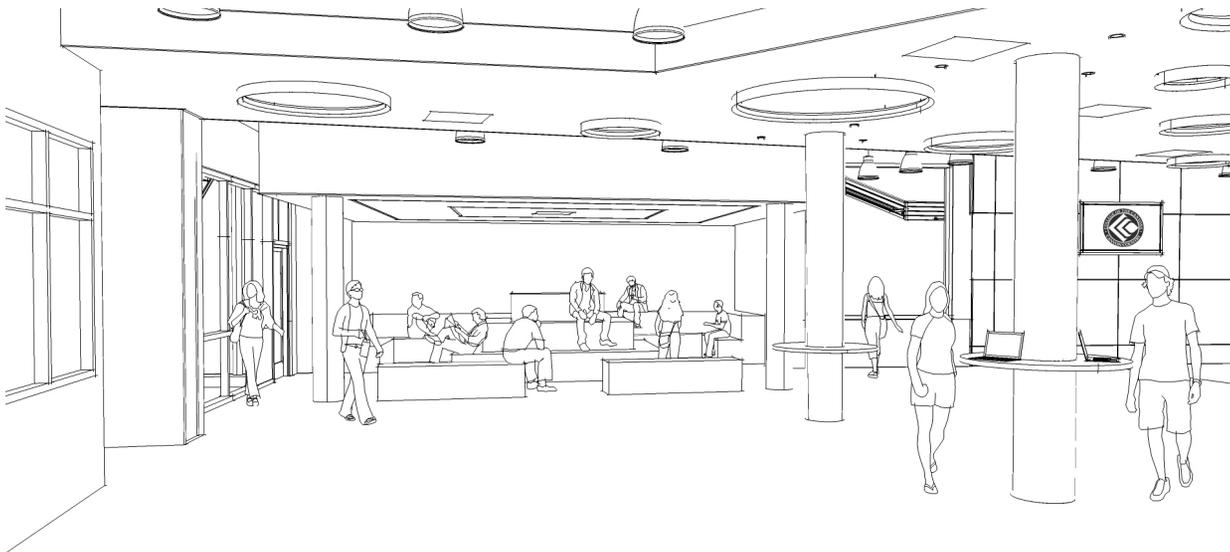
The proposal is therefore for a new facilities structure, located near the exit, which can house adequately both the facilities functions and areas for recycling collectables.

3.3.5 THE STUDENT LEARNING OPPORTUNITIES



Incorporated into the design of new buildings will be a consideration for opportunities to learn and interact with others outside of the classroom.

Technology hubs can be integrated with seating and stopping areas to allow for moments of interaction, whether it be socializing with other students, studying, or simply using their own technology. The creation of these stopping areas and hubs will encourage pausing and allow the students to become more integrated into the college community.



3.3.6 FUTURE FACILITY PROJECTS



3.3.7 THE 2017-2022 FACILITIES MASTER PLAN

QUAD 2:	
200-201	EARLY CHILDHOOD EDUCATION (ECE)
202	LARGE CLASSROOM
202A	SMALL CLASSROOM/CONFERENCE RM.
203	ACTIVITY ROOM
204	ASG STUDENT LOUNGE/STUDENT DEVELOPMENT
205	FACULTY OFFICES/TECH SUPPORT

QUAD 3:	
300-301	CLASSROOMS
302	STUDENT STUDY LOUNGE
303	VENDING CAFE
304-305	COMPUTER LAB
305A	TLC TESTING
306	TLC LAB
307	LIBRARY
308	SKILLS 4 SUCCESS LAB
309-310	SCIENCE LABS
311-312	CLASSROOMS

QUAD 4:	
400-405	CLASSROOMS

QUAD 5:	
500-502	CLASSROOMS
502A	SWITCHBOARD/REPROGRAPHICS
503-506	CLASSROOMS
507	FACULTY OFFICES
508-510	CLASSROOMS

QUAD 7:	
700	CAMPUS SAFETY & FACULTY OFFICES
701-702	CLASSROOMS
703	COMPUTER LAB
704-705	CLASSROOMS
706	AUTO WORKSHOP
707	PLUMBING WORKSHOP
708	SOLAR/ELECTRICAL/ELECTRONICS WORKSHOP

BUILDINGS	
SC	SCIENCE/ LECTURE
SS	STUDENT SERVICES/ LEARNING RESOURCES
ARTS	ARTS/ LECTURES
STCM	STUDENT COMMONS
F	FACILITIES
I	CENTRAL ENERGY PLANT

 INSTRUCTIONAL

 NON-INSTRUCTIONAL



The Canyon Country Campus.

4.1 COC-VALENCIA CAMPUS 2001 MASTER PLAN

COLLEGE OF THE CANYONS
2001 Facilities Master Plan

KRUGER BENSEN ZIEMER ARCHITECTS, INC.
30 WEST ARRELLAGA STREET, SANTA BARBARA, CALIFORNIA 93101
Phone: 805/965-1726 Fax: 805/965-2951 Email: kbz@kbzarch.com



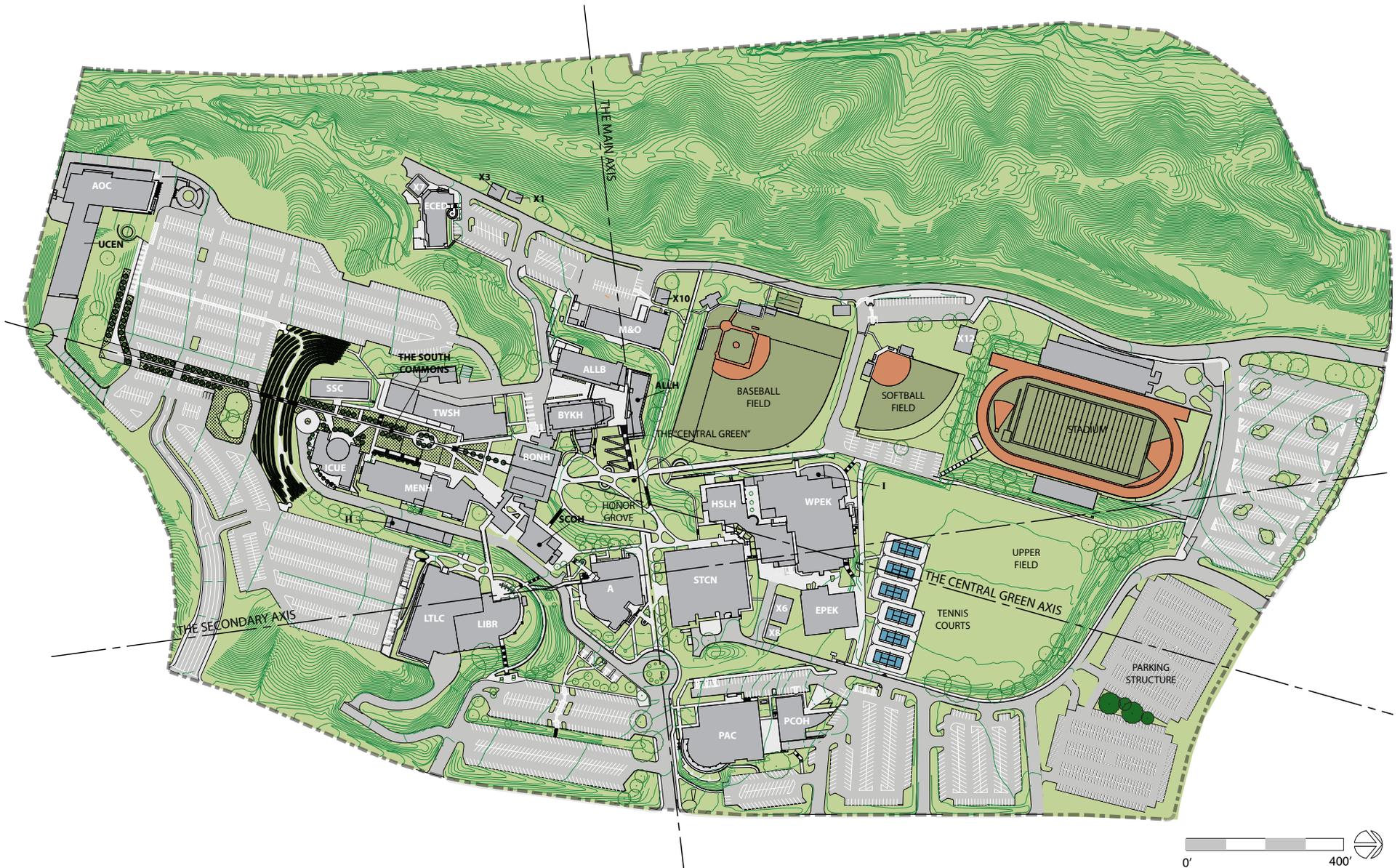
4.2 COC-VALENCIA CAMPUS 2007 MASTER PLAN



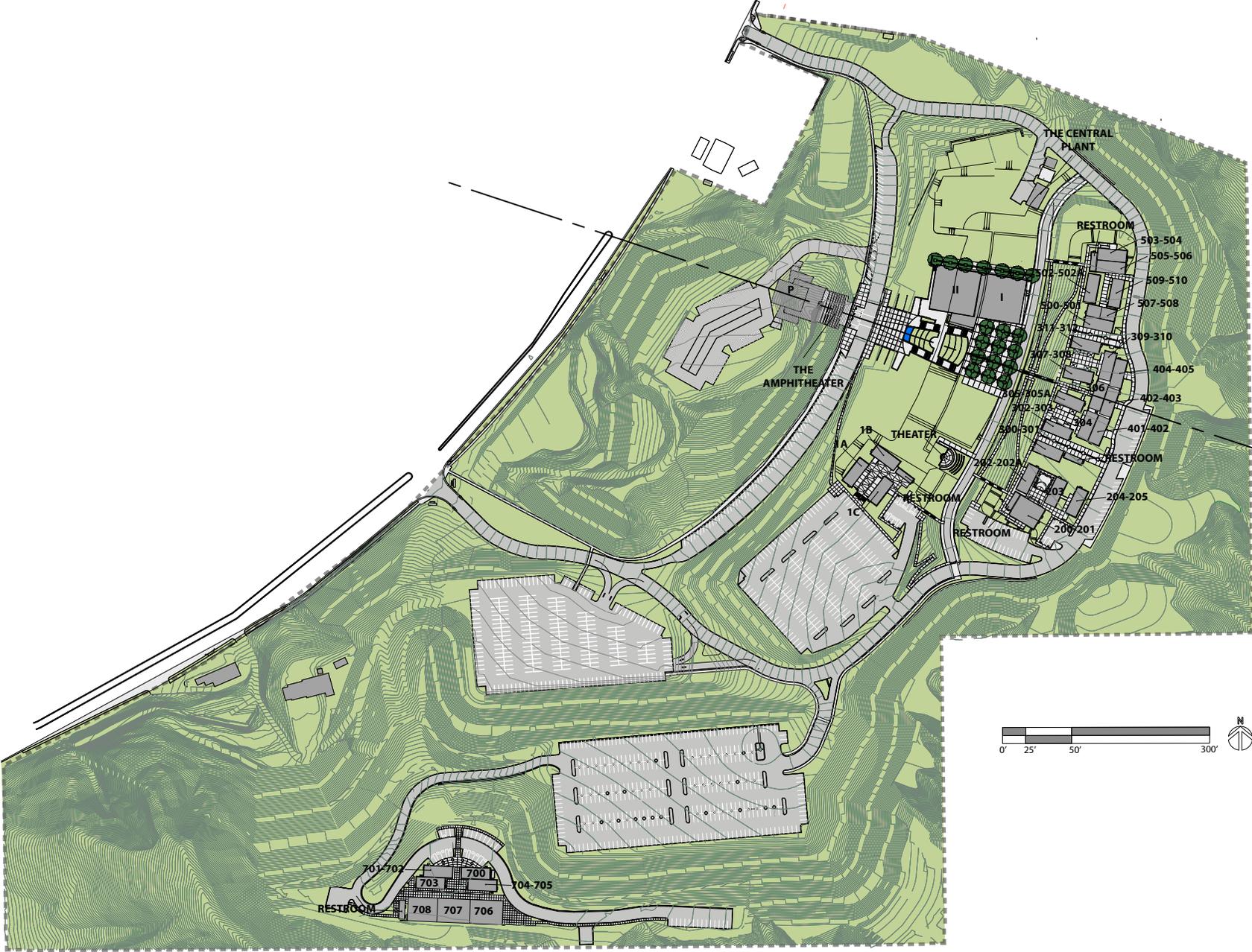
4.3 COC-CANYON COUNTRY CAMPUS 2007 MASTER PLAN



4.4 COC-VALENCIA CAMPUS 2012 MASTER PLAN



4.5 COC-CANYON COUNTRY CAMPUS 2012 MASTER PLAN





SANTA CLARITA COMMUNITY COLLEGE DISTRICT • COLLEGE OF THE CANYONS

www.canyons.edu

VALENCIA CAMPUS

26455 Rockwell Canyons Road, Santa Clarita, CA 91355

CANYON COUNTRY CAMPUS

17200 Sierra Highway, Santa Clarita, CA 91351