

College^{of the} Canyons



Fact Book



2023-2024

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

—*Dr. Martin Luther King, Jr.*



College Information and Data
Revised as of December 2023
Next Revision Fall 2024

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TABLE OF CONTENTS

1. FACT BOOK OVERVIEW AND PURPOSE	
Why do we have a fact book?	7
2. COLLEGE MISSION, VISION, AND PLANNING	
What guides College of the Canyons	9
College goals and commitments.....	10
The importance of planning.....	12
Planning and college committees	13
3. COLLEGE OVERVIEW	
College of the Canyons – history and context	15
Geographic area	16
College of the Canyons employee data	17
4. COLLEGE SERVICE AREA	
Projected college population.....	20
Household income.....	21
Educational attainment of Santa Clarita residents, Age 25+.....	21
Age of residents	22
5. COMMUNITY FACTORS, GROWTH AND DEVELOPMENT	
Workforce and economic advancement division	24
Businesses and individuals.....	25
Safety.....	26
Santa Clarita Valley economy.....	27
Santa Clarita Valley employers.....	28
Santa Clarita Valley employment by sector	29
6. STUDENT DATA	
Santa Clarita Valley higher education	31
Pathways to higher education	32
Local school enrollment projections	33
Junior high and high school achievement	34
How COC students compare to the community	35
Community participation rates in higher education	36
College of the Canyons enrollments and projections.....	39
Enrollment and projections.....	40
Overview of student demographics	41
Historical changes in COC student ethnic composition	42
Student use of financial aid	42

Where COC students reside	44
Student citizenship status	45
Student academic standing.....	45
Concurrent and dual enrollment options for students	46
Student full-time/part-time enrollment status	47
Student day/evening enrollment	47
Student educational goals	48
Student outcomes and success.....	49
Associate degrees and certificates granted	50
Student transfers and completion	53
Student transfer rates	54

7. COLLEGE PROGRAMS AND SERVICES

College programs	56
College instructional offerings	58
Distribution of courses.....	59
Online education	60
Instructional load	61
Learning resources	63
College technology developments	64
College student populations	65

8. EARLY COLLEGE HIGH SCHOOL OPPORTUNITIES

Early College High School Partnership:	
William S. Hart District & College of the Canyons	67
Academy of the Canyons overview.....	69
Academy of the Canyons student population	70
Academy of the Canyons success rates	70
Academy of the Canyons transferable units	71
Castaic High School and iCAN Program (Canyons Academy North)	72

9. FACILITIES DATA

University Center	75
Overview of college buildings.....	76
College buildings construction summary.....	77
Facilities design principles	79
Building summary by funding source.....	80
The Valencia campus physical plant map.....	81
The Canyon Country Campus physical plant map	82
College of the Canyons physical plant summary.....	83

10. CANYON COUNTRY CAMPUS	
Overview of the Canyon Country Campus	87
Canyon Country Campus Science Center.....	89
Canyon Country Campus Student Services & Learning Resources Center	90
11. ECONOMIC DATA AND TRENDS	
Santa Clarita Valley real estate overview	92
Santa Clarita Valley housing market.....	93
Santa Clarita Valley residential construction projects	94
Santa Clarita Valley industrial market	95
Santa Clarita Valley office market.....	96
Santa Clarita Valley unemployment rates.....	97
Santa Clarita Valley employment categories	98
12. COLLEGE FINANCIAL RESOURCES	
College funded growth	100
College full-time equivalent students (FTES) totals.....	101
College fund balance	102
College revenues	103
College foundation revenue and assets	104
College grant revenue.....	105
13. SUMMARY	
The Fact Book: in conclusion	107



LIST OF FIGURES

1. Santa Clarita Community College District Map....	16
2. Staffing Increases	17
3. Faculty, Staff & Administrators by Ethnicity	18
4. Faculty, Staff & Administrators by Sex.....	18
5. Santa Clarita Valley: Actual/Projected Population	20
6. Age of Santa Clarita Residents	22
7. Number of Individuals Served	25
8. Number of Businesses Served	25
9. Crime Rates	26
10. College Attendance-High School Graduates.....	32
11. Overall Projected Enrollment.....	33
12. COC Enrollment & Projections.....	39
13. Board of Governors Tuition Waivers	42
14. Citizenship of Students.....	45
15. Academic Standing of COC Students	45
16. Concurrent/Dual Enrollment Trends.....	46
17. Enrollment Trends: Full-Time/Part-Time.....	47
18. Time of Class Enrollment: Day/Evening.....	47
19. Educational Goals of COC Students.....	48
20. Degrees and Certificates Awarded.....	51
21. Number of Transfers to UC & CSU	53
22. Completion & Transfer Rate by Cohort	54
23. Completion & Transfer Rate vs. CA	54
24. Number of Credit Sections Offered.....	58
25. 100% Online Sections	60
26. Online Headcount	60
27. Instructional Load	62
28. Preference and Use: Learning Center Modality	63
29. Preference and Use: Library Services Modalit	63
30. Total High School Student Headcounts by Early College Enrollment Type.....	68
31. Success Rates (Credit Courses) for Non- Concurrently Enrolled (non-high school Students), Concurrent Non-Dual (non-dual enrolled high school student) and Concurrent Dual (dual enrolled high school student).....	68
32. Success Rates - AOC	70
33. UC and CSU Transferable Units	71
34. Cumulative OGSF	6
35. Median Home Value Price by City/Area	93
36. Unemployment Rates.....	97
37. Actual Funded Growth.....	100
38. Total Funded & Unfunded FTES	101
39. Unrestricted General Fund Balances	102
40. General Fund Unrestrained Revenue	103
41. COC Foundation Revenue	104
42. COC Foundation Net Assets	104
43. Grant Revenue.....	105

LIST OF TABLES

1. Santa Clarita Valley:	
Estimated Population Growth.....	20
2. Household Income	21
3. Educational Attainment.....	21
4. Top Employers in the SCV	28
5. SCV Employment by Sector	29
6. Local Colleges or Universities.....	31
7. Tuition Comparison.....	31
8. Previous HS of COC Students (Hart District)	32
9. Enrollment Projections for Feeder Schools	33
10. CAASP—Junior High	34
11. CAASP—High School	34
12. Ethnicity	35
13. Participation Rates Within District	36
14. Participation Rates by Sex.....	37
15. COC Enrollments and Projections.....	40
16. Overview of Student Demographics.....	41
17. Historical Changes in Student Demographics	42
18. Financial Aid.....	43
19. Residence of COC Students.....	44
20. Degrees and Certificates.....	50
21. Changes in Number of Degrees Awarded	52
22. Course & Section—Credit, Transfer, CTE, NC	59
23. Growth in WSCH, FTEF and Load	61
24. Technology.....	64
25. Special Populations.....	65
26. Class of 2023 Castaic High School iCAN Participation	72
27. Building Summary	77
28. Building Summary by Funding Source	83
29. Approved Residential Construction Projects	94
30. Approved Non-Residential Projects	95
31. Office Market Overview-SCV.....	96
32. Adopted Budget Summary	103

FACT BOOK OVERVIEW & PURPOSE



WHY DO WE HAVE A FACT BOOK?

College of the Canyons has a long track record of using data to inform planning and institutional mission in order to effectively support the needs of students. The annual Fact Book for College of the Canyons was first developed in 1989 under the direction of Dr. Van Hook as part of the college's comprehensive planning taskforce. This mauve-colored original Fact Book was used as part of the College's 20th anniversary to inform planning, advocacy, and improvement. At that time, the College did not have a Research office, but the College has built a rich culture of data over the years to support institutional excellence and has developed an outstanding research team. Annual data from the Fact Book help to stimulate discussion of planning and strategic goal setting as part of an ongoing college culture of inquiry and improvement.

Initiated by the Institutional Research, Planning, and Institutional Effectiveness (IRPIE) Office, the Fact Book is used collegewide alongside of multiple data visualization dashboards to provide easy access to key institutional data, student success data, and other metrics related to the mission. Institutional data resources such as the Fact Book are part of regular college communication of the results of assessment and evaluation, helping the institution develop a shared understanding of strengths and opportunities in order to set ongoing priorities. The IRPIE and PIO websites maintain additional reports and provide a trove of student data highlights as well as Tableau data visualizations and research and evaluation reports and briefs at www.canyons.edu/data, www.canyons.edu/planning, and www.canyons.edu/news.

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



COLLEGE MISSION, VISION & PLANNING



WHAT GUIDES COLLEGE OF THE CANYONS

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

MISSION

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

VISION

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

PHILOSOPHY: College of the Canyons believes in:

Teaching and Learning

We honor and reward high performance for teaching and learning.

Respect for All People

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

Partnership with the Community

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

Excellence

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

Creativity and Innovation

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

COLLEGE GOALS AND COMMITMENTS

College of the Canyons' Strategic Plan includes three overarching goals: Access, Engagement, and Success. These goals were locally developed to support the college's mission and are aligned with the California Community College Chancellor's Office Vision 2030 framework. The goals of access, engagement, and success are supported by twelve foundational institutional commitments, which are part of the necessary preconditions to successfully address and achieve college goals in support of the mission.

STRATEGIC PLAN GOALS

Access

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

Engagement

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

Success

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

FOUNDATIONAL COMMITMENTS

Teaching and Learning

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

Student Support

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

Cultural Diversity

Promote diversity of the community, students, and staff.

Human Resources

Select and develop high-quality staff.

Institutional Advancement

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

Institutional Effectiveness

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

Financial Stability

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

Technological Advancement

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

Physical Resources

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

Innovation

Dare to dream and make it happen.



Campus Climate

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

Leadership

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

www.canyons.edu/planning

THE IMPORTANCE OF PLANNING

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

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

- Reflect on research and external information, such as outcomes information, self-studies, research reports, program review data, enrollment patterns, and workforce trends;
- Consider the implications of state and federal policies and funding opportunities;
- Assess changes in the community that impact the college's programs and services and opportunities for partnerships;
- Identify potential resource development opportunities;
- Evaluate our results;
- Design and realign as necessitated by emerging information, trends, and opportunities that present themselves; and
- Working to integrate all planning processes and priorities.

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

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

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



PLANNING AND COLLEGE COMMITTEES

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

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

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

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

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

KEY PLANNING DOCUMENTS

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

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

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

COLLEGE OVERVIEW



COLLEGE OF THE CANYONS – HISTORY AND CONTEXT

The story of College of the Canyons and the Santa Clarita Community College District began in 1967, in a community that looked very different from the valley that exists today. On November 21, 1967 the voters of the Santa Clarita Valley overwhelmingly approved the creation of a junior college district and elected a five-member board of trustees. Great change was ahead for the once-sleepy whistle stop along Southern Pacific Railroad's Los Angeles-to-San Francisco line. Just three months earlier the master planned community of Valencia was born, luring people from Los Angeles and the San Fernando Valley with homes priced at about \$25,000. In communities we now call Saugus and Canyon Country, an ever-growing assortment of tract homes was sprouting. The old Highway 99 was steadily being circumvented by a major north-south freeway, Interstate 5, which would cut a swath through the Santa Clarita Valley. Housing, retail establishments, recreational amenities, and industrial centers were at hand. And, following California voters' approval seven years earlier to bring state water south, plans were moving forward for a major new State Water Project lake in Castaic. All of these developments helped transform a dusty domain of cowboys and sodbusters to a rapidly growing suburbia, one that would need a local institution of higher learning. By the summer of 1968, the trustees of the as-yet nonexistent college chose Dr. Robert C. Rockwell as superintendent-president to put the wheels in motion. With hundreds of prospective students eagerly awaiting their new college, temporary quarters were arranged at Hart High School. It was there that College of the Canyons officially started classes on Sept. 22, 1969, after preliminary approval to conduct classes was granted predicated on formal accreditation, which was received in 1972.

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

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

Dianne G. Van Hook University Center, College of the Canyons Institute for Culinary Education (iCUE), and Canyons Hall, the Student Services Administration Building. The newest additions to the Canyon Country Campus include the Applied Technology Center, Central Plant, and Science Center.

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

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

GEOGRAPHIC AREA

The Santa Clarita Community College District serves a geographic area of 367 square miles in the northwest portion of Los Angeles County in an area known as the Santa Clarita Valley. The district is south of the Sierra Pelona and north of the San Gabriel and Santa Susanna mountain ranges. The district is 40 miles north of Los Angeles International Airport, 20 miles north of the San Fernando Valley and 30 miles east of the Pacific Ocean. The area is characterized by many canyons that generally run in a north-south direction and slope upward toward the north. The valley is fertile and once supported agriculture, but is now largely covered by housing developments and commercial properties.

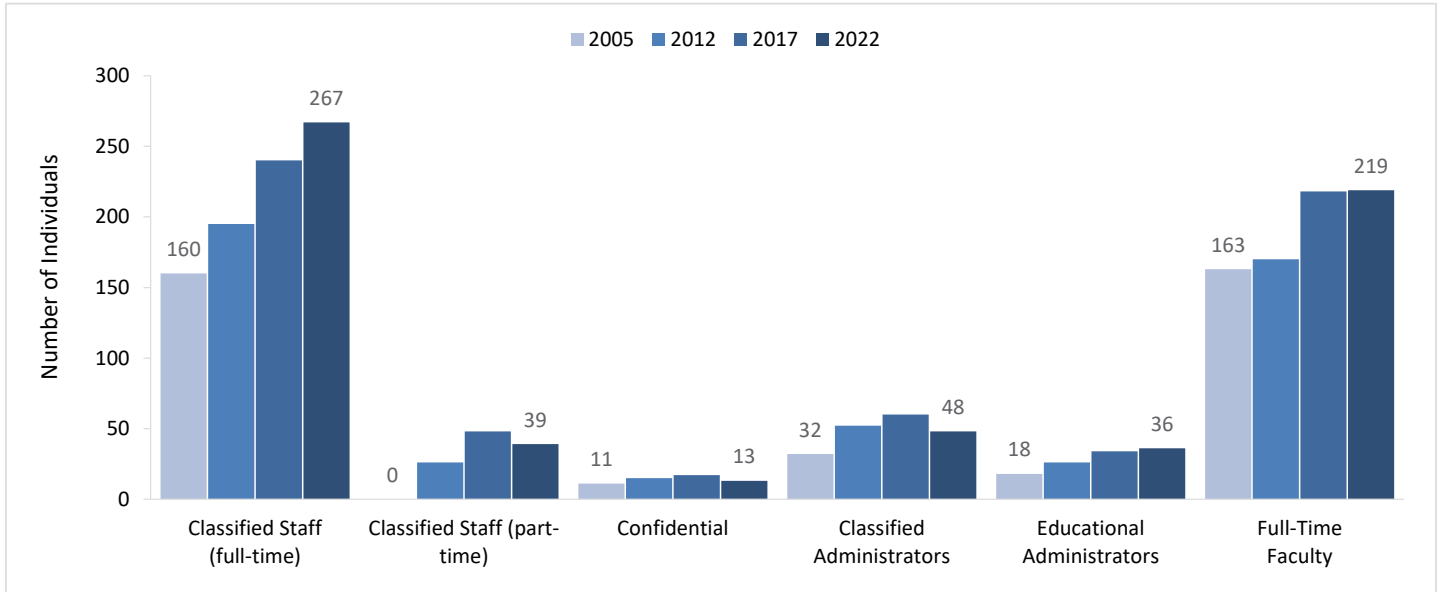
Figure 1. Santa Clarita Community College District Map



COLLEGE OF THE CANYONS EMPLOYEE DATA

As highlighted below, the College has had significant staffing growth over the past two decades. In 2022, the College employed 319 classified staff (part-time/full-time and confidential), 219 full-time faculty, and 84 administrators. College of the Canyons remains one of the largest employers in the Santa Clarita Valley.

Figure 2. Staffing Increases



Source: Informer Report, Human Resources (fall 2022)



Employee Data (continued)

The college is committed to efforts to hire and retain employees who are sensitive to, and knowledgeable of, the needs of a diverse and growing student body. When comparing the College’s employee gender distribution and the student gender distribution, there is no significant difference. However, when comparing ethnicity distribution, the majority of employees identify as White which differs from the majority for the student population which identify as Hispanic/Latinx.

Comprehensive information is available in the College’s Equal Employment Opportunity Report at: <https://www.canyons.edu/administration/humanresources/about/equal.php>

Figure 3. Faculty, Staff, and Administrators by Ethnicity

*Classified includes permanent part-time Classified, full-time Classified, and full-time Confidential
Source: Informer Report, Human Resources (Fall 2022)

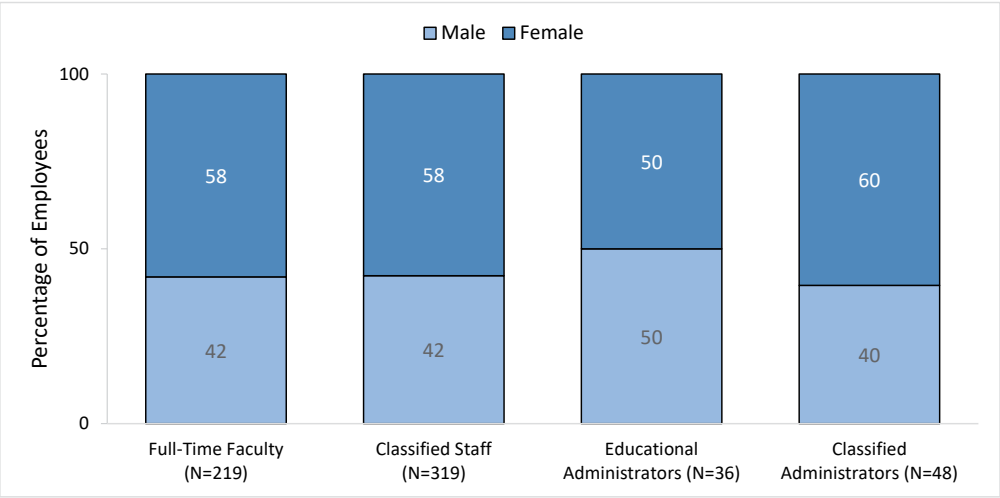
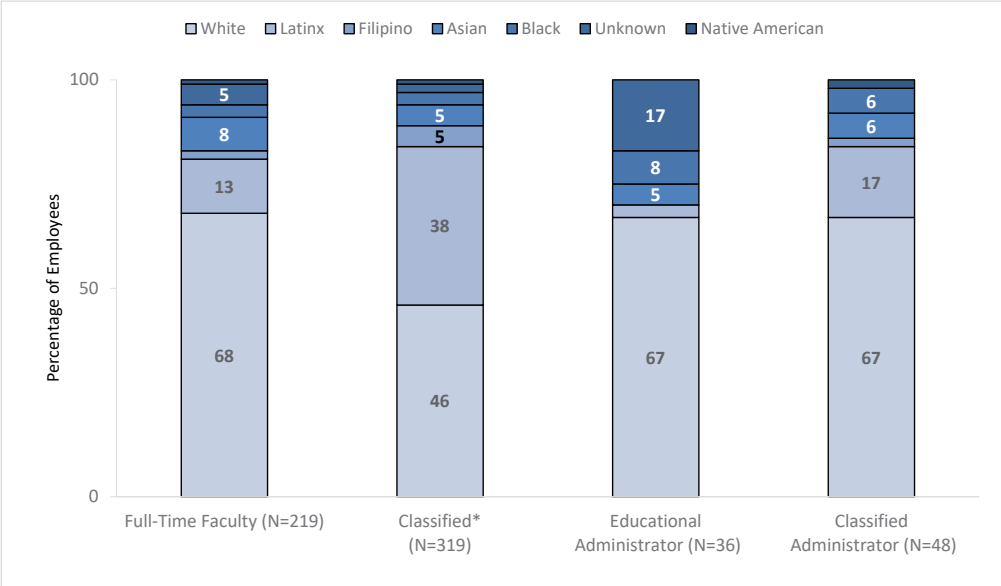


Figure 4. Faculty, Staff, and Administrators by Sex

*Classified includes permanent part-time Classified, full-time Classified, and full-time Confidential
Source: Informer Report, Human Resources (Fall 2022)

COLLEGE SERVICE AREA

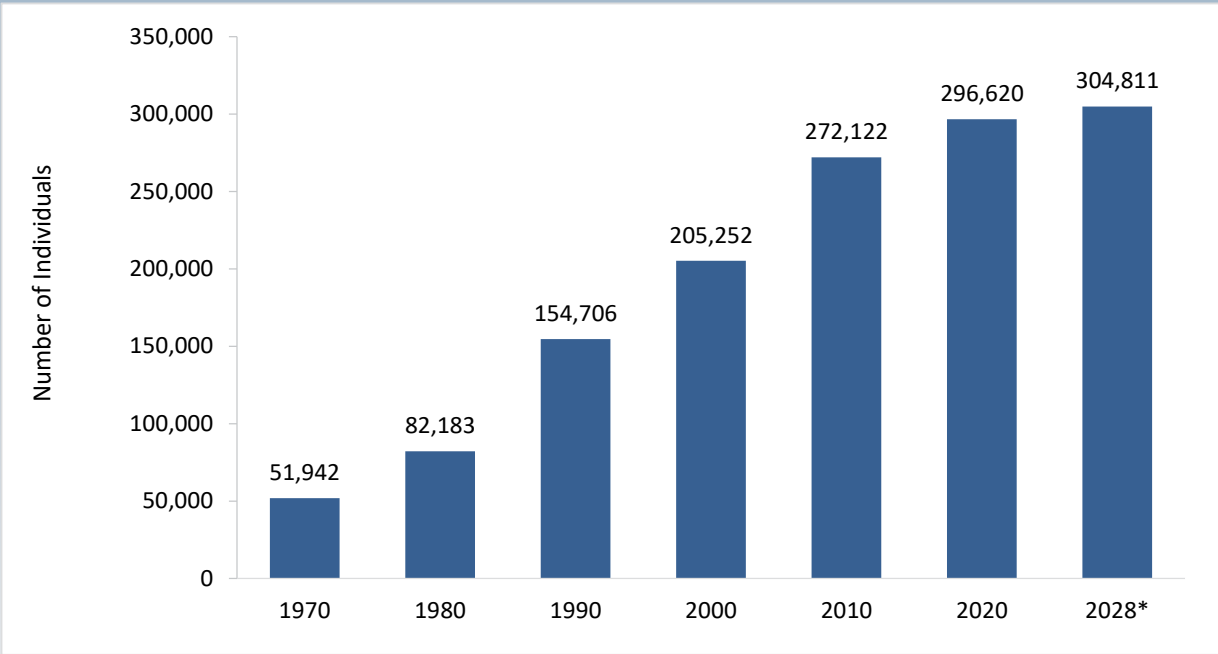


PROJECTED COLLEGE POPULATION

Since 1970, the Santa Clarita Valley population has drastically grown in number and diversity. In 2023, the population reached nearly 300,000, which represents a dramatic increase from 51,942 in 1970. While the population of the Santa Clarita Valley is expected to increase, the rate is constrained due to limited residential growth.

The figure below shows actual and projected population growth increments for 1970 through 2028 with projected yearly population for 2024-2028 shown in the table.

Figure 5. Santa Clarita Valley: Actual/Projected* Population



Source: Santa Clarita Economic Development Corporation & College of the Canyons Economic Outlook, 2023
 *Projected population growth

Table 1. Santa Clarita Valley: Estimated Population Growth

Year	Population
2024	295,896
2025	298,028
2026	300,360
2027	302,677
2028	304,811

Source: Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic Outlook, 2023

HOUSEHOLD INCOME

The median household income in the Santa Clarita Valley was estimated to be \$115,327 in 2023, while the median household income in California is \$89,114. In the Santa Clarita Valley, nearly half of the households have an income of \$125,000 or more. Eight percent of households in the Santa Clarita Valley have an income of \$25,000 or less.

Table 2. Household Income

Income	SCCCD	L.A. County	California
\$500,000 or more	4.83%	3.67%	5.01%
\$200,000-\$499,000	17.28%	10.76%	12.27%
\$150,000-\$199,000	14.02%	8.86%	9.76%
\$125,000-\$149,000	9.84%	7.68%	7.99%
\$100,000-\$124,999	10.64%	9.86%	10.02%
\$75,000-\$99,999	11.35%	12.12%	11.93%
\$50,000-\$74,999	11.86%	14.75%	14.01%
\$35,000-\$49,999	7.00%	10.01%	9.35%
\$25,000-\$34,999	4.73%	6.74%	6.23%
\$15,000-\$24,999	3.93%	7.03%	6.18%
\$14,999 or less	4.53%	8.53%	7.24%

Source: Claritas, LLC (2023)

EDUCATIONAL ATTAINMENT OF SANTA CLARITA RESIDENTS – AGE 25 +

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

Table 3. Educational Attainment

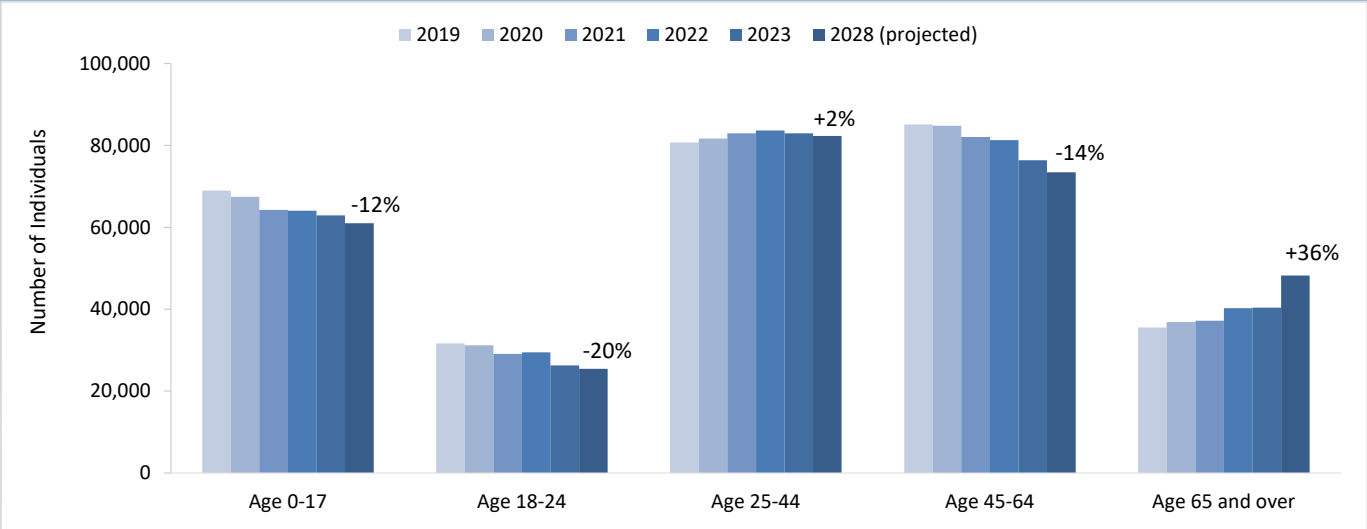
Education Level	SCCCD	L.A. County	California
Less than 9th Grade	3.93%	11.91%	8.83%
Some High School	5.68%	8.38%	7.30%
High School Graduate	18.31%	20.62%	20.64%
Some College	24.65%	18.68%	20.71%
Associate Degree Only	10.14%	6.95%	7.87%
Bachelor's Degree Only	25.18%	22.01%	21.63%
Graduate Degree	8.61%	7.63%	8.84%
Professional Degree	2.07%	2.43%	2.48%
Doctorate Degree	1.42%	1.37%	1.70%

Source: Claritas, LLC (2023)

AGE OF RESIDENTS

As illustrated in the figure below, the demographics of residents in the Santa Clarita Valley are shifting among residents under 25 as well as among ages 45-64, while the population of ages 65 and older are growing a fast rate. Overall, the Santa Clarita Valley has a comparative population to LA County.

Figure 6. Age of Santa Clarita Residents



Source: Claritas, LLC (2023)



COMMUNITY FACTORS, GROWTH, & DEVELOPMENT



WORKFORCE AND ECONOMIC ADVANCEMENT DIVISION



The Workforce and Economic Advancement Division at College of the Canyons is a team of professionals from industry who provide customized workforce solutions to local businesses.

More than 2,000 companies a year rely on the Workforce and Economic Advancement Division at College of the Canyons to give them the competitive edge in today's global economy. The Division drives economic growth through education, training, consulting, and employment services for all companies in every industry sector. They serve as a catalyst of economic growth by valuing and leveraging the strength of community partners to foster innovation, job creation, and workforce solutions.

The Workforce and Economic Advancement Division has created several centers and institutes designed to address the needs of today's growing companies including:

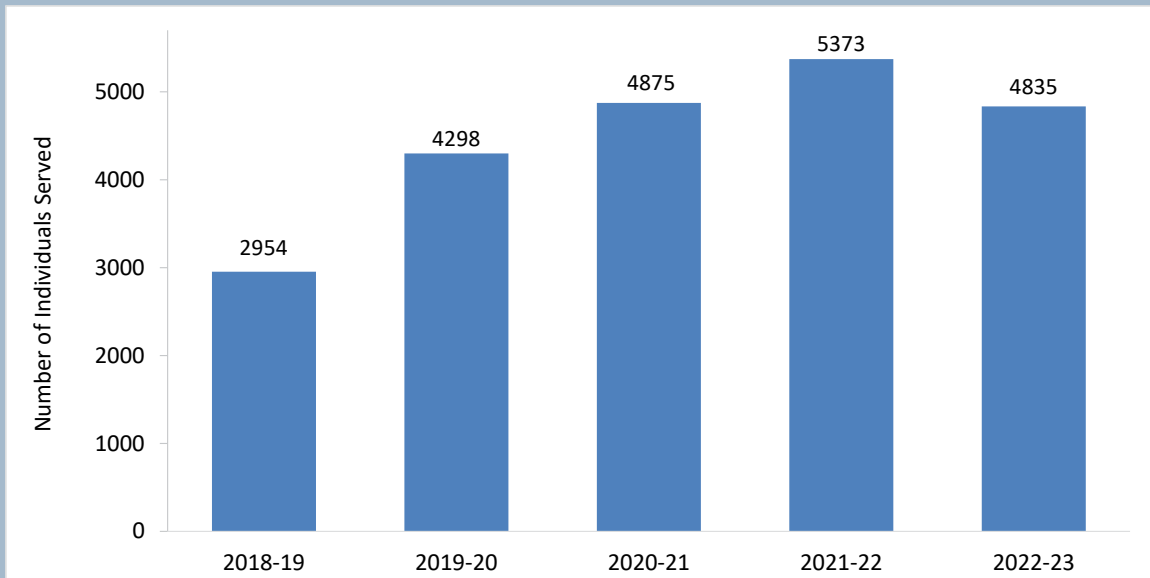
- The **Small Business Development Center (SBDC)** provides prospective and existing small business owners assistance with starting new businesses, tackling current business challenges, and developing the tools and methodologies necessary to successfully manage and grow their businesses. The SBDC is the Small Business Administration's (SBA) largest service program and provides high quality business & economic development assistance to small businesses & entrepreneurs. The SBDC provides no-cost business advising and low-cost training to existing and new businesses.
- The **Employee Training Institute (ETI)** provides customized training programs in most technical skills and business topics. Subject Matter Expert Instructors teach courses that are relevant for business and industry. ETI is dedicated to working with the local business community and listening to their needs allows us to provide rapid-response workforce courses and programs. ETI also administers Employment Training Panel funding for upskilling new and existing employees. ETI works with businesses to provide education and training solutions that increase employee productivity and help businesses retain their pool of talented employees. Through the numerous resources we provide and the many partner agencies we work with at College of the Canyons, we help keep businesses competitive and increase their bottom line.
- The **Center for Applied Competitive Technologies (CACT)** partners with advanced technology companies to provide workforce training and technical solutions. The CACT at College of the Canyons has the mission of advancing the global competitiveness and innovation for advanced technology companies in California, through responsive workforce training that meets employer's needs.
- The **Fast Track Institute (FTI)** provides fast-paced, intensive, job preparation programs for those looking to quickly jumpstart their career. Several new programs including Milling & Tooling, Lean Six Sigma Green Belt, and APICS Certified in Production and Inventory Management (CPIM) Certification programs have been added to the FTI. The Uniquely Abled Academy (UAA) is a premier retraining program that provides individuals with Autism career opportunities in CNC Machining and maintains more than 90 percent job placement rate.

The **Strong Workforce Apprenticeship Group (SWAG)** offers apprenticeship and pre-apprenticeship pathways that provides companies the opportunity to develop their own talent in occupations such as Cybersecurity, Advanced Manufacturing, Allied Health, Logistics and Education.

BUSINESSES AND INDIVIDUALS

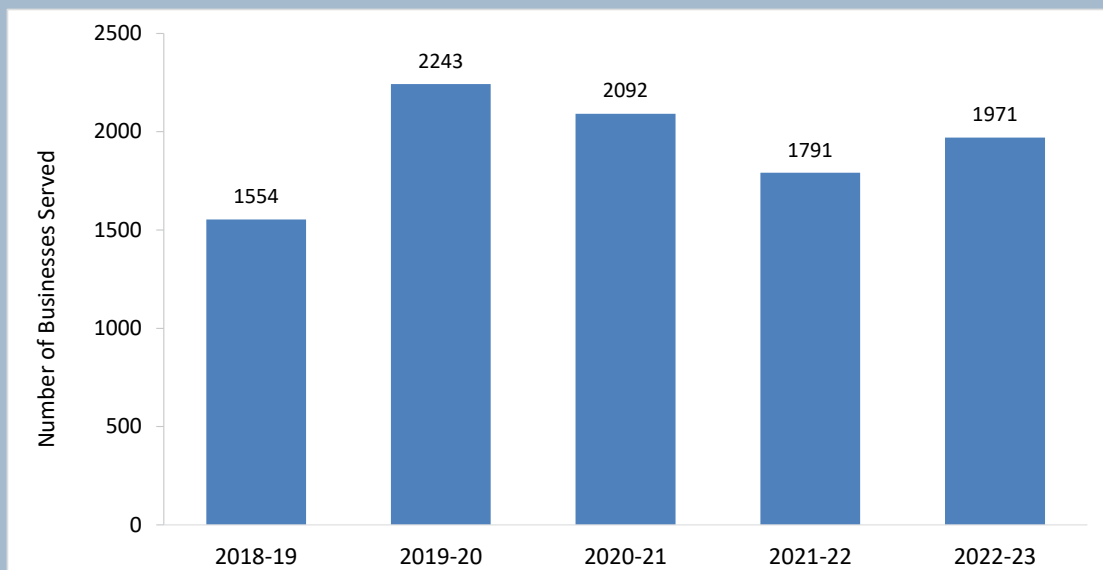
The College has a long history of assisting local businesses with their training needs as part of its overall partnership with the community. The Division of Workforce and Economic Advancement at College of the Canyons served over 4,500 individuals and nearly 2,000 businesses in 2022/23.

Figure 7. Workforce and Economic Advancement Division: Number of Individuals Served



Source: Workforce and Economic Advancement Division

Figure 8. Workforce and Economic Advancement Division: Number of Businesses Served

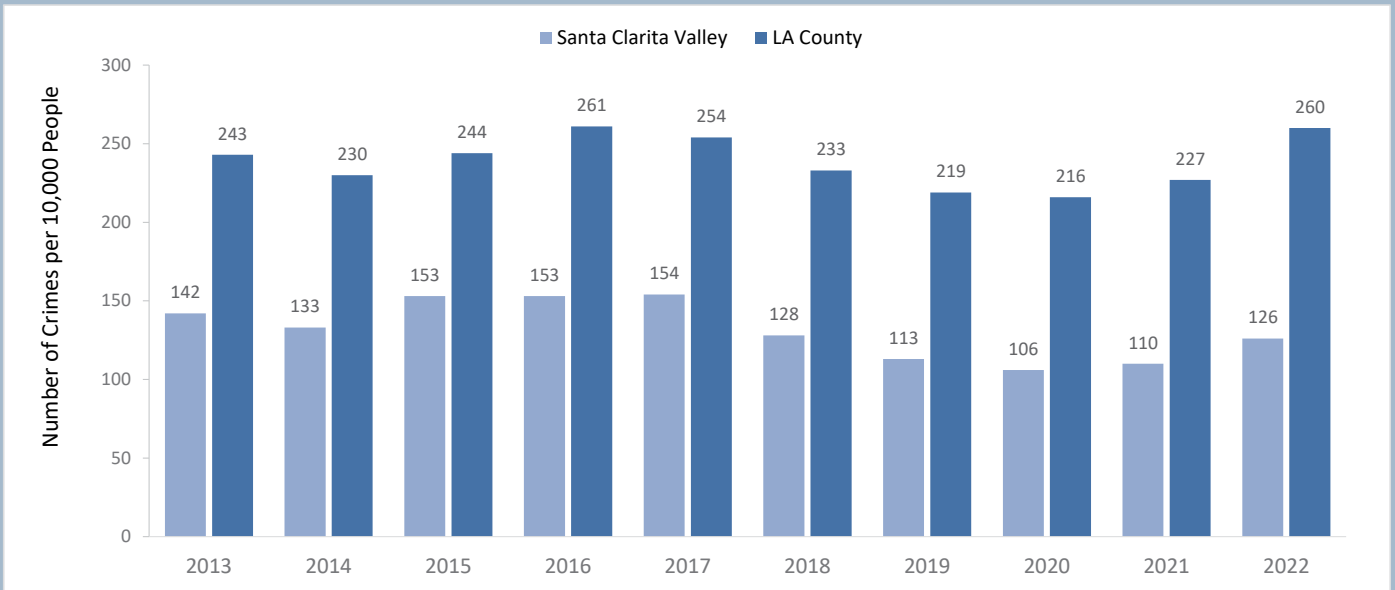


Source: Workforce and Economic Advancement Division

SAFETY

Part I crimes* in the City of Santa Clarita remain much lower than in Los Angeles County overall. This has implications for ensuring a safe and secure campus through campus security efforts and coordination with law enforcement. To date, security on campus has been very effective. In 2022, there were no murders, arson, rape or domestic violence crimes on campus. Categories of crime experienced on campus in 2022 were motor vehicle theft (2 incidents) and larceny theft (2 incidents). No hate crimes were reported at either campus.

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



*Part I crimes, or “serious crimes”, are those defined by the FBI as criminal homicide, forcible rape, robbery, aggravated assault, burglary, larceny grand theft auto, and arson.

Source: LA County Sheriff’s Department Statistics

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

Source: College of the Canyons Campus Safety

https://www.canyons.edu/_resources/documents/studentservices/campussafety/2023AnnualSecurityReport.pdf



SANTA CLARITA VALLEY ECONOMY

Economic Outlook

The economic outlook for 2022 indicated a recession, which has not yet happened. Economists project that the recession may still come, which would be shown by an increasing unemployment rate, and a decline in consumer spending. However, GDP growth in the first six months of 2023 was strong and did not indicate a coming recession. In such a fragile economy, this is subject to business, cultural and political conditions remaining stable.

Employment and Labor Markets

Santa Clarita Valley showed a dramatic increase in job restoration in 2022, recovering or adding nearly 5,000 jobs and is projected to produce 2,100 more jobs in 2023. While the number of jobs has increased, the demand for entry-level retail market jobs has diminished over time due to automation and self-service. Entry-level jobs will be more abundant in the amusement, hospitality and recreation sectors. The unemployment rate has improved drastically since the pandemic, dropping from 11.5 percent in 2020 to 4.5 percent in 2022; however, it is forecasted to rise slightly to 4.8 percent in 2024. This projection is based on increased wages which increase employer costs, combined with increased use of automation.

While employment is up, the office market continues to be weak due to in-office presence being lower since the pandemic, a problem that reaches beyond the Santa Clarita Valley. However, business expansion of all types is occurring in the Valley. The number of companies reporting withholding to the state went from 7,208 in 2022 to a projected 7,370 in 2023, a record high.

The industrial market in the Santa Clarita Valley has low to no vacancy. Growth will continue to be fueled by this market, primarily in manufacturing and a number of projects featuring sound studios. The Santa Clarita Valley is becoming a destination for new sound and film studios due to the number of local production companies.

Residential Real Estate

While new housing forecasts were optimistic in previous years, a number of projects in the Valley have a slower development pace than anticipated; including the Valencia project, Tesoro Highlands and Sand Canyon. New units are forecast in 2024; however, the pace from previous years has been drastically reduced. Development is expected to increase as high mortgage rates reverse directions and economic growth increases. Due to the low inventory of homes, vacancy of the local rental market is tight and additional apartments are needed.

Home sales are being impacted throughout California due to the high mortgage rates and lack of inventory. The drastic rise in home prices from 2020 to 2022 has slowed with values declining from mid-2022 to early 2023. Values are forecast to rise at a moderate pace.

Source: Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic Outlook, September 2023

SANTA CLARITA VALLEY EMPLOYERS

Since 2022, Santa Clarita Valley's largest employers have increased their employee headcounts by just under 200 jobs; however, the largest public employers downsized by 375 positions. College of the Canyons remains one of the largest employers in the Santa Clarita Valley, playing a vital role in the economic health of the community.

Table 4. Top Employers of Santa Clarita Valley

Employer	Number of Employees	Employer	Number of Employees
Six Flags Magic Mountain	2,500	McDonald's	274
William S. Hart Union School District	2,115	Bright Innovation Labs	266
Henry Mayo Newhall Hospital	1,775	Castaic Union School District	260
Saugus Union School District	1,483	ASC Process Systems	250
College of the Canyons	1,350	Landscape Development Inc.	250
Princess Cruises	1,100	Forrest Machining	241
City of Santa Clarita	1,098	Knowles Precision Devices	241
U.S. Postal Service	1,023	Shield Healthcare	231
The Master's University	916	B & B Manufacturing Co.	230
Newhall School District	808	SCV Water	223
Boston Scientific	742	Remo, Inc.	221
Logix	694	Adept Fasteners	221
Advanced Bionics	693	Fralock	206
Woodward HRT	647	Crissair	197
Amazon	580	PCC Aerostructures ADI	194
AMS Fulfillment	498	Cardinal Health	191
Stay Green Inc.	475	The Home Depot	190
Quest Diagnostics	466	Lief Labs	189
California Institute of the Arts	456	HRD Aero Systems	180
Walmart	450	TA Aerospace	176
DrinkPAK	443	Sunvair	172
Contractors Wardrobe	433	RAH Industries	172
Kaiser Permanente	418	Frontier Toyota	159
Scorpion Internet Marketing and Design	356	Honda Performance	155
ITT Aerospace Controls	351	Trinity Classical Academy	155
Pharmavite	345	Star Nail International/Cuccio	157
Gothic Landscaping	333	WayForward	154
Q2 Solutions	305	Southern California Gas	145
Costco Wholesale	280	John Paul Mitchell Systems	143

Source: SCV Economic Development Corporation and College of the Canyons Economic Outlook, 2023

SANTA CLARITA VALLEY EMPLOYMENT BY SECTOR

In 2023, the Santa Clarita restoration of the labor market from the impact of COVID-19 restrictions is effectively complete, with employment now surpassing pre-pandemic levels.

Most of the current employment growth is occurring in healthcare, and the professional, management, technical and scientifically skilled services. The retail sector has remained relatively constant since late 2020. While the accommodation, food services, entertainment, and recreation sectors have nearly recovered from the trauma of the pandemic when nearly 4,000 jobs were eliminated by the lockdowns, they will not be completely restored until 2024.

Table 5. Santa Clarita Valley Employment by Sector

Employment Sector	Total Jobs 2019	Total Jobs 2020	Total Jobs 2021	Total Jobs 2022	Total Jobs 2023
Farm	60	77	118	152	155
Construction	7,328	6,914	6,800	6,932	6,905
Manufacturing	11,470	10,730	10,473	10,936	10,948
Transportation & Utilities	3,925	3,634	3,522	3,712	3,700
Wholesale/Retail Trade	16,082	15,248	15,490	14,925	15,159
Retail	11,900	11,355	11,697	11,463	11,663
Wholesale	4,182	3,893	3,793	3,462	3,496
Financial Activities	3,910	3,673	3,758	3,819	3,713
Professional Services	13,922	13,412	13,890	14,960	15,339
Information	1,392	1,286	1,385	1,386	1,351
Healthcare & Education	11,539	11,162	11,983	12,963	13,776
Leisure & Recreation	15,128	10,548	12,502	14,130	14,466
Other Services	2,918	2,260	2,485	2,825	2,966
Government	9,921	9,197	9,090	9,334	9,825
Federal	1,098	1,168	1,107	1,095	1,109
State & Local	8,823	8,029	7,983	8,239	8,716
Total Wage & Salary	95,797	85,825	88,840	93,717	96,078
Percent change	0.3	-10.4	3.5	5.5	2.5
Total Non-Farm Jobs Created	172	-10,109	2,820	4,607	2054
Unemployment Rate (%)	4.2	11.5	7.9	4.5	4.3

Source: Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic Outlook, 2023

STUDENT DATA



SANTA CLARITA VALLEY HIGHER EDUCATION

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

To further meet the four-year education needs of residents, models for expanding access in the Santa Clarita Valley should be considered, such as the Dr. Dianne G. Van Hook University Center. Currently, the University Center offers 28 baccalaureate, master's, doctorate, certificate, and credential programs on the College of the Canyons campus. Since 2002, 4,314 students have received their bachelor's and / or graduate-level degrees through programs offered at the University Center. For up-to-date information, visit cocuniversitycenter.com

Table 6. Number of Students Enrolled in Local Colleges/Universities

Institution	Number of Students (Fall 2022)
California Institute of the Arts	936 (undergraduate)
The Master's University	1,338 (undergraduate)
College of the Canyons	21,525 (includes ISAs)

Source: <https://public.tableau.com/app/profile/california.insititute.of.the.arts/viz/IDEADashboard/Enrollment>;
<https://collegescorecard.ed.gov/school/?117751>;
 CCCCCO Data Mart

Table 7. Full-Time Tuition Comparison among Local Colleges/Universities

Institution	Annual Tuition & Fees (2022-23)
California Institute of the Arts	\$55,056
Master's University	\$32,870
College of the Canyons	\$1,162

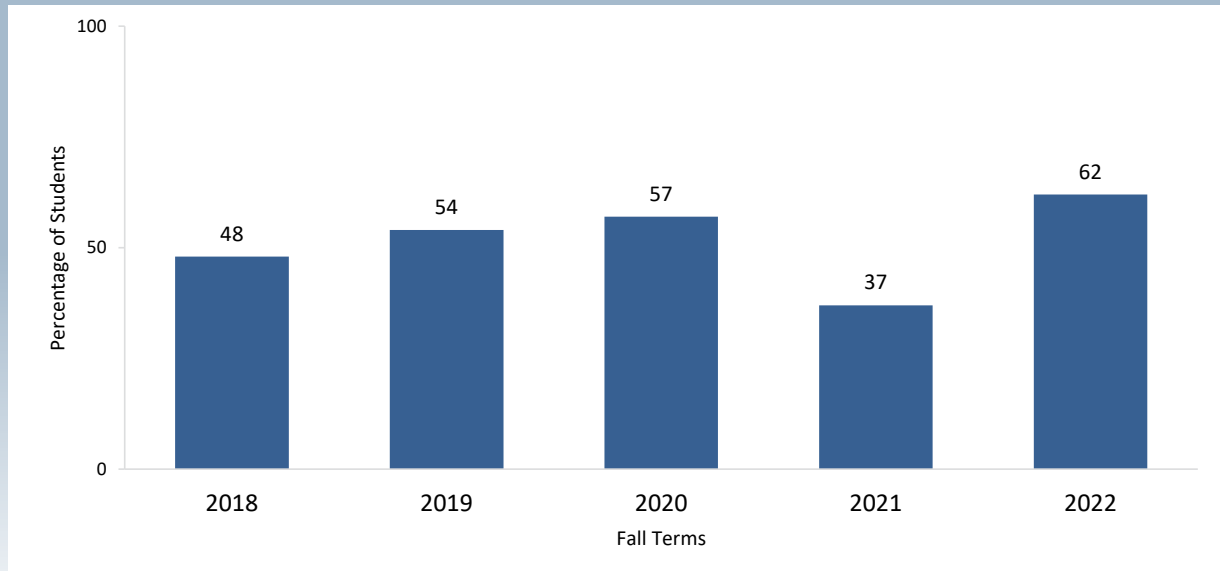
Source: [IPEDS Data Center](https://ipedsdatacenter.org/),

Note: COC annual tuition & fees provided for in-state students

PATHWAYS TO HIGHER EDUCATION

College of the Canyons has been the postsecondary institution selected by an average of 52 percent of Wm. S. Hart Union High School District graduates immediately following graduation over the past five years. The chart below shows the percentage of graduates attending College of the Canyons within one semester of graduation from the Hart District. The upward trend in the percentages (except for the pandemic dip) is partly due to increased numbers of students who were accepted into the Canyons Promise first-year program.

Figure 10. COC College Attendance of High School Graduates: Fall Semester After High School Graduation



Source: CCCCCO SX and ST referential files and CDE DataQuest

High School Last Attended	Number of Students
Academy of the Canyons*	33
Bowman High School	52
Canyon High School	316
Golden Valley High School	324
Learning Post High School	27
Saugus High School	389
Valencia High School	421
West Ranch High School	312
William S. Hart High School	350

Note: Excludes Sequoia Charter and Opportunities for Learning

*63 percent of graduating AOC seniors earn at least one associate degree before graduating high school.

Table 8. Previous High Schools of COC Students Who Transitioned to COC Within One Semester of Graduation (Hart District)

Source: USX / UST, Last High School Informer Report (Fall 2022)

LOCAL SCHOOL ENROLLMENT PROJECTIONS

Over the next six years, the number of Wm. S. Hart Union High School District high school students is expected to show a modest decrease of about 554 students in grades 9-12. As noted by Davis Demographics, the overall projections will need future analysis to determine if the number of students that left the public school system during the COVID pandemic re-enter the public school system, potentially showing growth.

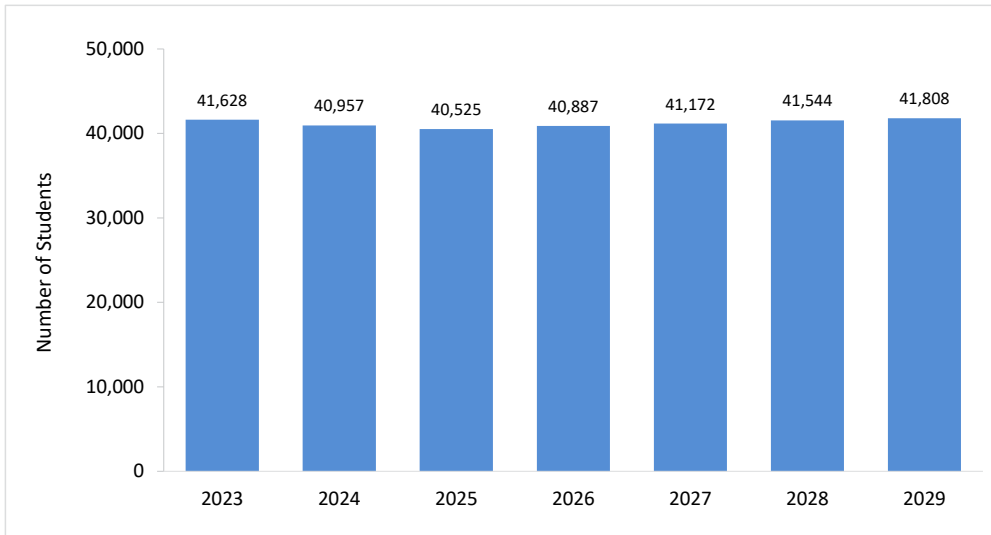


Figure 11. Hart District Overall Projected Enrollment

Source: Davis Demographics
2022

Table 9. Hart District Enrollment Projections for Feeder Schools

Year	K-6	Castaic 7-8	Hart 7-8	9-12	K-12	12 (Seniors)
2020	20,696	492	6,333	15,055	42,576	3,718
2021	20,818	470	6,077	15,015	42,380	3,808
2022	20,516	468	5,981	14,648	41,613	3,790
2023	20,311	483	5,966	14,234	40,994	3,802
2024	20,007	503	5,918	13,865	40,323	3,709
2025	19,976	482	5,796	13,638	39,891	3,558
2026	20,340	537	5,702	13,674	40,253	3,446
2027	20,584	616	5,707	13,632	40,538	3,530
2028	20,884	670	5,727	13,629	40,910	3,516
2029	21,128	721	5,724	13,601	41,174	3,559

Source: Davis Demographics 2022 – reflects fall enrollments

JUNIOR HIGH AND HIGH SCHOOL ACHIEVEMENT

The California Assessment of Student Performance and Progress System (CAASPP) consists of assessment scores from Smarter Balanced English language arts/literacy and mathematics; California Alternate Assessments for English language arts, mathematics, and science; California Science Tests; and Standards-based Tests in Spanish. The tables below indicate the percentage of students meeting or exceeding the state standards for each junior high and high school within the William S. Hart Union High School District, the District as a whole, and statewide. Overall, English language arts/literacy (ELA) and math scores for the Hart District in both junior high and high school are higher than the state. Noticeable impacts of the COVID-19 pandemic on student performance are still evident by the drop in the percentage of students meeting or exceeding the standards from pre-pandemic (2018/19) to post-pandemic (2022/23) for both ELA and math except for Valencia and West Ranch.

Table 10. CAASPP - Junior High

Junior High School	2018-19		2022-23	
	ELA %	Math %	ELA %	Math %
Arroyo Seco	70	55	69	49
La Mesa	55	43	52	32
Placerita	72	51	60	43
Rancho Pico	83	71	79	63
Rio Norte	82	63	77	55
Sierra Vista	55	41	50	34
District	71	51	69	45
Statewide	50	39	47	35

Source: California Assessment of Student Performance and Progress (CAASPP)

Table 11. CAASPP - High School

High School	2018-19		2022-23	
	ELA %	Math %	ELA %	Math %
Academy of the Canyons	98	78	94	68
Bowman	22	5	27	3
Canyon	80	41	71	43
Castaic	*_	*_	70	32
Golden Valley	71	38	61	32
Hart	80	44	75	35
Saugus	89	63	81	47
Valencia	80	53	89	58
West Ranch	79	57	85	58
District	71	51	69	45
Statewide	50	39	47	35

Source: California Assessment of Student Performance and Progress (CAASPP)

*No data - school opened in August 2019

HOW COC STUDENTS COMPARE TO THE COMMUNITY

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

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

Table 12. Race/Ethnicity Community vs. COC

Race/Ethnicity	Santa Clarita Valley	College of the Canyons
African American/Black	5%	6%
Asian/Filipino/a/Pacific Islander	13%	10%
Latinx/Hispanic*	36%	51%
Native American/Indigenous	<1%	<1%
White	48%	26%
Other/Multi-Racial	33%	3%
Unknown/Declined to state	<1%	4%

*Hispanic/Latinx rate for Santa Clarita Valley is an under-representation as this rate represents single classification and Hispanic Latinx individuals could have also selected another race category.

Source: F22 UST Referential/ std7 includes ISAs (Data Mart methodology)



COMMUNITY PARTICIPATION RATES IN HIGHER EDUCATION

Participation rates represent how many people per 1,000 adults attend College of the Canyons. The overall participation rate for adults attending College of the Canyons from the communities within the District's service area is 51. Castaic has the highest participation rate among the communities served by College of the Canyons, with about 59 people for every 1,000 adults, followed by Stevenson Ranch, Newhall, and Canyon Country (55 people, 53, people and 52 people per 1,000 adults respectively). Saugus and Valencia are slightly below the overall adult participation rate at 49 and 50 people per 1,000 adults, respectively.

The District currently delivers Instructional Service Agreement (ISA) training to 6,704 law enforcement officers and firefighters (31 percent of the college's total enrollment) at locations throughout Los Angeles County. These students are engaged in training partnerships between the College and Los Angeles Police Department. Thirty-six percent of the college's non-ISA students (5,352) live outside the service area and take classes at College of the Canyons.

Table 13. Participation Rates Within District

City (ZIP Code)	Number of Students	SCV Pop. (Age 0-64)	SCV (Age 18-64)	SCV Adult Pop. (Age 18-64)	Participation Rate (Age 18-64)
Canyon Country (91351, 91387)	2,650	69,410	74%	51,111	52
Castaic (91384)	1,157	25,106	78%	19,617	59
Newhall (91321)	1,073	27,676	74%	20,360	53
Saugus (91350, 91390)	1,923	51,748	75%	39,024	49
Stevenson Ranch (91381, 91382)	717	17,972	73%	13,140	55
Valencia (91354, 91355)	2,094	56,543	75%	42,297	50
Total in District (Non-ISA)	9,469	248,455	75%	185,549	51
Total Out of District- Non-ISA and ISA students	11,911				
Total Students	21,525				

Note: Participation rate is calculated by taking the system-wide enrollment divided by the adult population, age 18-64, multiplied by 1000

Source: Claritas, LLC. (2023), and UST referential file (Fall 2022)

COMMUNITY PARTICIPATION RATES IN HIGHER EDUCATION (continued)



Female participation rate is higher than males at 58 vs 48 per 1,000 people in the Santa Clarita Valley, respectively.

Table 14. Participation Rates by Sex

Sex	Number of Students	Population (Age 18-64)	Participation Rate
Male	4,377	91,250	48
Female	4,989	85,835	58
Total	9,469*		

*Total does not sum due to "unknown" gender

Source: Claritas, LLC (2023), UST referential file (Fall 2022)

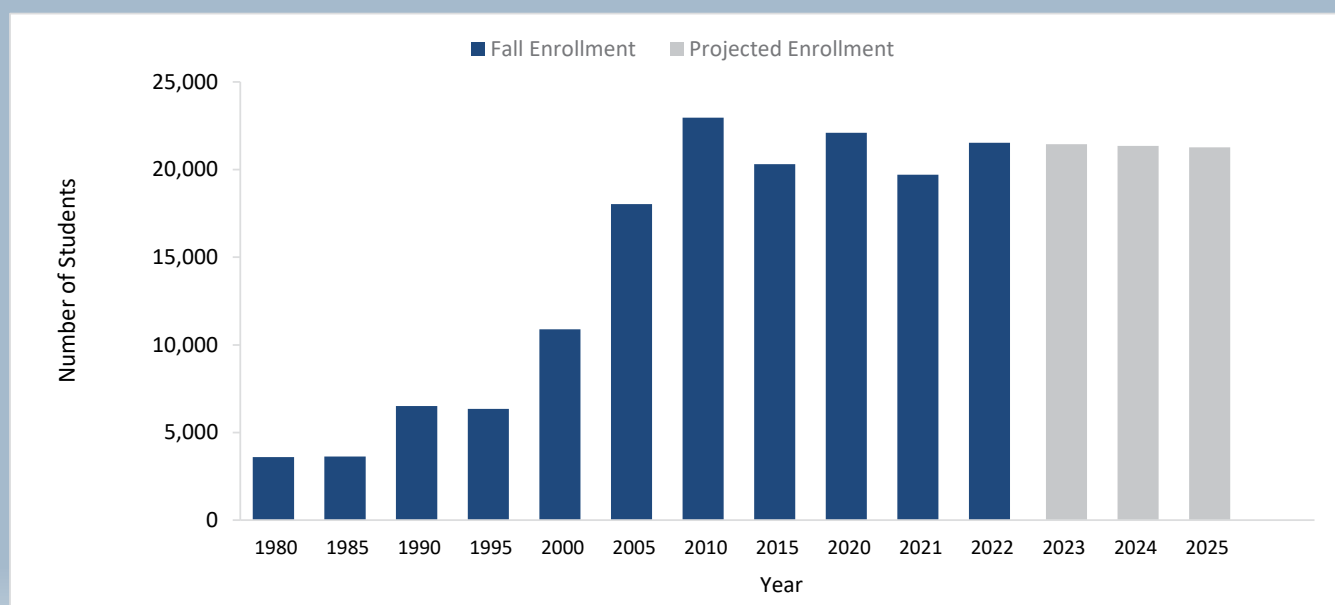


COLLEGE OF THE CANYONS ENROLLMENTS AND PROJECTIONS

According to the California Community Colleges Chancellor's Office, enrollment is expected to be near 21,000 by 2025. The build-out for the Valencia campus accommodates 15,000 to 20,000 students; however, with the passing of Measure E on the June 2016 ballot, additional District classrooms and facilities have been and will be built, including at the Canyon Country campus, to accommodate student demand, particularly students residing in the eastern portion of the District's service area.

In addition, the COVID-19 pandemic has changed the landscape of how we do education, with the proportion of online sections increasing from 19 percent in fall 2019 (asynchronous) to 44 percent in fall 2022 (asynchronous and synchronous), which includes the College's new synchronous online modality of OnlineLIVE which had 162 section offerings in fall 2022.

Figure 12. COC Enrollments and Projections



Source: CCCC Data Mart Headcount (includes ISAs); CCCC Enrollment Projections

ENROLLMENT AND PROJECTIONS

Table 15. College of the Canyons Enrollments and Projections

Year	Number of Enrolled Students (Fall)	Year	Number of Enrolled Students (Fall)
1973	2,165	2000	10,891
1974	2,584	2001	12,726
1975	3,324	2002	13,543
1976	3,140	2003	15,053
1977	3,126	2004	14,233
1978	2,530	2005	18,025
1979	3,464	2006	19,023
1980	3,589	2007	21,300
1981	4,182	2008	23,416
1982	3,487	2009	23,374
1983	3,640	2010	22,968
1984	3,527	2011	17,240
1985	3,630	2012	16,333
1986	3,579	2013	19,356
1987	4,548	2014	20,303
1988	4,823	2015	20,314
1989	5,606	2016	20,941
1990	6,502	2017	20,489
1991	6,533	2018	20,914
1992	6,670	2019	20,018
1993	6,486	2020	22,099
1994	6,157	2021	19,707
1995	6,340	2022	21,525
1996	6,882	Projected Number of Students Fall	
1997	7,430	*2023	21,442
1998	9,029	*2024	21,359
1999	10,260	*2025	21,277

*Projected enrollments

Note: Enrollment in this context is same number as Headcount. As of January 1, 2022, The Chancellor's Office updated the definition of headcount to include STD7 in (A, B, C, E, F, G or H) in order to more accurately include noncredit students who were being excluded from headcount as a result of changes in course modality to asynchronous online course delivery.

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

OVERVIEW OF STUDENT DEMOGRAPHICS

College of the Canyons and the California Community College system, as a whole, are very similar in the percentage of full-time students. Notably, College of the Canyons percentage of noncredit students is nearly double that of the state. The percentage of female students at College of the Canyons is lower than the state. With a little over 45 percent of our students aged 25 and older, and the majority of students being part-time, College of the Canyons works to ensure course/program offerings and services are available to all students.

Table 16. Overview of Student Demographics: Fall 2022

Age	California	COC
19 or Less	34%	28%
20-24	26%	20%
25-29	11%	11%
30-34	8%	9%
35-39	6%	8%
40-49	7%	13%
50+	8%	11%
Unknown	0%	0%
Enrollment Status		
Continuing student	49%	46%
First-time student	18%	17%
First-time transfer	8%	13%
Returning student	12%	11%
Special admit (K-12)	10%	7%
Uncollected/unreported	4%	5%
Race/Ethnicity		
African American/Black	5%	6%
Native American/Indigenous	0.3%	0.2%
Asian	10%	6%
Pacific Islander	0.4%	0.3%
Filipino/a	2%	4%
Latinx/Hispanic	50%	51%
White	23%	26%
Two or more races	4%	3%
Unknown/Decline to state	4%	4%
Sex		
Female	54%	42%
Male	44%	57%
Non-Binary	0.5%	-
Unknown	2%	0.7%
Unit Load		
0-11.9	65%	68%
12+	26%	23%
Noncredit	9%	9%
Total Headcount	1,292,664	21,525

Source: Data Mart (includes ISAs)

HISTORICAL CHANGES IN COC STUDENT ETHNIC COMPOSITION

The ethnic composition of students at College of the Canyons has changed dramatically since 1970. The most striking changes are in the increases in Latinx/Hispanic students and decreases in the proportion of White students. Currently as a Hispanic Serving Institution, the percentage of Latinx/Hispanic students at College of the Canyons has increased 920 percent from 1970 to 2022!

Table 17. Historical Changes in COC Student Ethnic Composition Fall Terms

Ethnicity	1970*	1980*	1990	2000	2010	2021	2022
Asian/Pacific Islander	*	*	4%	5%	6%	6%	6%
African American/Black	2%	2%	2%	4%	7%	5%	6%
Filipino/a	*	*	2%	3%	3%	4%	4%
Latinx/Hispanic	5%	10%	11%	19%	36%	49%	51%
Native American/Indigenous	*	*	1%	1%	<1%	<1%	<1%
Other/Two or More Races^	1%	7%	2%	6%	2%	3%	3%
Unknown/Declined to State	*	*	0%	7%	2%	3%	4%
White	92%	81%	79%	56%	44%	28%	26%
Total Enrollment	1,141	3,589	6,502	10,891	22,968	19,707	21,525

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

^Moved to Two or More Race classification in 2008.

Source: CCCCCO Data Mart Headcount and Demographics (includes ISAs)

STUDENT USE OF FINANCIAL AID

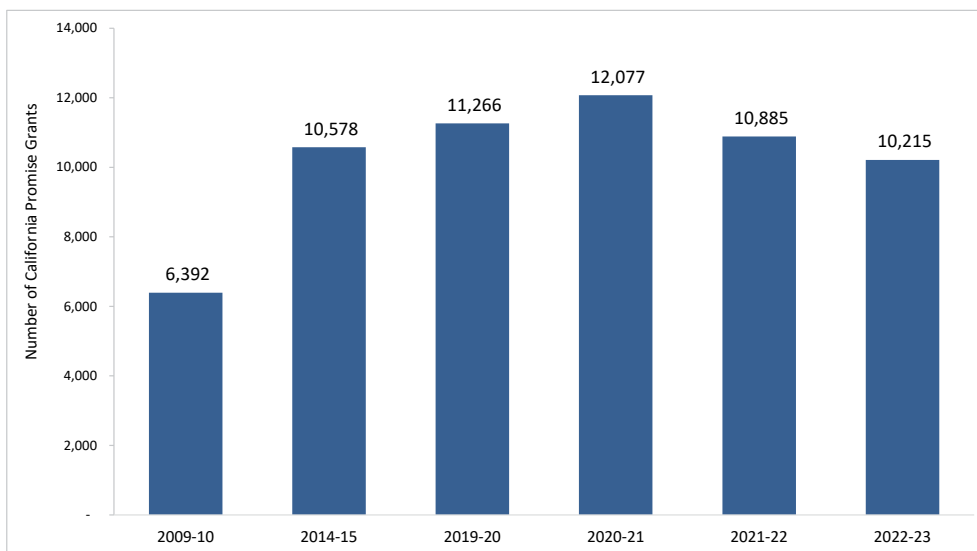


Figure 13. California Promise Grants (formerly Board of Governors Fee Waivers)

Source: CCCCCO SFAW Financial Aid referential file

The number of California Promise Grant, formerly Board of Governors Fee Waiver (BOGW), awards has increased by 60 percent since 2009/10 to 2022/23. The increase is reflective of the outreach efforts of the Financial Aid Office. Removing financial barriers to students' access to college is a key benefit of community colleges. The individual number of students receiving a California Promise Grant has also increased 43 percent from 2009/10 (6,046) to 8,675 (2022/23).

STUDENT USE OF FINANCIAL AID (continued)

The number of students receiving financial aid has decreased from **8,046** in **2017-18** to **7,273** in **2022-23**. Financial aid award dollars decreased from **\$18,876,543** in **2017-18** to **\$17,805,585** in **2022-23**, a decrease of **5.7 percent**. This tracks with the decreasing enrollment during this period of **5.9 percent**.

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

Table 18. Financial Aid

Program	Students Served (2017-2018)	Student Dollars (2017-2018)	Students Served (2022-2023)	Student Dollars (2022-2023)	Students Served (% Difference)	Student Dollars (% Difference)
Cal Grant B&C	1173	\$1,458,877	1347	\$2,033,499	14.8%	39.4%
Federal Pell Grant	4059	\$13,672,937	3540	\$12,913,623	-12.8%	-5.6%
Federal SEOG Grant	1012	\$530,903	1184	\$581,686	17.0%	9.6%
Federal Work Study	104	\$338,266	120	\$413,528	15.4%	22.2%
Scholarships	1016	\$503,389	716	\$671,160	-29.5%	33.3%
Stafford Loans	682	\$2,372,171	366	\$1,192,089	-46.3%	-49.7%
Total	8,046	\$18,876,543	7,273	\$17,805,585	-9.6%	-5.7%

Source: CCCCO Data Mart Financial Aid Awards



WHERE COC STUDENTS RESIDE

The number of students residing within the District's service area decreased slightly over the past four years. Currently, 36 percent (5,352) of our student body resides outside the district. An additional 6,559 out-of-district students are public safety employees (ISAs) who receive training at their workplace.

Table 19. Residence of COC Students

Students Community of Residency					
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Canyon Country	3,201	3,235	2,986	2,684	2,613
Castaic	1,048	1,049	1,145	1,117	1,140
Newhall	1,154	1,252	1,095	1,018	1,060
Saugus	2,163	2,208	2,177	1,972	1,881
Stevenson Ranch	835	820	754	707	713
Valencia	2,379	2,394	2,398	2,223	2,062
In-District (Non-ISA)	10,780	10,958	10,555	9,721	9,469
Out of District (Non-ISA)	5,977	5,610	6,134	5,985	5,352

Source: CCCC UST and USX referential files



STUDENT CITIZENSHIP STATUS

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

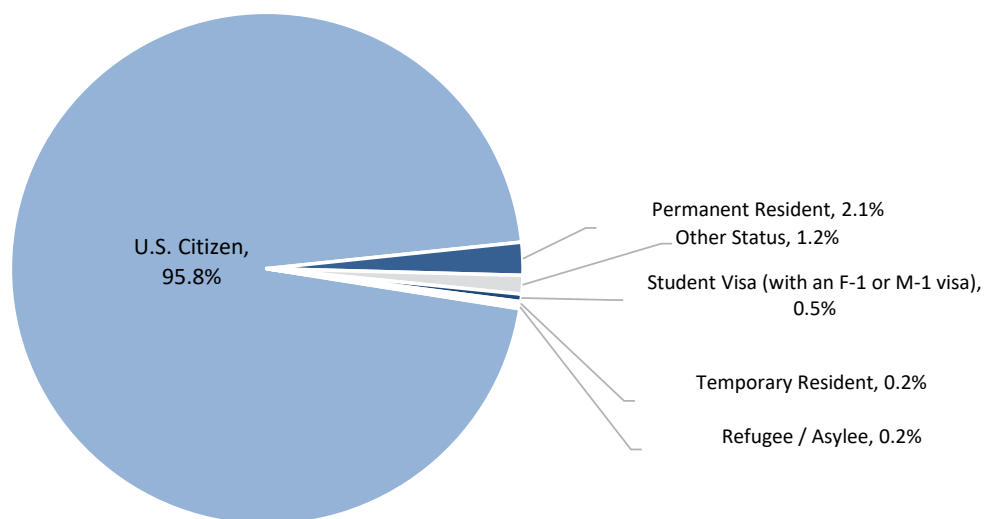


Figure 14. Student Citizenship Status

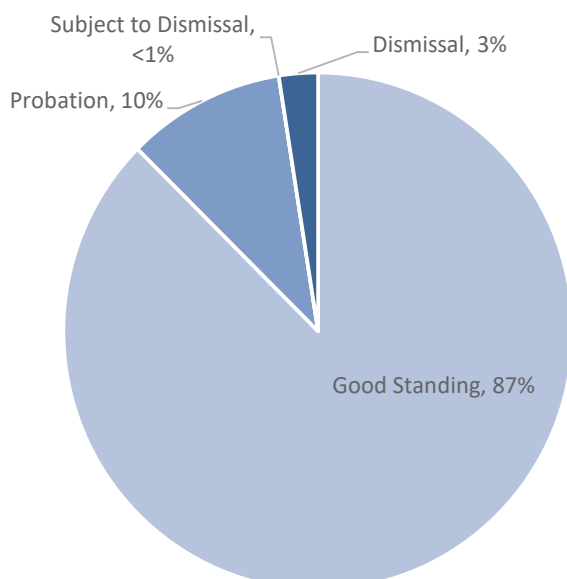
Source: Fall 2022 UST and Data Mart

STUDENT ACADEMIC STANDING

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

Figure 15. Academic Standing of COC Students

Source: CCCCCO USX and UST referential files



CONCURRENT AND DUAL ENROLLMENT OPTIONS FOR STUDENTS

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

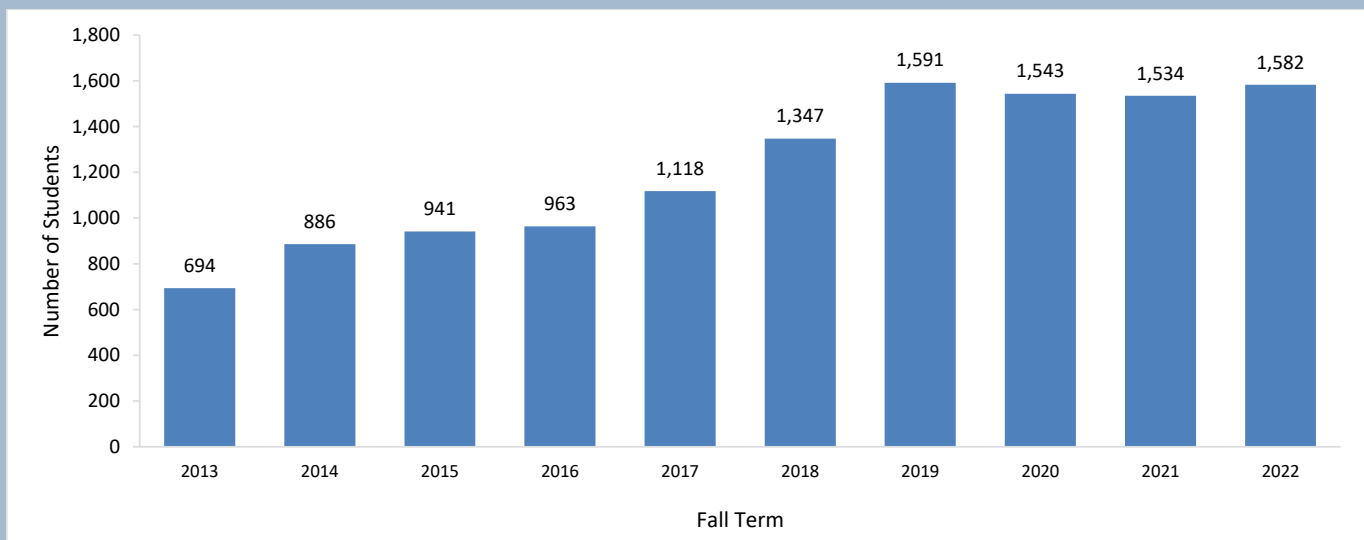
Concurrent enrollment refers to college courses that are taught at the college or high school but are offered outside regular high school hours. Concurrent enrollment courses are also taught by College of the Canyons approved faculty. These courses are open to the general public. In addition, classes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

Since 2013 concurrent enrollment continued to increase as the state of the economy began to turn following the recession. This was likely the result of an increase in state funding, additional course offerings at the high school sites as part of the College and Career Access Pathway (CCAP) agreements with the Wm. S. Hart Union High School District and non-CCAP offerings at the local high schools. Over the past few years, the District Outreach efforts have contributed greatly to the enrollment of students from the local high schools. Included in the California Community Colleges Vision 2030 is a goal to increase equitable access, success and support for dual enrollment pathways, which includes a goal to have every California high school student successfully complete 12 college units upon graduation from high school. College of the Canyons, in partnership with the Wm. S. Hart Union High School District, is well positioned to meet this call to action to increase access to college classes for local high school students.

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

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

Figure 16. Concurrent/Dual Enrollment Trends



Source: CCCC Data Mart

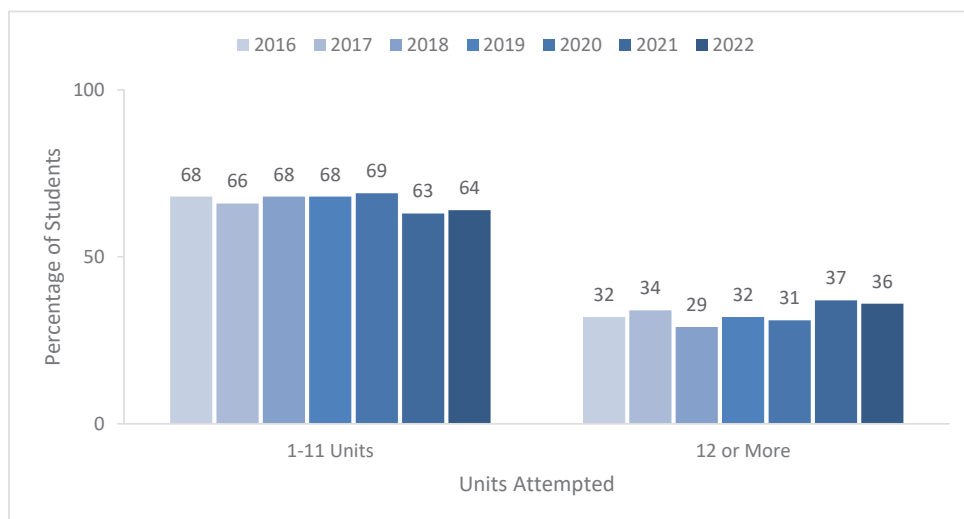
https://datamart.cccc.edu/Students/Enrollment_Status.aspx

STUDENT FULL-TIME/PART-TIME ENROLLMENT STATUS

The percentage of full-time and part-time students has remained relatively stable between fall 2016 and fall 2022, which is typical for California Community Colleges. Note: Excludes noncredit courses.

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

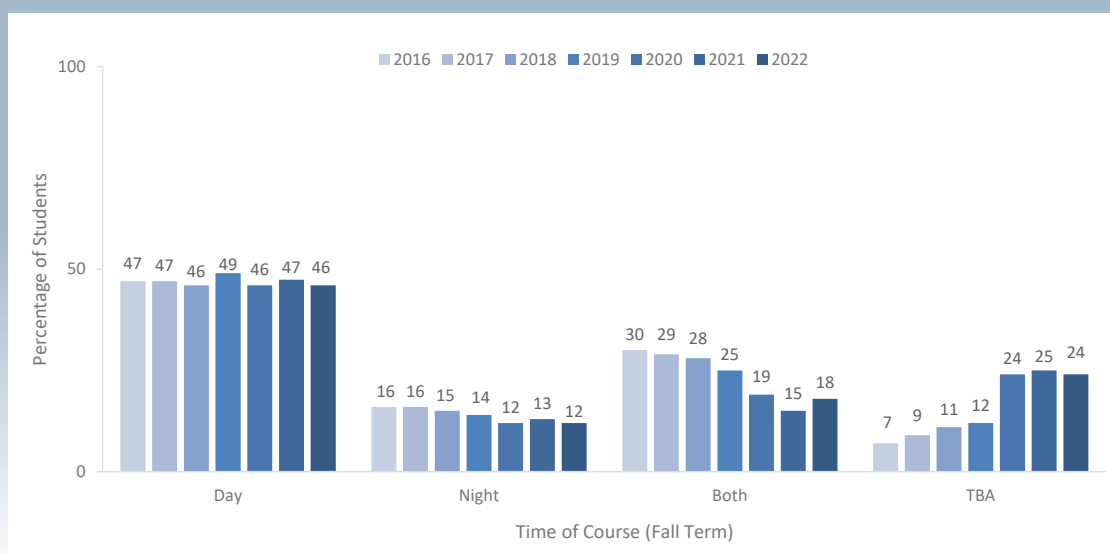
Source: CCCCOST and USX referential files



STUDENT DAY/EVENING ENROLLMENT

During the fall 2022 semester, the percentage of students enrolling in both night and day classes increased slightly, reversing the previous downward trend. The percentage of students enrolling in TBA, which largely consists of asynchronous 100 percent online courses, decreased by one percentage point but remained higher than in pre-pandemic years when online sections offerings were not as common.

Figure 18. Time of Class Enrollment



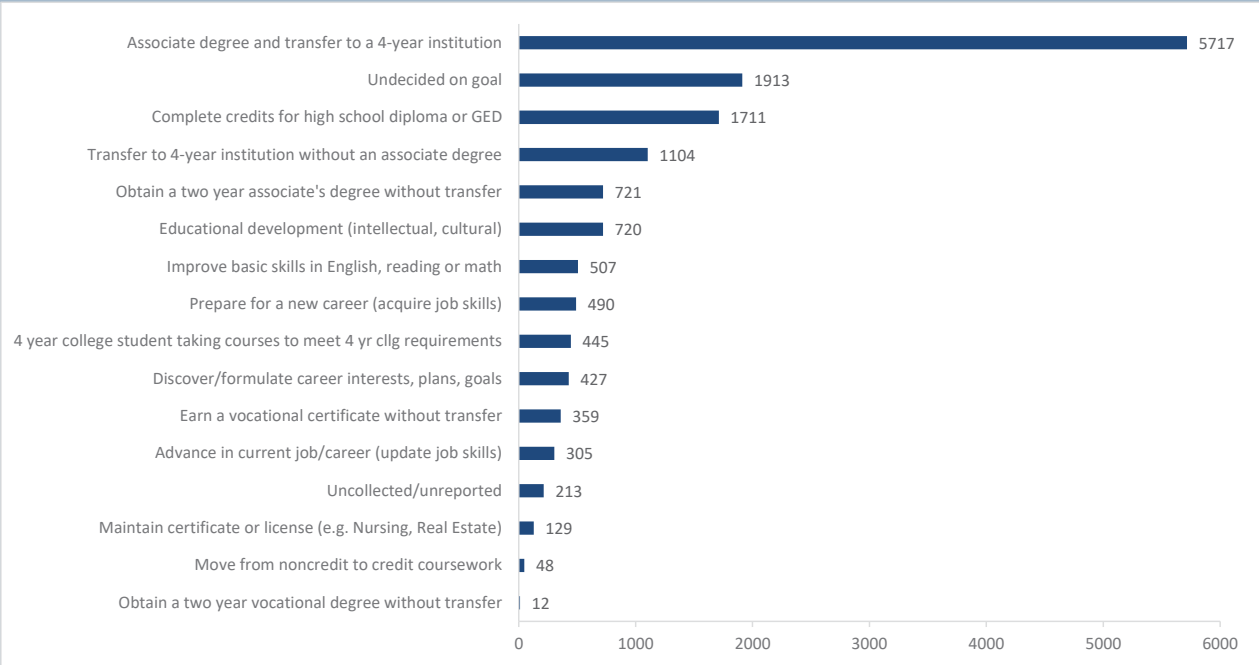
Note: Excludes noncredit and ISA courses. OnlineLIVE courses are included in the day/night category aligned with the start time

STUDENT EDUCATIONAL GOALS

The most common student educational goal is to **obtain an associate degree and transfer to a four-year institution** followed by “undecided,” complete credits for high school diploma or GED, and transfer to a four-year institution without an associate degree. When ISA students are included, the goal to advance in current job/career (update job skills) rises to the second most common goal.

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

Figure 19. Student Educational Goals



Source: CCCCCO UST referential file (excludes ISAs)



STUDENT OUTCOMES AND SUCCESS

Other notable highlights of COC student outcomes include:

- Since arriving at COC in 1988/89, Chancellor Dr. Dianne Van Hook has watched approximately 30,890 students graduate.
- Since 2011/12, more than 26,907 associate degrees have been awarded.
- Over 13,500 students have transferred to the University of California and California State University systems in the past 10 years.
- Over a ten-year period (2012/13 to 2021/22), more than 10,000 students have transferred from College of the Canyons to in-state private and out-of-state institutions. The top five in-state private and out-of-state institutions have included Arizona State University, West Coast University – North Hollywood, University of Massachusetts Global, National University, and University of LaVerne.
- Over the past five years, the number of Associate Degrees for Transfer (ADTs) awarded has increased 17 percent (1,061 ADTs in 2017/18 to 1,246 in 2022/23).



ASSOCIATE DEGREES AND CERTIFICATES GRANTED

The college awarded 6,244 in 2021/22 and 5,660 in 2022/23. The top five degrees/certificates awarded across both years were:

- Liberal Arts and Sciences
- Business
- Noncredit Certificates
- Psychology
- Nursing (2022/23)

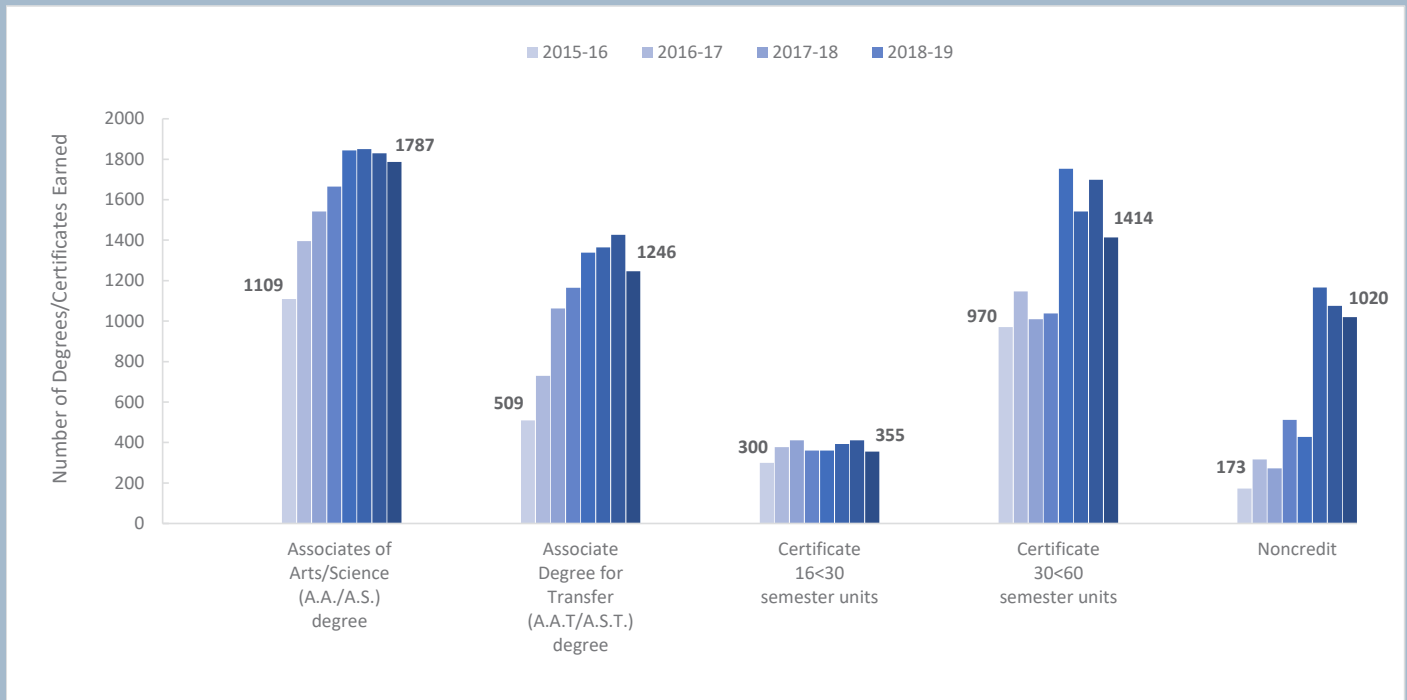
Table 20. Degrees and Certificates

Degrees & Certificates	Awarded 2021-22	Awarded 2022-23	Degrees & Certificates	Awarded 2021-22	Awarded 2022-23
Administration of Justice	101	86	Health Sciences	58	78
American Sign Language	3	10	History	41	34
Anthropology	11	10	Hotel Restaurant Management	42	39
Architecture & Interior Design	56	45	Kinesiology-Physical Education	88	56
Art	35	38	Liberal Arts & Sciences	2744	2428
Automotive Technology	14	10	Manufacturing Technology	5	6
Biological and Physical Sciences	55	50	Mathematics	99	82
Business	757	681	Media & Entertainment Arts	74	79
Communications	71	49	Medical Lab Technician	9	13
Computer Applications Web Technology	38	26	Modern Languages	16	13
Computer Science	54	53	Music	9	15
Construction Management	29	22	Non Credit	677	662
Culinary Arts	15	19	Nursing	88	185
Early Childhood Education	129	107	Paralegal	70	70
Earth And Space Science	4	8	Philosophy	8	
Economics	43	63	Photography	3	9
Electronic Systems	4	5	Political Science	42	42
Emergency Medical Technician	84	90	Psychology	276	222
Engineering	50	11	Real Estate	7	12
Engineering Technologies	50	56	Recreation/Liesure Studies	2	
English	53	33	Sociology	116	73
Fire Technology	46	54	Theater	9	18
Graphic and Multimedia Design	39	17	Welding	20	20

ASSOCIATE DEGREES AND CERTIFICATES (continued)

The most common educational awards received were associate degrees illustrating a 61 percent increase across the last eight years (2015/16 – 2022/23). Noncredit had a 490 percent increase across that same eight-year span 2015/16 to 2022/23.

Figure 20. Degrees and Certificates Awarded



Source: Chancellor's Office Approved Awards (SP referential file)



ASSOCIATE DEGREES AND CERTIFICATES (continued)

The number of students awarded degrees and certificates by College of the Canyons has increased 15 percent from 2016/17 to 2022/23. Regarding ethnicity, the largest increases in awards were for Asian/Filipino/a (37.6 percent increase) and African American/Black (36.7 percent increase). Regarding age, the largest increase was for students ages 35-39 (50.9 percent increase). Regarding sex, female students had the largest increase in awards (19.5 percent). The College's efforts to close equity gaps are impacting students based on the demographic breakdown of degree completers detailed below, while also pointing to areas where additional efforts are warranted.

Table 21. Changes in the Number of Associate Degrees Awarded from 2016/17 to 2022/23

Race/Ethnicity	2016-17	2017-18	2022-23	Percent Change 2016-22
African American/Black	49	65	67	36.7%
Native American/Indigenous	3	3	3	--
Asian/Filipino/a	178	206	245	37.6%
Pacific Islander	4	3	3	--
Latinx/Hispanic	802	875	1,043	30.0%
White	631	675	558	-11.6%
Two or More Races	74	87	80	8.1%
Unknown	17	8	29	70.6%
Age				
19 or Less	82	73	85	3.7%
20-24	1069	1181	1,282	19.9%
25-29	326	383	313	-4.0%
30-34	111	119	141	27.0%
35-39	55	56	83	50.9%
40-49	64	63	90	40.6%
50+	51	47	34	-33.3%
Gender				
Male	750	790	815	8.7%
Female	1007	1129	1,203	19.5%
Total	1,758	1,922	2,028	15.4%

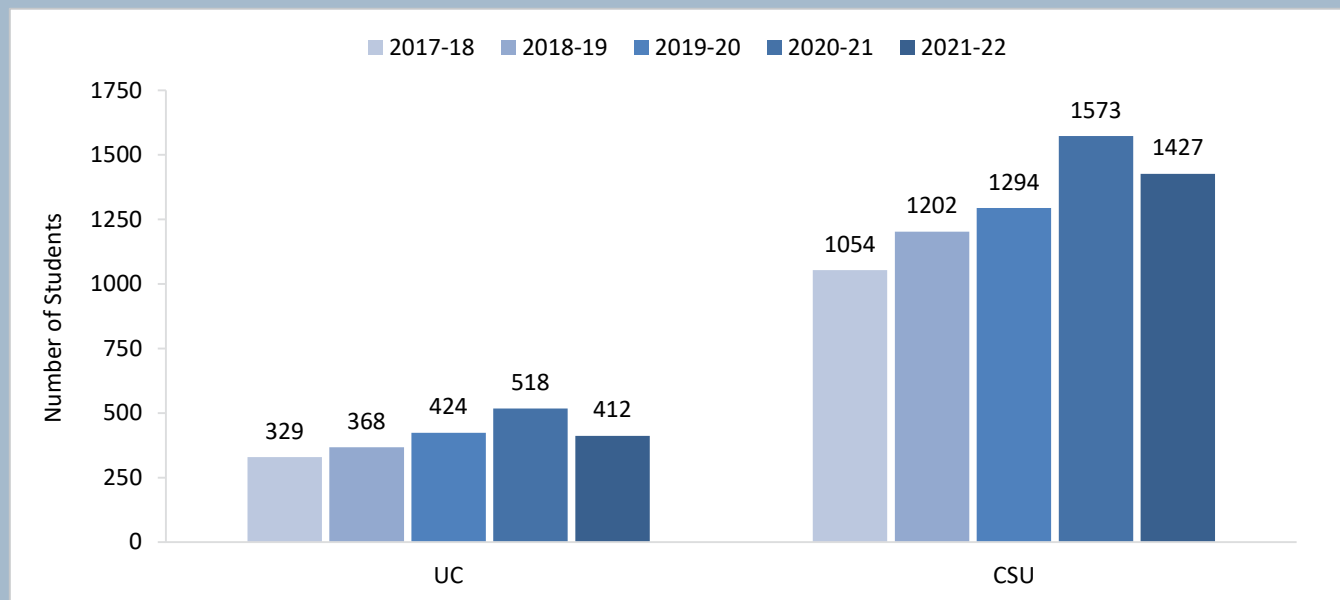
Note: --- Percentage not calculated for sample sizes less than 10
Source: Academic Program Review Award Earner Demographics

STUDENT TRANSFERS AND COMPLETION

The number of transfers from College of the Canyons to CSUs and UCs in 2021/22 declined from the previous year but remain higher than prior to the pandemic.

The top-three CSU transfer institutions for COC students in 2021/22 were CSU Northridge (CSUN), followed by CSU Channel Islands (CSUCI), and CSU Long Beach (CSULA). The top-three UC transfer institutions for COC students in 2021/22 were UCLA, UC San Diego, and UC Santa Barbara.

Figure 21. Number of Transfers to UC and CSU



Note: Limited to students that have earned 12 or more units at COC before transferring. Data currently available through 2021/22, and more recent years will be available on the Transfer Volume Visualization.

Source: National Student Clearinghouse
[Transfer Volume Visualization](#)



STUDENT TRANSFER RATES

Another set of outcomes-based analyses is based on Federal Student-Right-to-Know measures. These indicators track cohorts of students who were full-time, first-time freshmen interested in obtaining a certificate, degree, or transferring. Completion is defined as completing a certificate or degree or becoming “transfer prepared” by completing 56 transferable units with a GPA of 2.0 or better. The transfer rate reflects students who transfer to another postsecondary institution (UC, CSU or California Community College) prior to attaining a degree, certificate or becoming transfer prepared.

After the three-year period students were tracked, the combined completion and transfer rate was 52 percent for COC, compared to 43 percent statewide. While the rates are higher than statewide, the college is still actively engaged in efforts aimed at improving these rates. Note: 2019 is the most recent cohort year available.

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

Source: California Community College Chancellor's Office Student Right-to-Know Data
<http://srtk.cccco.edu/index.asp>

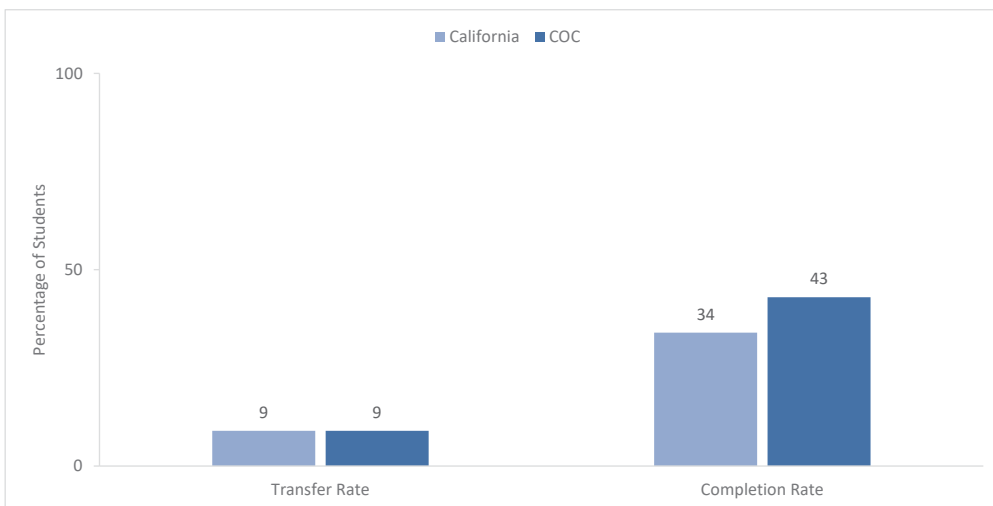
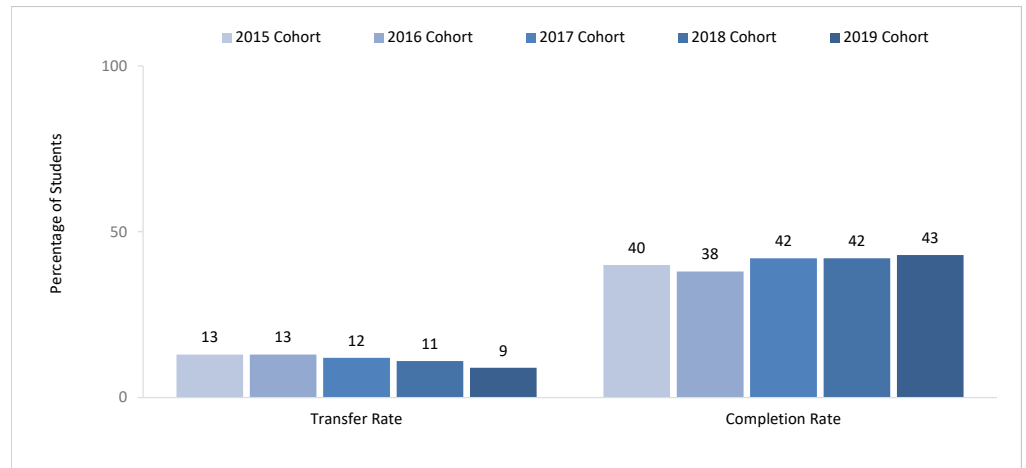


Figure 23. Completion and Transfer Rate of 2019 First-Time, Full-Time, Degree, or Certificate Seeking Students: COC vs. the State

Source: California Community College Chancellor's Office Student Right-to-Know Data
<http://srtk.cccco.edu/index.asp>

COLLEGE PROGRAMS & SERVICES



COLLEGE PROGRAMS

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

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

- 21st Century Career Skills
- Accounting
- Accounting Technician
- Administration of Justice
- Administrative Assistant
- Adobe Photoshop Association Certification Exam Preparation
- Advanced Diagnosis and Performance
- American Sign Language Interpreting
- Animation Production
- Anthropology
- Applied GIS and Spatial Studies
- Architectural Computer Aided Drafting
- Architectural Drafting
- Architectural Drafting & Technology
- Art
- Art History
- Autodesk Maya Certified User Exam Preparation
- Automotive Technology
- Baking and Pastry
- Baking Fundamentals
- Basic Proficiency in Chinese
- Basic Proficiency in French
- Basic Proficiency in German
- Basic Proficiency in Italian
- Basic Proficiency in Spanish
- Beginning Conversational English
- Biological Sciences
- Biology
- Building Inspection
- Business Administration 2.0
- Business of Acting
- California Studies
- Cal-LAW Scholar
- Career and Lifestyle Exploration
- Career Strategist
- Carpentry Technology
- CBEST Preparation
- Certified Nursing Assistant
- Certified Paralegal Exam Test Preparation
- Civic and Community Engagement
- Cloud/Virtualization
- College of the Canyons Clinical Laboratory Scientist Lecture Program
- College Success Toolkit
- Commercial Photography
- Commercial Sewing
- Commercial Sexual Exploitation of Children (CSEC) Training
- Communication Studies
- Communication Studies 2.0
- Computer Animation
- Computer Science
- Construction Technology
- Crime and Intelligence Analysis
- Culinary Arts
- Customer Relations
- Cybersecurity
- Deaf-Blind Support Service Provider
- Digital Office
- Digital Photographic Camera and Composition Fundamentals
- Digital Photographic Camera and Manual Exposure Fundamentals
- Digital Photographic Project Fundamentals
- Digital Publishing for the Office
- Early Childhood Education
- Early Childhood Education - Infant/Toddler
- Early Childhood Education - Preschool
- Early Childhood Education - School-Age
- Early Childhood Education - Special Education
- Early Childhood Education - Supervision & Administration of Children's Programs
- e-Commerce Business
- e-Commerce Technology
- Economics
- Electronic Music
- Elementary Teacher Education
- Emergency Medical Technician
- Emerging Leaders
- Engine Repair
- Engineering
- English
- English as a Second Language (ESL) for College Preparation I
- English as a Second Language (ESL) for College Preparation II
- English for the Workplace
- Entering the Workforce Post Criminal Conviction
- Entrepreneurship
- Environmental Science
- Environmental Studies
- ESL/Beginning Level
- ESL/Intermediate Level
- Essential Academic Skills
- Essential Arithmetic Skills
- Essential Beginning Algebra Skills
- Essential Intermediate Algebra Skills: Functions and Rational Exponents
- Essential Intermediate Algebra Skills: Polynomials
- Essential Intermediate Algebra Skills: Quadratics, Exponentials, and Logarithms
- Essential Intermediate Algebra Skills: Shapes and Patterns
- Essential Pre-Algebra Skills
- Essential Reading and Writing Skills for College and Career
- Film Studies
- Filmmaking
- Finance
- Fire Service Management In-Service
- Fire Technology: Pre-Service
- Firefighter Academy
- French
- Fundamental Skills for Commercial Artists
- Fundamentals of Communication
- Fundamentals of Public Communications
- Gas Tungsten Arc Welding
- Gateway Human Resources Assistant
- General Education Development Preparation
- Geography
- Geology
- Global Competencies
- Global Navigation Satellite System (GNSS)
- Global Studies

- Graphic and Multimedia Design
- Heritage Speaker Proficiency in Spanish
- History
- Hospitality Management
- Hospitality Wine Services
- Hotel & Restaurant Management
- Hotel Front Office Training
- Hotel Management
- Human Resources Management
- Human Resources Professionals
- IGETC
- Instructional Aide Training
- Interior Decorating - Home Staging and Visual Merchandising
- Interior Design
- Interior Design - Set Decorator for TV and Film
- Intermediate Conversational English
- Intermediate Proficiency in French
- Intermediate Proficiency in Spanish
- Internet of Things
- Introduction to Residential Building Trade Skills
- Journalism
- Kinesiology
- Land Surveying
- Law Enforcement Technology
- Law, Public Policy, and Society
- Liberal Arts and Science: Health Science Emphasis
- Liberal Arts and Sciences: Humanities Emphasis
- Liberal Arts and Sciences: Mathematics and Science Emphasis
- Liberal Arts and Sciences: Social and Behavioral Sciences Emphasis
- Library and Internet Research Skills
- Logic Pro
- Management Tool Box
- Manufacturing Fundamentals
- Manufacturing Technology - Automated Machining
- Manufacturing Technology - CAD/CAM
- Manufacturing Technology - CATIA
- Manufacturing Technology - Machining/CNC
- Marketing
- Masonry and Concrete
- Master Gardener
- Mathematics
- Mechanical Drafting
- Medical Laboratory Technician
- Medical Office Administrative Assistant
- Medical Scribe
- Metal Fabrication
- Mindful Co-worker
- Music
- Music Composition
- Music Recording Software
- Navigating Mental Health Issues in the Workplace
- Network Associate
- Network Engineer
- Network Foundation
- Network Technology
- New Media Journalism
- News Reporting and Anchoring
- Nursing Success
- Nursing: Career Ladder LVN to RN
- Nursing: Registered Nurse
- Occupational Safety Health Administration (OSHA) Construction Certification
- Paralegal Studies
- Personal Care Aide Training
- Personal Trainer Preparation
- Philosophy
- Photography
- Physical Education: Kinesiology
- Physical Fitness Preparation for Public Safety
- Physics
- Pipe Fabrication/Welding
- Political Science
- Pre-Counseling
- Pro Tools - Level I
- Program Title
- Project Management for Non-Project Managers
- Psychology
- Public Health Science
- Quick Service Technician
- Real Estate
- Recording Techniques
- Recreation Management
- Restaurant Management
- Retail Management
- Robotic Welding Automation
- Semi-Automatic Welding
- Sibelius
- Small Business Management
- Social Justice Studies
- Social Science
- Sociology
- Sound Arts
- Spanish
- Spanish for Healthcare Workers
- Structural Steel Welding
- Studio Arts
- Supervisors Roadmap
- Supporting and Empowering Veterans
- Survive and Thrive in the Workplace
- Sustainable Design and Development
- System Associate
- Teaching Foundation
- Technical Theatre
- Theatre
- Theatre - Performance
- Theatre Arts
- Therapeutic Procedures
- Therapeutic Rehabilitation Technician
- Tooling and Milling
- Transmission Service Technician
- Understanding Trauma in Children and Youth Training
- Upgrade to Academic Success
- Video Game Animation
- Water Systems Technology
- Web Development
- Web Publishing and Design
- Website Development
- Welding Safety - Welding Lab Skills Enhancement
- Welding Technology
- Wine and Beer Studies
- Workplace Essentials
- Yoga Teacher Training

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

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

COLLEGE INSTRUCTIONAL OFFERINGS

Between 2010 and 2018, the number of credit sections steadily increased, peaking in 2018. In fall 2021, fewer credit sections were offered in light of the impacts of COVID-19 which created unique challenges for students as well as decrease in the number of English and math developmental course offerings due to the implementation of AB 705 and AB 1705. Section offerings decreased due to both lower enrollments and students' plans to enroll collected through surveys during the pandemic. Moreover, due to the increased number of noncredit courses, a diverse portfolio of additional offerings in short-term, vocational classes also presented options for students in preparation for entry into credit. In 2021/22 and 2022/23, the college scheduled courses in alignment with the Enrollment Management section development and section management principles, which focused on striving to meet a higher fill rate than in prior years as a result of the implementation of the Student-Centered Funding Formula in 2018. This focus resulted in fewer scheduled credit sections but higher fill rates for classes offered and fewer cancellations. The college continues to responsively address student instructional needs through a variety of enrollment management strategies and class formats.

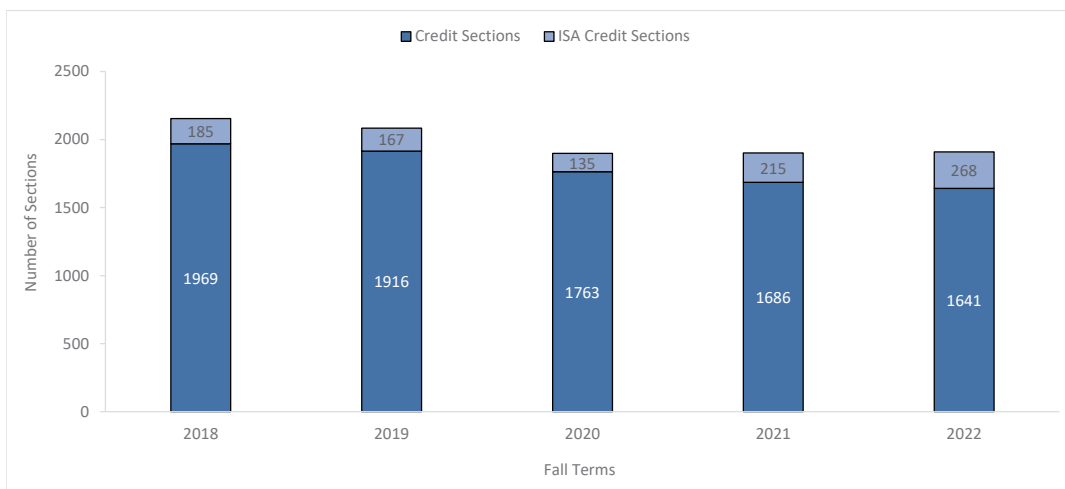


Figure 24. Number of Credit Sections Offered

Sources: CCCC USX referential file and Section Offerings Visualization



DISTRIBUTION OF COURSES

An analysis of the distribution of course and section offerings by credit, transfer, basic skills, career technical education (CTE) and noncredit status showed that the mix of offerings is aligned with the college's mission to provide students with "...essential academic skills and prepares students for transfer education, workforce skills development, and the attainment of learning outcomes corresponding to their educational goals."

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

- 83 percent of the courses offered in fall 2022 fulfilled degree and/or transfer requirements.
- 6 percent of the courses offered in fall 2022 were below college level.
- 11 percent of courses (noncredit) in fall 2022 were not part of basic skills or degree or certificate programs.

Table 22. Courses and Section Offerings by Type, Fall 2022

Course Type	Courses (N)	Courses (%)	Sections (N)	Sections (%)
CTE Only	4	<1%	5	<1%
CTE Degree Only	16	2%	25	1%
CTE Degree Transfer	281	38%	487	26%
Degree Only	-	-	-	-
Degree & Transfer	319	43%	1127	59%
Basic Skills, Credit	2	<1%	3	<1%
Basic Skills, Noncredit	42	6%	83	4%
Noncredit Other	82	11%	170	9%

Source: CCCCCO USX and UCB referential files

ONLINE EDUCATION

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

Since 2010, 100 percent online sections have increased significantly; however, we can't compare 2020 to previous years. Due to COVID-19 stay-at-home orders, most courses were offered either in a 100 percent online format or an OnlineLIVE format, which was a substitute for face-to-face courses consisting of scheduled live Zoom lectures. OnlineLIVE is not represented in the analyses below because it does not meet the definition of 100 percent Online. As the college resumed more face-to-face courses in fall 2022, the number 100% Online sections decreased from 685 in fall 2021 to 549 in fall 2022. Similarly, OnlineLIVE sections offerings decreased to 161 from 470 in the previous fall. This decrease is aligned with an increase the rate of students enrolling in at least one in-person/on-ground section shifting from 41 percent in fall 2021, to 62 percent in fall 2022, and 68 percent in fall 2023.

Figure 25.
100% Online Sections

Source: Academic Program
Review Visualization

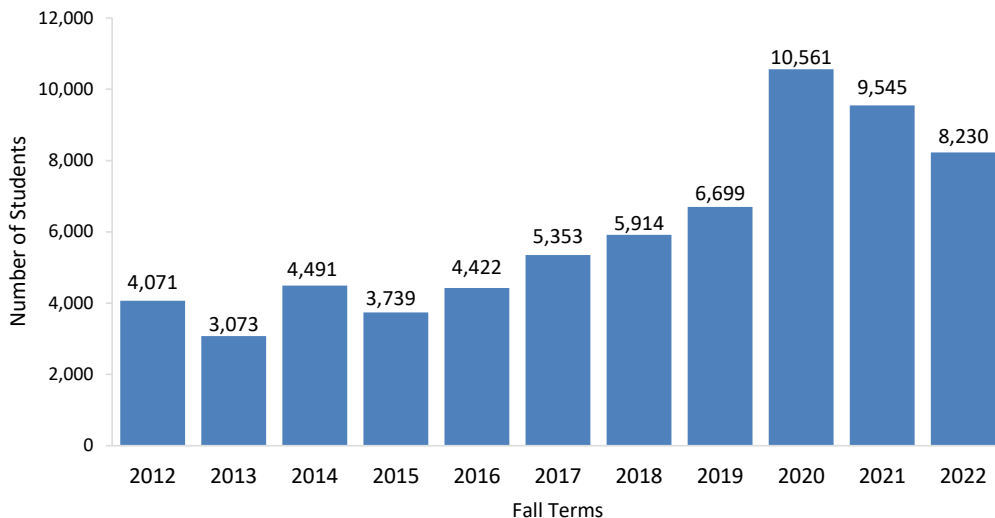
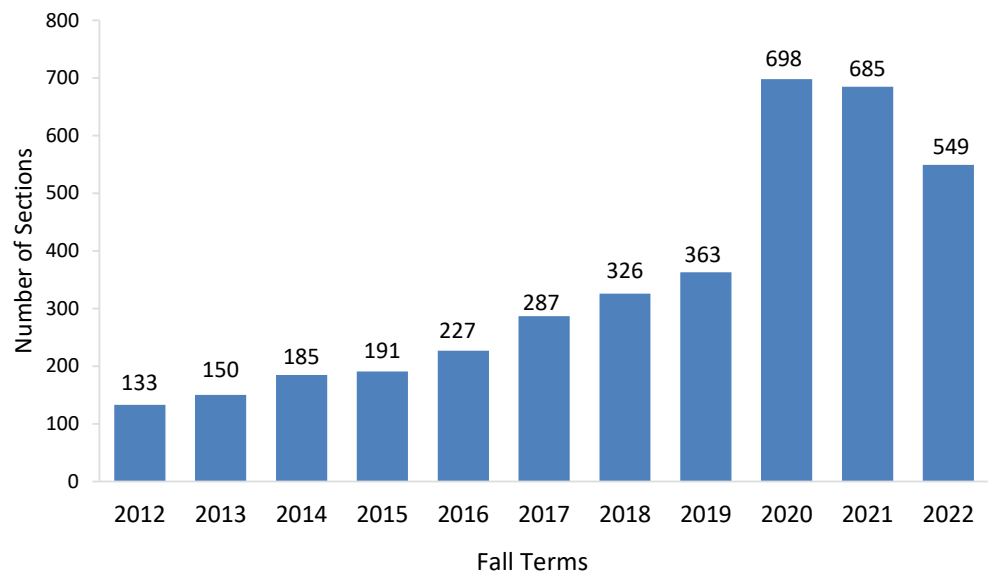


Figure 26.
Online Headcount

Source: Academic Program
Review Visualization

INSTRUCTIONAL LOAD

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

Table 23. Growth in FTEF, WSCH, Load

Instructional Load	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
FTEF	14,147	14,248	14,235	13,739	13,513	13,002	11,482	10,887
WSCH (annualized)	212,202	213,716	213,647	206,458	202,701	195,025	172,230	163,307
FTEF	505	536	589	594	558	520	499	473
Load (WSCH/ FTEF)	421	399	363	348	363	375	346	345

Notes:

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

Excludes Public Safety and In-Service Training and NC.TUTR-094. Includes all terms (summer, fall, winter and spring)

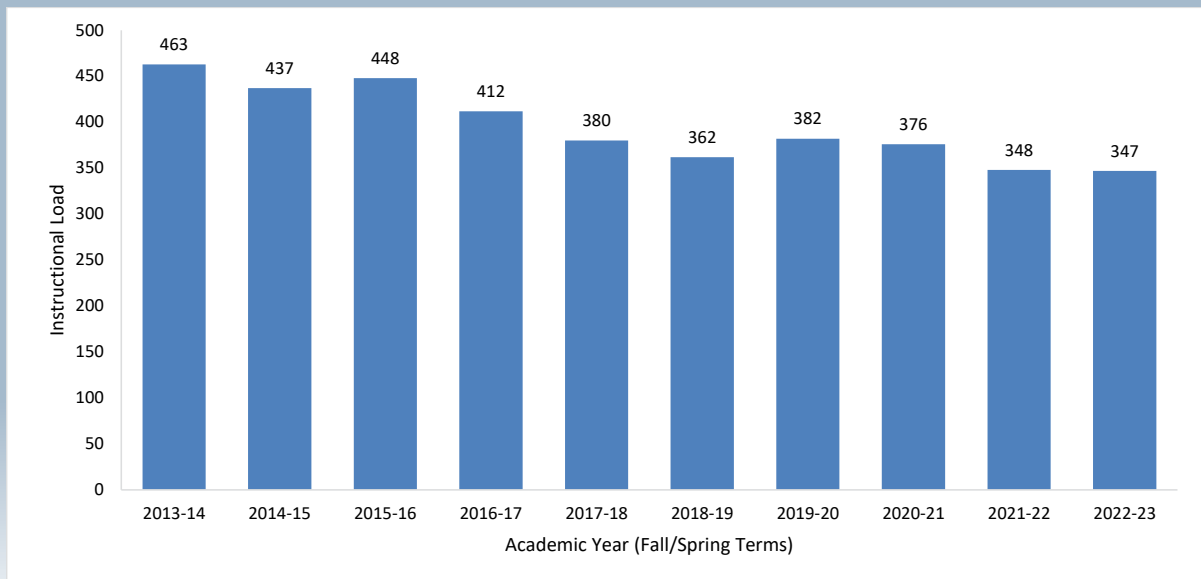
Source: [Academic Staffing Data Visualization](#)



INSTRUCTIONAL LOAD (continued)

The number of students served by each faculty member has been decreasing, but slightly increased between 2019/20 and 2020/21. It is important to note that load varies considerably between the fall and spring terms, by as much as 10 percent. Annual combined numbers will be updated again in fall 2024.

Figure 27. Instructional Load



Source: [Academic Staffing Data Visualization](#)



LEARNING RESOURCES

The Learning Center (TLC) at College of the Canyons is a FREE tutoring resource which provides assistance to current COC students seeking to supplement classroom instruction to reach their educational goals. Supplemental learning provided by the TLC includes Guided Learning Activities (GLAs) and workshops that students complete at either the Valencia campus, Canyon Country Campus or online. During the last two fall terms, over 500 students enrolled in over 20 different disciplines participated in over 1500 hours of supplemental learning activities and workshops. The disciplines with the highest number of supplemental learning hours were English, Chemistry, Psychology, Math & Health Science.

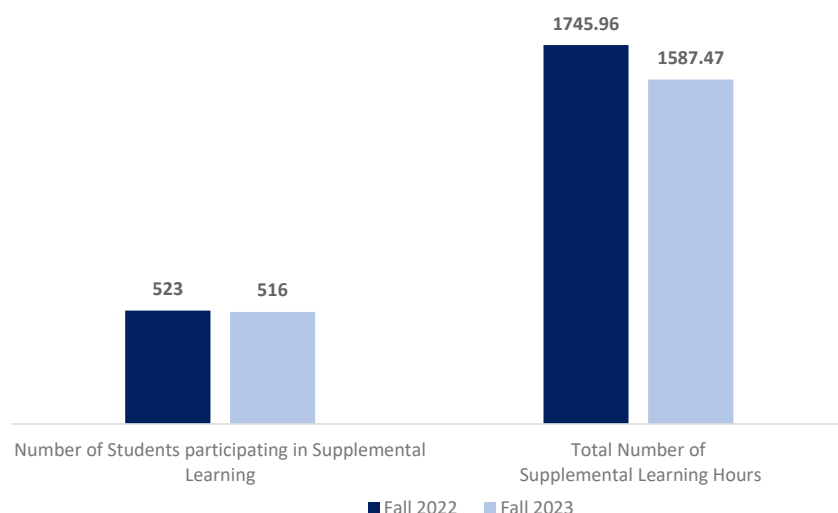


Figure 28.
TLC Supplemental Learning

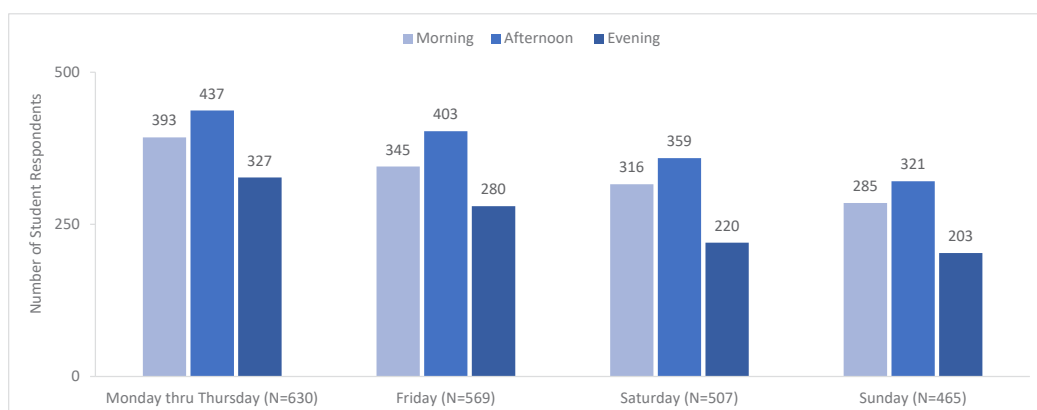
Source: The Learning Center,
College of the Canyons

Another Learning resource students can use is The Library. The Library at College of the Canyons carries a full range of materials to support the curriculum and the lifelong learning needs of our students, staff, and community members. Key services and collections include reference, bibliographic instruction, circulation/reserves, print materials, audiovisual materials, electronic resources, internet access, and individual and group study areas. After transitioning from in-person to online only services during the fall 2020 semester, library resources returned to in-person in fall 2022 while continuing to provide online services such as workshops, databases, videos, and eBooks. To explore options for expanding access to the Library, students were surveyed about their preference for in-person Library access. Based on responses to the fall 2023 student survey, the most frequently preferred time of day is afternoon, and the most preferred days of the week are Monday through Thursday followed by similar preference for Friday/Saturday.

Figure 29. Library Services:
In-Person Day/Time
Preferences from Student
Survey

Note: Mark all that apply,
the same student could
have selected more than
one option

Source: Fall 2023
Student Survey



COLLEGE TECHNOLOGY DEVELOPMENTS

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

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

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

Table 24. Technology

Pre-1996	Current
325 stand-alone computers and 12 terminals	Approximately 4,981 networked computers (laptops & desktops)
9 student access labs	58 student and 3 administrative computer labs (Valencia: 45 instructional, 1 administrative; CCC: 12 instructional, 2 administrative)
1 Mainframe	86 administrative and educational physical servers; 270 virtual servers; 1 integrated database management system
In-person registration	Online student registration
Single T1 data access for administrative building	One 10 Gigabit circuit for internet at Valencia, one 10 Gigabit circuit for internet at CCC; with a 10 Gigabit interconnection between Valencia and CCC to provide redundant internet connectivity
Traditional B&W copier service	Digital copy machines accessible over the network, offering B&W and color copies
Traditional library facility and resources	Online library catalog hosted in the cloud and access to major research databases and periodical listings
Traditional classroom equipment	186 "smart" classrooms 20 "HyFlex" classrooms

Source: Computer Support

COLLEGE STUDENT POPULATIONS

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

Table 25. Special Populations

Special Populations	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Total Headcount	20,914	20,694	20,099	19,707	21,525
In-Service Agreement (ISA)	4,157	3,451	5,528	4,177	6,704
First Generation	4,057	3,987	3,746	3,391	3,500
Concurrent/Dual Enrolled	1,386	1,639	1,671	1,532	1,663
Canyons Promise/First Year Experience (FYE)^	341	953	1,381	981	1,238
Middle College High School Program (Academy of the Canyons)	411	404	414	392	395
Academic Accommodations Center (formerly DSPS)	922	975	654	359	399
Athletes	395	383	340	295	409
EOPS - Extended Opportunity Programs & Services	402	427	321	261	232
Veteran	346	323	263	206	237
MESA - Mathematics, Engineering, and Science Achievement	139	139	119	121	142
Foster Youth	179	94	88	71	61
International Students	196	182	123	111	124
CalWORKs - California Work Opportunity & Responsibility to Kids	108	79	60	48	75
Homeless	3	12	11	16	5
Justice Impacted (Incarcerated)	81	103	72	187	316
Justice Impacted (Ex-offender)	17	24	2	0	1
AB540 Students	365	305	258	226	209

Source: Term comparisons Data Mart, and local MIS files, for Promise, AB540, International Students, and Athletes;

^Canyons Promise program counts are for fall cohorts for the academic year.

*Reported counts of Populations like Homeless, Foster Youth, Justice Impacted (ex-offender) are limited because they are identified after students complete a screening and qualification process.

EARLY COLLEGE HIGH SCHOOL OPPORTUNITIES



Early College High School Partnership: William S. Hart District & College of the Canyons



WILLIAM S. HART
UNION HIGH SCHOOL DISTRICT



College of the Canyons has a long history of providing access to college classes for high school students with efforts focused on increasing class offerings at the high schools through “dual enrollment” opportunities. Since 2018, the College and Wm. S. Hart Union High School District have jointly served more than **3,000 high school students annually** who have taken advantage of early college opportunities.

Early College partnership opportunities include:

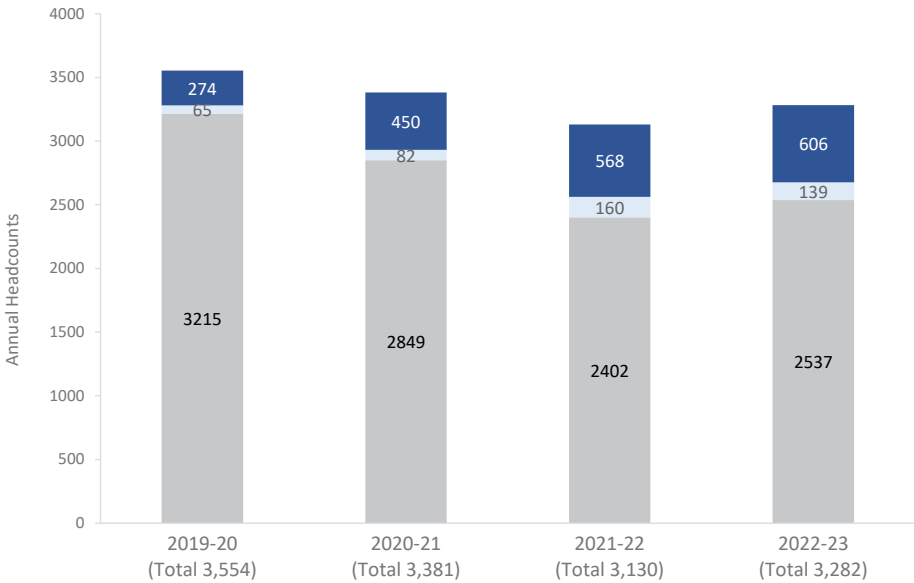
- **Dual Enrollment/CCAP (College and Career Access Pathways):** College courses taken at a high school site during the high school day, when school is in session. These courses/sections are only open to high school students and closed to the public. Fees are waived and textbook costs are covered for the students.
- **Concurrent Enrollment / Non-CCAP:** College courses taught either at a high school site (locally called College Now) or at the college (either on campus or through distance education), outside the regular high school hours. Enrollment fees are waived, but students pay other fees and textbook costs.
- **Middle College High School:** High schools that are located on a college campus. Students in these programs take both high school and college courses. College of the Canyons, in partnership with the William S. Hart District, hosts Academy of the Canyons, located on the Valencia campus.

Over the past four years (19/20-22/23), high school students taking college classes offered on the high school campuses as a dual enrollment student or enrolled through both dual/concurrent enrollment has increased 120 percent along with a 5 percent overall increase for dual and concurrent students in the last year (21/22 to 22/23). Students only taking classes at the high school campus (“dual only”) has increased 121 percent and increased 114 percent for students enrolling both as a dual and concurrently enrolled student over the past four years. Students taking part in the middle college high school (Academy of the Canyons) are captured in the “concurrently” enrolled category in Figure 30 and detailed later in the “Academy of the Canyons” sections within the Fact Book.

Early College High School Partnership: William S. Hart District & College of the Canyons (continued)

Figure 30. Total High School Student Headcounts by Early College Enrollment Type

- Note:
- Student headcounts are unduplicated within the year within each category.
 - Students who were both concurrently enrolled and enrolled in a dual-enrolled section in the same year are captured in yellow.



High school students taking college classes outperform non-high school students. In 2022/23, high school student success (letter grade of C or better) in college-level courses was 89 percent. This is 12 percentage points higher than non-high school students (77 percent).

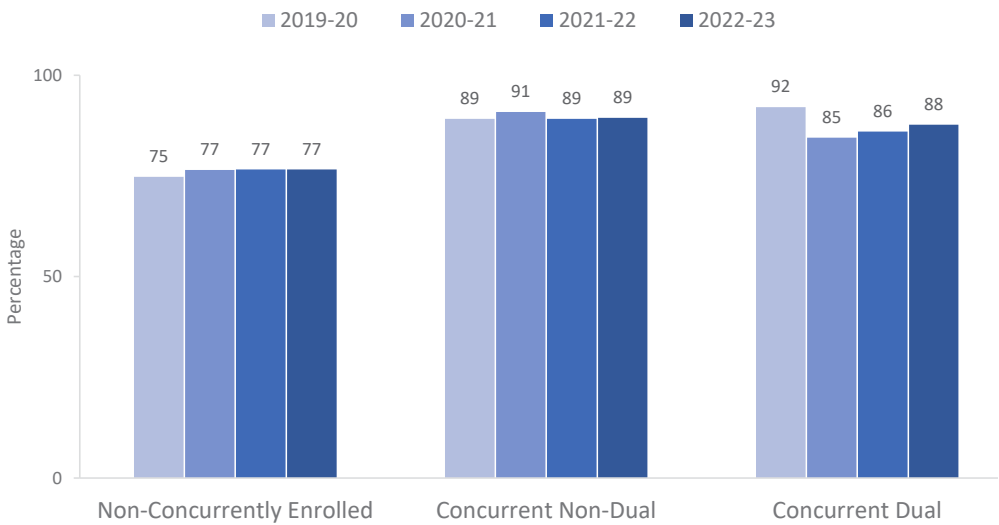


Figure 31. Success Rates (Credit Courses) for Non-Concurrently Enrolled (non-high school Students), Concurrent Non-Dual (non-dual enrolled high school student) and Concurrent Dual (dual enrolled high school student)

Definitions: Non-Concurrently Enrolled (non-high school students taking college classes), Concurrent-Non-Dual (concurrently enrolled high school students taking college classes not offered at the high school campuses) and Concurrent-Dual (high school students taking college classes offered at a high school campus).

ACADEMY OF THE CANYONS OVERVIEW

Academy of the Canyons (AOC), a middle college high school, just completed its 23rd year of operation on the College of the Canyons campus in the Dr. Dianne G. Van Hook University Center. AOC opened its doors in August 2000. AOC is a collaboration between the William S. Hart Union High School District and College of the Canyons designed to provide a supportive, flexible, and academically enriched environment for students whose needs are not being met by the large comprehensive high schools. AOC was awarded a six-year accreditation through 2028 by the Western Association of Schools and Colleges and was named a National Blue Ribbon School in 2015.

Brief History of Middle College High Schools: The first middle college high school was founded in 1974, by La Guardia Professor Janet Lieberman, on the campus of La Guardia Community College in New York City to help remove the barriers between high school and college and to provide an alternative for students at risk of dropping out of high school (U.S. Department of Education, 2003; La Guardia Community College). Today there are over 40 middle college high schools across the nation (Middle College National Consortium, 2022). Currently, the California Community College system funds 14 middle college high schools, which are serving almost 5,000 students (CBEDS, California Community College Chancellor's Office, 2022). The two initial sites in California were Los Angeles Southwest and Contra Costa community colleges and were founded in 1988.



ACADEMY OF THE CANYONS STUDENT POPULATION

Academy of the Canyons is open to high school students in grades 9-12 who "...are looking for a unique high school experience that affords them the opportunity to complete high school requirements and take college courses at College of the Canyons' Valencia campus" (AOC brochure). Prior to fall 2009 AOC was open to 11th and 12th grade students. Beginning fall 2009, AOC added grades 9 and 10. The goal for total student enrollment for the middle college high school is 400 students. Fall 2022, enrollment was 392, which is more than twice the enrollment of 191 in fall 2005, five years after it opened. Recruitment focuses on students who meet at least one of four criteria: students who are under-represented in the college environment, students who have high potential but are low performing, students of lower socio-economic status, and first-generation college students.

AOC's student body in 2022/23 included 75 percent who were ethnic minority, excluding White not of Hispanic origin and students for whom ethnicity was not reported. AOC's diverse student population closely reflects the demographics of the greater Santa Clarita Valley. Specifically, 41 percent of the AOC student population identifies themselves as Asian/Pacific Islander; 23 percent identifies as White; 25 percent identifies as Hispanic/Latinx/o/a; four percent identifies as Black/African-American; 5 percent identify as two or more races, and less than one percent American Indian or Alaska Native (excludes race/ethnicity data not reported for 7 students). Over the past seven years, the most significant change in the ethnic composition of the AOC student body has been a decline in the White population (39 percent in 2016 compared to 23 percent in 2022).

Source: CCCC COC USX and UST referential files/Local Files (320 files, Informer, and AOC), 2022

ACADEMY OF THE CANYONS SUCCESS RATES

Figure 32 illustrates success rates over time for AOC students compared to other concurrently enrolled students (not AOC) and other COC students in the same college classes. Success rates for AOC students in fall 2022 remain high at 96 percent, which is consistently higher than 'all other COC students' by 20 or more percentage points over the past five years! Historically, AOC success rates have been higher than non-AOC, concurrently enrolled students.

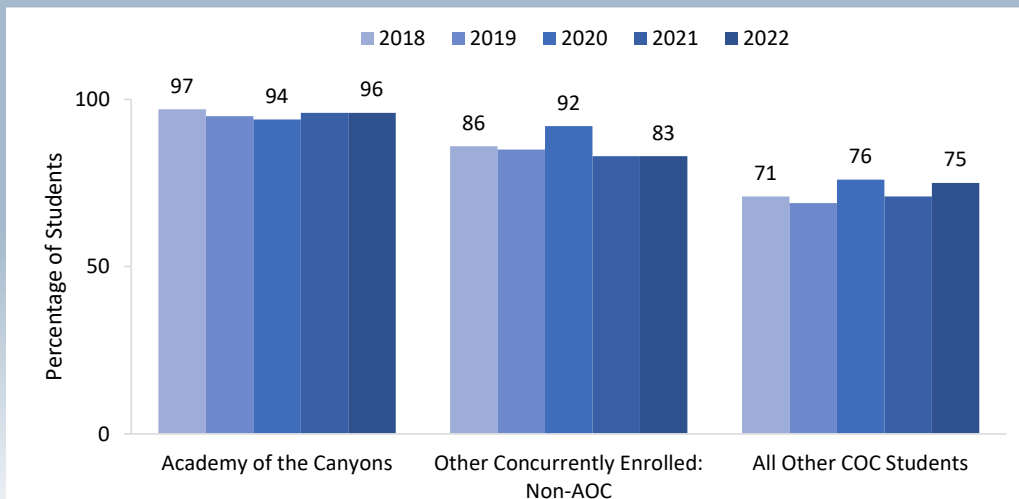


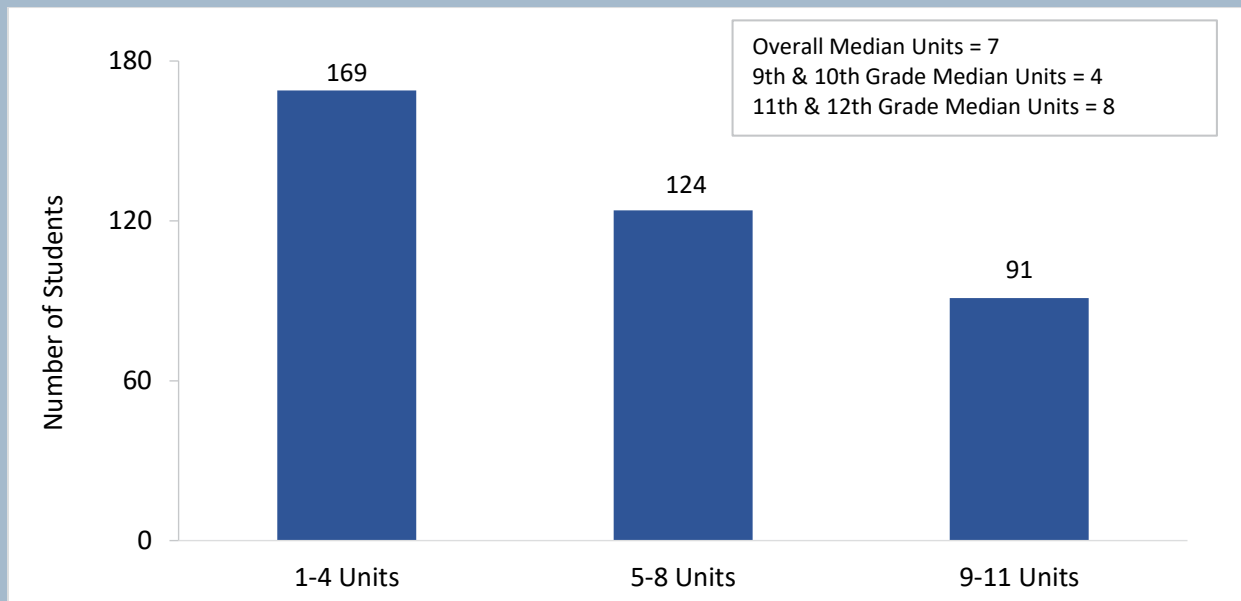
Figure 32. Success Rates for AOC Students Compared to Concurrently Enrolled Students (Non-AOC) and other COC students

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

ACADEMY OF THE CANYONS TRANSFERABLE UNITS

An analysis was done to determine the number of UC and CSU units successfully completed by AOC students during the fall 2022 semester (Note: successfully completed is defined as passing UC / CSU transferable courses with a "C" or better). Overall, the median number of UC and CSU units successfully completed by all AOC students during the fall 2022 semester was seven. The median number of UC and CSU units successfully completed by 11th and 12th grade AOC students during the fall 2022 semester was eight, and in spite of restrictions on the range of college classes available to them, the median number of UC and CSU units successfully completed by AOC students in grades 9 and 10 was four. Note: According to California State law, dually enrolled students are not permitted to enroll in more than 11 college units per semester.

Figure 33. UC and CSU Transferable Units Successfully Completed by AOC Students Present during the Fall 2022 Semester (Grades 9-12)



Source: CCCC USX and UCB referential files

CASTAIC HIGH SCHOOL AND ICAN PROGRAM (CANYONS ACADEMY NORTH)

College of the Canyons partnership with Castaic High School and the iCAN Academy (Canyons Academy North) began in fall 2019 with 401 duplicated enrollments in college-level classes which increased to 953 in 22/23. The iCAN program serves students in grades 9 - 12 who are eager and committed to jump starting their college career through dual enrollment. Students in the iCAN program are enrolled in COC courses taught by COC instructors during the school day on the Castaic High School campus. iCAN courses earn students both high school and college credits.



This partnership features 4 pathways, including Welding & Manufacturing, Health Science, Fire Technology (Public Service) and Administration of Justice as well as a including a robust selection of general education requirements through the traditional iCAN program. In fall 2023, 75 college-level sections were offered at Castaic High School.

Table 26. Class of 2023 Castaic High School iCAN Participation

Class of 2023 and the iCAN program (overall)	Class of 2023 and iCAN Pathway participation
Class of 2023 was the first graduating class	141 seniors took 1+ course in traditional iCAN
168 students took 1 or more iCAN dual enrollment courses	24 seniors took 1+ course in Welding & Manufacturing
849 iCAN courses taken by the class of 2023	25 seniors took 1+ class in Health Science
28% of class of 2023 was in the iCAN program	18 seniors took 1+ class in Administration of Justice

Source: Hart/COC Joint Board Presentation 9.27.23

College of the Canyons is committed to providing early college opportunities to local high school students and supporting California Community College Chancellor, Dr. Sonya Christian's, Vision 2030 goal to advance equity in access through increased college classes and pathways offered at the high school campuses as well as online and college campus offerings. This commitment also aligns with the Governor's Roadmap to increase the percentage of K-12 students who graduate with 12 or more college units through dual enrollment by 15 percent. In addition to collaboration with the local Wm. S. Hart Union High School District, the College is exploring additional partnerships to increase access to early college opportunities for students enrolled in non-traditional high school settings, including charter schools and homeschool programs.

FACILITIES DATA



UNIVERSITY CENTER



DR. DIANNE G. VAN HOOK UNIVERSITY CENTER

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

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

UNIVERSITY CENTER

The Dr. Dianne G. Van Hook University Center is an important district facility that provides pathways to undergraduate and graduate degree completion in the Santa Clarita Valley.

- The Interim University Center opened in January 2002
- Groundbreaking ceremony for the permanent center was held on March 16, 2007
- The permanent Dr. Dianne G. Van Hook University Center opened in fall 2009
- The ribbon-cutting ceremony was held on Oct. 17, 2009
- The center encompasses 110,000 square feet and houses a number of complementary programs to create learning synergies

There are four partner universities in the University Center

1. University of LaVerne
2. National University
3. CSU Dominguez Hills
4. Arizona State University

There are 28 degree and certificate programs:

- Bachelor's degree programs – 12
- Master's degree programs – 9
- Doctorate programs – 1
- Credential programs – 4
- Certificate programs – 2

Funding for the facility and initial equipment was provided by federal, state, local and private sources. Ongoing operational funds are supplemented by local lease revenue generated through fees charged to the partner universities for classrooms and office space along with income from room rentals by local businesses and organizations for their meetings and events.

STATISCAL DATA

- **CUMULATIVE ENROLLMENTS (NUMBER OF CLASSES)**
January 2002 – June 2023: 56,236
Undergraduate: 25,168 – Graduate: 31,068
- **CUMULATIVE UNDUPLICATED HEADCOUNT (NUMBER OF STUDENTS)**
January 2002 – 2023: 22,079
Undergraduate: 11,444 – Graduate: 10,635
- **CUMULATIVE GRADUATES IN ALL DEGREES**
January 2002 – June 2023: 4,242
- **ENROLLMENTS (DUPLICATED NUMBER OF STUDENTS) – 2022/23**
July 2023 – December 2023: 208
Undergraduate: 203 – Graduate: 5
- **HEADCOUNT (NUMBER OF STUDENTS) – 2021/22**
July 2021 – June 2023: 70
Undergraduate: 66 – Graduate: 4
- **GRADUATES – 2022/23**
July 2022 - June 2023: 81
Undergraduate: 58 – Graduate: 23

DEGREES OFFERED

- **University of LaVerne**
5 Bachelor's degrees
7 Master's degrees
1 Doctorate degree
1 Credential
- **National University**
6 Bachelor's degrees
2 Master's degrees
- **CSU Dominguez Hills**
2 Certificates (OSHA) Coming soon!
- **Arizona State University**
Coming soon!

OVERVIEW OF COLLEGE BUILDINGS

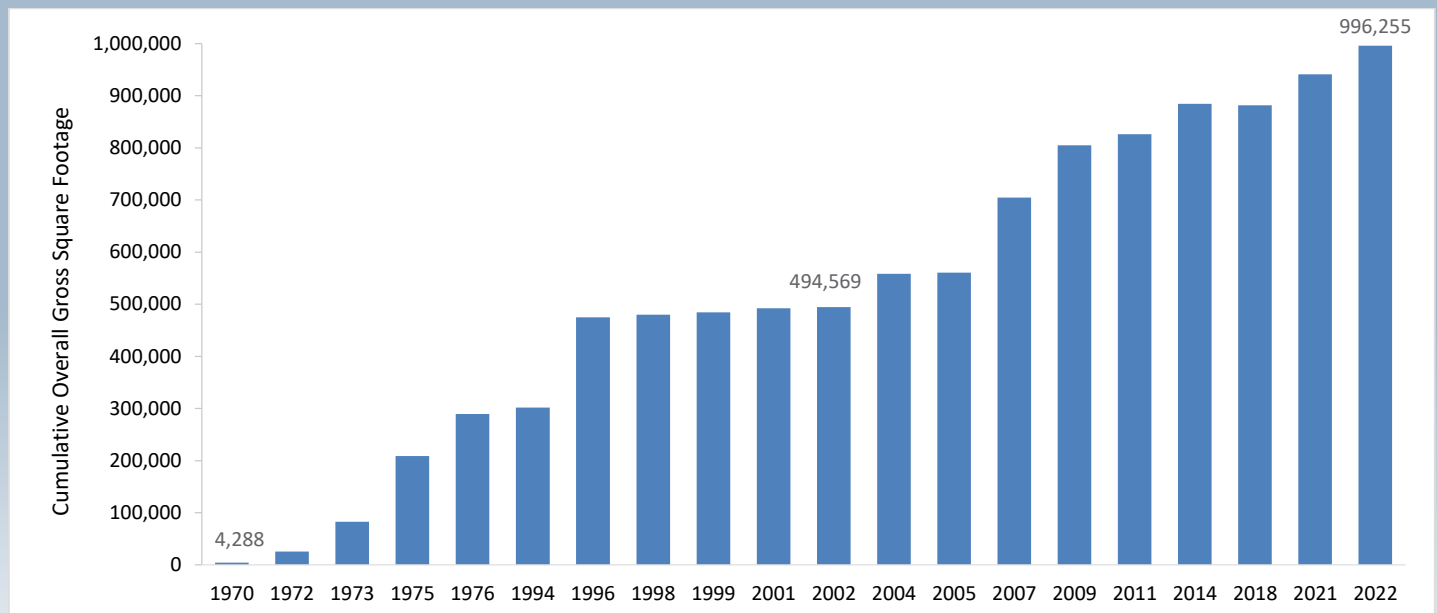
The College's first major wave of construction began in 1970. Six years of funding from two bonds completed six buildings and added 289,000 sq. ft. to the Valencia campus. In the mid-1990s a combination of state and local funding allowed for a second building boom at the Valencia campus with the Child Development Center being completed in 1994 followed by the Library/Learning Center, Mentry Hall, the North Plant and Veterans Resource Center. In 2007 another 106,063 sq. ft. were added to the Valencia campus with the completion of Aliso Hall, and Lab, Hasley Hall, Physical Education – East and the South Plant.

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

In 2007, on the east end of the valley, the college opened the Canyon Country campus, which at full build-out this campus will be able to accommodate 10,000 students. The Canyon Country campus' first permanent building, the Applied Technology Education Center, opened in 2011 and serves programs like Automotive Technology and Construction Management Technology.

In 2021 the college completed work on the second permanent building; the 55,000 sq. ft. Takeda Science Building houses laboratory and instructional space as well as faculty offices, study rooms and meeting spaces. The Student Services/Learning Resources building which mirrors the Takeda building was completed in 2022. The Student Services/Learning Resources houses student services departments, staff offices, the TLC, library, and Student Health & Wellness Center and classrooms.

Figure 34. Cumulative Overall Gross Square Footage



Source: College of the Canyons Facilities Department

COLLEGE BUILDINGS CONSTRUCTION SUMMARY

Table 27. Building Summary

BUILDING NAME	CONSTRUCTION YEAR	TOTAL ROOM ASF	TOTAL OGSF
FIELD STORAGE 1	1970	673	710
FIELD STORAGE 2	1970	92	96
STADIUM CONCESSIONS	1970	2,208	3,342
TICKET SALES 1	1970	57	70
TICKET SALES 2	1970	57	70
CORPORATION YARD	1972	18,862	21,156
BONELLI HALL	1973	35,970	57,276
BOYKIN HALL	1975	25,654	37,705
SECO HALL	1975	14,000	23,526
STUDENT CENTER	1975	28,124	40,130
TOWSLEY HALL	1975	20,668	24,606
PHYSICAL EDUCATION WEST	1976	54,725	80,834
EARLY CHILDHOOD EDUCATION	1994	6,583	10,088
FAMILY STUDIES 1	1994	700	960
FAMILY STUDIES 2	1994	1,292	1,440
LIBRARY/LEARNING CENTER	1996	62,931	86,606
MENTRY HALL	1996	46,058	78,237
NORTH PLANT	1996	6,538	7,814
FAMILY STUDIES 3	1998	1,298	1,575
MODULAR X-6	1998	2,257	3,888
FACILITIES X-10	1999	1,151	1,440
FIELD STORAGE 3	1999	155	160
MODULAR X-9	1999	1,421	1,440
MODULAR X-8	1999	1,290	1,440
STUDENT SUPPORT CENTER	2001	6,465	7,680
ARCHIVE STORAGE	2002	1,686	1,800
RESTROOM BLDG	2002	444	480
PERFORMING ARTS CENTER	2004	27,441	44,478
PICO HALL	2004	11,499	19,401
PUBLIC SAFETY ACADEMY	2005	2,101	2,160
ACADEMY SHED A	2006	140	144
ACADEMY SHED B	2006	140	144
ALISO HALL	2007	4,700	7,599
ALISO LAB	2007	25,604	35,864
CLASSROOM PORTABLE 3A	2007	1,376	1,440
CLASSROOM PORTABLE 4C	2007	1,375	1,440
CLASSROOM PORTABLE 5A	2007	1,374	1,440
CLASSROOM PORTABLE 5C	2007	1,371	1,440

Table 27. Building Summary (continued)

BUILDING NAME	CONSTRUCTION YEAR	TOTAL ROOM ASF	TOTAL OGFSF
CLASSROOM PORTABLE 5D	2007	1,368	1,440
CLASSROOM PORTABLE 5F	2007	1,354	1,440
COFFEE KIOSK	2007	510	576
HASLEY HALL	2007	42,612	43,650
INT. BKSTR/FOOD SERV 3B	2007	1,328	1,440
INTERIM CHILD CARE 2A	2007	2,521	2,880
INTERIM FITNESS CTR 2C	2007	1,277	1,440
INTERIM STUDENT SERVICES 1A	2007	1,042	1,440
INTERIM STUDENT SERVICES 1B	2007	1,012	1,440
INTERIM STUDENT SERVICES 1C	2007	1,307	1,440
LIBRARY PORTABLE 3F	2007	1,358	1,440
LOUNGE/TECH SUPPORT 2D	2007	1,378	1,440
MODULAR - COMP LAB 3C	2007	1,314	1,440
MODULAR - COMP LAB 3D	2007	1,364	1,440
MODULAR BIOLOGY LABS 3G	2007	1,360	1,440
MODULAR CHEM LAB 3H	2007	1,357	1,440
MODULAR CLASSROOM 4A	2007	1,375	1,440
MODULAR CLASSROOM 4B	2007	1,364	1,440
MODULAR CLASSROOM 5B	2007	1,350	1,440
MODULAR CLASSROOM 5E	2007	1,366	1,440
MODULAR LEARNING CTR 3E	2007	1,392	1,440
MODULAR LG. CLASSROOM 2B	2007	1,374	1,440
PHYSICAL EDUCATION EAST	2007	14,819	15,353
RESTROOM 1	2007	0	480
RESTROOM 2	2007	0	480
RESTROOM 3	2007	0	480
RESTROOM 5	2007	0	480
SOUTH PLANT	2007	2,900	3,021
UNIVERSITY CENTER	2009	61,258	100,077
APPLIED TECHNOLOGY	2011	9,631	10,315
CANYON CAFE	2011	106	120
MODULAR 700	2011	863	1,421
MODULAR 701-702	2011	1,373	1,421
MODULAR 703	2011	1,360	1,421
MODULAR 704-705	2011	1,360	1,421
OFFICE PORTABLE 6	2011	800	960
OFFICE PORTABLE 6A	2011	546	960
RESTROOM 7	2011	0	473
CANYONS HALL	2015	25,717	46,370

Table 27. Building Summary (continued)

BUILDING NAME	CONSTRUCTION YEAR	TOTAL ROOM ASF	TOTAL OGSF
CULINARY ARTS	2015	9,052	12,017
CCC CENTRAL PLANT	2020	4,204	4,400
TAKEDA SCIENCE CENTER	2021	35,120	55,000
STUDENT SERVICES LEARNING RESOURCE CENTER	2022	32,544	55,000

Source: Facilities

FACILITIES DESIGN PRINCIPLES

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

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

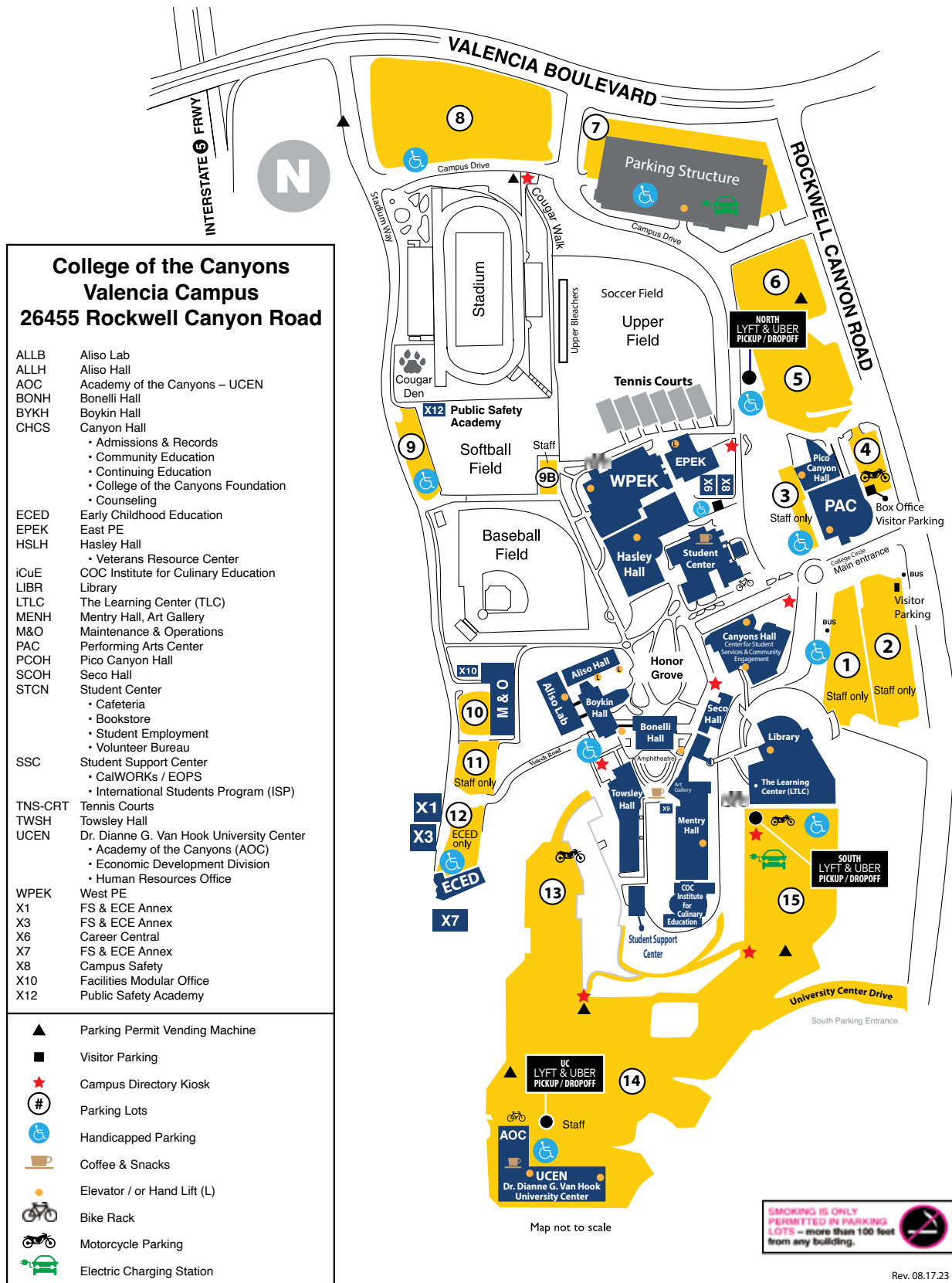
Through purposeful planning, college facilities provide the necessary space for programs and services to serve the Santa Clarita Valley.

BUILDING SUMMARY BY FUNDING SOURCE

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



THE VALENCIA CAMPUS PHYSICAL PLANT MAP



Rev. 08.17.23 GD

THE CANYON COUNTRY CAMPUS PHYSICAL PLANT MAP

Building 1-A	Basic Needs Center (BaNC)
Building 1-B	Campus Life
Building 1-C	ASG Computer Lab
	Intercultural Center
	Undocumented Resource Center
CCC2 200-201	Early Childhood Education (ECE)
CCC2 202-203	Classrooms
CCC3 300-301	Classrooms
CCC3 302	Student Lounge
CCC3 303	Canyons Café
CCC3 304-305, 308	Computer Labs
CCC3 309-311	Science Labs
CCC4 400-405	Classrooms
CCC5 500-501/503-506	Classrooms
CCC5 507	Faculty Offices
CCC5 508-510	Classrooms
CCC5 511	Campus Safety
CCC5 512	Faculty Offices
Takeda Science Center (CCLB):	
Floor 1:	
CCLB 110, 116-118	Classrooms
Floor 2:	
CCLB 206-211	Classrooms/Computer Labs
Floor 3:	
CCLB 301-303, 305, 308	Science Labs/Classroom
CCLB 327-346, 346	Office
Floor 4:	
CCLB 401-403, 405	Science Labs
Student Services & Learning Resources Center (CCSS):	
Floor 1:	
CCSS 122	Counseling/EOPS/CalWorks/Academic Accommodations/Employment Center
CCSS 123	Student Health Center
Floor 2:	
CCSS 202	Admissions/Financial Aid/Personal & Professional Learning/Student Business Office/Veterans Center
Floor 3:	
CCSS 302/315	Library/The Learning Center (TLC)
CCSS 313	Computer Lab
CCSS 335-336	Communication Center/Reprographics
CCSS 337	Welcome Center
Floor 4:	
CCSS 401-402	Classrooms
CCSS 403	Faculty/Staff Tech Center
Applied Technology Education Center (ATEC):	
ATEC 700	Faculty Offices
ATEC 703	Computer Lab
ATEC 704-705	Classrooms
ATEC 706-707	Auto Workshop
ATEC 708	Construction Technology
Student Parking Lots 1, 2, 3 and 6 (Dr. Dianne G. Van Hook Drive)	
✕	Parking Information – Lots 1, 2, and 3
♿	Handicapped Parking
♂ ♀	Restrooms
★	Visitor Parking
☕	Refreshments
◆	Motorcycle Parking
🚲	Bicycle Rack
🚌	Bus Stop
🔌	Electric Charging Station
●	Campus Evening Shuttle Stops
🌿	Campus Gardens
Refreshments/Vending Machines:	
• Outside rooms CCC3-300 and CCC3-311 (Drink)	
• Room CCC3-302 (Snack/Supply/Drink)	
• North side of room CCC5-509 (Drink)	
• ATEC (Snack/Supply/Drink)	
• Science Center (Floor 3 – Food/Snack/Drink)	
• Student Services Center (Floor 3 – Snack/Supply/Drink)	

College of the Canyons CANYON COUNTRY CAMPUS

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www.canyons.edu/canyoncountry



Map not to scale

Rev. 07/11/2023



COLLEGE OF THE CANYONS PHYSICAL PLANT SUMMARY

Table 28. Building Summary by Funding Source

Date Built	Facility	Local Bond	State GO Bond, State Sch. Maint. or Prop 39	Local Funded	Total
1974	Building I	\$ 8,719,000			\$ 8,719,000
1974	Football Stadium	\$ 1,512,000			\$ 1,512,000
1975	Building C	\$ 3,370,000			\$ 3,370,000
1975	Building L	\$ 3,912,000			\$ 3,912,000
1975	Building S	\$ 4,814,000			\$ 4,814,000
1975	Building T	\$ 1,691,000			\$ 1,691,000
1976	Building PE	\$ 12,992,300			\$ 12,992,300
1982	Building A		\$ 1,873,000		\$ 1,873,000
1994	Remodel for Efficiency (A, C, I Bldgs)		\$ 1,918,000		\$ 1,918,000
1995	FS & ECE		\$ 1,676,000		\$ 1,676,000
1996	Central Plant		\$ 2,840,000		\$ 2,840,000
1997	Building M		\$ 8,253,000		\$ 8,253,000
1997	Building R		\$ 7,124,000		\$ 7,124,000
1998	Scheduled Maintenance Projects		\$ 262,500	\$ 262,500	\$ 525,000
1999	HR/Foundation/ETI/Security/Facilities/EOPS Modulares			\$ 480,000	\$ 480,000
1999	Modular Village (14 classrooms)			\$ 1,014,939	\$ 1,014,939
1999	Old Library & Labs Secondary Effects		\$ 4,959,000		\$ 4,959,000
1999	Scheduled Maintenance Projects		\$ 261,500	\$ 261,500	\$ 523,000
2000	Student Center Expansion			\$ 3,099,885	\$ 3,099,885
2000	A & C Bldg Offices			\$ 325,000	\$ 325,000
2000	Scheduled Maintenance Projects		\$ 205,500	\$ 205,500	\$ 411,000
2001	South Parking Lot			\$ 6,744,816	\$ 6,744,816
2001	Parking Lot Improvements			\$ 250,000	\$ 250,000
2001	Scheduled Maintenance Projects		\$ 162,222	\$ 162,222	\$ 324,444
2002	"T" Building Expansion	\$ 1,535,409			\$ 1,535,409
2002	Interim University Center			\$ 1,092,795	\$ 1,092,795
2002	Records Storage Building			\$ 75,685	\$ 75,685
2002	Scheduled Maintenance Projects	\$ 44,598	\$ 330,631	\$ 330,631	\$ 705,860
2003	Perimeter Landscaping			\$ 75,000	\$ 75,000
2003	Access to Small Gym			\$ 33,524	\$ 33,524
2003	Track Resurfacing	\$ 169,480			\$ 169,480
2003	Artificial Turf	\$ 1,013,764			\$ 1,013,764
2003	Seismic Retrofit I-Building		\$ 1,300,000		\$ 1,300,000
2003	Architectural Barrier Removal		\$ 515,282		\$ 515,282
2003	Schedule Maintenance Projects	\$ 1,403,401	\$ 246,912		\$ 1,650,313
2004	Performing Arts Center		\$ 10,982,000	\$ 7,737,770	\$ 18,719,770
2004	Bleacher Repair/Renovation			\$ 12,700	\$ 12,700

Table 28. Building Summary by Funding Source (continued)

Date Built	Facility	Local Bond	State GO Bond, State Sch. Maint. or Prop 39	Local Funded	Total
2004	Electronic Marquees			\$ 251,602	\$ 251,602
2004	Stadium Restroom Renovation	\$ 58,541			\$ 58,541
2004	Map Kiosks			\$ 125,000	\$ 125,000
2004	Warehouse Expansion	\$ 1,884,015			\$ 1,884,015
2004	Hazardous Substance Projects	\$ 114,000			\$ 114,000
2004	Scheduled Maintenance Projects	\$ 942,285	\$ 426,053		\$ 1,368,338
2005	Music/Dance	\$ 7,670,320			\$ 7,670,320
2005	Scheduled Maintenance Projects	\$ 380,223	\$ 85,556		\$ 465,779
2006	Scheduled Maintenance Projects	\$ 698,611	\$ 35,465		\$ 734,076
2007	Hasley Hall	\$ 16,976,761	\$ 8,878,000		\$ 25,854,761
2007	Canyon Country Campus (land, site dev, modulars)	\$ 58,011,265			\$ 58,011,265
2007	Aliso Hall and Labs	\$ 12,780,826	\$ 7,721,000		\$ 20,501,826
2007	Scheduled Maintenance Projects	\$ 604,524			\$ 604,524
2008	East PE	\$ 8,747,611	\$ 2,954,000		\$ 11,701,611
2008	Scheduled Maintenance Projects	\$ 1,202,861	\$ 858,659		\$ 2,061,520
2009	University Center	\$ 9,816,584	\$ 20,974,000	\$ 9,024,396	\$ 39,814,980
2009	Scheduled Maintenance Projects	\$ 1,940,000	\$ 88,607		\$ 2,028,607
2010	Mentry Hall Expansion	\$ 12,428,583		\$ 100,000	\$ 12,528,583
2010	Scheduled Maintenance Projects	\$ 1,446,339	\$ 153,820		\$ 1,600,159
2011	Mentry Hall Secondary Effects	\$ 1,877,439			\$ 1,877,439
2011	CCC - Applied Tech Center	\$ 7,114,273			\$ 7,114,273
2011	Scheduled Maintenance Projects	\$ 356,348			\$ 356,348
2012	Library/TLC Expansion	\$ 6,432,069	\$ 9,414,000		\$ 15,846,069
2012	Scheduled Maintenance Projects	\$ 173,526	\$ 92,892		\$ 266,418
2013	Scheduled Maintenance Projects	\$ 681,230			\$ 681,230
2014	Scheduled Maintenance Projects	\$ 229,834	\$ 114,555		\$ 344,389
2015	Culinary Arts (iCUE)	\$ 8,544,048		\$ 1,320,600	\$ 9,864,648
2015	Student Services/Administration	\$ 11,273,633	\$ 6,308,000	\$ 12,446	\$ 17,594,079
2015	Student Services - Tenant Improvements	\$ 817,711			\$ 817,711
2015	Scheduled Maintenance Projects	\$ 1,051,048	\$ 1,264,040		\$ 2,315,088
2016	Boykin Hall 1st Floor Modernization	\$ 854,229			\$ 854,229
2016	Bonelli Hall 2nd Floor Secondary Effects	\$ 867,029			\$ 867,029
2016	Scheduled Maintenance Projects	\$ 1,836,353	\$ 523,180	\$ 5,660	\$ 2,365,193
2017	Upper Soccer Field	\$ 2,316,956		\$ 50,000	\$ 2,366,956
2017	Door& Lock Replacement Project Phase 1	\$ 1,774,046			\$ 1,774,046
2017	CCC - Parking Lot #1	\$ 1,380,995			\$ 1,380,995
2017	CCC - Add Wet Labs (311/312)	\$ 1,093,673			\$ 1,093,673
2017	Parking Structure Utilities	\$ 1,012,452			\$ 1,012,452
2017	CCC - Fire System Upgrades	\$ 662,025			\$ 662,025
2017	Prop 39 - LED Exterior Lighting Upgrade	\$ 92,874	\$ 439,363	\$ 31,500	\$ 563,737

Table 28. Building Summary by Funding Source (continued)

Date Built	Facility	Local Bond	State GO Bond, State Sch. Maint. or Prop 39	Local Funded	Total
2017	Prop 39 Hood Controls, Aliso		\$ 433,677		\$ 433,677
2017	Scheduled Maintenance Projects	\$ 1,904,134			\$ 1,904,134
2018	Library/Distance Learning Modernization	\$ 404,789			\$ 404,789
2018	X-6 Modernization	\$ 373,724			\$ 373,724
2018	Central Plant Control Upgrade	\$ 349,064			\$ 349,064
2018	Educational Native Plant Garden	\$ 154,336			\$ 154,336
2018	Canyons Hall Modernization - SBO	\$ 135,296			\$ 135,296
2018	Re-Plant West Hillside (post-fire)	\$ 116,183			\$ 116,183
2018	Photo Lab Remodel	\$ 87,671			\$ 87,671
2018	UCEN 258 Remodel	\$ 42,341			\$ 42,341
2018	Scheduled Maintenance Projects	\$ 1,600,586			\$ 1,600,586
2019	Parking Structure Valencia	\$ 23,909,018			\$ 23,909,018
2019	Door & Lock Replacement Phase 2	\$ 915,677			\$ 915,677
2019	Boykin 105 Modernization	\$ 830,161			\$ 830,161
2019	Prop 39 Exterior LED Lighting Year 5	\$ 185,716	\$ 599,417		\$ 785,133
2019	CCC - Arts & Lecture (Consultant Only)	\$ 78,195			\$ 78,195
2019	Towsley HVAC	\$ 49,668	\$ 150,000		\$ 199,668
2019	Scheduled Maintenance Projects	\$ 531,122			\$ 531,122
2020	Scheduled Maintenance Projects	\$ 327,383			\$ 327,383
2021	PE West Modernization	\$ 5,576,007			\$ 5,576,007
2022	CCC - Modernization	\$ 4,000,000			\$ 4,000,000
2022	Boykin Hall Modernization Phase 2	\$ 9,664,272	\$ 4,729,000		\$ 14,393,272
2021	Scheduled Maintenance Projects	\$ 456,913			
2022	CCC - Science/Lecture	\$ 39,792,612			\$ 39,792,612
2022	CCC - Central Plant	\$ 7,848,416			\$ 7,848,416
2022	CCC - Student Services/LRC/TLC	\$ 36,855,189			\$ 36,855,189
2022	ADA Transition Plan - Phase I	\$ 3,826,899			\$ 3,826,899
2022	ADA Transition Plan - Phase 2	\$ 3,000,000			\$ 3,000,000
2022	Scheduled Maintenance Projects	\$ 684,906			
Subtotal		\$371,022,370	\$109,152,831	\$33,085,671	\$ 512,119,053

Source: Business Services

CANYON COUNTRY CAMPUS



OVERVIEW OF THE CANYON COUNTRY CAMPUS

The Canyon Country Campus (CCC) is a vital part of how College of the Canyons serves students and the community. First opened in 2007, the campus is located on a hillside 70-acre high-desert property at 17200 Sierra Highway, approximately 10 miles east of the District's Valencia Campus. The campus has changed dramatically since 2007 and provides access to quality instruction, supportive student services, and meaningful community partnerships in the District's sizeable service area. CCC is an essential part of COC's educational landscape, providing a comprehensive and beautiful campus location for students, a variety of in-demand instructional programs, helpful resources for students, and an attractive campus environment that regularly hosts community events and engagement opportunities.

More than 72,000 unique students have received credit for instruction offered at the Canyon Country Campus since 2007, demonstrating the remarkable and ongoing impact of this second campus. CCC routinely offers more than 30 degree and certificate pathways in high-demand programs and regularly offers more than 180 classes each semester in a blend of formats, including 16-week classes, focused 8- and 5-week classes, and evening and weekend options. CCC provides quality instruction in thoughtfully-designed facilities and the academic program map tool helps students to benefit from customized and focused instructional pathways that serve a wide variety of needs. Focused, i.e. short-term classes, are a notable feature of CCC class offerings, providing a popular option for students to complete many classes in this format. An average of 1,200-plus COC graduates each year have taken at least one class at the Canyon Country Campus prior to graduation and strategic enrollment management planning continues to prioritize purposeful scheduling to sustain and grow this campus impact.

Facilities resources for instructional programs and classes at the Canyon Country Campus include more than 60 classrooms featuring a variety of science laboratory classrooms, computer labs, lecture classrooms, and multiple applied learning spaces. Notable facilities at the Canyon Country Campus include:

Applied Technology Education Center

- Opened in Fall 2012
- 15,000 square-foot single-story facility
- Located at the south end of campus above Lot 2
- Supports multiple career technical programs, including Automotive Technology, Water Technology, and Construction Technology along with additional classroom and office space

Takeda Science Center

- Opened in Fall 2021
- 55,000 square-foot, 4-story facility
- Located between Dr. Dianne G. Van Hook Drive and Cougar Way at the center of campus
- Includes science labs, classrooms, study/meeting spaces and many state-of-the-art features

Student Services & Learning Resources Center

- Opened in Spring 2023
- 55,000 square-foot, 4-story facility
- Located between Dr. Dianne G. Van Hook Drive and Cougar Way at the center of campus
- Includes space for a full complement of student services, support resources, additional classrooms and computer lab, study/meeting spaces, among other resources

Health & Natural Sciences Center (Future)

- Planned to open in Spring 2026
- 25,000 square-foot, 1-story facility
- To be located astride Quad-3 and 4 at the east end of the campus
- Anticipated to include departments and functions such as: Anthropology, Astronomy, Biological Sciences, Diagnostic Medical Sonography, Environmental Science, MakerSpace, Medical Lab Technician, Organic Chemistry, and Pharmacy Technician



OVERVIEW OF THE CANYON COUNTRY CAMPUS

A wide variety of wrap-around services and resources are offered at the Canyon Country Campus to support student learning, engagement, and success. Examples of dynamic services and resources include a large library, the TLC tutoring center, and a blend of departmental services such as Counseling, Financial Aid, Admissions & Records, Student Health/Wellness, Veteran services, Employment Center, among many more. An updated student engagement hub in Quad-1 also provides access to services such as the Basic Needs Center, Intercultural Center, Associated Student Government, and Campus Life & Student Engagement. Additional resources include campus café, vending, student lounge and study spaces, and other resources designed to complement overall student success and engagement on site. A comprehensive list of campus services, scheduled hours of operations, and additional resources for students, staff, and community members are listed online at www.canyons.edu/ccc.

The Canyon Country Campus regularly hosts an assortment of community events, including the popular “Science Talks” series. Offered in partnership with the Math/Science Division, the Science Talk series has featured a blend of video and in-person presentations that sustain and strengthen engagement with a broad complement of instructional programs offered on campus. Since 2007, the campus has offered more than 27 Star Parties as part of 15-plus Science Talks on biological sciences, chemistry, microbiology, astronomy, botany, environmental science, and other disciplines. Designed for a wide community audience to showcase the impressive science programs, students, faculty, and facilities, the Canyon Country Campus continues to pioneer engaging and educational connections to our community and students. Campus events also include creative student events such as Movie Nights, mixers, and other thoughtful student programming. The campus is proud to be used as a laboratory for innovation, showcasing resources both within and outside the classroom as well as the beautiful campus facilities. For the latest information about campus events and programming, please visit www.canyons.edu/ccc.

With an impactful history of expanding access, promoting student and community engagement, and fostering success, the Canyon Country Campus is a comprehensive college site designed to be an important part of COC’s district operations that make a difference in our community. Campus faculty and staff work hard to serve students and sustain the important blend of classes, services, and engagement opportunities that foster learning and innovation—and this dedication exemplifies the pioneering spirit that continues to make this amazing site thrive. With passion and drive, the Canyon Country Campus is poised to expand opportunities as an impactful and lively part of College of the Canyons.



CANYON COUNTRY CAMPUS SCIENCE CENTER



CANYON COUNTRY CAMPUS STUDENT SERVICES & LEARNING RESOURCES CENTER



ECONOMIC DATA & TRENDS



SANTA CLARITA VALLEY REAL ESTATE OVERVIEW

Existing housing inventory is projected to drop to a record low in 2023; with the first half of 2023 showing a rate of listing 41 percent lower than in 2022.

Home sales declined sharply from 2021 to 2022 with increased mortgage rates.

Home prices began to decline in August of 2022, but have shown a rise as of March 2023, maintaining a home price close to 2022. Selling values are forecast to decline 4 percent in 2023.

Among the principal projects in the Santa Clarita Valley, there are 29,526 residential units in some phase of the planning process. Across the Valley, there are 8,168 units in projects under construction. There are also 5,028 units in projects that have been approved but have not broken ground.

FivePoint Valencia is the largest residential project under construction in California. This project includes approximately 21,500 homes and 11.5 million square feet of office, retail, industrial, recreational, school, and public space. Mission Village, the first development, will contain more than 4,000 residential units and prospective homes are currently for sale.

The industrial market continues to remain strong, with the demand for new warehouse, distribution, and fulfillment centers soaring with the substitution of consumers to e-commerce. Over 1.7 million square feet of new space has been completed since 2020 and over 500,000 is under construction.

The office market has not yet risen, with post-pandemic workers now utilizing a hybrid office-home location for daily work. The office market has a current vacancy rate of 14 percent, with a total availability rate of 21 percent, the highest rate in 13 years.



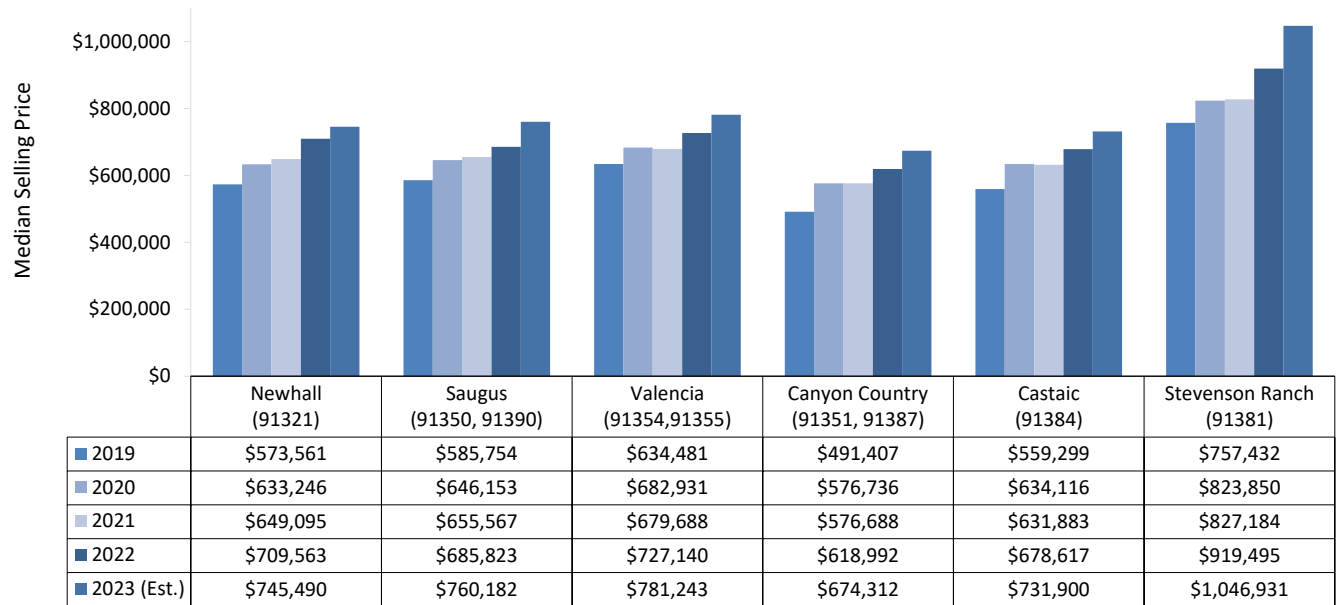
Source: Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic Outlook, 2023

SANTA CLARITA VALLEY HOUSING MARKET

The median home price in the Santa Clarita Valley decreased from \$845,300 in 2022 to \$812,500 in 2023 with housing inventory at the lowest point in ten years.

Although the median home selling price decreased in the last year, it is projected to increase at a moderate rate over the next five years, with a growth of approximately 2.6 percent per year.

Figure 35. Median Home Value Price by City/Area



Source: Claritas, LLC (2023) and Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic Outlook, 2023

SANTA CLARITA VALLEY RESIDENTIAL CONSTRUCTION PROJECTS

There are currently 8,168 housing projects under construction with 5,028 housing projects approved that have not yet broken ground and 16,330 more in the queue waiting for approval.

Construction of FivePoint Valencia, the largest residential project under construction in California, began in 2020 and is currently underway. This is the biggest development planned for the Santa Clarita Valley and will include five villages. Other construction currently underway includes Skyline Ranch, Vista Canyon, Tesoro Highlands, Sand Canyon Plaza, MetroWalk, Williams Ranch, Spring Canyon and Saddle Peak.

Table 29. Approved Residential Construction Projects

Project Name	City	Units Remaining	Status
Five Point Valencia - Mission Village	Valencia	4,055	Under Construction
Five Point Valencia - Landmark Village	Valencia	1,444	Approved
Skyline Ranch	Saugus	1,220	Under Construction
Vista Canyon	Canyon Country	1,100	Under Construction
Tesoro Highlands	Valencia	820	Under Construction
Sand Canyon Plaza	Canyon Country	580	Approved
MetroWalk	Canyon Country	498	Approved
Williams Ranch	Castaic	497	Under Construction
Spring Canyon	Agua Dulce	495	Approved
Saddle Peak	Canyon Country	492	Under Construction
Bouquet Canyon Project	Saugus	375	Approved
Plum Canyon	Saugus	288	Under Construction
Aidlin Hills	Stevenson Ranch	230	Approved
Golden Triangle Apartments	Canyon Country	164	Approved
The Reserve at Sloan Canyon	Castaic	157	Approved
Galloway Senior at Five Knolls	Canyon Country	140	Approved
River Walk	Canyon Country	135	Approved
Dockweiler 21/Trenton Heights	Canyon Country	93	Under Construction
Sierra Highway Assisted Living	Canyon Country	84	Approved
Master's University Expansion	Newhall	42	Approved
Canyon View Estates	Stevenson Ranch	37	Approved
Canyon Brook	Canyon Country	35	Approved
Sand Canyon Estates	Canyon Country	22	Approved
Bridge to Home	Newhall	8	Under Construction

Source: Santa Clarita Economic Development Corporation & College of the Canyons Economic Outlook, 2023

SANTA CLARITA VALLEY INDUSTRIAL MARKET

The industrial market in Santa Clarita is flourishing as entertainment, e-commerce, and consumer products drive the market, with both vacancy and availability at historically low levels. Currently, there is an estimated 335,000 sq. ft. of industrial building availability out of the entire Santa Clarita Valley inventory of 23 million square feet. Needham Ranch and the IAC Commerce Center have developed millions of much needed industrial square feet to the mark.

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

Table 30. Approved Non-Residential Projects - Santa Clarita Valley

Industrial Project	Square Feet	Project Status
Center at Needham Ranch - Phase 2	1,043,269	Under Construction
Southern California Innovation Park	750,000	Approved
Disney ABC Studios at the Ranch	510,000	Approved
Santa Clarita Commerce Center	430,000	Approved
Valley Center Self Storage	156,060	Approved
UCLA Phase 3	134,151	Approved
Soledad Office	100,000	Under Construction
Chinquetera	91,000	Approved
Rent a Bin	60,000	Under Construction

Source: Santa Clarita Economic Development Corporation & College of the Canyons Economic Outlook, 2023



SANTA CLARITA VALLEY OFFICE MARKET

The following highlights the overall office market in Santa Clarita:

- The office market is weak in the SCV and is showing a longer recovery than initially anticipated. This is due to more accepted policies regarding allowances for work-from-home. As leases are renewed, companies are often switching to smaller spaces, causing vacant office space to increase.
- There is currently 750,000 square feet of vacant space. There is an additional 400,000 square feet of occupied space that is available for lease.
- Vacancy rates are approximately 15 percent in Santa Clarita, but the total availability rate is 21 percent, the highest in 13 years.
- Lease rates remain steady at \$2.73 per sq. ft. since early 2020.

Table 31. Office Market Overview - Santa Clarita Valley

Office Market	Santa Clarita Valley
Vacancy Rate	15%

Source: Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic Outlook, 2023

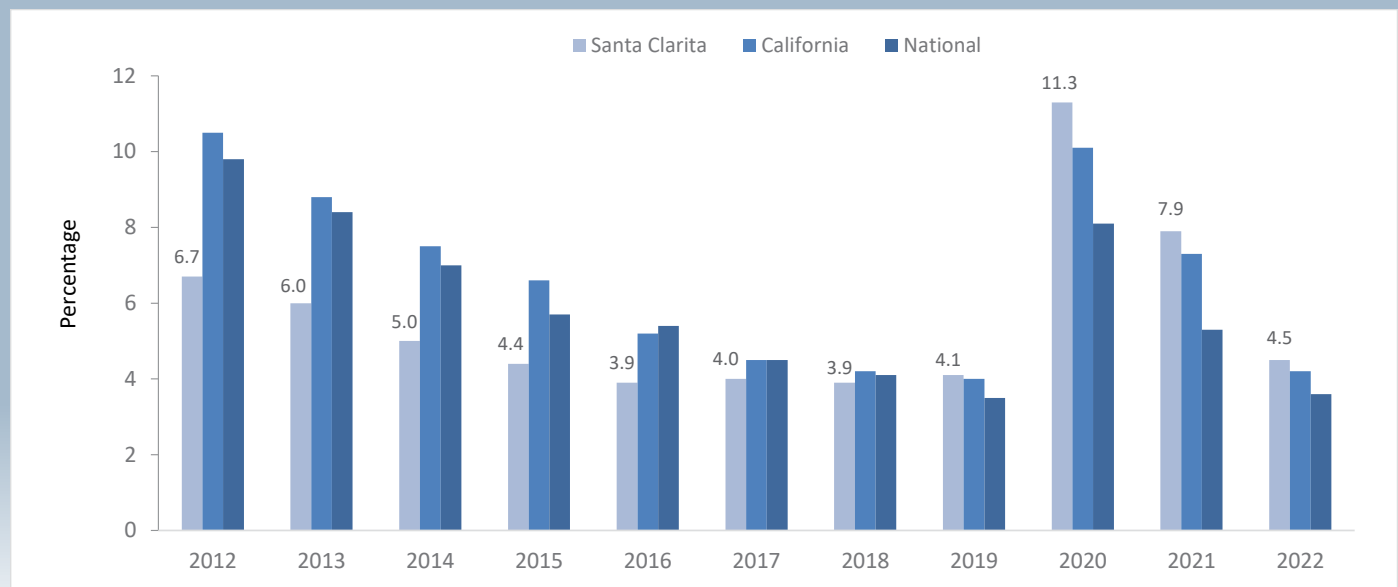


SANTA CLARITA VALLEY UNEMPLOYMENT RATES

Unemployment rates decreased from 2012 to 2019; however, in 2020, with the effects of COVID-19, unemployment rates skyrocketed. In 2021 and 2022, the labor market has rebounded and unemployment rates have decreased dramatically. State EDD data for 2022 listed Santa Clarita unemployment down from 11.3 percent in 2020 to 4.5 percent in 2023. Industries most affected by COVID-19 were leisure and hospitality, with hundreds of employees laid off. As of 2022, most jobs in these industries have been restored with some sectors exceeding pre-pandemic levels of employment.

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

Figure 36. Unemployment Rates for Santa Clarita Compared to California and the Nation



Sources: State of California Employment Development Department (not seasonally adjusted), Bureau of Labor Statistics (not seasonally adjusted), and Santa Clarita Economic Development Corporation & College of the Canyons Economic Outlook, 2023.

Source: EDD <http://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/AreaSelection.asp?tableName=labforce>

SANTA CLARITA VALLEY EMPLOYMENT CATEGORIES

The college is continually assessing and responding to the needs of the community by developing new programs. Currently, there are 135 degree programs, 63 certificates of achievement, 45 career specialization certificates, 54 completion certificates, and 19 noncredit competency certificates (as of 9/30/2022). New programs approved in the 2022 (since last Factbook publication) and 2023 (as of 12/10/23) calendar years included:

- 21st Century Teaching Practices Certificate of Completion (Noncredit) (Pending State Approval)
- American Sign Language – Deaf Studies AA Degree (Pending State Approval)
- Beginning Conversational English Certificate of Competency (Noncredit)
- Commercial Painting Certificate of Completion (Noncredit) (Pending State Approval)
- Conversational ASL for College and Career Certificate of Completion (Noncredit)
- Crime and Intelligence Analysis Certificate of Completion (Noncredit)
- Fundamentals of Public Communication Certificate of Completion (Noncredit)
- Fundamentals Teaching Skills for Higher Education Certificate of Completion (Noncredit) (Pending State Approval)
- Intermediate Conversational English Certificate of Competency (Noncredit)
- Law, Public Policy, and Society AA-T Degree
- Library and Internet Research Skills Certificate of Competency (Noncredit)
- Model Making for Architecture and Interior Design Certificate of Completion (Noncredit) (Pending State Approval)
- Nursing Skills Lab Certificate of Completion (Noncredit) (Pending State Approval)
- Nursing Success Certificate of Completion (Noncredit)
- Personal Care Aide Certificate of Completion (Noncredit)
- Physical Fitness Preparation for Public Safety Certificate of Completion (Noncredit)
- Pre-Counseling Certificate of Specialization
- Systems Administrator AA Degree (Pending State Approval)
- Supporting and Empowering Veterans Certificate of Completion (Noncredit)
- Welding Safety – Welding Lab Skills Enhancement Certificate of Completion (Noncredit)



COLLEGE FINANCIAL RESOURCES

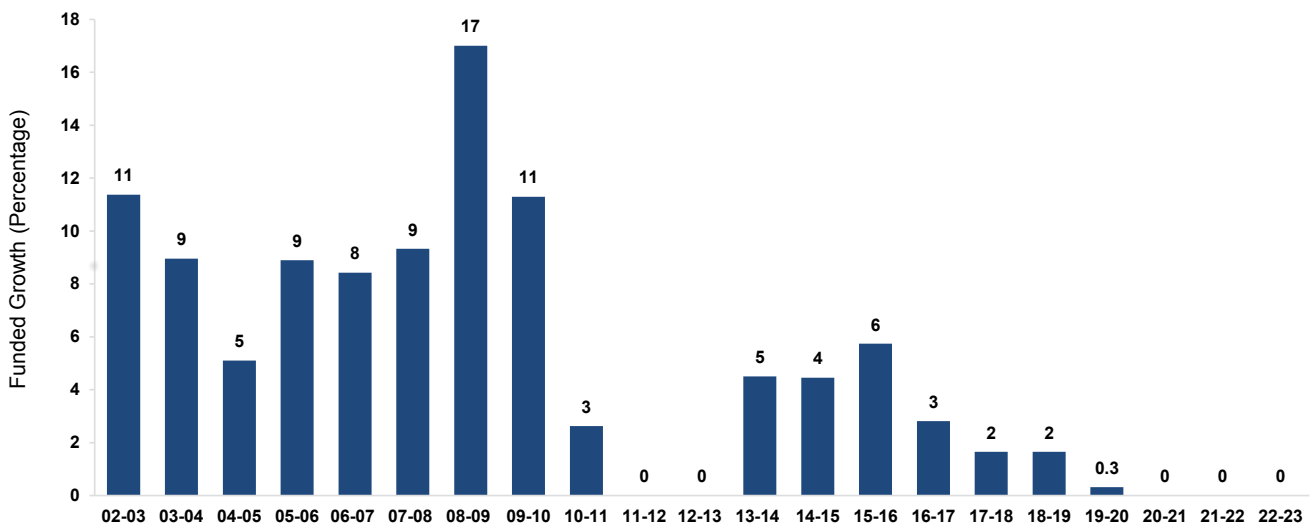


COLLEGE FUNDED GROWTH:

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

For 2019/20, 2020/21 and 2021/22, FTES declined as a result of the COVID-19 pandemic that began in March 2020. Statewide stay-at-home orders reduced many business operations that involved face to face interactions. Education was impacted with declines in enrollment of 10 percent to 20 percent statewide. Fortunately, the State Chancellor's Office provided an Emergency Condition Allowance to protect revenues at a pre-pandemic level through 2022/23. Between state deferrals in 2020/21 and unprecedented state and federal stimulus revenues allocated to community colleges in 2020/21 and 2021/22, community colleges were insulated from further revenue reductions. Current budget projections from the State are forecasting a reduction in revenues which likely means little or no funded growth in 2023/24.

Figure 37. Actual Funded Growth

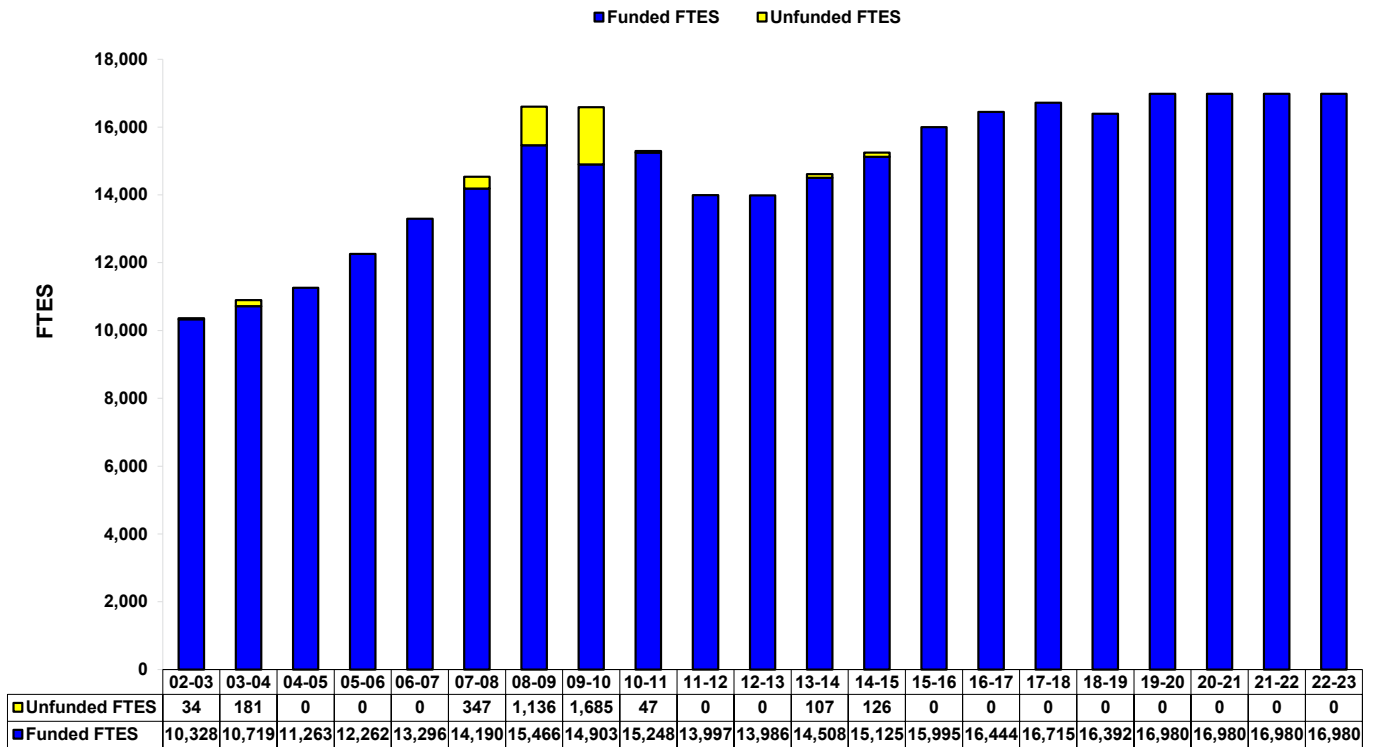


Source: Business Services

COLLEGE FULL-TIME EQUIVALENT STUDENTS (FTES) TOTALS

In the years preceding the COVID-19 pandemic (2018-19), the District saw steady growth in FTES due to a stable and growing economy. While enrollments in colleges and universities across the state of California and the nation saw a decrease during the pandemic, preliminary enrollment data for winter 2024 and spring 2024 are signaling a movement towards restoration of pre-pandemic levels.

Figure 38. College Full-Time Equivalent Students (FTES)

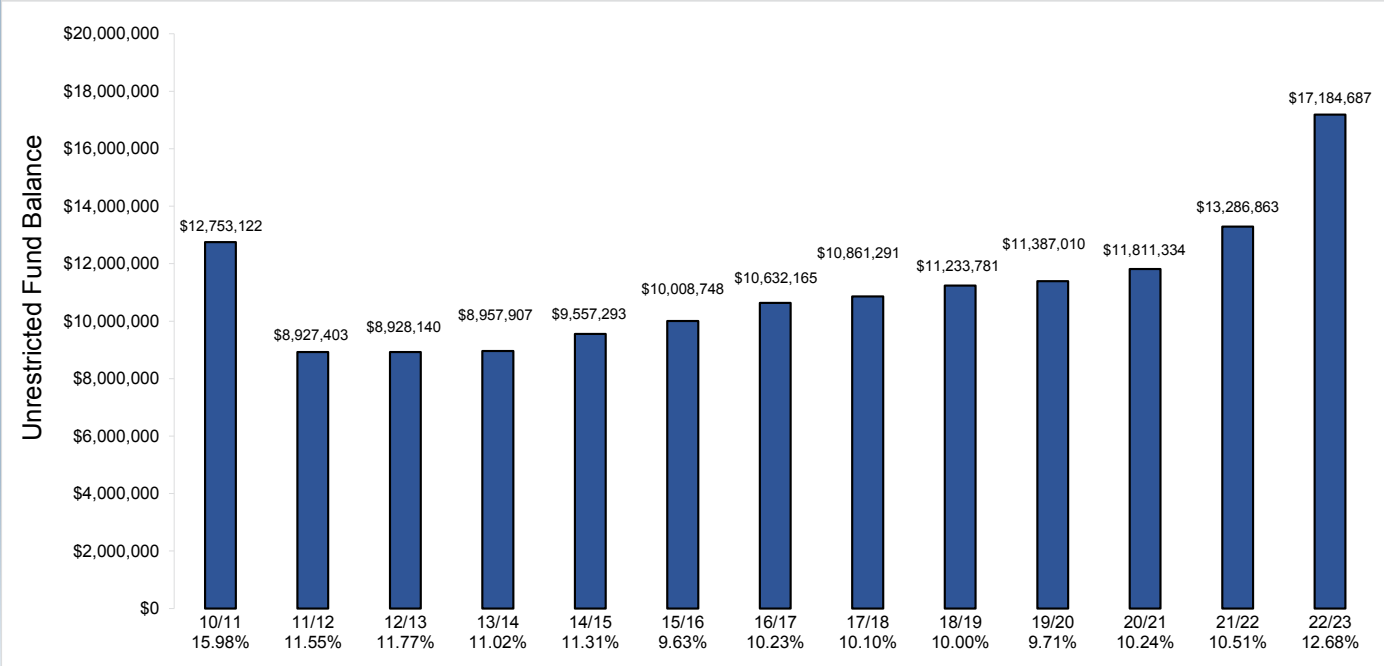


Source: Business Services

COLLEGE FUND BALANCE

In 2022/23, the ending fund balance increased the state Chancellor’s Office recommended reserve balance of 16.7 percent. In 2022/23, the Unrestricted General Fund ending fund balance percentage increased from 10.51 percent in 2021/22 to 12.68 percent.

Figure 39. Unrestricted General Fund Balances



Source: Business Services

COLLEGE REVENUES

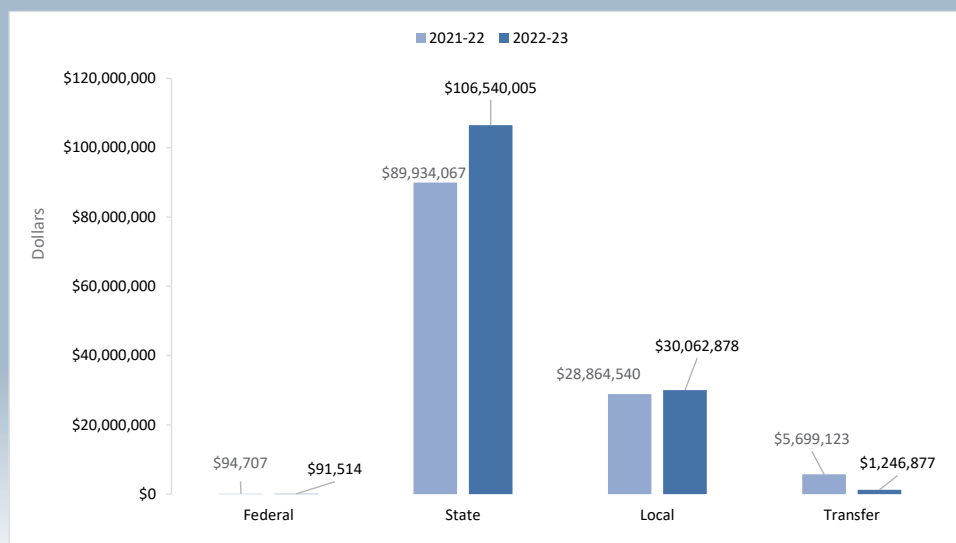
Most of the unrestricted revenue for the college comes from the state or local sources. The amount of state apportionment money is determined by the number of full-time equivalent students, number of students receiving financial aid, and success metrics achieved by students. Very little unrestricted money comes from the federal government (though the federal government has provided much more restricted money in recent years).

During the 2018/2019 California State Budget process, the Legislature and the Governor expressed a desire to enact a new Community College Funding Formula that “encourages access for under-represented students, provides additional funding in recognition of the need to provide additional support for low-income students, rewards colleges’ progress on improving student success metrics, and improves overall equity and predictability so that community colleges may more readily plan and implement instruction and programs.”

The result was AB1809, or the Student Centered Funding Formula, which became effective beginning with the 2018/2019 fiscal year. The new formula allocates approximately 70 percent of funding based on FTEs, 20 percent of funding based on need factors, and 10 percent based on student success factors.

Most expenditures at the college are for salaries and fringe benefits, which, when combined, account for 86 percent of all general fund unrestricted expenditures.

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



Source: Business Services

<https://www.canyons.edu/resources/documents/administration/businessservices/budgetdevelopment/22-23/2022-23AdoptedBudget-BlueBook.pdf>

Table 32. Adopted Budget

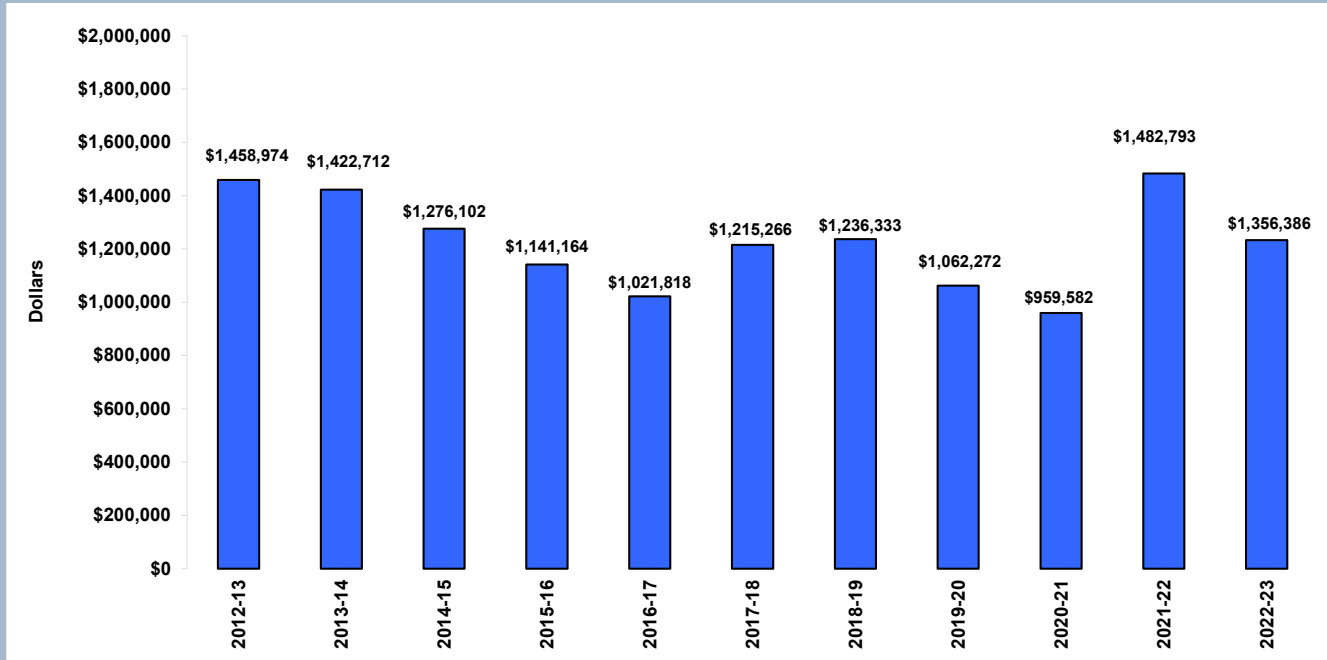
Source: SCCCD Adopted Budget Summary—All Funds 2021/22 and 2022/23

Category	2022-23 Amount
Salaries and Fringe	\$117,426,707
Supplies	\$1,068,405
Other Operating Exp/Services	\$13,760,937
Capital Outlay	\$1,138,532
Payment to Students	\$2,425
Debt Service	\$0
Transfers and Contingencies	\$3,630,280
TOTAL	\$137,027,286

COLLEGE FOUNDATION REVENUE AND ASSETS

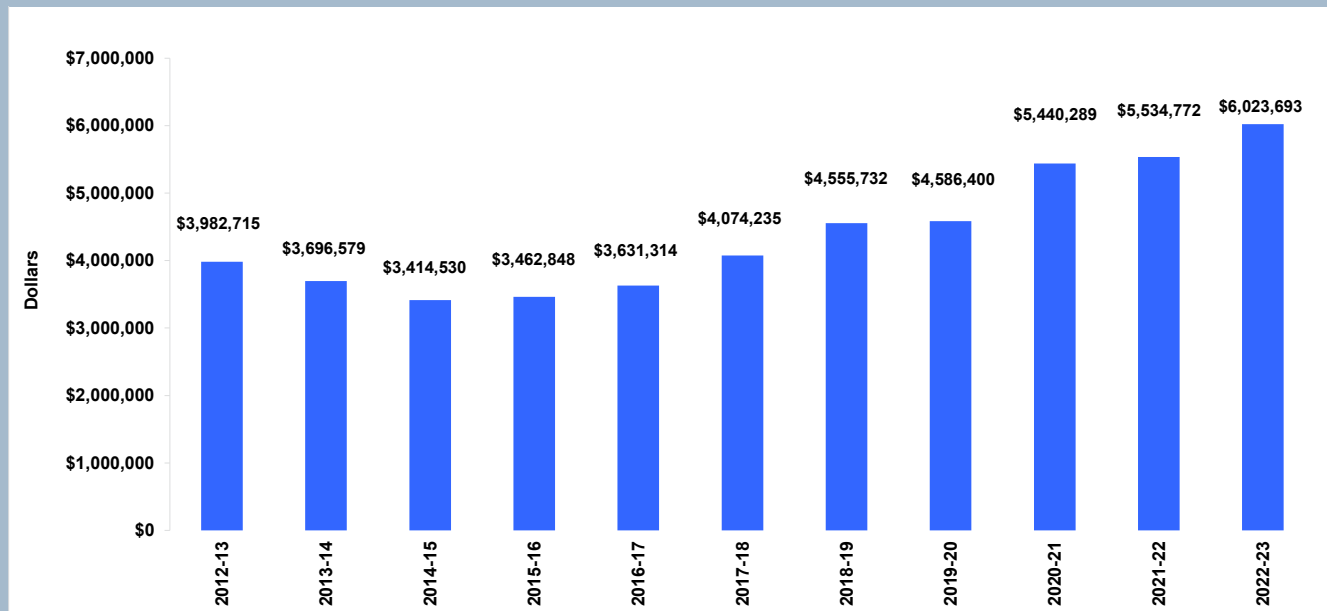
Another important source of resources is the College of the Canyons Foundation. Over a 10-year period, the Foundation has raised more than \$12 million. Note: Excludes in-kind donations, special events, interest and dividends unrealized gain on investment, and Chancellor's Circle.

Figure 41. COC Foundation Revenue (dollars raised)



Source: College of the Canyons Foundation Audit and Business Services

Figure 42. COC Foundation Net Assets



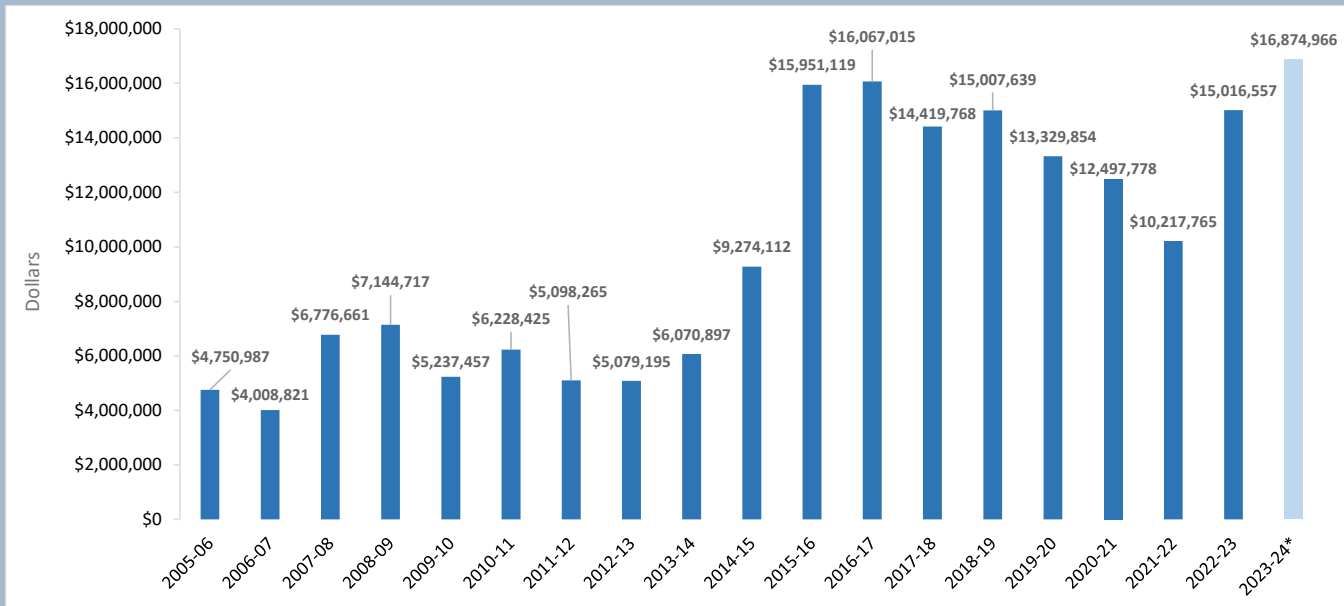
Source: College of the Canyons Foundation Audit and Business Services

COLLEGE GRANT REVENUE

To augment the resources available to the College for program development, the College pursues grant revenue from the state, federal government, and private foundations. The Grants Development Office helps connect funding opportunities to key College priorities, works closely with College staff, and maintains close relationships with funders and non-profit organizations through annual Meet the Grant Maker events. In the last ten years (2013/14 through 2022/23), Grants Development has secured \$127,852,504 in grant awards. The grant revenue for 2023/24 as of December 2023 is \$16.9M, which is an all-time high! These funds enable new and enhanced activities to support COC's mission and boost Access, Engagement, and Success-related work. Sample grant awards include:

- \$3,000,000 – Title V Developing Hispanic-Serving Institutions, U.S. Department of Education
- \$1,372,892 – Child Care Assistance Means Parents in School (C-CAMPIS), U.S. Department of Education
- \$598,719 – Centers for Excellence in Veteran Student Success (CEVSS), U.S. Department of Education
- \$500,000 – Research Coordination in Undergraduate Biology Education (RCN-UBE), National Science Foundation

Figure 43. Grant Revenue



*As of January, 2024

Source: Grants Development Office

A Selection of Grant Funded Projects Include:

Advanced Manufacturing	Early Childhood Education	Open Educational Resources
Advanced Technology Center	Environment	Pathways
Apprenticeships	Faculty Training and Education	Research
The BaNC (Basic Needs Center)	Formerly Incarcerated Youth	Small Business Development Center
Career Technical Education	Humanities	Scholarships
Canyon Country Campus Skills Lab	International Studies Program	STEM
Civic Engagement	Mental/Behavioral Health	Student Services
Community Service	Mathematics/Engineering/Science Achievement (MESA)	Technology
Construction	Nursing	Uniquely Abled Academy
Diverse/Special Student Populations	LGBTQ	Veterans Services

SUMMARY



THE FACT BOOK: IN CONCLUSION

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

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

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

A Note About Annual Fact Book Production:

College of the Canyons' Fact Book is typically updated each fall semester with current data as of that time. The next comprehensive update will include additional spring 2024 and annual data for 2023/24. This current document generally reflects data available up through the time of publication with minor exceptions.

Additional information and data-on-demand resources available online include: multiple interactive and self-service data visualization tools, research reports and briefs, survey findings, data highlights, institution-set standards, disaggregated student success data, and related planning materials from the Office of Institutional Research, Planning, and Institutional Effectiveness.

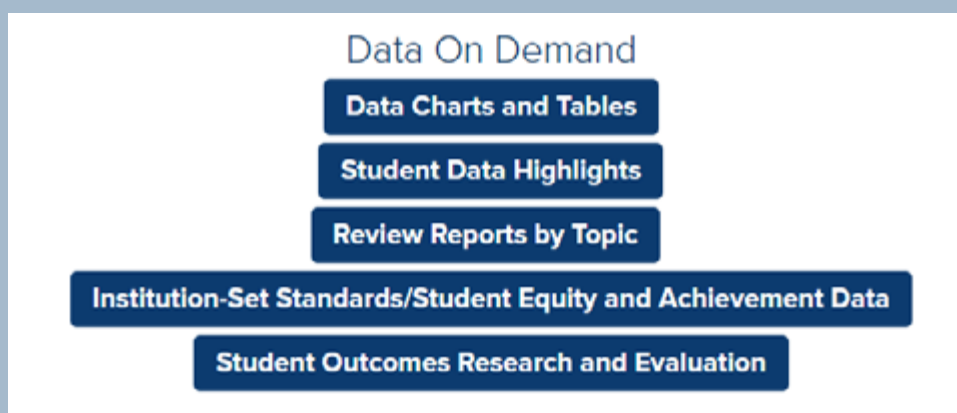
- www.canyons.edu/data
- www.canyons.edu/planning
- www.canyons.edu/resources/documents/administration/irpie/ie2/seaplan/SEAMetrics2022SummaryBaselinesandGoals.pdf

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

- www.canyons.edu/administration/pio

Additional Data Highlights are available at:

- <https://www.canyons.edu/resources/documents/administration/irpie/DataHighlightsFall2023.pdf>





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