



LEAP

LEADERSHIP EDUCATION IN ACTION PROGRAM

A DECADE IN REVIEW

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"Innovation distinguishes between a leader and a follower."

– Steve Jobs



WHY DID WE LEAP? SO WE COULD GO FARTHER!

Consistent with the college's professional development program that spans over 35 years, the LEAP program was inspired and began as a result of visiting a similar program at the Los Angeles Community College District. Chancellor Van Hook was afforded an opportunity in 2007 to be the kick-off speaker for the Los Angeles Community College District's Leadership Initiative. Their district initiative focused on bringing together administrative leaders from each of the nine colleges and the district office to engage in professional development as a team for a six-month period.

What were our next steps?

Upon returning to College of the Canyons after this experience, especially as we were moving into a recession when we knew that professional development funding could be limited, the idea of leadership training was discussed. The Chancellor pulled together a small group of people to brainstorm how we could develop our own leadership initiative and "grow our own potential." An initiative designed to prepare staff to lead from anywhere on the campus, our LEAP Program prepares people to step up, to develop confidence and courage, to raise their hands, to jump in, to motivate themselves, and to engage themselves in whatever they did so that they can help shape change and help make our college more effective.

What is different about LEAP?

This leadership initiative is designed differently than those that exist in other community college district structures in that it is inclusive and designed to engage people from both of our campuses and different job classifications and categories. It is not delineated to only one "silo" of employees. As it has evolved, the LEAP Program has engaged classified staff, adjunct faculty, full-

time faculty and administrators from all levels and all corners of the college.

It provides people with:

- An opportunity to learn about the college district;
- An understanding of the various steps and processes in planning;
- Help in learning how to identify resources that could be brought to the table;
- Opportunities to develop an eagerness to do new and different things;
- Tools that helped them learn how to effectively advocate;
- A chance to conceptualize and deploy plans to develop partnerships; and
- Practical strategies to begin to innovate and launch new designs and ideas.

As an essential part of the curriculum, business plans are developed for solutions that are chosen in large part by the participants themselves. These solutions and/or new plans are designed to help the students and our college develop our capacity to strategize and become more effective or to do something better by developing plans to close the "gaps" on what is needed. How? When LEAP was launched, it was a time of unknowns as we were moving into the Great Recession. At the same time, a number of new initiatives were appearing on the state scene at an ever-increasing pace and we needed to act. We knew that we had raw talent in our employees; a breadth of experience and expertise; people who had the motivation, the courage, and the commitment to "give it their all." What we needed to do was to create a common ground in which people could work together to help move things forward to the benefit of the college and students that we served.

SO – WE DECIDED TO LEAP!



How is LEAP Structured?

LEAP is structured to provide opportunities for learning content, networking with colleagues, and working on a real-world project.

In-Class Sessions. Each session is structured to include large and small group discussions, special guest speakers, homework assignments, and time to work on a Solution Team Project. Some of the individuals who lead discussions are internal to the college, such as vice presidents of specific areas with considerable subject matter expertise and experience, while others leading discussions have included community members, current and retired presidents/chancellors of community colleges, legislative representatives and advocates, and business CEOs.

The content for the six-session leadership development program was designed to address the following thematic areas:

- Exploring effective leadership styles
- Developing entrepreneurship skills
- Planning strategically
- Shaping change
- Building a case
- Engaging in advocacy
- Creating internal and external partnerships
- Generating resources
- Anticipating outcomes and always having alternatives

LEAP participants have an opportunity to use what they learn in the in-class sessions through work on a Solution Team project. Solution team projects are identified based on current opportunities, goals and challenges that exist at the time of the LEAP offering. They are designed to challenge the LEAPers, support them to stretch beyond their comfort zones and empower them to reach new heights in their leadership development.

Solution Teams. The Solution Teams develop action-focused projects designed to address unmet needs on campus, as well as close gaps. LEAPers are given an opportunity to submit solution team project ideas for consideration. The entire group votes on which ones to move forward and then the top three are selected and added to the three projects identified by District leadership. Participants then select their first, second, and third choice of the six final projects. The LEAP Coordinating Team then works to place LEAPers on teams, ensuring a breadth of cross-departmental and employee classification representation that will maximize collaboration and innovative ideas. Every effort is made to place LEAPers on the project that is their first choice.

Members of each solution team work collaboratively to develop business plans, design a brief sales pitch, and to thoroughly develop a full presentation of their project. Of the 46 projects that have been developed as part of LEAP, 34 have been implemented at the College and are an integral part of our operations.

Mentoring. Each solution team is provided a mentor who is an Executive Cabinet member. Mentors are available to:

- Provide support and encouragement
- Serve as a source of information regarding resources available (on and off campus)
- Provide information about college services, procedures and policies
- Explore strategies for networking on and off campus, and possibly make referrals to experts on and off campus
- Be a good role model
- Observe, listen, question and provide feedback

The LEAP mentors are not expected to be content experts or lead the group. Their role is to help their team gain confidence to take chances, foster their curiosity to learn about a new initiative, help them stretch and grow as leaders, and assist them in getting barriers out of the way.

LEAP Application Process

All LEAP participants apply to be selected for participation in the program. Administrators, full-time and adjunct faculty members, classified staff and select community leaders interested in developing their leadership skills are enthusiastically encouraged to apply. The applications for each of the LEAP programs have included questions addressing leadership competencies, experience, and interest in "thinking BIG!"

Are all LEAPs the same?

No... to date, there have been four distinct LEAPs:

- LEAP 1
- LEAP Forward
- LEAP²
- LEAP Onto The Path

Participants

Since 2008, 243 employees of the College have participated in LEAP. Of the **243** participants, **40 percent** were administrators, **32 percent** classified staff members, **23 percent** full-time faculty members, and **5 percent** were adjunct faculty members. In addition, leaders from the YMCA, Single Mothers Outreach, SCV Boys and Girls Club, SCVi, the SCV Senior Center, Academy of the Canyons, West Los Angeles College, Los Angeles Mission College, The Child and Family Center and the William S. Hart Union School District were invited to participate. Outside participants have brought unique perspectives and innovative ideas from their organizations that have contributed to a richer discussion of the session content and solution team projects.

LEAP 1

LEAP 1 was initiated to foster the development of effective and visionary leaders. It was designed to promote the development of "agents of institutional change" while providing "big picture" skills and the knowledge required to lead and shape our district and the community college system. LEAP 1 provides individuals who want to be leaders the opportunities to develop a plan to be successful. There have been seven LEAP 1 programs offered since 2008.

Solution Team Projects. Participants in LEAP 1 worked collaboratively on the development of the following Solution Team Projects (titles in BOLD have been implemented):

- **GO Program**
- **My Canyons**
- We Connect
- **Enrollment Management on Everyone's Desk**
- **Synergy**
- **Learning Communities**
- **Student Success Points**
- **The Get Real Center – Re-Entry and Adult Learners**



- **Project-Based Learning Model**
- **BIT – Behavioral Intervention Team**
- **Idea Incubator Program**
- **Gardens of the Canyons**
- **Team ABC – Arts and Business Learning Community at College of the Canyons**
- **Student Call Center**
- **Student Art Collection**
- **Community Outreach Road Show**
- Local Business Service Team (COC FM)
- **BEST Training Integration Team**
- **International Program Team**
- Careers on the Go
- Canyons Wellness Center
- **Team Mobile**
- **Canyons Connex**
- **The Hot Spot** (expand access to technology at the Canyon Country Campus)
- **SPARC** (Sustainability Center)
- The Cougar Dome
- **Cougar Network**
- Visual Arts Resource Center: ARC Unlimited
- Marketing of Student Success Task Force Initiatives
- **Summer Workshops for K-12 Teachers**
- **Assessment of Prior Learning: APL**
- **COC Website Project: SWIFT – Strategic Website Integration Facelift Team**
- **COC Extension: Lifelong Learners**
- Adult Developmental Training Center: Rising Path
- **Entrepreneurship Center**
- **Improving Outreach to Underserved Populations**



- **Summer Bridge Program**
- **OER – Associate Degree Program**
- COC Innovation Showcase
- **F.I.T. – Faculty in Training**
- After School Extra-Curricular Enrichment Space (ACES)
- Code Breakers: Breaking Into High-Tech Fields
- **Makerspace**
- **Millennials: Understanding Our Millennial Students/I am a COC Student**
- **High En-Rollers: Streamlined Student Registration Process**
- **Empowerment Rangers: See Something, Say Something and Yes Means Yes Campaign**

Nearly all Solution Team projects have been implemented!

Business plans for all of the Solution Team projects are available online at <http://www.canyons.edu/PD>

Why did we develop a leadership training program like LEAP 1? We did so because every college needs to cultivate leaders and tap into the great talent within the organization. LEAP 1 was created as a result of that need and has provided leadership training for 243 people over the course of seven classes!

LEAP²

What's next for the LEAP 1 graduates? LEAP²!

LEAP² was developed in 2011 for those individuals who completed LEAP 1 and were ready to take the next transformative steps in their careers. The purpose of LEAP² is to engage the participants in the self-discovery and further development of their leadership abilities to get them ready for advanced leadership positions. Session content has varied over the course of the two LEAP² programs, but all have included:

- Introduction to Leadership and Organizational Culture
- Case building, Advocacy, and Project Management
- Planning and generating resources
- CEO panel: Understanding the Role of the CEO
- Partnerships with local businesses and non-profits

LEAP² focuses on the further development of participants' leadership skills and competencies through a personalized program of advanced leadership topics. Special guest speakers present on topics such as organizational culture, putting advocacy into action, facilities planning and management, advanced project management, understanding internal and external funding sources, understanding non-profit organizations, and maximizing one's leadership potential.

Participants. Sixty-one individuals participated in LEAP² in Spring 2011 and Spring 2014. Of the 61 participants, 66 percent were administrators, 16 percent were classified staff members, 13 percent were full-time faculty members, and 5 percent were adjunct faculty members.

Leadership Portfolios. Participants in Spring 2011 developed leadership portfolios that included a variety of documents and reflection pieces that demonstrated their professional growth and increased leadership capabilities that resulted from their participation in the program.

Leadership portfolios included the following documents:

- LEAP² Application
- Pre- and Post- Assessments
- Written reflections on what was learned at each session
- Completed homework assignments
- A personal leadership philosophy statement
- Job announcement(s) for position(s) they aspire to achieve
- A completed Developing Your Network form
- An updated Personal Professional Development Plan
- The one-page "leave behind" piece prepared for the session on advocacy
- Updated resume

The leadership portfolios serve as evidence of each individual's accomplishments, skills, and activities that have contributed to their personal leadership development, and will continue to do so in the future!

Signature Projects. Participants in Spring 2014 worked on signature projects that provided them with an opportunity to put what they learned in the in-class sessions into immediate practice by applying the concepts and techniques they acquired to address real campus or community opportunities.

Signature projects have included:

1. Writing Grants: Securing Resources to Support Student Completion

This LEAP solution team collaborated with the Director, Grants Development to work on a major grant. Participants gained experience with all aspects of a grant, including reviewing the Request for Proposals (RFP), developing ideas, working with subject matter experts, writing and refining drafts, and ultimately, submitting the grant.

2. Celebrating COC's 45th Anniversary

This LEAP solution team joined the 45th Anniversary Committee and lead cross-functional teams comprised of faculty, staff, and administrators in organizing special events and projects related to this celebration.

3. Coordinating a Women's Conference

This LEAP solution team worked with campus and community constituencies to plan the June 2014 College of the Canyons Women's Conference. They learned about large-scale event planning, marketing, and community outreach.

4. Organizing Regional Hiring Pools

This LEAP solution team worked to design and implement a regional pre-qualification process for adjunct instructors to decrease the time required to hire adjuncts and increase the pool of available instructors.

5. Celebrating Student Success

This LEAP solution team created a Celebrating Student Success campaign that included creating banners around campus with pictures of students and their success stories printed below. The banners hung on the light poles and in other locations around campus. In addition, these student success stories were highlighted in other mediums, including the COC website and marketing spots.





6. Engaging in Advocacy at the Local and State Government Level: Influencing the Structure Within Which our Colleges Function

This LEAP solution team learned about advocacy from the inside as they worked to help move a bill through the legislative process. This was a hands-on learning experience in which participants learned to build a case, advocate for a specific position, and understand how things get done in Sacramento. This project included a two-day trip to Sacramento where participants had the opportunity to network with community leaders and meet with legislators.

All six Signature Projects have been implemented! LEAP participants had the opportunity to collaborate with a variety of campus colleagues to work on these signature projects and learn from them the process they use to complete large-scale projects.

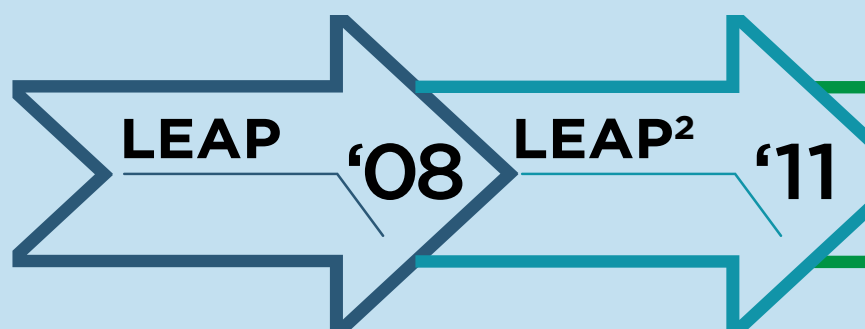
LEAP Forward

Is there a LEAP for those who desire to move into an executive-level leadership position? Yes! It is called **LEAP Forward!**

In 2017, College of the Canyons developed a program unlike any LEAP program offered in the past: LEAP Forward. It was created to develop skilled, inspirational, collaborative and forward-thinking leaders for the California Community College System at the executive level. This was for people who were ready to lead as a vice president or higher as the next step in their professional careers. This year-long immersive, personalized experience focused on identifying participants' leadership strengths and developing the knowledge and skillset needed to assess their preparation for advancement into a vice president, president, or superintendent/president position.

LEAP Forward participants have had numerous opportunities to put what they have learned into practice, including:

- Meeting with leaders at the City of Santa Clarita to discuss possible partnerships and engage in networking;
- Visiting the *Institute for the Future*, where they spent the day looking out 10 years from now and imagining the opportunities available for College of the Canyons;
- Attending a statewide conference or meeting;
- Participating in job shadowing on campus, at another college, and/or at a community organization;
- Working on a district/state-level initiative or project;
- Learning from 19 community college leaders in four fireside chats, where community college CEOs shared their leadership experiences



and lessons learned, and a candid “up close and personal” account of what it’s like to be in a CEO role within the California Community College System;

- Meeting directly with a state Senator, Assemblyman, and two state Chancellors; and
- Understanding the value of collaborating with others as they worked on their Solution Team project, business plan, and presentation.

LEAP Forward provides a unique platform for individuals to look within themselves and identify their leadership capabilities, as well as skills that need to be further developed, and the abilities, education and professional development they may need to reach their career goals. They learn from the top experts in the California community college system, including our own chancellor, Dr. Dianne Van Hook. What they ultimately take away from their participation in LEAP is a solid foundation of knowledge of sound leadership principles, the ability to collaborate with others to get things done, the “how to’s” with respect to “doing” the job, and the confidence to pursue their career goals.

Participants. There were 20 participants and 10 mentors, and all were administrators. They were encouraged to THINK BIG and go for the position they want in order to create the kind of future they want to see for themselves and our students.

LEAP Onto the Path

Is there a customized LEAP that focuses on a specific topic or initiative? Yes! It is called *LEAP Onto the Path!*

In 2018, in an effort to define our role in implementing the statewide Guided Pathways Initiative, the LEAP Coordinating Team decided to change the focus of LEAP and developed a leadership program that provides a deeper dive into Guided Pathways: LEAP Onto the Path. The Guided Pathways framework creates a structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

At College of the Canyons, our Guided Pathways framework is called *Canyons Completes*, and it is designed to facilitate positive movement towards completion of degrees, certificates, and skills-building courses for students through improved programs, processes and services. LEAP Onto the Path launched in October 2018 and ran through May 2019.

Participants had an opportunity to focus on the following goals that align with the work of Canyons Completes:





- Explain the Guided Pathways framework and define the role every employee plays in its implementation;
- Enhance employee engagement and ownership of Guided Pathways;
- Advance the efforts of the Canyons Completes work groups;
- Intersect and weave together the efforts of departments already working on Guided Pathways and Canyons Completes;
- Focus on the accountability standards of Guided Pathways and work to remove distractions to allow us to focus on the daily efforts that support Guided Pathways;
- Infuse equity into all content;
- Use data to guide the work of the Solution Teams;
- Conduct an environmental scan and gap analysis of current work being done on Guided Pathways to identify areas to improve and build momentum for its implementation;
- Manage transitional change effectively;
- Participate in a Solution Team project in collaboration with the Canyons Completes work groups.

Participants. There were 48 participants in LEAP Onto the Path; 44 percent were classified staff, 21 percent were administrators, 16 percent were adjunct faculty, 15 percent were full-time faculty, and 4 percent were non-COC employees.

Solution Team Projects. Participants in LEAP Onto The Path worked collaboratively on the following Solution Team projects:

1. Student Success Teams

This solution team joined others in the Canyons Completes work group to develop student success teams at College of the Canyons. This team identified the components of a successful student success team and made recommendations for implementation.

2. Equity-Minded Practitioners

This solution team focused on proposing and developing a Multicultural, Equity and Inclusion Center on campus to serve as a resource for the entire campus community while placing the experiences of diverse and historically marginalized groups at the center. The center would also serve to de-silo various efforts toward the endeavor of highlighting diversity and inclusion across the college.



3. In-Reach

This solution team created a communications campaign that reflected our unique campus culture. The plan was designed to reach all demographics by leveraging mail-merge, department meetings, flyers, websites, and the Pathways Institute. With their "no stone un-turned" approach and timed dissemination of information, all employees at College of the Canyons will know the answer to the question, "What is Guided Pathways?"

4. Welcome Day

This solution team developed a Welcome Day for all new students in the Fall 2019 term. The team created an outline of what a welcome day looks like, what is included, and how we can invite all new students to participate. More than 1,500 students attended the inaugural event.

5. Adult Learners

The team reached out to our adult learners to hear directly from them what services we can provide to help them reach their educational goals. The team also reached out to other colleges to see what they do for their adult learners. They utilized local data to see how College of the Canyons could better serve its adult learner population.

6. Experiential Learning

This solution team developed a plan to expand our experiential learning offerings to include community-based learning, experiential-based learning, project-based learning, internships, job shadowing, and more.

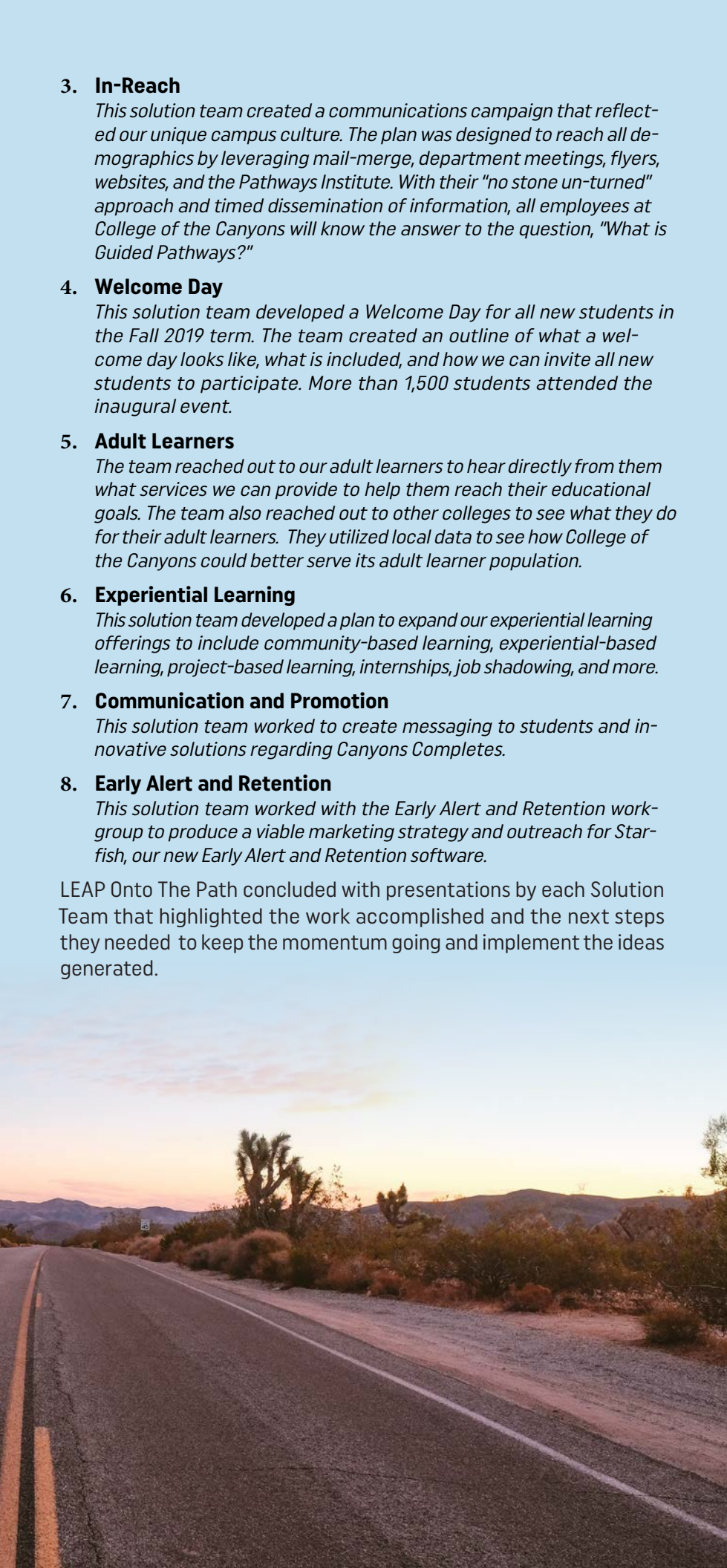
7. Communication and Promotion

This solution team worked to create messaging to students and innovative solutions regarding Canyons Completes.

8. Early Alert and Retention

This solution team worked with the Early Alert and Retention work-group to produce a viable marketing strategy and outreach for Starfish, our new Early Alert and Retention software.

LEAP Onto The Path concluded with presentations by each Solution Team that highlighted the work accomplished and the next steps they needed to keep the momentum going and implement the ideas generated.





The LEAP Model in Action: Helping Others Lead the Way

The LEAP program, including the follow-up programs, LEAP², LEAP Forward, and LEAP Onto the Path, is a premier model for addressing the leadership needs of College of the Canyons and other California Community Colleges. College of the Canyons has helped the following colleges launch successful similar programs:

- Coastline Community College
- Contra Costa Community College District
- El Camino College
- Kern Community College District
- Los Angeles Trade Technical College
- Orange Coast College
- West Los Angeles College
- Rio Hondo College
- Compton College
- Crafton Hills College
- Moorpark College
- State Center Community College District

In addition to sharing the information with presidents/chancellors from other colleges, we will continue to disseminate information about the LEAP program at statewide conferences, leadership institutes, and in structured visits.

Coordinated Leadership Development Program Funding Grant – California Community Colleges Chancellor's Office Institutional Effectiveness Division

In fall 2016, the California Community Colleges Chancellor's Office Institutional Effectiveness Division put out a call for proposals for a new Coordinated Leadership Development Program Funding Grant. The grant provided funding for community colleges to develop leadership development programs. College of the Canyons' **LEAP** program served as the model for other colleges who were selected to receive the IEPI funding for leadership program development. COC personally helped other colleges develop their own initiatives.

Presentations and Recognition

LEAP is an award-winning professional development program!

Innovation Award

College of the Canyons LEAP was honored with the Innovation Award by the North American Council for Staff, Program and Organizational Development (NCSPOD) in 2008.



Presentations at Statewide and National Conferences

Presentations on LEAP have been featured at statewide and national conferences, including:

- The North American Council for Staff, Program and Organizational Development (NCSPOD)
- California Community College Council for Staff and Organizational Development (4CSD)
- Association of California Community College Administrators (ACCCA)
- Community College League of California (CCLC)

LEAPing Into New Responsibilities: How has LEAP impacted College of the Canyons?

LEAP graduates have used what they learned to grow by leaps and bounds and reach exciting new heights in their career development!

A review of the data compiled by the Professional Development Department in 2018 found that:

- 52 percent of the LEAP participants have taken on new job responsibilities;
- 44 percent have promoted to a higher level position at College of the Canyons, including dean, associate vice president, and vice president;
- 31 percent have earned an advanced degree since participating in the program;
- 26 percent have become involved in a community organization or joined a board; and
- 87 percent have pursued further educational professional development opportunities to increase their potential of acquiring additional leadership skills or a new position since participating in the program.

In addition, there have been a number of LEAP graduates who have left to start a job at other colleges, including:

- Jerry Buckley
- John Makevich
- Julianne Mosier
- Russell Waldon
- Denee Pescarmona
- Carmen Dominguez
- Omar Torres
- Karen Carr
- Renee Marshall
- Eric Lara
- Jon Aasted

In addition, several mentors have also done the same!

LEAP provides a solid foundation of leadership development skills that can be used in any role, at College of the Canyons, or elsewhere in higher education.





LEAP SOLUTION TEAM PROJECTS

Below is a list of Solution Team projects that have been fully implemented at the College:

LEAP SOLUTION TEAM PROJECT:

GO! PROGRAM

DESCRIPTION: The Go Program offers compact courses that finish every five to eight weeks. These courses provide an accelerated learning format for students unable to pursue semester-length college courses, thus increasing opportunities and enabling students to achieve their educational goals.

IMPACT AND CURRENT STATUS: GO! classes are designed to be offered exclusively online and to be offered in a progression that will provide a more direct route for individuals to complete their educational goals, such as obtaining an associate degree or qualifying for transfer to a four-year school. In addition, students have the flexibility to start a class at the beginning of any 5-week window throughout the academic year – significantly increasing access opportunities for students with busy home and work lives. Unfortunately, basic skills (or below transfer-level) Math and English classes did not fit the online model well. After the Go! Program was finalized, the Personalized Accelerated Learning or PAL program was launched using an on-campus, accelerated, cohort model for those Math and English classes below transfer-level. This helped our students move successfully through the basic skills curriculum to transfer level within one semester.

AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. It requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. The bill also authorized the Board of Governors to establish regulations governing the use of measures, instruments and placement models to ensure these methods achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and math. The work accomplished as a result of this solution team project has served to accelerate the implementation of AB 705.

LEAP SOLUTION TEAM PROJECT:

MY CANYONS

DESCRIPTION: The My Canyons project increases COC's commitment to online student learning support by developing and launching a new and innovative online 24/7 campus web portal. The portal is a user friendly, one-stop website where students, faculty and staff can find information about all services provided to them at COC.

IMPACT AND CURRENT STATUS: MyCanyons has been launched and is available for students and employees to use. Access to MyCanyons is my.canyons.edu.

Students can register, get a transcript, parking permit, grades, pay their bills, see their financial aid status, search for classes, register to vote, and so much more, all through My Canyons. Each semester we have more than 100,000 visits to the website.

Employees can see their leave balances and request time off through the My Canyons system. Instructors can process drops, grades, and Student Learning Outcomes (SLOs) information all through My Canyons. This project has significantly streamlined all of these processes.

THAT HAVE BEEN IMPLEMENTED

LEAP SOLUTION TEAM PROJECT:

ENROLLMENT MANAGEMENT DESKTOP APPLICATION

DESCRIPTION: The Enrollment Management Team meets regularly to discuss and synthesize the following enrollment drivers (provide the impetus or motivation for changes in college enrollment) as they relate to enrollment management:

- Integrated college planning
- Institutional data
- College budget
- Available facilities
- Emerging opportunities

In addition, they provide input and recommendations on enrollment effectors to the appropriate campus group as it relates to enrollment management goals regarding: staffing; academic course scheduling; student success (academic wellness); facilities and infrastructure planning; matriculation; outreach and marketing; financial aid; and, academic calendar.

IMPACT AND CURRENT STATUS: The app places enrollment-related data on computer desktops across the college, giving employees easy access to key information.

<https://appi.canyons.edu/Apps/Directories/Committees/Details/29>

LEAP SOLUTION TEAM PROJECT:

SYNERGY

DESCRIPTION: SYNERGY is a learning community designed specifically to assist new faculty and to promote success as they begin the tenure process. The semester-long SYNERGY program includes a variety of presentations and engaging workshops, which provide a wide range of useful information and serve to connect new faculty to seasoned and passionate members of the college. The program also provides a supportive venue for new faculty to share their concerns and experiences with their peers. Each session focuses on issues particularly relevant to new faculty, including panels and discussions on the tenure process, teaching and learning strategies, and, in the first session, early semester challenges and successes.

Along with providing useful, hands-on information to new colleagues, SYNERGY is also a learning community that focuses on issues particularly relevant to new faculty, including panels and discussions on the tenure process, teaching and learning strategies, student success, and other issues.

IMPACT AND CURRENT STATUS: Faculty member Dr. Kelly Cude coordinates the Synergy program, which runs September through May, with workshops offered monthly on topics relevant to new faculty.

SYNERGY GOALS:

- S**upportive environment for communication
- Y**ielding progressing learning and knowledge
- N**avigating the COC roadmap and its culture
- E**xpectations for the first year
- R**oles and responsibilities
- G**rowth and success for faculty
- Y**our access to resources and services





SYNERGY PARTICIPANTS AND TOPICS

Since its inception, over 75 faculty members have participated in SYNERGY. In terms of impact, SYNERGY faculty have implemented a wide range of pedagogical practices in their classrooms, including the following topics:

- First Week Successes and Challenges
- The Tenure Process and the Faculty Contract
- Admissions and Records
- Teaching and Learning Strategies/Student Engagement
- The Learning Center and Who's Who in the Campus Community
- OER and Educational Technology/ Teaching Strategies
- Community Outreach/ COC Foundation/ Service Learning
- Looking Back/ Moving Forward/ Summative Reflection and Discussion
- "Graduation"/ Celebration of Completion

SYNERGY SESSION STRUCTURE - Each Session Typically follows this agenda format:

1. Reflection/Discussion: What was your week in the classroom like? What went well? What might be improved upon? Each participant offers their thoughts on this prompt, and then an open discussion follows with suggestions for creative solutions.
2. Presentation: The guest of the session gives their presentation, followed by a discussion. Typically, sessions alternate between campus culture topics, such as Admissions and Records and teaching topics, and student engagement techniques. Regardless of the topic, hands-on teaching strategies are discussed at every session, with the moderator often distributing handouts related to topics such as mindset, or high-impact practices.
3. Open forum: In the closing 10 to 20 minutes, participants are encouraged to discuss whatever is on their mind, and this often acts as a venue for asking practical questions, such as, "How do I assess SLOs?"
4. Looking Forward: To build rapport, participants reflect and discuss what they are working on in the week ahead, either in class, committees, or often — in an effort to prompt work/life balance discussions outside of the college — what they might be doing off-campus for recreation. This portion of the agenda alternates between being placed at either the beginning or at the end of a given session.

LEAP SOLUTION TEAM PROJECT:

LEARNING COMMUNITIES/FIELD STUDIES

DESCRIPTION: Learning Communities/Field Studies help students succeed and thrive by increasing student involvement and motivation, and by enhancing student emotional and intellectual development, which has led to increased retention and student success.

IMPACT AND CURRENT STATUS: Field studies is serving many students in different capacities - including current efforts to develop a non-credit field methods certificate. The program began in Fall 2009. Between Fall 2009 and Spring 2013, the weekends at Camp Tahquitz involved quite a few disciplines and were practicing the interdisciplinary learning communities concept. To date the following approximate number of students have been served in each discipline:

Biology: 700
Photo: 350
Geology: 300

Geography: 800
Environment: 225
Sociology: 175

History: 50
Recreation: 50
Astronomy: 30

LEAP SOLUTION TEAM PROJECT: STUDENT SUCCESS POINTS

DESCRIPTION: Student Success Points provides instructors in higher education with the information, resources, and tools to assist them in helping students to become academically and personally successful as they progress toward their stated educational goals.

Topics included:

- Student Rights and Responsibilities
- Note Taking
- Time Management
- Goal Setting
- Student Support Services
- Academic Resources
- Test Taking
- Stress Management
- Critical Thinking
- Reading Strategies
- Relationship Skills
- A Healthy Lifestyle
- Self Awareness
- Financial Aid
- Life After Community College

IMPACT AND CURRENT STATUS: For four years a weekly email was sent to both full-time and adjunct faculty with a College Success Tip. This was done in both fall and spring semesters for 15 weeks each semester. Over 200 faculty and thousands of students received the Student Success Points each week.

LEAP SOLUTION TEAM PROJECT: THE GET REAL CENTER – RE-ENTRY AND ADULT LEARNERS

DESCRIPTION: The Get Real Center provides re-entry students with information and support to enable them to successfully establish and achieve their academic and career preparation goals. Center staff are knowledgeable about college services and support programs and the Center has a central library of materials about all these services.

IMPACT AND CURRENT STATUS: The Adult Reentry Program has transitioned to the Counseling office. There is a counselor dedicated to re-entry, who also teaches the Counseling 100 re-entry course. We offer at least on section of Counseling 100 each term. Our Counselor, Connie Perez, is dedicated to our re-entry population. Our first time re-entry students are also eligible for First-Year Promise.

LEAP SOLUTION TEAM PROJECT: PROJECT-BASED LEARNING MODEL

DESCRIPTION: Long-term and student-centered, project learning, also known as project-based learning, is a rigorous hands-on approach to learning core subject matter and basic skills with meaningful activities that examine complex, real-world issues. Students receive practical, real-life experience through Project-Based Learning while employers are provided with various services free of charge.

IMPACT AND CURRENT STATUS: The original LEAP project regarding Project-Based Learning (PBL) is now coming to fruition, and is part of the Service Learning department. The entire program has changed over the past 18 months, as service learning is being "retooled" to reflect Community-Based Learning (CBL). Within this larger framework, civic engagement, design thinking, asset-based community development, and action research are being emphasized. PBL will serve as the primary mode of student involvement, both on campus and in the community.

We hope to have students identify social issues and problem solve with community partners to address solutions. Community partners should also serve as co-educators as social concerns are addressed. In addition, a team of five faculty participated in the Worcester Polytechnic Institute for Problem-Based Learning in June 2019. Community Based Learning has service agreements with over 50 non-profit community partners.





LEAP SOLUTION TEAM PROJECT: BEHAVIORAL INTERVENTION TEAM

DESCRIPTION: The Behavioral Intervention Team (BIT) is a multi-disciplinary group whose purpose is meeting regularly to support referred students in distress using an established protocol to detect and address patterns and/or disturbances in individual behavior.

The Team provides threat assessment, behavioral and crisis intervention, training of faculty and staff, campus dialogue, and engages in the building and maintaining of partnerships with community providers and practitioners.

The goals of BIT include:

- Providing a structured, positive method to address student behaviors and distress, which negatively impact either the student or the campus community;
- Managing each case individually, while addressing mental and physical health, academic and/or safety concerns;
- Initiating appropriate intervention without necessarily resorting to punitive measures; and
- Eliminating fragmented interventions.

College of the Canyons BIT members:

- Michael Joslin, Associate Vice President, Student Services/Dean of Students/ BIT chair
- Tammy Castor, Director, Campus Safety
- Mary Manuel, Director, Student Health & Wellness Center
- Larry Schallert, Assistant Director, Student Health & Wellness Center

IMPACT AND CURRENT STATUS: BIT serves the entire population of 20,000+ students, and also, the 1,196 full-time and adjunct faculty, and classified and management staff. BIT provides advisement to all faculty and staff each year regarding how to engage with students about their distress, how to refer students for services and resources available through the Student Health & Wellness Center (SH&WC), and how to mitigate behavioral concerns before they escalate to a student conduct matter.

Students may find themselves in distress for a variety of reasons. Most often there is an underlying mental health concern involved. These mental health issues may be diagnosed or undiagnosed, and the student may or may not be compliant with therapy and/or medication. Many of the mental health cases involve severe psychological disabilities including schizophrenia, bi-polar and other mood disorders, major depression and sociopathy.

Other students' distress may occur due to life circumstances for which they have little control over, including homelessness and food insecurity.

Additionally, more and more cases are arising, which involve sexual misconduct including sexual harassment, sexual assault/rape, domestic violence, dating violence, and stalking.

There is no standardized approach to addressing and resolving the distress of a student referred to BIT. Some cases may be resolved by providing advisement to the faculty or staff person making the referral and encouraging that person to have a conversation with the student in distress. Other cases require crisis intervention in the classroom. BIT members engage in a weekly standing meeting to review referrals, assess for threat, and develop action plans. For more immediate crises, BIT members confer with each other without delay to address each matter with the goal to resolve quickly for the health and safety of all involved.

BIT REFERRALS 2013-19

(These numbers do not include all students referred directly to the Student Health & Wellness Center)

	Winter	Spring	Summer	Fall
2019	25	137	13 (as of 7/2/19)	
2018	11	121	30	146
2017	3	62	28	100
2016	9	44	6	42
2015	10	37	3	59
2014	0	19	9	43
2013	2	27	6	11

As part of its case management process, BIT follows up with faculty and staff during the semester of referral, and for students, during both the semester in which they are referred, as well as, subsequent terms and semesters, to assist with the hopefully positive and ongoing resolution of the student's distress.

LEAP SOLUTION TEAM PROJECT: GARDENS OF THE CANYONS

DESCRIPTION: The Gardens of the Canyons and Nature Walk provide a place where our students, faculty, staff and community can come for inspiration, enjoyment and education through the study of nature. The gardens are outdoor classrooms and laboratories supporting programs for students and the community.

Part of the colleges larger Gardens of the Canyons project, the Community Garden area features 26 handmade planter boxes, a water pump irrigation system, compost bins, a storage shed and deck area that can be used for hosting gardening lectures. Each of the planter boxes has been adopted by a different COC department, club or class, with those groups then able to determine what type of organic fruits, vegetables and herbs they wish to plant each semester. Five of the garden's planter boxes have been adopted by the college's biology department and three have been set aside for use by preschool students enrolled at the College of the Canyons Center for Early Childhood Education (ECE). As the garden continues to grow, it's hoped that the area will serve as a holistic center of activity, where faculty, staff and students--of all ages--can work side by side to conduct research and experiments and organize other educational activities.

IMPACT AND CURRENT STATUS: Faculty and staff enjoy the gardens and can reserve a section of the community garden to grow vegetables as space is available. Gardens of the Canyons provides a place where students, staff and community members can come for inspiration, education and enjoyment through the study of nature. The Gardens of the Canyons is a collection of 21 gardens and natural areas which combine to form one of the colleges most significant scholastic and aesthetic resources.

Fourteen gardens are located at the Valencia campus, and seven are at the Canyon Country campus. At both campuses, the gardens are interconnected to form a meandering fitness walk, with signs, maps and trail markers posted along the route.

The gardens also serve as outdoor classrooms and laboratories for both students and community members, helping to foster innovation and interdisciplinary approaches to the study of conservation and sustainability. Since its creation in late 2010, the Gardens of the Canyons project has enhanced the quality of life on both COC campuses, while establishing the college's gardens as a destination to visit in the Santa Clarita Valley. For more information, visit www.gardensofthecanyons.com.





**LEAP SOLUTION TEAM PROJECT:
STUDENT CALL CENTER**

DESCRIPTION: The Student Call Center was designed to quickly answer basic student inquiries. For those who needed additional attention, the Call Center staff referred those calls to the appropriate staff members on campus who could assist them. The Call Center was staffed during heavy periods of phone traffic when average daily calls peak, just prior to the start of the fall and spring semesters.

IMPACT AND CURRENT STATUS: The Call Center was replaced by the Ask Canyons webpage and the Outreach office. We have peer mentors that answer the phone calls that come into the Outreach office to help answer the questions or direct them to the appropriate office. Students, prospective students, and anyone interested in learning more about College of the Canyons can type in a question and receive a response within 24 hours. Our Ask Canyons receives thousands of inquiries each month and is constantly updated with new information.

<http://canyons.intelliresponse.com/index.jsp>

**LEAP SOLUTION TEAM PROJECT:
STUDENT ART COLLECTION**

DESCRIPTION: The Student Art Collection is a long-term, student-based program that provides students an opportunity to compete on a professional level and submit their artwork to be included as an important asset for the college.

IMPACT AND CURRENT STATUS: Every year, COC students submit their art to the Student Art Exhibition held in the Spring in the COC Art Gallery. Between 100 to 150 submit work to be considered. Students are allowed to submit up to three works each. We bring in an outside, professional artist or curator to select the most compelling, excellent, and accomplished of the submissions and jury the final exhibition. From this final selection, a campus-wide committee reviews the works and makes recommendations for the Student Art Collection. If selected, students receive a \$250 honorarium and their work is displayed in public spaces on the COC campus – primarily the Library, Canyons Hall, and the University Center. To date we have collected 46 works of exceptional student art for the Student Art Collection.

**LEAP SOLUTION TEAM PROJECT:
COMMUNITY OUTREACH ROAD SHOW**

DESCRIPTION: The Community Outreach Road Show provides solutions that coordinate outreach efforts, make obtaining outreach materials from the various student service departments easier and creates materials that can be utilized by all departments wishing to represent the college through their outreach efforts.

IMPACT AND CURRENT STATUS: The Outreach office provides college materials for any employee to take to outreach activities, meetings, conferences, or community events.

**LEAP SOLUTION TEAM PROJECT:
LOCAL BUSINESS SERVICE TEAM**

DESCRIPTION: The Local Business Service Team expands Contract Education to include services provided for local businesses. The focus is on establishing a streamlined system for businesses to find the help they need. The Director for Educational Partnerships position at College of the Canyons is the result of the commitment and effort executed by the LEAP Local Business Service Team. This group recognized a need to expand COC's outreach efforts to the local business community to increase our presence and serve more businesses.

To compliment these efforts, the School of Personal & Professional Development began writing new non-credit courses and certificate programs specifically for working adults. A number of courses that have been requested by local companies are going through the approval process, and are expected to be available in the Fall 2019 semester. Over the past year, we have made tremendous progress in creating new partnerships with companies that before now never existed. As we continue to move forward, it is our goal to deepen and expand these key relationships with our corporate partners.

IMPACT AND CURRENT STATUS: This project has allowed College of the Canyons to expand its brand as a premier training provider in the region. We are pleased to report that we have created new alliances with over 45 businesses in the community. The Santa Clarita Valley is growing and new businesses are constantly looking to move their operations here, which means we will have a continuous flow of companies with employees that might be interested in training.

Within College of the Canyons, this position has helped bridge the gap between Academic Affairs and Economic Development. In the past, these departments operated independently and had limited communication. We have been able to shift this paradigm and now have better communication between both departments with the Director of Educational Partnerships being an integral part of this process.

Since this new position is able to speak the "college" language as well as "business" language, the director is able to take complex issues, questions and processes and then break them down into simple concepts for both parties to understand. This allows there to be a single point of contact for communication so there is little confusion and our business partners feel comfortable contacting the college. We have experienced an increase in the number of business referrals, leads, and new partners over the past year. Having a dedicated point of contact allows for quicker response times and helps projects get up and running faster.

The director for educational partnerships continues to promote the College of the Canyons brand to the business community and exceeded expectations in the first year. Within the past year, we have learned from our initial experiences, and are now working to expand the number of training and educational programs offered to the business community.

**LEAP SOLUTION TEAM PROJECT:
BEST TRAINING INTEGRATION TEAM**

DESCRIPTION: The "BEST" Project Plan connects the training vehicles on campus through the formation of a cross-functional leadership team and the implementation of an integrated user-friendly website with easy navigation. These mechanisms enhance existing connections and increase transparency, communication and collaboration, and help to maximize resource efficiency.

IMPACT AND CURRENT STATUS: All professional development workshops and campus-wide events are posted on a Google calendar located on the Professional Development website so that employees can view the training opportunities available "at-a-glance." Specific information on the activity is provided when the employee clicks on the title.

In addition, statewide conferences, such as the Community College League of California annual conference, are also posted on the Google calendar so employees are aware of such events and can plan accordingly if they desire to attend.





LEAP SOLUTION TEAM PROJECT: INTERNATIONAL PROGRAM TEAM

DESCRIPTION: The International Program Team is a model designed to correlate all things international – students, education, externships, etc. The International Program Team encourages a more globally conscious culture and enhances global education in order to prepare our students to compete and contribute in the world.

IMPACT AND CURRENT STATUS: The International Services and Programs department in conjunction with COC Global provides workshops and events for students and employees on all things international. The objectives and functions of a robust international program have been assumed by the International Services and Programs (ISP), under new administrative leadership, since 2014.

The international student population, from active recruitment by the ISP team, has grown from 110 in 2014 to 210 FTEs in 2019, bringing students from 44 countries, speaking 23 languages. More than 500 international students have been served by the ISP office between 2014-2019. Additionally, a new Taskforce on Comprehensive Internationalization, called COC Global, co-chaired by faculty and the dean of international affairs and global engagement, has been formed since 2017.

COC Global promotes principals of internationalization on campus, with six to eight events a year. By working with lead faculty in political science, COC Global has helped implement a global studies associate degree and certificate. The ISP team continues to actively recruit international students by establishing partnerships with high schools and universities in such countries as China, France, Taiwan, Egypt, and Mexico. With the revenue the ISP program generates, we are able to send faculty to lecture abroad at our partner schools in Asia. More students and faculty engagement opportunities are being developed as ISP continues to grow.

LEAP SOLUTION TEAM PROJECT: CAREERS ON THE GO

DESCRIPTION: Careers on the Go increases awareness of the Career Education (CE) programs on campus to current COC students by connecting them to faculty, counseling and industry. Careers on the Go informs students about the different CE opportunities that exist on campus and how those opportunities can lead to a career.

IMPACT AND CURRENT STATUS: The Career Center provides workshops and resources for students to assist them in exploring career options, create resumes, and prepare for interviews. Our primary tool for increasing awareness of Career Education programs under the Strong Workforce Partnership is through the website. Each CE program has or is in the process of having a dedicated webpage and video documenting the career opportunities and the salaries as a means of career exploration. We also have a job developer that works with CE students in terms of job placement, including resume development, LinkedIn Profiles and preparation for interviews.

LEAP SOLUTION TEAM PROJECT: CANYONS CONNEX

DESCRIPTION: Canyons Connex is a profile page that would give a brief snapshot of students' accomplishments, as well as keep track of the educational and career paths chosen and provides students with an avatar that they will create and customize based on the experience points earned. All classes taken will be connected to each student's educational plan so they can meet certain requirements to aid in completion of certifications or transferring to a four year school.

IMPACT AND CURRENT STATUS: We introduced, MAP, My Academic Plan, which shows students the courses they have taken and where they count for their degree or certificates. MAP allows students to build their education plans, let the college know what classes to offer, and allows students to register straight from their plans.

**LEAP SOLUTION TEAM PROJECT:
SPARC (SUSTAINABILITY CENTER)**

DESCRIPTION: SPARC provides a center or hub where people can come to engage the campus and community in an ongoing dialogue about sustainability, including ways to integrate sustainability with existing campus programs and foster a culture of sustainable planning and innovative design.

IMPACT AND CURRENT STATUS: The objective of the project was brought to fruition when the Sustainability Center was established. It continues to offer the space for faculty, students, and staff to interact and exchange ideas to raise awareness and for a more sustainable culture on campus. A resolution on sustainability was adopted by the Associated Student Government, the Academic Senate, and the Board of Trustees in 2019, moving the campus culture even more towards our commitment to sustainable practices. The center hosts monthly film viewings and discussions, as well as workshops, on topics related to sustainability. Meanwhile, the Sustainable Development Committee focuses on integrating sustainability principals into curriculum and campus planning, such as the Native Gardens. The Center also works with the Santa Clarita Environmental Education Consortium, an outreach entity to local K-12 districts, so we can improve environmental literacy in our Valley.

**LEAP SOLUTION TEAM PROJECT:
COUGAR NETWORK**

DESCRIPTION: The Cougar Network coordinates and enhances all alumni services and communication made to alumni to develop a comprehensive outreach effort. It also develops ways to involve alumni at campus events or in the community.

IMPACT AND CURRENT STATUS: As of 2019, the Cougar Network:

- Changed from paid Alumni & Friends membership to complimentary Alumni Network.
- Has collected approximately 3,700 alumni email addresses.
- After several years of researching outside platforms, the Foundation purchased a partnership with 360Alumni in September 2017. This cloud-based platform allows alumni, students, faculty, staff and community members to self-identify and register through our website: cocalumni.com. This platform provides easy online opportunities to connect with other registered individuals, become a mentor/mentee, join a group, post jobs, support events and donate. Within one year, we have 250 registered & engaged alumni. Ongoing outreach is continuing.
- Social media platforms include: Facebook, Instagram, Twitter & LinkedIn.

CURRENT OUTREACH

- Communication continues with more than 4,000 alumni via email, inviting them to join the COC Alumni Network.
- Leave-behind cards were developed for community outreach.

ONGOING MENTOR PROJECTS:

- Civic Engagement
COC Alumni who are part of the SCV Jaycees have collaborated with a Civic Engagement class and are providing them project management tools to advance their civic projects. This will continue in 2019-20.
- Second Year Canyons Promise
Alumni office is currently working to provide mentor opportunities for second-year Canyons Promise students through the 2019-20 academic year. These opportunities will include individual mentoring and small group networking based on major.





- **Alumni on Campus**
Each academic school continues to cultivate alumni relationships and invite alumni back to campus to speak with students. Alumni office continues to reach out to faculty & administration to be aware of scheduled events.
- **Cougar Mentor**
Alumni continue to connect and engage individually through the Alumni Network Cougar Mentor program.

ALUMNI RESOURCES:

- **Career Services**
Current collaboration is taking place with Career Services to make alumni more aware of job opportunities.
- **Travel**
Working on a partnership to offer online discount travel services with Reservations.com
- **Entertainment**
Online tickets for entertainment are available to alumni through Ticketsatwork.com

LEAP SOLUTION TEAM PROJECT:

MARKETING OF STUDENT SUCCESS TASK FORCE INITIATIVES

DESCRIPTION: The Student Success Act of 2012 required a number of significant changes to the way students interact with community colleges. Part of the legislation requires that districts communicate with students, and other stakeholders, regarding these changes. This project determined who those stakeholders were, the changes that needed to be communicated, and developed a plan for enacting timely and informative information.

IMPACT AND CURRENT STATUS: The Institutional Effectiveness and Inclusive Excellence committee (IE2) provides campus-wide access to data for planning, assists departments with understanding data, supports the District's planning activities, assists with accreditation needs, supports grant requirements and is the primary source for information on institutional effectiveness.

The Institutional Effectiveness and Inclusive Excellence committee (IE)2, formed in 2015/16, has grown to over 60 active committee members who are involved in improving pathways and student experiences through the college's Canyons Completes (Guided Pathways) efforts. The Canyons Completes framework is advancing completion of degrees, certificates, and skills-building courses for students through new and improved instruction, programs, processes, and services. Workgroups and activities through (IE)2 that are advancing student success include: Early Alert & Retention (Communication to Students and Peer-Check Ins workgroups merged into this group), Career Exploration (now known as The Hub), Curricular Mapping and Metamajors, Equity Minded Practitioners Professional Development, Noncredit/Continuing Education, Integrative Learning, and Adult Learners.

EFFORTS UNDERWAY FOR 2019/20 INCLUDE:

- Holding the first Welcome Day on August 9, 2019 for new, first-time students,
- Launching Canyons Connects (Starfish platform – early alert and retention solution);
- Revising the two-year program maps to include paths for part and full-time students;
- Participating in the Bakersfield College and state Chancellor's Office Program Mapper pilot;

- Improving support for our African-American/Black students (one of our disproportionately impacted groups) through the A2MEND student charter and mentor program (an inquiry group formed at the end of spring 2019 that met over summer to develop the model);
- Exploring formation of an affinity group to support our non-traditional age students that will build upon the 2018/19 Adult Learner LEAP Solution Team work;
- Participating in the Leading from the Middle professional development opportunity with a cross-functional team including faculty, classified staff and administrators;
- Supporting professional learning for faculty and staff through braided funds from Student Equity & Achievement, Strong Workforce and Perkins;
- Preparing to attend the final California Guided Pathways-20 Institute in fall 2019;
- Training faculty data coaches to support use of data in program planning;
- Exploring formation of an inquiry group for Student Success Teams, and
- Formalizing the (IE)2 and Canyons Completes work through development of an organizational chart, operating plan and strategic plan.

ACCOMPLISHMENTS IN 2018/19:

- Offered an engaging Guided Pathways Professionals Series in Summer 2018. Over 90 participants (faculty, short-term employees, college assistants, classified professionals and managers/administrators) learned more about how to support pathways work.
- Celebrated the first Cougar Palooza with over 100 student, faculty, staff and managers to applaud the student success accomplishments of the Canyons Completes efforts to improve pathways and student experiences.
- Sent cross-functional teams to multiple trainings on Guided Pathways including training provided by the CCCCO Institutional Effectiveness Partnership Initiative.
- Participated as part of the California Guided Pathways-20 demonstration project institutes 4 and 5 and the Leading from the Middle opportunities.
- Embedded Pathways in LEAP program, with Solution Teams focused on efforts to enhance and extend the work of Canyons Completes.
- Improved peer check-ins with phone calls made to over 2,000 students regarding their academic standing, finishing their matriculation steps, and returning to college in the spring 2019 term.
- Built out the Starfish early alert platform and conducted road shows to Divisions, Student Services, Academic Senate, and ASG in preparation for fall 2019 launch.
- Improved career exploration efforts with career clusters information, workshops, and outreach efforts.
- Opened The Hub in September 2018 as an improved career center dedicated to undecided students and helping them get on the path.
- Continued curricular mapping and metamajors planning with over 100 faculty, staff and administrators participated in the Mapping and Meta-Majors retreat in August 2018. This team presented metamajor information at each academic school meeting.
- Sought student perspectives on metamajors with approximately 200 students informing the work the college is doing to improve the student experience and support through meta majors.
- Began development of program maps for full-time and part-time students by faculty and counselors in spring 2019.





- Expanded Equity-Minded Practitioner professional development for faculty and staff, helping to address implicit bias and develop a college mindset that supports Canyons Completes.
- Provided workshops on "Culturally Relevant Teaching Practices" through the Center for Excellence in Teaching and Learning.
- Enhanced noncredit/continuing education programs with 26 courses now available in multiple areas.
- Improved communication to students with updated notifications of important dates, deadlines and other important information to help students throughout their time at the College.
- Worked to expand experiential learning offerings through Integrative Learning.
- Reached out to adult learners to hear what services they need us to provide in order to support attainment of their educational goals. Also researched services from other colleges that can be implemented.
- Held the annual retreat with about 50 people in attendance.

**LEAP SOLUTION TEAM PROJECT:
SUMMER WORKSHOPS FOR K-12 TEACHERS**

DESCRIPTION: Workshops for K-12 teachers were established to provide ongoing science, math, technology, basic skills and art workshops for K-12 teachers that take place over the summer. Teachers leave each weeklong workshop with specific concept knowledge, examples of hands-on activities, and a set of ready-to-use lesson plans appropriate for the age group they teach.

The pilot was held in summer 2016 for fourth and fifth grade teachers. This collaboration between COC and an NGSS (Next Generation Science Standards) teacher on special assignment led to age-appropriate content and activities that teachers could immediately implement in their classrooms. We learned, through collaboration with the teachers who participated, how to better serve the needs of our community teachers.

The second workshop, held in summer 2017, targeted third, fourth, and fifth grade educators. The content and activities addressed specific NGSS elements utilizing the 5E (Engage, Explore, Explain, Elaborate, Evaluate) plan, and received overwhelmingly positive feedback. At the same time, there was a desire expressed to have grade-specific training, rather than multiple grades per workshop.

A third workshop was held over three Saturdays in spring 2017 with third, fourth, and fifth grade teachers. Each session targeted a specific grade and specific NGSS elements for that grade

Two more workshops were held in summer 2018. The first weeklong session served sixth grade teachers. The second weeklong session served 90 kindergarten, first and second grade teachers.

The most recent workshop was held in fall 2018 and targeted fifth grade teachers.

Impact and Current Status: We have already trained more than 250 teachers across the community and will continue to provide this training in the future. In addition, we also supported the Hart District high school teachers as well with work that addresses NGSS implementation in grades 9 through 12. In addition, several non-credit courses were written that will be submitted to curriculum Fall 2019, and will result in a Design Thinking Certificate.

IMPACT AND CURRENT STATUS: We have already trained over 250 teachers across the community and will continue to provide this training in the future. In addition, we also supported the Hart District high school teachers as well with work that addresses NGSS implementation in grades 9 – 12

- Assistant Superintendents have stated that their schools are all at different stages in understanding and implementing NGSS
- It was decided by Assistant Superintendents to not offer workshops this summer for a variety of reasons
- All workshop materials were made available on Teresa Ciardi's COC webpage; however, these materials have not been updated to be compliant for the newly implemented webpage format
- We received very positive responses with expressed desire for more workshops from teachers who attended the workshops
- Our impact has been in the community, with our local K-6 teachers, who are utilizing the COC NGSS teaching materials in their classrooms
- We have also written several non-credit courses that will be submitted to curriculum Fall 2019, and will result in a Design Thinking Certificate
- We have also had a large impact in the community. Makerspace has typically been very busy on our "open to the community days" with community members testing products, working on High School Projects, and making items for themselves.

LEAP SOLUTION TEAM PROJECT:

SWIFT – STRATEGIC WEBSITE INTEGRATION FACELIFT TEAM

DESCRIPTION: SWIFT developed a new "look and feel" for the college website, with new navigation tools developed to refresh the website. These tools are used to analyze what type of information is needed and ensure it is easy to find.

IMPACT AND CURRENT STATUS: A consultant was hired to redesign the website as part of our guided pathways efforts. OU Campus is the new website software and all campus websites were converted to this new software.

LEAP SOLUTION TEAM PROJECT:

COC EXTENSION: LIFELONG LEARNERS

DESCRIPTION: COC Extension: Lifelong Learners is a business plan formulated to restructure COC's Community and Continuing Education (non-credit) Program. This project reviewed the current programs' organizational structure and implementation practices and researched what other colleges are currently doing and have planned for lifelong learners. This restructured program serves a variety of learning needs, from working professionals, to entrepreneurs; from those embarking on their first career, to career changes; to those seeking enrichment, to those needing ESL and basic skills.

This LEAP project was completed in 2013. Since then, the program has undergone several changes that are very much in line with the spirit of the LEAP solution team goals.

- In 2015, College of the Canyons commenced a partnership with the William S. Hart High School District through the Adult Education Program (CAEP), then known as AEBG. This partnership provided us with joint funding, and required us to establish and follow collaboratively established goals for reaching adult learners in the Santa Clarita Valley.
- We were granted an IEPI Partnership Resource Team (PRT) grant in 2017 for our noncredit program. The purpose of the grant was to have a team of experts provide us with guidance on how to grow and develop our continuing education program.
- We established a continuing education committee as a key first step following on the recommendations of the PRT team.





- We hired a director of educational partnerships in 2018 to identify local businesses who have employees in need of furthering their educational goals.
- The Continuing Education Committee worked with the Small Business Development Center to complete work on a business plan. The business plan elements were then later integrated into the program review process.
- During the 2018-19 academic year, we hired a one-year full-time noncredit faculty member to help improve and increase the curriculum development of noncredit courses and programs, particularly short-term vocational. The first new curriculum established was our Career Skills program.
- Prior to the 2019-20 academic year, we were able to hire a permanent full-time noncredit faculty member who will continue the work of establishing new courses and programs and will assist with program oversight.
- Going into the 2019-20 academic year, we are transitioning to a new name: the School of Personal and Professional Learning. This name resonated with community members and businesses as a positive and encouraging focus for aspiring learners.

IMPACT AND CURRENT STATUS: As we enter the 2019-20 academic year, our program has grown both in size and impact to the community. We have a team of individuals who regularly are out in the field working on establishing and maintaining partnerships with businesses and community organizations. Some of these partnerships yield classroom sites, while others identify new student populations who can benefit from our programs. Of note are the following statistics:

- Prior to the 2017-18 academic year, our program had a total of 20 approved courses in our active curriculum. We were regularly teaching 18 of those courses in fall, spring, and summer. We had no winter session.
- Entering the 2019-20 academic year, we now have 55 approved courses. There are about 20 additional courses pending state approval. We also now offer courses year-round: fall, winter, spring, and summer.
- Our career development/college prep. (CDCP) courses produced 27 percent more FTES in spring 2019 as compared to spring 2018.
- We went from one business partnership in the 2017-18 academic year to now a total of 10 business partnerships going into 2019-20.
- We now have partnerships with nine local schools and community organizations.

Finally, in order to ensure a high-quality learning experience for our students, we make sure to do the following:

- Provide a welcoming staff in the office who speak multiple languages.
- Deliver tailored and concierge registration and information events for businesses and community organizations.
- Visit our classes, both on campus and in the community, to ensure faculty are well-supported and that students feel part of the Personal and Professional Learning community.
- Host regular fundraising events in order to be able to support students with scholarships and other awards for their accomplishments.
- Create celebration events to recognize our student achievements, particularly graduation and certificate completion.

LEAP SOLUTION TEAM PROJECT: ENTREPRENEURSHIP CENTER

DESCRIPTION: The Entrepreneurship Center seamlessly integrates the efforts of College of the Canyons, the City of Santa Clarita, and the Santa Clarita Valley Economic Development Corporation in order to better support a vibrant business startup environment.

IMPACT AND CURRENT STATUS:

- SBDC/Entrepreneurship Center opened early July 2016, with the mission to enhance and promote entrepreneurship, increase access for underrepresented segments of the population, and provide an engaging space to support economic impact.
- SBDC/Entrepreneurship Center hosted student club events and meetings, community entrepreneur meetings, meetings with COC faculty/staff, SBDC trainings and client meetings. The center:
 - Sponsored, developed and delivered trainings to It Takes a Barrio (ITaB) SCV High School Students.
 - Developed and delivered trainings in Spanish.
 - Engaged in 61 trainings with COC schools and at Valencia and Canyon Country Campuses.
- Resources available for students and staff include trainings in SCV, San Fernando Valley (SFV) and Antelope Valley (AV) and via webinar, along with access to a team of 20 professional business advisors to help start and grow businesses.

LEAP SOLUTION TEAM PROJECT: IMPROVING OUTREACH TO UNDERSERVED POPULATIONS

DESCRIPTION: College of the Canyons has successful grant-funded outreach programs through It Takes a Barrio (ITaB) and Title V that assist first-time college-going students and other underserved populations prepare for and become successful college students.

IMPACT AND CURRENT STATUS:

- The Outreach & School Relations team participates in an average of 250 outreach activities/events each academic year to support new, incoming students. This includes annual information nights for students and their families; Admissions & Registration Days; participation in college and career fairs throughout the Santa Clarita Valley and surrounding areas; high school visits; pre-enrollment advising/workshops; parent presentations; and individual and group campus tours. An estimated 12,000 students/parents participated in the outreach activities/events in 2018-2019.
- Exceeded Title V grant objectives each year requiring participation in five outreach events/activities for local Latinx students and an increase in Latinx enrollment year over year. Enrollment goal for 2018-2019 was 520 degree-seeking Latino students (10.5% increase since 2016) enrolling immediately following high school. As of June 2019, 1,854 students from the Hart District applied for fall 2019, with 911 being Latinx students.
- Enhanced the Canyons Advantage Program to provide new, incoming students from six participating Hart District high schools the opportunity to complete the onboarding process on our campus with support. An estimated 800 students including prospective Disabled Student Program & Services students visited the campus to complete assessment and advisement and received a campus tour.





- Hosted High School Senior Days to assist new, incoming students with completing the required steps to apply to the First-Year Promise Program. The combined outreach efforts resulted in nearly 1,200 students applying to the First-Year Promise Program.

**LEAP SOLUTION TEAM PROJECT:
SUMMER BRIDGE PROGRAM**

DESCRIPTION: The Summer Bridge Program is a high-impact practice designed to help students transition into college. Students take COC classes (potentially as a cohort all in the same classes) during the summer before their freshmen year in order to get a head start in their coursework, learn how to navigate college-level work, learn how to utilize campus resources, and create a community of learning.

IMPACT AND CURRENT STATUS: In the summer, we have offered a “boot camp” for our First-Year Promise students to make the transition from high school to college work. The program consists of career exploration, choosing a major, developing a first semester education plan, a critical thinking component, faculty expectations, and a student panel. In the summer of 2019, more than 700 students attended our FYP workshops, and more than 1,500 students were at our Welcome Day. Welcome Day was a one-day conference style event for all new students to come and learn about COC's offerings and skills to being a successful student.

**LEAP SOLUTION TEAM PROJECT:
ASSOCIATE DEGREE PROGRAM (OER)**

DESCRIPTION: The Sociology department offers all courses required for the major with Open Educational Resources (OER). Students can also complete general education requirements using OER. This provides students with the opportunity to earn their AA in Sociology completely with OER.

With state grant funding, Water Systems Technology has created OER for all their courses, so that students can complete a Certificate of Achievement completely with OER.

Also, with state grant funding, Early Childhood Education is creating OER for all of their courses, so that students can complete a Certificate of Achievement completely with OER.

IMPACT AND CURRENT STATUS:

- Sociology: 17 courses are available with OER, including all courses for the major. Combined with General Education courses that use OER, a student could complete a Zero Textbook Cost (ZTC) degree
- Water Systems Technology: 11 courses are available with OER. All material has been created by COC faculty and support staff, via the California Community Colleges (CCC) ZTC grant. A student can complete a Certificate of Achievement. Combined with general education courses that use OER, a student could complete a ZTC
- Early Childhood Education: 8 courses were developed via the CCC ZTC grant so students can complete a Certificate of Achievement. COC is also leading a statewide collaboration of more than 40 community colleges to align content for ECE courses.
- In development:
 - Communication Studies
 - Counseling
 - Psychology

LEAP SOLUTION TEAM PROJECT: FUTURE INSTRUCTORS IN TRAINING (FIT)

DESCRIPTION: Many districts struggle to find qualified, diverse adjunct instructors, and CTE, math and nursing are the more challenging disciplines for placement. FIT was designed to address the challenge by accomplishing the following:

- Increase the number of qualified, diverse adjuncts in hard-to-recruit disciplines.
- Educate professionals and graduate students from diverse backgrounds about the value of community college teaching as a career.
- Build connections between the College and professional and university communities.

The Future Instructors in Training (FIT) program provides a unique opportunity for qualified individuals to explore and prepare for a career in community college instruction. FIT combines pedagogical training with mentorship and hands-on classroom experience, providing an invaluable experience through participation in projects and assignments that allow for the practical application of academic knowledge and the development of skills necessary for a career in higher education.

The Future Instructors in Training program components include:

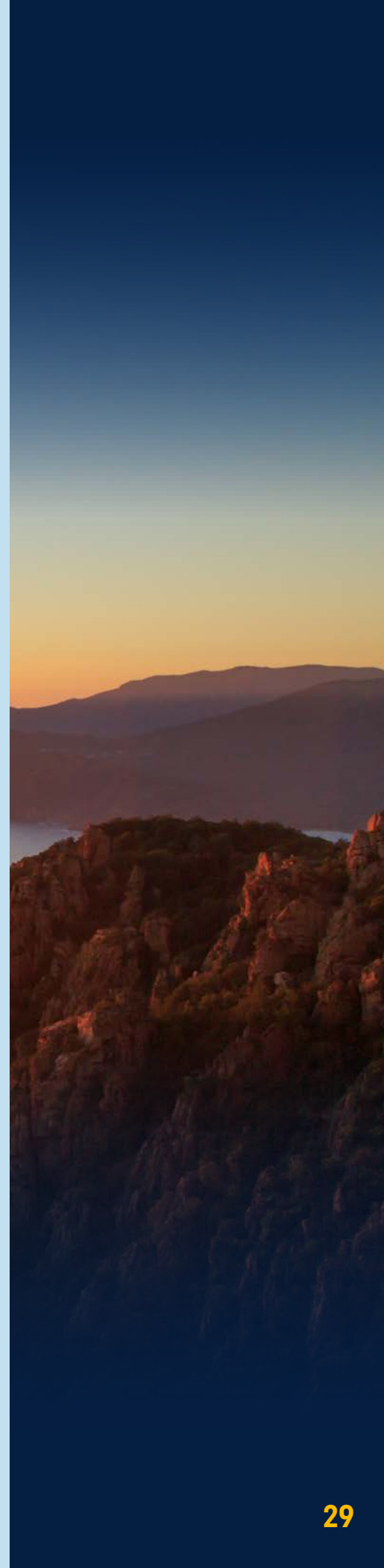
- A two-week evening summer preparatory course.
- A fall or spring internship, where each participant based on their minimum qualifications, demonstrated aptitude, and career goals, is paired with a mentor from among COC's dynamic faculty.
- Two follow-up meetings during the semester.
- A stipend for the mentoring faculty.

Following successful completion of the Internship, FIT participants graduate with the preparation and tools necessary to pursue adjunct and full-time teaching positions at COC.

Designed to provide essential training in teaching methodology, as well as encouragement, inspiration, and guidance, the Future Instructors in Training program offers significant opportunities for the creation of valuable connections for the future and role models for a new generation of educators.

IMPACT AND CURRENT STATUS: The district continues its commitment to the Future Instructors in Training (FIT) internship program, guided by the mission to inspire, recruit, and prepare diverse career professionals and graduate students for a career in community college teaching. FIT is modeled after the Los Angeles Community College District's (LACCD) Project Match, a program that has been in existence at LACCD for over 20 years and won the John D. Rice Diversity Award in 2013. This program is conducted at College of the Canyons and managed by a steering committee comprised of experts from the Center for Excellence in Teaching and Learning, Human Resources, and full-time faculty. The program strives to assist in growing a more diverse adjunct faculty pool and securing adjunct faculty in hard to fill disciplines.

The District is in year four of implementing the FIT program. In the first year we partnered with, math, health sciences, business, ECE, and anthropology in mentoring seven interns from both local industry and graduate students at CSUN. In the second year we partnered with accounting, chemistry, earth sciences, history, ECE, and psychology to mentor eight interns. The third cohort of the program doubled the initial number of interns to 14. Applicants selected a wide variety of interested disciplines to become interns and we had successful internships in sociology, psychology, counseling, nursing, ECE, English, business, health science, and philosophy. During 2018-2019, the program was also able to offer its first spring cohort. The program had five interns during its fourth cohort in counseling, business, communication studies, and ECE. We will be able to offer two cohorts per year going forward.



LEAP SOLUTION TEAM PROJECT:

MAKERSPACE

DESCRIPTION: Moving forward into 2019-20, MakerSpace will be involved in the following endeavors:

- Offering focused lab support for credit classes.
- Providing support for community-based, experiential learning projects (NASA/HASP and Sustainable Santa Clarita), which directly support technical skills attainment for students and collaboration with industry partners.
- Offering open access for COC students at select times to work on their capstone projects for courses
- Providing Community Education courses and workshops offered on a variety of topics.
- Hosting the third annual SoCal MakerSpace Festival, pending staffing and resource availability.
- Sponsoring the fourth annual Eco-Zombie Robot Challenge with participation to include local area high schools in addition to COC students.

IMPACT AND CURRENT STATUS: Impact the project has had on our students and/or campus:

- MakerSpace supports learning outcomes in transfer education and workforce skills development by engaging students and community members in experiential learning, which encourages creativity and fosters community partnerships. Many of the participants seek practical, focused instruction specific to their projects or career needs. In addition, MakerSpace provides an instructional laboratory for college programs while offering our constituents a flexible, innovative, and interdisciplinary environment for inspiring their creativity and experimentation across disciplines, including but not limited to the STEM and STEAM areas.
- Since its inception in Fall 2016, a total of 12,479 hours of use have been logged by COC students, faculty, staff, and community members, with 5,405 distinct log-ins.
- Over 85 distinct workshops, events, and activities that MakerSpace has coordinated and hosted since its inception in Fall 2016 have included participation from students, staff, and the community at large.
- A wide variety of physical and digital tools, including 3d printing, laser cutting, and extensive wood working equipment are available for users.
- Sustainable MakerSpace funding is being pursued from the following sources:
 - Program Viability application submitted – development of non-credit Design Thinking courses and certificate underway as a FTES funding source
 - 3-year NSF/Applied Technical Education grant
 - Continued lab support for credit classes
 - Community Education courses
 - Donations from industry partners

LEAP SOLUTION TEAM PROJECT:

MILLENNIALS: UNDERSTANDING OUR MILLENNIAL STUDENTS

DESCRIPTION: This project explored a number of issues presented by the millennial generation, the nature of their challenges in learning in a college environment and the current teaching and assessment efforts. This project was combined with the "I am a COC student" project, which is a social media campaign to brand COC as an exciting path for students to pursue their dreams, achieve their goals and inspire others to do the same. COC students were filmed sharing their experiences at College of the Canyons.

IMPACT AND CURRENT STATUS: Video profiles of students are continuing to be filmed and will be integrated into the redesigned website.

The first two pilot videos were shot during LEAP. Additional spotlights are complete and ready to go, and students are being recruited for more videos. We are planning on a fall 2019 release for the first two, with maybe two more in spring 2020.

LEAP SOLUTION TEAM PROJECT:

HIGH EN-ROLLERS: STREAMLINED STUDENT REGISTRATION PROCESS

DESCRIPTION: This LEAP team evaluated the current registration process for students using Ellucian Colleague (Datatel/Web Advisor), examined the steps of receiving a registration appointment, logging into WebAdvisor, searching for and selecting courses, selecting non-course fees (parking, health, student rep fee, etc.) and the payment process. This project identified the problems with the process and proposed solutions.

IMPACT AND CURRENT STATUS: We have implemented all but one component of this project – our Self-Service for financials. At this time, we cannot implement that portion as the system will show refunds for a student that they cannot be given a refund for, since it is after the date they are allowed to receive their funds back. All other areas have been implemented. My Canyons will be turned off in just over a year, no longer being supported by Ellucian. The new products offered to students through Self-Service allow the students to have a clear path from planning, financial aid, registration, and payment in a seamless manner.

LEAP SOLUTION TEAM PROJECT:

EMPOWERMENT RANGERS: SEE SOMETHING, SAY SOMETHING AND YES MEANS YES CAMPAIGN

DESCRIPTION: See Something, Say Something and Yes Means Yes campaigns are fully developed marketing plans for campus safety, sexual harassment and sexual assault related issues. New laws have been passed that make it imperative that the message is communicated clearly and provide information where people can seek resources on and off campus.

IMPACT AND CURRENT STATUS: Posters have been placed around campus at the beginning of each semester with information for students and employees on how to access resources and assistance if they have been the victim of sexual harassment and/or sexual assault.

LEAP SOLUTION TEAM PROJECT:

IDEA INCUBATOR

DESCRIPTION: The Idea Incubator Program is a mechanism to encourage new ideas, develop new ideas into well thought out plans, implement new ideas to improve College of the Canyons, and celebrate and recognize staff who take the initiative to propose and follow through on new ideas.

IMPACT AND CURRENT STATUS: Launched in the fall of 2018, the innovative idea program encourages faculty and staff to share their innovative ideas with the campus. Informal "dialogues" are held throughout the year at both Valencia and Canyon Country to provide a setting where people can come to share their ideas, and receive feedback from others who have implemented their ideas with the support of the college either through a Technology Innovation Fund project or a Foundation Mini Grant. We have had four dialogues and there are currently 21 ideas in various stages of assistance/implementation.

<http://www3.canyons.edu/offices/css/tech/default.asp>





LEAP SOLUTION TEAM PROJECT:

TEAM MOBILE

DESCRIPTION: The COC Mobile Website is a streamlined webpage that contains key college information in a format and display that is more conducive to viewing on a handheld device. COC's mobile website will be the first place that smartphone and tablet users go when trying to access college information from their smartphone or tablet web browser. The mobile website will offer critical and timely information for handheld device users, including news, events, schedules and directory information.

IMPACT AND CURRENT STATUS: The COC Mobile App was launched in spring 2019. All Student Services departments are located and linked in the mobile app. We are rolling out a role for faculty and staff that will contain administrative departments as well.

We have over 2,500 active users and we introduced the app to incoming students as part of orientation for fall 2019.

SPECIFIC FEATURES:

- **Campus Maps:** Buildings, Student Services, parking, bathrooms, and food locations. Links to phone GPS for easy location mapping.
- **My Classes:** Gives the student a calendar of classes, labs, and other scheduled academic events with date, time, and room location, which links to the map for directions.
- **Campus Safety:** Links students to the phone numbers for campus escorts and campus emergency reporting.
- **Student and Academic Service Banners:** Previews student and academic services with their location and links to their hours and services.
- **Canvas Integration:** Connects students to all notices, grades, and discussions in their Canvas classes.
- **Connects students to:** Student email, My Canyons, library, campus calendar.

LEAP SOLUTION TEAM PROJECT:

ASSESSMENT OF PRIOR LEARNING: APL

DESCRIPTION: Assessment of Prior Learning (APL) is the practice of reviewing, evaluating, and acknowledging the information, skills, and understanding that adults have gained through experiential learning, self-directed, and/or non-credit courses and



workshop learning, rather than through formal education. It helps to demonstrate competence for jobs, especially important for youth, workers-in-transition, and low-income recipients.

IMPACT AND CURRENT STATUS: We secured \$90,000 in Strong Work Force Program regional funding to pilot APL; cultivated buy-in from faculty via the Career Education Committee; convened a faculty inquiry group during summer 2019 to develop local departmental plans for APL; and we are planning a regional summit on APL for fall 2019.

KEY RECOMMENDATIONS:

- Identify APL advisor to support students, conduct outreach with faculty, and coordinate the various options (credit by exam, ACE credit, military credit, AP and CLEP exams, portfolio preparation and assessment).
- Modify Board Policy and Administrative Procedure 4235 (credit by exam) to permit students to earn via credit by exam more than 18 units.
- Faculty reaction has shifted from opposition to interest, via repeated presentations and outreach via FLEX sessions, Academic Deans, Academic Senate, CTE Committee.
- Convened faculty inquiry group (FIGs) to design model for assessments and processes for sample CTE programs (summer 2019).
 - Faculty from business, veterans, EOPS, FYP, fire technology, non-credit, and Spanish will identify next steps for their respective departments / constituencies, draft template assessments, and provide case statements for how APL will help their respective constituencies.

NEXT STEPS

- Host regional summit to provide training for faculty, staff, and administrators on APL.
- Inform participants about APL.
- Identify resources for colleges that wish to implement APL.
- Share best practices and case studies.
- Create regional community of practice around APL.
- Send teams to Council of Adult and Experiential Learning (CAEL) national conference from College of the Canyons and regional colleges.



SO WHAT DOES

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

–John Quincy Adams

At College of the Canyons, we firmly believe in the idea that "... the road to success is not a path you find but a trail you blaze..." and it is our willingness to take risks that has helped us move forward on our path to success. Indeed, the faculty, staff and others from our community and region have chosen to blaze their own trail and made the decision to enhance their leadership abilities and skillset by participating in one or more of the LEAP programs offered over the last 10 years. We heartily believe in growing and nurturing the potential of our employees and that preparing them to lead in whatever role they hold will yield a cadre of leaders who are motivated, inspired, confident, and excited about the future of College of the Canyons and the California community system!

Providing the various LEAP programs over the last 10 years – LEAP 1, LEAP², LEAP Forward, and LEAP Onto the Path – has sharpened participants' abilities and advanced their knowledge while providing the coaching and guidance necessary for successful leadership, which is crucial to the long-term success and stability of the College. All of the LEAP programs have provided leadership education and leadership opportunities for those who have chosen to participate. They have also served as conduits for the development and launch of innovative ideas through work on Solution Team projects. LEAPers engage in opportunities to network with others, develop partnerships, and are



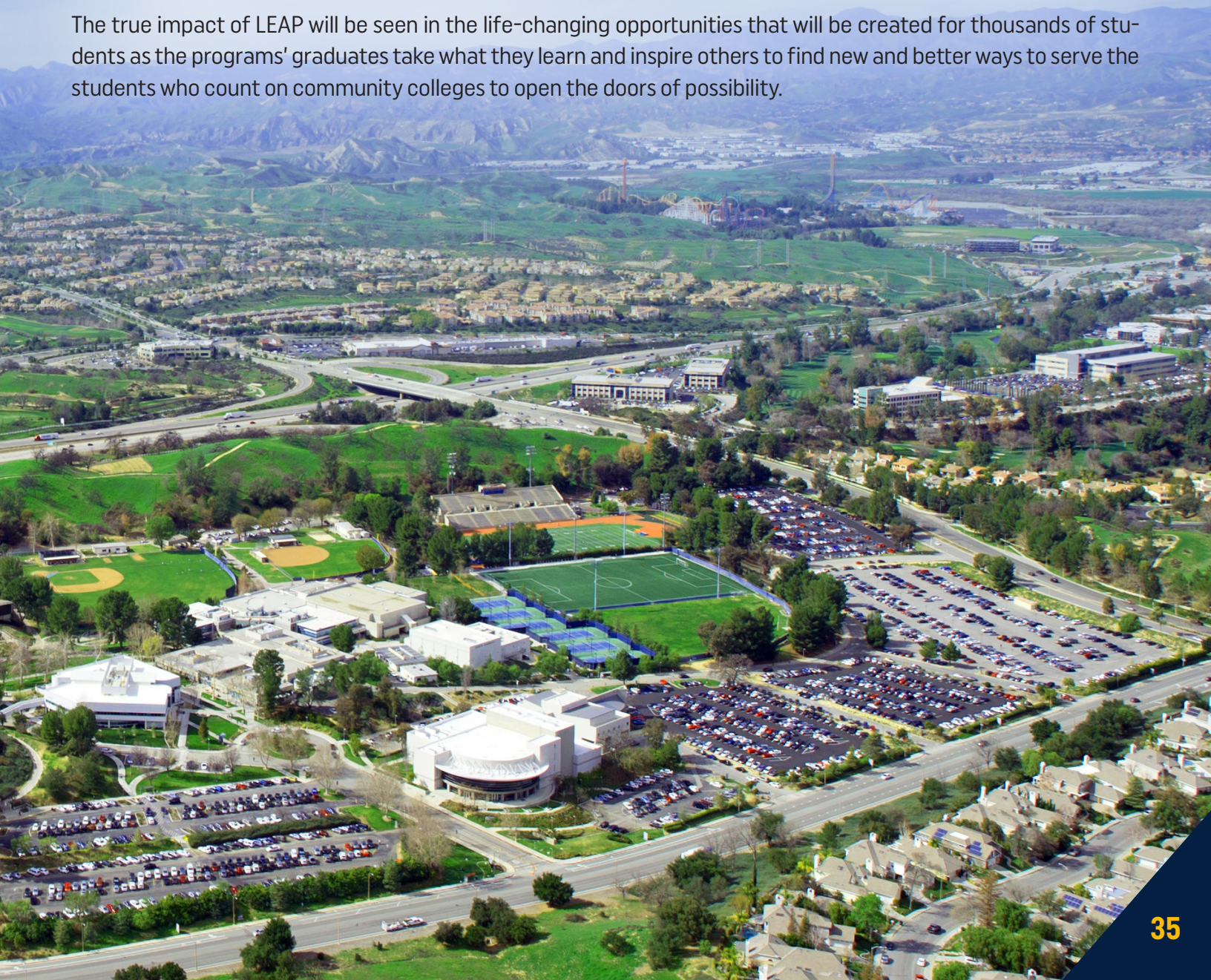
IT ALL MEAN?

encouraged to look introspectively to discover and strengthen their own skills and abilities and to take risks and try something new!

We have many talented people who work at College of the Canyons. They have courage, commitment, and a dedication to our students that is unsurpassed by other community colleges. That is why we provide leadership development opportunities, including the various LEAP programs. We desire to cultivate and develop our own people who desire to grow with the college and are willing to work hard, learn, engage, and seize opportunities as they arise!

Over the last 10 years, LEAP has been an amazing journey and an experience like no other! We have seen people promote to new roles on campus; many have joined a community board; and some have left College of the Canyons to pursue higher level leadership opportunities at other colleges. As we reflect over the last 10 years, one thing is clear – we truly believe that the talented people who work at College of the Canyons are the best of the best! We take great pride in providing opportunities for them to grow, develop and reach their highest potential, and then go on to provide leadership to our college and system.

The true impact of LEAP will be seen in the life-changing opportunities that will be created for thousands of students as the programs' graduates take what they learn and inspire others to find new and better ways to serve the students who count on community colleges to open the doors of possibility.



Helpful Links

LEAP Information, Solution Team Business Plans, and Individual Session Agendas
<http://www.canyons.edu/PD>

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