RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Board of Trustees (Special meeting)
Monday, July 13, 2009
2323 North Broadway, #107
Santa Ana, CA 92706

Vision Statement (Board of Trustees)

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student success outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Americans with Disabilities Acts (ADA)

It is the intention of the Rancho Santiago Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the Rancho Santiago Community College District will attempt to accommodate you in every reasonable manner. Please contact the executive assistant to the board of trustees at 2323 N. Broadway, Suite 410-2, Santa Ana, California, 714-480-7452, on the Friday prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

A G E N D A

1.0 PROCEDURAL MATTERS   4:30 p.m.

1.1 Call to Order

1.2 Pledge of Allegiance to the United States Flag

1.3 Public Comment

At this time, members of the public have the opportunity to address the board of trustees on any item within the subject matter jurisdiction of the board. Members of the community and employees wishing to address the board of trustees are asked to complete a "Public Comment" form and submit it to the board's executive assistant prior to the start of open session. **Completion of the information on the form is voluntary.** Each speaker may speak up to three minutes; however, the president of the board may, in the exercise of discretion, extend additional time to a speaker if warranted, or expand or limit the number of individuals to be recognized for discussion on a particular matter.

Please note that the board cannot take action on any items not on the agenda, with certain exceptions as outlined in the Brown Act. Matters brought before the board that are not on the agenda may, at the board's discretion, be referred to staff or placed on the next agenda for board consideration.

2.0 GENERAL

2.1 Approval of New and Revised Board Policies   Action
The Board Policy Committee recommends approval of the following new
and revised board policies:
- Recruitment and Selection of Employees – BP4102   Revise
- Equal Employment Opportunity – BP4104   New
- Committee Structure – BP9009   Revise

2.2 Board Policy 5201.5 (New) Student Athlete Code of Conduct   Information
This policy is presented for first reading as an informational item.

3.0 BOARD OF TRUSTEE'S ANNUAL PLANNING RETREAT

3.1   Adoption of Board's Vision and Goals 2009-2010   Action

4.0   ADJOURNMENT - The next regular meeting of the Board of Trustees will be held on July 27, 2009.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

Human Resources and Educational Services

To:	Board of Trustees	Date: July 13, 2009
Re:	Revised Board Policies	
Action:	Approval of Revised Board Policies	

BACKGROUND

The Board Policy Committee met on May 20, 2009. One new and three revised board policies were reviewed and are now presented to the Board of Trustees.

ANALYSIS

The following policies are presented for a second reading:

BP 4102	Recruitment, Selection, Appointment and Transfer of Employees
BP 4104	Equal Employment Opportunity
BP 9009	Quorum and Voting

RECOMMENDATION

It is recommended that the Board approve the attached new and revised board policies.

Fiscal Impact: None	Board Date: July 13, 2009
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

Recruitment, ~~and~~ Selection, <u>Appointment and Transfer</u> of Employees - BP4102

Revised ~~04/24/95~~ <u>July 2009</u>

It is the responsibility of the chancellor ~~and of persons delegated by him/her~~ to determine the personnel needs of the district.

It is the policy of the Rancho Santiago Community College District to obtain the best qualified ~~available candidates for each vacant position~~ <u>administrators, faculty, and staff members who are dedicated to student success.</u> The Board of Trustees supports a competitive selection process for filling vacant positions.

~~Rancho Santiago Community College District is an equal-opportunity employer. The college district prohibits discrimination based on race, sex, color, religion, age, national origin, disability, marital status, veteran status or sexual orientation. Sexual harassment is also prohibited.~~

<u>The Board of Trustees recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.</u>

<u>Nothing in this Board Policy shall authorize hiring and staff development processes that set numerical goals or quotas, or preferences, in conflict with state law.</u>

It shall be the duty of the chancellor to see that persons nominated for employment meet all qualifications established by law and/or the Board of Trustees for the position for which nomination is made.

<u>The chancellor will recommend the appointment of all employees to the Board of Trustees. Employees may be appointed by the chancellor or delegated agent subject to ratification at the next regular meeting of the Board of Trustees.</u>

<u>The authority to assign and/or transfer personnel within the district is delegated to the chancellor except as such power may be limited by law, district policies, procedures, and collective bargaining agreements.</u>

Legal Reference:

~~Title VI,~~ Title VII, ~~Title IX,~~ of the ~~United States~~ Civil Rights Act of 1964.

<u>Article 1, Section 31 of the California Constitution</u>

~~Executive Order 11246, as amended by Executive Order 11375.~~

~~Chapter 2, Division 4, Title 2 of the California Administrative Code. Subsection 1 (commencing with Sections 53000), Section 1, Chapter 1, Division 4,~~ Title 5~~, Division 6~~ of the California ~~Administrative~~ Code <u>of Regulations, *Section 53000 et seq*</u>.

Sections 87100, <u>87400 and 88000</u> <u>et. seq</u> of the California Education Code.

~~Employee Appointment and Transfer~~

Equal Employment Opportunity - BP4104

~~Revised 03/27/95~~ Adopted July 2009

The Board supports efforts to ensure equal opportunity and sees the value of having a diverse work force. Diversity in the academic environment fosters cultural, social and civic awareness as well as mutual understanding and respect. The Board commits itself to the principle of equal employment through a continuing equal opportunity employment program.

The District prohibits discrimination and harassment based on ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, gender identity, medical condition (cancer-related or genetic characteristics), marital status, citizenship, or service in the uniformed services, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics. This Board policy applies to all employment practices, including recruitment, selection, promotion, transfer, salary, training and development, discipline and dismissal.

This Board policy prohibits retaliation against any employee or person seeking employment for bringing a complaint of discrimination or harassment pursuant to this policy. This Board policy also prohibits retaliation against a person who assists someone with a complaint of discrimination or harassment, or participates in an investigation or resolution of a complaint of discrimination or harassment.

The Chancellor shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with California law ~~the Education Code and Title 5 requirements~~ as from time to time modified or clarified by judicial interpretation.

Nothing in this Board policy shall authorize in any plan for equal employment opportunity the setting of numerical goals or quotas, or preferences, in conflict with state law.

Legal Reference:

Title VII of the Civil Rights Act of 1964

Article 1, Section 31 of the California Constitution

Title 5 of the California Code of Regulations, Section 53000 et seq.

Section 87100 of the California Education Code.

~~The chancellor will recommend the appointment of all academic and classified administrators, managers and full-time faculty to the Board of Trustees. Classified staff and part-time employees may be appointed on an interim basis by the chancellor or delegated agent until appointed at the next regular meeting of the Board of Trustees. Selection will be based upon competence and will be in accordance with all pertinent rules and regulations of the Board of Trustees, laws of the State of California, including the rules and regulations adopted by the Department of Fair Employment and Housing. Part-time temporary, substitute, short-term, and studnet help may be appointed by the chancellor or his/her delegated agent. The position shall be reported at the next regular meeting of the Board of Trustees.~~

Assignment and/or transfer of personnel within the district is delegated to the chancellor except as such power may be limited by law, district policies, procedures, and collective bargaining agreements.

Appointment Standards

Applicants for appointment shall fulfill the requirements and meet the standards as defined in the job announcement. In addition, they shall:

1. Submit documentation as required by the Immigration Reform and Control Act of 1986 requiring that the employer obtain documentation which verifies the employee's identity and authorizes his/her right to work in the United States.
2. Submit to fingerprinting.
3. Submit to tuberculosis examination.

Legal References:

Collective Bargaining Agreements

Education Code 76406. Examination for tuberculosis ,87400. Employment of academic positions ,87405. Employment of persons convicted of sex offenses or controlled substance offenses Employee Appointment and Transfer (Continued) Education Code: ,87406. Employment of sexual psychopath , 87408. Medical Examinations; communicable diseases ,87408.6 Medical Examination; tuberculosis 88022. ,Employment after conviction of sex offense or controlled substance offense; rehabilitated controlled substance offender.,88023. Employment of sexual psychopath ,88024. Use of personal identification cards to ascertain conviction of crime . 88034. Employment of retired classified employee

Committee Structure - BP9009

Revised ~~2/5/07~~ June 2009

Annually, the president of the Board shall appoint members to the Standing committees. Standing and ad hoc committees may be limited and/or created as deemed necessary by a majority of the Board. Committee members shall serve until they have completed their assignments. The Board president shall appoint the chairs on any Standing or ad hoc committees established by the Board of Trustees.

The Executive Committee of the Board is comprised of the President, Vice President, and Clerk of the Board. The Chancellor serves as staff to all Board of Trustee committees.

The chair of any Standing or ad hoc committee will be in charge of scheduling and/or canceling any committee meeting. If the Chancellor can not attend a meeting he/she may send a representative to the committee meeting or reschedule the meeting with the committee chair to a mutually agreeable time.

Board members are ex-officio members of all Board committees with the right to attend and participate, but not vote, in any committee meeting.

2.1 (5)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

EDUCATIONAL SERVICES

To:	Board of Trustees	Date: July 13, 2009
Re:	Board Policy 5201.5 (New) Student Athlete Code of Conduct	
Action:	Information	

BACKGROUND

Trustee Hanna drafted a new policy pertaining to a Student Athlete Code of Conduct and presented that policy to the Board Policy Committee on May 20, 2009.

ANALYSIS

The Board Policy Committee is recommending that the Board accept this new policy for first reading.

RECOMMENDATION

This policy is presented for first reading as an information item.

Fiscal Impact: None	Board Date: July 13, 2009
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

Student Athlete Code of Conduct – BP5201.5

July 2009

Membership on athletic teams at Santa Ana and Santiago Canyon Colleges is considered a privilege, not a right. Student athletes are representatives of their colleges and the District and are among the most visible students on campus and in the community. As such, student athletes are expected to demonstrate good citizenship, sportsmanship, honesty, and integrity on the field or court, on campus, in the classroom, and the community.

Therefore, the Chancellor will ensure the creation of a Student Athlete Code of Conduct with appropriate disciplinary actions. Student athletes will acknowledge that compliance with the Student Athlete Code of Conduct is required for participation in athletics at Santa Ana and Santiago Canyon Colleges.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Human Resources and Educational Services

To: Board of Trustees	Date: July 13, 2009
Re: Board of Trustees' Annual Planning Retreat	
Action: Adoption of the Board's Vision and Goals for 2009-10	

BACKGROUND

The following material is background information for the Board's Annual Planning Retreat. This meeting will enable the Board to re-affirm and/or modify its current vision and goals for the 2009-10 fiscal year. In addition to this material, the administration will be present information at the meeting on local demographics and trends that will impact the District in the year ahead.
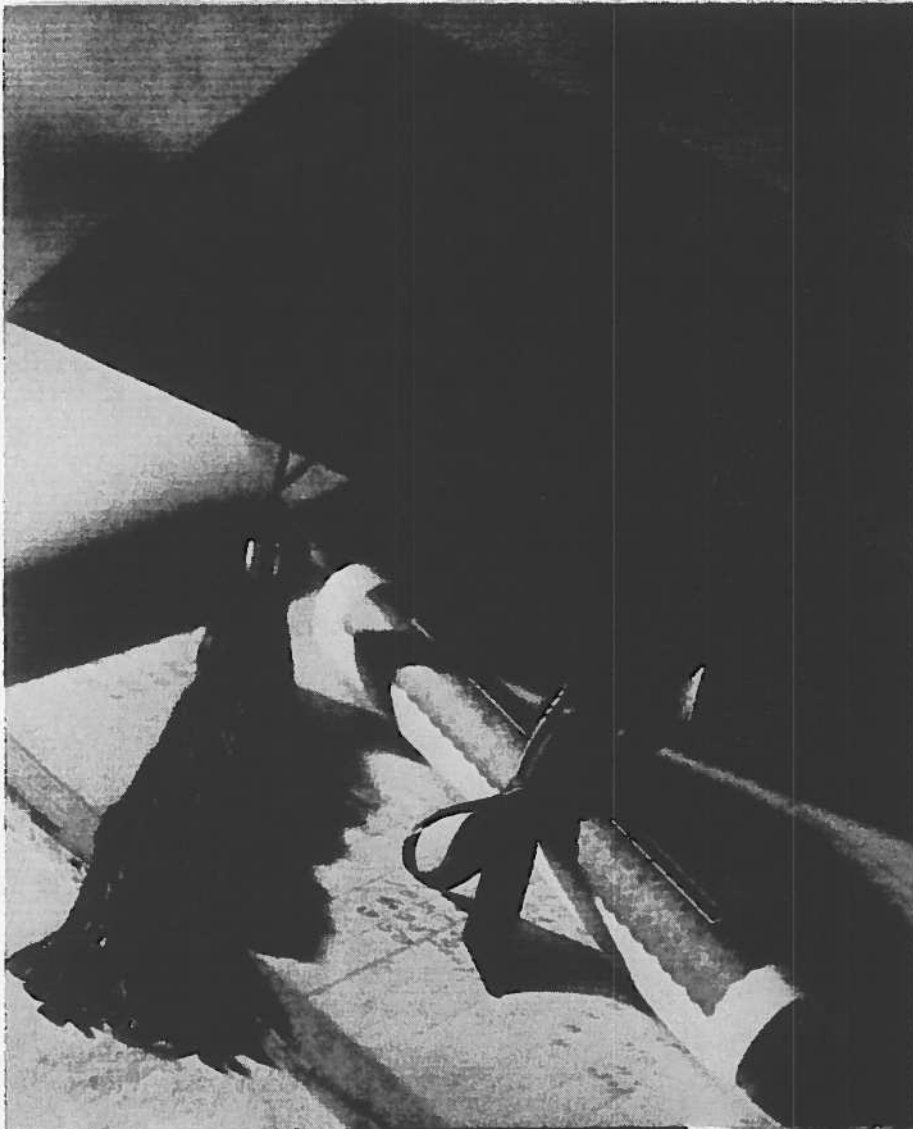
As described in the Plan to Plan flowchart, the Board's vision and goals form the basis for the District's institutional planning activities throughout the year. In addition to the Plan to Plan flow chart, the following material is included for the Board's review:

- The Board's Vision and Goals 2007-09
- Board Policy 9022.5
- AACJC Accreditation Standards pertaining to Institutional Mission and Effectiveness
- The 12 Measures of Success Report. This is a report by the Educational Services department on selected factors of institutional effectiveness. This report has been produced on an annual basis since 1998.
- Accountability Reporting for the Community Colleges (ARCC) data for the most recent reporting period (2007-08). The ARCC project was mandated by AB 1417 in 2004 and established a performance measurement system that contained performance indicators for the system and its colleges.
- A review by both colleges and district operations of the current vision and goals including progress made toward those goals and recommendations regarding the revision and/or reaffirmation of the goals.

RECOMMENDATION

It is recommended that the Board adopt its Vision and Goals for 2009-10.

Fiscal Impact: None	Board Date: July 13, 2009
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

Vision Statement & Goals

2007-09

Rancho Santiago Community College District
Board of Trustees

RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT
Santa Ana College • Santiago Canyon College

Vision Statement

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Goals

- Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.

- Increase access and retention for completion programs, including transfer, vocational, and high school diploma programs, and prepare students for success in their academic, career, and personal life endeavors.

- Implement facilities master plans, and incorporate "green" efforts into facilities development and other efforts where possible and cost-effective.

- Promote flexible, cost-effective educational programs and services, including the use of cutting-edge technology and educational program delivery via technology.

- Pursue alternative funding sources to implement the district's vision and goals, and encourage the foundations to create plans for capital campaigns and alumni association development.

- Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.

- Expand partnerships with business, labor, community groups, universities, schools, and other public agencies in order to ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.

- Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.

2007-09

RSCCD "Plan to Plan"

Board and Chancellor

Colleges and District Operations

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Board Vision → Board Goals → Chancellor Goals ↔ Develop goals → Plan
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Create planning and resource allocation models to link planning with resource allocation, research and decision making.

Information/research provided to begin process yearly.

Review Master Plans of Educational Programs, Facilities, and Budget Allocation Models annually, and update as needed.

Identification of planning outcomes:
- Comparison of current and prior year's outcomes, goals and vision
- Adjustments will be made based on current needs.

May 13, 2008

3.1 (6)
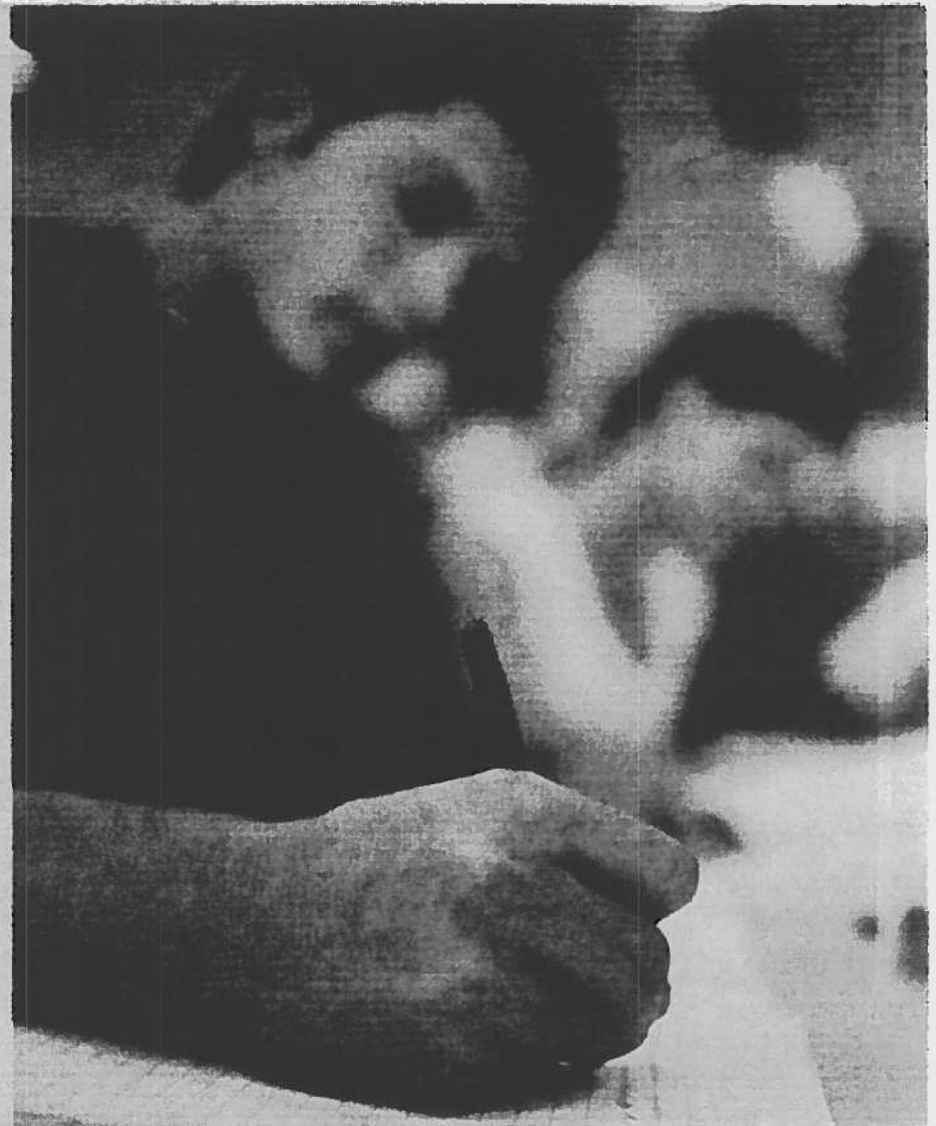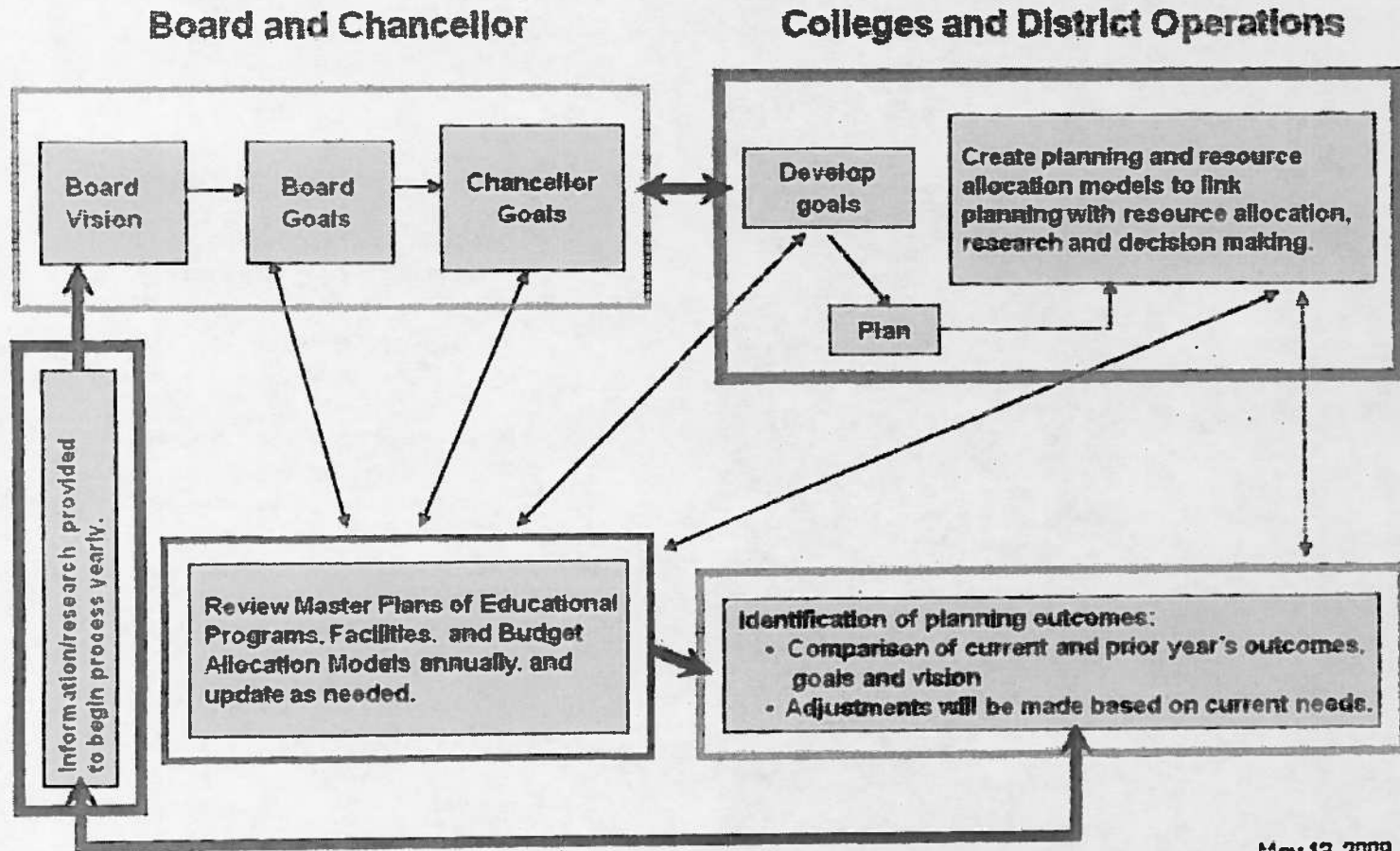
Board of Trustees

Board of Trustees Annual Evaluation of District Goals – BP9022.5

BOARD OF TRUSTEES ANNUAL EVALUATION OF DISTRICT GOALS - BP9022.5

Adopted May 11, 2009

The board recognizes that it can better perform its policy making and broad oversight roles if it annually reviews the district's goals in addition to its own internal board operation and performance goals. Therefore, separate from the annual self-evaluation meeting, the board president, with the assistance of the chancellor or third party will develop a survey instrument to members of the District Citizens' Advisory Committee; District Bond Oversight Committee; local Chambers of Commerce and trade unions; community organizations; college and district foundations; federal, state, county and local elected officials who represent parts of the district; city and school district managers and superintendents; and others whom the board may feel can provide important feedback to the board. In addition, all district employees and students will be encouraged to respond to this survey instrument. The board president shall work with the chancellor or third party to ensure the information from the survey instrument is collected.

The board will then schedule an annual meeting at a time to maximize coordination with the planning process of the district administration and colleges, to discuss district goals and use the results of the survey and any information received at the annual meeting to assist the board in assessing the areas where the district goals have been met or exceeded and those areas where improvement was needed. District goals and policies will be updated or revised as a result of the information obtained in this process. Any student, employee, or resident of the district shall also have the opportunity to attend this public meeting to provide input to the board. The results of the survey will be widely distributed and will be maintained at the district office.

3.1 (7)

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

2. The mission statement is approved by the governing board and published.

3. Using the institution's governance and decision-making proceses, the institution reviews its mission statement on a regular basis and revises it as necessary.[4]

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

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4   The institution's mission is central to institutional planning and decision making.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

12 Measures of Success

SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE

3.1 (10)

Table of Contents

Readers' Summary

RSCCD uses this report to annually assess its institutional effectiveness. Using a sample of standard measures typically employed to describe the success and progress of community colleges, this report includes quantitative data to monitor the quality of the district as a whole and of each of its two colleges. Additionally, the district maintains qualitative data and other processes as means to ensure excellence.

- Both colleges successfully strive to provide **access** and enrollment to diverse students, representative of their communities. (p.1)

- **About a third** of the Santa Ana and Orange area's high school graduates enroll in our colleges. (p. 2)

- **Over two-thirds** of course enrollments result in successful course completion. (p. 3)

- With the exception of 2006-07 spike increase in the number of fire technology certificates, the number of students receiving **A.A. degrees and certificates** remains steady (p. 7)

- The number of **transfer students** to CSUs and UCs universities dropped slightly compared to the previous year. (p. 9)

- **Student satisfaction** survey results show that students are generally very pleased with their college experiences. (p. 11)

- Assessing **student learning outcomes** is a new goal for us, and we have asked students to self-rate their learning in a variety of general education areas. Responses show that our graduates experience greater learning gains than students who are still attending our colleges. (p. 12)

- The number of students who matriculate to credit coursework from our **continuing education programs** has decreased since Fall 2006. (p. 13)

- **Students enrolled in vocational** coursework at RSCCD colleges successfully complete courses, persist, transfer, and get, and keep, jobs at high rates comparable to students throughout California. (p. 14)

- Overall, RSCCD employees are increasingly **diverse in ethnicity** and representative of the service area. (p. 16)

- **Grant income** to the district has remained fairly constant since 2006-07 (p. 18)

#1 ACCESS TO STUDENTS: Enrollment and Community Population

Comparison of ethnic group representation in the service area and credit and continuing education student populations.

RSCCD

- The RSCCD service area population is approximately 586,000 (U.S. Census 2000)

- 34,699 students were enrolled in credit coursework at RSCCD in Fall 2008

- 20,568 students were enrolled in non-credit coursework at RSCCD in Fall 2008

Ethnic Distributions

	African-American	Asian	Caucasian	Latino
Credit Enrollment Fall 2008	2%	10%	33%	43%
Non-Credit Enrollment Fall 2008	1%	8%	11%	77%
Service Area Population 2000	1%	11%	29%	56%
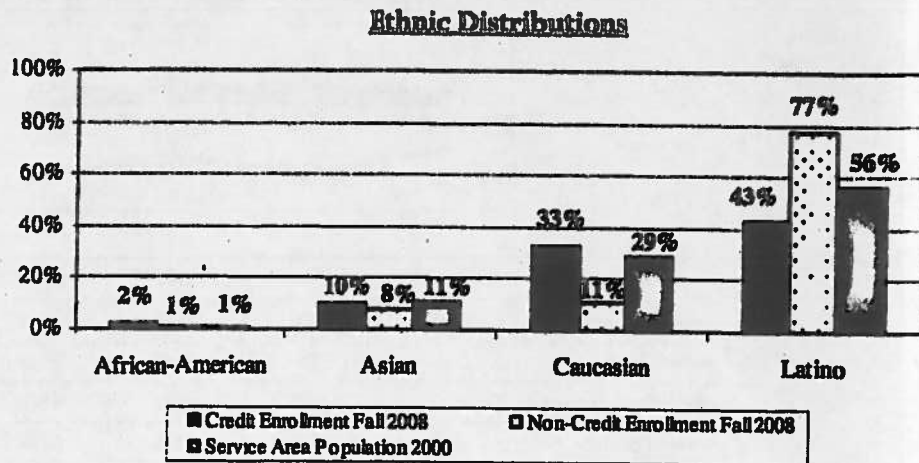
SAC

- The SAC service area population is approximately 392,815 (U.S. Census 2000)

- 26,464 students were enrolled in credit coursework at SAC in Fall 2008

- 14,112 students were enrolled in non-credit coursework at SAC in Fall 2008

Ethnic Distributions

	African-American	Asian	Caucasian	Latino
Credit Enrollment Fall 2008	2%	12%	29%	47%
Non-Credit Enrollment Fall 2008	1%	7%	4%	86%
Service Area Population 2000	1%	11%	15%	72%
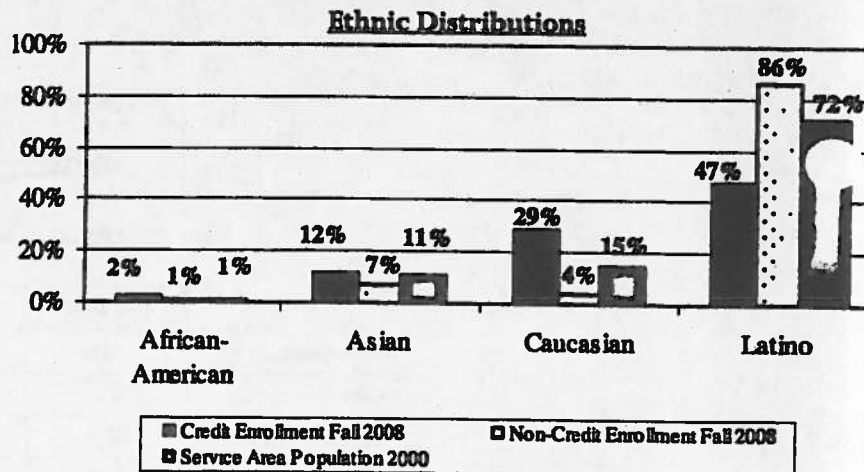
SCC

- The SCC service area population is approximately 183,188 (U.S. Census 2000)

- 10,560 students were enrolled in credit coursework at SCC in Fall 2008

- 6,456 students were enrolled in non-credit coursework at SCC in Fall 2008

Ethnic Distributions

	African-American	Asian	Caucasian	Latino
Credit Enrollment Fall 2008	2%	7%	45%	33%
Non-Credit Enrollment Fall 2008	2%	10%	26%	57%
Service Area Population 2000	1%	11%	59%	27%
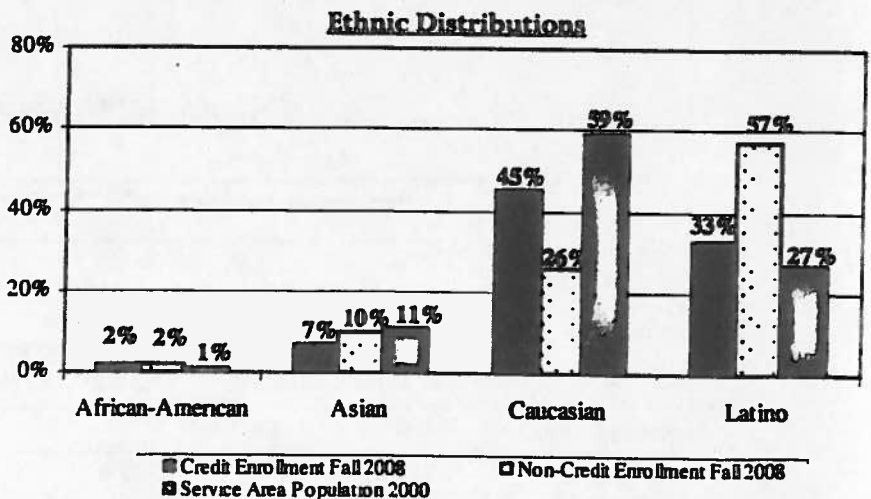
#1 ACCESS TO STUDENTS: Percentage of Feeder High School Graduates Enrolled as New Freshmen

% of New HS Graduates Enrolled at RSCCD

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Santa Ana	35%	37%	36%	36%
Orange	34%	35%	36%	33%
Garden Grove	23%	18%	22%	18%
Total	33%	33%	34%	32%

% of New HS Graduates Enrolled at SAC

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Santa Ana	34%	35%	34%	33%
Orange	8%	9%	8%	6%
Garden Grove	22%	18%	20%	17%
Total	23%	22%	22%	19%
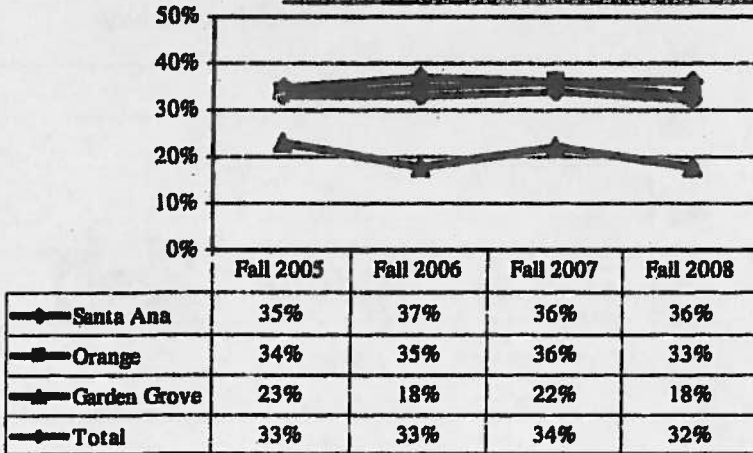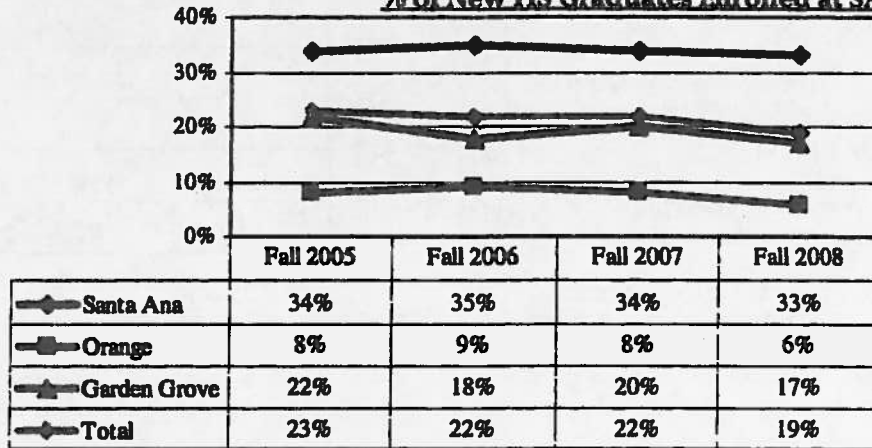
% of HS New Graduates Enrolled at SCC

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Santa Ana	1%	2%	2%	3%
Orange	27%	26%	28%	27%
Garden Grove	1%	0%	2%	1%
Total	10%	11%	12%	13%
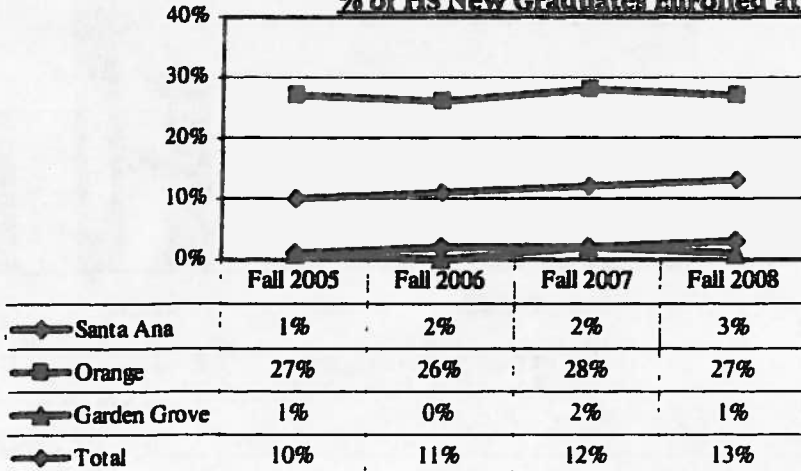
#2 SUCCESSFUL COURSE COMPLETION

The ratio of the number of courses that students successfully complete (A, B, C, CR) to the number of courses in which students are actively enrolled the third week of the Fall 2008 semester.

Successful Course Completion Rates at RSCCD by Ethnicity
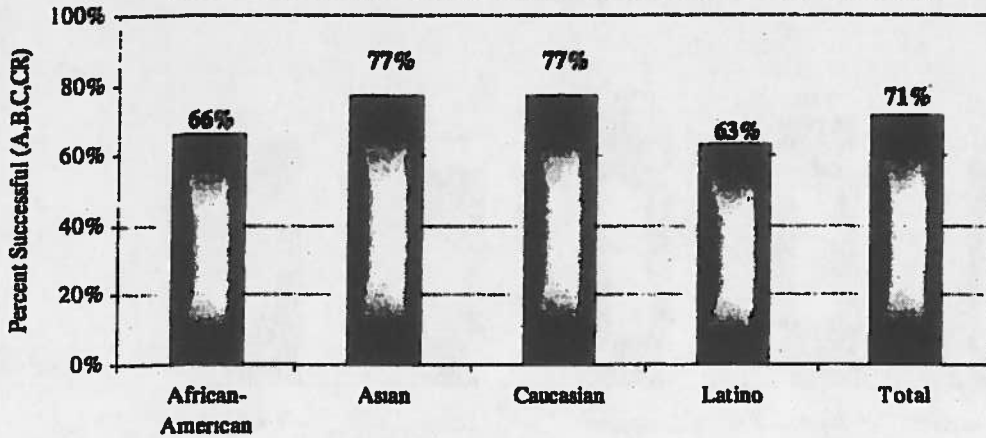
Successful Course Completion Rates at SAC by Ethnicity
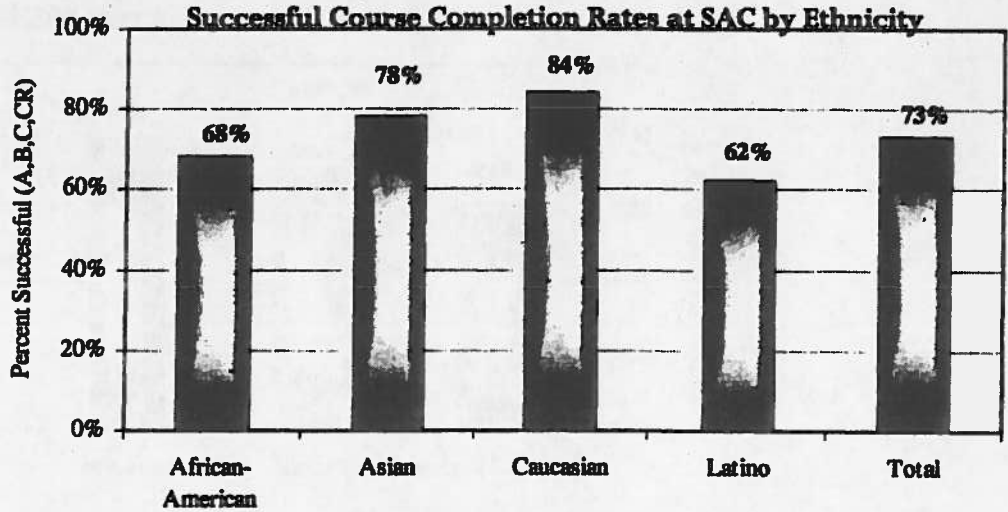
Successful Course Completion Rates at SCC by Ethnicity
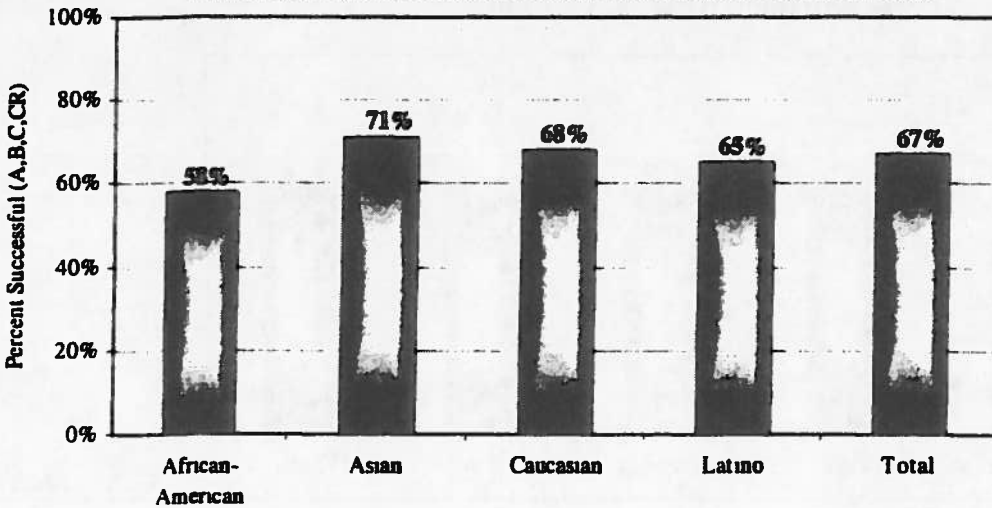
#3 COURSE RETENTION

The percentage of enrollments (active third week of the Fall 2008 term) that result in an end-of-term course grade.

Course Retention Rates at RSCCD by Ethnicity
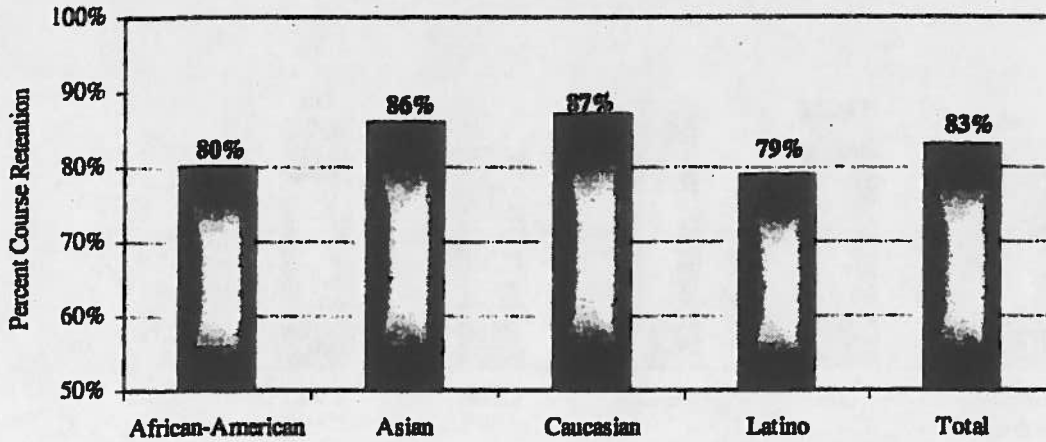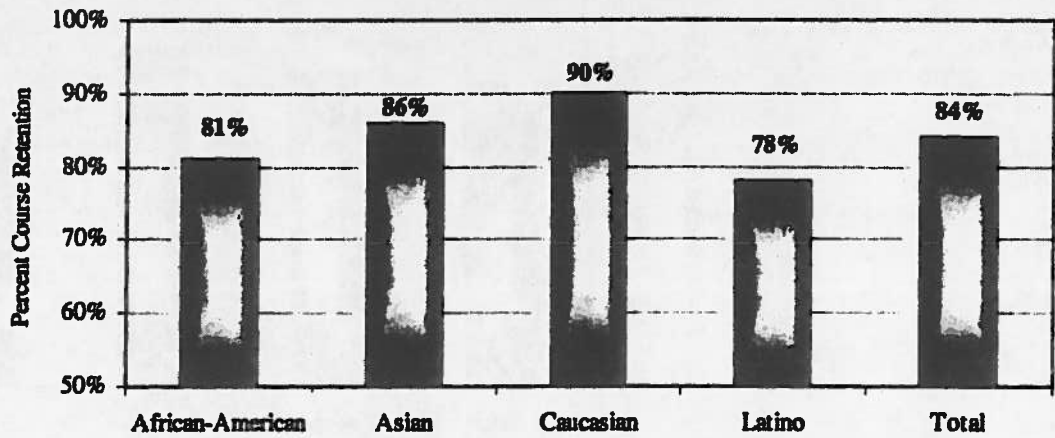
Bar chart — Percent Course Retention: African-American 80%, Asian 86%, Caucasian 87%, Latino 79%, Total 83%

Course Retention Rates at SAC by Ethnicity

Bar chart — Percent Course Retention: African-American 81%, Asian 86%, Caucasian 90%, Latino 78%, Total 84%

Course Retention Rates at SCC by Ethnicity

Bar chart — Percent Course Retention: African-American 75%, Asian 82%, Caucasian 82%, Latino 81%, Total 82%
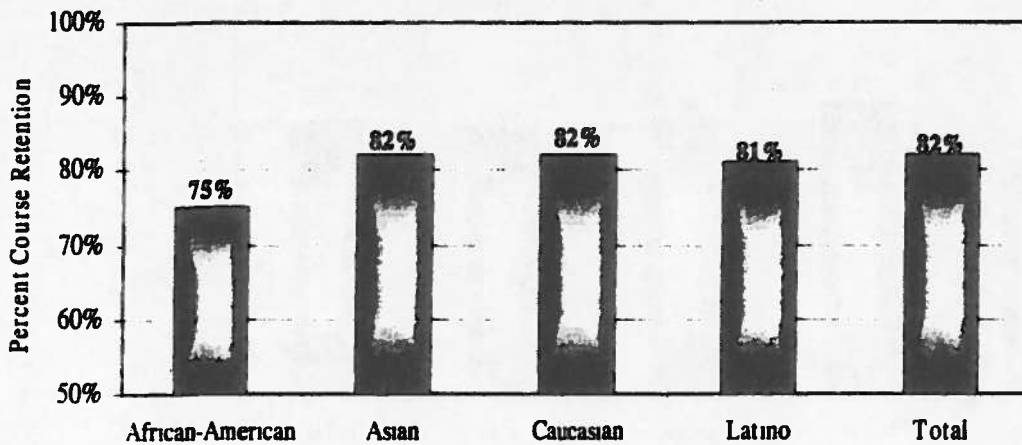
#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES

Successful Completion of Math 060 (Elementary Algebra) or Higher
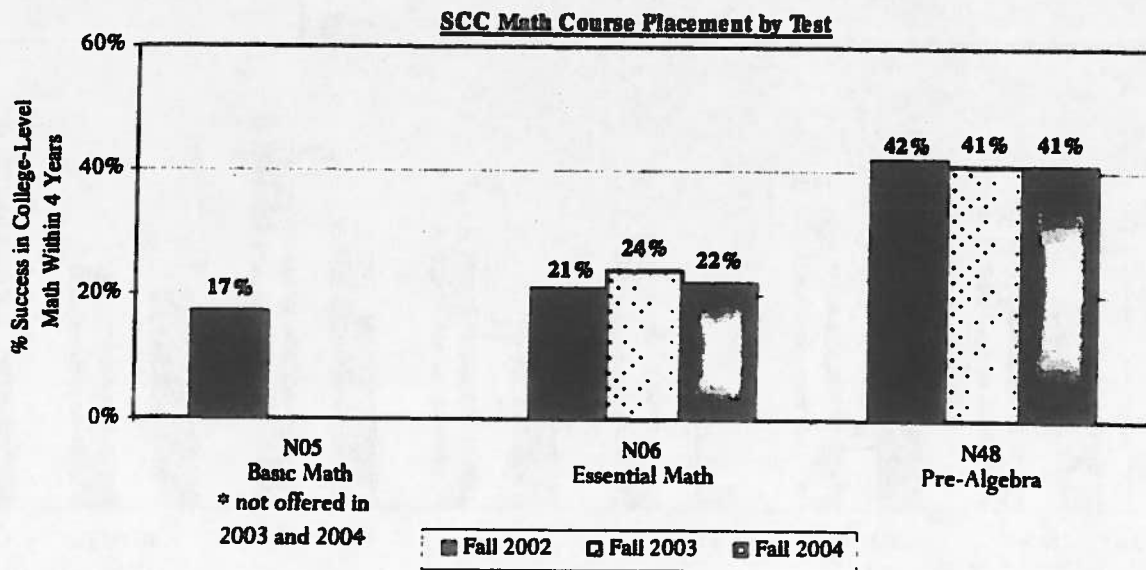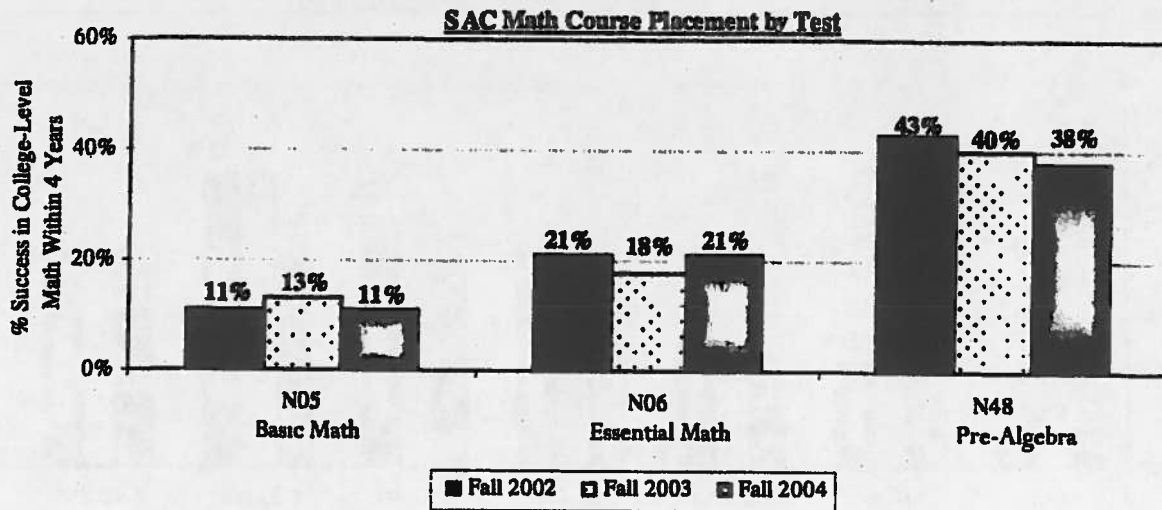
SAC Math Course Placement by Test

% Success in College-Level Math Within 4 Years

	N05 Basic Math	N06 Essential Math	N48 Pre-Algebra
Fall 2002	11%	21%	43%
Fall 2003	13%	18%	40%
Fall 2004	11%	21%	38%

SCC Math Course Placement by Test

% Success in College-Level Math Within 4 Years

	N05 Basic Math * not offered in 2003 and 2004	N06 Essential Math	N48 Pre-Algebra
Fall 2002	17%	21%	42%
Fall 2003		24%	41%
Fall 2004		22%	41%

PAGE 5

#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES

Successful Completion of English 061/ESL 112 or Higher

SAC English Course Placement by Test

% Success in College-Level English Within 4 Years

	N40	N49	ESL 055	ESL 107	ESL 109	ESL 110	ENG N50	ENG N60
Fall 2002	2%	5%	8%	18%	28%	31%	21%	48%
Fall 2003	4%	14%	12%	21%	27%	36%	26%	48%
Fall 2004	4%	14%	18%	25%	33%	39%	25%	39%

■ Fall 2002   □ Fall 2003   ▣ Fall 2004

SCC English Course Placement by Test

% Success in College-Level English Within 4 Years

	N49	ESL 055	ESL 107	ESL 109	ESL 110	ENG N50	ENG N60
Fall 2002	3%	13%	3%	24%	33%	28%	46%
Fall 2003	22%	3%	20%	22%	43%	32%	50%
Fall 2004	35%	39%	35%	33%	47%	31%	47%

■ Fall 2002   □ Fall 2003   ▣ Fall 2004
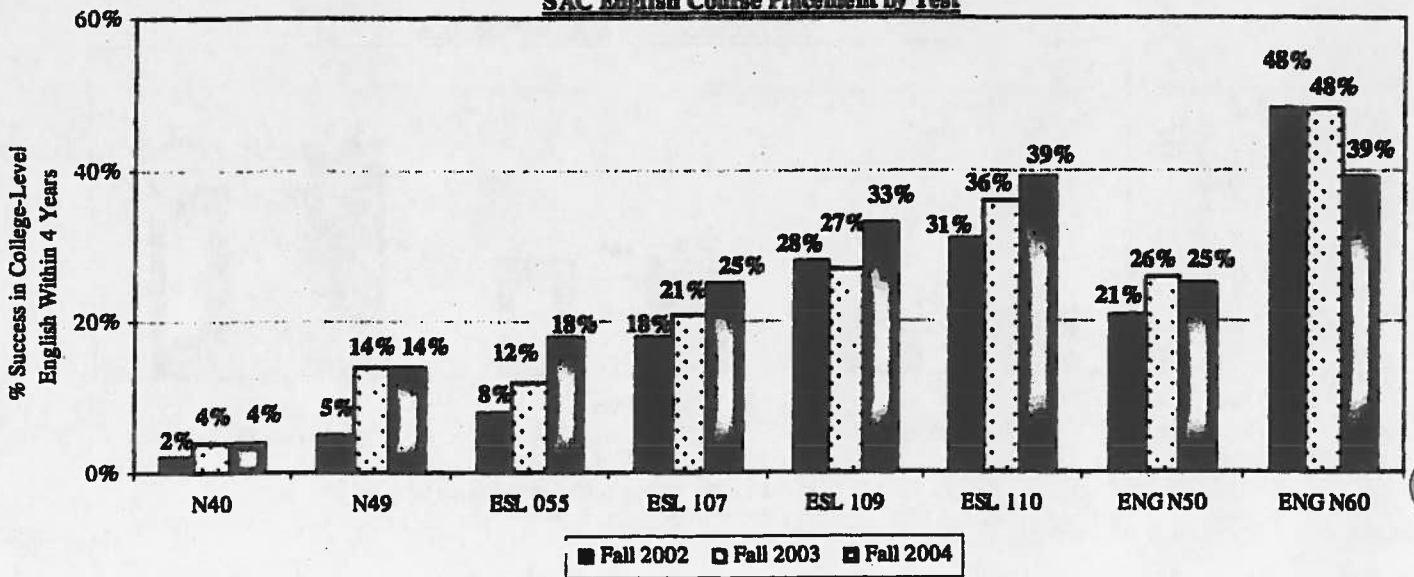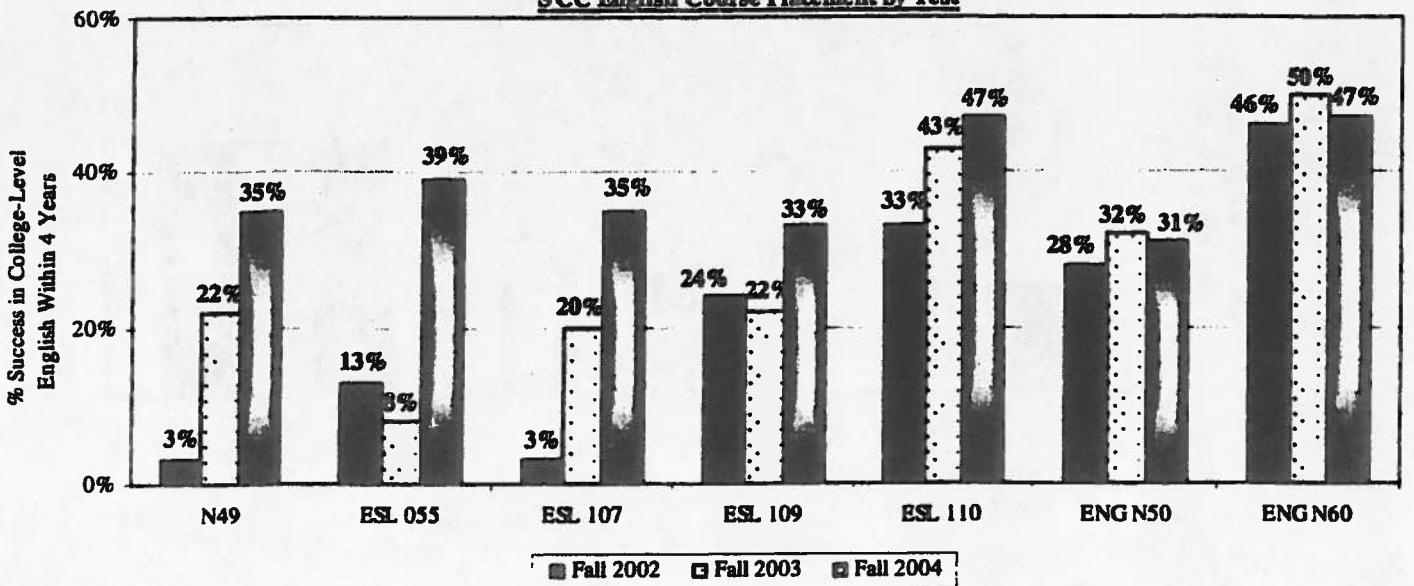
#5   GRADUATES: Total number of AA/AS degrees and certificates awarded

RSCCD Graduates

Graduating Year	AA/AS	Certificates
2003-04	1833	643
2004-05	2044	746
2005-06	1983	697
2006-07	1978	1135
2007-08	2013	754

SAC Graduates

Graduating Year	AA/AS	Certificates
2003-04	1368	431
2004-05	1394	602
2005-06	1350	487
2006-07	1295	905
2007-08	1377	528

SCC Graduates

Graduating Year	AA/AS	Certificates
2003-04	465	212
2004-05	650	144
2005-06	633	210
2006-07	683	230
2007-08	636	226

#5 GRADUATES: Total number of high school diplomas awarded
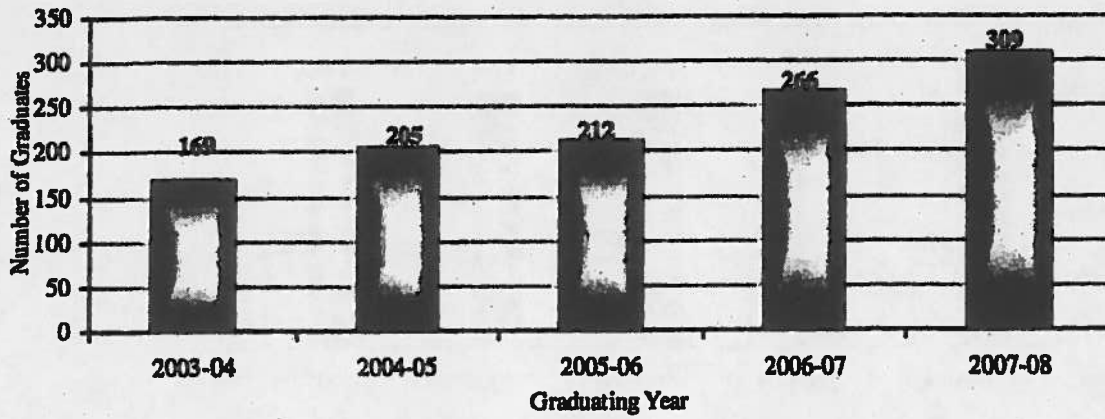
RSCCD School of Continuing Education Graduates

Graduating Year	Number of Graduates
2003-04	169
2004-05	205
2005-06	212
2006-07	266
2007-08	309

SAC School of Continuing Education Graduates

Graduating Year	Number of Graduates
2003-04	183
2004-05	130
2005-06	113
2006-07	146
2007-08	185

SCC School of Continuing Education Graduates

Graduating Year	Number of Graduates
2003-04	86
2004-05	75
2005-06	99
2006-07	120
2007-08	124
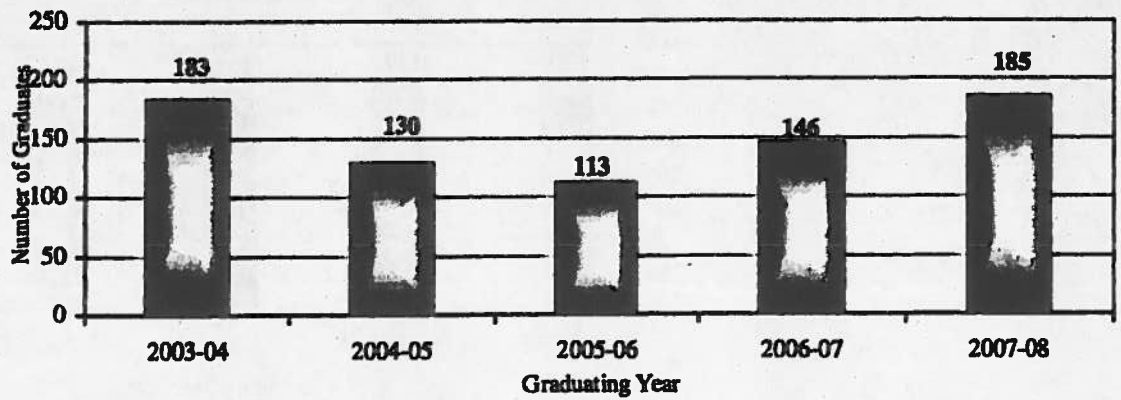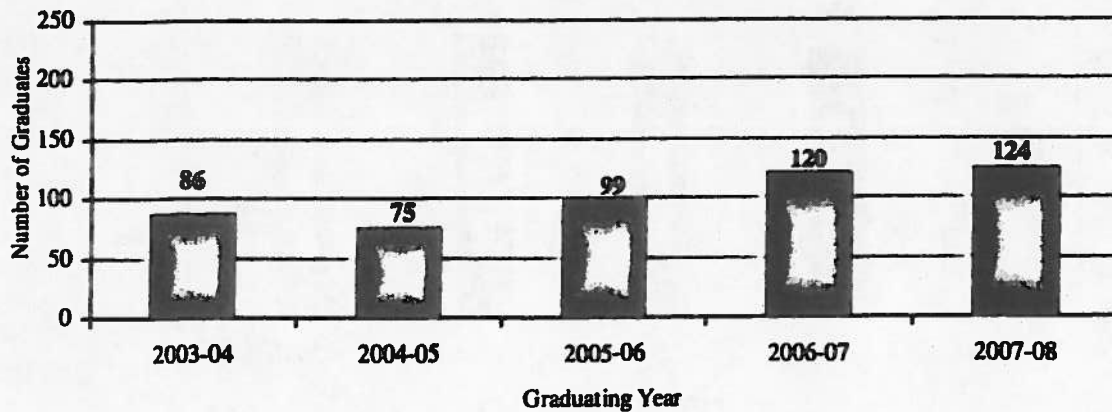
#6 TRANSFERS: Transfers to Four-Year Institutions

The number of students for whom records were found at four-year institutions the first semester after leaving RSCCD.

Unduplicated RSCCD Transfers to 4-Year Institutions

CSU values: 861, 761, 1010, 1278, 1178, 1448
Private or Out-of-State values: 482, 449, 581, 757, 857, 720
UC values: 289, 200, 255, 322, 312, 281

Transfer Year: 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09

Legend: CSU, UC, Private or Out-of-State

SAC Transfers to 4-Year Institutions

CSU values: 547, 522, 784, 927, 818, 1077
Private or Out-of-State values: 281, 279, 375, 529, 651, 450
UC values: 182, 126, 151, 222, 208, 264

Transfer Year: 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09

Legend: CSU, UC, Private or Out-of-State

SCC Transfers to 4-Year Institutions

CSU values: 542, 378, 471, 568, 360, 371
Private or Out-of-State values: 315, 267, 309, 331, 206, 270
UC values: 189, 120, 160, 157, 104, 117

Transfer Year: 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09

Legend: CSU, UC, Private or Out-of-State

#6 TRANSFERS: Transfer Eligible

Transfer Eligible Rate = transfer eligible/transfer directed

Transfer Eligible = directed students who completed 56+ units at transfer level, GPA of 2.00+ in those courses, and success in a transfer level writing and math course

Transfer Directed = students enrolled in transfer level English writing and any transfer level math or statistics in a four-year period

Transfer Eligibility Rates at SAC

Transfer Eligibility Rates at SCC

#7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services

Student Satisfaction at SAC

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Category	Value
The effectiveness of my classroom learning experience	80% / 85%
Campus safety/security	74% / 73%
Appearance and maintenance of grounds/facilities	73% / 66%
The campus environment	75% / 78%
Class size	74% / 72%
Variety of classes offered	74% / 83%

■ Current SAC Students □ SAC Graduates

Percentage of "good" and "excellent"

Student Satisfaction at SCC

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Category	Value
The effectiveness of my classroom learning experience	77% / 87%
Campus safety/security	80% / 88%
Appearance and maintenance of grounds/facilities	83% / 85%
The campus environment	75% / 83%
Class size	70% / 85%
Variety of classes offered	55% / 71%

■ Current SCC Students □ SCC Graduates

Percentage of "good" and "excellent"

PAGE 11

3.1 (23)

#7 STUDENT SATISFACTION: Colleges' Contributions To Knowledge and Skills Student Learning Outcomes

Core Competencies at SAC

Competency	Current SAC Students	SAC Graduates
Listen actively and respectfully to others	75%	78%
Speak in a clear and organized fashion	70%	70%
Read effectively and analytically at the college level	69%	73%
Write in an organized and grammatically correct fashion	71%	71%
Formulate original ideas and concepts and to integrate ideas	66%	72%
Think logically, solve problems, explain conclusions, and evaluate ideas	71%	75%
Understand ethical issues in order to make sound decisions and judgments	69%	70%
Use college-level mathematical concepts and methods	64%	71%
Conduct research using print material and computer technology	66%	72%
Respect and work with people of different cultural and linguistic backgrounds	73%	81%
Interact with others with integrity and awareness of others' opinions/values	71%	79%
Understand ethical issues on the environment	62%	70%
Produce and respond to artistic and creative expression	61%	70%
Demonstrate habits of intellectual and physical well-being	63%	67%
Participate effectively in groups to make decisions and seek consensus	65%	69%
Select and develop a career	64%	70%

■ Current SAC Students   □ SAC Graduates

Student Learning Outcomes at SCC

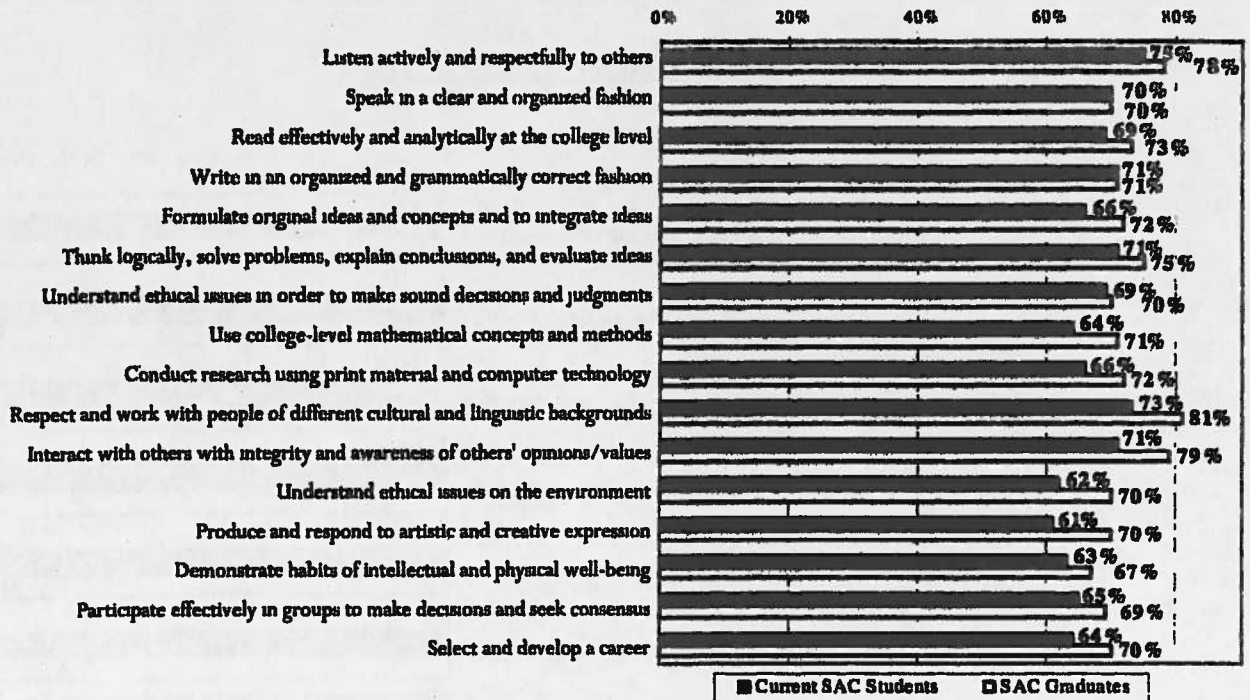| Outcome	Current SCC Students	SCC Graduates
Critically analyze, evaluate, organize and use quantitative and qualitative data	73%	87%
Creatively use concepts to make learning relevant	71%	78%
Reflectively assess one's values, assumptions, and attitudes	70%	79%
Take responsibility for one's own learning and well-being	78%	86%
Learn about one's chosen academic major	63%	71%
Learn about professional conduct and workplace ethics	61%	63%
Communicate ideas in a clear and articulate manner	70%	90%
Communicate accurately to diverse audiences	67%	73%
Communicate in various formats using diverse technology	64%	66%
Act to maintain one's dignity and self-respect	72%	77%
Be a responsible community member by treating others with respect,	70%	76%
Maintain cultural literacy, lifelong learning, and the environment	71%	77%

■ Current SCC Students   □ SCC Graduates

#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK
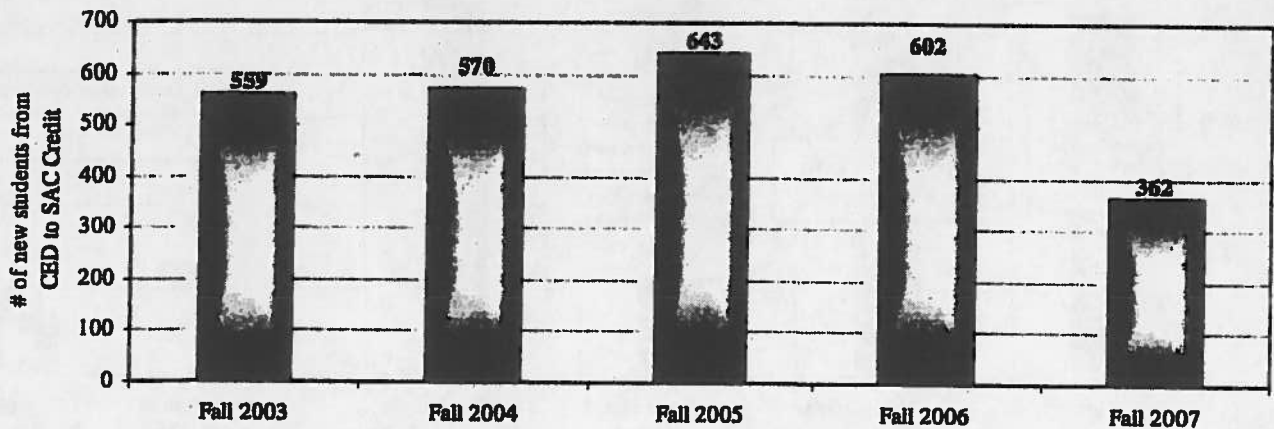
Migration to a new student record system in Fall 2006 resulted in a change in compilation of this data. Cohort sizes vary and caution should be used when compared longitudinally.

Matriculation at SAC

Bar chart — # of new students from CED to SAC Credit:
- Fall 2003: 559
- Fall 2004: 570
- Fall 2005: 643
- Fall 2006: 602
- Fall 2007: 362

Matriculation at SCC

Bar chart — # of new students from CED to SCC Credit:
- Fall 2003: 184
- Fall 2004: 190
- Fall 2005: 176
- Fall 2006: 223
- Fall 2007: 152
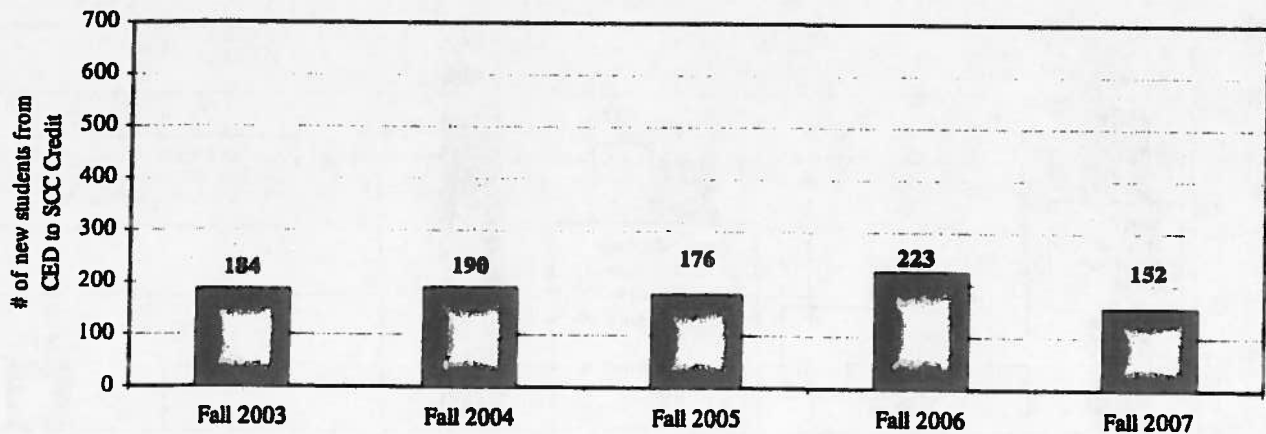
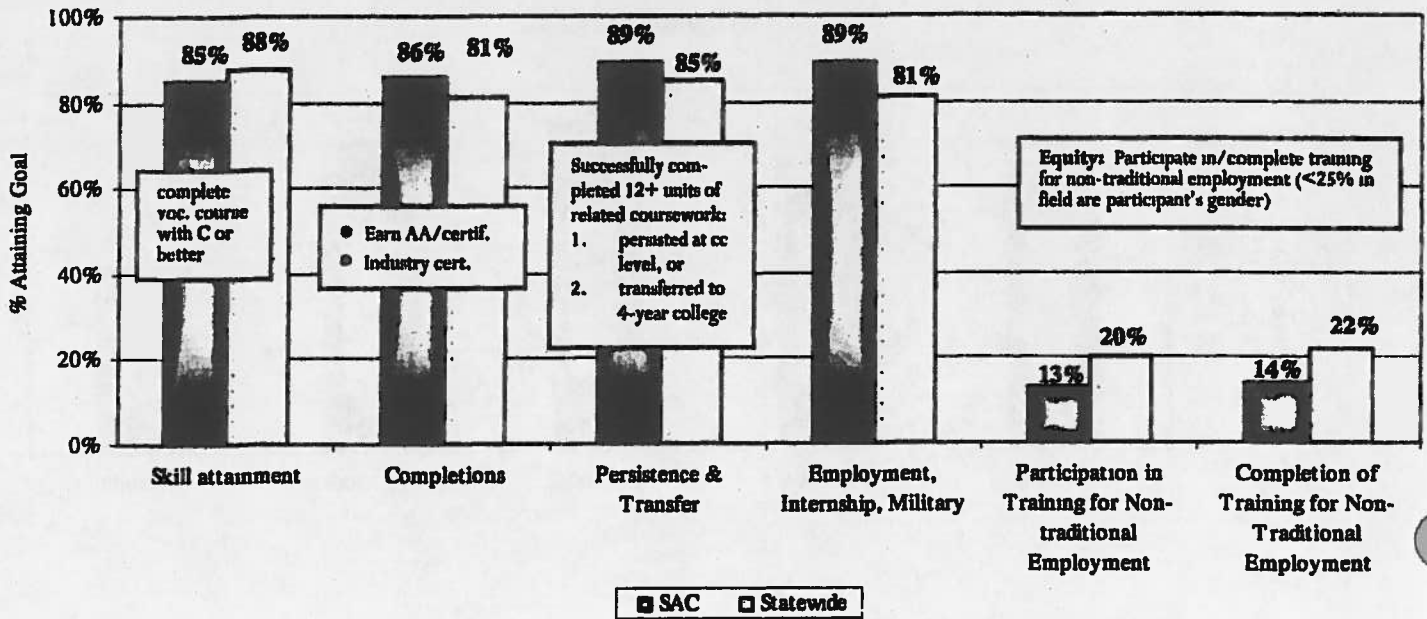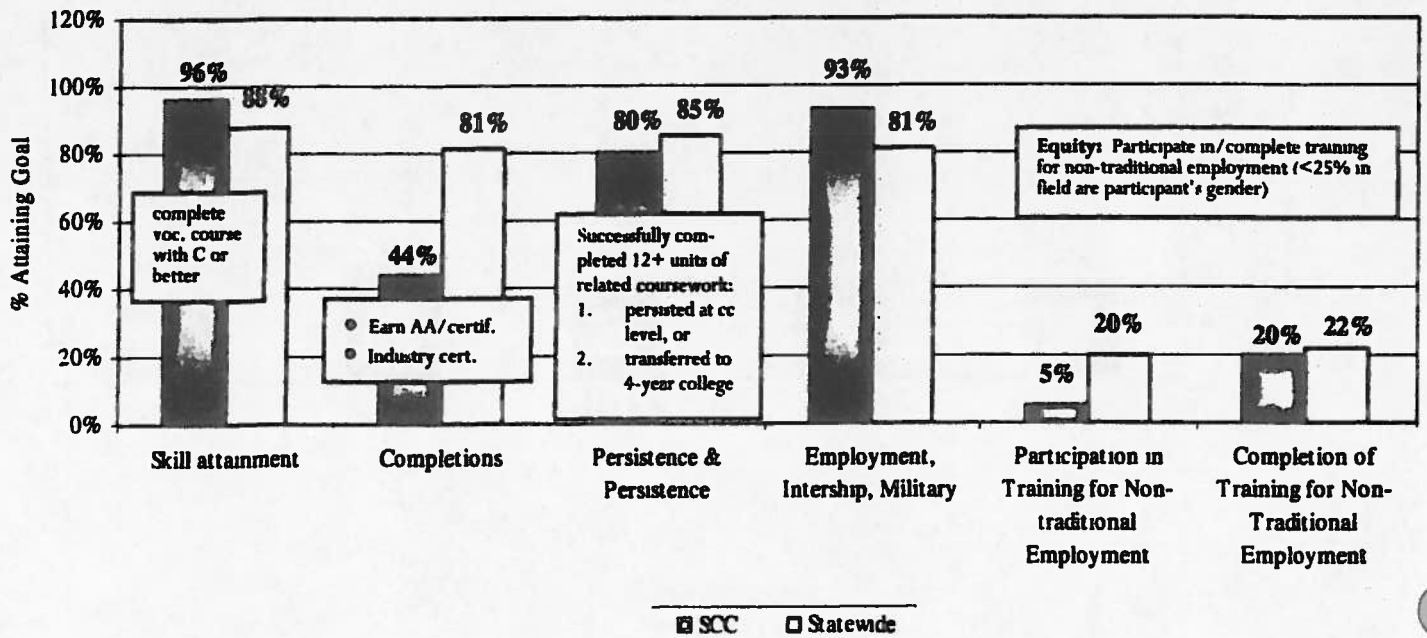## #9 VOCATIONAL TECHNICAL EDUCATION ACT (VTEA) CORE INDICATORS OF PERFORMANCE

Comparison of college performance to statewide community college performance on six "Core Indicators" established by the CCCCO to evaluate major areas of student performance in vocational programs. All indicators are based on 2006-07 data with the exception of training leading to non-traditional employment which is based on 2005-06, and track students up to four years.
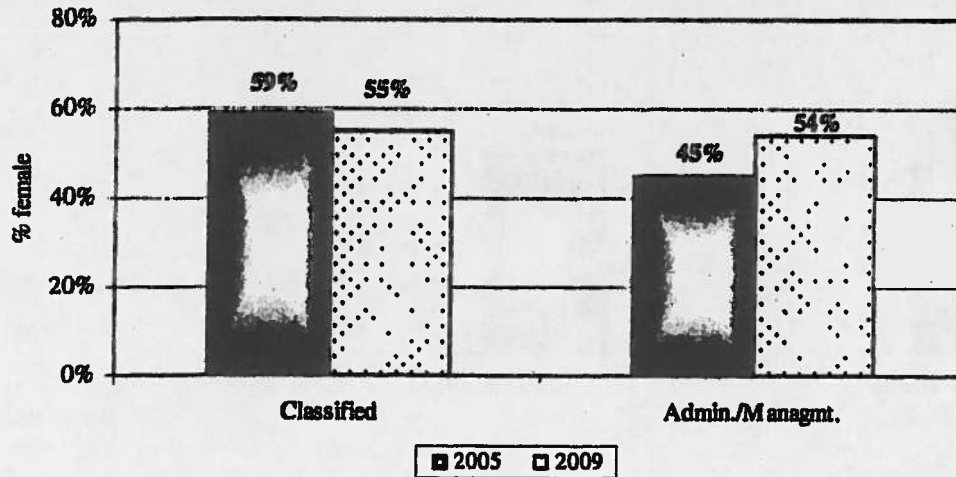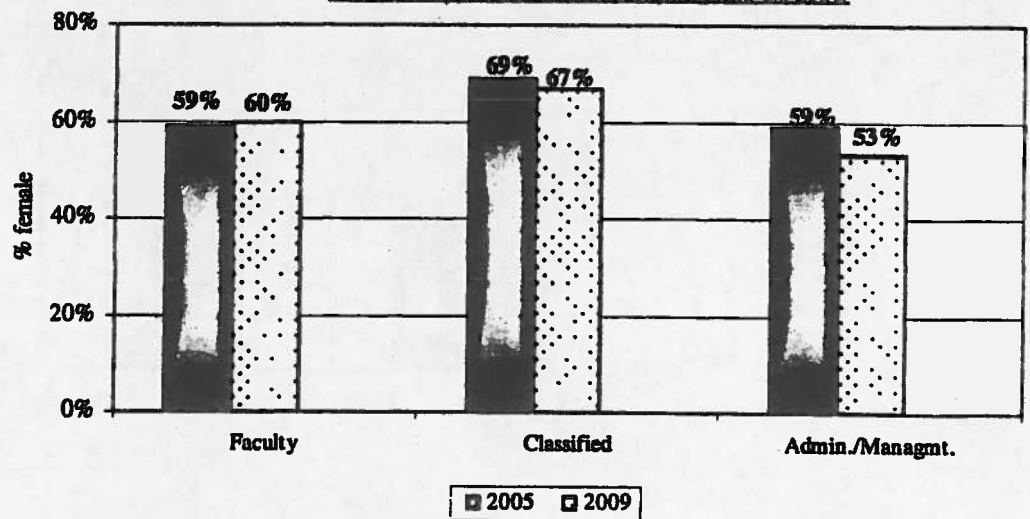
Performance at SAC

Chart "Performance at SAC" — % Attaining Goal (SAC vs Statewide):

- Skill attainment: 85% / 88% — complete voc. course with C or better
- Completions: 86% / 81% — Earn AA/certif.; Industry cert.
- Persistence & Transfer: 89% / 85% — Successfully completed 12+ units of related coursework: 1. persisted at cc level, or 2. transferred to 4-year college
- Employment, Internship, Military: 89% / 81%
- Participation in Training for Non-traditional Employment: 13% / 20% — Equity: Participate in/complete training for non-traditional employment (<25% in field are participant's gender)
- Completion of Training for Non-Traditional Employment: 14% / 22%

Legend: ■ SAC □ Statewide

Performance at SCC

Chart "Performance at SCC" — % Attaining Goal (SCC vs Statewide):

- Skill attainment: 96% / 88% — complete voc. course with C or better
- Completions: 44% / 81% — Earn AA/certif.; Industry cert.
- Persistence & Persistence: 80% / 85% — Successfully completed 12+ units of related coursework: 1. persisted at cc level, or 2. transferred to 4-year college
- Employment, Intership, Military: 93% / 81%
- Participation in Training for Non-traditional Employment: 5% / 20% — Equity: Participate in/complete training for non-traditional employment (<25% in field are participant's gender)
- Completion of Training for Non-Traditional Employment: 20% / 22%

Legend: ■ SCC □ Statewide

PAGE 14

#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender

Percentage of Female Employees at District Operations Center

Classified: 2005 = 59%, 2009 = 55%
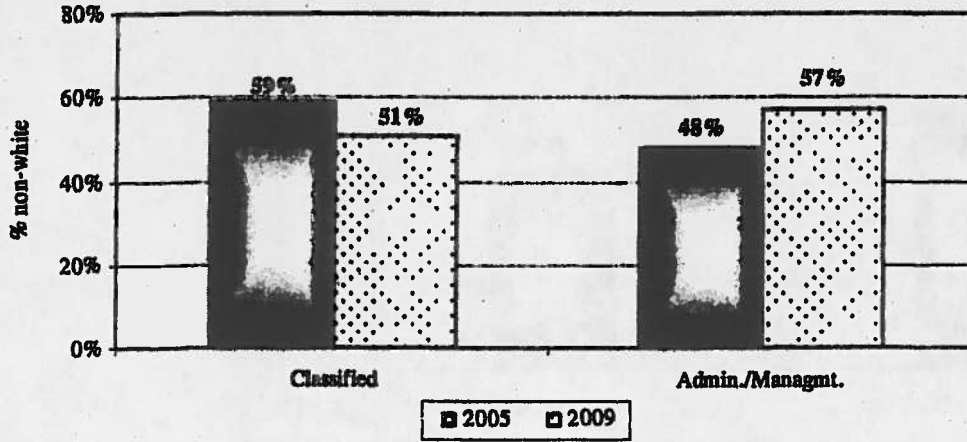Admin./Managmt.: 2005 = 45%, 2009 = 54%

□ 2005   □ 2009

Percentage of Female Employees at SAC

Faculty: 2005 = 59%, 2009 = 60%
Classified: 2005 = 69%, 2009 = 67%
Admin./Managmt.: 2005 = 59%, 2009 = 53%

□ 2005   □ 2009

Percentage of Female Employees at SCC

Faculty: 2005 = 65%, 2009 = 68%
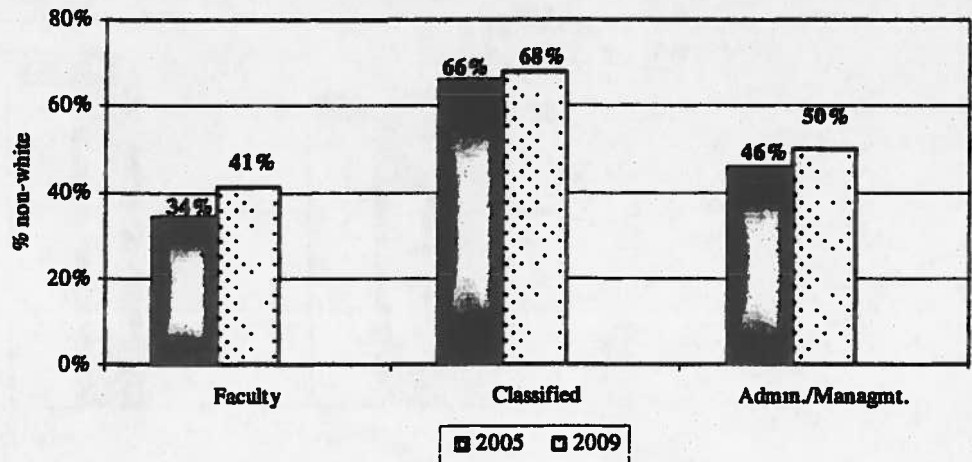Classified: 2005 = 77%, 2009 = 71%
Admin./Managmt.: 2005 = 62%, 2009 = 54%

□ 2005   □ 2009
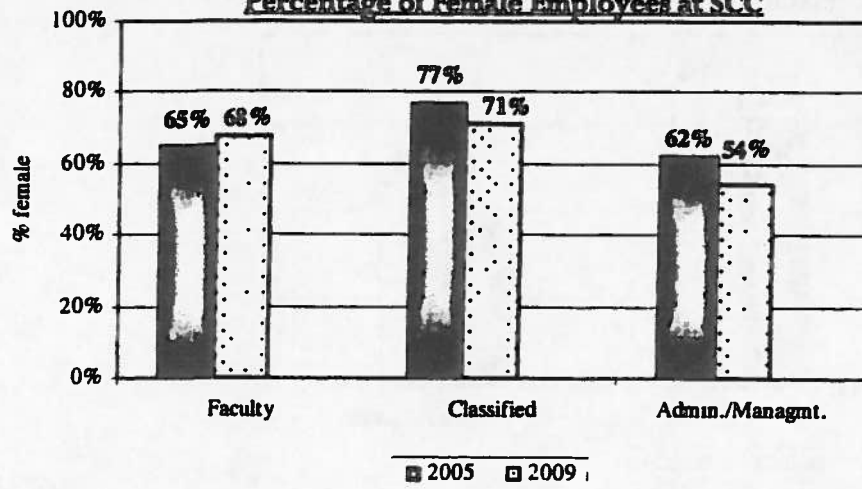
#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity

Percentage of Non-White Employees at District Operations Center

	Classified	Admin./Managmt.
2005	59%	48%
2009	51%	57%

■ 2005   ▣ 2009

Percentage of Non-White Employees at SAC

	Faculty	Classified	Admin./Managmt.
2005	34%	66%	46%
2009	41%	68%	50%

■ 2005   ▣ 2009

Percentage of Non-White Employees at SCC

	Faculty	Classified	Admin./Managmt.
2005	31%	61%	38%
2009	34%	67%	46%

■ 2005   ▣ 2009
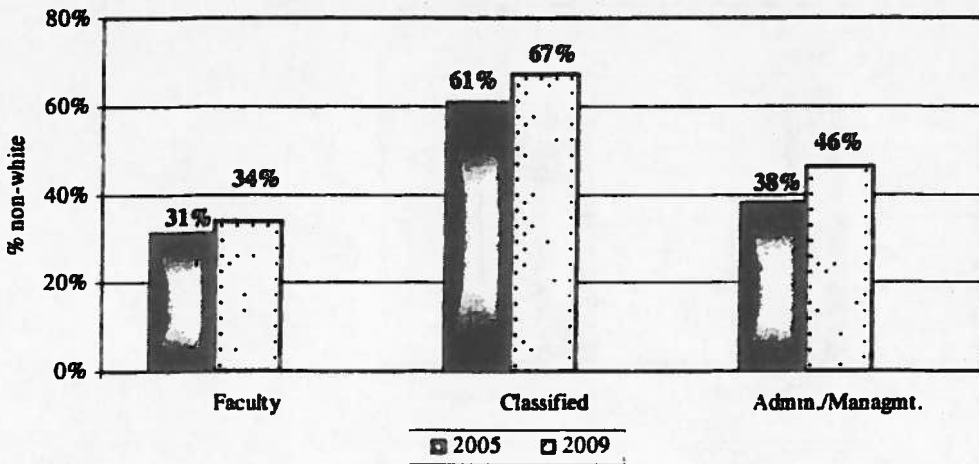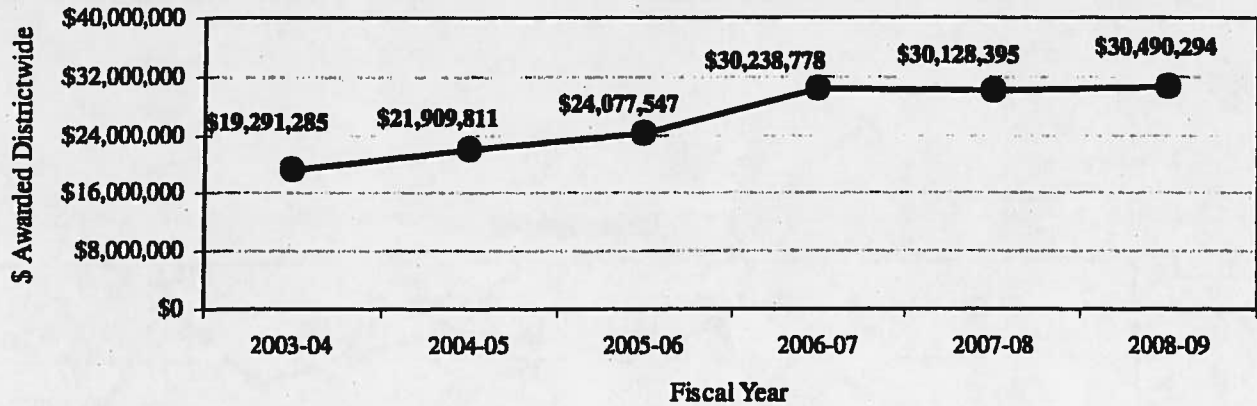
#11 FINANCIAL INDICATORS

Ending Fund Balance – Cash set aside as prudent reserve for extraordinary expenditures

5% of Total Expenditures - The amount established by the State Chancellor's Office as a measure of financial well-being (An unrestricted general fund reserve balance under 5% of total expenditures is a possible indication of financial problems.)
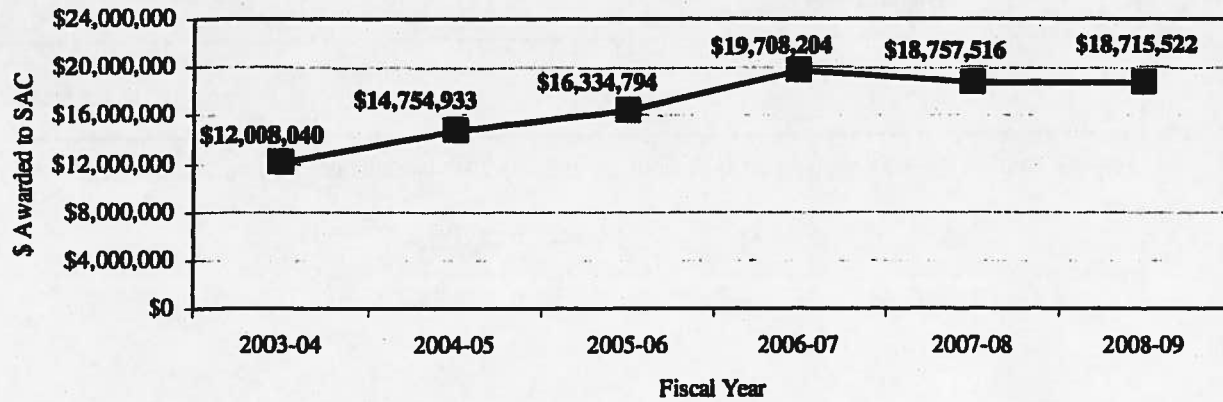
Ending Balance

Fiscal Year
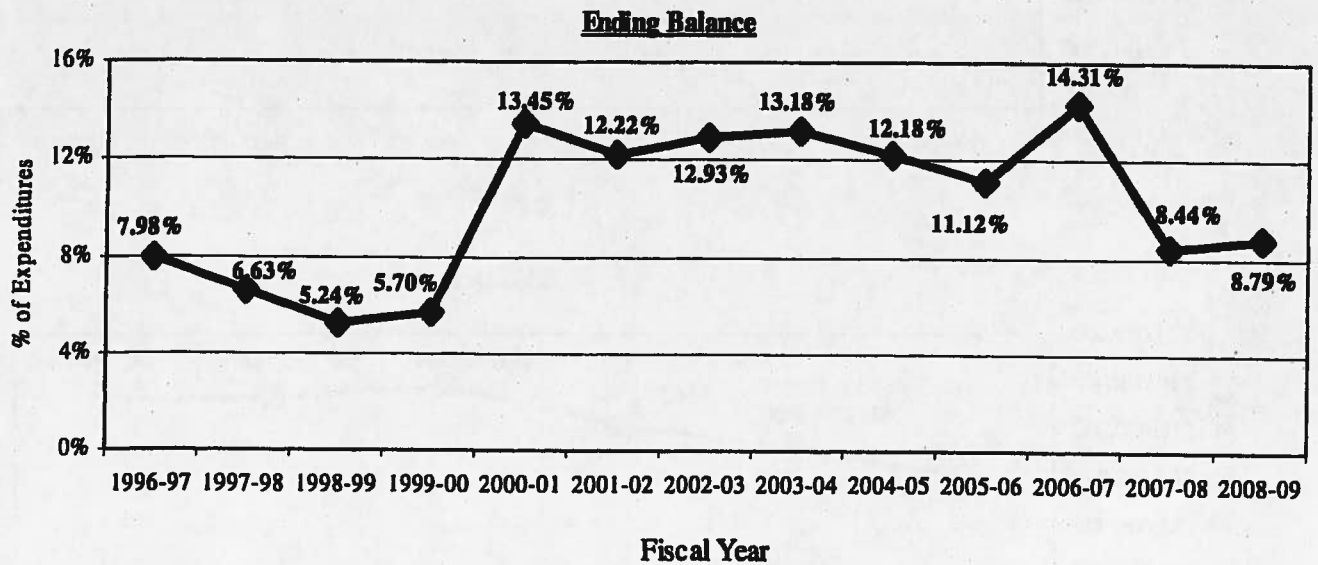
#12 RESOURCE DEVELOPMENT: Competitive and entitlement grants received

Total Grants Awarded Districtwide

Line chart — $ Awarded Districtwide vs. Fiscal Year:
- 2003-04: $19,291,285
- 2004-05: $21,909,811
- 2005-06: $24,077,547
- 2006-07: $30,238,778
- 2007-08: $30,128,395
- 2008-09: $30,490,294

SAC Grants

Line chart — $ Awarded to SAC vs. Fiscal Year:
- 2003-04: $12,008,040
- 2004-05: $14,754,933
- 2005-06: $16,334,794
- 2006-07: $19,708,204
- 2007-08: $18,757,516
- 2008-09: $18,715,522

SCC Grants

Line chart — $ Awarded to SCC vs. Fiscal Year:
- 2003-04: $2,346,924
- 2004-05: $2,245,429
- 2005-06: $3,257,893
- 2006-07: $4,443,183
- 2007-08: $5,610,834
- 2008-09: $5,260,228

#12 RESOURCE DEVELOPMENT: Financial aid awarded to students

Awarded by SAC and SCC
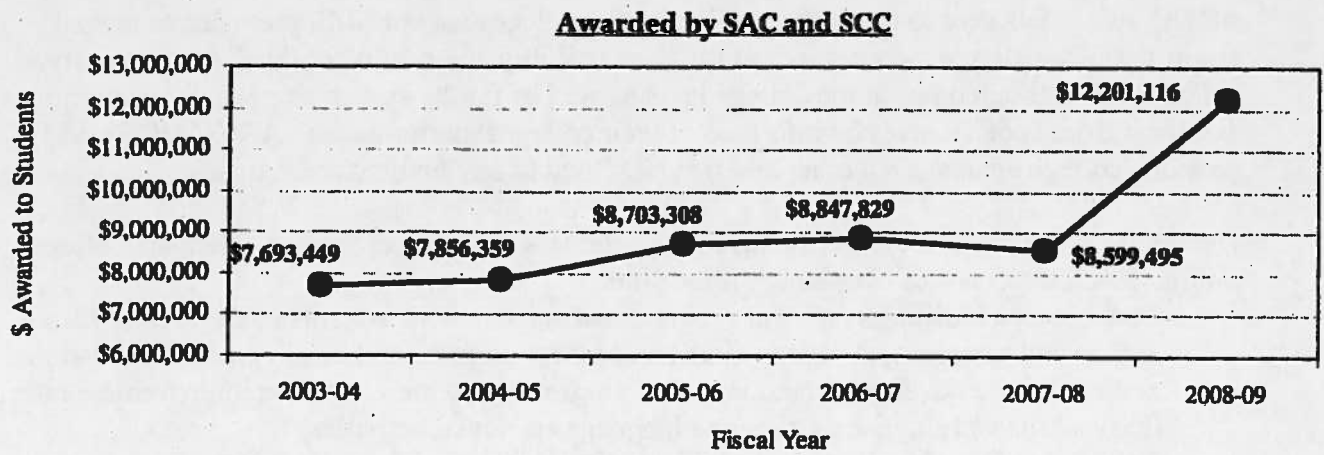
Accountability Reporting for the Community Colleges (ARCC)

California State Assembly Bill AB1417 required that the California Community Colleges provide a framework for system performance evaluation. The system office, in consultation with stakeholders, worked with the statewide research and planning group (RP Group) and with advisement from a panel of national experts in higher education accountability to develop ARCC.

ARCC, using data sent to the system office by the colleges via our MIS, provides an annual report to the legislature, sets a standard for accountability and results for the CA community colleges, reports outcomes at the college level as well as for the system as a whole, and requires that local Boards of Trustees be informed of their colleges' performance. ARCC DOES NOT rank one college against each other and it is NOT tied to any funding mechanism.

The 2009 reports include the following data for Santa Ana College, Santiago Canyon College, and the RSCCD School of Continuing Education:
- Performance indicators (student progress and achievement in terms of degree/certificate earned and transfer to 4-year institutions, student progress and achievement in vocational and workforce development courses and programs, and pre-collegiate improvement rates (basic skills and English as a second language curricular activities)
- College profiles (for all students, both credit and non-credit). College peer groupings – comparison of college performance indicators to a group of peer colleges (different peer groups are created for each measure, for each year; again there is no "ranking" intended).
- Responses to the data provided by college staff and the RSCCD Research Department.

Overall, the colleges are doing well:
- **SAC** performed above-average in four of the seven indicators and comparably to other colleges within its peer group for three indicators.
- At **SCC** rates have remained constant for three of the four indicators, and have shown improvement in the remaining four areas, performing comparably to others within our peer group.
- For the first time, **continuing education** programs contributed in a limited way to the ARCC report (career development and college preparation progress and achievement rates only) that is not representative of the RSCCD program. We have submitted extensive documentation in support of reevaluation of this indicator for future analyses.

Because student progress is so difficult to define in community colleges and methods of measurement are, at best, inconsistent (across institutions and reporting), it is recommended that we remain vigilant in our continuous review of all such reports while identifying and evaluating overall trends and meaningfulness, rather than individual measurements and "scores."

The Research Department publishes the 12 Measures of Success and multiple additional reports and analyses (Pathways to Persistence, Graduate Student Study, Transfer Student Study, etc.) which assist in ongoing assessment. The colleges use multiple measures of assessment and have embraced a "culture of assessment" and continuous improvement.

Santa Ana College
Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	46.4%	44.7%	44.9%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	74.2%	70.1%	72.2%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	68.6%	71.7%	76.6%

NA: This performance indicator is not applicable for schools of continuing education

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California Community Colleges

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ARCC 2009 Report: College Level Indicators

Santa Ana College
Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	88.5%	88.5%	89.6%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.7%	62.0%	60.5%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	30.7%	38.3%	55.3%
Basic Skills Improvement Rate	49.6%	50.8%	50.5%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

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Page 614

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3 1 (34)

Santa Ana College
Rancho Santiago Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	48,357	49,414	50,875
Full-Time Equivalent Students (FTES)*	21,999	22,814	23,640

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.
*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	13.8%	14.3%	14.7%
20 - 24	21.0%	20.8%	20.8%
25 - 49	55.4%	55.2%	54.3%
Over 49	9.7%	9.7%	10.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	37.9%	37.5%	38.2%
Male	62.1%	62.5%	61.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

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Page 615

State of California

3 1 (35)

Santa Ana College
Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	3.4%	3.1%	3.0%
American Indian/Alaskan Native	0.9%	0.6%	0.6%
Asian	10.6%	11.0%	11.1%
Filipino	1.7%	1.5%	1.3%
Hispanic	39.9%	38.6%	40.2%
Other Non-White	2.9%	3.2%	3.0%
Pacific Islander	0.6%	0.5%	0.5%
Unknown/Non-Respondent	5.4%	5.5%	5.8%
White Non-Hispanic	34.7%	36.0%	34.6%

Source: Chancellor's Office, Management Information System

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Page 616

State of California

3 1 (36)

Santa Ana College
Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.9	42.0	25.7	52.6	A6
B	Percent of Students Who Earned at Least 30 Units	72.2	73.9	67.9	82.7	B4
C	Persistence Rate	76.6	72.5	67.9	77.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.6	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	50.5	47.1	38.4	51.6	F6
G	Improvement Rate for Credit ESL Courses	55.3	49.7	32.4	68.2	G4

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Chancellor's Office
California Community Colleges

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Page 617

State of California

3 1 (37)

Santa Ana College
Rancho Santiago Community College District

College Self-Assessment

Santa Ana College (SAC) is one of two colleges in the Rancho Santiago Community College District. It is the fourth oldest in California at 94 years old. SAC served over 50,000 students in its credit program, and over 20,000 in its continuing education program, in the 2007-08 school year. SAC is located in a very dense urban area with one of the largest populations of foreign-born residents (55%) in the country; the highest percentage is comprised of Spanish-speakers (62%) with 24% considered "linguistically isolated" (no English spoken in the home). SAC students are typically the first in their families to attend college and come from households that are very low income by federal poverty standards. They are, however, extremely motivated to attend college and to succeed, and often see themselves as opening new doors of opportunity for their families through obtaining a college education.

Just over half of SAC's student body resides within district boundaries; with the remaining 45% coming from a wide array of cities across Orange, San Bernardino, and Los Angeles counties to enroll in programs that allow them to transfer to four-year institutions, attain vocational training, and gain professional and personal growth. SAC offers over 300 subjects leading to associate degrees or vocational certificates. The college has many outstanding programs that train students in a variety of career technical programs such as fire technology, criminal justice, paralegal, nursing, auto mechanics, and computer numeric control to name a few.

Within its peer group, SAC has demonstrated above average performance in four of the seven indicators: progress and achievement rates, persistence rates, and improvement rates for both basic skills and ESL coursework. The Basic Skills Task Force and faculty members continue to work collaboratively to implement many new innovations in the classroom, and to sustain innovative teaching and learning practices that have been documented to improve student academic achievement and persistence. SAC performed comparably to other colleges within its peer group for the remaining three indicators (percent of students who earned at least thirty units and annual successful course completion rates for both vocational and basic skills courses).

In 2007-2008, SAC awarded 1,377 AA/AS degrees and 528 certificates, and 1,677 students transferred to four-year institutions. Public safety and allied health continue to be the preeminent programs for growth and completion. Longitudinally, the demographics of SAC's student body have remained fairly constant and are representative of the community it serves.

SAC continues to celebrate its students' success and is proud to be part of their achievements. As an academic, workforce, cultural, and civic leader within and beyond central Orange County, we are deeply committed to serving our community.

Chancellor's Office
California Community Colleges
1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu

Page 618

State of California

3 1 (38)

Santiago Canyon College
Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	41.5%	44.8%	42.8%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	56.9%	56.7%	56.2%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	57.7%	68.4%	72.3%

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges
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Page 643

State of California

3 1 (39)

ARCC 2009 Report: College Level Indicators

Santiago Canyon College
Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	86.3%	87.2%	90.5%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	59.9%	58.4%	61.8%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	40.0%	60.0%	72.1%
Basic Skills Improvement Rate	58.6%	58.3%	57.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

Chancellor's Office
California Community Colleges

NA: This performance indicator is not applicable for schools of continuing education

Page 644

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State of California

3.1 (40)

ARCC 2009 Report: College Level Indicators

Santiago Canyon College
Rancho Santiago Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	20,645	21,356	23,974
Full-Time Equivalent Students (FTES)*	8,442	8,665	9,200

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management
Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.
*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	20.3%	20.9%	19.7%
20 - 24	30.0%	29.8%	28.0%
25 - 49	42.5%	42.5%	44.6%
Over 49	7.2%	6.9%	7.6%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	35.3%	33.7%	32.0%
Male	64.7%	66.3%	68.0%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

ARCC 2009 Report: College Level Indicators

Santiago Canyon College
Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	2.4%	2.4%	2.4%
American Indian/Alaskan Native	1.1%	1.1%	1.0%
Asian	7.1%	7.0%	6.6%
Filipino	1.5%	1.5%	1.6%
Hispanic	37.8%	37.9%	40.3%
Other Non-White	3.3%	3.6%	4.0%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	4.7%	5.0%	4.7%
White Non-Hispanic	41.5%	40.8%	38.7%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

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Page 646

State of California

3.1 (42)

Santiago Canyon College
Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	42.8	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	56.2	67.0	56.2	74.0	B1
C	Persistence Rate	72.3	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	90.5	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	57.2	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	72.1	53.6	15.7	75.0	G3

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Chancellor's Office
California Community Colleges

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Page 647

State of California

3 1 (43)

Santiago Canyon College
Rancho Santiago Community College District

College Self-Assessment

Santiago Canyon College (SCC) is one of the newest community colleges in the state and is one of two colleges in the Rancho Santiago Community College District (RSCCD). Over half (59%) of the 20,000 students served each year reside in cities within the district's boundaries. The college was first accredited in January 2000, reaffirmed in January 2006, and in October 2008 went through the self-study process to align with that of our sister college, Santa Ana College.

SCC completed its first comprehensive five-year Educational Master Plan in 2002, which was updated in 2007 to reinforce the link between educational planning and resource allocation and increased course and degree offerings with an emphasis on distance learning. Feeder high schools that experienced an increase in graduation rates in past years are now projecting a slight decrease in coming years. However, SCC draws students from other areas (41% from outside district boundaries), who find our location to be convenient, our faculty and staff helpful, and our programs aligned with their needs. Specifically, SCC's non-traditional programs (distance education and apprenticeships) comprised primarily (87%) of students residing outside district boundaries. In general, the students attending classes on campus reflect the diversity of our community; gender distributions are influenced by a large number of apprenticeship enrollments. These trends in student demographics have remained fairly constant over time.

Student progress and achievement rates, the percent of students earning at least thirty units (for degree-seeking students), and basic skills improvement rates have remained constant across the three study cohorts. Additional state funding for basic skills in recent years has enabled the expansion of offerings and services such as a writing center, math tutoring, and expanded counseling services.

Overall, persistence rates, the annual successful course completion rate (credit basic skills) and the improvement rate for ESL have increased and are comparable within our peer group. In 2008, SCC continued to assess and enhance its student support services to include these activities:
- Academic and student support service orientation prior to placement testing.
- Smaller orientation groups (20 students) for the High School Early Decision Program.
- Counselor follow-up visitations to all algebra and pre-algebra classes.
- Onsite counseling in the Academic Success Center to provide academic and career counseling.
- Specialized counselors to conduct classroom visitations to evening vocational classes.
- A one-day extended freshman program (Discover SCC) to orient students to study skills, transfer services, campus life activities, and academic and student support services.

SCC recently dedicated its new softball complex; construction of the maintenance/operations facilities and the new science center are targeted for completion summer 2009; and design plans for a new gymnasium and humanities building are in process at DSA. Our faculty and staff are committed to developing and providing innovative, high quality educational and support programs to promote student learning.

Chancellor's Office
California Community Colleges

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Page 648

State of California

3.1 (44)

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	NA %	NA %	NA %

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	NA %	NA %	NA %

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	NA %	NA %	NA %

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges

Page 529

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State of California

3 1 (45)

ARCC 2009 Report: College Level Indicators

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course Completion Rate for Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course Completion Rate for Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

Table 1.5:
Improvement Rates for ESL and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6:
Career Development and College Preparation (CDCP) Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	1.7%	2.6%	1.7%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education

Chancellor's Office
California Community Colleges
1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu

Page 530
State of California

3 1 (46)

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	43,750	43,290	44,581
Full-Time Equivalent Students (FTES)*	.		

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.
*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	18.1%	20.1%	21.1%
20 - 24	17.5%	16.3%	15.3%
25 - 49	48.1%	46.8%	47.0%
Over 49	16.3%	16.6%	16.4%
Unknown	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	47.8%	48.8%	50.5%
Male	48.9%	48.1%	48.6%
Unknown	3.3%	3.1%	0.9%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

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Page 531

State of California

3 1 (47)

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	0.8%	0.8%	0.8%
American Indian/Alaskan Native	0.3%	0.3%	0.4%
Asian	4.9%	5.7%	5.1%
Filipino	0.4%	0.3%	0.4%
Hispanic	64.2%	63.1%	64.1%
Other Non-White	1.0%	0.7%	0.9%
Pacific Islander	0.2%	0.1%	0.2%
Unknown/Non-Respondent	20.7%	21.2%	19.2%
White Non-Hispanic	7.4%	7.8%	9.1%

Source: Chancellor's Office, Management Information System

Chancellor's Office
California Community Colleges

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Page 532

State of California

3 1 (48)

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

Chancellor's Office
California Community Colleges

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu

Page 533

State of California

3 1 (49)

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Self-Assessment

The Rancho Santiago Community College District (RSCCD) Continuing Education Division (RSCED) is housed at three major sites located in the cities of Orange and Santa Ana, along with 116 satellite locations throughout our service area to serve the needs of our diverse communities. Orange County, a very dense urban area, is populated by one of the nation's highest number of foreign-born residents, non-English-speaking households, and very low educational attainment leading to minimal career opportunities.

RSCED faculty and staff are proud about the positive contributions that noncredit programs and services provide toward student success. RSCCD is, therefore, concerned about the low Career Development and College Preparation (CDCP) progress and achievement rates that appear on Table 1.6 of this report for the following reasons:

1)   The current measures do not accurately measure our CDCP programs' contribution to student success. First, many students may try a credit course either before or simultaneously realizing a CDCP program is the best educational path for them. These students have arbitrarily been removed from ever being counted as a CDCP success. Second, CDCP students work and attend school on a part-time basis and are the least academically prepared, yet all of their achievement must occur on a timeline geared for the fully prepared full-time student.

2)   Students enrolling in our continuing education programs are, traditionally, transient in nature. This is compounded by Orange County's high cost housing market that has forced many residents to relocate before completing our programs.

3)   Guidelines for the CDCP Program were established in spring 2007 and have since undergone several modifications. Although we received CCCCO approval for several certificate programs in spring 2007, we are still in the approval process for others. As with most new programs, it will require several years to see measurable and meaningful results.

4)   Our current student records system lacks the ability to adequately track student progress. RSCCD has invested in a more effective student records system and staff has been diligently working to ensure a smooth transition as we migrate to the new system in July 2009.

The RSCED program will continue its efforts to improve student success by continuing to:

1)   work with the Chancellor's Office to ensure all certificates are approved in a timely manner so that we can counsel students towards an appropriate CDCP-defined program to address their educational goals.

2)   improve articulation between our credit and noncredit programs through the enhancement of our student records system (Spring 2009), as well as collaboration between faculty and staff to ensure successful transition between programs.

3)   collaborate with faculty and staff to better align curriculum with appropriate student support services.

4)   work on the design and development of a student progress tracking program.

We will continue to assess our programs to ensure they serve the unique needs of our ever-changing community and look forward to seeing the impact of our efforts in future reports.

Chancellor's Office
California Community Colleges

1102 Q Street   Sacramento, California 95811-6539   www.cccco.edu

Page 534

State of California

3.1 (50)

WE WANT YOUR OPINION FOR PLANNING

For our annual RSCCD board planning retreat coming up, we'd like your opinions about the Board's 2007-2009 vision statement and goals.
Please return either the electronic or hard copy version to Nga Pham by June 15, 2009.

Name of your group _____ HRES _____   Name of individual submitting this form: _____ John Didion _____

VISION STATEMENT	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.		
We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being	We continue to be proactive in fostering the economic development of our region. Both the SBDC and IWE have exceeded performance goals and have been recognized for outstanding performance	Re-affirm
We will be a leader in the state in student learning outcomes Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives		

GOALS	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement		
2 Increase access and retention for completion programs, including transfer, vocational, and high school diploma programs, and prepare students for success in their academic, career, and personal life endeavors		Although retention and completion goals should be re-affirmed, access is likely to be restricted by the financial crisis and the goal should be revised accordingly
3 Implement facilities master plans, and incorporate "green" efforts into facilities development and other efforts where possible and cost-effective		
4. Promote flexible, cost-effective educational programs and services, including the use of cutting-edge technology and educational program delivery via technology.		
5. Pursue alternative funding sources to implement the district's vision and goals, and encourage the foundations to create plans for capital campaigns and alumni association development.	We continue to be a leader in obtaining grants and categorically-funded resources.	Re-affirm
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.	We have maintained a positive and productive work climate despite the hiring freeze and budget reductions. Staff development opportunities have been greatly reduced due to budget cuts	Staff development resources will be severely limited and the goal should be revised to reflect this
7. Expand partnerships with business, labor, community groups, universities, schools, and other public agencies in order to ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields	We are pursuing partnerships to enhance programs and are pursuing federal stimulus funds. The SAC President and Ex. VC both continue to serve on the city of Santa Ana Workforce Investment Board.	Reaffirm
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges, and community involvement through outreach and advocacy among community constituencies and leaders.		

3.1 (52)

WE WANT YOUR OPINION FOR PLANNING

For our annual RSCCD board planning retreat coming up, we'd like your opinions about the Board's 2007-2009 vision statement and goals.
Please return either the electronic or hard copy version to Nga Pham by June 15, 2009.

Name of your group: <u>Santa Ana College</u>   Name of individual submitting this form: <u>Erlinda Martinez</u>

VISION STATEMENT	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.	SAC budget priorities reflect the primacy of student academic success and the adequacy of course offerings Program restructuring driven by budget constraints accomplished by analyzing the impact on instruction, student success, and the overall comprehension of the college's academic program.

Priorities established by Budget Committee | Revise to make the statement more focused. It is currently framed in such a wide ranging fashion that it is not clear what success would look like or how it would be measured |
| We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups   We will enhance our communities' cultural, educational, and economic well-being | Intersegmental and inter-agency partnerships have expanded over the past year in CTI, resource development, and fundraising

Joint use agreement in light of budget, renegotiated CEC | Re-affirm |
| We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives. | A number of SAC leaders have created model SLO frameworks that have been fully implemented and replicated elsewhere

Vision theme expands beyond learning outcomes to incude engagement in diverse community. | Reframe to say that RSCCD will implement a robust program of establishing and assessing student learning outcomes

How will leadership be defined? |

GOALS	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	SAC's learning communities have maintained their strong position as a student success engine at SAC, producing an accelerated rate of course completion and degree attainment 30 academic departments have completed the Portfolio Assessment/Program Review. All departments have completed SLOs for the seven college-wide core competencies. All student services and administrative services programs conduct annual program review. The President's Council also conducts its own planning portfolio annually The Academic and Co-Curricular Exploration Team has been formed to consider closer links between academic affairs and student services, sharing of resources, possible coordination of physical facilities, possible staffing cross-over, etc The College received a Faculty Inquiry Network (FIN) Grant to study Generation 1.5 students, consider testing/placement issues and possible make curricular changes to English/ESL tracks. We are also involved in a Faculty Inquiry Group (FIG) grant on Generation 1.5 with five faculty participating Faculty have been trained by WestEd Leadership Institute in Reading Apprenticeship Training. A workshop was given to interdisciplinary faculty so that they may infuse reading into the curriculum more effectively Eighty-two faculty have completed On Course training and will become trainers and train other SAC faculty on these skills. The Professional Development/CLI Advisory Workgroup was formed as a subcommittee of the TLC to enhance engagement in faculty development, SLOs, etc They have implemented the *Best Practitioners' "45-Minute How to....."* program with faculty experts teaching these skill sets to our faculty in small setting environments. This program has received much positive feedback and departments are requesting additional meetings	Re-affirm

3 1 (54)

GOALS	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
2. Increase access and retention for completion programs, including transfer, vocational, and high school diploma programs, and prepare students for success in their academic, career, and personal life endeavors	SAC has updated its matriculation plan and created a far-reaching set of student success initiatives in association with its Basic Skills Initiative A robust set of transfer-supporting programs continues to be available to students through the work of SAC counselors and faculty We are also working with UCI and CSUF to underwrite netbooks for all SAC students who participate in the SAC Research Scholars Program In addition, the University Transfer Center, the Honors Transfer Program, U-LINK, the Center for Teacher Education, MESA, and more continue to support students with mentoring and case management towards transfer. A collaborative bridge program is in place to encourage advancement of continuing education students into college credit programs of study Special matriculation programs and services are offered in this program on a year-round basis. The Scholarship program has been expanded through the addition of the Opportunity Scholarship fund, which served nearly 100 students this year with direct funding to support their education Financial aid awareness activities on campus and community increased the number of aid applications and funds awarded to students at SAC We continue to explore and expand offerings in distance education mode, which allows students to access courses and materials at all times. Faculty members continue to use various instructional methodologies and technology to reach students to enhance non-traditional delivery SAC continued universal college application process for all SAUSD students Expanded concurrent enrollment activities for pre-college students in the SAC service area. Pilot CTE/Multi Pathway program partnership with SAUSD to begin occupational certificate requirements while in high school Begins Spring 2009 recruitment for Fall 2009	Re-affirm

GOALS	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
3. Implement facilities master plans, and incorporate "green" efforts into facilities development and other efforts where possible and cost-effective	The Environmental Workgroup was established to oversee recycling efforts as well as initiatives for Green Efforts college-wide We have a comprehensive environmental plan that addresses issues of recycling and conservation, energy conservation, purchasing/disposal of supplies and equipment, grounds keeping, water use, and transportation Numerous containers/receptacles have been placed around each campus for recycling The Environmental Committee is working with the Engineering Club to develop campus student activities that includes recycling, conservation, and energy efficiency through art/literature/signage designed by student groups and through campus events The I Building meets LEED Standards. There is a management system to control the temperature, the class schedule will be used to know when to turn on HVAC, skylights and windows were installed to provide natural lighting, placement of solar panels is being investigated. The Honors Program has established an eco-recycling project and website http.//www.flickr.com/people/plast eco	Re-affirm
4. Promote flexible, cost-effective educational programs and services, including the use of cutting-edge technology and educational program delivery via technology	To determine if our students have the technology skill sets needed to be highly competitive in today's workforce, the college has surveyed both incoming freshman and SAC graduates to identify what skills they come in with, what skills they leave our college with, and what they still lack so that we can better fill that gap. More work needs to be done and then we will ask faculty to engage in interdisciplinary dialogue on this issue ITS has implemented an email strategy that utilizes students' current email for registration. If needed, a college email will be issued for students who don't have a personal email account. Budget constraints have limited this goal However, the new Classroom Building I is fully mediated, and expansions/upgrades to additional classrooms will be funded by BSI funds.	Re-affirm

	GOALS	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
5.	Pursue alternative funding sources to implement the district's vision and goals, and encourage the foundations to create plans for capital campaigns and alumni association development.	SAC has continued to pursue and receive supplemental funds to support student success and innovation. A new endowment, Santa Ana College. ENLACE, was created with a $100,000 contribution from the W.K. Kellogg Foundation in conjunction with the Hispanic Education Endowment fund to benefit SAC students in perpetuity. SAC has four active Science, Technology, Engineering, Math (STEM) grants Improvement has been noted in the following areas better identification of students in these majors, more counseling support for students in STEM careers, increased counselor training on STEM careers and pathways, increased faculty participation in support of STEM students, etc A federal Earmark to enhance laboratory facilities for Nursing, Pharmacy Technology, OTA and EMT is in place. A CTE Pathways grant has been awarded to connect high school occupational programs with the college programs.	Re-affirm
6.	Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology	The School of Continuing Education has created a blog about BSI to communicate easily regarding issues that concern everyone Professional Development/CLI Advisory Workgroup "45-Minute How To " faculty experts. Faculty surveys were administered to identify and prioritize professional development and technology needs. The TLC sponsored presentations on SLO development/assessments and PA/PR writing strategies New data applications (phone system, student information system (Datatel), open source WIKI software) have been installed. SAC intranet site – "InsideSAC" has been enhanced to promote sharing of core competencies strategies and assessments. BSI Website has been developed which includes templates for techniques and processes.	Re-affirm

GOALS	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
7. Expand partnerships with business, labor, community groups, universities, public schools, and other public agencies in order to ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.	A piloted CTE/Multiple Pathway program was designed in partnership with SAUSD to provide local high school students with opportunity to begin coursework leading to occupational certificate while still in high school. Our Middle College High School program was named a California Distinguished School because of its academic success Approximately 1000 middle school students benefit from the Homework for College program for 7th and 8th graders in SAUSD middle schools This effort will be a foundation for SAUSD's expanded career and college planning efforts, which will be incorporated into the core curriculum for grades 6-12 beginning next year. Intersegmental faculty work has been expanded through the CTE/Multiple Pathways Initiative Approximately 40 faculty, administrators, and staff from SAUSD and SAC have been meeting regularly to build career pathways through the new Career Academy Scholar Program	Re-affirm
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges, and community involvement through outreach and advocacy among community constituencies and leaders.	The college president meets regularly with neighborhood groups and has launched a set of good neighbor activities inviting community members to on-going college activities in athletics, arts and culture The SAC Foundation has expanded community outreach activities fundraising, *friendraising*, and alumni activities throughout the year Multi-Ethnic and SA Civic Leadership Initiatives centered on community problem-solving, networking, and social justice issues as is the content of the monthly program seminars for those two distinctive efforts. More than 100 agencies currently participate in the Service Learning program, through activities coordinated with instruction, career development, public service, and student life. An extensive feeder system has been established to maximize college access for local high school graduates in Santa Ana. The Santa Ana Partnership supports academic achievement improvements throughout secondary schools locally.	Re-affirm

3.1 (58)

WE WANT YOUR OPINION FOR PLANNING

For our annual RSCCD board planning retreat coming up, we'd like your opinions about the Board's 2007-2009 vision statement and goals.
Please return either the electronic or hard copy version to Nga Pham by June 15, 2009.

Name of your group: __SCC Cabinet & Academic Senate Leadership__   Name of individual submitting this form: __Mary Halvorson__

Vision Statement	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.		Re-affirm
We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.		Re-affirm
We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.		Re-affirm

Goals	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	Expanded the curriculum to serve a growing and diverse student population. Added a new degree and certificate in Apprenticeship Electricity, Intelligent Transportation Systems Electrician Option. Researched and in the initial stages of adding an arborist certificate program. Developed instructional strategies to meet the increasing demand for student basic skills instruction. Assessed student success in the American College English Program and the Academic Success Center and Math Center. Instituted a Writing Center. Promoted and encouraged innovative learning environments such as linked courses and learning communities. Celebrated the success of students at the Scholarship Ceremony, ASG Leadership Banquet, Honors Program Banquet, Wall of Transfers, Forensics Program and Model United Nations Awards, Student Art Display and Juried Awards and Scholarships and Graduation ceremonies for credit and non-credit.	Re-affirm
2. Increase access and retention for completion programs, including transfer, vocational, and high school diploma programs, and prepare students for success in their academic, career, and personal life endeavors.	Developed alternative scheduling for all students, full and part-time, working and non-working, including offering early morning classes and online sections. Awarded a CTE (Career Technical Education) Grant for outreach to at-risk and low-income high school students to pipeline into the career programs with a goal of becoming a CTE instructor.	Re-affirm

3.1 (60)

Goals	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
	Increased the number of AA and AS degrees by 66 or 7% and transfer completion of vocational students by 40 or 32%.

Separated the online schedule of classes for each college, but provided an easy link for students to also check the schedule at our sister college.

Increased and improved access to college website functions by re-designing and streamlining the College homepage and web pages for greater user ease. Updated information and checked all links.

Increased and improved services for night and weekend students, including offering evening job fairs and transfer fairs.

Continued to develop courses that promote access to the requirements of the AA degree and transfer degree requirements to UC, CSU, and private universities.

Increased services to address the needs of adult re-entry students (30+), increasing Latino population; additional basic skills instruction, students transitioning between careers, students matriculating from non-credit to credit programs; high school students within our District; working night students and single parents.
Evaluated and implemented needed student service programs.

Established and enhanced available resources online to maintain flexible availability of schedules to students | |

Goals	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
3. Implement facilities master plans, and incorporate "green" efforts into facilities development and other efforts where possible and cost-effective.	Maintained an actively involved College-wide facilities committee. Developed or improved the following facilities: Quads/plazas/gathering areas, multi-media and high tech classrooms, conference center space, Bookstore, marquee/sign, additional parking, landscaping/art/sculptures With the upcoming availability of the new Science Building, Career Education Division and program space will be expanded, existing space is currently being evaluated for efficiency and appropriateness of how facilities are used for student access, productivity, and program needs Scheduling of facilities is being evaluated and re-organized for effective facility usage "Green" efforts are being incorporated into facility development, and evaluation of the impact of facilities expansion on parking	Re-affirm
4. Promote flexible, cost-effective educational programs and services, including the use of cutting-edge technology and educational program delivery via technology.	Utilized appropriate annual reports from the SCC Educational Master Plan, evaluated the success of college wide planning with resource support Followed the five-year technology plan to ensure that college wide technology applications are current, cost effective, and integrated with the District wide technology vision. Encouraged the use of high tech media resources to enhance classroom instruction Assisted the SCC Technology Committee to keep abreast of technical innovations and equipment	Re-affirm

Goals	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
5. Pursue alternative funding sources to implement the district's vision and goals, and encourage the foundations to create plans for capital campaigns and alumni association development.	Increased awareness and investigated new and alternative sources of additional money for college grants, partnerships and foundation support. The Foundation instituted the SCC Hall of Fame event to assist in the development of the alumni association with the dual purpose of enhancing the system to track and contact graduates and to support alumni association planning and activities. Foundation Director connected with business and community leaders to encourage support and mutually beneficial partnerships. The SCC Financial Aid Awareness Day resulted in the receipt of over 3,000 applications, a 30% growth from the year before Work study allocation increased by 50% to $98,000	Re-affirm
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.	Pursued and built business and industry alliances for additional resources, equipment, and technology support, with excellent results in the Career Education Division. Promoted and supported professional development and training of faculty and staff, including a three-day On-Course Workshop in Fall 08, and a one-day Workshop, Spring 09, and a number of Student Learning Outcome and Assessment Workshops throughout the academic year. Staff and faculty were trained in the use of Datatel and the new District wide phone system.	Re-affirm
7. Expand partnerships with business, labor, community groups, universities, schools, and other public agencies in order to ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.	Fostered mutual support with unified school districts including meetings with OUSD Executive Director of Secondary Education and consideration of offering college courses on high school campuses, in particular, a math course particular to the CTE Grant Fostered continued mutual support and articulation with colleges and universities through the Articulation Officer, Honors Program and administrative attendance at UC and CSU meetings	Re-affirm

Goals	HIGHLIGHT RSCCD/SAC/SCC'S PROGRESS	SHOULD THE BOARD RE-AFFIRM, DELETE, OR REVISE THIS?
	and serving on State-wide committees. Established and maintained collaborative partnerships with other educational institutions, including through attendance at the various Region VIII meetings and professional conferences. Enhanced college-wide participation in community sponsored activities, including Community Science Night. Enhanced contacts with chambers of commerce, homeowners associations and non-profit agencies through the Foundation and campus events open to community members. Fostered mutual involvement with business and industry, non-profit and advisory councils, in particular, through the Career Education Technical Advisory Committee meetings.	
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges, and community involvement through outreach and advocacy among community constituencies and leaders.	Partnered with the District to continue to develop a more comprehensive college-wide marketing strategy. Supported collaboration between credit and noncredit programs and assisted students with matriculation through Outreach and student events held on both the credit campus and the non-credit campus Using data from the District Research Office, determined community needs and trends to increase target marketing and outreach to: re-entry adults, including veterans; adults needing basic skills, through the Academic Success Center, underserved populations; K-12 students and counselors, through KinderCaminata, Senior Day, Early Decision, Parents' meetings, High School Counselor Breakfast and Student Transition Council meetings.	Re-affirm

RSCCD "PLAN TO PLAN"

JULY 13, 2009

Board of Trustees' Annual Planning Retreat

Focus on Today's Session

- Measures of Success

- Information, key trends and growth

- Refine vision and goals - discussion

How Do We Evaluate Ourselves?
Summary of 12 Measures of Success

- Access
- Successful course completion
- Course retention
- College-level skills attainment
- Graduation
- Transfers
- Student satisfaction
- Matriculation of CE students to credit
- Vocational technical education core indicators of performance
- Employee diversity
- Financial indicators
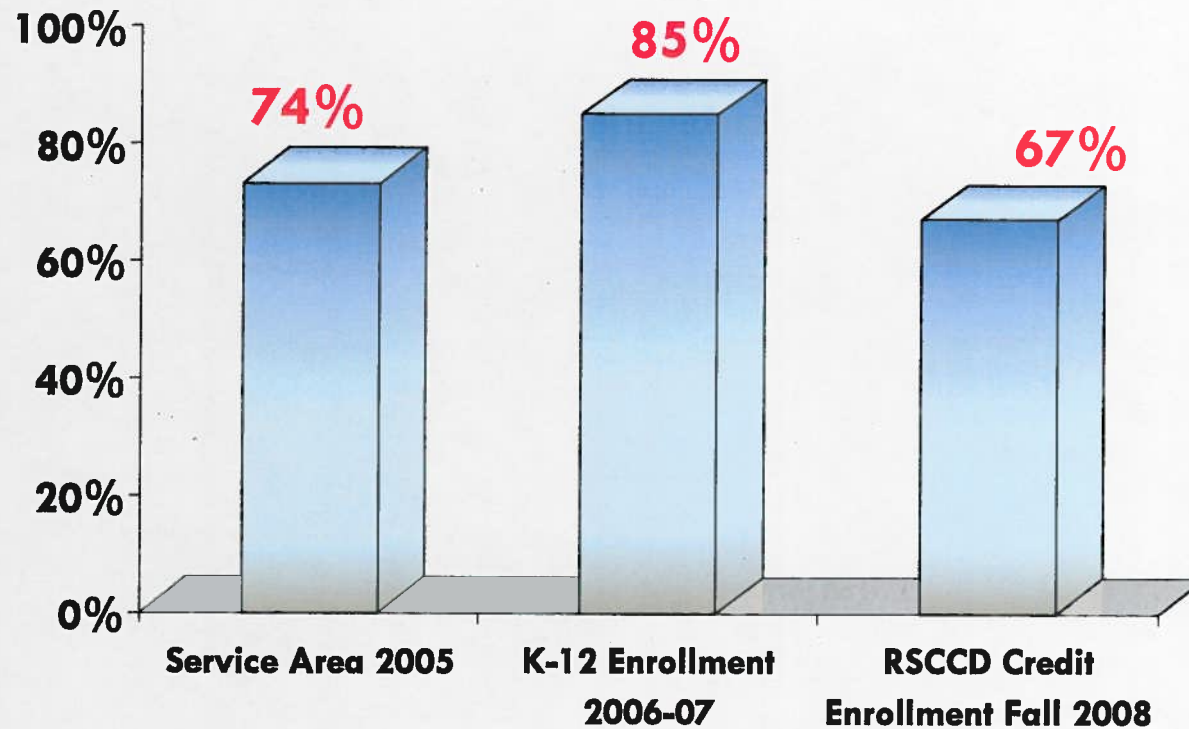- Resource development

Measure 1: Access to Students
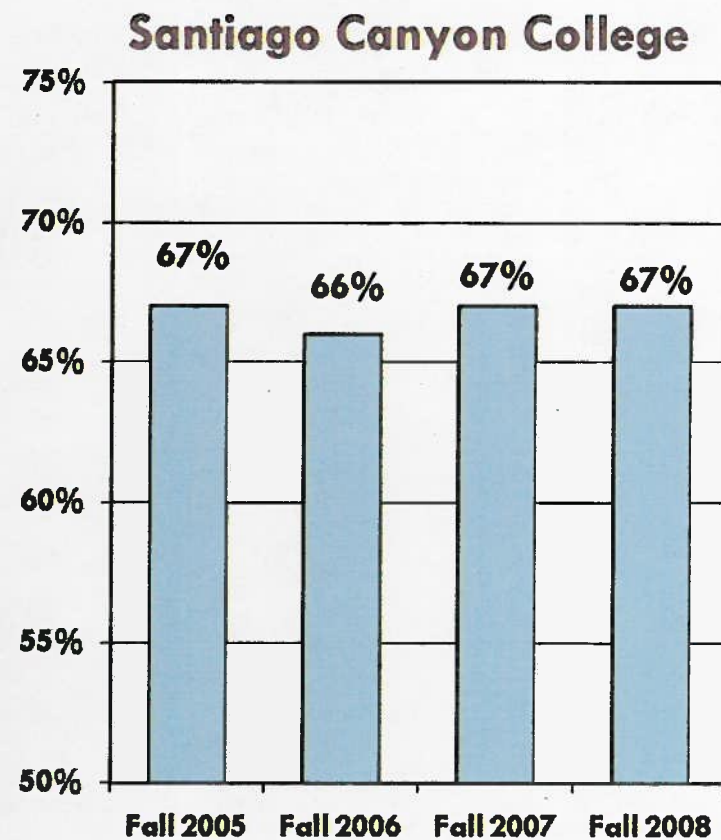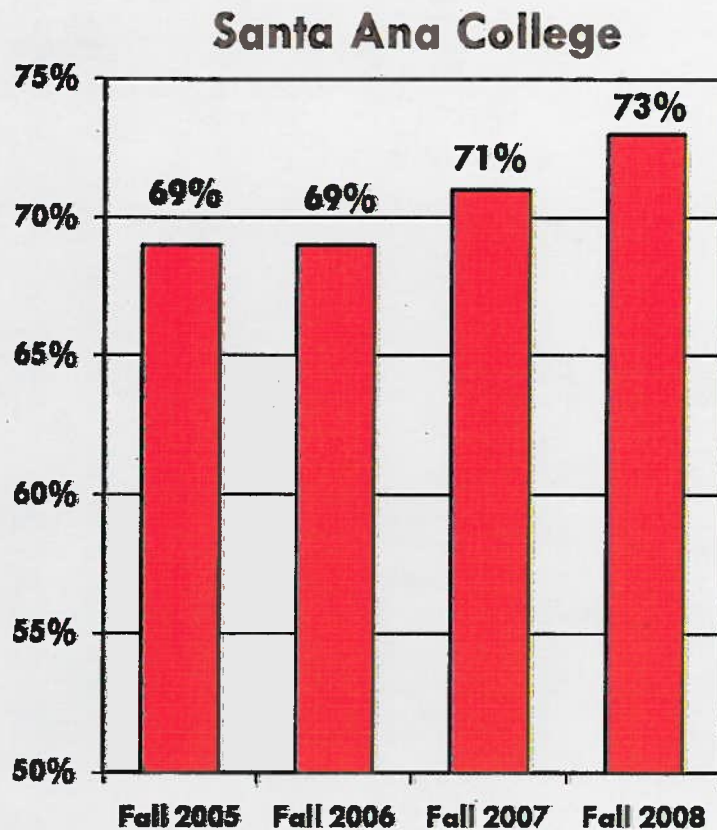## Feeder High School Graduates Enrolled as New Freshmen

% of New HS Graduates Enrolled at RSCCD

Santa Ana — Orange — Garden Grove
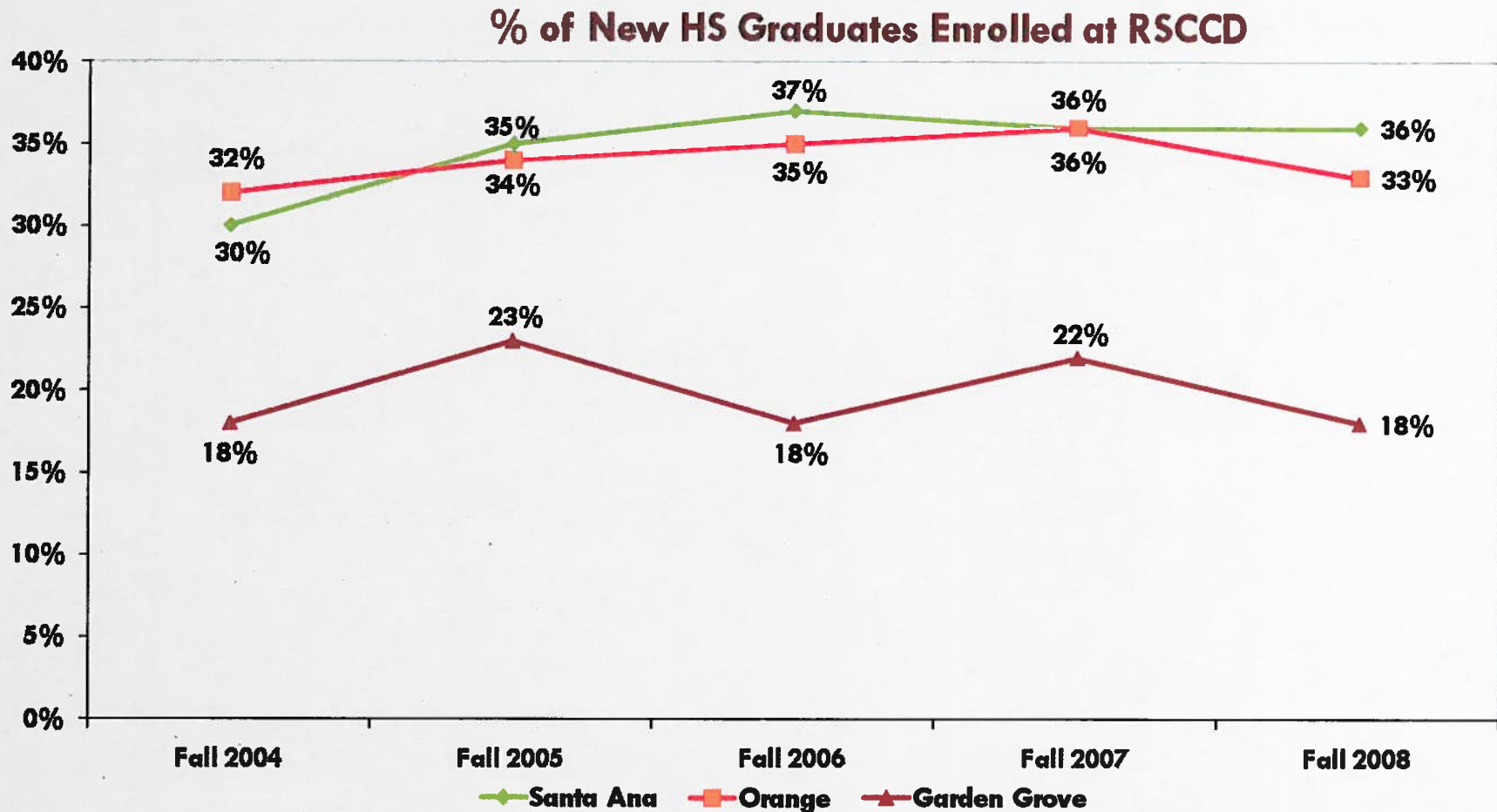
Measure 1: Access to Students
Enrollment and Service Area Population Ethnicity

% Non-White

Measure 2: Successful Course Completion

Measure 3: Course Retention

Santa Ana College
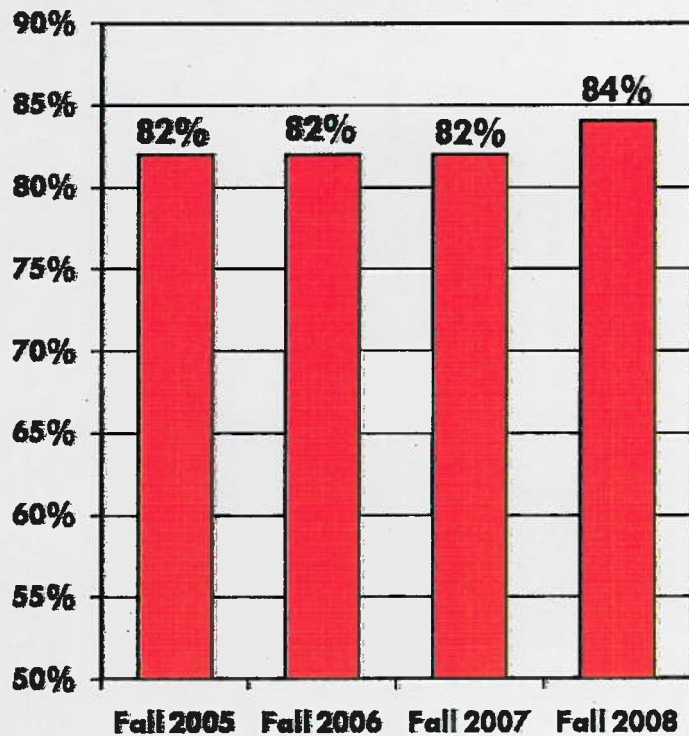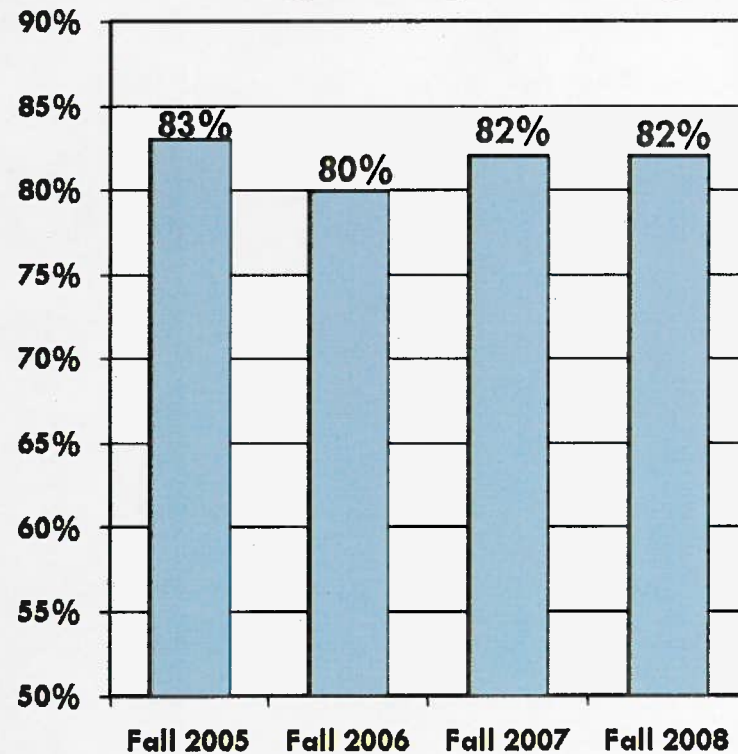
90%	
85%	84%
82%	82%	82%
80%	
75%	
70%	
65%	
60%	
55%	
50%	

Fall 2005 Fall 2006 Fall 2007 Fall 2008

Santiago Canyon College

90%	
85%	83%
80%	82%	82%
80%	
75%	
70%	
65%	
60%	
55%	
50%	

Fall 2005 Fall 2006 Fall 2007 Fall 2008

Measure 4: College-Level Skill Attainment

Completion of College Level Coursework by Test Takers with Remedial Scores

Levels below **English** college level	SAC	SCC
1 level	39%	47%
2 levels	25%	31%
3 levels	39%	47%
4 levels	33%	33%
5 levels	25%	35%
6 levels	18%	39%
7 levels	14%	35%
8 levels	4%	---

Measure 4: College-Level Skill Attainment

Completion of College Level Coursework by Test Takers with Remedial Scores

Levels below **Math** college level	SAC	SCC
1 level	38%	41%
2 levels	21%	22%
3 levels	11%	---

Measure 5: Graduates
AA/AS Degrees & Certificates Awarded

Santa Ana College

Bar chart — Santa Ana College, Number of Graduates by Graduating Year:

Graduating Year	AA/AS	Certificates
2004-05	1394	602
2005-06	1350	487
2006-07	1295	905
2007-08	1377	528

Santiago Canyon College

Bar chart — Santiago Canyon College, Number of Graduates by Graduating Year:

Graduating Year	AA/AS	Certificates
2004-05	650	144
2005-06	633	210
2006-07	683	230
2007-08	636	226
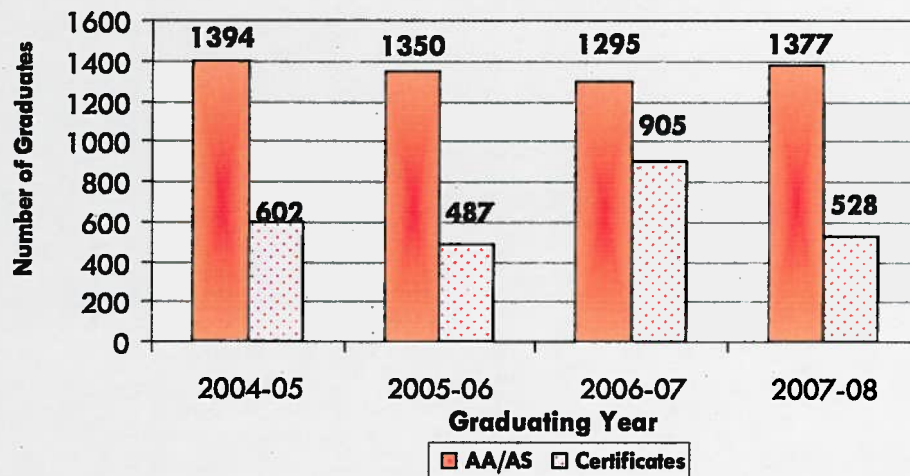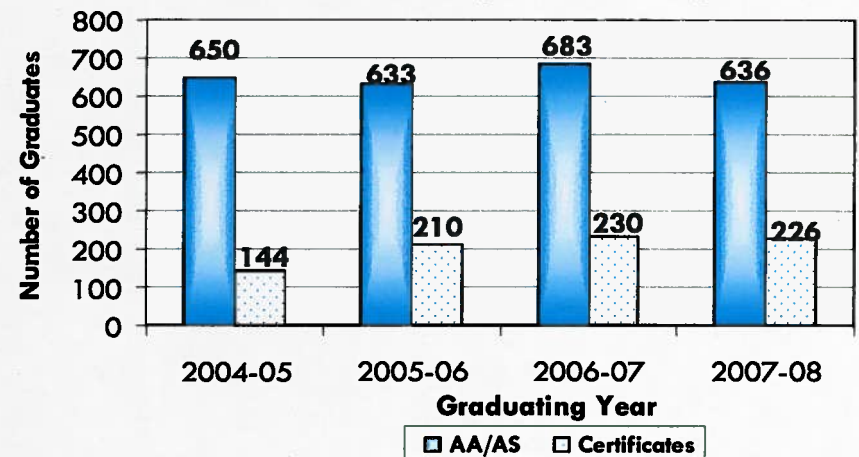
Measure 5: Graduates
High School Diplomas Awarded

Santa Ana College

# of diplomas

- 2004-05: 130
- 2005-06: 113
- 2006-07: 146
- 2007-08: 185

Graduating Year

Santiago Canyon College

# of diplomas

- 2004-05: 75
- 2005-06: 99
- 2006-07: 120
- 2007-08: 124

Graduating Year
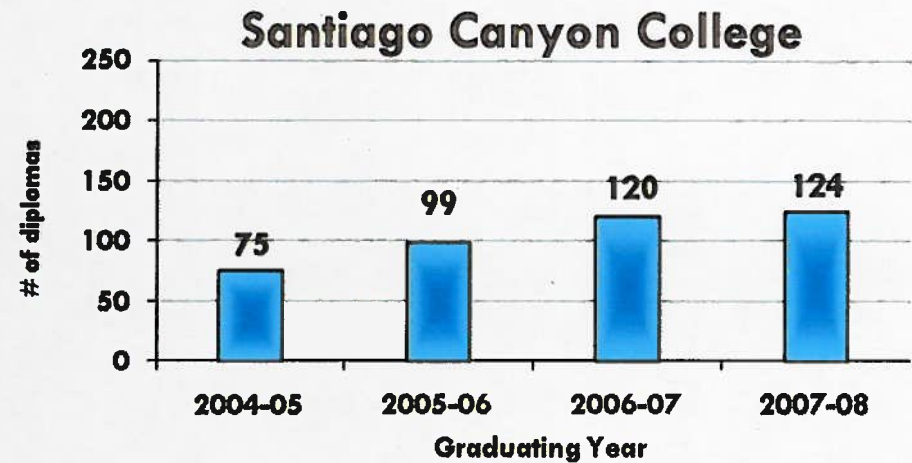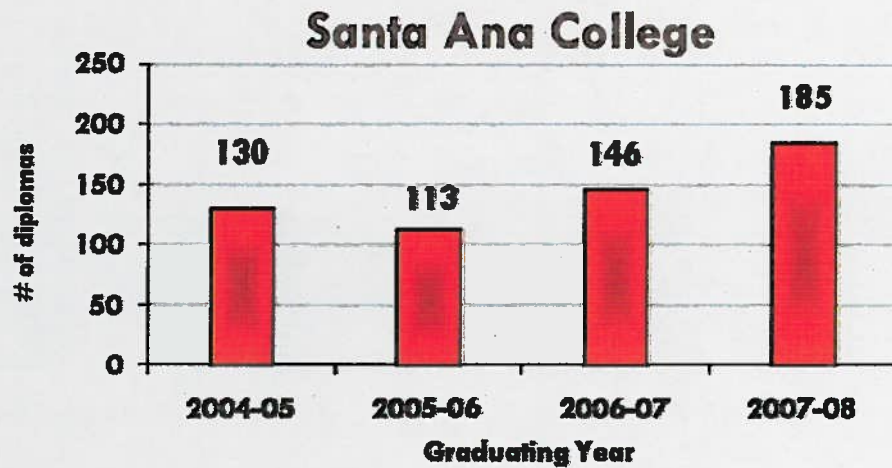
Measure 6: Transfers

SAC Transfers

Year	CSU	Private or Out-of-State	UC
2004-05	522	279	126
05-06	784	375	151
06-07	927	529	222
07-08	818	651	208
08-09	1077	450	264

SCC Transfers

Year	CSU	Private or Out-of-State	UC
2004-05	378	267	120
05-06	471	309	160
06-07	568	331	157
07-08	360	206	104
08-09	371	270	117
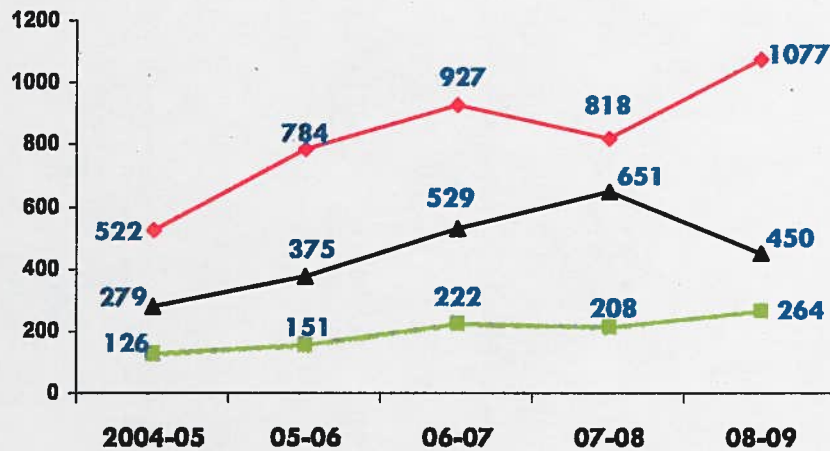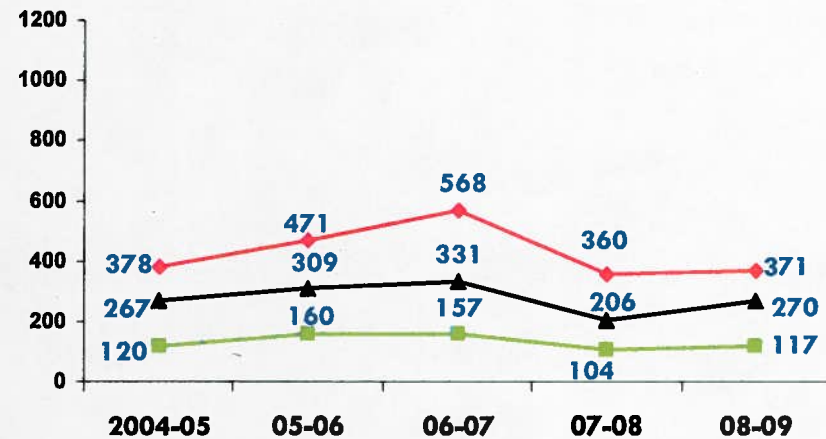
◆ CSU   ■ UC   ▲ Private or Out-of-State

Measure 7: Student Satisfaction

"The effectiveness of my classroom experience is good/excellent"

- **SAC**   current students   80%
                 graduates   87%
                 transfers   91%

- **SCC**   current students   83%
                 graduates   87%
                 transfers   89%

Measure 7: Student Satisfaction

Examples of SAC Core Competencies

"Respect and work with people of different cultural backgrounds."

- ❑ Current Students   73%
- ❑ Graduates   81%
- ❑ Transfers   84%

"Interact with others with integrity and awareness of others' opinions/values."

- ❑ Current Students   71%
- ❑ Graduates   79%
- ❑ Transfers   79%

Measure 7: Student Satisfaction

Examples of activities that support SAC Core Competencies

"Participated in class discussions."

- Current Students   95%
- Transfers   73%

"Worked on a paper/project using ideas from different sources."

- Current Students   93%
- Transfers   90%

Measure 7: Student Satisfaction
Examples of SCC Student Learning Outcomes

"Take responsibility for one's learning and well-being."

- Current Students 78%
- Graduates 86%
- Transfers 87%

"Communicate ideas in a clear and articulate manner."

- Current Students 70%
- Graduates 90%
- Transfers 71%

Measure 7: Student Satisfaction

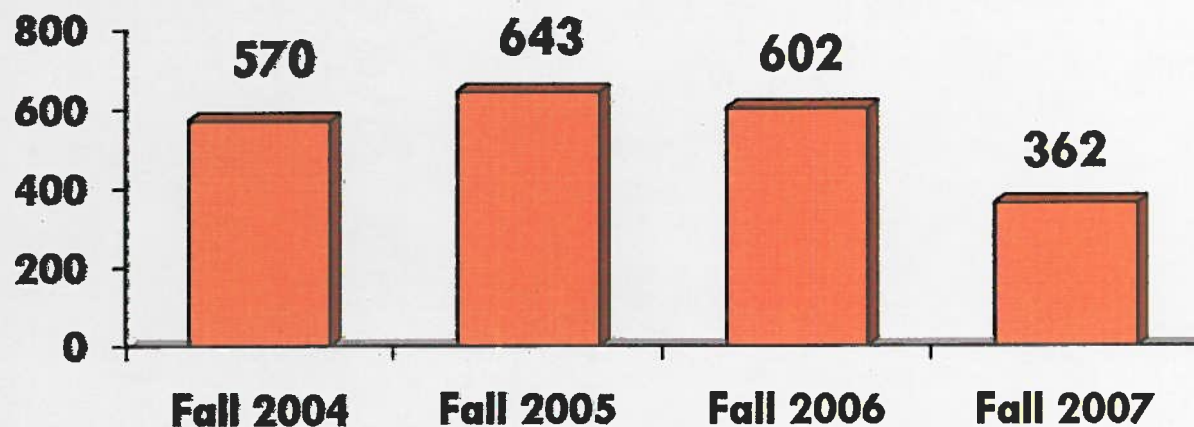## Examples of activities that support SCC SLO's

"Participated in class discussions."

- ❑ Current Students   97%
- ❑ Transfers   69%

"Worked on a paper/project using ideas from different sources."

- ❑ Current Students   93%
- ❑ Transfers   89%

Measure 8: Matriculation of Continuing Education Students to Credit Program

CED to SAC Credit

Fall 2004	Fall 2005	Fall 2006	Fall 2007
570	643	602	362

CED to SCC Credit

Fall 2004	Fall 2005	Fall 2006	Fall 2007
190	176	223	152
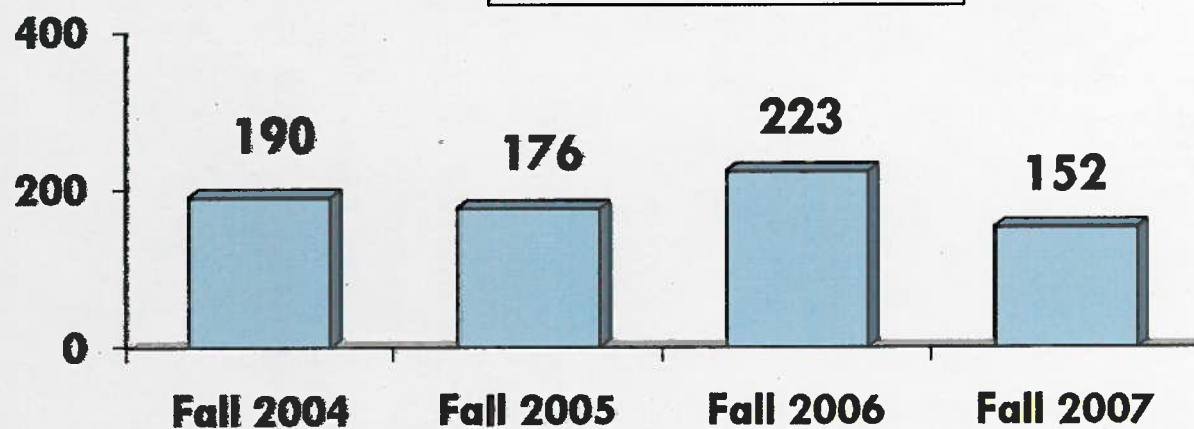
Measure 9: Vocational Technical Education Core Indicators of Performance (2006-07 cohort)
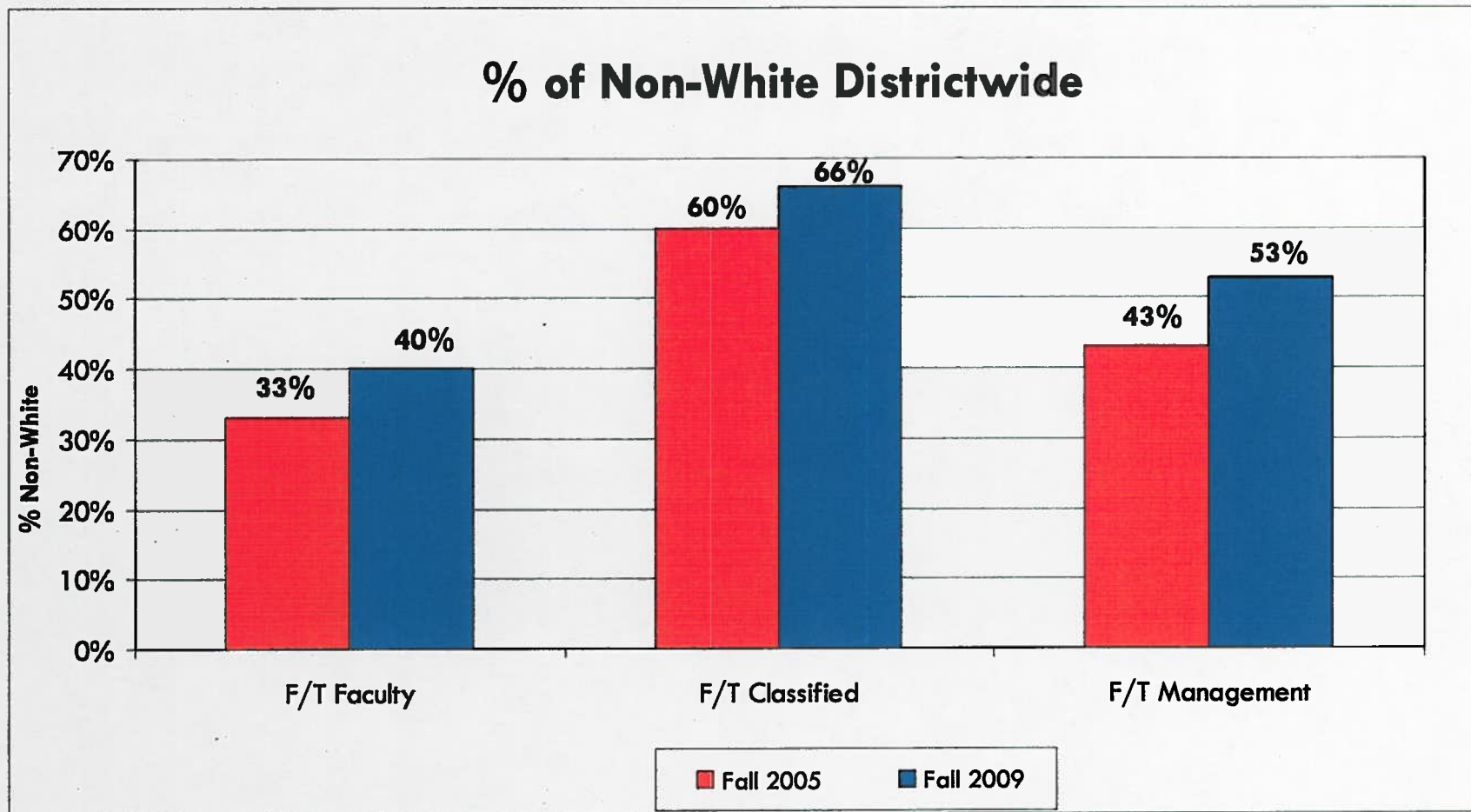
Students in apprenticeship and vocational courses:

	SAC	SCC	CA
Successful course completion	85%	96%	88%
Earn AA degree, certificate, or credential	86%	44%	81%
Persistence and transfer	89%	80%	85%
Employment, internship, or military enlistment	89%	93%	81%
Participation in training for non-traditional employment	13%	5%	20%
Completion of training for non-traditional employment	14%	20%	22%

Measure 10: Employee Diversity

% of Non-White Districtwide

Measure 11: Financial Indicators

Ending Balance (% of Expenditures)

Year	Value
1996-97	7.98%
1997-98	6.63%
1998-99	5.24%
1999-00	5.70%
2000-01	13.45%
2001-02	12.22%
2002-03	12.93%
2003-04	13.18%
2004-05	12.18%
2005-06	11.12%
2006-07	14.31%
2007-08	8.44%
2008-09	8.79%
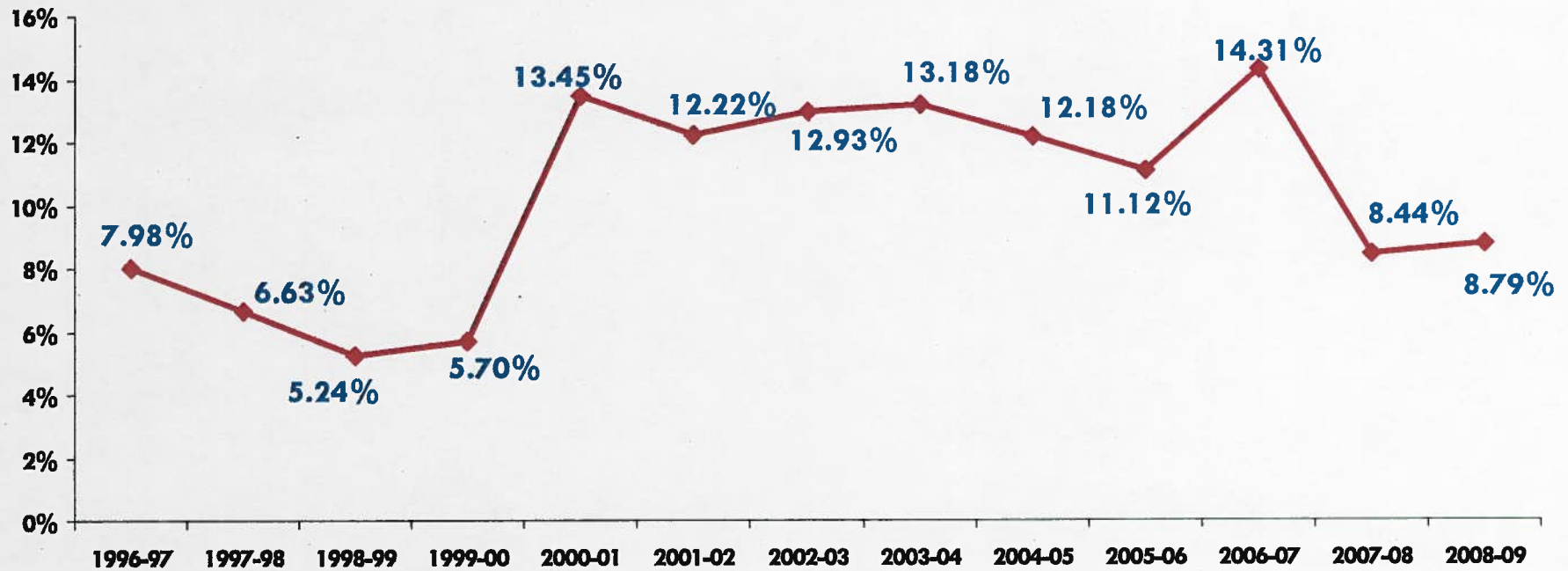
Measure 12: Resource Development

Competitive Grant Income

Millions of Dollars

- 2002-03: $4.5
- 2003-04: $4.9
- 2004-05: $5.8
- 2005-06: $8.4
- 2006-07: $9.1
- 2007-08: $7.9
- 2008-09: $8.4

Measure 12: Resource Development
Financial Aid Awarded

Fiscal Year	Financial Aid Awarded
2003-04	$7,693,449
2004-05	$7,856,359
2005-06	$8,703,308
2006-07	$8,847,829
2007-08	$8,599,495
2008-09	$12,201,116
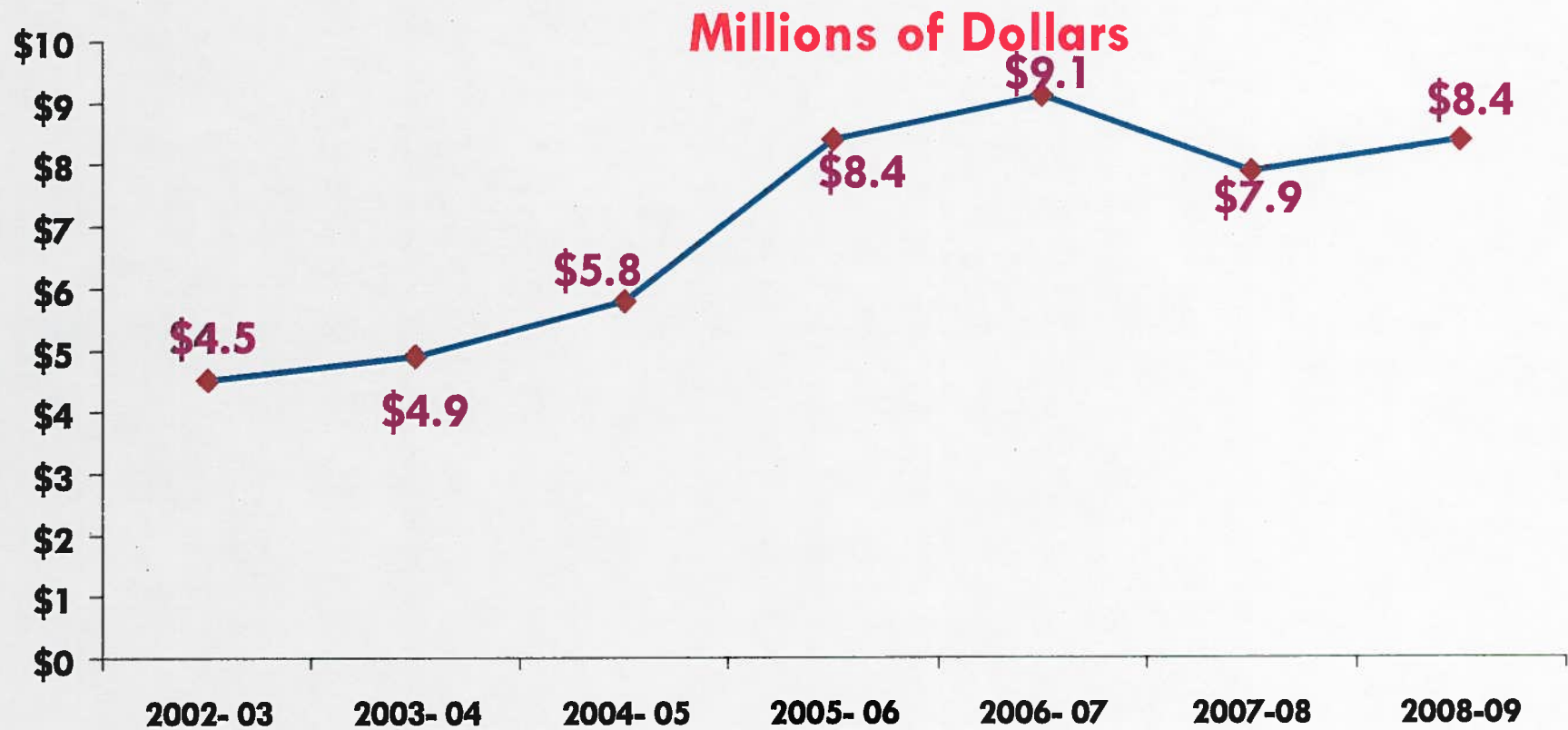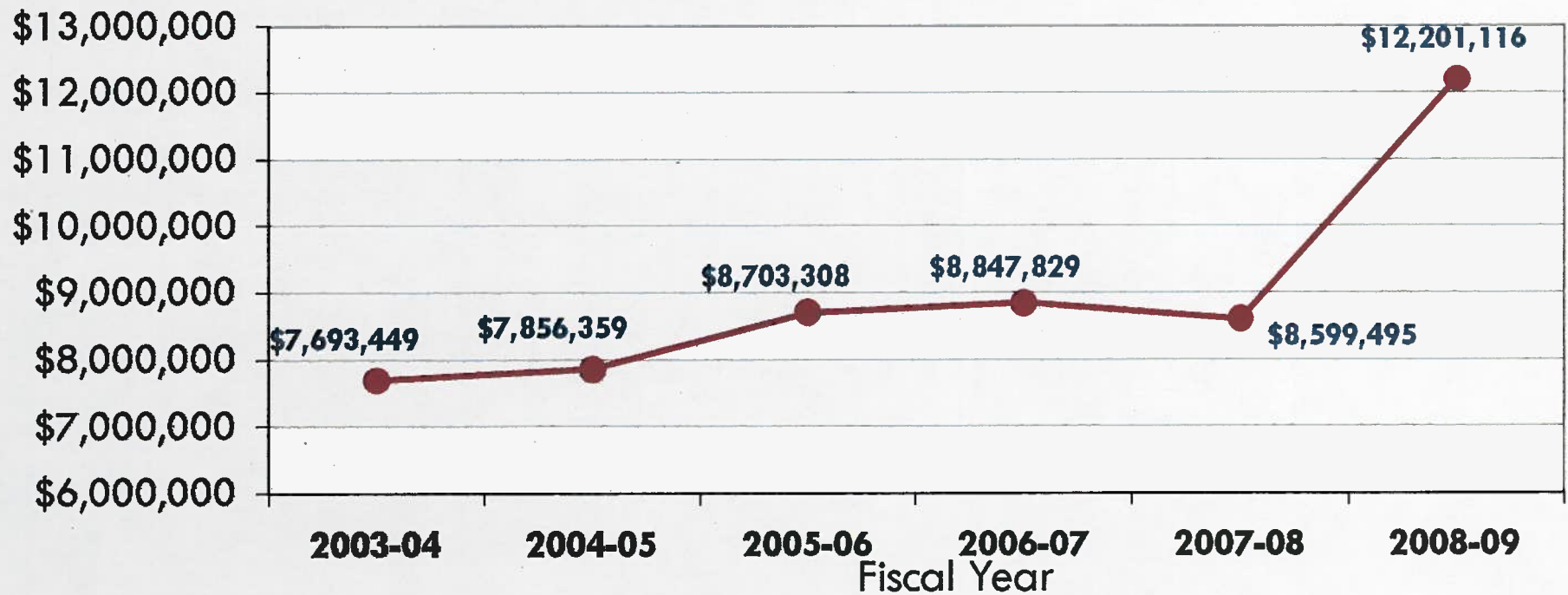
Trends & Analysis

RSCCD Population Continues to Increase

+4.6%

657,111   687,532   718,264

+ 4.4% (2005-10)

458,060   476,839   495,844

+ 4.0% (2005-10)

199,051   210,693   222,420

+ 5.6% (2005-10)

(projected)

750,000
650,000
550,000
450,000
350,000
250,000
150,000

2000   2005   2010

◼ SAC   ▲ SCC   ◆ RSCCD

Feeder HS Graduates are Stable

A line graph titled "Feeder HS Graduates are Stable" with a vertical axis from 0 to 8,000 and a horizontal axis showing school years from 2004-05 to 2014-15.

SAC Service Area Graduates (upper line): 6,079 | 6,422 | 6,387 | 6,678 | 7,251 | 7,161 | 7,361 | 7,052 | 7,040 | 6,766 | 6,570

SCC Service Area Graduates (lower line): 2,145 | 2,229 | 2,281 | 2,408 | 2,429 | 2,495 | 2,423 | 2,503 | 2,458 | 2,282 | 2,235

Legend: SCC Service Area Graduates, SAC Service Area Graduates

Projected Enrollment Demand
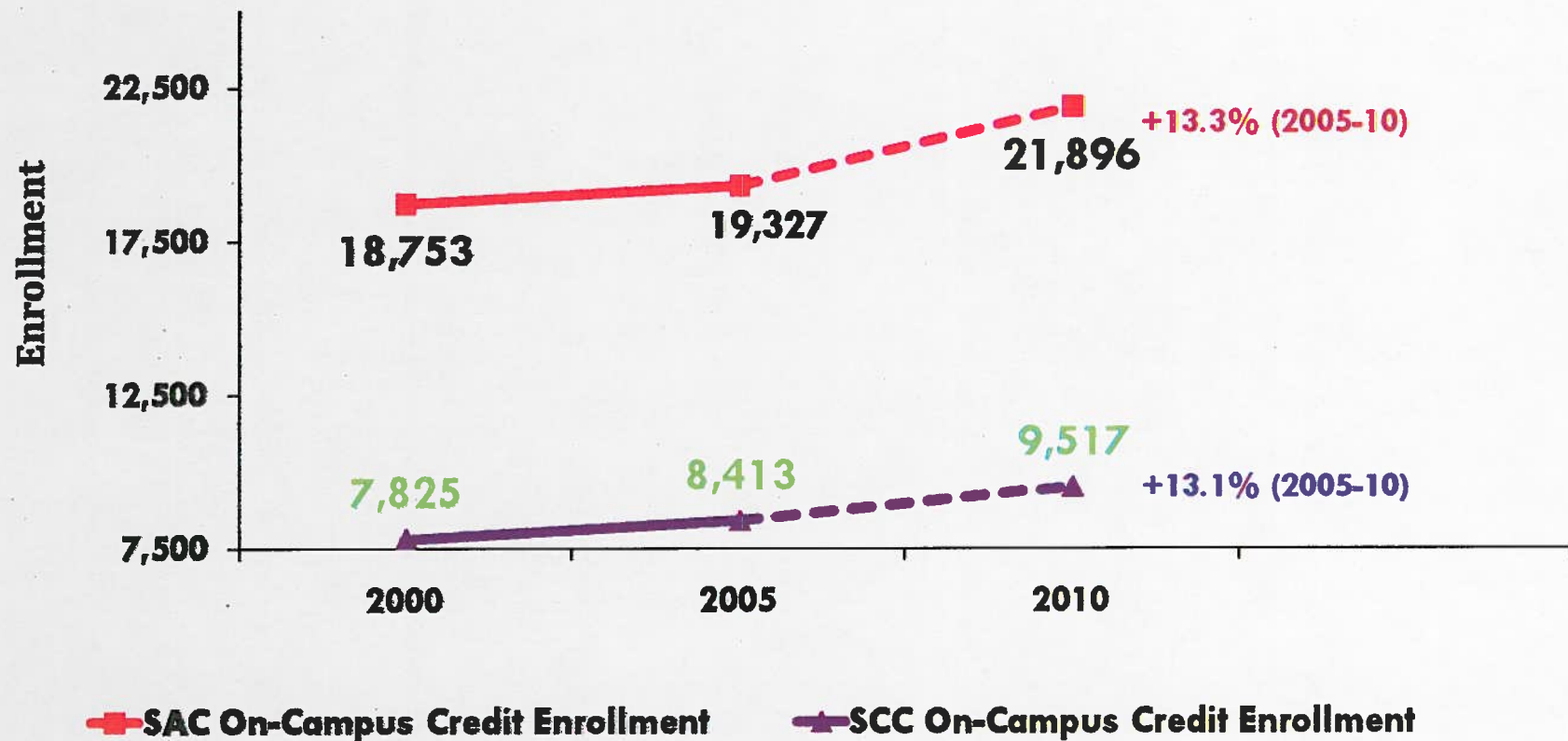
Proportion of Young Students Increases

	Fall 2001	**Fall 2008**
SAC	**27%**	**34%**
SCC	**35%**	**49%**

*Students 21 years and younger

Proportion of Full-Time Students Increases

	Fall 2001	**Fall 2008**
SAC	**21%**	**25%**
SCC	**19%**	**36%**

*Students enrolled in 12 or more units

Participation Rates Increase

RSCCD population (age 18 and over) attending our college campuses

	Fall 2000	Fall 2008
SAC	9%	10%
SCC	6%	7%

RSCCD population (aged 17-21) attending our college campuses

SAC	23%	32%
SCC	31%	54%

*Asians show greatest decline in participation rates.

Staffing: Aging F/T Faculty
(credit & non-credit)

	Fall 2005	Spring 2009
50 – 59 years of age	35%	29%
60+ years of age	21%	26%

Staff Reductions

(credit & non-credit)

	7/1/08	7/1/09	Decrease	Percent
Full-time Faculty	410	374	36	8.78%
Part-time Faculty	2,261	2,067	194	8.58%
Full-time Classified	557	527	30	5.39%
Part-time Classified	422	376	46	10.90%
Temporary Classified	498	54	444	89.16%
Management	127	118	9	7.09%
Total	**4,275**	**3,516**	**759**	**17.75%**

Staff Reductions Including RIF

(credit & non-credit)

	7/1/08	7/1/09	Decrease	Percent
Full-time Faculty	410	374	36	8.78%
Part-time Faculty	2,261	2,067	194	8.58%
Full-time Classified	557	496	61	10.95%
Part-time Classified	422	251	171	40.52%
Temporary Classified	498	54	444	89.16%
Management	127	113	14	11.02%
Total	4,275	3,355	920	21.52%

Issues for Consideration

- ☐ Demand for academic programs will increase

- ☐ College participation audience is changing slightly

- ☐ Need to manage fiscal and human resources

- ☐ A need to manage enrollment strategically:
  - Educational mission
  - Unfunded FTES
  - Workload Reductions

Vision Statement

- Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

Vision Statement (cont.)

- We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

- We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

2007-2009 Goals

- #1 -- Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.

- #2 -- Increase access and retention for completion programs, including transfer, vocational, and high school diploma programs, and prepare students for success in their academic, career, and personal life endeavors.

2007-2009 Goals (cont.)

- #3 -- Implement facilities master plans, and incorporate "green" efforts into facilities development and other efforts where possible and cost-effective.

- #4 -- Promote flexible, cost-effective educational programs and services, including the use of cutting-edge technology and educational program delivery via technology.

2007-2009 Goals (cont.)

- #5 -- Pursue alternative funding sources to implement the district's vision and goals, and encourage the foundations to create plans for capital campaigns and alumni association development.

- #6 -- Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.

2007-2009 Goals (cont.)

- #7 -- Expand partnerships with business, labor, community groups, universities, schools, and other public agencies in order to ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.

- #8 -- Assess the educational needs of the communities we serve, and enhance awareness of the colleges, and community involvement through outreach and advocacy among community constituencies and leaders.