RSCCD STRATEGIC PLAN

2019-2022
Year 2 Progress Report

RANCHO SANTIAGO
Community College District

SANTA ANA
COLLEGE

Santiago
Canyon
College
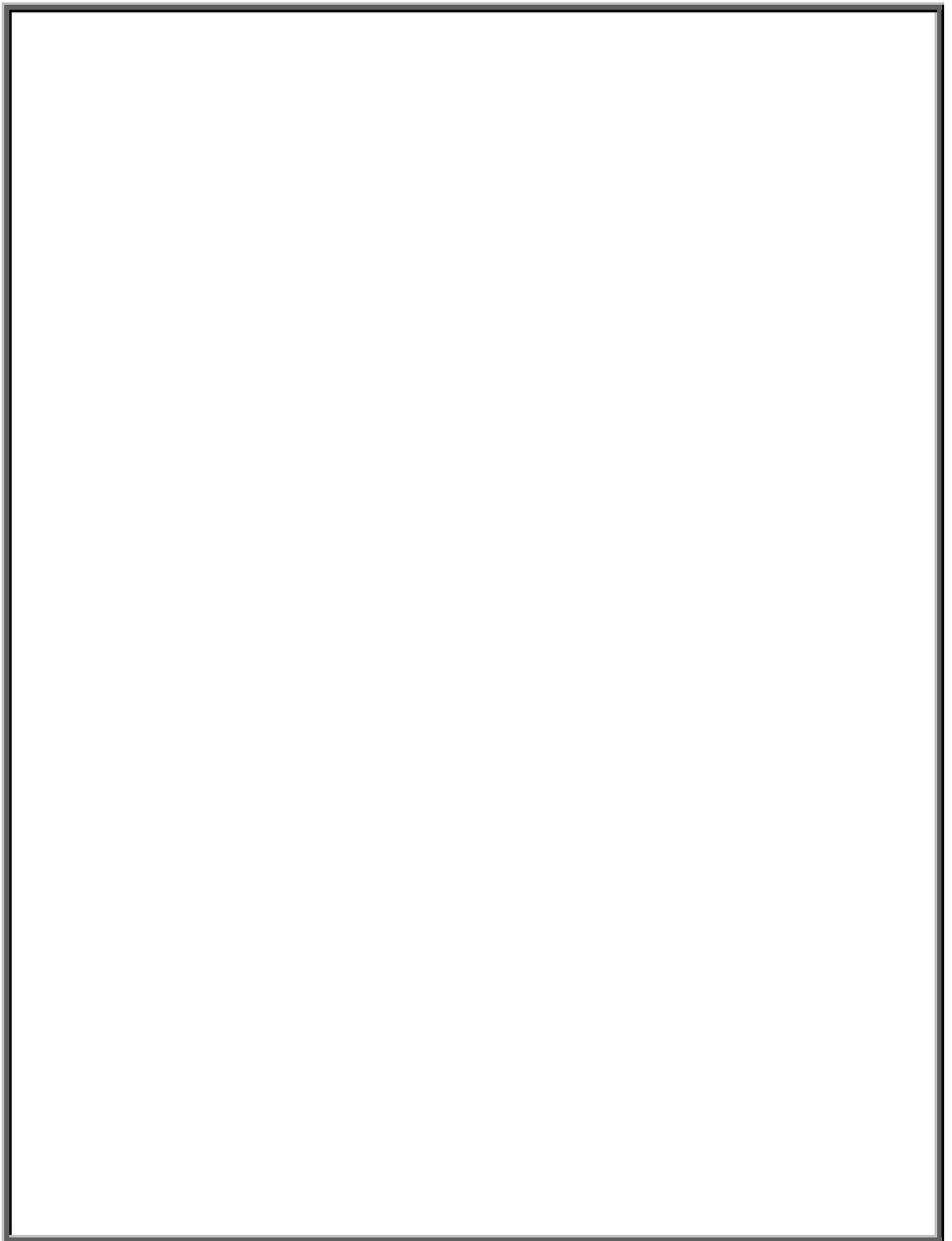
Strategic Planning
at RSCCD

Rancho Santiago Community College District (RSCCD) and its two colleges, Santa Ana College (SAC) and Santiago Canyon College (SCC), engage in multiple forms of planning to accomplish RSCCD's mission of providing "quality educational programs and services that address the needs of our diverse students and communities." Though each college has its own goals, objectives, and action plans, this document is a compilation of the collective contribution to the achievement of the RSCCD goals and objectives.

At the beginning of each strategic planning cycle, faculty, staff and students from both colleges and District Services collaborate to review the annual goals and environmental scans (internal and external), assess strategic objectives from previous cycles, and identify objectives that support 2013-2023 RSCCD Goals for the next three years. The process also includes identifying responsible parties, timelines, and data metrics to assess these initiatives. A final report outlines the areas of success and concern and is then distributed to the entire District, ensuring shared responsibility of students' educational journeys at SAC and SCC.

Though there are six participatory governance committees involved in planning at the District level, the Planning and Organizational Effectiveness (POE) Committee, made up of representatives from both colleges and District Services, oversees planning activities and monitors the implementation of the RSCCD Comprehensive Master Plan and all RSCCD Strategic Plans. The 2019- 2022 Strategic Plan, presented here, is the third of three cycles that demonstrates our progress toward the 2013-2023 RSCCD Goals.

This report details the second-year (2020-2021) progress toward the 2019-2022 Strategic Plan Objectives.

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GOAL #1: RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resourcesas needed to optimize the alignment of students' needs with services and fiscal resources.

OBJECTIVE 1A: OPTIMIZE THE NUMBER OF FEEDER HIGH SCHOOL STUDENTS ENROLLED AT SAC/SCC

Rancho Santiago Community College District
Percent of Feeder High School Graduates as
New Freshmen at SAC/SCC in Upcoming Fall Semester
Spring 2019 through Spring 2021 Graduates

	High School Graduates		
	Spring 2019	**Spring 2020**	**Spring 2021**
Santa Ana USD to Santa Ana College	35%	26%	30%
Orange USD to Santiago Canyon College	29%	29%	25%

Source: RSCCD District Research

Rancho Santiago Community College District
Number of Feeder High School Dual Enrollments by College
2019-20 through 2021-22

	2019-20	**2020-21**	**2021-22**
Santa Ana College	1955	1916	3485
Santiago Canyon College	776	595	662

Source: RSCCD Research Datawarehouse; end of term DUAL (CAPL,CAPU,DUALL,DUALU,MCHS) enrollment `

Rancho Santiago Community College District
Number of Feeder High School Dual Enrollments in Continuing Education Program
Fall 2019 – Fall 2021

	Fall 2019	**Fall 2020**	**Fall 2021**
Santa Ana College-SCE	939	879	856
Santiago Canyon College-DCE	921	877	891

Source: Continuing Education Administration and RSCCD District Research.

DISTRICTWIDE

The District and Colleges engage in an ongoing effort to assess the educational needs of our communitiesand adjust instructional programs, offerings, and support services and allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

Both colleges have allocated resources and time to improve the alignment between feeder high schools byadjusting instructional programs, offerings and support services: e.g., revising the math course sequence,implementing multiple measures placement, creating dual enrollment pathways for career education programs, offering college and career readiness programs at the feeder high schools. A representative sample of this work is described below:

- Revising the math course sequence to improve student completion of the college/transfer-level math and English during the first year.
- Multiple-measures placement involved working with the high schools on senior courses that would articulate to English 101 and the college-level math at each college.
- Dual Enrollment Pathways courses are being offered at the local high schools.
- College and Career Readiness Programs at the High Schools:
  - Santa Ana College implements the federal TRIO Talent Search program to offer college and career readiness services to 600+ students at SAUSD feeder high schools, as well as an Upward Bound program to provide intensive case management services to support college readiness for disadvantaged students in SAUSD high schools.
  - Santiago Canyon College implements the federal TRIO Upward Bound Math & Science program to offer intensive case management services to foster college readiness for disadvantaged high school students in OUSD who intend to pursue a STEM major in college.

Business/Industry Programs

RSCCD manages the Los Angeles/Orange County Regional Consortia (LAOCRC), which is a collaborative body comprised of CTE deans and educators dedicated to program development that prepares students to fill the region's workforce needs and to enter high-wage, high-growth occupations.In addition to assisting colleges with the State's CTE program approval process, the LAOCRC plays a key role in the implementation of *Doing What Matters* grants in the region by providing information, guidance, and support for the Colleges.

LAOCRC provides leadership in the planning of the K-12 SWP initiative: the LAOCRC has been working actively with Orange County Local Educational Agencies (LEAs) to develop Pathway Improvement Initiatives that can connect or build bridges for local high school graduates to continue onthose pathways at a local community college, thus providing the opportunity for students to enroll at a community college, including those within RSCCD boundaries.

We also develop partnerships/collaborations with the Orange County Department of Education (OCDE), the LAOCRC has developed an outstanding partnership with the OCDE which includes leveraging funding and other resources to organize an annual Counselor Symposium, serving over 400 participants (mostly K-12 Counselors); the event provides an excellent professional development opportunity for counselors to learn about Career Technical Education, but more importantly, about their local communitycolleges and how they play a key role in the educational ecosystem in the county; through this effort, we are confident that we are contributing to more high school students enrolling at RSCCD colleges either after graduation or through concurrent and dual-enrollment

programs.

Career Technical Educational (CTE) programs for both colleges have advisory committees comprised of faculty, industry, and community partners who offer guidance to ensure that students complete certificates and degrees that demonstrate the technical and professional competencies needed to meet employmentstandards. The majority of the advisory committee members are from the business/industry sector.

In 2020-21, through the K12 Strong Workforce Program and LAOCRC, the Rancho Santiago Community College District (RSCCD) has a designated K12 Pathway Coordinator and support from the Orange County K14 Technical Assistant Provider housed at the district. The K12 Pathway Coordinator serves as the point of contact and works with SAC/SCC Career Technical Education (CTE) programs and feeder LEAs with the intent of building and strengthening K14 pathways that directly respond to regional workforce needs. In this work, the K12 Pathway Coordinator supports all students enrolled in an early college credit program to ensure postsecondary transition and completion by facilitating the ongoing collaboration between SAC/SCC and feeder LEAs.

The K14 TAP provides leadership and direction to the K12 Pathway Coordinator serving the RSCCD region and assumes responsibility for facilitating regional/sub-regional assessments of the status and implementation of K12 CTE Programs and Pathways to identify areas of improvements and opportunities to align pathways to SAC/SCC CTE programs.

Together, the K12 Pathway Coordinator and the K14 TAP promote SAC's and SCC's CTE programs at all feeder LEAs and ultimately serve as a resource to all SAC, SCC, and LEA CTE programs. From providing professional development, building relationships with industry partners to connect to CTE programs, and aligning SAC/SCC CTE programs to K12 CTE pathways.

Rancho Santiago Adult Education Consortium (RSAEC)
The Rancho Santiago Adult Education Consortium (RSAEC) put together a task force of ten faculty and administration members in fall 2018 to assess the educational needs of the community. The task force completed Human Centered Design (HCD) Training and worked together to develop the California Adult Education Program (CAEP) Three-Year Plan to serve noncredit/adult education students within the district. With secured funding through the CAEP allocation, the Three-Year Plan outlines the efforts to assist continuing education students in the areas of instructional programs, offerings, and support services. RSAEC is currently in the second year of the Three-Year Plan, which includes five goals to assist continuing education in meeting students' needs. In regard to making sure that these goals are met, RSAEC has completed many of its first-year priorities and is currently working toward putting the second-year goals into place.

Goal 1: Increase capacity to maximize student completion rates
> Entered into a contract with Interact Marketing Inc. to advertise noncredit classes through social media campaigns, print ads and mailers. RSAEC completed a photo shoot at the noncredit sites within the district, filmed two marketing videos for YouTube, created two radio ads (in Vietnamese and Spanish), created social media ads for Facebook and Instagram, as well as launched an OCTA bus campaign and new flyers. The campaign launched in September 2019.

Goal 2: Increase integrated education opportunities for students in basic skills and

careereducation

Both Santiago Canyon College Division of Continuing Education (SCC-DCE) and Santa Ana College School of Continuing Education (SAC-SCE) have integrated noncredit career educationcourses with the English as a Second Language (ESL) courses for the fall 2019 semester. The goal is to accelerate student learning by allowing students to receive job-training skills simultaneously while learning basic skills in ESL.

Goal 3: Increase access to students by offering flexible learning options such as online orhybrid courses

SCC-DCE piloted a noncredit online class in spring 2018. In spring 2019, online class offerings increased to five classes and 14 online classes offered. In addition, SCC and SCC-DCE have received a $500,000 allocation through the Chancellor's Office California Virtual Campus-Online Education Initiative (CVC-OEI) Grant to increase online class opportunities to both credit and noncredit students. This funding will assist in creating curriculum, creating noncredit to credit pathways, purchasing equipment to assist with videotaping and creating lectures, as well as professional development opportunities to train instructors in online teaching methodologies. In Spring 2020, the number of online classes increased to 19.

Goal 4: Increase career education opportunities for students at Garden Grove Adult Education (GGAE) through a collaboration with Santa Ana College School of ContinuingEducation (SAC-SCE)

SAC-SCE has collaborated with GGAE to offer noncredit career education classes on the Garden Grove campus. By leveraging resources, GGAE students will have easier access to free classes in job skills and training offered through SAC-SCE. In collaboration with GGAE, SAC-SCE will offer noncredit classes in Employability Skills and launch an automotive program this fall boosting the types of program offerings available to students.

Goal 5: Increase educational opportunities in healthcare pathways

During the training, surveys indicated that medical occupation programs are highly desired by the RSCCD adult student population. This past year both SCC-DCE and SAC-SCE applied for and received funding from the State Chancellor's Office Certified Nurse Assistant (CNA) Grant receiving $90,000 and $50,000 respectively to create or expand our CNA programs. SCC-DCE created five new medical occupation certificate programs over the past year to add to the two programs previously being offered. Four of these programs have been approved at the state level and the fifth is locally approved and awaiting state approval. In addition, SCC-DCE has applied through the Department of Health to expand the CNA program to be offered at a second site. SAC-SCE is currently creating a CNA program as a pathway for noncredit studentsto enter the credit-Nursing program. In Spring 2020, SCC-DCE added Behavioral Technician totheir healthcare program offerings.

SANTA ANA COLLEGE

Outreach to High School Students

The Outreach Department provides information and resources to potential students and assists them in navigating the college system. The team attends and hosts events while recruiting and promoting all of SAC's beneficial programs, services and academic classes to the community SAC serves. In the past three years, Outreach has created several programs to assist in removing barriers, including conducting year-round campus tours to showcase Santa Ana Colleges' academic programs and services. In the past year, more than 1,000 students have participated in SAC's campus tours to hear of the benefits of attending SAC. Outreach visits are conducted at high schools, middle schools and elementary schools, speaking to students on the importance of a college education. They promote the opportunity of starting college early,providing information on dual enrollment courses and the process to get a head start in their education.

In Spring of 2020, Early Decision was successfully converted to a virtual format. We had more than 1,300 students participate from SAUSD, GGUSD, and surrounding districts. They had the opportunity to receive advisement, program support and services information, and class registration assistance. There is continuous virtual support to assist students to enroll at SAC. The outreach staff on a daily basis provides services like, conducting virtual SAC presentations, applications workshops, and class registration assistance. There has been an increase in collaborating with SAC faculty and program representatives to showcase more in-depth information regarding careers and program services.

SAC also developed trainings and workshops for the local high school counselors. In October 2019, they hosted a successful SAC Counselor Day where administrators and school counselors from SAUSD, GGUSD and local charter and private high schools, attended trainings to learn about SAC. The purpose of these events is to educate our partners on the innovative programs and services offered at Santa Ana College. SAC makes every effort to be immersed in our Santa Ana/Garden Grove community. Our goalis to have every home in Santa Ana have a college degree. A formal and paid Student Ambassador Program was formalized and implemented in the Fall of 2018. Student Ambassadors collaborate with staff to recruit, promote, and support Santa Ana College. Specifically, a big part of the work of Student Ambassadors is helping to recruit in SAUSD, GGUSD, and surrounding high schools and increase students' interest to apply and attend Santa Ana College. Due to the supportive work of Student Ambassadors in conjunction with our Outreach Staff, we increased by almost 200 new applicants in Fall 2019 as compared to Fall 2018, for a total 7,384 applicants for Fall 2019.

In addition to educating potential students on the benefits of SAC, we recognize the importance of parent support. SAC realized parents are too often a barrier. Outreach & Padres Promotores de la Educacion builds relationships with our community parents, K-12 Community Liaisons and informs them about all the programs and services SAC has to offer to them and their children. We understand that we need to educate our community against the stigma of community college as well as inform them of all the financial resources available. We host four Café y Pan Dulce orientations at SAC. More than 75 parentsattend each session. The goal of the orientation is to help the parents understand how they can support their child choose the best college for them. We include financial aid presentations and walk parents through the admission process. Outreach educates parents on the amount of time a college student shouldspend on homework and the diverse types of support their college students will need

from home. In addition to our Café y Pan Dulce events, Padres Promotores facilitate presentations for SAUSD schools, where themes such as Financial Aid, SAC programs and services, and higher education options at Santa Ana College are presented. Our parent group also attends festivals, college nights, community events andconduct campus tours for parents. These include participation and presentations at the OC Bar Foundation, Concordia University Latinx Leadership Conference, and SAUSD Parent Night. We realize the earlier we can bring the parents onboard, the better the results.

In 2020-21, the Outreach Department provides information and resources to potential students and assists them in navigating the college system. The team attends and hosts events while recruiting and promoting all of SAC's beneficial programs, services and academic classes to the community SAC serves. In the past threeyears, Outreach has created several programs to assist in removing barriers, including phone campaigns and registration workshops. In the past year, more than 1,000 students have participated in SAC's campus tours to hear of the benefits of attending SAC. Outreach visits are conducted at high schools, middle schools and elementary schools, speaking to students on the importance of a college education. They promote the opportunity of starting college early,providing information on dual enrollment courses and the process to get a head start in their education.

In Spring of 2022, Early Decision will be converted to a hybrid model. We anticipate more than 1,400 students participating from SAUSD, GGUSD, and surrounding districts. They will have the opportunity to receive advisement, program support and services information, and class registration assistance at SAC and their high school. There will still be continuous virtual support to assist students to enroll at SAC. The outreach staff will hold the traditional Early Decisions on campus but will also hold a few sessions at select high schools. While at the high school, Outreach staff will be on hand to assist with applying and registering. The counselors will be remote, each student will be given an iPad and a live counselor will zoom with them.

SAC also conducted a successful phone campaign. More than 8,000 students were called. The three categories of students that were called were applied for Fall 2021 but never registered, withdrew from Spring 2021 classes or attended Spring 2021 but didn't register for Fall. SAC Outreach spoke to 64% of the students called. The purpose of the calls was to check in with students to see how they are doing and inquiry about why they are not currently enrolled at SAC. In most cases, the student wanted to register but didn't have time or didn't remember how or encountered a barrier that is not allowing them to complete the process. In any case, the Outreach team member walked them through the registration process. If there was a financial issue, the team member immediately put them in contact with the appropriate office, via zoom. From these phone calls, the team realized many of our continuing students require more assistance with the enrollment process. This prompted us to created registration workshops to aid our continuing students with registering. Four registration workshops were held in July and more than 1,400 students were assisted with the registration process.

In addition to educating potential students on the benefits of SAC, we recognize the importance of parentsupport. SAC realized parents are too often a barrier. Outreach & Padres Promotores de la Educacion builds relationships with our community parents, K-12 Community Liaisons and informs them about all the programs and services SAC has to offer to them and their children. We understand that we need to educate our community against the stigma of community college as well as inform them of all the financial resources available. We host four Café y Pan Dulce orientations at SAC with 350 parents attending. The goal of the orientation is to help the parents understand how they can support their child choose the best college for them. We include financial aid presentations and walk parents through the

admission process. Outreach educates parents on the amount of time a college student shouldspend on homework and the diverse types of support their college students will need from home. In addition to our Café y Pan Dulce events, Padres Promotores facilitate presentations for SAUSD and GGUSD, themes such as Financial Aid, SAC programs, services, and higher education options at SAC are presented. Our parents staff a kiosk once a week at the Mexican Consulate. In Fall 2021, they met with more than 200 interest community members who were visiting the Consulate. Majority of the people that visited the kiosk were asking for assistance with registration. Our parent group also attends festivals, college nights, community events and conduct campus tours for parents. These include participation and presentations at the OC Bar Foundation, Concordia University Latinx Leadership Conference, and SAUSD Parent Night. We realize the earlier we can bring the parents onboard, the better the results.

Credit Program Dual Enrollment
Through our dual enrollment program, Santa Ana College continues to build and strengthen partnerships with local feeder schools in the Santa Ana Unified School District (SAUSD) and Garden Grove Unified School District (GGUSD), as well as local charter schools. Recently, SAUSD has agreed to support expanding dual enrollment efforts by hiring two full-time college and career specialists. In addition, Santa Ana College continues its 20-year relationship with Middle College High School. Dual enrollmentat Santa Ana College provides quality college-level curriculum to selected high- and middle-school students to provide them with an opportunity to demonstrate early success in college-level work in hopesof easing their transition into college once they graduate from high school. In addition to traditional college pathways, Santa Ana College is working closely with the director of the CTE program at SAUSDto augment existing CTE academies throughout the districts with college articulated courses in areas of digital media, culinary arts, teaching academy, biotechnology, and more.

As part of our Guided Pathways implementation, we have been deploying Santa Ana College staff throughout SAUSD to administer the SuperStrong career inventory. The SuperStrong is a robust online tool that assesses student's interests and values as they relate to career opportunities. We have worked with the SuperStrong vendor to ensure that the personalized results provided by the SuperStrong align with our now established Career and Academic Pathways (CAPs). Upon high school graduation, SAUSD students who enroll at Santa Ana College will know precisely the CAP they belong to and will be provided with the support needed to continue their pathways at Santa Ana College.

In addition, SAC's Early Decision event allows high school seniors the opportunity to come to the SAC campus, participate in a college orientation, and meet with a counselor to register for classes. For Spring 2020, Early Decision will be designed around the new Guided Pathways-inspired Career and Academic Pathways; in addition to past services offered, students will also receive an orientation to their chosen Career and Academic Pathways and have the opportunity to meet with program faculty to have their questions answered by expert faculty.

Santa Ana College continues to expand its relationship with local high schools. Recently an MOU has been signed with Magnolia Science Academy. Currently, Santa Ana College is in conversation with Scholarship Preparatory Academy and Vista Heritage Academy to develop an academic pathway and MOUs for dual enrollment offerings beginning in Fall 2021 and Fall 2022, respectively.

The Santa Ana Partnership has continued to grow and expand throughout the Santa Ana Community. Three years ago, when it was implemented, only current SAUSD graduates were eligible.

This year, the promise was expanded to include any current high school graduate that resides in the city ofSanta Ana. SAC's decision to expand the promise stems from the data collected and studied by a subcommittee of the Partnership, the Research and Evaluation team. This intersegmental group collaboratively reviews the metrics and updates the Scorecard. The Scorecard is used to monitor progressand identify gaps. Once barriers are recognized, the Achieving College subcommittee creates training and workshops for parents, community partners, faculty and counselors. These trainings were developed to assist staff and faculty working with disproportionally impacted groups and provided them with information regarding services offered at each institution. The Achieving College team meets monthlyand is comprised of counselors, faculty, community partners and administrators from all four institutions. Working collaboratively with all the partners helps SAC develop strategies that enhance students' experiences. The partnership has proven to be an incentive for local high school students to attend Santa Ana College.

In 2020-21, as Dual Enrollment efforts continue to unfold, SAC continues to collaborate with our SAUSD feeder schools to align college and career pathways that can serve as road maps for students to transition to SAC after high school. For the 2021 Fall term, the SAC DUAL Enrollment grew more than previous years. As noted below in the graph, SAC collaborated with various feeder and non-feeder schools. This growth has been possible due to the strategic planning and collaboration of the program coordinator, Academic Deans, Department chairs, and progressive Faculty. For example, Dr. Rebecca Vasquez-Ortiz, developed a sequence of courses to offer to Century High School. These courses are foundational Psychology courses that lead students to a Psychology major and or help them dive into other professions, this is the newest pathway that is being called the "Helping Hands" pathway. In addition, our SAUSD partners requested from our Kinesiology department to offer KNAC-123 courses for SAUSD students every fall. Furthermore, for the Fall 2021, SAC Business Division and SAUSD partnered to create a Certificate Pathway for Interpreting and Translation for all SAUSD students.

In addition, OCSA has been the biggest charter school that we now serve, as a result we have worked with their various Fine & Performing Arts Conservatories to offer courses in Digital Media, Theatre, Camera Production, and Culinary. SAC and OCSA are working together to add, Dance, Screenwriting, and Music for the Fall 2022.

DISTRICT/SCHOOL	# OF SECTIONS	CENSUS TOTAL	FTES
SAUSD	34	806	58.8
GGUSD	9	198	19.13
MSA-SA	2	52	3.47
SAMUELI	8	174	24.56
OCSA	11	203	27.11
MDHS	1	23	0.00
FALL 2021 TOTAL	**65**	**1456**	**133.08**

During the COVID-19 Pandemic, the flexibility for SAC to offer various teaching modalities aided with the efforts of offering courses that required longer contact hours to our high school partners. During these challenging times, one of the barriers encountered was having to adopt to remote or online modalities and quickly shifting from processing physical forms. Since SAC does not have the proper software to process forms, adept and creative thinking took part in utilizing Google Suite to create online forms to

continue with enrollment. Another challenge that continues to persist in the dual enrollment program is the lack of additional staff to run a flushed out dual enrollment program. As this program grows, the hope is that the Dual Enrollment program can provide more student support services such as counseling, so that students can have more guidance as they take courses outside coordinated sections.

Lastly during the Summer of 2021, SAC celebrated the first 7 A.A. candidates from Century High School. This school has been leading the way in terms of embedding courses during their schedule as well as offering various modalities so that students can earn and or get close to an A.A. As restrictions begin to lift, we have had students from Segerstrom High School, Santiago High School, and Hill View High school visit our campus and learn about dual enrollment. In addition, we are now doing in person and online Dual Enrollment Information Nights for students and their parents.

As the new year approaches, the dual enrollment program coordinator is working with the Ethnic Studies Department to offer an Ethnic Studies course sequence for all high school students and has recently entered into conversation with the Communications & Media Department to offer courses to students in this area.

Business/Industry Programs

At SAC, the Career/Job Resource Center provides resources and sponsors workshops by industry experts to assure that students have a strong understanding of CTE programs and career opportunities. The Business Division has expanded its CTE Work Experience/Internship Program to provide students with on-the-job experience.

Career Technical Education (CTE) programs have advisory committees that offer guidance in assuring that students completing certificates and degrees demonstrate the technical and professional competenciesthat meet employment standards. A committee structure usually consists of a committee chair or facilitator to run the meeting, college staff (faculty, instructional assistants, administrators), a student or graduate of the program or both, business and industry members, professional organization representatives, union representatives if applicable, members of licensing agencies and, most importantly,those who hire successful completers of the programs. Therefore, the business-industry members are the majority of the membership. Additionally, committee structures adjust to changing conditions and the needs of the businesses and communities that are served. Members come from differing backgrounds andprovide broad perspectives that meet the educational needs of entry level employees and incumbent workers entering a new occupation.

Advisory committees improve and strengthen programs' curriculums, delivery and scheduling, instruction, facilities, equipment and supplies, technology resources, and student services. Furthermore, the committee helps with the following: bringing expertise to the classroom, raising awareness of the program, assisting with marketing, outreach and recruitment of the program, identifying job placement and internship opportunities, fostering relationships with other community organizations, identifying potential instructors, and evaluating program effectiveness.

Since the primary function of the committee is to certify that CTE students are receiving training based upon the current competencies required by employers in order to fill workforce gaps, advisory committees are required to meet at least once per year. Active committees usually meet two or more times each year and may have project task groups, special event planning and other reasons to meet.

In 2020-21, an example of ways in which advisory committees help to optimize the number of feeder high school students enrolled at SAC would be the Dealership Career/Auto & Diesel Open House held twice a year during the fall and spring semesters. At this event, current Auto & Diesel students are invited to a dinner, networking, and interview event in which they have an opportunity to get hired on the spot. Prospective students from our feeder high schools and our school of continuing education are invited so they can tour our facilities, engage with instructors and current students, and meet our industry partners. Many of the industry partners are advisory committee members, and an advisory committee meeting takes place right before the event begins. This year's fall 2021 in-person event had about 90 students participate.

Due to events such as these and active advisory committee members, the following business partnerships have been developed that are resulting in strong outcomes in job placement: Norm Reeves Honda Superstore, Lexus of Westminster, Fletcher Jones Motorcars, Crevier BMW, Penske Automotive, Irvine Subaru, Orange County Sheriff's Department, numerous federal, state, and municipal policing agencies; hospitals such as St. Joseph's, OC Global, College Hospital, and UCI; Orange County Department of Education, Santa Ana Unified School District, Garden Grove Unified School District, Falck/Care Ambulance in OC & LA Counties, Lifeline Ambulance, Liberty Ambulance, various Emergency Departments: St. Joseph, CHOC, Mission, OC Global Santa Ana, and Anaheim Regional Medical Center; various Fire Departments such as Orange County Fire Authority, Long Beach, LA County, LA City, Downey and Huntington Beach; Rancho Los Amigos National Rehabilitation Center, Interface Rehab, Head to Toe Therapy, Butler Aerospace & Defense, Precision Castparts, Parker Hannifin, Community Legal Aid SoCal, Public Defender, OC District Attorney, Local law offices such as Callahan and Blaine, OC Self Help, Public Law Center, US Federal Prosecutors Office, State Fund (Workers' Compensation), Kurtz, Anderson and Associates, Sequential Rights, KYA, Cabral Law Group, OC Department of Child Support Services, Allied Tax Group LLC, and Western Youth Services.

In partnership with advisory committee members, the following Career Education (CE) programs were developed/modified and approved by the LAOCRC in 20-21: Banking Skills for the 21st Century, Adobe Applications for Business, Adobe Web Projects for Business, Computer Fundamentals for Business, Digital Graphic Design for Business, Drone Technology, Office Management, Spanish/English Interpretation and Translation, Vietnamese/English Interpretation and Translation, Marketing, Biotechnology Lab Assistant, Law Office Management, 3D Fashion Illustration, Pipe Welding Technology, and Animation for Commercial Applications.

Articulation for Business/Industry Programs
Through the efforts of the Career Education & Workforce Development (CEWD) department, articulation agreements with high school, Regional Occupational Program, and adult education partners are developed and maintained. K-12 and adult education instructors meet with our SAC faculty in various Career Education (CE) disciplines to determine if a course that students complete in high school/adult education can be deemed equivalent to one of our credit courses. This requires the faculty to meet and discuss topics such as student learning outcomes; course rigor; books/software/technology/equipment; exams, quizzes, portfolios, and other measurement methods; skills required for success; and grading options. If an agreement is signed, students have the opportunity not only to explore career pathways, identify their interests, and hone their skills, but also to save time and money by "claiming" these articulated courses and earning college credits.

SAC has over 100 active agreements in the following pathways: Automotive Technology, Biotechnology, Business, Child Development & Education Studies, Diesel Technology, Digital Media, Emergency Medical Technician, Engineering, Fashion Design & Merchandising, Fire Technology, Law, Manufacturing Technology, Medical Assistant, Nutrition & Foods, Pharmacy Technology, Photography, Theatre Arts, and Welding Technology. Agreements in Accounting are currently being developed. SAC partners with the following to increase awareness of CE pathways via articulation agreements: Coastline Regional Occupational Program, College and Career Advantage, Garden Grove Unified School District (USD), Hope Builders, La Mirada High School, Mater Dei High School, North Orange County ROP, Orange USD, Samueli Academy, Santa Ana USD, and SAC School of Continuing Education. Additionally, meetings with Vista Meridian Global Academy and Citrus Springs Charter, new charter schools in Santa Ana, have been scheduled to discuss career pathways and articulation opportunities.

In order to promote these articulated pathways and early college options, CEWD has coordinated and/or participated in various outreach events to reach high school students, counselors, and parents throughout Orange County. Such events have included the following: OC Manufacturing Month, OC Employability and Skills in the Age of COVID, Talent Search for SAUSD, Fire Careers, regional Automotive Pathway virtual panel, SCE Student Success Pathways Conference, various classroom visits, and multiple College and Career Fairs. Furthermore, in early 2021, our office reached out via mail to those who attended the 2019 Empowering Women in Career Education Conference to encourage them to enroll in CE courses.

As a result of all of these events and activities, in one year, 4,069 students and community members have been exposed to information about CE pathways offered at SAC and 507 articulated course credits were awarded.

Strong Workforce Program

In 2016, the Governor and Legislature approved the Strong Workforce Program (SWP), which is a recurring investment of $248 million annually in CE to close workforce gaps and increase social mobility. California community colleges participate in both regional and local projects. SAC has developed a transparent application process which allows all CE faculty, staff, and administrators to apply for funding on an annual basis. While all SWP projects focus on more and better CE, some have put their efforts into increasing visibility within the community and creating more options for students to complete CE courses, programs and pathways. Projects with such an emphasis include the following: CE Pathway Discovery Days, Biotech Lab Pack Design & Manufacturing, OC Careers in Education Pathway Collaborative, Advanced Manufacturing & STEM Work-Based Learning, OC Biotechnology Regional Collaborative, CyberPatriot, Noncredit to Credit Pathways: Sustaining Existing Infrastructure to Ensure Student Success, and K12-Community College CTE Crosswalk Enrollment Tool: Program Finder.

Continuing Education Program

A major area of need that has been identified for SAC is the establishment of a regional center in the eastern part of Santa Ana to address the unmet need in this area for English as Second Language, Adult Basic Education, and High School Diploma/GED instruction. This would complement the offerings at Centennial Education Center (CEC) and the 43 community sites that SAC serves.

Through the Rancho Santiago Adult Education Consortium (RSAEC), SAC is working to align its noncredit offerings to the college credit offerings as well as to the offerings of other adult education providers in

the region. In addition, SAC is expanding partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the Substantial Disabilities instructional program. Working closely with Santa Ana Unified School District (SAUSD),SAC is able to provide transportation, trained assistants, facilities, and classroom instruction.

Santa Ana College School of Continuing Education (SAC-SCE) has secured California Adult Education Program (CAEP) funding to expand adult education opportunities through a partnership with Santa Ana Unified School District (SAUSD) Wellness Centers to offer academic pathways to the community. SAUSD has recently opened 57 Wellness Centers at schools within the District. The plan is to offer coordinated pathways to serve the community by offering a comprehensive programing that is regionallybased and to eliminate the barriers of transportation, childcare, and access to up-to-date instructional environments. Classes in the areas of English as a Second Language, Citizenship, Leadership, High School Equivalency (GED/HiSET Preparation) and Computer Skills will be offered at the SAUSD Wellness Center locations during the morning, afternoon and evening.

SAC-SCE is meeting the need to improve the pathway of students transitioning between noncredit and credit coursework. We have built a number of articulation agreements with SAC in the following areas: Business Skills, Mathematics, English Composition, Pharmacy Technology and Automotive Technology. Articulation Agreements currently in progress include Biotechnology, Manufacturing Technology, Welding and Accounting:

SAC-SCE has provided various events to encourage SCE high school students to transfer into SAC including:
- Transition Wednesdays, a monthly event launched in Spring 2020. SCE Counseling, in collaboration with SAC Outreach, provides awareness and support for SCE high school studentsconsidering transfer to SAC.
- Scholarship Workshops providing students with information about scholarship opportunities, assistance in completing applications and writing personal statements. A total of 7 workshops were scheduled with the goal of assisting students in both the High School Equivalency Certificate program and the High School Diploma program.

SAC-SCE is participating in the Student Success Team. SAC-SCE's pilot will begin in Fall 2020 with a goal to help graduating high school students learn about SAC CAPs and onboarding them into SAC Credit. We are also part of the Starfish implementation team and plan to use this new platform to help ourstudents stay on track to complete and transfer out. In addition, SAC-SCE will participate in SAC Days held August 2020 with representatives in each CAP session to help students learn about services availableto them. In conjunction with the Strong Workforce initiative, SCE launched Project Rise in April of 2020, a program to support the recently incarcerated transition back to society and reach academic goals includingfinishing high school and transitioning to college.

To meet growing demand and improve student outcomes, SAC-SCE has secured funding to hire eightfull-time faculty in the areas of ESL, ABE, High School Subjects, Counseling, and CTE.

NC Dual Enrollment Program
The Santa Ana College/Santa Ana Unified School District Bridge Program's mission to provide classes to assist SAUSD students in meeting their high school graduation and A-G college admission requirements.

SAC pays teachers' salaries and provides supervision of the program. SAUSD provides classroom space, utility costs and textbooks. The curriculum follows the SAUSD template and is taught by SAUSD teachers who hold a BA/BS or MA/MS degree in the subject area taught. All Bridge teachers are, also, employees of Santa Ana College.

As expected, enrollment in the Bridge Program declined significantly due to the COVID-19 pandemic. Looking at 2019-20, the year prior to the pandemic, the Bridge Program served 2387 students (fall and spring combined). During the 2020-21 school year student enrollment dropped 875 students to a total of 1512 students. The drop represented a substantial 36.7% reduction in enrollment. Good news, enrollment is beginning to return to the numbers seen the year prior to the start of the pandemic. In fact, the fall, 2021, enrollment (897) is slightly more than the fall of 2019 (862).

2019-20 School Year – Year prior to pandemic
- Fall: 31 sections; 862 students enrolled on five high school sites
- Spring: 42 sections; 1525 students enrolled on five high school sites
- Totals: 73 sections; 2387 students enrolled (32.7 average class size)

2020-21 School Year
- Fall: 24 sections; 590 students enrolled on five high school sites
- Spring: 34 sections; 922 students enrolled on five high school sites
- Totals: 58 sections; 1512 students enrolled (26.1 average class size)

2021-22 School Year (current)
- Fall: 33 sections; 898 students enrolled on five high school sites (27.2 average class size)
- Spring: 38 sections (approved); 1100 students **projected** on five high school sites
- Totals: 71 sections; 897 + 1140 (projected) = 2037 students enrolled (projected 28.7 average class size.

Due to the COVID-19 pandemic classes were held in an online format. The enrollment process was coordinated between high school counselors and Bridge administrators through a process of distance contact. Counselors used their Aeries Student/Parent Portal to communicate with their students in the enrollment process. I created a "Visiting" student enrollment document to assist counselors with students taking classes on another high school campus. Teachers collaborated closely with administrators, students and parents to maintain enrollment and provide for an accepting environment. There was a substantial increase in email and Zoom platform communication (along with other software).

On July 14, 2020, Santa Ana Unified declared they would "…pivot entirely to distance learning to start the upcoming school year out of concern for the safety and well-being of the entire school community." Much of the credit should be attributed to the Santa Ana Unified School District for their response to the COVID-19 pandemic. The high school district provided their teachers, and ours, with training and support to move to a full online educational environment. Although not ideal or the most effective school setting, the district responded to the pandemic by protecting the health of their students, parents and staff while offering an appropriate educational experience.

Over the last two summers the Bridge Program has supported the "Way of the Saints" summer program at Santa Ana HS. Through conversations between the SAC administrative team and Santa Ana HS's leadership a unique summer program was developed for approximately 350 incoming 9th graders. The program is divided into two terms taught by 13-15 instructors approved and paid by the college. Most students are enrolled in both terms and receive high school elective credit. Below is a brief description provided by Santa Ana High School:

WAY of the SAINTS

The **Way of the Saints** Freshmen Bridge Academy is a summer program offered to incoming Santa Ana High School 9th grade students. The Program is rooted in the core **Way of the Saints** (**Positive Behavioral Interventions and Supports**) concepts expected from all Saints through our school wide **"AIRR"** matrix of *Acceptance*, *Integrity*, *Respect* and *Responsibility*. Students are taught these concepts in every part of our Freshmen Bridge Program. The program itself is made up of several classes based on a two-team wheel that each student cycles through during the course of the school day. The classes on the wheel consist of study skills courses with a focus on Mathematics, English, Language Arts, Science, Social Science, Health Science, Life Skills, Cultural Studies, and Social Emotional Learning.

Through the **Way of the Saints** Freshmen Bridge Academy, Santa Ana High School is proud to be able to provide our incoming 9th grade students with the opportunity to smooth the transition into high school. Providing our students with the opportunity to build a true understanding of our **Way of the Saints "AIRR"** concepts while developing an increased base knowledge in so many subject areas. There is no doubt they will become yet another example of the Opportunity and Excellence that Exists at Santa Ana High School on a Daily Basis…**Go Saints!**

SANTIAGO CANYON COLLEGE

Credit Program Dual Enrollment

Santiago Canyon College is committed to building and strengthening partnerships with local feeder school districts and charter schools when strategizing to increase the number of high school graduates who attend SCC. Santiago Canyon College has developed relationships with Orange Unified School District (OUSD) and Unity Middle College High School (UMCHS). In an effort to align with the school districts accountability dashboard metrics, the agreements and partnerships are designed to better preparestudents for college and careers and to expand college access for underrepresented and disproportionately impacted students. At OUSD these efforts are being achieved by affording high school students theopportunity to enroll in college-level courses being taught at their schools.

Through the Strong Workforce Program (SWP), SCC hired Career Coaches to represent SCC in the local high schools and community. SWP is helping our goal to increase the percentage of local high school graduates who attend SCC in several ways: a) increase student awareness and participation in Business Career Education and dual enrollment, b) inspire and empower students to make informed decisions aboutcareer and educational plans, and c) help students identify career pathways at the college level. Through the presence and support of Career Coaches at local high schools, SCC has been able to assess the needs of our potential students and has experienced an increase in enrollment for CE courses.

Upon high school graduation, Santiago Canyon College implemented a free tuition program referred to

asthe College Promise Scholarship (CPS). The CPS was designed to optimize and align students' financial needs; thus, providing a seamless transition into the college. The CPS provides free tuition for new incoming students and all students have the opportunity to apply regardless of family income.

Noncredit Dual Enrollment

The Bridge Program was developed to serve OUSD students with impacted schedules. Higher achieving students, who need an additional class to meet college requirements but cannot fit it into the regular school day, are the main students who attend Bridge classes.

SCC Continuing Education is meeting the need to improve the pathway of students transitioning between noncredit and credit coursework. Our noncredit counseling STARS program offers our Adult High School Diploma students a route to Santiago Canyon College. In this program, noncredit counselors help noncredit high school students with the college application process, finical aid, career exploration, class selection, and early enrollment.

A key effort to strengthen collaboration with Orange Unified School District students is to support and expand our Bridge program. Our Bridge program consists of 27 separate class sections. These courses are taught by RSCCD part-time faculty at the four local OUSD high schools. The students in these courses attend their Bridge course in the morning and then their OUSD courses throughout the day. These high school Bridge courses help students earn high school credit, add to their OUSD course load, and increase their preparedness for college.

A key effort to increase dual enrollment is our Adult High School Diploma Program. In this program counselors help students enroll simultaneously in high school classes and in college credit classes. Students earn 10 high school credits for each college class. This helps students graduate from high school earlier and provides a pathway for noncredit students to college.

Student Services

A key effort at Santiago Canyon College is to strengthen outreach and recruitment by working to develop and maintain relationships with key high school partners and stakeholders. The High School and Community Outreach Department supports collaborations between local high schools and SCC in an effort to spread awareness about the college's programs and resources in order to recruit and enroll new students. To achieve this goal, the Outreach Department provides a variety of services at the high school sites including outreach presentations, college application workshops, college fair tabling, financial aid workshops, SCC campus tours, and weekly virtual visits. The Outreach Department also hosts large scaleevents designed to support outreach and recruitment efforts such as the Early Welcome Program, SummerAdvantage Academy, High School Counselor Conference, and Family Night.

The Early Welcome program is a streamlined early matriculation program which assists students in applying to the college for Fall semester, completing new student orientation, meeting with a Counselor to create an abbreviated education plan, and registering for fall semester classes. Students that participatein Early Welcome have the opportunity to benefit from one year of priority registration. An average of 1,600 students participated in Early Welcome annually. In 2019-20, the Early Welcome program was offered in a virtual format (Canvas was utilized to create online orientation modules and Cranium Café was used to host virtual counseling appointments).

SCC Outreach Weekly Virtual Visits are conducted via Zoom and allows students at all five OUSD high schools the opportunity to drop-in and meet with their assigned Outreach representative during a scheduled timeframe and receive assistance on: completing the SCC application, getting started with theirfinancial aid application, gathering information about student support services, and completing steps for the Early Welcome program. SCC Outreach would greatly benefit from the purchase of licensing for an appointment software system such as Calendly or Appointlet, while providing remote services. The current comparable district purchased software, Cranium Café, is difficult for prospective students to navigate and does not offer a user-friendly experience. In addition, the mobile software is primarily built for Apple phones. As a result, prospective students lose interest in contacting SCC Outreach for support, therein affecting our ability to recruit effectively. To overcome this issue, SCC Outreach has resorted to using the free version of the Appointlet software, which is easier for prospective students to navigate and has generated more contact with prospective students. The Appointlet and Calendly software both integrate with Outlook calendar as well as Zoom, which allows Outreach staff to operate more efficiently.

Incoming first year students are encouraged to participate in the Summer Advantage Academy. Summer Advantage Academy is a one-day session (one week before the fall semester begins) with the goal of assisting students in their successful transition to the college. Students participating in the Academy gain a true advantage by receiving college success tips from our faculty, gaining writing strategies for mastering college-level English, learning math success skills, learning about our programs and services, receiving a campus tour, participating in a student engagement workshop, and familiarizing themselves with the SCC campus. By completing the Academy, students will be awarded priority registration their second year of college. In 2020, Summer Advantage Academy was conducted in a virtual format via Zoom. Since the inception of the Academy in 2017, 1,544 students have participated.

The annual High School Counselor Conference and Family night events both showcase select academic programs and student support services available at SCC. The High School Counselor Conference is aimed to inform local high school counselors, administrators, college technicians, and community leaders, whereas Family Night is geared towards prospective students and their parents. An average of 100 attendees participates in both events annually and in 2020, both events were held virtually (via Zoom).

Currently, the SCC Outreach Department has a total of 6 ongoing classified staff (3 full-time and 3 ongoing 19-hour), which have been able to increase the presence of SCC Outreach in the community as demonstrated in the Objective 1C chart. Although there has been vast improvement in the number of outreach events conducted, the presence of SCC Outreach in the community is still limited by having three ongoing 19-hour classified staff. SCC Outreach would greatly benefit in replacing the three ongoing 19-hour Student Services Specialists positions with two ongoing full-time High School and Community Outreach Specialists positions in order to further develop presence in the community and reach true outreach potential.

Return to In-Person Support
In 2020-21, SCC was one of the few community colleges offering in-person support to high school students in early Fall 2021. In October and November alone, the Outreach team conducted over 40 in-person and virtual events ranging from College and Career Fairs, College Application Days, Cash 4 College Workshops, classroom presentations, and over 45 weekly/biweekly visits. The Outreach Team's initiative-taking approach generated almost 500 applicants for the Early Welcome Program, an 18% increase from last year.

Early Welcome

The Early Welcome Program is a streamlined early matriculation program that assists students in applying to the college for the Fall semester, completing new student orientation, meeting with a Counselor to create an abbreviated education plan, and registering for fall semester classes. Students that participatein Early Welcome have the opportunity to benefit from one year of priority registration. An average of 1,600 students participates in Early Welcome annually. In 2020-2021, the Early Welcome Program was offered in a virtual format (Canvas was utilized to create online orientation modules, and Cranium Café was used to host virtual counseling appointments).

The SCC Outreach team improved the Early Welcome Communication Plan by creating an Early Welcome Flow Chart, conducting hundreds of phone calls, and implementing the #ACCEPTED social media campaign. The Communication Plan engaged students in their college onboarding process, resulting in a 7% increase in the number of Early Welcome 2021 participants.

SCC Outreach Weekly and Bi-Weekly In-person and Virtual Visits are conducted to allow students at all five OUSD high schools the opportunity to stop by and meet with their assigned Outreach Representative during a scheduled timeframe and receive assistance on completing the SCC application, getting started with their financial aid application, gathering information about student support services, and completing steps for the Early Welcome Program. SCC Outreach would greatly benefit from the purchase of licensing for career assessment management software such as Superstrong Assessment. Introducing Superstrong Assessment to the high schools and middle schools would help students identify their interests and extend their understanding of how interests can support academic and career success and guide them to one of the degree/certificate programs at SCC.

Summer Advantage Academy

Incoming first-year students are encouraged to participate in the Summer Advantage Academy. Summer Advantage Academy is a one-day session (one week before the fall semester begins) to assist students in their successful transition to college. Students participating in the Academy gain a true advantage by receiving college success tips from our faculty, gaining writing strategies for mastering college-level English, learning math success skills, learning about our programs and services, receiving a campus tour, participating in a student engagement workshop, and familiarizing themselves with the SCC campus. By completing the Academy, students will be awarded priority registration in their second year of college. In 2021, Summer Advantage Academy was conducted in person. Students welcomed the opportunity to interact with faculty and other students in person and receive the campus tour since the SCC campus was closed for 18 months due to the pandemic. The 2021 Academy resulted in a 22% increase over last year, which was held virtually. Since the inception of the Academy in 2017, 1,771 students have participated.

The annual High School Counselor Conference and Family Night events showcase both the select academic programs and student support services available at SCC. The High School Counselor Conference is aimed to inform local high school counselors, administrators, college technicians, and community leaders, whereas Family Night is geared towards prospective students and their parents. For Fall 2021, Family Night was held virtually in November. The High School Counselor Conference has been moved to the Spring with the plan of holding it in person.

Building the Pipeline

The organizational change of merging the dual enrollment operations with the outreach operations in 2020-2021 has proven to be beneficial, with associated growing pains. The one (1) Director of Special Programs previously overseeing the Dual Enrollment Program is now also overseeing the Outreach Department. As the High School and Community Outreach Specialists returned to providing in-person weekly visits and support to OUSD high schools in Fall 2021, the specialists were crossed trained in dual enrollment and outreach. High School and Community Outreach Specialists can now assist students with registering in dual enrollment classes in addition to introducing students to the SCC Promise Scholarship and Early Welcome Program. The students, parents, high school counselors, and administrators have welcomed the consistent and unified personnel and messaging from the Outreach/Dual Enrollment team. The goal is to build a robust and healthy pipeline for dual enrollment students to continue with SCC after high school graduation. The challenge is the not enough staffing in the Outreach/Dual Enrollment Departments to support 5 OUSD high schools and 10 other high schools. The current infrastructure consists of one full-time High School and Community Outreach Specialist, one part-time High School and Community Outreach Specialist, two part-time Student Services Specialists. The turnover rate of the part-time employees made it extremely difficult to maintain a regular schedule at the high schools. Given the high turnover rate of the three part-time specialists, it would greatly benefit the college's enrollment efforts in replacing the three part-time specialists with two ongoing full-time High School and Community Outreach Specialist positions in order to extend the presence of SCC to middle schools and further develop a presence in the community and reach true outreach potential.

Business/Industry Programs

At SCC, an enhanced internship program has been developed, specifically targeting the Water Utility Science industry, allowing students on-the-job training and expanded employment experience.

Career Technical Education programs have advisory committees comprised of faculty, industry, and community partners that offer guidance in assuring that students completing certificates and degrees demonstrate the technical and professional competencies that meet employment standards. The majorityof advisory committee members are from the business/industry sector. The groups meet regularly, depending on the needs and popularity of the field/program that students seek.

Faculty also organize events, guest speakers, field trips, and class projects that address industry standardsand maintain business relationships within their respective fields. This often results in internships, apprenticeships, and jobs for students.

Continuing Education Program

Through RSAEC and the BSI Transformation Grant, the SCC noncredit and credit mathematics departments have collaborated to ensure that both departments are aligned and in compliance with AB705. Noncredit math courses have been articulated and added to the credit mathematics course sequences to allow students optional pathways to reach their goals. To meet growing demand and studentneed, SCC-DCE is working to offer noncredit math courses online.

A major area of need that has been identified for the SCC-DCE is the establishment of a regional center inOrange to address the unmet need in this area for English as Second Language, Adult Basic Education, High School Diploma/GED instruction, Short-Term Career Technical Education, and Programs for Adults with Severe Disabilities. This would complement the SCC-DCE offerings at the 30 community sites that SCC serves.

Through the RSAEC, the SCC-DCE is working to align its noncredit offerings to the college creditofferings as well as to the offerings of other adult education providers in the region.

To meet growing demand and improve student outcomes, the SCC-DCE has secured funding to hire six full-time faculty in the areas of ESL, ABE, High School Subjects, Counseling, Career Technical Education, and Adults with Substantial Disabilities.

OBJECTIVE 1B: DEVELOP SUSTAINABLE, ALTERNATIVE REVENUESTREAMS TO ADDRESS STUDENT EDUCATIONAL NEEDS

Rancho Santiago Community College District
Competitive Grants Awarded by Site
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Grant Award Success Rate	94%	72%	64%	29%
Number Applied For	16	18	11	7
• District	4	5	1	1
• Santa Ana College	7	8	6	4
• Santiago Canyon College	5	5	4	2
Number Awarded	15	13	7	2
• District	3	4	0	0
• Santa Ana College	7	5	5	1
• Santiago Canyon College	5	4	2	1
Amount Applied For	$4,762,399	$6,695,000	$12,383,527	$14,662,435
• District	$1,344,000	$2,325,000	$500,000	$5,000,000
• Santa Ana College	$915,250	$3,550,000	$6,822,887	$4,062,435
• Santiago Canyon College	$2,503,149	$820,000	$5,060,640	$5,600,000
Amount Awarded	$4,162,399	$3,995,000	$8677153	$5,652,435
• District	$844,000	$1,325,000	$0	$0
• Santa Ana College	$915,250	$1,950,000	$6,146,833	$2,152,435
• Santiago Canyon College	$2,043,149	$720,000	$2,530,320	$3,500,000

Source: RSCCD Resource Development
Note: The amounts listed represent the total award. For example, if we applied for and received a 3-year grant award in 2017-18, the total amount of all three years would be listed in the 2017-18 column.

Rancho Santiago Community College District
Foundation Net Assets by Site
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
District Operations	$257,572	$739,110	$555,453	$510,775
Santa Ana College	$10,558,706	$10,558,707	$11,063,323	$13,785,832
Santiago Canyon College	$1,760,987	$1,812,559	$1,867,218	$2,280,304

Source: RSCCD, SAC, and SCC Foundations

Rancho Santiago Community College District Community
Services Program Ending Balance by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	$207,560	$147,363	$45,373	($254,041
Santiago Canyon College	$126,567	$96,692	($2,915)	($53,778)

Source: SAC and SCC Community Services

DISTRICTWIDE

Competitive Grants

Competitive grants are alternative revenue sources that support adoption of proven models and strategies, as well as innovation and transformational change to improve social outcomes. In pursuit of the district's Goal #1, Resource Development identifies and pursues grant opportunities that support the district's goals and that respond to the needs of the colleges, continuing education and the district.

The District secured additional funding to support child development services through the federal CCAMPIS (Child Care Access Means Parents in School) program and the state's General Child Care and Development funds that were competitive in 2018/2019. In addition, the district pursued workforce and economic development grant opportunities: e.g., as a partner with other colleges and universities throughout the nation for a collaborative project, *Scaling Apprenticeships through Sector-Based Projects*, funded by the U.S. Department of Labor and led by Clark University, as well as state *GO-Biz* funds to support small-development services through the OC Small Business Development Center hosted by RSCCD. In 2019/2020, the district also applied for a Student Mental Health Services grant that would have supported expanded psychological health services at both campus health centers, but we were not awarded.

Santa Ana College secured grant funds to improve instruction and support for students:
- Support undocumented students and their families through the Catalyst Fund grant ($100,000).
- Develop affordable textbook options for students through the Textbook Affordability grant ($50,000).
- Support retention and success in the Nursing Program through the Song-Brown grant funded by theOffice of Statewide Health Planning and Development ($400,000).
- Strengthen online STEM courses that result in improved learning, especially for disadvantaged and underrepresented students, in partnership with California State University, Fullerton, UC, Berkeley, and Carnegie Mellon University funded by the Governor's Office of Research and Planning ($1,300,000).
- Provide transition services for formerly incarcerated persons into educational programs and supportservices prior to and after they are released to improve successful integration back into society and reduce recidivism, funded by the California Community Colleges Chancellor's Office ($100,000).
- In 2019/2020, SAC submitted competitive renewals for the WIOA Adult Education Program ($3,000,000), and the U.S. Department of Education's TRIO Student Support Services-Regular

($1,681,170) and Student Support Services-Veterans ($1,265,160) programs. All were funded.
- In 2019/2020, SAC was awarded a grant funded by the California Energy Commission to implementa Clean Transportation Training Project that would upgrade the electronic vehicle equipment in the Automotive Technology Program ($180,503).
- In 2019/2020, SAC was awarded a Truth Initiative grant ($20,000) to implement a tobacco- and smoking-education program and to convene campus stakeholders to review and discuss pursuing a100% Smoke-Free Campus Policy.

Santiago Canyon College secured funding to improve instruction and support for students:
- Develop online, non-credit CTE programs through the Online CTE Pathways funded by the California Virtual Campus/Online Learning Initiative ($500,000).
- Expand and focus services for veteran students through the Veterans Resource Center grant funded bythe California Community Colleges Chancellor's Office ($100,000).
- Educate the campus community about the dangers of tobacco and other smoking products to engage the campus in consideration of support for a 100% Tobacco and Smoke-Free Campus policy, fundedby the Truth Initiative ($20,000).
- Provide transition services for formerly incarcerated persons into educational programs and support services prior to and after they are released to improve successful integration back into society and reduce recidivism, funded by the CCC Chancellor's Office ($100,000).
- In 2019/2020, SCC submitted four applications for the U.S. Department of Education's TRIO StudentSupport Services Program: for its existing Regular program, and new STEM, Teacher's Prep and Veterans programs. The existing program was awarded, and the SSS-Teacher's Prep application earned a score that placed in the 2nd funding band, with the final determination of the award pending. Each grant is for a total of $1,265,120 over a five-year performance period.

In 2020, the District applied for the Department of Labor's *Strengthening Community Colleges Training* grant ($5,000,000), with Santa Ana College serving as the lead of a collaborative consisting of Los Angeles and Orange County colleges to build regional capacity to provide virtual labs and hands-on learning environments for students. The competition was very rigorous with limited funding, a large number of applicants on a national scale, and regional representation requirements. Unfortunately, our application was not selected for funding.

Applications were developed for four grant projects for Santa Ana College:
- A new project for Dollar General's *Adult Literacy* grant ($10,000) to increase the non-credit programs capacity to serve more students.
- A continuation project for the U.S. Department of Education's TRIO *Talent Search* grant ($2,152,435) to provide college preparation services to disadvantaged students in SAUSD.
- A new project for the U.S. Department of Education's *Center of Excellence for Veteran Student Success* grant ($400,000) to expand services to veteran students. The project has ambitious annual objective targets pertaining to GPA, graduation, and college admission, and the project contributes to strengthening collaboration between SAC and SAUSD.
- A new project for the U.S. Department of Education's *Asian American and Native Pacific Islander Serving Institution's (AANIPISI)* grant ($1,500,000) to establish a center for Asian American and Pacific Islander students to address the needs of this population, improve their visibility on campus, and education the campus community about the diverse ethnic groups that comprise these larger categories.

SAC has hosted a *Talent Search* project since 1994 and was successful in securing the next 5-year award. The proposals for the *Adult Literacy* grant, the *Center of Excellence for Veteran Student Success*, and the *AANPISI* grants were not selected for funding. Though a contractor provided grant development assistance for the *COE for Veteran Student Success* proposal it received low scores. This highlights the current environment for grant development, especially for U.S. Department of Education grants. Through professional organizations, peer networks and grant writing agencies by now most institutions can access successful proposals from prior competitions, which levels the playing field for producing quality applications but also narrows the margin for success. Grants are won or lost through a few points. The *AANIPSI* grant provides a good example of this: SAC's proposal earned a score of 102; the cut-off was 104. Even a proposal that scores over 100% can fail to secure an award. A thorough knowledge and familiarity of an institution's unique characteristics and programs are needed to develop a compelling proposal. Grant development support provided by independent contractors may be useful for targeted services to address development need areas but cannot be relied upon as a strategy to significantly improve the district's capacity for grant development.

Santiago Canyon College pursued two grant opportunities to improve enrollment and completion of STEM programs, especially among under-represented and disadvantaged students:

- National Science Foundation's *Advancing Innovation and Impact in STEM Education at 2-Year Institutions of Higher* Education ($2,100,00)
- U.S. Department of Education's *HSI-STEM Strengthening Institution's* grant ($3,500,000).

SCC was awarded the HSI-STEM grant to implement the "Systemic Design for STEM Success" project. This project leverages the pathway model to invest in providing more thorough preparation and orientation for incoming students that plan to enroll as STEM majors; intensive monitoring and intervention along the pathway; tutoring in gate-keeper math courses; Supplemental Instruction in gate-keeper science courses with low course success; dedicated STEM and Career counselors; transfer pathway development; and transfer support services. The decision on the NSF proposal is pending.

Moving Forward – State of the Field and Focus Areas
Impact of COVID-19 and Disruption to the Workforce and the Economy
The Governor's COVID-19 sheltering-in-place directives resulted in the need to transition to online and alternative learning modalities. New funding opportunities, as well as directives to use existing funds, to modify and adapt courses and programming are emerging as the pandemic is likely to continue well into 2020/2021.

Grants that focus on workforce and economic development are likely to be prominent. Prior to the COVID-19 pandemic there were already significant concerns with workforce development, due to the growing income gap, unfilled middle-skilled jobs, and occupational shifts due to automation. These concerns were contributing factors to the state's investment in the Strong Workforce Program. The pandemic's impact on the economy and employment will render workforce development programs even more critical. Grants to address the issues are already emerging – e.g., U.S. Department of Labor's Strengthening Community Colleges Training grants.

Data-Driven/Evidence-Based Projects

Increased access to and use of data to inform decision-making has led to funders developing grant programs that seek systemic change, large scale and scalable impact, and data-driven design and sophisticated evaluation to make strategic and targeted improvements.

A transition to systems-thinking is needed, as the impact of big data, access to data, and expectations for efficiency and improved resultshas reduced the number of small project/small focus grant opportunities. Funders now expect data- driven analysis at the systems-, program- and classroom-levels with strong evaluation plans.

Community Education

The Community Education program, formerly Community Services, at Santa Ana College and Santiago Canyon College exists to provide additional options for educational opportunities and life-long learning to a diverse community. This revenue-generating department is fee based and offers not for credit courses to complement the traditional college-credit and noncredit class offerings. Community Education adheres to the best practice guidelines administered by Education Code section 78300. The program continuously seeks new revenue streams and partnerships for growth and support of staff salaries and benefits.

The Community Education Program, as it stands today, underwent a restructuring as part of the Division of Continuing Education Pilot Program in July 2020. As part of the restructuring, the two Community Services Programs at Santa Ana College and Santiago Canyon College merged into one districtwide program. As part of the merger, over 4,000 Community Services participants were surveyed and the overwhelming majority reported that the name, Community Education, best conveyed the mission and objectives of the department. The first official Community Education Schedule, with combined classes and workshops, was developed for Spring 2021 and included offerings at both colleges.

Community Education maintains a strong public profile to promote course offerings and serve as an outreach program for Santa Ana College and Santiago Canyon College. Each semester, over 250,000 copies of the schedule are distributed in the community to advertise quality programming and strengthen brand recognition. Through its outreach efforts, Community Education maintains strong relationships with local businesses and tracks industry trends to introduce new opportunities for revenue-generating collaborations. Classes and workshops in Community Education aredesigned to promote departments seeking to test new curriculum and introduce vocational industry trade workshops to link the community directly to guided pathways. With continued outreach and a strong community presence, the program provides students with an opportunity to become a part of the college experience.

The Community Education course offerings are widely diverse and economically accessible to bridge socioeconomic gaps and promote equity in education. In Community Education, participants rediscover the value of learning. Course offerings expose residents to new technologies, careers, networking opportunities, and social trends. By participating in recreational courses and enjoying day tours, community members develop a sense of belonging, which in turn promotes strong affiliation and identification with Santa Ana College and Santiago Canyon College.

The Community Education Program maintains strong ties with community and business. It has collaborative partnerships with educational entities, academic departments and industry leaders that have led to creative program growth. Industry training courses for certification are offered to diesel technicians, medical personnel and business professionals. Through our partnership with Education2Go nearly 200 students registered for numerous online classes such as basic computer programming, software application usage, drawing, photography, writing memoirs, and music.

Santa Ana College secured a contract renewal with the County of Orange District Attorney Office to continue offering court-mandated courses. These offerings reduce recidivism to at risk citizens throughout the county. Additionally, seven (7) new courses were developed to support the needs of struggling community members that aim to modify behavior and promote healthy lifestyle choices. These allies provide community residents access to engage in alternative learning environments.

Throughout the COVID pandemic, Community Education offered "College for Kids" classes and camps to support programming that meets the needs of Title VII as mandatedby the U.S Department of Education. Santiago Canyon College further strengthened its partnership with the Orange Unified School District (OUSD) with a Memorandum of Understanding (MOU) to help bridge the educational gaps resulting from online learning. OUSD funded over 3,500 students in grades K-12 to participate in College for Kids summer activities. Students engaged in academic, recreational and cultural experiences both online and in-person.

Classes and workshops in Community Education are designed to promote Santiago Canyon College's fundamental promise that, "*What happens here Matters*." In Community Education, participants rediscover the value of learning, which aligns with Santa Ana College's goal for students to "*Focus on your Future.*" The Community Education Program exists on the belief that through focused and targeted programming we are "*Building the future through quality education*."

SANTA ANA COLLEGE

Foundation & Office of College Advancement

The Advancement Office and Santa Ana College Foundation closed the 2019-2020 fiscal year with $11,063,323 in total assets as well a total of $1,093,143.99 in total gifts within the 2019-2020 fiscal year. More recently, Santa Ana College Foundation has been undergoing an important planning and evaluation process and phase related to the next level and phase of work and philanthropic goals. Recently, finalizing andentering the silent and ground level phase of our new three-year comprehensive campaign for Santa Ana College. This three-year philanthropic campaign (The Raising the Game Campaign) and case was developed through extensive qualitative and quantitative research and analysis. It was also developed to strategically complement the Chancellor's Office's goals of the Community College system and Santa Ana College'sVision for Success goals.

The ***Raising the Game Campaign*** addresses three areas of strategic need, designed to support:
1. **Student Success Scholarships:** Expand scholarships and award amounts that support and advance student achievement, completion and transfer with a specific focus on high achieving students, adultlearners and industry-focused pathways.
2. **Proven High Impact Programs:** Build capacity for programs that have a track record of success

supporting transfer and promoting career-based experiences while driving the development of new, results-driven student resources.

3. **New Academic and Community Spaces for the Arts:** To date, the Raising the Game Campaign has already garnered 375% of its groundwork phase. Accelerate the creation and completion of new academic and community spaces for SAC's award-winning arts programs.

Addressing these high-impact areas will provide direct support to students where and when they need it mostso that they can climb the ladder of professional and personal success, fulfill the workforce needs of our region, and take our community to the next level. More detailed information on the Raising the Game Campaign can be found at www.rtgcampaign.org/.

In the last quarter, the groundwork of the campaign has begun and within that time, a total of $375,000 has been raised. The campaign is still in the groundwork phase and continues to build gifts, prospects, leadershipteams and overall philanthropy efforts for this work.

The Santa Ana College Foundation and Office of College Advancement continues to see breadth and depth growth in philanthropy stewardship, donor engagement, overall gifts, average gift per capita/per donor as wellas all overall Advancement responsibilities in communications, public and community relations, as well as marketing and advertising for the college.

Private donors, corporate donors, community foundations, internal faculty and staff, alumni giving and other friends of the college make up the breadth and depth of constituents that are in the development and stewarded donor relations and giving pipeline at the Foundation. Furthermore, The Office of College Advancement works as a partner and asset to, for and with the college to create a multitude of marketing touch points, high quality branding, advertising and story-based and donor-related pieces for the college. Communications strategies and tactics continue to increase year after year in the Foundation/Office of College Advancement and continues to elevate the College's exposure. Not only does Office of College Advancement produce, direct and distribute these marketing efforts and products, these efforts receive "Best in Class" awards and allocates. Some examples in this fiscal year alone, include awards from CASE, NCMPR, Statewide CCLC Alumni of the Year and The American Association of Community Colleges 2020 Outstanding Alumni Awardof the Year.

In closing, increases across our current philanthropic initiatives and continued growth are reflected in funds raised in President's Circle memberships totaling $105,500, a 5% increase from the goal. Estimated $587,000in scholarships were awarded in the academic year which is a 35% increase over the 18-19 awards of $433,300. In total, fundraising overall was up from 2018-2019- $692,682 to $1,097,238; a 58% increase. Trends related to donor effectiveness are evident in 2019-2020, showing an average gift of $3,595.86 per donor, which reflects a larger percentage of gifts at larger amounts per gift. Specifically, compared to 2018-2019, the average gift size increased by 38% (*$2797.00-2018/2019). As the main philanthropic arm of the College, the Advancement and Foundation Office continues to strategically grow, maintain, cultivate and compliment college resources to achieve the college's and State Chancellor's Office goals that move students into post-secondary degree and transfer completion. This degreeand transfer completion, thereby, adds to the economic engines of our communities.

At the close of 2020-2021, the Advancement Office and Santa Ana College Foundation closed the year with $13,785,832 in total assets as well a total of $1,322,176 in total gifts within the 2020-2021 fiscal year. Even more recently, as of December of 2021, total assets of the Foundation reached a record high

of $15.4 million. The 2019-2021 Advancement & Foundation published annual report that was just released reflects fiscal highlights such as:

1. $2,651,050 distributions to students and programs across the college,
2. 556 donors annual make up total contributions,
3. Total giving for both fiscal years is $3,450,945, and
4. Average gift size is also up at $6207 (5) Annual giving and special campaign gifts have increased total giving to the Foundation by 40% since 2019.

The Raising the Game Campaign work, leaning into our annual fund giving and the engagement work that has occur strategically over the last two years has garnered even more growth for our philanthropy at Santa Ana College. During a time when others may have chosen not to move forward with campaign work given the global pandemic, the Santa Ana College Foundation Board of Directors and the Advancement staff leaned in and was more assertive than ever. Our new three-year comprehensive campaign for Santa Ana College has been a pillar of our "why?" to connect and raise additional strategic resources for students. Donors, prospects, alumni, businesses, friends and alumni are more engaged than ever. A powerful but small staff in the Advancement Office does the most with its resources. We are at a turning point at the Advancement Office with a need to plan for growth in personnel, partner with the college in that area and maximum both college and foundation resources to allow for that needed growth. The responsibilities of the Advancement Office to manage the current assets is a fundamental part of the work. And with $12 million dollars in increased assets in the last decade that must be a priority. In addition, there is an opportunity truly make the Advancement Office a true "Advancement" program with marketing and community relations under its umbrella for maximized synergy. Online signature events throughout the last two fiscal years kept our mission extremely relative and meaningful. We are halfway through our three-year philanthropic campaign, The Raising the Game Campaign) noted above.

Since July 2021, a total of $1,670,000 has been raised for the comprehensive campaign. Together, since July $2,879,301 has been raised, 48% of our total goal of $6,000,000. In addition, the Advancement team and SAC Board of Directors will be bringing on several new board members in the next quarter that will assist in on-going leadership work for fundraising efforts. Board development has been a focus of the first quarter of the 2021-2022 Fiscal year.

The Santa Ana College Foundation and Office of College Advancement continues to see breadth and depth growth in philanthropy stewardship, donor engagement, overall gifts, average gift per capita/per donor as wellas all overall Advancement responsibilities in communications, public and community relations, as well as marketing and advertising for the college.

Community Services
The SAC Community Services Program is a revenue-generating department and offers not-for-credit classes in educational, cultural, social, and recreational events to a diverse community. This comprehensive fee-based program provides alternative education opportunities for students to discover,prepare, develop, and pursue lifelong learning. Community Services operates under the best practice guidelines administered by Education Code section 78300.

Community Services plans, operates, and provides a schedule of quality classes each semester. As an extension of college credit, this program is a resource for departments seeking to test new curriculum. Several niche industries with limited competitors have come from these partnerships to develop successful classes for the SAC community. The program continues to introduce new revenuestreams, which allows for growth and supports staff salaries and benefits. Each semester a comprehensive fee-based schedule of classes is sent to over 100,000 district residents.

In 2020-21, residents in the college service area participate in classes to increase their marketable skills, seek careerchanges, improve fitness and overall wellness, financial management, or simply enjoy professionally guided cultural day tours. The College for Kids program introduces academic, technology, science, and engineering and economic courses to a new generation of potential Santa Ana College students. Activities offered during 2019-2020 include a schedule of over 150 classes each semester that invite ourdemographic population to seek life-long learning education through cultural, social and recreational events. Nearly 3,500 students registered for a Community Services class.

Community Services has collaborative partnerships with educational associations, academic departments and industry leaders that have led to creative program growth. These allies provide community residents access to engage in alternative learning environments. We also secured another contract with the County of Orange District Attorney Office to offer more court-mandated courses to reduce recidivism to at risk members throughout the county. Industry training courses for certification are offered to diesel technicians, medical personnel and business professionals. Through our partnership with Education 2 Go nearly 200 students registered for numerous online classes such as basic computer programming, softwareapplication usage, drawing, photography, writing memoirs, music and starting a pet-sitting business.

Community Services continues to bridge with campus departments seeking to facilitate ideas to test the marketability of their curriculum. This program continues to seek new partnerships to complement college credit programs, introduce vocational industry trade workshops, and provide students an opportunity to experience a college environment that leads them to full-time enrollment. Program data collection processes and linking community services student's identification to district orcampus statistics are areas that require development. During the 2020 pandemic, Community Servicesincome was severely impacted with a 31% loss of revenue. The majority of courses offered could not easily pivot to online instruction.

Contract Education
Working on behalf of Santa Ana College, the district Institute for Workforce Development's Customized Training Institute is committed to offering high quality employee training and development resources to our business community at low or no cost.

- By establishing strong ties with California Community Colleges Contract Education (CCC CE), Employment Training Panel (ETP) Collaborative secured three (3) rounds of Employment
- Training Panel funding for RSCCD's Contract Education unit. Each of the first two rounds werefor $25,000, the third round was for $30,000 to help offset the cost of employee training for the business community.
- RSCCD's Contract Education classes funded by ETP enjoyed participation from employers in Anaheim, Garden Grove, Orange, and Santa Ana who have enrolled their employees in not-for-

credit training sessions. Participating employers represent a wide range of industries: manufacturing, aerospace, telecommunications, construction, food processing and packaging industries and include Access General Contracting, Freudenberg NOK, Qualitask, Reyes Coca Cola, Teletrack Navman, and Unit Industry.

- Topics requested by industry in 2-hour segments and delivered in a Contract Ed mode include Essentials of Leadership, Making Communication a Priority, Coaching for Peak Performance, Managing Priorities/Time Management and Teamwork.

School of Continuing Education

The SAC SCE is expanding partnerships to leverage resources. The partnership with the SAUSD Wellness Centers allows SAC SCE to expand our community sites offerings into 57 sites to over 1300students in 2019-20 within SAUSD. Because of this collaboration, SAUSD Family and CommunitiesEngagement staff can provide additional supportive services to SAC SCE students at those sites. In addition, SAC SCE receives marketing and recruitment support from SAUSD Wellness Centers throughout Santa Ana helping our school to reach a wider student demographic.

SAC SCE Career Education programs have expanded because of the partnership created with Garden Grove Adult Education at Lincoln Education Center. In addition to being able to hold a larger number of total classes to more than 160 students per semester, the SCE Career Education Department is able to holdspecific types of classes that we cannot offer at SAC SCE facilities. For example, SAC SCE is able to offer an Automotive Technology introductory course, the first course in the SAC Automotive Technology Program pathway because of facilities in place at Lincoln Education Center that include an automotive workshop and car lift.

SANTIAGO CANYON COLLEGE

Foundation

In fiscal 2019-2020, the SCC Foundation and Office of College Advancement continued to partner to build fundraising capacity and expand financial resources for Santiago Canyon College. The Foundation ended the year with $1.867 million in total assets, including over $1.5 million in directly-managed endowments and $103,000 in an endowment managed by the California Community College Foundation.In cooperation with the College Advancement office, the Foundation secured over $410,000 in new donations for college scholarships and programs and paid out over $233,000 in private scholarships to students. The Foundation/College Advancement office continues to build its President's Circle program to recognize donors who annually give more than $500 in unrestricted funds. In its three short years in operation, the program has raised $58,000 in new unrestricted funds for the college. To further enhance fundraising efforts, the Foundation/College Advancement office recently migrated to a new customer relationship management (CRM) software platform called SalsaCRM, a platform better suited to a small fundraising operation than the previous CRM.

The Foundation/College Advancement office staff has already begun using the new platform to analyze current donor data and identify donors capable of higher philanthropic engagement levels. With a new, cleaner looking Foundation/College Advancement office website and a more robust monthly communication strategy facilitated by Salsa Engage, the online marketing platform packaged with SalsaCRM, the Foundation/College Advancement office is positioning itself to communicate more efficiently and strategically with alumni and friends of the college. Also, the Foundation/College

Advancement office continues to build the SCC Alumni Network; this past year, the Network, in cooperation with the Associated Student Government, established an alumni scholarship to incentivize selected students to assist the Network with its outreach efforts. Lacking dedicated marketing resources,the Foundation/College Advancement office also has employed third-party tools, including Crescendo Interactive, which provides a professional-looking website and easy-to-use marketing tools for a nascentlegacy giving program.

While there has been steady progress in growing Foundation/College Advancement office assets, barriersremain. Concerted efforts have been made in expanding the number of engaged, active board members toa sustained minimum of 15, a number necessary to develop a robust committee structure to support effective community outreach and more robust fundraising efforts. With only one full-time staff member currently dedicated to all essential aspects of the Foundation/College Advancement office operations (database management, foundation administrative support, annual donor tax and endowment reporting, social media, annual giving, payroll giving, alumni, etc.), there is little staff time available to focus on other areas with a potentially higher return on investment, particularly on grant writing and major and planned gift acquisition strategies. The Foundation/College Advancement office also has no dedicated outreach or marketing communication structure due to limited staffing, making branded, sustainable communications with alumni and potential donors challenging.

Despite the challenges, the Foundation/College Advancement office at Santiago Canyon College focuses on developing and implementing strategies to build fundraising capacity and provide more consequentialfinancial support levels to the college. In September 2019, the foundation board commissioned a development assessment to identify strengths and weaknesses within the Foundation/College Advancement office and make recommendations for improvement. The evaluation focuses on four areas: 1) defining key funding needs and developing a "Case for Support," 2) growing the foundation board, 3) expanding advancement staff support and 4) identifying fundraising strategies with the greatest potential for more immediate impact. The assessment was accompanied by a companion document containing a listof potential grantors to approach grant funding. The Foundation/College Advancement office has already engaged with some of these funders and, in short order secured $30,000 in new funding. Also, in September 2020 the foundation board held a retreat out of which came a three-year *Leadership Vision 2021-2024* plan that builds on the development assessment.

By the end of FY 2024, the foundation board is committed to seeing progress in these critical areas:
- Initiating and leading community engagement efforts
- Elevating the reputation of the college as a partner and leader in the community in providing innovative programming, event space, collaborative grants, and community improvement efforts
- Generating the resources needed for the biggest impact, including diversifying the Foundation/College Advancement office's revenue model into new areas, expanding grant writing and fundraising efforts to build a larger endowment, and beginning work on capital campaigns to enhance campus infrastructure in ways that will attract more students to the college
- Building and better engaging an exemplary board
- Sustaining a seamless partnership with the college to assess needs, secure resources, prioritize programming, promote the college's impact, and create a collaborative culture to achieve its highest aspirations.

The Board is currently developing clear, deliverable strategies and timetables for implementing the *Leadership Vision 2021-2024* and plans to have an actionable blueprint in place by spring 2021.

Community Services

The Community Services program at Santiago Canyon College exists to provide additional options for educational opportunities and life-long learning to a diverse community. This revenue-generating department is fee based and offers not for credit courses to complement the traditional college-credit and noncredit class offerings. Community Services at Santiago Canyon College adheres to the best practice guidelines administered by Education Code section 78300. The program continuously seeks new revenuestreams and partnerships for growth and support of staff salaries and benefits.

Community Services maintains a strong public profile to promote course offerings and serve as an outreach program for Santiago Canyon College. Each semester, over 100,000 copies of the schedule of classes and workshops are distributed in the community to advertise quality programming and strengthenbrand recognition for the college. Through its outreach efforts, Community Services maintains strong relationships with local businesses and tracks industry trends to introduce new opportunities for revenue-generating collaborations. With continued outreach and a strong community presence, the program provides students with an opportunity to become a part of the college experience.

The SCC Community Services course offerings are widely diverse and economically accessible to bridge socioeconomic gaps and promote equity in education. Classes and workshops in Community Services aredesigned to promote Santiago Canyon College's fundamental promise that, "*What happens here Matters*." In Community Services, participants rediscover the value of learning. Course offerings expose residents to new technologies, careers, networking opportunities, and social trends. By participating in recreational courses and enjoying day tours, community members develop a sense of belonging, which in turn promotes strong affiliation and identification with Santiago Canyon College.

The Community Services Program maintains strong ties with community and business. Community Services offers "College for Kids" to support programming that meets the needs of Title VII as mandated by the U.S Department of Education and strengthens partnerships with the Orange Unified School District. In collaboration with the Orange Chapter of the California Land Surveyors Association, new Land Surveyor certification courses are in development. With support of Career Education, Community Services offers continuing education units for Water Utility Science.

OBJECTIVE 1C: ANNUALLY INCREASE OUTREACH TO ADULTSSEEKING COLLEGE CREDIT OR CONTINUING EDUCATION CLASSES

Rancho Santiago Community College District

Number of Outreach Events in the Community for Credit Program by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	30	83	54	79
Santiago Canyon College	129	617	476	492

Source: Student Services, Outreach Departments

Rancho Santiago Community College District

Number of Outreach Events in the Community for Adult Education Programs by College
2017-18 through 202-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	220	230	247	23
Santiago Canyon College	90	167	143	10

Source: Vice Presidents of Continuing Education

Rancho Santiago Community College District

Efforts to Transition from Noncredit to College Credit by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	1032	1075	1022	560
Santiago Canyon College	634	576	515	396

Source: VP Continuing Education/District Research Department

Rancho Santiago Community College District
Number of Marketing and Communications Sent to Community Using Digital Analytics
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College				
• # of Print Ads	71	55	75	84
• # of Online Marketing Reached	3,694,257	3,753,889	11,856,278	12,673,708
• # of Radio & Streaming Spots	7,582,335	5,345,125	3,023,405	4,563,050
• # of Direct Mail Reached	477,021	751,050	833,343	812,429
• # of Outdoor Marketing Reached	36,368,105	13,451,932	9,234,229	11,246,66
• # of Press Releases	35	37	59	79
• # of Social Media Posts	867	1021	1424	1676
Santiago Canyon College				
• # of Print Ads	64	10	15	11
• # of Online Marketing Reached	4,362,544	6,456,092	10,913,409	10,442,033
• # of Radio & Streaming Spots	2,265,411	3,559,732	7,440,392	7,439,442
• # of Direct Mail Reached	488,523	667,873	753,237	761,587
• # of Outdoor Marketing Reached	18,411,636	19,003,430	19,165,055	19,144,560
• # of Press Releases	39	43	56	62
• # of Social Media Posts	318	1209	1467	1543

Source: RSCCD Public Affairs

DISTRICTWIDE

RSCCD Public Affairs

When Fall 2019 began, Public Affairs was seeing a steady increase of services requested throughout the district and in positive enrollment campaign results. Publications was producing an unprecedented number of marketing and event pieces and our digital presence was strong and growing. Graphic Communications was providing a record number of files and new services to all who requested help. Our community relations and contact with the press was growing weekly, and even through crisis as was seenat SAC in Title IX issues and police activity, RSCCD Public Affairs stepped up to assist the college and ensured coverage and negative press was controlled. In Mid-Spring of 2020, RSCCD Public Affairs became the "tip of the spear" with the abrupt exit of the SAC PIO and the emergence of the COVID-19 pandemic and civil unrest on the world stage. RSCCD Public Affairs was no longer simply responsible for reaching potential students and driving enrollment, it became much, much more. Our small but powerful Public Affairs team became the voice of two colleges trying to bring calm and understanding to a confused student body, a justifiably distraught staff and faculty, and a community in need. RSCCD Public Affairs rose to the occasion. Working with local officials, administration, and distance education, our entire academic institution was able to go 100% online in a matter of two weeks. With each passing year, our audiences become more tech savvy and the expectation of a professional and substantial online presence is becoming paramount. Public Affairs is working tirelessly to grow and transform our

communications to meet the changing needs of our audience. With our goals of continued expansion in digital communications, we continue with efforts in traditional print and news outlets in addition to non-traditional outreach like grassroots events and sponsorships that bring us face-to-face with the people andcommunities we serve.

Our goal is to achieve an optimal balance in meeting informational demands andoffering a human experience in order to best build brand loyalty and recognition.

In 2020, RSCCD Public Affairs offered each campus a full two-day photoshoot to addto the current collection of campus photos. The shoot took place inside classrooms to capture active learning situations as well as student lifestyle photos taken in public areas on campus. The images werewell received and are currently being used in all new marketing and communications efforts.

RSCCD Public Affairs also introduced campus workshops to help deans and their divisions reach current and potential students more effectively. In these workshops, deans were introduced to low-cost, and no cost micro-campaigns and services provided by RSCCD Public Affairs and given information on how to access those services. As a result of these new workshops, RSCCD Public Affairs is currently working alongside the campus administrators to develop a districtwide communications calendar that will allow our campuses to market themselves more strategically and effectively while collecting the data critical toacquiring leads and calculating ROI. These workshops will be an ongoing service provided twice a year to both campuses.

RSCCD Graphic Communications

RSCCD Graphic Communications again has adapted and risen to the challenges presented in 2019-20. We are in the process of introducing self-service design and asset management software districtwide. Thiswill bring the freedom of design to staff and faculty throughout RSCCD while maintaining and preservingstrict branding guidelines and approval processes. As in 2018, Graphic Communications is offering an ever-growing array of services that has now expanded to social design, web design, video editing, video graphics, branding services, and campaign strategy. Traditional graphic design, online publications, campaign development, and photography all continue to remain popular services that are being demandedby not only our staff and faculty, but also our students and community.

In Spring of 2020, Graphic Communications saw exponential demand for services with the abrupt exit of the SAC PIO and the changes brought forth by the COVID-19 Pandemic. This did not slow down the Graphic Communications. The department presented a new visual standards identity book to Santa Ana College that included a complete Guided Pathways identity, a new ADA compliant font selection, secondary brand colors and textures, photo styles and campus signatures. This consistency will resonate and build brand loyalty with our community while presenting Santa Ana College as a top-rated, modern educational institution.

RSCCD Publications

RSCCD Publications strives to meet the ever-changing printing and reprographic service needs of the district and its educational centers. Staff members are constantly communicating with customers in orderto meet their digital printing and reprographic needs while monitoring the latest industry's trends and products in order to provide additional in-house services.

In 2018-19, RSCCD Publications enjoyed one of its best years, increasing its color print production by over 57 percent. The increase was due in part to several contributing factors which included, 1) Graphic Communications' increased number of design services; 2) the district's and colleges' increased marketingefforts; and 3) the addition of several new pieces of digital printing and finishing equipment that allowed RSCCD Publications team members to complete print orders that were previously outsourced.

Last fiscal year, RSCCD Publications was on pace to equal or exceed its 2018-19 color print production totals until the COVID-19 pandemic limited on-site print production. RSCCD Publications team members continued to provide essential printing services as needed while complying with RSCCD COVID-19 health guidelines and social distancing.

Currently, RSCCD Publications continues to provide essential printing for district and college departments and services. It is also preparing for its relocation to the new Johnson Center at Santa Ana College where it will consolidate with Santa Ana College Quick Copy to provide district printing and finishing services. Because both print centers use the same production printers, they will be networked and connected to RSCCD Publications' online submission system, WebCRD, to increase productivity and reduce turnaround time for faculty and staff.

RSCCD Publications will continue to monitor print and marketing trends and provide new services to meet its customer's expectations. The goal of RSCCD Publications is to provide high-quality production services and products along with a consistent and pleasant user experience regardless of the customer's needs or location.

Rancho Santiago Adult Education Consortium (RSAEC)

In 2019, RSAEC entered into a contract with Interact Marketing Inc. to assist us with increasing our outreach efforts to adults seeking continuing education classes. Through California Adult Education Program (CAEP) funding, RSAEC has been able to allocate $200,000 toward this effort. During the past year, Interact Communications assisted us with social media campaigns including Facebook, Instagram and YouTube, printads, radio ads, and an OCTA bus campaign. The overall campaign, which launched in September 2019 will conclude on August 31, 2020, and has had much success. It's RSAEC's intention to enter into a new one-year contract with Interact Marketing. This year the campaign will focus on separate, targeted programs for both Santiago Canyon College Division of Continuing Education (SCC-DCE) and Santa Ana College School of Continuing Education (SAC-SCE). The goal of the targeted campaigns is to connect specific programs to students with instructional needs within the RSCCD region.

With the allocation of the CVC-OEI Grant, the SCC credit and noncredit Career Education Departments designated $125,000 toward working together with Interact Marketing Inc. Over the past six months, the departments worked to increase their outreach efforts to adults seeking career education opportunities.

This contract included a social media campaign, still-shot videos for YouTube, print ads and mailers. The campaign which concluded on June 30, 2020, was very successful. The four unique YouTube videos had 207,000+ impressions with 110,000+ completed views for an average rate of 53%, which is much higher than the industry average rate of 15%. Facebook and Instagram ads also drove 3,500 clicks to the department webpages.

SANTA ANA COLLEGE

Outreach Events in the Community for Credit Program

The Outreach Department provides information and resources to potential students and assists them in navigating the college system. The team attends and hosts events while recruiting and promoting all of SAC's beneficial programs, services and academic classes to the community SAC serves. In the past three years, Outreach has created several programs to assist in removing barriers.

A strong partnership with SAC School of Continuing Education and adults in the surrounding community has been reinforced in the past years, facilitating students on the opportunities that are available for them at Santa Ana College and assisting them with the enrollment process. Outreach has been able to coordinate and conduct application workshops with CEC twice a semester for the last two years and provide students with the opportunity to participate in Early Decision. Outreach targets and facilitates presentations to students who are completing the high school diploma, GED, or HiSET to provide them with higher education options at SAC. In addition, Outreach provides presentations to the Lincoln Education Center in Garden Grove as well as Remington Center, CEC, and SAC Adult Program.

Outreach also provides in reach support in the beginning of each semester by staffing Fall and Spring Open Class Booths. During the first two weeks, they support, and staff open class booths to promote openclasses to new and currents students. Outreach has also been instrumental in recruiting and assisting withthe Fall and Spring Onboarding Registration workshops. Workshops are conducted during the months of July and January where more than 100 students in 2019-2020 have benefited by attending and registeringduring these workshops. In the past three years, the Outreach Department began to reach out to previoushigh school graduates who did not pursue higher education and recruit them to Santa Ana College.

SAC understands the importance of our community and strives to make the college their home. A member of the Outreach team staff's weekly kiosks at the Mexican Consulate and Santa Ana Main Library. We volunteer at the Santa Ana Chamber, Kiwanis of Santa Ana, City of Garden Grove and the City of Santa Ana community events, in addition to many more held throughout the year. The Outreach team spends many hours a week promoting SAC's services and programs at college fairs and financial literacy events throughout the community. In the past three years, we realize our primary focus has beenSanta Ana events. We realize our community is larger than the city of Santa Ana. Therefore, Outreach has made a conscious effort and attended events in Garden Grove and throughout Orange County. We participated in the Transitioned aged Youth fairs, Garden Grove Strawberry Festival, career days and family fun day events throughout Orange County. In addition to our weekly presence at the Main Library in Santa Ana, Outreach has also held several speaking opportunities in libraries across Orange County.

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In addition to educating potential students on the benefits of SAC, we recognize the importance of parentsupport. SAC realized parents are too often a barrier. Outreach builds relationships with our communityparents and informs them about all the programs and services SAC has to offer their children. We understand that we need to educate our community against the stigma of community college as well as inform them of all the financial resources available. We host four Café y Pan Dulce orientations at SAC to help the parents understand how they can support their child to choose the best college for them. We include financial aid presentations and walk parents through the admission process. Outreach informs parents on the amount of time a college student should spend on homework and the different types of support their college students will need from home. In addition to our Café y Pan Dulce events, our parent group also attends festivals, college nights and conducts many campus tours for parents. We realize the earlier we can bring the parents onboard, the better the results.

In 2020-21, the Outreach Department provides information and resources to potential students and assists them in navigating the college system. The team attends and hosts events while recruiting and promoting all of SAC's beneficial programs, services and academic classes to the community SAC serves. In the past threeyears, Outreach has created several programs to assist in removing barriers.

A strong partnership with SAC School of Continuing Education and adults in the surrounding community has been reinforced in the past years, facilitating students on the opportunities that are available for them at Santa Ana College and assisting them with the enrollment process. Outreach has been able to coordinate and conduct application workshops with CEC twice a semester for the last three years and provide students with the opportunity to participate in Early Decision. Outreach targets and facilitates presentations to students who are completing the high school diploma, GED, or HiSET to provide them with higher education options at SAC. In addition, Outreach provides presentations to the Lincoln Education Center in Garden Grove as well as Remington Center, CEC, and SAC Adult Program.

Outreach also provides in reach support in the beginning of each semester by staffing Fall and Spring Open Class Booths. During the first two weeks, they support and staff open class booths to promote openclasses to new and currents students. Outreach has also been instrumental in recruiting and assisting withthe Fall and Spring Onboarding Registration workshops. Workshops are conducted during the months of July and January where more than 300 students in 2020/2021 have benefited by attending and registeringduring these workshops. The Outreach Department began to reach out to previous high school graduates who did not pursue higher education, students that applied to the college but didn't register for classes and students that registered and drop more than six units.

SAC understands the importance of our community and strives to make the college their home. A member of the Outreach team staffs a kiosk at the Mexican Consulate. The Outreach team volunteer at the Santa Ana Chamber, Kiwanis of Santa Ana, City of Garden Grove and the City of Santa Ana community events, in addition to many more held throughout the year. The team spends many hours a week promoting SAC's services and programs at college fairs and financial literacy events throughout the community. In the past three years, focus has been shifted and the team not only participates in Santa Ana events but our surrounding communities as well. Our community is larger than the city of Santa Ana. Outreach has made a conscious effort to attend events in Garden Grove and throughout Orange County. We participated in the Transitioned aged Youth fairs, Garden Grove Strawberry Festival, career days and family fun day events throughout Orange County. While continuing to still support the Santa Ana community by attending the Movada, Cuentame un Cuadro and Posada.

In addition to educating potential students on the benefits of SAC, we recognize the importance of parentsupport. SAC realized parents are too often a barrier. Outreach's Padres Promotores builds relationships with our community parents and informs them about all the programs and services SAC has to offer their children as well as themselves. The team understands the need to educate the community against the stigma of community college as well as inform them of all the financial resources available. Four Café y Pan Dulce orientations are held at SAC to help the parents understand how they can support their child to choose the best college for them. The orientations include financial aid presentations and an overview of the admission process. Parents are informed on the amount of time a college student should spend on homework and the different types of support their college students will need from home. Padres also conducts workshops at SAUSD's high schools. In 2021, at the parent workshop was held at GGUSD. This is a partnership we would like to continue. All workshops are currently held Spanish, but the plan is to develop one in Vietnamese. Padres also attends festivals, college nights and conducts many campus tours for parents. The earlier parents are onboard, the better the results.

Research
Santa Ana Unified School District (SAUSD) Research and Evaluation Office, Santa Ana College Research Office, University of California, Irvine (UCI) Research and Evaluation Office, and UCI Graduate Student and Faculty collaborated on a research study exploring the relationship between K-12 characteristics, behaviors and outcomes and college attendance and first term/first year outcomes at SAC. The predictive model produced by the study provided SAUSD and SAC management, faculty andcounselors with data that informed student outreach and first year college intervention.

Santa Ana College assessed educational needs through focus groups and surveys administered throughoutthe year. In addition to the annual Student Satisfaction Survey, the College surveyed the students several times within a six-month period following the outbreak of COVID-19 to determine ideal course formats, technology needs, the level of adaptation to remote learning, the willingness of students to return to campus and to measure the stress level of students. The survey results were used to plan face-to-face instruction, provide increased outreach regarding loaner laptops, re-open computer labs and provide additional counseling support to students.

Rancho Santiago Adult Education Consortium (RSAEC)
Through participation with Rancho Santiago Adult Education Consortium (RSAEC), Santa Ana College School of Continuing Education (SAC-SCE) is working to align its noncredit offerings to the college credit offerings as well as to the other offerings of other adult education providers in the region. In addition, SAC-SCE continues to expand partnerships to leverage resources and provide better service tothe community. One example of this effort is the expansion of the SAC-SCE Career Education instructional program. Working closely with Garden Grove Adult Education (GGAE), the partnership is able to provide SAC-SCE tuition free career education courses to GGAE adult students. New programs include classes in the areas of automotive and business skills as well as plans for implementing noncreditprograms in welding and HVAC.

Outreach Events in the Community for Continuing Education Program
The School of Continuing Education is committed to ensuring our community learns about the impactful program offerings we have to offer. In addition, we strive to remove barriers to course registration and

participation for students both virtually and in the actual classroom. An outcome of the COVID 19 pandemic was that it forced us to rethink how we connect with prospective and current students. From participation in local PTA meetings (both online and in person) to large scale on-campus and virtual events, we were able to not only to increase the brand awareness of our school but to also build formidable relationships with community partners.

In addition to our outreach efforts, we initiated several online marketing initiatives. These combined efforts were met with very positive results. To help put this in perspective, reference the following comparative data:

- **April 1 - August 31, 2019:**
    - the SCE homepage had a total of 24,908 visitors.
    - The ESL department page had a total of 4,751 visitors.
    - The GED/HiSET Page had a total of 3,648 visitors

- **April 1 - August 31, 2020:**
    - the SCE homepage had a total of 81,596 visitors.
    - The ESL department pages had a combined total of 69,701 visitors
    - The GED/HiSET page had a total of 35,288 visitors

As we continue to grow, we recognize that today's environment requires us to think beyond standard practice to best meet the needs of our community. We will work hard to meet students where they are, providing them with the information and resources they need to reach their goals.

SANTIAGO CANYON COLLEGE

College Outreach

Santiago Canyon College's High School and Community Outreach Department works to continuously increase its presence and visibility in the community and participate in various outreach activities at sitesin SCC service areas, as demonstrated in the chart above. In 2019-20, SCC Outreach staff conducted 51 outreach presentations, 24 college application workshops, 54 college/career fair tabling events, 54 financial aid workshops, 52 SCC campus tours, and 233 weekly visits to our feeder high schools. The Outreach Department also hosted large scale events designed to support outreach and recruitment efforts such as the Early Welcome Program, Summer Advantage Academy, High School Counselor Conference,and Family Night. (please refer to Objective 1A-SCC Outreach for more details about these events). It is worth noting that the number of events in 2019-20 declined due to event cancellations as a result of COVID-19.

An increase in Outreach Department staffing in 2018-19 (hiring of three on-going 19-hour Student Services Specialists) allowed SCC Outreach to be present at multiple outreach/recruitment events simultaneously and greatly increase the number of outreach events in the community. However, the presence of SCC Outreach in the community continues to be limited by having three on-going 19-hour classified staff. SCC Outreach would greatly benefit in replacing the three ongoing 19-hour classified staffpositions with two ongoing full time High School and Community Outreach Specialists positions in orderto further develop presence in the community and reach true outreach potential.

SCC Outreach would greatly benefit from the purchase of licensing for an appointment software system such as Calendly or Appointlet, while providing remote services. The current comparable district purchased software, Cranium Café, is difficult for prospective students to navigate and does not offer a user-friendly experience. In addition, the mobile software is primarily built for Apple phones. As a result, prospective students lose interest in contacting SCC Outreach for support, therein affecting our ability to recruit effectively. To overcome this issue, SCC Outreach has resorted to using the free version of the Appointlet software, which is easier for prospective students to navigate and has generated more contact with prospective students. The Appointlet and Calendly software both integrate with Outlook calendar as well as Zoom, which allows Outreach staff to operate more efficiently.

In 2020-21, Santiago Canyon College's High School and Community Outreach Department works to continuously increase its presence and visibility in the community and participate in various outreach activities at sitesin SCC service areas.

In 2020-21, SCC Outreach staff conducted in-person and virtual outreach presentations, college application workshops, college/career fair tabling events, financial aid workshops, and weekly visits to our feeder high schools.

The SCC Outreach Team returned to in-person support as soon as the high schools and community opened in person. The team was and still is one of the few community college outreach teams actively providing in-person services.

The Outreach Department also hosted large-scale events designed to support outreach and recruitment efforts, such as the Early Welcome Program, Summer Advantage Academy, and Family Night. It is worth noting that the number of events in 2020-21 declined due to event cancellations as a result of COVID-19.

In 2020-21 SCC Outreach established a strong partnership with the DELAC (District English Learner Advisory Committee) by providing regular presentations, workshops, and Q&A sessions to English Learner parents and Community Aides. Outreach has been able to dispel misinformation and hearsay surrounding undocumented students and provide parents with a safe space to ask questions.

The presence of SCC Outreach in the community continues to be limited by having three ongoing 19-hour classified staff. SCC Outreach would greatly benefit from replacing the three ongoing 19-hour classified staff positions with two ongoing full-time High School and Community Outreach Specialists positions to further develop a presence in the community and reach true outreach potential.

Outreach Events in the Community for Continuing Education Program

Through participation in the Rancho Santiago Adult Education Consortium (RSAEC), it was discovered that the needs of the community were not being met in the area of Adults with Disabilities. Santiago Canyon College Division of Continuing Education (SCC-DCE) secured funding through the California Adult Education Program (CAEP) to hire a full-time coordinator in this area and immediately reached outto assess the needs. Partnerships were formed with public agencies, non-profits and industry to create educational programs that prepare students with a developmental disability for work in competitive integrated employment (CIE). In its initial year, SCC-DCE's Adults with Disabilities program grew from0 classes to 14 classes offered with a total enrollment of 378 students and 22 Career Development and College Preparation (CDCP) certificates awarded.

Santiago Canyon College promotes the noncredit instructional and student services programs through a website www.sccollege.edu/OEC, through flyers, semester class schedule, and by participating at numerous community events. Examples of outreach activities and/or events that Outreach staff membersparticipate in include:

- Transitional Aged Youth (TAY) Education and Resource Fair
- Job Fair Table at Anaheim Convention Center
- West Orange Elementary School College & Career Day
- Flyer delivery to Libraries: Garden Grove, Sunkist, Tustin, El Modena, Orange Main Library
- Outreach table at Tustin Library
- Foster Youth Outcomes Committee meeting/promote Education and Careers to 18+ adults
- FAIR CHANGE Hiring Summit @ Irvine One-Stop: Serving Formally Incarcerated
- Orange County's 3rd Annual Re-Entry Resource Fair @ Honda Center; Resources and Education for Formally Incarcerated
- Deliver 2,017 class schedules and flyers to all Orange public libraries and the Employment Development Department (EDD) office in Anaheim
- Outreach table at the Mexican Consulate, Santa Ana; promoted all classes and programs
- Wells Fargo Bank award recognition and networking event; invited guests of honor
- OC Job Fair Expo: Promoted all classes and programs
- The Wellness Center (REI) 4th Annual Education Fair

- Family Fun Day Event at SAC/Outreach
- Deliver Flyers and class schedules to Libraries: Tustin, Irvine, Taft, Anaheim Hills, Yorba Linda Library and Community Centers throughout Orange County
- Outreach Table at the 9th Annual Military Event at New Wine Church in Fullerton
- The Source OC Event Center invited SCC noncredit to participate at the Small Business Owners/Entrepreneurs Event; set up outreach table and promoted all programs and classes
- Outreach Table at the RAD Family Resource Fair at the Irvine Park. Promoted all programs and enrolled students
- Delivered schedules to OCTA for distribution to all their clients visiting the office
- Annual Earth Day Festival at Santiago Canyon College.

> **GOAL #2:** RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations,and business/industry/labor to collaboratively meet those needs.

OBJECTIVE 2A: MAINTAIN EFFECTIVE RELATIONSHIPS AND FOSTER NEW PARTNERSHIPS THAT ADDRESS LOCAL EDUCATIONAL NEEDS

DISTRICTWIDE

The District and its colleges partner with many educational (feeder school districts, community colleges, and universities), community and business industry organizations to ensure that we constantly monitor theneeds of the diverse community to provide quality and timely offerings. The District is represented on various chambers, business councils, and advisory boards of various organizations where we share as wellas listen to partners. For example, the District is represented on the Orange County and the Santa Ana Workforce Investment Boards in order to identify major workforce needs and to address those needs through responsive programs and services. Grant programs have also been developed collaboratively with neighboring community college districts, with the Orange County Department of Education, with local industry, and with non-profit organizations. Please see Appendix A1 for list of RSCCD's key partners.

Los Angeles/Orange County Regional Consortium (hosted by RSCCD)
The LAOCRC has worked very closely with the three Workforce Development Boards in the county (County of Orange, Santa Ana, and Anaheim) to find areas of training/instructional opportunity for program participants in need of new or additional training, in fields that provide livable wages and employment growth; by having participants enroll in community college classes, not only are their educational needs being addressed, but they are also building important skills that will help them secure abetter future for themselves and their families.

We've developed partnerships with industry/employer organizations: the LAOCRC has fostered a collaborative partnership with the Orange County Business Council (OCBC), which includes the development of an OC Industry Sector report, developing a strategy for community college engagement with industry, and supporting the region in the development of regional advisory systems that can help colleges obtain industry information and validation.

Develop partnerships with Adult Education providers: the LAOCRC has collaborated with non-credit education providers to identify and create pathways for students to transition from non-credit to credit college programs, thus ensuring that students continue to add to their educational foundation and future. This extensive network can now be leveraged to support local educational needs in the career pathways:

- Implement clearer processes and procedures into career pathways, and enhance articulation and remove barriers
- Identify, design, simplify, align and market career pathways
- Improve coordination between K-12 and community college counselors
- Increase outreach to traditional and non-traditional students, CTE counselors, K-12 and parents by creative marketing and education both internally and externally
- Add portable and stackable certificates as well as skills badging
- Provide more on-ramps and off-ramps to pathways, such as Adult education and noncredit programs
- Provide additional counseling, communications and instructional support and basic skills, for example boot camps, bridge programs and just-in-time instruction, and incorporate more lab-based and project-based learning

Resource Development/Fiscal Agent

Being the fiscal agent for a number of grant programs, RSCCD has cultivated extensive partnerships that we use to leverage support for our local educational needs:
- Connect with individuals for consultation, information and guidance
- Draw together robust partnerships for grant opportunities
- Access to data and information to guide local program development
- Connect colleges to beneficial partnerships based on need
- Expand knowledge of other community colleges' operational, financial and programmatic systems to use as models to validate or improve our own systems
- Consult or advocate with CCCCO staff
- Understand CCCCO operations to work effectively with them as partners
- Develop a deeper awareness of plans and systems for integrated research and data systems to improve operations, data-driven decision making, and support for students leading to improved outcomes

Institute for Workforce Development

The Institute for Workforce Development (IWD) was established in July 2017 within Educational Services Division with the objective of developing an untraditional source of students for SAC and SCC through targeting a wide range of employers in business, industry and government within our community to determine their workforce skills needs and gaps and to position SAC and SCC (for credit and non- credit) as a source of education, professional development and training for their employees.

IWD achieves its mission by bringing employers within an industry together with SAC and SCC to explore options for creating or expanding the pipeline of qualified employees by aligning certificate and degree programs with industry needs and educating students and preparing them for in-demand professions. We have hosted three Roundtables on subjects such as healthcare, advanced manufacturing and autism. Autism care industry is a good example of a growing industry in our community which is experiencing a shortage of qualified, highly trained workforce to support the developmental needs of children with autism. Recognizing this growing need, the IWD partnered with Autism Business Association (ABA) to host an industry roundtable and identify critical gaps and barriers in workforce readiness in Orange County and surrounding communities. Included in the roundtable discussions were faculty, administrators and leadership from SAC and SCC, Educational Services leadership, and members from

Autism Industry Association including ABEDI, Autism Behavior Services, Autism Spectrum Interventions, Autism Spectrum Therapies, Bloom Behavioral Health, California Psychcare, Creative Behavior Interventions, Love2Learn, STAR of CA, and TASKids. Participants explored industry hiring needs and skills required, especially for occupations requiring a certificate or an associate degree. Theyexamined gaps and barriers and determined workforce training and development needs, internship opportunities and other areas for collaboration.

It was no surprise that the key outcome of the Roundtable centered on development of curriculum for an (Autism) Behavior Technician certificate program that would meet minimum requirements of the nationally accredited industry recognized certifications which are required by insurance companies (for reimbursement). At the conclusion of the Roundtable, Santiago Canyon College Division of Continuing Education took the lead in the development of curriculum for a certificate program in (Autism) Behavior Technician. On June 17, 2019, RSCCD Board of Trustees approved this curriculum which was developed with industry input and participation. The program was then submitted to the California Community Colleges Chancellor's Office for state approval. SCC plans to offer the certificate program tostudents once this approval is secured. Progresses made the Institute for Workforce Development:

- IWD cultivated a relationship with Orange County Community Foundation and was invited to participate in a competitive workforce development RFP.
- Developed a proposal to support the Behavior Technician Program with additional resources. OC Community Foundation approved the proposal that provides Santiago Canyon College School of Continuing Education (SCC-SCE) $125,000 per year for 3 years for a total of $375,000 to augment SCC-SCE instruction with wrap around services including Job shadowing, internship, and placementservices will help match each participant with an employer in the industry.
- Garnered recognition for RSCCD and SCC leadership and responsiveness to industry's workforce needs by developing the resolution language for State Senator Umberg who will be authoring a Senate Resolution recognizing RSCCD and SCC/SCE.
- Identified industry-experienced adjunct faculty candidates meeting minimum qualification and scheduled interviews at SCC-SCE's request. As a result, two faculty members were hired.
- At the request of SAC leadership, worked with Orange County Supervisor Andrew Do to expand theCounty's University Partnership Program to include Community Colleges. On December 17, 2019, the County Board of Supervisors unanimously passed a revised policy that opened up their University Partnership program to Community Colleges. SAC and SCC were the first two community colleges to join the County's University Partnership Program.
- SAC and SCC are recognized by the County as partners in education, training and professional development for the County's over 18,000 employees. Information about classes, landing pages andregistration sites are now available to County employees looking to take a class or complete a certificate or degree.
- At the request of SAC leadership developed a partnership with the City of Santa Ana (Executive Director of HR, Deputy Director of HR) to position SAC as a source of education, training and professional development for City employees. This partnership is under development and has transitioned to non-credit courses being offered online to City of Santa Ana employees.

SANTA ANA COLLEGE

Santa Ana College offers a robust program of year-round outreach and student development activities throughout its service area (and on site at all feeder high schools via One-Stop Higher Education Centers),which culminates in application, assessment, and placement services. This is enriched by direct financial support, linked to the SAC Foundation, which makes college possible for all members of the community. This model demonstrates implementation of the Student Success Act and has been cited as a national model by state and national leaders. It includes significant expansion activities as part of the College's Student Equity Plan. The pipeline efforts are complemented by the on-campus Middle College High School, where students simultaneously earn high school and college degrees. This year 70% of the graduating class will earn both their AA degree and high school diploma. Complementing the pipeline, outreach work is a significant set of community-centered activities led by outreach professionals in both credit and noncredit programs as well as volunteer Padres Promotores de la Educación. Taken as a whole,this outreach and student development work touches 30,000 members of the greater Santa Ana area annually. This work further expanded when SAC and the Santa Ana Partnership opened a One-Stop Higher Education as part of the Main Santa Ana Public Library. Please see Appendix A2 for list of SAC's key partners.

CTE Advisory Committee

Santa Ana College's CTE Advisory committee is an effective way to help connect colleges to their communities and the industries they serve. The committee serves to improve communication and interaction of the program instructors and students with workforce needs by helping to provide insights, expertise, connections, and access to valuable resources, job market assistance and public relations. Since a CTE Advisory committee provides direct linkages between faculty and administrators with representatives from business, industry, and labor, the committee must be greatly concerned with the education and training of CTE students and the competencies required by employers. As a result, the committee provides leadership in the following areas: professional development, curriculum development, and partnership development. Thus, it is highly responsive to recognized industry standards and the workforce needs of our community and business partners.

Many CTE faculty also organize guest speakers, field trips, and class projects which address the educational needs of our community and business partners. The Regional Directors of Employer Engagement, LAOCRC, CTE OC, and Vital Link OC have also been instrumental in bringing industry together to educate faculty and staff about skills gaps and certification requirements within CTE industries. In addition, CTE faculty members continue to maintain business relationships within their respective industries that often result in internships, apprenticeships and jobs for CTE students. These business relationships often begin with Advisory Committee/Open House invitations and continue to be developed and nurtured throughout the year.

An example of ways in which advisory committees help to optimize the number of feeder high school students enrolled at SAC would be the Dealership Career/Auto & Diesel Open House held twice a year during the fall and spring semesters. At this event, current Auto & Diesel students are invited to a dinner, networking, and interview event in which they have an opportunity to get hired on the spot. Prospective students from our feeder high schools and our school of continuing education are invited so they can tour our facilities, engage with instructors and current students, and meet our industry partners. Many of the industry partners are advisory committee members, and an advisory committee

meeting takes place right before the event begins. This year's fall 2021 in-person event had about 90 students participate.

Due to events such as these and active advisory committee members, the following business partnerships have been developed that are resulting in strong outcomes in job placement: Norm Reeves Honda Superstore, Lexus of Westminster, Fletcher Jones Motorcars, Crevier BMW, Penske Automotive, Irvine Subaru, Orange County Sheriff's Department, numerous federal, state, and municipal policing agencies; hospitals such as St. Joseph's, OC Global, College Hospital, and UCI; Orange County Department of Education, Santa Ana Unified School District, Garden Grove Unified School District, Falck/Care Ambulance in OC & LA Counties, Lifeline Ambulance, Liberty Ambulance, various Emergency Departments: St. Joseph, CHOC, Mission, OC Global Santa Ana, and Anaheim Regional Medical Center; various Fire Departments such as Orange County Fire Authority, Long Beach, LA County, LA City, Downey and Huntington Beach; Rancho Los Amigos National Rehabilitation Center, Interface Rehab, Head to Toe Therapy, Butler Aerospace & Defense, Precision Castparts, Parker Hannifin, Community Legal Aid SoCal, Public Defender, OC District Attorney, Local law offices such as Callahan and Blaine, OC Self Help, Public Law Center, US Federal Prosecutors Office, State Fund (Workers' Compensation), Kurtz, Anderson and Associates, Sequential Rights, KYA, Cabral Law Group, OC Department of Child Support Services, Allied Tax Group LLC, and Western Youth Services.

In partnership with advisory committee members, the following Career Education (CE) programs were developed/modified and approved by the LAOCRC in 20-21: Banking Skills for the 21st Century, Adobe Applications for Business, Adobe Web Projects for Business, Computer Fundamentals for Business, Digital Graphic Design for Business, Drone Technology, Office Management, Spanish/English Interpretation and Translation, Vietnamese/English Interpretation and Translation, Marketing, Biotechnology Lab Assistant, Law Office Management, 3D Fashion Illustration, Pipe Welding Technology, and Animation for Commercial Applications.

Guided Pathways

As part of the Guided Pathways implementation, Santa Ana College implemented the tools of the Super Strong Inventory (SSI). The SSI is now being used as a tool to assist students in choosing their Career and Academic Pathway (CAP) as they (students) complete the SAC application. The Guided Pathways Entry Team recommended the purchase and utilization of the Super Strong Inventory (SSI) after comparing My Path (Chancellors Office) and the Super Strong Inventory (VitaNavis, Inc.). The decision to adopt the SSI was based on the analytics, data collection, and customization features.

The Super Strong is now part of the entering student orientation, students take the Super Strong Assessment which identifies the students' strengths and skills and aligns these with related careers. Students are introduced to Super Strong through the Assessment Center staff in collaboration with the Outreach Office. Outreach administered the SSI to seniors in all the high schools in SAUSD and two campuses in the GGUSD during the fall semester. Specifically, the outreach process introduced SSI to guide student's selection of their Career & Academic Pathway at SAC. The college has administered the Super Strong Inventory to 8,182 students during the past two years. Once created, the SSI profile for eachstudent is then available to assist other offices in guiding students to choose an appropriate major track.

The Assessment Center coordinates and provides support for the Counseling 116 career assessments administered to students. Students in these courses take the Myers-Briggs (MBTI) and Strong Interest Inventory (SII). SAC Counselors then refer students' SSI profiles and schedule appointments according to a student's program of study, which is tied to their Career & Academic Pathway (CAP).

The Outreach Team is planning to provide application presentations at the high schools in SAUSD and GGUSD and referring to student SSI profiles to inform their CAP selection on the college application. In addition, the Assessment Center and Career Center will be referring to students' SSI profiles to support any student's career exploration, within the context of their identified CAP. As a part of the plan to scale the adoption of the SSI, the Assessment Center is in the process of developing a Super Strong Workshop for continuing students during the fall 2020 semester.

Some events where the Super Strong has been utilized include the CAPS Fair during fall 2019 (600 students), Registration Orientations (120 students), and Early Decision (1,237). Assessment and Outreachhas also conducted Registration Orientation during summer 2020. However, based on the utilization of the SSI tool thus far, considering the high number of completed SSI profiles, as well as the comprehensive application of this tool across multiple points of entry, it appears that this tool has strengthened Santa Ana College's ability to respond to the needs, interests and skills of our incoming student body. At two years into implementation, it is expected that there will be additional data availableto improve Santa Ana College's understanding of their students' profile.

As part of institutional reflection and continuous improvement under Guided Pathways (GP), several GP leaders work met with VitaNavis (SSI) this spring 2020 to discuss ongoing customizations, such as re-formatting the list of majors in the instrument to match the student's SSI profile versus an alphabetical listing of majors that hampers exploration by the student. The customization process is ongoing and thereshould be an update to this in the fall.

Overall, through the organized commitment to SSI tool utilization by the Assessment Center, Outreach, and Counseling, Santa Ana College has introduced new students to customized career exploration as a first step when choosing their path at Santa Ana College.

School of Continuing Education

Through the Assembly Bill 86 consortium, Santa Ana College School of Continuing Education (SAC- SCE) is working to align its noncredit offerings to the college credit offerings as well as to the offeringsof other adult education providers in the region. In addition, SAC-SCE is expanding partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the SAC-SCE Substantial Disabilities instructional program. Working closely with Santa Ana Unified School District (SAUSD), the partnership is able to provide transportation and trained assistants through SAUSD and facilities and the classroom instruction through SAC-SCE.

SANTIAGO CANYON COLLEGE

A key effort at the Santiago Canyon College is to strengthen outreach and recruitment. Staff work to develop new and sustain current relationships with key partners and stakeholders.

The High School and Community Outreach Program supports collaborations between local high schools and SCC in an effort to recruit and enroll students. To achieve this goal, the department recruits high school seniors and facilitates participation in the Early Welcome program. In addition, the Outreach Program educates the community about SCC's programs and services by offering K-12 educational fairs, making high school presentations and hosting K-12 tours at SCC.   Please see Appendix A3 for list of SAC's key partners.

The Early Welcome (EW) program is the Outreach Program's primary vehicle for engaging new students. Outreach offers local high school graduating seniors to increase the base enrollment of full-time students. Another focus is to assist high school seniors with college readiness by hosting workshops on college applications; providing placement testing for English and math; and registering students for the fall semester. Parents are also presented with an orientation of critical college information.

The College strives to register 1,000 or more high school seniors through the Early Welcome (EW) program. The Outreach department recruits students from various Orange County and Riverside County school districts. The majority of the participants come from Orange USD.

For the past two years, SCC has offered the Summer Advantage Academy (SAA) to incoming high school seniors. This collaborative effort between administration, faculty and student services staff is an opportunity for incoming students to become acquainted with the campus, learn about the programs and resources we have to offer, interact with faculty prior to their first week of school, and meet current and other incoming students. The SAA program includes academic interventions in English, reading, writingand math; a faculty boot camp workshop with Q&A; student-guided campus tours with designated key stops highlighted by staff; presentations on student services and other campus resources (including First Year Support Center, Transfer Success Center, and Campus Safety); discovering learning styles throughan abbreviated Myers-Briggs type indicator workshop; networking activities led by orientation leaders; and a big surprise from our administration to all SAA participants in the form of the SCC College Promise Scholarship.

Recent surveys demonstrate that the majority of SAA participants find the program beneficial to beginning their college experience and a study of last yesprogram demonstrated that students who participate in SAA perform better than non-participants (92.6% persisted to spring semester in comparison to 76.6% for students that did not participate in Summer Advantage). In addition, Summer Advantage students had higher average units completed in fallsemester (10.57 units compared to 8.69 units for non-participants) and higher overall GPA for summer and fall semesters (2.57 GPA compared to 2.13 for non-participants). Each November, Summer Advantage Academy is promoted at the SCC Family Night annual event where high school seniors and their parents have come to learn about the College's many programs and services. To date, SCC has hosted approximately 2,100 guests from 25 area high schools--highlighting the matriculation process, general education patterns, college success strategies, the Early Welcome program, campus life, and SAA.

Santiago Canyon College has begun to work collectively with Orange Unified School District (OUSD), California State University Fullerton, and University of California Irvine, to implement a College Pledge Program. The College Pledge Program is a collective effort to leverage resources and develop awareness for all OUSD students' by providing them with the best opportunities and support system needed to successfully complete their educational and career goals. The guiding principle of the College Pledge Program is to provide a seamless pathway for OUSD students into Pledge Partners by reducing equity gaps among traditionally underrepresented student groups through K-16 goal alignment.
The college's efforts to develop, sustain, and strengthen relationships with key partners and stakeholderscontinues to take root in the local and surrounding communities.

OBJECTIVE 2B: SUPPORT REGIONAL COLLABORATION THAT ADDRESSES THE NEEDS OF LOCAL EMPLOYERS IN HIGH DEMANDOCCUPATIONS

Top 20 Occupations in Orange County, 2018-2028

Occupation	2018 - 2028 Change	2018 - 2028 % Change	Annual Openings	Median Hourly Earnings	Entry Level Hourly Earnings	Typical Entry Level Education
General and Operations Managers	2,189	8%	2,492	$58.84	$26.76	Bachelor
First-Line Supervisors of Office &Administrative Support Workers	853	5%	1,948	$28.89	$17.52	High school diploma orequivalent
Registered Nurses	4,233	18%	1,711	$42.70	$26.28	Bachelor
Business Operations Specialists	1,000	6%	1,625	$35.45	$18.96	Bachelor
Accountants and Auditors	1,469	9%	1,585	$34.76	$22.76	Bachelor
Market Research Analysts andMarketing Specialists	1,441	14%	1,229	$31.26	$18.12	Bachelor
Substitute Teachers	1,002	11%	1,126	$17.88	$15.58	Bachelor
Carpenters	1,413	15%	1,075	$26.27	$16.15	High school diploma orequivalent
Management Analysts	806	8%	975	$42.23	$25.29	Bachelor
Software Developers, Applications	2,372	24%	948	$56.30	$33.41	Bachelor
First-Line Supervisors of Construction Trades and ExtractionWorkers	1,400	19%	926	$38.99	$25.15	High school diploma orequivalent
Elementary School Teachers	1,114	10%	920	$42.36	$24.93	Bachelor
Financial Managers	1,351	16%	800	$61.74	$34.44	Bachelor
Securities, Commodities, and Financial Services Sales Agents	964	14%	799	$25.03	$15.57	Bachelor
Human Resources Specialists	705	10%	772	$32.14	$18.78	Bachelor
Sales Managers	140	2%	727	$60.02	$23.43	Bachelor
Computer User Support Specialists	740	9%	675	$26.83	$17.32	Some college, no degree
Licensed Practical and LicensedVocational Nurses	1,336	21%	623	$25.78	$17.20	Postsecondary nondegree award
Secondary School Teachers	777	11%	591	$42.60	$28.19	Bachelor
Software Developers, SystemsSoftware	299	4%	533	$54.19	$33.68	Bachelor

Source: OC Center of Excellence

Rancho Santiago Community College District

Student Evaluation of the CTE Program, Employment Outcomes and College Preparation, 2021

	SAC	SCC	Statewide
Overall satisfaction with education and training received	94%	93%	91%
Percent gains in hourly wage after completing college coursework	$16.00 to $25.32 +58%	$19.23 to $35.00 +82%	$15.50 to $25.00 +61%
Percent respondents who identified college coursework helped them transfer to another college or university	35%	38%	41%
Percent of respondents who identified college coursework has enabled them to being employed for pay	84%	86%	79%

Source: CTE Employment Outcomes Survey (CTEOS), 2021

Rancho Santiago Community College District

Career Technical Education Core Indicators of Performance by College
2017-2018 through 2020-2021

	2017-18	2018-19	2019-20	2020-21
Technical Skill Attainment				
• Santa Ana College	77%	85%	86%	84%
• Santiago Canyon College	89%	90%	89%	89%
• Statewide	91%	91%	92%	92%
Completion (Credential, Certificate, Degree or Transfer-Ready				
• Santa Ana College	88%	88%	89%	95%
• Santiago Canyon College	59%	60%	67%	60%
• Statewide	88%	88%	89%	89%
Persistence and Transfer				
• Santa Ana College	89%	89%	90%	93%
• Santiago Canyon College	74%	71%	78%	76%
• Statewide	90%	90%	91%	91%
Employment				
• Santa Ana College	88%	85%	88%	91%
• Santiago Canyon College	96%	94%	91%	90%
• Statewide	68%	72%	73%	73%
Nontraditional Participation				
• Santa Ana College	18%	20%	20%	16%
• Santiago Canyon College	10%	13%	17%	12%
• Statewide	25%	25%	26%	26%
Nontraditional Completions				
• Santa Ana College	21%	26%	24%	18%
• Santiago Canyon College	23%	26%	31%	27%
• Statewide	29%	29%	30%	30%

Source: California Community Colleges Chancellor's Office, Career Technical Education (Perkins IV)

Rancho Santiago Community College District
Number of CTE Degrees and Certificates Awarded by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	9616*	3274	2475	2283
Santiago Canyon College	654	1717*	839	988

Source: RSCCD Research Datawarehouse
*In 2017-18, SAC recognized 5,600 certificates of Fire Science Core Competencies. In 2018-19, SCC recognized 567 certificates of proficiency for Water Treatment and Distribution.

DISTRICTWIDE

Los Angeles/Orange County Regional Consortium

Rancho Santiago CCD serves as a workforce development leader through its work as the host of the Los Angeles/Orange County Regional Consortium (LAOCRC), the OC Center of Excellence (OC COE), and as the fiscal agent for the Strong Workforce Program – Regional Funds. Through this work, RSCCD provides current labor market information (LMI) including regional supply and demand data to assist the colleges in identifying career education programs that need to be developed or modified to address regional workforce gaps (OC COE) as well as facilitates and convenes regional planning to target program development in regional workforce need areas (LAOCRC and the Strong Workforce Program- Regional Funds).

Partnerships have been developed with Workforce Development Boards, Chambers of Commerce, OCBC, OC United Way, Statewide Directors and Regional Directors for Employer Engagement to facilitate connections between business and industry and college programs. One of the primary goals of these partnerships is to ensure that the needs of local employers are being addressed, particularly in high-demand sectors such as Information and Communications Technologies (ICT) and Health.

The LAOCRC prioritized and implemented the following:
   a. Captured existing success with internships and job placement through the regional advisory committee process
   b. Improved engagement and alignment with Workforce Development Boards, Chambers of Commerce, K-12 education and industry and business partners, Statewide Industry Sector Directors, Regional Industry Sector Directors, and other stakeholders
   c. Strategizing to develop a common data system that can better identify skill sets of current students in order to match them to skills required by employers
   d. Enhanced coordination between non-credit and credit for internships and externships
   e. Enhanced connections with regional advisory boards, chambers of commerce, associations and other stakeholders, including contract education

f. Develop innovative ways to engage employers, such as on-campus events and competitions, providing faculty externships and increasing work-based learning
g. Being the labor market information leader in the region
h. Connecting data to strategic decision-making processes to positively impact metrics

The LAOCRC has taken a leading role in addressing the needs of local employers in high demand occupations; current activities in this area include:

- Regional Directors for Employer Engagement (RDEEs): The LAOCRC works in conjunction with the five current Directors to address the employment and training needs of local employers in five industry sectors: Business & Entrepreneurship, Advanced Transportation & Logistics, Retail, Hospitality & Tourism (RHT), Health, and Energy, Construction & Utilities (ECU); additionally, a sixth industry sectorwas being addressed, ICT-Digital Media, until the recent retirement of the Director in June 2020.

The Business & Entrepreneurship RDEE hosted at SAC has provided opportunities for faculty and students to engage with local businesses in need of hiring employees. The Advanced Transportation & Logistics RDEE has connected local dealerships to students taking automotive classes through a partnership with the Orange County Automobile Dealers Association (OCADA), which represents OC's 120 Franchise Dealers. The RHT RDEE has worked to connect local employers to students and faculty (pre-COVID-19) and is currently working to assist the many businesses affected by the pandemic, particularly restaurants, hotels, and retail establishments. The Health RDEE has played a critical role in assisting hospital and clinics affected by the pandemic, and students who were affected by the lack of clinical hours necessary to meet graduation and licensing requirements. Finally, the ECU RDEE has worked with business & industry to provide input on curriculum needs, and has worked in partnership with a Strong Workforce Program at SCC in the automation sector to develop a potential regional certificate in automation, developed in conjunction with businesses in the ECU sector, which are in dire need of employees with the right set of skills and abilities to perform successfully on the job.

OC Post-COVID-19 Economic Recovery Strategy (OCERS): The LAOCRC, in partnership with the OC Development Board, is currently working on developing an Economic Recovery strategy with the following purpose to "engage diverse public and private sector partners in an integrated economic development planning process to develop a Post-COVID-19 Economic Recovery Strategy that will serve as an economic roadmap to diversify and strengthen the Orange County regional economy through the development of regional economic goals, a regional plan of action, and identification of investment priorities and funding" and mission to "create strategies that guide economic prosperity and resiliency, encourage partnerships and collaboration, and fully utilize Orange County's unique advantages to maximize economic opportunity and overall quality of life for businesses and residents in the region."

Faculty and Student/Community Resource Pages: The COVID-19 pandemic created some unique challenges for faculty and students who were unprepared for an online learning environment; LAOCRC took on a leading role to ensure faculty, students and members of the community had access to availableresources and built faculty and student/community resource pages; some of the resources available included fast tracking health care professionals for essential positions with health industry employers: https://covid.ca.gov/healthcorps/.

Future Built Industry Sectors: In order to promote the eight priority and emerging industry sectors in Orange County and the Education & Child Development industry cluster, LAOCRC partnered with the Regional Directors for Employer Engagement to build industry specific pages that promoted careers in those sectors and information on employers in need of employee talent.

Future Built News Center: The LAOCRC understands the importance of highlighting the programs at our colleges, including some of our outstanding non-credit to credit programs, such as the programs at SAC's School of Continuing Education, and how they can lead our students to viable jobs and the opportunity to continue their education. As a result, the LAOCRC strives to feature the good work conducted at our twocolleges and continuing education centers by featuring them in our News Center newsletter, which gets distributed to local and statewide stakeholders, including employers.

Orange County Center of Excellence (OC COE)

The OC COE is fully funded by Orange County's Regional SWP allocation to meet the labor market information (LMI) needs of the region. As part of RSCCD's Research Team, the OC COE responds quickly with current LMI in a variety of capacities. The OC COE's foundational work is the creation of Program Recommendation Reports in response to colleges' new and modified CTE programs and certificates. These reports include occupational demand, wage, and educational attainment information aswell as regional supply information as the criteria for their contained endorsement. In 2019-2020 Santa Ana College and Santiago Canyon College (SCC) submitted a combined total of 54 requests for LMI related to their new or modified CTE programs. This included a very complex request from SCC specifically in support of a regional Fundamentals of Automation certificate.

Additionally, the OC COE conducted the first phase of the OC Sector Analysis Project that included anin-depth, mixed-methods LMI analysis of OC's eight priority and emerging sectors and their top- and most promising- middle-skill jobs. This project included 12 focus groups hosted at RSCCD's district boardroom and included both credit and noncredit faculty and deans from all of OC's community colleges as well as OC's sector-specific regional directors of employer engagement. The information gathered during these focus groups was the qualitative data that was analyzed and combined with the quantitativeLMI resulting in comprehensive recommendations for each sector. The final products for Phase I were eight sector-specific report briefs, accompanying sector profiles that distilled the information for facultyand deans to use in strategic planning, and sector profiles intended to inform and encourage students to enroll in the region's CTE programs. All materials were published by RSCCD's production departmentand disseminated to every college in OC as well as key stakeholders such as OC Department of Education, Chambers of Commerce, ROPs, and more. Both SAC and SCC's faculty and deans were heavily involved in this project. The information was also used by the region, including RSCCD, to inform their Perkins applications. Additionally, the LMI portion of the application was written by OC COE.

In collaboration with the LAOCRC's OC director and the OC Workforce Development Board, the OCCOE's director is part of the executive team of the OC Post-COVID Economic Recovery Strategy (OCERS) which, as explained above, is addressing the region's workforce needs in a post-COVID environment. The OC COE is leading the research team along with Dr. Anil Puri, Director of CSUF's Mihaylo Woods Center for Economic Forecasting. The research team also includes representatives fromthe Employment Development Department, regional colleges (including an SCC interim dean), K12 partners, and ROPs. The final report will include recommendations of how to quickly respond to employer's workforce

needs, get employees back to work, including reskilling them, and forecasts for the short- and long-term impacts of COVID-19.

Rancho Santiago Adult Education Consortium (RSAEC)

Student surveys were conducted through the Rancho Santiago Adult Education Consortium (RSAEC) task force group, which indicated that medical occupation programs are highly desired by the RSCCD adult student population. With the onset of COVID-19, occupations such as Certified Nursing Assistant (CNA) are in even higher demand as well as classified as essential. To meet the need of local employers, Santiago Canyon College Division of Continuing Education (SCC-DCE) and Santa Ana College School of Continuing Education (SAC-SCE) secured funding from the State Chancellor's Office Certified Nurse Assistant Grant to create or expand their respective CNA programs. During the past year, SCC-DCE applied this funding to expand its current CNA program to serve more students at a second location, the College and Workforce Preparation Center (CWPC). With the new program in place, SCC-DCE is now able to serve multiple cohorts per semester and offer day (SCC) and evening (CWPC) programs. SAC- SCE has dedicated its funding to creating a CNA program at the Remington Education Center as both a pathway to employment as well as a pathway for noncredit students to enter SAC's credit Nursing program. To assure that the programs could continue during the COVID-19 shutdowns, both SCC-DCE and SAC-SCE have applied and been granted waivers from the California Department of Public Health (CDPH) to offer online theory hours and on-campus clinical hours. The on-campus clinical hours will be done in the classroom instead of at a skilled nursing facility as all clinical locations have been closed to students due to state guidelines. Both SCC-DCE and SAC-SCE are committed to continuing their strong relationships with their industry partners and will be working closely with them in order to transition students back into the skilled nursing facilities as soon as it is deemed safe to do so.

Through SCC-DCE's relationships with RSCCD's Institute for Workforce Development, the Autism Business Association, and the Orange County Community Foundation (OCCF), SCC-DCE has expanded their noncredit medical programs to include a new Behavior Technician Certificate. SCC-DCE was a recipient of the OCCF grant in fall 2018 and awarded $125,000 per year over a three-year period to improve pathways for students in skills training, industry-recognized certifications and employment in a much needed and growing employment sector in Orange County. This 48-hour short-term certificate prepares students to sit for one of three industry recognized certificates to become a certified Behavior Technician. The first cohort of 25 students began in spring 2020. In June 2020, SCC-DCE was granted approval to become a Qualified Applied Behavior Analysis (QABA) certified program by the QABA Credentialing Board. This allows the QABA seal to be placed on the students' certificates of completion and allows them to sit for the Applied Behavior Analysis Technician (ABAT) industry recognized certification. In fall 2020, SCC-DCE will be partnering with Taller San Jose Hope Builders to provide the Behavior Technician program to 25 students who have been disconnected from educational and workforce opportunities.

SANTA ANA COLLEGE

With 36 areas of study, 62 AA/AS degrees, 141 certificates and 1 bachelor's degree in Career Education (CE) programs, SAC contributes significantly to the workforce in Central Orange County. These industry-supported programs include Welding Technology, Auto Technology, Occupational Therapy, Nursing, the Criminal Justice and Fire Academies, and Pharmacy Technology, Accounting, Art, Biotechnology, Business Administration, Business Applications & Technology, Child Development and Education Studies, Computer Information Systems, Diesel Technology, Digital Media, Emergency Medical Technician,

Engineering, Entrepreneurship, Fashion Design & Merchandising, International Business, Kinesiology, Law, Library Technology, Management, Manufacturing Technology, Marketing,Medical Assistant, Music, Food, Nutrition, & Culinary Arts, Paralegal, Photography, Speech-Language Pathology, Television/Video Communications, and Theatre Arts.

Santa Ana College has also been approved by the California Community Colleges Chancellor's Office as one of 15 community colleges to participate in the baccalaureate degree pilot program and began offeringa Bachelor of Science degree in Occupational Studies in fall 2017. The first cohort of 23 students graduated on June 7, 2019.

Santa Ana College participates in the CTE LaunchBoard, a statewide data system to track K-12 participation in CTE programs and then into the workforce. The College has been participating in the CTE Employment Outcomes Survey to glean information related to whether students became employed within their fields of study, if coursework positively affected their earning potential, and how the College can improve. The most recent survey results (2019) revealed the following: 73.4% of Career Education (CE) students who responded to the survey secured jobs that were closely related to their program of study, 83.4% of these students found these jobs in six months or less, and eight dollars is the overall change in hourly wages after students completed their chosen CE programs.

Since the awarding of Strong Workforce Program funds (2015-2016), the College has been collaborating with multiple LA and OC community colleges to address regional workforce needs. Regional projects have been developed to address the following sectors: Advanced Manufacturing, Advanced Transportation & Logistics, Business & Entrepreneurship, Global Trade, Health, Life Sciences/Biotechnology, ICT/Digital Media, Retail/Hospitality/Tourism, and Education. Across all CE sectors, projects have been developed to increase Work-Based Learning opportunities, build noncredit tocredit pathways, and identify K-12 and community college crosswalks so students can continue to hone their skills within their chosen CE pathways.

Furthermore, beginning in the summer of 2019, the College's faculty and administrators collaborated with the OC Center of Excellence and the other eight OC community colleges to discuss and analyze OC sector employment needs. The second phase of this project will include adding industry to the conversation to identify the knowledge, skills, and abilities needed to obtain employment in these occupations.

The value of SAC can be measured in terms of its economic impact to the community. "Santa Ana College (SAC) creates a significant positive impact on this business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society" (Fact Book, 2018, p. 13). During the 2016-2017 academic year, "SAC and its students added 1.2 billion dollars in income to the Orange County economy and contributed to 14, 470 jobs." (Economic Value of Santa Ana College. EMSI, 2018).

The College was awarded a grant for the National Science Foundation for the OC Biotechnology Collaborative Partnership project in collaboration with SCC and Fullerton College. Through this project, the Colleges will align and strengthen their biotechnology programs and provide instruction modeled on real-world biotechnology and research laboratories to produce high-quality graduates to meet the region'sworkforce need.

Several of SAC's CE programs tracked their graduates (via surveys and/or certification), which demonstrated impressive outcomes:

- More than half (65% to 75%) of RN graduates found employment in health care within twelve months of graduation.
- The College's 2018/2019 annual pass rate for the NCLEX-RN (National Council Licensing Examination – Registered Nurse) was 94.68%. The national annual pass rate for ADN graduates during the same year was 85.16%.
- Most (97%) of the Occupational Therapy Assistant program's NBCOT (National Board for Certification in Occupational Therapy) certification awardees found work as therapy assistants within six months of certification.
- More than four-fifths of the International Business students who became certified Global BusinessProfessionals have found jobs in the field.
- Seventy-eight percent of the Pharmacy Technology program graduates found jobs in the field.

Complementing this work is the Career Center, which encourages CE success and completion at SAC. Similar to the University Transfer Center, the Center provides individualized follow-up with students whoare close to completion, and its partners with CE faculty to develop customized education plans for students. The Center also supports college-wide work to help undecided students select a career field. This has been an extremely popular service area and will continue to support expanded certificate and degree completion in the coming years.

School of Continuing Education

Santa Ana College School of Continuing Education (SAC-SCE) answered the call of industry in opening a Pre-Apprenticeship program in Construction Technology. Local employers needed skilled individuals to fill high-demand jobs and SAC-SCE quickly developed a program to fill this need. This program was developed in collaboration with the Orange County One-Stop Center, Santa Ana Work Center, the OrangeCounty Development Board and the Orange County/Los Angeles Building Construction Trades Department. This program is currently being offered at SAC-SCE's new Remington Education Center and is the first noncredit pre-apprenticeship program in Orange County.

SANTIAGO CANYON COLLEGE

Santiago Canyon College supports regional development by becoming the primary local source of skilledemployees for high demand occupations. The College leads the state's largest Joint Apprenticeship Training Centers (JATCs) in carpentry, electrician, maintenance mechanic, operating engineers, power lineman, and surveying. The College's partnerships with local trade unions is a formula for success that provides employers with skilled state-indentured Apprentices and Journeymen who earn a livable wage aswell as earn college credit that is applicable toward an Associate of Science Degree or Certificate of Achievement.

The Career Pathways Trust–OC Teacher Pathway Partnership program is a regional collaboration directedby SCC to engage high school students in paraprofessional educator courses and work experience and internships in order to increase interest and enrollment in SAC, SCC, and Fullerton

College teacher pathway programs as well as to increase transfer to CSUF's Teacher Education Program. The project design focuses on engaging underrepresented students in teacher pathways and on strengthening effective STEM instruction to diversify and improve the teaching workforce.

The Biotechnology Program continues to fulfill the mission of the State Chancellor's office "Doing What Matters" framework. The OC Biotechnology Education regional collaboration with 3 other local colleges and local industry is considered a statewide model. The collaboration ensures our students are well-trained and have achieved the skills needed to enter the local workforce.

The College supports the Water Utility Science (WUS) program serving approximately 200 students annually and prepares and advances students within high paying Water and Wastewater Career Pathways.Donations from the Southern California Water Utilities Association are used toward water demonstrationlab kits, allowing students to have a better hands-on experience in class. This necessary equipment demonstrates the fundamentals of water chemistry for process laboratories and treatment plants to ultimately train highly skilled employees for high demand occupations.

Santiago Canyon College is the fiscal agent for the Los Angeles/Orange County Regional Consortium, the convening group for Career Education program approval and the Career Education collaborative among the 27 colleges in the LA/OC area. The College continues to participate in the Career & TechnicalEducation (CTE) Employment Outcomes Survey. Designed to gather information on employment outcomes for students participating in CTE programs at California community colleges, the survey aims to determine whether students were able to find employment within their field of study. The survey also investigated if the students' community college coursework positively affected their earning potential andin what way CTE programs can be improved.

Survey results indicate of the 1,469 former students contacted either by e-mail, mail, or phone, 461 responded to the survey yielding a 31% response rate. Highlights from the survey show that:
- Ninety-four percent of respondents indicated they were either satisfied or very satisfied with theeducation and training they received at Santiago Canyon College.
- Eighty-five percent of respondents indicated that they are employed for pay.
- Seventy percent of respondents indicated they secured a job that was either very close or closelyrelated to their program of study.

Division of Continuing Education
CTE Online Pathways Grant: Santiago Canyon College (SCC) and SCC Continuing Education havereceived a $500,000 allocation through the Chancellor's Office California Virtual Campus-Online Education Initiative (CVC-OEI) Grant to increase online class opportunities to both credit and noncredit students. This funding will assist in creating curriculum to support the needs of local employers, creating noncredit to credit pathways, purchasing equipment to assist with videotaping and creating lectures, as well as professional development opportunities to train instructors in online teaching methodologies. It isSCC's intention that these new online pathways will provide educational access to students, which will lead to success in obtaining employment in high demand occupations.

Allied Health Programs: Santiago Canyon College Division of Continuing Education (SCC-DCE) attended an Industry Roundtable with industry participants from the Autism Business Association. The goal of this roundtable was to shift job training from industry to the community college for this high demand

occupation. SCC-DCE was selected to develop a short-term career education certificate for Behavior Technician. The courses have recently been approved with program approval anticipated soon.Courses to train individuals in the area of Behavior Technician and to prepare them for their state licensing are anticipated to start within the next few months and will directly address the needs of local employers.

OBJECTIVE 3A: ENHANCE THE ABILITY TO PREDICT STUDENTINSTRUCTIONAL NEEDS IN ORDER TO IMPROVE PROGRAM COMPLETION

DISTRICTWIDE

The RSCCD Research, Planning & Institutional Effectiveness Department regularly monitors and presents data to the district community for its assessment to ensure excellence in their respective areas. The data is also presented to the Board of Trustees at their annual planning session for consideration and comments.

The RSCCD Research Department also conducts "regular" statistical studies to assist policy and program planning and development and "special" studies to meet departmental, institutional, and mandated needs at the requests of faculty and staff to ensure departments/units provide quality programs. The departmentalso annually monitors, publishes, and disseminates the educational goal completion data for university transfer, associate degrees, certificates of achievement and proficiency, and high school diplomas and certificates of completion for the noncredit programs. These reports are disseminated to college staff and posted on the RSCCD Research Department webpage for reference.

Being able to provide the right mix of course offerings to our students requires looking at data from various perspectives. Using daily enrollment data, the RSCCD Research Department created a number of interactive enrollment management dashboards (credit and noncredit) to assist department chairs and division deans not only to track and predict changing student demand, but also to realign resources to meet changing enrollment patterns. The dashboards provide the much-needed data to make well-informed resource decisions and a more efficient way of reviewing data for courses offered, enrollment, fill rate, section offered, trend analysis, as well as comparisons to past academic years. These dashboardsare posted on our websites at www.rsccd.edu/research.

RSCCD ITS has been actively engaging with multiple groups regarding enrollment management needs, from the creation of many new reports such as the RG0541 to RG0542 to RG0546 or revisions to existing reports to improve accountability and validation such as the RG0947 restructuring. Multiple meetings have ensuedto ensure that the reporting needs of the institution as well as those of the individual campuses and areas within them have the targeted reporting that they require. This has spawned a new list of 28 reports or applications needed to better manage enrollment and scheduling, specifically improving communicationsbetween Vice Presidents of Academic Affairs and Division Deans, as well as their Department Chairs.

Once those reports are developed and utilized, we will reconvene to move up a tier for reportingup and out to the Presidents, Chancellor and Board of Trustees

In addition to internal review and report creation, ITS is engaged in a number of external engagements to review enrollment needs. Santa Ana College and Santiago Canyon College have engaged with Astra Schedule for a scheduling assessment. There are also engagements with Cambridge West Partnership (CWP) to review enrollment reporting and scheduling efficiencies. In addition, Invoke Learning has been brought in for predictive analytic modeling for enrollment trends and Canvas engagement analysis. These engagements are all an effort to improve enrollment management within the campuses and RSCCD as a whole.

SANTA ANA COLLEGE

Santa Ana College engages in college-wide strategic planning to maximize students' academic success while working on shrinking equity gaps, particularly for disproportionately-impacted student groups. To this end, comprehensive plans that are tied to the College's overall Strategic Plan have been developed with input from all constituency groups. The plans outline the specific activities, confirmed by data, required to improve course completion and certificate/degree/transfer attainment. This work is complemented by enrollment management planning to maximize impact on success and completion. To this end, Santa Ana College has employed the services of an architectural firm and an enrollment analytics firm to analyze the overall use of classroom space, room utilization throughout the day, mediation needs, and room student caps. Data provided by these firms will afford Santa Ana College's office of Academic Affairs to be more systematic about enrollment, optimizing classroom space and scheduling courses according to student needs. The College has also contracted with Ad Astra to developa Strategic Scheduling Plan to maximize its ability to set enrollment targets, scheduling efficiencies, and student completion. Additionally, enrollment management will be enhanced as academic program maps,per Guided Pathways implementation, are uploaded to our curriculum system. Population of program maps will allow for better planning of courses as we work to ensure that students are offered the right courses at the right times, according to their academic program maps and electronic educational plans.

Guided Pathways implementation at SAC has allowed for reflection on our approaches to utilize research and data support; support services hours of operation; delivery of quality and intentional professional development; explicit training for adjunct faculty; academic acceleration; and the creation of pathways to completion that link to student educational plans and a Degree Audit database.

The SAC Research Department has been augmented in recent years to support student equity efforts, Guided Pathways implementation, enrollment management, as well as other needs. Currently, our three research analysts are led by a director of college research. This, in cooperation with the district Research Department, serves as a source of data used for both short-term and longitudinal analyses.

Santa Ana College's degree & certificate audit program enables the College to identify students who are close to completion but who still need guidance; others who are not making satisfactory progress; and overall data on enrollment needs, which informs both follow-up work with students and course offerings.This new tool enables direct communication with students who need specific courses (students may be advised of open seats) and provides powerful longitudinal data on enrollment, course retention, and completion results that are coordinated college-wide.

Support for retention and completion has been enhanced with the recent adoption of the Hobsons Starfishstudent success platform. Santa Ana College became the 45th community college in California to adopt this platform. Starfish provides a comprehensive flag and referral tracking system to enable case management of student success issues including routing and feedback mechanisms for faculty in the classroom who raise alerts, and system flags that automatically alert staff of the needed interventions.

Complete implementation will include a predictive analytics module using the Predictive Analytics Reporting (PAR) framework, with a model adjusted to Santa Ana College's unique data profile, which will identify at-risk students and predict interventions.

In addition, after intensively studying participation and success patterns at SAC as part of the process of developing the Student Equity Plan, the college community identified areas of disproportionate impact across target groups, which informed the action priorities established for the 2019-2022 Student Equity Plan.

Also, using data retrieved from the RSCCD Research Department, SAC analyzes the information as part of the program review process. Discussions of the data routinely occur during meetings with instructionaldeans. As a result of the planning activities in Academic Affairs and evaluation of available data, SAC continues to develop class schedules based on current Associate Degrees for Transfer (ADT) pathways aswell as pathways for CTE programs. As SAC's Guided Pathways implementation continues through 2022, our class schedules and course offerings will become more aligned with our Career and Academic Pathways generally, and programs specifically. These efforts are intended to increase the number of completions in transfer, degree, and certificate programs.

Continuing Education Program

The Santa Ana College School of Continuing Education is currently in the process of aligning its planning efforts in the Adult Education Block Grant, Basic Skills, Workforce Innovation Opportunity Act (WIOA), and Student Success and Support Program (SSSP) plans. The integrated plan is to developoverall goals and to demonstrate the work that is being done in each one of these plans to support the goal. A matrix is being created that shows the goals and the work that is being done to support the goal as part of each of these projects.

SANTIAGO CANYON COLLEGE

In 2020, data pertaining to SCC's institution-set standards for successful course completion (63%), number of degrees awarded (600), number of certificates awarded (550), and transfers to four-year institutions (650) were collected and analyzed as a requirement of the Accrediting Commission of Community and Junior Colleges (ACCJC).

- In 2018-2019, SCC students collectively contributed to an overall successful course completion rate of seventy-two percent, exceeding the standard of sixty-three percent.
- In 2018-19, SCC awarded 1,945 degrees. This is 245 more degrees than were awarded in the previous academic year and represents a 14.5% increase in degrees awarded.
- In the same year, SCC awarded a total of 2,477 certificates. This is 1,086 more certificates than were awarded in the previous academic year and represents a 78% increase in certificates awarded. This drastic increase is, in part, due to the implementation of auto-awarding of

certificates to students meeting the certificate requirements.
- The SCC transfer count is 1,457 for 2018-19, an increase of 58 transfers over the previous year and represents a 4% increase in transfers. Seven hundred and sixty-three students transferred to aCalifornia State University, 186 to a University of California, and 508 to private or out-of-state institutions.

Santiago Canyon College continues to monitor these data to ensure goal completion rates increase annually and to guarantee institution-set standards of performance are continually exceeded.

The Office of Institutional Effectiveness & Research, in coordination with the Enrollment Management Committee and the Student Success & Equity Committee, continues to compile a comprehensive data set that includes a number of key student attributes from which a predictive model can be developed. The intent of this project is to use statistical methods to determine the factors that are valid predictors of student non-success. With this information, SCC may be able to focus its attention on these predictors andpotentially intervene to ensure these students stay on track and get the guidance and support that is needed. Predictive models can be built for the student population as a whole and can also be modified to identify predictors of non-success for specific subsets of the student population (e.g., disabled students, low-income students, first-generation students, etc.).

The college continues to evaluate student voices through the Guided Pathways initiative to address areaswhere students may struggle in completing their short and long-term goals. The results of surveys have been shared with the SCC Guided Pathways Leadership Team and have helped the college develop specific and relevant student focus group questions to help the college strengthen essential practices to achieve the four guided pathways pillars: Mapping Pathways to Student End Goals, Helping Students Choose and Enter a Program Pathway, Keeping Students on Path, and Ensuring that Students are Learning. The college continues to evaluate "on-boarding" and case management solutions to support pillar 1 of the Guided Pathways framework and is in the process of finalizing program pathways for students. All of these efforts will continue to be strengthened as SCC is among the newest cohort of CA Guided Pathways participating institutions.

OBJECTIVE 3B. PROVIDE ALIGNMENT OF COURSE OFFERINGS WITH STUDENT EDUCATIONAL PLANS

DISTRICTWIDE

Rancho Santiago Community College District provides extensive academic support services, student support services, and integrated approaches to deliver services through a number of entitlement grant allocations, e.g., Career Technical Education Act, Carl Perkins Funds; Basic Skills Initiative; Educational Opportunity Program and Services (low-income, first-generation); CalWORKs; Temporary Cash Assistance for Needy Families (TANF); Cooperative Agencies Resources for Education (CARE); Disabled Students Program and Services; and Workforce Investment Act II. These projects lead to increased integration of approaches and collaboration among the campuses' academic and support services.

SAC and SCC received allocation for Student Support Services Program (SSSP) funding. The SSSP funds have significantly expanded counseling and advisement services to ensure that more students complete assessments, participate in orientation, and have educational plans aligned with their educational goals. The state allocated funds for Student Equity, which represents another campus-wide effort to provide academic and student support services through integrated approaches to improve equitable access and achievement.

Each College reviewed access and achievement data for various populations, such as race/ethnicity, foster youth, veterans, low-income, etc.) to identify areas that showeddisproportionate impact, and each College developed plans to implement strategies to reduce the disparities in achievement.

The District received a large allocation Career Technical Education – Enhancement Fund (CTE-EF) through Senate Bill 858 to infuse funds for community colleges to develop and enhance CTE programs. The California Community Colleges Chancellor's Office allocated CTE-EF by region, and the District was selected by Los Angeles and Orange County (LA/OC) Colleges to serve as the fiscal agent to disburse each College's portion of CTE-EF. The District receives and reviews quarterly reports, monitorsactivities for compliance, approves payment, facilities approval, and conducts audit services.

Other funds allocated to the District over the years include the administrative allocation for Career Technical Education Act, Carl Perkins Funds, Assembly Bill 1725, Child Development, and a modest portion of Matriculation funds.

SANTA ANA COLLEGE

Santa Ana College is in the process of updating its Strategic Plan to more closely align goals with student success and equity goals. The revised plan will be approved by all constituency groups and recommended changes will be made to the governance structure of the College.

Santa Ana College's Professional Development Office continues to coordinate faculty-centered professional development in collaboration with faculty leaders and management partners who were

also working with classified staff on related goals. All professional development at SAC is centered on studentsuccess and equity, and all staff who attended conferences beginning January 2015 are required to articulate in advance (on a Conference Request Cover Sheet) the student success value that the activity will have for the College. The capacity that these strategies will create for SAC will be accompanied by significant changes to intake and orientation through the Student Success and Support Program, through which all students will be oriented and develop Educational Completion Plans within the first semester ofstudy.

To support the goals of institutional effectiveness, new positions have been established, including Director of College Research, research analysts, a student equity coordinator, an outcomes assessment coordinator, Guided Pathways faculty, and soon-to-be identified accreditation coordinator.

Program maps have been established as part of our alignment with Guided Pathways. Program maps provide students with career and further education information, career opportunities and a sequencing ofcourses from 1st term through 4th term, adjustable for students who are choosing to attend part-time.

Program maps will be available online for students to access throughout their educational path. Planningis in place to upload program map sequencing data into curriculum tracks on our student information system. Once program maps are entered, this will allow for more predictability in offering courses that align with the needs of students across campus.

In Fall of 2019, as part of our Guided Pathways implementation, we launched our first Career and Academic Pathways Student Success Team. The Success Team consists of a dedicated counselor, faculty advisor, career coach, financial aid specialist, student success coach, and peer mentor. The purpose of theSuccess Team is to provide wrap-around services for students in a selected Career and Academic Pathway. Based on the pilot, we are continuing to plan for implementation of Success Teams for all seven Career and Academic Pathways for the fall of 2020.

In continued efforts to improve rates of course completion, a work group was formed to guide improvement to Santa Ana College's Early Alert system. Students identified by faculty with the EarlyAlert system are provided with contact information for targeted resources on campus. Our counselingdivision has also expanded the offerings of Counseling 116 which offers students career exploration, abbreviated and comprehensive educational plans.

Student continues to underwrite the expansion of hours for the Math Center and the Learning Center. Students have frequently expressed a lack of study places in the evenings and a lack of services during non-classroom hours. Many students at the College live in multiple-person households and need quiet or studious atmospheres in which to study. Furthermore, many of them need access to writing and math tutors and computers to do their work. Each of the centers is now open on the weekend for four additional hours.

This infrastructure and enrollment management is supported by the expansion of accelerated course completion pathways and articulation agreements.

Continuing Education Program
The School of Continuing Education has made a concerted effort to enhance basic skills through

supplemental learning and professional development, as follows:
- Counseling is undertaking the formulation of Educational plans starting with all students registeringin Career Education courses. The plan is to expand this process to all other areas of noncredit.
- Noncredit is planning to offer Superstrong career assessment to students of noncredit programs.
- Continue facilitating transition activities and articulation agreements between noncredit and creditcurriculum, department approval for new textbooks and courses.
- Expand Professional Development activities by offering meetings at various times and days to increase participation and involve all disciplines.

SANTIAGO CANYON COLLEGE

Santiago Canyon College convenes college leaders and coordinators of the majorstudent support initiatives (Credit SSSP, Noncredit SSSP, Student Equity, and the Basic Skills Initiative)to create the Initiatives Integration Work Group. This work group was designed under the advisement ofthe Vice President of Student Services to help the College better understand the scope of work involved with each initiative and the impact each has, individually and collectively, on student success and achievement. Some of the questions the work group has been tasked with are:

- Is what we are doing positively benefiting students targeted by each initiative and what implicationsdoes that have for the college?
- What data are we collecting for one initiative that might help inform another?
- Are there redundancies in initiative activities that can be eliminated, thus maximizing categorical dollar use and student benefit?
- Are there areas where one initiative may be able to pick up where another may be restricted in orderto provide more seamless service to students?

As a result of the work done by the Initiatives Integration Work Group, the college has focused its attention in three main areas to maximize the State's investment. In the area of professional development,the College has been involved in On-Course training; held a Student Equity Institute; provided training for learning communities, integrated learning, and accelerated learning; and held a Student Services Program Leaders Equity Retreat.

In the area of student support, the College continues to offer Summer Advantage Academy, Family Night and Early Welcome; tutoring for Adult Basic Education and High School Subjects courses; Early Alert; and academic probation intervention workshops. In collaboration with District ITS, a new student portal has also been implemented.

To assist with some of these activities, the college applied for and received a three-year Basic Skills Student Outcome Transformation Grant from the state chancellor's office for three academic years, 2016-2017 through 2018-2019. One focus of this grant was to create accelerated pathways for our credit basic skills courses in English and mathematics. The goal was to reduce the number of basic skills courses students enroll in before they reach transfer-level English and math. Our English faculty developed a course that blended three levels of basic skills into one course (English N59, now English 099). In addition, an English Composition course with support (English 100) was created to help students

that need just-in-time remediation. Our mathematics faculty also updated their curriculum to include a coursethat blended pre-algebra and beginning algebra (Math N55). This course propelled students into Intermediate Algebra. To provide support to students who place into transfer-level math, our mathematics faculty developed 0.5-unit support courses in Statistics (Math N43), College Algebra (Math N40), and Pre-calculus (Math N41) which all students can enroll in if they choose to do so.

Regarding initial course placement and AB 705, the goal of AB 705 is to give students access to transfer-level English and math courses and completion of transfer-level English and math courses within a one-year timeframe. Since 2016, SCC has been proactive in adjusting assessment practices in preparation for the implementation of AB 705 in fall 2019. Each year we have taken steps to blend our traditional placement tests with high school data information in order to place students into English, reading, and math courses. These practices were in place for 2016-2018 and adjustments were made based on data provided by the state.

For full AB 705 compliance, SCC stopped using assessment tests in spring 2019 for placement. Our English, Mathematics, Reading and Counseling faculty worked together to implement student placement using the AB 705 Default Rules. These default rules allow students the opportunity to take transfer-levelEnglish and math courses in their first semester. For students who do not have access to high school data,Guided Self-Placements in English and math have been developed to help students determine which transfer-level courses they can enroll in.

Credit English as a Second Language (ESL)/American College English (ACE) implementation is set for fall 2020. During academic year 2019-2020, a workgroup comprised of credit and noncredit ESL faculty, counseling, and administrators will work to develop assessment practices for this student population. A Guided Self-Placement has been developed and is being tested.

In the area of noncredit to credit pathways, to provide additional options for our students, our English andmath credit and noncredit faculty streamlined pathways for students who need additional support. These students are provided noncredit instruction in English and/or math; once they complete the noncredit courses, they are afforded the opportunity to enroll in transfer-level English and Intermediate Algebra. The creation of these pathways has eased the transition of the implantation of AB 705.

In the area of assessment and evaluation, the College has improved the assessment of student learning outcomes and service area outcomes and is beginning to investigate outcomes assessment through an equity lens to determine disproportionate impact. Learning support services is a new area of focus for theCollege, and improvements to CI Track, a tool the District uses to track attendance and use of special services, will lead to more consistent and easily accessible data for areas like the Math Success Center, the Writing Center, library services, supplemental instruction, the STAR Center, and the First Year Support Center.

Additionally, through the accreditation self-evaluation process, SCC identified a need to streamline its academic support services. An actionable improvement plan was developed directing the College to "examine the feasibility of creating a centralized Student Success Center that may include the Academic Success Center, Math Study Hall (now, Math Success Center), Science Teaching and Resource Center (STAR), Supplemental Instruction, and Writing Center. As part of this effort, for the last two years, members of the Initiatives Integration Work Group have collaborated to present a series of one-hour

Student Services Showcases during the second week of each semester. Faculty from English courses are invited to bring their students to this event, where they are informed of the various support services available on campus. Representatives from Writing Center, Math Success Center, Transfer Success Center, First Year Support Center, STAR Center, and the Library explain their operations and answer questions. In the fall of 2018 and spring of 2019, approximately 1,200 students participated in the showcase. In addition to hearing from center coordinators/directors and instructional assistants, students received informative handouts from more than a dozen other programs and services at SCC--including theFood Pantry, EOPS, TRIO, DSPS, Financial Aid, Honors, MUN, Forensics, Pathways to Teaching, Athletics, and Associated Student Government. With clearer and more consistent data, SCC will be ableto identify areas where academic support and student support services complement each other to furtherintegrate the institution's support structure.

STAR Center

The Science Teaching and Resource (STAR) Center **is** SCC's exciting, innovative and new academicsupport center for the sciences. All activities are geared to engage science students and enhance theirsuccess. The curriculum for the STAR Center includes:

- Q & A Session Time: Students are invited to drop in the center at any time to ask questions.
- Faculty directed learning activities: Faculty developed DLAs will guide students through the steps needed to complete tasks and reinforce contents and skills required to succeed. Currently wehave DLAs for Chemistry, Biology, and Physics.
- Student-led study groups: Study groups are formal and informal course support through tutoringand review sessions. Study Groups are formed based on student request.

Before COVID forced us to provide our services online, we have increased the number of students using our services. We have increased students' hours in the center by almost 30% from the previous academicyear. That data showed that students who use the services in the center are more likely to persist and passtheir classes.

Of the students who participated in the STAR Center, 85% received a passing grade, while students who did not participate in the STAR Center, only 67% received a passing grade. Before COVID-19 in spring 2020, we had a major issue with our space accommodating all the students during "rush hours". This is certainly a good problem to have, but our challenge becomes finding a space that would allow us to accommodate all students who are seeking the services.

As we switched to online services for spring 2020, we have kept "our doors" open online for students seeking support. Both faculty, staff and students had to adapt to the new technology. By the end of the semester, we had a good understanding of using the technology to best support students' needs.

Supplemental Instruction

Supplemental Instruction (SI) is an academic support program that targets historically difficult courses. SI is a non-remedial approach that increases student performance and retention. SI offers regularly scheduled, out-of-class review sessions to all students enrolled in a targeted course. SI study sessions are informal seminars in which students review notes, develop organizational tools, and prepare for examinations. Students learn how to integrate course content with reasoning and study skills. The SI sessions are facilitated by SI leaders, who have previously completed the targeted course. SI leaders attend all class lectures, take notes, and act as a model student for their classmates.

The SI program was initially a grant funded program, which became partly institutionalized. The program relies on several layers of support. The faculty and supervisory component of the program has been fully institutionalized and has ongoing funding. The Student Assistants who are hired to run the SI sessions—the SI leaders—are not institutionalized. The funding for the SI leaders varies from year to year, and the leaders of the program are required to secure funding on a regular basis.

OBJECTIVE 3C. UTILIZE COLLEGE EQUITY PLANS TO REDUCEDISPROPORTIONATE IMPACT ON STUDENT SUCCESS

SANTA ANA COLLEGE

Santa Ana College faculty, staff and administrators are proud to serve the institution's surrounding communities. Educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational goalsand dreams of an entire region. The Student Equity initiative at Santa Ana College is designed to make theattainment of these dreams and goals incumbent upon the hard work and character of our students and not income, gender, ethnicity, disability status, foster youth status, LGBTQ identity, previous military service,nor any other qualifying characteristic. The goal is to have a campus where student success is the center of every activity and is the measure by which we determine the college's success.

The Santa Ana College Equity Plan represents a collaborative process of inquiry, coordination and planning and reflects our efforts to bring together plans and activities from various academic, student service, and administrative divisions. It is the promise of the members of our institution to work together across all boundaries to supply the best possible campus for our students to receive an education. Many ofthe activities presented in the plan cross between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Services and are designed to eliminate boundaries and provide support to our students though Guided Pathways. We are committed to creating an equity-minded culture that will allow us to engage in strategic practices leading to student completion.

Equity is infused in most initiatives across campus including Guided Pathways, Strong Workforce Program, Student Equity and Achievement Program, and Career Education efforts, among others. The Santa Ana College (SAC) Program Review process asks academic and student services areas to review disaggregated data to ensure that programs are evaluated through an equity lens. Operationally, the StudentSuccess and Equity Committee (SSEC) is responsible for providing the oversight of goals and associated activities of the Equity Plan. The committee is currently revising its structure to ensure monitoring, evaluation and attainment of the Plan goals. The Equity Allocation Evaluation Ad-Hoc Committee, a subcommittee of SSEC, reviews and revises the processes associated with requesting equity funds. The Equity Proposal Process Review AdHoc Committee, a subcommittee of the SSEC, reviews the processes, rubrics, and reporting of the results of the assessment of Equity funded efforts. The current funding requestprocess specifically requires information on intended outcomes, connection to Equity Plan and Guided Pathway goals, specific intended target population, and quantitative and qualitative evaluation methods. In this way, the committee can evaluate which activities have been effective to ensure that only actions with significant impact on the college goals is funded.

Additionally, areas that receive Equity funds are required to provide regular updates on their progress. TheSanta Ana College Research Office (SACRO) and SSEC lead the effort to evaluate progress towards meeting SAC's student Equity goals. SACRO provides dashboards and programming that automate the retrieval of information to track SAC's progress with respect to the Equity goals. SACRO develops new tools and processes to identify and track the existing equity gaps. Group identifiers are developed to allowfor the analysis of outcomes for disproportionately impacted groups. SACRO continues to offer professional development for all faculty, staff and management on how to evaluate programs and track student progress. SSEC monitors campus efforts regarding progress evaluation, providing participatory governance oversight to the process. Although SSEC establishes a detailed annual schedule for requesting funding and evaluating progress, SACRO provides analysis of outcomes on a more frequent basis when appropriate.

As is the case in many community colleges across the state, Santa Ana College has embraced the use of cross-functional teams. This integration extends to the Executive Team as well, which consists of VP of Academic Affairs, VP of Student Services, and two committee co-chairs. Consequently, the ownership of the Equity Plan no longer solely rests under Student Services but rather is a shared responsibility with Academic Affairs. This manifests itself most tangibly as the college continues to focus on Guided Pathways work, in particular on the fourth pillar: Ensuring student learning. The College will use Equity funds, among others, to develop instructional interventions and curricular changes that must take place in the classroom. Santa Ana College's process for allocating Equity funds, composition of its Student Success& Equity Committee (SSEC), structure of its Guided Pathways Steering Group, and strategic planning process ensures coordination across student equity-related categorical programs and campus-based programs. Additionally, the college will fund a Faculty Equity Coordinator position.

To sustain equity-minded activities, SSEC structure has been revised to support and make both Student Services and Academic Affairs responsible and accountable for the success of the initiative. The membership of SSEC is a cross-functional team that includes members from both areas. Membership includes the Vice President of Academic Affairs and the Vice President of Student Services, to whom campus program leaders report, ensuring a cross campus coordination of programs. The Equity AllocationEvaluation Ad-Hoc Committee reviews the allocation of funds to programs to ensure that funded activitiesalign with the Equity Plan, Guided Pathways, College Strategic Goals, and Equity Goals. Having one subcommittee responsible for fund allocation review allows examination for program overlap, scalability, and purpose to happen within one body. Additionally, the Equity Proposal Process Review Ad-Hoc Committee, a subcommittee of the SSEC, reviews the processes, rubrics, and reporting of the results of theassessment of college equity-funded activities. As one of 20 colleges participating in the Guided PathwaysInstitute, Santa Ana College has developed a robust and inclusive process for formulating activities focused on student completion. Santa Ana College has developed its new strategic plan, which provides a framework for overall direction for SAC.

SANTIAGO CANYON COLLEGE

Santiago Canyon College recognizes the importance of equity, and the college is committed to ensuring tenets of equity are paramount to the development and integration of all campus-wide plans, procedures,and policies. The college established a Student Equity Committee and was part of the participatory governance structure. Data is reviewed annually to identify gaps; multiple student groups were found toachieve success at lower rates than those who are in the highest performing groups.

SCC also made a commitment to support students who are not identified in the equity legislation, but thatmay need additional assistance. Through the equity plan, a request will be made to the RSCCD Board of Trustees to include single parents, undocumented students and formerly incarcerated students in the research agenda and for potential inclusion as targeted student groups in the equity plan.

The following goals and activities were established to guide the change necessary to reduce equity gaps forall students identified in the plan.

Access: Successful Enrollment (Enrolled in the Same Community College):

> "SCC will increase access for students identified in the equity plan by reducing equity gaps 40% throughstrategic and continuous planning and evaluation."

Activities were developed to focus on increasing access to college for disproportionately impacted student groups from our service area. The main focus of support for this success indicator has been in the OutreachDepartment. Through the use of equity funds, SCC hired a 19-hour outreach specialist whose focus is to connect with groups identified in the equity plan. This person has prioritized recruitment of African American/Black students, Latin(x) students, veterans, foster youth, and other disproportionately impacted student groups.

In addition, an allocation was provided to create and grow the Summer Advantage Academy. The Summer Advantage Academy is a collaborative effort between faculty, staff, and administration with the goal of assisting students in successful transition from high school to college. Students participating in the academy will gain a true advantage by receiving college success tips from our faculty, gaining writing strategies for mastering college-level English, learning math success skills, learning about our programs and services, receiving a campus video tour, a student engagement workshop, and familiarizing themselveswith the SCC campus. By completing the academy, students will be awarded priority registration their second year of college.

Retention: Fall to Spring (at the Same Community College)

> "SCC will decrease equity gaps by 40% among students identified in the equity plan and continue tomonitor and address disparities for these students."

Numerous activities were developed to focus on the retention of disproportionately impacted student groups. One of the main activities was the funding of a full-time student services specialist in the VeteransService Office (VSO). With the growth of the veteran's program at SCC, a need was identified to provide more staff. With the additional staff member, we were able to outreach to students at a higher rate, providebetter service, provide more workshops, create a meaningful orientation program, and offer services in theVSO that we had not been able to offer before.

The main benefit to having additional professional staff is we are able to certify veteran's benefits in a more efficient manner. At SCC veterans have their benefits certified within two weeks. That is unheard of in higher education. The reason this is crucial is because students need funds to pay for tuition, fees, books,and living expenses. All of these benefits lead to our ability to better retain student veterans.

Transfer to a Four-Year Institution:

> "SCC will decrease equity gaps by 40% for students transferring to 4-year institutions."

Activities were developed to focus on increasing transfer of disproportionately impacted student groups.By expanding offerings including campus trips and overnight stays, we hope to provide students with anexperience that will alleviate anxiety and show them that they also belong in these spaces. SCC also supports the Transfer Success Center by providing them opportunities to attend conferences that they would otherwise not have access to. Employees are able to obtain information about transfer to the Cal State's, UCs, and private universities in order to better serve our students. More specifically, support has also been provided to the EOPS Program with the purchase of books to beused during the summer program. Students participate in the summer class and end the program with a college tour to northern California for campus visits to Cal State's and UC's. Students spend a week livingon campus and connecting with university students and staff to get a better understanding of university life.

Completed Both Transfer-Level Math and English (within the District):

> "SCC will reduce transfer-level course completion equity gaps by 40% among students identified in theequity plan."

For years, SCC has prioritized the funding of supplemental instruction for gatekeeper courses that tend to keep disproportionately impacted student groups from matriculating from class to class. Each year, studentequity and AB705 funds pay for the training and work hours of students who have recently passed coursesto now support other students who need that extra attention to get through their classes. We also provide funds to support online tutoring in all subjects, so students can access tutoring in any course through their Canvas page.

Attained the Vision Goal Completion Definition (Earned Credit Certificate over 18 Units, AssociateDegree, CCC Bachelor's Degree):

> "SCC will decrease degree and certificate completion equity gaps by 40% for underrepresented studentgroups identified in the equity plan."

Activities were developed to focus on increasing certificate and degree completion of disproportionately impacted student groups. Priority has been given to counseling, advising, and coaching of students in orderto ensure students are taking the appropriate courses and also utilizing successful strategies in the classroom that will make them more likely to complete a certificate or degree.

SCC has also focused on supporting students with identified disabilities. Since 2015, student equity has paid for a portion of the DSPS counselor salary. The counselor will focus on the development of abbreviated and comprehensive education plans for students with disabilities seeking to earn a certificate,AA degree or transfer to a 4-year university. In the past, SCC also supported the DSPS program in the form of instructional assistants and support of workshop development.

Overall Support to Reduce Equity Gaps:

Two of the broader activities that have high impact in reducing equity gaps are the Food Pantry, and the Equity Core Teams. The Hawk's Nest Food Pantry was developed in 2017 with a simple mission in mind; to support all credit and non-credit SCC student's academic potential, creativity, as well as their personal and professional growth by providing free and nutritious food for students and their families. This mission quickly grew when the need for services grew. We now offer students with the option of CalFRESH enrollment, on and off-campus service referral, and housing assistance. Prior to COVID, we also created a community garden where fruits and vegetables were grown in order to replenish the food pantry and create a sustainable source of food for our students.

The Equity Core Teams are made up of 13 faculty members that have been trained in cultural humility, and equity mindedness. These faculty members have not only adjusted the way they teach, equitized theirclassrooms, and syllabi, but also worked on their own implicit and explicit biases in order to better serve students. These faculty members have developed their own workshops in order to train folks in their departments and divisions on the same topics in order to imbed equity and inclusivity into the fabric of SCC's culture.

OBJECTIVE 3D: INCREASE SUPPORT FOR DISTANCE EDUCATION AND OPEN EDUCATIONAL RESOURCES (OER)

Rancho Santiago Community College District
Number of Faculty Trained to Teach Online by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	41	52	147	184
Santiago Canyon College	43	46	60	167

Sources: SAC and SCC Distance Education Program

Rancho Santiago Community College District
Number of OER Classes Pathways Offered by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College (courses)	154	77	60	245
Santa Ana College (sections)	401	454	548	728
Santiago Canyon College (courses)	84	14	12	59
Santiago Canyon College (sections)	81	76	82	119

Sources: SAC and SCC Distance Education Programs

SANTA ANA COLLEGE

Distance Education has worked on the key areas of faculty training and course offerings to improve student completion and transfer. Faculty training on Canvas and associated online tools for effective online teaching have been emphasized, such as online proctoring, online tutoring, instructor video creation, accessibility and improved communication tools. Continued usage of the Online Network of Educator's (@ONE) Online Education Standards and Practices (OESP) online training and updated Course Design Rubric have assured quality of online teaching for our students. Santa Ana College is a CCC CVC-OEI consortium college and has worked hard to be a designated "Certified Peer Online CourseReview (POCR) Campus". This designation signifies our commitment to quality online courses and demonstrated our quality college review process to the CVC-OEI.

We have four Online Degree Pathways (ODP) that pledge a structured accelerated online degree completion and transfer. Students can complete their degree online within two years for transfer in Business Administration, Business Administration Major Preparation, Liberal Arts and Psychology. OurCSU partnerships enable relationship building between ODP students and CSU degree counselors allowing our SAC students continual degree motivation and transfer opportunities.

Our Open Educational Resource (OER) and Zero Textbook Cost (ZTC) courses provide students with zero or low-cost material courses. In the last academic year, our faculty have proudly offered 454 sections using OER/ZTC, saving our students approximately $1,586,400 in 2018-2019. In two years, 2017–2019, Santa Ana College students have saved approximately $2,838,525 due to faculty OER/ZTCefforts.

SAC currently has two OER/ZTC Degree Pathways in Business Administration and Liberal Arts enabling students to complete their entire degree with Zero or Low-Cost textbook requirements. OER/ZTC courses are open to all students, and we are finding tremendous student interest in textbook affordability programs. The California College Textbook Affordability Act Grant and Zero Textbook Cost Degree Grant and has assisted the college in the growth of our OER/ZTC offerings.

A challenge for the college as we move an increasing number of materials online, for online teaching andOER/ZTC adoption, is accessibility and instructional design. These are two areas of significant student and faculty need. Both resources are needed to assure district ADA compliance and quality of online courses for our students.

In 2020-21, Santa Ana College updated our adopted @ONE Certificate in Online Teaching and Design curriculum to the latest edition update. It is important to our faculty to have a certificate that is accepted at other CCC's, especially to our adjunct faculty. The level of quality instruction for our faculty has been important to maintain.

The Distance Education Department and faculty have continued active participation in the CCC CVC-OEI consortium college and have earned the CVC-OEI Fully Certified College designation. This designation signifies our commitment to quality online courses and allows Santa Ana College to locally Peer Review our own online courses for CVC-OEI Quality Review. Santa Ana College currently has 60 courses that have been quality reviewed. The Quality Review badge filters these courses to the top of the statewide course search for students on the CVC-OEI website. In addition, five Associate Degree for Transfer (ADT) are highlighted on the CVC-OEI ADT site and eleven Certificate of Achievements (COAs) are highlighted one the CVC-OEI COA site as fully online pathway certificates. This statewide visibility will help to draw students to the college for completion of their online degree or certificate. Our Online Degree Pathways for accelerated degree completion within two years online, has grown to six-degree pathways, Business Administration AS-T, Communication Studies AA-T, Political Science AA-T, Psychology AA-T, Sociology AA-T and Liberal Arts AA. We are ramping up our marketing efforts with for this accelerated online program.

SAC Open Educational Resource (OER) and Zero Textbook Cost (ZTC) courses provide students with zero or low-cost materials. In the 2020-2021 academic year, faculty increased the number of sections offered to 728 sections using OER/ZTC, saving our students approximately $1,719,075 in 2020-2021. In the last five academic years, 2016–2021, Santa Ana College students have saved approximately $5,836,575 due to faculty OER/ZTC efforts. Success rates were 12% higher overall for OER/ZTC courses. Disaggregated student data also shows that students of all subgroups areas including age, enrollment status, FT/PT status, gender and racial groups have an improved course success rate using OER/ZTC materials.

We are finding tremendous student interest in textbook affordability programs. In the 2020-2021 academic year, SAC participated in the Equity, Gates Foundation Adjunct Success Project Grant, California Learning Lab Grant and the Strong Workforce Project Grant. These grants have assisted the college in the growth of our OER/ZTC offerings.

A challenge for the college is the tremendous growth of our new "classroom", online asynchronous and synchronous courses. We need to assure faculty understanding and implementation of quality online teaching pedagogy and accessible materials/content for all distance education modalities. As we move an increasing number of materials online, for online teaching and OER/ZTC adoption, accessibility and instructional design is critical. These are two areas of significant student and faculty need. Both resources are needed to assure district ADA compliance and quality of online courses for our students.

SANTIAGO CANYON COLLEGE

The Distance Education Specialist continues to support the work of the Distance Education Coordinator and assists in planning, organizing, and facilitating Distance Education (DE) operations; consults with faculty and staff to develop accessible materials; collaborates with faculty to identify targeted training needs to assist in the creation of engaging learning activities; assists in establishing guidelines and procedures for DE; trains faculty and staff in the Canvas learning management system and multimedia tools; assists in developing, implementing, and training faculty and staff; provides advanced technical support to faculty, staff, and students; researches, evaluates, recommends, trains, and supports new instructional technology; gathers, interprets, and evaluates data to identify potential deficiencies in training and business processes; analyzes operational workflows and associated data including automatedmethods, procedures, documentation, and controls relating to instructional technology; and provides faculty with basic support and training on creating accessible content including knowledge of WCAG 2.0and Section 508 requirements.

The college now offers the Online Teaching Certification multiple times a semester, which was previously not possible due to the lack of resources and personnel. An addition of an Online Resources page was added to the college website to help further support faculty and staff. The resources include links to tools and applications available, as well as videos authored to address frequently asked questions.An Open Educational Resources (OER) web page was created to provide faculty with information, resources, and examples of OER course content for a myriad of disciplines including art, biology, counseling, earth sciences, education, English, French, geography, history, marketing, mathematics, psychology, and sociology.

During the spring 2019 semester, an OER survey was distributed to SCC full and part-time faculty to determine the degree to which faculty are aware, knowledgeable of, and using OER content. The survey yielded nearly a hundred responses and was representative of the faculty body. The result of the survey will be used to develop a strategic campaign to encourage the use of OER content via an OER taskforce, as well as the development of zero-cost courses and programs to minimize the overall cost of education toour student body.

In 2020-21, Santiago Canyon College (SCC) highly values quality, student access, preparedness, and success in our online program. We require that all our faculty are certified using the @One OESP

curriculum, which we have modified to fit SCC's policies, practices, and procedures. This program consists of a six-week online class followed by a six-week self-paced workshop, for a total of 120 hours. This initiative has been very successful and has resulted in online course success rates increasing roughly 10.5 percentage points over the past six years. Thesecourses are now performing at the same level as face-to-face classes with a 74% success rate.

Due to the pandemic, nearly all of our faculty are now trained to teach online and have had some online teaching experience. Since our main Distance Education initiative has always been in increasingthe quality of our online classes through training, it is time to pivot and take advantage of the fact that most of SCC's faculty are now online teaching certified. The College now has a faculty who have a solid background and experience in online course design, the legal aspects of online teaching, and Americans with Disabilities Act accessibility. With this foundation in place, we are now taking on a new initiative focused on Student Equity and increasing student success through the California Virtual Campus's Peer Online Course Review process.

SCC has set a goal of aligning 60 of our online classes to the California Virtual Campus's (Online Education Initiative) course design rubric over the next 3 years. Alignment of classes has been shown to increase student access to classes through the course exchange and increase student success as well as faculty satisfaction.

SCC is in the process of attaining support for instructional design, ADA training, graphic design, and video editing and captioning to support innovative curriculum design through the POCR process. In our initiative, faculty volunteers will be participating in a four-week class that takes approximately 40 hours to complete. Faculty volunteers will also participate in an @One class that teaches application of the ADA portion of the Course Design Rubric. This training is separate from the POCR class and is a quick and effective overview of designing a class in Canvas that aligns with ADA expectations. These faculty volunteers will also have access to regular support and training, which will be offered by our Instructional Designer.

SCC, and RSCCD, has continued to work with the CVC to fully integrate our online course offerings into the exchange. We now have our course schedule on the cvc.edu Course Exchange website with live seat counts and registration links. This ITS integration has help us to promote our course offerings in the Exchange and we are working on becoming fully integrated as a Teaching College, which includes the ability for students to enroll in classes without having to fill out a separate SCC application. We are also one of a few colleges in the state that are working on fully integrating noncredit classes into the exchange.

OBJECTIVE 3E. CONSOLIDATE OUTREACH EFFORTS WITH CONCENTRATED FOCUS ON COMPLETION (COURSE, DIPLOMA/CERTIFICATE/DEGREE ATTAINMENT, AND TRANSFERS FROM NONCREDIT TO CREDIT PROGRAM ANDFROM SAC/SCC TO FOUR-YEAR UNIVERSITIES)

SANTA ANA COLLEGE

In collaboration among many departments at Santa Ana College, efforts have been made to support this goal and increase the number of students' completion and transfer to the universities and from noncredit tocredit programs. Activities to support this goal:

- SAC Outreach offers twice a semester (November 2019 & Virtually April 2020) application workshops at SCE Career Center. Through these workshops, students are guided step by step withtheir online SAC college application for the following semester, and an orientation is offered to students regarding the college options and the enrollment process. Application workshops are offered for morning students and night students.
- SAC Outreach offers twice-a-semester Financial Aid workshops at SCE Career Center. Studentsare informed of the different types of Financial Aid available. Application workshops are offeredfor both morning students and night students.
- Starting August 2019, the second Wednesday of the month at 10:00AM and 6:00PM, a SAC Outreach staff member and a Student Ambassador staff an informational table at Centennial'squad to inform students of the different programs available to them at Santa Ana College.
- SAC Outreach has participated in promoting and presenting our credit Degrees and Certificates and staffing a SAC informational table through different SCE events such as Citizenship Fair onAugust 10th, Manufacturing Day on October 25th, Career and Academic Pathways on November14th & March 24th and Building Bridges during Spring 2020.
- Counselor Day was offered at Santa Ana College on October 18th, to promote SAC's credit programs and to inform counselors of the enrollment process. Workshop was offered to counselorsfrom different school districts and SCE Counselors.
- SAC Outreach collaborates with SCE High School programs instructors and English instructors topresent during lectures about the option of continuing their educational path through Santa Ana College.
- A SAC Outreach Staff member has been assigned to SCE students as their College Representativeto assist them with their college enrollment process such as college application, Financial Aid application and class registration.
- SAC Outreach staff member is responsible to do a follow-up with students who submit an inquiryregarding Credit courses through the Input from form: SCE Request Information platform online.

School of Continuing Education

Many efforts have been made at SAC-SCE to improve course completion rates and ultimately have students meet requirements needed for transfer, degrees, certificates, and diplomas.

- The SCE Career Education Department held a Manufacturing Day event on October 25, 2019, at SAC introducing students to various career certificate programs available to them.
- SAC SCE students participated in the Career and Academic Pathways event held at SAC on November 14th, 2019, introducing them to the wide variety of academic programs offered.
- In March of 2020, the SCE Pathways Fair was held at Remington Education Center with over 100 students in attendance.
- May through June of 2020, a series of Virtual Department Meet & Greets were held for students tolearn about academic and professional pathways available to them at SCE.
- Throughout the year, SCE counselors give classroom presentations to expose students to pathwaysavailable via noncredit programs and credit programs.
- The English as a Second Language Department is in the process of creating online curriculum witha specific lesson at each language level focusing on academic and career pathways offered at SAC.
- We have engaged in AB705 discussions with SAC and are currently providing courses to helpSAC Credit students prepare for college level math and English coursework.

Overall, SAC-SCE was able to focus on the positives of Temporary Remote Instruction (TRI) to serve students during the COVID 19 Pandemic. Highlights include:

- Our High School Equivalency Program had a total of 823 confirmed registrations for summer 2020, its highest in program history.
- Our SAC GO Online English program had a total of 2982 confirmed registrations since its launchin April 2020.
- Our Active Adults Online, a program offering classes to help people stay connected, healthy, and informed resulted in over 700 confirmed registrations.
- The combination of successful marketing and updated web content has increased our school's visibility throughout our county and state. From 4/1/20 – 6/30/20 we had 31,668 unique visitors tothe SCE Site in comparison to 2019 with a total of 9,678 total unique visitors.

Because transportation and parking are no longer obstacles with the TRI model, many new students havebeen able to participate in remote learning. They have discovered how successful this medium of instruction can be and how it can enable them to reach academic and professional goals.

One of the biggest challenges SAC-SCE faced was preparing instructors for TRI instruction. There was a very short window of time to transition from face-to-face instruction to TRI. Additionally, the transition was difficult for some students because of limited access to technology in combination with low-level digital literacy skills. We hope the District continues to support the removal of barriers that have stood inthe way of students accessing online instruction. This will require the development of more online resources and tutorials for students as well as ensuring processes are easy to navigate.

SANTIAGO CANYON COLLEGE

To ensure efficiency and effectiveness in outreach efforts, Santiago Canyon College reviews our processesand practices regularly to ensure we employ programs, workshops and activities that are focused on assisting students to complete their goals of earning a certificate, degree, and/or transfer from noncredit to credit or to their four-year universities. The following are sample programs and activities:

- The college has continued to host its Career Education Pathways; these events are held every semester, fall and spring. Different trades are represented, and industry personnel speak to interested candidates about their respective areas. After general discussion sessions there are breakouts which speak specifically to specialized trade areas. Another component of the Career Education Pathways is that interested students experience immersion into industry settings on fieldtrips which are also part of the event. Biotech, which is a key part of the curriculum at SCC, servesas a key part of the CEP and incorporated a Lab breakout for interested biotech students.
- In Fall 2019 the BCE Division offered a series of workshops focusing on tips for creating or improving a resume, job search techniques, the utilization of job search websites, interview techniques, and the provision of help for those students looking to enroll in the Cooperative WorkExperience class for their BCE program of study.
- In October 2019, the college hosted a Water Utility Science and Public Works Career Resource Fair. This event provided an opportunity for students to connect with local water and public worksagencies and learn about their upcoming internship and job opportunities. The event also had a featured guest speaker to discuss advice and tips on getting a job in these industries.
- In the Fall of 2019 and the Spring of 2020, the Division of BCE hosted a series of workshops withrepresentatives from Amazon, Harbor Health Systems, DaVita Inc., Hyundai, The County of Orange, Target, OmniPrint International, and the California Water Environment Association who discussed job opportunities, internship opportunities, information about the industry in general, resume preparation, and tips for entering the workforce.
- In May 2020, BCE hosted the Orange County Sanitation District for a Vocational Internship Information session. This virtual workshop had a Human Resources representative who explainedtheir Vocational Internship Program for Water Utility Science students.
- The college has continued with its successful offering of Dual Enrollment classes in partnership with the OUSD. The OUSD high schools continue to partner in this joint venture to matriculate students into SCC with a view to completing this career pathway via the SCC biotech degree andcertificate programs.
- The Strong Workforce Regional Biotech Program is funding the Career Education Coach position.One of the major responsibilities associated with this position is to reach out to different high schools to recruit interested students and encourage them to enroll in the Biotech 190 and Biotech 190 Lab classes.
- The college purchased 100 Laptop computers with a view to supplying these to those students inneed of technology to assist them with their learning and course completion during the period Spring, Summer and Fall semesters of the COVID-19 pandemic.

- A Laptop Loaner Program was introduced and advertised to the student community. As a result, we were able to loan approximately 300 computers to our student community. This program was continued into the fall semester and provided access to the necessary technologies in order to support student learning.
- The college provided designated campus WIFI "hotspots" during the months of May and June in the spring semester to allow students access to the internet for the purpose of supplementing and supporting their learning. Students were able to drive onto campus and park in specified areas for the purpose of logging onto the internet.
- The Guided Pathways initiative continues to serve our students in various ways: during Professional Development week (Flex), ten (10) departments agreed to work with SCC counselors to define program maps; the biology, business, and kinesiology departments have already defined their pathways; the Guided Pathways program is also piloting a success team in the spring 2021; additionally, they are investigating the implementation of Starfish as a means of student support within the Guided Pathways Program.
- Biotech Professors worked on campus in face-to-face socially-distanced environments for six consecutive Fridays at the conclusion of the spring semester to ensure students were able to complete their spring biotechnology labs in order to complete their courses and certificates.
- Music professors conducted socially-distanced face-to-face voice finals on campus at the conclusion of the spring semester in order for students to complete their course practicums.
- The campus provided online training to convert the teaching faculty to Temporary Remote Instruction. Despite a very short window of time a significant majority of the faculty were successfully trained in these modalities to provide the most optimum teaching and learning environments.
- The flex commitment for all faculty was waived for the fall semester with a view to providing time for our faculty to complete the 30-hour online Distance Education training. This training would cover the tenets of Online Teaching (ADA requirements, Technology, Regular and Effective Contact, FERPA regulations) to provide support for student learning.
- Faculty were granted access to campus under socially-distanced and risk-reducing protocols in order to teach their classes when they experienced technological difficulties at their residences.
- The college experienced an increase in demand from faculty to be trained in online methodologies. Consequently, two additional Distance Education Ambassadors were trained, which afforded the opportunity to train and certify greater faculty numbers in this context.
- In 2019-2020 SCC hosted nearly 150 high school students from the Orange USD who participated in the fall and spring Career Education (CE) Pathway Day. The day began with a general session and welcome from a Career Education Dean, a Career Education Counselor, and a motivational keynote speaker from industry. Students then broke out into sessions highlighting their career path of interest which included: Accounting, American Sign Language, Business, Child Development, Code Enforcement, Computer Science, Biotechnology, Cosmetology, Education, Real Estate, Gemology, Cinema Studies, Public Works, Water Utility Science, Survey/Mapping Sciences. The day concluded with a field trip to the industry of their choice.
- To continue aligning Career Education programs with business and industry trends, SCC hosted its annual Master Technical Advisory Committee in February. All Career Education programs (credit & non-credit) joined together for campus briefings, to share input into their respective discipline areas, and discuss workforce trends. There were over 100 people in attendance,

representing 30 organizations. Following an opening general session, the programs then broke out into discipline specific conversations to provide program and curriculum input.

Division of Continuing Education

- Santiago Canyon College Division of Continuing Education efforts to support this goal include:
    - o Participating in SCC's Guided Pathways Initiative in which a primary objective is to decrease thetime for students to complete their educational/training goals.
    - o Due to COVID-19, all face-to-face classes were suspended on March 13, 2020, and were transitioned to Temporary Remote Instruction. As part of the transition, outreach staff and admissions and records staff telephoned students to encourage them to try the new instructional modality so that they may complete their program. This included helping students make arrangement for borrowing devices and accessing platforms such as Zoom and Canvas. As a result, the rate of students participating in TRI increased from 40% in week one of the transition toover 80% by the end of the spring 2020 semester.
    - o As a result of COVID-19, faculty in the High School Subjects developed assessment instruments and procedures so that students can take critical exams remotely and thus not delay completion oftheir courses and educational goals.
    - o Outreach staff maintains flyers of certificate programs that clearly specify the sequence of courses that are required to complete a program. These flyers are made available at Outreach events and inthe Divisions webpage.

OBJECTIVE 4A: MAINTAIN AND ENHANCE RSCCD'STECHNOLOGICAL INFRASTRUCTURE

Rancho Santiago Community College District
Progress of Technological Infrastructure by Site
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
# of computers upgraded for student usage (classroom and labs)				
• Santa Ana College	552	254	285	207
• Santiago Canyon College	181	271	261	1202
# of computers upgraded for staff and faculty usage				
• Santa Ana College	150	417	220	117
• Santiago Canyon College	39	6	40	51
• District Operations	30	34	29	34
# of network switches added/replaced				
• Santa Ana College	21	5	25	2
• Santiago Canyon College	14	3	8	12
• District Operations	0	3	3	0
# of video cameras added/installed				
• Santa Ana College	33	32	81	157
• Santiago Canyon College	19	2	70	72
• District Operations	3	4	5	5
# of Wi-Fi Access Points added/replaced				
• Santa Ana College	37	48	55	0
• Santiago Canyon College	21	0	22	77
• District Operations	3	0	0	0
# of classrooms mediated				
• Santa Ana College	18	26	45	0
• Santiago Canyon College	14	2	0	0

Sources: RSCCD ITS Department

DISTRICTWIDE

The Technology Advisory Group (TAG) is a District participatory governance committee that meets on a monthly basis to discuss, evaluate, and develop hardware and software standards for technology resources. The committee develops and maintains the District Strategic Technology Plan and makes recommendations regarding equipment, staffing, and training needs related to District use of technology.

Aging computers and classroom audio/visual equipment continue to be a concern for both College technology committees and TAG. Although the computer replacement plan supported by SACTAC has received some one-time funding at SAC, a regular funding source for the recommended five-year replacement cycle at the colleges has not been identified yet. The district has helped with computer replacements at both SAC and SCC when funds have been available derived from operational savings. Unfortunately, this assistance is limited and there were no savings derived to assist during the year 2019-2020. This has created an issue that is particularly aggravated at SCC.

TAG has created a task force to assess the current funding methodology for computer replacements districtwide to determine if there are opportunities for improvement that can ensure funds are continuously available for computer upgrades. The task force formed under TAG will present findings, ideas and recommendations to ensure the computer replacement plan can be properly funded on an ongoing basis. Having the support and assistance of the RSCCD Governance committees on budgeting recommendations will help achieve this objective.

Video cameras and Wi-Fi network devices have successfully maintained their five-year replacement cycle so far. Information Technology Services has been able to fund these devices out of its operational budget. Both colleges have a good level of Wi-Fi coverage inside buildings and this coverage has been extended outdoors to the perimeter of the main campuses at SAC and SCC.

The impact of COVID-19 on budget available for technology upgrades is uncertain at this point. The TAG committee will continue to be proactive and listen to the needs of the Colleges via their technology committees (SACTAC and SCCTEC) for the purpose of improving the District's technological infrastructure as much as possible within fiscal constraints.

During the 20-21 fiscal year, the ITS team replaced a total of 77 interior wireless access points throughout the Santiago Canyon College campus locations. Maintaining a current wireless network infrastructure, helps to provide a faster, more stable and secure wireless network.

Although COVID-19 has disrupted operations in many different ways, the pandemic relief funding that has been received by the colleges and the district has helped improve the technology replacement process. The need to enable remote work required the purchase of hundreds of devices to support students and employees districtwide. In order to ensure these devices were put to good use when returned, ITS purchased laptops from district standards that can be used to replace outdated infrastructure when no longer required.

The task force created by TAG to assess current funding methodology for computer replacements has produced a number of recommendations to improve this process. As a result of this effort, some early achievements have been derived, including the realignment of recommendations for technology replacements at SAC to coincide with the development of the college budget. This ensures that funding recommendations are considered on a timelier basis and are more likely to be included as the budget develops. In addition, the effort has also resulted on an ongoing line item for computer replacements being added to the SCC budget.

SANTA ANA COLLEGE

The Santa Ana College Technology Advisory Committee (SACTAC) is a participatory governance group that evaluates, analyzes and recommends technological solutions, both software and hardware based, thatsupport student success and the mission of Santa Ana College (SAC). The committee meets monthly and in multiple meetings will discuss the computers that need to be upgraded to abide by the district's five- year lifecycle and the classrooms that need to be mediated.

The completion of the new Science Center and Johnson Student Center buildings at SAC has allowed the college to get additional bond funding to outfit these buildings with updated technology, including computers, Wi-Fi Access Points, video cameras for surveillance and mediation technology.

The last few years, SAC has been able to obtain one-time funding each year for computer replacements and classroom mediation, although each year these upgrade requests were not 100% funded due to budgetary limitations. The ITS Director uses his inventory to make a recommendation to SACTAC to replace all computers that will soon be at the end of their five-year lifecycle. SACTAC may adjust this recommendation and then approve the plan to be presented to the Planning & Budget Committee (P&B).P&B is another participatory governance committee that recommends budget priorities, procedures and processes to College Council.

Recently, due to budgetary constraints from COVID-19, P&B has only approved a small portion of SACTAC's recommended Computer Replacement Plan. This will result in hundreds of computers in the classroom, in computer labs and those being used by faculty and staff to be used past their recommendedlifecycle and without a warranty for repair. This could result in students, faculty and staff potentially going weeks or months without a computer to use.

Media technology also does not receive regular funding for upgrades or replacements, but in the past has received one-time allocations through SACTAC and P&B the same way computers are replaced. There are currently discussions on making an AV Replacement Plan with a lifecycle of 8-10 years. All 160 classrooms at SAC are mediated with audio/video (AV) equipment although about half of these rooms are using older technology including projectors, document cameras, DVDs or Blu-ray players. There are about 42 classrooms that should be prioritized to have their media technology upgraded to a new system such as Utelogy due to heavy use. Out of the 42 total, 26 rooms are in the A building and 16 rooms are in the I building.

As it relates to projector upgrades: Any AV components that are attached to building structures require the district to obtain approval by the Division of State Architects prior to installation, which is a lengthy

process. SACTAC has reached out to Facilities to determine a way to get approval for multiple projectors to be replaced at once to improve the approval process. The projectors in the I building were upgraded during the year 2017-2018 and those in A building were upgraded in 2019-2020. This project was led by the district Facilities department. What is missing from this project is the upgrade of the cabling in the conduits inside the walls from VGA to Category 5e/6 network cabling with HDMI connectors in order to use the more advanced HDMI technology.

SACTAC will continue to monitor computer and media needs for the campus at its monthly meetings. The hope is for the campus to have regular funding for these ongoing operational costs so as not to affectthe ability to access technology for students, faculty and staff.
In 2020-21, Santa Ana College has had a very successful year for funding technology replacements. The construction of the new Johnson Student Center provided access to bond funding that allowed the procurement of 210 computers and various other technology products for use by faculty and staff. The construction of the new Science Center has also infused additional dollars that will be used to procure technology products for the benefit of students and staff. In addition, the administration approved a total of $1.15 million in funding to update 818 computers. $822,000 of this amount came from pandemic relief funding and $325,000 from the general fund. This should get all computers up to date for the 2020-2021 Academic Year. Lastly, conversations with the budgeting department have led to a better alignment in schedule for the funding recommendations made at SACTAC to ensure that they are considered in time for the budget development process.

SANTIAGO CANYON COLLEGE

SCCTEC has continued to recommend the identification of a recurring funding source for technology replacements at SCC. This recommendation is supported by TAG and is part of the reason why a taskforce was formed to identify ways in which this can be accomplished.

SCC did not have the budget to perform upgrades to classrooms or campus computers, which caused devices to fall out of warranty and disrepair. As a result, a line item for technological upgrades for AV components and computer refreshes will be established for maintenance of the equipment at SCC. This will include room mediations, of which none were performed in fiscal year 2019-2020 due to lack of funding. Additional funding streams will be evaluated to bolster the technology refresh cycle, such as grant and lottery funding streams.

There are 2 classrooms that have been earmarked for mediation in the 2020-2021 fiscal year totaling roughly 80 computing devices. AV components will be cataloged, oldest to newest, to produce a mediation/refresh plan for AV equipment.

In 2020-21, as a result of the work of the task force formed at TAG to review the computing funding process, SCC started discussions with administrators that led to the creation of an ongoing line item for a computer refresh plan that was established and funded with $100,000 to start. This line item will be considered for replacement of audiovisual equipment and printers as well. SCC will also explore a managed print service contract to gauge the cost effectiveness of that program and curtail the expansion of printers across the campus.

The pandemic relief funding received by the college allowed SCC to procure 300 devices that were reallocated to replace the oldest hardware at the college. This included Dell branded computers that were around nine years old. Pandemic relief funding also provided the opportunity to purchase hardware for a laptop loaner program similar to SAC's Digital Dons program. The initial set of devices were replaced with almost 500 HP laptops, while keeping the initial 160 Surface devices resulting in 600 devices for an institutionalized laptop loaner program for both credit and noncredit. The institutional standard devices were then reallocated to replace older laptops based on the SCCTEC's recommendations.

The change in allowability of use for lottery funding has also contributed to increased budgets available for technology purchases. Lottery funding can now be used for technology purchases that benefit students under defined circumstances. Unlike pandemic relief funding, lottery funding is an ongoing source of dollars that can be destined to help with technology replacement costs, which makes the process more sustainable.

OBJECTIVE 4B: ENHANCE OPPORTUNITIES THAT ENABLE STUDENTS TO ACCESS COLLEGE CLASSES AND SERVICESPRIOR TO HIGH SCHOOL GRADUATION

Rancho Santiago Community College District
Number of College Courses Offered at Feeder High School Districts by Site
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	62	67	74	129
Santiago Canyon College	13	23	30	23

Source: District Enrollment Office

SANTA ANA COLLEGE

Course Offerings to High School Students

Dual enrollment is a collaboration with Santa Ana College and local area high schools. Through the Dual Enrollment program, SAC offers college courses on the high school campuses to acclimate high school students to the rigor of college. All courses offered through Dual Enrollment are UC and CSU transferable and part of a pathway. Students participating in dual enrollment have the opportunity to earncollege courses while in high school. This assists in lowering the cost of attending college.

Currently, SAC has partnered with all Santa Ana USD high schools, Santiago High School in Garden Grove USD, Mater Dei, Samueli Academy and Orange County School of the Arts. This partnership provides access to our local high school students by offering the courses right on their campus. The tuition and textbooks are at no cost to the students. Dual Enrollment is designed to introduce college rigor to high school students. It prepares them for the expectations associated with taking a college course.

Many of our students are first generation and do not have the luxury of having a family memberhelp them navigate college. Dual Enrollment allows them to experience it firsthand at their high school.

Programs and Services Provided to High School Students

The Outreach Department provides information and resources to potential high school students and assiststhem in navigating the college system. The team attends and hosts events while recruiting and promoting all of SAC's support services and academic classes. The Outreach staff has created several programs to assist in removing barriers, including conducting year-round campus tours to showcase our academic programs and services. This past year, more than 1,000 students have participated in SAC's campus tours to understand the benefits of attending SAC. Outreach visits high schools, middle schools and elementary schools speaking to students on the importance of a college education. They promote

the opportunity of starting college early. Providing information on dual enrollment courses and the process to get a headstart in their education.

In Spring of 2020 due to COVID-19, the Early Decision successfully converted to a virtual format where we had more than 1,300 students participate from Santa Ana USD, Garden Grove USD, and their surrounding districts. Students had the opportunity to receive academic advisement, program support andservices information, and class registration assistance. There is continuous virtual support to assist students to enroll to SAC. The outreach staff on a daily basis provides services like, conducting virtual SAC presentations, applications workshops, and class registration assistance. There has been an increase in collaborating with SAC faculty and program representatives to showcase more in-depth information regarding careers and program services.

Staff also developed trainings and workshops for the local high school counselors. In October 2019, we hosteda successful SAC Counselor Day where administrators and counselors from SAUSD, GGUSD and local charter and private high schools, learned about SAC. The purpose of these events is to educate our partners on the new programs and services offered at Santa Ana College. SAC makes every effort to be immersed in our nearby communities. Our goal is to have every home in Santa Ana have a college degree. A formal and paid Student Ambassador Program was formalized and implemented in the Fall of 2018. Student Ambassadors collaborate with staff to recruit, promote, and support Santa Ana College. Specifically, a big part of the work of Student Ambassadors is helping to recruit in SAUSD, GGUSD, and surrounding high schools and increase student interest to apply and attend Santa Ana College. Due to the supportive work of Student Ambassadors in conjunction with our Outreach Staff, we increased by almost 200 new applicants in Fall 2019 as compared to Fall 2018, for a total 7,384 applicants for Fall 2019

In addition to educating potential students on the benefits of SAC, we recognize the importance of parent support. SAC realized parents are too often a barrier. Outreach & Padres Promotores de la Educacion builds relationships with our community parents, K-12 Community Liaisons and informs them about all the programs and services SAC has to offer to them and their children. We understand that we need to educate our community against the stigma of community college as well as inform them of all the financial resources available. We host four Café y Pan Dulce orientations at SAC. More than 75 parents attend each session. The goal of the orientation is to help the parents understand how they can support their child choose the best college for them. We include financial aid presentations and walk parents through the admission process. Outreach educates parents on the amount of time a college student shouldspend on homework and the different types of support their college students will need from home. In addition to our Café y Pan Dulce events, Padres Promotores facilitate presentations for SAUSD schools, where themes such as Financial Aid, SAC programs and services, and higher education options at Santa Ana College are presented. Our parent group also attends festivals, college nights, community events and conducts many campus tours for parents. These include participation and presentations at the OC Bar Foundation, Concordia University Latinx Leadership Conference, and SAUSD Parent Night. We realize the earlier we can bring the parents onboard, the better the results.

SANTIAGO CANYON COLLEGE

Course Offering to High School Students

Santiago Canyon College has been dedicating resources in developing and implementing a strong dual enrollment program which contributes to the expansion of college access to high school students. Access has been a priority when establishing the relationships across all high schools and charter locations and has been possible through the approval of legislation in 2016; AB288 College and Career Access Pathways (CCAP) partnerships. Santiago Canyon College entered into a CCAP partnership with OUSD which was approved by the Chancellor's Office September 2018. Since fall 2018, dual enrollment has been an area of growth for Santiago Canyon College whereby establishing strong relationships has led to the creation of an Early College Academy held at Orange High School. The program affords high school students to enroll as freshmen students and follow a cohort that exposes them to a series of college courses throughout their 9th-12th grade journey. Upon graduating high school many of the Early College Academy students will have achieved IGETC Certification, a certificate, and or accumulated sufficient units that would enable them to transfer to a 4-year university as a junior. Pathway programs continue to be implemented at each of the high schools with course offerings available during their bell schedule or asan afterschool offering.

Santiago Canyon College continues to improve and expand college access to high school students throughthe addition of partnerships. Unity Middle College High School (UMCHS) is a local charter school wherea Memorandum of Understanding has been executed in order to provide the dual enrollment access to the attending high school students. High school students attending UMCHS are transported to SCC and attend college courses as they receive dual credit and are able to meet their high school A-G requirements.Unity Middle College High School will have their first graduating class spring 2020.

Programs and Services Provided to High School Students

SCC works hard to develop and maintain relationships with local high schools. The High School and Community Outreach Department supports collaborations in an effort to spread awareness about the college's programs and resources. To achieve this goal, staff provides a variety of services at the high school sites including outreach presentations, college application workshops, college fair tabling, financial aid workshops, campus tours, and weekly virtual visits. The Outreach Department also hosts large scale events designed to support outreach and recruitment efforts such as the Early Welcome Program, Summer Advantage Academy, High School Counselor Conference, and Family Night.

The Early Welcome program is a streamlined early matriculation program that assists students in applyingto the college for the upcoming fall semester, completing new student orientation, meeting with counselors to create an education plan, and registering for classes. Students that participate in Early Welcome have the opportunity to benefit from one year of priority registration. An average of 1,600 students participated in Early Welcome annually. In 2019-20, the Early Welcome program was offered in a virtual format (Canvas was utilized to create online orientation modules and Cranium Café was used to host virtual counseling appointments) due to COVID-19.

SCC Outreach Weekly Virtual Visits are conducted via Zoom and allows for students at all five OUSD high schools to drop-in and meet with their assigned SCC outreach representative during a scheduled timeframe and receive assistance on: completing the SCC application, getting started with their financial

aid application, gathering information about student support services, and completing steps for the Early Welcome program. SCC Outreach would greatly benefit from the purchase of licensing for an appointment software system such as Calendly or Appointlet, while providing remote services. The current comparable district purchased software, Cranium Café, is difficult for prospective students to navigate and does not offer a use-friendly experience. In addition, the mobile software is primarily built for Apple phones. As a result, prospective students lose interest in contacting SCC Outreach for support, therein affecting our ability to recruit effectively. To overcome this issue, SCC Outreach has resorted to using the free version of the Appointlet software, which is easier for prospective students to navigate and has generated more contact with prospective students. The Appointlet and Calendly software both integrate with Outlook calendar as well as Zoom, which allows Outreach staff to operate more efficiently.

Incoming first year students are encouraged to participate in the Summer Advantage Academy. Summer Advantage Academy is a one-day session (one week before the fall semester begins) with the goal of assisting students in their successful transition to the college. Students participating in the Academy gaina true advantage by receiving college success tips from our faculty, gaining writing strategies for mastering college-level English, learning math success skills, learning about our programs and services, receiving a campus tour, participating in a student engagement workshop, and familiarizing themselves with the SCC campus. By completing the Academy, students will be awarded priority registration their second year of college. In 2020, Summer Advantage Academy was conducted in a virtual format via Zoom. Since the inception of the Academy in 2017, 1,544 students have participated.

The annual High School Counselor Conference and Family night events both showcase select academic programs and student support services available at SCC. The High School Counselor Conference is aimed to inform local high school counselors, administrators, college technicians, and community leaders whereas Family Night is geared towards prospective students and their parents. An average of 100 attendees participates in both events annually and in 2020, both events were held virtually (via Zoom).

OBJECTIVE 4C: SUPPORT INNOVATIVE PEDAGOGIES ANDCURRICULUM DESIGN

Rancho Santiago Community College District
Professional Development Workshop Offered to Faculty for
Innovative Pedagogies and Curriculum Design by Site
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	62	99	84	130
Santiago Canyon College	17	14	20	70
SAC/SCC School of Continuing Education	243	263	157	84

Sources: SAC Professional Development and SCC Professional Development Committee

DISTRICTWIDE

School of Continuing Education Professional Development

Though our faculty also participate in the college credit professional development program, the Continuing Education Professional Development also offers our faculty activities on a variety of issues relating to adult education. 2018-2019 Academic Year Major Focus - The School of Continuing Education (SCE) focused on "Encouraging Growth Mindset" and "Habits of Mind" for faculty trainingsduring the 2018-19 academic year. A total of 263 professional development activities were held at SCE for a total of 6,108 professional development hours with 254 total unduplicated participants.

In Fall 2019, 101 workshops and other events were offered during Fall Flex with an emphasis on Career Pathways. 180 instructors, both part-time and full-time, attended workshops for an accumulative total of 2,478 hours of professional development. Dr. Fernando Ortiz introduced 126 part-time faculty from SCEand OEC to the Career Pathway Initiative as our keynote speaker. After the keynote, all 126 faculty broke up into their respective departments to review the progress of each department relative to the initiative. Faculty completed over 4,000 accumulative hours of professional development by the December 3, 2019, deadline.

In Spring 2020, the Santa Ana College School of Continuing Education had three days of Professional Development from January 8 to January 10. The theme was "Ensure Learning through Equity". 152 teachers participated, attending 56 workshops for an accumulated hour total of 1372 hours. 76 teachers from OEC and SAC SCE attended the keynote speakers that included Dr. Linda Rose, Dr. Vaniethia Hubbard, and Dr. Carmen Martinez-Calderon (California Department of Education). They spoke on overcoming challenges and ensuring learning through equity. Administrators from SCE also attended. They were all well-received with extremely positive evaluations.

A major effort was made to prepare teachers for online instruction. Many of our sections were transformed into Temporary Remote Instruction (TRI) in order to adjust to the demands of the public due to the current pandemic. This transition was not easy for many faculty. All full-time faculty were given teachers to mentor and an extensive amount of training ensued.

In 2020-2021, the Santa Ana College School of Continuing Education and Orange Education Center provided 84 workshops to ensure a more equitable and inclusive learning experience for our students.

Our Professional Development at SCE focused on the goal of preparing faculty more effectively with Remote Instruction and Online Teaching Certification (OTC). As a result, and in response to COVID-19, the trainings ensured faculty have the preparation needed for the following requirements: Title V, instructor contact and student-student contact, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) protecting the privacy of student education records.

Unfortunately, during this year OEC and SAC SCE held separate PD activities due to the different "Distance Education Certificates" that our Distance Education offices offer. Many of our SAC SCE non-credit faculty completed either the Remote Instructional Certification (RIC) or the Online Teaching Certification (OTC).

SANTA ANA COLLEGE

Santa Ana College has created an Office of Professional Development with taskforces centered on classified and faculty groups. Faculty professional development was expanded and more closely coordinated with equity, basic skills, and student support services. Progress to date includes the creation of a website with an open opportunity for constituency-based input and the development of a calendar ofactivities, and it will soon feature a list of staff and faculty that have attended conferences.

2018-19 Academic Year Focus: Professional learning for all SAC constituent groups, Guided Pathways, effective online instruction. Because student success is related to the professional skills and engagement of all SAC employees, the SAC Professional Development focused on increasing professional learning opportunities for all constituent groups. Input from the SAC Professional Development Advisory Committee and associated work groups was critical to this effort. This committee is committed to equity in its composition and practices. Managers, classified staff and faculty representatives on the committee rotate in chairing committee meetings. Student voice is included near the beginning and throughout each meeting session. In 2018-19, SAC PD began inviting RSCCD employees to join SAC colleagues in workshops and events. SAC PD organized over 140 sessions with over 2,458 (duplicated) participants and supported professional learning opportunities provided by Distance Education and SAC departments.

During 2018-19, faculty work on innovative pedagogies and curriculum design was directly supported through learning and work instructional faculty and counselors engaged in during convocation breakouts after the fall and spring SAC convocations. Instructional faculty and counselors collaborated in a large group convocation breakout and during meetings and workshops throughout the fall semester to create program maps for SAC's Career and Academic Pathways. With counselors' guidance, students now utilize these maps to efficiently navigate their community college experience. In spring 2019, convocationbreakout participants learned about how 16 Habits of Mind (HoM) can help students meet challenges and persist along their educational and career paths. Child Development & Educational Studies (CDES) professor Dr. Mary Funaoka expanded on the HoM activity with weekly emails, reflections and additional resources for CDES faculty. These reflections were shared with all SAC & SCE faculty in the 2019-20 academic year. In response to AB705, the English and math departments worked

throughout the academicyear on designing curricula and discussing innovative pedagogies for support courses for freshman composition (English 101) and transfer-level math courses. EMLS curricula were also redesigned. In addition, math faculty held numerous training sessions and meetings to discuss online pedagogy and the use of Online Educational Resources (OER). Other SAC Departments explored innovative pedagogies and curriculum design as well, for example, the SAC Child Development and Educational Studies facultyheld a joint retreat with their counterparts at SCC and learned about anti-bias curriculum. Distance Education continued to provide training on SAC's learning management system, Canvas, and engaged faculty in reflection on effective and innovative practices in online instruction through the work of the Distance Education Advisory Committee.

2019-20 Academic Year Major Focus: Guided Pathways, Equity (Envisioning the Student Experience in Career & Academic Pathways and Ensure Learning: Matching Our Students High Expectations with High Support), Equity, effective online instruction. To ensure an effective and welcoming environment for students and colleagues, all SAC Professional Development trainings and events continued to be open to all SAC faculty, staff and managers. For both the fall and spring convocation breakouts, faculty, along with other colleagues, engaged in active learning with the goal of improving student engagement. The breakout planning teams selected topics that corresponded to critical areas identified in the results of the fall 2018 Survey of Entering Student Engagement (SENSE). In the fall breakouts, attendees discussed ways to make SAC more welcoming and inclusive, encourage more student-to-student interaction, and promote SAC Career and Academic Pathways. Attendees made commitments in one or more of these areas. In the spring breakouts, attendees reviewed their commitments and shared strategies on two benchmarks linked by SENSE results to strong student outcomes (see 2019 Fact Book, p. 67): high engagement & aspirations, high support, and academic and student support networks.

SAC Professional Development along with campus partners, including Student Life and the new Office of Student Success, Equity, and Inclusion (opened in spring 2020), planned, participated in and/or facilitated Equity-focused professional learning in:

- 3CSN (CCC Success Network) Equity Institute
- Webinars from the USC Center for Urban Education, CORA Learning and other providers
- Presentation and discussion ("Changing Minds, Policies and Practices") with Audrey Dow, Campaign for College Opportunity Senior VP
- New Faculty Institute (institute for 1st year tenure track faculty)

SAC English and Math Departments continued work on innovative pedagogies and curriculum design, with the Math Department also emphasizing effective online instruction. EMLS and SCE ESL reviewed curricula in order to establish a clear articulation agreement to expedite student language learning to prepare students for further academic study or careers. Other departments also explored innovative pedagogies and curriculum design options. For example, Nursing expanded on its use of simulations in instruction with SimBaby.

The COVID-19 pandemic has brought both challenges and opportunities for professional learning at SAC. Many SAC faculty and students entered the remote learning environment for the first time with little advance notice. SAC Distance Education provided on-campus training by DE staff and faculty Canvas mentors during the allocated three days prior to campus-wide emergency remote instruction. Ongoing training by DE staff continued for necessary online tools, such as, Canvas, ConferZoom (virtual

conferencing), Proctorio (online web proctoring), Pronto (interactive communication tool), Accessibility and Video Creation. SAC's Academic Senate provided a support webinar. In addition, faculty took advantage of many free webinars offered by the CCCCO, ASCCC, RSCCD IT, universities and professional organizations to help faculty and students make this transition. DE will continue to providetraining and support during summer 2020 and the 2020-21 academic year.

Professional Development Plans for 2020-2023: The major focus for faculty professional development in fall 2020 will be preparing faculty to offer more effective online instruction. All credit faculty will complete either Remote Instructional Certification (RIC) or the more rigorous Online Teaching Certification (OTC). Those who already completed OTC will pursue more advance topics in online instruction. SAC DE will manage these trainings. SAC Professional Development will offer or will support partners in offering learning opportunities on critical topics such as Guided Pathways, accreditation, technical skills, professional advancement, etc. The Learning & Engagement Team, a team of SAC & SCE faculty coordinators, was convened to serve as leaders of the 4th Guided Pathways Pillar, Ensure Learning & Engagement. The team has created a three-year plan to create a more inclusive campus culture and equitable outcomes for SAC students. Year 1 (2020-21) will focus on critical reflection. SAC colleagues, particularly faculty, will learn to recognize and address their own biases. Year2 (2021-22) will focus on creating a campus-wide equitable transformative learning environment, both inside and outside the classroom. Finally, in year 3 (2022-23), institutional structures will be examined and structural barriers to student success will be addressed and eliminated.

The RSCCD Governance Committee can support SAC by encouraging and participating in SAC initiatives and supporting SAC colleague attendance at online and face-to-face conferences and trainingsabout effective, inclusive and engaging instructional and student support practices.

In 2020-2021, the Santa Ana College Professional Development Committee and core team worked to ensure that Professional Development became a formal part of Shared Governance. Currently, Professional Development is an established committee and reports to SAC College Council, the Student Equity and Achievement Program Committee (SEAP), and the Academic Senate. In addition, SAC team leads are working with the District, Santiago Canyon College, Schools of Continuing Education, Orange Education Center, and leadership groups to establish working relationships and partner on common work and communications district-wide.

The launch of the Santa Ana College Professional Development Gateway has immensely helped in bridging communication and mutual offerings of professional development for all employees, especially faculty that work on more than one campus. The Gateway launch this fall has made it possible for Professional Development to be able to require evaluations on most events in order for flex hours to be marked complete. After participating in Professional Development learning opportunities, SAC team members are asked to provide evaluations and summaries of takeaways and strategies for disseminating and implementing effective practices learned. Where possible, they are asked to identify student learning outcomes that may be impacted by these effective strategies. Additionally, several key questions that relate to demographics, Title V, Guided Pathways and Integrated Plan Goals have been added to forms in order to receive approval for funding and personal flex projects that can be directly relayed to Deans. Launching of the Gateway has been the Professional Development team's primary focus. All constituents now have invaluable resources, provided by the State Chancellor's Vison Resource Center, at their fingertips and at their leisure.

The following resources can be found there:

- Pursuing the Vision for Success Introduction to Guided Pathways
- Leading Guided Pathways Reform
- Guided Pathways Inquiry Guide
- Collecting Student Voices for Guided Pathways
- Strong Workforce Training for leaders
- Dual Enrollment
- Improving Equity in Campus Hiring
- Effective Corequisite Support
- Data Coaching to Inform Guided Pathways
- Funding Formula and Guided Pathways
- Teaching Behind Prison Walls
- Noncredit Basics, Curriculum, and Instruction
- Culturally Responsive Teaching and Learning
- Enrollment Management

The Gateway replaced the old flex tracking system and will now allow for more improved tracking, reporting, survey collecting, and opportunities for compliance, collaboration, and connection with community colleges across the state. As a part of the Vision Resource Center, SAC becomes a part of a robust professional development system across the state, giving faculty and all employees access to over 8000 professional development opportunities. Future possibilities include the option to build and add curriculum for the New Faculty Institute and badges for initiatives such as the Equity in Action Ally Group. An automatic approval process for external training allows for less paperwork. The new platform has not changed what is done in ways of professional development, but how it is being done. It now offers more opportunities and collaboration outside the campus walls and is helping to bring awareness to what and how professional development is being offered statewide. So far, the system has had positive reception by all constituent groups, and enrollment in flex training and survey completions have increased. Additionally, to align with the new system with current resources, the Professional Development team has had to focus their energies on restructuring and making updates to the weekly eblast, the Professional Development webpage and Canvas shell. Equity, Guided Pathways and SLO modules have been added to the course shell to provide resources and trainings on these specific areas, and will be maintained by their respective faculty coordinators. The Professional Development team continues to collaborate with the Professional Development Committee and subcommittees to strategically plan Convocation and the entire Professional Development Week, tying them together to creating more intentional building and reflection for the entire academic school year.

In order to improve communications to all SAC employees, Professional Development has worked diligently to update and expand their marketing platforms and resources; these were necessary developments in order to be in line with the new Gateway system.

- Professional Development provides weekly e-blasts with information about professional development events and opportunities within the school, statewide and nationwide.
- Professional Development surveys have been revised and are now required in the new flex system for campus trainings to solicit better employee feedback and improved offerings in response to the feedback received.
- The Professional Development Website contains pertinent information and steps needed for obtaining funds for professional development activities, including conferences and speakers, as well as information and resources on current and past workshops, and access to the Gateway, including its current workshop calendar.

- An available help desk appointment is now available for one-on-one meetings with the Faculty Development Coordinator.
- The Professional Development Canvas course shell that was created to house videos of trainings, workshops, speakers, events, resources and important materials, so that overwhelmed faculty and classified could access activities at their own leisure if events were missed, but still wanted to attend, continues to be expanded upon. A SAC PD Gateway module has been created and dedicated to important links and training videos needed by all constituent groups. These communication efforts may contribute to an improvement in communication between SAC employees.
- Monthly meetings of the Professional Development Committee and monthly and bi-weekly meetings of Professional Development Subcommittees continue. This Committee and Subcommittees have representatives from all constituent groups from both SAC and SCE and each play an equitable role. Managers, faculty, and classified staff rotate running monthly committee meetings and classified staff take an active role in planning events. Through the advisory of the various constituents' subcommittees, more mindful planning of professional development activities and needs can take place on a regular basis. Immediate feedback is also given, and constituents take an active role in the design of initiatives that directly affect students.
- Weekly meetings occur between the four campuses' Gateway administrators to discuss all things Gateway-related, in order to collectively problem solve, troubleshoot, create consistency amongst the campuses, and share events. Many shared employees are greatly impacted by the decisions made by this advisory group of administrators.

College Online Program

Santa Ana College was accepted into the California Virtual Campus – Online Education Initiative, CVC-OEI, consortium colleges allowing our students to locate courses in the CCC for faster completion. Adoption of the Online Network of Educator's (@ONE) Online Education Standards and Practices (OESP) online training and Course Design Rubric has been implemented as an increased measure of training and quality assurance for our students. Many of our online courses have received a Quality Reviewed designation by the CVC and more are in progress. SAC courses are also available for broadenrollment through the CVC-OEI.

As a consortium college in the CCC California Virtual Campus – Online Education Initiative, CVC-OEI, Santa Ana College earned the CVC-OEI Fully Certified College designation. This designation signifies our commitment to quality online courses and allows Santa Ana College to locally Peer Review our online courses for CVC-OEI Quality Review. SAC currently has 60 courses that have been quality reviewed. The Quality Review badge filters these courses to the top of the statewide course search for students on the CVC-OEI website making these courses move visible for broad enrollment.

Santa Ana College updated our adopted training version of the Online Network of Educator's (@ONE) Certificate in Online Teaching & Design to align with the CCC's new updates and changes. We continue to use the Course Design Rubric in our Online Teaching Certification and CVC-OEI Quality Review as it is an increased measure of training and quality assurance for our students. We offer workshops during Professional Development week and throughout the year in the form of specific workshop trainings and "SAC Lunches" for quick technical and pedagogical tips.

Online Degree Pathways have increased from four to six. Students can be assured that they will complete their degree online within two years for transfer in Business Administration, Business Administration Major Preparation, Communication Studies, Liberal Arts, Psychology and Sociology in a

structured planned course schedule. Online Certificate Pathways have increased to sixteen, with eleven Certificates of Achievement featured at the CVC: Accounting, Bookkeeping, General Accounting, Professional Accounting, Microsoft Office Professional, Digital Media Arts Production Artist, Digital Publishing, Library Technology, Legal Office Interpreting, Legal Office Technician and Pathway to Law School.

SANTIAGO CANYON COLLEGE

Santiago Canyon College supports faculty development in the areas of innovative pedagogies and curriculum design as evidenced by the SCC 2016- 2022 Educational Master Plan (EMP). One of the goals embedded within the EMP is to "support faculty and staff development." Action items associated with this institutional goal were designed to move the College to better support its faculty as they adapt toshifting populations and teaching and learning trends. These action items are as follows:
- Provide broader access to professional development for faculty and staff;
- Increase faculty development opportunities in the areas of innovative pedagogies and curriculumdesign; and
- Provide training opportunities to make online instruction more effective.

Now at the halfway point of the 2016-2022 EMP cycle, Santiago Canyon College will have made significant progress on all three of these action items.
- The Professional Development Committee has broadened the scope of its offerings to increase staff development for classified personnel. The committee has also worked extensively to offer classified professional training during the entire academic year rather than limiting offerings to the flex calendar dates. It was determined that classified personnel were busiest during the weeks prior to each semester and the flex calendar dates were not optimum times for classified participation. Consequently, a calendar of training has been developed which better serves the classified community and allows more of them to be trained during the entire academic calendar. Additionally,the Faculty Development Committee was changed in name to the Professional Development Committee to reflect a commitment to all SCC constituents and not just the faculty.
- The Distance Education Services Specialist has assisted the college in adjusting the Online TeachingCertificate Program to a modular format, rather than a more extended format, with a view to helpingmore employees fit this training into their busy calendars. The Online Teaching Certificate Program covers topics such as: effective practices in online teaching; learning theory; universal design principals; online class design; policies and procedures for online classes; multimedia production and editing; and ADA Accessibility.
- The Instructional Design Center continues to provide training, workshops, and technological supportto faculty and staff for the purpose of evaluating and refining instructional methods to accommodateSCC's diverse student population, as well as diverse learning styles within the classroom, and support the emergence of personalized learning experiences through adaptive learning methods.
- The creation of a Tech Bar in the Instructional Design Center as well as a Virtual Tech Bar has beena beneficial addition for on-the-spot training and tech questions.
- Technology training has, and continues to be, an integral part of Professional Development. Similarto the provisions for the classified staff, training in this context is provided at various times during the year to appeal to as many of the staff as possible. Enhanced technology support for faculty and staff is evident through the provision of a robust Flex and training calendar. Training opportunities cover topics such as effective practices for online teaching,

using cloud applications, multimedia (video and audio, including editing), MS Word formatting, presentation software, open educationalresources, and more; and

- Santiago Canyon College also continues to support faculty efforts in the development of digitaltextbooks and online Open Educational Resources. Student Equity funds have been allocated toallow faculty resources to investigate low-cost options for their students.
- The Professional Development committee, in union with our sister college, Santa Ana College, hasbecome part of the Cornerstone Program designed to create an online platform for all faculty and staff professional development opportunities. This program will go live by January 2021 and gives faculty, staff, and administrators access to the entire catalog of the Vision Resource Center. It willgreatly expand the profession development and growth opportunities for all.

College Online Program

Santiago Canyon College was also accepted into the California Virtual Campus – Online Education Initiative (CVC-OEI) consortium, allowing students to locate courses in the California Community College system for faster completion. Adoption of the Online Network of Educator's (@ONE) Online Education Standards and Practices (OESP) online training and Course Design Rubric has been implemented as an increased measure of training and quality assurance for our students. Many of our online courses have received a Quality Reviewed designation by the CVC and more are in progress. SCCcourses are also available for broad enrollment through the online course exchange which allows studentsfrom across the state to access online courses offered by SCC.

Santiago Canyon College highly values quality, student access, preparedness, and success in our online program. We require that all our faculty are certified using the @One OESP curriculum, which we have modified to fit SCC's policies, practices, and procedures. This program consists of a six-week online class followed by a six-week self-paced workshop, for a total of 120 hours. This initiative has been very successful and has resulted in online course success rates increasing roughly 10.5 percentage points over the past six years. Thesecourses are now performing at the same level as face-to-face classes with a 74% success rate.

In 2020-2021, due to the pandemic, nearly all of our faculty are now trained to teach online and have had some online teaching experience. Since our main Distance Education initiative has always been in increasingthe quality of our online classes through training, it is time to pivot and take advantage of the fact that most of SCC's faculty are now online teaching certified. The College now has a faculty who have a solidbackground and experience in online course design, the legal aspects of online teaching, and Americans with Disabilities Act accessibility. With this foundation in place, we are now taking on a new initiative focused on Student Equity and increasing student success through the California Virtual Campus's Peer Online Course Review process.

SCC has set a goal of aligning 60 of our online classes to the CVC's (Online Education Initiative) course design rubric over the next 3 years. Alignment of classes has been shown to increase student access to classes through the course exchange and increase student success as well as faculty satisfaction.

SCC is in the process of attaining support for instructional design, ADA training, graphic design, and video editing and captioning to support innovative curriculum design through the POCR process. In our initiative, faculty volunteers will be participating in a four-week class that takes approximately 40 hours to complete. Faculty volunteers will also participate in an @One class that teaches application of the ADA portion of the Course Design Rubric. This training is separate from the POCR class and is a quick and effective overview of designing a class in Canvas that aligns with ADA expectations. These

faculty volunteers will also have access to regular support and training, which will be offered by our Instructional Designer.

SCC, and RSCCD, has continued to work with the CVC to fully integrate our online course offerings into the exchange. We now have our course schedule on the cvc.edu Course Exchange website with live seat counts and registration links. This ITS integration has help us to promote our course offerings in the Exchange and we are working on becoming fully integrated as a Teaching College, which includes the ability for students to enroll in classes without having to fill out a separate SCC application. We are also one of a few colleges in the state that are working on fully integrating noncredit classes into the exchange.

OBJECTIVE 4D: IN COLLABORATION WITH CONSTITUENT GROUPS, PROVIDE SUPPORT FOR EFFORTS TO INCREASE FACULTY/STAFF DIVERSITY

Rancho Santiago Community College District
Employee Ethnicity by Site
2018 through Fall 2021

	2018	2019	2020	2021
Santa Ana College				
Asian	13%	13%	13%	13%
Black	3%	3%	3%	3%
Filipino	2%	2%	2%	2%
Hispanic	30%	30%	32%	33%
Native American	1%	1%	1%	1%
Pacific Islander	0%	0%	0%	0%
White	49%	48%	47%	46%
Unknown	2%	3%	3%	2%
Santiago Canyon College				
Asian	15%	14%	13%	14%
Black	3%	3%	3%	3%
Filipino	2%	2%	2%	3%
Hispanic	26%	27%	27%	27%
Native American	1%	1%	1%	1%
Pacific Islander	0%	0%	0%	0%
White	51%	51%	50%	50%
Unknown	3%	3%	3%	2%
District Operations				
Asian	15%	15%	14%	16%
Black	2%	4%	5%	6%
Filipino	4%	4%	4%	4%
Hispanic	48%	49%	47%	49%
Native American	0%	0%	0%	0%
Pacific Islander	0%	0%	0%	0%
White	30%	28%	28%	24%
Unknown	1%	1%	1%	1%

Source: ITS Repository Report PE0100

Rancho Santiago Community College District
Number of Staff/Faculty Who Attend EEO Trainings by Site
2018 through 2021

	2018	2019	2020	2021
Santa Ana College				
Classified	25	74	44	64
Faculty	17	83	67	102
Suprvry/Admn	17	18	14	29
Santiago Canyon College				
Classified	20	55	28	53
Faculty	28	49	35	51
Suprvry/Admn	5	19	6	19
District Office				
Classified	12	31	17	32
Suprvry/Admn	9	26	8	22

Source: Human Resources Department/Office of Diversity, Equity and Inclusion

DISTRICTWIDE

The District collaborates with all constituents of the district community to ensure that we increase staff diversity to that of our students and of our community. In accordance with AR 7100 - Commitment to diversity, the district continued to supplement and to support the districts' commitment to diversity in employing qualified administrators, faculty, and staff members who are dedicated to student success. In addition to the commitment to diversity, an annual report will be prepared for the board in the fall that shall include the demographics of the college staff andfaculty as well as the new hires from the previous academic year. The regulatory framework supporting the district's efforts is found in Title 5 section 5302 4.1, Education Code sections 87100 et seq., Accreditation Standard 3a .4, and RSCCD Board Policies and Administrative Regulations; 3420 -Equal Employment Opportunity (EEO) and 7100 -Commitment to Diversity. The acknowledgment in this framework that "establishing and maintaining a richly diverse workforce is an ongoing process that requires continued institutional effort" and the understanding that diversity in the academic environment promotes cultural and social awareness that provides students an environment that models and supports academic achievement. The requirements of districts include:

- Their EEO plan will be reviewed and updated every three years and is scheduled to be updated
- EEO training is required, every two years, for those who serve on hiring committees
- The EEO monitor, a member of each hiring committee, is required to read a script to all the members of the hiring committee at their first meeting.
- The collection of recruitment and hiring data and the longitudinal analysis of employment trends.

The EEO fund allocation model, developed in December of 2015, annually provided districts, who met at least 6 of the 8 Multiple Methods, $50,000 to assist in EEO training and resources that promoted innovative strategies in recruiting a diverse staff. RSCCD receives this $50,000 allotment to continue our efforts in increasing the diversity of our employees. This funding provides resources that are used to support greater advertising for difficult academic disciplines and hard to reach communities. HR recruitment staff reach out to hiring managers at the colleges and ask if there is any specialty

publicationsor web sites where the district could advertise; this is done in particular areas where there has been difficulty in previous hiring processes. Furthermore, these resources are used to support training and conference training particularly in reference to recruitment and diversity.

The RSCCD Equal Employment Opportunity and Human Resource Plan is reviewed annually by the Human Resource Committee (HRC), and if relevant policies undergo legislative changes, this plan will be updated. This is a very important part of the collaborative process, as all constituents from the district are included in the HRC.

The HRC drives the EEO plan, outlines the Boards' policies and administrative regulations on Equal Employment Opportunity, the Commitment to Diversity, and Recruitment and Hiring. The plan outlines:
- The delegation of authority in addressing EEO compliance issues with relevant laws and regulations
- The Human Resource Committee also serves as the EEO advisory committee, and is one of the district's participatory governance committees
- Notification and publication of the EEO plan (the plan is available on the districts website underHR division)
- The training required for screening/selection committees
- Analysis of the district workforce and applicant pools
- Other measures necessary to further equal employment opportunity

EEOC Training Effort

The District continues to provide EEO training that outlines the statutory regulations and the awareness ofimplicit biases at least twice a year. This 4-hour training is facilitated by Liebert Cassidy and Whitmore (LCW) attorneys who have had significant contributions to the language we see in Title 5-EEO and Diversity. In 2018-19 we provided six (6) EEO Workshop opportunities and since the COVID lockdown we have offered four (4) trainings in an online webinar format. These trainings are scheduled to coincide with Faculty Flex week and Classified Employee week. This training provides valuable information for hiring committee members regarding their responsibilities during the hiring process. Along with this targeted compliance EEO training, there are multiple workshops and webinars provided throughout the year on topics such as diversity and inclusion, just to name one. Some of these workshops and webinars are provided in-house through college professional development and others are provided via a consortiumof community colleges and LCW. The subjects include the following:
- Meeting the Unique Needs of the LGBTQIA Student Population
- ACPA (CCPA) Spring Institute: Intersectionality and Inclusion
- Denim Day
- Poetic (Social) Justice: Dismantling Gender Violence
- Lunch and Learn: Why Pride?
- Celebrating Asian and Pacific Islander Heritage
- Building Support for Formerly Incarcerated Students at SCC
- Umoja Conference XIV

In 2020-21, the District continues to provide virtual-live EEO training entitled, the Fundamentals- EEO 1 (3 hours) and Advanced – EEO 2 (2 Hours). The principle behind EEO is that everyone should have the same access to opportunities in the workplace. EEO gives all employees freedom to compete on a fair and level playing field with equal opportunity for competition; that is, to advance based on merit. Equality of opportunity is recognized as an essential element of readiness. It is vital in attracting, developing, and retaining a top-quality workforce. Equal employment opportunity and job

discrimination is protected by federal laws, regulations, and policy guidance. The EEO training is conducted by the EEOC Chair and the Office of Diversity, Equity, and Inclusion where an overview of the EEO laws, regulations and District policies are explored and reviewed in detail. In 2021-22, trainings in EEO 1 and EEO 2 were provided monthly to all District personnel. Trainings to faculty also coincided with Faculty Flex week and Classified Employee week. This training provides valuable information for hiring committee members regarding their responsibilities during the hiring process., EEO Laws, Title V, Title VII and Title IX. Along with this targeted compliance EEO training, there are multiple trainings and speakers throughout the year on topics of diversity, equity, inclusion, anti-racism, social and cultural competence. A few examples of workshops and speakers include:

- Exploring Our Cultural Identities
- Examining Oppression and Privilege
- The Story of US Women: Struggle and Survival
- The Narratives of a Holocaust Survivor
- The Story of Native Students
- Workers, Immigrants, and the Pandemic
- Examining Worldview
- Building Emotional Intelligence
- Attitude Formation: Unconscious and Implicit Bias
- Microaggressions
- Anti-Racism
- Forms of Privilege
- History of Racism and White Supremacy in America
- The Brain and Race
- LGBTQIA+ Competency

Recruitment Efforts

The collection of the data and the analysis of recruitment and hiring trends provides information that is a crucial component to ensure that our EEO policies and procedures support a diverse workforce and ensurethe ability to identify and eliminate possible barriers to employment. Each fall we focus on the reporting of the recruitment and hiring of faculty based on our projected student enrollment. This number is reflected in the FON (faculty obligation number). For purposes of diversity, and analyzing longitudinal data, we look at the percentage of our new hires based on the number of all diverse (non-white) faculty and management hired. The longitudinal data derived from MIS reports to the Chancellor's office provides ethnicity data back to fall 2000. This allows us to see the trend of specific employee groups by headcount each year. The collection of demographic information including ethnicity continues to be a voluntary disclosure. This makes it difficult at times to determine precise diversity percentages. Another key element affecting percentage outcomes is the number of individuals who indicate multiple ethnicities.There are six main ethnic groups designated to reflect the data gathered. These are African American, Native American, Asian, Hispanic, unknown, and White non-Hispanic. The data sets to follow indicate the level of diversity as of June 30, 2019. RSCCD total headcount of all employee groups illustrates the total number of employees within all ethnic groups and gender:

- Full-Time Faculty: 45.68% diverse; 4.2% unknown
- Part-Time Faculty: 42.47% diverse; 2.75% unknown
- Classified: 76.72% diverse; .94% unknown
- Management: 59.56% diverse; 1.47% unknown

On June 30, 2020, the total number of employees of the District was 1,284 (136 Full-Time Management, 405 Faculty and 743 Full-Time and Part-Time ongoing Classified), of the 98% that identified their

ethnicity, 821 or 65.11% diverse compared to, 803 or 57% of 1,392 employees in 2009. For the 11-year period, since 2009 there is an increase in diversity of about 8.11%.

The District also collaborated with the other Orange County community colleges for the first collaborative job summit on hiring diverse faculty. There were over 839 pre-registered applicants forthe event. In planning for this, Human Resources worked with Academic Senates and other college leaders to have faculty representation at the Job Fair from hard to reach disciplines and particular disciplines that are being recruited. The Job Fair held various breakout sessions, such as resume writingand review, how to succeed with teaching demonstrations and also gave candidates opportunity to watchmock interviews. These breakout sessions were designed to provide candidates with the necessary assistance and information to support them as they applied for open positions. Unfortunately, as a result of the COVID pandemic and the reduced faculty hiring in Spring 2020 we are not able to know if this event was successful or not.

OBJECTIVE 4E: DEPLOY, MAINTAIN AND ENHANCE RSCCD's SOFTWARE PLATFORMS THAT SUPPORT STUDENT LEARNING

Rancho Santiago Community College District
Number of Technology Projects Completed to Support Optimization of the
Student Learning Onboarding Process by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	*	*	4	26
Santiago Canyon College	*	*	4	43

Sources: ITS Department
* This metric began being tracked in 2019-2020 after this became a new goal in the district strategic plan

Rancho Santiago Community College District
Number of Technology Projects Completed to Support Case Management,
Student Support Strategies and Predictive Analytics by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	*	*	0	10
Santiago Canyon College	*	*	0	0

Sources: ITS Department
* This metric began being tracked in 2019-2020 after this became a new goal in the district strategic plan

DISTRICTWIDE

The colleges' embrace of Guided Pathways has emphasized the need to implement new processes and technology to assist students throughout their lifecycle and ensure they are successful. Two critical itemsto support this process include improving student onboarding and the implementation of a case management system to help students remain engaged in an educational path and to notify the appropriatestakeholders when action needs to be taken to ensure students stay on course.

A number of projects were completed at both Santa Ana College and Santiago Canyon College to improve the student onboarding process, including the implementation of a new student orientation system, process improvements to streamline the issuance of student accounts and the process that studentsfollow to change their passwords after their accounts are created.

There are other projects underway to support both colleges, including the upgrade to Web Advisor, the system used for registration, to a modern, mobile friendly platform Self-Service, and the expansion and improvement in the use of business intelligence and data analytics to oversee student enrollment.

In 2020-21, the colleges' maturity level around Guided Pathways continues to increase for the benefit of students. Both colleges are in the process of redesigning their websites using a Guided Pathways centric approach and actively collaborating on standardizing web user experience to provide students with a consistent look and feel districtwide. Santa Ana College is actively using Starfish as their student success system. Multiple projects have been completed to ensure there is integration between the district's student information system for data transfer that is useful to help faculty and staff take appropriate action to ensure students are staying on the path to achieve their academic goals.

The pandemic has also brought a new requirement to support the onboarding process for students: The issuance of loaner laptops. With the changes to remote or hybrid classes, it was critical to ensure students had the right technology available at the right time to access their academic content remotely. Both colleges have issued hundreds of laptop loaners and dozens of internet hotspots to students in order to support their technology needs.

SANTA ANA COLLEGE

Santa Ana College's journey into Guided Pathways will continue to drive several technology projects to support this objective. SAC has aligned projects to the Guided Pathways *Scale of Adoption* assessment toguide support of student learning.

Student Success Platform
In the Fall of 2020, SAC implemented a new student success platform called Starfish, which supports thecase management work of SAC's new cross-functional, pathway Success Teams. The system will eventually be in use across most service areas to coordinate referrals, flags and notes and support the newcase management approach, while eliminating data silos.

The system also replaces the aging early alert system previous used by faculty to refer students that are struggling to needed services. Faculty can monitor the status of the referrals and know when the issue hasbeen addressed. The system also allows faculty to provide positive reinforcement for students that have shown improvement and that are on the path to success with customizable, personalized messages based on a growth mindset.

Additionally, a predictive analytics module will launch in Spring 2021, which will direct attention to at-risk students based on the complete historical data of student outcomes and data points that are availableusing a model verified by SAC Research. Fall of 2021 will see the addition of data from the Canvas learning management system to the system once integration is complete.

Messaging System
SAC had a mass messaging system called Regroup which allows Student Service departments to provide targeted text messages to students regarding information critical to their academic progress. Students canalso opt-in to receive messages on specific topics by texting keywords to a short code on their phones.

In Summer of 2020, SAC expanded the system configuration to allow email messaging with analytics such as the number of opens and views. This allows SAC to send targeted messages promoting various

services and resources on campus, including Covid-19 testing. The system also has the capability to automatically translate emails into the preferred language of the student, including the two most widelyspoken non-English languages among SAC students: Spanish and Vietnamese.

Live Chat and Virtual Services Platform

In Spring 2020, as the Covid-19 pandemic shut down in-person services, SAC implemented a virtual services platform called Cranium Café to provide students access to services through the SAC website. Each service area can engage with students using live chat, audio, video, screen sharing, and document sharing features. The software contains a robust appointment system that includes the ability for students to self-schedule appointments for service areas that allow it, as well as a mechanism to allow messages after business hours to be coded by reason and submitted to shared service area inboxes. Each service areahas fine-grained control over the configuration for their area without the need to involve personnel from ITS.

SANTIAGO CANYON COLLEGE

Santiago Canyon College (SCC) is committed in supporting Student Learning technologies through its enterprise software deployments facilitated by RSCCD Information Technology Services (ITS) and by its online learning tools maintained by the Distance Education department.

All enrolled students are provided free cloud access to Microsoft Office suite that includes Excel, Word, and PowerPoint. These are industry standard software tools. In addition, the Adobe suite of products are also provided through the Creative Cloud service. This includes access to high-end graphics software such as Photoshop, Illustrator, InDesign or Premiere. These students are also given a college email that can be used for communication and was just leveraged as a Single Sign-On (SSO) account for accessing all student-facing systems. A student no longer has to juggle multiple logins. Their college email account provides them access to all systems they need for learning and registration.

The Distance Education department is responsible for the administration of the Canvas Learning Management System (LMS) that is used by students for online and remote learning. This entails providing Canvas orientation training to students and help desk support. In addition, the department supports faculty and students through auxiliary software that expand the Canvas learning experience. The Learning Tools Interoperability (LTI) apps extend Canvas functionality with online learning tools such as flash cards, in-class surveys, video sharing or a Biology 3D visual lab to enhance the student's learning experience.

The COVID-19 pandemic has put an emphasis on remote learning tools to provide students with the same learning experience as a face-to-face class. Software such as Zoom provide synchronous video classroom platform for students to actively receive and engage in class lectures. The use of Owl Cameras has facilitated the use of hybrid classroom/online settings that allow remote students to view the classroom environment as the faculty lectures onsite students. NetTutor was deployed to provide online tutoring services to remote students when coming on-campus was not an option.

Canvas Studio was also implemented within Canvas to provide students with a video recording and sharing platform that integrated seamlessly within the Canvas classroom environment. The Labster software has been instrumental in providing the students with a similar hands-on lab learning experience through the use of virtual lab simulations and 3D gamified learning tools for online Science, Technology, Engineering, and Mathematics (STEM) classes. CraniumCafe was implemented to provide

students with a virtual meeting platform when speaking with a Counselor or receiving Student Services remotely. Proctorio was used as an online test proctoring platform to provide students with a secure assessment space with identity verification and assessment protection tools. TurnItIn has been primarily used by many faculty as a plagiarism checker but can also be used by students as a writing learning tool and reference writing assistance.

OBJECTIVE 5A: SUPPORT AND ENCOURAGE GREEN PRACTICES AND SUSTAINABILITY

Rancho Santiago Community College District
Water Usage (Gallons) by Site
Fiscal Year 2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
District Operations	2,093,652	1,543,124	1,460,844	1,198,296
Santa Ana College*	37,586,252	29,001,456	28,489,824	30,605,168
Santiago Canyon College**	30,351,596	26,599,628	26,128,388	28,103,108
Districtwide	**70,031,500**	**57,144,208**	**56,079,056**	**59,906,572**

Rancho Santiago Community College District
Natural Gas Usage (Therm) by Site
Fiscal Year 2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
District Operations	14,738	15,238	11,668	9,300
Santa Ana College*	150,277	149,976	144,497	153,792
Santiago Canyon College**	102,030	117,376	98,163	65,132
Districtwide	**267,045**	**282,590**	**254,328**	**228,224**

Rancho Santiago Community College District
Electricity Usage (KWH) by Site
Fiscal Year 2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
District Operations	883,893	856,975	825,599	737,901
Santa Ana College*	10,237,878	9,056,885	8,610,237	8,014,787
Santiago Canyon College*	4,983,219	4,430,227	3,950,063	3,293,572
Districtwide	**16,104,990**	**14,344,087**	**13,385,899**	**12,046,260**

Source: RSCCD Facility Planning, District Construction & Support Services
*includes Centennial Education Center, Digital Media Center, OC Sheriff's Regional Training Academy
**includes Orange Education Center

Notes:

1. On May 5, 2019, it was reported in the Sustainable RSCCD Committee that Southern California Edison (SCE) did not properly bill the District on the actual electricity usage from the meters at SCC for several years which effects the electricity data reports previously provided. New utility usage reports were updated in Fall 2019 after SCE finally did a reconciliation for SCC Aquatic and Humanities building meters and produced new bills that changed past historical use. Utility companies may at times bill based off of projected or past average use if meters are not read timely, which is why the billing and data can be inaccurate. Therefore, it is important to understand how this data is collected and reviewed on an on-going basis as a management tool, but not to be relied upon as a sole source of measurement for success in the area of monitoring and managing the District's comprehensive sustainability practices and objectives.

2. In 2020-2021, two major construction projects at Santa Ana College were in progress: Science Center and Johnson Student Center. Both projects were completed in the summer of 2021. Additionally, the new Health Sciences building began construction. Construction activities may impact utility consumption.

3. In 2020, SCC had the East Chapman Entry Repairs, and the Safety Portable Offices construction projects were underway and construction activities may impact utility consumption.

4. In 2020-2021, the OC Sheriff's Regional Training Academy experienced an increase in water consumption by 245%. The cause for this increase is still under investigation.

DISTRICTWIDE

The District and the Colleges have focused their efforts over the last several years on an overall planning process that integrates and coordinates district-level planning with planning efforts at the Colleges. Much of this effort has occurred in relation to the Educational Master Plan for each College, the College Facility Master Plans, and the Strategic Plan for the District.

The Sustainable RSCCD Committee was formed prior to the development of the RSCCD Strategic Plan. However, it is the key committee that is working to raise awareness around issues of sustainability. The committee reviews the plan goals annually, develops action plans and projects, updates the Sustainability Plan as needed, makes recommendations for priorities, and ensures there is measurable and continuous progress in the area of sustainability.

The Sustainable RSCCD Committee has accomplished several major tasks. This committee was instrumental in updating *Board Policy 6012 Sustainable Practices*. This revised and expanded policy provides the authority to the Chancellor to establish sustainable practices for the District. The vehicle for establishing and defining those sustainable practices is the Sustainability Plan for the District which was approved by the Board of Trustees on March 9, 2015. This plan sets out a vision for the District and identifies a number of goals and objectives that are intended to improve existing practices or to establish new practices that align with the principles of sustainability. Measurement tools for the effectiveness of the goals of the plan are continuously reviewed by the committee and further developed as needed.

The committee has published three reports covering the years of 2014-2016, 2016-2018, and 2018-2021. These reports are available on the District's website at https://www.rsccd.edu/Departments/BusinessServices/sustainable-rsccd-committee/Pages/default.aspx.

For the fiscal years 2018-2021, the committee had the following achievements summarized below:

Achievements
- Continues to collect Utility Data Use since 2012-2013.
- The District has met the original goal stated in the Sustainability Plan 2015 to reduce energy consumption by 5 % from baseline year (2012-13).
- Districtwide there has been an average reduction by 13% in electricity and 21% in gas over the last 5 years when compared to the baseline year.
- California was in a severe drought from 2012 to 2015 and a statewide mandate for water conservation was implemented in 2015. Governor Brown's 2015 Executive Order and subsequent State Water Resources Control Board (SWRCB) drought regulations require the District to conserve water.
- The District has met the 5% reduction water use goal.
- Districtwide there has been a water use reduction by 28% over the last 5 years in comparison to the baseline year.
- Successfully completed all Five Years of energy efficient projects utilizing Proposition 39 state funding and passed all state audits.
- Incorporated several sustainable features in the new construction projects at both colleges.
- Accomplished the procurement of several new sustainable products and equipment.
- Contracted with a new waste hauler to track and provide data on waste and recyclable materials.

Goals established by the Committee **for the past two years and the fiscal year 2021 are as follows:**
- WARE Disposal was contracted as the new waste hauler for the District.
- The diversion report for the 2019 calendar year showed the total tonnage was 929.88 tons (525.84 trash / 183.36 recycling / 220.68 organics).
- The diversion report for the 2020 calendar year showed the total tonnage was 897.38 tons (489.03 trash / 177.32 recycling / 231.03 organics).
- In April 2019, the committee decided to focus on reduction of plastic use as a single objective for the next academic year to continue to promote educational awareness on this topic. This was a suggestion by one of the student members and the committee embraced and supported this initiative.
- In Fall 2020, the committee reconfirmed its objective to continue reducing plastic use in the current year and include adding a focus on paper reduction.

SANTA ANA COLLEGE

Santa Ana College supports and encourages focused green practices with the following activities:

- The college continues to operate and manage the new Central Plant to further reduce energy use.
- The new Science Center and Johnson Student Center have been completed. The new Science Center is anticipated to open for classes in Spring 2022. The Science Center building is 28% more energy efficient than required by code. The Health Sciences building began construction in March 2021. All three projects are designed and built to meet and/or exceed Title 24, CALGreen standards as well as meet LEED Silver Equivalency. All three buildings include the

following elements: water-efficient landscaping and plumbing fixtures, highly efficient HVAC units, daylight harvesting, controlled electrical outlets, and separate building metering.

- In the last year of Prop 39, California Clean Energy Jobs Act K-12 projects, the District completed upgrades to occupancy sensors to reduce lighting use. This created electricity savings in the amount of 48,724 kilowatt-hours per year. The installation of the lighting occupancy/vacancy sensors automatically turn lights on when entering a space or off when leaving the space.
- The construction for the Irrigation Controller Phase 2B Project is anticipated to commence at the end of August 2021.
- The current campus transportation fleet includes the following vehicles: one Toyota Prius (2013), two Toyota Prius (2016), and one Ford Hybrid Interceptor (2020).
- Ongoing assessments for future electric vehicle charging facilities.
- All new construction shall comply with California Green Building Code's Clean Air/Vanpool/EV requirements.
- Currently, in Parking Lot 11 there is one electric charging station servicing two stalls.
- Future installation plans in Parking lot 11, includes two electric charging stations servicing four stalls.
- At the completion of the new Health Sciences building, there will be three electric charging stations servicing five stalls, one of which is accessible (Parking Lot 6).
- The College Maintenance and Operations Department continues to use an Energy Management System (EMS) to control the HVAC and lighting equipment with regular preventative maintenance schedules to ensure HVAC systems and lighting work properly and efficiently.
- The Associated Student Government (ASG) has created a Sustainability Commissioner position and this position serves on the Sustainable RSCCD committee and promotes sustainability efforts within ASG as well as provides a student voice for sustainability advocacy for the students. The position leads the student effort for the annual Earth Day event. The Sustainability Commissioner brings together a group of interested students to help promote sustainability named the Sustainability Committee. Their mission, similarly, to the Commissioner's responsibilities are to promote sustainability efforts within ASG as well as provide a space for sustainability advocacy.
- The College is in compliance with the South Coast AQMD survey requirements in accordance with emission reduction targets.

Santa Ana College works to integrate student and curriculum development where feasible. In the past, the College has engaged in the following activities:

- New transfer, degree and certificate program for Environmental (Fire-CUPA) Inspector: Professor Hughes in Geology and the Fire Technology department chair, Suzanne Freeman are working to develop an Environmental (Fire-CUPA) Inspector Program that could transfer to a four-year university for an environmental degree. The pathway is needed to develop the hazardous materials inspectors that work for fire departments that perform CUPA (Certified Unified Program Agency) inspections and regulate the facilities that use, handle, or store large quantities of hazardous materials.
- New transfer degree program in Emergency Management: College staff has participated in training with Federal Emergency Management Agency (FEMA) cohort for Hispanic and Black seeing institutions. The federal government is trying to recruit more underrepresented populations into the workforce. Santa Ana College continues to collaborate with the University of Alaska Fairbanks, as there are several student transfers into the University of Alaska Fairbanks Emergency Management Program (online) than any other college. Santa Ana College is looking to receive their curriculum so lower division courses could be offered. The academic curriculum

for emergency management is based in environmental and climate science in addition to occupational coursework.

- Current new curriculum adopted, program modification in process: A new hazardous materials course, Hazardous Mat Awareness became active this academic year at the college. Students completing the course will be State certified by either California Specialized Training Institute (CSTI) or the Office of the State Fire Marshal at the awareness level. This course is needed for fire inspectors (it is required to as a prerequisite to qualify for the national certification exam for fire inspector 1) and it is also required for fire inspector certification at the State level.
- Wildland Mitigation Specialist (wildland fire prevention inspector) is a new degree and certificate program in planning. This is a fairly new occupation with national certification from the National Fire Protection Association (NFPA), released in 2018. This requires a degree and NFPA has released the recommended program of study. The college already has the majority of the coursework in their inventory.
- Curriculum adoption implemented: The basic fire academy revised curriculum trains and certifies students as wildland firefighters to CalFire standards which allows them to work as wildland firefighters for the state without attending a CalFire academy.
- Noncredit certificates have been created in the Energy, Construction and Utilities (OC priority sector) for Construction and HVAC, which provide the foundation knowledge for an entry point for employment.
- Noncredit programs and Chancellor approved certificates facilitate the access to credit programs, certificates and degrees.
- The college is slowly transitioning from physical textbooks and paper material to digital material.
- The college is offering a robust selection of online courses which alleviates the number of classes taught in a physical classroom due to the Covid-19 pandemic.
- In Fall 2020, the Apprenticeship Readiness Program in Construction integrated enhanced information to incorporate information related to Green Construction.

SANTIAGO CANYON COLLEGE

Santiago Canyon College supports and encourages focused green practices with the following activities:

- Utilizing Prop 39 funding, California Clean Energy Jobs Act K-12 projects, the District completed upgrades to HVAC units in the U portables to improve efficiency and replace/retrofit older equipment. The project replaced the existing HVAC system that was 15-20 years old with higher energy efficiency rated equipment, installed smart-technology thermostats, installed occupancy sensors to automatically shut off equipment, and installed new automatic outside air economizers to provide reduce cooling energy costs during optimal weather conditions. This created electricity savings in the amount of 38,292 kilowatt-hours per year.
- The College Maintenance and Operations Department continues to use an Energy Management System (EMS) to control the HVAC and lighting equipment with regular preventative maintenance schedules to ensure HVAC systems and lighting work properly and efficiently.
- Drinking fountains and additional hydration stations were installed in Buildings D, G, and H to help reduce plastic water bottle consumption.
- Electric hand dryers were installed in restrooms in Buildings D, E, G, H, L, SC, T and Concession Stand to help reduce paper towel consumption.
- The new Safety and Security Building project installed two electric charging stations servicing four stalls, one of which is accessible (Parking Lot 6).

- The current campus transportation fleet includes the following vehicles: one Toyota Prius (2014) and one Toyota Prius (2017).
- East Chapman Entry Repairs project included the installation of drought tolerant, native plants that are low maintenance and reduce water consumption as well as to prevent storm water runoff. In addition, the existing irrigation leaked and caused soil erosion so all of the irrigation on the entire slope was repaired.
- The Associated Student Government of Santiago Canyon College established a "Green Operations Committee", and the committee continues to be active.
- The position of Sustainability Commissioner is an appointed position. The Sustainability Commissioner is obligated to hold a minimum of one (1) event related to environmental sustainability and/or service in the fall and spring semesters. The Sustainability Commissioner is responsible for chairing the Sustainability Committee. The Sustainability Commissioner is mandated, but not limited to, attend the following required meetings: ASG Sustainability Committee meetings, ASG Activities Committee meetings, and ASG Executive Branch meetings. The Sustainability Commissioner shall present a report from their respective meetings to their governing bodies.
- The position of Senator is an elected position. A Senator selected by the ASGSCC Vice President shall serve as the student representative to the Innovation and Sustainability Committee, which is responsible for making improvements to the campus. A Senator selected by the ASGSCC Vice President shall also serve as the student representative to the RSCCD Sustainability Committee. All Senators are mandated, but not limited to, attend the following required meetings: ASG Senate meetings and all assigned RSCCD and/or SCC governance committees. All Senators shall present a report from their respective meetings to their governing bodies.
- The College is in compliance with the South Coast AQMD survey requirements in accordance with emission reduction targets.

Santiago Canyon College works to integrate student and curriculum development where feasible. In the past, the College has engaged in the following activities:

- Many of the water courses deal with and facilitate the inclusion of environmental sustainability and social responsibility (e.g., water conservation and water quality). However, the college is currently not developing any "new curricula" and career-oriented certificate and training courses with an emphasis on sustainability other than the existing Water Utility Science courses; California Water Resources, Water Conservation Practitioner, and Water Reclamation and Reuse that deal specifically with water sustainability and social responsibility.
- CVC-OEI CTE Pathways Grant: $500,000 grant that was used to improve the quality, visibility, and access to credit and noncredit online CTE classes. This grant was for 2019-2020 and was completed June 30, 2020.

DISTRICT OPERATIONS CENTER

The District Operations Center supports and encourages focused green practices with the following activities:
- The District Operations Center replaced the existing failing boiler with a new high efficiency boiler to provide heat to the building.
- The District Operations Center uses one Toyota Prius (2013) as the transportation vehicle.

Historical Utility Use and Consumption

The below tables of data reflect an overall districtwide consumption by year, type of utility, and site. The data is based on a snapshot in time measured against the baseline year of 2013, in an effort to track trends on use and consumption. In development of the District's Sustainability Plan, the committee agreed to utilize 2013 utility data as the baseline year since it was the first year the committee had compiled the most comprehensive set of data from utility companies and was the best available information at the time.

Utility data is provided annually to the Sustainable RSCCD Committee with more detail for review. Additionally, the colleges are provided data by meter, if available, to utilize in review of assessing more specific site or building use/consumption as a facility management tool. The data fluctuates for a variety of reasons and individual site reports are provided and discussed with the committee and colleges, including discrepancies. Often times, it is related to construction projects, new buildings opening, changes in equipment or additions of equipment, weather changes, and/or utility disruption such as waterline breaks or repairs. Utility data is updated annually, and the source of data is provided from utility company bills. Utility companies often "true-up" data at various times in a year for previous months or years, which then changes the data which is why there are often changes in reporting the utility use data. It is recognized by the committee members that the data is often not accurate but is a tool for measurement that may not always correlate to sustainability practices implemented.

Strategies for Further Reduction of Energy Consumption
- Continue exploring effective strategies and lessons learned from other colleges.
- Partnering or lobbying for State Agency programs and funding when available.
- Exploring programs such as the Community College League of California Direct Access Energy Program.
- Monitoring other agency opportunities such as Community Choice Aggregators (or Community Choice Energy).

District's Current Supply of Power
- The District has 12 service accounts with Investor Owned Utility (IOU) Southern California Edison on seven sites. All are Time-of-Use (TOU) accounts.
- Time-Of-Use rates are part of a statewide initiative designed to keep the electric grid reliable—even when energy resources are in high demand.
- All rates include distribution charges, energy charges that vary based on the time of day, the day of the week, and the season. Some rates also include demand charges that are based on the maximum amount of electricity your business uses at once and during certain times of the day – Critical Peak Pricing (CPP).
- Depending on the account and time of day, consumption charges vary from 13¢ per kwh to 29¢ per kwh.
- The District utilizes equipment and energy management systems and strategies to minimize peak charges.

Power Supply Options
- Investor Owned Utility (IOU) Southern California Edison
- Community Choice Aggregator (CCA)/Orange County Power Authority Community Access Program
- California Community College League Electricity Consortium Direct Access Program
- Other Energy Service Providers (ESPs)

Power Supply Observations

- IOU rates are likely to increase.
- CCA Program is not readily available, not yet proven savings, still in its infancy phase.
- Direct Access program is via a lottery, two-year fixed rate potential and not guaranteed in any given year.
- Exiting fees are a major concern to transition from one provider to another.
- Renewable "clean" energy is already required and available. If you want a higher percentage of energy in your portfolio to be "clean" it comes at a premium cost.

Next Steps & Recommendations

- Continue to monitor Orange County Power Authority progress in providing community choice access for SCE customers in our area, and the City of Santa Ana's participation as well as other educational institutions.
- Await notification of lottery and available 'space' in the Community College League's Electricity Consortium's Direct Access to SCE power generation program. If selected, the District may consider joining the program to lock-in rates for a two-year period.
- Continue to implement operational practices at all sites to manage and reduce energy use across the District.
- Continue to evaluate participating in State or other agency funded energy reduction measures, programs and incentives.

OBJECTIVE 5B: REFINE AND IMPROVE THE SYNCHRONY OF INTEGRATED PLANNING AND RESOURCE ALLOCATION PROCESSES BETWEEN THE COLLEGES AND DISTRICT

DISTRICTWIDE

The District created its current planning design model in 2013 to ensure the goals and objectives of both the district and college levels reflect the district's commitment to its mission of providing quality educational programs and services that address the needs of our diverse students and community. Because goals and objectives are created at both district and college level and are supportive of each other and reflect our mission, it is important that resource allocations are funded to programs and services that promote student success.

Every three years, the Chancellor is charged with developing and implementing a process for a districtwide review of the RSCCD Mission Statement. The mission statement was last reviewed by the district community in the Fall 2018 and District Council again reaffirmed the Mission Statement in November 2018. Each College uses this districtwide Mission Statement to form its own mission, goals, and strategic objectives, thereby, integrating district and college plans. The district also aligns district goals and strategic objectives to that of the colleges to ensure there are linkages and integration of planning efforts. The RSCCD mission statement will be reviewed again in the fall of 2021.

Planning is conducted at every level of the institutions, at the district, at the college, at the academic program, at the student services department, at the administrative units, as well as at the special initiative-funded programs. Supporting data and assessment are done at each level and plans support each other and reflect the goals to ensure integration of plans and that resources are funded appropriately.

At the district level, the Planning and Organizational Effectiveness (POE) Committee also engages in a review of the District planning/budgeting cycle and how that process integrates with planning and resource allocation processes at the Colleges. The POE Committee recommended adjustments to the District cycle in time for the development of the budget.

The Fiscal Resources Committee (FRC) updated its budget calendar in order to allow time for review of recommended budget assumptions and recommended budgets by District Council. As the District continues to evaluate the process of integrated planning, adjustments are made as needed.

Each operational unit at the district office recently completed its 2019-21 program review that included the following components: budget, staffing, facilities, technology, professional development, and recommendations. The two-year cycle of evaluation encourages department staff to regularly assess programs and the manner in which the needs of clients/customers are addressed in order to maximize the department's strengths and implement improvements wherever possible.

To assist staff in their assessment, members of the POE Committee designed a very simple, but comprehensive, survey of the 25 district services departments. The survey is implemented every two years for faculty and staff feedback. The district recently implemented this survey again (March 2019) and data is compiled by department and organized by respondents at SAC, at SCC, and at District Operations so that departments may respond accordingly should there be an imbalance of services as rated by site staff and faculty. The planning portfolios are used to identify planning priorities and resource allocation requests and are forwarded to POE for review and input. The POE Committee also developed a prioritization rubric and review processes for districtwide resource allocation requests. District Operations units will repeat this cycle again in 2021-2022.

The Human Resources Committee also completes the District's Equal Employment Opportunity Plan, as well as a Human Resources & Staffing Plan regularly, which will be used to inform human resources planning throughout the District. The Human Resources Committee also reviewed the projected full-timefaculty obligation and developed a recommended redistribution of full-time faculty FTE and allocation ofgrowth positions between the two colleges.

SANTA ANA COLLEGE

The College reviews its Mission and Goals regularly as part of the annual fiscal planning process. The SAC Mission and Goals are discussed in the Planning and Budget Committee meetings as a guidance toolfor the budget priorities, which are established annually by the Planning and Budget Committee.

The annual SAC resource allocation process begins with the development of the budget priorities, which are in alignment with the College mission and the long-term priorities of the institution. The resources are allocated by determining the needs and priorities of the departments, both academic and nonacademic, viathe annual Resource Allocation Request process (RAR). To create the RARs, departments and divisions determine and prioritize needed improvements in their department planning portfolios/program review documents, which are submitted to the area administrators. This is tied to the Comprehensive Planning and Budget Calendar, which is reviewed and revised annually by the Planning and Budget Committee.

Beginning in spring 2020, the RAR process timeline will be aligned with the funding request processes for the Student Equity and Achievement Program, Perkins, and Strong Workforce. Additionally, the College is working with an improved software product, Nuventive, to link outcomes assessment, programreview, and resource allocation. These new annual timelines and software improvements will allow for a streamlining of funding decisions and more efficient allocation of College programs and activities. Once submitted, Administrative Services compiles prioritized college-wide Resource Allocation Requests, and requests are reviewed and prioritized by President's Cabinet. After the Board of Trustees approves the Adopted Budget (September), the RAR list is reviewed to update the RAR form. The Planning and Budget Committee, as well as the management team, are provided with the final prioritized RAR list by Vice president area, and all of the resource requests are posted on the Planning and Budget website for campus community review.

Institutional plans have been clearly linked to financial plans by utilizing the Strategic Plan as a tool for financial decision-making. The Educational Master Plan (EMP), which contains the Strategic Plan, provides the College with "defined goals and processes that will assist the College in the integration of practice and operations." The EMP integrates the Strategic Plan, the Facilities Master Plan, and the Technology Plan.

SAC's Strategic Plan states longer term plans. More short-term, annual plans are established by participatory governance committees and College Council. The SAC Mission and Strategic Plan providethe framework for guiding the development of annual budgeting priorities and budget assumptions. The interconnection between the Strategic Plan and financial expenditures in alignment with that plan are evidenced in the budget assumptions and in the true expenditures of SAC.

Most significant is the comprehensive set of strategic planning documents that inform priority activities at the unit level: the annual and quadrennial Capstone Program Reviews. The goals within these program review documents are aligned to the College's overall strategic priorities. The departments' goals advance specific priorities that are linked to budget requests. These requests are then prioritized through the College's budget allocation process via the Resource Allocation Request form and are approved by the Planning and Budget Committee and the President's Cabinet. Overall, the alignment between institutional planning and expenditures is evidenced in the actualization of the College's Strategic Plan as well as in a number of related planning documents that provide ongoing and more precise support to these connections.

SANTIAGO CANYON COLLEGE

Santiago Canyon College participates in a systematic cycle of integrated planning and resource allocation. College units, through the use of student learning outcomes and student achievement data, establish goals within their Annual Plans, identify actions to be carried out and the necessary resources toaccomplish stated goals; identify who is responsible for ensuring that the prescribed actions are accomplished and that the resources are acquired; and provide biannual updates to both the status of prescribed actions as well as to the unit's set goals.

Santiago Canyon College's Annual Plans are interconnected with the College's Program Reviews, and this connectivity allows the College to determine what actions, across the institution, are being taken to move the College toward its goals. Furthermore, through the status updates of prescribed actions, the College community has a vehicle to reflect on whether or not the College is making progress toward achieving its stated goals. Using the Annual Plans as its foundation, when following the regularly scheduled program review process, units take a more holistic view of their area and may, after evaluation,develop new or update existing goals and may also map the alignment between unit goals and the College's goals.

If there are necessary resources being requested to help academic departments and nonacademic units achieve their annual goals or to carry out planned activities, these requests are prioritized first at the department and unit level. For requests originating from academic departments, additional prioritization occurs at the division. Ultimately, all units (including departments and governance bodies) forward their resource requests to the vice president associated with their area for additional prioritization at the level ofthe four major areas of the College: Academic Affairs, Continuing Education, Student Services, and Administrative Services, prior to being passed on to the Planning & Institutional Effectiveness (PIE) Committee for ranking.

The Planning & Institutional Effectiveness Committee takes all prioritized resource request lists and ranksthem using the PIE Resource Request Prioritization Rubric. This prioritization rubric enables committee members to evaluate each request based on a number of factors: relation to the College Mission; support for the College Goals; connection to the College's Educational Master Plan, Technology Master Plan, andFacilities Master Plan documents; association with Annual Plans and Program Reviews; fulfillment of a legal mandate, regulatory, or safety requirement; and support from learning outcomes assessment and student achievement data. Once the committee compiles ranked

funding priorities across nine funding categories (Instructional Equipment, Instructional Supplies, Instructional Technology, Non-Instructional Equipment, Non-Instructional Supplies, Non-Instructional Technology, Transportation/Fees, Contract Services, and Personnel), the PIE Committee forwards the prioritized resource request lists to the Budget Committee for a budget analysis that determines the number of the funding priorities that the following year's tentative budget will accommodate and identifies specific sources of funding. After providing its analysis, the Budget Committee sends its budget evaluation of the funding priorities back to the PIE Committee. After reevaluating prioritized lists and discussing any possible revisions, the PIE Committee forwards the recommended prioritized resource allocation lists to College Council. Next, College Councilreviews the recommendation and provides the President with a recommendation. Once the President approves the prioritized resource allocation lists, the College community acquires resources in rank order based on actual funds.

OBJECTIVE 5C: EVALUATE AND IMPROVE THE CYCLE OF INTEGRATED PLANNING

DISTRICTWIDE

Planning and evaluation activities are conducted continuously throughout the district and all share in thisresponsibility. In 2013, a formal assessment of planning and decision-making processes was included in the RSCCD ten-year Planning Design Manual. Currently, in the 7th full years of using its integrated planning model, the five-committee structure ensures the perspective of each constituent group throughout the District. A formal assessment of planning and decision-making processes is conducted every three years. The assessment includes POE gathering input from throughout the District and forwarding feedback to the District Council. District Council reviews results and recommends revisionsto planning and/or decision-making processes as needed to the *RSCCD Planning Design Manual*.

At the district level, the District Council serves as the primary participatory governance body that is responsible for districtwide planning activities, including developing, planning and budgetary recommendations that are submitted to the Chancellor and Board of Trustees. The five other district-levelparticipatory governance committees who support the work of the District Council are Planning and Organizational Effectiveness, Fiscal Resources, Human Resources, Physical Resources and Technology Advisory. Each committee is tasked with specific responsibilities, and we rely on the professional expertise and perspectives of employees across the district to ensure that our decision-making processes are collaborative. At the beginning of each academic year, district governance committee co-chairs review the purpose of the committee, the responsibilities of the committee, as well as the membership of their committee. Recommendations/suggestions for changes are forwarded to District Council for consideration and action.

In Fall 2018, the POE Committee also initiated updating the process whereby college and district staff reviewed each of the items to be reviewed and updated the functions/mapping of responsibilities to ensurewe clearly delineate, document, and communicate the operational responsibilities and functions for the district from those of the colleges so that we serve our students and community effectively and efficiently. The review includes seven key areas: Instructional Programs, Student Services, Human Resources, Fiscal & Administrative Services, Educational Services, Governance, and Public Affairs & Publications. This task is to be reviewed every three years to ensure documentation reflects true practices and processes of the colleges and the district.

As the 2016-19 Strategic Plan came to an end, the Educational Services Department hosted a planning retreat in May 2019 with members of the districtwide participatory governance groups, whichincluded 70 members from the five committees, District Council and other stakeholders, including students, at the colleges. The critical task at the retreat was two-fold: to create the 2019-2022 district strategic plan and to review and update our planning design manual to ensure the structure models currentpractices. All participants had homework to complete before the retreat, which included reviewing external and internal environmental scans with pertinent data that could impact our work in upcoming years, reviewing the progress/completion of the 2016-19 strategic plan, and reviewing parts of the planning manual. Information was gathered and the committee members were given specific assignmentsfor review. Participants came together on the day of the retreat already informed and with their individual assessment of the district goals/objectives and planning structure to share in the discussions. The group created the 2019-2022 Strategic Plan with 18 objectives to assist the district and colleges in accomplishing the five long-term district goals. Each year staff review the progress of the work to ensure we complete the three-year strategic objectives; thereby, ensuring that we will achieve the completion of the long-term 10-year district goals established in 2013.

All of these activities assist in comprehensive and integrated planning to ensure we are effective and efficient, while being transparent and sharing in the responsibilities, as well as achievement of our collective work. All planning activities are shared with the Board of Trustees annually to ensure that everyone is informed of our mission of providing quality educational programs and services that address our diverse students and community, goals and objectives to achieve that mission, as well as the processesand resources we have in place to do so.

In the past two years, the Planning and Organizational Effectiveness Committee regularly reviews the quantitative data metrics at its monthly meetings to ensure the district and colleges are progressing towards completion of these strategic objectives. District and College staff reports on the accomplishments, challenges and resources needed. In the 2020-21, many departments encounter challenges of conducting their work due to COVID-19, but each have found way to work around that even with limited resources.

During the colleges' self-evaluation process, the Planning and Organizational Effectiveness Committee's added "accreditation report" as a standing item to ensure all three budget centers are kept apprise of the work being conducted at each college, as well as learning from each other. There were also opportunities for the college to collaborate on sub-standards having to do with district support of the college, including leadership from the Board of Trustees and the chancellor, technology, human resources, fiscal management, institutional effectiveness, etc.

Other areas that impact planning and the need for integration include enrollment management and institutional effectiveness were also added as standing agenda items. The POE committee reviews and guides the work of the district enrollment management workgroup (DEMG) and Board Institutional Effectiveness Committee.

SANTA ANA COLLEGE

The cycle of integrated planning at SAC includes several simultaneous processes. For the upcoming year, there is a renewed commitment for closer alignment between accreditation standards and the participatorygovernance committees. To this end, participatory governance committees continue to create End-of-YearReports analyzing and updating the goals of the committee for the upcoming year.

For example, the Planning and Budget Committee goals include budget allocation and planning analysis. College Council, with membership from all constituency groups and students, reviews the participatory governance structure, which includes integrated planning analysis in an annual retreat. Adjustments are made as needed.

In addition, the newly formed Institutional Effectiveness and Assessment Committee (IE&AC) makes recommendations to College Council on issues related to outcomes assessment, annual program review, and accreditation which are submitted to President's Cabinet. The four goals for the IE&A are:

- Outcomes Assessment of Student Learning Outcomes (e.g., assisting faculty in developing evaluationtools for course and program assessment, analyzing data, and preparing data for program review cycles);
- Program Review (e.g., assisting department chairs and student service managers in creating properand thorough review of programs across the College);
- Accreditation (e.g., providing leadership for creation of Institutional Self-Evaluation Report (ISER)and other ACCJC Recommendations, in the preparation of Reports to ACCJC, and assisting preparation for external evaluation team visits); and
- Communication (e.g., keeping the college community updated on Institutional Effectiveness issuesand status of program review efforts, reporting to President's Cabinet upon request).

To support the goals of institutional effectiveness, new positions have been established and filled including Dean of Academic Affairs, Director of College Research, research analysts, Student Equity Coordinator, Outcomes Assessment Coordinator, Accreditation Coordinator, and Program Review Chair.

As SAC continues to evaluate the cycle of integrated planning, adjustments will be made as needed. Although it is understood that the resource and planning processes are integrated at the college level, it isnot generally understood by most at the College of the alignment between the District and College processes. This will be reviewed and shared with the District Planning and Organizational Effectiveness Committee so that institutional effectiveness at both the district and college level may be enhanced.

SANTIAGO CANYON COLLEGE

Santiago Canyon College works to assure that its ongoing planning and resource allocation processes are effective through the continual review of its collegial governance structure and of the collegial governance bodies' responsibilities, which are tied to planning and resource allocation within this structure. Whether through the revision and improvement of established processes and documents or through the realignment of collegial governance committee responsibilities and the creation of new committees to address important institutional functions, SCC systematically reviews and modifies, as appropriate, all parts of its planning and resource allocation process.

Resulting from feedback provided by the 2014 Accreditation Site Visit Team, SCC strengthened the collegial governance process by instituting a yearly evaluation of all collegial governance committees and the governance system. The governance process has been modified to include three steps in its systematicevaluation.

The first step occurs in the fall when each governance committee and council review its mission, responsibilities, goals, and committee composition at its first meeting of the academic year. This activity ensures that committee members are oriented to the work of the specific committee and that the committees are goal oriented.

In the spring, each committee conducts a self-evaluation as the second step of the process. All collegial governance committees conduct a self-evaluation that includes a review of the following:
1. Committee Mission,
2. Committee Responsibilities,
3. Major Accomplishments,
4. Actions Pending,
5. Challenges,
6. Recommendations, and
7. Evidence.

The third step occurs the following fall when the College Council reviews the committees' self-evaluations as part of its comprehensive evaluation of the system of governance to assess the effectiveness of the governance process. College Council makes recommendations for changes based on themes or issues identified during the review of governance committee evaluations. In addition, College Council determines if any gaps, redundancies, or problems exist and recommends needed changes or modifications to the governance process.

The Collegial Governance Handbook outlines and maintains the principles, organizational structure and reporting relationships, operating procedures, missions, responsibilities, and membership of each of the College's councils and committees. Using the recommendations of collegial governance committees following the completion of their annual evaluation, College Council updates the Collegial Governance Handbook.

As a result of this evaluation process, a standing agenda item labeled "Reports from Governance Committees" is required for each governance committee so that information from other related governance committees can be shared. This requirement is an important addition so that committee members understand what activities are occurring elsewhere in the collegial governance framework. This also allows the connections to be drawn and strengthened between governance committees.

The effectiveness of the governance process and of integrated planning is further evaluated through an annual survey of the SCC Planning & Institutional Effectiveness (PIE) Committee's resource allocation process. This survey asks questions targeting respondents' attitudes toward the forms utilized to help facilitate the planning and resource allocation process, attitudes about the planning and resource allocation process itself, and attitudes related to the overall satisfaction with the process.

Appendix A1

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Key Business Partners and Stakeholders that Help the District Assess the Educational Needs of the Communities We Serve

As the host of the LAOCRC, RSCCD has developed a number of external partnerships, which include:
- Workforce Development Boards (WDBs)
- Adult Education
- Local Educational Agencies
- Interested Public Four-Year Universities
- Economic Development Organizations
- Industry and Employer Leaders and Organizations
- Chambers of Commerce
- Governmental Representatives, including Legislative and Policy Maker
- California Community College Association for Adult and Occupational Education
- California Community College Chancellor's Office
- Regional Consortia throughout the state
- Centers of Excellence throughout the state
- All of Orange County's community colleges and districts

As a fiscal agent for a number of grant programs RSCCD has cultivated extensive partnerships as described below:
- California Community Colleges Chancellor's Office staff
- CA community colleges throughout the state, and in the LA and OC region (RSCCD has contracted with every community college)
- Educational research leaders (e.g., Digital Innovation and Infrastructure Division at the CCCCO, WestEd, Educational Results Partnership, The RP Group, the Centers of Excellence)
- Workforce and Economic Development Leaders (the Regional Consortia, Dean and Monitor over the Strong Workforce Program at the CCCCO, Strong Workforce Program Fiscal Agents workgroup)
- Industry Sector Leaders (the Sector Navigators, the Deputy Sector Navigators, K-14 TAPs, the Industry Sector Projects in Common grantees)
- LEAs (the Orange County Department of Education, SAUSD, high schools, charter schools, ROPs and County Offices of Education through the Career Pathways Trust Grant, the K12 Strong Workforce Program Pathway Improvement grants)
- Grant and program management software developers (productOps, Concentric Sky, WizeHive, Teamworks)

CELATINOS Chamber of Commerce partners with the Digital Media Center to organize various event starting Spanish speaking business owners looking to grow and expand their businesses. Business growth and expansion is important as it can provide local students with available jobs, and the community with a more vibrant economy, which in turn can benefit our district and college campuses.

CSU Fullerton has been a major supporter of our global trade initiative and international business programs. We have worked together on redesigning their international business degree program, created

alignment with SAC's international business program and an articulation agreement was recently signed between CSUF and SAC for the international business degree.

Global Trade Industry Advisory Committee is twenty organizations, large and small, public and private,(i.e. Allergan, Western Digital, Edwards Life Sciences, US Commercial Service, OC SBDC, Senegence Int'l., etc.) which provide input on programs, curriculum, faculty externship and job shadow opportunities,student internships, participate as speakers in the classroom and on a panel. They also help promote our training/workshops as well as our certificate and degree programs.

Help Me Grow provides the children and families enrolled in RSCCD-CDS programs with comprehensiveresource and referrals to community agencies and case management. This service addresses the needs of the families to ensure protection factors for at risk children and families.

Irvine Chamber of Commerce actively engaged in global trade and has asked me to participate on their International Development Committee as well as lead their task force on Foreign Direct Investment (FDI).In return, they promote our services, training programs and classes. They also provide connections to localbusiness leaders for our industry advisory committee and programs.

Irvine Valley College & Saddleback College play an important role in collaborating on regional programdevelopment as well as connection to students, faculty and industry. They regularly attend our advisory meetings and collaborate to ensure the needs of students and the local international business community are being met. They have also provided a venue for workshops, have actively promoted our services and regional programs as well as jointly participated in global trade.

Links Media partners on a project to develop a Public Education Campaign on health issues mainly targeting the Latino community. The project will include the development of videos to highlight chronic disease and other ailments affecting Latinos. In addition to benefitting the local community served by RSCCD through a planned awareness/marketing campaign, the project will also benefit students at the DMC through their direct participation on the videos to be created.

Orange County Department of Education provides a variety of programs and resources to students. DSNcollaborates with OCDE at all levels of student development.

Orange Unified plays an important role in working with RSCCD on an international business pathway development, promoting our events and programs to high school students. They also played a key role in the counselor event planning as well as making sure attendance was good.

Orange County Hispanic Chamber of Commerce partners with the District's Small Business Development Center to provide educational opportunities for students and outreach and assistance to the community in the form of 1) joint educational workshops in English and Spanish to benefit the communityin learning the key steps leading to entrepreneurship and self-employment as a career path and 2) resourcesto start and grow their small business.

Orange County Marriott and the Wyndham Resort hotel chains have thousands of job positions that can use customized contract education services from Corporate Training Institute that range from customerservice, accounting, Spanish in the workplace, ESL, computer literacy, etc. Additionally, many new jobswill be available in the next few years providing opportunities for candidates to start a career in hospitality. The DSN offers training, boot camps and job shadowing to prepare students with theknowledge and skills required for entry-level positions, which the partner hotels are excited to extend.

Parents Enrolled in Child Development Services Programs provides parents an opportunity to be

involved in programmatic decisions through shared governance. All parents are invited to participate in either the Early Head Start Parent Committee or center specific Parent Advisory Committees which make center/program specific decisions and help with outreach and recruitment

Port of Los Angeles – Trade Connect partners with District's Small Business Development Center to provide educational opportunities for students and outreach and assistance to the community in the form of
1) joint educational workshops to benefit the community in learning the key steps leading to having businesses and career paths in International Trade and 2) resources to start and grow exports strengtheningthe local economy.

Santa Ana Unified School District (SAUSD) provides children within the city of Santa Ana access to a quality preschool experience, which prepares at risk children for school and reduces the achievement gap. RSCCD-CDS operates a double session preschool classroom that serves 50 children at Sepulveda Elementary School. SAUSD provides space within various elementary schools to conduct socialization programs for RSCCD's Early Head Start families. Established comprehensive collaborative early care andeducation plan that addresses the needs and services for children birth to five in Santa Ana.

Union Bank partners with District's Foundation and Small Business Development Center to provide financial resources in the form of multi-year technical assistance grant funds that afford the creation of educational opportunities for students and outreach and assistance to the community in the form of 1) educational workshops on financial literacy and access to capital for entrepreneurs and 2) resources to startand grow their small business. Union Bank employees regularly volunteer to outreach and give of their timeand talent at the SBDC's events and programs.

U.S. Commercial Service (US federal agency) plays a key role in international trade with the local businesscommunity. The Irvine office has actively engaged with us on both an education and business level. They support our education and business service programs through business referrals, program promotion, connection to business leaders and providing student internships. They also regularly attend our advisory meetings, provide valuable input and collaborate to ensure that our programs contain the right content for global trade.

U.S. Hispanic Chamber of Commerce partners with Digital Media Center to host the regional BizFest Business Plan competition. The event, which is geared for high school students, offers students from the nine high schools in Santa Ana Unified School District the opportunity to learn and develop entrepreneurial skills, and also with the opportunity to learn about the many educational programs that theRancho district has to offer through its two colleges. The top four winners at this year's event got to travelto the national competition held in Houston, Texas; the top winner at this national competition, which included a prize of a $5000 scholarship, was a student from Saddleback High School.

Vietnamese American Chamber of Commerce partners with District's Small Business Development Center to provide educational opportunities for students and outreach and assistance to the community in the form of 1) joint educational workshop in English and Vietnamese to benefit the community in learningthe key steps leading to entrepreneurship and self-employment as a career path and 2) resources to start andgrow their small business.

Vital Link of Orange County works to motivate students to continue higher education and to find a successful path through career technical education programs and pathways. RSCCD and Vital Link work diligently in bringing high school students to SAC and SCC through site tours, CTE pathways and other interactive experiences to find engaging opportunities for high school students in CTE programs.

SANTA ANA COLLEGE
Key Business Partners and Stakeholders that Help the DistrictAssess
the Educational Needs of the Communities We Serve

- **Santa Ana Unified School District**: SAC has been partnering with SAUSD for more than 50years. Our collaboration has grown and transformed throughout the decades. Our current partnershipallows us to offer free tuition to all SAUSD graduating seniors that attend SAC the Fall immediately following their graduation. Through our Outreach efforts and TRIO programs, SAC is involved withmany SAUSD students throughout their four years in high school. Our programs help prepare their students and bridge the gaps between high school and college. SAC also supports the parents of SAUSD students through workshops and conferences held at both SAC and the high schools. Our Padres Promotores program educates high school parents on the barriers and struggles some high school students experience and provides techniques on how to support struggling students. Our workshops also assist parents with the SAUSD online grading system as well as promotes all the programs and support that are offered at each of the high schools. Dual Enrollment courses are offeredat each of SAUSD's high schools allowing their students to earn college credit while still in high school on their campus. Every year, SAC hosts more than 1,000 SAUSD kindergartens at the AnnualKindercaminata event. The students have fun while learning about all the different career opportunities such as firefighters, police officers and scientist.

- **Mexican Consulate**: Santa Ana College has been collaborating with the Mexican Consulate for morethan two years. Our partnership has allowed Santa Ana College to have a permanent kiosk at the Consulate's Santa Ana location. Through this kiosk SAC has been able to connect directly with the Mexican community and assist them in applying and registering to the college. We have hosted manyevents with the Consulate to bring the community together to share opportunities at SAC.

- **CA Endowment**: SAC partnered with CA Endowment Foundation to bring awareness to theparents and students in Santa Ana regarding health career opportunities. SAC received morethan $350,000 from CA Endowment to assist with our outreach efforts. A Parent training washeld and two new lessons on health care as a career were developed. More than 400 parents attended the training. SAC also developed five new articulated courses at Valley High Schoolwhich is part of SAUSD.

- **University of California, Irvine:** Hosts the Summer Scholars Transfer Institute, Partnership data forresearch, and guarantees transfer for all SAUSD students who start college at SAC and maintain a 3.0GPA in pre-transfer coursework.

- **California State University, Fullerton:** Guaranteed transfer for all SAUSD students who start college at SAC and maintain strong academics.

- **The City of Santa Ana:** Funds scholarships and hosts the Higher Education Center

- **The League of United Latin American Citizens and the Mexican American National Network:** Broadcast partnership activities to key community leaders in the region.

- **The Padres Promotores de la Educación:** Reach over 30,000 parents annually

- **Comunidad Latina Federal Credit Union:** Funds micro loans to SAC students

- **Latino Health Access:** Trains parents and amplifies the work of the Partnership

- **KidWorks**: Hosts Partnership staff so they can serve parents and students

- **Schools First Federal Credit Union:** Underwrites innovation grants and college programs

- **AT&T:** Underwrites student programs and strategic planning activities

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SANTIAGO CANYON COLLEGE
Key Partners and Stakeholders that Help the College Assess the Educational Needs of the Communities We Serve

Orange Unified School District (OUSD)
SCC has engaged OUSD by offering classes at school sites, and we anticipate doing more dual enrollmentcourses. This offers high school students the opportunity to earn college credits while still in high school,which speeds the time to a college degree.

The Division of Mathematics & Sciences, along with the Division of Arts, Humanities and Social Scienceshas partnered with OUSD to offer classes on the High School campuses. Community Science Night is anannual SCC/OUSD event. Community Science Night is a successful STEM event, with individual activitiesfor families to learn from and enjoy.

SCC Division of Continuing Education has maintained an ongoing partnership with OUSD to provide academic and support programs to the parents and families in the OUSD. Specific classes and programs are also offered to high school seniors to help them complete their high school diploma and better preparethem for post-secondary coursework. Noncredit ESL, High School, and GED classes are offered at OUSDelementary, middle, and high schools. High school Bridge courses are offered for enrichment in a variety of subjects to current high school students at Orange High, El Modena High, Villa Park High and Canyon High Schools. High School Petition classes are offered for credit recovery in a variety of subjects at El Modena High School.

Continuing Education outreach staff frequently attend parent meetings at the schools to share information about all the continuing education programs and services available. This is an invaluable resource in whichthe parents in Orange and surrounding communities can learn about the free educational opportunities offered by Continuing Education.

Waltmar Foundation
The Waltmar Foundation has been a partner of the SCC Foundation and has funded student scholarships for many years.

California State University, Fullerton
SCC students benefit from our close connection to CSUF, which is the largest transfer destination. We participate in STEM partnerships, the CSUF presidential enrollment advisory group, a variety of grant programs, and other important connections.

SCC and two other community colleges partnered, **STEM^2 Partnership,** with CSUF on a Title III STEM Strengthening Transfer through Matriculation grant. Currently in its 6th and final year, this grant is providing supplemental instruction (SI), designated STEM counseling, summer research, and provides priority admission for SCC students who participate in this program.

Orange County Sheriff's Department (OCSD)
SCC Division of Continuing Education has had a strong collaborative partnership with the Orange CountySheriff's Department to serve the educational needs of inmates in the five county jails: Central Men's,

Central Women's, Intake and Release Center, Theo Lacy, and James Musick. The Inmate Education administrator and coordinator work closely with the Sheriff's Department staff to ensure that the needs of the inmate students are being met by offering courses that will prepare them for higher education or the workforce upon release. The value of the noncredit courses offered in the jail cannot be understated with the goal being to help reduce the recidivism rate and to help students be successful in future classes or jobs. Inmates who earn their high school equivalency certificate are better prepared for high-paying jobs or higher education courses. Other workforce certificates such as *ServSafe* prepare students to attain employment in the restaurant industry when they are released.

Course offerings in the General Program include English as a Second Language, Adult Basic Education, GED Test Preparation, Workforce Preparation, Effective Parenting, Substance Abuse, Introduction to Computer Software Applications, and Institutional Food Preparation. Introduction to Welding and Fundamentals of Welding are offered in the CTE Program. Recently the collaboration with OCSD has been expanding to include the RSCCD Corporate Training Center staff who will begin proctoring the HiSET exams in the five jails. Further evidence of this expansion includes more offerings in the General Program (taught by Continuing Education instructors) and fewer courses in the CTE Program (taught by OCSD instructors). In addition, due to the AB86 planning and Adult Education Block Grant, the addition of other meaningful types of programs and services are under discussion.

Orange County Department of Education (OCDE)
The Orange County Department of Education has been partnering with and is now a member of the Rancho Santiago Adult Education Consortium (RSAEC) as a result of AB86 planning and the Adult Education Block Grant (AEBG). The OCDE board-approved representative attends monthly consortium meetings and collaborates to serve the needs of adult learners in the region. As a result of this partnership, several CTE articulation agreements were created and completed for the various RSAEC agencies. This collaborative partnership is particularly important as more emphasis is placed on smoother transitions for adult learners in the Rancho Santiago region, including OCDE and RSCCD.

Community Foundation of Orange
SCC and RSCCD maintain visibility for their programs with this important group of civic leaders. Additionally, The CFO holds its annual "Talent Blossoms in Orange" performing arts event for schoolchildren at SCC each October.

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