Rancho Santiago Community College District
District Council Meeting

September 16, 2013
Executive Conference Room
3:00 – 5:00 p.m.

Agenda

1. Approval of Minutes of August 12, 2013 Meeting

2. Draft Comprehensive Master Plan   Didion

3. District Safety   Rodríguez

4. Committee Reports
   a. Planning & Organizational Effectiveness Committee   Didion
      i. Recommendation regarding Growth Allocation
      ii. FEMA Grant Application
      iii. 2011-2013 Strategic Plan Summary
   b. Human Resources Committee   Didion
      i. Affordable Care Act Implementation
      ii. Estimated 2014 Full-time Faculty Obligation
   c. Fiscal Resources Committee   Hardash
   d. Physical Resources Committee   Hardash
   e. Technology Advisory Group   Hardash

5. Constituent Representative Reports
   a. Academic Senate - SAC   Zarske
   b. Academic Senate – SCC   Evett
   c. Classified Staff   Small
   d. Student Government – SAC   Sandoval
   e. Student Government – SCC   Ko

Next Meeting:
October 7, 2013

Mission Statement

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, act, communicate and think critically. We are committed to maintaining standards of excellence and providing an accessible, a transferable, and an engaging education to a diverse community.

Rancho Santiago Community College District
District Council Meeting

MINUTES
August 12, 2013

Members:		
	Raúl Rodríguez	Present
	John Didion	Present
	Adam O'Connor for Peter Hardash	Present
	Sylvia LeTourneau for Peter Hardash	Present
	Erlinda Martinez	Present
	Juan Vázquez	Present
	John Zarske	Present
	Corinna Evett	Present
	Sean Small	Absent
	Jorge Sandoval	Absent
	Jimmy Ko	Present
	Michael DeCarbo	Absent
	Victoria Williams	Present
	Bonnie Jaros	Present
	George Sweeney	Present

1. <u>Changes that Impact Tentative Budget</u>
   Assistant Vice Chancellor O'Connor presented the 2013-2014 proposed adopted budget assumptions and noted the areas in the projected funding that are not yet determined and remain a forecast. It was also noted that funds in the Educational Protection Account (EPA) are not additional funds, but an offset of what the state would provide the district in apportionment. This information will be presented to the Fiscal Resources Committee at its meeting of August 14, 2013.

   Chancellor Rodriguez stated that the district continues to struggle to meet the requirements of the Fifty Percent Law. Again this year the district was slightly below the requirement and to remedy this $1.5 million was transferred from the stabilization fund to the OPEB fund so that the requirement would be satisfied. This continues to be an area the district must monitor closely and work to find an ongoing solution.

2. <u>Growth Funding Recommendation from POE</u>
   Executive Vice Chancellor Didion reported that the Planning and Organizational Effectiveness Committee (POE) reviewed data at its meeting of August 12, 2013 and determined no issues to satisfy an unmet need in the district to which growth funding should be applied were identified. A similar review will also take place in the spring to allow for input into the development of the fall 2014 schedule. It was further reported that there were some issues with the data, primarily 2008 because of the implementation of Datatel.

Mr. Didion stated that discussion will take place regarding the integrity of the data for future analysis and planning. Presently the data shows that the local high school population served by the district is in decline and the out of district enrollment is increasing.

President Vázquez expressed his concern that productivity would diminish because of the neighboring districts' efforts to recruit new students. Mr. Vázquez recommended using money from the stabilization fund to go after growth in our district. Chancellor Rodríguez stated it was important that before this was done an analysis of the expected return on investment be done.

3. Reorganizations
   Mr. Didion presented a proposed restructuring of the Public Affairs/Publications department. The restructuring included the establishment of two manager positions to oversee the website/social media/marketing and graphic design areas. An internal recruitment is being proposed for the openings. This restructuring does not involve an increased cost because of existing vacancies in the area. Mr. Vázquez moved and Ms. Evett seconded the approval of the proposed reorganization. The motion passed unanimously.

4. RSCCD Comprehensive Master Plan
   Mr. Didion reported the draft of the RSCCD Comprehensive Master Plan is scheduled to be completed for adoption by the Board of Trustees in fall 2013.

5. Strategic Plan Implementation
   Mr. Didion reported that the Strategic Plan covering the next two years which was approved by District Council in spring 2013 will be presented to the Board at the August 19, 2013 meeting for approval. The POE will review the current strategic plan at their meeting of August 28 and present it to District Council at the September 16 meeting.

6. Board Policies
   Mr. Didion reported that the district subscribes to the CCLC policy service and is in the process of adopting the CCLC numbering system. Presented were the following policies with minor revisions that were approved by the Board Policy Committee and which will be on the August 19 Board meeting agenda for a first reading:
   a.   BP 2015 – Student Member
   b.   BP 2305 – Annual Organizational Meeting
   c.   BP 2715 – Code of Ethics/Standards of Practice
   d.   BP 2716 – Political Activity
   e.   BP 3820 – Gifts
   Mr. Didion then presented the old Section 3000/new Section 6000 policies that will be placed on the August 19 Board meeting agenda for a first reading. Any comments or questions regarding this section should be directed to Mr. Didion.

7. Board Docket Review
   All members were reminded that there would no longer be a Board Docket Review included on the District Council agenda. For those wishing to review the agenda prior to a Board meeting, the full docket is posted to the district website the Thursday prior to each Board meeting date.

8. Reports
    Academic Senate/SAC: Academic Senate President Zarske inquired about the meeting
    schedule with the Chancellor and was provided the information.

    Academic Senate/SCC: No report.

    CSEA: Ms. Victoria Williams reported that CSEA was preparing for negotiations.

    Student Government – SAC: No report.

    Student Government – SCC: ASG President Ko reported that members of the ASG were
    involved at the region level. Mr. Ko also reported that they continue to work on
    outreach.

    POE: Mr. Didion reported that the next meeting is scheduled for August 28.

    HRC: Mr. Didion reported that the district's Full Time Faculty Obligation number had
    dropped and it will on agenda for discussion at the next Human Resources Committee
    meeting.

    FRC: Mr. O'Connor reported that the next meeting will be held on August 14, 2013.

    PRC: Mr. O'Connor reported that the next meeting will be held on September 4, 2013.

    TAG: Assistant Vice Chancellor LeTourneau reported that a discussion regarding the
    scope of responsibility of the TAG began in spring 2013 and will continue in fall 2013. It
    was also noted that a virtual desktop demo is scheduled for November.

9. Other
    It was requested that all district committees include meeting time and location on the
    district webpage. It was also noted that the SAC Mission Statement was incorrect on the
    agenda. Dr. Jaros will provide the correct statement for future use.

    Chancellor Rodríguez reported that the Board will be appointing Trustee John Hanna to
    serve as the Board liaison with the district/colleges in the area of accreditation. The
    Chancellor requested that Standard IV meeting notices be sent to he and Trustee Hanna.
    President Martinez suggested that "Accreditation Update" be placed on the District
    Council agenda as a recurring item.

10. Next Meeting: The next meeting of the District Council will be held on Monday,
    September 16, 2013 in the Executive Conference Room (#114).

    Meeting Adjournment: 4:00 p.m.

    Minutes approved September 16, 2013

Planning and Organizational Effectiveness Committee

Agenda Item #3, August 28, 2013

<u>**Enrollment Growth (RSCCD Goal #1) and Recommended Plan For Growth**</u>

Background: On August 12, 2013 the Planning and Organizational Effectiveness Committee met to review data related to the educational needs of the community and provide the District Council with a recommendation regarding the allocation of growth funds in the 2013-14 Adopted Budget. Following a review of the data and given the significant reduction in course offerings during the last 4 years, the committee did not recommend any adjustments to the proportional allocation of growth funds between the colleges. That recommendation was affirmed by the District Council and the FTES growth targets for each college were developed accordingly.

The District Budget Allocation Model (BAM) provides the following with regard to growth funding:

Growth Funding: *Plans from the Planning and Organizational Effectiveness Committee (POE) to seek growth funding requires FRC recommendation and approval by the Chancellor, and **<u>the plans should include how growth funds will be distributed if one of the colleges does not reach its growth target</u>**. A college seeking the opportunity for growth funding will utilize its own carryover funds to offer a schedule to achieve the desired growth. Once the growth has been confirmed as earned and funded by the state and distributed to the district, the appropriate allocation will be made to the college(s) generating the funded growth back through the model. Growth/Restoration Funds will be allocated to the colleges when they are actually earned.*

The BAM also provides examples of how revenue adjustments will be made during the course of the year. With regard to FTES growth targets, the following example is provided:

Using this same example in which the district believes it has the opportunity for 2% growth, and both colleges decide to pursue 2% growth, however one college generates 3% growth and the other generates 2%, the college generating more FTES would have unfunded over cap FTES. The outcome would be that each college is credited for 2% growth, each base increases 2% and the split remains (Scenario #3). If instead, one college generates 3% and the other college less than 2%, the college generating the additional FTES can earn its 2% target plus up to the difference between the other college's lost FTES opportunity and the total amount funded by the district (Scenario #4).

Recommendation: The POE Committee recommends that District Council affirm the growth funding protocols outlined in the BAM be followed if one of the colleges fails to achieve its FTES growth target in 2013-14.

RSCCD
Planning & Organizational Effectiveness Committee
District Operations – Grant Review Form

Instructions: This form should be used to facilitate the Committee's review of a grant opportunity that will be operated by the District as opposed to one of the colleges. A grant opportunity that would be based at one of the colleges will be reviewed through that college's process.

GENERAL INFORMATION:

Project Title: **Local Hazard Mitigation Plan**

Project Initiator: **Don Maus**

Project Administrator: **John Didion**

Project Coordinator: **Don Maus**

Grantor Agency: **FEMA**

Grantor Agency Deadline for Proposal: **September 23, 2013**

Funding Period: **Approximately January, 2014**

Notification Sent to: College Presidents ☐   Academic Senate Presidents ☐

PROJECT DESCRIPTION/PLAN:

Estimated grant amount: **$75,000**

Estimated in/kind match amount: **$25,000 (using a portion of Don Maus's salary)**

Estimated cash match amount & source: _____

Additional match detail: _____

Summary of Grant Purpose and Major Activities:

The purpose of the grant is to allow the district to hire a consultant who would help the district write a Local Hazard Mitigation Plan. Mitigation planning allows the district to identify the natural hazards that impact us; to identify actions and activities to reduce any losses from those hazards; and to establish a coordinated process to implement the plan. A Hazard Mitigation Committee would be formed to include members of our district and community partners such as the Red Cross and City Emergency Planners and they would meet monthly to help develop our Plan.

How will Grant Address RSCCD Mission/Goals/Strategic Objectives?

The Disaster Mitigation Act of 2000 (DMA 2000) amended the Stafford Act's requirements regarding eligibility to receive certain mitigation grant funding. DMA 2000 requires local governments to develop and submit mitigation plans for FEMA approval as a condition of receiving Hazard Mitigation Grant Program (HMGP) project grants or Pre-Disaster Mitigation project grants (PDM). By creating this plan we would be eligible for pre- and post- disaster projects up to $3 million each to complete the strategies listed in the plan. We would be eligible to apply for one project a year.

Relationship to College Programs and/or Operations:

This Plan will assist the district in its overall safety, security and emergency preparedness operations.

Identify College Staff Involved in Grant Development Discussions:
John Didion, Peter Hardash, Al Chin, Alistair Winter, Don Maus

ANTICIPATED PROJECT PERSONNEL:

Position	FTE	Existing/New	Grant Funded Percent	Match Funded Percent
Don Maus		Existing		20%
Independent Contractor		New	100%	

LONG TERM IMPLICATIONS DISTRICT:

- When funding ends, will this project be institutionalized? Yes ☐ No ☒

- If so, what is the estimated cost to fund this project?

- If not, what will happen to this project and the personnel involved with it?

The Plan will be valid for 5 years at which time it will need to be reviewed and updated by college personnel. The Independent Contractor is hired to complete this one project only. Don assumes his normal duties.

RECOMMENDATIONS:

Planning & Organizational Effectiveness Committee Recommendation: Yes ☐ No ☐

District Council Recommendation: Yes ☐ No ☐

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
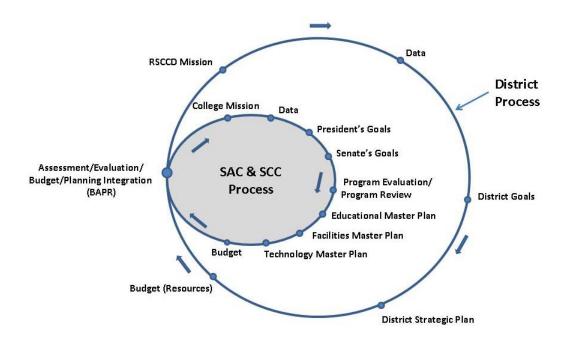## SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE

STRATEGIC PLAN

2011-2013

Since the time that the District transitioned from a single college to multi-college district in 1997, its planning process has centered around the Board of Trustees' annual planning meeting, which focused on the development of the District's Vision Statement and Goals. That planning meeting was typically held during the summer each year, but in order to provide greater coordination with the District's budget development process, that meeting is now held in February of each year.

Shortly after his appointment in August 2010, the Chancellor initiated discussions with the Board of Trustees and constituent groups regarding the need for a district strategic plan. Two consultants, Darroch "Rocky" Young, retired Chancellor of the Los Angeles Community College District, and Eva Conrad, retired President of Moorpark College, were selected to assist the District in this planning effort.

THE PLANNING DESIGN

Because each of us shares in the responsibility of planning and evaluation, these activities are conducted continuously throughout the District. The colleges (Santa Ana College and Santiago Canyon College) have their own internal processes for planning and evaluation, which are coordinated and simultaneously integrated into the district-wide planning and resource allocation processes.

THE PROCESS

The consultants conducted two days of interviews at the colleges and district office during the Spring 2011 semester in order to identify significant issues impacting the District's planning process.   Based upon the information gleaned from those interviews, the consultants established an agenda for an initial planning meeting which was focused on:

- developing a streamlined planning process for the district, and
- developing strategic objectives centered around the District's goals

On April 8, 2011, thirty-seven representatives from both colleges and the district office met with the consultants to initiate the strategic planning process. Following a presentation by the consultants on effective planning models, the participants broke into four small groups and developed recommendations for a new district planning model. Those four drafts were subsequently assimilated into a single draft that was reviewed and approved by the participants at the next planning meeting.

Utilizing a matrix based upon the District's eight goals, the participants once again broke into four smaller groups and drafted strategic objectives for each goal. The consultants reviewed these drafts, eliminated duplicates, and developed draft objectives for the group's consideration at the next planning meeting.

The participants reconvened on May 6, 2011 and approved the draft planning cycle that was developed during the first planning session. Breaking into four smaller groups, each group was assigned two of the eight District goals. Each group was provided the draft planning matrix produced by the consultants after the first planning session and a potential list of metrics for each district goal that was developed by an ad hoc planning team. Each group was asked to identify its top two or three objectives for each goal, assign responsibility for the completion of each objective, and a timeline for its completion.

Responsibility for editing the strategic objectives was assigned to a writing committee, which prepared a draft of the strategic plan and circulated it to all participants. A second draft was prepared that included the participants' suggested revisions and corrections. The second draft was presented to the District's Budget and Allocation Planning Review Committee, which approved it and submitted it to the Chancellor on October 20, 2011.

THE VISION

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

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

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

THE PARTICIPANTS

The following individuals participated in one or both planning meetings as well as the review of the strategic plan draft:

Santa Ana College	**Santiago Canyon College**	**District Office**
Steve Eastmond	Morrie Barembaum	Tammy Cottrell
Paul Foster	Michael DeCarbo	John Didion
Norm Fujimoto	Caroline Durdella	Becky Fraser
Janet Grunbaum	Corinna Evett	Peter Hardash
Marti Guerra	John Hernandez	Sylvia LeTourneau
Ray Hicks	Steve Kawa	Linda Melendez
Bonnie Jaros	Aracely Mora	Enrique Perez
Sara Lundquist	Esther Odegard	Nga Pham
Erlinda Martinez	Jose Vargas	Marti Reiter
Monica Porter	Juan Vázquez	Raúl Rodríguez
Ed Ripley	Joyce Wagner	Laurie Weidner
Christina Romero	Robert Waldren	
Evelyn Sanchez	John Weispfenning	
Sean Small	Lana Wong	
John Zarske		

THE PLAN

District Goal	Objective	Responsible Party	Timeline
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	1.1 Identify learning innovation & projected number of students impacted (follow-up assessment needed)	Vice Presidents of Academic Affairs and Continuing Education	Once per semester
	1.2 Continue to monitor student satisfaction and student centeredness (both credit and non-credit)	Director of Research	Spring semesters
	1.3 Identify events and ceremonies where students can be recognized	College Presidents	Annually (June)
2. Provide access and retention for completion of programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.	2.1 Prioritize class offering to match change of CCC's (i.e., transfer, CTE, BS)	Vice Presidents of Academic Affairs & Continuing Education	Each semester
	2.2 Manage our current enrollment challenges with limited funds received from state for FTES	Vice Presidents of Academic Affairs & Continuing Education	Annually
	2.3 Examine programs we will focus on and what/who we plan on serving (e.g. distance education)	Vice Presidents of Academic Affairs & Continuing Educations	Each semester, including intersession and summer
	2.4 Increase number of transfers, degrees and certificates earned	Vice Presidents of Academic Affairs, Student Services, and Continuing Education	Annually
	2.5 Examine course success rates by population served	Vice Presidents of Academic Affairs, Student Services, and Continuing Education	Annually

THE PLAN (CONT.)

District Goal	Objective	Responsible Party	Timeline
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.	3.1 Support the completion and Board approval of the Colleges' Facilities Master Plan	Chancellor	Fall 2012
	3.2 Assess unmet facilities needs in order to maximize the utilization of existing facilities	Chancellor and College Presidents	Fall 2011
	3.3 Create district-wide "green team" taskforce to look at unified district effort to go "green"	Chancellor	Fall 2011
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.	4.1 Convene a district-wide group to review the distance education program at both colleges to identify efficiencies through collaboration and shared resources	Vice Presidents of Academic Affairs & Assistant Vice Chancellor of Information Technology Services	Fall 2011
	4.2 Form a sub-committee of Technology Advisory Group charged with brainstorming strategies to maximize the use of existing technology (i.e. implementing the degree audit program)	Vice Presidents of Academic Affairs & Associate Deans of Admissions & Records	Fall 2011
	4.3 Identify minimum standards of service to support distance education courses for both faculty and students	Vice Presidents of Academic Affairs and Students Services	Fall 2011
	4.4 Identify allocation of technical specialists to the colleges	Vice Presidents of Administrative Services and Assistant Vice Chancellor of Information Technology Services	Fall 2011

THE PLAN (CONT.)

District Goal	Objective	Responsible Party	Timeline
5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.	5.1 Explore and make public grant opportunities	Director of Grants	Ongoing
	5.2 Explore the creation of an emeritus program	Foundation Directors	June 2012
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology.	6.1 Monitor employee satisfaction	Director of Research	Annually
	6.2 Conduct town hall meetings at each college to review budget issues and decisions	Chancellor	As needed, minimum of 2 meetings per semester
	6.3 College Presidents send "what's new" email	College Presidents	Ongoing, with minimum of 1 per month
	6.4 Convene brainstorming sessions in Chancellor's Cabinet to identify: • the role of DO as a service center instead of perceived control center • strategies to maximize the benefits and efficiencies of being a two-college district • specific areas of District/College tensions • what could be centralized, what should be centralized, what should not be centralized	Chancellor	As needed (at least four sessions)
	6.5 The district shall provide for staff development	Assistant Vice Chancellor, Human Resources	Annually
	6.6 Create district-wide chat room/ListServe/BLOG/Forum	Assistant Vice Chancellor, Information Technology Services	June 2012/Ongoing

THE PLAN (CONT.)

District Goal	Objective	Responsible Party	Timeline
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development, ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.	7.1 Create an RSCCD/SAC/SCC inventory of current partnerships and evaluate the depth and quality of the relationship	Chancellor & College Presidents	Fall 2011
	7.2 Determine which partnerships need to be maintained, further developed, or added	Chancellor & College Presidents	Spring 2012
8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.	8.1 Convene a district group charged with developing an aggressive student recruitment campaign that builds from a fresh update on the educational needs of our community in the areas of: • high school students (including continuing education students) • working adults • non-working adults • high demand industries • demographic imperatives	Vice Presidents of Student Services	Spring 2012

ACCOMPLISHMENTS

This portion of the plan highlights the accomplishments produced throughout the district as everyone share in the work of the district strategic plans. We collaborated to create the objectives to support the district goals, therefore, we share in the responsibilities in ensuring its completion as one unit. However, because each college is unique in the offerings and services it provides to its students and community, some accomplishments are listed specifically by college. We have achieved much and a few items in progress. Faculty and staff are to be commended for their work on these special efforts while maintaining their everyday duties.

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

Objective 1.1: Identify learning innovation & projected number of students impacted (follow-up assessment needed)

Santa Ana College

- Student Transition Program - Bridging the gap between noncredit and credit is a key focus of SAC. SAC Credit and Noncredit faculty developed the Student Transition Program to help noncredit students become comfortable in a college credit environment and to increase transition rates between the noncredit and credit programs. The program is an award winning model program and is cited as a state-wide model.

- The SAC/SCE Student Leadership Conference has proven to be an effective student-lead event promoting matriculation to college credit programs. More than 400 students participated in the program in fall 2012.

- Implementation of the OCLC WorldShare Management Services (WMS). This next-generation integrated library system is a major enhancement for the SAC Nealley Library. Assessment will be ongoing. Projected impact-25,000 plus students.

- Professional development workshop conducted to engage faculty in Classroom-Based Research. The RP Group conducted the workshop, *Classroom-Based Research: How to Be a Researcher in your Classroom*. Based on number of faculty who participated, student impact 400.

- Ongoing independent classroom research conducted on the use of Reading Apprenticeship strategies in 12 courses at SAC. Assessment data is available in a report titled *Preliminary Report: Summary of RA Research Fall 2011-Spring 2013*. The data is collected by faculty teaching the classes based on training they received in workshops during FLEX week and throughout the fall and spring semesters. Projected number of students impacted, 350-400 students.

- Established a *Learning Center Workgroup* to assess the current structure of instructional support for all SAC students in the areas of English, Reading, ESL, Mathematics, and Modern Language and develop a plan of action to implement changes to the current structure. Implementation of changes will occur on a trial basis during the fall 2013 semester. Projected number of students impacted by the change in instructional support delivery: 5,000-15,000 or more depending on student needs.

ACCOMPLISHMENTS (CONT.)

Goal 1: Promote a learning community environment that is innovative, student-centered, and celebrates student achievement. (cont.)

Objective 1.1 Identify learning innovation & projected number of students impacted (follow-up assessment needed) (cont.)

Santiago Canyon College

- In 2012-2013, the Business & Career and Technical Education (BCTE) Division held advisories meetings in Human Development, Public Works, TV/Video/Communication and Biotechnology. As a result, Biotechnology developed a new program of study, Public Works revised their existing program and created a Certificate of Achievement in Environmental Compliance. Additionally, the TV/Video/Film program submitted Carl D. Perkins application to revise the existing program to meet industry needs.

- SCC held its first annual **SCC Family Orientation Night** where high school seniors and their parents were invited to learn about our testing and registration processes along with remediation avoidance strategies, our core curriculum, and our campus services. 170 people were in attendance for the event, representing about 100 potential SCC students for Fall 2014. The 2nd annual event has a a goal of reaching 200+ potential students and their parents.

- SCC Family Night also launched the **CROSSroads (College Readiness Optimizes Student Success)**, a program designed to reduce the number of students placing into basic skills math and English courses by offering incoming students brush-up sessions to cover content fundamentals *prior* to taking the placement tests. Sixty-eight seniors registered for CROSSroads: 41 attended English workshops and 43 (many repeat students) worked on the Math online curriculum. Results reflect 74% tested into English 101 and 26% were eligible for English 061 - with no students testing into more than one level below transfer. Math yield 64% tested into Math 140 or 150 and 36 were eligible for Math 80 - with no students testing into more than one level below transfer.

- BSI funds continue to support the coordination and operation of the **SCC Writing Center** as it provides supplemental curriculum required for the basic skills English course one level below transfer. Based on data compiled for 593 students enrolled in English 061, students with Writing Center intervention had eight percentage points higher than those without (75% vs. 67%). Writing Center operations will be expanding when the Humanities Building opens in the fall.

- SCC offered and expanded **Supplemental Instruction (SI)** for gatekeeper science and math courses. Thirty-three science and math class sections were supported through SI modules within two semesters, 523 students participated for a total of nearly 7,000 hours. Results indicate that passing grades were significantly higher for students who participated in SI than for those who did not (71% vs. 52%). In addition, withdrawal rates for students who participated in SI were significantly lower than for those who did not (16% vs 32%). Student survey indicated that 93% "strongly agreed" or "agreed" that the strategies and techniques they learned in SI helped them to succeed in the course; 65% indicated that they would not have succeeded in the course without SI; and 82% indicated that they would use the techniques they learned in SI in other courses.

ACCOMPLISHMENTS (CONT.)

Goal 1: Promote a learning community environment that is innovative, student-centered, and celebrates student achievement. (cont.)

Objective 1.1   Identify learning innovation & projected number of students impacted (follow-up assessment needed) (cont.)

<u>Santiago Canyon College</u> **(cont.)**

- In **The STAR (Science, Teaching And Resource) Center**, our academic center for science students, continues to provide support for students through directed-learning activities, faculty-led workshops, student study groups and Q & A sessions. During 2012, 865 students received academic support from center staff for a total of 7,042 hours. Math and science faculty continue to support student attainment of important concepts through the development of directed-learning activities (DLAs). Seventy-four DLAs have been written and implemented in the STAR Center and the Math Study Hall (MaSH).

- Established a **Faculty-Student Mentoring Program** for incoming freshmen interested in majoring in a STEM field. Twenty-eight new STEM students applied to participate of which 17 students were ultimately selected as mentees. Four math and science faculty members serve as mentors and provide guidance and assistance as well as focused activities. Student survey results indicated that overall, students were very satisfied with the mentor program. The implementation of a faculty mentor program for incoming STEM freshmen has served to provide a strong foundation for at-risk students interested in pursuing a degree/career in STEM.

- **To support access and retention and prepare student for success and transfer**, **STEM counselor** worked to increase student interest, increase STEM enrollment and provide academic advising for STEM majors. During year two of our Title V grant, 596 students submitted new STEM interest cards, 432 students received STEM counseling services through individual appointments, and 51 received walk-in advisement. The STEM counselor visited 54 STEM-related gatekeeper classes, presenting STEM information to over 2,000 students. In addition, the STEM counselor visited a summer Counseling 101 course designed for our College Assistance Migrant Program (CAMP) students. Several workshops were conducted that focused on transfer to 4-year institutions and on STEM careers, specifically engineering and biotechnology. These workshops were well-attended and student response was very positive. Over 57 high school counselors, teachers and administrators received information about our STEM programs. Approximately 1,100 high school seniors participated in our Early Decision (ED) and Early Welcome (EW) activities. Incoming freshmen were presented with information on STEM academic and support programs and 190 of those freshman attended one of 10 specialized STEM Orientations as part of the ED/EW application process. 250 visiting middle school students and faculty received information about STEM activities at SCC.

- The Strengthening Transfer Education and Matriculation **(STEM)2** program is a grant collaboration between CSU Fullerton (CSUF) and SCC to encourage STEM degrees, retain students in STEM fields, produce more community college transfer to colleges and universities, and to increase the overall number of STEM graduates. Students who see a counselor each semester and

ACCOMPLISHMENTS (CONT.)

Goal 1: Promote a learning community environment that is innovative, student-centered, and celebrates student achievement. (cont.)

Objective 1.1 Identify learning innovation & projected number of students impacted (follow-up assessment needed) (cont.)

<u>Santiago Canyon College</u> (cont.)

attend two STEM activities are eligible to apply to CSUF's Summer Research Experience where they conduct research with CSUF faculty and earn a $5000 stipend. A student also gains priority registration if they apply and are admitted to CSUF. Outcomes include 9 SCC students completed CSUF's Summer Research Experience and presented their findings in the Research Symposium, 93 students completed program requirements and 26 students applied and were admitted to CSUF, and 11 students selected for CSUF's Summer Research Experience program.

- The SCC-CSU Fullerton **Teacher Pathway Partnership (TPP)** grant-funded cohort program for "at-risk" students ended in December 2012 with positive results. All 19 students in the program earned the SCC After School Program Assistant Certificate and 17 acquired a CA State School Age Child Permit. In summer 2012, 17 students completed CSUF's "science for educators" course and were paid to teach science modules to children in summer camps. In fall 2012, the 17 students also earned the SCC After School Teacher Assistant Certificate, and by the end of the semester, all of the students were employed in after school programs such as Orange YMCA, Anaheim Achieves, and THINK Together. Students from the cohort are completing their courses for transfer. Four are transferring to a university in fall 2013, eight are on schedule to transfer to CSUF in spring 2014, and three are on target to transfer in fall 2014. All of these students will achieve an AA degree before transfer.

- The Academic Success Center (ASC) offers free academic support to all currently enrolled students in an open entry/open exit format, using a variety of instructional methods. Services include: ACE/ESL support programs, skill building in English and math, study skills mini learning modules, a text reading/writing program Blackboard navigation orientation for new students, and placement test review in English and math; as well as support faculty's need for a computer classroom. All classes either have a face to face or PowerPoint orientation to the ASC and their assignments. Orientations and instruction videos are also available on the ASC computers. The Center technology includes a total of 117 student computers, and 3 scanners in 4 classrooms, the main area that supports the ASC and the Language Lab. All rooms are mediated with instructor stations, document readers and projectors.

- Of the 1,853 students enrolled in the courses with an ASC assignment, 70% participated in the assignment. Those who participated had a 71% success rate compared to 55% for those who did not participated. Of the students who participated in a self-evaluation survey, 83% stated that the assignment in the ASC was useful in helping them understand the course material and helped them be successful in their course work. In a self-evaluation survey, faculty indicated satisfaction with the assignments, the staff, and the Center.

ACCOMPLISHMENTS (CONT.)

Goal 1: Promote a learning community environment that is innovative, student-centered, and celebrates student achievement. (cont.)

Objective 1.2 Continue to monitor student satisfaction and student centeredness (both credit and non-credit)

- The RSCCD Research Department annually survey credit students at SAC and SCC to provide them opportunity to report their levels of satisfaction with their educational experience and academic preparation provided by the college. In addition, the survey includes questions regarding areas of student learning outcomes and student engagement in related school activities, as well as questions regarding their family background. Findings are published in two separate reports (by college) and shared with the college community so that administration, faculty and staff can examine the information in detail and use it for planning.

- In 2012, the RSCCD Research Department, in collaboration with the administration at CEC and OEC, implemented the first annual survey to non-credit students. Survey includes questions regarding the various support services and education experience and academic preparation provided by the centers. Findings are published in two separate reports (by CEC and OEC) and shared with the college community so administration, faculty and staff can examine the information in detail and use it for planning.

Objective 1.3 Identify events and ceremonies where students can be recognized

<u>**Santa Ana College**</u>

- The president has numerous opportunities to recognize students in many different forums, activities and ceremonies whereby SAC students are commended for their accomplishments. Some of these include the Annual Ed Arnold Golf Classic which recognizes student athletes/scholarship recipients, Student Leadership Conferences and Awards Ceremonies (at SAC and CEC), Commencement Ceremony (at SAC and CEC), Convocation, Fire Academy and Sheriff Academy Graduations, EOPS Graduate and Transfer Recognition, Service Learning Awards Ceremony, Honors Transfer Alliance and PTK Awards Dinner, CARE/CALWorks Celebration, Transfer Celebration, Nursing Pinning Ceremonies, YESS Year End Celebration and Outreach Event for Former Foster Youth, Board Meetings, Scholarship Ceremony, and Student Art Exhibition.

<u>**Santiago Canyon College**</u>

- The president recognized students at the Annual Golf Tournament - Athlete Scholarships, Associated Student Government/Inter-Club Council End of Year Celebration (at SCC and OEC), CAMP (College Assistance Migrant Program) End of Year Program, Commencement Ceremony (at SCC and OEC), Convocation, various end of season Athletic Banquets, EOPS/CARE/CALWorks Mother's Day Event, Honors Reception, RSCCD Board Meetings, Scholarship Ceremony (at SCC and OEC), Student Art Exhibition/Reception, Student Leadership Institute Recognition Dinner, Teacher Pathway Partnership Luncheons, and the Upward Bound Math and Science (UBMS) End of Year Event.

ACCOMPLISHMENTS (CONT.)

Goal 2: Provide access and retention for completion of programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.

Objective 2.1 Prioritize class offering to match change of CCC's (i.e., transfer, CTE, BS)

Santa Ana College
- Hours in the High School Program have been expanded and additional labs have been opened to meet the growing demand. The High School Diploma program has increased the number of students served by over 25% from 2011/2012 to 2012/2013.
- During the spring 2012 to spring 2013, the number of transfer, CTE, and basic skills classes were increased by approximately three percent to meet the needs of students and meet the enrollment target.

Santiago Canyon College
- Fall 2012/Spring 2013– course offerings reflected the core mission of transfer, basic skills, and CTE. The VP of Academic Affairs, Division Dean's and Department Chairs developed a priority rubric to align with the Chancellor's Office core mission of basic skills, transfer and CTE.
- The Arts, Humanities and Social Sciences division adjusted courses for fall 2013 within the Performing Arts curriculum in order to be compliant with the new State regulations of non-repeatability and no leveling of courses. (Note: This was done this year, although it is for next year).

Objective 2.2 Manage our current enrollment challenges with limited funds received from state for FTES

Santa Ana College
- SAC/SCE produces weekly enrollment reports that allow for tracking and projecting of FTES.
- Enrollment Management Workgroup established Spring 2013-with members of the SAC College Council.
- *Enrollment Management Action Plan* established at request of President to address the TBA compliance issues that led to a decrease in FTES during 2011-2012.

Santiago Canyon College
- Fall 2012/Spring 2013 - Replaced low enrolled classes with high demand classes with large numbers of students on wait lists. In addition, where appropriate, online classes were offered allowing for higher enrollment.
- Fall 2012/Spring 2013 – Continued to prioritize course offerings to reflect the mission of the community colleges as well as provide students the ability to complete degrees and certificates.

ACCOMPLISHMENTS (CONT.)

Goal 2: Provide access and retention for completion of programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors. (cont.)

Objective 2.3 Examine programs we will focus on and what/who we plan on serving (e.g. distance education)

Santa Ana College
- At SAC/SCE course offerings that lead to certificates, diplomas, and transfer are given the highest priority and account for 97% of all course offerings.
- Assessed success rates of distance education and TV courses.
- Based on data collected TV courses no longer offered due to low success rates
- Established action plan with Faculty Coordinator of Distance Education.
- Established DE Advisory Group to determine need for faculty training to address retention and progress issues in distance education courses

Santiago Canyon College
- SCC student enrollment totals, or seats filled, for credit courses declined by 1% over a three-year period (fall 2010 to fall 2012). Credit courses within the Business and Career Technical Education Division observed the steepest drop in enrollment with 19% fewer seats filled in fall 2012 from fall 2010. The Arts, Humanities, and Social Sciences Division, however, observed a modest increase in enrollment of 5%. Six of the top ten enrolled subjects at SCC are housed within this division.

Objective 2.4 Increase number of transfers, degrees and certificates earned

Santa Ana College

- SAC/SCE is one of the leading providers in the state for state approved CDCP Certificate programs. In 2011/2012 students earned 2,306 CDCP Certificates. In addition SAC/SCE granted 144 Adult High School Diplomas. A significant increase in High School Diplomas is projected for 2012/2013.
- During spring 2013 addressed need to establish campus standards for student success that include number of transfers, degrees, and certificates earned to meet strategic goals
- Faculty in process of using templates from the Transfer Model Curriculum to increase the number of AAT/AST degrees available to students. Currently, five degrees have been approved by chancellor's office
- SAC has created guaranteed transfer agreements with both UCI and CSUF under the Adelante program for all SAUSD graduates. Early analysis of results is showing significantly higher GPA's and retention rates for participating students (all are invited).

ACCOMPLISHMENTS (CONT.)

Goal 2: Provide access and retention for completion of programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors. (cont.)

Objective 2.4 Increase number of transfers, degrees, and certificates earned (cont.)

<u>Santa Ana College</u> **(cont.)**
- An expanded pre-college educational planning orientation takes place at SAC prior to the start of the fall term with approximately 1,000 student participants, all of whom develop a preliminary educational plan as part of the orientation.

- SAC is developing a Degree Audit program in conjunction with SCC (who has made even more progress on this front) and is reorganizing Admissions and Records to help staff the maintenance of the effort.

- Overall certificate, degree, and transfer attainment are increasing at SAC (54% increase in certificates and 75% increase in AA/AS degree awarded and 72% in transfers to the four-year universities from 2009-2010 to 2011-2012).

<u>Santiago Canyon College</u>
- SCC implemented an electronic degree tracking system allowing the Admission and Records Office to identify students eligible for degree and certificates. To obtain the AS/AA degree students are required to complete a graduation petition. Since the implementation of the degree tracking system, awards have increased the college has experience a significant increase in student completers. The number of degrees awarded at SCC grew from 603 to 867 (44% increase) and the number of certificates awarded grew from 815 to1,045 (28% increase) from 2009-10 to 2011-12).

- The UCI Honors to Honors Program provides excellent opportunities for students who complete the SCC Honors Program and transfer with a GPA of at least 3.7. All of SCC's Honors to Honors nominees were offered admission, were accepted into the UCI Honors Program, and were granted the UC Regents Scholarship. In the four years since SCC became a partner in the Honors to Honors Program, 100% of our nominees have been accepted and earned the Regents Scholarship.

- The number of transfers from SCC grew from 665 to 915 (38% increase over a three-year period (2009-10 to 2011-2012).

- The number of degrees award at SCC grew from 603 to 867 from 2009-2010 to 2011-2012 (44% increase over the three-year period) and the number of certificates award grew from 815 to 1,045 in the same time period (28% increase) during the same time period.

ACCOMPLISHMENTS (CONT.)

Goal 2: Provide access and retention for completion of programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors. (cont.)

Objective 2.5 Examine course success rates by population served

- The RSCCD research department annually produce reports to include success rates by ethnicity for individual course so that staff and faculty to use as part of their program review process.

Santa Ana College

- SAC has examined course success rates college wide and presented the data at a winter convocation chaired by the president for three years, with baseline measures and expected increments of growth. Specific departments are celebrated for meeting and exceeding growth rates and those who are not are urged to address the data and work to make improvements.

- SAC has begun training at the college on the new Student Success Scorecard and is comparing some of the measures to local data to ensure accuracy as we address the implications of the new tool in our practice.

- SAC's divisions of Student Services and Academic Affairs have also collaborated to elevate the course placement of students placing at the bottom of basic skill course sequences by providing supplemental assessment and the chance to be placed in a higher course based on the results. This project was initiated in response to extremely low success rates in English N50. To date, approximately 75% of the students taking the supplemental assessments have been recommended for a higher level course. Further related efforts across subject areas and in conjunction with the School of Continuing Education are planned for the 2013-2014 academic year.

- In 2011/2012 SAC/SCE fully implemented the noncredit grading standards and students completed 13,767 courses.

Santiago Canyon College

- Course success rates are routinely calculated and discussed for planning purposes (see EMP 2012-2016). The Assistant Dean Institutional Effectiveness and Assessment provides bi-monthly reports and environmental scan in an effort to assist the dean's in making data driven decisions.

ACCOMPLISHMENTS (CONT.)

Goal 3: Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.

Objective 3.1   Support the completion and Board approval of the Colleges' Facilities Master Plan

- The Facilities Master Plans for the main campuses of both colleges have been completed and reviewed by the Board of Trustees.

Objective 3.2   Assess unmet facilities needs in order to maximize the utilization of existing facilities

- The facilities needs of both colleges were addressed in the Facilities Master Plans for each college. As a result of that assessment, the Chancellor received approval from the Board of Trustees to undertake polling to determine the feasibility of general obligation bond measures for SAC and for SCC. The polling results showed that the SAC service area would approve a facilities bond measure but that the opposite was true in the SCC service area. The Board of Trustees approved a bond campaign for SAC and the bond (Measure Q) passed by an overwhelming margin. This bond measure should take care of the major facility needs at SAC for at least the next decade. The remaining facilities issues at SCC will have to be funded through other sources.

Objective 3.3   Create district-wide "green team" taskforce to look at unified district effort to go "green"

- In fall 2011 District Council approved the formation of a district-wide committee to address sustainability. Committee appointments were made in spring 2012 and monthly meetings were held beginning in April 2012. Now called the Sustainable RSCCD Committee, the committee is concluding its first full year of work. The committee has supported the creation of a quarterly newsletter, Earth Day events at both colleges in spring 2013, and a Bike to Work Day event. In addition, the committee is working in concert with the facilities committees at each of the colleges to raise awareness of sustainability in facilities maintenance and new project construction.

ACCOMPLISHMENTS (CONT.)

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

Objective 4.1   Convene a district-wide group to review the distance education program at both colleges to identify efficiencies through collaboration and shared resources

<u>Santa Ana College</u>
- VPAA and Faculty DE Coordinator from SAC/VPAA and Staff from SCC/Vice Chancellor of IT District met in April, May, and June of 2012 to review current status of DE at SAC/SCC and role of District IT to support DE at both campuses
- Created draft of possible structure for role of District IT in support of DE programs at both colleges

<u>Santiago Canyon College</u>
- Over the past several years numerous district-wide groups have convened to discuss district-wide distance education collaboration. No efficiencies or shared resources have been identified.

Objective 4.2   Form a sub-committee of Technology Advisory Group charged with brainstorming strategies to maximize the use of existing technology (i.e. implementing the degree audit program)

<u>Santa Ana College</u>
- SAC DE Faculty Advisory group established and includes members from each Division
- Focus of Advisory group has been low retention, best practices, ACCJC and CCCCO standards and regulations
- Completed DE Faculty and student survey fall 2012
- Established online accelerated degree pathway (implement fall 2014)
- Creating online training for SAC faculty wishing to teach online
- Develop strategies to establish regular and effective contact with students enrolled in DE courses

<u>Santiago Canyon College</u>
- The TEC (Technology Committee) structure consists of the following committees: Web Taskforce Committee (WTF), and the TEC. Both groups communicate with the SCC College Campus, Academic Senate as well as the District Technology Advisory Group (TAG). TEC established a sub-committee to develop the Technology Master Plan for 2012-2013. The Master Plan was completed and in the process of being reviewed by the TEC Committee and sent for approval to the Academic Senate.

ACCOMPLISHMENTS (CONT.)

Goal 4: Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology. (cont.)

Objective 4.2 Form a sub-committee of Technology Advisory Group charged with brainstorming strategies to maximize the use of existing technology (i.e. implementing the degree audit program) (cont.)

<u>Santiago Canyon College</u> (cont.)

- The SCC TEC consists of faculty, classified staff, a student representative and administrators. The Web Taskforce consists of members from district, campus faculty, classified and administration.

- CCCAPPLY (paperless apps), Electronic transcripts, and scanning in Admission and Records have been implemented to ensure that SCC is as paperless as possible

Objective 4.3 Identify minimum standards of service to support distance education courses for both faculty and students

<u>Santa Ana College</u>

- SAC provides all students with equal access to support services, regardless of the mode of course-taking that they are engaged in during any specific semester. 1) Outreach to students for academic support services occurs through the instructor of record for the course being taught. To access academic support services students need to come to the campus itself. 2) Counseling support services are offered on-site as well as through web-based counseling, which is a regular part of counseling load assignments. 3) SAC has entered into a contract to provide distance education orientation to the college and expects to go live with that service in the 2013-2014 year.
- Identified minimum standards of service needed to support DE courses for faculty and students. Minimum standards include Human and fiscal resources at the campus site.

<u>Santiago Canyon College</u>

- SCC refers to the Chancellor's Office Distance Education Guidelines for minimum distance education standards and WASC's Guide to Evaluating Distance Education and Correspondence Education publication for evaluating distance education classes. These documents should be referenced during program reviews and peer evaluations.

- Faculty should complete a comprehensive training program, such as @One's online teacher certification program, before teaching online. A Distance Education Faculty Handbook has been developed that will address this requirement. CTE staff were offered the @One online instructor certificate program, which is in progress. A faculty support site is being developed to support ongoing training needs.

ACCOMPLISHMENTS (CONT.)

Goal 4: Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology. (cont.)

Objective 4.3   Identify minimum standards of service to support distance education courses for both faculty and students (cont.)

Santiago Canyon College (cont.)
- Staff (from all student service areas) need regular training on distance education expectations and technology implementation since student services need to be available to online students in an equitable format as on-campus support services. The Distance Education Department is currently auditing Student Services for online support.

- Students need a distance education support center and instructional materials that support the unique technology and instructional presentation used in distance education courses. Our students have access to a website that supports distance education, including video tutorials, and access to a help desk Monday - Thursday 8-7pm. A Distance Education tutorial is being produced to enhance this service.

- Student surveys, retention, and success data should be used to evaluate SCC's distance education program effectiveness. This data should indicate where interventions are necessary and interventions should target continual program improvement. This data should be referenced during program review.

Objective 4.4   Identify allocation of technical specialists to the colleges

Santiago Canyon College
- Instructional technology, and distance education at the College is lacking a full-time resource to support faculty with developing curriculum online and modeling their teaching to a virtual learning environment. Online learning is a growing method of instruction that can accommodate more students than a traditional onsite classroom. As such, it behooves the College to foster its development and provide the resources dedicated to cultivate online learning or risk losing student enrollment to other colleges with mature distance education programs. Currently, the Distance Education Coordinator position was ranked #1 in Academic Affairs planning and budget process.

ACCOMPLISHMENTS (CONT.)

Goal 5: Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.

Objective 5.1 Explore and make public grant opportunities

- The Director of Grants research federal, state and local grant opportunities; however, the majority of grants applied for in 2011/2012 were identified through renewal competitions for existing programs, and outside agencies approaching the colleges/district for partnership on grant projects. Resource Development submitted 16 grant applications totaling $13,703,022, of whose submissions 13 applications were awarded totaling $5,368,022.

- The Director of Grants met colleges to identify grant opportunities for specific projects: such as, professional development for providing online education, establishing an online degree program, designing an exercise science program specifically for disabled students to increase their learning, expanding the internship program, funds to support theater productions, establish a biotechnology program, develop a culinary arts program, re-design math instruction, develop teacher education programs, especially in STEM, etc. Search efforts identified grant opportunities via the National Endowment of the Arts, USDA HSI Higher Education Grant, and National Science Foundation – TUES and Advanced Technology Education Grants and forwarded to the appropriate staff.

- Grant opportunity announcements were also disseminated to the colleges' vice presidents, deans, and faculty, as appropriate: such as CTE Pathways, Industry-Driven Regional Collaborative, Trade Adjustment Assistance Community College Training (TAACCT), National Endowment for the Humanities – Bridging Cultures, USA Funds – Key Transitions, National Endowment for the Arts – Challenge and Art Works grants. To date in 2012-2013, Resource Development has submitted 22 applications totaling $12,611,625, of which eight were awarded ($3,720,000), seven were not awarded ($6,829,525), and 8 are pending ($1,962,100).

- The Resource Development webpage on the new www.rsccd.edu website is a key mechanism for expanding awareness of grant development information, related processes and procedures, and announcements.

- The Director of Grants conducted an *Introduction to Grants* workshop during flex week, and will strive to continue that practice as means of outreaching to and informing faculty and administrators.

Santa Ana College

- The SACF Board of Directors in July 2012 approved the Centennial Scholarship Campaign to create a scholarship endowment fund and increase the overall support for scholarships. In addition, a critical match component was added - $1 million dollars of SACF monies will be used to match donors giving $25,000 or more for scholarship endowments. $550,000.00 has been raised to date and matched with Foundation funds.

ACCOMPLISHMENTS (CONT.)

Goal 5:   Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development. (cont.)

Objective 5.1   Explore and make public grant opportunities (cont.)

Santa Ana College (cont.)

- An increase in "associate group" development has been part of the SACF's strategy to increase our fiscal sustainability.   The primary goals of this project are: (1) to have departments and academic programs development their own network of supporters, (2) to develop contact with alumni specifically with information on their area of study, and (3) to create a "university model of fundraising"- which focuses on departments leading specific initiatives to increase resources for each academic program. Some of the most recent activities within this scope of work include: (1) Friends of SAC Music-The launch of the Steinway Campaign, (2) Friends of the Theatre, and (3) Friends of the Art Gallery.

- Private Grants have also have been an area of focus for growth of foundation funded programs. In the last two fiscal years alone, the SACF Board has requested more involvement in this area and has approved and supported the following grants: (1) $600K 4-year Lumina grant, (2) submission for National Endowments of the Arts grant, and (3) the continuation of corporate grants-$100K in the last fiscal year alone-continued growth is expected.

Santiago Canyon College

- The SCCF in January, 2013 created an Alumni Development Project in an effort to increase the college's connection with alumni. The primary goals of this project are to establish communication with alumni, develop an alumni network, and ultimately support funding for the college. Specific activities to date include: (1) sent an electronic survey to 4,531 alumni who received an associate in arts degree and/or a certificate from SCC; in addition to the email blast, a postcard was mailed to approximately 4,000 individuals who did not have an email address, encouraging them to go online to complete the alumni survey; (2) developed an alumni Facebook page to connect on social media in order to keep alumni updated on current SCC news, to share success stories of alumni, and to reconnect graduates to our campus. A LinkedIn page is being developed to provide a professional networking venue for graduates; and 3) an alumni spring newsletter was electronically sent to those in our database.

ACCOMPLISHMENTS (CONT.)

Goal 5:   Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development. (cont.)

Objective 5.2   Explore the creation of an emeritus program

Santa Ana College

- The SACF Program Development Committee in partnership with the RSCCD faculty retiree group, are collaborating to design an emeritus program. We plan to survey the needs of this constituent group and research in potential activities to develop a successful program. The Centennial Celebration will also play a role in the possible creation of the emeritus group.

Santiago Canyon College

- This plan is under consideration through the SCCF Outreach Committee as one of its goals for 2013-14, specifically "to develop strategies to reach out to alumni, college retirees, and SCCF board emeriti."

ACCOMPLISHMENTS (CONT.)

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

Objective 6.1 Monitor employee satisfaction

- The Director of Research and Vice-Chancellor of Human Resources created a draft of survey with input from various district and college staff. The Executive Vice-Chancellor of Human Resources and Educational Services approved and supported the survey. He then facilitated the discussion of the draft survey at the District Human Resources Committee for their input. The survey is ready for implementation.

Objective 6.2 Conduct town hall meetings at each college to review budget issues and decisions

- In fall 2011 five budget forums were held at each of the district facilities: DO, SAC, CEC, SCC and OEC. During the forums, the Chancellor and Vice Chancellor share information about the state budget and its affect on the district budget and answered questions from employees.

- Beginning in the fall of 2012 monthly district wide expenditure reports were made available to all employees on the Employee Intranet.

Objective 6.3 College Presidents send "what's new" email

Santiago Canyon college

- The president sends out weekly "What's New @ SCC" newsletter during the academic year (August-May) to the RSCCD Board, Chancellor's Cabinet, and all faculty and staff at SCC and OEC.

ACCOMPLISHMENTS (CONT.)

Goal 6: Maintain a positive, productive working environment for employees, recognizing and embracing diversity, and enhancing staff development opportunities that address innovation and technology. (cont.)

Objectives 6.4 Convene brainstorming sessions in Chancellor's Cabinet to identify 1) the role of DO as a service center instead of perceived control center, 2) strategies to maximize the benefits and efficiencies of being a two-college district, 3) specific areas of district/college tensions, and 4) what could be centralized, what should be centralized, what should not be centralized

- The Chancellor's Cabinet conducted a brainstorming session on these issues and held a retreat in fall 2012 that was partially devoted to these topics. The new budget allocation model has been a central driver in providing more control for the colleges and in assessing the services of the district versus the functions for which the colleges might be willing to assume responsibility. Areas of district/college tensions have been discussed in multiple venues and the new district-level planning process has helped to alleviate some of these tensions by implementing processes that ensure the proper review. Discussions about centralizing versus decentralizing functions are ongoing.

Objective 6.5   The district shall provide for staff development

- A Faculty Development Institute was created in 2011 for all full-time faculty hired that year. This program provided new faculty with orientation information about the district and the colleges as well as workshops on effective instruction. Although the reductions in state funding continued to limit the funds available for staff development, sabbatical leaves were provided for eligible full-time faculty. Conference attendance was funded primarily through categorical programs. Following a freeze in salary column movement the previous two years, column movement was restored in 2011/12 and faculty were once again provided with salary increases commensurate with advanced coursework and degrees. The classified staff were also awarded salary increments upon completion of college courses, conferences and workshops in accordance with the provisions of the CSEA contract. The district continued its membership in the Southern California Employment Relations Consortium, which provides managers with 6 days of professional development seminars each year.

Objective 6.6   Create district-wide chat room/ListServe/BLOG/Forum

- The district is in the process of implementing the new intranet on SharePoint and is scheduled to go live fall 2013. The project is being led by the RSCCD Public Affairs & Governmental Relations Department to design the intranet to effectively maintain positive, productive, diverse, staff-developing environment. The RSCCD Information Technological Services supports the effort to ensure effective communication and design is being met with current technological know-how.

ACCOMPLISHMENTS (CONT.)

Goal 7: Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development, ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields.

Objective 7.1   Create an RSCCD/SAC/SCC inventory of current partnerships and evaluate the depth and quality of the relationship

- In fall 2011 work began to create this inventory under the direction of the Executive Vice Chancellor. The list of partnerships was completed in 2012. The inventory of partnerships was reviewed by the Chancellor's Cabinet.

Santa Ana College

- SAC maintains a vital network of partnerships with organizations in greater Santa Ana area and beyond that have an interest in maximizing student academic achievement and completion at the college. These relationships are established and maintained through a formal partnership structure and are continuously expanding in response to college and community needs and opportunities. Present partners come primarily through the following domains: community leaders, philanthropic organizations, civic organizations, educational organizations, businesses, and advocacy groups. SAC currently has over 50 partners with which it is actively engaged. Noteworthy recent partners include organizations that actively support our Veteran's Resource Center and the Lumina Foundation.

Objective 7.2   Determine which partnerships need to be maintained, further developed, or added

- The Board of Trustees set the policy direction by a focus on partnerships. The determination for maintaining partnerships, further developing existing partnerships, or for adding new partnerships occurs at multiple levels of the organization. Based on changing conditions, the need for specific partnerships may be eliminated, enhanced, or otherwise altered. In general, these decisions are made through participatory governance processes. At the district level, the Planning and Organizational Effectiveness Committee and the District Council are the two main participatory governance bodies involved in such decisions. However, depending on the particular issue, other participatory governance committees may be involved in partnership decisions. The vast majority of the partnerships occur at the college level and those decisions are made at the local campus level.

ACCOMPLISHMENTS (CONT.)

Goal 7: Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development, ensure student access and success, ensure robust economic development programs, and be responsive to workforce development needs and high demand career fields. (cont.)

Objective 7.2   Determine which partnerships need to be maintained, further developed, or added (cont.)

<u>Santa Ana College</u>

- Partnerships are continuously assessed to assure that our mutual work is aligned to mission-central activities across collaborating organizations. This process occurs in multiple ways including 1:1 leadership team meetings, impact and outcomes evaluation, emerging opportunities, and resource constraints. SAC has not recently terminated any partnership relations although it is common for partners in one area of the college to become more involved in additional areas as they learn more about areas where they can contribute to benefit students.

ACCOMPLISHMENTS (CONT.)

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

Objective 8.1 Convene a district group charged with developing an aggressive student recruitment campaign that builds from a fresh update on the educational needs of our community in the areas of: high school students (including continuing education students), working adults, non-working adults, high demand industries, demographic imperatives.

Santa Ana College

- SAC has convened a college-based group of stakeholders for the purpose of developing customized strategies for recruiting future students. The strategic plans include, but are not limited to, building the pathway from non-credit to credit instruction for students, working across the K-12 to university pipeline to ease segmental transitions, cultivating scholarship support for students to make college attendance possible, and working with parent, community, and business partners. The planning has been both aggressive and calibrated to college capacity to ensure that interested students would be able to access the needed plans of instruction for the attainment of the higher education credentials they were/are seeking. This work is a dynamic part of our institutional planning and is closely linked with enrollment management, budget, concurrent enrollment, and associated policy development.

Santiago Canyon College

- During the Spring 2012, through the college's participatory governance structure, an Enrollment Management Committee was developed will be task of creating an integrated planning approach to support college-wide strategies for the recruitment, retention & graduation of students. This committee will use both qualitative & quantitative data including demographic information from our surrounding communities and school districts to develop a recruitment strategy. This new shared governance committee was approved in College Council on May 15, 2013 and will begin its work in the fall of 2013.

Estimated Fall 2014 Full-time Faculty Obligation

A	Fall 2013 Obligation*	328.80
B	Fall 2012 FTEF**	315.00
C	Difference Between Fall 13 Obligation and Fall 12 Actual [A - B]	13.80
D	2012 Late Terminations (Blake, M. Brown, Conrad, Gates, Jaffray) Ogas, Palmer, Yorba)	8
E	2012-13 Terminations (S. Brown, L. Mallory, E. Mitchell)	3
F	Spring/Summer 2013 New Hires	13.0
G	Fall 2013 Projected FTEF [(B + F) - (D + E)]	317.00
H	Difference Between Fall 2013 Obligation and Estimate [A - F]	11.80
I	Projected Increase in Fall 2014 Obligation (334.80)	6.00
J	2012 Late Terminations (Bobp, Ehrsmann)	2.00
K	2013-14 Terminations (Ball, Conner, West, Zysman, Moran-Beazell, Ferre)	6.00
L	Current Estimate of Hiring Required to Meet Fall 2014 Obligation***	25.80

*Fall 2013 FON Compliance will be measured through maintenance of Fall 2013 Full-time/Part-time Ratio.

**No penalty assessed in Fall 2012 due to increase in Full-time/Part-time Ratio. F2011 ratio = 65.32%; F2012 ratio = 65.48%;

***Estimate will increase by 1 FTE for each FT Faculty resignation/retirement received before Spring Break.