RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Board of Trustees (Regular meeting)
Monday, February 6, 2012
2323 North Broadway, #107
Santa Ana, CA 92706

<u>Vision Statement (Board of Trustees)</u>

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

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

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

<u>Americans with Disabilities Acts (ADA)</u>

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

A G E N D A

1.0 <u>PROCEDURAL MATTERS</u>   4:30 p.m.

1.1 <u>Call to Order</u>

1.2 <u>Pledge of Allegiance to the United States Flag</u>

1.3 <u>Approval of Additions or Corrections to Agenda</u>   <u>Action</u>

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

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

1.5 <u>Approval of Minutes</u> – Regular meeting of January 17, 2012

1.6 <u>Public Hearing</u> – Rancho Santiago Community College District Initial Bargaining Proposal to Continuing Education Faculty Association (CEFA)

1.7 Adoption of Revised Board Policies   Action
The administration recommends adoption of revisions to the following
policies:

- BP9003 (revised) – Membership
- BP9004 (revised) – Trustee Areas

2.0 **BOARD PLANNING SESSION**

2.1 Community and Staff Responses to Survey on Board Vision and   Information
Goals
This material is presented as information.

2.2 Presentation of Supplemental Data   Information
This material is presented as information.

- 12 Measures of Success
- Revenue/FTES Recap
- Student Success Task Force Recommendations
- Environmental Scan

2.3 Development and Approval of 2012-2013 Vision and Goals   Action
The administration recommends minor revisions to the 2011-2012 vision
and goals for the 2012-2013 academic year.

3.0 **GENERAL**

3.1 Board Member Comments   Information

4.0 ADJOURNMENT - The next regular meeting of the Board of Trustees will
be held on Monday, February 27, 2012.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
2323 North Broadway, #107
Santa Ana, CA 92706

Board of Trustees (Regular meeting)

Tuesday, January 17, 2012

M I N U T E S

1.0   PROCEDURAL MATTERS

1.1   Call to Order

The meeting was called to order at 4:32 p.m. by Mr. Phillip Yarbrough. Other members present were Ms. Arianna Barrios, Mr. Brian Conley, Mr. John Hanna, Mr. Larry Labrado, Mr. Mark McLoughlin, and Mr. Andrew Hanson. Dr. David Chapel was not in attendance due to family matters.

Administrators present during the regular meeting were Mr. John Didion, Mr. Peter Hardash, Dr. Erlinda Martinez, Dr. Raúl Rodríguez, and Mr. Juan Vázquez. Ms. Anita Lucarelli was present as record keeper.

1.2   Pledge of Allegiance to the United States Flag

The Pledge of Allegiance was led by Mrs. Anita Lucarelli, Executive Assistant to the Rancho Santiago Community College District Board of Trustees.

1.3   Approval of Additions or Corrections to Agenda

It was moved by Mr. Conley, seconded by Mr. Hanson, and carried unanimously to approve addendums for Item 3.2 (Classified Personnel) and Item 5.6 (Award of Bid #1179 – College Avenue Street Alignment, Cul-De-Sac, Parking Lot Expansion, New Soccer Field and Football Facilities at Santa Ana College [SAC]).

1.4   Public Comment

Mr. Aaron O'Brian (Los Angeles Engineering, Inc.) and Mr. Chris Olguin (Jeff Tracy, Inc. DBA Land Forms Construction) spoke regarding Item 5.6 (Award of Bid #1179 – College Avenue Street Alignment, Cul-De-Sac, Parking Lot Expansion, New Soccer Field and Football Facilities at SAC).

1.5   Approval of Minutes

It was moved by Mr. Conley, seconded by Mr. Hanson, and carried unanimously to approve the minutes of the regular meeting held December 5, 2011.

1.6   Approval of Consent Calendar

It was moved by Mr. McLoughlin, seconded by Mr. Hanson, and carried unanimously to approve the recommended action on the following items as listed on the Consent Calendar (as indicated by an asterisk on the agenda), with the exception of Item 5.3 (Nonresident Fees for 2012-2013) and Item 5.6 (Awarding Bid #1179 – College Avenue Street Alignment, Cul-De-Sac, Parking Lot Expansion, New Soccer Field and Football Facilities at Santa Ana College) removed from the Consent Calendar by Mr. Yarbrough, and Item 5.20 removed by the Consent Calendar by Mr. Hanna.

4.1   Approval of Nursing Agreement Renewal – Kindred Hospital Westminster
      The board approved the clinical agreement with Kindred Hospital Westminster.

5.1   Approval of Payment of Bills
      The board approved payment of bills as submitted.

5.2   Approval of Budget Transfers and Budget Increases/Decreases
      The board approved budget transfers, increases, and decreases during the months of November 2011 and December 2011.

5.4   Approval of Amendment to Agreement with HMC Architects for Architectural/Engineering Services for Dunlap Hall at Santa Ana College
      The board approved the amendment to the agreement with HMC Architects to provide architectural and engineering services as presented.

5.5   Approval of Additional Consulting Services, Phase III – The Dolinka Group
      The board approved the additional consulting services for Phase III by The Dolinka Group as presented.

5.8   Approval of Additional Architectural Services for Humanities Building at Santiago Canyon College (SCC)
      The board approved additional services provided by LPA, Inc., in the amount of $4,500 as presented.

5.9   Approval of Architect Change Order for Infrastructure Projects at Santiago Canyon College
      The board approved additional services in the amount of $36,000 plus $3,600 in reimbursable expenses to LPA, Inc., as presented.

5.10 Adoption of Resolution No. 12-01 - Plumbing for Athletic/Aquatic Complex at Santiago Canyon College
      The board adopted Resolution No. 12-01 for Interpipe Construction, Inc., for Bid #1140 for plumbing for the Athletic/Aquatic Complex at SCC as presented.

1.6 Approval of Consent Calendar – (cont.)

5.11 Adoption of Resolution No. 12-02 - Concrete for Athletic/Aquatic Complex at Santiago Canyon College
The board adopted Resolution No. 12-02 for Guy Yocom Construction, Inc., for Bid #1140 for concrete for the Athletic/Aquatic Complex at SCC as presented.

5.12 Approval of Change Order #3 for Bid #1138 - Structural Steel at Athletic/Aquatic Complex at Santiago Canyon College
The board approved change order #3 for Blazing Industrial Steel, Inc., for Bid #1138 for structural steel for the Athletic/Aquatic Complex at SCC as presented.

5.13 Approval of Change Order #2 for Bid #1139 - Electricity for Loop Road Extension at Santiago Canyon College
The board approved change order #2 for Bid #1139 for Dynalectric for electricity for the Loop Road Extension at SCC as presented.

5.14 Approval of Change Order #4 for Bid #1139 - Electricity for Humanities Building at Santiago Canyon College
The board approved change order #4 for Bid #1139 for Dynalectric for electricity for the Humanities building at SCC as presented.

5.15 Approval of Change Order #3 for Bid #1141 - HVAC for Humanities Building at Santiago Canyon College
The board approved change order #3 for Bid #1141for West Tech Mechanical for HVAC for the Humanities building at SCC as presented.

5.16 Approval of Change Order #4 for Bid #1147 - Interiors for Humanities Building at Santiago Canyon College
The board approved change order #4 for Bid #1147 for Inland Empire Architectural Specialties for interiors for the Humanities building at SCC as presented.

5.17 Approval of Notice of Completion for Bid #1139 - Dynalectric for Electricity for Santiago Canyon Entry and Parking Lot at Santiago Canyon College
The board approved the notice of completion for landscaping of the Santiago Canyon entry and parking lot at SCC as presented.

5.18 Approval of Notice of Completion for Bid #1140 - Interpipe Construction, Inc. for Plumbing of Santiago Canyon Entry and Parking Lot at Santiago Canyon College
The board approved the notice of completion for plumbing of the Santiago Canyon entry and parking lot at SCC as presented.

1.6   Approval of Consent Calendar – (cont.)

5.19   Approval of Notice of Completion for Bid #1147 – Inland Empire Architectural
       Specialties for Signage at Santiago Canyon Entry and Parking Lot at Santiago
       Canyon College
       The board approved the notice of completion for the signage at Santiago
       Canyon entry and parking lot at SCC as presented.

5.21   Approval of Bid #1183 for District-Wide Video Surveillance System,
       Installation and Integration
       The board accepted the bids and approved awarding Bid #1183 for District-
       Wide Video Surveillance System, Installation and Integration to IES
       Commercial, Inc., as presented.

5.22   Approval of Purchase Orders
       The board approved the purchase order listing for the period November 19,
       2011, through December 17, 2011.

6.1   Approval of Resource Development Items
       The board approved budgets, accepted grants, and authorized the chancellor or
       his designee to enter into related contractual agreements on behalf of the district
       for the following:
       - California Mathematics Diagnostic Testing Project (MDTP) $ 25,389
           (SAC)
       - CalWORKs/TANF/Child Care (SAC/District) $306,281
       - Center for International Trade Development (CITD) State $ 39,413
           Trade and Export Program (STEP) (District)
       - Center for International Trade Development (CITD) STEP $ 15,000
           Global Trade Summit (District)
       - Job Development, Training, and Placement Program for the $ 70,000
           Disabled – Workability III – Augmentation (SAC)
       - Network for a Healthy California (District) $107,139
       - Strengthening transfer Education and Matriculation in $140,499
           STEM (STEM^2) – Year 1 (SCC)

1.7   Public Hearing – Continuing Education Faculty Association (CEFA) Initial
       Bargaining Proposal to Rancho Santiago Community CollegeDistrict

       There were no public comments.

2.0   **INFORMATIONAL ITEMS AND ORAL REPORTS**

2.1   Report from Chancellor

       Dr. Raúl Rodríguez, Chancellor, provided a report to the board.

2.2 Reports from College Presidents

The following college presidents provided reports to the board:

Dr. Erlinda Martinez, President, Santa Ana College
Mr. Juan Vázquez, President, Santiago Canyon College

2.3 Report from Student Trustee

Mr. Andrew Hanson provided a report to the board.

2.4 Reports from Student Presidents

Ms. Evelyn Sanchez, Student President, Santa Ana College provided a report to the board.

There was no representation from Santiago Canyon College.

2.5 Reports from Academic Senate Presidents

The following academic senate presidents provided reports to the board:

Mr. Morrie Barembaum, Academic Senate President, Santiago Canyon College
Mr. Raymond Hicks, Academic Senate President, Santa Ana College

2.6 Informational Presentation on the Budget

Mr. Hardash provided an informational presentation on the budget.

2.7 Informational Presentation on the Accountability Reporting for the Community Colleges (ARCC)

Mr. John Didion, Executive Vice Chancellor, Human Resources & Educational Services; and Ms. Nga Pham, RSCCD Director of Research; provided a presentation on the ARCC report to the board.

It was explained that ARCC, as mandated by AB1417, requires California community colleges to provide a framework for system performance evaluation. A report is produced by the State Chancellor's Office based upon data submitted by each college. ARCC provides an annual report to the legislators, sets standards for accountability and results for California community colleges, and reports outcomes for each college and systemwide. Each college is required to present the data to its board as information and for discussion. The ARCC report does not rank colleges against each other and is not attached to any funding mechanism.

Ms. Pham presented the 2011 reports for Santa Ana College, Santiago Canyon College, and Rancho Santiago CED (non-credit program) that includes student progress and achievement relating to attainment of degrees and certificates, transfers to four-year universities, student progress and achievement in vocational and

2.7   Informational Presentation on the Accountability Reporting for the Community
       Colleges (ARCC) – (cont.)

       workforce courses and programs, pre-collegiate improvement rates for basic skills,
       English as a Second Language programs, and career development and college
       preparation for non-credit programs.

       Ms. Pham explained that in the past, non-credit data was reported independently from
       Santa Ana College and Santiago Canyon College (credit) data. Beginning in Fall
       2009, the District began attributing the non-credit (Rancho Santiago CED) data to the
       college at which it was generated. Due to the addition of these students into the credit
       reports, both the headcounts and demographic distributions of the SAC and SCC
       reports changed. The ARCC reports are based on multi-year tracking; therefore, the
       Rancho Santiago CED report will continue to display data based on the "old"
       reporting and will no longer display data when those reports have run their course.

       She stated the colleges' performance indicators are consistent with prior years and
       there was a slight increase/decrease in some indicators. When compared to peer
       colleges, some indicators are slightly lower and staff continues to strategize for ways
       to improve in these areas.

       Regarding Table 1.2 on SAC's report, Ms. Pham stated the term-to-term persistence
       rate for Fall 2008 to Fall 2009 dropped by 22%. After researching this drop, Ms.
       Pham found two possible reasons: 1) a tremendous reduction of courses offered due
       to budget reductions and 2) the district's transition from GLink to Datatel operating
       systems for registration. For those students who do not provide a social security
       number, the district provides an alternate identification number. GLink and Datatel
       do not share the same identification numbers so those students without social security
       numbers in the system do not have a common denominator to link them. The district
       inadvertently did not submit a file that merged the two identification numbers for
       these students. Staff has resubmitted files to reflect an approximate 11% increase in
       SAC's term-to-term persistence.

       Regarding Table 1.5 on SCC's report, Ms. Pham stated that the improvement rates
       for English as a Second Language (ESL) programs for 2006-2007 to 2008-2009
       dropped by 23% when compared to 2007-2008 to 2009-2010. After researching this
       drop, college staff found the following two reasons for the drop in rates: 1) courses
       had been coded wrongly and 2) changes in small programs can result in high
       volatility when numbers are converted to percentages.

       Staff acknowledges the value of these system-wide reports; however, staff also uses
       other locally-produced reports and data for continuous assessment at the program and
       college level. Staff continues to work as a team to ensure data integrity that reflects
       local efforts toward student learning.

       Mr. Didion indicated the "12 Measures of Success," RSCCD's locally-generated
       evaluation tool, will be presented to the board at its planning session on February 6.

2.7   Informational Presentation on the Accountability Reporting for the Community
Colleges (ARCC) – (cont.)

Since staff has researched the problems with the GLink to Datatel conversion
and found an 11% discrepancy, Mr. McLoughlin asked for the cause of the additional
11% decrease.

Mr. Didion indicated a possibility for the additional decrease may be that first-time
students (freshmen) are not offered priority registration; therefore, are not able to
enroll in the classes desired.

Mr. McLoughlin does not see a reflection of "less students taking more classes" in
this report as indicated previously by staff.

Mr. Didion stated that SAC Table 1.1a covers a one-year period and Table 1.1 covers
a five-year period; therefore, the differences in Table 1.1a would not be as evident as
in Table 1.1.

Mr. Hanna asked if staff were surprised that the same change wasn't evident on
SCC's report (as SAC's report). Ms. Pham indicated they reviewed both colleges.
SAC had 1,997 new first-time students with a minimum of 6 units and 525 students
without social security numbers. SCC had 1,455 first-time students with a minimum
of 6 units and 93 students without social security numbers.

Mr. Labrado asked if other areas in the reports would increase once corrections are
made to the reports. Ms. Pham indicated Fall 2009 and Fall 2010 may have a slight
change and it is hopeful the state chancellor's office will work with district staff to
correct past figures.

Mr. Labrado asked what is being done to ensure future reports will be reported
correctly. Ms. Pham stated that staff will learn from their mistakes and not repeat
them.

Discussion ensued regarding the state assigning identification numbers to students
throughout the state.

Mr. Conley left the meeting at this time.

RECESS TO CLOSED SESSION

The board convened into closed session at 6:22 p.m. to consider the following items:

1. Public Employment (pursuant to Government Code Section 54957[b][1])
    a. Part-time Faculty
    b. Classified Staff
    c. Student Workers
    d. Professional Experts
    e. Academic Director

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Board of Trustees   January 17, 2012

2. Conference with Legal Counsel: Existing Litigation (pursuant to Government Code Section 54956.9[a])

> *Chidester/Hicks v. Rancho Santiago Community College District et al, Orange County Superior Court Case No. 30-2010-00407356*

3. Conference with Legal Counsel: Anticipated/Potential Litigation (pursuant to Government Code Section 54956.9[b]-[c]) (2 cases)

4. Conference with Labor Negotiator (pursuant to Government Code Section 54957.6)

  Agency Negotiator: Mr. John Didion, Executive Vice Chancellor of Human Resources & Educational Services

  Employee Organizations: Faculty Association of Rancho Santiago Community College District
            California School Employees Association, Chapter 579
            California School Employees Association, Chapter 888
            Continuing Education Faculty Association
            Non-represented Employees

5. Public Employee Performance Evaluation (pursuant to Government Code Section 54957)

  a. Chancellor

6. Public Employee Discipline/Dismissal/Release (pursuant to Government Code Section 54957[b][1])

RECONVENE

The board reconvened at 6:55 p.m.

Closed Session Report

Ms. Barrios reported during closed session the board discussed public employment, public employee discipline, pending and anticipated litigation, and conferred with its labor negotiator. In addition, the board voted unanimously (Dr. Chapel and Mr. Conley absent) to suspend Ms. Sandra Shinn, Child Development Master Teacher, for two days.

Public Comment

There were no public comments.

3.0 HUMAN RESOURCES

3.1 Management/Academic Personnel

It was moved by Mr. McLoughlin, seconded by Mr. Hanson, and carried unanimously to approve the following action on the management/academic personnel docket:

- Approve Permanent 2011-2012 Cabinet Salary Schedule Reflecting 1.053% Adjustment, Effective July 1, 2011

3.1   Management/Academic Personnel – (cont.)

- Approve Permanent 2011-2012 Management Salary Schedule Reflecting 1.053% Adjustment, Effective July 1, 2011
- Approve 2011-2012 Academic Management/Cabinet Step Increases, Effective July 1, 2011
- Approve 2011-2012 Classified Management Step Increases, Effective July 1, 2011
- Approve Adjusted Salary per Employment Agreements
- Approve Appointments
- Approve Extensions of Emergency Employment of Retired STRS Members
- Approve Changes of Assignments
- Approve Interim Assignments
- Approve Adjusted End Date for Leaves of Absence
- Approve Leaves of Absence
- Approve Additional Contract Extension Days for 2011-2012
- Approve Contract Extension Days for 2011-2012
- Approve Adjusted Effective Dates/Locations for Leaves of Absence
- Approve Adjusted Salary for Changes of Classification
- Approve Stipends
- Approve Part-time Hourly Hires/Rehires
- Approve Non-paid Intern Services

3.2   Classified Personnel

It was moved by Mr. McLoughlin, seconded by Mr. Hanson, and carried unanimously to approve the following action on the classified personnel docket:

- Approve Permanent 2011-2012 CSEA Salary Schedule Reflecting 1.053% Adjustment, Effective July 1, 2011
- Approve 2011-2012 CSEA Step & Longevity Increments
- Approve New Appointments
- Approve Changes in Positions
- Approve Hourly On Going to Contract Assignments
- Approve Out of Class Assignments
- Approve Leaves of Absence
- Ratify Resignations/Retirements
- Approve 2011-2012 CSEA Longevity Increments
- Approve New Appointments
- Approve Out of Class Assignments
- Approve Temporary Assignments
- Approve Additional Hours for On Going Assignments
- Approve Substitute Assignments
- Approve Miscellaneous Positions
- Approve Instructional Associates/Associate Assistants

3.2   Classified Personnel – (cont.)

- Approve Community Service Presenters and Stipends
- Approve Student Assistant Lists

3.3   Presentation of Rancho Santiago Community College District Initial Bargaining Proposal to Continuing Education Faculty Association (CEFA)

It was moved by Mr. McLoughlin, seconded by Mr. Hanson, and carried unanimously to receive and file the district's initial bargaining proposal to CEFA and schedule a public hearing for February 6, 2012.

3.4   Approval of Public Disclosure of Collective Bargaining Agreement between Rancho Santiago Community College District and California School Employees Association (CSEA), Chapter 579

It was moved by Mr. McLoughlin, seconded by Mr. Hanson, and carried unanimously to approve the agreement with CSEA, Chapter 579, for the period of July 1, 2011, through June 30, 2013.

3.5   Ratification of December 2011 Holiday Closure for Management Employees

It was moved by Mr. McLoughlin, seconded by Mr. Hanson, and carried unanimously to ratify December 19, 20, 21, 22, and 23, 2011, as paid holidays for management employees.

3.6   Authorization for Board Travel/Conferences

It was moved by Mr. McLoughlin and seconded by Mr. Hanson, and carried unanimously to approve the submitted conference and travel by board members.

4.0   INSTRUCTION

Item 4.1 was approved as part of Item 1.6 (Consent Calendar).

5.0   BUSINESS OPERATIONS/FISCAL SERVICES

Items 5.1, 5.2, 5.4, 5.5, 5.8 through 5.19, 5.21, and 5.22 were approved as part of Item 1.6 (Consent Calendar).

5.3   Approval of Nonresident Fees for 2012-2013

It was moved by Mr. Labrado and seconded by Mr. Hanson to establish the nonresident tuition fee at $179 per unit, the capital outlay fee at $24 per unit, and the application fee at $25 for 2012-2013 as presented. Discussion ensued. The motion carried unanimously.

5.6   Approval of Awarding Bid #1179 – College Avenue Street Alignment, Cul-De-Sac, Parking Lot Expansion, New Soccer Field and Football Facilities at Santa Ana College

It was moved by Mr. McLoughlin and seconded by Mr. Hanson to award Bid #1179 for the College Avenue street alignment, cul-de-sac, parking lot expansion, new soccer field and football facilities at SAC to Land Forms Construction as presented. Discussion ensued. The motion carried unanimously.

5.20 Approval of Orange County Sanitation District Agreement regarding the Imposition and Payment of Capital Facilities Capacity Charges

It was moved by Mr. Hanna and seconded by Mr. Labrado to approve the agreement regarding the imposition and payment of capital facilities capacity charges with the Orange County Sanitation District as presented. Discussion ensued. The motion carried unanimously.

Dr. Rodríguez reminded the board that Item No. 5.7 was not on the Consent Calendar; therefore, needed to be heard by the board.

5.7   Approval of Addendum to Environmental Impact Report (EIR) for Santa Ana College

It was moved by Mr. Labrado and seconded by Mr. Hanson to approve the addendum to the SAC Environmental Impact Report as presented. Discussion ensued. The motion carried unanimously.

6.0   GENERAL

Item 6.1 was approved as part of Item 1.6 (Consent Calendar).

6.2   Adoption of Revised Board Policies

It was moved by Mr. Hanna, seconded by Mr. McLoughlin, and carried unanimously to postpone action on the adoption of revisions to the following policies due to Dr. Chapel's absence:

BP9003 (revised) – Membership
BP9004 (revised) – Trustee Areas

6.3   Reports from Board Committees

Mr. Labrado provided a report on the January 17, 2012, Board Facilities Committee meeting.

Since Mr. Conley had left the board meeting earlier, he was not present to provide a report on the January 11, 2012, Board Legislative Committee meeting.

6.4   Board Member Comments

Mr. Hanson reported that in discussions with students held last semester, the majority of students are not expected to be affected by tuition fee increases since most Rancho students receive assistance through the Board of Governors Fee Waiver program.

Mr. Yarbrough asked that last year's RSCCD goals be forwarded to the board for review prior to the February 6th Board Planning Session.

Mr. Yarbrough reported that he attended the recent groundbreaking ceremony for the Orange County Peace Officers' Memorial and plans to attend the upcoming Academic Senate meetings for both colleges.

Mr. Yarbrough congratulated Mr. Hanna on his recent appointment by Governor Jerry Brown as General Counsel for the Department of Corporations.

Mr. Hanna asked that other community colleges be contacted regarding policies on trustees' voting procedures in relation to the student trustee's advisory vote. After this information is received, Mr. Hanna asks that a Board Policy Committee meeting be scheduled to discuss the matter and that Mr. Hanson be included in the planning of the committee meeting.

7.0   ADJOURNMENT

The next meeting of the Board of Trustees will be a Board Planning Session on February 6, 2012; the next regular meeting of the Board of Trustees will be on February 27, 2012.

There being no further business, Mr. Yarbrough declared this meeting adjourned at 7:14 p.m. in memory of the recent passing of Dr. Chapel's father, Ms. Barrios' mother-in-law, and Mr. Hanna's mother.

Respectfully submitted,

_____
Raúl Rodríguez, Ph.D.
Chancellor

Approved: _____
                    Clerk of the Board

Minutes approved: February 6, 2012

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
EDUCATIONAL SERVICES

To: Board of Trustees	Date: February 6, 2012
Re: Adoption of Revised Board Policies	
Action: Request for Approval	

BACKGROUND

The Board Policy Committee met on August 15, 2011 and approved revisions to the policies listed below. These policies were presented for first reading at the August 22, 2011 board meeting and are now presented for second reading and adoption.

ANALYSIS

The policies are:

BP 9003 (revised) – Membership

BP 9004 (revised) – Trustee Areas

RECOMMENDATION

It is recommended that the Board adopt the revisions to these policies.

Fiscal Impact: None	Board Date: February 6, 2012
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Raúl Rodríguez, Ph.D., Chancellor	

Membership - BP9003

Revised: January 17, 2012

The Board of Trustees of the Rancho Santiago Community College District shall consist of seven members who shall each serve four-year terms. Trustees will reside in certain specified trustee areas, but be elected at large by the voters. Three trustees shall represent Area 1, one trustee Area 2, and three trustees Area 3 (see Board Policy 9004 for a description of trustee area boundaries).

It is the intent of the Board that beginning with the November 2012 election, each trustee will reside in one of seven specified trustee areas, and be elected by the voters residing in that area.

The Board of Trustees may change the methodology utilized for electing Board members in any manner consistent with law.

Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board.

An employee of the district may not be sworn into office as an elected or appointed member of the governing board unless he or she resigns as an employee.

No member of the governing board shall, during the term for which he or she is elected, hold an incompatible office.

Reference:

Education Code Sections 5000 et seq., 72023, 72103, 72104

Trustee Areas - BP9004

Revised: January 17, 2012

TRUSTEE AREA ONE - THREE BOARD MEMBERS

Essentially this area includes the largest and western portion of Santa Ana, extending westerly to Euclid Street in Fountain Valley, and generally bounded by Westminster Avenue/17th Street to the north, Halladay to the east, and Sunflower Avenue on the South.

TRUSTEE AREA TWO - ONE BOARD MEMBER

Essentially this area includes the eastern portion of Santa Ana, and takes in small northerly sections of Irvine, Costa Mesa and Newport Beach in the John Wayne Airport area, extending past Jamboree Road to the southeast and south to the San Joaquin (73) Freeway, and is generally bounded to the north by LaVeta Avenue in Orange, Halladay Street and Rousselle Street to the west (north of Warner Avenue), south Bristol Street to the west (south of Warner Avenue), and Lyon Street to the east.

TRUSTEE AREA THREE - THREE BOARD MEMBERS

Essentially this area includes the northern portion of the Rancho Santiago Community College District, Orange, Villa Park, and Anaheim Hills, extending southerly to LaVeta Avenue in Orange and Westminster Avenue in Garden Grove, and westerly to Euclid Street. The eastern area extends along Santiago Canyon Road southerly to the Modjeska Canyon area, easterly to the county line, and to the Santa Ana River which forms the northern district boundary. (Click here to view map)

It is the intent of the Board that the current configuration of three trustee areas will be replaced by a seven trustee area configuration prior to the November 2012 election.

Rancho Santiago Community College District (RSCCD) Community Evaluation of 2011-2012 District Goals

January 2012

As the RSCCD Board of Trustees starts its annual process of reviewing its vision and goals, they recognized the importance of seeking opinions of the 2011-2012 goals from the community, including members of the District Bond Oversight Committee; local Chambers of Commerce and trade unions; community organizations; college and district foundations; federal, state, county and local elected officials who represent parts of the district; city and school district managers and superintendents, and student leaders.

Input from these individuals will be presented to the Board at it's annual planning retreat (February 6, 2012) to use in conjunction with various planning documents to maximize coordination with the planning process of the district administration and colleges, to assess areas where the district goals have been met or exceeded and those areas where improvement is needed. The survey instrument was disseminated online, with the option of hard-copy paper survey for those who were uncomfortable with the online process. One hundred thirty-four individuals were invited to participate. Eighteen people (13% of 134) completed the survey and those data are included in this report.

Summary of Findings

➢ Goal #4 and Goal #2 received 94% or higher <u>satisfaction</u> ratings, while Goal #7 received the lowest ratings with 70% satisfaction rating for the progress made in "expanding partnerships in the community with business, labor, K-12 and universities."

➢ Goal #2 (promoting a learning community environment) and Goal #7 (expanding partnerships) were highest in <u>importance</u> of the eight goals, and Goal #3 (update and implement master plan) and Goal #6 (positive working environment) were rated least important.

➢ Three comments were offered as issues participants would like the district to address:
  - *"Now more than ever it is important to tell community leaders about all the great things that are going on at the District. Connecting with the community is critical."*
  - *"The issue of the importance of funding education in California as a top priority."*
  - *"Partnerships with SAUSD including shared facilities."*

Detail of Findings

	Very Satisfied				Very Dissatisfied
Goal 1: *"Promote a learning community environment that is innovative, student-centered, and celebrates student achievement."*	**53%**	**29%**	**18%**	**0%**	**0%**
Goal 2: *"Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors."*	**44%**	**50%**	**6%**	**0%**	**0%**
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."*	**35%**	**47%**	**18%**	**0%**	**0%**
Goal 4: *"Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology."*	**24%**	**71%**	**6%**	**0%**	**0%**
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."*	**35%**	**35%**	**18%**	**12%**	**0%**
Goal 6: *"Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology."*	**29%**	**59%**	**12%**	**0%**	**0%**
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."*	**18%**	**59%**	**24%**	**0%**	**0%**
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."*	**38%**	**44%**	**19%**	**0%**	**0%**

Community's rating of the goals, with 1 being "most important" and 8 being "least important":

average ranking
of importance

3.5	Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors. **(Goal 2)**
3.6	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. **(Goal 7)**
4.1	Promote a learning community environment that is innovative, student-centered, and celebrates student achievement. **(Goal 1)**
4.1	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. **(Goal 5)**
4.4	Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology. **(Goal 4)**
4.5	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 **(Goal 8)**
5.6	Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology. **(Goal 6)**
6.1	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. **(Goal 3)**

Rancho Santiago Community College District (RSCCD)
Staff Evaluation of 2011-12 District Goals

January 2012

Background

The Board recognizes that it can better perform its policy-making and broad oversight roles if it annually reviews the District's goals in addition to its own internal board operation and performance goals. A survey instrument was disseminated in January 2012 to solicit input from members of the community, district employees and student leaders. The survey instrument was disseminated online, with the option of hard-copy paper survey for those who were uncomfortable with the online process. The responses offered by RSCCD employees (n= 265) are included in this report.

This data will be presented to the Board at its annual planning retreat (February 6, 2012) to use in conjunction with various planning documents to maximize coordination with the planning process of the District administration and colleges to assess areas where the district goals have been met or exceeded and those areas where improvement is needed.

Summary of Findings

- ➤ The average rating of overall satisfaction with the Board's commitment to the community is "satisfied" (2.07); about three-quarters (74%) of respondents reported that they are "satisfied" or "very satisfied).
- ➤ Respondents overwhelmingly reported that Goals 1 and 2 are the most important (ratings of 2.43 and 2.02, respectively); Goal #s 4 and 6 were ranked next (around 4th in importance), with the others receiving similar rankings around 5th in priority.
- ➤ Many respondents commented "cutting-edge technology" (Goal # 4) is vital, but do not feel that the technology we now have available in the classrooms is being utilized fully, that the curriculum's support of "old technology" should make way for new, and adequate funding is not budgeted to support this vital new technology.
- ➤ Many respondents reported concerns with low morale across all employee groups and RSCCD sites. The reinstatement/expansion of staff development activities for all employee groups is a priority, as well.
- ➤ There is concern about the absence of reference to the Continuing Education program (its contributions to the communities we serve and the importance of matriculating CE students into the credit programs) across several goals.

Participants were given opportunities to make comments for each of the goals. Comments were transcribed verbatim.

Detail of Findings

Level of overall satisfaction with the Board's commitment to the community:

# of responses	mean rating	very satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	very dissatisfied (5)	no response
238	2.07	25%	49%	20%	5%	1%	12%

Comments:

- Here are A FEW examples why I disagree: 1) Some Counselors discourage students from taking vocational classes or classes that don't transfer directly; even though we accept Federal funds for "School to Career" programs like Tech Prep. 2) The Administration does not actively encourage support of Industry Partnerships. Computer Science has been unwilling to adopt numerous programs which offer free software and training. As Dean I advocated this and got no Executive support. I don't know where this fits in our Strategic Plan, but I think it should be there given our charter from the State and our own District Vision. 3) Instead of district programs which perform economic scans automatically sending results to vocational divisions, and encouraging Deans to follow-up, the information is only available on request. Thus, if faculty and management aren't informed or aren't searching, nothing happens. 4)SAC is willing to dumb down the curriculum by eliminating the Computer Skills and Knowledge requirement, with no written justification, and with total disregard for the work done to support the need for the program, and to improve it. The analytical approach was completely political & one-sided.   5) We have many brilliant people who do wonderful things on both a small- and large-scale. But there is still too much politics and discrimination. The district discriminates against African-American males who aspire to leadership. I have served effectively for 20 years: 10 in management and 10 as a full-time faculty member. I have an MBA, a doctorate in Education, and outstanding evaluation and references; and yet as an African-American male I was humiliated by Executive Management completely ignoring my capabilities and contributions and treating me like a stranger. This would never happen to a White or Hispanic person in this district; the Board knows that.
- Ongoing funding support is essential for our returning veterans. Currently there is no district funding for a staff member to provide a responsive and leadership role in enhancing these students' experiences transitioning to college, guidance in their educational endeavors, and success in terms of our stated and desirable student outcomes. Fundraising dollars are being spent to hire part-time counselors to do educational plans when counseling should already be readily available to these students on our campus. A shortage of staffing and staff whom are spread out too thin impacts morale and our students suffer. There has been tremendous attention paid to our Veterans' Resource Centers and our fundraising efforts are a great start. However....without district funding our strategies are simply makeshift, temporary, and do not provide and promote the level of committed access, equity and excellence we are striving to achieve AND are capable of achieving. Your consideration is greatly appreciated.
- I feel the college is taking the right steps to prepare students for careers and make them lifelong learners. We have dedicated staff that provides students with necessary resources to allow for their current and future success.
- "Planning comprehensive educational opportunities throughout our communities" this might be a bit too long, plus not sure if PLANNING is something you would like to include in a mission statement.
- I think it's too nebulous and touchy feely. We are a community college. Our goal should be excellence in education for the community. Our students should not only be "prepared for success," they should succeed. They should have an easy transition to any four-year college to which they transfer. They should be capable in any job. Everything should be geared to the students' education, which will benefit the communities we serve (and where these students reside).
- Although I am "very satisfied" with the statement, my comment is that superlatives like "exceptionally sensitive" are normally not included in vision or mission statements because the degree cannot be assessed. I would recommend deletion of the word "exceptionally." "Sensitive" and "responsive" are excellent qualities without the superlative.
- Please reinstate prerequisites for English and Reading. We have many students who find it very hard to read and comprehend textbooks because they read at a grammar school level. It then becomes difficult to engage them and they receive low scores as a result. This affects how they view themselves which translates often times into a poor self-image. Reading is a SKILL and can be taught. We would not put a basic math student in a calculus class so let's not make our students read college level texts when they are not ready to do so.
- Very satisfied: There always room for improvement, but, overall, RSCCD is doing a fantastic job.
- Is there any way for the District Vision to specifically include Continuing Education? Instead of "cost-effective" we could have "free" and "cost-effective" programs, for example.
- Distill the mission statement. Too verbose.

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

# of responses	mean rating	very satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	very dissatisfied (5)	no response
215	1.78	39%	48%	9%	3%	1%	21%

Comments:

- Very good work in terms of Reading, Math and Science Programs and Centers. However, the Centers should expand across Divisions, and inadequate work has been done in terms of Verbal Communication, and encouraging city- and county-wide academic maturity.
- A staffing shortage providing essential services dramatically impacts our students' achievement across the board. Students with disabilities, first-generation college students, veterans....all of these students are greatly impacted by limited staffing and the strain which classified and exempt staff feel as a result of juggling so extensively without adequate resources.
- Add: "passionate about their students"
- Goal #1 doesn't mention "quality"
- Restricted download and installation on staff computers is restricting and thwarting innovation.
- I like this statement but we have not innovated in this way to my knowledge yet.
- It will be difficult to achieve this goal. Often we may label a service, program, or activity as innovative when, in fact, it is simply good. Innovation includes originality, adoption, and implementation of new ideas.
- SCE is very top-down and not student-centered. Interaction among students across levels is almost non-existent except for the highly underfunded and undermanned Student Development Program at CEC. Beginning ESL students never have the opportunity to interact with higher level students as happens normatively at any regular high school. Students need to interact with those in levels above them in order to be pulled upward. That's why colleges and high schools spend millions on extracurricular activities. Within SCE, 90% + of Beginning ESL students can't say they know or have met an intermediate ESL student.

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

# of responses	mean rating	very satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	very dissatisfied (5)	no response
215	1.91	34%	48%	14%	3%	1%	21%

Comments:

- Inadequate Leadership commitment, counseling support and faculty knowledge in the area of "School-To-Career".
- The first part of this statement seems awkward. I suggest "Promote access and retention for completion of programs. "
- he word "retention" might be a bit extreme knowing that several students do not complete program, recommend to "provide retention methods" or something similar.
- Our transfer students need to be challenged more, I know of only one class that requires students to write more than a five-page paper.
- Satisfied, but noting that there is a tendency at the board level to over-emphasis the High School Diploma program at the expense of the other non-credit offerings which feed much of the students into that program (i.e.: Adult Basic Education, English as a Second Language).
- Not enough class offerings. Classes listed in catalogs are either not offered or filled up.   This has been my experience with accounting classes. Develop more online courses.
- If SCE had the direction and energy, we could double and triple the number of students transferring from SCE to college credit. Years ago at a huge meeting, one faculty recommended that we could increase transfer to Cal State and UC by 8%. Isaac Guzman stood up and said that within three years we should increase it by 300%!! Son of a gun, he did it! Now how about SCE? At present, only about 20% of all Beginning ESL 1, 2, 3 students make it to the Intermediate ESL 2 level. That's an 80% non-completion rate. Remember, the whole program is top-down. If we could retain/matriculate more Beg ESL students to the Intermediate levels, many more would transfer into HSS, ABE, and eventually SAC.

- Giving continuing students priority registration dates excludes the majority of the community from getting vocational education and getting valuable--and sometimes necessary--training to further their careers. Also, the limited number of classes hinders the success of our community. For instance, the EMT program only offers one or two classes a semester. Those classes fill up in just a couple of days. There need to be more sections so that more of our community can access this training, and so that non-SAC students can have a chance at attending the few sections that we offer.

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."

# of responses	mean rating	very satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	very dissatisfied (5)	no response
210	2.11	29%	42%	18%	9%	1%	23%

Comments:

- Great work on facilities, but there does not appear to be much attention paid to green efforts.
- Suggestion: "Update and implement facilities master plans that enhance the educational environment . . . "
- The words "cost-effective" makes it seem that only money-driven programs can incorporate green efforts; how about promoting awareness and inform public of ways they can help enhance green practices on campus? THIS IS VITAL...I recommend replacing "cost-effective" with STRIVE, WILL, INITIATE, etc.
- This self-serving statement should not be a goal of the District. It's more like an internal mission statement for employees.
- In the master plan, I hope you will include plans to improve access for the disabled, specifically the ambulatory disabled. As of now, access to elevators is limited in most buildings, inconveniently located at one end of the building, often with disabled parking on the opposite end, which means that the disabled person has to walk from one end of the building to the other to get to the elevator and often has to again walk back to the other end of the building to get to their classroom. It would be far better to have the elevators centrally located within the building if not at each end. The restrooms are also a challenge as the toilet seats are often loose and move when one sits, the paper towel dispensers are too far from the sinks which lead to a dangerous, wet, slippery walk to the paper towels. Finally, the access to automatic doors is virtually non-existent. The "push to open" buttons are hard to find and are often right next to the door. Persons with canes, walkers, crutches, and wheelchairs have a difficult time pushing the button then getting through the door. I sincerely hope that you will consider these issues when developing any facilities update master plans. I also hope you will consider them when planning new buildings.
- Placing a comma prior to "when cost-effective" refers to all three elements. Without the comma, it is related only to "green efforts." This is just for your information. If you are referring only to green efforts, leave it as is. However, I think you are probably including the use of facilities as well.
- We need a Tutoring Center staffed with Master Tutors for English.
- I don't know ... but I have volunteered to be on the committee that will look into this.
- We should stop building new facilities until we bring the existing buildings up to par and make sure we have funding to maintain the new sites. Modern technology is expensive to maintain. There needs to be a funded equipment replacement/upkeep plan.
- We need to do a much better job in the area.
- Community use of facilities is less important than providing maximum support for instructional use of facilities. Can this goal be reviewed, perhaps reworded, to include the community but not make that use comparable or equal to instructional use?

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

# of responses	mean rating	very satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	very dissatisfied (5)	no response
210	2.11	30%	38%	20%	12%	1%	23%

<u>**Comments:**</u>

- Regarding SAC'S Technology Retreat: is very disappointing to see our college moving backward rather than forward in the area of technology. Over ten years ago when I was Dean of Business our college achieved the following (among many other) technology- related accomplishments: 1) Implemented a "computer skills and knowledge" requirement for most degrees, 2) Developed a 4-unit Information Systems course for Bus Admin majors to articulate to CSUs, 3) Explored business partnerships to enhance curriculum, instruction, internship opportunities, 4) Developed a strong Business Division Tech Support staff which collaborated with, and later joined District Technical Support to implement enhanced systems for curriculum and instruction.   Following are current disappointments and frustration relative to the above: 1) The SAC Curriculum Council has voted to eliminate the "computer skills and knowledge" requirement, without providing any clearly documented rationale for this decision. This was done despite the fact that numerous Educational Leaders and Technology Leaders have provided significant rationale and documentation supporting the justification for keeping, enhancing, and expanding the requirement.   2) Our Bus 150 Info. Systems course is scheduled to decrease from 4 to 3units, primarily to agree with the university structure. We've already successfully articulated the class. Students still need 4 hours of instruction, especially as critical areas of curriculum continue to expand. 3) **Microsoft, Cisco, and other successful technology oligopolies are willing to give us free resources to teach classes which lead to certifications and jobs**. Only the Accounting Dept is pursuing these programs. 4) We have outstanding technical support from an administrative standpoint, but need additional support in terms of proactive and innovation work to help faculty implement and expand programs. I submitted info to the Curriculum Council and Business Division earlier this year. Almost everyone who works at this college knows that the greatest impact on our jobs over the years has been, and will continue be, Technology. We are in a constant effort to make cost-effective choices, plan effectively, learn new applications, share, collaborate, convert, catch-up, and keep up. Why would we assume that our students will have less technology challenges; in whatever discipline they choose? Their ability, to point, click and Google may be satisfactory for squeaking by in college. However, it will not be satisfactory in a globally competitive; technologically driven world of work. Assuming that faculty outside of Computer Science/CIS can bridge this gap is a myth. Our college's strategic emphasis is currently on developing basic skills. That is very appropriate. However, it's not a zero sum game. Expanded use of technology is an effective method of basic skills delivery. Thus expanded technology literacy is one of our important assets in reaching the strategic target (Please see Gate's Foundation examples). I suggest that you look more closely for alignment between our strategic initiatives and our curriculum decisions. Prepare to answer questions from community re why SCC is maintaining or expanding tech. programs while SAC cuts back.
- Please reconsider the term "cutting-edge technology". This sounds expensive and is not necessarily the best use of district resources.
- STRIVE for ....cutting edge technology,.....some things are not current with technology, plus some of the labs are in a state which can be enhanced, would recommend changing this to reflect an honest outlook on facilities..
- How about "Give ALL students the best education possible with the public funds available."
- How is cutting edge technology happening when the innovators can't download and install the latest programs and technologies easily?
- Whenever I have taken a PC application class here at SAC, it seems there needs to be more assists in the classroom as they are meant students who cannot keep pace with the instruction.
- Satisfied, maybe a little too satisfied, with tuition costs; so much lower than compatible commercial alternatives. The cutting edge technology is there, but some instructors don't use it or don't fully use it because they don't know how.
- Has not happened. I don't see this being a focus of RSCCD. I wish it were.
- There should be more support (financial and other) for the robotics program at SCC. They have more than proven that it is a recognizable industry that can make a great impact in our community.
- Is the Board providing the budget allocation that permits the use of the cutting edge technology?
- A concern is with the budget cuts how the District will be able to fund cutting edge technology. It's a good goal, but a more realistic goal might be "current technology" or "today's technology."

- Distant education approximates 6% of offerings. It should be in the 40% range for our working students, single moms, and others that cannot attend campus classes. If we are going to promote, let's translate talk into action.

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."

# of responses	mean rating	very satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	very dissatisfied (5)	no response
215	2.06	30%	42%	21%	7%	0%	21%

Comments:

- That's nice but it is too convoluted and disjointed. It has relatively little to do with education and more to do with personal ambition and self-promotion. It is also a poor way to manage a governmental agency. This is how we end up with so many layoffs and zero accountability.
- Very Dissatisfied, Why doesn't the SAC Foundation offer something more (or different) than the "Pageant of the Trees?" How many Christmas trees can our local merchants and supporters buy??
- Dissatisfied, Private institutions seem to be able to get a lot more money that we manage. They do this be shamelessly promoting their supporters with building names and memorial gardens and the District has virtually nothing like this sort of patronage system in place.
- This should be pursued more aggressively.
- SCE does the above primarily through programs such as EL Civics and CASAS. Unfortunately, both of them seem to dominate the entire program taking weeks of instruction away from the core curriculum. Students reach the Intermediate ESL 2 level and can't write a simple sentence. Here is a typical sentence written by an ESL student after two years of ESL: "The lady has a black hair. is prety."
- While I agree with this statement, I do not hear many conversations during Board Meetings, Academic Senate, Facilities etc. conversations about "fiscal sustainability." Could this be explained why this specific statement is included here?
- Develop a substitute for the Chancellor's Ball that only contributed 50 cents on every dollar for scholarships. Mail and calling campaigns might be more beneficial for the students.

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

# of responses	mean rating	very satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	very dissatisfied (5)	No response
204	2.04	37%	36%	16%	7%	3%	25%

Comments:

- The recent necessary layoffs and not replacing staff due to retirements/resignations has placed a strain on those of us still working. To maintain a positive, productive working environment repeated acknowledgment and recognition would be effective.
- This district discriminates against African-American males who aspire to leadership, especially in the area of instructional leadership. Look at the history and the numbers. When a White or Hispanic leader is in line for a promotion, they get placed as an interim, and we recruit internally, so they get the permanent job. When a Black man is in line, we deviate from that practice and recruit externally.
- When the official goal of a college district is to "maintain" workers' moral, one discovers just how out of touch the district really is.
- Often part-time staff is excluded from these opportunities. It would be nice if they were available to all.
- Again, a small grammatical point: A comma after "diversity" separates that element from "enhancing staff development..." Without it, you are coordinating the two elements. Does diversity and technology coordinate?
- And how much money is being spent on staff development?
- Dissatisfied, recent changes and events across the District have employees feeling less positive about how the District views them. Multiple areas are demonstrating a new distrust of employees manifested in locked floors of the District office and demands for Doctor's notes on the first day of sick time. Its little things that independently make sense, but collectively make people feel like they aren't trusted. There hasn't been staff development funding for that in a long time. I'm sure there is a desire to provide it, but it isn't happening.
- Can we "enhance" a program "staff development" that, I think, does not formally exist? Maybe "encourage", "create", "build". Just a thought.
- Since budget issues began, the staff development events we used to have stopped. I miss them. They were great opportunities to meet other employees of our district at all our many sites - in addition to enhancing our professional growth. This is a shame.
- Again, we are not providing innovation and technology training.
- There is a lot of improvement that needs to take place in this area
- When facing such taxing times it is even more vital to recognize the importance of the staff. The past few years it has felt as though the faculty is more important than staff. I don't disagree that faculty are important; the disconnect is that they are treated as superior. Faculty, Staff, AND Students are equally important to the success of Santa Ana College and Santiago Canyon College.
- Using tricky math and loopholes to keep certain employees from getting benefits is a shameful and evil practice. Also, keeping part-timers from applying to full-time jobs is unfair and definitely not "positive."
- Employee morale could be better at DO.

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."

# of responses	mean rating	very satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	very dissatisfied (5)	no response
216	2.10	27%	44%	22%	7%	1%	20%

Comments:

- Outstanding in terms of programs like Kindercaminata, Middle College High School, Freshman Experience, et.al. Liberal arts programs. Inadequate in terms of school-to-career and ladder programs between credit and non-credit.
- What does "ensure robust economic development programs" refer to? Suggestion: "participate in robust economic development programs in the community."
- Again, the goal tries to cover all of the bases. The first sentence was moderately plausible. If the District could have just one goal, perhaps the second statement would reflect the demands of the community which we serve. What is a robust economic development program?? That doesn't sound good.

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."

# of responses	mean rating	very satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	very dissatisfied (5)	no response
217	2.00	30%	46%	19%	5%	0%	20%

Comments:

- The educational needs of our community include classes that fall in the continuing education category. I would like to know that these are seriously considered as a priority.
- My only concern is that if this is a ranked list, that this Goal isn't higher on it. Specifically, I'm referring to the urgent need for curriculum offerings to stay current with the needs of the communities served (but not really addressed in any other goal above), which is an ongoing problem here at Rancho and at other community colleges: educational programs live on long after they are relevant or needed. Examples: glass blowing in Fine Arts, obsolete programming languages still taught in Business Division (and curriculum offerings lacking for Truly Current/State of the Art programming languages and web design/ scripting languages).
- The statement seems a bit awkward to me.
- Excellent. My only question is: How are we going to "access the educational needs of the communities we serve?" What exactly does that statement mean? Shouldn't we "inquire about," or "research," or even "address" those needs rather than "access" them?

		Ranking of Board Goals by Staff
Average Ranking (1=most important; 8=least important)	**Goal**	**2011-12 District Goal**
2.43	1	Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.
2.92	2	Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.
4.19	4	Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.
4.41	6	Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.
5.17	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.
5.36	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.
5.52	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.
5.85	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.

Additional Issues that Staff Respondents Would Like the Board to Address

- Reevaluate the management workforce and custodial workforce on a proportional ratio of one to 20. Take steps to ask staff and Faculty for comments, suggestions, or input on cost effectiveness when changes are made regardless of the level of importance. Last but not least, place a high priority on not wasting money on something that is trivial in nature and not a high priority, (Staff and faculty should have a voice in college decisions that are not relevant to student needs).
- That I like, or that I would like the Board to address??? Yes--reverse the board policy demanding shared curriculum. I can promise that no students will be harmed in the reversal of this policy, and faculty at both colleges will be happy and relieved. Having shared curriculum has caused animosity between the colleges and has wasted valuable (and limited) faculty time.
- There is no reason to rank these objectives, they are all "ones" and are in no way mutually exclusive, especially given the talent we have at RSCCD. Also these are all part of the state defined "mission" we get funded for, and the federal and state laws we are required to abide by. All the board needs to do is use "all" of its talent equitably, without favoritism and discrimination, and embrace their true commitment to ab1725. This district agreed to "consult collegially on academic and professional matters"; not management "hands off' or "academic senate in charge". Colleges are not sovereign, districts control the budget. However, colleges are accredited, not district. This is how the balance is meant to work toward effective collegial strategic planning and effective operational decision making. Finally, the board should stop looking for the "right fit" and stop their leaders form doing this, and direct those leaders to look for the most qualified, and the hardest workers. Thus stop the discrimination against African-American males, and those who speak their mind, but support it with data, and who work hard to teach, counsel and motivate students, not bigots and bullies.
- Permanent funding for a full-time staff member (master's level) for educational programming, access, retention efforts, community building, and counseling. By doing so, student and staff morale will dramatically increase, the community will embrace and appreciate the support for our veterans at RSCCD, and a greater awareness of what we are striving to do will cultivate donor relations. It's a "win-win".
- The role and accessibility of learning centers at the colleges.

- We need to expand our online programs and get an OFFICIAL, PROFESSIONAL, TRAINED, INSTRUCTIONAL DESIGNER who can help us create innovative and effective ways of addressing the changing learning styles of our clients.
- the Board itself needs diversity especially in the area of gender

- Keep the RSCCD focus on the colleges and endeavor to empower the faculty to teach and serve students! Students will seek our services if the courses are available for then when they need it. False ambitions which detract from student education and reduce course availability will spread us thinly. Don't dilute the mission to the detriment of the where our core function exists, the successful education of students!
- We need to do more on "going green." Have every member read the book "EAARTH" by Bill McKibben. Let's also send a message about seeking excellence and sustaining high standards that actually prepare students for university.
- Keep goals simple. Keep all of the District's goals education/learning based. Do not address labor, master plan, or "green" concerns as District goals; these are the single most self-serving goals that a district could have and they are at the expense of the community which the district serves.
- Santa Ana College used to be a family and have a "proud to work at Santa Ana College" attitude, but now the environment is toxic. People and especially classified staff are looking to retire or find another job than work here. With that kind of environment, how can we promote a positive learning attitude to the students? The classified staff is overworked with less pay than ever before with no recognition to our contributions to getting the students into the classroom for the instructor(s) to impart their pearls of wisdom. The classified staff continues to lose positions and those left behind are expected to pick up the slack and then basically told we are not worthy of a raise. The "lip service" of how much you value is also insulting, we are intelligent people and do not appreciate being patronized.
- Provide Professional Development to Management. Require more than just the workshop on legal issues of supervision. SAC has so many examples of poor communication between departments or divisions that the classified staff is left with little information to give students. Datatel issues our left unresolved for months even when issues our brought to the higher level.
- Consider new budget allocation model. The BAPR model, almost 20 years old, does not work in this current fiscal environment.

- In an effort to meet the cutting-edge technology and cost-effective educational program delivery via technology, it's important to recognize that we have an aging workforce with few ties to industry. If we're going to promote partnerships with industry, responsiveness and innovation, we need to incentivize our aging workforce with retirement packages. 1. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology. 2. 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.
- Goals are great. Will there be any follow-up on the achievement and progress toward said goals?

- I think the BOT does an admirable job keeping this District solvent while maintaining high educational standards and providing a great work environment for the employees. Thank you for a job well-done!
- So many classes have been cut, especially in the Fine Arts Department, which, in the past, make full enrollment and would sustain themselves through student enrollment. These classes often involve adjunct faculty who bring creative skills for their students. I hope that some of these classes will be returned to our class schedule once the economy improves. Community college used to offer fun, creative classes that nurtured self-expression along with our academic programs.
- As a classified employee, I'd like to thank the board for working with our union and approving the raise and step and column increases for this year. The majority of classified staff, if not all, has had to take on additional duties formerly performed by those affected by the layoffs, and after 3 years it is a welcome relief to finally be compensated.
- The issue of the importance of continuing education and ways to support the efforts of continuing education administration, faculty, staff. In addition, supporting continuing education at the state level.
- Comment: All the goals are important. There is a fine line between numbers 5-8, and placing them in an order does not indicate that they should not all be addressed vigorously.
- Adjunct faculty is a very cost effective way of keeping costs down. Recommend increased use of same.

- We are in a position to put this country back to work and it can be accomplished through the Certification Education Training such as Pharmacy tech, Occupational Therapy, Nursing, Fire Tech, Welding etc. These programs should not have a 2 or 3 year waiting list. Students will not wait that long to get into a program, they will buy into the Television Advertising for private colleges and not take advantage of their tax dollars paying for community college programs. We must provide more of these classes so our wait list is reduced to less than a 1 year wait
- These are some ideas I'd like to share with the Board, first and foremost to offer the best service we can to our students as well as the appreciation of Classified staff: •Adhere to personal academic and intellectual integrity. •Embrace the diversity of cultural backgrounds, personal characteristics, and life situations represented in our community. •Value an environment for the free expression of ideas, opinions, thoughts, and differences in people. Staff development seminars are important for classified employees to continue to grow professionally to better serve our students and it begins with system wide administrative and leadership support.
- The elephant in the living room is: Where do we get the resources that are needed to achieve all of our goals? Where is our mega-million dollar donor? Otherwise, as we do more and more with less, we eventually become less effective at doing it well.
- I'd like the Board to look closely at compliance issues. IE things where there are well defined best practices or laws and the District currently ignores them or is grossly ignorant of them. Examples include: [parking enforcement / ticketing without signage], [parking students in fire lanes, red zones, anywhere they fit, paying their tickets if caught], [missing security on confidential student records (electronic and physical)], [reporting breaches in personally identifiable information disclosure], [room capacity per fire code], [ADA compliance in classrooms]. I'd like to see the District follow all the laws, even when it cost more money or limits the services we provide to do so. I'd like to see a board policy to address some of the aforementioned items. Particularly to insure employee and student data doesn't disappear the way we read about in so many other organizations.
- Some answers here are "neutral" but they should really be "unaware". I would like more information flow from the Board.
- The top-heavy structure of management -- too many "directors," "managers," and "assistant directors" who don't direct/manage/supervise anyone, especially in the Business Development side of things.
- Communication needs to be improved.

- Shouldn't the college have updated board policies?

- We need a better way to conduct flex training for innovation and technology. Increased awareness of grants available to help us with innovative instructional methods and incentives (does not have to be financial) for participation.

- Establishment of a formal internship program for students to work in our community businesses in their career choices in order to either "try out" and embrace or cross off their list of potential careers. Service Learning is a great resource but limited to non-profits.
- Don't lower standards in seeking student success. If you build it, find the money to maintain it.

- Define economic development; be more clear and transparent regarding this office, the costs associated with overhead and the measure of success. Eliminate the Mexico Trade office, this program does not serve the students and in lean times has become a burden. Reduce the number of administrators, there are too many and as services are cut so should the very highly paid VPs.
- A direct vision statement related to the non-credit program for the English language learners in our community.

- The Board might want to encourage certain faculty within SCE to retire, and then hire new and innovative educators who are experts on persistence (retention) and matriculation (moving students from lower levels to higher levels.) We could tie all this in with the Empowerment zone - The more of those in our community who eventually take college credit classes, the better the community as a whole will prosper and develop.
- All of the above goals seem to be equally important. We cannot focus on "learning community environment" without "implementation of the facilities master plan" or "maintaining a positive working environment." What is the purpose of this ranking? The Board should help us resolve the issue of the uncertainty over the housing for Centennial Education Center.
- A good way to keep people from being laid off would be to ask the MANY 6-figure earning employees in the district to take a pay cut. The income inequality at RSCCD is STAGGERING.
- Great job!

- Yes, the goals cover very important issues.

- The Board needs to create a better balance between meeting the needs of the colleges and its students and fiscal responsibility. The District's ultra conservative fiscal management is crippling the colleges. There has been an erosion of trust in regards to the budget. Continuing large ending balances resulting from continual cuts and layoffs has eroded trust. It is critical that the Board insist on a more balanced approach to addressing resource allocation. The colleges have been on a starvation diet while the ending balance grows.
- How much community service should be provided over cap (state apportionment funding) in terms of FTES. Or what is the acceptable level of unfunded FTES for community service?
- Continue to support faculty and promote the college.

12 Measures of Success

SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE

RSCCD Research Department
February 2012

Table of Contents

Readers' Summary

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

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

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

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

- **Course retention** rate held steady. (p.4)

- The number of certificates awarded at both colleges continues to increase, primarily due to the recent addition (2009-10) of IGETC and CSU General Education certificates. (p. 7)

- Both colleges show increases in **transfers** to both CSU and private/out-of-state universities over the prior year. (p. 9)

- **Student satisfaction** survey results show that students are generally pleased with their experiences at SAC and SCC. (p. 10)

- Students were asked to self-rate core competencies/student learning outcomes identified by faculty in a variety of general education areas. SCC graduates attribute success in these areas to a greater degree than do current students; SAC student groups rated their skills attainment in these areas comparably. (p. 11)

- The number of students who matriculate to credit coursework from our **continuing education programs** has decreased. (p. 12)

- **Students enrolled in vocational** coursework at RSCCD colleges out-perform vocational students statewide in the areas of gaining and retaining employment. (p. 13)

- Overall, RSCCD employees are increasingly **diverse in ethnicity** and representative of the service area. (p. 15)

- **Ending balance** has nearly doubled since last year. (p.16)

- **Grant income** to the district has increased steadily in the past four years. (p. 17)

- **Financial aid** to students has increased steadily in the last four years. (p. 18)

#1 ACCESS TO STUDENTS: Enrollment and Community Population

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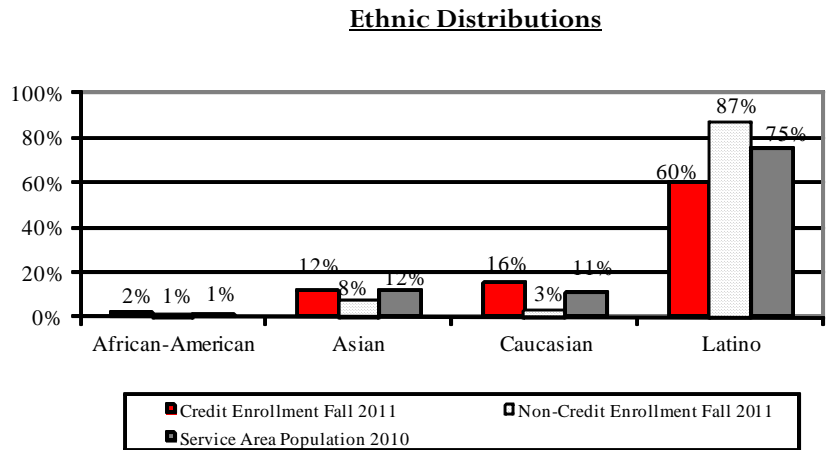
RSCCD

- The RSCCD service area population is approximately 768,000 (U.S. Census 2010)

- 24,900 students were enrolled in credit coursework at RSCCD in Fall 2011

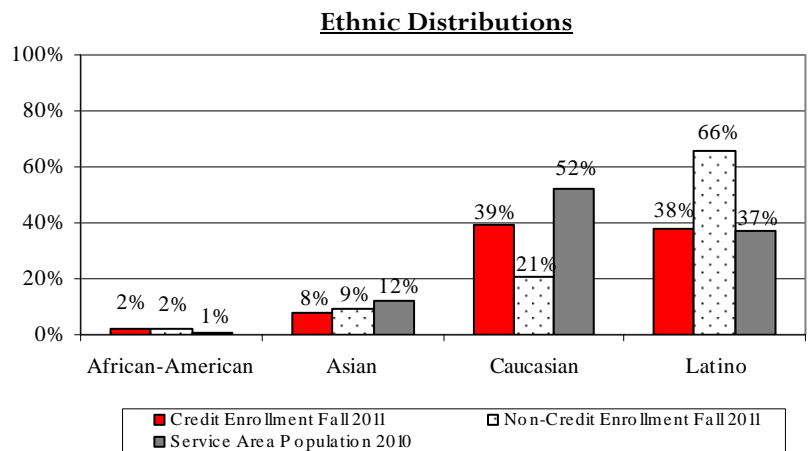- 17,136 students were enrolled in non-credit coursework at RSCCD in Fall 2011

Ethnic Distributions

	African-American	Asian	Caucasian	Latino
Credit Enrollment Fall 2011	2%	11%	24%	53%
Non-Credit Enrollment Fall 2011	1%	5%	4%	44%
Service Area Population 2010	1%	12%	21%	60%
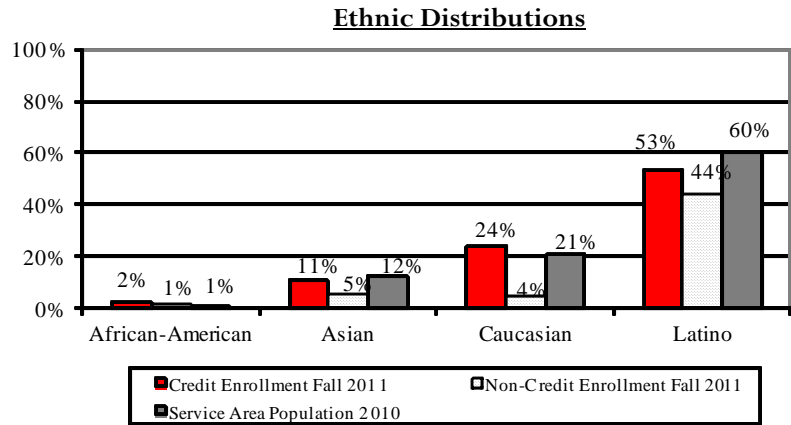
SAC

- The SAC service area population is approximately 515,000 (U.S. Census 2010)

- 17,681 students were enrolled in credit coursework at SAC in Fall 2011

- 11,565 students were enrolled in non-credit coursework at SAC in Fall 2011

Ethnic Distributions

	African-American	Asian	Caucasian	Latino
Credit Enrollment Fall 2011	2%	12%	16%	60%
Non-Credit Enrollment Fall 2011	1%	8%	3%	87%
Service Area Population 2010	1%	12%	11%	75%

SCC

- The SCC service area population is approximately 253,000 (U.S. Census 2010)

- 9,251 students were enrolled in credit coursework at SCC in Fall 2011

- 5,571 students were enrolled in non-credit coursework at SCC in Fall 2011

Ethnic Distributions

	African-American	Asian	Caucasian	Latino
Credit Enrollment Fall 2011	2%	8%	39%	38%
Non-Credit Enrollment Fall 2011	2%	9%	21%	66%
Service Area Population 2010	1%	12%	52%	37%

#1 ACCESS TO STUDENTS: Percentage of Feeder High School Graduates Enrolled as New Freshmen

% of New HS Graduates Enrolled at RSCCD
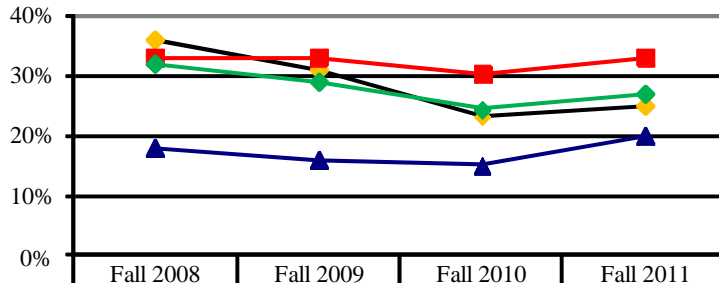
	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Santa Ana	36%	31%	23%	25%
Orange	33%	33%	30%	33%
Garden Grove	18%	16%	15%	20%
Total	32%	29%	24%	27%

% of New HS Graduates Enrolled at SAC
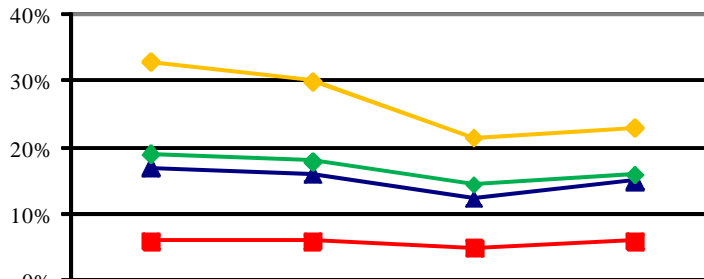
	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Santa Ana	33%	30%	21%	23%
Orange	6%	6%	5%	6%
Garden Grove	17%	16%	12%	15%
Total	19%	18%	14%	16%

% of HS New Graduates Enrolled at SCC
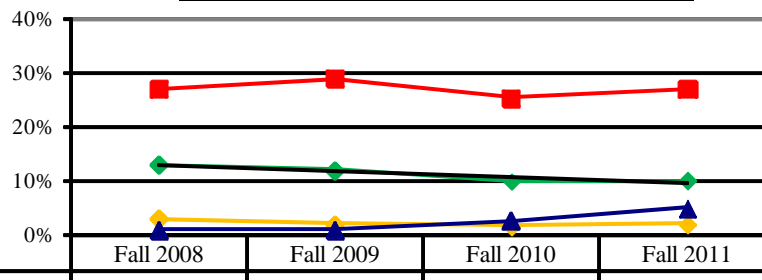
	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Santa Ana	3%	2%	2%	2%
Orange	27%	29%	25%	27%
Garden Grove	1%	1%	3%	5%
Total	13%	12%	10%	10%

2.2 (5)

#2 SUCCESSFUL COURSE COMPLETION

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

Successful Course Completion Rates at RSCCD by Ethnicity
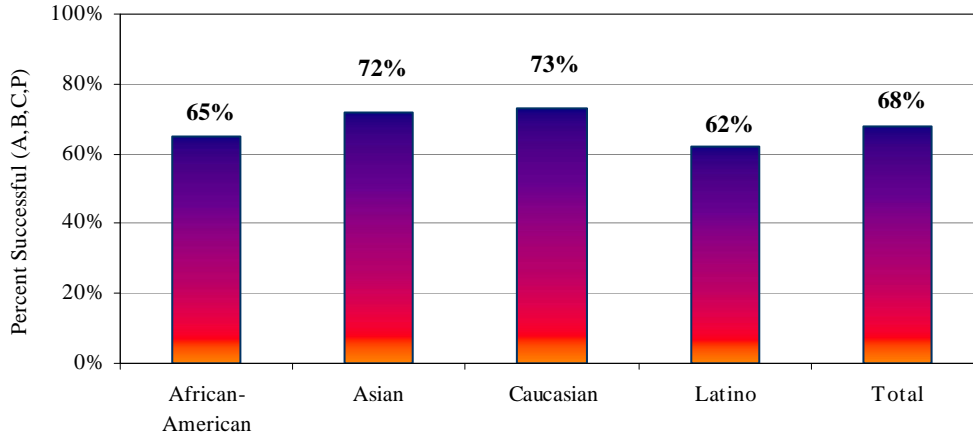
Successful Course Completion Rates at SAC by Ethnicity
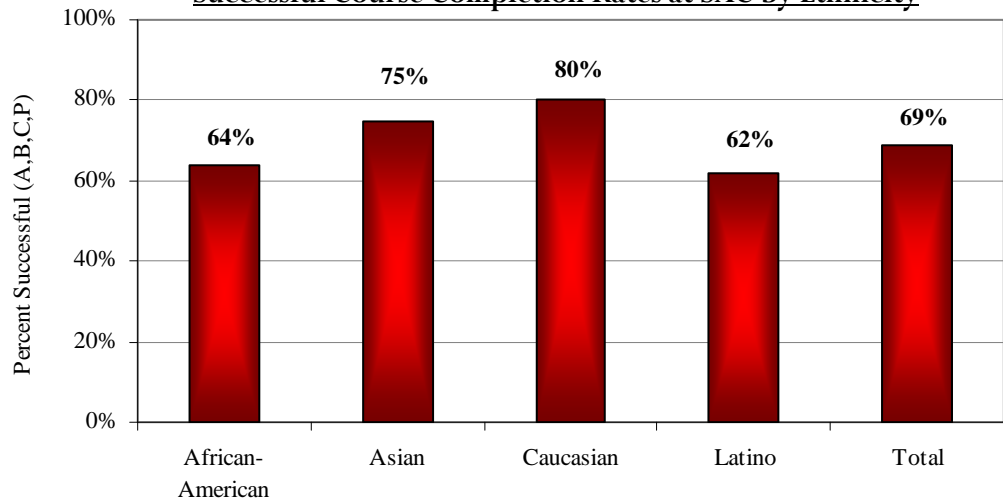
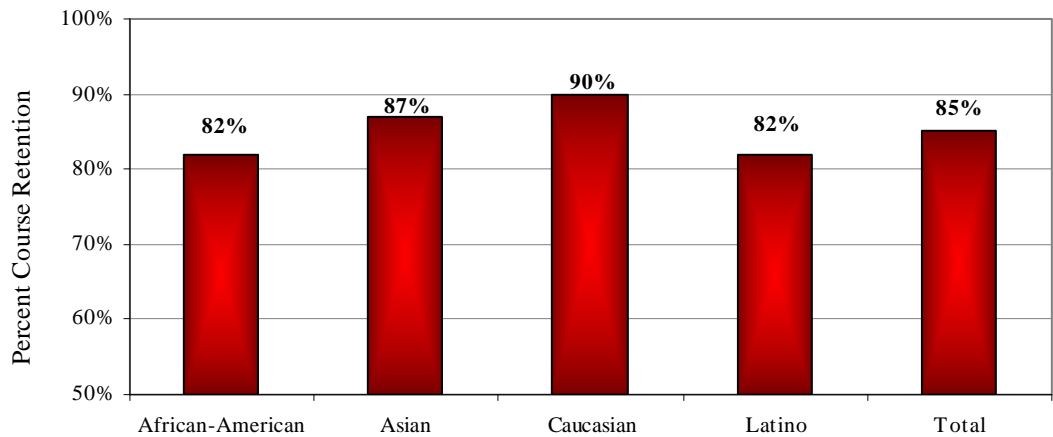
Successful Course Completion Rates at SCC by Ethnicity

2.2 (6)
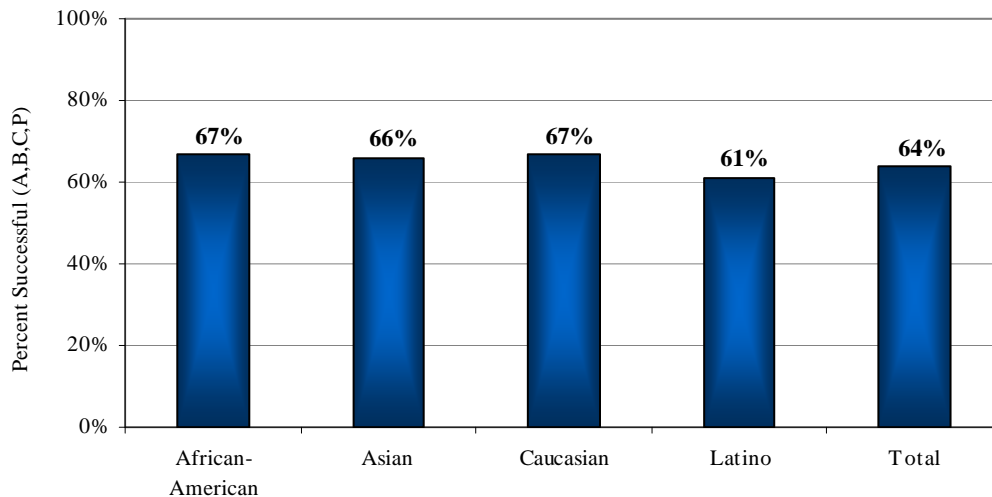
#3 COURSE RETENTION

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

Course Retention Rates at RSCCD by Ethnicity
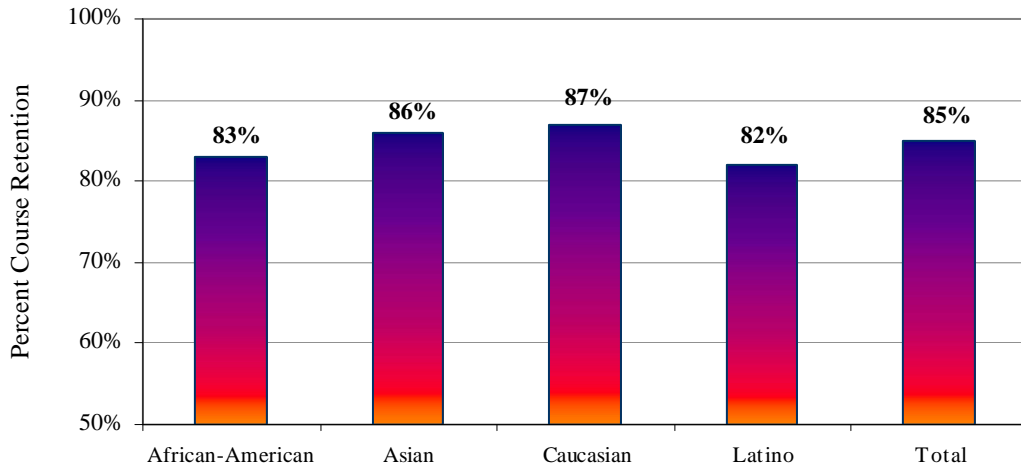
Course Retention Rates at SAC by Ethnicity

Course Retention Rates at SCC by Ethnicity

2.2 (7)
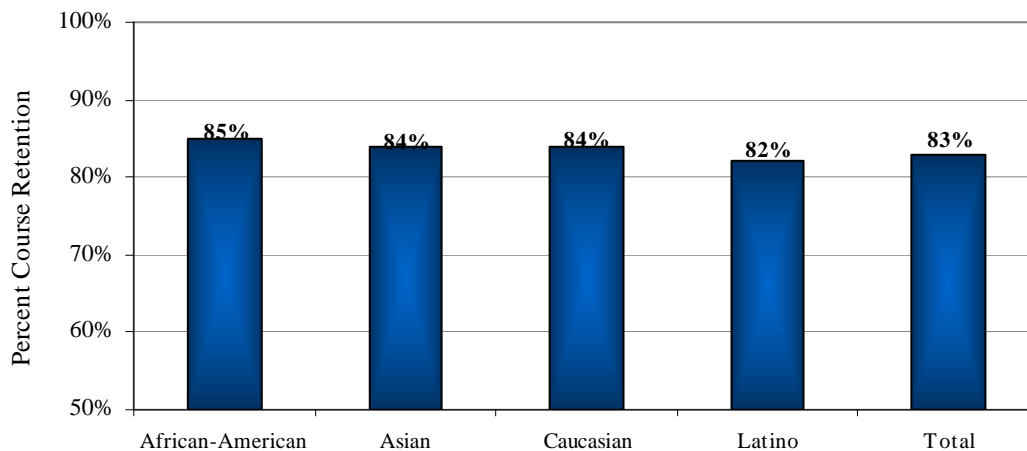
#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY REMEDIAL MATH STUDENTS

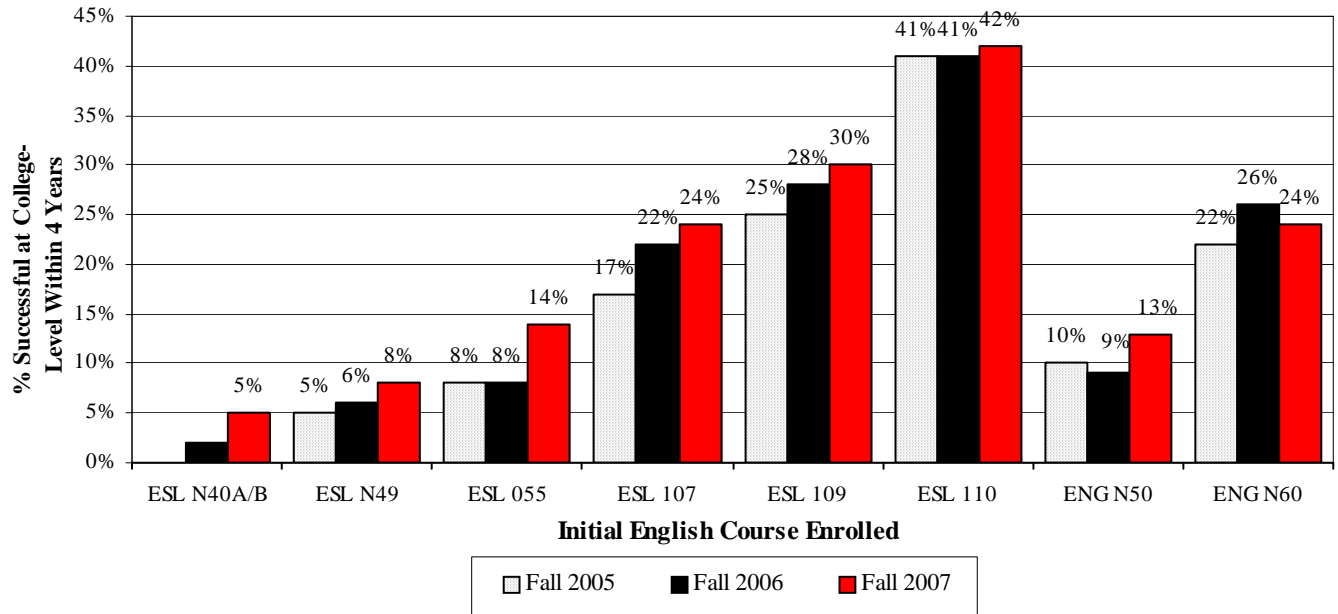**Successful Completion of College-Level Coursework Within Four Years at SAC**
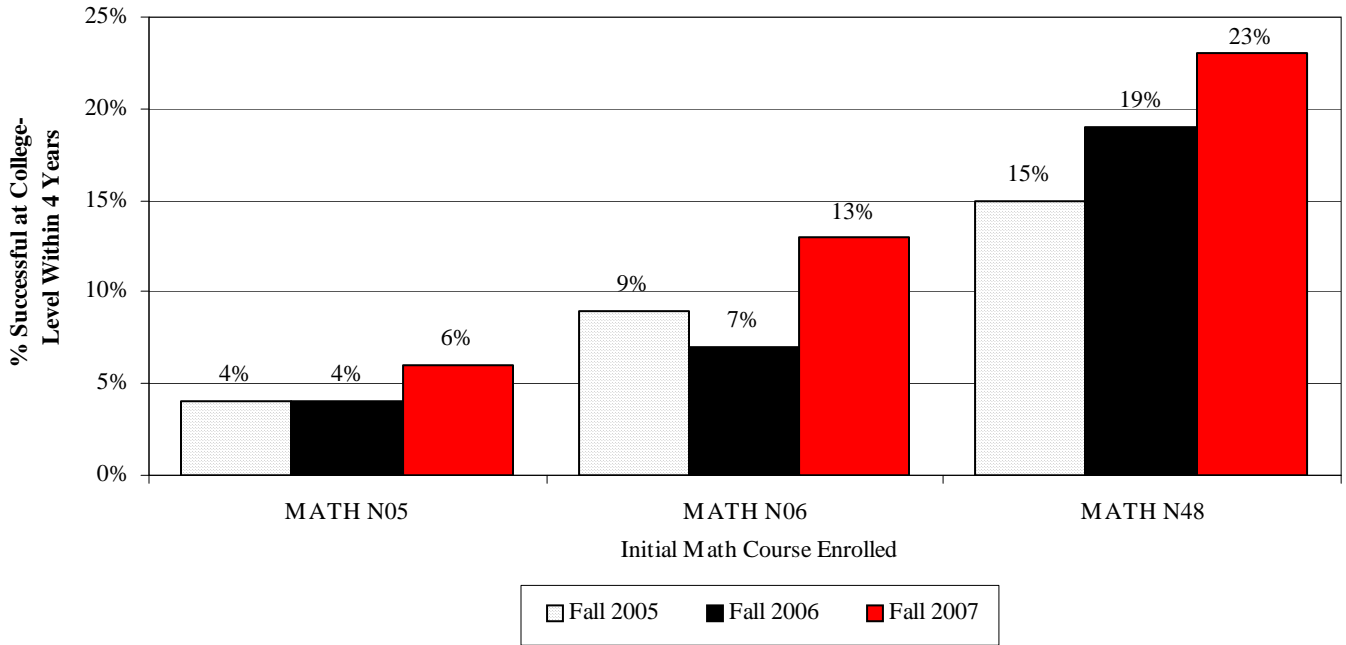
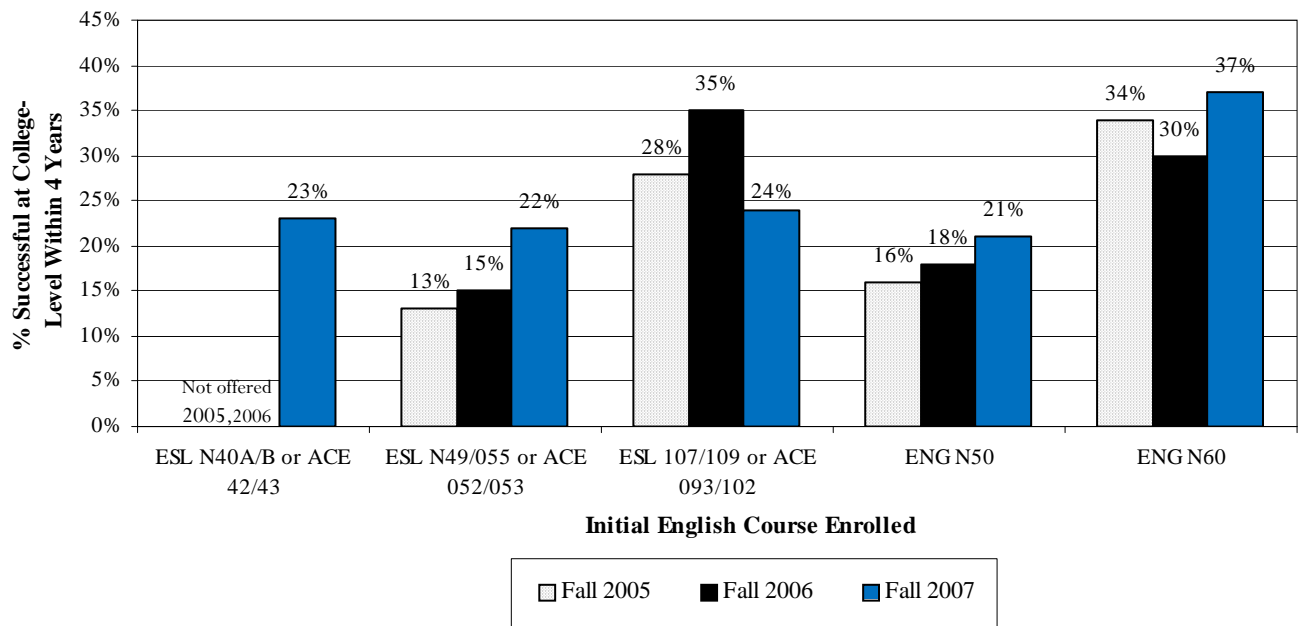**Successful Completion of College-Level Coursework Within Four Years at SCC**
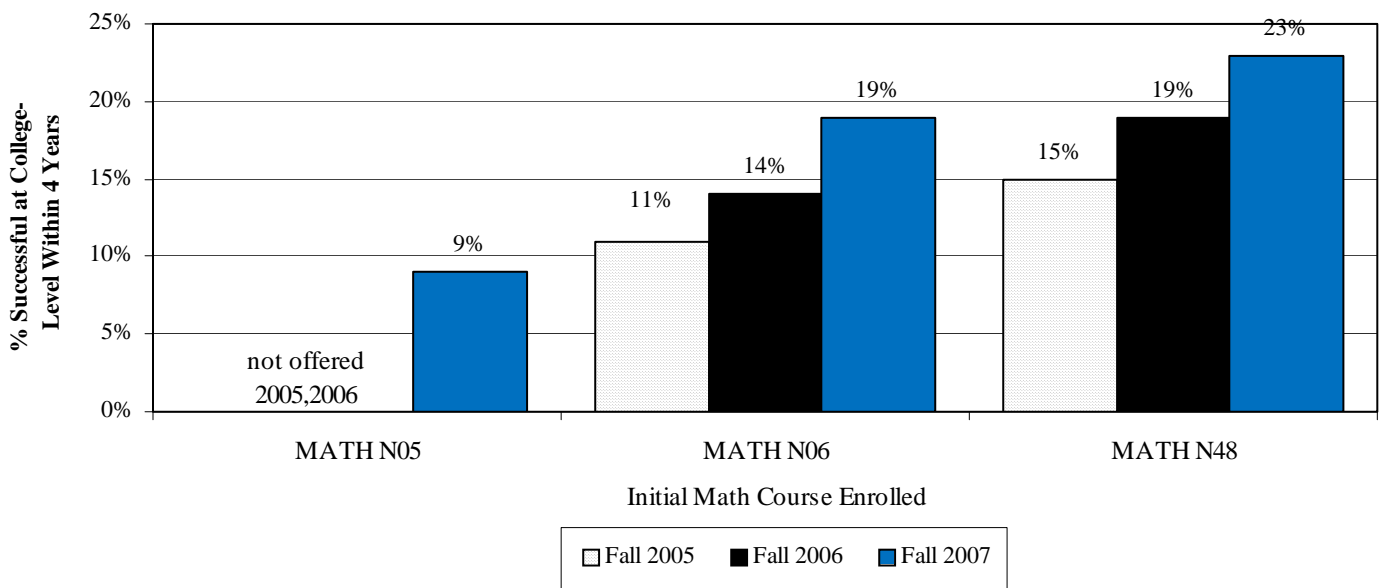
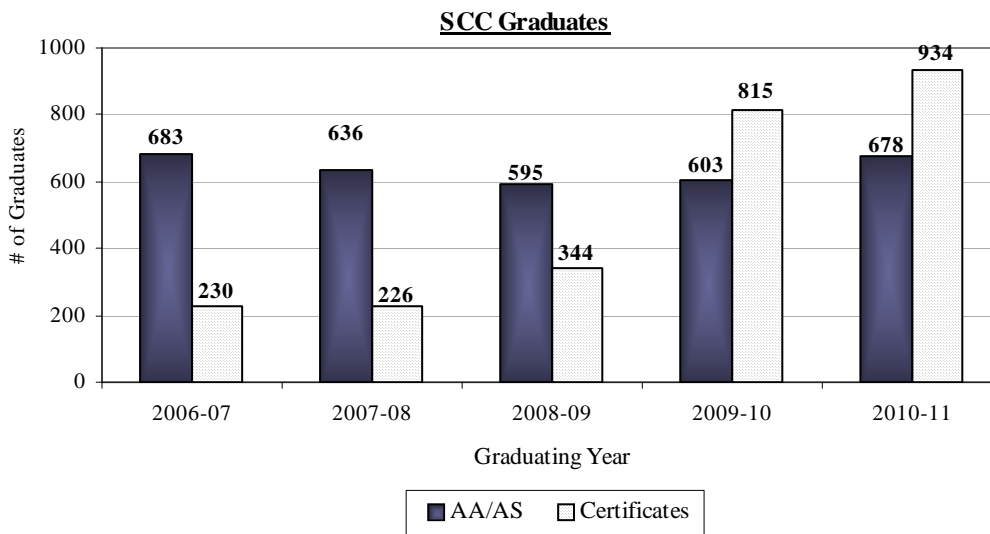## #4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY REMEDIAL ENGLISH
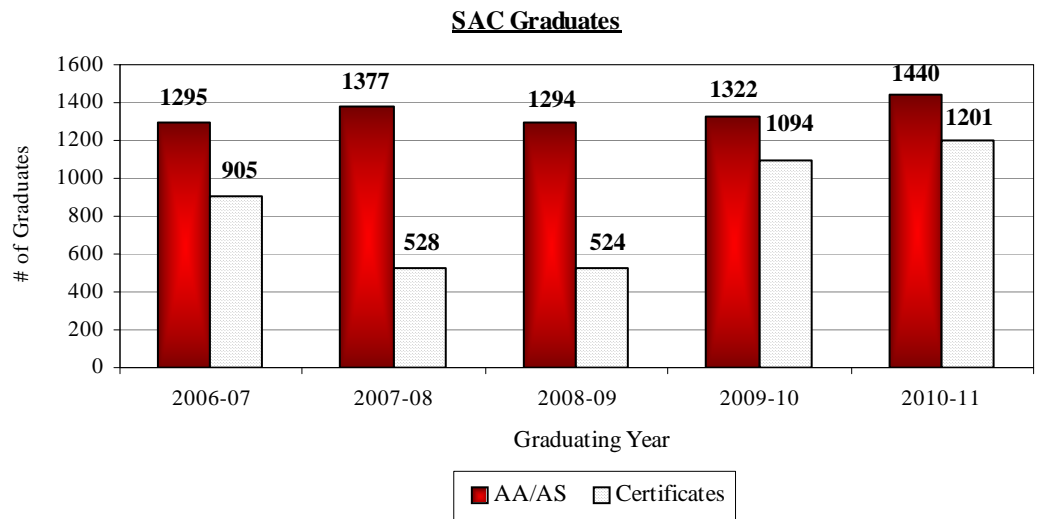
Successful Completion of College-Level Coursework Within Four Years at SAC
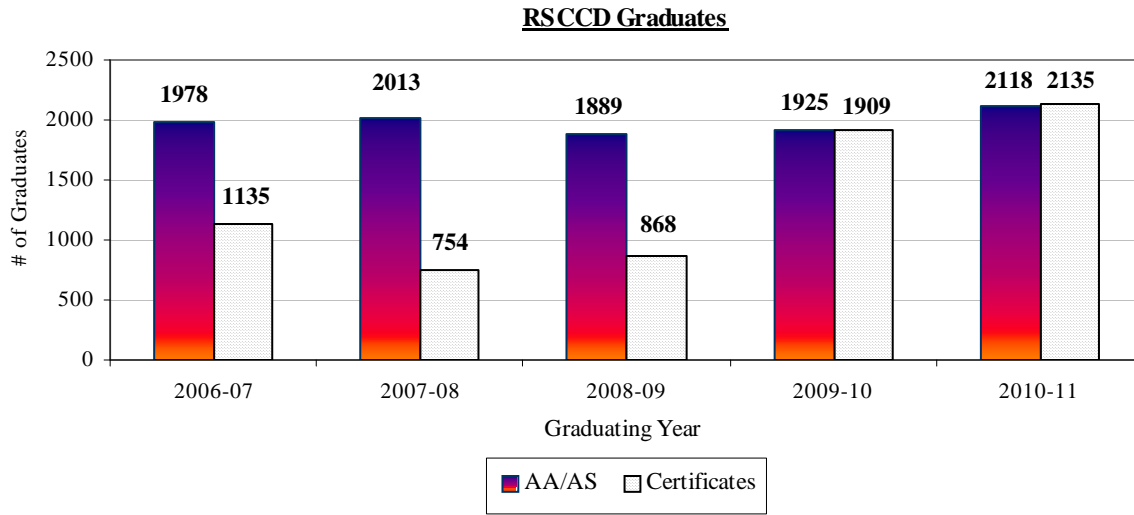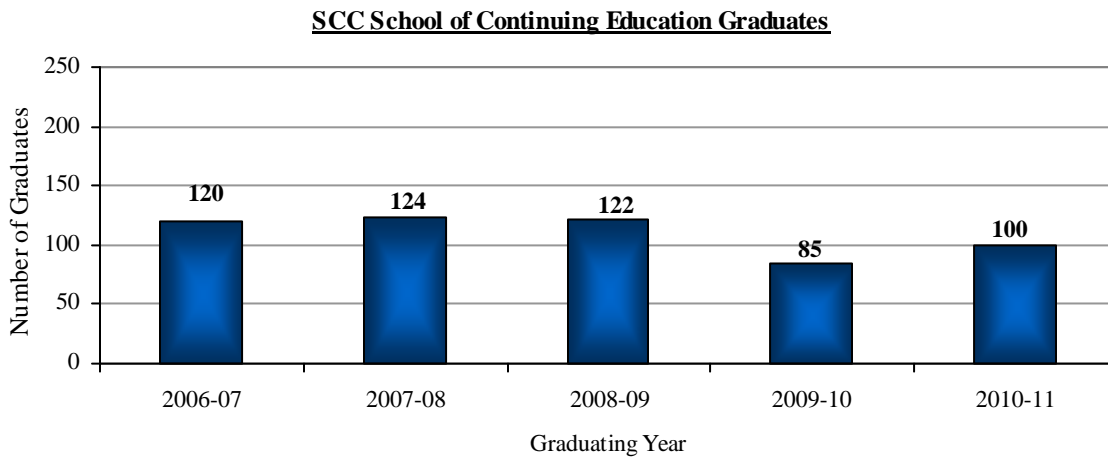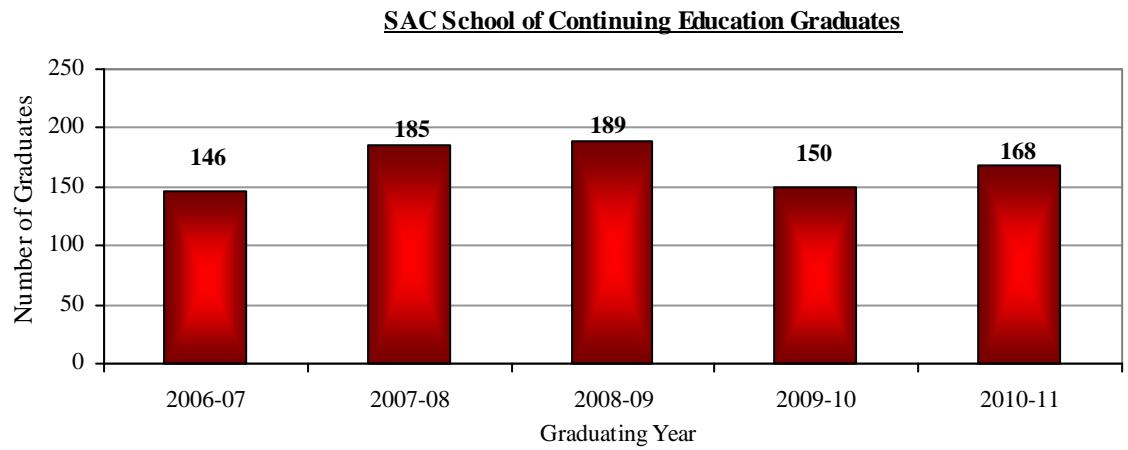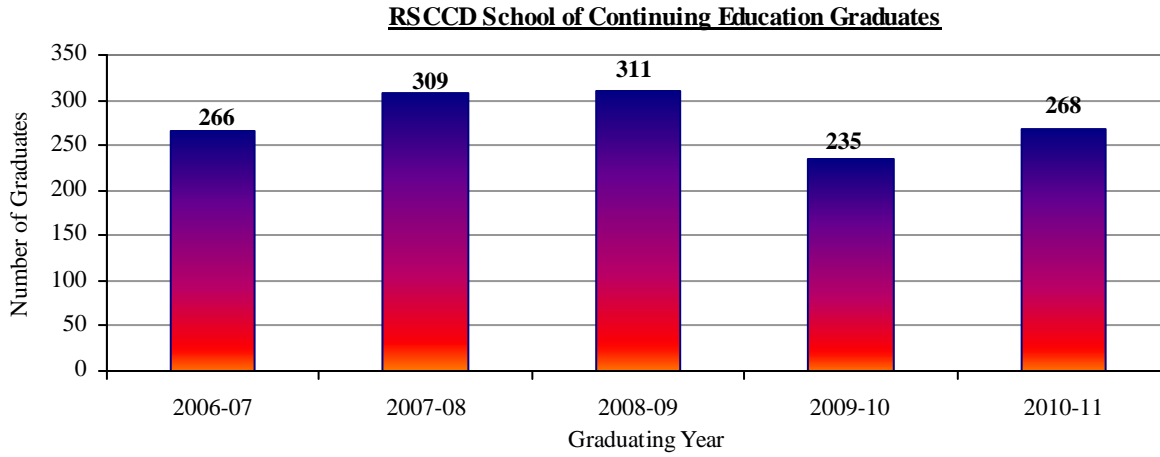

Successful Completion of College-Level Coursework Within Four Years at SCC

#5 GRADUATES: Total number of AA/AS degrees and certificates awarded

RSCCD Graduates

SAC Graduates

SCC Graduates

2.2 (10)

#5 GRADUATES: Total number of high school diplomas awarded

RSCCD School of Continuing Education Graduates

Graduating Year	Number of Graduates
2006-07	266
2007-08	309
2008-09	311
2009-10	235
2010-11	268

SAC School of Continuing Education Graduates

Graduating Year	Number of Graduates
2006-07	146
2007-08	185
2008-09	189
2009-10	150
2010-11	168

SCC School of Continuing Education Graduates

Graduating Year	Number of Graduates
2006-07	120
2007-08	124
2008-09	122
2009-10	85
2010-11	100

2.2 (11)

#6 TRANSFERS TO FOUR-YEAR INSTITUTIONS

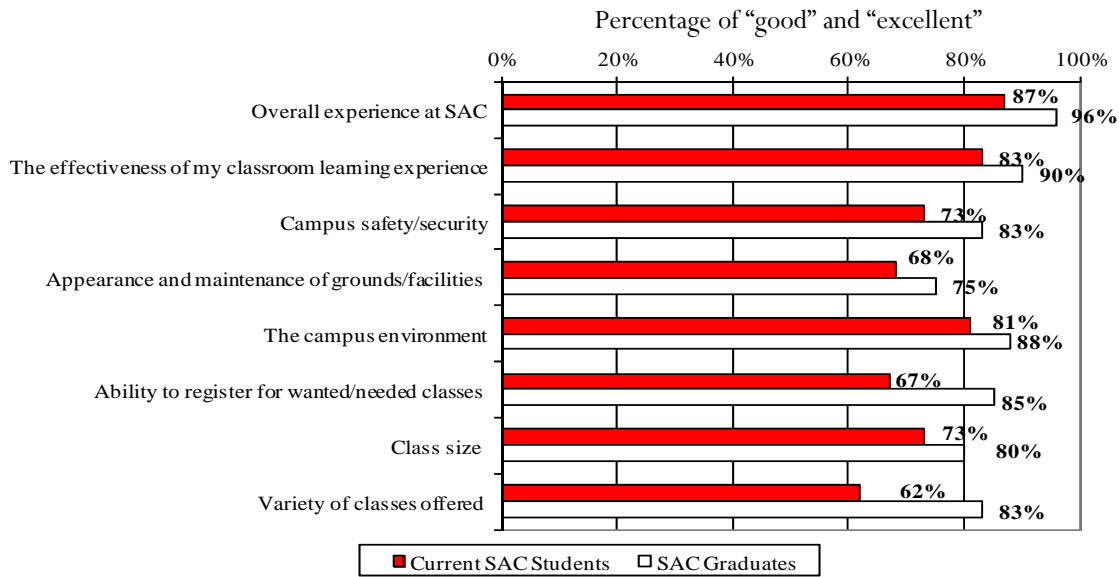The number of students for whom records were found at four-year institutions the first semester after leaving RSCCD.
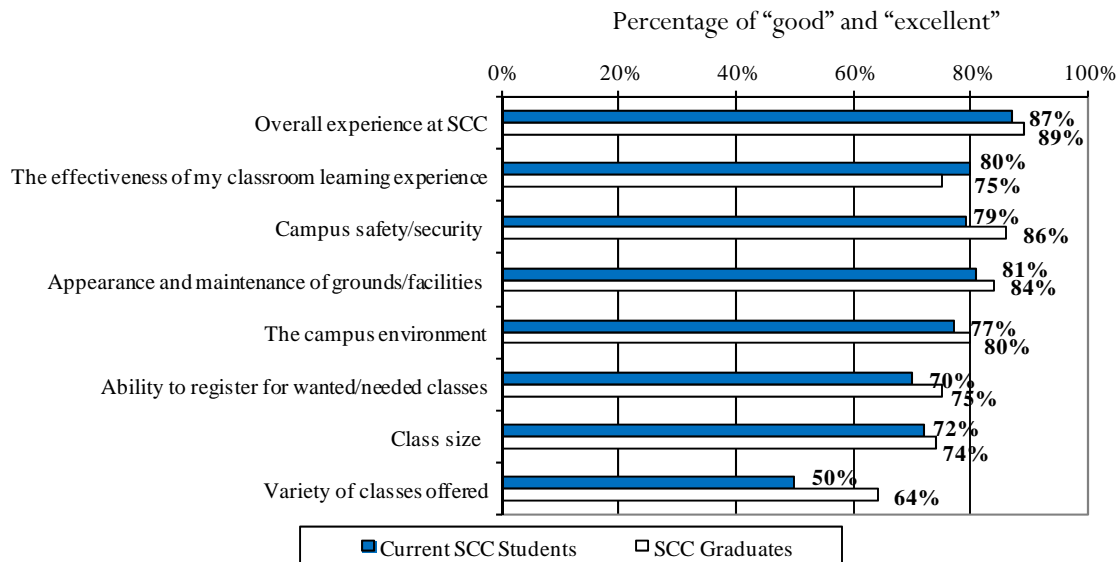
Unduplicated RSCCD Transfers to 4-Year Institutions

SAC Transfers to 4-Year Institutions

SCC Transfers to 4-Year Institutions

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

Student Satisfaction at SAC

Percentage of "good" and "excellent"

Category	Current SAC Students	SAC Graduates
Overall experience at SAC	87%	96%
The effectiveness of my classroom learning experience	83%	90%
Campus safety/security	73%	83%
Appearance and maintenance of grounds/facilities	68%	75%
The campus environment	81%	88%
Ability to register for wanted/needed classes	67%	85%
Class size	73%	80%
Variety of classes offered	62%	83%

■ Current SAC Students   □ SAC Graduates

Student Satisfaction at SCC

Percentage of "good" and "excellent"

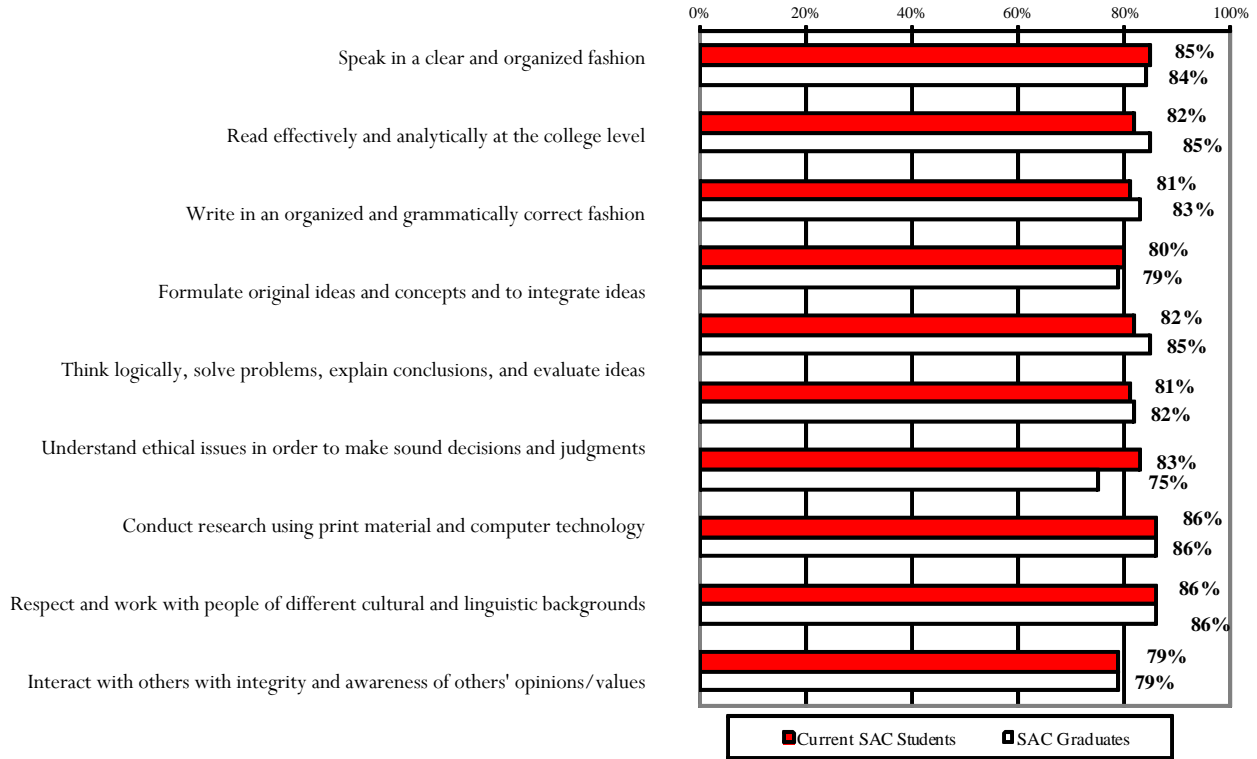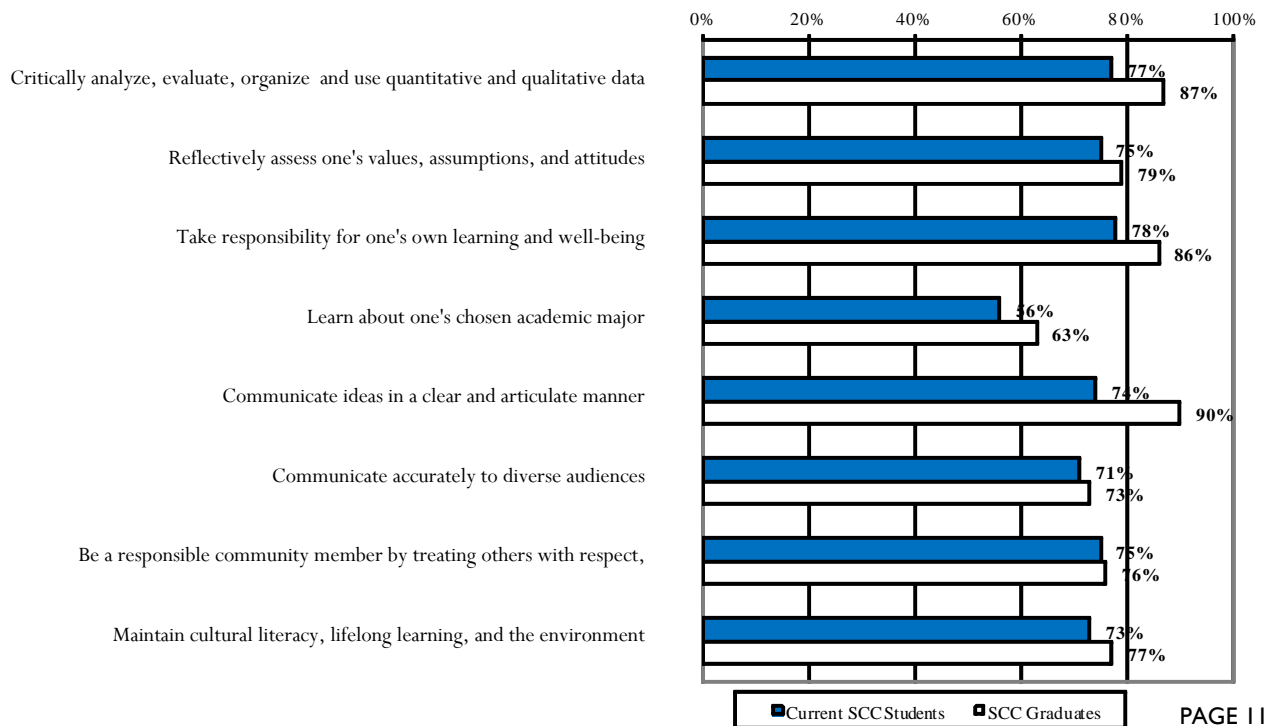| Category	Current SCC Students	SCC Graduates
Overall experience at SCC	87%	89%
The effectiveness of my classroom learning experience	80%	75%
Campus safety/security	79%	86%
Appearance and maintenance of grounds/facilities	81%	84%
The campus environment	77%	80%
Ability to register for wanted/needed classes	70%	75%
Class size	72%	74%
Variety of classes offered	50%	64%

■ Current SCC Students   □ SCC Graduates

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

Core Competencies at SAC

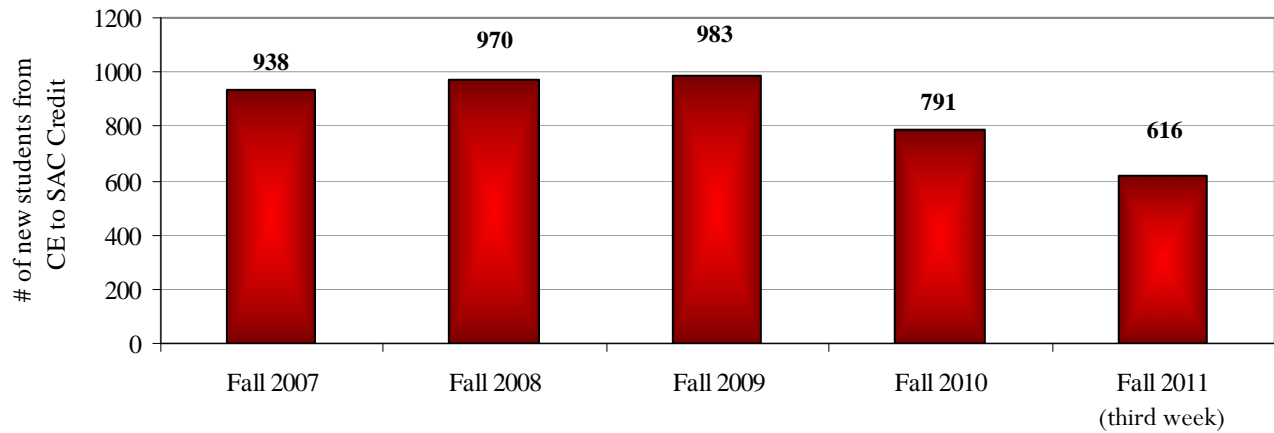| Competency	Current SAC Students	SAC Graduates
Speak in a clear and organized fashion	85%	84%
Read effectively and analytically at the college level	82%	85%
Write in an organized and grammatically correct fashion	81%	83%
Formulate original ideas and concepts and to integrate ideas	80%	79%
Think logically, solve problems, explain conclusions, and evaluate ideas	82%	85%
Understand ethical issues in order to make sound decisions and judgments	81%	82%
Conduct research using print material and computer technology	83%	75%
Respect and work with people of different cultural and linguistic backgrounds	86%	86%
Interact with others with integrity and awareness of others' opinions/values	86%	86%
	79%	79%

■ Current SAC Students   □ SAC Graduates

Student Learning Outcomes at SCC

Outcome	Current SCC Students	SCC Graduates
Critically analyze, evaluate, organize and use quantitative and qualitative data	77%	87%
Reflectively assess one's values, assumptions, and attitudes	75%	79%
Take responsibility for one's own learning and well-being	78%	86%
Learn about one's chosen academic major	56%	63%
Communicate ideas in a clear and articulate manner	74%	90%
Communicate accurately to diverse audiences	71%	73%
Be a responsible community member by treating others with respect,	75%	76%
Maintain cultural literacy, lifelong learning, and the environment	73%	77%

■ Current SCC Students   □ SCC Graduates
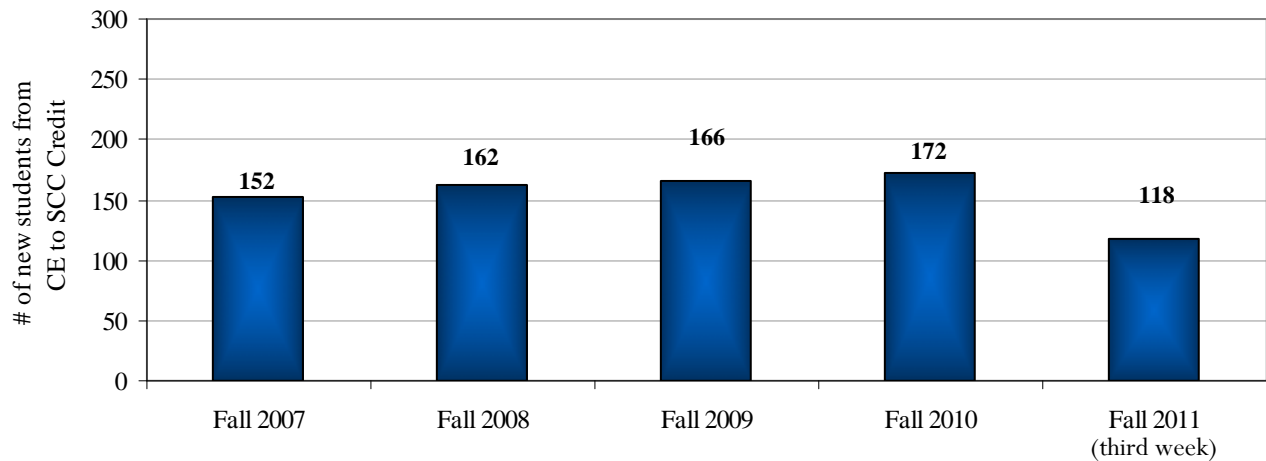
2.2 (14)

#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK
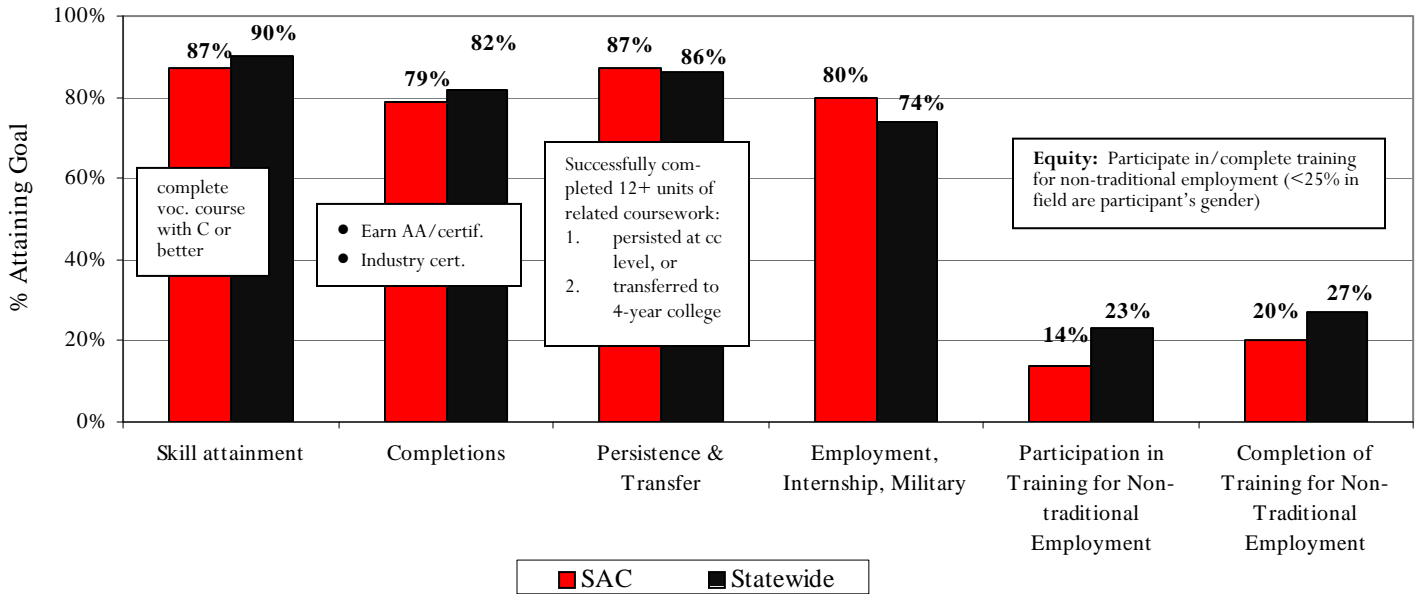
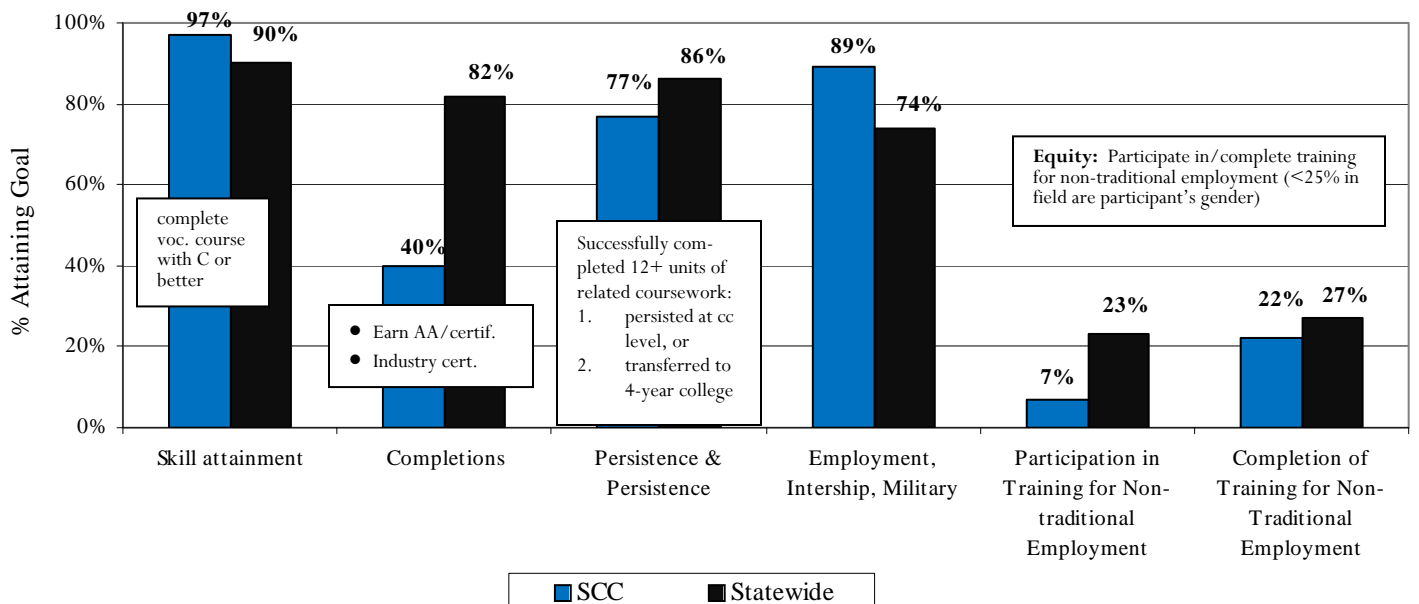### Matriculation at SAC

Matriculation at SCC

2.2 (15)

#9 VOCATIONAL TECHNICAL EDUCATION ACT (VTEA) CORE INDICATORS OF PERFORMANCE

Comparison of college performance to statewide community college performance on six "Core Indicators" established by the CCCCO to evaluate major areas of student performance in vocational programs. All indicators are based on 2009-10 data with the exception of training leading to non-traditional employment which is based on 2008-09, and track students up to **four** years.
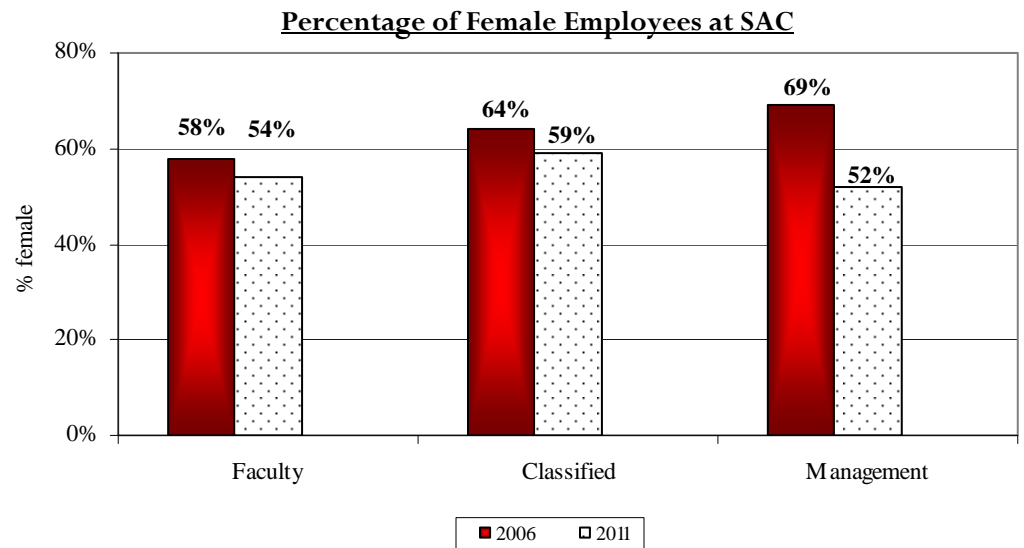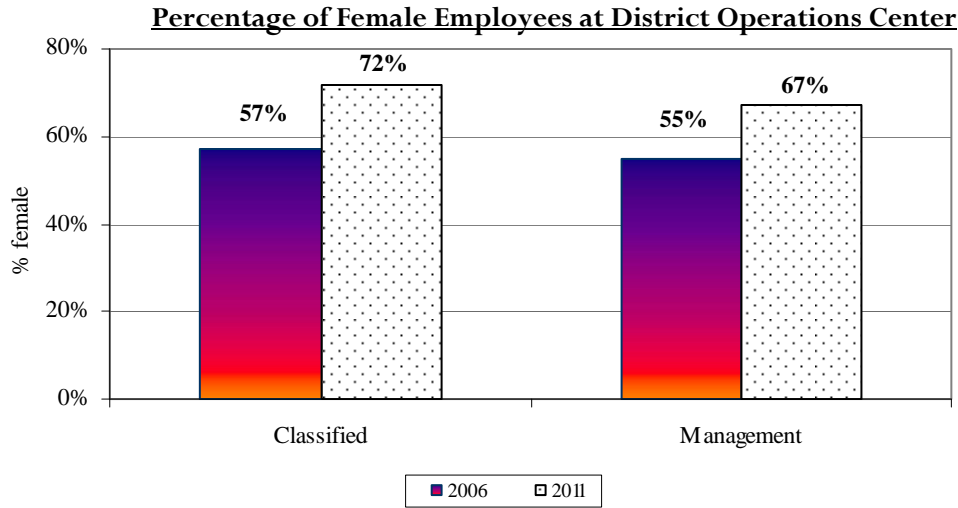
Performance at SAC

Bar chart — Performance at SAC. Y-axis: % Attaining Goal (0% to 100%). Legend: SAC (red), Statewide (black).

- Skill attainment: SAC 87%, Statewide 90% — complete voc. course with C or better
- Completions: SAC 79%, Statewide 82% — • Earn AA/certif. • Industry cert.
- Persistence & Transfer: SAC 87%, Statewide 86% — Successfully completed 12+ units of related coursework: 1. persisted at cc level, or 2. transferred to 4-year college
- Employment, Internship, Military: SAC 80%, Statewide 74%
- Participation in Training for Non-traditional Employment: SAC 14%, Statewide 23%
- Completion of Training for Non-Traditional Employment: SAC 20%, Statewide 27%

Equity: Participate in/complete training for non-traditional employment (<25% in field are participant's gender)

Performance at SCC

Bar chart — Performance at SCC. Y-axis: % Attaining Goal (0% to 100%). Legend: SCC (blue), Statewide (black).

- Skill attainment: SCC 97%, Statewide 90% — complete voc. course with C or better
- Completions: SCC 40%, Statewide 82% — • Earn AA/certif. • Industry cert.
- Persistence & Persistence: SCC 77%, Statewide 86% — Successfully completed 12+ units of related coursework: 1. persisted at cc level, or 2. transferred to 4-year college
- Employment, Internship, Military: SCC 89%, Statewide 74%
- Participation in Training for Non-traditional Employment: SCC 7%, Statewide 23%
- Completion of Training for Non-Traditional Employment: SCC 22%, Statewide 27%

Equity: Participate in/complete training for non-traditional employment (<25% in field are participant's gender)

#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender

Percentage of Female Employees at District Operations Center

Percentage of Female Employees at SAC

Percentage of Female Employees at SCC
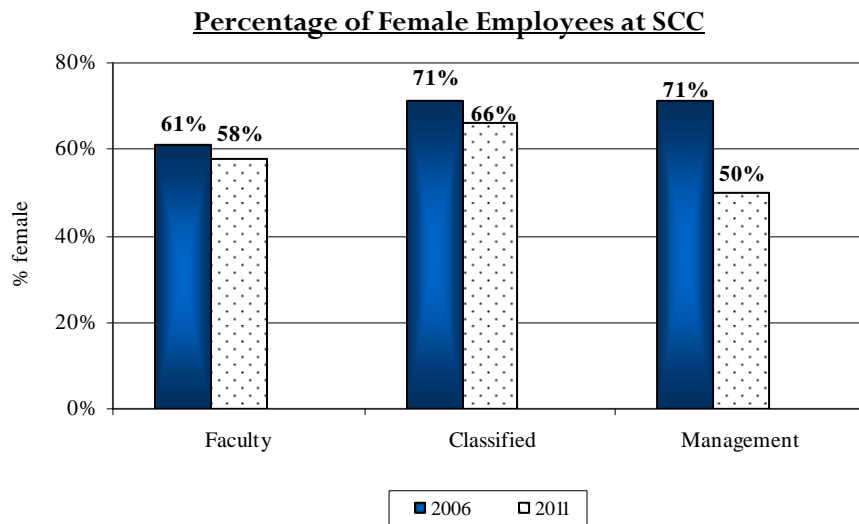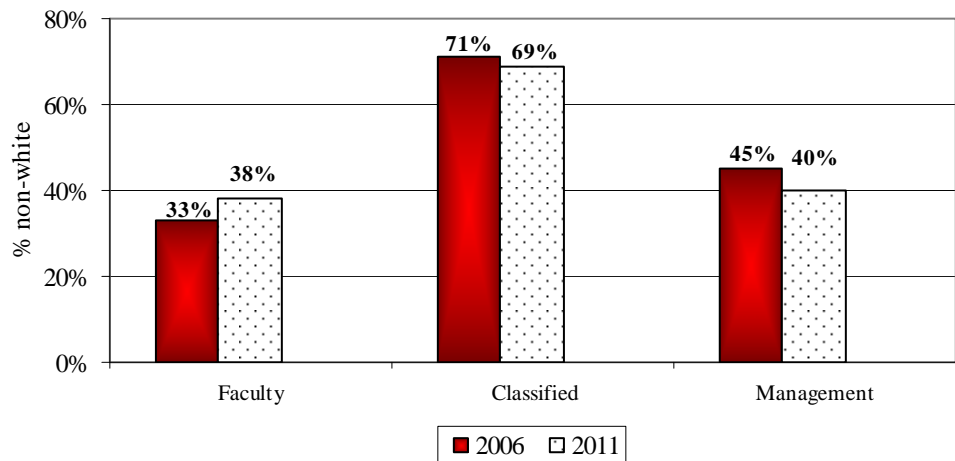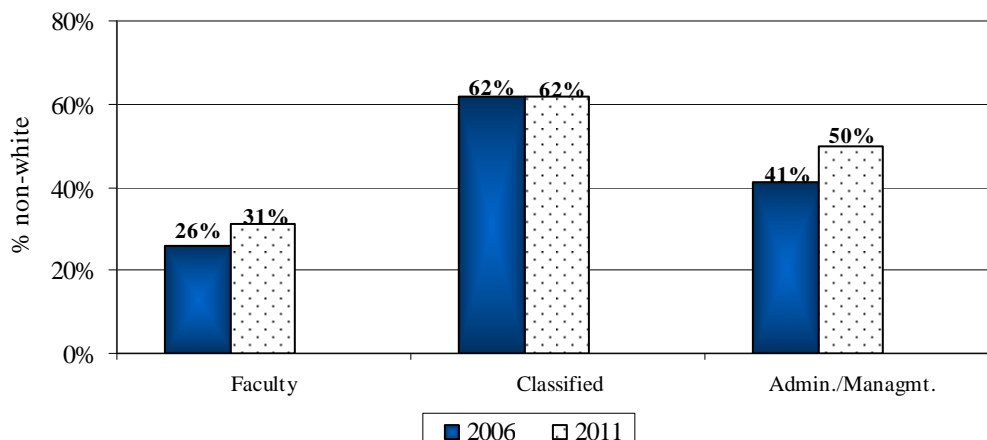
#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity

Percentage of Non-White Employees at District Operations Center

	Classified	Management
2006	49%	27%
2011	57%	61%

■ 2006 ☐ 2011

Percentage of Non-White Employees at SAC

	Faculty	Classified	Management
2006	33%	71%	45%
2011	38%	69%	40%

■ 2006 ☐ 2011

Percentage of Non-White Employees at SCC

	Faculty	Classified	Admin./Managmt.
2006	26%	62%	41%
2011	31%	62%	50%

■ 2006 ☐ 2011

2.2 (18)

#11 FINANCIAL INDICATORS

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

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

Ending Balance
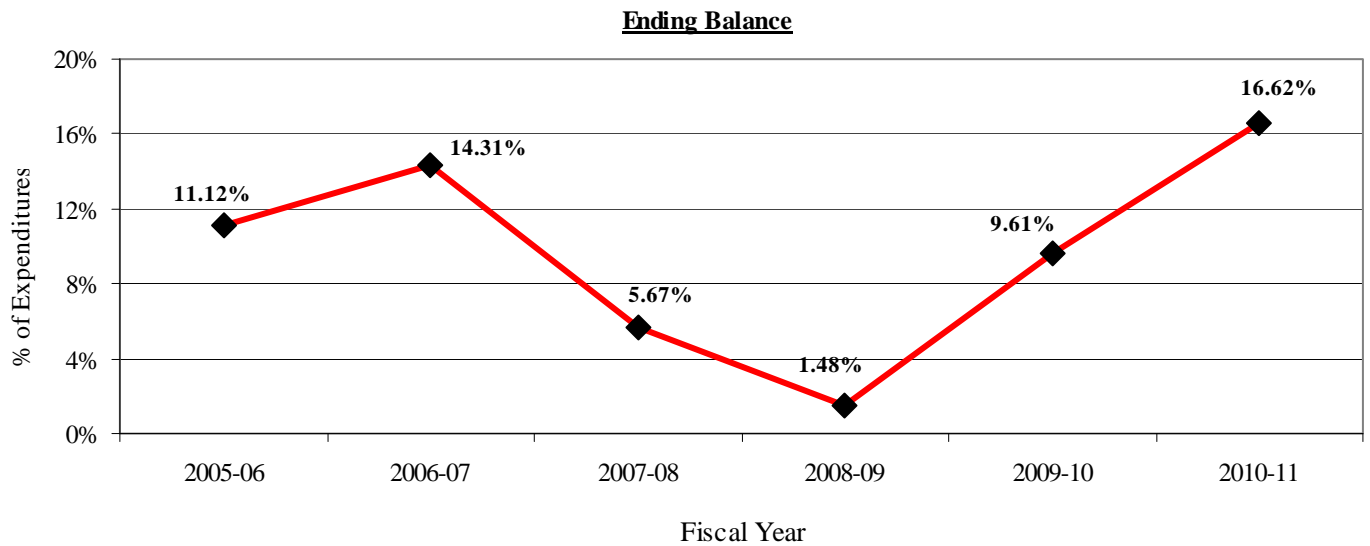
#12 RESOURCE DEVELOPMENT: Competitive and entitlement grants received

Districtwide Grants

$6,087,391   **$5,760,045**   **$6,666,940**   **$7,453,490**   **$8,215,201**

Y-axis: $ Awarded Districtwide — $10,000,000 / $8,000,000 / $6,000,000 / $4,000,000

X-axis: Fiscal Year — 2006-07, 2007-08, 2008-09, 2009-10, 2010-11

SAC Grants

$19,708,204   **$18,757,516**   **$18,363,551**   **$14,537,122**   **$13,702,034**

Y-axis: $ Awarded to SAC — $22,000,000 / $18,000,000 / $14,000,000 / $10,000,000

X-axis: Fiscal Year — 2006-07, 2007-08, 2008-09, 2009-10, 2010-11

SCC Grants

$4,443,183   **$5,610,834**   **$5,202,969**   **$3,623,811**   **$4,632,233**

Y-axis: $ Awarded to SCC — $8,000,000 / $6,000,000 / $4,000,000 / $2,000,000

X-axis: Fiscal Year — 2006-07, 2007-08, 2008-09, 2009-10, 2010-11

2.2 (20)

#12 RESOURCE DEVELOPMENT: Financial aid awarded to students

Awarded by SAC
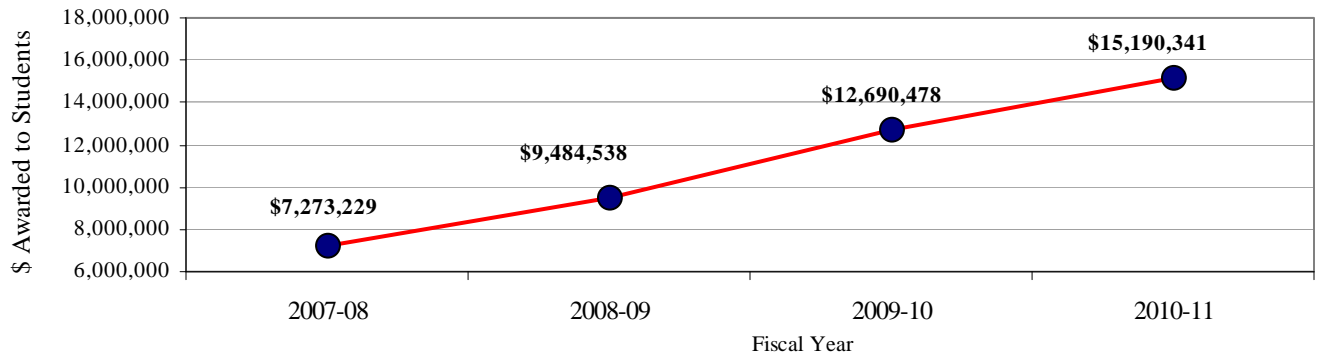
Awarded by SCC
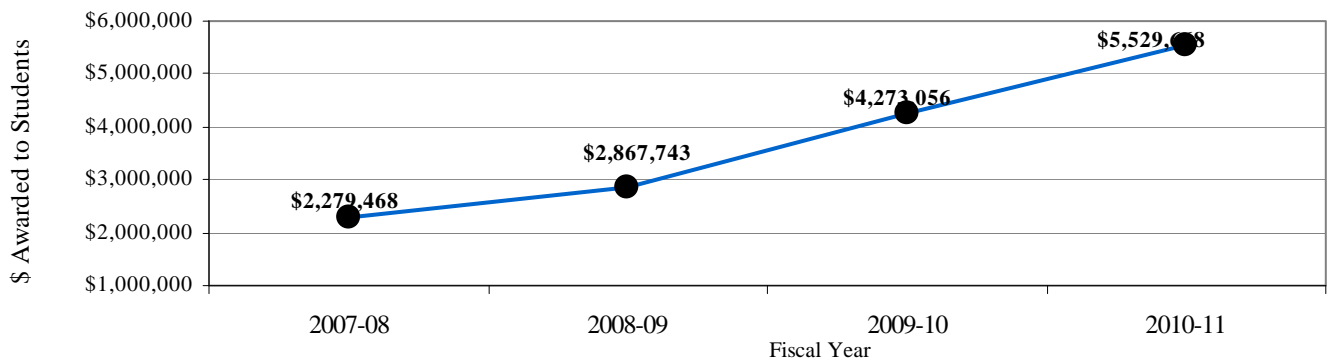
Recap of RSCCD Budget, FTES, and Staffing

Year	Revenue	% Change	Total FTES	% Change	Credit FTES	% Change	Non-Credit FTES	% Change
1994-95			21,330		14,715		6,615	
1995-96			21,948	2.90%	14,435	-1.90%	7,513	13.58%
1996-97			23,356	6.42%	15,140	4.88%	8,216	9.36%
1997-98			24,647	5.53%	15,864	4.78%	8,783	6.90%
1998-99			25,928	5.20%	16,756	5.62%	9,172	4.43%
1999-2000			27,154	4.73%	17,597	5.02%	9,557	4.20%
2000-01	$129,008,926		28,380	4.51%	19,164	8.90%	9,216	-3.57%
2001-02	$134,181,369	4.01%	29,639	4.44%	20,755	8.30%	8,884	-3.60%
2002-03	$132,498,702	-1.25%	29,639	0.00%	20,755	0.00%	8,884	0.00%
2003-04	$129,870,208	-1.98%	28,804	-2.82%	19,850	-4.36%	8,954	0.79%
2004-05	$140,726,626	8.36%	29,736	3.24%	19,799	-0.26%	9,937	10.98%
2005-06	$152,311,573	8.23%	30,440	2.37%	20,075	1.39%	10,365	4.31%
2006-07	$177,150,634	16.31%	31,479	3.41%	20,232	0.78%	11,247	8.51%
2007-08	$177,321,442	0.10%	32,840	4.32%	21,926	8.37%	10,914	-2.96%
2008-09	$176,517,363	-0.45%	34,310	4.48%	22,608	3.11%	11,702	7.22%
2009-10	$173,195,985	-1.88%	30,564	-10.92%	22,189	-1.85%	8,375	-28.43%
2010-11	$171,110,316	-1.20%	30,745	0.59%	22,887	3.15%	7,858	-6.17%
*2011-12**	*$155,947,684*	*-8.86%*	*28,221*	*-8.21%*	*20,796*	*-9.14%*	*7,267*	*-7.52%*
2012-13**	$149,347,684	-4.23%	26,652	-5.56%	19,640	-5.56%	6,863	-5.56%

italics	= last period in which measure was lower than 2011-12 estimate
(yellow)	= last period in which measure was lower than 2012-13 estimate

Staff As of	FT Faculty	PT Faculty	FT Classified	PT Classified	Management	Total
7/1/2003	369	2176	469	337	104	3455
7/1/2004	357	2185	475	416	102	3535
7/1/2005	365	2314	493	394	111	3677
7/1/2006	375	2092	527	418	115	3527
7/1/2007	398	2121	548	430	120	3617
7/1/2008	410	2261	557	422	127	3777
7/1/2009	390	2070	530	375	118	3483
7/1/2010	358	1770	471	219	106	2924
7/1/2011	346	1690	479	231	103	2849

*estimate based upon FY2011-12 Trigger 2 budget reductions

**estimate based upon Governor's 2012-13 budget proposal if tax initiative fails

2.2b budget ftes reduction recap 1 25 12.xlsx

CALIFORNIA COMMUNITY COLLEGES STUDENT SUCCESS TASK FORCE: RECOMMENDATIONS TO THE BOARD OF GOVERNORS

Vision

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

~~We~~ The RSCCD will promote and extensively participate in partnerships with other educational providers, including business, industry, and community groups~~.~~, to further the goal of ~~will enhance~~ enhancing our communities' cultural, educational, and economic well-being.

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

Goals

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

2. ~~Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and~~ Prepare students for success in their academic, career, and personal life endeavors by providing access to education and services that foster student retention and program completion. ~~for completion programs, including transfer, vocational, and high school diploma programs; and~~

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.

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

5. Pursue alternative 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, and other resource development activities.

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

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.

8. ~~Assess~~ Address the educational needs of the communities we serve, and enhance awareness of the district and its colleges ~~and community involvement~~ through outreach and advocacy among community constituencies and to local, state, and national leaders.

<div align="center">

Vision Statement
2011-2012

</div>

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.

Approved by the Board of Trustees on February 7, 2011

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

2011-2012 Goals

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

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

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.

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

5. Pursue alternative 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.

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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.