



2013–2023

**COMPREHENSIVE MASTER PLAN**

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT









RANCHO SANTIAGO  
COMMUNITY COLLEGE DISTRICT

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# 2013–2023 COMPREHENSIVE MASTER PLAN

# ACKNOWLEDGMENTS

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Santa Ana College: Vacant  
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Classified staff representatives:  
District Office: Vacant  
Santa Ana College: Sean Small (co-chair);  
Santiago Canyon College: Ed Cervantes

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# TABLE OF CONTENTS

## INTRODUCTION

RSCCD Mission	vii
Chancellor's Message	viii
Executive Summary	x
Purpose of the RSCCD Comprehensive Master Plan	xv
Preparing the RSCCD Comprehensive Master Plan	xvi

## 1 BACKGROUND

The Rancho Santiago Community College District	1.3
National, State, + Local Context	1.8

## 2 PROFILE OF THE DISTRICT COMMUNITY + STUDENTS

Overview	2.3
List of Data Sets	2.4
Regional Population Trends + Characteristics	2.8
Local Economic Trends	2.18
Santa Ana College Data	2.22
Santiago Canyon College Data	2.43
Implications for Planning	2.65

## 3 RSCCD GOALS

Overview	3.3
RSCCD Goals	3.4

## 4 SANTA ANA COLLEGE

President's Message	4.2
Overview of the Educational Master Plan	4.4
Facilities	4.7
Main Campus	4.11
Centennial Education Center	4.17
Digital Media Center	4.23
Sheriff's Regional Training Academy	4.33
Fire Academy Training Centers	4.43





# 5 SANTIAGO CANYON COLLEGE

President’s Message	5.2
Overview of the Educational Master Plan	5.4
Facilities	5.7
Main Campus	5.11
Orange Education Center	5.17

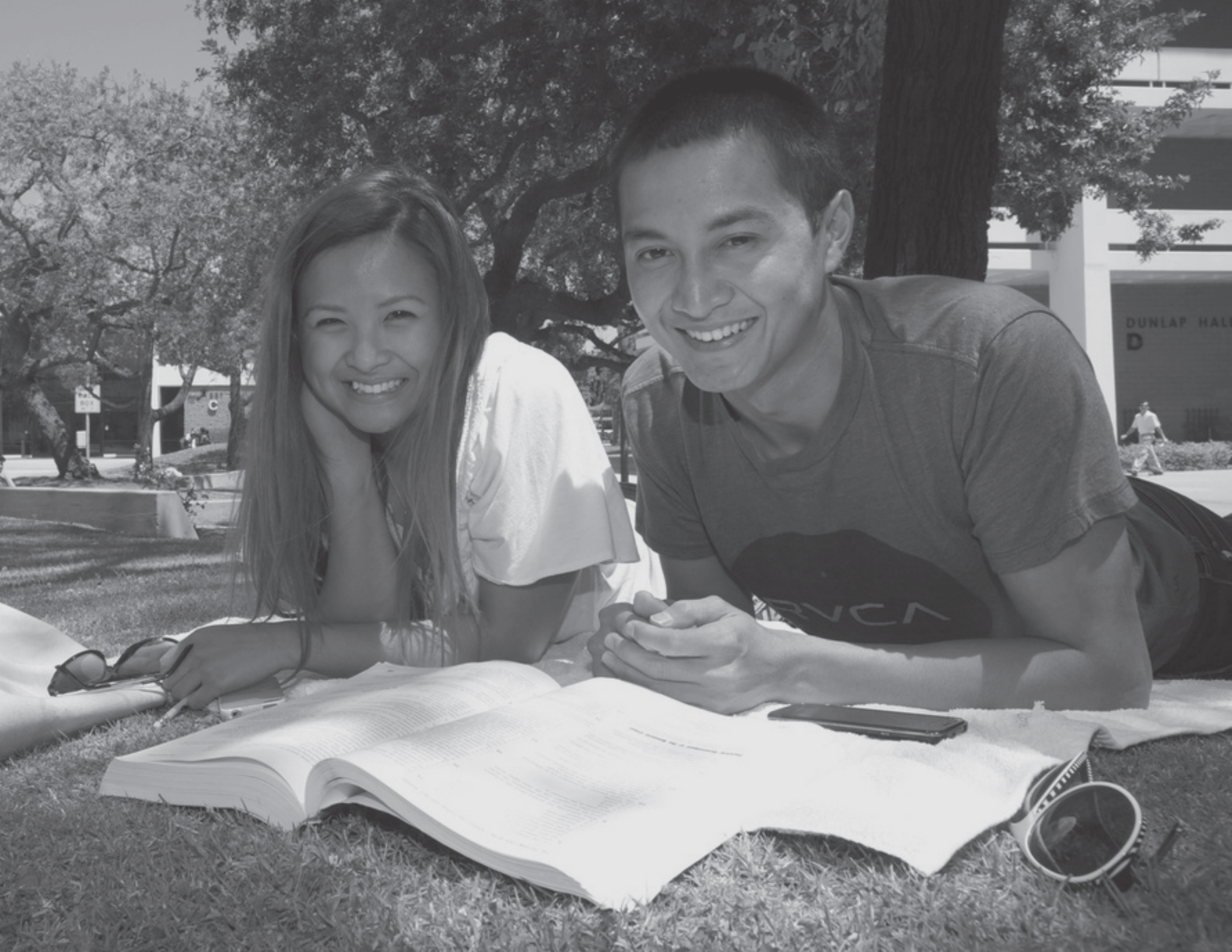
# 6 RSCCD SERVICES

District Operations Center	6.1
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# 7 SUSTAINABILITY

Commitment to sustainability	7.3
Sustainability Initiatives	7.5
Recommendations	7.6







**THE MISSION OF THE RANCHO  
SANTIAGO COMMUNITY COLLEGE DISTRICT  
IS TO PROVIDE QUALITY EDUCATIONAL  
PROGRAMS AND SERVICES THAT ADDRESS  
THE NEEDS OF OUR DIVERSE STUDENTS  
AND COMMUNITIES.**

*Approved by the Board of Trustees on April 1, 2013*

## INTRODUCTION

# CHANCELLOR'S MESSAGE



Planning is a process that has become a staple of American Higher Education. At present, almost all colleges and universities engage in multiple forms of planning to accomplish specific purposes. There are many levels and variations of planning and it has typically evolved from a top down hierarchical process to one that is more broadly inclusive of participation and input from different levels of the organization. Some plans are focused on the present and near future while others have a longer perspective.

The Rancho Santiago Community College District (RSCCD) Comprehensive Master Plan is a long-range plan that is intended to document what the district intends to achieve based on an internal and external analysis of demographic data and on the identified needs of the constituents and communities it serves.

The Comprehensive Master Plan includes summaries of the educational and facilities master plans for both Santa Ana College (SAC) and Santiago Canyon College (SCC). It is intended to document the development of RSCCD District Goals that will then be used to create more specific objectives. These strategic objectives will form the content of the RSCCD Strategic Plan and they will be used to guide annual resource allocation priorities within the district.

As a long-range plan, the RSCCD Comprehensive Master Plan covers a cycle that is roughly linked to the U.S. Census. That is, the Comprehensive Master Plan is intended to be rewritten after the data for each decennial census are released. Based on that demographic information and on other information sources, a new plan is released to cover a ten-year period. Because demographics often change and new conditions and trends can emerge rapidly, most of the other district and college plans cover shorter periods of time and are well positioned to address such changes if they occur. Although it is on a ten-year cycle, there are periodic updates of the RSCCD Comprehensive Master Plan.

Aside from the reasons mentioned above, the RSCCD Comprehensive Master Plan has several other purposes. The RSCCD Comprehensive Master Plan is one tool that the district and colleges can use to ensure that continuous progress is being made in fulfilling the RSCCD Mission Statement and the SAC and SCC Mission Statements. As such, this document is responsive to the Accreditation Standards and the planning requirements contained within those standards. The RSCCD Comprehensive Master Plan also serves to inform the public about the reasons why the district and the colleges are pursuing particular courses of action.



As with any collaborative document, there are many contributors to the final product. The members of the RSCCD Planning and Organizational Effectiveness Committee provided crucial input and served a vital review function. John Didion, the Executive Vice Chancellor, Human Resources & Educational Services, lent his usual good humor to the project and kept the development process moving and on track. The two planning consultants from HMC Architects, Deborah Shepley and Eva Conrad, provided the structure, the data, and the analysis that is infused throughout this document.

As espoused in our Mission Statement, the Rancho Santiago Community College District is focused on providing quality educational programs and services that address the needs of our diverse students and communities. The RSCCD Comprehensive Master Plan assists our district in maintaining its focus on that significant purpose.

RAÚL RODRÍGUEZ, PH D  
CHANCELLOR

A handwritten signature in black ink, appearing to read "Raúl Rodríguez", is written over a light gray rectangular background.

## INTRODUCTION

# EXECUTIVE SUMMARY

The *Rancho Santiago Community College District 2013 Comprehensive Master Plan* is a long-term plan that describes RSCCD's projections and goals for the coming decade. As such, this plan is a central element in RSCCD's ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. This plan includes the identification of current and anticipated challenges; RSCCD's Goals for the coming decade; summaries of the colleges' educational and facilities master plans; and plans for RSCCD's facilities not included in the colleges' facilities master plans. Refer to the *Rancho Santiago Community College District Planning Design Manual 2012* for greater detail on RSCCD's planning processes.

**Chapter 1** sets the stage for the ensuing dialogue by describing RSCCD sites and services. RSCCD is a multi-college district that is one of the largest community college districts in California that served 27,910 credit students and 16,222 non-credit students in fall 2012. The district includes two colleges, one of the state's oldest community colleges, Santa Ana College, and one of its newest, Santiago Canyon College.

Although the nation, state, and local economy have been impacted by the most serious fiscal downturn since the 1930's, economists are currently predicting a slow but steady recovery over the next five years. The economic decline places new pressures on today's community colleges, which are now called upon to continue provide quality higher education while simultaneously addressing five powerful and inter-related challenges.

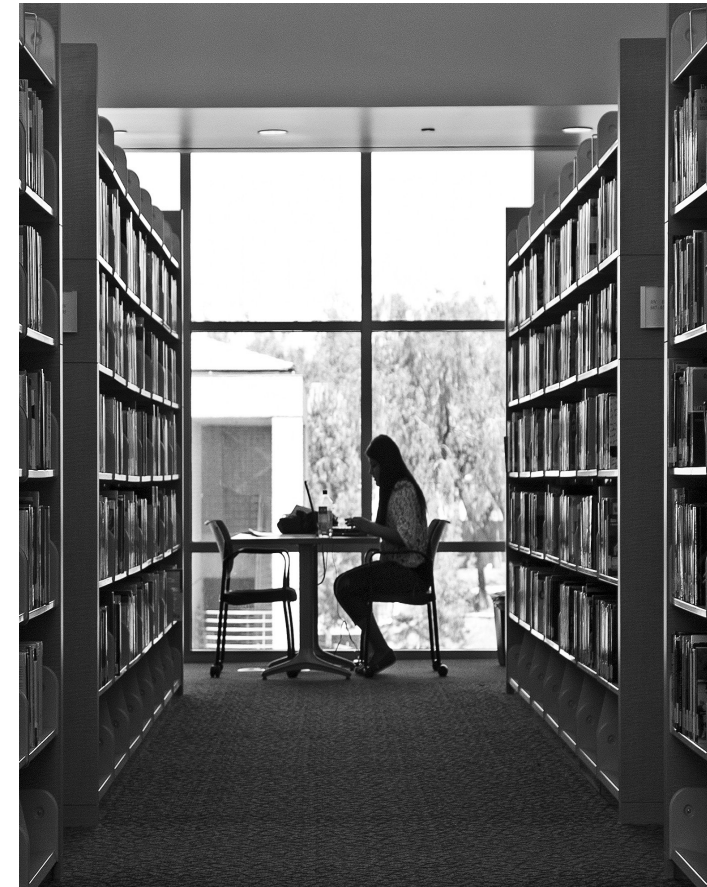
1. Increase in Student Demand
2. Emphasis on Degree and Certificate Completion
3. California Achievement Gap
4. Adult Education Challenge
5. Fiscal Challenge

**Chapter 2** of this comprehensive master plan presents and analyzes internal and external scans data to assess RSCCD's effectiveness in fulfilling its mission and to identify the challenges that are likely to arise in the next decade. RSCCD is located in a densely populated portion of Orange County, which is projected to increase 6% between 2010 and 2020. Multiple indices provide evidence that these residents' needs for RSCCD's services will remain high, such as the low proportion of residents who speak only English at home in four of the communities served by RSCCD; the relatively low median household income in three of the communities served by RSCCD; and relatively high proportion of adults who have not attended college in three of the communities served by RSCCD.

The colleges' credit students reflect the racial/ethnic diversity of the service area population. The credit students fit a typical college student profile: the majority are below 30 years of age and express a traditional educational goal of achieving an associate degree or transfer without a degree. However, the majority of these students who complete placement testing in English and mathematics upon entry into the colleges score below transfer level. The race/ethnicity of these degree-earners is proportional to the representation of those race/ethnicity groups in the total student population. The college's students who take non-credit courses are predominately Hispanic and female, with the largest proportion of students between ages 30 and 64.

The data analysis presented in Chapter 2 led to the identification of five current and anticipated challenges that mirror the five challenges for community colleges across the state:

1. How can RSCCD serve a greater number of students?
2. How can RSCCD support student completion of degrees and certificates?
3. How can RSCCD support all students' success?
4. How can RSCCD meet the community's needs for adult education?
5. How can RSCCD meet the increasing and wide-ranging needs of its communities with reduced levels of state funding?



## INTRODUCTION

# EXECUTIVE SUMMARY (CONTINUED)

**Chapter 3** presents the RSCCD Goals that were developed as a response to these five challenges. The goals are broad enough to be relevant through the next decade yet specific enough to provide clear direction for planning across all RSCCD entities. These goals unify RSCCD's collective energies and serve as a guide for decision-making and the use of resources for the next ten years. The RSCCD Goals for the term of this comprehensive master plan are:

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

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

**RSCCD GOAL 3:** RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

**RSCCD GOAL 4:** RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness and success.

**RSCCD GOAL 5:** RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.



**Chapters 4, 5, and 6** focus on RSCCD facilities. Chapters 4 and 5 describe the plans for each college, starting with summaries of the colleges' educational master plans and the facilities master plans for the main campuses. These chapters continue with analyses of existing conditions and recommendations for future actions for RSCCD facilities that were not included in the colleges' facilities master plans. The analysis of each facility examines the context, the physical character and condition, and the functional zoning and usage of that facility. These sections conclude with a summary of key findings and recommendations for the usage and management of each facility. Chapter 6 focuses on the RSCCD District Office and describes the analysis and recommendations for this facility.

**Chapter 7** reports on RSCCD's commitment to being a responsible steward of natural resources and the environment. RSCCD's current initiatives are summarized, including efforts in the areas of sustainable facilities, transportation, recycling, communication, and engagement of students and the community. The recommendations describe a process to clarify priorities, set goals, create action plans, and monitor progress.



## INTRODUCTION

# PURPOSE OF THE RSCCD COMPREHENSIVE MASTER PLAN

The *Rancho Santiago Community College District 2013 Comprehensive Master Plan* is a long-term plan that describes the district's projections and goals for the coming decade. This plan includes the identification of current and anticipated challenges, statement of RSCCD Goals, summaries of the colleges' educational and facilities master plans, and plans for off-site college and district facilities. Refer to the *Rancho Santiago Community College District Planning Design Manual 2012* for greater detail on RSCCD's planning processes.

The *RSCCD 2013 Comprehensive Master Plan* has been collaboratively developed to fulfill these purposes:

- Analyze selected current and projected district-wide demographic data to identify implications for planning;
- Develop RSCCD Goals that will serve as the basis for the RSCCD Strategic Plan and the colleges' strategic plans;
- Provide a framework for the development of the facilities portion of this master plan;
- Inform the public of RSCCD intentions; and
- Support the RSCCD integrated planning model and demonstrate compliance with Title 5 and accreditation standards.

## INTRODUCTION

# PREPARING THE RSCCD COMPREHENSIVE MASTER PLAN

RSCCD faculty, staff, and administrators participated in the development of the *RSCCD Comprehensive Master Plan* in two ways.

Refer to the acknowledgements page of this document for a list of participants.

## PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

As the participatory governance group responsible for district-level planning, the Planning and Organizational Effectiveness Committee is responsible for monitoring and overseeing the development and implementation of this core document.

The Planning and Organizational Effectiveness Committee includes the following members:

- Executive Vice Chancellor, Human Resources & Educational Services
- Assistant Vice Chancellor, Educational Services
- RSCCD Director of Research
- Vice President, Academic Affairs, Santa Ana College
- Vice President, Academic Affairs, Santiago Canyon College
- Institutional Effectiveness Coordinator, Santa Ana College
- Assistant Dean of Institutional Effectiveness and Assessment, Santiago Canyon College
- Two faculty members appointed by each Academic Senate, Santa Ana College and Santiago Canyon College
- Three Classified representatives appointed by CSEA (District Office, Santa Ana College and Santiago Canyon College)



The committee provided direction and input throughout the development of this document during monthly meetings in 2012 – 2013. Its tasks were to:

- Review the analysis of effectiveness comparing RSCCD’s current status to the RSCCD Mission Statement (internal scans) as well as projected demographic changes;
- Brainstorm challenges;
- Draft RSCCD Goals that describe how the District intends to address the identified current and anticipated challenges;
- Review the analysis of existing conditions for facilities;
- Brainstorm facilities recommendations; and
- Serve as first readers of each chapter.

In addition to these tasks, the members of the Planning and Organizational Effectiveness Committee also were the liaisons from this district-level planning effort to the two colleges and RSCCD Services.

## DISTRICT-WIDE REVIEW OF DRAFTS

Drafts of this document were distributed district-wide for review and comment multiple times. All feedback was considered by the Planning and Organizational Effectiveness Committee and revisions were made as warranted.

Presentations to the Board of Trustees in February 4, 2013 and February 19, 2013, reviewed foundational data, current and anticipated challenges, draft RSCCD Goals, the analysis of facilities’ existing conditions, and facilities recommendations for District locations not included the colleges’ facilities master plans. The Board formally approved the RSCCD Goals in April 2013.

The RSCCD Goals established the context for facilities planning. Chapters 4, 5 and 6 document the investigation of and discussions about RSCCD facilities that took place in a combined meeting of the Planning and Organizational Effectiveness Committee and the Physical Resources Committee.



*Santa Ana Junior College, Student Body, 1922*

# CHAPTER 1

## BACKGROUND

# CHAPTER 1

## **RSCCD Goal 1**

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

## **RSCCD Goal 2**

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

## **RSCCD Goal 3**

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

## **RSCCD Goal 4**

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

## **RSCCD Goal 5**

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.



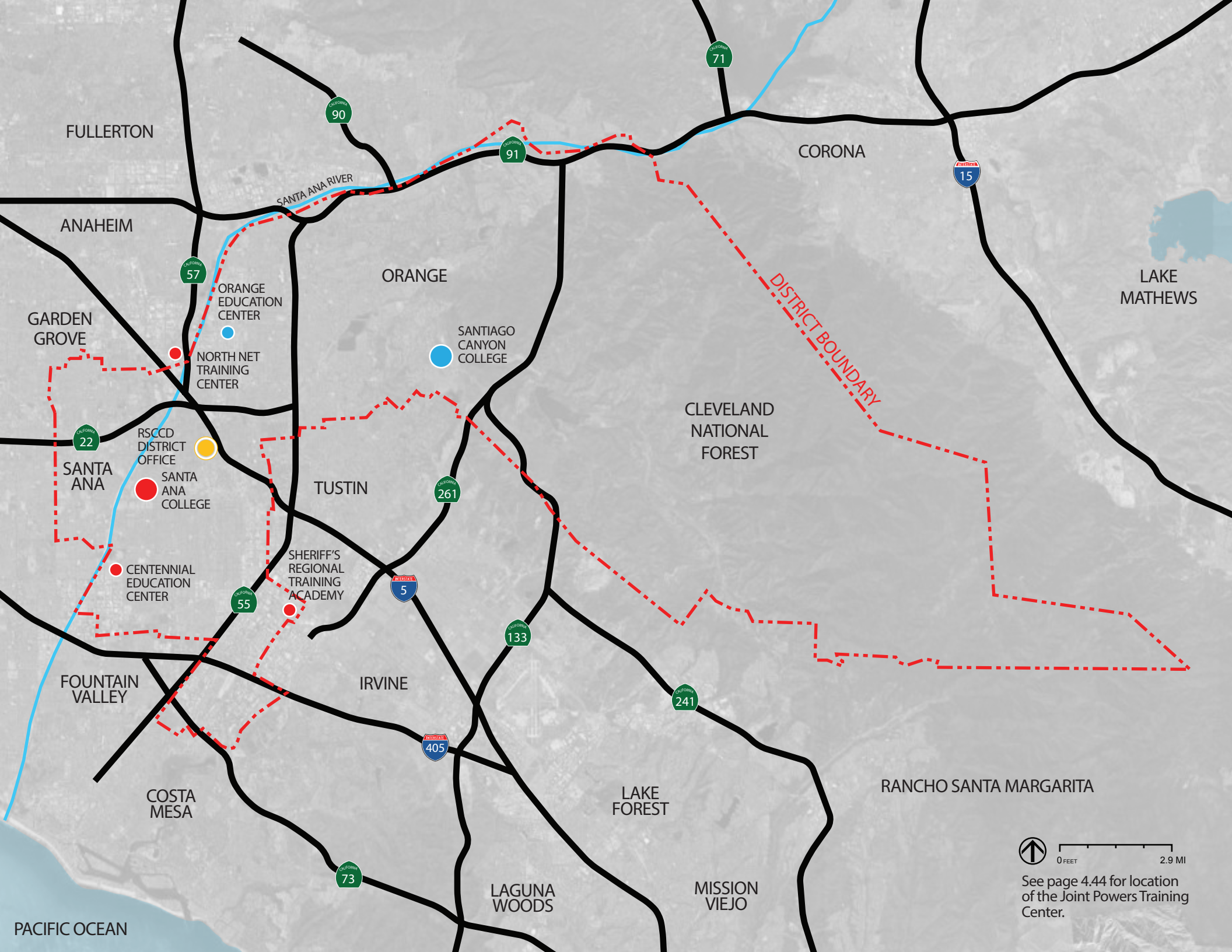
# BACKGROUND

## THE RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT (RSCCD)

- Description of RSCCD
- Santa Ana College
- Santiago Canyon College

## NATIONAL, STATE, + LOCAL CONTEXT

- The Economy
- Community Colleges



FULLERTON

ANAHEIM

GARDEN GROVE

SANTA ANA

FOUNTAIN VALLEY

COSTA MESA

PACIFIC OCEAN

SANTA ANA RIVER

ORANGE

TUSTIN

IRVINE

LAGUNA WOODS

CORONA

CLEVELAND NATIONAL FOREST

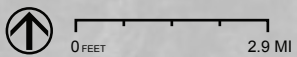
LAKE FOREST

MISSION VIEJO

LAKE MATHEWS

RANCHO SANTA MARGARITA

DISTRICT BOUNDARY



See page 4.44 for location of the Joint Powers Training Center.

## BACKGROUND

# THE RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

## DESCRIPTION OF THE DISTRICT

The Rancho Santiago Community College District (RSCCD) is part of the California Community College system — the largest system of higher education in the US, with 112 colleges organized into 72 districts that served a total of 2,424,094 students in 2011-2012.

This multi-college district is in Orange County, a relatively small urban county of 791 square miles in Southern California. Orange County is surrounded by the ocean to the west, Los Angeles County to the north, San Bernardino and Riverside Counties to the east, and San Diego County to the south. The total county population growth evidenced in the past 20 years is projected to continue, with Orange County's 2011 population of 3,055,745 projected to reach 3,533,935 by 2020.

The RSCCD boundaries encompass 193 square miles, or 24% of Orange County. The portion of Orange County that includes RSCCD is densely populated. A little over one million residents live within RSCCD boundaries in the cities of Anaheim, Garden Grove, Orange, Santa Ana, and Tustin. The projection is for a 6% increase in the total population within RSCCD between 2010 and 2020. Chapter 2 of this document includes current demographics of the local population and economy and forecasts local population and economic changes.

RSCCD is surrounded by five other community college districts: Coast Community College District to the west, South Orange County Community College District to the south, Riverside Community College District to the east, Chaffey Community College District to the northeast, and North Orange County Community College District to the north. Given the proximity of these six districts, there is considerable free flow because students have many community college options within a reasonable driving distance.

Today RSCCD is one of the largest community college districts in California. RSCCD includes two colleges, one of the state's oldest community colleges, Santa Ana College, and one of its newest, Santiago Canyon College. In fall 2012, RSCCD served 27,910 credit students and 16,222 non-credit students.

## BACKGROUND

# THE RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT (CONTINUED)

## SANTA ANA COLLEGE

In 1915, Santa Ana College began as a department of Santa Ana High School with 26 students and 11 teaching faculty. It was the second junior college founded in Orange County and is the fourth oldest in all of California.

The earthquake of 1933 forced the college to relocate to a site on North Main Street, where it served 803 students with thirty-four teaching faculty. In 1947, it moved to a permanent campus at 17th and Bristol. The college continued to expand at this site and added sites across the community to increase student access. In 1971, Santa Ana College formally separated from the Santa Ana Unified School District. Shortly thereafter, the territory of the Orange Unified School District and portions of the Garden Grove Unified School District were added and the new organization was named the Rancho Santiago Community College District.

Santa Ana College has continued to grow; in fall 2012 the college served 29,318 students: 18,764 students taking credit courses and 10,554 students taking noncredit courses. Of the students taking credit courses, 1,998 of these students were enrolled in non-traditional classes such as Fire Academy, Contract Management, Criminal Justice Academy, Quality Assurance, Business Seminar, and Distance Education (online, television, and hybrid).

The college offers a full complement of general education, transfer-level, pre-collegiate level, and career and technical education classes leading to an associate degree or career/technical certificate. Students are supported in these instructional programs with a full range of support services. The college is ranked 25th among the top 100 colleges in the number of minority students earning associate degrees.

Santa Ana College's original 48-acre site was bounded by 17th Street to the north, Bristol Street to the east, Campus Road to the south, and College Avenue to the west. Although the core remains within this original area, the campus expanded beyond the original boundaries to now include 65 acres that provides 378,928 assignable square feet of space.



The college's primary off-campus sites are:

- **Centennial Educational Center:** This facility on leased space offers almost 40,000 square feet of instructional space, which houses a full spectrum of continuing education courses for adult learners and a child development center. Enrollment in fall 2012 was 10,554 students with the largest portion enrolled in English as a Second Language courses. Other offerings include adult basic education, high school completion, parent, and vocational training.
- **Digital Media Center:** On approximately one acre, this facility of approximately 28,000 square feet houses classrooms, digital graphic design laboratories, and one of the largest television and video production studios in the community college system. This center includes a business incubator program dedicated to the emerging digital media industry in Orange County.
- **Orange County Sheriff's Regional Training Academy:** This facility on 15 acres offers a little over 8,000 square feet of instructional space for lecture and applied practice courses for students enrolled in the Sheriff's Training Academy programs as well as continuing education for law enforcement professionals.

- **Regional Fire Academy:** Although classroom instruction and departmental offices are housed at Santa Ana College's main campus, the college also operates two off-campus fire technology training centers, the Joint Powers Training Center and the North Net Training Center. These sites provide the space and equipment needed to provide students with hands-on experiences that simulate real world conditions. RSCCD owns the training facilities at both of these leased sites.

In addition to these locations, the college offers credit and non-credit courses at ninety other community locations including the Santa Ana Unified School District, hospitals, churches, and community centers.

In addition to courses offered face-to-face in these locations, the college also offers online courses. Fifty percent or more of the required courses for a variety of degree programs may be offered through distance education.



## BACKGROUND

# THE RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT (CONTINUED)

## SANTIAGO CANYON COLLEGE

In 1980, RSCCD began the development of a center on 30 acres in East Orange, and in fall 1985, the Orange Campus began its first semester, offering a variety of general education, transfer and vocational education courses to more than 2,500 students. By 1996, enrollment at the Orange Campus had more than doubled.

In 1997, the Board voted unanimously to change the name of the Orange Campus to Santiago Canyon College. The college was independently accredited in 2000.

The college has continued to grow; in fall 2012 Santiago Canyon College served 14,814 students: 9,146 students taking credit courses and 5,668 students taking noncredit courses. Of the students taking credit courses, 1,044 students were enrolled in non-traditional classes such as Apprenticeship, Contract Management, Quality Assurance, Business Seminar, and Distance Education (online, television, and hybrid).

The college offers a full complement of general education, transfer-level, pre-collegiate level, and career and technical education classes leading to an associate degree or career/technical certificate. Students are supported in these instructional programs with a full range of support services. The college directs the state's largest trades apprenticeship programs, providing trained workers in fields such as carpentry, cosmetology, electrician, maintenance mechanic, operating engineers, power lineman, and surveying.

Today, Santiago Canyon College has grown to 82 acres, occupying most of the land bounded by Jamboree Road, East Chapman Avenue, Newport Boulevard, and East Santiago Canyon Road. The building inventory has grown to 271,138 square feet and continues to grow with the recent completion of the Humanities Building, Gymnasium, Swimming Pool, and Maintenance and Operations facility.

The college's off-campus site is the Orange Education Center. This facility consists of 92,000 square feet of instructional and administrative space, which houses a full spectrum of adult education and continuing education courses for adult learners as well as the district warehouse and publication center and a child development center. The majority of the 5,668 students who took advantage of this facility in fall 2012 were enrolled in either English as a Second Language (39%) or non-credit career technical education programs (29%). Other offerings include adult basic education, high school completion, and health/safety education.

In addition to courses offered face-to-face in these locations, the college also offers online courses. Fifty percent or more of the required courses for a variety of degree programs may be offered through distance education.



## BACKGROUND

# NATIONAL, STATE, + LOCAL CONTEXT

## THE ECONOMY

The nation is in a slow recovery from the most serious economic downturn since the 1930's. The impact is evident in every facet of the economy, including high unemployment rate and a sluggish housing market. Although unemployment rates are dropping and the housing market is on an upswing, the June 2013 UCLA Anderson Forecast warned that these improvements are not harbingers of true national recovery. Despite a recent increase in the nation's gross domestic produce, the increase is not exceptional enough to reverse the sluggish trends. Although job numbers are improving very slowly, the types of new jobs are unlikely to ensure workers a secure future. Other economic indices that dampen optimism about economic recovery are that much of the government spending is funded with borrowing, the rate of national savings is unlikely to be sufficient to cover late-in-life health care issues, and too many workers lack the skills needed to compete in the modern economy. (<http://www.uclaforecast.com>)

The pace of the economic recovery is illustrated in the slow rate of change in unemployment. The national unemployment rate was between 8.1% and 8.3% for all of 2012 until September, when the rate dropped to 7.8%. The national unemployment rate improved in the past eight months although very slowly, reaching 7.6% in May 2013. (<http://www.bls.gov>) To provide a frame of reference, in December 2007, the national unemployment rate was 4.9%, and at the beginning of 2011, the national unemployment rate was 9.4%. A similar pattern of slow growth is seen in housing as evidenced by slight gains in new home construction and home prices along with record low mortgage interest rates.

Given the length of this recession, economists predict that many workers have become discouraged and have dropped out of the labor force. Such a decline in the number of adults participating in the workforce would distort the actual rate of unemployment; the actual unemployment rate is probably higher than the official estimates. As jobs are added, the unemployment rate may actually increase as discouraged workers once again seek employment. As evidence of this, the national unemployment rate was 7.5% in April and although employers added 175,000 jobs in May, the May national unemployment rate was 7.6% due to an increase in the number of workers seeking employment. (<http://www.bls.gov>)

The unemployment rate is unevenly distributed, with a younger, unskilled population experiencing much higher rates of unemployment than older, better skilled and higher educated cohorts. (<http://business.fullerton.edu>)

The economic downturn in California has been especially severe. In December 2006, the state's unemployment rate was 4.6%, and in January 2010, the rate had almost tripled, reaching 13.2%. Although the forecast was that California's unemployment rate would remain close to 10% through 2014, with a full recovery of nonfarm jobs lost during the Great Recession to occur in the second quarter of 2016, the economy may be recovering at a faster pace than anticipated. California's unemployment rate dropped to 8.6% in May 2013, which is the first time this state's unemployment rate has been below 9% in five years. (<http://www.bls.gov>). Even with this good news, California's economy is recovering more slowly than other states; California's rate is higher than the unemployment rate in 44 other states.

Other economic indices also show a slow but steady economic recovery for both California and Orange County. Job growth is projected to trend upward throughout 2013, and the trend for higher housing affordability that began in 2012 is projected to continue through 2013.

Due to the concentration of financial services located in Orange County, the county entered the recession earlier than other California counties. Layoffs in the financial service spread to the related local construction and development industries, eventually trickling into all sectors of the Orange County economy. During this recession the county's unemployment rate was close to 10% in mid-2009, but since then, it has declined at a faster rate than the statewide unemployment rates. In May 2013, the unemployment rate for Orange County was 5.5%, which is significantly below the statewide unemployment rate of 8.6% for the same month which is significantly below the statewide unemployment rate of 8.6% for the same month. (<http://www.ocbj.com>)

One economic forecast for Orange County projects continued increases in employment and concomitant increases in household income and home prices throughout 2013 and 2014. (<http://chapman.edu/economic-forecast/>)

Occupational sectors in Orange County that have shown positive job growth despite the recession are educational and health services; accounting, tax preparation and book-keeping services; management; scientific and technical consulting; legal services; computer systems design and related services; and specific subsectors of leisure and hospitality. The sectors in Orange County most impacted by this recession are construction, information, financial activities, manufacturing, retail trade, professional and business services, and government.

Due to the declines in every sector of the economy, state lawmakers have been coping with deficits in the billions of dollars each year. All state-supported public services and programs have suffered significant reductions in state allocations, which includes California community colleges.



## BACKGROUND

# NATIONAL, STATE, + LOCAL CONTEXT (CONTINUED)

## COMMUNITY COLLEGES

Based on the belief that college-educated residents are necessary in order to advance its economic, political, and social success, California developed an impressive system of 112 community colleges. The colleges are as diverse as the regions and populations they serve. The largest higher education system in the world, California community colleges served a total of 2,606,356 students by headcount with 1,235,078 full-time equivalent students taking credit courses and 78,787 full-time equivalent students taking non-credit courses in 2010–2011. To place these numbers in perspective, 24% of all community college students in the nation are enrolled at a California community college. ([www.ccleague.org](http://www.ccleague.org))

California community colleges are the most cost-effective system of education in the state when compared to K-12 public schools and the University of California and CSU systems. In 2010–2011, the state revenue allocated for a full-time community college student was \$5,400 compared to \$7,708 a year for a full-time student in the K-12 system and \$11,500 and \$21,500, respectively, at a California State University and a University of California.

The Great Recession has had a significant impact on California community colleges. Today these community colleges are called upon to continue providing quality higher education while also addressing five powerful and inter-related challenges.

### 1. Increase in Student Demand

Two of the ripple effects of the Great Recession have increased student demand for access to community college programs and services. First, given California's high unemployment rate, students are seeking entry into community colleges for career training. Second, since the state's budget deficits have impacted all three of the state's public higher education systems, the state's universities have reduced the number of students in their freshman classes. As a result, there is an increase in the numbers of students seeking entry into community colleges to fulfill transfer requirements.

## 2. **Emphasis on Degree and Certificate**

Completion. Once the industrialized country with the highest percentage of young adults with a college degree globally, America now ranks 10th. College-age students are now likely to be less well educated than their parents. President Barack Obama recently announced an American Graduation Initiative that challenges the nation to award an additional five million degree and certificate by 2020. Extrapolating that challenge to community colleges, each California community college needs to triple the number of degrees and certificates awarded by 2020. (<http://www.cccvision2020.org>)

Despite ready access to community colleges, California ranks lower than many other states on the higher education achievements of its residents. About 54 percent of community college students earn a certificate, a degree or transfer to a four-year institution. That number drops further for students who are African-American or Latino.

Based on the U.S. Census, 38.6% of the working adults in California aged 25 to 64 have earned an associate degree or higher. According to the Georgetown University Center on Education and the Workforce, 61% of California's jobs will require postsecondary education as soon as 2018. The current rate of degree completion will be insufficient to meet this workforce needs. Analysts at the Lumina Foundation project that if the current rate of degree completion continues, 44.7% of California's working adults will have earned a college degree by 2025, far short of the 60% that is projected. (<http://www.luminafoundation.org>)

## 3. **California Achievement Gap**

A recent study by the Institute for Higher Education Leadership and Policy at California State University in Sacramento identified ethnic differences in student achievement. Among the African-American and Latino students who attend community colleges, proportionately fewer African-American and Latino students (26% and 22% respectively) completed a degree or certificate within six years compared to white and Asian Pacific Islanders (37% and 35% respectively). Proportionately, twice as many white students transfer to a four-year university than Latino students. ([http://www.csus.edu/ihelp/PDFs/R\\_Div\\_We\\_Fail\\_1010.pdf](http://www.csus.edu/ihelp/PDFs/R_Div_We_Fail_1010.pdf))

## BACKGROUND

# NATIONAL, STATE, + LOCAL CONTEXT (CONTINUED)

## COMMUNITY COLLEGES (CONTINUED)

### 4. Adult Education Challenge

About 1.5 million residents in California aged 18 and older take advantage of adult education programs offered by adult schools associated with K-12 districts and community colleges. In 2009–2010, the majority of these students (66%) attended the adult education programs at community colleges. A December 2012 report from the Legislative Analyst’s Office identify a number of problems with the current status of California’s adult education programs and call for a structuring of these programs. <http://www.lao.ca.gov/reports/2012/edu/adulteducation/restructuring-adulteducation-120412.pdf>

The state’s 2013-2014 budget supports the role of community colleges as providers of adult education in that \$315.7 million for adult education was shifted from K-12 to California community colleges.

The state’s priorities related to adult education will drive educational and facilities planning for non-credit programs during the next decade. Since RSCCD offers one of the largest adult education programs in the state, planning for this program will be contingent on statewide decisions.

### 5. Fiscal Challenge

State allocations to the colleges declined by \$809 million, or 12%, between 2008-09 and 2012-2013. To adjust to this decline in state apportionment, California community colleges reduced programs and services. The number of credit course sections decreased 24% and the number of non-credit course sections decreased 38% statewide, resulting in a decrease in enrollment of more than 485,000 students over these years. (<http://californiacommunitycolleges.cccco.edu>)

In November 2012, the voters approved Proposition 30, a temporary tax increase dedicated to restoring funding for education. Community college received \$210 million in additional funds in 2012–2013, which provided the community colleges with the funding to restore some sections in spring 2013. Given the conditions of this proposition, annual increases in state apportionment are projected to continue through 2016–2017. Therefore, restoration in the level of state funding for community colleges continued in the 2013–2014 budget with \$197.7 million allocated for an increase in apportionment and \$179 million allocated to pay funds that were previous promised but not paid.

Three statewide solutions to these challenges developed in 2012 are as follows.

- To direct the energies of the California community college system toward solutions to these issues, the Community College League of California asked 33 college leaders to develop system-wide recommendations based on an analysis of 24 influential reports on student success. These reports explored various influences on student success: the impact of fiscal and academic policies, best practices, and state and local accountability. Based on their analysis, the Commission prepared the Report on the Commission on the Future that offers 17 recommendations of strategies to address the challenges facing California's community colleges. (<http://www.cccvision2020.org>)
- A Student Success Task Force of statewide leaders studied best practices and proposed initiatives that promise to improve students' successful completion of degrees and certificates. Several of these initiatives are being implemented. Through legislation (SB1456), colleges would be required to: (i) provide intensive orientation to help new students establish their educational goals, (ii) administer a common assessment to students upon entry into a community college, (iii) monitor completion of academic goals in order for students to qualify for a Board of Governors' fee waiver, and (iv) post a student success "scorecard" with statistics such as certification, degree and transfer rates broken down by gender and ethnicity. In addition to this legislation, the Board of Governors approved a change in priority registration to be implemented in fall 2014: new students who have completed college orientation, completed college assessment, and developed education plans as well as continuing students in good academic standing who have not exceeded 100 units (not including units in basic English, math or English as a Second Language) will have priority over students who do not meet these criteria.
- An important strategy to improve California's degree completion rates has been codified in the Student Transfer Achievement Reform Act (SB 1440). Research shows that California community college students annually transfer to a state university with more than the required 60 semester units. Under the provision of this recent legislation, eligible students will receive an associate degree for transfer in their area of study with 60 units. Following this step, they are then guaranteed admission into a CSU campus as a junior and only need to complete 60 additional units in order to graduate with a bachelor's degree.

In addition to coping with these changes, at local levels many community colleges are re-examining their missions to align their programs and services with the needs of the communities they serve, in a fiscally responsible manner.







# CHAPTER 2 PROFILE OF THE DISTRICT COMMUNITY + STUDENTS

# CHAPTER 2

## **RSCCD Goal 1**

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

## **RSCCD Goal 2**

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

## **RSCCD Goal 3**

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

## **RSCCD Goal 4**

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

## **RSCCD Goal 5**

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

# PROFILE OF THE DISTRICT COMMUNITY + STUDENTS

OVERVIEW

LIST OF DATA SETS

REGIONAL POPULATION TRENDS + CHARACTERISTICS

LOCAL ECONOMIC TRENDS

SANTA ANA COLLEGE DATA

SANTIAGO CANYON COLLEGE DATA

IMPLICATIONS FOR PLANNING



## PROFILE OF THE DISTRICT COMMUNITY + STUDENTS OVERVIEW

This chapter provides background information about the demographic and economic characteristics of the Rancho Santiago Community College District (RSCCD) service area and its students. This information is presented in these five sections:

### 1. Regional Population Trends and Characteristics:

Current and projected demographic characteristics, such as age, race/ethnicity, and educational levels, and income for the population within the RSCCD geographic boundaries;

### 2. Local Economic Trends:

Current and projected employment patterns by occupational category;

### 3. Santa Ana College Data:

Current demographic characteristics for credit and noncredit students, such as age, race/ethnicity, educational goals, and academic success, and measures of student achievement;

### 4. Santiago Canyon College Data:

Current demographic characteristics for credit and noncredit students, such as age, race/ethnicity, educational goals, and academic success, and measures of student achievement;

### 5. Implications for Planning:

A summary of the key elements most relevant to planning.

The data in this report are based on an analysis of the six cities within the RSCCD boundaries: Anaheim, Garden Grove, Orange, Santa Ana, Tustin and Villa Park. Although the RSCCD boundaries do not include the entirety of cities such as Anaheim and Garden Grove, the population trends in these cities are relevant for planning in RSCCD. Therefore, data for each entire city are included rather than including only the specific zip codes within RSCCD boundaries. Data for Orange County and the state provide points of comparison as appropriate.

The data profiles for the two colleges, Santa Ana College and Santiago Canyon College, include current data as well as comparisons across multiple years where available. All data about RSCCD are provided by the RSCCD Research Department; data sources other than the RSCCD Research Department are cited.



PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS  
**LIST OF DATA  
SETS**

## REGIONAL POPULATION TRENDS AND CHARACTERISTICS

- Data Set 1:** Current and Projected Population by Cities within RSCCD Boundaries, 2010 and 2020
- Data Set 2:** Orange County Population by Race/Ethnicity, 2010 and 2020
- Data Set 3:** Population by Race/Ethnicity within RSCCD Boundaries, 2010
- Data Set 4:** RSCCD Credit Students by Race/Ethnicity, 2008–2012
- Data Set 5:** Population within RSCCD Boundaries by Race/Ethnicity Compared to RSCCD Credit Students, 2010
- Data Set 6:** Population by Gender within RSCCD Boundaries, 2010
- Data Set 7:** Orange County Population by Age, 2010 and 2020
- Data Set 8:** Population by Age within RSCCD Boundaries, 2010
- Data Set 9:** Language Spoken at Home by Residents Age 5 and Older, 2010
- Data Set 10:** Median and Mean Household Income by Cities within RSCCD Boundaries, 2010
- Data Set 11:** Level of Educational Attainment for Residents within RSCCD Boundaries Age 25+

## LOCAL ECONOMIC TRENDS

- Data Set 12:** Top 10 Fastest Growing Occupations in Orange County for the Next 10 Years
- Data Set 13:** Employment and Payroll Losses in Orange County, 2007–2012
- Data Set 14:** Projected Job Growth by Sector, 2013
- Data Set 15:** RSCCD Employees by Category, 2005–2012
- Data Set 16:** RSCCD Full-time/Part-time Faculty Ratio, 2005–2012

## SANTA ANA COLLEGE DATA

**Data Set 17:** Santa Ana College Headcount and Enrollment 2008 and 2012

**Data Set 18:** Santa Ana College Credit Full-time Equivalent Students, 2007–2012

**Data Set 19:** Santa Ana College Credit Students by Race/Ethnicity, 2008–2012

**Data Set 20:** Santa Ana College Credit Students by Gender, 2008–2012

**Data Set 21:** Santa Ana College Credit Students by Age, 2008–2012

**Data Set 22:** Santa Ana College Credit Students by Educational Goal, 2008–2012

**Data Set 23:** Santa Ana College Credit Students by High School Attended, 2008–2012

**Data Set 24:** High School Graduates in Santa Ana College Feeder High Schools, 2008–2012

**Data Set 25:** Santa Ana College Placement Scores, 2009–2012

**Data Set 26:** Santa Ana College Credit Course Completion and Retention Rates, 2007–2011

**Data Set 27:** Santa Ana College Distance Education Credit Course Completion and Retention Rates, 2007–2011

**Data Set 28:** Santa Ana College Student Achievement

**Data Set 29:** Santa Ana College Student Persistence Rate

**Data Set 30:** Santa Ana College Basic Skills Education Progress

**Data Set 31:** Santa Ana College Career Technical Education Rate

**Data Set 32:** Santa Ana College Degrees and Certificates Awarded by Race/Ethnicity, 2008–2012

**Data Set 33:** Santa Ana College Transfers to Universities, 2006–2007 to 2011–2012

**Data Set 34:** Santa Ana College Credit Students, Transfer Velocity, 2002–2007

**Data Set 35:** Santa Ana College School of Continuing Education Students by Race/Ethnicity, 2008–2012

**Data Set 36:** Santa Ana College School of Continuing Education Students by Gender, 2008–2012

**Data Set 37:** Santa Ana College School of Continuing Education Students by Age, 2008–2012

**Data Set 38:** Santa Ana College School of Continuing Education Students by Citizenship Status, 2008–2012

**Data Set 39:** Santa Ana College School of Continuing Education Offerings and Full-time Equivalent Students, 2009–2012

**Data Set 40:** Santa Ana College School of Continuing Education Completion Rates and CASAS Learning Gains, 2009–2012

**Data Set 41:** Santa Ana College School of Continuing Education Awards, 2009–2012

**Data Set 42:** Santa Ana College Satisfaction Ratings by Credit Students

**Data Set 43:** Santa Ana College Satisfaction Ratings by Non-Credit Students

**Data Set 44:** Santa Ana College Satisfaction Ratings by Community Members, 2012

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# LIST OF DATA SETS

(CONTINUED)

## SANTIAGO CANYON COLLEGE DATA

- Data Set 45:** Santiago Canyon College Headcount and Enrollment, 2008–2012
- Data Set 46:** Santiago Canyon College Credit Full-time Equivalent Students, 2007–2012
- Data Set 47:** Santiago Canyon College Credit Students by Race/Ethnicity, 2008–2012
- Data Set 48:** Santiago Canyon College Credit Students by Gender, 2008–2012
- Data Set 49:** Santiago Canyon College Credit Students by Age, 2008–2012
- Data Set 50:** Santiago Canyon College Credit Students by Educational Goal, 2008–2012
- Data Set 51:** Santiago Canyon College Credit Students by High School Attended, 2008–2012
- Data Set 52:** High School Graduates in Santiago Canyon College Feeder High Schools, 2008–2012
- Data Set 53:** Santiago Canyon College Placement Scores, 2009–2012
- Data Set 54:** Santiago Canyon College Credit Course Completion and Retention Rates, 2007–2011
- Data Set 55:** Santiago Canyon College Distance Education Credit Course Completion and Retention Rates, 2007–2011
- Data Set 56:** Santiago Canyon College Student Achievement
- Data Set 57:** Santiago Canyon College Student Persistence Rate
- Data Set 58:** Santiago Canyon College Basic Skills Education Progress
- Data Set 59:** Santiago Canyon College Career Technical Education Rate
- Data Set 60:** Santiago Canyon College Degrees and Certificates Awarded by Race/Ethnicity, 2008–2012
- Data Set 61:** Santiago Canyon College Transfers to Universities, 2006–2007 to 2011–2012
- Data Set 62:** Santiago Canyon College Credit Students, Transfer Velocity, 2002–2007
- Data Set 63:** Santiago Canyon College School of Continuing Education Students by Race/Ethnicity, 2008–2012
- Data Set 64:** Santiago Canyon College School of Continuing Education Students by Gender, 2008–2012

- Data Set 65:** Santiago Canyon College School of Continuing Education Students by Age, 2008–2012
- Data Set 66:** Santiago Canyon College School of Continuing Education Students by Citizenship Status, 2008–2012
- Data Set 67:** Santiago Canyon College School of Continuing Education Offerings and Full-time Equivalent Students, 2009–2012
- Data Set 68:** Santiago Canyon College School of Continuing Education Completion Rates and CASAS Learning Gains, 2009–2012
- Data Set 69:** Santiago Canyon College School of Continuing Education Awards, 2009–2012
- Data Set 70:** Santiago Canyon College Satisfaction Ratings by Credit Students, 2010–2012
- Data Set 71:** Santiago Canyon College Satisfaction Ratings by Non-Credit Students, 2012
- Data Set 72:** Santiago Canyon College Satisfaction Ratings by Community Members, 2012



PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# REGIONAL POPULATION TRENDS + CHARACTERISTICS

The RSCCD boundaries encompass 193 square miles, or 24% of Orange County. The portion of Orange County that includes RSCCD is densely populated. Over one million residents live within RSCCD boundaries in the six cities of Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park.

**Data Set 1. Current and Projected Population by Cities within RSCCD Boundaries, 2010 and 2020**

	2010	% of RSCCD Total	2020	% of RSCCD Total	% change
Anaheim	336,149	32%	369,107	33%	10%
Garden Grove	170,773	16%	179,402	16%	5%
Orange	136,256	13%	141,472	13%	4%
Santa Ana	324,483	31%	337,568	30%	4%
Tustin	75,488	7%	81,310	7%	8%
Villa Park	5,812	1%	6,041	1%	4%
<b>RSCCD Total</b>	<b>1,048,961</b>		<b>1,114,900</b>		<b>6%</b>
<b>Orange County Total</b>	<b>3,010,232</b>		<b>3,266,190</b>		<b>9%</b>
<b>California Total</b>	<b>36,637,290</b>		<b>40,817,839</b>		<b>11%</b>

Source: American Community Survey, Census 2010 and Center for Demographic Research, 2012

- The number of residents living within the RSCCD geographic boundaries is projected to increase 6% by 2020.
- A population increase is projected for all cities within RSCCD boundaries, with Anaheim and Tustin projected to have the greatest increase (10% and 8% respectively). Orange, Santa Ana, and Villa Park are projected to increase at a rate lower than the other communities (4%).
- The distribution of the population across the six cities in RSCCD is projected to remain stable over the next decade.



**Data Set 2. Orange County Population by Race/Ethnicity, 2010 and 2020**

	2010	% of Total	2020	% of Total	% change
African-American	44,000	1%	43,864	1%	0%
Asian	532,477	18%	710,916	22%	34%
Hispanic	1,012,973	34%	1,136,811	35%	12%
White	1,328,499	44%	1,273,440	39%	-4%
Other	92,283	3%	101,159	3%	10%
<b>Orange County Total</b>	<b>3,010,232</b>	<b>100%</b>	<b>3,266,190</b>	<b>100%</b>	<b>9%</b>

Source: Center for Demographic Research, 2012

- The three most common race/ethnicity cohorts in Orange County in 2010 are White (44%), Hispanic (34%), and Asian (18%). The projections for 2020 are that the majority of the county's population will be made up of the same race/ethnicity cohorts in the same order, although the proportions will shift, with White residents comprising the highest at 39%, followed by Hispanic at 35% and Asian at 22%.
- Over the next decade, the greatest shifts in the race/ethnicity composition of Orange County population will be an increase in residents who self-identify as Asian, Hispanic, and "Other" at 34%, 12%, and 10% respectively and a decrease in White residents from 44% to 39%.

# REGIONAL POPULATION TRENDS + CHARACTERISTICS (CONTINUED)

**Data Set 3. Population by Race/Ethnicity within RSCCD Boundaries, 2010**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	RSCCD Community Population	Orange County Total
African-American	2%	1%	1%	1%	2%	1%	2%	1%
Asian	15%	37%	11%	10%	20%	15%	17%	18%
Hispanic	53%	37%	38%	78%	40%	10%	55%	34%
White	27%	23%	47%	9%	35%	72%	24%	44%
Other	3%	3%	3%	1%	3%	3%	2%	3%
<b>Total</b>	<b>336,265</b>	<b>170,883</b>	<b>136,416</b>	<b>324,528</b>	<b>75,540</b>	<b>5,812</b>	<b>1,049,444</b>	<b>3,010,232</b>

Source: Center for Demographic Research, 2012

- The race/ethnicity pattern of residents who live within RSCCD boundaries is comparable to the pattern in Orange County as a whole with two exceptions. There is a significantly higher proportion of Hispanic residents within RSCCD boundaries (55%) than in the total county (34%) and a significantly lower proportion of White residents within RSCCD boundaries (24%) than in the total county (44%).

**Data Set 4. RSCCD Credit Students by Race/Ethnicity, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	32,964	25,462	23,272	23,406	24,910
African-American	2%	2%	2%	1%	0%
Asian	12%	13%	13%	12%	11%
Hispanic	46%	51%	54%	57%	59%
White	35%	28%	27%	25%	24%
<b>Other</b>	<b>5%</b>	<b>6%</b>	<b>4%</b>	<b>5%</b>	<b>6%</b>

Note: These calculations exclude the 5% - 9% of the students in each semester who decline to state their race/ethnicity.

- In this five-year snapshot, the race/ethnicity cohorts of RSCCD credit students have remained relatively stable for African-American, Asian, and "Other" race/ethnicity categories. During the same time period, the proportion of RSCCD credit students who self-identify as Hispanic increased from 43% to 56% and the proportion of those who self-identify as White decreased from 33% to 22%.

**Data Set 5. Population within RSCCD Boundaries by Race/Ethnicity Compared to RSCCD Credit Student Population, 2010**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	RSCCD Community Population	RSCCD Credit Students Fall 2010
African-American	2%	1%	1%	1%	2%	1%	2%	2%
Asian	15%	37%	11%	10%	20%	15%	17%	13%
Hispanic	53%	37%	38%	78%	40%	10%	55%	54%
White	27%	23%	47%	9%	35%	72%	24%	27%
Other	3%	3%	3%	1%	3%	3%	2%	4%
<b>Total</b>	<b>336,265</b>	<b>170,883</b>	<b>136,416</b>	<b>324,528</b>	<b>75,540</b>	<b>5,812</b>	<b>1,049,444</b>	<b>25,024</b>

Source: Center for Demographic Research, 2012

- Overall, in fall 2010, the race/ethnicity of the RSCCD credit student population approximated the total population who live within RSCCD boundaries. The slight differences are: a higher proportion of both Asian and Hispanic residents in the community compared to the student population (Asian: 17% versus 13%; Hispanic: 55% versus 54%) and a slightly lower proportion of both White and “Other” residents in the community compared to the student population (White: 24% versus 27%; Other: 2% versus 4%).

**Data Set 6. Population by Gender within RSCCD Boundaries, 2010**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	Orange County	California
Male	166,333	84,413	68,069	166,863	36,309	2,973	1,467,799	18,223,157
Female	166,706	84,596	66,500	158,353	37,422	2,840	1,497,726	18,414,133
% Male to Female	50%/50%	50%/50%	51%/49%	51%/49%	49%/51%	51%/49%	49%/51%	49%/51%

Source: American Community Survey (5-year), report S0101 (Age and Gender), Census 2010

- In all communities in RSCCD, current residents are approximately evenly divided in a 50-50 balance between males and females.

# REGIONAL POPULATION TRENDS + CHARACTERISTICS (CONTINUED)

Data Set 7. Orange County Population by Age, 2010 and 2020

	2010	2020	% change
0-14	600,655	608,394	1%
15-19	227,689	203,132	-11%
20-29	428,963	474,441	11%
30-39	411,771	463,038	12%
40-49	456,034	411,900	-10%
50-59	388,716	441,135	13%
60 and older	496,404	664,150	34%
<b>Orange County Total</b>	<b>3,010,232</b>	<b>3,266,190</b>	<b>9%</b>

Source: Center for Demographic Research, 2012

Note: The age cohorts are unevenly divided to provide a projection for college-going ages

- In this snapshot of Orange County population, an increase is projected for all ages except the 15–19 and 40–49 cohorts. Residents in the 60 and older age cohort in Orange County are projected to increase the most over the decade.

### Data Set 8. Population by Age within RSCCD Boundaries, 2010

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	Orange County	California
0-14	24%	21%	21%	26%	23%	15%	21%	21%
15-19	8%	8%	8%	9%	6%	10%	8%	8%
20-29	15%	15%	14%	18%	14%	9%	14%	14%
30-39	15%	15%	15%	16%	18%	6%	14%	14%
40-49	14%	14%	15%	13%	16%	16%	15%	15%
50-59	11%	12%	13%	9%	11%	16%	13%	12%
60+	13%	15%	14%	9%	12%	28%	16%	16%
<b>TOTAL</b>	<b>333,039</b>	<b>169,009</b>	<b>134,569</b>	<b>325,216</b>	<b>73,731</b>	<b>5,813</b>	<b>2,965,525</b>	<b>36,637,290</b>

Source: American Community Survey (5-year), report S0101 (Age and Gender), Census 2010

Note: (1) The age cohorts are unevenly divided to provide a projection for college-going ages. (2) There is a slight discrepancy in the total Orange County population compared to previous data sets due because these data were extracted from a different source.

- For those who live within RSCCD boundaries, the proportion of residents in each age cohort is approximately the same proportion as in the county and the state demographics.
- The proportion of residents in each age cohort is similar for five of the communities in RSCCD boundaries. About a quarter of the population is younger than 14 years old; the 15 to 19 age cohort represents the lowest proportion of the population; and the remainder of the population is distributed almost evenly across the other age cohorts. In Villa Park the highest proportion of residents is age 60 or older and the lowest proportion is between the ages of 30 to 39.



# REGIONAL POPULATION TRENDS + CHARACTERISTICS (CONTINUED)

**Data Set 9. Language Spoken at Home by Residents Age Five and Older, 2010**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	Orange County	California
English only	40%	34%	58%	17%	49%	77%	56%	57%
Spanish	44%	31%	30%	72%	31%	7%	26%	29%
Other Indo-European languages	4%	2%	3%	1%	5%	8%	4%	4%
Asian and Pacific Islander languages	11%	33%	9%	9%	15%	9%	13%	9%
Other languages	2%	0%	1%	0%	1%	0%	1%	1%
<b>Total Population (5 years and over)</b>	<b>306,499</b>	<b>157,826</b>	<b>125,444</b>	<b>295,265</b>	<b>67,971</b>	<b>5,590</b>	<b>2,769,832</b>	<b>34,092,225</b>

Source: American Factfinder (American Community Survey 5-year DP02 Report), 2010 Census

- About half of the residents who are age five and older speak only English at home in four of the seven communities in RSCCD. This proportion declines to 40% in Anaheim, 34% in Garden Grove, and 17% in Santa Ana.
- For residents age five and older who speak a language other than only English at home, Spanish is the most common language in four of the six communities within RSCCD boundaries. In the remaining two communities, Asian and Pacific Islander languages are more common than Spanish and English only.
- Four of the six communities within RSCCD boundaries have a lower proportion of residents who speak only English at home compared to the county and the state proportions. These four communities make up 87% of the total population within RSCCD boundaries. (see Data Set 1.)

**Data Set 10. Median and Mean Household Income by Cities within RSCCD Boundaries, 2010**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	Orange County	California
<b>Median household income</b>	\$57,807	\$61,026	\$76,742	\$54,877	\$73,170	\$146,776	\$74,344	\$60,883
<b>Mean household income</b>	\$73,807	\$73,069	\$97,672	\$67,887	\$95,506	\$211,065	\$99,719	\$83,483

Source: American Factfinder (American Community Survey 5-year DP03 Report), 2010 Census

- The median household income for Orange County is significantly higher than the median household income for the state.
- In 2010, Anaheim and Santa Ana had a median household income below the median household income in both Orange County and the state. The median household income in Garden Grove is comparable to the state median household income but is below the county. The median household income in Orange, Tustin, and Villa Park are comparable to or higher than both the county or state median household income.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# REGIONAL POPULATION TRENDS + CHARACTERISTICS (CONTINUED)

**Data Set 11. Level of Educational Attainment for Residents within RSCCD Boundaries Age 25+**

	Anaheim	Garden Grove	Orange	Santa Ana	Tustin	Villa Park	Orange County	California
Less than 9th grade	13%	15%	9%	29%	8%	1%	9%	10%
9th to 12th grade	13%	12%	8%	16%	7%	3%	7%	9%
High school graduate	23%	24%	19%	24%	17%	14%	18%	22%
Some college	21%	22%	22%	16%	20%	25%	21%	22%
Associate's degree	6%	8%	9%	6%	8%	7%	8%	8%
Bachelor's degree	17%	15%	22%	8%	25%	27%	24%	19%
Graduate or professional degree	7%	5%	12%	2%	13%	23%	13%	11%
<b>Total Population</b>	<b>213,837</b>	<b>109,645</b>	<b>88,696</b>	<b>192,443</b>	<b>48,566</b>	<b>4,053</b>	<b>2,008,772</b>	<b>23,497,945</b>

Source: American Factfinder (American Community Survey 5-year DP02 Report), 2010 census

- The proportion of adults who have not attended college at all is significantly higher in Anaheim, Garden Grove, and Santa Ana compared to the state and the county proportions (48%, 51%, and 69% respectively). The proportion of adults who have not attended college at all is 34% for Orange County and 41% for the state.
- Similar to the state and county proportions, the proportion of adults who have some college but have not completed a degree is slightly over 20% for Anaheim, Garden Grove, Orange, Tustin, and Villa Park. The rates of degree completion in Tustin and Villa Park (46% and 57% respectively) are the highest in RSCCD boundaries and exceed both county and state rates (45% and 38% respectively).



PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS  
**LOCAL ECONOMIC  
TRENDS**

**Data Set 12. Top 10 Fastest Growing Occupations in Orange County for the Next 10 Years**

Occupations	Number of Jobs
Food/Beverage Serving	9,130
Health Diagnosing/Treating	8,380
Retail Sales	7,890
Other Personal Care/Service	7,170
Business Operations Specialists	5,560
Retail Salespersons	5,440
Personal and Home Care Aides	5,310
Computer Specialists	5,080
Registered Nurses	5,000
Health Technologists/Technicians	4,920

Source: California Employment Development Department presented at the Orange County Business Council, January, 2013

- Significant job growth is projected in a variety of occupations.
- Six of the top 10 fastest growing occupations in Orange County require postsecondary and education.



### Data Set 13. Employment and Payroll Losses in Orange County, 2007–2012

	Change in Job October 2007 to June 2012	Average Annual Pay (\$)	Change in Payrolls (in Million \$)
Construction	-34,800	61,360	-2,135
Trade, Transportation & utilities	-33,167	51,220	-1,699
Manufacturing	-23,434	67,132	-1,573
Financial Activities	-15,133	97,656	-1,478
Professional & Business Services	-21,767	65,520	-1,426
State & Local Government	-10,234	52,806	-540
Information	-6,767	78,208	-529
Other Services	-3,167	29,380	-93
Federal Government	-467	72,852	-34
Leisure & Hospitality	5,800	21,476	125
Education & Health Services	15,000	53,768	807
<b>Total Nonfarm</b>	<b>-128,234</b>	<b>56,472</b>	<b>-8,577</b>

Source: Economic & Business Review, Chapman University, November 2012

Note: Public education is included in the State & Local Government Sector.

- The number of jobs and total nonfarm payroll is below the pre-recession rates with the exceptions of jobs and payroll in the fields of leisure & hospitality and education & health services.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# LOCAL ECONOMIC TRENDS (CONTINUED)

**Data Set 14. Projected Job Growth by Sector, 2013**

	Orange County	California
Construction & Mining	↑	↑
Financial Activities	↑	↑
Trade, Transportation & Utilities	↑	↑
Manufacturing	↔	↓
Professional & Business Services	↑	↑
Education & Health Services	↑	↑
Leisure & Hospitality Services	↑	↑
Government	↔	↓

Source: Economic & Business Review, Chapman University, November 2012

Note: Public education is included in the State & Local Government Sector.

- Job growth in Orange County is projected to increase or remain stable in every sector.

**Data Set 15. RSCCD Faculty Employee by Category, 2005 – 2012**

	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
FT Faculty	365	375	398	390	360	358	346
PT Faculty	738	746	797	983	1,108	995	844
FT Classified	493	527	548	531	473	471	479
PT Classified	394	418	430	376	233	219	231
Management	111	115	120	119	106	106	103

Source: RSCCD Human Resources

- The numbers of employees in three categories, full-time faculty, full-time classified, and management, were highest in 2007–2008. The number of full-time faculty, part-time classified, and management is lowest in 2011–2012.
- As the number of full-time faculty declined over the past four years, the number of part-time faculty increased.

**Data Set 16. RSCCD Full-time/Part-time Faculty Ratio, 2005–2012**

	2005	2006	2007	2008	2009	2010	2011	2012
FT Faculty	62%	61%	60%	58%	63%	63%	65%	65%
PT Faculty	38%	39%	40%	42%	37%	37%	35%	35%

Source: RSCCD Human Resources

- Despite the 12% reduction in state apportionment over the past five years, RSCCD increased the ratio of full-time faculty compared to part-time faculty.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS  
**SANTA ANA  
COLLEGE DATA**

**Data Set 17. Santa Ana College Headcount and Enrollment, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
All credit headcount	26,464	21,063	18,089	17,681	18,764
On-campus credit headcount	22,145	18,975	16,131	15,985	16,766
All non-credit headcount	14,112	13,818	12,696	11,565	10,554
All credit enrollment	68,380	65,044	62,915	61,013	65,224
On-campus credit enrollment	52,311	55,203	52,812	51,267	53,895
All non-credit enrollment	43,974	39,429	36,327	33,667	24,522
Average enrollment per student for all credit	2.6	3.1	3.5	3.5	3.5
Average enrollment per student for on-campus credit	2.4	2.9	3.3	3.2	3.2
Average enrollment per student for all non-credit	3.1	2.9	2.9	3.0	2.3

Notes: (1) Students in the “on-campus credit” category are included in the “all credit” category. (2) The category of “on-campus credit” excludes the following non-traditional classes: Fire Academy, Contract Management, Criminal Justice Academy, Quality Assurance, Business Seminar, and Distance Education (online, television, and hybrid). (1) In the calculation of headcount each student is counted once. In calculation of enrollment students are counted for each section in which they enroll.

- Student headcount and enrollments in credit and non-credit courses at Santa Ana College declined each of the three fall semesters from 2009–2011 due to state-imposed reductions in the number of students funded, which resulted in fewer sections being offered compared to previous years.
- Student headcount and enrollments in all types of credit courses was higher in fall 2012 compared to the prior two years. There has been a consistent decrease in non-credit student headcount and enrollments due to a parallel decrease in the number of non-credit offerings.
- For both categories of credit courses, the average number of enrollments per student has increased significantly in the past five years from 2.6 to 3.5.

**Data Set 18. Santa Ana College Credit Full-time Equivalent Students, 2007–2012**

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Full-time Equivalent Students	15,516	15,888	15,780	16,239	14,501

Source: RSCCD Fiscal Services

Note: The measure of full-time equivalent students (FTES) is the method by which RSCCD reports student information to the state and consequently is the basis for allocations from the state to RSCCD.

- Santa Ana College reported higher FTES in 2008 – 2009 and in 2010–2011 compared to other years in this five-year snapshot, with the lowest FTES reported for most recent year 2011–2012.

**Data Set 19. Santa Ana College Credit Students by Race/Ethnicity, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
		26,464	21,063	18,089	17,681
African-American	2%	2%	2%	2%	2%
Asian	12%	13%	13%	12%	12%
Hispanic	47%	53%	57%	60%	63%
White	29%	19%	17%	16%	15%
Other	7%	6%	5%	5%	5%
Decline to State	5%	8%	6%	6%	5%

- In recent years, there has been a shift in the proportions of the students who identify themselves as White and Hispanic. The proportion of students who identify themselves as White has decreased steadily over the past five years, from 29% in fall 2008 to 15% in fall 2012, while the proportion of students who identify themselves as Hispanic has increased steadily from 47% in fall 2008 to 63% in fall 2012.
- The proportion of Santa Ana College’s student population in all other race/ethnicity categories has remained approximately the same.



PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTA ANA COLLEGE DATA

(CONTINUED)

**Data Set 20. Santa Ana College Credit Students by Gender, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	26,464	21,063	18,089	17,681	18,764
Male	54%	50%	48%	47%	48%
Female	46%	50%	52%	52%	52%

- The proportion of Santa Ana College students who are male has declined slightly each year since fall 2008, reaching the current ratio of slightly more female than male students (52% versus 48%).
- As a point of comparison, the gender of Orange County residents is about evenly divided between female and male residents.

**Data Set 21. Santa Ana College Credit Students by Age, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	26,464	21,063	18,089	17,681	18,764
17 and under	3%	3%	4%	4%	5%
18	8%	9%	9%	10%	11%
19	9%	11%	11%	11%	12%
20-21	14%	17%	18%	19%	19%
22-25	17%	20%	21%	21%	21%
26-29	11%	11%	12%	11%	11%
30-39	17%	14%	13%	12%	12%
40-49	14%	9%	7%	7%	6%
50-64	8%	5%	4%	4%	4%
over 64	1%	1%	1%	1%	0%

- The proportion of students in traditional college-going ages (ages 18 – 25) has increased each year from 2008 to 2012. There has been a corresponding steady decrease in the proportion of students in each age cohort older than 30 years of age.
- Seventy-eight percent of the Santa Ana College student population is younger than 30 years old.

**Data Set 22. Santa Ana College Credit Students by Educational Goal, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	26,464	21,063	18,089	17,681	18,764
Vocational Certificate	6%	5%	4%	3%	3%
Employment Courses	24%	16%	13%	11%	11%
AA Degree	33%	41%	50%	54%	55%
Transfer, no AA	7%	9%	9%	9%	9%
Personal Develop.	7%	0%	0%	0%	0%
Improve Basic Skills	1%	5%	3%	2%	2%
Undecided	0%	0%	0%	13%	14%
Other	4%	0%	0%	0%	0%
High School Diploma	1%	1%	0%	0%	1%
Teaching Career	2%	0%	0%	0%	0%
Educational Development	0%	4%	3%	2%	3%
Non-credit to Credit	0%	0%	0%	0%	0%
4-yr college credits	0%	3%	3%	4%	3%
Not reported	14%	16%	15%	0%	0%

*Note: These data reflect students' initial interests at the time of applying to Santa Ana College and do not reflect students' later educational goals following college experiences, such as attending orientation, meeting with a counselor, or completing courses.*

- The proportion of students seeking an associate degree or transfer without a degree has increased each year from 40% in 2008 to 64% in 2012.
- The proportion of students seeking vocational certificates or taking courses for employment has decreased each year from 28% in 2008 to 14% in 2012.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTA ANA COLLEGE DATA

(CONTINUED)

Note: These data are a count of first-time college freshmen ages 17 to 19.

- The number of the first-time college freshmen between the ages of 17 and 19 has increased each fall from 2008, reaching a high of 2,384 students in fall 2012.
- The majority of the first-time college freshmen between the ages of 17 and 19 matriculate to Santa Ana College from one of the feeder high schools within the RSCCD geographic boundaries.

Data Set 23. Santa Ana College Credit Students by High School Attended, 2008–2012

Top Feeder High Schools to SAC					
High Schools	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>Anaheim Union USD</b>					
Anaheim	48	56	49	43	49
Katella	59	57	27	31	48
Loara	51	34	20	31	26
<b>Garden Grove USD</b>					
Bolsa Grande	46	42	25	29	24
Garden Grove	60	58	38	47	56
Los Amigos High	76	48	32	41	38
Rancho Alamitos	14	14	13	14	21
Santiago	104	128	87	97	83
<b>Orange USD</b>					
Canyon	40	17	16	15	12
El Modena	49	26	14	16	23
Orange	76	57	55	69	73
Villa Park	46	21	22	21	15
<b>Santa Ana USD</b>					
Century	147	187	171	165	204
Cesar Chavez	21	28	19	28	24
Hector Godinez	0	0	81	169	235
Lorin Griset	0	54	40	50	52
Saddleback	116	127	122	110	165
Santa Ana	291	257	295	303	295
Segerstrom	62	116	150	140	154
Valley	139	130	112	169	179
<b>Tustin USD</b>					
Arnold Beckman	30	22	17	14	19
Foothill	48	49	34	29	38
Tustin	51	34	41	46	30
<b>Total from these feeder high schools</b>	<b>1,574</b>	<b>1,562</b>	<b>1,480</b>	<b>1,677</b>	<b>1,863</b>
<b>Total from all high schools</b>	<b>2,368</b>	<b>2,108</b>	<b>1,975</b>	<b>2,197</b>	<b>2,384</b>
<b>% from these feeder high schools</b>	<b>66%</b>	<b>74%</b>	<b>75%</b>	<b>76%</b>	<b>78%</b>

**Data Set 24. High School Graduates in Santa Ana College Feeder High Schools, 2008–2012**

Service Area High Schools	2008	2009	2010	2011	2012	% of 2012 graduates who enrolled at SAC
<b>Garden Grove USD</b>						
Garden Grove	487	500	493	510	514	11%
Hare	110	240	138	148	160	0%
Santiago	387	399	410	487	494	17%
<b>Santa Ana USD</b>						
Century	314	394	447	425	466	44%
Cesar Chavez	88	130	125	130	196	12%
Hector Godinez	0	0	242	508	538	44%
Lorin Grisct Academy	154	214	165	233	256	20%
Middle College	63	76	70	71	72	15%
O.C. School of the Arts	203	202	247	265	269	1%
Saddleback	310	354	425	389	380	23%
Santa Ana	572	535	525	529	641	46%
Seegerstrom	307	594	562	524	521	30%
Valley	334	425	332	332	342	52%

- Overall, the graduation rates for the primary feeder high schools to Santa Ana College have steadily increased over the past five years.
- The Santa Ana Unified School District high schools are the primary feeder high schools for Santa Ana College.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTA ANA COLLEGE DATA

(CONTINUED)

**Data Set 25. Santa Ana College Placement Scores, 2009–2012**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>English Placement</b>	<b>n=4,125</b>	<b>n=3,949</b>	<b>n=4,127</b>	<b>n=4,428</b>
AA/AS Degree/Transfer Level	32%	32%	32%	35%
Below AA/AS Degree/Transfer Level	68%	68%	68%	65%
<b>Mathematics Placement</b>	<b>n=3,212</b>	<b>n=3,037</b>	<b>n=3,491</b>	<b>n=3,761</b>
Transfer Level	21%	25%	22%	22%
AA/AS Degree Level	17%	15%	16%	20%
Below AA Degree/Transfer Level	62%	60%	61%	58%

- At entry into Santa Ana College, the majority of the students taking the English and mathematics placement test score below transfer level.
- The proportion of the students scoring below transfer level on both English and mathematics placement tests decreased slightly in fall 2012.

**Data Set 26. Santa Ana College Credit Course Completion and Retention Rates, 2007–2011**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Statewide Average Fall 2011
Successful Course Completion	69%	71%	69%	70%	71%	66%
Course Retention	81%	82%	83%	85%	84%	80%

Notes: (1) Successful course completion compares the number of students enrolled at census with the number of students who earned a final grade of A, B, C, or Pass. (2) Course retention compares the number of students enrolled at census with the number of students who earned any final grade. This calculation excludes students who withdrew from the course after census.

- The proportion of students earning a passing final grade in credit courses has been relatively consistent over the past five years, with the current rate of 71% being higher than the statewide successful course completion rate of 66%.
- The retention rate steadily increased from fall 2007 to fall 2010, rising from 81% to 85%. The fall 2011 rate of 84% is higher than the statewide average of 80%.



**Data Set 27. Santa Ana College Distance Education Credit Course Completion and Retention Rates, 2007–2011**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Statewide Average Fall 2011
Successful Course Completion	47%	50%	57%	58%	58%	58%
Course Retention	65%	66%	71%	76%	73%	78%

Notes: (1) This snapshot of distance education courses excludes television and hybrid courses. (2) Successful course completion compares the number of students enrolled at census with the number of students who earned a final grade of A, B, C, or Pass. (3) Course retention compares the number of students enrolled at census with the number of students who earned any final grade. This calculation excludes students who withdrew from the course after census.

- The successful course completion rate for distance education courses at Santa Ana College steadily increased between fall 2007 and fall 2011, and that rate now matches the statewide average.
- The course retention rate for distance education courses at Santa Ana College has increased, reaching the highest level (76%) in Fall 2010. The course retention rate is lower than the statewide average in fall 2011.
- For distance education courses in this five-year snapshot, the successful course completion rate and the course retention rates are significantly below the same measures for on-campus courses (58% versus 71% and 73% versus 84% respectively for fall 2011).

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTA ANA COLLEGE DATA

(CONTINUED)

Student Success Scorecard: The Board of Governors convened a Student Success Task Force in January 2011 for the purpose of identifying benchmarks associated with students' successful completion of degrees and certificates. The Task Force's analysis of research on factors that contribute to student success pointed to the conclusion that each time a student progresses beyond one of these benchmarks, the likelihood of students' completing degrees or certificates increases. To focus attention on these critical progression metrics, in January 2012 the Task Force recommended that the Board of Governors establish a performance measurement system that tracks student success at all 112 community colleges on standardized progression metrics. This recommendation was approved. The Student Success Scorecard was published for the first time in spring 2013 ([scorecard@cccoco.edu](mailto:scorecard@cccoco.edu)). The following five data sets present this information for Santa Ana College.

### Data Set 28. Santa Ana College Student Achievement

Measures of Achievement	2002–03 to 2007–08	2003–04 to 2008–09	2004–05 to 2009–10	2005–06 to 2010–11	2006–07 to 2011–12
Completion Rate	49%	46%	47%	49%	49%
• Prepared students	70%	69%	67%	71%	72%
• Remedial students	41%	38%	39%	38%	38%
Percent of Students Who Earned at Least 30 Units	68%	66%	66%	69%	70%
• Prepared students	72%	73%	73%	78%	80%
• Remedial students	66%	63%	63%	65%	66%

Notes: (1) Completion Rate is the percentage of degree and/or transfer seeking students who completed a degree, certificate or transfer-related outcomes. (2) Percent of Students Who Earned at Least 30 Units is the percentage of degree and/or transfer seeking students who achieved at least 30 units. (3) Remedial students are those enrolled in courses below transfer level.

- Combining the achievements of prepared and remedial students on the Completion Rate, the overall rate is relatively stable at slightly below 50% in this five-year period. Consistently over this period, the rates for prepared students are almost twice as high as the rates for remedial students.
- The percentage of students who earned at least 30 units increased slightly over the past five years reaching 70% in the most recent analysis. This percentage has increased significantly for prepared students reaching 80% in the most recent analysis. The percentages of remedial students who have earned at least 30 units have remained relatively stable at 66% or slightly below.

### Data Set 29. Santa Ana College Student Persistence Rate

Measure	2002–03 to 2007–08	2003–04 to 2008–09	2004–05 to 2009–10	2005–06 to 2010–11	2006–07 to 2011–12
Persistence Rate	72%	74%	73%	74%	73%
•Prepared students	64%	74%	67%	76%	74%
•Remedial students	75%	74%	75%	74%	72%

Note: Persistence rate is the percentage of degree and/or transfer-seeking students tracked for six years through 2011–2 who enrolled in the first three consecutive terms.

- The persistence rate for Santa Ana College students enrolled in both transfer-level and below transfer level courses has been consistent in the last two measurement cycles between 72% – 76%. The persistence rate for students enrolled in transfer-level courses has been slightly higher than for students enrolled in courses below transfer level.

### Data Set 30. Santa Ana College Basic Skills Education Progress

Measure	2002–03 to 2007–08	2003–04 to 2008–09	2004–05 to 2009–10	2005–06 to 2010–11	2006–07 to 2011–12
• Basic Skills English	28%	29%	21%	22%	26%
• Basic Skills Math	-	-	-	-	-
• Basic Skills ESL	10%	8%	7%	6%	7%

Notes: (1) Basic Skills Education Progress is the percentage of credit students who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline within the subsequent six years. (2) The ESL basic skills progress rate in this data set presents the information on the Student Success Scorecard. However, due to a misalignment in coding basic skills courses, these data are not correct. In 2012 the college revised the coding for ESL basic skills courses to align with state guidelines. Given that this measure tracks student through six years of coursework, this state-generated report will truly reflect Santa Ana College's operations and student performance for the first time in the 2018 report.

- The rate for students who attempt a basic skills course in English and who later successfully complete a college-level English course is below 30%. The rate has fluctuated over the years of this analysis with the most recent analysis yielding a rate of 26%.
- Similarly, the rate for students who attempt a basic skills course in English as a Second Language and who later successfully complete a college-level course in the same discipline has fluctuated over the years of this analysis from 28% to 42% with the most recent analysis yielding the highest rate.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTA ANA COLLEGE DATA

(CONTINUED)

**Data Set 31. Santa Ana College Career Technical Education Rate**

Measure	2002-03 to 2007-08	2003-04 to 2008-09	2004-05 to 2009-10	2005-06 to 2010-11	2006-07 to 2011-12
Career Technical Education Rate	48%	53%	56%	50%	50%

Note: The Career Technical Education Rate is the percentage of students who completed several career technical education courses in a single discipline and completed a degree, certificate, or transferred.

- The rate for students who complete several career technical courses in a single discipline before transferring or earning a degree or certificate is 50% in the most recent analysis. This rate has fluctuated between 48% and 56% over the past decade.

**Data Set 32. Santa Ana College Degrees and Certificates Awarded by Race/Ethnicity, 2008–2012**

Year Awarded	Race/Ethnic Distribution							
	Awards	African-American	Asian	White	Hispanic	Other	Decline to State	Count
<b>2008–09</b>	AA/AS	2%	24%	18%	51%	5%	4%	1,294
	Certificates	2%	25%	30%	37%	6%	6%	524
<b>2009–10</b>	AA/AS	2%	22%	19%	49%	7%	2%	1,322
	Certificates	1%	24%	18%	50%	5%	2%	1,094
<b>2010–11</b>	AA/AS	3%	18%	17%	54%	6%	3%	1,440
	Certificates	2%	18%	13%	57%	5%	3%	1,201
<b>2011–12</b>	AA/AS	2%	18%	17%	54%	5%	4%	1,503
	Certificates	1%	19%	15%	58%	3%	3%	1,298

- The number of associate degrees awarded by Santa Ana College was highest in 2011–2012, reaching a high of 1,503 degrees awarded in 2011–2012.
- Similarly, the number of certificates awarded by Santa Ana College doubled between 2008–2009 and 2009–2010. The pattern over the past five years is one of steady increases, reaching a high of 1,298 certificates awarded in 2011–2012.
- The proportion of associate degrees awarded to students in various race/ethnic categories has remained consistent over the past five years within these ranges:
  - African-American: 1% to 3%
  - Asian: 19% to 24%
  - White: 17% to 20%
  - Hispanic: 49% to 54%
  - Other: 5% to 8%
- The proportion of certificates awarded to students who identify themselves as African-American, Asian, and “Other” have been relatively consistent over the past five years. However, the proportion of certificates awarded to student who identify themselves as White has declined, from a high of 33% in 2007–2008 to 15% in 2011–2012. During the same years, the proportion of certificates awarded to students who identify themselves as Hispanics has increased from a high of 40% in 2007–2008 to 58% in 2011–2012.



PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTA ANA COLLEGE DATA

(CONTINUED)

**Data Set 33. Santa Ana College Transfers to Universities, 2006–2007 to 2011–2012**

	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
CSU	726	801	939	985	1,196	1,212
UC	218	204	234	198	240	196
Private/Out-of-State	450	575	359	578	660	821
<b>Total</b>	<b>1,394</b>	<b>1,580</b>	<b>1,530</b>	<b>1,761</b>	<b>2,096</b>	<b>2,229</b>

Note: The number of students who transfer in any year is contingent on both student readiness to transfer and the capacity of the universities to accept transfers.

- The number of students who transfer to CSU and private universities has increased dramatically over the past six years while the numbers of students who transfer to UC has remained relatively consistent.

**Data Set 34. Santa Ana College Credit Students, Transfer Velocity, 2002–2017**

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Santa Ana College	22%	21%	24%	23%	24%
California	25%	27%	28%	28%	26%

Source: Chancellor's Office, Datamart

Note: The Transfer Velocity Project tracked first-time college students who demonstrate that they intend to transfer by the courses they choose from their first academic year of enrollment to the point of transfer to a four-year institution. To be included in this transfer cohort, students must complete at least 12 units, including a transfer-level English or mathematics course within a 6-year period. The transfer rate was then based on the total number of students who transferred compared to the number of students in the cohort. The Research & Planning Group conducted the study between 2007 and 2009. More information on the Transfer Velocity Project is available at: <http://webprod.cccco.edu/datamarttrans/dmtrnsstucsel.aspx>

- Based on data in the Transfer Velocity Project, the proportion of students in each cohort who transferred to a university from Santa Ana College remained in the 21% to 24% range, which was consistent but slightly below the statewide average in the same study.

Santa Ana College's School of Continuing Education offers non-credit classes in various off-campus sites as well as at the Centennial Educational Center. The non-credit offerings include a full spectrum continuing education courses for adult learners. These offerings include adult basic education, high school completion, parent education and vocational training, with the largest enrollment in English as a Second Language.

**Data Set 35. Santa Ana College School of Continuing Education Students by Race/Ethnicity, 2008–2012**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	14,112		13,818		12,696		11,565		10,554	
	n	%	n	%	n	%	n	%	n	%
African-American	130	1%	88	1%	58	1%	46	1%	60	1%
Asian	710	7%	506	7%	607	8%	548	8%	698	9%
Hispanic	9,040	86%	5,787	85%	7,078	88%	5,681	87%	6,303	86%
White	438	4%	359	5%	191	2%	190	3%	212	3%
Other	164	1%	98	1%	102	1%	64	0%	77	0%
Not reported	3,630	26%	6,980	51%	4,660	37%	5,036	44%	3,204	30%

- The number of students attending the School of Continuing Education has declined each year for the past five years, parallel to the reductions in non-credit offerings.
- Since a significant proportion of the students did not provide race/ethnicity data in each of these years, conclusions must be tentative. Of the students who provided race/ethnicity data, the students attending the School of Continuing Education are predominantly Hispanic (86% to 88%).
- The proportion of students in each race/ethnic category has remained approximately the same over the past five years.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTA ANA COLLEGE DATA

(CONTINUED)

**Data Set 36. Santa Ana College School of Continuing Education Students by Gender, 2008–2012**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	14,112		13,818		12,696		11,565		10,554	
	n	%	n	%	n	%	n	%	n	%
Male	6,493	47%	6,177	46%	5,732	46%	5,226	46%	4,645	44%
Female	7,341	53%	7,197	54%	6,752	54%	6,252	54%	5,905	56%
Not reported	278	2%	444	3%	212	2%	87	1%	4	0%

- There is a slightly higher proportion of female to male students attending the School of Continuing Education.

**Data Set 37. Santa Ana College School of Continuing Education Students by Age, 2008–2012**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	14,112		13,818		12,696		11,565		10,554	
	n	%	n	%	n	%	n	%	n	%
17 and under	1,066	8%	1,192	9%	963	8%	828	7%	545	5%
18	525	4%	531	4%	490	4%	367	3%	273	3%
19	466	3%	381	3%	380	3%	349	3%	288	3%
20-21	805	6%	671	5%	661	5%	608	5%	556	5%
22-25	1,638	12%	1,257	9%	1,266	10%	1,143	10%	1,226	12%
26-29	1,461	10%	1,363	10%	1,267	10%	1,166	10%	1,192	11%
30-39	3,195	23%	2,963	21%	2,965	23%	2,602	22%	2,451	23%
40-49	2,254	16%	2,481	18%	2,455	19%	2,399	21%	2,126	20%
50-64	1,519	11%	1,703	12%	1,710	13%	1,727	15%	1,495	14%
over 64	1,167	8%	1,276	9%	536	4%	376	3%	401	4%
Not reported	16	0%	0	0%	3	0%	0	0%	1	0%

- In the past five years, 60% to 70% of the students attending the School of Continuing Education have been 30 years old or older.
- The proportion of students in each age category has remained approximately the same over the past five years.

**Data Set 38. Santa Ana College School of Continuing Education Students by Citizenship Status, 2008–2012**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	14,112		13,818		12,696		11,565		10,554	
	n	%	n	%	n	%	n	%	n	%
U.S. Citizen	2,354	27%	-	-	2,475	32%	2,165	34%	2,130	29%
Immigrant	1,773	20%	-	-	616	8%	420	7%	1,634	22%
Other	4,728	53%	-	-	4,532	59%	3,875	60%	3,516	48%
Not reported	5,257	37%	-	-	5,073	40%	5,105	44%	3,274	31%

Note: In Fall 2009, the district transitioned to a new enterprise system and is unable to collect this data for that semester.

- Since 30% to 40% of the students did not provide citizenship information in each of these years, conclusions must be tentative. The majority of the students attending the School of Continuing Education who provided citizenship information are not United States citizens.

**Data Set 39. Santa Ana College School of Continuing Education Offerings and FTES, 2009–2012**

	2009–2010	2010–2011	2011–2012
Number of Offerings	2,304	1,749	1,721
FTES	5,909	5,612	4,922

- In recent years, the state reduced the number of students funded. As a result, there has been a decrease in the number of non-credit offerings and full-time equivalent students (FTES).

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTA ANA COLLEGE DATA

(CONTINUED)

**Data Set 40. Santa Ana College School of Continuing Education Completion Rates and CASAS Learning Gains, 2009–2012**

	2009–2010	2010–2011	2011–2012
Successful Course Completions	3,244	11,726	13,767
CASAS Learning Gains	17,393	15,201	15,280

Notes: (1) Prior to 2010–2011, only two programs reported grades. Since then, a policy change required all departments to issue and report final grades to better track students' successful completion of offerings required for certificates of completion. (2) The acronym CASAS is for Comprehensive Adult Student Assessment System which is an assessment tool used in California to measure gains in student learning as measured a gain of three to five points comparing a pre-test and post test. A learning gain is also captured when a student earns a high school diploma, GED, or U.S. Citizenship. In addition, there are other assessments in which a learning gain can be captured through the English Language (EL) Civics program. Through EL Civics, students demonstrate that they have achieved competence in performing a civic task, such as writing to a legislator, participating in a city council meeting, visiting the post office or library, etc.

- The number of successful completions of non-credit offerings has increased despite the slight reduction in the number of offerings.

**Data Set 41. Santa Ana College School of Continuing Education Awards, 2009 – 2012**

Type of Award	2009–2010	2010–2011	2011–2012
High School Diploma	150	168	144
Certificates of Program Completion	450	434	2,306
General Education Development (GED)	39	35	20

Note: California transitioned to a standardized grading system in 2011–2012. This change resulted in the identification of a greater number of course/program completions.

- Awards of high school diplomas and general education development certificates have declined slightly over this three-year snapshot.
- Awards of program completion certificates have increased dramatically.

**Data Set 42. Santa Ana College Satisfaction Ratings by Credit Students**

	Percent of "Good" and "Excellent" Ratings		
	2010	2011	2012
	N=740	N=478	N=626
My overall experience at SAC	86%	87%	89%
The SAC campus environment (students, activities, etc.)	80%	81%	84%
Effectiveness of classroom learning experience	82%	83%	86%
My ability to register for classes I want or need	64%	67%	69%
Variety of classes offered	60%	62%	61%
Class size	65%	73%	57%
Campus safety/security	80%	81%	77%
Appearance and maintenance of grounds/facilities	68%	68%	75%

- On surveys in the past three years, most of the students taking credit courses at Santa Ana College (80% to 89%) have consistently reported satisfaction with their overall experience at the college, the campus environment, and the effectiveness of the classroom learning experience.
- Ratings of the availability and variety of classes have been consistent over the past three years with 60% to 69% of the students reporting satisfaction.
- Student satisfaction with class size has fluctuated, with the lowest rating in 2012 when 57% of the students reporting that class sizes were "good" or "excellent."
- Ratings on campus safety and security decreased, and ratings of the appearance and maintenance of the grounds and facilities increased.



PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTA ANA COLLEGE DATA

(CONTINUED)

**Data Set 43. Santa Ana College Satisfaction Ratings by Non-Credit Students, 2012**

	Percent of "Good" and "Excellent" Ratings
	N=869
Classroom experience	91%
Availability of classes	90%
Variety of classes offered	89%
Quality of instruction	88%
Books and learning materials	90%
Class size	85%
Appearance/maintenance of the facility	87%
Campus safety/security	80%
Overall experience	89%

- Eighty-five to 91% of the students taking non-credit offerings at Santa Ana College are satisfied with all aspects of their experience with one exception. Students reported lower levels of satisfaction (80% "good" and "excellent" ratings) with campus safety and security.

**Data Set 44. Santa Ana College Satisfaction Ratings by Community Members, 2012**

In general, how would you rate the quality of education provided at Santa Ana College? (N = 400)	
Excellent	20%
Good	35%
Fair	15%
Poor	3%
Very Poor	0%
Not sure	27%

Source: True North Research, Inc., June, 2012

- Fifty-five percent of the 400 community members who responded to a survey rated the quality of education provided at Santa Ana College as "excellent or "good." Twenty-seven percent of the community members did not rate the college on this question.





# SANTIAGO CANYON COLLEGE DATA

**Data Set 45. Santiago Canyon College Headcount and Enrollment, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
All credit headcount	10,560	9,423	8,861	9,251	9,146
On-campus credit headcount	9,964	9,058	7,783	8,001	8,102
All non-credit headcount	6,456	7,908	6,387	5,571	5,668
All credit enrollment	30,392	27,138	26,627	29,299	27,415
On-campus credit enrollment	26,718	26,928	25,121	25,885	24,868
All non-credit enrollment	20,439	17,568	14,934	10,800	12,733
Average enrollments per students for all credit	2.9	2.9	3.0	3.2	3.0
Average enrollments per students for all on-campus credit	2.7	3.0	3.2	3.2	3.1
Average enrollments per students for all non-credit	3.2	2.2	2.3	1.9	2.4

- In this five-year snapshot, student headcount in credit courses at Santiago Canyon College reached a low of 8,861 students in fall 2010 due to state-imposed reductions in the number of students funded, which resulted in fewer sections being offered compared to previous years. Although there was some recovery of the total student headcount in the past two years, the total headcount has not yet equaled the fall 2008 level.
- The number of student enrollments has remained relatively stable around 3.0 enrollments per student. The highest average number of enrollments per student was 3.1 in fall 2011.
- There has been a similar recent decrease in non-credit offerings and enrollment that created the trend of a decline in student headcount.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTIAGO CANYON COLLEGE DATA

(CONTINUED)

**Data Set 46. Santiago Canyon College Credit Full-time Equivalent Students, 2007–2012**

2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
6,410	6,720	6,409	6,648	6,255

Source: RSCCD Fiscal Services

Note: The measure of full-time equivalent students (FTES) is the method by which RSCCD reports student information to the state as the basis for allocations from the state to RSCCD.

- Santiago Canyon College reported higher FTES in 2008 – 2009 and in 2010–2011 compared to other years in this five-year snapshot, with the lowest FTES reported for most recent year 2011–2012.

**Data Set 47. Santiago Canyon College Credit Students by Race/Ethnicity, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	10,560	9,423	8,861	9,251	9,146
African-American	2%	2%	2%	2%	2%
Asian	7%	8%	8%	8%	8%
Hispanic	33%	30%	33%	38%	41%
White	45%	43%	42%	39%	39%
Other	9%	8%	6%	6%	5%
Decline to State	4%	10%	9%	7%	6%

- In recent years, there has been a shift in the proportions of the students who identify themselves as White and Hispanic. The proportion of students who identify themselves as White has decreased steadily over the past five years, from 45% in fall 2008 to 39% in fall 2012 while the proportion of students who identify themselves as Hispanic has increased, from 33% in fall 2008 to 41% in fall 2012.
- The proportion of Santiago Canyon College’s student population in all other race/ethnicity categories has remained approximately the same, except for a decrease in the proportion of students who placed themselves in the “other” category.

**Data Set 48. Santiago Canyon College Credit Students by Gender, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	10,560	9,423	8,861	9,251	9,146
Male	55%	51%	53%	54%	52%
Female	45%	49%	47%	46%	48%

- Compared to fall 2008, the male-female ratio at Santiago Canyon College has become more balanced in recent years, reaching the current balance of 52% male and 48% female. In comparison, in Orange County, current residents are approximately evenly divided in a 50-50 balance between female and male residents.

**Data Set 49. Santiago Canyon College Credit Students by Age, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	10,560	9,423	8,861	9,251	9,146
17 and under	2%	2%	4%	3%	4%
18	14%	14%	15%	15%	17%
19	14%	17%	16%	16%	18%
20-21	19%	23%	22%	22%	22%
22-25	17%	18%	17%	18%	18%
26-29	9%	8%	8%	8%	8%
30-39	11%	8%	9%	9%	8%
40-49	8%	6%	5%	5%	4%
50-64	5%	4%	4%	3%	2%
over 64	1%	1%	1%	0%	0%

- The proportion of students in traditional college-going ages (ages 18 – 25) has increased over the past five years from 64% of the total student population in 2008 to 75% in 2012. There has been a corresponding steady decrease in the proportion of students in each age cohort beyond age 30.
- Eighty-six percent of the Santiago Canyon College student population is younger than 30 years old.



PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTIAGO CANYON COLLEGE DATA

(CONTINUED)

**Data Set 50. Santiago Canyon College Credit Students by Educational Goal, 2008–2012**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
	10,560	9,423	8,861	9,251	9,146
Vocational Certificate	7%	4%	3%	4%	3%
Employment Courses	19%	12%	11%	11%	10%
AA Degree	36%	45%	50%	52%	53%
Transfer, no AA	12%	14%	13%	14%	13%
Personal Develop.	0%	0%	0%	0%	0%
Improve Basic Skills	1%	1%	1%	1%	1%
Undecided	12%	0%	12%	10%	11%
Other	10%	0%	0%	0%	0%
High School Diploma	1%	1%	1%	0%	1%
Teaching Career	2%	0%	0%	0%	0%
Educational Development	0%	4%	3%	2%	2%
Non-credit to Credit	0%	<1%	0%	0%	0%
4-year college credits	0%	4%	4%	4%	4%
Not reported	0%	15%	1%	0%	0%

*Note: These data reflect students' general interests at the time of applying to Santiago Canyon College and do not reflect students' more informed educational goals following college experiences, such as attending orientation, meeting with a counselor, or completing courses.*

- The proportion of students seeking an associate degree or transfer without a degree has increased each year from 48% in 2008 to 66% in 2012.
- The proportion of students seeking vocational certificates or taking courses for employment has decreased, from 26% in 2008 to 13% in 2012.

**Data Set 51. Santiago Canyon College Credit Students by High School Attended, 2008–2012**

Top Feeder High Schools to SCC					
High Schools	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>Anaheim Union USD</b>					
Katella	19	19	6	13	34
<b>Garden Grove USD</b>					
Garden Grove High	60	58	38	47	56
Santiago High	19	13	23	48	66
<b>Orange USD</b>					
Canyon	119	134	110	135	137
El Modena	189	248	166	224	168
Lutheran High/OC	41	44	30	35	32
Orange	155	135	121	104	100
Richland	11	6	15	24	14
Villa Park	180	134	158	138	163
<b>Placentia USD</b>					
El Dorado	37	46	53	92	78
Esperanza	117	107	105	130	77
Valencia	60	34	36	49	83
Yorba Linda	0	0	0	0	80
<b>Tustin USD</b>					
Arnold Beckman	45	49	37	36	41
Foothill	105	106	72	81	86
Tustin	35	35	21	24	33
<b>Other School Districts</b>					
Brea Olinda	12	13	16	22	27
Corona	0	19	11	19	51
El Toro	9	14	8	15	21
Trabuco Hills	0	15	24	13	31
<b>Total</b>	<b>1,213</b>	<b>1,229</b>	<b>1,050</b>	<b>1,249</b>	<b>1,378</b>
<b>Total all high schools</b>	<b>1,736</b>	<b>1,455</b>	<b>1,283</b>	<b>1,520</b>	<b>1,668</b>
<b>% from high schools in service area</b>	<b>70%</b>	<b>84%</b>	<b>82%</b>	<b>82%</b>	<b>83%</b>

- The number of the first-time college freshmen between the ages of 17 and 19 has fluctuated in recent years, reaching 1,668 in fall 2012.
- Eighty-three percent of the first-time college freshmen between the ages of 17 and 19 matriculate to Santiago Canyon College from one of the feeder higher schools within the RSCCD geographic boundaries.

Note: These data are a count of first-time college freshmen ages 17 to 19.

# SANTIAGO CANYON COLLEGE DATA (CONTINUED)

**Data Set 52. High School Graduates in Santiago Canyon College Feeder High Schools, 2008–2012**

High Schools	2008	2009	2010	2011	2012
Esperanza	741	730	752	747	743
Canyon	571	575	530	495	609
El Modena	506	464	406	481	477
Lutheran	306	290	289	303	312
Orange	451	459	477	426	490
Richland	65	90	138	162	182
Villa Park	550	534	596	550	595
Foothill	412	509	489	495	499

- Overall, the number of graduates from the primary feeder high schools to Santiago Canyon College fluctuated slightly. Richland High School had the largest gain in graduates from 65 in 2008 to 182 in 2012.

**Data Set 53. Santiago Canyon College Placement Scores, 2009–2012**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
<b>English Placement</b>	<b>n=1,783</b>	<b>n=2,976</b>	<b>n=2,169</b>	<b>n=2,366</b>
AA/AS Degree/Transfer Level	37%	39%	38%	39%
Below AA/AS Degree/ Transfer Level	63%	61%	62%	61%
<b>Mathematics Placement</b>	<b>n=1,071</b>	<b>n=1,871</b>	<b>n=1,747</b>	<b>n=1,594</b>
Transfer Level	27%	29%	28%	27%
AA/AS Degree Level	18%	20%	21%	22%
Below AA Degree/Transfer Level	54%	50%	51%	52%

- At entry into Santiago Canyon College, the majority of the students taking the English and mathematics placement test score below transfer level.

**Data Set 54. Santiago Canyon College Credit Course Completion and Retention Rates, 2007–2011**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Statewide Average Fall 2011
Successful Course Completion	67%	67%	63%	66%	70%	66%
Course Retention	82%	82%	81%	82%	84%	80%

Notes: (1) Successful course completion compares the number of students enrolled at census with the number of students who earned a final grade of A, B, C, or Pass. (2) Course retention compares the number of students enrolled at census with the number of students who earned any final grade. This calculation excludes students who withdrew from the course after census.

- The proportion of students earning a passing final grade in credit courses has fluctuated in recent years at Santiago Canyon College, reaching a high of 70% in fall 2011, which is higher than the statewide successful course completion rate of 66%.
- The retention rate increased from fall 2007 to fall 2011, rising from 82% to 84% which is higher than the statewide average of 80%.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTIAGO CANYON COLLEGE DATA

(CONTINUED)

**Data Set 55. Santiago Canyon College Distance Education Credit Course Completion and Retention Rates 2007–2011**

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Statewide Average Fall 2011
Successful Course Completion	50%	56%	51%	48%	55%	58%
Course Retention	70%	73%	71%	69%	83%	78%

Notes: (1) This snapshot of distance education courses excludes television and hybrid courses. (2) Successful course completion compares the number of students enrolled at census with the number of students who earned a final grade of A, B, C, or Pass. (3) Course retention compares the number of students enrolled at census with the number of students who earned any final grade. This calculation excludes students who withdrew from the course after census.

- The successful course completion rate for distance education courses at Santiago Canyon College has fluctuated during this five-year snapshot, reaching 55% in fall 2011. Although 55% is higher than three of the four preceding years, this rate of successful course completion for fall 2011 is below the statewide average of 58%.
- The course retention rate for distance education courses at Santiago Canyon College has fluctuated from a low of 69% in fall 2010 to 83% in fall 2011. The fall 2011 course retention rate for distance education courses is higher than the fall 2011 statewide average of 78%.

**Student Success Scorecard:** The Board of Governors convened a Student Success Task Force in January 2011 for the purpose of identifying benchmarks associated with students' successful completion of degrees and certificates. The Task Force's analysis of research on factors that contribute to student success pointed to the conclusion that each time a student progresses beyond one of these benchmarks, the likelihood of students' completing degrees or certificates increases. To focus attention on these critical progression metrics, in January 2012 the Task Force recommended that the Board of Governors establish a performance measurement system that tracks student success at all 112 community colleges on standardized progression metrics. This recommendation was approved. The Student Success Scorecard was published for the first time in spring 2013 ([scorecard@cccoco.edu](mailto:scorecard@cccoco.edu)). The following five data sets present this information for Santiago Canyon College.

#### Data Set 56. Santiago Canyon College Student Achievement

Measures of Achievement	2002–03 to 2007–08	2003–04 to 2008–09	2004–05 to 2009–10	2005–06 to 2010–11	2006–07 to 2011–12
Completion Rate	58%	58%	57%	59%	57%
• Prepared students	77%	79%	71%	73%	74%
• Remedial students	46%	46%	48%	47%	44%
Percent of Students Who Earned at Least 30 Units	65%	71%	70%	72%	71%
• Prepared students	66%	76%	72%	75%	77%
• Remedial students	65%	68%	68%	69%	67%

Notes: (1) *Completion Rate* is the percentage of degree and/or transfer seeking students who completed a degree, certificate or transfer-related outcomes. (2) *Percent of Students Who Earned at Least 30 Units* is the percentage of degree and/or transfer seeking students who achieved at least 30 units. (3) *Remedial students* are those enrolled in courses below transfer level.

- Combining the achievements of prepared and remedial students on the Completion Rate, the overall rate is relatively stable in a range of 57% to 59% in this five-year period. Consistently over this period, the rates for prepared students are almost twice as high as the rates for remedial students.
- The percentage of students who earned at least 30 units increased slightly over the past five years reaching 71% in the most recent analysis. This percentage has increased for prepared students reaching 77% in the most recent analysis. The percentages of remedial students who have earned at least 30 units have remained relatively stable in the 65% to 69% range.



# SANTIAGO CANYON COLLEGE DATA

(CONTINUED)

**Data Set 57. Santiago Canyon College Student Persistence Rate**

Measure	2002–03 to 2007–08	2003–04 to 2008–09	2004–05 to 2009–10	2005–06 to 2010–11	2006–07 to 2011–12
Persistence Rate	68%	74%	72%	74%	71%
• Prepared students	61%	67%	69%	72%	66%
• Remedial students	72%	78%	74%	76%	75%

*Note: Persistence rate is the percentage of degree and/or transfer-seeking students tracked for six years through 2011–12 who enrolled in the first three consecutive terms.*

- The persistence rate for Santiago Canyon College students is lower in the most recent year compared to the preceding four years. Remedial students show a higher persistence rate than prepared students taking transfer-level courses.

**Data Set 58. Santiago Canyon College Basic Skills Education Progress**

Measure	2002–03 to 2007–08	2003–04 to 2008–09	2004–05 to 2009–10	2005–06 to 2010–11	2006–07 to 2011–12
• Basic Skills English	26%	31%	28%	36%	33%
• Basic Skills Math	41%	43%	39%	46%	40%
• Basic Skills ESL	46%	64%	60%	55%	84%

*Note: Basic Skills Education Progress is the percentage credit students who started below transfer level in English, mathematics, and/or ESL and successfully completed a college-level course in the same discipline.*

- Approximately one-third of the students who attempt a basic skills course in English later successfully complete a college-level English course. The rate has fluctuated over the years of this analysis with the most recent analysis yielding a rate of 33%.
- The rate for students who attempt a basic skills course in mathematics and who later successfully complete a college-level course in the same discipline has fluctuated over the years of this analysis within the range of 39% to 46%. In the most recent analysis, the rate is 40%.
- The rate for students who attempt a basic skills course in English as a Second Language and who later successfully complete a college-level course in the same discipline has fluctuated over the years of this analysis with the low point of 46% five years ago and the high point of 84% in the most recent analysis.

**Data Set 59. Santiago Canyon College Career Technical Education (CTE) Rate**

Measure	2002–03 to 2007–08	2003–04 to 2008–09	2004–05 to 2009–10	2005–06 to 2010–11	2006–07 to 2011–12
Career Technical Education Rate	52%	56%	61%	63%	64%

*Note: The Career Technical Education Rate is the percentage of students who completed several career technical education courses in a single discipline and completed a degree, certificate, or transferred.*

- The rate for students who completed several career technical education courses in a single discipline before transferring or earning a degree or certificate is 50% in the most recent analysis. This rate has fluctuated between 48% and 56% over the past decade.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTIAGO CANYON COLLEGE DATA

(CONTINUED)

**Data Set 60. Santiago Canyon College Degrees and Certificates Awarded by Race/Ethnicity, 2008–2012**

Year Awarded	Awards	Ethnic Distribution						Count
		African-American	Asian	White	Hispanic	Other	Decline to State	
2008–09	AA/AS	1%	12%	54%	24%	9%	4%	595
	Certificates	2%	6%	48%	33%	10%	4%	344
2009–10	AA/AS	1%	9%	51%	27%	9%	4%	603
	Certificates	1%	7%	53%	27%	7%	4%	815
2010–11	AA/AS	1%	9%	51%	28%	8%	3%	677
	Certificates	1%	8%	50%	30%	8%	3%	934
2011–12	AA/AS	1%	9%	47%	27%	6%	11%	858
	Certificates	3%	6%	47%	28%	5%	11%	1,083

- The number of associate degrees awarded by Santiago Canyon College was highest in 2011–2012, reaching 858 associate degrees awarded.
- The number of certificates awarded by Santiago Canyon College more than doubled between 2008–2009 and 2009–2010. The pattern over the past five years is one of steady increases, reaching a high of 1,083 in 2011–2012.
- The proportion of associate degrees awarded to students in each race/ethnic category has remained consistent over the past five years within these ranges:
  - African-American: 1% to 2%
  - Asian: 8% to 12%
  - White: 47% to 54%
  - Hispanic: 24% to 28%
  - Other: 6% to 12%
- Similarly, the proportion of certificates awarded to students in each race/ethnicity category has remained consistent over the past five years within these ranges:
  - African-American: 1% to 3%
  - Asian: 6% to 8%
  - White: 47% to 53%
  - Hispanic: 27% to 33%
  - Other: 5% to 10%

**Data Set 61. Santiago Canyon College Transfer to the Universities, 2006–2007 to 2011–2012**

	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
CSU	468	356	338	332	454	492
UC	152	103	105	94	78	93
Private/Out-of-State	270	202	223	239	291	330
<b>Total</b>	<b>890</b>	<b>661</b>	<b>666</b>	<b>665</b>	<b>823</b>	<b>915</b>

- In this snapshot, the numbers of students who transfer to CSU and private universities has increased over the past six years, while the numbers of students who transfer to UC has significantly declined.

**Data Set 62. Santiago Canyon College Credit Students, Transfer Velocity, 2002 – 2017**

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Santiago Canyon College	32%	37%	34%	36%	32%
California	25%	27%	28%	28%	26%

Source: Chancellor's Office, Datamart

*Note: The Transfer Velocity Project tracked first-time college students who demonstrate that they intend to transfer by the courses they choose from their first academic year of enrollment to the point of transfer to a four-year institution. To be included in this transfer cohort, students must complete at least 12 units, including a transfer-level English or mathematics course within a 6-year period. The transfer rate was then based on the total number of students who transferred compared to the number of students in the cohort. The Research & Planning Group conducted the study between 2007 and 2009. More information on the Transfer Velocity Project is available at:*

<http://webprod.cccco.edu/datamarttrans/dmtrnsstucsel.aspx>

- Based on data in the Transfer Velocity Project, the proportion of students in each cohort who transfer to a university from Santiago Canyon College ranged from 37% to 32%, which was consistently above the statewide average in the same study.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTIAGO CANYON COLLEGE DATA

(CONTINUED)

Santiago Canyon College's School of Continuing Education offers non-credit classes in various off-campus sites as well as at the Orange Education Center. The non-credit offerings include a full spectrum of continuing education courses for adult learners. These offerings include adult basic education, high school completion, parent education and vocational training, with the significant enrollments in English as a Second Language (39%) and non-credit career technical education (29%).

**Data Set 63. Santiago Canyon College School of Continuing Education Students by Race/Ethnicity**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	6,456		7,908		6,387		5,571		5,668	
	n	%	n	%	n	%	n	%	n	%
African-American	79	2%	76	2%	64	2%	43	2%	68	2%
Asian	501	10%	339	8%	284	8%	241	9%	252	7%
Hispanic	2,815	57%	2,571	61%	2,474	67%	1,849	66%	2,432	70%
White	1,288	26%	1,033	25%	777	21%	576	21%	630	18%
Other	245	5%	166	4%	99	3%	75	3%	85	1%
Not reported	1,528	24%	3,723	47%	2,689	42%	2,787	50%	2,201	39%

- In this five-year snapshot, the number of students attending the School of Continuing Education was at a peak in 2009 with 7,908 and was at its lowest in fall 2011 with 5,571 students. This decline is due to state-imposed reductions in the number of students funded and subsequent reductions in the number of sections being offered in recent years.
- Since a significant proportion of the students did not provide race/ethnicity data in each of these years, conclusions must be tentative. Of the students who provided race/ethnicity data, the proportion of students who identify themselves as Hispanic has increased, from 57% in 2008 to 70% in 2012. In a reverse of this pattern, the proportion of students who identify themselves as White has steadily decreased, from 26% in 2008 to 18% in 2012.

**Data Set 64. Santiago Canyon College School of Continuing Education Students by Gender, 2008–2012**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	6,456		7,908		6,387		5,571		5,668	
	n	%	n	%	n	%	n	%	n	%
Male	2,880	45%	3,734	48%	3,033	48%	2,560	47%	2,647	47%
Female	3,494	55%	3,993	52%	3,232	52%	2,944	53%	3,015	53%
Not reported	82	1%	181	2%	122	2%	67	1%	6	0%

- Consistently over the past five years, there is a slightly higher proportion of female to male students attending the School of Continuing Education.



PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTIAGO CANYON COLLEGE DATA

(CONTINUED)

**Data Set 65. Santiago Canyon College School of Continuing Education Students by Age, 2008–2012**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	6,456		7,908		6,387		5,571		5,668	
	n	%	n	%	n	%	n	%	n	%
17 and under	483	8%	385	5%	380	6%	400	7%	379	7%
18	227	4%	259	3%	183	3%	191	3%	155	3%
19	242	4%	326	4%	229	4%	192	3%	203	4%
20-21	381	6%	533	7%	440	7%	353	6%	328	6%
22-25	618	10%	954	12%	775	12%	518	9%	643	11%
26-29	533	8%	785	10%	686	11%	537	10%	565	10%
30-39	1,138	18%	1,567	20%	1,315	21%	1,151	21%	1,157	20%
40-49	883	14%	1,111	14%	1,085	17%	951	17%	1,001	18%
50-64	843	13%	932	12%	776	12%	755	14%	777	14%
over 64	1,078	17%	1,056	13%	517	8%	523	9%	459	8%
Not reported	30	0%	0	0%	1	0%	0	0%	1	0%

- In each of the past five years, approximately 60% of the students attending the Santiago Canyon School of Continuing Education have been 30 years old or older.
- The number of students aged 64 and over has declined dramatically from 17% or 1,078 students in 2008 to 8% or 459 students in 2012. The proportion of students in the other age categories has remained approximately the same over the past five years.

**Data Set 66. Santiago Canyon College School of Continuing Education Students by Citizenship Status, 2008–2012**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	6,456		7,908		6,387		5,571		5,668	
	n	%	n	%	n	%	n	%	n	%
U.S. Citizen	2,269	58%	-	-	1,887	53%	1,487	55%	1,786	52%
Immigrant	676	17%	-	-	233	7%	143	5%	558	16%
Other	971	25%	-	-	1,428	40%	1,075	40%	1,111	32%
Not reported	2,540	39%	-	-	2,839	44%	2,866	51%	2,213	39%

- Since 39% to 51% of the students did not provide citizenship information in each of these years, conclusions must be tentative. About half of the students attending the School of Continuing Education who provided citizenship information are United States citizens.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTIAGO CANYON COLLEGE DATA

(CONTINUED)

**Data Set 67. Santiago Canyon College School of Continuing Education Offerings and FTES, 2009–2012**

	2009–2010	2010–2011	2011–2012
Classes Offered	843	680	809
FTES	2,466	2,246	2,030

- The number of offerings was reduced in 2010–2011 due to state-imposed reductions in the number of students funded. The number of offerings was restored in 2011–2012.
- Despite the restoration in the number of offerings in the most recent year, the number of full-time equivalent students (FTES) in the School of Continuing Education’s non-credit offerings has declined each year since fall 2009.

**Data Set 68. Santiago Canyon College School of Continuing Education Completion Rates and CASAS Learning Gains, 2009–2012**

	2009–2010	2010–2011	2011–2012
Successful Course Completion	5,761	8,278	13,817
CASAS Learning Gains	6,403	6,883	5,777

*Note: (1) Prior to 2010–2011, only two programs reported grades. Since then, a policy change required all departments to issue and report final grades to better track students’ successful completion of offerings required for certificates of completion. (2) The acronym CASAS is for Comprehensive Adult Student Assessment System which is an assessment tool used in California to measure gains in student learning as measured a gain of three to five points comparing a pre-test and post test. A learning gain is also captured when a student earns a high school diploma, GED, or U.S. Citizenship. In addition, there are other assessments in which a learning gain can be captured through the English Language (EL) Civics program. Through EL Civics, students demonstrate that they have achieved competence in performing a civic task, such as writing to a legislator, participating in a city council meeting, visiting the post office or library, etc.*

- The number of successful completions of non-credit offerings has increased over the past three years, despite the fluctuations in the number of offerings.

**Data Set 69. Santiago Canyon College School of Continuing Education Awards, 2009–2012**

Type of Award	2009–2010	2010–2011	2011–2012
High School Diploma	85	100	60
Certificates of Program Completion	127	213	3,609
General Education Development (GED)	212	175	140

*Note: California transitioned to a standardized grading system in 2011–2012. This change resulted in the identification of a greater number of course/program completions.*

- Awards of high school diplomas and general education development certificates were lower in 2011–2012 compared to the prior two years.
- Awards of program completion certificates have increased dramatically.

PROFILE OF THE DISTRICT  
COMMUNITY + STUDENTS

# SANTIAGO CANYON COLLEGE DATA

(CONTINUED)

**Data Set 70. Santiago Canyon College Satisfaction Ratings by Credit Students, 2010–2012**

	Percent of "Good" and "Excellent" Ratings		
	2010 N=206	2011 N=211	2012 N=258
My overall experience at SCC	82%	87%	90%
The SCC campus environment (students, activities, etc.)	74%	77%	84%
Effectiveness of classroom learning experience	78%	80%	83%
My ability to register for classes I want or need	65%	70%	67%
Variety of classes offered	40%	50%	52%
Class size	64%	72%	68%
Campus safety/security	76%	79%	81%
Appearance and maintenance of grounds/facilities	80%	81%	87%

- On surveys in the past three years, most of the students taking credit courses at Santiago Canyon College (75% to 90%) have consistently reported satisfaction with their overall experience at the college, the campus environment, the effectiveness of the classroom learning experience, campus safety and security, and the appearance and maintenance of the grounds and facilities.
- Ratings of the availability and variety of classes and class size have been consistent over the past three years with 64% to 72% of the students reporting satisfaction.
- Student satisfaction with variety of classes offered is low but has increased, from 40% reporting satisfaction and 52% reporting satisfaction in 2012.

**Data Set 71. Santiago Canyon College Satisfaction Ratings by Non-Credit Students, 2012**

	Percent of "Good" and "Excellent" Ratings
	N=1,224
Classroom experience	94%
Availability of classes	92%
Variety of classes offered	88%
Quality of instruction	94%
Books and learning materials	87%
Class size	87%
Appearance/maintenance of the facility	96%
Campus safety/security	96%
Overall experience	94%

- Eighty-seven percent to 96% of the students taking non-credit offerings are satisfied with all aspects of their experience at Santiago Canyon College.

**Data Set 72. Santiago Canyon College Satisfaction Ratings by Community Members, 2012**

How would you best describe the educational experience at SCC?	N=400
Mostly Positive	75%
Mostly Disappointing	1%
Somewhere in Between	19%
Don't Know/Unsure	5%

Source: The Lewis Group, 2012

- Of the 400 community members who responded to a survey, 75% report satisfaction with their educational experiences at Santiago Canyon College.





# IMPLICATIONS FOR PLANNING

The purpose of this section is to distill the key elements most relevant to educational planning drawn from the information presented in the first two chapters of the RSCCD Comprehensive Master Plan. These elements describe both opportunities and challenges for RSCCD's planning for the next decade.

## BACKGROUND

1. The Rancho Santiago Community College District (RSCCD) in Orange County encompasses approximately 193 square miles. This densely populated district of a little over one million residents includes the six cities of Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park. The population within RSCCD is projected to increase 6% between 2010 and 2020. The two most populated cities in RSCCD are Anaheim and Santa Ana and population in these cities is projected to increase 10% and 4% respectively (Data Set 1).
2. Five other community college districts within reasonable easy driving distance surround RSCCD. Given this proximity, students have multiple community college choices and there is considerable free flow of students among these six districts.
3. RSCCD is one of the largest community college districts in California, serving 27,910 credit students and 16,222 non-credit students in fall 2012. RSCCD includes two colleges, one of the state's oldest community colleges, Santa Ana College, and one of its newest, Santiago Canyon College. Each college offers a full range of credit instruction and student services as well as non-credit offerings through off-campus sites. In addition, Santa Ana College offers regional career technical education programs for law enforcement, fire technology, and digital media.
4. Due to the economic recession, unemployment in the state and the region is high and the state continues to grapple with significant deficits that have resulted in reductions for higher education funding. This coupling of high unemployment with reduced revenue has been keenly felt at community colleges where student demand for services has increased at the same time that state funding has been reduced. Economists predict that the economic recovery will be slow but steady in the coming decade, including an increase in job growth in Orange County.

# IMPLICATIONS FOR PLANNING

## (CONTINUED)

### BACKGROUND (CONTINUED)

5. In addition to these economic realities, community colleges have also been in the spotlight due to both a national and state urgency regarding the low level of students' completion of degrees and certificates and the documented racial/ethnic disparities in achievement. For all racial/ethnic groups, California ranks lower than many other states on the higher education achievements of its residents. Among the black and Latino students who attend community colleges, proportionately fewer black and Latino students (26% and 22% respectively) completed a degree or certificate within six years compared to White and Asian Pacific Islanders (37% and 35% respectively).
6. The graduation rates must increase in the coming decade to meet projected workforce requirements. Three recent initiatives to direct the energies of the California community college system toward improvement in degree and certificate completion rates are:
  - The Report on the Commission on the Future studied the influences on student success and developed a set of recommendations for California and its colleges;

- The Student Success Task Force studied best practices and proposed initiatives that promise to improve students' successful completion of degrees and certificates; based on their findings, recent legislation (SB1456) requires colleges to implement some of those best practices, such as providing intensive orientation to help new students establish their educational goals; and
- The Student Transfer Achievement Reform Act (SB 1440) is intended to improve California's degree completion rates by removing barriers and clarifying the path to transfer to state public universities.

### REGIONAL POPULATION TRENDS AND CHARACTERISTICS

7. The current population within RSCCD (1,048,961) is projected to increase by a little over 65,939 additional residents (6%) by 2020. In the two most populated cities in RSCCD, Anaheim and Santa Ana, the population is projected to increase 10% and 4% respectively (Data Set 1).
8. There is not a majority race/ethnic cohort in Orange County in 2010. The proportion of White residents is the highest (44%) followed by Hispanic (34%) and Asian (18%). The county's population is projected to be made up of the same three race/ethnicity cohorts in the same order in 2020, although the proportions will shift with White residents the highest at 39%, followed by Hispanic at 35% and Asian at 22% (Data Set 2).

9. The race/ethnicity pattern of residents who live within RSCCD boundaries is comparable to the pattern in Orange County as a whole with two exceptions: there is a significantly higher proportion of Hispanic residents within RSCCD boundaries (55%) than in the total county (34%) and a significantly lower proportion of White residents within RSCCD boundaries (24%) than in the total county (44%) (Data Set 3). Based on a fall 2010 comparison of RSCCD credit student population with the general population living with RSCCD boundaries in 2010, the race/ethnicity of the RSCCD credit student population approximates the community population with three minor differences: a higher proportion of both Asian and Hispanic residents compared to the student population (Asian: 17% versus 13%; Hispanic: 55% versus 54%); and a slightly lower proportion of residents selecting White and “Other” category of race/ethnicity compared to the student population (White: 24% versus 27%; “Other”: 2% versus 4%) (Data Set 5).
10. Overall in Orange County, the population is projected to increase for all ages except the 15-19 and 40-49 cohorts; these cohorts are projected to decline 11% and 10% respectively. Residents in the 60 and older age cohort in Orange County are projected to increase the most in this decade (34%) (Data Set 7). In five of the six cities within RSCCD boundaries, the proportion of residents in each age cohort is similar: about a quarter of the population is younger than 14 years old; the 15 to 19 age cohort represents the lowest proportion of the population; and the remainder of the population is distributed almost evenly across the other age cohorts. In Villa Park the highest proportion of residents is age 60 or older and lowest proportion of residents is between the ages of 30 to 39 (Data Set 8).
11. Four of the six communities within RSCCD boundaries have a lower proportion of residents who speak only English at home (40%, 34%, 17%, and 49%) compared to the county and the state proportions (56% and 57% respectively). These four communities make up 87% of the total population within RSCCD boundaries (Data Set 9).
12. The communities within RSCCD significantly differ from one another in the socio-economic measure of median household income. The median household income for Anaheim, Garden Grove, and Santa Ana are below or slightly above the state median household income of \$60,883 (\$57,807, \$54,877, and \$61,026 respectively). Orange and Tustin are above the state median household income at \$76,742 and \$73,170 respectively. The median household income for Villa Park is more than double the state median household income at \$146,776 (Data Set 10).
13. The proportion of adults who have not attended college at all is significantly higher in Anaheim, Garden Grove, and Santa Ana compared to the state and the county proportions (48%, 51%, and 69% respectively) (Data Set 11).



# IMPLICATIONS FOR PLANNING

## (CONTINUED)

### LOCAL ECONOMIC TRENDS

- 14. Of the projected top ten fastest growing occupations in Orange County over the next decade, six of them require postsecondary education (Data Set 12).
- 15. In 2012, the number of jobs and nonfarm payroll is below pre-recession rate in all sectors except leisure & hospitality and education & health services (Data Set 13). Economists predict that job growth in Orange County will increase or will remain stable in every sector over the coming decade (Data Set 14).
- 16. The number of employees within every employment category in RSCCD has fluctuated over the past seven years with 2007–2008 the highest year in most categories and 2011–2012 the lowest.

### SANTA ANA COLLEGE DATA

- 17. Due to state-imposed reductions in the number of students funded, the number of sections of credit and non-credit courses has been reduced over the past five years. This reduction in the number of sections consequently resulted in reduced student headcount and the number of full-time equivalent students. Comparing fall 2011 and fall 2012, there was a 5% restoration in the number of on-campus credit sections, but the number of non-credit offerings were reduced an additional 9% in fall 2012. The average number of enrollments per student has increased significantly in the past five years from 2.6 to 3.5 (Data Sets 17 and 18).
- 18. The majority of Santa Ana College credit students are Hispanic (63% in fall 2012). The next largest racial/ethnic groups in the credit student population are White and Asian at 15% and 12% respectively (Data Set 19). This distribution of the population by racial/ethnic categories reflects the distribution of residents who live in Anaheim and Santa Ana.
- 19. The proportion of students in traditional college-going ages (ages 18 – 25) has increased each year from 2008 to 2012 (Data Set 21). Mirroring this age trend, the proportion of students seeking an associate degree or transfer without a degree has increased each year from 40% in 2008 to 64% in 2012 and the number of first-time college freshman between the ages of 17 and 19 has increased each fall since 2008 (Data Set 22).
- 20. The majority of Santa Ana College students who complete placement tests in English and mathematics score below transfer level (Data Set 25).
- 21. For fall 2011, the rate of successful course completion for Santa Ana College students in credit courses at 71% was higher than the statewide average of 66%. Similarly, the student retention rate at 84% was higher than the statewide average of 80% (Data Set 26). Comparing the college on the same benchmark rates for distance education credit courses, the rates for Santa Ana College students match the statewide average for successful completion of distance education courses (both are 58%) and are below the statewide average on retention in distance education courses (73% compared to 78%) (Data Set 27). Both of these measures are lower for distance education courses than for traditionally taught courses.

**22.** In the Student Success Scorecard measures, the Completion Rate for Santa Ana College students has consistently hovered near 50% when prepared and remedial students are combined. However, the Completion Rate for Santa Ana College prepared students is twice as high as that for remedial students (Data Set 28). The persistence rates for both prepared and remedial students are similar at 74% and 72% respectively in the most recent analysis (Data Set 29). The proportion of students who complete an English course below transfer level and subsequently complete a transfer English course is 26%. On a similar assessment of the non-credit to credit course completion in English as a Second Language, the rate is 42% (Data Set 30). The career technical education rate was at a high point of 56% in the period ending 2009 – 2010, but has dropped to 50% in the last two assessments (Data Set 31).

**23.** A little over 1,500 associate degrees and almost 1,300 credit certificates were awarded by Santa Ana College in 2011 – 2012 (Data Set 32). The race/ethnicity of these degree-earners is proportional to the representation of those race/ethnicity groups in the total student population.

**24.** The number of Santa Ana College students who transfer to universities has increased dramatically from 1,394 in 2006–2007 to 2,229 in 2011 – 2012 (Data Set 33).

**25.** Based on fall 2012 data, student demographics at the Santa Ana College School of Continuing Education show that the predominate racial/ethnic group is Hispanic (86%); there are slightly more female students (56%); and the largest proportions of students are between ages 30 and 64 (Data Sets 35, 36, and 37).

**26.** The ratings of Santa Ana College are largely positive (Data Sets 42, 43 and 44):

- 89% of the 626 students taking credit courses in 2012 reported satisfaction with their overall experience;
- 89% of the 869 students taking non-credit courses in 2012 reported satisfaction with their overall experience; and
- 55% of the 400 community members who responded to a survey in 2012 rated the quality of education provided by Santa Ana College as “excellent” or “good.”

# IMPLICATIONS FOR PLANNING

## (CONTINUED)

### SANTIAGO CANYON COLLEGE DATA

- 27.** Due to state-imposed reductions in the number of students funded, the number of sections of credit and non-credit courses has been reduced over the past five years. This reduction in the number of sections consequently reduced student headcount and the number of full-time equivalent students. Comparing fall 2011 to fall 2012, there was a 1% restoration in the number of both on-campus credit and non-credit courses. The average number of enrollments per student has consistently been approximately 3.0 over the past five fall semesters (Data Sets 45 and 46).
- 28.** The majority of Santiago Canyon College credit students in fall 2012 are either Hispanic (41%) or White (39%). The next largest racial/ethnic group in the credit student population is Asian at 8% (Data Set 47). This distribution of the population by racial/ethnic categories most closely resembles the distribution of residents who live in Orange and Tustin.
- 29.** The proportion of students in traditional college-going ages (ages 18 – 25) increased from 2008 to 2012 (Data Set 49). Mirroring this age trend, the proportion of students seeking an associate degree or transfer without a degree has increased each year from 48% in 2008 to 66% in 2012 and the number of first-time college freshman between the ages of 17 and 19 has increased each fall since 2009 (Data Set 50).
- 30.** The majority of Santiago Canyon College students who complete placement tests in English and mathematics score below transfer level (Data Set 53).
- 31.** For fall 2011, the rate of successful course completion for Santiago Canyon College students in credit courses at 70% was higher than the statewide average of 66%. Similarly, the student retention rate at 84% was higher than the statewide average of 80% (Data Set 54). Comparing the college on the same benchmarks rates for distance education credit courses, the rates for Santiago Canyon College students are lower than the statewide average for successful completion of distance education courses (55% versus 58%) and higher than the statewide average on retention in distance education courses (83% versus 78%) (Data Set 55). Both of these measures are lower for distance education courses than for more traditionally taught courses.
- 32.** In the Student Success Scorecard measures, the Completion Rate for Santiago Canyon College students has been in the 56% - 58% range over the past five assessment periods when prepared and remedial students are combined. However, the Student Completion Rate for Santiago Canyon College prepared students is almost twice as high as that for remedial students (Data Set 56). The persistence rate for remedial students at 75% in the most recent analysis is higher than the persistence rate for prepared students at 66%. The proportion of students who complete an English course below transfer level and subsequently complete a transfer English course is 33% in the most recent analysis. On a similar assessment of the non-credit to credit course completion in mathematics and English as a Second Language, the rates are 40% and 84% respectively (Data Set 58). The career technical education rate was at a high point of 64% in the period ending 2011–2012 (Data Set 59).



- 33.** Santiago Canyon College awarded 858 associate degrees and 1,083 credit certificates in 2011 – 2012 (Data Set 60). The race/ethnicity of these degree-earners is proportional to the representation of those race/ethnicity groups in the total student population.
- 34.** The number of Santiago Canyon College students who transfer to universities has increased slightly from 890 in 2006–2007 to 915 in 2011 – 2012 (Data Set 61).
- 35.** Based on fall 2012 data, student demographics at the Santiago Canyon College School of Continuing Education show that the predominate racial/ethnic group is Hispanic (70%); there are slightly more female students (53%); and the largest proportions of students are between ages 30 and 64 (Data Sets 63, 64, and 65).
- 36.** The ratings of Santiago Canyon College is largely positive (Data Sets 70, 71, and 72):
- 90% of the 258 students taking credit courses in 2012 reported satisfaction with their overall experience;
  - 94% of the 1,224 students taking non-credit courses in 2012 reported satisfaction with their overall experience; and
  - 75% of the 400 community members who responded to a survey in 2012 rated the quality of education provided by Santa Ana College as “mostly positive.”



# IMPLICATIONS FOR PLANNING

## (CONTINUED)

### SUMMARY OF THE IMPLICATIONS FOR PLANNING

This profile of the RSCCD community and its students highlights many benefits and successes including the following:

- A headcount of 27,910 credit students and 16,222 non-credit students in fall 2012.
- A service area population that is projected to grow by 6% in the coming decade.
- A need for the educational opportunities offered by colleges given the low level of adults' educational attainment within RSCCD boundaries.
- Strong community outreach through a diverse range of noncredit programs.
- A youthful student population with the majority of students aged 29 or younger.
- Improving rates of students transferring to four-year institutions.
- High ranking of satisfaction with the colleges in surveys of credit students, non-credit students, and community members.

Five primary challenges for California community colleges are identified in Chapter 1 of this document. Based on data from internal and external scans presented in this chapter, those challenges are also RSCCD's challenges in the coming decade.

#### 1. Increase in Student Demand: How can RSCCD serve a greater number of students?

RSCCD's population is projected to grow by 6% by 2020. RSCCD reduced the number of both credit and non-credit offerings in response to state-imposed workload reductions. But this reduction is contrary to the reality that the communities served by RSCCD are continuing to grow in population. This population growth is especially challenging because the two cities projected to experience the greatest amount of population growth (Anaheim and Santa Ana) are the cities with the lowest median household income and the lowest levels of educational attainment for adult residents. These demographic trends are important factors to consider in RSCCD planning for the credit and non-credit programs.

In addition to an increase in population within RSCCD boundaries, the Great Recession has created an increase in student demand in two ways. First, adults are seeking career training to enhance their employment opportunities. Second, the state's universities have reduced the number of students in their freshman classes.

#### 2. Emphasis on Degree and Certificate Completion: How can RSCCD support student completion of degrees and certificates?

Economists project that approximately 60% of tomorrow's jobs will require postsecondary education. An educated workforce is needed to meet those demands and to help return the state and nation to economic stability. Although current rate of degree and certificate completion at RSCCD is similar to other California community colleges, this rate is insufficient to meet the projected workforce needs.

Consequently, at the national level, President Obama set a target for each community college to triple the number of degrees and certificates awarded by 2020 and, at the state level, the Governor proposed in January 2013 that a plan be developed to base apportionment funding on degree and certificate completion rather than student enrollment at census.

Completion of degrees and certificates is a unique challenge within RSCCD because:

- About half of the residents who live within RSCCD boundaries do not speak English at home.
- The relatively low level of educational attainment of the residents who live within RSCCD boundaries make it less likely that there is at-home support for the pursuit of degree completion, and
- The majority of the students entering RSCCD colleges place below transfer-level in English and mathematics.

### 3. California Achievement Gap: How can RSCCD support all students' success?

A recent statewide study provided evidence that among the African-American and Latino students who attend community colleges, proportionately fewer African-American and Latino students (26% and 22% respectively) completed a degree or certificate within six years compared to White and Asian Pacific Islanders (37% and 35% respectively). Proportionately, twice as many White students transfer to a four-year university than Latino students.

The race/ethnicity pattern in RSCCD's student population is a close approximation of the race/ethnicity of the population within RSCCD cities. In fall 2010, the slight differences are: a higher proportion of both Asian and Hispanic residents in the community compared to the student population (Asian: 17% versus 13%; Hispanic: 55% versus 54%) and a slightly lower proportion of both White and "Other" residents in the community compared to the student population (White: 24% versus 27%; Other: 2% versus 4%). Given these patterns of race/ethnicity distribution in the community and the student population, in RSCCD the achievement gap challenge is indistinguishable from the challenge to increase degree and certificate completion.

### 4. Adult Education Challenge: How can RSCCD meet the community's needs for adult education?

A December 2012 report from the Legislative Analyst's Office called for a structuring of adult education programs statewide. Although the implications of this restructuring for RSCCD's continuing education programs are unknown at this early stage, changes in policy and/or regulations are likely.

RSCCD serves a little over 16,000 students each semester, making it one of the largest adult education programs in California. The largest programs are English as a Second Language and vocational education. Given the educational attainment levels of the majority of the residents in the two largest cities in the district, the need for a program of continuing education for adult learners will remain high. However, state funding for non-credit programs is uncertain.

### 5. Fiscal Challenge: How can RSCCD meet the increasing and wide-ranging needs of its community with reduced levels of state funding?

California community colleges have experienced five years of decline in state apportionment and funding for categorical programs, resulting in an overall decrease of 12% in the state funding for RSCCD. Although the Governor's 2013 budget proposal includes a 5% increase in state apportionment for community colleges, there will be no restoration of the funding that has been lost over the past five years.

If the state's budget remains solvent, the recovery in the level of state apportionment is likely to continue. Despite that recovery, the survival of state-supported systems, such as community college districts, is contingent on their ability to develop and implement sustainable cost-saving practices and to base fiscal decisions on data-driven planning.

The specific fiscal challenges for RSCCD are how to:

- Provide sufficient resources to maintain viable programs and services
- Acquire and retain qualified faculty and staff
- Maintain and develop adequate facilities
- Acquire and maintain appropriate technology







# CHAPTER 3

## RSCCD GOALS

# 3 RSCCD GOALS

# CHAPTER 3

## **RSCCD Goal 1**

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

## **RSCCD Goal 2**

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

## **RSCCD Goal 3**

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

## **RSCCD Goal 4**

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

## **RSCCD Goal 5**

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

# RSCCD GOALS

## OVERVIEW

RSCCD Goal 1

RSCCD Goal 2

RSCCD Goal 3

RSCCD Goal 4

RSCCD Goal 5





SANTA ANA  
COLLEGE  
7  
Breastling

## RSCCD GOALS OVERVIEW

The RSCCD Comprehensive Master Plan is grounded in an analysis of quantitative and qualitative data. This analysis, presented in the previous two chapters, resulted in the identification of five current and anticipated challenges:

1. How can RSCCD serve a greater number of students?
2. How can RSCCD support student completion of degrees and certificates?
3. How can RSCCD support all students' success?
4. How can RSCCD meet the community's needs for adult education?
5. How can RSCCD meet the increasing and wide-ranging needs of its communities with reduced levels of state funding?

These five challenges create the context for the development of district-wide institutional goals. RSCCD Goals are developed as a response to these challenges. The goals are broad enough to be relevant through the next decade yet specific enough to provide clear direction for planning across the district. These goals unify RSCCD's collective energies and serve as a guide for the RSCCD's decision-making and use of resources for the next ten years.

The RSCCD Goals are the starting point for the next steps in the RSCCD Planning Design:

- As the basis for the RSCCD Strategic Plan to identify objectives for those projects that require district-wide collaboration and
- As the basis for college goals.

The *RSCCD 2013 Planning Design Manual* describes the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation including methods for assessing progress on the RSCCD Goals.

This chapter presents the RSCCD Goals for 2013-2020 and describes how each goal is a response to current and anticipated challenges.

## **RSCCD GOAL 1**

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

Grounded in an awareness of the projected changes in RSCCD's communities, RSCCD Goal 1 articulates a commitment to continually assess the demographic changes in the communities and to make adjustments as needed in instructional programs, such as monitoring the balance between credit and non-credit offerings.

There are four primary indicators that student demand for higher education will increase over the next decade:

- The populations of all communities within RSCCD boundaries are projected to increase.
- The greatest population growth is projected for Anaheim and Santa Ana, the two communities with the lowest levels of educational attainment for adult residents and therefore the greatest need for both adult education and higher education.
- Specialists in workforce trends project that 61% of California's jobs will require postsecondary education as soon as 2018, which will likely increase demand from incoming freshmen as well as adults seeking career advancement.
- As a result of reductions in state funding, California's public universities have reduced the number of students in their freshman classes, which is likely to increase the demand for transfer programs at community colleges.

Due to the Great Recession, state apportionment for California community colleges has decreased, a 12% reduction in total resources for RSCCD. The state reduced the number of students being funded and therefore the two RSCCD colleges reduced the number of credit and non-credit offerings. As a result, RSCCD has not been able to meet current student demand.

The anticipated slow restoration of state funding coupled with the anticipated increased student demand makes it necessary for RSCCD to ensure that its resources are dedicated to meeting documented student needs.

## **RSCCD GOAL 2**

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

RSCCD Goal 2 prioritizes collaboration with community partnerships as a strategy to meet student demand with limited resources.

RSCCD has a well-established track record of providing educational programs and services to the community through partnerships with public agencies, local businesses, community, and labor organizations. Programs such as Santa Ana College's fire technology and criminal justice academies, and Santiago Canyon's apprenticeship programs extend RSCCD's reach beyond its district boundaries and provide a cost-effective means of providing educational services.

Drawing from the successes of these programs, RSCCD will seek additional partnerships that will allow the colleges to expand their services. For example, a partnership with K-12 districts that improve students' preparedness for college-level studies would allow RSCCD to focus funds on transfer level programs.

### **RSCCD GOAL 3**

**RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.**

RSCCD Goal 3 is the institutional commitment to focus energies and programs on student completion of requirements needed for students to transfer or earn degrees, certificates, and diplomas.

The low number of students who complete degrees and certificates is a top concern across the nation and the state. The United States has a lower level of educational attainment than do other large, industrialized nations. In California, only 54% of the students who enter a community college with the goal of earning an associate degree reach that goal. The American Graduation Initiative challenges all community colleges to triple the number of degrees and certificates awarded by 2020. To meet this challenge, each college would need to increase the number of degrees and certificates awarded by 12% per year for each of the next ten years.

The need for degree completion is underscored by the projection that approximately 60% of tomorrow's jobs will require postsecondary education. An educated workforce is needed to meet the demands of business and industry. The current rate of degree and certificate completion at RSCCD is insufficient to meet the projected workforce needs in Orange County, where six of the top 10 fastest growing occupations require postsecondary education.



RSCCD also has an ethical commitment to increasing student completion of requirements for transfer, degrees, certificates, and diplomas given the race/ethnicity patterns of its student population. The majority of Santa Ana College credit students are Hispanic (63% in fall 2012) and the majority of Santiago Canyon College students credit students in fall 2012 are either Hispanic (41%) or White (39%). A recent statewide study provided evidence that among the African-American and Latino students who attend community colleges, proportionately fewer African-American and Latino students (26% and 22% respectively) completed a degree or certificate within six years compared to white and Asian Pacific Islanders (37% and 35% respectively). Given these patterns of race/ethnicity distribution in the community and its student population, in RSCCD improving the overall completion rates and closing achievement gaps among historically underrepresented students are co-equal goals.

Tripling the number of degrees and certificates completed by 2020 is a daunting task for RSCCD given that about half of the residents who live within its boundaries do not speak English at home and the majority of the students completing placement tests in English and mathematics score below transfer level.

RSCCD Goal 3 includes increasing the number of diplomas awarded in its adult education programs. RSCCD is one of the largest adult education providers in California, serving almost 16,000 students each semester. The largest programs are English as a Second Language and vocational education. Given the educational attainment levels of the majority of the residents in the two largest cities in the district, the need for a program of continuing education for adult learners will remain high as a gateway to employment.



## RSCCD GOAL 4

**RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness and success.**

Given the challenges to serve more students with reduced funding and to increase students' completion of transfer requirements, degrees, certificates, and diplomas, RSCCD realizes that changes in past practice may be needed. RSCCD Goal 4 articulates its commitment to rely on innovations and best practices to produce the desired outcomes.

In recent years, three statewide initiatives have been helpful in identifying policies and practices that have proven to facilitate student success:

- The Basic Skills Initiative provided support for identifying innovative practices that result in improvements in student success. The resulting document, the Basic Skills Handbook, summarizes effective strategies for teaching basic skills English, English as a Second Language, reading, and mathematics. (<http://www.cccbsi.org/basic-skills-handbook>)

- The Report on the Commission on the Future reports on the analysis of 24 influential reports on student success. These reports explored various influences on student success: the impact of fiscal and academic policies, best practices, and state and local accountability. Based on their analysis, the Commission offered 17 recommendations of strategies to address the challenges facing California's community colleges. (<http://www.cccvision2020.org>)
- The Student Success Task Force studied strategies for facilitating students' successful completion of transfer requirements, degrees, and certificates. In their final report, they offer 22 recommendations for changes at the institutional and state levels that have the potential to increase student success. (<http://californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessInitiative.aspx>)

Each of these initiatives call for changes in some of the traditional methods of admitting students, advising them in their educational plans, and providing instruction. Authentic, transformative change requires that there is district-wide awareness of and support for such changes.

## **RSCCD GOAL 5**

**RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.**

RSCCD Goal 5 prioritizes the implementation and assessment of cost-saving measures through its planning design cycle as a strategy to meet increased student demand with limited resources.

After several successive years of reductions in state allocations, there was additional funding rather than a decrease in the current fiscal year and the Governor's 2013 budget proposal includes a 5% increase in state apportionment for community colleges. However, there will be no restoration of the funding that has been lost over the past five years.

In these years of resource reductions, RSCCD made the necessary reductions across its budget, including reducing the number of full-time employees in each employment category. The continued survival of state-supported systems, such as community college districts, is contingent on their ability to develop and implement sustainable cost-saving practices and to base fiscal decisions on data-driven planning.





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• Example: smithy@h

Lab Policy

- NO Cell phone use, NO Texting
- NO Eating or Drinking

College Policies and Procedures are found in the syllabus



# CHAPTER 4 SANTA ANA COLLEGE



# CHAPTER 4

## **RSCCD Goal 1**

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# SANTA ANA COLLEGE

PRESIDENT'S MESSAGE

OVERVIEW OF THE EDUCATIONAL MASTER  
PLAN (EMP)

FACILITIES

- Main Campus
- Centennial Education Center
- Digital Media Center
- Sheriff's Regional Training Academy
- Fire Academy Training Centers



SANTA ANA COLLEGE

# PRESIDENT'S MESSAGE



Dear SAC Community and Friends,


As Santa Ana College (SAC) prepares to celebrate its centennial in 2015, we provide a Comprehensive Master Plan as an opportunity for reflection, analysis, and planning. And as we emerge from a period of budget constraints, it is important to stabilize and reinvent our operation to reflect current realities and expectations. Santa Ana College remains committed to providing quality instruction, valuable support services, and modern facilities for our students.

Santa Ana College continues to excel in academic achievement and maintain a spirit of innovation and responsiveness as new needs emerge. Overall, Santa Ana College ranks 8th in the nation for the number of certificates awarded to Hispanic students and 12th in the awarding of Associate of Arts degrees according to *The Hispanic Outlook in Higher Education Magazine*. The College was ranked 14th nationally amongst two- and four-year colleges and universities that enrolled and supported Hispanic students. Santa Ana College offers a rich array of vocational and transfer programs. Several programs are separately accredited by professional organizations such as The American Bar Association for the Paralegal Program and the Accreditation Commission for Education in Nursing (ACEN) for the Nursing Program to name just two. In addition, Santa Ana College has a robust non-credit program with a hub at the Centennial Education Center. From this hub, SAC has expanded to provide academic and support services to over 100 other locations. Finally, the establishment of programs such as the Adelante Program and Upward Bound for veterans demonstrates the College's commitment to developing new pathways for students and serving new populations as they emerge at the campus. Santa Ana College is deeply committed to credit and non-credit instruction as it serves the needs of its immigrant community.

In 2002 and again in 2012 the voters in Santa Ana approved a General Obligation Bond for facilities improvement. At present, the College is actively engaged in facilities projects that include renovations to Dunlap Hall and Johnson Center, as well as, planning for a new science building and central plant. The College must modernize campus facilities to accommodate technology and address sustainability as we improve the aesthetics of the campus. The bond projects will continue to be a focus of physical planning activities.

In a very challenging environment, Santa Ana College provides education opportunities and advantages that impact countless lives in countless ways. It is anticipated that SAC will continue to do so into the next decade and beyond.

ERLINDA J. MARTÍNEZ, ED.D  
PRESIDENT,  
SANTA ANA COLLEGE

A handwritten signature in black ink, appearing to read "E. J. Martinez", is written over a light gray rectangular background.

# OVERVIEW OF THE EDUCATIONAL MASTER PLAN

This *Educational Master Plan (2007–2015)* (EMP) serves as an updated version of the original EMP which was approved in 2008. The focus of the plan is on the following key areas:

- The *Educational Master Plan*, through the integration of all college plans which include the *Strategic Plan, Facilities Master Plan, Budget and Resource Allocation Plan, Technology Plan* will provide the college with defined goals and processes that will assist the college in the integration of practice and operations.
- Commitment to the consistent evaluation of campus planning to encourage a cycle of continuous improvement in student learning and program outcomes
- Guide the college in developing new pathways for students and serving new populations as they emerge on campus and in the community
- The integration of planning that aligns with the mission and vision of the College and the allocation of fiscal, physical, and human resources
- Commitment to excel in academic achievement and maintain a spirit of innovation and responsiveness

The *SAC Strategic Plan* identifies and prioritizes goals in six thematic areas. Within each of these six thematic areas, the college developed measurable goals to improve college operations and student success. The annual update of the *Strategic Plan* allows the campus community to meet and confer about the progress on the goals. Revisions and updates to the goals and strategies for achieving them are made appropriately. The six thematic areas in which campus goals are developed include:

- Student Achievement
  - / Transfer and Program Completion
  - / Excellence in Teaching and Learning
  - / Literacy Across Disciplines
  - / Credit/Non-credit Articulation
  - / Eliminate Economic Barriers for Students
- Use of Technology
  - / Student access and use
  - / College Environment
  - / Classrooms
- Innovation
  - / Course, program, degree-level; Student Services; Administrative Services
  - / Embrace scholarship and inquiry
  - / Access and outreach

- Community
  - / Access/Motivation
  - / Community/Family Involvement
  - / Lifelong Learning
  - / Healthful Living Environment
- Workforce Development
  - / Partnerships and Relationships
  - / Skills Across the Curriculum
  - / Skilled Employees
  - / Practical Work Experience
  - / Career and Educational Pathway Planning
- The Emerging American Community
  - / Local and Global Responsibility
  - / Cross-cultural Education
  - / Cross-disciplinary Collaboration
  - / Increase Green Efforts
  - / Transparency and Accountability

The *Educational Master Plan* is organized in the following manner:

- Introduction and organizational structure
- Mission statement for Santa Ana College and vision statement for Rancho Santiago Community College District
- Background research and data collection with analysis
- Planning documents
- Goals and strategies

The *Educational Master Plan* reflects the ongoing work of the Institutional Effectiveness and Assessment Committee, which operates within the participatory governance structure of Santa Ana College. This Committee monitors and evaluates college-planning efforts and recommends improvements, as appropriate, to College Council. The *Strategic Plan* is discussed and updated annually, after input from campus constituents at an all campus retreat each spring. Revisions to other planning documents are also updated during a three-five year period. As specific planning documents that make up the EMP are updated, the EMP is refreshed. The updated EMP will provide a basis for our integrated planning model, and will help the campus community develop and assess specific goals and strategies that address the defined focus areas.

Santa Ana College will celebrate its centennial in 2015 and is committed to the continuous improvement in student learning and outcomes that reflect the changing environment in our community and higher education. With the focus on increased student transfer, completion of career and technical programs, and the transition of pre-collegiate and adult learners into degree, certificate, and transfer programs demonstrate the college's commitment to provide excellence in instruction, valuable student support services, and high quality facilities.





## SANTA ANA COLLEGE FACILITIES

The history of the College's facilities is linked to its evolving role within its rapidly growing community. As a department of Santa Ana High School, Santa Ana Junior College opened its doors in 1915, first on the high school campus and then at a site on North Main Street when the high school was damaged in the earthquake of 1933. A bond issue passed by the voters in 1945 provided funds for the development of a new campus and in 1947 the College moved to the current location of its main campus at the corner of West 17th and North Bristol Streets.

The College separated from the Santa Ana Unified School District in 1971 and the Rancho Santiago Community College District (RSCCD) was established to serve central and eastern Orange County. RSCCD currently serves residents of the cities of Santa Ana, Anaheim, Garden Grove, Orange, Villa Park, and Tustin. In 1980 the Centennial Education Center opened in Centennial Regional Park to house the School of Continuing Education. In 1985 the Orange Campus was established in the eastern foothills of the City of Orange, near the growing communities of eastern Orange County. For a time, the College took the name Rancho Santiago College with two main campuses, the Santa Ana Campus and the Orange Campus.



# SANTA ANA COLLEGE FACILITIES (CONTINUED)

In 1996 the RSCCD Board of Trustees voted to become a multi-college district. The Orange Campus became Santiago Canyon College, which achieved full accreditation in 2000. The Santa Ana campus became the main campus of Santa Ana College.

The 2002 passage of the RSCCD Measure E local bond by the voters of RSCCD provided funds to build new facilities for both colleges. New buildings were constructed at the main campus of Santa Ana College and two new education center sites – the Digital Media Center and the Orange County Sheriff’s Regional Training Center – both of which opened in 2005. The support of the voters and the passage of Measure Q in 2012 will help enable the College to meet future needs with state-of-the-art facilities as Santa Ana College nears its celebration of 100 years of service.

The graphic on the opposing page illustrates the locations of the College’s main campus and education centers. In addition to these locations, Santa Ana College provides instruction at many sites throughout the community, including the Santa Ana Unified School District, hospitals, churches, and community centers.

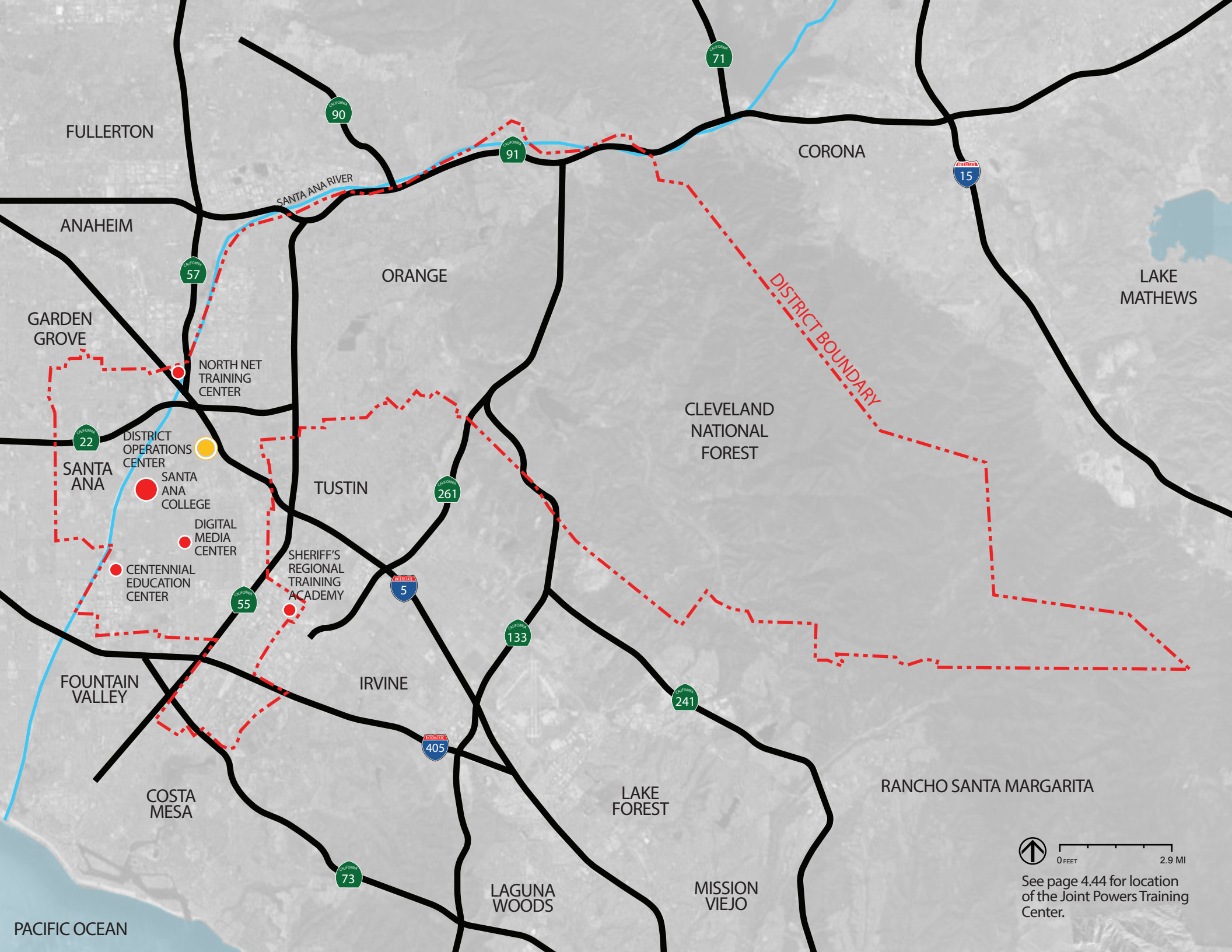
## INSTRUCTIONAL SITES

- Santa Ana College main campus, established 1947
- Centennial Education Center, established 1980
- Digital Media Center, established 2005
- Orange County Sheriff’s Regional Training Academy, established 2005
- Fire Academy Training Centers
  - / Joint Powers Training Center
  - / North Net Training Center

## SPACE INVENTORY

- Overall gross built area: 671,042 OGSF
- Built assignable area: 489,206 ASF

*Source: California Community Colleges Chancellor’s Office (CCCCO) Facility Utilization Space Inventory Option Net, SAC 2012 Space Inventory*



FULLERTON

ANAHEIM

GARDEN GROVE

SANTA ANA

FOUNTAIN VALLEY

COSTA MESA

PACIFIC OCEAN

SANTA ANA RIVER

ORANGE

TUSTIN

IRVINE

LAGUNA WOODS

CORONA

CLEVELAND NATIONAL FOREST

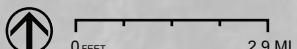
LAKE FOREST

MISSION VIEJO

LAKE MATHEWS

RANCHO SANTA MARGARITA

DISTRICT BOUNDARY



See page 4.44 for location of the Joint Powers Training Center.







## SANTA ANA COLLEGE MAIN CAMPUS

The main campus of Santa Ana College resides on the broad, coastal plain near the Santa Ana River in the city of Santa Ana, California. In the years since Santa Ana College moved to its home at the corner of West 17th and North Bristol Streets, the city has grown around it to become one of the densest urban communities in the nation. The campus has also grown, expanding to the south of Campus Road and to the west of College Avenue and increasing in size from 48 to 65 acres.

Throughout the first decade of the 21st century, the main campus has been in a phase of active planning and development. The next few pages describe the recent facilities planning, design, and construction projects that have been undertaken to ensure that future campus development aligns with the college's academic vision and goals and is guided by a solid set of facilities planning principles.

**ADDRESS:** 1530 West 17th Street  
Santa Ana, CA 92706

**YEAR OPENED:** 1915 (founded)  
1947 (at current location)

**CAMPUS AREA:** 65 acres

**BUILT AREA:** 578,874 OGSF

**BUILT ASSIGNABLE AREA:** 430,388 ASF

*Source: California Community Colleges  
Chancellor's Office (CCCCO) Facility Utilization  
Space Inventory Option Net, SAC 2012 Space  
Inventory*

# MAIN CAMPUS 2011 FACILITIES MASTER PLAN

The *2011 Facilities Master Plan (FMP)* was created through a highly participatory process, to serve as a guide for future campus development. It describes the College's strategy to develop facilities that will support the initiatives of the *2007 Educational Master Plan* and address the projected future growth in enrollment. The FMP positions the College to maximize funding opportunities, including the framing of the Measure Q local bond proposal that was approved by the voters in November 2012. <http://www.sac.edu/AdminServices/facilities/Documents/FacilitiesMasterPlan2011.pdf>

## PLANNING CHALLENGES

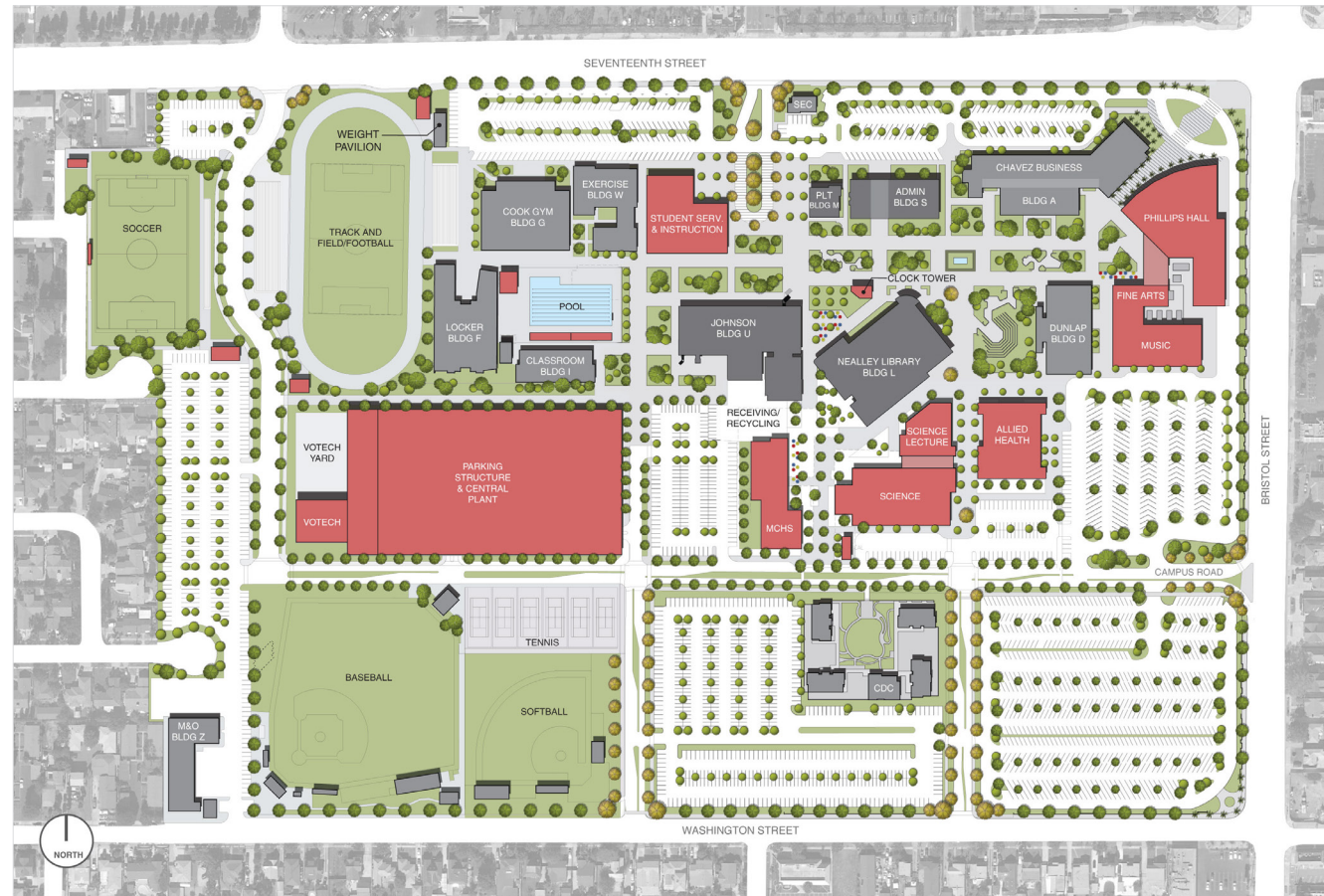
In 2010 and 2011, a master plan committee, representing the College's many constituencies, participated in a series of interactive meetings to review information and evaluate options. One of the initial responsibilities of the committee was to review the analysis of existing conditions, challenges, and opportunities, which are summarized below.

- Additional facilities and parking are needed to accommodate the projected enrollment.
- A number of temporary classrooms and labs are in use.
- Many existing buildings need to be modernized in the next decade.
- Most of the buildings were built between 1950 and 1990, with some of the oldest buildings clustered in what is now the center of the campus.
- The edges of the campus, which face the community, are not visually appealing. The back sides of many buildings face the community and block the view of the green and inviting central mall.
- Although the campus area has grown over the years, the ratio of students enrolled to campus acreage is considered high, making it a priority to maximize the efficient use of the campus.
- A framework is needed to extend the campus development into underutilized areas and create strong linkages across the campus.
- As they have grown, many student services and student activities functions have become scattered across campus, displacing other functions and complicating student access and the sharing of resources.
- The campus has outgrown its aging site utilities infrastructure and needs to become more sustainable.

## PLANNING SOLUTIONS

The *2011 Facilities Master Plan* recommends a list of facilities and site improvement projects, as well as a phased and logical sequence of development. The projects are intended to do the following.

- Build facilities that are needed to support the projected enrollment.
- Welcome students and the community into the campus by improving its edges, creating welcoming entry points, and projecting a positive visual presence to the community.
- Create a strong framework for future development that links all parts of the campus together.
- Reinforce the character and sense-of-place that is unique to Santa Ana College.
- Improve the zoning of instructional disciplines, functions, and services.
- Create places for students, faculty, and staff to study, gather, and collaborate.
- Improve vehicular and pedestrian circulation flow and safety.
- Design the campus to be environmentally sustainable. Provide campus-wide space cooling with a central chiller plant.
- Develop a robust site utilities infrastructure that will support existing and future campus development.



**2011 SANTA ANA COLLEGE FACILITIES MASTER PLAN**



## MAIN CAMPUS

# 2013 FACILITIES MASTER PLAN UPDATE

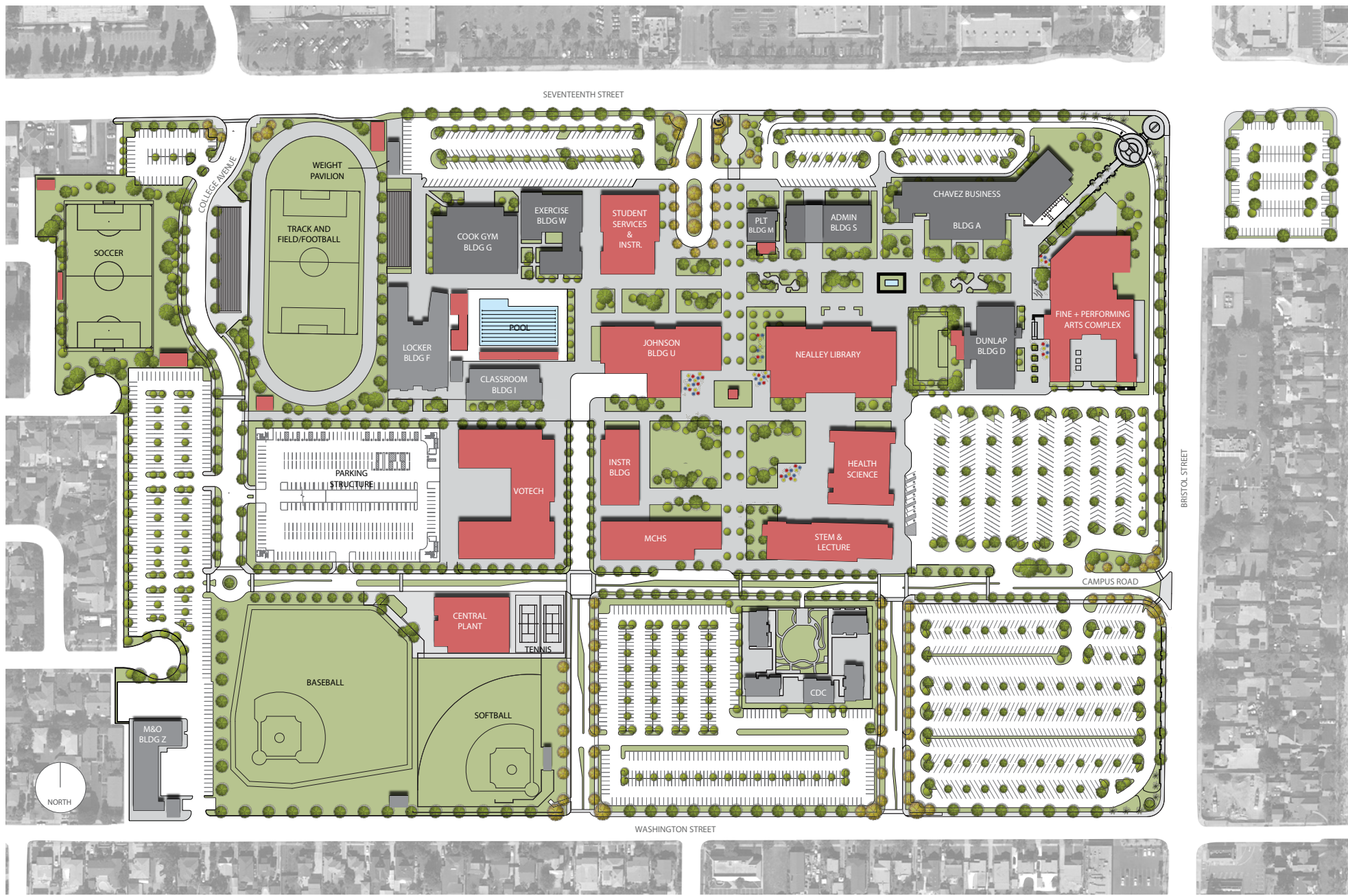
The *2011 Santa Ana College Facilities Master Plan* is intended to be a living document to be adjusted as the College's needs evolve. In December 2012, Santa Ana College reconvened the master plan committee to consider the following. <http://www.sac.edu/AdminServices/facilities/Documents/2013-02-11%20SAC%20Facil%20Steering%20Committee%20FINAL.pdf>

- More detailed planning of facilities for existing and new academic programs.
- A more central location for the Vocational Technology Complex.
- The replacement of Nealley Library with a new Library/Learning Resources Center.
- A home for the School of Continuing Education on the main campus.
- An additional Interdisciplinary Instructional Building.
- The renovation or replacement of Johnson Center.
- A location for the Central Chiller Plant.

The following list of facilities and site improvement projects resulted from the recommendations of the *2011 Facilities Master Plan*, as modified by the *2013 Facilities Master Plan Update*.

## PROJECT LIST

- COMPLETED PROJECTS
  - / Cul-de-sacs, Perimeter Wall, and Parking Lot 12 Extension (completed in 2013)
  - / College Avenue Improvements (completed in 2013)
  - / Soccer Field Construction (completed in 2013)
- PROJECTS IN DESIGN AND UNDER CONSTRUCTION:
  - / Stadium Improvements
  - / Campus Entry and Edge Improvements
  - / Parking Lot 11 Extension
  - / Dunlap Hall Renovation
  - / Tessmann Planetarium Renovation
  - / Central Plant + Infrastructure Replacement + Campus Mall Improvements
  - / South Campus Circulation Improvements
- PROJECTS IN PLANNING:
  - / Science, Technology, Engineering, + Mathematics (STEM) Building
  - / Health Science Building
  - / Campus Quadrangle
  - / Entry Court Improvements
  - / Johnson Center Renovation
  - / Fine + Performing Arts Complex
  - / Student Services + Instructional Building
  - / Administration Building Renovation
  - / Learning Resources Center Replacement
  - / Vocational Technology Building
  - / Parking Structure
  - / Interdisciplinary Instructional Building
  - / Middle College High School
  - / Swimming Pool Replacement
  - / Parking Lot 6 + 7 Improvements
  - / On-going Schedule Maintenance + Efficiency Improvements
  - / On-going Campus-wide Accessibility Improvements



**2013 SANTA ANA COLLEGE FACILITIES MASTER PLAN UPDATE**







**SANTA ANA COLLEGE**  
**CENTENNIAL  
EDUCATION  
CENTER**

The Centennial Education Center, a state-approved off-campus center, opened in 1980 on a site that is part of Centennial Regional Park and leased from the City of Santa Ana. The term of the lease ends in October 2013. The Centennial Education Center houses much of the Santa Ana College School of Continuing Education, as well as a district-administered child development center.

**ADDRESS:** 2900 W Edinger Ave  
Santa Ana, CA 92704

**YEAR OPENED:** 1980

**CAMPUS AREA:** leased portion of  
Centennial Regional Park

**BUILT AREA:** 47,214 OGSF

**BUILT ASSIGNABLE AREA:** 39,474 SF

*Source: California Community Colleges  
Chancellor's Office (CCCCO) Facility Utilization  
Space Inventory Option Net, SAC 2012 Space  
Inventory*

# CENTENNIAL EDUCATION CENTER NEIGHBORHOOD CONTEXT

Centennial Regional Park is situated on the coastal plain east of and adjacent to the Santa Ana River channel. The Centennial Education Center was developed within the park and is 2.58 miles from the main Santa Ana College campus. Prior to the development of the park, the land was conveyed to the City of Santa Ana by the federal government with conditions governing its use. In recent years the US Department of Interiors has disputed the use of the Centennial Education Center site for educational purposes, and its position has placed the renewal of the lease in question.

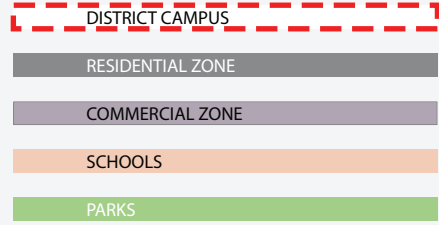
The site is relatively far from State Route 55 and Interstate Highway 405, the nearest freeways. It is served by West Edinger Avenue and South Fairview Street, which intersect at the northeast corner of the park. Vehicular entries into the park from both roads connect to Centennial Park Drive, an internal loop that is the main route within the park and that provides access to the Centennial Education Center site. The river channel also provides a link between the park and the community via the Santa Ana River Bike Trail.

The graphic on the opposing page illustrates the neighboring land uses, which include the parkland that surrounds the Centennial Education Center, Santa Ana Unified School District's Godinez Fundamental High School, and the surrounding residential neighborhoods.

## OBSERVATIONS

- The Centennial Education Center is located within the community that it serves.
- The amenities at Centennial Regional Park bring the community to the Centennial Education Center and provide it with a beautiful setting.
- Good access to the Centennial Education Center is provided via major roads, public bus lines (Orange County Transit Authority) and bikeways.
- The proximity to Godinez Fundamental High School has been a positive attribute of this location. The School of Continuing Education rents space at the high school for classes after school hours.
- Renewal of the lease of the land on which the Centennial Education Center sits is in question.

NEIGHBORHOOD CONTEXT





## CENTENNIAL EDUCATION CENTER EXISTING SITE + FACILITIES

The Centennial Education Center is near the northern park entry from West Endinger Avenue and adjacent to two parking lots. Another parking lot to the west of the park entrance provides overflow parking capacity when needed. Many students ride bicycles to the Centennial Education Center and bike racks are available next to the covered patio.

The Centennial Education Center is comprised of single-story groups of temporary buildings, most of which date to the establishment of the Center in 1980. These buildings are certified by the state as school facilities. The site is fenced and secured after business hours. The child development center has a separate entrance from the parking lot. It is fenced and separated from the rest of the Centennial Education Center. A service driveway provides access to a small receiving yard on the south side of the center.

The Child Development Center is used when space for outdoor events is needed. Informal gatherings are held to the west of the Centennial Education Center in the plaza next to the park's lake. A small covered patio with vending machines and tables is located in the courtyard between Buildings A, B, E, and F.

## OBSERVATIONS

- The “small village” scale is appropriate and welcoming.
- The temporary buildings are aging and require more resources to maintain.
- Ample parking is available, however, the parking lots, which are the responsibility of the city, are not well maintained.
- Although the Centennial Education Center is well-known to the community, it is not very visible from the public streets. Better signage on W. Edinger Avenue and S. Fairview Street would be desirable.

W. EDINGER AVE.

EXISTING CAMPUS PLAN

EXISTING FACILITIES

TEMPORARY FACILITIES

WEST CENTENNIAL ROAD

PLAZA

POND

CENTENNIAL EDUCATION CENTER

A

B

C

F

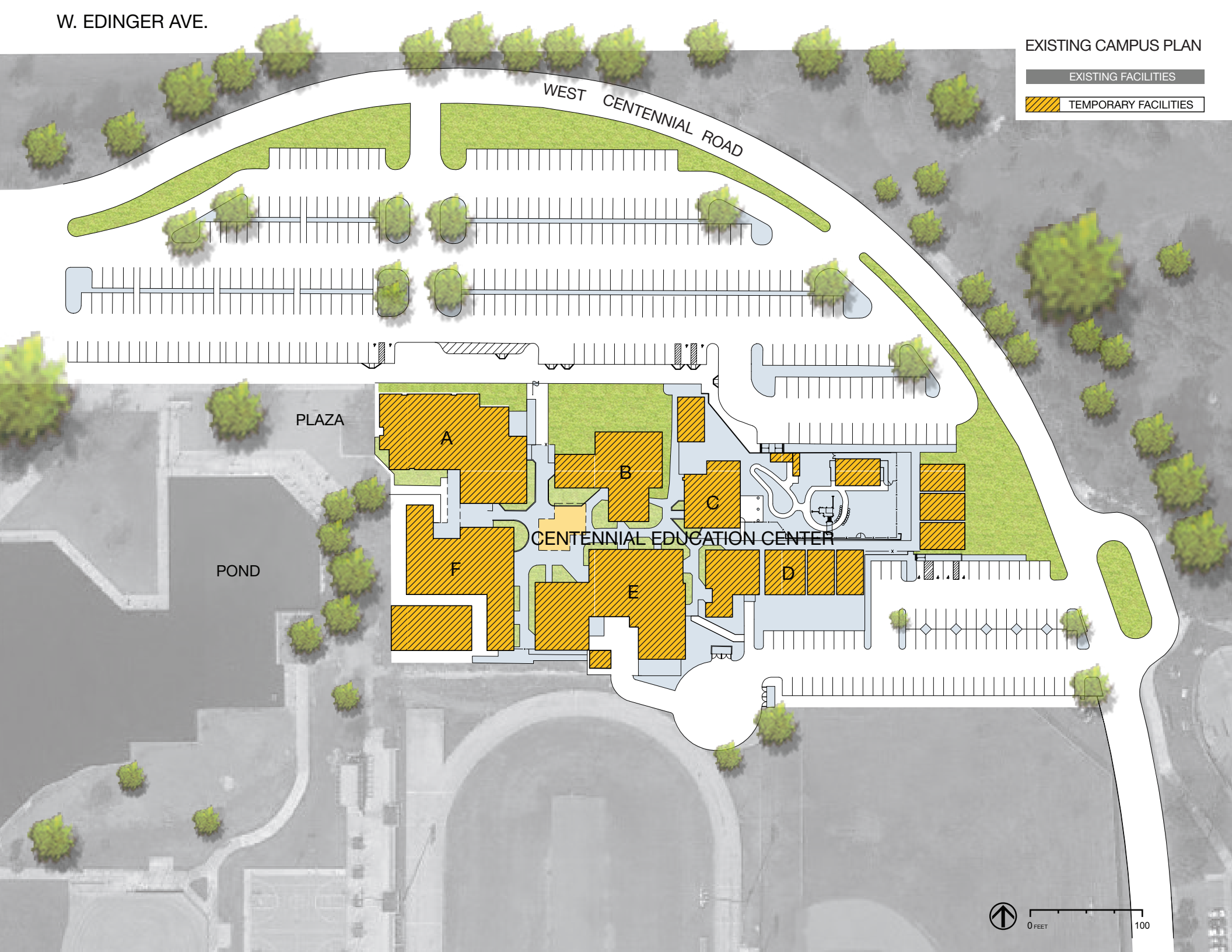
E

D



0 FEET

100



## CENTENNIAL EDUCATION CENTER

# EXISTING CAMPUS ZONING

Buildings A, B, E, and F house the offices and instructional space of the School of Continuing Education, including administration and student services offices. The largest portion of students is enrolled in English as a Second Language (ESL) courses. Other courses include adult basic education, high school completion, parent training, and vocational training. Buildings C and D house the Child Development Center.

## OBSERVATIONS

- The zoning of functions works well, clustering related functions together and providing separate zones and access points for the School of Continuing Education and the Child Development Center.

### BUILDING A:

- / Administration Offices
- / Registration
- / Bookstore
- / Classrooms
- / High School Subjects Lab
- / ESL Language Lab

### BUILDING B:

- / High School Subjects Lab
- / Counseling Office
- / Data Center

### BUILDING C AND D:

- / Child Development Center

### BUILDING E:

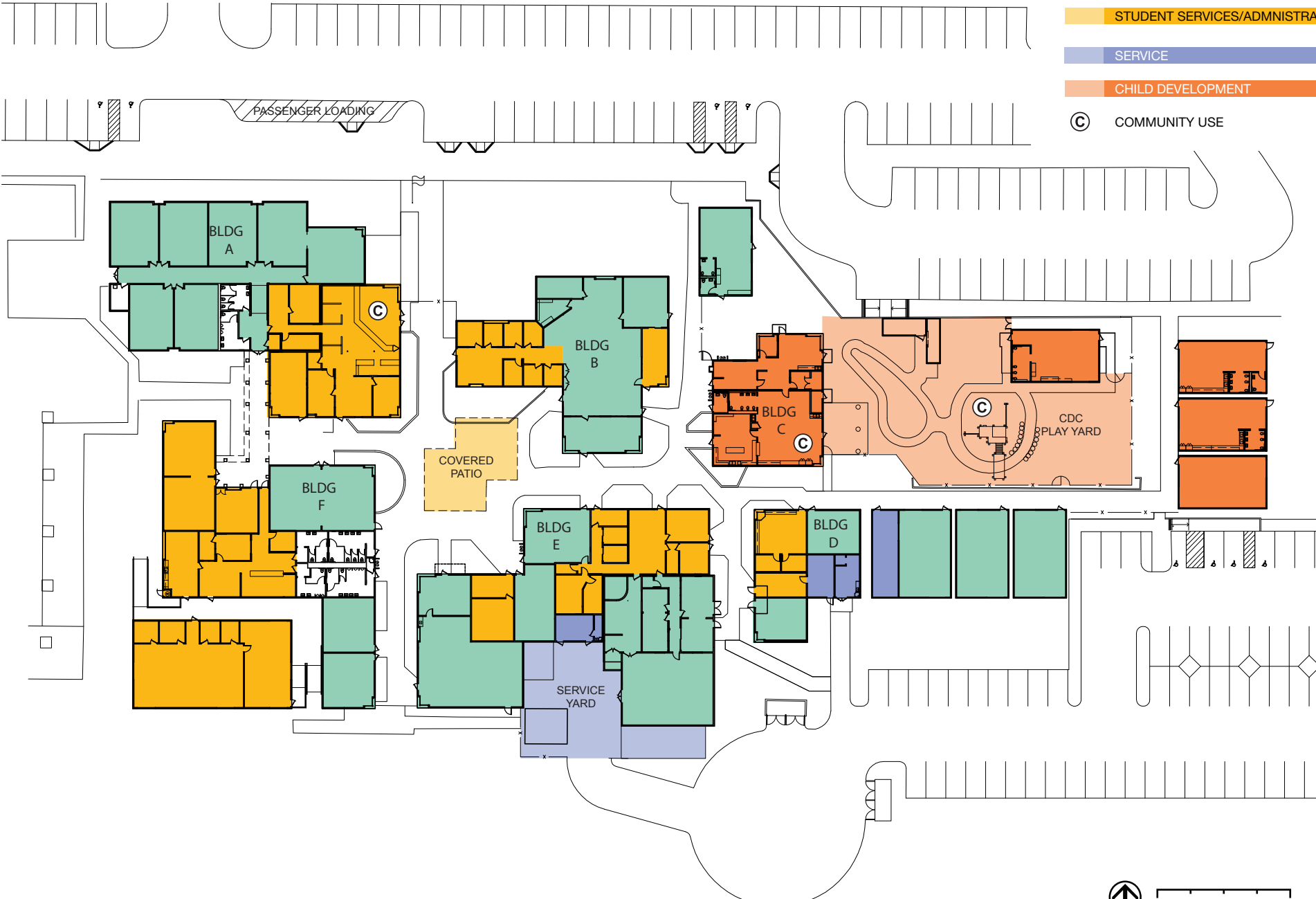
- / Business Skills Lab
- / Conference Room
- / Information Technology Services Office
- / Warehouse/Storage, which will be converted to multipurpose room and classroom.

### BUILDING F:

- / Faculty offices
- / Employee services
- / ESL Outreach
- / Faculty Resource Center
- / Publication and Copy Center
- / Staff Lounge
- / High School Subjects Lab

EXISTING CAMPUS ZONING

- INSTRUCTIONAL
- STUDENT SERVICES/ADMINISTRATION
- SERVICE
- CHILD DEVELOPMENT
- Ⓢ COMMUNITY USE







CENTENNIAL EDUCATION CENTER

CENTENNIAL BOOKSTORE



## CENTENNIAL EDUCATION CENTER RECOMMENDATIONS

The future of the Centennial Education Center depends on the RSCCD's success in securing the future use of this site. The location, site, and facilities have supported the Center's mission by providing a welcoming place to learn in a location that is green, beautiful, well-known, and accessible to the community that it serves. The existing facilities are temporary and were constructed over thirty years ago.

Until 2010, the Santa Ana College School of Continuing Education operated the Marketplace Education Center, which closed due to the loss of its lease. The School of Continuing Education provides instruction at many other sites throughout the community and the management of its widely distributed operations has been a logistical challenge.

Planning for the Centennial Education Center should be part of the larger discussion about the future of Santa Ana College's School of Continuing Education. It is recommended that the future growth and instructional focuses of the School of Continuing Education be determined in Santa Ana College's next educational master plan. These determinations must take place before any facilities discussions, in order to frame the exploration of options for instructional facilities.

The cost of, and the potential to continue to lease, the current site should be weighed against options to lease or purchase other sites. The location of this and other potential sites should be assessed by their degree of accessibility to the student populations that will be served. Given the pace of development and the increasing scarcity of appropriate sites in Orange County, it should be a priority to secure long-term solutions.







**SANTA ANA COLLEGE**  
**DIGITAL MEDIA**  
**CENTER**

The Digital Media Center opened in 2005 and was built through a partnership among Santa Ana College, the City of Santa Ana, and the federal government. The land was donated by the city and the zoning of the site and of the adjacent properties on Bristol Street was changed to commercial use. The funds to develop the facilities came from the RSCCD Measure E Bond, the City of Santa Ana, and the US Department of Commerce through a community development block grant.

The Digital Media Center houses a groundbreaking technology business incubator; instructional space for the digital media arts, digital music postproduction, and TV/video production; and the college's Public Service Institute, which offers seminars to employees of public agencies.

<b>ADDRESS:</b>	1300 S. Bristol Santa Ana, CA 92704
<b>YEAR OPENED:</b>	2005
<b>CAMPUS AREA:</b>	1.4 acres
<b>BUILT AREA:</b>	28,200 OGSF
<b>BUILT ASSIGNABLE AREA:</b>	11,228 ASF

*Source: California Community Colleges  
Chancellor's Office (CCCCO) Facility Utilization  
Space Inventory Option Net, SAC 2012 Space  
Inventory*

## DIGITAL MEDIA CENTER NEIGHBORHOOD CONTEXT

The Digital Media Center is situated on the west side of South Bristol Street, where the city has implemented a street improvement plan that will eventually extend northward to Santa Ana College's main campus. The plan is intended to improve Bristol Street's function as an important north-south transportation route and commercial corridor. The Digital Media Center is about two miles from the main campus and linked by a direct Orange County Transit Authority bus route. The nearest major cross street, West Edinger Avenue provides a direct route to the Centennial Education Center. The Digital Media Center is also near the Orange County Civic Center, the Santa Ana Empowerment Zone, and the downtown Santa Ana Artists Village.

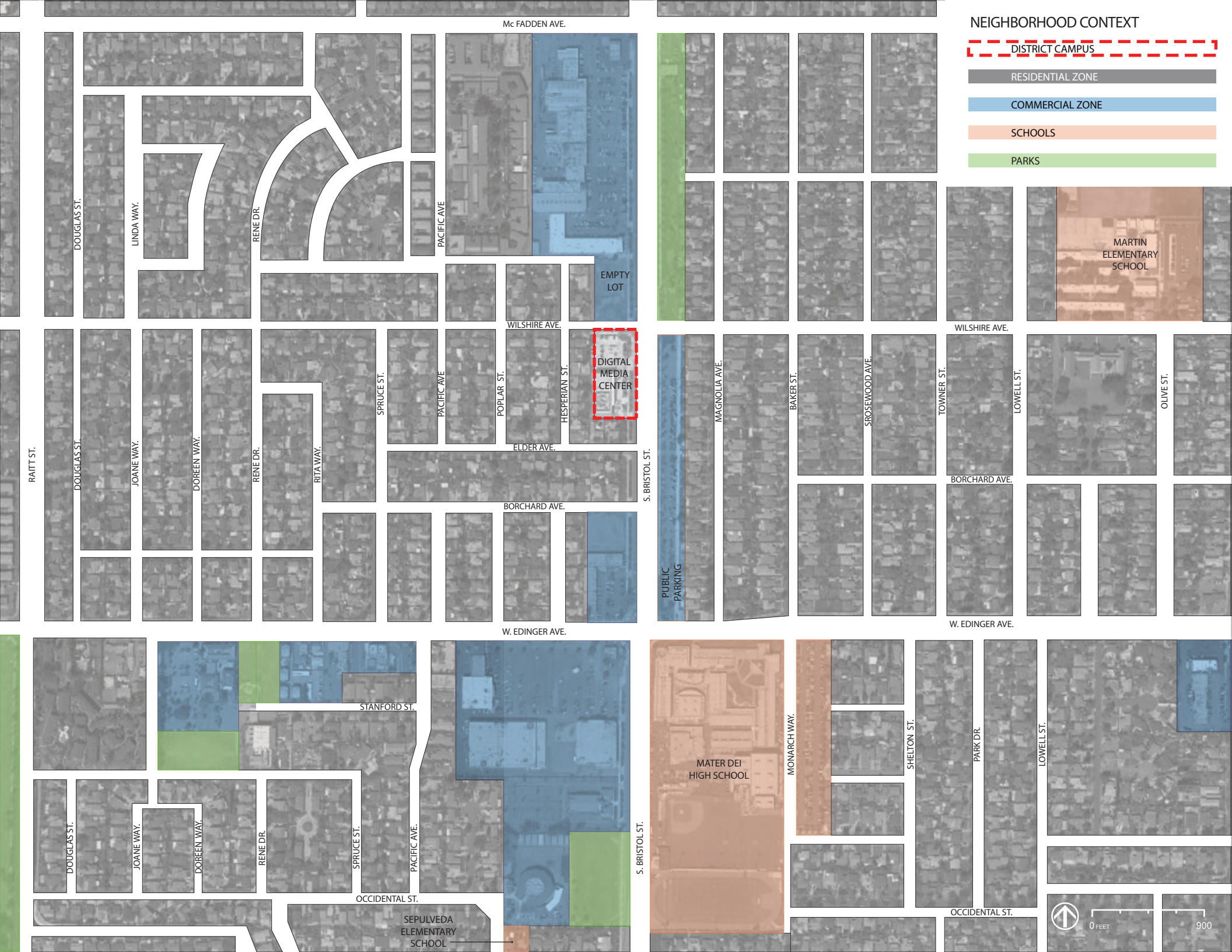
The graphic on the opposing page illustrates the neighboring land uses, which include commercial zones and middle to lower income residential neighborhoods. Mater Dei High School is located at the intersection of West Edinger Avenue and South Bristol Street. A city-owned parking lot across South Bristol Street provides additional parking for the Digital Media Center and its neighbors.

## OBSERVATIONS

- The Digital Media Center is very visible to the community.
- A 1-acre city-owned empty lot lies to the north of the Digital Media Center and may present an opportunity for expansion.
- Security is an issue in this urban neighborhood. A video surveillance system has been installed recently as part of a district-wide project.
- Although the Digital Media Center is not far from the main campus, there is an ongoing need to publicize its existence to students.

# NEIGHBORHOOD CONTEXT

- DISTRICT CAMPUS
- RESIDENTIAL ZONE
- COMMERCIAL ZONE
- SCHOOLS
- PARKS





## DIGITAL MEDIA CENTER EXISTING SITE + FACILITIES

The Digital Media Center was designed to the aesthetic standards of a high-quality professional building. The 1.4-acre flat and unfenced site is fully occupied by the two-story building and the 66-stall parking lot. The Digital Media Center is certified by the state as a school facility and is owned by RSCCD.

RSCCD has been addressing issues that date back to the construction of the facility, including the HVAC control system, water-infiltration, and flooring adhesion. The most challenging issue has been a portion of the second floor that is noticeably out-of-level and, although structurally sound, would be costly to repair.

### OBSERVATIONS

- Vehicular circulation and access to the site works well.
- The existing parking lot is often filled to capacity. Seminars offered by the Public Service Institute bring significant numbers of cars to the parking lot.
- The site lacks outdoor gathering and event space.
- Despite several challenging issues, the facilities are fairly new and in good condition.

HESPERIAN ST.

EXISTING CAMPUS PLAN

PROPERTY LINE

PERMANENT FACILITIES

ELDER AVE.

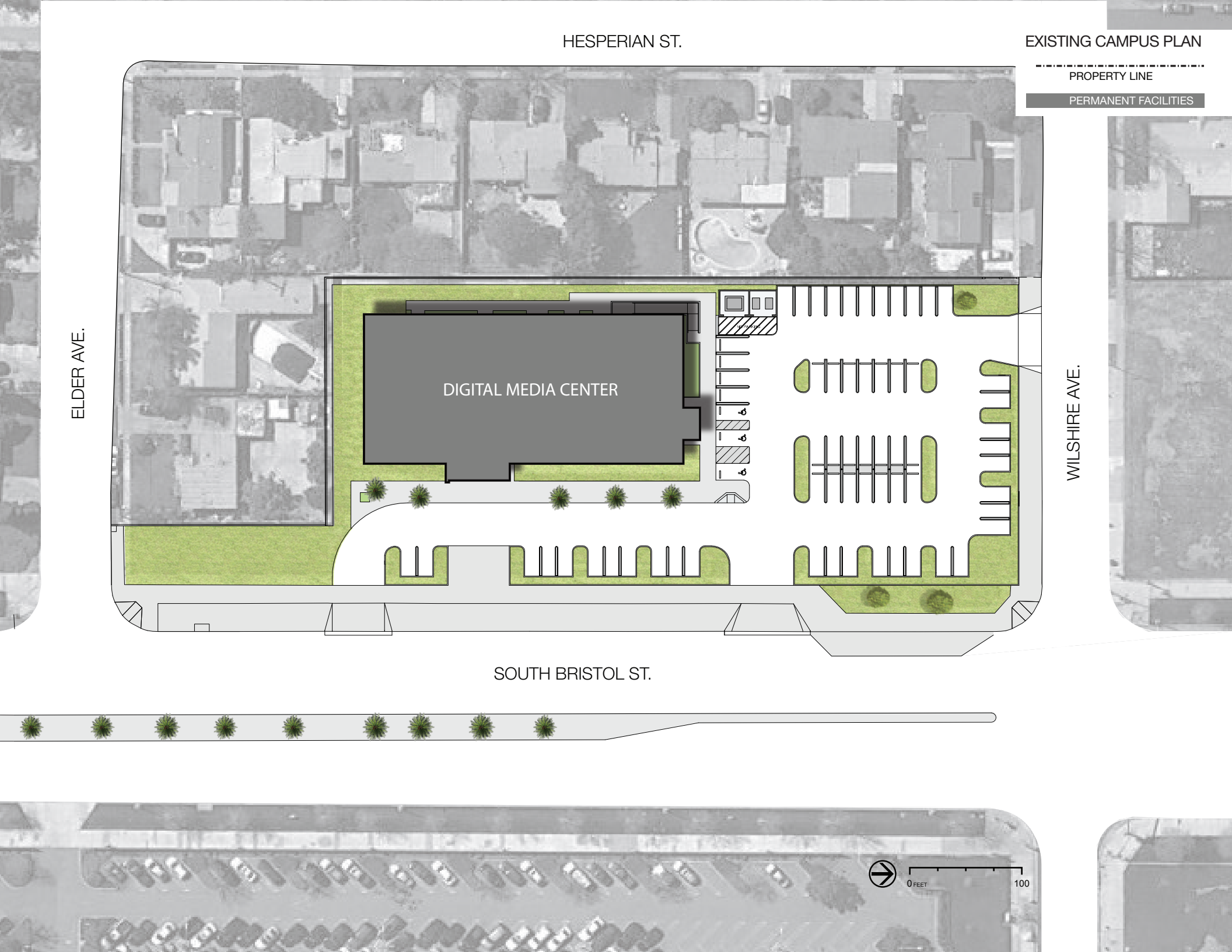
WILSHIRE AVE.

DIGITAL MEDIA CENTER

SOUTH BRISTOL ST.



0 FEET 100



## DIGITAL MEDIA CENTER EXISTING CAMPUS ZONING

The Digital Media Center houses office and instructional space. The digital media arts courses that are offered by the Division of Fine and Performing Arts, are taught in state-of-the-art classrooms and labs. Instructional spaces include the TV/video production studio and media and business-related labs and classrooms equipped to train students for real world applications. These facilities were also designed to be rented to businesses and generate revenue for the College when they are not being used for instruction. The TV/video production studio moved to the Digital Media Center from temporary facilities at the Centennial Education Center.

In addition to the digital media arts instructional programs, the Santa Ana College Business Division offers 8- to 16-hour seminars at the Digital Media Center through its Public Service Institute. These seminars are geared toward employees of public agencies and draw attendees from across the region. The seminars are held in the classrooms and meeting rooms.

The business incubator offers space for technology start-ups, as well as services ranging from basic business consulting to marketing/advertising, human resources, accounting, web and promotional design, and access to venture capital. The incubator can accommodate up to twelve start-ups and is located on the second floor. The facility includes individual offices for each start-up and a shared reception area, conference room, and break room. The twenty-year federal grant commitment that funds the operation of the business incubator will be in effect until 2025.

### OBSERVATIONS

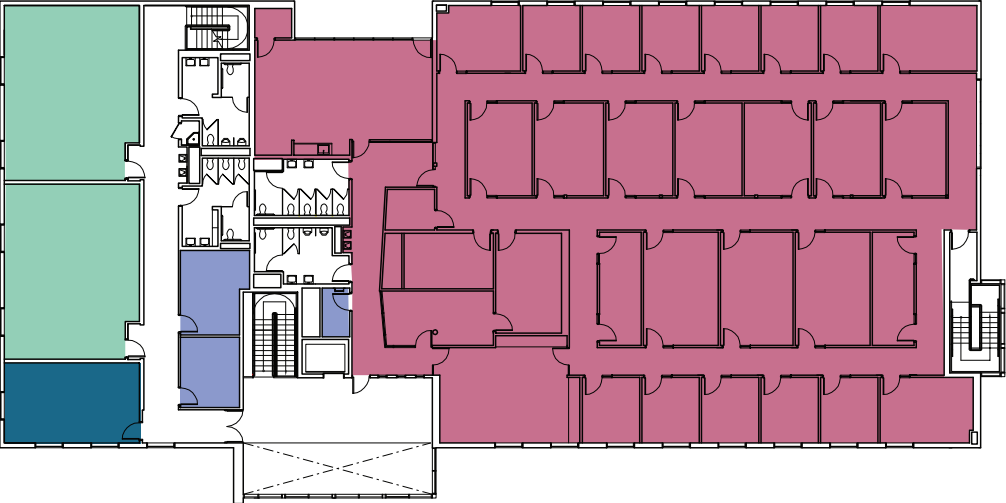
- The business incubator and instructional programs have both been successful and their spaces are fully utilized.
- Both functions have benefitted from synergies in their relationship.
- The instructional labs and equipment must be kept up-to-date to maintain their value to the College and community.
- More storage space is needed for TV/video sets, large equipment, and other items currently stored at the Centennial Education Center.
- The business incubator space may become available for other uses after the grant expires in 2025.

EXISTING CAMPUS ZONING

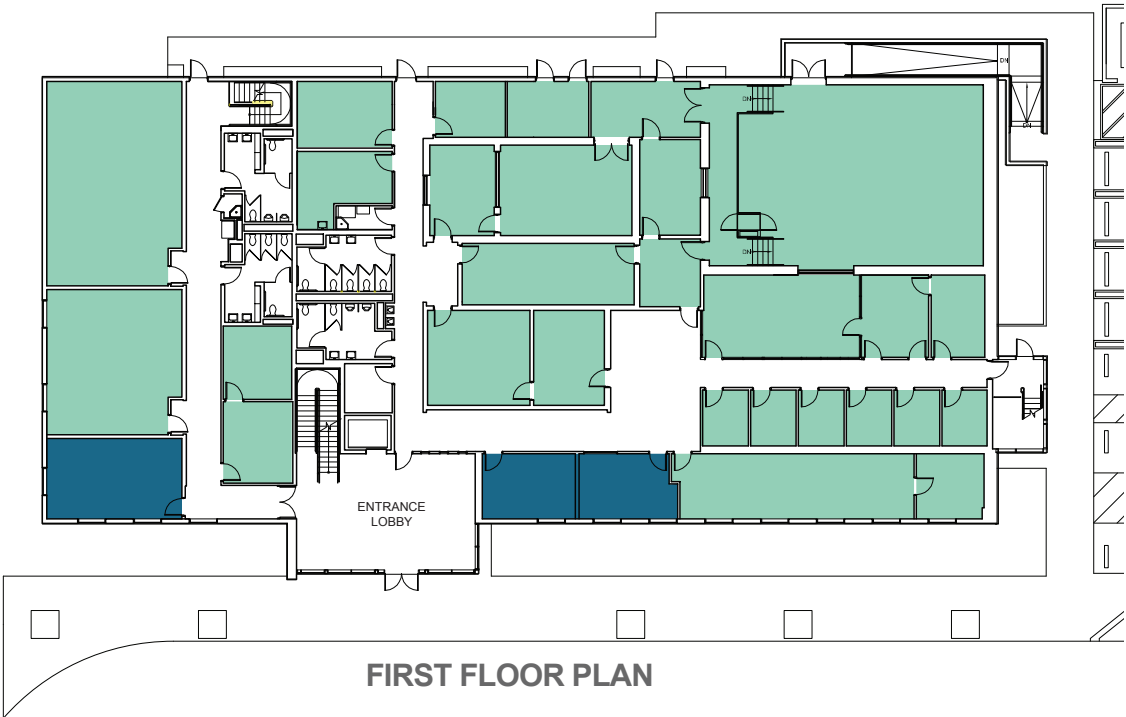
- ADMINISTRATION
- INSTRUCTIONAL
- BUSINESS INCUBATOR
- SERVICE

- FIRST FLOOR:
- / Administrative office
  - / Classrooms
  - / Digital media labs
  - / Faculty workspace
  - / Meeting space

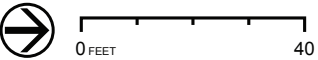
- SECOND FLOOR:
- / Digital media classrooms
  - / Information technology services
  - / Business incubator
  - / Meeting space



SECOND FLOOR PLAN



FIRST FLOOR PLAN









## DIGITAL MEDIA CENTER RECOMMENDATIONS

The Digital Media Center was created through a partnership with the community that allowed the partners to pool their resources and meet several needs. The business incubator needed a new home, Santa Ana College needed permanent space for the digital media labs, and the City of Santa Ana needed landowners that would contribute to the economic revitalization of the Bristol Street Corridor. The occupants have taken advantage of their common location to create synergistic relationships. All of the programs have been successful and have grown since the Digital Media Center opened and this growth has brought about the need for more parking capacity, storage space, and indoor and outdoor event space. The city-owned lot to the north of the Digital Media Center, across Wilshire Street, may provide an opportunity for expansion.

It is vital that the digital media arts labs and equipment be kept current with industry standards. The funds to do this must be actively sought. The intention to rent the digital media arts labs and studios to businesses has not been fulfilled to a significant degree although overtures from the business community have been entertained. It is recommended that partnerships with media businesses be pursued for the purpose of generating revenue and to provide students and faculty with the benefits of contact with the regional media business community.

The opportunity to expand the Digital Media Center campus and facilities may arise in the future. It is recommended that the option to acquire and develop the city-owned lot to the north of the Digital Media Center be considered.

The long-term plan for the Digital Media Center must examine options for the use of the business incubator once the grant funding expires in 2025. It is recommended that the space be considered for college instructional use in order to help meet the future needs.

The future use of the Digital Media Center facilities and any decision to expand its campus must be guided by the College's educational master plan and discussions about the opportunities and constraints surrounding the use of this site. The opportunity to expand the Digital Media Center must be balanced with the need to fully develop the main campus and other education center sites. The decision to place programs in this location must be based on a solid rationale that overrides the disadvantages of bringing students to a separate site. The Digital Media Center's high profile and accessible location in the community would be key considerations in this regard.







**SANTA ANA COLLEGE**  
**SHERIFF'S**  
**REGIONAL**  
**TRAINING**  
**ACADEMY**

Since 1970 Santa Ana College has been affiliated with the Orange County Sheriff's Department to provide law enforcement training. On September 11, 2005 the Orange County Sheriff's Regional Training Academy opened in the Tustin Legacy District, the former Marine Corp Air Station Tustin. When this military base closed and plans were made for its redevelopment, RSCCD applied for and was granted a 15-acre site in the Tustin Legacy Education Village. The property was donated to RSCCD by the City of Tustin through a public benefit conveyance. The funds used to develop the facilities came from the RSCCD Measure E local bond. The Academy was the first to open in the Tustin Legacy Education Village.

The facility houses both the Santa Ana College Criminal Justice Academies and Orange County Sheriff offices and training space. Use of the instructional and meeting spaces is shared. Santa Ana College offers lectures and applied practice courses to students enrolled in the sheriff's basic training academies – an intense, three-level instructional sequence for cadets training for careers in law enforcement. Each day cadets gather at a point near the campus and enter in formation. They remain there all day, undergoing rigorous training as a close cohort. Cadets do not leave the Academy until the end of the day when they drive off, once again in formation. In addition to the basic training academies, weekend and evening training is offered for existing law enforcement officers.

**ADDRESS:** 15991 Armstrong Avenue  
Tustin CA 92782

**YEAR OPENED:** 2005

**CAMPUS AREA:** 10 acres

**BUILT AREA:** 53,000 OGSF

**BUILT ASSIGNABLE AREA:** 8,116 ASF

*Source: California Community Colleges  
Chancellor's Office (CCCCO) Facility Utilization  
Space Inventory Option Net, SAC 2012 Space  
Inventory*

SHERIFF'S REGIONAL  
TRAINING ACADEMY

# NEIGHBORHOOD CONTEXT

The Orange County Sheriff's Regional Training Academy is built on part of the land that was once the Marine Corp Air Station Tustin. The opposing graphic shows the 15-acre academy site that is owned by RSCCD. The Academy occupies ten acres with the remaining five acres as yet undeveloped. The Tustin Legacy Education Village is a work in progress and the land surrounding the Academy has been cleared, but not yet developed.

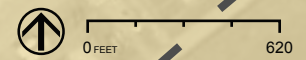
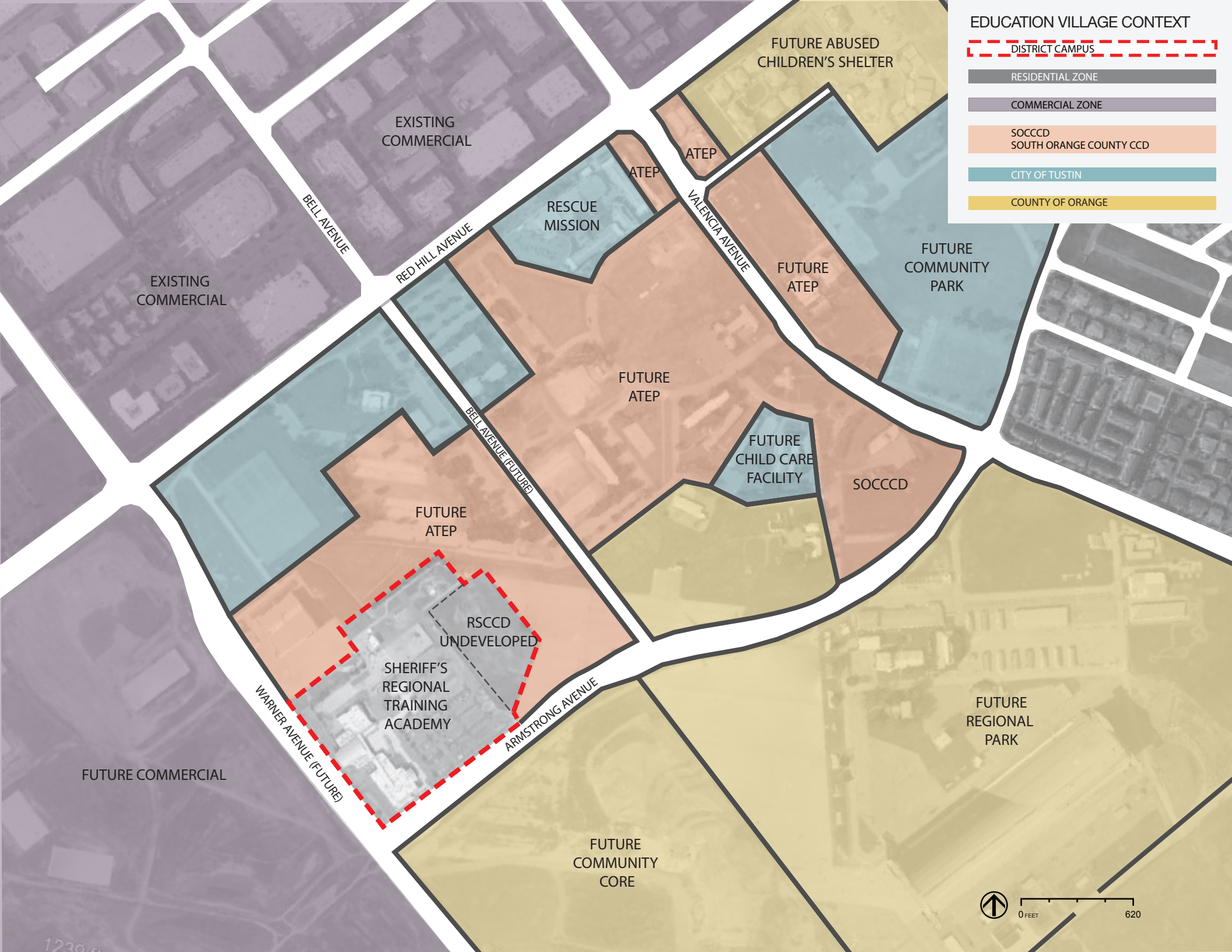
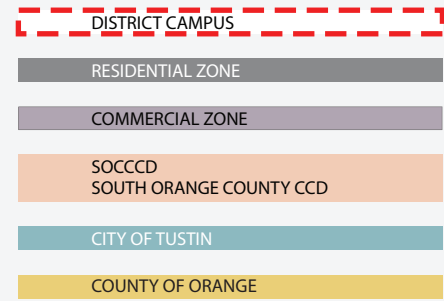
The graphic on the opposing page indicates the neighboring land owners, including the South Orange County Community College District (SOCCCD), which is in the process of building the Advanced Technology and Education Park (ATEP). It will be the Academy's nearest neighbor. Warner Avenue will be extended in the future and will become the southwestern edge of the Academy's campus. Commercial uses are planned for the land across Warner Avenue. A regional park and a mixed-use community core are planned for the area across Armstrong Avenue.

Currently, the Academy site is exposed to the elements, especially heat and wind-blown dust from stockpiles of material gathered during the demolition of the former base. Conditions will likely improve with the development of the surrounding properties.

## OBSERVATIONS

- A use must be found for the 5-acre undeveloped portion of the RSCCD property.
- The South Orange County Community College District is a potential partner.
- The plans to develop the Tustin Legacy District will place the Academy in the center of a vibrant and visible part of the community.

# EDUCATION VILLAGE CONTEXT





SHERIFF'S REGIONAL  
TRAINING ACADEMY

# EXISTING SITE + FACILITIES

The fenced and secured site consists of the single-story main building and adjacent courtyards, several small support buildings, outdoor training yards and courses, and a 357-stall parking lot. Last year a portion of the parking lot was repurposed for the installation of the Orange County Peace Officer Memorial. The Academy is certified by the state as a school facility.

The outdoor training areas include a tactical training course, obstacle course, sand pit exercise area, turf exercise area, running track, and vehicle storage yard.

The site is accessed from Armstrong Avenue through two driveways that are secured with motorized gates. The main building entrance faces the parking lot. From Armstrong Avenue the building can be entered through a ramped pedestrian walkway and a public entrance to the sheriff's office.

A 10-foot wide water utility easement and high pressure water pipe passes through the property near the northwest property line.

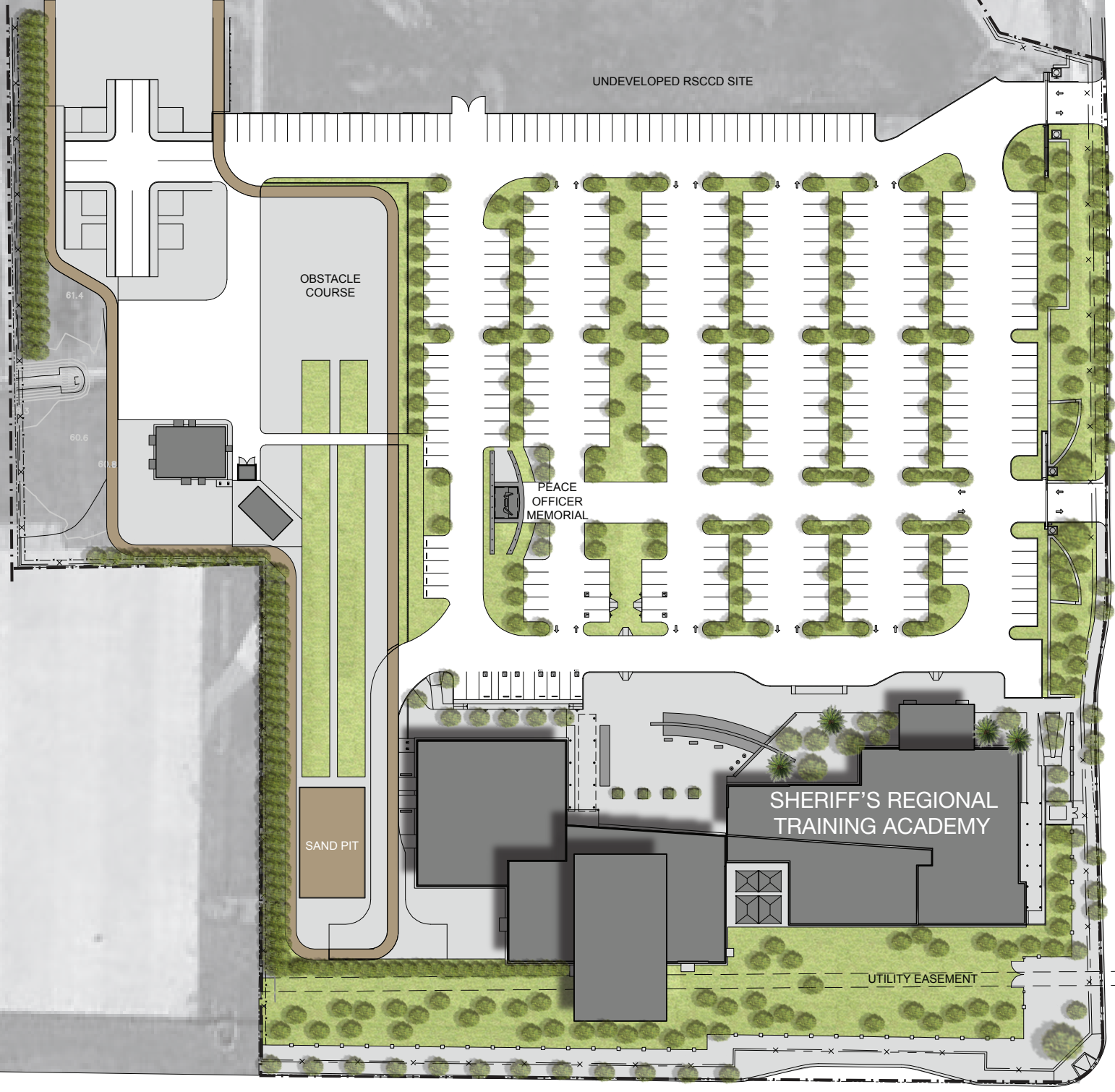
## OBSERVATIONS

- Site access and vehicular circulation works well and the parking capacity is adequate.
- With the exception of a few issues, the site and facilities are relatively new and in good condition.
- The facilities are heavily used and require frequent maintenance. It has been a challenge to obtain adequate resources for the maintenance of both the building and grounds.

EXISTING CAMPUS PLAN

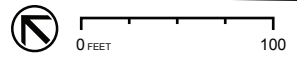
--- PROPERTY LINE

PERMANENT FACILITIES



ARMSTRONG AVE.

WARNER AVE. (FUTURE)



SHERIFF'S REGIONAL  
TRAINING ACADEMY  
**EXISTING  
CAMPUS  
ZONING**

Space in the main building is shared between Santa Ana College and the Orange County Sheriff's Department. The building features a main hall that serves as the circulation spine and houses the guidons and other mementos of each class of academy cadets. The auxiliary classroom is a flexible gym and multipurpose space that seats 1500. Cadets are required to bring their lunches, which they eat here and in the adjacent shaded patio. Other outdoor courtyards and patios are integrated into the building plan, including the large assembly plaza. Classrooms, locker rooms, and administrative and staff offices are provided. The building does not contain faculty office space for the full-time instructor and the adjunct faculty.

The Sheriff maintains administrative and training offices, a video production office, and the Community Services Office, which coordinates with community volunteers, the reserve service, and the Police Explorers.

## OBSERVATIONS

- The sharing of space between Santa Ana College and the Orange County Sheriff's Department has benefited both entities.

### OC SHERIFF

- / Administrative office
- / Tactical Office
- / Arrest and Control Training (ACT) Office
- / Video Production Office
- / Community Services Office

### SANTA ANA COLLEGE BASIC ACADEMY

- / Administrative office and staff offices
- / Four classrooms
- / Auxiliary Classroom/Gym/Multi-purpose Room
- / Shower/lockers
- / Main hall

### OUTDOOR AREAS

- / Patio with shade structure
- / Plaza
- / Training areas
  - o Obstacle and tactical training course
  - o Sand pit exercise area
  - o Turf exercise area
  - o Running track
- / Vehicle storage yard

EXISTING CAMPUS ZONING

ORANGE COUNTY SHERIFF

ADMINISTRATION

INSTRUCTIONAL

STUDENT ACTIVITIES

SPECIAL USE

PHYSICAL EDUCATION/ATHLETICS

SERVICE









## SHERIFF'S REGIONAL TRAINING ACADEMY RECOMMENDATIONS

The Orange County Sheriff's Regional Training Academy is the result of a long and successful collaboration between Santa Ana College and the Orange County Sheriff's Department. Its future success is dependent on the continuation of this partnership. Although the Academy is a seven-mile drive from the main campus, it is a relatively self-contained part of the College. The campus facilities are well designed for the functions that they house. The Tustin Legacy Education Village promises to be a vibrant community context once it is fully realized.

The Academy's campus will be ten-years-old when Santa Ana College celebrates its centennial in 2015. Adequate resources must be allocated to its upkeep in order to preserve its value.

It is recommended that the remaining 5-acre portion of the property be developed or exchanged for property that can be of greater value to RSCCD.



MATHIS

MILEHAM

STEPHENS

ENGLES

ENGLER

VOLBRECHT

ENGLES

PINOCCHIO

SAC P. PINOCCHIO

**SANTA ANA COLLEGE**  
**FIRE ACADEMY**  
**TRAINING**  
**CENTERS**

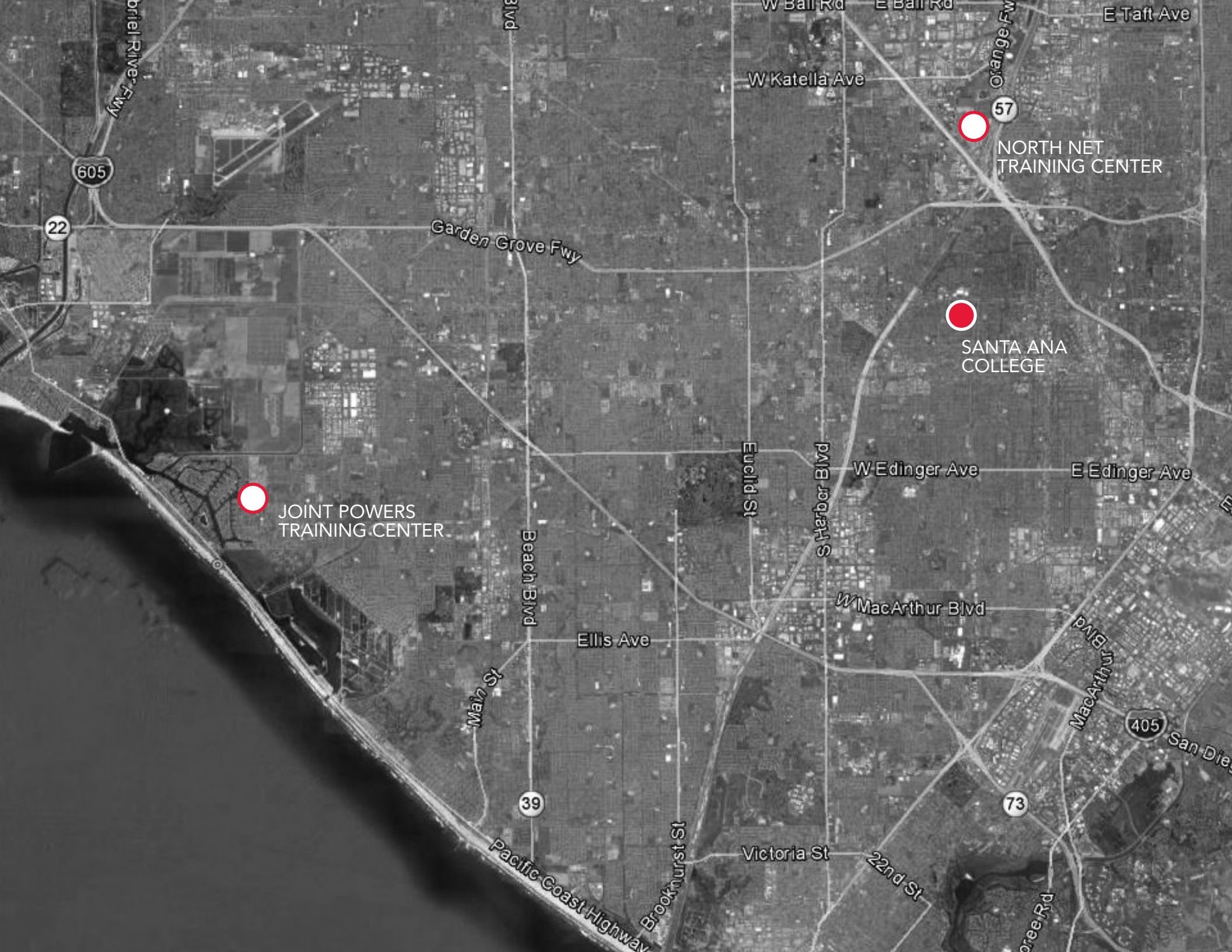
Santa Ana College's Fire Technology Department's Basic Fire Academy is the first regional fire academy in the state to be accredited by the State Board of Fire Services and the State Fire Marshal. The Academy is administered under the guidance of the Orange County Fire Chiefs' Association. Candidates for this program must pass rigorous physical requirements and have obtained prerequisite certificates. Students are required to take general education classes, as well as the fire technology core classes. Classes are taught at Santa Ana College's main campus where the department office is located.

Santa Ana College operates fire technology training centers at off-campus sites to conduct hands-on training with equipment and environments that simulate real world conditions. RSCCD leases two sites and has built and owns the training facilities that are housed at each location.

## **TRAINING CENTER SITES**

- **Joint Powers Training Center**  
18301 Gothard Street, Huntington Beach CA 92648
- **North Net Training Center**  
2400 Orangewood Avenue, Anaheim CA 92806





JOINT POWERS  
TRAINING CENTER

SANTA ANA  
COLLEGE

57  
NORTH NET  
TRAINING CENTER

605

22

39

73

405

## FIRE ACADEMY TRAINING CENTERS RECOMMENDATIONS

Fire technology training requires a sizable land area and a neighborhood context that is appropriate for proximity to the training activities. Students may be required to travel between the training centers and the main campus of Santa Ana College, where the departmental office is housed and lectures are given. Until recently Santa Ana College operated a third fire technology training center at Centennial Regional Park, but the site became unavailable. Other training sites have been leased in the past. It should also be noted that RSCCD had intended to build a training center on the same property that contains the Orange County Sheriff's Regional Training Academy in Tustin Legacy. The site was deemed to be too small to house both functions.

It is recommended that the future growth of the fire technology program be determined in Santa Ana College's next educational master plan in order to frame the exploration of options for training space. The cost of, and the potential to continue to lease, the current sites should be weighed against options to lease or purchase other sites. Given the pace of development and the increasing scarcity of appropriate sites in Orange County, it should be a priority to secure a long-term solution within a reasonable distance from the main campus.







# CHAPTER 5

## SANTIAGO

### CANYON

### COLLEGE

# CHAPTER 5

## **RSCCD Goal 1**

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

## **RSCCD Goal 2**

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

## **RSCCD Goal 3**

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

## **RSCCD Goal 4**

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

## **RSCCD Goal 5**

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

# SANTIAGO CANYON COLLEGE

PRESIDENT'S MESSAGE

OVERVIEW OF THE EDUCATIONAL MASTER PLAN

FACILITIES

- / Main Campus
- / Orange Education Center



**SANTIAGO CANYON COLLEGE**  
**PRESIDENT'S**  
**MESSAGE**



Dear Santiago Canyon College  
Community and Friends,

As President of Santiago Canyon College (SCC) since 2002, it has been my pleasure to work in partnership with the dedicated faculty, staff, and administrators here at the institution. During these past few years, we have faced some very trying economic times. Even with a shrinking budget, SCC and its many campus constituents have been able to meet economic, curricula, technological, and physical plant challenges all while prioritizing our students' educational experience and maintaining critical pathways to student achievement and success.

In addition to receiving the six-year affirmation of accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC), following the self-study process and site visit in 2008, SCC is proud of the many accomplishments achieved over the past five years, 2007–2012.

The following are some highlights of those accomplishments:

### **CONTINUING EDUCATION**

- Orange Education Center application is approved as an authorized education center by both the California Board of Governors and the California Postsecondary Education Commission, qualifying for receipt of \$1,000,000 per year in ongoing state funding
- Division of Continuing Education receives two separate CASAS 2011 Promising Practices awards from the California Department of Education
- OEC faculty receive two awards at the Association for Community and Continuing Education Conference, 2011

### **FACILITIES**

- Groundbreaking for Science Center, March 2008 – Dedication June 2010
- Grand Opening of the Softball Field Complex, January 2009
- Completion of a new parking lot with 1000 additional spaces
- SCC becomes a smoke-free campus, 2009

## ATHLETICS

- Women's Soccer wins the State Championship and is crowned National Champions, 2009
- Golf team member Connor Covington becomes the first SCC golfer to win state championship, 2009
- Women's Soccer team wins the State Academic Scholars Award, 2010

## GRANTS

- \$100,000 VTEA Tech Prep Demonstration Site Grant to develop a "high school to college" pathway
- \$750,000 grant from Next Generation Learning Challenges for Open General Education Curriculum at Multi-Institutional Scale
- Two-year CTE California Chancellor's Office Faculty Development Grant is completed
- Five-year \$3.23 million Title V Hispanic-Serving Institutions federal grant to support student learning outcomes assessment and increase student success in science, technology, engineering and math (STEM)
- \$623,000 in first year of five-year (STEM)2 grant in partnership with California State University, Fullerton (CSUF)
- \$2.1 million awarded in federal funding to CAMP (College Assistance Migrant Program) for a second five-year cycle
- \$154,212 Teacher Pathway Partnership from CSUF for at-risk students

## STUDENT SERVICES

- Admissions and Records implements the use of social media tools, fall 2010
- "Discover SCC: Orientation to College Life" launches
- Financial Aid Electronic Book Voucher system is introduced
- Received approval for independent veterans program, 2012

## ACADEMIC AFFAIRS

- SCC Collegiate Choir performs at world-famous Carnegie Hall in New York City, 2008
- Team of four SCC students achieve worldwide notice by finishing in top 15 of the Microsoft Imagine Cup Embedded Development programming challenge, 2011
- CurricUNET is implemented by SCC
- STAR Center (Science Teaching and Resource Center) opened, 2011

The newest iteration of the *Educational Master Plan 2012–2016* serves a similar purpose as previous plans but in a completely different format. While past plans were compilations of individual division, department, program, and discipline plans, which aimed to identify goals, objectives, and future needs of each area, the current plan, presented in the document to follow, is a more deliberate and cohesive document designed to illustrate a more comprehensive perspective on institutional goals for the next four years. The result is a roadmap designed to increase student success, improve efficiency, demonstrate accountability, and enhance institutional effectiveness.

While California's current economic climate remains uncertain, I am confident that for our students the future holds many wonderful opportunities to be seized upon. Faculty, staff and administrators alike are dedicated to providing a solid educational foundation for SCC students and are committed to fostering a culture dedicated to personal growth through innovative, student-centered educational programs and services.

I am honored to be a part of this vibrant college community, and will continue to be an advocate for the students and the community it serves.

JUAN VÁZQUEZ  
PRESIDENT,  
SANTIAGO CANYON COLLEGE



# OVERVIEW OF THE EDUCATIONAL MASTER PLAN

Planning at Santiago Canyon College (SCC) exists in a variety of interconnected processes and documents. In SCC's culture, the term "Educational Master Planning" refers to three interrelated and dynamic documents:

- *Department Planning Portfolios (DPPs):* Departments and units annually review progress and set goals.
- *Program Reviews:* Every three years, departments and units take a more comprehensive look back and then engage in a multi-year goal-setting process that provides in-depth discussions, introspection, quantitative analyses, and evaluation. This document is the central link between the RSCCD and college goals, accreditation feedback, and department plans.
- *Educational Master Plan (EMP):* The multi-year EMP is the primary campus-wide planning document and contains the overview planning piece—those elements that have broad implications for the college as a whole, that bridge more than one department or unit, or that reside apart from the units as currently configured.

*The Santiago Canyon College Educational Master Plan 2012–2016* was developed in an environment almost completely opposite that of the previous *2007–2012 Educational Master Plan* which contained plans that were developed at a time when Santiago Canyon College was one of the fastest growing community colleges in the nation, and when a period of sustained growth and funding was envisioned. The *2012–2016 Educational Master Plan* was developed during an economic recession that challenged the College to respond to a series of state funding cuts that resulted in the contraction of the College and some of its programs.

To help inform the planning process for the Educational Master Plan, Santiago Canyon College conducted an Institutional Scan consisting of both an Environmental Scan and an Internal Scan. Data from a variety of sources were gathered and synthesized in ways that revealed upcoming challenges to operations and provoked thoughtful discussion about the future direction of the College. These data influenced the College's strategic direction.

Recognizing that the conditions present during the development of the EMP could change quickly in unforeseen ways, the EMP was developed to allow for flexibility and adjustment to the college's goals.

The *2012–2016 Educational Master Plan* is focused around four fundamental questions about the College:

1. Whom does Santiago Canyon College serve?
2. Whom will Santiago Canyon College serve in the future?
3. What programs and courses does Santiago Canyon College offer now?
4. What programs and courses should Santiago Canyon College offer in the future?

The synthesis of the information and data gathered and analyzed in the development of the Educational Master Plan provided for the development of fifteen goals and action items that focus SCC priorities in the following areas:

- Strengthening outreach and recruitment
- Aligning the college curriculum to focus on completion of pathways
- Promoting an integrated approach to supporting student success
- Promoting a college identity of high quality, academic excellence, and personalized instruction
- Supporting faculty in offering high quality instruction to students in the classroom and online
- Maintaining and enhancing the college's technological infrastructure
- Maintaining the facilities infrastructure
- Supporting focused green practices on campus
- Supporting an infrastructure related to web and social media
- Supporting faculty development in innovative pedagogies and curriculum design

- Increasing educational goal completion
- Increasing student learning and achievement
- Strengthening relationships with key partners and stakeholders
- Developing sustainable alternative revenue streams
- Strengthening capacity to seek and acquire grant funding

The details of Santiago Canyon College's *2012–2016 Educational Master Plan* can be found in the college website at:

<http://sccollege.edu/Departments/AcademicSenate/Pages/EducationalMasterPlan2002-2007.aspx>





## SANTIAGO CANYON COLLEGE FACILITIES

Santiago Canyon College (SCC) was established to serve the growing communities within RSCCD. As central Orange County filled up, development shifted southward and eastward, into the canyons and foothills of the Santa Ana Mountains. RSCCD purchased 30 acres of land in Santiago Canyon from the Irvine Company. In 1985 the Orange Campus of Rancho Santiago College opened its doors to 2,500 students. The campus consisted of a few buildings situated in the rugged canyon country with few residential and commercial neighbors.

The State Route 241 Foothill and 261 Eastern Toll Roads were built soon after, followed by major arterial streets that link the campus to Irvine, Tustin, Anaheim Hills, and Interstate Highway 5 and State Route 91. New communities have been built throughout the area. Plans for more development to the east of the campus will place it fully within a suburban context. In 1996 the Board of Trustees voted to become a multi-college district and in 2000 Santiago Canyon College achieved full accreditation.

## SANTIAGO CANYON COLLEGE FACILITIES (CONTINUED)

The 2002 passage of the RSCCD Measure E local bond by the voters of RSCCD provided funds to build new facilities for both colleges. Many new buildings and athletic instructional facilities have been added to the Santiago Canyon College campus. Through the donation and purchase of land, the Santiago Canyon College main campus has grown to 82 acres—the entire area encompassed by East Chapman Avenue, Jamboree Road, East Santiago Canyon Road, and Newport Boulevard. In addition to the main campus, the Orange Education Center opened its doors in 2005 to provide instruction through the School of Continuing Education.

The graphic on the opposing page shows the locations of Santiago Canyon College’s main campus and the Orange Education Center.

### INSTRUCTIONAL SITES

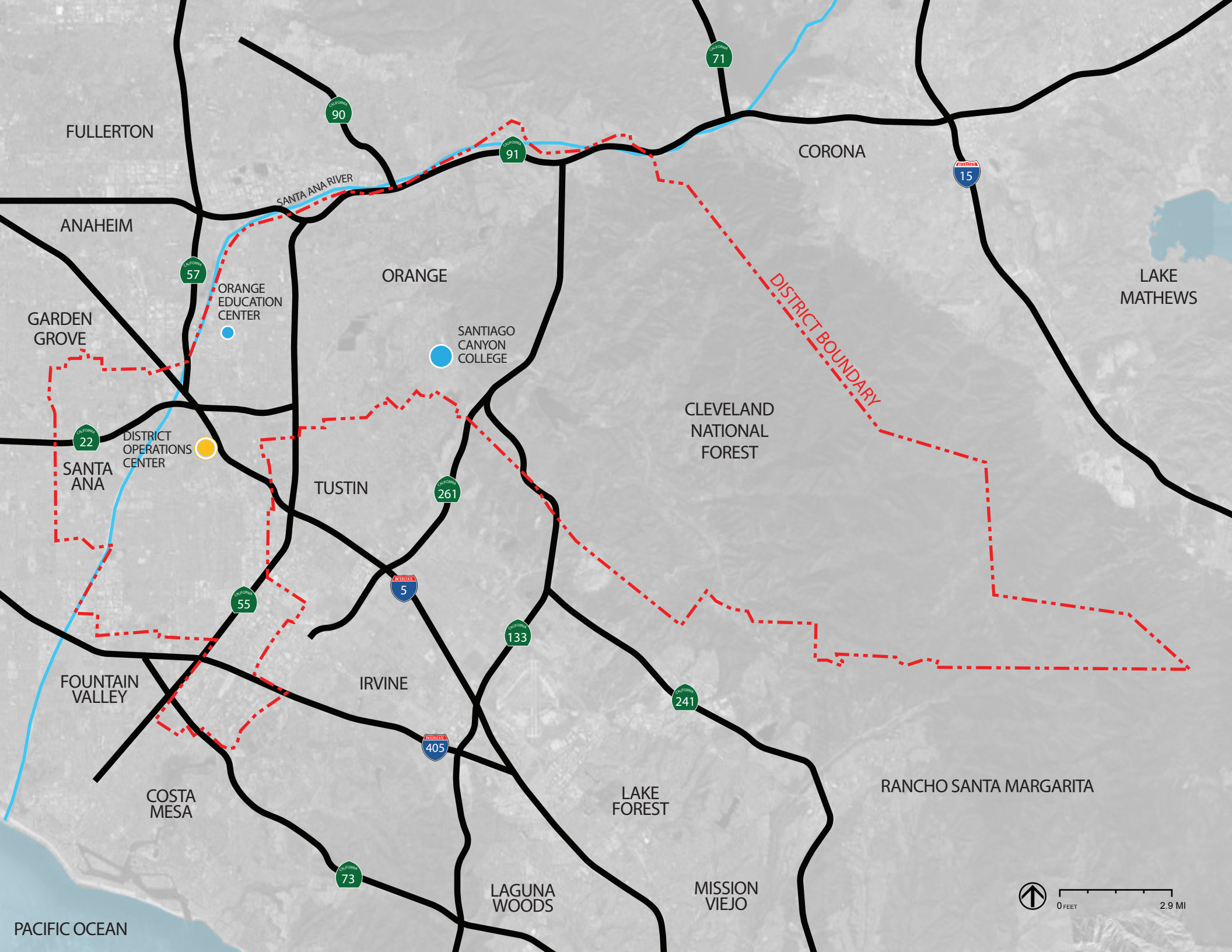
- Main campus, est. 1985
- Orange Education Center, est. 2005

### SPACE INVENTORY

- Overall gross built area: 356,277 OGSF
- Built assignable area: 252,220 ASF

*Source: California Community College Chancellor’s Office (CCCCO) Facility Utilization Inventory Option Net, SCC 2012 Space Inventory*





FULLERTON

ANAHEIM

GARDEN GROVE

SANTA ANA

FOUNTAIN VALLEY

COSTA MESA

PACIFIC OCEAN

SANTA ANA RIVER

ORANGE

TUSTIN

IRVINE

LAGUNA WOODS

CORONA

CLEVELAND NATIONAL FOREST

LAKE FOREST

MISSION VIEJO

LAKE MATHEWS

RANCHO SANTA MARGARITA

ORANGE EDUCATION CENTER

SANTIAGO CANYON COLLEGE

DISTRICT OPERATIONS CENTER

DISTRICT BOUNDARY



0 FEET 2.9 MI







## SANTIAGO CANYON COLLEGE MAIN CAMPUS

True to its name, the main campus of Santiago Canyon College is ensconced in a rugged and scenic canyon that slices across the foothills of the Santa Ana Mountains. The campus has grown from 30 acres to 82 acres. All of the roads that encompass the campus—East Chapman Avenue, Jamboree Road, East Santiago Canyon Road, and Newport Boulevard—are major links to the surrounding community, bringing students from a wide area of Orange, Riverside, and San Bernardino Counties. Over the first 15 years of its existence, rapid growth in enrollment led to an acute need for permanent space that outstripped the pace of campus development.

Over the past decade the campus has undergone a dramatic physical transformation. The building inventory has grown to 271,138 gross square feet and continues to grow with the recent completion of the Humanities Building, Gymnasium, Swimming Pool, and Maintenance and Operations facility. The campus site has been improved with regard to parking and circulation and athletic instructional facilities. Sustainability and the teaching of environmental awareness is a college priority as demonstrated by the Coastkeeper Garden.

The next few pages describe the *2011 Facilities Master Plan*, which was created to ensure that future campus development aligns with the College's academic vision and goals and is guided by a solid set of facilities planning principles.

**ADDRESS:** 8045 East Chapman Avenue  
Orange CA 92869

**YEAR OPENED:** 1985

**CAMPUS AREA:** 82 acres

**BUILT AREA:** 271,138 OGSF

**BUILT ASSIGNABLE AREA:** 194,040 ASF

*Source: California Community College Chancellor's Office (CCCCO) Facility Utilization Inventory Option Net, SCC 2012 Space Inventory*

## SCC MAIN CAMPUS

# 2011 FACILITIES MASTER PLAN

The *2011 Facilities Master Plan* was created through a highly participatory process, to serve as a guide for future campus development. It describes the College's strategy to develop facilities that will support the goals and objectives of the *2007–2012 Educational Master Plan* and address the projected future growth in enrollment. The Facility Master Plan positions the College to maximize funding opportunities and look for partners within the community. <http://sccollege.edu/About/Documents/SCC%20Facilities%20Master%20Plan.pdf>

## PLANNING CHALLENGES

In 2010 and 2011, the Facilities Committee—representing faculty, classified staff, students and administrators—participated in a series of interactive meetings to review information and evaluate options. One of the initial responsibilities of the

committee was to review the analysis of existing conditions, challenges, and opportunities, which are summarized below.

- Projects currently in planning and construction need to be completed.
- Many temporary classrooms and labs are in use.
- Plans are needed to address the secondary effects of the construction of new buildings.
- Buildings built in the 1980s and 1990s need to be modernized in the next decade.
- The campus is built on a hillside and pedestrian circulation between facilities can be challenging.
- The oldest buildings are at the center of the campus, occupying the space between the newer buildings that will surround them.
- Clear entry paths to the campus core from the surrounding parking lots are needed.
- Outdoor gathering spaces are small and scattered.
- The climate in the foothills can be harsher than on the coastal plain. The Santa Ana winds strongly impact the campus.
- The campus can become more energy efficient.

## PLANNING SOLUTIONS

The *2011 Facilities Master Plan* recommends a list of facilities and site improvement projects, as well as a phased and logical sequence of development. The projects are intended to do the following.

- Renovate existing buildings to extend their usefulness and address secondary effects.
- Welcome students into the campus core by creating clear entry points from parking lots.
- Knit the expanded campus together by revitalizing the campus core around a new quad and creating an organizing framework of pedestrian links that traverse the changes in topography.
- Design the campus to be environmentally sustainable. Provide campus-wide space cooling with a central plant.
- Improve the campus environment by creating shady and screened open spaces for studying, gathering, dining, and informal recreation.



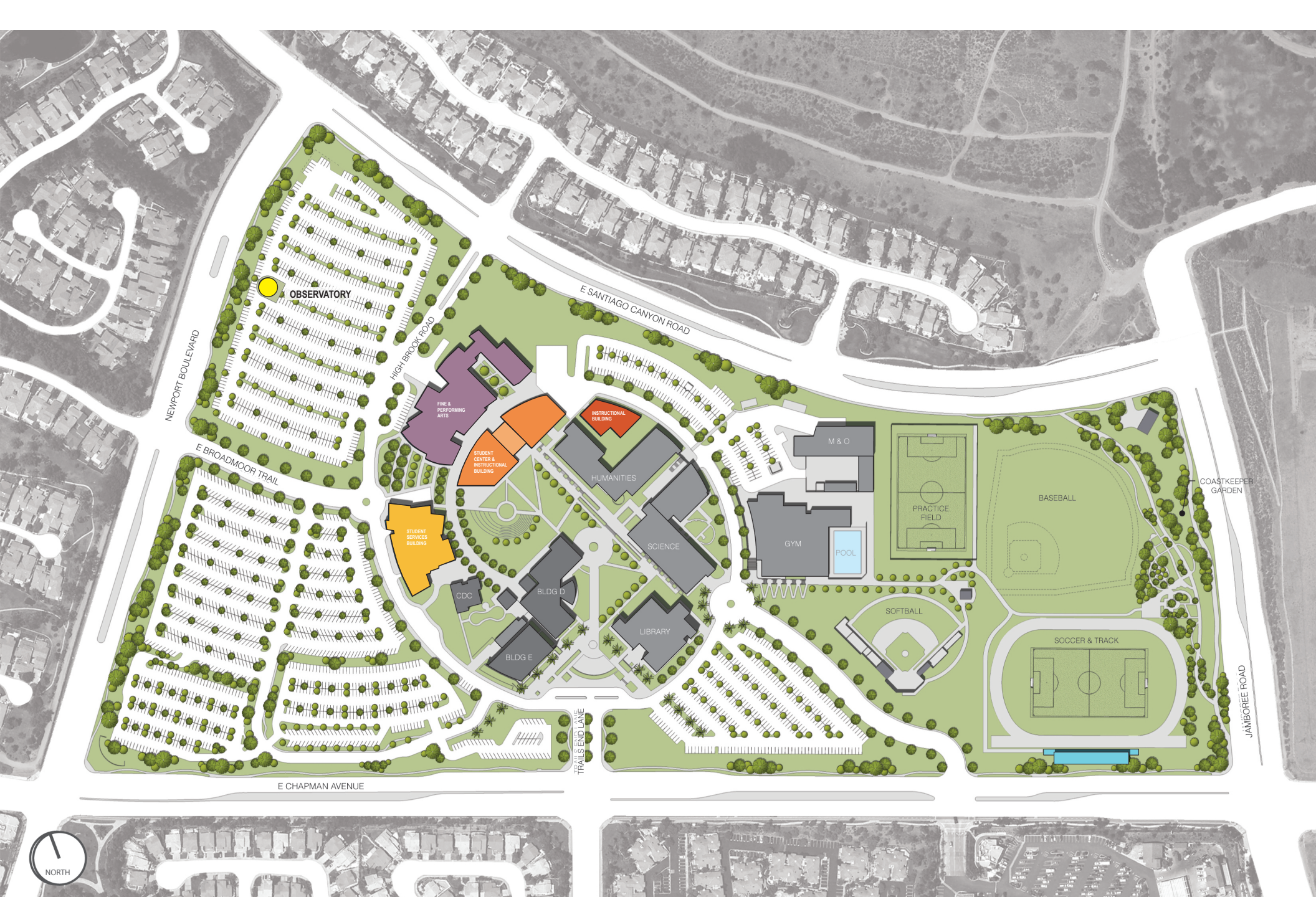


MAIN CAMPUS  
**2011 FACILITIES  
MASTER PLAN  
(CONTINUED)**

This list of facilities and site improvement projects are recommended in the *2011 Facilities Master Plan*.

### PROJECT LIST

- COMPLETED PROJECTS:
  - / Science Building (completed in 2010)
  - / Maintenance and Operations (completed 2012)
  - / Gymnasium (completed 2012)
  - / Swimming Pool (completed 2012)
  - / Humanities Building (completed 2013)
  
- PROJECTS IN PLANNING:
  - / Fine + Performing Arts
  - / Student Services Building
  - / Entry Court
  - / Building D Renovation
  - / Observatory
  - / Student Center + Instructional Building
  - / Building E Renovation
  - / Instructional Building
  - / Child Development Center Renovation
  - / Central Quadrangle
  - / Baseball Field
  - / Track + Grandstands



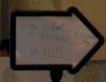
## 2011 SANTIAGO CANYON COLLEGE FACILITIES MASTER PLAN





BOOKSTORE

RECEPTION





**SANTIAGO CANYON COLLEGE**  
**ORANGE**  
**EDUCATION**  
**CENTER**

The Orange Education Center, a state-approved off-campus center, opened in 2005. Previously an industrial facility, this site was remodeled to house the Santiago Canyon College School of Continuing Education, a child development center, and the RSCCD Warehouse and Publishing Center.

**ADDRESS:** 1465 North Batavia Street  
Orange CA 92867

**YEAR OPENED:** 2005

**CAMPUS AREA:** 6.34 acres

**BUILT AREA:** 85,139 OGSF

**BUILT ASSIGNABLE AREA:** 58,180 ASF

*Source: California Community College  
Chancellor's Office (CCCCO) Facility Utilization  
Inventory Option Net, SCC 2012 Space Inventory*



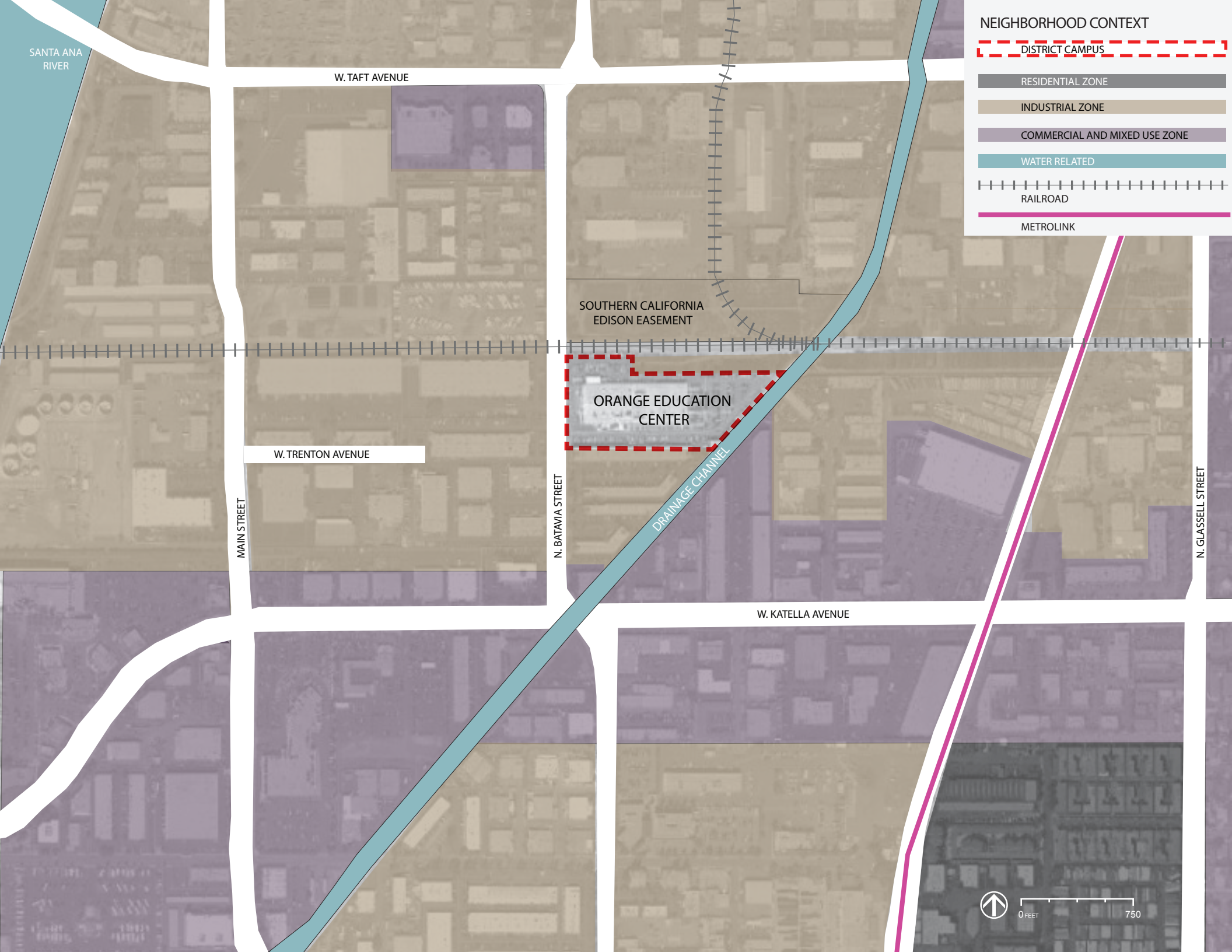
## ORANGE EDUCATION CENTER NEIGHBORHOOD CONTEXT

The Orange Education Center is located in the commercial and industrial sector of the City of Orange, on the flat coastal plain near the mouth of Santa Ana Canyon. It is 5.6 miles from the main Santiago Canyon College campus and more central to the population centers of the district. The Santa Ana River channel runs nearby and to the west of the site. The Orange Education Center is located on North Batavia Street, a secondary street, located among neighboring properties that are zoned for industrial use. North Batavia Street connects with West Taft Avenue and West Katella Avenue, which is a main arterial street and commercial corridor. This stretch of West Katella Avenue links the neighborhood to the state route 55 freeway to the east and the state route 57 freeway to the west. The nearest Orange County Transit Authority bus lines stop on W. Katella Avenue and West Taft Avenue.




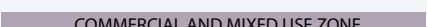


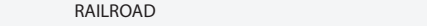
Most of the neighbors on both sides of North Batavia Street are industrial concerns. The property to the north of the Orange Education Center is a Southern Pacific Railroad right-of-way. Farther north is a Southern California Edison easement that houses high voltage electrical transmission lines. A drainage channel borders the rear of the Orange Education Center property.

## OBSERVATIONS

- The Orange Education Center's location on North Batavia Street is not very visible to the community, but it is in a location that is central to the community and easily accessed by car, bus, and bicycle.
- Bus stops and neighborhood restaurants and stores are within walking distance, but not adjacent to the site.
- The proximity to the mouth of the Santa Ana Canyon exposes the Orange Education Center to seasonal strong Santa Ana winds that blow into the site from the east-northeast.
- Although climate conditions are comfortable for much of the year, the Santa Ana winds, along with the urban heat island effect, can create hot and sometimes windy conditions.



NEIGHBORHOOD CONTEXT

-  DISTRICT CAMPUS
-  RESIDENTIAL ZONE
-  INDUSTRIAL ZONE
-  COMMERCIAL AND MIXED USE ZONE
-  WATER RELATED
-  RAILROAD
-  METROLINK

SANTA ANA RIVER

W. TAFT AVENUE

SOUTHERN CALIFORNIA EDISON EASEMENT

ORANGE EDUCATION CENTER

W. TRENTON AVENUE

MAIN STREET

N. BATAVIA STREET

DRAINAGE CHANNEL

N. GLASSELL STREET

W. KATELLA AVENUE



0 FEET 750

## ORANGE EDUCATION CENTER

# EXISTING SITE CIRCULATION

There are three vehicular entrances from North Batavia Street. The main entrance is near the southwest edge of the campus and is provided with clear signage. The other entrances are north of the building and less visible due to proximity to the railroad tracks and signage that is small and partially obscured. A short driveway leads directly from North Batavia Street to the loading dock of the RSCCD warehouse. A driveway/fire access lane provides access to all sides of the building and the parking areas. The Orange Education Center Child Development Center serves the community, as well as students, and contributes to the vehicular traffic entering the site.

Pedestrians enter the campus mainly at the north and southwest corners of the campus. Many park on West Trenton Avenue and cross North Batavia Street to reach the campus. A formal pedestrian gateway from the street is provided directly in front of the west building entrance. Bike racks are provided in two locations. The graphic on the opposing page shows outdoor student gathering areas, including a partially shaded patio next to a food truck parking space.

## OBSERVATIONS

- The parking capacity is not adequate to serve the Orange Education Center's needs.
- The flow of traffic at the main southwestern entry is problematic as it becomes gridlocked with pedestrians and cars.
- The placement of the RSCCD warehouse loading dock creates a dead end in the vehicular circulation at the front of the site, which contributes to the gridlock due to cars that back up and turn around to exit.
- Many students are dropped off near the western building entrance, which also contributes to the gridlock.
- The fire access lane is constricted where diagonal parking stalls were recently added along the north edge of the building.
- The main pedestrian campus gateway along North Batavia Street is often mistaken for a vehicular driveway, necessitating the use of orange traffic cones to discourage drivers.
- Parking and vehicular circulation leave little outdoor space for student gatherings. Most of the outdoor spaces are located on the south side of the building and additional shade at the food truck patio would be beneficial.
- Students use the bike racks at the south side of the campus. The racks at the rear of the site are not bolted down.
- Students jaywalk across North Batavia Street when they park on West Trenton Avenue and walk to the Orange Education Center.
- The pedestrian path on the North Batavia Street sidewalk is not accessible where it crosses the railroad tracks.









SOUTHERN CALIFORNIA EDISON  
EASEMENT





RAILROAD

EXISTING VEHICULAR & PEDESTRIAN CIRCULATION

VEHICULAR:

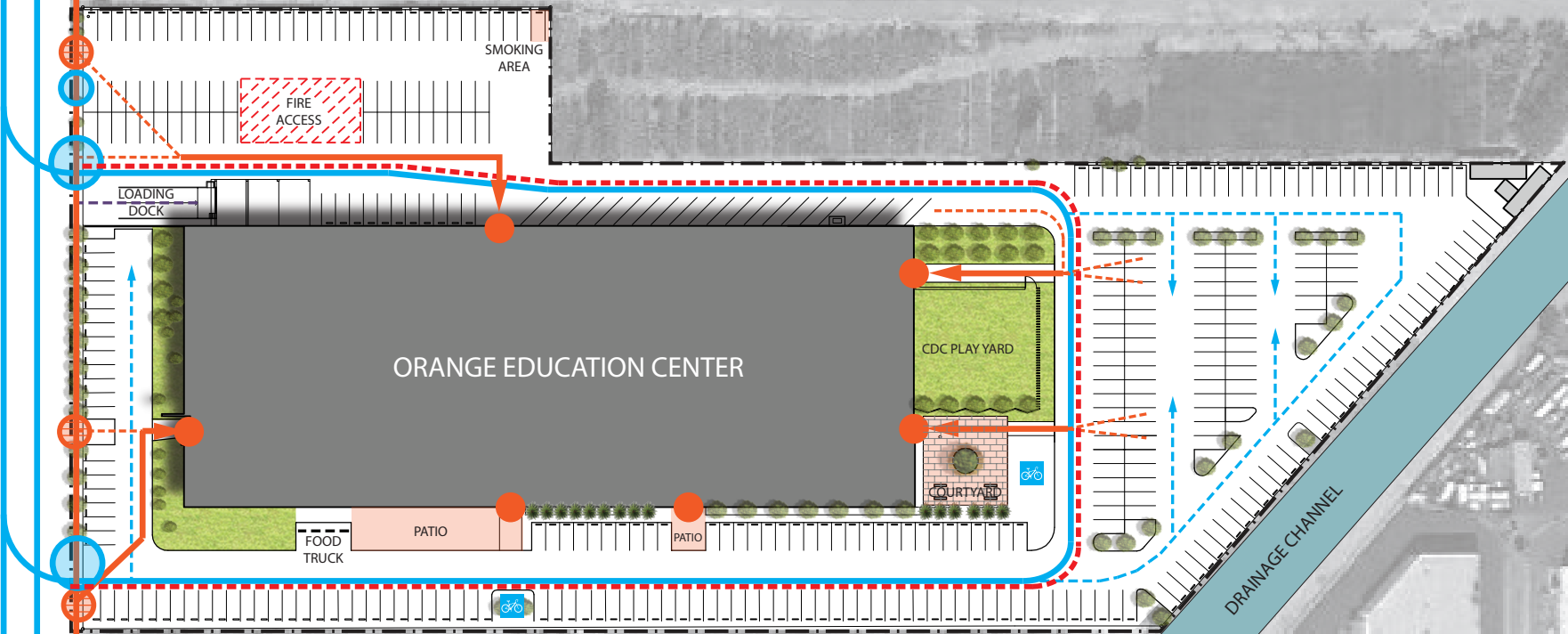
-  CAMPUS ENTRANCE
-  PRIMARY VEHICULAR PATH
-  SECONDARY VEHICULAR PATH
-  SERVICE VEHICLE ACCESS
-  EMERGENCY VEHICLE ACCESS
-  BICYCLE RACK

PEDESTRIAN:

-  CAMPUS ENTRANCES
-  BUILDING ENTRY
-  PRIMARY PEDESTRIAN PATH
-  SECONDARY PEDESTRIAN PATH
-  GATHERING AREAS

RAIL  
CROSSING

N. BATAVIA STREET



0 FEET 128



## ORANGE EDUCATION CENTER EXISTING SITE + FACILITIES

The 6.34-acre site is fenced and securable. The site consists of one building, several courtyards adjacent to the building, and parking lots and driveways. The northwestern portion of the site lies within the railroad easement and is used for parking. A walled play yard for the Child Development Center is located on the east side of the building.

Orange Education Center is housed in an 85,139 gross square foot single-story building that has been repurposed from its original industrial use. The space between three buildings on the property was infilled to create a single building. The building and site improvements are in acceptable condition, although issues have developed with several building systems. These include the HVAC and security access control systems. The interior finishes have held up well under heavy use, but routine repairs, maintenance, and refinishing of the building exterior are needed. The facility is impacted by warm weather and the Santa Ana winds that clog parking lot and roof drains with debris. Failure of the air conditioning system is also frequently experienced during hot weather.

Three shipping containers at the rear of the site are needed for additional storage space.

## OBSERVATIONS

- Additional permanent storage is needed.
- The Orange Education Center has been doing more to operate sustainably.
- Regular maintenance is needed to maintain the condition of this heavily used facility.

EXISTING CAMPUS PLAN

PROPERTY LINE

PERMANENT FACILITIES

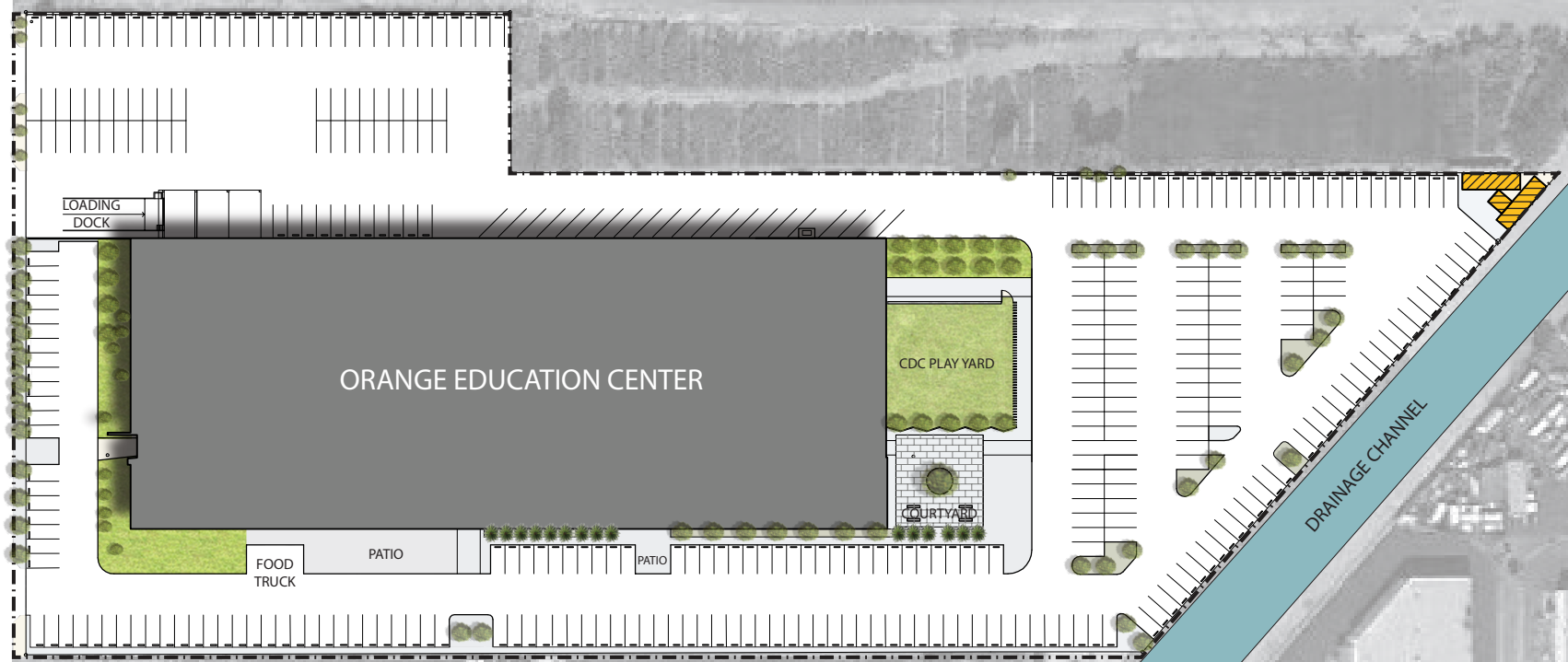
TEMPORARY FACILITIES

SOUTHERN CALIFORNIA EDISON

RAIL CROSSING

RAILROAD

N. BATAVIA STREET



0 FEET 128

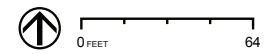
ORANGE EDUCATION CENTER  
**EXISTING  
CAMPUS ZONING**

The main components of the Orange Education Center are the Santiago Canyon College School of Continuing Education, the RSCCD Warehouse and Publishing Center, meeting space, and a district-administered child development center.

The graphic on the opposing page illustrates the School of Continuing Education spaces for administration, instruction, library/learning resources, and student services and activities.

# EXISTING CAMPUS ZONING

- DISTRICT SERVICES
- MEETING
- CHILD DEVELOPMENT
- ADMINISTRATION
- INSTRUCTIONAL
- LIBRARY/LRC
- STUDENT SERVICES/ACTIVITIES
- SERVICE
- C COMMUNITY USE







## ORANGE EDUCATION CENTER RECOMMENDATIONS

Although its location is not highly visible, the Orange Education Center has been well attended from its opening day. The Orange Education Center's central location provides convenient access to the functions that it houses. The Orange Education Center's success has resulted in the need for more parking capacity. The facilities were purchased and repurposed in 2005 and are generally in good condition, but issues with specific building systems have become apparent.

Options to provide more parking and better access to alternative transportation should be pursued. The relocation of a portion of the existing parking to a nearby site would provide space to improve circulation and expand outdoor student gathering areas. Adequate resources must be allocated towards repairs and maintenance in order to preserve the value of this asset and reduce its operating cost.

A decision has been made to renovate the facilities to current state standards. This will increase the types of instruction that can be offered at this site, allowing for more flexibility to align its use with the College's educational planning priorities.

Planning for the Orange Education Center should be part of the larger discussion about the future of Santiago Canyon College's School of Continuing Education. It is recommended that the future growth and instructional focuses of the School of Continuing Education be determined in Santiago Canyon College's educational planning process. These determinations must take place before any facilities discussions, in order to frame the exploration of options for instructional facilities. The cost of upgrading the current site should be weighed against options to lease or purchase other sites.





# CHAPTER 6

## RSCCD

### SERVICES



# CHAPTER 6

## **RSCCD Goal 1**

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

## **RSCCD Goal 2**

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

## **RSCCD Goal 3**

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

## **RSCCD Goal 4**

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

## **RSCCD Goal 5**

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

## RSCCD SERVICES

# DISTRICT OPERATIONS CENTER

The District Operations Center, which houses RSCCD Services was purchased in 1997 and opened for business in the fall of 1998. It provides a work place for many of the employees that support educational excellence throughout RSCCD. Although work takes place at all RSCCD sites, this facility provides a central place in which district employees collaborate with one another and meet with the community.

## RSCCD SERVICES

- Accounts Payable
- Auxiliary Services
- Benefits
- Board of Trustees
- Business Operations + Fiscal Service
- Chancellor's Office
- Child Development Services
- District Construction + Support Services
- Educational Services
- Human Resources
- Information Technology Services
- Mailroom Services
- Payroll
- Public Affairs + Publications
- Purchasing
- Research
- Resources Development
- Risk Management
- Security/Public Safety
- Warehouse

## DISTRICT OPERATIONS CENTER NEIGHBORHOOD CONTEXT

The site for the District Operations Center is bordered by Interstate Highway I-5 to the northeast and is highly visible and accessible from this freeway, which is the main vehicular transportation spine through Orange and Los Angeles counties. The Center is centrally located among the RSCCD sites. It is situated between North Main Street and North Broadway, which are major connections to commercial districts and the Orange County Civic Center.

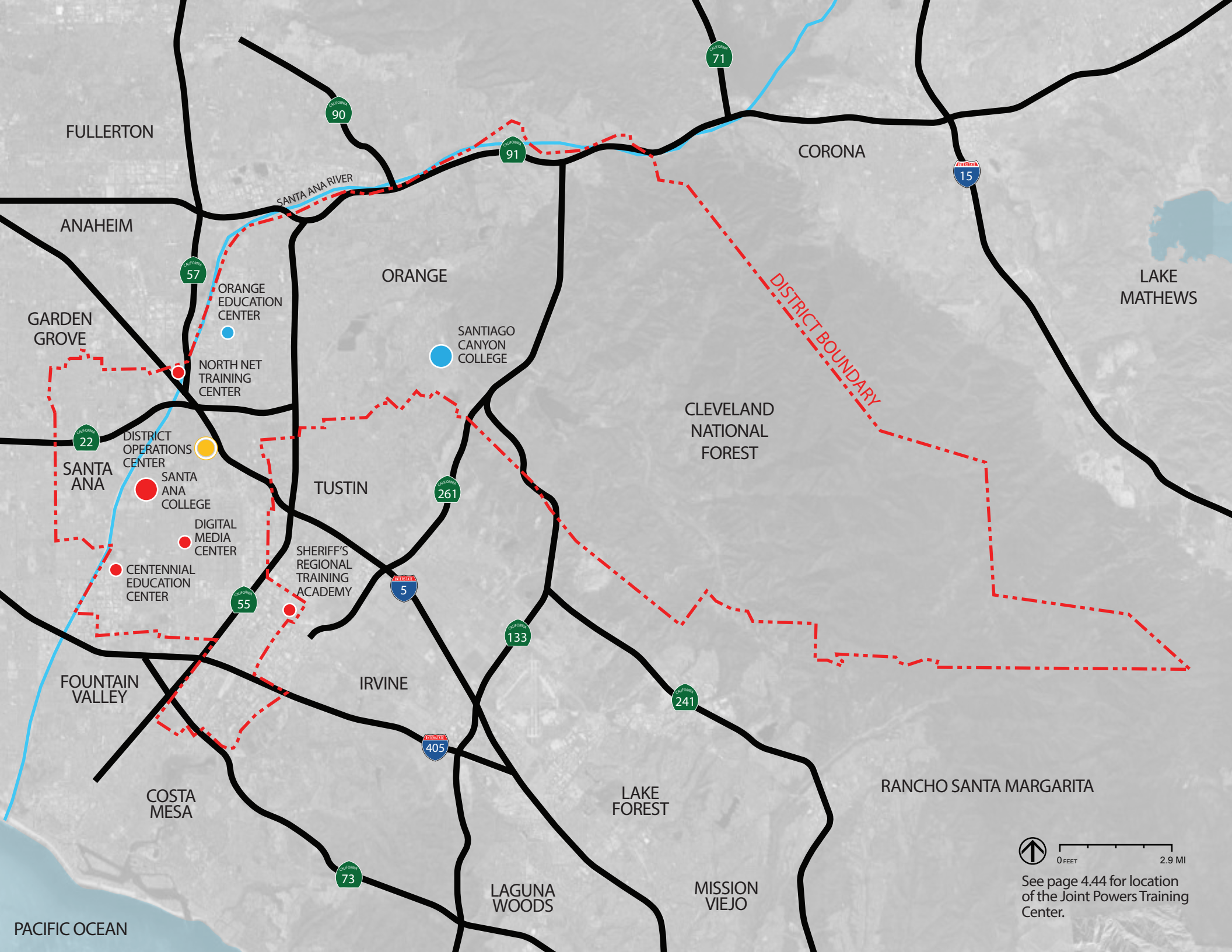
The neighboring properties to the south and to the west, which are primarily residential, include the stately homes of the historic Floral Park neighborhood.

### OBSERVATION

- The site of the District Operations Center is visible to the community and central to the college campuses.

<b>ADDRESS:</b>	2323 North Broadway Santa Ana CA 92706
<b>YEAR OPENED:</b>	1997
<b>CAMPUS AREA:</b>	6.4 acres
<b>BUILT AREA:</b>	54,784 OGSF
<b>BUILT ASSIGNABLE AREA:</b>	34,905 ASF

*Source: California Community College Chancellor's Office (CCCCO) Facility Utilization Inventory Option Net, RSCCD 2012 Space Inventory*



FULLERTON

CORONA

ANAHEIM

ORANGE

LAKE  
MATHEWS

GARDEN  
GROVE

ORANGE  
EDUCATION  
CENTER

SANTIAGO  
CANYON  
COLLEGE

NORTH NET  
TRAINING  
CENTER

CLEVELAND  
NATIONAL  
FOREST

22

DISTRICT  
OPERATIONS  
CENTER

SANTA  
ANA

SANTA  
ANA  
COLLEGE

TUSTIN

261

DIGITAL  
MEDIA  
CENTER

SHERIFF'S  
REGIONAL  
TRAINING  
ACADEMY

5

CENTENNIAL  
EDUCATION  
CENTER

133

FOUNTAIN  
VALLEY

IRVINE

241

COSTA  
MESA

LAKE  
FOREST

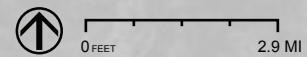
RANCHO SANTA MARGARITA

73

LAGUNA  
WOODS

MISSION  
VIEJO

PACIFIC OCEAN



See page 4.44 for location  
of the Joint Powers Training  
Center.



## DISTRICT OPERATIONS CENTER

# EXISTING CIRCULATION

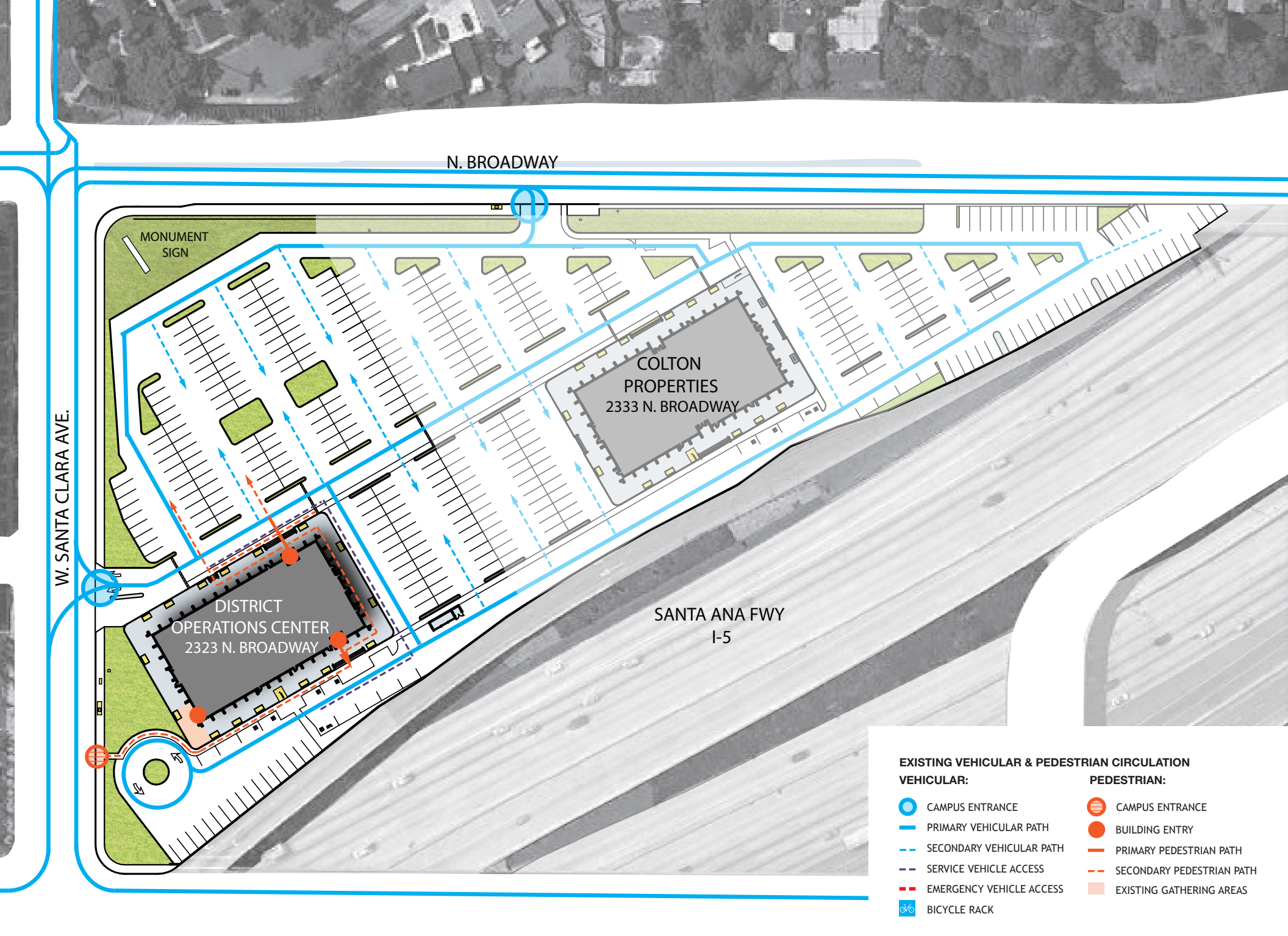
Vehicular entry to and egress from the site is problematic. Exiting by turning left onto West Santa Clara Avenue is difficult due to the speed of passing traffic. South-bound cars exiting Interstate Highway I-5 merge onto North Broadway just beyond the entrance driveway, forcing visitors to drive around to the West Santa Clara Avenue entry and turn left across oncoming busy traffic. RSCCD is considering a request to the city for alterations to the turn lane on Broadway. The vehicular entries are narrow and in need of improvement.

The existing parking count is sufficient, but additional stalls would be desirable. The parking lot is not designed well in relation to the entry and exit points. Use of the ATM machine at the north side of the Center results in parking along the fire lane that partially obstructs the driveways in the parking lot. Service vehicles also impede circulation when parked at the front and rear building entrances.

Few visitors come on foot to the District Operations Center. Two Orange County Transit Authority bus routes travel on Main Street, however buses do not stop next to the site. The on-site pedestrian circulation patterns are not coordinated with the parking layout, vehicular circulation routes, and building entry points. The building sits on a raised platform that is accessed at three points via stairs and one ramp that is located near the east building entrance. The ramp is adjacent to several accessible parking stalls.

## OBSERVATIONS

- The parking lot is often almost filled to capacity.
- The vehicular entrances, driveways, and parking design can be improved for better flow and coordination with pedestrian circulation.
- Paths between the public way, the parking lot, and the building should be assessed for accessibility.
- Secure bicycle parking is not provided.



N. BROADWAY

MONUMENT SIGN







COLTON PROPERTIES  
2333 N. BROADWAY






DISTRICT OPERATIONS CENTER  
2323 N. BROADWAY

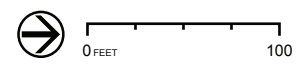
SANTA ANA FWY  
I-5

W. SANTA CLARA AVE.

**EXISTING VEHICULAR & PEDESTRIAN CIRCULATION**

- VEHICULAR:**
-  CAMPUS ENTRANCE
  -  PRIMARY VEHICULAR PATH
  -  SECONDARY VEHICULAR PATH
  -  SERVICE VEHICLE ACCESS
  -  EMERGENCY VEHICLE ACCESS
  -  BICYCLE RACK

- PEDESTRIAN:**
-  CAMPUS ENTRANCE
  -  BUILDING ENTRY
  -  PRIMARY PEDESTRIAN PATH
  -  SECONDARY PEDESTRIAN PATH
  -  EXISTING GATHERING AREAS



## DISTRICT OPERATIONS CENTER EXISTING SITE + FACILITIES

The 6.4-acre site consists of two four-story commercial office buildings, a parking lot, and landscaped edges along North Broadway and West Santa Clara Avenue. RSCCD (2323 North Broadway) and Colton Properties (2333 North Broadway) each own one of the two buildings on the property. Use of and changes to the building exterior walls, signage, parking lot, and landscaping – all of which constitute the common area – are governed by a set of covenants, conditions, and restrictions (CC+Rs).

The District Operations Center occupies the southern building and RSCCD maintains half of the parking lot. Colton Properties has recently repaved and replaced the light fixtures on their half of the parking lot. Colton Property maintains the landscaping for the entire site. They have maintained a high occupancy rate in their building.

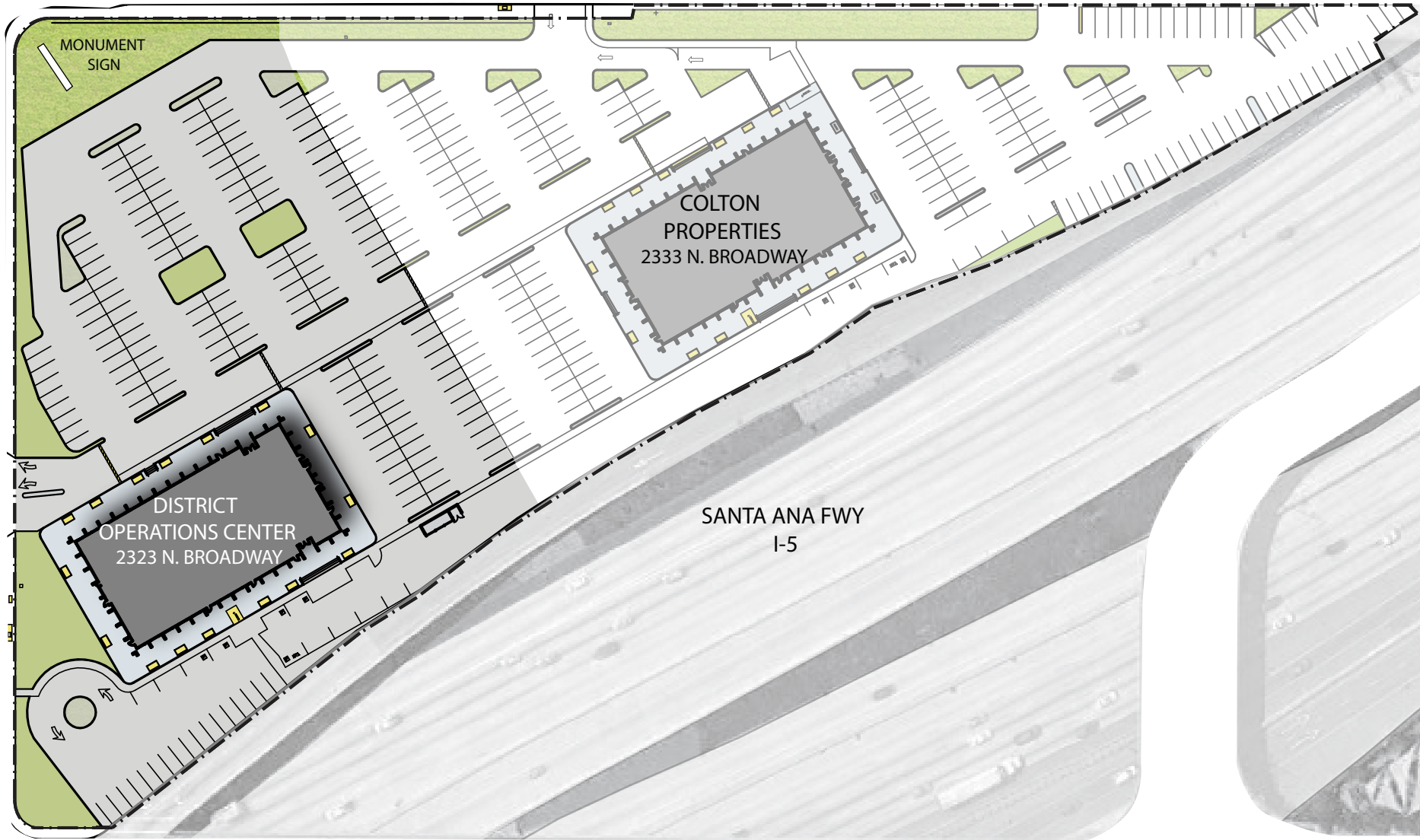
RSCCD's building, which contains 54,784 gross square feet of area, was cleared of hazardous materials and selectively renovated after it was purchased in 1997. The building's exterior was recently repainted and security cameras are being installed as part of the district-wide project. Certain building components, such as the HVAC equipment, ducting, and controls, are inefficient and prone to failure. The facility is not used for instruction and is not certified as a school facility.

## OBSERVATIONS

- RSCCD wishes to repave and replace the light fixtures on its portion of the parking lot, improve the drainage and fulfill their maintenance obligations under the CC+Rs.
- The landscaping and trees are becoming overgrown and difficult to maintain. The roots of the large ficus trees are lifting the parking lot pavement.
- The monument sign at the corner of North Broadway and West Santa Clara Avenue is aged and outdated.
- The Santa Ana winds strongly impact the building and landscaping. The large trees at the center of the vehicular turn-around at the southeast corner of the site are overgrown and bear the brunt of the Santa Ana winds.
- Many original building components in this 1970s-era building have reached the end of their usefulness. In addition, programming changes and the availability of more energy efficient systems are reasons to update the building and improve its performance and functionality.

N. BROADWAY

W. SANTA CLARA AVE.





## DISTRICT OPERATIONS CENTER

# EXISTING BUILDING ZONING

In addition to RSCCD District-wide Services, the District Operations Center is occupied by several tenants who rent space from RSCCD. These tenants include a state senator, The Black Chamber of Commerce of Orange County, and the County of Orange Regional Occupational Programs.

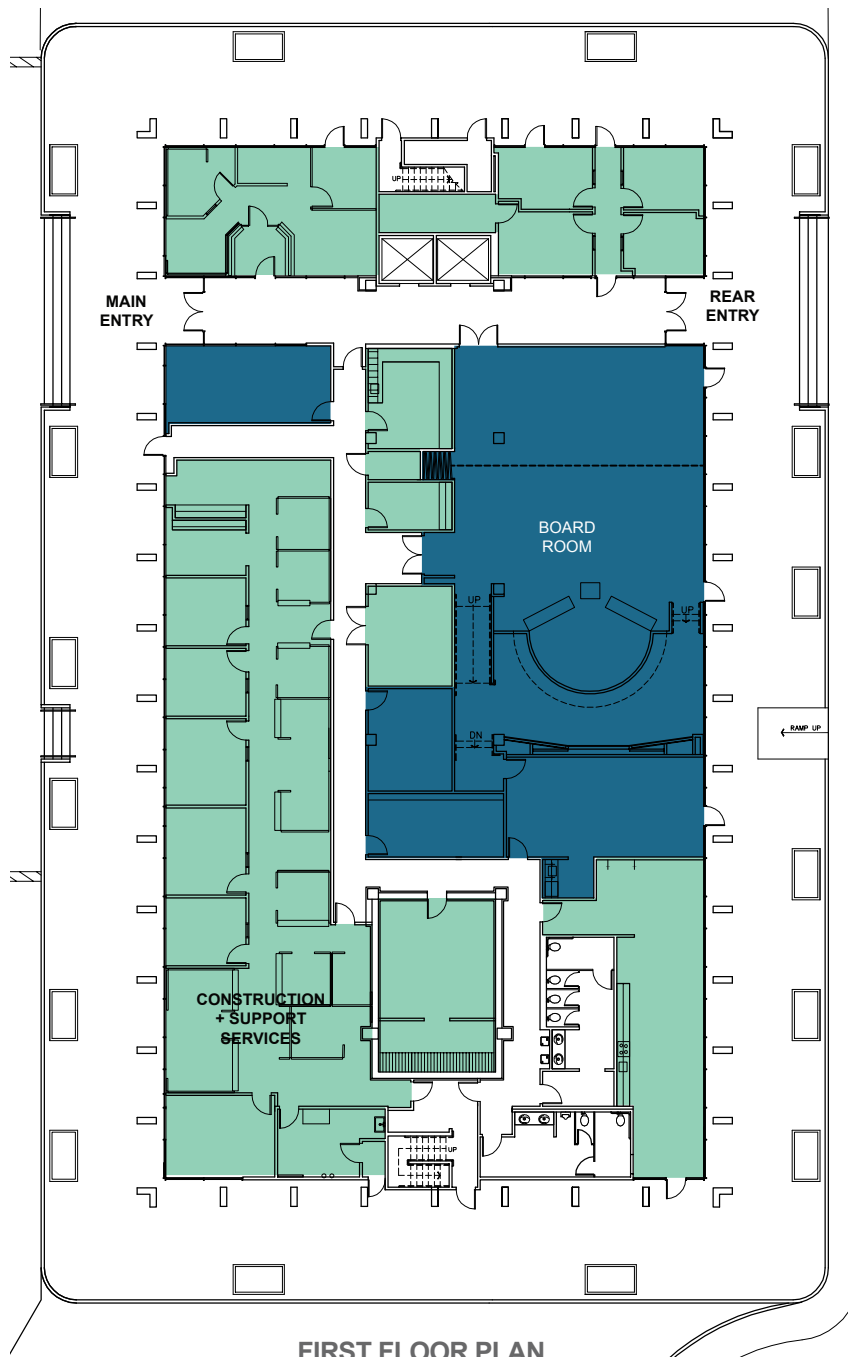
The graphics on the following pages illustrate the space by use, indicating office space, meeting space, and service space. Among the functions housed in this space are the RSCCD Board of Trustees meeting room, the offices of the Chancellor and Vice Chancellors, RSCCD departmental offices, and the data center.

## OBSERVATIONS

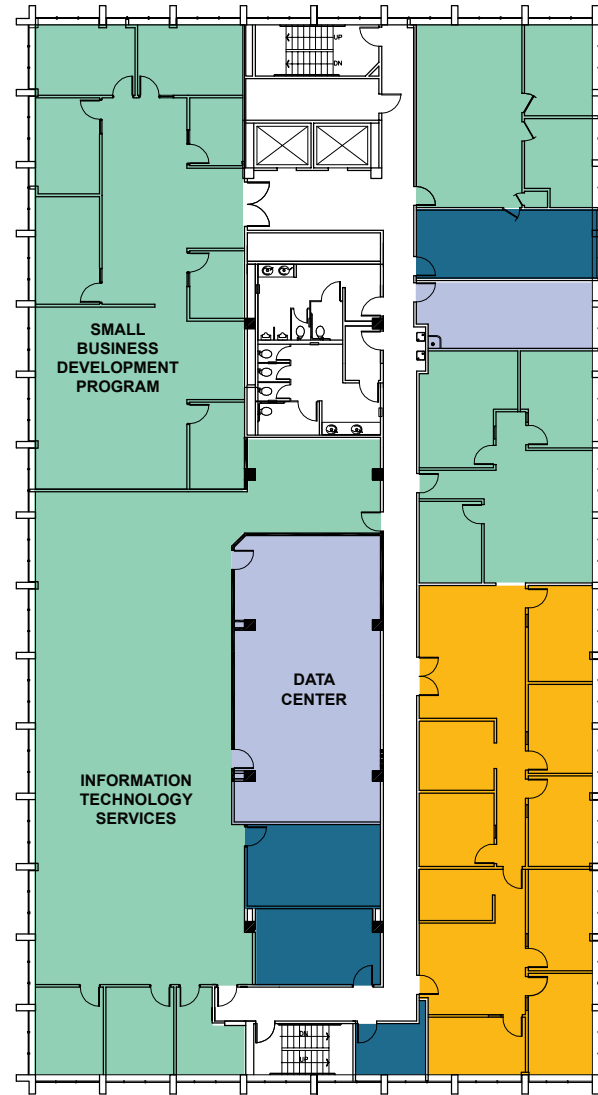
- The amount of space leased to non-district tenants can be adjusted as needs change.
- The board room and other meeting space are located on the ground floor for easy access and adjacency to the main lobby and outdoor circulation space.

EXISTING CAMPUS ZONING

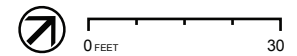
- MEETING / TRAINING ROOMS
- OFFICE
- NON-DISTRICT USE / LEASED
- SERVICE



FIRST FLOOR PLAN



SECOND FLOOR PLAN



DISTRICT OPERATIONS CENTER

# EXISTING BUILDING ZONING

(CONTINUED)

FIRST FLOOR:

- / Board Room
- / Meeting space
- / Construction and Support Services

SECOND FLOOR:

- / Office of Senator Lou Correa
- / Meeting space
- / Information Technology and data center
- / Small Business Development Center

THIRD FLOOR:

- / County of Orange Regional Occupational Programs
- / The Black Chamber of Commerce of Orange County
- / Educational Services
- / Training and meeting space

FOURTH FLOOR:

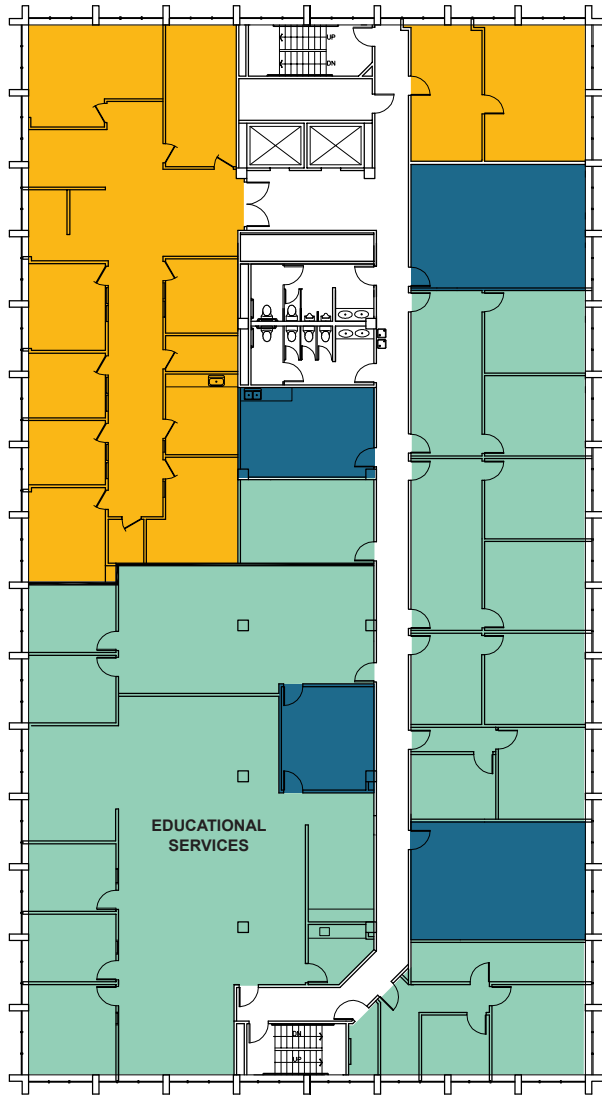
- / Human Resources
- / Business Operations and Fiscal Services
- / Chancellor's Office

MEETING / TRAINING ROOMS

OFFICE

NON-DISTRICT USE / LEASED

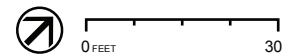
SERVICE



THIRD FLOOR PLAN



FOURTH FLOOR PLAN





RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

2323



## DISTRICT OPERATIONS CENTER RECOMMENDATIONS

The RSCCD District Operations Center is well located to serve RSCCD and the community. The facilities are well zoned and in acceptable condition, requiring periodic maintenance and the replacement of aged components as would be expected for a facility of its age. The quantity and quality of space in the facility is adequate to meet RSCCD's needs. The ability to lease part of the space to non-district tenants affords the flexibility to adjust the quantity of space to suit changing needs.

An assessment of the condition of the site and building is recommended to identify current and future renovation needs and explore options for improvements based on an understanding of long-term costs and benefits. Due to the age of the facility, energy and water efficiency upgrades are recommended, especially for the replacement of systems that have reached the end of their useful lives. Feasible improvements to the building envelope to increase insulation and reduce solar heat gain during the warm months are recommended.

Site improvements to improve circulation flow and promote pedestrian access and safety are recommended. Strategies to reduce single-user automobile travel are recommended to minimize the need for on-site parking.

Improvements to outdoor pedestrian circulation and gathering areas should be maximized with the creative use of landscaping and enhanced paving. Potential development of plazas that can be used both for parking and for outdoor events are recommended for consideration. In order to help reduce the heat island effect, high albedo paving and smaller shade trees distributed throughout the parking lots are recommended. An overall refresh to the paving, landscaping, and signage is recommended to address issues, update RSCCD's image, and improve curb appeal.







# CHAPTER 7

## SUSTAINABILITY



# CHAPTER 7

## **RSCCD Goal 1**

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

## **RSCCD Goal 2**

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

## **RSCCD Goal 3**

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

## **RSCCD Goal 4**

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

## **RSCCD Goal 5**

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

# SUSTAINABILITY

- COMMITMENT TO SUSTAINABILITY
- SUSTAINABILITY INITIATIVES
- RECOMMENDATIONS





SANTA ANA COLLEGE

# EARTH DAY

## CELEBRATION

Wednesday, April 17 from 11-6pm

A student-run event to raise awareness about sustainability





SUSTAINABILITY  
**COMMITMENT TO  
SUSTAINABILITY**

This chapter of the *RSCCD Comprehensive Master Plan* describes RSCCD's efforts to become more sustainable and recommends a path to guide future efforts.

In 2011 the Sustainable RSCCD Committee (SRC) was established under the leadership of Chancellor Rodriguez. The membership, which is open to all interested employees of RSCCD, represents students, faculty, staff, and administration. The Committee is organized into subcommittees, each focusing on one of four areas of interest—transportation, facilities, recycling, and newsletter + communication.





The Rancho Santiago Community College District holds sustainability to be a foundational principle in its current and future development. As a responsible steward of natural resources and the environment, the district will endeavor to minimize its impact on the environment by implementing best practices for conserving resources, reducing waste, implementing energy reduction and alternative energy generation strategies, constructing efficient buildings, and by developing partnerships that will further these activities.

The board of trustees delegates authority to the chancellor to establish administrative regulations for sustainable practices in the following areas: environmental education and training; energy, waste management and recycling; resource conservation, facilities, grounds and landscape management; hazardous materials, transportation and air quality; and purchasing practices.

*~Board Policy 3406, recommended by Sustainable RSCCD Committee  
– April 17, 2013*

## SUSTAINABILITY

# SUSTAINABILITY INITIATIVES

The Sustainable Practices Policy BP 3406, shown on the opposing page, was drafted by the SRC and is currently undergoing review by the RSCCD Board of Trustees. Once adopted, the policy will institutionalize the mandate for sustainable development and practices.

Successful SRC efforts are raising the awareness of sustainability and fostering a culture of responsibility and environmental stewardship. Notable recent accomplishments include publishing the *sustainable rscdd* e-newsletter, holding the Ride to Work Day contest, demonstrating the use of LED light fixtures in campus buildings, and researching current waste management practices. The following list summarizes recent efforts.



sustainable rscdd

## TRANSPORTATION

- Partnering with the City of Santa Ana on a bike-friendly city initiative.
- Held the 2013 Ride to Work Day contest.
- Partnering with the Air Quality Management District to raise community awareness.
- Researched the student public bus pass program.
- Researching the feasibility of electric vehicles for RSCCD use.
- Researching the feasibility of campus electric vehicle charging stations.

## FACILITIES

- Planning for energy conservation.
- Exploring renewable energy opportunities.
- Planning for water conservation.
- Developing green building design standards.
- Applying for green facilities grants and incentives.
- Participating in the California Community Colleges/Investor Owned Utility (CCC/IOU) Energy Efficiency Partnership

## RECYCLING

- Surveyed existing practices.
- Researching best practices.
- Supporting student recycling activities.
- Fostering community partnerships.
- Improving waste management contracting.

## NEWSLETTER + COMMUNICATION

- Publishing the sustainable rscdd e-newsletter.
- Created the committee logo.
- Held a sustainability tag line contest.
- Conducted a district-wide survey on sustainability.
- Created and updating the RSCCD sustainability web page.
- Engaging student organizations and clubs.
- Worked with student clubs to hold the 2013 Earth Day events.

## SUSTAINABILITY RECOMMENDATIONS

A sequence of steps is recommended to build on RSCCD's successful efforts and guide the momentum and energy that has been generated by recent initiatives.

### GOALS AND PRIORITIES

Draft board policy BP 3406 prioritizes the following nine areas for the establishment of district-wide sustainability practices. It is recommended that these areas be the focus of a district-wide sustainability plan.

- Environmental education + training
- Energy use
- Waste management + recycling
- Hazardous materials management
- Resource conservation
- Facilities design + operation
- Grounds + landscape management
- Transportation + air quality
- Purchasing practices

## SUSTAINABILITY PLAN

The creation of a sustainability plan that addresses district-wide and site-specific needs for each college and off-campus center is recommended. The formation of college and center sustainability committees is recommended to engage in this process and work closely with the Sustainable RSCCD Committee. It is recommended that the RSCCD Sustainability Plan be integrated into the institutional planning processes of RSCCD, both colleges, and each off-campus site, thus laying the foundation for the allocation of resources toward its implementation.

## OBJECTIVES + MEASURES OF SUCCESS

The development of objectives and measures of success for each of the nine district-wide priorities is recommended for RSCCD, for both colleges, and for each off-campus site. The objectives should be site-specific with regard to opportunities and constraints and alignment with educational and facilities planning.

Measures of success should be established for each objective. These metrics should be measurable, achievable, set within realistic timeframes, and geared to the circumstances of each site. Establishing objectives and measures of success will provide clear criteria for researching and selecting strategies, initiatives, and future projects.

## SELECTION + IMPLEMENTATION OF STRATEGIES

The selection of specific strategies, initiatives, and projects occurs during this step and includes detailed research into the feasibility and potential outcomes of competing options. Planning for the resources to fund faculty and staff research is strongly recommended. Once selected, strategies must be integrated into the short-term strategic planning processes that drive decision-making for staffing, curriculum, and funding to ensure that they will be implemented.





# SUSTAINABILITY RECOMMENDATIONS (CONTINUED)

## CARBON PLANNING

The draft board policy BP 3406 declares RSCCD will be a steward of natural resources and minimize its impact on the environment. In its meetings, the Sustainable RSCCD Committee has discussed the possibility of becoming a signatory to the American College and University Presidents' Climate Commitment (ACUPCC). Signatories of the ACUPCC agree to complete a greenhouse gas (GHG) inventory; create an action plan with targets and milestones for reducing emissions; integrate sustainability into curriculum; and make their plans, inventory, and progress reports publicly available. The decision to become a signatory depends on many factors, but the actions above are recommended as part of RSCCD's sustainability planning efforts. Carbon planning takes into account energy use, water use, waste generation and management, and transportation. A carbon action plan distills many different resource reduction efforts into a single measurement that can be used to track and demonstrate progress.

## SUSTAINABLE CAMPUS FACILITIES

The oldest RSCCD facilities were constructed before 1947 when the main campus of Santa Ana College was opened. This legacy dates back to an era when sustainability was not on many people's radar. Even so, many older buildings were designed with good solar orientation and shading and constructed with durable materials. They were built to serve many generations of students and RSCCD employees and are worth modernizing to a higher standard of sustainability. One such facility is the District Office building. The development of sustainable design standards for the renovation of existing buildings is recommended to make such buildings more efficient, cost effective, and comfortable for their occupants.

The RSCCD facilities that were built in the last decade were designed with an awareness of sustainable design. The building industry is constantly evolving to better meet the need for high performance learning and working environments. The development of sustainable design standards for new buildings is recommended. These standards should include design strategies that are appropriate for site-specific climate, soils conditions, and renewable energy potential.

A campus-wide approach to sustainable design is recommended to ensure that transportation, energy, water, waste management, and other areas of focus are addressed in a holistic manner. The current effort to provide central chiller plants for both college campuses is an excellent example of this approach.

In recent years RSCCD has been actively working to make their facilities more sustainable and less costly to operate. The graphic plates on the following pages illustrate existing and planned sustainable facilities at the main campuses of Santa Ana College and Santiago Canyon College.



# SUSTAINABILITY SANTA ANA COLLEGE

## OVERVIEW OF SUSTAINABLE FACILITIES

The graphic on the opposing page illustrates facilities that support sustainable campus operations using icons that symbolize the strategies being implemented. Notable among these facilities is the Central Chiller Plant, which is currently being designed and will provide chilled water for cooling the campus buildings. This and other RSCCD projects are being undertaken with Proposition 39 funds and the support of local utilities through the California Community College/Investor Owned Utilities (CCC/IOU) Energy Efficiency Partnership. The Central Chiller Plant is anticipated to significantly lower the campus energy usage and operating cost.

The Santa Ana College Main Campus is being transformed through a series of campus-wide site improvement projects. These projects are helping to improve local and regional water quality through the construction of pervious walkways and percolation fields that will help clean the storm water that falls on the campus and reduce the flow to the public storm drain system.

## FACILITIES LIST

- COMPLETED
  - / West Campus Storm Water Percolation Field
  - / LED Lighting Demonstration
  - / Synthetic Turf Soccer Field
- IN PLANNING
  - / Building H - Low E Window Replacement
  - / Central Chiller Plant + Building HVAC Upgrades
  - / Electric Car Charging Stations
  - / Buildings A, F, and R Boiler Replacements
  - / Southwest Campus Storm Water Percolation Field
  - / LED Building + Site Lighting Replacement
  - / Campus Landscape Improvement Projects
  - / Photovoltaic System Feasibility Study





SUSTAINABILITY  
**SANTIAGO  
CANYON  
COLLEGE**

### OVERVIEW OF SUSTAINABLE FACILITIES

The graphic on the opposing page illustrates facilities that support sustainable campus operations, using icons that symbolize the strategies being implemented. Notable among these facilities is the 2.5-acre Coastkeeper Garden, created through a partnership with the Orange County Coastkeeper and generous donations from members of the business community. The garden, which was completed this year, is teaching the community about “California-friendly” landscaping, which conserves water and preserves the quality of our waterways and coast.

Santiago Canyon College will soon be celebrating another milestone when the Humanities Building, which was completed in 2012, is certified by the US Green Building Council (USGBC). The Humanities Building design includes a roof-top photovoltaic system, day-lighting with photo-sensors to control artificial lighting levels, low-flow plumbing fixtures, and other green building features to provide a high performance learning environment. Certification at the LEED Gold-level is currently anticipated.










### FACILITIES LIST

- COMPLETED
  - / Coastkeeper Garden
  - / Synthetic Turf Softball Field
  - / Humanities Building – LEED Gold Anticipated
  - / LED Lighting Demonstration
  - / Paper Collection and Recycling
  
- IN PLANNING
  - / Central Chiller Plant + Building HVAC Upgrades
  - / LED Building + Site Lighting Replacement
  - / Science Building HVAC Control System + Re-commissioning
  - / Building D Chiller and Boiler Upgrades
  - / Irrigation of the Soccer Fields with Recycled Water
  - / Campus Landscaping
  - / Electric Car Charging Stations
  - / Photovoltaic System Feasibility Study










# SUSTAINABILITY STRATEGIES



## SITE STRATEGIES

-  CENTRAL PLANT
-  HIGH EFFICIENCY IRRIGATION
-  HYBRID VEHICLE CHARGING STATION
-  NATIVE/ADAPTIVE VEGETATION
-  PHOTOVOLTAICS
-  RECYCLE WATER IRRIGATION
-  SHADE TREES
-  SUSTAINABLE EDUCATION
-  SYNTHETIC TURF

## BUILDING STRATEGIES

-  BUILDING INSULATION
-  CENTRAL PLANT
-  DAYLIGHT HARVEST
-  EFFICIENT BUILDING WATER FIXTURES
-  LED LIGHTING
-  LIGHTING PHOTOE OCCUPANCY SENC
-  RECYCLING
-  THERMAL MASS
-  LEED CERTIFIED













