



**PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE**  
*POE is the district-level planning and accreditation oversight and coordinating committee  
that makes recommendations to District*

**AGENDA**

**Wednesday, June 22, 2022 3:30pm-5:00pm**

<https://cccconfer.zoom.us/j/94764702826> or dial 1 669-900-6833 / 94764702826#

- I. **WELCOME**
- II. **\*APPROVAL OF MINUTES – Action**
  - a. \*May 25, 2022 regular meeting
- III. **DISTRICT COUNCIL UPDATE – Information**
  - a. June 6, 2022
- IV. **\*REORG 1295 – DO / PEOPLE & CULTURE – Action**
- V. **\*2022-2023 MEETING SCHEDULE – Action**
- VI. **NOMINATION OF FACULTY CO-CHAIR – Action**
- VII. **RFP UPDATE - Information**
- VIII. **DISTRICT MISSION STATEMENT – Information**
  - a. Update from Board of Trustees June 13, 2022 meeting
- IX. **PLANNING AT THE COLLEGES - Information**
  - a. Santiago Canyon College
    - i. Planning Update
    - ii. Enrollment Update
  - b. Santa Ana College
    - i. Planning Update
    - ii. Enrollment Update
- X. **BOARD INSTITUTIONAL EFFECTIVENESS COMMITTEE (BIEC) – Information**
  - a. Next meeting – July 14, 2022
- XI. **GRANT DEVELOPMENT SCHEDULE – Information**
- XII. **\*DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP MEETING - Information**
  - a. Update from June 16, 2022 meeting
- XIII. **OTHER**

*NEXT MEETING:*

***Wednesday, July 27, 2022***

*\*attachment provided*

**POE COMMITTEE MEMBERS:**

Matthew Beyersdorf • Dr. Melba Castro • Alana Gates • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Veronica Munoz • Dr. James Kennedy • Tyler Nguyen • Enrique Perez • Nga Pham • Roxana Pleitez • Kristen Robinson • Craig Rutan • Sarah Santoyo • Jose F. Vargas • Aaron Voelcker

## **RSCCD Mission Statement**

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

### **2013 – 2023 RSCCD Goals**

#### **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.



**PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE**  
*POE is the district-level planning and accreditation oversight and coordinating committee  
that makes recommendations to District*

**Minutes**

**Wednesday, May 25, 2022 3:30pm-5:00pm via zoom**

Present: Matthew Beyersdorf • Alana Gates • Dr. Marilyn Flores • Dr. Jeffrey Lamb • Dr. James Kennedy • Veronica Munoz • Tyler Nguyen • Enrique Perez • Nga Pham • Roxana Pleitez • Kristen Robinson • Craig Rutan • Sarah Santoyo • Aaron Voelcker  
Guests: Iris I. Ingram and Narges Rabii  
Patricia Duenez present as record keeper.

Mr. Perez called the meeting to order at 3:35pm.

**I. WELCOME**

Mr. Perez provided welcoming remarks. New member, Veronica Munoz was introduced as SCC classified representative.

Attendance was taken by roll call vote.

**II. \*APPROVAL OF MINUTES – Action**

**a. \*April 27, 2022 regular meeting**

Correction to item IX; Dr. Flores' comment attributed to Mr. Rutan.

It was move by Ms. Alana Gates; seconded by Mr. Beyersdorf and, by roll call vote, carried with abstentions by Dr. Kennedy, Ms. Munoz to approve the April 27, 2022 meeting minutes.

**III. DISTRICT COUNCIL UPDATE – Information**

**a. May 2, 2022**

Mr. Perez reported on the May 2, 2022 District Council meeting.

**IV. \*REORG – DO / PEOPLE & CULTURE – Action**

Item IV. Reorg was pulled from agenda to come back at a future date.

**V. \*REVISION OF THE BUDGET ALLOCATION PLAN – Information**

Mr. Perez reported the Budget Allocation Model (BAM) was approved at FRC, then at District Council and brought to POE as informational.

Ms. Ingram suggested for the benefit of members to understand how the model works, particularly when the BAM changes, to agenda a deep dive either at June or future meeting. Changes have impact on campuses in terms of the percentage of expense and revenue and with planning. Mr. Adam O'Connor will attend POE when this is on the agenda.

**Members** were asked to write down questions and bring to June meeting.

Ms. Pham proposed during June BAM discussion to include methodology being used by Chancellor's Office and Researchers feedback.

After discussion at June meeting, members can bring information back to campuses.

**VI. DISTRICT MISSION STATEMENT – Information**

**POE COMMITTEE MEMBERS:**

Matthew Beyersdorf • Dr. Melba Castro • Alana Gates • Dr. Marilyn Flores • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Dr. James Kennedy • Tyler Nguyen • Enrique Perez • Nga Pham • Roxana Pleitez • Kristen Robinson • Craig Rutan • Sarah Santoyo • Aaron Voelcker

**a. Next Steps - Workgroup meets May 23, 2022**

Ms. Pham reported on feedback received to district mission statement and updating statement with equity component. Revised statement with Chancellor for review, next is approval at June 6 District Council, followed by approval by Board of Trustees at June 13 meeting.

Volunteer team for Mission Statement were Monica Zarske, Corinna Evett, Zina Edwards, Jesse Gonzalez and Nga Pham.

**VII. PLANNING AT THE COLLEGES - Information**

**a. Santiago Canyon College**

**i. Planning Update**

Mr. Voelcker reported on enrollment management committee work being done and activities with coach, workshops held and scheduled, built draft goals, building strategies with introduction and development of tactics. Might need to make revisions to goals, work to be done over summer. Faculty might not be able to engage until fall semester-will concentrate on administrative work needed. Draft proposed to be vetted by fall 2022, take action by spring 2023.

**ii. Enrollment Update**

Dr. Flores working with deans on 2023 enrollment plan to meet 2023 targets.

Dr. Flores sent Mr. Perez and Ms. Pham the scope and services that EMPC group developed to jointly go out with a district RFP to go out in summer.

Mr. Perez reported moving forward with RFP but board addressing priority items first.

Mr. Voelcker will connect with Ms. Ingram on her recommending persons from Business Services.

Mr. Perez thanked Dr. Flores for work done.

*Dr. Flores in chat: Thanks to Aaron Voelcker and the entire EMC Committee and EMPC Committee for participating in these two processes. They were very supportive and provided great feedback.*

**b. Santa Ana College**

**i. Planning Update**

Dr. Lamb reported on Strategic Enrollment Equity plan and working with San Diego based team-SEPI, working on initiatives, equity plan moving forward, provided feedback on FRP to Mr. Perez and Ms. Pham. Reported on IEPI PRT and sending them the 4 main areas of focus, PRT provided menu of options. SAC looking at 5 projects.

Dr. Flores reported that SCC's status of application for IEPI PRT.

Questions were answered.

**ii. Enrollment Update**

Dr. Lamb reported on enrollment for spring term-less than 1% below than last year, summer started a week early but tracking at about same as last year, will do deep dive on fluctuations.

*Dr. Flores in chat: So Jeff, I have a report from 4/4 and WSCH was 865.30 and today shows 865.18. So no change in WSCH.*

*Dr. Lamb in chat: The dashboard for SAC shows 5/11 WSCH at 1876 and 5/25 at 1724... a decline of 152 FTES.*

Dr. Kennedy provided noncredit update; both colleges have exceeded FTES growth from last year. Programs doing well, finishing strong. #1 district in state in serving most students.

**VIII. BOARD INSTITUTIONAL EFFECTIVENESS COMMITTEE (BIEC) – Information**

**a.** Update – May 5, 2022 meeting (Distance Education)

**b.** Next meeting – July 14, 2022 (Topic TBD)

Ms. Pham reported July meeting to focus on student services and support services for students; working with vp's on agenda.

Mr. Perez will confirm time allocated for presentation, SCC will present first.

**IX. \*GRANT DEVELOPMENT SCHEDULE – Information**

Ms. Santoyo reported on schedule and provided updates from schedule as posted in agenda; will find out on regional application and follow-up with Dr. Lamb.

**X. DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP MEETING UPDATE - Information**

a. Next meeting - June 16, 2022 (*May 19, 2022 meeting cancelled*)

Mr. Perez reported on date for next meeting, reaching out

**XI. OTHER**

Mr. Perez reported the July 11 Board meeting will include reporting on Strategic Planning for 2024-25; will reach out to colleges on outline he and Ms. Pham are drafting; outline also based on board requests for dual enrollment.

*Ms. Munoz left meeting at 4:32pm*

Members thanked Dr. Flores for her support to POE and positive contributions throughout the years.

Mr. Rutan made note, next agenda will include Election of New Faculty Co-chair since SAC will be Co-chair of FRC.

Mr. Perez reported People & Culture Reorg might need to come back for action prior to next POE June 22<sup>nd</sup> meeting, will follow-up with committee if needed.

Next meeting scheduled for Wednesday, June 22, 2022.

Mr. Perez adjourned the meeting at 4:38pm.

*\*attachment provided*

Approved: \_\_\_\_\_

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT  
**REORGANIZATION REQUEST FORM**

Number # 1295

*Assigned by Human Resources*

**Use this form and the reorganization process to make a permanent personnel change in your program or department. If proposing a new and/or change of position, please attach a cost of position worksheet.**

Site/Department/Division: \_\_\_\_\_

Manager/Supervisor: \_\_\_\_\_

**Position(s) affected:**

CURRENT POSITION	PROPOSED POSITION

Current annual salary/benefits cost \$ \_\_\_\_\_ Proposed annual salary/benefits cost \$ \_\_\_\_\_

Specify budget impact – include exact amounts or the best available estimate and the source of funding:

**GENERAL FUNDS** \_\_\_\_ **RESTRICTED FUNDS** \_\_\_\_

Source of funding (account numbers): \_\_\_\_\_

*(Attach necessary budget change forms)*

Reason for reorganization:

Will there be duties and/or responsibilities that will no longer be performed/required in this department/division?

No \_\_\_ Yes \_\_\_ If yes, please explain below.

Does this change affect more than one department/division? No \_\_\_ Yes \_\_\_ If yes, please explain below.

**Please note:** You are required to attach both current and proposed organization charts (*highlighting all positions affected, both current and proposed*) with this form.

Submitted by (*District Cabinet Member*): \_\_\_\_\_ Date: \_\_\_\_\_

SIGNATURES AND/OR REVIEW DATES	
Human Resources ( <i>Signature/Date</i> ):	Business Operations & Fiscal Services ( <i>Signature/Date</i> ):
	Resource Development ( <i>Signature/Date – Only for Restricted Funds</i> )
COLLEGE POSITIONS	DISTRICT POSITIONS
President's Council Approval ( <i>Signature/Date</i> ):	Chancellor's Cabinet Approval ( <i>Signature/Date</i> ):
Chancellor's Cabinet Approval ( <i>Signature/Date</i> ):	Chancellor's Council Approval ( <i>Signature/Date</i> ):
CSEA ( <i>Signature/Date</i> ):	CSEA ( <i>Signature/Date</i> ):

**People and Culture Reorganization June 2022**

People and Culture (P&C) are requesting the addition of three (3) positions –

- Chief Mediation & Culture Officer (Grade B)
- Manager, People and Culture, District Investigation (Grade G).
- Principal P&C Business Partner (Grade K).

**Chief Mediation & Culture Officer (Grade B)**

Since the inception of this office, it has been staffed by one interim position. With the inclusion of ODEI into P&C, there is a need for additional staff, such as the Chief Mediation & Culture Officer (new job description attached), a role to include mediation services for staff-related disputes and leading on the new Profession Development programs, Rancho Academy, Classified Development Studio, Management Coaching Lab, and Justice Equity Diversity & Inclusion (JEDI) for our staff.

Fiscal Year	External Investigations: Completed (22)	External Investigations: In Progress (19)*	Total (External)	Internal Investigations (19)**	Total (External & Internal)	Investigator Annual Salary	Proposed New Position (1) Manager	Proposed New Position (1) Principal	Total for (2) Investigators & (1) Principal	Net Savings
21/22	\$225,846.34	\$ 195,073.00	\$420,919.34	\$195,073.00	\$615,992.34	\$ 197,519.01	\$ 197,519.01	\$ 163,375.67	\$ 558,413.69	\$ 57,578.65
* based on \$10,267 average cost per investigation (8 new cases since last projection)										
** based on \$10,267 average cost per investigation (in 5 months)										
**In fiscal year 22/23, external investigation costs will increase by \$100 per hour. Using the average of 68 hours per investigation, if we maintain our current caseload and send 33 investigations outside, we will spend approximately \$561,000 on external investigations alone**										
<b>2020-2021</b>			<b>2021-2022 (as of 6.6.22)</b>							
19 investigations (all external)			52 investigations (22 external completed, 19 external in progress, 19 internal)							
\$6,150 average cost per investigation			\$ 10,267 average cost per completed investigation							

**Manager, People and Culture, District Investigations (Grade G)**

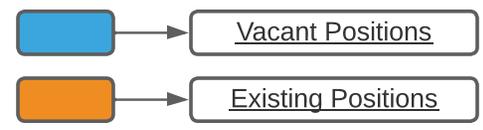
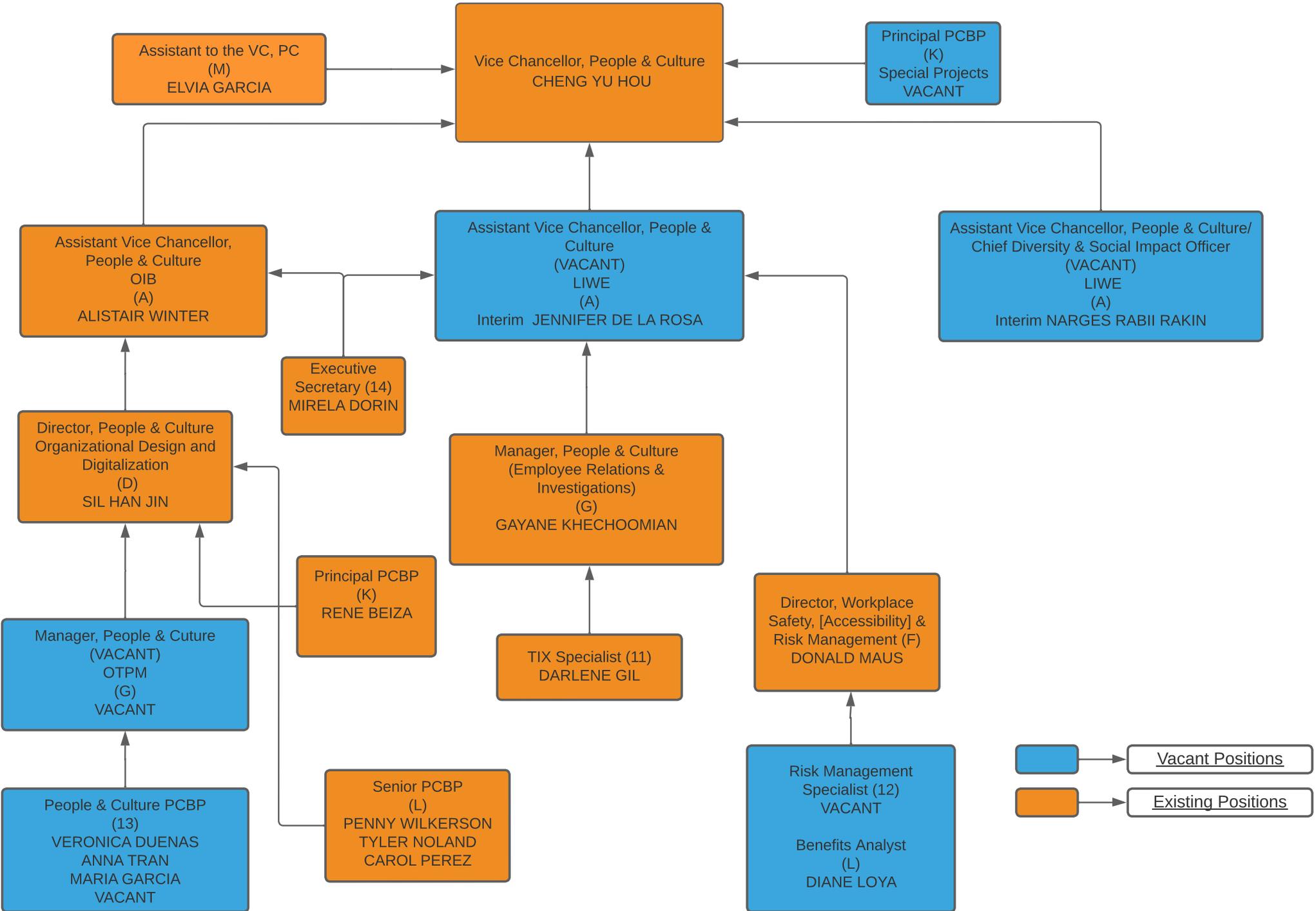
District Investigation Manager is needed to offset the use of external investigators and the associated costs. To date, in 2021/22 the District Compliance office has commenced 52 investigations (33 external and 19 internal). The cost of the 33 external investigations based on average cost is \$338,783, and the 19 internal investigations that have been carried out by our current P&C, Employee Relations, and District Investigation Manager have saved \$195,073. This is the approximate annual cost of the position, but the current manager has only been in place since mid-way in 2022. We are proposing adding an additional Investigation Manager, at a cost of \$197,518 to expand our ability to do investigations internally, therefore saving the associated costs of external investigations.

**Principal Business Partner, People and Culture (Grade K)**

This position will triage incoming concerns brought to People & Culture to ensure they are directed to the appropriate process to maintain compliance with Title 5, Title IX, and employee relation matters, as well as mediation requests, and performance management needs. This position will also assist the Civil Rights office with facilitating Informal Resolution Agreements and serve as part of the Title IX Hearing panel. Additionally, it will research and prepare complex statistical and narrative reports on a variety of data.

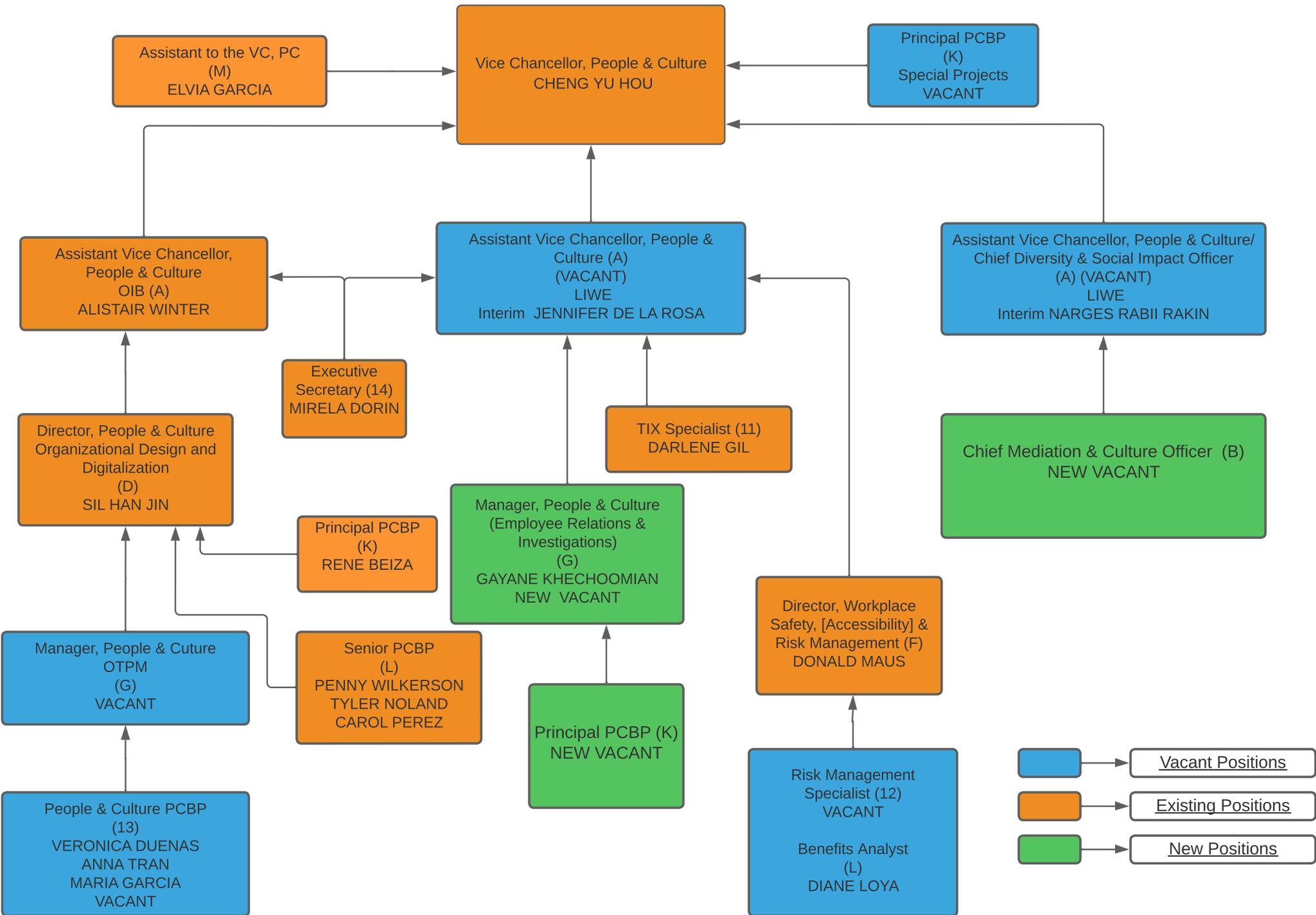
# PEOPLE & CULTURE ORGANIZATION CHART

Current



# PEOPLE & CULTURE ORGANIZATION CHART

Proposed



- Vacant Positions
- Existing Positions
- New Positions

**People and Culture Reorganization - Cost Projections**

	<b>Grade</b>	<b>Step 4</b>	<b>Minimum</b>	<b>Maximum</b>
<b>P&amp;C Emp. Relations and Dist. Investigation Manager</b>	G	\$ 197,518.97	\$ 168,555.25	\$ 216,901.43
<b>Chief Mediation &amp; Culture Officer</b>	B	\$ 274,097.55	\$ 229,890.73	\$ 299,654.50
<b>Principal P&amp;C Business Partner</b>	K	\$ 163,375.67	\$ 140,439.35	\$ 179,258.47

# RSCCD

# 2021-2022 Cost of Position

## COST OF NEW POSITION - CLASSIFIED CONTRACT

<b>POSITION TITLE</b>	<b>P&amp;C Emp. Relations and Dist. Investigation Manager</b>		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
G4	\$ 10,691.810	12	\$ 128,301.72

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	22.910%	29,393.92	
SOCIAL SECURITY	6.200%	7,954.71	
MEDICARE	1.450%	1,860.37	
UNEMPLOYMENT	0.500%	641.51	
WORKERS COMP	1.500%	1,924.53	
ACTIVE RET. INS. COST	2.000%	2,566.03	
<b>TOTAL TAX &amp; BENEFIT COST</b>	<b>34.560%</b>	<b>\$ 44,341.07</b>	<b>\$ 44,341.07</b>
<b>TOTAL SALARY &amp; BENEFIT COST</b>			<b>\$ 172,642.79</b>

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS (CSEA only)		-	
SOCIAL SECURITY	6.200%	-	
MEDICARE	1.450%	-	
UNEMPLOYMENT	0.500%	-	
WORKERS COMP	1.500%	-	
ACTIVE RET. INS. COST	2.000%	-	
<b>TOTAL FRINGE BENEFIT COST</b>	<b>11.650%</b>	<b>\$ -</b>	<b>\$ -</b>

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 128,301.72	115.47	
MEDICAL INSURANCE (see below)		<b>24,760.71</b>	
<b>TOTAL INSURANCE COST</b>		<b>24,876.18</b>	<b>\$ 24,876.18</b>

<b>TOTAL COST OF POSITION</b>	<b>\$ 197,518.97</b>
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BENEFITS =	\$ 69,217.25
BENEFIT COST AS A PERCENT OF CONTRACT =	<b>53.95%</b>

Admn., Superv/Mang. & Conf. (including Fringe amount)	Max	40,345.56	24,760.71	AVERAGE
CSEA	Max	35,228.16	21,486.35	AVERAGE

NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

RSCCD

2021-2022 Cost of Position

COST OF NEW POSITION - CLASSIFIED CONTRACT

<b>POSITION TITLE</b>	<b>Chief Mediation &amp; Culture Officer</b>		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
B4	\$ 15,431.170	12	\$ 185,174.04

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	22.910%	42,423.37	
SOCIAL SECURITY	6.200%	11,480.79	
MEDICARE	1.450%	2,685.02	
UNEMPLOYMENT	0.500%	925.87	
WORKERS COMP	1.500%	2,777.61	
ACTIVE RET. INS. COST	2.000%	3,703.48	
<b>TOTAL TAX &amp; BENEFIT COST</b>	<b>34.560%</b>	<b>\$ 63,996.14</b>	<b>\$ 63,996.14</b>
<b>TOTAL SALARY &amp; BENEFIT COST</b>			<b>\$ 249,170.18</b>

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS (CSEA only)		-	
SOCIAL SECURITY	6.200%	-	
MEDICARE	1.450%	-	
UNEMPLOYMENT	0.500%	-	
WORKERS COMP	1.500%	-	
ACTIVE RET. INS. COST	2.000%	-	
<b>TOTAL FRINGE BENEFIT COST</b>	<b>11.650%</b>	<b>\$ -</b>	<b>\$ -</b>

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum)			
(Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 185,174.04	166.66	
MEDICAL INSURANCE (see below)		24,760.71	
<b>TOTAL INSURANCE COST</b>		<b>24,927.37</b>	<b>\$ 24,927.37</b>

<b>TOTAL COST OF POSITION</b>	<b>\$ 274,097.55</b>
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BENEFITS =	\$ 88,923.51
BENEFIT COST AS A PERCENT OF CONTRACT =	48.02%

Admn., Superv/Mang. & Conf. (including Fringe amount)	Max	40,345.56	24,760.71	AVERAGE
CSEA	Max	35,228.16	21,486.35	AVERAGE

NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W

# RSCCD

# 2021-2022 Cost of Position

## COST OF NEW POSITION - CLASSIFIED CONTRACT

POSITION TITLE	Principal P&C		
GRADE & STEP	MONTHLY RATE	NO OF MONTHS	ANNUAL COST
Grade K 4	\$ 8,578.72	12	\$ 102,944.64

SALARY RELATED TAX/BENEFITS	BENEFIT RATE	BENEFIT COST	
PERS	22.910%	23,584.62	
SOCIAL SECURITY	6.200%	6,382.57	
MEDICARE	1.450%	1,492.70	
UNEMPLOYMENT	0.500%	514.72	
WORKERS COMP	1.500%	1,544.17	
ACTIVE RET. INS. COST	2.000%	2,058.89	
<b>TOTAL TAX &amp; BENEFIT COST</b>	<b>34.560%</b>	<b>\$ 35,577.67</b>	<b>\$ 35,577.67</b>
<b>TOTAL SALARY &amp; BENEFIT COST</b>			<b>\$ 138,522.31</b>

FRINGE BENEFITS COST	BENEFIT RATE	BENEFIT COST	
FRINGE BENEFITS (CSEA only)		-	
SOCIAL SECURITY	6.200%	-	
MEDICARE	1.450%	-	
UNEMPLOYMENT	0.500%	-	
WORKERS COMP	1.500%	-	
ACTIVE RET. INS. COST	2.000%	-	
<b>TOTAL FRINGE BENEFIT COST</b>	<b>11.650%</b>	<b>\$ -</b>	<b>\$ -</b>

INSURANCE BENEFITS			
LIFE INSURANCE (ANNUAL OR \$50,000 minimum) (Annual Life Insurance X \$0.075/1000 X 12 Months)	\$ 102,944.64	92.65	
MEDICAL INSURANCE (see below)		24,760.71	
<b>TOTAL INSURANCE COST</b>		24,853.36	<b>\$ 24,853.36</b>

<b>TOTAL COST OF POSITION</b>	<b>\$ 163,375.67</b>
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BENEFITS =	<b>\$ 60,431.03</b>
BENEFIT COST AS A PERCENT OF CONTRACT =	<b>58.70%</b>

Admn., Superv/Mang. & Conf. (including Fringe amount)	Max	40,345.56	24,760.71	AVERAGE
CSEA	Max	35,228.16	21,486.35	AVERAGE

**NOTE: WHEN CALCULATING A VACANT POSITION PLEASE USE AVERAGE \$\$ FOR H&W**

## **CHIEF MEDIATION & CULTURE OFFICER**

### **JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR**

#### **GENERAL RESPONSIBILITIES**

The Chief Mediation & Culture Officer innovates, delivers, and collaborates on District wide people and culture functions related to mediation, learning and development, policy/process innovations, diversity, equity, inclusion, and belonging for all district programs. The Chief Mediation & Culture Officer will serve as a trusted guide in leading and fostering collaborative dialogue and the conflict resolution techniques among RSCCD faculty, students, and staff by integrating individual beliefs and actions to align with the district mission and values; guide District wide stakeholders in lean and applicable learning and development opportunities with visible accountability and outcomes; and serve as a district wide expert in inclusion, diversity, equity and belonging to advance the mission and values of People & Culture department.

#### **REPRESENTATIVE DUTIES**

- 1) Partners closely with peers and stakeholders across the District to assess existing programs, processes, and practices, and develops the delivery of innovations, improvements, and enhancements in equal employment opportunity, mediation, learning & development, and diversity, equity, inclusion & belonging.
- 2) Provides strategic leadership, direction, and administrative oversight for the development of workshops, presentations, learning modules in the areas of people & culture, collaborative resolution, and diversity, equity, inclusion & belonging.
- 3) Apply solid instructional design skills and effectively use learning principles and creativity to assist with the design and development of projects, as needed, that transfer knowledge and engage participants in the learning process.
- 4) Establishes and implements the Office of Collaborative Resolution in accordance with the District mission and values statements.
- 5) Consults with department leaders, managers, and administrators to establish coordinated efforts to minimize the costs of a workplace conflict; investigates workplace conflict; develops resources and tools to aid the Districtwide stakeholders in fostering a culture of respect, collaboration, and problem resolution.
- 6) Innovates on learning and development opportunities such as the Rancho Academy, Classified Development Studio, Management Coaching Lab, and Justice Equity Diversity & Inclusion (JEDI).
- 7) Leads, and cross-trains on restorative justice practices for healing individual and team experiences of bias, harassment, and discrimination with the primary goal of building a multiculturally competent workforce and creating a fair and inclusive workplace culture.
- 8) Proactively engages with District constituents to offer support, assess situations, and guide individuals toward effective problem resolutions and options.
- 9) Creates data visualizations for digestible reporting with tools like Tableau, Power BI, or Shiny.
- 10) Researches and write reports responding to grievances, identifying problems and pattern areas, and providing some recommendations in order to manage certain areas that require improvement.
- 11) Partners closely with peers and stakeholders across the District to assess existing programs, processes, and practices, and develops the delivery of innovations, improvements, and enhancements in equal employment opportunity, mediation, learning & development, and diversity, equity, inclusion & belonging.
- 12) Provides strategic leadership, direction, and administrative oversight for the development of workshops, presentations, and learning modules.
- 13) Consults with senior leaders, managers, and employees in providing expertise and assessing the

## **CHIEF MEDIATION & CULTURE OFFICER**

### **JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR (CONTINUED)**

- stakeholder needs, and benefits of furthering diversity and inclusion goals and challenges.
- 14) Advises on enhancements and gaps of existing Board Policies, Administrative Regulations, and policies/procedures.
  - 15) Advocates, plans, and allocates resources in furthering institutional diversity and inclusion programs, evaluates the results of the allocations, and develops strategies for continued development.
  - 16) Partners with employment relations and investigations functions to deliver excellent service as relating to conflict resolution and reporting.
  - 17) Builds and sustains a performance-based culture focused on setting measurable objectives in the implementation of district-wide learning and development that includes short-term and long-term goals.
  - 18) Leads and mentors all stakeholders to inspire learning and development goals and inspire creative strategies to achieve said goals.
  - 19) Serves as a resource for the District Risk Manager, the Equal Employment Opportunity Officer, and the Title IX Officer.
  - 20) Utilizes data analytics to account, project, narrate and guide Districtwide Equal Employment Opportunity.
  - 21) Establishes and maintains a robust network with community stakeholders and organizational partnerships.
  - 22) Acts with a high degree of integrity and discretion in handling confidential employee information.

### **KNOWLEDGE AND ABILITIES**

- 1) Successful leadership abilities in providing people and culture support in a multi-stakeholder organization across multiple locations.
- 2) Knowledge in areas of EEO, TIX, and Civil Rights compliance monitoring, as well as applicable laws and regulations of California Education Code, Title 5, California Fair Housing and Employment Act, Clery Act, Violence Against Women Act, Campus SaVE Act, Americans with Disabilities Act, the Child Abuse and Neglect Reporting Act (CANRA), and Meyers-Milias-Brown Act.
- 3) Knowledge of principles, practices, and techniques used in the analysis, evaluation, design, planning, and management of a comprehensive mediation/equal employment opportunity/Title IX/civil rights/restorative justice program and its integration with a full-scale human resources program including employee relations, training and development, employee discipline and corrective action.
- 4) Demonstrated knowledge and ability regarding program development in intersectional diversity, inclusion, belonging, equity, antiracism, and equal opportunity.
- 5) Skill in research techniques, data mining practices, and people analytics strategies.
- 6) Experience with software such as Advocate/Maxient, Ellucian Banner/Colleague, Power BI/analytics tools, case management, and related HRIS/people and culture software.
- 7) Effective and concise verbal and written communication skills with the ability to collaborate and influence cross-functional team members.
- 8) Demonstrated expertise in the complexities of higher education that impact community college finances and operations, including collective bargaining, federal and state programs, and legislation.
- 9) Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students and employees.

**CHIEF MEDIATION & CULTURE OFFICER**

**JOB DESCRIPTION – CLASSIFIED ADMINISTRATOR (CONTINUED)**

**Education and Experience:**

Bachelor's Degree from an accredited college or university and four (4) years of related work experience OR Master's Degree/Juris Doctorate/Doctorate Degree from an accredited college or university and two (2) years of related work experience OR Equivalent combination of training and experience.

Board Approved:



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**PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE**

*“The Mission of POE is to serve as the district level planning and accreditation oversight and coordinating committee that makes recommendations to District Council.”*

**2022-2023 MEETING SCHEDULE**

**Location: Zoom or DO-Conference Room TBD**

**Time: 3:30pm-5:00pm\***

*\*or as noted on agenda*

<b>2022</b>	<b>2023</b>
Wednesday, July 27	Wednesday, January 25
Wednesday, August 24	Wednesday, February 22
Wednesday, September 21 ( <i>28<sup>th</sup> Board meeting</i> )	Wednesday, March 22
Wednesday, October 26	Wednesday, April 26
Wednesday, November 16 or 23 ( <i>24 &amp; 25 Thanksgiving holiday</i> )	Wednesday, May 24
Wednesday, December 21 ( <i>28 district closed winter break</i> )	Wednesday, June 28

Approved: \_\_\_\_\_



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## **DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP (DEMW) MEETING**

### **AGENDA**

June 16, 2022 12:00pm – 1:30pm

<https://cccconfer.zoom.us/j/93768488856> or dial 1-669-900-6833, 93768488856#

- I. Welcome & Introductions
- II. \*Action Items – April 26, 2022 – Informational
- III. Update from College Enrollment Management Workgroups Dr. Jeff Lamb / Jose Vargas
  - a. \*SAC
  - b. SCC
- IV. Marketing Efforts Dalilah Davaloz / Lilia Rodriguez
  - a. SAC
  - b. SCC
- V. Modifications on RG542 Report and Fall 2022 Enrollment Data Jesse Gonzalez
- VI. Update from ITS on Student Data Jesse Gonzalez
- VII. Other

*Next meeting: Thursday, July 21, 2022*

*\*item attached*

*Purpose of workgroup: to discuss strategic enrollment management related topics and issues from a districtwide perspective and learn how to better leverage resources districtwide to help our enrollment.*

#### **Workgroup Members:**

Dr. Melba Castro, Darlene Diaz, Cristina Gheorghe, Jesse Gonzalez, Adam Howard, Dr. Vaniethia Hubbard, James Isbell, Dr. James Kennedy, Mary Law, Dr. Jeff Lamb, Thao Nguyen, William Nguyen, Enrique Perez, Nga Pham, Craig Rutan, Sarah Santoyo, John Steffens, Jose F. Vargas and Aaron Voelcker



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## **DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP (DEMW) MEETING**

Action Items

April 26, 2022 12:00pm – 1:30pm virtual by zoom

Mr. Perez called the meeting to order at 12:03pm.

### **I. Welcome & Introductions**

Mr. Perez provided welcoming remarks.

### **II. \*Action Items – March 4, 2022 – Informational**

### **III. \*Registration Timelines: 2022 – 23**

Dr. Castro provided history of registration timelines.

- being proactive is key in not having long registration periods so to increase student accessibility in registering earlier
- fall 2022 registration opened a month earlier than last year
- system has capacity to allow more students to register per day
- timelines also influenced by student behaviors
- summer registration launched March 28 compared to June 1 last year
- allows to be proactive in reaching out to students who have not registered
- allows to be more competitive with partner or sister campuses
- summer and fall schedules were moved up and compressed

Dr. Flores shared screen of RG0542 summer 2022 report showing comparison of last year for same date. Summer is ahead in registration, same with fall.

Dr. Castro provided updates to marketing efforts; streamlining potential barriers.

Discussion ensued and questions answered.

Mr. Perez and Mr. Gonzalez will connect offline on projection tools.

It was suggested internal Registration Timelines file could be housed on the employee Intranet.

### **IV. 2022 – 23 Targets**

Mr. Perez shared screen of SAC and SCC targets.

Dr. Flores provided update to discussion items to upcoming college cabinet retreat: growth targets, specific targeting and marketing.

Discussion ensued and questions answered.

Projected to hit targeted numbers.

**V. Update from College Enrollment Management Workgroups**

- a. SAC: Dr. Lamb not present to report.
- b. SCC: Mr. Voelcker provided update; developing goals to develop strategies to then develop tactics; converting applicants to enrollment. Reported on retention and success, aligning with metrics related to the vision for success and student centered funding formula. Tactics workshop scheduled for next week. Student appointed to committee; will support with writing enrollment management plan. Enrollment Management Plan projected for approval early spring 2023.

**VI. Outreach & Marketing Efforts**

Reports provided earlier in agenda.

- a. SCC – Dr. Castro no longer present to report.
- b. SAC – Mr. Steffens provided brief update on targeted marketing to students from last year that did not receive a credential.

**VII. Update from ITS on Student Data**

Mr. Gonzalez reported on FTES at student level as opposed to aggregate level; test report projected to be available end of May. Update on working with data consultant and Ellucian on the enterprise data warehouse solution; to allow input of information that allows for later accessibility. Focus is on enrollment data first.

**VIII. Other**

It was agreed future recurring meetings would be held third Thursday of the month. Ms. Duenez will forward calendar invite for Thursday, May 19, 2022 noon – 1:30pm.

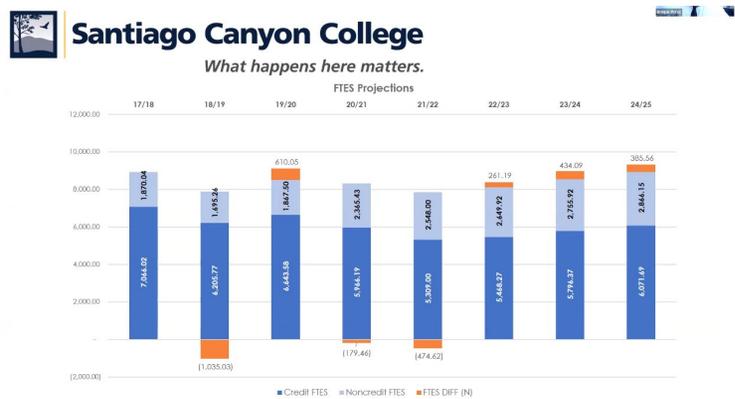
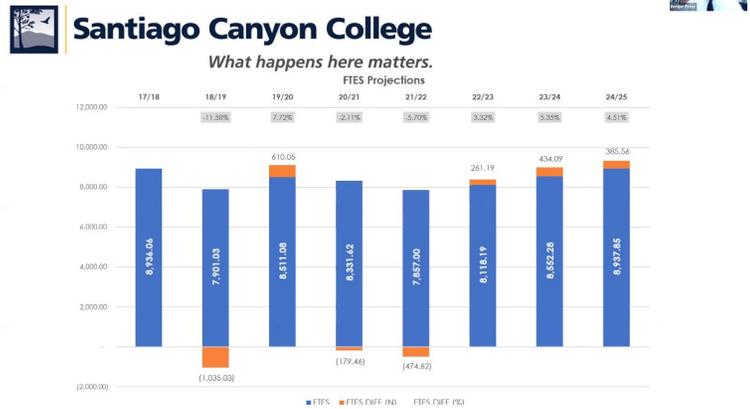
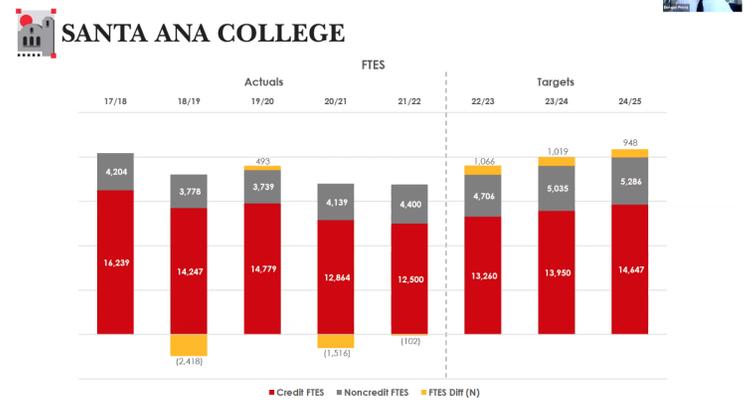
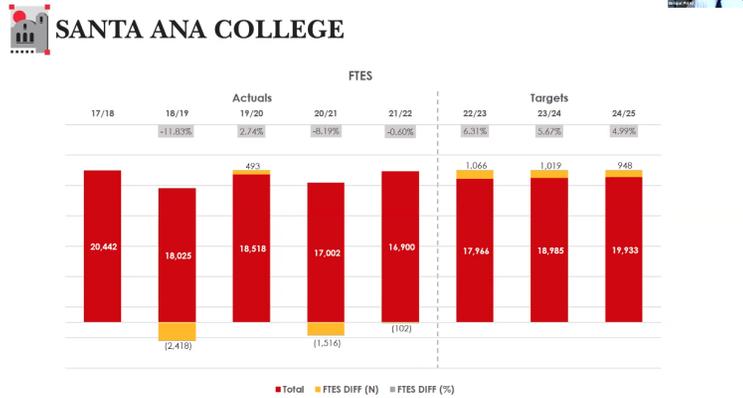
*\*item attached*

Mr. Perez adjourned the meeting at 1:08pm

Members present:

Dr. Melba Castro, Darlene Diaz, Dr. Marilyn Flores, Cristina Gheorghe, Jesse Gonzalez, Adam Howard, Mary Law, Thao Nguyen, Enrique Perez, Nga Pham, Craig Rutan, Sarah Santoyo, John Steffens and Aaron Voelcker

Action Items – DEMW 4/26/22  
 IV. 2022-2023 Targets (screenshot)



**Rancho Santiago Community College District**  
**2022SU College Credit Enrollment Comparison**

TERM	START DATE	END DATE	CENSUS DATE	SNAPSHOT DATE	DAYS			
<b>CURRENT:</b> 2022SU	Monday, June 13, 2022	Sunday, August 07, 2022	Monday, June 20, 2022	Tuesday, June 14, 2022	1			
<b>PREVIOUS:</b> 2021SU	Monday, June 14, 2021	Sunday, August 08, 2021	Monday, June 21, 2021	Tuesday, June 15, 2021	1			
		All Students (no academies)		Academies	Dual Enrollment		Positive Attendance	
Headcount	SAC	SCC	TOTAL	SAC	SAC	SCC	SAC	SCC
2022SU	7,461	3,405	10,866	548	1,195	657	133	18
2021SU	6,191	3,147	9,338	776	758	464	139	69
<b>Percent Change (2022SU / 2021SU)</b>	<b>120.51%</b>	<b>108.20%</b>	<b>116.36%</b>	<b>70.62%</b>	<b>157.65%</b>	<b>141.59%</b>	<b>95.68%</b>	<b>26.09%</b>
FTES (Resident Student Only)								
2022SU	1,090.91	527.60	1,618.51	0.00	127.23	79.79	0.00	0.00
2021SU	942.15	477.07	1,419.22	86.22	N/A	N/A	86.22	0.00
<b>Percent Change (2022SU / 2021SU)</b>	<b>115.82%</b>	<b>110.69%</b>	<b>114.04%</b>	<b>0.00%</b>	<b>N/A</b>	<b>N/A</b>	<b>0.00%</b>	<b>0.00%</b>
FTES / FTEF (All Students)								
2022SU	12.94	14.14	27.08	N/A	N/A	N/A	N/A	N/A
2021SU	12.93	12.84	25.77	N/A	N/A	N/A	N/A	N/A
<b>Percent Change (2022SU / 2021SU)</b>	<b>100.10%</b>	<b>110.08%</b>	<b>105.07%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Enrollment (Seat Count)								
2022SU	10,252	4,526	14,778	681	1,421	719	133	18
2021SU	8,463	4,113	12,576	1,061	828	494	139	75
<b>Percent Change (2022SU / 2021SU)</b>	<b>121.14%</b>	<b>110.04%</b>	<b>117.51%</b>	<b>64.18%</b>	<b>171.62%</b>	<b>145.55%</b>	<b>95.68%</b>	<b>24.00%</b>
Section Count (Active Sections)								
2022SU	509	169	678	95	N/A	N/A	8	2
2021SU	465	160	625	193	N/A	N/A	5	4
<b>Percent Change (2022SU / 2021SU)</b>	<b>109.46%</b>	<b>105.63%</b>	<b>108.48%</b>	<b>49.22%</b>	<b>N/A</b>	<b>N/A</b>	<b>160.00%</b>	<b>50.00%</b>
Enrollment divided by Section								
2022SU	20.14	26.78	46.92	7.17	N/A	N/A	16.63	9.00
2021SU	18.20	25.71	43.91	5.50	N/A	N/A	27.80	18.75
<b>Percent Change (2022SU / 2021SU)</b>	<b>110.67%</b>	<b>104.18%</b>	<b>106.87%</b>	<b>130.40%</b>	<b>N/A</b>	<b>N/A</b>	<b>59.80%</b>	<b>48.00%</b>



# California Community Colleges

## Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative  
Partnership Resource Teams  
Institutional Innovation and Effectiveness Plan**  
Date: June 6, 2022

Name of Institution: Santa Ana College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
<b>Project #1: Clarify the Path</b>						
<b>Project #2: Enrollment Restoration Initiative</b>						
<b>Project #3: Program Mapping</b>						
<b>Project #4: Sustain Equitable Practices</b>						
<b>Project #5: Integrated Planning – Structure, Process &amp; Engagement</b>						
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	1. Conduct a detailed analysis of student success and retention metrics and use an inquiry-based approach for identifying institution-based barriers to timely completion of certificates, degrees and transfer as well as strategies for addressing these barriers.	1. Director of Research	End of Fall 22	a. Identify appropriate external resource to assist in analysis (e.g., RP Group) in collaboration with internal researchers. b. Determine appropriate data to be collected/evaluated. c. Conduct the analysis and report the findings. d. Identify barriers as specified, drawing in part on student voices. e. Identify strategies to address the barriers f. Disseminate the results (e.g., at Campus Summit)	a. External agency selected; contract approved. b. Data identified c. Analysis completed and report produced d. Barriers identified e. Strategies recommended f. Results disseminated	
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	2. Merge programs/majors that are only slightly different in order to reduce confusion for students and reduce program mapping efforts.	1. CIC	End of Spring 23 - Process	a. Create and implement a process to retire courses/ programs - start w/ abstract process, not targeting areas, to avoid personal conflict b. Create and implement a process to merge programs c. Create and implement a process to eliminate certificates no longer needed	a. Retirement process implemented b. Merger process implemented c. Certificate elimination process implemented d. Fewer but more useful program/major options	
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	3. Analyze the College Catalog, and streamline and consolidate content as appropriate.	1. Catalog Staff and Graphic Design	End of Spring 24	a. Collaborate w CIC and other curriculum partners b. Establish criteria and process to review courses and programs c. Establish workgroup to review catalog d. Determine why the Catalog has grown within the past decade, and recommend ways to make it more concise if feasible.	a. Partners engaged b. Criteria established c. Workgroup formed and charged d. Recommendations issued e. <Measure for clarified Step at left> f. Analysis completed g. Online catalog completed h. Research incorporated	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
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<b>Project #4: Sustain Equitable Practices</b>						
<b>Project #5: Integrated Planning – Structure, Process &amp; Engagement</b>						
				<ul style="list-style-type: none"> <li>e. Analyze relevant data around: <ul style="list-style-type: none"> <li>- Incomplete Programs</li> <li>- Scheduled Courses</li> <li>- Completion data</li> <li>- LMI</li> <li>- Job placement</li> <li>- Demographics</li> </ul> </li> <li>f. Continue to create online digital catalog (in progress)</li> </ul>	i. More concise College Catalog published	
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	4. Form and charge a Strategic Enrollment Management Committee (EMC) with membership from Instruction and Student Services, Equity, Guided Pathways and strategic planning committees.	1. EMC, Research	End of Fall 22	<ul style="list-style-type: none"> <li>a. Develop and approve the mission and charge of the EMC to include (but not be limited to) the following: <ul style="list-style-type: none"> <li>i. EMC to evaluate barriers to completion from an equity lens <ul style="list-style-type: none"> <li>- Understand the program audience: Who they are? Demographics/DI? Preferred modality/ schedules?</li> <li>- Identify momentum points – where are we losing them on the path?</li> </ul> </li> <li>ii. Create early alert system for program decline</li> <li>iii. Regular reports to the College community</li> </ul> </li> <li>b. Determine the membership of the EMC, recruit/appoint members, and set the meeting schedule.</li> <li>c. Convene the EMC.</li> </ul>	<ul style="list-style-type: none"> <li>a. Mission and charge approved</li> <li>b. Members named; meeting schedule established</li> <li>c. Standing Strategic Enrollment Management Committee convened</li> </ul>	
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	5. Implement pathways, organizational structures and support services that accelerate student progress from adult education, into non-credit, to CTE programs, into well-paying employment, and concurrently into transfer/ADT programs.	Enrollment Management Committee	End of Spring 23	<ul style="list-style-type: none"> <li>a. Review NCR to CR pathways <ul style="list-style-type: none"> <li>- Identify overlap</li> <li>- Clarify paths</li> </ul> </li> <li>b. Create NCR Catalog (Consider link to catalog project)</li> <li>c. Incorporate Dual Enrollment into the pathways.</li> </ul>	<ul style="list-style-type: none"> <li>a. Review completed</li> <li>b. NCR catalog created</li> <li>c. Dual Enrollment incorporated</li> <li>d. Increase in the number of students who progress from adult education, into non-credit, to CTE programs, into well-paying jobs, and concurrently into transfer/ADT programs.</li> </ul>	
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	6. Join the state-wide CVC-OEI as both a home college and a teaching college to provide additional opportunities for further training in distance education to faculty, administrators and students.	1. DE Committee	End of Spring 23	<ul style="list-style-type: none"> <li>a. Hire staff to implement approved reorganization of Distance Education Office</li> <li>b. Collaborate with District IT and CVC-OEI</li> <li>a. Complete necessary technology integration</li> </ul>	<ul style="list-style-type: none"> <li>a. Staff hired as needed</li> <li>b. Collaboration in place</li> <li>c. Technology integration completed</li> <li>d. Listed as "Teaching College" in exchange</li> <li>Increase in number of enrollments from the CVC-OEI exchange</li> </ul>	
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	Continue to refine the College's decision-making process handbook so that it clearly identifies how governance committees are	1. IE&A Committee	End of Spring 23	<ul style="list-style-type: none"> <li>a. Review impact of communication <ul style="list-style-type: none"> <li>- Further define links between committees, decision making and membership; include</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Links defined and included</li> </ul>	

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<b>Project #5: Integrated Planning – Structure, Process &amp; Engagement</b>						
<i>institutionalization, sustainability</i> )	connected to one another, delineates roles and responsibilities, explains how work flows between committees, develops a common method of disseminating information, provides templates for post-meeting communication to the campus and establishes guidance on the representation of each constituency group and their value in the process. This process could also assist the College in evaluating equitable practices and diversity in membership in its committees. (Process)			link to IE&A Committee process and new Academic Senate Equity Intersection, Race and Social Justice Committee b. Publish the revised handbook. c. Develop and implement upfront training for applicable positions based on the handbook (e.g., Committee participation, department chairs)	b. Participatory Governance Handbook revised and approved as specified c. Revised handbook published e. Training system implemented	
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	7. Develop and implement alternative ways to support and include undeclared majors within the current CAP.	1. GP Executive Team/ Success Teams	End of Spring 23	a. Review undeclared majors and Liberal Arts majors as currently established. b. Identify alternative support methods, and pilot one or more that fit student needs best. Evaluate the results of the pilot, make revisions as needed, and implement the new support system.	a. Review completed b. Pilot(s) commenced c. Results evaluated; revisions implemented in a new support system d. Fewer undeclared majors	
A. Program Mapping Project completion (including technology, sustainability)	8. Create/update program maps to integrate adult education and noncredit.	Guided Pathways Team	End of Fall 23	a. Designate and convene a task force to create adult education and noncredit program maps. b. Provide training on mapping as needed. c. Create, approve, and publish program maps.	a. Task force convened b. Task force training completed c. Maps published on website	
B. B. Program Mapping Project completion (including technology, sustainability)	1. Use program maps to inform scheduling practices and program review.	Guided Pathways Team	End of Spring 23	c. <Add Steps here.>	a. <Add simple process Measures corresponding to new Steps.> b. Increased scheduling efficiency Higher fill rates	
B. Program Mapping Project completion (including technology, sustainability)	2. Continuously update program maps.	Guided Pathways Team	End of Fall 23	a. Digitize program maps. b. Develop a process and timeline for program map review. c. Identify the responsible group and/or office for reviewing and revising maps and posting updated maps on website (e.g., Curriculum Review Committee). Implement the review process.	a. Process and timeline developed b. Responsible office assigned c. Process implemented to update program maps c. Maps maintained on website	
Learning and Engagement Equity Team (including resistance to change, institutionalizing change)	3. Structurally align/integrate Student Equity approaches with other college-wide efforts to promote support and sustainability	1. 1. IE&AC, GP, Equity	End of Fall 23/Spring 24—Incorporate into next Ed Master Plan	a. Evaluate existing structures and processes, in part through comparison with those at other institutions, and identify alignment gaps. b. Determine measures and data needed in program review in five pilot areas to align with Vision for Success, and determine the role of Research in providing and interpreting the data. c. Identify and implement changes to existing structures and processes to apply the applicable data and close alignment gaps.	a. Evaluation of existing structures completed; gaps identified b. Measures, data, and role of Research determined c. Changes implemented d. Training provided e. Evaluation completed; refinements applied; campus-wide implementation commenced d.	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
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<b>Project #5: Integrated Planning – Structure, Process &amp; Engagement</b>						
				d. Provide training as needed to all applicable personnel, to include flex activities. d. Evaluate pilot results, refine structures and processes as the findings warrant, and implement campus-wide.		
C. Learning and Engagement Equity Team (including resistance to change, institutionalizing change)	Fully implement Starfish to inform schedule development and track student progress on their SEP.	1. Vice President of Student Services	End of Spring 23	<Need Action Steps>	a. Data from Starfish is used to inform schedule development b. Clear cycle of course offerings based on SEP. c. Decrease in number of cut sections a. Higher percent of fill	
C. Learning and Engagement Equity Team (including resistance to change, institutionalizing change)	1. Develop or adopt and implement an Equity Rubric for Student Success.	1. SEAP	End of Fall 22	a. Review current literature from CCCCCO b. SEAP Committee develops first draft of Equity Rubric for Student Success c. Vet Rubric through Academic Senate and College Council d. Widely publicize approved Rubric and share it on campus website e. Evaluate Rubric annually, and refine as needed.	a. Literature review completed b. Equity Rubric for Student Success drafted c. Equity Rubric vetted and approved d. Equity Rubric publicized and shared e. Initial evaluation of Equity Rubric completed; improvements incorporated as needed	
C. Learning and Engagement Equity Team (including resistance to change, institutionalizing change)	Track equity data across all student progression steps.	1. SEAP, Research	End of Fall 23	a. Explore effective tracking practices from external resources b. Determine localized practice c. Establish means to collect relevant data across all student progress steps d. Collect and evaluate data e. Publicize results a. Establish and implement action steps for improving results as the findings warrant.	a. Research on effective tracking practices completed b. Tracking process designed c. Data collection system established d. Initial data collected and evaluated e. Results publicized f. Action steps to address equity/opportunity gaps established and implemented a.	
C. Learning and Engagement Equity Team (including resistance to change, institutionalizing change)	3. Participate in the CVC @ONE's (or ACUE) professional development series.	1. L&E Team, Professional Development Committee	1. End of Spring 23— First cohort	a. Determine appropriate training b. Allocate resources c. Train faculty d. Establish Community of Practice e. Identify and share high impact practices; celebrate successes a. Evaluate the impact of cohort 1 by collecting pre and post institute course success data that is disaggregated by race and gender (pre data prior to Fall 2021 and post is data starting Spring 2022-Spring 2023)	a. Training determined b. Funding allocated c. Faculty training commenced; in Year 1, 25 faculty participate in professional development on equitable teaching practices d. Community of Practice established e. Best practices related to equitable grading presented at the Equity in Action Allies meeting f. <Measure for amplifying impact> g. Reduction (3%) in equity gaps for Latinx, Black/African	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
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					American, Pacific Islander students, and increase success by 1%.	
D. Integrated Planning: Nuventive Tool <i>(including review of systems/ processes, institutional change)</i>	4. Formally integrate all major planning processes at the College.	1. IE&A, P&B	End of Spring 24—full cycle	<ul style="list-style-type: none"> <li>a. Create a workgroup to coordinate the College-wide integrated planning effort.</li> <li>b. Designate a high-level leader for the workgroup, to report directly to the President.</li> <li>c. Include Program Review for all areas of the College in integrated planning.</li> <li>d. Provide regular campus-wide opportunities for improving understanding of the definition, nature, and purposes of integrated planning as the concept is to be applied at the College; measure understanding before and after these opportunities; make improvements as the findings warrant.</li> <li>e. Compile an information summary on all major planning processes, including purposes, goals, responsible committee, and schedule.</li> <li>f. Delineate the relationships between the College's planning processes and those of SCC and DO.</li> <li>g. Evaluate the level of integration of all planning processes with each other and with overarching College and District strategic directions.</li> <li>h. Solicit input from all applicable stakeholders in developing recommendations to improve integration.</li> <li>i. Make recommendations to improve integration in priority order, including at minimum the following: <ul style="list-style-type: none"> <li>i. Comprehensive planning calendar</li> <li>ii. Clear, accessible documentation of all processes</li> <li>iii. Training of all applicable personnel in the revised planning processes</li> </ul> </li> <li>j. Use, develop, acquire, or modify technology that fully supports integrated planning recommendations, and provide training on its use.</li> <li>k. Implement recommendations in phases according to priority. <ul style="list-style-type: none"> <li>i. Kick off initial implementation in a campus-wide Planning Summit.</li> </ul> </li> <li>l. Evaluate the effectiveness of implemented changes as they occur and make improvements as the findings warrant.</li> </ul>	<ul style="list-style-type: none"> <li>a. Workgroup created</li> <li>b. Leader designated</li> <li>c. Program Review included</li> <li>d. Learning opportunities provided; measures applied; improvements implemented as needed</li> <li>e. Information summary compiled</li> <li>f. Relationships delineated</li> <li>g. Evaluation completed</li> <li>h. Input solicited</li> <li>i. Recommendations issued, including planning calendar, documentation, and training</li> <li>j. Technology and training provided as needed</li> <li>k. First phase of implementation commenced</li> <li>l. First phase of evaluation and improvement commenced</li> <li>m. Evaluation and improvement mechanism built in</li> </ul>	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
<b>Project #1: Clarify the Path</b>						
<b>Project #2: Enrollment Restoration Initiative</b>						
<b>Project #3: Program Mapping</b>						
<b>Project #4: Sustain Equitable Practices</b>						
<b>Project #5: Integrated Planning – Structure, Process &amp; Engagement</b>						
				m. Build in mechanism for periodic evaluation and improvement of all planning processes going forward.		
D. Integrated Planning: Nuventive Tool (including review of systems/ processes, institutional change)	Ensure that the outcomes of each funded activity are clearly stated and then evaluated to provide a closed feedback loop for continuous improvement.	1. IE&A – Planning Review Subgroup; Research	End of Spring 23	a. Ensure tools available to evaluate outcomes b. Provide a how-to guide and training to all activity leaders on outcomes development, means of evaluation, etc. c. Implement each funded activity. f. Conduct outcomes evaluation on each funded activity and report results with recommendations for improvement.	a. Tools provided b. How-to guide and training provided c. Measurable outcomes identified d. Activities implemented e. Evaluations completed; reports and recommendations disseminated f. Clear connection established between activity, outcome, evaluation.	
	1.					
				a.		
D. Integrated Planning: Nuventive Tool (including review of systems/ processes, institutional change)	Encourage more full-time faculty participation in various College planning activities.	1. Acad Sen	On-going	a. Gather information from all current faculty leaders on why they participate, and how this passion could be shared with others. b. Compile and analyze the results, and make recommendations on broadening engagement. c. Implement recommendations. a. Evaluate the effectiveness of the recommendations, and make improvements as the findings warrant.	a. Information gathered b. Results analyzed and recommendations issued c. Recommendations implemented d. Evaluation completed and improvements implemented a. Increase in faculty participation	
D. Integrated Planning: Nuventive Tool (including review of systems/ processes, institutional change)	2. Develop and implement a comprehensive Professional Development Plan for all employee groups that aligns to strategic goals and initiatives and is updated annually.	1. PD Committee, IE&A, P&B	End of Fall 23	a. Evaluate existing PD activities, including alignment with strategic goals and with each other. b. Conduct a PD needs assessment of all employee groups. c. Identify gaps in PD offerings. d. Based on the findings in the three Steps above, develop and implement a comprehensive PD plan that improves alignment, meets employee needs, and addresses gaps. e. On an annual basis, evaluate implementation of the Plan and conduct a new PD needs assessment. d. Make improvements in the Plan and in PD as the findings warrant.	a. Evaluation completed b. First annual PD needs assessment conducted c. Gaps identified d. Comprehensive Professional Development Plan developed and implemented e. Initial evaluation and second annual PD needs assessment completed f. Improvements implemented as needed	
D. Integrated Planning: Nuventive Tool (including review of	Evaluate the role of the Classified Professionals in the Participatory Governance Model, and use the findings to	<Add RP here.>	End of Spring 23	a. Review Classified Professional involvement as prescribed in existing Participatory Governance Handbook.	a. Review completed b. Evaluation completed c. Gaps identified	

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
<b>Project #1: Clarify the Path</b>						
<b>Project #2: Enrollment Restoration Initiative</b>						
<b>Project #3: Program Mapping</b>						
<b>Project #4: Sustain Equitable Practices</b>						
<b>Project #5: Integrated Planning – Structure, Process &amp; Engagement</b>						
systems/ processes, institutional change)	ensure inclusive participation of Classified Professionals 			<ul style="list-style-type: none"> <li>b. Evaluate actual participation in governance activities by Classified Professionals.</li> <li>c. Identify gaps where Classified participation is needed but not yet supplied.</li> <li>d. Based on the findings in the three Steps above:               <ul style="list-style-type: none"> <li>i. Revise the Handbook to reflect appropriate, inclusive participation by Classified Professionals</li> <li>ii. Develop and implement recommendations to increase engagement to the level specified in the revised Handbook.</li> </ul> </li> <li>e. Evaluate the effectiveness of the recommendations, and make improvements as the findings warrant.</li> <li>f. Consult with 4CS on available leadership training models for Classified Professionals, adapt at least one module to fit the needs of the College, and add it to the Professional Development Plan (see Objective D.4 above).</li> </ul>	<ul style="list-style-type: none"> <li>d. Handbook revised; recommendations implemented</li> <li>e. Initial evaluation completed and improvements implemented</li> <li>f. Leadership training module added to PD Plan</li> <li>g. Increase in participation of Classified Professionals in Participatory Governance</li> </ul>	
	3.			d.	e.	
	4.			f.		
	5.					

## Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	<ol style="list-style-type: none"> <li>1. Conduct a detailed analysis of student success and retention metrics....</li> <li>2. Merge programs/majors....</li> <li>6. Join the state-wide CVC-OEI as both a home college and a teaching college....</li> </ol>	The college will look to external support, on-going training, faculty reassign time, classified support, focused professional development, and software solutions.	\$60,000
B. Program Mapping Project completion (including technology, sustainability)	<ol style="list-style-type: none"> <li>1. Create/update program maps to integrate adult education and noncredit.</li> <li>2. Use program maps to inform scheduling practices and program review.</li> <li>3. Continuously update program maps</li> </ol>	The college will look to external support, on-going training, faculty reassign time, classified support, focused professional development, and software solutions.	\$20,000
C. Learning and Engagement Equity Team (including resistance to change, institutionalizing change)	<ol style="list-style-type: none"> <li>1. Structurally align/integrate Student Equity approaches with other college-wide efforts to promote support and sustainability.</li> <li>2. Fully implement Starfish....</li> <li>4. Track equity data across all student progression steps</li> <li>5. Participate in the CVC @ONE's (or ACUE) professional development series</li> </ol>	The college will look to external support, on-going training, faculty reassign time, classified support, focused professional development, and software solutions.	\$60,000
D. Integrated Planning: Nuventive Tool (including review of systems/processes, institutional change)	<ol style="list-style-type: none"> <li>1. Formally integrate all major planning processes at the College.</li> <li>3. Encourage more full-time faculty participation in various College planning activities</li> <li>4. Develop and implement a comprehensive Professional Development Plan for all employee groups that aligns to strategic goals and initiatives and is updated annually.</li> </ol>	The college will look to external support, on-going training, faculty reassign time, classified support, focused professional development, and software solutions.	\$60,000
<b>Total IEPI Resource Request (not to exceed \$200,000 per college)</b>			<b>\$200,000</b>

<b>Approval</b>	
<b>Chief Executive Officer</b>	
Name:	
Signature or E-signature:	Date:

<b>Collegial Consultation with the Academic Senate</b>	
<b>Academic Senate President</b>	
<i>(As applicable; duplicate if needed for district-level I&amp;EP)</i>	
Name:	
Signature or E-signature:	Date:



SANTA ANA  
COLLEGE

# Marketing Strategy

Fiscal Year 2022-2023

Presented to:  
Planning & Budget Committee  
April 15, 2022

# Marketing Strategy Overview



## APPROACH 1 / SHORT-TERM

Annual Marketing Plan for 2022-2023

## APPROACH 2 / LONG-TERM

Multi-Year Plan; Three-five Year Forecast

Build on last year's progress and continue to enhance:

- **Year-round Advertising and Term-specific Promotions**
- **Strategic Planning vs. Reactive Marketing**
- **Data-driven Decisions - Measure ROI**
- **Targeted Messaging to Key Demographics and Prospects (including at-risk students)**

# Key Target Audiences



- **High school students** (particularly current senior classes and dual enrollment students)
- **SAC students** who have started coursework but not completed their programs and/or previous terms
- **Residents of Santa Ana and Garden Grove**
  - Focus on student prospects and influencers in designated zip codes:
    - Gen Y/ Millennials (Born 1981 – 1996) and older members of Gen Z (Born 1997 – 2012)

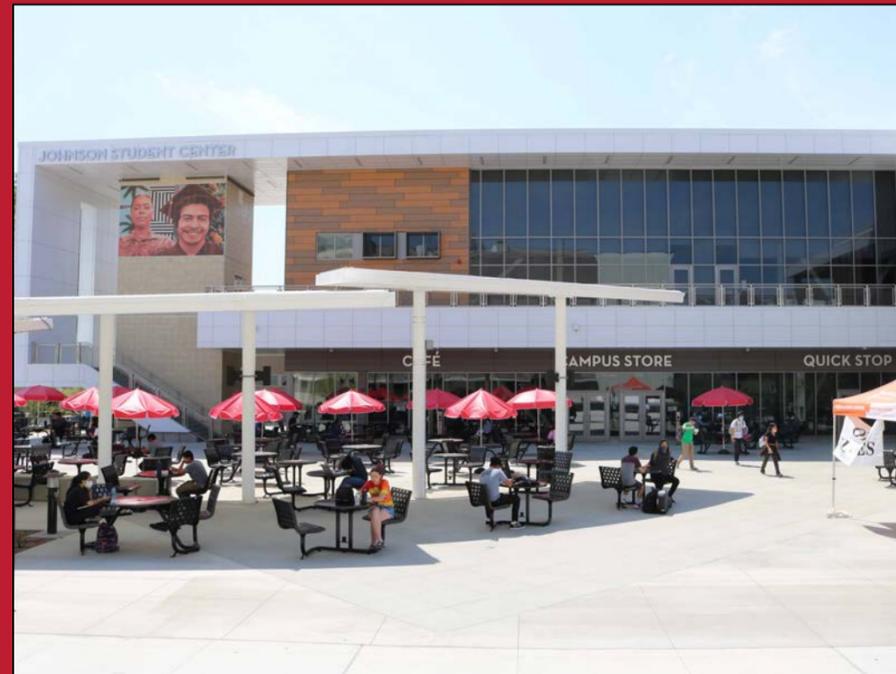
# Marketing Goals

The Public Information Office, in partnership with Public Affairs and SAC's Marketing Task Force, has established goals of **boosting brand awareness of Santa Ana College** while **increasing enrollment and retention of for-credit students**. With the funding requested, we will accomplish this through three primary areas of focus:

## INCREASE ENROLLMENT



## IMPROVE PERCEPTION



## PRIORITIZE RETENTION & COMMUNICATIONS



# Goals: FY 2022-2023

## INCREASE ENROLLMENT

- Continue **annual marketing plan**
- Increase brand equity through a **consistent brand vocabulary**
- **Complement** and **collaborate** with programs, CEC, and district
- **Capitalize on demand for online classes** through dedicated strategy for Online Degree Pathways
- **Highlight distinctive programs** like bachelor's degree and paralegal
- **Bridge non-credit** with credit
- Incorporate more **multilingual communications** (reach influencers)

## IMPROVE PERCEPTION

- **Feature recognition and awards** earned by SAC and its programs
- Highlight **academics** and **career pathways**
- Spotlight **student, faculty, and alumni success stories**
- Host **special events** to **showcase SAC campus and programs**
- Continue to develop **benefits-based messaging** that succinctly shares advantages of attending SAC
- Use **real photography** whenever possible in ads and communications

## PRIORITIZE RETENTION & COMMUNICATIONS

- Partner with **outreach office**
- Improve relationships through regular **communication** with **students, staff** and **faculty**
- Build a strong network by **cultivating partnerships** in service to our students and community that **support inclusion**
- **Celebrate achievements** of students, faculty/staff, and alumni
- Use research to best **communicate and resonate** with current students
- **Targeted** communications

# Current and recent deliverables (FY 2021-2022) to support marketing goals include:

## **DIRECT ADVERTISING**

- Mail (community and targeted groups)
- Email
- Text messaging
- Phone campaign\*
- Community eNewsletter\*

## **DIGITAL ADVERTISING**

- Google Search
- Google Display\*
- Facebook
- Instagram
- Univox Audio Network (Streaming)
- Website partner ads (OC Sports Zone, Stay Connected)
- OTT\*

## **MEDIA ADVERTISING**

- OC Register branded content campaign\*
- Radio\*
- Print and online publications\*

## **COMMUNITY PARTNERSHIPS AND EVENTS**

- Angels Baseball media partnership and giveaway
- Santa Ana city billboards

## **OUT-OF-HOME ADVERTISING**

- Billboard, bus, mobile campaign
- Main Place Mall indoor signage
- Movie theaters\*
- Campus marquee\*
- Pole banners

## **CAMPUS EXPERIENCES AND OPPORTUNITIES**

- Open Houses, Grand Openings, etc.
- Vax for the Win, Earn Cash for Credit, etc.

## **PUBLIC RELATIONS**

- Media releases and engagement\*

## **SOCIAL MEDIA**

- Facebook, Instagram, LinkedIn, Twitter, YouTube
- TikTok Contest
- SAC Stories

## **PRINT**

- Print collateral\*

## **GIVEAWAYS**

- Branded promo items

*\*Multilingual (English, Spanish and/or Vietnamese)*

# Recent Examples



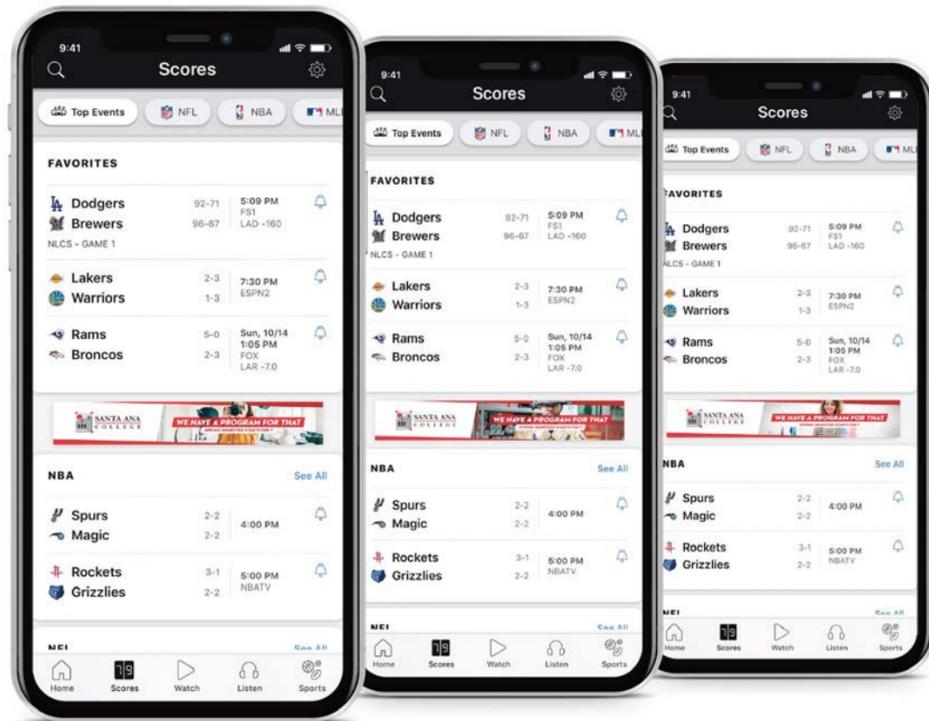
Bus Ads



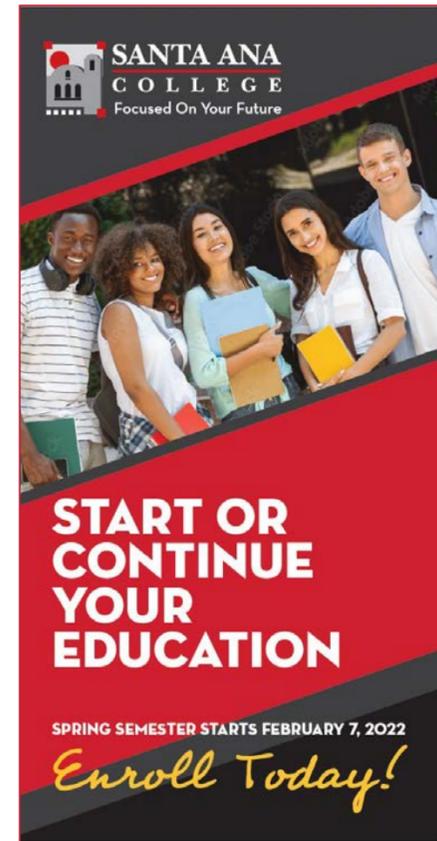
A backpack bearing SAC's logo will be given to the first 26,000 fans attending the Angels game on 8/12!



Main Place Mall Sign



Mobile Ads



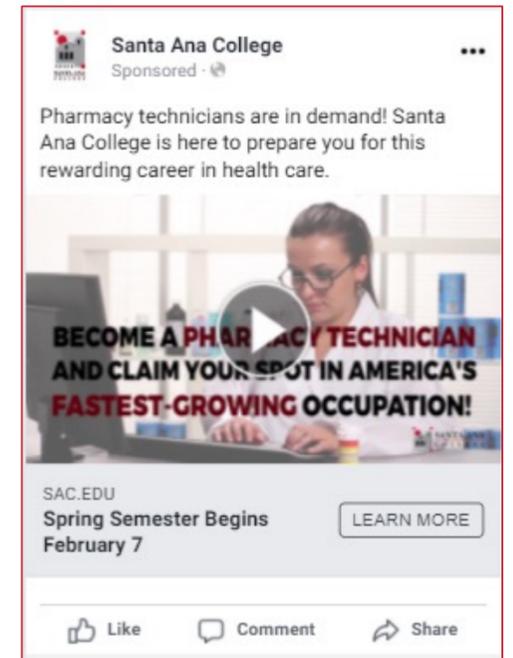
Spring Self-mailer



SAC Stories



L: OC Register Instagram Ad



R: Pharmacy Technology Facebook Ad

# Measuring Success\*



## Analytics

- Google Analytics
- Website Data
- Click-Through Rates
- Impressions
- Landing Pages
- Social Media
- Critical Mentions

## Surveys

- Collect staff and student feedback as needed to refine strategy

## Research

- Enrollment Data Updates
- YTD Analysis
- Best practices, current trends and benchmarking
- Geo-Tracking

## Outreach

- Phone Banking
- HS Outreach
- Events

*\*Implement changes based on findings*

# Recent Performance Metrics

## WEBSITE – February 2022

### Metrics - Vanity URL Tracking

Vanity URL	Category	Description	Date Disseminated	Page Views	Unique Pageviews	Bounce Rate
Sac.edu/accelerated	Social Media, Email, Marquee		3/4/22	4,108	3,566	67.67%
sac.edu	Radio & Digital	homepage	3/4/22	146,700	102,422	14.65%
sac.edu/covid19	Email Blast		3/4/22	1,836	1,510	78.52%
sac.edu/cashforcredit	Email Blast & Social Media		3/4/22	11,089	9,356	77.04%
Sac.edu/bhm	Email & Social Media		3/4/22	1,162	958	80.42%

# Recent Performance Metrics

## MAIL

Mailables for 2021-2022		
Session	Quantity	Description
Fall '21	40,000	Envelope Mailer (e.g., SAC Students and mailer includes SAC Days, Science Center Grand Opening)
Special Event - John Student Center	3,600	Postcard Mailer for Johnson Student Center Grand Opening to 2021 recent HS graduates from SAUSD & GGUSD)
Accelerated '21	200,000	Postcard Mailer (e.g., EDDM Residents)
Intersession '22	99,644	Postcard Mailer (e.g., EDDM Residents)
Spring '22	35,000	Award-Winning, Tri-Fold Brochure (e.g., SAC Students)
Special Event - Science Center	3,608	Postcard Mailer for Science Center Grand Opening to 2021 recent HS graduates from SAUSD & GGUSD)
Accelerated '22	79,000	Postcard Mailer (e.g., EDDM Residents)
Summer '22	10,000	Postcard Mailer
Senior Mailer '22	5,000	Congratulations & Acceptance into SAC, includes gift.
<b>TOTAL</b>	<b>475,852</b>	

# Recent Performance Metrics

## DIGITAL ADVERTISING – 2022 Calendar Year to Date

Santa Ana College

2022 Advertising - Digital Tracking

As of 4/11/22

### TRACKING OVERVIEW

2021-2022 Advertising - data reported 1/1-3/31/22

Year

	Impressions	Clicks (GA reported)	CTR	CPM	CPC	Cost	Google Analytics			
							Unique Users	Time on Site	Bounce Rate	Avg. Pages
▫ Google Search - General	83,651	38,773	46.35%	\$54.63	\$0.12	\$4,570	24,061	2:22	30%	2.22
January'22	8,748	10,349	118.30%	\$52.69	\$0.04	\$461				
February'22	38,682	14,108	36.47%	\$51.32	\$0.14	\$1,985				
March'22	36,221	14,316	39.52%	\$58.64	\$0.15	\$2,124				
▫ Google Search - Program Specific	55,856	3,497	6.26%	\$53.77	\$0.86	\$3,003	2,908	2:11	53%	2.41
January'22	33,641	1,063	3.16%	\$57.96	\$1.83	\$1,950				
February'22	10,248	1,249	12.19%	\$49.36	\$0.41	\$506				
March'22	11,967	1,185	9.90%	\$45.73	\$0.46	\$547				
▫ Google Display	5,148,232	6,039	0.12%	\$1.44	\$1.22	\$7,392	5,379	:19	90%	1.20
January'22	1,852,498	1,914	0.10%	\$1.40	\$1.36	\$2,598				
February'22	1,452,862	1,713	0.12%	\$1.52	\$1.29	\$2,210				
March'22	1,842,872	2,412	0.13%	\$1.40	\$1.07	\$2,584				
▫ Univox - Digital Audio	833,837	476	0.06%	\$17.99	\$31.51	\$15,000	370	:11	87%	1.15
January'22	759,831	396	0.05%	\$16.51	\$31.67	\$12,542				
February'22	74,006	80	0.11%	\$33.21	\$30.73	\$2,458				
<b>Grand Total</b>	<b>6,121,576</b>	<b>48,785</b>	<b>0.80%</b>	<b>\$4.90</b>	<b>\$0.61</b>	<b>\$29,966</b>				



According to Smart Insights, the average CTR for Google Ads is 3%-30%, Google Display is 0.35%, and Univox is 0.03%.

# Recent Performance Metrics

## DIGITAL ADVERTISING – 2021 Calendar Year

Santa Ana College

2021 Advertising - Digital Tracking

As of 1/2/22

### TRACKING OVERVIEW

2021 Advertising - data reported 2/16 - 12/31/21

Year

	Impressions	Clicks (GA reported)	CTR	CPM	CPC	Cost
Google Search	476,060	98,251	20.64%	\$44.98	\$0.22	\$21,412
February	27,061	4,070	15.04%	\$35.07	\$0.23	\$949
March	65,462	10,000	15.28%	\$33.90	\$0.22	\$2,219
April	58,095	9,425	16.22%	\$38.20	\$0.24	\$2,219
May	48,862	10,738	21.98%	\$45.42	\$0.21	\$2,219
June	48,862	9,553	19.55%	\$35.65	\$0.18	\$1,742
July	20,308	3,547	17.47%	\$72.87	\$0.42	\$1,480
August	51,847	15,143	29.21%	\$49.76	\$0.17	\$2,580
September	45,687	10,266	22.47%	\$41.89	\$0.19	\$1,914
October	39,821	8,875	22.29%	\$49.75	\$0.22	\$1,981
November	35,842	8,275	23.09%	\$55.55	\$0.24	\$1,991
December	34,213	8,359	24.43%	\$61.89	\$0.25	\$2,117
Google Display	2,659,868	19,226	0.72%	\$2.74	\$0.38	\$7,277
June	429,483	3,798	0.88%	\$3.98	\$0.45	\$1,710
July	720,938	6,023	0.84%	\$2.58	\$0.31	\$1,857
August	549,618	5,163	0.94%	\$3.38	\$0.36	\$1,855
September	959,829	4,242	0.44%	\$1.93	\$0.44	\$1,855
Facebook	1,767,195	7,134	0.40%	\$4.41	\$1.09	\$7,800
June	205,033	722	0.35%	\$3.72	\$1.06	\$763
July	543,503	2,370	0.44%	\$4.42	\$1.01	\$2,405
August	520,763	2,222	0.43%	\$4.55	\$1.07	\$2,371
September	497,896	1,820	0.37%	\$4.54	\$1.24	\$2,262
<b>Grand Total</b>	<b>4,903,123</b>	<b>124,611</b>	<b>2.54%</b>	<b>\$7.44</b>	<b>\$0.29</b>	<b>\$36,489</b>

Google Analytics			
Unique Users	Time on Site	Bounce Rate	Avg. Pages
5,999	2:20	29%	2.92
6,309	2:24	30%	2.95

(November data)  
(December data)

Facebook Totals					
Reach	Frequency	Reactions	Shares	Saves	Comments
358,772	4.9	31	8	15	0



According to Smart Insights, the average CTR for Google Ads is 3%-30%, Google Display is 0.35%, and Univox is 0.03%.

# Recent Performance Metrics

SOCIAL MEDIA GROWTH – July 1, 2021 through March 31, 2022



# Recent Student Metrics\*

## STUDENT HEADCOUNT

Headcount is at nearly  
**104%** compared to  
**Spring 2021**

## FULL-TIME EQUIVALENT STUDENTS (FTES)

**4,300 credit FTES**  
**as of 4/12/22**

**And we are still growing!**

*\*Numbers fluctuate based on when reports are run*

# SAC's upcoming strategies for FY 2022-23 to attract and retain students include:

## **DIRECT ADVERTISING**

- Mail (community and targeted groups)\*
- Email
- Text messaging
- Phone campaign\*
- Community eNewsletter\*

## **DIGITAL ADVERTISING**

- Google Search\* (adding Vietnamese and Spanish)
- Google Display\*
- Facebook
- Instagram
- Univox Audio Network (Streaming)
- YouTube
- Website partner ads (OC Sports Zone, Stay Connected)
- OTT\*

## **MEDIA ADVERTISING**

- OC Register branded content campaign\*
- Radio\*
- Print and online publications\*

## **COMMUNITY PARTNERSHIPS AND EVENTS**

- Angels Baseball media partnership and giveaway
- Santa Ana city billboards
- Church bulletin advertising\*

## **OUT-OF-HOME ADVERTISING**

- Billboard, bus, mobile campaign
- Main Place Mall indoor signage
- Movie theaters
- Campus marquee\*
- Pole banners

## **CAMPUS EXPERIENCES AND OPPORTUNITIES**

- Open Houses, Grand Openings, etc.

## **PUBLIC RELATIONS**

- Media releases and engagement\*

## **SOCIAL MEDIA**

- Facebook, Instagram, LinkedIn, Twitter, YouTube
- SAC Stories\*

## **PRINT**

- Print collateral\*

## **GIVEAWAYS**

- Branded promo items

*\*Multilingual (English, Spanish and/or Vietnamese)*

# Budget

## FY 2021-2022

**TOTAL ACTUAL BUDGET**                      **\$511,451**

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## FY 2022-2023

**TOTAL PROJECTED BUDGET**              **\$500,000\*\***

---

Additional projected sources of funding to be used this fiscal year only include:

### RESTRICTED & ONE-TIME FUNDS

- HEERF/CARES (FY '22 only)              \$62,605
- SB-85 (FY '22 only)\*                      \$150,000
- Equity (Photography/Advertising)       \$20,000
- Planning & Budget                         \$200,000
- General Fund 11                             \$78,846

\*All SB-85 funds were exhausted for Fall 2021

\*\*See itemized budget projection in Appendix

# Next Steps



**Continue to Implement  
Marketing Plan With  
Approved Funding**



**Report Monthly  
Metrics and Highlights  
(Recap One-Sheet)**



**Schedule Progress  
Presentation and Request  
for FY 2023-24 next Spring**

# Thank you!

Thank you for your time and consideration as you review this proposal. Should you have any questions, or if you would like more information, please contact Dalilah Davaloz.

# Appendix

# **I. ITEMIZED MARKETING BUDGET BREAKDOWN**

FY 2022-2023

# Projected Marketing Budget Breakdown

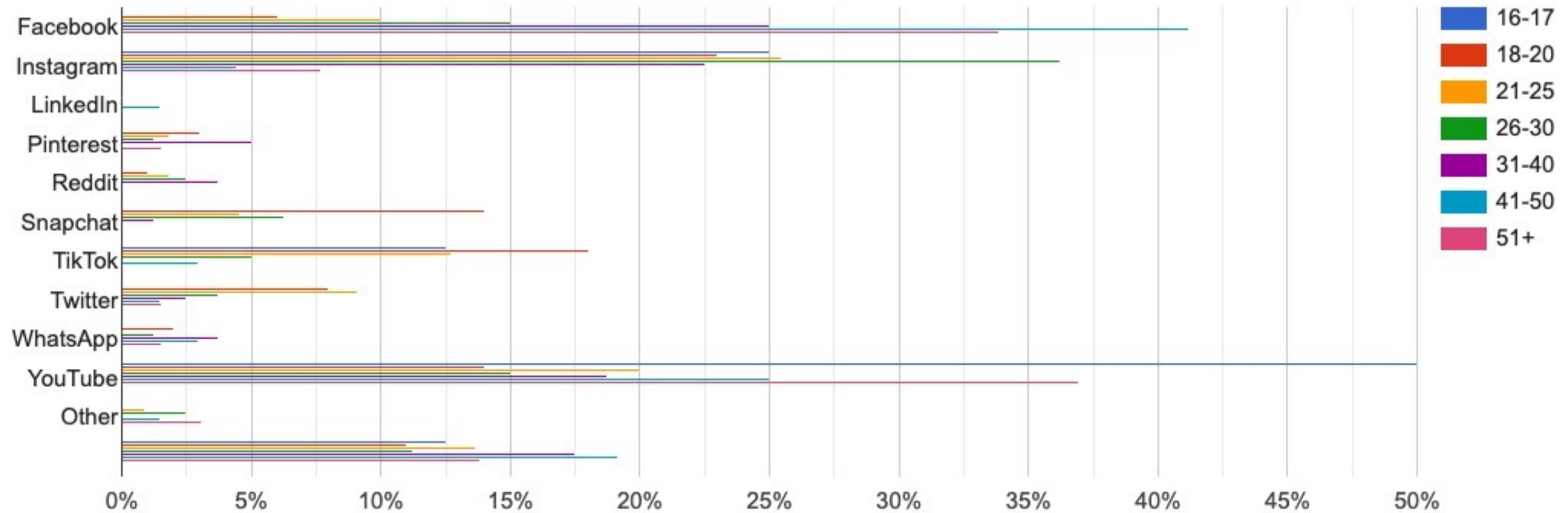
Deliverable*	Projected \$	Terms Promoted	Notes
<b>DIRECT ADVERTISING</b>	<b>46,000</b>		
Mail	46,000	Fall, Accelerated, Intersession, Accelerated, Summer	Includes senior mailing (graduation card)
<b>DIGITAL ADVERTISING</b>	<b>91,000</b>		
Google Search/Univox (Audio Streaming)/YouTube	87,000	Year-round (Google Search 12 months, three 6-week flights each of audio and video ads during key enrollment periods, plus fees)	Incorporate Spanish and Vietnamese into Search in FY '23. General messaging, fold in Nery priorities: Online, Bachelors, Paralegal. Incorporate program ads when they have funding available (like we did with Pharm Tech, ODP, etc.)
Website partner ads	4,000	Annual	OC Sports Zone (2500), Stay Connected (1500)
<b>MEDIA ADVERTISING</b>	<b>89,900</b>		
OC Register branded content campaign	14,900	Fall, October GR8 Weeks (July-September 2022)	
Power 106 FM + Cali 93.9 FM	50,000	Fall, Accelerated, Intersession, Accelerated, Summer	Three wks before major semester, 2 wks before Accelerated + Intersession, Spanish and English. Includes newsletter, social media, on-campus broadcast.
Vietnamese media (radio/print)	15,000	2x annually, ahead of fall and spring	
Print ads (awards, etc.)	10,000		
<b>OUT-OF-HOME (OOH) ADVERTISING</b>	<b>163,500</b>		
Billboards, buses, mobile (Outfront)	100,000	Fall and Spring semesters (one flight each)	
Santa Ana pole banners-renew permits	23,000	Jan 1 2023-Dec 31 2023	
Main Place Mall indoor signage	12,500	Fall, Oct, Intersession + Spring, Apr, Summer	\$2500/4 weeks if commit to all upfront
Movie theater ads	28,000	Pre-fall, Pre-spring	
<b>COMMUNITY</b>	<b>65,000</b>		
Angels media partnership/giveaway	50,000	April-October 2023	
Church bulletin advertising	15,000	Pre-fall, Pre-spring	
<b>VISUAL/WRITTEN COMMUNICATIONS</b>	<b>18,500</b>		
Photography	5,000	Annual	
Translation services	10,000	Annual	
Campaign creative rights (Outfront)	3,500	One-time fee	
<b>RESEARCH/DATA</b>	<b>20,000</b>		
Sprout Social/Muckrack	20,000	Annual	Software/Analytics
<b>CONTINGENCY</b>	<b>6,100</b>		
Contingency funds	6,100		Funding for unexpected expenses and opportunities.
<b>TOTAL</b>	<b>500,000</b>		
*Does not include unpaid efforts, such as social media, PR, and web.			

## **II. SUPPORT FOR DIGITAL ADVERTISING (Social Media, Streaming, Google, YouTube, etc.)**

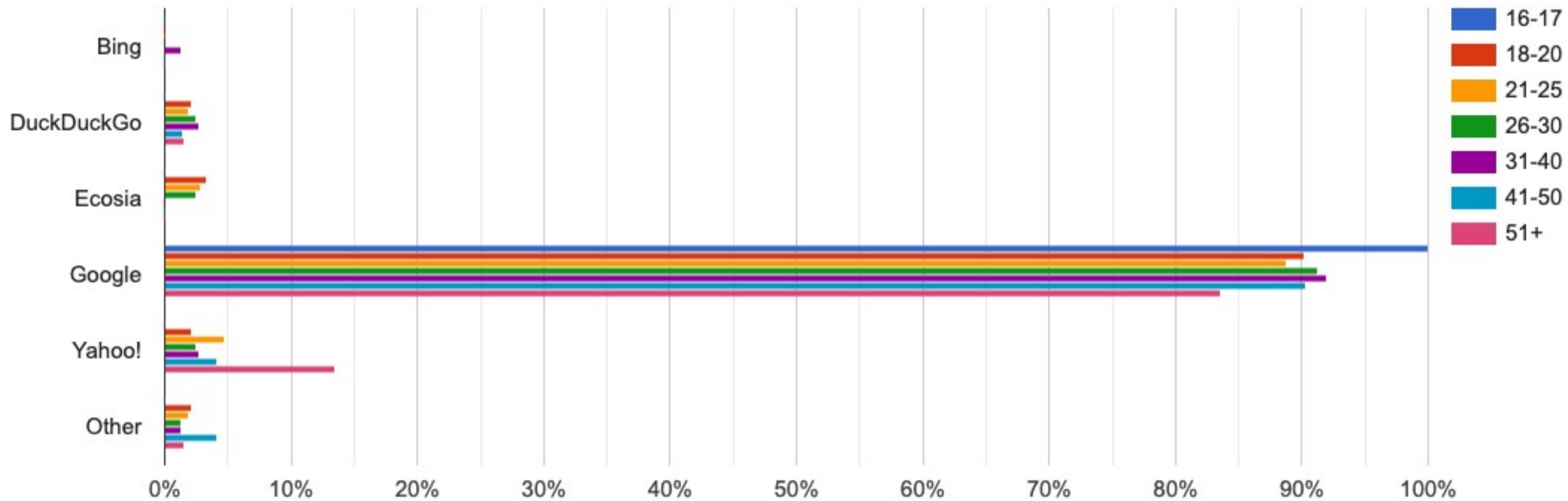
Media Preferences Survey  
Source: Interact Communications

Local Student Survey (SAC Students) - Fall 2020 / Spring 2021

Social Media - What is your favorite social media platform? (Bar View)

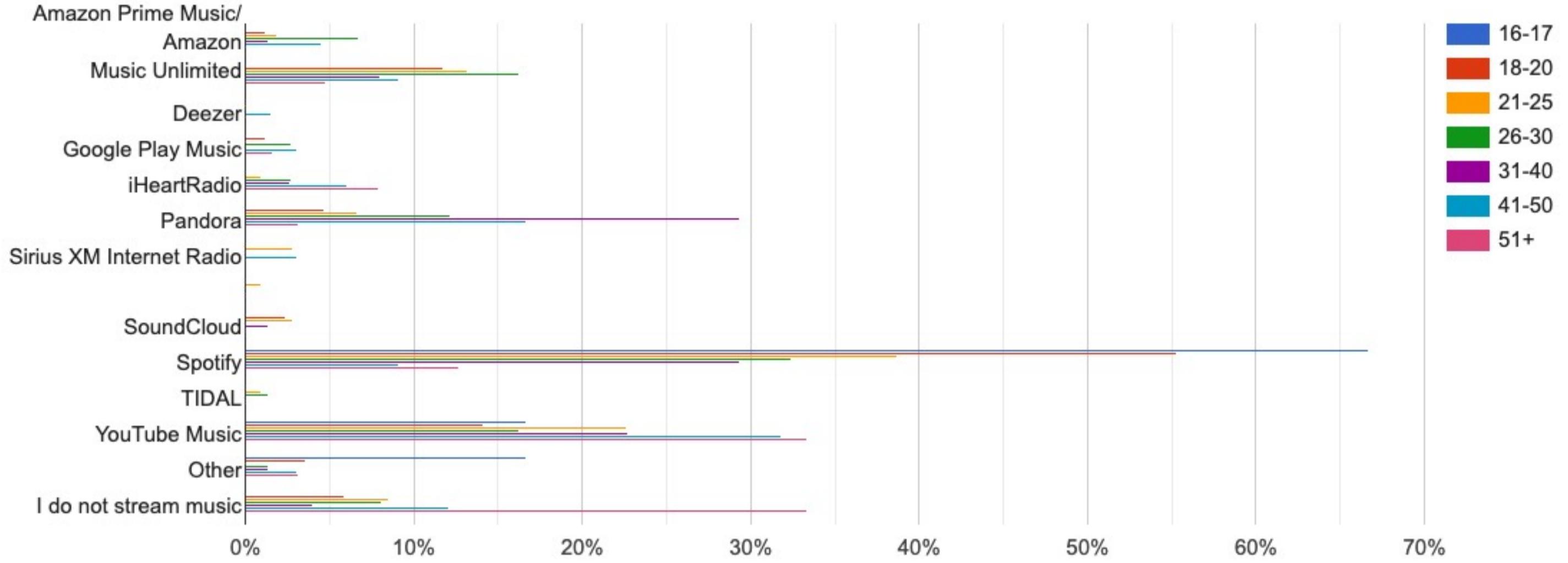


### Communication Access - What is your favorite search engine?

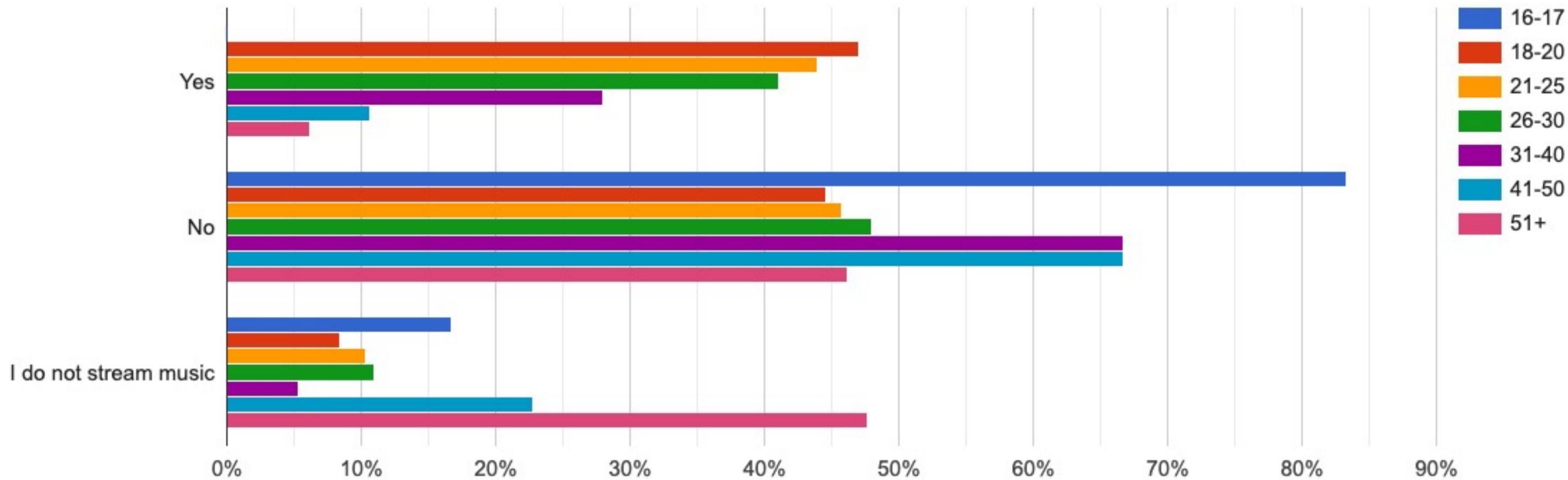


MEDIAPREFS

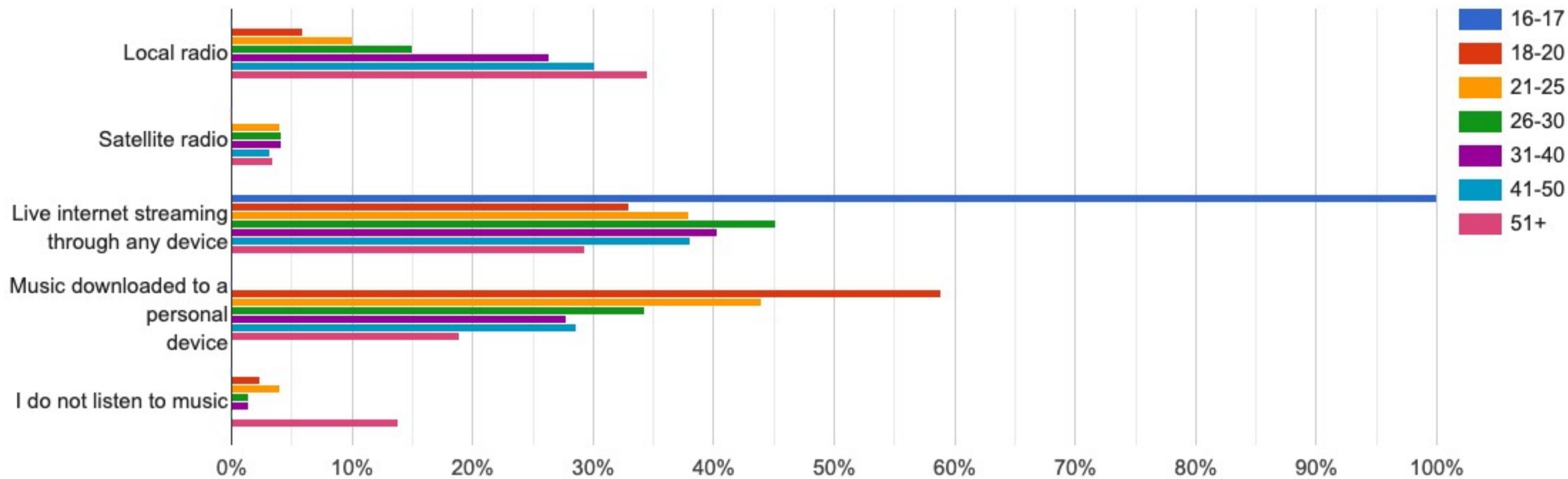
Listening Preferences - When streaming music, what is your most frequent source? (Select only one)



### Listening Preferences - When streaming music, do you pay/subscribe to remove ads?



### Listening Preferences - How do you most frequently listen to music? (Select only one)





**Santiago  
Canyon  
College**

Summer & Fall 2022/  
Spring & Summer 2023  
Marketing Strategy

# Target Audience:

15- 44 years of age, in particular:

- High school students (particularly current senior classes and dual enrollment students)
- SCC students who have started coursework but have not completed programs and/or previous terms
- Residents of Anaheim Hills, Villa Park, Orange and Tustin
- Focus on student prospects and influences in designated zip codes:
  - Gen Y/Millennials (Born 1981-1996)
  - Older members of Gen Z (Born 1997 – 2012)
- Veterans/Military Families
- Special outreach and partnerships with community organizations/events



# APPROACH:

## **Approach 1: SHORT-TERM Multi-Year- Plan:**

- Year-round Advertising and Term-Specific Promotions
- Strategic Planning vs. Reactive Marketing

## **Approach 2: Long-Term Build on 2020-2021 progress and continue to enhance:**

- Data-driven Decisions – Measure ROI
- Targeted Messaging to Key Demographics and Prospects (including at-risk students)

## GOALS:

- Increase SCC's Enrollment
- Highlight SCC's Brand & Improve Perception
- Prioritize Retention & Communication



# STRATEGIES TO ATTRACT & RETAIN STUDENTS:

## Tier I

- **Social Media (digital advertising)**
  - Facebook, Instagram, TikTok, YouTube
  - OTT
- **Broadcast Advertising**
  - Radio (CALI-93.9), continue to add
  - Spectrum Streaming
- **Print & Online publications**
- Foothill Sentry (monthly publication) – local, covers SCC service area
- Para Todos (monthly publication) - regional Spanish language publication reaching Southern California Latinos
- **Direct Advertising**
  - trifold mailer, postcard
  - Welcome mailer
- **Cinema Advertising**
  - movie theaters in our service areas
- **Display Advertising**
  - Bus ads



# FALL & SPRING PLANS:

## **Tier II**

- **Cable TV Streaming Ads**
- **Over The Top (Digital Pop-Up Online Advertising)**
- **Cinema Advertising**
- **Community Engagement – Have a presence at service area events: city and chamber of commerce), church bulletin advertising**
- **Public Relations – media releases and engagement (English, Spanish and/or Vietnamese)**
- **High School advertising**

# MEASURE SUCCESS:

- **Analytics & Monthly Reporting** -  
(Google analytics, Website Date, Click-Through Rates, Impressions, Landing Pages  
Social Media, Critical Mentions, Story Placements)
- **Surveys** –  
(Student and Staff focused and then refining strategy)
- **Research** –  
(Enrollment Date Update, Benchmarking, Geo-Tracking)
- **Outreach** –  
(Phone Banking, HS Outreach)



## BUDGET:

- \$362,000 for year-round advertising

