

RSCCD Comprehensive Master Plan

Annual Progress Report

Fall 2014



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.

Objective 1A: CONTINUE TO DETERMINE THE NEEDS OF THE COMMUNITY

For the first time in five years, the State budget contained enrollment growth funding for community colleges. Although growth funding was not anticipated when the 2013-14 academic calendar was adopted, after review, a decision was made to revise the calendar to include a 2014 winter intersession. Based upon data from the last intersession (2008) and the potential drain on Spring enrollment if neighboring districts offered an intersession and RSCCD did not, the restoration of intersession was recommended to the Board on September 23, 2013. Student response to the intersession exceeded expectations. The colleges developed a schedule in anticipation of generating 436 FTES (316 at SAC and 120 at SCC). Actual FTES generation exceeded the goal by nearly 44% (627 total FTES – 459 at SAC and 168 at SCC).

SAC and SCC have engaged in an ongoing effort to ensure that students are able to complete their desired educational pathway and achieve their goals of transfer, degree completion or certificate completion. SAC has 22 and SCC has 17 Associate Degrees of Transfer approved by the Chancellor's Office and fully meeting their target.

Beginning in August 2014, SAC began a process of meeting weekly with the academic deans to discuss course offerings to ensure that they were aligned with student needs. As a result the college developed a goal that every incoming student would have access to a math and an English class during their first semester at the college. SAC has greatly expanded its math and English offerings as a result. In planning for the 2015 Intersession SAC

prioritized offerings that were part of the Plan A, B and C transfer plans. SAC has developed many new data analysis tools and spreadsheets that are helping the college analyze demand and offer courses to meet that demand.

Continuing Education Program

Through participation in the AB 86 Regional Consortium SAC and SCC have conducted an extensive needs analysis for how it can better serve the community. A detailed report is available as part of the Rancho Santiago Regional Comprehensive Adult Education Plan.

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

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

SAUSD and facilities and the classroom instruction through SCE.

Business/Industry Programs

CTE programs for both colleges have advisory committees comprised of faculty and industry and community partners that offer guidance in assuring students completing certificates and degrees demonstrate the technical and professional competencies that meet employment standards. The majority of advisory committees' members are from the business/industry sector.

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

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

The colleges also participate with city, county, regional and statewide organizations (Deputy Sector Navigators, LAOCRC, CTEoc and Vital Link OC, etc.) that bring industries together to educate faculty/staff about skills gaps and certification requirements within CTE industries.

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

Objective 1B: DEVELOP SUSTAINABLE, ALTERNATIVE REVENUE STREAMS TO [ADDRESS] STUDENT EDUCATIONAL NEEDS

(Waiting for John H to help respond on behalf of SCC)

- Show revenue generated at colleges from new, improved facilities

- SCC's Gym revenue generating
- Community Service?

(Update?) The Fiscal Resources Committee (FRC) regularly discusses the need for advocacy related to securing funds that are owed to the district like property tax and apportionment shortfalls, redevelopment funds, etc. FRC also recommended undertaking an effort to achieve 1% additional growth in Full Time Equivalent Students in addition to the state approved 1.63% growth factor in order to capture additional access/growth funding for the colleges' student educational needs.

Grants include entitlement allocations (i.e., funds awarded through a non-competitive process, such as VTEA, DSPS, EOPS, etc.), renewals (i.e., new year funding for a multi-year grant), and competitive grants (i.e., grant applied for through a competitive process). The chart below provides trend data on the number of competitive grants submitted in the last three years, the total dollars applied for, and the number of grants awarded and the amount of funds awarded.

	2011/2012	2012/2013	2013/2014
Competitive Grants Submitted	10	19	14
Grant Received	8	11	6
Funds Applied	\$12,503,022	\$12,338,543	\$20,269,000
Funds Awarded	\$3,111,707	\$5,251,308	\$9,390,000

Projects applied and awarded in 2013-2014:

- *Career Pathways Trust–OC Teacher Pathway Partnership*: Regional collaboration directed by SCC, to engage high school students in paraprofessional educator courses, work experience and internships, in order to increase interest and enrollment in SAC, SCC, and Fullerton College teacher pathway programs, and increase transfer to CSUF's Teacher

Education Program. The project design will focus on engaging underrepresented students in teacher pathways and on strengthening effective STEM instruction to diversify and improve the teaching workforce.

- *WIA Adult Basic Education*: Normally this would fall under an entitlement allocation, but was conducted as a competitive grant for the 2014/2015 year. These funds support English as a Second Language, Adult Basic Education, GED/High School Subjects, and Jail Programs through our continuing education centers.
- *Song Brown Capitation and Song Brown Special Projects* grants improve instruction for nursing students by hiring clinical teaching assistants, and improving disadvantaged students' persistence and completion of the nursing program through advisement and support services.
- Grant awards for SAC to strengthen psychological services for students by employing interns and engaging in strategic planning, and for the district to develop a hazard mitigation plan.

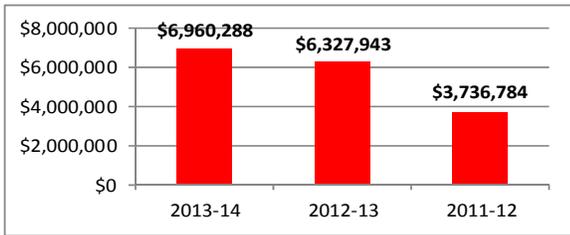
Santa Ana College

The SAC Foundation/Office of College Advancement will be marking in partnership with the college, 100 years of student success. The college's milestone anniversary has played a significant role in the leveraging of new and continued resources for students and programs at SAC. Leading the way, the Centennial Scholarship Campaign has reached its first major milestone. All \$1 million of the match dollars put up by the SAC Foundation Board of Directors has been matched with donor dollars, making the total of the Centennial Scholarship Endowment fund \$2.1 million to date. The overall campaign has produced 26 new scholarships to date, which will generate

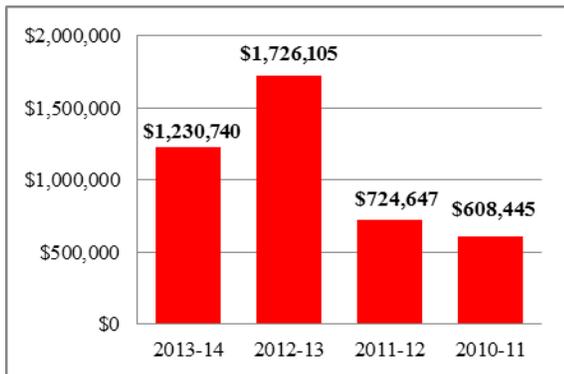
108 student awards every year totaling over \$104,000 in new funding to be distributed in addition to the already robust scholarship program granting over \$400,000 to our SAC students.

In the last decade, the SAC Foundation has grown in asset size, revenues per year and diversification of funds:

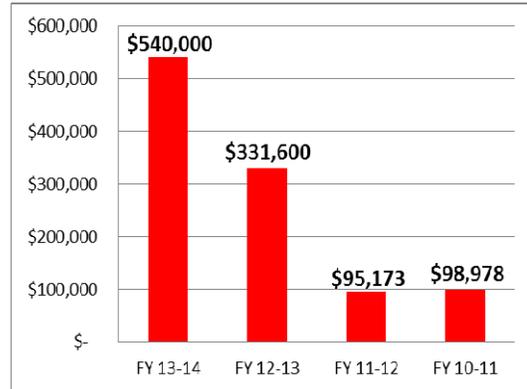
**Santa Ana College Foundation
Total Assets, 2011-2014**



**Santa Ana College Foundation
Fiscal Year Contributions, 2010-2014**



**Santa Ana College Foundation
Grant Funding, 2010-2014**



Santiago Canyon College (update?)

Seek external grants: Applied for a \$10,000 Allergan Foundation STEM grant (received \$5,000); for a 2nd consecutive year received \$25,000 from Edison International (\$10k for Model UN and \$15k for STEM scholarships).

Support annual fundraisers: Silent Auction and Golf Tournament.

External Donor Cultivation and Appeal Campaign: direct mailing 3 times a year to external donors.

Alumni Development: early stages of building an alumni network-- survey of graduates has yielded a response from 427 alumni; alumni newsletter every semester; developed Alumni Network Facebook page; held first Alumni Networking Mixer (with 25 current students and six alumni) on 11/21/13

Hiring of Development Coordinator: SCCF funded position, anticipate hiring by end of March, 2014. Represents a restoration of a foundation dedicated position since the director and administrative secretary positions were eliminated in 2008-09.

Objective 1C: CONTINUE TO MONITOR STUDENT EDUCATIONAL PREPARATION

- Common Core discussions between college faculty and high school faculty
- Adult Ed stuff too—align curriculum with high school and adult ed stuff
- Sara and Aracely

SCC, SAC responses?

The RSCCD Research Department administers student satisfaction surveys annually to credit students and biennially to continuing education students. The reports are disseminated to college staff for discussion and evaluation at the appropriate levels (department and/or programs) and incorporate findings in their planning. For college credit students, overall satisfaction levels for classroom experience/quality of instruction held steady at 81% in the college credit program and 95% for non-credit programs at both colleges.

The Research Department publishes reports on enrollment and outcome trends of our two main school districts, Santa Ana USD and Orange USD, graduates who matriculate to SAC/SCC respectively. Data is disaggregated by the high school and includes English and math advisements upon entering SAC/SCC, performance in courses, semester-to-semester persistence rates, time to complete AA/AS degrees and certificates of completion, and transfers to four-year universities. College staff shares these reports with high school principals for planning. The reports are posted on the department website for reference.

The department also summarizes six-year course advisements for Math, English, ESL/ACE/EMLS, and Reading. In general, there is gains in advisements of entering students into transfer-level courses within the last six years: 15 percentage points gain into English 101 (Freshman Composition), two percentage point gain into Reading 150 (Critical Reading), nine percentage points gain into Math 105/140/145/160/219

(transfer-level math). The ESL/ACE/EMLS placement has few test-takers and smaller programs, reflecting decreased demand. These reports are disseminated to college staff and posted on the RSCCD Research Department website for references. The colleges regularly assess student learning outcomes and collect data regarding English and math placement tests.

The Research Department regularly produces a 5-year grade distribution report (by course, by demographics) for faculty to use in their ongoing program reviews. Faculty are encouraged to review these broad sets of data, in addition to FTES generated, AA/AS degrees and certificates awarded, sections offered, student demographics for their department and request more in-depth research from the Research Department so that they make informed plans/decisions for their department, their students. This data is posted on the RSCCD Research Department webpage under “SAC/SCC Program Review Resources” for reference.

The Research Department has also compiled grade reports by ethnicity, gender and age group for the general population, for those enrolled in CTE vs. non-CTE, in basic skills vs. non-basic skills, in academies vs. non-academies, apprenticeship vs. non-apprenticeship, and distance education vs. non-distance education. These reports have been used by the colleges as part of their self-evaluation processes, at various department meetings, and posted on the Research Department website for reference.

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

**Objective 2A: STRENGTHEN OUTREACH AND RECRUITMENT;
DEVELOP NEW AND SUSTAIN CURRENT RELATIONSHIPS WITH KEY
PARTNERS AND STAKEHOLDERS**

(Update?) At the district level, we have worked with the Orange County Workforce Investment Board and the Santa Ana Workforce Investment Board to identify major workforce needs and to address these needs through responsive programs and services. We have also worked collaboratively with our neighboring community colleges districts, with the Orange County Department of Education, with local industry leaders, and with non-profit organizations.

Santa Ana College (update?)

Santa Ana College offers a robust program of year-round outreach and student development activities in all feeder high schools that culminate in a model application, assessment, placement program that is enriched by direct financial supports to make college possible for all members of the Santa Ana community. This model is informing our implementation of the Student Success Act and has been cited as a national model by state and national leaders. The pipeline efforts are complemented by our on-campus Middle College High School where students simultaneously earn high school and college degrees. This year's graduating class will make history with nearly 70% earning both their A.A. and high school diploma. Complementing the pipeline outreach work is a robust set of community-centered activities led by outreach professionals in both credit and non-credit programs as well as volunteer Padres Promotores de la Educación. Taken as a whole our outreach and student development work touches 30,000 members

of the greater Santa Ana area annually. This work will further expand on April 12th when SAC and the Santa Ana Partnership open a One-Stop Higher Education as part of the Main Santa Ana Public Library.

Santiago Canyon College (update?)

Strengthen outreach and recruitment; develop new and sustain current relationships with key partners and stakeholders

- The President's participation on three important local Boards: California State University Fullerton College of Education Dean's Advisory Board, Community Foundation of Orange Board of Directors and the Orange County Coast Keepers Board of Directors, aligns and positions the college to partner in such ventures as the Stem2 Title III partnership with CSUF, the City of Orange Blossom Talent Showcase (and SCC Buy-The-Book grants), and the Coast Keepers Demonstration Sustainable Garden on the SCC campus.
- Through a new STEM Upward Bound grant, strengthened SCC's partnership with Orange Unified School District.
- In a new outreach effort, SCC recently began an International Student Program that, in its infancy, recruited 20 international students for the spring 2013 semester. This program helps bolster the college budget by garnering non-resident fee revenues for the college's

use. A recruitment video has been developed to enhance marketing efforts.

- Continue to support Community Science Night, where over 2,000 OUSD children and their parents enjoy of fun evening of science exhibits.
- Support SCC Family Night, sponsored by the Basic Skills Task Force and High School Outreach was very successful, where on Wednesday, November 13, 2013, more than 130 families numbering over 300 guests attended the annual introduction to SCC. High school seniors and their parents come from feeder (El Modena, Orange, Villa Park, and Canyon) and non-feeder (Savannah, Beckman, Orange Lutheran, Norco, Tustin) schools.
- Continue to provide outreach & recruitment services to local high schools. The outreach department has completed 20 workshops /presentations to over 500 high school students; 20 college fairs/college nights; 15 campus tours to large school groups and families. Currently prepping for the annual Early Welcome (EW) program which

provides priority registration for high school seniors who have completed orientation, assessment, and developed student education plans for the upcoming fall semester. For the Early Welcome program we currently have 750 students who have submitted an application; 12 placement test dates scheduled; 6 counseling orientations scheduled and 3 online registration dates scheduled.

Objective 2B: SUPPORT REGIONAL DEVELOPMENT BY BECOMING THE PRIMARY LOCAL SOURCE OF SKILLED EMPLOYEES FOR HIGH DEMAND OCCUPATIONS

- Add teaching pathway programs in here too—update what has transpired since last Febr.
- *Does SCC have something similar to this? Ask Dean of BCTE*

(Update?) The district and colleges have taken the lead in a number of CTE areas through grant awards from the California Community Colleges Chancellor's Office for the Doing What Matters Initiative, highlighted in Vice President Biden's report to the President on model programs for preparing Americans for jobs (*Ready to Work: Job-Driven Training and American Opportunity*, July 2014, p. 30). The district was awarded the statewide Sector Navigator for Information Communications Technology/Digital Media grant, which has built extensive relationships with industry leaders throughout the state to keep our ICT/Digital Media programs up-to-date with the employment trends of these industries, which are in a constant state of innovation and flux. RSCCD has also been selected to lead four of the region's priority and emerging industry sector programs, through awards of the Deputy Sector Navigators for ICT/Digital Media, Retail/Hospitality/Tourism, Global Trade and Small Business.

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

Santa Ana College is a partner with UCI on a newly awarded National Science Foundation I-USE grant to strengthen engineering transfer pathways. SAC has also led a collaborative, including Santiago Canyon College and Fullerton College, to develop a regional approach for biotechnology program development, and submitted a grant application to

the National Science Foundation to strengthen work-based learning in their programs.

Both SAC and SCC are partners in the Orange County Department of Education's OC Career Pathways Trust project to engage K-12, community colleges, and business and non-profit partners in building strong pathways in ICT/Digital Media, Health/Biotechnology and Manufacturing.

These efforts have brought in more than \$4.5 million to invest in strengthening our CTE programs to better serve students and employers, and contribute to workforce and economic development in our region.

In fulfillment of its mission to enhance the economic development of our region, the RSCCD Foundation has engaged community partners to increase access to and expand economic and workforce development services provided by our district's programs. Since 2010, RSCCD Foundation has secured \$206,500 from AT&T, Chevron, State Farm, Union Bank, U.S. Bank, Valley Economic Development Center, and Wells Fargo Bank.

Santa Ana College

With over 80 areas of study at the college that lead to employment in regional occupations and an impressive doubling of degrees and certificates (exclusive of transfer certification) since 2008, SAC is a workforce development engine for central Orange County. These Industry supported program include Welding, Auto Technology, Occupational Therapy, Nursing, Our Criminal Justice and Fire Academies, and Pharmacy Technician.

SAC participates in the CTE LaunchBoard, a statewide data system, to track K-12 participation in CTE programs and on into the workforce. SAC

will also be participating in the CTE Employment Outcomes Survey to understand whether students became employed within their fields of study, if our coursework positively affected their earning potential, and how we can improve.

Several of SAC's CTE programs tracked their graduates (via surveys and/or certification) that show impressive outcomes:

- More than half (60% to 70%) of RN graduates found employment in health care within six months of graduation.
- Most (96%) of the Occupational Therapy Assistant program's NBCOT certification awardees found work as therapy assistants within 2 months of certification.
- More than four-fifth of the International Business program students who became certified Global Business Professionals have also found jobs.
- Seventy-eight percent of the Pharmacy Technology program graduates found jobs in the field.

Santiago Canyon College (update?)

SCC supports regional development by becoming the primary local source of skilled employees for high demand occupations.

- SCC leads the state's largest Joint Apprenticeship Training Centers (JATCs) in carpentry, cosmetology, electrician, maintenance mechanic, operating engineers, power lineman, and surveying. Our partnerships with the local trade unions is a formula for success that provides employers with skilled state-indentured Apprentices and Journeymen who earn a livable wage, as well as earn college credit that is applicable towards an Associate of Science Degree or Certificate of Achievement.
- SCC's Biotechnology Program was recently approved by the Los Angeles/Orange County Consortia and is considered a model statewide for both the Biotech Initiative and the State Chancellor's Office "Doing What Matters" framework. The program was supported by

the RSCCD CTE Collaborative SB1070 Grant.

- SCC supports the Water Utility Science (WUS) program serving approximately 200 students annually, and prepares and advances students within high paying Water and Wastewater Career Pathways. Donations from the Southern California Water Utilities Association are used towards water demonstration lab kits, allowing students to have a better hands-on experience in class. This necessary equipment will demonstrate the fundamentals of water chemistry for process laboratories and treatment plants to ultimately train highly skilled employees for high demand occupations.
- SCC is the fiscal agent for the Statewide Vocational Research and Accountability Technical Advisory Committee (VRATAC). The purpose of VRATAC is to advise the California Community Colleges Chancellor's Office on the implementation of the accountability provisions in the Carl D. Perkins Act and the [Doing What Matters Initiative](#). In addition, the committee monitors research that focuses on workforce education and other state and national accountability measures that impact workforce education.

SCC's leadership of VRATAC in partnership with WestEd, Cal-PASS Plus and the Chancellor's Office recently released a statewide LaunchBoard to provide information on program enrollment, student completion, and employment outcomes. The LaunchBoard illustrates alignment with regional labor market demand and supports local, regional and statewide conversations about how to work collaboratively to improve student transitions/success.

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

Objective 3A: CONSISTENTLY AND ACCURATELY MEASURE EDUCATIONAL GOAL COMPLETION FOR UNIVERSITY TRANSFER, DEGREES, CERTIFICATES AND DIPLOMAS

- *Identify programs/activities that help students identify educational goals, especially if they don't currently have goals*
 - Add Ed Plan info and SSSP info from VPSS
 - Move to 3B
- *Identify improvements to grad check and certification audits*
 - Add Ed Plan info and SSSP info from VPSS
 - Add to 3B
- *Identify differences between student cohorts.*
 - See Student Equity Plans for this info

In the early 1990s, RSCCD staff, faculty and Board members identified 12 measures where they believe describe the effectiveness of its colleges and their programs. The RSCCD Research Department regularly monitors and presents the data to the college community for its assessment to ensure excellence in their respective areas.

The RSCCD Research Department conducts “regular” statistical studies to assist policy and program planning and development and “special” studies to meet departmental, institutional, community and mandated needs, at the requests of faculty and staff to ensure their departments/units provide quality programs.

The Research Department also annually monitors, publishes and disseminates the educational goal completion data for university transfer, degrees, certificates and diplomas to the college community. In the last four years, the number of those who transferred to the 4-year universities has increased (2426 in 2009-10 to 3216 in 2013-14); AA/AS degrees awarded have increased (1925 in 2009-10 to 3277 in 2013-14); certificates of

achievement have also increased significantly (1739 in 2009-10 to 2747 in 2013-14) and certificates of proficiency (173 in 2009-10 to 1246 in 2013-14). The Schools of Continuing Education continues to award many high school diplomas (235 in 2009-10 to 220 in 2013-14) and certificates of completion (262 in 2009-10 to 6913 in 2013-14).

These reports are disseminated to college staff and posted on the RSCCD Research Department webpage for reference.

Santa Ana College (update?)

Using data retrieved from the RSCCD Research Department website SAC analyzes the information as part of the Program Review Process. Discussions of the data routinely occur at during meetings with instructional Deans. For example, on February 4, 2014, during a meeting with Department and Instructional Deans, comparison data (fall 2008 through-fall 2013) about completion rates for degrees, transfers, and certificates was shared with everyone in attendance.

As a result of the planning activities in Academic Affairs during 2013-2014 and our evaluation of the available data, SAC will be developing class schedules based on our current ADT pathways as well as pathways for our CTE programs in an effort to increase the number of completions in our transfer, degree and certificate programs.

In 2011, SAC also established a Student Success Convocation which brings all members of the college community together to take stock of critical trends in student academic success, persistence, and completion. The formal address, delivered by the president, sets goals for student success, and reviews related trend data, highlighting specific departments with gains while challenging others to review strategies and practice, all with special attention to equity and gaps by ethnicity. The convocation concludes with a panel of students who provide advice to the college faculty and staff and a set of 10 topical student success workshops engage all college educators in study and dialogue regarding what works in terms of student success on our campus.

Santiago Canyon College (update?)

In the spring of 2014, data pertaining to the college's institution-set standards for successful course completion (63%), fall to fall retention

(45%), degrees awarded (600), transfers to 4-year institutions (650), and number of certificates awarded were collected and analyzed. For all but one metric, the institution observed a marked increase in rates over the previous year's rates, particularly in degrees and certificates awarded. In 2012-2013, SCC awarded 307 more degrees than in 2011-2012. This is a 35% increase over the previous academic year. In the same year, SCC awarded 532 more certificates than in 2011-2012. This is a 51% increase over the previous academic year. While SCC fell short of the 45% standard for fall to fall retention with a rate of 44%, it is understood that this is a result of an increase in students' educational goal achievement. Whether through receipt of an award or by transfer to a 4-year institution, students' achievements of these educational goals have a negative impact on fall to fall retention as there is no immediate need for these students to continue their education at the community college level.

SCC's next step is to continue to monitor these data to see if the degree and certificate award figures begin to flatten out over the 2013-2014 academic year.

Objective 3B. ACADEMIC SUPPORT SERVICES, STUDENT SUPPORT SERVICES AND GRANTS PROVIDE INTEGRATED APPROACHES TO STUDENT SUCCESS AND ACHIEVEMENT

SCC response? DO?

Santa Ana College (need to update?)

In fall 2013, the New Learning Center at SAC opened and now offers all students access to learning support in a myriad of disciplines. Staff works with faculty who teach transfer, CTE, and

Basic Skills classes to develop Directed Learning Activities that supplement instruction. SAC's evaluation of the instructional and student support services provided by all learning centers can help the college develop additional integrated approaches to student success and achievement.

Objective 3C. IDENTIFY ECONOMIC BARRIERS TO STUDENT ACHIEVEMENT

SAC, SCC response?

The district has identified a number of measures to show potential economic barriers to student achievement: number of students receiving BOG waivers and financial aid, and needs assessments conducted by EOPS, CARE, and CalWorks.

The colleges continue to serve more students with financial aid, scholarships and work-study. However, the number of loans has dropped due to staff's effort of informing students of their responsibilities when taking out loans (730 loans to 396 loans). Detailed data of grants/scholarships are available from the Associate Deans of Financial Aid and/or RSCCD Director of Research.

EOPS, CARE and CalWorks programs at both colleges, with the assistance of the RSCCD Research Department, regularly assess their programs for improvement, including tracking of initial math and English placements, semester to semester persistence, semester unit earned, semester grade point averages, degree/certificates earned, and transfers to four-year universities compared to the general student body. They also survey participants for satisfaction on counseling and other services received. Reports are available from the Associate Deans EOPS/CARE/CalWorks programs and/or Research Department.

RSCCD Financial Aid Summary, 2011-2013

	2011-2012		2012-2013	
	# of Student	Aid Amount	# of Student	Aid Amount
SAC	14,131	\$23,581,124	13,832	\$23,878,118
BOG Waiver	13,838	\$6,875,504	13,666	\$8,783,050
Grants	4,201	\$14,465,989	3,871	\$13,222,062
Loans	292	\$1,672,903	243	\$1,411,420
Scholarship	459	\$375,431	343	\$251,617
Work Study	90	\$191,297	92	\$209,969
SCC	5,338	\$8,890,854	5,293	\$9,571,509
BOG Waiver	5,188	\$2,378,606	5,108	\$3,155,435
Grants	1,679	\$5,394,072	1,656	\$5,428,376
Loans	182	\$922,801	153	\$758,161
Scholarship	159	\$120,005	231	\$139,580
Work Study	31	\$75,370	34	\$89,957

**Extended Opportunity Program & Services
Summary Report, 2010-2013**

	2010-11	2011-12	2012-13
Santa Ana College			
EOPS & CARE participant	72	58	40
EOPS participant	994	1,076	931
CalWorks participant	303	252	217
Santiago Canyon College			
EOPS& CARE participant	10	15	13
EOPS participant	280	286	274
CalWorks participant	88	86	73

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

Objective 4A: MAINTAIN AND ENHANCE THE RSCCD'S TECHNOLOGICAL INFRASTRUCTURE

- Determine if technology upgrade plans be generated by colleges or district
 - Technology Strategic Plan
 - Technology Mastert Plan from colleges

SAC, SCC response?

(need to update?) The Technology Advisory Group (TAG) meets once a month to discuss, evaluate, recommend and share information related to the information and communication technologies used within the district.

Aging computers and classroom projectors has been a concern for both college technology committees as well as TAG. Many classroom and employee computers are more than seven years old. While it seems that this is a concern for the colleges, a regular funding source for the recommended five-year replacements cycle has not been identified. Therefore, TAG submitted a recommendation to the Chancellor requesting funds to replace 20% of computers and classroom projectors, and requesting a funding methodology be identified to maintain the replacement cycle.

In November, TAG participated in a software presentation on Virtual Desktop Infrastructure

(VDI). Over the past five years, the trend to move physical servers to virtual servers is now moving to the desktop environment. Many questions by the committee were raised after the presentation relating to funding, licensing, return-on-investment, and impact on technical staff. TAG agreed to perform a pilot test at SCC and SAC in order to evaluate VDI technology and to better understand the impact of VDI on the organization.

Last year, Adobe announced a new licensing contract for their Creative Suite products, similar to the existing Microsoft Licensing Agreement. The cost is \$55 per FTE, and this will allow the college to load any of the creative suite products on any employee, faculty, classroom and lab computers. Last summer, TAG could not recommend taking advantage of this offer, however research into the cost-benefits of the new licensing agreement is ongoing and a recommendation coming Spring 2014.

Objective 4B: SUPPORT FACULTY DEVELOPMENT IN THE AREAS OF INNOVATIVE PEDAGOGIES AND CURRICULUM DESIGN

- Identify what is being done to increase/improve online educational offerings/programs
 - Online teaching training and technology conference participation

(update?) A number of categorical allocations and competitive grants provide funds for faculty development in specific areas, e.g. STEM, Basic Skills, VATEA. The colleges are also involved in the Kaleidoscope project, as well as initiatives to reduce textbook costs and flip the classroom.

The district continues to support the New Faculty Academy, which is organized and implemented by a district administrator. This program provides an in-depth orientation to new faculty and delivers clear expectations of and assistance to new faculty in terms of pedagogy and curriculum development. The district has also worked with both colleges on the use of open educational resources to discourage the current reliance on expensive textbooks that, because of their cost, often become an obstacle to the educational success of students. The district and colleges have supported faculty by helping to fund their attendance at various conferences and workshops that contribute to ongoing professional development.

Santa Ana College (update?)

- Support of faculty development in the areas of innovative pedagogies and curriculum design at SAC includes the active participation in the Kaleidoscope Project which is organized to foster faculty collaboration in the development of OER course materials for several academic disciplines. SAC faculty members (5) from disciplines including Chemistry, Sociology, and Music attended a conference in Park City, Utah in November 2013 to collaborate with faculty from other Peers from 2 and 4-year post-secondary institutions.
- A Distance Education Advisory Group comprised of instructional and student service faculty from a myriad of disciplines has been

organized to develop, implement and review standards for delivery of instruction, online.

- SAC has developed professional development program that results in a certificate in online instruction for any full-time or adjunct faculty member who will be teaching online courses at SAC.
- SAC has created an online degree pathway for Business Administration that aligns with the Bachelors online degree program at CSU Fullerton.

Santiago Canyon College (update?)

SCC supports Faculty development in the areas of innovative pedagogies and curriculum design:

- In concert with Chancellor Rodriguez, sponsor a minimum of 5 faculty to attend a Technology conference this spring.
- Partner in the Kaleidoscope OER grant that opened the door to curriculum development using open education resources and thus beginning to lower textbook prices for students.
- Continue to support faculty efforts in the development of digital textbooks and online Open Educational Resources (OER, including Jared Kubicka-Miller's (Communication) October 29, 2013, presentation at the district office summarizing the work he has done to convert his communications debate curriculum into a meaningful technology-based course using free OER materials.
- Supported the sabbatical work of math professor Dr. Laney Wright in the development of video-taped math modules available to students on YouTube.

Objective 4C: EXAMINE COURSE SUCCESS RATES BY POPULATION SERVED AND PROMOTE STRATEGIES THAT FOSTER STUDENT EQUITY

- *As part of student equity plan review, identify activities that address achievement gaps between groups*
 - *Consult Student Equity Plan and SSSP Plan*

The RSCCD Research Department regularly produces the 5-year grade distribution report (by course, by demographics) for faculty to use in their ongoing program reviews. Additional data such as 5-year histories of degrees and certificates awarded by majors and student demographics (by department and by course) are also available.

Overall, course success rate has increased five percentage points since Fall 2009 and retention rates, similarly, have increased four percentage points. The RSCCD Research Department has also compiled grade reports by ethnicity, gender and age group for the general population, for those enrolled in CTE vs. non-CTE, in basic skills vs. non-basic skills, in distance education vs. non-distance education, in academies vs. non-academies, and in apprenticeship vs. non-apprenticeship. These reports have been used by the colleges as part of their self-evaluation processes, at various

department meetings, and posted on the RSCCD Research Department website for reference.

Santa Ana College (update?)

This item is addressed in the discussion of the annual Student Success Convocation, the college's related goals, and the linked professional development that is part of flex week at SAC (please see above).

Santiago Canyon College (update?)

SCC is reconvening the Student Equity Committee and updating its Student Equity Plan and examining the potential disproportionate impact any of our disciplines or programs may have on any student population.

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

Objective 5A: SUPPORT AND ENCOURAGE FOCUSED GREEN PRACTICES

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

The Sustainable RSCCD Committee was formed prior to the development of the district strategic plan. However, it is the key committee at the district level that is working to raise awareness around issues of sustainability and to develop an action plan for the district to ensure measurable and continuous progress in this area.

The Sustainable RSCCD Committee has accomplished several major tasks. This committee was instrumental in revising *Board Policy 6012 Sustainable Practices*. This revised and expanded policy provides the authority to the Chancellor to establish sustainable practices for the district. The vehicle for establishing and defining those sustainable practices is the Sustainability Plan for the district. The Sustainable RSCCD Committee developed this plan during 2013-2014 and the draft is currently undergoing final review. This plan sets out a vision for the district and delineates a number of goals and objectives that are intended to improve existing practices or to establish new practices that align with the principles of sustainability.

Santa Ana College

SAC engages in many initiatives to support and encourage focused green practices. For energy efficiency, SAC has established goals and

measurable objectives related to sustainability efforts in the operation of our campus as well as the products we utilize for the maintenance of our facilities. We have committed scheduled maintenance funds into upgrading inefficient boilers and plumbing to seek a reduction in the use of fossil fuels. Also, a campus-wide LED lighting upgrade (30,000 new LED bulbs) for both interior and exterior light fixtures has been completed with Prop. 39 funds.

In facilities operation, we are using an EMS system to control our HVAC and lighting equipment with regular PM schedules to ensure HVAC systems and lighting work properly and efficiently. Plans are in the works to evaluate needs related to instruction so as to utilize entire buildings and shut off HVAC and lighting in buildings that are not being utilized.

SAC has created various programs and task forces to address green awareness. The Environmental Task Force, a sub-committee to the Facilities Committee, focuses on implementation of sustainable building practices for SAC and identifies standards for construction that meet or exceed the design requirements of Title 24 relating to sustainable building design.

SAC actively engages, via the Sustainable RSCCD Committee, in alternative commuting opportunities, including a tie to OCTA. We are in compliance with the South Coast AQMD survey requirements in accordance with emission reduction targets. In 2013-14, we purchased additional bike racks to encourage alternative transportation, purchased electric powered carts to replace gas powered

maintenance carts, upgraded one gas powered security vehicle with a Prius hybrid and installed two electric vehicle charging stations with plans for four in upcoming months.

SAC installed new efficient, low flow irrigation systems in its new perimeter landscape and installed irrigation valves to reduce its water use, installed and continue to grow the underground storm water percolation fields, along with new storm water infrastructure to reduce the impact on the surrounding City of Santa Ana's storm water discharge problems, installed some xeriscaping throughout campus to reduce the use potable water. Also, we installed a new tournament quality artificial turf soccer field and replaced other areas with artificial turf to reduce the use of potable water for irrigation as well as engine combustion required for maintenance.

SAC works to integrate student and curriculum development, including curriculum in:

- Engineering focused on energy efficiency and building design, including thermal massing and natural ventilation as cooling methods. Students inquire and work with Facilities on identifying potential campus renovation projects that may aid in energy efficiency and sustainable building design,
- Biology faculty oversees the Green Task Force, which works to identify recycling projects and collaboration effort for Earth Day events,
- A representative from the ASG Environmental Task Force attends and reports to SAC Facilities Committee and at the Sustainable RSCCD Committee

Santiago Canyon College

SCC support and encourage focused green practices with the following activities:

- The Associated Student Government has created a position called "Senator of Innovation and Sustainability." They are exploring areas to promote recycling and reduce SCC's carbon footprint. In 2014, they initiated the collection of plastic, glass and aluminum by placing containers at various locations and transporting them to a re-cycling center. Funds collected are used to support ASG programs.
- The 90,000 sq. ft. Humanities Building opened for classes in Fall 2014. Some of the green qualities of the building are:
 - Received Gold LEED certification
 - A Photovoltaic system that provide 19% of the building's electrical power
 - Air hand dryers and low water usage flush valves in restrooms
 - Energy saving lighting system that dims when daylighting is available
 - Sustainable landscaping
- SCC has been meeting with the Irvine Ranch Water District to develop plans for an irrigation system for our soccer fields using reclaimed water.
- SCC plans to convert to LED lighting for most buildings and all the parking lots. The conversion is expected in November 2014.
- Expansion of Distance Education classes so that students do not have to drive to the campus.

Objective 5B: UTILIZE CURRENT PROCESSES TO INFORM PROGRAM, FACILITIES, HUMAN RESOURCE AND TECHNOLOGY ALLOCATION

The Human Resources Committee has completed the District's Equal Employment Opportunity Plan as well as a Human Resources & Staffing Plan, which will be used to inform HR planning throughout the district. A final draft was presented to the Board of Trustees in December 2014. The Human Resources Committee also reviewed the projected full-time faculty obligation for Fall 2015 and developed a recommended redistribution of full-time faculty FTE and allocation of growth positions between the two colleges. That recommendation was approved by the District Council on October 20, 2014 and is being implemented.

Santa Ana College

The college reviews its mission and goals as part of the annual fiscal planning process. The SAC mission and goals are discussed in the Planning and Budget Committee meetings as a guidance tool for the budget priorities, which are established annually by the Planning and Budget Committee.

The annual SAC resource allocation process begins with the development of the budget priorities, which are in alignment with the college mission and the long-term priorities of the institution. The resources are allocated by determining the needs and priorities of the departments, both academic and nonacademic, via the annual Resource Allocation Request process (RAR). To create the RARs, departments and divisions determine and prioritize needed improvements in their department planning portfolios/program review documents, which are submitted to the area administrators. This is tied to the Comprehensive Planning and Budget Calendar, which is reviewed and revised annually by the Planning and Budget Committee. After Administrative Services compiles prioritized college-wide Resource Allocation Requests, requests are reviewed and prioritized by President's Cabinet. After Board of Trustees approves the Adopted Budget (September), the RAR list is reviewed to update the RAR form. The Planning

and Budget Committee, as well as management teams, are provided with the final prioritized RAR list by VP area, and all the resource requests are posted on the Planning and Budget website for campus community review.

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

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

Perhaps most significant is the comprehensive set of strategic planning documents that drive the creation and execution of priority activities at the unit level: the Department Planning Portfolios and annual program review goals. These portfolios engage unit level leaders in consideration of the college's overall strategic priorities and the role of the specific department in attaining them. The portfolios advance specific priorities that are linked to budget requests. These requests are then prioritized through the college's budget allocation process via the Resource Allocation Request form and are approved by the Planning and Budget Committee and the President's Cabinet. Overall, the alignment between institutional planning and expenditures is evidenced in the actualization of the

college's Strategic Plan as well as in a number of related planning documents which provide ongoing and more precise support to these connections.

Santiago Canyon College

SCC participates in a systematic cycle of integrated planning and resource allocation: College units, through the use of student learning outcome and student achievement data, establish goals within their Department Planning Portfolios (DPPs); identify actions to be carried out and necessary resources to accomplish stated goals; identify who is responsible for ensuring the prescribed actions are accomplished and resources are acquired; and biennially update both the status of prescribed actions as well as the unit's set goals.

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

If there are necessary resources being requested to help academic departments and nonacademic units achieve their annual goals or to carry out planned activities, these requests are prioritized first at the department and unit level. For requests originating from academic departments, additional prioritization occurs at the division and Joint Chairs Committee and joint chair levels. Ultimately, all units (including departments and governance bodies) forward their resource requests to vice presidents associated with their area for additional

prioritization at the level of the four major areas of the College: Academic Affairs, Continuing Education, Student Services, and Administrative Services, prior to being passed on to the Planning & Institutional Effectiveness Committee.

The Planning & Institutional Effectiveness Committee takes all prioritized resource request lists and ranks them using the "PIE Resource Request Prioritization Rubric." This prioritization rubric enables committee members to evaluate each request based on a number of factors: relation to the College Mission; support for the College Goals; connection to the College's Educational Master Plan, Technology Master Plan, and Facilities Master Plan documents; association with Department Planning Portfolios and Program Reviews; fulfillment of a replacement need, legal mandate, or regulatory or safety requirement; and support from learning outcomes assessment data. Once the committee compiles a single list of funding priorities, the Planning & Institutional Effectiveness Committee forwards the resource request prioritization list to the Budget Committee for a budget analysis that determines the number of the funding priorities that the following year's tentative budget will accommodate. After providing its analysis, the Budget Committee sends its budget evaluation of the funding priorities back to the Planning & Institutional Effectiveness Committee. After reevaluating the prioritized list and discussing any possible revisions, the Planning & Institutional Effectiveness Committee forwards the recommended prioritized resource allocation list to College Council. Next, College Council provides the president a recommendation. Once the president approves the prioritized resource allocation list, the College community acquires resources in rank order based on actual funds received through apportionment, grant, and alternative funding sources.

Objective 5C: EVALUATE THE CYCLE OF INTEGRATED PLANNING

RSCCD is currently in the second full-year of using its integrated planning model.

The Planning and Organizational Effectiveness Committee completed a comprehensive Functions/Mapping of Responsibilities matrix, which describes the delineation of functions and responsibilities between district operations and the colleges in seven key areas:

- Instructional Programs
- Student Services
- Human Resources
- Fiscal & Administrative Services
- Educational Services
- Governance
- Public Affairs & Publications

Each operational unit at the district office also completed two-year planning review documents, which were used to identify planning priorities and resource allocation requests. The POE Committee developed a prioritization rubric and review process for district-wide resource allocation requests, which was used in the development of the 2014-15 budget.

The POE Committee is currently engaged in a review of the District planning/budgeting cycle and how that process is integrated with planning and resource allocation processes at the colleges. The POE Committee will recommend adjustments to the District cycle in time for the development of the 2015-16 budget.

A formal assessment of the District's planning and decision-making processes will begin in the fall of 2015.

Santa Ana College

The cycle of integrated planning at SAC takes pace in two ways: The participatory governance committees create an End-of-Year Report analyzing and updating the goals for the previous year. For example, the Planning and Budget Committee goals include budget allocation and planning analysis. Second, College Council, with membership from all constituency groups and students, reviews the

participatory governance structure, which includes integrated planning analysis, in an annual retreat. Changes are made as needed. In the 2014-2015 governance analysis at the participatory governance committee level as well as College Council level, an emphasis will be placed on meta-integrated planning analysis.

In addition, an Office of Institutional Effectiveness and Accreditation (IE&A) has been established and conducts bi-annual program review which is submitted to President's Cabinet. The four goals for the IE&A are as follows:

- Student Learning Outcomes/ Achievement of Educational Goals (e.g., assisting faculty in developing surveys for course and program-level assessment, analyzing data, and assisting College Council to evaluate status of Institution-Set Standards for Improvement and Teaching Learning Committee in monitoring and assessing PA/PR capstone reports);
- Integrated Planning (e.g., assisting College Council with Strategic Plan Updates and Mission Statement Review and other participatory governance committees upon request);
- Accreditation (e.g., providing leadership for internal Actionable Improvement Plans and ACCJC Recommendations, in the preparation of Reports to ACCJC, and assisting preparation for external evaluation team visits);
- Communication (e.g., keeping the college community updated on accreditation issues and status of program review efforts, maintaining an up-to-date web page and reporting to President's Cabinet upon request).

As SAC continues to evaluate the cycle of integrated planning, adjustments will be made as needed.

Santiago Canyon College

SCC works to assure that its ongoing planning and resource allocation processes are effective through the continual review of its collegial governance structure and of the collegial governance bodies'

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

Resulting from feedback provided by the 2014 Accreditation Site Visit Team, Santiago Canyon College will begin investigating a more formally documented way to evaluate its cycle of planning and resource allocation. Further, SCC plans to strengthen the feedback loop from evaluation activity so as to provide more timely input for any modifications to its processes, if deemed necessary.

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