



Santiago  
Canyon  
College



SANTA ANA  
COLLEGE

2016-2019

# STRATEGIC PLANNING REPORT



# TABLE OF CONTENTS

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<b>Introduction</b> .....	ii
<b>Executive Summary</b> .....	iii
<b>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.</b>	
Objective 1A: Increase percentage of local high school graduates who attend RSCCD .....	1
Objective 1B: Develop sustainable, alternative revenue streams to address student educational needs .....	8
Objective 1C: Increase outreach to adults seeking college credit or continuing education classes ...	14
<b>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.</b>	
Objective 2A: Strengthen current relationships and foster new partnerships that address local educational needs .....	19
Objective 2B: Support regional collaboration that addresses the needs of local employers in high demand occupations.....	23
<b>Goal #3: RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.</b>	
Objective 3A: Enhance the ability to predict student instructional needs in order to improve program completion .....	29
Objective 3B: Provide alignment of course offerings with student educational plans .....	32
Objective 3C: Utilize equity plans to reduce disproportionate impact on student success.....	36
Objective 3D: Increase support for Distance Education and Open Educational Resources (OER) ..	40
<b>Goal #4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.</b>	
Objective 4A: Maintain and enhance RSCCD’s technological infrastructure.....	42
Objective 4B: Enhance opportunities that enable students to access college classes and services prior to high school graduation .....	44
Objective 4C: Support innovative pedagogies and curriculum design .....	46
Objective 4D: In collaboration with constituent groups, provide support for efforts to increase faculty/staff diversity .....	50
<b>Goal #5: RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.</b>	
Objective 5A: Support and encourage green practices and sustainability efforts.....	53
Objective 5B: Refine and improve the synchrony of integrated planning and resource allocation between the colleges and district .....	57
Objective 5C: Evaluate and improve the cycle of integrated planning.....	60
<b>Appendixes</b>	
A.1 District Services’ Partners and Stakeholders .....	63
A.2 Santa Ana College’s Partners and Stakeholders.....	66
A.3 Santiago Canyon College’s Partners and Stakeholders .....	67



## *INTRODUCTION*

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Rancho Santiago Community College District (RSCCD) and its two colleges, Santa Ana College (SAC) and Santiago Canyon College (SCC), engage in multiple forms of planning to accomplish the RSCCD’s mission of providing “quality educational programs and services that address the needs of our diverse students and communities.” Though each college has its own goals, objectives, and action plans, this document is a compilation of the collective contribution to the achievement of the RSCCD goals and objectives.

There are six participatory governance committees involved in planning at the District level. The District Council serves as the primary participatory governance body that is responsible for district-wide planning activities including developing planning and budgetary recommendations that are submitted to the Chancellor and Board of Trustees. The five other district-level participatory governance committees that support the work of the District Council include the Planning and Organizational Effectiveness Committee, the Fiscal Resources Committee, the Human Resources Committee, the Physical Resources Committee, and the Technology Advisory Group.

The Planning and Organizational Effectiveness Committee (POE), made up of representatives from both colleges and District Services, oversees planning activities and monitors the implementation of the RSCCD Comprehensive Master Plan and the RSCCD Strategic Plan. This report details three years of progress toward the 2013-23 RSCCD Goals and the 2016-19 Strategic Plan Objectives.



## ***EXECUTIVE SUMMARY***

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***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: Increase the percentage of local high school graduates who attend RSCCD.***

The district, via the Los Angeles Orange County Regional Consortium, CTE advisory committees, and partnerships with local educational agencies, works tirelessly to develop pathways that connect to lessen barriers for high school graduates to continue their education at SAC/SCC. The Rancho Santiago Adult Education Consortium also focuses its efforts to maximize student completion rates and increase basic skills and career education offerings to adults in our service areas.

Due to many partnerships with Santa Ana Unified School District (SAUSD), such as expanding the CTE academies and the Promise program for free tuition, the percent of SAUSD's graduates attending SAC the fall semester after graduation slightly increased from 41% to 43% in the last three years. During the same time period, SAC nearly tripled the number of feeder high school dual enrollees from 408 to 1,126.

SCC implemented a new College Promise scholarship and engaged new students through the Early Welcome Program to assist high school students transition to college. The percent of Orange Unified School District graduates attending SCC immediately after graduation dropped slightly, from 28% to 26%. However, the college nearly tripled the number of high school dual enrollees from 145 to 410.

***Objective 1B: Develop sustainable, alternative revenue streams to address student educational needs.***

To assist the colleges in creating and maintaining programs to support students' educational journeys, the District, specifically the Resource Development Department, secured \$12.9 million for SAC, \$8.9 million for SCC, and \$1.2 million for District Operations in the last three years. These funds include money for CTE Enhancement, the Strong Workforce Program, Student Equity, and Basic Skills as well as federal funding opportunities.

The SAC Foundation has more than \$10.5 million in assets even though it continues to fund nearly \$500,000 in scholarships to current and transfer students annually. The Foundation is currently focused on securing funds to support the work of Guided Pathways. The Community Services Program continues to seek new partnerships to complement college credit programs, introduces vocational industry trade workshops, and provides students opportunities to experience a college environment that could lead to full-time enrollment. It has an ending balance of more than \$200,000 to continue its work.

SCC continues to raise supplemental funds for the college and has nearly \$2 million in assets. With support from its Foundation, the college hired an internal student program coordinator and a foundation development coordinator. In 2017, the Foundation started its President's Circle Club made up of members committed to financially supporting students. The Community Services Program provides options for educational opportunities and life-long learning to a diverse community. It has an ending balance of more than \$125,000 to support its programs.

***Objective 1C: Increase outreach to adults seeking college credit or continuing education classes.***

RSCCD Public Affairs, in collaboration with the colleges, strives to reach potential and existing students and the communities in which they live through effective, modern and relevant content and communications. The District utilized a variety of media outlets to reach our community, including reaching more than 50,000,000 people using outdoor marketing and 10,000,000 people using online marketing. We also increased the number of printing ads and social media posts for a number of other activities/events. The Rancho Santiago Adult Education Consortium (RSAEC), with partnership from local unified school districts and educational agencies, targeted its outreach efforts to adults seeking continuing education classes and improved their website. The program committed more than \$125,000 to this marketing campaign.

SAC matriculated more than 1,000 noncredit students to the college credit programs each fall to further their education. The college also hosted more than 250 outreach events in the community each year, including developing training workshops for the local high school counselors, new CTE programs, as well as business skills workshops.

SCC matriculated more than 600 new students from the noncredit program to college credit programs, an increase of 25% within three years. Some outreach efforts included 200 events to the community, including the Transitional Aged Youth (TAY) Education and Resource Fair and a Job Fair at Anaheim Convention Center.

***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 current relationships and foster new partnerships that address local educational needs***

The District continues to ensure representation on various chambers, business councils, and advisory boards of various organizations where we share ideas and report progress with, as well as listen to, partners of our work of providing educational opportunities to our community. Educational Services also reorganized its staff to create the Institute for Workforce Development to assist the colleges in creating partnerships with industry leaders in the development of needed programs to serve the community and our students.

SAC offers a robust program of year-round outreach and student development activities throughout its service area and at all feeder high schools via One-Stop Higher Education Centers. The expansion of partnerships, including the Padres Promotores de la Educacion and the City of Santa Ana Public Library, leverages resources and provides better service to the community. It is estimated that the college outreach effort touched more than 30,000 residents and students.

Among its many outreach efforts, SCC focused mainly on high school students to get them acquainted with the campus as well as to introduce them to the various support services and resources available to them, such as the Early Welcome Program and Summer Advantage Academy. The college also started to work with Orange USD, UC Irvine, and CSU Fullerton to implement the College Pledge Program. This initiative will provide seamless pathways for Orange USD through the K-16 educational pipeline by reducing equity gaps among traditionally underrepresented groups.

***Objective 2B: Support regional collaboration that addresses the needs of local employers in high demand occupations***

The District hosts a number of regional collaboratives, such as LAOC Regional Consortium, the Business & Entrepreneurship and ICT/Digital Media Deputy Sector Navigators, the OC Center of Excellence, and as fiscal agent for a number of grant programs has cultivated extensive partnerships that are used to leverage support for our local educational needs for high demand occupations. We also partner with Workforce Development Boards, Chambers of Commerce, OC Business Council, OC United Way, Sector Navigators, and Deputy Sector Navigators to form alliances, share information and resources and align the many efforts to ensure we serve with efficiency our collective community.

SAC offers a variety of industry-supported programs: Welding Technology, Auto Technology, Occupational Therapy, Nursing, the Criminal Justice and Fire Academies, and Pharmacy Technology. The college participated in multiple Los Angeles and Orange County community college projects to address regional workforce needs. Student evaluations of SAC's CTE programs showed a 92% overall satisfaction of SAC's education and training received. Career Technical Education Core Indicators for the last three years demonstrate that SAC increased performance in all areas, including technical skill attainment (82% to 85%), certificate and degree completion (83% to 88%), and employment (79% to 85%).

SCC's efforts to address the needs of local employers include serving as the state's largest Joint Apprenticeship Training Centers (JATCs) in carpentry, electrician, maintenance mechanic, operating engineers, power lineman, and surveying. The college also leads the region in offering Career Pathways Trust-OC Teacher Pathway Partnership Program and assisting nearby colleges to offer this program. Career Technical Education Core Indicators of Performance showed that in the last three years, SCC held steady at 90% in technical skill attainment and 94% employment, increased certificate and degree completion rates (53% to 60%), but dropped in persistence and transfer rates (78% to 71%). Student evaluation of SCC's CTE programs showed a 94% overall satisfaction with SCC's education and training received.

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

***Objective 3A: Enhance the ability to predict student instructional needs in order to improve Program completion***

The District Research Department annually monitored, published, and disseminated the educational goal completion data for university transfer, associate degrees, certificates of achievement and proficiency, and high school diplomas and certificates of completion for the noncredit programs. The department conducted special reports (such as participation rates of our community attending our colleges and the external and internal environmental scan of issues that may impact our work) and/or provided data to support studies on the district and colleges, such as studies showing the economic impacts that the district and its colleges have on our community. Both District Research Department and ITS Department have produced various reports to assist staff in reviewing enrollment patterns and fill rates as well as in creating efficient schedules. Data integrity is an area of concern as we review the State's current funding formula to secure as much funding for our students as possible. It is agreed that much more could be done to ensure enrollment management is an effective and efficient process at RSCCD.



SAC fully implemented the Guided Pathway structure into every component of college operations while working to close the equity gaps for traditionally underrepresented groups. The college utilized the services of an architectural firm and an enrollment analytics firm to analyze the overall use of classroom space, room utilization throughout the day, mediation needs, and room student caps. Staff uses the degree and certificate audit program to identify students near completion, but who may need additional support to complete. This tool provides longitudinal data on enrollment, retention, and completion to assist future scheduling of classes. A team of researchers at the campus support student equity efforts, Guided Pathways implementation, and enrollment management research, including short-term and longitudinal analyses.

SCC started to compile a comprehensive data set that includes key student attributes from which a predictive model can be developed to determine factors of student non-success. Once this happens, staff and faculty can focus their attention on these predictors and create interventions to ensure that students, especially underrepresented groups, stay on track and obtain the guidance and support needed to complete. Also, the college conducted a “student voices” survey to identify the areas where students struggle to complete their goals. Results were shared with Guided Pathways Leadership team to develop specific strategies to help the college address each of the four Guided Pathways pillars.

### ***Objective 3B. Provide alignment of course offerings with student educational plans***

The District continues to support the colleges in applying and/or administering a number of entitlement grant allocations, such as the CTE Enhanced Fund (CTE-EF), Student Equity Funding, Student Support Services Program Funding, etc. These funds focus on specific areas: expanding counseling and advertisement, increasing participation in orientation and aligning educational plans with educational goals, providing integrated approaches to improve equitable access and achievement, especially for traditionally underrepresented groups. The District also serves as the fiscal agent to disburse CTE-EF funds to colleges and requires quarterly reports, monitors activities for compliance, approves payment requests, approves facilities requests, and conducts audit services.

SAC’s Professional Development Office coordinates all professional development activities, which are to be centered on student success and equity. Through the Guided Pathways initiative, and working with Professional Development, staff and faculty have created CAPs, Career and Academic Pathways to provide students with career and education information, as well as sequencing of courses from beginning to completion in program maps. Thus, this will afford more predictability in offering courses that align with the needs of students. In the next step, a cross-section of teams will strategize and provide wrap-around services, such as an early alert system or additional academic support for classwork for students in a selected career pathway.

SCC created the Initiatives Integration Work Group to better understand the scope of the work involved in the many statewide student support initiatives (SSSP, Student Equity, Basic Skills). They identified three areas of focus: 1) professional development that includes On-Course training, learning community training, and a student services equity retreat; 2) student support programs such as Summer Advantage Academy, Family Night and a student portal that were implemented to assist students towards successful entry and completion; and 3) course placement in which English and math faculty and counselors were proactive in adjusting assessment practices in preparation for full student self-placement in Fall 2019.

***Objective 3C. Utilize equity plans to reduce disproportionate impact on student success***

SAC created a Student Success and Equity Committee (SSEC) responsible for providing the oversight of goals and associated activities of the Equity Plan. Equity is infused in most initiatives across campus, including Guided Pathways, Strong Workforce Program, and Career Education efforts. Areas that receive equity funds are required to provide regular updates on their progress. The College Research Department and SSEC lead the effort to evaluate progress toward meeting SAC's student equity goals.

SCC's efforts to close the equity gap include fourteen activities focused on increasing enrollment, eight activities that focus on increasing course completion of disproportionately impacted student groups, nine activities that focus on increasing ESL and basic skills course completion, six activities that focus on increasing certificate and degree completion, and six activities that focus on increasing university transfer for disproportionately underrepresented students.

***Objective 3D: Increase support for distance education and open educational resources (OER)***

SAC's distance education program continues to work in key areas to improve student completion and transfer. In the last three years, 111 faculty trained to teach online using Canvas and other online tools (such as online proctoring, video creation, accessibility, and improved interactivity) for effective teaching. The college has four online degree pathways in which students can complete their degree online within two years for transfer in Business Administration, Business Administration Major Preparation, Liberal Arts, and Psychology in a structured planned course schedule. Last year, the college offered 154 courses in 447 sections using OER, thereby potentially saving students more than \$1.2 million.

SCC created an Office of Distance Education and hired two additional staff to assist in planning, organizing and facilitating DE operations and working with faculty to identify training needs in creating engaging learning activities. The college also offers an online teaching certification course to faculty and staff. During the last three years, 106 faculty have been trained to teach online. Within this short time period, the college has expanded the number of OER classes offered from 0 to 84 course sections. Results of an OER survey conducted in Spring 2019 yielded nearly 100 responses from faculty and will be shared to encourage the use of OER content and development of zero-cost courses and programs to minimize overall cost of education for students.

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

***Objective 4A: Maintain and enhance RSCCD's technological infrastructure***

The District's Technology Advisory Group meets monthly to discuss, evaluate and develop hardware and software standards for technology resources throughout the District. The committee maintains the District Strategic Technology Plan and makes recommendations regarding equipment, staffing, and training needs related to the use of technology for staff and students. IT upgraded more than 100 computers for staff use as well as installed seven video cameras and 15 Wi-Fi networks for the district building.

SAC adopted the use of Utology as a standard to mediate classrooms. Although progress has been made in mediating classrooms, upgrading projectors have taken significant time. Installing equipment attached to building structures requires approval by the Division of State Architects, which requires coordination

with District Facilities. Staff is working to determine a better way of gaining approval for multiple projector installations to improve process time. In the last three years, IT upgraded nearly 1,500 computers for student use and 350 computers for faculty and staff use and upgraded 96 classroom meditation.

SCC's expansion of the Distance Education Program and the creation of the Instructional Design Center to provide online certification training, to assist faculty with designing their learning objectives, and ADA compliance required much additional IT support. Additional achievements include the implementation of the Canvas Learning Management System (LMS), Student Education Plans (SEP), Ellucian Go Mobile application, CraniumCafe, and CampusCast communication system. In the last three years, IT has upgraded more than 700 computers for student use, nearly 200 computers for faculty and staff use, and mediated 16 classrooms.

***Objective 4B: Enhance opportunities that enable students to access college classes and services prior to high school graduation***

SAC offers college courses at the high school campuses to acclimate high school students to the rigor of college. All courses are UC and CSU transferable and part of an academic pathway. Currently, SAC has partnered with Santa Ana USD, Mater Dei HS, Samuelli Academy and OC School of the Arts. Tuition and textbooks are available at no cost to the students. The number of dual enrollment courses offered at the high schools has increased from 10 to 62 within the last three years, which demonstrates that high school students in the Santa Ana service area are eager to get a jump start on their college education.

SCC has dedicated resources in developing and implementing a strong dual enrollment program, which contributes to the expansion of college access to high school students. SCC entered into a partnership with Orange USD, which led to the creation of an Early College Academy held at Orange HS. The program allows students to enroll in a series of college courses from 9<sup>th</sup>-12<sup>th</sup> grade. Upon graduation, the students also receive IGETC certification that enables them to transfer to a 4-year university as a junior. The additional partnership has also expanded to Unity Middle College High School. The number of dual enrollment courses offered at the high schools has increased from 9 to 13 within the last three years.

***Objective 4C: Support innovative pedagogies and curriculum design***

Faculty and staff at the two Continuing Education Programs attend college-credit professional development activities as well as share a professional development program to address their unique continuing education programming needs. In the last three years, the program offered nearly 250 workshops annually to support innovative pedagogies and curriculum design. The program hosted various experts to address critical areas such as digital literacy, providing ways to engage new learners, the impact of attitudes, values, and beliefs on the learning environment, shifting perspective to serve students with disabilities, and transcending boundaries and overcoming barriers. They also offered bi-weekly professional learning community activities to identify standards and implications of assessment in the classroom, listening strategies for ESL classrooms, and writing strategies for ESL.

SAC expanded the Office to Professional Development centering on both faculty and classified development with coordination with equity, basic skills, and student support services. Though they offer many workshops focusing on other topics, the college offered 62 workshops to faculty on innovative pedagogies and curriculum design. Major topics included student support redefined and the six student support factors, student equity, implicit bias, and an entrepreneurial mindset. In addition, working with

Distance Education, Professional Development offered a range of workshops to assist faculty with learning the management system for all online and hybrid classes as SAC transitioned from Blackboard to Canvas.

SCC is committed to supporting faculty and staff development and created action items to provide broader access to professional development, increase faculty development opportunities in areas of innovative pedagogies and curriculum design, and provide training opportunities to make online instruction more effective. The college offered annually 17 to 23 workshops focusing on innovative pedagogies and curriculum design in the last three years. Additional work includes the expansion of the Distance Education Office, offering of the online teaching certificate program, creation of the Instructional Design Center, and development of digital textbooks and online OER.

***Objective 4D: In collaboration with constituent groups, provide support for efforts to increase faculty/staff diversity***

The District, via the Human Resource Department, continues to provide EEO training that outlines the statutory regulations and the awareness of implicit biases at least twice a year. The training provides valuable information for hiring committee members regarding their responsibilities during the hiring process. Last year, the District provided EEO training to more than 150 faculty and staff. Additional workshops and webinars were provided throughout the year on topics such as diversity and inclusion as well as hiring a diverse workforce. Recruitment and hiring trends are reviewed regularly to ensure that our EEO policies and procedures support a diverse workforce and enable us to identify and eliminate possible barriers to employment.

In collaboration with the colleges, the District created AR 7100, a commitment to diversity by employing qualified faculty and staff who are dedicated to student success. An annual report that includes faculty and staff demographics, as well as new hires, is presented to the Board of Trustees.

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

***Objective 5A: Support and encourage green practices and sustainability***

The Sustainable RSCCD Committee (with representation from the colleges) worked to raise awareness of issues pertaining to sustainability. The committee revised and expanded a sustainable practices policy, and a Sustainable Plan was created with a number of goals and objectives to improve existing practices or establish new practices. A major accomplishment includes the collection of utility data and the use of that data to strategize ways to cut down utilities' usage. This resulted in a drop of 5% in the last three years as well as in the creation of a standard set of guidelines for building operators to set building temperature set points across the district.

SAC supports and encourages green practices in the following activities: current construction of the Science Center and Johnson Student Center designed and built to meet and/or exceed Title 24 green standards, completed the upgrades to occupancy sensors to reduce lighting use, converted seven buildings to a centralized chilled water system with thermal energy storage, used Energy Management System (EMS) to control the HVAC and lighting equipment, and actively engaged in looking for alternative commuting opportunities. The college also partnered with OCTA to reduce emissions in OC by offering free and/or low-cost bus passes to more than 3,000 students, which also lessened the impact on campus parking resources.

SCC also participated in the RSCCD Sustainable Committee and accomplished the following: completed upgrades to HVAC units in portables to improve efficiency and replace/retrofit older equipment, used EMS to control HVAC systems and lighting equipment with regular preventative maintenance schedules, converted to LED lighting in all parking lots, and upgraded to LED lighting in all the buildings. The new 90,000 sq. ft. Humanities Building also has green qualities. The college also developed plans for an irrigation system for the soccer fields using reclaimed water and created alternate commuting opportunities with OCTA for students and staff.

***Objective 5B: Refine and improve the synchrony of integrated planning and resource allocation processes between the Colleges and District***

The District's planning design model ensures that the goals and objectives of both the district and college levels reflect the district's commitment to its mission. Therefore, it is important that resource allocations are funded to programs and services that promote student success. At the district level, each operational unit completed its 2019-21 program review that included the following components: budget, staffing, facilities, technology, professional development, and recommendations. Resource requests are reviewed and prioritized by POE and forwarded to FRC to find additional funding if needed. At the recent District planning retreat, staff conducted a review of the planning design manual, and special emphasis on the synchrony of integrated planning and resource allocation processes portion has been assigned to POE and FRC for further review to ensure our practices are current with the new statewide student funding formula.

SAC has begun to update its Educational Master Plan, which includes an environmental scan with data to inform the Strategic Plan, the Facilities Plan, the Technology Plan, and the Budget process. The annual SAC resource allocation process begins with the development of budget priorities. Resources are allocated by determining the needs and priorities of the departments via the Resource Allocation Request process. Justifications for the requests must be part of the department program review. The Planning and Budget Committee reviews the merit of the prioritized list of resource requests and funds as many of the requests as possible.

SCC participates in a systematic cycle of integrated planning and resource allocation: College units, through the use of student learning outcomes and student achievement data, establish goals within their Annual Plans, identify actions to be carried out and necessary resources to accomplish stated goals; identify who is responsible for ensuring that the prescribed actions are accomplished and that resources are acquired; and provide biannual updates to both the status of prescribed actions as well as to the unit's set goals. The Planning & Institutional Effectiveness Committee considers all prioritized resource request lists and ranks them using the "PIE Resource Request Prioritization Rubric." The prioritization list is forwarded 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 and identifies specific sources of funding.

***Objective 5C: Evaluate and improve the cycle of integrated planning***

The District has a formal process of planning for the district, which includes all constituency groups at the colleges and governance representation. During this 3-year plan, the District conducted a series of activities to ensure the district and colleges' various plans were reviewed, updated, and integrated to ensure our effectiveness as a district. We reviewed and reaffirmed the District's mission statement. We also aligned our goals with the goals of the colleges and with the state's Vision for Success. Other initiatives included the review and mapping of functions, roles and responsibilities of the colleges and

those of the district. District Operations departments also conducted their program reviews to support the district's goals and objectives.

SAC conducted annual program reviews focused on four goals: student learning outcomes and achievement of educational goals, integrated planning, accreditation, and communications. The college created an End-of-Year Report analyzing and updating the goals of the committee for the upcoming year. Since 2015, there had not been an evaluation of the planning cycle; however, there was a renewed commitment for closer alignment of accreditation standards and the participatory governance committee.

SCC has an annual evaluation of all collegial governance committees and the governance system. The governance committee and council review its mission, responsibilities, goals, and committee composition in the fall semester. Each committee conducts a self-evaluation in the spring. College Council then reviews the committee's self-evaluation to assess the effectiveness of the governance process and make recommendations and/or modifications to the governance process, if needed. A Collegial Governance Handbook outlines the principles, structure, procedures, missions, and responsibilities, which is updated based on recommendations of the governance committees' evaluation.



**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: INCREASE PERCENTAGE OF LOCAL HIGH SCHOOL GRADUATES WHO ATTEND RSCCD**

**Rancho Santiago Community College District  
Percent of Feeder High School Graduates as New Freshmen  
at SAC/SCC in Upcoming Fall Semester**

	High School Graduates		
	Spring 2016	Spring 2017	Spring 2018
<b>Santa Ana USD to Santa Ana College</b>	41%	47%	43%
<b>Orange USD to Santiago Canyon College</b>	28%	26%	26%

Source: RSCCD District Research

**Rancho Santiago Community College District  
Number of Feeder High School Dual Enrollment by College  
Fall 2016 – Fall 2018**

	Fall 2016	Fall 2017	Fall 2018
<b>Santa Ana College</b>	408	628	1126
<b>Santiago Canyon College</b>	145	235	410

Source: RSCCD District Research; ITS Report Repository RG0300

**DISTRICTWIDE**

The District and Colleges engage in an ongoing effort to assess the educational needs of our communities and adjust instructional programs, offerings, and support services and allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

Both colleges have allocated resources and time to improve the alignment between feeder high schools by adjusting instructional programs, offerings and support services: e.g., revising the math course sequence, implementing mixed measures placement, creating dual enrollment pathways for career education programs, offering college and career readiness programs at the feeder high schools. A representative sample of this work is described below:

- Revising the math course sequence to improve student placement and completion of the college/transfer-level math and English during the first year.



- Mixed-measures placement involved working with the high schools on senior courses that would articulate to English 101 and the college-level math at each college.
- Dual Enrollment Pathways courses are being offered at the local high schools.
- College and Career Readiness Programs at the High Schools:
  - Santa Ana College implements the federal TRIO Talent Search program to offer college and career readiness services to 600+ students at SAUSD feeder high schools, as well as an Upward Bound program to provide intensive, case management services to support college readiness for disadvantaged students in SAUSD high schools.
  - Santiago Canyon College implements the federal TRIO Upward Bound Math & Science program to offer intensive, case management services to foster college readiness for disadvantaged high school students in OUSD who intend to pursue a STEM major in college.

***Business/Industry Programs***

RSCCD manages the Los Angeles/Orange County Regional Consortia (LAOCRC), 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 to 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 implementation of *Doing What Matter* grants in the region, by providing information, guidance, and support for the Colleges.

LAOCRC provides leadership in the planning of the K-12 SWP initiative: the LAOCRC has been working actively with Orange County Local Educational Agencies (LEAs) to develop Pathway Improvement Initiatives that can connect or build bridges for local high school graduates to continue on those pathways at a local community college, thus providing the opportunity for students to enroll at a community college, including those within RSCCD boundaries.

We also develop partnerships/collaboration with OCDE: the LAOCRC has developed an outstanding partnership with the Orange County Department of Education, which includes leveraging funding and other resources to organize an annual Counselor Symposium, serving over 400 participants (mostly K-12 Counselors); the event provides an excellent professional development opportunity for counselors to learn about Career Technical Education, but more importantly, about their local community colleges and how they play a key role in the educational ecosystem in the county; through this effort, we are confident that we are contributing to more high school students enrolling at RSCCD colleges either after graduation or through concurrent and dual-enrollment programs.

Career Technical Educational (CTE) programs for both colleges have advisory committees comprised of faculty, industry, and community partners who offer guidance to ensure that students complete certificates and degrees that demonstrate the technical and professional competencies needed to meet employment standards. The majority of advisory committee members are from the business/industry sector.

***Rancho Santiago Adult Education Consortium (RSAEC)***

The Rancho Santiago Adult Education Consortium (RSAEC) put together a task force of ten faculty and administration members in fall 2018 to assess the educational needs of the community. The task force completed Human Centered Design (HCD) Training and worked together to develop the California Adult Education Program (CAEP) Three-Year Plan to serve noncredit/adult education students within the district. With secured funding through the CAEP allocation, the Three-Year Plan outlines the efforts to assist continuing education students in the areas of instructional programs, offerings, and support services. The Three-Year Plan includes five goals to assist continuing education in meeting students’ needs in the following areas:

- Goal 1: Increase capacity to maximize student completion rates

- Goal 2: Increase integrated education opportunities for students in basic skills and career education
- Goal 3: Increase access to students by offering flexible learning options such as online or hybrid courses
- Goal 4: Increase career education opportunities for students at Garden Grove Adult Education (GGAE) through a collaboration with Santa Ana College School of Continuing Education (SAC-SCE)
- Goal 5: Increase educational opportunities in healthcare pathways

In regards to making sure that these goals are met, RSAEC has already put the following measures into place.

- Goal 1: Entered into a contract with Interact Marketing Inc. to advertise noncredit classes through social media campaigns, print ads and mailers. RSAEC has completed a photo week at the noncredit sites within the district. In addition, RSAEC is in the last stages of creating a landing page for the online campaign website. The first campaign will launch in September 2019.
- Goal 2: Both Santiago Canyon College Division of Continuing Education (SCC-DCE) and SAC-SCE have integrated noncredit career education courses with the English as a Second Language (ESL) courses for the fall 2019 semester. The goal is to accelerate student learning by allowing students to receive job-training skills simultaneously while learning basic skills in ESL.
- Goal 3: SCC-DCE piloted a noncredit online class in spring 2018. In spring 2019, online class offerings increased to five classes offered and 14 online classes will be offered in fall 2019. In addition, SCC and SCC-DCE have received a \$500,000 allocation through the Chancellor's Office California Virtual Campus-Online Education Initiative (CVC-OEI) Grant to increase online class opportunities to both credit and noncredit students. This funding will assist in creating curriculum, creating noncredit to credit pathways, purchasing equipment to assist with videotaping and creating lectures, as well as professional development opportunities to train instructors in online teaching methodologies.
- Goal 4: SAC-SCE has collaborated with GGAE to offer noncredit career education classes on the Garden Grove campus. By leveraging resources, GGAE students will have easier access to free classes in job skills and training offered through SAC-SCE. In collaboration with GGAE, SAC-SCE will offer noncredit classes in Employability Skills and launch an automotive program this fall boosting the types of program offerings available to students.
- Goal 5: During the HCD Training, surveys indicated that medical occupation programs are highly desired by the RSCCD adult student population. This past year both SCC-DCE and SAC-SCE applied and received funding from the State Chancellor's Office Certified Nurse Assistant (CNA) Grant receiving \$90,000 and \$50,000 respectively to create or expand our CNA programs. SCC-DCE created five new medical occupation certificate programs over the past year to add to the two programs previously being offered. Four of these programs have been approved at the state level and the fifth is locally approved and awaiting state approval. In addition, SCC-DCE has applied through the Department of Health to expand the CNA program to be offered at a second site. SAC-SCE is currently working on creating a CNA program as a pathway for noncredit students to enter the credit-Nursing program.

### SANTA ANA COLLEGE

Through our dual enrollment program, Santa Ana College continues to build and strengthen partnerships with local feeder schools in the Santa Ana Unified School District (SAUSD) and Garden Grove Unified School District

(GGUSD), as well as local charter schools. Recently, SAUSD has agreed to support expanding dual enrollment efforts by hiring two full-time college and career specialists. In addition, Santa Ana College continues its 20 year relationship with Middle College High

School. Dual enrollment at Santa Ana College provides quality college-level curriculum to selected high- and middle-school students to provide them with an opportunity to demonstrate early success in college-level work in hopes of easing their transition into college once they graduate from high school. In addition to traditional college pathways, Santa Ana College is working closely with the director of CTE program at SAUSD to augment existing CTE academies throughout the districts with college articulated courses in areas of digital media, culinary arts, auto tech, biotechnology, and more.

As part of our Guided Pathways implementation, we have been deploying Santa Ana College staff throughout SAUSD to administer the SuperStrong career inventory. The SuperStrong is a robust online tool that assesses student's interests and values as they relate to career opportunities. We have worked with the SuperStrong vendor to ensure that the personalized results provided by the SuperStrong align with our now established Career and Academic Pathways (CAPs). Upon high school graduation, SAUSD students who enroll at Santa Ana College will know precisely the CAP they belong to and will be provided with the support needed to continue their pathways at Santa Ana College.

In addition, SAC's Early Decision event allows high school seniors the opportunity to come to the SAC campus, participate in a college orientation, and meet with a counselor to register for classes. For Spring 2020, Early Decision will be designed around the new Guided Pathways-inspired Career and Academic Pathways; in addition to past services offered, students will also receive an orientation to their chosen Career and Academic Pathways and have the opportunity to meet with program faculty to have their questions answered by expert faculty.

Santa Ana College continues to expand its relationship with local high schools. Recently, MOUs have been signed with NOVA Academy and Samueli Academy.

The Santa Ana Partnership has continued to grow and expand throughout the Santa Ana Community. Three years ago when it was implemented, only current SAUSD graduates were eligible. This year, the promise was expanded to include any current high school graduate that resides in the city of Santa Ana. SAC's decision to expand the promise stems from the data collected and studied by a subcommittee of the Partnership, the Research and Evaluation team. This intersegmental group collaboratively reviews the metrics and updates the Scorecard. The Scorecard is used to monitor progress and identify gaps. Once barriers are recognized, the Achieving College subcommittee creates training and workshops for parents, community partners, faculty and counselors. These trainings were developed to assist staff and faculty working with disproportionately impacted groups and provided them with information regarding services offered at each institution. The Achieving College team meets monthly and is comprised of counselors, faculty, community partners and administrators from all four institutions. Working collaboratively with all the partners helps SAC develop strategies that enhance students' experiences. The partnership has proven to be an incentive for local high school students to attend Santa Ana College.

#### ***Continuing Education Program***

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 address 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 Centennial Education Center (CEC) and the 43 community sites that SAC serves.

Through the Rancho Santiago Adult Education Consortium (RSAEC), SAC is 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, SAC is expanding partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the Substantial Disabilities

instructional program. Working closely with Santa Ana Unified School District (SAUSD), SAC is able to provide transportation, trained assistants, facilities, and classroom instruction.

To meet growing demand and improve student outcomes, the SAC School of Continuing Education (SAC-SCE) has secured funding to hire eight full-time faculty in the areas of ESL, ABE, High School Subjects, Counseling, and CTE.

The SAC-SCE is meeting the need to improve the pathway of students transitioning between noncredit and credit coursework. Articulation agreements have been developed for Business Skills courses, and articulation agreements with Mathematics, English and English as a Second Language courses are in progress.

SAC-SCE has secured California Adult Education Program (CAEP) funding to expand adult education opportunities through a partnership with Santa Ana Unified School District (SAUSD) Wellness Centers to offer academic pathways to the community. SAUSD has recently opened 57 Wellness Centers at schools within the District. The plan is to offer coordinated pathways to serve the community by offering a comprehensive programing that is regionally based and to eliminate the barriers of transportation, childcare, and access to up-to-date instructional environments. Classes in the areas of English as a Second Language, Citizenship, Leadership, High School Equivalency (GED/HiSET Preparation) and Computer Skills will be offered at the SAUSD Wellness Center locations during the morning, afternoon and evening.

### ***Business/Industry Programs***

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.

Career Technical Education programs have advisory committees comprised of faculty, industry, and community partners that offer guidance in assuring that students completing certificates and degrees demonstrate the technical and professional competencies that meet employment standards. The majority of advisory committee members are from the business/industry sector. The groups meet regularly, depending on the needs and popularity of the field/program that students seek.

### **SANTIAGO CANYON COLLEGE**

Santiago Canyon College is committed to building and strengthening partnerships with local feeder school districts and charter schools when strategizing to increase the number of high school graduates who attend SCC. Santiago Canyon College has developed relationships with Orange Unified School District (OUSD) and Unity Middle College High School (UMCHS). In an effort to align with the school districts accountability dashboard metrics, the agreements and partnerships are designed to better prepare students for college and careers and to expand college access for underrepresented and disproportionately impacted students. At OUSD these efforts are being achieved by affording high school students the opportunity to enroll into college-level courses being taught at their schools.

Through the Strong Workforce Program (SWP), SCC hired Career Coaches to represent SCC in the local high schools and community. SWP is helping our goal to increase the percentage of local high school graduates who attend SCC in several ways: a) increase student awareness and participation in Business Career Education and dual enrollment, b) inspire and empower students to make informed decisions about career and educational plans, and c) help students identify career pathways at the college level. Through the presence and support of Career Coaches at local high schools, SCC have been able to assess the needs of our potential students and has experienced an increase in enrollment for Career Education courses.

Upon high school graduation, Santiago Canyon College implemented a free tuition program referred to as the College Promise Scholarship (CPS). The CPS was designed to optimize and align students' financial needs; thus, providing a seamless transition into the college. The CPS provides free tuition for new incoming students and all students have the opportunity to apply regardless of family income.

### ***Student Services***

A key effort at the Santiago Canyon College is to strengthen outreach and recruitment. Staff work to develop new and sustain current relationships with key partners and stakeholders.

The High School and Community Outreach Program supports collaborations between local high schools and SCC in an effort to recruit and enroll students. To achieve this goal, the department recruits high school seniors and facilitates participation in the Early Welcome program. In addition, the Outreach Program educates the community about SCC's programs and services by offering K-12 educational fairs, making high school presentations and hosting K-12 tours at SCC.

The Early Welcome (EW) program is the Outreach Program's primary vehicle for engaging new students. Outreach offers this program to local high school graduating seniors to increase the base enrollment of full-time students. Another focus is to assist high school seniors with college readiness by hosting workshops on college applications; providing placement testing for English and math; and registering students for the fall semester. Parents are also presented with an orientation of critical college information.

The College strives to register 1,000 or more high school seniors through the Early Welcome (EW) program. The Outreach department recruits students from various Orange County and Riverside County school districts. The majority of the participation comes from Orange Unified.

In spring 2019, a Senior Day event was provided for 350 seniors from 15 regional high schools to

expose potential students to academic programs and support services offered by the college.

Students who register for classes through the Early Welcome program are offered an opportunity to attend the Summer Advantage Academy the week before fall classes begin. The Academy provides a thorough orientation to the College's support services, a Faculty Boot Camp, campus tour, and breakout academic sessions to sharpen skills in English, reading, and mathematics in preparation for the upcoming semester. Participants also gain the advantage of priority registration for their second year of college. Since the inception of the Academy in 2017, 932 students have participated.

### ***Business/Industry Programs***

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

Career Technical Education programs have advisory committees comprised of faculty, industry, and community partners that offer guidance in assuring that students completing certificates and degrees demonstrate the technical and professional competencies that meet employment standards. The majority of advisory committee members are from the business/industry sector. The groups meet regularly, depending on the needs and popularity of the field/program that students seek.

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

### ***Continuing Education Program***

Through RSAEC and the BSI Transformation Grant, the SCC noncredit and credit mathematics departments have collaborated to ensure that both departments are aligned and in compliance with AB705. Noncredit math courses have been articulated and added to the

credit mathematics course sequences to allow students optional pathways to reach their goals. To meet growing demand and student need, SCC-DCE is working to offer noncredit math courses online.

A major area of need that has been identified for the SCC Division of Continuing Education (SCC-DCE) is the establishment of a regional center in Orange to address the unmet need in this area for English as Second Language, Adult Basic Education, High School Diploma/GED instruction, Short-Term Career Technical Education, and Programs for Adults with Severe Disabilities. This would complement the SCC-

DCE offerings at the 30 community sites that SCC serves.

Through the Rancho Santiago Adult Education Consortium (RSAEC), the SCC-DCE is 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.

To meet growing demand and improve student outcomes, the SCC-DCE has secured funding to hire six full-time faculty in the areas of ESL, ABE, High School Subjects, Counseling, Career Technical Education, and Adults with Substantial Disabilities.

**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 1B: DEVELOP SUSTAINABLE, ALTERNATIVE REVENUE STREAMS TO ADDRESS STUDENT EDUCATIONAL NEEDS**

**Rancho Santiago Community College District  
Competitive Grants Awarded by Site  
2015-16 through 2017-18**

	2015-16	2016-17	2017-18
<b>Grant Award Success Rate</b>	<b>56%</b>	<b>67%</b>	<b>94%</b>
<b>Number Applied For</b>	<b>16</b>	<b>15</b>	<b>16</b>
• District	1	4	4
• Santa Ana College	9	8	7
• Santiago Canyon College	6	3	5
<b>Number Awarded</b>	<b>9</b>	<b>10</b>	<b>15</b>
• District	1	2	3
• Santa Ana College	6	6	7
• Santiago Canyon College	2	2	5
<b>Amount Applied For</b>	<b>\$12,135,950</b>	<b>\$19,721,091</b>	<b>\$4,762,399</b>
• District	\$25,000	\$3,441,091	\$1,344,000
• Santa Ana College	\$7,567,950	\$12,905,000	\$915,250
• Santiago Canyon College	\$4,543,000	\$3,375,000	\$2,503,149
<b>Amount Awarded</b>	<b>\$8,742,950</b>	<b>\$9,526,819</b>	<b>\$4,162,399</b>
• District	\$25,000	\$300,000	\$844,000
• Santa Ana College	\$6,117,950	\$5,851,819	\$915,250
• Santiago Canyon College	\$2,600,000	\$3,375,000	\$2,043,149

Source: RSCCD Resource Development  
 Note: The amounts listed represent the total award. For example, if we applied for and received a 3-year grant award in 2014-15, the total amount of all three years would be listed in the 2014-15 column.

**Rancho Santiago Community College District  
Foundation Net Assets by Site  
2015-16 through 2017-18**

	2015-16	2016-17	2017-18
District Operations	\$87,378	\$116,247	\$257,572
Santa Ana College	\$9,928,116	\$10,471,002	\$10,558,706
Santiago Canyon College	\$1,458,241	\$1,658,660	\$1,760,987

Source: RSCCD, SAC, and SCC Foundations

**Rancho Santiago Community College District  
Community Services Program Ending Balance by Site  
2015-16 through 2017-18**

	2015-16	2016-17	2017-18
Santa Ana College	\$221,830	\$187,135	\$207,560
Santiago Canyon College	\$88,270	\$117,611	\$126,567

Source: SAC and SCC Community Services

**Rancho Santiago Community College District  
Revenue Generated from Contract Education by Site  
2015-16 through 2017-18**

	2015-16	2016-17	2017-18
Santa Ana College	n/a	n/a	n/a
Santiago Canyon College	n/a	\$5,604.89	\$7,879.72

*Source: SAC and SCC Contract Education*

**DISTRICTWIDE**

***Competitive Grants***

Competitive grants are alternative revenue sources that support adoption of proven models and strategies, as well as innovation and transformational change to improve social outcomes. In pursuit of the district’s Goal #1, Resource Development identifies and pursues grant opportunities that support the district’s goals and that respond to the needs of the colleges, continuing education and the district.

The variation in total funds applied for reflect new state initiatives and federal funding cycles.

*New State Initiatives*

- Increased competitive funding for career education: Career Pathways Trust and the Doing What Matters for Jobs and the Economy grant programs led to applications for new grant opportunities.
- The state increased entitlement (non-competitive) funds in career education: CTE Enhancement Funds and Strong Workforce Program funds.
- The Chancellors’ Office restructured Matriculation as Student Support Services Program, Student Equity and Basic Skills.
- The state’s infusion of funding for career education and student services reduced some interest in pursuing additional funds for these areas. This appears to be more true of career education than of student services, as evinced by the colleges’ pursuit of new federal TRIO grant awards (see below). As the increased amount of state funds met many of the colleges’ resource needs, it also increased the workload for grant program and fiscal management, which also affected interest in seeking additional funds.

*Federal funding opportunities*

- Santa Ana College increased its interest in securing funds to support veteran students.
- Santiago Canyon College increased its interest in federal TRIO grants and other grant opportunities that supported its academic programs, such as, National Endowment of the Humanities grants.
- Prior to 2013/14, Santa Ana College had three TRIO programs: Student Support Services, Upward Bound, and Talent Search. Since then, SAC has secured two new TRIO programs: Veterans Student Support Services and Veterans Upward Bound.
- Prior to 2013/14, Santiago Canyon College had one TRIO program, College Assistance Migrant Program. Since then, SCC has secured two new TRIO programs: Upward Bound Math & Science and Student Support Services – Regular.

***Focus Areas Moving Forward***

- Increased access to and use of data to inform decision-making has led to grant programs that seek systemic change, large scale and scalable impact, and data-driven design and sophisticated evaluation to make strategic and targeted improvements. Data-driven analysis, design and evaluation are now assumed as necessary components of grant programs. Identifying,



evaluating and using data sources to guide proposal and project development are now required to be effective in securing grant funds.

- A transition to systems-thinking is needed, as the impact of big data, access to data, and expectations for efficiency and improved results has reduced the number of small project/small focus grant opportunities. Funders now expect data-driven analysis at the systems-, program- and classroom-levels with strong evaluation plans.
- Action Items to Explore:
  - Use the colleges' and district's strategic plans as a framework to guide efforts to identify grant opportunities and to connect program outcomes and strategies as a joint effort that contributes to the overall college and district goals. This may be more a shift in the lens, or it could result in new areas for collaboration and alignment.
  - Increase access to data in order to have the resources needed to support data-driven program design and for grant applications by increasing connections with college and district research offices, and identifying additional data sources to meet data needs.

### ***Workforce Development***

Community colleges are tasked with addressing a substantial portion of workforce development in a region, as they have the Career Technical Education programs that train middle-skill workers, as well as prepare students for transfer to four-year university programs.

The state rolled out an ambitious and complex effort to align community college programs with regional workforce opportunities and needs. This effort began with the Doing What Matters (DWM) Framework in 2012/2013. RSCCD understood the vision of the effort, and pursued grants for sectors that were the most vital for our colleges. The result was that RSCCD received the most DWM awards in the state as the host for the LA/OC Regional Consortium and in securing the DSN awards for all four sectors. This positioned RSCCD as a leader for career technical education, and workforce and economic development in the region. Fulfilling these roles has expended the district's capacity to work with a large number of partners across multiple systems, has deepened its awareness of the variance in operations and procedures among the colleges, and has expanded its understanding of the context for change and transformation, in order to improve its capacity to make informed decisions in collaboration with colleagues and partners to "move the needle" on Strong Workforce Program metrics identified by the Chancellor's Office.

### ***Economic Development***

RSCCD hosts economic development programs—e.g., the Orange County Small Business Development Center, the business services provided by the DSNs—that are an extension of its function as an educational institution. In providing workshops and consultation, RSCCD economic development programs address the larger community needs for education in a variety of topics. Further, these efforts build the capacity of the institution to have a deeper understanding of the market forces in our region that impact our students and programs. They connect us to business and community leaders, and serve as opportunities for innovative collaboration – as when OC SBDC consultants serve as judges for business plan competitions led by the DSNs to engage high school students in enacting an entrepreneurial mindset and creative problem solving. This work also hones our institution's knowledge and skill in business to improve our efforts at developing alternative funding streams, which are needed to stabilize our funding and to invest in our services and programs.

Approaching community colleges from the view of an economic development lens also enables us to speak to community members and regional stakeholders according to their primary interests and assumptions. Recently, RSCCD led an effort, supported by grant dollars, to produce research reports on each Orange County community college's and each district's impact on the regional economy. Often educators speak to and for other educators in a hermetic system of acronyms and shared interests and

assumptions. Viewing what we do in the context of economic development brings into view how our services impact and address the regional economy and the needs of the community.

### ***Leadership and Advocacy***

RSCCD's service as the host of the LA/OC Regional Consortia, the statewide Sector Navigator, the regional Deputy Sector Navigators has brought it recognition in the region, state and from the Chancellor's Office. This enables us to be part of important conversations regarding how regional work will be implemented, and give it the advantage of recognition when pursuing advocacy efforts in the region and the state. Also, as the lead of large-scale, multi-partner projects the district has developed its capacity for future grants that value or require experience in successfully implementing large-scale regional and state projects.

## **SANTA ANA COLLEGE**

### ***Foundation***

The Advancement Office and Santa Ana College Foundation closed the 2017-18 fiscal year with over \$10.5 million in total assets. As the college moves into significant business plan changes, such as Guided Pathways and the Student Success Funding Formula, the Advancement Office continues to set a new pace for all philanthropic initiatives to be directly in line with the California Community Colleges Chancellor's Office goals and college goals. Specifically, increasing and purposefully creating three pillar initiatives to move the needle in completion, retention and innovation in addition to our current fundraising opportunities.

- Pillar I: Excellence through Scholarship Fund – which will increase Pathway, Transfer, Working Adult and Stop-Out/Re-entry scholarships as well as expanding resources for college students throughout our community.
- Pillar II: Best in Class Fund – which will create and expand innovation in book resources, such as Open Education Resources (OER), and academic innovation projects that would amplify the academic excellence in and outside of the classroom. In addition, adding critical dollars to grow best practices in the area of student services that would increase student engagement and retention.
- Pillar III: Creative Fund for the Arts & More – will allow for the Arts at Santa Ana College to expand its' performances, produce the highest level of performance and add updated and new vital equipment to

the Fine and Performing Arts academic programming across the division. In addition, this fund will build capital spaces in the Amphitheatre and Plaza del Arte, adding dynamic Fine & Performing Arts productions, new outdoor classroom spaces, and support our students, departments and the community at large.

In closing, increases across our current philanthropic initiatives and continued growth are reflected in a record-breaking year for funds raised through President's Circle memberships totaling \$114,500, a 24% increase over last year's membership total of \$92,000. An estimated \$401,000 in scholarships will be awarded in the 2019-2020 year, which is a 25% increase over the 18-19 awards of \$321,700. These scholarship figures also account for a 15% increase in transfer awards, from \$185,900 last year to \$214,400 projected in 2019-2020.

Trends related to donor effectiveness are evident in our 2018-19 mid-fiscal year assessment, showing an average gift of \$2,797 per donor compared to the 2017-18 average of \$1,249. As the main philanthropic arm of the College, the Advancement and Foundation Office continues to strategically grow, maintain, cultivate and compliment college resources to achieve the college's and State Chancellor's Office goals that move students into post-secondary degree and transfer completion. This degree and transfer completion thereby adds to the economic engines of our communities.

### ***Community Services***

The SAC Community Services Program is a revenue- generating department and offers not-for-credit classes in educational, cultural, social, and recreational events to a diverse community. This comprehensive fee based program provides alternative education opportunities for students to discover, prepare, develop, and pursue lifelong learning. Community Services operates under the best practice guidelines administered by Education Code section 78300.

Community Services plans, operates, and provides a schedule of quality classes each semester. As an extension of college credit, this program is a resource for departments seeking to test new curriculum. Several niche industries with limited competitors have come from these partnerships to develop successful classes for the SAC community. The program continues to introduce new revenue streams, which allows for growth and supports staff salaries and benefits.

Residents in the college service area participate in classes to increase their marketable skills, seek career changes, improve fitness and overall wellness, financial management, or simply enjoy professionally guided cultural day tours. The College for Kids program introduces academic, technology, science, and engineering and economic courses to a new generation of potential Santa Ana College students.

The Community Services Program remains in partnership with Orange County District Attorney's Office to offer court mandated classes. Agreements with Human Services' Automotive & Diesel Technology continue, establishing contracts with Los Angeles Community College District – LA Trade Tech. Discussions to contract are underway with SSA Marine in Long Beach. With support of the Nursing Program, Community Services offers Phlebotomy. Community Services continues to bridge with campus departments seeking to facilitate ideas to test the marketability of their curriculum. This program continues to seek new partnerships to complement college credit programs, introduce vocational industry trade workshops, and provide students an opportunity

to experience a college environment that lead them to full-time enrollment.

## **SANTIAGO CANYON COLLEGE**

### ***Foundation***

The SCC Foundation is exclusively dedicated to raising supplemental funds for the College. It establish two new positions: an international student program coordinator and a foundation development coordinator.

As a result of this seed money from the foundation SCC now have a thriving international student program with about 125 students currently enrolled representing 30 nationalities.

In 2017 foundation started a “President Circle Club”. The President's Circle at Santiago Canyon College recognized faculty, staff, alumni and friends who have made a gift of \$500 or more to unrestricted giving. Unrestricted gifts from President's Circle members can be deployed quickly all over campus to support new initiatives, as well as underfunded programs and services that keep our campus on the cutting edge of community college education. Examples of areas supported include:

- Academic programs
- Student enrichment and leadership development programs
- Faculty and staff professional development and recognition
- Alumni and community outreach

In Addition foundation is working on growing I the size of its board between 15-20. In 2019 SCC foundation is also conducting the fund development assessment.

### ***Community Services***

The Community Services program at Santiago Canyon College exists to provide additional options for educational opportunities and life-long learning to a diverse community. This revenue-generating department is fee based and offers not for credit courses to complement the traditional college-credit and noncredit class offerings. Community Services at Santiago Canyon College adheres to the best practice

guidelines administered by Education Code section 78300. The program continuously seeks new revenue streams and partnerships for growth and support of staff salaries and benefits.

Community Services maintains a strong public profile to promote course offerings and serve as an outreach program for Santiago Canyon College. Each semester, over 100,000 copies of the schedule of classes and workshops are distributed in the community to advertise quality programming and strengthen brand recognition for the college. Through its outreach efforts, Community Services maintains strong relationships with local businesses and tracks industry trends to introduce new opportunities for revenue-generating collaborations. With continued outreach and a strong community presence, the program provides students with an opportunity to become a part of the college experience.

The SCC Community Services course offerings are widely diverse and economically accessible to bridge socioeconomic gaps and promote equity in education. Classes and workshops in

Community Services are designed to promote Santiago Canyon College's fundamental promise that, "*What happens here Matters.*" In Community Services, participants rediscover the value of learning. Course offerings expose residents to new technologies, careers, networking opportunities, and social trends. By participating in recreational courses and enjoying day tours, community members develop a sense of belonging, which in turn promotes strong affiliation and identification with Santiago Canyon College.

The Community Services Program maintains strong ties with community and business. Community Services offers "College for Kids" to support programming that meets the needs of Title VII as mandated by the U.S Department of Education and strengthen partnerships with the Orange Unified School District. In collaboration with the Orange Chapter of the California Land Surveyors Association, new Land Surveyor certification courses are in development. With support of Career Education, Community Services offers continuing education units for Water Utility Science.

# Objective 1C: INCREASE OUTREACH TO ADULTS SEEKING COLLEGE CREDIT OR CONTINUING EDUCATION CLASSES

## Rancho Santiago Community College District Number of Outreach Events in the Community for Credit Program by Site 2015-16 through 2017-18

	2015-16	2016-17	2017-18
<b>Santa Ana College</b>	27	26	30
<b>Santiago Canyon College</b>	73	122	129

Source: VP Student Services

## Rancho Santiago Community College District Number of Outreach Events in the Community for Noncredit Program by Site 2015-16 through 2017-18

	2015-16	2016-17	2017-18
<b>Santa Ana College</b>	170	195	220
<b>Santiago Canyon College</b>	114	59	90

Source: VP Continuing Education

## Rancho Santiago Community College District Metrics of Marketing Campaigns by Unit 2015-16 through 2018-19

	2016-17	2017-18	2018-19
<b>Santa Ana College</b>			
• # of Print Ads	35	64	71
• # of Online Marketing Reached	4,036,124	3,468,291	3,694,257
• # of Radio & Streaming Spots	5,668,352	7,468,291	7,582,335
• # of Direct Mail Reached	164,220	178,590	477,021
• # of Outdoor Marketing Reached	11,617,054	33,625,894	36,368,105
• # of Press Releases	23	26	35
• # of Social Media Posts	2098	691	867
<b>Santiago Canyon College</b>			
• # of Print Ads	52	73	64
• # of Online Marketing Reached	2,833,132	3,284,451	4,362,544
• # of Radio & Streaming Spots	1,856,000	2,614,956	2,265,411
• # of Direct Mail Reached	148,472	166,373	488,523
• # of Outdoor Marketing Reached	852,992	15,846,324	18,411,636
• # of Press Releases	39	24	39
• # of Social Media Posts	785	382	318

Source: Public Affairs

## Rancho Santiago Community College District Students Who Transition from Noncredit to College Credit by Site 2015-16 through 2017-18

	2015-16	2016-17	2017-18
<b>Santa Ana College</b>	987	1101	1032
<b>Santiago Canyon College</b>	508	568	634

Source: VP Continuing Education/RSCCD Research

## **DISTRICTWIDE**

### ***RSCCD Public Affairs***

At RSCCD Public Affairs, we are striving to reach potential and existing students and the communities in which they live through effective, modern and relevant content and communications. Digital outreach including social media, streaming platforms and robust websites are becoming the norm when our audience seeks information. With each passing year, our audiences become more tech savvy and the expectation of a professional and substantial online presence is becoming paramount. Public Affairs is working tirelessly to grow and transform our communications to meet the changing needs of our audience. With our goals of continued expansion in digital communications, we continue with efforts in traditional print and news outlets in addition to non-traditional outreach like grassroots events and sponsorships that bring us face to face with the people and communities we serve. Our goal is to achieve an optimal balance in meeting informational demands and offering a human experience in order to best build brand loyalty and recognition.

In April and May of 2019, RSCCD Public Affairs offered each campus a full two-day photoshoot to add to the current collection of campus photos. The shoot took place inside classrooms to capture active learning situations as well as student lifestyle photos taken in public areas on campus. The images were well received and are currently being used in all new marketing and communications efforts.

In April and May of 2019, RSCCD Public Affairs introduced campus workshops to help deans and their divisions reach current and potential students more effectively. In these workshops, deans were introduced to low-cost and no cost micro-campaigns and services provided by RSCCD Public Affairs and given information on how to access those services. As a result of these new workshops, RSCCD Public Affairs is currently working alongside the campus administrators to develop a district-wide communications calendar that will allow our campuses to market themselves more strategically and effectively while collecting the data critical to acquiring leads and calculating ROI. These workshops will be an ongoing service provided twice a year to both campuses.

### ***RSCCD Graphic Communications***

RSCCD Graphic Communications continues to rise to the challenge in meeting the visual communication and customer service demands of RSCCD and its campuses. Our graphics team is actively seeking and developing new, more efficient ways to create and format district and campus publications through new software and processes. Following suite with the RSCCD Public Affairs strategy, the design team is offering a wider array of services than ever before. Digital imagery, online publications, social campaign development, photography and videography, and product design are just a few of the services Graphic Communications provides and we intend to continue to grow our services to meet the demands of our students, faculty, staff and communities.

In July of 2018, Graphic Communications reintroduced internal design and creative services to both campuses. Student communication, event attendance, brand recognition, and campus pride have all seen a boost thanks to the return of this service. In addition to internal design, Graphic Communications has seen an increase in job requests including photoshoots and video. These new design services are ensuring that new and existing students are aware of the services available to them on campus as well as informing the community and potential students of the benefits of attending our colleges.

In May of 2019, Graphic Communications presented a new visual standards identity book to Santa Ana College that included a complete Guided Pathways identity, a new ADA compliant font selection, secondary brand colors and textures, photo styles and campus signatures. This consistency will resonate and build brand loyalty with our community while presenting Santa Ana College as a top-rated, modern educational institution.

### ***RSCCD Publications***

RSCCD Publications strives to meet the ever-changing printing and reprographic service needs of the district and its educational centers. Staff members are constantly communicating with customers in order to meet their digital printing and reprographic needs while monitoring the latest industry's trends and products in order to provide additional in-house services.

In Spring 2018, RSCCD Publications, in conjunction with the other district reprographic service locations, aligned their production printer leases and deployed similar reprographic printing equipment to service faculty and staff. This not only saves the district approximately \$49,000 annually but also allows the production printers to be networked and connected to RSCCD Publications' online submission system, WebCRD, so print orders can be printed locally thus reducing turnaround time for faculty and staff. RSCCD Publications has also expanded its color printing options by adding a wide format printer and envelope printer.

RSCCD Publications is constantly looking for new ways to enhance the customer experience and streamline the workflow process from submission to fulfillment. The RSCCD Publications and Graphic Communications teams continue to work side-by-side to ensure this smooth process. The goal of RSCCD Publications is to provide high-quality production services and products along with a consistent and pleasant user experience regardless of the customer's needs or location.

### ***Rancho Santiago Adult Education Consortium (RSAEC)***

In spring 2019, RSAEC entered into a contract with Interact Marketing Inc. to assist us with increasing our outreach efforts to adults seeking continuing education classes. Through CAEP funding, RSAEC has been able to allocate \$200,000 toward this effort. In July, Interact completed a photo week at all of the noncredit sites in the district. These professional photos will be used in the upcoming campaign. Over the past two months, RSAEC, SCC-DCE and SAC-SCE have been working on website improvements. These improvements include a landing page for potential students to learn about program offerings, course schedules and locations. In addition, both SCC-DCE and SAC-SCE have been working to improve their respective website platforms for student accessibility. Improvements include a landing page for potential students to learn about program offerings, course schedules and locations.

With the allocation of the CVC-OEI Grant, the SCC credit and noncredit Career Education Departments have designated \$125,000 towards working together with Interact Marketing Inc. The plan is to enter into a separate contract to increase our outreach efforts to adults seeking career education opportunities. This contract will include a social media campaign, video shoots for YouTube ads, print ads and mailers. The campaign is anticipated to begin as soon as RSCCD board approvals have been obtained.

### **SANTA ANA COLLEGE**

#### ***Outreach Events in the Community for Credit Program***

The Outreach Department provides information and resources to potential students and assists them in navigating the college system. The team attends and host events while recruiting and promoting all of SAC's wonderful programs, services and academic classes to the community SAC serves. In the past three years, Outreach has created several programs to assist in removing barriers.

Partnering with Santa Ana High School, SAC hosted a pancake breakfast for our community to introduce them to the Santa Ana Promise. More than 1,500 residents came out to hear about the Promise SAC has made to our community. In addition to the pancake breakfast, SAC hosted many other annual community events such as our Camino de Amistad where hundreds of volunteers canvass the neighborhoods passing door hangers with registration details for SAC and SAUSD.

SAC understands the importance of our community and strives to make the college their home. A member of the Outreach team staffs weekly kiosks at the Mexican Consulate and Santa Ana Main Library. We volunteer at the Santa Ana Chamber, Kiwanis, city of Garden Grove and the city of Santa Ana community events. In addition to many more held throughout the year. SAC visits high schools, middle schools and elementary schools speaking to students on the importance of a college education.

SAC also developed trainings and workshops for the local high school counselors. The purpose of these events is to educate our partners on the new programs and services offered at Santa Ana College. SAC makes every effort to be immersed in our Santa Ana/Garden Grove community. Our goal is to have every home in Santa Ana to have a degree.

#### ***Outreach Events in the Community for Noncredit Program***

Through participation with Rancho Santiago Adult Education Consortium (RSAEC), Santa Ana College School of Continuing Education (SAC-SCE) is working to align its noncredit offerings to the college credit offerings as well as to the other offerings of other adult education providers in the region. In addition, SAC-SCE continues to expand partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the SAC-SCE Career Education instructional program. Working closely with Garden Grove Adult Education (GGAE), the partnership is able to provide SAC-SCE tuition free career education courses to GGAE adult students. New programs include classes in the areas of automotive and business skills as well as plans for implementing noncredit programs in welding and HVAC.

#### **SANTIAGO CANYON COLLEGE**

Through participation in the Rancho Santiago Adult Education Consortium (RSAEC), it was discovered that the needs of the community were not being met in the area of Adults with Disabilities. Santiago Canyon College Division

of Continuing Education (SCC-DCE) secured funding through the California Adult Education Program (CAEP) to hire a full-time coordinator in this area and immediately reached out to assess the needs. Partnerships were formed with public agencies, non-profits and industry to create educational programs that prepare students with a development disability for work in competitive integrated employment (CIE). In its initial year, SCC-DCE's Adults with Disabilities program grew from 0 classes to 14 classes offered with a total enrollment of 378 students and 22 Career Development and College Preparation (CDCP) certificates awarded.

Santiago Canyon College promotes the noncredit instructional and student services programs through a website [www.sccollege.edu/OEC](http://www.sccollege.edu/OEC), thru flyers, semester class schedule, and by participating at numerous community events. Examples of outreach activities and/or events that Outreach staff members participate in include:

- Transitional Aged Youth (TAY) Education and Resource Fair
- Job Fair Table at Anaheim Convention Center
- West Orange Elementary School College & Career Day
- Flyer delivery to Libraries: Garden Grove, Sunkist, Tustin, El Modena, Orange Main Library
- Outreach table at Tustin Library
- Foster Youth Outcomes Committee meeting/promote Education and Careers to 18+ adults
- FAIR CHANGE Hiring Summit @ Irvine One-Stop: Serving Formally Incarcerated
- Orange County's 3rd Annual Re-Entry Resource Fair @ Honda Center; Resources and Education for Formally Incarcerated
- Deliver 2017 class schedules and flyers to all Orange public libraries and the Employment Development Department (EDD) office in Anaheim
- Outreach table at the Mexican Consulate, Santa Ana; promoted all classes and programs



- Wells Fargo Bank award recognition and networking event; invited guests of honor
- OC Job Fair Expo: Promoted all classes and programs
- The Wellness Center (REI) 4th Annual Education Fair
- Family Fun Day Event at SAC/Outreach
- Deliver Flyers and class schedules to Libraries: Tustin, Irvine, Taft, Anaheim Hills, Yorba Linda Library and Community Centers throughout Orange County
- Outreach Table at the 9th Annual Military Event at New Wine Church in Fullerton
- The Source OC Event Center invited SCC noncredit to participate at the Small Business Owners/Entrepreneurs Event; set up outreach table and promoted all programs and classes
- Outreach Table at the RAD Family Resource Fair at the Irvine Park. Promoted all programs and enrolled student
- Delivered schedules to OCTA for distribution to all their clients visiting the office
- Annual Earth Day Festival at Santiago Canyon College

### ***Efforts to Transition Noncredit to College Credit***

Santiago Canyon College Division of Continuing Education faculty, staff, and administration strive to ensure that every student is aware about current and future educational opportunities available to them, including transitioning to the college credit program. Outreach materials in the form of class

schedules, flyers, Division website ([www.sccollege.edu/OEC](http://www.sccollege.edu/OEC)), and social media sites promote the steps to higher education and training. Upon entering any of the Division sites, potential students are exposed to a friendly environment by helpful staff. The steps that follow include a comprehensive orientation and the opportunity to meet with a counselor. The Orientation includes information about the instructional programs and students support services available to students through the Division. Among the student services included is information about financial aid and assistance with the application process to the college credit program through the Division's regularly scheduled Student Transition and Registration Seminars (STARS). The above, coupled with the principles of the new Guided Pathways Initiative, form the infrastructure that facilitates the transition of students from the noncredit program to the college credit program.

Over the last three years, there were 508 students who were enrolled in the noncredit program in 2015-16 who transitioned to the college credit program. Just 2 years later (2017-18), the number of students who transitioned increased impressively by 126 students (24.8%). It is important to note that these numbers only reflect the number of students who transitioned to either the Santiago Canyon College or Santa Ana College credit programs and do not reflect the number of students who may have transitioned to other community colleges or four year universities.

**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 CURRENT RELATIONSHIPS AND FOSTER NEW PARTNERSHIPS THAT ADDRESS LOCAL EDUCATION NEEDS**

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**DISTRICTWIDE**

The District and its colleges partner with many educational (feeder school districts, community colleges, and universities), community and business industry organizations to ensure that we constantly monitor the needs of the diverse community to provide quality and timely offerings. The District is represented on various chambers, business councils, and advisory boards of various organizations where we share as well as listen to partners. For example, the District is represented on the Orange County and the Santa Ana Workforce Investment Boards in order to identify major workforce needs and to address those needs through responsive programs and services. Grant programs have also been developed collaboratively with neighboring community college districts, with the Orange County Department of Education, local industry, and with non-profit organizations.

***Los Angeles/Orange County Regional Consortium (hosted by RSCCD)***

The LAOCRC has worked very closely with the three Workforce Development Boards in the county (County of Orange, Santa Ana, and Anaheim) to find areas of training/instructional opportunity for program participants in need of new or additional training, in fields that provide livable wages and employment growth; by having participants enroll in community college classes, not only are their educational needs being addressed, but they are also building important skills that will help them secure a better future for themselves and their families.

We've developed partnerships with industry/employer organizations: the LAOCRC has fostered a collaborative partnership with the Orange County Business Council (OCBC), which includes the development of an OC Industry Sector report, developing a strategy for community college engagement with industry, and supporting the region in the development of regional advisory systems that can help colleges obtain industry information and validation.

Develop partnerships with Adult Education providers: the LAOCRC has collaborated with non-credit education providers to identify and create pathways for students to transition from non-credit to credit college programs, thus ensuring that students continue to add to their educational foundation and future.

This extensive network can now be leveraged to support local educational needs in the career pathways:

- Implement clearer processes and procedures into career pathways, and enhance articulation and remove barriers

- Identify, design, simplify, align and market career pathways
- Improve coordination between K-12 and community college counselors
- Increase outreach to traditional and non-traditional students, CTE counselors, K-12 and parents by creative marketing and education both internally and externally
- Add portable and stackable certificates as well as skills badging
- Provide more on-ramps and off ramps to pathways, such as Adult education and noncredit programs
- Provide additional counseling, communications and instructional support and basic skills, for example boot camps, bridge programs and just in time instruction, and incorporate more lab-based and project based learning

### ***Resource Development/Fiscal Agent***

Being the fiscal agent for a number of grant programs, RSCCD has cultivated extensive partnership that we use to leverage support for our local educational needs:

- connecting with individuals for consultation, information and guidance;
- ability to draw together robust partnerships for grant opportunities;
- access to data and information to guide local program development;
- connect colleges to beneficial partnerships based on need;
- expand knowledge of other community colleges' operational, financial and programmatic systems to use as models to validate or improve our own systems;
- ability to consult or advocate with CCCCCO staff
- have a deeper understanding of CCCCCO operations to work effectively with them as partners
- develop a deeper awareness of plans and systems for integrated research and data systems to improve operations, data-driven decision making, and support for students leading to improved outcomes

### ***Institute for Workforce Development***

The Institute for Workforce Development (IWD) was established in July 2017 within Educational Services Division with the objective of developing an untraditional source of students for SAC and SCC through targeting a wide range of employers in business, industry and government within our community to determine their workforce skills needs and gaps and to position SAC and SCC (for credit and non-credit) as a source of education, professional development and training for their employees.

One way IWD achieves its mission is by bringing employers within an industry together with SAC and SCC to explore options for creating or expanding the pipeline of qualified employees by aligning certificate and degree programs with industry needs and educating students and preparing them for in-demand professions. We have hosted three Roundtables on subjects such as healthcare, advanced manufacturing and autism

Autism care industry is a good example of a growing industry in our community which is experiencing a shortage of qualified, highly trained workforce to support the developmental needs of children with autism. Recognizing this growing need, the IWD partnered with Autism Business Association (ABA) to host an industry roundtable and identify critical gaps and barriers in workforce readiness in Orange County and surrounding communities.

Included in the roundtable discussions were faculty, administrators and leadership from SAC and SCC, Educational Services leadership, and members from Autism Industry Association including ABEDI, Autism Behavior Services, Autism Spectrum Interventions, Autism Spectrum Therapies, Bloom Behavioral Health, California Psychcare, Creative Behavior Interventions, Love2Learn, STAR of CA, and TASKids. Participants explored industry hiring needs and skills required, especially for occupations

requiring a certificate or an associate degree. They examined gaps and barriers and determined workforce training and development needs, internship opportunities and other areas for collaboration.

It was no surprise that the key outcome of the Roundtable centered on development of curriculum for an (Autism) Behavior Technician certificate program that would meet minimum requirements of the nationally accredited industry recognized certifications which are required by insurance companies (for reimbursement).

At the conclusion of the Roundtable, Santiago Canyon College Division of Continuing Education took the lead in the development of curriculum for a certificate program in (Autism) Behavior Technician. On June 17, 2019 RSCCD Board of Trustees approved this curriculum which was developed with industry input and participation. The program was then submitted to the California Community Colleges Chancellor's Office for state approval. SCC plans to offer the certificate program to students once this approval is secured.

### **SANTA ANA COLLEGE**

Santa Ana College offers a robust program of year-round outreach and student development activities throughout its service area (and on site at all feeder high schools via One-Stop Higher Education Centers), which culminates in a model application, assessment, and placement program. This is enriched by direct financial support, linked to the SAC Foundation, which makes college possible for all members of the community. This model demonstrates implementation of the Student Success Act and has been cited as a national model by state and national leaders. It includes significant expansion activities as part of the College's Student Equity Plan. The pipeline efforts are complemented by the on-campus Middle College High School, where students simultaneously earn high school and college degrees. This year 70% of the graduating class will earn both their AA and high school diploma. Complementing the pipeline, outreach work is a significant set of community-centered activities led by outreach professionals in both credit and noncredit programs as well as volunteer Padres Promotores de la Educación. Taken as a whole, this outreach and student development work touches 30,000 members of the greater Santa Ana area annually. This work further expanded when SAC and the Santa Ana Partnership opened a One-Stop Higher Education as part of the Main Santa Ana Public Library.

Through the Assembly Bill 86 consortium, Santa Ana College School of Continuing Education (SAC-SCE) is 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, SAC-SCE is expanding partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the SAC-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 SAC-SCE. Please see Appendix A2 for list of SAC's key partners.

### **SANTIAGO CANYON COLLEGE**

A key effort at the Santiago Canyon College is to strengthen outreach and recruitment. Staff work to develop new and sustain current relationships with key partners and stakeholders.

The High School and Community Outreach Program supports collaborations between local high schools and SCC in an effort to recruit and enroll students. To achieve this goal, the department recruits high school seniors and facilitates participation in the Early Welcome program. In addition, the Outreach Program educates the community about SCC's programs and services by offering K-12 educational fairs,

making high school presentations and hosting K-12 tours at SCC.

The Early Welcome (EW) program is the Outreach Program's primary vehicle for engaging new students. Outreach offers this program to local high school graduating seniors to increase the base enrollment of full-time students. Another focus is to assist high school seniors with college readiness by hosting workshops on college applications; providing placement testing for English and math; and registering students for the fall semester. Parents are also presented with an orientation of critical college information.

The College strives to register 1,000 or more high school seniors through the Early Welcome (EW) program. The Outreach department recruits students from various Orange County and Riverside County school districts. The majority of the participants come from Orange Unified.

For the past two years (2017-18 and 2018-19), SCC has offered the Summer Advantage Academy (SAA) to incoming high school seniors. This collaborative effort between administration, faculty and student services staff is an opportunity for incoming students to become acquainted with the campus, learn about the programs and resources we have to offer, interact with faculty prior to their first week of school, and meet current and other incoming students. The SAA program includes academic interventions in English, reading, writing and math; a faculty boot camp workshop with Q&A; student-guided campus tours with designated key stops highlighted by staff; presentations on student services and other campus resources (including First Year Support Center, Transfer Success Center, and Campus Safety); discovering learning styles through an abbreviated Myers-Briggs type indicator workshop; networking activities led by orientation leaders; and a big surprise from our administration to all SAA participants in the form of the SCC College Promise Scholarship. Recent survey information from this year's program demonstrates that the majority of SAA

participants find the program insightful and beneficial to beginning their college experience at SCC and a 2017-18 study of last year's program demonstrated that students who participate in SAA perform better than non-participants (92.6% persisted to Spring 2018 in comparison to 76.6% for students that did not participate in Summer Advantage). In addition, Summer Advantage students had a higher average units completed in fall 2017 (10.57 units compared to 8.69 units for non-participants) and higher overall GPA for summer and fall 2017 (2.57 GPA compared to 2.13 for non-participants). Each November, Summer Advantage Academy is promoted at the SCC Family Night annual event where high school seniors and their parents have come to learn about the College's many programs and services since 2011. To date, SCC has hosted approximately 2,100 guests from 25 area high schools--highlighting the matriculation process, general education patterns, college success strategies, the Early Welcome program, campus life, and SAA.

Santiago Canyon College has begun to work collectively with Orange Unified School District (OUSD), California State University Fullerton, and University of California Irvine, to implement a College Pledge Program. The College Pledge Program is a collective effort to leverage resources and develop awareness for all OUSD students' by providing them with the best opportunities and support system needed to successfully complete their educational and career goals. The guiding principle of the College Pledge Program is to provide a seamless pathway for OUSD students into Pledge Partners by reducing equity gaps among traditionally underrepresented student groups through K-16 goal alignment.

The college's efforts to develop, sustain, and strengthen relationships with key partners and stakeholders continues to take root in the local and surrounding communities. Please see Appendix A3 for list of SCC's key partners.

## Objective 2B: SUPPORT REGIONAL COLLABORATION THAT ADDRESSES THE NEEDS OF LOCAL EMPLOYERS IN HIGH DEMAND OCCUPATIONS

### Top 20 Occupations in Orange County, 2018-2028

Occupation	2018 - 2028 Change	2018 - 2028 % Change	Annual Openings	Median Hourly Earnings	Entry Level Hourly Earnings	Typical Entry Level Education
General and Operations Managers	2,189	8%	2,492	\$58.84	\$26.76	Bachelor
First-Line Supervisors of Office & Administrative Support Workers	853	5%	1,948	\$28.89	\$17.52	High school diploma or equivalent
Registered Nurses	4,233	18%	1,711	\$42.70	\$26.28	Bachelor
Business Operations Specialists	1,000	6%	1,625	\$35.45	\$18.96	Bachelor
Accountants and Auditors	1,469	9%	1,585	\$34.76	\$22.76	Bachelor
Market Research Analysts and Marketing Specialists	1,441	14%	1,229	\$31.26	\$18.12	Bachelor
Substitute Teachers	1,002	11%	1,126	\$17.88	\$15.58	Bachelor
Carpenters	1,413	15%	1,075	\$26.27	\$16.15	High school diploma or equivalent
Management Analysts	806	8%	975	\$42.23	\$25.29	Bachelor
Software Developers, Applications	2,372	24%	948	\$56.30	\$33.41	Bachelor
First-Line Supervisors of Construction Trades and Extraction Workers	1,400	19%	926	\$38.99	\$25.15	High school diploma or equivalent
Elementary School Teachers	1,114	10%	920	\$42.36	\$24.93	Bachelor
Financial Managers	1,351	16%	800	\$61.74	\$34.44	Bachelor
Securities, Commodities, and Financial Services Sales Agents	964	14%	799	\$25.03	\$15.57	Bachelor
Human Resources Specialists	705	10%	772	\$32.14	\$18.78	Bachelor
Sales Managers	140	2%	727	\$60.02	\$23.43	Bachelor
Computer User Support Specialists	740	9%	675	\$26.83	\$17.32	Some college, no degree
Licensed Practical and Licensed Vocational Nurses	1,336	21%	623	\$25.78	\$17.20	Postsecondary nondegree award
Secondary School Teachers	777	11%	591	\$42.60	\$28.19	Bachelor
Software Developers, Systems Software	299	4%	533	\$54.19	\$33.68	Bachelor

Source: OC Center of Excellence

### Rancho Santiago Community College District Student Evaluation of the CTE Program, Employment Outcomes and College Preparation, 2018

	Santa Ana College	Santiago Canyon College	Statewide
Overall satisfaction with education and training received	92%	94%	92%
Percent gains in hourly wage after completing college coursework	\$14.00 to \$21.00 +50%	\$13.00 to \$20.00 +54%	\$15.00 to \$23.00 +53%
Percent respondents who identified college coursework helped them transfer to another college or university	31%	36%	34%
Percent of respondents who identified college coursework has enabled them to being employed for pay	81%	85%	81%

Source: CTE Employment Outcomes Survey (CTEOS), 2018

**Rancho Santiago Community College District**  
**Career Technical Education Core Indicators of Performance by College**  
**2016-2017 through 2018-2019**

	2016-17	2017-18	2018-19
<b>Technical Skill Attainment</b>			
• Santa Ana College	82%	77%	85%
• Santiago Canyon College	90%	89%	90%
• Statewide	91%	91%	91%
<b>Completion (Credential, Certificate, Degree or Transfer-Ready)</b>			
• Santa Ana College	83%	88%	88%
• Santiago Canyon College	53%	59%	60%
• Statewide	83%	88%	88%
<b>Persistence and Transfer</b>			
• Santa Ana College	88%	89%	89%
• Santiago Canyon College	78%	74%	71%
• Statewide	88%	90%	90%
<b>Employment</b>			
• Santa Ana College	79%	88%	85%
• Santiago Canyon College	94%	96%	94%
• Statewide	75%	68%	72%
<b>Nontraditional Participation</b>			
• Santa Ana College	16%	18%	20%
• Santiago Canyon College	9%	10%	13%
• Statewide	24%	25%	25%
<b>Nontraditional Completions</b>			
• Santa Ana College	23%	21%	26%
• Santiago Canyon College	25%	23%	26%
• Statewide	28%	29%	29%

*Source: California Community Colleges Chancellor's Office, Career Technical Education (Perkins IV)*

## DISTRICTWIDE

Rancho Santiago CCD serves as a workforce development leader through its work as the host of the LAOCRC, the Business & Entrepreneurship and ICT/Digital Media Deputy Sector Navigators, and the OC Center of Excellence, and as the fiscal agent for the Strong Workforce Program – Regional Funds. Through this work, RSCCD provides up-to-date LMI data for regional workforce needs to assist the colleges in identifying CTE programs to modify or develop (OC-COE), works with colleges to develop programs that directly address the workforce needs in the region and connect students to in-demand, high-paying jobs (DSN ICT), that prepare the students for the future workforce (DSN Business & Entrepreneurship, 4<sup>th</sup> Industrial Revolution/Gig Economy), and facilitates and convenes regional planning to target program development in regional workforce need areas (LAOCRC and the Strong Workforce Program-Regional Funds).

Partnerships have been developed with Workforce Development Boards, Chambers of Commerce, OCBC, OC United Way, Sector Navigators (SNs) and Deputy Sector Navigators to facilitate connections between business & industry and college programs. One of the primary goals of these partnerships is to ensure that the needs of local employers are being addressed, particularly in high-demand sectors such as Information and Communications Technologies (ICT) and Health.

A regional Work-Based learning initiative is currently underway to alleviate the shortage of employee talent that many local employers are experiencing; partners include LinkedIn and Portfolium (now owned by Canvas); one of the primary goals of the project is to build a skills inventory system, which can better match students/prospective employees to employers looking to fill job openings.

The LAOCRC prioritized and implemented the following:

- a. Capture existing success with internships and job placement through regional advisory committee process
- b. Improved engagement and alignment with Workforce Development Boards, Chambers of Commerce, K-12 education and industry and business partners, SNs and DSNs, and other stakeholders
- c. Strategizing to develop a common data system that can better identify skill sets of current students, in order to match them to skills required by employers
- d. Enhanced coordination between non-credit and credit for internships and externships
- e. Enhanced connections with regional advisory boards, chambers of commerce, associations and other stakeholders, including contract education
- f. Develop innovative ways to engage employers, such as on-campus events and competitions, providing faculty externships and increasing work- based learning
- g. Being the labor market information and data leader in the region
- h. Connecting data to strategic decision-making in order to positively impact metrics.

### ***Rancho Santiago Adult Education Consortium (RSAEC)***

Student surveys were conducted through the Rancho Santiago Adult Education Consortium (RSAEC) task force group, which indicated that medical occupation programs are highly desired by the RSCCD adult student population. In addition, these occupations are in high demand. To meet the need of local employers, Santiago Canyon College Division of Continuing Education (SCC-DCE) and Santa Ana College School of Continuing Education (SAC-SCE) secured funding from the State Chancellor's Office Certified Nurse Assistant (CNA) Grant to create or expand the CNA programs. SCC-DCE will apply this funding to expand its current CNA program so that it can serve more students at a second location. SAC-SCE has dedicated its funding to creating a CNA program on their campus as both a pathway to employment as well as a pathway for noncredit students to enter SAC's credit Nursing program.

### **SANTA ANA COLLEGE**

With 36 areas of study, 62 AA/AS degrees, 141 certificates and 1 bachelor's degree in Career Education (CE) programs, SAC contributes significantly to the workforce in Central Orange County. These industry-supported programs include Welding Technology, Auto Technology, Occupational Therapy, Nursing, the Criminal Justice and Fire Academies, and Pharmacy Technology, Accounting, Art, Biotechnology, Business Administration, Business Applications & Technology, Child Development and Education Studies, Computer Information Systems, Diesel Technology, Digital Media, Emergency Medical Technician, Engineering, Entrepreneurship, Fashion Design & Merchandising, International Business, Kinesiology, Law, Library Technology, Management, Manufacturing Technology, Marketing, Medical Assistant, Music, Nutrition & Foods, Paralegal, Photography, Speech-Language Pathology, Television/Video Communications, and Theatre Arts.

Santa Ana College has also been approved by the California Community Colleges Chancellor's Office as one of 15 community colleges to participate in the baccalaureate degree pilot program and began offering a Bachelor of Science degree in Occupational Studies in fall 2017. The first cohort of 23 students graduated on June 7, 2019.

Santa Ana College participates in the CTE LaunchBoard, a statewide data system to track K-12 participation in CTE programs and then into the workforce. Beginning with the 2014-2015 academic year, the College has been participating in the CTE Employment Outcomes Survey to glean information related to whether students became employed within their fields of study, if coursework positively affected their earning potential, and how the College can improve. The most recent survey results (2019) revealed the following: 73.4% of Career Education (CE) students who responded to the



survey secured jobs that were closely related to their program of study, 83.4% of these students found these jobs in six months or less, and eight dollars is the overall change in hourly wages after students completed their chosen CE programs.

Since the awarding of Strong Workforce Program funds (2015-2016), the College has been collaborating with multiple LA and OC community colleges to address regional workforce needs. Regional projects have been developed to address the following sectors: Advanced Manufacturing, Advanced Transportation & Logistics, Business & Entrepreneurship, Global Trade, Health, Life Sciences/Biotechnology, ICT/Digital Media, Retail/Hospitality/Tourism, and Education. Across all CE sectors, projects have been developed to increase Work-Based Learning opportunities, build noncredit to credit pathways, and identify K-12 and community college crosswalks so students can continue to hone their skills within their chosen CE pathways. Furthermore, beginning in the summer of 2019, the College's faculty and administrators collaborated with the OC Center of Excellence and the other eight OC community colleges to discuss and analyze OC sector employment needs. The second phase of this project will include adding industry to the conversation in order to identify the knowledge, skills, and abilities needed to obtain employment in these occupations.

The value of SAC can be measured in terms of its economic impact to the community. "Santa Ana College (SAC) creates a significant positive impact on this business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society" (Fact Book, 2018, p. 13). During the 2016-2017 academic year, "SAC and its students added 1.2 billion dollars in income to the Orange County economy and contributed to 14, 470 jobs." (Economic Value of Santa Ana College. EMSI, 2018)

The College was awarded a grant for the National Science Foundation for the OC Biotechnology Collaborative Partnership project

in collaboration with SCC and Fullerton College. Through this project, the Colleges will align and strengthen their biotechnology programs and provide instruction modeled on real-world biotechnology and research laboratories to produce high-quality graduates to meet the region's workforce need.

Several of SAC's CE programs tracked their graduates (via surveys and/or certification), which demonstrated impressive outcomes:

- More than half (65% to 75%) of RN graduates found employment in health care within twelve months of graduation.
- The College's 2018/2019 annual pass rate for the NCLEX-RN (National Council Licensing Examination – Registered Nurse) was 94.68%. The national annual pass rate for ADN graduates during the same year was 85.16%.
- Most (97%) of the Occupational Therapy Assistant program's NBCOT (National Board for Certification in Occupational Therapy) certification awardees found work as therapy assistants within six months of certification.
- More than four-fifths of the International Business students who became certified Global Business Professionals have found jobs in the field.
- Seventy-eight percent of the Pharmacy Technology program graduates found jobs in the field.

Complementing this work is the Career Center, which encourages CE success and completion at SAC. Similar to the University Transfer Center, the Center provides individualized follow-up with students who are close to completion, and its partners with CE faculty to develop customized education plans for students. The Center also supports college-wide work to help undecided students select a career field. This has been an extremely popular service area and will continue to support expanded certificate and degree completion in the coming years.

*SAC School of Continuing Education*  
Santa Ana College School of Continuing Education (SAC-SCE) answered the call of industry in opening a Pre-Apprenticeship

program in Construction Technology. Local employers needed skilled individuals to fill high-demand jobs and SAC-SCE quickly developed a program to fill this need. This program was developed in collaboration with the Orange County One-Stop Center, Santa Ana Work Center, the Orange County Development Board and the Orange County/Los Angeles Building Construction Trades Department. This program is currently being offered at SAC-SCE's new Remington Education Center and is the first noncredit pre-apprenticeship program in Orange County.

### SANTIAGO CANYON COLLEGE

Santiago Canyon College supports regional development by becoming the primary local source of skilled employees for high demand occupations. The College leads the state's largest Joint Apprenticeship Training Centers (JATCs) in carpentry, electrician, maintenance mechanic, operating engineers, power lineman, and surveying. The College's partnerships with 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 toward an Associate of Science Degree or Certificate of Achievement.

The Career Pathways Trust-OC Teacher Pathway Partnership program is a regional collaboration directed by SCC to engage high school students in paraprofessional educator courses and work experience and internships in order to increase interest and enrollment in SAC, SCC, and Fullerton College teacher pathway programs as well as to increase transfer to CSUF's Teacher Education Program. The project design focuses on engaging underrepresented students in teacher pathways and on strengthening effective STEM instruction to diversify and improve the teaching workforce.

The Biotechnology Program continues to fulfill the mission of the State Chancellor's office "Doing What Matters" framework. The OC Biotechnology Education regional collaboration with 3 other local colleges and local industry is considered a statewide model. The collaboration

ensures our students are well-trained and have achieved the skills needed to enter the local workforce.

The College 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 toward water demonstration lab kits, allowing students to have a better hands-on experience in class. This necessary equipment demonstrates the fundamentals of water chemistry for process laboratories and treatment plants to ultimately train highly skilled employees for high demand occupations.

Santiago Canyon College is the fiscal agent for the Los Angeles/Orange County Regional Consortium, the convening group for Career Education program approval and the Career Education collaborative among the 27 colleges in the LA/OC area.

The College continues to participate in the Career & Technical Education (CTE) Employment Outcomes Survey. Designed to gather information on employment outcomes for students participating in CTE programs at California community colleges, the survey aims to determine whether students were able to find employment within their field of study. The survey also investigated if the students' community college coursework positively affected their earning potential and in what way CTE programs can be improved.

Survey results indicate of the 1,469 former students contacted either by e-mail, mail, or phone, 461 responded to the survey yielding a 31% response rate. Highlights from the survey show that:

- Ninety-four percent of respondents indicated they were either satisfied or very satisfied with the education and training they received at Santiago Canyon College.
- Eighty-five percent of respondents indicated that they are employed for pay.

- Seventy percent of respondents indicated they secured a job that was either very close or closely related to their program of study.

Santiago Canyon College will continue participating in the next CTE Employment Outcomes Survey.

***SCC Division of Continuing Education  
CTE Online Pathways Grant***

Santiago Canyon College (SCC) and SCC Continuing Education have received a \$500,000 allocation through the Chancellor's Office California Virtual Campus-Online Education Initiative (CVC-OEI) Grant to increase online class opportunities to both credit and noncredit students. This funding will assist in creating curriculum to support the needs of local employers, creating noncredit to credit pathways, purchasing equipment to assist with videotaping and creating lectures, as well as professional development opportunities to train

instructors in online teaching methodologies. It is SCC's intention that these new online pathways will provide educational access to students, which will lead to success in obtaining employment in high demand occupations.

***Allied Health Programs***

Santiago Canyon College Division of Continuing Education (SCC-DCE) attended an Industry Roundtable with industry participants from the Autism Business Association. The goal of this roundtable was to shift job training from industry to the community college for this high demand occupation. SCC-DCE was selected to develop a short-term career education certificate for Behavior Technician. The courses have recently been approved with program approval anticipated soon. Courses to train individuals in the area of Behavior Technician and to prepare them for their state licensing are anticipated to start within the next few months and will directly address the needs of local employers.

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

**Objective 3A: ENHANCE THE ABILITY TO PREDICT STUDENT INSTRUCTIONAL NEEDS IN ORDER TO IMPROVE PROGRAM COMPLETION**

Staff and faculty identified and the Board of Trustees approved 12 Measures of Success, which describe the effectiveness of the District, its Colleges, and their programs. The RSCCD Research, Planning & Institutional Effectiveness Department regularly monitors and presents the data to the district community for its assessment to ensure excellence in their respective areas. The data is also presented to the Board of Trustees at their annual planning session for consideration and comments.

The RSCCD Research Department also conducts “regular” statistical studies to assist policy and program planning and development and “special” studies to meet departmental, institutional, and mandated needs, at the requests of faculty and staff to ensure departments/units provide quality programs. The department also annually monitors, publishes, and disseminates the educational goal completion data for university transfer, associate degrees, certificates of achievement and proficiency, and high school diplomas and certificates of completion for the noncredit programs. These reports are disseminated to college staff and posted on the RSCCD Research Department webpage for reference.

**SANTA ANA COLLEGE**

Santa Ana College engages in extensive college-wide strategic planning to maximize students’ academic success while working on shrinking equity gaps, particularly for disproportionately-impacted student groups. To this end, comprehensive plans that are tied to the College’s overall Strategic Plan have been developed with input from all constituency groups. The plans outline the specific activities, confirmed by data, required to improve course completion and certificate/degree/transfer attainment. This work is complemented by enrollment management planning to maximize impact on success and completion. To this end, Santa Ana College has employed the services of an architectural firm and an enrollment analytics firm to analyze the overall use of classroom space, room utilization throughout the day, mediation needs, and room student caps. Data provided by these firms will afford Santa Ana

College’s office of Academic Affairs to be more systematic about enrollment, optimizing classroom space and scheduling courses according to student needs. Additionally, enrollment management will be enhanced as academic program maps, per Guided Pathways implementation, are uploaded to our curriculum system. Population of program maps will allow for better planning of courses as we work to ensure that students are offered the right courses at the right times, according to their academic program maps and electronic educational plans.

Guided Pathways implementation at SAC has allowed for reflection on our approaches to: utilize research and data support; support services hours of operation; delivery of quality and intentional professional development; explicit training for adjunct faculty; academic acceleration; and the creation of pathways to

completion that link to student educational plans and a Degree Audit database.

The SAC Research Department has been augmented in recent years to support student equity efforts, Guided Pathways implementation, enrollment management, as well as other needs. Currently, our three research analysts are led by a director of college research. This, in cooperation with the district Research Department, serves as a source of data used for both short-term and longitudinal analyses.

Santa Ana College's degree & certificate audit program enables the College to identify students who are close to completion but who still need guidance; others who are not making satisfactory progress; and overall data on enrollment needs, which informs both follow-up work with students and course offerings. This new tool enables direct communication with students who need specific courses (students may be advised of open seats) and also provides powerful longitudinal data on enrollment, course retention, and completion results that are coordinated college-wide.

In addition, after intensively studying participation and success patterns at SAC as part of the process of developing the Student Equity Plan, the college community identified areas of disproportionate impact across target groups, which informed the action priorities established for the 2019-2022 Student Equity Plan.

Also, using data retrieved from the RSCCD Research Department, SAC analyzes the information as part of the program review process. Discussions of the data routinely occur during meetings with instructional deans. As a result of the planning activities in Academic Affairs and evaluation of available data, SAC continues to develop class schedules based on current Associate Degrees for Transfer (ADT) pathways as well as pathways for CTE programs. As SAC's Guided Pathways implementation continues through 2022, our class schedules and course offering will become more aligned with our Career and Academic Pathways generally, and programs specifically.

These efforts are intended to increase the number of completions in transfer, degree, and certificate programs.

### ***Continuing Education Program***

The Santa Ana College School of Continuing Education is currently in the process of aligning its planning efforts in the Adult Education Block Grant, Basic Skills, Workforce Innovation Opportunity Act (WIOA), and Student Success and Support Program (SSSP) plans. The integrated plan is to develop overall goals and to demonstrate the work that is being done in each one of these plans to support the goal. A matrix is being created that shows the goals and the work that is being done to support the goal as part of each of these projects.

### **SANTIAGO CANYON COLLEGE**

In 2019, data pertaining to SCC's institution-set standards for successful course completion (63%), degrees awarded (600), number of certificates awarded (550), and transfers to four-year institutions (650), and were collected and analyzed as a requirement of the Accrediting Commission of Community and Junior Colleges (ACCJC).

- In fall 2018, SCC students collectively contributed to an overall successful course completion rate of seventy-one percent, exceeding the standard of sixty-three percent.
- In 2017-18, SCC awarded 88 more degrees than in 2016-17. This is a five percent increase over the previous academic year.
- In the same year, SCC awarded 351 more certificates than in 2016-17. This is a thirty-four percent increase over the previous academic year.
- The SCC transfer count is 1,371 for 2018-19, an increase of four percent over the previous year. Seven hundred and twenty-nine students transferred to a California State University, 187 to a University of California, and 462 to private or out-of-state institutions.

Santiago Canyon College continues to monitor these data to ensure goal completion rates increase annually and to guarantee institution-set standards of performance are continually exceeded.

Beginning in fall 2018, the Office of Institutional Effectiveness & Research, in coordination with the Enrollment Management Committee and the Student Success & Equity Committee, started work to compile a comprehensive data set that includes a number of key student attributes from which a predictive model can be developed. The intent of this project is to use statistical methods to determine the factors that are valid predictors of student non-success. With this information, SCC may be able to focus its attention on these predictors and potentially intervene to ensure these students stay on track and get the guidance and support

that is needed. Predictive models can be built for the student population as a whole and can also be modified to identify predictors of non-success for specific subsets of the student population (e.g. disabled students, low-income students, etc.).

Additionally, through the college's Guided Pathways initiative, the college has administered a "student voices" survey to identify, in part, areas where students may struggle in completing their short and long-term goals. The results of this survey have been shared with the SCC Guided Pathways Leadership Team and provides preliminary data from which more targeted surveys can be deployed and has helped the college develop specific and relevant student focus group questions to help the college address each of the four guided pathways pillars.

## **Objective 3B. PROVIDE ALIGNMENT OF COURSE OFFERINGS WITH STUDENT EDUCATIONAL PLANS**

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Rancho Santiago Community College District provides extensive academic support services, student support services, and integrated approaches to deliver services through a number of entitlement grant allocations, e.g., Career Technical Education Act, Carl Perkins Funds; Basic Skills Initiative; Educational Opportunity Program and Services (low-income, first-generation); CalWORKs; Temporary Cash Assistance for Needy Families (TANF); Cooperative Agencies Resources for Education (CARE); Disabled Students Program and Services; and Workforce Investment Act II. These projects lead to increased integration of approaches and collaboration among the campuses' academic and support services.

SAC and SCC received allocation for Student Support Services Program (SSSP) funding. The SSSP funds have significantly expanded counseling and advisement services to ensure that more students complete assessments, participate in orientation, and have educational plans aligned with their educational goals. The state allocated funds for Student Equity, which represents another campus-wide effort to provide academic and student support services through integrated approaches to improve equitable access and achievement. Each College reviewed access and achievement data for various populations, such as race/ethnicity, foster youth, veterans, low-income, etc.) to identify areas that showed disproportionate impact, and each College developed plans to implement strategies to reduce the disparities in achievement.

The District received a large allocation Career Technical Education – Enhancement Fund (CTE-EF) through Senate Bill 858 to infuse funds for community colleges to develop and enhance CTE programs. The California Community Colleges Chancellor's Office allocated CTE-EF by region, and the District was selected by Los Angeles and Orange County (LA/OC) Colleges to serve as the fiscal agent to disburse each College's portion of CTE-EF. The District receives and reviews quarterly reports, monitors activities for compliance, approves payment, facilities approval, and conducts audit services.

Other funds allocated to the District over the years include the administrative allocation for Career Technical Education Act, Carl Perkins Funds, Assembly Bill 1725, Child Development, and a modest portion of Matriculation funds.

### **SANTA ANA COLLEGE**

Santa Ana College is in the process of updating its Strategic Plan to more closely align goals with student success and equity goals. The revised plan will be approved by all constituency groups and recommended changes will be made to the governance structure of the College.

Santa Ana College's Professional Development Office continues to coordinate faculty-centered professional development in collaboration with

faculty leaders and management partners who were also working with classified staff on related goals. All professional development at SAC is centered on student success and equity, and all staff who attended conferences beginning January 2015 are required to articulate in advance (on a Conference Request Cover Sheet) the student success value that the activity will have for the College. The capacity that these strategies will create for SAC will be accompanied by significant changes to intake and orientation through the Student Success and

Support Program, through which all students will be oriented and develop Educational Completion Plans within the first semester of study.

To support the goals of institutional effectiveness, new positions have been established, including Director of College Research, research analysts, a student equity coordinator, an outcomes assessment coordinator, Guided Pathways faculty, and soon-to-be identified accreditation coordinator.

Program maps have established as part our alignment with Guided Pathways. Program maps provide students with career and further education information, career opportunities and a sequencing of courses from 1<sup>st</sup> term through 4<sup>th</sup> term, adjustable for students who are choosing to attend part-time. Program maps will be available online for students to access throughout their educational path. Planning is in place to upload program map sequencing data into curriculum tracks on our student information system. Once program maps are entered, this will allow for more predictability in offering courses that align with the needs of students across campus.

In Fall of 2019, as part of our Guided Pathways implementation, we launched our first Career and Academic Pathways Student Success Team. The Success Team consists of a dedicated counselor, faculty advisor, career coach, financial aid specialist, student success coach, and peer mentor. The purpose of the Success Team is to provide wrap-around services for students in a selected Career and Academic Pathway. Based on the pilot, we are continuing to plan for implementation of Success Teams for all seven Career and Academic Pathways for the fall of 2020.

In continued efforts to improve rates of course completion, a work group was formed to guide improvement to Santa Ana College's Early Alert system. Students identified by faculty with the Early Alert system are provided with contact information for targeted resources on campus. Our counseling division has also expanded the offerings of Counseling 116 which offers

students career exploration, abbreviated and comprehensive educational plans.

Student continues to underwrite the expansion of hours for the Math Center and the Learning Center. Students have frequently expressed a lack of study places in the evenings and a lack of services at non-classroom hours. Many students at the College live in multiple-person households and need quiet or studious atmospheres to study. Furthermore, many of them need access to writing and math tutors and computers to do their work. Each of the centers is now open on the weekend for four additional hours.

This infrastructure and enrollment management is supported by the expansion of accelerated course completion pathways and articulation agreements.

### ***Continuing Education Program***

The School of Continuing Education has made a concerted effort to enhance basic skills through supplemental learning and professional development, as follows:

- Counseling is undertaking the formulation of Educational plans starting with all students registering in Career Education courses. The plan is to expand this process to all other areas of noncredit.
- Noncredit is planning to offer Super strong career assessment to students of noncredit programs.
- Continue facilitating transition activities and articulation agreements between noncredit and credit curriculum, department approval for new textbooks and courses.
- Expand Professional Development activities by offering meetings at various times and days to increase participation and involve all disciplines.

### **SANTIAGO CANYON COLLEGE**

Beginning in 2014-15, Santiago Canyon College convened college leaders and coordinators of the major student support initiatives (Credit SSSP, Noncredit SSSP, Student Equity, and the Basic Skills Initiative) to create the Initiatives



Integration Work Group. This work group was designed under the advisement of the Vice President of Student Services to help the College better understand the scope of work involved with each initiative and the impact each has, individually and collectively, on student success and achievement. Some of the questions the work group has been tasked with are

- Is what we are doing positively benefiting students targeted by each initiative and what implications does that have for the college?
- What data are we collecting for one initiative that might help inform another?
- Are there redundancies in initiative activities that can be eliminated thus maximizing categorical dollar use and student benefit?
- Are there areas where one initiative may be able to pick up where another may be restricted in order to provide more seamless service to students?

As a result of the work done by the Initiatives Integration Work Group, the college has focused its attention in three main areas to maximize the State's investment. In the area of professional development, the College has been involved in On-Course training; held a Student Equity Institute; provided training for learning communities, integrated learning, and accelerated learning; and held a Student Services Program Leaders Equity Retreat.

In the area of student support, the College continues to offer Summer Advantage Academy, Family Night and Early Welcome; tutoring for Adult Basic Education and High School Subjects courses; Early Alert; and academic probation intervention workshops. In collaboration with District ITS, a new student portal has also been implemented. To assist with some of these activities, the college applied for and received a three-year Basic Skills Student Outcome Transformation Grant from the state chancellor's office for three academic years, 2016-2017 through 2018-2019. One focus of this grant was to create accelerated pathways for our credit basic skills courses in English and mathematics. The goal was to reduce the number of basic skills courses

students enroll in before they reach transfer-level English and math. Our English faculty developed a course that blended three levels of basic skills into one course (English N59, now English 099). In addition, an English Composition course with support (English 100) was created to help students that need just-in-time remediation. Our mathematics faculty also updated their curriculum to include a course that blended pre-algebra and beginning algebra (Math N55). This course propelled students into Intermediate Algebra. To provide support to students who place into transfer-level math, our mathematics faculty developed 0.5 unit support courses in Statistics (Math N43), College Algebra (Math N40), and Pre-calculus (Math N41) which all students can enroll in if they choose to do so.

Regarding initial course placement and AB 705, the goal of AB 705 is to give students access to transfer-level English and math courses and completion of transfer-level English and math courses within a one-year timeframe. Since 2016, SCC has been proactive in adjusting assessment practices in preparation for the implementation of AB 705 in fall 2019. Each year we have taken steps to blend our traditional placement tests with high school data information in order to place students into English, reading, and math courses. These practices were in place for 2016-2018 and adjustments were made based on data provided by the state.

For full AB 705 compliance, SCC stopped using assessment tests in spring 2019 for placement. Our English, Mathematics, Reading and Counseling faculty worked together to implement student placement using the AB 705 Default Rules. These default rules allow students the opportunity to take transfer-level English and math courses in their first semester. For students who do not have access to high school data, Guided Self-Placements in English and math have been developed to help students determine which transfer-level courses they can enroll in.

Credit English as a Second Language (ESL)/American College English (ACE)

implementation is set for fall 2020. During academic year 2019-2020, a workgroup comprised of credit and noncredit ESL faculty, counseling, and administrators will work to develop assessment practices for this student population. A Guided Self-Placements has been developed and is being tested.

In the area of noncredit to credit pathways, to provide additional options for our students, our English and math credit and noncredit faculty streamlined pathways for students who need additional support. These students are provided noncredit instruction in English and/or math; once they complete the noncredit course/s, they are afforded the opportunity to enroll in transfer-level English and Intermediate Algebra. The creation of these pathways has eased the transition of the implantation of AB 705.

In the area of assessment and evaluation, the College has improved the assessment of student learning outcomes and service area outcomes and is beginning to investigate outcomes assessment through an equity lens to determine disproportionate impact. Learning support services is a new area of focus for the College, and improvements to CI Track, a tool the District uses to track attendance and use of special services, will lead to more consistent and easily accessible data for areas like the Math Success Center, the Writing Center, library services, the STAR Center, and the First Year Support Center.

Additionally, through the accreditation self-evaluation process, SCC identified a need to

streamline its academic support services. An actionable improvement plan was developed directing the College to “examine the feasibility of creating a centralized Student Success Center that may include the Academic Success Center, Math Study Hall (now, Math Success Center), Science Teaching and Resource Center (STAR), Supplemental Instruction, and Writing Center. As part of this effort, for the last two years, members of the Initiatives Integration Work Group have collaborated to present a series of one-hour Student Services Showcases during the second week of each semester. Faculty from English courses are invited to bring their students to this event where they are informed of the various support services available on campus. Representatives from Writing Center, Math Success Center, Transfer Success Center, First Year Support Center, STAR Center, and the Library explain their operations and answer questions. In the fall of 2018 and spring of 2019, approximately 1,200 students participated in the showcase. In addition to hearing from center coordinators/directors and instructional assistants, students received informative handouts from more than a dozen other programs and services at SCC--including the Food Pantry, EOPS, TRIO, DSPPS, Financial Aid, Honors, MUN, Forensics, Pathways to Teaching, Athletics, and Associated Student Government. With clearer and more consistent data, SCC will be able to identify areas where academic support and student support services complement each other to further integrate the institution’s support structure.

## Objective 3C. UTILIZE EQUITY PLANS TO REDUCE DISPROPORTIONATE IMPACT ON STUDENT SUCCESS

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### SANTA ANA COLLEGE

Santa Ana College faculty, staff and administrators are proud to serve the institution's surrounding communities. Educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational goals and dreams of an entire region. The Student Equity initiative at Santa Ana College is designed to make the attainment of these dreams and goals incumbent upon the hard work and character of our students and not income, gender, ethnicity, disability status, foster youth status, LGBTQ identity, previous military service, nor any other qualifying characteristic. The goal is to have a campus where student success is the center of our every activity and is the measure by which we determine the college's success.

The Santa Ana College Equity Plan represents a collaborative process of inquiry, coordination and planning and reflects our efforts to bring together plans and activities from various academic, student service, and administrative divisions. It is the promise of the members of our institution to work together across all boundaries to supply the best possible campus for our students to receive an education. Many of the activities presented in the plan cross between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Services and are designed to eliminate boundaries and provide support to our students through Guided Pathways. We are committed to creating an equity-minded culture that will allow us to engage in strategic practices leading to student completion.

Equity is infused in most initiatives across campus including Guided Pathways, Strong Workforce Program, Student Equity and Achievement Program, and Career Education efforts, among others. The Santa Ana College (SAC) Program Review process asks academic

and student services areas to review disaggregated data to ensure that programs are evaluated through an equity lens. Operationally, the Student Success and Equity Committee (SSEC) is responsible for providing the oversight of goals and associated activities of the Equity Plan. The committee is currently revising its structure to ensure monitoring, evaluation and attainment of the Plan goals. The Equity Allocation Evaluation Ad-Hoc Committee, a subcommittee of SSEC, reviews and revises the processes associated with requesting equity funds. The Equity Proposal Process Review AdHoc Committee, a subcommittee of the SSEC, reviews the processes, rubrics, and reporting of the results of the assessment of Equity funded efforts. The current funding request process specifically requires information on intended outcomes, connection to Equity Plan and Guided Pathway goals, specific intended target population, and quantitative and qualitative evaluation methods. In this way, the committee can evaluate which activities have been effective to ensure that only actions with significant impact on the college goals is funded.

Additionally, areas that receive Equity funds are required to provide regular updates on their progress. The Santa Ana College Research Office (SACRO) and SSEC lead the effort to evaluate progress towards meeting SAC's student Equity goals. SACRO provides dashboards and programming that automate the retrieval of information to track SAC's progress with respect to the Equity goals. SACRO develops new tools and processes to identify and track the existing equity gaps. Group identifiers are developed to allow for the analysis of outcomes for disproportionately impacted groups. SACRO continues to offer professional development for all faculty, staff and management on how to evaluate programs and track student progress. SSEC monitors campus efforts regarding progress evaluation, providing participatory

governance oversight to the process. Although SSEC establishes a detailed annual schedule for requesting funding and evaluating progress, SACRO provides analysis of outcomes on a more frequent basis when appropriate.

As is the case in many community colleges across the state, Santa Ana College has embraced the use of cross-functional teams. This integration extends to the Executive Team as well, which consists of VP of Academic Affairs, VP of Student Services, and two committee co-chairs. Consequently, the ownership of the Equity Plan no longer solely rests under Student Services but rather is a shared responsibility with Academic Affairs. This manifests itself most tangibly as the college continues to focus on Guided Pathways work, in particular on the fourth pillar: Ensuring student learning. The College will use Equity funds, among others, to develop instructional interventions and curricular changes that must take place in the classroom. Santa Ana College's process for allocating Equity funds, composition of its Student Success & Equity Committee (SSEC), structure of its Guided Pathways Steering Group, and strategic planning process ensures coordination across student equity-related categorical programs and campus-based programs. Additionally, the college will fund a Faculty Equity Coordinator position.

To sustain equity-minded activities, SSEC structure has been revised to support and make both Student Services and Academic Affairs responsible and accountable for the success of the initiative. The membership of SSEC is a cross-functional team that includes members from both areas. Membership includes the Vice President of Academic Affairs and the Vice President of Student Services, to whom campus program leaders report, ensuring a cross campus coordination of programs. The Equity Allocation Evaluation Ad-Hoc Committee reviews the allocation of funds to programs to ensure that funded activities align with the Equity Plan, Guided Pathways, College Strategic Goals, and Equity Goals. Having one subcommittee responsible for fund allocation review allows examination for program overlap, scalability, and purpose to happen within one body.

Additionally, the Equity Proposal Process Review Ad-Hoc Committee, a subcommittee of the SSEC, reviews the processes, rubrics, and reporting of the results of the assessment of college equity-funded activities. As one of 20 colleges participating in the Guided Pathways Institute, Santa Ana College has developed a robust and inclusive process for formulating activities focused on student completion. Santa Ana College has developed its new strategic plan, which provides a framework for overall direction for SAC.

### **SANTIAGO CANYON COLLEGE**

**ACCESS Goal: SCC will maintain a commitment to increasing access for students identified in the equity plan through strategic and continuous planning and evaluation.**

Fourteen activities were developed to focus on increasing enrollment of disproportionately impacted student groups from our service area. The main focus of support for this success indicator has been in the Outreach Department. Through the use of equity funds, SCC hired a 19-hour outreach specialist whose focus is to connect with groups identified in the equity plan. An allocation was provided for marketing materials, and funds were used to market the college in Spanish language and Vietnamese language newspapers. SCC is also working towards expanding on a high school to college bridge program in order to ease the transition into college life.

In 2014, SCC began studying disproportionate impact among students identified in the equity legislation. For the Success Indicator of Access, instead of comparing our campus population to the service area population (as suggested by the Chancellor's Office), our Office of Institutional Effectiveness looked at where first-time students were placing in English, Math, and Reading. By looking at placement scores, instead of a simple population comparison, we were able to see who was disproportionately impacted by the placement exam, and where support was needed as students entered the college.

In the 2017-18 academic year, there was no data collected on BSI course completion. Due to

AB705, SCC began to utilize the self-guided placement model, and as a result reduced the number of students taking developmental courses. It should also be noted, that with the change in the name and definition of metrics, how we look at and measure access will change, so the need to analyze population or placement data will be obsolete.

#### English Placement:

In 2014 and 2015, we found that African-American (-9.2%), Latino (-9.3%), those students that marked Other (-16.4%), students with identified disabilities (-12.3%), and low-income (-13.5%) students were not as successful as other groups when placing into transfer level English.

By 2017 (the final year for campus-wide placement testing) we saw improvement in the Other group (-14.7%) and Latinos (-12.1%), but the achievement gap between African American (-10.6%), students with identified disabilities (-27.6%), and low-income (-19.3%) students and the highest performing group increased.

#### Math Placement:

In 2014 and 2015, we found that African-American (-8.5%), Latino (-6.1%), students with identified disabilities (-14.2%), and low-income (-13.7%) students, were not as successful as other groups when placing into transfer level Math. By 2017, we saw a noticeable improvement among Latinos (-3.9%), and a smaller but notable improvement among African American students (-7.9%) and low-income students (8.4%). The achievement gap between students with identified disabilities (-21.2%) and the highest performing group increased.

#### Reading Placement:

In 2014 and 2015, we found that Latino (-6.1%) students, students with identified disabilities (-5.9%), and low-income (-11.5%) students were not as successful as other groups when placing into transfer level Reading.

By 2017, the achievement gap between Latino (-6.1%) students, students with identified disabilities (-21.8%) and the highest performing

group increased. Low-income students (-10.4) showed some improvement.

It should be noted that some student populations showed disproportionate impact, but sample size was too small to be considered valid. For example, Foster Youth and Veterans did show disproportionate impact, and will continue to be supported as outlined in the equity legislation.

## COURSE COMPLETION

**Goal: SCC will increase the course completion rates among students identified in the equity plan and continue to monitor and address disparities identified among these students.**

Eight activities were developed to focus on increasing course completion of disproportionately impacted student groups. The priority of this area has been to eliminate monetary barriers that might be impeding the student's success. Through the use of equity funds, SCC purchased 106 laptops/surface pros for student use. This has enabled students to complete class work, complete research, and stay up-to-date with information in regards to enrollment, financial aid, as well as classwork (blackboard). Student Equity has worked with the Disabled Students Programs and Services to ensure faculty and staff understand the diversity and uniqueness that students with disabilities bring to campus.

The large focus on professional development in SCC's equity plan has sought to increase faculty and staff awareness of strategies and promising practices for serving disproportionately impacted students. In 2014 and 2015, we found that African-American (-5.6%), Pacific Islander(-8.6%), students with identified disabilities (-5.3%), foster youth (11.7%) and low-income (-5.1%) students were not as successful as other groups in completing courses at SCC.

By 2018, we saw improvement among Pacific Islander (7.9%), and students with identified disabilities (-1.5%). The achievement gap between African American (-6.7%), foster youth (-16.6%), and low-income (-7.6%) students and the highest performing group increased.

**BSI/ESL COMPLETION Goal: SCC will develop and implement educational strategies that increase student success in ACE (ESL) and basic skills courses in Math, English and Reading for students identified in the student equity plan.**

Nine activities were developed to focus on increasing ESL and basic skills course completion of disproportionately impacted student groups. Promising practices of acceleration and learning communities are removing barriers that may impede student success.

In 2014 and 2015, we found that African-American (-17.8%), Asian (-15.2%), and Male (8.9%) students were not as successful as other groups in completing developmental English courses. By 2018, we saw improvement in African American (-9.4%) and Asian (14%), and Male (-1.5%) students.

In 2014 and 2015, we found that African-American (-7.1%), and Latino (-4.8) students were not as successful as other groups in completing developmental Math courses. By 2018, we saw improvement in African American (-5.6%), and Latino (-4.1) students.

In 2014 and 2015, we did not find disproportionate impact among students completing developmental reading courses and that remained consistent through 2018.

**CERTIFICATE AND DEGREE COMPLETION Goal: SCC will increase degree and certificate completion rates in underrepresented student groups to achieve an equitable balance of degree and certificate attainment across all targeted student equity groups.**

Six activities were developed to focus on increasing certificate and degree completion of disproportionately impacted student groups. Priority has been given to counseling, advising, and coaching of students to ensure student enrollment in appropriate courses for their educational pathway, application of learning strategies for successful course completion, and attainment of degrees and certificates.

In 2014 and 2015, we found that Latino (-5.6%), students with identified disabilities (-5.7%), foster youth (-12), and low-income (-9.4%) students were not as successful as other groups in completing certificates and degrees. By 2018, we saw improvement in Latino (-2.4%), students with identified disabilities (2.5%), foster youth (-2.8) and low-income (-2.0) students but African American students (-4.5%), who showed success in previous years, were now showing disproportionate impact.

Due to the change in the definition of certificate and degree completion, it is likely that the student groups identified in this area will change as well.

**TRANSFER Goal: SCC will increase transfers to 4-year institutions among targeted equity groups.**

Six activities were developed to focus on increasing university transfer of disproportionately impacted student groups. By expanding offerings including university campus visitations and overnight living experiences in dormitories, students have been afforded an experience designed to alleviate anxiety and show them that they also belong in these spaces. The Transfer Success Center was supported with resources to help market its services to students by increasing visibility and ability to “in-reach” to students on campus.

In 2014 and 2015, we found that Latino (-6.5%), students with identified disabilities (-13.7%), foster youth (20.9%) low-income (-12.8%), and veteran (-6.9%) students were not as successful as other groups in transferring to universities.

By 2018, we saw improvement for veterans (-1.5%) students. Unfortunately, most of the other student groups including; students with identified disabilities (-9.1%), foster youth (-16.0%) and low-income (-6.5%) students still remained disproportionately impacted. Males (-3.2) and American Indian/Alaskan Native (-5.7) who showed success in previous year, were now disproportionately impacted as well.

## Objective 3D: INCREASE SUPPORT FOR DISTANCE EDUCATION AND OPEN EDUCATIONAL RESOURCES (OER)

### Rancho Santiago Community College District Number of Faculty Trained to Teach Online by Site, 2015-16 through 2017-18

	2015-16	2016-17	2017-18
Santa Ana College	31	39	41
Santiago Canyon College	27	36	43

*Sources: SAC and SCC Distance Education Program*

### Rancho Santiago Community College District Number of OER Classes Pathways Offered by Site 2015-16 through 2017-18

	2015-16	2016-17	2017-18
Santa Ana College (courses)	88	105	154
Santa Ana College (sections)	127	212	401
Santiago Canyon College (courses)	0	74	84
Santiago Canyon College (sections)	0	65	81

*Sources: SAC and SCC Distance Education Program*

### SANTA ANA COLLEGE

Distance Education has worked on key areas to improve student completion and transfer. Faculty training on Canvas, and associated online tools for effective online teaching have been emphasized; such as, online proctoring, online tutoring, instructor video creation, accessibility and improved interactive tools. Adoption of the Online Network of Educator’s (@ONE) Online Education Standards and Practices (OESP) online training and Course Design Rubric has been implemented as an increased measure of training and quality assurance for our students. Santa Ana College was accepted into the CVC-OEI consortium colleges allowing our students to locate courses in the CCC for faster completion. Our courses are also available for broad enrollment. We have increased the number of Online Degree Pathways for our students to four. Students can be assured that they will complete their degree

online within two years for transfer in Business Administration, Business Administration Major Preparation, Liberal Arts and Psychology in a structured planned course schedule.

Our Open Educational Resource (OER) and Zero Textbook Cost (ZTC) courses provide students with zero or low-cost course material classes. At Santa Ana College in the last academic year, our faculty have worked hard to offer 477 sections using OER/ZTC, saving our students approximately \$1,252,125. SAC’s involvement in the Achieving the Dream OER Degree Initiative, The California College Textbook Affordability Act Grant and Zero Textbook Cost Degree Grant has assisted the college in the structure and funding to improve our OER/ZTC offering for our students. We are finding this to be another area of high student demand and need.

## SANTIAGO CANYON COLLEGE

In 2018-2019, Santiago Canyon College created an Office of Distance Education and expanded its dedicated personnel to two FTE with the addition of a Distance Education Services Specialist. This position now supports the work of the Distance Education Coordinator and assists in planning, organizing, and facilitating Distance Education (DE) operations; consults with faculty and staff to develop accessible materials; collaborates with faculty to identify targeted training needs to assist in the creation of engaging learning activities; assists in establishing guidelines and procedures for DE; trains faculty and staff in the Canvas learning management system and multimedia tools; assists in developing, implementing, and training faculty and staff; provides advanced technical support to faculty, staff, and students; researches, evaluates, recommends, trains, and supports new instructional technology; gathers, interprets, and evaluates data to identify potential deficiencies in training and business processes; analyzes operational workflows and associated data including automated methods, procedures, documentation, and controls relating to instructional technology; and provides faculty with basic support and training on creating

accessible content including knowledge of WCAG 2.0 and Section 508 requirements.

With the addition of this position, the college can now offer the Online Teaching Certification course to faculty and staff during the summer term, which was previously not possible due to the lack of resources and personnel.

An Open Educational Resources (OER) web page was created to provide faculty with information, resources, and examples of OER course content for a myriad of disciplines including art, biology, counseling, earth sciences, education, English, French, geography, history, marketing, mathematics, psychology, and sociology.

During the spring 2019 semester, an OER survey was distributed to SCC full and part-time faculty to determine the degree to which faculty are aware, knowledgeable of, and using OER content. The survey yielded nearly a hundred responses and was representative of the faculty body. The result of the survey will be used to develop a strategic campaign to encourage the use of OER content as well as the development of zero-cost courses and programs to minimize the overall cost of education to our student body.



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

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

**Rancho Santiago Community College District  
Progress of Technological Infrastructure by Site  
2015-16 through 2017-18**

	2015-16	2016-17	2017-18
<b># of computer upgrade for student usage (classroom and labs)</b>			
• Santa Ana College	200	705	552
• Santiago Canyon College	298	225	181
<b># of computer upgrade for staff and faculty usage</b>			
• Santa Ana College	50	150	150
• Santiago Canyon College	84	83	39
• District Operations	22	60	30
<b># of network switches replaced</b>			
• Santa Ana College	29	18	21
• Santiago Canyon College	20	12	14
• District Operations	0	0	0
<b># of video cameras installed</b>			
• Santa Ana College	31	14	33
• Santiago Canyon College	18	8	19
• District Operations	3	1	3
<b># of Wi-Fi network added/replaced</b>			
• Santa Ana College	52	76	37
• Santiago Canyon College	30	44	21
• District Operations	5	7	3
<b># of classroom mediated</b>			
• Santa Ana College	61	14	18
• Santiago Canyon College	1	1	14

*Sources: RSCCD ITS Department*

**DISTRICTWIDE**

The Technology Advisory Group (TAG) is a District participatory governance committee that meets on a monthly basis to discuss, evaluate, and develop hardware and software standards for technology resources. The committee develops and maintains the District Strategic Technology Plan and makes recommendations regarding equipment, staffing, and training needs related to District use of technology.

Aging computers and classroom audio/visual equipment has been a concern for both College technology committees and TAG. The technology committee at SAC has provided recommendations to the College's Planning and Budget Committee to fund an annual technology replacement cycle. SAC has been successful at getting funding allocated for annual technology replacements since the year 2016-2017 to date. Although the technology committee at SCC has provided similar recommendations, a

regular funding source for the recommended five-year replacement cycle has not been identified at the College. At SCC as part of construction improvements on the D building, the AV equipment from 10 classrooms was replaced with the new Utelogy standard. Utelogy was also adopted as a standard at SAC during this time period. TAG and the College committees will continue to explore avenues to secure funding for replacing outdated technology.

Video cameras and Wi-Fi network devices have successfully maintained their five-year replacement cycle so far. Information Technology Services has been able to fund these devices out of its operational budget. Both colleges have a good level of Wi-Fi coverage inside buildings. Since 2016-2017 additional efforts have been completed to increase outdoor Wi-Fi coverage as well. At SCC the Wi-Fi improvements were done along pathways connecting the U building to the T building, from the T to the A building, and from the A to the H building. Also, the signal reception was enhanced on both the east and west outside areas of the Library building providing consistent connectivity in route to the SC building.

Internet connectivity devices were upgraded at both SAC and SCC in 2017-2018, which allowed internet speeds to increase 20 times districtwide. The higher internet capacity achieved allowed student wireless speeds to be increased over 13 times and guest wireless speeds over six times

The TAG committee will continue to be proactive and to listen to the needs of the Colleges via their technology committees (SACTAC and SCCTEC) with the purpose to improve the District's technological infrastructure.

### **SANTA ANA COLLEGE**

Over the past three years, Utelogy was also adopted as a standard to mediate classrooms at SAC. Although progress has been done in mediating classrooms, upgrading projectors takes significant time. Any AV components that are attached to building structures require approval by the Division of State Architects. The approval is a lengthy process that requires several documents to be completed and coordination with District Facilities. SACTAC has reached out to Facilities to determine a way to get approval for multiple projectors at once to improve the process in the future.

### **SANTIAGO CANYON COLLEGE**

Over the last three years, SCC's technology achievements consisted of implementing software and hiring staff. System implementations include Canvas Learning Management System (LMS), Student Education Plans (SEP), Ellucian Go Mobile application, CraniumCafe, and the CampusCast student communication system. SCC also implemented

the State's Multiple Measures initiative that replaced placement testing with a high school performance-based placement. This will facilitate the onboarding of students into the appropriate Math and English courses. These systems promote the guided pathways and student success initiatives at the college.

From a staffing perspective, the hiring of a Distance Education (DE) Coordinator was a major coup in establishing an online education presence. To support DE, the Instructional Design Center (IDC) was created to provide online certification training, to assist faculty with designing their learning objectives, and ADA compliance. To further promote online education accessibility, a strong effort at creating Zero-cost or Low-cost textbook alternatives were developed for the students. Holistically, SCC made significant technology advancements in the areas of DE. It will continue to develop ideas for funding a PC and a mediated room refresh budget to replace our aging hardware.

## **Objective 4B: ENHANCE OPPORTUNITIES THAT ENABLE STUDENTS TO ACCESS COLLEGE CLASSES AND SERVICES PRIOR TO HIGH SCHOOL GRADUATION**

### **Rancho Santiago Community College District Number of College Courses Offered at Feeder High School Districts by Site 2015-2016 through 2017-18**

	2015-16	2016-17	2017-18
Santa Ana College	10	27	62
Santiago Canyon College	9	8	13

*Sources: SAC Dean of Student Affairs, SCC Dean of Institutional Effectiveness, Library & Learning Support Services*

#### **SANTA ANA COLLEGE**

Dual enrollment is a collaboration with Santa Ana College and local area high schools. Through the Dual Enrollment program, SAC offers college courses on the high school campuses to acclimate high school students to the rigor of college. All courses offered through Dual Enrollment are UC and CSU transferable and part of a pathway. Students participating in dual enrollment have the opportunity to earn college courses while in high school. This assists in lowering the cost of attending college.

Currently, SAC has partnered with all Santa Ana USD high schools, Santiago High School in Garden Grove USD, Mater Dei, Samuelli Academy and Orange County School of the Arts. This partnership provides access to our local high school students by offering the courses right on their campus. The tuition and textbooks are at no cost to the students. Dual Enrollment is designed to introduce college rigor to high school students. It prepares them for the expectations associated with taking a college course. Many of our students are first generation and do not have the luxury of having a family member help them navigate college. Dual Enrollment allows them to experience it firsthand at their high school.

#### **SANTIAGO CANYON COLLEGE**

Santiago Canyon College has been dedicating resources in developing and implementing a strong dual enrollment program which contributes to the expansion of college access to high school students. Access has been a priority when establishing the relationships across all high schools and charter locations and has been possible through the approval of legislation in 2016; AB288 College and Career Access Pathways (CCAP) partnerships. Santiago Canyon College entered into a CCAP partnership with OUSD which was approved by the Chancellor's Office September 2018. Since fall 2018, dual enrollment has been an area of growth for Santiago Canyon College whereby establishing strong relationships has led to the creation of an Early College Academy held at Orange High School. The program affords high school students to enroll as a freshman student and follow a cohort that exposes them to a series of college courses throughout their 9th-12th grade journey. Upon graduating high school many of the Early College Academy students will have achieved IGETC Certification, a certificate, and or accumulated sufficient units that would enable them to transfer to a 4-year university as a junior. Pathway programs continue to be implemented at each of the high schools with course offerings available during their bell schedule or as an afterschool offering.

Santiago Canyon College continues to improve and expand college access to high school students through the addition of partnerships. Unity Middle College High School (UMCHS) is a local charter school where a Memorandum of Understanding has been executed in order to provide the dual enrollment access to the attending high school students. High school students attending UMCHS are transported to SCC and attend college courses as they receive dual credit and are able to meet their high school A-G requirements. Unity Middle College High School will have their first graduating class spring 2020.

***SCC Division of Continuing Education***

Surveys have shown that transportation is a major barrier for noncredit students in pursuing their educational goals. In response to this, Santiago Canyon College Division of Continuing Education (SCC-DCE) developed the District's first noncredit online courses. SCC-DCE piloted one noncredit online class in 2017-2018 with great success. In 2018-2019, SCC-DCE increased its online class offerings to eight serving more than 215 students. The noncredit online classes generated 2 FTES in 2017-2018, 21 FTES in 2018-2019 and are projected to generate 80 FTES for the 2019-2020 academic year.

## Objective 4C: SUPPORT INNOVATIVE PEDAGOGIES AND CURRICULUM DESIGN

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### Rancho Santiago Community College District Professional Development Workshop Offered to Faculty for Innovative Pedagogies and Curriculum Design by Site 2015-2016 through 2017-18

	2015-16	2016-17	2017-18
Santa Ana College	49	54	62
Santiago Canyon College	17	23	17
SAC/SCC School of Continuing Education	225	205	243

*Sources: SAC Professional Development and SCC Professional Development Committee*

### DISTRICTWIDE

#### ***School of Continuing Education Professional Development***

Though our faculty also participate in the college credit professional development program, the Continuing Education Professional Development also offers our faculty activities on new federal standards for adult education. We started with a keynote address, “*Parking Lots & Intersections: Paving the way for what’s next for our learners*” by Patsy Vinogradov of ATLAS, the main provider of Professional Development for Minnesota. In the spring, we identified *Digital Literacy* as one of the most important new standards to address and we offered faculty over 20 workshops throughout the semester, as well as digital projects called the *Appmazing Race*. Professional Learning Community activities continued where identifying standards and their implications in the classroom were discussed bi-weekly throughout the year. We offered 190 professional development activities to more than 220 teachers. Each teacher averaged 25 hours of professional development during 2015-16.

In 2016-17, using the theme for this flex season was the impact of attitudes, values, and beliefs on the learning environment, Keynoter Susana Salgado of Santa Ana College, addresses, “From Farm to Table: Understanding Community and Cultivating Cultural Responsiveness”. After the keynote, over 100 activities were offered throughout the semester to accommodate the needs of approximately 224 teachers. Professional Learning Community activities also continued where discussions and research were developed on listening strategies for ESL.

In Spring 2017 in the shadow of Guided Pathways, the non-credit Professional Development Committee decided that instructors needed to be aware of all student options and opportunities offered at the various continuing education sites including community sites, Santa Ana College, Centennial Education Center and Santiago Canyon College. The committee organized a “Making Connections” bus tour of all the sites and orientation of all programs. The ESL Department also hosted a lesson planning full-day activity called “*The Iron Educator*” with master educator Master Chef Kaz Shida. Professional Learning Community activities where listening strategies in the ESL classroom were discussed bi-weekly. Continuing Education offered 205 professional development activities to approximately 224 teachers. Each teacher averaged 31 hours of professional development during 2016-17.

In Fall 2017, the keynote was Steve Andrews, Adam S. U. Gottdank, and Helen Kang, all educators with disabilities. The keynote was entitled “Shifting Perspectives: Understanding Students with Disabilities”. The theme for this flex season was the impact of attitudes, values, and beliefs on the learning

environment. After the keynote, over 100 activities were offered throughout the semester to accommodate the needs of approximately 213 teachers. Professional Learning Community activities also continued where discussions and research were developed on writing strategies for ESL.

In Spring 2018, the non-credit Professional Development Committee decided to follow-up on the Guided Pathways. The committee organized an event called “Navigating Pathways: Transcending Boundaries and Overcoming Barriers.” The event included a panel discussion and various pull-out activities. Workshops during the semester continued around this theme. Professional Learning Community activities also continued where writing strategies in the ESL classroom were discussed bi-weekly. Continuing Education offered 243 professional development activities to approximately 213 teachers, with each teacher averaging 27 hours of professional development during 2017-18.

### SANTA ANA COLLEGE

Santa Ana College has created an Office of Professional Development with taskforces centered on classified and faculty groups. Faculty professional development was expanded and more closely coordinated with equity, basic skills, and student support services. Progress to date includes the creation of a website with an open opportunity for constituency-based input and the development of a calendar of activities, and it will soon feature a list of staff and faculty that have attended conferences.

2015-16 Academic Year Major Focus: Student Support (Re)defined and the six student support factors (directed, focused, nurtured, connected, engaged, valued). We used the spring convocation (attended by all full-time faculty) to engage the campus community with research findings through a presentation by Student Support (Re) defined Project Director, Dr. Darla Cooper. We then integrated training on the success factors into a variety of professional development activities, including the new adjunct faculty FLEX session, student leadership retreat, staff leadership workshop, and financial aid office retreat during fall semester.

We continued professional learning designed to promote the six success factors with a variety of campus stakeholders, including first annual Adjunct Faculty Institute, new adjunct faculty flex session, and convocation co-facilitators training. The Spring 2016 Convocation featured SAC President, Dr. Erlinda Martinez, delivering an address on student success and equity, a student focus group video, and participant breakout group discussions. These events

resulted in specific commitments made by SAC faculty and staff to ensure all students experience the six success factors, including the SAC Leadership Workshop Series. SAC also hosted special follow-up workshops on the six factors for all college managers as well as for classified staff and students to ensure that their voices were part of the overall student success movement. We also continue to offer Student Equity related workshops annually or biannually since fall 2015 until the present, which included Safe Space training, AB 540 Ally Training, Supporting and Accommodating Students with Disabilities, Supporting Veteran Students, Equity Institutes.

2016-17 Academic Year Major Focus: Student Equity, Implicit Bias, Entrepreneurial Mindset. In the fall, new full-time SAC faculty and others from SAC attended a lecture by Kimberly Papillon on neuroscience and implicit bias at Santiago Canyon College. Follow up with these faculty members reflecting on their own biases and privileges and discussing ways to address bias at SAC. Related events during the year included the year-long focus on *Between the World and Me* by Ta-Nehisi Coates. In Spring 2017, we hosted Dr. Kimberly Papillon (“The Neuroscience of Decision Making in Higher Education”) and held subsequent sessions including workshops on reducing implicit bias in grading and Student Equity trainings for the Freshman Experience faculty and new full-time faculty. At spring convocation and convocation breakouts, offered and discussed, “Creative Problem Solving, The Entrepreneurial Mindset and The Future of Santa Ana College” with Gary Schoeniger. We also offered Canvas

Trainings from Distance Education: Provided trainings to support switching the learning management system for all online and hybrid classes from Blackboard to Canvas in spring 2017, continuing trainings to support and expand Canvas use until the present.

2017-18 Academic Year Major Focus: Guided Pathways. We continued Student Equity efforts and expanded efforts to focus SAC on strengths not weaknesses through StrengthsQuest. Provided opportunities for all employees to take the StrengthsQuest assessment and attend introductory workshops; summer lunch and fall panel event with President Rose and faculty colleagues on StrengthsQuest applications; trainings for TRIO students, peer mentors and other student groups; workshop with President Rose on “Professional Advancement in California Community Colleges. In Spring 2018 at the spring convocation, introduced the campus community to Guided Pathways and shared work already done and presented contrast between cafeteria colleges and guided pathways colleges in convocation breakouts. There were additional trainings and discussions about the student journey and Guided Pathways in spring including forum for classified staff and Guided Pathway Meta-Major/Area of Interest Sorting Event.

### SANTIAGO CANYON COLLEGE

Santiago Canyon College supports faculty development in the areas of innovative pedagogies and curriculum design as evidenced by the SCC 2016- 2022 Educational Master Plan (EMP).

One of the goals embedded within the 2016-2022 EMP is to “support faculty and staff development.” Action items associated with this institutional goal were designed to move the College to better support its faculty as they adapt to shifting populations and teaching and learning trends. These action items are as follows:

- Provide broader access to professional development for faculty and staff;
- Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design; and

- Provide training opportunities to make online instruction more effective.

Now at the halfway point of the 2016-2022 EMP cycle, Santiago Canyon College will have made significant progress on all three of these action items.

- The Professional Development Committee has broadened the scope of its offerings to increase staff development for classified personnel. In 2017 they surveyed the classified membership to determine the needs of this community and subsequently worked to tailor professional development opportunities to match these stated needs. The committee has also worked extensively to offer classified professional training during the entire academic year rather than limiting offerings to the flex calendar dates. It was determined that classified personnel were busiest during the weeks prior to each semester and the flex calendar dates were not optimum times for classified participation. Consequently, a calendar of training has been developed which better serves the classified community and allows more of them to be trained during the entire academic calendar. Additionally, the Faculty Development Committee was changed in name to the Professional Development Committee to reflect a commitment to all SCC constituents and not just the faculty.
- The recently hired Distance Education Services Specialist has assisted the college in adjusting the Online Teaching Certificate Program to a modular format, rather than a more extended format, with a view to helping more employees fit this training into their busy calendars. The Online Teaching Certificate Program covers topics such as: effective practices in online teaching; learning theory; universal design principals; online class design; policies and procedures for online classes; multimedia production and editing; and ADA Accessibility.
- The Instructional Design Center continues to provide training, workshops, and technological support to faculty and staff for the purpose of evaluating and refining

instructional methods to accommodate SCC's diverse student population, as well as diverse learning styles within the classroom, and support the emergence of personalized learning experiences through adaptive learning methods;

- Technology training has, and continues to be, an integral part of Professional Development. Similar to the provisions for the classified staff, training in this context is provided at various times during the year to appeal to as many of the staff as possible. Enhanced technology support for faculty and staff is evident through the provision of a robust Flex and training calendar. Training opportunities cover topics such as effective practices for online teaching, using cloud applications, multimedia (video and audio, including editing), MS Word formatting, presentation

software, open educational resources, and more; and

- Santiago Canyon College also continues to support faculty efforts in the development of digital textbooks and online Open Educational Resources. Student Equity funds have been allocated to allow faculty resources to investigate low-cost options for their students.
- The Professional Development committee, in union with our sister college, Santa Ana College, is exploring the possibility of membership in the state's Cornerstone Program designed to create an entirely online platform for all faculty and staff professional development opportunities.



**Objective 4D: IN COLLABORATION WITH CONSTITUENT GROUPS,  
PROVIDE SUPPORT FOR EFFORTS TO INCREASE  
FACULTY/STAFF DIVERSITY**

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**Rancho Santiago Community College District  
Number of Staff/Faculty Who Attend EEOC Trainings by Site  
2016 through 2018**

	2016	2017	2018
Santa Ana College			
• Classified	1	41	60
• Faculty	3	42	57
• Suprvry/Admn	1	8	32
Santiago Canyon College			
• Classified	1	25	34
• Faculty	2	13	48
• Suprvry/Admn	1	12	9
District Office			
• Classified	0	20	17
• Suprvry/Admn	1	8	15

*Sources: Human Resources Department*

**Rancho Santiago Community College District  
Percent of Non-White by Employment Group to Student by Site  
Fall 2013 vs. Fall 2018**

	Fall 2013	Fall 2018
Santa Ana College		
• Classified	71%	79%
• Faculty	40%	47%
• Suprvry/Admn	39%	49%
• Student	81%	86%
Santiago Canyon College		
• Classified	65%	73%
• Faculty	30%	38%
• Suprvry/Admn	57%	68%
• Student	68%	70%
District Office		
• Classified	65%	66%
• Suprvry/Admn	58%	61%

*Sources: RSCCD Research, Planning, and Institutional Effectiveness Office*

**DISTRICTWIDE**

The District collaborates with all facets of the district community to ensure that we increase staff diversity to that of our students and of our community.

In the fall of 2017, the AR 7100 - Commitment to diversity was approved by the district council to supplement and continue to support the districts' commitment to diversity in employing qualified administrators, faculty, and staff members who are dedicated to student success. In addition to the commitment to diversity, an annual report will be prepared for the board in the fall that shall include the demographics of the college staff and faculty as well as the new hires from the previous academic year. The regulatory framework supporting the districts efforts is found in Title 5 section 5302 4.1, Education Code sections 87100 et seq., Accreditation Standard 3a .4, and RSCCD Board Policies and Administrative Regulations; 3420 -Equal Employment Opportunity (EEO) and 7100 -Commitment to Diversity. The acknowledgment in this framework that "establishing and maintaining a richly diverse

workforce is an ongoing process that requires continued institutional effort" and the understanding that diversity in the academic environment promotes cultural and social awareness that provides students an environment that models and supports academic achievement. The requirements of districts include:

- Their EEO plan will be reviewed and updated every three years
- EEO training is required for those who serve on selection committees and advisory committees
- The collection of recruitment and hiring data and the longitudinal analysis of employment trends

The new EEO fund allocation model, developed in December of 2015, provided districts who met the EEO program criteria \$50,000 to assist in EEO training and resources that promoted innovative strategies in recruiting a diverse staff. RSCCD receives this \$50,000 allotment to continue our efforts in increasing the diversity of our employees. This funding provides resources that are used to support greater advertising for difficult academic disciplines and hard to reach communities. HR recruitment staff reach out to hiring managers at the colleges and ask if there is any specialty publications or web sites where the district could advertise, this is done in particular areas where there has been difficulty in previous hiring processes. Furthermore, these resources are used to support training and conference training particularly in reference to recruitment and diversity.

The RSCCD Equal Employment Opportunity and Human Resource Plan is reviewed annually by the Human Resource Committee (HRC), and if relevant policies undergo legislative changes, this plan will be updated. This is a very important part of the collaborative process, as all constituents from the district are included in the HRC.

The HRC drives the EEO plan outlines the Boards' policies and administrative regulations on Equal Employment Opportunity, the Commitment to Diversity, and Recruitment and Hiring. The plan outlines:

- The delegation of authority in addressing EEO compliance issues with relevant laws and regulations
- The Human Resource Committee also serves as the EEO advisory committee, and is one of the districts' participatory governance committees
- Notification and publication of the EEO plan (the plan is available on the districts website under HR division)
- The training required for screening/selection committees
- Analysis of the district workforce and applicant pools
- Other measures necessary to further equal employment opportunity

The District continues to provide EEO training that outlines the statutory regulations and the awareness of implicit biases at least twice a year. This 4-hour training is facilitated by Liebert Cassidy and Whitmore (LCW) attorneys who have had significant contributions to the language we see in Title 5-EEO and Diversity. Since spring of 2017, the District has conducted eighteen (18) EEO training sessions at our colleges and the District office. These trainings are scheduled to coincide with Faculty Flex week and Classified Employee week. This training provides valuable information for hiring committee members regarding their responsibilities during the hiring process. Along with this targeted compliance EEO training, there are multiple workshops and webinars provided throughout the year on topics such as diversity and inclusion, just to name a few. Some of these workshops and webinars are provided in-house through college professional development and others are provided via a consortium of community colleges and LCW. The subjects include specific training on hiring a diverse workforce.

The collection of the data and the analysis of recruitment and hiring trends provide information that is a crucial component to ensure that our EEO policies and procedures support a diverse workforce and ensure the ability to identify and eliminate possible barriers to employment. Each fall we focus on the reporting of the recruitment, hiring, and of faculty based on our projected student enrollment. This number is

reflected in the FON (faculty obligation number). For purposes of diversity, and analyzing longitudinal data, we look at the percentage of our new hires based on the number of all diverse (non-white) faculty and management hired. The longitudinal data derived from MIS reports to the Chancellor's office provides ethnicity data back to fall 2000. This allows us to see the trend of specific employee groups by headcount each year. The collection of demographic information including ethnicity continues to be a voluntary disclosure. This makes it difficult at times to determine precise diversity percentages. Another key element affecting percentage outcomes is the number of individuals who indicate multiple ethnicities. There are six main ethnic groups designated to reflect the data gathered. These are African American, Native American, Asian, Hispanic, unknown, and White non-Hispanic. During early 2019, the District has been collaborating with other Orange County community colleges in developing a county Job Fair for faculty recruitment for 2020/21. In planning for this, Human Resources has been working with Academic Senates and other college leaders to have faculty representation at the Job Fair from hard to reach disciplines and particular disciplines that are being recruited. The Job Fair is going to be widely advertised and circulated in Orange County in order to reach as many candidates as possible.

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

**Objective 5A: SUPPORT AND ENCOURAGE GREEN PRACTICES AND SUSTAINABILITY**

**Rancho Santiago Community College District  
Water Usage (Gallons) by Site  
2015-16 through 2017-18**

	2015-16	2016-17	2017-18
District Operations	1,438,404	1,674,024	2,093,652
Santa Ana College*	30,757,760	29,862,404	37,586,252
Santiago Canyon College**	20,907,348	23,539,560	30,351,596

*\*includes Centennial Education Center, Digital Media Center, OC Sheriff's Regional Training Academy  
\*\*includes Orange Education Center  
Source: RSCCD Facility Planning, District Construction & Support Services*

**Rancho Santiago Community College District  
Natural Gas Usage (Therm) by Site  
2015-16 through 2017-18**

	2015-16	2016-17	2017-18
District Operations	7,347	11,016	14,738
Santa Ana College*	121,663	134,937	150,277
Santiago Canyon College**	115,883	112,662	102,030

*\*includes Centennial Education Center, Digital Media Center, OC Sheriff's Regional Training Academy  
\*\*includes Orange Education Center  
Source: RSCCD Facility Planning, District Construction & Support Services*

**Rancho Santiago Community College District  
Electricity Usage (KWH) by Site  
2015-16 through 2017-18**

	2015-16	2016-17	2017-18
District Operations	847,325	865,735	883,893
Santa Ana College*	10,197,491	10,165,076	10,237,878
Santiago Canyon College*	5,499,803	5,505,132	4,983,219

*\*includes Centennial Education Center, Digital Media Center, OC Sheriff's Regional Training Academy  
\*\*includes Orange Education Center  
Source: RSCCD Facility Planning, District Construction & Support Services*

*Note: The above tables of data were previously provided in the report but only reflect a snapshot in time. The data summarizes utility use by year. This data is updated biennially and is based upon utility company billing information. The utility companies often "true-up" data at various times in a year for previous months or years, which then changes the data. Utility data for various time periods is provided annually to the Sustainable RSCCD Committee and the Colleges, who then utilize the data in review of plan objectives and as part of their facility management tools. It is recognized by the committee members that the data is to be utilized as a management tool and does not always correlate to sustainability practices implemented. In the Sustainability Plan the committee agreed to utilize 2013 utility data as its baseline since it was the first year the committee had data that was collected from utility companies and was the best available information at the time of preparing and working on developing a Sustainability Plan for the District.*

## DISTRICTWIDE

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 Colleges. Much of this effort has occurred in relation to the Educational Master Plan for each College, the College Facility Master Plans and to the Strategic Plan for the District.

The Sustainable RSCCD Committee was formed prior to the development of the RSCCD Strategic Plan. However, it is the key committee that is working to raise awareness around issues of sustainability. The committee reviews the plan goals annually, develops action plans and projects, updates the Sustainability Plan as needed, makes recommendations for priorities, and ensures there is measurable and continuous progress in the area of sustainability.

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 which was approved by the Board of Trustees on March 9, 2015. 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. Measurement tools for the effectiveness of the goals of the plan are continuously reviewed by the committee and further developed as needed.

The committee has published two biennial reports covering the years of 2014-2016 and 2016-2018. These reports are available on the District's website at <https://www.rsccd.edu/Departments/Business-Operations/sustainable-rsccd-committee/Pages/default.aspx>.

For the fiscal year 2016-2018 the committee had the following achievements summarized below:

### **Achievements:**

- Compiled Utility Data Use for the last 8 years and established the baseline year as 2012-2013.
- Districtwide utility use has gone down by 5% for electricity, gas, and water in comparison to 2012-2013.
- A new central chiller plant and replacement of underground utilities were completed at Santa Ana College, along with new sustainable landscaping.
- Santa Ana College's new Science Center building is under construction and is LEED Silver equivalent, and is 28% more energy efficient than required by code.
- Santiago Canyon College has been utilizing the new Energy Management System (EMS) and making operational adjustments for both HVAC and exterior lighting with the new controls provided.
- A standard set of guidelines for building operators was set for building temperature set points (for heating and cooling) and continues to be implemented across all buildings.

### **Goals established by the Committee for the next two years fiscal years, 18/19-19/20, are as follows:**

- Retain a new waste hauler and start additional recycling programs – completed and underway
- Add standards for procurement (products) – underway and ongoing
- Add more water hydration stations at Santa Ana College and Santiago Canyon College – completed and on-going
- Additionally, this last April 2019, the committee decided to focus on reduction of plastic use as a single objective for the next academic year to continue to promote educational awareness on this topic. This was a suggestion by one of the student members and the committee embraced and supported this initiative.

## SANTA ANA COLLEGE

Santa Ana College supports and encourages focused green practices with the following activities:

The new Science Center and Johnson Student Center are currently under construction. Both projects are designed and built to meet and/or exceed Title 24 green standards.

In the last year of Proposition 39 projects, the College completed upgrades to occupancy sensors to reduce lighting use. SAC installed new efficient irrigation controllers (total of 8) so that the campus can better manage irrigation for landscaping. There is an additional phase of work for replacement of the remaining controllers (approximately 5) that is currently in the planning phase.

The new Central Plant and replacement of the College's underground utilities infrastructure. This project converted seven of the buildings to a centralized chilled water system with thermal energy storage, which will reduce the campus' peak electrical demand. Drought tolerance and low irrigation landscape are used exclusively in the redesign of the master landscape plan for the Central Plant project.

For energy efficiency, SAC has established goals and measureable objectives related to sustainability efforts in the operation of the campus as well as the products utilized for the maintenance of facilities. The College has committed scheduled maintenance funds to upgrade 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 interior and exterior light fixtures has been completed with Prop. 39 funds. Santa Ana College is undertaking a feasibility study to continue to expand LED replacement at the Digital Media Center and the Criminal Justice Training Center.

The College Maintenance and Operation Department is using an Energy Management System (EMS) to control the HVAC and lighting equipment with regular PM schedules to ensure HVAC systems and lighting work

properly and efficiently. There is a plan to evaluate needs related to instruction so as to utilize entire buildings and shut off HVAC and lighting that are not being utilized, and implementing a new EMS system in addition to the central plant infrastructure project.

The College has created various programs and taskforces to address green awareness. The Environmental Taskforce, 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 as relating to sustainable building design.

Santa Ana College actively engages, via the Sustainable RSCCD Committee, in alternative commuting opportunities, which includes a connection to OCTA. The College is in compliance with the South Coast AQMD survey requirements in accordance with emission reduction targets. The College 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.

Santa Ana College 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 work with Facilities to identify potential campus renovation projects that may aid in energy efficiency and sustainable building design;
- Biology faculty oversee the Green Taskforce, which works to identify recycling projects and collaboration effort for Earth Day events; and
- A representative from the ASG Environmental Taskforce attends and reports to SAC Facilities Committee and at the Sustainable RSCCD Committee.

## SANTIAGO CANYON COLLEGE

Santiago Canyon College supports and encourages focused green practices with the following activities:

In the last year of Proposition 39 projects, the District completed upgrades to HVAC units in the U portables to improve efficiency and replace/retrofit older equipment.

The College Maintenance and Operations Department continues to use an Energy Management System (EMS) to control the HVAC and lighting equipment with regular preventative maintenance schedules to ensure HVAC systems and lighting work properly and efficiently. There is a plan to evaluate needs related to instruction so as to utilize entire buildings and shut off HVAC and lighting that are not being utilized.

The Associated Student Government (ASG) has a position called “Senator of Innovation and Sustainability.” ASG promotes recycling and strives to reduce SCC’s carbon footprint. ASG has initiated the collection of plastic, glass, and aluminum by placing containers at various locations and transporting them to a recycling center. Funds collected are used to support ASG programs.

The 90,000 sq. ft. Humanities Building classes has green qualities:

- Received Gold LEED certification;
- A Photovoltaic system that provides nineteen percent 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; and
- Sustainable landscaping.

Santiago Canyon College has met with the Irvine Ranch Water District to develop plans for an irrigation system for the soccer fields using reclaimed water. Santiago Canyon College converted to LED lighting in all parking lots and upgraded to LED lighting in all buildings.

Santiago Canyon College actively engages, via the Sustainable RSCCD Committee, in alternative commuting opportunities, which includes a connection to OCTA. The College is in compliance with the South Coast AQMD survey requirements in accordance with emission reduction targets.

## **Objective 5B: REFINE AND IMPROVE THE SYNCHRONY OF INTEGRATED PLANNING AND RESOURCE ALLOCATION PROCESSES BETWEEN THE COLLEGES AND DISTRICT**

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### **DISTRICTWIDE**

The District created its current planning design model in 2013 to ensure the goals and objectives of both the district and college levels reflect the district's commitment to its mission of providing quality educational programs and services that address the needs of our diverse students and community. Because goals and objectives are created at both district and college level and are supportive of each other and reflect our mission, it is important that resource allocations are funded to programs and services that promote student success.

Every three years, the Chancellor is charged with developing and implementing a process for a districtwide review of the RSCCD Mission Statement. At the beginning of 2018, the Chancellor sent out an invitation to the entire district community requesting changes to the Mission Statement approved in 2015 and reaffirmed in 2016. Due to minor suggestions, District Council again reaffirmed the Mission Statement on November 2018. Each College uses this district-wide Mission Statement to form its own mission, goals, and strategic objectives, thereby, integrating district and college plans.

Planning is conducted at every level of the institutions, at the district, at the college, at the academic program, at the student services department, at the administrative units, as well as the special initiative-funded programs. Supporting data and assessment are done at each level and plans support each other and reflect the goals to ensure integration of plans and that resources are funded appropriately.

At the district level, the Planning and Organizational Effectiveness (POE) Committee also engaged in a review of the District planning/budgeting cycle and how that process integrates with planning and resource allocation processes at the Colleges. The POE Committee recommended adjustments to the District cycle in time for the development of the budget. The Fiscal Resources Committee (FRC) updated its budget calendar in order to allow time for review of recommended budget assumptions and recommended budgets by District Council. As the District continues to evaluate the process of integrated planning, adjustments are made as needed.

Each operational unit at the district office recently completed its 2019-21 program reviews that included the following components: budget, staffing, facilities, technology, professional development, and recommendations. The two-year cycle of evaluation encourages department staff to regularly assess programs and the manner in which the needs of clients/customers are addressed in order to maximize the department's strengths and implement improvements wherever possible.

To assist staff in their assessment, members of the POE Committee designed a very simple, but comprehensive survey of the 25 district services departments. The survey is implemented every two years for faculty and staff feedback. The district recently implemented this survey again (March 2019) and data is compiled by department and organized by respondents at SAC, at SCC, and at District Operations so that departments may respond accordingly should there be an imbalance of services as rated by site staff and faculty. The planning portfolios are used to identify planning priorities and resource allocation requests and are forwarded to POE for review and input. The POE Committee also developed a prioritization rubric and review processes for district-wide resource allocation requests.



The Human Resources Committee also completes the District's Equal Employment Opportunity Plan, as well as a Human Resources & Staffing Plan regularly, which will be used to inform human resources planning throughout the District. The Human Resources Committee also reviewed the projected full-time faculty obligation and developed a recommended redistribution of full-time faculty FTE and allocation of growth positions between the two Colleges.

### SANTA ANA COLLEGE

The College has begun planning for the updating of the Educational Master Plan, which includes an environmental scan with data to inform the Strategic Plan, the Facilities Plan, the Technology Plan, and the Budget Process. A college-wide retreat will be held at the end of the fall 2019 semester to launch this project, with mission statement review and strategic plan goals as a primary focus.

The College reviews its Mission and Goals regularly 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. Beginning in spring 2020 the RAR process timeline will be aligned with the funding request processes for the Student Equity and Achievement Program, Perkins, and Strong Workforce. These new annual timelines will allow for a streamlining of funding decisions and more efficient allocation of College programs and activities. Once submitted, Administrative Services compiles

prioritized college-wide Resource Allocation Requests, requests are reviewed and prioritized by President's Cabinet. After the 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 team, are provided with the final prioritized RAR list by VP area, and all of 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 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 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 SAC.

Most significant is the comprehensive set of strategic planning documents that inform priority activities at the unit level: the annual and quadrennial Capstone Program Reviews. The goals within these program review documents are aligned to the College's overall strategic priorities. The departments' goals 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 that provide ongoing and more precise support to these connections.

### **SANTIAGO CANYON COLLEGE**

Santiago Canyon College participates in a systematic cycle of integrated planning and resource allocation: College units, through the use of student learning outcomes and student achievement data, establish goals within their Annual Plans, identify actions to be carried out and necessary resources to accomplish stated goals; identify who is responsible for ensuring that the prescribed actions are accomplished and that resources are acquired; and provide biannual updates to both the status of prescribed actions as well as to the unit's set goals.

Santiago Canyon College's Annual Plans are interconnected with the College's 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 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 Annual Plans 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 may 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 levels. Ultimately, all units (including departments and governance bodies) forward their resource requests to the vice president 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 (PIE) Committee for ranking.

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 Annual Plans and Program Reviews; fulfillment of a legal mandate, regulatory, or safety requirement; and support from learning outcomes assessment and student achievement data. Once the committee compiles a single list of funding priorities, the PIE 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 and identifies specific sources of funding. After providing its analysis, the Budget Committee sends its budget evaluation of the funding priorities back to the PIE Committee. After reevaluating the prioritized list and discussing any possible revisions, the PIE Committee forwards the recommended prioritized resource allocation list to College Council. Next, College Council reviews the recommendation and 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, Lottery, IELM, and alternative funding sources.

## Objective 5C: EVALUATE AND IMPROVE THE CYCLE OF INTEGRATED PLANNING

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### DISTRICTWIDE

Planning and evaluation activities are conducted continuously throughout the district and each of us shares in this responsibility. In 2013, a formal assessment of planning and decision-making processes was included in the RSCCD ten-year Planning Design Manual. Currently, in the 6<sup>th</sup> full year of using its integrated planning model, the five-committee structure ensures the perspective of each constituent group throughout the District. A formal assessment of planning and decision-making processes is conducted every three years. The assessment includes POE gathering input from throughout the District and forwarding feedback to the District Council. District Council reviews results and recommends revisions to planning and/or decision-making processes as needed to the *RSCCD Planning Design Manual*.

At the district level, the District Council serves as the primary participatory governance body that is responsible for districtwide planning activities, including developing, planning and budgetary recommendations that are submitted to the Chancellor and Board of Trustees. The five other district-level participatory governance committees who support the work of the District Council are Planning and Organizational Effectiveness, Fiscal Resources, Human Resources, Physical Resources and Technology Advisory. Each committee is tasked with specific responsibilities and we rely on the professional expertise and perspectives of employees across the district to ensure that our decision-making processes are collaborative. At the beginning of each academic year, district governance committee co-chairs review the purpose of the committee, the responsibilities of the committee, as well as the membership of their committee. Recommendations/suggestions for changes are forwarded to District Council for consideration and action.

In the Fall 2018, the POE Committee also initiated updating the process whereby college and district staff reviewed each of the items to be reviewed and updated the functions/mapping of responsibilities to ensure we clearly delineate, document, and communicate the operational responsibilities and functions for the district from those of the colleges so that we serve our students and community effectively and efficiently. The review includes seven key areas: Instructional Programs, Student Services, Human Resources, Fiscal & Administrative Services, Educational Services, Governance, and Public Affairs & Publications.

As the 2016-19 Strategic Plan came to an end, the Educational Services Department hosted a planning retreat in May 2019 with members of the districtwide participatory governance groups, which included 70 members from the five committees, District Council and other stakeholders, including students, at the colleges. The critical task at the retreat was two-fold: to create the 2019-2022 district strategic plan and to review and update our planning design manual to ensure the structure models current practices. All participants had homework to complete before the retreat, which included reviewing external and internal environmental scans with pertinent data that could impact our work in upcoming years, reviewing the progress/completion of the 2016-19 strategic plan, and reviewing parts of the planning manual. Information was gathered and the committee members were given specific assignments for review. Participants came together on the day of the retreat already informed and with their individual assessment of the district goals/objectives and planning structure to share in the discussions. The group created the 2019-2022 Strategic Plan with 18 objectives to assist the district and colleges in accomplishing the five long-term district goals.

All of these activities assist in comprehensive and integrated planning to ensure we are effective and efficient, while being transparent and sharing in the responsibilities, as well as achievement of our collective work. All planning activities are shared with the Board of Trustees annually to ensure that everyone is informed of our mission of providing quality educational programs and services that address our diverse students and community, goals and objectives to achieve that mission, as well as the processes and resources we have in place to do so.

### SANTA ANA COLLEGE

The cycle of integrated planning at SAC includes several simultaneous processes. For the upcoming year, there is a renewed commitment for closer alignment between accreditation standards and the participatory governance committees. To this end, participatory governance committees continue to create End-of-Year Reports analyzing and updating the goals of the committee for the upcoming year. For example, the Planning and Budget Committee goals include budget allocation and planning analysis. College Council, with membership from all constituency groups and students, reviews the participatory governance structure, which includes integrated planning analysis in an annual retreat. Adjustments are made as needed.

In addition, the Office of Institutional Effectiveness and Assessment (IE&A) oversees annual program review which is submitted to President's Cabinet. The four goals for the IE&A are:

- Outcomes Assessment of Student Learning Outcomes (e.g., assisting faculty in developing evaluation tools for course and program assessment, analyzing data, and preparing data for program review cycles);
- Program Review (e.g., assisting department chairs and student service managers in creating proper and thorough review of programs across the College);
- Accreditation (e.g., providing leadership for creation of Institutional Self-Evaluation Report (ISER) and other ACCJC Recommendations, in the preparation of Reports to ACCJC, and assisting preparation for external evaluation team visits); and
- Communication (e.g., keeping the college community updated on Institutional Effectiveness issues and status of program

review efforts, reporting to President's Cabinet upon request).

To support the goals of institutional effectiveness, new positions have been established and filled including Director of College Research, research analysts, Student Equity Coordinator, Outcomes Assessment Coordinator, Accreditation Coordinator, and Program Review Chair.

As SAC continues to evaluate the cycle of integrated planning, adjustments will be made as needed. Although it is understood that the resource and planning processes are integrated at the college level, it is not generally understood by most at the College the alignment between the District and College processes. This will be reviewed and shared with the District Planning and Organizational Effectiveness Committee so that institutional effectiveness at both the district and college level may be enhanced.

### SANTIAGO CANYON COLLEGE

Santiago Canyon College 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, which 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, SCC 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, SCC

strengthened the collegial governance process by instituting a yearly evaluation of all collegial governance committees and the governance system. The governance process has been modified to include three steps in its systematic evaluation.

The first step occurs in the fall when each governance committee and council reviews its mission, responsibilities, goals, and committee composition at its first meeting of the academic year. This activity ensures that committee members are oriented to the work of the specific committee and that the committees are goal oriented.

In the spring, each committee conducts a self-evaluation as the second step of the process. All collegial governance committees conduct a self-evaluation that includes a review of the following: 1) Committee Mission 2) Committee Responsibilities 3) Major Accomplishments 4) Actions Pending 5) Challenges 6) Recommendations, and 7) Evidence.

The third step occurs the following fall when the College Council reviews the committees' self-evaluations as part of its comprehensive evaluation of the system of governance to assess the effectiveness of the governance process. College Council makes recommendations for changes based on themes or issues identified during the review of governance committee evaluations. In addition, College Council determines if any gaps, redundancies, or problems exist and recommends needed changes or modifications to the governance process.

The Collegial Governance Handbook outlines and maintains the principles, organizational structure and reporting relationships, operating procedures, missions, responsibilities, and membership of each of the College's councils and committees. Using the recommendations of collegial governance committees following the completion of their annual evaluation, College Council updates the Collegial Governance Handbook.

As a result of this evaluation process, each governance committee now presents information from other related governance committees at the beginning of each meeting so that committee members understand what activities are occurring elsewhere in the collegial governance framework. This allows the connections to be drawn and strengthened between their respective governance committees and activities carried out by other committees.

The effectiveness of the governance process and of integrated planning is further evaluated through an annual survey of the SCC Planning & Institutional Effectiveness (PIE) Committee's resource allocation process. This survey asks questions targeting respondents' attitudes toward the forms utilized to help facilitate the planning and resource allocation process, attitudes about the planning and resource allocation process itself, and attitudes related to the overall satisfaction with the process.

## *Appendix A1*

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### **RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT Key Business Partners and Stakeholders that Help the District Assesses the Educational Needs of the Communities We Serve**

As the host of the LAOCRC, RSCCD has developed a number of external partnerships, which include:

- Workforce Development Boards (WDBs)
- Adult Education
- Local Educational Agencies
- Interested Public Four-Year Universities
- Economic Development Organizations
- Industry and Employer Leaders and Organizations
- Chambers of Commerce
- Governmental Representatives, including Legislative and Policy Maker
- California Community College Association for Adult and Occupational Education
- California Community College Chancellor's Office
- Regional Consortia throughout the state
- Centers of Excellence throughout the state
- All of Orange County's community colleges and districts

As a fiscal agent for a number of grant programs RSCCD has cultivated extensive partnerships as described below:

- California Community Colleges Chancellor's Office staff
- CA community colleges throughout the state, and in the LA and OC region (RSCCD has contracted with every community college)
- Educational research leaders (e.g., Digital Innovation and Infrastructure Division at the CCCCO, WestEd, Educational Results Partnership, The RP Group, the Centers of Excellence)
- Workforce and Economic Development Leaders (the Regional Consortia, Dean and Monitor over the Strong Workforce Program at the CCCCO, Strong Workforce Program Fiscal Agents workgroup)
- Industry Sector Leaders (the Sector Navigators, the Deputy Sector Navigators, K-14 TAPs, the Industry Sector Projects in Common grantees)
- LEAs (the Orange County Department of Education, SAUSD, high schools, charter schools, ROPs and County Offices of Education through the Career Pathways Trust Grant, the K12 Strong Workforce Program Pathway Improvement grants)
- Grant and program management software developers (productOps, Concentric Sky, WizeHive, Teamworks)

**CELATINOS Chamber of Commerce** partners with Digital Media Center to organize various events targeting Spanish speaking business owners looking to grow and expand their businesses. Business growth and expansion is important as it can provide local students with available jobs, and the community with a more vibrant economy, which in turn can benefit our district and college campuses.

**CSU Fullerton** has been a major supporter of our global trade initiative and international business programs. We have worked together on redesigning their international business degree program, created alignment with SAC's international business program and an articulation agreement was recently signed between CSUF and SAC for the international business degree.

**Global Trade Industry Advisory Committee** is twenty organizations, large and small, public and private, (i.e. Allergan, Western Digital, Edwards Life Sciences, US Commercial Service, OC SBDC, Senegence Int'l., etc.) which provide input on programs, curriculum, faculty externship and job shadow opportunities, student internships, participate as speakers in the classroom and on a panel. They also help promote our training/workshops as well as our certificate and degree programs.

**Help Me Grow** provides the children and families enrolled in RSCCD-CDS programs with comprehensive resource and referrals to community agencies and case management. This service addresses the needs of the families to ensure protection factors for at risk children and families.

**Irvine Chamber of Commerce** actively engaged in global trade and has asked me to participate on their International Development Committee as well as lead their task force on Foreign Direct Investment (FDI). In return, they promote our services, training programs and classes. They also provide connections to local business leaders for our industry advisory committee and programs.

**Irvine Valley College & Saddleback College** play an important role in collaborating on regional program development as well as connection to students, faculty and industry. They regularly attend our advisory meetings and collaborate to ensure the needs of students and the local international business community are being met. They have also provided a venue for workshops, have actively promoted our services and regional programs as well as jointly participated in global trade.

**Links Media** partners on a project to develop a Public Education Campaign on health issues mainly targeting the Latino community. The project will include the development of videos to highlight chronic disease and other ailments affecting Latinos. In addition to benefitting the local community served by RSCCD through a planned awareness/marketing campaign, the project will also benefit students at the DMC through their direct participation on the videos to be created.

**Orange County Department of Education** provides a variety of programs and resources to students. DSN collaborates with OCDE at all levels of student development.

**Orange Unified** plays an important role in working with RSCCD on an international business pathway development, promoting our events and programs to high school students. They also played a key role in the counselor event planning as well as making sure attendance was good.

**Orange County Hispanic Chamber of Commerce** partners with the District's Small Business Development Center to provide educational opportunities for students and outreach and assistance to the community in the form of 1) joint educational workshops in English and Spanish to benefit the community in learning the key steps leading to entrepreneurship and self-employment as a career path and 2) resources to start and grow their small business.

**Orange County Marriott and the Wyndham Resort** hotel chains have thousands of job positions that can use customized contract education services from Corporate Training Institute that range from customer service, accounting, Spanish in the workplace, ESL, computer literacy, etc. Additionally, many new jobs will be available in the next few years providing opportunities for candidates to start a career in hospitality. The DSN offers training, boot camps and job shadowing to prepare students with the knowledge and skills required for entry-level positions, which the partner hotels are excited to extend.

**Parents Enrolled in Child Development Services Programs** provides parents an opportunity to be involved in programmatic decisions through shared governance. All parents are invited to participate in either the Early Head Start Parent Committee or center specific Parent Advisory Committees which make center/program specific decisions and help with outreach and recruitment

**Port of Los Angeles – Trade Connect** partners with District’s Small Business Development Center to provide educational opportunities for students and outreach and assistance to the community in the form of 1) joint educational workshops to benefit the community in learning the key steps leading to having businesses and career paths in International Trade and 2) resources to start and grow exports strengthening the local economy.

**Santa Ana Unified School District (SAUSD)** provides children within the city of Santa Ana access to a quality preschool experience, which prepares at risk children for school and reduces the achievement gap. RSCCD-CDS operates a double session preschool classroom that serves 50 children at Sepulveda Elementary School. SAUSD provides space within various elementary schools to conduct socialization programs for RSCCD’s Early Head Start families. Established comprehensive collaborative early care and education plan that addresses the needs and services for children birth to five in Santa Ana.

**Union Bank** partners with District’s Foundation and Small Business Development Center to provide financial resources in the form of multi-year technical assistance grant funds that afford the creation of educational opportunities for students and outreach and assistance to the community in the form of 1) educational workshops on financial literacy and access to capital for entrepreneurs and 2) resources to start and grow their small business. Union Bank employees regularly volunteer to outreach and give of their time and talent at the SBDC’s events and programs.

**U.S. Commercial Service** (US federal agency) plays a key role in international trade with the local business community. The Irvine office has actively engaged with us on both an education and business level. They support our education and business service programs through business referrals, program promotion, connection to business leaders and providing student internships. They also regularly attend our advisory meetings, provide valuable input and collaborate to ensure that our programs contain the right content for global trade.

**U.S. Hispanic Chamber of Commerce** partners with Digital Media Center to host the regional BizFest Business Plan competition. The event, which is geared for high school students, offers students from the nine high schools in Santa Ana Unified School District with the opportunity to learn and develop entrepreneurial skills, and also with the opportunity to learn about the many educational programs that the Rancho district has to offer through its two colleges. The top four winners at this year's event got to travel to the national competition held in Houston, Texas; the top winner at this national competition, which included a prize of a \$5000 scholarship, was a student from Saddleback High School.

**Vietnamese American Chamber of Commerce** partners with District’s Small Business Development Center to provide educational opportunities for students and outreach and assistance to the community in the form of 1) joint educational workshop in English and Vietnamese to benefit the community in learning the key steps leading to entrepreneurship and self-employment as a career path and 2) resources to start and grow their small business.

**Vital Link of Orange County** works to motivate students to continue higher education and to find a successful path through career technical education programs and pathways. RSCCD and Vital Link work diligently in bringing high school students to the SAC and SCC through site tours, CTE pathways and other interactive experiences to find engaging opportunities for high school students in CTE programs.



## Appendix A2

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### SANTA ANA COLLEGE

#### Key Business Partners and Stakeholders that Help the District Assess the Educational Needs of the Communities We Serve

- **Santa Ana Unified School District:** SAC has been partnering with SAUSD for more than 50 years. Our collaboration has grown and transformed throughout the decades. Our current partnership allows us to offer free tuition to all SAUSD graduating seniors that attend SAC the Fall immediately following their graduation. Through our Outreach efforts and TRiO programs, SAC is involved with many SAUSD students throughout their four years in high school. Our programs help prepare their students and bridge the gaps between high school and college. SAC also supports the parents of SAUSD students through workshops and conferences held at both SAC and the high schools. Our Padres Promotores program educates high school parents on the barriers and struggles some high school students experience and provides techniques on how to support struggling students. Our workshops also assist parents with the SAUSD online grading system as well as promotes all the programs and support that is offered at each of the high schools. Dual Enrolled courses are offered at each of SAUSD's high schools allowing their students to earn college credit while still in high school on their campus. Every year, SAC hosts more than 1,000 SAUSD kindergartens at the Annual Kinderaminata event. The students have fun while learning about all the different career opportunities such as firefighters, police officers and scientist.
- **Mexican Consulate-** Santa Ana College has been collaborating with the Mexican Consulate for more than two years. Our partnership has allowed Santa Ana College to have a permanent kiosk at the Consulate's Santa Ana location. Through this kiosk SAC has been able to connect directly with the Mexican community and assist them in applying and registering to the college. We have hosted many events with the Consulate to bring the community together to share opportunities at SAC.
- **CA Endowment-** SAC partnered with CA Endowment Foundation to bring awareness to the parents and students in Santa Ana regarding health career opportunities. SAC received more than \$350,000 from CA Endowment to assist with our outreach efforts. A Parent training was held and two new lessons on health care as a career were developed. More than 400 parents attended the training. SAC also developed five new articulated courses at Valley High School which is part of SAUSD. Our goal is to work with the consulate to offer educational support to all of their
- **University of California, Irvine:** Hosts the Summer Scholars Transfer Institute, Partnership data for research, and guarantees transfer for all SAUSD students who start college at SAC and maintain a 3.0 GPA in pre-transfer coursework.
- **California State University, Fullerton:** Guaranteed transfer for all SAUSD students who start college at SAC and maintain strong academics.
- **The City of Santa Ana:** Funds scholarships and hosts the Higher Education Center
- **The League of United Latin American Citizens and the Mexican American National Network:** Broadcast partnership activities to key community leaders in the region.
- **The Padres Promotores de la Educación:** Reach over 30,000 parents annually
- **Comunidad Latina Federal Credit Union:** Funds micro loans to SAC students
- **Latino Health Access:** Trains parents and amplifies the work of the Partnership
- **KidWorks:** Hosts Partnership staff so they can serve parents and students
- **Schools First Federal Credit Union:** Underwrites innovation grants and college programs
- **AT&T:** Underwrites student programs and strategic planning activities

## Appendix A3

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### SANTIAGO CANYON COLLEGE Key Partners and Stakeholders that Help the College Assess the Educational Needs of the Communities We Serve

#### **Orange Unified School District (OUSD)**

SCC has engaged OUSD by offering classes at school sites, and we anticipate doing more dual enrollment courses. This offers high schools students the opportunity to earn college credits while still in high school, which speeds the time to a college degree.

The Division of Mathematics & Sciences along with the Division of Arts, Humanities and Social Sciences has partnered with OUSD to offer classes on the High School campuses. Community Science Night is an annual SCC/OUSD. Community Science Night is a successful STEM event, with individual activities for families to learn from and enjoy.

SCC Division of Continuing Education has maintained an ongoing partnership with OUSD to provide academic and support programs to the parents and families in the OUSD. Specific classes and programs are also offered to high school seniors to help them complete their high school diploma and better prepare them for post-secondary coursework. Noncredit ESL, High School, and GED classes are offered at OUSD elementary, middle, and high schools. High school Bridge courses are offered for enrichment in a variety of subjects to current high school students at Orange High, El Modena High, Villa Park High and Canyon High Schools. High School Petition classes are offered for credit recovery in a variety of subjects at El Modena High School.

Continuing Education outreach staff frequently attend parent meetings at the schools to share information about all the continuing education programs and services available. This is an invaluable resource in which the parents in Orange and surrounding communities can learn about the free educational opportunities offered by Continuing Education.

#### **Waltmar Foundation**

The Waltmar Foundation has been a partner of the SCC Foundation and has funded student scholarships for many years.

#### **California State University, Fullerton**

SCC students benefit from our close connection to CSUF, which is the largest transfer destination. We participate in STEM partnerships, the CSUF presidential enrollment advisory group, a variety of grant programs, and other important connections.

SCC and two other community colleges partnered, **STEM<sup>2</sup> Partnership**, with CSUF on a Title III STEM Strengthening Transfer through Matriculation grant. Currently in its 6<sup>th</sup> and final year, this grant is providing supplemental instruction (SI), designated STEM counseling, summer research, and provides priority admission for SCC students who participate in this program.

#### **Orange County Sheriff's Department (OCSD)**

SCC Division of Continuing Education has had a strong collaborative partnership with the Orange County Sheriff's Department to serve the educational needs of inmates in the five county jails: Central

Men's, Central Women's, Intake and Release Center, Theo Lacy, and James Musick. The Inmate Education administrator and coordinator work closely with the Sheriff's Department staff to ensure that the needs of the inmate students are being met by offering courses that will prepare them for higher education or the workforce upon release. The value of the noncredit courses offered in the jail cannot be understated with the goal being to help reduce the recidivism rate and to help students be successful in future classes or jobs. Inmates who earn their high school equivalency certificate are better prepared for high-paying jobs or higher education courses. Other workforce certificates such as *ServSafe* prepare students to attain employment in the restaurant industry when they are released.

Course offerings in the General Program include English as a Second Language, Adult Basic Education, GED Test Preparation, Workforce Preparation, Effective Parenting, Substance Abuse, Introduction to Computer Software Applications, and Institutional Food Preparation. Introduction to Welding and Fundamentals of Welding are offered in the CTE Program. Recently the collaboration with OCSD has been expanding to include the RSCCD Corporate Training Center staff who will begin proctoring the HiSET exams in the five jails. Further evidence of this expansion includes more offerings in the General Program (taught by Continuing Education instructors) and fewer courses in the CTE Program (taught by OCSD instructors). In addition, due to the AB86 planning and Adult Education Block Grant, the addition of other meaningful types of programs and services are under discussion.

#### **Orange County Department of Education (OCDE)**

The Orange County Department of Education has been partnering with and is now a member of the Rancho Santiago Adult Education Consortium (RSAEC) as a result of AB86 planning and the Adult Education Block Grant (AEBG). The OCDE board-approved representative attends monthly consortium meetings and collaborates to serve the needs of adult learners in the region. As a result of this partnership, several CTE articulation agreements were created and completed for the various RSAEC agencies. This collaborative partnership is particularly important as more emphasis is placed on smoother transitions for adult learners in the Rancho Santiago region, including OCDE and RSCCD.

#### **Community Foundation of Orange**

SCC and RSCCD are able to maintain visibility for their programs with this important group of civic leaders. Additionally, The CFO holds its annual "Talent Blossoms in Orange" performing arts event for schoolchildren at SCC each October.



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