

Santiago Canyon College

Comprehensive Educational Plan 2024 – 2032

March 22, 2024



Table of Contents

President’s Message.....7

Acknowledgements.....8

Executive Summary8

Santiago Canyon College Overview9

 History9

 Mission Statement10

 Equity Statement.....10

National Higher Education Context10

California Community Colleges Context11

 Participation in Local Decision Making.....12

 The Role of the Academic Senate – Title 5, Section 53200.....13

 The Role of Staff – Title 5, Section 51023.514

 The Role of Students – Title 5, Section 51023.714

 RSCCD Board of Trustees – Board Policy 2410.....14

Vision 2030 – Guided by the Vision for Success and the Governor’s Roadmap15

 Vision for Success and Guided Pathways15

 Governor’s Roadmap and California Community College System16

 Vision 2030 – a Roadmap for California Community Colleges.....17

 Vision 2030 Alignment with the Vision for Success, Vision for Success Reaffirmed, and the Governor’s Roadmap.....18

 Statement on Diversity, Equity, and Inclusion in the California Community Colleges19

 Title 5, Section 5120120

 Student Centered Funding Formula20

Integrated Planning Overview21

 Districtwide Planning.....21

 Districtwide Ongoing Planning Efforts.....23

Santiago Canyon College Ongoing Integrated Planning23

 Short-Term Planning and Resource Allocation23

 Outcomes Assessment.....24

 Faculty Position Ranking.....24

 Near-Term Planning and Program Review25

 Program Review25

 Long-Term Planning.....26

 Comprehensive Educational Plan26

 Strategic Enrollment Management Plan26

 Student Equity and Achievement Plan26

 Technology Plan27

Facilities Plan 27

Guided Pathways..... 27

Strong Workforce 27

CEP Development Process 27

Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis 28

Phase II: Portfolio Development and Planning Assumptions 28

Phase III: Goal Setting: Establishing Goals and Supporting Actions 28

Environmental Scans 29

External Environmental Scan 29

Internal Environmental Scan..... 29

Student Engagement and Satisfaction Survey Results 29

Trends and Planning Assumptions..... 30

External Trends 30

 National 30

 Statewide..... 31

 Regional/Orange County 32

Internal Trends 33

 Students..... 33

 Student Outcomes..... 34

 Enrollment and Measures of Efficiency..... 35

 Employees 36

Listening Sessions and Themes..... 37

Introduction 37

Emergent Themes..... 37

 Student Access, Marketing, Outreach and Recruitment 38

 Strategic Enrollment Planning and Growth Management 38

 Academic Success and Student Engagement 39

 Academic and Support Services 40

 Diversity, Equity, Inclusion, and Accessibility 41

 Instructional Programs and Pathways..... 41

 Strategic Partnerships 41

 Institutional Research, Planning, and Evaluation 43

 Organizational Systems and Processes..... 43

 Institutional Culture 44

Enrollment Stabilization and Growth Opportunities..... 45

Strategic Enrollment Management and Planning 45

Enrollment Analysis..... 45

Enrollment Growth Opportunities 45

 Demographic Adjustments 45

 Dual Enrollment..... 46

 Continuing Education Growth 46

 Guided Pathways..... 46

 Student Access and Outcomes 46

Considerations for Enrollment Management and Growth 47

College Challenges and Opportunities 47

Challenges 47

Opportunities 48

Comprehensive Educational Plan Framework..... 48

Santiago Canyon College Goals and Objectives 48

 Goal 1: Strengthen student support services and program offerings to increase educational excellence, transfer, and economic and career advancement. 49

 Goal 2: Build academic and workforce partnerships to provide premium educational and training opportunities for the community. 49

 Goal 3: Partner with the community to guide the promotion of campus and educational opportunities and services. 50

 Goal 4: Evaluate and implement processes in support of employee experience and optimize student access and success..... 50

 Goal 5: Maximize funding streams to develop accessible and adaptable facilities and support the continuous improvement of all programs and services to elevate Santiago Canyon College as the premier community college. ... 50

CEP Alignment with District Strategic Directions 51

RSCCD Integrated Planning Framework 53

Next Steps 56

CEP Roll-Out Process 56

Implementation Plan 56

Accountability and Monitoring Process..... 56

Appendix A – List of Acronyms Used in this Report 57

Appendix B – RSCCD Eight-Year Integrated Planning Cycle and Timeline 58

Appendix C - CEP Task Force Purpose Statement 59

Appendix D – External Data Profile..... 62

District Map 62

Orange County 62

 Orange County Population Projections, 2020-2030 62

 Orange County Population Projections by Age, 2020-2030 63

 Orange County Population Projections by Ethnicity, 2020-2030 63

 Orange County Population Compared 64

 Orange County Demographics: Ethnicity 64

 Orange County Demographics: Population Statistics 65

 Orange County Demographics: Income & Poverty 65

 Orange County Demographics: Housing 66

 Orange County Demographics: Language Spoken at Home..... 66

 Orange County Demographics: Primary Language of K-12 English Language Learner Students 67

 Socioeconomic Data: Living Wage..... 67

 Socioeconomic Data: Unemployment..... 68

Local School Districts 68

 K-12 Enrollment in Local School Districts 68

 Local High School Graduate Projections..... 69

Labor Market Information 69

 Fastest Growing Industries in Orange County 69

 Fastest Growing Jobs for Middle Skills Occupations in Orange County 70

 Fastest Growing Jobs for Above Middle Skills Occupations 70

Top Employers in Orange County 71

Appendix E – Internal Data Profile..... 72

Credit: Headcount and Enrollment..... 72

Noncredit: Headcount 72

Credit Student Demographics 73

 Credit Students: Gender 73

 Credit Students: Ethnicity 73

 Credit Students: Gender and Ethnicity 74

 Credit Students: Age 74

 Credit Students: Educational Goal 75

 Credit Students: High School Special Admits 75

 Credit Students: Special Populations 76

 Credit Students: Pell Grant, California Promise Grant, and AB 540 Students 77

 Pell Grant, California Promise Grant, and AB 540 Students Compared 77

Noncredit Student Demographics 78

 Noncredit Students: Gender 78

 Noncredit Students: Ethnicity 79

 Noncredit Students: Age 79

 Noncredit Students: Special Populations 80

Student Satisfaction 81

Student Outcomes..... 82

 Student Success Metrics: Skills Gain 82

 Student Success Metrics: Transition to Adult Secondary 83

 Student Success Metrics: Noncredit CTE Completion 84

 Student Success Metrics: Successful Course Completion 85

 Student Success Metrics: Persistence 86

 Student Success Metrics: Completed Transfer Level Math/English in First Year 87

 Student Success Metrics: Earned Nine or More Career Education Units 88

 Student Success Metrics: Completion 89

 Student Success Metrics: Units Upon Degree Completion 90

 Santiago Canyon College Annual Awards: Top 15 Associate Degree Awards in 2022-2023 91

 Santiago Canyon College Annual Awards: Top 15 Certificates Awarded in 2022-2023 91

 Santiago Canyon College Awards by Ethnicity in 2022-2023 92

 Santiago Canyon College Awards by Gender in 2022-2023 92

 Student Success Metrics: Transfer 93

 Santiago Canyon College Students Transferring to the California State University (CSU) System 94

 Outcomes of Santiago Canyon College Students Transferring to the CSU System 95

 Santiago Canyon College Students Transferring to the University of California (UC) System 96

 Outcomes of Santiago Canyon College Students Transferring to the UC System 97

 Santiago Canyon College Students Transferring to Private and Out of State Colleges 97

 Student Success Metrics: Attained the Living Wage 98

Appendix F – Enrollment and Measures of Efficiency 99

Santiago Canyon College Enrollment Summary..... 99

 Collegewide FTES 99

 Credit: FTES 100

 Credit: FTEF 101

 Credit: Efficiency 102

 Credit: Online and In-Person Offerings 103

 Credit: Average Class Size 104

 Noncredit: FTES 105

 Noncredit: FTEF 106

Noncredit: Efficiency 107
Noncredit: Online and In-Person Offerings 108
Noncredit: Average Class Size 109

Appendix G – Employee Profile 110

Collegewide Employees 110

Santiago Canyon College Employees 111

Santiago Canyon College Employees: Gender 111
Santiago Canyon College Employees: Ethnicity 112
Santiago Canyon College Employees: Age 113

Orange Education Center Employees 114

Orange Education Center Employees: Gender 115
Orange Education Center Employees: Ethnicity 116
Orange Education Center Employees: Age 117

President's Message

Dear SCC Community,

I am pleased to announce a new phase in the development of Santiago Canyon College's (SCC) Comprehensive Educational Plan (CEP), a comprehensive roadmap that will guide us toward helping our students achieve their academic goals while fostering continued excellence in education at SCC. The development of this plan has been intentionally collaborative, drawing on our community's diverse perspectives and expertise, inclusive of student, faculty, classified professional, and management voices. It reflects our shared values of innovation, inclusion, and a relentless focus on advancing student achievement.

The CEP will serve as a strategic roadmap, guiding our efforts to enhance program quality, increase student engagement, and provide education that is both accessible and transformative for the next eight years.

Central to our CEP is recognizing our students' unique needs and aspirations. By addressing these needs comprehensively, we aim to create an environment where every student can thrive academically, personally, and professionally. This plan underscores our unwavering commitment to fostering an inclusive and equitable learning environment where every community member feels valued, respected, and supported.

By articulating an eight-year strategy for continuous improvement, I believe we can progress toward creating meaningful improvements that will positively affect the lives of our current and future students.

I want to personally thank the SCC Community for your dedication, passion, and firm commitment to making SCC a premier community college in California. I am excited about the opportunities that lie ahead and look forward to celebrating our collective achievements.

Warm regards,

Jeannie G. Kim, Ph.D.
President
Santiago Canyon College

Acknowledgements

While hundreds of voices are reflected in the development of this plan, a special acknowledgement goes to the members of the Santiago Canyon College Comprehensive Educational Planning Task Force (formerly the Educational Master Planning Task Force) listed below.

Dr. Jeannie Kim, President
 Dr. Jason Parks, Tri-Chair, Vice President, Academic Affairs
 Craig Rutan, Tri-Chair, Academic Senate President, Physics Faculty
 Sheryl Martin, Tri-Chair, Executive Secretary, Continuing Education
 Dr. Joanne Armstrong, Dean of Instruction and Student Services
 Diana Casares, Student Services Coordinator, Student Development
 Flo Cudal, Student
 Darlene Diaz, Math Faculty
 Caroline Dong, Student
 Zina Edwards, Student Program Specialist, Counseling
 Dr. Denise Foley, Biology Faculty
 Jessica Gilbert, Instructional Coordinator/Analyst
 Jorja Henslin, Student
 Scott James, Distance Education Coordinator
 Arleen Satele, Vice President, Administrative Services
 Christopher Sweeten, Vice President, Student Services
 Roxzel Soto-Tellez, Division Administrative Assistant, Humanities & Social Sciences
 Melissa Tran, Senior Account, Administrative Services
 Jose Vargas, Vice President Continuing Education
 Aaron Voelcker, Dean, Institutional Effectiveness, Library & Learning Support Services
 Yoon Su Wai, Student

Additionally, support and coordination for the Task Force would not have been possible without the committed efforts of Tracy Montana, Task Force Coordinator/Executive Secretary for Dr. Jason Parks, and Ann Kelly, Acting Assistant to President Jeannie Kim.

Executive Summary

The Santiago Canyon College (SCC) 2024-2032 Comprehensive Educational Plan (CEP) is a comprehensive document that will help guide the institution over the next eight years as it works to fulfill its mission and vision and meet the needs of its students and community.

The CEP aligns with districtwide strategic directions and the California Community College Chancellor's Office (CCCCO) Vision for Success and Vision 2030 goals. Developed through a collegial and collaborative process, this plan articulates collegewide goals and supporting objectives that will help guide Santiago Canyon College in establishing priorities, planning for future needs, developing new programs, and guiding resource allocation as it focuses on strengthening student access, success, and achieving equitable outcomes.

Santiago Canyon College's CEP provides the overarching structure for all institutional planning and is central to the College's integrated planning, which includes the Strategic Enrollment Management Plan, Student Equity and Achievement Plan (SEAP), Technology Plan, Facilities Master Plan, Guided Pathways, Program Review, and Strong Workforce.

The Comprehensive Educational Plan was developed through a collegewide planning process that included extensive internal and external data analysis and input from diverse constituent groups and community partners (faculty, staff, students, administrators, and community leaders). A dedicated CEP Task Force met regularly from October 2023 to January 2024 to review the data, constituent and community input, and challenges and

opportunities. The CEP Task Force and the President's Cabinet met in February 2024 for an eight-hour planning session where they worked together to develop collegewide goals and objectives. Santiago Canyon College's goals for 2024-2032 include:

Goal 1: Strengthen student support services and program offerings to increase educational excellence, transfer, and economic and career advancement.

Goal 2: Build academic and workforce partnerships to provide premium educational and training opportunities for the community.

Goal 3: Partner with the community to guide the promotion of campus and educational opportunities and services.

Goal 4: Evaluate and implement processes in support of employee experience and optimize student access and success.

Goal 5: Maximize funding streams to develop accessible and adaptable facilities and support the continuous improvement of all programs and services to elevate Santiago Canyon College as the premier community college.

Following the goal setting session, members of SCC's CEP Task Force presented their collegewide goals and objectives at a districtwide joint meeting that included representatives from each college and the district services office. In March and April 2024, the CEP draft progressed through collegewide constituent review and was then forwarded to the Board of Trustees for their review and approval. **On month/date, 2024 the Board of Trustees approved the Santiago Canyon College Comprehensive Educational Plan 2024-2032. (Note: when Board approves, add month/date, change font from red to black, and remove this note.)**

(Note: To assist the reader, a list of acronyms used in this report is included as Appendix A.)

Santiago Canyon College Overview

History

Like many California Community Colleges, Santiago Canyon College (SCC) grew out of humble beginnings. Santiago Canyon College's journey began in 1971 after the Orange Unified School District joined the Santa Ana Unified School District to create the Rancho Santiago Community College District. Later that year, supporting their vision for higher education in their community, residents of the City of Orange voted to levy a self-imposed tax to purchase the original 30 acres of land in East Orange that would ultimately become the site for Santiago Canyon College.

By 1985, the Rancho Santiago Community College District (RSCCD) developed the land in East Orange to create the Orange Campus. As the second campus in the Rancho Santiago Community College District, the Orange Campus' first semester saw more than 2,500 eager students take various general education, transfer, and vocational courses. Then, from 1985 to 1996, the Orange Campus experienced tremendous growth as the student population more than doubled. As a result of this veritable growth, in 1997 the Rancho Santiago Community College District Board of Trustees unanimously voted to change the name of the Orange Campus to Santiago Canyon College and, therefore, created a multi-college structure for the Rancho Santiago Community College District.

After Santiago Canyon College officially came into being, the College became independently accredited in the year 2000. Since then, Santiago Canyon College has continued to evolve to provide an array of educational

opportunities effectively and innovatively to over 195,000 residents who comprise the eclectic community encompassing the College.

In addition to Santiago Canyon College's multiple offerings, the campus landscape also evolved to better meet the changing needs of students and community members. To provide students and the surrounding community with the space to embrace their life-long educational pursuits, Santiago Canyon College's grounds have grown from its earlier 30 acres to 82 acres. In November 2002, voters in the college district voted to approve Measure E, a \$337 million bond measure to provide for renovation and new construction at both Santiago Canyon College and Santa Ana College.

The campus has undergone a dramatic physical transformation since its inception. Santiago Canyon College has developed its building inventory to 421,770 gross square feet, including eleven main buildings and thirty portable classrooms. For enhanced usability, the College has also continued to improve parking, circulation, and athletic facilities. With completion of the Science Center, Humanities Building, Gymnasium, Swimming Pool, and Maintenance and Operations facility over 12 years ago, SCC continually assesses its need for additional facilities in response to enrollment growth and to meet the needs of students and the communities it serves.

Despite its humble beginnings and relative youth, Santiago Canyon College has taken root in its community and has evolved from a fledging institution to a well-established, respected, and recognized college. As such, Santiago Canyon College will continue to respond to and celebrate the changing demographics of its vibrant student body as well as of its diverse community. Indeed, Santiago Canyon College will seek to provide a place of learning where future generations have the opportunity to explore varied educational opportunities that enhance their professional and personal lives.

Mission Statement

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate, and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

Equity Statement

Santiago Canyon College is proud to provide a safe and inclusive environment that promotes and establishes respect and dignity, identifies and eliminates barriers to learning, and creates and encourages equitable outcomes for all students. It is a college community enriched and strengthened by individuals with differing ideas, values, beliefs, experiences, and identities.

National Higher Education Context

Nationally, college enrollment declined during the Covid-19 Pandemic but began to rebound in 2023. According to the Research Center at the National Student Clearinghouse ([reported October 26, 2023](#)) students are gravitating to shorter-term credentials rather than longer-term degrees. Enrollment growth is attributed to increased dual enrollment and increased enrollment by Black, Latinx and Asian students. White student enrollment continues to decrease.

EDUCAUSE, whose mission is to advance higher education focusing on technology, has identified these current national trends in their [2023 Horizon Report: Teaching and Learning](#).

Social

- Student demand for more flexible and convenient learning modalities is increasing
- The focus on equitable and inclusive teaching and learning has expanded and intensified
- Microcredentials programs are gaining momentum and maturity

Technological

- The potential for AI to become mainstream is growing
- The online versus face-to-face dichotomy is being disrupted
- Low- and no-code technologies that simplify complex processes are enabling more people to create digital content

Economic

- Affordability and “Return on Investment” are impacting potential students’ decisions to enroll in postsecondary education
- As funding for public education declines, institutions are expected to do more with less
- The needs and demand for lifelong, workplace learning is increasing

Environmental

- Climate change is increasingly impacting our daily lives
- Environmental issues are being integrated into academic programs and institutional operations

California Community Colleges Context

The California Community Colleges have a long-standing history of working to meet the needs of their students and communities, while partnering with businesses and industries to deliver a prepared workforce. In 1907, Fresno Junior College opened its doors as California’s first community college and second in the nation.¹ In 1915, Santa Ana College opened its doors, marking a significant milestone in the region's educational history. Later, in 1971, the Rancho Santiago Community College District was established. In 1997, the Rancho Santiago Community College District Board of Trustees made the pivotal decision to transition into a multi-college district, expanding educational opportunities for the community.²

Pursuant to [Board Policy 1100](#),³ the Rancho Santiago Community College District comprises:

- 1) Santa Ana College
- 2) Santa Ana College Centennial Education Center
- 3) Santa Ana College/Orange County Sheriff’s Regional Training Academy
- 4) Santa Ana College Digital Media Center
- 5) Santiago Canyon College
- 6) Santiago Canyon College Orange Education Center

Today, the California Community College (CCC) system of higher education consists of [73 Districts and 116 community colleges](#), each governed by a locally elected Board of Trustees. Collectively, these institutions serve

¹ <https://www.scccd.edu/business-and-community/measure-c/project-information/fresno/index.html#:~:text=About%20Fresno%20City%20College,and%20two%20student%20service%20divisions>

² <https://rscdd.edu/Discover-RSCCD/Pages/RSCCD-History.aspx#:~:text=1915%20to%201999,college%20districts%20in%20the%20state.&text=In%201915%2C%20Santa%20Ana%20Junior,college%20founded%20in%20Orange%20County>.

³ <https://rscdd.edu/Trustees/Documents/Board%20Policies/BPsChapters%201%20and%202/BP%201100%20The%20Rancho%20Santiago%20Community%20College%20District.pdf>

1.9 million students, making it the largest system of higher education in the country. California community colleges remain dedicated to advancing the state's economic growth and global competitiveness through education, training, and services that enhance workforce development.⁴

California's community colleges are also notable for attracting the most diverse student body in public higher education, with 69% of students representing varied ethnic backgrounds. Furthermore, 51% of California State University graduates and 29% of University of California graduates embarked on their academic journey at a community college.⁵ The Rancho Santiago Community College District significantly contributes to these statistics, emphasizing its commitment to serving its communities. Through its open admission policy, focus on affordability, and accessibility, the District provides opportunities for career technical education, facilitates seamless transfer pathways, engages with the community, and fosters lifelong learning.⁶

Participation in Local Decision Making

This section provides an abbreviated historical perspective on the impact of [Assembly Bill AB 1725](#), Vasconcellos. California Community Colleges. In 1988, Governor George Deukmejian signed Assembly Bill AB 1725 authored by Assemblymember John Vasconcellos. This landmark legislation made California the only state in the United States to statutorily mandate participatory governance for its public community colleges.⁷ The bill encompassed provisions addressing the community college mission, finances, programs and services, employment, accountability, affirmative action, and appropriations.

The passage of AB 1725 introduced marked changes by adding, amending, and repealing sections of the [California Education Code](#) and thereby impacting the Board of Governors adopted [California Code of Regulations](#). It is important to note that provisions of AB 1725 concerning the governance structure and the roles of the statewide and local academic senates continues to draw significant attention.⁸

AB 1725 introduced, California Education Code, [Section 70901 \(b\)\(1\)\(E\)](#), and mandated for the first time, that local governing boards adopt minimum standards governing procedures to ensure faculty, staff, and student participation in district and college governance:

*California Education Code, Section 70901 (b)(1)(E) reads: Minimum standards governing procedures established by governing boards of community college districts to ensure **faculty, staff, and students** the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.*

While the term “participatory governance” is not mentioned in law or regulation, AB 1725 underscores the importance of faculty, staff, and student involvement and delineates their respective responsibilities within the governance structure. As noted by Boggs and Galizio (2021), in practice, AB 1725, “provide[s] the sector the means for effective leadership, management, and accountability. Governance responsibilities were identified and designated, and governance processes were defined with specific roles given to the state board, locally elected boards, CEOs, faculty, staff, and students” (p. 8).⁹

⁴ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.4.

⁵ <https://www.cccco.edu/About-Us/Key-Facts>

⁶ <https://rscdd.edu/Trustees/Pages/Mission-Goals.aspx>

⁷ Boggs, G. R., & Galizio, L. (2021). A College for All Californians. Teachers College Press

⁸ Ibid.

⁹ Ibid.

The Role of the Academic Senate – Title 5, Section 53200

AB 1725, Section 61 (a), directs the Board of Governors to, “Develop policies and guidelines for strengthening the role of the academic senate with regard to the determination and administration of academic and professional standards, course approval and curricula and other academic matters. In 1990, the Board of Governors adopted Title 5, Sections [53200-53204](#) that requires district governing boards to adopt policies for the appropriate delegation of authority to its college and/or district senates.¹⁰

The Board or its designee will engage in collegial consultation with the duly constituted Academic Senate of the District regarding academic and professional matters as defined by law. In Title 5, Section [53200](#), Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Furthermore, Title 5, Section 53200 (c) states that “Academic and professional matters” means the following policy development and implementation matters also referred to as the “10+1”:

1. Curriculum, including established prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in the accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

The Academic Senate for California Community Colleges (ASCCC) states that it is the “official voice of California community college faculty in academic and professional matters” and additional information is accessible at [link](#). ASCCC provides a “10 + 1 carrying card,” depicted below, for faculty and others to easily recall the role of the Academic Senate as described in Title 5 per the authorization of AB 1725.

Academic Senate for California Community Colleges (ASCCC) “10+1” Infographic



¹⁰[https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9QEUN37809F7/\\$file/COMMUNITY%20REFORM%20ACT%20OF%201988.pdf](https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9QEUN37809F7/$file/COMMUNITY%20REFORM%20ACT%20OF%201988.pdf)

The Role of Staff – Title 5, Section 51023.5

Pursuant to Title 5, Section 51023.5, “the governing board of a community college shall adopt policies and procedures that provide district and colleges staff the opportunity to participate effectively in district and college governance.”¹¹ District and college staff includes classified, confidential, supervisory, and management professionals and AB 1725 specifies that their opinions and recommendations shall be extended at every reasonable consideration in decision-making processes.

The Role of Students – Title 5, Section 51023.7

Title 5, Section 51023.7, mandates that community college districts must establish policies and procedures enabling students to engage meaningfully in district and college governance. This provision ensures that students have a voice in shaping policies and procedures that affect them. According to Title 5, Section 51023.7 (b), policies and procedures deemed to have “significant effect on students” include:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the district to adopt
10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students

RSCCD Board of Trustees – Board Policy 2410

The Rancho Santiago Community College District (RSCCD) locally elected Board of Trustees (Board) holds ultimate decision-making authority in areas designated by state and federal laws and regulations. In fulfilling this responsibility, the Board is dedicated to ensuring that faculty, staff, and students within the District actively participate in the formulation of proposed policies for Board consideration and administrative regulations for Chancellor oversight, which govern and manage the District's affairs. The Board's internal governance processes are accessible through the RSCCD website [link](#), and Board Policies (BP) and Administrative Regulations (AR), which are organized across seven chapters as noted below are available at [BP/AR link](#).

Board Policies and Administrative Regulation Chapters

Chapter	Board Policies and Administrative Regulations
1	The District
2	Board of Trustees
3	General Institution
4	Academic Affairs
5	Student Services
6	Business and Fiscal Affairs
7	Human Resources

¹¹ [T5, Section 51023.5](#)

The meaningful engagement of faculty, staff, and students in the development of policies and procedures in these BP and AR chapters promotes transparency, inclusivity, and participatory governance within educational institutions. It is essential for fostering a collaborative and supportive campus environment where all stakeholders feel valued and empowered to contribute to institutional success.

The Rancho Santiago Community College District Office steadfastly champions the role of the locally elected Board of Trustees, unwavering in its support and commitment to upholding compliance with directives outlined in California Education Code and Title 5, Code of Regulations, as well as pertinent federal and state laws. This unwavering dedication seeks to strengthen and enhance support for its colleges and centers, directly impacting the student journey and the District's employee experience.

Vision 2030 – Guided by the Vision for Success and the Governor's Roadmap

The [Vision 2030](#) plan for California's community colleges, released by the California Community College Chancellor's Office as approved by the Board of Governors, extends the principles set forth in the [Vision for Success](#), [Vision for Success Update](#), and the [Governor's Roadmap](#) plans. Together, these plans establish systemwide community college priorities and stipulate that, "every college should make sure they have goals that address systemwide priorities."¹²

Vision for Success and Guided Pathways

The [Vision for Success](#), launched in 2017, focused on a commitment to ensure, "that students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating gaps once and for all."¹³ In 2021, the California Community College Chancellor's Office renewed its dedication to the [Vision for Success](#) plan through the issuance of the [Vision for Success – Reaffirming Equity in a Time of Recovery Update](#). The report emphasized that the overarching goal for the state's community colleges remains unchanged: to achieve the systemwide targets outlined in the [Vision for Success](#), including completion, transfer, efficiency, workforce attainment, and, most importantly, equity. It underscored the critical importance of Goal 5, Equity, especially considering the disproportionate impact of the multiple pandemics on communities of color.¹⁴

It is important to highlight that [Vision for Success](#) utilizes the [Guided Pathways](#) framework to enhance student access, persistence, retention, and goal completion. Districts and colleges can seize the opportunity to integrate and align key plans encompassing diverse student learning programs such as Adult Education, Student Equity and Achievement Program, California College and Career Access Pathways (CCAP), learning communities, categorical programs and services, among others. This integration within the [Guided Pathways](#) framework aims to address the diverse needs of current and prospective students.

The Guided Pathways framework is grounded in four pillars of the student experience, described in part as follows:

¹² Vision for Success plan, pg. 3

¹³ Vision for Success, [appendix-d-vision-for-success-a11y.pdf \(cccco.edu\)](#)

¹⁴ Vision for Success – Reaffirming Equity in a Time of Recovery <https://www.cccco.edu/-/media/CCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf>

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, establish detailed transfer pathways, and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

Source: American Association of Community Colleges (2015), *Redesigning America's Community Colleges* (2015)

Guided Pathways aims to:

Advance Equity: Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.

Transform Institutions: A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.

Redefine Readiness: Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college.

Redesign Supports: Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.

It is critical to emphasize that both the [Vision for Success](#) and the [Guided Pathways](#) frameworks are not merely plans, but are codified in law. Guided Pathways is further codified in the [Student Equity and Achievement Program](#) mandate.

Governor's Roadmap and California Community College System

The [Governor's Roadmap](#) released in 2022, is an agreement with the California Community College system and builds upon the system's *Vision for Success* goals to close equity gaps and to promote student success; expand opportunities for transfer students; increase intersegmental collaboration to benefit students; and support workforce preparedness and high demand career pipelines. The "roadmap" includes new goals and expectations and "represents an unwavering commitment to continue to increase support and socialize existing reforms such as Guided Pathways, equitable [student] placement, the Student Centered-Funding Formula, and competency-based education, among others – aimed at improving student success and making sure that success equitable for all students served by the CCCs ." ¹⁵

¹⁵ Governor's Roadmap, pg. 5, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

Additionally, the roadmap outlines essential goals and expectations, such as fostering increased collaboration across segments and sectors to facilitate timely transfer, enhancing completion rates with a reduction in excess units, addressing equity gaps, and aligning the system more effectively with K-12 and workforce needs.¹⁶

The *Governor's Roadmap* mandates an annual systemwide progress report. This report encompasses college-level data showcasing progress achieved for each performance metric, a summary of crucial implementation strategies and contributions to advancing performance outcomes, as well as a synopsis of strategic collaborations with intersegmental partners. Annual reporting also includes a systemwide budget request aimed at supporting the achievement of the goals outlined in the roadmap based on systemwide progress.¹⁷

Vision 2030 – a Roadmap for California Community Colleges

Vision 2030, a roadmap for California Community Colleges, envisions a more inclusive higher education system for all Californians. The vision aims to provide access points for every learner, regardless of race, ethnicity, region, class, or gender. It emphasizes tailored support and exit points, allowing students to transition to transfer programs, complete a community college baccalaureate, or secure employment with family-sustaining wages.¹⁸ Furthermore, *Vision 2030* serves as a framework for urgent action in the field. It provides guidance for practice, the development of systems to eliminate barriers, resource development for fiscal sustainability, and policy reform aimed at unlocking potential.¹⁹

Dr. Sonya Christian, Chancellor, California Community Colleges, explains that *Vision 2030* affirms, "...the drive to improve completion, transfer, and employment, and to make equity gains has not changed. *Vision 2030* incorporates critical data-informed updates to meet the needs of today's students and to double down on innovative and promising strategies."²⁰ *Vision 2030* is centered on prioritizing the well-being of our students, communities, and the planet.²¹

¹⁶ Governor's Roadmap, pg.2, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

¹⁷ Governor's Roadmap, pg.11, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

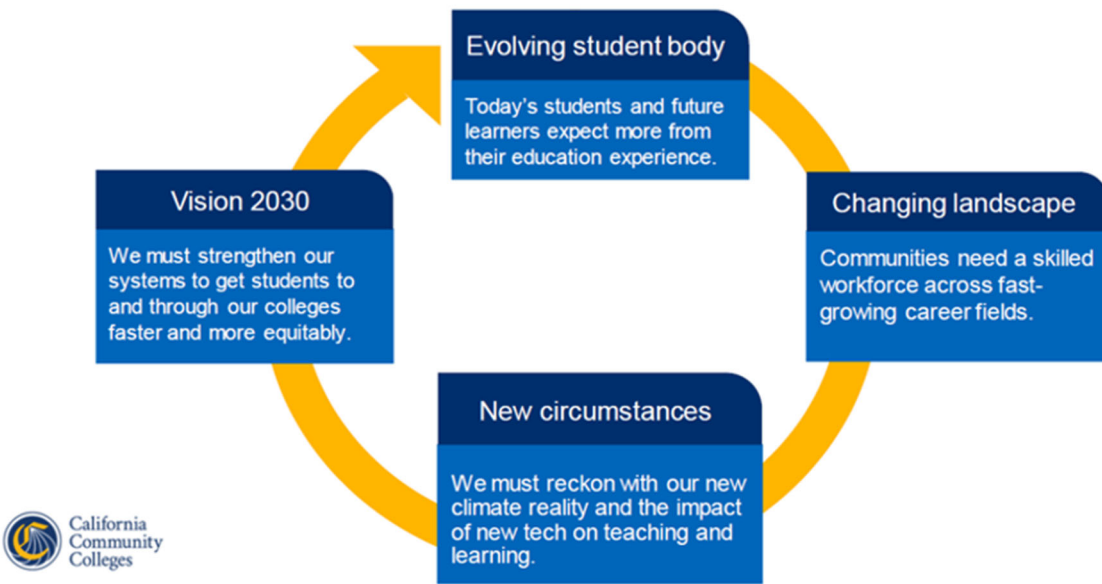
¹⁸ Vision 2030, PowerPoint, October 16, 2023

¹⁹ Vision2030, PowerPoint, July 24, 2023

²⁰ <https://www.cccco.edu/-/media/CCCCO-Website/docs/presentation-slides/Vision-2030-PowerPoint-10162023.pdf?la=en&hash=CF0291AB56BB24B831BBB367E4F76ACFFEA785AA>

²¹ Vision2030, PowerPoint, July 24, 2023

Vision 2030 Meeting the Needs of Today and Opportunities of Tomorrow



Source: California Community Colleges Chancellor's Office, *Vision 2030*, October 16, 2023

Vision 2030 Alignment with the Vision for Success, Vision for Success Reaffirmed, and the Governor's Roadmap

As noted, *Vision 2030* extends and builds upon the Vision for Success, Vision for Success Update, and the Governor's Roadmap plans. It further incorporates and extends the principles outlined in these planning documents to guide community college practices towards meeting systemwide goals. The illustration below depicts key directives and demonstrates the uniformity of statewide adopted plans.

Key Directive Highlights of [Vision for Success](#), [Vision for Success Reaffirmed](#), [Governor’s Roadmap](#) and [Vision 2030](#) – for comprehensive details, please consult each respective plan.

CCC Context: Key Directive Highlights

Vision for Success 2017-2022	Vision for Success Reaffirmed 2021	Governor’s Roadmap 2022-2027	Vision 2030 2024-2030
<p>Goal 1: Completion Increase the number of students who complete a program of study</p> <p>Goal 2: Transfer Increase the number of students annually transferring to the CSU and UC</p> <p>Goal 3: Unit Accumulation Decrease the number of units accumulated by students earning as associate degree</p> <p>Goal 4: Workforce Increase the percentage of existing students who report being employed in their field of study</p> <p>Goal 5: Equity Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups – fully close the achievement gap</p> <p>Goal 6: Regional Equity Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults</p>	<p>Goal 1: Completion Increase the number of students who complete a program of study</p> <p>Goal 2: Transfer Increase the number of students annually transferring to the CSU and UC</p> <p>Goal 3: Unit Accumulation Decrease the number of units accumulated by students earning as associate degree</p> <p>Goal 4: Workforce Increase the percentage of existing students who report being employed in their field of study</p> <p>Goal 5: Equity (emphasis in a time of recovery – multiple pandemics) Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups – fully close the achievement gap</p> <p>Goal 6: Regional Equity Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults</p>	<ul style="list-style-type: none"> ■ Increase percentage of students earning degrees, certificates and skills sets by 20% in 2026; Increase percentage of K-12 students who graduate with 12 or more college units; focus on expanding programs that address workforce needs ■ Increase transfers to CSU and UC; annually publish the 2-yr associate degree graduation rate of first-time students disaggregated for underrepresented and Pell ■ Decrease median units to completion by 15% ■ Establish credit-for-prior learning, increase offerings, launch 10 direct-assessment competency-based programs; increase percentage of completion with living wage by 15%; establish high school to university pathways; ADTs and pathways for dual enrollment ■ Improve systemwide graduation rates, transfer rates, and time to completion among underrepresented; close equity gaps in access to dual enrollment programs 	<p>Three Strategic Directions</p> <ol style="list-style-type: none"> 1. Equitable Baccalaureate Attainment 2. Equitable Workforce & Economic Development 3. Implications for Future Learning <p>Three Goals – Six Outcomes</p> <p>1. Equity in Success <u>Outcomes:</u> -Increase completion of degrees and certificates -Increase Baccalaureate attainment in equity, increase transfer preparation and increase community college baccalaureate -Workforce: earn a living wage</p> <p>2. Equity in Access <u>Outcomes:</u> -Increase with equity, participation/enrollments for dual enrollment, justice involved, veterans, working adults and low-income adults</p> <p>3. Equity in Support <u>Outcomes:</u> -Increase the number of Pell grant and CCPG recipients -Reduce units to ADT completion</p>

Source: Graphic created by CBT as adapted from reports of the California Community Colleges Chancellor’s Office.

Statement on Diversity, Equity, and Inclusion in the California Community Colleges

A primary emphasis throughout the statewide adopted plans is equity. *Vision 2030* centers around three primary goals: Equity in Success, Equity in Access, and Equity in Support. The *Equity in Higher Education Act* (EDC, Sections [66250-66293](#)) contains various provisions focused on fostering diversity, equity, and inclusion among students, faculty, and staff. Furthermore, Title 5, Section [51201](#), Statement on Diversity, Equity, and Inclusion reflects a comprehensive commitment by the California Community Colleges to actively work towards creating an educational environment that values and respects diversity, equity and inclusion among students, faculty and staff. The focus on equity underscores the recognition that every individual deserves fair and equal access to opportunities, resources, and support necessary for their success. By prioritizing equity, educational institutions strive to dismantle systemic barriers, address disparities, and create environments where all learners can thrive and reach their full potential.

Title 5, Section 51201

§51201. Statement on Diversity, Equity, and Inclusion in the California Community Colleges.

(a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

(b) Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

(c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

(d) To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.

(e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

Student Centered Funding Formula

The [Student Centered Funding Formula](#) (SCFF) was included in the 2018-19 state budget as an innovative method to allocate funding to community college districts. Based on the California Community College Chancellor's Office, the formula is designed to support the goals and commitment set by the *Vision for Success* plan and is aligned with the *Guided Pathways* student success metrics. SCFF is based on three primary calculations:²²

- A base allocation – largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include:
 - the number of students earning associate degrees and credit certificates.
 - the number of students transferring to four-year colleges and universities.

²² Student-Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

- the number of students who complete transfer-level math and English within their first year.
- the number of students who complete nine or more career education units.
- the number of students who have attained a regional living wage.

Of note, the California Community College Chancellor's Office has developed and SCFF implications Student Centered Funding Formula ([CCCCO SCFF Dashboards](#)) dashboards, enabling Districts to analyze key performance metrics and SCFF implications. Additionally, a SCFF estimator is available. Please note that these resources may require a passcode for access and require coordination with District and college Chief Business Officers.

Integrated Planning Overview

Districtwide Planning

The Santiago Canyon College Comprehensive Educational Plan is one of four plans developed as part of an integrated planning project in the Rancho Santiago Community College District (RSCCD). In September 2023, RSCCD embarked on a robust and complex Integrated Planning project to develop and align the following four plans across the District:

- ◆ RSCCD Comprehensive Plans (CP) 2024-2032
- ◆ Santiago Canyon College Comprehensive Educational Plan (CEP) 2024-2032
- ◆ Santa Ana College Comprehensive Educational Plan (CEP) 2024-2028
- ◆ District Services and Operations (DSO) Plan 2024-2028

It was determined that goal-related language needed to be clarified to avoid confusion among the plans. As the Comprehensive Plan establishes the Board's direction for the District, "Strategic Directions" are identified in the CP. Goals and objectives to operationalize the districtwide Strategic Directions are included in the Colleges' CEPs and the DSO Plan. Greater details about RSCCD's new planning process will be posted on the District's Research website.

The relationship of the four plans is illustrated below.



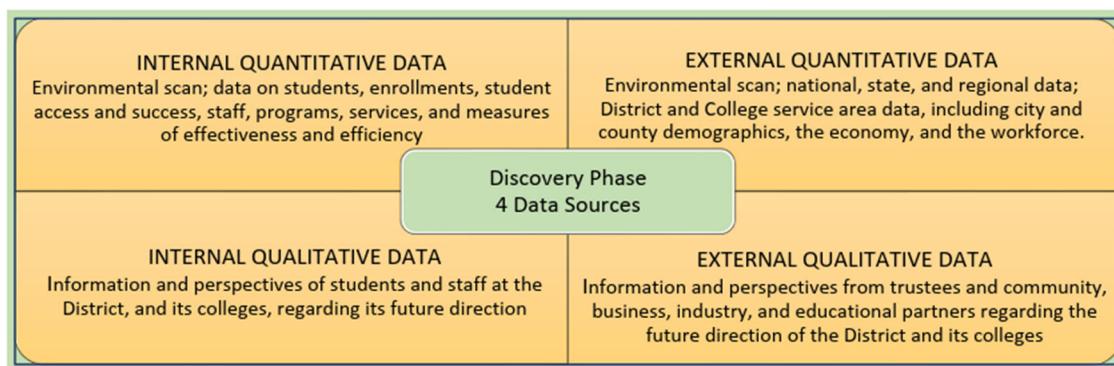
All four plans (CP, Colleges' CEPs, and DSO Plan) followed the same development process, divided into three phases:

Phase I: Discovery (Data Collection, Analysis, and Synthesis)

Phase II: Comprehensive District Data Profile Development and Planning Assumptions

Phase III: Goal Setting; Strategic Directions (CP) and Goals and Objectives (Colleges' CEPs and DSO Plan)

The project involved an extensive Discovery Phase Fall 2023, during which internal and external scans were conducted, along with analysis of workforce data and planning documents across the region to formulate a Comprehensive Data Profile for the District. Additionally, an extensive set of 122 interviews and listening sessions were held to provide important qualitative data to support the development of the plans. The below infographic displays the four segments of the Discovery Phase.



Following the Discovery Phase, trends and planning assumptions were identified, emerging listening session themes were examined, and Challenges and Opportunities for the District and its colleges were explored.

A districtwide, eight-year Comprehensive Plan was developed, outlining four Strategic Directions for RSCCD to meet the needs of students, communities, and employers across the District's Orange County service region as follows:

- **Strategic Direction 1:**
Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.
- **Strategic Direction 2:**
Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.
- **Strategic Direction 3:**
Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.
- **Strategic Direction 4:**
Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.

These Strategic Directions formed the framework of the *RSCCD Comprehensive Plan 2024-2032* and were operationalized in the Colleges' Comprehensive Educational Plans and the DSO Plan through their respective high-priority Goals and Objectives.

Districtwide Ongoing Planning Efforts

Each service area of the District has a wide array of ongoing planning efforts, as well as new initiatives that emerge each year to meet the region's changing needs. These continuing efforts and emerging priorities are integrated into each plan to align activities and provide a singular, effective, and efficient approach to meeting regional needs.

The new districtwide eight-year planning cycle allows for all major plans to be developed in a sequence that supports the overall planning cycle. For example, Program Review precedes Comprehensive Educational Plans (CEPs), as CEPs should draw upon the information from Program Review. Similarly, plans such as Facilities, Technology, and other plans follow CEPs, as the CEPs should set priorities for their development. Appendix B presents the new RSCCD 8-Year Planning Cycle Alignment Chart, illustrating how the timing of plan development supports overall district planning.

Santiago Canyon College Ongoing Integrated Planning

Planning at Santiago Canyon College exists in a variety of interconnected processes and documents. Accreditation self-studies, department and unit plans, program reviews, and campus-wide plans come together to inform the work done at the college. In SCC's culture, the term "Comprehensive Educational Planning" refers to three inter-related and dynamic documents:

- **Annual Plans:** Departments and units annually review progress, establish priorities, and set short term goals.
- **Program Reviews:** Every four years, departments and units take a more comprehensive look back and then engage in a multi-year goal-setting process that provides in-depth discussions, introspection, quantitative analyses, and evaluation. This document is the central link between the RSCCD and college goals, accreditation feedback, and the department annual plans.
- **Comprehensive Educational Plan (CEP):** The eight-year CEP, with a mid-cycle review in the fourth year, is the primary campus-wide planning document and contains the overview planning piece: those elements that have broad implications for the college, that bridge more than one department or unit, or that reside apart from the units as currently configured.

Short-Term Planning and Resource Allocation

The short-term planning activities include the development of annual plans, submitting and prioritizing resource requests, as well as submitting and prioritizing faculty hiring requests. Institutional planning, including resource planning, begins at the department and unit levels with their Annual Plans. Biannually, departments, programs, - plan for the subsequent year. The Annual Plans, informed by learning outcome or service area outcome assessment data, student achievement data, or other relevant information, provide departments, programs, and units the opportunity to develop annual plans, set annual goals and identify any resources needed to carry out annual plans and achieve annual goals. The goals and plans listed in these documents inform the college's resource allocation decisions. Annual Plans are reviewed and revised on a biannual basis. To fulfill its planning responsibilities, the Planning & Institutional Effectiveness (PIE) Committee monitors the annual departmental planning process with Annual Plans. The biannual updating of the Annual Plans is critical to the institution, since these documents serve as the vehicle through which discipline, department, and division resource requests are made in an effort to support developed plans for the coming academic year. The PIE Committee, created in 2013, is the college's principal planning committee whose charge includes reviewing all requests for resource allocation and systematically developing a prioritized list of resources to be recommended to the College Council. Its membership is primarily comprised of chairs of other collegial governance committees to ensure

college-wide input. Consequently, the PIE committee informs institutional planning policies and procedures, develops institutional funding priorities, and ensures that decision making is evidence-based and data-informed. The primary responsibilities of the PIE Committee are as follows:

- to review all college planning documents and ensure that recommendations are consistent with those plans;
- to review college-wide resource allocation requests and evaluate them based on how well they support the college mission and meet institutional goals;
- to utilize, evaluate, and revise rubrics for resource allocation, expansion, and contraction recommendations;
- to review all requests to “Apply for a Grant” and assess short/long-term implications of the grant, including financial viability;
- to consult with the Budget Committee to determine available funding for PIE Committee prioritized recommendations;
- to refine recommendations based on feedback from the Budget Committee;
- to administer surveys to seek input for improvement of planning processes from the college community;
- to assess progress toward achieving stated institutional goals;
- to provide an annual planning cycle to the college community.

The concerted efforts of the members of the PIE Committee ensure that SCC undergoes a systematic evaluation of its planning to enhance student learning.

Following the steps outlined in the Resource Request Process Flowchart and the timeline provided in the annual Year at a Glance document, the college is able to identify resource needs across the institution and allocate the highest priority resources to departments and units in greatest need.

Outcomes Assessment

In order to meet the mandate of the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges standard for proficiency in outcomes assessment, the college has developed a statement on standards of assessment practice as it relates to instructional programs. This statement on standards of assessment practice requires that all student learning outcomes for a given course must be assessed within a three-year period and assessment activity must occur annually. The Office of Institutional Effectiveness & Research manages the college’s assessment management system that serves as the central repository for outcomes assessment information. Information warehoused in this system can be used to inform departments on issues of educational quality and to substantiate requests for resources through the annual resource request process. The majority of student learning outcomes assessment is completed at the course level. Through the mapping of outcomes (course-to-program or course-to-institutional), the strength of the relationships between different levels of learning outcomes has been determined so that the work that is completed at the course-level can be drawn upon to inform the achievement of student learning for higher order outcomes.

Faculty Position Ranking

The Academic Senate annually conducts its prioritization process for ranking of new faculty positions. Priority goes to those departments that have analyzed relevant workload and production data, that completed the faculty hiring request form, with collaboration and input from the department chair, Academic Senate senator, and division dean, and that planned for requested faculty positions in their department planning portfolio.

Near-Term Planning and Program Review

Every four years, departments and units take a comprehensive look back and engage in a multi-year goal-setting process that provides in-depth discussions, introspection, quantitative analyses, and evaluation. This document is the central link between the RSCCD and college goals, accreditation feedback, and the department plans. Feedback from accreditation site visits and midterm reports helps the PIE Committee, together with the Vice Presidents of Academic Affairs, Student Services, Continuing Education, and Administrative Services, refine the format of the program review templates. The accreditation feedback also informs responses to the prompts in the program review templates. As departments and units conduct their program reviews, they use analyses of the prior four years of Annual Goals and activities to write their program reviews. In turn, findings from the program reviews are used to inform the Annual Goals and activities of the subsequent years, the next CEP document, and the subsequent accreditation self-study or midterm report.

Program Review

The Program Review has maintained most of its content from the last CEP cycle though the structure of the program review template has changed to include an Overview and Discovery section as well as a Dialog and Analysis section. Content from previous iterations of the program review template has been reorganized to fit within these two broad and overarching sections.

The Overview and Discovery section is intended to encourage program and unit leadership to collect and review quantitative and qualitative data related to their program(s). This section covers the following topics:

- An overview of the academic program or service area including the function and purpose
- Curricular offerings at both the course and program level
- Enrollment trends and FTES generation
- Aggregated demographic information of students served
- Faculty workload
- Student success and achievement metrics, including the identification of disproportionately impacted student groups
- Outcomes assessment performance
- Identification of resources in the form of facilities, funding, or personnel

The Dialog and Analysis section is intended to document departmental or unit conversations related to information collected and presented in the Overview and Discovery section, covering the following topics:

- Student Achievement
- Outcomes Assessment
- Curriculum and Program Management
- Resources
- Internal and External Communication

An additional section labeled Planning Agenda requires programs to set measurable goals for the next four-year period based on the findings of the current program review.

Finally, the last section labeled A Summary Report pulls together the key findings of the program review and can be disseminated so that program review findings are more widely known in the collegial governance system.

The Program Review Subcommittee, as a participatory governance committee, is central in guiding the program review process with a comprehensive program review template.

Long-Term Planning

Comprehensive Educational Plan

Long-term planning at SCC is represented by the Comprehensive Educational Plan (CEP) document. The Comprehensive Educational Plan development process is described in a subsequent section of the CEP and is further informed by: Annual Plans; Program Review; accreditation self-studies and midterm reports; the SCC Mission; the SCC Strategic Enrollment Management Plan; the SCC Student Equity Plan; the SCC Technology Plan; the SCC Facilities Plan; the RSCCD Mission; and the RSCCD Comprehensive Plan with its Strategic Directions. Accreditation Self-Studies and Midterm Reports Feedback and recommendations from accreditation team reports help SCC further refine and shape its long-term planning processes.

Strategic Enrollment Management Plan

The Enrollment Management Plan is a three-year evolving plan that includes goals and strategies in support of and aligned to the college's mission, Comprehensive Educational Plan, and integrated planning. It is an evolving plan and a living document intended to provide strategies for efficiency, quality, access and inclusiveness for the college and the students it serves. The purpose of the Strategic Enrollment Management Committee (SEMC) is to discuss enrollment strategies and to make recommendations that contribute to student access, recruitment, persistence, completion, and lifelong learning through diverse program offerings. The 2022-2025 Enrollment Management Plan contains five goals as follows:

Goal 1 – Broaden Reach

Goal 2 – Increase Enrollment

Goal 3 – Meet Current and Future Workforce Demand

Goal 4 – Increase Student Outcomes

Goal 5 - Improve the Campus' Culture of Evidence to Support Data-informed Decision-making

The work completed by the SEMC is driven by the college's mission statement and framed within the context of existing statewide and local initiatives as well as learned insights resulting from various successful adaptations necessitated by the recent global Covid-19 Pandemic, the effects of which many institutions of higher learning continue to grapple with. This strategic enrollment management plan also serves to bolster planned activities embedded within current college initiatives and to thread those activities within the fabric of the college's enrollment management efforts. Consideration has been given to the following college-wide initiatives:

- Student Equity and Achievement Plan
- Peer Online Course Review (POCR) Initiative
- Developing Equitable Curriculum & Instructional DEsign (DECIDE) Initiative
- Resilience-Focused Education Initiative
- Vision for Success

Student Equity and Achievement Plan

The Student Equity and Achievement Plan is a two-year plan that identifies disproportionate impact within the state mandated target populations as validated with data collected and analyzed by the SCC Office of Institutional Effectiveness and uses these data in the development of strategies that will address the gaps found according to five success indicators. The SCC Student Equity plan is a living document that directs the college annually to provide students with specialized services to guide them toward their academic goals. A stated aim in the Student Equity Plan is to integrate equity into the college-wide planning processes including the Department Planning Portfolios, Program Review, and the Comprehensive Educational Plan.

Technology Plan

Santiago Canyon College's (SCC) Technology Plan is a document that formalizes SCC's technology planning and processes as they relate to instructional technology and non-instructional technologies. Instructional technologies are classroom or student-use technologies, and non-instructional technologies are out-of-the-classroom institutional support technologies. The Technology Committee reviews technology procurement requests and uses the guidance of the Technology Plan to formalize recommendations for procurement of technologies based on innovation and the effective use of technology. The plan further identifies areas that can be improved on campus and advocates for initiatives to support improvement, such as Americans with Disabilities Act accessibility, budgeting, sharing and scaling technologies, replacing old or broken technologies, and planning for new technologies on campus that support learning, promote cost savings, help make meaningful connections when teaching and learning online, or promote Diversity, Equity, Inclusion, and Accessibility. This plan is aligned with the RSCCD Strategic Technology Plan and has a major review and revision every three (3) years. The document is updated annually by the Technology Committee to include progress on initiatives and update terms and achievements. All annual changes are noted by versioning.

Facilities Plan

The Facilities Master Plan provides a graphic and narrative description of the college's strategy to support the initiatives of the current Comprehensive Educational Plan, addresses the growth in enrollment that is anticipated for the next decade, and positions the college to maximize state funding opportunities. The Facilities Master Plan includes recommendations for future development, including sustainability, renovations, replacement of facilities, and site improvements.

Guided Pathways

To measure Guided Pathways (GP) campus practices, the Chancellor's Office utilized the Scale of Adoption Assessment (SOAA). This was the official Guided Pathways assessment planning tool used by the California Community Colleges, and it provides insight that supports learning at SCC. The SOAA provided a means for benchmarking and understanding the progress made by the institution and the state of California relative to common trends across the nation. As a progress report, the SOAA assessed 23 different practices under the four pillars and was submitted each year. In the 2022-2023 year the Chancellor's office moved to a workplan requirement where the areas of improvement would be addressed by specific activities to close achievement gaps of disproportionately impacted students.

Strong Workforce

The Strong Workforce Program promotes the development of CTE programs, pathways, and credentials that cater to the needs of students and the economy. Regional consortia and college districts use current labor market information to determine how to allocate Strong Workforce Program funds in ways that will best address identified skills gaps. All proposed Strong Workforce Program projects must submit evidence of that labor market information in the NOVA reporting system. Additionally, the approval of new credit and noncredit CTE programs requires labor market justification and a recommendation from the colleges' regional consortium. Accountability, in the form of student achievement outcomes, ensures that college districts focus on improving the workforce outcomes of students enrolled in community college CTE programs. To this end, the Chancellor's Office developed Strong Workforce Program accountability to evaluate the effectiveness of the Strong Workforce Program and to determine the allocation of incentive funding to regions and college districts. Strong Workforce Program Metrics incorporate measures relevant to assessing the outcomes of students pursuing career education and are reported through LaunchBoard.

CEP Development Process

In conjunction with the Board's creation of the RSCCD Strategic Directions and its Comprehensive Plan (CP) 2024-2032, Santiago Canyon College embarked upon the development of its Comprehensive Educational Plan

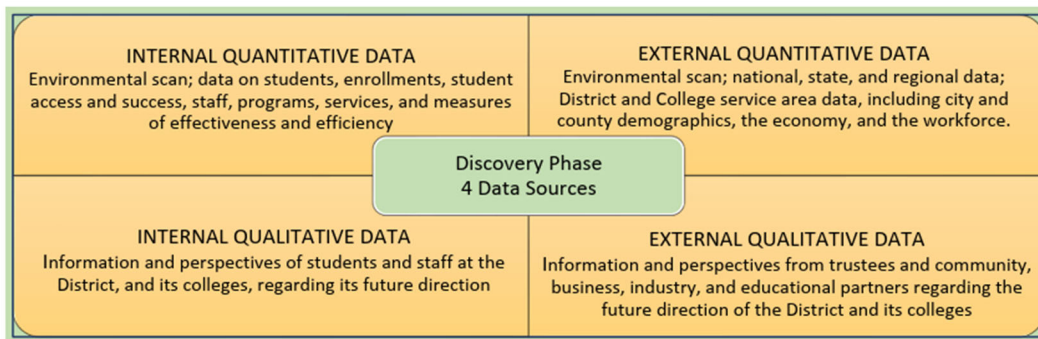
(CEP) to establish an eight-year plan of high-priority Goals and Objectives in alignment with the Strategic Directions of RSCCD. An essential component of any multi-year CEP plan is the inclusion of a mid-cycle assessment. With the technical support of a national community college educational consulting firm, SCC began a six-month, three-phase project for plan development. The phases were described as:

- Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis
- Phase II: Portfolio Development and Planning Assumptions
- Phase III: Goal Setting: Establishing Goals and Supporting Actions

An internal Comprehensive Educational Plan Task Force was created, comprised of representatives from across the college, to serve as the working group for the development of the eight-year CEP. The purpose statement of the Task Force and its membership can be viewed in Appendix C. The college president and representatives from faculty, administrative, classified, and student groups met monthly to provide leadership and guidance during plan development.

Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis

Extensive quantitative and qualitative data were gathered, analyzed, and synthesized during the first phase. Both internal data on students and the college and external data on the region and workforce were included. A series of listening sessions was held with students, internal and external stakeholders, and SCC’s community partners. Local and regional workforce data and information on regional programs and jobs were also examined. The graph below summarizes the four data sources for the Discovery Phase.



Phase II: Portfolio Development and Planning Assumptions

Phase II compiled the information collected in Phase I, identifying trends, themes, and planning assumptions to guide the college in developing the eight-year plan. Contents of the data portfolio are included in this plan, along with the significant findings that guided Phase III of the project.

Phase III: Goal Setting: Establishing Goals and Supporting Actions

Phase III of the project allowed the CEP Task Force to review trends and planning assumptions, examine themes that emerged from the listening sessions and surveys, and identify challenges and opportunities from the data to lead the college into the future. These areas are described in detail later in this CEP document.

Environmental Scans

This section of the Plan provides data and analysis important for planning. The portfolio includes data related to the external and internal environments and was gathered from several different sources.

To begin any planning process, it is necessary to conduct internal and external data scans on past and current environments and report information that assists in making informed recommendations the College may want to pursue. The data in this portfolio is gathered from a variety of sources. In addition to Comprehensive Educational Planning, Santiago Canyon College will use this data to inform its program planning for the future.

External Environmental Scan

The External Environmental Scan analyzes the geographic and economic service area in which Santiago Canyon College operates. The scan includes quantitative demographic data, local economic data, and other essential factors that will help Santiago Canyon College support the needs of local businesses and its surrounding community. The trends included in this portfolio also help inform college-wide planning, strategic enrollment planning, facilities planning, and student support services. The external data topics are outlined below; detailed data charts and key findings are included in Appendix D.

- College Service Area
- Community Population, Demographics, and Characteristics
- Local School District Trends
- Labor Market and Workforce Trends

To enrich the External Environmental Scan with qualitative data, numerous listening sessions were held with external stakeholders, including business and industry, K-12 systems, universities, government officials, and community partners. A summary of the listening sessions is provided in a subsequent section of the document.

Internal Environmental Scan

The Internal Environmental Scan analyzes the students who attend Santiago Canyon College and the staff who work there. The scan includes quantitative and qualitative data from several sources. Qualitative data was derived through student surveys and listening sessions with students, faculty, staff, and administrators. A summary of the listening sessions is provided in a subsequent section of the document. The internal quantitative data includes a variety of topics outlined below; corresponding detailed data charts and key findings are included in Appendices E, F, and G.

- Student Headcount and Enrollment
- Student Demographics and Characteristics
- Collegewide FTES & Course Trends
- Student Satisfaction and Student Outcomes
- Employee Profile

Student Engagement and Satisfaction Survey Results

Santiago Canyon College (SCC) conducts student satisfaction surveys on a regular basis. The data in this section were taken from the 2020, 2021, and 2022 surveys. The survey results allow for general comparison of students' perceptions over a three-year timeline to see if SCC has progressed during this time, especially pre-pandemic versus post-pandemic. It is important to understand how engaged the students feel at SCC since there is strong

evidence that when students feel acknowledged and valued then they are more likely to be successful in their coursework and in their educational journey.

Overall, from 2020 to 2022, student satisfaction remained the same or increased in all twelve categories. In 2022, “my overall experience at SCC” received the highest ranking, with 93% of students selecting good or excellent for their rating. This was a three-point increase from 2020 and a seven-point increase from 2021 (Covid-19 Pandemic period).

In 2022, the top eight rankings were: cleanliness of classrooms (96%), campus environment (95%), my overall experience at SCC (93%), experience with SCC instructors (88%), experience with staff (88%), effectiveness of classroom learning experiences (88%), campus safety/security presence (88%), and ability to register for classes (89%). While each of these responses declined in 2021 (pandemic period), all responses rebounded during the post-pandemic period.

The topics with the lowest positive ratings (60-76%) included campus parking, availability of SCC library hours, and students’ experiences with SCC counselors. These responses remained relatively stable during the three-year time period.

When asked “*What type of support would help you be successful at this college?*”, the most common response was greater availability of library services (extended hours) and expanded tutoring (more hours, more online, more hours, embedded). Students also mentioned the need for additional financial support, greater access to counselors (increased availability), greater variety of instructional delivery methods, increased communication, the need for enhanced mental health services, and the desire for more student activities. Additionally, students commented on the need for dedicated study spaces and a student center building where they could gather.

In summary, the satisfaction survey responses support the importance of enhanced academic and student support services, dedicated study and gathering spaces, and greater student engagement. These responses also align with student feedback received during listening sessions. SCC student satisfaction data is available in Appendix E.

Trends and Planning Assumptions

External Trends

Key data points and important trends external to Santiago Canyon College and the Rancho Santiago Community College District are highlighted below. Critical data points have been noted through call out boxes in each section of the trends. More detailed information on regional data is included as Appendix D. Sources for national, state, and regional trends, including labor market information, can be further explored on the [RSCCD Environmental Scans webpage](#).

National

Student and Employer Need

- Affordability and “Return on Investment” impact potential students’ decisions to enroll in postsecondary education.
- Shifting focus from “living to work” to “working to live” changes student goals and attitudes.
- The need and demand for lifelong workplace learning is increasing.
- Student demand for more flexible and convenient learning modalities is increasing.
- Educational technology challenges impact student wellness.

Teaching and Learning and Institution Operations

- The focus on equitable and inclusive teaching and learning is expanding and intensifying.
- Microcredentials programs (short, focused credentials) are gaining momentum and maturity.
- The online versus face-to-face dichotomy is being disrupted - students' modality preference is shifting and blending.
- Environmental issues are being integrated into academic programs and institutional operations.
- As funding for public education declines, institutions are expected to do more with less.

Technology

- The potential for Artificial Intelligence (AI) to become mainstream is growing.
- Low- and no-code technologies that simplify complex processes enable more people to create digital content.

Source: 2023 EDUCAUSE Horizons Report: Teaching and Learning Edition

Statewide

Enrollment and Program Development

- Statewide, enrollment in California Community Colleges dropped during the Covid-19 Pandemic but began to rebound in the 2022-2023 academic year.
- Career and Technical Education (CTE) will play an increasingly significant role in community college education, focusing on training for jobs that lead to a Living Wage.
- Statewide and regionally, community colleges will focus on developing credit and noncredit short-term certificates tied to local workforce opportunities. This trend will have a significant impact on student demand.

Policy and Initiatives

- The success of California community college students will remain a top priority of statewide policy makers, and the Chancellor's Office is supporting this agenda with funding incentives and mandated reporting, with student success data posted publicly on the CCCCO LaunchBoard.
- Across the California Community College system, decreasing the cost of education and the time to obtain a degree will continue to be a top priority with students, families, and policymakers. Providing various student services and basic needs support will also continue to be essential.
- Meeting the California Community Colleges' Vision for Success and Vision 2030 goals will continue to be important, and community colleges will be expected to build on their success and accelerate the pace of improvement.
- The California Community College system will continue prioritizing diversity, equity, inclusion, and accessibility (DEIA) work. This will include Vision for Success, Guided Pathways, and faculty and staff diversification efforts. For more detail on statewide initiatives, review the California Community Colleges Content of this report.

Community College Funding

- Funding for student support and success measures will continue to be included in the state budget and assigned to specific activities to support student success goals.
- Hold harmless for the Student Centered Funding Formula (SCFF) metrics will end in 2025. It will be necessary for the College to increase outcomes in all three components: regular enrollment; students receiving a College Promise grant, Pell grant, or covered by AB 540; and student success (degree/certificate completion).
- The state of California is increasingly relying on local districts to fund new educational facilities rather than depending on statewide educational bonds.

Source: CCCC DataMart and CCCC website

Regional/Orange County

Population Demographics

- The population of Orange County is expected to increase slightly (3%) in the next decade, but the growth will come from older adults (aged 50+), with the population of typical college-aged students (20-35) shrinking slightly.
- Enrollment in local K-12 school districts has been trending downward over the past five years, and the number of high school graduates is projected to decrease in the next decade.
- In Orange County, the proportion of various ethnic groups will remain stable over the next decade. There is significant variation in ethnicity by cities within Orange County.
- There are 81 first languages spoken by English Language Learners (ELL) students in Orange County Schools. The top three are Spanish (79%), Vietnamese (3%), and Korean (3%). Nearly half (45%) of the population of Orange County speaks a language at home other than English.
- Within Orange County, there is significant variation by city in terms of demographics, income, and poverty. Rancho Santiago CCD serves some of the largest cities with the lowest socioeconomic indicators.
- Approximately 40% of the population of Orange County has less than “some college or associate’s degree.” Targeting this large group with appropriate training and programs could increase enrollment.
- Orange County has the lowest unemployment rate of local counties, which is lower than the state average.
- While Orange County is relatively affluent compared to the state, nation, and neighboring counties, the cost of living is higher, and per capita income is below the regional Living Wage.

Source: U.S. Census and California Department of Finance, California Department of Education, U.S. Census Bureau, Living Wage Calculator – MIT

Labor Market

- Over the next few years, Orange County will see meager unemployment rates and significant employment growth in traditional and emerging industries.
- Technological advances are disrupting many traditional industries.
- Emerging technology industries within Orange County include cybersecurity, artificial intelligence, computer and video gaming, ophthalmic/vision, and drones.
- Strong Workforce program priority industries identified in the Orange County Regional Plan include advanced manufacturing, healthcare, information technology, hospitality, and tourism.
- Only four of the top 10 and six of the top 20 fastest-growing industries in Orange County provide average earnings above the Living Wage.
- The top four fastest growing middle-skill occupations (require less than a Bachelor’s degree) in Orange County are home health/personal care aides, first-line supervisors of food prep/servers, early care and education professionals, and security guards.
- The top four fastest growing above middle skills occupations (require a Bachelor’s degree) in Orange County are software developers, market research analysts/marketing specialists, tutors, and secondary school teachers.

Source: OCgov.com, Orange County Business Council, Orange County Regional Consortium, Orange County Center of Excellence

Internal Trends

Key data points and important internal trends for Santiago Canyon College and for the Division of Continuing Education's Orange Education Center (OEC) are highlighted below. More detailed information is included in Appendix E, including links to source Data Visualizations/Dashboards. Sources, including disaggregating data, can be further explored on [the RSCCD Research, Planning, and Institutional Effectiveness webpage](#).

Students

Headcount

- Both Credit and Noncredit Headcount decreased during the Covid-19 Pandemic but increased in 2022-2023 and is trending upward.
- Santiago Canyon College has enrolled between roughly 17,000 and 19,000 individual credit students over the past five years. Credit headcount peaked at just over 19,000 in 2019-2020 and then declined, coinciding with the COVID-19 Pandemic, but then began to rebound in 2022-2023, with the upward trajectory continuing in 2023-2024.
- Noncredit student headcount at Santiago Canyon College's Orange Education Center decreased from 2018-2019 to a low in 2020-2021, during the COVID-19 Pandemic. In the 2022-2023 academic year, noncredit enrollment increased significantly over the prior year from 8,688 to 12,256.

Student Demographics

- The majority of Santiago Canyon College credit students are male (61%). At OEC, the majority of students are female (58%). The gender distribution has not varied much over the past five years.
- Student ethnicity demographics have remained relatively constant over the past five years. The majority of Santiago Canyon College students are non-White. Half of all credit students are Hispanic/Latino (56%), 26% are White, and 7% are Asian. At OEC, 51% of students are Hispanic/Latino, 23% are White, and 13% are Asian.
- Just over half of Santiago Canyon College credit students are aged 24 or younger, and just under half are 25 or older. Only 17% of credit students are 18-19 years old, and another 7% are 17 or under. The latter group includes high school dual enrollment students.
- Roughly half of Santiago Canyon College noncredit students are aged 34 or younger, and half are aged 35 or older, making the noncredit population older on average than the credit population.
- Santiago Canyon College and the Orange Education Center enroll a high proportion of First-Generation College Students (meaning neither parent/guardian graduated from college), Work-based Learning Participants, CCAP students (College and Career Access Pathways), Special Admit students (concurrently enrolled high school students), and a large population of incarcerated students.
- Given the socioeconomic indicators of the service area, Santiago Canyon College awards a low number of Pell and California Promise Grants and has a low population of AB 540 designated students, which negatively impacts funding via the Student Centered Funding Formula (SCFF), and potentially deprives needy students of financial resources.
- Over one-third (38%) of Santiago Canyon College credit students have the educational goal of Transfer (earning a Bachelor's degree either with or without an Associate's degree). About one-tenth of SCC have the following goals: Job Promotion (11%), Prepare for a New Career (10%), Obtain a HS Diploma/GED (9%), or Undecided (9%).
- The proportion of Special Admit students (concurrently enrolled high school students, including dual enrollment) has nearly doubled in the past five years, from 5% in 2018-2019 to 9% in 2023-2024.

Student Outcomes

Student Success Metrics

- The annual percentage of Santiago Canyon College Orange Education Center noncredit students posting a Skills Gain has fluctuated over time, hovering between 5% and 12%, with the low in 2020-2021, during the COVID-19 Pandemic. The average for SCC in 2021-2022 was 6%; the state average in 2021-2022 was 11%.
- The percentage of Santiago Canyon College Orange Education Center noncredit students transitioning from basic education to adult secondary education has fluctuated over the past seven years, From 11% in 2014-2015 to 5% in 2019-2020, up to 13% in 2020-2021 and back down to 7% in 2021-2022. Dramatic changes like this can be the result of data reporting issues. The state average in 2021-2022 was 5%.
- The percentage of Santiago Canyon College Orange Education Center noncredit students completing a noncredit CTE or Workforce Preparation Course increased over the past seven years, from a low of 56% in 2015-2016 to a high of 89% in 2017-2018, with a slight decline to 83% in 2021-2022. The average for SCC was 83% in 2021-2022; the state average in 2021-2022 was 64%.
- The percentage of Santiago Canyon College credit students successfully completing courses has fluctuated between 69% and 78% over the past seven years. The average for SCC in 2021-2022 was 76%; the state average in 2021-2022 was 72%.
- The percentage of Santiago Canyon College credit students who have persisted at Santiago Canyon College from Fall to Spring has fluctuated between 56% and 70% over the past seven years, with the low point in 2019-2020, during the COVID-19 Pandemic. The SCC average in 2021-2022 was 62%; the state average in 2021-2022 was 64%.
- The percentage of Santiago Canyon College credit students who completed transfer level Math and English has fluctuated between 10% and 16% over the past seven years. The average for SCC in 2021-2022 was 15%; the state average in 2021-2022 was 13%.
- The percentage of Santiago Canyon College credit students who completed nine or more Career Education units has fluctuated from 3% to 7% over the past seven years, with an upward trend. The average for SCC in 2021-2022 was 6%; the state average in 2021-2022 was 10%.
- Overall, the number of Santiago Canyon College students attaining the Vision Completion Goal increased over the past seven years, peaking in 2020-2021, then dipping in 2021-2022. The average for SCC in 2021-2022 was 4%; the state average in 2021-2022 was 9%.
- The average number of units accumulated by Santiago Canyon College First-Time Degree Earners has trended upward over the past seven years, increasing from 80 in 2014-2015 to 83 in 2021-2022. Statewide, the average number of units has been decreasing, not increasing. The state average in 2021-2022 was 82 units.
- Santiago Canyon College awarded 642 Noncredit Certificates, 862 Chancellor's Office Approved Credit Certificates, and 834 Associate Degrees (approximately two-thirds of which are Associate Degrees for Transfer, or ADTs) in 2021-2022.
- For SCC students earning an Associate degree, Liberal Arts majors are the most popular options, with three at the top of the list (Art, Hum & Comm, Social & Behavioral Sci, Math & Sciences). Most frequently awarded degrees include Business Administration, Psychology, Biology, and Communication Studies.
- For SCC students earning Certificates of Achievement, those related to transfer (IGETC, CSU General Ed) are popular choices. Other Certificate of Achievement programs include Industrial, Chainman, Water Treatment, Water Distribution, Biotechnology Lab Assistant, Cosmetology, and Esthetician.
- Certificates of Proficiency are most frequently awarded in General Accounting, Business Management, Infant/Toddler, Preschool, Water Treatment, Web Marketing, and Water Distribution.
- There are significant differences in Awards by gender. Male students are more likely to earn Certificates of Achievement. Female students are more likely to earn Associate degrees and Certificates of Proficiency.

- The number of non-transfer Santiago Canyon College students who exit the system and gain employment paying the living wage for an individual in Orange County has fluctuated over the past seven years. The average for SCC in 2021-2022 was 54%; the statewide average in 2021-2022 was 53%.

Transfer

- The number of students transferring from Santiago Canyon College has fluctuated over the past seven years. The number of transfers gradually increased from 728 in 2014-2015 to 1,125 in 2018-2018, then dropped to 528 in 2020-2021 during the COVID-19 Pandemic, and then significantly increased by 2021-2022 to 1,306.
- The majority of Santiago Canyon College transfer students, approximately three-quarters, transfer to a California State University, and most choose nearby California State University Campuses, specifically Fullerton, followed by Long Beach and Pomona. The most popular CSU majors for Santiago Canyon College transfer students include Business/Management, Psychology, Social Sciences, Education, and Public Affairs and Services.
- Eighty-seven percent of Santiago Canyon College students are accepted to the California State University, which is slightly lower than the statewide average (88.5%) and slightly lower than the average for all Orange County community college transfer students (88.6%).
- Santiago Canyon College students who transfer to the University of California also tend to enroll at nearby campuses, specifically Irvine, Los Angeles, Riverside, and San Diego. The most popular UC majors for Santiago Canyon College transfer students include Biology, Political Science and Government, Psychology, Economics, and Sociology.
- Nearly 77% of Santiago Canyon College students are accepted into the University of California system, which is higher than the rate for all community college students from Orange County (73.6%).
- A minority of Santiago Canyon College transfer students choose to attend a Private or out-of-state college or University. Some of the more popular choices include Chapman University, West Coast University – Los Angeles, and colleges that feature online degrees (Arizona State University, Southern New Hampshire University, and Grand Canyon University).

Enrollment and Measures of Efficiency

FTES

- In the 2022-2023, approximately 72% of Santiago Canyon College FTES (full-time equivalent students) were credit, and about 28% were noncredit/Orange Education Center.
- Santiago Canyon College's total FTES (credit and noncredit) peaked in 2019-2020 and then declined through 2021-2022. Total FTES increased in 2022-2023 and trended upward in 2023-2024. Most of the growth has been in noncredit FTES, which has surpassed pre-pandemic levels.
- Over the past ten years, credit FTES has been roughly 6,500-8,000. Credit FTES trends at Santiago Canyon College mirror headcount and enrollment, showing a decrease during the pandemic, with a slight increase in 2022-2023. Credit FTES is generally highest in the Fall term, followed by Spring, Summer and Intersession.
- Over the past ten years, noncredit FTES at the Orange Education Center has fluctuated but increased significantly in the past three years, peaking at 1,500 in 2022-2023.
- Credit Full-Time Equivalent Faculty (FTEF) followed the same general trends as FTES, with slight growth over the past ten years until a decrease during the Covid-19 pandemic, then increasing back to 400 in 2022-2023. Over the past ten years, credit efficiency (FTES/FTEF) has decreased from a high of 20 in 2013-2014, flattening at about 16 in the past three years.
- Noncredit FTEF fluctuated over the past ten years and peaked at just over 100 in 2022-2023. Noncredit Efficiency peaked at 38 in 2020-2021, during the Covid-19 pandemic, but then decreased to a pre-pandemic rate of 25 in 2022-2023.

- Santiago Canyon College has offered roughly 2,200 and 2,600 credit course sections per academic year in the past ten years, with a high of 2,642 in 2019-2020. The number of credit sections offered decreased between 2019-2020 and 2022-2023.
- Over the past ten years, the proportion of credit sections taught online has increased. This increase was gradual from 2013-2014 to 2019-2020 but increased dramatically during the Covid-19 Pandemic. In 2022-2023, nearly half of credit courses were taught online.
- Santiago Canyon College's Orange Education Center has offered roughly 800 and 1,900 noncredit course sections annually over the past ten years, with a high of 1,952 in 2022-2023.
- Noncredit courses were not offered online until 2017-2018, but then online offerings increased dramatically during the Covid-19 Pandemic. In 2022-2023, nearly one-third of noncredit courses were taught online, down from 41% the prior year.
- Over the past ten years, with few exceptions, the average credit class size has decreased (from about 40 to the low 30s), with the lowest class sizes in recent years. The average noncredit class size has fluctuated annually between 24 in 2016-2017 and 46 in 2020-2021, dropping to 30 by 2022-2023.

Employees

- Santiago Canyon College and the Orange Education Center employed 1,116 individuals in 2023-2024. Hourly Faculty are by far the largest employed group, followed by three much smaller similarly sized groups: Hourly CLSF (Short Term), Contract Faculty, and Monthly Classified.
- Santiago Canyon College (excluding the Orange Education Center) employed 767 individuals in 2023-2024, representing 69% of all college employees (including the Orange Education Center). The majority of SCC employees in all employment categories are female.
- The largest employee ethnic group at Santiago Canyon College is White, comprising nearly half of all employees. The second largest employee ethnic group is Latinx, followed by Asian.
- There is significant variation in ethnicity by employee group. Faculty (Hourly and Contract) are majority White, while Classified (Monthly and Hourly ongoing) are majority Latinx.
- Approximately 15% of Santiago Canyon College employees are aged 60+.
- Santiago Canyon College's Orange Education Center employed 349 individuals in 2023-2024, representing approximately 30% of total Santiago Canyon College employees. Like Santiago Canyon College, at OEC, the largest employee group by far is Adjunct Faculty. Monthly Classified is the next largest employee group, followed by Contract Faculty and Hourly CLFS (ongoing). Over the past five years, the numbers of Hourly Classified (ongoing) and Monthly Classified have decreased, while the numbers of Adjunct and Contract Faculty have increased.
- Two-thirds of employees at the Orange Education Center are female, and females comprise the majority of all employee categories.
- The largest employee ethnic group at the Orange Education Center is White (42%), followed by Latinx and Asian. There is significant variation in ethnicity by employee group, with the preponderance of Faculty (both Contract and Adjunct) and Admin/Supervisor/confidential being White, and the majority of Classified (Monty, Hourly Short Term and On-Going) being Latinx.
- Notably, 20% of OEC employees are aged 60+.

Listening Sessions and Themes

Introduction

During the Discovery Phase, listening sessions were held by the CBT Team with individuals and groups of internal and external stakeholders of Santiago Canyon College. Additionally, the team met with student leadership and visited classes to hear what was or was not working well for students at SCC. Internal listening sessions were well attended; while external sessions were marginally attended, those who did participate provided a great deal of perspective regarding SCC’s future. A summary of these sessions is provided below.

INTERNAL STAKEHOLDER LISTENING SESSIONS				
Session Categories	Individuals and Groups		# Sessions	Approx. # Participants
SCC Internal Stakeholders	<ul style="list-style-type: none"> o Faculty Groups (8) o Workforce & MSC/Writing o Department Chairs o Deans o Student Services & Equity o Classified Staff (8) 	<ul style="list-style-type: none"> o Strategic Enrollment Management Committee (SEMC) o Information Technology o Program Review/Data o Curriculum/Instruction Council o Facilities 	26	144
Student groups	<ul style="list-style-type: none"> o Associated Student Government o Student Classes (2) 		3	45
Total Number of Internal Listening Sessions and Participants			29	189

EXTERNAL STAKEHOLDER LISTENING SESSIONS				
Session Categories	Individuals and Groups		# Sessions	Approx. # Participants
Foundations & Committees	<ul style="list-style-type: none"> o SCC Foundation 		2	2
Government & Community Partners	<ul style="list-style-type: none"> o City Council / Planning (City of Orange) o Water District (Molton/Irvine Ranch) o City Chambers of Commerce o Economic development o Non-Profit (OC Talent Coop/Community Foundation of OC Board/Autism) 		5	8
Educational Partners	<ul style="list-style-type: none"> o K-12 Schools (Orange USD) o Universities (Cal State Fullerton) o UCI Center for Educational Partnerships 		2	8
Business/Industry	<ul style="list-style-type: none"> o Land Surveyors o Director of Apprenticeship Program/Carpenters 		2	3
Total Number of External Listening Sessions and Participants			11	21
TOTAL NUMBER OF LISTENING SESSIONS AND PARTICIPANTS			40	210

Emergent Themes

The top ten themes and their respective sub-themes, which emerged from constituents’ statements across the 40 internal and external listening sessions, are delineated below. This rich qualitative input, combined with the other sections of the Data profile, is valuable as the College identifies its most significant priorities for the next eight years and beyond. The perception of the College was very positive in many of the emergent themes, and there were also areas identified for further exploration.

Student Access, Marketing, Outreach and Recruitment

Student Access, Outreach, Marketing, and Recruitment

- Known for its excellent customer service and being the “small liberal arts college up on the hill,” SCC has created a beautiful campus with its current facilities and is viewed as a community asset, including its small intimate culture
- While the number of students on campus has recently increased, there is a desire to further repopulate the campus by expanding face-to-face course offerings
- Increase availability of lower-cost or free textbooks (e.g., Open Educational Resources) for greater access
- Improve the college marketing strategy with appropriate funding to increase community awareness and recognition of SCC as the community college of choice
- Coordinate enrollment advertisements with semester start dates before registration
- Different demographics of students than sister college
- Be able to clearly articulate why SCC is the community college of choice (SCC Way)
- No marketing budget; how does the public know about SCC
- General perception of Community Colleges being less than; SCC has the opportunity to change that perception
- Viewed as a commuter campus, yet there is no community area for students

Strategic Enrollment Planning and Growth Management

Enrollment Management / Scheduling / Productivity & Efficiency

- Fully implement the current Strategic Enrollment Management plan with its goals, identified steps, and actionable outcomes
- Determine institutional balance of course offerings (e.g., face-to-face, online, hybrid, hyflex) through intentional decision-making processes
- Innovative scheduling needed to: increase flexibility through an appropriate mix of instructional delivery methods; better meet student needs; offer a greater selection of classes; decrease class overlaps by establishing a master schedule with best days/times; and decrease course cancellations
- Offering intersession classes is good, including an online schedule
- Students would like greater selection of classes, less overlapping of required courses, and more face-to-face classes
- Schedule needs to be more flexible and innovative to meet student needs and encourage them to come on campus more
- Too many classes are canceled; better scheduling could reduce this
- Students have not been surveyed regarding preferred delivery modes and days/times
- Scheduling issues noted with lack of coordination of courses and assigned days/time not meeting students' needs
- Concerns expressed with the schedule of classes; need to increase class pass times as there is no common hour scheduling
- Expand course offerings for evening students

Strategic Enrollment Planning and Management

- Dual Enrollment
 - Expand Dual Enrollment opportunities while acknowledging and proactively addressing growth challenges, including necessary staffing, access to student services, and support for student success
 - Increase Dual Enrollment students access to robust career development programs
 - Enhance partnerships with high schools

- Dual enrollment is approximately 10% of enrollment; opportunities and challenges for growth exist
- Concern expressed that RSCCD colleges do not have the “bandwidth” to expand dual enrollment
- Need to ensure dual enrollment students are supported so they won’t end up with bad college transcripts
- Dual enrollment students’ progress needs to be tracked and they need access to robust career development programs
- Distance Education / Delivery Modes
 - Identify best practices for online learning, including intentional planning and decision-making processes to transition courses/programs online
 - SCC is becoming known as an “online campus” and needs more in-person classes
 - SCC has not identified best practices for online learning and identifying online programs
 - Students do not feel they have good relationships with online professors
 - Canvas online courses sometimes have broken links
 - Need to determine the decision process for moving programs online
 - Question why some courses are online, as not all courses are a good fit for online delivery
- Noncredit, Continuing Education, Adult Education
 - Recognition of Continuing Education (CE) growth in enrollment and offerings deserves greater appreciation and allocation of resources, including those for instruction and facilities
 - Greater inclusion of noncredit instructors and students in campus activities can enhance collaboration and a sense of belongingness
 - Additional industrial programs are needed for adult learners
 - Open educational resources (OER) are being used in non-credit programs/courses
 - Noncredit instructors and students need to be welcomed more on campus and included in additional activities
 - Increased resources needed at off-site CE locations
 - CE is located in bungalows (U Village) at the back of campus and needs to have its own building (currently spread out over three locations)
 - The CE department is underappreciated even though it has seen increased growth and FTES
 - The Division of Continuing Education’s Orange Education Center (OEC) is over-worked understaffed, and should be better incorporated with the main campus
 - Increased services are needed at OEC

Academic Success and Student Engagement

Academic Success

- Plan and implement additional resources and services to support non-traditional students
- Student Union/Center building is needed to improve gathering places for students, including indoor/outdoor space with evening availability
- The absence of a student case management system (e.g., Customer Relationship Management), early alert system, and an academic integrity policy can impact success, retention, progression, and completion; student self-service also needs improvement
- Provide ongoing program curricular updates for counselors to serve students best
- Encourage earlier student involvement with the Transfer Success Center and ensure adequate staffing is available to serve students
- Students in the future will be older and require additional support
- Encourage students to participate on campus
- Place resources into web assistance for students
- There is no case management system or early alert system
- A student prep course is needed
- Academic dishonesty is a significant concern, and a technology solution is unavailable

- There is an opportunity to increase the transfer rate for SCC
- More counselors and a transfer specialist are needed to increase the SCC transfer rate

Student Engagement

- Promote greater student participation in activities/experiences and enhance support for student organizations
- Activities on campus remain limited, and greater opportunities for evening and weekend events are desired
- Increase student awareness of services and activities for greater engagement (e.g., use of mobile phone communication software)
- Associated Student Government concerns include lack of funding for Hawk's Nest
- Additional hours and options needed for food service (e.g., The Perch)
- Expressed desire for weekly College Hour dedicated to student organizations, meetings, etc.
- Art Gallery is fabulous
- Promote greater student engagement in student experiences as activities are not well-attended
- Students are not aware of many services and activities
- Need more and improved gathering places for students, outdoors and indoors, including after 4:00 p.m.
- Need more opportunities for evening and weekend events
- Student organizations need to be enhanced to support students
- Future plans should include a student union/center building
- Initial funding and product maintenance for student retention software (e.g., EAB Starfish) is unavailable at SCC but available at Santa Ana College

Academic and Support Services

Academic Support Services / Tutoring

- Consider expansion of the First Year Support Center (FYSC) to serve additional student groups
- Writing Center is a good support for students, but not institutionally funded; once partnered with Continuing Education, the process has become cumbersome and reduced access for students
- Tutoring Center concerns included the need for more tutors, insufficient online tutoring, and a lack of embedded tutors
- Consider expansion of hours for library and Science Teaching and Resource Center (STAR), including evening availability
- Process updates needed for Math Success Center
- Students feel First-Year services are helpful and should be expanded to other students

Counseling / Academic and Career Advising

- Students expressed difficulty meeting with counselors promptly and desire greater consistency among counselors
- The counseling department expressed concern about the negative impact created by contract changes and cited need for additional counselors
- Expressed need for additional Career Center staffing as only one Career Coordinator is currently available to serve students

Student Support Services / Wrap-around and Special Services / DSPS / Mental Health Services/Financial Aid

- Expressed need for Student Center on campus to build community and provide central services
- Consider a mandatory orientation for students to assist in their transition to college life, including knowledge of necessary resources for support
- Expressed need for additional Mental Health services for students

- Consider reorganizing campus facilities/buildings/offices for better cohesion of services (e.g., Student Services spread out across campus; Financial Aid lack of private office spaces, etc.)
- Expressed need for dedicated office/location to serve international students; responsible for marketing, outreach, enrollment, assistance
- Concerns regarding transportation to campus include traffic congestion, parking challenges, and unpredictable public bus schedules
- Students feel SCC registration is easy
- Students need resources for support to help see themselves as college students
- The humanity of students is forgotten, and they must be supported as human beings
- A mandatory orientation is needed for students
- Students suggest increased library hours (e.g., in the evening)

Diversity, Equity, Inclusion, and Accessibility

- Expressed concern that equity gaps have not yet been addressed consistent with Vision 2030
- DEIA requires additional funding and dedicated time
- Increase diversity/affinity group organizations
- Create a more welcoming environment for international students to avoid feelings of isolation and being underserved
- Ensure student accessibility in campus facilities (e.g., it is hard for wheelchair students to maneuver in DSPS's current location; improve elevator service for disabled students, etc.)

Instructional Programs and Pathways

Program Development and Expansion

- Develop a better strategy to assist new programs as they grow
- Expand signature CTE programs
- New program ideas included: Sonography, Mental Health, Animal Science, Agriculture/Sustainability, Park Ranger, Veterinary Technician, Engineering, Computer Science (Cybersecurity, Artificial Intelligence)
- AI is at the forefront of students and learning
- SCC is primarily a transfer college with few CTE programs due to SAC offering them

Career Pathways

- Enhance available Guided Pathways information for students to increase knowledge and understanding of careers and educational programs
- Expand Guided Pathways implementation efforts, including a designated Pathways point person, and consider the use of the Early Welcome model
- Create process mapping to ensure the connection between credit and noncredit programs/courses
- Expand creativity and innovation in teaching practices

Strategic Partnerships

Business and Industry

- Further increase apprenticeship opportunities with businesses; current programs are well-respected, and SCC is recognized as a tremendous, communicative partner
- Expand partnerships with the industry to provide training for new and incumbent employees who will be needed to replace an aging workforce
- Increase opportunities for internships to meet employer needs; some paid internships are planned for Spring 2024

- Increase college outreach to high schools for Career and Technical Education (CTE) careers
- Incorporate computer, interpersonal, and technical writing skills into career training courses/programs
- Address the growing need for ESL classes in response to current and future student demographics
- Expressed need for improved college marketing and promotion of programs (e.g., traditional marketing, community presentations, etc.)
- Increase internal coordination among apprenticeship programs
- Increase outreach to non-traditional students (e.g., veterans, women) for skills training and certificate/degree programs
- Further develop visionary, relevant instructional programs
- Consider additional Bachelor's degree programs in response to workforce and employer needs
- Employers need employees with computer, interpersonal, and technical writing skills
- Difficulty in filling positions; people are uninterested in low paying positions (<\$50K annually)
- The SCC land surveying program is well-respected
- Employer requirements for specific positions are moving toward advanced degrees (e.g., Bachelor's degree)
- College needs better marketing and promotion of its programs as younger apprentices are interested in obtaining an associate degree
- Trade certificates are outstanding, but more education is desired, and outreach to women and veterans would be good
- SCC could present information at carpenter orientations and discuss educational options

Government, Community, and Non-Profit

- Continue to strengthen community partnerships (e.g., increased connections between SCC and the City of Orange, SCC addition of sports activities)
- Improve marketing as the College is unknown to the public unless they live close to campus
- Consider joint use efforts with community partners (e.g., residents use the SCC library, the College sharing athletic fields with the city, and the College partnering with the city to build a shared performing arts center)
- Expand skills training in trades to address employer needs for new, incumbent, and replacement employees
- Improve Orange County residents' awareness of potential jobs and SCC training opportunities, including apprenticeships
- Extend an invitation to Orange community members to see/hear about SCC
- Increase community events, visual partnerships, and publicity (e.g., monthly newsletter)
- Partner with the City of Orange to provide job training and meet its workforce challenges
- Ensure SCC career training is current to meet employers' needs
- Infuse "soft skills" development in career programs
- Address employer concern that students are not completing certificates/degrees
- Assist students with career guidance and employer connection/placement through SCC's Career Counseling or an internship center
- Interaction between the City of Orange and the college has been significant, and President Kim has made efforts to strengthen connections
- Community Foundation of Orange County has brought kids to campus to see college, but SCC needs to do more to strengthen partnerships
- Employers state the need for internships
- Great need in the trades training for new employees as well as replacement hires
- Unawareness of SCC Apprenticeship programs
- It is important to make young people and adults who live in Orange County aware of potential jobs and support training

- OC Talent Collaborative works with large companies and sees the value in connecting with SCC
- Local legislator priorities include education, recidivism, good jobs for ex-cons, and workforce development
- SCC needs to connect more with the communities it serves
- Encourage more community events beyond Science Night and Trunk or Treat events
- Consider facility rental options for community partners/organizations
- Need to survey the community to determine what they want/need regarding programs, services, offerings, etc.

Education (K-12 and Universities)

- Further increase enrollment through SCC's successful Early Welcome program and dedicated Career Education Coaches in high schools who provide outreach and serve as educational resources for students
- Align college and high school career pathways
- Partner with local universities to create clear educational pathways for students
- Establish regular meetings between Deans/Department Chairs and university partners to increase communication, collaboration, and alignment of curricula
- Improve linkage with universities to assist with shared faculty

Institutional Research, Planning, and Evaluation

- CEP should be an intentional plan that is actionable
- Inclusion of stakeholders in the planning process and the resultant impact on CEP is appreciated
- Be considerate of staff with CEP, as they are stretched thin with multiple responsibilities
- Previous CEP did not include assessment over time
- Incorporate component of accountability in new CEP
- The sunset of the CEP Committee during the past year moved accountability for the new CEP to the Planning and Institutional Effectiveness Committee (PIE)
- PIE resource allocation may need to be reassigned
- A solution is needed for the vast responsibilities of the PIE committee
- The structure of SCC committee responsibilities may need to be adjusted
- Need alignment and cohesion of all college plans instead of silos

Organizational Systems and Processes

Organizational Efficiencies and Services

- Inconsistent procedures between RSCCD colleges create barriers for students who attend both and/or transition from one to the other
- The funding model for District and Colleges needs improvement and is incredibly challenging for SCC as the most minor institution
- Funding is not aligned with planning, and the resource request process is frustrating
- District purchasing creates processes without considering the resultant impact on the colleges

Technology

- Weak, spotty Wi-Fi coverage on campus creates challenges for students
- Increase technology use to help staff work smarter, not longer
- The district technology department needs to be more communicative and responsive to SCC staff needs; IT staff assigned to campus are responsive to employee needs/requests
- Campus technology is outdated, and a cyclical computer replacement process with associated funding is needed

- The college controls IT purchasing, but there is a lack of coordination with campus IT staff regarding considerations/decisions
- Classroom instructional technology needs to be updated, including smart technology equipment, to avoid unexpected changes in classroom assignments
- Website needs to be updated soon, and departmental webpages are difficult to edit

Facilities and Safety

- Campus infrastructure does not support dedicated student spaces (e.g., students sleeping on benches, lack of furniture to sit between classes, inability to charge phones in classrooms, etc.)
- New, more adaptable facilities are needed as the campus has outgrown its older buildings and functions are not current (e.g., U Village)
- Improvements in campus signage/wayfinding needed
- Students feel safety/security on campus needs to be improved, especially in the evening
- Proud of the facilities team for working through the Covid-19 Pandemic
- Need a student services building
- Orange Education Center students have nowhere to go on class breaks

Human Resources

- SCC staff feel negatively impacted by Human Resources with contradictory messages and inefficiencies
- Job descriptions need to be updated
- An updated staffing plan is needed to ensure the appropriate number of staff are available to serve students and enable efficient campus operations
- Hiring processes need to be improved, significantly decreased time to employment
- Consider HR presence on campus for greater responsiveness to local staff needs
- Lack of consistent onboarding process for new employees

Institutional Culture

Environment

- Faculty and staff feel that SCC is student-centered, and there is an emphasis on serving students; students feel welcome and comfortable on campus
- SCC has a great community of faculty who have been there for students regardless of Covid-19 Pandemic
- Employees desire a campus culture that is cohesive and collaborative, with a sense of family and some fun
- Increase activities for employees and students
- Faculty expressed concern for perceived low morale and the need for new administrators to understand the college culture better and embrace a more engaged, collegial, participatory process in accomplishing the college's agenda
- Determine how to rebuild community post-Covid and what is the new sense of community
- Increase activities for employees and students

Communication

- Employees recognize the President cares about them, and the current administration has committed to making improvements
- Greater communication is needed to address transparency at College and District
- Students feel instructional faculty and counselors are responsive
- Ensure inclusion of classified staff in college activities and planning

Professional Development

- New professional development process is making headway on increased opportunities (e.g., Professional Development gateway, newsletter, etc.)
- No current process in place for professional development funding
- Professional development opportunities for adjunct faculty and IT staff are limited
- Ongoing technology training for staff and faculty is needed (e.g., software updates, etc.)
- Specific technology training needed for role-based positions (e.g., data dashboard training for Department Chairs)
- Ensure formal faculty onboarding for the Learning Management System (Canvas) with sufficient help resources
- Provide Artificial Intelligence (AI) professional learning opportunities for faculty

Enrollment Stabilization and Growth Opportunities

Strategic Enrollment Management and Planning

Projecting future enrollment levels at a college is, by nature, an inexact science. Numerous variables affect college enrollments, and many of them are beyond the control of College or District employees. These include the economy, employment opportunities, demographic trends, federal and State financial aid opportunities, etc. However, awareness of these elements in the planning process is essential. Other factors are within the control of the College or District. These include marketing, outreach, scheduling, varying course offerings, aligning programs with the labor market, and eliminating barriers to students' timely completion.

Strategic enrollment management planning, an ongoing, collegewide, data-driven, collaborative effort guided by the college mission, supports the college in meeting its strategic goals. It includes college-wide activities that continuously improve student outreach, recruitment, retention, and completion. The plan also considers operational activities such as course scheduling, program development, program efficiency, and student support services. Program Review and the Program Discontinuation Process should also be components of the planning process. Additionally, dual enrollment, noncredit, and adult education should be integrated into the planning process and recognized as valuable enrollment and outreach tools.

Enrollment Analysis

Historical analysis of Santiago Canyon College's internal data shows that between Fall 2014 and Fall 2023, enrollment fell by 540 students, while the course schedule grew by 224.88 sections. Data also identifies a decline of 767.84 FTES during this period. This trend demonstrated that increased course sections did not yield greater enrollment or FTES. During the same period (Fall 2014 to Fall 2023), enrollment at SCC's Orange Education Center grew by 4,104 students with an additional 609.66 course sections and an increase of 405.27 FTES.

Santiago Canyon College continues to work diligently to regain enrollment following the COVID-19 Pandemic decline. While matriculation steadily increased from 2022 to 2023, intentional and strategic enrollment management is critical to stabilization and growth in the years ahead.

Enrollment Growth Opportunities

Demographic Adjustments

A comprehensive review of the data revealed service area demographic shifts will not drive enrollment growth. The key college-going age groups (20-35) are declining as a percentage of the overall service. However, the data

shows that 40% of the district's population has less than some colleges. This is an example of an untapped resource that could be mined to increase enrollment. The data also shows that the adult population in SCC's service area will continue to grow over the next several years. These data trends suggest that targeting the local adult population could provide significant opportunities for enrollment growth as noted in Appendices D and E.

Dual Enrollment

Expanding dual enrollment is another opportunity for growth over the next four to five years. The proportion of Special Admit High School Students has nearly doubled in the past five years, from 5% in 2018-2019 to 9% in 2023-2-24. Based on qualitative feedback from SCC's K-12 partners and community members, there is dedicated support for expanding this program. In addition, based on new statewide educational policies and funding allocations, new options for student learning that could provide significant increases in enrollment are apprenticeship programs, credit for prior learning programs, and additional short-term workforce certificates.

Continuing Education Growth

Santiago Canyon College's Division of Continuing Education continues to expand its enrollment through quality, tuition-free, noncredit classes, programs, and services for students. These offerings allow students to maximize their potential by acquiring the necessary academic, technical, and workforce skills to reach their personal, educational, and career goals. Programs include short-term Career Education, English as a Second Language (ESL), Adult High School Diploma or equivalency certificates, U.S. Citizenship Preparation, Workforce Preparation, Parenting Education, Adults with Disabilities classes, and enrichment classes for Active Adults.

The continued expansion of Continuing Education (CE) is an essential opportunity for enrollment and FTES growth for the College. There are, however, associated challenges and opportunities that can potentially impact future growth. The biggest challenge for the Division of Continuing Education is the lack of a permanent dedicated facility. The Division currently provides classes and programs at the main Santiago Canyon College campus and two leased sites on the west side of Orange: the Orange Education Center (OEC) Provisional Center and the College and Workforce Preparation Center. Additionally, the Division provides classes at over 30 locations throughout Orange, Villa Park, Garden Grove, and Anaheim Hills. Despite limited facilities, within the last five years, the Division has increased enrollment by developing and offering 100% Distance Education classes and certificate programs. However, the recognition that the Division lacks a dedicated facility does present an opportunity to address it. As such, Division administration is actively working with District office personnel to seek and purchase a permanent dedicated continuing education facility that would serve as the home for CE; consolidate the two leased sites; significantly increase short-term career education offerings (such as Vocational Nursing, Culinary Arts, Industrial Technology, etc.); enhance the student experience by providing space for networking and cultural activities; and provide a permanent presence to the community.

Guided Pathways

The College's guided pathways planning and implementation at scale will be important in maximizing student enrollment. The college should provide different activities and support at each stage of a student's educational journey. The enrollment management plan should inform and align with college access activities such as outreach at the local high schools or community events, the process of matriculation, and class registration. It should also inform activities that support and improve student retention, persistence, and completion. The College must balance these activities with the need for class size and efficiency (FTES/FTEF). Once a student comes to college, attention must continue to ensure student success. Retention, completion, and student goal fulfillment are also important within the funding formula as noted in the Student Centered Funding Formula section of this plan.

Student Access and Outcomes

An increased focus on student access and outcomes can also yield additional enrollment and ensure maximum funding through the Student Centered Funding Formula (SCFF). It is imperative that the College focuses on the

SCFF requirements to improve student outcomes, including degree and certificate completion rates, the number of PELL students, and the number of Promise students.

One area of opportunity is to increase the number of students who attend SCC to earn a degree or transfer. Only 31% of SCC students selected transfer as a goal, while the state average is 56%. The actual transfer rate for the state is 10%, while SCC's rate is 6%. Increasing the number of students who list a degree or transfer as their goal could be a foundation for increasing student degree completion and transfer rates.

Additionally, the number of SCC students who are eligible for PELL or Promise is much lower than the state average. From 2018-19 to 2022-23, Promise student numbers fell from 6061 to 4956, while for the same period, Pell grants fell from 1786 to 1610 as noted in Appendix E. Intentional efforts by SCC to provide access to students who meet these qualifications will also support the SCFF allocation.

Considerations for Enrollment Management and Growth

The Comprehensive Educational plan must be focused on avoiding barriers to student progression, retention, completion, and transfer. Scheduling processes should be reviewed to ensure the College offers the right courses at the correct times. Decisions should be made to settle on the "right balance" of online and in-person course delivery. Other considerations should include identifying the best days/times for courses to meet student needs. Enrollment data usage should be a regularized part of the schedule planning process.

This plan does not determine how the College will increase enrollments. Instead, it suggests a higher level of enrollment that could be achievable if the College implements a sound, student-centered enrollment management plan with strategies that ensure the best possible access and success for students. A fully developed plan should include the following: balancing face-to-face and online courses, identifying the best day/times for classes that meet student needs, recognizing the diverse needs of students of different ages and backgrounds, utilizing technology/dashboards to monitor enrollment, and collaborating among departments and between SCC and the Orange Education Center to coordinate and create master schedules that best serve students' course scheduling needs.

College Challenges and Opportunities

Challenges

- Ongoing deviations and shortfalls in the economic and political landscape at the state and national levels
- Student Centered Funding Formula (SCFF), fully implemented, and its ongoing/future impact
- Budget and Resource Allocation Models need improvement and its financial constraints impact staffing, services, technology, and facilities
- Declining enrollment and future demographic changes emphasize the need to increase outreach to non-traditional students and ensure appropriate support services are available for that student population
- The need for intentional college and program marketing with associated funding
- Balancing online, hybrid, and in-person delivery methods in course scheduling to meet student demand while maintaining productivity/efficiency and achieving student success metrics
- Need for increased career and technical programs with short, focused credentials courses to meet current and future workforce demands in response to the aging workforce
- Increased demand for dual enrollment offerings
- Increased focus on student completion and success, including persistence, transfer, and units to degree

- Low degree completion and transfer rates at SCC compared to the statewide average
- Students' increasing need for financial assistance and support services to achieve their educational goals
- Campus infrastructure does not support dedicated student gathering spaces
- Rapid, continuous advancements in technology that impact student learning and the employee workplace
- Inconsistent, effective communication within the college and with the external community
- Lack of sufficient wayfinding and accessibility are barriers for students

Opportunities

- Increase outreach and provision of appropriate services to non-traditional students
- Expand matriculation through dual enrollment, noncredit training, work-based learning, and credit for prior learning
- Implement at scale the SEM plan, a master course schedule, and Guided Pathways
- Leverage analytics technology to increase student success and minimize systemic barriers
- Enhance academic support services (tutoring, support centers, library, counseling, first-year support center, Career Center, etc.) to increase student retention, persistence, success, and completion
- Explore development of relevant Career Technology certificate/degree programs (e.g., Artificial Intelligence, Cybersecurity, Computer and Video Gaming, Drones, Allied Health)
- Develop more stackable credentials and programs based on high-wage, high-growth jobs
- Expand creativity and innovation in teaching practices through professional development and resources
- Increase sustainability/environmental focus on campus and integration into programs
- Enhance collaboration with educational partners to ensure clear academic pathways from high school to college and completion
- Expand partnerships with local universities to create clear educational pathways for students and increase transfer opportunities
- Enhance community engagement to increase awareness of the college, expand enrollment, and foster program development opportunities, especially considering the presence of regional emerging technology industries and careers
- Further expand partnership with the City of Orange including the opportunity for shared services and facilities
- Create new or expanded partnerships with businesses and industries, including apprenticeships and internships
- Invest in employee skills and growth through professional development activities and skills training

Comprehensive Educational Plan Framework

Santiago Canyon College Goals and Objectives

On February 21-22, 2024, the CEP Task Force engaged in a facilitated, interactive two-day session to complete Phase III: Goal Setting. The session was well-attended, and Task Force members worked diligently throughout the two days to identify broad goals and key objectives for each goal to provide direction to the Comprehensive Educational Plan over the next eight years.

The Task Force reviewed highlights of the Data Profile, themes from the 40 listening sessions that represented hundreds of internal, external, and student voices, and challenges and opportunities Santiago Canyon College will address over the next decade. Special attention was given to the enrollment growth in the immediate

future, including the role of the Continuing Education centers. Information from all areas of the project's Discovery Phase was discussed by the Task Force and included in this CEP.

It is important to note that ongoing planning efforts at the College were incorporated into the goals and objectives the Task Force identified for the CEP. Examples of these efforts include ACCJC Accreditation plans from the Institutional Self-Evaluation Report (ISER), Student Equity Plans, Guided Pathways Scale of Adoption Assessment (SOAA), etc. Over the next eight years, all college planning will align with and support the institutional goals to help the college meet its mission and achieve its student success goals.

Each of the four college organizational divisions – instruction, student services, administrative services, and continuing education – are represented in the institutional eight-year goals. This set of goals and supporting objectives will provide a clear framework for the College's long-range planning. The goals align with the Santiago Canyon College mission, districtwide strategic directions, *Vision for Success*, and *Vision 2030* goals. Additionally, Santiago Canyon College, Santa Ana College, and District Services and Operations affirm that to achieve their respective and aligned goals and objectives, mutual collaboration will occur to maximize opportunities and serve the needs of our diverse students, employees, and community partners across the Orange County region.

Goal 1: Strengthen student support services and program offerings to increase educational excellence, transfer, and economic and career advancement.

Objective 1.1

Foster an integrated educational ecosystem that holistically supports the student journey from recruitment to completion.

Objective 1.2

Evaluate and rethink/reimagine student-centered course schedules and modalities for the student of today and tomorrow.

Objective 1.3

Explore and create industry-driven courses, certificates, and degrees.

Objective 1.4

Increase completions.

Goal 2: Build academic and workforce partnerships to provide premium educational and training opportunities for the community.

Objective 2.1

Expand partnerships with K-12 and universities to provide clear pathways and promote career and educational opportunities.

Objective 2.2

Build industry partnerships leading students directly into high quality, living wage jobs.

Objective 2.3

Create, expand, and promote apprenticeships and internships.

Objective 2.4

Evaluate and create microcredential programs and opportunities.

Goal 3: Partner with the community to guide the promotion of campus and educational opportunities and services.

Objective 3.1

Promote Santiago Canyon College through intentional communication of achievements, events, programs, and services.

Objective 3.2

Evaluate community needs and align campus and community events with the needs of the community and students.

Goal 4: Evaluate and implement processes in support of employee experience and optimize student access and success.

Objective 4.1

Perform a comprehensive evaluation of current technology and optimize utilization to increase efficiency and effectiveness.

Objective 4.2

Perform a comprehensive evaluation of current processes and improve organizational functionality.

Objective 4.3

Ensure data quality and improve reporting structures to drive data-informed decision making.

Objective 4.4

Evaluate and improve communication that informs and supports employee and student awareness and sense of belonging.

Objective 4.5

Assess, evaluate, and continue to improve Diversity, Equity, Inclusion and Accessibility (DEIA) to minimize barriers for the campus community.

Goal 5: Maximize funding streams to develop accessible and adaptable facilities and support the continuous improvement of all programs and services to elevate Santiago Canyon College as the premier community college.

Objective 5.1

Develop modern, sustainable, and accessible physical and virtual spaces that provide flexibility for development of new programs, continued growth of existing offerings, and support an inclusive campus environment for all students and employees.

Objective 5.2

Pursue public and private funding avenues to expand and strengthen educational opportunities for the college community.

Objective 5.3

Expand intentional professional development offerings to ensure innovative instructional and support services and to provide advancement opportunities for all employees.

CEP Alignment with District Strategic Directions

The following table summarizes Santiago Canyon College’s 2024 -2032 Goals and Objectives with their alignment to Rancho Santiago Community College District’s four Board-adopted Strategic Directions.

RSCCD Strategic Directions 2024-2032	Santiago Canyon College Goals	Santiago Canyon College Objectives
<p>Strategic Direction 1:</p> <p>Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.</p>	<p>Goal 1:</p> <p>Strengthen student support services and program offerings to increase educational excellence, transfer, and economic and career advancement.</p>	<p>Objective 1.1: Foster an integrated educational ecosystem that holistically supports the student journey from recruitment to completion.</p> <p>Objective 1.2: Evaluate and rethink/reimagine student-centered course schedules and modalities for the student of today and tomorrow.</p> <p>Objective 1.3: Explore and create industry-driven courses, certificates, and degrees.</p> <p>Objective 1.4: Increase completions.</p>
<p>Strategic Direction 2:</p> <p>Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.</p>	<p>Goal 2:</p> <p>Build academic and workforce partnerships to provide premium educational and training opportunities for the community.</p>	<p>Objective 2.1: Expand partnerships with K-12 and universities to provide clear pathways and promote career and educational opportunities.</p> <p>Objective 2.2: Build industry partnerships leading students directly into high quality, living wage jobs.</p> <p>Objective 2.3: Create, expand, and promote apprenticeships and internships.</p> <p>Objective 2.4: Evaluate and create microcredential programs and opportunities.</p>
	<p>Goal 3:</p> <p>Partner with the community to guide the promotion of campus and educational opportunities and services.</p>	<p>Objective 3.1: Promote Santiago Canyon College through intentional communication of achievements, events, programs, and services.</p> <p>Objective 3.2: Evaluate community needs and align campus and community events with the needs of the community and students.</p>

<p>Strategic Direction 3:</p> <p>Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.</p>	<p>Goal 4:</p> <p>Evaluate and implement processes in support of employee experience and optimize student access and success.</p>	<p>Objective 4.1: Perform a comprehensive evaluation of current technology and optimize utilization to increase efficiencies and effectiveness.</p> <p>Objective 4.2: Perform a comprehensive evaluation of current processes and improve organizational functionality.</p> <p>Objective 4.3: Ensure data quality and improve reporting structures to drive data-informed decision making.</p> <p>Objective 4.4: Evaluate and improve communication that informs and supports employee and student awareness and sense of belonging.</p> <p>Objective 4.5: Assess, evaluate, and continue to improve Diversity, Equity, Inclusion and Accessibility (DEIA) to minimize barriers for the campus community.</p>
<p>Strategic Direction 4:</p> <p>Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.</p>	<p>Goal 5:</p> <p>Maximize funding streams to develop accessible and adaptable facilities and support the continuous improvement of all programs and services to elevate Santiago Canyon College as the premier community college.</p>	<p>Objective 5.1: Develop modern, sustainable, and accessible physical and virtual spaces that provide flexibility for development of new programs, continued growth of existing offerings, and support an inclusive campus environment for all students and employees.</p> <p>Objective 5.2: Pursue public and private funding avenues to expand and strengthen educational opportunities for the college community.</p> <p>Objective 5.3: Expand intentional professional development offerings to ensure innovative instructional and support services and to provide advancement opportunities for all employees.</p>

RSCCD Integrated Planning Framework

Following completion of all the goal-setting sessions for the Integrated Planning Project, the DSO Leadership Team, and a team of eight from each college’s CEP Task Force met in a five-hour joint session. Participants shared their respective plans to ensure the Goals and Objectives of the three, as a collective, effectively, and efficiently operationalize the four broad Strategic Directions adopted by the Board of Trustees and support the State’s Vision 2030 over the next eight years. The following chart displays the alignment of college mission statements, DSO roles and functions and all four plans’ goals with the Board-adopted RSCCD Mission Statement and Strategic Directions 2024–2032.

Rancho Santiago Community College District Alignment of Four Plans 2024

Board-Adopted CP Strategic Directions
Alignment of DSO Plan and CEP Goals and Objectives

<p>RSCCD Mission</p> <p>The Rancho Santiago Community College District aspires to provide equitable, exemplary educational programs and services in safe, inclusive, and supportive learning environments that empower our diverse students and communities to achieve their personal, professional, and academic goals.</p>		
<p>RSCCD Strategic Directions 2024 - 2032</p>		
<ol style="list-style-type: none"> 1. Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow. 2. Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives. 3. Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success. 4. Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment. 		
<p>SAC Mission</p> <p>Santa Ana College inspires, transforms, and empowers a diverse community of learners.</p>	<p>SCC Mission</p> <p>Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth.</p>	<p>DSO Roles and Functions</p> <p>Centralized Services District Operations Board / Board Committee Support Regional, State, & External Roles</p>

<p>RSCCD Strategic Direction 1</p> <p>Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.</p>		
<p>Plan Goals</p>		
<p>Santa Ana College CEP Goals</p>	<p>Santiago Canyon College CEP Goals</p>	<p>District Services and Operations (DSO) Plan Goals</p>
<ul style="list-style-type: none"> • Ensure equitable access to innovative educational programs and comprehensive support services fostering student success in achieving workforce readiness, successful transfer opportunities and personal developmental goals. 	<ul style="list-style-type: none"> • Strengthen student support services and program offerings to increase educational excellence, transfer, and economic and career advancement. 	<ul style="list-style-type: none"> • Ensure collaborative, integrated, and effective institutional planning. • Support a values-based, equitable RSCCD environment that is conducive to innovation and flexibility.
<p>RSCCD Strategic Direction 2</p> <p>Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.</p>		
<p>Plan Goals</p>		
<p>Santa Ana College CEP Goals</p>	<p>Santiago Canyon College CEP Goals</p>	<p>District Services and Operations (DSO) Plan Goals</p>
<ul style="list-style-type: none"> • Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices. 	<ul style="list-style-type: none"> • Build academic and workforce partnerships to provide premium educational and training opportunities for the community. • Partner with the community to guide the promotion of campus and educational opportunities and services. 	<ul style="list-style-type: none"> • Promote successful programs and pathways to elevate RSCCD’s reputation as a leader in regional economic and workforce development to attract students, employers, employees, and community members.

RSCCD Strategic Direction 3		
Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.		
Plan Goals		
Santa Ana College CEP Goals	Santiago Canyon College CEP Goals	District Services and Operations (DSO) Plan Goals
<ul style="list-style-type: none"> • Cultivate equitable campus culture to support student, faculty, and staff belonging and success. 	<ul style="list-style-type: none"> • Evaluate and implement processes in support of employee experience and optimize student access and success. 	<ul style="list-style-type: none"> • Develop an integrated data system to be utilized for operational evaluation to maximize efficiency and effectiveness.
RSCCD Strategic Direction 4		
Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.		
Plan Goals		
Santa Ana College CEP Goals	Santiago Canyon College CEP Goals	District Services and Operations (DSO) Plan Goals
<ul style="list-style-type: none"> • Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students. 	<ul style="list-style-type: none"> • Maximize funding streams to develop accessible and adaptable facilities and support the continuous improvement of all programs and services to elevate Santiago Canyon College as the premier community college. 	<ul style="list-style-type: none"> • Maximize revenue streams and demonstrate resilient financial stability and stewardship of District fiscal, facility, and technology resources. • Create an administrative infrastructure to support new RSCCD programs and initiatives and develop processes that facilitate executive decisions.

An important outcome of the Integrated Planning Project and the above RSCCD Integrated Planning Framework was the dialogue and collaborative work done among representatives from the DSO Leadership team and the two College CEP Task Forces. In the end, all agreed to continue to work together to maximize opportunities to best serve students, employees, and the Orange County region as a whole. Together, the Board-adopted RSCCD Strategic Directions, and the aligned Goals and Objectives outlined in the DSO Plan and two College CEPs, provide a Blueprint for Action for RSCCD in fulfilling its mission in serving the Orange County region and beyond.

Next Steps

The next steps described below are recommended after final review and approval by the College, District, and RSCCD Board of Trustees.

CEP Roll-Out Process

Production of the final CEP will include electronic and hard-copy documents. Condensed versions may also be developed for offices across campus and used in meetings with SCC's educational, business, industry, and community partners. An intentional internal roll-out process for Fall 2024 with all internal constituents is also valuable to increase awareness and provide a unified direction for all departments at Santiago Canyon College.

Implementation Plan

The success of any Comprehensive Educational Plan is dependent upon it being effectively operationalized. As each academic year begins, the College's implementation plan will translate into action associated with the Goals and Objectives of the *SCC Comprehensive Educational Plan 2024 –2032*. These implementation/action plans will include the tasks, timelines, measurable outcomes, responsible individuals and groups, and resources needed to enact that year's priorities in the plan. The detailed action plans will provide individuals with a step-by-step approach to advancing the College's agenda, and they are also valuable for other annual planning processes, such as budget development, staffing needs, facilities, and technology planning.

As part of the 8-year implementation plan, a mid-cycle review in Fall 2027 will allow SCC to reassess and adjust the plan, if needed, in Spring 2028. The mid-cycle review will ensure flexibility during advanced implementation and allow the dynamic plan to maintain relevance.

Accountability and Monitoring Process

An ongoing monitoring process, on a regular cycle, is critical to assess and ensure progress on the Goals and Objectives of the CEP. Concurrent monitoring of plans at both colleges and across District Services and Operations (DSO) will ultimately assess progress on the *RSCCD Comprehensive Plan 2024-2032's* four (4) Strategic Directions for the district. An ongoing, annual monitoring process will provide opportunities to redirect work as needed, provide additional attention and support to achieve desired outcomes, set targets, and provide focus for grant opportunities. A technology solution is desirable for monitoring, reporting, communication, and transparency purposes. Maintaining a dynamic document and planning process will also allow the College to be innovative, remain agile, and respond to internal and external issues and initiatives, changes in state and federal regulations, and educational standards and accreditation review processes.

Appendix A – List of Acronyms Used in this Report

AI	Artificial Intelligence
CCAP	California College and Career Access Pathways
CCC	California Community College
CCCCO	California Community College Chancellor’s Office
CE	Continuing Education
CP	Comprehensive Plan
CTE	Career Technical Education
DEIA	Diversity, Equity, Inclusion, and Accessibility
DSO	District Services Office
DSPS	Disabled Students Programs and Services
CEP	Comprehensive Educational Plan
ESL	English as a Second Language
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Students
FYSC	First Year Support Center
GP	Guided Pathways
HSSA	High School Special Admit (includes Dual Enrollment)
IT	Information Technology
OEC	Orange Education Center
OER	Open Educational Resources
PIE	Planning and Institutional Effectiveness Committee
RSCCD	Rancho Santiago Community College District
SAC	Santa Ana College
SCC	Santiago Canyon College
SCFF	Student Centered Funding Formula
SEAP	Student Equity and Achievement Program
SEM	Strategic Enrollment Management Plan
SEMC	Strategic Enrollment Management Committee
SOAA	Scale of Adoption Assessment
STAR	Science Teaching and Resource Center

Appendix B – RSCCD Eight-Year Integrated Planning Cycle and Timeline

Plan & Cycle	Current Cycle						NEW EIGHT YEAR CYCLE															
	2024-2025		2025-2026		2026-2027		Year 1 2027-2028		Year 2 2028-2029		Year 3 2029-2030		Year 4 2030-2031		Year 5 2031-2032		Year 6 2032-2033		Year 7 2033-2034		Year 8 2034-2035	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
CMP (8-yr)	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP
SAC EMP (4-yr)	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP
SCC EMP (8-yr)	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP
DSO Plan (4-yr)	DSO Plan (New)	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan
TMP (4-yr)	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP
FMP (8-yr)	FMP In-progress	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP
Sust Plan (8-yr)	Sust Plan In-progress	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan
Program Review (4-yr)	PR In-progress	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR	PR

KEY	
	Plan Name
	Development Period
	Implementation Period
	Final Semester of Cycle

PLANNING ASSUMPTIONS	
Program Review Completes in time to inform EMPs & DSO Plan	
EMPs & DSO Plan follow CMP; All other plans follow next	
All plans have two full semesters for development; FMP has three semesters	
Data Profiles to be updated mid-cycle in 8-yr CMP and FMP cycles	
ACCJC Visits occur in Colleges' EMP mid-cycles (Spring 2029...2037... etc.)	

Plan	Full Name	Cycle	Plan	Full Name	Cycle
CMP	Comprehensive Master Plan (move from 10-yr to 8-yr cycle)	8-yr	TMP	Technology Master Plan (move from 5 to 4-yr)	4-yr
SAC EMP	Santa Ana College Educ. Master Plan (move from 5yr to 4-yr cycle)	4-yr	FMP	Facilities Master Plan (move from 10 to 8-yr)	8-yr
SCC EMP	Santiago Canyon College Educ. Master Plan (moves to 8-yr w/ mid-cycle review)	8-yr	Sust Plan	Sustainable RSCCD Plan (move from 2 to 8-yr)	8-yr
DSO Plan	District Services and Operations Plan (New; replaces 2-yr Planning Portfolios)	4-yr	PR	Program Review (stay on 4-yr cycle)	4-yr

Appendix C - CEP Task Force Purpose Statement

Santiago Canyon College Comprehensive Educational Plan (CEP) Task Force 2023-2024

PURPOSE STATEMENT

Executive Liaison

Dr. Jason Parks

Task Force Purpose

The purpose of the CEP Task Force is to serve as a working group and to guide the development of the Santiago Canyon College 2024-2028 Comprehensive Educational Plan (CEP). The CEP Task Force will:

- Ensure representation of all areas of the College in developing the CEP,
- Work in collaboration with the CBT Consultant Team, providing input and feedback from constituents throughout the process of the plan's development,
- Support alignment of the CEP with the College's Mission, Vision, and Values,
- Keep students, student success, equity, and service to the community at the center of discussion during CEP development,
- Actively engage in the development process and serve as a communication body to the rest of the internal college community,
- Ensure each voice is heard and valued in the process, and
- Agree to: Prepare, Participate, and provide Peer communication.

Task Force Membership Composition

	Name	Position	Group Represented
1	Dr. Jeannie Kim	President	Administration
2	Dr. Jason Parks	Vice President, Academic Affairs (Tri-Chair)	Administration
3	Craig Rutan	Academic Senate President, Physics Faculty (Tri-Chair)	Faculty
4	Sheryl Martin	Executive Secretary, Continuing Education (Tri-Chair)	Classified Staff
5	Aaron Voelcker	Dean, Institutional Effectiveness, Library & Learning Support Services	Administration
6	Jorja Henslin	Student Representative	Students
7	Flo Cudal	Student Representative	Students
8	Caroline Dong	Student Representative	Students
9	Yoon Su Wai	Student Representative	Students

10	Arleen Satele	Vice President, Administrative Services	Administration
11	Christopher Sweeten	Vice President, Student Services	Administration
12	Jose Vargas	Vice President, Continuing Ed	Administration
13	Dr. Joanne Armstrong	Dean of Instruction and Student Services	Administration
14	Darlene Diaz	Math & Curriculum Chair	Faculty
15	Jessica Gilbert	Instructional Coordinator/Analyst	Classified Staff
16	Scott James	Distance Education Coordinator	Faculty
17	Dr. Denise Foley	Faculty, Biology & GP Coordinator	Faculty
18	Diana Casares	Student Services	Classified Staff
19	Zina Edwards	Student Services	Classified Staff
20	Roxzel Soto-Tellez	Art, Humanities, Social Sciences	Classified Staff
21	Melissa Tran	Administrative Services	Classified Staff

Task Force Recorder and Resource Personnel

Tracy Montana serves as the recorder and provides support to the CBT team and CEP Task Force. Additional College faculty and staff may be called upon as needed to serve as resources to the CEP Task Force as it progresses in its work.

Task Force Make-up / Criteria

1. Task Force Tri-Chairs - Dr. Jason Parks, Vice President, Academic Affairs; Craig Rutan, Academic Senate President, Physics Faculty; and Sheryl Martin, Executive Secretary, Continuing Education, serve as Task Force Tri-Chairs and meeting conveners.
2. Membership will include representatives from all four areas of the College: administrative services, academic affairs, student services, and continuing education.
3. Membership will include administrators, faculty members, classified professionals, and student representatives.
4. Membership will include the Dean of Institutional Research, Library & Learning Support Services, a representative of Career Technical Education (CTE), and a representative for equity and inclusion.
5. Suggested total membership is approximately 16-20 people.
6. Non-member resource staff may be called upon to support the team's work.

Meeting Schedule

The Task Force will meet once per month as needed to support the project, on designated dates/times as published in the Meeting Schedule below. **The project is scheduled for completion on March 31, 2024.**

November 14, 2023	10:30-12:30	In-Person
December 7, 2023	1:00-3:00	Zoom
January 18, 2024	8:00-5:00	In-Person
January 19, 2024	8:00-5:00	In-Person
February 21, 2024	12:00-5:00	In-Person
February 22, 2024	8:30-1:00	In-Person
March 8, 2024	10:30-12:00	Zoom

How Work Is Communicated

1. Members will communicate with colleagues between meetings.
2. Designated members will provide CEP project updates to PIE, College Council, and the Academic Senate.

3. A designated webpage has been established for transparency, communication, and input/feedback from college employees. (<https://sccollege.edu/emp/SitePages/Home.aspx>)
4. The CEP project overview, CEP Task Force membership and purpose statement, and monthly updates will be posted to the College's CEP web page.

Collegial Governance Review

PIE

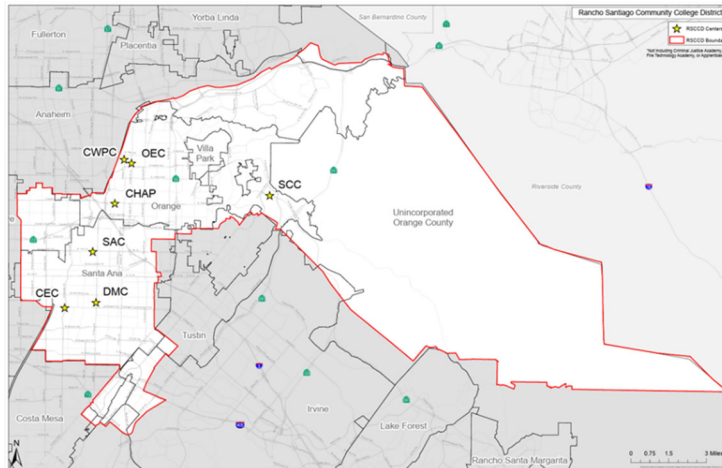
Academic Senate

College Council

College President

Appendix D – External Data Profile

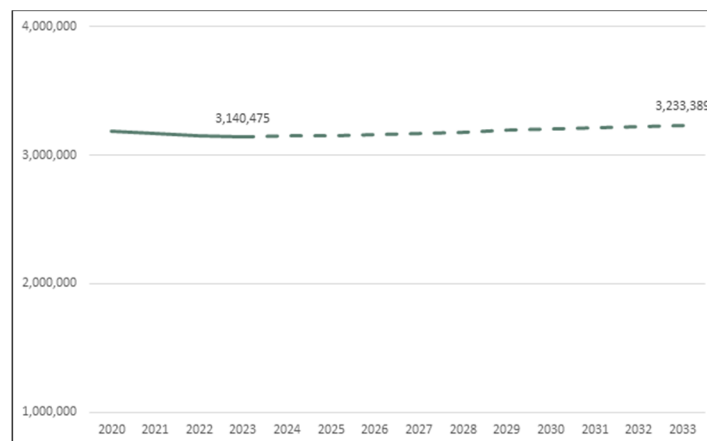
District Map



- The Rancho Santiago Community College District service area includes Santa Ana, Orange, Garden Grove, Villa Park, parts of Anaheim and Tustin, and unincorporated areas of Orange County.
- Fewer than half of RSCCD students reside within the designated service area, but approximately 80% reside within Orange County (Source: RSCCD Research Data Warehouse)

Orange County

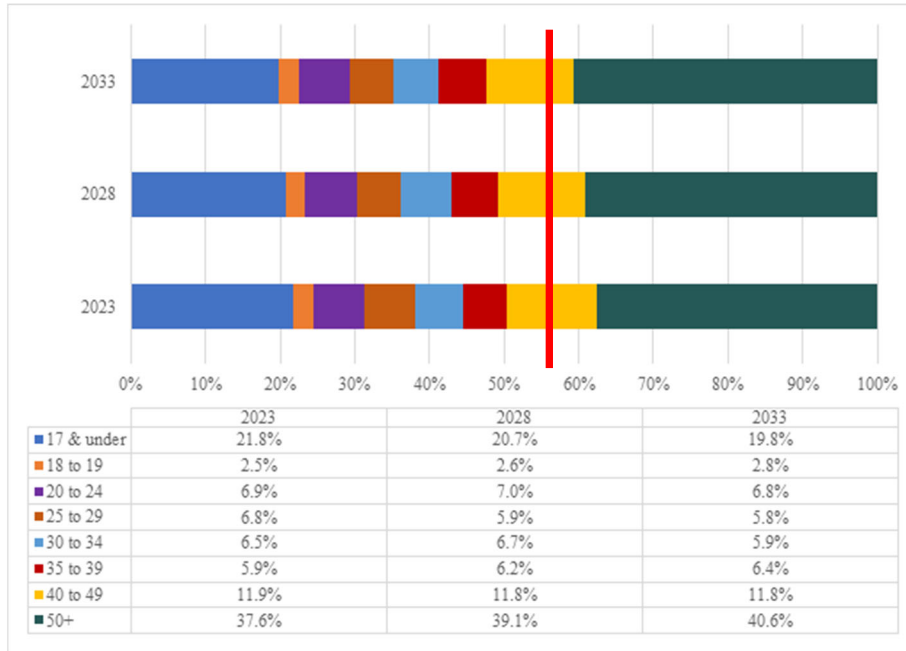
Orange County Population Projections, 2020-2030



Source: California Department of Finance

- The population of Orange County is expected to increase slightly (3%) in the next decade

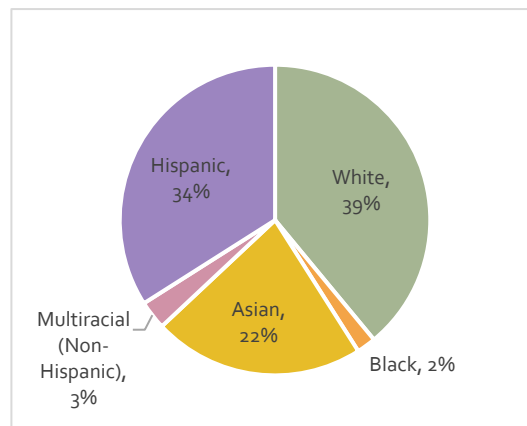
Orange County Population Projections by Age, 2020-2030



Source: California Department of Finance

- The 3% projected population growth in Orange County (referenced in the prior chart) will come from Older Adults
- The proportion of typical college-aged students (20-35) is projected to shrink slightly

Orange County Population Projections by Ethnicity, 2020-2030



Source: California Department of Finance

- In Orange County, the proportion of various ethnic groups is projected to remain the same over the next decade
- There is no majority ethnic group in Orange County

Orange County Population Compared

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Population									
Population Estimates, July 1, 2022, (V2022)	344,461	308,189	169,254	136,178	78,418	5,731	3,151,184	39,029,342	333,287,557
Population per square mile, 2020	6,899	11,347	9,576	5,451	7,193	2,813	4,020	254	94

Source: US Census Bureau, Quick Facts

- Anaheim is the largest city served by RSCCD, followed by Santa Ana, Garden Grove, Tustin, and Villa Park
- The population of Orange County, and its cities, is extremely dense compared to the state and the nation
- According to US Census data, Orange County is the sixth most populous county in the nation, and the third most populous in California (after Los Angeles and San Diego)

Orange County Demographics: Ethnicity

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Black or African American alone, percent	2.7%	1.0%	1.0%	1.5%	2.8%	0.4%	2.3%	6.5%	13.6%
American Indian and Alaska Native alone, percent	0.7%	0.9%	0.6%	0.9%	0.6%	0.0%	1.1%	1.7%	1.3%
Asian alone, percent	17.3%	11.9%	41.9%	13.0%	24.3%	14.4%	23.3%	16.3%	6.3%
Native Hawaiian and Other Pacific Islander alone, percent	0.4%	0.2%	0.3%	0.4%	0.3%	0.0%	0.4%	0.5%	0.3%
Two or More Races, percent	12.3%	8.8%	7.2%	10.5%	9.2%	6.9%	3.9%	4.3%	3.0%
Hispanic or Latino, percent	54.0%	76.7%	36.9%	39.1%	40.0%	15.9%	34.0%	40.3%	19.1%
White alone, not Hispanic or Latino, percent	23.2%	9.5%	18.1%	41.5%	29.6%	67.3%	38.0%	34.7%	58.9%

Source: US Census Bureau, Quick Facts

- Orange county is far more ethnically diverse (with no majority ethnic group) than the nation
- There is great variation in ethnicity by cities within Orange County
 - Santa Ana is 77% Latino
 - Anaheim is 54% Latino
 - Garden Grove is 42% Asian
 - Villa Park is 67% White

Orange County Demographics: Population Statistics

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Demographics									
Persons under 18 years, 2020	23.4%	25.0%	21.6%	20.7%	25.2%	21.7%	20.8%	21.8%	21.7%
Persons 65 years and over, 2020	11.8%	10.0%	14.1%	13.7%	12.0%	28.6%	16.4%	15.8%	17.3%
Foreign born persons, 2017-2021	35.0%	41.7%	43.9%	21.8%	30.8%	12.9%	29.4%	26.5%	13.6%
Language other than English spoken at home, persons age 5 years+, 2017-2021	59.4%	78.5%	67.2%	38.7%	50.2%	15.7%	45.1%	43.9%	21.7%
Bachelor's degree or higher, percent of persons age 25 years+, 2017-2021	27.1%	17.3%	23.0%	39.0%	45.5%	53.6%	42.1%	35.3%	33.7%
Mean travel time to work (minutes), workers age 16 years+, 2017-2021	28.7	25.3	29.5	26.3	24.5	24.1	27.6	29.5	26.8

Source: US Census Bureau, Quick Facts

- Orange County has a slightly lower proportion of children than the state or nation
- Orange County has a slightly higher rate of foreign born than the state or nation, and a higher percentage of a language other than English spoken at home
- Orange County has a higher rate of persons with a Bachelor’s degree or higher than the state or nation

Orange County Demographics: Income & Poverty

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Income & Poverty									
Median household income (in 2021 dollars), 2017-2021	\$81,806	\$77,283	\$78,046	\$102,125	\$93,901	\$172,375	\$100,485	\$84,097	\$69,021
Per capita income in past 12 months (in 2021 dollars), 2017-2021	\$32,053	\$24,766	\$28,391	\$44,157	\$43,933	\$87,948	\$46,099	\$41,276	\$37,638
Persons in poverty, percent, 2017-2021	13.0%	12.3%	13.3%	10.3%	10.2%	7.6%	9.9%	12.2%	11.5%

Source: US Census Bureau, Quick Facts

- Both Median Household and Per Capita Income are higher in Orange County than the state or nation
- Orange County has lower poverty rates than the state or nation
- There is great variation by city, with Villa Park showing the greatest affluence and Santa Ana the least
- According to the [MIT Living Wage calculator](#), an adult would need to earn an hourly wage of \$23.66 in Orange County to support his or herself
 - Only Villa Park shows a per capita income greater than the Living Wage for Orange County

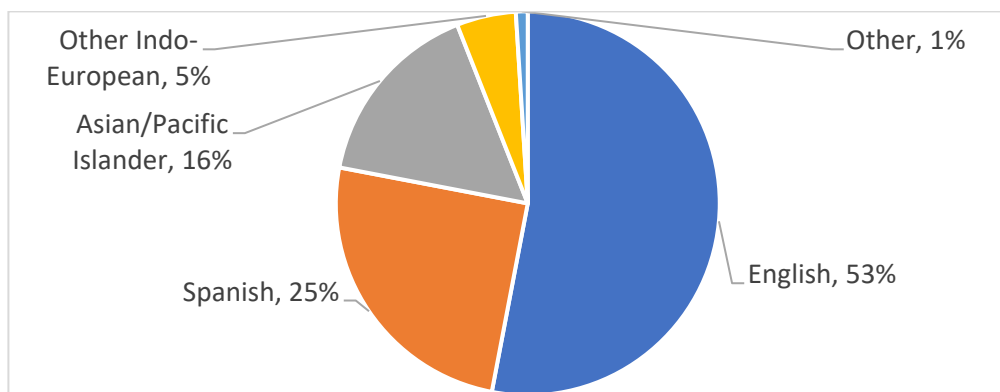
Orange County Demographics: Housing

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Housing									
Owner-occupied housing unit rate, 2017-2021	46.50%	45.70%	53.70%	59.30%	50.40%	92.40%	57.00%	55.50%	64.60%
Median value of owner-occupied housing units, 2017-2021	\$623,300	\$556,300	\$601,000	\$712,500	\$735,400	\$1,287,100	\$738,100	\$573,200	\$244,900
Persons per household, 2017-2021	3.32	4.04	3.54	3.03	2.97	2.96	2.97	2.92	2.6
Households with a computer, percent, 2017-2021	95.30%	95.30%	94.40%	96.70%	97.70%	94.00%	96.80%	95.20%	93.10%
Households with a broadband Internet subscription, percent, 2017-2021	90.40%	87.40%	89.40%	93.90%	94.80%	94.00%	92.90%	90.40%	87.00%

Source: US Census Bureau, Quick Facts

- Orange County, and each of the cities listed, have more persons living per household than the state or national average
- Similar patterns of affluence by city emerge in the Housing statistics, with Villa Park showing the most affluence and Santa Ana the least
- Households in Orange County have greater access to computers, and broadband internet, than the state or national average, although there are variations by city

Orange County Demographics: Language Spoken at Home



Source: US Census Bureau, ACS, 2022 estimates

- Just over half of Orange County residents report English as their primary language spoken at home
- One quarter of Orange County residents speak Spanish at home, with an additional 16% speaking an Asian/Pacific Islander language

Orange County Demographics: Primary Language of K-12 English Language Learner Students

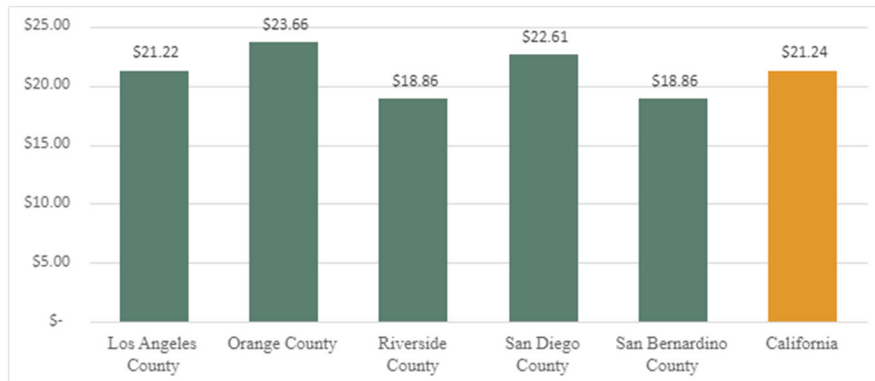
Top 5 Primary Languages Spoken by Orange County K-12 English Language Learners 2022-2023	
1.	Spanish (79% of ELL students)
2.	Vietnamese (8%)
3.	Korean (3%)
4.	Mandarin (2%)
5.	Arabic (2%)

Source: California Department of Education, DataQuest

- The vast majority of English Language Learner (ELL) students enrolled in Orange County public K-12 schools speak Spanish as their primary language
- Vietnamese, Korean, Mandarin, and Arabic post single digit percentages of ELL enrollments
- All other languages are 1% or less

Socioeconomic Data: Living Wage

Living Wage for Local Counties, and the State of California, 2023

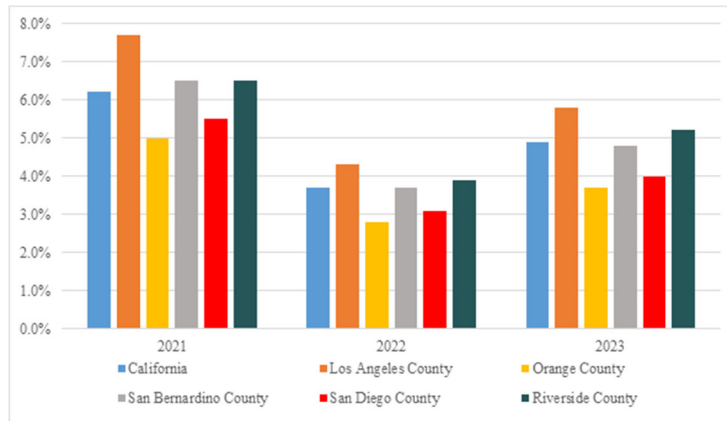


Source: <https://livingwage.mit.edu/>

- Orange County has the highest per capita living wage of local counties
- Orange County’s living wage is higher than the state’s
- (Note: Per capita living wage is defined as the hourly rate an individual within a household must earn to live comfortably in their region)

Socioeconomic Data: Unemployment

Unemployment Rates for Local Counties in California

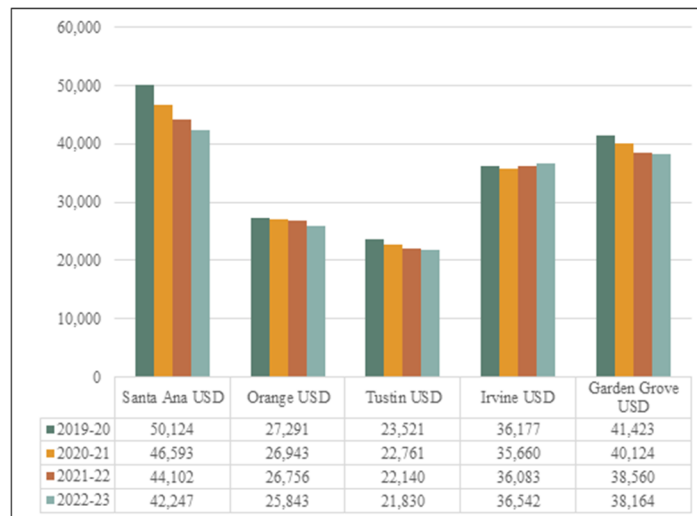


Source: California Employment Development Department

- Orange County has the lowest unemployment rate of local counties
- Orange County’s unemployment rate is lower than the state’s

Local School Districts

K-12 Enrollment in Local School Districts

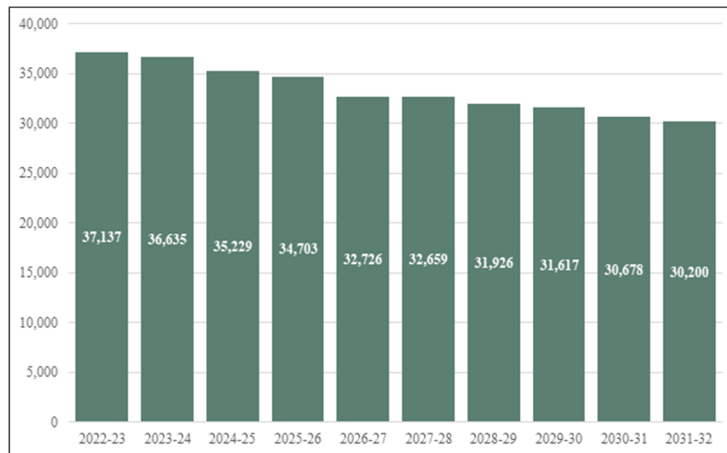


Source: California Department of Education, DataQuest

- Enrollment in school districts local to Santiago Canyon College has been trending downward, particularly in the Santa Ana Unified School District
- This mirrors population trend projections, which show the proportion of Orange County residents aged 17 and under decreasing between 2023 and 2033 (source: California Department of Finance)

Local High School Graduate Projections

Projection, Graduates of Orange County Public High Schools



Source: California Department of Finance

- The number of Orange County high school graduates is projected to decrease in the next decade
- This trend mirrors the decline in K-12 enrollment, and the projected decline in the population aged 17 and younger

Labor Market Information

Fastest Growing Industries in Orange County

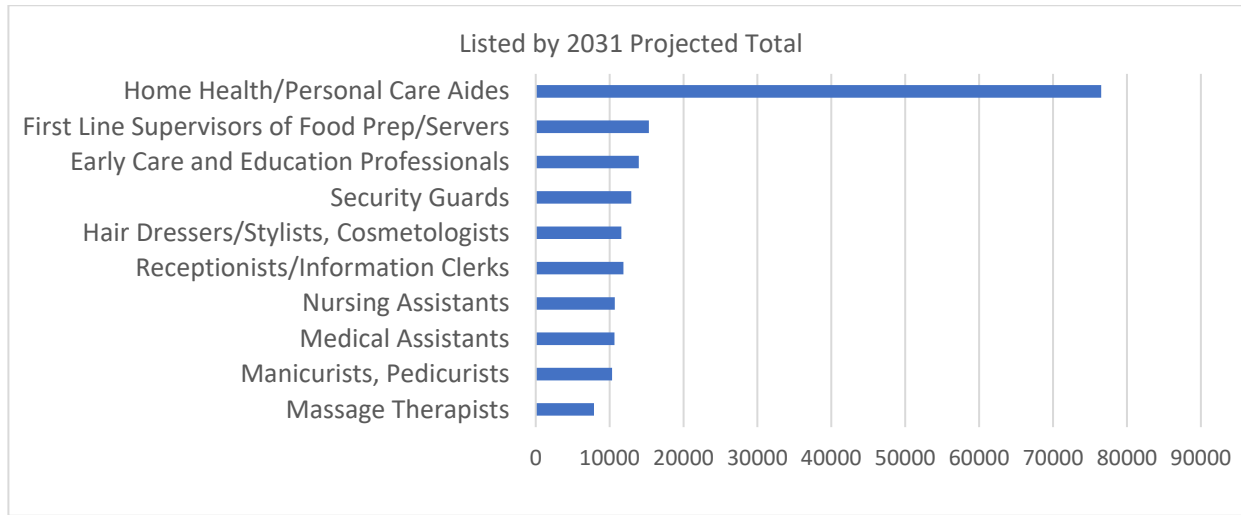
Top by Volume:	Top by percent growth:
1. Services for the Elderly/Disabled	1. Promoters of Performing Arts/Sports/etc.
2. Amusement/Theme Parks	2. Motion Picture Theaters
3. Hotels/Motels*	3. Sports & Recreation Instruction
4. Electronic Shopping/Mail Order Houses*	4. Outpatient Care Centers*
5. Security Guards/Patrol Services*	5. Amusement Arcades
6. Hospitals*	6. Theater Companies/Dinner Theater
7. Mental Health Practitioners	7. Solar Electric Power Generation*
8. Sports & Recreation Instruction	8. Parking Lots and Garages
9. Civic & Social Organizations	9. Amusement and Theme Parks
10. Drinking Places (Alcoholic Beverages)	10. Electronic Computer Manufacturing

Source: Orange County Center of Excellence, Labor Market Data from 2021 projected to 2031* Indicates average earnings are above the Living Wage for Orange County

- Few of the projected fastest growing industries in Orange County pay average earnings above the Living Wage

Fastest Growing Jobs for Middle Skills Occupations in Orange County

(Projected Jobs Requiring less than a Bachelor’s Degree)



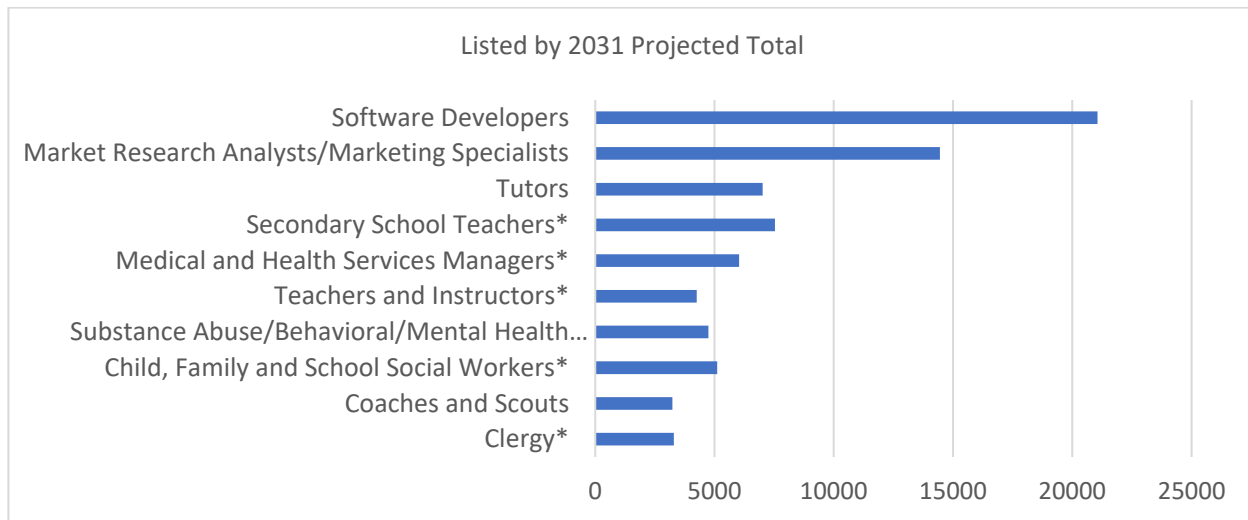
Source: Orange County Center of Excellence, Labor Market Data from 2021 projected to 2031

* Indicates average earnings are above the Living Wage for Orange County

- None of the fastest growing jobs for middle school occupations pay average earnings above the Living Wage

Fastest Growing Jobs for Above Middle Skills Occupations

(Projected Jobs Requiring a Bachelor’s Degree or Higher)

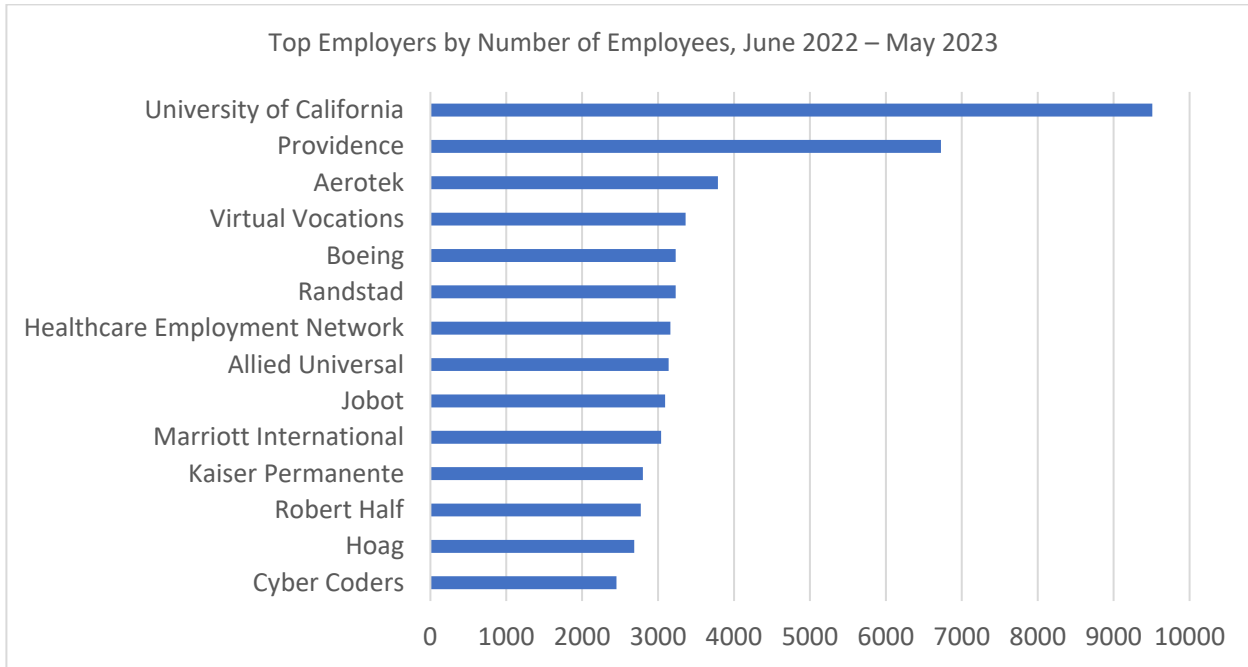


Source: Orange County Center of Excellence, Labor Market Data from 2021 projected to 2031

* Indicates average earnings are above the Living Wage for Orange County

- Five of the fastest growing jobs for middle school occupations (requiring a Bachelor’s Degree or higher) pay average earnings above the Living Wage

Top Employers in Orange County



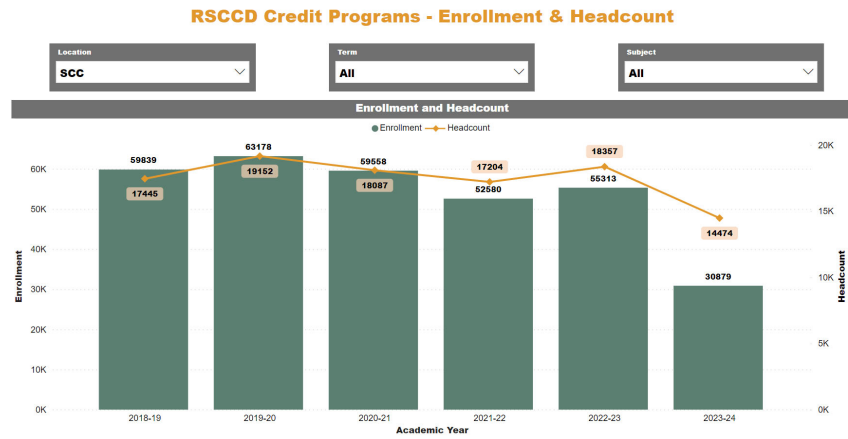
Source: Orange County Center of Excellence

- The University of California is projected to be the top employer in the next decade, followed by Providence (healthcare)

Appendix E – Internal Data Profile

Credit: Headcount and Enrollment

Santiago Canyon College Credit Headcount and Enrollment

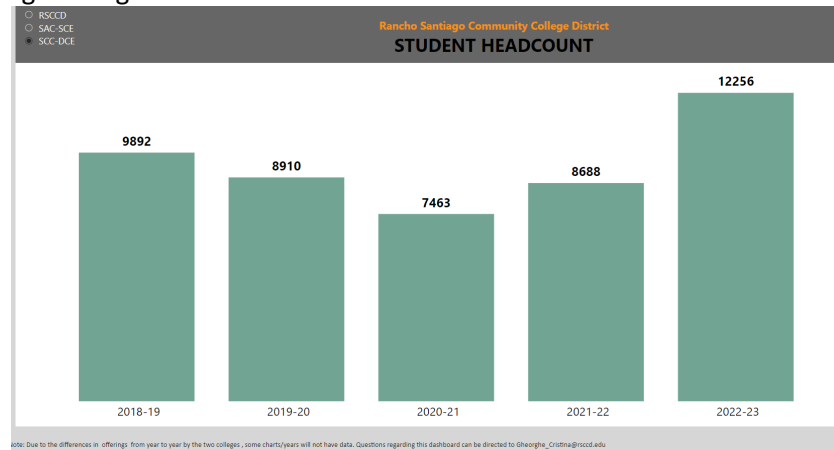


Source: <https://rsccd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- Santiago Canyon College has enrolled between roughly 17,000 and 19,000 individual credit students over the past five years
- (Note that 2023-2024 data is partial, including Summer and Fall only)
- Credit headcount peaked at just over 19,000 in 2019-2020, and then declined, coinciding with the Covid-19 Pandemic, but then began to rebound in 2022-2023, with the upward trajectory continuing in 2023-2024

Noncredit: Headcount

Santiago Canyon College Orange Education Center Noncredit Headcount



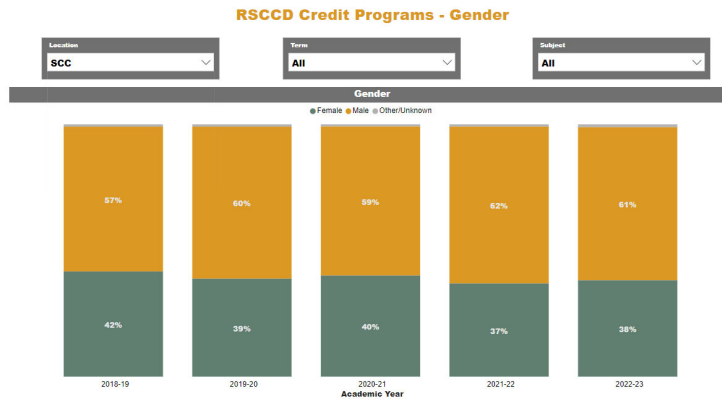
Source: <https://rsccd.edu/Departments/Research/SCE/Pages/Quick-Facts-Trends.aspx>

- Over the past five years, noncredit student headcount at Santiago Canyon College’s Orange Education Center decreased from 2018-2019 to a low in 2020-2021, during the Covid-19 Pandemic
- In the 2022-2023 year, noncredit enrollment increased significantly over the prior year from 8,688 to 12,256

Credit Student Demographics

Credit Students: Gender

Santiago Canyon College Credit Students by Gender

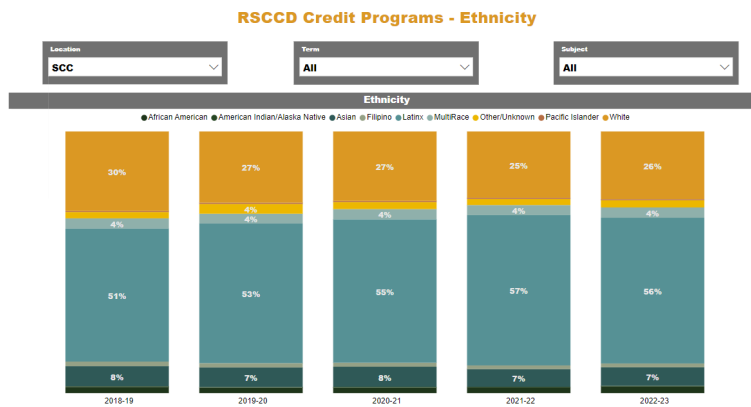


Source: <https://rsccd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- The majority of Santiago Canyon College credit students are male (61% in 2022-2023) which is higher than the state average for California Community colleges, where female students are in the majority at 54% (source: CCCCCO DataMart)
- The gender balance has not fluctuated much in the past five years
- The gender distribution of credit students (predominately male) contrasts with the gender distribution of noncredit students (predominately female)

Credit Students: Ethnicity

Santiago Canyon College Credit Students by Ethnicity

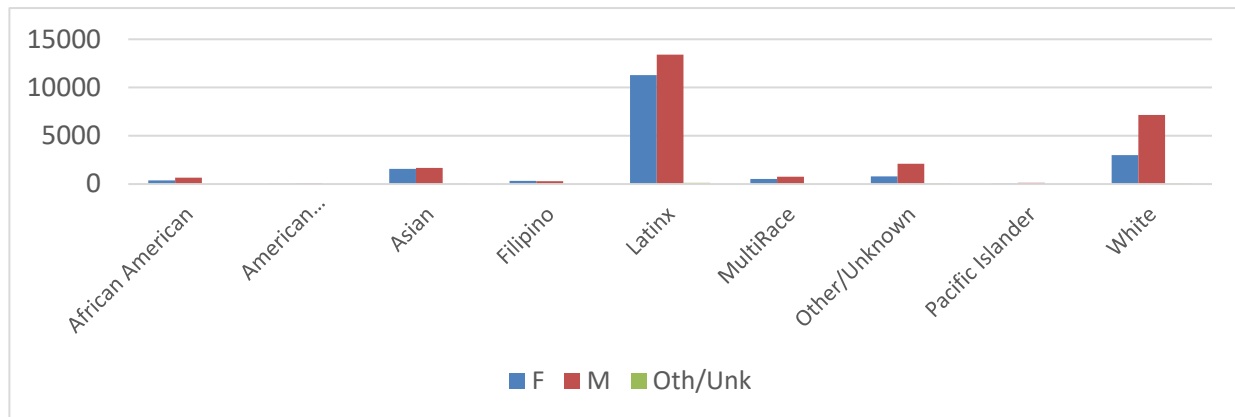


Source: <https://rsccd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- The majority of Santiago Canyon College students are non-White
- The largest ethnic student groups are Latino (56%), White (26%) and Asian (7%)
- The ethnic breakdown of the student population has remained relatively stable over the past five years

Credit Students: Gender and Ethnicity

Santiago Canyon College Credit Students by Gender and Ethnicity, 2022-2023

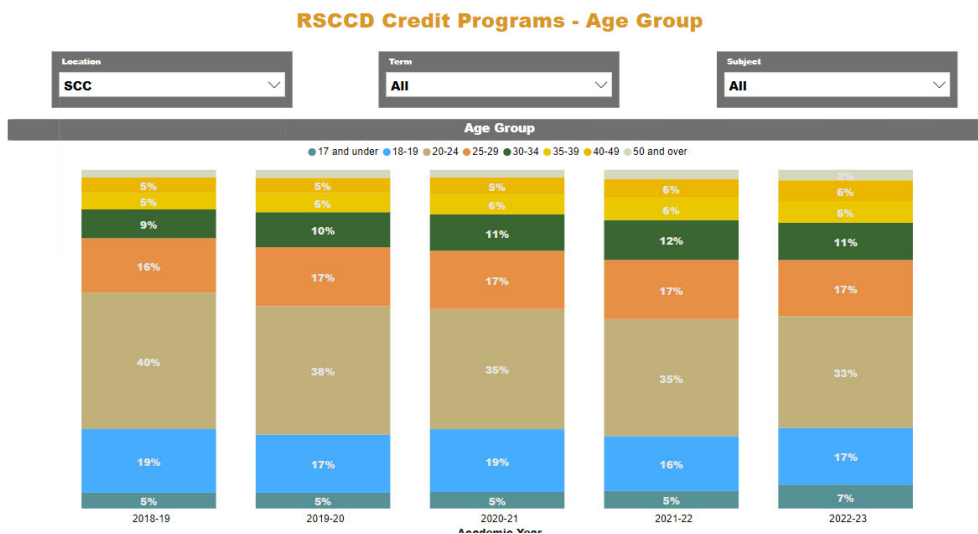


Source: data downloaded from <https://rscsd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- Interesting patterns emerge when looking at the credit student population by gender and ethnicity
- There are more than twice as many male White students than female White students
- Male students are also more than double female students in the “other/unknown” ethnic category
- Male students outnumber female students to a far lesser extent for Latinx, African American, and Multi-Race students
- For Asian and Filipino students, there is close to gender parity

Credit Students: Age

Santiago Canyon College Credit Students by Age



Source: <https://rscsd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- Just over half of Santiago Canyon College credit students are aged 24 or younger, and just under half are 25 or older
- Over the past five years, the proportion of younger SCC students has slightly decreased (64% were 24 or younger in 2018-2019, while 57% were 24 or younger in 2022-2023)

Credit Students: Educational Goal

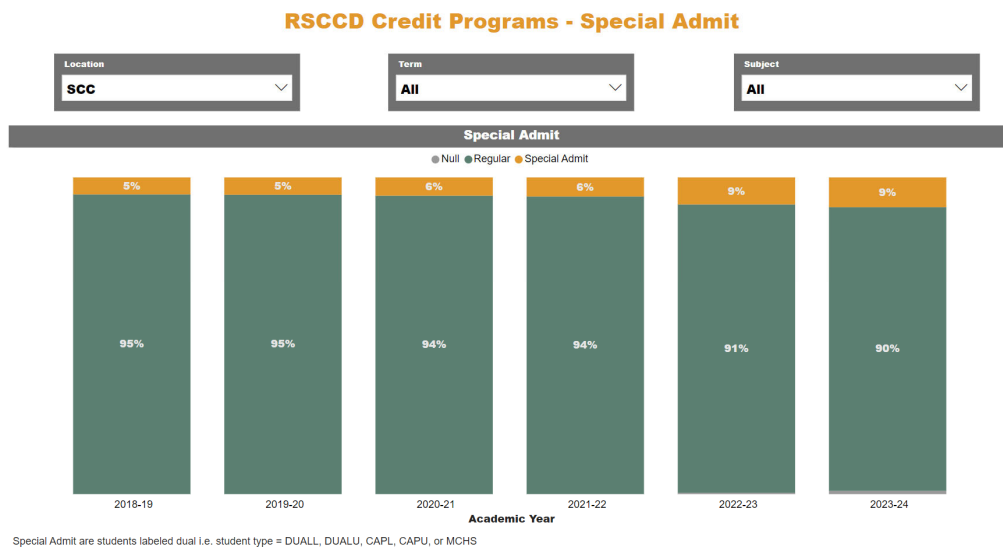
Top Educational Goals for Santiago Canyon College Credit Students, 2022-2023
31% Bachelor's degree after Associate degree
11% Job Promotion
10% Prepare for a New Career
9% Obtain HS Diploma/GED
9% Undecided
7% Bachelor's Degree without AA/AS

Source: <https://rscdd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- Roughly 40% of Santiago Canyon College Students have the goal of earning a Bachelor's Degree (with or without earning an Associate Degree), and another 20% have the goal of Job Promotion (11%) or Preparing for a New Career (10%)
- Nearly one-tenth of students are undecided on their goal

Credit Students: High School Special Admits

Santiago Canyon College Credit Students by High School Special Admit (HSSA) Status



Source: <https://rscdd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- The proportion of Special Admit High School Students has nearly doubled in the past five years, from 5% in 2018-2019 to 9% in 2023-2024
- (Note: the 2023-2024 data includes summer and fall only)

Credit Students: Special Populations

Santiago Canyon College Credit Students by Special Population Status

Special Characteristic (Showing Top 10 by volume and %)	Credit Headcount, Fall 2022	% (of 16,732)
First-Generation	4,115	24.6%
Work-based Learning Participant	2,808	16.8%
CCAP - College and Career Access Pathways	1,335	8.0%
Special Admit	912	5.5%
DSPS - Disabled Students Programs & Services	383	2.3%
EOPS - Extended Opportunity Programs & Services	163	1.0%
Foster Youth	122	0.7%
Veteran	57	0.3%
Umoja	34	0.2%
CalWORKs - California Work Opportunity & Responsibility to Kids	18	0.1%

Source: CCCC DataMart

- One-quarter of Santiago Credit students are the first in their family to go to college (meaning neither parent/guardian graduated from college)
- Santiago Canyon College has a large student population participating in Work-Based Learning (16.8%), CCAP 8.0%) and Special Admit (5.5%)
- (Note: this table shows counts for Fall 2022 only, and the prior chart focused on Special Admits only is annual data, which likely accounts for the difference in percent of Special Admit students)

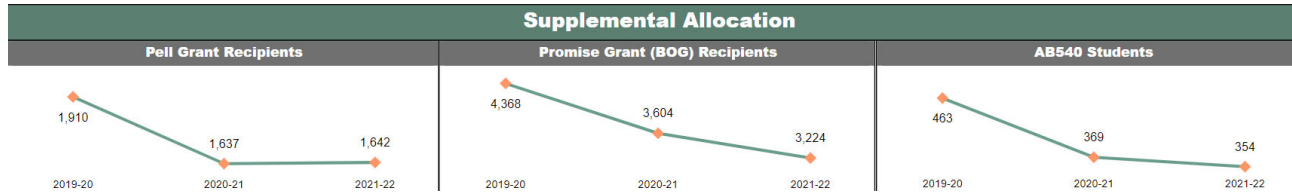
Credit Students: Pell Grant, California Promise Grant, and AB 540 Students

Santiago Canyon College, Credit Students Receiving Pell Grant, California Promise Grant, or AB 540



Rancho Santiago Community College District Student Centered Funding Formula (SCFF) Supplemental & Success Allocation Trends

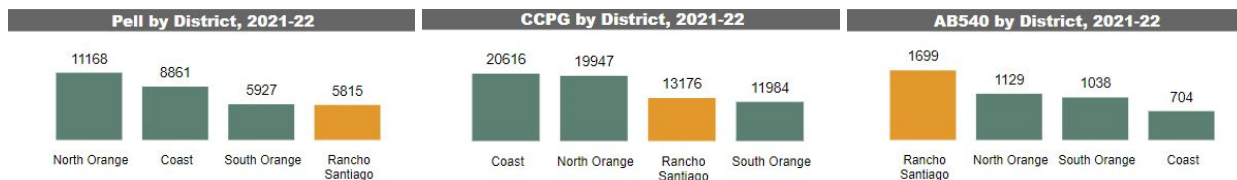
- RSCCD
- Santa Ana College
- Santiago Canyon College



Source: <https://rscdd.edu/Departments/Research/Pages/RSCCD-SCFF.aspx>

- The number of Promise Grant Recipients and AB 540 students trended downward from 2019-2020 to 2021-2022, even while credit enrollment increased in 2021-2022
- Pell Grant recipients rebounded slightly between 2020 and 2021, while Promise Grant Recipients and AB 540 students continued to decrease

Pell Grant, California Promise Grant, and AB 540 Students Compared



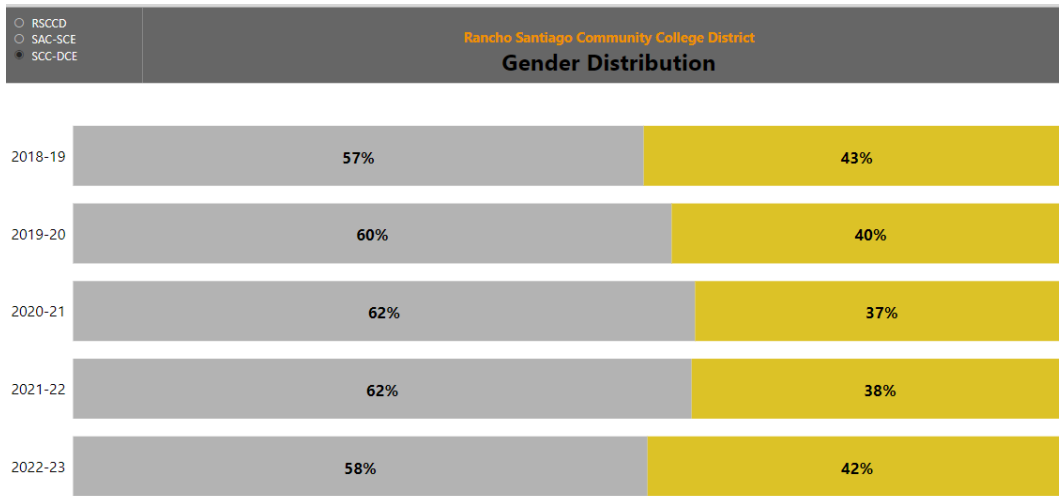
Source: RSCCD District Research Office, using CCCC data

- Rancho Santiago CCD is similar size – slightly larger – than neighboring Orange County community college districts (Source: CCCC DataMart)
- In 2021-2022, RSCCD had the lowest number of Pell Grants compared to neighboring community college districts, and the second lowest number of California Promise Grants (CPGs)
- In 2021-2022, RSCCD had the highest number of AB 540 students

Noncredit Student Demographics

Noncredit Students: Gender

Santiago Canyon College Orange Education Center Noncredit Students by Gender

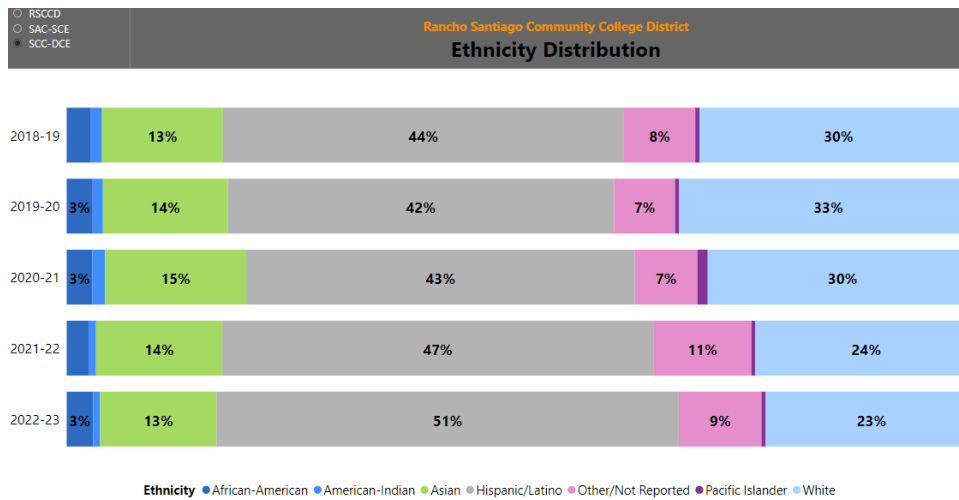


Source: <https://rsccd.edu/Departments/Research/SCE/Pages/Ethnicity.aspx>

- The majority of Santiago Canyon College noncredit students are female
- The gender distribution has remained relatively stable over the past five years
- The gender distribution of Orange Education Center noncredit students (predominately female) contrasts with the gender distribution of SCC credit students (predominately male)

Noncredit Students: Ethnicity

Santiago Canyon College Orange Education Center Noncredit Students by Ethnicity

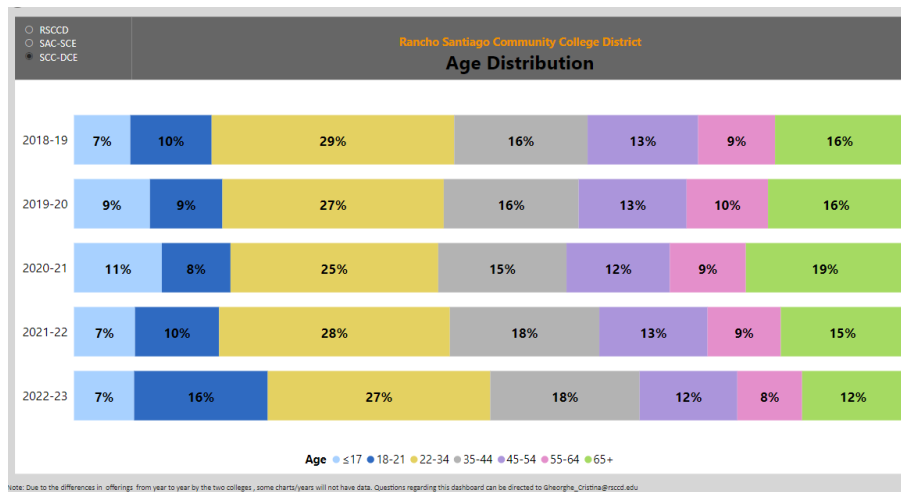


Source: <https://rscdd.edu/Departments/Research/SCE/Pages/Ethnicity.aspx>

- The majority of Santiago Canyon College noncredit students are non-White
- Approximately half of Santiago Canyon College noncredit students are Latinx, followed by White at approximately one-quarter and Asian at over 10%

Noncredit Students: Age

Santiago Canyon College Orange Education Center Noncredit Students by Age



Source: <https://rscdd.edu/Departments/Research/SCE/Pages/Ethnicity.aspx>

- Approximately half of Orange Education Center’s noncredit students are aged 34 or younger, and half aged 35 or older
- There has been a slight trend showing a decrease in the proportion of older students since 2020-2021, during the Covid-19 Pandemic
- On the whole, noncredit students are older than credit students at SCC

Noncredit Students: Special Populations

Santiago Canyon College Orange Education Center Noncredit Students by Special Population Status

Special Population	Noncredit Enrollments, Fall 2022
Incarcerated	920
Economically Disadvantaged	412
First-Generation	242
CCAP - College and Career Access Pathways	152
Special Admit	113
DSPS - Disabled Students Programs & Services	81

Source: CCCC DataMart

- The largest reported Special Population for Santiago Canyon College Orange Education Center noncredit students is Incarcerated Students
- The second largest noncredit Special Population is Economically Disadvantaged, followed by First-Generation (meaning neither parent/guardian graduated from college)

Student Satisfaction

Santiago Canyon College Credit Student Satisfaction

Santiago Canyon College Student Satisfaction	2020	2021	2022
Cleanliness of campus classrooms	92%	90%	96%
The campus environment (appearance/maintenance of facilities and grounds)	93%	90%	95%
My overall experience at SCC	90%	86%	93%
Your experience with SCC instructors	86%	84%	88%
Your experience with staff at SCC	87%	82%	88%
Effectiveness of classroom learning experiences	87%	82%	88%
Campus safety/security presence	87%	84%	88%
Your ability to register for classes	85%	84%	88%
Cleanliness of campus restrooms	86%	84%	87%
Your experience with other students at SCC	80%	77%	79%
Variety of courses offered	79%	76%	78%
Your experience with SCC counselors	72%	73%	76%
Availability of SCC library (library hours)	78%	69%	76%
Campus parking	60%	66%	60%

Percent of "Good" and "Excellent" ratings, on a 5-point scale

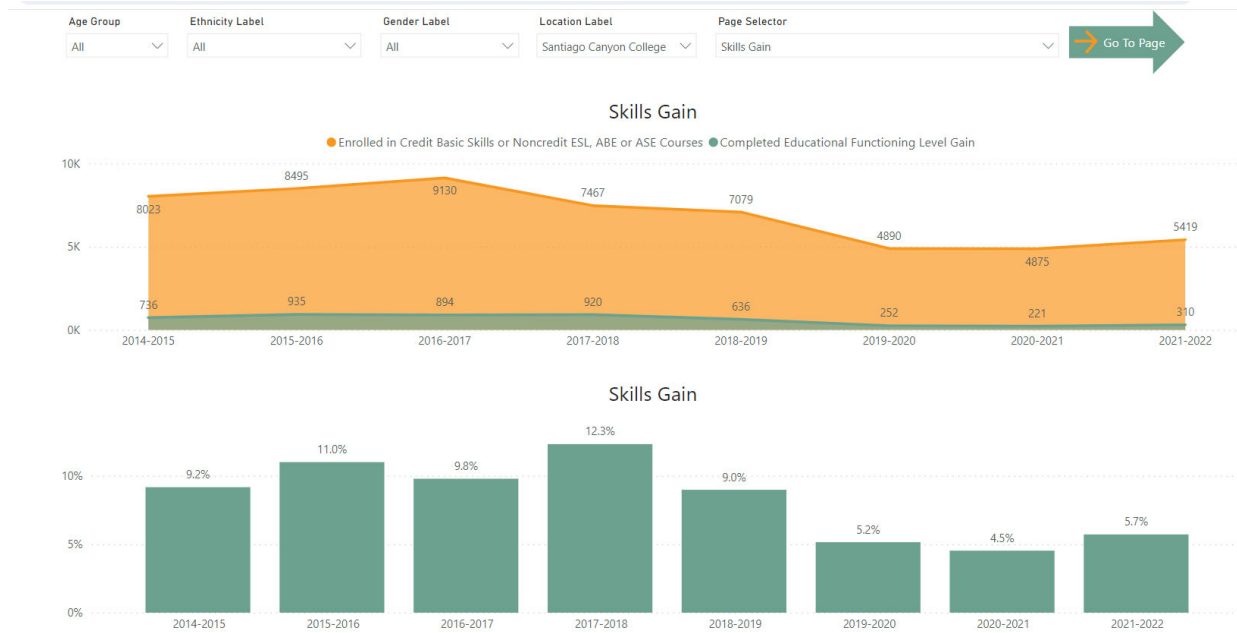
Source: Santiago Canyon College Student Satisfaction Survey 2020, 2021, and 2022

- (Note: this survey was distributed to credit students only)
- Although the response rate was low (between 1 and 2%) in the 2022 survey, the results of the student satisfaction survey show similar trends over time
- Cleanliness of Campus Classrooms received the highest satisfaction ratings, followed by the Campus Environment, Overall Experience at SCC, and Experience with SCC Instructors
- Campus Parking received the lowest ratings

Student Outcomes

Student Success Metrics: Skills Gain

Santiago Canyon College School of Continuation Noncredit Student Skills Gain



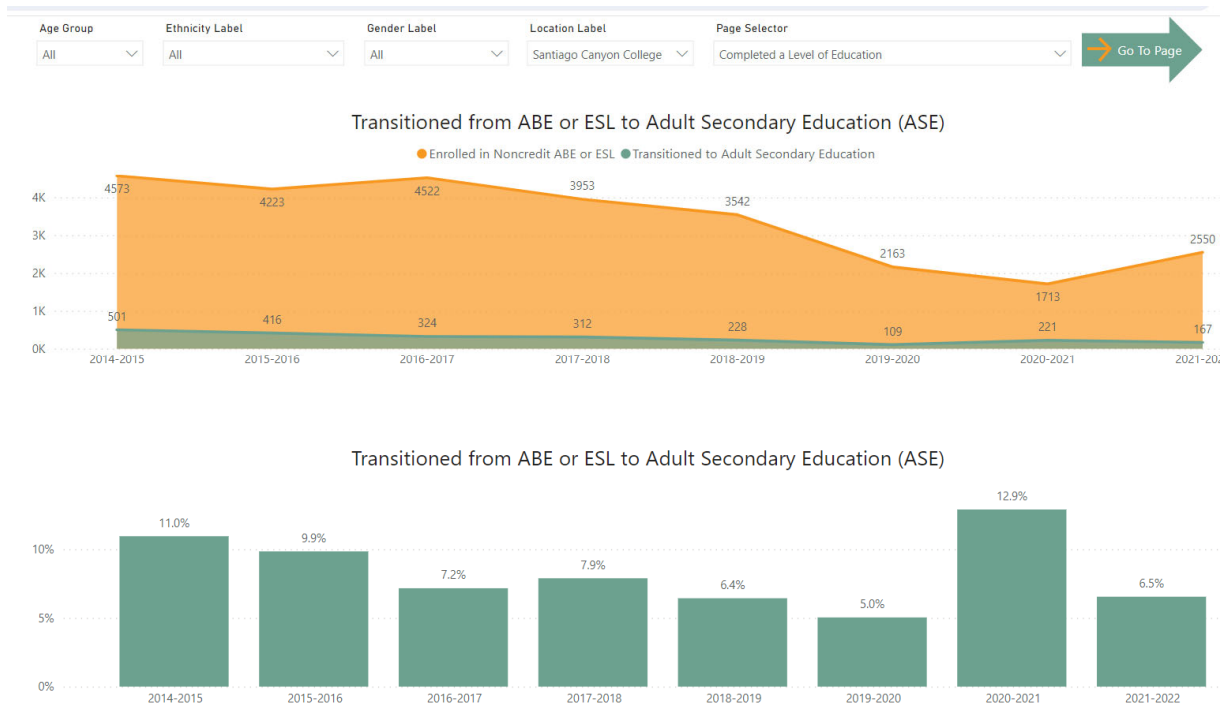
Source:

<https://app.powerbi.com/view?r=eyJrIjoieYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVIYThiMyIsImMiOiZ9>

- The annual percent of Santiago Canyon College Orange Education Center noncredit students posting a Skills Gain has fluctuated over time, peaking at 12% in 2017-2018, then decreasing to about 5% in the past three years
- At SCC/OEC the average in 2021-2022 was 6%; the state average in 2021-2022 was 11% (Source: CCCC [LaunchBoard](#))
- Skills Gain is a Learning Progress measure presented in the CCCC [LaunchBoard](#)
- Skills Gain is defined as students who “had one or more skills gains, measured by advancing one or more CB21 or SA07 levels or by improving one or more educational functioning levels in the selected year”

Student Success Metrics: Transition to Adult Secondary

Santiago Canyon College Orange Education Center Noncredit Student Transition to Adult Secondary



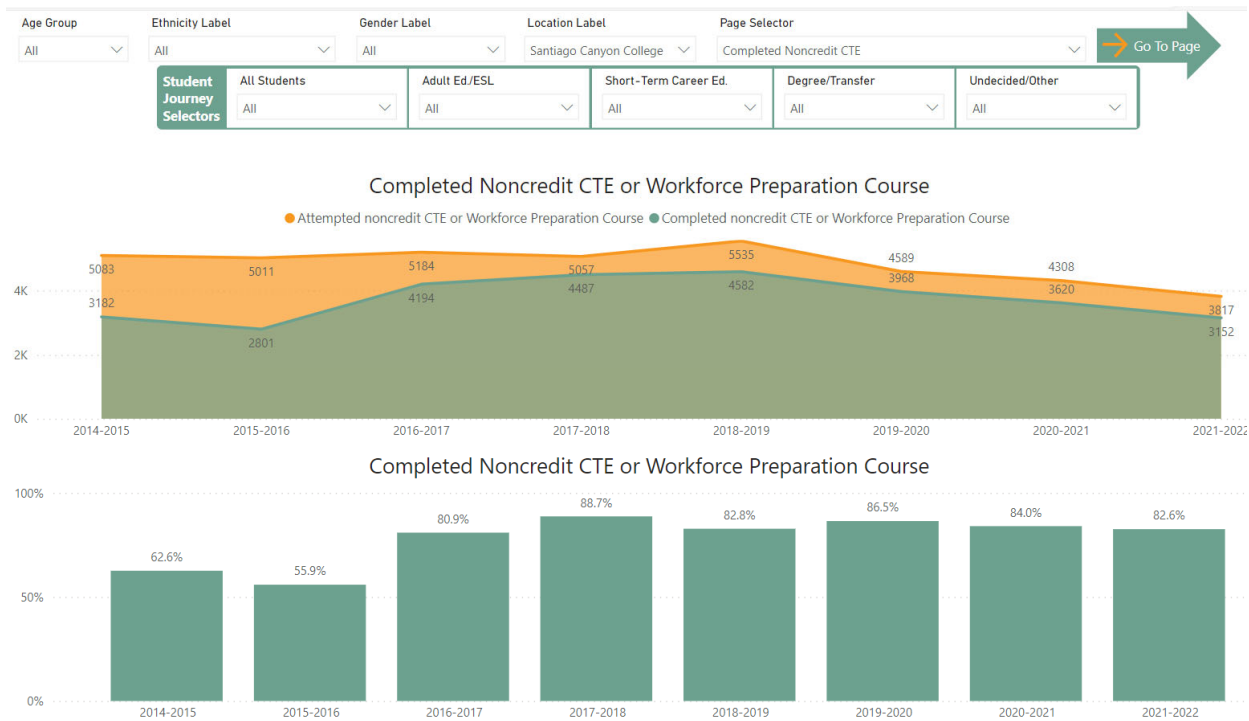
Source:

<https://app.powerbi.com/view?r=eyJrIjoieYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxIiwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVIYThiMyIsImMiOiZ9>

- The percentage of Santiago Canyon College Orange Education Center noncredit students transitioning from basic education to adult secondary education has fluctuated over the past eight years, trending down to 5% in 2019-2020, during the Covid-19 Pandemic, then increasing in 2020-2021, then dropping again in 2021-2022
- At SCC/OEC the average in 2021-2022 was 7%, down from 13% in 2020-2021; the state average in 2020-2021 was 5% (Source: CCCC [LaunchBoard](#))
- Transition to Adult Secondary is a Momentum measure presented in the CCCC [LaunchBoard](#)
- Transition to Adult Secondary is defined as students “who were enrolled in noncredit adult basic education or noncredit English as a Second Language in the selected year, the proportion who completed one or more levels of adult education by transitioning from ABE or ESL to adult secondary education in the selected year or subsequent year for the first time ever at any institution”

Student Success Metrics: Noncredit CTE Completion

Santiago Canyon College Orange Education Center Noncredit Student CTE Completion



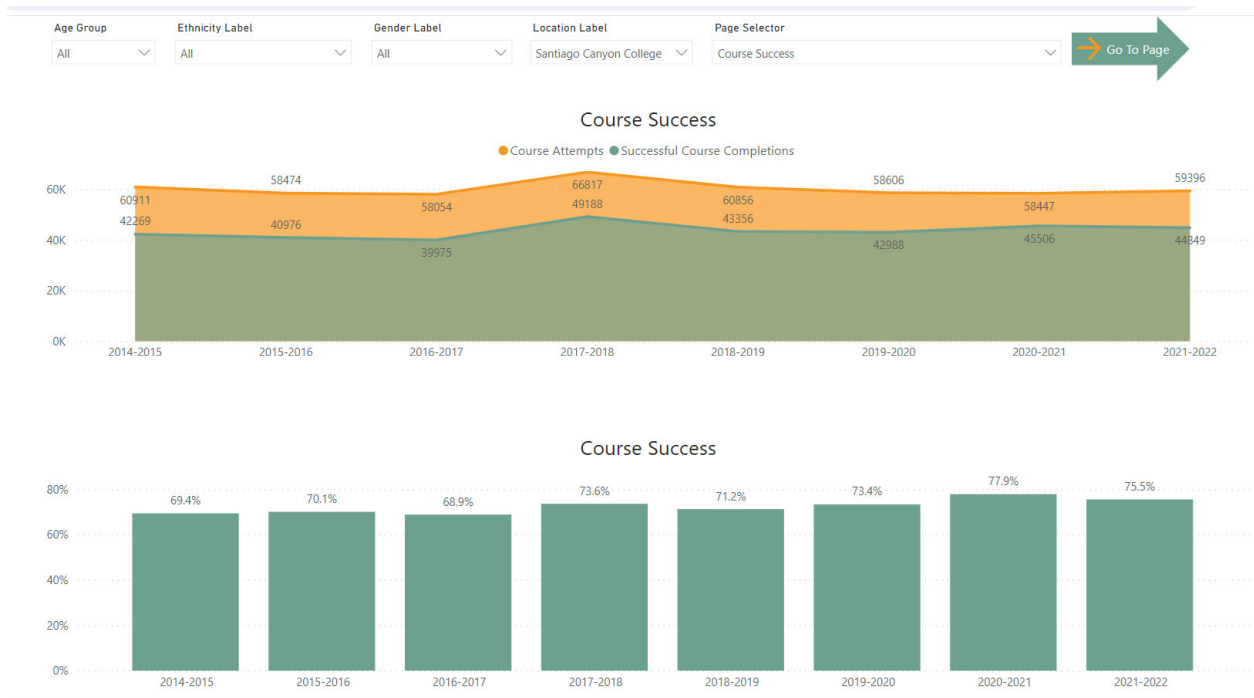
Source:

<https://app.powerbi.com/view?r=eyJrIjoieE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVIYThiMyIsImMiOjZ9>

- The percentage of Santiago Canyon College Orange Education Center noncredit students completing a noncredit CTE or Workforce Preparation Course increased to a high of 89% in 2017-2018, then slightly decreased, flattening out around 84% in the past few years
- At SCC/OEC the average in 2021-2022 was 83%; the state average in 2021-2022 was 64% (Source: CCCC [LaunchBoard](#))
- Noncredit CTE Completion is a Momentum measure presented in the CCCC [LaunchBoard](#)
- Noncredit CTE Completion is defined as students “who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in noncredit career education course(s) or workforce preparation course(s) in the selected year”

Student Success Metrics: Successful Course Completion

Santiago Canyon College Credit Student Successful Course Completion Rate



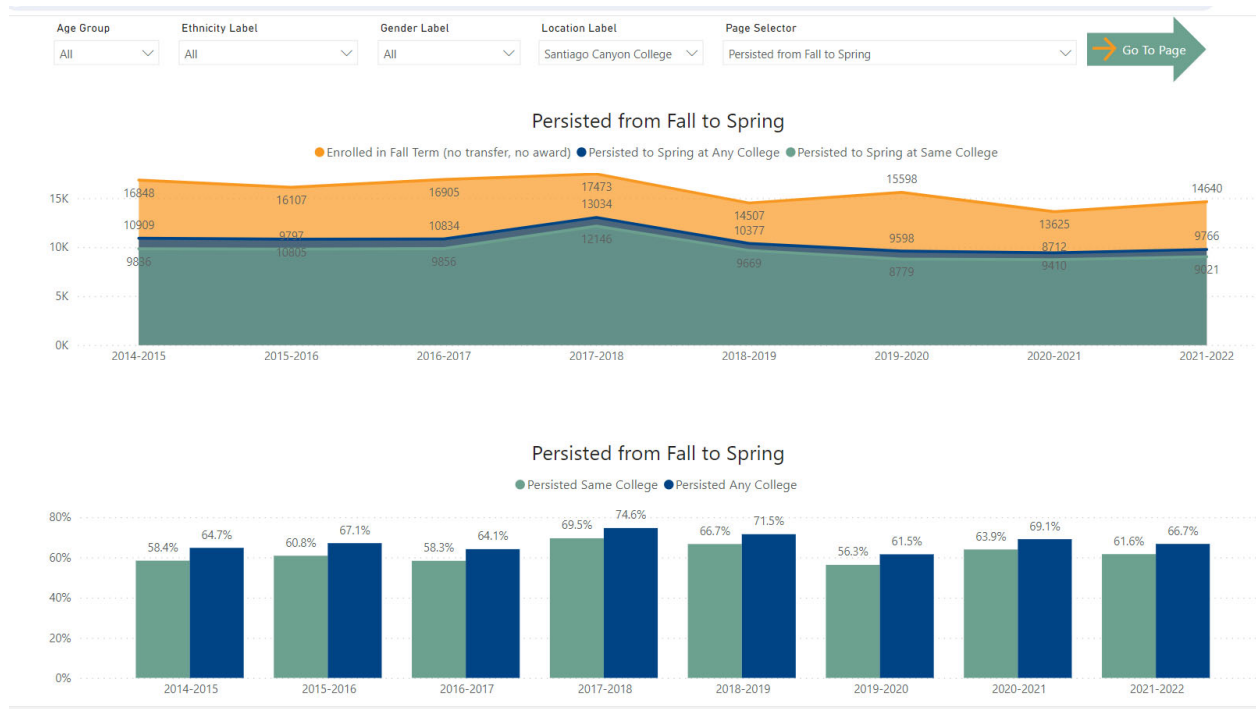
Source:

<https://app.powerbi.com/view?r=eyJrIjoieYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVIYThiMyIsImMiOiZ9>

- The percentage of Santiago Canyon College credit students successfully completing courses has fluctuated between 69% and 78% over the past seven years
- At SCC the average in 2021-2022 was 76%; the state average in 2021-2022 was 72% (Source: CCCC [LaunchBoard](#))
- Successful Course Completion is a Learning Progress measure presented in the CCCC [LaunchBoard](#)
- Successful Course Completion is defined as “the course success rate in the selected year”

Student Success Metrics: Persistence

Santiago Canyon College Credit Students Who Persisted from Fall to Spring at Any Community College



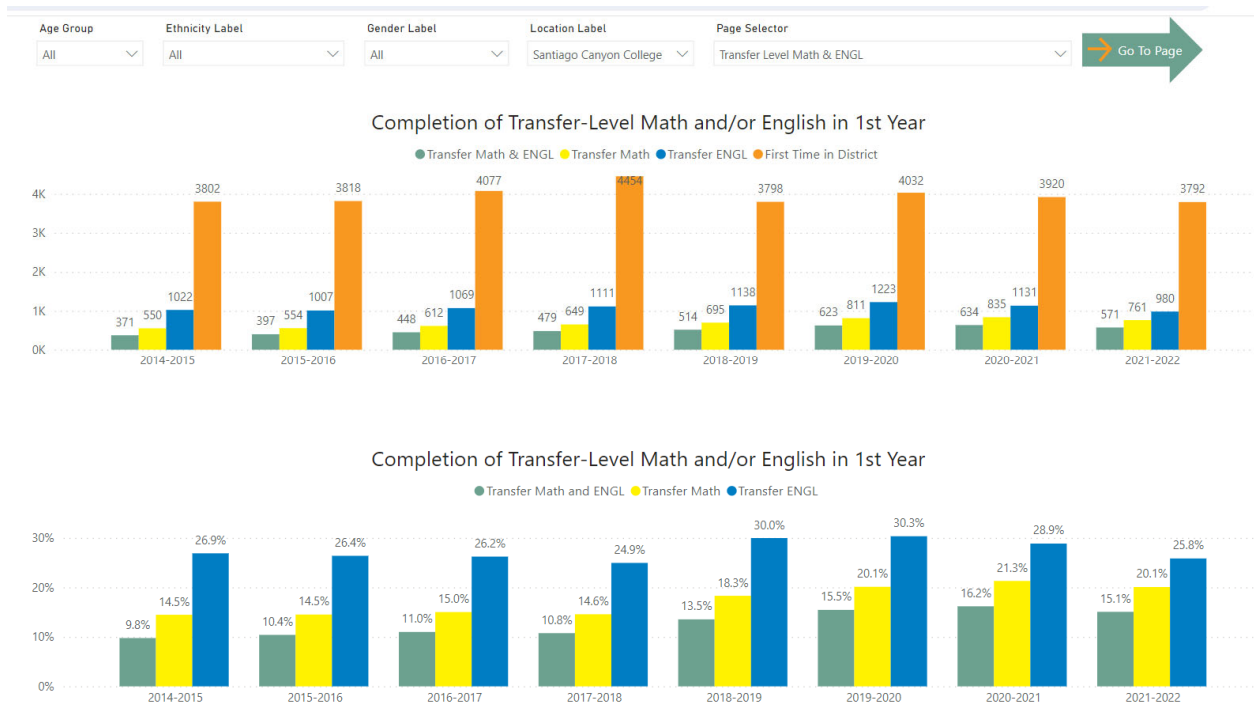
Source:

<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- The percentage of Santiago Canyon College credit students who have persisted at Santiago Canyon College from Fall to Spring has fluctuated between 56% and 70% over the past seven years, with the low point in 2019-2020, during the Covid-19 Pandemic
- The average for SCC in 2021-2022 was 62%; the state average in 2021-2022 was 64% (Source: CCCC [LaunchBoard](#))
- Persistence is a Momentum measure presented in the CCCC [LaunchBoard](#)
- Persistence is defined as “the proportion who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution”

Student Success Metrics: Completed Transfer Level Math/English in First Year

Santiago Canyon College Credit Students Who Completed Transfer Level Math and/or English in Their First Year



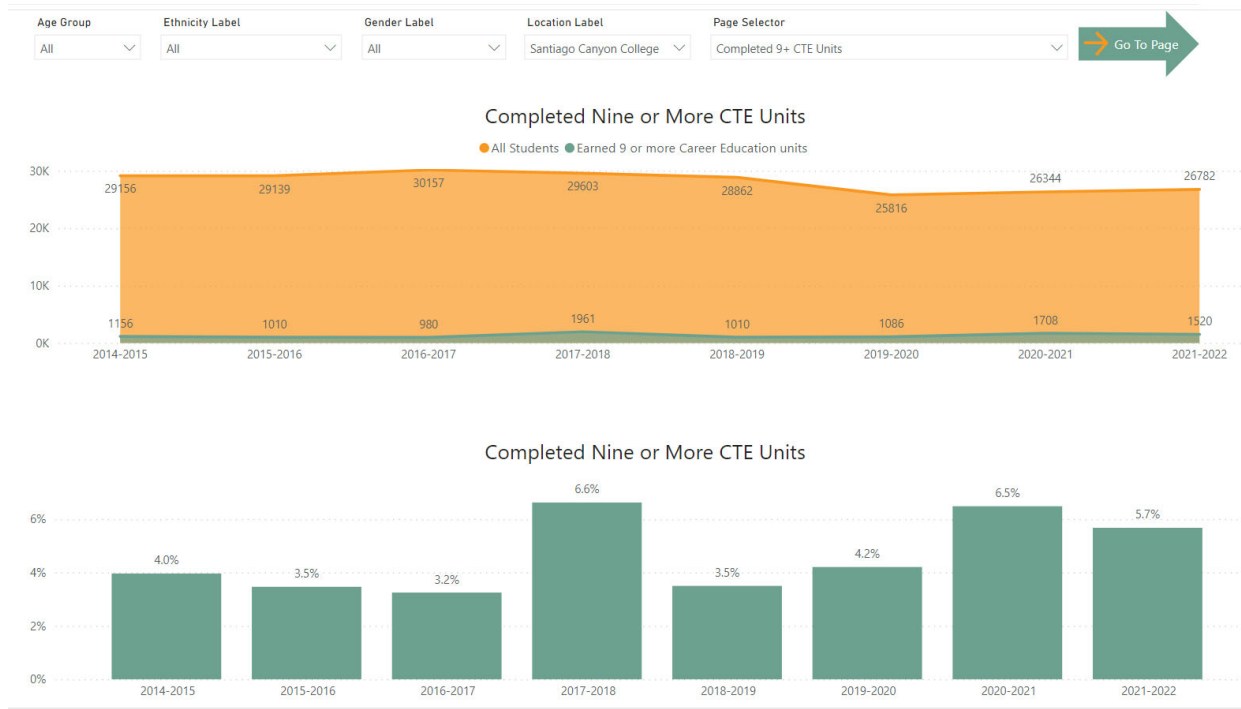
Source:

<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxIiwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- The percentage of Santiago Canyon College credit students who completed transfer level Math and English in their first year has fluctuated between 10% and 16% over the past seven years, with a general upward trend
- The SCC average in 2021-2022 was 15%; the state average in 2021-2022 was 13% (Source: CCCC LaunchBoard)
- Completing Transfer Level Math and English is a Learning Progress measure presented in the CCCC LaunchBoard
- Completion of Transfer Level Math and English in the First Year is defined as “the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district”

Student Success Metrics: Earned Nine or More Career Education Units

Santiago Canyon College Credit Students Who Earned Nine or More Career Education Units Within a Year



Source:

<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVIYThiMyIsImMiOiZ9>

- The percentage of Santiago Canyon College credit students who completed nine or more Career Education units has fluctuated between 3% and 7% over the past seven years, with an overall upward trend
- The SCC average in 2021-2022 was 6%; the state average in 2021-2022 was 10% (Source: CCCC LaunchBoard)
- Completing Nine or More Career Education Units is a Momentum measure presented in the CCCC LaunchBoard
- Completion of Nine or More Career Education Units is defined as “the proportion who successfully completed nine or more career education semester units in the selected year within the district”

Student Success Metrics: Completion

Santiago Canyon College Students Who Achieved the Vision Goal of Completion



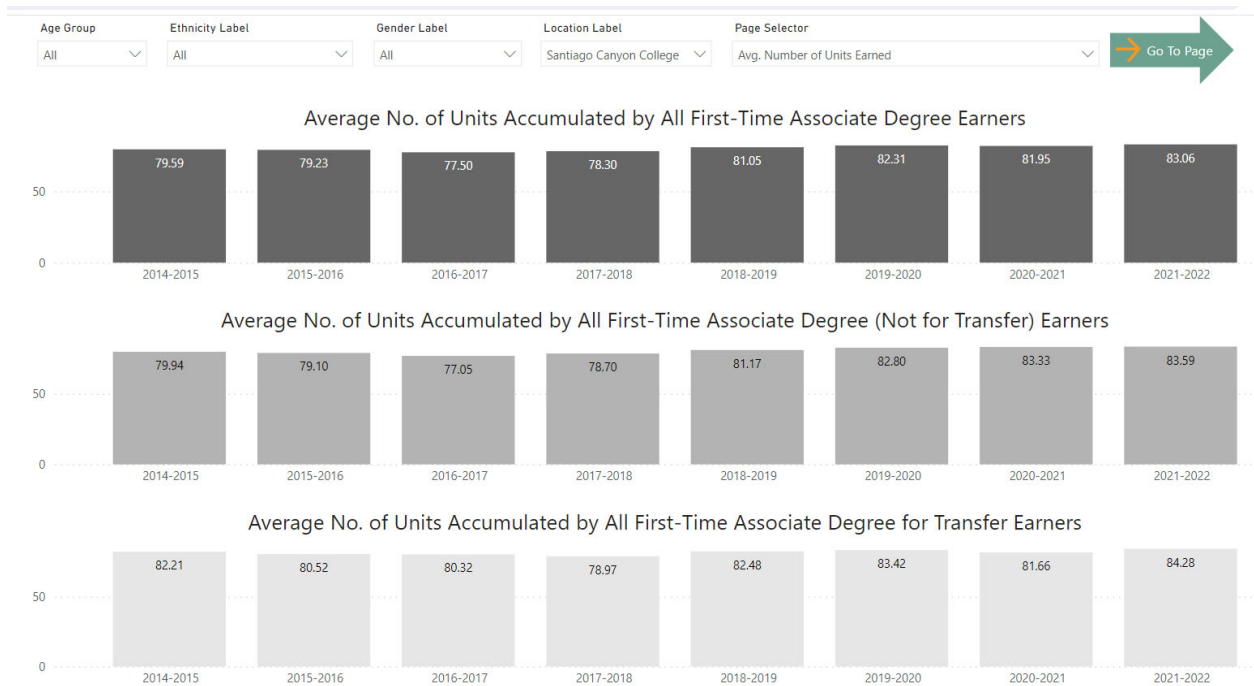
Source:

<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQ0MDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVIYThiMyIsImMiOiZ9>

- Over the past eight years, the number of Santiago Canyon College students attaining the Vision Completion Goal has hovered around 1,100 but then dipped to 961 in 2021-2022
- Santiago Canyon College awards approximately 600 Noncredit Certificates, 1,000 Chancellor’s Office Approved Credit Certificates, and around 900 Associate Degrees (approximately one-half of which are Associate Degrees for Transfer, or ADTs)
- The SCC average in 2021-2022 was 4%; the state average in 2021-2022 was 9% (Source: CCCC [LaunchBoard](#))
- Attaining the Vision Goal of Success is a Success measure presented in the CCCC [LaunchBoard](#)
- The Vision Goal of Success is defined as “the number of students who earned various types of awards in the selected year or attained apprenticeship journey status and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year”

Student Success Metrics: Units Upon Degree Completion

Average Number of Units Accumulated by All First-Time Associate Degree Earners at Santiago Canyon College



Source:

<https://app.powerbi.com/view?r=eyJrljoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- The average number of units accumulated by Santiago Canyon College First-Time Degree Earners has trended upward over the past seven years, increasing from 82 in 2014-2015 to 83 in 2021-2022
- Statewide, the average number of units accumulated upon Associate degree conferral has decreased over the past seven years, from 89 in 2014-2015 to 82 in 2021-2022
- The average for SCC in 2021-2022 was 83; the state average in 2021-2022 was 82 for all Associate degree earners (Source: CCCC [LaunchBoard](#))
- Average Number of Units Accumulated is a Success measure presented in the CCCC [LaunchBoard](#)
- The Average Number of Units Accumulated by All First Time Associate Degree Earners is defined as the number of students “who were enrolled and who earned an associate degree for the first time in the selected year, the average number of semester units in the California community college system earned up to and including the selected year”

Santiago Canyon College Annual Awards: Top 15 Associate Degree Awards in 2022-2023

Top 15 Associate Degrees Awarded in 2022-2023:	#
Liberal Arts: Art, Hum & Comm	418
Liberal Arts: Soc & Beh Sci	181
Liberal Arts: Math & Sciences	161
Business Administration	150
Psychology	132
Biology	72
Communication Studies	51
Mathematics	41
Chemistry	40
Sociology	33
Kinesiology	31
Studio Arts	31
History	23
Political Science	21
Water Treatment	21

Source: Data downloaded from <https://rscdd.edu/Departments/Research/Pages/Degrees-&Certificates.aspx>

- Liberal Arts degrees are the most popular options for Santiago Canyon College students, with three in the top three majors
- The next most frequently awarded degrees are Business Administration, Psychology, and Biology

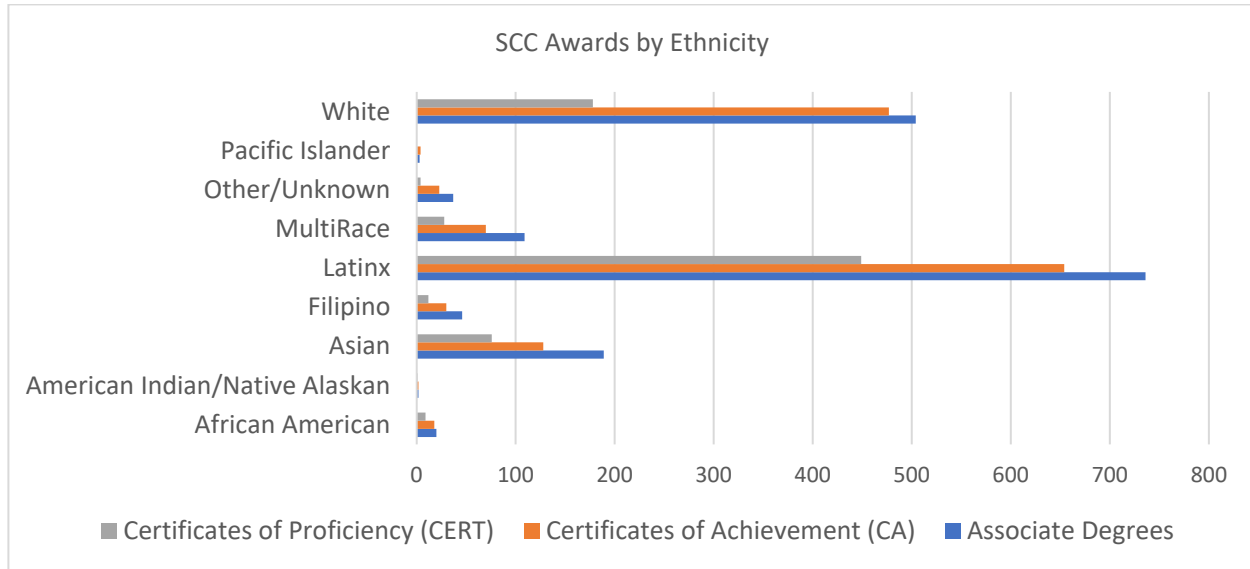
Santiago Canyon College Annual Awards: Top 15 Certificates Awarded in 2022-2023

Top 15 Certificates of Achievement:	#	Top 15 Certificates of Proficiency:	#
IGETC Gen. Education Breadth	560	General Accounting	188
CSU General Education Breadth	349	Business Management	160
Industrial	137	Infant/Toddler	101
Chainman	71	Preschool	64
Water Treatment	42	Water Treatment	44
Water Distribution	34	Web Marketing	28
Biotechnology Lab Assistant	32	Water Distribution	23
Cosmetology	27	Real Estate Salesperson	22
Esthetician	19	Supervision	16
Real Estate	17	Code Enforcement Officer	15
Land Surveying	17	Wastewater Treatment	12
Biotech Biomanufacturing Tech.	12	Advertising	12
Accounting	10	Water Equip Operation & Mainte	12
Maintenance Electrician CA	10	Computerized Accounting	11
American Sign Language	9	Business Information Worker	11

Source: Downloaded from <https://rscdd.edu/Departments/Research/Pages/Degrees-&Certificates.aspx>

- Certificates of Achievement related to transfer (IGETC and CSU General Ed) are popular choices for Santiago Canyon College Students
- Other large Certificate of Achievement programs include Industrial, Chainman, Water Treatment, and Water Distribution
- Certificates of Proficiency are most frequently awarded in General Accounting, Business Management, Infant/Toddler, and Preschool

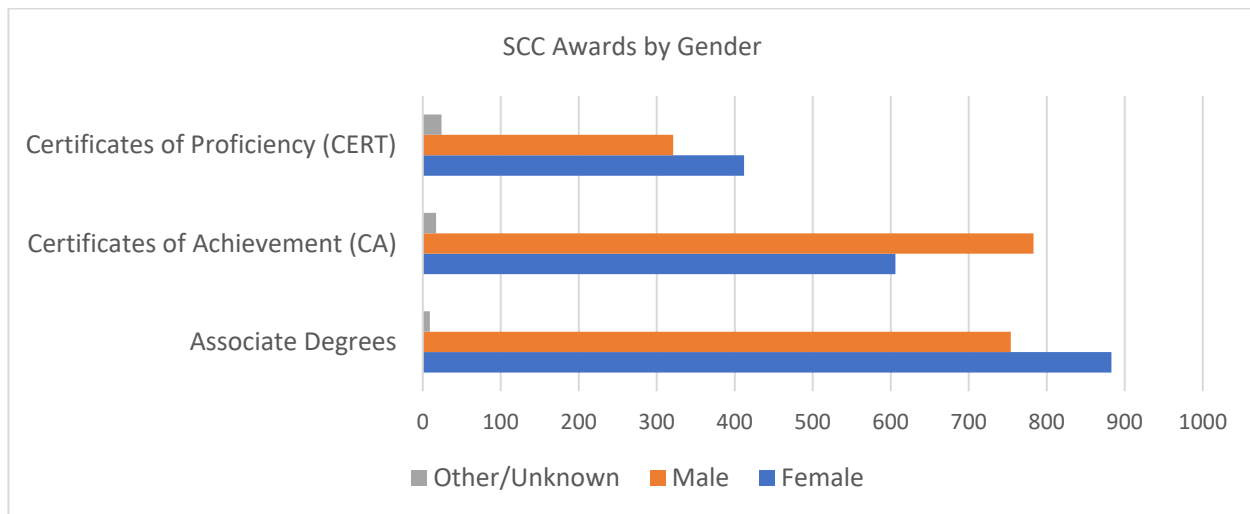
Santiago Canyon College Awards by Ethnicity in 2022-2023



Source: Data downloaded from <https://rscsd.edu/Departments/Research/Pages/Degrees-&-Certificates.aspx>

- For all major ethnic groups, Associate degrees are the most frequent award, followed by Certificates of Achievement and Certificates of Proficiency

Santiago Canyon College Awards by Gender in 2022-2023

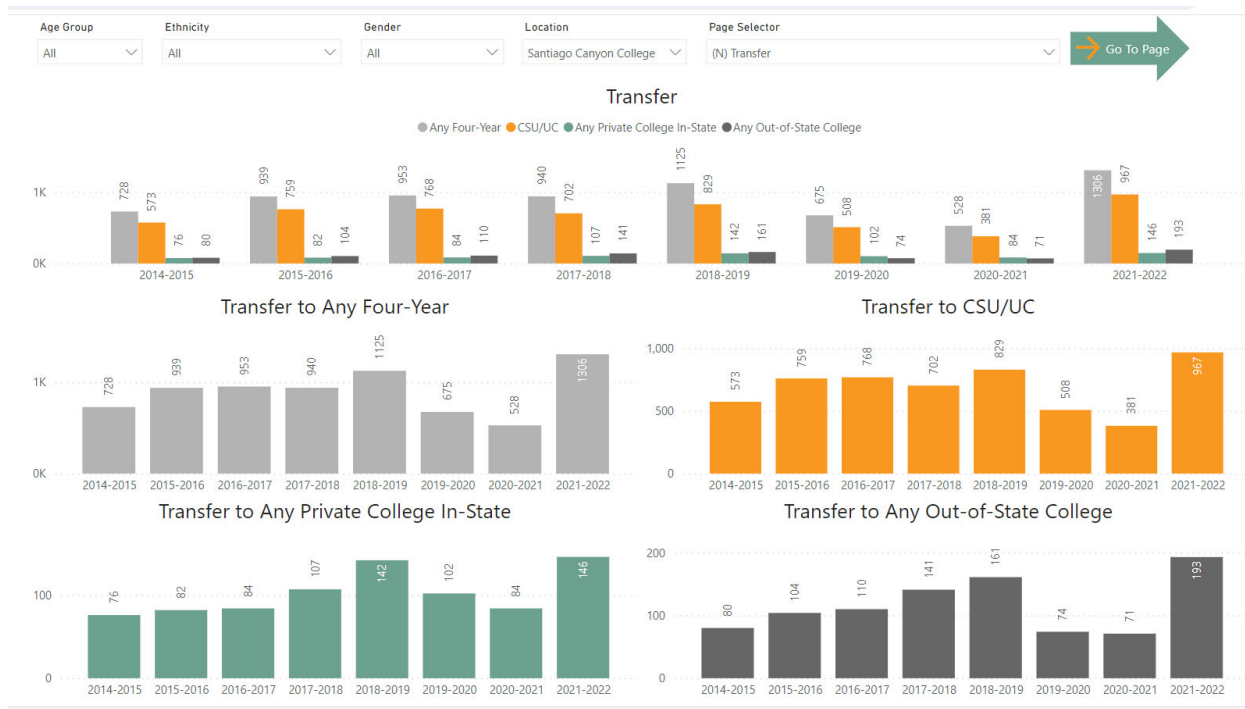


Source: Data downloaded from <https://rscsd.edu/Departments/Research/Pages/Degrees-&-Certificates.aspx>

- There are significant differences in Awards by Gender that did not appear in Awards by Ethnicity
- Male students are more likely to earn Certificates of Achievement than female students
- Female students are much more likely to earn Associate degrees and Certificates of Proficiency than male students

Student Success Metrics: Transfer

Number of Santiago Canyon College Students Transferring to a Four-Year College or University



Source:

<https://app.powerbi.com/view?r=eyJrIjoieE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- The number of students transferring from Santiago Canyon College has fluctuated over the past eight years
- The number of transfers gradually increased from 2014-2015 to 2018-2018, then dropped 2019-2021 during the Covid-19 Pandemic, and then increased dramatically in 2021-2022
- The majority of Santiago Canyon College transfer students, approximately three-quarters, transfer to a California State University or University of California campus
- At SCC the average percent of students transferring to any 4-year college or university in 2021-2022 was 5%; the state average in 2020-2021 was 8%
- Transfer is a Success measure presented in the CCCCO [LaunchBoard](#)
- Transfer is defined as the number of students “who earned 12 or more units at any time and at any college up to and including the selected year, who exited the community college system, and who enrolled in a four-year institution in the selected year”

Santiago Canyon College Students Transferring to the California State University (CSU) System

Top CSU Destinations and Majors for Transfer Students from Santiago Canyon College, 2018-2022

Campus	# Enrolled
Fullerton	1856
Long Beach	342
Pomona	188
Dominguez Hills	121
San Diego	60
San Francisco	54
San Marcos	41
San Bernardino	30
Los Angeles	28
Humboldt	23

Source: <https://partners.dashboards.calstate.edu/cc/search>

Major	# Enrolled
Business and Management	682
Psychology	328
Social Sciences	281
Education	253
Public Affairs and Services	165
Communications	146
Letters	146
Engineering	145
Unknown	141
Computer and Information Sciences	140

Source: <https://partners.dashboards.calstate.edu/cc/search>

- Santiago Canyon College transfer students tend to enroll at nearby California State University Campuses, specifically Fullerton, followed by Long Beach and Pomona
- The most popular CSU majors for Sana Ana College transfer students include Business/Management, Psychology, and Social Sciences, and Education

Outcomes of Santiago Canyon College Students Transferring to the CSU System

Acceptance Rate

Fall 2022	CSU Acceptance Rate
CCC Statewide	88.5%
Orange County	88.6%
Golden West	91.5%
Cypress	91.2%
Santa Ana	88.9%
Orange Coast	88.7%
Fullerton	88.5%
Saddleback	87.6%
Irvine Valley	86.7%
Santiago Canyon	86.7%
Coastline	83.0%

Source: Workbook: Student Origins (calstate.edu)

- Eighty-seven percent of Santiago Canyon College students are accepted to the California State University, which is slightly lower than the statewide average and slightly lower than the average for all Orange County community college transfer students

Santiago Canyon College Students Transferring to the University of California (UC) System

Top UC Destinations and Majors for Transfer Students from Santiago Canyon College, 2017-2022

Campus	# Enrolled
Irvine	314
Los Angeles	161
Riverside	112
San Diego	112
Berkeley	78
Santa Barbara	78
Davis	42
Santa Cruz	27
Irvine	314

Major (CIP Code)	# Enrolled
Biology, General	82
Political Science and Government	70
Research and Experimental Psychology	64
Psychology, General	62
Economics	48
Sociology	45
Business Administration, Management and Operations	35
Chemistry	35
Communication and Media Studies	30
Computer Science	29

Source: <https://www.universityofcalifornia.edu/about-us/information-center/transfers-major>

- Santiago Canyon College transfer students tend to enroll at nearby University of California campuses, specifically Irvine, Los Angeles, Riverside, and San Diego
- The most popular UC majors for Santiago Canyon College transfer students include Biology, Political Science/Government, Psychology, Economics, and Sociology

Outcomes of Santiago Canyon College Students Transferring to the UC System

Acceptance Rate

Fall 2022	UC Acceptance Rate
Orange County	73.6%
Irvine Valley	79.0%
Santiago Canyon	76.5%
Golden West	75.4%
Santa Ana	73.6%
Orange Coast	72.3%
Cypress	70.7%
Saddleback	69.7%
Fullerton	69.1%
Coastline	66.0%

Source: <https://www.universityofcalifornia.edu/about-us/information-center/admissions-source-school>

Nearly 77% of Santiago Canyon College students are accepted into the University of California system, which is higher than the rate for all community college students from Orange County

Santiago Canyon College Students Transferring to Private and Out of State Colleges

Top Private and Out of State Destinations for Santiago Canyon College Transfer Students, 2021-2022

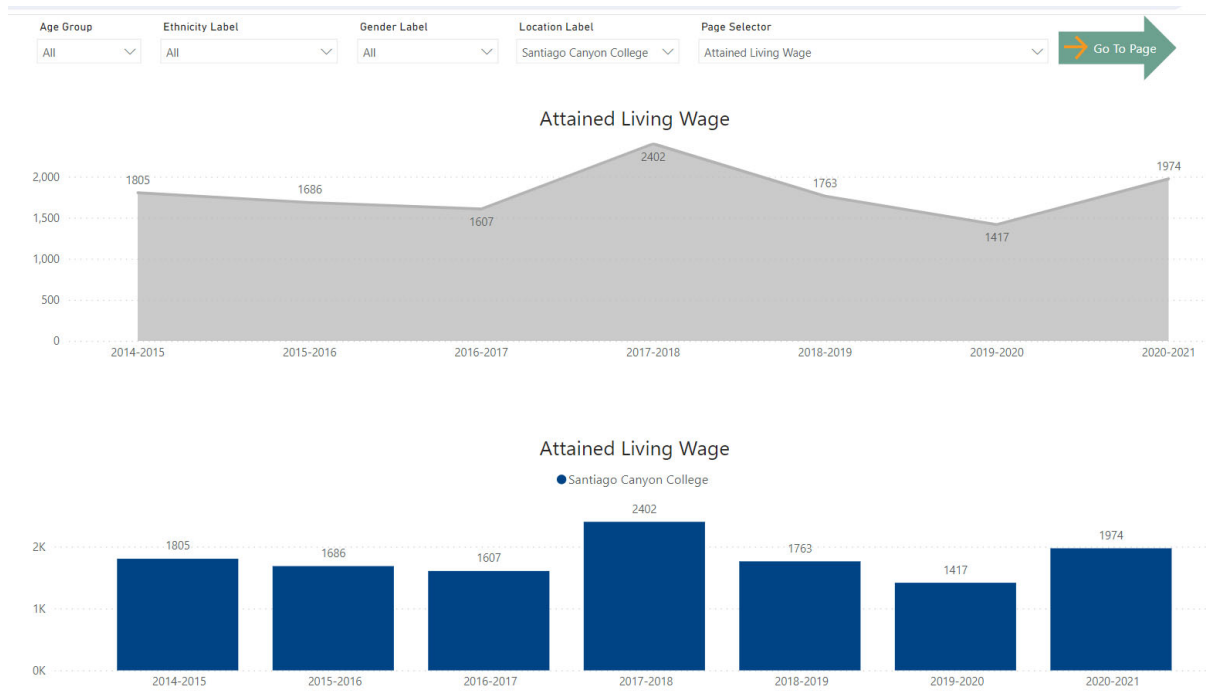
Institution Name	# Enrolled
Chapman University	13
West Coast University-Los Angeles	12
Arizona State University	12
Southern New Hampshire University	7
Grand Canyon University	6
University Of Southern California	5
California Baptist University	5
National University	4
Western Governors University	4
Vanguard University of Southern California	2

Source: https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

- The minority of Santiago Canyon College transfer students choose to attend a Private or Out of State College or University
- Some of the more popular choices provide online programs (Southern New Hampshire, Grand Canyon, Western Governor's, Arizona State)

Student Success Metrics: Attained the Living Wage

Number of Non-Transfer Santiago Canyon College Students Who Attained the Living Wage



Source:

<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxIiwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVIYThiMyIsImMiOiZ9>

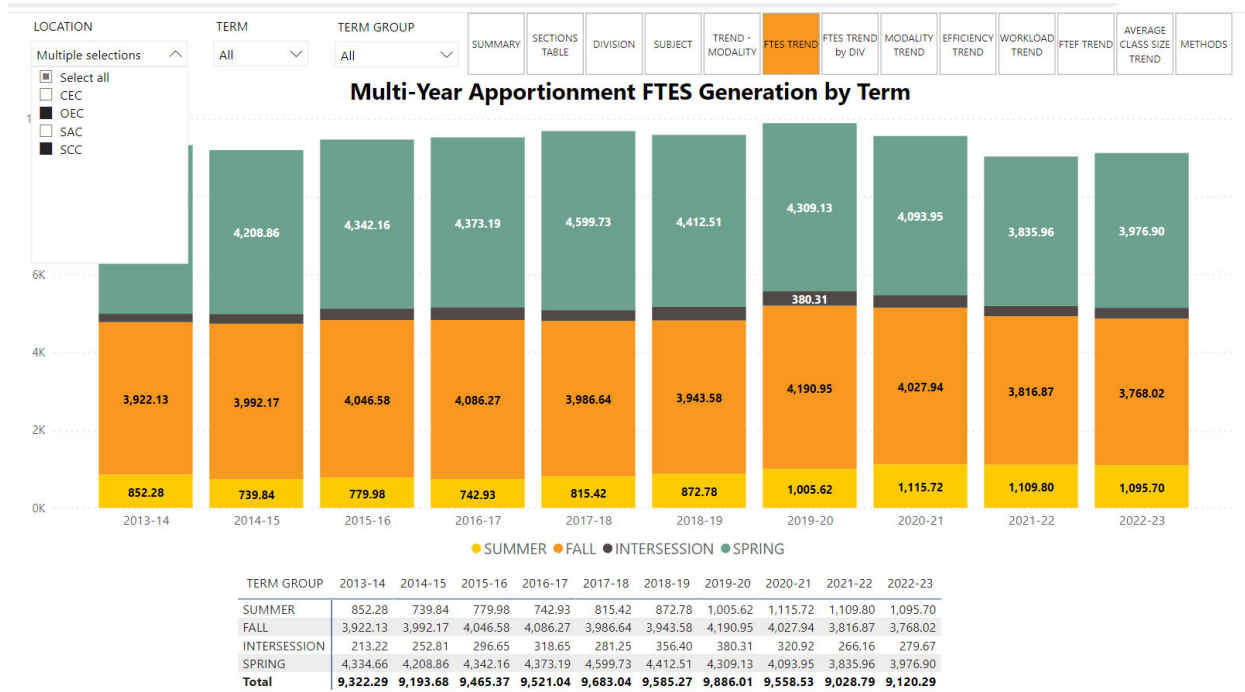
- The number of non-transfer Santiago Canyon College students who exit the system and gain employment paying the living wage for an individual in Orange County has fluctuated over time, from a high in 2017-2018 to a low in 2019-2022, during the Covid-19 Pandemic (note: the cost of living has increased in that same time span, which is one factor in calculating living wage)
- The average for SCC in 2020-2021 was 54%; the statewide average in 2020-2021 was 53% (source: [LaunchBoard](#))
- Attaining the Living Wage is an Earnings measure presented in the CCCC [LaunchBoard](#)
- Attaining the Living Wage is defined as the number of students “who exited the community college system and who did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following the academic year of exit”

Appendix F – Enrollment and Measures of Efficiency

Santiago Canyon College Enrollment Summary

Collegewide FTES

Santiago Canyon College Total FTES



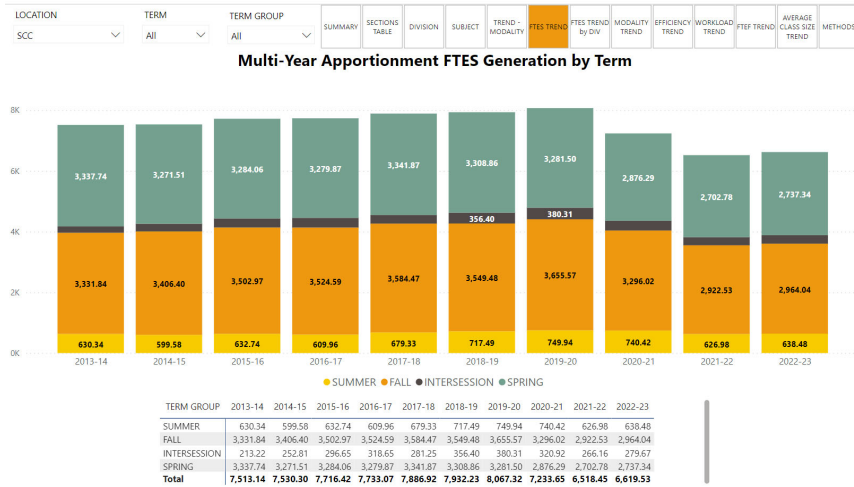
Source:

<https://app.powerbi.com/view?r=eyJrIjojOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkIiwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- Total FTES for Santiago Canyon College, including the Orange Education Center remained stable over the past ten years, peaking at 9,886 in 2019-2020, then dipping to 9,029 in 2021-2022, during the Covid-19 Pandemic
- Total FTES increased slightly (to 9,120) in 2022-2023

Credit: FTES

Santiago Canyon College Credit FTES (Full Time Equivalent Students)



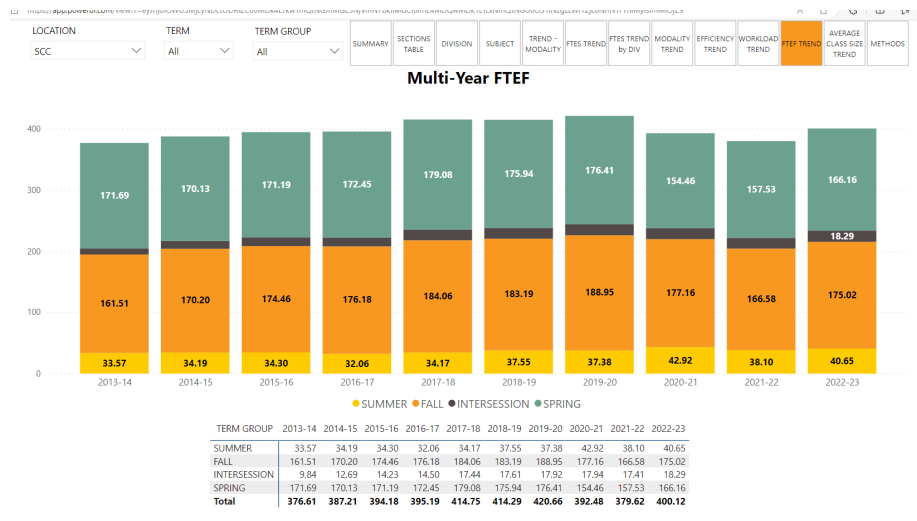
Source:

<https://app.powerbi.com/view?r=eyJrIjoiOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiJz9>

- Over the past ten years, credit FTES trended upward to its peak of 8,067 in 2019-2020, then dipped to a low of 6,518 in 2021-2022, during the Covid-19 Pandemic
- Credit FTES trends at Santiago Canyon College mirror headcount and enrollment, showing a decrease during the Covid-19 Pandemic, rebounding in 2022-2023
- Credit FTES is generally highest in the Fall term, followed by Spring, Summer and Intercession

Credit: FTEF

Santiago Canyon College Credit FTEF (Full Time Equivalent Faculty)



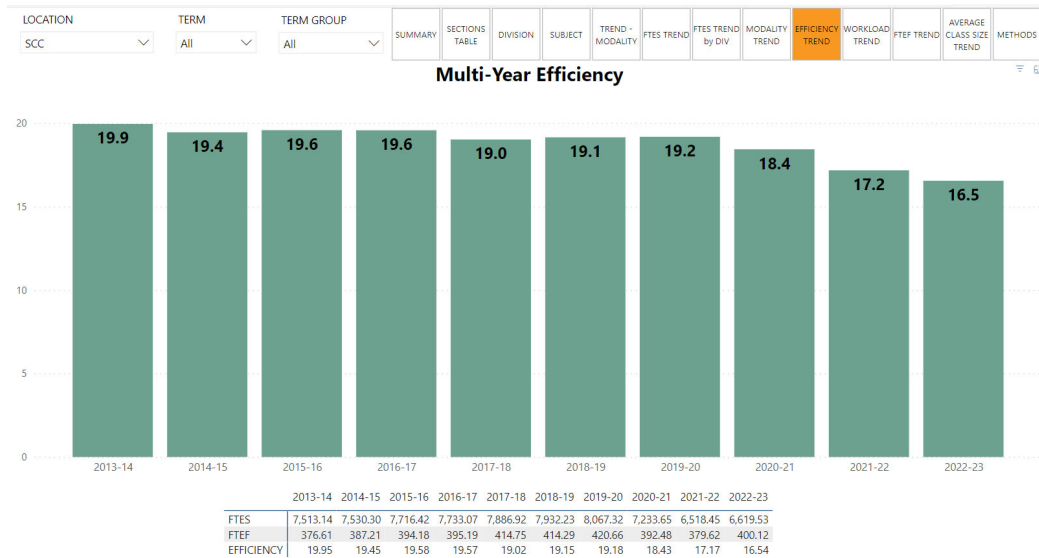
Source:

<https://app.powerbi.com/view?r=eyJrIjoiOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLW11Zjc0NmVlYThiMyIsImMiOiZ9>

- Over the past ten years, credit FTEF increased to a high of 421 in 2019-2020, then trended downward, with a low point in 2021-2022, during the Covid-19 Pandemic, and then rebounded in 2022-2023
- This pattern follows the same trend in FTES in the most recent years
- FTEF is generally highest in Fall terms, followed by Spring, Summer, and Intercession

Credit: Efficiency

Santiago Canyon College Credit Efficiency (FTES/FTEF)



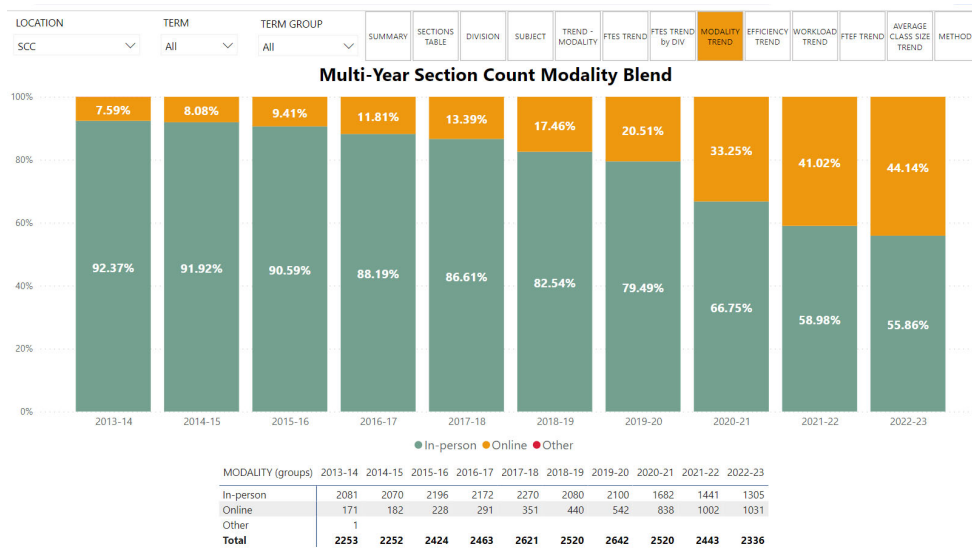
Source:

<https://app.powerbi.com/view?r=eyJrIjoiOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiJ9>

- Over the past ten years, credit efficiency (FTES/FTEF) has decreased from 19.9 in 2013-2014 to 16.5 in 2022-2023

Credit: Online and In-Person Offerings

Santiago Canyon College Credit Sections Offered Online and In-Person



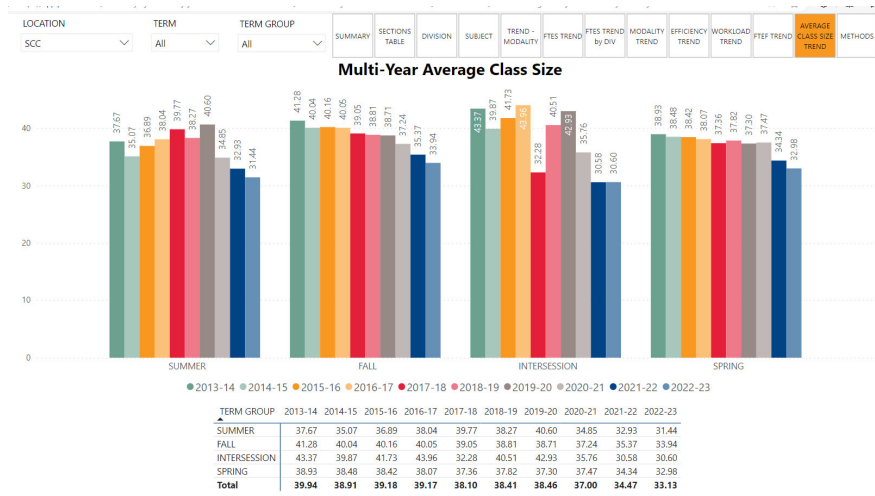
Source:

<https://app.powerbi.com/view?r=eyJrIjoiOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLW11Zjc0NmVlYThiMyIsImMiOiZ9>

- Santiago Canyon College has offered roughly 2,500 course sections per academic year, with a high of 2,642 in 2019-2020 to a low of 2,336 in 2022-2023
- Over the past ten years, the proportion of credit sections taught online has increased
- This increase was gradual from 2013-2014 to 2019-2020, but then increased dramatically during the Covid-19 Pandemic
- In 2022-2023, nearly half of credit courses were taught online

Credit: Average Class Size

Santiago Canyon College Credit Average Class Size



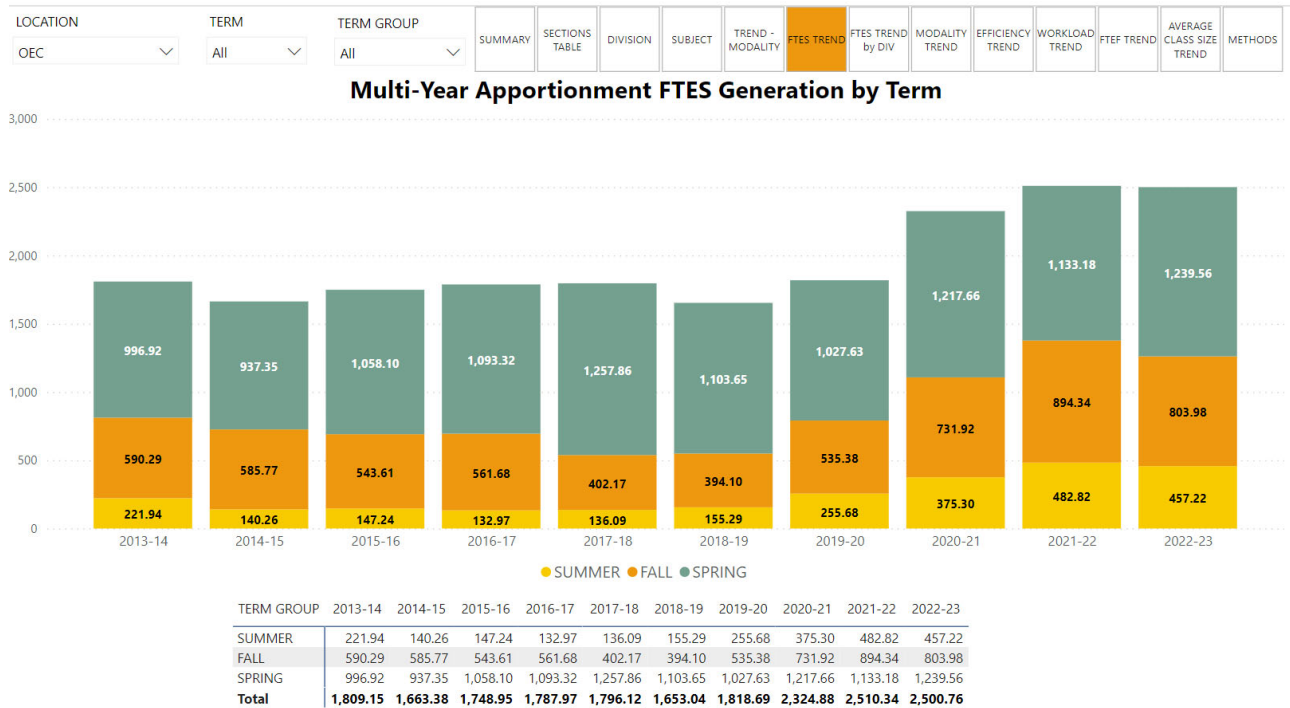
Source:

<https://app.powerbi.com/view?r=eyJrIjoiOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkIiwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- Over the past ten years, with few exceptions (mostly in summer the intercession), average class size has been decreasing, with the lowest class sizes in the most recent years

Noncredit: FTES

Santiago Canyon College Orange Education Center Noncredit FTES (Full Time Equivalent Students)



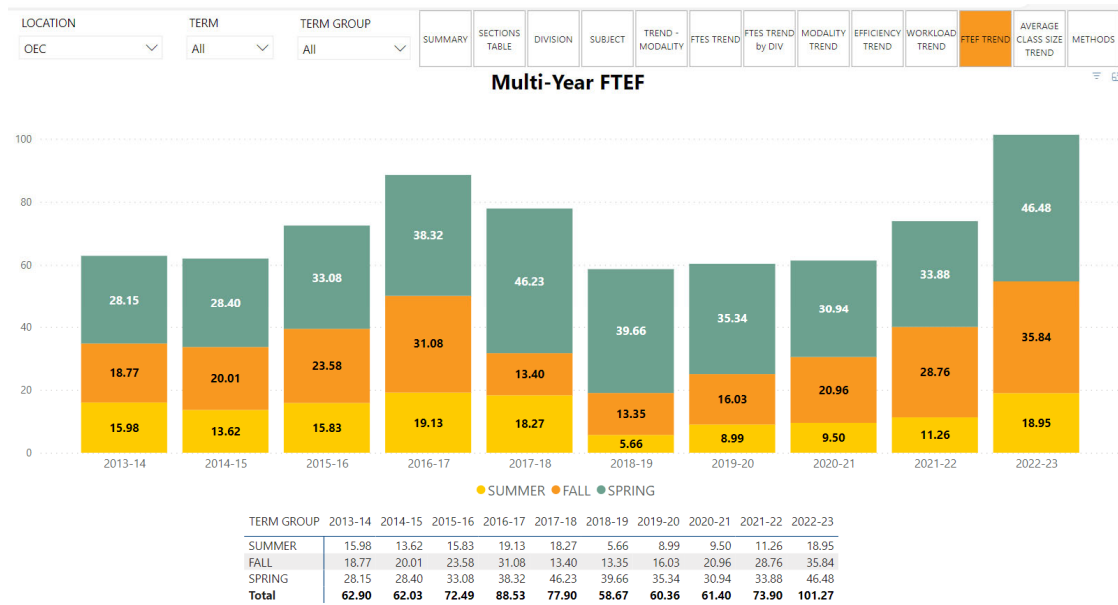
Source:

<https://app.powerbi.com/view?r=eyJrIjoiOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiJ9>

- Over the past ten years, noncredit FTES at Santiago Canyon College Orange Education Center hovered around 1,800 until the 2020-2021 year, where it began to sharply increase, peaking at 2,510 in 2021-2022, during the Covid-19 Pandemic
- FTES is generally highest in Spring terms, followed by Fall and Summer

Noncredit: FTEF

Santiago Canyon College Orange Education Center Noncredit FTEF (Full Time Equivalent Faculty)



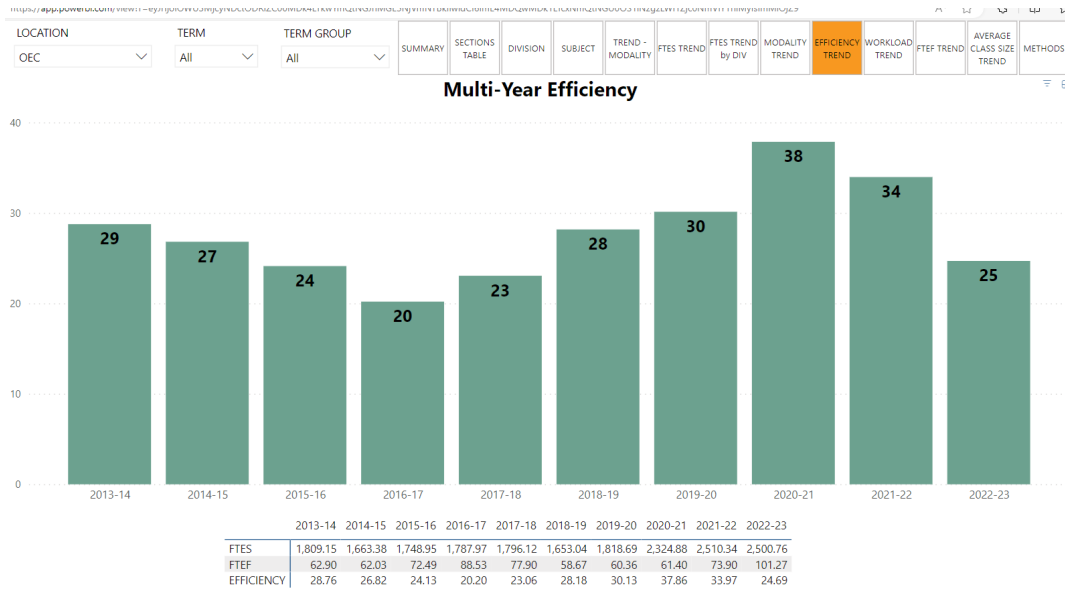
Source:

<https://app.powerbi.com/view?r=eyJrIjoiOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkIiwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- Over the past ten years, noncredit FTEF fluctuated, but peaked in 2022-2023, coinciding with peak FTES
- Noncredit FTEF is highest in Spring terms, followed by Fall and Summer

Noncredit: Efficiency

Santiago Canyon College Orange Education Center Noncredit Efficiency (FTES/FTEF)



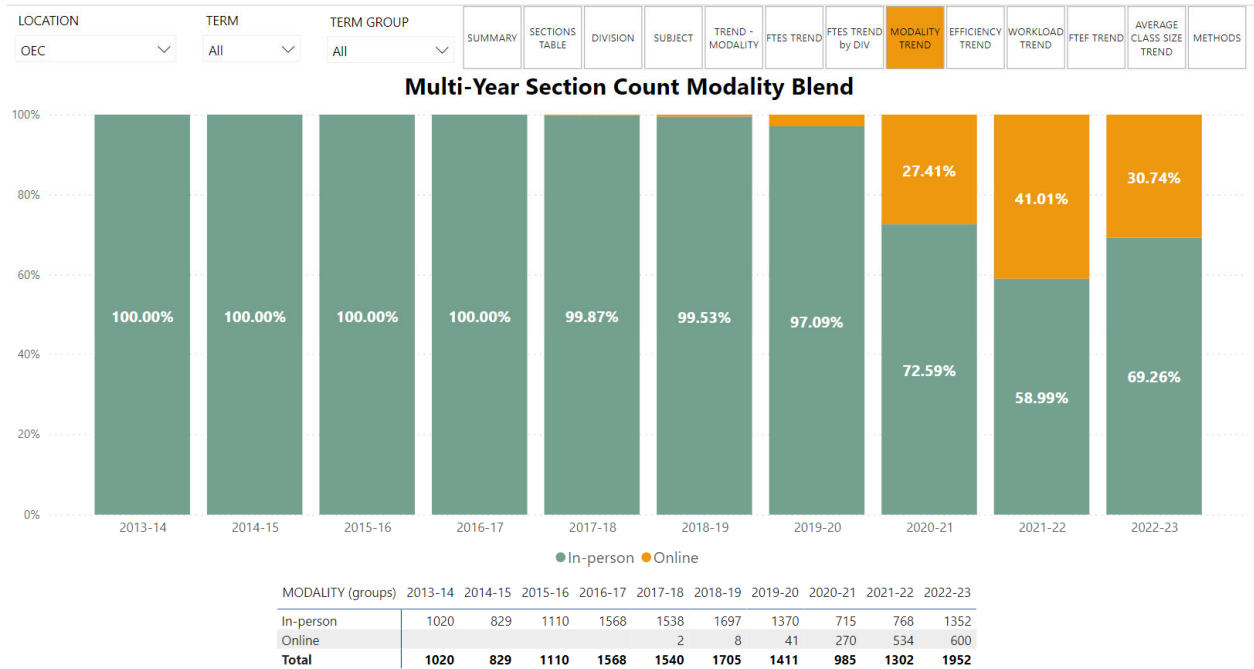
Source:

<https://app.powerbi.com/view?r=eyJrIjojOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- Over the past ten years, noncredit efficiency (FTES/FTEF) has fluctuated between a low of 20 in 2016-2017 and a high of 38 in 2020-2021, during the Covid-19 Pandemic
- Efficiency decreased to 25 in 2023, returning to pre-pandemic range

Noncredit: Online and In-Person Offerings

Santiago Canyon College Orange Education Center Noncredit Sections Offered Online and In-Person



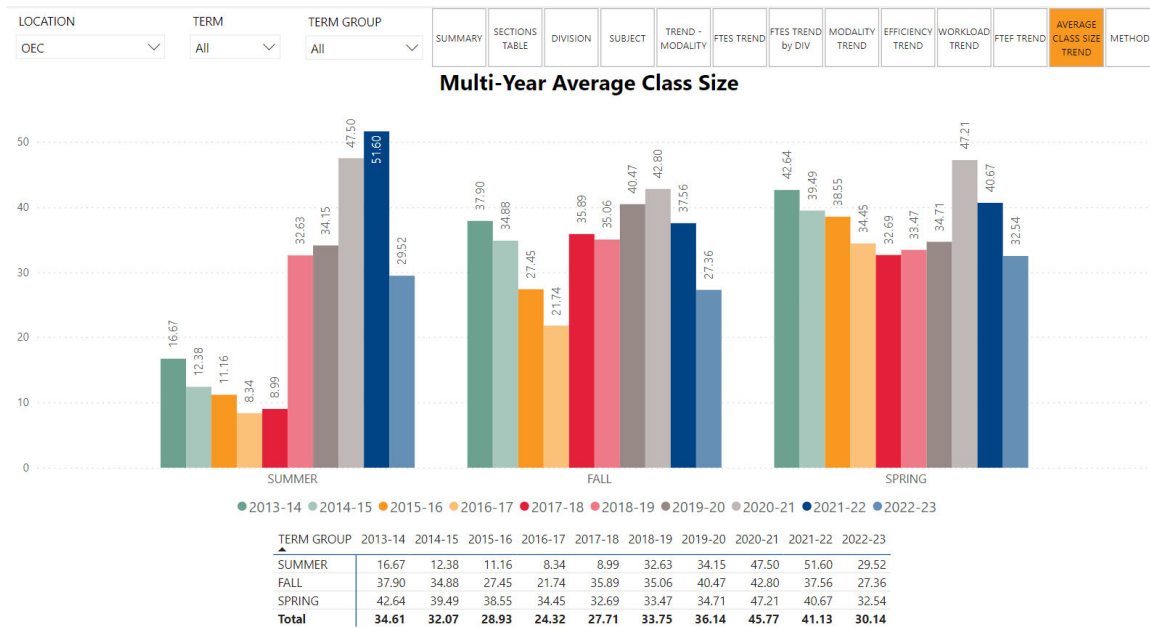
Source:

<https://app.powerbi.com/view?r=eyJrIjoiOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLW11Zjc0NmVIYThiMyIsImMiOiZ9>

- Santiago Canyon College’s Orange Education Center section offerings have fluctuated over time, from a low of 829 in 2014-2015 to a high of 1,952 in 2022-2023
- Noncredit courses were not offered online until 2017-2018, but then the online offerings increased dramatically during the Covid-19 Pandemic
- In 2022-2023, nearly one-third of credit courses were taught online, down from 41% the prior year

Noncredit: Average Class Size

Santiago Canyon College Orange Education Center Noncredit Average Class Size



Source:

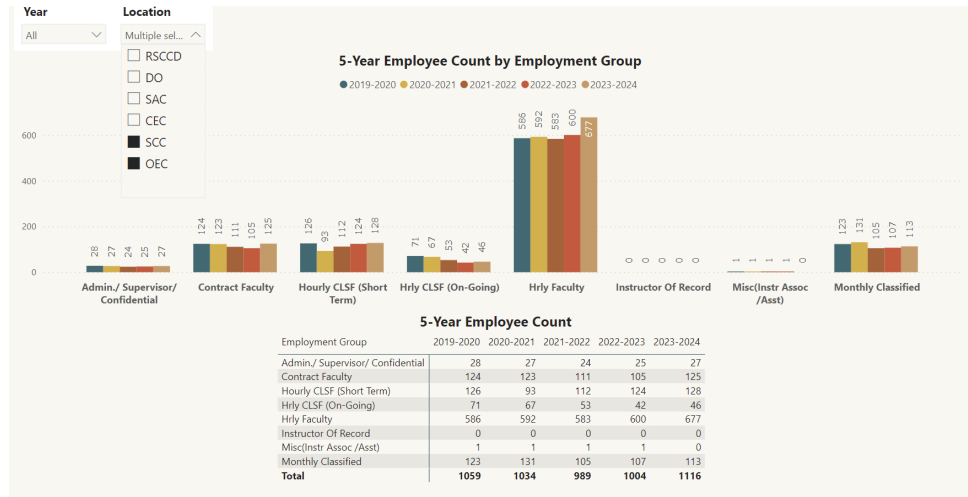
<https://app.powerbi.com/view?r=eyJrIjojOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBklwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- Over the past ten years, annual average noncredit class sizes have fluctuated between 24 and 46, with a general upward trend to the peak of 46 in 2020-2021, during the Covid-19 Pandemic
- In the past two years, average class size has trended downward, to pre-pandemic levels

Appendix G – Employee Profile

Collegewide Employees

Employees at Santiago Canyon College and the Orange Education Center

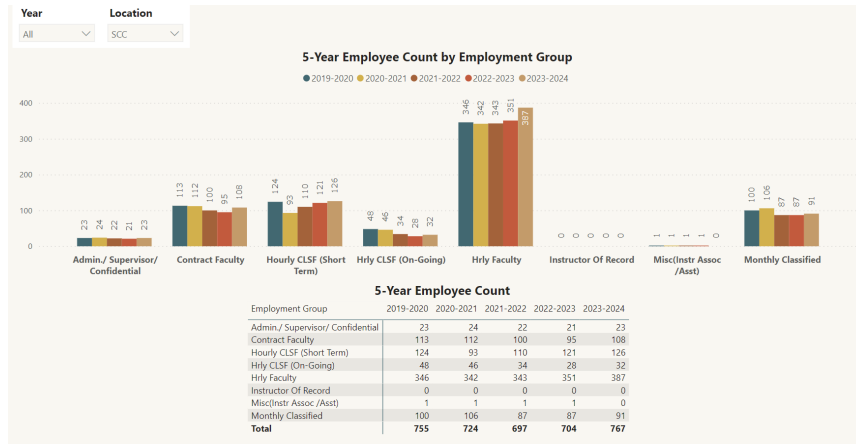


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- Santiago Canyon College and its Orange Education Center employed 1,116 individuals in 2023-2024
- Hourly Faculty are by far the largest employed group, followed by three similarly sized employee groups: Hourly CLSF (Short Term), Contract Faculty, and Monthly Classified
- There has been a noticeable increase in Hourly Faculty in 2023-2024

Santiago Canyon College Employees

Employees at Santiago Canyon College (excluding the Orange Education Center)

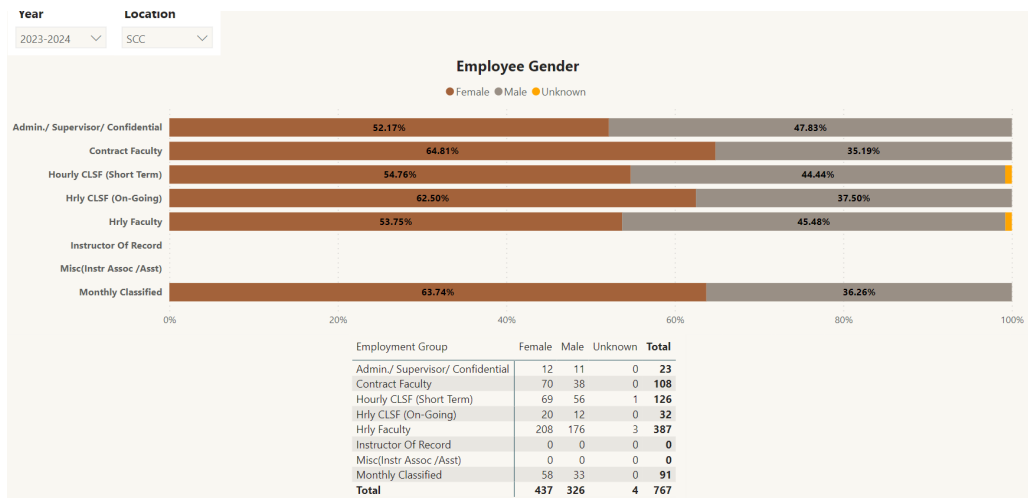


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- Santiago Canyon College (excluding the Orange Education Center) employed 767 individuals in 2023-2024, representing 69% of all college employees (including the Orange Education Center)
- Given SCC employees represent 69% of college employees, it is no surprise that the trends identified in the prior chart

Santiago Canyon College Employees: Gender

Gender Distribution of Santiago Canyon College Employees (excluding the Orange Education Center)

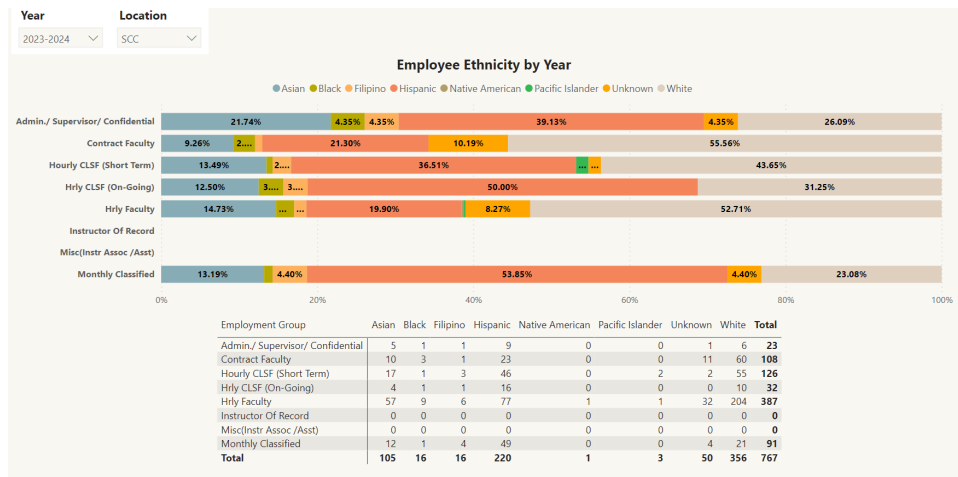


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The majority of Santiago Canyon College employees (excluding the Orange Education Center) are female
- Female employees are the majority across all job classifications

Santiago Canyon College Employees: Ethnicity

Ethnic Distribution of Santiago Canyon College Employees (excluding the Orange Education Center)

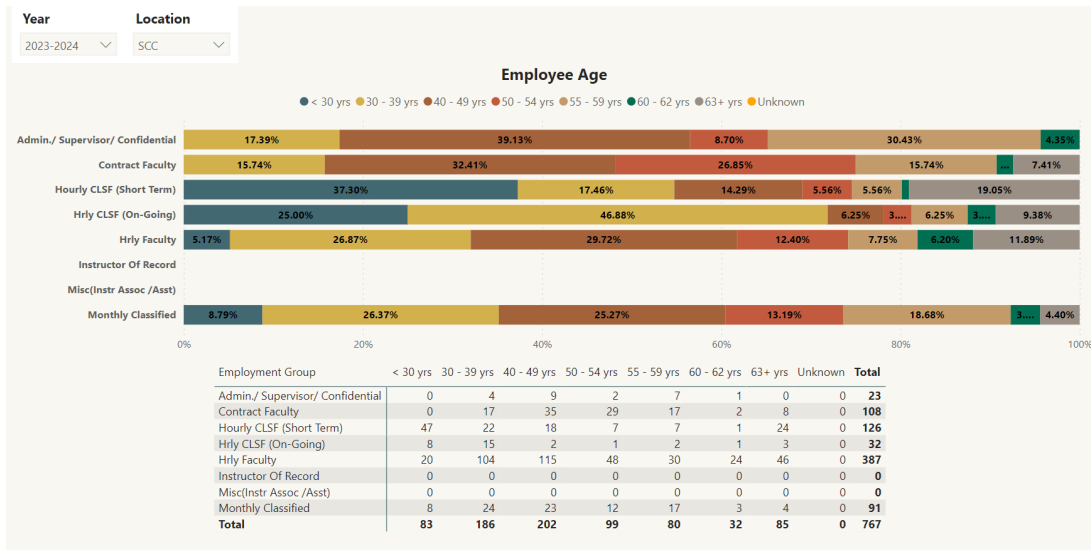


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The largest employee ethnic group at Santiago Canyon College is White, comprising nearly half of all employees
- The second largest employee ethnic group is Latinx, followed by Asian
- There is great variation in ethnicity by employee group
- Contract and Hourly Faculty, Contract Faculty are majority White
- All other employee groups have a preponderance of Latinx

Santiago Canyon College Employees: Age

Age Distribution of Santiago Canyon College Employees (excluding the Orange Education Center)

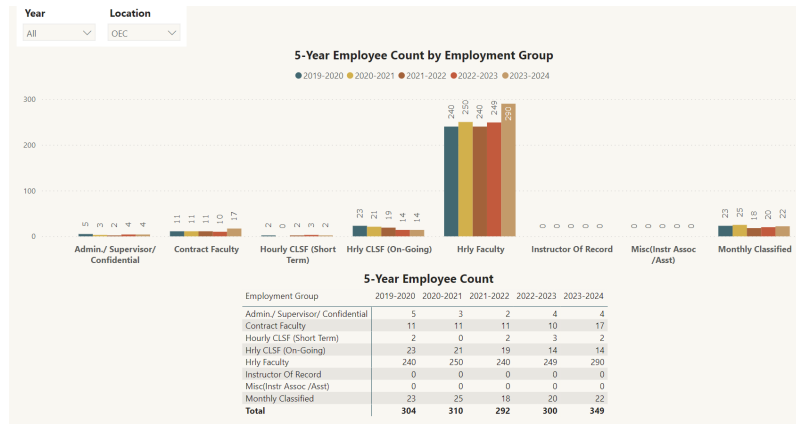


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The majority of Santiago Canyon College Employees (excluding the Orange Education Center) are aged 30-49
- There is variation in age by employee group, with Classified (Short Term, On-Going, Monthly) and Hourly Faculty having a higher proportion of younger employees
- Approximately 11% of employees are aged 60+

Orange Education Center Employees

Employees at the Santiago Canyon College Orange Education Center (excluding Santiago Canyon College campus employees)

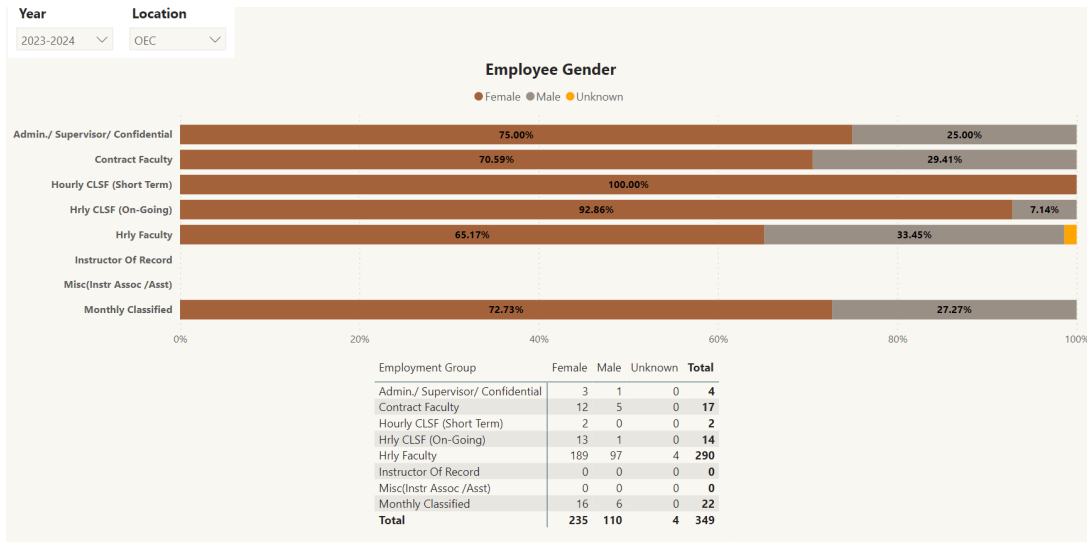


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The Santiago Canyon College Orange Education Center employed 349 individuals in 2023-2024, representing approximately 30% of total Santiago Canyon College employees
- Similar to the Santiago Canyon College credit side, the largest employee group is Hourly Faculty
- Different than the Santiago Canyon College credit side, the number of Contract Faculty is comparatively low

Orange Education Center Employees: Gender

Gender Distribution of Orange Education Center Employees (excluding Santiago Canyon College campus employees)

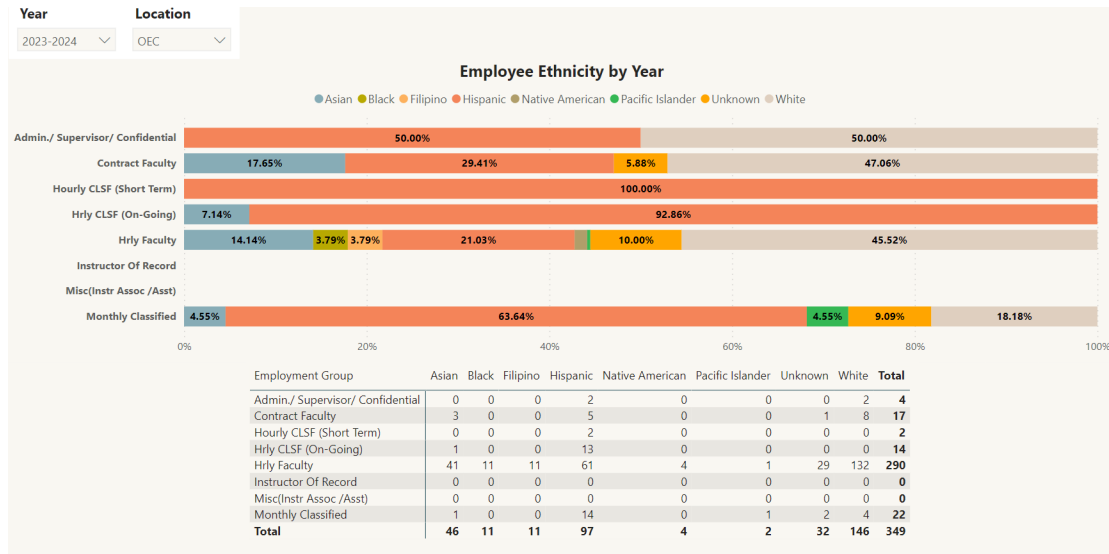


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- Two-thirds of employees at the Orange Education Center are female, and females comprise the majority in all employee categories

Orange Education Center Employees: Ethnicity

Ethnic Distribution of Orange Education Center Employees (excluding Santiago Canyon College campus employees)

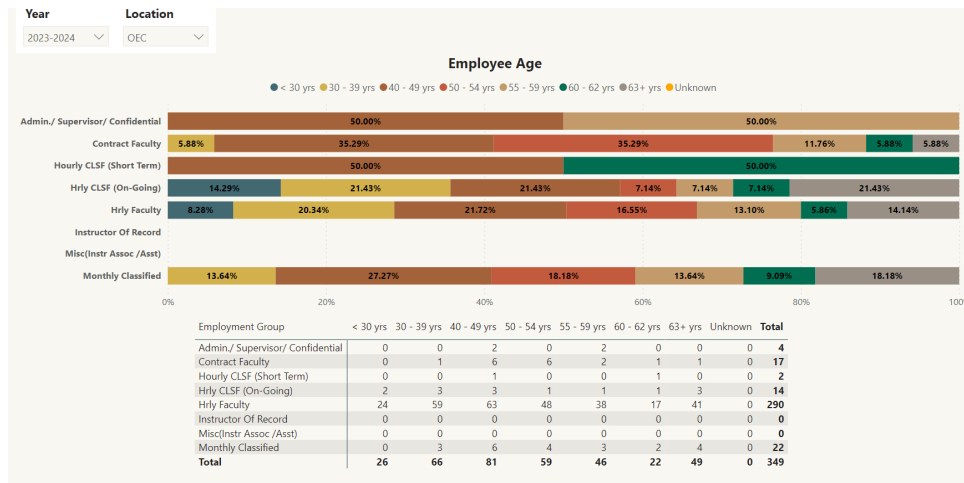


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The largest employee ethnic group at the Orange Education Center is White (nearly half), followed by Latinx, Asian, Unknown, Black, and Filipino
- There is some variation by employee group, with Admin/Supervisor/Confidential being half White, Faculty (Contract and Hourly) nearly half White, and Classified (Short Term, On-Going, and Monthly) majority Latinx

Orange Education Center Employees: Age

Age Distribution of Orange Education Center (excluding Santiago Canyon College campus employees)



Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The majority of the Orange Education Center employees are aged 30-54
- There is variation in age by employee group
- Notably, one-fifth of OEC employees are aged 60+