RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Board of Trustees (Regular meeting)
Monday, February 7, 2011
2323 North Broadway, #107
Santa Ana, CA 92706

Vision Statement (Board of Trustees)

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student success outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Americans with Disabilities Acts (ADA)

It is the intention of the Rancho Santiago Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the Rancho Santiago Community College District will attempt to accommodate you in every reasonable manner. Please contact the executive assistant to the board of trustees at 2323 N. Broadway, Suite 410-2, Santa Ana, California, 714-480-7452, on the Friday prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

A G E N D A

1.0 PROCEDURAL MATTERS   4:30 p.m.

1.1 Call to Order

1.2 Pledge of Allegiance to the United States Flag

1.3 Public Comment

At this time, members of the public have the opportunity to address the board of trustees on any item within the subject matter jurisdiction of the board. Members of the community and employees wishing to address the board of trustees are asked to complete a "Public Comment" form and submit it to the board's executive assistant prior to the start of open session. **Completion of the information on the form is voluntary.** Each speaker may speak up to three minutes; however, the president of the board may, in the exercise of discretion, extend additional time to a speaker if warranted, or expand or limit the number of individuals to be recognized for discussion on a particular matter.

Please note the board cannot take action on any items not on the agenda, with certain exceptions as outlined in the Brown Act. Matters brought before the board that are not on the agenda may, at the board's discretion, be referred to staff or placed on the next agenda for board consideration.

2.0 BOARD PLANNING SESSION

2.1 Presentation of 2010-2011 Vision and Goals   Information
The board's vision and goals for 2010-2011 are presented as information.

2.2 Presentation of Accountability Reporting for the Community   Information
Colleges (ARCC)
The 2010 ARCC report is presented as information.

2.0 <u>BOARD PLANNING SESSION</u> – (cont.)

2.3 <u>Presentation of 12 Measures of Success</u>   <u>Information</u>
The 12 Measures of Success is presented as information.

2.4 <u>Progress toward 2010-2011 Vision and Goals</u>   <u>Information</u>
This material is presented as information.

2.5 <u>Community Responses to Survey on Board Vision and Goals</u>   <u>Information</u>
This material is presented as information.

2.6 <u>Approval of 2011-2012 Vision and Goals</u>   <u>Action</u>
The administration recommends affirmation of the 2010-2011 vision
and goals for the 2011-2012 academic year.

3.0 <u>GENERAL</u>

3.1 <u>Board Member Comments</u>   <u>Information</u>

4.0 <u>ADJOURNMENT</u> - The next regular meeting of the Board of Trustees will
be held on Tuesday, February 22, 2011.

Vision Statement
2010-2011

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Approved by the Board of Trustees on July 13, 2009

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
2010-2011 Goals

1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.

2. Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.

3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.

4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.

5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.

6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.

7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.

8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.

Accountability Reporting for the Community Colleges (ARCC), 2010

California State Assembly Bill AB1417 required that the California Community Colleges provide a framework for system performance evaluation. The system office, in consultation with stakeholders, worked with the statewide research and planning group (RP Group) and with advisement from a panel of national experts in higher education accountability to develop ARCC.

ARCC, using data sent to the system office by the colleges via our MIS, provides an annual report to the legislature, sets a standard for accountability and results for the CA community colleges, reports outcomes at the college level as well as for the system as a whole, and requires that local Boards of Trustees be informed of their colleges' performance. ARCC DOES NOT rank one college against another and it is NOT tied to any funding mechanism.

The 2010 reports include the following data for Santa Ana College, Santiago Canyon College, and the RSCCD School of Continuing Education:
- Performance indicators (student progress and achievement in terms of degree/certificate earned and transfer to 4-year institutions, student progress and achievement in vocational and workforce development courses and programs, and pre-collegiate improvement rates (basic skills and English as a second language curricular activities)
- College profiles (for all students, both credit and non-credit). College peer groupings – comparison of college performance indicators to a group of peer colleges (different peer groups are created for each measure, for each year; again there is no associated "ranking").
- Responses to the data provided by college staff and the RSCCD Research Department.

Overall, the colleges are doing well:
- **SAC** demonstrated above average performance in three of the six indicators (student progress and achievement rates, persistence rates, and improvement rates for credit basic skills) and performed comparably to its peer group for the remaining three indicators (percent of students who earned at least thirty units and annual successful course completion rates for both vocational and basic skills courses).
- **SCC**'s annual successful course completion rate for credit vocational courses, annual successful course completion rate, and the improvement rates for ESL and credit basic skills courses has remained constant and/or increased AND exceeded our peers. A decrease in student progress and achievement rates, percent of students earning at least thirty units, and fall-to-fall persistence rates may be attributed to the very high proportion of vocational offerings (nearly half of all course offerings), as well as significant cuts in SCC's credit program.
- The **continuing education** programs contributed in a limited way to the ARCC report (career development and college preparation progress and achievement rates only) and are not representative of the overall RSCCD program. Staff continues to explore possible strategies to improve student success.

Because student progress is difficult to define in community colleges and methods of measurement are, at best, inconsistent (across institutions and reporting), it is recommended that we remain vigilant in our continuous review of all such reports while identifying and evaluating overall trends and meaningfulness, rather than individual measurements and "scores."

The Research Department publishes the 12 Measures of Success and multiple additional reports and analyses (Pathways to Persistence, Graduate Student Study, Transfer Student Study, etc.) which assist in ongoing assessment. The colleges use multiple measures of assessment and have embraced a "culture of assessment" and continuous improvement.

ARCC 2010 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.8%	45.3%	43.3%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.1%	72.3%	69.1%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	71.7%	76.6%	74.3%

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California Community Colleges

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State of California

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Santa Ana College

Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	88.5%	89.6%	89.7%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	62.0%	60.5%	61.9%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	52.1%	58.9%	55.6%
Basic Skills Improvement Rate	50.3%	49.9%	51.8%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%

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Santa Ana College

Rancho Santiago Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	49,414	50,881	51,325
Full-Time Equivalent Students (FTES)*	22,814	23,640	24,470

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	14.3%	14.7%	15.1%
20 - 24	20.8%	20.8%	21.6%
25 - 49	55.2%	54.3%	53.9%
Over 49	9.7%	10.1%	9.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	37.5%	38.2%	37.9%
Male	62.5%	61.8%	62.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

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Santa Ana College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.1%	3.0%	2.6%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	11.0%	11.1%	10.9%
Filipino	1.5%	1.3%	1.3%
Hispanic	38.6%	40.2%	40.2%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	8.7%	8.8%	9.8%
White Non-Hispanic	36.0%	34.6%	34.2%

Source: Chancellor's Office, Management Information System

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Santa Ana College
Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	43.3	42.5	26.0	54.1	A6
B	Percent of Students Who Earned at Least 30 Units	69.1	75.0	68.1	83.8	B4
C	Persistence Rate	74.3	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.7	90.5	84.4	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	51.8	48.8	41.4	59.7	F6
G	Improvement Rate for Credit ESL Courses	55.6	50.7	34.1	71.4	G4

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

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ARCC 2010 Report: College Level Indicators

Santa Ana College
Rancho Santiago Community College District

College Self-Assessment

Santa Ana College (SAC) is one of two colleges in the Rancho Santiago Community College District located in an area with one of the largest populations of foreign-born residents and Spanish speakers. At 95 years old, SAC served over 50,000 students in its credit program, and over 20,000 in its continuing education program. SAC students are typically the first in their families to attend college and come from households that are very low income by federal poverty standards and where English is not the first language. They are, however, extremely motivated to attend college and to succeed, and often see themselves as opening new doors of opportunity for their families through obtaining a college education.

The reputation of SAC has spread throughout Southern California. The college has many outstanding programs that train students in a variety of career technical programs such as fire technology, criminal justice, paralegal, nursing, auto mechanics, and computer numeric control as well as courses that satisfy general education requirements of the four year universities. Almost half of the students are from outside the district boundaries. The courses and programs offered at SAC are why students travel from through out Southern California and even from out of state for many of our distinguished programs.

In 2008-2009, SAC awarded 1,294 AA/AS degrees and 524 certificates, and 1,530 students transferred to four-year institutions. Public safety and allied health continue to be the preeminent programs for growth and completion. Longitudinally, the demographics of SAC's student body have remained fairly constant and are representative of the community it serves.

Within its peer group, SAC has demonstrated above average performance in three of the six indicators (student progress and achievement rates, persistence rates, and improvement rates for credit basic skills). SAC performed comparably to other colleges within its peer group for the remaining three indicators (percent of students who earned at least thirty units and annual successful course completion rates for both vocational and basic skills courses). The Basic Skills Task Force and faculty members have worked tirelessly throughout the college to implement many new innovations in the classroom and to sustain innovative teaching and learning practices that have been documented to improve student academic achievement and persistence. We are confident these efforts will provide additional success for our students.

Celebrating student success at SAC is a part of the college's culture. Changes made by faculty in curriculum and teaching techniques have helped to increase student achievement and success. As an academic, workforce, cultural, and civic leader within and beyond central Orange County, we are deeply committed to serving our community.

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ARCC 2010 Report: College Level Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	45.0%	42.8%	39.0%

Table 1.1a:
Percent of Students Who Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	56.7%	56.2%	52.2%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	68.8%	72.4%	62.9%

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ARCC 2010 Report: College Level Indicators

Santiago Canyon College

Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	87.2%	90.5%	91.3%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	58.4%	61.8%	63.8%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	70.0%	76.7%	75.0%
Basic Skills Improvement Rate	59.6%	59.1%	65.0%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	.%	.%	.%

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ARCC 2010 Report: College Level Indicators

College Profile

Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2006-2007	**2007-2008**	**2008-2009**
Annual Unduplicated Headcount	21,356	23,974	24,671
Full-Time Equivalent Students (FTES)*	8,665	9,200	9,840

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	**2007-2008**	**2008-2009**
19 or less	20.9%	19.7%	20.5%
20 - 24	29.8%	28.0%	27.5%
25 - 49	42.5%	44.6%	44.3%
Over 49	6.9%	7.6%	7.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	**2007-2008**	**2008-2009**
Female	33.7%	32.0%	31.2%
Male	66.3%	68.0%	68.8%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

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Santiago Canyon College

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	2.4%	2.4%	2.3%
American Indian/Alaskan Native	1.1%	1.0%	1.0%
Asian	7.0%	6.6%	6.3%
Filipino	1.5%	1.6%	1.5%
Hispanic	37.9%	40.3%	41.0%
Pacific Islander	0.6%	0.6%	0.6%
Unknown/Non-Respondent	8.7%	8.7%	8.3%
White Non-Hispanic	40.8%	38.7%	39.0%

Source: Chancellor's Office, Management Information System

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ARCC 2010 Report: College Level Indicators

Santiago Canyon College
Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	39.0	47.9	39.0	55.8	A1
B	Percent of Students Who Earned at Least 30 Units	52.2	68.3	52.2	77.3	B1
C	Persistence Rate	62.9	66.5	59.0	74.6	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	91.3	90.5	84.4	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	63.8	63.8	55.0	74.0	E1
F	Improvement Rate for Credit Basic Skills Courses	65.0	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	75.0	54.8	8.6	78.4	G3

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

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Santiago Canyon College

Rancho Santiago Community College District

College Self-Assessment

Santiago Canyon College (SCC), one of two colleges in the Rancho Santiago Community College District, is celebrating its 10th anniversary. The college received full reaffirmation from the ACCJC in January 2010. SCC draws students from all over Orange County (41% from outside district boundaries), who find our location to be convenient, our faculty and staff helpful, and our programs aligned with their needs. Specifically, SCC's non-traditional programs comprised primarily (87%) of students residing outside district boundaries. In general, the students attending classes on campus reflect the diversity of our community; gender distributions are influenced by a large number of apprenticeship enrollments. These trends in student demographics have remained fairly constant over time.

Overall, the annual successful course completion rate for credit vocational courses, annual successful course completion rate (credit basic skills), and the improvement rates for ESL and credit basic skills courses has remained constant and/or increased over the three time periods AND exceeded that of our peer groups. SCC experienced a decrease in student progress and achievement rates and the percent of students earning at least thirty units. Nearly half of all course offerings are vocational due to our large apprenticeship program. The drop in fall to fall persistence rates may be a reflection of a decrease in course offerings made in the last two years due to continuing budget reductions.

Budget constraints have forced us to reduce course offerings overall but especially in avocational/ recreational areas and to some extent transfer electives in a major not necessary to accomplish the AA degree. The college is presently focused on our core mission of transfer, vocational and basic skill offerings.

Budget reductions have also had an impact on student support services. None the less, SCC is committed to providing essential services critical to student success.

Some highlights in 2009 include:
• Vocational programs continue to serve our community and provide essential training needed for the workforce. SCC has focused on providing coursework that leads to jobs for our students.
• SCC has increased the frequency of group academic counseling followed by individual counseling to assist students with an individualized education plan as the semester progresses.
• The High School Early Decision Program continues focusing on our feeder high schools to help students make a smooth transition into college.
• Curriculum Development to enhance student success in the basic skill coursework is beginning to reap increased success for students.
• The Math Study Center has expanded space and hours for students and the new Writing Center is now part of the basic skills English curriculum to prepare students for transfer level English.

Our faculty, staff and administrators are dedicated and collectively focused on student learning and success. Students come first and foremost as the college continues to seek new and innovative ways to provide programs and services that impact student success in transfer, vocational programs and college readiness.

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Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	NA %	NA %	NA %

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	NA %	NA %	NA %

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	NA %	NA %	NA %

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ARCC 2010 Report: College Level Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	2.9%	1.9%	1.0%

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Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and
Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	43,290	44,581	46,044
Full-Time Equivalent Students (FTES)*	.	.	.

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.1%	21.1%	22.0%
20 - 24	16.3%	15.3%	14.0%
25 - 49	46.8%	47.0%	46.5%
Over 49	16.6%	16.4%	17.4%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	48.8%	50.5%	50.2%
Male	48.1%	48.6%	48.4%
Unknown	3.1%	0.9%	1.4%

Source: Chancellor's Office, Management Information System

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Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	0.8%	0.8%	0.9%
American Indian/Alaskan Native	0.3%	0.4%	0.3%
Asian	5.7%	5.1%	5.2%
Filipino	0.3%	0.4%	0.4%
Hispanic	63.1%	64.1%	59.8%
Pacific Islander	0.1%	0.2%	0.2%
Unknown/Non-Respondent	21.9%	20.1%	24.4%
White Non-Hispanic	7.8%	9.1%	8.9%

Source: Chancellor's Office, Management Information System

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Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	NA	NA	NA	NA	*NA*
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	*NA*
C	Persistence Rate	NA	NA	NA	NA	*NA*
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	*NA*
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	*NA*
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	*NA*
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	*NA*

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.

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Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Self-Assessment

The Rancho Santiago Community College District (RSCCD) Continuing Education Division (RSCED) is housed at two major sites located in the cities of Orange and Santa Ana, along with 69 satellite locations throughout its service area to serve the needs of diverse communities. The RSCED offers free, noncredit classes in areas of English as a Second Language, Citizenship, Short-term Vocational Education, Adult Basic Education, High School Subjects, GED Preparation, Health and Safety Education, Parenting Education, Programs for Older Adults, and Programs for Persons with Substantial Disabilities. The RSCED strives to enable the 20,000+ annual adult students who attend to maximize their potential by gaining the necessary skills to reach their personal, educational, and vocational goals.

RSCED faculty and staff are proud about the positive contributions that noncredit programs and services continue to provide toward student success. RSCCD faculty and staff, therefore, continue to be concerned about the low Career Development and College Preparation (CDCP) progress and achievement rates because the current measures do not accurately reflect the success of RSCED's CDCP programs for the following reasons:

• The measures do not include students who have successfully completed a CDCP program and earned CDCP certificates.
• Many students may try a credit course either before, or simultaneously, realizing a CDCP program is the best educational path for them. These students have arbitrarily been removed from ever being counted as a CDCP success.
• CDCP students work and attend school on a part-time basis and are the least academically prepared, yet their achievement must occur on a timeline geared for the fully-prepared, full-time credit student.
• Students enrolling in continuing education programs are, traditionally, transient in nature. This is compounded by Orange County's high-cost housing market that has forced many residents to relocate before completing a program.
• The first CDCP courses were identified and approved in spring 2007. Since then, the guidelines have undergone several modifications. Measuring student success for students who attended prior to the spring 2007 is somewhat of an unreasonable task. As with most new programs, it will require several years to see measurable and meaningful results.
• RSCCD recently migrated to a new student information system. Staff is still cleaning student records and working on a mechanism that will reliably track student progress.

To improve student success, RSCED faculty and staff will continue collaborating to better align curriculum with appropriate student support services. Counselors will work with students to align their educational goals with appropriate CDCP-defined programs. Articulation between credit and noncredit programs will continue to ensure successful student transition between the credit and noncredit programs. To track student progress, efforts have begun to incorporate an effective student tracking subprogram into the new single enterprise system. In addition, all programs and services will continue to be assessed to ensure they serve the unique needs of the District's ever-changing community.

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RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT

12 Measures of Success

SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE

**RSCCD Research Department
February 2011**

Table of Contents

Readers' Summary

RSCCD staff, faculty, and Board members use this report to annually assess institutional effectiveness. Using a sample of standard measures typically employed to describe the success and progress of community colleges, this report includes quantitative data to monitor the quality of the district as a whole and of each of its two colleges. Additionally, the district maintains qualitative data and other processes as means to ensure excellence.
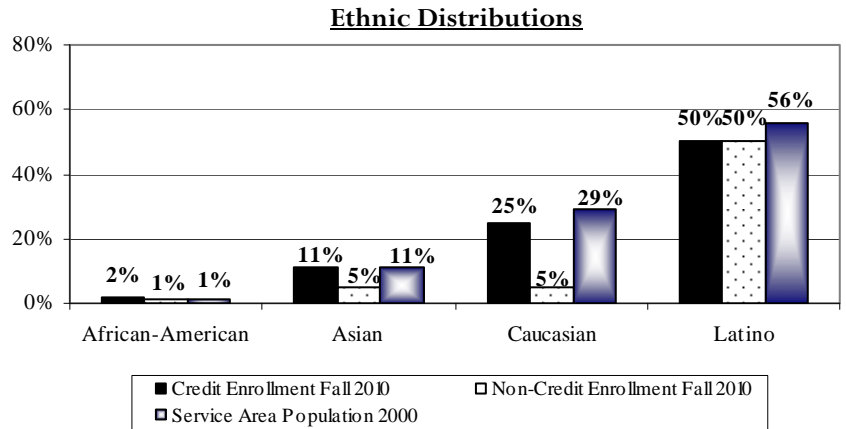
- Both colleges successfully strive to provide **access** and enrollment to diverse students representative of their communities. (p.1)

- **About a quarter** of the Santa Ana and Orange area's high school graduates enroll in our colleges. (p. 2)

- **Over two-thirds** of course enrollments result in successful course completion. (p. 3)

- **Course retention** rate held steady. (p.4)

- The number of certificates awarded at both colleges increased significantly, primarily due to the addition of IGETC and CSU General Education certificates. (p. 7)

- Both colleges show increases to **transfers** to private/out-of-state universities over the prior year. (p. 9)

- **Student satisfaction** survey results show that students are generally pleased with their experiences at SAC and SCC. (p. 10)

- Students were asked to self rate core competencies/student learning outcomes identified by faculty in a variety of general education areas. Responses show that our graduates experience greater learning gains than students who are still attending our colleges. (p. 11)

- The number of students who matriculate to credit coursework from our **continuing education programs** has decreased. (p. 12)

- **Students enrolled in vocational** coursework at RSCCD colleges successfully complete courses, persist, transfer, and get, and keep, jobs at high rates comparable to students throughout California. (p. 13)

- Overall, RSCCD employees are increasingly **diverse in ethnicity** and representative of the service area. (p. 15)

- **Ending balance** increased significantly in the last two years. (p.16)

- **Grant income** to the district has dropped compared to previous year. (p. 17)

- **Financial aid** to students has steadily increased in the last five years. (p. 18)

#1 ACCESS TO STUDENTS: Enrollment and Community Population

Comparison of ethnic group representation in the service area and credit and continuing education student populations.
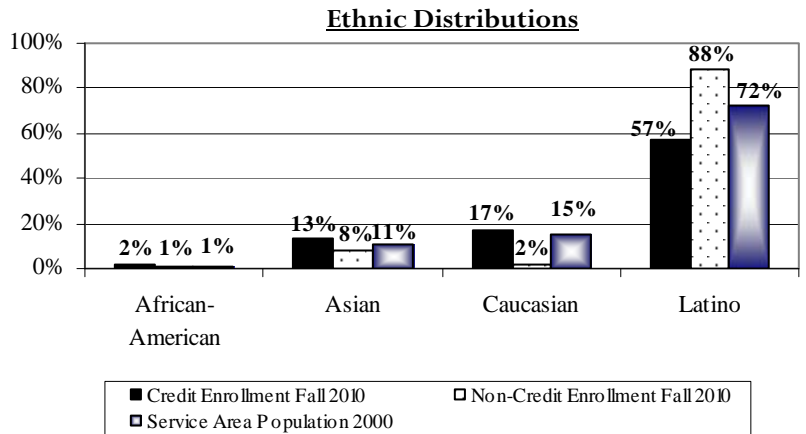
RSCCD

- The RSCCD service area population is approximately 586,000 (U.S. Census 2000)

- 25,024 students were enrolled in credit coursework at RSCCD in Fall 2010

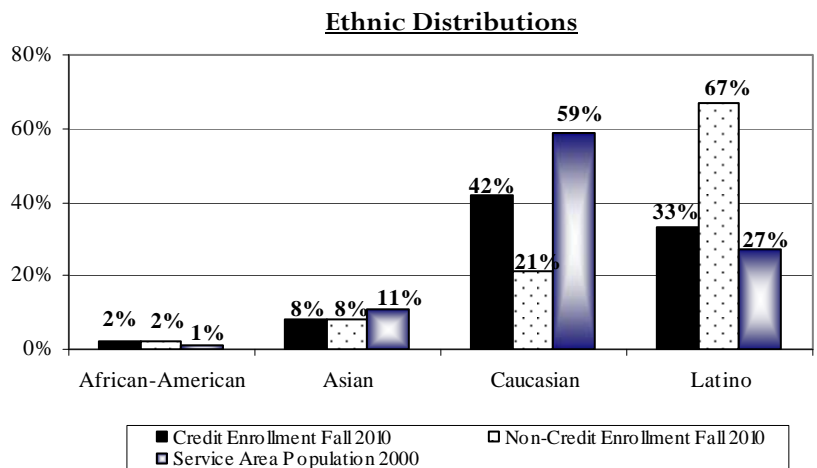- 19,083 students were enrolled in non-credit coursework at RSCCD in Fall 2010

Ethnic Distributions

Bar chart. Categories: African-American, Asian, Caucasian, Latino.
- African-American: Credit 2%, Non-Credit 1%, Service Area 1%
- Asian: Credit 11%, Non-Credit 5%, Service Area 11%
- Caucasian: Credit 25%, Non-Credit 5%, Service Area 29%
- Latino: Credit 50%, Non-Credit 50%, Service Area 56%

Legend: ■ Credit Enrollment Fall 2010 □ Non-Credit Enrollment Fall 2010 □ Service Area Population 2000

SAC

- The SAC service area population is approximately 392,815 (U.S. Census 2000)

- 18,089 students were enrolled in credit coursework at SAC in Fall 2010

- 12,696 students were enrolled in non-credit coursework at SAC in Fall 2010

Ethnic Distributions

Bar chart. Categories: African-American, Asian, Caucasian, Latino.
- African-American: Credit 2%, Non-Credit 1%, Service Area 1%
- Asian: Credit 13%, Non-Credit 8%, Service Area 11%
- Caucasian: Credit 17%, Non-Credit 2%, Service Area 15%
- Latino: Credit 57%, Non-Credit 88%, Service Area 72%

Legend: ■ Credit Enrollment Fall 2010 □ Non-Credit Enrollment Fall 2010 □ Service Area Population 2000

SCC

- The SCC service area population is approximately 183,188 (U.S. Census 2000)

- 8,861 students were enrolled in credit coursework at SCC in Fall 2010

- 6,387 students were enrolled in non-credit coursework at SCC in Fall 2010

Ethnic Distributions

Bar chart. Categories: African-American, Asian, Caucasian, Latino.
- African-American: Credit 2%, Non-Credit 2%, Service Area 1%
- Asian: Credit 8%, Non-Credit 8%, Service Area 11%
- Caucasian: Credit 42%, Non-Credit 21%, Service Area 59%
- Latino: Credit 33%, Non-Credit 67%, Service Area 27%

Legend: ■ Credit Enrollment Fall 2010 □ Non-Credit Enrollment Fall 2010 □ Service Area Population 2000

#1 ACCESS TO STUDENTS: Percentage of Feeder High School Graduates Enrolled as New Freshmen
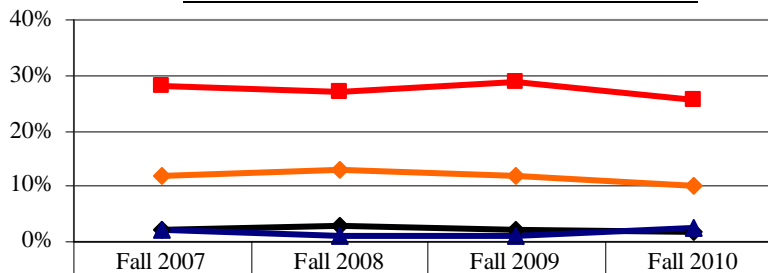
% of New HS Graduates Enrolled at RSCCD
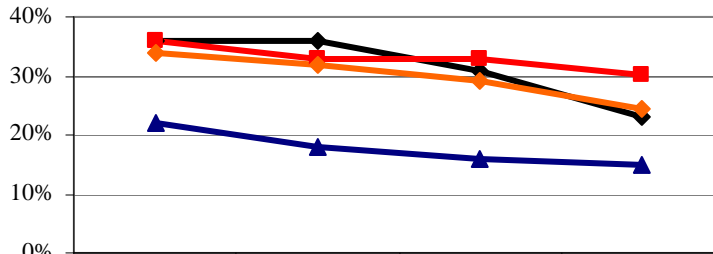
	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Santa Ana	36%	36%	31%	23%
Orange	36%	33%	33%	30%
Garden Grove	22%	18%	16%	15%
Total	34%	32%	29%	24%

% of New HS Graduates Enrolled at SAC
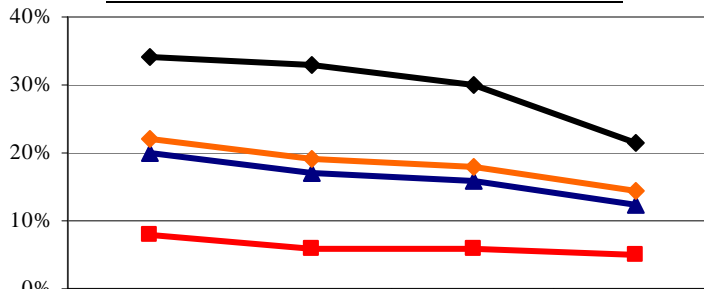
|	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Santa Ana	34%	33%	30%	21%
Orange	8%	6%	6%	5%
Garden Grove	20%	17%	16%	12%
Total	22%	19%	18%	14%

% of HS New Graduates Enrolled at SCC

|	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Santa Ana	2%	3%	2%	2%
Orange	28%	27%	29%	25%
Garden Grove	2%	1%	1%	3%
Total	12%	13%	12%	10%

#2 SUCCESSFUL COURSE COMPLETION

The ratio of the number of courses that students successfully complete (A, B, C, P) to the number of courses in which students are actively enrolled the third week of the Fall 2010 semester.
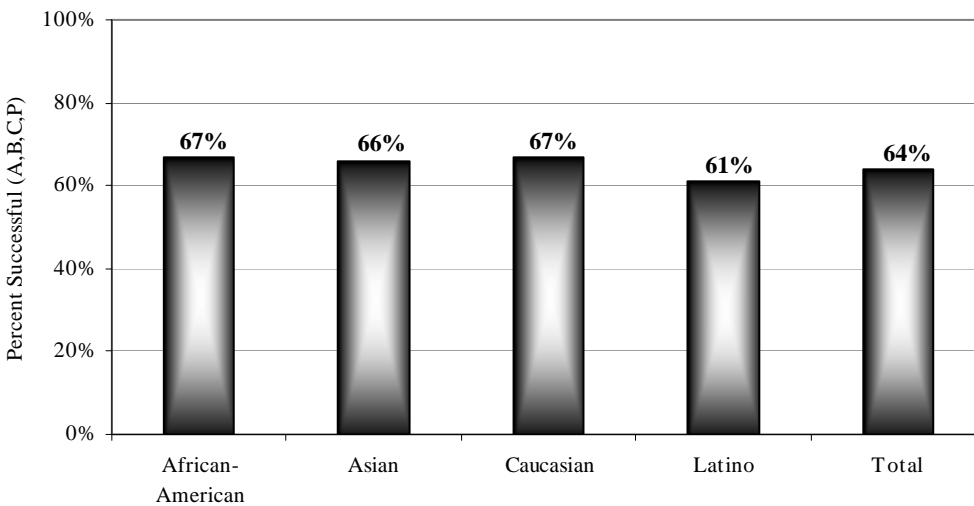
Successful Course Completion Rates at RSCCD by Ethnicity
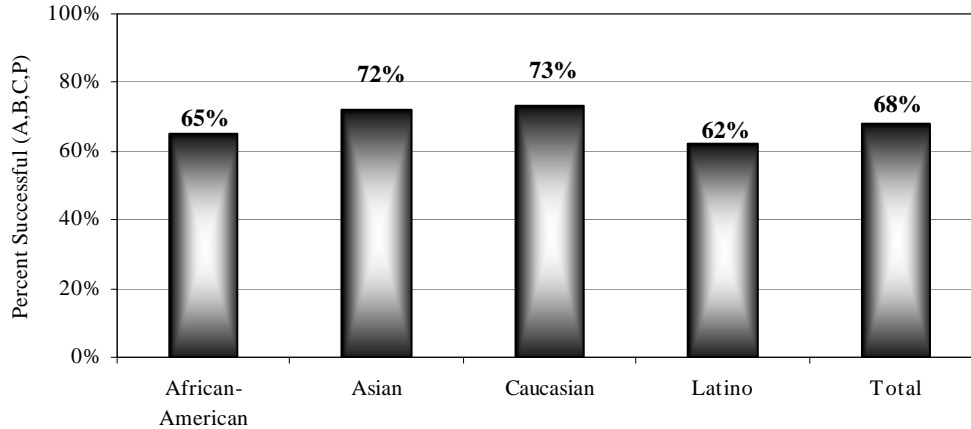
Successful Course Completion Rates at SAC by Ethnicity
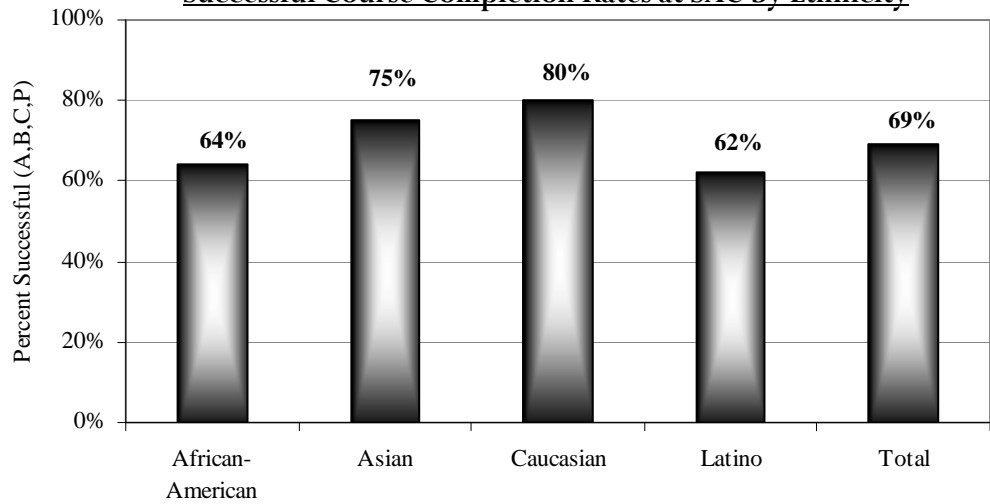
Successful Course Completion Rates at SCC by Ethnicity

#3 COURSE RETENTION

The percentage of enrollments (active third week of the Fall 2010 term) that result in an end-of-term course grade.

Course Retention Rates at RSCCD by Ethnicity
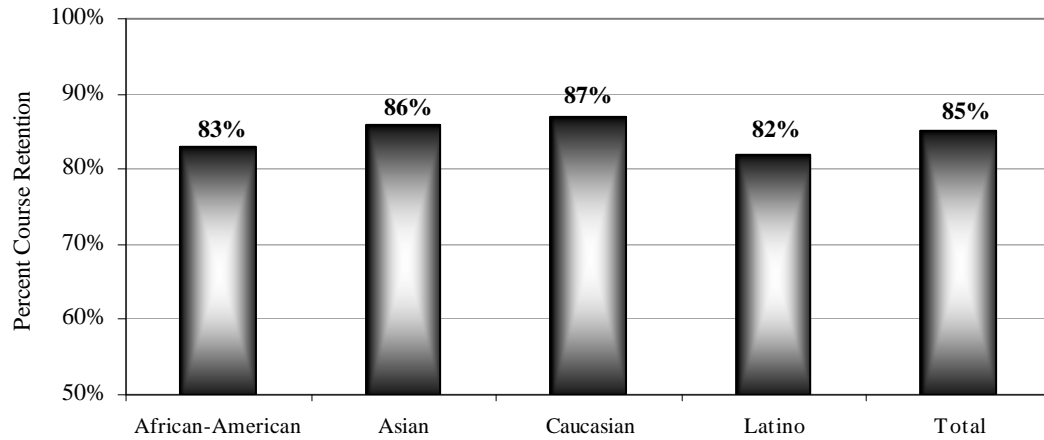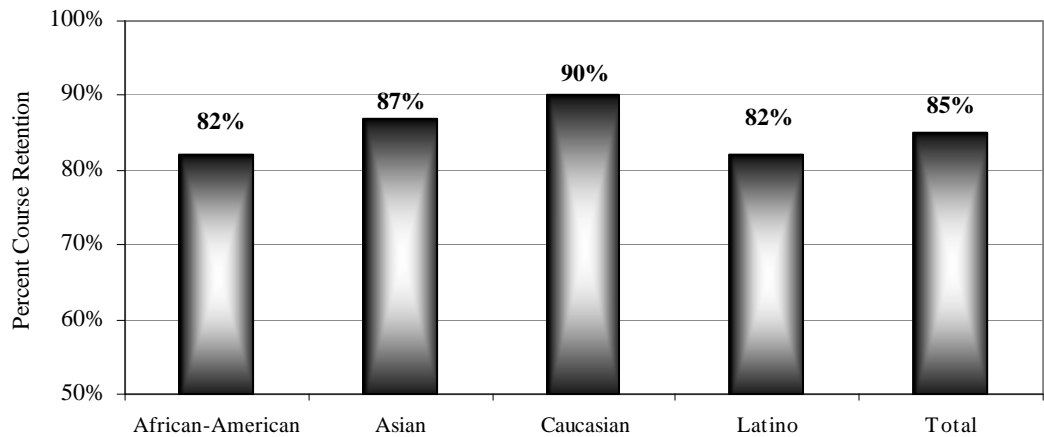
Ethnicity	Percent
African-American	83%
Asian	86%
Caucasian	87%
Latino	82%
Total	85%

Course Retention Rates at SAC by Ethnicity

Ethnicity	Percent
African-American	82%
Asian	87%
Caucasian	90%
Latino	82%
Total	85%

Course Retention Rates at SCC by Ethnicity

Ethnicity	Percent
African-American	85%
Asian	84%
Caucasian	84%
Latino	82%
Total	83%

2.3 (7)
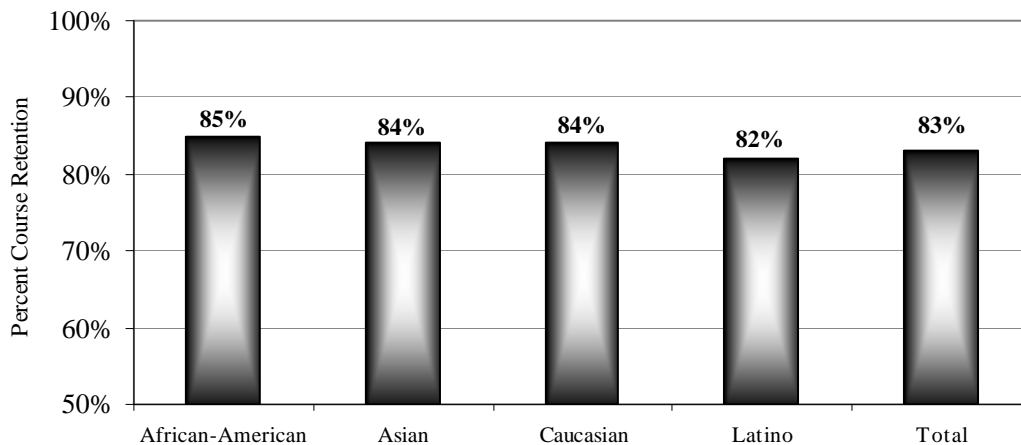
#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES

Successful Completion of College-Level Basic Skills Coursework Within Four Years at SAC
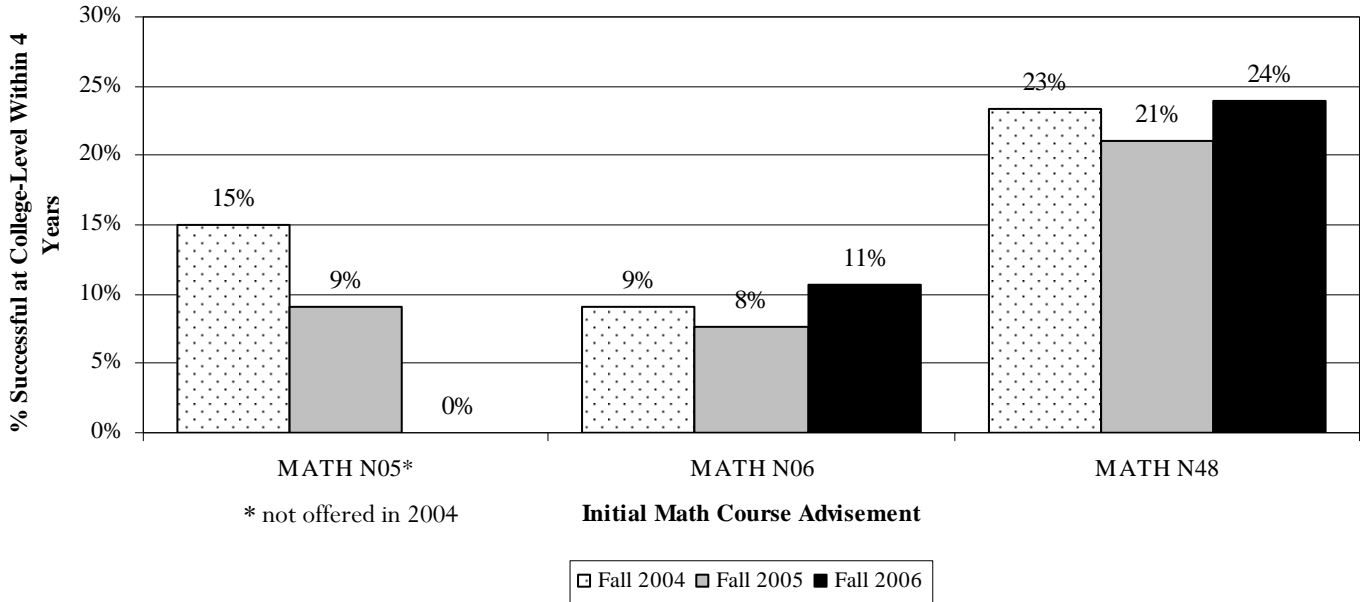
Successful Completion of College-Level Basic Skills Coursework Within Four Years at SCC

#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES

Successful Completion of College-Level Basic Skills Coursework Within Four Years at SAC

Successful Completion of College-Level Basic Skills Coursework Within Four Years at SCC
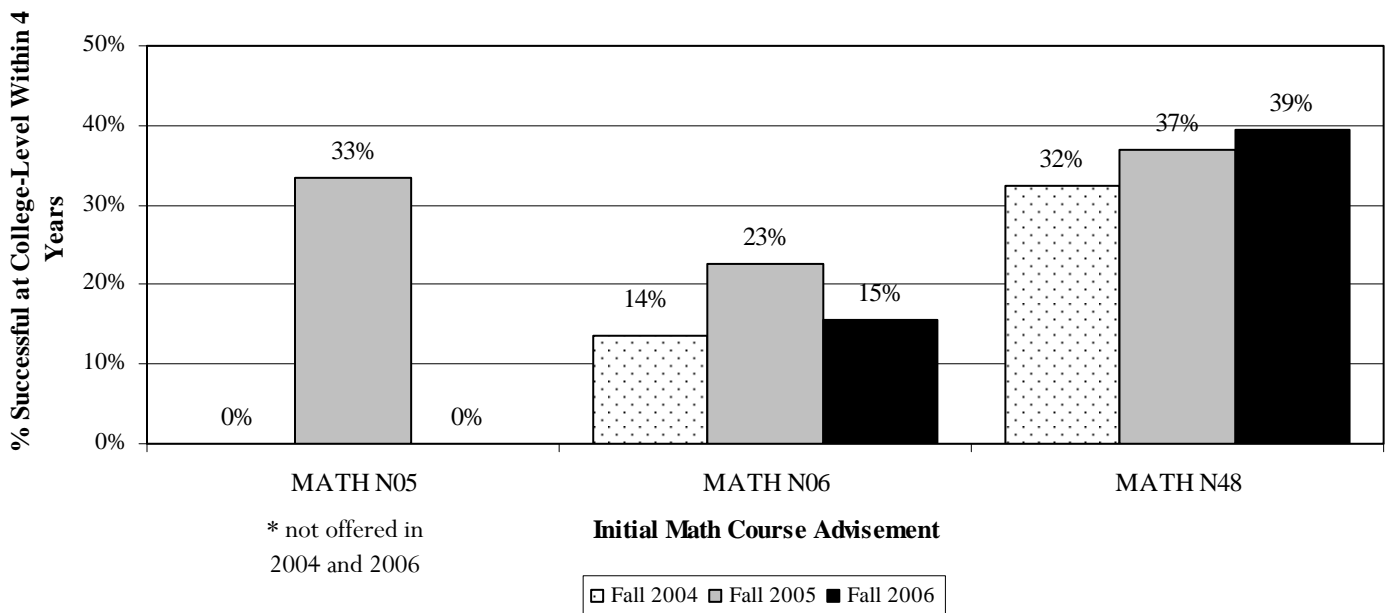

* not offered in 2004
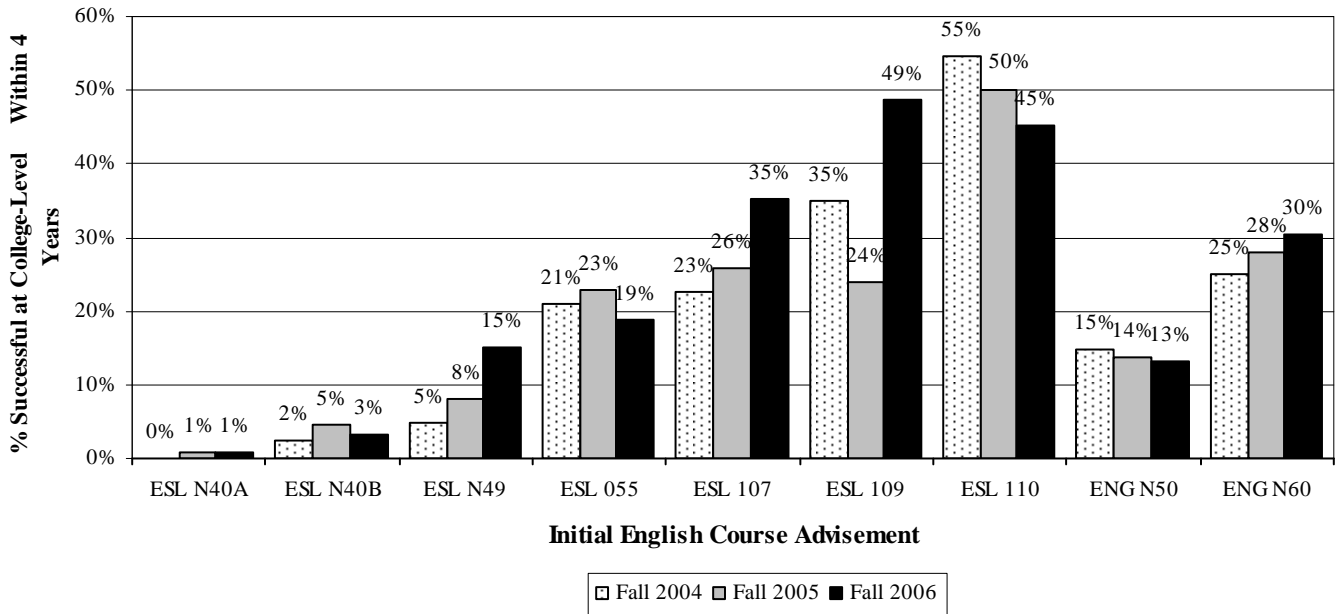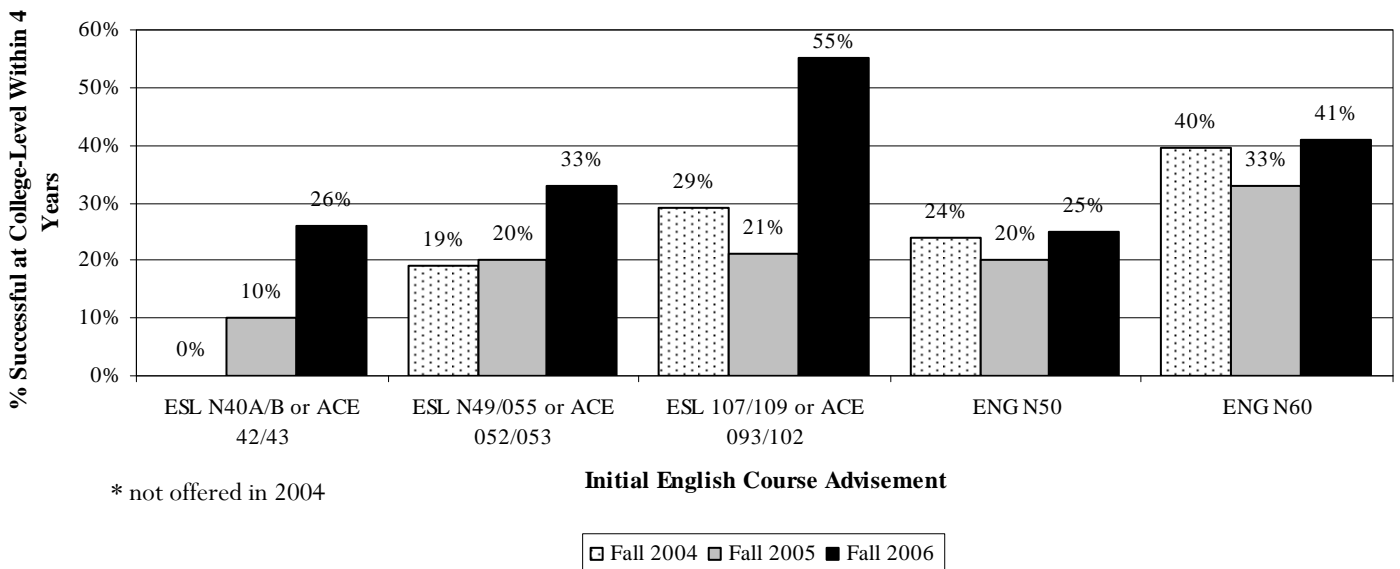
#5 GRADUATES: Total number of AA/AS degrees and certificates awarded

RSCCD Graduates

AA/AS □ Certificates

Graduating Year	AA/AS	Certificates
2005-06	1983	697
2006-07	1978	1135
2007-08	2013	754
2008-09	1889	868
2009-10	1925	1909

SAC Graduates

AA/AS □ Certificates

Graduating Year	AA/AS	Certificates
2005-06	1350	487
2006-07	1295	905
2007-08	1377	528
2008-09	1294	524
2009-10	1322	1094

SCC Graduates

AA/AS □ Certificates

Graduating Year	AA/AS	Certificates
2004-05	650	144
2005-06	633	210
2006-07	683	230
2007-08	636	226
2008-09	595	344
2009-10	603	815

2.3 (10)

#5 GRADUATES: Total number of high school diplomas awarded

RSCCD School of Continuing Education Graduates
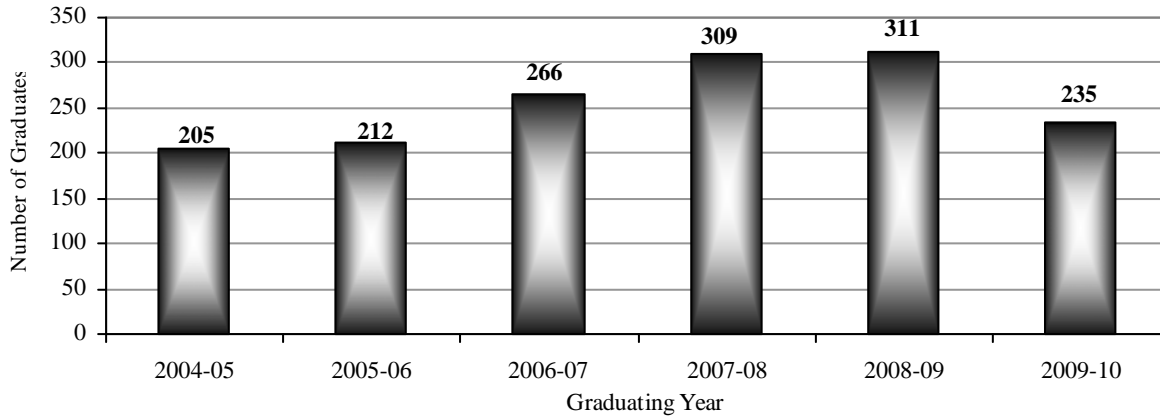
SAC School of Continuing Education Graduates
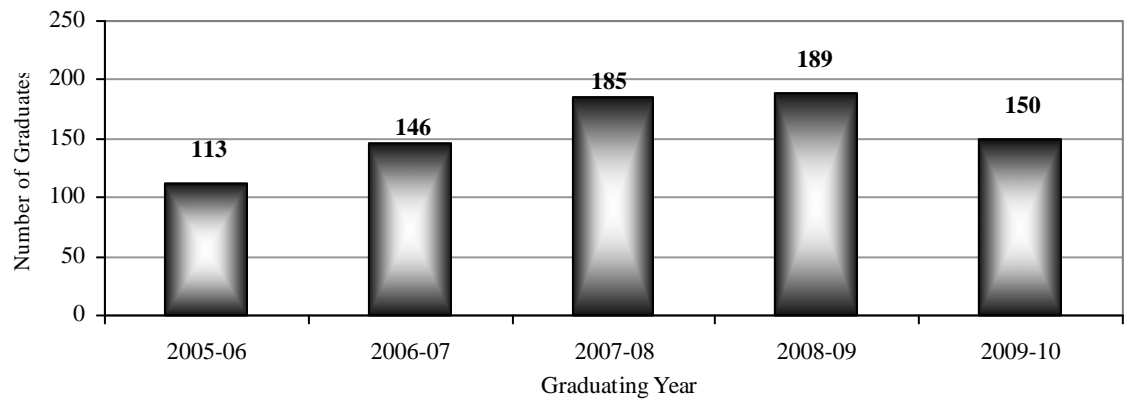
SCC School of Continuing Education Graduates

#6 TRANSFERS TO FOUR-YEAR INSTITUTIONS

The number of students for whom records were found at four-year institutions the first semester after leaving RSCCD.

Unduplicated RSCCD Transfers to 4-Year Institutions

SAC Transfers to 4-Year Institutions

SCC Transfers to 4-Year Institutions

#7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services

Student Satisfaction at SAC

Percentage of "good" and "excellent"

Category	Current SAC Students	SAC Graduates
Overall experience	86%	96%
The effectiveness of my classroom learning experience	82%	87%
Campus safety/security	70%	76%
Appearance and maintenance of grounds/facilities	68%	77%
The campus environment	80%	88%
Ability to register for wanted/needed classes	64%	87%
Class size	65%	84%
Variety of classes offered	60%	78%

■ Current SAC Students   □ SAC Graduates

Student Satisfaction at SCC

Percentage of "good" and "excellent"

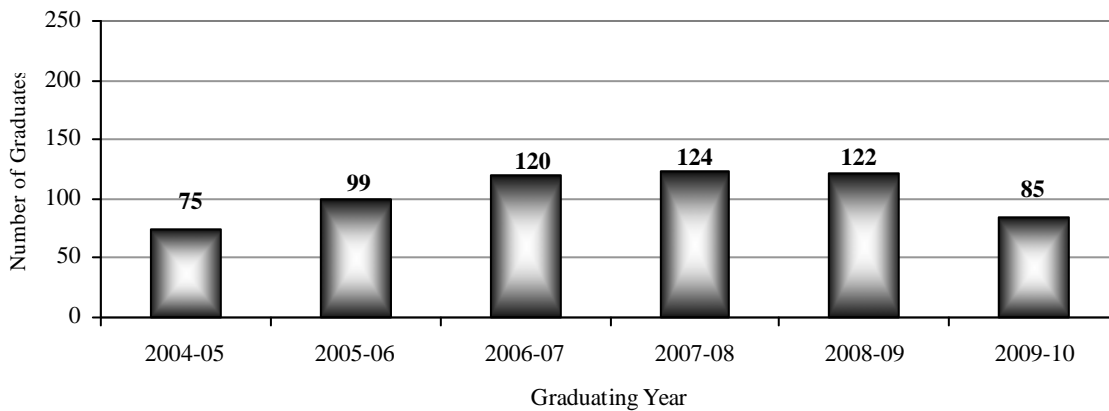| Category	Current SCC Students	SCC Graduates
Overall experience at SCC	82%	96%
The effectiveness of my classroom learning experience	78%	87%
Campus safety/security	76%	88%
Appearance and maintenance of grounds/facilities	80%	85%
The campus environment	74%	83%
Ability to register for wanted/needed classes	65%	88%
Class size	64%	85%
Variety of classes offered	40%	71%

■ Current SCC Students   □ SCC Graduates

2.3 (13)

#7 STUDENT SATISFACTION: Colleges' Contributions To Knowledge and Skills Student Learning Outcomes

Core Competencies at SAC

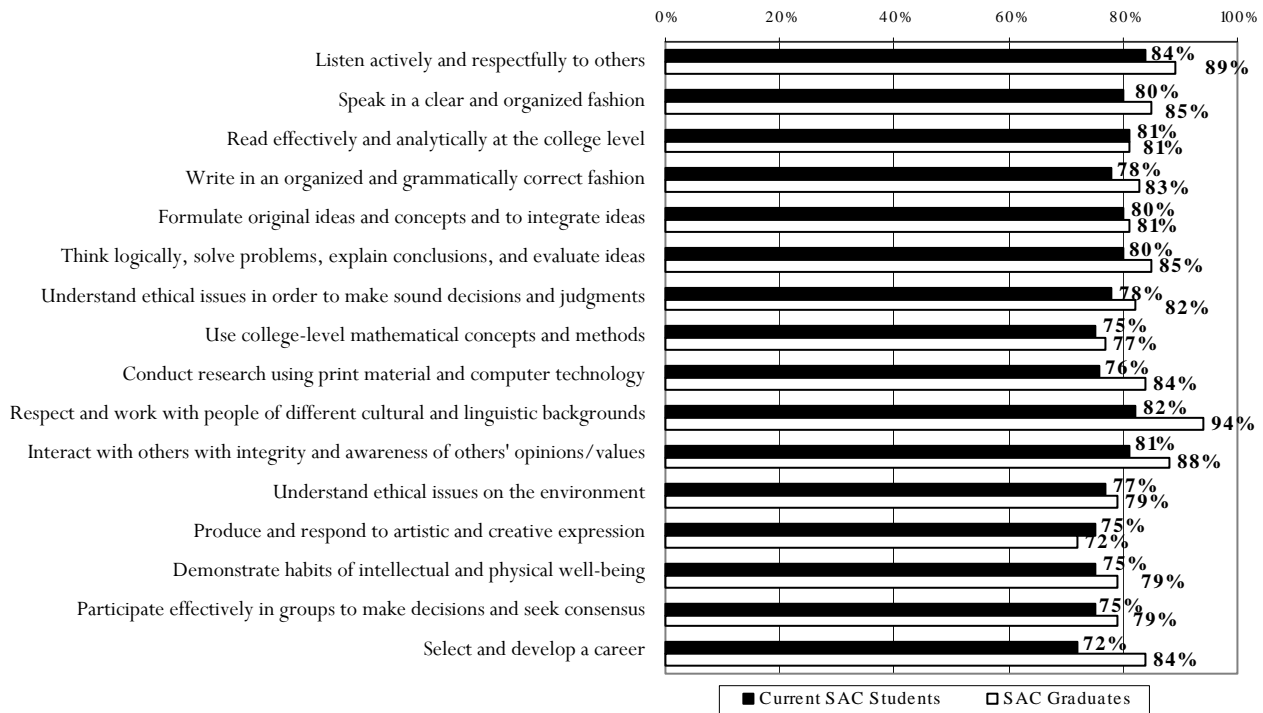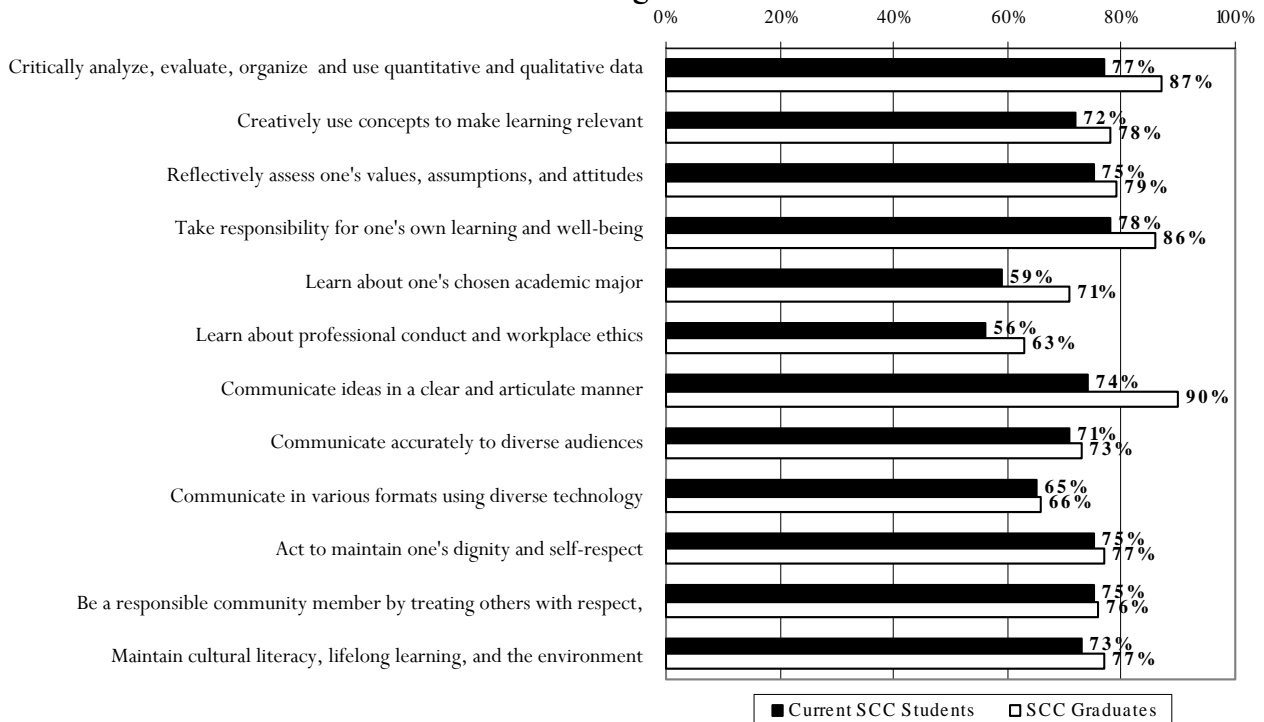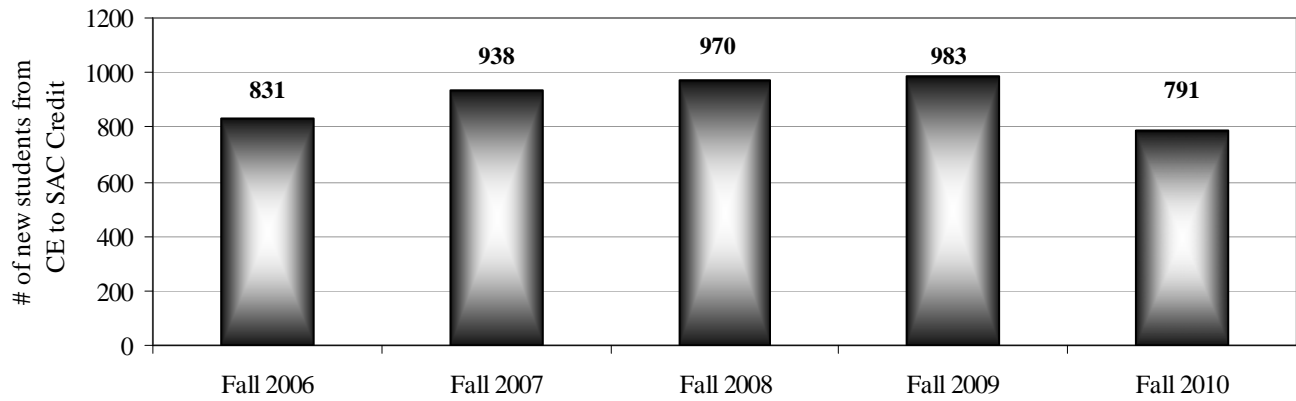| Competency	Current SAC Students	SAC Graduates
Listen actively and respectfully to others	84%	89%
Speak in a clear and organized fashion	80%	85%
Read effectively and analytically at the college level	81%	81%
Write in an organized and grammatically correct fashion	78%	83%
Formulate original ideas and concepts and to integrate ideas	80%	81%
Think logically, solve problems, explain conclusions, and evaluate ideas	80%	85%
Understand ethical issues in order to make sound decisions and judgments	78%	82%
Use college-level mathematical concepts and methods	75%	77%
Conduct research using print material and computer technology	76%	84%
Respect and work with people of different cultural and linguistic backgrounds	82%	94%
Interact with others with integrity and awareness of others' opinions/values	81%	88%
Understand ethical issues on the environment	77%	79%
Produce and respond to artistic and creative expression	75%	72%
Demonstrate habits of intellectual and physical well-being	75%	79%
Participate effectively in groups to make decisions and seek consensus	75%	79%
Select and develop a career	72%	84%

■ Current SAC Students □ SAC Graduates

Student Learning Outcomes at SCC

Outcome	Current SCC Students	SCC Graduates
Critically analyze, evaluate, organize and use quantitative and qualitative data	77%	87%
Creatively use concepts to make learning relevant	72%	78%
Reflectively assess one's values, assumptions, and attitudes	75%	79%
Take responsibility for one's own learning and well-being	78%	86%
Learn about one's chosen academic major	59%	71%
Learn about professional conduct and workplace ethics	56%	63%
Communicate ideas in a clear and articulate manner	74%	90%
Communicate accurately to diverse audiences	71%	73%
Communicate in various formats using diverse technology	65%	66%
Act to maintain one's dignity and self-respect	75%	77%
Be a responsible community member by treating others with respect,	75%	76%
Maintain cultural literacy, lifelong learning, and the environment	73%	77%

■ Current SCC Students □ SCC Graduates
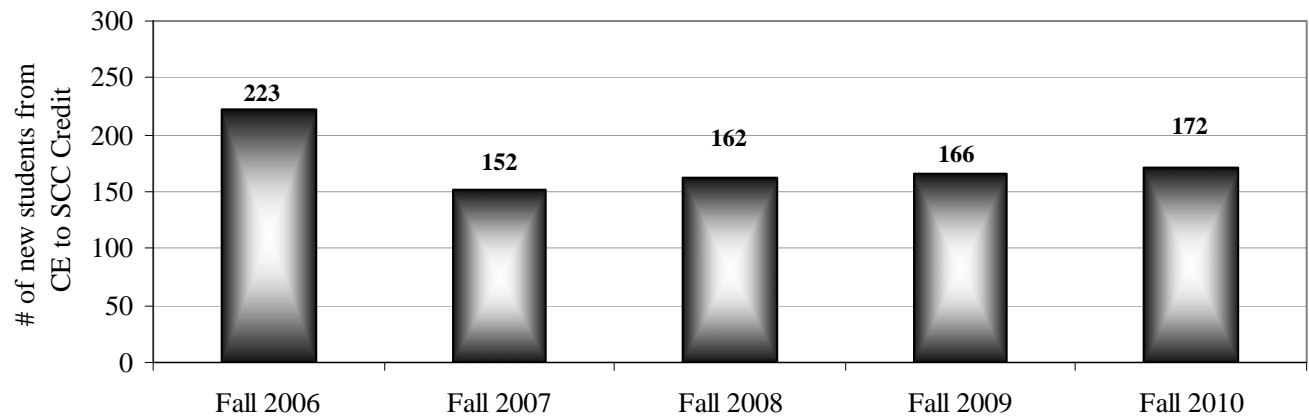
2.3 (14)

#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK
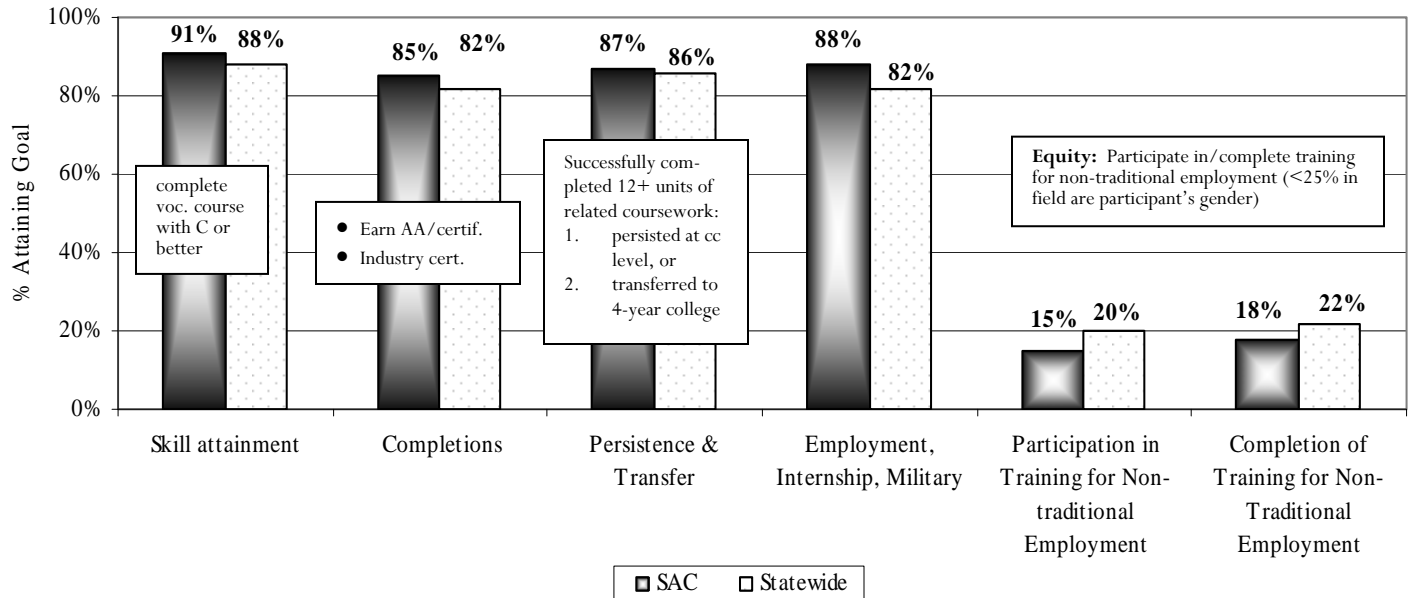
Matriculation at SAC
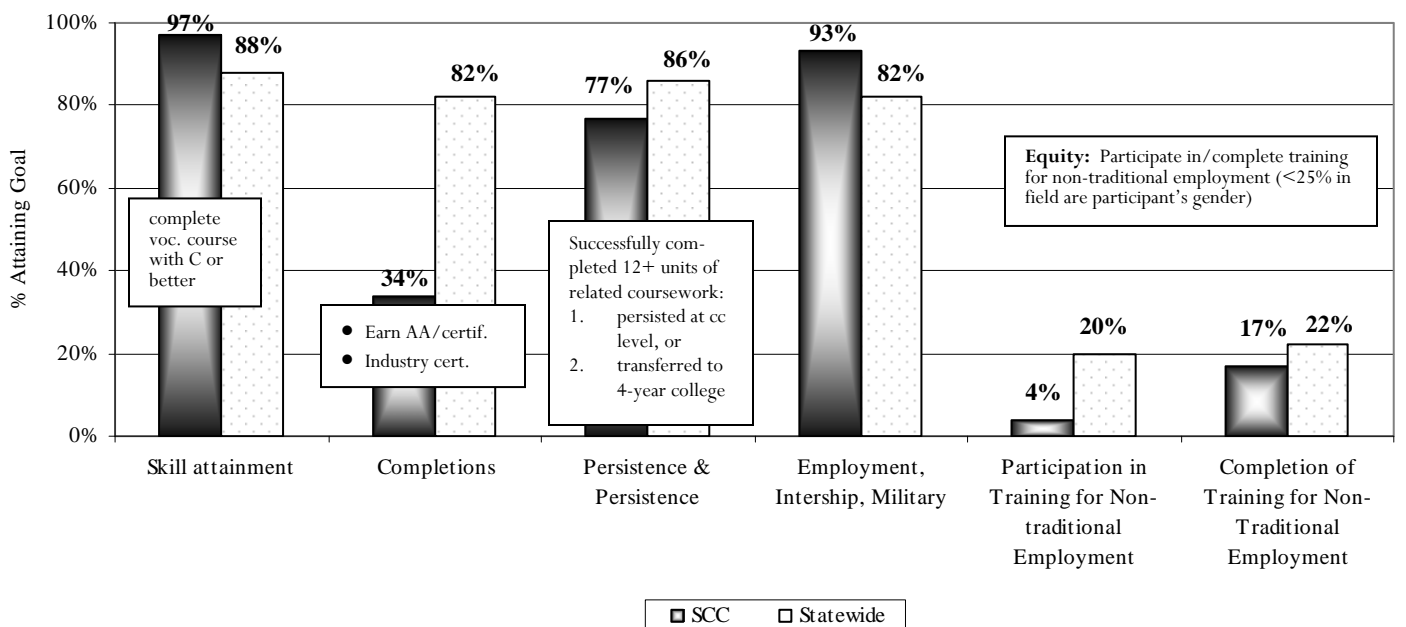

Matriculation at SCC

#9 VOCATIONAL TECHNICAL EDUCATION ACT (VTEA) CORE INDICATORS OF PERFORMANCE

Comparison of college performance to statewide community college performance on six "Core Indicators" established by the CCCCO to evaluate major areas of student performance in vocational programs. All indicators are based on 2007-08 data with the exception of training leading to non-traditional employment which is based on 2006-07, and track students up to **four** years.

Performance at SAC

Bar chart "Performance at SAC" — % Attaining Goal (y-axis 0%–100%), legend: SAC, Statewide.

- Skill attainment: SAC 91%, Statewide 88% (complete voc. course with C or better)
- Completions: SAC 85%, Statewide 82% (• Earn AA/certif. • Industry cert.)
- Persistence & Transfer: SAC 87%, Statewide 86% (Successfully completed 12+ units of related coursework: 1. persisted at cc level, or 2. transferred to 4-year college)
- Employment, Internship, Military: SAC 88%, Statewide 82%
- Participation in Training for Non-traditional Employment: SAC 15%, Statewide 20% (Equity: Participate in/complete training for non-traditional employment (<25% in field are participant's gender))
- Completion of Training for Non-Traditional Employment: SAC 18%, Statewide 22%

Performance at SCC

Bar chart "Performance at SCC" — % Attaining Goal (y-axis 0%–100%), legend: SCC, Statewide.

- Skill attainment: SCC 97%, Statewide 88% (complete voc. course with C or better)
- Completions: SCC 34%, Statewide 82% (• Earn AA/certif. • Industry cert.)
- Persistence & Persistence: SCC 77%, Statewide 86% (Successfully completed 12+ units of related coursework: 1. persisted at cc level, or 2. transferred to 4-year college)
- Employment, Intership, Military: SCC 93%, Statewide 82%
- Participation in Training for Non-traditional Employment: SCC 4%, Statewide 20% (Equity: Participate in/complete training for non-traditional employment (<25% in field are participant's gender))
- Completion of Training for Non-Traditional Employment: SCC 17%, Statewide 22%
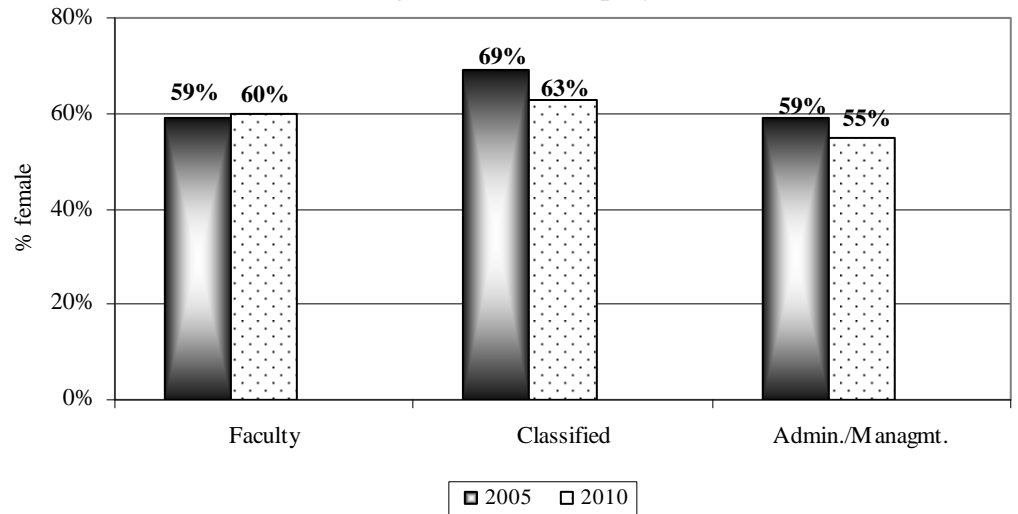
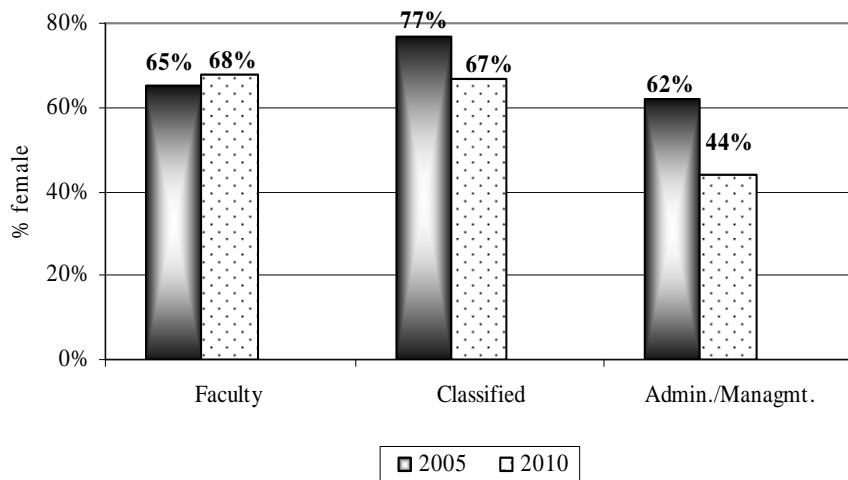## #10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender

Percentage of Female Employees at District Operations Center
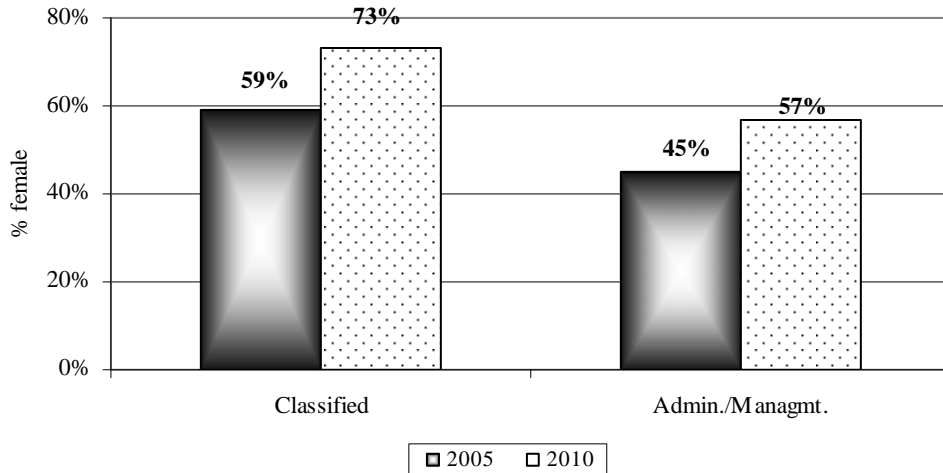
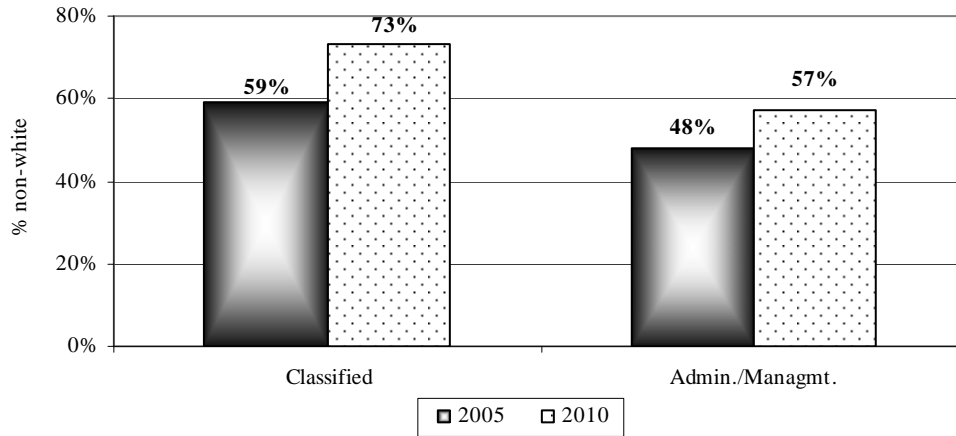**Percentage of Female Employees at SAC**
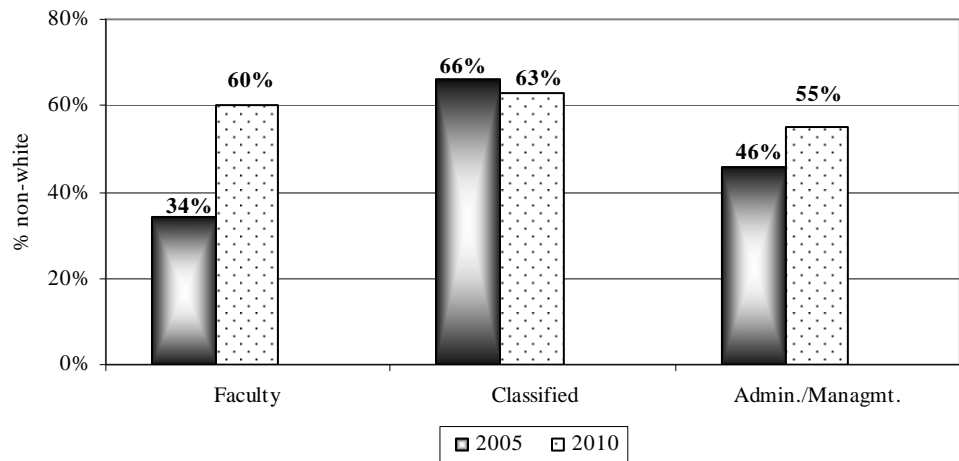

Percentage of Female Employees at SCC

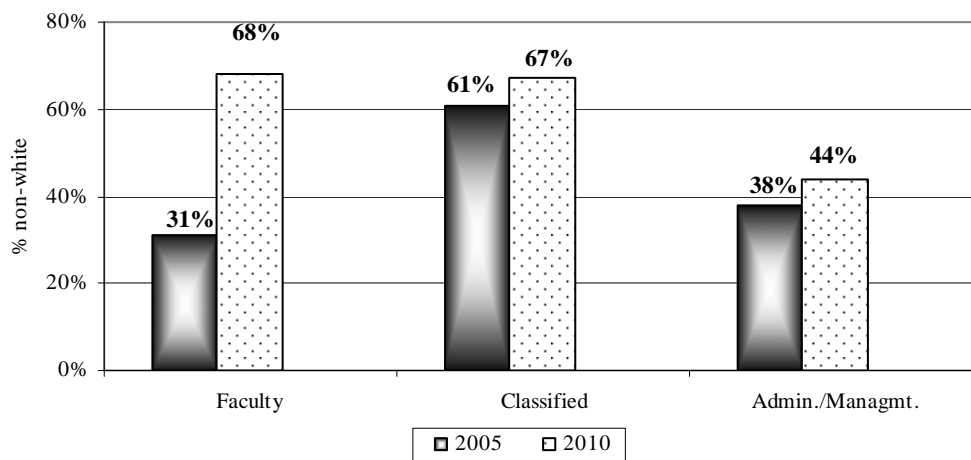## #10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity

Percentage of Non-White Employees at District Operations Center

Classified: 2005 — 59%, 2010 — 73%
Admin./Managmt.: 2005 — 48%, 2010 — 57%

□ 2005 □ 2010

Percentage of Non-White Employees at SAC

Faculty: 2005 — 34%, 2010 — 60%
Classified: 2005 — 66%, 2010 — 63%
Admin./Managmt.: 2005 — 46%, 2010 — 55%

□ 2005 □ 2010

Percentage of Non-White Employees at SCC

Faculty: 2005 — 31%, 2010 — 68%
Classified: 2005 — 61%, 2010 — 67%
Admin./Managmt.: 2005 — 38%, 2010 — 44%

□ 2005 □ 2010

#11 FINANCIAL INDICATORS

Ending Fund Balance – Cash set aside as prudent reserve for extraordinary expenditures

5% of Total Expenditures - The amount established by the State Chancellor's Office as a measure of financial well-being. (An unrestricted general fund reserve balance under 5% of total expenditures is a possible indication of financial problems.)
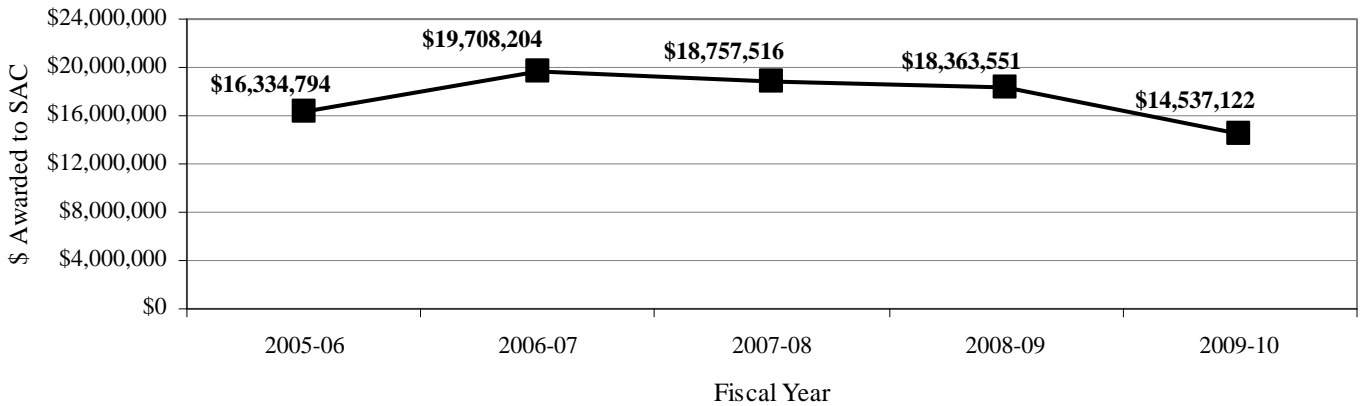
Ending Balance
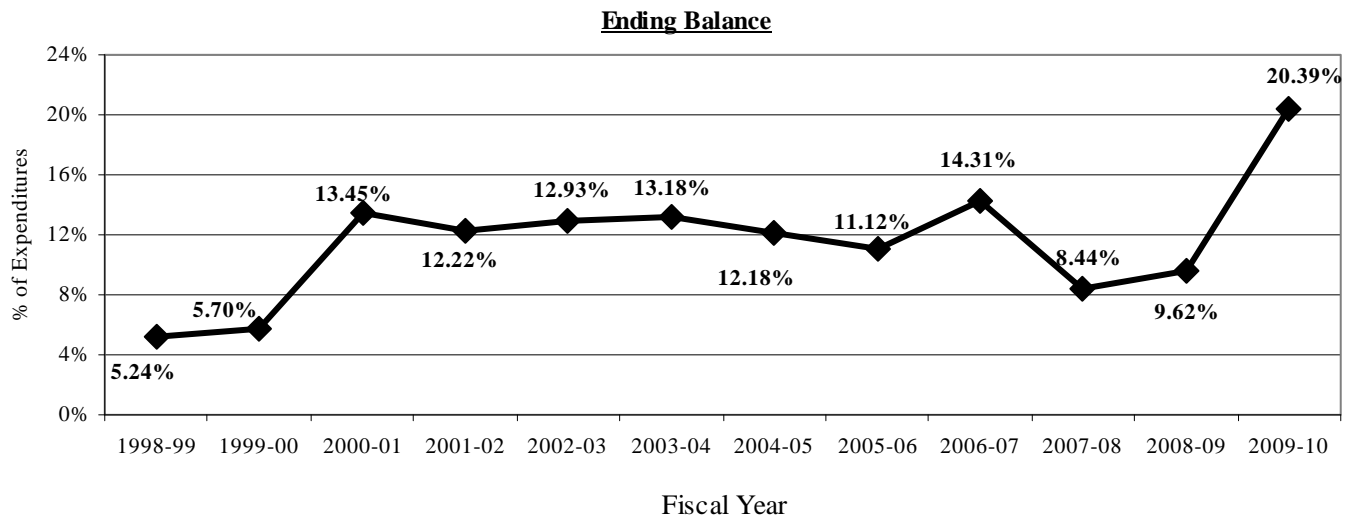
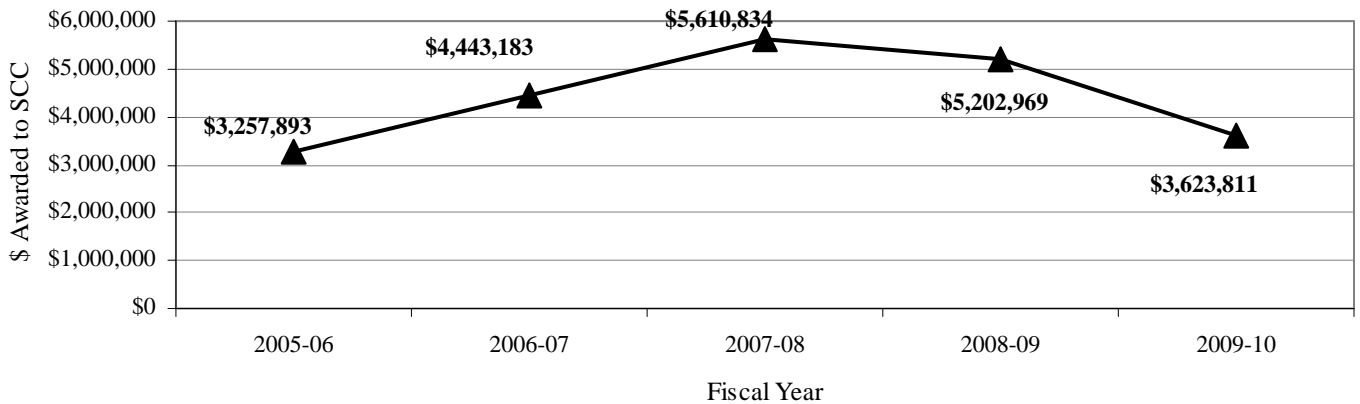## #12 RESOURCE DEVELOPMENT: Competitive and entitlement grants received
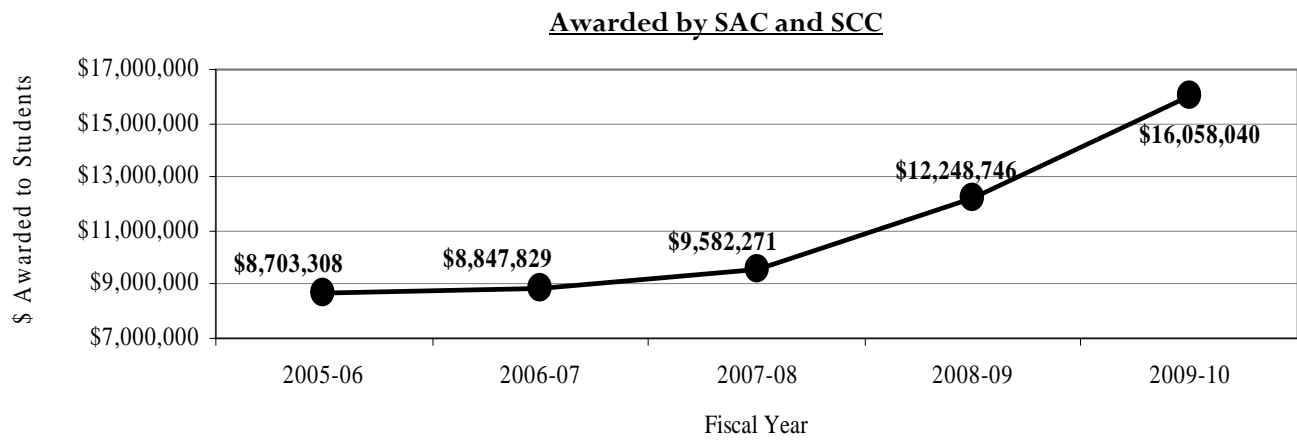
Districtwide Grants
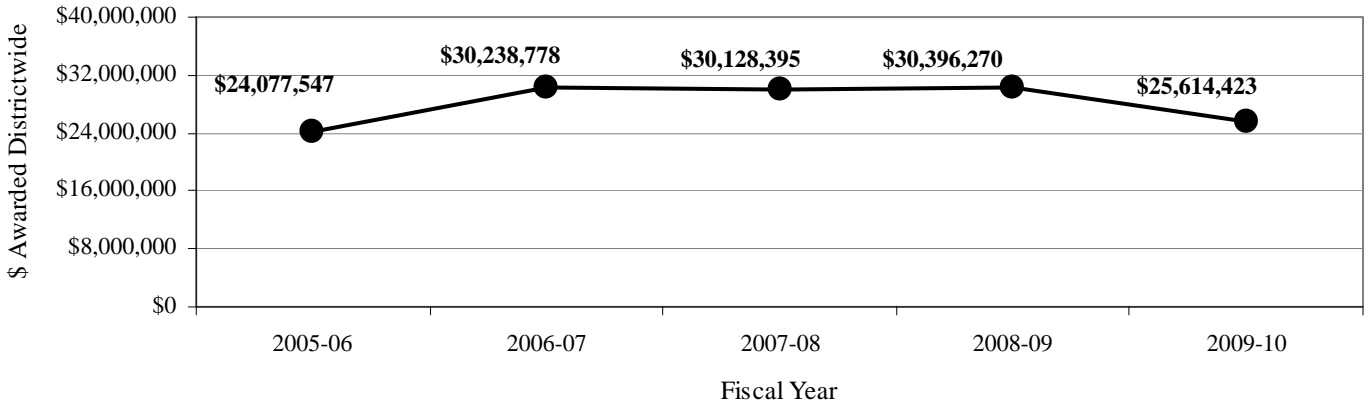
SAC Grants

SCC Grants

#12 RESOURCE DEVELOPMENT: Financial aid awarded to students

Awarded by SAC and SCC

Rancho Santiago Community College District
2010 Board of Trustees' Goals: Progress and Accomplishments
December 2010

GOAL	HIGHLIGHT PROGRESS/ACCOMPLISHMENTS
1. **Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.**	**Santa Ana College** A campus-wide Basic Skills Task Force meeting was led by Sandy Wood and held in February 2010. The State's new Basic Skills Handbook was introduced and faculty discussed on-going professional development activities for the semester. Faculty members continued to incorporate new techniques and strategies into their classroom presentation throughout the college. The follow up was the general faculty convocation. The EOPS program initiated their newest student resource with the grand opening of the EOPS Resource Center in February 2010. SAC had 12 football student-athletes sign national letters of intent with four-year universities. The Student Leadership Institute (SLI) was held in April 2010 with more than 70 students in attendance. The Service Learning Center placed 940 student interns in volunteer programs throughout our community. SAC student William Neri is awarded the All-California Community College Academic 2nd Team. Nursing Program awarded Song Brown Act Grant from the Office of Statewide Health Planning and Development for 2010-2012 in the amount of $125,000 to fund instructional associates. EOPS/CARE hosted annual Scholars' Ceremony in April to recognize student scholars who achieved 3.0 GPA or above despite their economic and educational challenges; more than 230 student and family members attended the event. Despite reductions in funding, 83 EOPS students will be graduating in June 2010 as compared to 68 last year 2009. The SAC Summer Transition and Readiness (STAR) program had 60 students participate in the program as they gear up for the coming semester. SAC Student Ambassadors program is a team of leaders dedicated to welcome and introduce SAC to new and prospective students. These ambassadors were recognized for their dedicated work, positive first and lasting impression. In collaboration with PGR, ASG partnered with AT&T to launch a "no testing while driving" campaign.

The ASG sponsored the Club Advisor Retreat. The annual event helps support the important club programs.

ASG allotted $8,000 to be distributed to various department or programs on campus through the Leave a Legacy program.

The International Students Festival was held on Wednesday, November 3, 2010.

The 14th annual Road to Teaching Conference was held at SAC on Saturday, November 20, 2010.

The SAC TV/Video department is the proud owner of a new character generator equipment purchased with CTE funds.

The ASG Work for Your Program awarded $8,000 worth of book vouchers.

An Outreach Summit 2011 was held in January involving most SAC department and programs who have recruitment/outreach tasks.   The aim was to show overlaps and identify ways in which we can collaborate and streamline the work.

Orange County Park Ranger Academy, Class #2 celebrated the completion of their training program. The program was developed last year in partnership between Orange County Parks Department and SAC-CJA.

Santiago Canyon College

SCC celebrated the success of students at events such as the Scholarship Ceremony, ASG Leadership Banquet, Student Leadership Institute (SLI) Awards Banquet, Honors Program Banquet, Women's Soccer Team banquet and Graduation ceremonies for credit and non-credit.

At SCC's annual Master TAC (Technical Advisory Committee) meeting for CTE programs, outstanding student work and campus citizenship is recognized by the awarding of scholarships. Surveying & Mapping Sciences students are assisted in applying for CLSA (California Land Surveying Association) scholarships through a series of workshops.

SCC hosted its second annual Student Art Show in May.

SCC revised the template for Academic Program Review and piloted the revision with several departments.

SCC Financial Aid Office has incorporated result oriented policies for Satisfactory Academic Progress (SAP) that is requiring students to pay more attention to their educational goals and objectives. Compared to previous manual processes, we have automated the SAP evaluation process that allows for a faster time to notify students for not meeting the standards and allow them to put in place a plan for success by meeting with a counselor.

SCC's new science center opened for fall semester classes. The new center has 12 laboratories including five for biology, three for chemistry, two for physics, one for astronomy and one for geology. The majority of the labs were furnished with state-of-the art equipment and allows SCC to offer microbiology and organic chemistry for the first time starting in the spring 2011 semester.   In addition, there is a 200 seat lecture hall in this new facility.

SCC opened their new 1000 car parking lot in the fall with ample parking for both students and staff. For the first time in many years, we did not receive calls from residents complaining about students parking in the neighborhood.

With funds from its recently awarded Title V Grant, SCC created a Science Learning Center that will support Supplemental Instruction and Directed Learning Activities.

The SCC Women's Soccer Team won the Orange Empire Conference and advanced to second round of the state playoffs.

The Continuing Education Associated Student Government celebrated the success of students at ceremonies for outgoing and incoming student leaders.
Orange Education Center (OEC) students applied for specific continuing education scholarships and were recognized at the annual Scholarship Ceremony.

District Operations

Students at the Digital Media Center interacted with the 12 companies that are tenants in the incubator, obtaining valuable work experience through internships and part-time employment.

The Research Department guided and supported evaluation and assessment activities to assist the colleges with program review, student learning outcomes and categorically-funded programs such as the Basic Skills Initiative and the Vocational and Technical Education Act.

The Youth Entrepreneurship Program offered students between the ages of 18 and 27 the opportunity to explore their creative passion. Over 100 students participated in last year's program culminating in an 8-week seminar for 25 students focusing on the development and presentation of a business plan.

GOAL	HIGHLIGHT PROGRESS/ACCOMPLISHMENTS
2. Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.	**Santa Ana College** The CARE Program (for single parents on cash assistance) and YESS Program (for emancipated foster youth) welcomed 23 new students to their programs and the campus. On February 22, over 300 SAUSD student enrolled in special education attended the Senior Transition Day entitled "Options and Opportunities." Students from SAC dance department participated in a student exchange program with UC Irvine dance department. The 153rd full-time Basic Fire Academy started their training on February 8 with 48 recruits. The Student Success Committee previewed the new Early Alert system proposal for identification of students needing academic assistance, probation policy, and schedule for early decision. The University Transfer Center hosted the annual Spring College Fair in March 2010 with 25 universities represented. 17 SAC journalism students win record of 68 individual Columbia Graduate School of Journalism's Gold Circle Awards for the 2009 Academic year were announced at 86th Annual College Media Convention in New York during March 2010. ASG and financial aid collectively sponsored a Student Budget Forum and Resource Fair to learn about state budget, district budget and important information on personal finance. The Lincoln Electric Truck presented welding demonstrations at Valley High School in March 2010 to provide overview of Career Academy Scholars Program. The first annual "Pathway to Student Success Conference" was held for continuing education students enrolled in ESL, ABE and the Adult High School Diploma program at SAC. SAC participated in the Diverse Learning Environments Research project hosted by UCLA's Higher Education Research Institute. The first semester of the year long Puente cohort demonstrated a 71% retention rate for English 061, and a 90% passing rate for those who remained in the cohort. During the second semester, students in the English 101 demonstrated an 81% retention rate and a 95% passing rate. Outreach staff extends assistance to students looking for open classes during registration and first two weeks of school.

SAC sponsored STEM Week (Science Technology Engineering and math) with a variety of activities. All events were sponsored collaboratively by CSU Fullerton, SAC, TEST:UP Program, MESA Program, Center for Teacher Ed, University Transfer Center, Science, Mathematics & Health Sciences Division, USDA Grant, Project GPS2, and the NSF Grant.

SAC hosted the White House Initiative on Educational Excellence for Hispanics. We are in discussion regarding a fall conference.

Santiago Canyon College

SCC Mandated supplemental instruction for developmental courses in English, Math & Reading by requiring co-enrollment and utilization of academic support centers (Writing Center, MASH (Math Study Hall) and Academic Success Center). For example students enrolled in developmental English are required to attend 1 hour/week mandatory Writing Center instruction.

The SCC Early Decision (ED) program provides approximately 500 high school seniors first priority in selecting and registering for fall classes and offers application workshops & assessment testing at the student's high school; and provides on-campus orientation, advisement, and priority registration during the month of May. The equivalent program Early Welcome (EW) provides approximately 260 non-OUSD students an opportunity to receive priority registration for the fall semester and receive on-campus orientation and advisement.

Discover SCC: Orientation to College Life provides incoming freshmen with an overview of the programs and services offered at Santiago Canyon College. Led by students trained as orientation leaders, the program allows new students to connect with their peers and boosts their confidence about starting college. Approximately 300 students participate annually; the half-day program includes workshops on college programs and services, small group activities, and interactive campus tours.

As a student retention effort, SCC Counseling implemented mandatory academic probation intervention workshops for students that fall below a 2.0 Grade Point Average once accumulating 12 units. Counselors held 58 workshops providing over 750 students with transcript review, educational planning, and academic success strategies.

To increase student awareness and transfer success, the SCC Transfer Center increased the capacity and quantity of transfer workshop sessions. This effort resulted in an attendance increase of 172 students, a gain of 62%, between fall 2009 and fall 2010.

Following the development of a new alliance with UC Irvine's Center for Educational Partnerships, SCC students are eligible for consideration for UCI's Transfer Honors Enrollment (THE) Guarantee. Fourteen SCC students were granted admission in fall 2010 through THE Guarantee, and all were also awarded a renewable UC Regents Scholarship worth $1,000 per year.

Through the use of Perkins-VTEA funds to support SCC student retention and success, both diagnostics and math tutoring is provided in Water Utility Science, Surveying & Mapping Sciences and Accounting as well as for degree-required math courses.

SCC prioritized course offerings to focus on Transfer, Basic Skills, and Career Technical Education.

The OEC Counseling Department conducts a formal program to transition students from noncredit coursework into the credit program at SCC. The STARS program which stands for Students Transitioning and Registering Services identifies students that are near completion of their studies at the OEC. STARS recruits these students to participate in a program in which they complete and submit a SCC application, take the SCC placement test, attend a College seminar with academic advisement and enroll in SCC courses. In fall 2010, 41 OEC students submitted a SCC application, 30 took the SCC placement test, 25 received academic advisement and 14 enrolled in coursework at SCC.

At the OEC, classroom hours have been expanded in spring 2011 to allow students increased access to Adult High School Diploma Program and Adult Basic Education classes. The classroom for the same programs located on the SCC campus changed its operating hours from morning to evening to better meet the student demand for classes.

At the OEC, funds from the Basic Skills Initiative were utilized to provide much-needed one-to-one and small group tutoring for Adult High School Diploma Program, Adult Basic Education, and English as a Second Language (ESL) students. Student Success Workshops were also conducted to address barriers that prevent students from achieving their goals and to develop strategies that encourage students to stay in school and complete their classes/educational goals.

At the OEC, 85 students earned their high school diploma in 2009-10.

At the OEC, the ESL department has created ten certificates focused on specific areas of language development. Once State approval is received, a process will be developed for completion of these certificates to appear on student continuing education transcripts.

The OEC offers Career Development and College Preparation Program (CDCP) certificates in the career areas of: Customer Service, General Office Clerk, Executive Secretary, First Line Supervisor, Web Associate, and Medical Billing. The number of certificates earned has increased from 4 in 2007-08 to 40 in 2009-10.

District Operations

The successful launch of an associate degree and certificate program in Global Entrepreneurship at Santa Ana College was accelerated as a result of the collaboration between the Youth Entrepreneurship Program and

SAC faculty.

For 38 years, the child development centers have provided quality child care to students and staff. The centers serve as teaching labs the Human Development classes and provide an essential student support service. The department operates five centers and served 2,132 children last year. In 2009 the department was awarded a $1.5 million federal grant to develop and operate an Early Head Start program.

GOAL	HIGHLIGHT PROGRESS/ACCOMPLISHMENTS
3. **Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.**	**Santa Ana College** Early Child Development Center held a grand opening and moved into the new buildings. Campus staff met with representatives from Chevron to learn about renewable energy alternatives. Gym restrooms were renovated. CEC Child Development Center improvements completed with the assistance of funds from Federal Housing and Urban Development Grant. The SAC Facilities Committee recommended that regardless of funding source, all proposed changes and project plans for SAC facilities will go through the SAC Facilities Committee for review and input. The baseball field was renovated to meet ADA requirements. A dedication of the baseball field will be held on February 27, 2011. Work continues on remaining Measure E projects. The Centennial Education Center has been renovated with some new siding, painted signs, and refurbished atrium. Drawings were completed for the SAC sewer and gas line repair project and is now in progress. The Environment Subcommittee continues to meet to formulate recommendations for the Facilities Committee to consider. Westberg and White is proceeding with plans for the soccer field renovation and exterior entrances to the campus. Landscape architects completed conceptual drawings.

Santiago Canyon College

The SCC Office of Student Life & Associated Student Government (ASG) has implemented a category in their programming entitled "sustainability" which ensures campus clean-ups with the overarching goal to collect recyclables around campus and work with neighboring recycling centers for processing.

As we run out of filing space, in 2011/ 2012 the SCC Financial Aid Office plans to transition to Imaging and other automation to minimize the need for filing space not to mention saving a lot of paper supplies. This operational change should also result in a faster processing as the financial aid analyst staff will not have to wait on paper file preparation by the clerical staff.

SCC new facilities master plan is near completion.   The final draft was approved by the SCC Facilities Committee and HMC Architects is expected to present the finished plan to the District within the next 30-60 days. The facilities plan addresses future growth and the ability to present new programs.   It will ultimately provide an environment where students will want to come, stay and learn.

Part of the SCC Facilities Master Plan is the proposal to construct a central plant to provide conditioned air to the buildings. If implemented, the central plant will reduce electrical consumption and emission of greenhouse gasses by approximately 40%.

Currently under construction is a new Humanities Building which will be SCC's first LEED certified building.   The installation of solar panels are included in the project.

Computerized instructional labs have been updated using Perkins-VTEA funds for Business/Computer Science and Surveying& Mapping Sciences programs.

The OEC greatly expanded the SCC Community Services program by scheduling classes at the OEC during non-peak times. This has led to improved services for the community, increased facility utilization and increased revenue generation for Community Services without impacting the parking problems that exist at the OEC during peak operating periods.

During non-peak periods, the OEC groups courses to meet in one area of the building so that air units in other parts of the building could be shut down. This saves the District money and is good for the environment.

GOAL	HIGHLIGHT PROGRESS/ACCOMPLISHMENTS
4. Promote flexible, cost-effective educational programs and services, including the use of cutting-edge technology and educational program delivery via technology.	**Santa Ana College** The Book of the Year pilot program concluded with Growing Up Latina event with two local authors; standing room only in Phillips Hall. The student media production lab (SMPL) was developed as a result of researching alternative funding for technology programs. The project is a collaborative pilot between information and learning resource/media resources and the business division's academic computer center. Art Galley Coordinator, Phil Marquez was asked to jury high school artwork from Congresswoman Sanchez's district. The award winning artist's work is displayed in the Capital and the artist was given a trip to Washington DC for a tour of the exhibit. A new queue system is installed in the lobby of the admissions and records office to eliminate the need to stand in line. Early observations indicate that staff and students have adjusted to the new system. The Math Department implemented Math 81 (a revision of Math 80) Intermediate Algebra with directed learning activities in the math center at one hour per week. During week one, 81% of the students enrolled made it to the math center and participated in the activities. A tour ensemble course is created to provide performance experience without the costs associated with a fully produced stage production that includes stage scenery, lighting, sound cues, custom costumes, etc. Pursuant to a collaborative effort between Admissions Office and District ITS, the program for "Add Codes" was pilot tested during the spring semester. Representatives from ARCHES met representatives of our Career Academy Scholars Program (CASP) to monitor our progress. The Career Academy Scholars Program continues to be successful with the high schools. **Santiago Canyon College** Exploring the implementation of "early alert", a technological tool in SCC's student information system will enable faculty to inform students of course progress and the capacity to make appropriate referrals to academic & student support services. Currently in a testing phase, a degree audit program that will allow SCC students to determine courses needed for graduation (AA/Certificate) or transfer; will also allow for intrusive follow-up with students who are near completion

or transfer ready.

Beginning in spring 2011, SCC Financial Aid is moving to web advisor which will allow students to review their financial aid status and requirements on line. By fall 2011 they will also implement the FA~link book voucher system for the book store which will allow students to pick up their books against their awarded aid instead of waiting for the checks in mail before they can buy their books.

SCC Admissions has implemented new electronic adding codes, replacing paper & manual add cards. Additionally, the use of Credentials' Robo-registrar – where students do all transcript requests online – requires less paper and faxing of signature pages.

Programs that directly involve serving industry job markets include week-long certification of Southern California's Code Enforcement Officers, completely on-line "Fast Track" state real estate and appraisal license exam preparation; one-day advanced training for water utility science employees.

SCC Implemented CurricUNET as the college's curriculum management software.

At the OEC, cost-effective technology continues to support the language instruction in the OEC Interactive Learning Resource Center.

At the OEC, some publishers have provided free online access to selected textbooks used in the Adult High School Diploma Program.

The OEC Business Skills Division markets its program through its new Santiago Canyon College Continuing Education Business Skills Program website and Facebook pages.

District-wide Operations

RSCCD staff served more full-time equivalent students (FTES) per employee (25.87) in 2009-10 than at any other time in the previous ten years.

GOAL	HIGHLIGHT PROGRESS/ACHIEVEMENTS
5. **Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.**	**Santa Ana College** The SAC Ed Arnold Golf Classic Tournament was on May 17. The ASG and SAC Foundation collaborated to save a summer class through fundraising efforts. SAC Foundation hosted annual President's Circle reception at the home of Jayne Munoz. Funds raised through the President's Circle donations are unrestricted and provide on-time funds to students with unique and special circumstances. The President's Circle doubled in membership during 2010. This annual fund has now grown to over $50,000 per year. The first donated check is received for the Century Clock Tower project. The completion of this campaign and project will kick-off the 100th Anniversary for SAC. Our National Science Foundation STEP Program grant: Talent Expansion in Science and Technology: An Urban Partnership (TEST: Up) was funded for a fifth year and will continue through June 30, 2013. SAC, School of Continuing Education received a significant increased in Workforce Investment Act funding: from $1,949,311 last fiscal year to over $2,751,993 this year. SAC Foundation held the annual Pageant of the Trees fundraiser with First American sponsoring the venue, food and wine bar. SAC continues to make brief presentations to city staff to promote and encourage employee donations to the Santa Ana 2000 Scholarship Program – City of Santa Ana Charitable Rallies. Since the program's inception in 1994, more than 1,300 students have received support from these scholarships. The SAC Foundation has launched its new Sustaining Excellence Mini Grant Program. This program provides an opportunity for college leaders to seek grant funds to be implemented over a two-year period for up to $5,000. The SAC Veterans Resource Center (VRC) and the SAC Foundation co-sponsored a special wine tasting fundraiser "Soldiers to Scholars" event. Foundation representatives met with the SAC Retiree group. ARCHES has granted a $16,000 supplemental ward to SAC for the continuation of our CASP program. The SAC Foundation received a new gift from Union Bank for SSTI (Summer Transfer Institute at UCI).

Santiago Canyon College

SCC is represented in a new organization, Studio Orange, founded to promote the arts in the community. Studio Orange will help bring visibility to SCC's arts programs. Studio Orange is part of the Community Foundation of Orange.

At the OEC, cost-effective technology continues to support the language instruction in the OEC Interactive Learning Resource Center.

At the OEC, some publishers have provided free online access to selected textbooks used in the Adult High School Diploma Program.

Current SCC grant funded initiatives:
1) Career Technical Education (CTE) Middle School Career Exploration Project – a grant funded career exploration collaborative that focuses on career awareness, exploration, and career pathway development from middle school to college for 7th & 8th graders from three middle schools in OUSD
2) California Department of Education, Tech Prep Demonstration Site Grant- a consortium with Villa Park High School (secondary school partner) to develop a program of study in the finance & business CTE industry sector that creates a pathway for students (middle school to high school) that leads to a CTE teaching credential.
3) U.S. Department of Education CAMP (College Assistance Migrant Program)--for freshmen students from migrant and seasonal farm working backgrounds; designed to increase the number of migrant students at SCC and assist them during their first year of college to attain academic and educational goals.
4) Hispanic serving institution Title V grant to establish and implement a Science Learning Center with dedicated directed learning activities, supplemental instruction, counseling and learning facilitators and instructional assistants.

SCC is pursuing the following grant opportunities (notification pending):
1) U.S. Department of Education, Talent Search Program, which assists students at the secondary level by preparing them for post-secondary education. If secured, a cadre of potential SCC students will have engaged with SCC prior to admission such that their college-readiness will be much stronger than those not benefiting from the program.
2) National Science Foundation (NSF) Increasing STEM Enrollment, Retention, and Achievement (i-STEM) Program; in partnership with UCI's Center for Educational Partnership, Santa Ana College & Rio Hondo College.

Applied but unsuccessful:
1) Corporation for National & Community Service, Learn & Serve America Higher Education grant
2) Kaiser Permanente Community Benefit grant
3) California Department of Education, CTE Teacher Preparation Pipeline (TPP) grant
4) Gates Foundation, Completion by Design in partnership with Santa Ana College, Cerritos College & Rio Hondo College.

District Operations

Due to major reductions in categorical funding from the state Chancellor's Office, the District experienced a 16%

GOAL	HIGHLIGHT PROGRESS/ACCOMPLISHMENTS
6. **Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.**	**Santa Ana College** The Professional Classified Development Committee has reinstituted and launched open house for classified employees on March 30 with a variety of services and programs available to staff. Music and TV/Video departments turned the DMC 204 classroom/laboratory into an Apple Certified Training Center. EOPS staff and students recognized for their leadership locally, regionally and statewide. In support of the emergency preparedness goals, the classified development committee offered two Active Shooter on Campus presentations. Flex workshops were held during the week of August 16-19 and concluded with the Beginning of the Year presentation by Dr. Martinez, division meetings, and health and wellness resources fair and lunch. Workshops offered a variety of subjects including web advisor training, backboard training, Google docs, service learning and emergency preparedness. The Orange County Board of Supervisors confirmed the appointment of Ken Soltis, Associate Dean of Fire Technology to the Orange County Emergency Medical Services Quality Assurance Board for a two-year term. This board monitors, investigates, studies, and makes recommendations regarding the quality and level of health care provide by the EMS system. The SAC Classified Professional Development Committee was established and has held several staff development activities. Staff participated in the Strengthening Student Success: Assessment, Dialog, and Change Conference held October 6-8, 2010 at the Hilton in Costa Mesa. The conference was presented by the RP Group in collaboration with the Academic Senate for CCC, the Accrediting Commission for Community and Junior Colleges, and the Carnegie Foundation for the Advancement of Teaching. All employees participated in the All California Shake Out on Thursday, October 21, 2010.

Santiago Canyon College

SCC Student Life has coordinated and implemented a variety of cultural and diversity programs as a goal of their student and campus life development. Activities such as "Safe Zone" and "Coming Out Day" for the LGBTQ populations and Diversity Day for cultural awareness have been added to overall program planning on an annual basis.

At SCC a series of faculty-staff training was held and is ongoing in areas such as delivering effective classroom instruction, using technology, online tools and web site development/maintenance among other topics.

OEC faculty, in collaboration with CEC faculty, provides a comprehensive professional development program that addresses all areas of instruction, including innovative technology. This professional development program received accolades from SCC's accreditation visiting committee.

District Operations

Despite staff reductions, overall ethnic diversity was maintained and remained stable or increased in all but one employee category (Management).

Due to reductions in part-time teaching opportunities, the full-time faculty ratio was the highest in five years (63.3%). For the first time, the full-time faculty ratio at Santiago Canyon was higher than the ratio at Santa Ana College (65.84% and 62.17% respectively).

Due to the hiring freeze, the District fell below its Full-time Faculty Obligation (FON) but no financial Penalty was assessed because the overall full-time faculty ratio increased over the prior year.

Decreases in dental premiums partially mitigated employee health insurance increases in 2009-10. All benefited employees assumed the increased premium costs through payroll deduction.

GOAL	HIGHLIGHT PROGRESS/ACHIEVEMENTS
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.	Santa Ana College DSP & S, Financial Aid and Orange County Mental Health worked on a partnership to increase access to benefits and services for our returning veterans. The Veterans Resource Center (VRC)was opened in April. The Bank on Santa Ana/Comunidad Latina Federal Credit Union program at SAC is growing on campus. Dr. Martinez accepted invitation to serve as the CEO Representative for community colleges on the statewide prerequisites task force which is a statewide academic senate task force responsible to amend Title 5. Staff continues to meet with neighbors of the Artesia-Pilar Neighborhood Association to maintain relations, discuss parking and trash mitigation, and upcoming projects at SAC that may impact them. Four SAC dance students participating in the American College Dance Festival at the regional level auditioned and received full scholarship to attend Duke University ADF (6-week summer program). The foundation assisted with expenditures beyond the scholarship. The Accreditation Council for Occupational Therapy Education conducted a visit of the SAC Occupational Therapy Program noting nine suggestions and two recommendations on non-compliance issues, all of which were easily remedied. THE ACOTE reaffirmed the OTA accreditation with the next review set for April 2013, and on-site visit for 2016-17. SAC hosted a delegation from Louisiana Community and Technical College System and their guests from Saudi Arabia in August 2010. The group attended a week-long conference and visited several local community colleges for a full day of inter-active dialog regarding faculty evaluations, student engagement, distance education programs and a campus tour. SAC hosted the site visit by the ARCHES leadership to the Santa Ana Partnership in September 2010. Nearly $20,000 was awarded in Automotive Technology scholarship to 26 Orange County students by local auto dealers as part of the California New Car Dealers Association Scholarship Foundation; two were SAC students receiving $500 and $1,000 respectively for one semester. Dr. Martinez attended the Enrollment Management Advisory Committee meeting hosted by CSU Fullerton in September 2010 and learned about restrictions placed by the system office for transfer opportunities. The City of Orange Fire Department donated two fire engines to the SAC Basic Fire Academy. This donation will allow SAC to offer two older engines to our ROP partners to provide student with valuable hands on experience they have not had in the past.

SAC, School of Continuing Education participated in the CASAS National Post Secondary Transition Study, designed to determine the role of CASAS assessments in supporting the adult learners' transition to postsecondary education. The result of the study will assist states and local adult education programs set appropriate performance levels.

The Service Learning Center hosted its 11th Annual "Adopt-A-Family" project.

Kia Automotive donated two prototype cars plus an additional vehicle to the automotive and diesel programs at SAC.

Santiago Canyon College

SCC continues to maintain partnerships with Cal State University Fullerton through the Student Leadership Institute (SLI); and GEAR UP Anaheim which works to increase a college going culture and promotes system wide changes to increase the number of students prepared to enter college.

SCC continues to participate in a community college consortium with UCI's Center for Educational Partnerships with a primary focus on raising transfer preparation through focused study and collective action to increase the number of first-generation, low-income and underrepresented students transferring from the area's community colleges.

Numerous ongoing partnerships exist and are constantly being expanded with entities from various industries and businesses such as water industry education AWWA (American Water Works Association), docent-volunteer training for The Irvine Company, public works employee training for the County of Orange, specialized job preparation for the local WIB (Workforce Investment Board) among others.

District Operations

The Small Business Development Center partnered with over 40 business, government and educational agencies. In 2009-10 the center conducted 74 workshops attended by 2700 small business owners and provided consulting services to 1,100 small businesses resulting in a positive economic impact of $15 million.

The ACT Center provided testing services to 1,034 clients and customized job training for 108 incumbent workers generating fee income of $31,500 for the District.

The Center for International Trade Development, through partnerships with 72 local, state, and international organizations, served 72clients, conducted 24 workshops and provided consulting services to 285 businesses resulting in $5 million in economic impact.

GOAL	HIGHLIGHT PROGRESS/ACCOMPLISHMENTS
8. **Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.**	**Santa Ana College** The ASG sponsored a number of celebrations including Black History Month and Cinco de Mayo while the ICC and other clubs hosted events such as Career Interview Make-over by the Runway Fashion Society club, Lunch on the Lawn with the Psychology club, and the Puente Club Talent Show. Pharmacy Technology and Welding Technology representatives attend the Santa Ana High School Career Day in February 2010. SAC hosted the Pre-College STEM Day event on March 6 to bring SAC STEM faculty and students together with SAUSD MESA students to engage in hands-on, interactive activities that will help stimulate student's (college and pre-college) interest in math and science. Video conference call with Juan Sepulveda of the White House Initiative on Educational Excellence for Hispanics is hosted by SAC on April 15 as a follow-up to the visit of 2009. Dons football team served as volunteers at the 5k Walk for Kids to support the Ronald McDonald House. SAC Cabinet and student services representatives met with residents of the Santa Anita Neighborhood Association and Scott Kutner of the city of Santa Ana to discuss ways to develop and implement programs to support their residents and links to education. 50 parents of secondary school student in SAUSD in partnership with SAC PREP (Parent Residential Experience Program) spent a weekend at UCI to encourage engagement and dialog about early college preparation and college options. More than 300 parent volunteers participated in the Camino de Amistad citywide event to announce the beginning of school and the importance to register on time. Volunteers went door-to-door giving out 20,000 door hangers with important dates and upcoming events sponsored by SAUSD. Continuing Education held the Santa Ana Jail GED Graduation on October 28, 2010. Mission Hospital in Mission Viejo is leading a collaborative effort with UCI and other south county leaders to initiate a "Padres Promotores de la Educacion" program modeled after SAC's program.

Santiago Canyon College

Business and CTE programs at SCC are regularly represented at local employee benefit events, high school career exploration job fairs, professional associations, and in the community.

In 2010, a new 5 year extension of the agreement with the Orange County Sheriff's Department was signed so that SCC Continuing Education Division will continue to be the provider of Vocational and Continuing Education programs at the Orange County Correctional Facilities.

Community Action Partnership of Orange County (CAPOC) in partnership with the OEC provided health workshops, cooking demonstrations, cookbooks and pedometers to OEC ESL students in a campaign to increase awareness of healthy living. As the culmination of the Healthy Living project, CAPOC provided renovated internet-ready computers to ESL students who completed a series of health lessons.

The OEC partners with Cal State University Fullerton, USC, and UCI by offering observation opportunities for students in the TESOL master degree and certificate programs.

MasterTac – The OEC Business Skills Department has strong connection with industry and OC leadership through its advisory board. Western Growers, Inc.; Medcom, Inc; Workforce Investment Board; OC Business Council; and Bank of America.

The OEC partners with the Orange Unified School District to offer both Bridge and Petition classes to meet the needs of high school students who need to make up classes or who are interested in accelerating the completion of the course requirements to earn a high school diploma.

District Operations

In 2009-10, the Research Department designed, conducted, and published 18 statistical studies to assist in policy program planning and development as well as 32 special studies to meet departmental, institutional, community, and state/federally-mandated needs.

The department also updated the 12 Measures of Success and other reports to support the Board of Trustees' district-wide planning efforts and supported the colleges' institution-wide planning and accreditation efforts, including data collection and research for self-study and program review activities.

The research staff also provided comprehensive data to support the District's application to the state Chancellor's Office and the California Post-Secondary Education Commission to designate the Orange Education Center as an approved educational center. That application was approved in March and resulted in an annual increase of $1.1 million in base funding for the District.

Rancho Santiago Community College District

Rancho Santiago Community College District (RSCCD)
Evaluation of Board of Trustees' 2010-2011 Goals

February 2011

The board recognizes that it can better perform its policy making and broad oversight roles if it annually reviews the district's goals in addition to its own internal board operation and performance goals.   A survey instrument was created to seek the opinions on the 2010-2011 goals from members of the community (including members of the District Citizens' Advisory Committee; District Bond Oversight Committee; local Chambers of Commerce and trade unions; community organizations; college and district foundations; federal, state, county and local elected officials who represent parts of the district; city and school district managers and superintendents), all district employees and student leaders.

Input from these individuals will be presented to the Board at it's annual planning retreat (February 7, 2011) to use in conjunction with various planning documents to maximize coordination with the planning process of the district administration and colleges, to assess areas where the district goals have been met or exceeded and those areas where improvement is needed. The survey instrument was disseminated online, with the option of hard-copy paper survey for those who were uncomfortable with the online process.   283 surveys were completed and those data are included in this report.

Summary of Findings

Level of Satisfaction with the Board's Progress Toward Goals

➢ 87% of respondents expressed satisfaction with the progress made by the Board in promoting a learning community environment that is innovative, student-centered, and celebrates student achievement (Goal #1).

➢ At least 15% of respondents expressed the highest levels of dissatisfaction with progress on both Goal #3 (addressing the updating of master plans and incorporating green efforts wherever feasible), Goal #4 (promoting flexible cost-effective educational programs and services) and Goal #6 (maintaining a positive and productive work environment.

➢ Expanding partnerships in the community with business, labor, K-12 and universities (Goal #7) and enhancing awareness of the colleges through outreach and advocacy (Goal #8) both earned the highest mid-scale ratings (20%). It may be interpreted that respondents do not have enough knowledge of the Board's involvement in these efforts to commit to either positive or negative ratings of satisfaction.

Importance of Goals

  ➢ Goal #1 (promoting a learning community environment) was ranked #1 in importance of the eight goals, and Goal #7 (expanding partnerships) and Goal #8 (enhancing awareness) were rated least important.

Most Frequently-Expressed Comments

The most frequently expressed comments relate to the following broad topics:
  ➢ Reinstate COLA, step and longevity increases for staff
  ➢ Build damaged morale of staff (due to reductions in force, etc.)
  ➢ Remove politics from the classroom and move to a more student-centered climate
  ➢ Increase emphasis on vocational classes.
  ➢ Actively pursue green technology

Readers are encouraged to read the many comments made by respondents as they are very revealing. A complete transcript of comments is included in this report.

Satisfaction with Progress Towards Goals

	Very Satisfied				Very Dissatisfied
Goal 1: *"Promote a learning community environment that is innovative, student-centered, and celebrates student achievement."*	**40%**	**47%**	**7%**	**5%**	**1%**

Comments:
  - The colleges should be mentioned.
  - Statement has a grammar error: faulty parallelism
  - Would add focuses on learner autonomy in some way--maybe as extension of "student-centered"?
  - The innovation part seems to not directly relate to student-centeredness or achievement.
  - Need room for growth/improvement
  - It "sounds" good. But a goal without a means to achieve the goal is simply words.
  - It's amazing the resources we already have.
  - Celebrating student achievement need not be an explicit goal
  - Promote a safe learning community

	Very Satisfied				**Very Dissatisfied**

Goal 2: *"Provide access and retention for completion* **38%** **44%** **11%** **5%** **2%**
programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors."

Comments:
- What do you mean by completion programs - this sounds like a catch-all of jargon without any true emphasis.
- I believe there is an attempt at these lofty goals, but the college falls short, oftentimes, and not always because of its own doing.
- Our data is not reliable - this needs to be fixed before we can do this.
- Giving quicker signup dates for ppl who have been at RSCCD longer takes openings away from career-oriented ppl (EMT, fire tech, nursing, etc.)
- Need a measure of success
- Provide access and promote, foster, cultivate retention.
- It "sounds" good. But a goal without a means to achieve the goal is simply words.
- I believe we still need to work in this area.
- Perhaps "foster retention" rather than "provide retention"

Goal 3: *"Update and implement facilities master* **30%** **34%** **19%** **14%** **3%**
plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective."

Comments:
- What is the plan to "maximize college...use of facilities"? Our campuses are empty on Fridays because we do not maximize its use by offering classes.
- I wish the district could be greener. There may be an initial investment for long-term returns.
- Efforts by the Board to have the community use our facilities have impacted the instructional program.
- How about when appropriate, there is more to education than money.
- It "sounds" good. But a goal without a means to achieve the goal is simply words.
- What does "maximize community use of facilities" mean? It could cost the colleges dearly if we are not careful.
- What happened to the planned SAC parking structure and Measure E funds?
- Finally we are in the state of efforts into facilities development.
- Good goal but where are the resources to make this a reality?
- Green only when cost-effective

	Very Satisfied				Very Dissatisfied

Goal 4: *"Promote flexible, cost-effective educational* **34%   41%   10%   12%   3%**
programs and services including the use of cutting-edge
technology and educational program delivery via technology."

   Comments:
-   Support the colleges to promote...
-   The concept of innovation might be more related to this goal (4) instead of goal 1.
-   It "sounds" good. But a goal without a means to achieve the goal is simply words.
-   Not all departments have "cutting edge" technology.
-   Need to be update in today's technology
-   "Cutting-edge technology" - SAC used to be - students complain that the software is always a year behind what is offered in the industry.

Goal 5: *"Pursue alternative public and private funding* **31%   42%   17%   9%   1%**
sources to increase the district's fiscal sustainability and to
implement the district's vision and goals, and encourage
the foundations and district to create plans for capital and
program campaigns and alumni association development."

   Comments:
-   District should be more active in pursuing alternate funding during the budget crisis.
-   I'm concerned about how any private funding will impact decision making in the District.
-   SAC Foundation has not offered anything new in years. Just how many Christmas trees can we sell to the same people year after year?
-   Not aware of how this works.
-   It "sounds" good. But a goal without a means to achieve the goal is simply words.
-   Pursue more grants

Goal 6: *"Maintain a positive, productive working* **37%   33%   12%   13%   5%**
environment for employees, recognizing and embracing
diversity and enhancing staff development opportunities
that address innovation and technology."

   Comments:
-   Due to the budget cuts, employees have not seen a step increase in years. Employees are being asked to do more work for less money and less resources
-   Practice what you preach at District Office.
-   Please edit to "...that address best practices, innovation, and technology."
-   AR4128.2 (B) has been violated for the last four years. Why did HR not come up with a solution? Student Service's managers need classified input.
-   It "sounds" good. But a goal without a means to achieve the goal is simply words.
-   Need to bring back Professional Growth compensation
-   We need to get non credit enhance.
-   I have not seen opportunities made available for staff to engage in staff development. (2)
-   Staff development goals are too restricted.

	Very Satisfied				Very Dissatisfied

Goal 7: *"Expand partnerships with business, labor,*   **34%**   **40%**   **20%**   **4%**   **2%**
community groups, universities, schools, and other public
and private agencies in order to enhance the district's
resource development; ensure student access and success;
ensure robust economic development programs; and be
responsive to workforce development needs and high
demand career fields."

    <u>**Comments:**</u>
- Vague--Support/create opportunities for student success perhaps. "Ensure robust econ. dev. program,"? What does that mean?
- In our area with major facilities and equipment involved, we must assure that student learning and use of equipment is not over-ridden.
- It "sounds" good. But a goal without a means to achieve the goal is simply words.
- This is excellent but need to enhance our media to share the access to the community.
- Again good goal but nowhere near that goal.

Goal 8: *"Assess the educational needs of the*   **35%**   **41%**   **20%**   **3%**   **1%**
communities we serve, and enhance awareness
of the colleges and community involvement
through outreach and advocacy among community
constituencies and leaders."

    <u>**Comments:**</u>
- Change the word "enhance" to "increase."
- It "sounds" good. But a goal without a means to achieve the goal is simply words

Community's rating of the goals, with 1 being "most important" and 8 being "least important":

<u>average ranking</u>
<u>of importance</u>

2.4	Promote a learning community environment that is innovative, student-centered, and celebrates student achievement. **(Goal 1)**
3.0	Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors. **(Goal 2)**
4.0	Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology. **(Goal 4)**
4.3	Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology. **(Goal 6)**
5.3	Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development. **(Goal 5)**
5.4	Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective. **(Goal 3)**
5.7	Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders **(Goal 8)**
5.8	Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields. **(Goal 7)**

Other issues that community would like for the Board to address:
-   Employees' wages are currently frozen, yet the District has removed the hiring freeze. Cost of living, expenses and payroll deductions have all gone up, and yet employees have not received any step increases or other compensation. Employees are being asked to do more work, with fewer resources with no compensation or consideration. It is hard on employee morale and some employees have been forced to take on 2nd jobs to try to make ends meet. It has been years since employees have received a step increase or COLA. Some employees have never received one. This negatively affects the District's ability to effectively serve students and provide the student-centric/successful environment that is the goal.
-   Other college and school districts have added or are in the process of adding solar electricity generation to campuses; RSCCD should be doing the same. Money is not an issue because there are programs through companies such as Solar City that do not require funding.
-   Technology Pedagogy training for all faculties needs to be a major goal of the board and communicated as an important mandate for the entire district.

- District should learn from the business community and become more proactive rather than reactive. From an educational perspective, there seems to be a lot of complacency among some faculty, and a lack of urgency to do more than what is needed.
- How about the quality of education? How about issues like dealing with all matters in a fair, honest and objective fashion? How about conducting business in a manner that is not only appropriate, but also avoids even the appearance of impropriety? My gut reaction to the way the mission statement and goals read is that all that matters is money and I do not believe that is true. Maybe one or two goals about cost-effectiveness and economics rather than 4? Or maybe just a simple statement that all district business will be conducted in a cost-effective manner?
- Bully-like behavior by senior faculty should be addressed. Many of the more senior faculty members are mean and afraid of new ideas, change and/or advancement; they chain us to the status quo. When you talk about a "positive, productive working environment" you should use the word "create" instead of "maintain".
- There is inadequate planning and coordination between our credit and non-credit programs, and with our high school and ROP partners. Much can be resolved with technology. Feeder institutions should not waste time developing programs before starting with specific credit level curriculum as a roadmap. All K-14 institutions should collaborate on community academic goals and standards, and faculty should work together to build academic infrastructure. Solutions like "weekend and after-school reading, math, and science programs" are just as important to community college as they are to the high school.
- District office support functions should send regular useful reports to division deans regarding economic issues, areas of job growth, productivity etc.—not for witch-hunting but for useful assessment and planning information.
- We should be committed to becoming a community leader in technology and collaboration, not just a college leader. For example, in the late afternoons when college students don't need our labs, the labs should be full of high school and middle school students. Also, reading across the curriculum, speaking across the curriculum, MESA, etc. should be community driven from kindergarten UP. We need to build capacity building leaders.
- Do the right thing and welcome good ideas from whoever offers them. Stop the politics, and stop the abusive treatment by both administrative and faculty leaders. Remind everyone that we all work for the state and no one has ultimate power to do whatever they want and intimidate others. The chancellor and everyone else need to obey the law and abide by District policies.
- Want to be innovative? SLOs, Core Competencies, BSI, and the like will, like all trends, one day go the way of the Model T. Be a leader, and ditch those things now. Get bureaucrats who have never spent 20 minutes in a classroom out of the classroom and back into the boardroom and start trusting the academic professionals (your teaching staff) to do the jobs they were hired to do. They are, after all, the experts in their fields. No? Put education back in the classroom where it belongs. Oh, you save money too, because the people who get paid to process and approve all of that related nonsense will no longer be needed. Just a thought.
- We should seriously look at starting a post-approved campus police department to ensure the safety of the students, staff and communities we serve.
- Opening more sections to allow more students to enroll and take needed classes in order to transfer to university or start their careers.
- Please work on employee moral and training. It is very low.

2.5 (7)

- Technologically our school is still very behind. How can we increase our use of innovative technologies with students?
- Provide our leadership with the tools, time and teams to make this happen.
- Ensuring that our students succeed when they move on.
- Vocational students are locked out of classes when they can only get late registration dates. It isn't fair to give priority registration dates to people with no direction who have been wasting their time (and these people have more time to waste) taking classes at SAC and SCC while focused, career-minded people who want to take classes solely in their chosen field get pushed so far back that the classes they want are full. This policy is ridiculous and is a complaint I hear too often.
- I like these goals; however, I think we need to grow as well. My experience has been anything that stops growing begins to die. We should be expanding our boarders towards the Tustin area. Incorporate into the LTA military base in Tustin and draw students in from South County. We should end up with three colleges. Thank you for this opportunity to comment.
- Solar PV roof project proposed over a year ago
- Make it easier for managers to document problem employees and put them on notice. Continued abuses by certain employees should not be tolerated.
- http://www.surgeongeneral.gov/library/secondhandsmoke/report/executivesummary.pdf
  Hello Esteemed Board Members:
  We continue to allow students to use tobacco on our campuses and while there has been good progress in restricting smoking areas we are still responsible for the continued exposure to secondhand smoke for all of our students staff and faculty. Please consider copying pasting and reading the US Surgeon General's Executive Summary link above. I believe if we allow smoking on our campuses we then unintentionally also condone the use. Consider taking a stronger stand on tobacco use in the Rancho Santiago Community College District. Thank you for asking for my feedback.
- A more intentional and direct link between the two colleges should be established so that one is seen as an extension and enhancement of the other. The community that each college serves should see the other (college) as a resource as well.
- More vocational classes
- Chancellor Hernandez said RSCCD would make the hard decisions now and not wait until the State Budget forced us to cut programs and people. We cut! However, no other local community college made large personnel cuts to full-time positions. Yes, many colleges cut back on their class schedule. So why doesn't the Board ask HR to bring back the step and column and other benefits staff gave up; before you hire more staff.
- Make sure the education the students get can either get them a good job, or help them succeed in a four-year college. Make Santa Ana College a real college again. Make the courses rigorous and have more vocational classes (carpentry, plumbing, electrician training, etc.).
- Our students come first. Listen to the students and the programs that will lead them to the next level of education.
- Listen to your college presidents. They know what is best for their colleges.
- Keep your campus safe. We need additional officers.
- Bookstore needs a new fresh look. Sell computer products / blackberry / phones...
- Cafeteria is a mess at SAC; they are trying but it is not working.
- Not everyone has a computer not even staff members.
- These are very clear goals, and all of them are important.

- Several of these objectives go hand in hand.
  "Happy students / workers are productive students/ workers", etc.
  There has to be a happy medium. We need to find an alternative to cutting and lay-offs. If students cannot get their classes, they will not attend here. If you have minimal, inexperienced workers to do the job of many, it causes delays and again, the frustration students experience will cause them to go elsewhere.
- I hope the Board will recognize the egregious favoritism that the previous chancellor showed toward SCC, and make future decisions based on fairness and a thorough understanding of the issues involved with the allocation of resources. Why is it that the Math Departments at SAC and SCC are approximately the same size, while SAC services 2 1/2 times the number of students as SCC?
- Employment for faculty
- Ranking these goals is not an indication that numbers 6-8 are not important. In fact, all the goals are important, and it is quite difficult to quantify them in an absolute manner.
- It is my experience that staff morale has been affected negatively by loss of administration, faculty and staff due to retirement and layoffs. I would like to see this honestly addressed and see the board investigate morale and collaborate with administration to create ways to impact it positively.
- Keep a "rainy day" fund. At least reinstate the Professional Growth and Longevity. Check on the status of the SAC parking structure. Where are the anonymous evaluations for classified employees to evaluate their supervisors? Since staff members have to pay for parking, where are the surveillance cameras to monitor our cars to prevent intrusions, thefts, and vandalism? What do the funds generated by our parking fees used for (or was it just a way to silently implement a permanent pay cut)? Are the parking fees temporary or permanent? Why do only 4th floor district employees have access to that area and not other employees (trust issues)? At least give all those with key fobs access not just 4th floor employees. Why not instead just put in security cameras in the 4th floor instead of locking everyone else out? I really appreciated the updated district information emails from the previous chancellor and hope that trend continues with our new chancellor. Promote online classes and reevaluate the current curriculum to make sure we are competitive with other educational institutions including private competitors like University of Phoenix.
- The bidding process for buildings and equipment seems to give an advantage to unreliable vendors who bid unrealistically low. Is there any way to tighten the process and include incentives and penalties?
- Less politics, more student-centered!
- Take care of the employees you have left. Develop facilities that meet the needs of students, not the community.
- Please look for cuts other than RIF classified. We have been hit the hardest while we are still heavy in administrators.
- How the purchasing process works to fulfill the responsibility to supply newly formed programs, new buildings etc. It has NOT been a smooth process for those involved. I could say more but I'll refrain and let you all look into it. If you are really interested, you'll discover quite a lot.
- The two campuses are very independent and make changes at different rates. Because of this it is time to modify how things are done. We need two different transcripts, approval for course changes need to be campus specific and not held up by the "other" campus, just to name a couple of items that need attention.

- Management competency in Student Services
- I think these are enough for them to work on at the moment.
- I would like to see more leadership and vision for the long term (3-5 years) on the direction the board would like the district to take with the decreasing funding that we have to deal with. Guidance and direction here will avoid many problems that will be encountered as difficult decisions tragically will need to be made.
- The "Big Picture" is in the classroom. How do we create an atmosphere/attitude that tax-supported education is a privilege, to be respected? Probably impossible in our culture. It might be helpful if the Board talked about student responsibility as well as district responsibility.
- We need to work on the educational master plans of both colleges and the district to expand the work of the EMP's by collaborating, constructing, and connecting signature programs of the future that reflect the 21st century and building on the excellent work of each of the Departments' Planning Portfolios to ensure that planning drives the budget. To design a budget process that is transparent from the department level to the Chancellor by clearly illustrating each planning agenda, department to division; division to college; college to district. We have constructed a very solid foundation with the EMP in its first phase; however, we need a vision of how we are going to continue to serve students district-wide over the next 5-20 years given the shift in direction brought on by the current financial crisis. How are going to move the district into phase 2 of the EMP where we are connecting and forging departmental efforts into meaningful 21st century programs or the next level; What majors, processes and procedures should we be designing that will meet the demands of a new educational paradigm that is being formulated before our very eyes with a forceful surge that will send us to our demise if we are not proactive.
- I would like to see quarterly progress reports on these goals.
- Pot holes at CEC; students from high school parking at CEC's parking area
- Technology can be used well, and it can also be abused. We should not see tech as a primary solution to human issues involving poor levels of responsibility, investment, expectation, dedication, engagement and effort.
- Re-build the positive climate that has been damaged with the layoffs.
- The part-time staff that teaches evening classes is ignored and they have little or no access to services to make them successful. They have no access to the office personnel that give them keys to their rooms, no ability to buy a parking pass, or obtain staff development/training for important items such as Blackboard or computerized submission of printing requests. Also, this January, there were NO evening hours available for access to the Quick Copy office. The district consistently makes it hard to teach in the evenings.
- I think that the Board has done an excellent job addressing these issues.
- Why are we contracting custodial and using the current number of custodians more efficiently at smaller sites, these problems need looking into without delay to save unnecessary cost and expenditure.
- Do we have the fiscal resources to restore salary step and column, as well as modest raises for management; salaries have been frozen for close to three years. (And, yes, everyone who has a job is glad to have it).
- Be sensitive to the entry level jobs available in the community and promote basic skills to achieve those positions. This would include more vocational training. Thank you.

- I would like the board to be aware that part-time faculty (most of your faculty) is constantly worried about losing hours. It would save a lot of mental energy if we knew we were "safe" at least for a semester at a time.
- Talk to Orange County Supervisor John Moorlach about aging in Orange County. Think about wellness and lifelong learning and the poor aging populations served by OAP in long-term care and senior center and adult day care programs. Realize that in The Big Picture, it really DOES make good business sense to provide OAP activities. People get well faster, stay well longer, live with dignity and self respect when learning, socializing, creating, moving, engaged in their lives and care. OAP classes DO "prepare students for success in their ... personal life endeavors." God Bless you for recognizing this. Think of your loved ones living in institutional environments.
- In the past it's felt like the colleges were here to serve the District Office. Have the District Office serve the colleges. Give the colleges first crack at the money and what's left can go to the DO. It appears you've hired a good chancellor. Keep the politics to a minimum so he can do his job. I cannot think of a better place to work than Santa Ana College where lives are transformed for the better everyday and I get to be a part of that. For that I am grateful.

Vision Statement
2011-2012

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Approved by the Board of Trustees on _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
2011-2012 Goals

1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.

2. Provide access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.

3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate "green" efforts into facilities development and other efforts when cost-effective.

4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.

5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.

6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.

7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.

8. Assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.