

RSCCD Comprehensive Master Plan

Strategic Plan Report 2013-2016



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INTRODUCTION

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

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

The Planning and Organizational Effectiveness Committee (POE), made up of representatives from both Colleges and District Services, oversees planning activities and monitors the implementation of the RSCCD Comprehensive Master Plan and the RSCCD Strategic Plan. This 2013-16 Annual Progress Report details three years of progress toward the 2013-23 RSCCD Goals and the 2013-16 Strategic Plan Objectives.

GOAL #1: RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

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

**California Community Colleges Student Success Scorecard*
Completion Rate (Student Progress and Attainment Rate) for
Santa Ana College, Santiago Canyon College and Statewide,
2005-06 through 2008-09 Cohorts**

	2005-06	2006-07	2007-08	2008-09
Overall Completion				
• Statewide	49.0%	49.2%	48.2%	46.8%
• SAC	47.0%	48.7%	46.4%	43.6%
• SCC	57.1%	57.0%	55.9%	51.8%
Prepared Completion				
• Statewide	70.8%	71.3%	70.4%	69.7%
• SAC	69.0%	71.7%	68.0%	66.9%
• SCC	72.0%	73.9%	73.6%	71.2%
Unprepared Completion				
• Statewide	41.1%	41.2%	40.6%	39.2%
• SAC	36.2%	37.4%	37.8%	34.8%
• SCC	45.5%	44.5%	43.8%	38.6%

*the percentage of first-time students with minimum of 6 units earned who attempted math or English in the first three years and achieved an AA/AS degree or credit certificate, transfer to four-year institution or achieved "transfer prepared" (completing 60UC/CSU transferable units with GPA \geq 2.00)

Source: Student Success Scorecard 2015, California Community Colleges Chancellor's Office

**Rancho Santiago Community College District
Student Evaluation of the CTE Program, Employment Outcomes and
College Preparation, 2015**

	SAC	SCC	Statewide
Overall satisfaction with education and training received	94%	93%	91%

Source: CTE Employment Outcomes Survey (CTEOS), 2015

Rancho Santiago Community College District
Student Satisfaction by College, 2013-15

	Percent “excellent” and “good” (on a 5-point scale)			
	2012	2013	2014	2015
Overall experience at SAC/SCC				
• Santa Ana College	89%	87%	86%	87%
• Santiago Canyon College	90%	87%	87%	88%
Effectiveness of classroom learning experience				
• Santa Ana College	86%	81%	82%	83%
• Santiago Canyon College	83%	81%	78%	83%
Ability to register for classes I wanted/needed				
• Santa Ana College	69%	64%	67%	73%
• Santiago Canyon College	67%	65%	65%	65%
Variety of classes offered				
• Santa Ana College	61%	64%	72%	79%
• Santiago Canyon College	52%	60%	61%	61%
Class Size (# of student per class)				
• Santa Ana College	57%	70%	76%	83%
• Santiago Canyon College	68%	76%	77%	80%
Campus safety/security				
• Santa Ana College	77%	75%	74%	81%
• Santiago Canyon College	81%	84%	80%	83%

Source: RSCCD Research Department, SAC and SCC Student Satisfaction Report, 2012-15

For the first time in five years, the state budget contained enrollment growth funding for community colleges. Although growth funding was not anticipated when the 2013-14 academic calendar was adopted, after review, a decision was made to revise the calendar to include a 2014 winter intersession. Based upon data from the last intersession (2008) and the potential drain on spring enrollment if neighboring districts offered an intersession and RSCCD did not, the restoration of intersession was recommended to the Board on September 23, 2013. Student response to the intersession exceeded expectations. The Colleges developed a schedule in anticipation of generating 436 FTES (316 at SAC and 120 at SCC). Actual FTES generation exceeded the goal by nearly forty-four percent (627 total FTES – 459 at SAC and 168 at SCC). However, the overall growth in 2013-14 of 1.79% was less than the targeted growth of 2.63% for the District.

In the two following years, the state budget contained additional growth funding amounting to 2.75% system-wide in 2014-15 and 3% system-wide in 2015-16. The District targeted 1.76% growth in 2014-15 but again fell short of the goal growing by only 0.76%. In 2015-16, with the implementation of the new state growth formula, although system-wide growth was set at 3%, the District’s growth was constrained at 1.47%. The District targeted 1.23% growth and budgeted for zero growth funding.

The Colleges have engaged in an ongoing effort to ensure that students are able to complete their desired educational pathways and to achieve their goals of transfer, degree completion, or certificate completion. Santa Ana College has 25 and Santiago Canyon College has 19 Associate Degrees for Transfer that have been approved by the California Community Colleges Chancellor’s Office. The Colleges have fully met or exceeded targets set.

Through participation in the Assembly Bill 86 Regional Consortium, SAC and SCC have conducted an extensive needs analysis to better serve their respective communities. Through participation in the Rancho Santiago Adult Education Consortium (RSAE) Adult Education Block Grant, the District has secured \$500,000 for initial setup and \$300,000 annually to support the efforts of the establishment of two adult education centers in the eastern part of Santa Ana and the El Modena neighborhood of Orange in order to meet the needs of these two areas in the District.

An important aspect of determining community needs is understanding student satisfaction of the programs and services they received at the Colleges. The RSCCD Research Department annually implements satisfaction surveys to credit students and biennially to continuing education students. The reports are disseminated to college staff for

discussion and evaluation at the appropriate levels, and departments and/or programs incorporate findings in their planning. For college credit students, overall satisfaction levels for classroom experience/quality of instruction held steady at eighty percent in the college credit program and ninety-five percent for noncredit programs at both Colleges. Surveys to those who graduated and those who transferred to universities are implemented every other year, as it is important to assess the overall impression of the academic preparation students received as the foundation for current coursework and/or current workplace success.

Business/Industry Programs

The District has been selected to lead four of the region's priority and emerging industry sector programs through awards of the Deputy Sector Navigators (DSN) for ICT/Digital Media, Retail/Hospitality/Tourism, Global Trade, and Small Business. The DSNs have worked to link educators and industry in their sectors and have built strong partnerships to improve training programs and increase students' readiness for and entrance into employment in high-growth, high-wage occupations in the region.

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

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

Santa Ana College

Santa Ana College (SAC) is developing a comprehensive Enrollment Management Plan, which includes carefully developed pathways to completion in all degree and certificate programs with connections to the School of Continuing Education and to the Counseling Division. The overall plan is informed by the needs of the community served and is responsive to both incoming and continuing students.

The College also began a process of meeting weekly with the academic deans to discuss course offerings to ensure that they were aligned with student needs. As a result, the College developed a goal that every incoming student would have access to a math and an English class during the first semester at the College. Santa Ana College has greatly expanded math (297 sections in 2012-13 to 319 sections in 2014-15) and English (226 sections in 2012-13 to 282 sections in 2014-15) offerings as a result. In planning for the 2016 Intersession, SAC prioritized offerings that were part of the Plan A, B and C transfer plans. SAC has developed many new data analysis tools and spreadsheets that are helping the College analyze student demand so as to offer courses that meet that the demand.

To improve student completion and meet student demand for high demand courses in 2015-16, SAC offered an expanded summer and intersession program. This helped students accelerate their educational pathways. As a result of this effort, Credit Summer FTES generation was up by over 12% compared to summer 2014. Intersession 2016 offerings have been expanded in high demand courses as well.

The vision of the College's enrollment strategy is to support the College in aligning resources and instructional schedules to support the goal of "a college degree in every home" of the SAC service area. This is accomplished through the development of clear and coherent pathways supported by continuous enrollment management. The purpose of the enrollment strategy is to provide a guiding framework for the overall goals of the College in support of student access, learning, and achievement of academic goals. Efficiency metrics are developed that analyze cost per FTES generated. Full-time Equivalent Student (FTES) targets are developed for each division of the College, and the Division Dean, working with the Department Chairs, is responsible for the performance of the division in relation to the target. Scheduling of classes is done in a way that ensures that the division targets are met. Division

performance in relation to the target is assessed continuously and reported regularly to the Vice President of Academic Affairs. Adjustments in course offerings can be made throughout the year based on how the division is doing in meeting its FTES target.

Continuing Education Program

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

Through the Rancho Santiago Adult Education Consortium (RSAEC), SAC is working to align its noncredit offerings to the college credit offerings as well as to the offerings of other adult education providers in the region. In addition, SAC is expanding partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the Substantial Disabilities instructional program. Working closely with Santa Ana Unified School District (SAUSD), SAC is able to provide transportation, trained assistants, facilities, and classroom instruction.

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

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

Business/Industry Programs

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

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

Santiago Canyon College

Santiago Canyon College continues to engage in ongoing efforts to ensure that students are able to complete their desired educational pathway and achieve their goals of transfer, degree completion, or certificate completion. Santiago Canyon College has 19 Associate Degrees for Transfer (ADT) approved by the Chancellor's Office, fully meeting the target established by the CCCC. An unfortunate, but expected, result of ADT compliance, is the narrowing of focus in curriculum to meet the stringent requirements for ADTs, thus resulting in less variety in course offerings. On a positive note, according to the CCCC's Student Success Scorecard, SCC has exceeded the state average in college completions overall for college prepared students as well as for students identified as unprepared for college.

Santiago Canyon College continues to develop its enrollment management plan, which enumerates planning assumptions to be considered when course schedules are being built by instructional divisions. These planning assumptions will ensure that: recommendations are aligned with the College's Educational Master Plan; that recommendations are data informed; and that recommendations encourage fiscally responsible maintenance of current programs and development of new programs aligned with Santiago Canyon College's Mission to attract, retain, and serve its diverse student population.

Continuing Education Program

Through participation in the AB 86 Regional Consortium, SCC has conducted an extensive needs analysis for how it can better serve the community.

A major area of needs that has been identified for the SCC School of Continuing Education (SCC-SCE) is the establishment of a regional center in Orange to address the unmet need in this area for English as Second Language, Adult Basic Education, High School Diploma/GED instruction, Short-Term Career

Technical Education, and Programs for Adults with Severe Disabilities. This would complement the SCC-SCE offerings at the 30 community sites that SCC serves.

Through the Rancho Santiago Adult Education Consortium (RSAEC), the SCC-SCE is working to align its noncredit offerings to the college credit offerings as well as to the offerings of other adult education providers in the region.

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

Business/Industry Programs

At SCC, an enhanced internship program has been developed, specifically targeting the Water Utility

Science industry allowing students on-the-job training and expanded employment experience.

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

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

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

Rancho Santiago Community College District Competitive Grants Awarded by Site 2011-12 through 2014-15

	2011-12	2012-13	2013-14	2014-15
Grant Award Success Rate	83%	55%	44%	70%
Number Applied For	12	22	16	10
• District	3	16	2	2
• Santa Ana College	7	2	10	6
• Santiago Canyon College	2	4	4	2
Number Awarded	10	12	7	7
• District	3	9	1	1
• Santa Ana College	5	1	4	4
• Santiago Canyon College	2	2	2	2
Amount Applied For	\$11,805,022	\$12,838,543	\$15,469,000	\$16,418,463
• District	\$460,207	\$9,109,018	\$575,000	\$3,603,763
• Santa Ana College	\$8,969,815	\$1,265,000	\$7,594,000	\$10,939,500
• Santiago Canyon College	\$2,375,000	\$2,464,525	\$7,300,000	\$1,875,200
Amount Awarded	\$4,670,022	\$5,451,308	\$9,690,000	\$5,327,700
• District	\$460,207	\$2,581,308	\$75,000	\$950,000
• Santa Ana College	\$1,834,815	\$1,250,000	\$3,315,000	\$2,502,500
• Santiago Canyon College	\$2,375,000	\$1,620,000	\$6,300,000	\$1,875,200

Source: RSCCD Resource Development

Rancho Santiago Community College District Foundation Net Assets by Site 2011-12 through 2014-15

	2011-12	2012-13	2013-14	2014-15
District	\$3,058,883	\$486,629	\$383,063	\$190,506
Santa Ana College	\$3,736,784	\$6,327,943	\$6,960,288	\$9,953,082
Santiago Canyon College	\$1,084,608	\$1,884,366	\$1,769,417	\$1,552,426

Source: RSCCD, SAC, and SCC Foundations

Rancho Santiago Community College District Community Services Program Ending Balance by Site 2011-12 through 2014-15

	2011-12	2012-13	2013-14	2014-15
Santa Ana College	\$86,569	\$135,075	\$151,814	\$179,639
Santiago Canyon College	\$62,715	\$70,691	\$82,606	\$102,886

Source: SAC and SCC Community Services

The Fiscal Resources Committee (FRC) regularly discusses the need for advocacy related to securing funds that are owed to the District, such as property tax and apportionment shortfalls, redevelopment funds, etc. The FRC also recommended undertaking an effort to achieve one percent additional growth in Full-Time Equivalent Students, in addition to the state approved one point sixty-three percent growth factor, in order to capture an additional access/growth funding for the Colleges' student educational needs in 2013-14. Over the next two fiscal years, the

FRC discussed the need to implement an aggressive enrollment management strategy in order to capture growth funding and the cumulative effect of lost revenue due to limited growth.

Competitive Grants

Competitive grants are alternative revenue sources pursued to improve services and programs or to pilot instructional strategies and new methodologies in order to address student educational needs to improve outcomes, i.e., retention, persistence, completion, and transfer. In the last four years, the District has had a 60% success rate in securing competitive grants and obtained about 44% of the funds applied for. The variation in grants applied for and funds awarded is influenced by many factors, e.g., grant cycles, competitiveness, and new state initiatives.

In 2011-12, SCC was awarded the CAMP grant to recruit students from migrant worker families to enroll in college and to provide comprehensive support services. Through partnership with the Santa Ana Workforce Investment Board, SAC was awarded the Bridge to Engineering Program. Santa Ana College's Upward Bound grant to assist disadvantaged students in SAUSD was also renewed. The District Office also secured a number of state projects to address workforce and economic development.

In fiscal year 2012-13, the District earned the most California Community Colleges Chancellor's Office *Doing What Matters* (DWM) awards in the state: the Sector Navigator for ICT/Digital Media, the OC Deputy Sector Navigator ICT/Digital Media, OC Deputy Sector Navigator for Global Trade and Logistics, the OC Deputy Sector Navigator for Small Business, the LA/OC Deputy Sector Navigator for Retail/Hospitality/Tourism, and the LA/OC Regional Consortium. The DWM programs are five-year awards and placed the District in a leadership role for the region.

In 2013-14, the District secured the Career Pathways Trust grant, SCC as lead in partnership with SAC. Also, SAC obtained a renewal of the California Department of Education Workforce Investment Act II grants to noncredit Adult Basic Education, ESL, High School Subjects/GED, Citizenship, and Family Literacy programs. Also in 2014-15, SAC and SCC both were awarded new TRIO programs through the U.S. Department of Education to provide opportunities for academic development, to assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. In addition, SAC received a renewal of the Student Support Services program and a new Veterans Student Support Services program. Also, SCC received a new Student Support Services program.

The District was also successful in securing the Chancellor's Office's statewide Technical Assistance Providers-Career Pathways Design grant in partnership with WestEd. Also to support STEM, the District secured a National Science Foundation (NSF) for the S-STEM grant for SCC for scholarships to underrepresented STEM majors. In addition, SAC secured an NSF Advanced Technological Education grant to implement the OC Biotechnology Collaborative Partnership, involving SCC and Fullerton College.

Santa Ana College

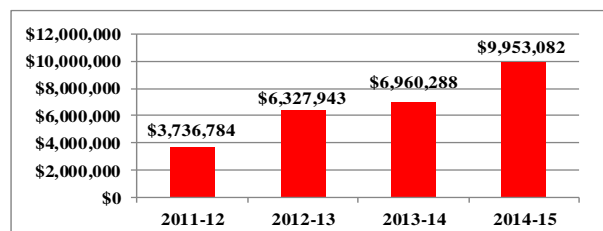
Foundation

The Foundation/Office of College Advancement will be working in partnership with the College to mark *100 Years of Student Success*. The College's milestone anniversary has played a significant role in the leveraging of new and continued resources for students and programs at SAC. Leading the way, the Centennial Scholarship Campaign has reached its first major milestone. All \$1 million of the match dollars put up by the SAC Foundation Board of Directors has been matched with donor dollars, making the total of the Centennial Scholarship Endowment fund \$2.1 million to date. The overall campaign has produced 26 new scholarships to date, which will generate 108 student awards every year totaling over \$104,000 in

new funding to be distributed in addition to the already robust scholarship program granting over \$400,000 to SAC students.

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

**Santa Ana College Foundation
Total Assets, 2011-2015**



Community Services

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

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

Community Services formed several partnerships, which has led to developing successful classes for the SAC community. Many students seek workshops to increase their marketable skills, to introduce them to new fitness regimens, and to allow them to participate in professionally guided cultural day tours.

In 2015, Community Services renewed a five-year contract agreement with the Orange County District Attorney's Office for two court mandated classes. There are discussions to introduce more court mandated classes, e.g., Anger Management/Life Skills. Partnerships with Human Services' Automotive and Diesel have facilitated contract agreements with Southern California Regional Transit Training Consortium, Air Resource Board, and Bureau of Automotive Repair. The Nursing Program continues to refer students to CPR & Basic First Aid classes. TRIO/Upward Bound has sought Community Services assistance to facilitate a Summer College for Kids program for their high students. This program continues to seek new partnerships that complement college credit programs, introduce vocational industry trade programs, provide students an opportunity to experience a college environment, and lead students to enroll full time.

International Student Program

The International Student Program (ISP) has committed a recruitment effort in the following emerging markets: Vietnam, India, China, Mexico, Middle East, Central America, South America and Scandinavia countries.

It has become apparent that recruitment is no longer sufficient for growth. As a major part of growth, ISP must work on student retention. Therefore, the staff plans to focus on the student, e.g., mentorship program, and on student activities. The ISP also recognizes the value of sharing the "American" culture with the students. This year, there has been a coordination of efforts to celebrate holidays that are uniquely American, i.e., July 4th, Thanksgiving, and all of the international students were invited to participate.

The allocation of ELA tuition revenue towards instructor salaries has allowed ISP to adjust instructional programs by providing three levels of instruction (beginning, intermediate, and advanced) since spring 2015. The addition of a third instructor made it possible for third level of smaller class sizes and more student-centered instruction.

Student support services, which include orientation, class materials, completion ceremonies, and funds for classified staff and student assistants, have benefited from the allocation of ELA tuition revenue. The Language Academy Completion ceremony and academic counseling services were added to help guide ISP students through their academic career.

Resources allocated to provide fiscal support aligned with student needs have primarily come from the ISP Activity Fee and the ELA Tuition Funds. The Activity Fee provides monetary support for students wishing to go on travel excursions during semester breaks, cultural cuisine outings, all formals and dances, all holiday events, and the yearly International Festival.

Santiago Canyon College

Foundation

The SCC Foundation is exclusively dedicated to raising supplemental funds for the College. In the past few years, net financial assets of the foundation have strengthened significantly, reflecting a better return on investment and a nearly \$700,000 unrestricted fund transfer from the RSCCD Foundation in 2012-13. A dip in net assets in 2013-14, which has continued into 2014-15 stems from an investment to establish two new positions: an international student program coordinator and a foundation development coordinator.

The Foundation continues to work towards increasing outreach and fundraising capabilities. A recently approved 2014-19 Strategic Plan outlined four goals that will provide the Foundation's blueprint for

investments and activities going forward. These goals includes:

- Expanding Foundation Board membership;
- Increasing annual income from fundraising (restricted and unrestricted) to \$500,000 by 2019;
- Developing a robust and active alumni network; and
- Improving the Foundation’s visibility on and off campus.

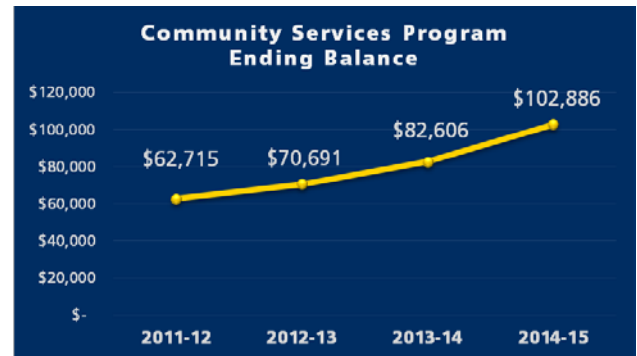
In 2014-15, SCC applied for two competitive grants and was awarded both grants, bringing in \$1,875,200 new dollars to the institution.



Community Services

Since 2008-09, the SCC Community Services Program has ended each fiscal year with a positive and growing ending balance. In 2014-15, the

Community Services Program had an ending balance that surpassed \$100,000.



International Student Program

With the assistance of the SCC Foundation, SCC has developed an International Student Program with a dedicated coordinator. This program, which used to be aligned with the SAC program, has now been able to meet the exigencies of recruitment, orientation, and material development, all necessary for accreditation and U.S. Department of Education approval.

The International Student Program began with 20 students in spring 2013; the program grew to 48 students in fall 2014. As of fall 2015, the program has 77 international students enrolled.

Objective 1C: CONTINUE TO MONITOR STUDENT EDUCATIONAL PREPARATION

Rancho Santiago Community College District Percent of College-Level Placement for Math and English by College Fall 2012 through Fall 2015

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Santa Ana College				
• English	41%	41%	35%	39%
• Math	42%	45%	45%	41%
Santiago Canyon College				
• English	55%	64%	66%	62%
• Math	51%	50%	51%	49%

Source: SAC and SCC Assessment Center

Rancho Santiago Community College District Top Three Disproportionately Impacted Groups Academic Preparation as Measured by Placement, 2015

	Reading	English	Math
Santa Ana College	Asian - -	Male - -	Hispanic/Latino Low Income Female
Santiago Canyon College	DSPS - -	Foster Youth DSPS Latino	Foster Youth Veterans DSPS

Source: SAC and SCC Student Equity Plans

Faculty and staff, at all levels of the District, monitor the progress of student educational preparation, assess learning outcomes in the classroom, review English and math course placement scores, analyze satisfaction surveys of current students as well as of those who graduated and to those who transferred to four-year universities. Data are disaggregated for equity gaps, and there is also a constant exchange of data/information with feeder high schools. These data are an essential part of planning.

The RSCCD Research Department annually publishes reports on enrollment and outcome trends of Santa Ana USD and Orange USD graduates who matriculate to SAC and SCC respectively. Data are disaggregated by high school and included English and math advisements upon entering SAC and SCC; performance in courses; semester-to-semester persistence rates; time to complete AA/AS degrees and certificates of completion; and transfers to four-year universities. College staff share these reports with high school principals for planning.

The department also summarizes course advisements for math, English, ESL/ACE/EMLS, and reading. Within the last four years, 40% of SAC students were placed into transfer-level English 101 (Freshman Composition) and into Math 105/140/145/160/219 (transfer-level math). The ESL/ACE/EMLS placement has fewer test-takers and smaller programs, reflecting decreased demand. Three-fifths of SCC students placed into transfer-level English, and about half of the students were placed in transfer-level math. The Colleges regularly assess student learning outcomes and collect data regarding English and math placements.

The Research Department regularly produces a five-year grade distribution report (by course and by demographics) for faculty to use in their ongoing program reviews. Faculty are encouraged to review these broad sets of data, in

addition to FTES generated; AA/AS degrees and certificates awarded; sections offered; and student demographics for their respective departments. They are also encouraged to request more in-depth research so that they can make informed plans/decisions for their respective departments and their students.

The Research Department has also compiled grade reports by ethnicity, gender, and age group for the general population for those students enrolled in CTE vs. non-CTE; in basic skills vs. non-basic skills; in academies vs. non-academies courses; in apprenticeship vs. non-apprenticeship courses; and in distance education vs. non-distance education courses. All reports produced by the department are distributed to the Colleges as part of their program review processes as well as at various department meetings, and are also posted on the Research Department website for reference.

Santa Ana College

Through the Santa Ana Partnership, SAC has a robust intersegmental Research and Evaluation Team that meets throughout the year to study critical metrics and trends related to the academic preparation of students for college in the Santa Ana Unified School District (SAUSD). The College has created a scorecard to monitor progress and has seen tremendous progress in students' academic preparation in English and math, which is based on longitudinal data collected for each feeder school. This effort is complemented by an intersegmental faculty workgroup through higher education strategic planning. To support the continued strategic analysis of college success, the College has a data sharing agreement, which makes academic information for all students in SAUSD available.

Through analysis of disproportionate impact, the College has identified groups in need of academic preparation as measured by placement testing. Staff are developing strategies to assist impacted groups.

There is an expectation that with the new common assessment and using multiple measures, the College will be able to place students in more accelerated pathways and reduce placement in remedial courses, particularly at the lowest levels. To address this issue of placement into low remedial courses, the Math Department has revised curriculum and will be evaluating the effectiveness of these new courses. The English Department is also investigating a curriculum revision.

In addition, with regards to placement of high school students, a matriculation agreement has been established for students who receive an A or B in the first semester and an A or B by the sixth week of the second semester in the high school expository reading and writing course. These students will be placed directly into English 101 (Freshman Composition) at

Santa Ana College. The Math Department is discussing a similar agreement.

Santiago Canyon College

Through its regular evaluation of potential disproportionate impact regarding student access to education, Santiago Canyon College has identified a number of impacted first-time students placing into college-level reading, English, and mathematics courses. While the College has little control over students' academic preparation, programs such as the Student Success and Support Program, Student Equity, and the Basic Skills Initiative fund the College to develop programs that address the needs of incoming students.

For example, the College Readiness Optimizes Student Success (CROSSroads) Program provides students a review of fundamental skills that will assist placement into transfer-level courses. English workshops prepare high school students in essential elements of successful writing. Online math modules guide students through the specific concepts needed for success in college algebra and are coupled with online discussions and instruction from math faculty. Following these reviews, students take the placement test. If they do not place into college-level courses, they have the opportunity to re-test to avoid remediation.

In the most recent iteration of SCC's Student Equity Plan, activities have been identified to help impacted students to become better prepared for college and to ease the transition into the college environment. This includes the provisions of outreach materials and specialized orientation programming for students with disabilities; the development of an Academic Success Academy course for high school students; and the exploration of a transition program from high school to college for students identified as disproportionately impacted.

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

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

**Rancho Santiago Community College District
Percent of Feeder High School Graduates as New Freshmen
Fall 2011 through Fall 2015**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Santa Ana USD graduates at SAC	36%	38%	45%	37%	*
Orange USD graduates at SCC	30%	25%	27%	24%	26%

*SAUSD has not released 2015 graduates at press time.
Source: RSCCD Research Department, Santa Ana USD, Orange USD

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

The two Schools of Continuing Education partner with over 50 community organizations to offer noncredit, adult education classes throughout the RSCCD service area. Partners include the Santa Ana USD, Orange USD, Orange County Sheriff Department, Orange County Office of Education, the Boys and Girls Club of Santa Ana, and the Santa Ana WorkCenter.

Santa Ana College

Santa Ana College offers a robust program of year-round outreach and student development activities throughout its service area (and on site at all feeder high schools via One-Stop Higher Education Centers), which culminates in a model application, assessment, and placement program. This is enriched by direct

financial support, linked to the SAC Foundation, which makes college possible for all members of the community. This model demonstrates implementation of the Student Success Act and has been cited as a national model by state and national leaders. It includes significant expansion activities as part of the College's Student Equity Plan. The pipeline efforts

are complemented by the on-campus Middle College High School, where students simultaneously earn high school and college degrees. This year's 70% of the graduating class will earn both their AA and high school diploma. Complementing the pipeline, outreach work is a significant set of community-centered activities led by outreach professionals in both credit and noncredit programs as well as volunteer Padres Promotores de la Educación. Taken as a whole, this outreach and student development work touches 30,000 members of the greater Santa Ana area annually. This work further expanded when SAC and the Santa Ana Partnership opened a One-Stop Higher Education as part of the Main Santa Ana Public Library.

Through the Assembly Bill 86 consortium, Santa Ana College School of Continuing Education (SAC-SCE) is working to align its noncredit offerings to the college credit offerings as well as to the offerings of other adult education providers in the region. In addition, SAC-SCE is expanding partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the SAC-SCE Substantial Disabilities instructional program. Working closely with Santa Ana Unified School District (SAUSD), the partnership is able to provide transportation and trained assistants through SAUSD and facilities and the classroom instruction through SAC-SCE. Please see Appendix A2 for list of SAC's key partners.

Santiago Canyon College

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

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

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

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

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

For the past three years, SCC has offered the CROSSroads program to incoming high school seniors. The goal of the program is to help students to be college-ready by providing them with a review of fundamental math and English skills that will assist their placement into transfer-level courses. The English portion of the program consists of workshops taught by faculty who review key concepts of the writing process and conduct writing samples. The math portion consists of individualized computer math modules and a placement test. Students who do not place into college-level courses based on the CROSSroads tests have the opportunity to take the College's test, thereby receiving another chance to avoid remediation. Every November, CROSSroads is promoted at the SCC Family Night event where high school seniors and their parents come to learn about the College's many programs and services. In fall 2015, 340 guests attended, including 140 high school students from 21 high schools.

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

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

Top Occupations for Orange County, 2014 - 2019

Description	2014 Jobs	2019 Jobs	5-year Change*	5-year % Change	Openings**	Median Hrly Earnings	Typical Entry Level Education
General & Operations Managers	28,348	29,858	1,510	5%	4,285	\$53.47	Bachelor's degree
Registered Nurses	18,456	20,317	1,861	10%	3,787	\$42.17	Associate's degree
Accountants and Auditors	17,731	18,758	1,027	6%	3,752	\$32.07	Bachelor's degree
Nursing Assistants	8,695	10,219	1,524	18%	2,435	\$13.11	Postsecondary non-degree
Management Analysts	11,993	13,361	1,368	11%	2,368	\$37.04	Bachelor's degree
Medical Assistants	7,338	8,531	1,193	16%	1,997	\$16.81	Postsecondary non-degree
Market Research Analysts and Marketing Specialists	8,666	9,923	1,257	15%	1,910	\$31.85	Bachelor's degree
Licensed Practical and Licensed Vocational Nurses	6,569	7,559	990	15%	1,876	\$23.75	Postsecondary non-degree
Teacher Assistants	11,779	12,261	482	4%	1,867	\$16.42	Some college, no degree
Elementary School Teachers, Except Special Education	9,951	10,528	577	6%	1,797	\$37.25	Bachelor's degree
Software Developers, Applications	9,129	10,052	923	10%	1,559	\$48.54	Bachelor's degree
Dental Assistants	5,247	5,963	716	14%	1,310	\$16.28	Postsecondary non-degree
Civil Engineers	4,539	5,181	642	14%	1,267	\$45.69	Bachelor's degree
Computer User Support Specialists	7,274	7,880	606	8%	1,217	\$26.26	Some college, no degree
Teachers and Instructors	5,942	6,573	631	11%	1,175	\$18.73	Bachelor's degree

*Job growth or job loss

**Openings = new jobs created + job openings due to separations

Source: EMSI 2015.2

Rancho Santiago Community College District Student Evaluation of the CTE Program, Employment Outcomes and College Preparation, 2015

	Santa Ana College	Santiago Canyon College	Statewide
Overall satisfaction with education and training received	94%	93%	91%
Percent gains in percent of full-time employment after completing college coursework	47% to 55% +8%	56% to 63% +7%	35% to 47% +12%
Percent gains in hourly wage after completing college coursework	\$18.72 to \$24.83 +33%	\$19.29 to \$29.10 +51%	\$18.07 to \$24.24 +34%
Percent respondents who identified college coursework had an impact on their employment:			
✓ Prepared me for possible new job	21%	20%	23%
✓ Enabled me to learn skills that allowed me to stay in current job	14%	16%	11%
✓ Enabled me to learn skills that allowed me to get a promotion at my same organization	11%	15%	8%
✓ Enabled me to learn skills that allowed me to get a job at a new organization	18%	12%	17%
✓ Enabled me to start my own business	3%	3%	4%
✓ No impact on my employment	10%	12%	13%

Source: CTE Employment Outcomes Survey (CTEOS), 2015

Rancho Santiago Community College District
Career Technical Education Core Indicators of Performance by College, 2013-2015

	2012-13	2013-14	2014-15
Technical Skill Attainment			
• Santa Ana College	84%	83%	82%
• Santiago Canyon College	96%	92%	85%
• Statewide	89%	89%	89%
Completion (Credential, Certificate, Degree or Transfer-Ready)			
• Santa Ana College	81%	82%	85%
• Santiago Canyon College	31%	37%	50%
• Statewide	82%	82%	82%
Persistence and Transfer			
• Santa Ana College	89%	89%	89%
• Santiago Canyon College	69%	67%	74%
• Statewide	86%	87%	87%
Employment			
• Santa Ana College	82%	71%	72%
• Santiago Canyon College	94%	93%	92%
• Statewide	82%	81%	81%
Nontraditional Participation			
• Santa Ana College	13%	14%	15%
• Santiago Canyon College	5%	8%	8%
• Statewide	22%	23%	22%
Nontraditional Completions			
• Santa Ana College	19%	21%	21%
• Santiago Canyon College	19%	22%	22%
• Statewide	25%	27%	28%

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

The District and Colleges have taken the lead in a number of CTE areas through grant awards from the California Community Colleges Chancellor's Office for the Doing What Matters Initiative, highlighted in Vice President Biden's report to the President on model programs for preparing Americans for jobs (*Ready to Work: Job-Driven Training and American Opportunity*, July 2014, p. 30). The District was awarded the statewide Sector Navigator for Information Communications Technology/Digital Media grant, which has built extensive relationships with industry leaders throughout the state to keep the ICT/Digital Media programs up-to-date with employment trends of these industries. A major accomplishment of the ICT Sector Navigator was the creation of the IT Technician Pathway, which is available to all California Community Colleges.

The Colleges also partner in the Orange County Department of Education's OC Career Pathways Trust project to engage K-12, community colleges, and business and non-profit partners in building strong pathways in ICT/Digital Media, Health/Biotechnology, and Manufacturing. These efforts secured more than \$11 million to invest in strengthening CTE programs to better serve students and employers and to contribute to workforce and economic development in the region.

In the fulfillment of its mission, to enhance the economic development of the region, the RSCCD Foundation has engaged community partners to increase access to and expand economic and workforce development of services provided by the District's programs. The RSCCD Foundation has secured more than \$250,000 from AT&T, Chevron, State Farm, Union Bank, U.S. Bank, Valley Economic Development Center, and Wells Fargo Bank.

Santa Ana College

With over 80 areas of study at Santa Ana College that lead to employment in regional occupations and a doubling of degrees and certificates (exclusive of transfer certification) since 2008, SAC contributes

significantly to the workforce in Central Orange County. These industry-supported programs include Welding, Auto Technology, Occupational Therapy, Nursing, the Criminal Justice and Fire Academies, and Pharmacy Technician.

Santa Ana College has also been approved by the California Community Colleges Chancellor's Office as one of 15 community colleges to participate in the baccalaureate degree pilot program and will be offering a Bachelor of Science degree in Occupational Studies commencing fall 2017.

Santa Ana College participates in the CTE LaunchBoard, a statewide data system to track K-12 participation in CTE programs and then into the workforce. The College will also be participating in the CTE Employment Outcomes Survey to glean information related to whether students became employed within their fields of study, if coursework positively affected their earning potential, and how the College can improve.

The College was awarded a grant for the National Science Foundation for the OC Biotechnology Collaborative Partnership project in collaboration with SCC and Fullerton College. Through this project, the Colleges will align and strengthen their biotechnology programs and provide instruction modeled on real-world biotechnology and research laboratories to produce high-quality graduates to meet the region's workforce need. Santa Ana College is also a partner with UCI on their National Science Foundation I-USE grant to strengthen engineering transfer pathways.

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

- More than half (65% to 75%) of RN graduates found employment in health care within six months of graduation.
- Most (96%) of the Occupational Therapy Assistant program's NBCOT certification awardees found work as therapy assistants within two months of certification.
- More than four-fifths of the International Business students who became certified Global Business Professionals have found jobs in the field.
- Seventy-eight percent of the Pharmacy Technology program graduates found jobs in the field.

Complementing this work is a center for CTE success and completion at SAC. Similar to the University Transfer Center, the CTE Success Center provides individualized follow-up with students who are close to completion, and it partners with CTE faculty to develop customized education plans for students

majoring in their fields. The Center also supports college-wide work to help undecided students select a career field. This has been an extremely popular service area and will continue to support expanded certificate and degree completion in the coming year.

Santiago Canyon College

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

The College leads the state's largest Joint Apprenticeship Training Centers (JATCs) in carpentry, electrician, maintenance mechanic, operating engineers, power lineman, and surveying. The College's partnerships with local trade unions is a formula for success that provides employers with skilled state-indentured Apprentices and Journeymen who earn a livable wage as well as earn college credit that is applicable toward an Associate of Science Degree or Certificate of Achievement.

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

Santiago Canyon College's Biotechnology Program is considered a model statewide for both the Biotech Initiative and the State Chancellor's Office "Doing What Matters" framework. The program was supported by the RSCCD CTE Collaborative SB1070 Grant.

The College supports the Water Utility Science (WUS) program serving approximately 200 students annually and prepares and advances students within high paying Water and Wastewater Career Pathways. Donations from the Southern California Water Utilities Association are used toward water demonstration lab kits, allowing students to have a better hands-on experience in class. This necessary equipment demonstrates the fundamentals of water chemistry for process laboratories and treatment

plants to ultimately train highly skilled employees for high demand occupations.

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

The College participated in the 2015 CTE Employment Outcomes Survey. Designed to gather information on employment outcomes for students participating in CTE programs at California community colleges, the survey aims to determine whether students were able to find employment within their field of study. The survey also investigated if the students' community college coursework positively affected their earning potential and in what way CTE programs can be improved. Of the 1,310 former students contacted either by e-mail, mail, or phone, 269 responded to the survey yielding a 21% response rate, up nine percentage points from the

previous survey. Highlights from the survey show that:

- Ninety-three percent of respondents indicated they were either satisfied or very satisfied with the education and training they received at Santiago Canyon College.
- Eighty-one percent of respondents indicated that they are employed for pay.
- Forty-eight percent of respondents indicated they are working in the same field as their studies and training, and twenty-three percent indicated they work in a field that is "close" to their studies and training.
- The hourly wage of all respondents increased fifty-one percent from their hourly wage before their studies (\$19.29) to their hourly wage after completing their studies (\$29.10).

Santiago Canyon College will also be participating in the next CTE Employment Outcomes Survey, which will be conducted in 2016.

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

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

Market Share of the Top 15 Associate Degree Programs by Orange County Community College Districts, 2014-15

	Coast CCD	North Orange CCD	South County CCD	Rancho Santiago CCD	SAC	SCC
Administration of Justice	29.30%	40.30%	16.00%	14.40%	14.40%	0.00%
Biological and Physical Sciences (and Mathematics)	33.30%	23.90%	5.20%	37.60%	15.00%	22.60%
Business Administration	44.40%	17.10%	18.80%	19.60%	8.60%	11.00%
Business Management	30.90%	53.20%	2.50%	13.50%	7.50%	6.00%
Chemistry, General	37.70%	19.50%	27.90%	14.80%	7.40%	7.40%
Humanities	1.50%	0.00%	1.50%	97.00%	48.40%	48.60%
Humanities and Fine Arts	43.50%	46.90%	9.50%	0.00%	0.00%	0.00%
Liberal Arts and Sciences, General	49.40%	21.40%	11.40%	17.70%	6.80%	10.90%
Liberal Studies	4.90%	0.20%	90.60%	4.20%	2.60%	1.60%
Management Dvlpmnt & Suprvsn	98.60%	0.00%	1.40%	0.00%	0.00%	0.00%
Mathematics, General	28.00%	23.30%	27.50%	21.10%	4.20%	16.90%
Psychology, General	32.90%	20.20%	25.00%	21.80%	11.80%	10.00%
Registered Nursing	25.30%	20.50%	29.00%	25.30%	25.30%	0.00%
Sociology	23.90%	45.30%	11.80%	18.90%	12.70%	6.20%
Speech Communication	46.10%	15.30%	27.90%	10.80%	0.30%	10.50%

Source: California Community Colleges Chancellor's Office, DataMart

Market Share of the Top 15 Certificate Programs by Orange County Community College Districts, 2014-15

	Coast CCD	North Orange CCD	South County CCD	Rancho Santiago CCD	SAC	SCC
Transfer Studies	35.70%	0.00%	36.80%	27.50%	15.40%	12.10%
Accounting	8.90%	0.70%	19.70%	70.70%	70.60%	0.10%
Fire Technology	0.00%	0.00%	0.00%	100.00%	100.00%	0.00%
Cosmetology and Barbering	19.10%	20.60%	28.90%	31.40%	0.00%	31.40%
Automotive Technology	5.00%	39.80%	5.00%	50.20%	50.20%	0.00%
Business Administration	5.80%	0.00%	0.00%	5.10%	5.10%	0.00%
Medical Assisting	8.40%	0.00%	17.60%	73.90%	73.90%	0.00%
Machining and Machine Tools	30.00%	2.10%	0.00%	67.90%	67.90%	0.00%
Environmental Control Tech.	24.70%	75.30%	0.00%	0.00%	0.00%	0.00%
Administration of Justice	45.90%	2.20%	5.90%	45.90%	45.90%	0.00%
Computer Networking	50.80%	24.20%	25.00%	0.00%	0.00%	0.00%
Child Development/Early Care and Education	0.00%	1.60%	75.00%	23.40%	23.40%	0.00%
Culinary Arts	47.10%	43.00%	9.90%	0.00%	0.00%	0.00%
Electrical Systems & Pwr Trans	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%
Paralegal	42.70%	22.70%	0.00%	19.10%	19.10%	0.00%

Source: California Community Colleges Chancellor's Office, DataMart

**Rancho Santiago Community College District
Degrees, Certificates and Diplomas Awarded by College, 2011-2015**

	2011-12	2012-13	2013-14	2014-15
AA/AS Degrees				
• Santa Ana College	1521	1628	1715	1627
• Santiago Canyon College	865	1077	1141	1341
AA-T/AS-T Degrees				
• Santa Ana College	6	63	193	396
• Santiago Canyon College	2	97	228	355
Certificates of Achievement				
• Santa Ana College	1059	1157	1324	1474
• Santiago Canyon College	992	1488	1273	1388
Certificates of Proficiency				
• Santa Ana College	150	165	158	222
• Santiago Canyon College	53	89	1024	181
High School Diplomas				
• SAC School of Continuing Education	144	211	162	135
• SCC School of Continuing Education	60	51	58	69
Certificates of Completion				
• SAC School of Continuing Education	2306	1462	2505	1269
• SCC School of Continuing Education	3609	3712	4408	1129

Source: SAC and SCC Graduation Offices, Schools of Continuing Education, RSCCD Research Department

**Rancho Santiago Community College District
Transfers to Four-Year Universities by College, 2011-2015**

	2011-12	2012-13	2013-14	2014-15
Santa Ana College				
• CSUs campuses	1063	950	1077	1036
• UCs campuses	163	172	188	207
• Private/Out-of-State campuses	673	730	722	880
Santiago Canyon College				
• CSUs campuses	462	512	608	645
• UCs campuses	88	114	136	148
• Private/Out-of-State campuses	292	335	359	357

Source: RSCCD Research Department, National Student Clearinghouse

In the early 1990s, staff and faculty identified and the Board of Trustees approved 12 Measures of Success (see Appendix B), which describe the effectiveness of the District, its Colleges, and their programs. The RSCCD Research Department regularly monitors and presents the data to the college community for its assessment to ensure excellence in their respective areas. The data are also presented to the Board of Trustees at their annual planning session for consideration and comments.

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

In analyzing the top 15 associate degree programs among Orange County college districts, RSCCD has a quarter or more of the market share in the following programs: humanities (97%), biological and physical sciences (and math) (37.6%), and registered nursing (25.3%). In reviewing the certificate programs offered, RSCCD has the monopoly in two programs (fire technology certificate at SAC and electrical systems and power transmission at SCC – both at

100%). There are also seven certificate programs with more than a quarter of the market shares, ranging from transfer studies to administration of justice to medical assisting to cosmetology and barbering). In certain areas, SAC and SCC have more than the share of the market, whereas in other areas, the Colleges have not tapped into the market. Faculty and staff continually assess the needs of the community and offer courses that reflect those needs.

Santa Ana College

Santa Ana College engages in extensive college-wide strategic planning to maximize students' academic success while shrinking equity gaps among and between student groups. To this end, comprehensive plans that are tied to the College's overall Strategic Plan have been developed with input from all constituency groups. The plans outline the specific activities, confirmed by data, required to improve course completion and certificate/degree/transfer attainment. This work is complemented by enrollment management planning to maximize impact on success and completion. Areas that will get special attention include but are not limited to; research and data support; support services hours of operation; professional development; explicit training for adjunct faculty; academic acceleration; and the creation of pathways to completion that link to student educational plans and a Degree Audit database.

The SAC Research Department has been amplified with a Research Analyst, an Equity Coordinator, and a soon-to-be hired Director of College Research. This, in cooperation with the district Research Department, serves as a source of data used for both short-term and longitudinal analysis.

The College has a functioning Degree & Certificate Audit program, which enables the College to identify students who are close to completion but who still need guidance; others who are not making satisfactory progress; and overall data on enrollment supply and demand, which informs both follow-up work with students and course offerings. This new tool enables direct communication with students who need specific courses (students may be advised of open seats) and also provides powerful longitudinal data on enrollment, course retention, and completion results that are coordinated college-wide.

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

Also using data retrieved from the RSCCD Research Department, SAC analyzes the information as part of the program review process. Discussions of the data routinely occur during meetings with instructional deans. As a result of the planning activities in Academic Affairs during 2014-15 and evaluation of the available data, SAC has developed class schedules based on current Associate Degrees for Transfer (ADT) pathways as well as pathways for CTE programs, in an effort to increase the number of completions in transfer, degree, and certificate programs.

Since 2011, SAC also established a Student Success Convocation that brings all members of the College community together to analyze critical trends in student academic success, persistence, and completion. The formal address, delivered by the President, sets goals for student success and reviews related trend data, highlighting specific departments with gains, while challenging others to review strategies and practice, all with special attention to equity and gaps by ethnicity. The convocation concludes with a panel of students who provide advice to the faculty and staff. A set of ten topical student success workshops then engages all educators in study and dialogue regarding student success at the College.

Continuing Education Program

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

Santiago Canyon College

In 2015, data pertaining to SCC's institution-set standards for successful course completion (63%), degrees awarded (600), transfers to four-year

institutions (650), and number of certificates awarded were collected and analyzed.

- In fall 2014, SCC students collectively contributed to an overall successful course completion rate of sixty-nine percent, exceeding the standard of sixty-three percent.
- In 2014-15, SCC awarded 327 more degrees than in 2013-14. This is a twenty-four percent increase over the previous academic year.
- In the same year, SCC awarded 115 more certificates of achievement than in 2013-14. This is a nine percent increase over the previous academic year.
- The SCC transfer count is 1,150 for 2014-15, an increase of four percent over the previous year. Six hundred and forty-five students transferred to a California State University, 148 to a University of California, and 357 to private or out-of-state institutions.

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

Data research and analysis performed to support the development of the SCC Student Equity Plan identified several instances of disproportionate impact and revealed a number of barriers related to student success in 2014-15:

- The successful course completion rate of foster youths was fifty-one percent, significantly below the college-wide average;
- Seventeen percent of students were placed on academic probation. Groups disproportionately impacted are Pacific Islanders, DSPS students, foster youth, low-income, and Veterans;
- Thirty percent of students were placed into transfer-level mathematics courses. Student groups placing into transfer-level mathematics at disproportionately lower rates were African-American, Latino, DSPS, low-income, and foster youth students; and
- Lower proportions of African American, Latino, and foster youth students achieved degree completion. Latino, DSPS, foster youth, low-income and Veteran student groups transferred to four-year schools at disproportionately lower rates as well.

Santiago Canyon College's Student Equity Plan outlines activities that address these as well as other areas of disproportionate impact. Each year, research is planned to evaluate identified strategies designed to increase student success and achievement for disproportionately impacted groups, and annual evaluations of identified strategies are to be incorporated into the SCC Student Equity Plan in each subsequent year.

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

Rancho Santiago Community College District Entitlements Grants by Site 2011-12 through 2014-15

	2011-12	2012-13	2013-14	2014-15
District Operations	\$3,909,946	\$3,584,741	\$2,999,739	\$18,117,609*
Santa Ana College	\$8,719,702	\$8,629,901	\$9,509,153	\$14,284,152
Santiago Canyon College	\$3,215,610	\$3,173,941	\$3,863,141	\$5,824,222

*Career Technical Education-Enhancement Fund (CTE EF) distributed to RSCCD as regional fiscal agent, \$15,900,261 of the \$16,695,274 distributed to colleges in LA and OC for their work.
Source: RSCCD Resource Development

Rancho Santiago Community College District Course Success for Academic Support Services by College 2012-13 through 2014-15

	2012-13		2013-14		2014-15	
	Participant	Non-Participant	Participant	Non-Participant	Participant	Non-Participant
Santa Ana College						
• Learning Center	-	-	-	-	72%	70%
• Math Center	-	-	-	-	59%	53%
• Library Bibliographic Instruction	70%	69%	72%	71%	72%	71%
Santiago Canyon College						
• Tutoring Center	71%	70%	71%	67%	72%	73%
• MaSH Center	61%	54%	60%	54%	63%	55%
• Library Circulation Desk	73%	69%	72%	67%	72%	73%
• Library Bibliographic Instruction	72%	70%	71%	67%	79%	73%

Source: SAC and SCC Library, SCC Institutional Effectiveness Office, RSCCD Research Department

Rancho Santiago Community College District Student Support Initiatives for Integrated Approaches by College 2014-15

	Amount Funded	# students Impacted
Santa Ana College		
• BSI	\$550,382	27,197
• Equity	\$1,188,918	61,913
• Credit SSSP	\$3,538,029	42,144
• Non-Credit SSSP	\$1,158,027	29,846
Santiago Canyon College		
• BSI	\$177,839	9,606
• Equity	\$422,328	27,758
• Credit SSSP	\$1,318,136	16,563
• Non-Credit SSSP	\$555,479	11,318

Sources: RSCCD Resource Development, RSCCD Research Department

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

In 2013-14, SAC and SCC received allocation for Student Support Services Program (SSSP) funding. The SSSP funds have significantly expanded counseling and advisement services to ensure that more students complete assessments, participate in orientation, and have educational plans aligned with their educational goals. In 2014-15, the state allocated funds for Student Equity, which represents another campus-wide effort to provide academic and student support services through integrated approaches to improve equitable access and achievement. Each College reviewed access and achievement data for various populations, such as race/ethnicity, foster youth, veterans, low-income, etc.) to identify areas that showed disproportionate impact, and each College developed plans to implement strategies to reduce the disparities in achievement.

In 2014-15, the District received a large allocation Career Technical Education – Enhancement Fund (CTE-EF) through Senate Bill 858 to infuse funds for community colleges to develop and enhance CTE programs. The California Community Colleges Chancellor's Office allocated CTE-EF by region, and the District was selected by Los Angeles and Orange County (LA/OC) Colleges to serve as the fiscal agent to disburse each College's portion of CTE-EF. The District receives and reviews quarterly reports, monitors activities for compliance, approves payment, facilities approval, and conducts audit services.

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

Santa Ana College

Santa Ana College has updated its Strategic Plan to draw further attention to student success and student equity. The revised plan was approved by all constituency groups. Then recommended changes were made to the governance structure.

Additional operational changes were made to create a Professional Development Office and to assign a faculty member with the responsibility of coordinating faculty-centered professional development in coordination with faculty leaders and management partners who were also working with classified staff on related goals. All professional development at SAC is centered on student success and equity, and all staff who attended conferences beginning January 2015 are required to articulate in advance (on a Conference Request Cover Sheet) the student success value that the activity will have for the College. The capacity that these strategies will create for SAC will be accompanied by significant changes to intake and orientation through the Student Success and Support Program, through which all students will be oriented and develop Educational Completion Plans within the first semester of study.

To support the goals of institutional effectiveness, new positions have been established, including research analysts, an equity coordinator, an SLO coordinator, and a soon-to-be hired director of research.

Academic pathways have been established for student programs, including three distance education pathways, which have been posted on the Academic Affairs website and department websites to broadcast the College's commitment pathways.

Elementary and Intermediate Algebra were accelerated and split into two pathways. Equity has underwritten the faculty costs for coordination, training stipends, instructional assistants in the classrooms, assessment, and classroom technology. The acceleration alone should triple the number of students who complete basic skills and/or the first transfer level math course. The two pathways are split between Business and STEM (BSTEM) and Statistics and Liberal Arts Math (SLAM). Intermediate Algebra is a course required for the AA and AS for degree, as well as a requirement for many science and social science courses. Therefore, this

work had to be coordinated with several departments to make sure that prerequisites matched and curriculum was aligned. In addition, because these are the two largest courses at the College, significant work has been done with assessment, outreach, and counseling to insure that students are appropriately guided.

In coordination with Outreach, the faculty, counseling, and research, an at-risk peer mentoring program has been established by the College. The program is multi-faceted. At the beginning of the semester, incoming freshmen and at-risk students are contacted to go over services and activities that the College has to offer and to give guidance. In mid-semester, students who are identified by faculty using Early Alert are contacted with information regarding instructional services and counseling services to get back on track and fulfill needs. At the end of the semester, basic skills students and freshmen are contacted to help provide guidance for the next math and English course in their sequence. This program will be expanded to include students who are planning to transfer and those that are on probation. The goal of the program is to provide students with a persistent contact and interaction with the College.

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

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

Continuing Education Program

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

- Expanded embedded counseling to include ESL Intermediate 3 classes and enhanced programs and student services and educational planning to ESL students;
- Facilitated the transition activities and articulation agreements between noncredit and

credit curriculum, department approval for new textbooks and courses. Discussed with credit the noncredit Algebra 1B math curriculum and how it fits with SAC articulation agreement. Participated in partnership meetings with math faculty from credit and SAUSD;

- Facilitated the development of the five new ABE Academic Vocabulary courses in five discipline areas and created pathways to high school courses with the basic skills of academic vocabulary in a specific subject area;
- Expanded the tutoring program to include ESL Intermediate 3 by hiring and training of tutors fall, spring, and summer sessions; and
- Expanded Professional Development activities by offering meetings at various times and days to increase participation and involve all disciplines.

Santiago Canyon College

Beginning in 2014-15, Santiago Canyon College convened college leaders and coordinators of the major student support initiatives (Credit SSSP, Non-credit SSSP, Student Equity, and the Basic Skills Initiative) to create the Initiatives Integration Work Group. This work group was designed under the advisement of the Vice President of Student Services to help the College better understand the scope of work involved with each initiative and the impact each has, individually and collectively, on student success and achievement. Some of the questions the work group has been tasked with are:

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

As a result of the work done by the Initiatives Integration Work Group, the college has focused its attention in three main areas to maximize the State's investment.

In the area of professional development, the College has been involved in On-Course training; held a

Student Equity Institute; provided training for learning communities, integrated learning, and accelerated learning; and held a Student Services Program Leaders Equity Retreat.

In the area of student support, the College continues to offer CROSSroads and Strategies of Algebra Readiness (SOAR) programs; Family Night and Early Welcome; tutoring for Adult Basic Education and High School Subjects courses; Early Alert; and academic probation intervention workshops. In collaboration with District ITS, a new student portal has also been implemented.

In the area of assessment and evaluation, the College has improved the assessment of student learning outcomes and service area outcomes and is beginning to investigate outcomes assessment through an equity lens to determine disproportionate impact.

Learning support services is a new area of focus for the College and improvements to CI Track, a tool the

District uses to track attendance and use of special services that will lead to more consistent and easily accessible data for areas like the Tutoring Center, MaSH, the Writing Center, library services, the STAR Center, and Academic Success Center.

Additionally, through the accreditation self-evaluation process, SCC identified a need to streamline its academic support services. An actionable improvement plan was developed directing the College to “examine the feasibility of creating a centralized Student Success Center that may include the Academic Success Center, Math Study Hall (MaSH), Science Teaching and Resource Center (STAR), Supplemental Instruction, Writing Center, and Tutoring Center.” With clearer and more consistent data SCC will be able to identify areas where academic support and student support services complement each other to further integrate the institution’s support structure.

Objective 3C. IDENTIFY ECONOMIC BARRIERS TO STUDENT ACHIEVEMENT

Rancho Santiago Community College District Top Three Areas Low-Income Students are Disproportionately Impacted, 2015

	Disproportionately Impact Groups
Santa Ana College	Degree & Certificate Completion Course Completion Transfers to Universities
Santiago Canyon College	Math Placement Academic Probation Transfers to Universities

Sources: SAC and SCC Student Equity Plans

Rancho Santiago Community College District Financial Assistance Award Summary by College 2011-12 through 2014-15

	2011-12	2012-13	2013-14	2014-15
Santa Ana College	\$23,198,505	\$23,623,373	\$28,185,406	\$29,370,762
• BOG Waiver	\$6,868,316	\$8,779,922	\$9,976,697	\$10,809,659
• Grants	\$14,465,989	\$13,222,062	\$16,423,607	\$17,153,301
• Loans	\$1,672,903	\$1,411,420	\$1,566,294	\$1,191,466
• Work-Study	\$191,297	\$209,969	\$218,808	\$216,606
Santiago Canyon College	\$8,770,849	\$9,424,875	\$11,470,681	\$11,397,002
• BOG Waiver	\$2,378,606	\$3,155,435	\$4,036,175	\$3,969,672
• Grants	\$5,394,072	\$5,428,376	\$6,666,839	\$6,818,281
• Loans	\$922,801	\$758,161	\$680,788	\$512,126
• Work-Study	\$75,370	\$82,903	\$86,879	\$96,923

Source: California Community Colleges Chancellor's Office, DataMart

Rancho Santiago Community College District Number of Financial Aid, EOPS/CARE/CalWorks Participants by College 2011-12 through 2014-15

	2011-12	2012-13	2013-14	2014-15
Santa Ana College				
• Financial Aid participant	14,131	13,832	14,376	16,066
• EOPS & CARE participant	58	40	43	35
• EOPS participant	1,072	928	1,059	1,206
• CalWorks participant	252	217	233	254
Santiago Canyon College				
• Financial Aid participant	5,338	5,293	5,448	6,459
• EOPS & CARE participant	15	13	15	16
• EOPS participant	286	274	322	320
• CalWorks participant	86	73	52	49

Source: California Community Colleges Chancellor's Office, DataMart

The District has identified a number of measures to show potential economic barriers to student achievement: amount of funds and number of students receiving BOG waivers and financial aid; needs assessments conducted by EOPS, CARE, and CalWorks. However, much of the work of disaggregating data by sub-groups has been conducted at the Colleges as part of the Student Equity Plans. Faculty and staff review data and implement strategies to ensure that groups identified as disproportionately impacted have opportunities for success.

The Colleges continue to award a large amount of waivers, grants, and work-study. However, the number of loans has slightly decreased due to orientation meetings in which students are informed of their loan payment responsibilities. At the same time, the number of students receiving financial aid, EOPS, CARE, and CalWorks services has increased in the four years. Detailed data are available from the SAC/SCC Financial Aid and EOPS Offices and the RSCCD Research Department.

With the assistance of the RSCCD Research Department, EOPS, CARE, and CalWorks programs at both Colleges regularly assess their programs for improvement, including the tracking of initial math and English placements, semester to semester persistence, semester units earned, semester grade point averages, degree/certificates earned, and transfers to four-year universities. They also survey participants for satisfaction of counseling and other services received. Reports are available in the Research Department's website for reference.

Santa Ana College

Santa Ana College has long recognized that economic barriers are a powerful restraining force that works against completion. To counteract that, the College has developed strategies that push financial support information into the feeder schools where thousands of students and parents are connected to funding that makes college possible every year. By coordinating supplemental funding for students within SAC and beyond through the Santa Ana Partnership, the College has been able to add more than \$500,000 of direct philanthropic support to minimize the number of hours students work while at SAC. As a result, this accelerates progress toward completion. Recent examples include centering SAC's Centennial Campaign on scholarship development (the SAC Foundation has already exceeded its fundraising goal and is still working on fund development) and the growth of endowments with the O.C. Community Foundation and the Hispanic Education Endowment. The campaign also has a strategy involving Santa Ana restaurants in the historic core. A brochure entitled, "How to Pay for College at SAC" will help to broadcast the numerous ways that students can get help meeting higher education expenses at the College.

The Office of Student Equity in conjunction with counseling, MESA and the Transfer Center, fund several activities to give low income students opportunities to do research and to visit four-year universities. Student Equity will fund several trips for low-income students to visit UC Berkeley, UC Davis, UC Irvine, CSU Fullerton and Chapman University so students may see the campus, ask questions, and better

understand resources available. Other trips for students exploring transfer into Career and Technical Education fields will also be funded, including a Fire Tech trip to the University of Alaska. In addition to these trips, Student Equity will be funding a 50% Financial Aid Analyst to work in the Transfer Center to help students complete financial aid packages for transfer to four-year colleges.

To create more equitable outcomes in course completion, the Office of Student Equity is funding expanded tutoring and instructional assistance in the Math Center and Learning Center. These instructional resource centers allow students to get outside-of-class assistance that would otherwise be unavailable, including directed learning activities (DLAs), one-on-one, and small group tutoring. The expansion of the hours in these centers, as well as the Library and the Academic Computing Center, will allow low-income students who may not have safe and productive study spaces at home greater access to instructional resources.

At SAC, Student Equity in conjunction with SSSP, will be developing and expanding the peer mentor program in order to create more equitable outcomes in degree and certificate completion. Peer mentors will assist students at all points of the degree and certificate continuum. Mentors will be assigned to assist incoming freshmen with guidance towards course choices, obtaining student services, and navigating the college campus. In addition, other mentors will be assigned to work with those students who are at-risk, those students who have been indicated via Early Alert or those students who are on

probation. These mentors will inform students about the impact of not making adequate degree progress; inform them where they can find academic and counseling support; and inform them of ways that they can improve their GPAs. A third group of peer mentors will be working within the Transfer Center to help students navigate into four-year institutions and make good choices at the College to support their degree and career goals.

Other activities to help low-income students included:

- Research and presentation development guidance and experiences;
- Development of clearly articulated pathways to simplify course choices;
- Expansion of EOPS to serve 200 additional students; and
- Development of the IQ bar in order to support students with technical issues and to provide guidance with enrollment, registration, and filling out various campus forms.

Santiago Canyon College

Santiago Canyon College has promoted the fairly new financial aid program as it has been an independent institution for financial aid processing for the last nine years. In 2014-15, 6,459 students took advantage of some type of financial assistance: either fee waiver, grant, or loan (an increase of 19 percent since 2013-14). The number of financial aid awards also increased from 15,188 to 16,133 in the same timeframe. This was an increase of financial aid awards by six percent which equates to a total of \$11.4 million in financial aid dollars to SCC students in 2014-15. The office has streamlined access to financial aid by implementing one-of-a-kind electronic book voucher programs that are integrated with the student information system, allowing students to purchase books against pending aid instead of waiting for financial aid disbursement. In addition, the Scholarship Office has experienced significant growth over the last six years. The office offers multiple book grants to assist students in need of essential books and supplies during the semester. SCC broadcasts all financial aid resources to students via email blast on a regular basis and several in-reach and outreach activities, such as Cash for College and Financial Aid Awareness days.

Additionally, the Apprenticeship programs offer students an opportunity to earn while they learn and receive a paid wage from the first day they are hired. Once indentured into the program by the trades,

apprentices receive on the job training and attend related and supplemental instruction in a college credit classroom. Apprenticeship classes are exempt from regular college tuition and enrollment fees making this program an opportunity for students to overcome economic barriers. SCC has also partnered with the Orange County Workforce Investment Board, and apprentices in several of the trades may be eligible for additional financial support based on economic need through the Workforce Investment Act. These funds may be spent toward tools, equipment, and other related items.

In order to close the achievement gap where inequity exists for low-income students, SCC has identified and prioritized for funding many activities which are detailed in full in the SCC Student Equity Report. In order to address disproportionate impact for low-income students in the area of access, the college will provide supplemental support to the Upward Bound Program students taking SCC college courses through the Career Advanced Placement Program and exploring the development of a bridge or transition program from high school to college for students identified in the access section of the Equity Plan. To address disproportionate impact for low-income students in the area of successful course completion, the college will provide supplemental support to College Assistance Migrant Program (CAMP) by providing students with 20 laptop computers for student use in the CAMP study space.

To address disproportionate impact for low-income students in the area of degree and certificate completion, the college will offer priority counseling appointments to veterans and low-income students needing Financial Aid Counselor Approvals. To address disproportionate impact in the area of transfer to four-year universities, the College is developing a research agenda to identify transfer barriers for low-income students. In addition, some strategies that have been designed to positively impact the achievement gap for low-income students span multiple areas, such as access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. These activities include the provision of additional funding for textbooks, transportation and child care to low-income students through the EOPS/CARE/CalWORKS programs as well as funding for the creation of low-cost and or open source classes across departments and divisions. The effectiveness of each of these activities will be evaluated each year and reported in subsequent SCC Student Equity Plans.

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

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

**Rancho Santiago Community College District
Progress of Technological Infrastructure by Site, 2012-2015**

	2012-13	2013-14	2014-15
# of computer upgrade for student usage (classroom and labs)			
• Santa Ana College	35	57	86
• Santiago Canyon College	330	83	498
# of computer upgrade for staff and faculty usage			
• Santa Ana College	68	30	194
• Santiago Canyon College	205	151	9
• District Operations	40	40	40
# of network switches replaced			
• Santa Ana College	6	60	21
• Santiago Canyon College	7	38	5
• District Operations	4	12	0
# of video cameras installed			
• Santa Ana College	297	332	435
• Santiago Canyon College	240	252	287
• District Operations	33	36	36
# of Wi-Fi network added/replaced			
• Santa Ana College	482	0	23
• Santiago Canyon College	243	60	0
• District Operations	31	1	0
# of classroom mediated			
• Santa Ana College	18	8	44
• Santiago Canyon College	0	40	0

Sources: RSCCD ITS Department, SCC Academic Support

The Technology Advisory Group (TAG) is a District participatory governance committee that meets on a monthly basis to discuss, evaluate, and develop hardware and software standards for technology resources. The committee develops and maintains the District Strategic Technology Plan and makes recommendations regarding equipment, staffing, and training needs related to District use of technology. One critical component includes sharing knowledge related to the information and communication technologies used within all RSCCD locations.

Aging computers and classroom audio/visual equipment has been a concern for both College technology committees as well as TAG. Many classroom and employee computers are more than seven years old. While it seems that this is a concern for the Colleges, a regular funding source for the recommended five-year replacement cycle has not been identified. Therefore, TAG submitted a recommendation to the Chancellor requesting funds to replace twenty percent of computers and classroom projectors in addition to requesting that a funding methodology be identified to maintain the replacement cycle. Unfortunately, to date, no funds were identified to supplement this request.

The District previously entered into a campus agreement with Microsoft for various products and services and has been taking advantage of most of these services for many years. In 2015, the Information Technology Services (ITS) department went “live” with new functionality for faculty and staff. Under the RSCCD Microsoft license agreement, faculty and staff are qualified to use the Microsoft 365 online environment, which is filled with valuable resources (at no additional cost):

- Download and install the full office suite of products, including Microsoft Word, Excel, PowerPoint, Outlook, and/or OneNote;
- Use the ONLINE version of Microsoft Word, Excel, PowerPoint, and/or OneNote; and
- Use Microsoft OneDrive, which is cloud storage for up to ONE terabyte and can be accessed from any device with Internet access.

Also, effective November 2015, the District began providing all active students from SAC, SCC, OEC, and CEC with college email addresses and access to Microsoft 365 for no additional charge.

Adobe offered a new licensing contract for their Creative Suite products, which is similar to the existing Microsoft Licensing Agreement. The overall cost for the District was less than what was being expended for instructional purposes, so the District entered into an agreement that included both campuses. This allows the Colleges to load any of the creative suite products on any employee, faculty, classroom, and lab computers based upon necessity. The Adobe suite of software is diverse and innovative, thus providing a significant variety of tools to faculty and staff with the goal of promoting innovation throughout the District.

The Information Technology Services (ITS) implemented a new web-based help desk program, which centrally supports SAC, SCC, DO, OEC, CEC, and other locations. One innovative feature includes a new ITS help request – online system, which can be found at <https://webhelpdesk.rsccd.edu/>. The new online web form allows faculty and staff to open their own tickets online where request types are categorized for more efficient ticket assignment to technicians. Furthermore, the new system is tablet and smart phone friendly, so faculty, staff, and technicians can use the software directly from their smart phones or tablets. Also, a new FAQ system integrates with the help desk system for viewing FAQs while users are opening tickets. A new ITS Satisfaction Survey has been included with every ticket once the request is completed to ensure continuous improvements. The help desk system also offers increased security and reporting capabilities.

District websites have become more critical than ever. In order to remain innovative and to promote the most efficient tablet and smart phone web experience to students and staff, the four primary websites (SAC, SCC, District, and Intranet) were upgraded in 2015 and moved to a newer SharePoint platform. Training was made available for the individuals who currently maintain web pages.

In 2015 the campuses purchased the Ellucian Portal software with the focus on improving the web-based student experience and assist with student success initiatives. The ITS department, in conjunction with the Portal Implementation team, began an extensive project to design and build this new portal. The plan is for a summer 2016 soft launch, with an extensively marketed launch in the spring.

The TAG committee will continue to be proactive and to listen to the needs of the Colleges via SACTAC and SCCTC. In addition to the District Services’ Satisfaction Survey conducted every other year, ITS also conducts its own survey to help assess the department’s services for future improvements.

Santa Ana College

As part of the SAC Technology Plan, goals have been identified that include adhering to the technology replacement plan and mediating all classrooms. Significant effort has begun in an effort toward meeting these goals. In 2013, SAC, in collaboration with the District, was able to replace over 300 aging computers at both the main campus and CEC. In

2014, SAC budgeted \$270,000 for new computers and \$250,000 for classroom mediation projects.

Santa Ana College has made strides in support of institutionalizing its computer replacement plan. Over the last year, SAC has been able to phase out almost all computers that were over four years old.

SAC is working to implement the goal of having 100% of its classrooms mediated. When Dunlap Hall reopens spring 2016, all classrooms will be mediated. The College is on target to complete this goal by 2017.

Santiago Canyon College

In 2013, the Board of Trustees approved SCC's 2012-17 Technology Master Plan. Written by members of the SCC Technology Committee, and in collaboration with commercial vendors, the Technology Master Plan was created to support the technological needs of the students and support SCC's institutional mission. Effort was made to align the plan with the District Strategic Technology Plan with specific focus on the College's technical needs. Whereas the Strategic Technology Plan assesses RSCCD's technical operations from an "enterprise" perspective, the Technology Master Plan evaluates SCC's technical support structure and the instructional technology infrastructure that promotes student success.

The SCC technology Master Plan details recommendations for improving and supporting student learning; improving and supporting the teaching process; institutionalizing the assessment of key performance indicators; supporting the technological infrastructure; and promoting and supporting productivity.

Infrastructure related recommendations include:

- Establish a process for the ongoing upgrade of hardware and software:
 - Research the feasibility of adopting a leasing framework to upgrade twenty percent of computers
 - Research the feasibility of desktop virtualization technologies to better manage computer lab hardware;
- Research the feasibility of placing digital signs on campus as a means for generating advertising revenue; and
- Provide a robust network and wireless access across the campus and at the off-site locations.

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

Rancho Santiago Community College District Professional Development Workshop Offered to Faculty for Innovative Pedagogies and Curriculum Design by Site, 2012-2015

	2012-13	2013-14	2014-15
Santa Ana College	23	28	91
Santiago Canyon College	25	25	23
SAC/SCC School of Continuing Education	203	223	164

Sources: SAC Professional Development and SCC Professional Development Committee

Rancho Santiago Community College District Number of Faculty Trained to Teach Online by Site, 2012-2015

	2012-13	2013-14	2014-15
Santa Ana College	-	53	58
Santiago Canyon College	-	-	62

Sources: SAC and SCC Distance Education Program

The District aggressively pursues categorical allocations and competitive grants for faculty development in specific areas, such as STEM, Basic Skills, and Career Technical Education. The Colleges are also involved in the Kaleidoscope project as well as in initiatives to reduce textbook costs and to flip the classroom.

The District Human Resources Department operates a New Faculty Institute, which provides an in-depth orientation to new faculty and delivers clear expectations of and assistance to new faculty in terms of pedagogy and curriculum development. The District has also worked with both Colleges on the use of open educational resources to discourage the current reliance on expensive textbooks that because of their cost, often become an obstacle to the educational success of students. The District and Colleges have supported faculty by helping to fund their attendance at various conferences and workshops that contribute to ongoing professional development.

Santa Ana College

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

The present structure supports professional development for faculty through the critical processes of curriculum development, program review, directed learning activities (DLAs), and data analysis. Innovations includes the Math Redesign, accelerated courses, student success metrics, learning communities, and K-12 to SAC academic pathways in English and math.

The Academic Senate, Department Chairs, Student Success and Equity Committee, and Teaching and Learning Committee serve to explore and assess new

models of curriculum and service delivery through traditional, accelerated, distance, and hybrid formats. The full implementation of TracDat will facilitate program review data analysis.

Santa Ana College leverages resources for any and all available sources to support the Mission and Strategic Plan. To this end, SAC is currently deploying over \$5 million in funding to twenty programs at the College in support of teaching and learning, equity, success, and completion.

Distance Education

The Distance Education Office has trained faculty in the distance mode by requiring that any faculty member teaching in this mode must obtain the Online Teaching Certification; 126 faculty have been approved to date. Ongoing professional workshops are offered throughout the year in Blackboard training, Camtasia Relay, YouTube Captioning and other interactive tools.

A Distance Education Advisory Group comprised of instructional and student service faculty has been organized to develop, implement, and review standards for delivery of instruction online.

There are currently three online pathways: Associate Degree in Liberal Arts, Associate Degree for Transfer in Business Administration, and Business Administration major preparation, which align with the Baccalaureate Online Degree at CSU Fullerton.

Santiago Canyon College

Santiago Canyon College supports faculty development in the areas of innovative pedagogies and curriculum design as evidenced by the SCC 2012-2016 Educational Master Plan (EMP) as well as the SCC 2015-16 Student Equity Plan.

One of the goals embedded within the 2012-2016 EMP is to “support faculty in offering high quality instruction to students in the classroom and online.” Action items associated with this institutional goal were designed to move the College to better support its faculty as they adapt to shifting populations and teaching and learning trends. These action items are as follows:

- Establish a coordinator of teaching and learning and an instructional design center;
- Provide enhanced technology support for faculty and students; and

- Increase staff development and technology training for faculty.

Upon completion of the 2012-2016 EMP, Santiago Canyon College will have completed all three of these action items.

- The recently hired Distance Education Coordinator, now in his second year, serves as the once planned for coordinator of teaching and learning;
- Student Equity funds will be provided in 2015-16 to expand the Academic Success Center to include an instructional design center that will support faculty in offering high quality instruction to students in the classroom and online. The Center will provide training, workshops, and technological support to faculty for the purpose of evaluating and refining instructional methods to accommodate SCC’s diverse student population, as well as diverse learning styles within the classroom, and support the emergence of personalized learning experiences through adaptive learning methods;
- Enhanced technology support for faculty and staff is evident through the provision of a robust Flex and training calendar. Training opportunities cover topics such as effective practices for online teaching, using cloud applications, multimedia (video and audio, including editing), MS Word formatting, presentation software, open educational resources, and more; and
- Technology training for faculty in the online learning realm has increased as well. In 2014-15, SCC offered faculty a three-month Online Teaching Certificate Program, covering the topics of effective practices in online teaching, including learning theory; universal design principals; online class design; policies and procedures for online classes; multimedia production and editing; and ADA Accessibility.

Santiago Canyon College also continues to support faculty efforts in the development of digital textbooks and online Open Educational Resources. Student Equity funds have been allocated to allow faculty resources to investigate low-cost options for their students, much like the SCC Mathematics Department has been doing for its online course offerings.

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

Rancho Santiago Community College District Top Three Disproportionately Impacted Groups as Measured by Course Success, 2015

	Disproportionately Impact Groups
Santa Ana College	Students between ages of 18-21 Pacific Islanders Latinos
Santiago Canyon College	Foster Youth Pacific Islanders -

Sources: SAC and SCC Student Equity Plans

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

Overall, course success rates have increased five percentage points since fall 2009, and retention rates, similarly, have increased four percentage points. The RSCCD Research Department has also compiled grade reports by ethnicity, gender, and age groups for the general population; for those enrolled in CTE vs. non-CTE; for those enrolled in basic skills vs. non-basic skills; for those enrolled in distance education vs. non-distance education; for those enrolled in academies vs. non-academies; and for those enrolled in apprenticeship vs. non-apprenticeship. These reports have been used by the Colleges as part of their self-evaluation processes and at various department meetings. In addition, the reports are posted on the RSCCD Research Department website for reference.

The Colleges further disaggregate success data to ensure that all students, especially special populations of disability, foster youth, low-income, and veterans have equally opportunities of successfully completing their courses. The Colleges implement strategies to assist those who are identified as disproportionately impacted in comparison to their counterparts.

Santa Ana College

Santa Ana College has developed a comprehensive program to address equity of various student populations. The Student Success and Equity Committee created a Student Equity Taskforce that engaged approximately 75 faculty, staff, and students in creating a focused plan for transforming the College into an institution where success cannot be predicted by age, gender, income, veteran status, or ethnicity. The plan builds on a constellation of equity-centered initiatives that are being coordinated and expanded based on results and best practices at like institutions. Highlights of the equity targets that SAC

is focused on are included in the 2014 Santa Ana College Student Equity Plan.

At SAC, a Research Department has been created consisting of one current Research Analyst, a second research analyst (soon to be hired), a Director of Research (soon to be hired), and additional support staff. This office is linked to Student Equity, led by the Vice President of Student Services and the Equity Coordinator.

As the SAC Educational Master Plan will be reviewed in its entirety in spring 2016, further integration and connection between the Research Department, the

Equity Office, and BSI to the Institutional Effectiveness and Accreditation Office will be explored.

The SAC Research Department has determined that there is disproportionate impact within the following groups: Students Age 18-21; Pacific Islanders; and Hispanic/Latino. The 80% Index was utilized to identify a reference group (i.e., Students age 40-49) and to compare this group's success to that of other groups. Groups that did not reach 80% were declared to be disproportionately impacted. The sub-groups noted above were those that were found to have the lowest ratio with respect to the baseline sub-group.

A major goal of the Student Success and Equity Committee, a group of 23 administrators, faculty, staff, and students, is to coordinate and synchronize the goals, objectives, and dissemination of resources for Student Equity, the Basic Skills Initiative (BSI), and the Student Support Services Program (SSSP) so that outcomes of student success and equity are most effectively planned and tracked. To that end, discussions for coordination of the three plans have begun in earnest with the goal of having a single overarching *student success plan*. The groups have coordinated funding and have evaluated the Freshmen Experience Program and the redesign of Elementary and Intermediate Algebra. The committee has also evaluated the development of a fair and equitable assessment and placement process that integrates the Common Assessment Initiative; multiple measures and peer mentoring; and advisement across the entirety of the college student's career. In addition, the use of SSSP, Equity, and BSI funds have been used to create and develop a campus-wide research program that will be used to track student success and establish research-guided practices for the campus.

Santiago Canyon College

Santiago Canyon College recognizes the importance of student equity and is committed to ensuring its tenets are paramount to the integration of campus-wide plans. The College has updated its Student Equity plan and analyzed course success rates, identifying any disproportionately impacted student groups.

With the assistance of the Office of Institutional Effectiveness & Research, disproportionate impact among target populations has been identified, goals have been established, and activities and desired outcomes have been developed to address identified inequities.

The SCC Student Equity Plan identifies two student groups disproportionately impacted in the area of successful course completion: foster youth and Pacific Islanders. While Pacific Islanders are no longer technically disproportionately impacted as of 2014-15, data for this group is being monitored to ensure that this group is no longer in jeopardy.

The most recent Student Equity Plan has 63 activities identified to address disproportionate impact with eight of those activities designed to remedy inequity in course completion at SCC.

Details of how and where disproportionate impact has been identified, of the student equity plan goals, and of a comprehensive list of activities and desired outcomes can be found in the 2015-16 SCC Student Equity Plan.

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

Objective 5A: SUPPORT AND ENCOURAGE FOCUSED GREEN PRACTICES

**Rancho Santiago Community College District
Water Usage (Gallons) by Site
2012-13 through 2014-15**

	2012-13	2013-14	2014-15
District Operations	1,997,160	1,875,984	1,813,900
Santa Ana College*	36,341,580	42,180,468	34,403,465
Santiago Canyon College**	37,148,672	33,109,472	37,777,740

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

**Rancho Santiago Community College District
Natural Gas Usage (Therm) by Site
2012-13 through 2014-15**

	2012-13	2013-14	2014-15
District Operations	-	-	6,062
Santa Ana College*	141,794	125,931	105,468
Santiago Canyon College**	157,091	142,172	109,470

**main campus located at Bristol Street & 17th Street only
**main campus located at Chapman Avenue & Newport Avenue only
Source: RSCCD Facility Planning, District Construction & Support Services*

**Rancho Santiago Community College District
Electricity Usage (KWH) by Site
2012-13 through 2014-15**

	2013	2014	2015
District Operations	1,218,154	1,357,765	1,177,639
Santa Ana College*	9,106,137	9,260,538	8,688,613
Santiago Canyon College*	5,431,272	5,933,438	5,550,646

**main campus located at Bristol Street & 17th Street only
**main campus located at Chapman Avenue & Newport Avenue only
Source: RSCCD Facility Planning, District Construction & Support Services*

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

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

The Sustainable RSCCD Committee has accomplished several major tasks. This committee was instrumental in revising *Board Policy 6012 Sustainable Practices*. This revised and expanded policy provides the authority to the Chancellor to establish sustainable practices for the District. The vehicle for establishing and defining those sustainable practices is the Sustainability Plan for the District. This plan sets out a vision for the District and delineates a number of goals and objectives that are intended to improve existing practices or to establish new practices that align with the principles of sustainability. Measurement tools for the effectiveness of the goals of the plan are being developed.

Activities at each campus are augmented by district-level efforts including interior and exterior LED lights and upgrading heating and ventilation equipment for newer more efficient equipment and modern energy management systems (EMS). The District is also focused on water savings for the sites. Projects are in the planning stage for upgrades to campus irrigation systems with "smart" controllers and replacement of high water demand plant material with native species and low water planting materials and weather stations.

The District Office has replaced interior lights and parking lot lighting with LEDs. It has installed automatic hand towel dispensers and will be installing auto-flush for all commodes. The District Office has reduced its water usage each year since 2013. Future projects to assist in this effort will include turf landscaping and water resistant plants. The chiller plant was replaced with high efficiency chillers and an EMS system that manages the building through smart controllers, schedules, and exterior lighting controls. These activities have been accompanied by an awareness campaign focusing on water reduction with signs in all restrooms and kitchen break areas reminding everyone to conserve water.

District Office facilities staff serve on the Sustainable RSCCD Committee and work actively with all District sites to include the best management practices with respect to sustainability in all capital projects.

Santa Ana College

Santa Ana College engages in focused green practices. The construction of a new Central Plant and replacement of the College's underground utilities infrastructure has begun. This project will convert seven of the buildings to a centralized chilled water system with thermal energy storage, which will reduce the campus' peak electrical demand. Drought tolerance and low irrigation landscape will be used exclusively in the redesign of the master landscape plan for the Central Plant project in order to align with the Governor's current water reduction requirement for state agencies.

For energy efficiency, SAC has established goals and measurable objectives related to sustainability efforts in the operation of the campus as well as the products utilized for the maintenance of facilities. The College has committed scheduled maintenance funds to upgrade inefficient boilers and plumbing to seek a reduction in the use of fossil fuels. Also, a campus-wide LED lighting upgrade (30,000 new LED bulbs) for interior and exterior light fixtures has been completed with Prop. 39 funds. Santa Ana College is

undertaking a feasibility study to continue to expand LED replacement at the Digital Media Center and the Criminal Justice Training Center.

In facilities operation, the College is using an EMS system to control the HVAC and lighting equipment with regular PM schedules to ensure HVAC systems and lighting work properly and efficiently. There is a plan to evaluate needs related to instruction so as to utilize entire buildings and shut off HVAC and lighting that are not being utilized, implementing a new EMS system in addition to the central plant infrastructure project.

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

Santa Ana College actively engages, via the Sustainable RSCCD Committee, in alternative commuting opportunities, which includes a connection to OCTA. The College is in compliance with the South Coast AQMD survey requirements in accordance with emission reduction targets. In 2013-14, the College purchased additional bike racks to encourage alternative transportation, purchased electric powered carts to replace gas powered maintenance carts, upgraded one gas powered security vehicle with a Prius hybrid, and installed two electric vehicle charging stations.

The College installed new efficient, low flow irrigation systems in the new perimeter landscape; installed irrigation valves to reduce its water use; and installed and continues to augment the underground storm water percolation fields. In addition to the new storm water infrastructure that reduces the impact on the surrounding City of Santa Ana's storm water discharge problems, the College also installed some xeriscaping throughout the campus to reduce the use of potable water. Moreover, the College installed a new tournament quality artificial turf soccer field and replaced other areas with artificial turf to reduce the use of potable water for irrigation as well as to reduce the engine combustion required for maintenance.

Santa Ana College works to integrate student and curriculum development, including curriculum in:

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

Santiago Canyon College

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

The Associated Student Government (ASG) has created a position called "Senator of Innovation and Sustainability." ASG promotes recycling and strives to reduce SCC's carbon footprint. In 2014, ASG initiated the collection of plastic, glass, and aluminum by placing containers at various locations and transporting them to a re-cycling center. Funds collected are used to support ASG programs.

The 90,000 sq. ft. Humanities Building opened for classes in fall 2014. Some of the green qualities of the building are:

- Received Gold LEED certification;
- A Photovoltaic system that provide nineteen percent of the building's electrical power;
- Air hand dryers and low water usage flush valves in restrooms;
- Energy saving lighting system that dims when daylighting is available; and
- Sustainable landscaping.

Santiago Canyon College has met with the Irvine Ranch Water District to develop plans for an irrigation system for the soccer fields using reclaimed water. Santiago Canyon College converted to LED lighting in all parking lots in 2014 and upgraded to LED lighting in all buildings in 2015.

The College is using an Energy Management System to control the HVAC and lighting equipment with regular PM schedules to ensure HVAC systems and lighting work properly and efficiently. There is a plan to evaluate needs related to instruction so as to utilize entire buildings and shut off HVAC and lighting that are not being utilized.

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

The RSCCD created its first district-wide Mission Statement in fall 2012 and scheduled it for review every three years. In September 2015, the Chancellor invited all employees of the district to review and make comments and suggestions about the statement. After a review of the feedback, District Council reaffirmed the Mission Statement with no changes on October 5, 2015. Each College uses this district-wide Mission Statement to form its own mission, goals, and strategic objectives, thereby, integrating district and college plans.

The Planning and Organizational Effectiveness (POE) Committee also engaged in a review of the District planning/budgeting cycle and how that process integrates with planning and resource allocation processes at the Colleges. The POE Committee recommended adjustments to the District cycle in time for the development of the 2015-16 budget. The Fiscal Resources Committee (FRC) updated its budget calendar in order to allow time for review of recommended budget assumptions and recommended budgets by District Council. As the District continues to evaluate the process of integrated planning, adjustments will be made as needed.

In spring 2016, the Chancellor will host an RSCCD Governance Summit where each committee will review its role and better integration will be discussed. This will ultimately impact planning processes and the allocation of resources alignment.

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

To assist staff in their assessment, members of the POE Committee designed a very simple, but comprehensive survey of the 27 district services departments. The survey was implemented in December 2013 for faculty and staff feedback and again in October 2015. This document is a compilation of the results by department and data are organized by respondents at SAC, at SCC, and at District Operations so that departments may respond accordingly should there be an imbalance of services as rated by site staff and faculty. The planning portfolios are used to identify planning priorities and resource allocation requests and are forwarded to POE for review and input. The POE Committee also developed a prioritization rubric and review processes for district-wide resource allocation requests, which was used in the development of the 2015-16 budget.

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

Santa Ana College

In spring 2016, the College will be updating the Educational Master Plan, which includes an environmental scan with data to inform the Strategic Plan, the Facilities Plan, the Technology Plan, and the Budget Process. A college-wide retreat will be held to

launch this project, with mission statement review and strategic plan goals as a primary focus.

The College reviews its Mission and Goals regularly as part of the annual fiscal planning process. The SAC Mission and Goals are discussed in the Planning and

Budget Committee meetings as a guidance tool for the budget priorities, which are established annually by the Planning and Budget Committee.

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

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

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

Most significant is the comprehensive set of strategic planning documents that inform priority activities at the unit level: the annual and quadrennial Capstone

Program Reviews. The goals within these program review documents are aligned to the College's overall strategic priorities. The departments' goals advance specific priorities that are linked to budget requests. These requests are then prioritized through the College's budget allocation process via the Resource Allocation Request form and are approved by the Planning and Budget Committee and the President's Cabinet. Overall, the alignment between institutional planning and expenditures is evidenced in the actualization of the College's Strategic Plan as well as in a number of related planning documents that provide ongoing and more precise support to these connections.

Santiago Canyon College

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

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

If there are necessary resources being requested to help academic departments and nonacademic units achieve their annual goals or to carry out planned activities, these requests are prioritized first at the department and unit level. For requests originating from academic departments, additional prioritization occurs at the division and Joint Chairs Committee

levels. Ultimately, all units (including departments and governance bodies) forward their resource requests to vice presidents associated with their area for additional prioritization at the level of the four major areas of the College: Academic Affairs, Continuing Education, Student Services, and Administrative Services, prior to being passed on to the Planning & Institutional Effectiveness (PIE) Committee.

The Planning & Institutional Effectiveness Committee takes all prioritized resource request lists and ranks them using the “PIE Resource Request Prioritization Rubric.” This prioritization rubric enables committee members to evaluate each request based on a number of factors: relation to the College Mission; support for the College Goals; connection to the College’s Educational Master Plan, Technology Master Plan, and Facilities Master Plan documents; association with Department Planning Portfolios and Program Reviews; fulfillment of a replacement need, legal

mandate, or regulatory or safety requirement; and support from learning outcomes assessment data. Once the committee compiles a single list of funding priorities, the PIE Committee forwards the resource request prioritization list to the Budget Committee for a budget analysis that determines the number of the funding priorities that the following year’s tentative budget will accommodate. After providing its analysis, the Budget Committee sends its budget evaluation of the funding priorities back to the PIE Committee. After reevaluating the prioritized list and discussing any possible revisions, the PIE Committee forwards the recommended prioritized resource allocation list to College Council. Next, College Council provides the President a recommendation. Once the President approves the prioritized resource allocation list, the College community acquires resources in rank order based on actual funds received through apportionment, grant, and alternative funding sources.

Objective 5C: EVALUATE THE CYCLE OF INTEGRATED PLANNING

Rancho Santiago Community College District Staff Evaluation of the Integrated Planning Cycle by Site, 2015

	percent of “strongly agree” and “agree” (on a 4-unit scale)
“The college/districtwide resource and prioritization process is clear.” <ul style="list-style-type: none"> • District • Santa Ana College • Santiago Canyon College 	 59% 75% 60%
“I am satisfied with the college/districtwide resource request and prioritization process.” <ul style="list-style-type: none"> • District • Santa Ana College • Santiago Canyon College 	 47% 63% 54%
“The college/districtwide resource allocation timeline is clear.” <ul style="list-style-type: none"> • District • Santa Ana College • Santiago Canyon College 	 63% 75% 73%

Sources: RSCCD Research Department, SAC and SCC Institutional Effectiveness Office

A formal assessment of planning and decision-making processes is included into the RSCCD ten-year Planning Design Manual implemented in 2013. Currently, in the third full year of using its integrated planning model, the five-committee structure ensures the perspective of each constituent group throughout the District. A formal assessment of planning and decision-making processes is conducted every three years. The assessment includes POE gathering input from throughout the District and forwarding feedback to the District Council. District Council reviews results and recommends revisions to planning and/or decision-making processes as needed to the *RSCCD Planning Design Manual*.

In June 2015, the RSCCD Research Department implemented a formal assessment of the District’s planning and decision-making processes to members of the five district governance committees. A review of the results indicated a level of confusion on the roles of each governance committees. The POE Committee recommended that an RSCCD Governance Summit be held spring 2016 with members of the District Council and the five district governance committees to discuss the results of the District-wide Planning Process survey. Each committee will share its role in district processes and suggest recommendations for improvements and modification. The District is committed to assessing the cycle of integrated planning, and adjustments will be made as needed.

The POE Committee also completed a comprehensive Functions/Mapping of Responsibilities matrix, which describes the delineation of functions and responsibilities between District Operations and the Colleges in seven key areas: Instructional Programs, Student Services, Human Resources, Fiscal & Administrative Services, Educational Services, Governance, and Public Affairs & Publications.

Santa Ana College

The cycle of integrated planning at SAC takes place and includes several simultaneous processes. For 2015-16, there is a renewed commitment for closer alignment between accreditation standards and the participatory governance committees. In addition, in

response to an ACCJC recommendation, a calendar for meta-analysis of planning processes has been created and approved by College Council, e.g., Educational Master Plan (every six years), Strategic Plan (annually), participatory governance committees (annually), Mission Statement (triennially).

The participatory governance committees will continue to create an End-of-Year Report analyzing and updating the goals of the committee for the upcoming year. For example, the Planning and Budget Committee goals include budget allocation and planning analysis. Second, College Council, with membership from all constituency groups and students, reviews the participatory governance structure, which includes integrated planning analysis in an annual retreat. Adjustments are made as needed. In the 2015-16 governance analysis at the participatory governance committee level as well as College Council level, an emphasis will be placed on meta-integrated planning analysis.

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

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

To support the goals of institutional effectiveness, new positions have been established including research analysts, Equity Coordinator, SLO Coordinator, and a soon-to-be hired Director of Research.

As SAC continues to evaluate the cycle of integrated planning, adjustments will be made as needed. A planning process survey was disseminated October 2015 to all members of the participatory governance committees. There was dialogue at College Council regarding results. Although it was determined that the resource and planning processes are integrated at the

college level, participants did not understand the alignment between the District and the College processes. This will be reviewed and shared with the District Planning and Organizational Effectiveness Committee so that institutional effectiveness at both the district and college level may be enhanced. This will be discussed at the aforementioned RSCCD Governance Summit.

Santiago Canyon College

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

Resulting from feedback provided by the 2014 Accreditation Site Visit Team, SCC strengthened the collegial governance process by instituting a yearly evaluation of all collegial governance committees and the governance system. The governance process has been modified to include three steps in its systematic evaluation. The first step occurs in the fall when each governance committee and council reviews its mission, responsibilities, goals, and committee composition. In the spring, each committee conducts a self-evaluation as the second step of the process. The third step occurs the following fall when the College Council reviews the committees' self-evaluations as part of its comprehensive evaluation of the system of governance.

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

For the collegial governance committees, regular assessments ensure that committee members are

oriented to the work of the specific committee and that the committees are goal oriented. Each collegial governance committee conducts evaluations in the fall and spring of every academic year. The fall evaluation process requires each committee to review its committee template, found in the Collegial Governance Handbook. During this process, committees focus on a review of their mission, responsibilities, goals, and committee composition. This review occurs at the committee's first meeting. The initial review serves the purpose of educating committee members about the mission and responsibilities of the committee as well as the purpose of reviewing the actual composition of the committee to ensure that the designated constituencies are appropriately represented.

The second piece of the evaluation process occurs at the end of each spring semester. All collegial governance committees conduct a self-evaluation that includes a review of the following: 1) Committee Mission 2) Committee Responsibilities 3) Major Accomplishments 4) Actions Pending 5) Challenges 6) Recommendations, and 7) Evidence. Each fall, the College Council reviews all committee evaluations in order to assess the effectiveness of the governance process. College Council makes recommendations for changes based on themes or issues identified during the review of governance committee evaluations. In addition, College Council determines if any gaps, redundancies, or problems exist and recommends needed changes or modifications to the governance process. In fall 2015, College Council created a task force comprised of a classified staff member, a faculty member, and an administrator to review the spring 2015 committee evaluations to identify themes, trends, commendations, and recommendations. The task force presented its findings to College Council on November 24, 2015, and identified four recurring themes:

- Insufficient resources for committees to carry out their work;
- The need to manage increasing regulations and changing standards from external entities;
- The need to consolidate some committees and to work more efficiently; and
- The need to strengthen communication and ties between committees and increase understanding of purpose and committee interconnectivity.

After analyzing and discussing the information from the task force, College Council discussed some of the identified themes that have already begun to be addressed. For example, College Council recognized that the collegial governance calendar had been adjusted to optimize and increase governance committee member participation. Additionally, some committees have changed the modality of their meeting to allow for online and/or virtual meetings. Furthermore, each governance committee now presents information from other related governance committees at the beginning of each meeting so that committee members understand what activity is occurring elsewhere in the collegial governance framework. This allows the connections to be drawn and strengthened between their respective governance committee and activities carried out by other committees.

The effectiveness of the governance process and of integrated planning is further evaluated through an annual survey of the SCC Planning & Institutional Effectiveness (PIE) Committee's resource allocation process. As the College's central planning committee, the PIE Committee reviews all requests for resource allocation and makes recommendations to College Council. In addition, the PIE Committee regularly administers a planning process evaluation survey and seeks input for planning process improvement from the college community.

In 2014-15, the Planning & Institutional Effectiveness (PIE) Committee developed a formal and systematic evaluation process consisting of a survey designed by a taskforce of the PIE Committee. The survey, deployed in April 2015, solicited feedback from faculty, staff, and administrators who participated in the planning and resource allocation process during the 2014-15 academic year. The survey asked questions targeting respondents' attitudes toward the forms utilized to help facilitate the planning and resource allocation process, attitudes about the planning and resource allocation process itself, and attitudes related to the overall satisfaction with the process. At its May 6, 2015, meeting, the PIE Committee met and discussed the results of the planning and resource allocation process survey and carefully weighed all feedback and suggestions for change.

Appendix A1

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

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

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

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

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

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

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

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

National Hispanic Business Women Association provides financial, internships and outreach programs to students. In particular to Santa Ana College students.

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

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

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

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

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

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

Santa Ana and Orange County Workforce Investment Boards work collaboratively to secure over \$500,000 in grants through the U.S. Department of Labor and the Workforce Investment Act to reskill dislocated workers, and prepare at-risk youth for employment. Currently the WIBs are partnering with the Deputy Sector Navigators to meet the needs of the priority sectors in the region (i.e. manufacturing, healthcare and hospitality industries) that will help revitalize the economy in Orange County. According to their most recent economic forecast with the Orange County Business Council, these three areas will have the highest need for workers and the community colleges are key for providing that workforce training.

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

Testing Agencies (ACT, Inc., Comira, ETS, Pearson, TD Testing) authorize RSCCD to administer exams for licensure and certifications out of its testing center. The agencies include: ACT, Inc., Comira, ETS, Pearson, and TD Testing. The director of CTI has strengthened, and in some cases, launched the partnerships with these companies to provide students and the community with opportunities to obtain evidence of skills attainment, and improve their chances for employment. Exams administered at CTI testing Center include the GED, WorkKeys assessments, TOEFL, HiSET, U.S. Postal Service, etc.

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

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

U.S. Small Business Administration partners with the District's Small Business Development for almost 25 years with Santa Ana College's initial grant to fund books and resources focused on entrepreneurship for students interested in self-employment as a career path. Over the years, it expanded its focus to also provide assistance to small businesses in the community, strengthening the local economy leading to student employment and internship opportunities at those businesses. SBA has recognized RSCCD's SBDC as a Center of Excellence and their representatives regularly volunteer to outreach and give of their time and talent at the SBDC's events and programs.

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

USC Alumni Club of Orange County partners with RSCCD to host the "Orange County Business Expo hosted by USC," an annual event that provides an open platform for over 800 Orange County businesses networking opportunities. The Small Business Development Center and Digital Media Center became marketing sponsors in promoting this very successful event. This year, Deputy Sector Navigators in Information Community and Technology (ICT), Global Trade and Logistics (GTL), Hotel- Retail and Tourism will serve as marketing sponsors to help promote "Doing What Matters" framework and for the deputy sector navigators connect one-to-one with business representatives from all sectors.

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

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

Wells Fargo Bank provides financial and student outreach programs. For example, provides scholarship for DSN Taste of Success Business Plan competition winner.

Appendix A2

SANTA ANA COLLEGE Key Business Partners and Stakeholders that Help the District Assesses the Educational Needs of the Communities We Serve

Santa Ana College achieves its goals for student success by collaborating continuously and substantively with outside organizations to maintain cutting edge academic programs and opportunities for students. This goal is largely achieved through academic departments that work with employers on advisory committees that support students entering the workforce. It is also achieved through the Santa Ana Partnership and the Santa Ana College Foundation. Over 50 companies participate in this work, including Fletcher Jones Mercedes Benz, The Lincoln Electric Company, St. Jude's Medical Center, Edwards Laboratories, Internships with Downton Inc. and the City of Santa Ana.

An additional 15 organizations are affiliated with the Santa Ana Partnership, which has been operating for over three decades to improve the conditions of education in the greater Santa Ana area. Significant progress has been realized for students over the past year including expanded services for students completing high school, on-site support for parents at 20 Santa Ana locations, and completion-centered activities in higher education. Educational CEOs helped the Partnership earn Governor Brown's Award for Innovation in Higher Education in May 2015, and they have applied proceeds to endowments that will guarantee admission to UCI and CSUF for students while funding their costs in perpetuity.

Financial aid application rates in feeder high schools went from 44% to 90% over the last three years. There was a 97% increase in students who placed in college level (versus remedial level) courses in the past year, with SAC attainment achieving a record high and growing by 78%--to mention just a few key examples. Over 200 individuals associated with these organizations at the CEO, executive, management, faculty, and staff levels work throughout the year to proactively address the most significant barriers to educational opportunity and completion for students and families. An evaluation team representing the four segments of public education has created a scorecard to broadcast the impact of our collaborative work and to inform areas that require additional attention and effort.

Examples of these organizations include the following:

- **University of California, Irvine:** Hosts the Summer Scholars Transfer Institute, Partnership data for research, and guarantees transfer for all SAUSD students who start college at SAC and maintain a 3.0 GPA in pre-transfer coursework.
- **California State University, Fullerton:** Guaranteed transfer for all SAUSD students who start college at SAC and maintain strong academics.
- **Santa Ana Unified School District:** Works to prepare students academically and ensure they enter and succeed in college, with six targeted taskforces and integrated strategic planning with SAC.
- **The Hispanic Education Endowment Fund:** Funds student scholars with \$50,000 annually.
- **The City of Santa Ana:** Funds scholarships and hosts the Higher Education Center at the Main Library.
- **The League of United Latin American Citizens and the Mexican American National Network:** Broadcast partnership activities to key community leaders in the region.
- **The Padres Promotores de la Educación:** Reach over 30,000 parents annually
- **Comunidad Latina Federal Credit Union:** Funds micro loans to SAC students
- **Latino Health Access:** Trains parents and amplifies the work of the Partnership
- **KidWorks:** Hosts Partnership staff so they can serve parents and students
- **Union Bank and Wells Fargo:** Provide \$75,000 annually in direct funding for equity and success programs
- **Schools First Federal Credit Union:** Underwrites innovation grants and college programs
- **AT&T:** Underwrites student programs and strategic planning activities

Complementing these long-standing efforts, the Santa Ana College Foundation exceeded its Centennial Campaign goal and to date has raised \$2.1 million, with participation from over 50 individual and corporate partners. These funds are helping to build on college-wide work in progress to achieve new heights in terms of academic success and achievement at SAC, while reducing equity gaps among and between groups. The Foundation has also begun to serve as the College's fiscal agent for strategic grants, and in that capacity, partners with the California Endowment, Lumina Foundation, and other major corporate and philanthropic funders.

Appendix A3

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

Orange Unified School District (OUSD)

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

The Division of Mathematics & Sciences along with the Division of Arts, Humanities and Social Sciences has partnered with OUSD to offer classes on the High School campuses. During summer 2015, math classes were offered on the campuses of Canyon and Villa Park High Schools. Three classes served 109 students who achieved a 90% pass rate. The school district supplemented the instruction with the on-site tutoring after the classes. This partnership represented the first steps in an ongoing union between SCC and the OUSD. Students benefit greatly by preparing themselves for college-level classes and the rigor of a college curriculum. In fall 2015 and spring 2016 a variety of classes in the Arts, Humanities and Social Sciences will be offered throughout OUSD HS campuses. The partnership is a summer, fall and spring commitment.

Community Science Night is an annual SCC/OUSD Community Science Night a successful STEM event, with 41 individual activities for families to learn from and enjoy. Over 150 OUSD teachers, SCC faculty and staff volunteer their time to host this amazing night, another 150 SCC students volunteer their Friday night to help out, and over 1,000 OUSD elementary school students and parents attended the event.

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

Based on this important collaboration with school administrators, liaisons, and coordinators, specific classes and programs are identified and offered to meet the needs of the students. OUSD often conducts surveys with parents and families to determine what courses are needed. Some schools also provide babysitting so that parents are free to attend the classes they need to improve their skills. Due to the AB86 planning period and the new Adult Education Block Grant, discussions are in progress to expand babysitting and childcare services at the school sites. In addition, Continuing Education outreach staff frequently attends parent meetings at the schools to share information about all the continuing education programs and services available. This is an invaluable resource in which the parents in Orange and surrounding communities can learn about the free educational opportunities offered by Continuing Education.

Waltmar Foundation

The Waltmar Foundation has been a partner of the SCC Foundation since 2005 and has funded a total of \$90,000 in student scholarships for that past ten years.

California State University, Fullerton

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

SCC and two other community colleges partnered, **STEM² Partnership**, with CSUF on a Title III STEM Strengthening Transfer through Matriculation grant. Currently in its 5th and final year, this grant is providing supplemental instruction (SI), designated STEM counseling, eight-week paid summer research experience for approximately 12 SCC students, and provides priority admission for SCC students who participate in this program.

Orange County Sheriff's Department (OCSD)

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

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

Orange County Department of Education (OCDE)

Since March 2014, the Orange County Department of Education has been partnering with and is now a member of the Rancho Santiago Adult Education Consortium (RSAEC) as a result of AB86 planning and the Adult Education Block Grant (AEBG). The OCDE board-approved representative attends monthly consortium meetings and collaborates to serve the needs of adult learners in the region. As a result of this partnership, several CTE articulation agreements were created and completed for the various RSAEC agencies. This collaborative partnership is particularly important as more emphasis is placed on smoother transitions for adult learners in the Rancho Santiago region, including OCDE and RSCCD.

Community Foundation of Orange

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

The Community Foundation of Orange's Annual Talent Blossoms Performing Arts Workshop is held at SCC annually in October. Through this partnership, this FREE workshop is open to students in 3rd through 6th grade who attend OUSD schools and/or live within the school district's boundaries. The day begins 8:15 am with workshops for students in attendance. Lunch is provided and the day culminates at 2:30pm with a performance for family and friends showcasing what the students have learned.

Edison International

Has supported the college since 2012 for a total of \$100,000 to date, currently supporting \$15,000 STEM scholarships and \$10,000 MUN per year.

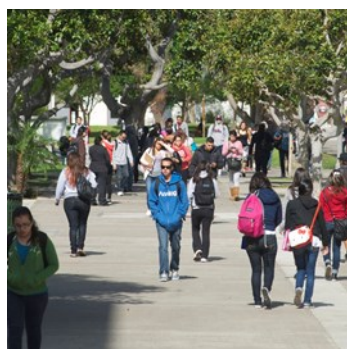
Orange Soccer Club

Orange Soccer Club partners with SCC to use the college's soccer fields in order to provide education and team practices in the sport of soccer. This partnership has existed for several years and benefits hundreds of young boys and girls from the local community who have an interest in pursuing the sport. The benevolence extends beyond the provision of fields from the college; the soccer club has reciprocated by providing much-needed equipment to help support the men's and women's soccer teams at SCC.



12 Measures of Success

SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE



**RSCCD Research Department
February 2016**

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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 effectiveness of community colleges and their programs, 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.

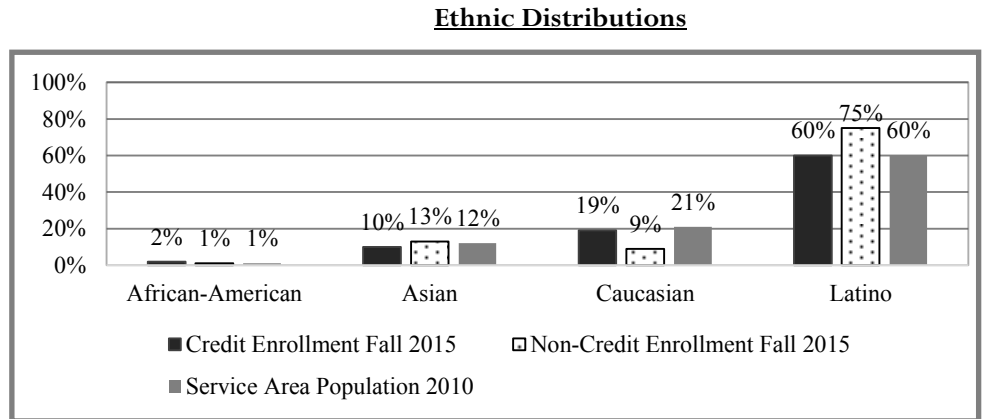
- Both colleges successfully provide **access** and enrollment to diverse students representative of the communities. (p.1)
- More than one-third of the Santa Ana U.S.D. **high school graduates** enroll at SAC while about a fourth of the Orange U.S.D. graduates enroll at SCC. (p. 2)
- More than two-thirds of course enrollments result in **successful course completion**. (p. 3)
- **Course retention** rates are high at more than 80%. (p.4)
- **Successful completion of college-level coursework** by students enrolled in remedial English/EMLS/ACE and math has increased. (p.5, 6 and 7)
- The number of **degrees and certificates awarded** at both colleges increased significantly. The number of certificates of completion awarded by the School of Continuing Education has dropped. (p. 8 and 9)
- Both colleges continue to increase the number of students **transferring** to four-year universities. (p. 10)
- **Student satisfaction** survey results show that students are generally pleased with their experiences at SAC and SCC. (p. 11)
- Students rated **core competencies/student learning outcomes** identified by faculty in a variety of general education areas satisfactory. (p. 12)
- The number of students who matriculate to credit coursework from **the continuing education program** has decreased at SAC, while it has recovered at SCC (p. 13)
- **CTE students' performance** is slightly lower than CTE students statewide in some metrics. (p. 14)
- Overall, RSCCD employees are increasingly **diverse**. (p. 15 and 16)
- **Ending balance** continues to drop. (p.17)
- **Income** from districtwide and colleges' grants increased dramatically since last year due to additional statewide initiatives (p. 18)
- **Financial aid** to students continues to increase in the last five years. (p. 19)

#1 ACCESS TO STUDENTS: Enrollment and Community Population

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

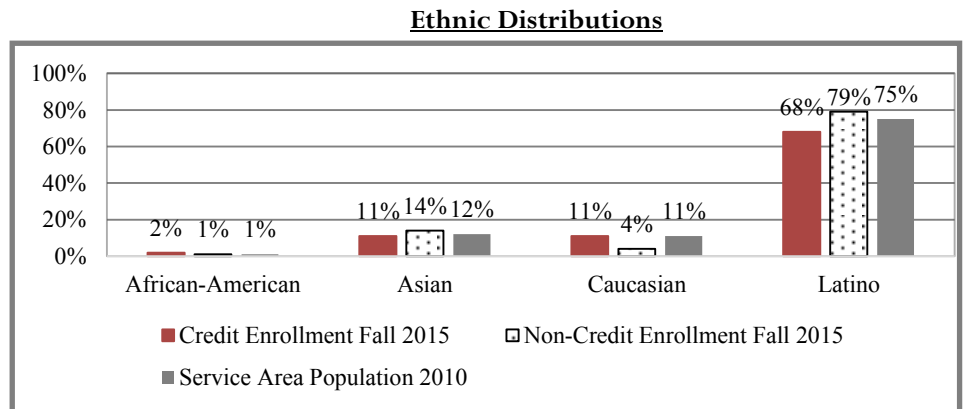
RSCCD

- The RSCCD service area population is approximately 768,000 (U.S. Census 2010)
- 25,655 students were enrolled in credit coursework
- 19,915 students were enrolled in non-credit coursework



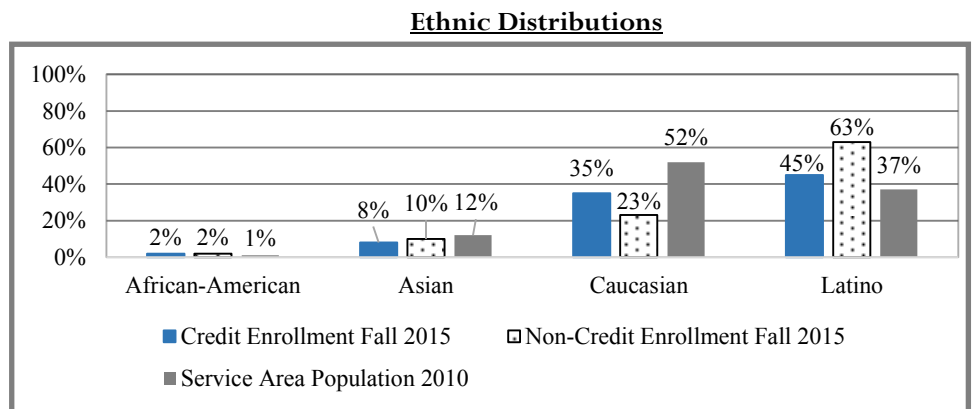
SAC

- The SAC service area population is approximately 515,000 (U.S. Census 2010)
- 18,095 students were enrolled in credit coursework
- 14,035 students were enrolled in non-credit coursework

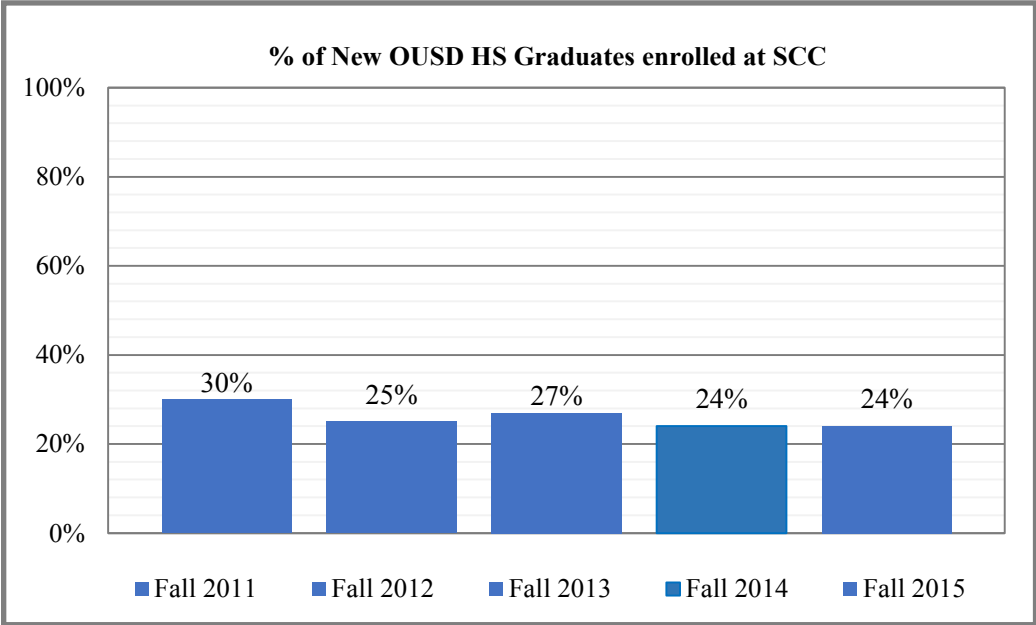
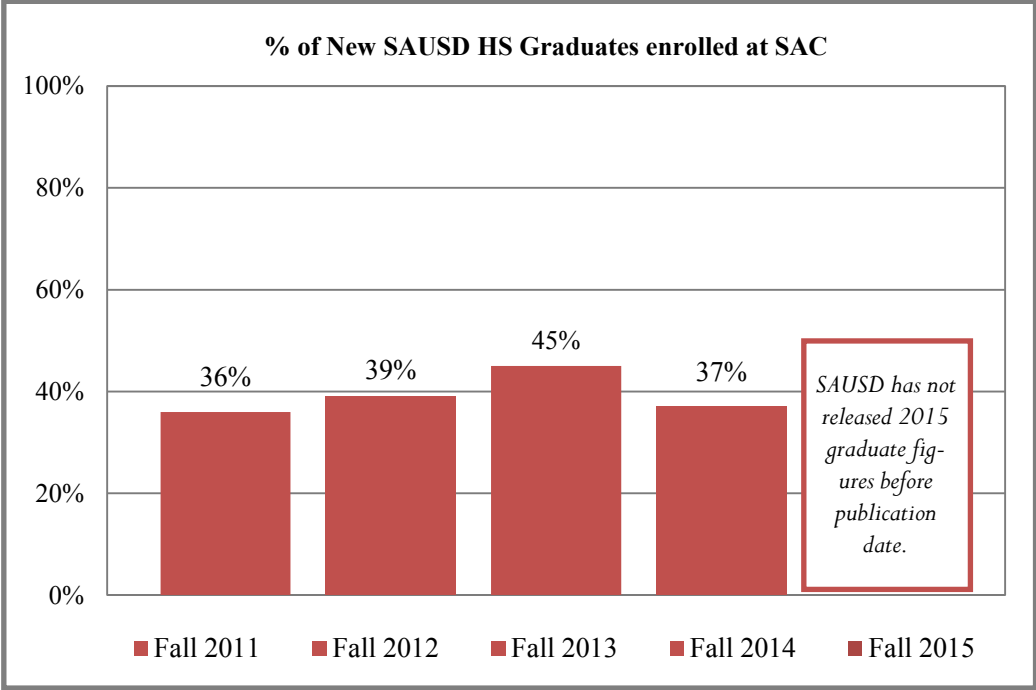


SCC

- The SCC service area population is approximately 253,000 (U.S. Census 2010)
- 9,366 students were enrolled in credit coursework
- 5,880 students were enrolled in non-credit coursework

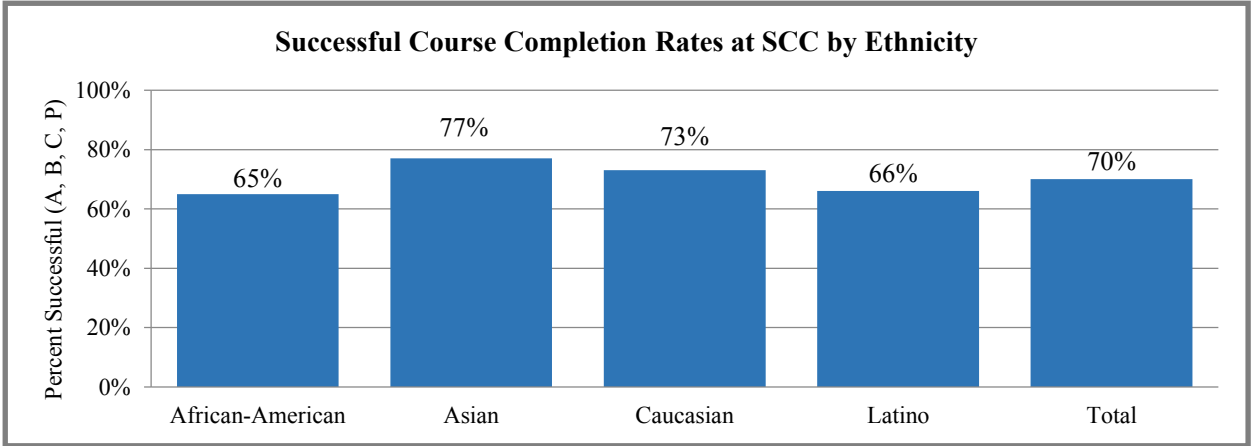
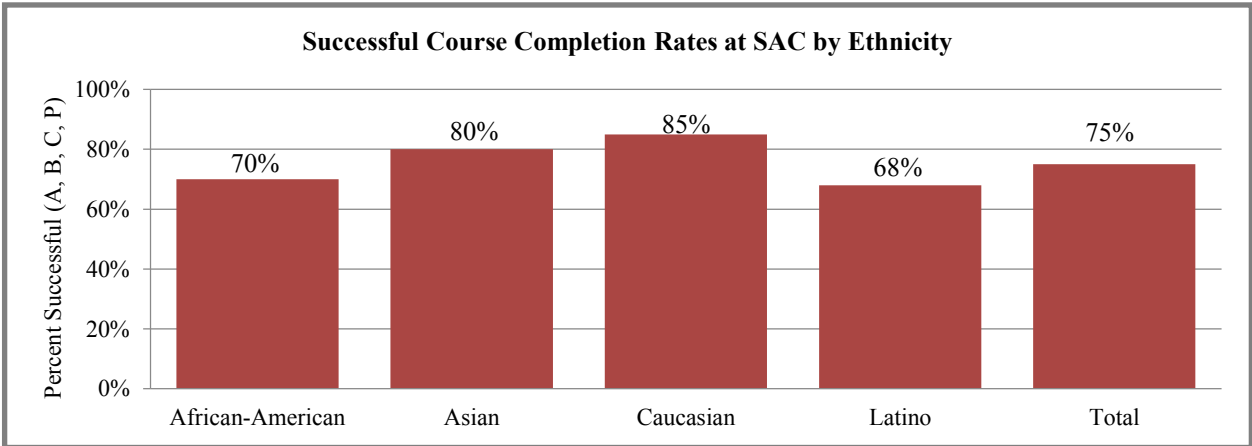


#1 ACCESS TO STUDENTS: Percent of Feeder High School Graduates Enrolled as New Freshmen



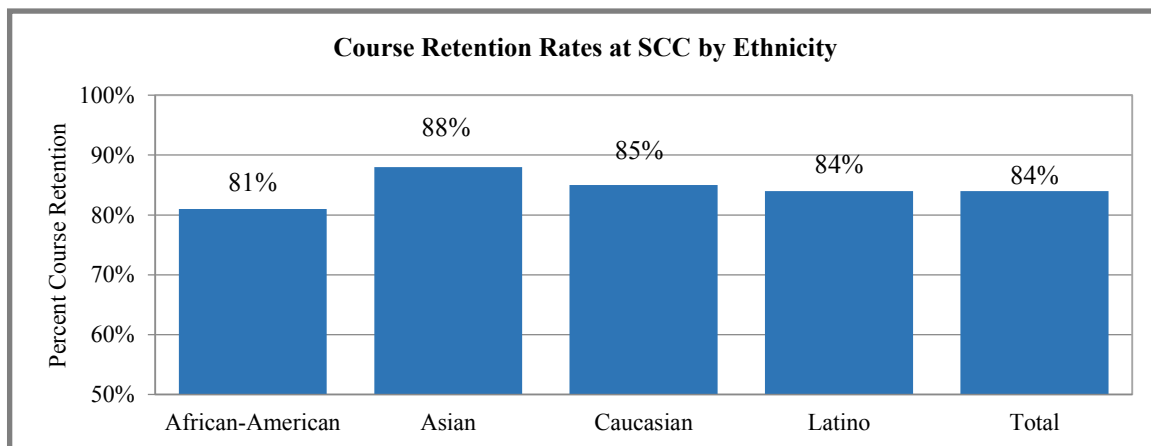
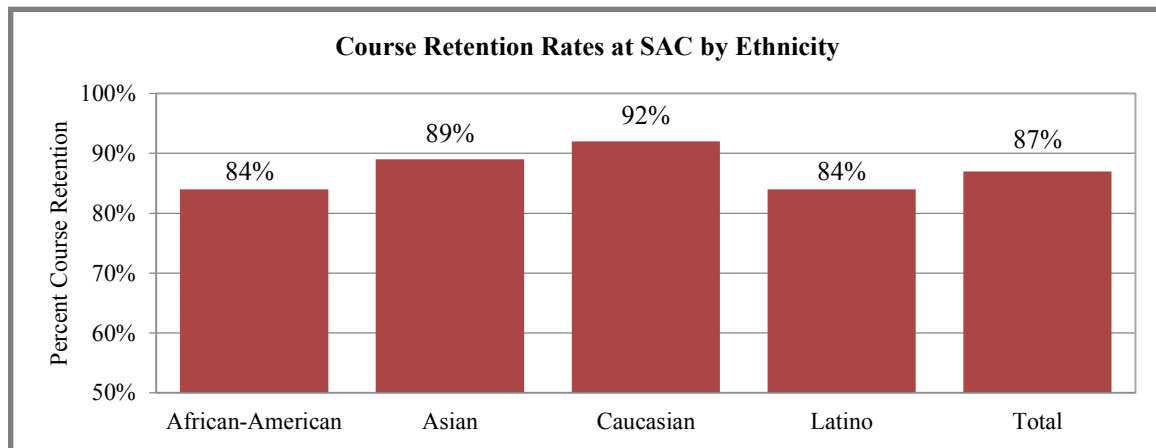
#2 SUCCESSFUL COURSE COMPLETION

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 semester.

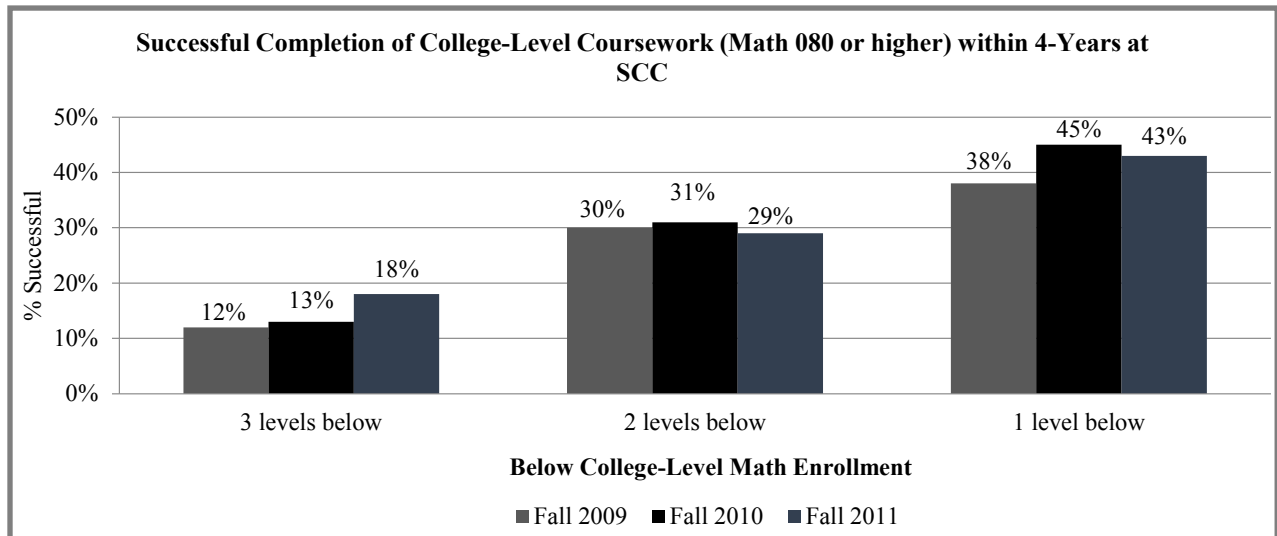
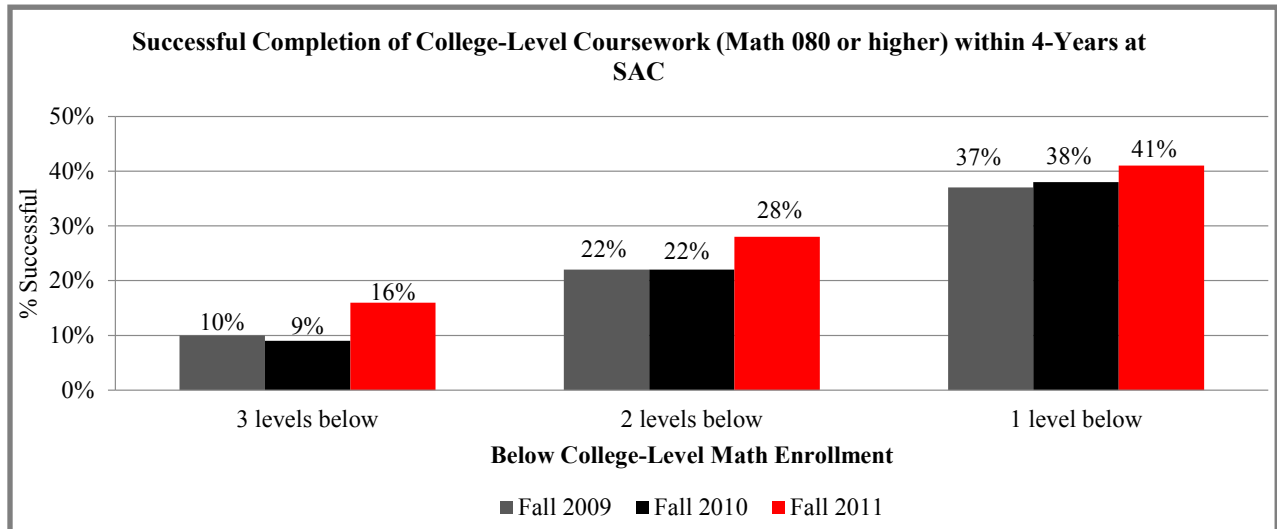


#3 COURSE RETENTION

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

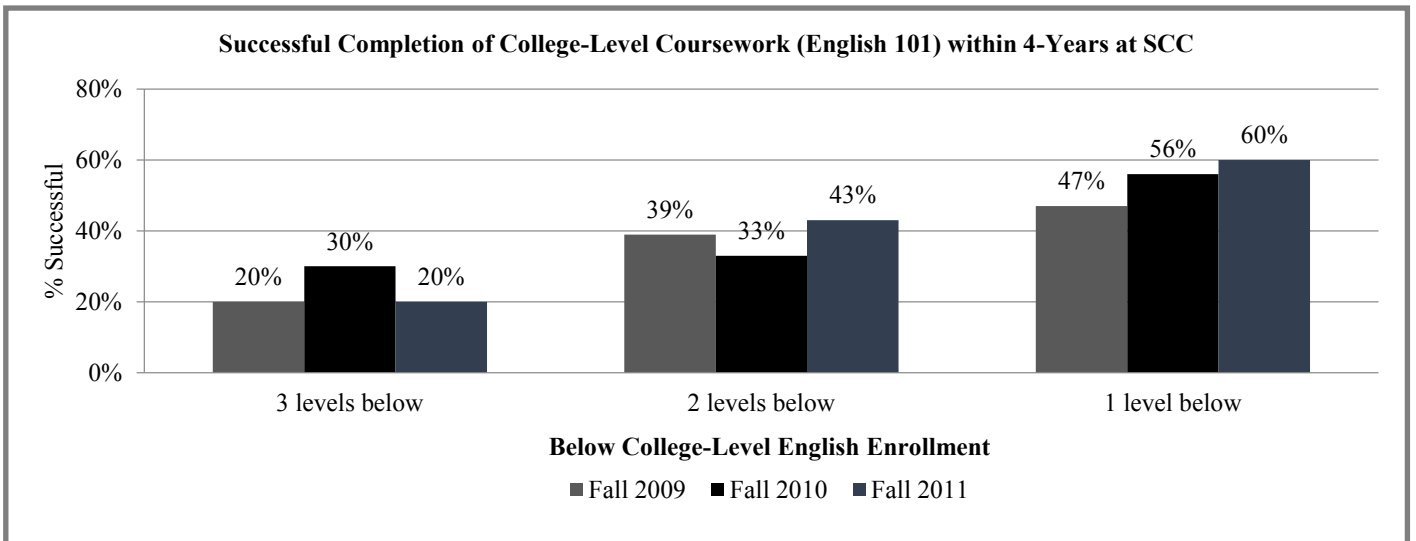
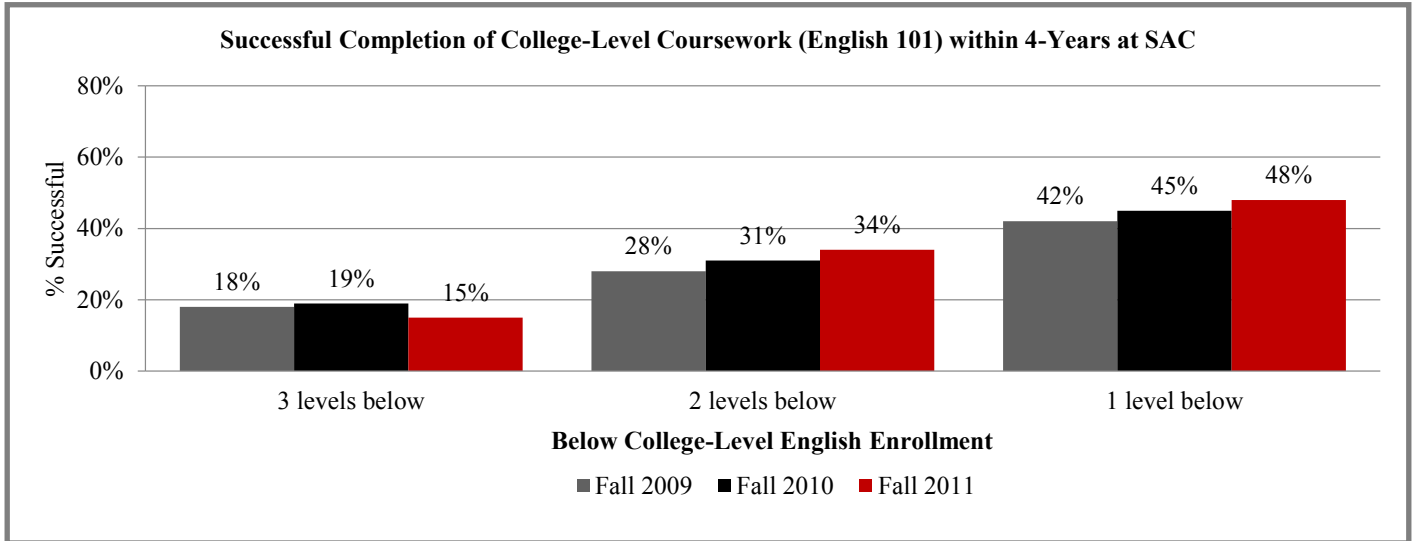


#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK:
 Within 4-years by students enrolled in remedial math



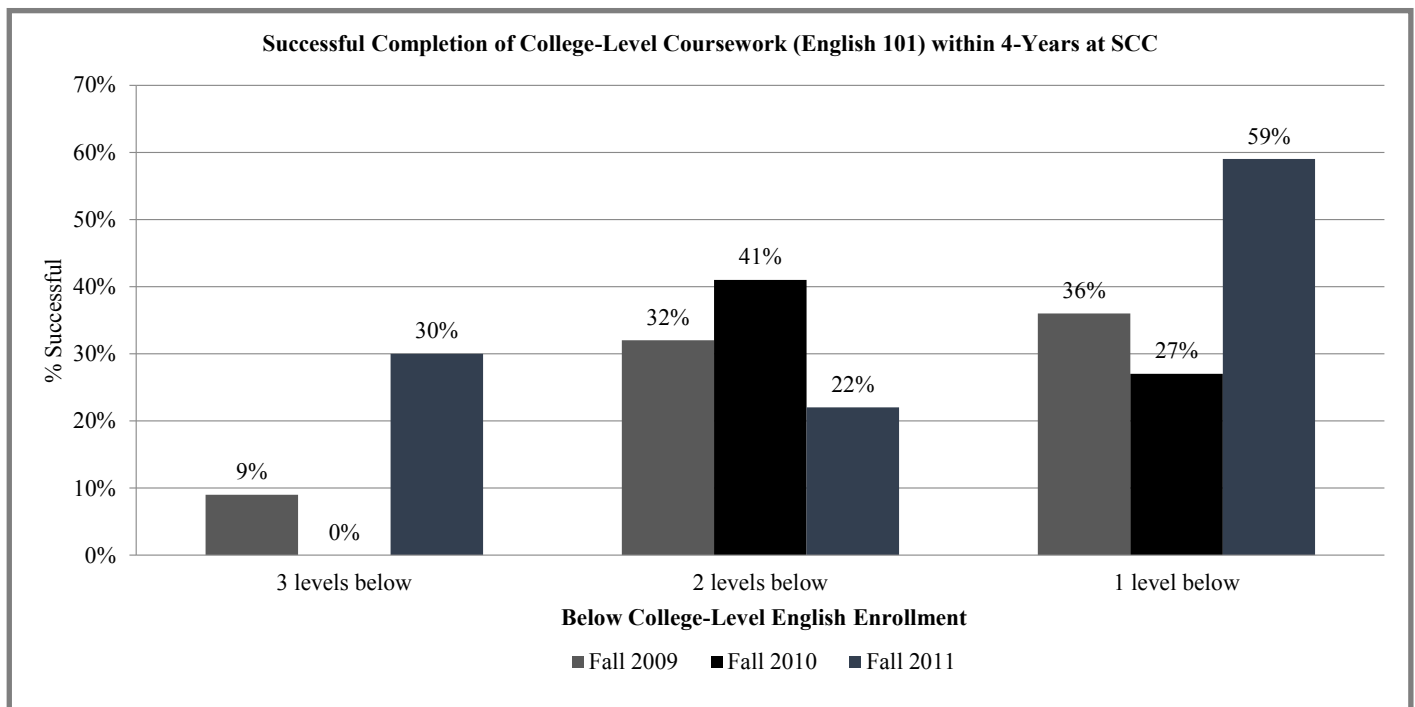
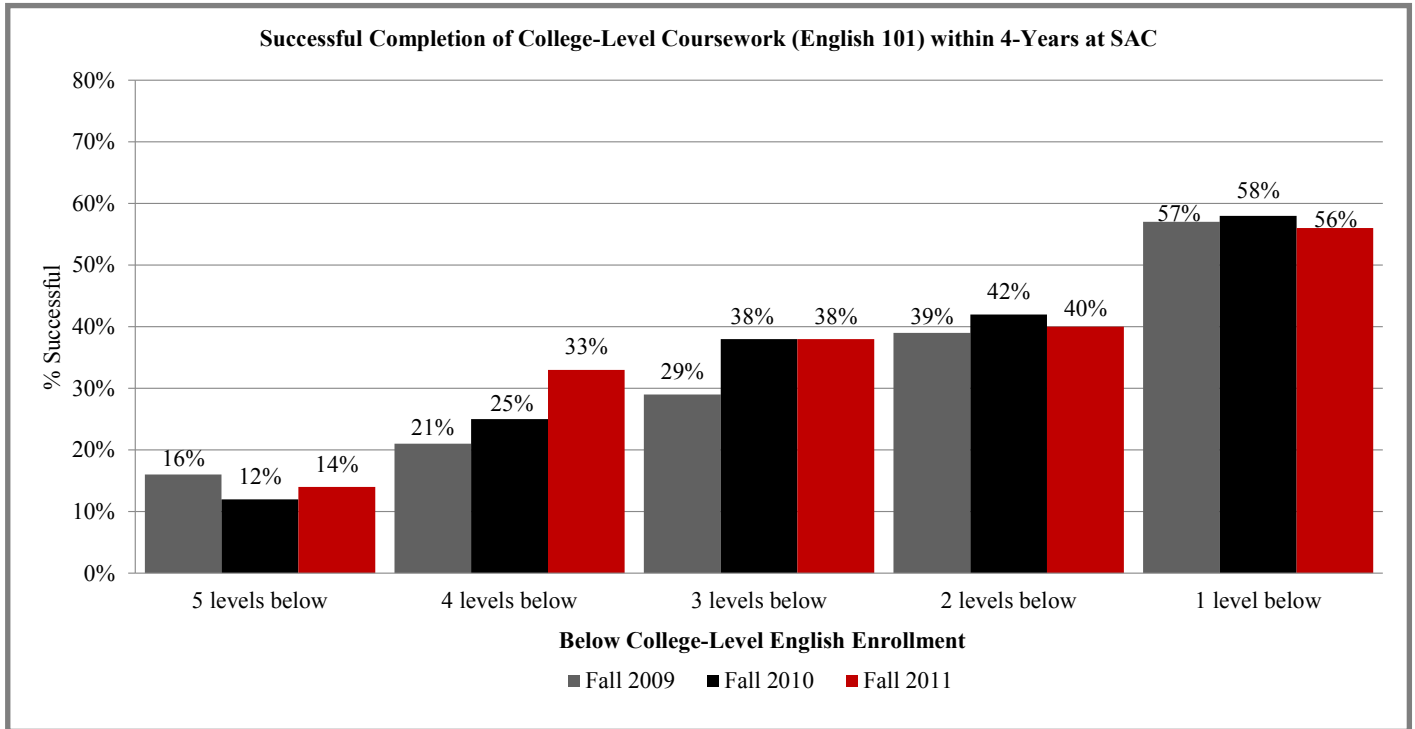
3 levels below: Math N05A/B/C and N06
 2 levels below: Math N47A/B and N48
 1 level below: Math 060 and 061

#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK:
 Within 4-years by students enrolled in remedial English



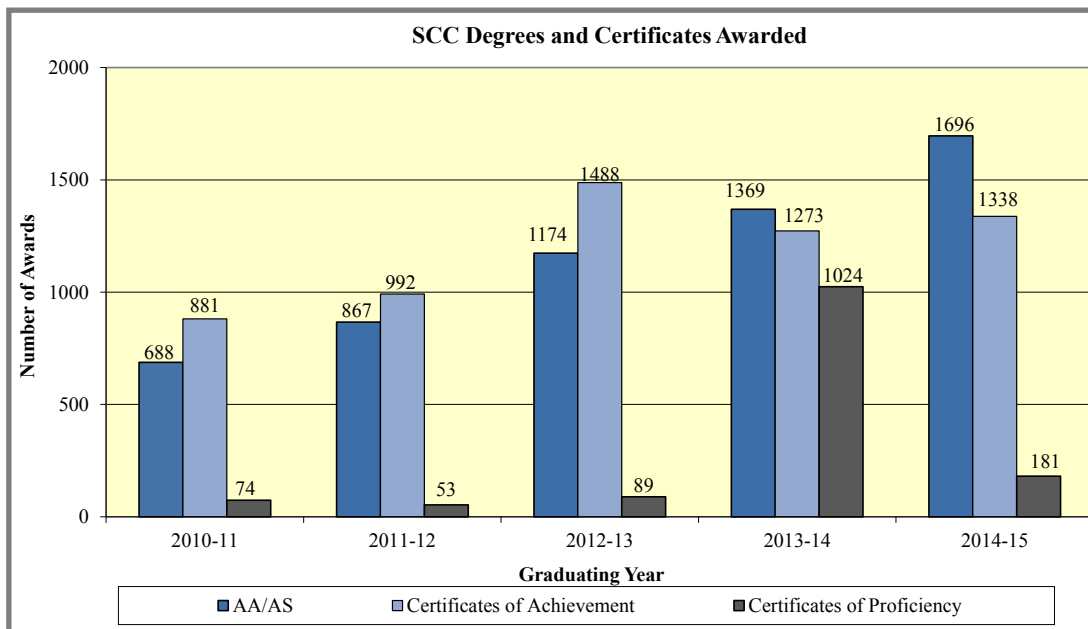
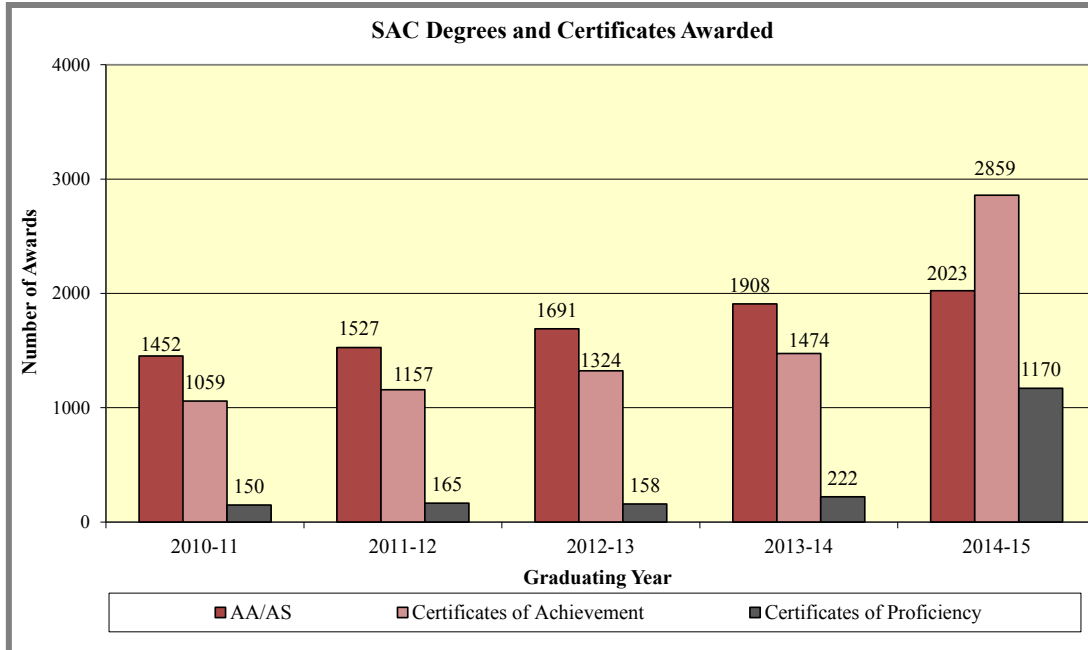
3 levels below: English N50
 2 levels below: English N60
 1 level below: English 061

#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK:
Within 4-years by students enrolled in remedial EMLS/ESL/ACE

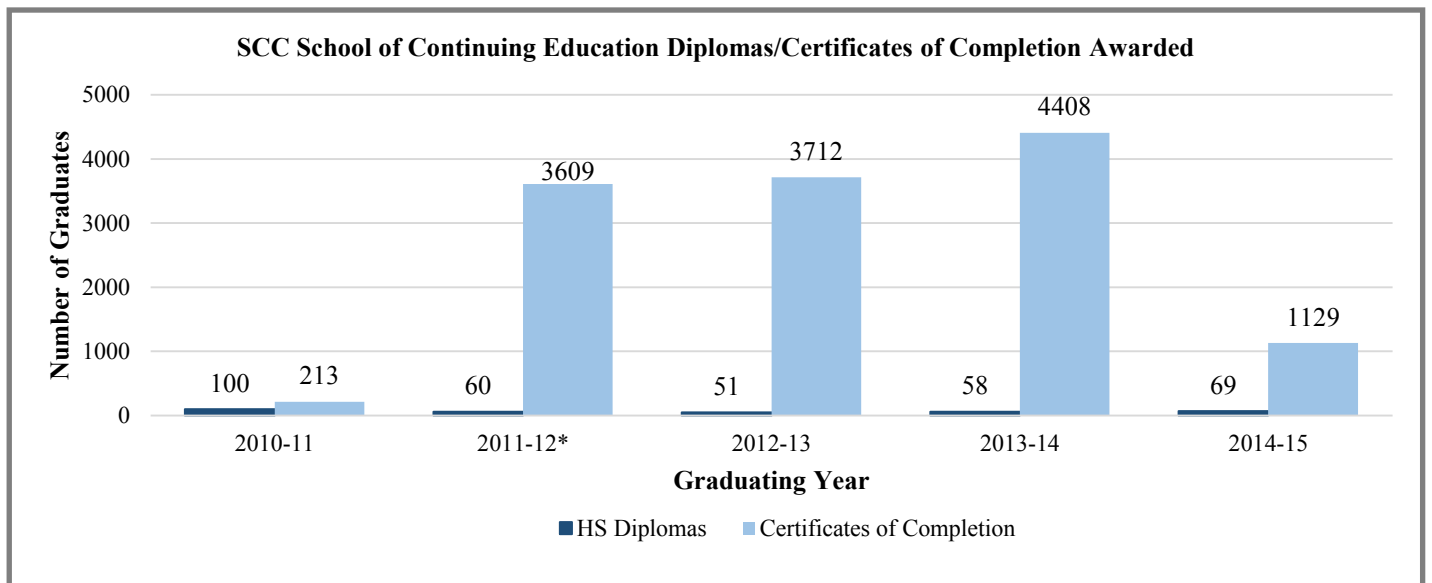
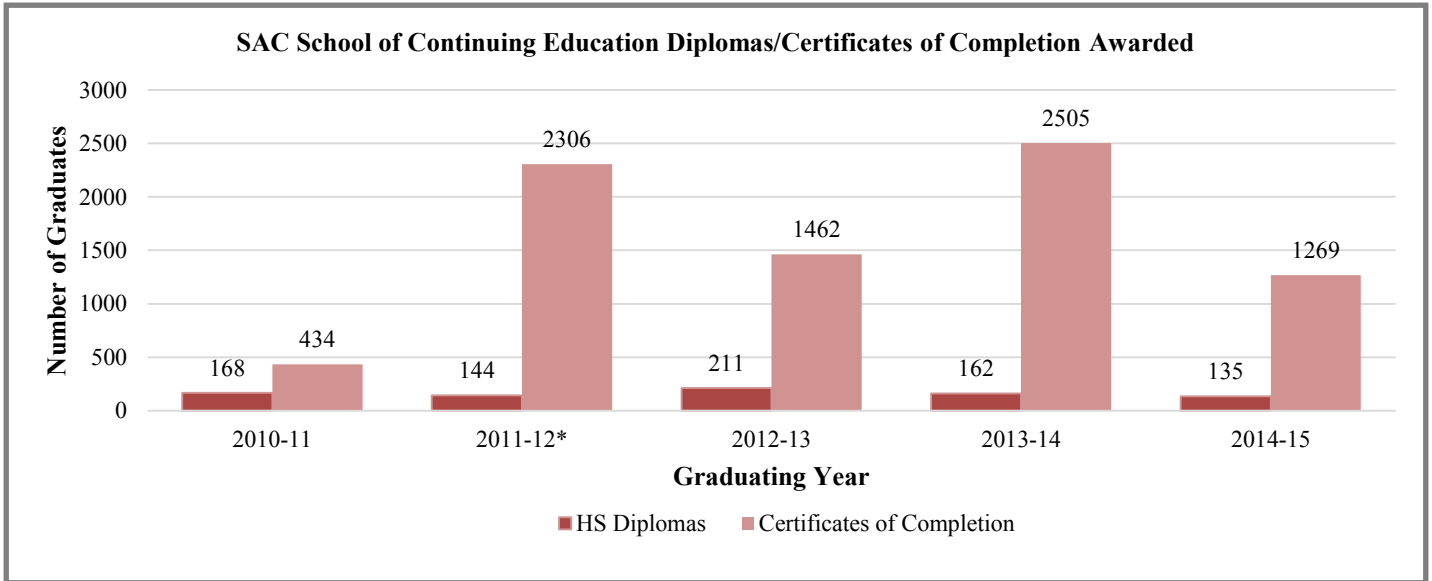


5 levels below: EMLS 055
 4 levels below: EMLS 107
 3 levels below: EMLS 109 (ACE 052/053)

#5 GRADUATES: AA/AS degrees and certificates awarded



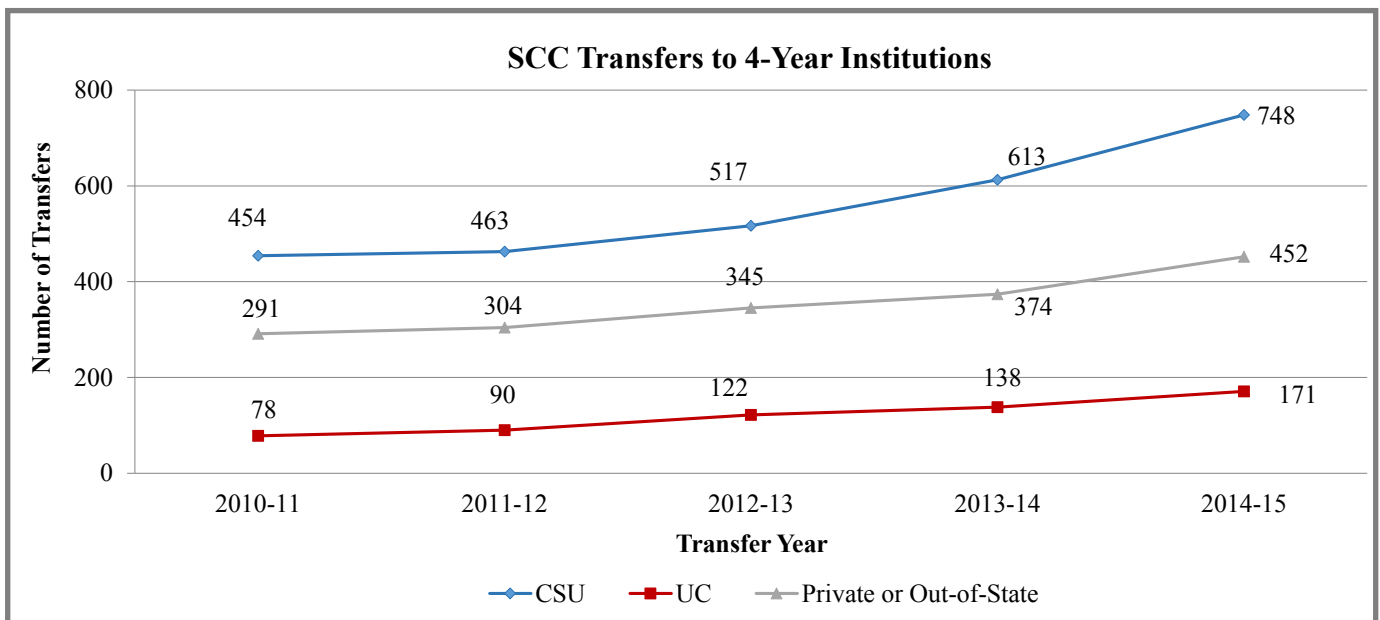
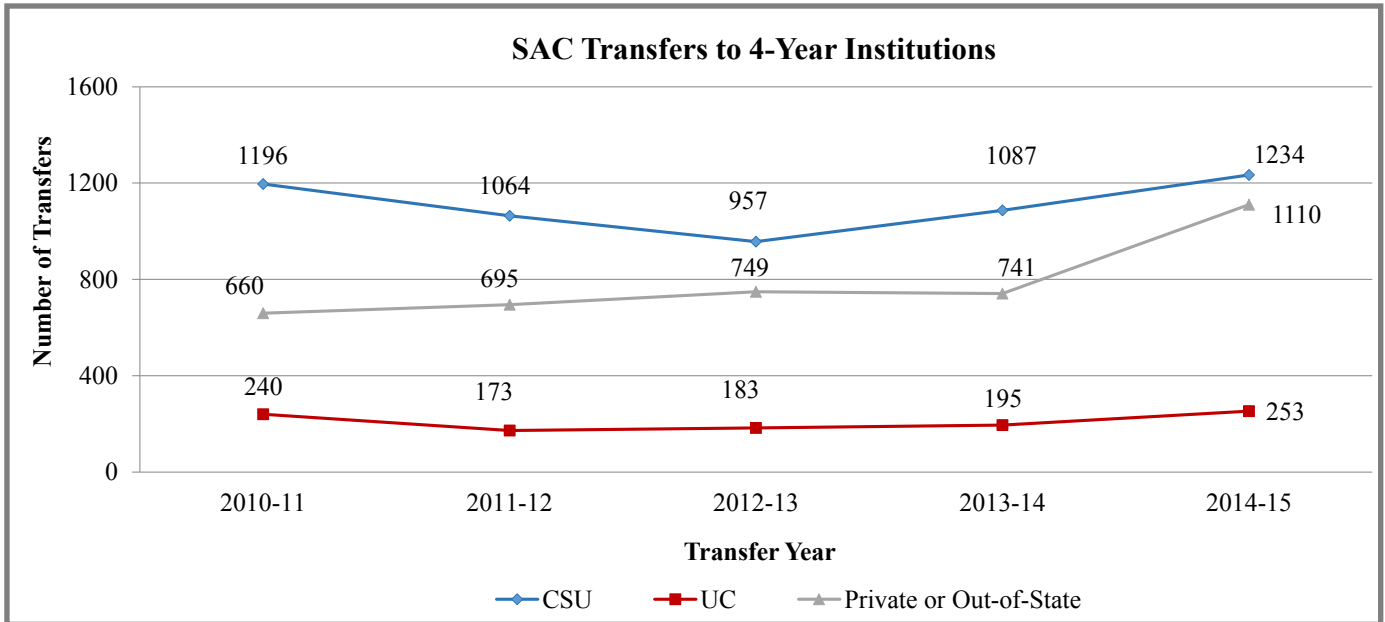
#5 GRADUATES: High school diplomas and certificates of completion awarded by the School of Continuing Education.



* Starting in 2011, the Chancellor’s Office granted the colleges approval to award certificates of completions for a variety of programs.

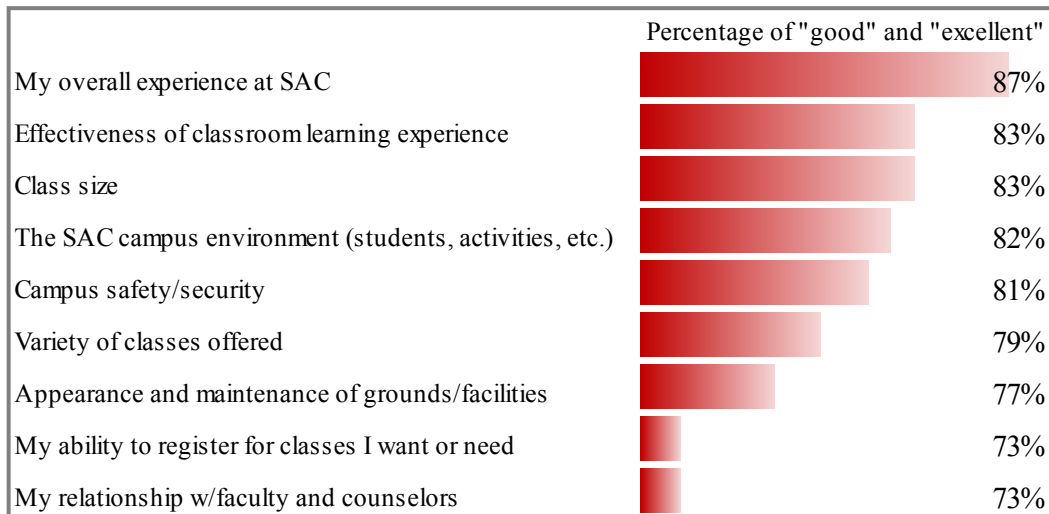
#6 TRANSFERS TO FOUR-YEAR INSTITUTIONS:

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

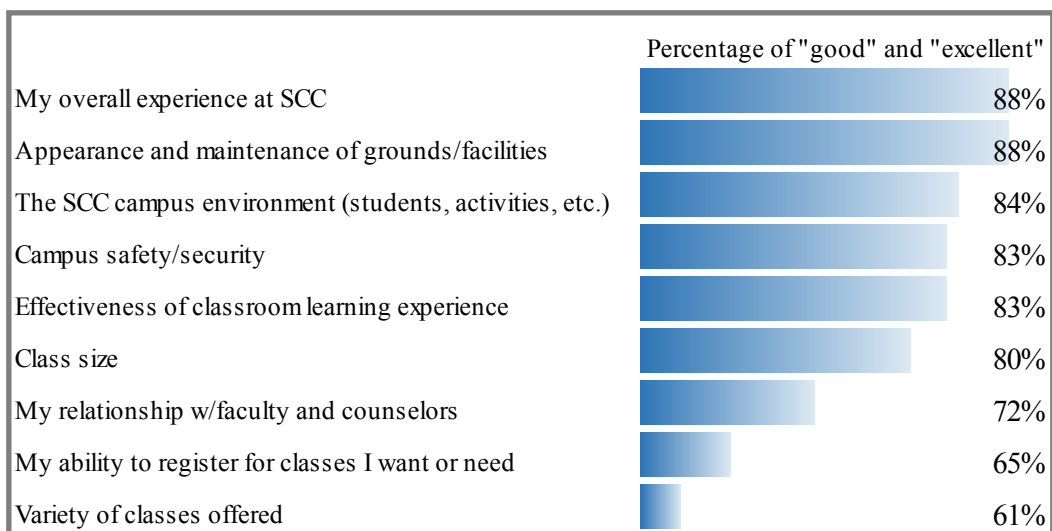


#7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services

Student Satisfaction at SAC

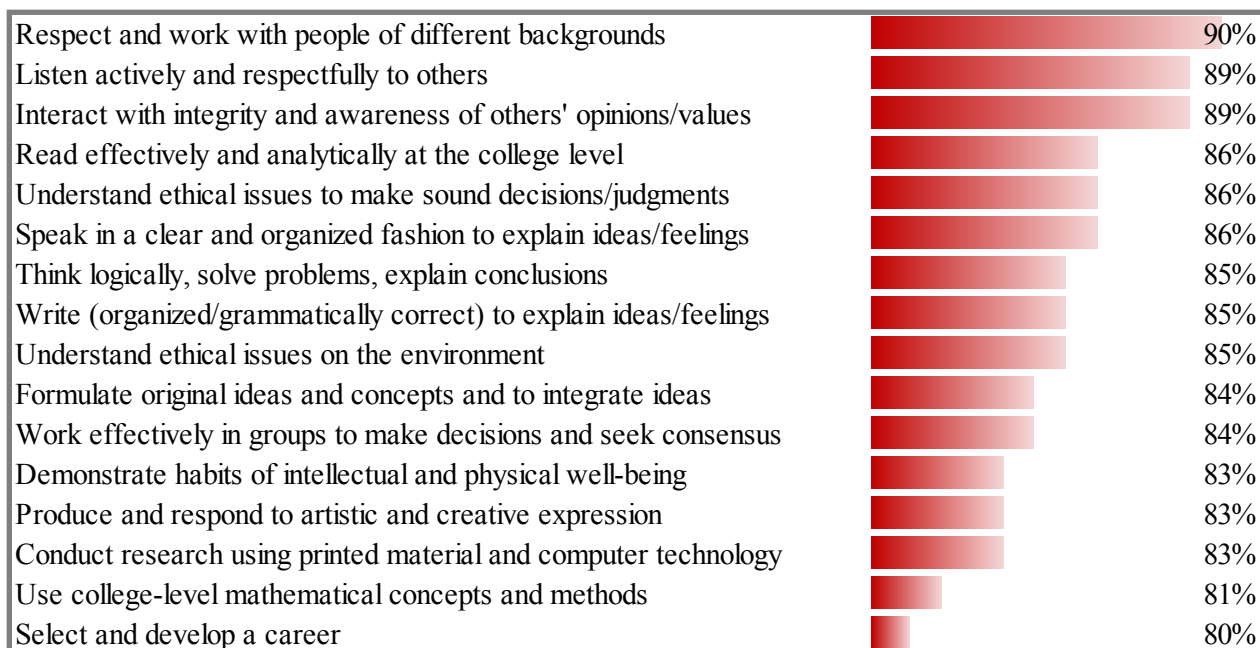


Student Satisfaction at SCC



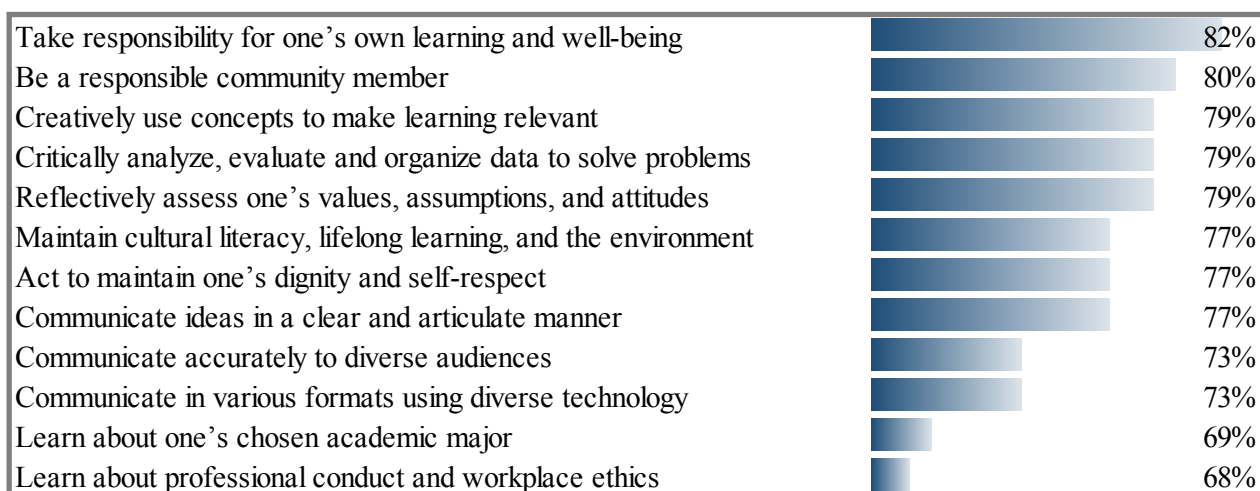
#7 STUDENT SATISFACTION: Student Assessment of Core Competencies and Student Learning Outcomes

Core Competencies at SAC



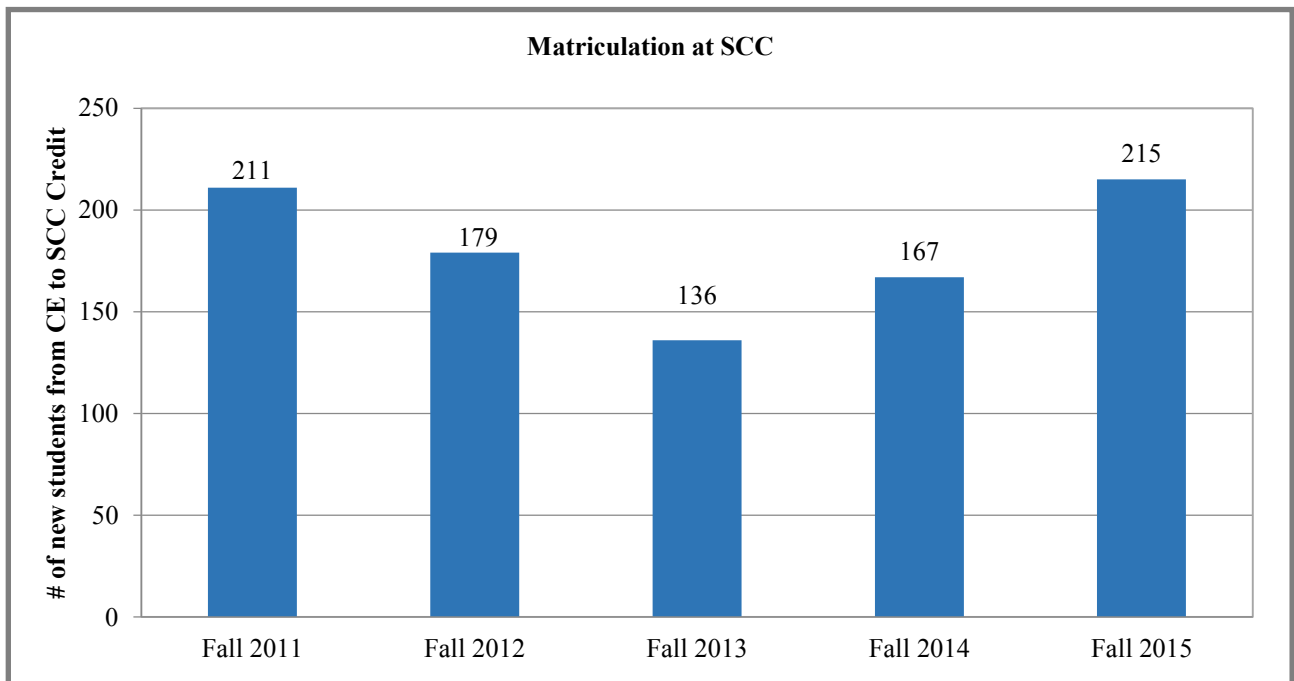
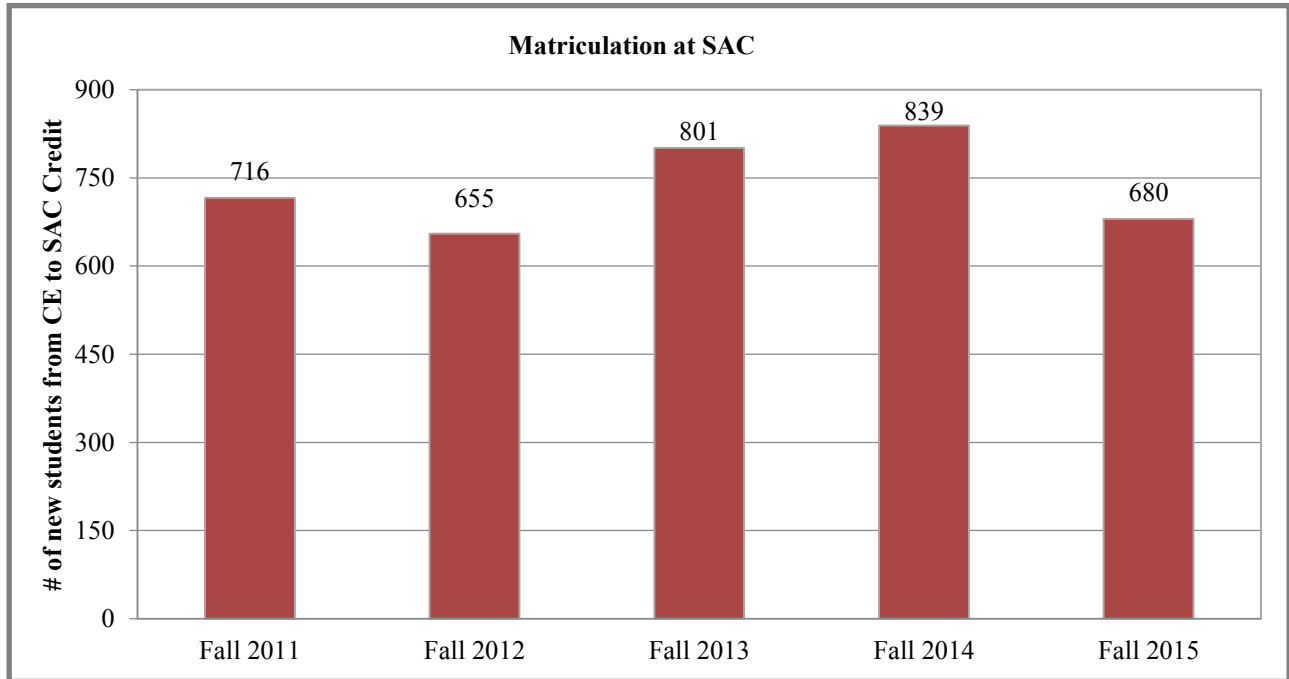
Percentage of "good" and "excellent"

Student Learning Outcomes at SCC



Percentage of "good" and "excellent"

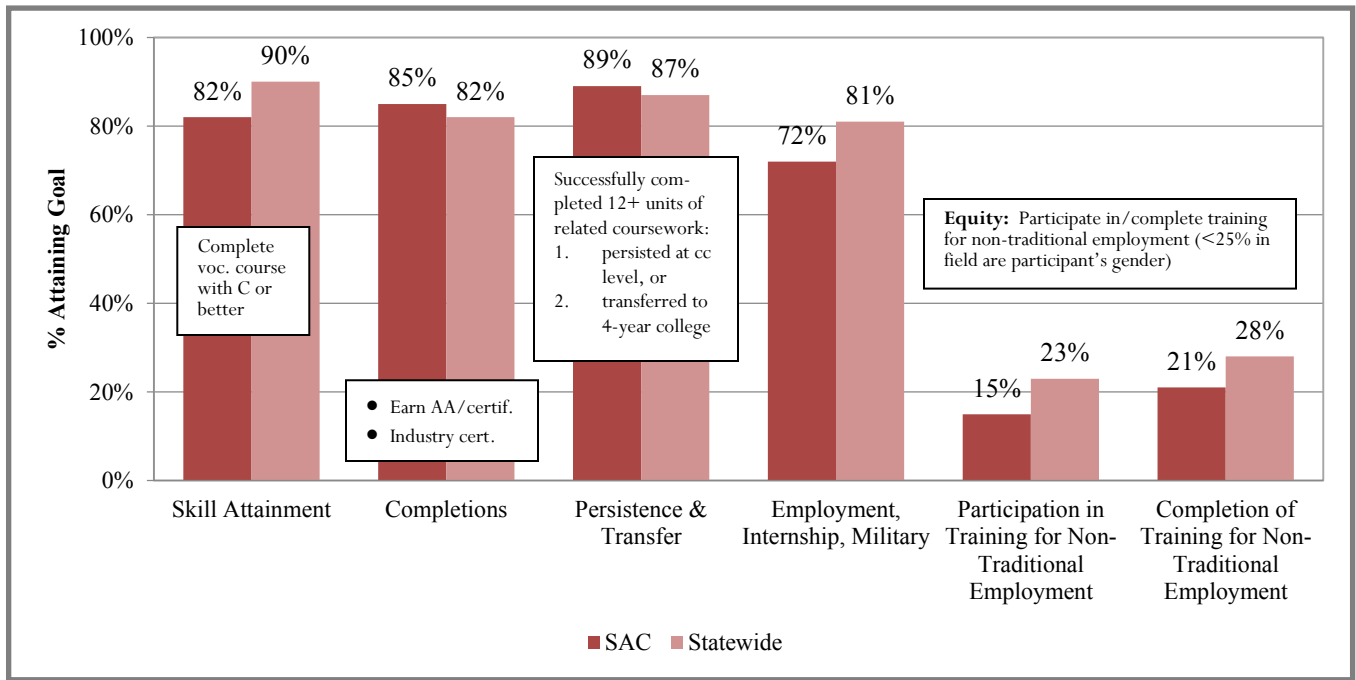
#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK



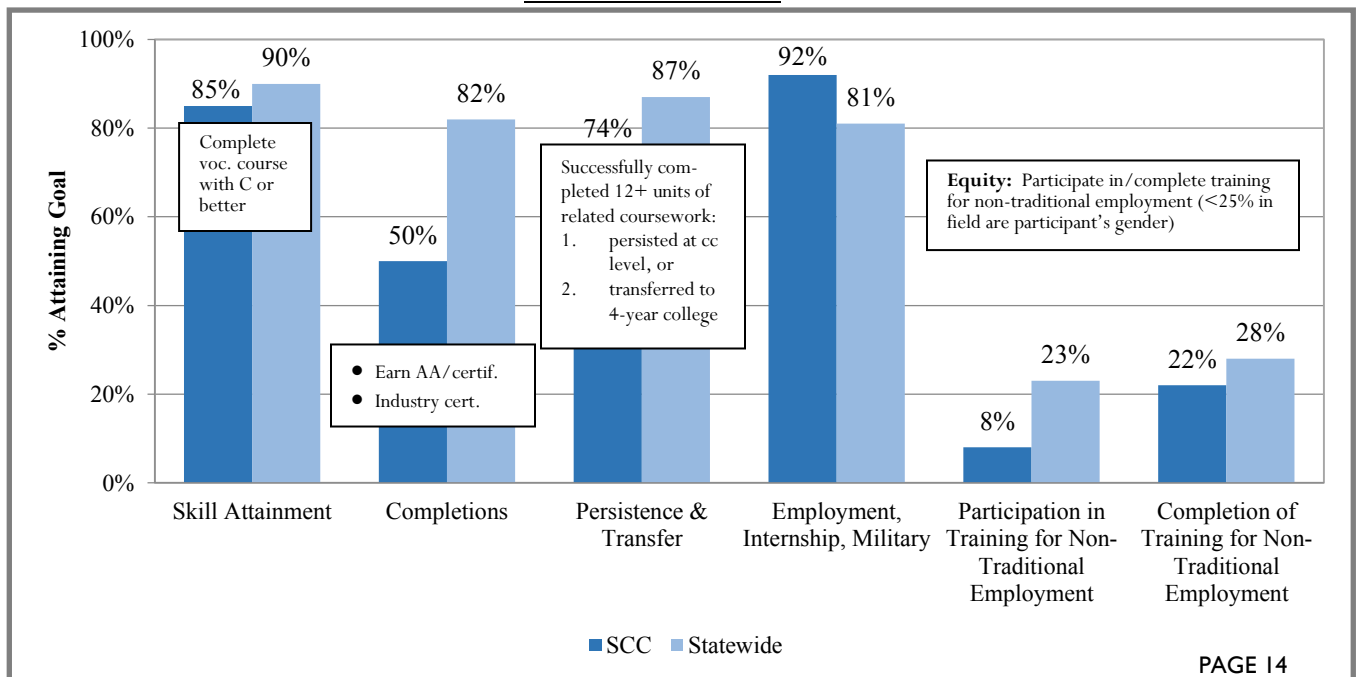
#9 CAREER TECHNICAL EDUCATION (CTE): Core Indicators of Performance

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.

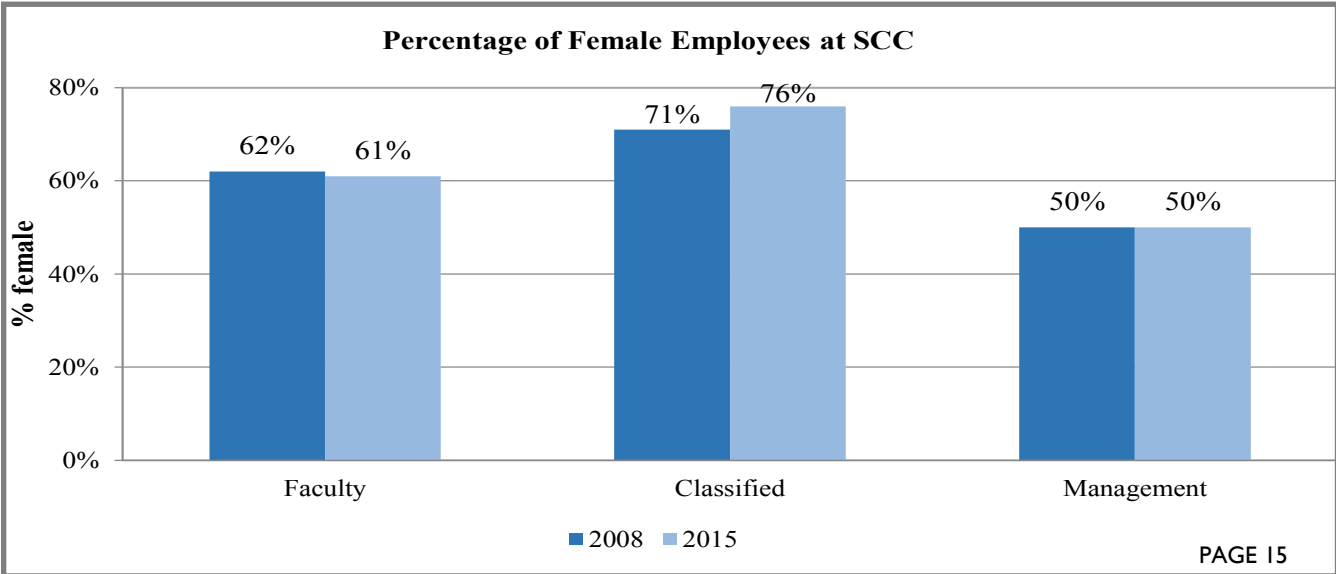
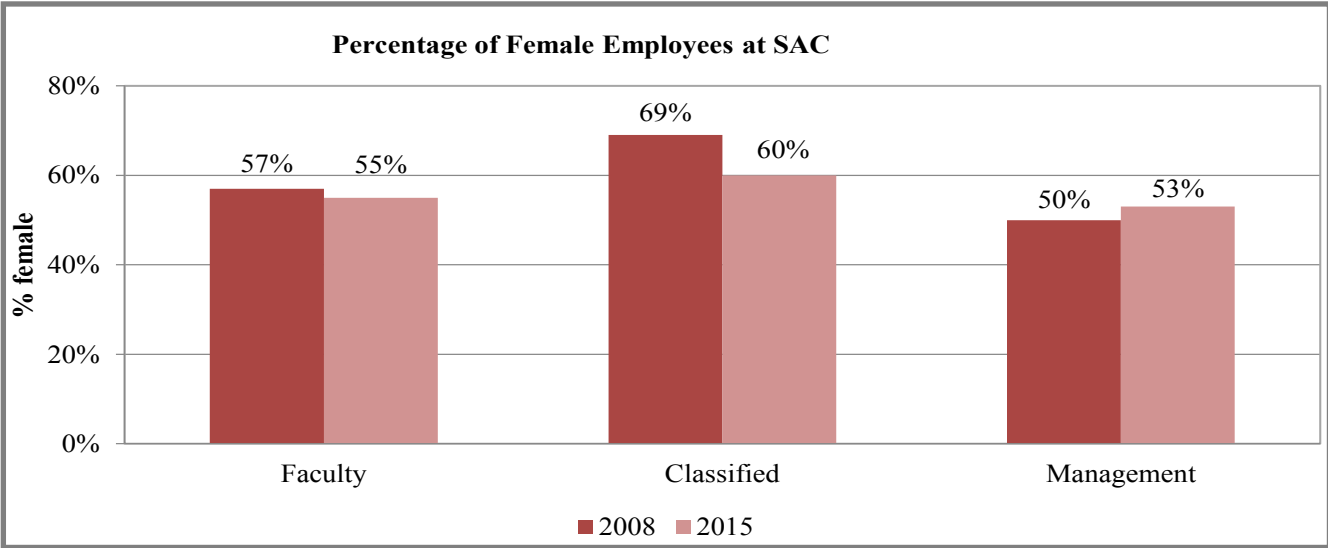
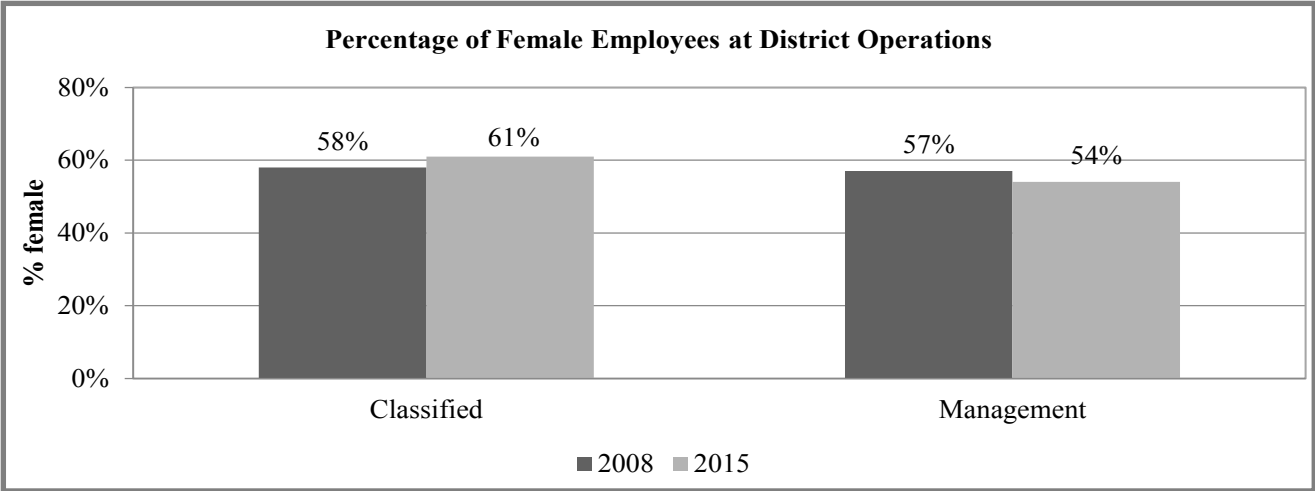
Performance at SAC



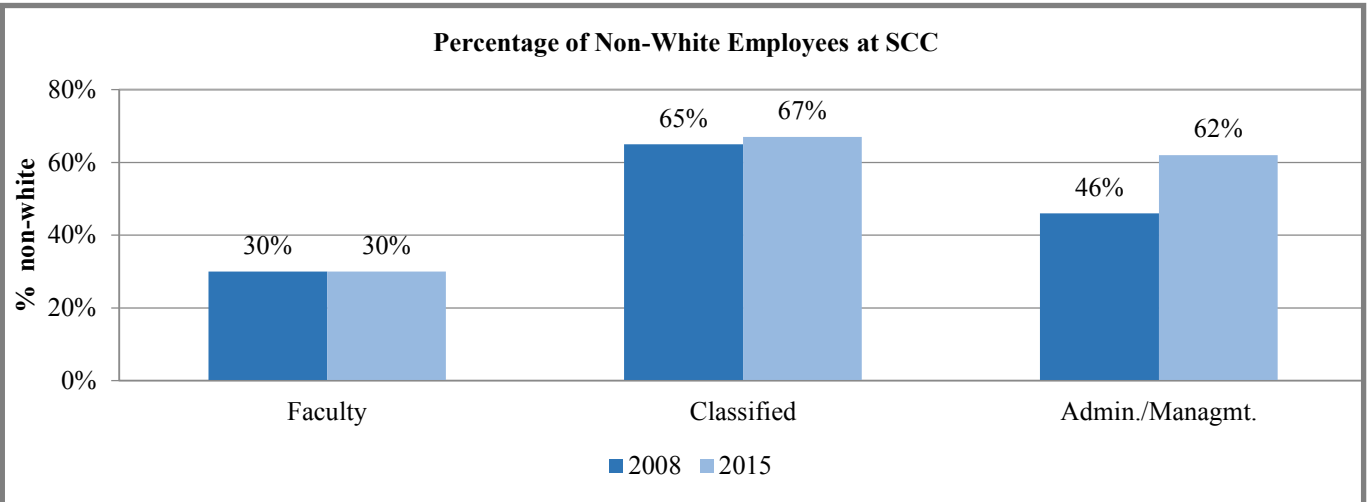
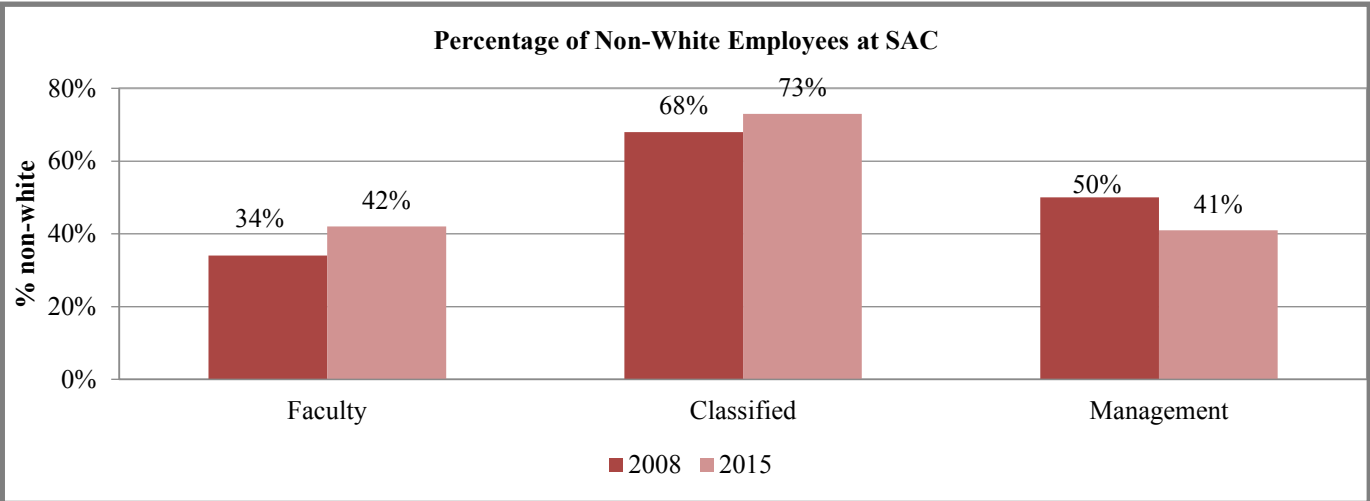
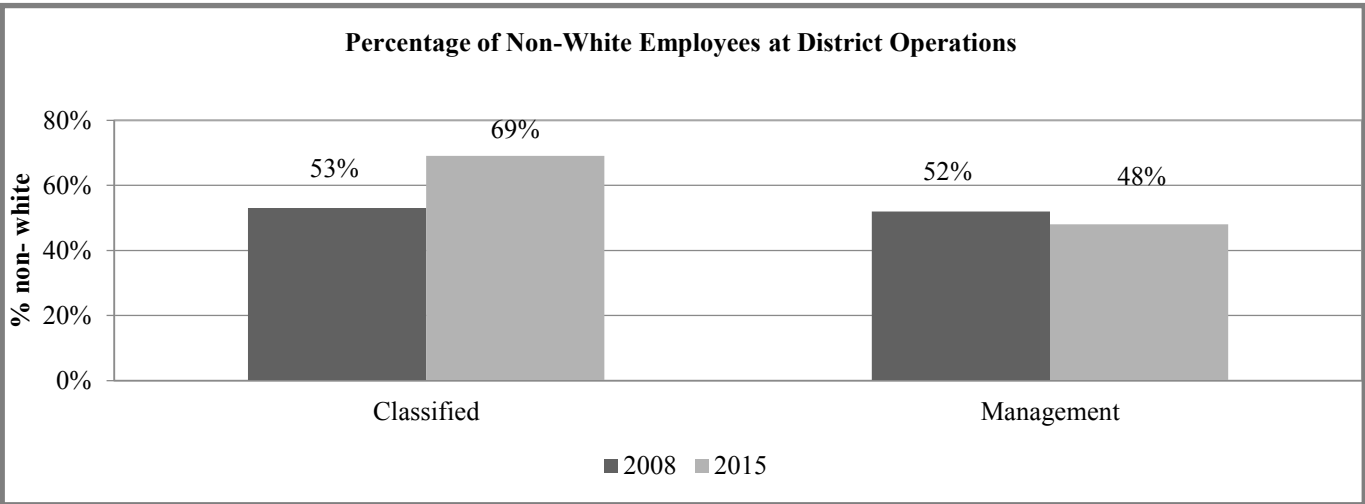
Performance at SCC



#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender



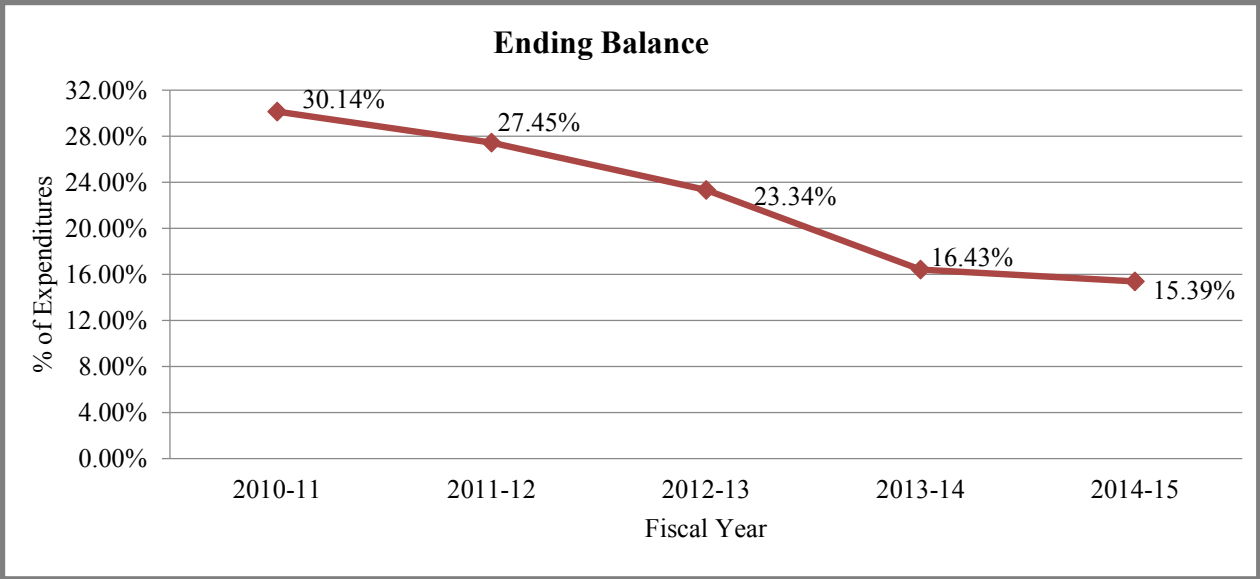
#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity



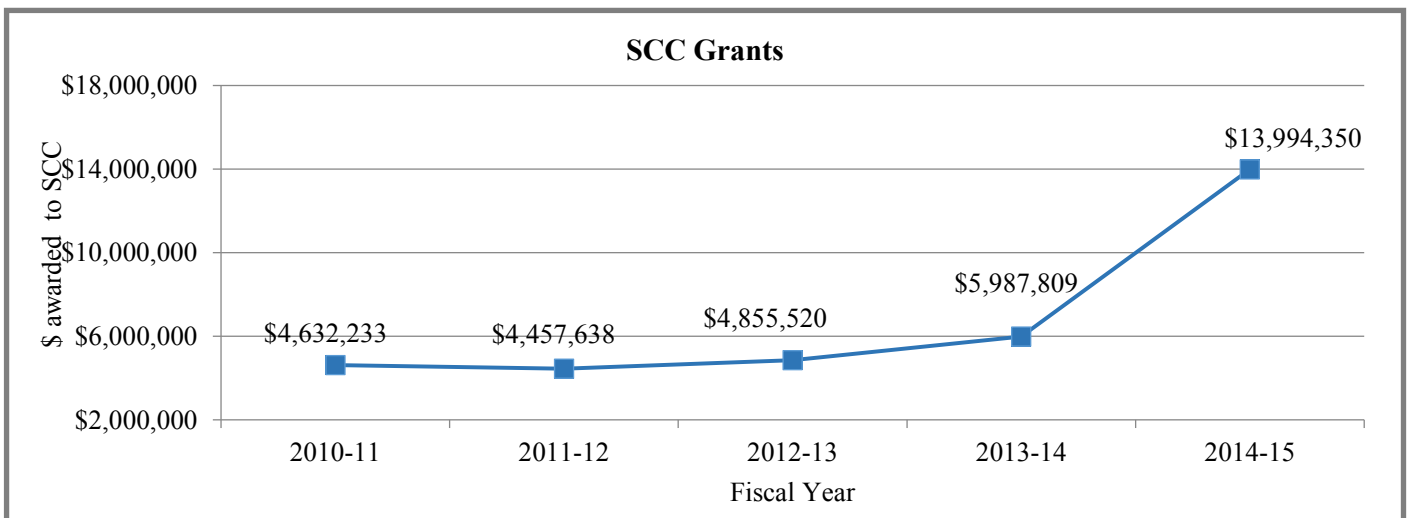
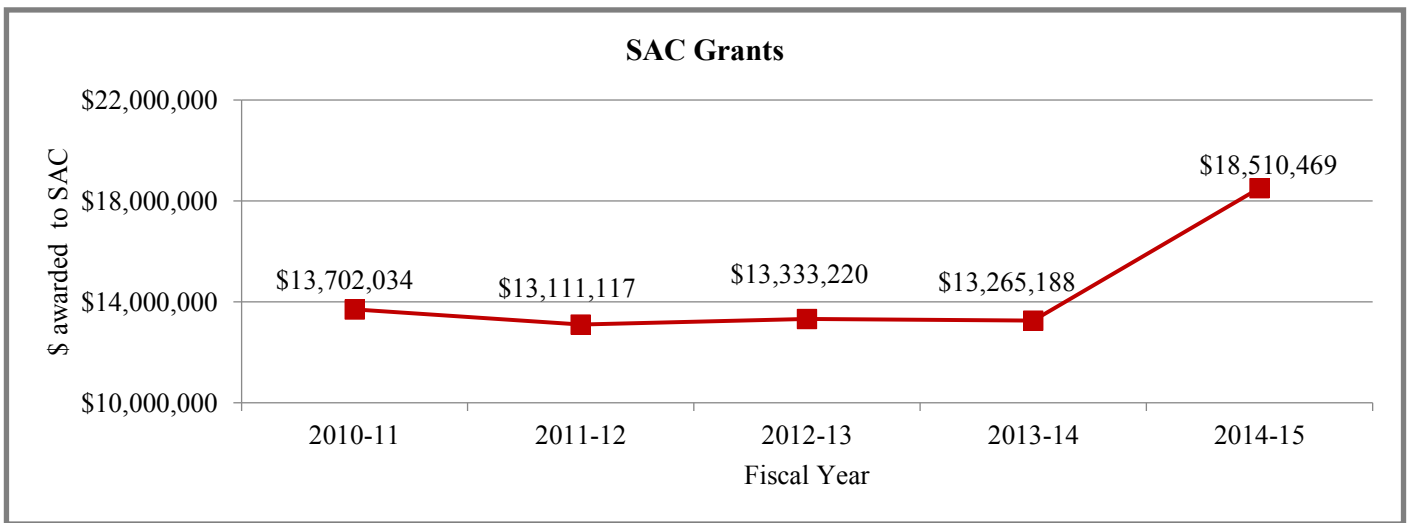
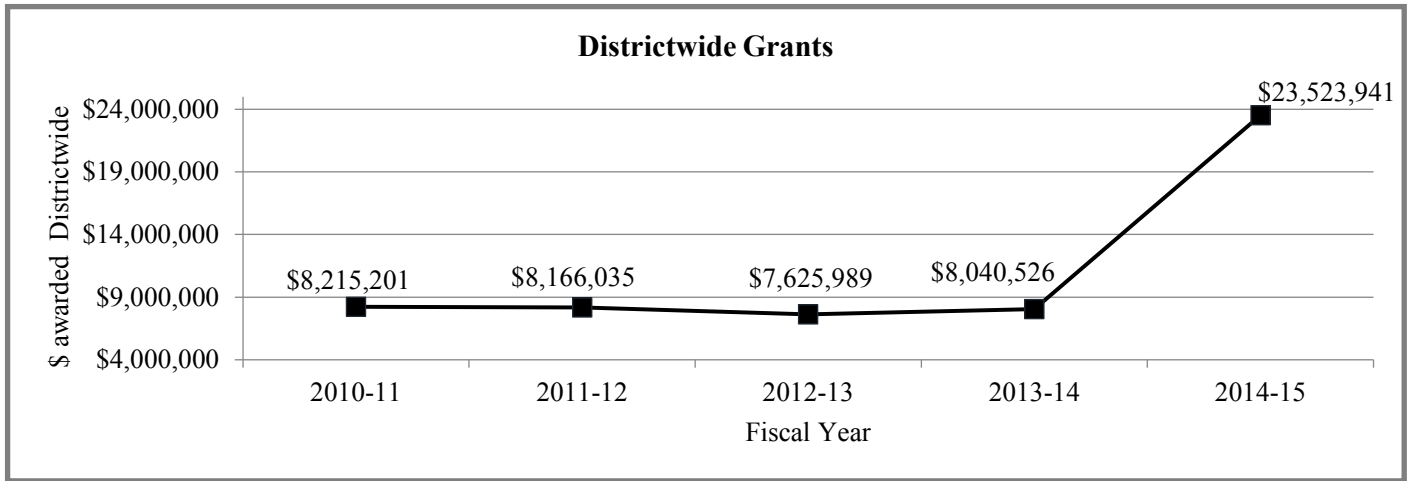
#11 FINANCIAL INDICATORS

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

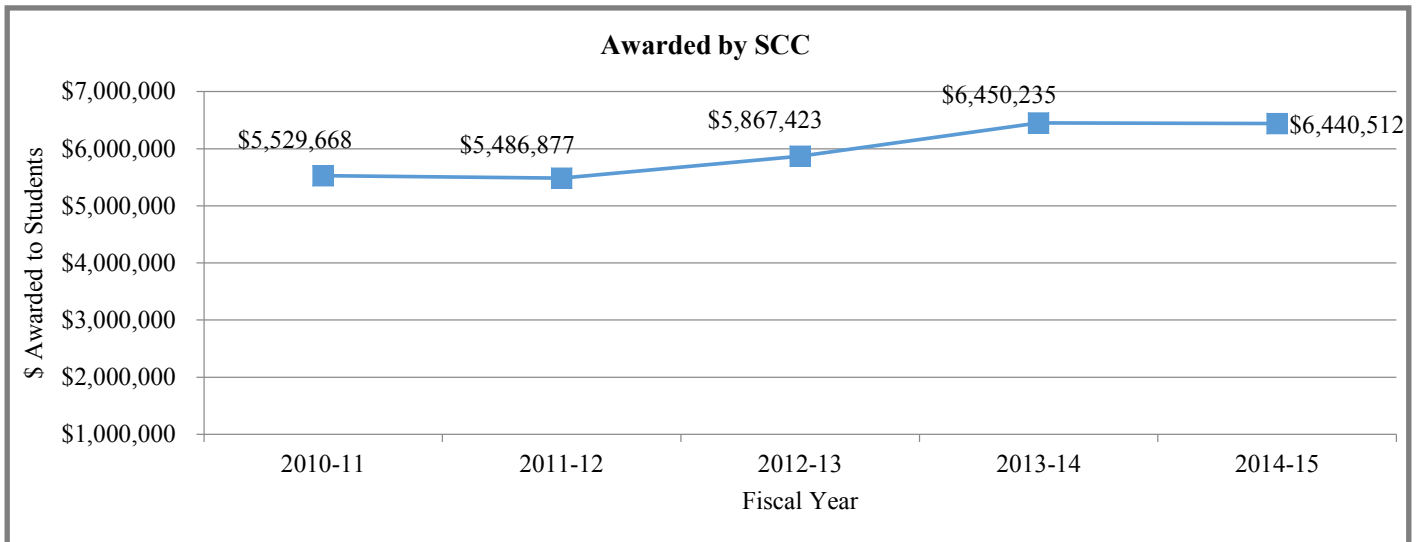
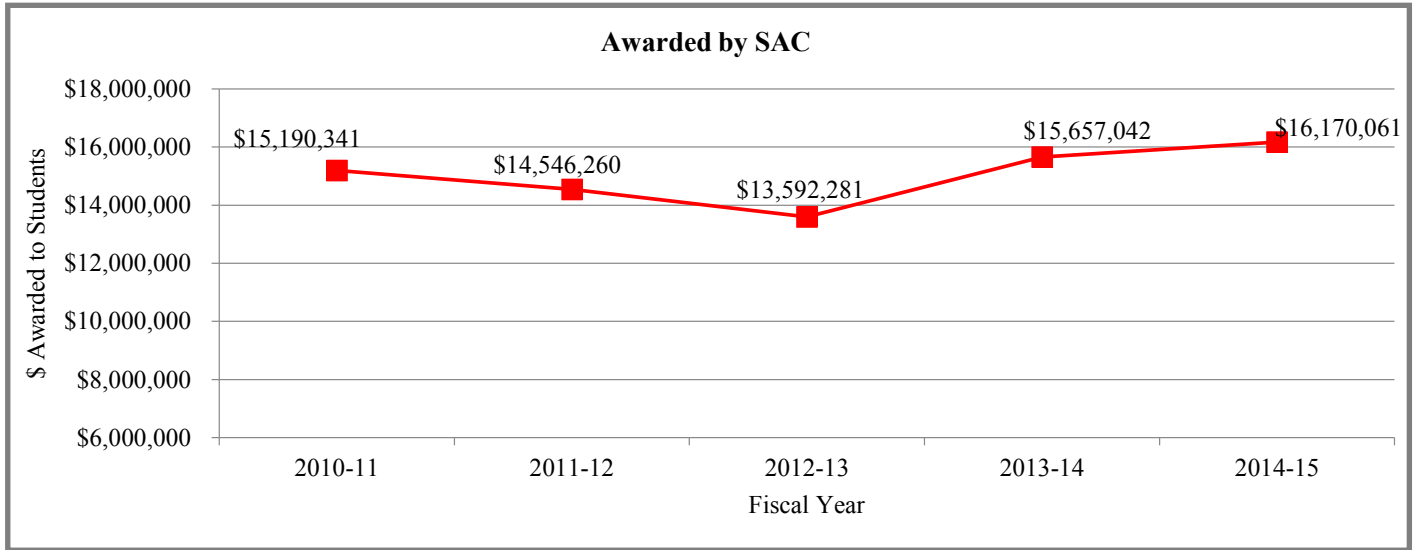
5% of Total Expenditures - The amount established by the State Chancellor’s Office as a measure of financial well-being. (An unrestricted general fund reserve balance under 5% of total expenditures is a possible indication of financial problems.)



#12 RESOURCE DEVELOPMENT: Competitive and entitlement grants received



#12 RESOURCE DEVELOPMENT: Financial aid awarded to students



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