

2019

An Environmental Scan of Rancho Santiago Community College District



RSCCD Research, Planning, and Institutional Effectiveness Office
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Introduction

The effectiveness of the Rancho Santiago Community College District (RSCCD) is dependent on a comprehensive understanding of our environment and our capacity to respond to the changing landscape. This scan is necessary to fulfill our mission of providing quality educational programs and services that address the needs of our diverse students and communities. As members of the district community (faculty, classified staff, administration and students from both colleges and district operations) come together to plan for the next three years, we need to review our “service area”, that is, our surrounding community, our students, and upcoming initiatives that may impact our work, as well as the resources (fiscal, human, and technology) available to conduct our work.

The report is divided into five sections:

- **Community Demographics** provides a detailed profile of our community, its population, projected population change, as well as analyzes various characteristics, such as residents’ demographics, educational attainment, household income, housing ownership, etc.
- **Local School Districts** summarizes headcounts, demographics and other characteristics of students enrolled at our local school districts depict the potential pipelines from our feeder schools into our colleges.
- **Labor Market** reviews employment and labor market within Orange County.
- **Internal scan of our students and resources (staffing and fiscal)** – presents those who are currently enrolled in classes at our credit and noncredit programs, their performance, as well as resources available to us.
- **Policies** examines current mandates on the California community colleges system that impact how our colleges/district operate.

Findings

RSCCD staff and faculty use data to guide us in the formulation of our strategic plans and district goals, and to annually assess institutional effectiveness. Using a sample of standard data to describe the community, current population, population projections, high school data, and community characteristics, this report includes quantitative data to assist in assessing community needs.

Community Demographics

- The population of those who live in nearby cities within the Rancho Santiago Community College District service area is expected to remain steady over the next 10 years.
- Orange County population is aging. Those among college-age (15 to 29) will decrease about six percentage points (21% in 2015 to 15% in 2040) while those over the age of 60 will gain more than 10 percentage points (19% in 2015 to 30% in 2040).
- The birth rate in Orange County is expected to continue to decline (46,980 in 2000 to 35,070 in 2020).
- It is expensive to live in Orange County (87% more than the national average), and demand for housing will also to be a challenge for residents.

Local School Districts

- Orange County high school enrollments are expected to hold steady for the next few years, but will decline nearly 10 percent by 2025-26.
- In 2017-18, Orange County had nearly 42,000 high school seniors. This number is estimated to fluctuate within 2,000 students for the next decade (39,000 to 41,000 students).
- High school students have many challenges (housing, financial) beyond that of academics.

Labor Market

- Average annual wages for Orange County have increased from \$50,812 to \$61,391 in 2017.
- For the last six years, Orange County's unemployment rates have gradually dropped from nearly 9% to less than 4%.
- The highest growth industries in Orange County includes temporary help services (16,000+ jobs), services to the elderly and disabled (15,000+ jobs) and limited services in restaurants (10,000+ jobs).
- The most in-demand occupations for Orange County vary, ranging from 4500+ general and operations managers and registered nurses (requiring a Bachelor's degree) to 1300+ computer user support specialists and licensed practical and licensed vocational nurses (requiring some college education) to 3000+ first-line supervisors and carpenters (requiring high school diploma or equivalent).

Student Demographics and Outcomes

- Both colleges provide access and enrollment to students that are representatives of the communities.
- More than two-fifths of Santa Ana USD high school graduates enrolled at SAC and one-fourth of Orange USD graduates enrolled at SCC immediately after graduation.
- SAC and SCC course success rates were 74% and 71%, respectively, and course retention rates were 86% and 84%, respectively.
- Overall, successful completion of college-level coursework by students enrolled in remedial EMLS, ACE, and English has increased. SCC's successful completion college-level coursework by students enrolled in English slightly decreased.
- Overall, the number of students enrolled in remedial math who successfully completed college-level Math coursework within four years has slightly increased.
- The number of degrees and certificates of achievement and proficiency increased compared to the prior year. SAC experienced a large increase in the number of certificates of proficiency awarded due to the recognition of 5,600 certificates of Fire Service Core Competencies.
- The number of HS diplomas awarded by both SAC School of Continuing Education and SCC Division of Continuing Education experienced a slight increase compared to the prior year. There is a relatively minor decrease in certificates of completion awarded, whereas SCC Division of Continuing Education remained the same.
- The overall number of transfers from both colleges has slightly decreased compared to the prior year.
- Student satisfaction results revealed that students are generally pleased with their college experiences and the institutional learning outcomes identified by faculty.
- The number of students who matriculated to credit coursework from the continuing education program slightly increased at SCC but decreased at SAC.
- Career Technical Education (CTE) students' performance is slightly lower than CTE students statewide for some of the metrics.

Resources

- As measured by gender and ethnicity, RSCCD employees are diverse.
- The ending fund balance remained constant compared to the prior year.
- Grants received for the District and colleges have steadily increased in the last five years.
- Both SAC and SCC reported an increase in the amount of financial aid awarded to students.

Policies

- Accountability at all levels of government: federal, state and local to ensure student achievement and outcomes will continue to be a priority. The public scrutiny of data, especially as related to outcomes in higher education, must be expected.

- A thorough review of programs and services for “opportunities” to capture additional dollars as outcomes, not just enrollment, are tied to the new funding model being implemented at the California community college system.
- Continue to develop and refine educational pathways for students at all levels of the educational pipeline; thereby partnerships with local K-12 school districts, four-year public and private universities and colleges, and other community education providers will be especially important.
- Preparing our course offerings, support services to ensure our colleges and staff are ready to serve for ALL students; regardless of their academic standing or social economic statuses. We must close the achievement gaps of any groups, in particular, the underrepresented populations, and there are many, to ensure success for all.
- Build and/or nurture alliances with regional business and industry leaders to ensure that our colleges are preparing students for the workforce, especially in terms of the shortage of qualified employees for middle-skills occupations.
- In an era of multiple demands on people’s time, creating vibrant distance education offerings, as well as how to offer appropriate support services to these students, should be a priority for our colleges.

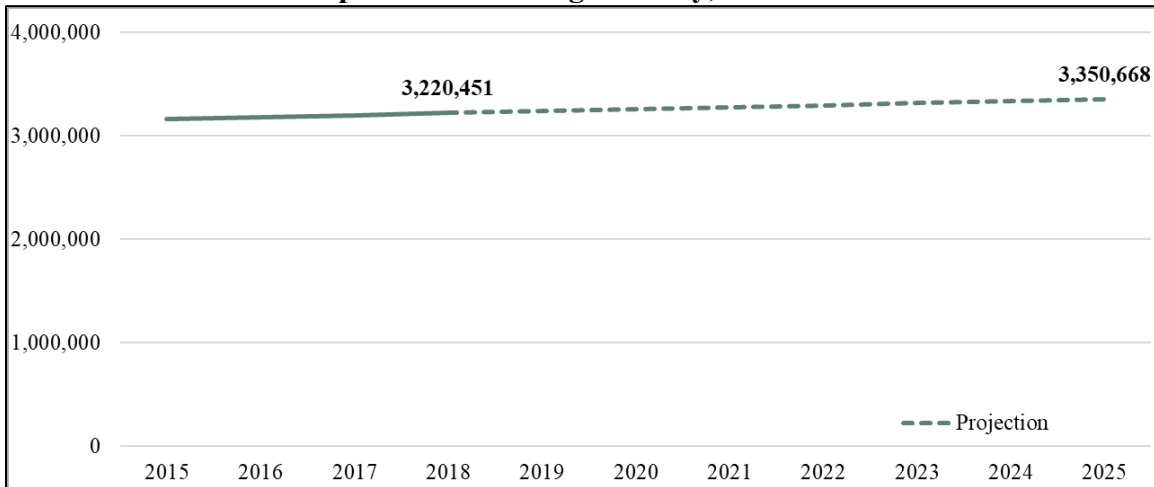
Community Demographics

Population

Orange County is expecting a small growth (+4%) in population over the next six years, from 3.2 million people to 3.4 million.

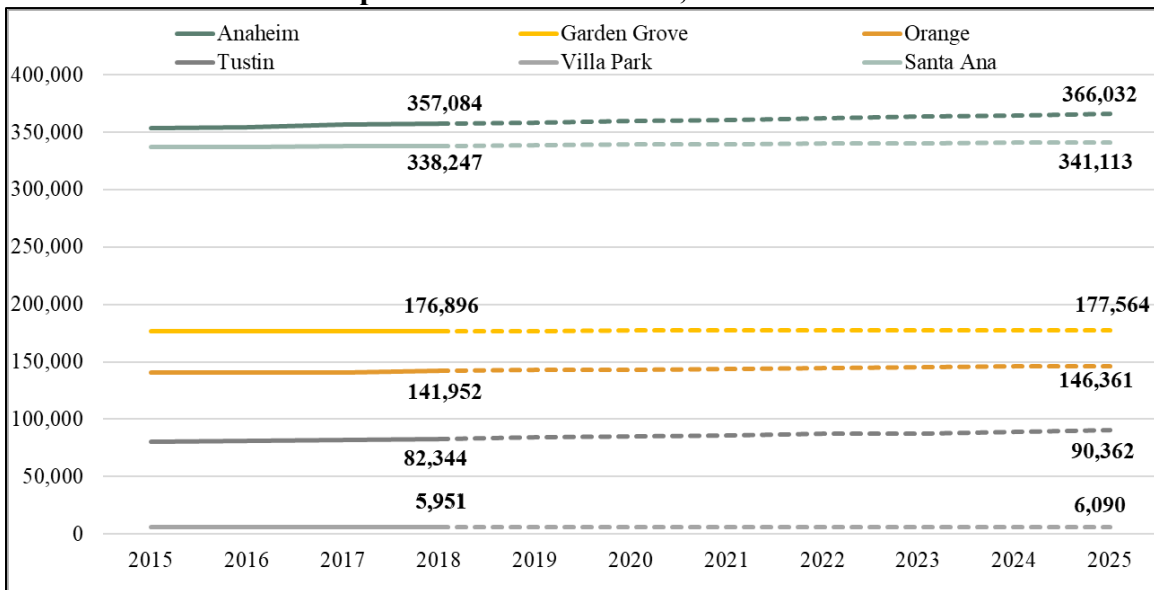
The anticipated population growth in the local cities in RSCCD service areas is minimal; with Anaheim predicted to have the largest growth (+4%) among the six local cities.

Population of Orange County, 2015-2025



Source: California Department of Finance

Population of Local Cities, 2015- 2025



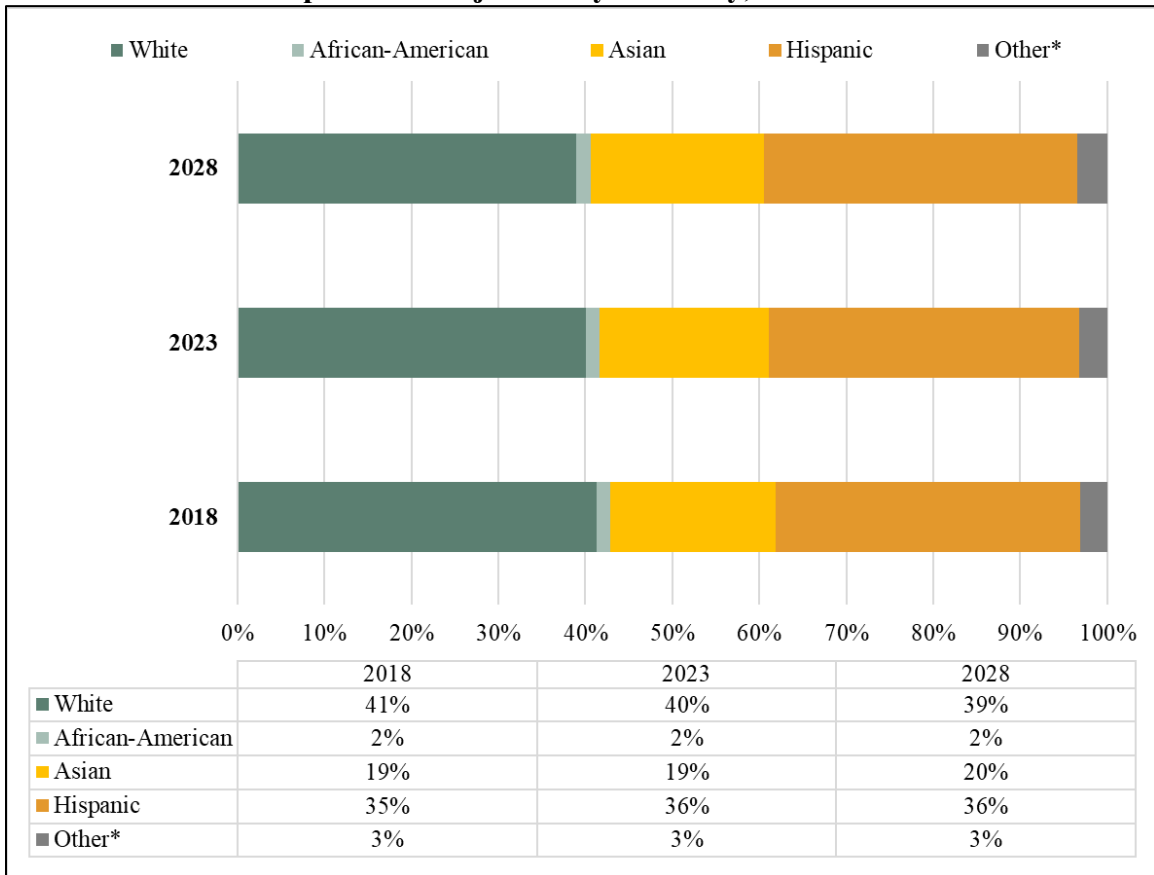
Source: California Department of Finance
 Projection: RSCCD Research Department

Community Demographics

Population by Ethnicity

The ethnicity distribution of Orange County will remain fairly constant, with Whites and Hispanics having the largest representations. The white population is foreseeing a slight decrease (-2 percentage points; 41% in 2018 to 39% in 2028) within the next 10 years whereas Asian and Hispanic groups are expecting a small increase of one percentage point each.

**Orange County
Population Projection by Ethnicity, 2018-2028**



Other includes American Indian, Alaska Native, Pacific Islander, Native Hawaiian, Multiracial and Unknown*

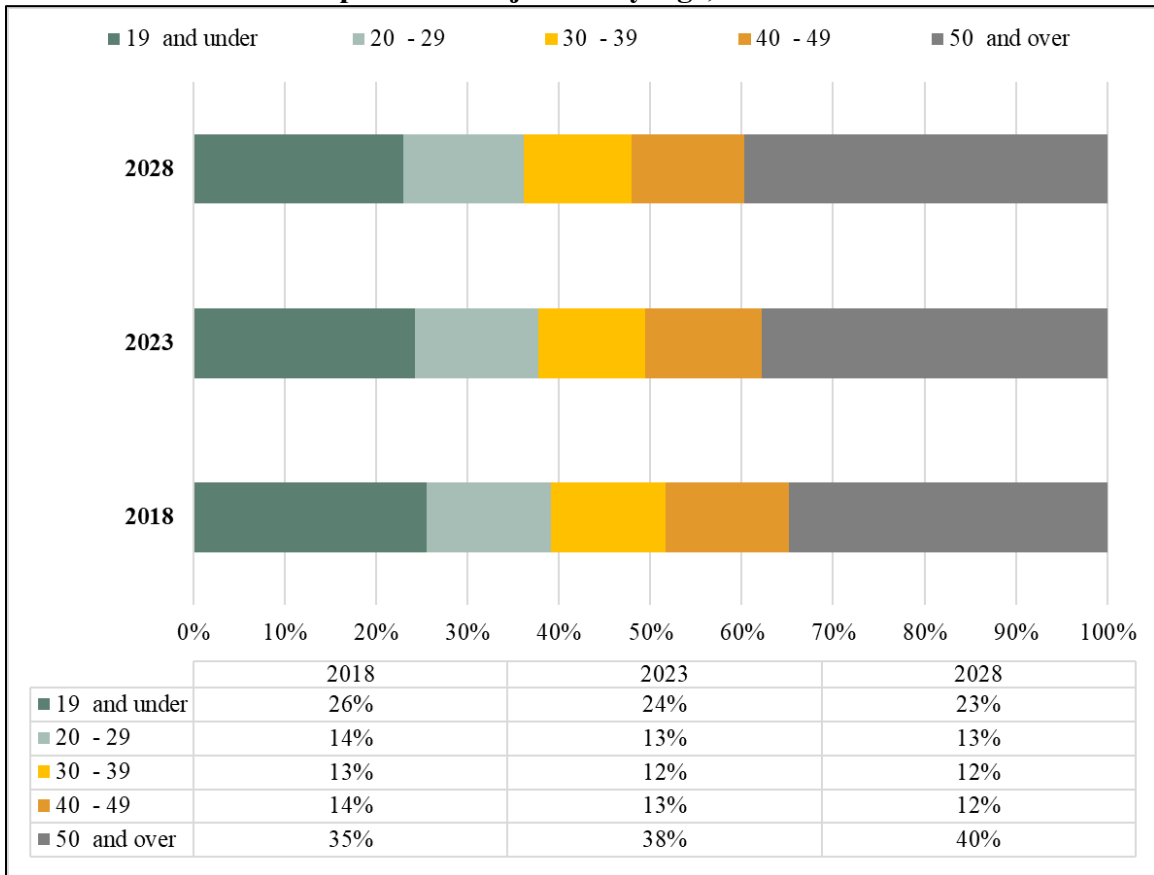
Source: California Department of Finance

Community Demographics

Population by Age

Orange County’s population is aging. The largest age cohort in 2018 was 50 years and over (35%), and it will continue to grow to 40% (+5 percentage points); the 19 years old and under group is experiencing the highest decrease (-3 percentage points; 26% in 2018 to 23% in 2028) over the next 10 years.

**Orange County
Population Projection by Age, 2018-2028**



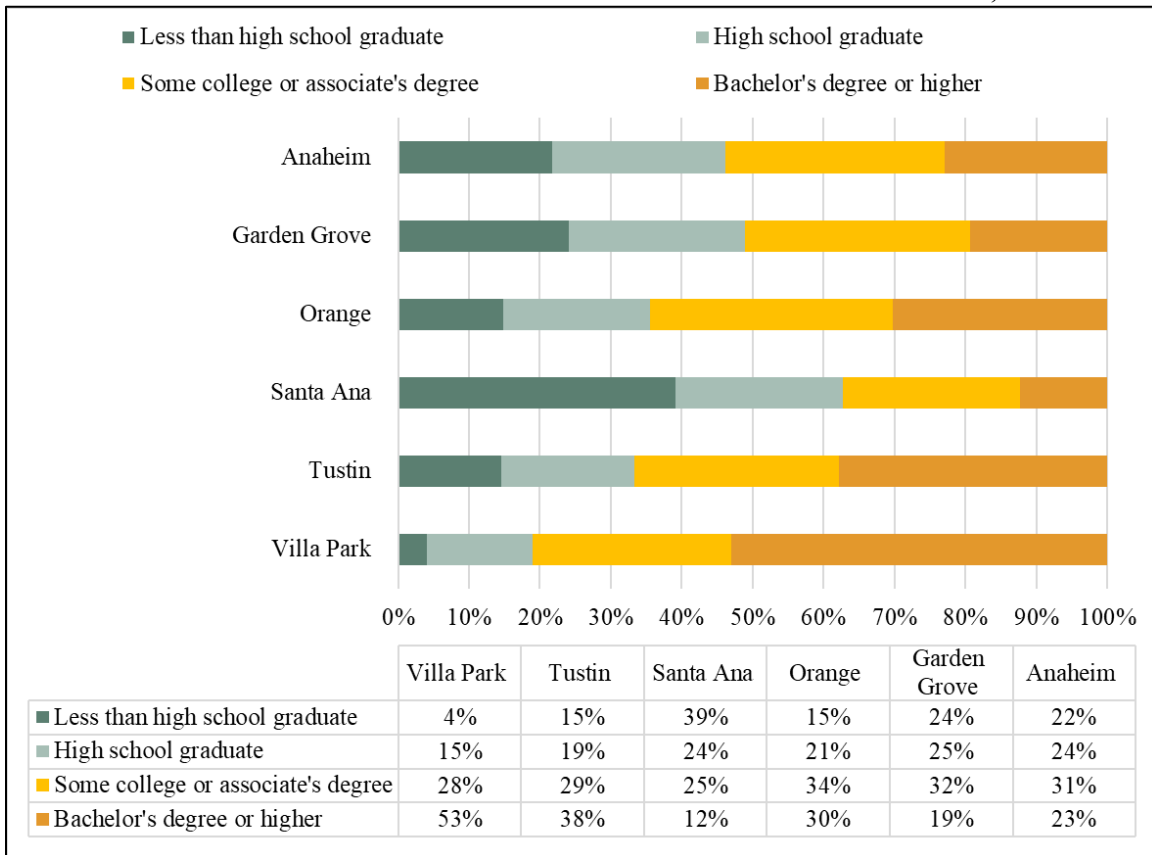
Source: California Department of Finance

Community Demographics

Educational Attainment

In 2017, the city of Santa Ana had the highest percentage (63%) of residents who did not attend college, followed by Garden Grove (49%) and Anaheim (46%).

Educational Attainment of 18 Years Old and Over in Local Cities, 2017



Source: U.S. Census Bureau

Community Demographics

Occupied Housing Units

The demand for housing will rise in Orange County. The occupied housing units have increased 1.5 percentage points over the last three years (1,009,353 in 2015 vs. 1,024,976 in 2017).

Among all the occupied units, 3-person households have the highest increase (170,581 in 2015 vs. 178,050 in 2017)

Occupied Housing Units in Orange County, 2015-2017

Type	2015	2016	2017
Occupied housing units	1,009,353	1,017,012	1,024,976

Occupied Housing Units in Orange County, 2015-2017

Type	2015	2016	2017
1-person household	213,983	213,573	214,250
2-person household	308,862	311,206	313,061
3-person household	170,581	173,909	178,050
4 or more-person household	315,927	318,325	319,615

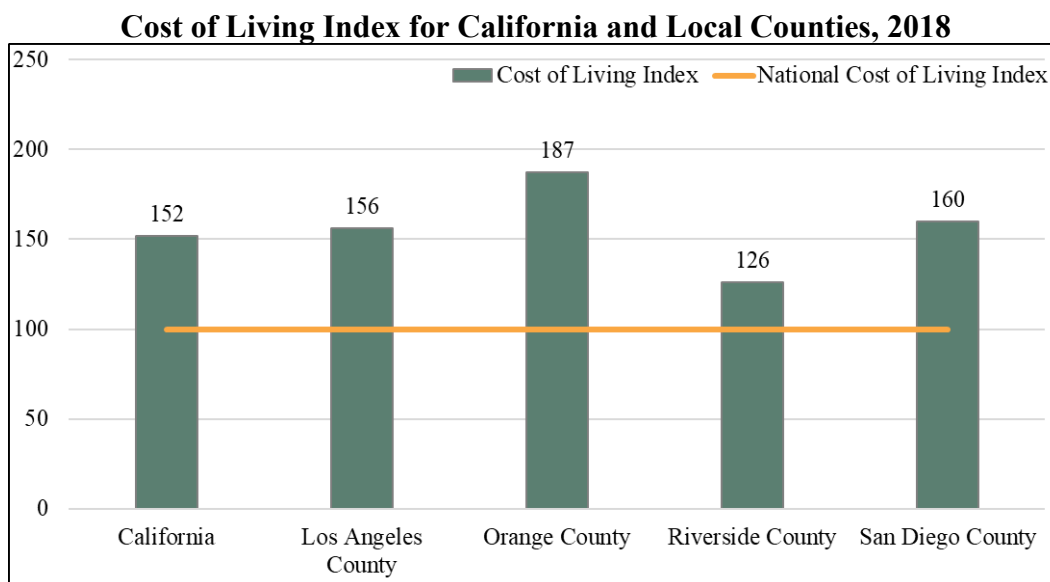
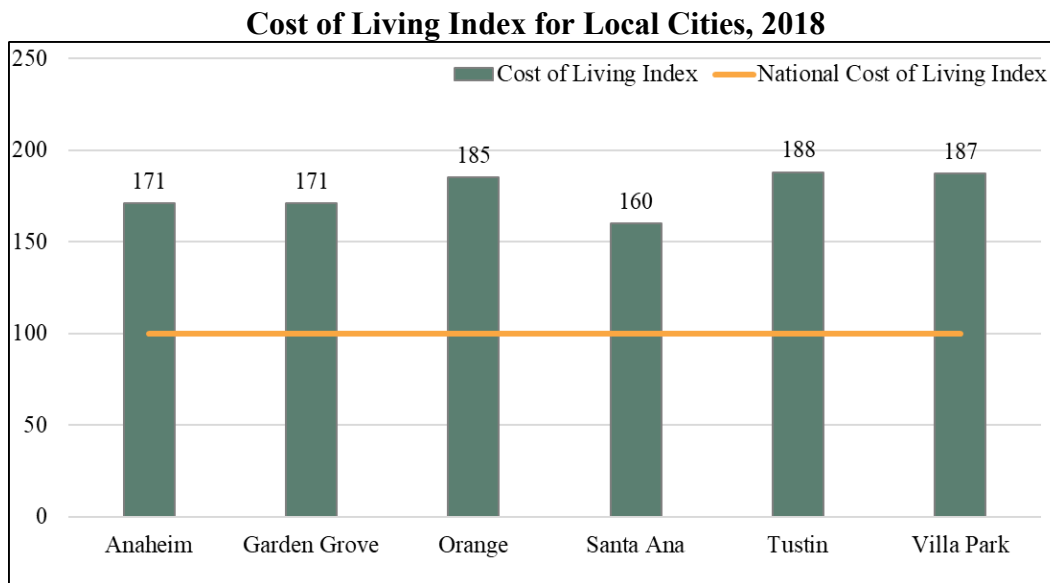
Source: U.S. Census Bureau

Community Demographics

Cost of Living

The cost of living takes into account housing prices, food prices, taxes, and other expenses. The national cost of living index is 100, while the cost of living index for Orange County is 187, indicating that it is 87% more expensive to live in Orange County than the national average. The county is also the highest among local counties.

The cities within RSCCD service area are all above the national cost of living index of 100, ranging from 60% more expensive in Santa Ana to 88% in Tustin.

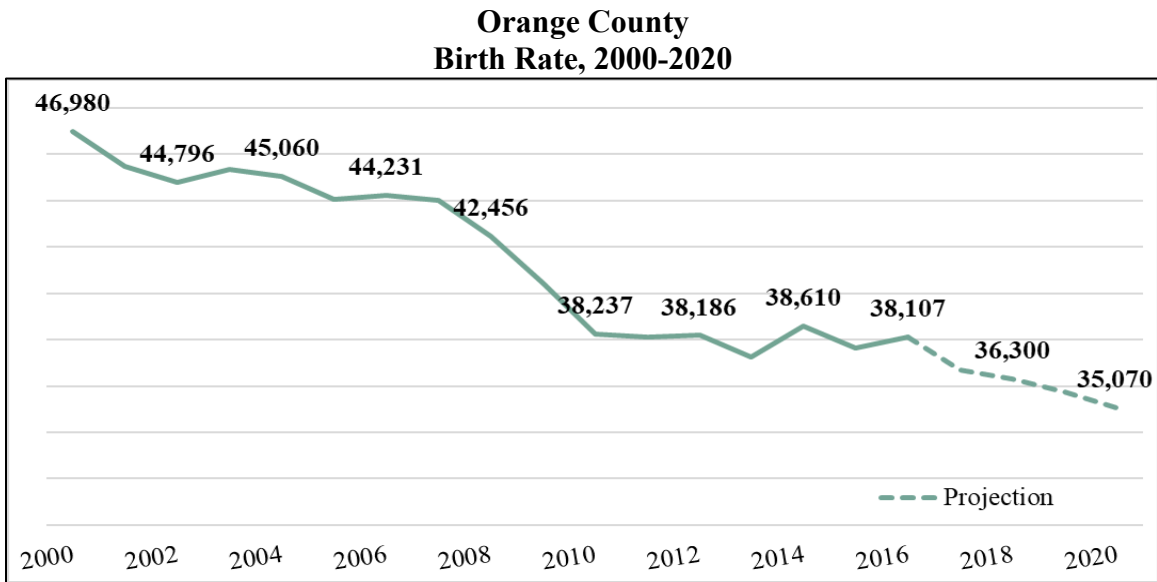


Source: BestPlaces

Community Demographics

Birth Rate Projection

The birth rate in Orange County will continue to drop through 2020 (36,300 in 2018 and 35,070 in 2020).



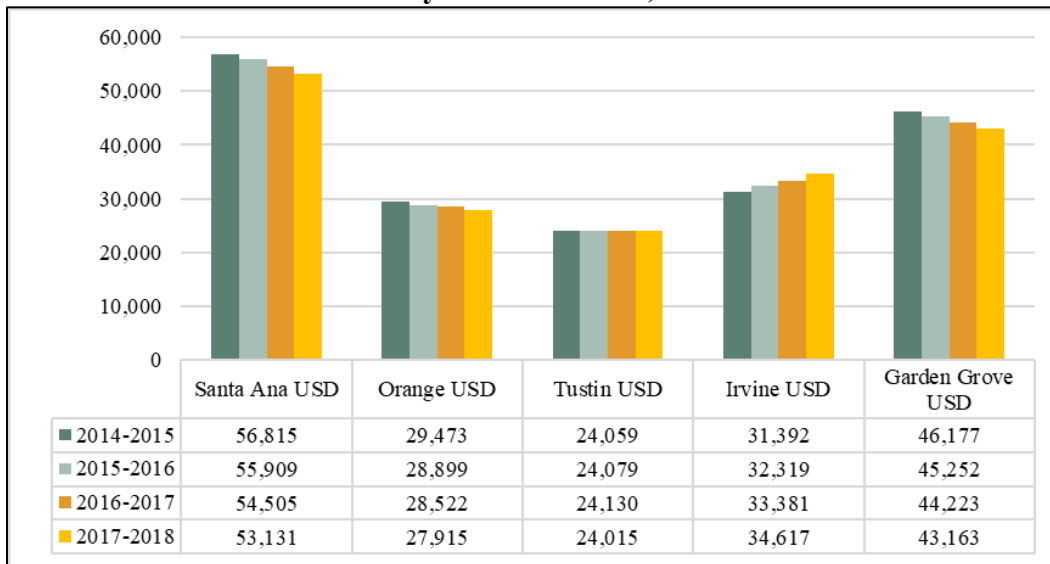
Source: California Department of Finance

Local School Districts

K-12 Enrollments

Santa Ana and Garden Grove USD have the highest K-12 student enrollments (53,131 and 43,163, respectively in 2017-18) among the five local school districts within the RSCCD service area. However, the number of K-12 students for Santa Ana and Garden Grove USD has declined over the last few years.

K-12 Enrollments by Local Districts, 2014-15 to 2017-18



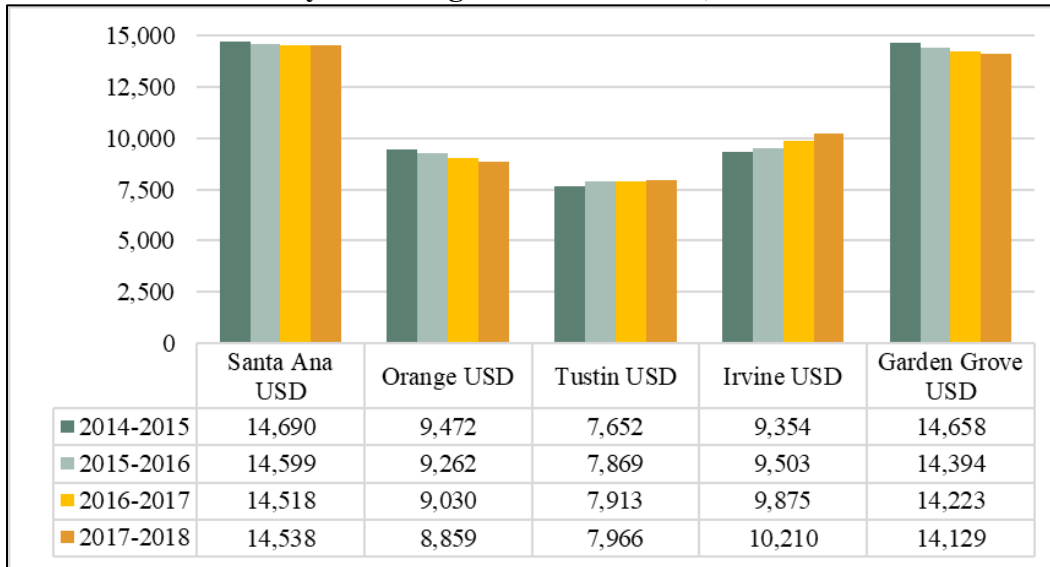
Source: California Department of Education

Local School Districts

High School Enrollments

Santa Ana USD and Garden Grove USD have the highest student enrollments (14,538 and 14,129, respectively in 2017-18) among the five local school districts within the RSCCD service area. Irvine USD and Tustin USD experienced slight enrollment increases in the past four academic years.

Enrollments* by Local High School Districts, 2014-15 to 2017-18



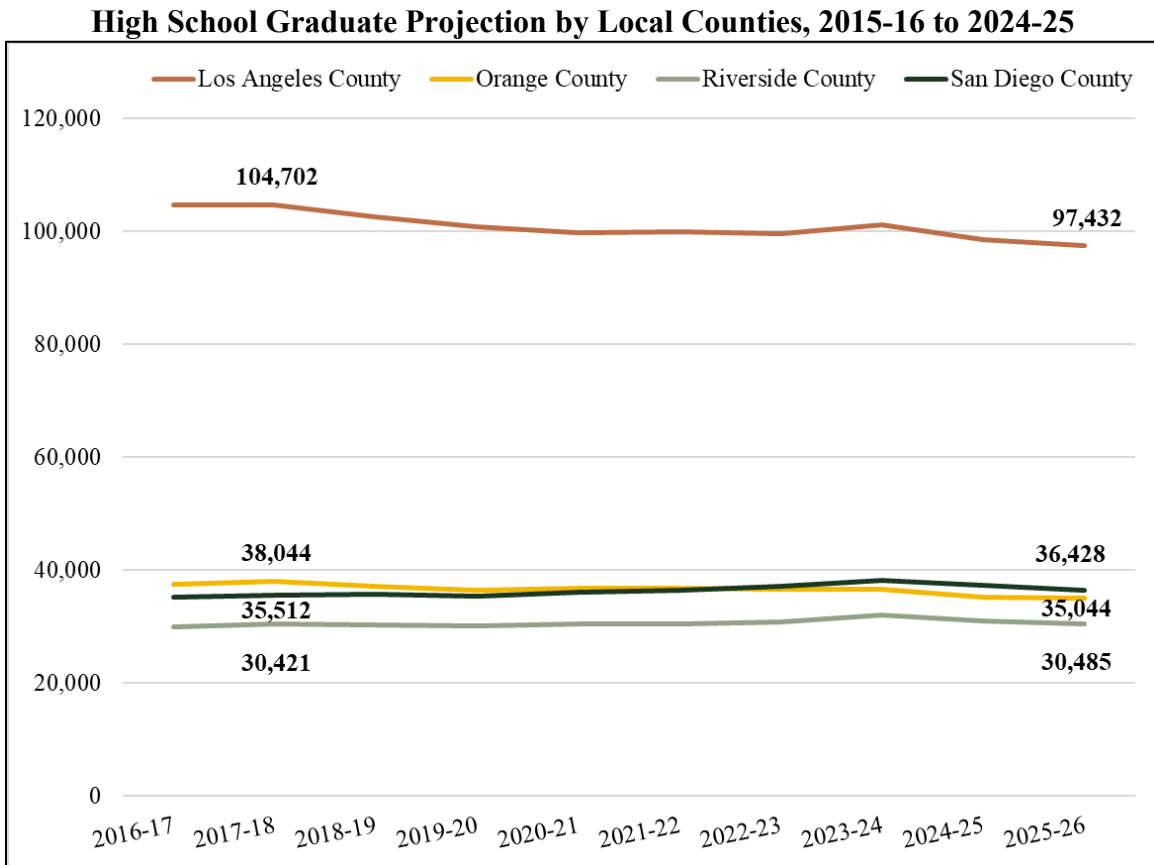
Source: California Department of Education

*Charter schools were not included in the count

Local School Districts

High School Graduates Projection

Orange County high school graduates are expected to remain flat in upcoming years (38,044 to 36,428).



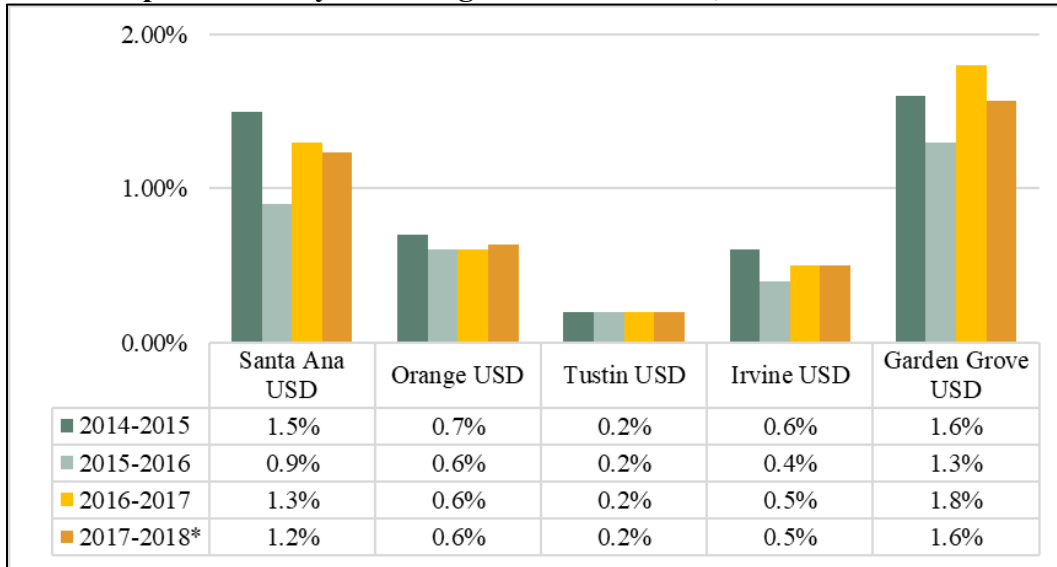
Source: California Department of Finance

Local School Districts

High School Dropout Rates

In 2017-18, Santa Ana USD and Garden Grove USD have the highest dropout rates among the local districts, 1.2% and 1.6% respectively. Tustin USD has the lowest dropout rate of .2% in the last four academic years.

Dropout Rates by Local High School Districts, 2014-15 to 2017-18



Source: California Department of Education

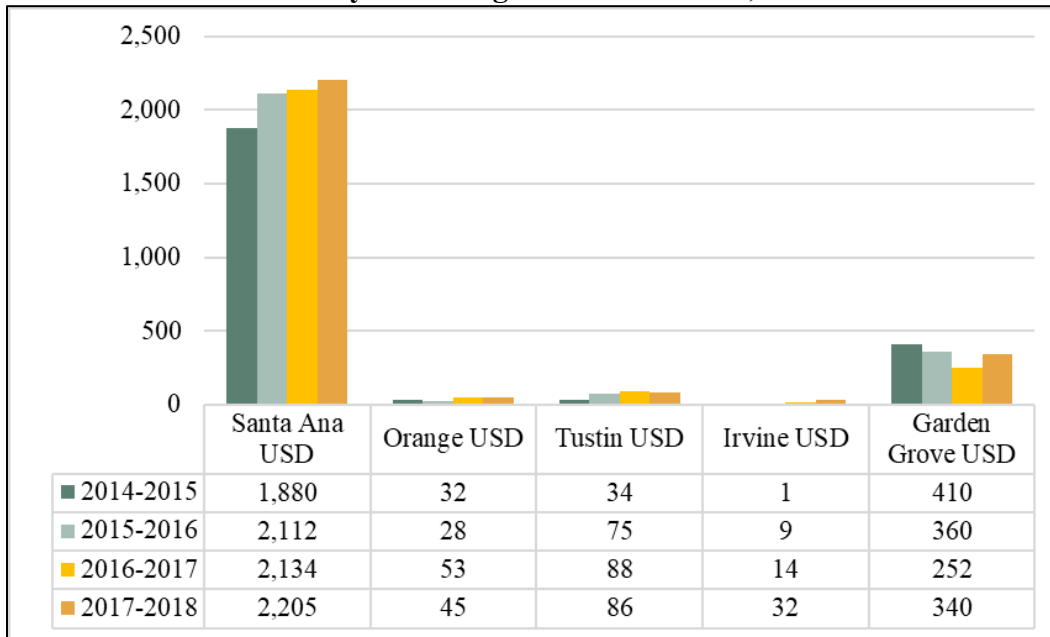
*2017-18 data is based on estimates from California Department of Education

Local School Districts

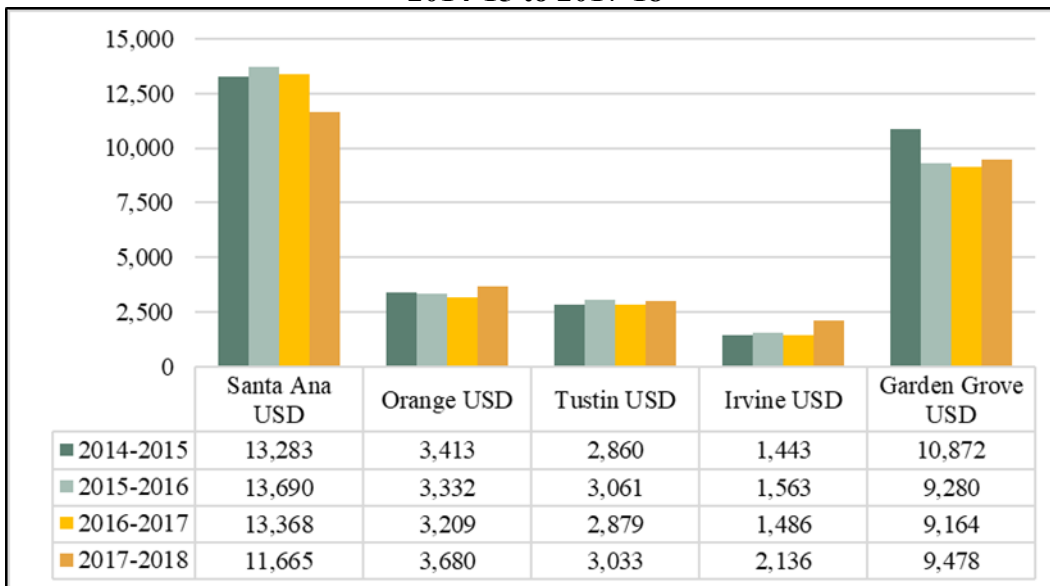
High School Student Financial Needs

Santa Ana USD had the highest numbers of homeless students and the highest number of students on free and reduced meal programs.

Homeless Students* by Local High School Districts, 2014-15 to 2017-18



Free & Reduced Meal Program Students* by Local High School Districts 2014-15 to 2017-18



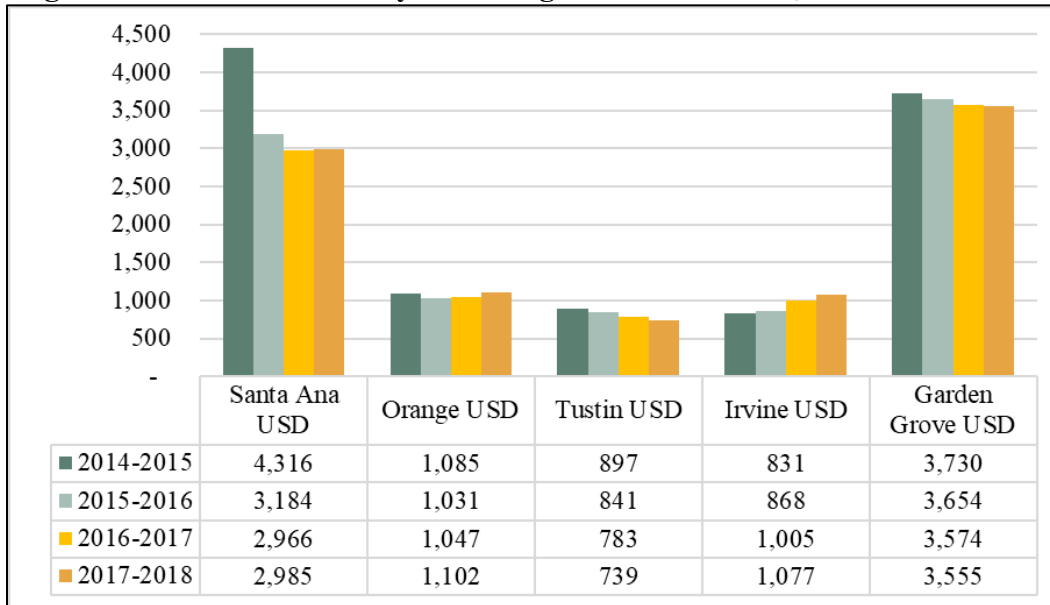
Source: California Department of Education
 *Charter schools were not included in the count

Local School Districts

High School English Learner Students

English learners are students who are unable to communicate fluently or learn effectively in English and typically require specialized or modified instruction in both the English language and in their academic courses. The number of Santa Ana USD English learner population has declined more than 30% since the class of 2014-2015.

English Learner Students* by Local High School Districts, 2014-15 to 2017-18



Source: California Department of Education

*Charter schools were not included in the count

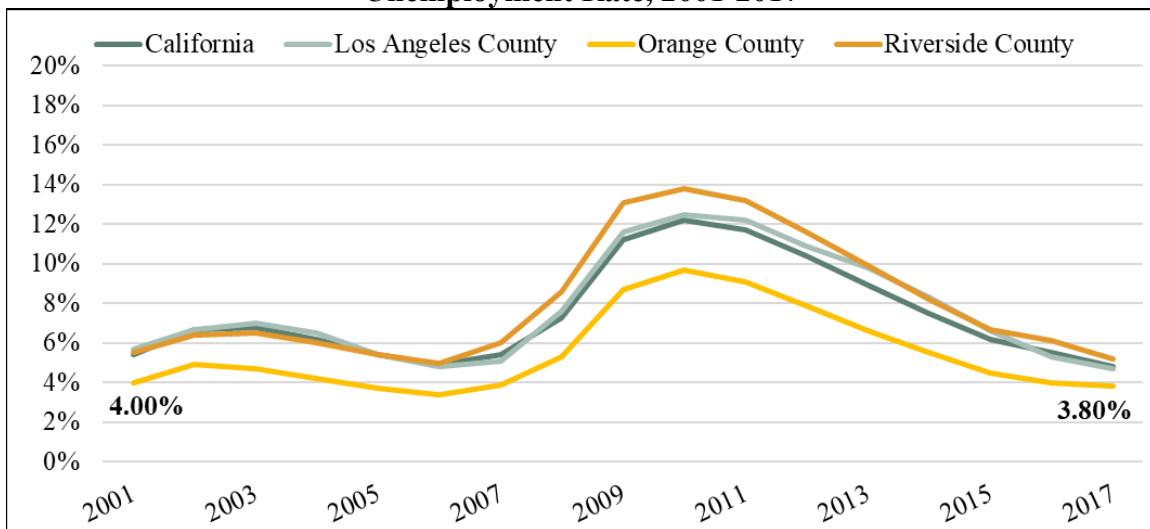
Labor Market

Unemployment Rate and Annual Wages

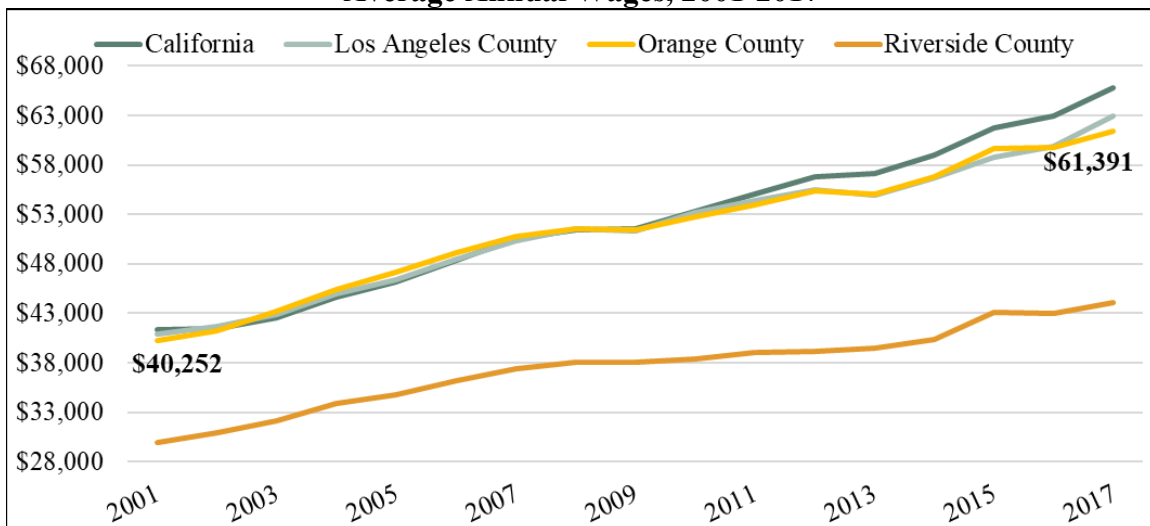
Orange County has the lowest unemployment rate (3.8%) among the local counties and that of California.

Average annual wages has also progressively increased, from \$40,252 to \$61,391, within 16 years.

**Local Counties vs California
Unemployment Rate, 2001-2017**



**Local Counties vs California
Average Annual Wages, 2001-2017**



Source: Bureau of Labor Statistics

Labor Market

Growing Industries in Orange County

The fastest growing industries in the next ten years are mostly in the areas of health care and hospitality.

Top 20 Growing Industries in Orange County, 2018-2028

Industry	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change	Avg. Earnings Per Job
Temporary Help Services	54,787	71,120	16,333	30%	\$41,205
Services for the Elderly and Persons with Disabilities	28,394	43,861	15,467	54%	\$18,540
Limited-Service Restaurants	53,292	63,312	10,020	19%	\$21,749
Full-Service Restaurants	69,382	74,955	5,573	8%	\$27,946
HMO Medical Centers	6,724	11,873	5,149	77%	\$118,996
Plumbing, Heating, and Air-Conditioning Contractors	14,365	19,461	5,096	35%	\$86,771
Elementary and Secondary Schools (Local Government)	58,249	63,234	4,985	9%	\$87,807
Snack and Nonalcoholic Beverage Bars	12,629	17,163	4,534	36%	\$21,541
Home Health Care Services	7,739	11,836	4,097	53%	\$46,639
Corporate, Subsidiary, and Regional Managing Offices	33,599	37,684	4,085	12%	\$126,516
Offices of Physical, Occupational and Speech Therapists, and Audiologists	7,220	10,723	3,503	49%	\$58,294
Warehouse Clubs and Supercenters	13,264	16,649	3,385	26%	\$38,656
Real Estate Credit	11,342	14,565	3,223	28%	\$120,819
Janitorial Services	15,773	18,944	3,171	20%	\$27,411
Offices of Dentists	14,892	18,023	3,131	21%	\$57,873
Commercial and Institutional Building Construction	10,176	13,204	3,028	30%	\$109,124
Software Publishers	7,839	10,590	2,751	35%	\$165,716
Nursing Care Facilities	11,845	14,581	2,736	23%	\$54,803
Unclassified Industry	7,762	10,212	2,450	32%	\$58,561
Amusement and Theme Parks	28,317	30,746	2,429	9%	\$36,201

Source: EMSI

Labor Market

Growing Occupations in Orange County

The top growing occupations in Orange County are diverse, ranging from general and operations managers to software developers to secondary school teachers. Each occupation varied in education and earning potential.

Growing Occupations by Educational Attainment in Orange County, 2018-2028

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

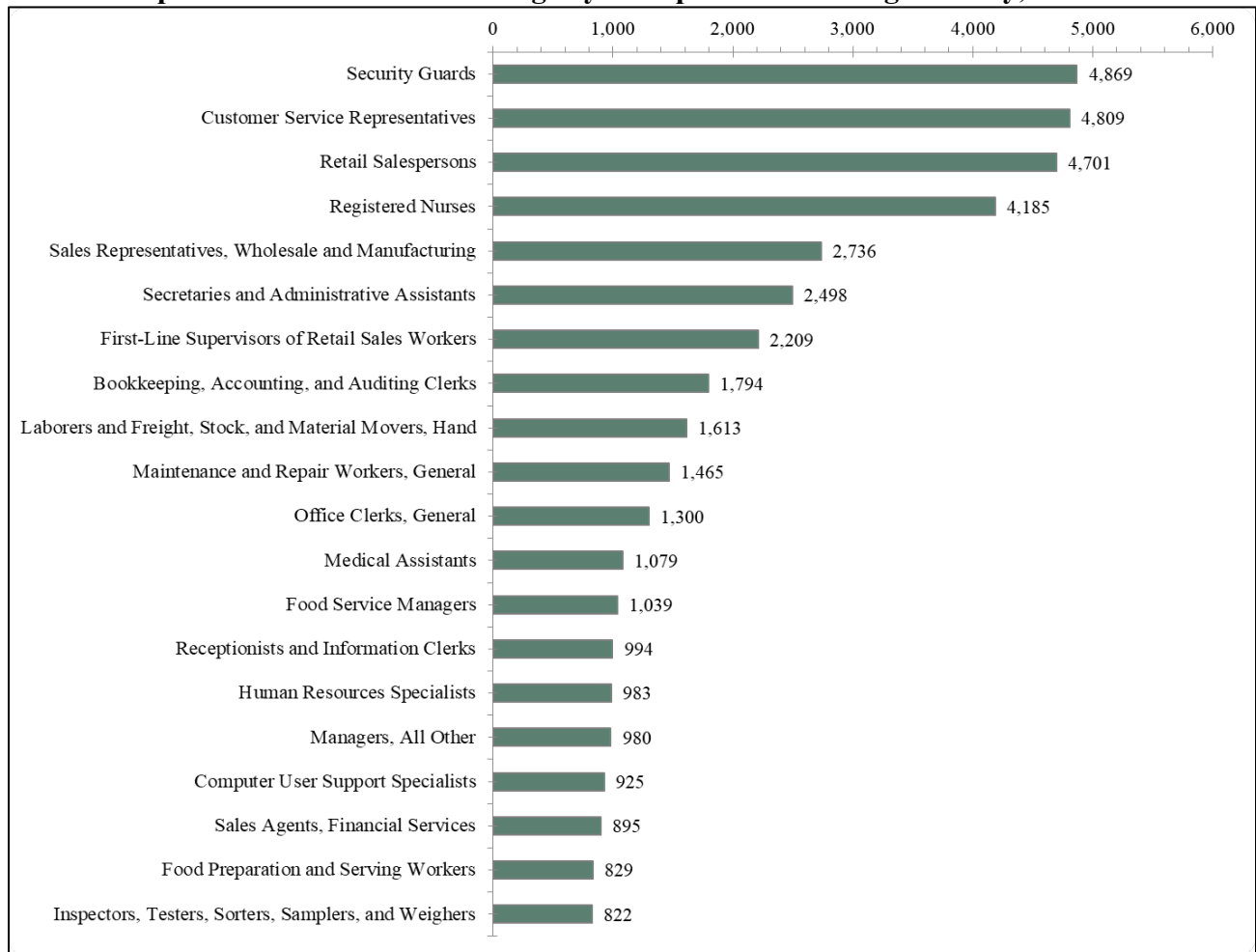
Source: EMSI

Labor Market

Middle-Skill Occupations in Orange County

Middle-skill jobs typically require a post-secondary nondegree award or high school diploma. From January 1, 2018 to December 31, 2018, there were 96,544 job postings for middle-skill jobs in Orange County. “Security Guards” was the most frequently posted job (4,869 postings), followed by “Customer Service Representatives” (4,809), “Retail Salespersons” (4,701), and “Registered Nurses” (4,185).

Top 20 Middle-Skill Job Postings by Occupations in Orange County, 2018



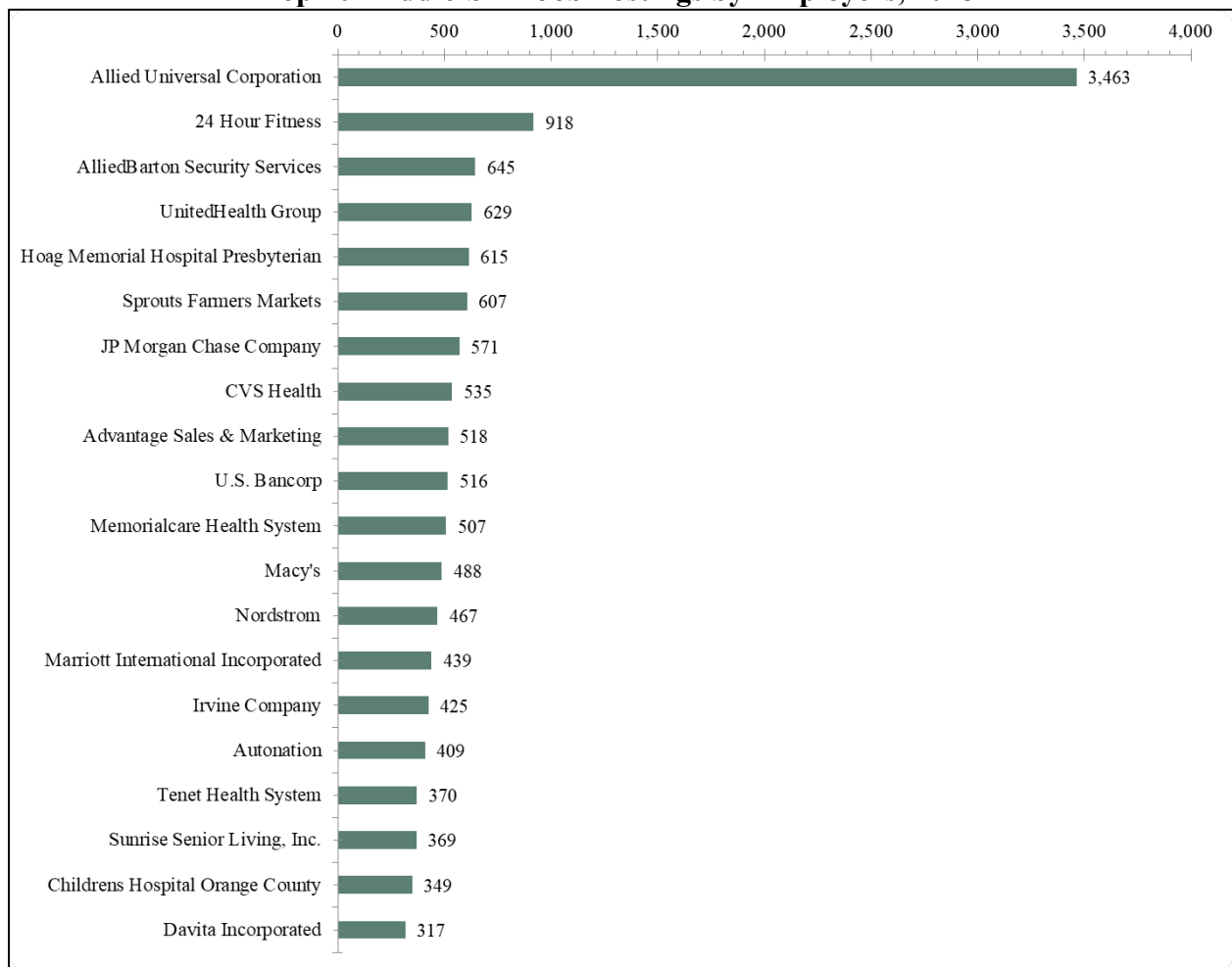
Source: EMSI

Labor Market

Top Middle-Skill Employers in Orange County

The top 20 job-postings are in the areas of security, health care, and retailing. From January 1, 2018 to December 31, 2018, Allied Universal Corporation, a security company, posted the most middle-skill jobs (3,463), especially for security guards. Other employers include: 24 Hour Fitness, AlliedBarton Security Services, United Health Group, Hoag Memorial Hospital, and Sprouts Farmers Markets posted more than 600 job openings each.

**Orange County
Top 20 Middle-Skill Job Postings by Employers, 2018**

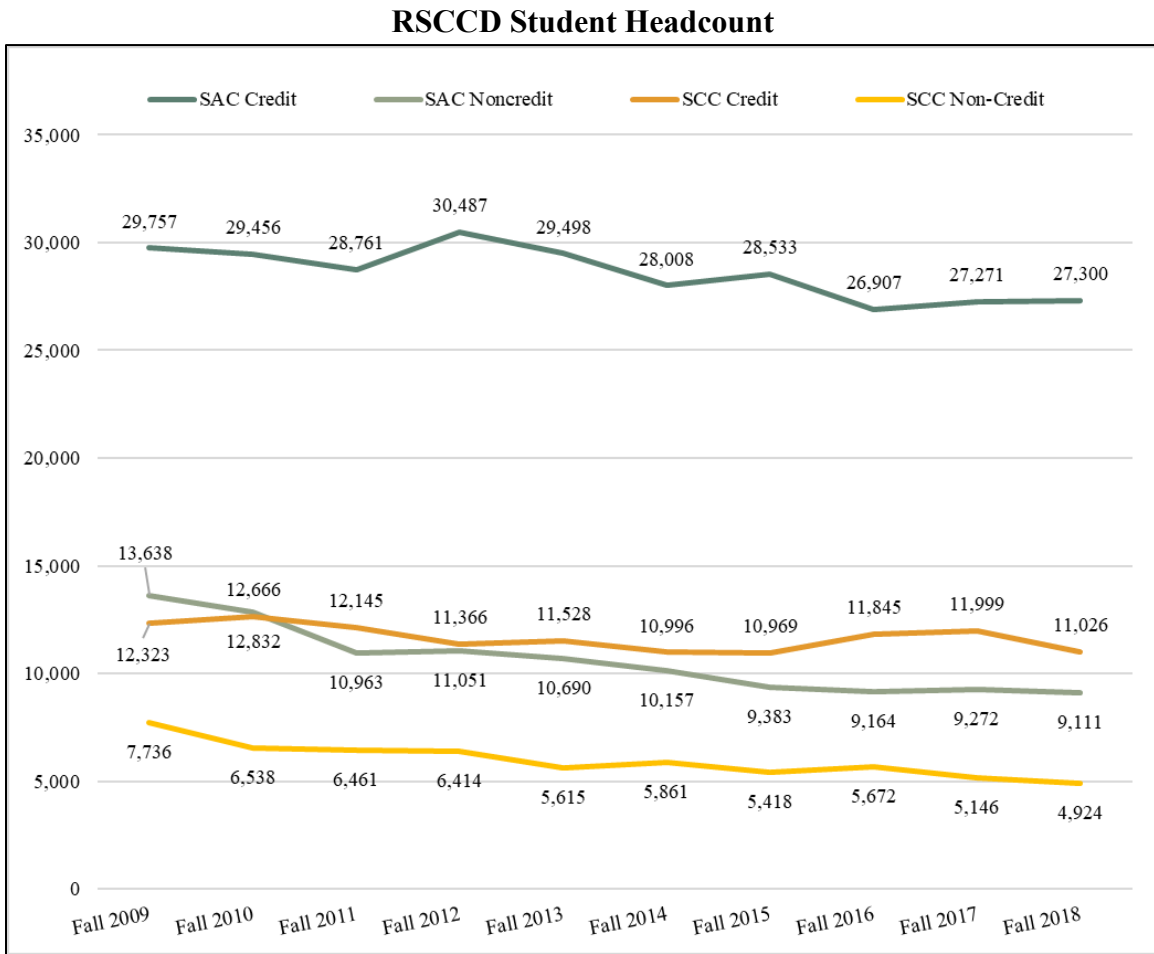


Source: EMSI

Student Demographics & Outcomes

Student Headcount

In Fall 2018, the unduplicated headcount of credit and noncredit students attending RSCCD was 52,361. More than two-thirds (70%) of the students attended SAC and 30% attended SCC. Noncredit* students made up 25% of the SAC student population and 31% of the SCC student population.



Source: CCCCO Data Mart

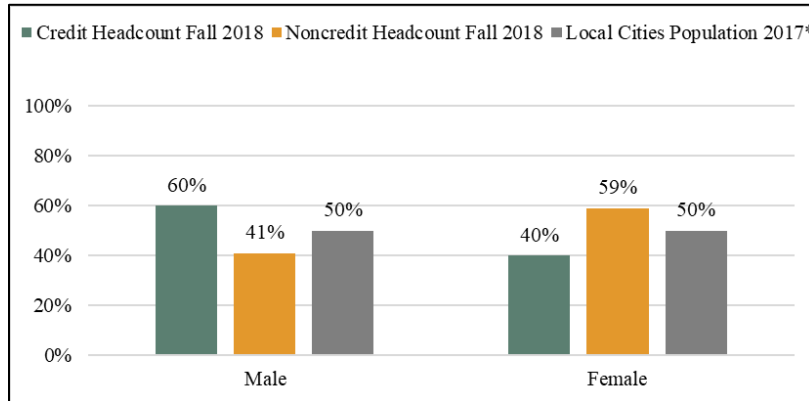
*Note: Headcounts are unduplicated counts; therefore, if a student enrolled in both credit and noncredit programs, the Chancellor's Office will "credit" that student to the credit program.

Student Demographics & Outcomes

Student vs. Community Population by Gender

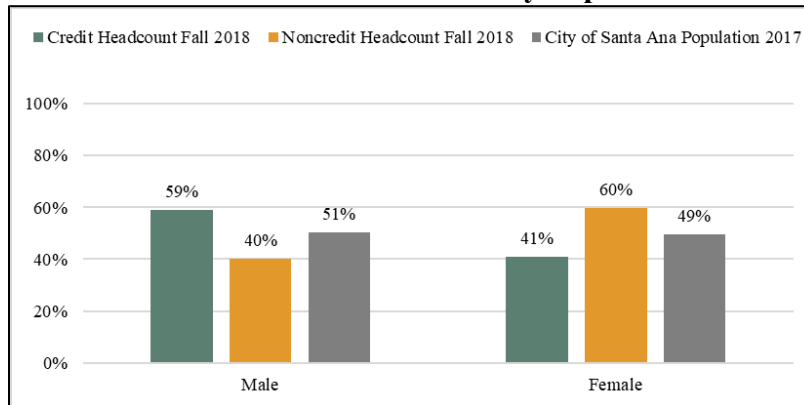
Overall, the credit student population is predominantly male due mainly to the academies and apprenticeship programs, whereas the noncredit program population is predominantly female. Gender distribution in local cities is more evenly distributed between males and females.

RSCCD Student and Community Population

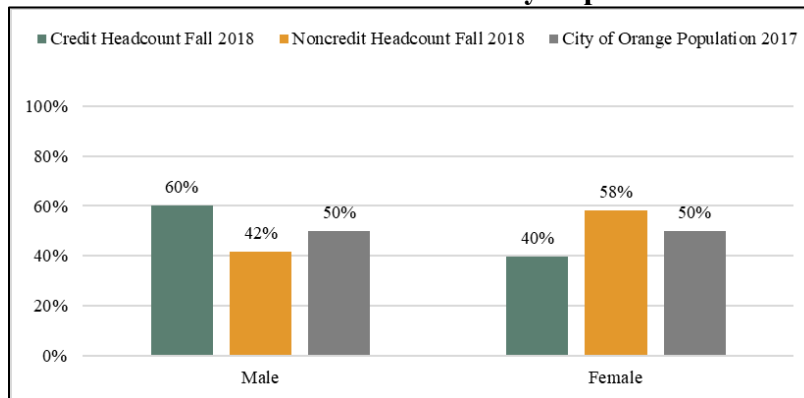


*Local cities include Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park (2018 is not yet available)

SAC Student and Community Population



SCC Student and Community Population



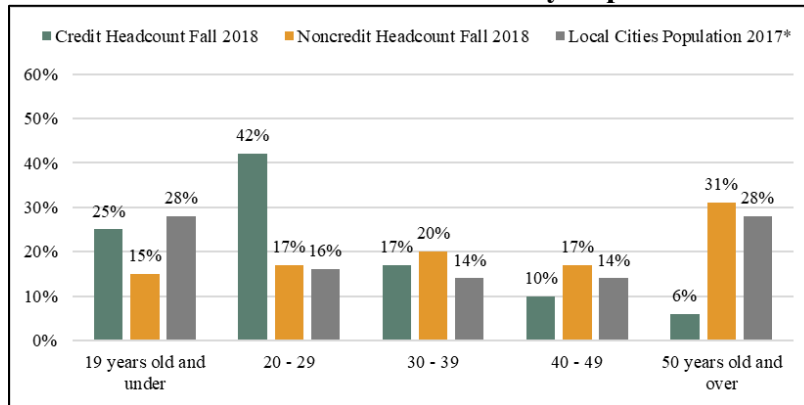
Source: Headcounts are from CCCCO Data Mart and community population are from U.S. Census Bureau

Student Demographics & Outcomes

Student vs. Community Population by Age Group

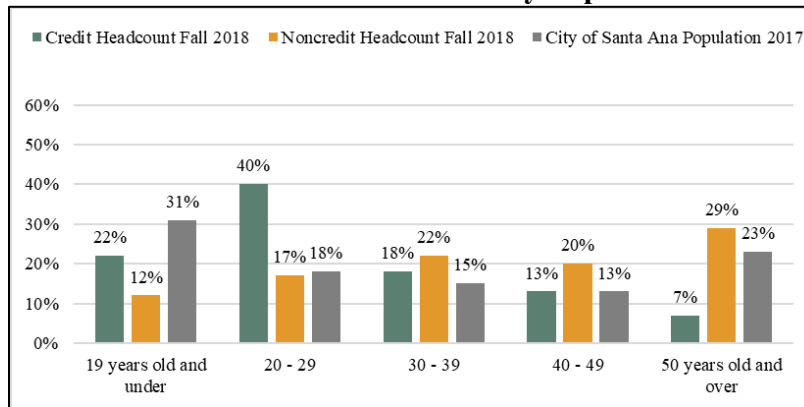
The credit program attracts more young students (62% and 83% under 30 years of age at SAC and SCC respectively); whereas the noncredit program attracts older adults (49% at SAC and 58% at SCC at 40 years of age or older).

RSCCD Student and Community Population

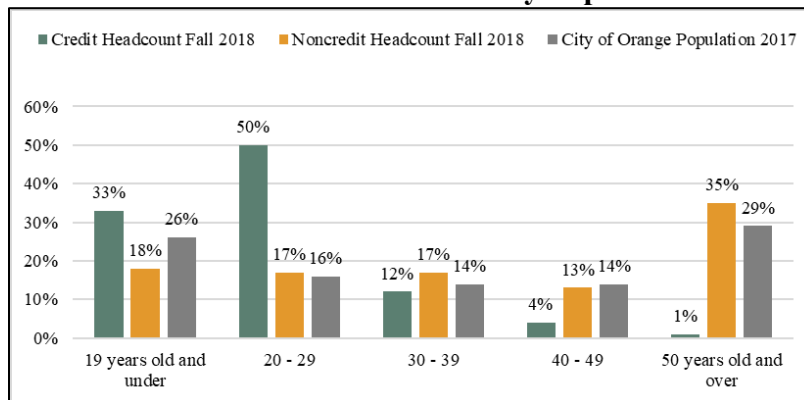


*Local cities include Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park (2018 is not yet available)

SAC Student and Community Population



SCC Student and Community Population



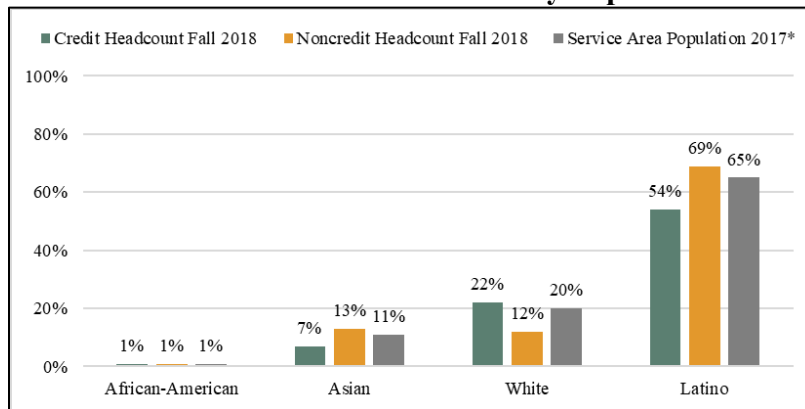
Source: Headcounts are from CCCCO Data Mart and community population are from U.S. Census Bureau

Student Demographics & Outcomes

Student vs. Community Population by Ethnicity

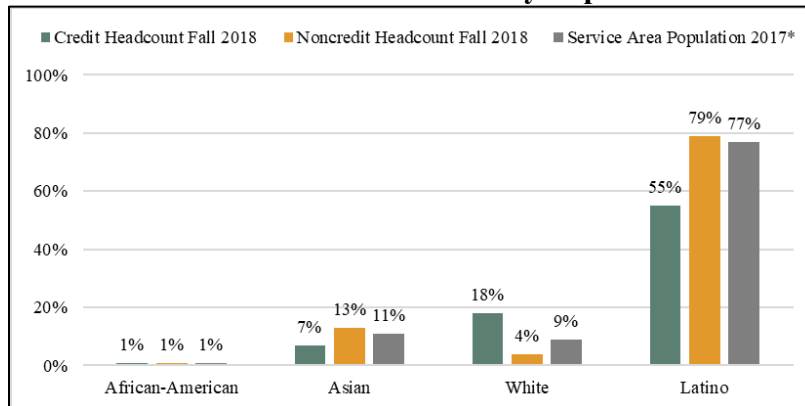
Both colleges provide access and enrollment to diverse students that are representative of the communities.

RSCCD Student and Community Population

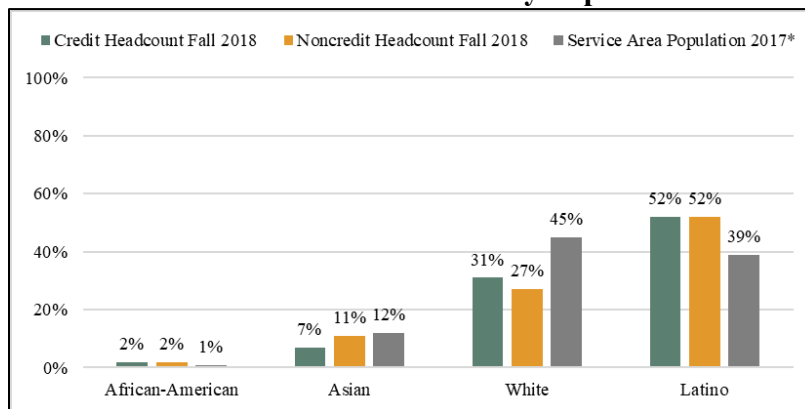


*Local cities include Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park (2018 is not yet available)

SAC Student and Community Population



SCC Student and Community Population



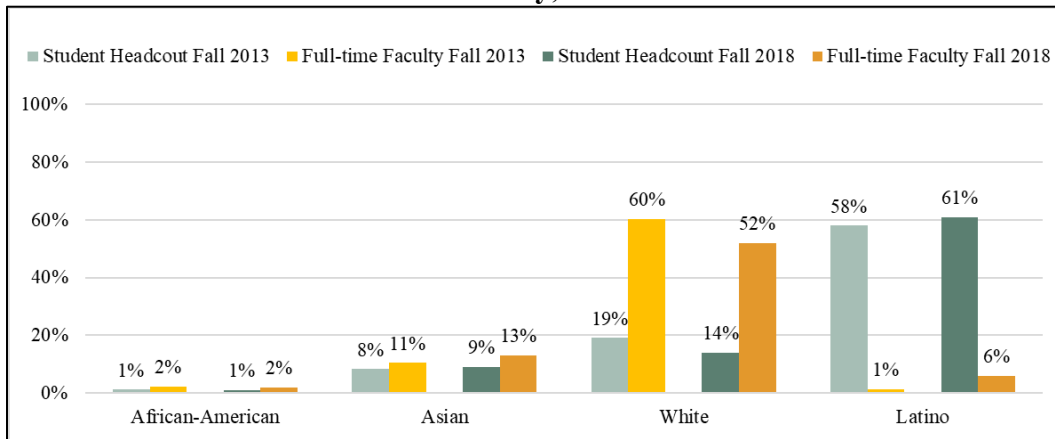
Source: Headcounts are from CCCCO Data Mart and community population are from U.S. Census Bureau

Student Demographics & Outcomes

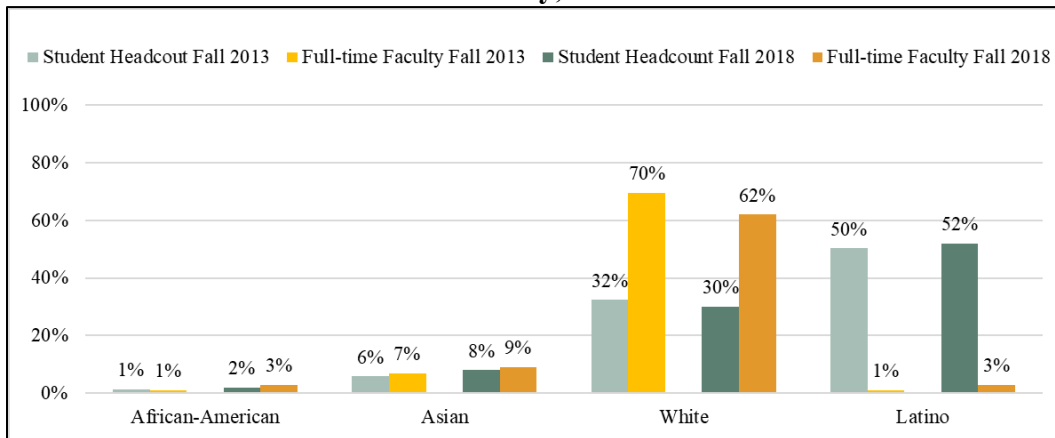
Student vs. Full-time Faculty by Ethnicity

The majority of students at our campuses are Latino while the majority of full-time faculty are White.

SAC Student and Faculty, Fall 2013 vs. Fall 2018



SCC Student and Faculty, Fall 2013 vs. Fall 2018



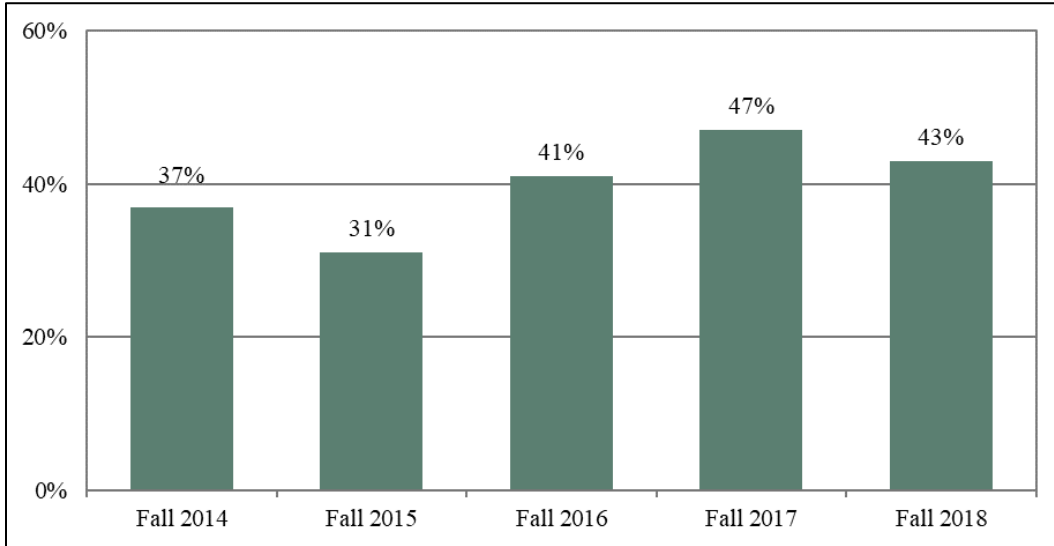
Source: CCCC Data Mart and RSCCD Online Report Repository

Student Demographics & Outcomes

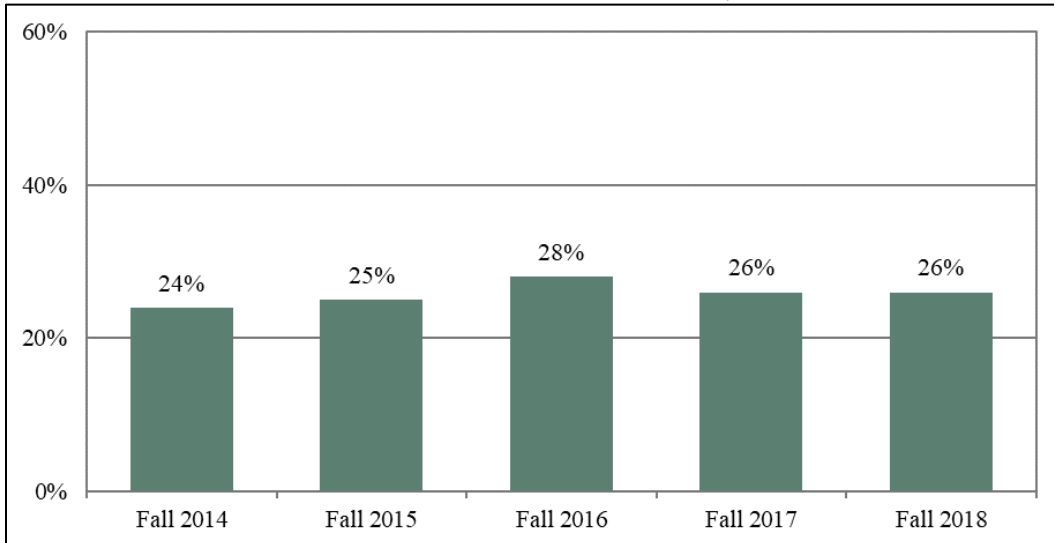
High School Graduates Matriculated to RSCCD

Less than half of Santa Ana USD high school graduates enrolled at SAC and one-fourth of Orange USD graduates enrolled at SCC in the fall semester after graduation.

Percent of New SAUSD Graduates Enrolled at SAC, Fall 2014 to Fall 2018



Percent of New OUSD Graduates Enrolled at SCC, Fall 2014 to Fall 2018



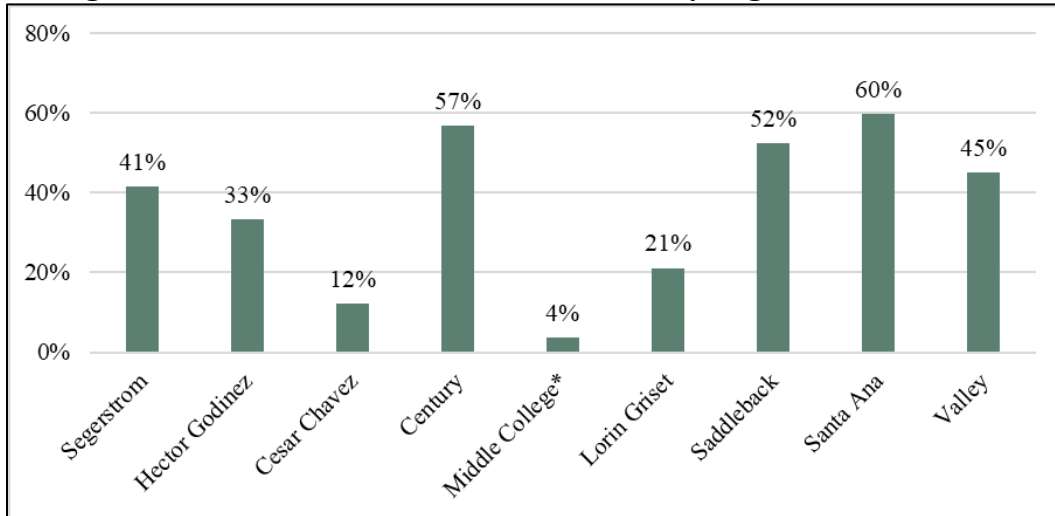
Source: California Department of Education and RSCCD Research Data Warehouse

Student Demographics & Outcomes

High School Graduates Matriculated to RSCCD by High School

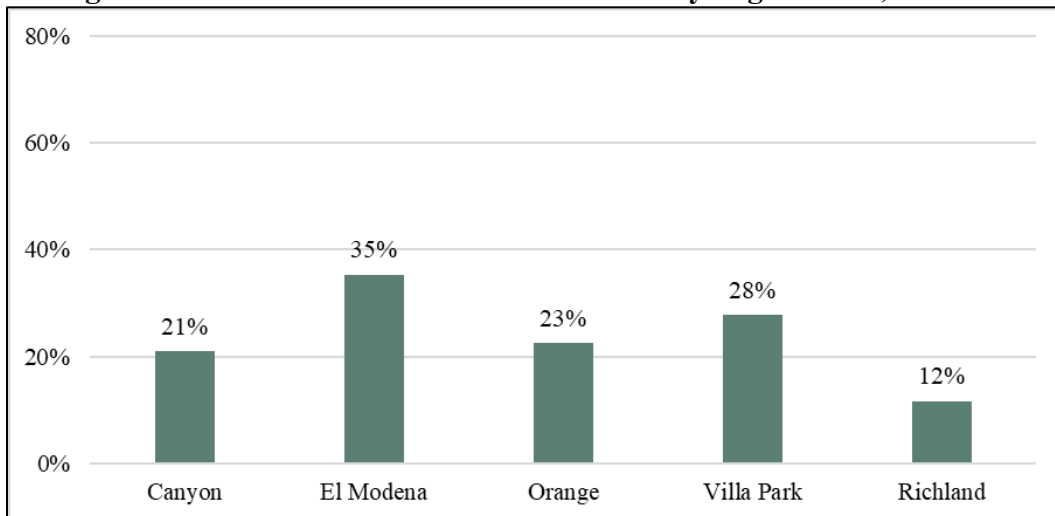
Santa Ana College enrolled more than half of Santa Ana, Century, and Saddleback high schools graduates. Similarly, more than one-third of El Modena high school graduates enrolled at SCC immediately after high school.

High School Graduates Matriculated to SAC by High School, Fall 2018



*High school graduates who are new to SAC college program

High School Graduates Matriculated to SCC by High School, Fall 2018



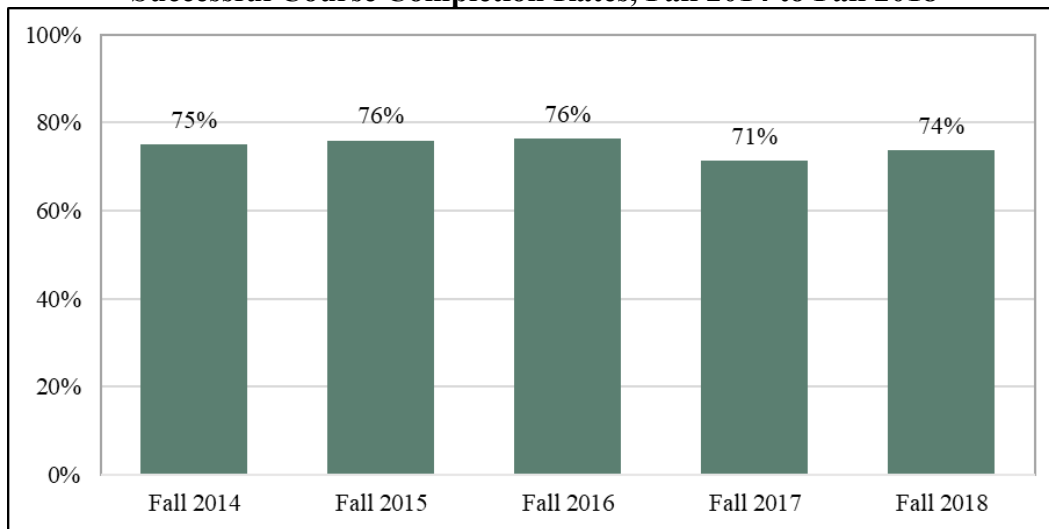
Source: California Department of Education and RSCCD Research Data Warehouse

Student Demographics & Outcomes

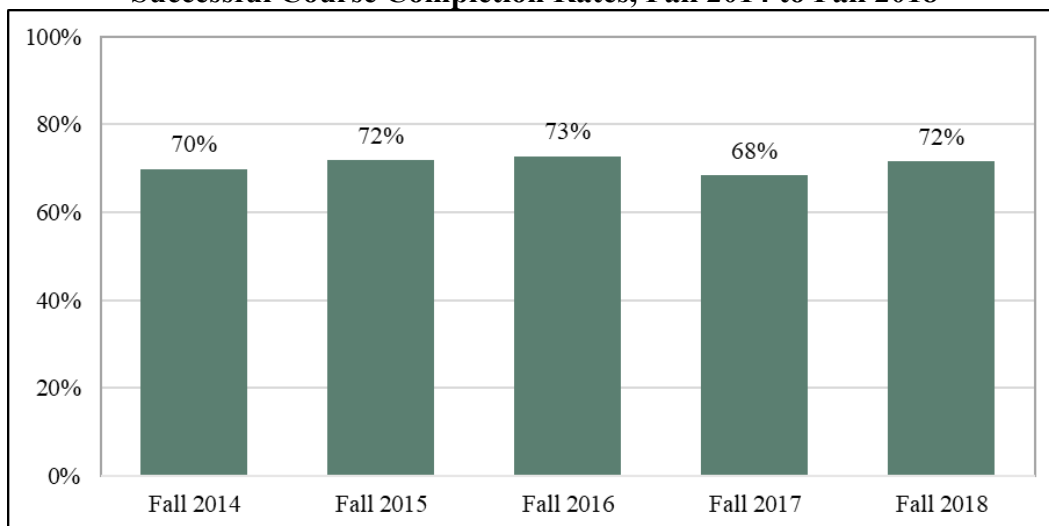
Course Completion Rate

The successful course completion rate is 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. The course completion rate remained steady over the last five fall semesters for both colleges, ranging from 68% to 76%.

Santa Ana College
Successful Course Completion Rates, Fall 2014 to Fall 2018



Santiago Canyon College
Successful Course Completion Rates, Fall 2014 to Fall 2018



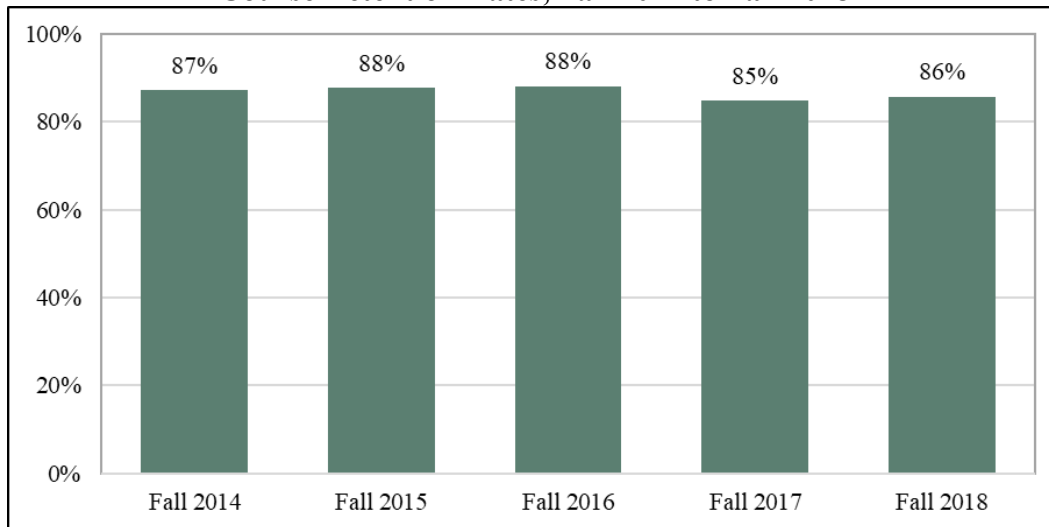
Source: RSCCD Online Report Repository

Student Demographics & Outcomes

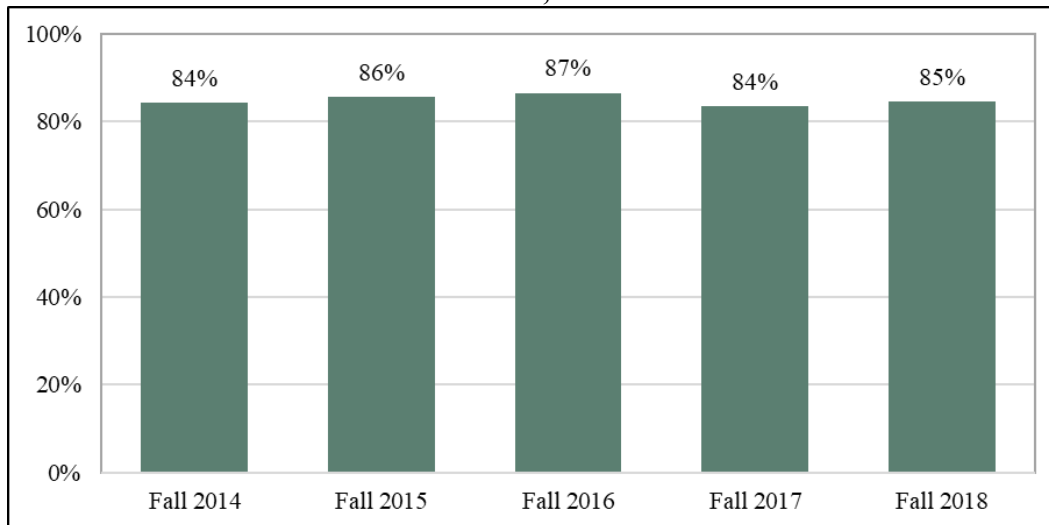
Course Retention Rate

The course retention is the percentage of enrollments (active third week of the semester) that results in an end-of-term course grade (A, B, C, D, F, P, NP). The course retention rate remained steady over the last five fall semesters for both colleges, ranging from 84% to 88%.

**Santa Ana College
Course Retention Rates, Fall 2014 to Fall 2018**



**Santiago Canyon College
Course Retention Rates, Fall 2014 to Fall 2018**



Source: RSCCD Online Report Repository

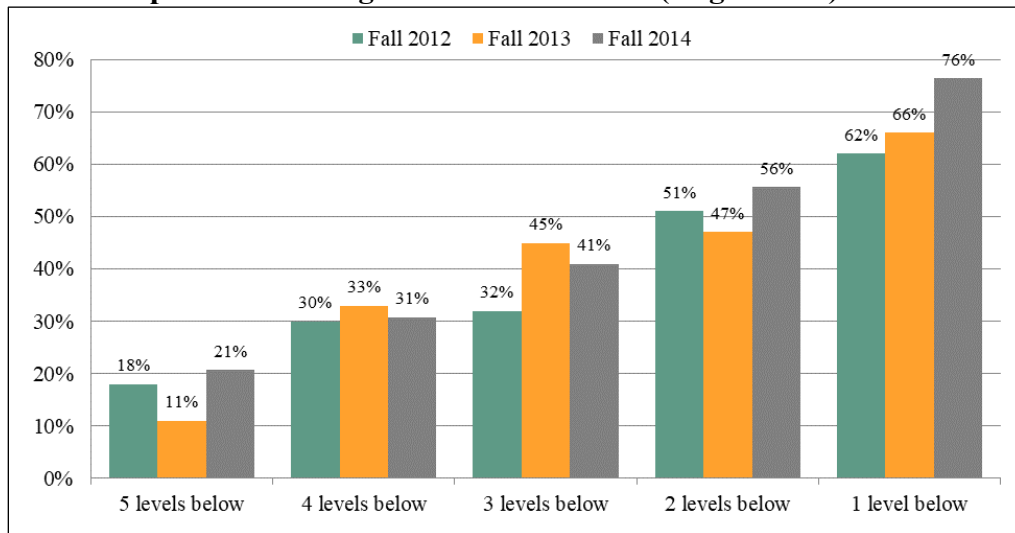
Student Demographics & Outcomes

Successful Completion of College-Level Coursework by Remedial EMLS/ACE

The successful completion rate of college-level coursework within four years in remedial EMLS/ACE increased for both colleges.

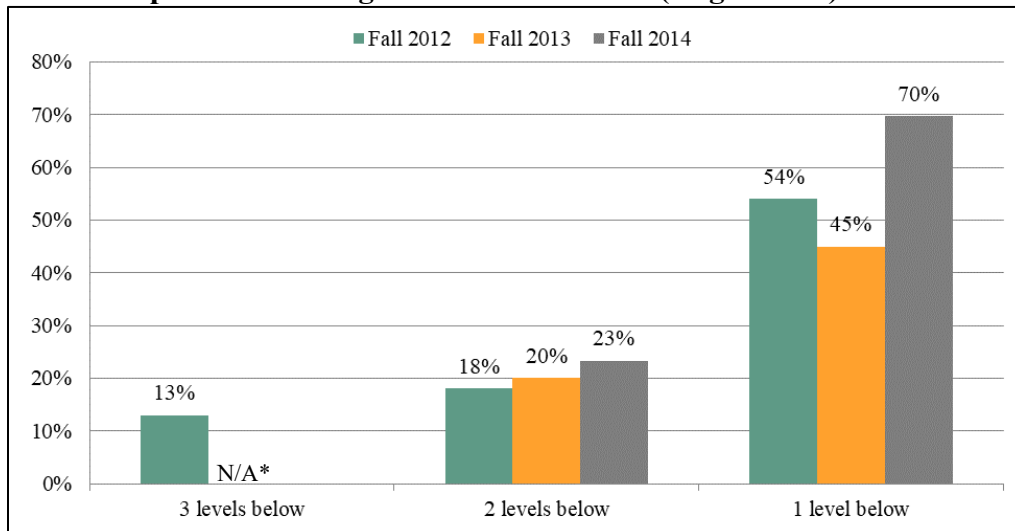
Santa Ana College

Successful Completion of College-Level Coursework (English 101) within Four Years



Santiago Canyon College

Successful Completion of College-Level Coursework (English 101) within Four Years



*ACE 052 and 053 (3 levels below) were not offered in Fall 2013 and Fall 2014.

Source: RSCCD Research Data Warehouse

5 levels below: EMLS 055

4 levels below: EMLS 107

3 levels below: EMLS 109 (ACE 052/053)

2 levels below: EMLS 110 (ACE 093/102)

1 level below: EMLS 112 (ACE 116)

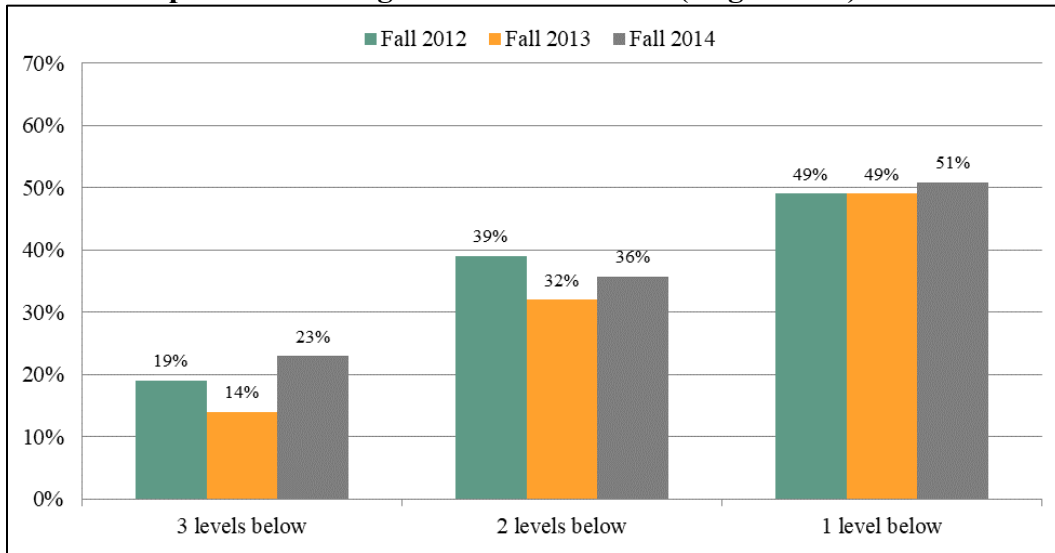
Student Demographics & Outcomes

Successful Completion of College-Level Coursework by Remedial English

SAC's successful completion rate of college-level coursework by the students enrolled in remedial English increased whereas SCC's slightly decreased.

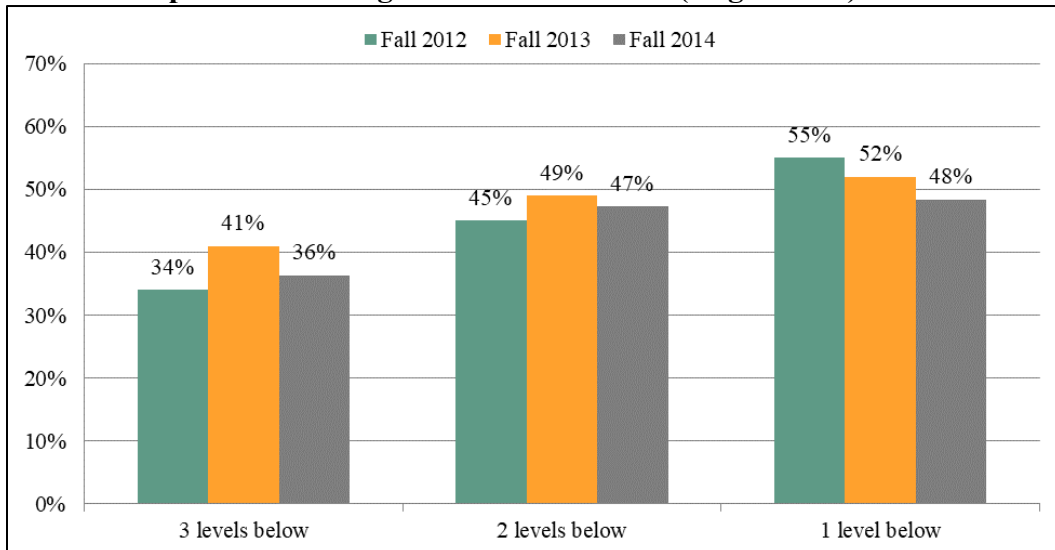
Santa Ana College

Successful Completion of College-Level Coursework (English 101) within Four Years



Santiago Canyon College

Successful Completion of College-Level Coursework (English 101) within Four Years



Source: RSCCD Research Data Warehouse

3 levels below: English N50

2 levels below: English N60

1 level below: English 061

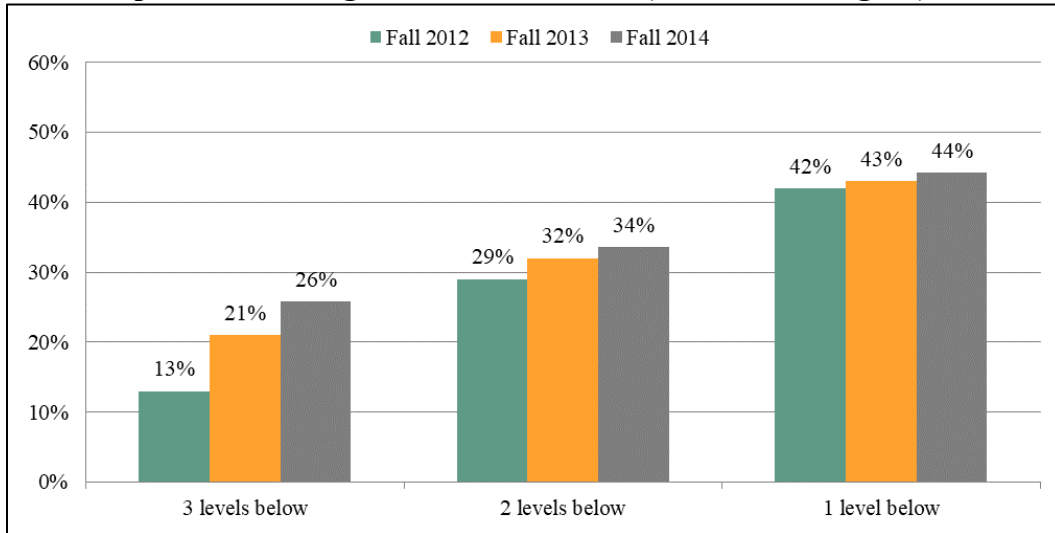
Student Demographics & Outcomes

Successful Completion of College-Level Coursework by Remedial Math

The successful completion rate of students enrolled in remedial math who successfully completed college-level Math coursework within four years has slightly increased for both colleges.

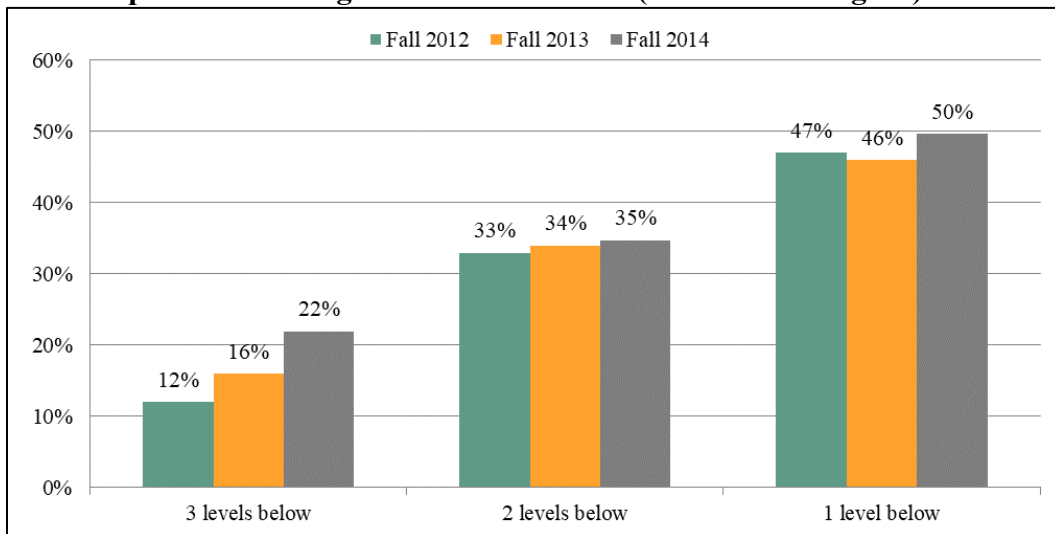
Santa Ana College

Successful Completion of College-Level Coursework (Math 080 or higher) within Four Years



Santiago Canyon College

Successful Completion of College-Level Coursework (Math 080 or higher) within Four Years



Source: RSCCD Research Data Warehouse

3 levels below: Math N05A/B/C and N06

2 levels below: Math N47A/B and N48

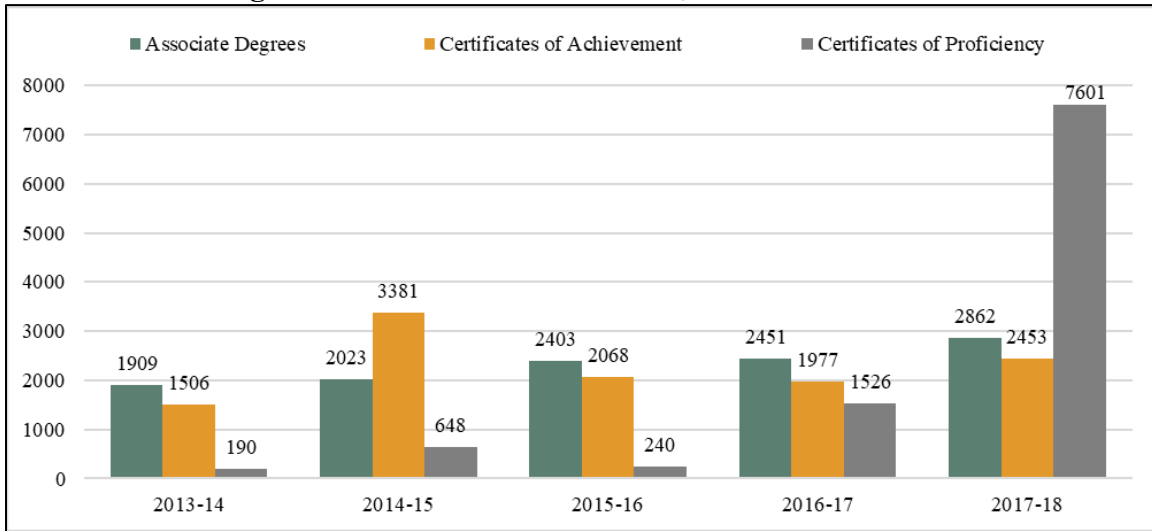
1 level below: Math 060 and 061

Student Demographics & Outcomes

Degrees and Certificates Awarded

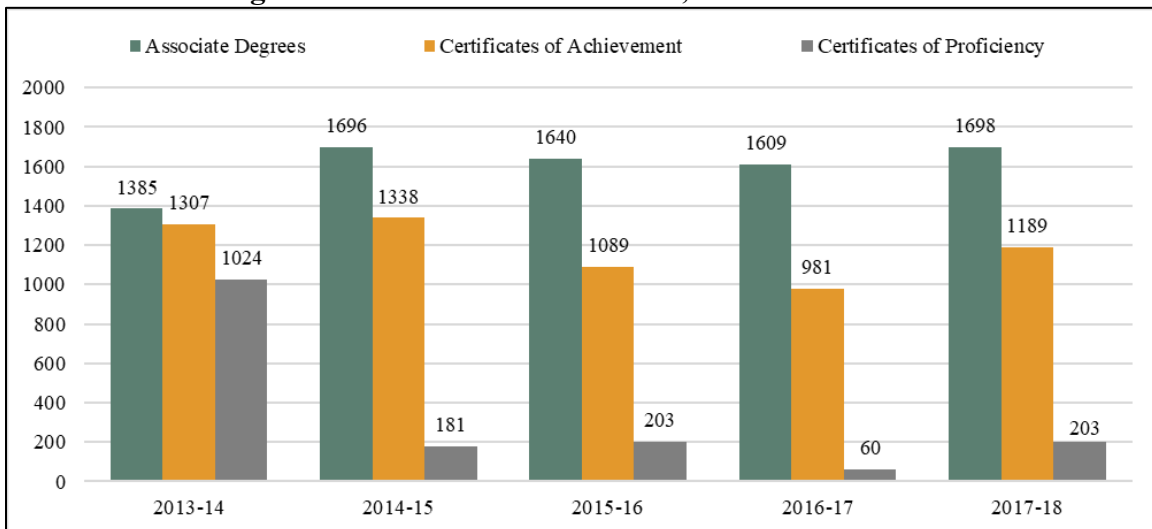
The number of degrees and certificates awarded to students in the last five years has increased by 50% at SAC and 23% at SCC. The large increase in certificates of proficiency at SAC is contributed to the fire service core competencies.

**Santa Ana College
Degrees and Certificates Awarded, 2013-14 to 2017-18**



Source: SAC Graduation Office

**Santiago Canyon College
Degrees and Certificates Awarded, 2013-14 to 2017-18**



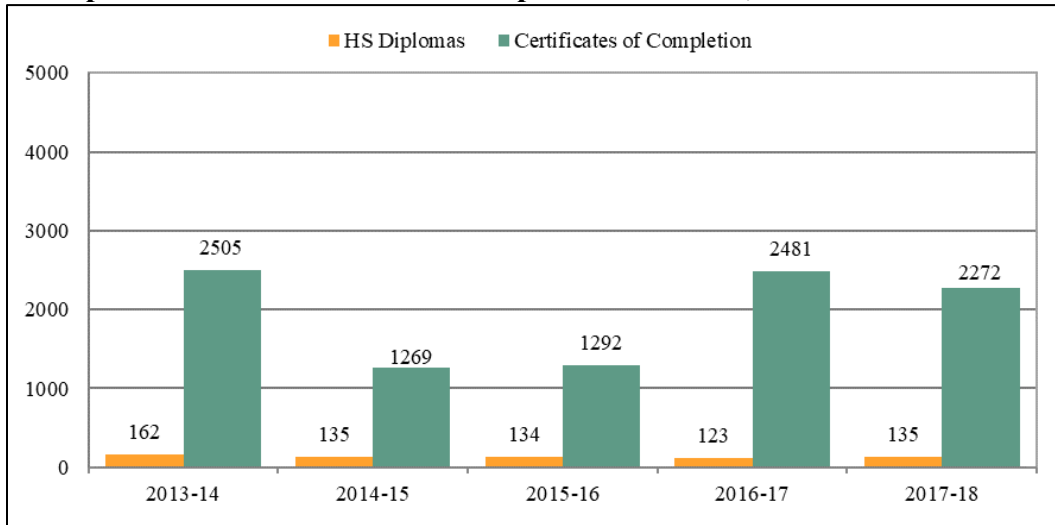
Source: SCC Graduation Office

Student Demographics & Outcomes

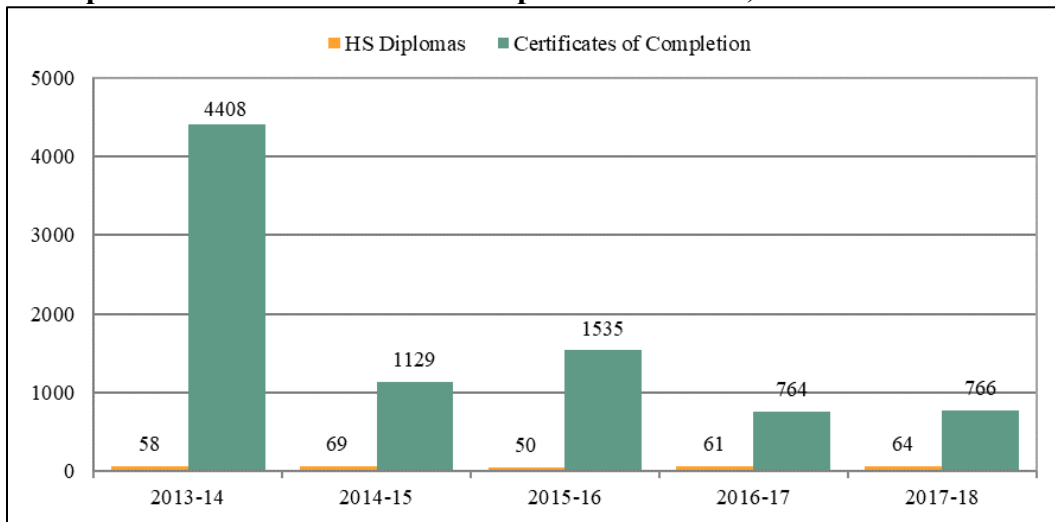
Diplomas and Certificates of Completion Awarded

The number of high school diplomas awarded remains steady. The volatility of the number of completions awarded is due to the different stages of degree audit implementation.

**SAC School of Continuing Education
Diplomas and Certificates of Completion Awarded, 2013-14 to 2017-18**



**SCC Division of Continuing Education
Diplomas and Certificates of Completion Awarded, 2013-14 to 2017-18**



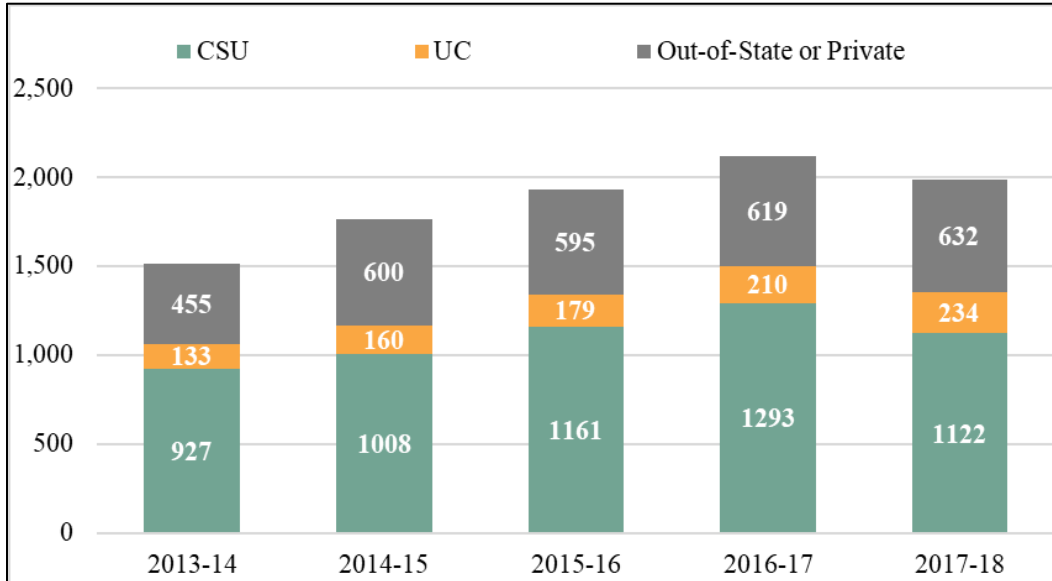
Source: RSCCD Research Data Warehouse

Student Demographics & Outcomes

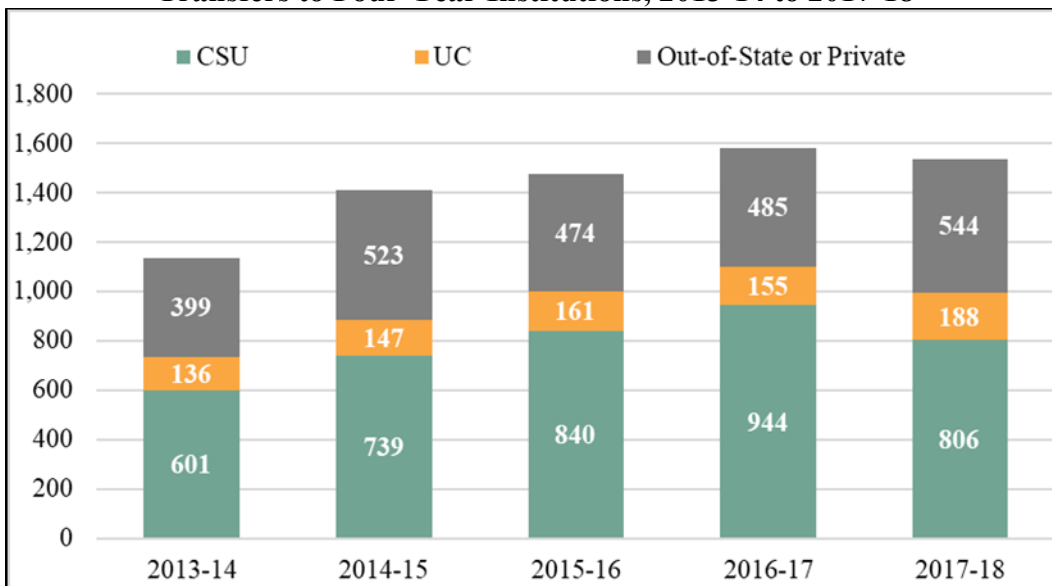
Transfers to Four-Year Institutions

Both SAC and SCC experienced an increase in the number of transfers in the last five years; however, the number of transfers in 2017-18 from both colleges slightly declined compared to the prior year.

Santa Ana College
Transfers to Four-Year Institutions, 2013-14 to 2017-18



Santiago Canyon College
Transfers to Four-Year Institutions, 2013-14 to 2017-18



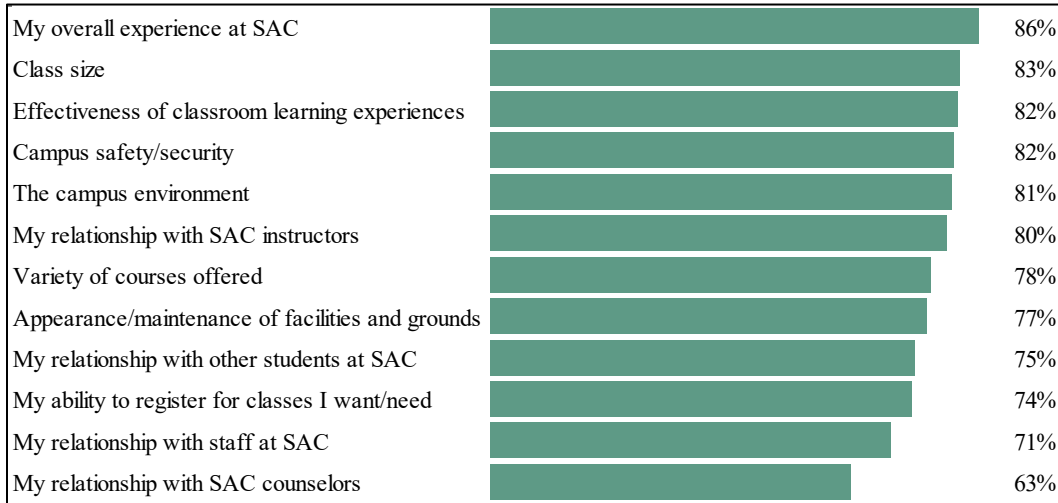
Source: National Student Clearinghouse and RSCCD Research Data Warehouse

Student Demographics & Outcomes

Student Satisfaction

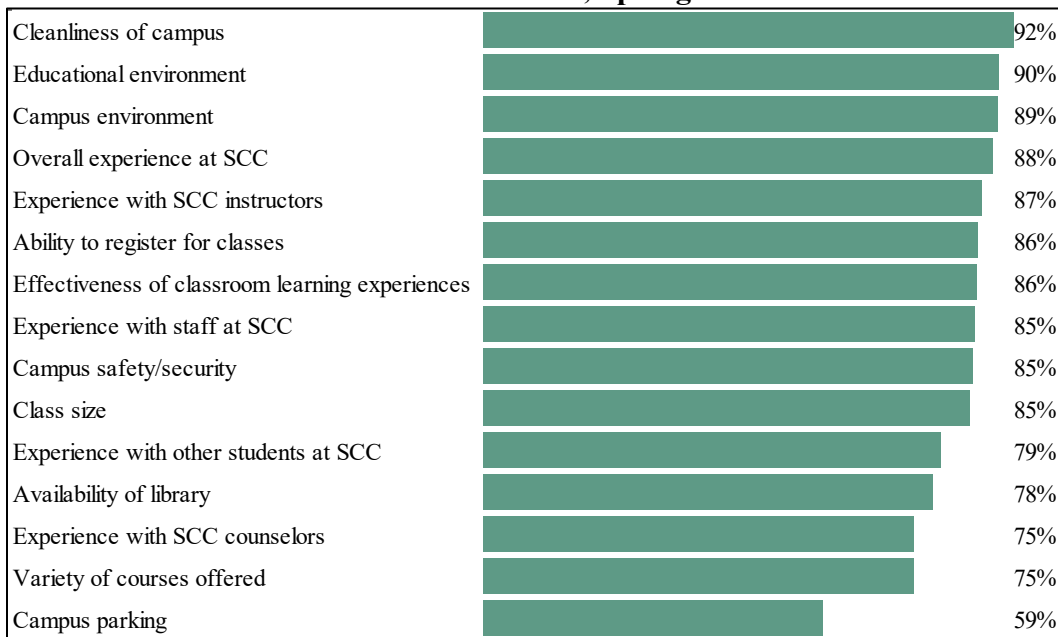
Student satisfaction survey results revealed that students are generally pleased with their college experiences at both SAC and SCC.

Santa Ana College Student Satisfaction, Spring 2018



Percent of "good" and "excellent"

Santiago Canyon College Student Satisfaction, Spring 2018



Source: SAC/SCC Student Satisfaction Report

Percent of "good" and "excellent"

Student Demographics & Outcomes

Institutional Learning Outcomes

Students rated a variety of institutional learning outcomes as satisfactory (77% to 89% for SAC and 76% to 86% for SCC).

Santa Ana College Institutional Learning Outcomes, Spring 2018

Listen actively and respectfully to others	89%
Respect and work with people of different backgrounds	88%
Interact with integrity and awareness of others' opinions and values	88%
Read effectively and analytically at the college level	86%
Think logically, solve problems, explain conclusions	86%
Understand ethical issues about the environment	85%
Speak in a clear and organized fashion to explain ideas/feelings	85%
Understand ethical issues to make sound decisions and judgments	85%
Formulate original ideas and concepts and to integrate ideas	84%
Write in an organized and grammatically correct fashion to explain ideas/feelings	84%
Become informed, ethical, and active citizens of the community, nation, and world	83%
Demonstrate habits of intellectual and physical well-being	82%
Work effectively in groups to make decisions and seek consensus	80%
Produce and respond to artistic and creative expression	80%
Use college-level mathematical concepts and methods	78%
Conduct research using printed material and computer technology	78%
Select and develop a career	77%

Percent of "good" and "excellent"

Santiago Canyon College Institutional Learning Outcomes, Spring 2018

Take responsibility for one's own learning and well-being	86%
Be a responsible community member	85%
Act to maintain one's dignity and self-respect	83%
Critically analyze, evaluate, and organize data to solve problems	83%
Creatively use concepts to make learning relevant	82%
Communicate ideas in a clear and articulate manner	81%
Maintain cultural literacy, lifelong learning, and the environment	81%
Reflectively assess one's values, assumptions, and attitudes	80%
Communicate accurately to diverse audiences	80%
Communicate in various formats using diverse technology	78%
Learn about one's chosen academic major	76%
Learn about professional conduct and workplace ethics	76%

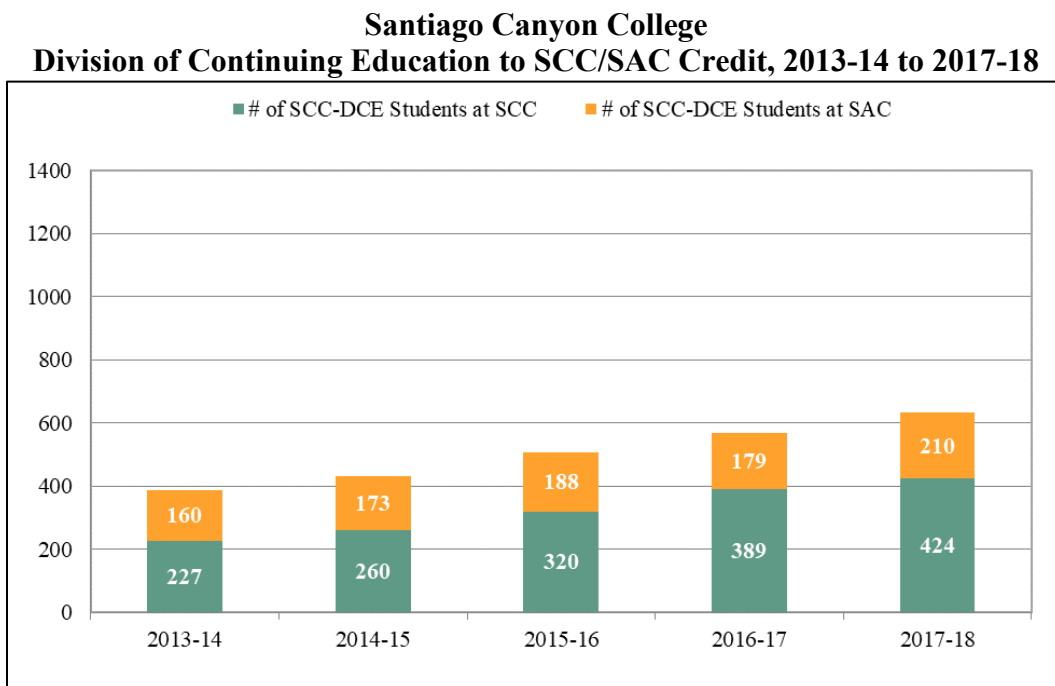
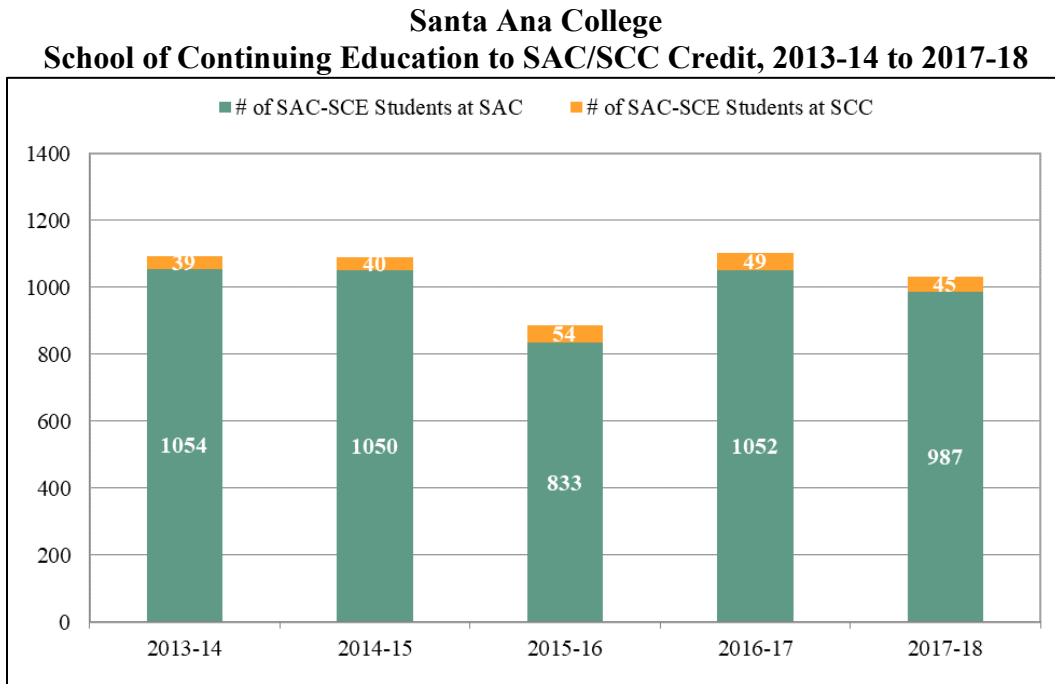
Source: SAC/SCC Student Satisfaction Reports

Percent of "good" and "excellent"

Student Demographics & Outcomes

Matriculation of Continuing Education Students to College Credit Coursework

The number of students who matriculated from the continuing education program to credit college coursework at SCC increased but slightly decreased at SAC.



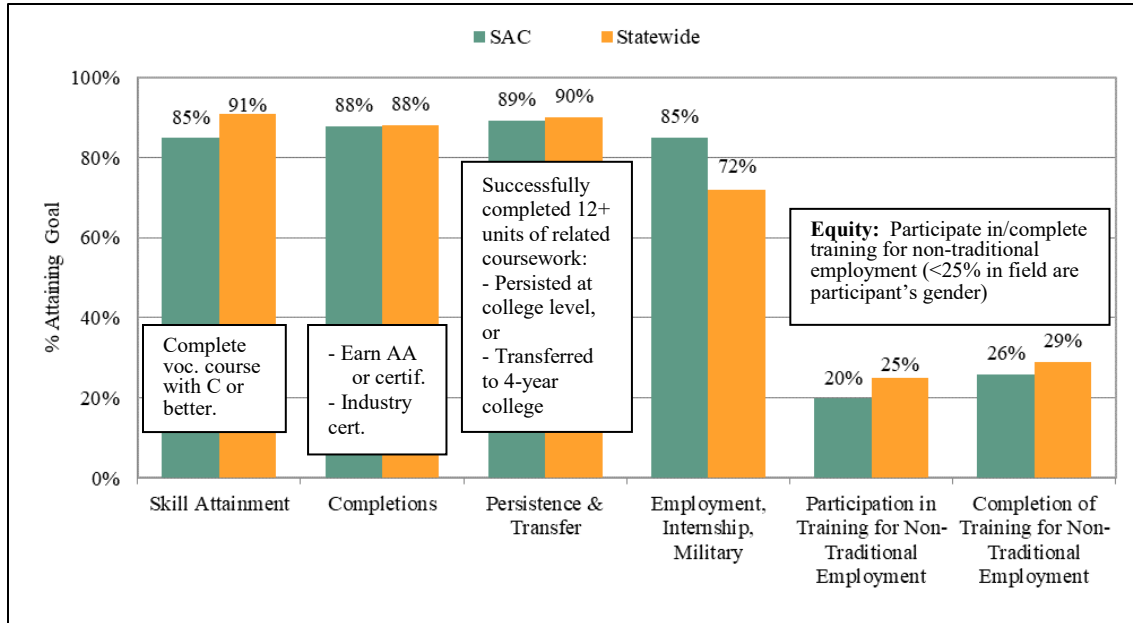
Source: RSCCD Research Data Warehouse

Student Demographics & Outcomes

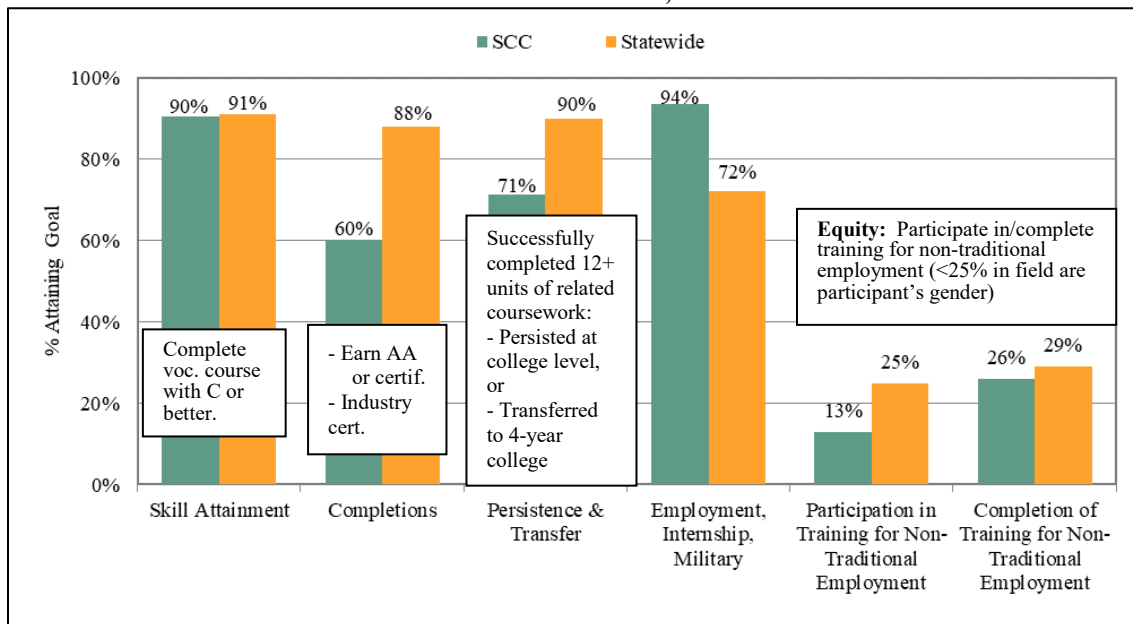
Career Technical Education (CTE)

Career Technical Education (CTE) students' performance is comparable to CTE students statewide. Some metrics for SCC are lower due to the apprenticeship program where students may not intend to continue to enroll, to transfer, or to earn a degree/certificate.

**Santa Ana College
Performance Measures, 2018-19**



**Santiago Canyon College
Performance Measures, 2018-19**



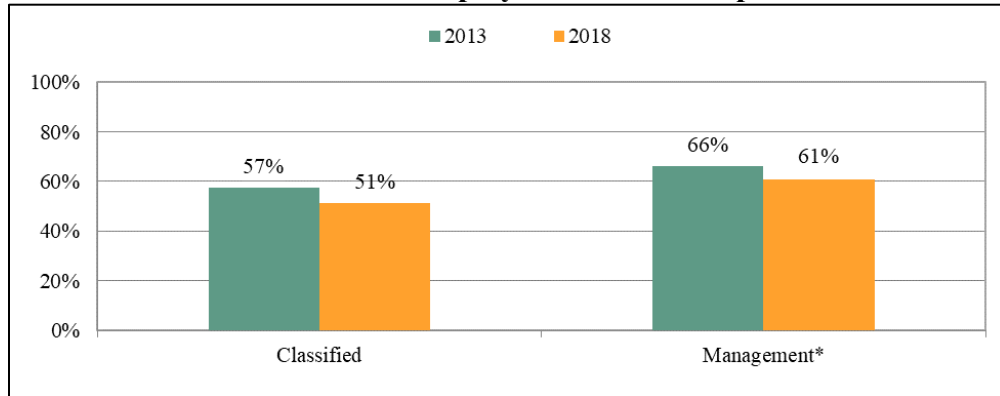
Source: CCCC Core Indicator Reports

Resources

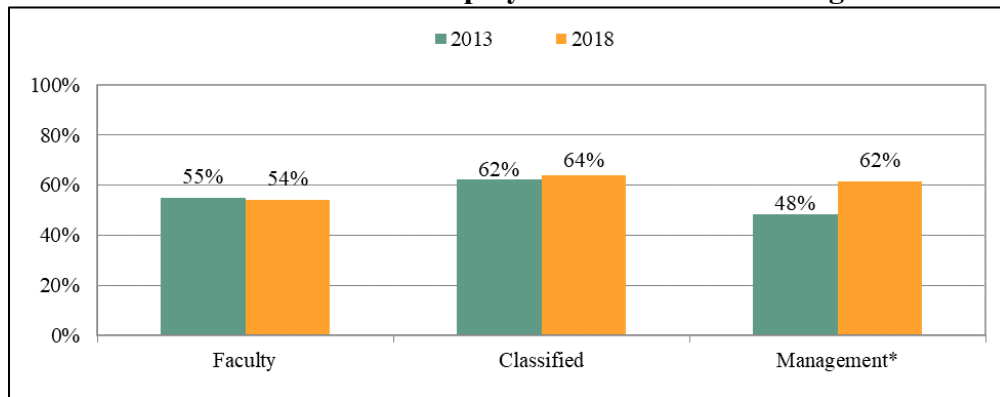
Full-Time Employee Gender by Employment Classification

As measured by gender, RSCCD employees are diverse.

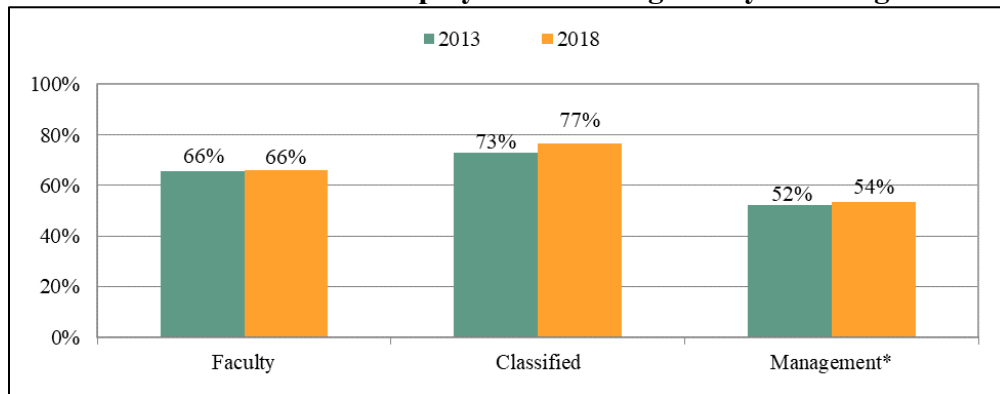
Percent of Female Employees at District Operations



Percent of Female Employees at Santa Ana College



Percent of Female Employees at Santiago Canyon College



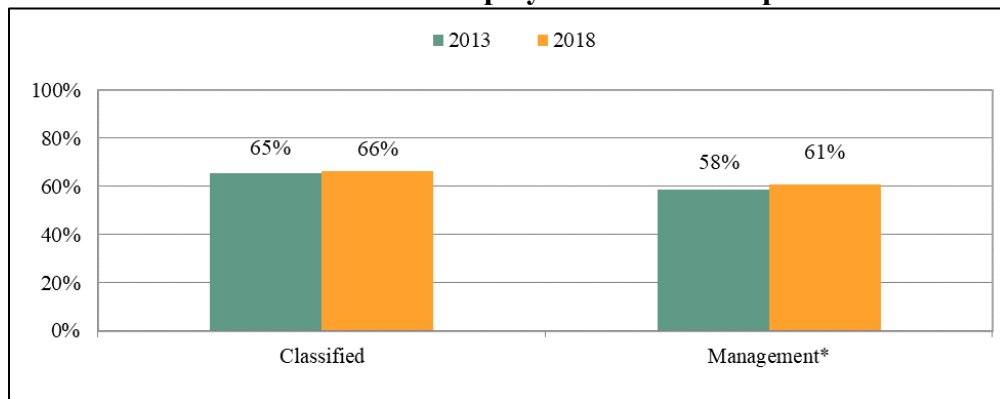
*Management includes confidential
Source: ITS Online Report Repository

Resources

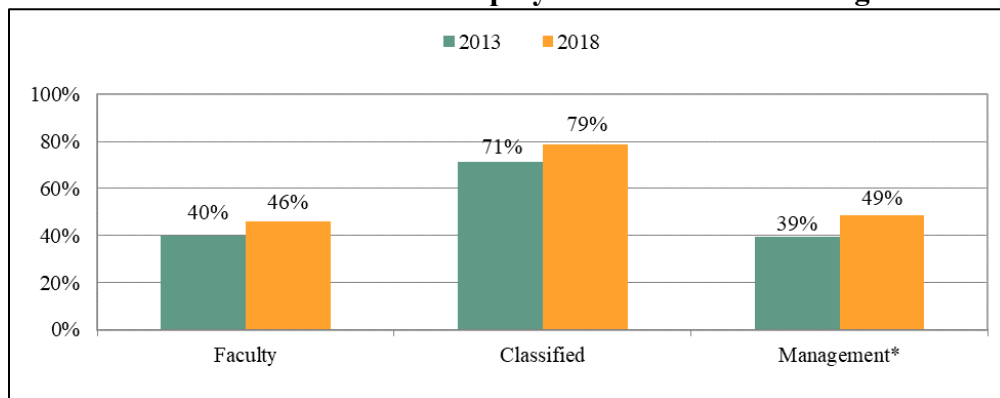
Full-Time Employee Ethnicity by Employment Classification

As measured by ethnicity, RSCCD employees are more diverse as compared to five years ago for each employee group at the colleges and the district office.

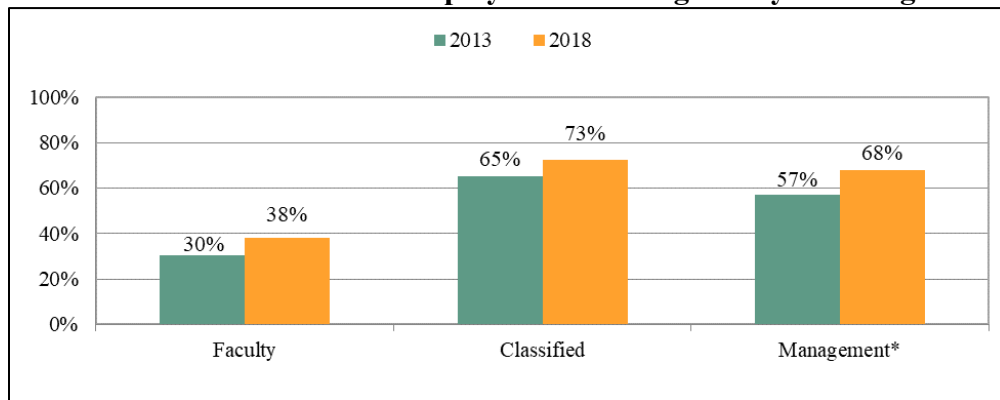
Percent of Non-White Employees at District Operations



Percent of Non-White Employees at Santa Ana College



Percent of Non-White Employees at Santiago Canyon College



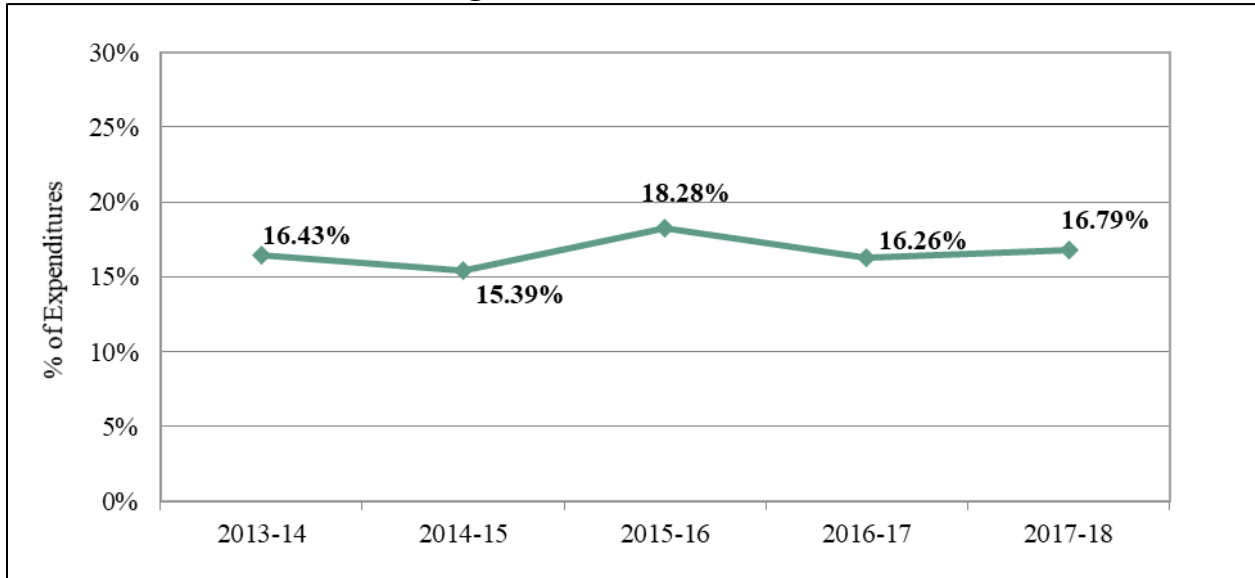
*Management includes confidential
Source: ITS Online Report Repository

Resources

District Ending Balance

Ending Fund Balance is the cash set aside as a prudent reserve for extraordinary expenditures. The District ending fund balance held steady between 15% and 18% for the last five fiscal year.

Ending Balance, 2013-14 to 2017-18



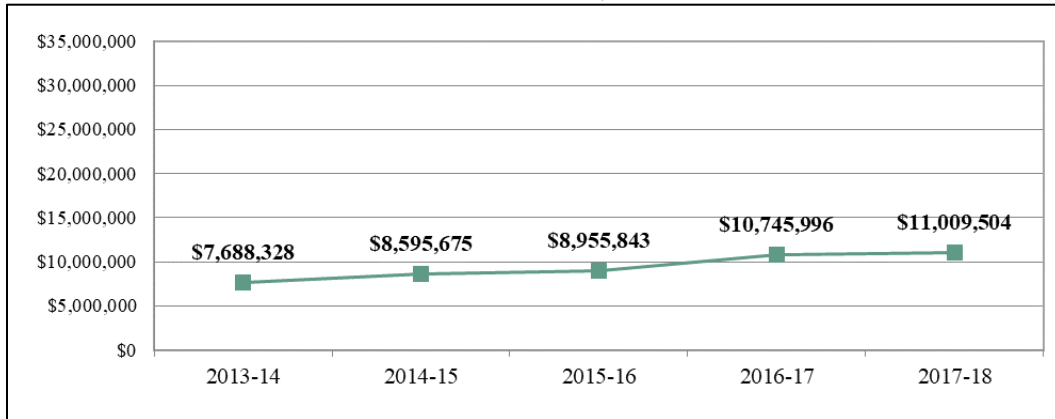
Source: RSCCD Fiscal Services

Resources

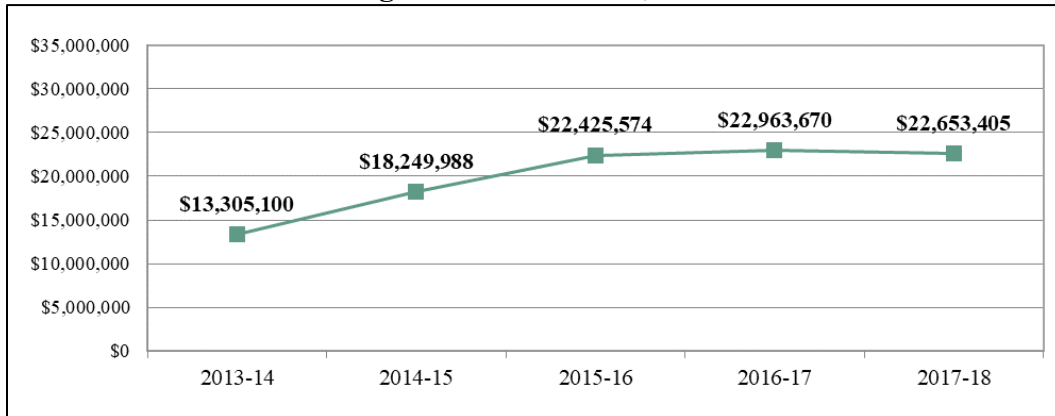
Competitive and Entitlement Grants Received

The competitive and entitlement grants income for the District and both colleges has steadily increased for the last five years.

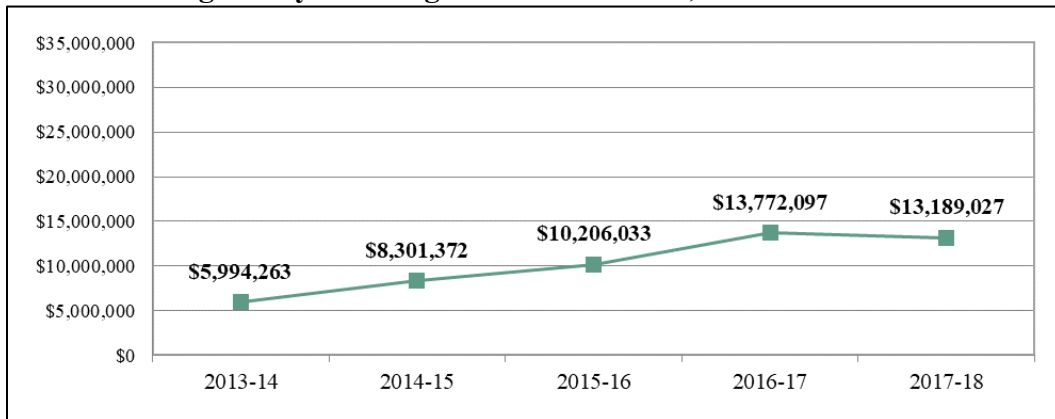
Districtwide Grants Received, 2013-14 to 2017-18



Santa Ana College Grants Received, 2013-14 to 2017-18



Santiago Canyon College Grants Received, 2013-14 to 2017-18



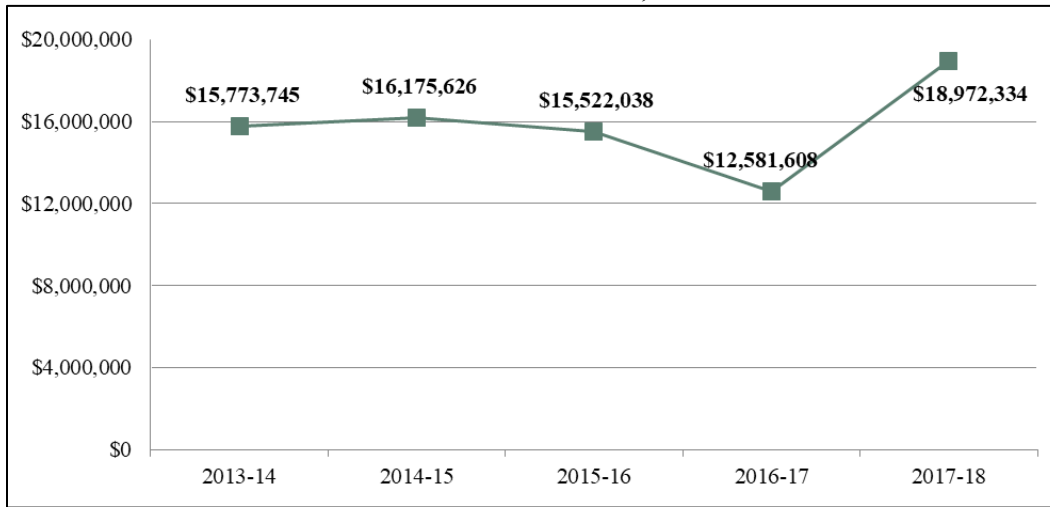
Source: RSCCD Resource Development

Resources

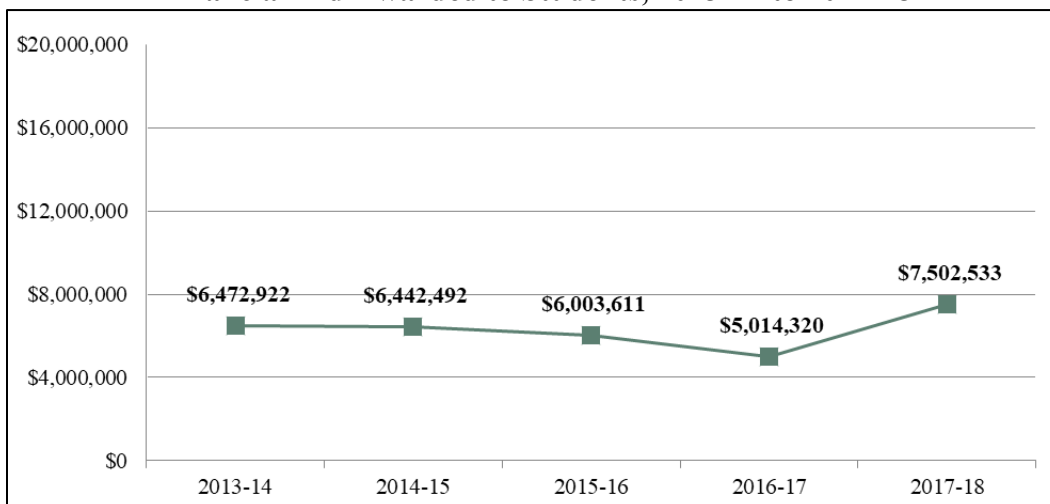
Financial Aid Awarded

The colleges continue to award more financial aid to students, \$21.3 million to \$26.5 million within the last five years.

**Santa Ana College
Financial Aid Awarded to Students, 2013-14 to 2017-18**



**Santiago Canyon College
Financial Aid Awarded to Students, 2013-14 to 2017-18**



Source: RSCCD Resource Development

Policies

Issues to consider:

- Accountability at all levels of government: federal, state and local to ensure student achievement and outcomes will continue to be a priority. The public scrutiny of data, especially as related to outcomes in higher education, must be expected.
- A thorough review of programs and services for “opportunities” to capture additional dollars as outcomes, not just enrollment, are tied to the new funding model being implemented at the California community college system.
- Continue to develop and refine educational pathways for students at all levels of the educational pipeline; thereby partnerships with local K-12 school districts, four-year public and private universities and colleges, and other community education providers will be especially important.
- Preparing our course offerings, support services to ensure our colleges and staff are ready to serve for ALL students, regardless of their academic standing or social economic statuses. We must close the achievement gaps of all groups, in particular, the underrepresented populations, and there are many, to ensure success for all.
- Build and/or nurture alliances with regional business and industry leaders to ensure that our colleges are preparing students for the workforce, especially in terms of the shortage in middle-skills occupations.
- In an era of multiple demands on people’s time, creating vibrant distance education offerings, as well as how to offer appropriate support services to these students should be a priority for our colleges.

These issues are interconnected and either directly or indirectly inform the other policies. There is a need to integrate planning and processes, constant monitoring of changes, dependent on the integrity of data and meticulous energy to disaggregate data to ensure we are closing the achievement gaps and ensure success for all students, as they are tied to funding. California Community Colleges continue to struggle with too few students completing and/or taking too long to complete their educational goal; students lack the accessibility into our system, and achievement gaps continue to exist for many groups. The system introduced new reforms so we can all reach that goal:

- **Student Equity and Achievement Program (SEAP)** braids together three categorical funding sources: Equity, Student Success Project and Support Program, and Basic Skills Initiatives to ensure that colleges serve all students with the emphasis of removing achievement gaps. SEAP will become the oversight for the implementation of the activities and practices (to maintain a student equity plan, provide matriculation services to assist students in making informed decisions, etc.) under the Guided Pathways and, the reformulation of basic skills coursework as related to AB 705 (to ensure students complete English and math deficiency in a timely manner). SEAP is also integral to the outcomes arm of the Student-Centered Funding Formula (SCFF) by targeting assessments across student outcomes – thus these two issues are effectively inseparable.

- **Guided Pathways** proposes structural changes in order to resolve issues of clarity in curriculum and remove bureaucratic roadblocks. Many of these problems impact underserved communities; thereby reinforcing the equity element needed to remove the achievement gaps. It is also the framework that the CCCCO has set up to ensure colleges meet the goals set within the SCFF. This is also tied into AB 705 & 1805 and other related legislation – such that we need to remove structural issues from the institutions and evaluate business processes from a more student-centered lens.
- **Student-Centered Funding Formula** - Rather than relying on the student enrollment method of funding schools – which also gives less money to colleges that may need it most, to address the issues they are faced with. SCFF focuses on three areas: access, equity, and success. It still funds largely on enrollments, but an increasing portion of the state funding focuses on student success metrics as we move into the future.