

RSCCD Comprehensive Master Plan

Annual Progress Report

Fall 2014



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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 our 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, the Fiscal Resources, the Human Resources, the Physical Resources and the Technology Advisory Group.

The Planning and Organizational Effectiveness Committee (POE), made up of representatives from both Colleges and District services, oversees the planning activities and monitors the implementation of the RSCCD Comprehensive Master Plan and the RSCCD Strategic Plan. This 2013-2014 Annual Progress Report details the second year progress towards the 2013-2023 RSCCD Goals and 2013-2016 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

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).

SAC and SCC have engaged in an ongoing effort to ensure that students are able to complete their desired educational pathway and achieve their goals of transfer, degree completion or certificate completion. SAC has 23 and SCC has 17 Associate Degrees for Transfer approved by the Chancellor's Office and fully meeting their target.

SAC is developing a comprehensive Enrollment Management Plan, which includes carefully developed pathways to completion in all degree and certificate programs with robust connections to the School of Continuing Education and to the Counseling Division. The overall plan is informed by the needs of the community we served and is

responsive to both incoming and continuing students.

SAC 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. SAC has greatly expanded math and English offerings as a result. In planning for the 2015 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 demand to offer courses that meet the demand.

Continuing Education Program

Through participation in the AB 86 Regional Consortium, SAC and SCC have conducted an extensive needs analysis for how it can better serve the community. A detailed report is available as part of the Rancho Santiago Regional Comprehensive Adult Education Plan.

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 consortium, SAC is also 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.

Business/Industry Programs

CTE programs for both Colleges have advisory committees comprised of faculty and industry and community partners that offer guidance in assuring students completing certificates and degrees demonstrate the technical and professional competencies that meet employment standards. The majority of advisory committees' members are from the business/industry sector.

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.

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

The Colleges also participate with city, county, regional, and statewide organizations (Deputy Sector Navigators, Los Angeles/Orange County Regional Consortium (LAOCRC), Career Technical Education Orange County (CTEoc) and Vital Link Orange County, etc.) that bring industries together to educate faculty/staff about skills gaps and certification requirements within CTE industries.

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

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

The Fiscal Resources Committee (FRC) regularly discusses the need for advocacy related to securing funds that are owed to the District like property tax and apportionment shortfalls, redevelopment funds, etc. 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 additional access/growth funding for the Colleges’ student educational needs.

Grants include entitlement allocations (i.e., funds awarded through a non-competitive process, such as VTEA, DSPS, EOPS, etc.), renewals (i.e., new year funding for a multi-year grant), and competitive grants (i.e., grant applied for through a competitive process). The chart below provides trend data on the number of competitive grants submitted in the last three years, the total dollars applied for, and the number of grants awarded and the amount of funds awarded.

	2011-2012	2012-2013	2013-2014
Competitive Grants Submitted	10	19	14
Grant Received	8	11	6
Funds Applied	\$12,503,022	\$12,338,543	\$20,269,000
Funds Awarded	\$3,111,707	\$5,251,308	\$9,390,000

Projects applied and awarded in 2013-2014:

- Career Pathways Trust–OC Teacher Pathway Partnership:** Regional collaboration directed by SCC to engage high school students in paraprofessional educator courses, work experience, and internships in order to increase interest and enrollment in SAC, SCC, and Fullerton College teacher pathway programs and increase transfer to CSUF’s Teacher Education Program. The project design will focus on engaging underrepresented students in teacher pathways and on strengthening effective STEM (Science, Technology, Engineering and

Math) instruction to diversify and improve the teaching workforce.

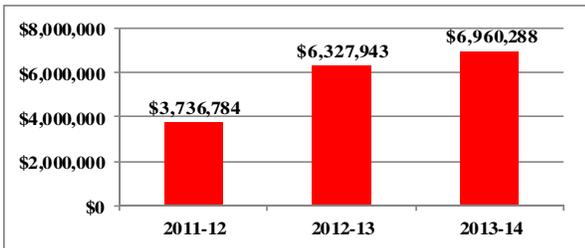
- Workforce Investment Act (WIA) Adult Basic Education:** Normally this would fall under an entitlement allocation, but was conducted as a competitive grant for the 2014-2015 year. These funds support English as a Second Language, Adult Basic Education, GED/High School Subjects, and Jail Programs through our continuing education centers.
- Song Brown Capitation and Song Brown Special Projects** grants improve instruction for nursing students by hiring clinical teaching assistants and improving disadvantaged students’ persistence and completion of the nursing program through advisement and support services.
- Grant awards for SAC to strengthen psychological services for students by employing interns and engaging in strategic planning and for the District to develop a hazard mitigation plan.

Santa Ana College

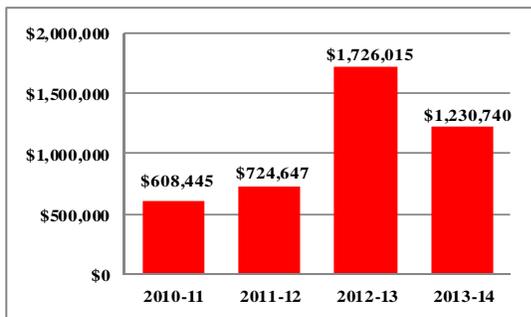
The SAC Foundation/Office of College Advancement will be working in partnership with the College to mark 100 years of student success. The College’s milestone anniversary has played a significant role in the leveraging of new and continued resources for students and programs at SAC. Leading the way, 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:

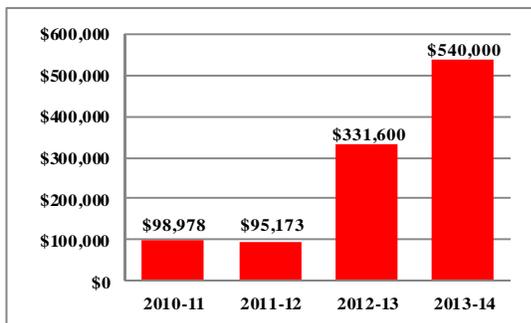
**Santa Ana College Foundation
Total Assets, 2011-2014**



**Santa Ana College Foundation
Fiscal Year Contributions, 2010-2014**



**Santa Ana College Foundation
Grant Funding, 2010-2014**

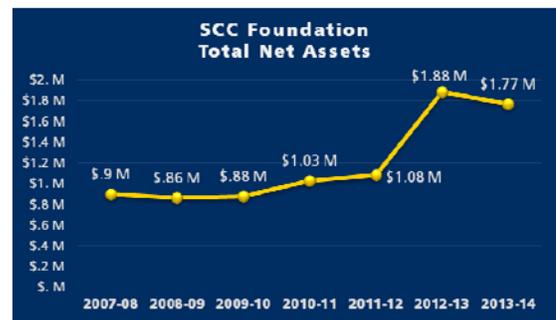
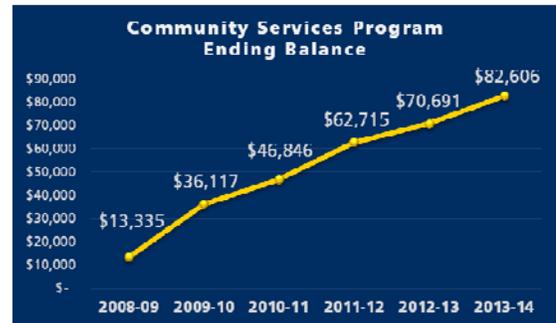


Santiago Canyon College

Since 2008-2009, the SCC Community Services Program has ended each fiscal year with a positive and growing ending balance.

The SCC Foundation is a 501(c)(3) non-profit organization that is exclusively dedicated to raising supplemental funds for Santiago Canyon 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 2012-2013. A dip in net assets in 2013-2014 compared to 2012-2013 stems from an investment to establish two new positions: an international student program coordinator and a foundation development coordinator.



Donations from individuals, businesses, and foundations in 2013-2014 were stable at \$251,205. Ninety-three percent of this revenue is restricted, and the majority goes to scholarships. While the total number of dollars raised was approximately \$15,000 less than the previous year, there was an increase in the total number of donors, reflecting the foundation’s emphasis on expanding outreach and the donor pipeline. The foundation also realized some important new partnerships, including a newly established relationship with CH2MHill, an international engineering company that has made an annual \$5,000 commitment to supporting STEM scholarships. The foundation is also continuing an important partnership with Edison International, which supports SCC’s reestablished Model United Nations program, as well as STEM scholarships. Other sources of revenue include the annual Hawks Golf Tournament, which raises unrestricted revenue for the foundation, as well as funds to support athletic

scholarships. The foundation is also building on a small but growing direct mail campaign, established in 2011, which in the last fiscal year, generated \$4,750 in new revenue.

In terms of direct grant support to Santiago Canyon College, the SCC Foundation was able to provide more than \$20,000 in program grants in 2013-2014, an increase of about \$7,000 from the previous year. These funds are in addition to over \$150,000 in annual direct scholarship and book grant support to students.

During the reporting period, the foundation continued to work toward positioning itself to increase outreach and fundraising capabilities. A recently approved 2014-2019 Strategic Plan outlined four goals that will provide the foundation's blueprint for investments and activities going forward. These goals include:

- 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.

Investments designed to actualize this plan have already begun and include funding a full-time development coordinator, who started in March 2014, and the purchase in June 2014 of a subscription to Blackbaud's The Raiser's Edge, a

powerful donor management software program. Once fully implemented, the software will enhance the foundation's ability to cultivate existing donors, expand the number of new donors; (including alumni and parents, who heretofore have not been engaged philanthropically); diversify funding, and better manage grants and event sponsorships. The software will also allow the foundation to begin to develop and manage new affinity groups, including a planned President's Circle program for donors who make an unrestricted donation of \$1000 or more to the foundation.

Seek external grants: Applied for a \$10,000 Allergan Foundation STEM grant (received \$5,000); for a 2nd consecutive year received \$25,000 from Edison International (\$10k for Model UN and \$15k for STEM scholarships); and two pending grants from the Orange Rotary Club and the Orange County Community Foundation for \$1,200 and \$5,000 respectively.

Alumni Development: The alumni network is growing. The Foundation currently has information on over 15,000 alumni; survey of graduates has yielded a response from 427 alumni. Other alumni development activities include: an alumni newsletter every semester, an Alumni Network Facebook page, two mixers, two professional development opportunities through the Career Center, athletic and movie nights sponsored by Associated Student Government and alumni webpage.

Objective 1C: CONTINUE TO MONITOR STUDENT EDUCATIONAL PREPARATION

The RSCCD Research Department administers student satisfaction surveys annually to credit students and biennially to continuing education students. The reports are disseminated to College staff for discussion and evaluation at the appropriate levels (department and/or programs) and incorporate findings in their planning. For college credit students, overall satisfaction levels for classroom experience/quality of instruction held steady at eighty-one percent in the college credit program and ninety-five percent for non-credit programs at both Colleges.

The Research Department publishes reports on enrollment and outcome trends of our two main school districts, Santa Ana USD and Orange USD, graduates who matriculate to SAC and SCC respectively. Data is disaggregated by the high school and includes 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 reports are posted on the department website for reference.

The department also summarizes six-year course advisements for math, English, ESL/ACE/EMLS, and Reading. Within the last six years, more students have been placed into transfer-level courses, which reflects a fifteen percent increase in English 101 (Freshman Composition), a two percent increase in Reading 150 (Critical Reading), and a nine percent increase in Math 105/140/145/160/219 (transfer-level math). The ESL/ACE/EMLS placement has fewer test-takers and smaller programs, reflecting decreased demand. These reports are disseminated to College staff and posted on the RSCCD Research Department website for references. The Colleges regularly assess student learning outcomes and collect data regarding English and math placement tests.

The Research Department regularly produces a five-year grade distribution report (by course, 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 department. They are also encouraged to request more in-depth research from the Research Department so that they make informed plans/decisions for their respective departments and their students. These data are posted on the RSCCD Research Department webpage under “SAC/SCC Program Review Resources” for reference.

The Research Department has also compiled grade reports by ethnicity, gender, and age group for the general population; for those enrolled in CTE vs. non-CTE; in basic skills vs. non-basic skills; in academies vs. non-academies, in apprenticeship vs. non-apprenticeship; and in distance education vs. non-distance education. These reports have been used by the Colleges as part of their self-evaluation processes, at various department meetings, and posted on the Research Department website for reference.

Santa Ana College

Through the Santa Ana Partnership, the College has a robust intersegmental Research and Evaluation Team that meets throughout the academic year to study critical metrics and trends related to academic preparation 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 academic preparation in English and math over the last 15 years, 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 robust data sharing agreement which makes

academic information for all students in SAUSD available.

Santiago Canyon College

In partnership with the Orange Unified School District, the College attempted to procure a write out CAPP Grant to help students navigate the new Common Core Standards and to improve math

scores and matriculation between Orange High School students and Santiago Canyon College. Math and English faculty and administration from the two institutions participated in the venture. Even though attempts to procure grant funding were unsuccessful, the College has established a working partnership and dialogue is ongoing.

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**

The District is represented on the Orange County Workforce Investment Board and the Santa Ana Workforce Investment Board 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 colleges districts, with the Orange County Department of Education, local industry, and with non-profit organizations.

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) that culminates in a model application, assessment, and placement program that is enriched by direct financial support, linked to the SAC Foundation, which makes college possible for all members of the Santa Ana 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 graduating class will make history with nearly seventy percent earning both their A.A. and high school diploma. Complementing the pipeline, outreach work is a robust set of community-centered activities led by outreach professionals in both credit and non-credit

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 at the close of the spring 2014 semester when SAC and the Santa Ana Partnership opened a One-Stop Higher Education as part of the Main Santa Ana Public Library.

Through the AB86 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.

Santiago Canyon College

A key effort is to strengthen outreach and recruitment and to develop new and sustain current relationships with key partners and stakeholders.

- The President is an active participant in education and community issues. He serves on the Community Foundation of Orange Board of Directors and works closely with executive leaders of other regional educational

and community organizations to align and position the College to partner in such ventures as the STEM2 Title III partnership with CSUF, the Community Foundation of Orange Blossom Talent Showcase (and SCC Buy-The-Book grants), and the Coast Keepers Demonstration Sustainable Garden on the SCC campus.

- Through a new STEM Upward Bound grant, strengthened SCC's partnership with Orange Unified School District (OUSD).
- SCC began an International Students Program (ISP), which in its infancy, recruited 20 international students for the spring 2013 semester. As of fall 2014, the ISP has grown to 48 students, helping expand the College's reach and providing SCC an opportunity to educate and serve the global community and provide all students with exposure to additional diverse cultures
- Continue to support Community Science Night, where over 2,000 OUSD students and their parents enjoy a fun and educational evening of science exhibits and demonstrations.

The High School and Community Outreach Program fosters and 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 program is Outreach's primary vehicle for engaging new students. Outreach offers this program to graduating seniors from local high schools to increase the base enrollment of full-time students. This program was also designed to assist high school seniors with college readiness by hosting workshops on college applications, providing placement testing for English and math, and registering these students for the upcoming fall semester. In addition to the student orientations, parents are also presented with an orientation to equip them with critical college information.

The Outreach department strives to register 1,000 or more high school seniors through SCC's Early Welcome (EW) program, and that goal was successfully met for 2014. The Outreach department recruits students for the EW program from various Orange County and Riverside County school districts; the majority of the EW participants come from OUSD. The Outreach department also visits and promotes SCC's EW program to non-OUSD high schools. The EW program offers application workshops to SCC's feeder high schools (Canyon HS, El Modena HS, Orange HS, Richland HS and Villa Park HS), but in 2014, the Outreach Department was able to offer more application workshops to non-feeder schools such as El Dorado HS, Tustin HS, Anaheim HS, Corona HS, Mater Dei HS, and Orange Lutheran HS.

For the past three years, SCC has offered the program "CROSSroads" to incoming high school seniors. The goal of the program is to help students be college-ready by providing them with a review of fundamental skills in math and English that will assist their placement into transfer-level courses. The English portion consists of four two-hour workshops taught by faculty who review key concepts of the writing process and conduct a writing sample. The math portion consists of an orientation, individualized computer math modules, and a placement test. The programs are offered in the spring prior to SCC's placement tests. Students who do not place into college-level courses based on the CROSSroads tests will have the opportunity to take the school's test as well, thereby receiving another chance to avoid remediation. Every November, CROSSroads is promoted at SCC Family Night where high school seniors and their parents come to learn about the College's many programs and services. In fall 2014, 340 guests attended, including 140 high school students from 21 high schools.

Combined, both 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.

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

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 our ICT/Digital Media programs up-to-date with the employment trends of these industries, which are in a constant state of innovation and flux. RSCCD has also been selected to lead four of the region's priority and emerging industry sector programs, through awards of the Deputy Sector Navigators for ICT/Digital Media, Retail/Hospitality/Tourism, Global Trade, and Small Business.

In addition, SCC 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 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 roll-out of Doing What Matter's grants in the region, by providing information, guidance, and support for the colleges.

Santa Ana College is a partner with UCI on a newly awarded National Science Foundation I-USE grant to strengthen engineering transfer pathways. SAC has also led a collaborative, including Santiago Canyon College and Fullerton College, to develop a regional approach for biotechnology program development, and the College submitted a grant application to the National Science Foundation to strengthen work-based learning in their programs.

Both SAC and SCC are partners 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 have brought in more than \$4.5 million to invest in strengthening CTE programs to better serve students and employers, and contribute to workforce and economic development in our region. SAC is in the process of renewing these partnerships in pursuit of expanded funding to increase training options for students.

In 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 services provided by the District's programs. Since 2010, the RSCCD Foundation has secured \$206,500 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 the SAC that lead to employment in regional occupations and an impressive doubling of degrees and certificates (exclusive of transfer certification) since 2008, SAC is a workforce development engine for central Orange County. These industry-supported programs include Welding, Auto Technology, Occupational Therapy, Nursing, the Criminal Justice and Fire Academies, and Pharmacy Technician.

SAC participates in the CTE LaunchBoard, a statewide data system, to track K-12 participation in CTE programs and then into the workforce. SAC 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.

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

- More than half (60% to 70%) 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 program students who became certified Global Business Professionals have also found jobs in the field.
- Seventy-eight percent of the Pharmacy Technology program graduates found jobs in the field.

Complementing all of this work is a newly launched Center for CTE Success and Completion at SAC. Similar to the University Transfer Center, the new CTE Success Center provides individualized follow-up with students that are close to completion, and 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 new service area and will drive expanded certificate and degree completion in the coming year.

Santiago Canyon College

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

- SCC leads the state's largest Joint Apprenticeship Training Centers (JATCs) in carpentry, cosmetology, 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 towards an Associate of Science Degree or Certificate of Achievement.

- *Career Pathways Trust–OC Teacher Pathway Partnership:* The 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 will focus on engaging underrepresented students in teacher pathways and on strengthening effective STEM instruction to diversify and improve the teaching workforce.
- SCC's Biotechnology Program was recently approved by the Los Angeles/Orange County Regional Consortia and 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.
- SCC 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 towards 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.
- SCC is the fiscal agent for the Los Angeles/Orange County Regional Consortium, the convening group for CTE program approval and CTE collaboratives among the 27 colleges in the LA/OC area.

SCC participated in the 2013 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 2,045 former students contacted either by mail or phone, 244 (12%) responded to the survey:

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

- Fifty-four percent of respondents indicated they are working in the same field as their studies and training, and twenty percent indicated they work in a field that is "close" to their studies and training.
- The hourly wage of all respondents increased thirty-one percent from their hourly wage before their studies (\$21.90) to their hourly wage after completing their studies (\$28.73).

SCC will also be participating in the next CTE Employment Outcomes Survey, which will span the 2014-2015 academic year.

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

In the early 1990s, RSCCD staff, faculty, and Board members identified 12 measures that describe the effectiveness of 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 Research Department 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.

Research also annually monitors, publishes, and disseminates the educational goal completion data for university transfer, degrees, certificates, and diplomas to the College community. In the last four years, the number of those who transferred to the four-year universities has increased (2426 in 2009-2010 to 3216 in 2013-2014); AA/AS degrees awarded have increased (1925 in 2009-2010 to 3277 in 2013-2014); certificates of achievement have also increased significantly (1739 in 2009-2010 to 2747 in 2013-2014) and certificates of proficiency have increased (173 in 2009-2010 to 1246 in 2013-2014). The Schools of Continuing Education continue to award many high school diplomas (235 in 2009-2010 to 220 in 2013-2014) and certificates of completion (577 in 2009-2010 to 6913 in 2013-2014). These reports are disseminated to College staff and posted on the

RSCCD Research Department webpage for reference.

Santa Ana College

The 2014-2015 academic year is a historic one for SAC, in which the state’s reinvestment in access and success/completion has triggered 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 will be complemented by the collaborative creation of a plan for enrollment management that is engaged by stakeholders continuously to maximize its 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.

As a result of a significant investment in professional staff time in Admissions & Records, complemented by programming work in IT, by July of 2014 SAC had a functioning Degree & Certificate Audit program that 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.

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. For example, on February 4, 2014, during a meeting with Department Chairs and Instructional Deans, comparison data (fall 2008 through fall 2013) about completion rates for degrees, transfers, and certificates was shared.

As a result of the planning activities in Academic Affairs during 2013-2014 and evaluation of the available data, SAC developed class schedules based on current 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 which 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, and a set of ten topical student success workshops engage all

educators in study and dialogue regarding student success at the College.

Santiago Canyon College

In 2014, 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 2013, SCC students collectively contributed to an overall successful course completion rate of sixty-nine percent, exceeding the standard of sixty-three percent.
- In 2013-2014, SCC awarded 195 more degrees than in 2012-2013. This is a seventeen percent increase over the previous academic year.
- In the same year, SCC awarded 720 more certificates than in 2012-2013. This is a forty-seven percent increase over the previous academic year.
- The SCC transfer count is 1,141 for 2013-2014, an increase of ten percent over the previous year. Six hundred and twenty-two students transferred to a California State University, 139 to a University of California, and 380 to private or out-of-state institutions.

SCC 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 the 2012-2013 academic year, the successful course completion rate of foster youths was fifty-two percent, significantly below the College wide average.
- In fall 2013, fourteen percent of students were placed on academic probation. Groups having the highest probation rates were Native American/Alaskan, male, 18-21, low-income, and foster youth students.
- In fall 2013, 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 Veteran students.

- In the 2012-2013 academic year, lower proportions of Latino, low-income, and foster youth students achieved degree completion. With the addition of DSPS and veteran students, these same groups transferred to four-year schools at disproportionately lower rates as well.

SCC's Student Equity Plan outlines activities that address these, as well as other, areas of disproportionate impact. Further research is planned to evaluate identified strategies designed to increase student success and achievement for disproportionately impacted groups.

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

Santa Ana College

At the close of the 2013-2014 academic year, SAC 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 that were also working with classified staff on related goals. All professional development at SAC is centered on student success and equity, and all staff that 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 where all students will be oriented and develop Educational Completion Plans within their first semester of study.

The academic pathways that will be established for all student programs at SAC will be jointly posted on the Academic Affairs website and department websites to broadcast the College's commitment to making streamlined pathways of required courses available to students in predictable ways throughout the academic year. This robust infrastructure and the enrollment management work that will occur concurrently will be further supported by the expansion of accelerated course completion pathways and articulation agreements to minimize the time to degree for students across the board. Additional hours at academic centers, such as the Learning Center, the Math Center, the Academic Computing Center and more represents

another coordinated effort to give students the support they need to succeed in each course they need along the pathway.

Santiago Canyon College

As part of the Student Success Initiative, SCC began building its Degree Audit academic program requirements in the Ellucian (formerly Datatel) Student Information System, and this serves as the foundation for implementing the Student Education Plan (SEP) and Transfer Credit evaluation. The Degree Audit implementation has been led by the SCC Admissions & Records Technology Specialist and the Project Manager in consultation with representatives from the Office of Instruction, Graduation Office, Counseling, Articulation, and District ITS. SCC held joint planning sessions with SAC in order to plan the common framework to build the catalog requirements and propose working assumptions.

SCC has written catalog requirements for the next three years. All noncredit certificates and credit certificates are completed. As a result, ITS was able to leverage the academic requirements to develop a Certificate Tracking system that identifies students that have completed program requirements as well as identifies those close to completion. This system is largely used at noncredit and Apprenticeship locations to kickoff the award petition process in the Graduation office. To work on credit degree requirements with the necessary logic, Degree Audit consultation sessions with Ellucian were procured and consultation occurred through fall 2014. Additionally, three counselors are piloting Degree Audit with their students and providing feedback to the technology specialist. Once the Degree Audit is completed in spring 2015, the team will transition into the SEP implementation. This product will allow students to plan their academic semesters at SCC using an online tool that can also facilitate registration.

Additionally, through the self-evaluation process, SCC has 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, Science Teaching and Resource Center, Supplemental Instruction, Writing Center, and Tutoring Center.” Through this examination, SCC will identify areas where academic support and student support services complement each other in order to further integrate the institution’s support structure.

Objective 3C. IDENTIFY ECONOMIC BARRIERS TO STUDENT ACHIEVEMENT

The District has identified a number of measures to show potential economic barriers to student achievement: number of students receiving BOG waivers and financial aid, and needs assessments conducted by EOPS, CARE, and CalWorks.

The Colleges continue to award a large amount of waivers, grants, and work-study. However, the number of loans has decreased due to orientation meetings where students are informed of their loan payment responsibilities. Detailed data are available from the Associate Deans of Financial Aid and/or Director of Research.

**RSCCD Financial Aid Award Summary
2011-2014**

	2011-2012	2012-2013	2013-2014
SAC	\$23,569,836	\$23,874,990	\$38,398,764
BOG Waiver	\$6,868,316	\$8,779,922	\$9,976,697
Grants	\$14,465,989	\$13,222,062	\$16,423,607
Loans	\$1,672,903	\$1,411,420	\$1,566,294
Work Study	\$191,297	\$209,969	\$218,808
SCC	\$8,890,854	\$9,571,509	\$11,612,938
BOG Waiver	\$2,378,606	\$3,155,435	\$4,036,175
Grants	\$5,394,072	\$5,428,376	\$6,666,839
Loans	\$922,801	\$758,161	\$680,788
Work Study	\$75,370	\$82,903	\$86,879

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 on counseling and other services received. Reports are available from the EOPS/CARE/CalWorks programs and/or Research Department.

In the last four years the number of EOPS participants continues to increase on an average of eight percentage points for the District. CARE and CalWorks participants have greatly decreased due to the significant funding cuts (40% since 2009-10) and changes in federal, state and local regulations that have impacted outreach, access and student completion efforts.

**RSCCD EOPS/CARE/CalWorks Summary
2010-2014**

	2010-2011	2011-2012	2012-2013	2013-2014
Santa Ana College				
EOPS & CARE participant	72	58	40	43
EOPS participant	994	1,072	928	1,059
CalWorks participant	303	252	217	233
Santiago Canyon College				
EOPS & CARE participant	10	15	13	15
EOPS participant	280	286	274	320
CalWorks participant	88	86	73	52

Santa Ana College

SAC has long recognized that economic barriers are a powerful restraining force that works against completion. To counteract that, we have developed strategies that push financial support information into our 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, we are able to add more than \$500,000 of direct philanthropic support to minimize the number of hours students work while at SAC that, as a result, accelerate their 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 energetically 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 set to launch in 2015 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.

Santiago Canyon College

SCC has creatively promoted the fairly new financial aid program, as it has been an independent institution for financial aid processing for the last eight years. For the year 2013-2014, the College had an FTES of 8,244 with 6,276 students. Approximately seventy-six percent took advantage of some type of financial assistance, either fee waiver, grant or loan. 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 start. 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.

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

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

In November 2013, TAG participated in a software presentation on Virtual Desktop Infrastructure (VDI). Within a VDI environment, the desktop PC is run within a virtual machine that is hosted on a central server. The committee raised many questions after the presentation that related to funding, licensing, return-on-investment, and

impact on technical staff. TAG agreed to perform a prototype in order to evaluate VDI technology and to better understand the impact of VDI on the organization. TAG formed a sub-committee in December 2014 to oversee the VDI prototype and to evaluate various hardware and software alternatives. A recommendation and tentative budget will be brought to TAG.

Adobe offered a new licensing contract for their Creative Suite products that 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) department 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.rscd.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 and have a positive online experience. Also, a new FAQ system integrates with the help desk system for viewing FAQ's while users are opening tickets. We have included a new ITS satisfaction survey, which is promoted with every ticket that gets closed. Moreover, we'll review the survey results to ensure continuous improvements. The new help desk system also offers increased security and reporting capabilities.

Our websites have become more critical than ever. So in order to remain innovative and to promote the most efficient tablet and smart phone web experience to our students and staff, our four primary websites (SAC, SCC, District, and Intranet) are currently being tested and planned to be moved to a newer SharePoint platform, which will allow the majority of our web pages to automatically convert to a more positive mobile experience. The tentative "go live" date for SCC is February 2015. This migration does not require the campuses to make significant updates; only minor adjustments will be needed on a case-by-case basis (i.e. change a screen to vertical drop downs vs. horizontal tabs). Training will be available in 2015 for the individuals who currently maintain web pages.

The TAG committee will continue to be proactive and to listen to the needs of the Colleges via SACTAC and SCCTC. TAG and the ITS department will work diligently to bring progressive technology to our students, faculty, and staff.

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.

Santiago Canyon College

In September of 2013, the Board of Trustees approved SCC's 2012-2017 Technology Master Plan. Written by members of the SCC Technology Committee through weekly meetings and in collaboration with commercial vendors, the Technology Master Plan was created to support the technological needs of our 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 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 and
 - 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.
- 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

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

SAC has created an Office of Professional Development with task forces centered on classified and faculty groups (this work is described in detail earlier in this report). Faculty professional development will be expanded and more closely coordinated as we fully implement the model at SAC this year. Progress to date includes the creation of a website with an open opportunity for constituency-based input, the development of a calendar of activities, and will soon feature a list of SAC staff and faculty that have attended conferences.

Our present structure supports professional development for faculty through the critical processes of curriculum development, program review, and data-driven consideration of innovations that work, such as the Math Redesign being piloted now, accelerated courses, learning communities, and K-12 to SAC academic pathways in English and math.

The Academic Senate, Department Chairs, BSI Task Force, and Teaching and Learning Committee serve as hubs for exploring and testing new models of curriculum and service delivery through traditional, accelerated, distance, and hybrid formats.

The full implementation of TracDat at SAC will make data on much of this work dramatically more accessible and help to drive expansion as warranted.

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

SAC has created an online degree pathway for Business Administration that aligns with the Bachelors online degree program at CSU Fullerton.

SAC aggressively leverages resources for any and all available sources to support its 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.

Santiago Canyon College

SCC supports Faculty development in the areas of innovative pedagogies and curriculum design:

- In concert with Chancellor Rodriguez, SCC faculty were sponsored to attend a technology conference during spring 2014.
- Continue to support faculty efforts in the development of digital textbooks and online Open Educational Resources. The Math Department now offers all OER for Distance Education courses.
- Supported the sabbatical work of math professor Dr. Laney Wright in the development of video-taped math modules available to students on YouTube.

- Offer our 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 and much more), policies and procedures for online classes, multimedia production and editing, and ADA Accessibility.
- Ongoing instructional technology workshops for faculty and staff, in the areas of effective practices for online teaching, using cloud applications, multimedia (video and audio, including editing), MS Word formatting, presentation software, open educational resources, and more.

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

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.

Santa Ana College

SAC has developed a comprehensive program to address equity of various student populations. The Student Success and Equity Committee created a Student Equity Task Force 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.

Santiago Canyon College

SCC recognizes the importance of student equity and is committed to ensuring its tenets are paramount to the integration of campus-wide plans. SCC has reconvened its Student Equity Committee and updated its Student Equity Plan that examines any potential disproportionate impact on various student populations.

With the assistance of the Office of Institutional Effectiveness & Assessment, disproportionate impact among target populations has been identified, goals have been established, and activities and desired outcomes have been developed to address identified inequities. Student Equity Plan goals address inequity related to five key performance indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. Currently, there are 44 specific activities and associated outcomes that have been developed, spanning all five equity plan indicators. The total number of activities may change as plan implementation begins.

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 2014 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

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 College level. 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 District 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 an action plan for the District 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. The Sustainable RSCCD Committee developed this plan during 2013-2014, and the draft is currently undergoing final review. 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.

Santa Ana College

In many initiatives, SAC engages in support of and encourages focused green practices. For energy efficiency, SAC has established goals and

measureable objectives related to sustainability efforts in the operation of our campus as well as the products we utilize for the maintenance of our facilities. We have committed scheduled maintenance funds into upgrading 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 both interior and exterior light fixtures has been completed with Prop. 39 funds.

In facilities operation, we are using an EMS system to control our HVAC and lighting equipment with regular PM schedules to ensure HVAC systems and lighting work properly and efficiently. Plans are in the works to evaluate needs related to instruction so as to utilize entire buildings and shut off HVAC and lighting in buildings that are not being utilized.

SAC has created various programs and task forces to address green awareness. The Environmental Task Force, 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.

SAC actively engages, via the Sustainable RSCCD Committee, in alternative commuting opportunities, which includes a connection to OCTA. We are in compliance with the South Coast AQMD survey requirements in accordance with emission reduction targets. In 2013-2014, we 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 with plans for four in upcoming months.

SAC installed new efficient, low flow irrigation systems in its new perimeter landscape, installed irrigation valves to reduce its water use, and installed and continue to grow 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, we also installed some xeriscaping throughout the campus to reduce the use of potable water. Moreover, we 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.

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

Santiago Canyon College

SCC 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 is also exploring areas to promote recycling and reduce SCC's carbon footprint. In 2014, they 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.
- SCC has been meeting with the Irvine Ranch Water District to develop plans for an irrigation system for our soccer fields using reclaimed water.
- SCC converted to LED lighting for most buildings and all the parking lots in November 2014.
- Expansion of Distance Education classes so that students do not have to drive to the campus.

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

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 HR planning throughout the District. A final draft was presented to the Board of Trustees in January 2015. The Human Resources Committee also reviewed the projected full-time faculty obligation for fall 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

The College reviews its mission and goals 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 guidance 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.

Perhaps most significant is the comprehensive set of strategic planning documents that drive the creation and execution of priority activities at the unit level: the Department Planning Portfolios and annual program review goals. These portfolios engage unit level leaders in consideration of the College's overall strategic priorities and the role of the specific department in attaining them. The portfolios 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

SCC participates in a systematic cycle of integrated planning and resource allocation: college units, through the use of student learning outcomes and student achievement data, establish goals within their 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.

SCC's Department Planning Portfolios are interconnected with its 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 Committee (PIE).

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

RSCCD is currently in the second full-year of using its integrated planning model.

The Planning and Organizational Effectiveness Committee (POE) 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.

Each operational unit at the district office also completed two-year planning review documents, which were used to identify planning priorities and resource allocation requests. The POE Committee developed a prioritization rubric and review process for district wide resource allocation requests, which was used in the development of the 2014-2015 budget.

The POE Committee is currently engaged in a review of the District planning/budgeting cycle and how that process is integrated with planning and resource allocation processes at the Colleges. The POE Committee will recommend adjustments to the District cycle in time for the development of the 2015-2016 budget.

A formal assessment of the District's planning and decision-making processes will begin in the fall of 2015.

Santa Ana College

The cycle of integrated planning at SAC takes pace in two ways: The participatory governance committees create an End-of-Year Report analyzing and updating the goals for the previous 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. Changes are made as needed. In the 2014-2015 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, an Office of Institutional Effectiveness and Accreditation (IE&A) has been established and conducts a bi-annual program review which is submitted to President's Cabinet. The four goals for the IE&A are as follows:

- Student Learning Outcomes/Achievement of Educational Goals (e.g., assisting faculty in developing surveys for course and program-level 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 and Mission Statement Review and other participatory governance committees upon request);
- 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).

As SAC continues to evaluate the cycle of integrated planning, adjustments will be made as needed.

Santiago Canyon College

SCC 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 that 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 will begin investigating a more formally documented way to evaluate its cycle of planning and resource allocation. Furthermore, SCC plans to strengthen the feedback loop from evaluation activity so as to provide more timely input for any modifications to its processes, if deemed necessary.

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