Santiago Canyon College

What happens here matters.

2016-2022 Educational Master Plan

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Santiago Canyon College

2016-2022 Educational Master Plan

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I. MISSION OF SANTIAGO CANYON COLLEGE

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

II. A MESSAGE FROM THE PRESIDENT

As a member of our college community for the past 11 years, I have actively participated in college and division specific planning efforts and have observed first-hand our overall institutional development. SCC has evolved its integrated planning processes to link planning efforts with resource allocation, institutional performance standards, outcomes assessment, and accreditation standards.

This Educational Master Plan relied heavily on our collegial governance structure to identify institutional goals. In addition, the Educational Master Plan Committee, who were the primary authors of this document, had representation from all constituency groups. While this level of engagement and input was time consuming, it ultimately honored and valued our process and shared roles.

Santiago Canyon College is committed to supporting a college culture of academic excellence and an environment that values and sustains student success and equity. Our Educational Master Plan serves as our roadmap with goals and action items that will transform the educational experience, enhance the institution's infrastructure and communication, support faculty and staff in their professional development, and expand our community presence and impact.

SCC is a college of possibilities. It is our belief that what our students seek later in life is just as important as what they choose to do today. This is why we celebrate what happens here. I am honored to be part of this vibrant community.

John Hernandez, Ph.D.

III. INTRODUCTION

The Santiago Canyon College *Educational Master Plan (EMP) 2016-2022* guides our college in its future institution and program development. This fourth edition is published in a similar environment to that of the third *EMP, 2012-2016*, with input from the college community and integration of information detailed in both short and near-term planning documents. Our ultimate goal is to address the needs of the college that are necessary, regardless of the economic environment. Our last EMP was a transitional plan, as we aligned planning processes with the accreditation timeline. The second edition, 2007-2012, contained plans developed at a time when Santiago Canyon College was one of the fastest growing community colleges in the nation and when a period of sustained growth and funding was envisioned. As a result, the 2007-2012 EMP included objectives for expanding the curriculum, increasing course offerings and programs, increasing services for night and weekend students, implementing student service programs, expanding outreach efforts, and developing an alumni association. However, with the economic recession that began in 2008, the college was forced to respond to a series of state funding cuts and many of those plans went unrealized.

The *Educational Master Plan 2016-2022* is the product of a collaborative process that drew upon the contributions of many members of the Santiago Canyon College community. The Educational Master Planning Committee (EMPC), a collegial governance committee of the college, had the lead role in developing this EMP. In 2015, the EMPC surveyed the college community regarding the completion of the college goals. They also asked the college which goals should continue into the development of the next EMP. By the fall of 2015, the Office of Institutional Effectiveness had conducted an environmental scan and internal scan that included demographic, industrial, educational, and other trends external and internal to the college, specifically focusing on the qualitative and quantitative data from fifty-four academic and student services program reviews and the analysis of student achievement data.

In the spring of 2016, in order to gather broader reactions and input from the campus community, the findings of the scan and feedback were presented during FLEX week, joint department chairs meetings, ASG meetings, and a Board of Trustees meeting. Then, various collegial governance committees were invited to recommend goals to the committee.

In April 2016, the committee considered all the proposed goals, along with the information gathered from the 2012-2016 EMP Midterm Update, the internal scan from program reviews, the environmental scan, and all constituency feedback. After synthesizing this information and identifying five major themes, the committee worked on refining the goal language, creating a set of broad institutional goals and actions items. These were then presented to the campus community through a feedback survey in May 2016. This feedback allowed the committee to further refine the goals that were presented to the Academic Senate leadership and President's Cabinet for review. The final draft of goals was approved by the EMPC at its September 8, 2016 meeting.

The EMPC created a table of contents, and each committee member chose a section to write. Throughout the fall semester, committee members worked individually and collaboratively on their sections. During spring 2017, the committee revised and edited the document, leading to its completion in the fall of 2017.

IV. SCC FACULTY VISION & CORE VALUES

SCC FACULTY EDUCATIONAL VISION

Santiago Canyon College faculty will continue to champion a respectful, reflective, and responsible academic environment that encourages personal accountability and professional growth through a free and open exchange of independent thoughts and ideas. We will serve as instructional leaders who inspire students using dynamic approaches that challenge them to achieve excellence in their educational pursuits. Moreover, we will foster a collaborative climate through our active involvement in participatory governance, utilizing transparent, honest, and constructive discourse.

SCC FACULTY CORE VALUES

Our core values are the guiding principles upon which our educational vision is founded. Furthermore, these values direct us in our decision-making processes and serve to encourage and support us as we strive to achieve our vision for the well-being of the Santiago Canyon College Community.

ACCOUNTABILITY

SCC faculty members possess a high regard for personal, relational, and institutional responsibility; in conjunction, faculty act with integrity and transparency when confronted with decisions, conflicts, or results.

We will

- Fulfill contractual obligations and meet community needs.
- Encourage student performance that reflects an honest, diligent, and engaged effort.
- Wisely utilize human, physical, and technological resources.
- Promote and utilize Student Services.
- Take responsibility for our roles in the decision-making processes.

PERSONAL AND PROFESSIONAL GROWTH

SCC faculty members embrace dynamic life-long educational pursuits; this implies active, constant exploration of diverse learning opportunities that enhance and emulate whole professional and personal lives, resulting in a healthy college community.

We will

- Explore creative and innovative ways to advance the mission of the college.
- Engage in meaningful, respectful and purposeful dialogue and assessment.
- Encourage an environment that promotes enthusiasm for life-long learning.
- Maintain currency with academic trends and professional needs.
- Investigate “best practices” to enhance student learning.

EXCELLENCE IN EDUCATIONAL PURSUITS

SCC faculty members demonstrate the highest academic standards, respecting the importance of both theoretical and applied knowledge; through robust and rigorous curricula and programs, we encourage and celebrate student voices.

We will

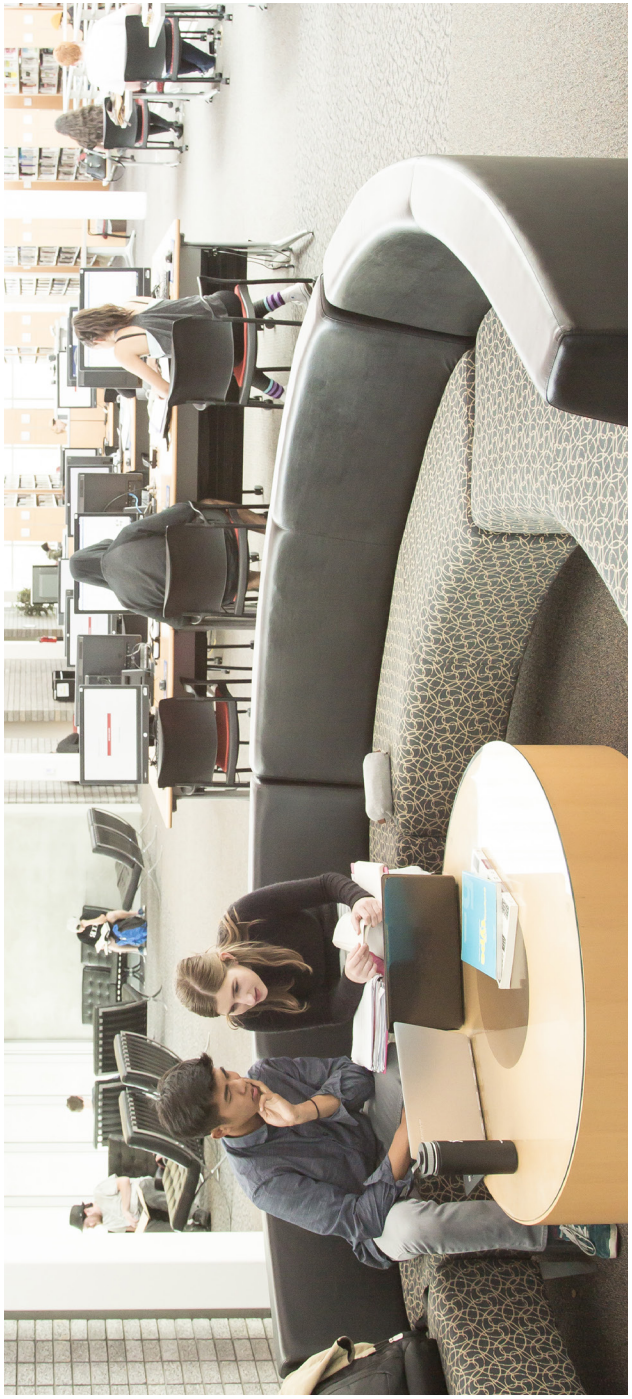
- Set, communicate, and maintain the highest educational standards.
- Engage in ongoing cycles of effective program and outcomes assessment.
- Foster an environment where students critically analyze and evaluate information, concepts, and alternative viewpoints.
- Provide students with opportunities to apply what they have learned.
- Enthusiastically mentor students to embrace academic challenges and enjoy the process of growing beyond perceived limits.

PARTICIPATORY GOVERNANCE

SCC faculty members participate in the leadership and governance of the college; this requires honoring and dignifying the opinions of others while accepting that differences will naturally inspire productive debate.

We will

- Allow for all Faculty to fulfill their contractual obligations by providing the opportunity to serve on committees.
- Clearly articulate the channels and processes of communication within the governance framework.
- Communicate with one another in a manner that allows respectful, open, and productive dialogue in all aspects of college life.
- Make public and transparent the decisions made within the governance framework.
- Welcome and encourage student, classified staff, and administrative staff participation in the governance process.



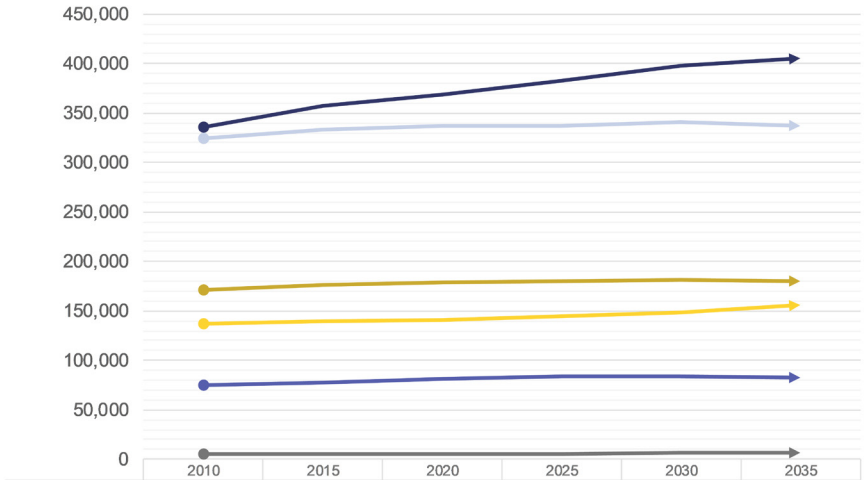
V. SCC EXTERNAL & INTERNAL DATA

Local Area Trends

The Rancho Santiago Community College District (RSCCD) service area and community are composed of six major cities within Orange County: Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park.

Similar to California and to Orange County at large, each of the six aforementioned cities are expected to experience changes in their population size and demographic composition over the next twenty-five year period.

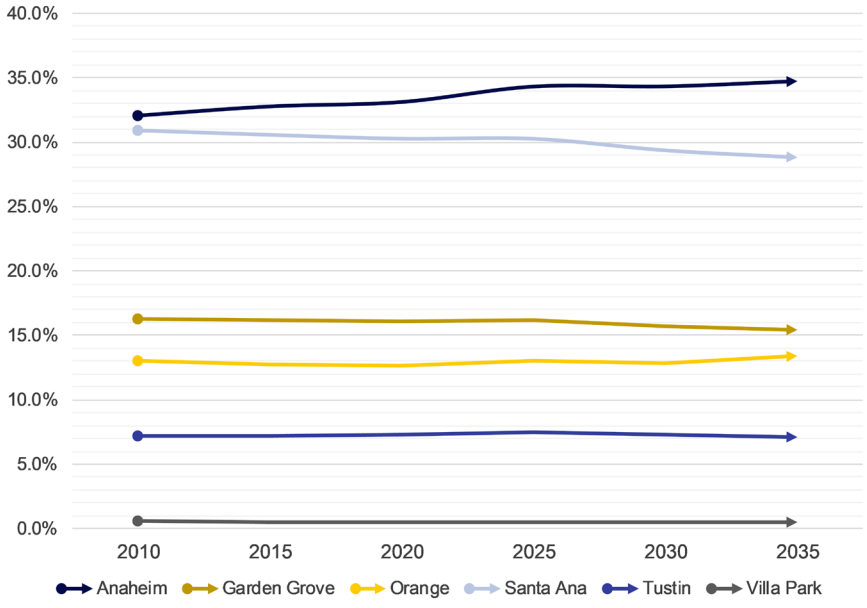
RSCCD Community Growth Projections



	2010	2015	2020	2025	2030	2035
Anaheim	336,265	357,273	369,107	382,267	397,563	405,787
Garden Grove	170,883	176,467	179,402	180,034	181,771	180,270
Orange	136,416	139,463	141,472	144,817	148,454	156,269
Santa Ana	324,528	333,494	337,568	337,216	340,198	336,714
Tustin	75,540	77,965	81,310	83,534	83,944	82,878
Villa Park	5,812	5,949	6,041	6,049	6,102	6,081

U.S. Census Bureau
California Department of Finance
Center for Demographic Research, California State University, Fullerton

Proportion of RSCCD Community



U.S. Census Bureau
California Department of Finance
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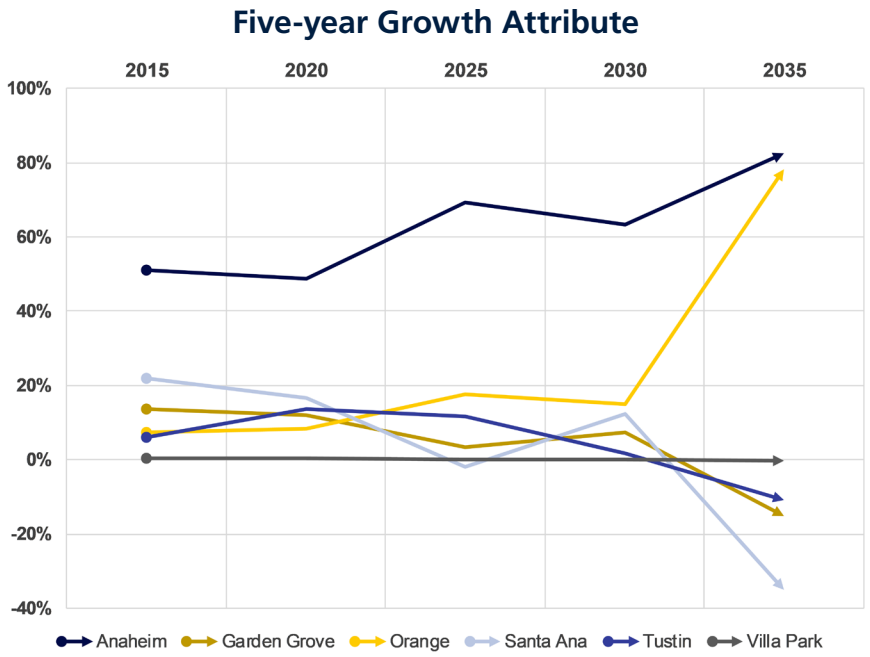

U.S. Census Bureau
California Department of Finance
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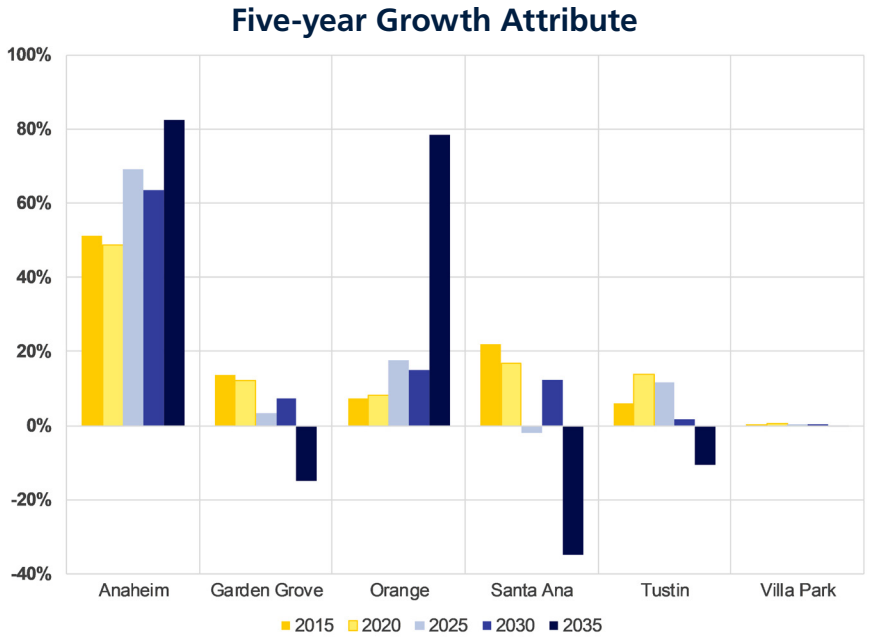
Total projected growth for each five-year period has been analyzed, and the proportion of growth attributable to each of the six service area cities confirms that the cities of Anaheim and Orange will contribute the most to the overall growth of the Rancho Santiago Community College District service area over the next twenty-five years.



U.S. Census Bureau
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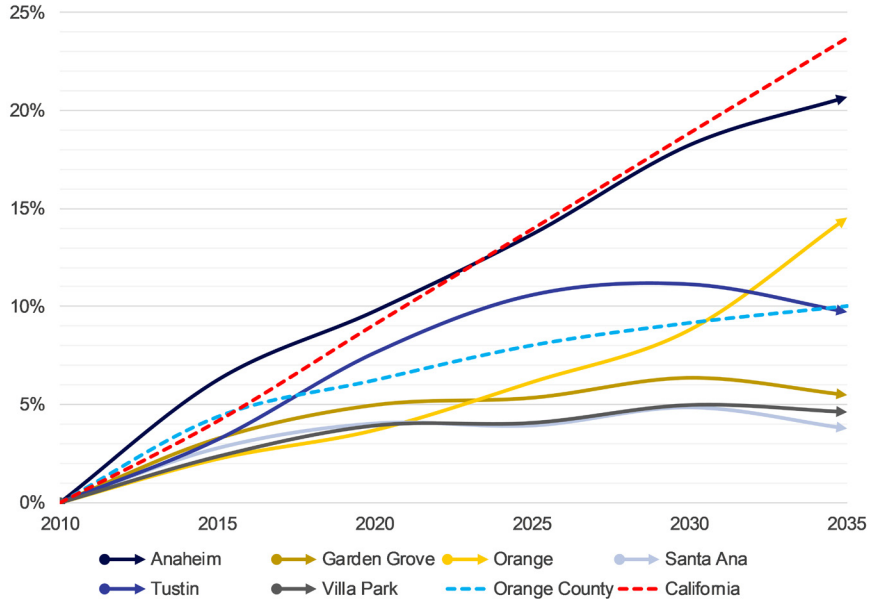
Center for Demographic Research, California State University, Fullerton

The cities of Anaheim (12.4 percent) and Orange (19.0 percent) contributed to nearly a third of the credit and noncredit enrollment at Santiago Canyon College during the 2012- 2013 academic year.

RSCCD Community Growth Projections



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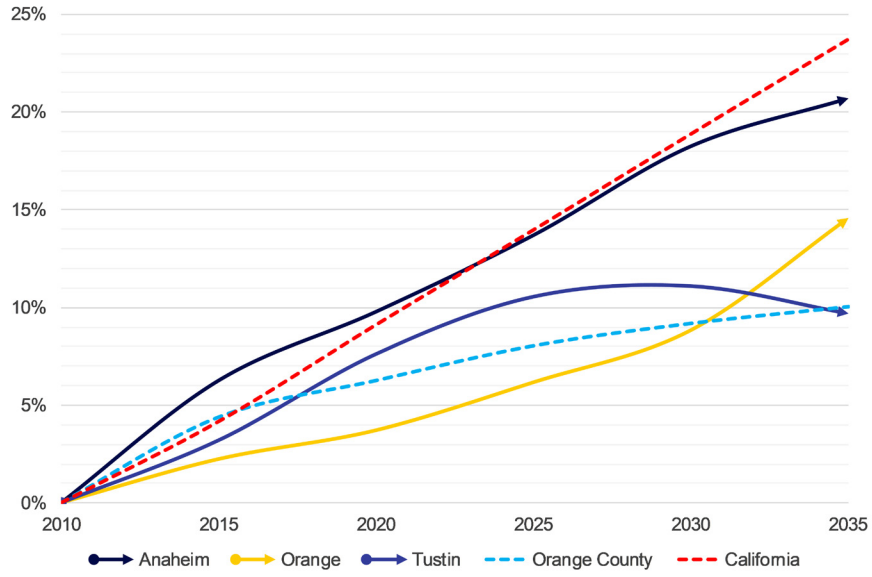
Population growth projections for California and Orange County suggest growth rates of 23.7 percent and 10.0 percent respectively over the next twenty-five years.

RSCCD Community Growth Projections
Fastest Growing Cities within RSCCD



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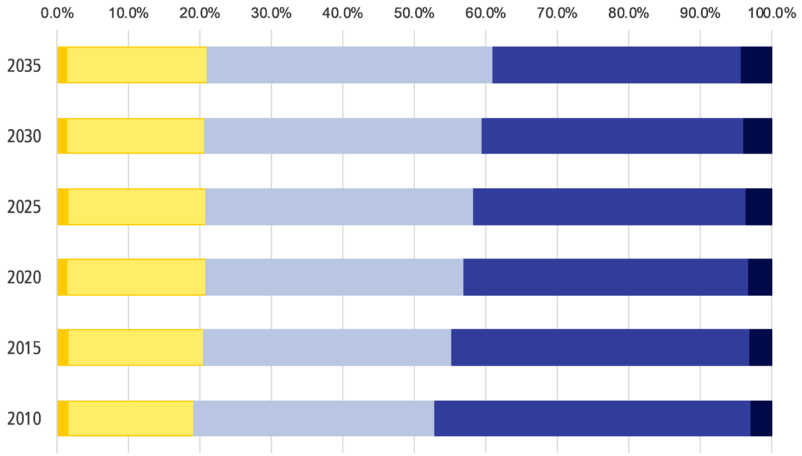
Looking only at those Rancho Santiago Community College District service area cities with projected growth rates that fall between the established upper and lower growth thresholds set by California (23.7 percent) and Orange County (10.0 percent), only two service area cities can be highlighted. These two cities are Anaheim, with a projected twenty-five-year growth of 20.7 percent, and Orange, with a projected twenty-five-year growth of 14.6 percent.

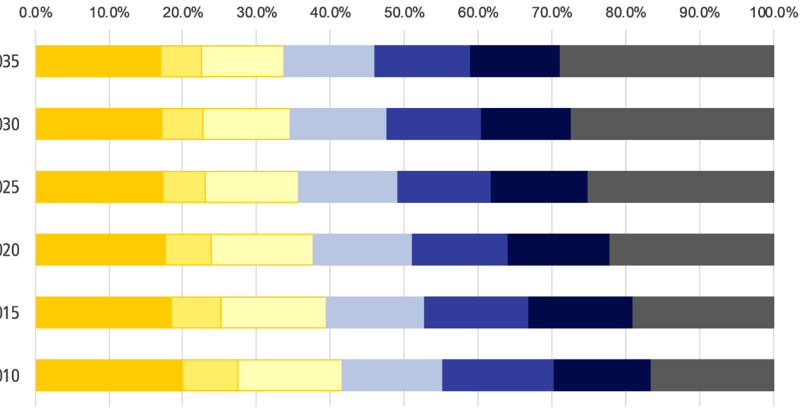
Orange County Population Shift – Ethnicity



	2010	2015	2020	2025	2030	2035
African American	1.5%	1.5%	1.5%	1.5%	1.5%	1.4%
Asian	17.8%	19.0%	19.5%	19.5%	19.3%	19.6%
Hispanic	33.7%	34.8%	36.0%	37.3%	38.8%	40.1%
White	44.2%	41.8%	39.8%	38.3%	36.6%	34.8%
Other	2.8%	2.9%	3.2%	3.5%	3.8%	4.1%

U.S. Census Bureau
California Department of Finance

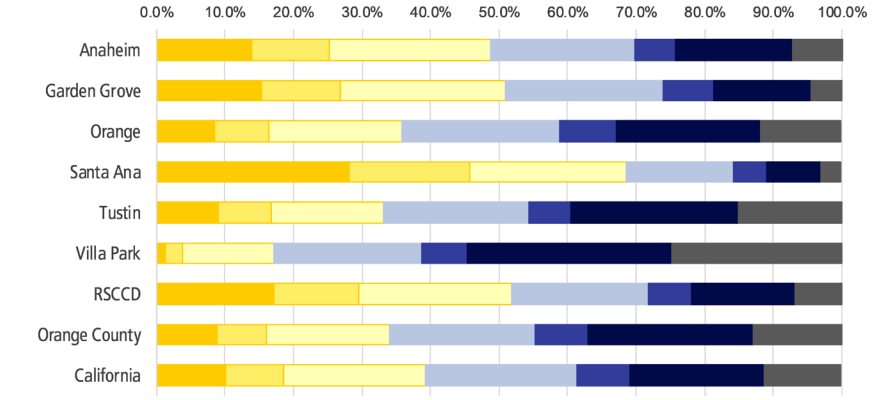
Orange County Population Shift – Age



	2010	2015	2020	2025	2030	2035
0-14	19.9%	18.5%	17.7%	17.2%	17.2%	16.9%
15-19	7.5%	6.8%	6.3%	5.9%	5.6%	5.6%
20-29	14.2%	14.2%	13.7%	12.6%	11.7%	11.2%
30-39	13.6%	13.4%	13.4%	13.5%	13.2%	12.2%
40-49	15.1%	14.1%	12.9%	12.6%	12.8%	13.1%
50-59	13.0%	14.0%	13.9%	13.1%	12.1%	12.0%
60 and older	16.6%	19.1%	22.1%	25.0%	27.4%	28.9%

U.S. Census Bureau
California Department of Finance

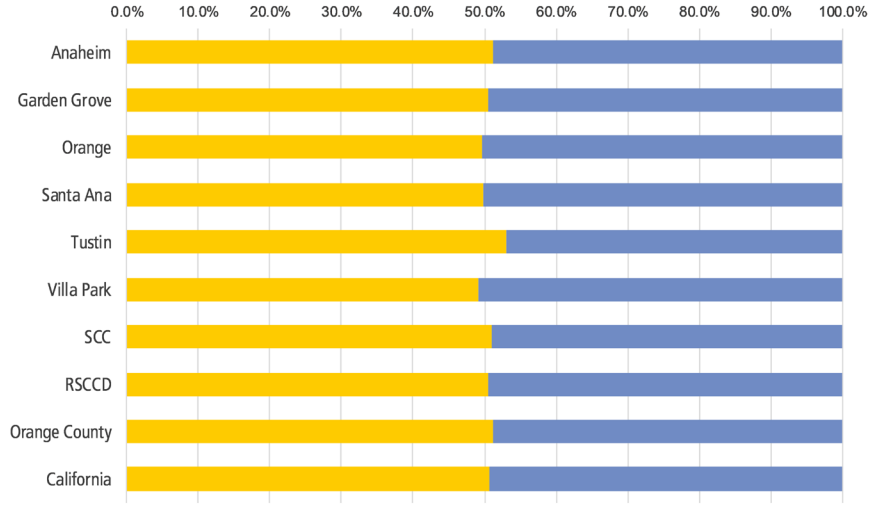
Local Community Educational Attainment



	California	Orange County	RSCCD	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
Less than 9th grade	10.1%	8.8%	17.1%	1.4%	9.0%	28.1%	8.5%	15.4%	14.0%
9th to 12th grade	8.4%	7.2%	12.4%	2.5%	7.7%	17.6%	8.0%	11.4%	11.3%
High school graduate	20.8%	18.1%	22.3%	13.2%	16.5%	22.9%	19.4%	24.2%	23.5%
Some college	22.0%	21.1%	20.0%	21.6%	21.1%	15.6%	23.0%	22.9%	21.0%
Associate's degree	7.8%	7.8%	6.2%	6.6%	6.2%	4.8%	8.2%	7.4%	6.0%
Bachelor's degree	19.5%	24.0%	15.1%	29.9%	24.5%	8.0%	21.0%	14.2%	17.1%
Graduate or prof. degree	11.3%	13.0%	6.8%	24.8%	15.0%	2.9%	11.8%	4.5%	7.2%

U.S. Census Bureau - 2011-2013 American Community Survey 3-Year Estimates
U.S. Census Bureau - 2009-2013 American Community Survey 5-Year Estimates

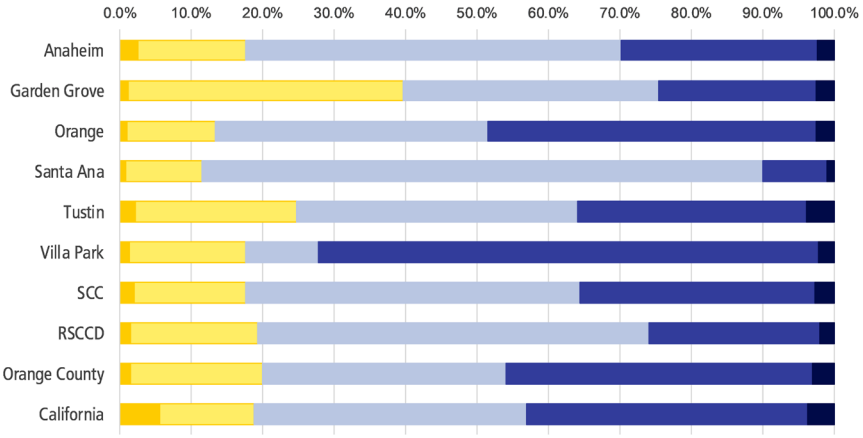
Local Community Gender Composition – 18 and Older



	California	Orange County	RSCCD	SCC	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
Female	50.7%	51.1%	50.6%	51.0%	49.2%	53.1%	49.8%	49.7%	50.5%	51.1%
Male	49.3%	48.9%	49.4%	49.0%	50.8%	46.9%	50.2%	50.3%	49.5%	48.9%

U.S. Census Bureau - 2011-2013 American Community Survey 3-Year Estimates
U.S. Census Bureau - 2009-2013 American Community Survey 5-Year Estimates

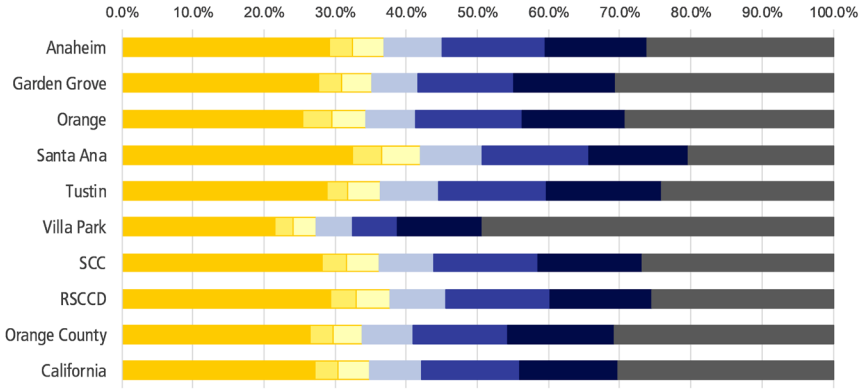
Local Community Ethnicity



	California	Orange County	RSCCD	SCC	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
African American	5.7%	1.5%	1.6%	2.2%	1.4%	2.3%	0.9%	1.1%	1.3%	2.6%
Asian	13.2%	18.5%	17.7%	15.4%	16.3%	22.5%	10.6%	12.3%	38.4%	15.1%
Hispanic	38.2%	34.1%	54.9%	46.8%	10.1%	39.3%	78.6%	38.2%	35.8%	52.6%
White	39.2%	43.0%	23.8%	33.0%	70.1%	32.2%	9.0%	45.8%	21.9%	27.4%
Other	3.7%	3.0%	2.0%	2.6%	2.1%	3.7%	0.9%	2.5%	2.5%	2.3%

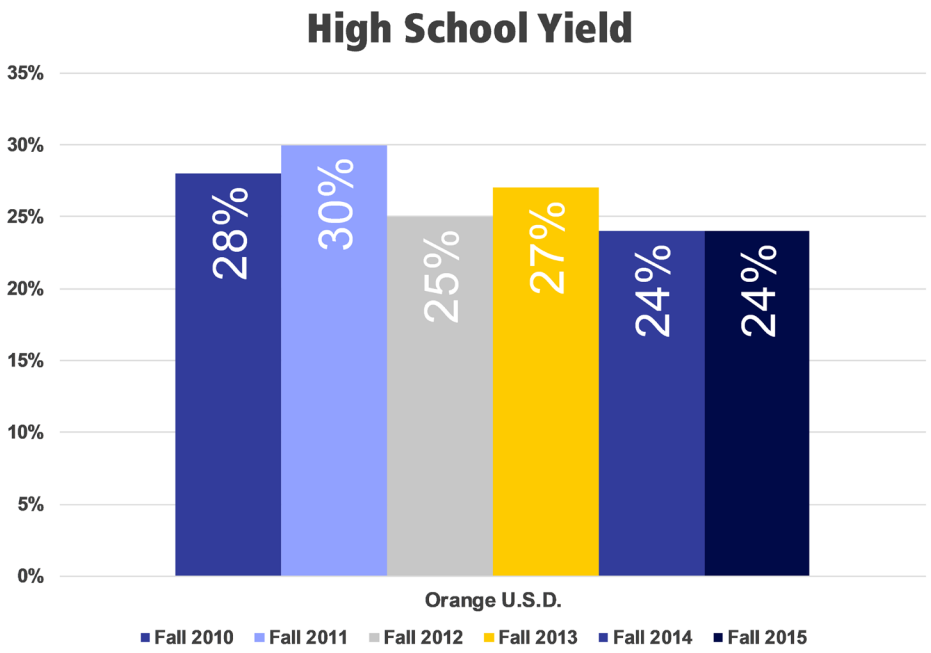
U.S. Census Bureau – 2011-2013 American Community Survey 3-Year Estimates
U.S. Census Bureau – 2009-2013 American Community Survey 5-Year Estimates

Local Community Age Distribution

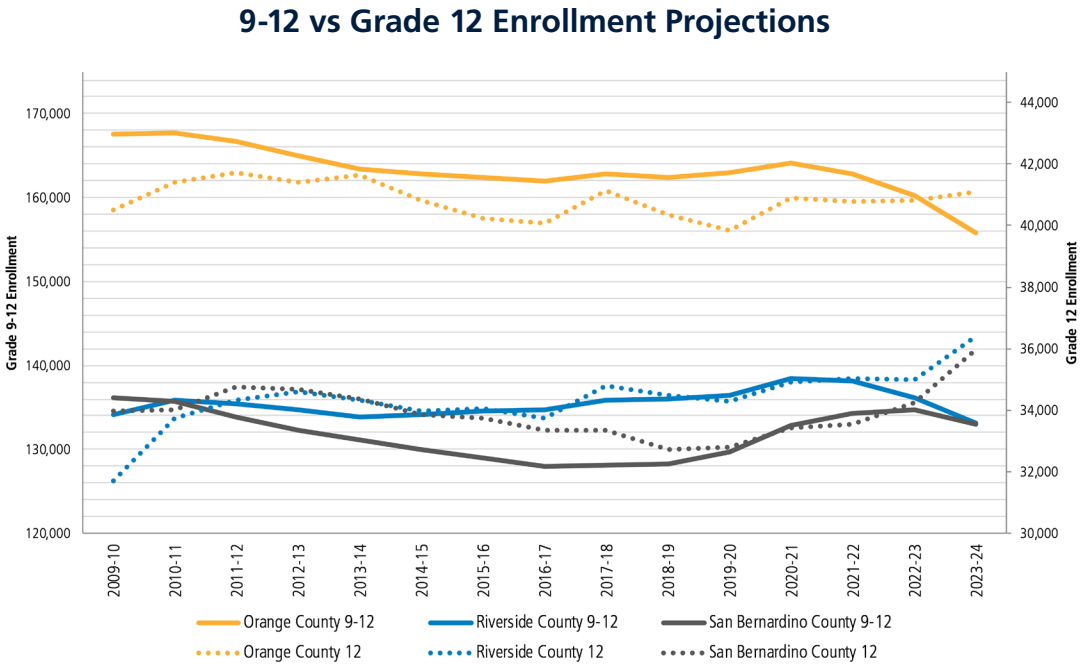


	California	Orange County	RSCCD	SCC	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
<=19 years	27.1%	26.5%	29.4%	28.1%	21.5%	28.8%	32.4%	25.4%	27.6%	29.2%
20 and 21	3.2%	3.2%	3.6%	3.4%	2.6%	2.9%	4.1%	4.2%	3.2%	3.2%
22 to 24 years	4.4%	4.2%	4.8%	4.6%	3.1%	4.6%	5.4%	4.7%	4.4%	4.6%
25 to 29 years	7.4%	7.1%	7.8%	7.8%	5.2%	8.1%	8.7%	6.9%	6.4%	8.1%
30 to 39 years	13.8%	13.3%	14.5%	14.7%	6.3%	15.3%	14.9%	15.0%	13.4%	14.6%
40 to 49 years	13.8%	14.9%	14.4%	14.5%	11.9%	16.1%	14.1%	14.6%	14.4%	14.2%
50 years and over	30.3%	30.8%	25.4%	26.9%	49.4%	24.1%	20.3%	29.2%	30.6%	26.2%

U.S. Census Bureau – 2011-2013 American Community Survey 3-Year Estimates
U.S. Census Bureau – 2009-2013 American Community Survey 5-Year Estimates

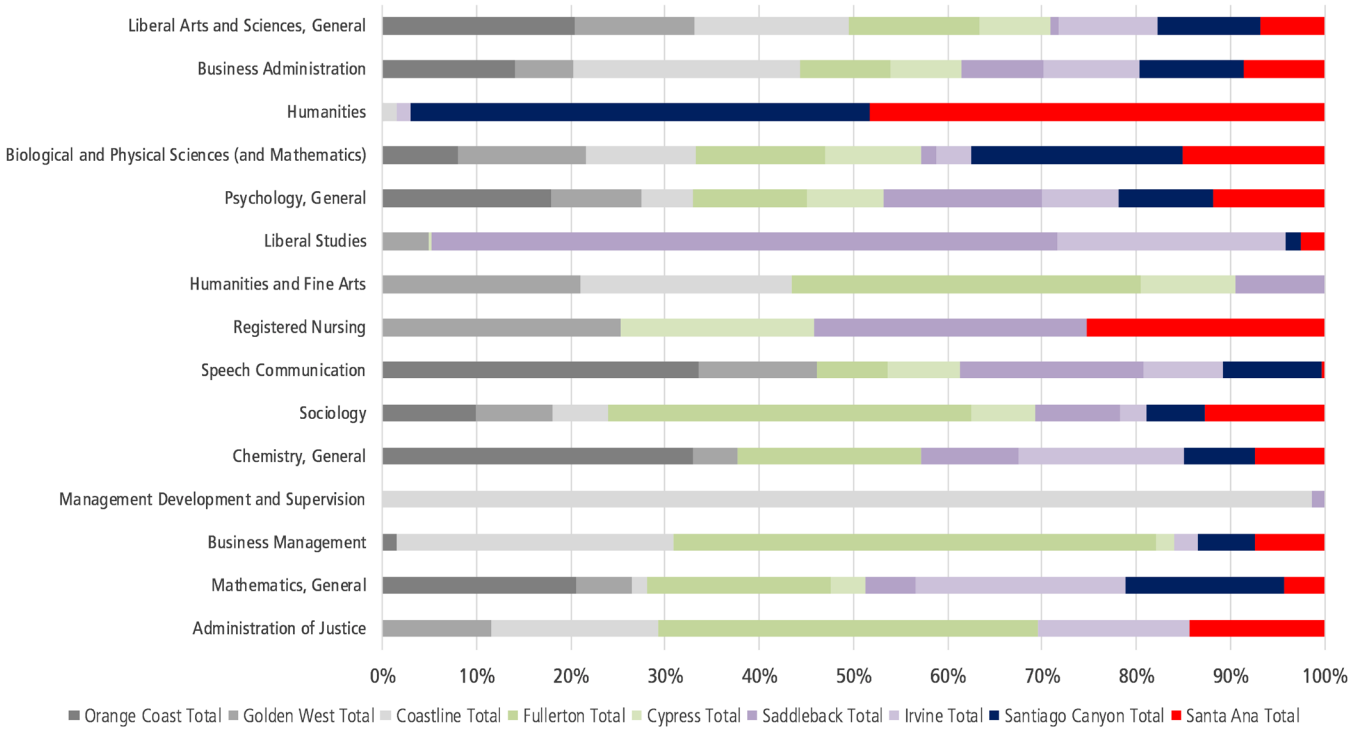


Total high school yield is the proportion of Orange Unified Schools District high school graduating class that enrolls at Santiago Canyon College.

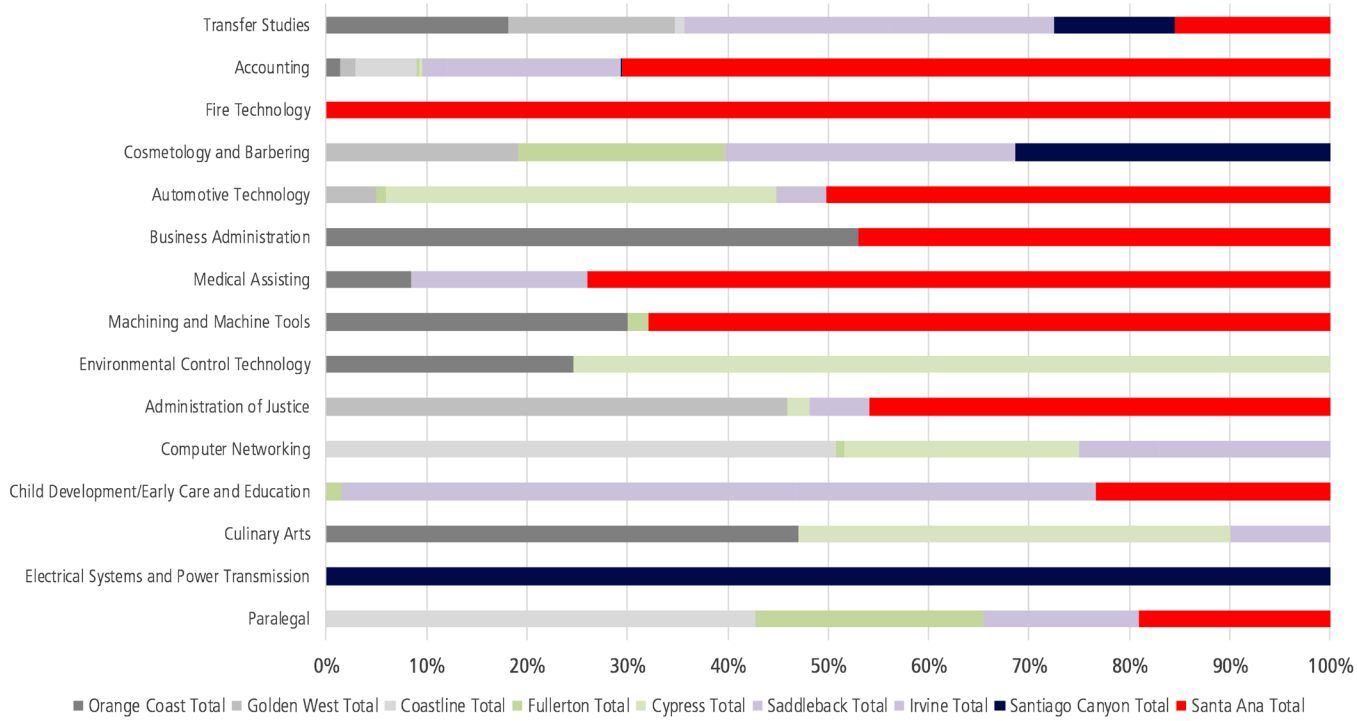


The chart above demonstrates the difference in enrollment projections for all high school grade levels combined (9-12) and grade 12 alone . For each of the three counties represented, overall high school enrollment is projected to peak in 2020-21 and decline thereafter, whereas the enrollment for grade 12 continues to increase beyond 2020-21.

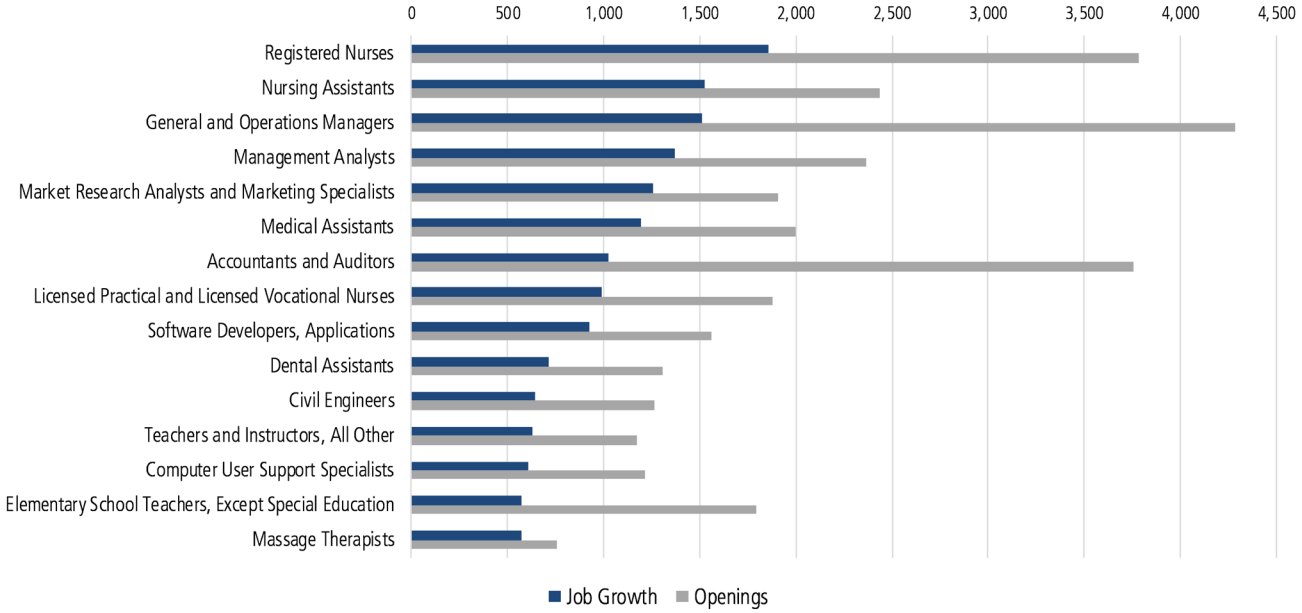
Market Share of Top 15 Degree Programs in Orange County by TOP Code



Market Share of Top 15 Certificate Programs in Orange County by TOP Code

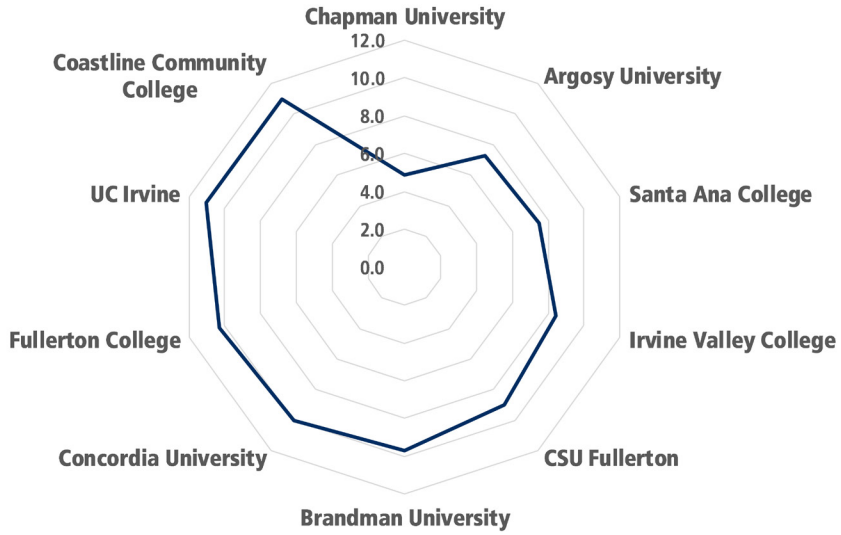


Top Orange County Occupations by Growth



Five-year estimated job growth and job openings, due to new job creation or separations, from 2014 to 2019.

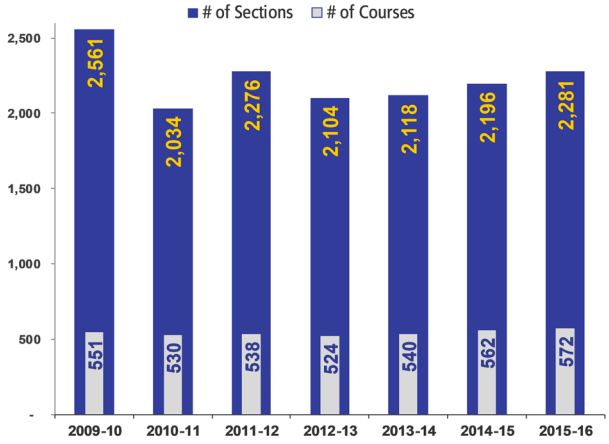
Top 10 Closest Institutions



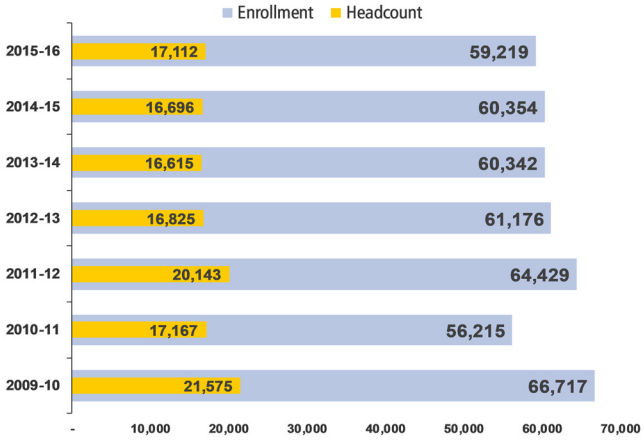
The chart above demonstrates the distance, in miles, between Santiago Canyon College and other colleges and universities in the region.

The tables below demonstrate the historical trend in course and section offerings as well as the unduplicated number of students (headcount) and seats filled (enrollment).

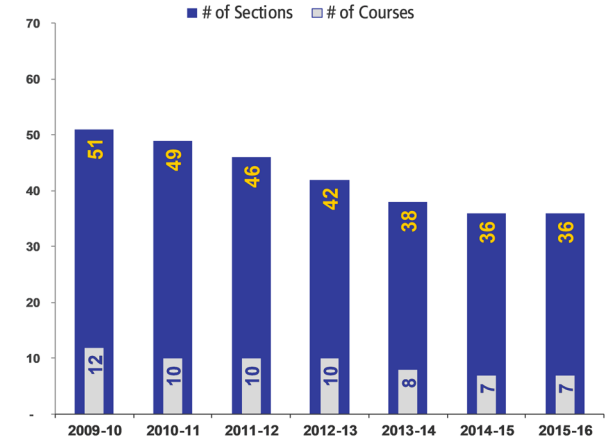
Credit Courses



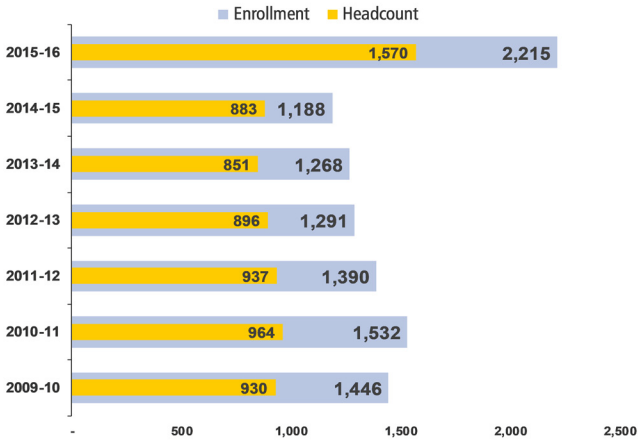
Credit Courses



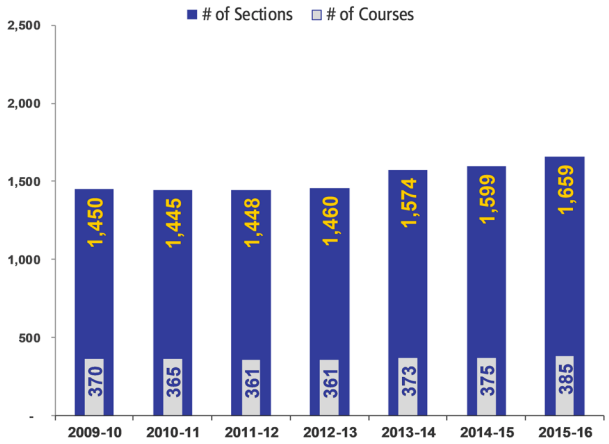
Basic Skills Courses



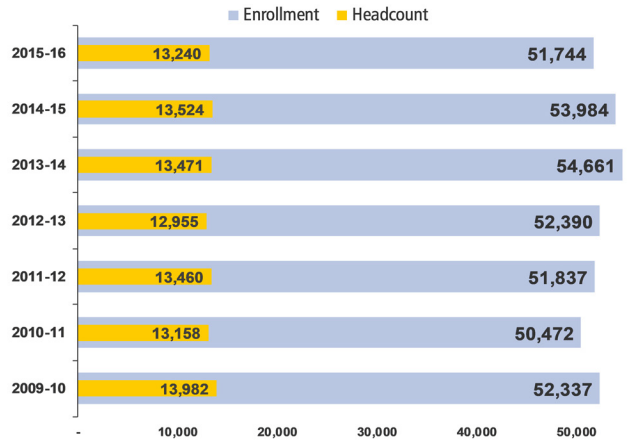
Basic Skills Courses



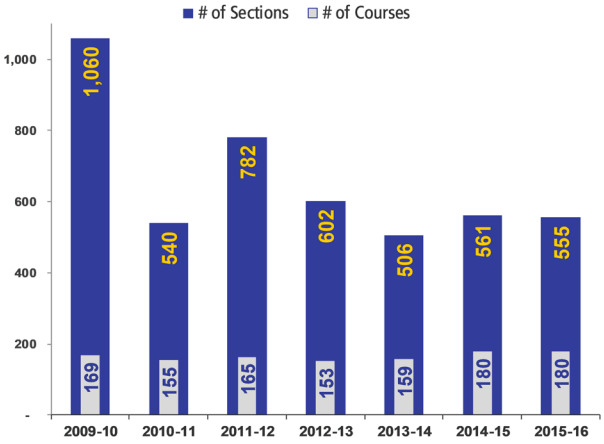
Non-Basic Skills Courses



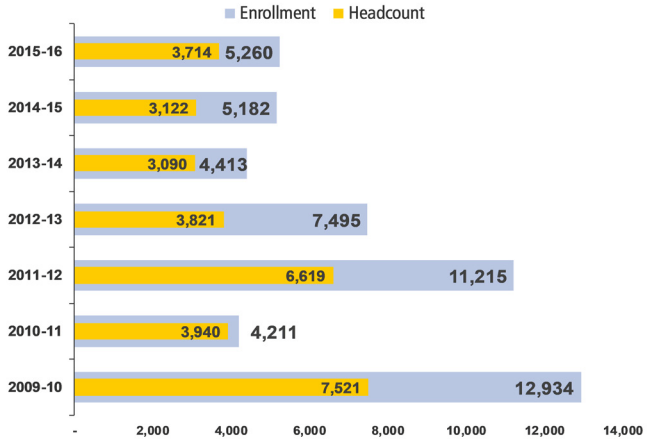
Non-Basic Skills Courses



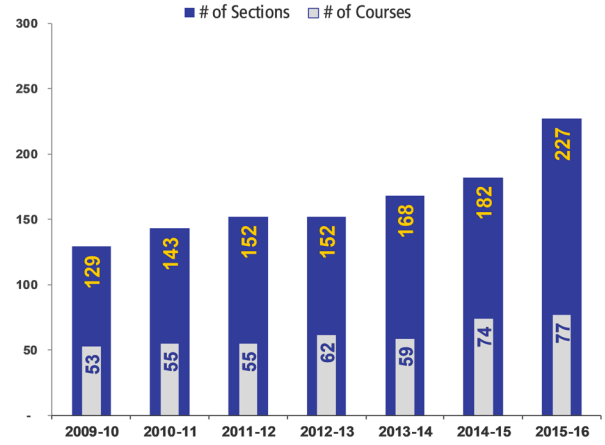
Apprenticeship Courses



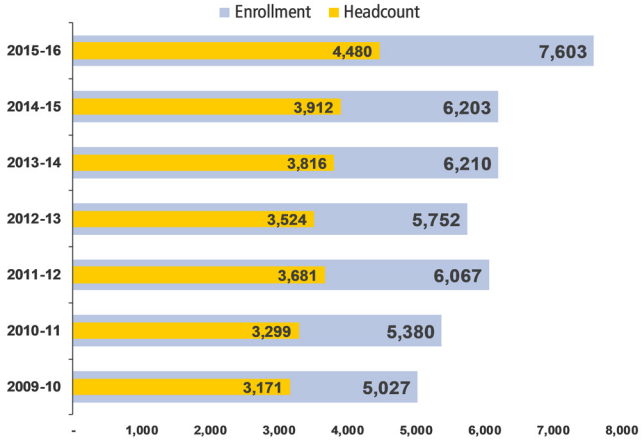
Apprenticeship Courses



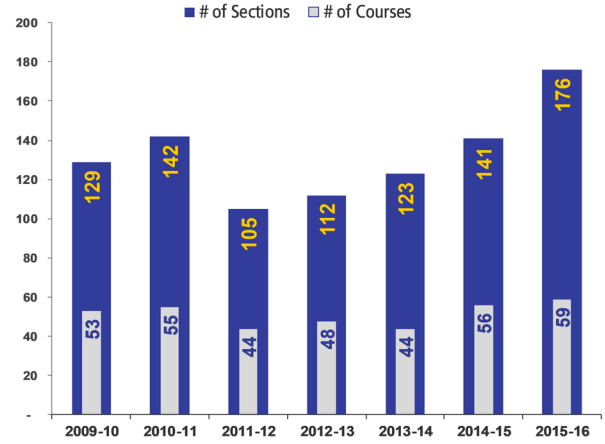
Distance Education Courses



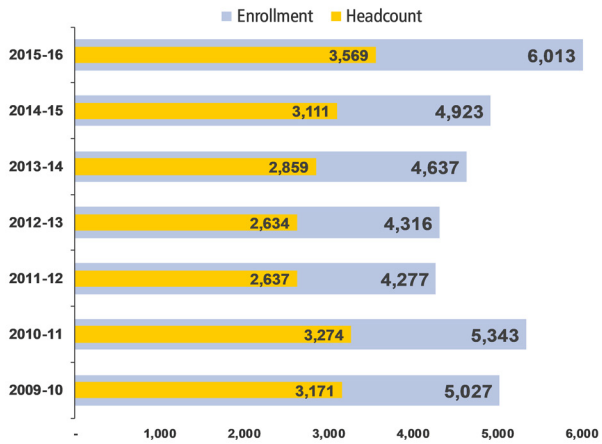
Distance Education Courses



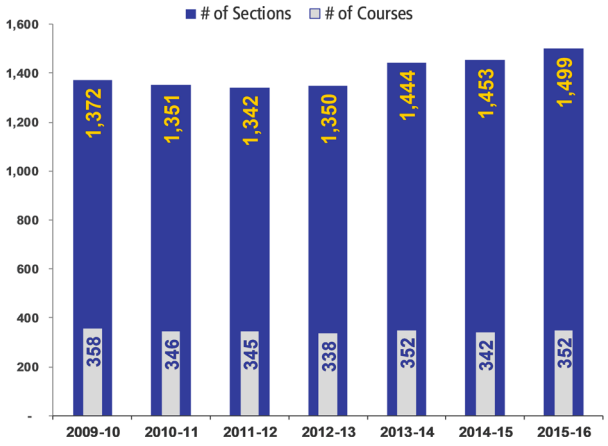
Distance Education Non-Hybrid Courses



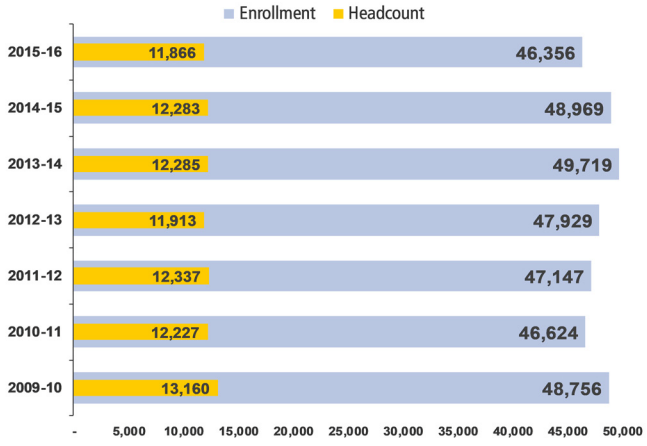
Distance Education Non-Hybrid Courses



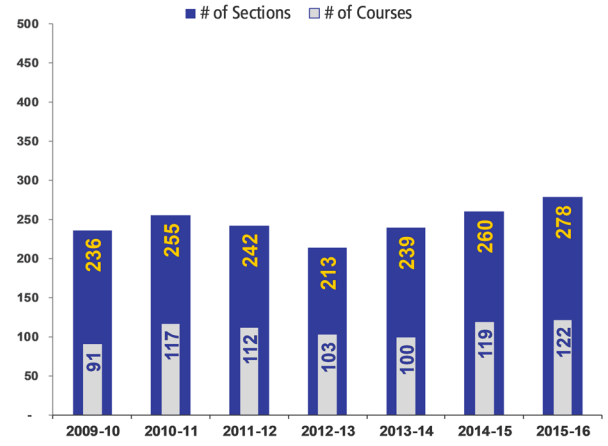
Non-Distance Education Courses



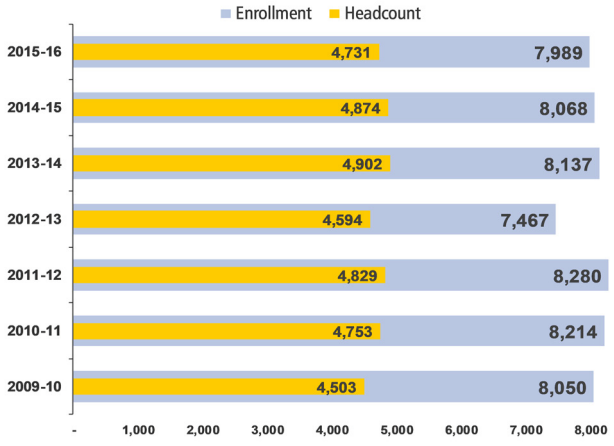
Non-Distance Education Courses



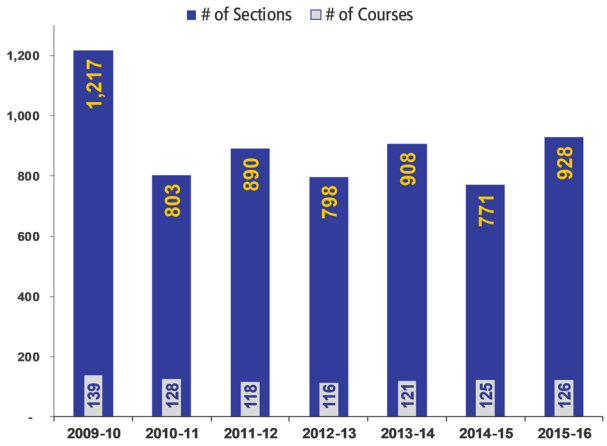
Career Technical Education Courses



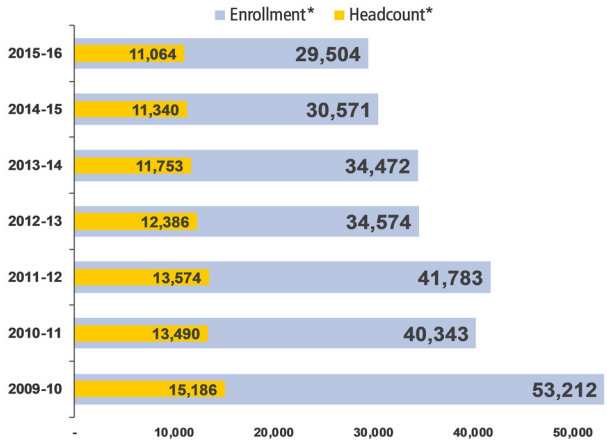
Career Technical Education Courses



Non-Credit Courses



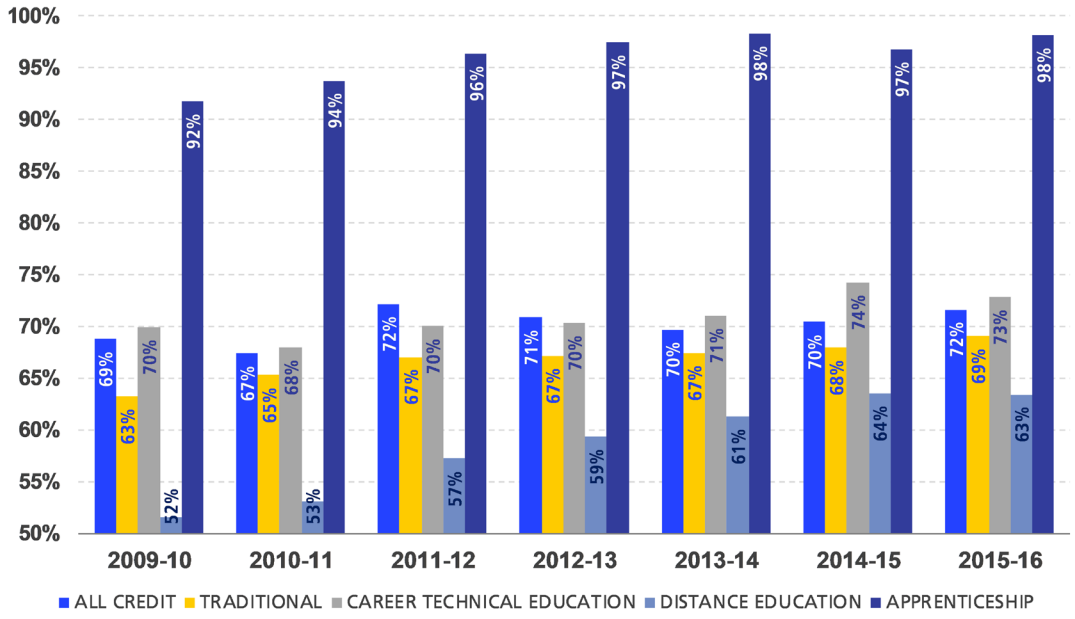
Non-Credit Courses



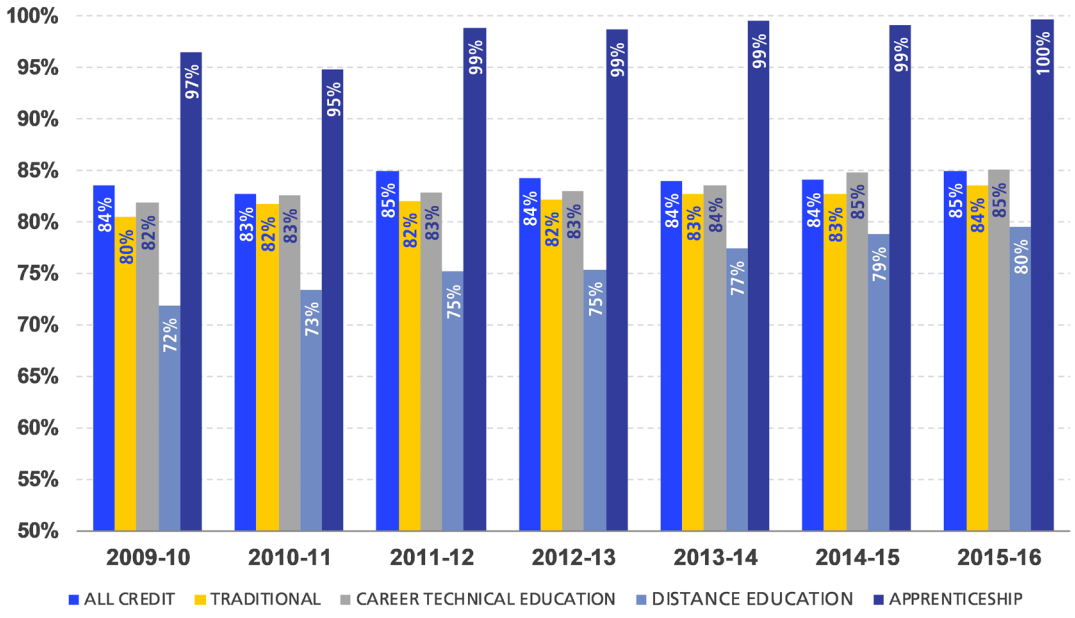
Success and Retention Bar-plots

A student that passes a course with a grade of C or better is deemed successful. A student that remains enrolled in the course throughout the duration of the course is deemed retained.

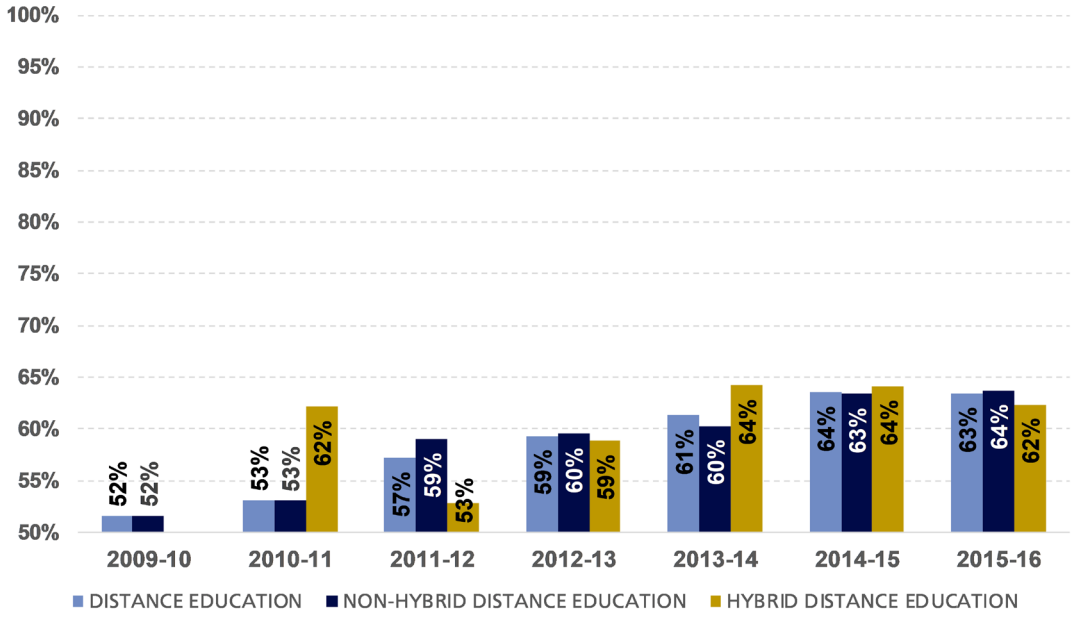
Successful Course Completion



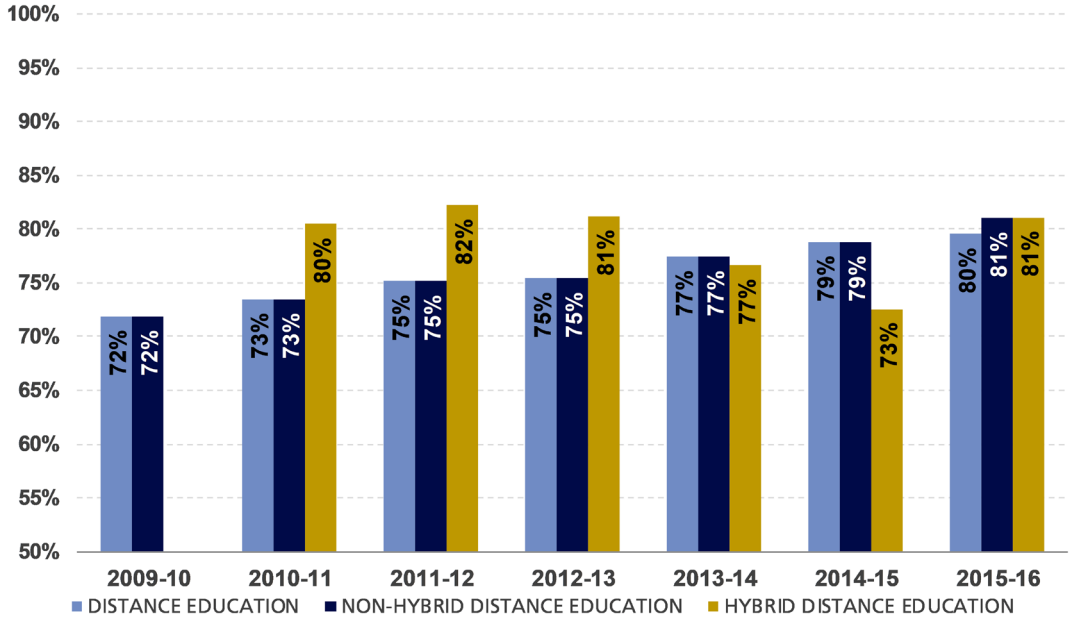
Course Retention



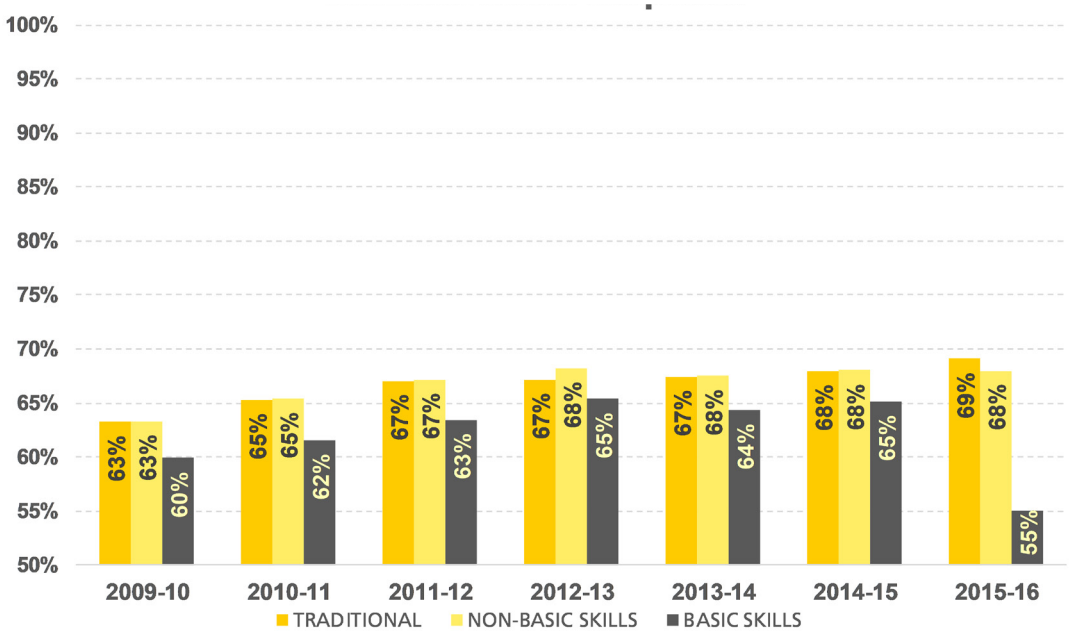
Successful Course Completion



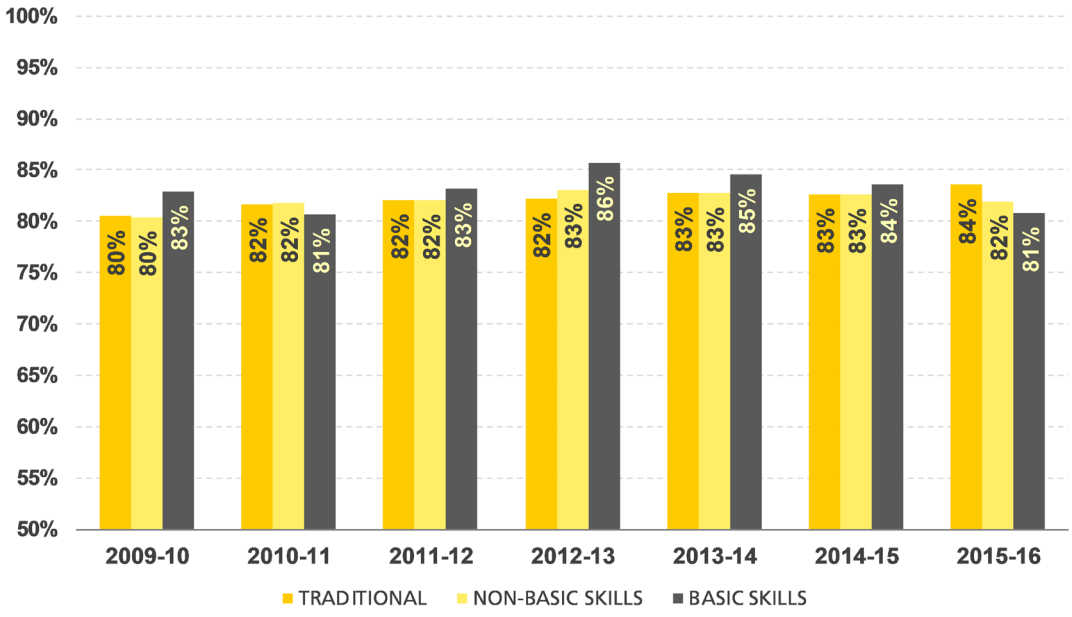
Course Retention



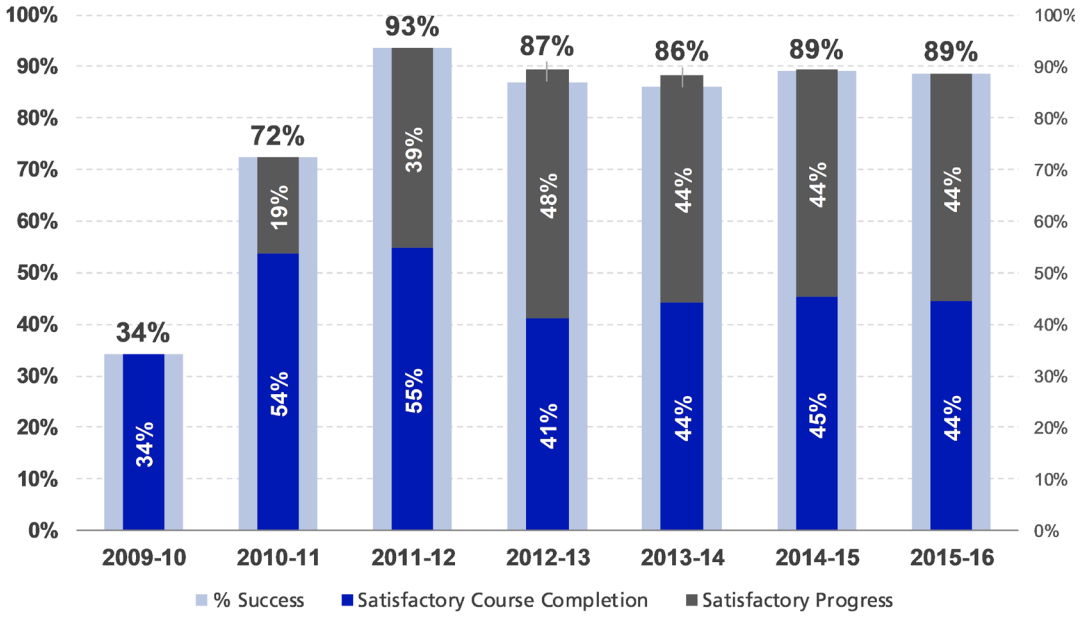
Successful Course Completion



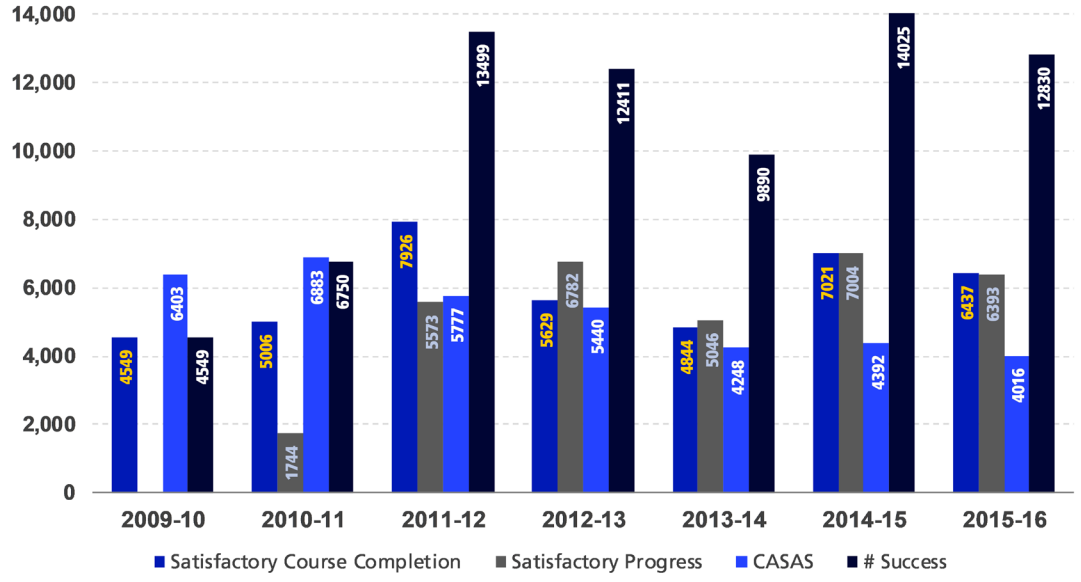
Course Retention



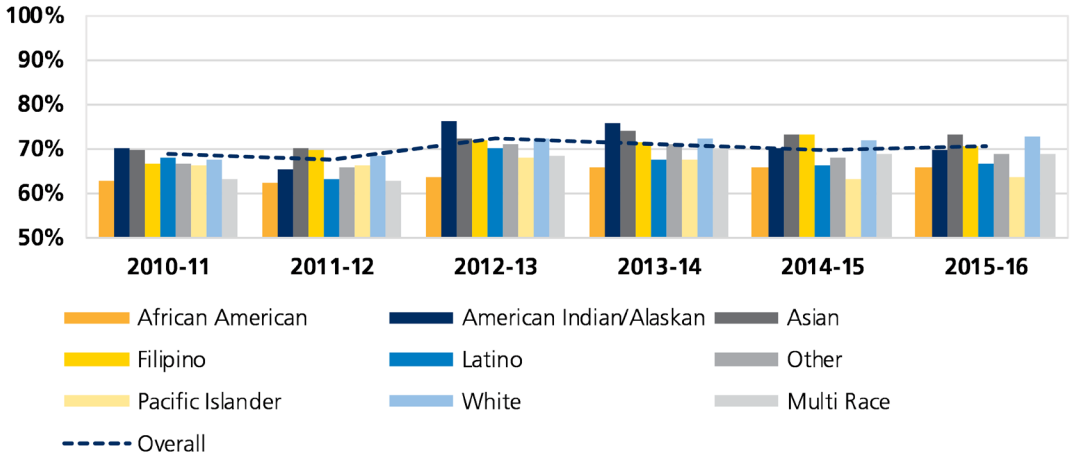
Non-Credit Success



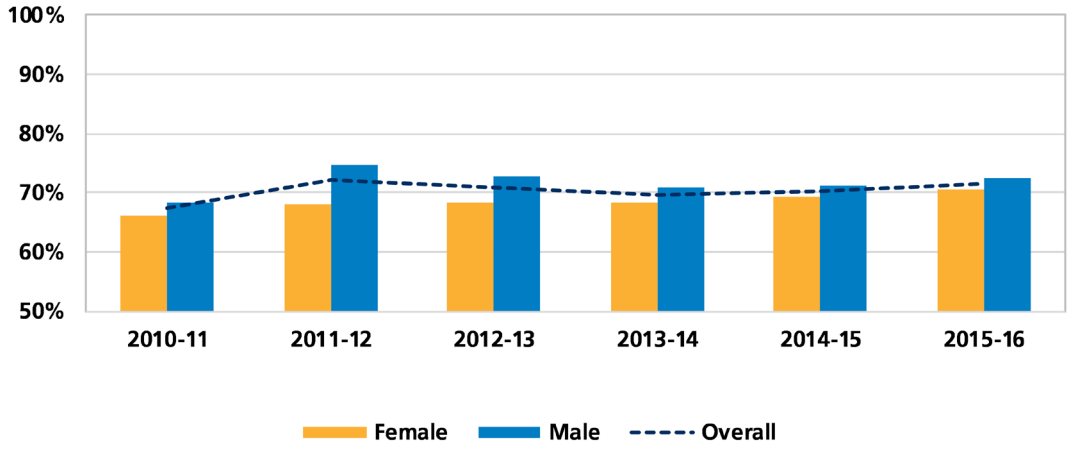
Non-Credit Success



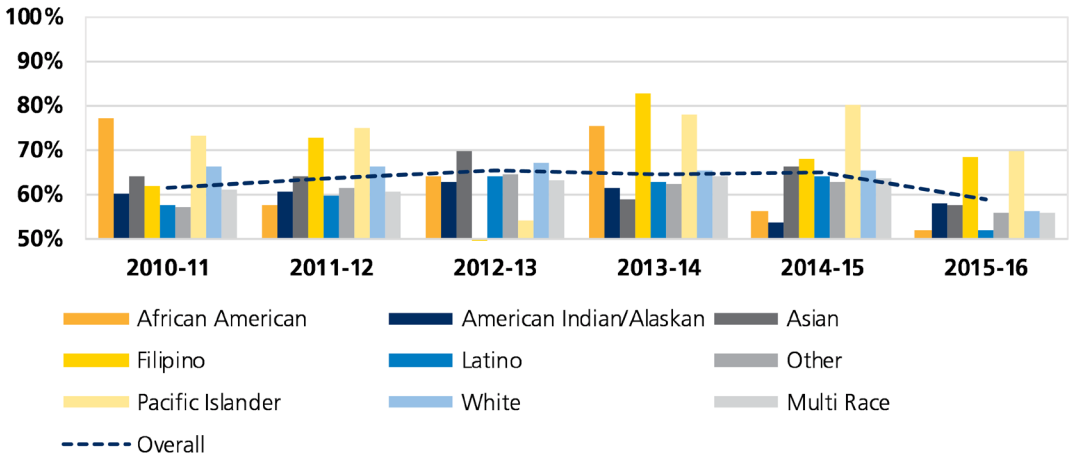
All Credit Success Rate by Ethnicity



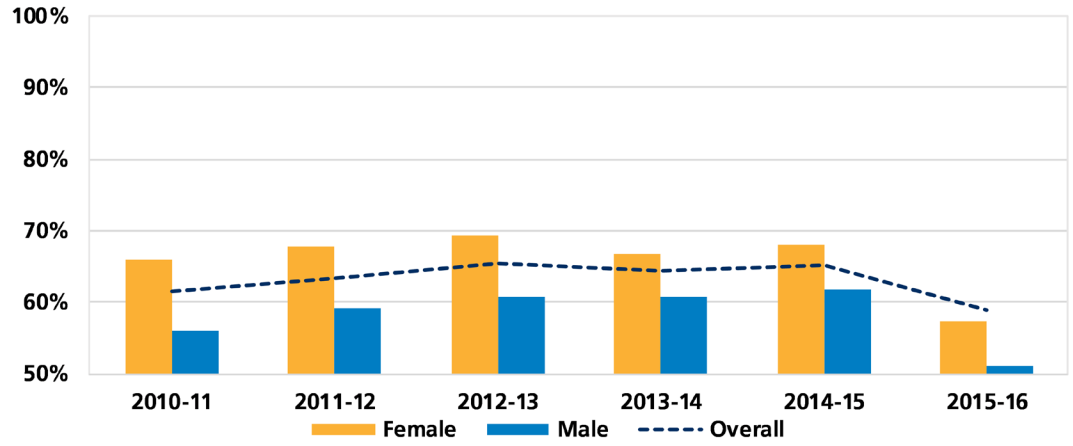
All Credit Success Rate by Gender



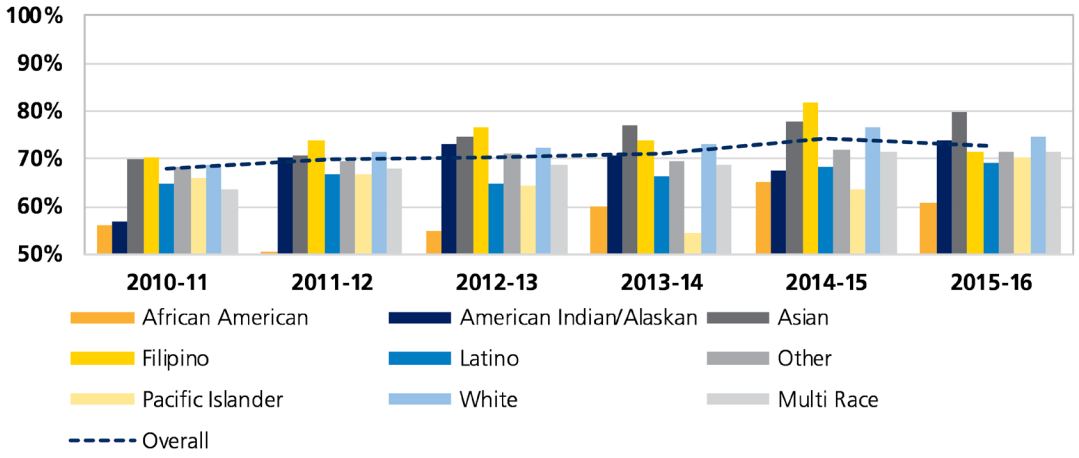
Basic-Skills Success Rate by Ethnicity



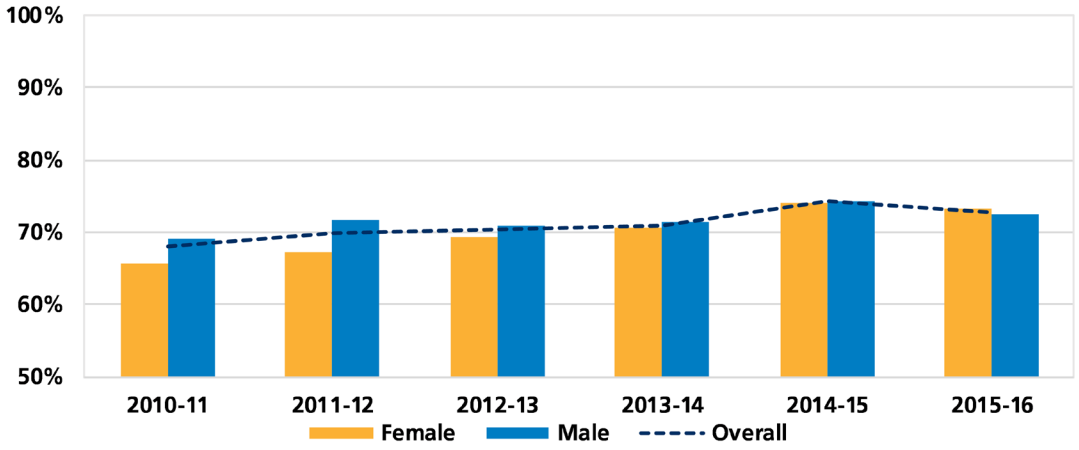
Basic-Skills Success Rate by Gender



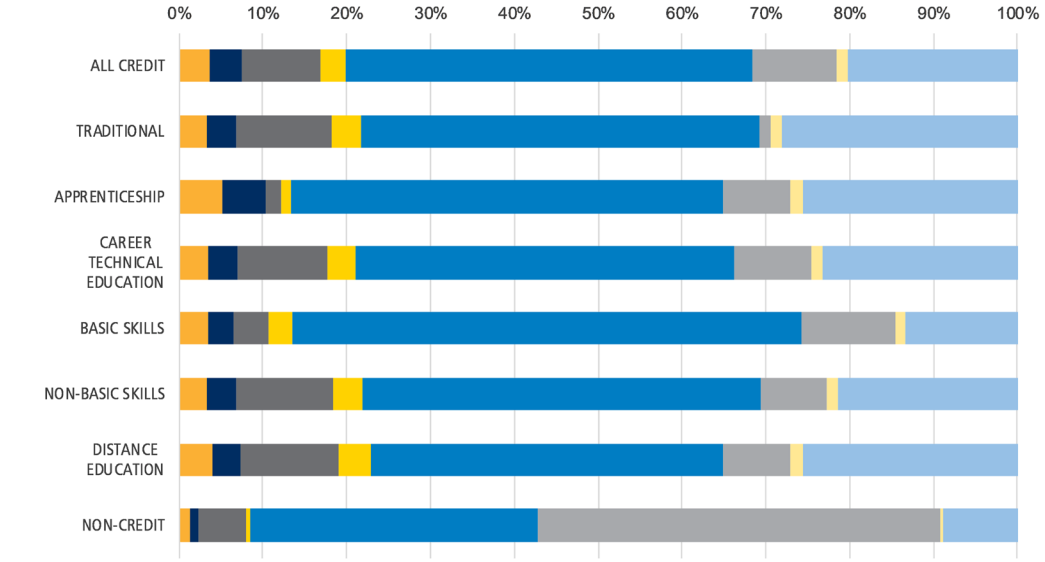
CTE Success Rate by Ethnicity



CTE Success Rate by Gender

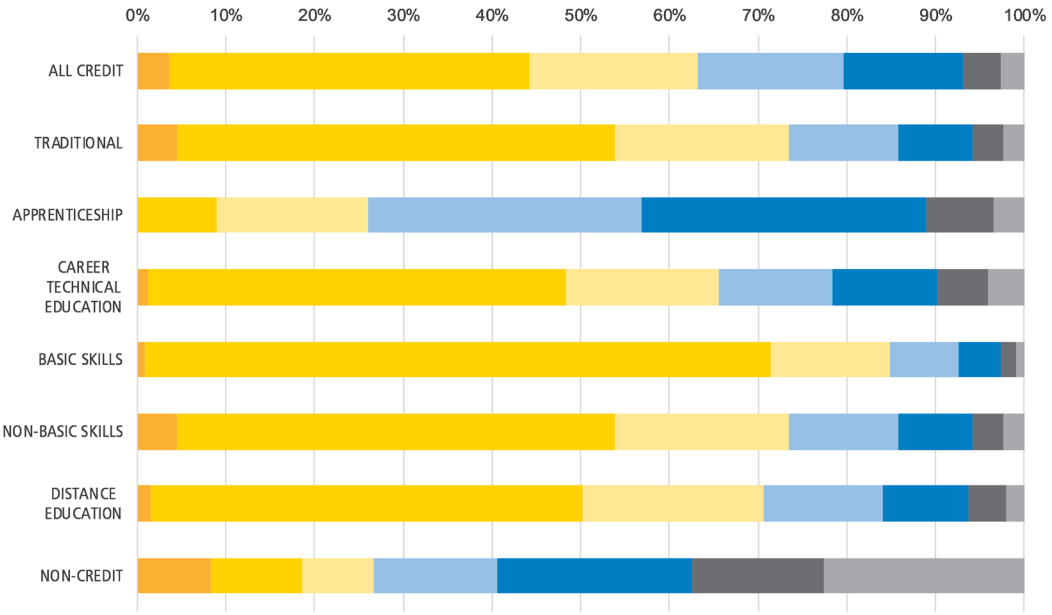


Student Ethnicity



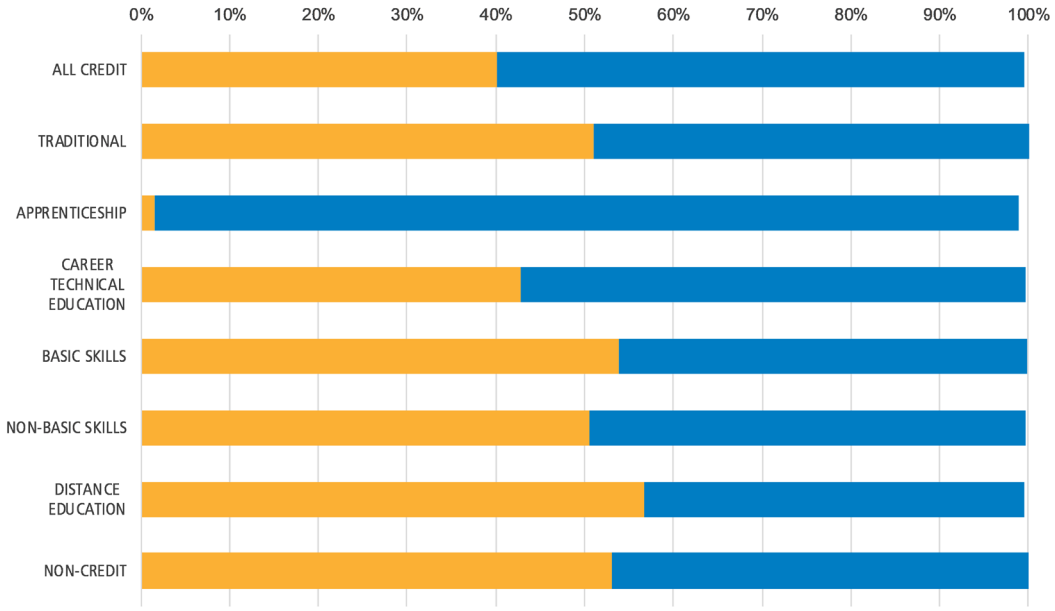
	NON-CREDIT	DISTANCE EDUCATION	NON-BASIC SKILLS	BASIC SKILLS	CAREER TECHNICAL EDUCATION	APPRENTICESHIP	TRADITIONAL	ALL CREDIT
African American	1%	4%	3%	3%	4%	5%	3%	4%
American Indian/Alaskan	1%	3%	3%	3%	3%	5%	3%	4%
Asian	6%	12%	12%	4%	11%	2%	11%	9%
Filipino	1%	4%	4%	3%	3%	1%	3%	3%
Latino	34%	42%	48%	61%	45%	52%	48%	48%
Other	48%	8%	8%	11%	9%	8%	1%	10%
Pacific Islander	0%	1%	1%	1%	1%	2%	1%	1%
White	15%	59%	54%	46%	56%	48%	54%	53%
Multi Race	5%	30%	29%	29%	28%	25%	29%	28%

Student Age Distribution



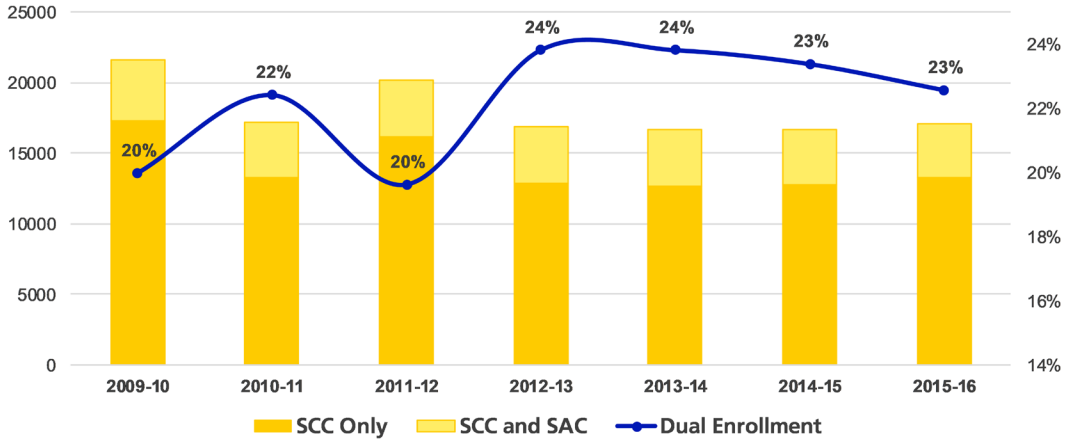
	NON-CREDIT	DISTANCE EDUCATION	NON-BASIC SKILLS	BASIC SKILLS	CAREER TECHNICAL EDUCATION	APPRENTICESHIP	TRADITIONAL	ALL CREDIT
<=17	8%	1%	5%	1%	1%	0%	5%	4%
18-21	10%	49%	49%	70%	47%	9%	49%	41%
22-24	8%	20%	20%	14%	17%	17%	20%	19%
25-29	14%	13%	12%	8%	13%	31%	12%	16%
30-39	22%	10%	8%	5%	12%	32%	8%	13%
40-49	15%	4%	3%	2%	6%	8%	3%	4%
50+	23%	2%	2%	1%	4%	3%	2%	3%

Student Gender

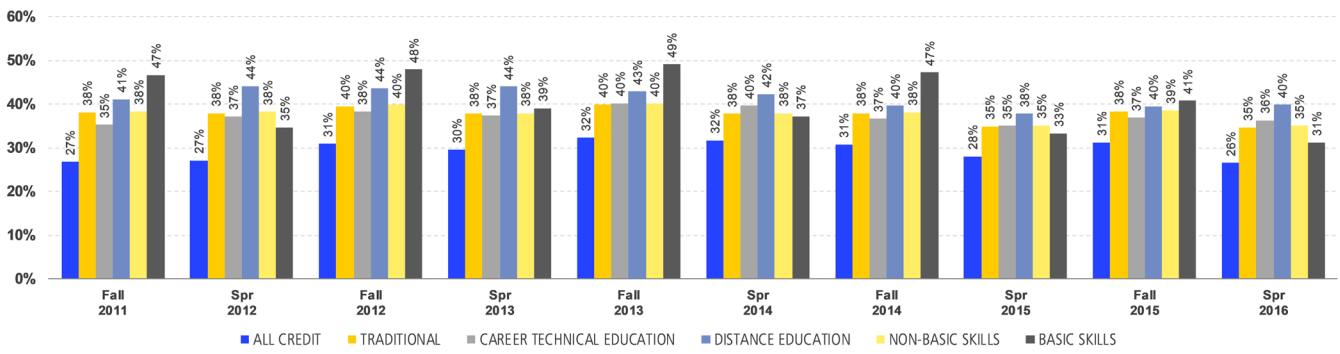


	NON-CREDIT	DISTANCE EDUCATION	NON-BASIC SKILLS	BASIC SKILLS	CAREER TECHNICAL EDUCATION	APPRENTICESHIP	TRADITIONAL	ALL CREDIT
Female	53%	57%	50%	54%	43%	2%	51%	40%
Male	47%	43%	49%	46%	57%	97%	49%	59%

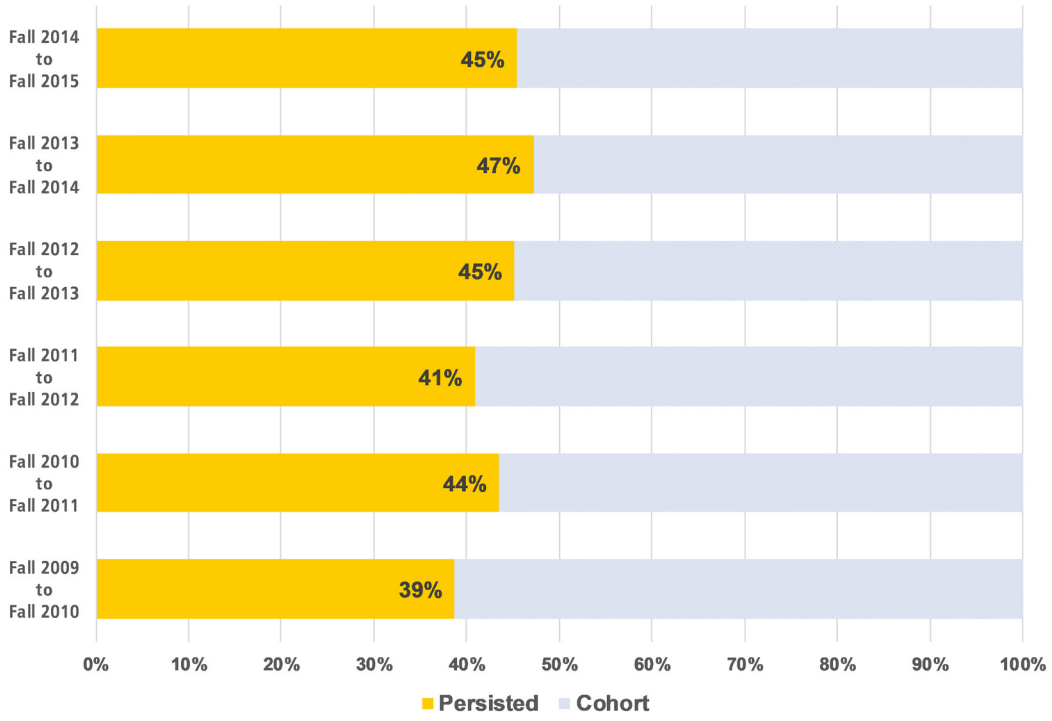
Dual Enrollment at SCC and SAC



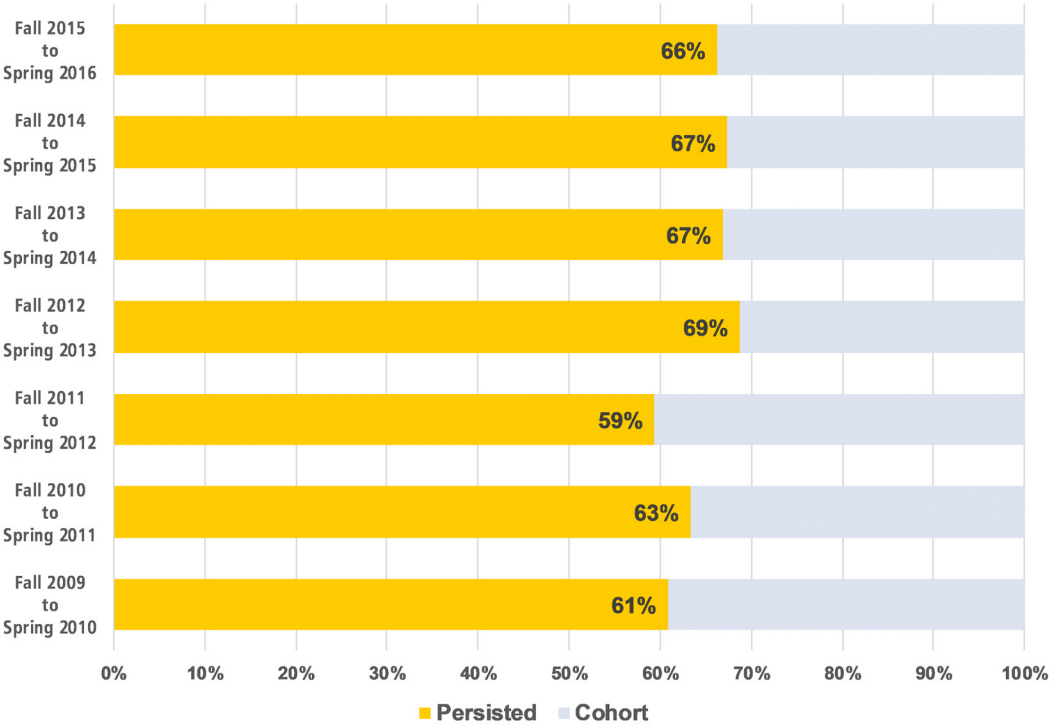
Proportion of Full-time Students

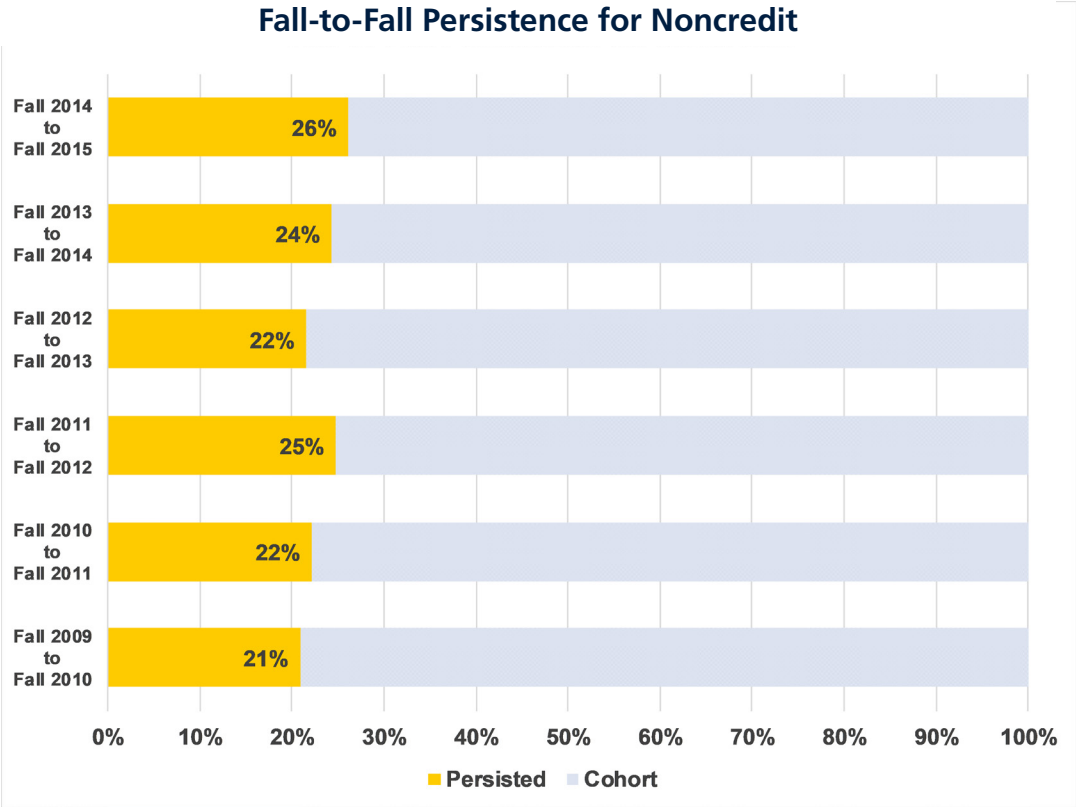


Fall-to-Fall Persistence for Credit

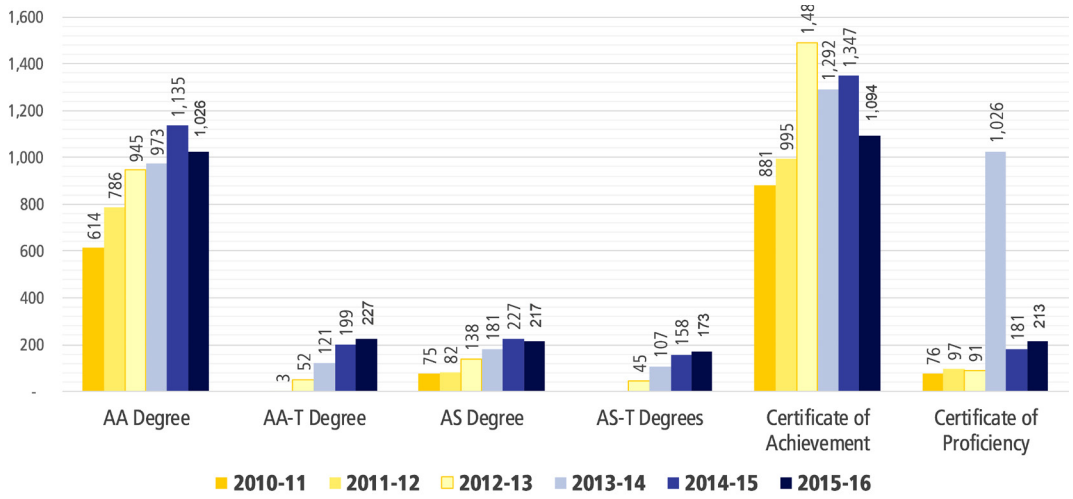


Fall-to-Spring Persistence for Credit

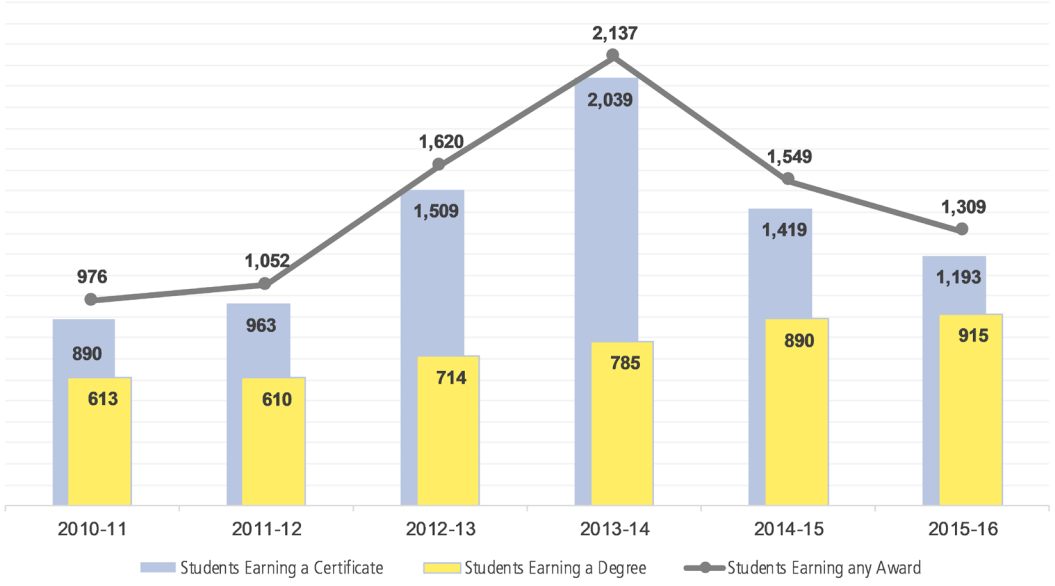



Fall-to-Fall Persistence for Noncredit
Fall 2014 to Fall 2015
26%
Fall 2013 to Fall 2014
24%
Fall 2012 to Fall 2013
22%
Fall 2011 to Fall 2012
25%
Fall 2010 to Fall 2011
22%
Fall 2009 to Fall 2010
21%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Persisted
Cohort

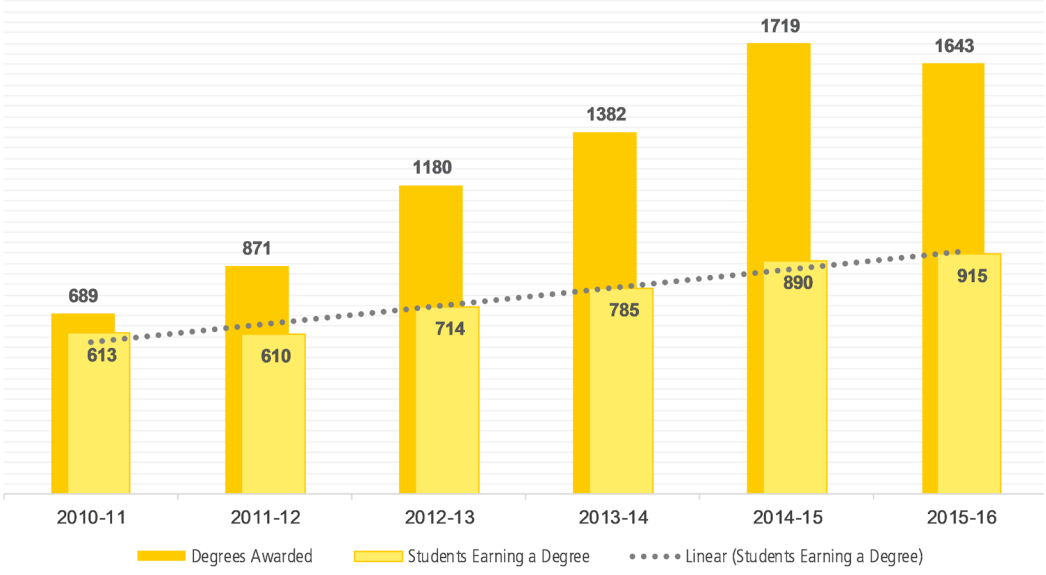
Degrees, Certificates, and Awards



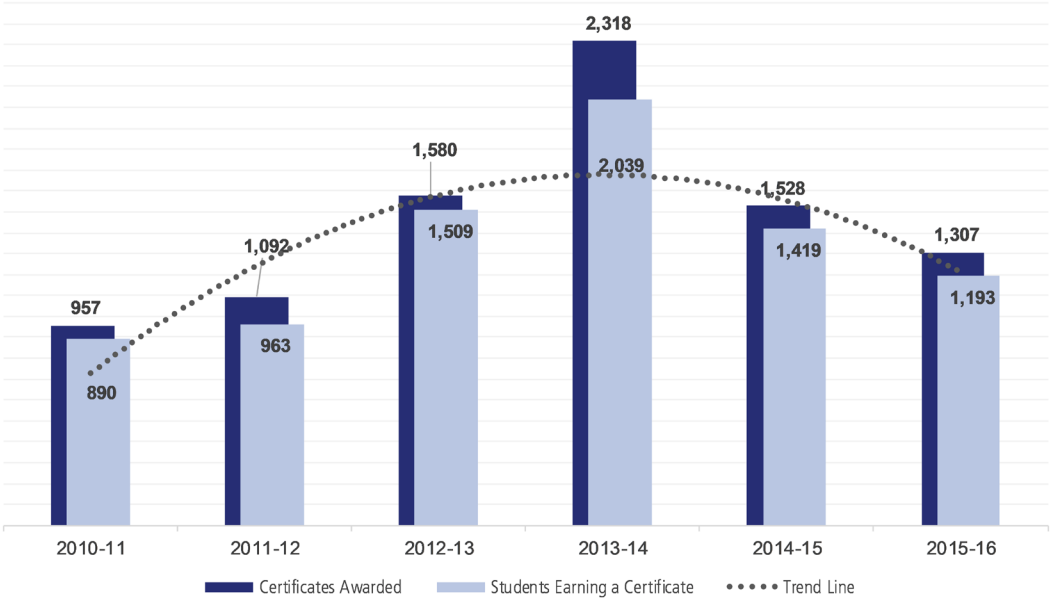
Awards Earned



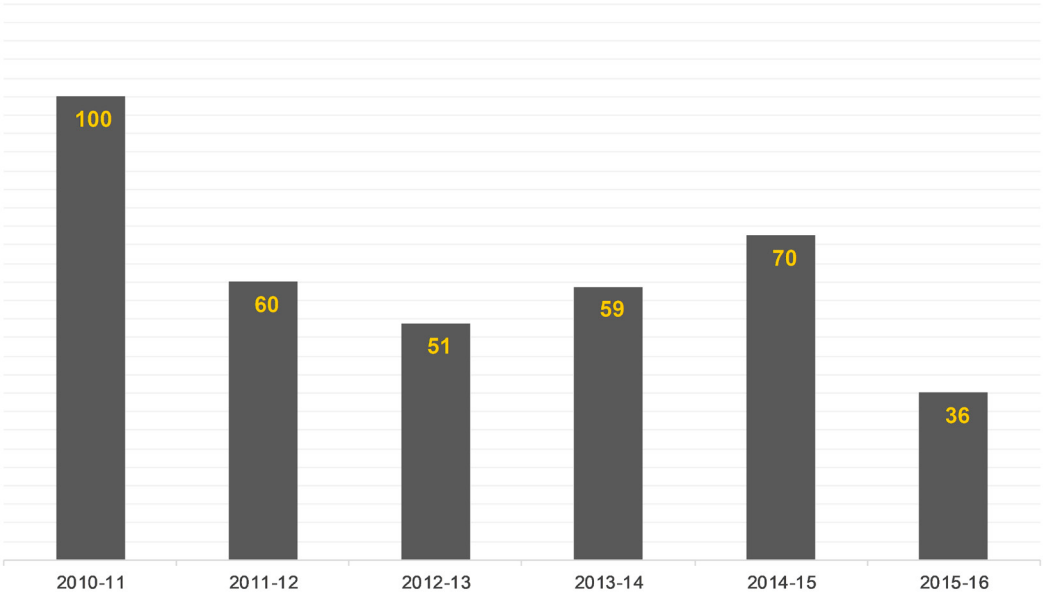
Degrees



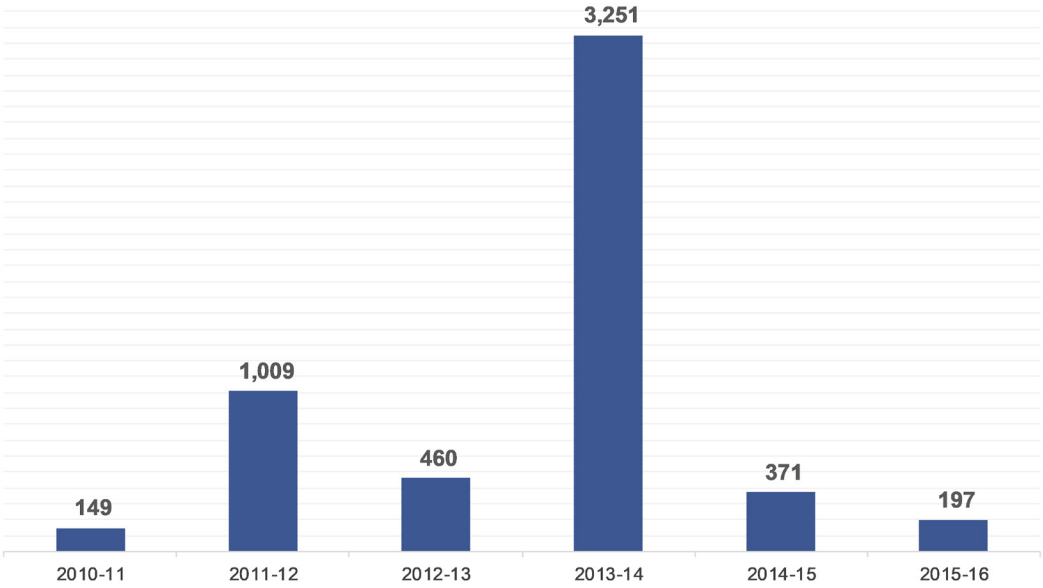
Certificates



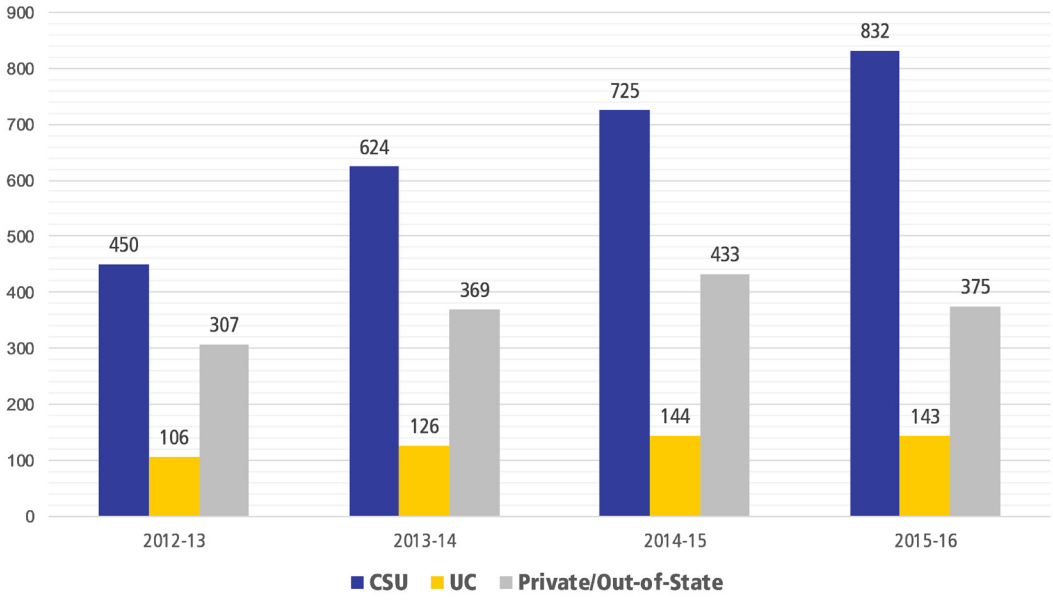
High School Diplomas Awarded



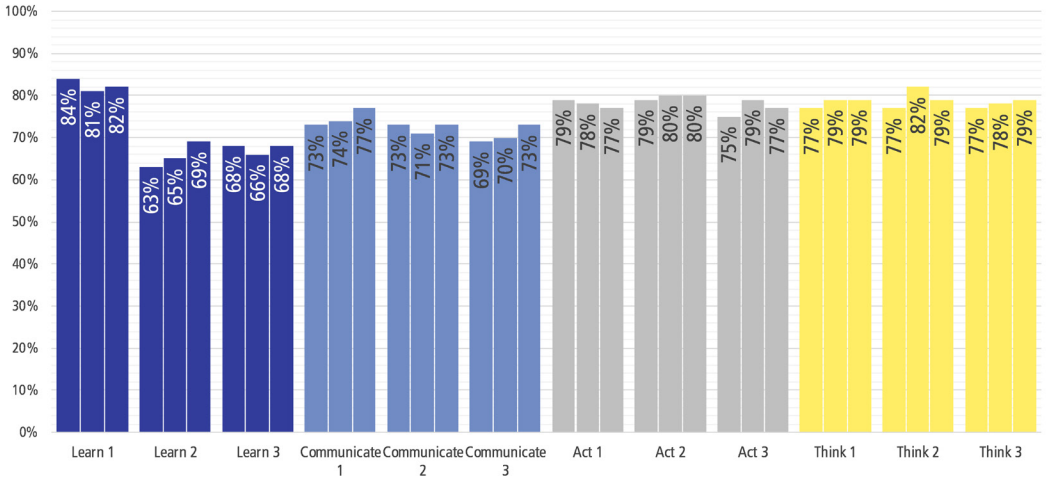
Noncredit Certificates of Completion Awarded



Transfers to 4-year Institutions

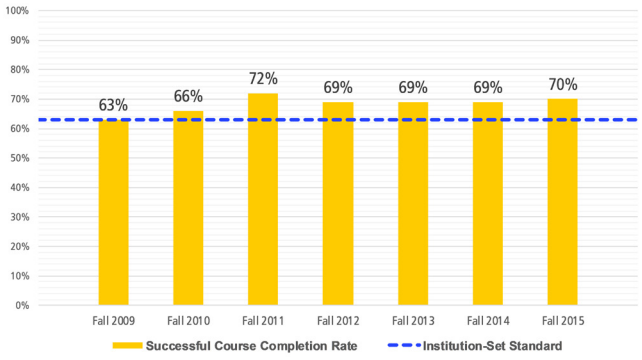


Institutional Student Learning Outcomes

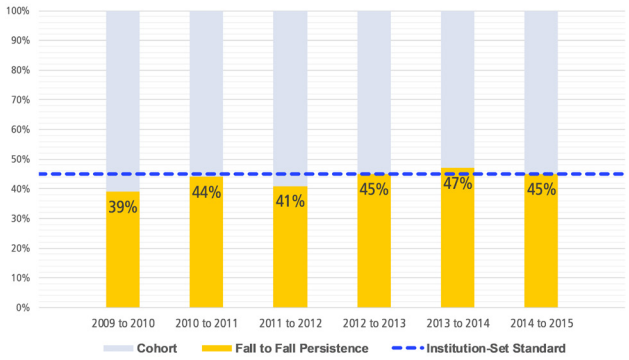


Institution-Set Standards

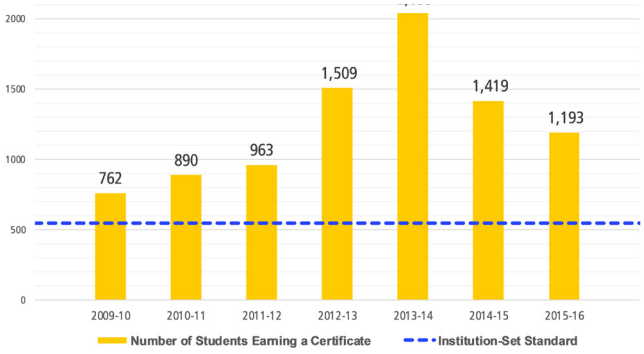
Institution-Set Standard
Successful Course Completion Rate



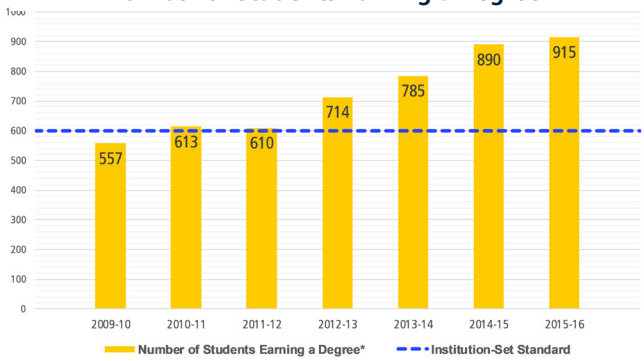
Institution-Set Standard
Fall-to-Fall Persistence



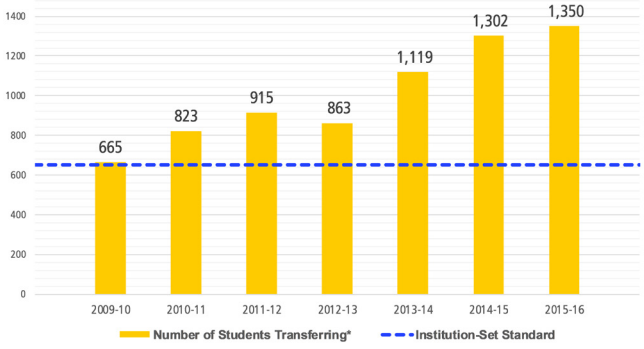
Institution-Set Standard
Number of Students Earning a Certificate



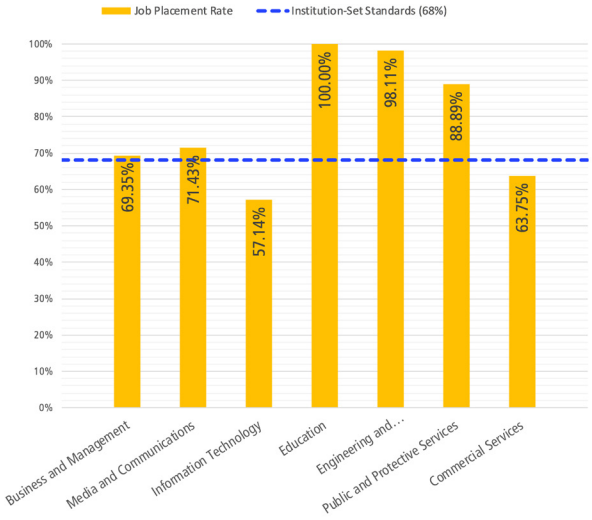
Institution-Set Standard
Number of Students Earning a Degree



Institution-Set Standard Number of
Students Transferring to a 4-Year Institution

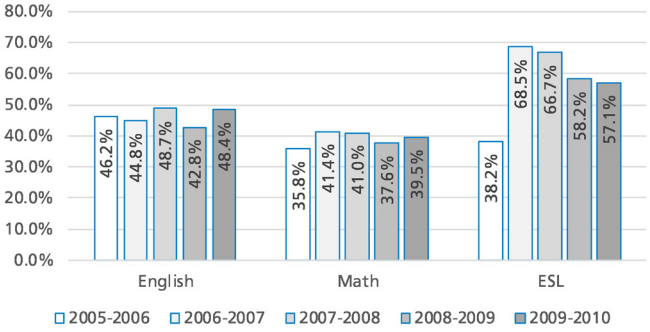


Institution-Set Standard Job Placement Rates
by CTE Program 2 Digits TOP Code

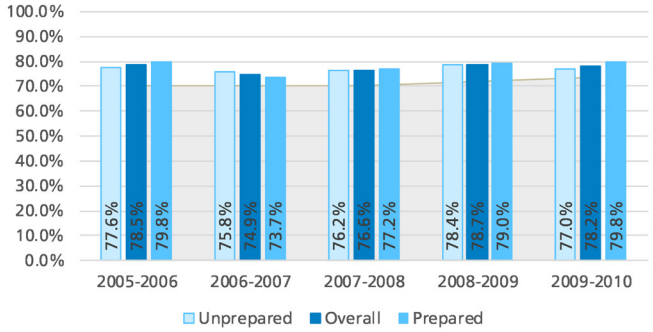


Student Success Scorecard

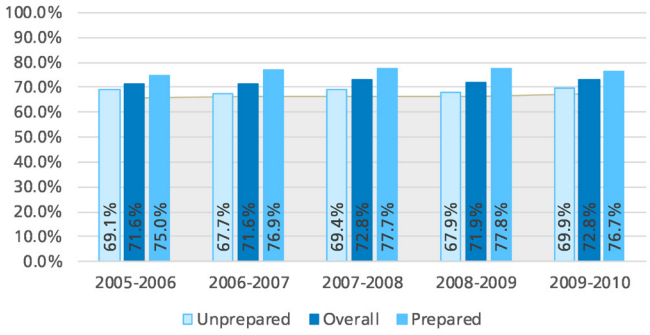
SCC Remedial Progress



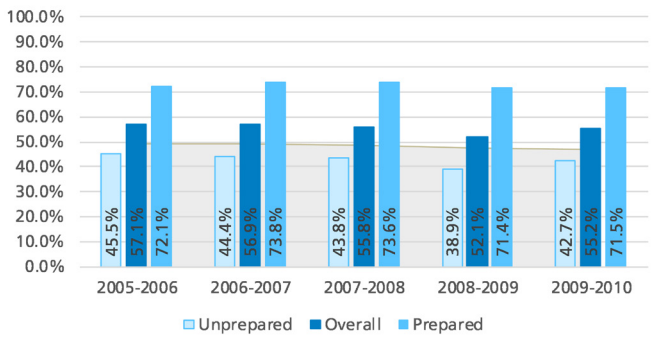
Persistence



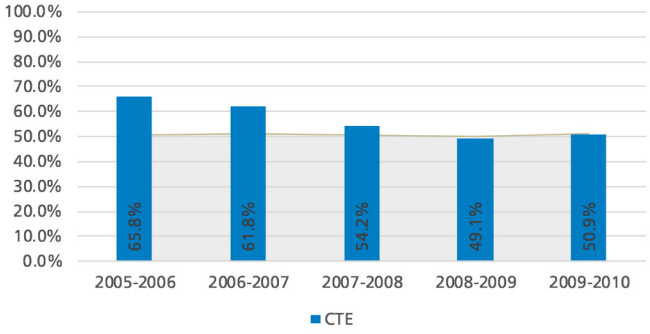
30 Units



Completion



Career Technical Education



VI. PLANNING AT SCC

Overview and History

Planning at Santiago Canyon College exists in a variety of interconnected processes and documents. Accreditation self-studies, department and unit plans, program reviews, and campus-wide plans come together to inform the work done at the college.

In SCC's culture, the term "Educational Master Planning" refers to three inter-related and dynamic documents:

- Department Planning Portfolios (DPP): Departments and units annually review progress and set short-term goals.
- Program Reviews: Every three years, departments and units take a more comprehensive look back and then engage in a multi-year goal-setting process that provides in-depth discussions, introspection, quantitative analyses, and evaluation. This document is the central link between the RSCCD and college goals, accreditation feedback, and the department plans.
- Educational Master Plan (EMP): The multi-year EMP is the primary campus-wide planning document and contains the overview planning piece: those elements that have broad implications for the college as a whole, that bridge more than one department or unit, or that reside apart from the units as currently configured.

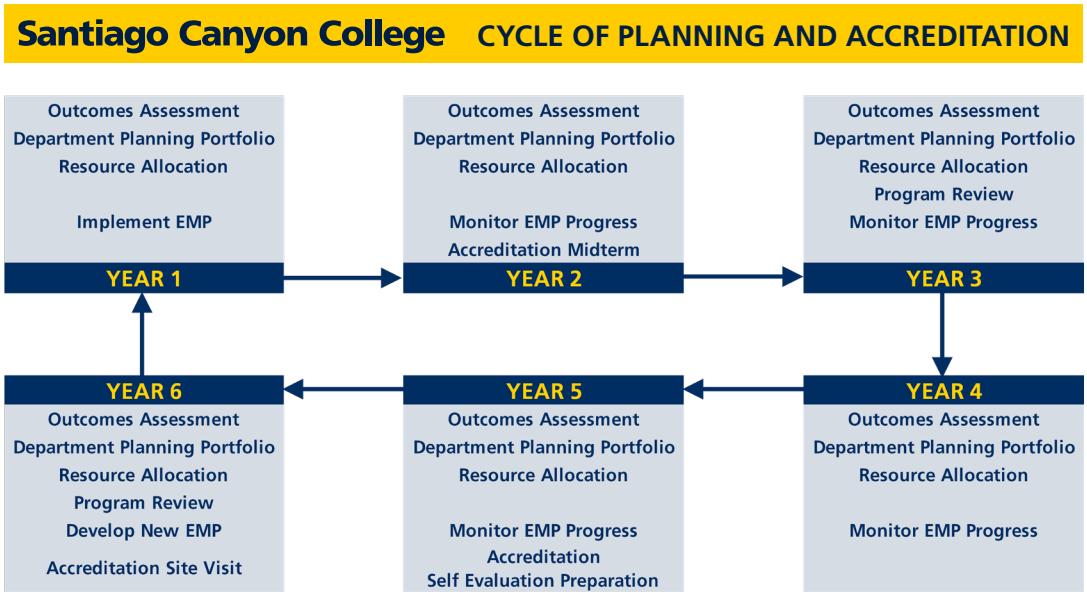
In 2009, the SCC Accreditation Task Force revised the cycle of planning activities to align it with scheduled accreditation reports, recognizing the relationship between college planning and accreditation. Because the timing of SCC's accreditation reports was adjusted in 2008 to correspond with those of Santa Ana College, the other college within the Rancho Santiago Community College District, the realignment of planning and accreditation needed to occur over a six-year segment. As a result, the Educational Master Plan 2012-2016 covered a four-year period, while subsequent EMPs were intended to contain plans for a six-year period. Now that the cycles are fully aligned, the Educational Master Plan 2016-2022 and subsequent EMPs will follow the 6-year pattern shown below in the Cycle of Planning and Accreditation.

SHORT-TERM PLANNING AND RESOURCE ALLOCATION

The short-term planning activities include the development of annual plans (Department Planning Portfolios), submitting and prioritizing resource requests, as well as submitting and prioritizing faculty hiring requests.

Institutional planning, including resource planning, begins at the department and unit levels with their Department Planning Portfolios (DPPs). Biannually, departments, programs, and units have the opportunity to reflect upon the past year's activities and accomplishments and put forth a plan for the subsequent year. The DPPs, accompanied by learning outcome or service area outcome assessment data, student achievement data, or other relevant information, provide departments, programs, and units the opportunity to develop annual plans, set annual goals and identify any resources needed to carry out annual plans and achieve annual goals. The goals and plans listed in these documents inform the college's resource allocation decisions.

Department Planning Portfolios are reviewed and revised on a biannual basis. To fulfill its planning responsibilities, the Educational Master Planning Committee monitors the annual departmental planning process with DPPs. The biannual updating of the Department Planning Portfolios is critical to the institution, for these documents serve as the vehicle through which discipline, department, and division resource requests are made



in an effort to support developed plans for the coming academic year.

Resource Allocation

Out of a need to separate planning and resource allocation processes, the Planning & Institutional Effectiveness (PIE) Committee was created in spring of 2013.

The PIE Committee is the college's principal planning committee whose charge includes reviewing all requests for resource allocation and systematically developing a prioritized list of resources to be recommended to College Council. Its membership is primarily comprised of chairs of other collegial governance committees to ensure college-wide input. Consequently, the PIE committee informs institutional planning policies and procedures, develops institutional funding priorities, and ensures that decision-making is evidence-based and data-informed.

The primary responsibilities of the PIE Committee are as follows:

- to review all college planning documents and ensure that recommendations are consistent with those plans;
- to review college-wide resource allocation requests and evaluate them based on how well they support the college mission and meet institutional goals;
- to utilize, evaluate, and revise rubrics for resource allocation, expansion, and contraction recommendations;
- to review all requests to "Apply for a Grant" and assess short/long-term implications of the grant, including financial viability;
- to consult with the Budget Committee to determine available funding for PIE Committee prioritized recommendations;
- to refine recommendations based on feedback from the Budget Committee;
- improvement of planning processes from the college community;
- to assess progress toward achieving stated institutional goals;
- and to provide an annual planning cycle to the college community. The concerted efforts of the members of the PIE Committee assure that SCC undergoes a systematic evaluation of its planning to enhance student learning.

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

Outcomes Assessment

In order to meet the mandate of the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges standard for proficiency in outcomes assessment, the college has developed a statement on standards of assessment practice as it relates to instructional programs. This statement on standards of assessment practice requires that all student learning outcomes for a given course must be assessed within a three-year period and assessment activity must occur annually.

The Office of Institutional Effectiveness and Research manages the college's assessment management system that serves as the central repository for outcomes assessment information. Assessments of record, cycles of assessment, and reports of assessment results for all courses and programs are input into the assessment management system and reviewed by the Office of Institutional Effectiveness and Research staff for completeness. Information warehoused in this system can be used to inform departments on issues of educational quality and to substantiate requests for resources through the annual resource request process.

The majority of student learning outcomes assessment is completed at the course level. Through the mapping of outcomes (course-to-program or course-to-institutional), the strength of the relationships between different levels of learning outcomes has been determined so that the work that is completed at the course-level can be drawn upon to inform the achievement of student learning for higher order outcomes.

Faculty Position Ranking

Finally, the Academic Senate annually conducts its prioritization process for ranking of new faculty positions

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

NEAR-TERM PLANNING AND PROGRAM REVIEW

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

findings from the program reviews are used to inform the DPP goals and activities of the subsequent years, the next EMP document, and the subsequent accreditation self-study or midterm report.

Program Review:

The Program Review has maintained most of its structure from the last EMP document

- An emphasis on documented evidence including quantitative measures of program effectiveness
- A section that requires programs to set measureable goals for the next three-year period based on the findings of the current program review
- An Executive Summary that can be disseminated so that program review findings are more widely known in the collegial governance system
- Part I: Overview of Academic Program Information—Details and data relating to all department matters.
- Part II: Program Goals and Objectives—Description of the processes that lead to the creation of department goals and objectives.
- Part III: Student Achievement Data Analysis—Summary of data and description of patterns, trends, and anomalies and plans to address those issues.
- Part IV: Course Student Learning Outcomes Assessment-- Description of course assessments
- Part V: Program Student Learning Outcomes Assessment-- Description of program assessments
- Part VI: Curriculum and Program Management--Description of course and schedule creation and review
- Part VII: Resources--Analysis of facilities and equipment
- Part VIII: Faculty-- Description of involvement and leadership
- Part IX: Internal and External Communication--Review of inter and intradepartmental communication
- Part X: Planning Agenda—a list of areas gleaned from this document that will need attention before the next cycle, including supporting data and resources.
- Program Review Summary Report--an "executive summary" report that will be shared with College Council and other areas of the college that might not see the entire document.

The Educational Master Planning Committee, as a participatory governance committee, is central in guiding the program review process through the use of standard program review templates for Academic Affairs departments, Student Services departments, and Administrative Services units. Disciplines and programs evaluate the results of their outcomes assessments and link the results to their Program Reviews and Department Planning Portfolios (DPPs), which, in turn, inform the College's Educational Master Plan writing process.

Since its inception, the Educational Master Planning Committee (EMPC) has refined its program review process according to school community feedback following each program review cycle. The last major overhaul of the Academic Program Review (APR) template occurred before the 2012-2014 APR cycle. The Educational Master Planning Committee began revisions to the "Academic Program Review Template" in spring 2012. The revisions were concluded in fall 2013 when the Academic Senate of Santiago Canyon College adopted the enhanced Academic Program Review Template. This revised template includes specific prompts for facilities, technology, equipment, and personnel so that departments and units can identify areas of need and so that departments and units also have an opportunity to put forward requests as part of the college's resource allocation process. The 2013 Academic Program Review Template further strengthens the document's utility in serving as a bridge and in connecting local considerations, such as student performance, student learning outcomes assessment, curricula development, department dialogue, the college's Educational Master Plan, budgeting and allocation of resources, facilities utilization, long-term planning, and accreditation.

Because the 2012-2016 Educational Master Plan cycle only spanned four years, thus requiring academic program review to be conducted twice within a four-year period, only minor changes were made to the 2014-2016 APR Template. The rationale behind this was that the EMPC did not feel it would have been acting in the best interest of the faculty to have them complete a revamped APR when an overhaul had just been conducted two years prior. Thus, for the 2014-2016 APR Template, faculty was asked to respond to student achievement data that the Office of Institutional Effectiveness & Research had embedded within the templates.

In spring 2011, the Educational Master Planning Committee assisted the vice president of administrative services in developing an Administrative Services Program Review Template. The first Administrative Services Program Review was completed in fall 2011 and spanned the period from 2008-2011. Most recently, Administrative Services overhauled its program review template to include components of the Santiago Canyon College Educational Master Plan, Facilities Master Plan, and Technology Master Plan. Another added feature of the template was the inclusion of Administrative Unit Outcomes. The newly modified template was used for the 2014 "Administrative Services Program Review."

During the fall of 2016, the EMPC began official conversations regarding the development of a hybrid program review document. The EMPC felt that a viable solution would be to have a "service addendum" completed by academic programs that have a service component such as Mathematics and MaSH, Library and Information Studies and Library Services, Sciences and STAR.

The administrative co-chair of the EMPC and the Interim Vice-President of Student Services developed a plan to create a single program review template that incorporates both academic and student service-oriented questions. Should an academic program not have a service component, then it would not be required to complete service-focused sections. Similarly, should a student service program not have an academic component, it would not be required to complete academic sections.

Currently, the EMPC is discussing the preliminary plans for the new template and will begin its development during fall, 2017.

Institutional Dialogue

Beginning in October 2014, the EMPC began scheduling a part of each bi-monthly meeting to invite departments and operational units to discuss their program reviews during panel discussions. Prior to this time, the committee scheduled each department separately, in fifteen-minute increments during their meetings. The committee ultimately realized that to have a deeper discussion, more time was needed, and in order for the information to reach the college community beyond the EMPC, a different approach was needed. In addition, the committee had more program reviews to address. For the new iteration of the program reviews presentations, the committee scheduled panel discussions, inviting three to four departments to participate at the same time. Each EMPC member reads one section of each department's program review, becoming an expert on that section, and read and develop questions on only their sections. These sections will be their focus for the entire process (without the burden of reading three or four program reviews bimonthly). Five days before the panel discussion, committee members submit their questions to a survey database, developed by the administrative co-chair, and the entire committee ranks the questions that they think will be the best ones to ask at the discussion. The discussion begins with each invited department chair, unit leader, or representative summarizing the department's findings in a five-minute introduction. During the panel discussion, the same question may be asked of all representatives, allowing the panel to see the differences and similarities in their responses. Some of the questions are specifically directed toward an individual department. The discussion is organic, with the panelists answering questions from the EMPC members and providing clarification regarding the analyses contained in the program review while also asking questions of each other and sharing their own experiences in an open dialogue and informal setting. The committee has received positive feedback from the participants with some participants indicating that they wish more time were allotted for the discussion. Because of this, the committee is contemplating scheduling the panel discussions twice a year, perhaps during FLEX week, allowing more of the school community to participate.

In an additional effort to ensure program review information and dialog are communicated to all constituents, a representative from the Educational Master Planning Committee provides "Program Review Summary Reports" to College Council. The updates are critical to ensure that planning is connected to decisions that impact resource allocations and overall college planning.

LONG-TERM PLANNING

SCC Mission

The Santiago Canyon College (SCC) College Council regularly reviews the college mission statement as part of its planning process. The College Council tasked the Educational Master Planning Committee to review and make recommendations for modifications of the Santiago Canyon College Mission Statement. As part of the periodic review, the mission is reaffirmed by the Academic Senate of Santiago Canyon College and the College Council and approved by the Rancho Santiago Community College District Board of Trustees. The approved statement is the product of a college-wide survey conducted and analyzed by the Educational Master Planning Committee (EMPC).

The mission statement and planning documents serve as the foundation for the college's planning cycle. The SCC Mission Statement is effectively and consistently used in the planning processes of the college's councils, committees, groups, and task forces. As a strong reflection of the college's mission statement, the Educational Master Plan proves a deliberate and cohesive document designed to illustrate a more comprehensive multi-year perspective on institutional goals.

The Academic, Student Services, and Administrative Services Program Reviews all ask departments and units to link the SCC Mission to their goals.

As further evidence of how Santiago Canyon College's mission is central to institutional planning and decision-making, the college aligns course student learning outcomes (SLOs) with the institutional student learning outcomes (ISLOs) that serve as a critical component of the college mission statement.

The Educational Master Plan

Long term planning at SCC is represented by the Educational Master Plan (EMP) document.

The Educational Master Plan is informed by the Department Planning Portfolios, the Academic, Student Services, and Administrative Services program reviews, accreditation self-studies and midterm reports, the SCC Mission, the SCC Enrollment Management Plan, the SCC Student Equity Plan, the SCC Technology Plan, the SCC Facilities Plan, the RSCCD Mission, and the RSCCD Comprehensive Master Plan and Strategic Plan.

Accreditation Self-Studies and Midterm Reports

Feedback and recommendations from accreditation team reports help SCC refine and shape its long-term planning processes.

Recommendation 3 from the team evaluation report following the 2014 site visit urged the college to "develop a systematic method by which it assesses its evaluation processes as well as its progress toward achieving its

stated goals." Following this recommendation, in spring 2015, the 2012-2016 Educational Master Plan Midterm Update Survey went out to all responsible parties so that the EMPC could determine what goal- related activity had occurred since 2012. Respondents to the survey had to identify the goal and action item they were electing to update, provide detail on the activity that had occurred to date, and identify whether the action item had been completed or not. In the event that the action item had been completed, the survey asked respondents to identify the institutional support they received related to their activity and what affect that activity had on the institution. In the event that the action item had not been completed, the survey asked the respondents to identify the work that still remained to be completed and any resources that were necessary to complete the work.

The information from the survey was pulled together to provide a report back to the college community on the progress made in achieving the 2012-2016 Educational Master Plan goals. This report came as part of an open forum designed to solicit feedback from college constituents on multiple sources of data, both external and internal, as the college began the development of its next educational master plan and the development of its next set of educational master plan goals. The college-wide discussion around this information was to determine campus opinion as to whether the unachieved goals were still relevant, warranting inclusion in the next iteration of the educational master plan, and, if so, whether or not the remaining action items were adequate to lead the college to goal completion.

As a result of this process, it was identified that the next evaluation of the goal achievement process should include more frequent opportunities for responsible parties to provide updates on action items and goal achievement. This would include additional opportunities to request resources in the event that a resource need is what is holding the college back from achieving a specific goal.

SCC Enrollment Management Plan

The Enrollment Management Plan is a three-year evolving plan that includes goals and strategies in support of and aligned to the college's mission, Educational Master Plan, and integrated planning. It is an evolving plan and a living document intended to provide strategies for efficiency, quality, access and inclusiveness for the college and the students it serves. The purpose of the Enrollment Management Committee (EMC) is to discuss enrollment strategies and to make recommendations that contribute to student access, recruitment, persistence, completion, and lifelong learning through diverse program offerings. The 2016-2019 Enrollment Management Plan contains six goals that support the college's institutional EMP goals. Goal 5 of the 2016-2019 Enrollment Management Plan specifically addresses how the Educational Master Planning process and the Student Equity Plan inform the Enrollment Management Plan. All six goals in the 2016-2019 Enrollment Management Plan have been mapped to five of the nine SCC Institutional Goals in the 2016-2022 EMP. In turn, the Enrollment Management committee provides input in shaping the Educational Master Plan as one of the collegial governance committees that participated in the process of creating the college's institutional EMP goals.

SCC Student Equity Plan

The Student Equity Plan is a three-year plan that identifies disproportionate impact within the state-mandated target populations as validated with data collected and analyzed by the SCC Office of Institutional Effectiveness and uses these data in the development of strategies that will address the gaps found according to five success indicators. The SCC Student Equity plan is a living document that directs the college annually to provide students with specialized services to guide them toward their academic goals. A stated aim in the Student Equity Plan is to integrate equity into the college-wide planning processes including the Department Planning Portfolios, Program Review and the Educational Master Plan. The college is in the process of mapping the Student Equity Plan activities to the nine 2016-2022 EMP goals. Beginning in 2017, this plan will become a two-year plan that will incorporate not only planning for Student Success and Equity, but also the plans for the Student Success and Support Program (Credit), the Student Success and Support Program (Noncredit), and the Basic Skills Initiative program. The Student Success and Equity Committee provided input in shaping the 2016-2022 Educational Master Plan as one of the collegial governance committees that participated in the process of creating the college's institutional EMP goals.

SCC Technology Plan

The Technology Master Plan is a five-year evolving plan that evaluates SCC's technical support structure and the instructional technology infrastructure that promotes student success and identifies and prioritizes goals that revolve around providing students with access to learning technologies. The Technology Master Plan reflects the integration of the Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IIIC, the college Mission Statement, and the SCC Technology Committee planning process and recommendations. The Technology Committee explicitly lists among its responsibilities that it will recommend allocation of technology resources in accordance with the Educational Master Plan and the Technology Plan. In turn, the Technology committee provides input in shaping the Educational Master Plan as one of the collegial governance committees that participated in the process of creating the college's institutional EMP goals.

SCC Facilities Plan

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

input in shaping the Educational Master Plan as one of the collegial governance committees that participated in the process of creating the college's institutional EMP goals.

RSCCD Mission

The mission of the Rancho Santiago Community College District is "to provide quality educational programs and services that address the needs of our diverse students and communities". Delivering the highest quality of services to the diverse constituents in the communities SCC serves is the basis for all planning decisions.

RSCCD Goals

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.
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.
3. RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.
4. RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.
5. RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

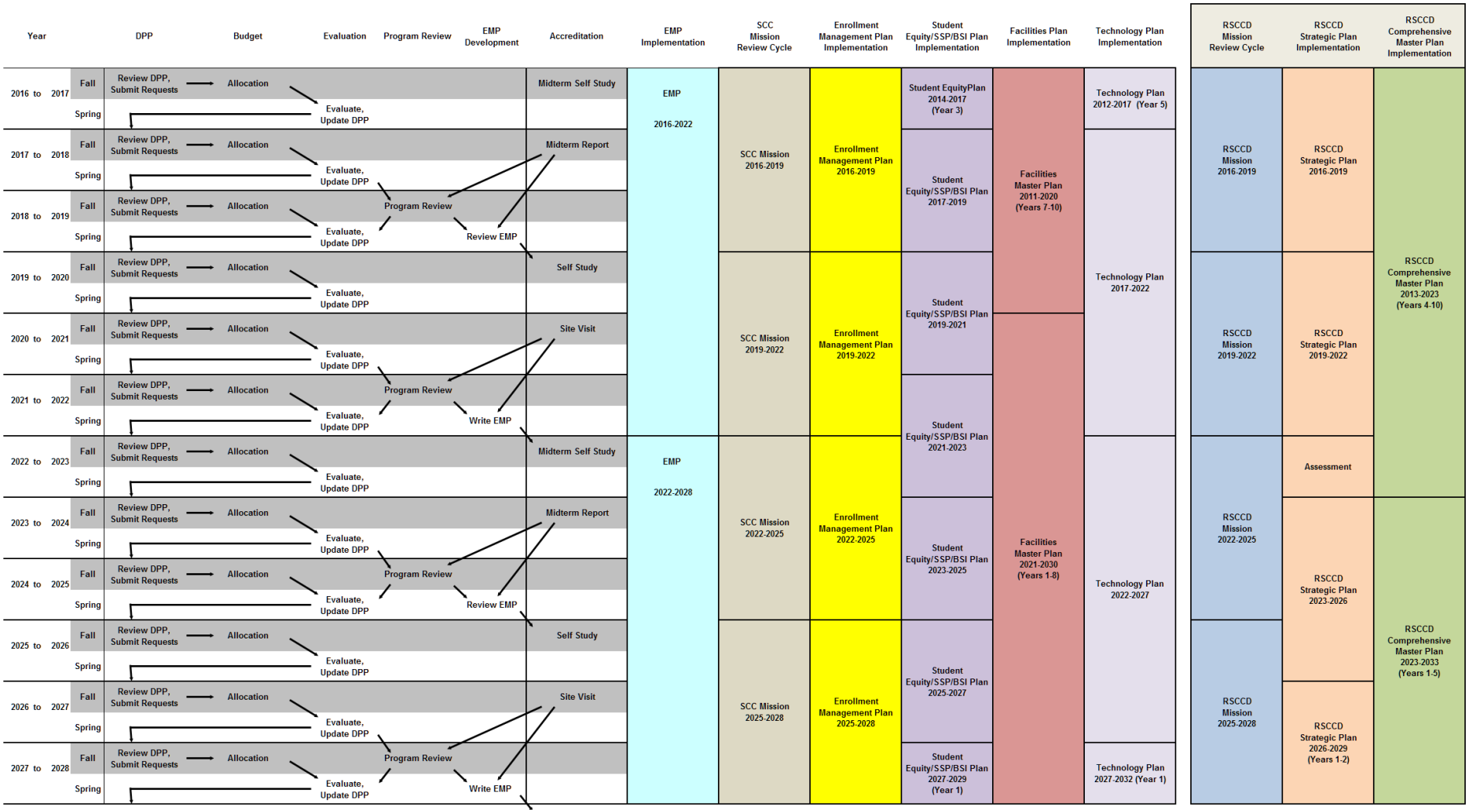
RSCCD Comprehensive Master Plan and Strategic Plan

The RSCCD Comprehensive Master Plan is a ten-year plan that describes the Rancho Santiago Community College District's projections and goals for the coming decade. This plan includes the identification of current and anticipated challenges; RSCCD's Goals for the coming decade; and summaries of the colleges' planning activities. Dedicated chapters describe the plans for each college, starting with summaries of the colleges' educational master plans and the facilities master plans for the main campuses. These chapters continue with analyses of existing conditions and recommendations for future actions for RSCCD facilities. Contained within each ten-year period covered by the RSCCD Comprehensive Master Plan are three three-year RSCCD Strategic Plans.

The Long Term Planning Overviews in the following two figures illustrate the dynamic relationships over time between accreditation, the DPPs, the program reviews, and the EMP document.

Degree, Certificates, and Awards

Beginning in 2016, the published EMP follows a 6-year cycle, program review follows a 3-year cycle, and these cycles are synchronized and in phase with the 6-year accreditation cycle.



PLANNING AND ACCREDITATION

Santiago Canyon College takes pride in its relationship with its regional accreditor, the Accrediting Commission for Community and Junior Colleges (ACCJC). The college's accreditation is paramount because, through the self-evaluation and peer-evaluation processes, it provides the opportunity to ensure educational quality and institutional effectiveness. Santiago Canyon College's accreditation status provides assurance to its students and the communities it serves that the college meets accreditation standards. It assures that the institution provides value to its students through the provision of a quality educational experience, and it demonstrates that learning has occurred. Being accredited means that employers, licensing or trade agencies, and other institutions of higher education can accept the credentials earned at Santiago Canyon College as legitimate.

Along with the great honor of being an accredited institution comes a great deal of responsibility to be able to demonstrate that the college meets the standards set forth by the ACCJC. Through regular and intentional documentation and collection of evidence, both tangible and intangible products of the college's operations, services, education and opportunities it provides, the college is able to fulfill this responsibility. Institutional planning is instrumental in this process and that is why, among the twenty-one mandatory accreditation eligibility requirements that are the basic criteria for institutional eligibility for accreditation, institutional planning and evaluation is one.

Eligibility Requirement 19 –
Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purpose, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

In Santiago Canyon College's 2014 Self Evaluation Report of Educational Quality and Institutional Effectiveness, the college provided the statement below detailing how the planning and evaluation efforts of the college demonstrate that it meets this requirement.

> Santiago Canyon College systematically evaluates the accomplishment of its purpose through the evaluation of its academic programs and support services. Evaluation of programs and services occurs within program review where units across the college make use of student learning outcome and student achievement data to determine the degree to which each academic program or support service has been effective in serving Santiago Canyon College's mission.
>
> Program review and its annual counterpart: Department Planning Portfolios are an opportunity for units to develop plans to improve student learning, to enhance the college's physical and technological resources, and to make more efficient and effective college processes. By tying each unit's planned activities to the Santiago Canyon College Goals, identified in the Santiago Canyon College Educational Master Plan, and by evaluating progress made in carrying out unit plans, the college can determine progress made toward achieving its stated goals.
>
> Resource allocation is designed around the college's collegial governance and administrative structure, and the college uses the results of Program Reviews and Department Planning Portfolios, which are supported by student learning outcome and student achievement data, as the basis for prioritization of requests for additional resources. Evaluation of the effectiveness of carried out unit plans occurs through the cyclical nature of the college's outcomes assessment process, and evaluation of the planning process occurs formally and informally through the college's established communication structure identified in its "Collegial Governance Framework."
>
> Institutional student learning outcomes are integral to and embedded within the language of the Santiago Canyon College Mission Statement. Furthermore, the college presents regular assessment of college student learning outcomes reports to the Rancho Santiago Community College District Board of Trustees and also makes the information publicly available on the District Research Department's web page. In addition, the college annually tracks metrics for which it has established institutional standards to ensure educational quality and communicates the results of the analysis of metric data to its District through the District's Strategic Plan update and to its Board of Trustees at an Annual Planning Session so that student achievement data may support the development of District wide plans.

In total, there are thirteen accreditation standards that are directly related to planning. Through the alignment of programs and services with the institutional mission; the integration of program review, planning, and resource allocation; the documentation of student learning and evaluation of student achievement; the integration of institutional goals and financial planning, and the assurance that the contributions of leadership and collegial governance representation will promote student success, academic quality and integrity, fiscal stability, and continuous quality improvement of the institution, the college continues to demonstrate that it meets these standards.

Below are the thirteen aforementioned accreditation standards that are tied to planning.

I.A.3 - The institution's programs and services are aligned with its mission. The mission guides institutional

decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. I.A.1, I.A.4

I.B.9 - The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. I.B.4, III.A.6, III.B.2.b, III.C.2, III.D.4

I.C.3 - The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. I.B.5

III.D.2 - The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. III.D.1, III.D.1.a, III.D.2.c

III.D.3 - The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. III.D.1.d

III.D.4 - Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. III.D.1.b

IV.A.1 - Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. IV.A.1

IV.A.2 - The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. IV.A.2

IV.A.3 - Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. IV.A.2.a

IV.B.1 - The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. IV.B.2.a

IV.B.3 - Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. IV.B.2.b

IV.D.2 - The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution. IV.B.3.a, IV.B.3.b

IV.D.5 - District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. New Standard.

In 2009, the college adjusted its cycle of planning to better align with ACCJC's prescribed six-year timeline for institutional self-evaluation and accreditation site visits. Transitioning from a five-year educational master plan cycle to a six-year cycle allows for feedback from accreditation site visits to inform the development of the next iteration of the college's educational master plan.

The recommendations resulting from the 2014 self-evaluation and accreditation site visit and the resulting actions the college took to improve institutional quality and demonstrate that it meets accreditation standards influenced the development of the college's goals, which will be detailed later in this document.

Furthermore, through the Educational Master Plan Goal Mapping Matrix, each of the action items designed to support the goals of the college have been mapped to the ACCJC accreditation standards as well as the other college plans. This map allows the institution to see how planned activities inform the institutional goals as well as accreditation compliance.

Historical Evolution of the EMP at SCC

Over the years, the college has engaged in two types of educational master planning processes: one based upon external and internal data (including consultation with constituent groups), and the other more descriptive and program-based. In 2002, the college used a planning process, which included external and internal data as well as consultation with key stakeholders to develop strategic directions and goals. In 2007, the college employed a more descriptive, program-based approach to identify planning priorities. The process used to develop the transitional four-year 2012-2016 Educational Master Plan represented a fusion of the previous processes with an emphasis on including recommendations from focused constituent groups and feedback from the college community to the drafted document. The 2016-2022 Educational Master Plan continues this approach and, like its predecessor, represents a cohesive college-wide plan and set of institutional goals. While operating in a challenging fiscal environment, this EMP presents concrete actions the college will pursue over the next six years in order to increase student success, improve efficiency, demonstrate accountability, and enhance effectiveness.

Development of the 2016-2022 Educational Master Plan

The process leading to the development of the 2016-2022 Educational Master Plan started in 2015. Incorporating results from a college-wide survey, the Educational Master Planning Committee produced the 2012-2016 EMP Midterm Update. This update described what remained to be accomplished from the 2012-2016 Educational Master Plan and identified goals and action items that should be considered for inclusion in the next educational master plan.

By the fall of 2015, the Office of Institutional Effectiveness had completed an internal scan based on qualitative and quantitative data from 41 completed Academic Program Reviews, 15 completed Student Services Summaries of Progress, and analysis of Student Achievement Data. The Office of Institutional Effectiveness also conducted an environmental scan incorporating:

- RSCCD Community Growth Projections by 5-year Increment, 2010-2035
- Orange County Population Shift in Age by 5-year Increment, 2010-2035
- High School Enrollment Projections by County, 2009-10 to 2023-24
- Orange Unified School District High School Yields, Fall 2010 to Fall 2015
- Top Orange County Occupations by Growth, 2014-2019
- Market Share of Top 15 Degree and Certificate Programs Among Orange County Community Colleges.

In the spring of 2016, the co-chairs of the Educational Master Plan committee sought constituency feedback by holding three Educational Master Plan Environmental Scan Information Sessions during Flex week, at one of the Joint Department Chairs' Meetings, at ASG Inter-Club Council, at ASG Senate, and at the meeting of the Board of Trustees as part of the RSCCD Strategic Plan Update. Subsequently, various collegial governance committees were invited to recommend goals to be considered. The following is a list of the committees that participated:

- College Council
- Academic Senate
- Associated Student Government
- Enrollment Management Committee
- Curriculum & Instruction Council
- Student Success & Equity Committee
- Facilities Committee
- Technology Committee
- Budget Committee
- Distance Education Program Committee
- Professional Development Committee
- Honors Program Committee

At its April 28th, 2016, meeting, the EMPC considered all proposed goals, along with information gleaned from the 2012-2016 EMP Midterm Update, Internal Scan from Program Reviews, Environmental Scan, and feedback received from environmental scan information sessions. The EMPC began synthesizing this information and identified five major goal themes:

- Communication, Access, and Visibility
- Pathways
- Professional Development
- Integration for Success
- Fiscal, Physical, and Technological Resources

The Committee continued to work to refine institutional goal language with the intent of creating a manageable set of broad institutional goals and accompanying action items to be vetted by the institution and its constituency groups through the SCC 2016-2022 Educational Master Plan Goals – College Feedback Survey distributed in May 2016. The feedback provided through this survey resulted in a further refined set of institutional goals that were finally distributed to Academic Senate leadership and the President's Cabinet for review. The additional feedback from leadership was incorporated into a final draft of goals during the September 8, 2016, meeting of the EMPC.

Scanning the Environment

VII. SCANNING THE ENVIRONMENT

THE NEED FOR PLANNING

After several years that have seen historic disinvestment in California's public sector programs and services, and higher education, the state has begun replenishing funding to state colleges and universities. Budgets in all three segments of the state's higher education system have increased although the economic outlook remains uncertain.

The California Community College system is the largest public higher education system in the world, enrolling more than 1.5 million students looking to fulfill a broad range of educational goals. Historically, the mission of the system has been broad to accommodate various state imperatives and nearly any student seeking an educational benefit. However, over the last decade, legislators and various constituent groups have called for improved outcomes in the system related to the primary mission of transfer, career and technical, and basic skills education. In good economic times, calls for improved outcomes corresponded with enhanced funding. Although calls for improved outcomes have grown, the recession of the last decade resulted in budget reductions that have eliminated or reduced whole categories of funds available to maintain the programs and services developed to support the achievement of those outcomes.

The impact of these reductions is still being felt today. As noted in the last Educational Master Plan, the community college mission finds itself reshaped and refocused in specific types of programs and services. With the implementation of the Student Success recommendations and SB 1440, which mandates a lower division transfer pattern between the community colleges and the California State University system, the pattern of the state's investment in and expectations for undergraduate education is established: maximum efficiency and substantially greater productivity in exchange for resources.

To help inform the planning process, Santiago Canyon College, led by the Office of Institutional Effectiveness and Research, conducted an Institutional Scan consisting of both an Environmental Scan and an Internal Scan. This chapter analyzes data from a variety of sources collected during this Scan to inform college-planning processes. The college hopes that these data will help to better illuminate strategic directions and contribute to a thoughtful Educational Master Plan that ensures a vibrant and dynamic future for Santiago Canyon College. Data from the U.S. Census, California Department of Finance, California Community College system, and other internal and external sources enable the college's planning bodies to draw comparisons and describe trends

CRUCIAL QUESTIONS FOR PLANNERS

The Institutional Scan findings yielded two critical and inter-related questions that the college's planning bodies needed to address in developing the new Educational Master Plan: Whom will we serve in the future and whom do we serve now?

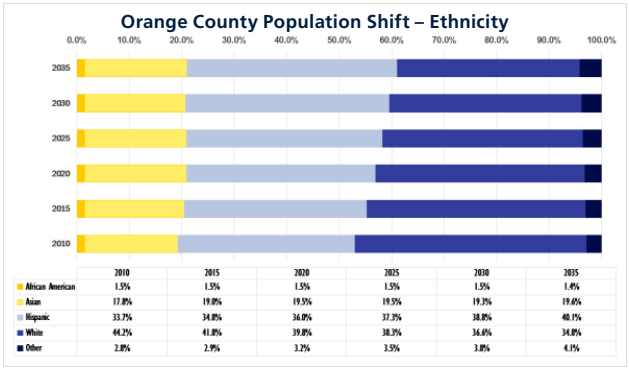
1. Whom will we serve in the future?

In 2015 the two major ethnic groups in Orange County were Caucasian at 41.8% and Latino 34.8%; by 2020, the projection is 39.8% for Caucasian and 36.0% for Latinos. Between 2025 and 2030, it is projected that the Latino population proportion will surpass that of the Caucasian population in Orange County.

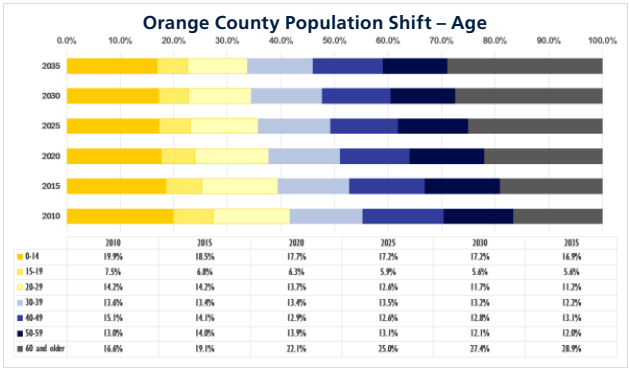
Orange County has an aging population. Population estimates indicate that traditionally college-going age groups will be shrinking as the proportion of individuals 60 and older is anticipated to grow. From 2015 to 2025, the 60 and Older age group is projected to grow nearly 6 percentage points. By 2025, one of every four people in Orange County will be 60 or older.

2. What programs should we offer to meet the needs of our future student population?

The college has fulfilled the historic mission of the California Community Colleges by offering programs and services to meet the needs of students seeking transfer, occupational, and developmental education; however, its primary focus has been on serving the needs of traditional transfer students. Although traditional students represent the largest share of the population served by the college, their numbers are expected to decline in the coming years. In order to continue serving this market segment, the college will need to develop recruitment, enrollment management, and curricular and co- curricular strategies to attract and retain these students. Finally, for reasons of overall sustainability of



	2010	2015	2020	2025	2030	2035
African American	1.5%	1.5%	1.5%	1.5%	1.5%	1.4%
Asian	17.8%	19.0%	19.5%	19.5%	19.3%	19.6%
Hispanic	33.7%	34.8%	36.0%	37.3%	38.8%	40.1%
White	44.2%	41.8%	39.8%	38.3%	36.6%	34.8%
Other	2.8%	2.9%	3.2%	3.5%	3.8%	4.1%



	2010	2015	2020	2025	2030	2035
0-14	19.9%	18.5%	17.7%	17.2%	17.2%	16.9%
15-19	7.5%	6.8%	6.3%	5.9%	5.6%	5.6%
20-29	14.2%	14.2%	13.7%	12.6%	11.7%	11.2%
30-39	13.6%	13.4%	13.4%	13.5%	13.2%	12.2%
40-49	15.1%	14.1%	12.9%	12.6%	12.8%	13.1%
50-59	13.0%	14.0%	13.9%	13.1%	12.1%	12.0%
60 and older	16.6%	19.1%	22.1%	25.0%	27.4%	28.9%

the college, members of the college community need to engage in a discussion on the feasibility of developing new programs and services that might capture different student markets.

THIS STUDY

The Santiago Canyon College Environmental Scan and internal scan data served to inform our broader planning initiative, the newest iteration of our Educational Master Plan. Its purpose was to gather and synthesize data in ways that reveal upcoming challenges to operations and instruction and provoke thoughtful reflection and robust discussion about the future direction of the college. It was also designed to assist college stakeholders in making decisions about resource allocation given the impending changes in the external environment. Although predicting the future is an imperfect process, understanding and using a variety of data will be helpful in positioning us to negotiate challenges and thrive within the unpredictable postsecondary landscape.

For this study, we have gathered and synthesized information about our current students and program offerings as well as projected population, business, and industry trends. Most of the external data come from the United States Census Bureau, the California Department of Finance, California State University, Fullerton's Center for Demographic Research, and the California Community College Chancellor's Office.

Because the primary goal of this project is to anticipate future challenges for the college, internal measures of effectiveness, although important, are beyond the scope of this study. Internal performance data, such as student success rates, fall-to-fall persistence, and student progress and achievement rates are presented with minimal analysis for descriptive purposes. These internal measures of effectiveness will be analyzed further and will become the focus of preparations for the next accreditation self-study process.

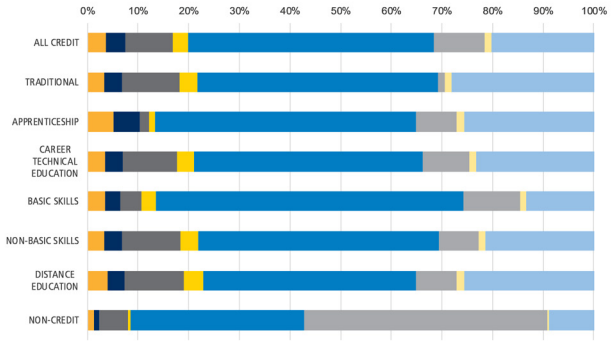
Key points are discussed using data drawn from various sources for each of these questions, making comparisons and explaining significant changes over time. At the end of each section, key planning implications raised by the data are stated. The report concludes with a discussion of the two key planning questions that the college must confront in order to achieve a dynamic and sustainable future.

WHOM DO WE SERVE? OVERVIEW OF STUDENTS ATTENDING SANTIAGO CANYON COLLEGE

Trends in Student Demographics

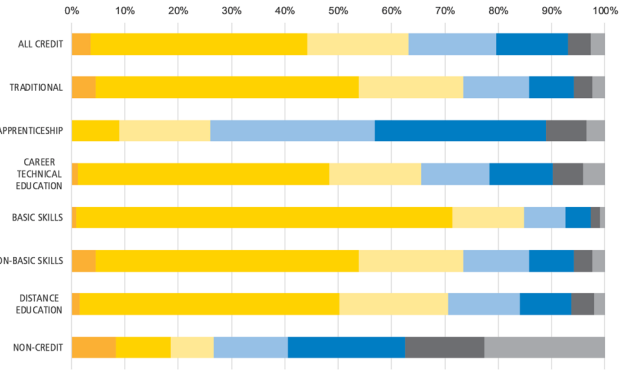
SCC serves three primary populations of students and respective subgroups: apprenticeship students, credit students (Distance Education, Hybrid Distance Education, Basic skills, Traditional, Career Technical Education, Non-Hybrid Distance Education, Non-Basic Skills) and Noncredit students. Overall, the number of students attending SCC declined by nearly 20.7% between 2009-10 and 2015-16, and dual enrollment of SCC students at both SCC and Santa Ana College have held steady (23%) in the last few years. However, examination of overall figures for all three groups of students masks some important trends. Following is a separate examination of the demographic trends by selected student group/ subpopulation.

Student Ethnicity



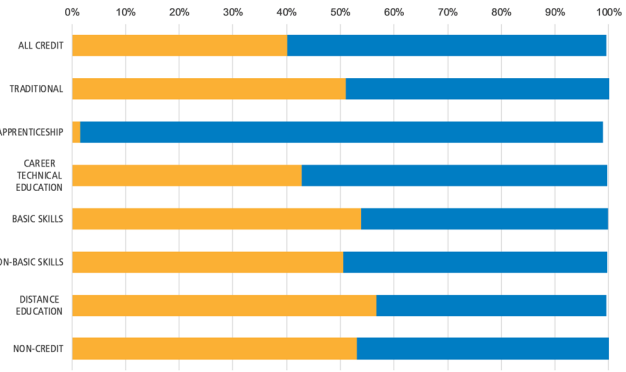
	NON-CREDIT	DISTANCE EDUCATION	NON-BASIC SKILLS	BASIC SKILLS	CAREER TECHNICAL EDUCATION	APPRENTICESHIP	TRADITIONAL	ALL CREDIT
African American	1%	4%	3%	3%	4%	5%	3%	4%
American Indian/Alaskan	1%	3%	3%	3%	3%	5%	3%	4%
Asian	6%	12%	12%	4%	11%	2%	11%	9%
Filipino	1%	4%	4%	3%	3%	1%	3%	3%
Latino	34%	42%	48%	61%	45%	52%	48%	48%
Other	48%	8%	8%	11%	9%	8%	1%	10%
Pacific Islander	0%	1%	1%	1%	1%	2%	1%	1%
White	15%	59%	54%	46%	56%	48%	54%	53%
Multi Race	5%	30%	29%	29%	28%	25%	29%	28%

Student Age Distribution



	NON-CREDIT	DISTANCE EDUCATION	NON-BASIC SKILLS	BASIC SKILLS	CAREER TECHNICAL EDUCATION	APPRENTICESHIP	TRADITIONAL	ALL CREDIT
<=17	8%	1%	5%	1%	1%	0%	5%	4%
18-21	10%	49%	49%	70%	47%	9%	49%	41%
22-24	8%	20%	20%	14%	17%	17%	20%	19%
25-29	14%	13%	12%	8%	13%	31%	12%	16%
30-39	22%	10%	8%	5%	12%	32%	8%	13%
40-49	15%	4%	3%	2%	6%	8%	3%	4%
50+	23%	2%	2%	1%	4%	3%	2%	3%

Student Gender



	NON-CREDIT	DISTANCE EDUCATION	NON-BASIC SKILLS	BASIC SKILLS	CAREER TECHNICAL EDUCATION	APPRENTICESHIP	TRADITIONAL	ALL CREDIT
Female	53%	57%	50%	54%	43%	2%	51%	40%
Male	47%	43%	49%	46%	57%	97%	49%	59%

Credit Students

SCC's headcount for credit students peaked at 20,143 students during 2011-12. This represents a growth of 17.3% over 2010-11 headcount figure. In 2012-13, the headcount declines 16.5% from the 2011-2012 peak and continues until 2015-16 when it increases to 17,112, a figure that nearly matches the 2010-11 headcount of 17,167.

In 2015-16, the 17,112 headcount equated to 59,219 seats filled in credit courses. For that same year, 31% of credit students were enrolled full time. That same year saw 1,643 degrees awarded to 915 students, and 1,193 students earn 1,307 certificates of achievement or proficiency. The 2015-16 year came at the end of a steady growth period in the number of degrees and certificates awarded since 2010-11.

SCC's credit student population is young. By 2015-16, 60% of the credit headcount is between the ages of 18-24 with the age group 18-21 accounting for 41% of those students. The Latino student population has shown small but steady growth, from 40% of students identifying as Latino in 2009-10 to 48% in 2015-2016. In 2014-15, the credit student population of 13,579 included 2,068 low-income students (15.2%).

Placement testing results for first-time freshmen indicate that the majority of new students enrolling at SCC are academically prepared for college-level work and can enroll in college transfer level courses. Math, though, continues to be the one area where a majority of students do not place into college-level courses.

Traditional Students

SCC's headcount for traditional credit students numbered 13,234 in 2010-11 and remained flat through 2015-16. The most recent data shows that 38% of traditional students attended full-time in the fall semesters of 2014 and 2015, and 35% of traditional students attended full-time in both the 2015 and 2016 spring semesters. Course retention for traditional students showed a rate of 83% for 2014-2015 and 84% for 2015-2016. The year 2014-2015 saw successful course completion rates of 68%. The following year, 2015-2016, the successful course completion rate increased by 1% to 69.

Distance Education Students

Enrollment in distance education increased by 33%: 4,480 in 2009-10 to 7,603 in 2015-16. Similarly, the headcount, or number of unique, individual students, increased by 41%: 3,171 in 2009-10 to 5,027 in 2015-16. The distance education course retention rate increased from 72% to 80% and the successful course completion rate increased from 52% to 63% over the same period.

Career Technical Education Students

Although there have been fluctuations in career technical education (CTE) headcounts for the last several years, course retention rates were 85% and successful course completion was 74% for 2014-15 and 73% for 2015-16. In this subcategory, Latinos and Caucasians make up the two largest ethnic populations among CTE students. They reflect the same age characteristics for credit students; CTE students are young with 47% of these students in the age category 18-21. Student gender characteristics see a breakdown of 43% female students and 57% male students. This is an increase in the female student proportion of 4 percentage points from the 2009-10 academic year.

Apprenticeship

Headcount for apprenticeship students peaked in 2011-12, at 6,619 students. By 2015-16, apprenticeship students declined by nearly 44% over the baseline to 3,714. Unlike the age trend for credit students, apprenticeship students tend to be older with their ages falling into two main categories: 25 to 29 years and 30 to 39 years. Course success and retention rates for apprenticeship students generally run over 95%.

Noncredit

The headcount for noncredit courses peaked in 2009-10 at 15,186 before declining to a low of 11,064 in 2015-16.

In the noncredit student population, Latino students traditionally represent the largest ethnic group followed by Caucasians. Women make up the majority of noncredit students (53%).

The noncredit student group is also substantially older than traditional credit students. Students between the ages of 30 to 49 account for 34% of the noncredit population and individuals over the age of 50 account for another 21%. This contrasts with the credit student population where 60% of the credit headcount is between the ages of 18 to 24.

Credit students are getting younger and are primarily here to complete lower-division educational requirements and to transfer. The primary transfer destinations for SCC students are to the California State University system or to private or out-of-state universities. The number of certificate seekers has normalized while the percentage of students seeking to complete lower-division and transfer requirements has increased.

Enrollments in all major student population segments have declined.

In general, credit students who enroll at SCC are academically prepared for college-level work.

Math is the only exception; the majority of new students enrolling at SCC do not place into college-level math classes.

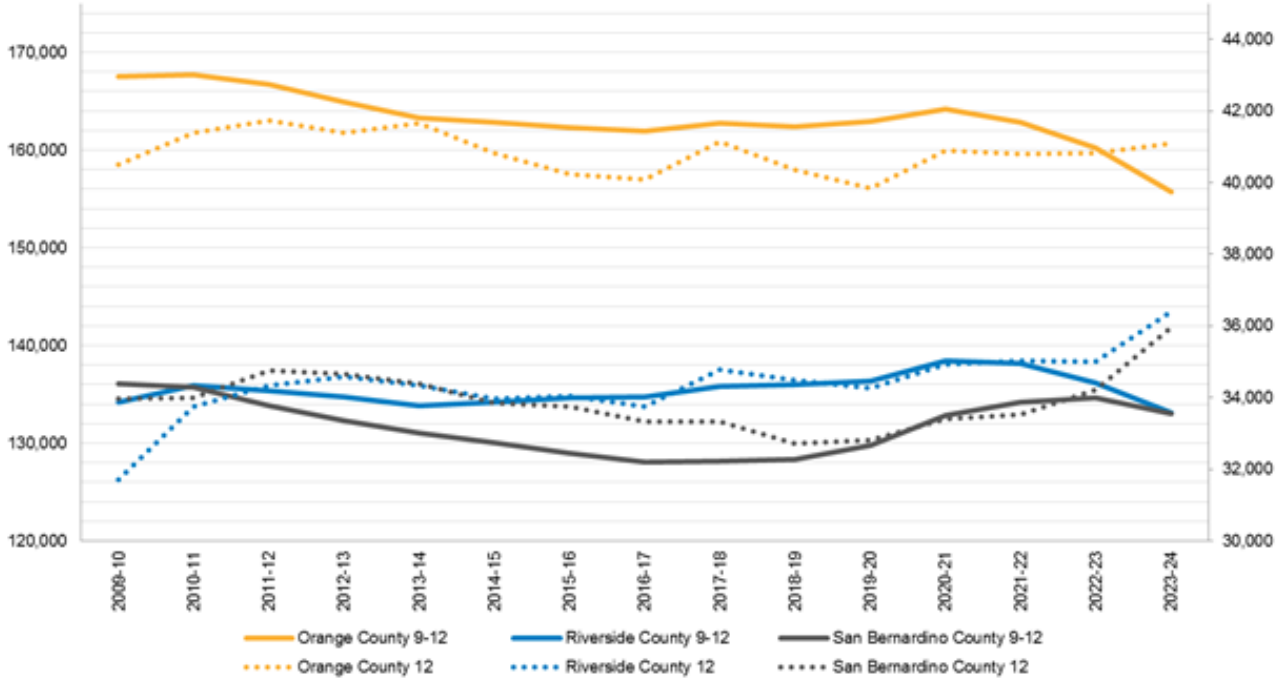
Enrollment in Apprenticeship programs has declined substantially over the past six years. This is likely a reflection of the economic downturn and a restructuring of the job market within the county and the region.

WHOM WILL WE SERVE IN THE FUTURE?

National Enrollment Trends

The National Center for Education Statistics' Projections of Education Statistics to 2024 projects a three-percent national increase in high school graduates between 2011-2012 and 2024-2025 although this plays out differently among the states. California is projected to be among the states experiencing a 6.3% increase in the number

9-12 vs Grade 12 Enrollment Projections



of public high school graduates during the period 2012-2013 to 2023-2024.

These demographic trends, declining and/or stagnant state support, concerns about the cost of a college education and student debt are likely to affect colleges and universities. In Fall 2016, the National Student Clearinghouse Research Center reported that enrollment decreased for all higher education institutions for the last three years. More recently, proposals and /or executive orders from President Donald Trump regarding immigration and deportations of undocumented immigrants have the potential for impacting who and how colleges and universities will serve.

California, Public, K-12 Enrollment Projections 2013–14 to 2023-2024

The California Department of Finance Demographic Research Unit projects that public K-12 enrollment will decrease statewide by 0.4% between 2013-14 and 2023-24. During that same period, public K-12 enrollment will decrease 9.1% in Orange County. Similarly, enrollment in grades 9-12 is also expected to decline within Orange County by about 7.0%. Statewide, the projected number of public high school graduates will increase 6.3% although Orange County will see a decline of .7%.

Within the four counties comprising the general Southern California Metropolitan area (Los Angeles, Orange, Riverside, and San Bernardino), enrollment growth is expected to be uneven and not all counties are projected to decline. While Orange and Los Angeles counties are projected to decline in public school enrollments, Riverside and San Bernardino counties are expected to grow (2014 Series Reports Department of Finance Demographics: California Public K-12 Graded Enrollment by County by School Year, 2014 Series). Riverside County is projected to have a 6.2% increase in public K-12 enrollment during the period. Additionally, Riverside County is expected to have a slight increase in enrollment in grades 9 to 12 through 2020-21 with the beginning of a slide that lasts for the remainder of the period. (SEE Table below: 2014 Series Reports Department of Finance Demographics: 9-12 vs Grade 12 Enrollment Projections Table).

Community College Enrollment Demand

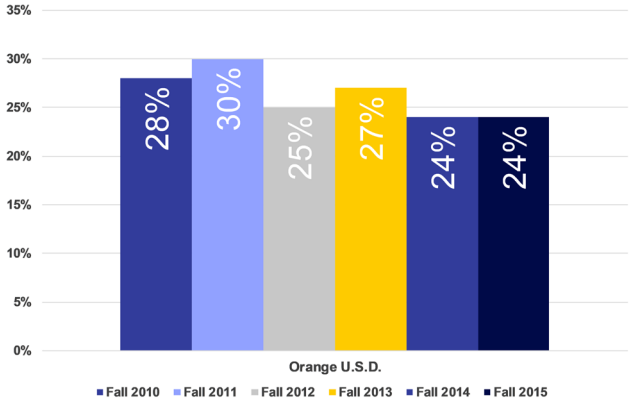
In the California Community Colleges Chancellor's Office 2016 Long Range Master Plan, enrollment in California community colleges is expected to grow approximately 22 percent from 2013 to 2023. The combined Orange and San Diego Counties region is one of two regions projected to have an enrollment increase in excess of 50,000. The authors do caution that this level of "growth should be considered with caution since the growth in adult population is only expected to increase by 3 percent in 2023 to an estimated 25,213,688."

Factors associated with increased enrollments include but are not limited to: increased costs at both University of California and California State University institutions; alternative instructional methods; (and) housing and business development patterns that are susceptible to economic fluctuations.

Feeder High Schools

High school yields from the college's feeder high schools in the Orange Unified School District have declined since Fall 2011. Enrollments for grades 9 to 12 are projected to be more static with slight increases from 2016-17 through 2020-21 while projections for grade 12 enrollments will see more fluctuation.

High School Yield



However, if the projected declines in high school enrollments hold and if SCC maintains its yield rates for its current feeder high schools, the number of new students entering the college will decline.

SCC will be challenged in the longer term to maintain and increase its traditional enrollment base, even if enrollment yield rates for local high schools remain stable. Additionally, the college will be challenged to facilitate enrollment for new students.

Declines in direct-from-high-school students mean that competition for enrollment will be keen across all postsecondary institutions but particularly intense for those colleges and universities located in areas that are projected to decline and that have historically relied on a steady, consistent stream of new students from local high schools.

Colleges and universities well positioned to capture direct-from-high-school enrollment will most likely come out winners in the new educational landscape.

SCC's enrollment in career and technical programs has declined. SCC's demographics continue to illustrate that students seeking training for new careers are a small minority of the traditional credit student population.

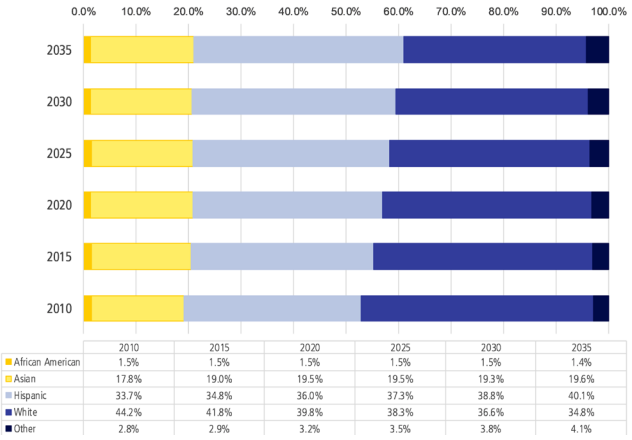
Decennial Trends in Ethnicity and Age: Orange County and SCC Service Area

Both Orange County as a whole and the SCC service area (defined roughly as the area comprising the cities of Orange, Villa Park, Anaheim, North Tustin and Garden Grove) follow the statewide and nationwide trends of an aging population (Table: Orange County Population Shift – Age).

In Orange County, the percentage of individuals identifying themselves as Latino increased 1.1% 2015. By 2035, Latinos are projected to represent 40.1% of Orange County's population, making it the County's fastest growing ethnic group.

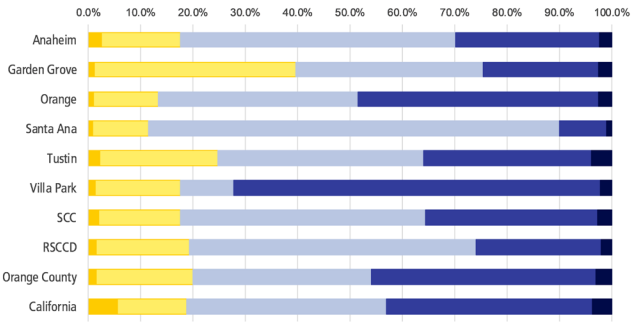
The lingering effects of the 2008 financial crisis in California and in Orange County are expected to continue to depress Latino in-migration and heighten Latino ex-migration. Recent federal actions and directives on immigration, H1B visas, and deportation of undocumented immigrants have the potential to affect the Latino population growth in the County and,

Orange County Population Shift – Ethnicity



	2010	2015	2020	2025	2030	2035
African American	1.5%	1.5%	1.5%	1.5%	1.5%	1.4%
Asian	17.8%	19.0%	19.5%	19.5%	19.3%	19.6%
Hispanic	33.7%	34.8%	36.0%	37.3%	38.8%	40.1%
White	44.2%	41.8%	39.8%	38.3%	36.6%	34.8%
Other	2.8%	2.9%	3.2%	3.5%	3.8%	4.1%

Local Community Ethnicity



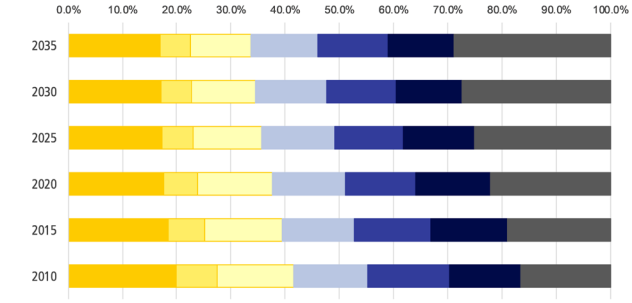
	California	Orange County	RSCCD	SCC	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
African American	5.7%	1.5%	1.6%	2.2%	1.4%	2.3%	0.9%	1.1%	1.3%	2.6%
Asian	13.2%	18.5%	17.7%	15.4%	16.3%	22.5%	10.6%	12.3%	38.4%	15.1%
Hispanic	38.2%	34.1%	54.9%	46.8%	10.1%	39.3%	78.6%	38.2%	35.8%	52.6%
White	39.2%	43.0%	23.8%	33.0%	70.1%	32.2%	9.0%	45.8%	21.9%	27.4%
Other	3.7%	3.0%	2.0%	2.6%	2.1%	3.7%	0.9%	2.5%	2.5%	2.3%

subsequently, the Latino enrollment at SCC as well as its international student population; and the growth of Orange County specialty industry and business sectors that depend on the temporary employment of foreign workers in those areas. It is too early in the new government's administration to determine the effect. Nevertheless, Latinos represent a significant population subgroup within the county and service area and are expected to remain so, even though projected growth may slow.

Asians in the County grew from 17.8% to 19.0% from 2010 to 2015; by 2035 their growth is projected to be less than one percentage point, bringing the estimated population proportion to 19.6%. At 19% of the population base, this subgroup of the population makes up the County's third largest ethnic group. Another group whose growth has stabilized is African Americans. They are projected to compose only 1.5% of Orange County's population through 2035.

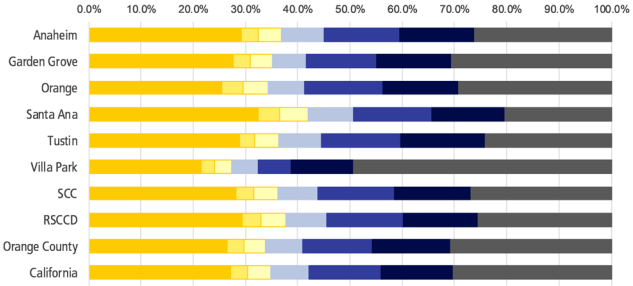
Although no longer the majority, non-Latino Caucasians remain the largest ethnic group in Orange County, after slipping from 44.2% of the Orange County population in 2010 to 41.8% in 2015. This group is expected to continue to decline in relative and absolute terms through 2035; however, their share of the overall population in the county is expected to remain sizable at nearly 35%.

Orange County Population Shift – Age



	2010	2015	2020	2025	2030	2035
0-14	19.9%	18.5%	17.7%	17.2%	17.2%	16.9%
15-19	7.5%	6.8%	6.3%	5.9%	5.6%	5.6%
20-29	14.2%	14.2%	13.7%	12.6%	11.7%	11.2%
30-39	13.6%	13.4%	13.4%	13.5%	13.2%	12.2%
40-49	15.1%	14.1%	12.9%	12.6%	12.8%	13.1%
50-59	13.0%	14.0%	13.9%	13.1%	12.1%	12.0%
60 and older	16.6%	19.1%	22.1%	25.0%	27.4%	28.9%

Local Community Age Distribution



	California	Orange County	RSCCD	SCC	Villa Park	Tustin	Santa Ana	Orange	Garden Grove	Anaheim
<=19 years	27.1%	26.5%	29.4%	28.1%	21.5%	28.8%	32.4%	25.4%	27.6%	29.2%
20 and 21	3.2%	3.2%	3.6%	3.4%	2.6%	2.9%	4.1%	4.2%	3.2%	3.2%
22 to 24 years	4.4%	4.2%	4.8%	4.6%	3.1%	4.6%	5.4%	4.7%	4.4%	4.6%
25 to 29 years	7.4%	7.1%	7.8%	7.8%	5.2%	8.1%	8.7%	6.9%	6.4%	8.1%
30 to 39 years	13.8%	13.3%	14.5%	14.7%	6.3%	15.3%	14.9%	15.0%	13.4%	14.6%
40 to 49 years	13.8%	14.9%	14.4%	14.5%	11.9%	16.1%	14.1%	14.6%	14.4%	14.2%
50 years and over	30.3%	30.8%	25.4%	26.9%	49.4%	24.1%	20.3%	29.2%	30.6%	26.2%

The graying population noted across the United States and California is also a significant trend in Orange County. In 2015, the County population under nineteen was 2.1% smaller compared to that same population in 2010. This age group is projected to decrease to 22.5% in 2035.

The shrinking under nineteen population today foreshadows a smaller pool of traditional-age college students in the near and long-term future. Young adults, 20 to 29 years of age, comprised 14.2% of the County's population in 2015; their numbers are expected to decline to 11.2% in 2035. The fastest-growing portions of the age curve are the 60 and over group, which experienced growth from 16.6% in 2010 to 19.1% in 2015 and which is projected to increase by at least 2% every five years to 2035. With the older age brackets constituting an ever-larger portion of the population, there may exist the potential for the college to create opportunities to tailor program offerings to this non-traditional college-going age group.

Economic and Social Characteristics

The 2011-2013 American Community Survey (ACS) 3-year estimate conducted by the United States Census and data from California Employment Development Department are used to describe the current economic and social characteristics of the population in the county and the SCC service area.

According to the California Employment Development Department, unemployment in Orange County was 4% as of September 2015 with several cities in the service area for the District running 4.6% to 5.0%. The primary cities served by SCC (Orange, Villa Park, Tustin, and Anaheim Hills) saw an unemployment rate of 3.8% and 3.6, respectively.

The 2013 average household income was 11.9% lower in the SCC service area than the $74,030 Orange County average although the average household income was slightly higher for both from the 2010 figures. Additionally, the percentage of individuals living below the poverty level has increased by 0.9% in OC and 1.6% in the SCC service area (11.8% in 2013 vs. 10.9% in 2010 for Orange County and 14.4% vs. 12.8% for the SCC service area).

The impact of the collapse of the housing market and the subsequent foreclosure crisis in the recent past continued through 2013 as the homeownership rate in the RSCCD service area dropped to 50.7% from 52.3% in 2010. Per the news resource, First Tuesday Journal, "Orange County's housing market is on a slow but steady path to full recovery. Home sales volume remains low, as does

Characteristics	2010 ACS Estimates				2013 ACS Estimates				2010-2013 Percent Change			
	CA	OC	RSCCD	SCC	CA	OC	RSCCD	SCC	CA	OC	RSCCD	SCC
INCOME												
Average household income	$60,016	$72,832	$61,159	$64,851	$59,645	$74,030	$60,511	$65,253	-0.6%	1.6%	-1.1%	0.6%
Per capita income (Age 16+)	$28,551	$33,046	$22,123	$26,276	$29,103	$33,613	$22,438	$26,629	1.9%	1.7%	1.4%	1.3%
Individuals below poverty	14.5%	10.9%	15.2%	12.8%	15.9%	12.4%	16.9%	14.4%	9.8%	13.7%	11.2%	12.0%
EMPLOYMENT												
In labor force (Age 16+)	64.9%	67.5%	68.7%	69.8%	63.8%	66.4%	66.9%	67.6%	-1.7%	-1.6%	-2.6%	-3.0%
HOUSING												
Homeownership rate	56.4%	59.9%	52.0%	52.3%	54.2%	57.6%	49.9%	50.7%	-3.8%	-3.7%	-4.1%	-3.0%
Median home value	$405,800	$560,100	$493,900	$553,950	$359,400	$511,900	$434,400	$481,500	-11.4%	-8.6%	-12.0%	-13.1%
EDUCATION (Age 25+)												
Less than 9th grade	10.5%	9.1%	17.7%	12.2%	10.1%	8.8%	17.1%	11.8%	-3.8%	-3.3%	-3.2%	-3.6%
9th to 12th grade, no diploma	8.9%	7.9%	13.6%	10.9%	8.4%	7.2%	12.4%	9.9%	-5.6%	-8.9%	-9.4%	-9.1%
High school graduate (includes equivalency)	20.7%	17.8%	21.6%	21.6%	20.8%	18.1%	22.3%	21.4%	0.5%	1.7%	3.0%	-0.8%
Some college, no degree	22.2%	21.5%	19.1%	20.4%	22.0%	21.1%	20.0%	21.5%	-0.9%	-1.9%	5.2%	5.3%
Associate's degree	7.6%	7.7%	6.2%	6.9%	7.8%	7.8%	6.2%	6.6%	2.6%	1.3%	0.6%	-4.9%
Bachelor's degree	19.2%	23.6%	15.3%	19.1%	19.5%	24.0%	15.1%	19.2%	1.6%	1.7%	-0.9%	1.0%
Graduate or professional degree	10.9%	12.4%	6.6%	9.0%	11.3%	13.0%	6.8%	9.6%	3.7%	4.8%	3.0%	7.0%
GEOGRAPHIC ORIGIN												
Foreign born	27.2%	30.7%	41.0%	35.0%	27.0%	30.5%	39.6%	33.7%	-0.8%	-0.7%	-3.3%	-3.8%
Speak language other than English (Age 5+)	43.4%	44.9%	65.5%	54.9%	43.9%	45.9%	65.5%	54.8%	1.2%	2.2%	-0.1%	-0.1%

Source: U.S. Census Bureau 2011–2013 American Community Survey 3-Year Estimates; U.S. Census Bureau 2009–2013 American Community Survey 5-Year Estimates (Villa Park)
Note: Weighted averages used for household income and per capita income for RSCCD and SCC Median of medians used for median home value for RSCCD and SCC

job creation." ("Orange County Housing Indicators."). Consumers face high housing costs and tight housing inventories.

Similarly, these broad economic trends and the proposed increased tuition costs of a University of California or California State University education may lead to an increase in students who are high-achieving educational value seekers: individuals academically qualified for the university following high school but who, for economic reasons, are seeking to obtain higher education at reduced costs through the transfer pathway.

The educational attainment of the county and SCC service area populations show slight shifts from 2010 to 2013, as percentages of residents with at least a high school diploma increased from 83% to 84% for Orange County and increased from 77% to 78.4% for the SCC area. Bachelor degree attainment rates were also higher in 2013 compared to 2010: 23.6% to 24.0% for Orange County and a slight .1 percentage point increase from 19.1% to 19.2% for the SCC area.

Both Orange County and the SCC area have seen a slight decrease in foreign-born residents (down 1.3% for SCC), but the number of people who speak languages other than English at home has shifted slightly from 2010 to 2013 when the County saw the rate go from 44.9% to 45.9% and the rate for SCC dropped from 54.9% to 54.8%. Non-English speakers for RSCCD held at a 65.5% for the same period. Over half of the residents in the SCC service area reportedly speak languages other than English at home.

Summary of Key Points:

Nationally, and within Orange County and the SCC service area, the population is getting older and more ethnically diverse. This trend is expected to impact the ability of the college to attract traditional-age students. In addition, the college will need to meet the academic needs of an ethnically diverse population base with its program offerings.

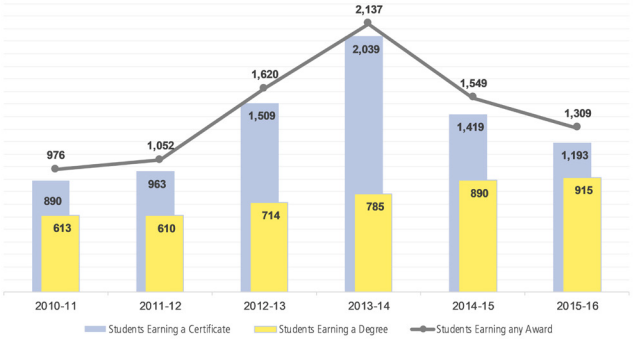
- Individuals below the age of nineteen have declined in Orange County and this trend is expected to continue to 2035.
- The three largest groups are expected to be Latinos (40.1%), Non- Latino Caucasians (34.8%), and Asians (19.6%) by 2035.

WHAT DO WE OFFER? PATTERNS AND TRENDS IN INSTRUCTIONAL PROGRAM OFFERINGS

This section presents SCC student data from 2010-11 to 2015-16 to show the trends in degrees and certificates awarded, FTES, and course offerings and enrollments. Most of the data in this section were queried from Datatel and the District Research Data Warehouse. The purpose of the data is to provide planners with information regarding how the college is currently positioned to maintain, enhance, or develop new offerings.

Degree and Certificate Production

Awards Earned

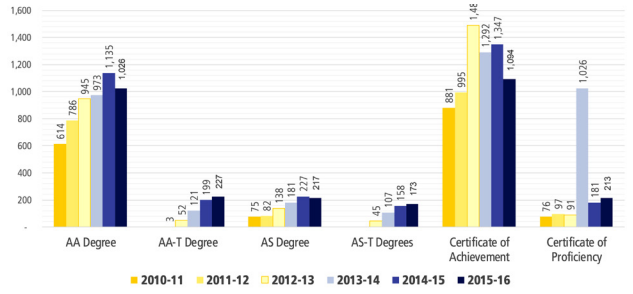


Consistent with many other measures at SCC, the number of students earning degree and certificate peaked in the 2013-14 academic year. With a slow decline in certificates awarded, degrees incrementally increased by the 2015-16 academic year.

Overall, the number of Associate of Arts (AA) degrees awarded increased by 67%, from 614 awards in 2010-11 to 1,026 in 2015-16. With the introduction of Associate of Arts and Associate of Science for Transfer (AA/AS-T) degrees which were initially awarded in 2011-12 (AA-T) and 2012-13 (AS-T), they accounted for 24% of degrees awarded in 2015-16. The AA-T in Sociology (71%), the AS-T in Physics (41%), and the AA-T in Communication Studies (32%) increased the most from the previous academic year.

The number of Associate of Science (AS) degrees awarded increased by 189% from 75 in 2010-11 to 217 in 2015-16. However, with 217 AS degrees awarded in 2015-16, the number of AS degrees constitutes less than 13% of all Associate degrees awarded by SCC in 2015-16.

Degrees and Certificates Awarded



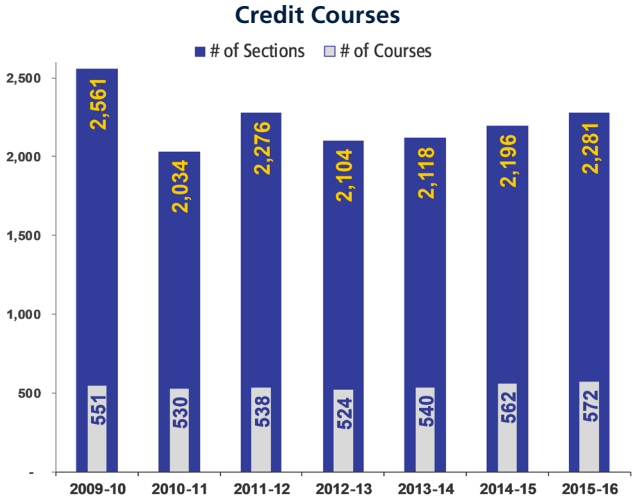
	2010-11	2011-112	2012-13	2013-14	2015-15	2015-16
Degrees Awarded	689	871	1180	1382	1779	1643
Students Earning a Degree	613	610	714	785	890	915
Certificates Awarded	957	1092	1580	2318	1528	1307
Students Earning a Certificate	890	963	1509	2039	1419	1195
Students Earning any Award	976	1052	1620	2137	1549	1309

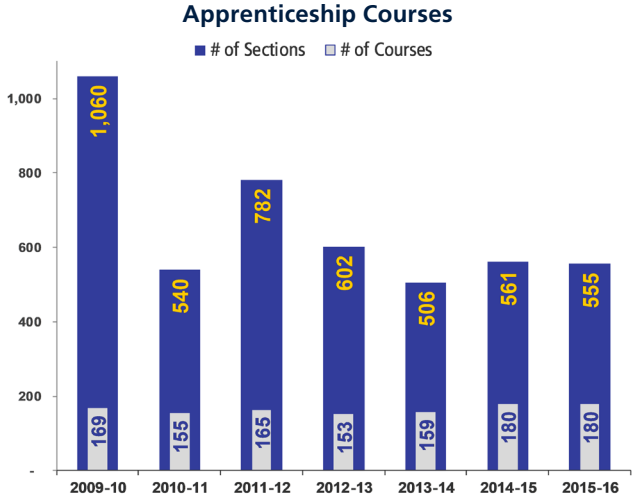
Certificates awarded increased significantly from 957 in 2010-11 to 2,318 in 2013-14. Since that peak, there has been a decrease by 43%, from 2,318 awards in 2013-14 to 1,307 in 2015-16. Including the 865 certificates awarded for Transfer Studies, the total number of certificates awarded in 2015-16 was 1307. Aside from Transfer Studies, the four programs awarding the most certificates are General Accounting (91), Water Treatment (34), Business Management (31), and Public Works Code Enforcement (30).

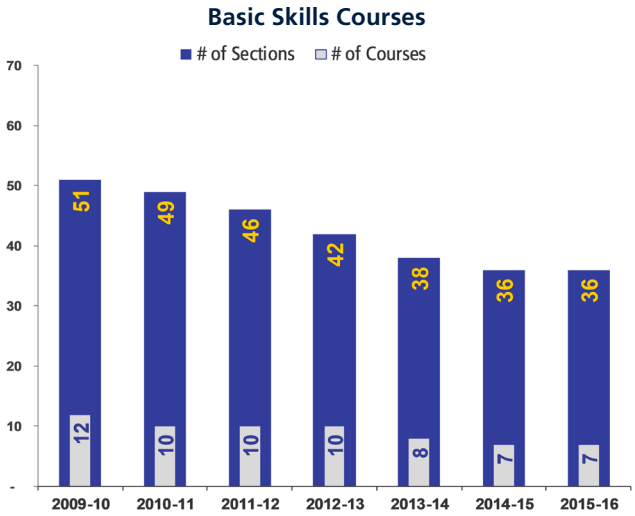
Sections Offered and Enrollment by Category

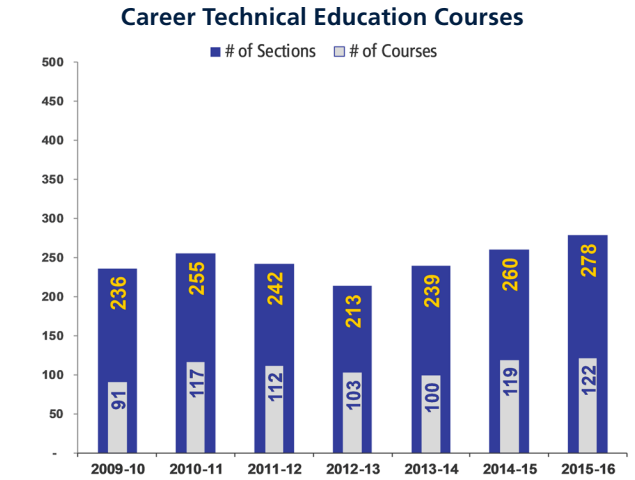
The table below presents the number of sections offered at SCC for the period 2009-10 through 2015-16. As is indicated in the table, SCC has increased the number of offerings. According to the District Research Data Warehouse, 2,281 credit sections were offered in 2015-16, up from 2,034 total credit course sections offered in Fall 2010 and Spring 2011 or roughly a 12% increase in credit sections offered.

The table below presents the distribution of sections offered by section type: traditional, apprenticeship, career technical education, and basic skills. As is indicated in the table, SCC is primarily a transfer-focused campus. Over 75% of the sections are classified as traditional while approximately 2% of the sections offered are classified as basic skills. Additionally, the distribution of transferable and basic skills course sections at SCC has remained relatively stable over time, compared to course sections classified as apprenticeship or career technical education. Regarding apprenticeship sections, in 2011-12 the percentage of these sections represented approximately 34% of the total sections offered compared to 24% in 2015-16. The traditional area, which has maintained its

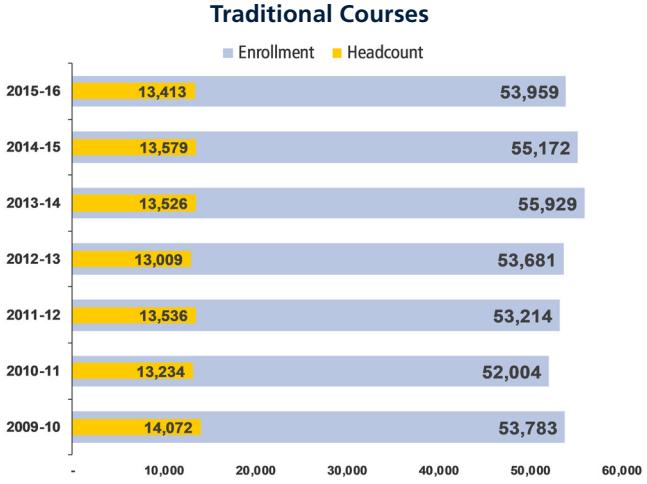








share of sections offered relative to other areas, has experienced steady increases in the number of sections offered from 65% in the 2010-11 academic year to 76% in 2015-16 (see Tables 15-1 and 15-2). The number of sections classified as career technical education showed slight increases in offerings from 236 in 2010-11 to 278 in 2015-16. Basic skills sections, however, declined by 37%.



Even though the number of traditional sections offered has been increasing from 2010 to 2016, enrollment in courses peaked during the 2013-14 academic year to 55,929, and has slightly declined for the 2015-16 academic year to 53,959. The average enrollment per section for in-class, credit instruction decreased from 36.4 students per section in 2011-12 to 33.6 students per section in 2014-15.

Summary of Key Points:

Although Santiago Canyon College fulfills the California Community College mission of transfer, career and technical, and basic skills education, the primary focus of the college is on transfer. Transfer programs are also the primary reason students enroll at SCC.

The majority of degrees and certificates are awarded in the areas of lower-division transfer, specifically AA/AS degree for Transfer, or one of SCC's four Liberal Arts degrees. Obtaining an AA degree and/or transferring is the educational goal of the majority of students who attend SCC.

SCC is well positioned to continue to offer the transfer program. The transfer program makes up the clear majority of sections offered in relative and absolute terms. Currently, the majority of students who enroll at SCC are traditional, direct-from-high-school students; this trend is expected to continue in the short-term due largely to decreased capacity in the public four-year postsecondary segment.

WHAT PROGRAMS AND SERVICES SHOULD WE OFFER? FACTORS AFFECTING INSTRUCTIONAL PROGRAMS AND SERVICES

General Trends in Business and Industry for Orange County

This section discusses trends in business, industry, and the workforce of Orange County, with focus on projected areas of employment growth correlated with the need for higher education.

Business and Industry

Orange County is home to a variety of innovative industries, research and higher education institutes, business incubators, and global corporations.

The two following tables on The California Employment Development Department's 2012-2022 Industry Employment Projections for Orange County and the Top Orange County Occupations By Growth indicate that the greatest increase in jobs will be in the construction industry and in the category, Administrative and Support and Waste Management and Remediate Services. Other strong growth industries are those related to the management of companies and enterprises and in the areas of professional, scientific and technical services. Utilities, wholesale trade, healthcare and social assistance, finance and insurance, accommodation and food services are also projected to be growth industries. Manufacturing in Orange County is on the decline. The data also shows that low-wage service sector jobs will continue to grow. (Table: 2012-2022 Occupations with the Most Job Openings).

Employment opportunities in these sectors may require increased educational attainment; those with less than a college degree may not be able to take advantage of these higher wage employment opportunities. The table below shows the fastest growing occupations that require an AA degree or less and earning $30,000 or more annually. The potential impact on SCC's current and future programs may be extrapolated from the data in this table. A link between an educational requirement of an AA degree or less with the fastest growing occupations in Orange County is difficult to ignore. An examination of the table shows that the employment growth occurs in the various construction trades, telecommunications, healthcare/medical and real estate occupations.

Summary of Key Points:

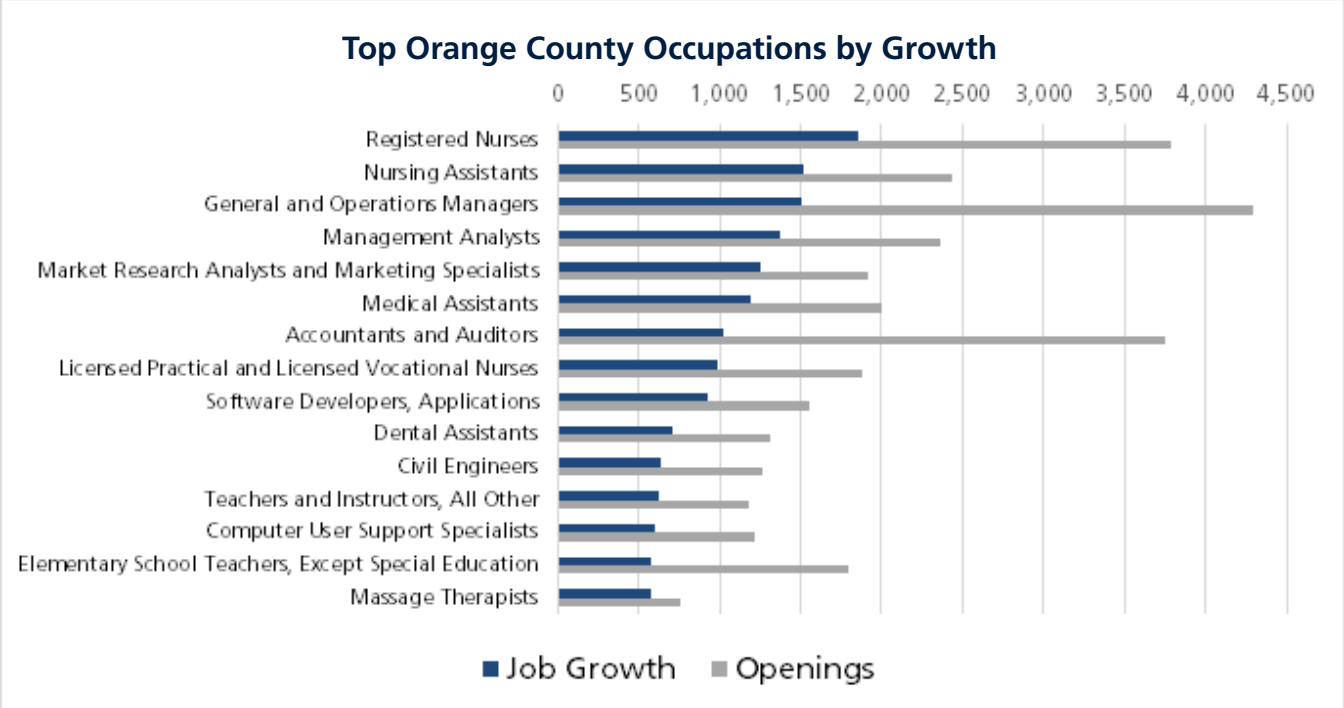
Higher wage employment growth is expected to be strongest in the areas of healthcare, telecommunications, business services, and web development.

Possibilities for development exist for both credit and noncredit educational programs.

2012-2022 Industry Employment Projections, Orange County

Industry Title	Average Annual Employment 2012	2022	Employment Change Numeric	Percentage
Construction	71,400	95,700	24,300	34.0%
Administrative and Support and Waste Management and Remediation Services	120,500	157,900	37,400	31.0%
Management of Companies and Enterprises	26,400	34,000	7,600	28.8%
Professional, Scientific, and Technical Services	113,000	143,100	30,100	26.6%
Utilities	4,000	5,000	1,000	25.0%
Wholesale Trade	76,900	96,000	19,100	24.8%
Health Care and Social Assistance	149,100	185,900	36,800	24.7%
Finance and Insurance	73,700	91,700	18,000	24.4%
Accommodation and Food Services	141,300	174,700	33,400	23.6%
Educational Services (Private)	24,700	30,400	5,700	23.1%
Real Estate and Rental and Leasing	34,500	40,800	6,300	18.3%
Total Farm	2,800	3,300	500	17.9%
Retail Trade	143,900	168,400	24,500	17.0%
Self Employment	98,900	112,600	13,700	13.9%
Arts, Entertainment, and Recreation	39,300	44,600	5,300	13.5%
Information	24,300	27,300	3,000	12.3%
State Government	28,700	31,500	2,800	9.8%
Local Government	108,100	114,600	6,500	6.0%
Transportation and Warehousing	24,000	25,100	1,100	4.6%
Unpaid Family Workers	1,100	1,100	0	0.0%
Other Services (excludes 814-Private Household Workers)	44,600	44,600	0	0.0%
Manufacturing	158,200	150,900	-7,300	-4.6%
Private Household Workers	3,000	2,400	-600	-20.0%
Mining and Logging	500	400	-100	-20.0%
Federal Government	11,100	7,400	-3,700	-33.3%
Total Employment	**1,523,900**	**1,789,300**	**265,400**	**17.4%**

Source: California Employment Development Department



Fastest Growing Occupations that Require Associate's Degree or Less, Earning $30,000 or More Annually, Orange County, 2012–2022

Occupational Title	Annual Average Employment		Percent Change	2014 First Quarter Wages		Education and Training Levels	
	2012	2022		Median Hourly	Medan Annual	Entry Level Education	On-the-Job Training
Real Estate Brokers	2,020	2,640	30.7%	$49.30	$102,559	HS Diploma/GED	None
First-Line Supervisors of Construction Trades and Extraction Workers	5,930	7,720	30.2%	$36.21	$75,318	HS Diploma/GED	None
Occupational Therapy Assistants	520	770	48.1%	$34.93	$72,642	AA. /A.S.	None
Physical Therapist Assistants	950	1,330	40.0%	$32.52	$67,624	AA. /A.S.	None
Telecommunications Line Installers and Repairers	1,280	1,770	38.3%	$31.73	$66,004	HS Diploma/GED	LT OJ T
Telecommunications Equipment Installers and Repairers,Except line Installers	1,990	2,870	44.2%	$31.52	$65,566	Poslsecondary	MT OJ T
Web Developers	2,090	2,840	35.9%	$30.02	$62,443	AA. /A.S.	None
Drywall and Ceiling Tile Installers	3,940	5,510	39.8%	$27.75	$57,711	Less than high school	MT OJ T
Cement Masons and Concrete Finishers	2,160	2,880	33.3%	$26.07	$54,209	Less than high school	MT OJ T
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	470	650	38.3%	$24.57	$51,087	HS Diploma/GED	LT OJ T
Brickmasons and Blockmasons	510	760	49.0%	$23.60	$49,069	HS Diploma/GED	APP
Loan Interviewers and Clerks	3,000	4,370	45.7%	$22.10	$45,971	HS Diploma/GED	ST OJ T
Security and Fire Alarm Systems Installers	1,090	1,440	32.1%	$21.71	$45,149	HS Diploma/GED	MT OJ T
Tapers	670	950	41.8%	$19.50	$40,568	Less than high school	MT OJ T
Tile and Marble Setters	910	1,270	39.6%	$19.16	$39,840	Less than high school	LT OJ T
Medical and Clinica Laboratory Technicians	1,580	2,150	36.1%	$17.99	$37,413	AA. /A.S.	None
Painters, Construction and Maintenance	4,970	7,110	43.1%	$17.92	$37,280	Less than high school	MT OJ T
Carpet Installers	1,320	1,760	33.3%	$15.76	$32,766	Less than high school	ST OJ T
Floor Layers, Except Carpet Wood, and Hard Tiles	440	640	45.5%	$15.56	$32,372	HS Diploma /	MT OJ T
Emergency Medical Technicians and Paramedics	1,300	1,740	33.8%	$14.58	$30,321	Postsecondary	None
Physical Therapist Aides	970	1,340	38.1%	$14.44	$30,028	HS Diploma/GED	ST OJ T

Source: California Employment Development Department

CONCLUSION: KEY FINDINGS FRAME A PLANNING AGENDA

As California struggles to emerge from a protracted period of economic recession to fund the community college system, clear strategies to maximize efficiency and increase productivity have emerged. These strategies include reduced funding in specific areas, demands for increased productivity in degree, certificate, and transfer outcomes, and accountability in exchange for investments of resources.

Whom we serve in the future is a function of several factors, which include:

- Trends in the external environment,
- Whom we are best-positioned to serve,
- New target student populations,
- Diversity in the delivery of our instructional programs,
- Conscious choices about our ability to attract and sustain new investments as well as to develop new programs, and
- Who (whom) we ought to be serving considering the new, narrowed mission of the California Community Colleges.

Without a doubt, the college has historically served traditional, transfer directed undergraduate students. In spite of a prolonged period of reduced budgets, the college has maintained its share of traditional undergraduate curriculum offerings and, as a result, has positioned itself to continue to serve this particular group of students.

Several trends will most likely impact the college's ability to attract and retain traditional undergraduate students, specifically, increasing tuition and other educational costs at four- year universities and declines in this age group over the long term. If the college chooses to establish an identity as a high-quality traditional undergraduate campus, then some resource implications must be considered. Attracting traditional undergraduate students will become increasingly, competitive and will likely necessitate the addition of curricular and co-curricular programs that draw students from a wide area and retain them to goal completion once they enroll. Expected longer-term declines in this undergraduate population will likely require the college to invest resources in marketing and recruitment as well as to developing and or expanding into new student markets. Finally, the continuing need to invest in developing and marketing the college's reputation as a transfer institution will be a key strategic component of a traditional transfer student identity over other aspects of the community college mission.

VIII. EDUCATIONAL MASTER PLAN GOALS

During the creation of the 2016-2022 Educational Master Plan, the development activities were described as being similar to drawing the map for a trip that will last the next six years. To extend this metaphor, a map requires a sense of the direction to be traveled, important stops along the way, and a final destination. Just as importantly, a roadmap suggests a route, as this EMP suggests a plan. When sec reflected on the 2016-2022 EMP, we realized that the conditions present during the development of a plan may change quickly in unforeseen ways, requiring flexibility and adjustment in the college's goals. As a result, the next six years will be a continuation of stabilization and refocusing by the college, rather than a period of dramatic growth in enrollments, funding, and programming.

As the Educational Master Planning Committee drove the development of the 2016-2022 Educational Master Plan and the institutional goals for the next six-year period, it remained constantly aware of the need to be as inclusive and transparent as possible. This was achieved, in part, through a concentrated effort to share important environmental scan and internal scan information at numerous dedicated data-sharing events, at governance committee meetings, as well as advisory and council meetings. Further, the Educational Master Planning Committee requested from all collegial governance committees that have representation from each of the college's constituency groups suggested educational master plan goals. From the proposed goals received by College Council, Academic Senate, Associated Student Government, Enrollment Management Committee, Curriculum & Instruction Council, Student Success & Equity Committee, Facilities Committee, Technology Committee, Budget Committee, Distance Education Program Committee, Professional Development Committee, and the Honors Program Committee, Planning Committee synthesized the information into five overarching themes:

- Communication, Access, and Visibility
- Pathways
- Professional Development
- Integration for Success
- Fiscal, Physical, and Technological Resources.

Each of the proposed goals was grouped under an overarching theme and a ranking survey was distributed to the college community to determine the importance and priority of each goal.

From the feedback received by the college community, the Educational Master Planning Committee developed nine broad institutional goals with 35 specific action items designed to move the college toward achieving those goals.

Taken as a whole, the college's planning goals provide a roadmap for institutional actions that will promote academic excellence, support student success and equity, enhance effectiveness and efficiency, demonstrate accountability, and focus institutional efforts on the achievement of students' academic goals.

The goals are consistent with the Accrediting Commission for Community and Junior College's accreditation standards. Finally, it is important to note that the goals and action items identified in this plan have gained the widespread support of the Santiago Canyon College community.

GOALS AND ACTION ITEMS

I. Support a college culture of academic excellence and personalized education
   a. Ensure the catalog is user-friendly and fully accessible to users
   b. Support signature programs and the college’s identity

II. Supprt student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives
   a. Increase awareness, access, and utilization of student services and instructional programs among students, faculty, and staff
   b. Integrate planning and coordination of SSSP, BSI, and Student Equity initiatives and activities and incorporate them into current planning processes
   c. Develop and implement strategies to minimize achievement gaps among disproportionately impacted students
   d. Ensure access to comprehensive student services support for all students (distance education, face-to-face, etc.)
   e. Expand opportunities for student involvement both inside and outside of the classroom

III. Focus on student completion of pathways
   a. Increase student access to college credit and noncredit courses
   b. Increase student completion rates
   c. Provide innovative and accelerated pathways to course and program completion
   d. Research and develop online-specific pathways
   e. Increase the number of students who earn degrees and certificates after completing basic skills or noncredit courses
   f. Provide students with innovative and relevant workforce training which aligns with local and regional needs
   g. Minimize economic barriers and increase access by supporting Open Educational Resources

IV. Improve communication within the college community
   a. Evaluate current communication practices
   b. Analyze the current governance structure to determine how the committees could better communicate and support each other

V. Support faculty and staff development
   a. Provide broader access to professional development for faculty and staff
   b. Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design
   c. Provide training opportunities to make online instruction more effective

VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated planning and resource allocation processes
   a. Establish structural procedures for using data in decision-making processes across the college
   b. Provide training to staff and faculty in use of data for planning and continuous quality improvement

VII. Maintain and enhance the college's technological infrastructure and facilities
   a. Optimize the college's use of technology in learning environments
   b. Identify and prioritize safety and maintenance needs and ensure compliance with applicable regulations and building codes
   c. Expand sustainable green practices

VIII. Strengthen and refine the processes that integrate planning and resource allocation
   a. Allocate resources in alignment with SCC goals and priorities
   b. Expand the use of data to all levels in resource allocation decisions
   c. Assess the effectiveness of resource allocation processes and make improvements as necessary
   d. Continue to monitor the SCC budget to ensure the alignment of expenditures with revenue
   e. Identify and leverage existing resources to produce alternative, unrestricted revenues
   f. Educate the campus community about the availability, procedures and processes for acquiring funding
   g. Streamline the grant application process

IX. Enhance and expand the college's community presence
   a. Ensure the website and student portal connect information successfully and easily
   b. Strengthen outreach and recruitment endeavors
   c. Strengthen partnerships with key community stakeholders
   d. Strengthen regional partnerships with industries, businesses, four-year universities and community-based organizations

Identification of Responsible Parties

SCC Goal	Action Item	Responsible Parties
I. Support a college culture of academic excellence and personalized education	a) Ensure the catalog is user-friendly and fully accessible to users	• Academic Affairs • Curriculum & Instruction Council
	b) Support signature programs and the college's identity	• Academic Senate • Office of the President i.e. President's Cabinet and Marketing Task Force
II. Support student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives	a) Increase awareness, access, and utilization of student services and instructional programs among students, faculty, and staff	• Student Services • Academic Affairs • Continuing Education
	b) Integrate planning and coordination of SSSP, BSI, and Student Equity initiatives and activities and incorporate them into current planning processes	• Initiatives Integration Task Force • Student Success & Equity Committee
	c) Develop and implement strategies to minimize achievement gaps among disproportionately impacted students	• Office of Student Equity & Success • Student Success & Equity Committee
	d) Ensure access to comprehensive student services support for all students (distance education, face-to-face, etc.)	• Learning Support Service • Student Services • Continuing Education • Information Technology
	e) Expand opportunities for student involvement both inside and outside of the classroom	• Student Life & Leadership • Professional Development Committee

SCC Goal	Action Item	Responsible Parties
III. Focus on student completion of pathways	a) Increase student access to college credit and noncredit courses	• Enrollment Management Committee • Student Services • Continuing Education
	b) Increase student completion rates	• Student Services • Academic Affairs • Continuing Education
	c) Provide innovative and accelerated pathways to course and program completion	• Academic Affairs • Continuing Education • Curriculum & Instruction Council
	d) Research and develop online-specific pathways	• Institutional Effectiveness & Research • Distance Education Program Committee
	e) Increase the number of students who earn degrees and certificates after completing basic skills or noncredit courses	• Student Success & Equity Committee • Basic Skills Committee
	f) Provide students with innovative and relevant workforce training which aligns with local and regional needs	• Career Technical Education • Continuing Education • Community Services
	g) Minimize economic barriers and increase access by supporting Open Educational Resources	• Academic Affairs • Academic Senate • Bookstore
IV. Improve communication within the college community	a) Evaluate current communication practices	• President • College Council • Technology Committee (WebCom) • ASG • Student Services • Information Technology
	b) Analyze the current governance structure to determine how the committees could better communicate and support each other	• College Council • Academic Senate

SCC Goal	Action Item	Responsible Parties
V. Support faculty and staff development	a) Provide broader access to professional development for faculty and staff	• Professional Development Committee • Student Success & Equity Committee
	b) Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design	• Professional Development Committee • Academic Senate • Student Success & Equity Committee
	c) Provide training opportunities to make online instruction more effective	• Distance Education • Distance Education Program Committee • Professional Development Committee
VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated planning and resource allocation processes	a) Establish structural procedures for using data in decision making processes across the college	• College Council • Institutional Effectiveness & Research
	b) Provide training to staff and faculty in use of data for planning and continuous quality improvement	• Institutional Effectiveness & Research • Professional Development Committee
VII. Maintain and enhance the college's technological infrastructure and facilities	a) Optimize the college's use of technology in learning environments	• Technology Committee • Professional Development Committee • Information Technology
	b) Identify and prioritize safety and maintenance needs and ensure compliance with applicable regulations and building codes	• Administrative Services • Facility, Safety & Emergency Preparedness Committee
	c) Expand sustainable green practices	• Administrative Services • Facility, Safety & Emergency Preparedness Committee

SCC Goal	Action Item	Responsible Parties
VIII. Strengthen and refine the processes that integrate planning and resource allocation	a) Allocate resources in alignment with SCC goals and priorities	• Planning & Institutional Effectiveness • Budget Committee
	b) Expand the use of data to all levels in resource allocation decisions	• Institutional Effectiveness & Research • Planning & Institutional Effectiveness • Educational Master Planning Committee
	c) Assess the effectiveness of resource allocation processes and make improvements as necessary	• Planning & Institutional Effectiveness Committee
	d) Continue to monitor the SCC budget to ensure the alignment of expenditures with revenue	• Administrative Services • Budget Committee • Office of the President
	e) Identify and leverage existing resources to produce alternative, unrestricted revenues	• Foundation • Resource Development
	f) Educate the campus community about the availability, procedures and processes for acquiring funding	• Foundation • Resource Development • College Council
	g) Streamline the grant application process	• Planning & Institutional Effectiveness Committee • Academic Senate • College Council
IX. Enhance and expand the college's community presence	a) Ensure the website and student portal connect information successfully and easily	• Information Technology • Student Services • Technology Committee • Distance Education Program Committee
	b) Strengthen outreach and recruitment endeavors	• Student Services • Office of the President i.e. Marketing Task Force • Continuing Education

SCC Goal	Action Item	Responsible Parties
	c) Strengthen partnerships with key community stakeholders	• Office of the President • Foundation • Administrative Services • Continuing Education
	d) Strengthen regional partnerships with industries, businesses, four-year universities and community-based organizations	• Office of the President • Foundation • Administrative Services • Continuing Education • Academic Affairs • Student Services

Mapping EMP Goals to RSCCD Goals

SCC Goal	Action Item	RSCCD Goal
I. Support a college culture of academic excellence and personalized education	a) Ensure the catalog is user-friendly and fully accessible to users	
	b) Support signature programs and the college's identity	1
II. Support student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives	a) Increase awareness, access, and utilization of student services and instructional programs among students, faculty, and staff	1
	b) Integrate planning and coordination of SSSP, BSI, and Student Equity initiatives and activities and incorporate them into current planning processes	1
	c) Develop and implement strategies to minimize achievement gaps among disproportionately impacted students	3, 4
	d) Ensure access to comprehensive student services support for all students (distance education, face-to-face, etc.)	1
	e) Expand opportunities for student involvement both inside and outside of the classroom	4
III. Focus on student completion of pathways	a) Increase student access to college credit and noncredit courses	4
	b) Increase student completion rates	3
	c) Provide innovative and accelerated pathways to course and program completion	4
	d) Research and develop online-specific pathways	4
	e) Increase the number of students who earn degrees and certificates after completing basic skills or noncredit courses	3
	f) Provide students with innovative and relevant workforce training which aligns with local and regional needs	2, 4
	g) Minimize economic barriers and increase access by supporting Open Educational Resources	4
IV. Improve communication within the college community	a) Evaluate current communication practices	5
	b) Analyze the current governance structure to determine how the committees could better communicate and support each other	5
V. Support faculty and staff development	a) Provide broader access to professional development for faculty and staff	4
	b) Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design	4
	c) Provide training opportunities to make online instruction more effective	4

SCC Goal	Action Item	RSCCD Goal
VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated planning and resource allocation processes	a) Establish structural procedures for using data in decision making processes across the college	
	b) Provide training to staff and faculty in use of data for planning and continuous quality improvement	
VII. Maintain and enhance the college's technological infrastructure and facilities	a) Optimize the college's use of technology in learning environments.	4
	b) Identify and prioritize safety and maintenance needs and ensure compliance with applicable regulations and building codes	5
	c) Expand sustainable green practices	5
VIII. Strengthen and refine the processes that integrate planning and resource allocation	a) Allocate resources in alignment with SCC goals and priorities	1
	b) Expand the use of data to all levels in resource allocation decisions	1, 5
	c) Assess the effectiveness of resource allocation processes and make improvements as necessary	5
	d) Continue to monitor the SCC budget to ensure the alignment of expenditures with revenue	5
	e) Identify and leverage existing resources to produce alternative, unrestricted revenues	1
	f) Educate the campus community about the availability, procedures and processes for acquiring funding	5
	g) Streamline the grant application process	5
IX. Enhance and expand the college's community presence	a) Ensure the website and student portal connect information successfully and easily	
	b) Strengthen outreach and recruitment endeavors	4
	c) Strengthen partnerships with key community stakeholders	2
	d) Strengthen regional partnerships with industries, businesses, four-year universities and community-based organizations	2

Mapping EMP Goals to Accreditation Actionable Improvement Plans (AIPs)

SCC Goal	Action Item	SCC Accreditation Actionable Improvement Plans
I. Support a college culture of academic excellence and personalized education	a) Ensure the catalog is user-friendly and fully accessible to users	
	b) Support signature programs and the college's identity	

SCC Goal	Action Item	SCC Accreditation Actionable Improvement Plans
II. Support student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives	a) Increase awareness, access, and utilization of student services and instructional programs among students, faculty, and staff	3, 4, 6
	b) Integrate planning and coordination of SSSP, BSI, and Student Equity initiatives and activities and incorporate them into current planning processes	
	c) Develop and implement strategies to minimize achievement gaps among disproportionately impacted students	4
	d) Ensure access to comprehensive student services support for all students (distance education, face-to-face, etc.)	4, 6
	e) Expand opportunities for student involvement both inside and outside of the classroom	
III. Focus on student completion of pathways	a) Increase student access to college credit and noncredit courses	
	b) Increase student completion rates	4
	c) Provide innovative and accelerated pathways to course and program completion	
	d) Research and develop online-specific pathways	
	e) Increase the number of students who earn degrees and certificates after completing basic skills or noncredit courses	4
	f) Provide students with innovative and relevant workforce training which aligns with local and regional needs	
	g) Minimize economic barriers and increase access by supporting Open Educational Resources	
IV. Improve communication within the college community	a) Evaluate current communication practices	1, 2, 10
	b) Analyze the current governance structure to determine how the committees could better communicate and support each other	2, 10
V. Support faculty and staff development	a) Provide broader access to professional development for faculty and staff	
	b) Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design	
	c) Provide training opportunities to make online instruction more effective	4

SCC Goal	Action Item	SCC Accreditation Actionable Improvement Plans
VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated planning and resource allocation processes	a) Establish structural procedures for using data in decision making processes across the college	1, 2, 3, 5, 8, 10
	b) Provide training to staff and faculty in use of data for planning and continuous quality improvement	1, 2
VII. Maintain and enhance the college's technological infrastructure and facilities	a) Optimize the college's use of technology in learning environments.	
	b) Identify and prioritize safety and maintenance needs and ensure compliance with applicable regulations and building codes	8
	c) Expand sustainable green practices	
VIII. Strengthen and refine the processes that integrate planning and resource allocation	a) Allocate resources in alignment with SCC goals and priorities	2, 8
	b) Expand the use of data to all levels in resource allocation decisions	1, 2, 3, 5, 8
	c) Assess the effectiveness of resource allocation processes and make improvements as necessary	1, 2, 10, 11
	d) Continue to monitor the SCC budget to ensure the alignment of expenditures with revenue	9, 11
	e) Identify and leverage existing resources to produce alternative, unrestricted revenues	9
	f) Educate the campus community about the availability, procedures and processes for acquiring funding	9
	g) Streamline the grant application process	9
IX. Enhance and expand the college's community presence	a) Ensure the website and student portal connect information successfully and easily	
	b) Strengthen outreach and recruitment endeavors	
	c) Strengthen partnerships with key community stakeholders	
	d) Strengthen regional partnerships with industries, businesses, four-year universities and community-based organizations	

Mapping EMP Goals to Accreditation Standards

SCC Goal	Action Item	ACCJC Accreditation Standard I	ACCJC Accreditation Standard II	ACCJC Accreditation Standard III	ACCJC Accreditation Standard IV
I. Support a college culture of academic excellence and personalized education	a) Ensure the catalog is user-friendly and fully accessible to users	B.7, C.1, C.2, C.4, C.5, C.6, C.8, C.10, C.13	A.10, A.12, C.6,		
	b) Support signature programs and the college's identity	A.1, A.2, A.3, A.4, B.1, C.14	A.1, A.2, A.7, A.13, B.1, C.1, C.4,		A.1, B.1, C.5
II. Support student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives	a) Increase awareness, access, and utilization of student services and instructional programs among students, faculty, and staff	B.1, B.2, B.4, B.7, B.8	A.7, B.1, C.1, C.3,		
	b) Integrate planning and coordination of SSSP, BSI, and Student Equity initiatives and activities and incorporate them into current planning processes	B.4, B.6, B.7, B.8, B.9	A.4, A.7, B.1, C.1, C.5, C.6,		B.3
	c) Develop and implement strategies to minimize achievement gaps among disproportionately impacted students	B.1, B.4, B.6, B.7, B.8	A.4, A.7, B.1, C.1, C.3, C.7,		A.5
	d) Ensure access to comprehensive student services support for all students (distance education, face-to-face, etc.)	B.7	B.1, C.1, C.3,	C.1, C.3, C.4	
	e) Expand opportunities for student involvement both inside and outside of the classroom		C.4,		A.1, A.2

SCC Goal	Action Item	ACCJC Accreditation Standard I	ACCJC Accreditation Standard II	ACCJC Accreditation Standard III	ACCJC Accreditation Standard IV
III. Focus on student completion of pathways	a) Increase student access to college credit and noncredit courses	B.1, B.5, B.6	A.1, A.7,		B.3
	b) Increase student completion rates	B.1, B.3, B.5, B.6	A.6,		B.3
	c) Provide innovative and accelerated pathways to course and program completion	B.1, B.7	A.6, A.7, C.6, C.7,		A.4
	d) Research and develop online-specific pathways	B.1, B.7	A.5, A.6, A.7, C.6,		A.4
	e) Increase the number of students who earn degrees and certificates after completing basic skills or noncredit courses	B.1, B.3, B.5, B.6	A.4, C.6,		B.3
	f) Provide students with innovative and relevant workforce training which aligns with local and regional needs	B.1, B.3, B.5, B.6	A.2, A.7, A.14,		A.4, A.5
	g) Minimize economic barriers and increase access by supporting Open Educational Resources	B.1, B.7	A.7, B.1,		A.4
IV. Improve communication within the college community	a) Evaluate current communication practices	B.1, B.3, B.7, B.8, B.9, C.1, C.3, C.4, C.5, C.6, C.7, C.8	A.10,		A.6
	b) Analyze the current governance structure to determine how the committees could better communicate and support each other	B.1, B.7, B.8, B.9			A.1, A.2, A.3, A.4, A.5, A.6, A.7, B.1, B.3
V. Support faculty and staff development	a) Provide broader access to professional development for faculty and staff	B.7		A.14, C.4	B.1
	b) Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design	B.7	B.2,	A.14	B.1
	c) Provide training opportunities to make online instruction more effective	B.1, B.5, B.6, B.7		A.14, C.3, C.4, C.5	B.1

SCC Goal	Action Item	ACCJC Accreditation Standard I	ACCJC Accreditation Standard II	ACCJC Accreditation Standard III	ACCJC Accreditation Standard IV
VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated planning and resource allocation processes	a) Establish structural procedures for using data in decision making processes across the college	A.2, A.3, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9	A.16, B.3, B.4, C.2, C.7,		A.1, A.2, A.3, A.4, A.5, A.6, A.7, B.3, C.8
	b) Provide training to staff and faculty in use of data for planning and continuous quality improvement	A.2, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9	A.3, A.16, B.3, B.4, C.2,		A.1, A.2, A.3, A.4, A.5, A.6, A.7, B.3
VII. Maintain and enhance the college's technological infrastructure and facilities	a) Optimize the college's use of technology in learning environments.		A.7, B.2,	C.2, C.3, C.4, C.5	
	b) Identify and prioritize safety and maintenance needs and ensure compliance with applicable regulations and building codes			B.1, B.2, B.3	
	c) Expand sustainable green practices				
VIII. Strengthen and refine the processes that integrate planning and resource allocation	a) Allocate resources in alignment with SCC goals and priorities	A.3, B.4, B.6, B.7, B.8, B.9		D.2, D.3	A.1, B.5
	b) Expand the use of data to all levels in resource allocation decisions	A.3, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9		D.5	A.3, A.4, A.5, B.3
	c) Assess the effectiveness of resource allocation processes and make improvements as necessary	B.4, B.7, B.8, B.9		D.3, D.5, D.8	A.7, B.3
	d) Continue to monitor the SCC budget to ensure the alignment of expenditures with revenue			D.1, D.2, D.4, D.5	B.5
	e) Identify and leverage existing resources to produce alternative, unrestricted revenues			D.1, D.4	
	f) Educate the campus community about the availability, procedures and processes for acquiring funding			D.2, D.3, D.6	
	g) Streamline the grant application process	B.7		D.10, D.14, D.16	

SCC Goal	Action Item	ACCJC Accreditation Standard I	ACCJC Accreditation Standard II	ACCJC Accreditation Standard III	ACCJC Accreditation Standard IV
IX. Enhance and expand the college's community presence	a) Ensure the website and student portal connect information successfully and easily	B.7, C.1, C.2, C.3, C.4, C.5, C.6, C.8, C.10, C.13	A.10, A.12,	C.1, C.3	
	b) Strengthen outreach and recruitment endeavors	C.3			B.6
	c) Strengthen partnerships with key community stakeholders	C.3			B.6
	d) Strengthen regional partnerships with industries, businesses, four-year universities and community-based organizations	C.3			B.6

Mapping EMP Goals to Enrollment Management Plan Goals

SCC Goal	Action Item	Enrollment Management Plan
I. Support a college culture of academic excellence and personalized education	a) Ensure the catalog is user-friendly and fully accessible to users	
	b) Support signature programs and the college's identity	6
II. Support student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives	a) Increase awareness, access, and utilization of student services and instructional programs among students, faculty, and staff	5
	b) Integrate planning and coordination of SSSP, BSI, and Student Equity initiatives and activities and incorporate them into current planning processes	5
	c) Develop and implement strategies to minimize achievement gaps among disproportionately impacted students	5
	d) Ensure access to comprehensive student services support for all students (distance education, face-to-face, etc.)	5
	e) Expand opportunities for student involvement both inside and outside of the classroom	5
III. Focus on student completion of pathways	a) Increase student access to college credit and noncredit courses	3
	b) Increase student completion rates	4
	c) Provide innovative and accelerated pathways to course and program completion	3,4
	d) Research and develop online-specific pathways	3,4

SCC Goal	Action Item	Enrollment Management Plan
	e) Increase the number of students who earn degrees and certificates after completing basic skills or noncredit courses	4
	f) Provide students with innovative and relevant workforce training which aligns with local and regional needs	3
	g) Minimize economic barriers and increase access by supporting Open Educational Resources	
IV. Improve communication within the college community	a) Evaluate current communication practices	
	b) Analyze the current governance structure to determine how the committees could better communicate and support each other	
V. Support faculty and staff development	a) Provide broader access to professional development for faculty and staff	
	b) Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design	
	c) Provide training opportunities to make online instruction more effective	
VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated planning and resource allocation processes	a) Establish structural procedures for using data in decision making processes across the college	6
	b) Provide training to staff and faculty in use of data for planning and continuous quality improvement	6
VII. Maintain and enhance the college's technological infrastructure and facilities	a) Optimize the college's use of technology in learning environments.	
	b) Identify and prioritize safety and maintenance needs and ensure compliance with applicable regulations and building codes	
	c) Expand sustainable green practices	
VIII. Strengthen and refine the processes that integrate planning and resource allocation	a) Allocate resources in alignment with SCC goals and priorities	
	b) Expand the use of data to all levels in resource allocation decisions	
	c) Assess the effectiveness of resource allocation processes and make improvements as necessary	
	d) Continue to monitor the SCC budget to ensure the alignment of expenditures with revenue	
	e) Identify and leverage existing resources to produce alternative, unrestricted revenues	
	f) Educate the campus community about the availability, procedures and processes for acquiring funding	
	g) Streamline the grant application process	

SCC Goal	Action Item	Enrollment Management Plan
IX. Enhance and expand the college's community presence	a) Ensure the website and student portal connect information successfully and easily	
	b) Strengthen outreach and recruitment endeavors	1,2
	c) Strengthen partnerships with key community stakeholders	2
	d) Strengthen regional partnerships with industries, businesses, four-year universities and community-based organizations	2

Mapping EMP Goals to BSI, Student Equity, SSSP Credit and Noncredit, and Integrated Plan Goals

SCC Goal	Action Item	BSI Goals	Student Equity Goals	SSSP Credit Goals	SSSP Noncredit Goals	Integrated Plan Goals
I. Support a college culture of academic excellence and personalized education	a) Ensure the catalog is user-friendly and fully accessible to users					
	b) Support signature programs and the college's identity					
II. Support student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives	a) Increase awareness, access, and utilization of student services and instructional programs among students, faculty, and staff		1, 2, 3, 4, 5	2, 3	2, 3	4
	b) Integrate planning and coordination of SSSP, BSI, and Student Equity initiatives and activities and incorporate them into current planning processes					
	c) Develop and implement strategies to minimize achievement gaps among disproportionately impacted students		1, 2, 3, 4, 5			1
	d) Ensure access to comprehensive student services support for all students (distance education, face-to-face, etc.)	3	1	1, 2, 3	1, 2, 3	2, 4
	e) Expand opportunities for student involvement both inside and outside of the classroom		1			
III. Focus on student completion of pathways	a) Increase student access to college credit and noncredit courses	3	1	1	1	1
	b) Increase student completion rates	1, 2	2, 3, 4, 5	2, 3	2, 3	3
	c) Provide innovative and accelerated pathways to course and program completion	4, 5	2, 3, 4, 5			1, 3

SCC Goal	Action Item	BSI Goals	Student Equity Goals	SSSP Credit Goals	SSSP Noncredit Goals	Integrated Plan Goals
	d) Research and develop online-specific pathways		2, 4, 5			
	e) Increase the number of students who earn degrees and certificates after completing basic skills or noncredit courses	1, 2	4, 5			1, 3
	f) Provide students with innovative and relevant workforce training which aligns with local and regional needs					
	g) Minimize economic barriers and increase access by supporting Open Educational Resources		1			
IV. Improve communication within the college community	a) Evaluate current communication practices					
	b) Analyze the current governance structure to determine how the committees could better communicate and support each other					
V. Support faculty and staff development	a) Provide broader access to professional development for faculty and staff		2			5
	b) Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design		2, 3			5
	c) Provide training opportunities to make online instruction more effective		2			5
VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated planning and resource allocation processes	a) Establish structural procedures for using data in decision making processes across the college					
	b) Provide training to staff and faculty in use of data for planning and continuous quality improvement					
VII. Maintain and enhance the college's technological infrastructure and facilities	a) Optimize the college's use of technology in learning environments		2, 3			
	b) Identify and prioritize safety and maintenance needs and ensure compliance with applicable regulations and building codes					
	c) Expand sustainable green practices					

SCC Goal	Action Item	BSI Goals	Student Equity Goals	SSSP Credit Goals	SSSP Noncredit Goals	Integrated Plan Goals
VIII. Strengthen and refine the processes that integrate planning and resource allocation	a) Allocate resources in alignment with SCC goals and priorities					
	b) Expand the use of data to all levels in resource allocation decisions					
	c) Assess the effectiveness of resource allocation processes and make improvements as necessary					
	d) Continue to monitor the SCC budget to ensure the alignment of expenditures with revenue					
	e) Identify and leverage existing resources to produce alternative, unrestricted revenues					
	f) Educate the campus community about the availability, procedures and processes for acquiring funding					
	g) Streamline the grant application process					
IX. Enhance and expand the college's community presence	a) Ensure the website and student portal connect information successfully and easily		1, 2, 3			
	b) Strengthen outreach and recruitment endeavors		1			
	c) Strengthen partnerships with key community stakeholders		1			
	d) Strengthen regional partnerships with industries, businesses, four-year universities and community-based organizations		4, 5			

Mapping EMP Goals to Technology Master Plan Initiatives

SCC Goal	Action Item	Technology Master Plan Initiatives
I. Support a college culture of academic excellence and personalized education	a) Ensure the catalog is user-friendly and fully accessible to users	Student Portal, WebMaster
	b) Support signature programs and the college's identity	
II. Support student success and equity by enhancing the integration of student services, instructional areas, and institutional initiatives	a) Increase awareness, access, and utilization of student services and instructional programs among students, faculty, and staff	Social Media
	b) Integrate planning and coordination of SSSP, BSI, and Student Equity initiatives and activities and incorporate them into current planning processes	
	c) Develop and implement strategies to minimize achievement gaps among disproportionately impacted students	Open Educational Resources, Americans with Disabilities Act
	d) Ensure access to comprehensive student services support for all students (distance education, face-to-face, etc.)	Student Portal, Online Student Education Plans, Student HelpDesk
	e) Expand opportunities for student involvement both inside and outside of the classroom	Social Media
III. Focus on student completion of pathways	a) Increase student access to college credit and noncredit courses	Learning Management System, Common Assessment Initiative
	b) Increase student completion rates	Online Student Education Plans
	c) Provide innovative and accelerated pathways to course and program completion	Common Assessment Initiative
	d) Research and develop online-specific pathways	Learning Management System, Online Teaching Certification Program
	e) Increase the number of students who earn degrees and certificates after completing basic skills or noncredit courses	
	f) Provide students with innovative and relevant workforce training which aligns with local and regional needs	
	g) Minimize economic barriers and increase access by supporting Open Educational Resources	Learning Management System, Open Educational Resources
IV. Improve communication within the college community	a) Evaluate current communication practices	
	b) Analyze the current governance structure to determine how the committees could better communicate and support each other	

SCC Goal	Action Item	Technology Master Plan Initiatives
V. Support faculty and staff development	a) Provide broader access to professional development for faculty and staff	Learning Management System, Instructional Design Center, Computer Refresh Budget, Maintain Up-to-Date Software and Operating Systems
	b) Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design	Learning Management System, Instructional Design Center, Instructional Design
	c) Provide training opportunities to make online instruction more effective	Learning Management System, Instructional Design Center, Online Teaching Certification Program, Instructional Design, Technology Innovation, Americans with Disabilities Act
VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated planning and resource allocation processes	a) Establish structural procedures for using data in decision making processes across the college	
	b) Provide training to staff and faculty in use of data for planning and continuous quality improvement	
VII. Maintain and enhance the college's technological infrastructure and facilities	a) Optimize the college's use of technology in learning environments	Learning Management System, Instructional Design Center, Online Teaching Certification Program, Bring Your Own Device, Wireless Printing, Technology Innovation, WiFi Improvements, Classroom Audio/Visual Media Refresh Budget
	b) Identify and prioritize safety and maintenance needs and ensure compliance with applicable regulations and building codes	
	c) Expand sustainable green practices	

SCC Goal	Action Item	Technology Master Plan Initiatives
VIII. Strengthen and refine the processes that integrate planning and resource allocation	a) Allocate resources in alignment with SCC goals and priorities	
	b) Expand the use of data to all levels in resource allocation decisions	
	c) Assess the effectiveness of resource allocation processes and make improvements as necessary	
	d) Continue to monitor the SCC budget to ensure the alignment of expenditures with revenue	
	e) Identify and leverage existing resources to produce alternative, unrestricted revenues	
	f) Educate the campus community about the availability, procedures and processes for acquiring funding	
	g) Streamline the grant application process	
IX. Enhance and expand the college's community presence	a) Ensure the website and student portal connect information successfully and easily	Student Portal, WebMaster
	b) Strengthen outreach and recruitment endeavors	Social Media
	c) Strengthen partnerships with key community stakeholders	
	d) Strengthen regional partnerships with industries, businesses, four-year universities and community-based organizations	

Santiago Canyon College

What happens here matters.

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