



Santiago Canyon College

What happens here matters.

2016-2022 Educational Master Plan





Santiago Canyon College

2016-2022 Educational Master Plan

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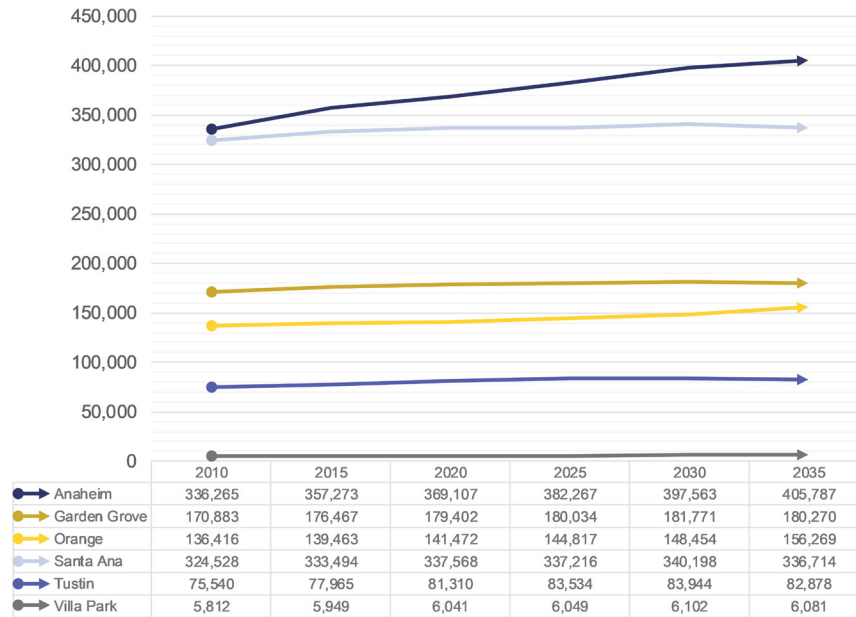
V. SCC EXTERNAL & INTERNAL DATA

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.

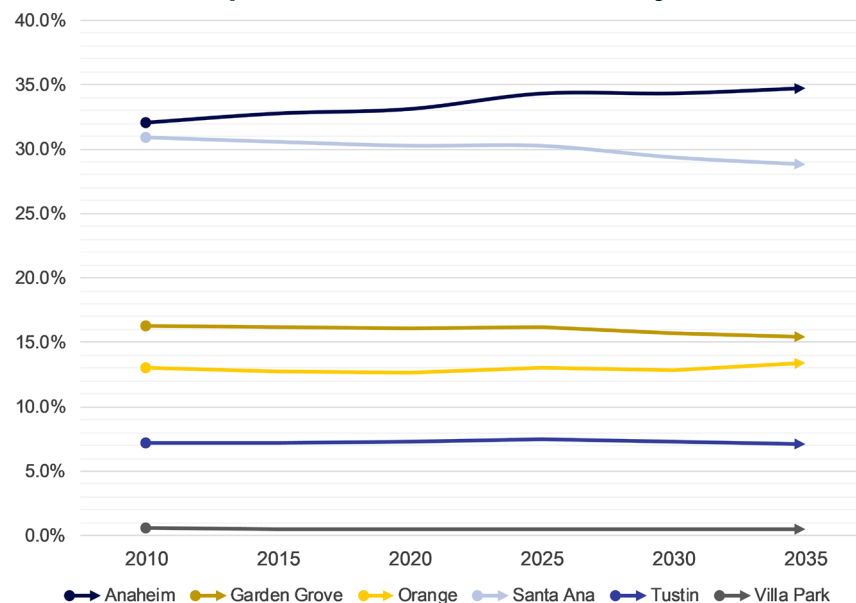
Similar to California and to Orange County at large, each of the six aforementioned cities are expected to experience changes in their population size and demographic composition over the next twenty-five year period.

RSCCD Community Growth Projections



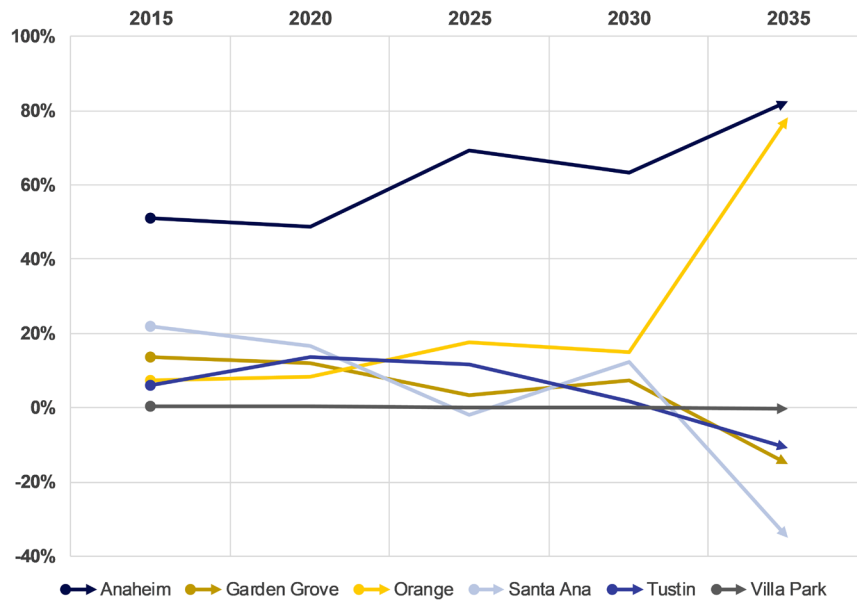
U.S. Census Bureau
California Department of Finance
Center for Demographic Research, California State University, Fullerton

Proportion of RSCCD Community



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

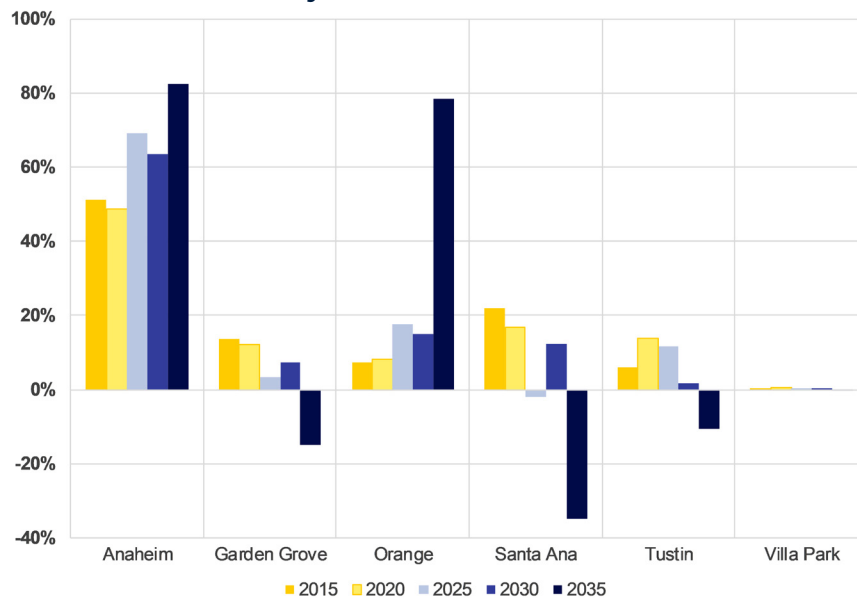
Five-year Growth Attribute



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

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.

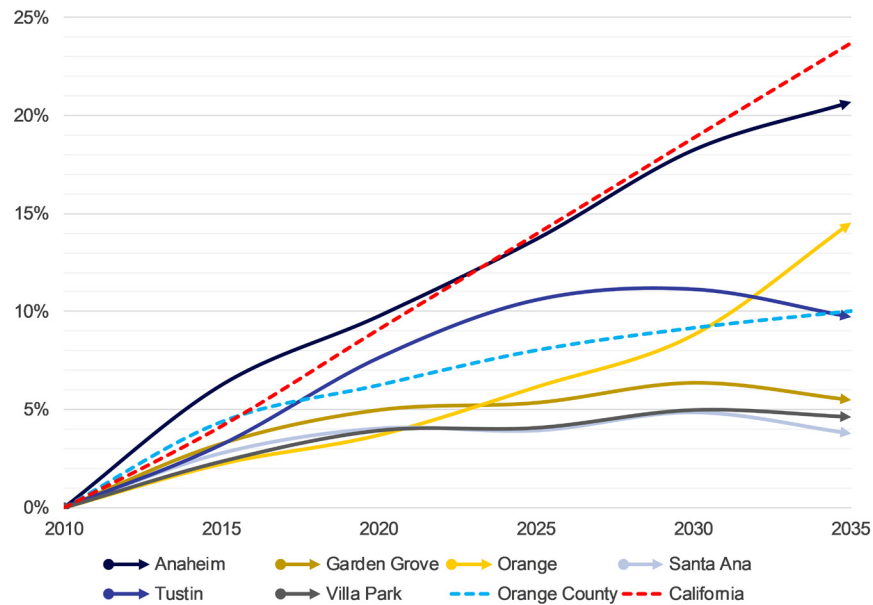
Five-year Growth Attribute



U.S. Census Bureau
California Department of Finance
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.

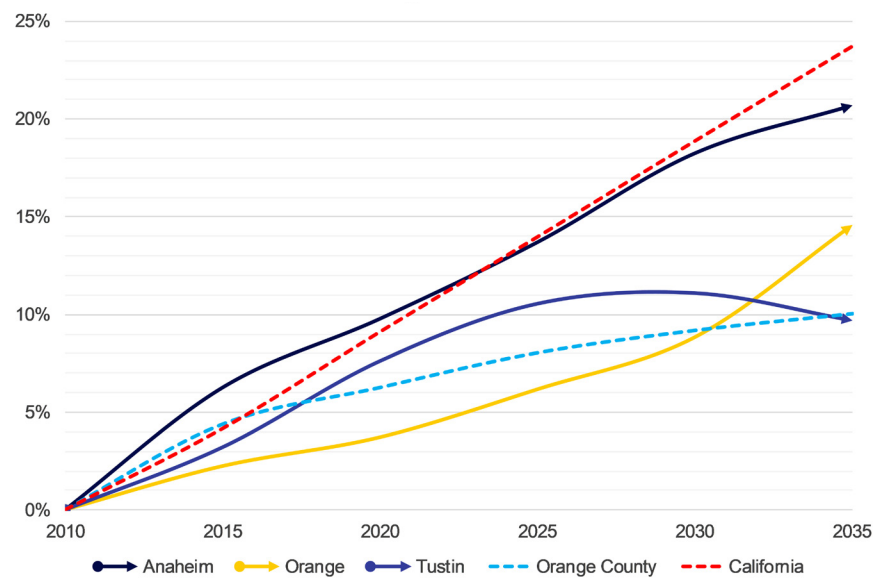
RSCCD Community Growth Projections



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

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.

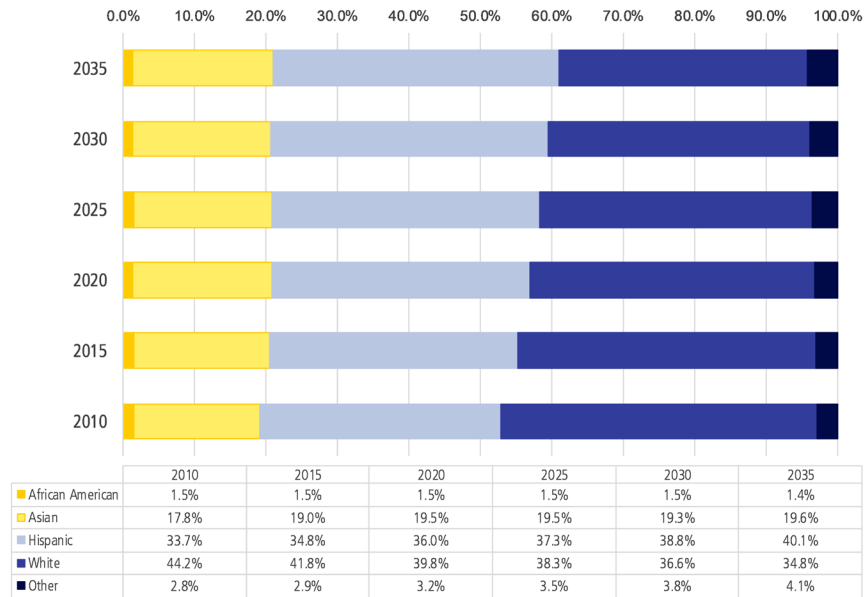
RSCCD Community Growth Projections Fastest Growing Cities within RSCCD



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

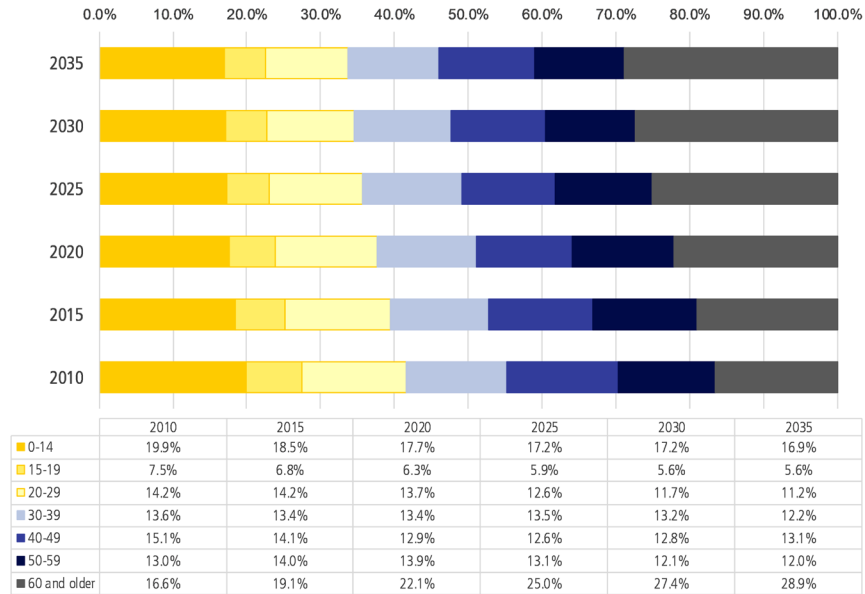
Looking only at those Rancho Santiago Community College District service area cities with projected growth rates that fall between the established upper and lower growth thresholds set by California (23.7 percent) and Orange County (10.0 percent), only two service area cities can be highlighted. These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



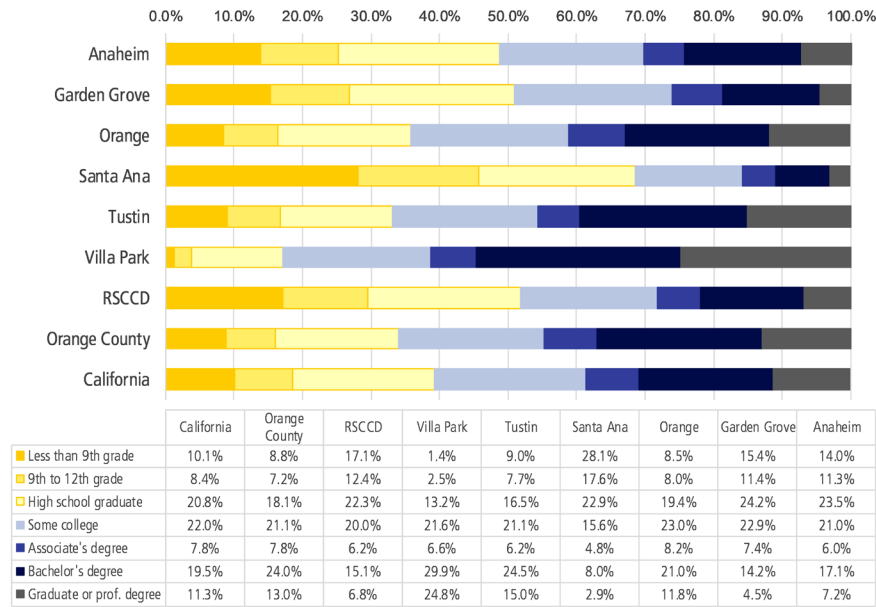
U.S. Census Bureau
California Department of Finance

Orange County Population Shift – Age



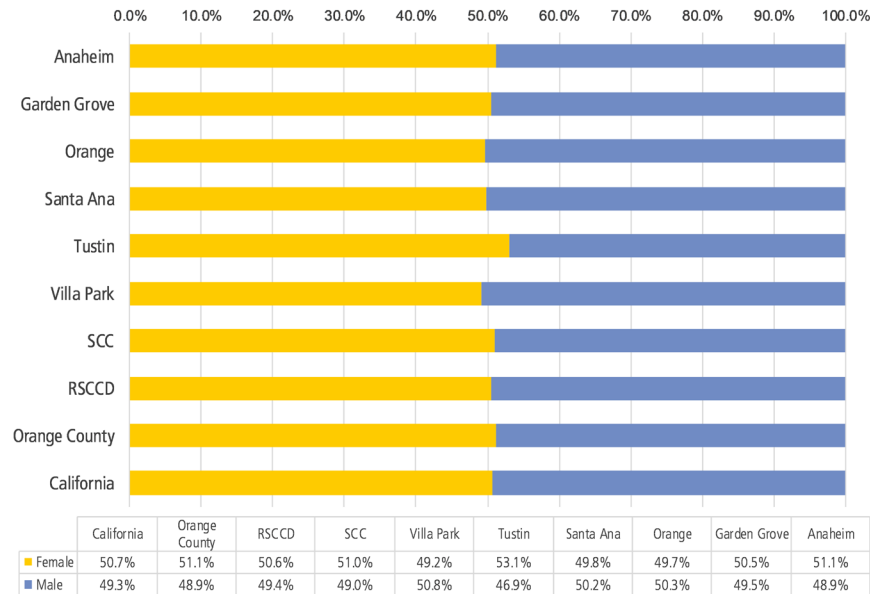
U.S. Census Bureau
California Department of Finance

Local Community Educational Attainment



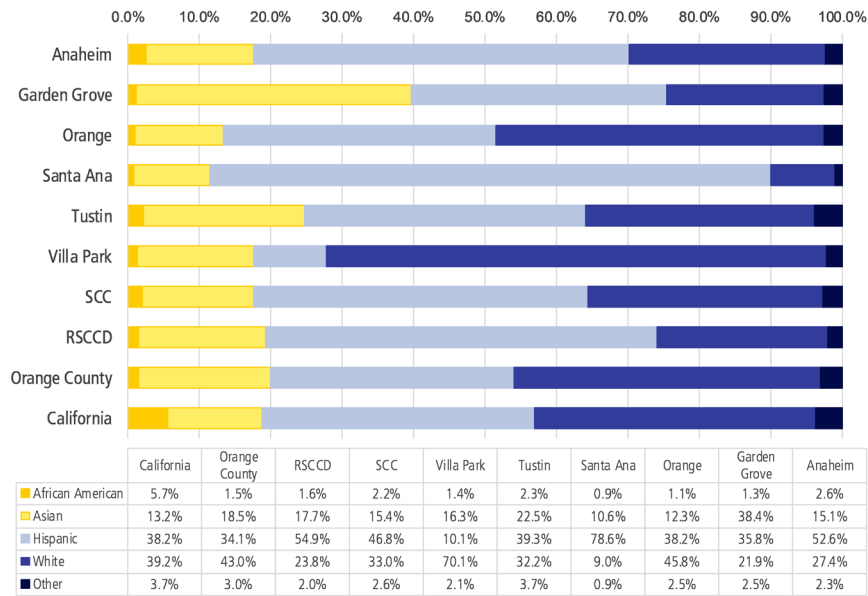
U.S. Census Bureau - 2011-2013 American Community Survey 3-Year Estimates
 U.S. Census Bureau - 2009-2013 American Community Survey 5-Year Estimates

Local Community Gender Composition – 18 and Older



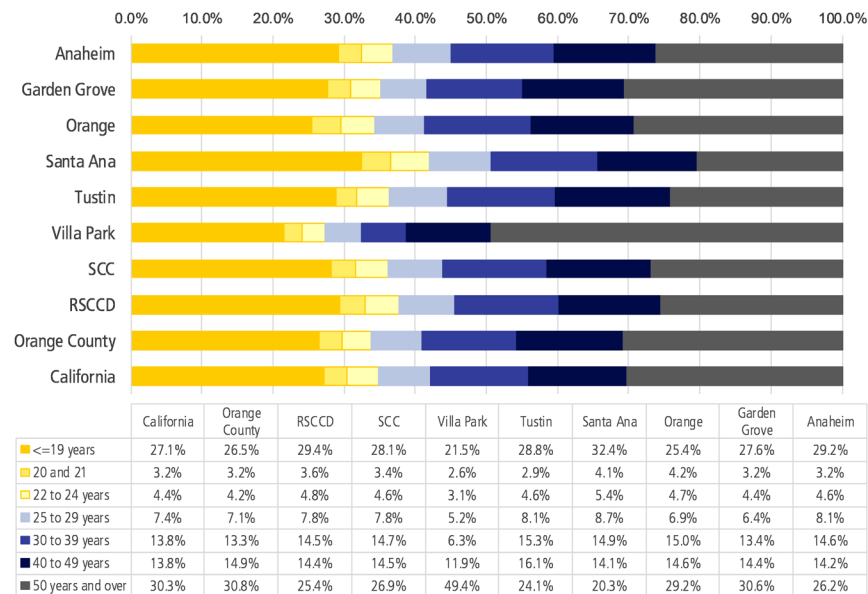
U.S. Census Bureau - 2011-2013 American Community Survey 3-Year Estimates
 U.S. Census Bureau - 2009-2013 American Community Survey 5-Year Estimates

Local Community Ethnicity



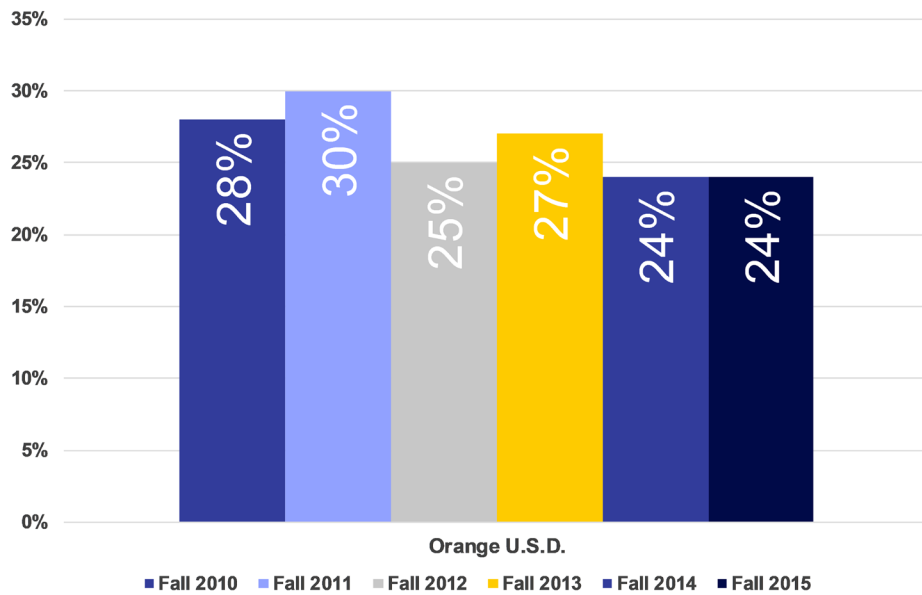
U.S. Census Bureau – 2011-2013 American Community Survey 3-Year Estimates
 U.S. Census Bureau – 2009-2013 American Community Survey 5-Year Estimates

Local Community Age Distribution



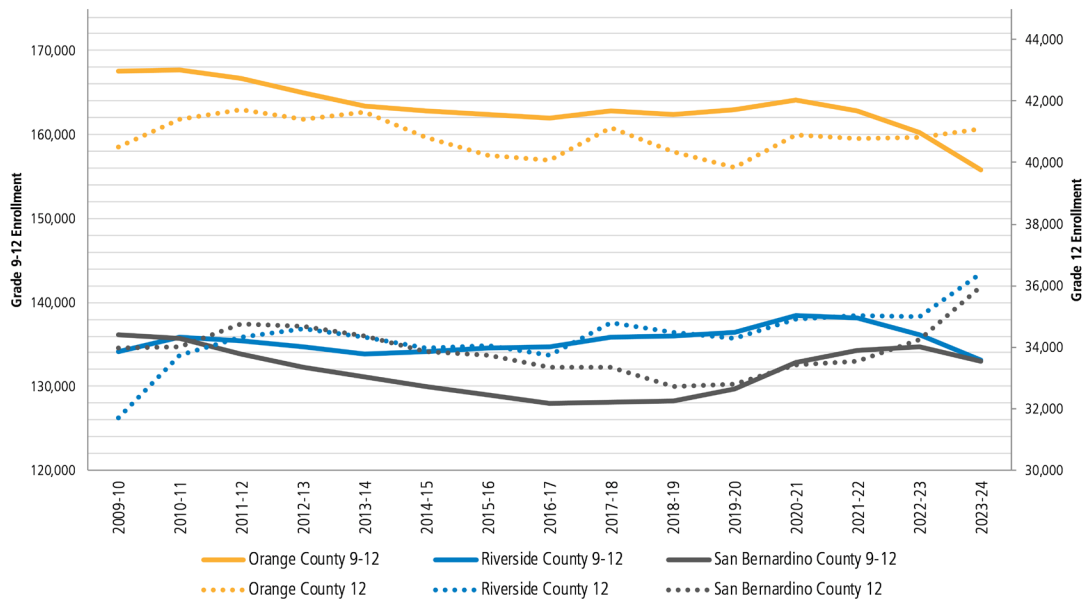
U.S. Census Bureau – 2011-2013 American Community Survey 3-Year Estimates
 U.S. Census Bureau – 2009-2013 American Community Survey 5-Year Estimates

High School Yield



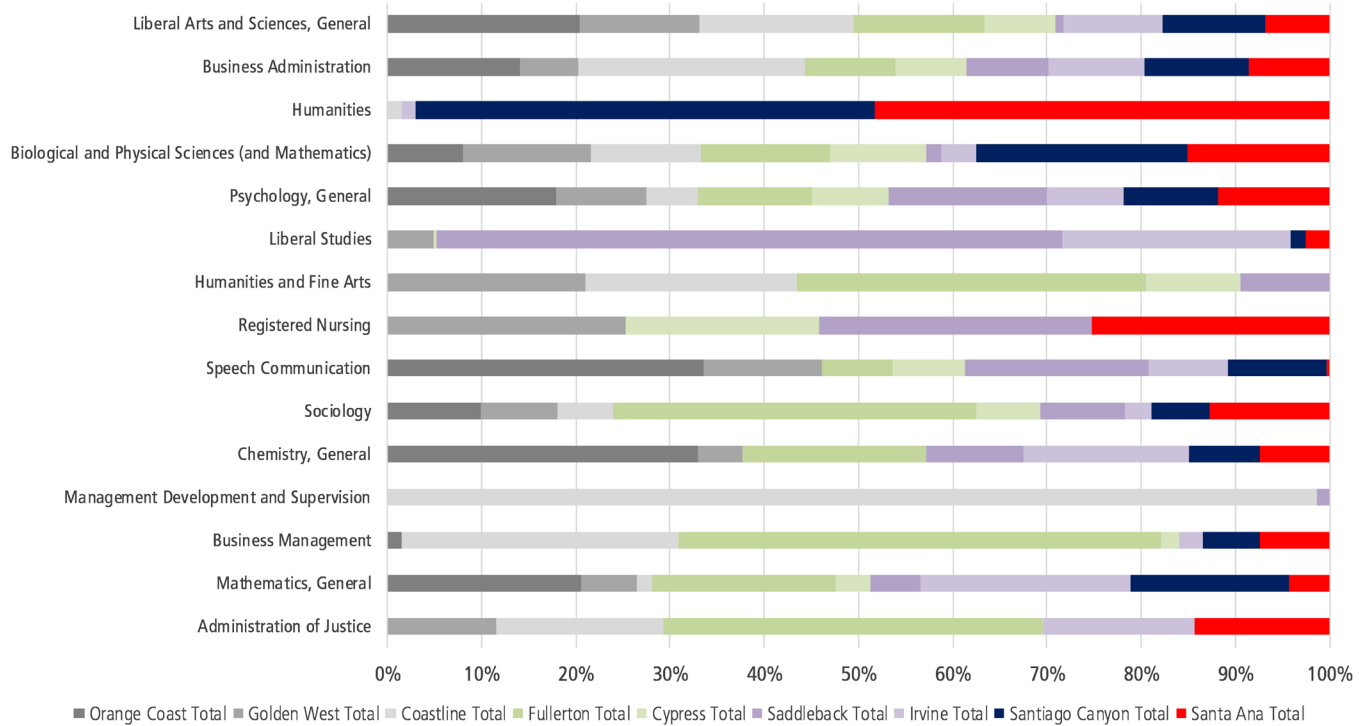
Total high school yield is the proportion of Orange Unified Schools District high school graduating class that enrolls at Santiago Canyon College.

9-12 vs Grade 12 Enrollment Projections

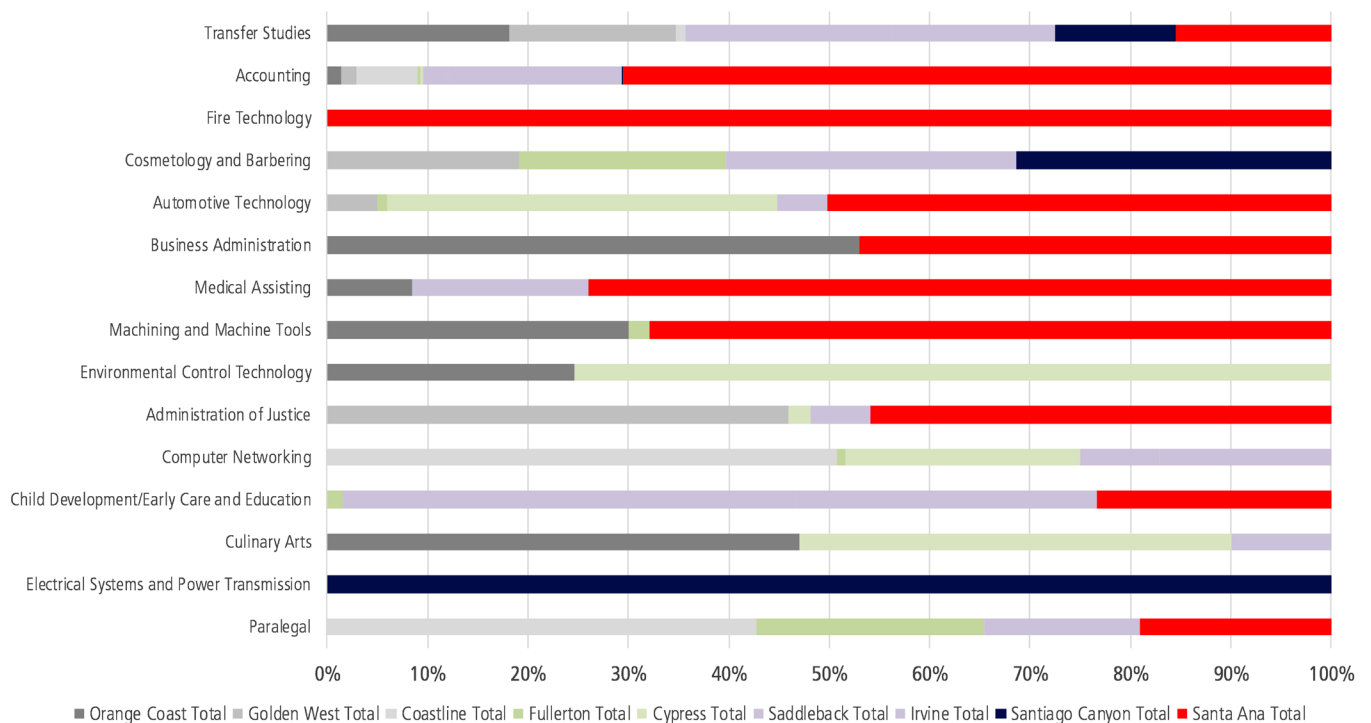


The chart above demonstrates the difference in enrollment projections for all high school grade levels combined (9-12) and grade 12 alone. For each of the three counties represented, overall high school enrollment is projected to peak in 2020-21 and decline thereafter, whereas the enrollment for grade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

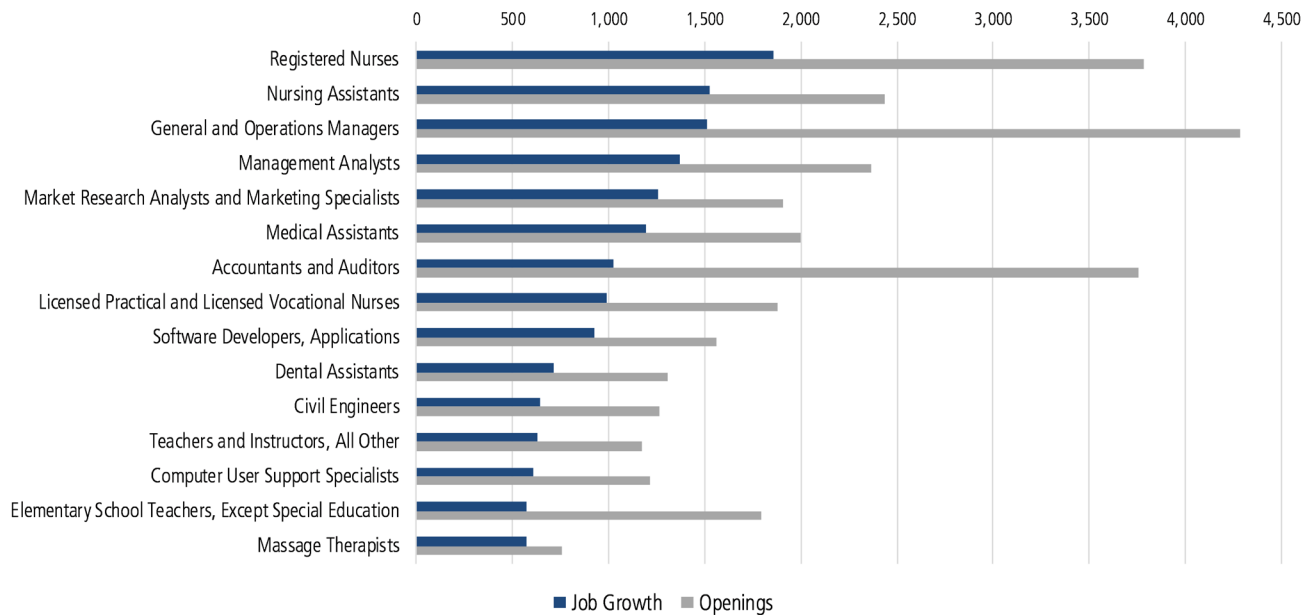
Market Share of Top 15 Degree Programs in Orange County by TOP Code



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

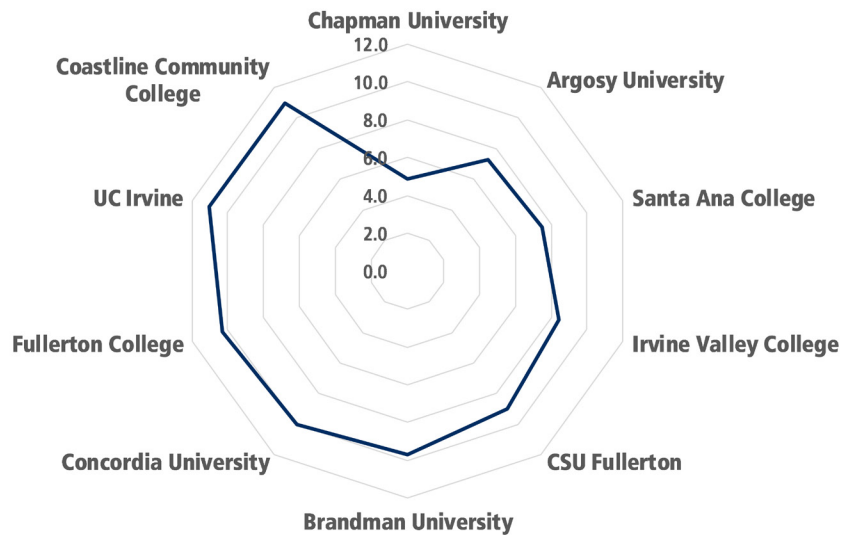


Top Orange County Occupations by Growth



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

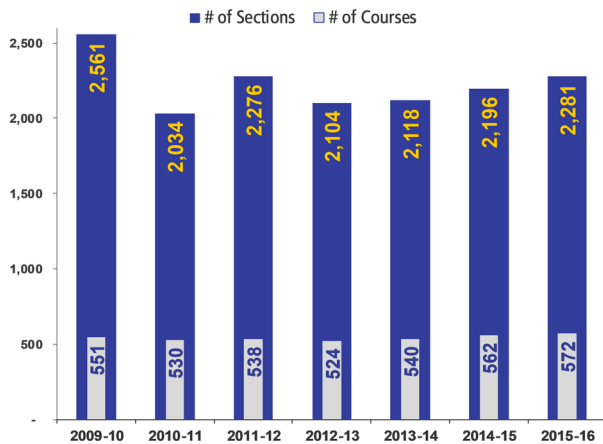
Top 10 Closest Institutions



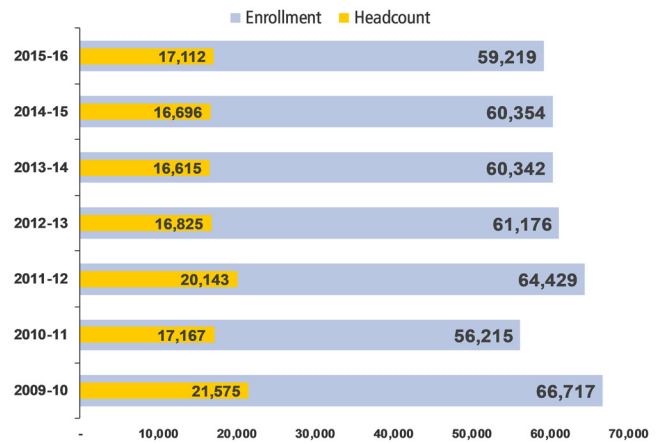
The chart above demonstrates the distance, in miles, between Santiago Canyon College and other colleges and universities in the region.

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).

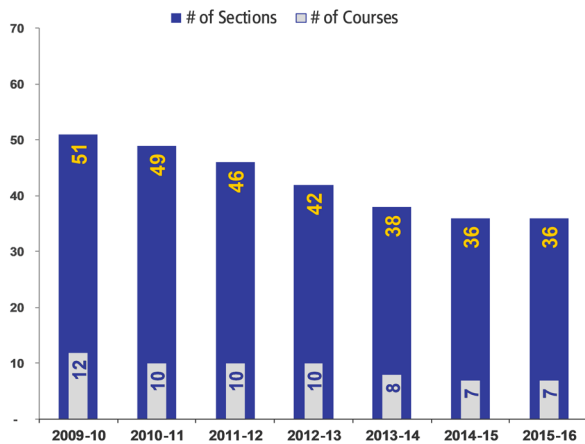
Credit Courses



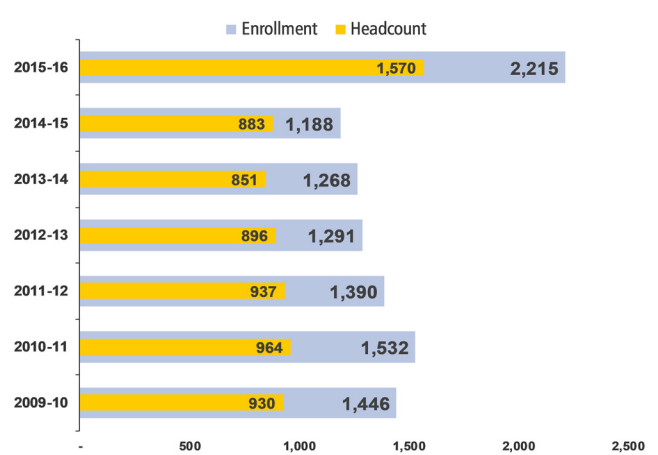
Credit Courses



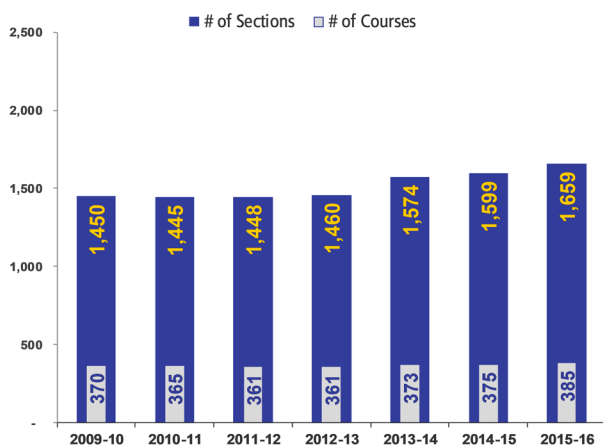
Basic Skills Courses



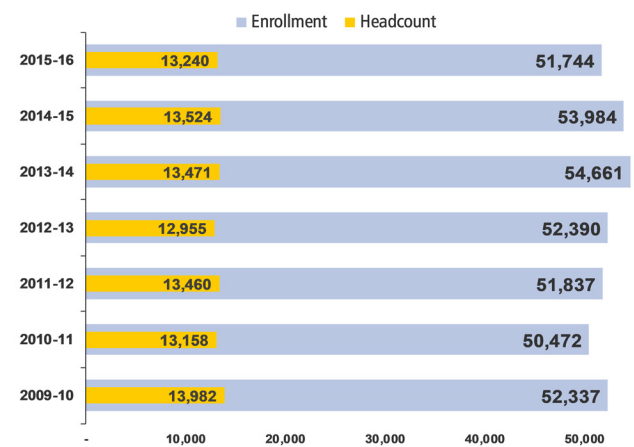
Basic Skills Courses



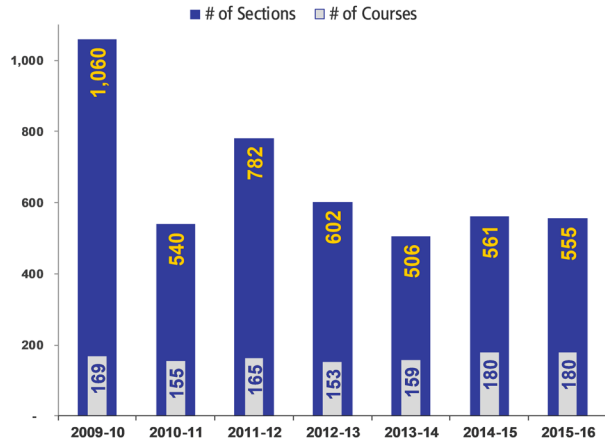
Non-Basic Skills Courses



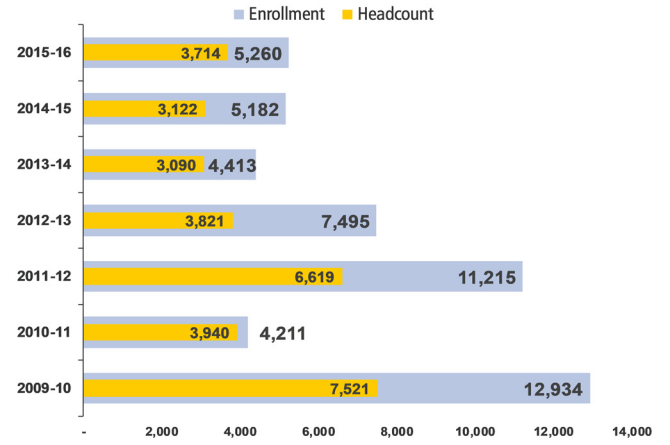
Non-Basic Skills Courses



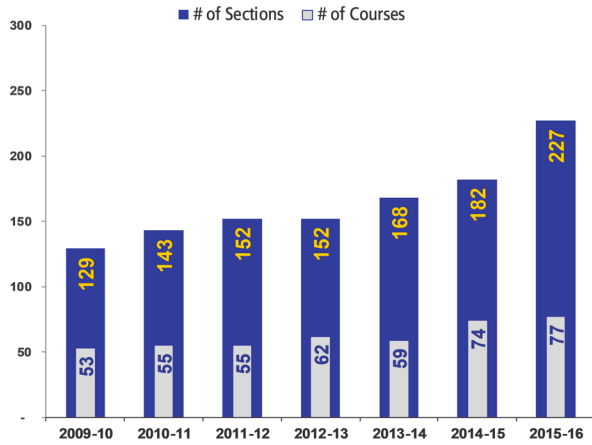
Apprenticeship Courses



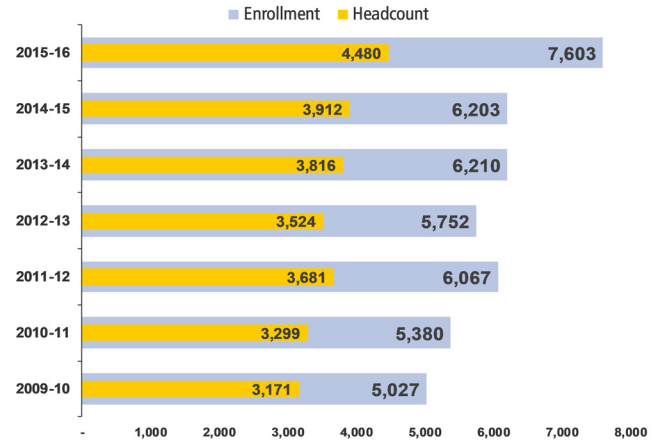
Apprenticeship Courses



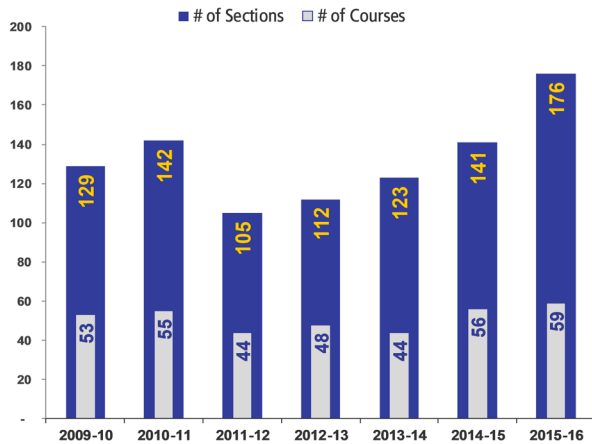
Distance Education Courses



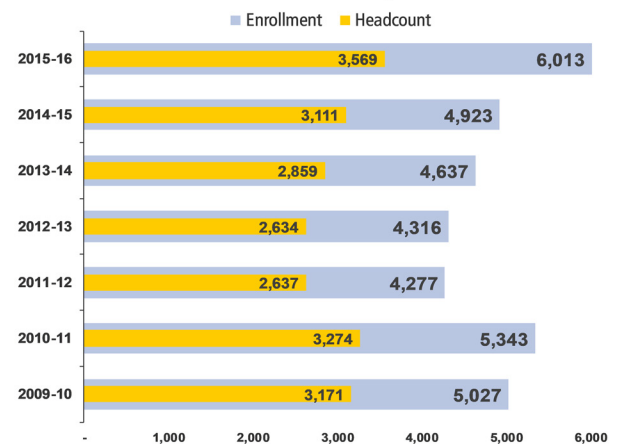
Distance Education Courses



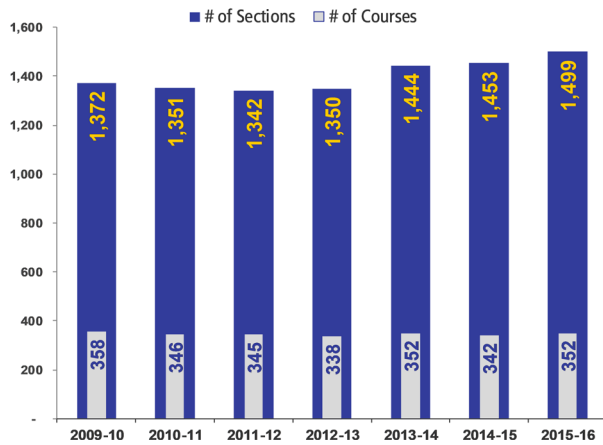
Distance Education Non-Hybrid Courses



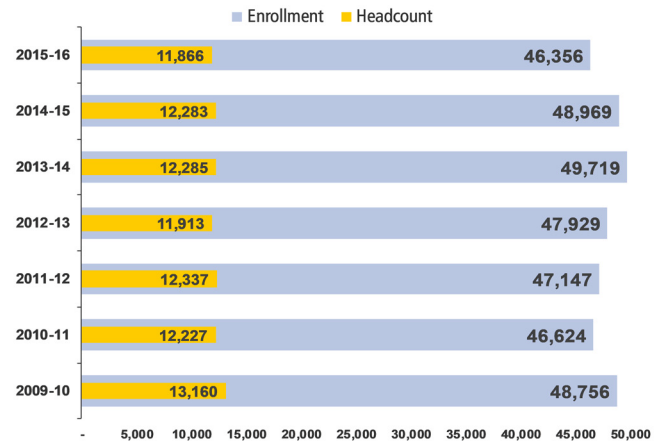
Distance Education Non-Hybrid Courses



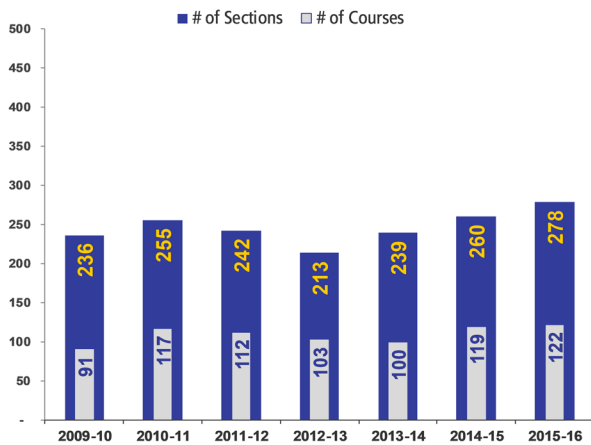
Non-Distance Education Courses



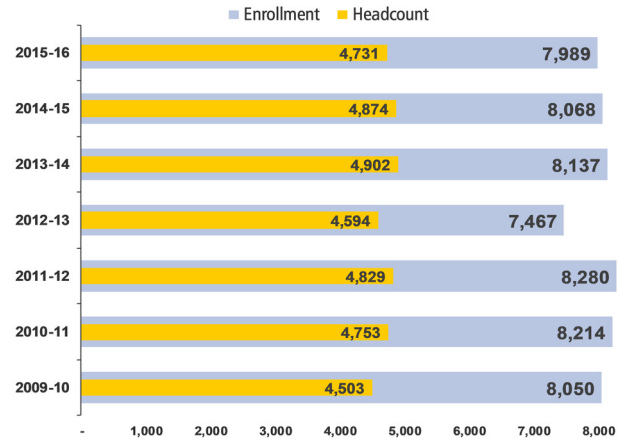
Non-Distance Education Courses



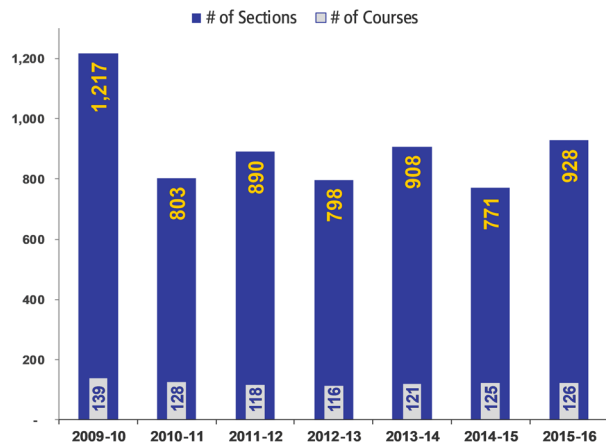
Career Technical Education Courses



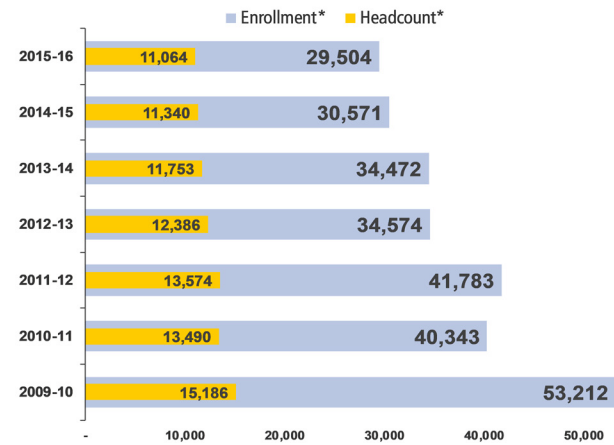
Career Technical Education Courses



Non-Credit Courses



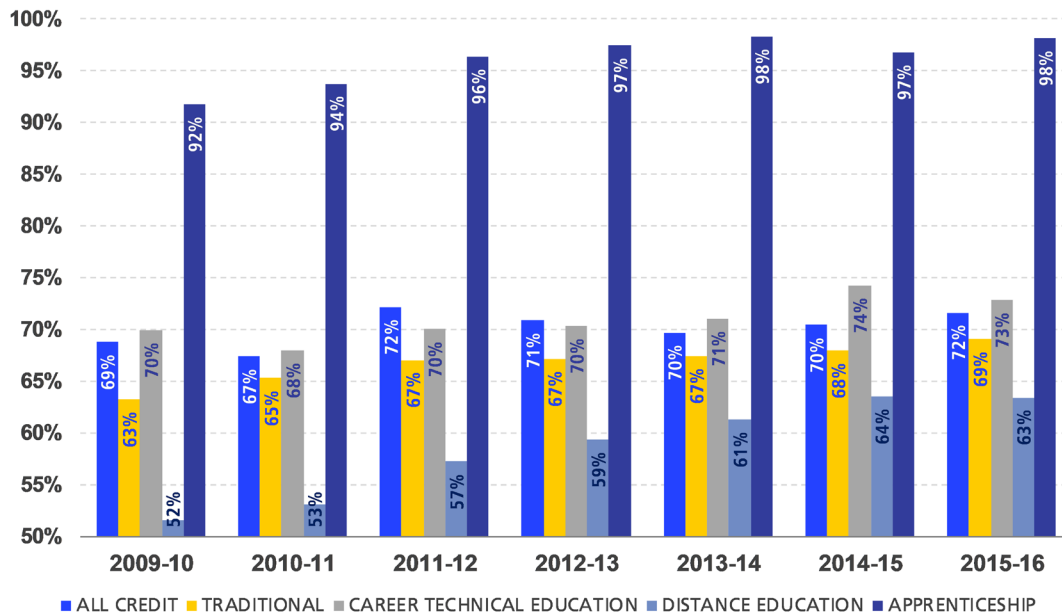
Non-Credit Courses



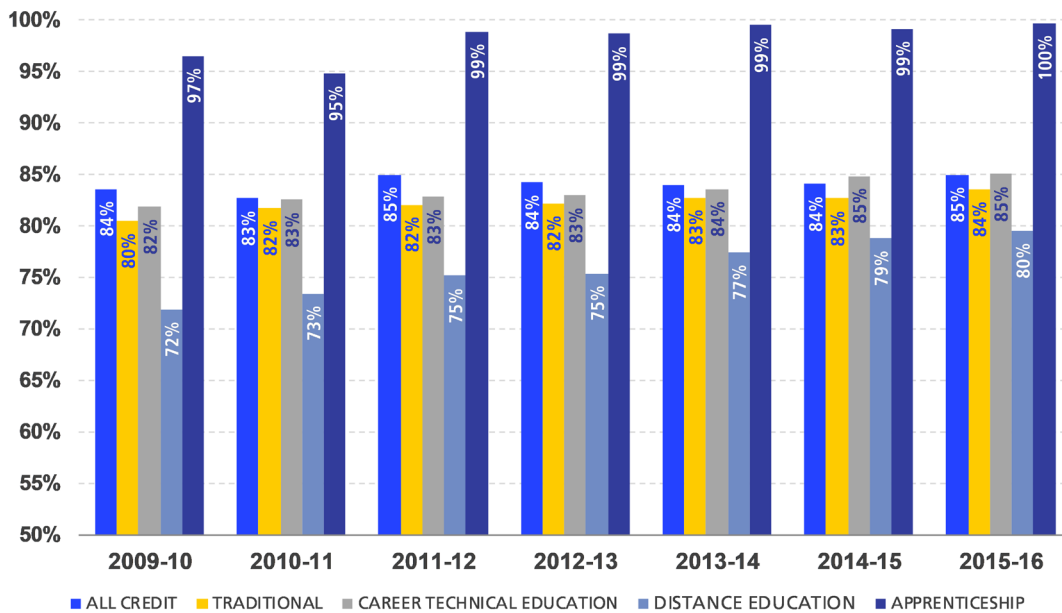
Success and Retention Bar-plots

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.

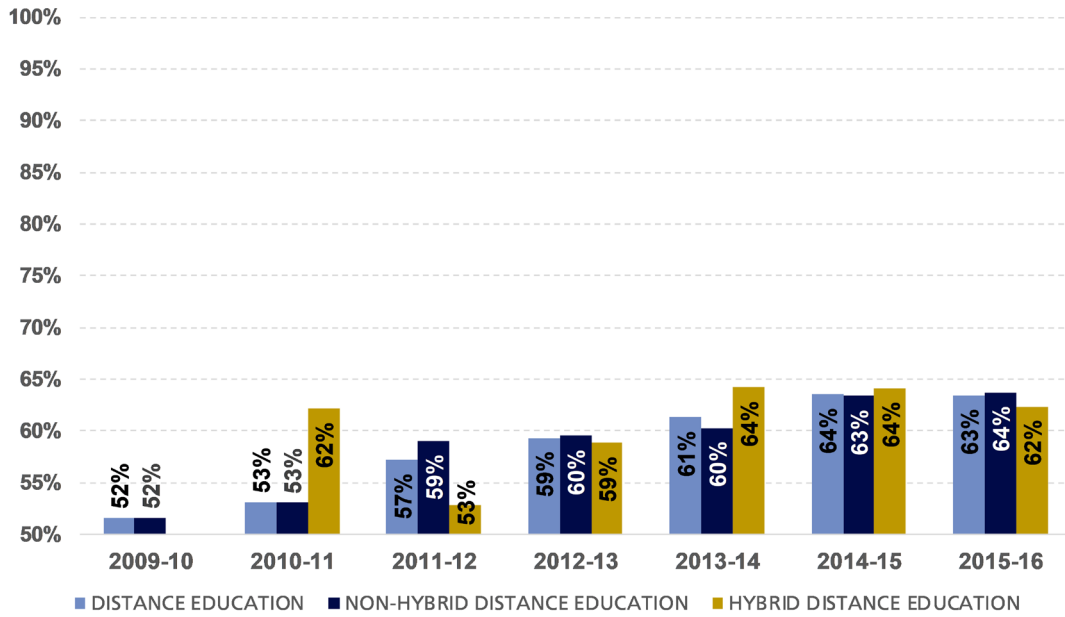
Successful Course Completion



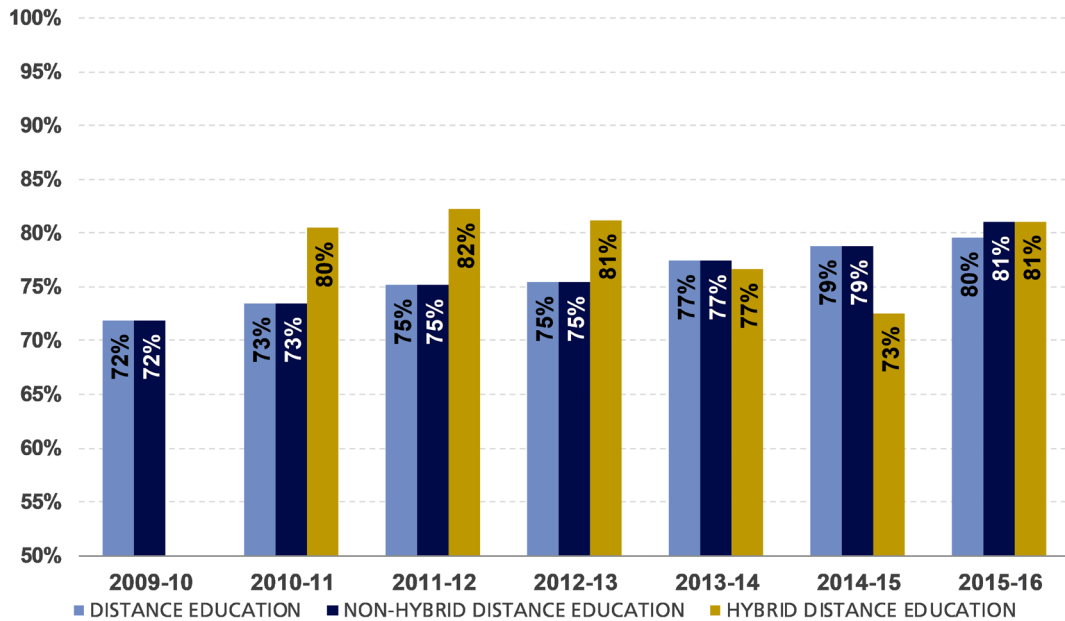
Course Retention



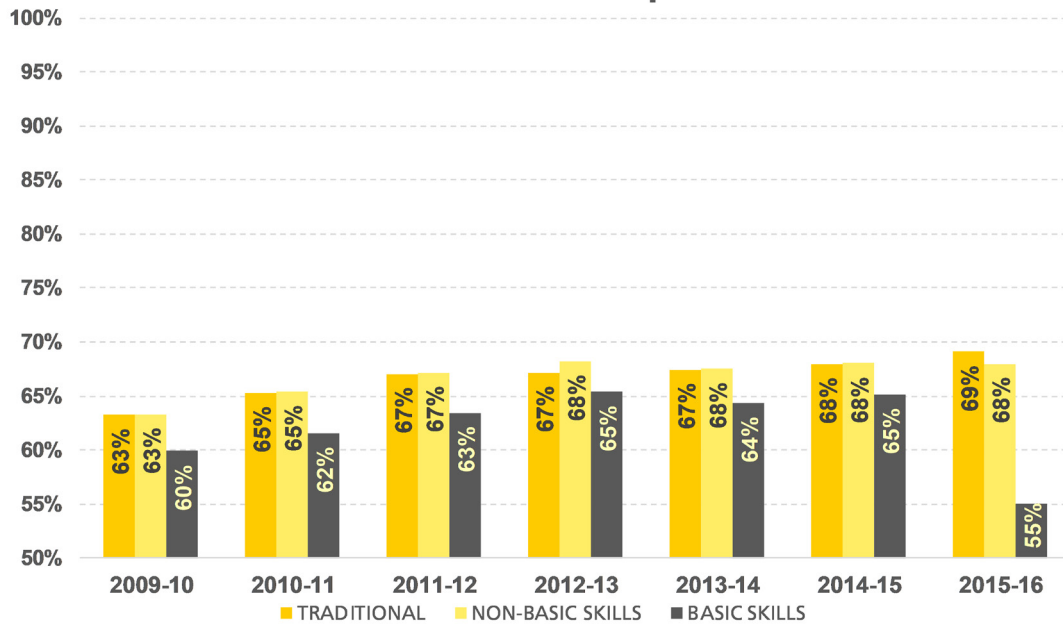
Successful Course Completion



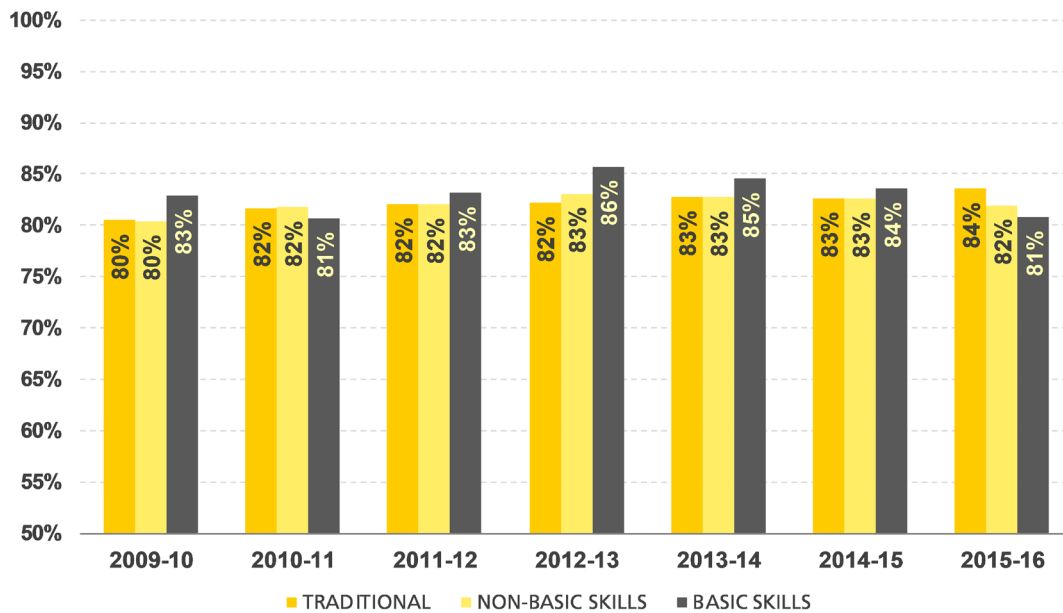
Course Retention



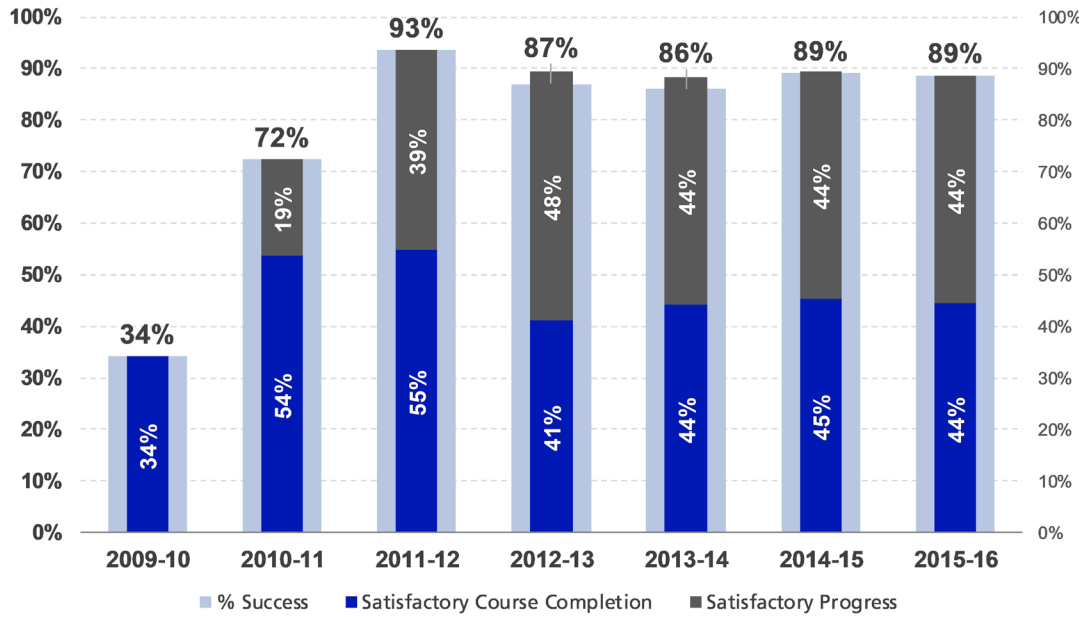
Successful Course Completion



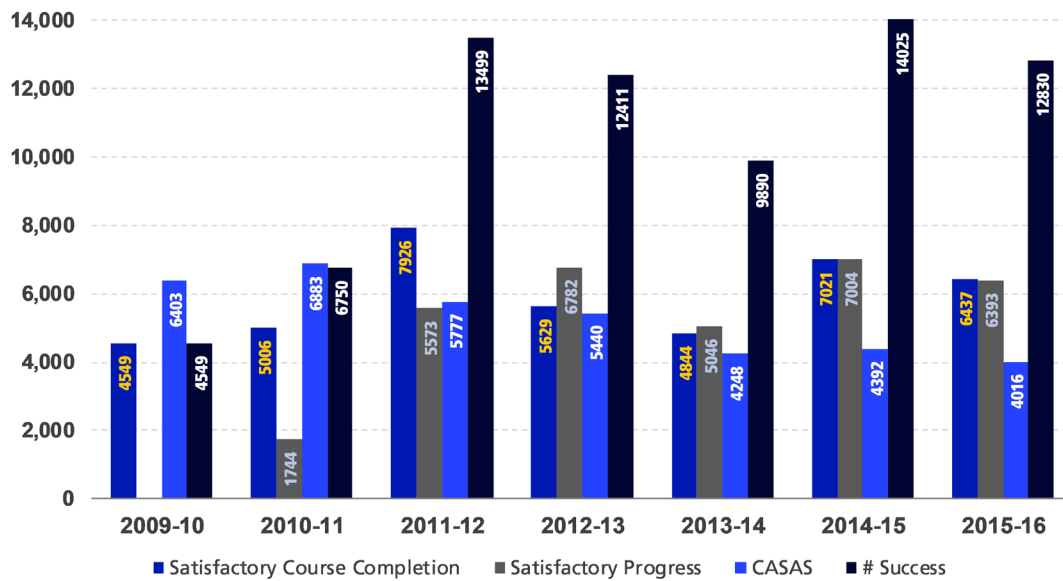
Course Retention



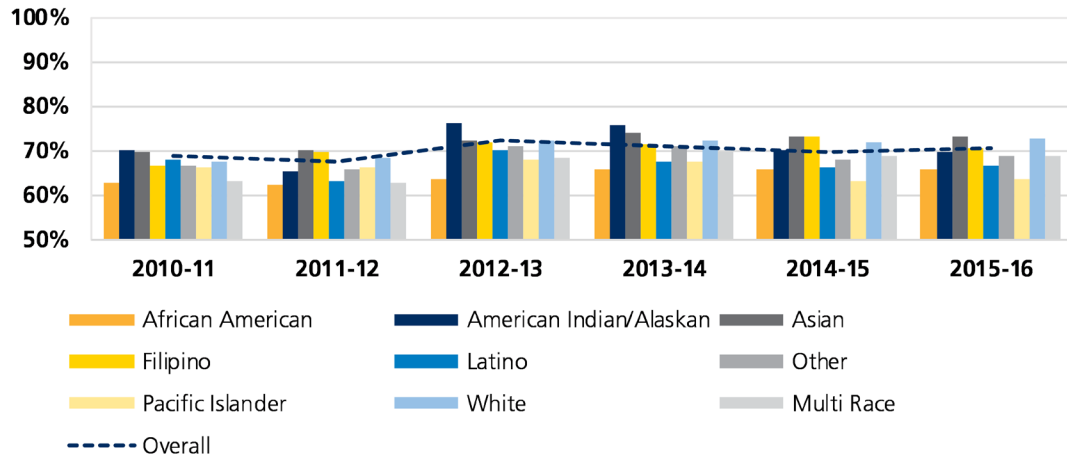
Non-Credit Success



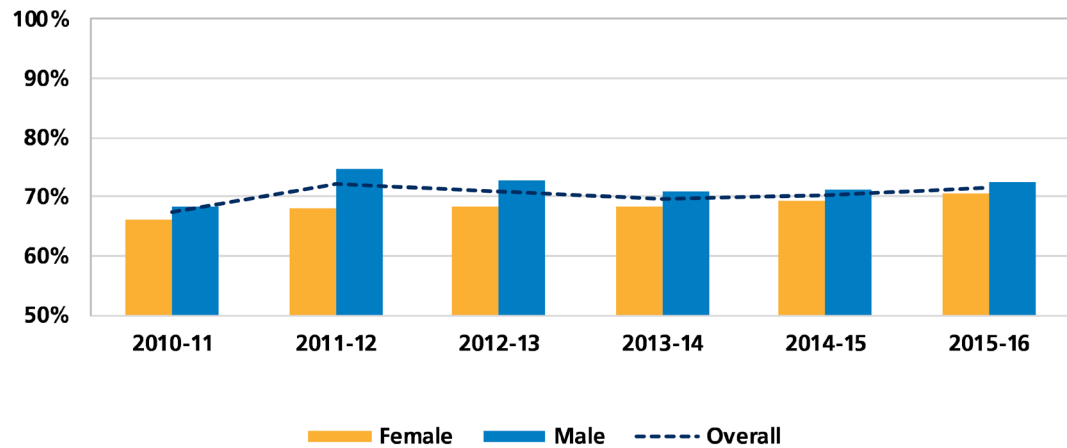
Non-Credit Success



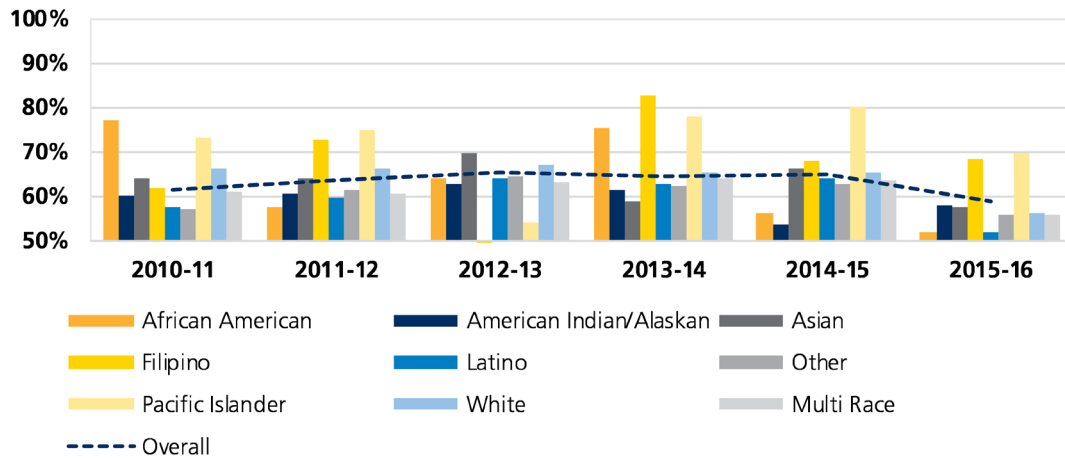
All Credit Success Rate by Ethnicity



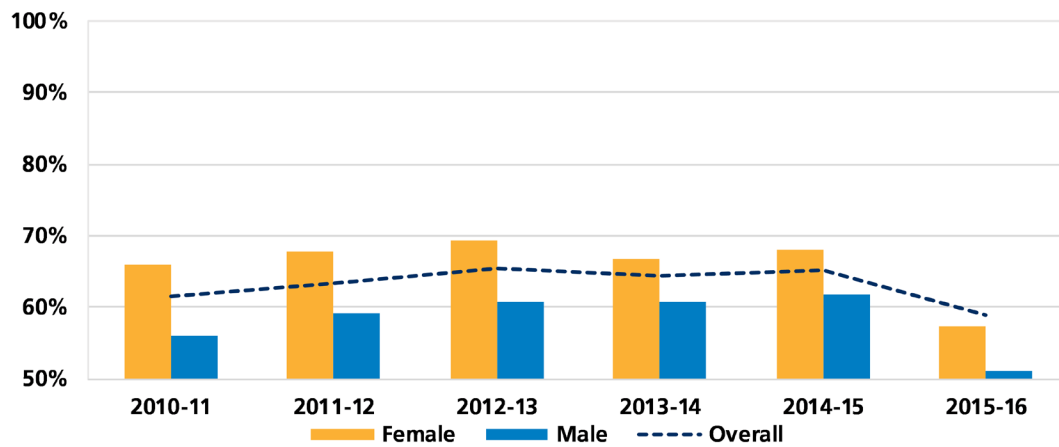
All Credit Success Rate by Gender



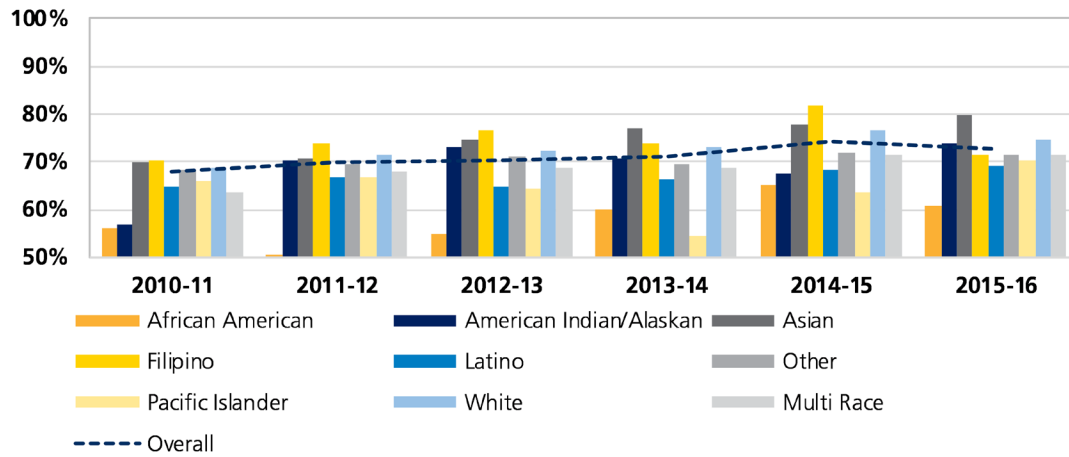
Basic-Skills Success Rate by Ethnicity



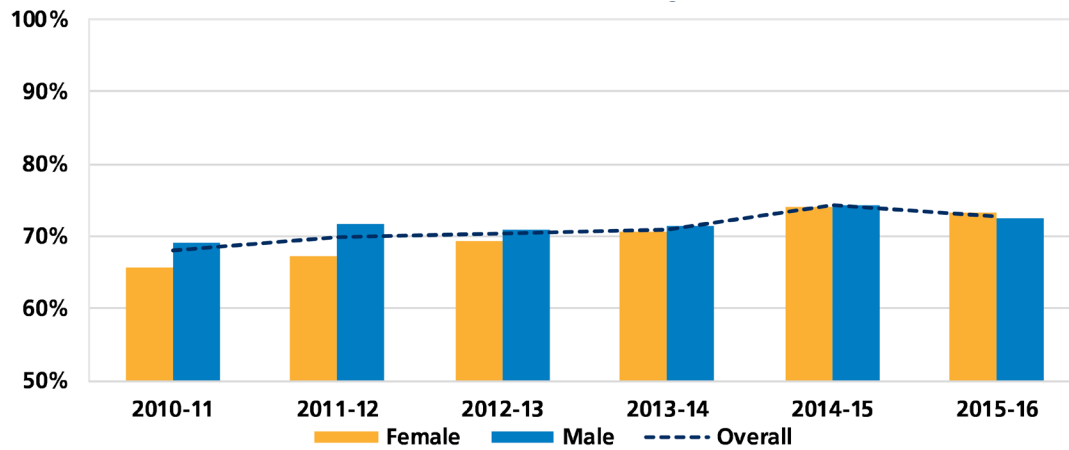
Basic-Skills Success Rate by Gender



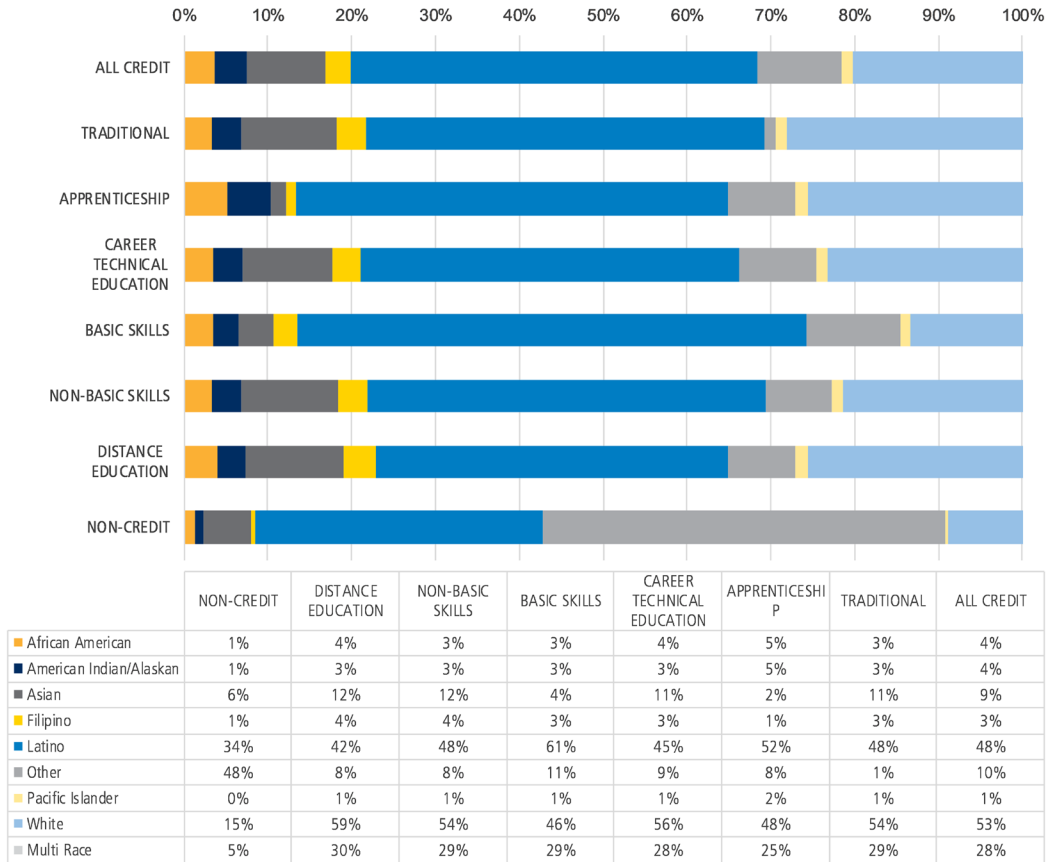
CTE Success Rate by Ethnicity



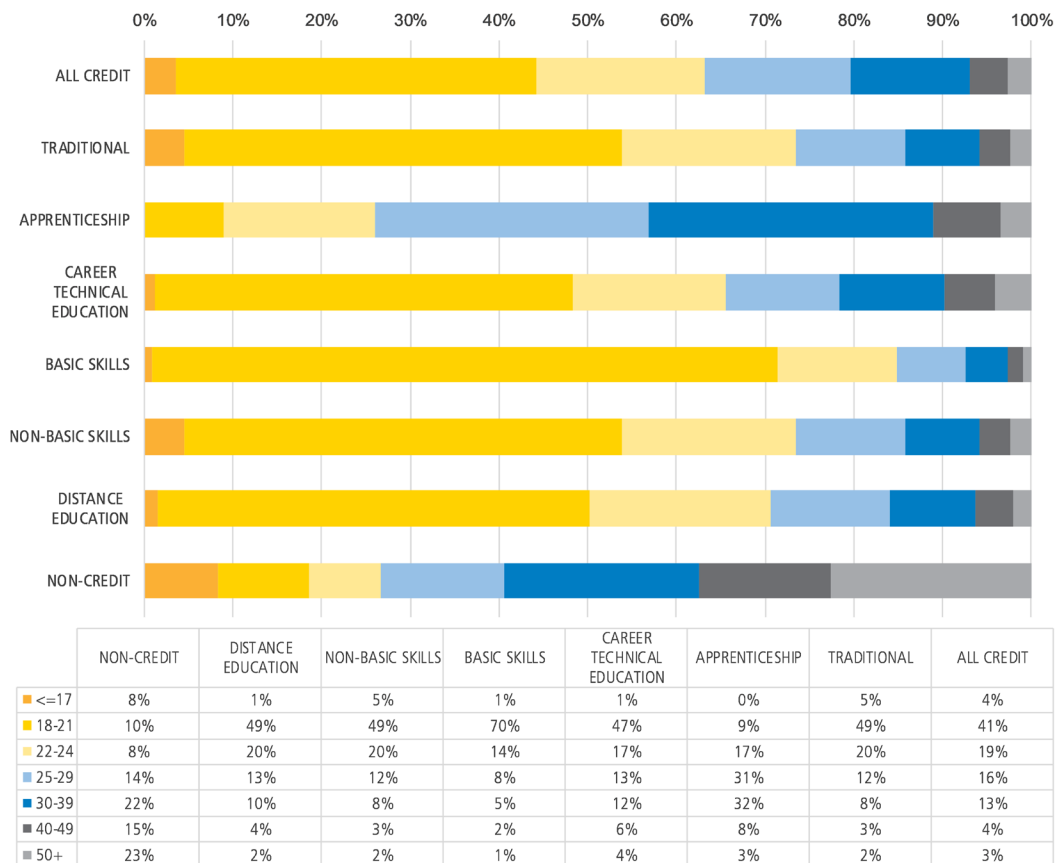
CTE Success Rate by Gender



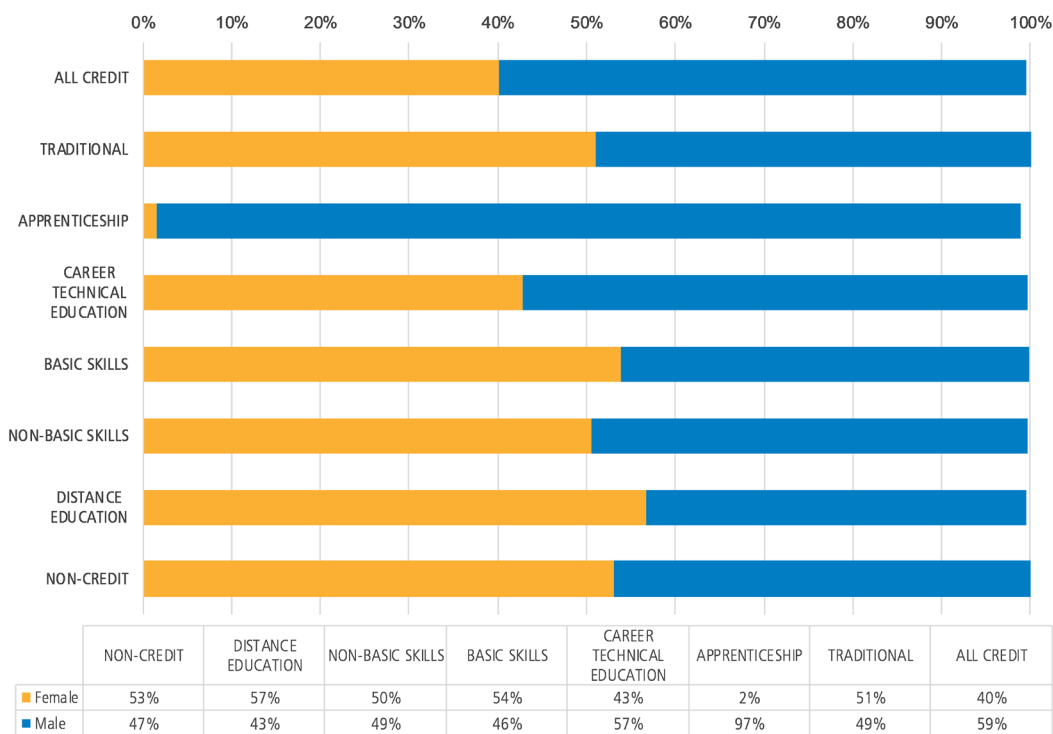
Student Ethnicity



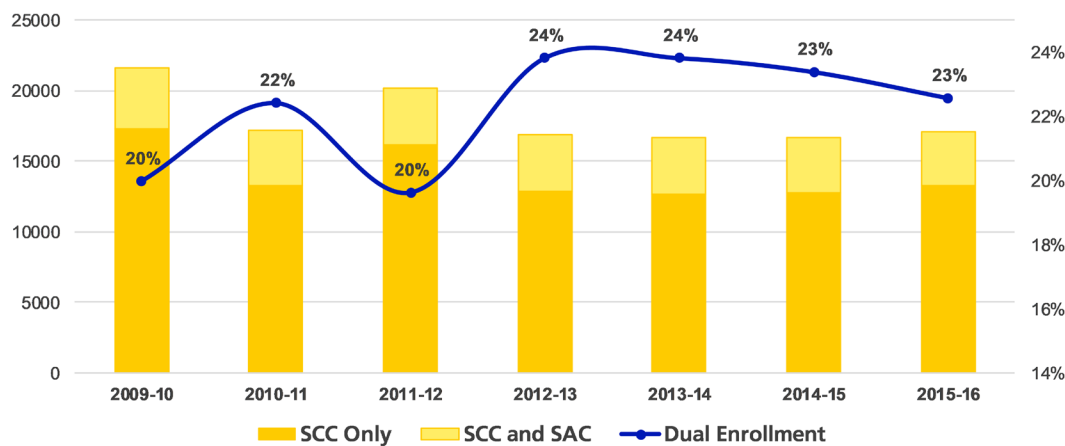
Student Age Distribution



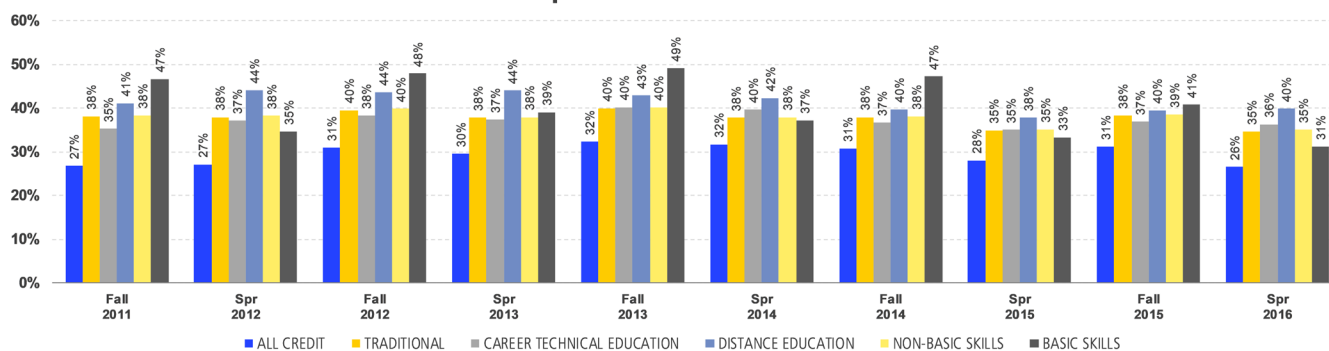
Student Gender



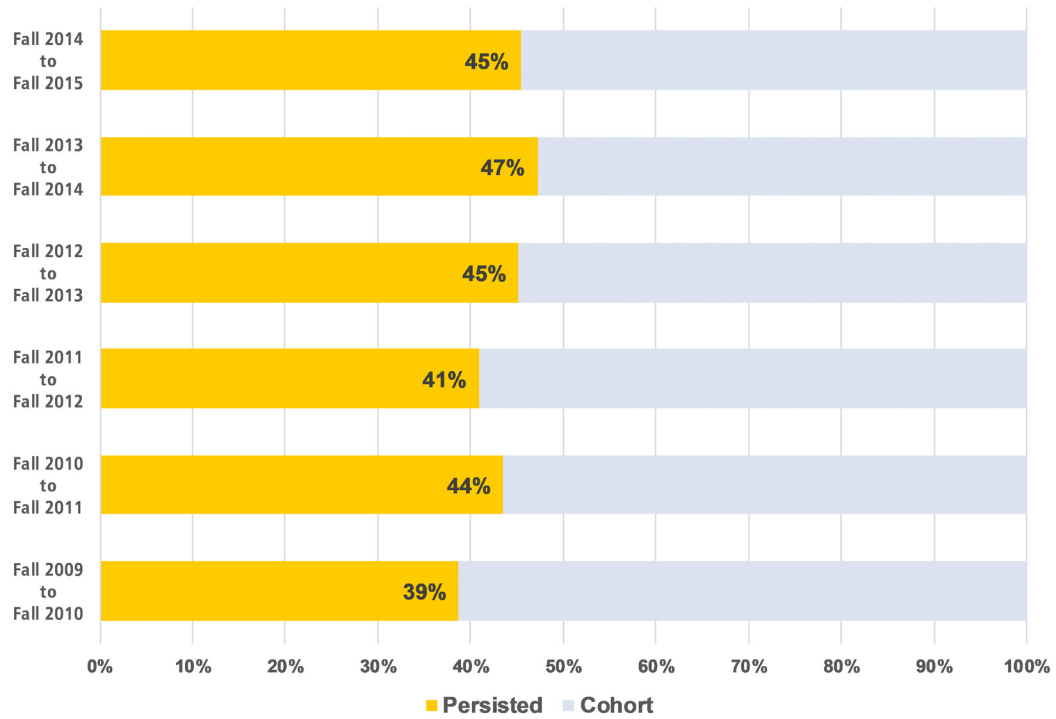
Dual Enrollment at SCC and SAC



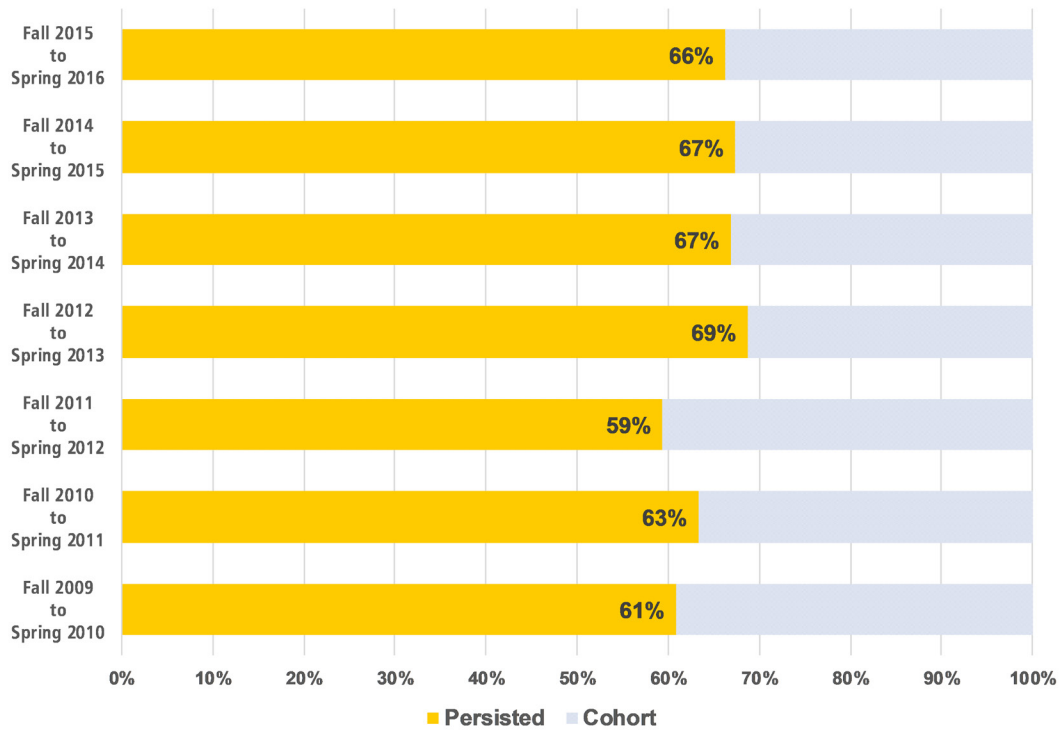
Proportion of Full-time Students



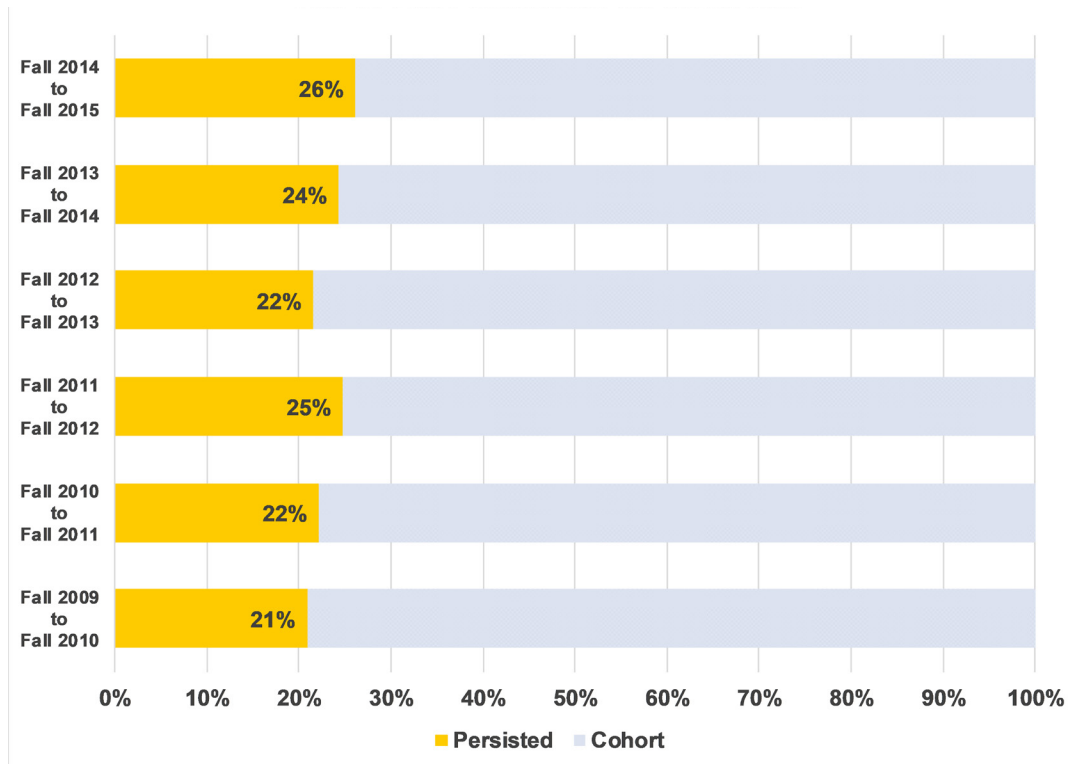
Fall-to-Fall Persistence for Credit



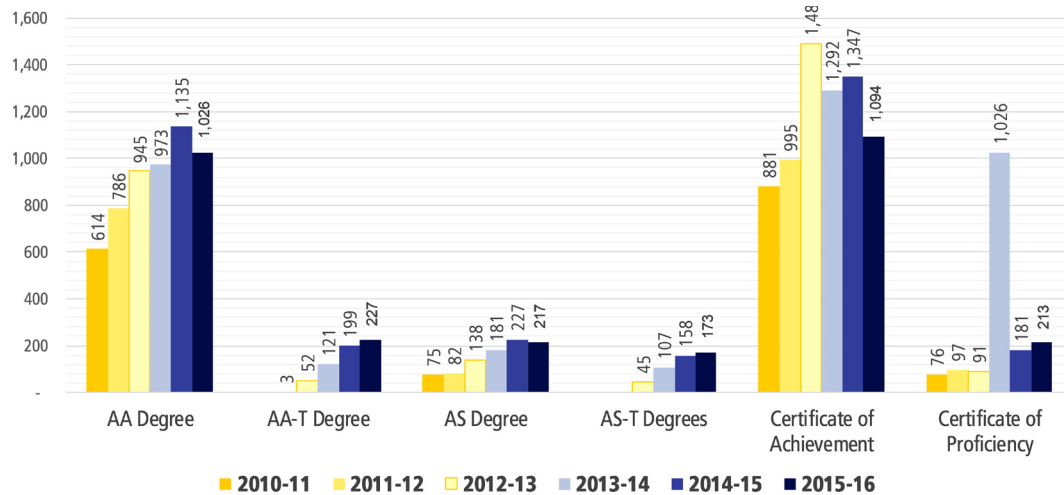
Fall-to-Spring Persistence for Credit



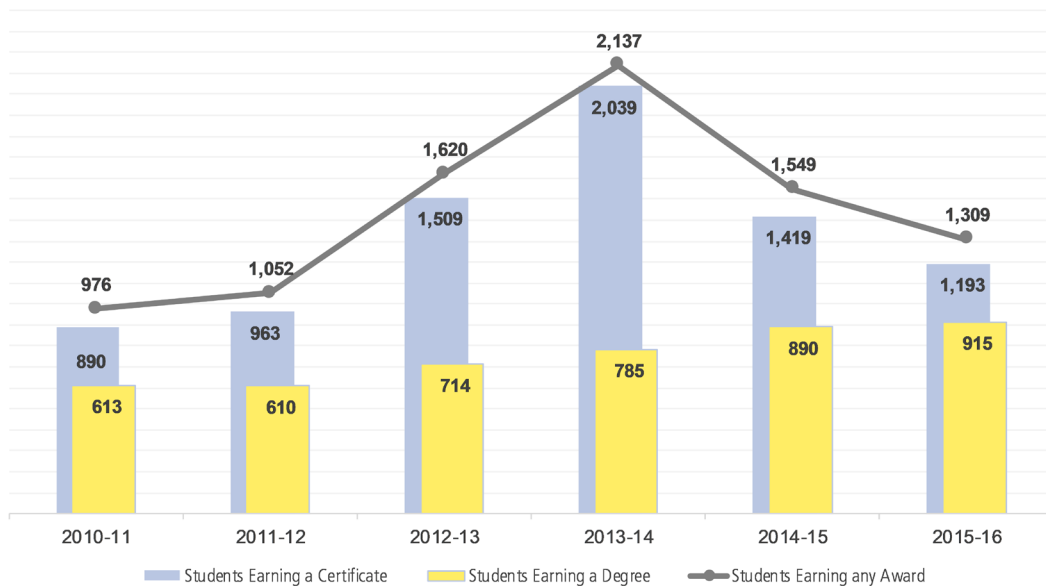
Fall-to-Fall Persistence for Noncredit



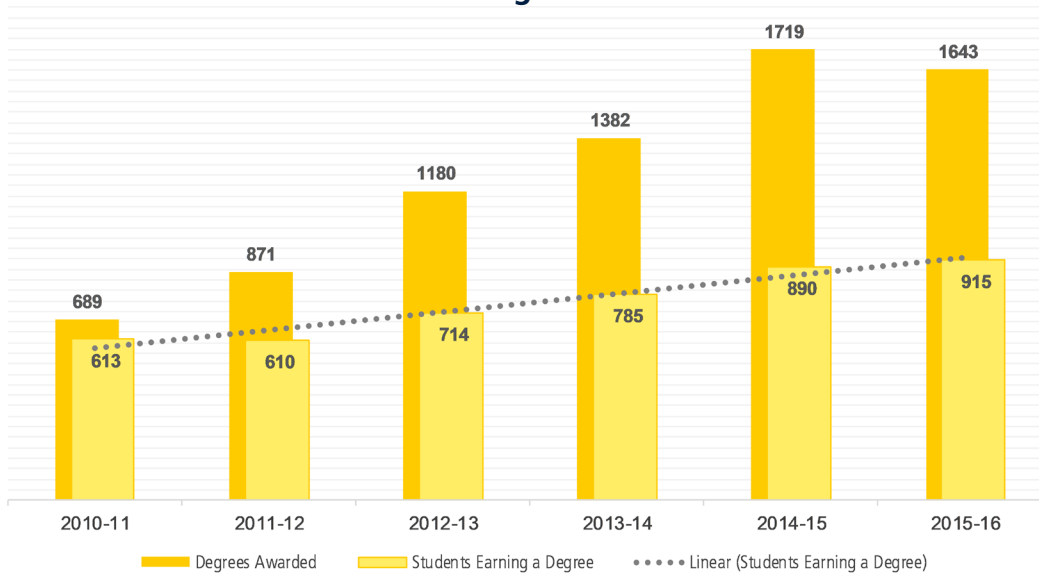
Degrees, Certificates, and Awards



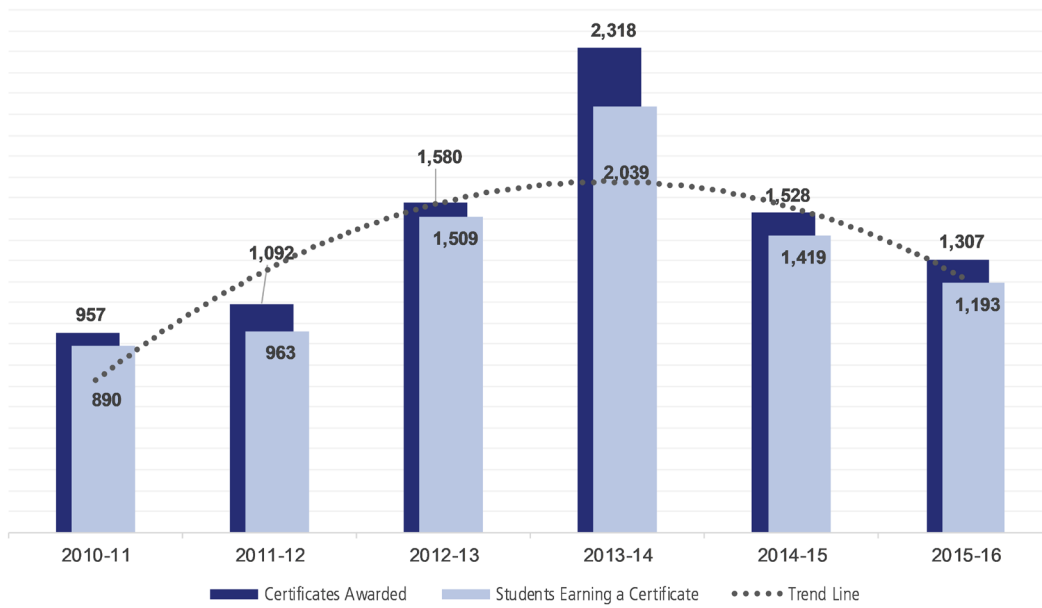
Awards Earned



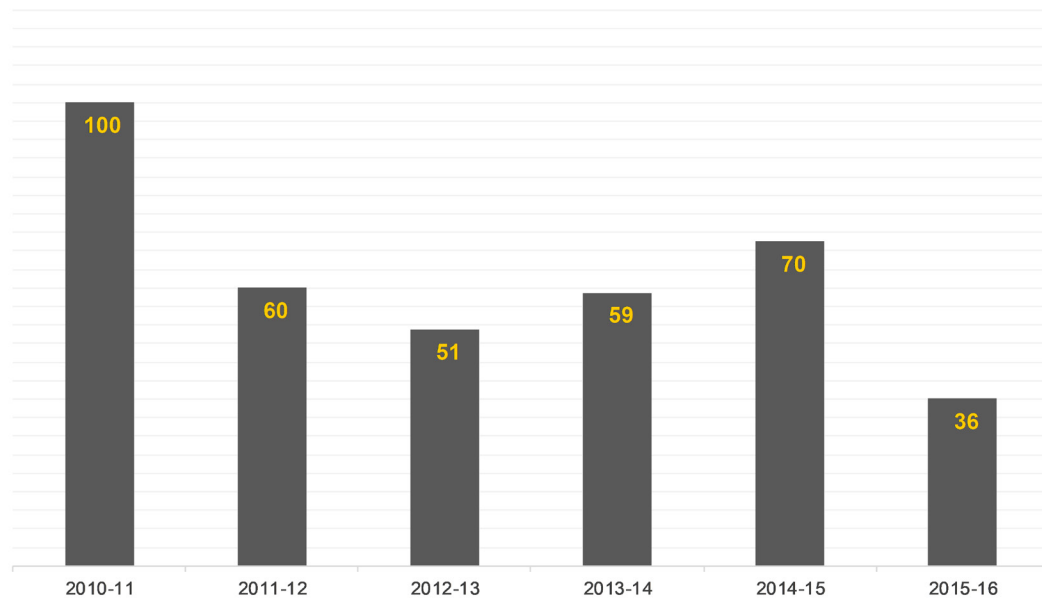
Degrees



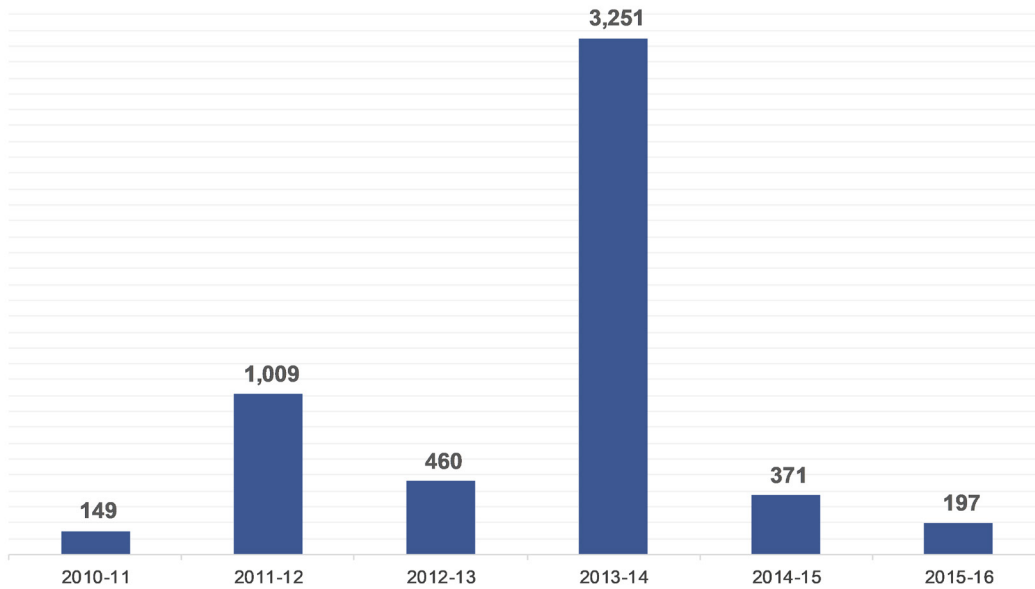
Certificates



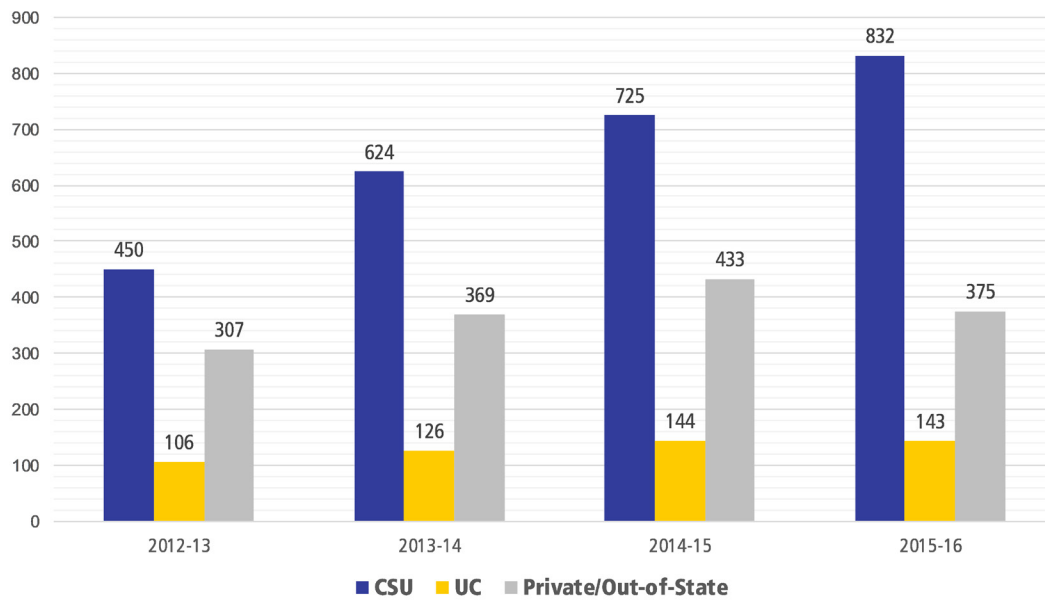
High School Diplomas Awarded



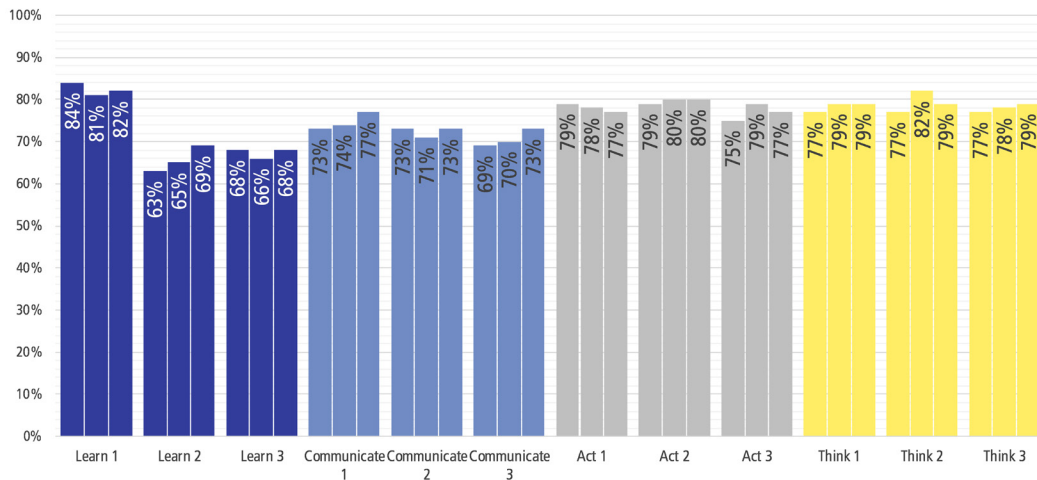
Noncredit Certificates of Completion Awarded



Transfers to 4-year Institutions

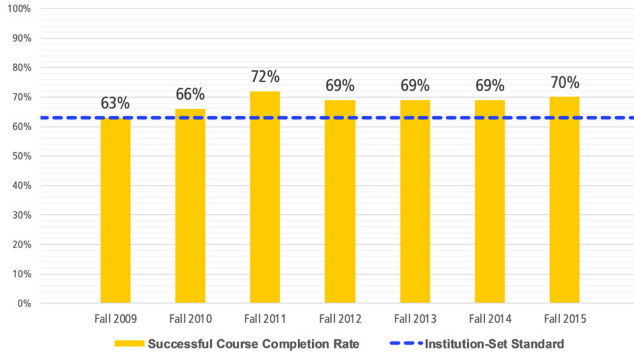


Institutional Student Learning Outcomes

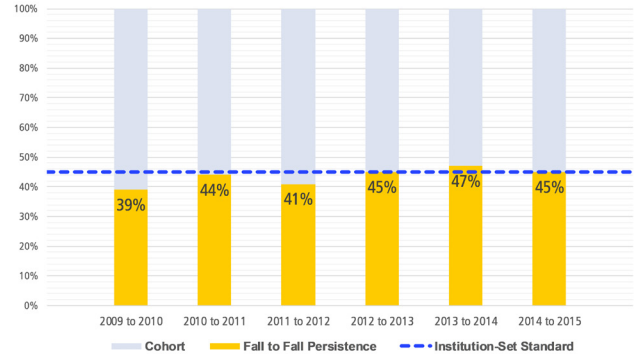


Institution-Set Standards

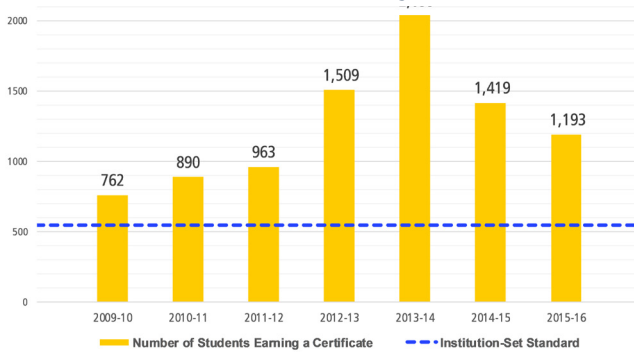
**Institution-Set Standard
Successful Course Completion Rate**



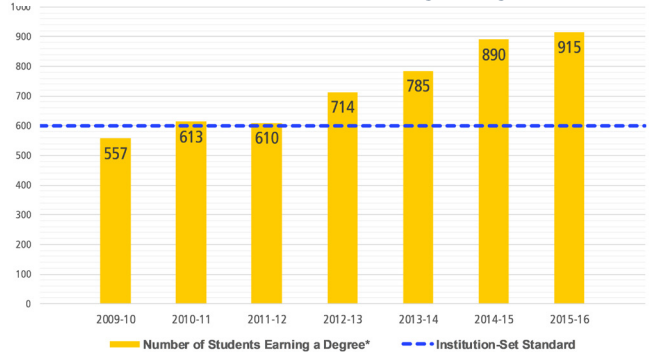
**Institution-Set Standard
Fall-to-Fall Persistence**



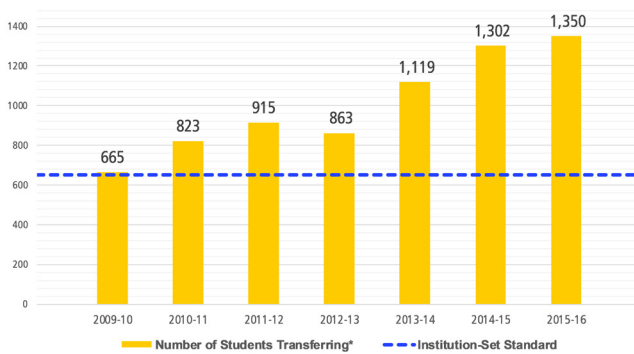
**Institution-Set Standard
Number of Students Earning a Certificate**



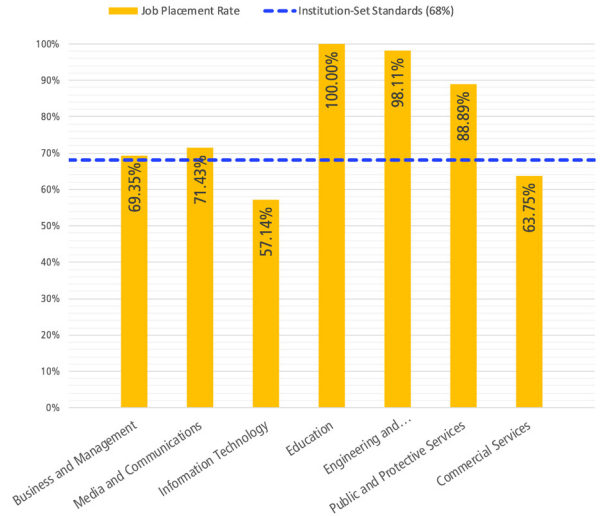
**Institution-Set Standard
Number of Students Earning a Degree**



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

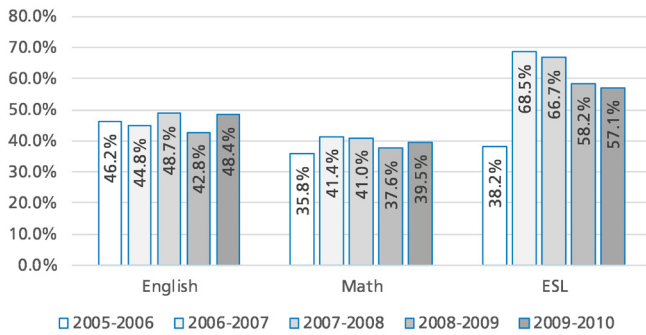


**Institution-Set Standard Job Placement Rates
by CTE Program 2 Digits TOP Code**

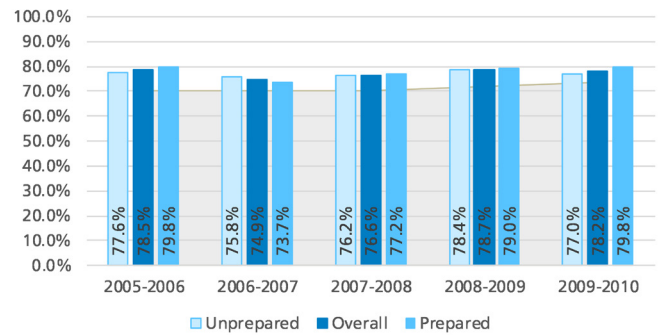


Student Success Scorecard

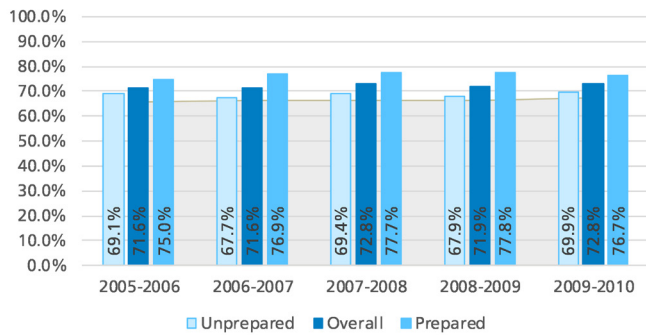
SCC Remedial Progress



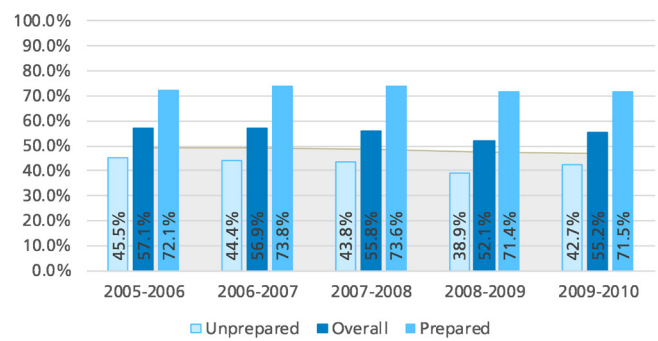
Persistence



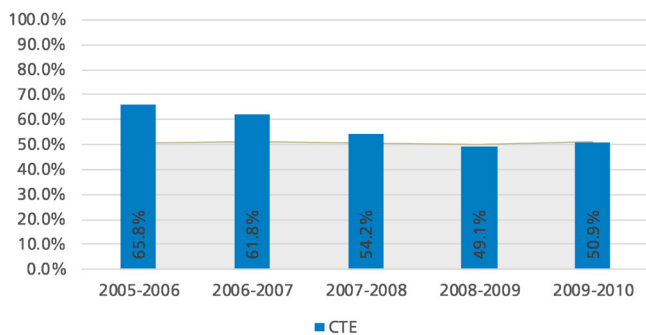
30 Units



Completion



Career Technical Education





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?

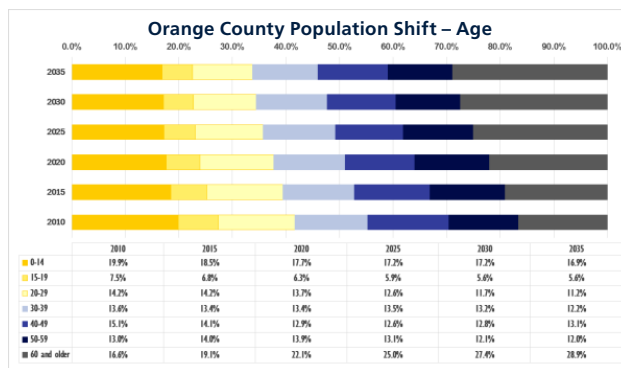
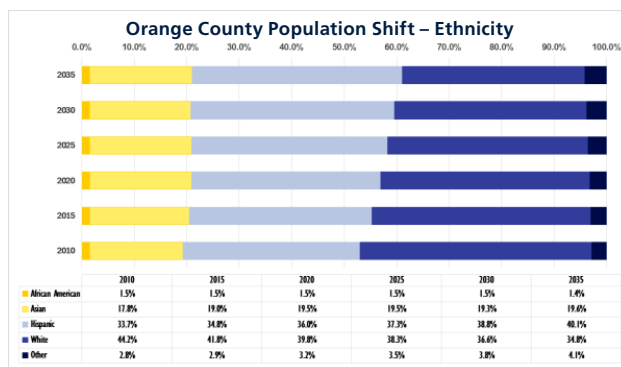
1. Whom will we serve in the future?

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



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.

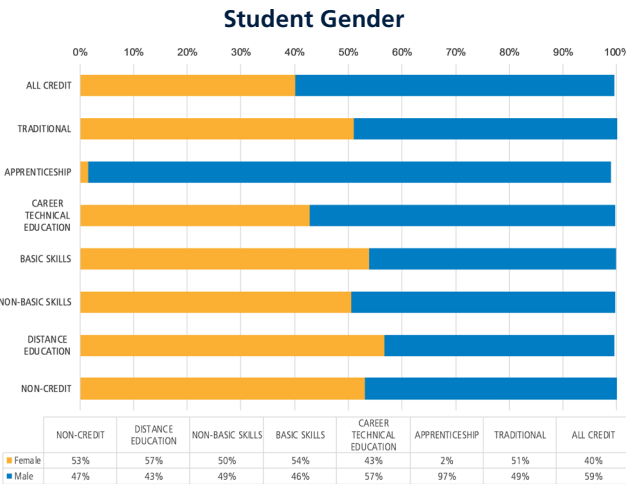
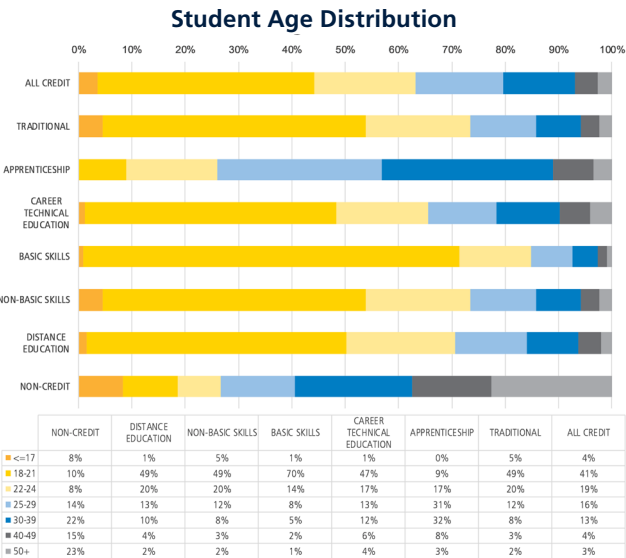
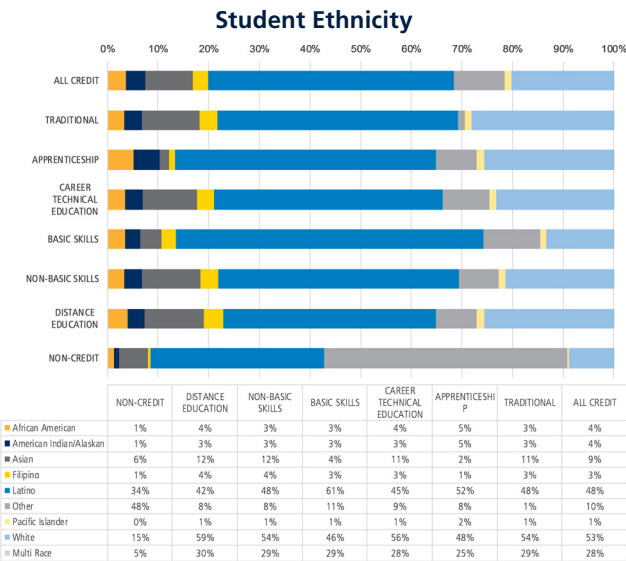
Key points are discussed using data drawn from various sources for each of these questions, making comparisons and explaining significant changes over time. At the end of each section, key planning implications raised by the data are stated. The report concludes with a discussion of the two key planning 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.



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.

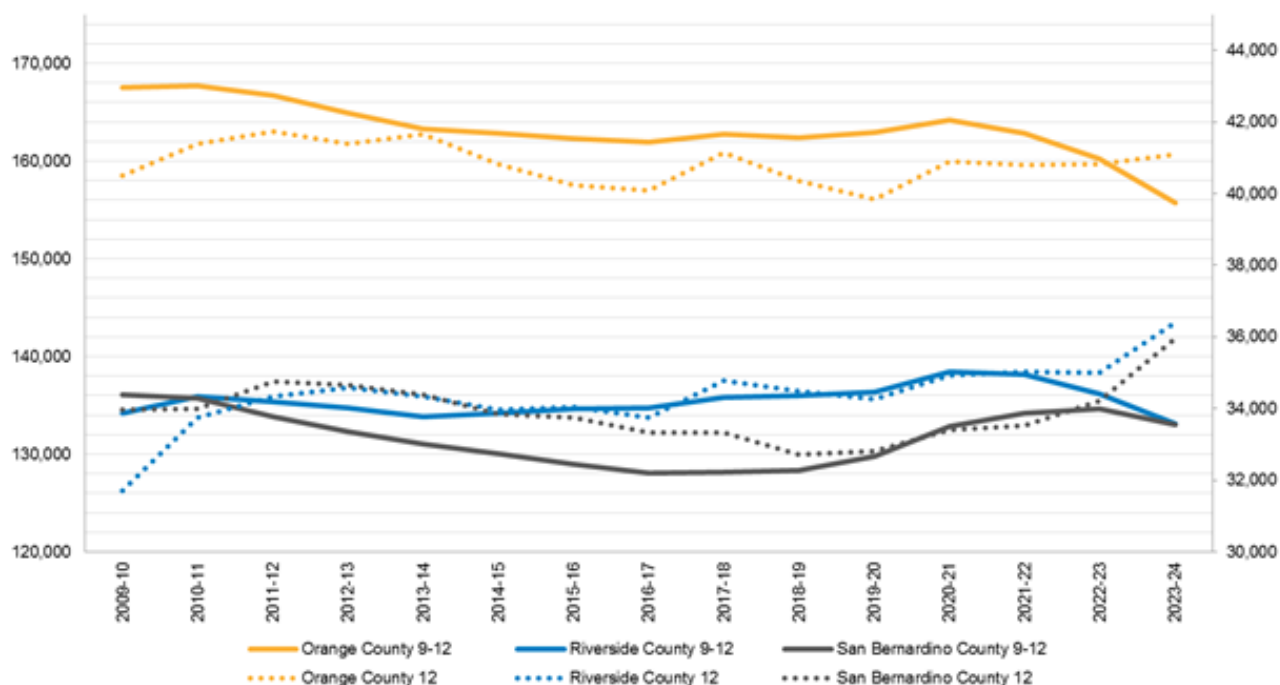
Enrollment in Apprenticeship programs has declined substantially over the past six years. This is likely a reflection of the economic downturn and a restructuring of the job market within the county and the region.

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

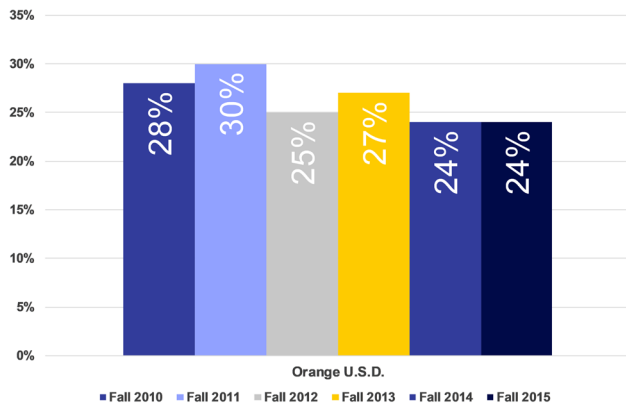
In the California Community Colleges Chancellor's Office 2016 Long Range Master Plan, enrollment in California community colleges is expected to grow approximately 22 percent from 2013 to 2023. The combined Orange and San Diego Counties region is one of two regions projected to have an enrollment increase 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.

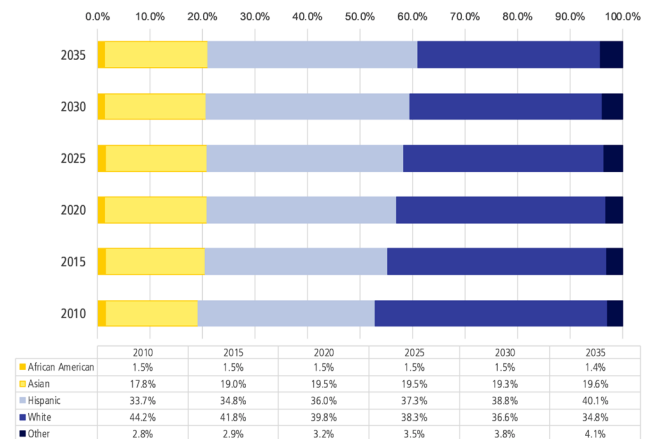
Decennial Trends in Ethnicity and Age: Orange County and SCC Service Area

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).

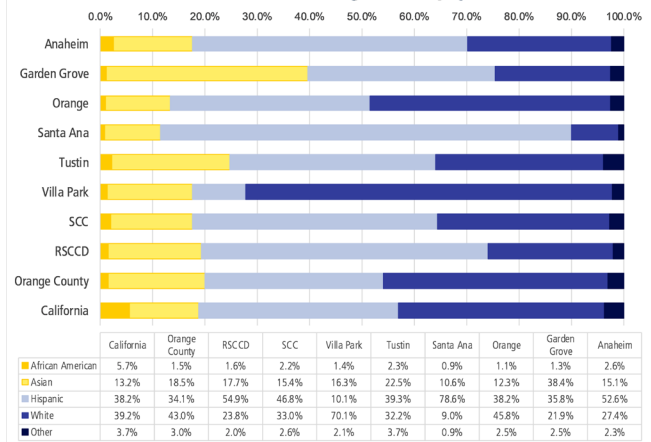
In Orange County, the percentage of individuals identifying themselves as Latino increased 1.1% 2015. By 2035, Latinos are projected to represent 40.1% of Orange County's population, making it the County's fastest growing ethnic group.

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



Local Community Ethnicity

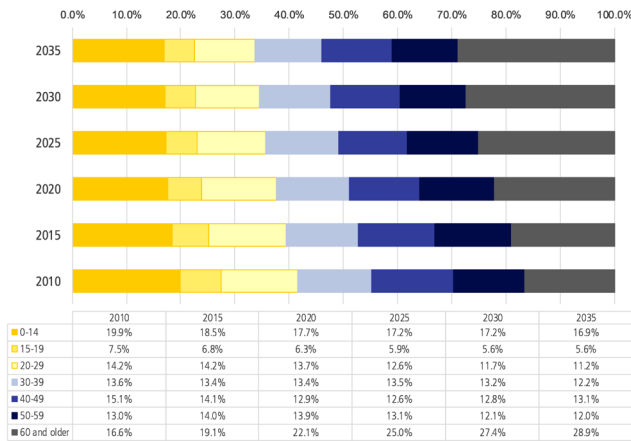


subsequently, the Latino enrollment at SCC as well as its international student population; and the growth of Orange County specialty industry and business sectors that depend on the temporary employment of foreign workers in those areas. It is too early in the new government's administration to determine 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.

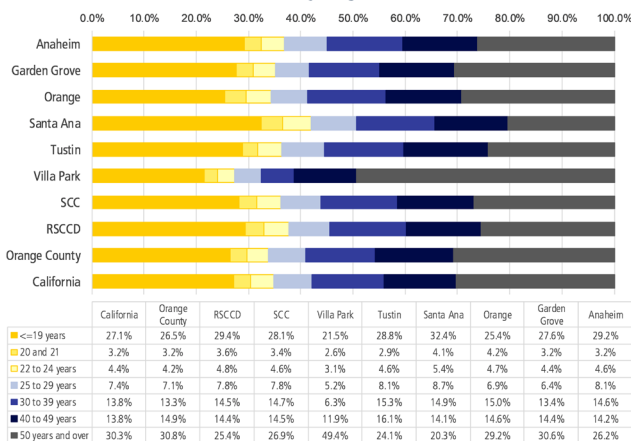
Asians in the County grew from 17.8% to 19.0% from 2010 to 2015; by 2035 their growth is projected to be less than one percentage point, bringing the estimated population proportion to 19.6%. At 19% of the population base, this subgroup of the population makes up the County's third largest ethnic group. 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



Local Community Age Distribution



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.

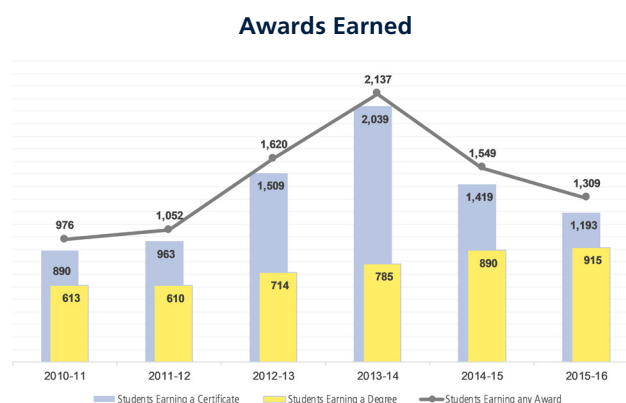
- Individuals below the age of nineteen have declined in Orange County and this trend is expected to continue to 2035.
- The three largest groups are expected to be Latinos (40.1%), Non- Latino Caucasians (34.8%), and Asians (19.6%) by 2035.

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.

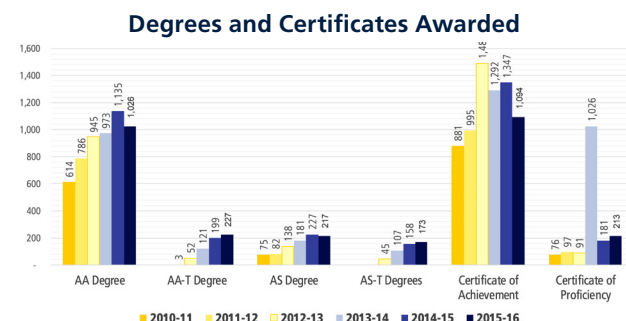
Degree and Certificate Production



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.



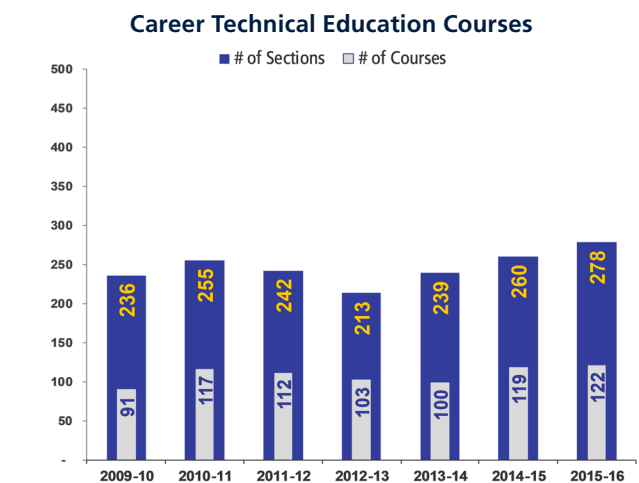
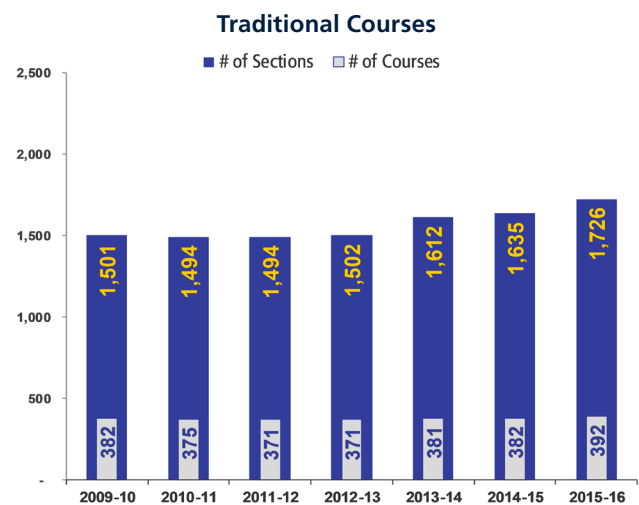
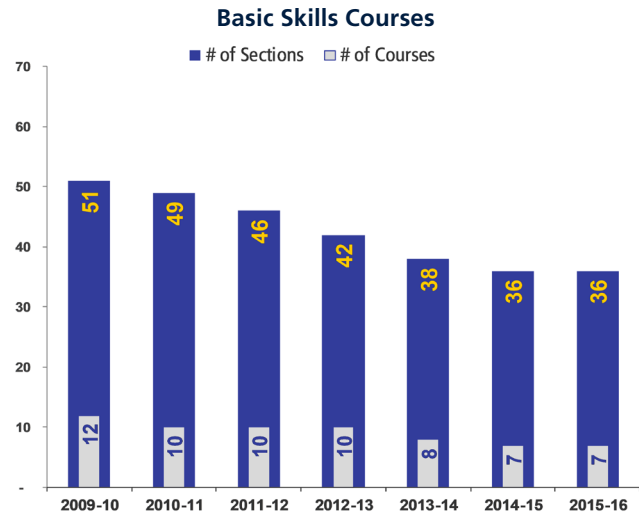
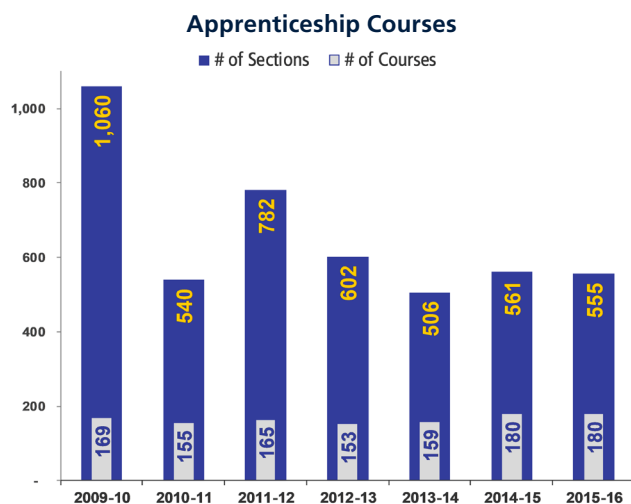
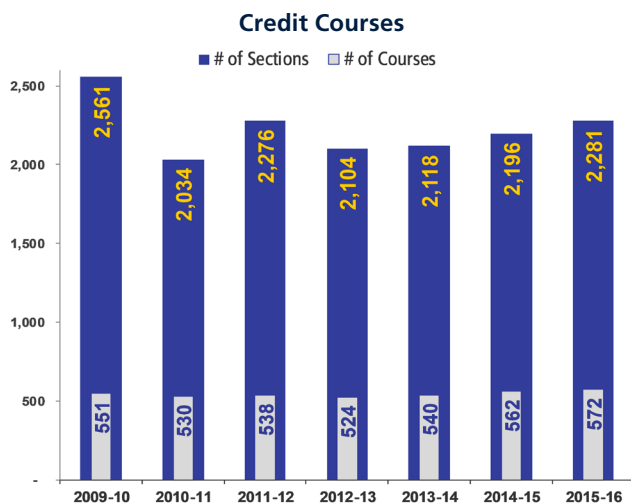
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Degrees Awarded	689	871	1180	1382	1779	1643
Students Earning a Degree	613	610	714	785	890	915
Certificates Awarded	957	1092	1580	2318	1528	1307
Students Earning a Certificate	890	963	1509	2039	1419	1195
Students Earning any Award	976	1052	1620	2137	1549	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:

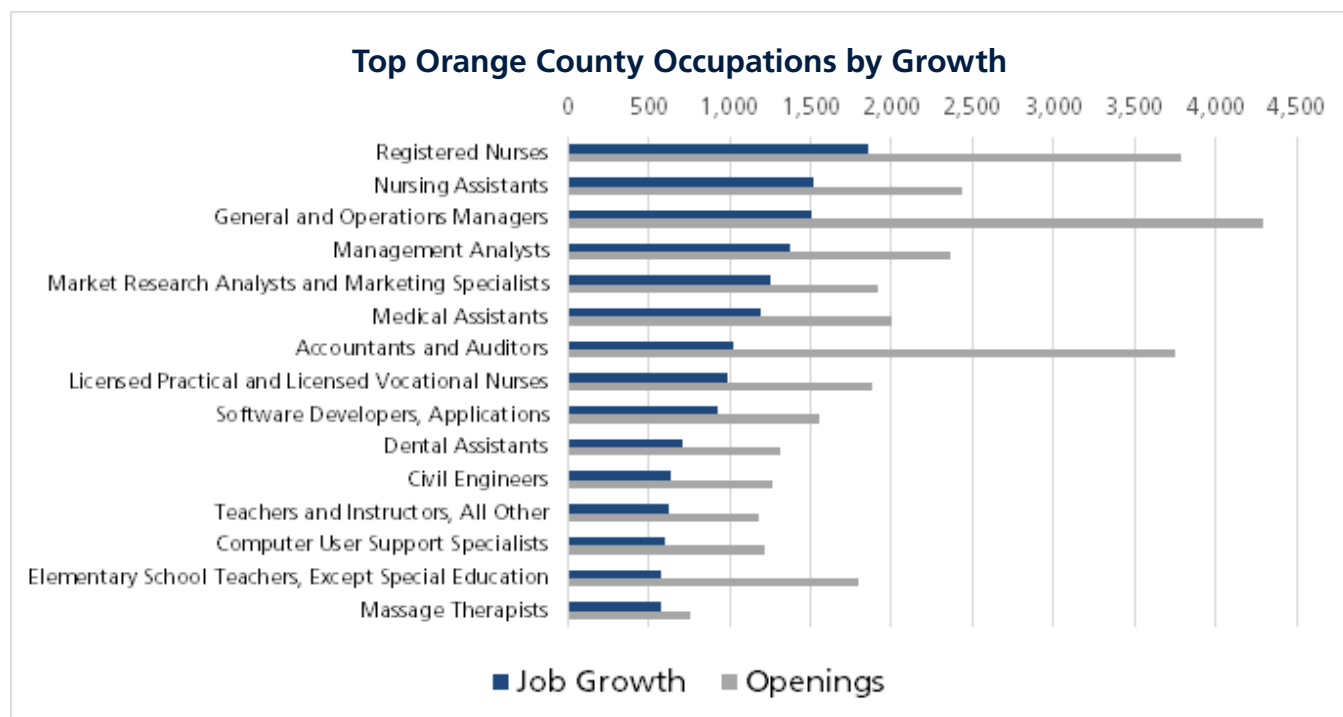
Higher wage employment growth is expected to be strongest in the areas of healthcare, telecommunications, business services, and web development.

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

2012-2022 Industry Employment Projections, Orange County

Industry Title	Average Annual Employment		Employment Change	
	2012	2022	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	Median 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	Postsecondary	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 Clinical 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.