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

Objective 1A: Increase percentage of local high school graduates who attend RSCCD
Objective 1B: Develop sustainable, alternative revenue streams to address student educational needs
Objective 1C: Increase outreach to adults seeking college creditor continuing education classes

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

Objective 2A: Strengthen current relationships and foster new partnerships that address local educational needs
Objective 2B: Support regional collaboration that addresses the needs of local employers in for high demand occupations

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

Objective 3A: Enhance the ability to predict student instructional needs in order to improve program completion
Objective 3B: Provide alignment of course offerings with student educational plans
Objective 3C: Utilize equity plans to reduce disproportionate impact on student success
Objective 3D: Increase support for Distance Education and Open Educational Resources (OER)

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

Objective 4A: Maintain and enhance the RSCCD’s technological infrastructure
Objective 4B: Enhance opportunities that enable students to access college classes and services prior to high school graduation
Objective 4C: Support innovative pedagogies and curriculum design
Objective 4D: In collaboration with constituent groups, provide support for efforts to increase faculty/staff diversity

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

Objective 5A: Support and encourage green practices and sustainability efforts
Objective 5B: Refine and improve the synchrony of integrated planning and resource allocation between the colleges and district
Objective 5C: Evaluate and improve the cycle of integrated planning

Appendixes
A.1 District Key Partners and Stakeholders
A.2 Santa Ana College Partners and Stakeholders
A.3 Santiago Canyon College Partners and Stakeholders
INTRODUCTION

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

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

The Planning and Organizational Effectiveness Committee (POE), made up of representatives from both colleges and District Services, oversees planning activities and monitors the implementation of the RSCCD Comprehensive Master Plan and the RSCCD Strategic Plan. This report details three years of progress toward the 2013-23 RSCCD Goals and the 2016-19 Strategic Plan Objectives.
GOAL #1: RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students’ needs with services and fiscal resources.

Objective 1A: INCREASE PERCENTAGE OF LOCAL HIGH SCHOOL GRADUATES WHO ATTEND RSCCD

Rancho Santiago Community College District
Percent of Feeder High School Graduates as New Freshmen by College
Spring 2016 – Spring 2018 HS Graduates Attending SAC/SCC in the Fall Semester

<table>
<thead>
<tr>
<th></th>
<th>Spring 2016</th>
<th>Spring 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana USD to SAC</td>
<td>41%</td>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>Orange USD to SCC</td>
<td>28%</td>
<td>26%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: RSCCD District Research

Rancho Santiago Community College District
Number of Feeder High School Dual Enrollment by College
Fall 2016 – Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>408</td>
<td>628</td>
<td>1126</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>145</td>
<td>235</td>
<td>410</td>
</tr>
</tbody>
</table>

Source: RSCCD District Research; ITS Report Repository RG0300
For the first time in five years, the state budget contained enrollment growth funding for community colleges. Although growth funding was not anticipated when the 2013-14 academic calendar was adopted, after review, a decision was made to revise the calendar to include a 2014 winter intersession. Based upon data from the last intersession (2008) and the potential drain on spring enrollment if neighboring districts offered an intersession and RSCCD did not, the restoration of intersession was recommended to the Board on September 23, 2013. Student response to the intersession exceeded expectations. The Colleges developed a schedule in anticipation of generating 436 FTES (316 at SAC and 120 at SCC). Actual FTES generation exceeded the goal by nearly forty-four percent (627 total FTES – 459 at SAC and 168 at SCC). However, the overall growth in 2013-14 of 1.79% was less than the targeted growth of 2.63% for the District.

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

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

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

An important aspect of determining community needs is understanding student satisfaction of the programs and services they received at the Colleges. The RSCCD Research Department annually implements satisfaction surveys to credit students and biennially to continuing education students. The reports are disseminated to college staff for discussion and evaluation at the appropriate levels, and departments and/or programs incorporate findings in their planning. For college credit students, overall satisfaction levels for classroom experience/quality of instruction held steady at eighty percent in the college credit program and ninety-five percent for noncredit programs at both Colleges. Surveys to those who graduated and those who transferred to universities are implemented every other year, as it is important to assess the overall impression of the academic preparation students received as the foundation for current coursework and/or current workplace success.

**Business/Industry Programs**

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

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

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

**Santa Ana College**

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

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

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

The vision of the College’s enrollment strategy is to support the College in aligning resources and instructional schedules to support the goal of “a college degree in every home” of the SAC service area. This is accomplished through the development of clear and coherent pathways supported by continuous enrollment management. The purpose of the enrollment strategy is to provide a guiding framework for the overall goals of the College in support of student access, learning, and achievement of academic goals. Efficiency metrics are developed that analyze cost per FTES generated. Full-time Equivalent Student (FTES) targets are developed for each division of the College, and the Division Dean, working with the Department Chairs, is responsible for the performance of the division in relation to the target. Scheduling of classes is done in a way that ensures that the division targets are met. Division performance in relation to the target is assessed continuously and reported regularly to the Vice President of Academic Affairs. Adjustments in course offerings can be made throughout the year based on how the division is doing in meeting its FTES target.

**Continuing Education Program**

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

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

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

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

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

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

Santiago Canyon College

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

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

Continuing Education Program

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

A major area of needs that has been identified for the SCC School of Continuing Education (SCC-SCE) is the establishment of a regional center in Orange to address the unmet need in this area for English as Second Language, Adult Basic Education, High School Diploma/GED instruction, Short-Term Career Technical Education, and Programs for Adults with Severe Disabilities. This would complement the SCC-SCE offerings at the 30 community sites that SCC serves.

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

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

Business/Industry Programs

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

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

Faculty also organize events, guest speakers, field trips, and class projects that address industry standards and maintain business relationships within their respective fields. This often results in internships, apprenticeships, and jobs for students.
GOAL #1: RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students’ needs with services and fiscal resources.

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

Rancho Santiago Community College District
Competitive Grants Awarded by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
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<tbody>
<tr>
<td>Grant Award Success Rate</td>
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<td>67%</td>
<td>94%</td>
</tr>
<tr>
<td>Number Applied For</td>
<td>16</td>
<td>15</td>
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</tr>
<tr>
<td>• District</td>
<td>1</td>
<td>4</td>
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</tr>
<tr>
<td>• Santa Ana College</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>• Santiago Canyon College</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Number Awarded</td>
<td>9</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>• District</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• Santa Ana College</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>• Santiago Canyon College</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Amount Applied For</td>
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<td>$19,721,091</td>
<td>$4,762,399</td>
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<tr>
<td>• District</td>
<td>$25,000</td>
<td>$3,441,091</td>
<td>$1,344,000</td>
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<tr>
<td>• Santa Ana College</td>
<td>$7,567,950</td>
<td>$12,905,000</td>
<td>$915,250</td>
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<td>• Santiago Canyon College</td>
<td>$4,543,000</td>
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<tr>
<td>Amount Awarded</td>
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<td>$9,526,819</td>
<td>$4,162,399</td>
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<tr>
<td>• District</td>
<td>$25,000</td>
<td>$300,000</td>
<td>$844,000</td>
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<tr>
<td>• Santa Ana College</td>
<td>$6,117,950</td>
<td>$5,851,819</td>
<td>$915,250</td>
</tr>
<tr>
<td>• Santiago Canyon College</td>
<td>$2,600,000</td>
<td>$3,375,000</td>
<td>$2,043,149</td>
</tr>
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</table>

Source: RSCCD Resource Development

Rancho Santiago Community College District
Foundation Net Assets by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
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<tbody>
<tr>
<td>District Operations</td>
<td>$87,378</td>
<td>$116,247</td>
<td>$257,572</td>
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<tr>
<td>Santa Ana College</td>
<td>$9,928,116</td>
<td>$10,471,002</td>
<td>$10,558,706</td>
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<tr>
<td>Santiago Canyon College</td>
<td>$1,458,241</td>
<td>$1,658,660</td>
<td>$1,760,987</td>
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Source: RSCCD, SAC, and SCC Foundations

Rancho Santiago Community College District
Community Services Program Ending Balance by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>$221,830</td>
<td>$187,135</td>
<td>$207,560</td>
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<tr>
<td>Santiago Canyon College</td>
<td>$88,270</td>
<td>$117,611</td>
<td>$126,567</td>
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</table>

Source: SAC and SCC Community Services
## Rancho Santiago Community College District
### Revenue Generate from Contract Education by Site
#### 2015-16 through 2017-18

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>n/a</td>
<td>$5,604.89</td>
<td>$7,879.72</td>
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</table>

Source: SAC and SCC Contract Education
**Competitive Grants**

Competitive grants are alternative revenue sources that support adoption of proven models and strategies, as well as innovation and transformational change to improve social outcomes. In pursuit of the district’s Goal #1, Resource Development identifies and pursues grant opportunities that support the district’s goals and that respond to the needs of the colleges, continuing education and the district.

The chart below represents the total number of grants applied for and awarded, and the total amount of funds applied for an awarded, and the corresponding success rate. The variation in total funds applied for reflect new state initiatives and federal funding cycles.

**New State Initiatives**
- Increased competitive funding for career education: Career Pathways Trust and the Doing What Matters for Jobs and the Economy grant programs led to applications for new grant opportunities in 2013/14 and 2014/15.
- The state increased entitlement (non-competitive) funds in career education: CTE Enhancement Funds and Strong Workforce Program funds.
- The Chancellors’ Office restructured Matriculation as Student Support Services Program, Student Equity and Basic Skills.
- The state’s infusion of funding for career education and student services reduced some interest in pursuing additional funds for these areas. This appears to be more true of career education than of student services, as evinced by the colleges’ pursuit of new federal TRIO grant awards (see below). As the increased amount of state funds met many of the colleges’ resource needs, it also increased the workload for grant program and fiscal management, which also affected interest in seeking additional funds.

**Federal funding opportunities**
- Santa Ana College increased its interest in securing funds to support veteran students.
- Santiago Canyon College increased its interest in federal TRIO grants and other grant opportunities that supported its academic programs, such as, National Endowment of the Humanities grants.
- Prior to 2013/14, Santa Ana College had three TRIO programs: Student Support Services, Upward Bound, and Talent Search. Since then, SAC has secured two new TRIO programs: Veterans Student Support Services and Veterans Upward Bound.
- Prior to 2013/14, Santiago Canyon College had one TRIO program, College Assistance Migrant Program. Since then, SCC has secured two new TRIO programs: Upward Bound Math & Science and Student Support Services – Regular.

**Focus Areas Moving Forward**
- Increased access to and use of data to inform decision-making has led to grant programs that seek systemic change, large scale and scalable impact, and data-driven design and sophisticated evaluation to make strategic and targeted improvements. Data-driven analysis, design and evaluation are now assumed as necessary components of grant programs. Identifying, evaluating and using data sources to guide proposal and project development are now a required to be effective in securing grant funds.
- A transition to systems-thinking is needed, as the impact of big data, access to data, and expectations for efficiency and improved results has reduced the number of small project/small focus grant opportunities. Funders now expect data-driven analysis at the systems-, program- and classroom-levels with strong evaluation plans.

**Action Items to Explore:**
- Use the colleges’ and district’s strategic plans as a framework to guide efforts to identify grant opportunities and to connect program outcomes and strategies as a joint effort that contributes to the overall college and district goals. This may be more a shift in the lens, or it could result in new areas for collaboration and alignment.
  - Increase access to data in order to have the resources needed to support data-drive program design and for grant applications by increasing connections with college and district research offices, and identifying additional data sources to meet data needs.
**Workforce Development**

Community colleges are tasked with addressing a substantial portion of workforce development in a region, as they have the Career Technical Education programs that train middle-skill workers, as well as prepare students for transfer to four-year university programs.

The state has rolled out an ambitious and complex effort to align community college programs with regional workforce opportunities and needs. This effort began with the Doing What Matters Framework in 2012/2013. RSCCD understood the vision of the effort, and pursued grants for sectors that were the most vital for our colleges: ICT/Digital Media, Retail/Hospitality/Tourism, Small Business and Global Trade and Logistics. The result was that RSCCD received the most DWM awards in the state as the host for the LA/OC Regional Consortium and the statewide Sector Navigator for ICT/Digital Media, and in securing the DSN awards for all four sectors for which it applied. This positioned RSCCD as a leader for career technical education, and workforce and economic development in the region. Fulfilling these roles has expended the district’s capacity to work with a large number of partners across multiple systems, has deepened its awareness of the variance in operations and procedures among the colleges, and has expanded its understanding of the context for change and transformation, in order to improve its capacity to make informed decisions in collaboration with colleagues and partners to “move the needle” on Strong Workforce Program metrics identified by the Chancellor’s Office.

**Economic Development**

RSCCD hosts economic development programs—e.g., the Orange County Small Business Development Center, the business services provided by the DSNs—that are an extension of its function as an educational institution. In providing workshops and consultation, RSCCD economic development programs address the larger community needs for education in a variety of topics. Further, these efforts build the capacity of the institution to have a deeper understanding of the market forces in our region that impact our students and programs. They connect us to business and community leaders, and serve as opportunities for innovative collaboration – as when OC SBDC consultants serve as judges for business plan competitions led by the DSNs to engage high school students in enacting an entrepreneurial mindset and creative problem solving. This work also hones our institution’s knowledge and skill in business to improve our efforts at developing alternative funding streams, which are needed to stabilize our funding and to invest in our services and programs.

Approaching community colleges from the view of an economic development lens also enables us to speak to community members and regional stakeholders according to their primary interests and assumptions. Recently, RSCCD led an effort, supported by grant dollars, to produce research reports on each Orange County community college’s and each district’s impact on the regional economy. Often educators speak to and for other educators in a hermetic system of acronyms and shared interests and assumptions. Viewing what we do in the context of economic development brings into view how our services impact and address the regional economy and the needs of the community.

**Leadership and Advocacy**

RSCCD’s service as the host of the LA/OC Regional Consortia, the statewide Sector Navigator, the regional Deputy Sector Navigators has brought it recognition in the region, state and from the Chancellor’s Office. This enables it to be part of important conversations regarding how regional work will be implemented, and give it the advantage of recognition when pursuing advocacy efforts in the region and the state. Also, as the lead of large-scale, multi-partner projects the district has developed its capacity for future grants that value or require experience in successfully implementing large-scale regional and state projects.
Santa Ana College

Foundation
The Advancement Office and Santa Ana College Foundation closed the 2017-18 fiscal year with over $10.5 million in total assets. As the college moves into significant business plan changes, such as Guided Pathways and the Student Success Funding Formula, the Advancement Office continues to set a new pace for all philanthropic initiatives to be directly in line with the California Community Colleges Chancellor’s Office goals and college goals. Specifically, increasing and purposefully creating three pillar initiatives to move the needle in completion, retention and innovation in addition to our current fundraising opportunities.

- **Pillar I:** Excellence through Scholarship Fund – which will increase Pathway, Transfer, Working Adult and Stop-Out/Re-entry scholarships as well as expanding resources for college students throughout our community.

- **Pillar II:** Best in Class Fund – which will create and expand innovation in book resources, such as Open Education Resources (OER), and academic innovation projects that would amplify the academic excellence in and outside of the classroom. In addition, adding critical dollars to grow best practices in the area of student services that would increase student engagement and retention.

- **Pillar III:** Creative Fund for the Arts & More – will allow for the Arts at Santa Ana College to expand its’ performances, produce the highest level of performance and add updated and new vital equipment to the Fine and Performing Arts academic programming across the division. In addition, this fund will build capital spaces in the Amphitheatre and Plaza del Arte, adding dynamic Fine & Performing Arts productions, new outdoor classroom spaces, and support our students, departments and the community at large.

In closing, increases across our current philanthropic initiatives and continued growth are reflected in a record-breaking year for funds raised through President’s Circle memberships totaling $114,500, a 24% increase over last year’s membership total of $92,000. An estimated $401,000 in scholarships will be awarded in the 2019-2020 year, which is a 25% increase over the 18-19 awards of $321,700. These scholarship figures also account for a 15% increase in transfer awards, from $185,900 last year to $214,400 projected in 2019-2020.

Trends related to donor effectiveness are evident in our 2018-19 mid-fiscal year assessment, showing an average gift of $2,797 per donor compared to the 2017-18 average of $1,249. As the main philanthropic arm of the College, the Advancement and Foundation Office continues to strategically grow, maintain, cultivate and compliment college resources to achieve the college’s and State Chancellor’s Office goals that move students into post-secondary degree and transfer completion. This degree and transfer completion thereby adds to the economic engines of our communities.

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

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

Residents in the college service area participate in classes to increase their marketable skills, seek career changes, improve fitness and overall wellness, financial management, or simply enjoy professionally guided cultural day tours. The College for Kids program introduces academic, technology, science,
and engineering and economic courses to a new
generation of potential Santa Ana College students.

The Santa Ana College Community Services Program
remains in partnership with Orange County District
Attorney’s Office to offer court mandated classes.
Agreements with Human Services’ Automotive &
Diesel Technology continue, establishing contracts
with Los Angeles Community College District – LA
Trade Tech. Discussions to contract are underway
with SSA Marine in Long Beach. With support of the
SAC Nursing Program, Community Services offers
Phlebotomy. Community Services continues to bridge
with campus departments seeking to facilitate ideas to
test the marketability of their curriculum. This
program continues to seek new partnerships to
complement college credit programs, introduce
vocational industry trade workshops, and provide
students an opportunity to experience a college
environment that lead them to full time enrollment.

International Student Program

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

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

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

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

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

Santiago Canyon College

Foundation

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

The Foundation continues to work towards increasing
outreach and fundraising capabilities. A recently
approved 2014-19 Strategic Plan outlined four goals
that will provide the Foundation’s blueprint for
investments and activities going forward. These
goals includes:
• Expanding Foundation Board membership;
• Increasing annual income from fundraising
  (restricted and unrestricted) to $500,000 by 2019;
• Developing a robust and active alumni network;
  and
• Improving the Foundation’s visibility on and off
campus.

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

Santiago Canyon College

Community Services

The Community Services program at Santiago Canyon
College exists to provide additional options for
educational opportunities and life-long learning to a
diverse community. This revenue-generating
department is fee based and offers not for credit
courses to complement the traditional college-credit
and noncredit class offerings. Community Services at
Santiago Canyon College adheres to the best practice guidelines administered by Education Code section 78300. The program continuously seeks new revenue streams and partnerships for growth and support of staff salaries and benefits.

Community Services maintains a strong public profile to promote course offerings and serve as an outreach program for Santiago Canyon College. Each semester, over 100,000 copies of the schedule of classes and workshops are distributed in the community to advertise quality programming and strengthen brand recognition for the college. Through its outreach efforts, Community Services maintains strong relationships with local businesses and tracks industry trends to introduce new opportunities for revenue generating collaborations. With continued outreach and a strong community presence, the program provides students with an opportunity to become a part of the college experience.

The Santiago Canyon College Community Services course offerings are widely diverse and economically accessible to bridge socioeconomic gaps and promote equity in education. Classes and workshops in Community Services are designed to promote Santiago Canyon College’s fundamental promise that, “What happens here Matters.” In Community Services, participants rediscover the value of learning. Course offerings expose residents to new technologies, careers, networking opportunities, and social trends. By participating in recreational courses and enjoying day tours, community members develop a sense of belonging, which in turn promotes strong affiliation and identification with Santiago Canyon College.

The Community Services Program maintains strong ties with community and business. Community Services offers “College for Kids” to support programming that meets the needs of Title VII as mandated by the U.S Department of Education and strengthen partnerships with the Orange Unified School District. In collaboration with the Orange Chapter of the California Land Surveyors Association, new Land Surveyor certification courses are in development. With support of Career Education, Community Services offers continuing education units for Water Utility Science.

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

The International Student Program began with 20 students in spring 2013; the program grew to 48 students in fall 2014. As of fall 2015, the program has 77 international students enrolled.
### Objective 1C: INCREASE OUTREACH TO ADULTS SEEKING COLLEGE CREDIT OR CONTINUING EDUCATION CLASSES

#### Rancho Santiago Community College District
Number of Outreach Events in the Community for Credit Program by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th>Site</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>27</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: VP Student Services

#### Rancho Santiago Community College District
Number of Outreach Events in the Community for Noncredit Program by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th>Site</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>114</td>
<td>59</td>
<td>90</td>
</tr>
</tbody>
</table>

Source: VP Continuing Education

#### Rancho Santiago Community College District
Number of Marketing Flyers and Other Communications Sent Out to Community by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th>Site</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Public Affairs

#### Rancho Santiago Community College District
Students Who Transition from Noncredit to College Credit by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th>Site</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>987</td>
<td>1101</td>
<td>1032</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>508</td>
<td>568</td>
<td>634</td>
</tr>
</tbody>
</table>

Source: VP Continuing Education/RSCCD Research
Outreach Events in the Community for Noncredit Program
Santiago Canyon College promotes the noncredit instructional and student services programs through a website www.sccollege.edu/OEC, thru flyers, semester class schedule, and by participating at numerous community events. Examples of outreach activities and/or events that Outreach staff members participate in include:

- Transitional Aged Youth (TAY) Education and Resource Fair
- Job Fair Table at Anaheim Convention Center
- West Orange Elementary School College & Career Day
- Flyer delivery to Libraries: Garden Grove, Sunkist, Tustin, El Modena, Orange Main Library
- Outreach table at Tustin Library
- Foster Youth Outcomes Committee meeting/promote Education and Careers to 18+ adults
- FAIR CHANGE Hiring Summit @ Irvine One-Stop: Serving Formally Incarcerated
- Orange County’s 3rd Annual Re-Entry Resource Fair @ Honda Center; Resources and Education for Formally Incarcerated
- Deliver 2017 class schedules and flyers to all Orange public libraries and the Employment Development Department (EDD) office in Anaheim
- Outreach table at the Mexican Consulate, Santa Ana; promoted all classes and programs
- Wells Fargo Bank award recognition and networking event; invited guests of honor
- OC Job Fair Expo: Promoted all classes and programs
- The Wellness Center (REI) 4th Annual Education Fair
- Family Fun Day Event at SAC/Outreach
- Deliver Flyers and class schedules to Libraries: Tustin, Irvine, Taft, Anaheim Hills, Yorba Linda Library and Community Centers throughout Orange County
- Outreach Table at the 9th Annual Military Event at New Wine Church in Fullerton
- The Source OC Event Center invited SCC noncredit to participate at the Small Business Owners/Entrepreneurs Event; set up outreach table and promoted all programs and classes

Outreach Table at the RAD Family Resource Fair at the Irvine Park. Promoted all programs and enrolled student
- Delivered schedules to OCTA for distribution to all their clients visiting the office
- Annual Earth Day Festival at Santiago Canyon College

Efforts to Transition Noncredit to College Credit
Santiago Canyon College Division of Continuing Education faculty, staff, and administration strive to ensure that every student is aware about current and future educational opportunities available to them, including transitioning to the college credit program. Outreach materials in the form of class schedules, flyers, Division website (www.sccollege.edu/OEC), and social media sites promote the steps to higher education and training. Upon entering any of the Division sites, potential students are exposed to a friendly environment by helpful staff. The steps that follow include a comprehensive orientation and the opportunity to meet with a counselor. The Orientation includes information about the instructional programs and students support services available to students through the Division. Among the student services includes information about financial aid and assistance with the application process to the college credit program through the Division’s regularly scheduled Student Transition and Registration Seminars (STARS). The above, couple with the principles of the new Guided Pathways Initiative, form the infrastructure that facilitates the transition of students from the noncredit program to the college credit program.

From the table above, there has been an impressive increase in the number of students who have transitioned over a 3 year period. There were 508 students who were enrolled in the noncredit program in 2015-16 who transitioned to the college credit program. Just 2 years later (2017-18), the number of students who transitioned increased impressively by 126 students (24.8%). It is important to note that these numbers only reflect the number of students who transitioned to either the Santiago Canyon College or Santa Ana College credit programs and do not reflect the number of students who may have transitioned to other community colleges or four year universities.
GOAL #2: RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry/labor to collaboratively meet those needs.

Objective 2A: STRENGTHEN CURRENT RELATIONSHIPS AND FOSTER NEW PARTNERSHIPS THAT ADDRESS LOCAL EDUCATION NEEDS

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

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

Santa Ana College
Santa Ana College offers a robust program of year-round outreach and student development activities throughout its service area (and on site at all feeder high schools via One-Stop Higher Education Centers), which culminates in a model application, assessment, and placement program. This is enriched by direct financial support, linked to the SAC Foundation, which makes college possible for all members of the community. This model demonstrates implementation of the Student Success Act and has been cited as a national model by state and national leaders. It includes significant expansion activities as part of the College’s Student Equity Plan. The pipeline efforts are complemented by the on-campus Middle College High School, where students simultaneously earn high school and college degrees. This year’s 70% of the graduating class will earn both their AA and high school diploma. Complementing the pipeline, outreach work is a significant set of community-centered activities led by outreach professionals in both credit and noncredit programs as well as volunteer Padres Promotores de la Educación. Taken as a whole, this outreach and student development work touches 30,000 members of the greater Santa Ana area annually. This work further expanded when SAC and the Santa Ana Partnership opened a One-Stop Higher Education as part of the Main Santa Ana Public Library.

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

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

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

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


also presented with an orientation of critical college information.

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

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

The College’s efforts to develop, sustain, and strengthen relationships with key partners and stakeholders continues to take root in the local and surrounding communities. See Appendix A3 for a list of key partners.
Objective 2B: SUPPORT REGIONAL COLLABORATION THAT ADDRESSES THE NEEDS OF LOCAL EMPLOYERS IN HIGH DEMAND OCCUPATIONS

Top 20 Occupations in Orange County, 2018-2028

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

Source: OC Center of Excellence

Rancho Santiago Community College District
Student Evaluation of the CTE Program, Employment Outcomes and College Preparation, 2018

<table>
<thead>
<tr>
<th>Overall satisfaction with education and training received</th>
<th>Santa Ana College</th>
<th>Santiago Canyon College</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent gains in hourly wage after completing college coursework</th>
<th>Santa Ana College</th>
<th>Santiago Canyon College</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>$14.00 to $21.00</td>
<td>+50%</td>
<td>+54%</td>
<td>+53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent respondents who identified college coursework helped them transferred to another college or university</th>
<th>Santa Ana College</th>
<th>Santiago Canyon College</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>31%</td>
<td></td>
<td>36%</td>
<td>34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of respondents who identified college coursework has enabled them to being employed for pay</th>
<th>Santa Ana College</th>
<th>Santiago Canyon College</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>81%</td>
<td></td>
<td>85%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Source: CTE Employment Outcomes Survey (CTEOS), 2018
### Technical Skill Attainment

<table>
<thead>
<tr>
<th>College</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>82%</td>
<td>77%</td>
<td>85%</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>90%</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>Statewide</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

### Completion (Credential, Certificate, Degree or Transfer-Ready)

<table>
<thead>
<tr>
<th>College</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>83%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>53%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>Statewide</td>
<td>83%</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Persistence and Transfer

<table>
<thead>
<tr>
<th>College</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>78%</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>Statewide</td>
<td>88%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

### Employment

<table>
<thead>
<tr>
<th>College</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>79%</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>94%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>Statewide</td>
<td>75%</td>
<td>68%</td>
<td>72%</td>
</tr>
</tbody>
</table>

### Nontraditional Participation

<table>
<thead>
<tr>
<th>College</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>9%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Statewide</td>
<td>24%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

### Nontraditional Completions

<table>
<thead>
<tr>
<th>College</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>23%</td>
<td>21%</td>
<td>26%</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>25%</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>Statewide</td>
<td>28%</td>
<td>29%</td>
<td>29%</td>
</tr>
</tbody>
</table>

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

---

List of partnerships (see Appendix A1 (draft))
The District and Colleges have taken the lead in a number of CTE areas through grant awards from the California Community Colleges Chancellor’s Office for the Doing What Matters Initiative, highlighted in Vice President Biden’s report to the President on model programs for preparing Americans for jobs (Ready to Work: Job-Driven Training and American Opportunity, July 2014, p. 30). The District was awarded the statewide Sector Navigator for Information Communications Technology/Digital Media grant, which has built extensive relationships with industry leaders throughout the state to keep the ICT/Digital Media programs up-to-date with employment trends of these industries. A major accomplishment of the ICT Sector Navigator was the creation of the IT Technician Pathway, which is available to all California Community Colleges.

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

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

Santa Ana College

With over 80 areas of study at Santa Ana College that lead to employment in regional occupations and a doubling of degrees and certificates (exclusive of transfer certification) since 2008, SAC contributes significantly to the workforce in Central Orange County. These industry-supported programs include Welding, Auto Technology, Occupational Therapy, Nursing, the Criminal Justice and Fire Academies, and Pharmacy Technician.

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

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

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

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

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

Complementing this work is a center for CTE success and completion at SAC. Similar to the University Transfer Center, the CTE Success Center provides individualized follow-up with students who are close to completion, and it partners with CTE faculty to develop customized education plans for students majoring in their fields. The Center also supports college-wide work to help undecided students select a
career field. This has been an extremely popular service area and will continue to support expanded certificate and degree completion in the coming year.

**Santiago Canyon College**

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

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

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

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

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

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

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

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

Santiago Canyon College will also be participating in the next CTE Employment Outcomes Survey, which will be conducted in 2016.
GOAL #3: RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

Objective 3A: ENHANCE THE ABILITY TO PREDICT STUDENT INSTRUCTIONAL NEEDS IN ORDER TO IMPROVE PROGRAM COMPLETION

Narrative describing the process that the colleges are engaging in to predict student instructional needs (Enrollment Management Committees/Enrollment Management Plans)
In the early 1990s, staff and faculty identified and the Board of Trustees approved 12 Measures of Success (see Appendix B.1), which describe the effectiveness of the District, its Colleges, and their programs. The RSCCD Research, Planning & Institutional Effectiveness Department regularly monitors and presents the data to the district community for its assessment to ensure excellence in their respective areas. The data is also presented to the Board of Trustees at their annual planning session for consideration and comments.

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

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

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

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

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

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

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

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

Santiago Canyon College

In 2015, data pertaining to SCC’s institution-set standards for successful course completion (63%), degrees awarded (600), transfers to four-year institutions (650), and number of certificates awarded were collected and analyzed.

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

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

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

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

Santiago Canyon College’s Student Equity Plan outlines activities that address these as well as other areas of disproportionate impact. Each year, research is planned to evaluate identified strategies designed to increase student success and achievement for disproportionately impacted groups, and annual evaluations of identified strategies are to be incorporated into the SCC Student Equity Plan in each subsequent year.
Objective 3B. PROVIDE ALIGNMENT OF COURSE OFFERINGS WITH STUDENT EDUCATIONAL PLANS

Narratives describing the process that the colleges are engaging in to predict student instructional needs (enrollment management committee/enrollment management plan)
Rancho Santiago Community College District provides extensive academic support services, student support services, and integrated approaches to deliver services through a number of entitlement grant allocations, e.g., Career Technical Education Act, Carl Perkins Funds; Basic Skills Initiative; Educational Opportunity Program and Services (low-income, first-generation); CalWORKs; Temporary Cash Assistance for Needy Families (TANF); Cooperative Agencies Resources for Education (CARE); Disabled Students Program and Services; and Workforce Investment Act II. These projects lead to increased integration of approaches and collaboration among the campuses’ academic and support services.

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

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

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

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

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

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

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

Elementary and Intermediate Algebra were accelerated and split into two pathways. Equity has underwritten the faculty costs for coordination, training stipends, instructional assistants in the classrooms, assessment, and classroom technology. The acceleration alone should triple the number of students who complete basic skills and/or the first transfer level math course. The two pathways are split between Business and STEM (BSTEM) and Statistics and Liberal Arts Math (SLAM).
Intermediate Algebra is a course required for the AA and AS for degree, as well as a requirement for many science and social science courses. Therefore, this work had to be coordinated with several departments to make sure that prerequisites matched and curriculum was aligned. In addition, because these are the two largest courses at the College, significant work has been done with assessment, outreach, and counseling to insure that students are appropriately guided.

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

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

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

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

- Expanded embedded counseling to include ESL Intermediate 3 classes and enhanced programs and student services and educational planning to ESL students;
- Facilitated the transition activities and articulation agreements between noncredit and credit curriculum, department approval for new textbooks and courses. Discussed with credit the noncredit Algebra 1B math curriculum and how it fits with SAC articulation agreement. Participated in partnership meetings with math faculty from credit and SAUSD;
- Facilitated the development of the five new ABE Academic Vocabulary courses in five discipline areas and created pathways to high school courses with the basic skills of academic vocabulary in a specific subject area;
- Expanded the tutoring program to include ESL Intermediate 3 by hiring and training of tutors fall, spring, and summer sessions; and
- Expanded Professional Development activities by offering meetings at various times and days to increase participation and involve all disciplines.

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

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

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

In the area of professional development, the College has been involved in On-Course training; held a Student Equity Institute; provided training for learning communities, integrated learning, and accelerated learning; and held a Student Services Program Leaders Equity Retreat.

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

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

Learning support services is a new area of focus for the College and improvements to CI Track, a tool the District uses to track attendance and use of special services that will lead to more consistent and easily accessible data for areas like the Tutoring Center, MaSH, the Writing Center, library services, the STAR Center, and Academic Success Center.

Additionally, through the accreditation self-evaluation process, SCC identified a need to streamline its academic support services. An actionable improvement plan was developed directing the College to “examine the feasibility of creating a centralized Student Success Center that may include the Academic Success Center, Math Study Hall (MaSH), Science Teaching and Resource Center (STAR), Supplemental Instruction, Writing Center, and Tutoring Center.” With clearer and more consistent data SCC will be able to identify areas where academic support and student support services complement each other to further integrate the institution’s support structure.
Objective 3C. UTILIZE EQUITY PLANS TO REDUCE DISPROPORTONATE IMPACT ON STUDENT SUCCESS

Data demonstrating achievement gaps in performance in the 5 areas of the SEP and includes strategies to close these gaps (college researchers/SEP offices)
Santa Ana College

Santiago Canyon College
Objective 3D: INCREASE SUPPORT FOR DISTANCE EDUCATION AND OPEN EDUCATIONAL RESOURCES (OER)

Rancho Santiago Community College District
Number of Faculty Trained to Teach Online by Site, 2015-16 through 2017-18

<table>
<thead>
<tr>
<th>Site</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>31</td>
<td>39</td>
<td>203</td>
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<tr>
<td>Santiago Canyon College</td>
<td>27</td>
<td>36</td>
<td>43</td>
</tr>
</tbody>
</table>

Sources: SAC and SCC Distance Education Program

Rancho Santiago Community College District
Number of OER Classes Pathways Offered by Site 2015-16 through 2017-18

<table>
<thead>
<tr>
<th>Site</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
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<td>Santa Ana College</td>
<td>88</td>
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<tr>
<td>Santiago Canyon College</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: SAC and SCC Distance Education Program
GOAL #4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

Objective 4A: MAINTAIN AND ENHANCE RSCCD’S TECHNOLOGICAL INFRASTRUCTURE

Rancho Santiago Community College District
Progress of Technological Infrastructure by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td># of computer upgrade for student usage (classroom and labs)</td>
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<td></td>
</tr>
<tr>
<td>• Santa Ana College</td>
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<td>• Santiago Canyon College</td>
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<tr>
<td># of computer upgrade for staff and faculty usage</td>
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<td></td>
</tr>
<tr>
<td>• Santa Ana College</td>
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<td>150</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>• Santiago Canyon College</td>
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</tr>
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<td>• District Operations</td>
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</tr>
<tr>
<td># of video cameras installed</td>
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<tr>
<td>• Santa Ana College</td>
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<td></td>
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<tr>
<td>• Santiago Canyon College</td>
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</tr>
<tr>
<td>• District Operations</td>
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<tr>
<td># of Wi-Fi network added/replaced</td>
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<td>• Santa Ana College</td>
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<tr>
<td>• Santiago Canyon College</td>
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</tr>
<tr>
<td>• District Operations</td>
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<tr>
<td># of classroom mediated</td>
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<td>14</td>
</tr>
<tr>
<td>• Santiago Canyon College</td>
<td></td>
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</tbody>
</table>

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

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

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

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

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

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

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

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

In 2015 the campuses purchased the Ellucian Portal software with the focus on improving the web-based student experience and assist with student success initiatives. The ITS department, in conjunction with the Portal Implementation team, began an extensive project to design and build this new portal. The plan is for a summer 2016 soft launch, with an extensively marketed launch in the spring.
The TAG committee will continue to be proactive and to listen to the needs of the Colleges via SACTAC and SCCTC. In addition to the District Services’ Satisfaction Survey conducted every other year, ITS also conducts its own survey to help assess the department’s services for future improvements.

Santa Ana College
As part of the SAC Technology Plan, goals have been identified that include adhering to the technology replacement plan and mediating all classrooms. Significant effort has begun in an effort toward meeting these goals. In 2013, SAC, in collaboration with the District, was able to replace over 300 aging computers at both the main campus and CEC. In 2014, SAC budgeted $270,000 for new computers and $250,000 for classroom mediation projects.

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

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

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

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

Infrastructure related recommendations include:
- Establish a process for the ongoing upgrade of hardware and software;
  - Research the feasibility of adopting a leasing framework to upgrade twenty percent of computers
  - Research the feasibility of desktop virtualization technologies to better manage computer lab hardware;
- Research the feasibility of placing digital signs on campus as a means for generating advertising revenue; and
- Provide a robust network and wireless access across the campus and at the off-site locations.
Objective 4B: ENHANCE OPPORTUNITIES THAT ENABLE STUDENTS TO ACCESS COLLEGE CLASSES AND SERVICES PRIOR TO HIGH SCHOOL GRADUATION

Rancho Santiago Community College District
Number of College Courses Offered at Feeder High School Districts by Site
2015-2016 through 2017-18

<table>
<thead>
<tr>
<th>College</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>10</td>
<td>27</td>
<td>62</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: VP Academic Affairs

Rancho Santiago Community College District
Professional Development Workshop Offered to Faculty for Innovative Pedagogies and Curriculum Design by Site
2015-2016 through 2017-18

<table>
<thead>
<tr>
<th>College</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>49</td>
<td>54</td>
<td>62</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAC/SCC School of Continuing Education</td>
<td>225</td>
<td>205</td>
<td>243</td>
</tr>
</tbody>
</table>

Sources: SAC Professional Development and SCC Professional Development Committee

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

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

Santa Ana College

Distance Education

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

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

There are currently three online pathways: Associate Degree in Liberal Arts, Associate Degree for Transfer in Business Administration, and Business Administration major preparation, which align with the Baccalaureate Online Degree at CSU Fullerton.
Santiago Canyon College supports faculty development in the areas of innovative pedagogies and curriculum design as evidenced by the SCC 2012-2016 Educational Master Plan (EMP) as well as the SCC 2015-16 Student Equity Plan.

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

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

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

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

Santiago Canyon College also continues to support faculty efforts in the development of digital textbooks and online Open Educational Resources. Student Equity funds have been allocated to allow faculty resources to investigate low-cost options for their students, much like the SCC Mathematics Department has been doing for its online course offerings.
Objective 4C: SUPPORT INNOVATIVE PEDAGOIES AND CURRICULUM DESIGN

Rancho Santiago Community College District
Professional Development Workshop Offered to Faculty for Innovative Pedagogies and Curriculum Design by Site 2015-2016 through 2017-18

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
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<td>62</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SAC/SCC School of Continuing Education</td>
<td>225</td>
<td>205</td>
<td>243</td>
</tr>
</tbody>
</table>

Sources: SAC Professional Development and SCC Professional Development Committee

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

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

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

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

2015-16 Academic Year Major Focus: Student Support (Re)defined and the six student support factors (directed, focused, nurtured, connected, engaged, valued). We used the spring convocation (attended by all full-time faculty) to engage the campus community with research findings through a presentation by Student Support (Re)defined Project Director, Dr. Darla Cooper and integrated training on the success factors into a variety of professional development activities, including the new adjunct faculty FLEX session, student leadership retreat, staff leadership workshop, and financial aid office retreat during fall semester.

We continued professional learning designed to promote the six success factors with a variety of
campus stakeholders, including first annual Adjunct Faculty Institute, new adjunct faculty flex session, and convocation co-facilitators training. The Spring 2016 Convocation featured SAC President, Dr. Erlinda Martinez, delivering an address on student success and equity, a student focus group video, and participant breakout group discussions. These events resulted in specific commitments made by SAC faculty and staff to ensure all students experience the six success factors, including the SAC Leadership Workshop Series. SAC also hosted special follow-up workshops on the six factors for all college managers as well as for classified staff and students to ensure that their voices were part of the overall student success movement. We also continue to offer Student Equity related workshops annually or biannually since fall 2015 until the present have included Safe Space training, AB 540 Ally Training, Supporting and Accommodating Students with Disabilities, Supporting Veteran Students, Equity Institutes.

2016-17 Academic Year Major Focus: Student Equity, Implicit Bias, Entrepreneurial Mindset. In the fall, new full-time SAC faculty and others from SAC attended a lecture by Kimberly Papillon on neuroscience and implicit bias at Santiago Canyon College. Follow up with these faculty members reflecting on their own biases and privileges and discussing ways to address bias at SAC. Related events during the year included the year-long focus on *Between the World and Me* by Ta-Nehisi Coates. In Spring 2017, we hosted Dr. Kimberly Papillon (“the Neuroscience of Decision Making in Higher Education”) and held subsequent sessions including workshops on reducing implicit bias in grading and Student Equity trainings for the Freshman Experience faculty and new full-time faculty. At spring convocation and convocation breakouts, offered and discussed, “Creative Problem Solving, The Entrepreneurial Mindset and The Future of Santa Ana College” with Gary Schoeniger. We also offered Canvas Trainings from Distance Education: Provided trainings to support switching the learning management system for all online and hybrid classes from Blackboard to Canvas in spring 2017. Continuing trainings to support and expand Canvas use until the present.

2017-18 Academic Year Major Focus: Guided Pathways. We continued Student Equity efforts and expanded efforts to focus SAC on strengths not weaknesses through StrengthsQuest. Provided opportunities for all employees to take the StrengthsQuest assessment and attend introductory workshops; summer lunch and fall panel event with President Rose and faculty colleagues on StrengthsQuest applications; trainings for TRIO students, peer mentors and other student groups; workshop with President Rose on “Professional Advancement in California Community Colleges. In Spring 2018 At the spring convocation, introduced the campus community to Guided Pathways and shared work already done. Presented contrast between cafeteria colleges and guided pathways colleges in convocation breakouts. Additional trainings and discussions about the student journey and Guided Pathways in spring including forum for classified staff and Guided Pathways Meta-Major/Area of Interest Sorting Event.

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

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

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

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

Details of how and where disproportionate impact has been identified, of the student equity plan goals, and of a comprehensive list of activities and desired outcomes can be found in the 2015-16 SCC Student Equity Plan.
Objective 4D: IN COLLABORATION WITH CONSTITUENT GROUPS, PROVIDE SUPPORT FOR EFFORTS TO INCREASE FACULTY/STAFF DIVERSITY

<table>
<thead>
<tr>
<th>Rancho Santiago Community College District</th>
<th>Number of Staff/Faculty Who Attend EEOC Trainings by Site</th>
<th>2016 through 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2016</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classified</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>• Faculty</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>• Suprvry/Admn</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classified</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>• Faculty</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>• Suprvry/Admn</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>District Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classified</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>• Suprvry/Admn</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Sources: Human Resources Department

<table>
<thead>
<tr>
<th>Rancho Santiago Community College District</th>
<th>Percent of Non-White by Employment Group to Student by Site</th>
<th>Fall 2013 vs. Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classified</td>
<td></td>
<td>71%</td>
</tr>
<tr>
<td>• Faculty</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>• Suprvry/Admn</td>
<td></td>
<td>39%</td>
</tr>
<tr>
<td>• Student</td>
<td></td>
<td>81%</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classified</td>
<td></td>
<td>65%</td>
</tr>
<tr>
<td>• Faculty</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>• Suprvry/Admn</td>
<td></td>
<td>57%</td>
</tr>
<tr>
<td>• Student</td>
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<td>68%</td>
</tr>
<tr>
<td>District Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Classified</td>
<td></td>
<td>65%</td>
</tr>
<tr>
<td>• Suprvry/Admn</td>
<td></td>
<td>58%</td>
</tr>
</tbody>
</table>

Sources: RCCCD Research, Planning and Institutional Effectiveness Office
GOAL #5: RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

Objective 5A: SUPPORT AND ENCOURAGE GREEN PRACTICES AND SUSTAINABILITY

### Rancho Santiago Community College District
#### Water Usage (Gallons) by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th>Site</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Operations</td>
<td>1,438,404</td>
<td>1,674,024</td>
<td>2,093,652</td>
</tr>
<tr>
<td>Santa Ana College*</td>
<td>30,757,760</td>
<td>29,862,404</td>
<td>37,586,252</td>
</tr>
<tr>
<td>Santiago Canyon College**</td>
<td>20,907,348</td>
<td>23,539,560</td>
<td>30,351,596</td>
</tr>
</tbody>
</table>

*Includes Centennial Education Center, Digital Media Center, OC Sheriff’s Regional Training Academy
**Includes Orange Education Center

Source: RSCCD Facility Planning, District Construction & Support Services

### Rancho Santiago Community College District
#### Natural Gas Usage (Therm) by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th>Site</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Operations</td>
<td>7,347</td>
<td>11,016</td>
<td>14,738</td>
</tr>
<tr>
<td>Santa Ana College*</td>
<td>121,663</td>
<td>134,937</td>
<td>150,277</td>
</tr>
<tr>
<td>Santiago Canyon College**</td>
<td>115,883</td>
<td>112,662</td>
<td>102,030</td>
</tr>
</tbody>
</table>

*Includes Centennial Education Center, Digital Media Center, OC Sheriff’s Regional Training Academy
**Includes Orange Education Center

Source: RSCCD Facility Planning, District Construction & Support Services

### Rancho Santiago Community College District
#### Electricity Usage (KWH) by Site
2015-16 through 2017-18

<table>
<thead>
<tr>
<th>Site</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Operations</td>
<td>847,325</td>
<td>865,735</td>
<td>883,893</td>
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<tr>
<td>Santa Ana College*</td>
<td>10,197,491</td>
<td>10,165,076</td>
<td>10,237,878</td>
</tr>
<tr>
<td>Santiago Canyon College*</td>
<td>5,499,803</td>
<td>5,505,132</td>
<td>4,983,219</td>
</tr>
</tbody>
</table>

*Includes Centennial Education Center, Digital Media Center, OC Sheriff’s Regional Training Academy
**Includes Orange Education Center

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

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

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

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

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

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

Santa Ana College

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

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

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

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

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

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

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

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

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

The 90,000 sq. ft. Humanities Building opened for classes in fall 2014. Some of the green qualities of the building are:
- Received Gold LEED certification;
- A Photovoltaic system that provide nineteen percent of the building’s electrical power;
- Air hand dryers and low water usage flush valves in restrooms;
- Energy saving lighting system that dims when daylighting is available; and
- Sustainable landscaping.

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

The College is using an Energy Management System to control the HVAC and lighting equipment with regular PM schedules to ensure HVAC systems and lighting work properly and efficiently. There is a plan to evaluate needs related to instruction so as to utilize entire buildings and shut off HVAC and lighting that are not being utilized.
Objective 5B:  REFINE AND IMPROVE THE SYNCHRONY OF INTEGRATED PLANNING AND RESOURCE ALLOCATION PROCESSES BETWEEN THE COLLEGES AND DISTRICT

Narrative describing how the college/district is refining and improving the synchrony of integrated planning and resource allocation (POE)
The RSCCD created its first district-wide Mission Statement in fall 2012 and scheduled it for review every three years. In April 2019, the Chancellor invited all employees of the district to review and make comments and suggestions about the statement. After a review of the feedback, District Council reaffirmed the Mission Statement with no changes on October 5, 2015. Each College uses this district-wide Mission Statement to form its own mission, goals, and strategic objectives, thereby, integrating district and college plans.

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

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

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

To assist staff in their assessment, members of the POE Committee designed a very simple, but comprehensive survey of the 27 district services departments. The survey is implemented every two years for faculty and staff feedback. The district recently implemented this survey again (March 2019) and data is compiled by department and organized by respondents at SAC, at SCC, and at District Operations so that departments may respond accordingly should there be an imbalance of services as rated by site staff and faculty. The planning portfolios are used to identify planning priorities and resource allocation requests and are forwarded to POE for review and input. The POE Committee also developed a prioritization rubric and review processes for district-wide resource allocation requests.

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

Santa Ana College
In spring 2016, the College will be updating the Educational Master Plan, which includes an environmental scan with data to inform the Strategic Plan, the Facilities Plan, the Technology Plan, and the Budget Process. A college-wide retreat will be held to launch this project, with mission statement review and strategic plan goals as a primary focus.

The College reviews its Mission and Goals regularly as part of the annual fiscal planning process. The SAC Mission and Goals are discussed in the Planning and Budget Committee meetings as a guidance tool for the budget priorities, which are established annually by the Planning and Budget Committee.

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

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

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

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

Santiago Canyon College

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

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

If there are necessary resources being requested to help academic departments and nonacademic units achieve their annual goals or to carry out planned activities, these requests are prioritized first at the department and unit level. For requests originating from academic departments, additional prioritization occurs at the division and Joint Chairs Committee levels. Ultimately, all units (including departments and governance bodies) forward their resource requests to vice presidents associated with their area for additional prioritization at the level of the four major areas of the College: Academic Affairs, Continuing Education, Student Services, and Administrative Services, prior to being passed on to the Planning & Institutional Effectiveness (PIE) Committee.

The Planning & Institutional Effectiveness Committee takes all prioritized resource request lists and ranks them using the “PIE Resource Request Prioritization Rubric.” This prioritization rubric enables committee members to evaluate each request based on a number
of factors: relation to the College Mission; support for the College Goals; connection to the College’s Educational Master Plan, Technology Master Plan, and Facilities Master Plan documents; association with Department Planning Portfolios and Program Reviews; fulfillment of a replacement need, legal mandate, or regulatory or safety requirement; and support from learning outcomes assessment data. Once the committee compiles a single list of funding priorities, the PIE Committee forwards the resource request prioritization list to the Budget Committee for a budget analysis that determines the number of the funding priorities that the following year’s tentative budget will accommodate. After providing its analysis, the Budget Committee sends its budget evaluation of the funding priorities back to the PIE Committee. After reevaluating the prioritized list and discussing any possible revisions, the PIE Committee forwards the recommended prioritized resource allocation list to College Council. Next, College Council provides the President a recommendation. Once the President approves the prioritized resource allocation list, the College community acquires resources in rank order based on actual funds received through apportionment, grant, and alternative funding sources.
Objective 5C: EVALUATE AND IMPROVE THE CYCLE OF INTEGRATED PLANNING

Narratives describing how the college/district is evaluating and improving the cycle of integrated planning (POE)
A formal assessment of planning and decision-making processes is included into the RSCCD ten-year Planning Design Manual implemented in 2013. Currently, in the 6th full year of using its integrated planning model, the five-committee structure ensures the perspective of each constituent group throughout the District. A formal assessment of planning and decision-making processes is conducted every three years. The assessment includes POE gathering input from throughout the District and forwarding feedback to the District Council. District Council reviews results and recommends revisions to planning and/or decision-making processes as needed to the RSCCD Planning Design Manual.

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

The POE Committee also completed a comprehensive Functions/Mapping of Responsibilities matrix in Spring 2019, which describes the delineation of functions and responsibilities between District Operations and the Colleges in seven key areas: Instructional Programs, Student Services, Human Resources, Fiscal & Administrative Services, Educational Services, Governance, and Public Affairs & Publications.

Santa Ana College
The cycle of integrated planning at SAC takes place and includes several simultaneous processes. For 2015-16, there is a renewed commitment for closer alignment between accreditation standards and the participatory governance committees. In addition, in response to an ACCJC recommendation, a calendar for meta-analysis of planning processes has been created and approved by College Council, e.g., Educational Master Plan (every six years), Strategic Plan (annually), participatory governance committees (annually), Mission Statement (triennially).

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

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

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

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

As SAC continues to evaluate the cycle of integrated planning, adjustments will be made as needed. A planning process survey was disseminated October 2015 to all members of the participatory governance committees. There was dialogue at College Council
regarding results. Although it was determined that the resource and planning processes are integrated at the college level, participants did not understand the alignment between the District and the College processes. This will be reviewed and shared with the District Planning and Organizational Effectiveness Committee so that institutional effectiveness at both the district and college level may be enhanced. This will be discussed at the aforementioned RSCCD Governance Summit.

Santiago Canyon College

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

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

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

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

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

The Collegial Governance Handbook outlines and maintains the principles, organizational structure and reporting relationships, operating procedures, missions, responsibilities, and membership of each of the College’s councils and committees. Using the recommendations of collegial governance committees following the completion of their annual evaluation, College Council updates the Collegial Governance Handbook.
After analyzing and discussing the information from the task force, College Council discussed some of the identified themes that have already begun to be addressed. For example, College Council recognized that the collegial governance calendar had been adjusted to optimize and increase governance committee member participation. Additionally, some committees have changed the modality of their meeting to allow for online and/or virtual meetings. Furthermore, each governance committee now presents information from other related governance committees at the beginning of each meeting so that committee members understand what activity is occurring elsewhere in the collegial governance framework. This allows the connections to be drawn and strengthened between their respective governance committee and activities carried out by other committees.

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

In 2014-15, the Planning & Institutional Effectiveness (PIE) Committee developed a formal and systematic evaluation process consisting of a survey designed by a taskforce of the PIE Committee. The survey, deployed in April 2015, solicited feedback from faculty, staff, and administrators who participated in the planning and resource allocation process during the 2014-15 academic year. The survey asked questions targeting respondents’ attitudes toward the forms utilized to help facilitate the planning and resource allocation process, attitudes about the planning and resource allocation process itself, and attitudes related to the overall satisfaction with the process. At its May 6, 2015, meeting, the PIE Committee met and discussed the results of the planning and resource allocation process survey and carefully weighed all feedback and suggestions for change.
Appendix A1

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

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

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

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

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

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

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

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

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

**Orange County Department of Education** provides a variety of programs and resources to students. DSN collaborates with OCDE at all levels of student development.
**Orange Unified** play an important role in working with RSCCD on an international business pathway development, promoting our events and programs to high school students. They also played a key role in the counselor event planning as well as making sure attendance was good.

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

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

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

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

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

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

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

**Union Bank** partners with District’s Foundation and Small Business Development Center to provide financial resources the form of multi-year technical assistance grant funds that afford the creation of educational opportunities for students and outreach and assistance to the community in the form of 1) educational workshops on financial literacy and access to capital for entrepreneurs and 2) resources to start and grow their small business. Union Bank employees regularly volunteer to outreach and give of their time and talent at the SBDC’s events and programs.
U.S. Commercial Service (US federal agency) plays a key role in international trade with the local business community. The Irvine office has actively engaged with us on both an education and business level. They support our education and business service programs through business referrals, program promotion, connection to business leaders and providing student internships. They also regularly attend our advisory meetings, provide valuable input and collaborate to ensure that our programs contain the right content for global trade.

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

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

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

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

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

Wells Fargo Bank provides financial and student outreach programs. For example, provides scholarship for DSN Taste of Success Business Plan competition winner.
Appendix A2

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

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

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

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

Examples of these organizations include the following:

- **University of California, Irvine**: Hosts the Summer Scholars Transfer Institute, Partnership data for research, and guarantees transfer for all SAUSD students who start college at SAC and maintain a 3.0 GPA in pre-transfer coursework.
- **California State University, Fullerton**: Guaranteed transfer for all SAUSD students who start college at SAC and maintain strong academics.
- **Santa Ana Unified School District**: Works to prepare students academically and ensure they enter and succeed in college, with six targeted taskforces and integrated strategic planning with SAC.
- **The Hispanic Education Endowment Fund**: Funds student scholars with $50,000 annually.
- **The City of Santa Ana**: Funds scholarships and hosts the Higher Education Center at the Main Library.
- **The League of United Latin American Citizens and the Mexican American National Network**: Broadcast partnership activities to key community leaders in the region.
- **The Padres Promotores de la Educación**: Reach over 30,000 parents annually
- **Comunidad Latina Federal Credit Union**: Funds micro loans to SAC students
- **Latino Health Access**: Trains parents and amplifies the work of the Partnership
- **KidWorks**: Hosts Partnership staff so they can serve parents and students
- **Union Bank and Wells Fargo**: Provide $75,000 annually in direct funding for equity and success programs
- **Schools First Federal Credit Union**: Underwrites innovation grants and college programs
- **AT&T**: Underwrites student programs and strategic planning activities
Complementing these long-standing efforts, the Santa Ana College Foundation exceeded its Centennial Campaign goal and to date has raised $2.1 million, with participation from over 50 individual and corporate partners. These funds are helping to build on college-wide work in progress to achieve new heights in terms of academic success and achievement at SAC, while reducing equity gaps among and between groups. The Foundation has also begun to serve as the College’s fiscal agent for strategic grants, and in that capacity, partners with the California Endowment, Lumina Foundation, and other major corporate and philanthropic funders.
Appendix A3

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

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

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

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

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

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

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

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

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

**Orange County Sheriff’s Department (OCSD)**

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

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

**Orange County Department of Education (OCDE)**

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

**Community Foundation of Orange**

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

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

**Edison International**

Has supported the college since 2012 for a total of $100,000 to date, currently supporting $15,000 STEM scholarships and $10,000 MUN per year.
Orange Soccer Club
Orange Soccer Club partners with SCC to use the college’s soccer fields in order to provide education and team practices in the sport of soccer. This partnership has existed for several years and benefits hundreds of young boys and girls from the local community who have an interest in pursuing the sport. The benevolence extends beyond the provision of fields from the college; the soccer club has reciprocated by providing much-needed equipment to help support the men’s and women’s soccer teams at SCC.