



Rancho Santiago Community College District

2013-2016 Strategic Plan Activities Update

February 2014

Goals & Objectives	Status/Activities
<p>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.</p> <p>A. Continue to determine the needs of the community</p> <p>B. Develop sustainable, alternative revenue streams to student educational needs</p>	<p>1A. For the first time in 5 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 9/23/13.</p> <p>1B. The Fiscal Resources Committee (FRC) regularly discusses the need for advocacy related to securing funds that are owed to the district like property tax and apportionment shortfalls, redevelopment funds, etc. FRC also recommended undertaking an effort to achieve 1% additional growth in Full Time Equivalent Students in addition to the state approved 1.63% growth factor in order to capture additional access/growth funding for the colleges' student educational needs.</p> <p>SCC Foundation: <u>Seek external grants:</u> Applied for a \$10,000 Allergan Foundation STEM grant (received \$5,000); for a 2nd consecutive year received \$25,000 from Edison International (\$10k for Model UN and \$15k for STEM scholarships). <u>Support annual fundraisers:</u> Silent Auction and Golf Tournament. <u>External Donor Cultivation & Appeal Campaign:</u> direct mailing 3 times/year to external donors. <u>Alumni Development:</u> early stages of building an alumni network-- survey of graduates has yielded a response from 427 alumni; alumni newsletter every semester;</p>

<p>C. Continue to monitor student educational preparation</p>	<p>developed Alumni Network Facebook page; held first Alumni Networking Mixer (with 25 current students and six alumni) on 11/21/13</p> <p><u>Hiring of Development Coordinator:</u> SCCF funded position, anticipate hiring by end of March, 2014. Represents a restoration of a foundation dedicated position since the director and administrative secretary positions were eliminated in 2008-09.</p> <p>1C. The Research Department continues to conduct student satisfaction surveys. The colleges regularly assess student learning outcomes and collect data regarding English and math placement tests.</p>
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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.

A. Strengthen outreach and recruitment; develop new and sustain current relationships with key partners and stakeholders

2A. Both colleges have been working with their local communities to assess the educational and workforce training needs of their communities. Santa Ana College, through the Santa Ana Partnership and through their collaborative work on the Lumina grant, has brought in community stakeholders to participate in the development of strategies to address the achievement gap for traditionally underrepresented students. At SCC, members of the college have worked closely with Orange Unified on several projects that are relevant to the educational needs of the local community.

At the district level, we have worked with the Orange County Workforce Investment Board and the Santa Ana Workforce Investment Board to identify major workforce needs and to address these needs through responsive programs and services. We have also worked collaboratively with our neighboring community colleges districts, with the Orange County Department of Education, with local industry leaders, and with non-profit organizations.

SCC President:

Strengthen outreach and recruitment; develop new and sustain current relationships with key partners and stakeholders

- The President's participation on 3 important local Boards: California State University Fullerton College of Education Dean's Advisory Board, Community Foundation of Orange Board of Directors and the Orange County Coast Keepers Board of Directors, aligns and positions the college to partner in such ventures as the Stem2 Title III partnership with CSUF, the City of Orange Blossom Talent Showcase (and SCC Buy-The-Book grants), and the Coast Keepers Demonstration Sustainable Garden on the SCC campus.
- Through a new SCC STEM Upward Bound grant, strengthened SCC's partnership with Orange Unified School District.
- In a new outreach effort, SCC recently began an International Student Program that, in its infancy, recruited 20 international students for the spring 2013 semester. This program helps bolster the college budget by garnering non-resident fee revenues for the college's use. A recruitment video has been developed to enhance marketing

efforts.

- Continue to support Community Science Night, where over 2,000 OUSD children and their parents enjoy of fun evening of science exhibits.
- Support SCC Family Night, sponsored by the Basic Skills Task Force and High School Outreach was very successful, where on Wednesday, November 13, 2013, more than 130 families numbering over 300 guests attended the annual introduction to SCC. High school seniors and their parents come from feeder (El Modena, Orange, Villa Park, and Canyon) and non-feeder (Savannah, Beckman, Orange Lutheran, Norco, Tustin) schools.
- Continue to provide outreach & recruitment services to local high schools. To date the outreach department has completed 20 workshops/presentations to over 500 high school students; 20 college fairs/college nights; 15 campus tours to large school groups and families. Currently prepping for the annual Early Welcome (EW) program which provides priority registration for high school seniors who have completed orientation, assessment, and developed student education plans for the upcoming fall semester. For the Early Welcome program we currently have 750 students who have submitted an application; 12 placement test dates scheduled; 6 counseling orientations scheduled and 3 online registration dates scheduled.

SAC Cabinet:

- Santa Ana College offers a robust program of year-round outreach and student development activities in all feeder high schools that culminate in a model application, assessment, placement program that is enriched by direct financial supports to make college possible for all members of the Santa Ana community. This model is informing our implementation of the Student Success Act and has been cited as a national model by state and national leaders. The pipeline efforts are complemented by our on-campus Middle College High School where students simultaneously earn high school and college degrees. This year's graduating class will make history with nearly 70% earning both their A.A. and high school diploma. Complementing the pipeline outreach work is a robust set of

<p>B. Support regional development by becoming the primary local source of skilled employees for high demand occupations</p>	<p>community-centered activities led by outreach professionals in both credit and non-credit programs as well as volunteer Padres Promotores de la Educación. Taken as a whole our outreach and student development work touches 30,000 members of the greater Santa Ana area annually. This work will further expand on April 12th when SAC and the Santa Ana Partnership open a One-Stop Higher Education as part of the Main Santa Ana Public Library.</p> <p>2B. Our CTE programs at SAC and SCC continue to provide highly trained workers to fill positions in the local economy. A number of these programs provide the latest in technology to ensure that our students are competitive in the job market. Our district and colleges have also taken the lead in a number of CTE areas through grants offered by the Chancellor’s Office, as exemplified by the regional collaboratives and sector navigator designations.</p> <p>SCC President: Support regional development by becoming the primary local source of skilled employees for high demand occupations</p> <ul style="list-style-type: none"> • Santiago Canyon College leads the state’s largest Joint Apprenticeship Training Centers (JATCs) in carpentry, cosmetology, electrician, maintenance mechanic, operating engineers, power lineman, and surveying. Our partnerships with the local trade unions is a formula for success that provides employers with skilled state-indentured Apprentices and Journeymen who earn a livable wage, as well as earn college credit that is applicable towards an Associate of Science Degree or Certificate of Achievement. • Santiago Canyon College’s Biotechnology Program was recently approved by the Los Angeles/Orange County Consortia and is considered a model statewide for both the Biotech Initiative and the State Chancellor’s Office “Doing What Matters” framework. The program was supported by the RSCCD CTE Collaborative SB1070 Grant. • SCC supports the Water Utility Science (WUS) program serving approximately 200 students annually, and prepares and advances students
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within high paying Water and Wastewater Career Pathways. Donations from the Southern California Water Utilities Association are used towards water demonstration lab kits, allowing students to have a better hands-on experience in class. This necessary equipment will demonstrate 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 Statewide Vocational Research and Accountability Technical Advisory Committee (VRATAC). The purpose of VRATAC is to advise the California Community Colleges Chancellor's Office on the implementation of the accountability provisions in the Carl D. Perkins Act and the [Doing What Matters Initiative](#). In addition, the committee monitors research that focuses on workforce education and other state and national accountability measures that impact workforce education.

SCC's leadership of VRATAC in partnership with WestEd, Cal-PASS Plus and the Chancellor's Office recently released a statewide Launchboard to provide information on program enrollment, student completion, and employment outcomes. The Launchboard illustrates alignment with regional labor market demand and supports local, regional and statewide conversations about how to work collaboratively to improve student transitions/success.

SAC Cabinet: With over 80 areas of study at the college that lead to employment in regional occupations and an impressive doubling of degrees and certificates (exclusive of transfer certification) since 2008, SAC is a workforce development engine for central Orange County. These Industry supported program include Welding, Auto Technology, Occupational Therapy, Nursing, Our Criminal Justice and Fire Academies, and Pharmacy Technician.

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

A. Consistently and accurately measure educational goal completion for university transfer, degrees, certificates and diplomas

3A. The Research Department annually monitors, publishes and disseminates the educational goal completion data for university transfer, degrees, certificates and diplomas to the college community.

SCC Vice President of Academic Affairs:

In the spring of 2014, data pertaining to the college's institution-set standards for successful course completion (63%), fall to fall retention (45%), degrees awarded (600), transfers to 4-year institutions (650), and number of certificates awarded were collected and analyzed. For all but one metric, the institution observed a marked increase in rates over the previous year's rates, particularly in degrees and certificates awarded. In 2012-2013, SCC awarded 307 more degrees than in 2011-2012. This is a 35% increase over the previous academic year. In the same year, SCC awarded 532 more certificates than in 2011-2012. This is a 51% increase over the previous academic year. While SCC fell short of the 45% standard for fall to fall retention with a rate of 44%, it is understood that this is a result of an increase in students' educational goal achievement. Whether through receipt of an award or by transfer to a 4-year institution, students' achievements of these educational goals have a negative impact on fall to fall retention as there is no immediate need for these students to continue their education at the community college level.

SCC's next step is to continue to monitor these data to see if the degree and certificate award figures begin to flatten out over the 2013-2014 academic year.

Santa Ana College-Vice President of Academic Affairs

- Using data retrieved from the RSCCD Research Department website SAC analyzes the information as part of the Program Review Process. Discussions of the data routinely occur at during meetings with instructional Deans. For example, on February 4, 2014, during a meeting with Department Chairs and Instructional Deans, comparison data (fall 2008 through-fall 2013) about completion rates for degrees, transfers, and certificates was shared

<p>B. Support integrated approaches to student success and achievement</p> <p>C. Identify economic barriers to student achievement</p>	<p>with everyone in attendance.</p> <ul style="list-style-type: none"> • As a result of the planning activities in Academic Affairs during 2013-2014 and our evaluation of the available data, SAC will be developing class schedules based on our current ADT pathways as well as pathways for our CTE programs in an effort to increase the number of completions in our transfer, degree and certificate programs. • SAC Cabinet: Santa Ana College established a Student Success Convocation in 2011 which brings all members of the college community together to take stock of 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 college faculty and staff and a set of 10 topical student success workshops engage all college educators in study and dialogue regarding what works in terms of student success on our campus. <p>3B. Academic support services, student support services and grants provide integrated approaches to student success and achievement.</p> <p>In fall 2013, the New Learning Center at SAC opened and now offers all students access to learning support in a myriad of disciplines. Staff works with faculty who teach transfer, CTE, and Basic Skills classes to develop Directed Learning Activities that supplement instruction. SAC's evaluation of the instructional and student support services provided by all learning centers can help the college develop additional integrated approaches to student success and achievement.</p> <p>3C. There are a number of measures that can be used to identify the economic barriers to student achievement:</p> <ul style="list-style-type: none"> • Number of students on BOG waivers • Number of students on Financial Aid • Needs assessments conducted by EOPS, CARE, CalWorks
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Goals & Objectives	Status/Activities
<p>4. RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.</p> <p>A. Maintain and enhance the RSCCD's technological infrastructure</p>	<p>4A. Technology Advisory Group:</p> <p>The Technology Advisory Group (TAG) meets once a month to discuss, evaluate, recommend and share information related to the information and communication technologies used within the district.</p> <p>Aging computers and classroom projectors 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 replacements cycle has not been identified. Therefore, TAG submitted a recommendation to the Chancellor requesting funds to replace 20% of computers and classroom projectors, and requesting a funding methodology be identified to maintain the replacement cycle.</p> <p>In November, TAG participated in a software presentation on Virtual Desktop Infrastructure (VDI). Over the past five years, the trend to move physical servers to virtual servers is now moving to the desktop environment. Many questions by the committee were raised after the presentation relating to funding, licensing, return-on-investment, and impact on technical staff. TAG agreed to perform a pilot test at SCC and SAC in order to evaluate VDI technology and to better understand the impact of VDI on the organization.</p> <p>Last year, Adobe announced a new licensing contract for their Creative Suite products, similar to the existing Microsoft Licensing Agreement. The cost is \$55 per FTE, and this will allow the college to load any of the creative suite products on any employee, faculty, classroom and lab computers. Last summer, TAG could not recommend taking advantage of this offer, however research into the cost-benefits of the new licensing agreement is ongoing and a recommendation coming Spring 2014.</p>

B. Support faculty development in the areas of innovative pedagogies and curriculum design

4B. A number of categorical allocations and competitive grants provide funds for faculty development in specific areas, e.g. STEM, Basic Skills, VATEA. The colleges are also involved in the Kaleidoscope project, as well as initiatives to reduce textbook costs and flip the classroom.

The district continues to support the New Faculty Academy, which is organized and implemented by a district administrator. This program 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.

SCC President:

Support Faculty development in the areas of innovative pedagogies and curriculum design

- In concert with Chancellor Rodriguez, sponsor a minimum of 5 faculty to attend a Technology conference this spring.
- Partner in the Kaleidoscope OER grant that opened the door to curriculum development using open education resources and thus beginning to lower textbook prices for students.
- Continue to support faculty efforts in the development of digital textbooks and online Open Educational Resources (OER, including **Jared Kubicka-Miller's** (Communication) October 29, 2013, presentation at the district office summarizing the work he has done to convert his communications debate curriculum into a meaningful technology-based course using free OER materials.
- Supported the sabbatical work of math professor Dr. Laney Wright in the development of video-taped math modules available to students on YouTube.

C. Examine course success rates by population served and promote strategies that foster student equity.

4C. Examine course success rates by population served and promote strategies that foster student equity.

SCC Vice President of Academic Affairs:

SCC is reconvening the Student Equity Committee and updating its Student Equity Plan and examining the potential disproportionate impact any of our disciplines or programs may have on any student population.

SAC Cabinet/SAC VP Academic Affairs: This item is addressed in the discussion of the annual Student Success Convocation, the college's related goals, and the linked professional development that is part of flex week at SAC (please see above).

SAC Vice President of Academic Affairs

- Support of faculty development in the areas of innovative pedagogies and curriculum design at SAC includes the active participation in the Kaleidoscope Project which is organized to foster faculty collaboration in the development of OER course materials for several academic disciplines. SAC faculty members (5) from disciplines including Chemistry, Sociology, and Music attended a conference in Park City, Utah in November 2013 to collaborate with faculty from other Peers from 2 and 4-year post secondary institutions.
- A Distance Education Advisory Group comprised of instructional and student service faculty from a myriad of disciplines has been organized to develop, implement and review standards for delivery of instruction, online.
- SAC has developed professional development program that results in a certificate in online instruction for any full-time or adjunct faculty member who will be teaching online courses at SAC.
- SAC has created an online degree pathway for Business Administration that aligns with the Bachelors online degree program at CSU Fullerton.

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

- A. Support and encourage focused green practices
- B. Utilize current processes to inform program, facilities, human resource and technology allocation
- C. Evaluate the cycle of integrated planning

5C. RSCCD is currently in the first full-year of using its integrated planning model. Evaluation will occur at the end of the fiscal year.