

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
**Board of Trustees (Regular meeting)**  
**Monday, February 1, 2010**  
**2323 North Broadway, #107**  
**Santa Ana, CA 92706**

**Vision Statement (Board of Trustees)**

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student success outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

**Americans with Disabilities Acts (ADA)**

It is the intention of the Rancho Santiago Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the Rancho Santiago Community College District will attempt to accommodate you in every reasonable manner. Please contact the executive assistant to the board of trustees at 2323 N. Broadway, Suite 410-2, Santa Ana, California, 714-480-7452, on the Friday prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

**A G E N D A**

**1.0 PROCEDURAL MATTERS**

**4:30 p.m.**

1.1 Call to Order

1.2 Pledge of Allegiance to the United States Flag

1.3 Public Comment

At this time, members of the public have the opportunity to address the board of trustees on any item within the subject matter jurisdiction of the board. Members of the community and employees wishing to address the board of trustees are asked to complete a "Public Comment" form and submit it to the board's executive assistant prior to the start of open session. **Completion of the information on the form is voluntary.** Each speaker may speak up to three minutes; however, the president of the board may, in the exercise of discretion, extend additional time to a speaker if warranted, or expand or limit the number of individuals to be recognized for discussion on a particular matter.

Please note the board cannot take action on any items not on the agenda, with certain exceptions as outlined in the Brown Act. Matters brought before the board that are not on the agenda may, at the board's discretion, be referred to staff or placed on the next agenda for board consideration.

**2.0 BOARD PLANNING SESSION**

2.1 Presentation of 2009-2010 Vision and Goals

**Information**

The board's vision and goals for 2009-2010 are presented as information.

2.2 Presentation of Accountability Reporting for the Community Colleges (ARCC)

**Information**

The 2009 ARCC report is presented as information.

**2.0 BOARD PLANNING SESSION – (cont.)**

- 2.3 Presentation of 12 Measures of Success Information  
The 12 Measures of Success is presented as information.
- 2.4 Presentation of Fall 2005-Fall 2009 Enrollment Trends and Student Characteristics Information  
The Fall 2005-Fall 2009 enrollment trends and student characteristics report is presented as information.
- 2.5 Results of 2009 Accreditation Visits Information  
The results of the 2009 accreditation visits are presented as information.
- 2.6 RSCCD Budget & Planning Process and Budget Allocation Model Action  
The administration recommends approval of the district's planning process and timeline, and budget allocation model.
- 2.7 Progress toward 2009-2010 Vision and Goals Information  
This material is presented as information.
- 2.8 Approval of 2010-2011 Vision and Goals Action  
The administration recommends affirmation of the 2009-2010 vision and goals for the 2010-2011 academic year.

**3.0 GENERAL**

- 3.1 Resolution #10-03 in Honor of Congressman Ed Royce Action
- 3.2 Board Member Comments Information

**4.0 ADJOURNMENT - The next regular meeting of the Board of Trustees will be held on Monday, February 22, 2010.**

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
Human Resources and Educational Services

To:	Board of Trustees	Date: February 1, 2010
Re:	Presentation of 2009-2010 Vision and Goals	
Action:	For Information	

**BACKGROUND**

The Board's Vision and Goals for 2009-2010 were adopted on July 13, 2009. In preparation for the board's review of its Vision and Goals for 2010-2011, the current Vision and Goals are presented as information.

**RECOMMENDATION**

The Board's Vision and Goals for 2009-10 are presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

## **Vision Statement 2009-2010**

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Approved by the Board of Trustees on July 13, 2009

## **2009-2010 Goals**

- 1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.**
- 2. Provide, when possible, access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.**
- 3. Implement facilities master plans, and incorporate "green" efforts into facilities development and other efforts where possible and cost-effective.**
- 4. Promote flexible, cost-effective educational programs and services when possible, including the use of cutting-edge technology and educational program delivery via technology.**
- 5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.**
- 6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.**
- 7. When possible, expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.**
- 8. When possible, assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.**
- 9. Maximize college and community use of athletic fields when fiscally neutral, subject to state law.**

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
Human Resources and Educational Services

To: Board of Trustees	Date: February 1, 2010
Re: Presentation of Accountability Reporting for the Community Colleges (ARCC)	
Action: For Information	

**BACKGROUND**

California State Assembly Bill AB1417 (Pacheco) [Chapter 581, Statutes of 2004] required the Board of Governors of the California Community Colleges to recommend to the Legislature and Governor framework for annual evaluation of community college performance in meeting statewide educational outcome priorities. Pursuant to AB 1417, the California Community Colleges Chancellor's Office developed a mandated performance evaluation structure, now called Accountability Reporting for the Community Colleges, or ARCC.

**ANALYSIS**

The Chancellors Office issued the first ARCC report in 2007 and the report is updated annually. The ARCC results are presented to the Board of Trustees in a public meeting for review and comment. These data, together with the District's own evaluation data such as the 12 Measures of Success, may be useful to the Board in the annual evaluation of its Vision and Goals.

**RECOMMENDATION**

The 2009 ARCC Report is presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

## Accountability Reporting for the Community Colleges (ARCC)

California State Assembly Bill AB1417 required that the California Community Colleges provide a framework for system performance evaluation. The system office, in consultation with stakeholders, worked with the statewide research and planning group (RP Group) and with advisement from a panel of national experts in higher education accountability to develop ARCC.

ARCC, using data sent to the system office by the colleges via our MIS, provides an annual report to the legislature, sets a standard for accountability and results for the CA community colleges, reports outcomes at the college level as well as for the system as a whole, and requires that local Boards of Trustees be informed of their colleges' performance. ARCC DOES NOT rank one college against another and it is NOT tied to any funding mechanism.

The 2009 reports include the following data for Santa Ana College, Santiago Canyon College, and the RSCCD School of Continuing Education:

- Performance indicators (student progress and achievement in terms of degree/certificate earned and transfer to 4-year institutions, student progress and achievement in vocational and workforce development courses and programs, and pre-collegiate improvement rates (basic skills and English as a second language curricular activities)
- College profiles (for all students, both credit and non-credit). College peer groupings – comparison of college performance indicators to a group of peer colleges (different peer groups are created for each measure, for each year; again there is no “ranking” intended).
- Responses to the data provided by college staff and the RSCCD Research Department.

Overall, the colleges are doing well:

- SAC performed above-average in four of the seven indicators and comparably to other colleges within its peer group for three indicators.
- At SCC, rates have remained constant for three of the four indicators, and have shown improvement in the remaining four areas, performing comparably to others within our peer group.
- For the first time, **continuing education** programs contributed in a limited way to the ARCC report (career development and college preparation progress and achievement rates only) that is not representative of the RSCCD program. We have submitted extensive documentation in support of re-evaluation of this indicator for future analyses.

Because student progress is difficult to define in community colleges and methods of measurement are, at best, inconsistent (across institutions and reporting), it is recommended that we remain vigilant in our continuous review of all such reports while identifying and evaluating overall trends and meaningfulness, rather than individual measurements and “scores.”

The Research Department publishes the 12 Measures of Success and multiple additional reports and analyses (Pathways to Persistence, Graduate Student Study, Transfer Student Study, etc.) which assist in ongoing assessment. The colleges use multiple measures of assessment and have embraced a “culture of assessment” and continuous improvement.

# ARCC 2009 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Student Progress and Achievement Rate</b>	46.4%	44.7%	44.9%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Percent of Students Who Earned at Least 30 Units</b>	74.2%	70.1%	72.2%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
<b>Persistence Rate</b>	68.6%	71.7%	76.6%

NA: This performance indicator is not applicable for schools of continuing education





# ARCC 2009 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	88.5%	88.5%	89.6%

#### Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.7%	62.0%	60.5%

**Table 1.5:**  
Improvement Rates for ESL  
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>ESL Improvement Rate</b>	30.7%	38.3%	55.3%
<b>Basic Skills Improvement Rate</b>	49.6%	50.8%	50.5%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>CDCP Progress and Achievement Rate</b>	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)  
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education



Chancellor's Office  
California Community Colleges

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# ARCC 2009 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Profile

**Table 1.7:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
<b>Annual Unduplicated Headcount</b>	48,357	49,414	50,875
<b>Full-Time Equivalent Students (FTES)*</b>	21,999	22,814	23,640

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

\*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

**Table 1.8:**  
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
<b>19 or less</b>	13.8%	14.3%	14.7%
<b>20 - 24</b>	21.0%	20.8%	20.8%
<b>25 - 49</b>	55.4%	55.2%	54.3%
<b>Over 49</b>	9.7%	9.7%	10.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2005-2006	2006-2007	2007-2008
<b>Female</b>	37.9%	37.5%	38.2%
<b>Male</b>	62.1%	62.5%	61.8%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



## Santa Ana College

Rancho Santiago Community College District

### College Profile

**Table 1.10:**  
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
<b>African American</b>	3.4%	3.1%	3.0%
<b>American Indian/Alaskan Native</b>	0.9%	0.6%	0.6%
<b>Asian</b>	10.6%	11.0%	11.1%
<b>Filipino</b>	1.7%	1.5%	1.3%
<b>Hispanic</b>	39.9%	38.6%	40.2%
<b>Other Non-White</b>	2.9%	3.2%	3.0%
<b>Pacific Islander</b>	0.6%	0.5%	0.5%
<b>Unknown/Non-Respondent</b>	5.4%	5.5%	5.8%
<b>White Non-Hispanic</b>	34.7%	36.0%	34.6%

Source: Chancellor's Office, Management Information System



# ARCC 2009 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Peer Grouping

**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.9	42.0	25.7	52.6	A6
B	Percent of Students Who Earned at Least 30 Units	72.2	73.9	67.9	82.7	B4
C	Persistence Rate	76.6	72.5	67.9	77.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.6	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	50.5	47.1	38.4	51.6	F6
G	Improvement Rate for Credit ESL Courses	55.3	49.7	32.4	68.2	G4

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



## Santa Ana College

Rancho Santiago Community College District

### College Self-Assessment

Santa Ana College (SAC) is one of two colleges in the Rancho Santiago Community College District. It is the fourth oldest in California at 94 years old. SAC served over 50,000 students in its credit program, and over 20,000 in its continuing education program, in the 2007-08 school year. SAC is located in a very dense urban area with one of the largest populations of foreign-born residents (55%) in the country; the highest percentage is comprised of Spanish-speakers (62%) with 24% considered "linguistically isolated" (no English spoken in the home). SAC students are typically the first in their families to attend college and come from households that are very low income by federal poverty standards. They are, however, extremely motivated to attend college and to succeed, and often see themselves as opening new doors of opportunity for their families through obtaining a college education.

Just over half of SAC's student body resides within district boundaries; with the remaining 45% coming from a wide array of cities across Orange, San Bernardino, and Los Angeles counties to enroll in programs that allow them to transfer to four-year institutions, attain vocational training, and gain professional and personal growth. SAC offers over 300 subjects leading to associate degrees or vocational certificates. The college has many outstanding programs that train students in a variety of career technical programs such as fire technology, criminal justice, paralegal, nursing, auto mechanics, and computer numeric control to name a few.

Within its peer group, SAC has demonstrated above average performance in four of the seven indicators: progress and achievement rates, persistence rates, and improvement rates for both basic skills and ESL coursework. The Basic Skills Task Force and faculty members continue to work collaboratively to implement many new innovations in the classroom, and to sustain innovative teaching and learning practices that have been documented to improve student academic achievement and persistence. SAC performed comparably to other colleges within its peer group for the remaining three indicators (percent of students who earned at least thirty units and annual successful course completion rates for both vocational and basic skills courses).

In 2007-2008, SAC awarded 1,377 AA/AS degrees and 528 certificates, and 1,677 students transferred to four-year institutions. Public safety and allied health continue to be the preeminent programs for growth and completion. Longitudinally, the demographics of SAC's student body have remained fairly constant and are representative of the community it serves.

SAC continues to celebrate its students' success and is proud to be part of their achievements. As an academic, workforce, cultural, and civic leader within and beyond central Orange County, we are deeply committed to serving our community.



## Santiago Canyon College

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Student Progress and Achievement Rate</b>	41.5%	44.8%	42.8%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Percent of Students Who Earned at Least 30 Units</b>	56.9%	56.7%	56.2%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
<b>Persistence Rate</b>	57.7%	68.4%	72.3%

NA: This performance indicator is not applicable for schools of continuing education



# ARCC 2009 Report: College Level Indicators

**Santiago Canyon College**  
 Rancho Santiago Community College District

**College Performance Indicators**

## Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
 Annual Successful Course  
 Completion Rate for  
 Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	86.3%	87.2%	90.5%

## Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
 Annual Successful Course  
 Completion Rate for  
 Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.9%	58.4%	61.8%

**Table 1.5:**  
 Improvement Rates for ESL  
 and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>ESL Improvement Rate</b>	40.0%	60.0%	72.1%
<b>Basic Skills Improvement Rate</b>	58.6%	58.3%	57.2%

**Table 1.6:**  
 Career Development and  
 College Preparation (CDCP)  
 Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>CDCP Progress and Achievement Rate</b>	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)  
 0% in cell = CDCP cohort data, but no outcome data as of report date

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State of California

# ARCC 2009 Report: College Level Indicators

## Santiago Canyon College

Rancho Santiago Community College District

### College Profile

**Table 1.7:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
<b>Annual Unduplicated Headcount</b>	20,645	21,356	23,974
<b>Full-Time Equivalent Students (FTES)*</b>	8,442	8,665	9,200

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

\*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

**Table 1.8:**  
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
<b>19 or less</b>	20.3%	20.9%	19.7%
<b>20 - 24</b>	30.0%	29.8%	28.0%
<b>25 - 49</b>	42.5%	42.5%	44.6%
<b>Over 49</b>	7.2%	6.9%	7.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2005-2006	2006-2007	2007-2008
<b>Female</b>	35.3%	33.7%	32.0%
<b>Male</b>	64.7%	66.3%	68.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System





<b>Santiago Canyon College</b> Rancho Santiago Community College District <hr/> <b>College Profile</b>
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**Table 1.10:**  
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
<b>African American</b>	2.4%	2.4%	2.4%
<b>American Indian/Alaskan Native</b>	1.1%	1.1%	1.0%
<b>Asian</b>	7.1%	7.0%	6.6%
<b>Filipino</b>	1.5%	1.5%	1.6%
<b>Hispanic</b>	37.8%	37.9%	40.3%
<b>Other Non-White</b>	3.3%	3.6%	4.0%
<b>Pacific Islander</b>	0.6%	0.6%	0.6%
<b>Unknown/Non-Respondent</b>	4.7%	5.0%	4.7%
<b>White Non-Hispanic</b>	41.5%	40.8%	38.7%

Source: Chancellor's Office, Management Information System



## Santiago Canyon College

Rancho Santiago Community College District

### College Peer Grouping

**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	42.8	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	56.2	67.0	56.2	74.0	B1
C	Persistence Rate	72.3	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	90.5	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	57.2	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	72.1	53.6	15.7	75.0	G3

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



## Santiago Canyon College

Rancho Santiago Community College District

### College Self-Assessment

Santiago Canyon College (SCC) is one of the newest community colleges in the state and is one of two colleges in the Rancho Santiago Community College District (RSCCD). Over half (59%) of the 20,000 students served each year reside in cities within the district's boundaries. The college was first accredited in January 2000, reaffirmed in January 2006, and in October 2008 went through the self-study process to align with that of our sister college, Santa Ana College.

SCC completed its first comprehensive five-year Educational Master Plan in 2002, which was updated in 2007 to reinforce the link between educational planning and resource allocation and increased course and degree offerings with an emphasis on distance learning. Feeder high schools that experienced an increase in graduation rates in past years are now projecting a slight decrease in coming years. However, SCC draws students from other areas (41% from outside district boundaries), who find our location to be convenient, our faculty and staff helpful, and our programs aligned with their needs. Specifically, SCC's non-traditional programs (distance education and apprenticeships) comprised primarily (87%) of students residing outside district boundaries. In general, the students attending classes on campus reflect the diversity of our community; gender distributions are influenced by a large number of apprenticeship enrollments. These trends in student demographics have remained fairly constant over time.

Student progress and achievement rates, the percent of students earning at least thirty units (for degree-seeking students), and basic skills improvement rates have remained constant across the three study cohorts. Additional state funding for basic skills in recent years has enabled the expansion of offerings and services such as a writing center, math tutoring, and expanded counseling services.

Overall, persistence rates, the annual successful course completion rate (credit basic skills) and the improvement rate for ESL have increased and are comparable within our peer group. In 2008, SCC continued to assess and enhance its student support services to include these activities:

- Academic and student support service orientation prior to placement testing.
- Smaller orientation groups (20 students) for the High School Early Decision Program.
- Counselor follow-up visitations to all algebra and pre-algebra classes.
- Onsite counseling in the Academic Success Center to provide academic and career counseling.
- Specialized counselors to conduct classroom visitations to evening vocational classes.
- A one-day extended freshman program (Discover SCC) to orient students to study skills, transfer services, campus life activities, and academic and student support services.

SCC recently dedicated its new softball complex; construction of the maintenance/operations facilities and the new science center are targeted for completion summer 2009; and design plans for a new gymnasium and humanities building are in process at DSA. Our faculty and staff are committed to developing and providing innovative, high quality educational and support programs to promote student learning.



# ARCC 2009 Report: College Level Indicators

## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	NA %	NA %	NA %

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	NA %	NA %	NA %

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	NA %	NA %	NA %

NA: This performance indicator is not applicable for schools of continuing education



# ARCC 2009 Report: College Level Indicators

## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

#### Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

**Table 1.5:**  
Improvement Rates for ESL  
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	1.7%	2.6%	1.7%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)  
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education



## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Profile

**Table 1.7:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
<b>Annual Unduplicated Headcount</b>	43,750	43,290	44,581
<b>Full-Time Equivalent Students (FTES)*</b>			

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.  
\*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

**Table 1.8:**  
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
<b>19 or less</b>	18.1%	20.1%	21.1%
<b>20 - 24</b>	17.5%	16.3%	15.3%
<b>25 - 49</b>	48.1%	46.8%	47.0%
<b>Over 49</b>	16.3%	16.6%	16.4%
<b>Unknown</b>	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2005-2006	2006-2007	2007-2008
<b>Female</b>	47.8%	48.8%	50.5%
<b>Male</b>	48.9%	48.1%	48.6%
<b>Unknown</b>	3.3%	3.1%	0.9%

Source: Chancellor's Office, Management Information System



## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Profile

**Table 1.10:**  
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
<b>African American</b>	0.8%	0.8%	0.8%
<b>American Indian/Alaskan Native</b>	0.3%	0.3%	0.4%
<b>Asian</b>	4.9%	5.7%	5.1%
<b>Filipino</b>	0.4%	0.3%	0.4%
<b>Hispanic</b>	64.2%	63.1%	64.1%
<b>Other Non-White</b>	1.0%	0.7%	0.9%
<b>Pacific Islander</b>	0.2%	0.1%	0.2%
<b>Unknown/Non-Respondent</b>	20.7%	21.2%	19.2%
<b>White Non-Hispanic</b>	7.4%	7.8%	9.1%

Source: Chancellor's Office, Management Information System



## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Peer Grouping

**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.





## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Self-Assessment

The Rancho Santiago Community College District (RSCCD) Continuing Education Division (RSCED) is housed at three major sites located in the cities of Orange and Santa Ana, along with 116 satellite locations throughout our service area to serve the needs of our diverse communities. Orange County, a very dense urban area, is populated by one of the nation's highest number of foreign-born residents, non-English-speaking households, and very low educational attainment leading to minimal career opportunities.

RSCED faculty and staff are proud about the positive contributions that noncredit programs and services provide toward student success. RSCCD is, therefore, concerned about the low Career Development and College Preparation (CDCP) progress and achievement rates that appear on Table 1.6 of this report for the following reasons:

- 1) The current measures do not accurately measure our CDCP programs' contribution to student success. First, many students may try a credit course either before or simultaneously realizing a CDCP program is the best educational path for them. These students have arbitrarily been removed from ever being counted as a CDCP success. Second, CDCP students work and attend school on a part-time basis and are the least academically prepared, yet all of their achievement must occur on a timeline geared for the fully prepared full-time student.
- 2) Students enrolling in our continuing education programs are, traditionally, transient in nature. This is compounded by Orange County's high cost housing market that has forced many residents to relocate before completing our programs.
- 3) Guidelines for the CDCP Program were established in spring 2007 and have since undergone several modifications. Although we received CCCC approval for several certificate programs in spring 2007, we are still in the approval process for others. As with most new programs, it will require several years to see measurable and meaningful results.
- 4) Our current student records system lacks the ability to adequately track student progress. RSCCD has invested in a more effective student records system and staff has been diligently working to ensure a smooth transition as we migrate to the new system in July 2009.

The RSCED program will continue its efforts to improve student success by continuing to:

- 1) work with the Chancellor's Office to ensure all certificates are approved in a timely manner so that we can counsel students towards an appropriate CDCP-defined program to address their educational goals.
- 2) improve articulation between our credit and noncredit programs through the enhancement of our student records system (Spring 2009), as well as collaboration between faculty and staff to ensure successful transition between programs.
- 3) collaborate with faculty and staff to better align curriculum with appropriate student support services.
- 4) work on the design and development of a student progress tracking program.

We will continue to assess our programs to ensure they serve the unique needs of our ever-changing community and look forward to seeing the impact of our efforts in future reports.



**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
Human Resources and Educational Services

To:	Board of Trustees	Date: February 1, 2010
Re:	Presentation of 12 Measures of Success	
Action:	For Information	

**BACKGROUND**

The 12 Measures of Success is a report produced by the Educational Services department on selected factors of institutional effectiveness. This report has been produced on an annual basis since 1998.

**ANALYSIS**

The 12 Measures of Success was presented to the Board at the July 13, 2009 planning session. This report, coupled with other data, may be useful to the Board in the annual evaluation of its Vision and Goals.

**RECOMMENDATION**

The 12 Measures of Success Report is presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
Human Resources and Educational Services

To:	Board of Trustees	Date: February 1, 2010
Re:	Presentation of Fall 2005 – Fall 2009 Enrollment Trends and Student Characteristics	
Action:	For Information	

**BACKGROUND**

Each year the Educational Services department produces a report on enrollment trends and student characteristics.

**ANALYSIS**

The Fall 2005 – Fall 2009 Enrollment Trends and Student Characteristics Report has just been published. This report, coupled with other data, may be useful to the Board in the annual evaluation of its Vision and Goals.

**RECOMMENDATION**

The Fall 2005 – Fall 2009 enrollment trends and student characteristics report is presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

# RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

## Board of Trustees (Regular meeting)

Monday, February 1, 2010

2323 North Broadway, #107

Santa Ana, CA 92706

### Vision Statement (Board of Trustees)

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student success outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

### Americans with Disabilities Acts (ADA)

It is the intention of the Rancho Santiago Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the Rancho Santiago Community College District will attempt to accommodate you in every reasonable manner. Please contact the executive assistant to the board of trustees at 2323 N. Broadway, Suite 410-2, Santa Ana, California, 714-480-7452, on the Friday prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

## A G E N D A

### 1.0 PROCEDURAL MATTERS

4:30 p.m.

#### 1.1 Call to Order

#### 1.2 Pledge of Allegiance to the United States Flag

#### 1.3 Public Comment

At this time, members of the public have the opportunity to address the board of trustees on any item within the subject matter jurisdiction of the board. Members of the community and employees wishing to address the board of trustees are asked to complete a "Public Comment" form and submit it to the board's executive assistant prior to the start of open session. Completion of the information on the form is voluntary. Each speaker may speak up to three minutes; however, the president of the board may, in the exercise of discretion, extend additional time to a speaker if warranted, or expand or limit the number of individuals to be recognized for discussion on a particular matter.

Please note the board cannot take action on any items not on the agenda, with certain exceptions as outlined in the Brown Act. Matters brought before the board that are not on the agenda may, at the board's discretion, be referred to staff or placed on the next agenda for board consideration.

### 2.0 BOARD PLANNING SESSION

#### 2.1 Presentation of 2009-2010 Vision and Goals

Information

The board's vision and goals for 2009-2010 are presented as information.

#### 2.2 Presentation of Accountability Reporting for the Community Colleges (ARCC)

Information

The 2009 ARCC report is presented as information.

**2.0 BOARD PLANNING SESSION – (cont.)**

- 2.3 Presentation of 12 Measures of Success Information  
The 12 Measures of Success is presented as information.
- 2.4 Presentation of Fall 2005-Fall 2009 Enrollment Trends and Student Characteristics Information  
The Fall 2005-Fall 2009 enrollment trends and student characteristics report is presented as information.
- 2.5 Results of 2009 Accreditation Visits Information  
The results of the 2009 accreditation visits are presented as information.
- 2.6 RSCCD Budget & Planning Process and Budget Allocation Model Action  
The administration recommends approval of the district's planning process and timeline, and budget allocation model.
- 2.7 Progress toward 2009-2010 Vision and Goals Information  
This material is presented as information.
- 2.8 Approval of 2010-2011 Vision and Goals Action  
The administration recommends affirmation of the 2009-2010 vision and goals for the 2010-2011 academic year.

**3.0 BOARD MEMBER COMMENTS** Information

- 4.0 ADJOURNMENT** - The next regular meeting of the Board of Trustees will be held on Monday, February 22, 2010.

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
Human Resources and Educational Services

To:	Board of Trustees	Date: February 1, 2010
Re:	Presentation of 2009-2010 Vision and Goals	
Action:	For Information	

**BACKGROUND**

The Board's Vision and Goals for 2009-2010 were adopted on July 13, 2009. In preparation for the board's review of its Vision and Goals for 2010-2011, the current Vision and Goals are presented as information.

**RECOMMENDATION**

The Board's Vision and Goals for 2009-10 are presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

**Vision Statement  
2009-2010**

Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.

We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.

We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.

Approved by the Board of Trustees on July 13, 2009

## **2009-2010 Goals**

- 1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.**
- 2. Provide, when possible, access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.**
- 3. Implement facilities master plans, and incorporate "green" efforts into facilities development and other efforts where possible and cost-effective.**
- 4. Promote flexible, cost-effective educational programs and services when possible, including the use of cutting-edge technology and educational program delivery via technology.**
- 5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.**
- 6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.**
- 7. When possible, expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.**
- 8. When possible, assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.**
- 9. Maximize college and community use of athletic fields when fiscally neutral, subject to state law.**



**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**

Human Resources and Educational Services

To:	Board of Trustees	Date: February 1, 2010
Re:	Presentation of Accountability Reporting for the Community Colleges (ARCC)	
Action:	For Information	

**BACKGROUND**

California State Assembly Bill AB1417 (Pacheco) [Chapter 581, Statutes of 2004] required the Board of Governors of the California Community Colleges to recommend to the Legislature and Governor framework for annual evaluation of community college performance in meeting statewide educational outcome priorities. Pursuant to AB 1417, the California Community Colleges Chancellor's Office developed a mandated performance evaluation structure, now called Accountability Reporting for the Community Colleges, or ARCC.

**ANALYSIS**

The Chancellors Office issued the first ARCC report in 2007 and the report is updated annually. The ARCC results are presented to the Board of Trustees in a public meeting for review and comment. These data, together with the District's own evaluation data such as the 12 Measures of Success, may be useful to the Board in the annual evaluation of its Vision and Goals.

**RECOMMENDATION**

The 2009 ARCC Report is presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

## Accountability Reporting for the Community Colleges (ARCC)

California State Assembly Bill AB1417 required that the California Community Colleges provide a framework for system performance evaluation. The system office, in consultation with stakeholders, worked with the statewide research and planning group (RP Group) and with advisement from a panel of national experts in higher education accountability to develop ARCC.

ARCC, using data sent to the system office by the colleges via our MIS, provides an annual report to the legislature, sets a standard for accountability and results for the CA community colleges, reports outcomes at the college level as well as for the system as a whole, and requires that local Boards of Trustees be informed of their colleges' performance. ARCC DOES NOT rank one college against another and it is NOT tied to any funding mechanism.

The 2009 reports include the following data for Santa Ana College, Santiago Canyon College, and the RSCCD School of Continuing Education:

- Performance indicators (student progress and achievement in terms of degree/certificate earned and transfer to 4-year institutions, student progress and achievement in vocational and workforce development courses and programs, and pre-collegiate improvement rates (basic skills and English as a second language curricular activities)
- College profiles (for all students, both credit and non-credit). College peer groupings – comparison of college performance indicators to a group of peer colleges (different peer groups are created for each measure, for each year; again there is no “ranking” intended).
- Responses to the data provided by college staff and the RSCCD Research Department.

Overall, the colleges are doing well:

- SAC performed above-average in four of the seven indicators and comparably to other colleges within its peer group for three indicators.
- At SCC, rates have remained constant for three of the four indicators, and have shown improvement in the remaining four areas, performing comparably to others within our peer group.
- For the first time, **continuing education** programs contributed in a limited way to the ARCC report (career development and college preparation progress and achievement rates only) that is not representative of the RSCCD program. We have submitted extensive documentation in support of re-evaluation of this indicator for future analyses.

Because student progress is difficult to define in community colleges and methods of measurement are, at best, inconsistent (across institutions and reporting), it is recommended that we remain vigilant in our continuous review of all such reports while identifying and evaluating overall trends and meaningfulness, rather than individual measurements and “scores.”

The Research Department publishes the 12 Measures of Success and multiple additional reports and analyses (Pathways to Persistence, Graduate Student Study, Transfer Student Study, etc.) which assist in ongoing assessment. The colleges use multiple measures of assessment and have embraced a “culture of assessment” and continuous improvement.

# ARCC 2009 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Student Progress and Achievement Rate</b>	46.4%	44.7%	44.9%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Percent of Students Who Earned at Least 30 Units</b>	74.2%	70.1%	72.2%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
<b>Persistence Rate</b>	68.6%	71.7%	76.6%

NA: This performance indicator is not applicable for schools of continuing education



# ARCC 2009 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	88.5%	88.5%	89.6%

#### Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.7%	62.0%	60.5%

**Table 1.5:**  
Improvement Rates for ESL  
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>ESL Improvement Rate</b>	30.7%	38.3%	55.3%
<b>Basic Skills Improvement Rate</b>	49.6%	50.8%	50.5%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>CDCP Progress and Achievement Rate</b>	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)  
0% in cell = CDCP cohort data, but no outcome data as of report date



# ARCC 2009 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Profile

**Table 1.7:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
<b>Annual Unduplicated Headcount</b>	48,357	49,414	50,875
<b>Full-Time Equivalent Students (FTES)*</b>	21,999	22,814	23,640

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

\*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

**Table 1.8:**  
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
<b>19 or less</b>	13.8%	14.3%	14.7%
<b>20 - 24</b>	21.0%	20.8%	20.8%
<b>25 - 49</b>	55.4%	55.2%	54.3%
<b>Over 49</b>	9.7%	9.7%	10.1%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2005-2006	2006-2007	2007-2008
<b>Female</b>	37.9%	37.5%	38.2%
<b>Male</b>	62.1%	62.5%	61.8%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



## Santa Ana College

Rancho Santiago Community College District

### College Profile

**Table 1.10:**  
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
<b>African American</b>	3.4%	3.1%	3.0%
<b>American Indian/Alaskan Native</b>	0.9%	0.6%	0.6%
<b>Asian</b>	10.6%	11.0%	11.1%
<b>Filipino</b>	1.7%	1.5%	1.3%
<b>Hispanic</b>	39.9%	38.6%	40.2%
<b>Other Non-White</b>	2.9%	3.2%	3.0%
<b>Pacific Islander</b>	0.6%	0.5%	0.5%
<b>Unknown/Non-Respondent</b>	5.4%	5.5%	5.8%
<b>White Non-Hispanic</b>	34.7%	36.0%	34.6%

Source: Chancellor's Office, Management Information System



# ARCC 2009 Report: College Level Indicators

## Santa Ana College

Rancho Santiago Community College District

### College Peer Grouping

**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	44.9	42.0	25.7	52.6	A6
B	Percent of Students Who Earned at Least 30 Units	72.2	73.9	67.9	82.7	B4
C	Persistence Rate	76.6	72.5	67.9	77.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.6	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	60.5	63.7	53.9	81.5	E3
F	Improvement Rate for Credit Basic Skills Courses	50.5	47.1	38.4	51.6	F6
G	Improvement Rate for Credit ESL Courses	55.3	49.7	32.4	68.2	G4

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



## **Santa Ana College**

**Rancho Santiago Community College District**

### **College Self-Assessment**

Santa Ana College (SAC) is one of two colleges in the Rancho Santiago Community College District. It is the fourth oldest in California at 94 years old. SAC served over 50,000 students in its credit program, and over 20,000 in its continuing education program, in the 2007-08 school year. SAC is located in a very dense urban area with one of the largest populations of foreign-born residents (55% in the country; the highest percentage is comprised of Spanish-speakers (62% with 24% considered "linguistically isolated" (no English spoken in the home)). SAC students are typically the first in their families to attend college and come from households that are very low income by federal poverty standards. They are, however, extremely motivated to attend college and to succeed, and often see themselves as opening new doors of opportunity for their families through obtaining a college education.

Just over half of SAC's student body resides within district boundaries; with the remaining 45% coming from a wide array of cities across Orange, San Bernardino, and Los Angeles counties to enroll in programs that allow them to transfer to four-year institutions, attain vocational training, and gain professional and personal growth. SAC offers over 300 subjects leading to associate degrees or vocational certificates. The college has many outstanding programs that train students in a variety of career technical programs such as fire technology, criminal justice, paralegal, nursing, auto mechanics, and computer numeric control to name a few.

Within its peer group, SAC has demonstrated above average performance in four of the seven indicators: progress and achievement rates, persistence rates, and improvement rates for both basic skills and ESL coursework. The Basic Skills Task Force and faculty members continue to work collaboratively to implement many new innovations in the classroom, and to sustain innovative teaching and learning practices that have been documented to improve student academic achievement and persistence. SAC performed comparably to other colleges within its peer group for the remaining three indicators (percent of students who earned at least thirty units and annual successful course completion rates for both vocational and basic skills courses).

In 2007-2008, SAC awarded 1,377 AA/AS degrees and 528 certificates, and 1,677 students transferred to four-year institutions. Public safety and allied health continue to be the preeminent programs for growth and completion. Longitudinally, the demographics of SAC's student body have remained fairly constant and are representative of the community it serves.

SAC continues to celebrate its students' success and is proud to be part of their achievements. As an academic, workforce, cultural, and civic leader within and beyond central Orange County, we are deeply committed to serving our community.





# ARCC 2009 Report: College Level Indicators

**Santiago Canyon College**  
 Rancho Santiago Community College District

## College Performance Indicators

### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
 Student Progress and  
 Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Student Progress and Achievement Rate</b>	41.5%	44.8%	42.8%

**Table 1.1a:**  
 Percent of Students Who  
 Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Percent of Students Who Earned at Least 30 Units</b>	56.9%	56.7%	56.2%

**Table 1.2:**  
 Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
<b>Persistence Rate</b>	57.7%	68.4%	72.3%

NA: This performance indicator is not applicable for schools of continuing education



# ARCC 2009 Report: College Level Indicators

<b>Santiago Canyon College</b>
Rancho Santiago Community College District
<b>College Performance Indicators</b>

## Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	86.3%	87.2%	90.5%

## Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	59.9%	58.4%	61.8%

**Table 1.5:**  
Improvement Rates for ESL  
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>ESL Improvement Rate</b>	40.0%	60.0%	72.1%
<b>Basic Skills Improvement Rate</b>	58.6%	58.3%	57.2%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
<b>CDCP Progress and Achievement Rate</b>	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)  
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education



# ARCC 2009 Report: College Level Indicators

## Santiago Canyon College Rancho Santiago Community College District

### College Profile

**Table 1.7:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
<b>Annual Unduplicated Headcount</b>	20,645	21,356	23,974
<b>Full-Time Equivalent Students (FTES)*</b>	8,442	8,665	9,200

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

\*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

**Table 1.8:**  
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
<b>19 or less</b>	20.3%	20.9%	19.7%
<b>20 - 24</b>	30.0%	29.8%	28.0%
<b>25 - 49</b>	42.5%	42.5%	44.6%
<b>Over 49</b>	7.2%	6.9%	7.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2005-2006	2006-2007	2007-2008
<b>Female</b>	35.3%	33.7%	32.0%
<b>Male</b>	64.7%	66.3%	68.0%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



## Santiago Canyon College

Rancho Santiago Community College District

### College Profile

**Table 1.10:**  
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
<b>African American</b>	2.4%	2.4%	2.4%
<b>American Indian/Alaskan Native</b>	1.1%	1.1%	1.0%
<b>Asian</b>	7.1%	7.0%	6.6%
<b>Filipino</b>	1.5%	1.5%	1.6%
<b>Hispanic</b>	37.8%	37.9%	40.3%
<b>Other Non-White</b>	3.3%	3.6%	4.0%
<b>Pacific Islander</b>	0.6%	0.6%	0.6%
<b>Unknown/Non-Respondent</b>	4.7%	5.0%	4.7%
<b>White Non-Hispanic</b>	41.5%	40.8%	38.7%

Source: Chancellor's Office, Management Information System



# ARCC 2009 Report: College Level Indicators

## Santiago Canyon College

Rancho Santiago Community College District

### College Peer Grouping

**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	42.8	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	56.2	67.0	56.2	74.0	B1
C	Persistence Rate	72.3	67.6	57.1	78.0	C5
D	Annual Successful Course Completion Rate for Credit Vocational Courses	90.5	91.2	84.1	97.2	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.8	62.1	52.0	72.0	E1
F	Improvement Rate for Credit Basic Skills Courses	57.2	55.3	42.2	62.3	F5
G	Improvement Rate for Credit ESL Courses	72.1	53.6	15.7	75.0	G3

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



## Santiago Canyon College

Rancho Santiago Community College District

### College Self-Assessment

Santiago Canyon College (SCC) is one of the newest community colleges in the state and is one of two colleges in the Rancho Santiago Community College District (RSCCD). Over half (59%) of the 20,000 students served each year reside in cities within the district's boundaries. The college was first accredited in January 2000, reaffirmed in January 2006, and in October 2008 went through the self-study process to align with that of our sister college, Santa Ana College.

SCC completed its first comprehensive five-year Educational Master Plan in 2002, which was updated in 2007 to reinforce the link between educational planning and resource allocation and increased course and degree offerings with an emphasis on distance learning. Feeder high schools that experienced an increase in graduation rates in past years are now projecting a slight decrease in coming years. However, SCC draws students from other areas (41% from outside district boundaries), who find our location to be convenient, our faculty and staff helpful, and our programs aligned with their needs. Specifically, SCC's non-traditional programs (distance education and apprenticeships) comprised primarily (87%) of students residing outside district boundaries. In general, the students attending classes on campus reflect the diversity of our community; gender distributions are influenced by a large number of apprenticeship enrollments. These trends in student demographics have remained fairly constant over time.

Student progress and achievement rates, the percent of students earning at least thirty units (for degree-seeking students), and basic skills improvement rates have remained constant across the three study cohorts. Additional state funding for basic skills in recent years has enabled the expansion of offerings and services such as a writing center, math tutoring, and expanded counseling services.

Overall, persistence rates, the annual successful course completion rate (credit basic skills) and the improvement rate for ESL have increased and are comparable within our peer group. In 2008, SCC continued to assess and enhance its student support services to include these activities:

- Academic and student support service orientation prior to placement testing.
- Smaller orientation groups (20 students) for the High School Early Decision Program.
- Counselor follow-up visitations to all algebra and pre-algebra classes.
- Onsite counseling in the Academic Success Center to provide academic and career counseling.
- Specialized counselors to conduct classroom visitations to evening vocational classes.
- A one-day extended freshman program (Discover SCC) to orient students to study skills, transfer services, campus life activities, and academic and student support services.

SCC recently dedicated its new softball complex; construction of the maintenance/operations facilities and the new science center are targeted for completion summer 2009; and design plans for a new gymnasium and humanities building are in process at DSA. Our faculty and staff are committed to developing and providing innovative, high quality educational and support programs to promote student learning.



# ARCC 2009 Report: College Level Indicators

## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Student Progress and Achievement Rate</b>	NA %	NA %	NA %

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
<b>Percent of Students Who Earned at Least 30 Units</b>	NA %	NA %	NA %

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
<b>Persistence Rate</b>	NA %	NA %	NA %

NA: This performance indicator is not applicable for schools of continuing education



# ARCC 2009 Report: College Level Indicators

## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	NA %	NA %	NA %

#### Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

**Table 1.5:**  
Improvement Rates for ESL  
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	1.7%	2.6%	1.7%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)  
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education



Chancellor's Office  
California Community Colleges

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2.2 (16)



## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Profile

**Table 1.7:**  
Annual Unduplicated Headcount and  
Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
<b>Annual Unduplicated Headcount</b>	43,750	43,290	44,581
<b>Full-Time Equivalent Students (FTES)*</b>	.	.	.

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

\*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

**Table 1.8:**  
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
<b>19 or less</b>	18.1%	20.1%	21.1%
<b>20 - 24</b>	17.5%	16.3%	15.3%
<b>25 - 49</b>	48.1%	46.8%	47.0%
<b>Over 49</b>	16.3%	16.6%	16.4%
<b>Unknown</b>	0.0%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2005-2006	2006-2007	2007-2008
<b>Female</b>	47.8%	48.8%	50.5%
<b>Male</b>	48.9%	48.1%	48.6%
<b>Unknown</b>	3.3%	3.1%	0.9%

Source: Chancellor's Office, Management Information System



# ARCC 2009 Report: College Level Indicators

## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Profile

**Table 1.10:**  
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
<b>African American</b>	0.8%	0.8%	0.8%
<b>American Indian/Alaskan Native</b>	0.3%	0.3%	0.4%
<b>Asian</b>	4.9%	5.7%	5.1%
<b>Filipino</b>	0.4%	0.3%	0.4%
<b>Hispanic</b>	64.2%	63.1%	64.1%
<b>Other Non-White</b>	1.0%	0.7%	0.9%
<b>Pacific Islander</b>	0.2%	0.1%	0.2%
<b>Unknown/Non-Respondent</b>	20.7%	21.2%	19.2%
<b>White Non-Hispanic</b>	7.4%	7.8%	9.1%

Source: Chancellor's Office, Management Information System



## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Peer Grouping

**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	NA	NA	NA	NA	NA
B	Percent of Students Who Earned at Least 30 Units	NA	NA	NA	NA	NA
C	Persistence Rate	NA	NA	NA	NA	NA
D	Annual Successful Course Completion Rate for Credit Vocational Courses	NA	NA	NA	NA	NA
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
F	Improvement Rate for Credit Basic Skills Courses	NA	NA	NA	NA	NA
G	Improvement Rate for Credit ESL Courses	NA	NA	NA	NA	NA

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Self-Assessment

The Rancho Santiago Community College District (RSCCD) Continuing Education Division (RSCED) is housed at three major sites located in the cities of Orange and Santa Ana, along with 116 satellite locations throughout our service area to serve the needs of our diverse communities. Orange County, a very dense urban area, is populated by one of the nation's highest number of foreign-born residents, non-English-speaking households, and very low educational attainment leading to minimal career opportunities.

RSCED faculty and staff are proud about the positive contributions that noncredit programs and services provide toward student success. RSCCD is, therefore, concerned about the low Career Development and College Preparation (CDCP) progress and achievement rates that appear on Table 1.6 of this report for the following reasons:

- 1) The current measures do not accurately measure our CDCP programs' contribution to student success. First, many students may try a credit course either before or simultaneously realizing a CDCP program is the best educational path for them. These students have arbitrarily been removed from ever being counted as a CDCP success. Second, CDCP students work and attend school on a part-time basis and are the least academically prepared, yet all of their achievement must occur on a timeline geared for the fully prepared full-time student.
- 2) Students enrolling in our continuing education programs are, traditionally, transient in nature. This is compounded by Orange County's high cost housing market that has forced many residents to relocate before completing our programs.
- 3) Guidelines for the CDCP Program were established in spring 2007 and have since undergone several modifications. Although we received CCCC approval for several certificate programs in spring 2007, we are still in the approval process for others. As with most new programs, it will require several years to see measurable and meaningful results.
- 4) Our current student records system lacks the ability to adequately track student progress. RSCCD has invested in a more effective student records system and staff has been diligently working to ensure a smooth transition as we migrate to the new system in July 2009.

The RSCED program will continue its efforts to improve student success by continuing to:

- 1) work with the Chancellor's Office to ensure all certificates are approved in a timely manner so that we can counsel students towards an appropriate CDCP-defined program to address their educational goals.
- 2) improve articulation between our credit and noncredit programs through the enhancement of our student records system (Spring 2009), as well as collaboration between faculty and staff to ensure successful transition between programs.
- 3) collaborate with faculty and staff to better align curriculum with appropriate student support services.
- 4) work on the design and development of a student progress tracking program.

We will continue to assess our programs to ensure they serve the unique needs of our ever-changing community and look forward to seeing the impact of our efforts in future reports.



**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT****Human Resources and Educational Services**

To:	Board of Trustees	Date: February 1, 2010
Re:	Presentation of 12 Measures of Success	
Action:	For Information	

**BACKGROUND**

The 12 Measures of Success is a report produced by the Educational Services department on selected factors of institutional effectiveness. This report has been produced on an annual basis since 1998.

**ANALYSIS**

The 12 Measures of Success was presented to the Board at the July 13, 2009 planning session. This report, coupled with other data, may be useful to the Board in the annual evaluation of its Vision and Goals.

**RECOMMENDATION**

The 12 Measures of Success Report is presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	



**RANCHO SANTIAGO**  
COMMUNITY COLLEGE DISTRICT

# 12 Measures of Success



**SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE**

**RSCCD Research Department**  
**October 2009**

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# Readers' Summary

RSCCD uses this report to annually assess its institutional effectiveness. Using a sample of standard measures typically employed to describe the success and progress of community colleges, this report includes quantitative data to monitor the quality of the district as a whole and of each of its two colleges. Additionally, the district maintains qualitative data and other processes as means to ensure excellence.

- Both colleges successfully strive to provide **access** and enrollment to diverse students, representative of their communities. (p. 1)
- **About a third** of the Santa Ana and Orange area's high school graduates enroll in our colleges. (p. 2)
- **Over two-thirds** of course enrollments result in successful course completion. (p. 3)
- With the exception of 2006-07 spike increase in the number of fire technology certificates, the number of students receiving **A.A. degrees and certificates** remains steady. (p. 7)
- The number of **transfer students** to CSUs and UCs universities remains steady. (p. 9)
- **Student satisfaction** survey results show that students are generally pleased with their college experiences. (p. 11)
- Students were asked to self rate core competencies/student learning outcomes identified by faculty in a variety of general education areas. Responses show that our graduates experience greater learning gains than students who are still attending our colleges. (p. 12)
- The number of students who matriculate to credit coursework from our **continuing education programs** has decreased since Fall 2006. (p. 13)
- **Students enrolled in vocational** coursework at RSCCD colleges successfully complete courses, persist, transfer, and get, and keep, jobs at high rates comparable to students throughout California. (p. 14)
- Overall, RSCCD employees are increasingly **diverse in ethnicity** and representative of the service area. (p. 16)
- **Grant income** to the district has remained fairly constant since 2006-07. (p. 18)



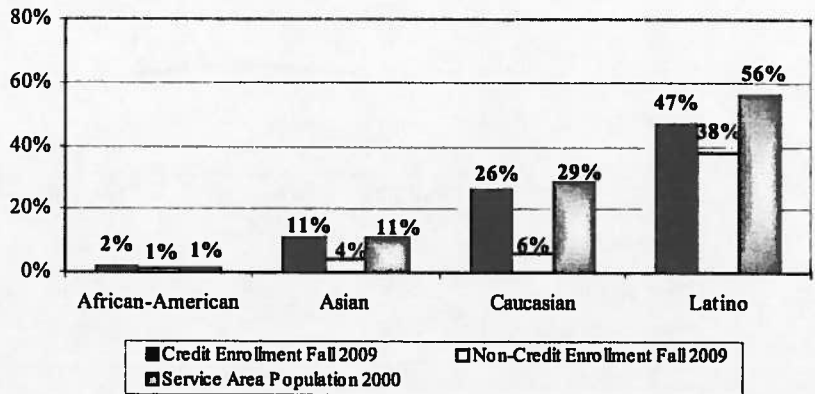
# #1 ACCESS TO STUDENTS: Enrollment and Community Population

Comparison of ethnic group representation in the service area and credit and continuing education student populations.

## RSCCD

- The RSCCD service area population is approximately 586,000 (U.S. Census 2000)
- 27,989 students were enrolled in credit coursework at RSCCD in Fall 2009
- 21,726 students were enrolled in non-credit coursework at RSCCD in Fall 2009

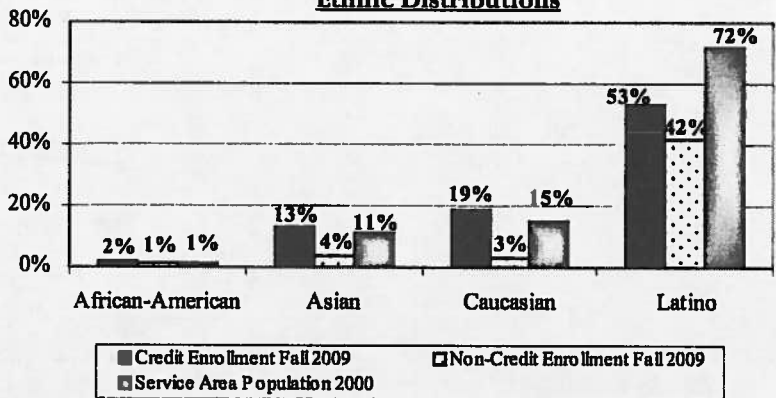
**Ethnic Distributions**



## SAC

- The SAC service area population is approximately 392,815 (U.S. Census 2000)
- 21,063 students were enrolled in credit coursework at SAC in Fall 2009
- 13,818 students were enrolled in non-credit coursework at SAC in Fall 2009

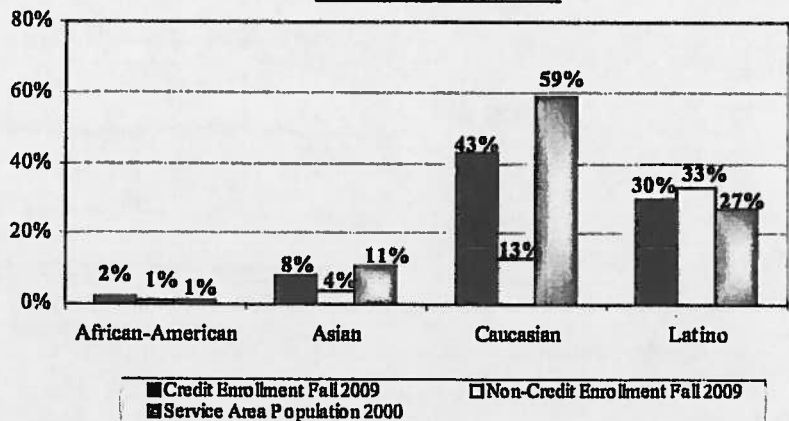
**Ethnic Distributions**



## SCC

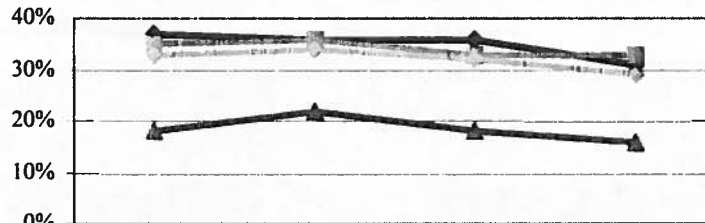
- The SCC service area population is approximately 183,188 (U.S. Census 2000)
- 9,423 students were enrolled in credit coursework at SCC in Fall 2009
- 7,908 students were enrolled in non-credit coursework at SCC in Fall 2009

**Ethnic Distributions**



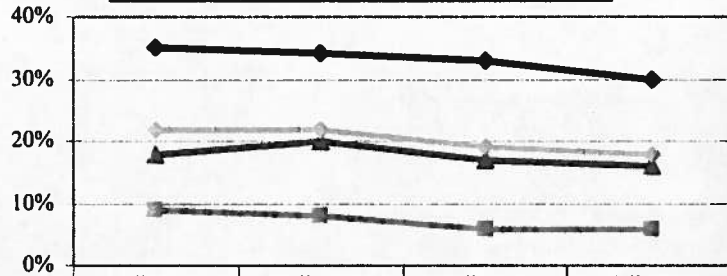
# #1 ACCESS TO STUDENTS: Percentage of Feeder High School Graduates Enrolled as New Freshmen

**% of New HS Graduates Enrolled at RSCCD**



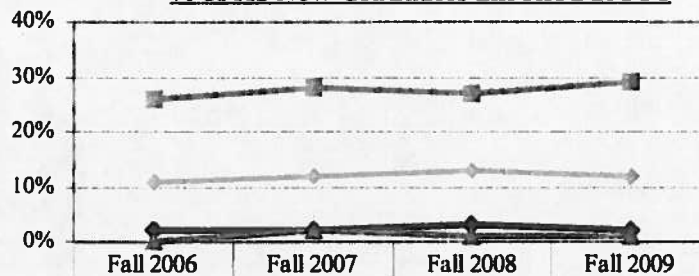
	Fall 2006	Fall 2007	Fall 2008	Fall 2009
◆ Santa Ana	37%	36%	36%	31%
■ Orange	35%	36%	33%	33%
▲ Garden Grove	18%	22%	18%	16%
◇ Total	33%	34%	32%	29%

**% of New HS Graduates Enrolled at SAC**



	Fall 2006	Fall 2007	Fall 2008	Fall 2009
◆ Santa Ana	35%	34%	33%	30%
■ Orange	9%	8%	6%	6%
▲ Garden Grove	18%	20%	17%	16%
◇ Total	22%	22%	19%	18%

**% of HS New Graduates Enrolled at SCC**

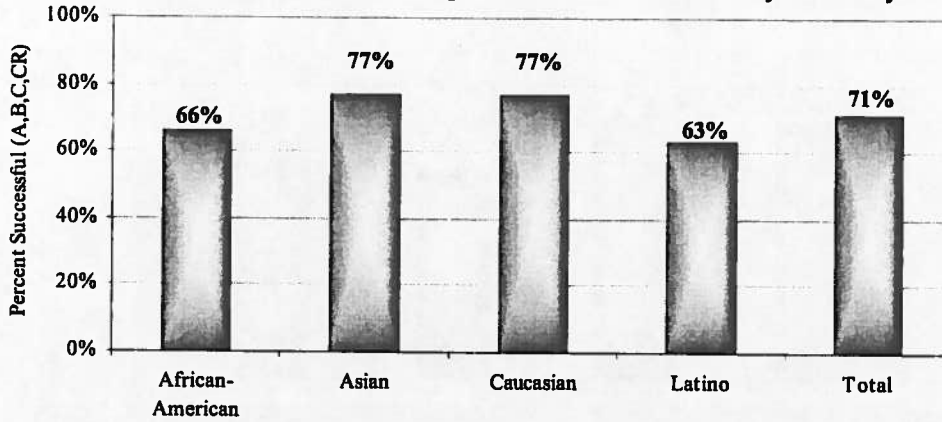


	Fall 2006	Fall 2007	Fall 2008	Fall 2009
◆ Santa Ana	2%	2%	3%	2%
■ Orange	26%	28%	27%	29%
▲ Garden Grove	0%	2%	1%	1%
◇ Total	11%	12%	13%	12%

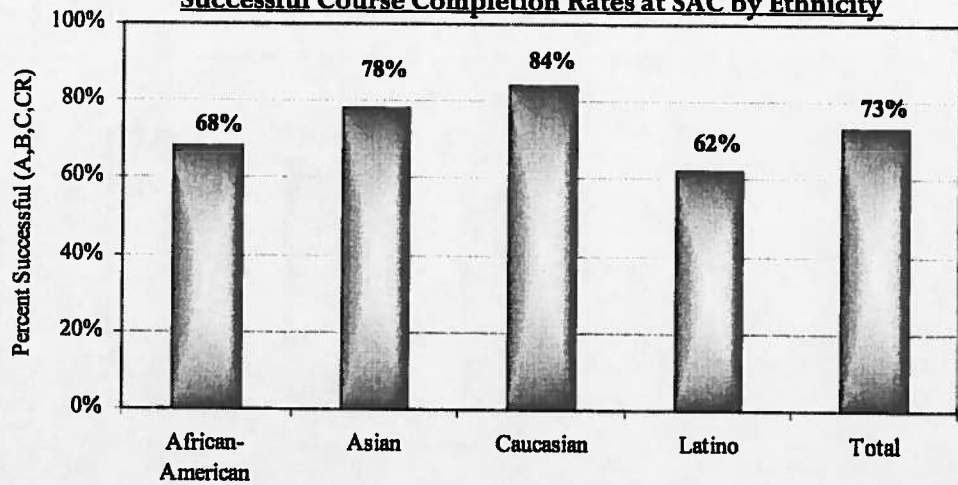
## #2 SUCCESSFUL COURSE COMPLETION

The ratio of the number of courses that students successfully complete (A, B, C, CR) to the number of courses in which students are actively enrolled the third week of the Fall 2008 semester.

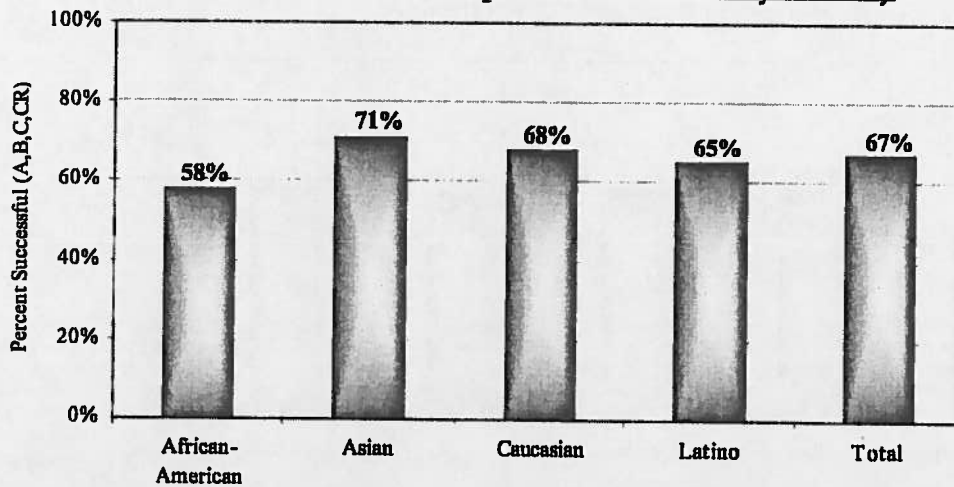
**Successful Course Completion Rates at RSCCD by Ethnicity**



**Successful Course Completion Rates at SAC by Ethnicity**



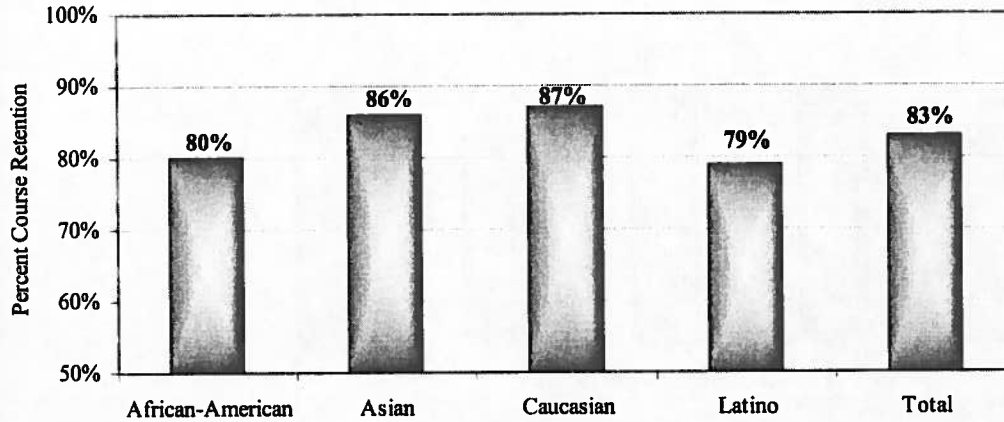
**Successful Course Completion Rates at SCC by Ethnicity**



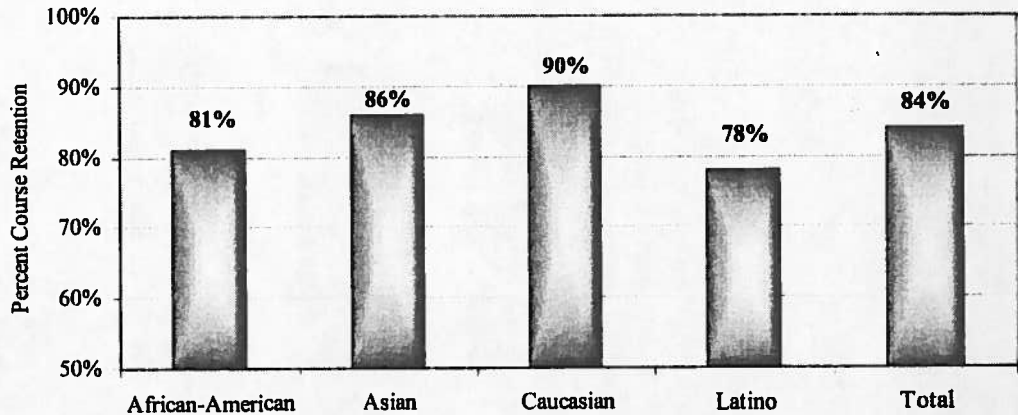
### #3 COURSE RETENTION

The percentage of enrollments (active third week of the Fall 2008 term) that result in an end-of-term course grade.

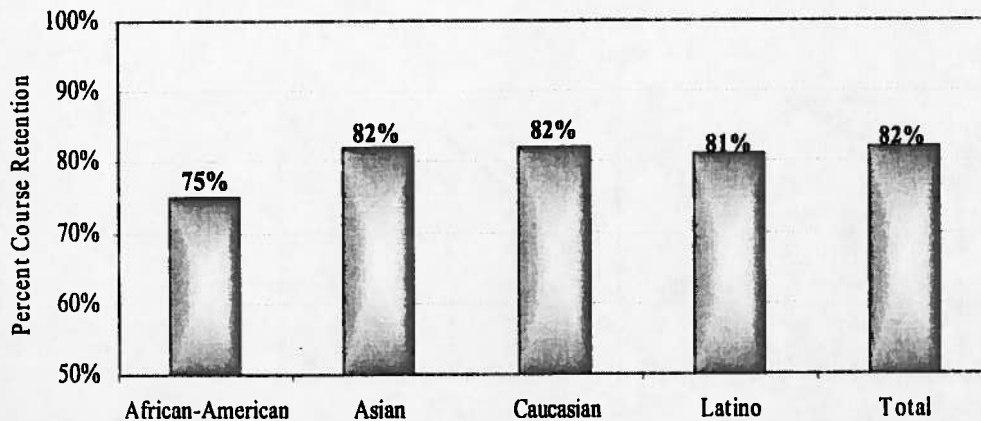
**Course Retention Rates at RSCCD by Ethnicity**



**Course Retention Rates at SAC by Ethnicity**

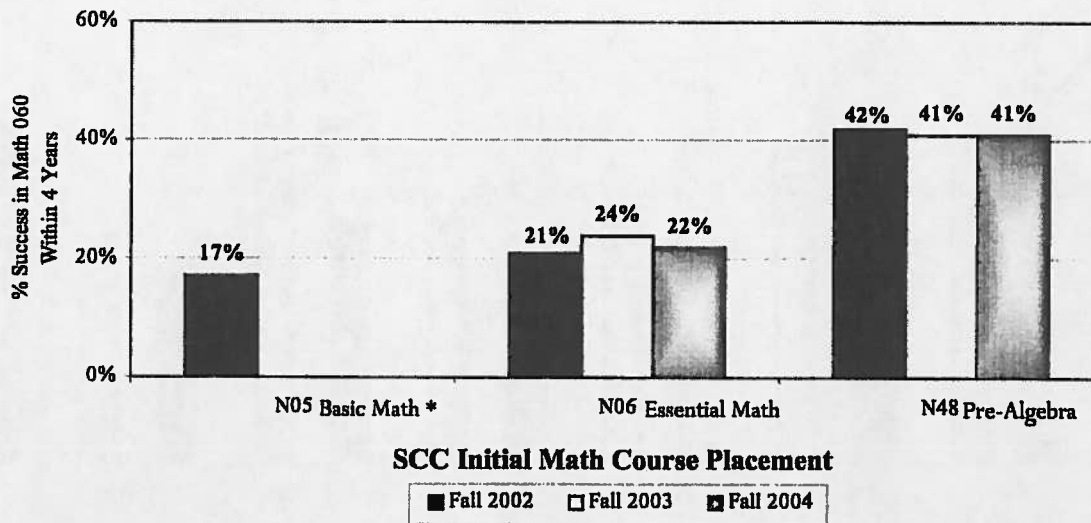
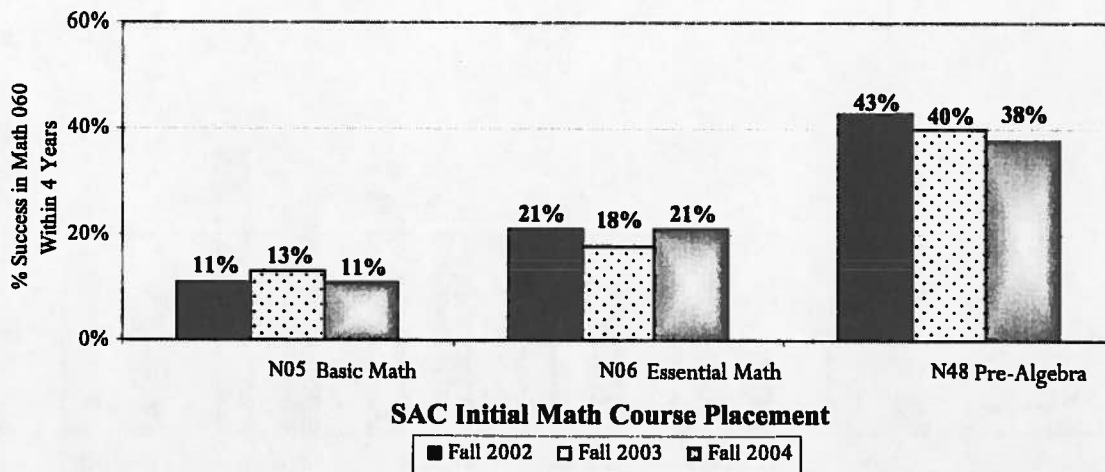


**Course Retention Rates at SCC by Ethnicity**



**#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES**

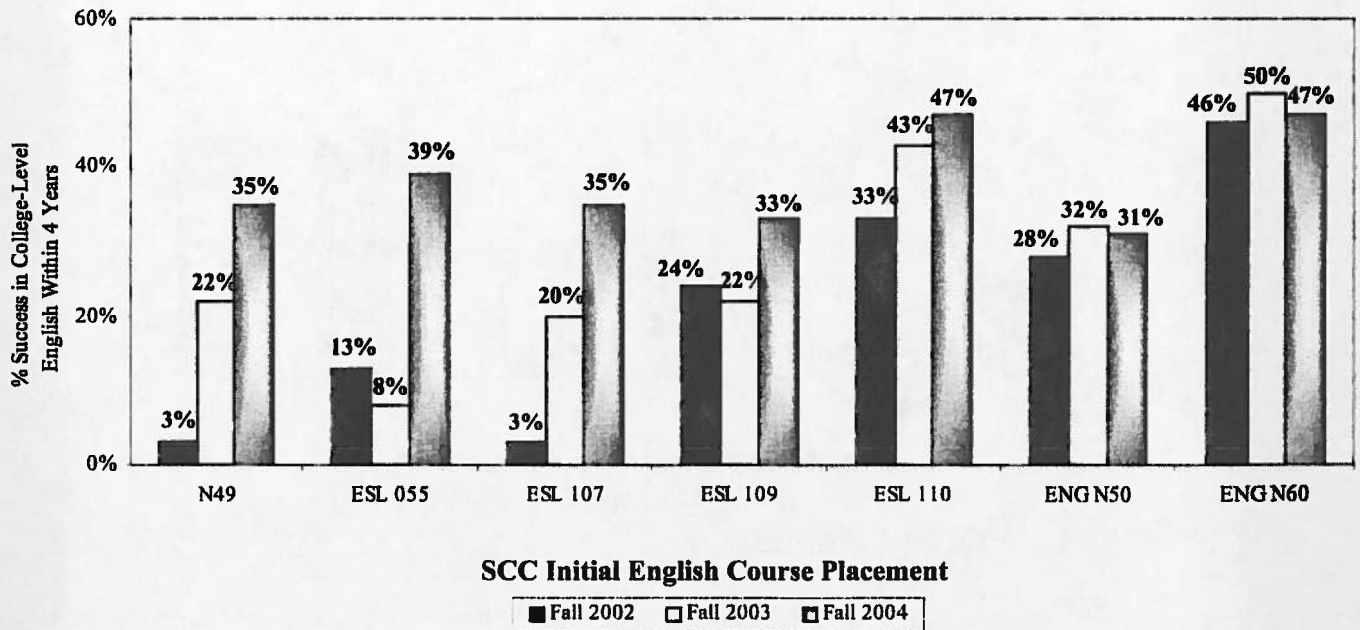
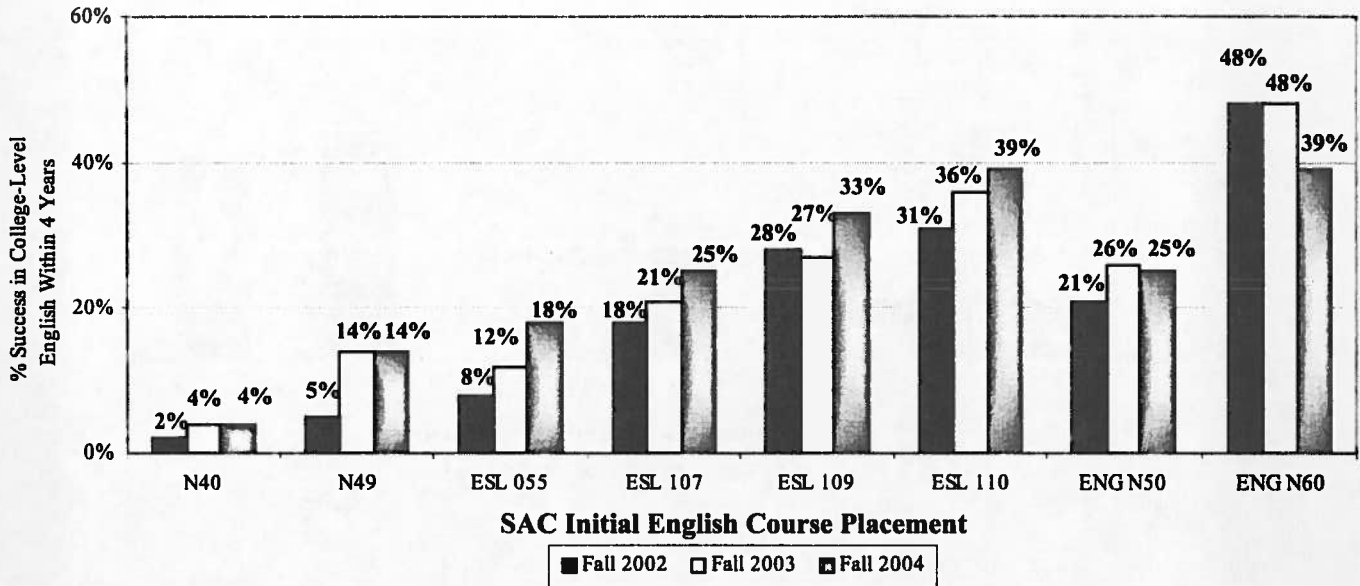
**Successful Completion of Math 060 (Elementary Algebra) or Higher**



\* N05 Basic Math not offered in 2003 and 2004

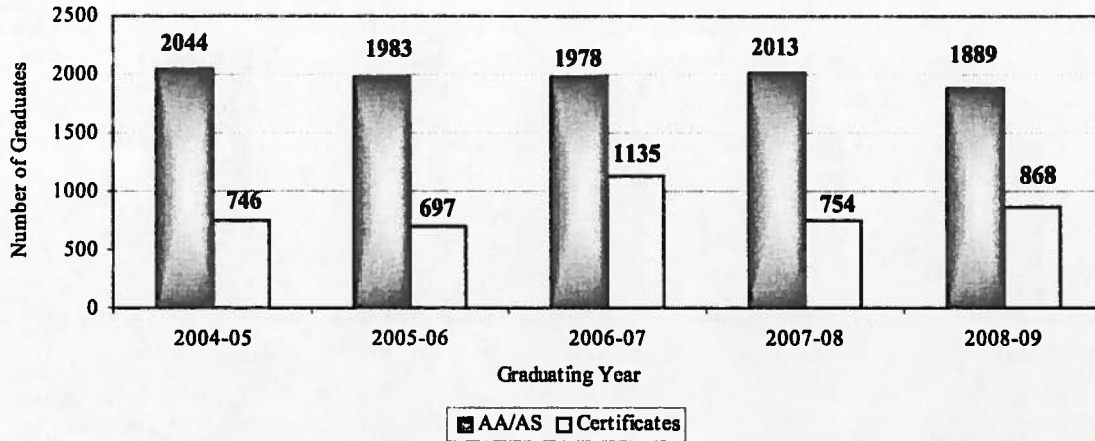
# #4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES

## Successful Completion of English 061/ESL 112 or Higher

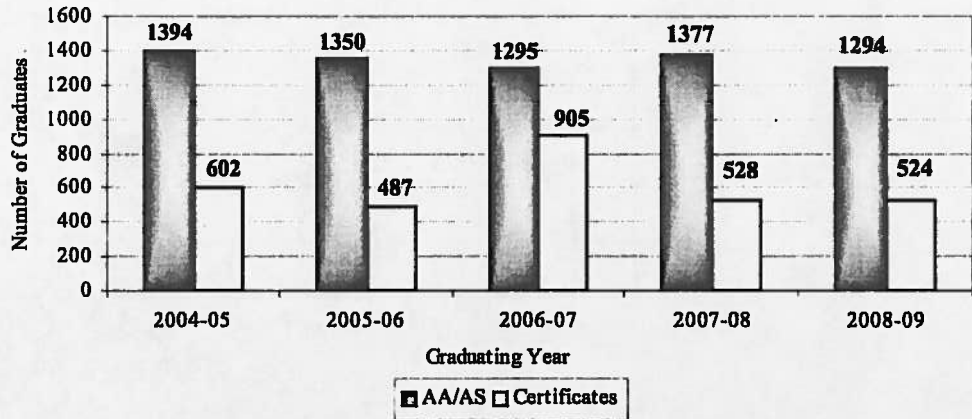


**#5 GRADUATES: Total number of AA/AS degrees and certificates awarded**

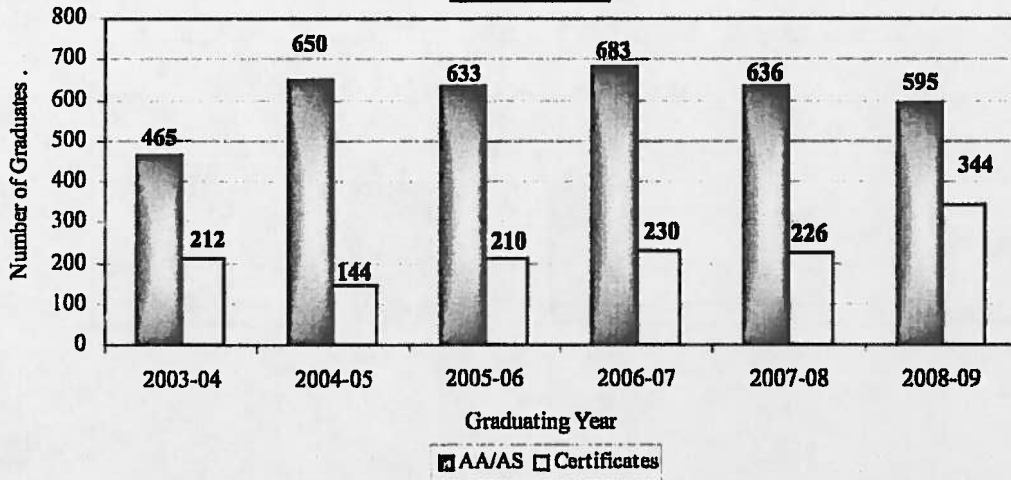
**RSCCD Graduates**



**SAC Graduates**

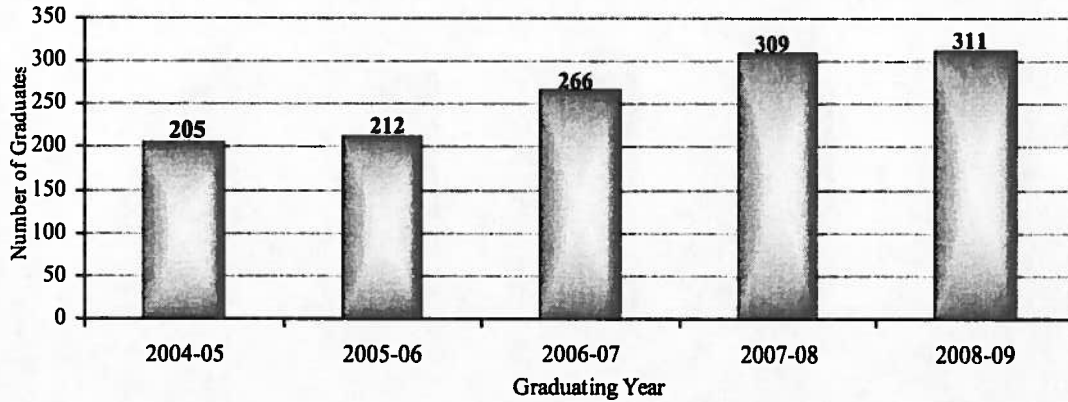


**SCC Graduates**

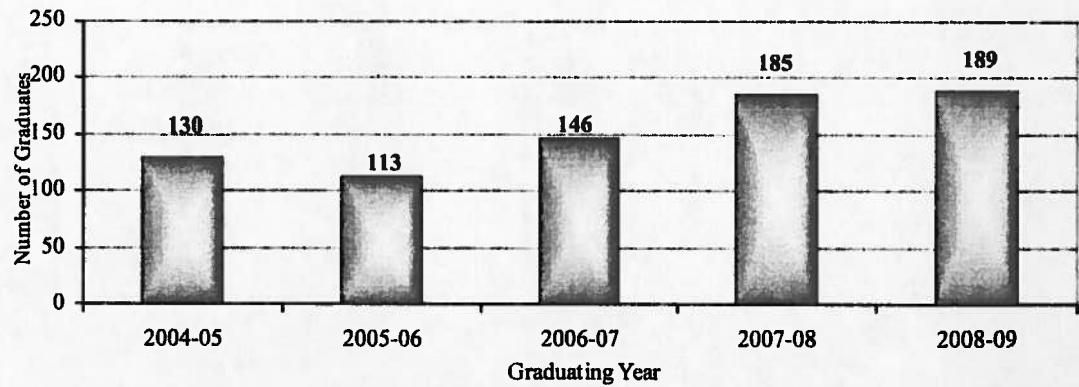


**#5 GRADUATES: Total number of high school diplomas awarded**

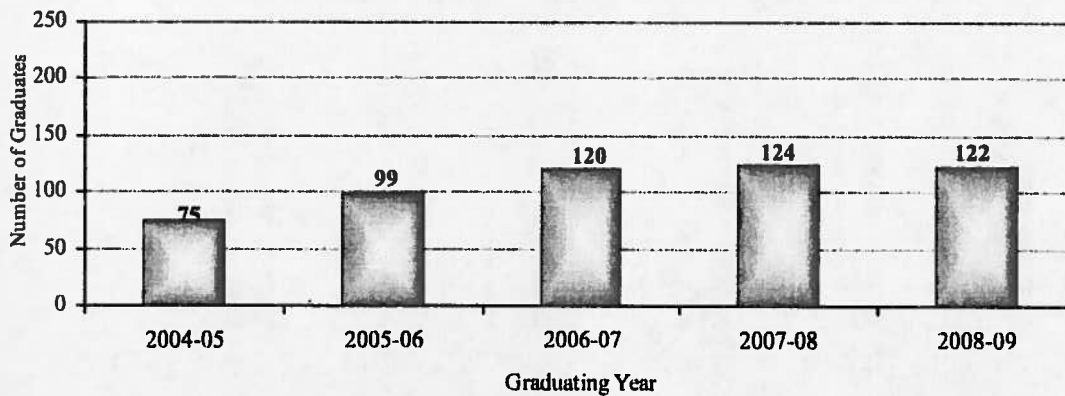
**RSCCD School of Continuing Education Graduates**



**SAC School of Continuing Education Graduates**



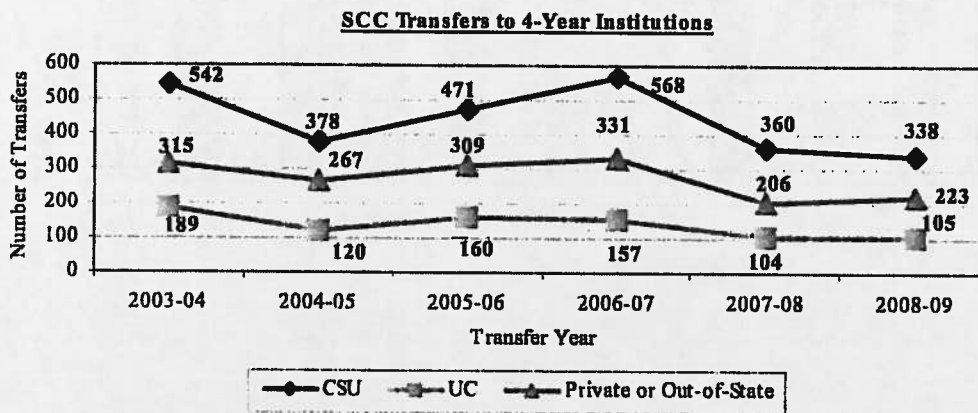
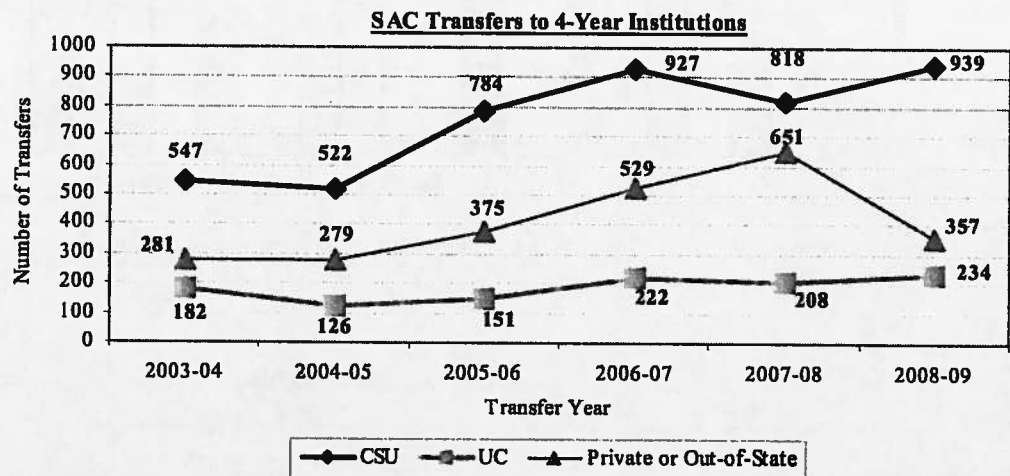
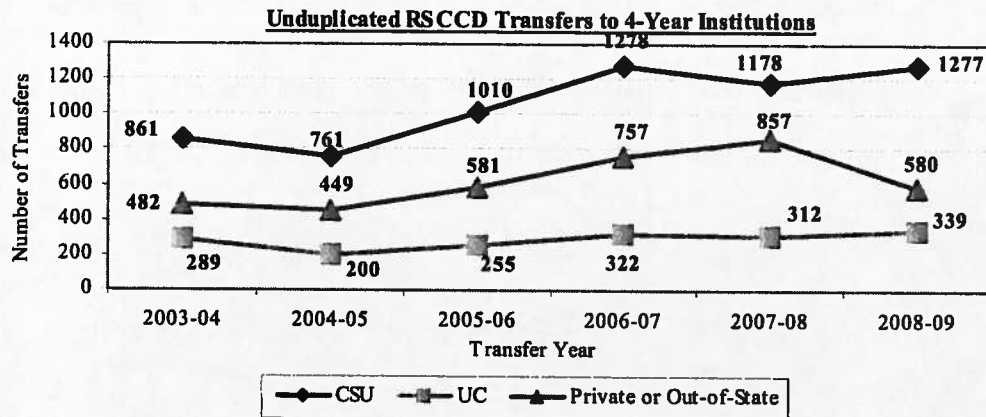
**SCC School of Continuing Education Graduates**





## #6 TRANSFERS: Transfers to Four-Year Institutions

The number of students for whom records were found at four-year institutions the first semester after leaving RSCCD.



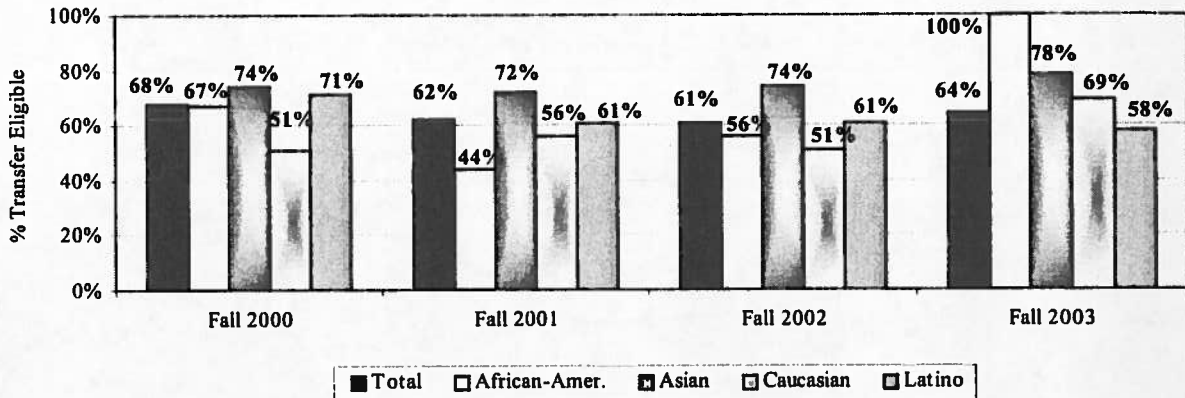
## #6 TRANSFERS: Transfer Eligible

**Transfer Eligible Rate** = transfer eligible / transfer directed

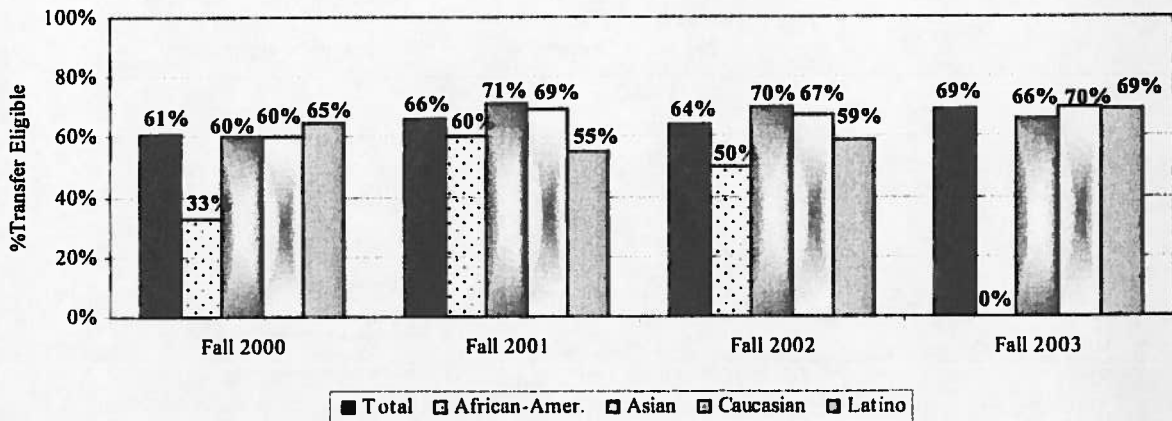
**Transfer Eligible** = directed students who completed 56+ units at transfer level, GPA of 2.00+ in those courses, and success in a transfer level writing and math course

**Transfer Directed** = students enrolled in transfer level English writing and any transfer level math or statistics in a four-year period

**Transfer Eligibility Rates at SAC**

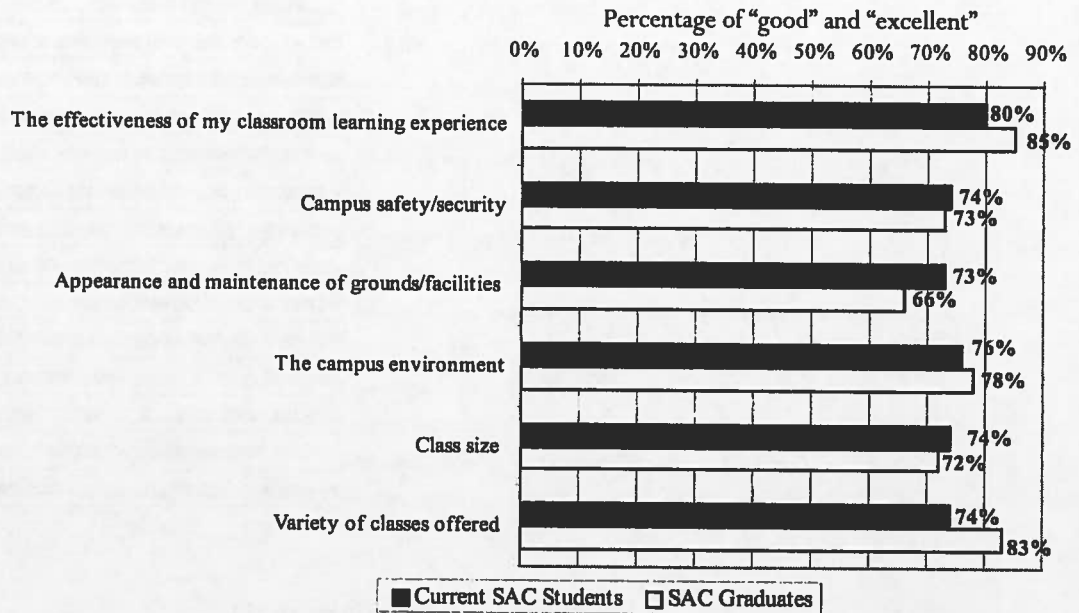


**Transfer Eligibility Rates at SCC**

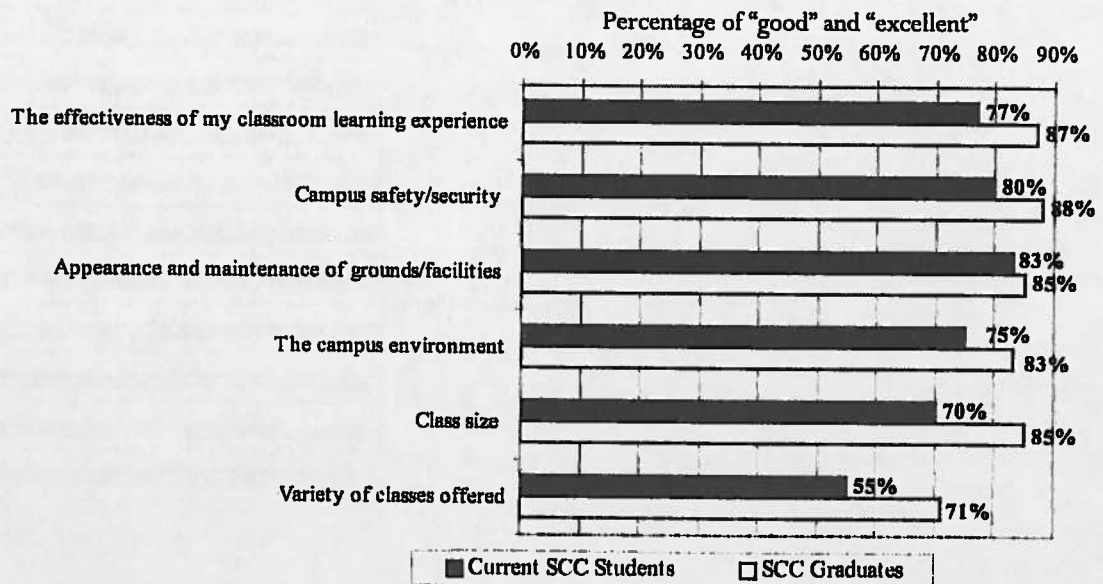


# #7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services

## Student Satisfaction at SAC

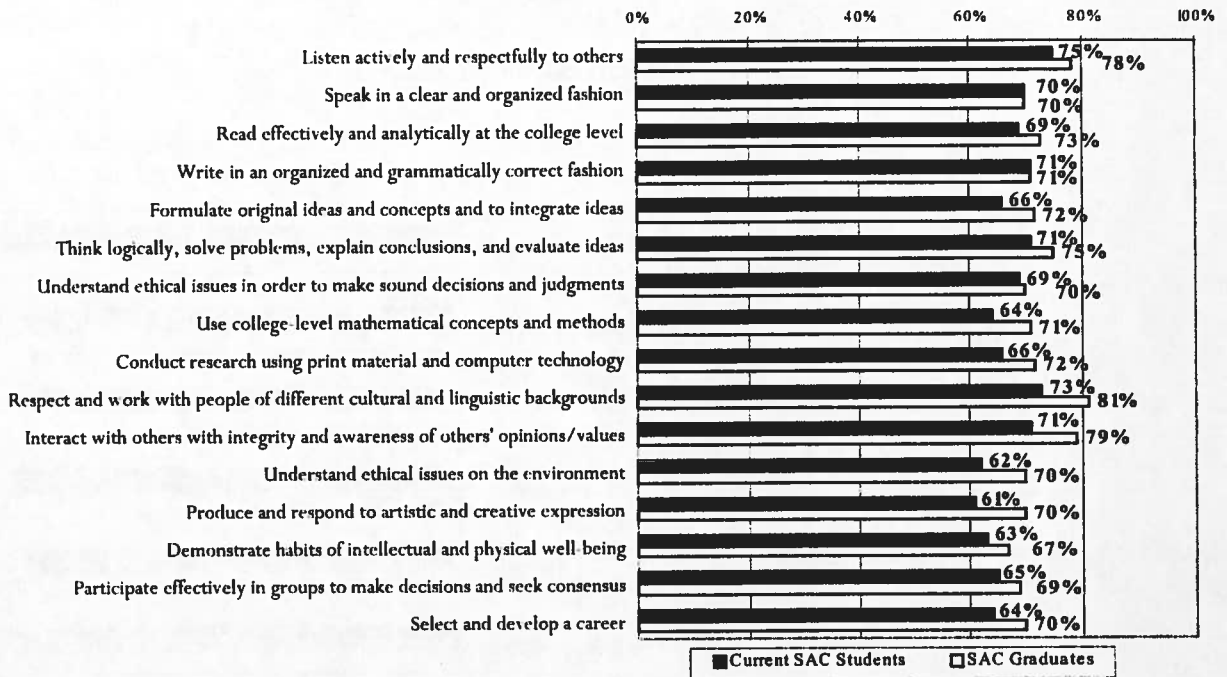


## Student Satisfaction at SCC

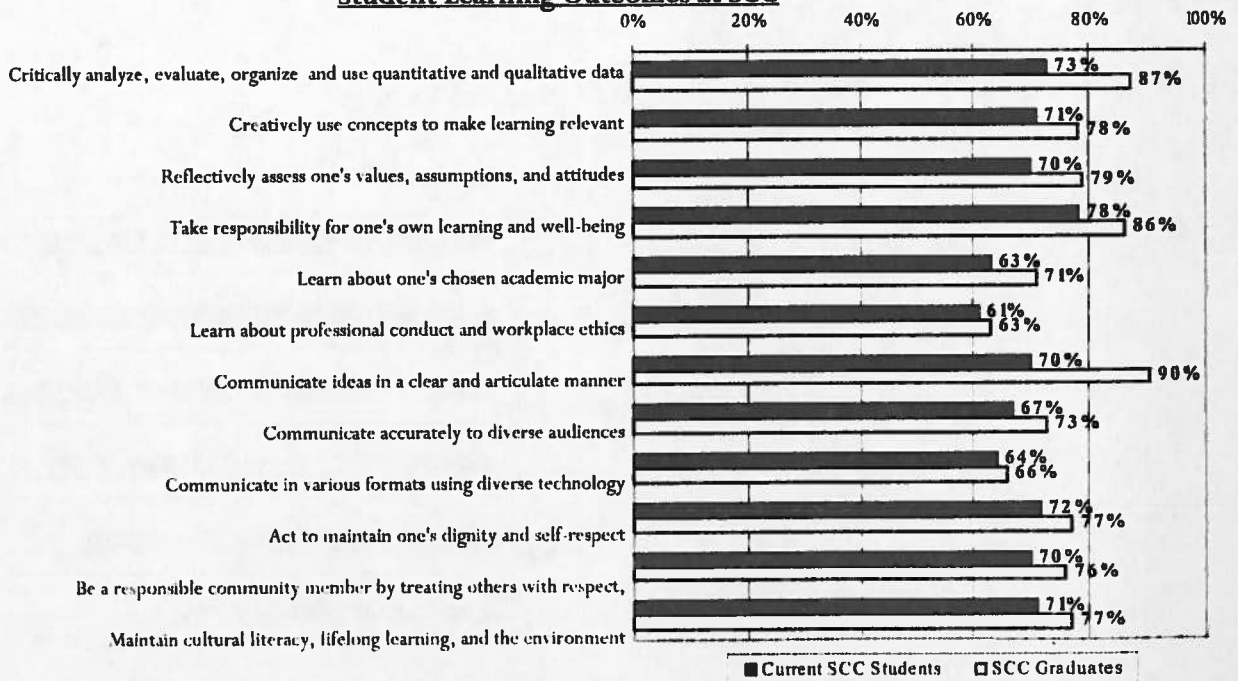


# #7 STUDENT SATISFACTION: Colleges' Contributions To Knowledge and Skills Student Learning Outcomes

## Core Competencies at SAC



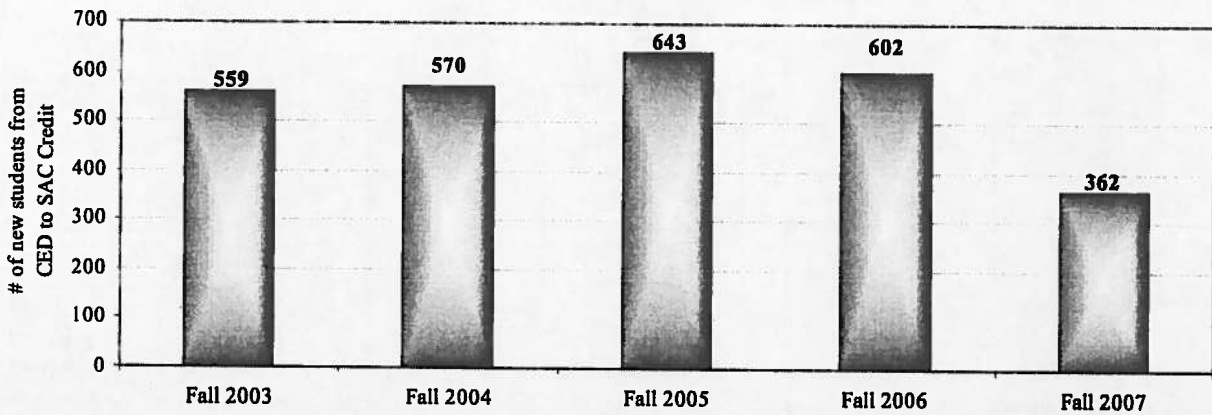
## Student Learning Outcomes at SCC



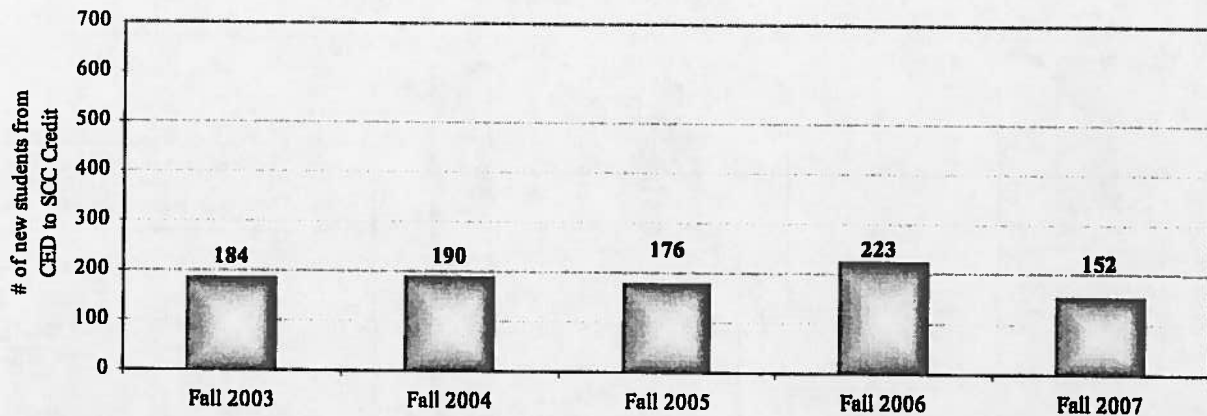
## #8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK

Migration to a new student record system resulted in a change in compilation of this data. Cohort sizes vary and caution should be used when compared longitudinally.

**Matriculation at SAC**



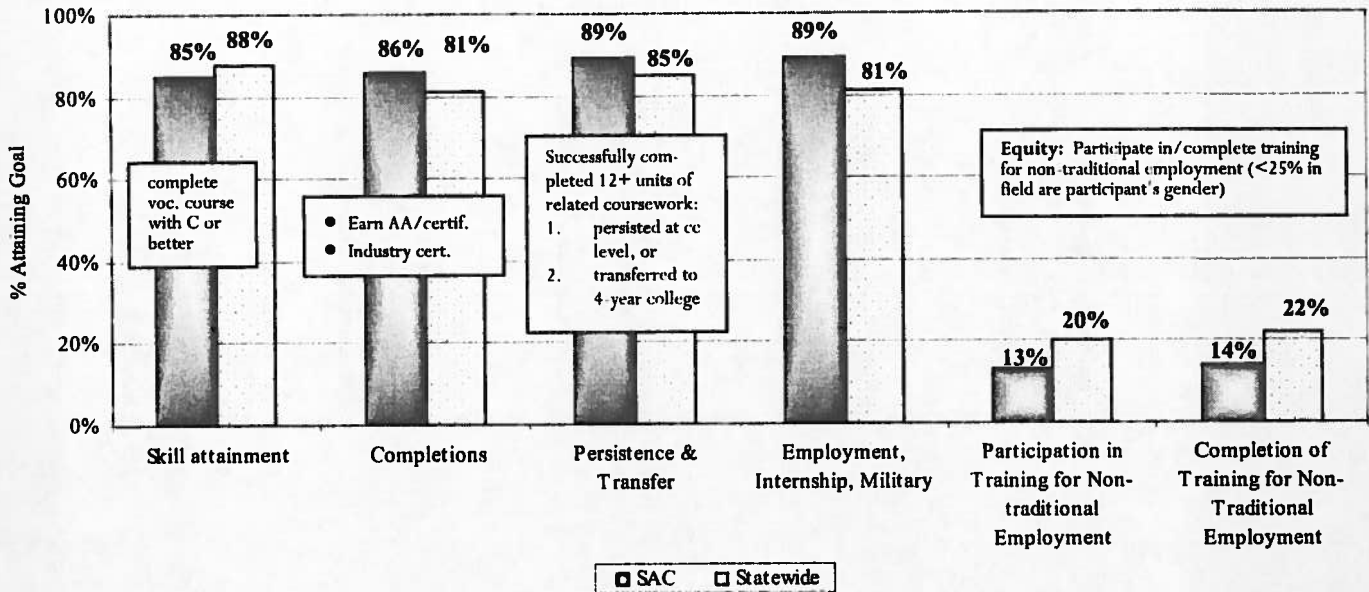
**Matriculation at SCC**



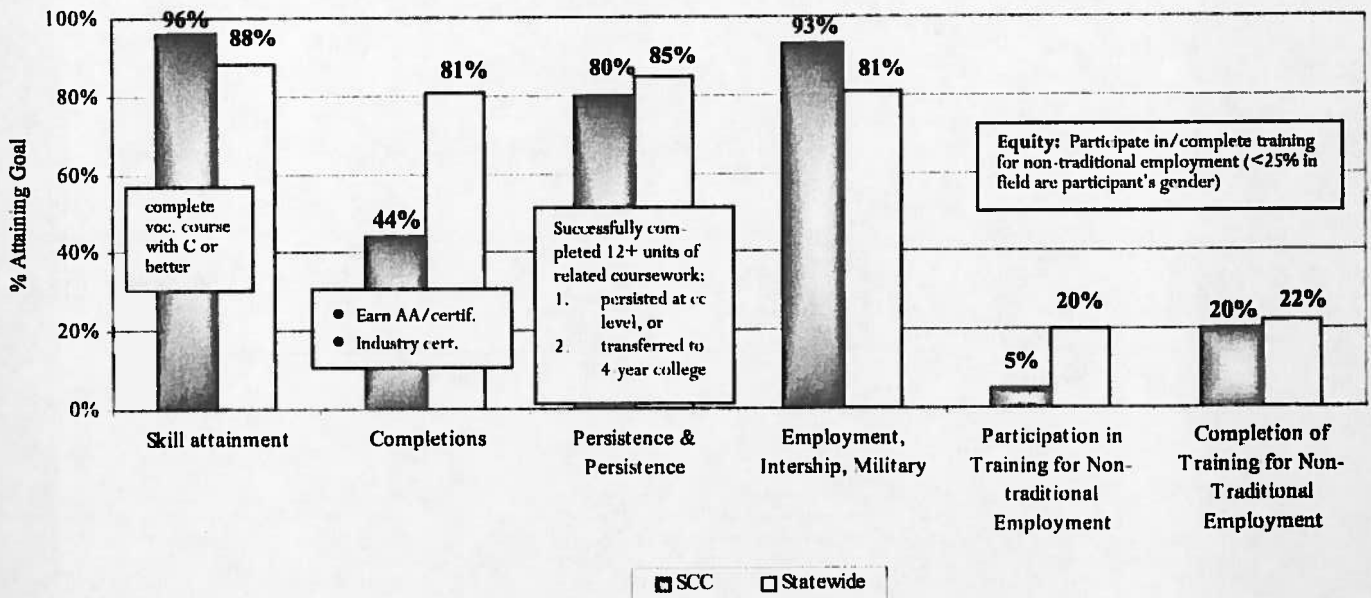
# #9 VOCATIONAL TECHNICAL EDUCATION ACT (VTEA) CORE INDICATORS OF PERFORMANCE

Comparison of college performance to statewide community college performance on six "Core Indicators" established by the CCCCO to evaluate major areas of student performance in vocational programs. All indicators are based on 2006-07 data with the exception of training leading to non-traditional employment which is based on 2005-06, and track students up to four years.

**Performance at SAC**

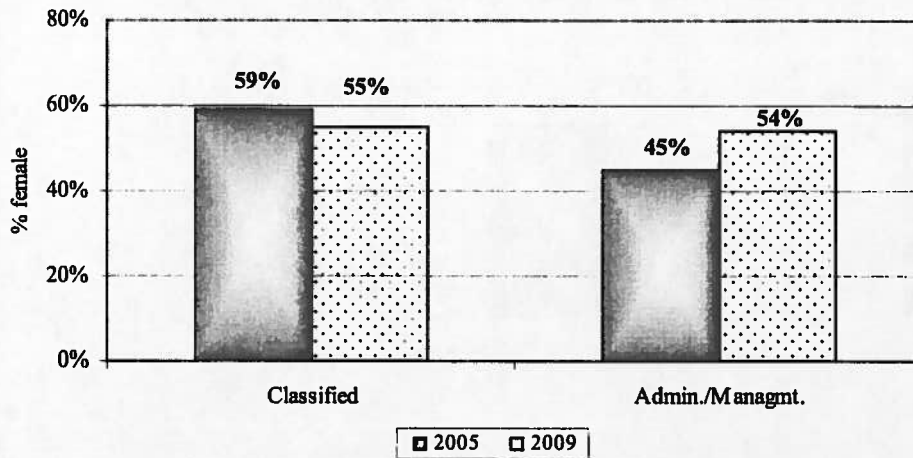


**Performance at SCC**

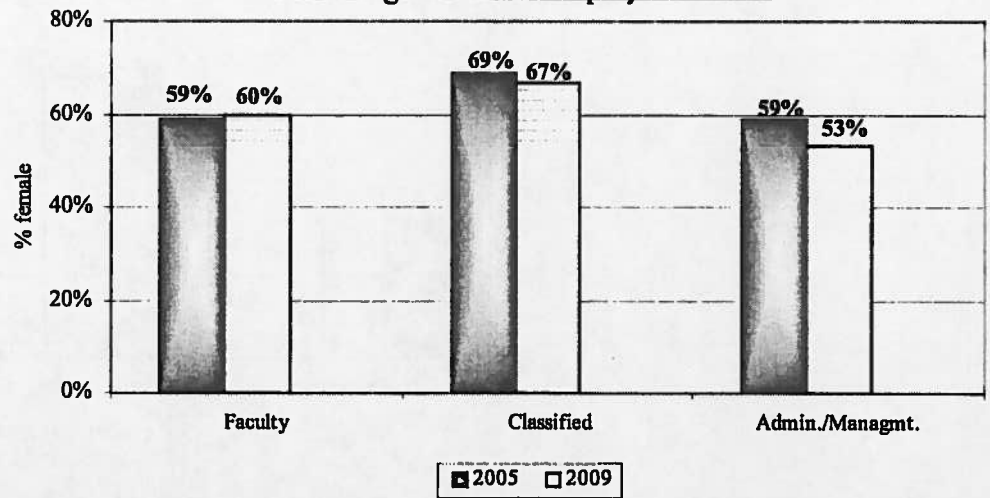


# #10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender

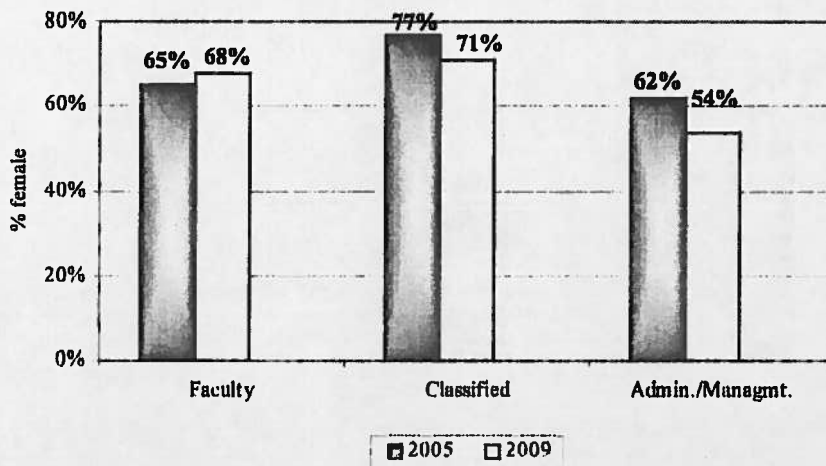
**Percentage of Female Employees at District Operations Center**



**Percentage of Female Employees at SAC**

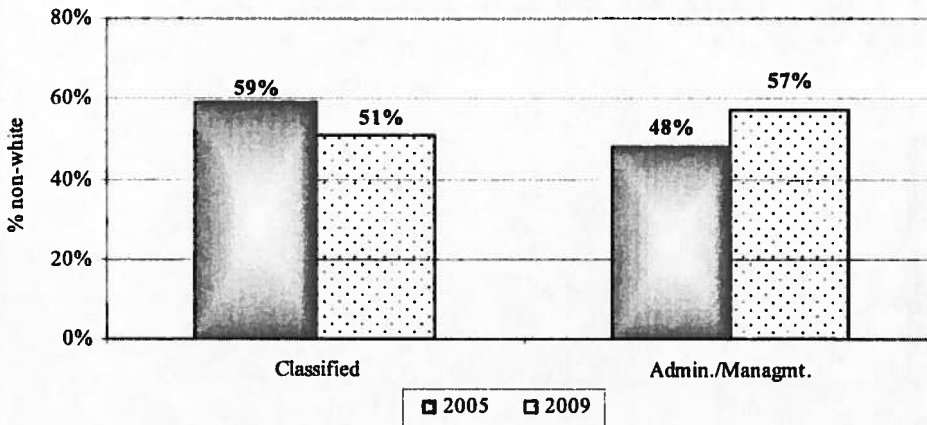


**Percentage of Female Employees at SCC**

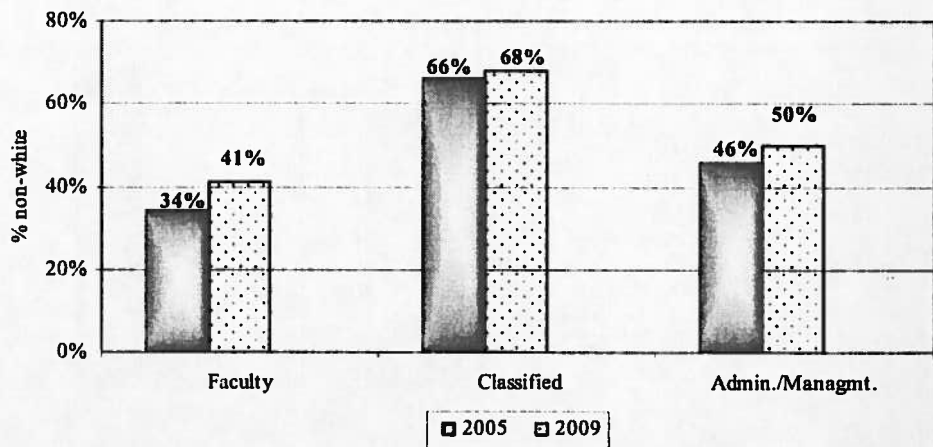


**#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity**

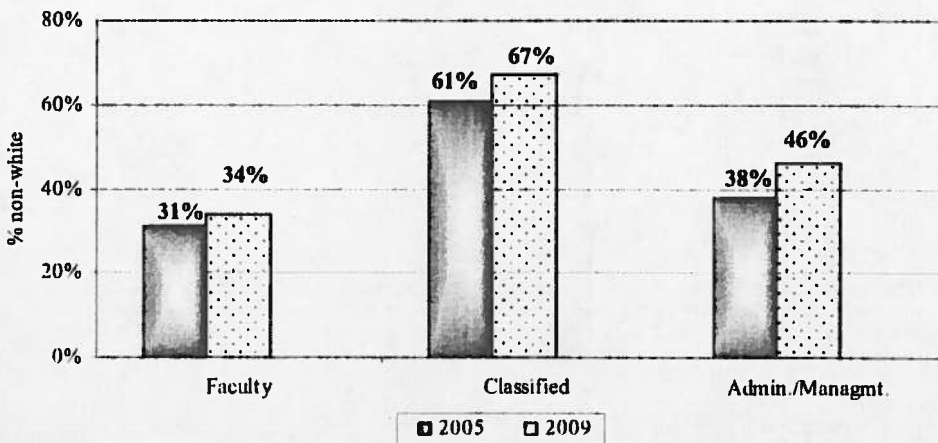
**Percentage of Non-White Employees at District Operations Center**



**Percentage of Non-White Employees at SAC**



**Percentage of Non-White Employees at SCC**

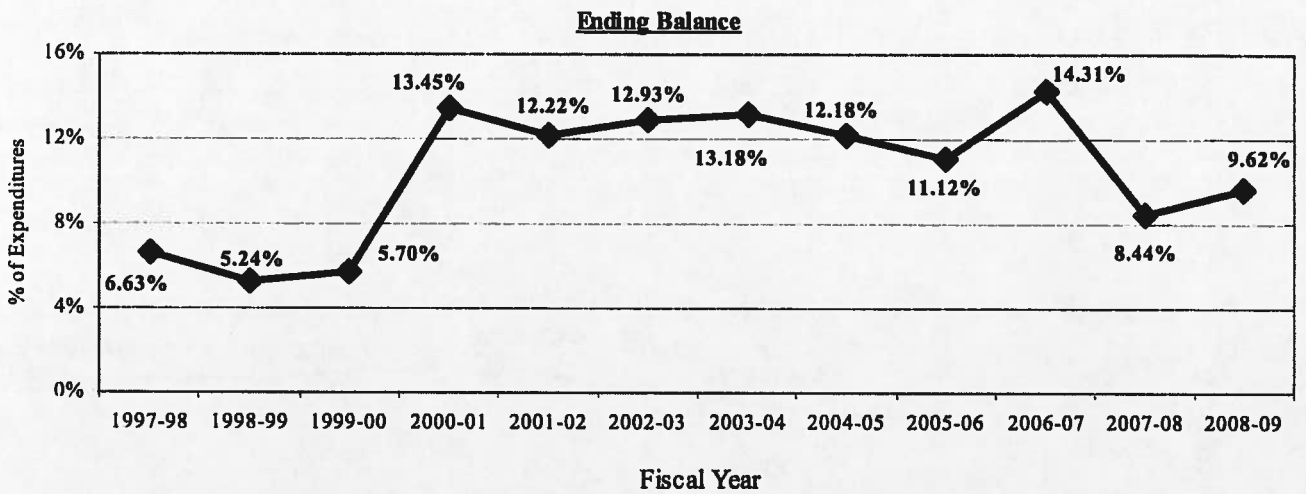




# #11 FINANCIAL INDICATORS

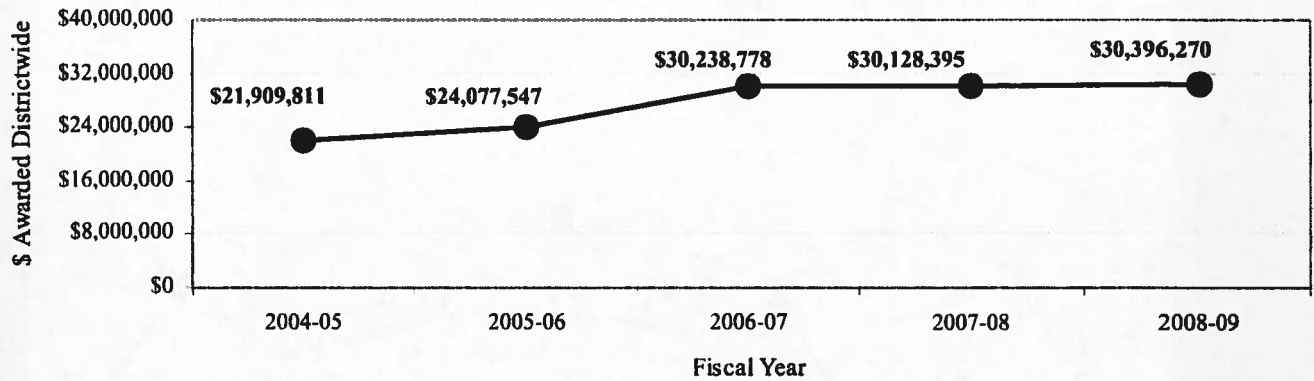
**Ending Fund Balance** – Cash set aside as prudent reserve for extraordinary expenditures

**5% of Total Expenditures** - The amount established by the State Chancellor's Office as a measure of financial well-being. (An unrestricted general fund reserve balance under 5% of total expenditures is a possible indication of financial problems.)

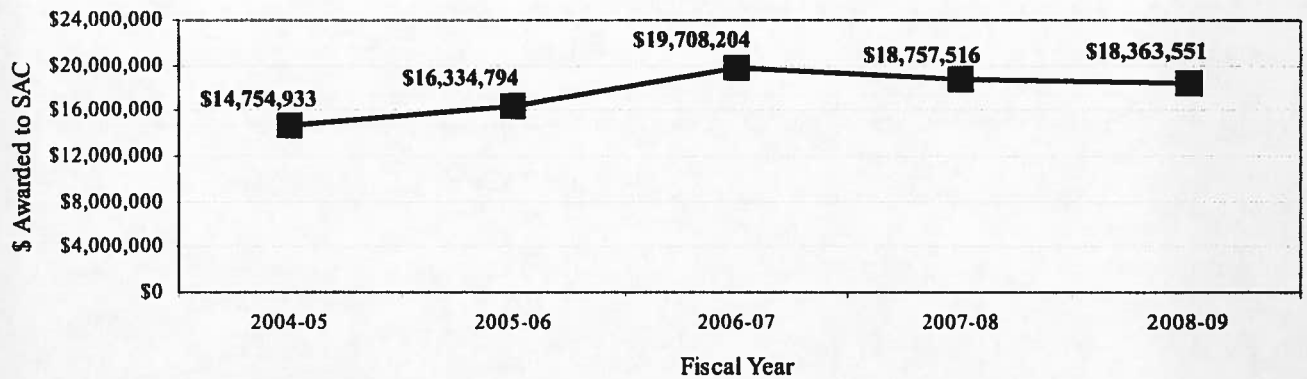


**#12 RESOURCE DEVELOPMENT: Competitive and entitlement grants received**

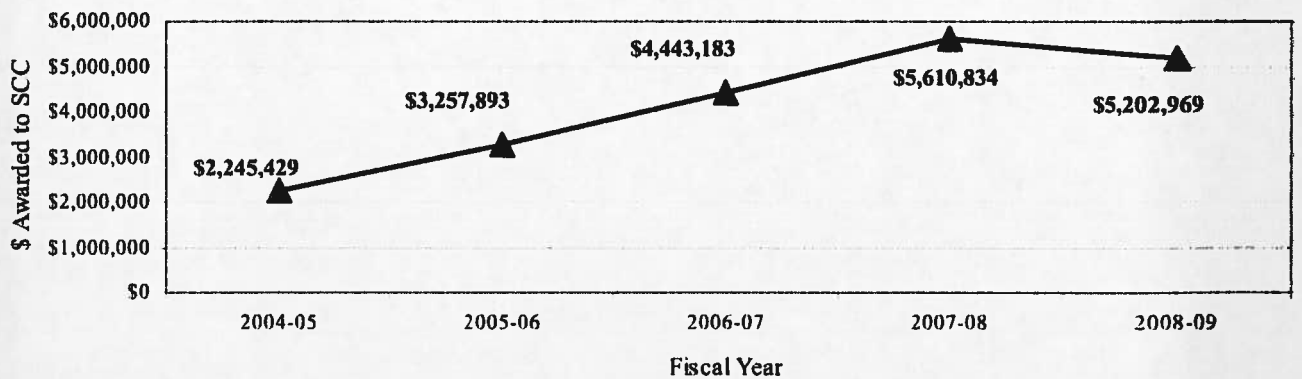
**Total Grants Awarded Districtwide**



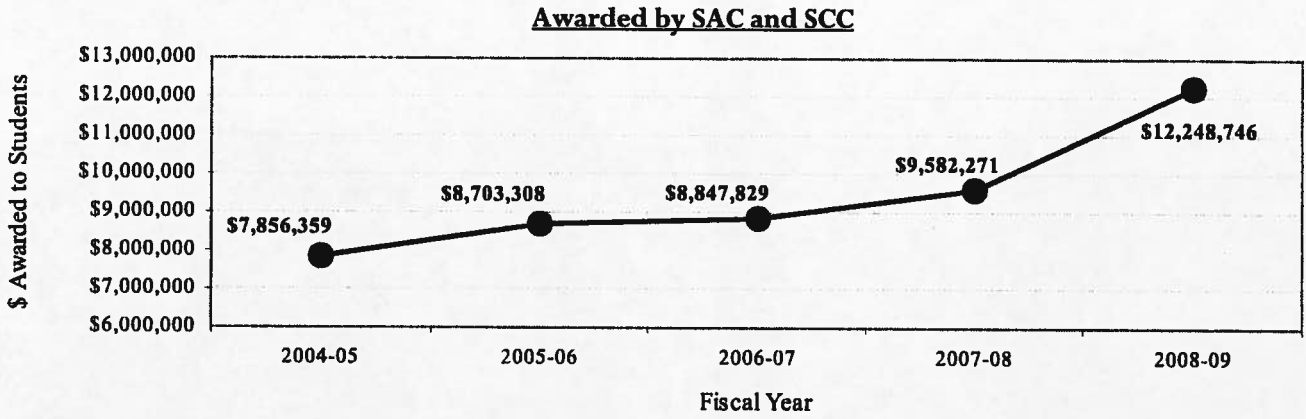
**SAC Grants**



**SCC Grants**



**#12 RESOURCE DEVELOPMENT: Financial aid awarded to students**



**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
Human Resources and Educational Services

To: Board of Trustees	Date: February 1, 2010
Re: Presentation of Fall 2005 – Fall 2009 Enrollment Trends and Student Characteristics	
Action: For Information	

**BACKGROUND**

Each year the Educational Services department produces a report on enrollment trends and student characteristics.

**ANALYSIS**

The Fall 2005 – Fall 2009 Enrollment Trends and Student Characteristics Report has just been published. This report, coupled with other data, may be useful to the Board in the annual evaluation of its Vision and Goals.

**RECOMMENDATION**

The Fall 2005 – Fall 2009 enrollment trends and student characteristics report is presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	



RESEARCH DEPARTMENT



Fall 2005 - Fall 2009  
Rancho Santiago Community College District  
Enrollment Trends and Student Characteristics

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### RSCCD HEADCOUNT TRENDS

Source: SR0835	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	% change '08 to '09
<b>RSCCD (unduplicated)</b>						
credit (3 <sup>rd</sup> week)	27598	32271	35789	34699	27989	-19%
on-campus credit (3 <sup>rd</sup> week)*	23023	23962	25900	29771	25554	-14%
<b>Santa Ana College</b>						
all credit (3 <sup>rd</sup> week)	20752	24402	27097	26464	21063	-20%
on-campus credit (3 <sup>rd</sup> week)*	17034	17564	18709	22145	18975	-14%
All non-credit (7 <sup>th</sup> week)		13167	12794	14112	13818	-2%
<b>Santiago Canyon College</b>						
all credit (3 <sup>rd</sup> week)	8524	9628	10582	10560	9423	-11%
on-campus credit (3 <sup>rd</sup> week)*	7715	8249	9191	9964	9058	-9%
All non-credit (7 <sup>th</sup> week)		5998	6216	6456	7908	+23%
"On-campus" counts do not include "non-traditional" classes (Apprenticeship, Fire Academy, Contract Management, Criminal Justice Academy, Quality Assurance, Business Seminar, and Distance Education (online and tv) classes).						

**HIGH SCHOOLS WITHIN RSCCD  
LAST ATTENDED BY NEW RSCCD FRESHMEN IN CREDIT  
COURSEWORK, FALL 2005-FALL 2009  
(17-19 YEARS OF AGE)**

Service Area Feeder High Schools (by City)	High School Last Attended by Freshmen (17-19 years of age)									
	Santa Ana College					Santiago Canyon College				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
<b>Anaheim</b>										
Anaheim High School	67	96	80	48	59	7	14	12	8	2
Esperanza High School	22	29	49	45	14	95	109	134	117	107
<b>Westminster</b>										
Westminster High School	13	18	21	8	17	3	3	4	3	1
<b>Orange</b>										
Canyon High School	15	19	34	40	14	83	101	121	119	130
El Modena High School	34	34	49	49	35	200	181	186	191	262
Lutheran High School	11	8	13	15	8	43	28	44	41	43
Orange High School	84	93	99	76	68	117	166	138	156	133
Richland High School	9	12	5	6	5	12	14	15	11	6
Villa Park High School	32	38	50	47	25	107	144	126	182	133
<b>Garden Grove</b>										
Bolsa Grande High School	24	38	42	46	35	1	2	4	10	1
Garden Grove High School	69	46	70	60	56	13	2	11	15	0
Marie L. Hare High School	9	13	8	2	1	0	0	2	0	0
Santiago High School	112	105	127	104	121	16	13	17	19	13
<b>Santa Ana</b>										
Century High School	179	172	124	148	197	16	9	16	24	5
Cesar E Chavez High School	24	22	35	21	25	3	1	4	0	0
Hector Godinez High School					1					0
Lorin Griset Academy					50					1
Mater Dei High School	21	18	16	20	16	14	21	23	34	21
Middle College High School	1	5	3	10	18	0	1	0	5	5
O.C. High School of the Arts	5	6	7	5	3	4	3	2	9	6
RSCCD-Continuing Educ.	8	9	16	17	1	10	11	8	14	0
Saddleback High School	211	193	169	136	137	14	23	21	17	1
Santa Ana High School	226	298	314	291	253	15	18	40	30	5
Segerstrom High School				62	107				8	5
Valley High School	167	138	168	139	151	14	14	22	15	3
<b>Tustin</b>										
Arnold Beckman High Schl.			8	23	12			19	41	40
Foothill High School	32	49	55	48	41	115	118	94	106	100
Tustin High School	41	60	46	52	30	43	49	59	35	28
<b>TOTAL</b>	<b>1416</b>	<b>1519</b>	<b>1608</b>	<b>1518</b>	<b>1500</b>	<b>945</b>	<b>1045</b>	<b>1122</b>	<b>1210</b>	<b>1051</b>

**NUMBER OF GRADUATES OF HIGH SCHOOLS  
WITHIN RSCCD BOUNDARIES**

<b>High School</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>% change from 2008</b>
<b>Anaheim</b>						
<b>Esperanza</b>	629	685	709	741	730	-1%
<b>Garden Grove</b>						
<b>Garden Grove</b>	397	397	475	487	500	3%
<b>Hare</b>	103	130	130	110	240	118%
<b>Santiago</b>	355	365	351	387	399	3%
<b>Orange</b>						
<b>Canyon</b>	466	480	499	571	575	1%
<b>El Modena</b>	425	445	464	506	464	-8%
<b>Lutheran</b>	248	275	295	306	290	-5%
<b>Orange</b>	401	468	420	451	459	2%
<b>Richland</b>	128	93	90	65	90	38%
<b>Villa Park</b>	447	550	499	550	534	-3%
<b>Santa Ana</b>						
<b>Century</b>	428	346	303	314	394	25%
<b>Cesar Chavez</b>	66	52	91	88	130	48%
<b>Lorin Grisct Academy</b>	159	65	125	154	214	39%
<b>Mater Dei</b>	487	539	525	568	534	-6%
<b>Middle College</b>	67	70	61	63	76	21%
<b>O.C. High School of the Arts</b>	197	241	221	203	202	0%
<b>Saddleback</b>	532	526	485	310	354	14%
<b>Santa Ana</b>	576	569	566	572	535	-6%
<b>Valley</b>	474	375	363	334	425	27%
<b>Tustin</b>						
<b>Foothill</b>	470	465	390	412	509	24%
<b>TOTAL</b>	<b>7055</b>	<b>7136</b>	<b>7062</b>	<b>7192</b>	<b>7654</b>	<b>6%</b>



**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT  
(ALL CREDIT STUDENTS)**

(census week)	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	27598		32271		35789		34699		27989	
	SR0835		SR0835		SR0835		SR0835		Datatel	
	n	%	n	%	n	%	n	%	n	%
<b>Ethnicity</b>										
Native American	211	1%	292	1%	294	1%	284	1%	244	1%
African-American	608	2%	724	2%	844	2%	732	2%	585	2%
Asian	3117	11%	3442	11%	3669	10%	3576	10%	3194	11%
Chinese	303	10%	364	11%	365	10%	342	10%	283	9%
Japanese	266	9%	278	8%	288	8%	254	7%	175	5%
Korean	213	7%	260	8%	267	7%	231	6%	203	6%
Southeast Asian	2000	64%	2139	62%	2294	63%	2364	66%	2045	64%
Other Asian	335	11%	401	12%	455	12%	385	11%	488	15%
Latino	12348	45%	13351	41%	14781	41%	15030	43%	13074	47%
Mexican American	10666	86%	11499	86%	12698	86%	12875	86%	10110	77%
Central American	721	6%	731	5%	786	5%	791	5%	586	4%
South American	533	4%	578	4%	602	4%	640	4%	472	4%
Other Latino	428	3%	543	4%	695	5%	724	5%	1906	15%
Filipino	437	2%	530	2%	530	1%	557	2%	440	2%
Caucasian	8767	32%	11125	34%	12476	35%	11536	33%	7197	26%
Pacific Islander	164	1%	189	1%	207	1%	217	1%	188	1%
Other	768	3%	990	3%	1198	3%	1130	3%	629	2%
Decline to State	1178	4%	1628	5%	1790	5%	1637	5%	2438	9%
<b>Age</b>										
17 and under	729	3%	994	3%	898	3%	889	3%	837	3%
18	2703	10%	3185	10%	3108	9%	3308	10%	3042	11%
19	2849	10%	2879	9%	3239	9%	3387	10%	3517	13%
20-21	4214	15%	4470	14%	4693	13%	5073	15%	5029	18%
22-25	4926	18%	5455	17%	5926	17%	5807	17%	5207	19%
26-29	2593	9%	3194	10%	3628	10%	3566	10%	2828	10%
30-39	4372	16%	5184	16%	5901	16%	5413	16%	3552	13%
40-49	3212	12%	4156	13%	4904	14%	4313	12%	2397	9%
50-64	1710	6%	2439	8%	3096	9%	2595	7%	1344	5%
over 64	286	1%	308	1%	391	1%	344	1%	236	1%
Not reported	4	<1%	7	<1%	5	<1%	4	<1%		
<b>Day/Night Status</b>										
Day	14678	53%	19072	59%	21919	61%	19941	57%		
Night	6350	23%	6260	19%	6823	19%	6724	19%		
Both	6570	24%	6937	21%	7036	20%	8029	23%		
Not reported			2	<1%	11	1%	5	1%		
<b>Gender</b>										
Male	14949	54%	18615	58%	21034	59%	19992	58%	14129	50%
Female	12577	46%	13533	42%	14701	41%	14701	42%	13748	49%
Not reported	72	<1%	123	<1%	54	<1%	6	<1%	112	<1%
<b>Enrollment Status</b>										
Continuing	19878	72%	23377	72%	26805	75%	26513	76%		
First Time	4323	16%	4625	14%	4803	13%	4800	14%		
Transfer	1576	6%	2035	6%	2099	6%	1688	5%		
Returning/Return. transfer	1821	7%	1962	6%	2081	6%	1698	5%		
Not reported			272	1%	1	<1%				

<b>RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT (ALL CREDIT STUDENTS)</b>											
<b>(census week)</b>	<b>Fall 2005</b>		<b>Fall 2006</b>		<b>Fall 2007</b>		<b>Fall 2008</b>		<b>Fall 2009</b>		
	<b>27598</b>		<b>32271</b>		<b>35789</b>		<b>34699</b>		<b>27989</b>		
	<b>SR0835</b>		<b>SR0835</b>		<b>SR0835</b>		<b>SR0835</b>		<b>Datatel</b>		
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	
<b>Citizenship Status</b>											
U.S. Citizen	21801	79%	26518	82%	30028	84%	29062	84%			
Immigrant	2975	11%	2946	9%	2963	8%	2911	8%			
Student visa											
Other	2822	10%	2807	9%	2798	8%	2726	8%			
<b>Full/Part-Time Status</b>											
12+ units	7377	27%	7071	22%	7710	22%	8516	25%	8218	29%	
<12 units	20221	73%	25200	78%	28079	78%	26183	75%	19771	71%	
<b>Educational Objectives</b>											
Vocational Certificate	1956	7%	2426	8%	2726	8%	2350	7%	1328	5%	
Employment Courses	6022	22%	7457	23%	9415	26%	8126	23%	4179	15%	
career interest	798	13%	947	13%	994	11%	961	12%	663	16%	
new career	1961	33%	2177	29%	2231	24%	2180	27%	1665	40%	
career promotion	2022	34%	2828	38%	4622	49%	3660	45%	846	20%	
get license	1241	21%	1505	20%	1568	17%	1325	16%	1005	24%	
AA Degree	9197	33%	10184	32%	10916	31%	11519	33%	11731	42%	
no transfer									2088	18%	
transfer	7518	82%	8268	81%	8863	81%	9358	81%	9495	81%	
vocational	1679	18%	1916	19%	2053	19%	2161	19%	148	1%	
Transfer, no AA	2307	8%	2465	8%	2625	7%	2805	8%	2780	10%	
Personal develop.	1905	7%	2414	7%	3300	9%	2411	7%	3	<1%	
Other	795	3%	1618	5%	868	2%	1452	4%			
Improve Basic Skills	472	2%	452	1%	451	1%	434	1%	1121	4%	
Undecided	4177	15%	4429	14%	4649	13%	4779	14%			
High School Diploma	166	1%	217	1%	223	1%	199	1%	186	1%	
Teaching Career	601	2%	609	2%	616	2%	624	2%			
Educational Development									1228	4%	
Non-credit to Credit									55	<1%	
Four-year college credits									807	3%	
not reported									4571	16%	
<b>Student Level</b>											
High School	429	2%	557	2%	564	2%	512	1%			
Freshman	18876	68%	20768	64%	23510	66%	23235	67%			
Sophomore	2083	8%	2440	8%	2562	7%	2544	7%			
60+ units	1783	6%	2020	6%	2122	6%	2032	6%			
AA/AS	1659	6%	2300	7%	2633	7%	2459	7%			
BA	2433	9%	3190	10%	3947	11%	3506	10%			
Unknown	335	1%	996	3%	451	1%	411	1%			

Note: Distributions for Enrollment Status, Day/Night Status, Citizenship, and Student Levels are pending due to programming updates in the new Datatel student records system.

**SANTA ANA COLLEGE  
(ALL CREDIT STUDENTS)**

(census week)	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	20752		24402		27097		26464		21063	
	SR0835		SR0835		SR0835		SR0835		Datatel	
	n	%	n	%	n	%	n	%	n	%
<b>Ethnicity</b>										
Native American	144	1%	200	1%	188	1%	189	1%	158	1%
African-American	486	2%	574	2%	659	2%	594	2%	468	2%
Asian	2707	13%	2942	12%	3113	11%	3066	12%	2730	13%
Chinese	240	9%	282	10%	270	9%	245	8%	199	7%
Japanese	213	8%	218	7%	218	7%	187	6%	118	4%
Korean	153	6%	186	6%	190	6%	162	5%	155	6%
Southeast Asian	1844	68%	1945	66%	2087	67%	2188	71%	1870	68%
Other Asian	257	9%	311	11%	348	11%	284	9%	388	14%
Latino	10487	51%	11115	46%	12146	45%	12460	47%	11251	53%
Mexican American	9114	44%	9658	40%	10515	39%	10756	41%	8873	42%
Central American	627	3%	605	2%	643	2%	651	2%	500	2%
South American	427	2%	458	2%	460	2%	490	2%	365	2%
Other Latino	319	2%	394	2%	528	2%	563	2%	1513	7%
Filipino	333	2%	394	2%	382	1%	400	2%	331	2%
Caucasian	5149	25%	7158	29%	8299	31%	7593	29%	3941	19%
Pacific Islander	120	1%	135	1%	151	1%	162	1%	127	1%
Other	493	2%	655	3%	786	3%	740	3%	372	2%
Decline to State	833	4%	1229	5%	1373	5%	1260	5%	1685	8%
<b>Age</b>										
17 and under	571	3%	802	3%	684	3%	723	3%	683	3%
18	1781	9%	2122	9%	1952	7%	2057	8%	1888	9%
19	1937	9%	1970	8%	2190	8%	2271	9%	2286	11%
20-21	3076	15%	3212	13%	3368	12%	3660	14%	3587	17%
22-25	3852	19%	4094	17%	4479	17%	4592	17%	4141	20%
26-29	2014	10%	2431	10%	2789	10%	2857	11%	2372	11%
30-39	3477	17%	4174	17%	4718	17%	4464	17%	2974	14%
40-49	2600	13%	3460	14%	4115	15%	3575	14%	1942	9%
50-64	1297	6%	1972	8%	2556	9%	2068	8%	1047	5%
over 64	145	1%	159	1%	243	1%	195	1%	143	1%
Not reported	2	<1%	6	<1%	3	<1%	2	<1%	0	<1%
<b>Day/Night Status</b>										
Day	11914	57%	15431	63%	17508	65%	16180	61%		
Night	4522	22%	4444	18%	4507	17%	4961	19%		
Both	4316	21%	4525	19%	5082	19%	5317	20%		
Not reported			2	0%			6	0%		
<b>Gender</b>										
Male	11189	54%	14067	54%	15850	54%	15302	54%	10494	50%
Female	9494	46%	10214	46%	11193	46%	11156	46%	10494	50%
Not reported	69	<1%	121	<1%	54	<1%	6	<1%	75	<1%
<b>Enrollment Status</b>										
Continuing	15512	75%	18250	75%	21048	78%	21032	79%		
First Time	2964	14%	3144	13%	3142	12%	3228	12%		
Transfer	1064	5%	1422	6%	1508	6%	1122	4%		
Returning/Ret.Trans.	1212	6%	1315	5%	1398	5%	1082	4%		
High school student										
Not reported			271	1%	1	0%				

<b>SANTA ANA COLLEGE (ALL CREDIT STUDENTS)</b>											
<b>(census week)</b>	<b>Fall 2005</b>		<b>Fall 2006</b>		<b>Fall 2007</b>		<b>Fall 2008</b>		<b>Fall 2009</b>		
	<b>20752</b>		<b>24402</b>		<b>27097</b>		<b>26464</b>		<b>21063</b>		
	<b>SR0835</b>		<b>SR0835</b>		<b>SR0835</b>		<b>SR0835</b>		<b>Datatel</b>		
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	
<b>Citizenship Status</b>											
U.S. Citizen	15563	75%	19341	79%	22058	81%	21542	81%			
Permanent resident	2624	13%	2540	10%	2511	9%	2518	10%			
Temporary resident											
Refugee/Asylee											
Student Visa											
Other	2565	12%	2521	10%	2528	9%	2404	9%			
Not reported											
<b>Full/Part-Time Status</b>											
12+ units	5133	25%	4899	20%	5307	20%	5940	22%	5683	27%	
<12 units	15619	75%	19503	80%	21790	80%	20524	78%	15380	73%	
<b>Educational Objectives</b>											
Vocational Certificate	1274	6%	1464	6%	1620	6%	1687	6%	1016	5%	
Employment Courses	4674	23%	5774	24%	7427	27%	6393	24%	3353	16%	
career interest	570	12%	673	12%	705	9%	692	11%	462	14%	
new career	1464	31%	1604	28%	1650	22%	1743	27%	1365	41%	
career promotion	1603	34%	2250	39%	3870	52%	2854	45%	652	19%	
get license	1037	22%	1247	22%	1202	16%	1104	17%	874	26%	
AA Degree	6979	34%	7727	32%	8260	30%	8799	33%	8683	41%	
AA, no transfer									1725	20%	
AA, then transfer	5627	81%	6182	80%	6608	80%	7050	80%	6836	79%	
vocational	1352	19%	1545	20%	1652	20%	1749	20%	122	1%	
Transfer, no AA	1497	7%	1658	7%	1832	7%	1872	7%	1853	9%	
Personal Develop.	1418	7%	1874	8%	2658	10%	1881	7%	1	0%	
Other	598	3%	1371	6%	628	2%	1038	4%		0%	
Improve Basic Skills	421	2%	398	2%	399	1%	386	1%	1030	5%	
Undecided	3313	16%	3501	14%	3650	13%	3802	14%		0%	
High School Diploma	126	1%	163	1%	157	1%	136	1%	129	1%	
Teaching Career	452	2%	472	2%	466	2%	470	2%			
Educational Devel.									926	4%	
Non-credit to Credit									45	0%	
4-yr college credits									560	3%	
Not reported									3467	16%	
<b>Student Level</b>											
High School	348	2%	440	2%	436	2%	471	2%			
Freshman	13822	67%	14936	61%	16901	62%	16921	64%			
Sophomore	1545	7%	1880	8%	1959	7%	1959	7%			
60+ units	1456	7%	1670	7%	1779	7%	1672	6%			
AA/AS	1407	7%	1987	8%	2309	9%	2194	8%			
BA	1899	9%	2583	11%	3330	12%	2897	11%			
Unknown	275	1%	906	4%	383	1%	350	1%			

Note: Distributions for Enrollment Status, Day/Night Status, Citizenship, and Student Levels are pending due to programming updates in the new Datatel student records system.

**SANTA ANA COLLEGE  
(EXCLUDING 'NON-TRADITIONAL COURSES')**

(census week)	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	17034		17564		18709		22145		18975	
	SR0835		SR0835		SR0835		SR0835		Datatel	
	17034		17564		18709		22145		18975	
	n	%	n	%	n	%	n	%	n	%
<b>Ethnicity</b>										
Native American	97	1%	102	1%	92	0%	146	1%	144	1%
African-American	388	2%	415	2%	457	2%	459	2%	406	2%
Asian	2553	15%	2641	16%	2723	15%	2829	13%	2652	14%
Chinese	215	8%	237	9%	218	8%	213	8%	181	7%
Japanese	189	7%	164	6%	155	6%	144	5%	107	4%
Korean	128	5%	146	6%	162	6%	136	5%	146	6%
Southeast Asian	1789	70%	1841	70%	1935	71%	2082	74%	1870	71%
Other Asian	232	9%	253	10%	253	9%	254	9%	348	13%
Latino	9584	56%	9609	56%	10254	55%	11247	51%	10704	56%
Mexican American	8382	87%	8432	88%	8965	87%	9758	87%	8520	80%
Central American	577	6%	545	6%	569	6%	592	5%	486	5%
South American	380	4%	382	4%	373	4%	434	4%	355	3%
Other Latino	245	3%	250	3%	347	3%	463	4%	1343	13%
Filipino	271	2%	326	2%	306	2%	357	2%	304	2%
Caucasian	3179	19%	3307	19%	3624	19%	5450	25%	3097	16%
Pacific Islander	92	1%	94	1%	101	1%	136	1%	117	1%
Other	360	2%	456	3%	506	3%	619	3%	332	2%
Decline to State	510	3%	614	4%	646	3%	902	4%	1219	6%
<b>Age</b>										
17 and under	511	3%	700	4%	635	3%	669	3%	550	3%
18	1728	10%	2045	12%	1895	10%	1997	9%	1859	10%
19	1842	11%	1877	11%	2073	11%	2174	10%	2247	12%
20-21	2862	17%	2931	17%	3036	16%	3469	16%	3525	19%
22-25	3412	20%	3469	20%	3664	20%	4163	19%	3924	21%
26-29	1622	10%	1713	10%	1897	10%	2345	11%	2110	11%
30-39	2481	15%	2317	13%	2556	14%	3274	15%	2366	12%
40-49	1532	9%	1462	8%	1662	9%	2414	11%	1457	8%
50-64	904	5%	910	5%	1105	6%	1464	7%	807	4%
over 64	138	1%	139	1%	183	1%	175	1%	130	1%
Not reported	2	<1%	1	<1%	3	<1%	1	<1%	0	0%
<b>Day/Night Status</b>										
Day	8606	51%	9016	51%	9617	51%	12262	55%	6913	36%
Night	4393	26%	4277	24%	4866	26%	4856	22%	3772	20%
Both	4035	24%	4269	24%	4226	23%	5021	23%	5457	29%
Not reported	0	0%	2	0%	0	0%	6	0%	2833	15%
<b>Gender</b>										
Male	8195	48%	8333	47%	8910	48%	11960	54%	8915	47%
Female	8770	51%	9206	52%	9744	52%	10181	46%	10003	53%
Not reported	69	0%	25	0%	55	0%	4	0%	57	0%
<b>Enrollment Status</b>										
Continuing	12188	72%	12009	68%	13398	72%	17107	77%		
First Time	2898	17%	3030	17%	3014	16%	3057	14%		
Transfer	921	5%	1152	7%	1225	7%	1012	5%		
Returning	1027	6%	1107	6%	1071	6%	969	4%		
Not reported			266	2%	1	0%				

**SANTA ANA COLLEGE  
(EXCLUDING 'NON-TRADITIONAL COURSES')**

(census week)	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	17034		17564		18709		22145		18975	
	SR0835		SR0835		SR0835		SR0835		Datatel	
	17034		17564		18709		22145		18975	
	n	%	n	%	n	%	n	%	n	%
<b>Citizenship Status</b>										
U.S. Citizen	11965	70%	12673	72%	13867	74%	17399	79%		
Immigrant	2535	15%	2423	14%	2378	13%	2403	11%		
Student visa		0%		0%		0%		0%		
Other	2534	15%	2468	14%	2464	13%	2343	11%		
<b>Full/Part-Time Status</b>										
12+ units	4706	28%	4494	26%	4876	26%	5492	25%	13389	71%
<12 units	12328	72%	13070	74%	13833	74%	16653	75%	5586	29%
<b>Educational Objectives</b>										
Vocational Certificate	1091	6%	1102	6%	1195	6%	1474	7%	975	5%
Employment Courses	3061	18%	3080	18%	3625	19%	4814	22%	2663	14%
career interest	514	17%	554	18%	578	16%	640	13%	444	17%
new career	1277	42%	1294	42%	1313	36%	1585	33%	1253	47%
career promotion	592	19%	544	18%	1036	29%	1695	35%	429	16%
get license	678	22%	688	22%	698	19%	894	19%	537	20%
AA Degree	6196	36%	6362	36%	6701	36%	7873	36%	8322	44%
AA/AS, no transfer									1651	20%
transfer	5008	81%	5096	80%	5369	80%	6304	80%	6553	79%
vocational	1188	19%	1266	20%	1332	20%	1569	20%	118	1%
Transfer, no AA	1371	8%	1454	8%	1609	9%	1709	8%	1799	9%
Personal Develop.	941	6%	992	6%	1276	7%	1153	5%		0%
Improve Basic Skills	411	2%	374	2%	369	2%	362	2%	476	3%
Other	538	3%	905	5%	512	3%	906	4%		
High School Diploma	118	1%	151	1%	143	1%	131	1%	123	1%
Teaching Career	422	2%	436	2%	419	2%	436	2%		
Educational Devel.									781	4%
Non-credit to Credit									38	0%
4-yr college credits									534	3%
Not reported	2885	17%	2708	15%	2860	15%	3287	15%	3264	17%
<b>Student Level</b>										
High School	344	2%	436	2%	430	2%	398	2%		
Freshman	12293	72%	12324	70%	13422	72%	15154	68%		
Sophomore	1198	7%	1261	7%	1274	7%	1637	7%		
60+ units	1031	6%	955	5%	1009	5%	1331	6%		
AA/AS	718	4%	654	4%	727	4%	1363	6%		
BA	1193	7%	1271	7%	1513	8%	1944	9%		
Unknown	257	2%	663	4%	334	2%	318	1%		

Note: Distributions for Enrollment Status, Day/Night Status, Citizenship, and Student Levels are pending due to programming updates in the new Datatel student records system.

**SANTIAGO CANYON COLLEGE  
(ALL CREDIT STUDENTS)**

(census week)	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	8524		9628		10582		10560		9423	
	SR0835		SR0835		SR0835		SR0835		Datatel	
	n	%	n	%	n	%	n	%	n	%
<b>Ethnicity</b>										
Native American	81	1%	107	1%	120	1%	122	1%	107	1%
African-American	153	2%	180	2%	228	2%	190	2%	161	2%
Asian	611	7%	699	7%	764	7%	751	7%	714	8%
Chinese	87	14%	101	14%	121	16%	124	17%	110	15%
Japanese	87	14%	94	13%	85	11%	84	11%	74	10%
Korean	84	14%	102	15%	106	14%	87	12%	70	10%
Southeast Asian	248	41%	289	41%	319	42%	326	43%	310	43%
Other Asian	105	17%	113	16%	133	17%	130	17%	150	21%
Latino	2548	30%	3001	31%	3406	32%	3517	33%	2858	30%
Mexican American	2125	83%	2483	83%	2811	83%	2877	82%	2028	71%
Central American	136	5%	174	6%	195	6%	219	6%	146	5%
South American	151	6%	161	5%	197	6%	212	6%	168	6%
Other Latino	136	5%	183	6%	203	6%	209	6%	516	18%
Filipino	133	2%	173	2%	201	2%	208	2%	159	2%
Caucasian	4211	49%	4535	47%	4811	45%	4738	45%	4010	43%
Pacific Islander	53	1%	59	1%	68	1%	68	1%	86	1%
Other	326	4%	412	4%	504	5%	498	5%	345	4%
Decline to State	408	5%	462	5%	480	5%	468	4%	983	10%
<b>Age</b>										
17 and under	178	2%	210	2%	239	2%	225	2%	168	2%
18	1085	13%	1266	13%	1323	13%	1466	14%	1313	14%
19	1199	14%	1167	12%	1349	13%	1480	14%	1585	17%
20-21	1569	18%	1750	18%	1834	17%	2039	19%	2135	23%
22-25	1461	17%	1760	18%	1903	18%	1752	17%	1660	18%
26-29	720	8%	935	10%	995	9%	917	9%	731	8%
30-39	1040	12%	1154	12%	1332	13%	1132	11%	800	8%
40-49	676	8%	751	8%	872	8%	833	8%	578	6%
50-64	451	5%	478	5%	581	5%	570	5%	356	4%
over 64	143	2%	156	2%	150	1%	144	1%	97	1%
Not reported	2	<1%	1	<1%	4	<1%	2	<1%		
<b>Day/Night Status</b>										
Day	3972	47%	4935	51%	5858	55%	5571	53%		
Night	2678	31%	2747	29%	2608	25%	2732	26%		
Both	1874	22%	1944	20%	2104	20%	2240	21%		
Not reported			2	0%	12	0%	17	0%		
<b>Gender</b>										
Male	4567	54%	5368	56%	6113	58%	5853	55%	4796	51%
Female	3954	46%	4259	44%	4469	42%	4707	45%	4588	49%
Not reported	3	<1%	1	<1%	0	0%		0%	39	0%
<b>Enrollment Status</b>										
Continuing	5738	67%	6487	67%	7281	69%	7376	70%		
First Time	1550	18%	1697	18%	1870	18%	1860	18%		
Transfer	569	7%	716	7%	687	6%	654	6%		
Returning/Return.Transfer	667	8%	727	8%	744	7%	670	6%		
Not reported			1	0%	0	0%		0%		

<b>SANTIAGO CANYON COLLEGE (ALL CREDIT STUDENTS)</b>										
<b>(census week)</b>	<b>Fall 2005</b>		<b>Fall 2006</b>		<b>Fall 2007</b>		<b>Fall 2008</b>		<b>Fall 2009</b>	
	<b>8524</b>		<b>9628</b>		<b>10582</b>		<b>10560</b>		<b>9423</b>	
	<b>SR0835</b>		<b>SR0835</b>		<b>SR0835</b>		<b>SR0835</b>		<b>Datatel</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>Citizenship</b>										
U.S. Citizen	7574	89%	8582	89%	9491	90%	9461	90%		
Immigrant	520	6%	565	6%	607	6%	596	6%		
Student visa										
Other	430	5%	481	5%	484	5%	503	5%		
12+ units	3167	37%	3117	32%	3410	32%	3789	36%	3657	39%
<12 units	5357	63%	6511	68%	7172	68%	6771	64%	5766	61%
<b>Educational Objectives</b>										
Vocational Certificate	727	9%	1006	10%	1153	11%	725	7%	371	4%
Employment Courses	1595	19%	1903	20%	2219	21%	2058	19%	1130	12%
career interest	290	18%	324	17%	345	16%	352	17%	275	24%
new career	597	37%	678	36%	694	31%	587	29%	446	39%
career promotion	452	28%	593	31%	771	35%	850	41%	226	20%
get license	256	16%	308	16%	409	18%	269	13%	183	16%
AA Degree	2969	35%	3271	34%	3535	33%	3780	36%	4237	45%
AA Degree, no transfer									548	13%
transfer	2522	85%	2777	85%	3019	85%	3208	85%	3659	86%
vocational	447	15%	494	15%	516	15%	572	15%	30	1%
Transfer, no AA	1061	12%	1094	11%	1081	10%	1257	12%	1318	14%
Personal develop.	520	6%	564	6%	714	7%	565	5%	2	<1%
Other	241	3%	293	3%	298	3%	530	5%		0%
Improve Basic Skills	62	1%	64	1%	64	1%	64	1%	115	1%
Undecided	1112	13%	1183	12%	1245	12%	1310	12%		
High School Diploma	46	1%	60	1%	80	1%	71	1%	70	1%
Teaching Career	191	2%	190	2%	193	2%	200	2%		
Educational Devel.									371	4%
Non-credit to Credit									15	<1%
4-yr college credits									338	4%
not reported									1456	15%
<b>Student Level</b>										
High School	85	1%	123	1%	145	1%	108	1%		
Freshman	6373	75%	7197	75%	8044	76%	8087	77%		
Sophomore	697	8%	735	8%	785	7%	778	7%		
60+ units	419	5%	449	5%	458	4%	469	4%		
AA/AS	286	3%	342	4%	365	3%	327	3%		
BA	591	7%	673	7%	699	7%	708	7%		
Unknown	73	1%	109	1%	86	1%	83	1%		

Note: Distributions for Enrollment Status, Day/Night Status, Citizenship, and Student Levels are pending due to programming updates in the new Datatel student records system.



**SANTIAGO CANYON COLLEGE  
(EXCLUDING 'NON-TRADITIONAL COURSES')**

(census week)	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	7715		8249		9191		9964		9058	
	SR0835		SR0835		SR0835		SR0835		Datatel	
	n	%	n	%	n	%	n	%	n	%
<b>Ethnicity</b>										
Native American	66	1%	80	1%	93	1%	111	1%	102	1%
African-American	124	2%	142	2%	169	2%	164	2%	143	2%
Asian	592	8%	675	8%	738	8%	749	8%	692	8%
Chinese	84	14%	99	15%	116	16%	125	17%	107	15%
Japanese	83	14%	88	13%	78	11%	83	11%	72	10%
Korean	80	14%	98	15%	104	14%	88	12%	68	10%
Southeast Asian	245	41%	280	41%	313	42%	323	43%	301	43%
Other Asian	100	17%	110	16%	127	17%	130	17%	144	21%
Latino	2370	31%	2550	31%	3028	33%	3340	34%	2776	31%
Mexican American	1973	83%	2091	82%	2481	82%	2719	81%	1969	71%
Central American	127	5%	145	6%	179	6%	214	6%	138	5%
South American	143	6%	146	6%	188	6%	209	6%	167	6%
Other Latino	127	5%	168	7%	180	6%	198	6%	502	18%
Filipino	125	2%	164	2%	195	2%	205	2%	151	2%
Caucasian	3737	48%	3833	46%	4037	44%	4412	44%	3843	42%
Pacific Islander	52	1%	52	1%	60	1%	64	1%	78	1%
Other	317	4%	390	5%	480	5%	485	5%	335	4%
Decline to State	332	4%	363	4%	391	4%	434	4%	938	10%
<b>Age</b>										
17 and under	177	2%	210	3%	236	3%	223	2%	162	2%
18	1082	14%	1261	15%	1325	14%	1464	15%	1305	14%
19	1178	15%	1140	14%	1346	15%	1481	15%	1564	17%
20-21	1503	19%	1616	20%	1734	19%	2025	20%	2092	23%
22-25	1253	16%	1391	17%	1536	17%	1606	16%	1569	17%
26-29	533	7%	628	8%	682	7%	771	8%	677	7%
30-39	808	10%	775	9%	925	10%	927	9%	726	8%
40-49	602	8%	626	8%	717	8%	767	8%	531	6%
50-64	437	6%	451	5%	537	6%	554	6%	337	4%
over 64	140	2%	151	2%	149	2%	145	1%	95	1%
not reported	2	<1%			4		1			
<b>Day/Night Status</b>										
Day	3235	42%	3612	44%	4529	49%	5019	50%		
Night	2610	34%	2694	33%	2555	28%	2691	27%		
Both	1870	24%	1941	24%	2095	23%	2237	22%		
unknown			2	0%	12	0%	17	0%		
<b>Gender</b>										
Male	3837	50%	4065	49%	4765	52%	5261	53%	4640	51%
Female	3876	50%	4183	51%	4426	48%	4703	47%	4382	48%
not reported	2	<1%	1	<1%					36	<1%
<b>Enrollment Status</b>										
Continuing	4984	65%	5319	64%	5967	65%	6821	68%		
First Time	1521	20%	1580	19%	1837	20%	1851	19%		
Transfer	543	7%	662	8%	665	7%	648	7%		
Returning	667	9%	687	8%	722	8%	644	6%		
unknown	0	0%	1	0%				0%		

<b>SANTIAGO CANYON COLLEGE (EXCLUDING 'NON-TRADITIONAL COURSES')</b>										
<b>(census week)</b>	<b>Fall 2005</b>		<b>Fall 2006</b>		<b>Fall 2007</b>		<b>Fall 2008</b>		<b>Fall 2009</b>	
	<b>7715</b>		<b>8249</b>		<b>9191</b>		<b>9964</b>		<b>9058</b>	
	<b>SR0835</b>		<b>SR0835</b>		<b>SR0835</b>		<b>SR0835</b>		<b>Datatel</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>Citizenship Status</b>										
U.S. Citizen	6805	88%	7315	89%	8146	89%	8891	89%		
Immigrant	482	6%	459	6%	560	6%	570	6%		
Student visa										
Other	428	6%	475	6%	485	5%	503	5%		
<b>Full/Part-Time Status</b>										
12+ units	3127	41%	3112	38%	3418	37%	3793	38%	3639	40%
<12 units	4588	59%	5137	62%	5773	63%	6171	62%	5419	60%
<b>Educational Objectives</b>										
Vocational Certificate	341	4%	338	4%	352	4%	456	5%	296	3%
Employment Courses	1825	24%	1254	15%	1343	15%	1786	18%	1043	12%
career interest	292	16%	277	22%	298	22%	350	20%	265	25%
new career	462	25%	442	35%	466	35%	548	31%	422	40%
career promotion	378	21%	300	24%	303	23%	623	35%	182	17%
get license	693	38%	235	19%	276	21%	265	15%	174	17%
AA Degree	3050	40%	2899	35%	3166	34%	3746	38%	4134	46%
no transfer									527	13%
transfer	2611	86%	2476	85%	2710	86%	3192	85%	3577	87%
vocational	439	14%	423	15%	456	14%	554	15%	30	1%
Transfer, no AA	1163	15%	1062	13%	1092	12%	1253	13%	1291	14%
Personal develop.	564	7%	510	6%	550	6%	566	6%	2	<1%
Other	354	5%	237	3%	257	3%	510	5%		
Improve Basic Skills	82	1%	62	1%	62	1%	64	1%	112	1%
Undecided	1216	16%	1115	14%	1179	13%	1311	13%		
High School Diploma	51	1%	47	1%	58	1%	71	1%	68	1%
Teaching Career	192	2%	191	2%	190	2%	201	2%		
Educational Devel.									355	4%
Non-credit to Credit									15	<1%
4-yr college credits									317	3%
not reported									1425	16%
<b>Student Level</b>										
High School	107	1%	86	1%	123	1%	107	1%		
Freshman	6546	85%	5703	69%	6002	65%	7560	76%		
Sophomore	694	9%	646	8%	679	7%	769	8%		
60+ units	483	6%	413	5%	422	5%	466	5%		
AA/AS	254	3%	234	3%	284	3%	298	3%		
BA	565	7%	564	7%	639	7%	684	7%		
Unknown	189	2%	69	1%	100	1%	80	1%		

Note: Distributions for Enrollment Status, Day/Night Status, Citizenship, and Student Levels are pending due to programming updates in the new Datatel student records system.

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT****Human Resources and Educational Services**

To:	Board of Trustees	Date: February 1, 2010
Re:	Results of 2009 Accreditation Visits	
Action:	For Information	

**BACKGROUND**

In October 2008, representatives from the Accrediting Commission for Community and Junior Colleges (ACCJC) conducting comprehensive visits to both Santa Ana and Santiago Canyon Colleges. In February 2009, the Commission placed both colleges on warning and required that follow-up reports be submitted by October 15, 2009. A follow-up visit was conducted at each college by Commission representatives on November 17, 2009. The colleges are currently awaiting formal notification of the Commission's action regarding those follow-up visits.

**ANALYSIS**

The follow-up reports contained several recommendations for the colleges and district. Both written reports from the Commission representatives indicated that the colleges and district had fully responded to the recommendations. If formal notification of the Commission's action is received prior to the Board Planning Session, it will be presented at the meeting.

**RECOMMENDATION**

The results of the 2009 accreditation visits are presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
Human Resources and Educational Services

To:	Board of Trustees	Date: February 1, 2010
Re:	RSCCD Budget & Planning Process and Budget Allocation Model	
Action:	Request for Action	

**BACKGROUND**

The District's Budget Allocation model was developed in 1998-99. In response to an accreditation recommendation, time of the Board's annual planning session was changed from summer to winter in order to coincide with the District's annual budget development timeline and improve the linkage between the District's planning and budgeting processes.

**ANALYSIS**

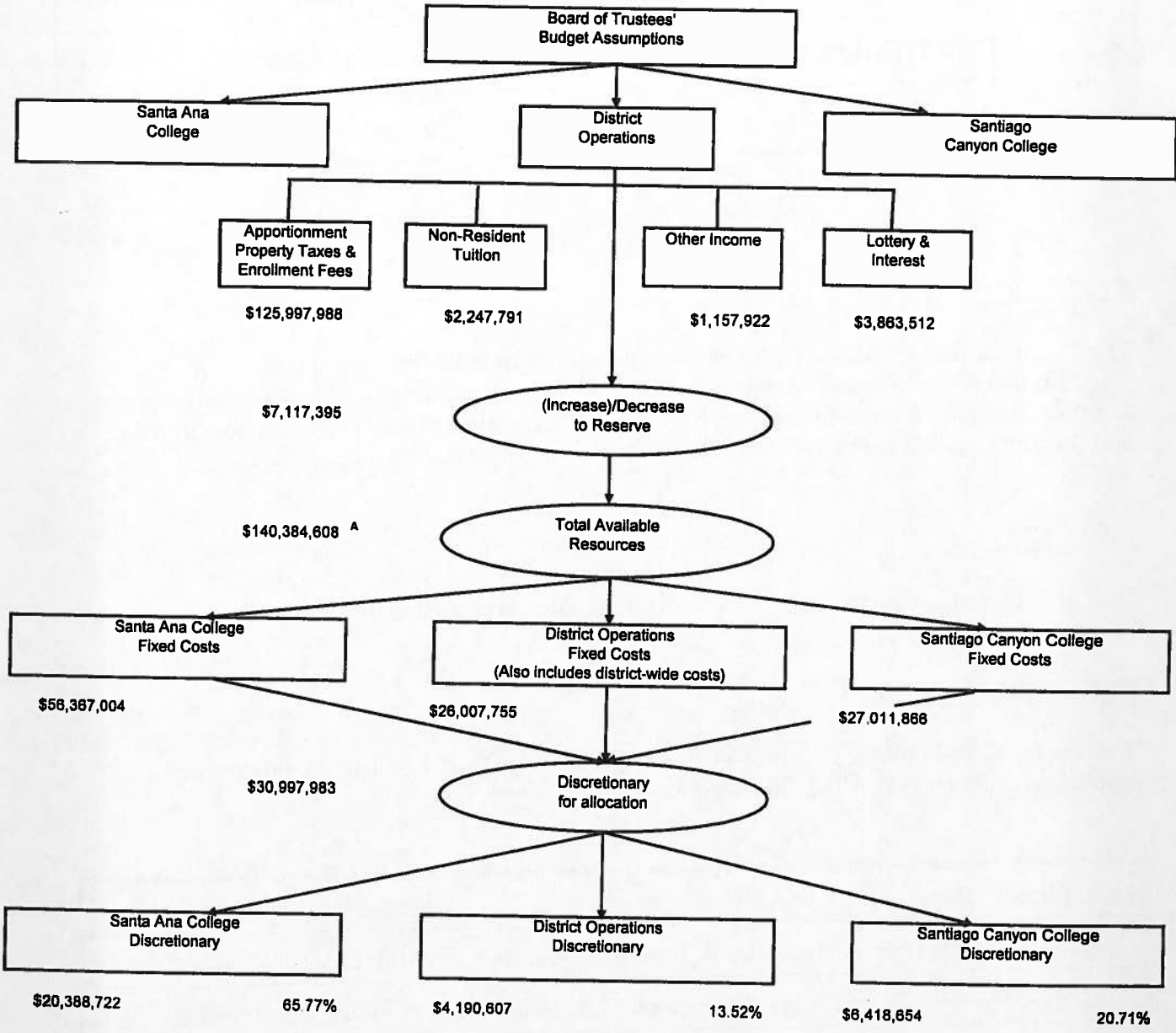
Staff will present an overview of the District's planning process and the budget allocation model.

**RECOMMENDATION**

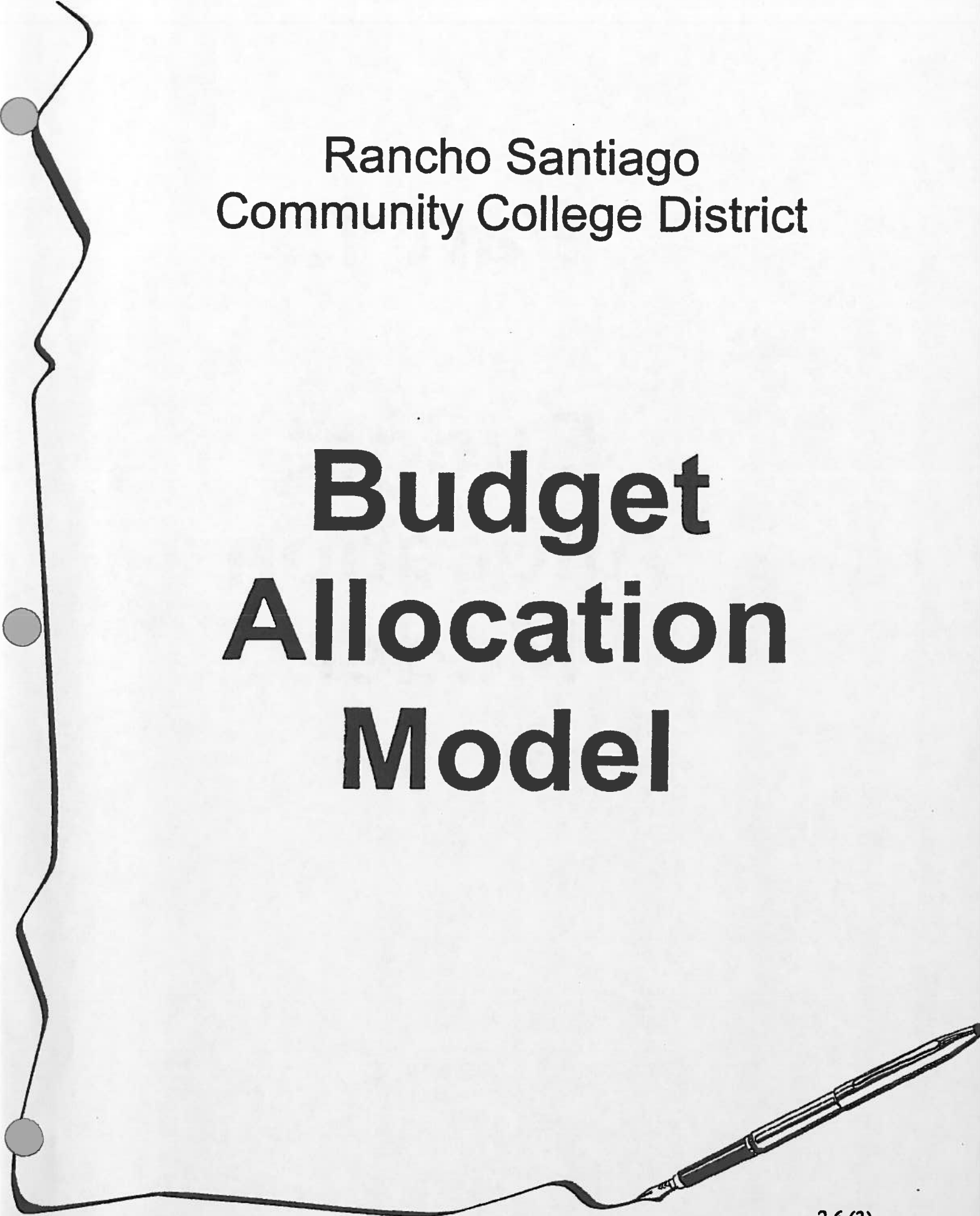
It is recommended that the Board of Trustees approve the District's planning process and timeline and the Budget Allocation Model.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

**Rancho Santiago Community College District  
Budget Allocation Model Flowchart**  
General Fund - Unrestricted Only  
Adopted Budget  
2009-10



A - Adopted budget includes a projected -3.39% Workload Adjustment and 0% COLA.



Rancho Santiago  
Community College District

# Budget Allocation Model

# **Part 1:**

# **Budget Allocation Model**

## **Budget Allocation Model**

Developed 1998-99

### ***Purpose***

A formal resource allocation model defines the steps in the district-wide budget development process. The model provides the guidelines, information, and formulas necessary to develop a district budget for two comprehensive community colleges and district operations.

### ***Description***

The budget is the financial plan for the district. It implements the district's vision and mission statements, district and college master plans, and other planning activities.

The Board of Trustees of RSCCD has clear statutory authority and responsibility for the budget and makes all final decisions. However, the budget development recommendation process resides with district and college staff.

### ***Goal***

The major goal of the budget development process is to establish revenue and expenditure benchmarks so that cost centers may use resources in a manner that is consistent with the following principles:

- 1 maximize services to students,
- 2 provide flexibility yet hold cost centers accountable,
- 3 provide resources for growth and innovation,
- 4 stimulate productivity
- 5 provide quality and cost-effective central services,
- 6 encourage collegiality, teamwork, and cooperation among all cost centers,
- 7 provide the chancellor and the board of trustees with the best possible budgetary recommendations.



**Rancho Santiago Community College District  
Budget Allocation Model**

**Revenue**

All revenue is district revenue because the district is the legal entity authorized by the State of California to receive and expend income and to incur expenses. However, the majority of revenue is provided by the taxpayers of California for the sole purpose of providing educational services to the communities served by the district. Services such as classes, programs, and student services are, with few exceptions, the responsibility of the colleges in the district. It is the intent of the budget development process to allocate the majority of funds to/for the colleges in order to provide those educational services and meet the vision of the board of trustees and the mission of the district.

**Budget Analysis**

To implement the budget allocation model, a thorough analysis of all revenue and fixed expenditures must take place.

All revenue, actual and/or projected district income, must be calculated, including:

- 1 apportionment
- 2 tuition and fees
- 3 categorical programs
- 4 lottery revenue
- 5 grants
- 6 rental income
- 7 interest income
- 8 special state and/or federal income (i.e., Partnership for Excellence, Basic Skills)
- 9 contract education
- 10 miscellaneous minor income

Actual and/or projected fixed expenditures and obligations need to be determined, including:

- 1 full-time employees' salaries and benefits
- 2 on-going classified employees' salaries and benefits
- 3 utilities
- 4 insurance
- 5 district reserve
- 6 other – for example: self insurance, capital outlay, rents and leases

**Rancho Santiago Community College District  
Budget Allocation Model**

**General Model Guidelines**

1. The Budget Allocation Model will be reviewed on an annual basis by the Budget Allocation and Planning Review Committee, and the chancellor may authorize adjustments as necessary.
2. Adjustments to cost center budgets can be made throughout the year resulting from changes in revenue.
3. The cost centers will have maximum flexibility for budgeting and expenditures within their revenue limits, as long as they operate within the board-approved missions of the district and of the colleges.
4. The district reserve level is established by the board of trustees.
5. Mandatory obligations (see "Allocation Process" section, no. 2) will be excluded from the cost center revenue distribution.
6. For the initial year of implementation, district operations will receive a percentage-based allocation. In each ensuing year, the allocation to district operations will be the prior year's dollar allocation, plus the applicable COLA.
7. An FTES target, assuming a level of productivity, will be determined for each college each year.
8. FTES-based revenue split between colleges may be adjusted to include factors such as small college equalization and relative cost of programs.
9. Revenue will be assigned to each college based on FTES generated by each college. Within the budget year, adjustments to revenue will be formula driven.
10. Full-time and on-going classified employees will be assigned to each cost center.
11. Salary and benefits increases will be absorbed by the cost centers, resulting in budget adjustments determined at the college level.
12. Carryover and/or other one-time money will not be used for hiring on-going part-time or full-time employees.
13. The ending balances of the cost centers will affect the following year's allocation. In the event there is a cost savings in any cost center-controlled budget, that savings will accumulate to the cost center in a specially designated account. Savings and cost overruns will be aggregated to this special account. Net cost overruns will be deducted from the cost center's allocation in the following year.

**Rancho Santiago Community College District  
Budget Allocation Model**

**Allocation Process**

1. Revenue is projected for the following year (includes apportionment, tuition and fees, categorical programs, lottery revenue, grants, rental income, interest income, special state and/or federal income, contract education).
2. Allocation from gross revenue is made to offset mandatory obligations:
  - a. district reserve
  - b. permanent salaries and benefits
  - c. utilities, insurance, rents, leases, district-wide capital outlay, and interfund transfers
  - d. district operations' allocation
3. Net revenue is allocated on an FTES basis to the two colleges.
4. There will be special consideration for growth and for the small college factor.
5. Other unrestricted income is allocated according to the model guideline.

# **Part II:**

# **Budget Model Assumptions**

**Developed 1999-2000  
To be implemented 2000-2001**

## Budget Model Assumptions

Developed in 1999-2000  
To be implemented 2000-2001

1. The model is a dynamic document.
2. These assumptions are built from the *Model Guidelines*, board approved January 25, 1999.
3. The model is modified to exclude non-FTES apprenticeship and redevelopment revenues and expenses.
4. The model addresses general fund unrestricted revenue only. (Restricted revenue will be reviewed on a program-by-program basis.)
5. FTES,\* LHE,\* and WSCH\* formulas/ideals:

### Full-time equivalent calculations:

1 LHE = 1 FTES ideally

(Assumes that the LHE equals 30 student contact hours per week for a standard term)

30 WSCH = 1 FTES (15 hrs/wk x 2 semesters x 17.5 weeks = 525 hrs)

1 FTEF\* = 15 LHE (per semester)

1 FTEF = 20 hours x 17.5 weeks x 2 semesters (for non-credit)

33 seats/1 classroom/full-time = 1 FTES per unit

3 hours = 3 FTES

\*FTES - Full-time equivalent student

\*WSCH - Weekly student contact hours

\*FTEF - Full-time equivalent faculty

\*LHE - Lecture hour equivalent

6. All unrestricted revenues will be allocated.
7. Rents/leases will be treated as fixed costs.

**Rancho Santiago Community College District  
Budget Allocation Model  
Budget Model Assumptions for 2000-2001**

8. Focus of the model will be major sources of revenue and expenditures. The workgroup will offer recommendations for future refinements.
9. The model will display credit and non-credit separately.
10. The budget model will establish and support a district operations allocation.
11. Fixed costs are expenditures that must be met independent of revenue production in any fiscal year.
12. Fixed costs for purposes of the model:
  - a. full-time employee salaries and benefits
  - b. on-going classified employee salaries and benefits
  - c. utilities
  - d. insurance
  - e. district reserve
  - f. rents and leases
  - g. interfund transfers (self insurance, scheduled maintenance, etc.)
  - h. district match for equipment grants

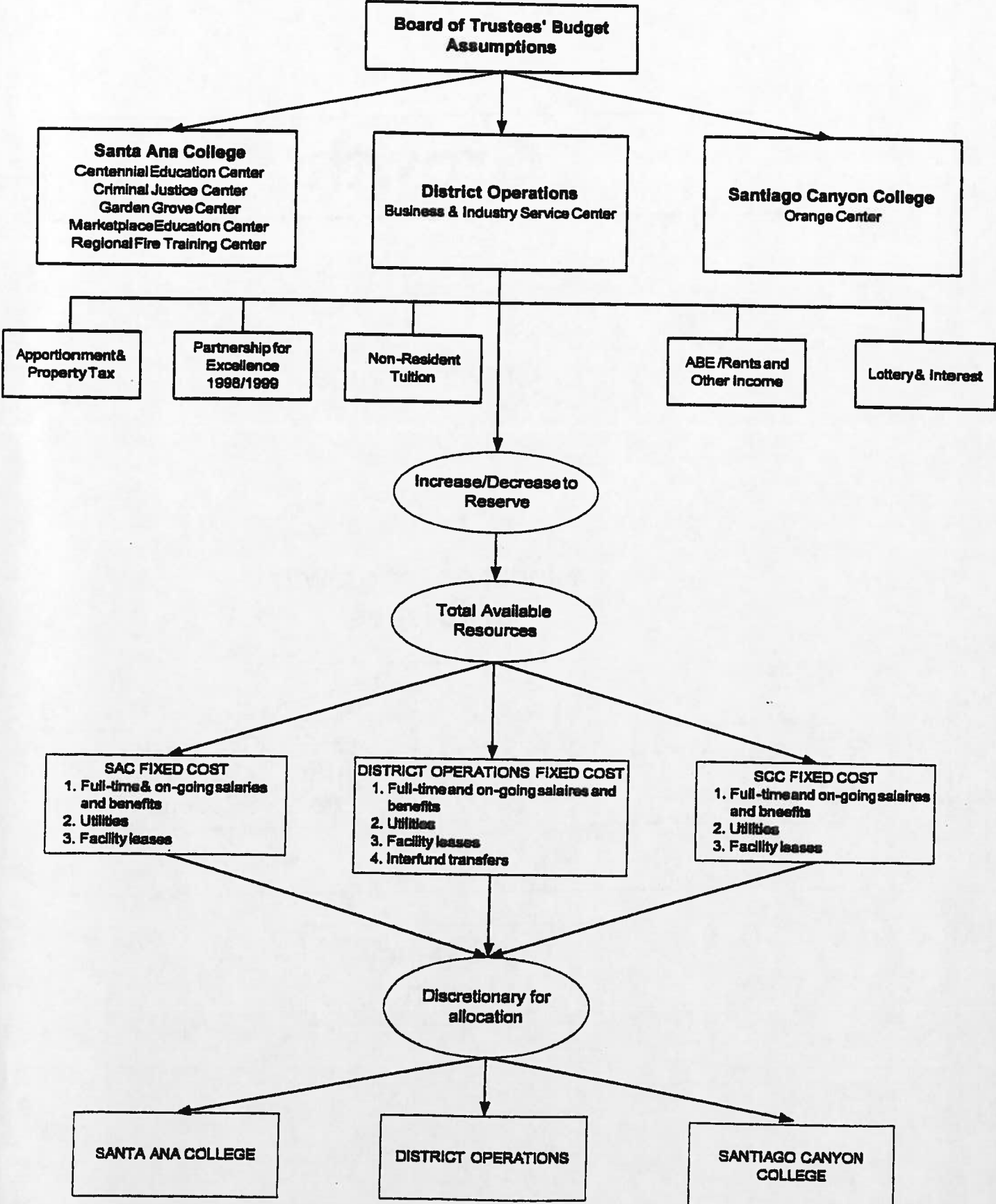
**Object Codes:**

1100	Instructional, regular salaries
1200	Non-instructional, regular salaries
2100	Non-instructional, regular salaries
2200	Instructional aides, regular full-time
2300	Non-instructional, non-regular salaries, on-going
2400	Instructional Aide, non-regular salaries, on-going
3100-3900	Employee benefits
5400	Insurance
5500	Utilities
5605	Lease agreements - facilities
6400	Match for equipment grants only
7390	Interfund transfers out
7900	Reserve for contingencies (ending fund balance)

**Rancho Santiago Community College District  
Budget Allocation Model  
Budget Model Assumptions for 2000-2001**

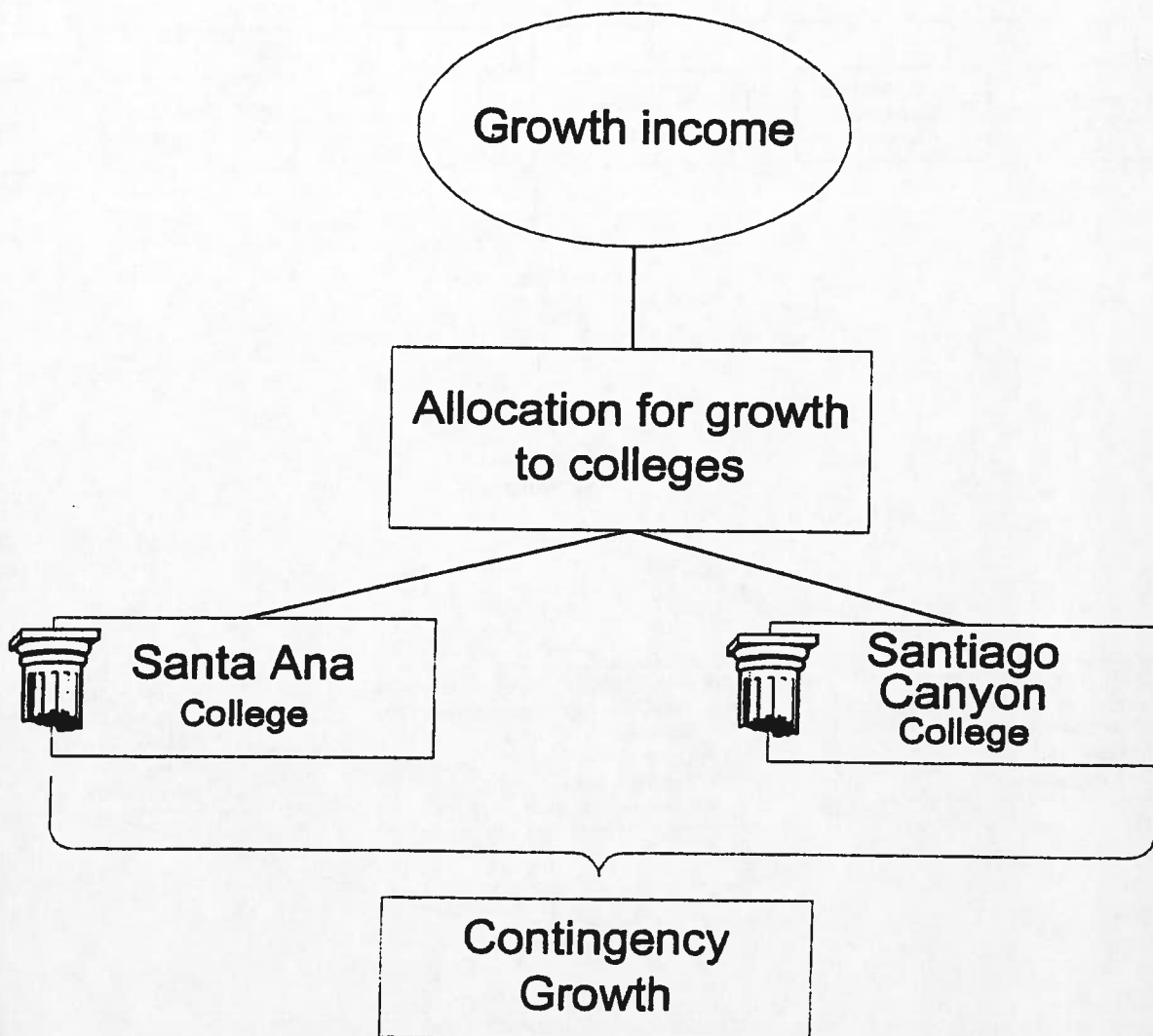
13. If the fixed cost ratios for full-time and on-going part-time staffing are different from the ratios used to allocate discretionary resources, then a transition plan to move toward parity will be considered.
14. Growth allocation will include consideration for:
  - a. increased sections - credit, non-credit mix
  - b. instructional agreements, e.g., academies
  - c. instructional supplies, additional costs, etc.
15. FTES goals will be established.

**Rancho Santiago Community College District  
Budget Allocation Model Flowchart  
General Fund - Unrestricted Only**

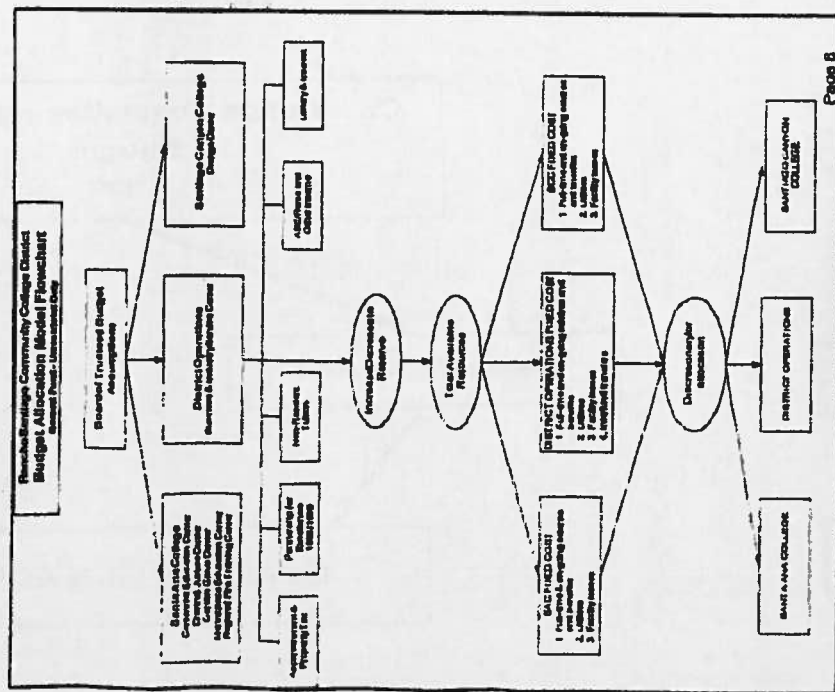




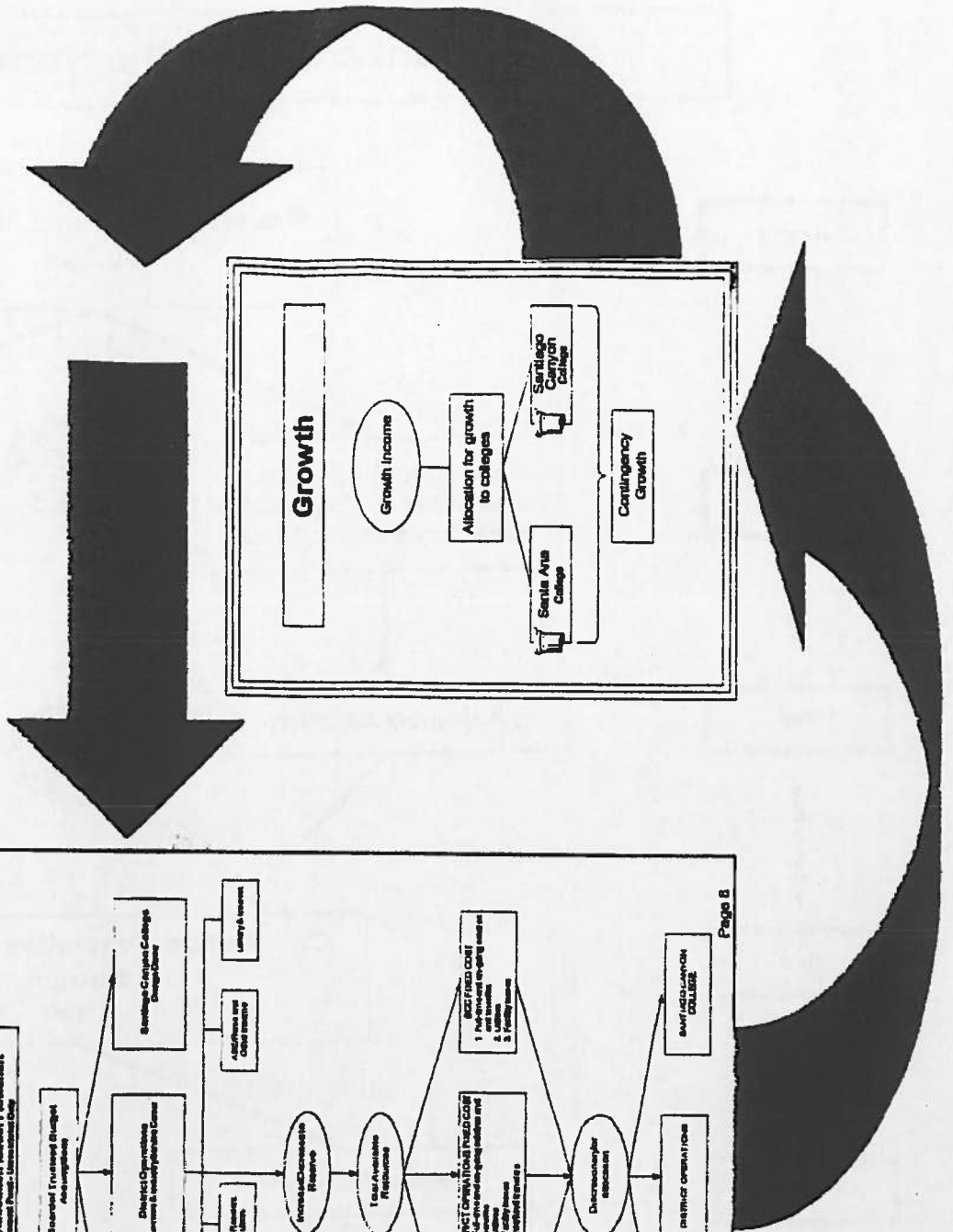
# Growth



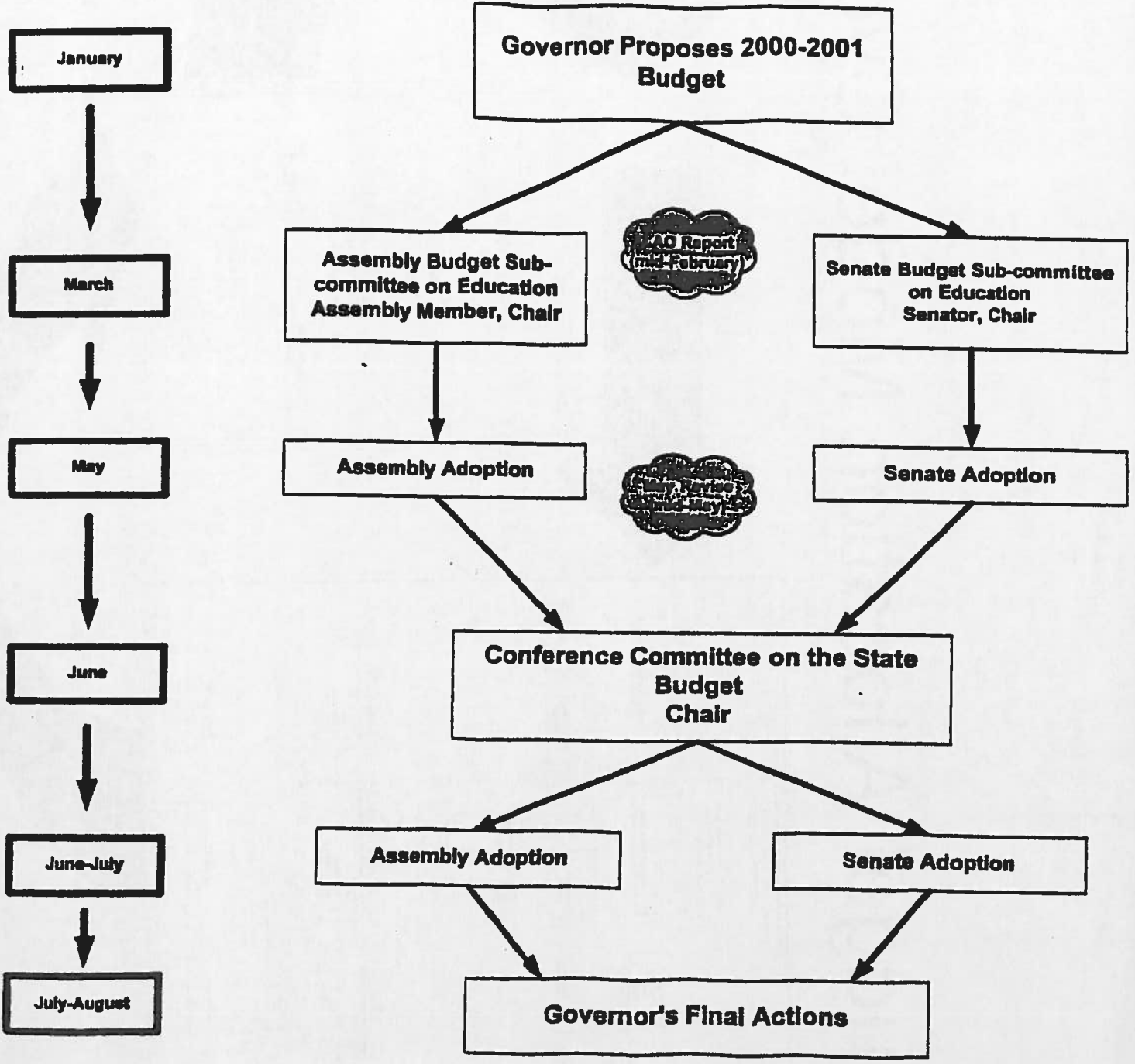
# Budget Allocation Model Cycle



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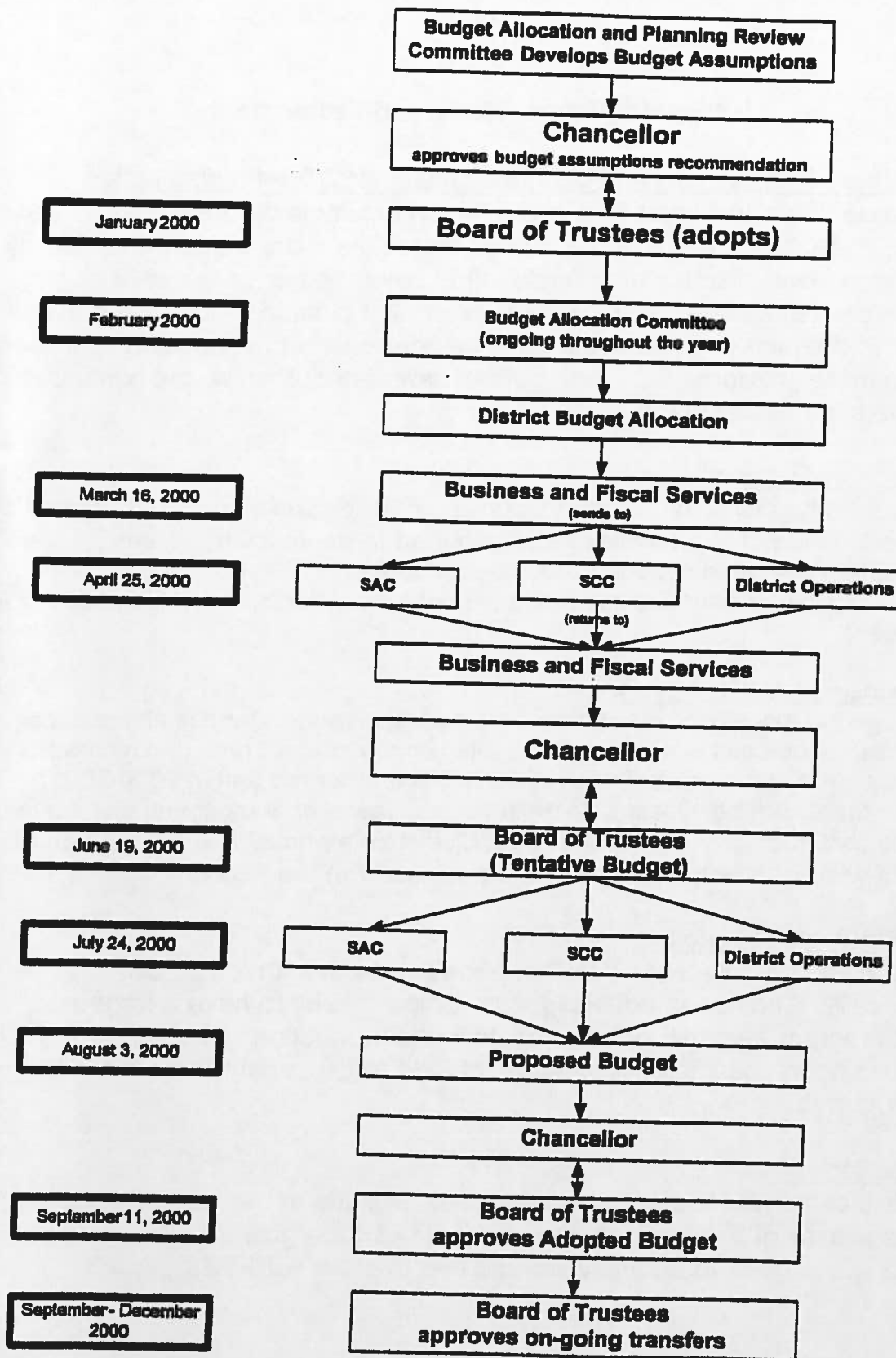


# Significant Steps of the State Budget Cycle



# District Budget Calendar

2000-2001



### **Issues for Future Study and Refinement**

1. **Full-time faculty (1110) and part-time faculty (1320) ratio distribution**  
Because the ratio of part-time and full-time faculty is different at SAC and SCC, there is concern that the college that relies more on part-time faculty will have fewer discretionary funds left to pay for other operational costs. Therefore, analysis, thoughtful discussion, and planning must occur in this area. In the past two years, efforts have been made toward parity in this area in regard to providing SCC with 50% of new district faculty, but continued analysis is needed in the future.
2. **College operational support**  
Similar to the disparity noted in 1 above, is the disparity in college operational support. Therefore, analysis is also required in the following areas:
  - a. staffing - classified support (2000 object codes)
  - b. non-salary operational support, e.g., supplies, contracts, etc. (4000, 5000 object codes)
3. **Unrestricted/restricted funds**  
Although the model addresses only unrestricted revenue, there is an impact on colleges' resources because of the supplementary support provided by restricted revenue. Due to the accreditation of SCC, it is anticipated that in 2000-2001, certain grants will be allocated to each college based on the populations served, as well as continued grants awarded to the district as a whole. The distribution of district-wide grants to the sites will be analyzed in the future.
4. **Credit/non-credit ratios**  
The state funds non-credit FTES at a lower rate than credit FTES. Historically, it has been advantageous for the district to have a large non-credit program because of lower costs in the production of non-credit FTES. That has been changing in recent years, and further analysis on the ratios will be performed.
5. **Leased facilities**  
The district has the highest level of leased facilities in the state. Because of the magnitude of this dependence and its impact on growth, efficiencies of leased space need to be analyzed and tied to plans for FTES growth.

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6. Cost for growth beyond faculty salaries  
There is a cost for growth beyond faculty salaries in the form of instructional support, student services, and institutional support. The Budget Allocation Model Workgroup and the Budget Allocation and Planning Resource Committee have agreed on a cost rate per credit FTES and non-credit FTES based on 1998/99 actual expenditures. Further assessment of these rates will occur in the future.
7. Cost centers  
Further review needs to occur regarding the allocation of expenditures to various cost centers. Expenditures such as publications, postage, and utilities have been allocated in different ways. A decision needs to be made as to whether these expenditures will be allocated as in the past.
8. Miscellaneous income  
Areas of miscellaneous income such as transcript fees, library fines, and student identification will need further discussion as to allocation.
9. Planning link  
Work will continue to strengthen the link between budget, master planning, and other planning.

## Glossary

**Academic employee** - a district employee who is required to meet statewide minimum qualifications as a condition of employment.

**Apportionment** - allocation of state or federal aid, district taxes, or other monies to community college districts or other governmental units.

**Budgeting** - the process of allocating available resources among potential activities to achieve the objectives of an organization. The budget allocation model focuses on allocation among the major units of the district, specifically, Santa Ana College, Santiago Canyon College, and District Operations.

**Classified employee** - a district employee who is not an academic employee.

**Credit** - courses for which students receive college credit.

**Discretionary costs** - costs that may be effected by the production of FTES in a given fiscal year;  
- costs that an operational unit within the district has control or discretion over.

**District Operations** - The central operations of the district including staff and services performed at the district office and at the colleges. District Operations includes areas supervised by the chancellor's office, human resources, and business and fiscal services and which support the entire district.

**Fixed costs** - expenditures that must be met independent of revenue production in any fiscal year.

**Fund balance** - the difference between fund assets and fund liabilities of governmental and similar trust funds; also referred to as *reserves*. The state chancellor's office recommends that districts maintain a minimum fund balance of 5% of total fund expenditures.

**Full-time equivalent (FTE) employees** - ratio of the hours worked based upon the standard work hours of one full-time employee.

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Example: classified employees may have a standard workload of 40 hours per week. If several classified employees worked 380 hours in one week, the FTE conversion would be  $380/40$ , or 9.5 FTE.

Full-time equivalent faculty (FTEF) - equal to 30 lecture hour equivalents (LHE) per year, or 15 LHE x 2 semesters.

Full-time equivalent students (FTES) - one FTES represents 525 class (contact) hours of student instruction/activity in credit and non-credit courses. Full-time equivalent student is one of the workload measures used in the computation of state aid for California community colleges. For details on FTES, see the state chancellor's office *Student Attendance Accounting Manual* and Form CCFS-320.

Indirect expenses or costs - those elements of cost necessary in the production of a good or service which are not directly traceable to the product or service. Usually these costs relate to objects of expenditures that do not become an integral part of the finished product or service, such as rent, heat, light, supplies, management, and supervision.

Lecture hour equivalent (LHE) - one lecture hour equivalent represents one hour of class time per week which equals 35 hours per year ( $1 \text{ LHE} \times 17.5 \text{ weeks} \times 2 \text{ semesters per year} = 35 \text{ hours per year}$ ).

Marginal costs - costs incurred as a result of adding one unit of enrollment or production.

Non-credit - courses for which students do not receive college credit such as English as a Second Language, Adult Basic Education, and Citizenship, which are currently funded at about half the rate of credit courses.

Proration - allocation of expenditures or income from a single source to two or more accounts to show the correct distribution of charges or income.

Reserve - an amount set aside to provide for estimated future expenditures or losses, for working capital, or for other specified purposes.



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**Restricted accounts** - cash or other accounts which are limited as to use or disposition by their source. Their identity is, therefore, maintained, and their expenditure or use is also recorded separately.

(For purposes of the model, Apprenticeship, 1999-2000 and subsequent years' Partnership for Excellence, and Redevelopment will be referred to as restricted. This is an internal designation, not external, as is the case with state and federal categorical accounts which make up the majority of the restricted general fund.)

**Unit cost** - the total expenditure for a product, program, or service divided by the total quantity obtained or some other quantitative measure; e.g., total expenditure divided by number of students equals cost per student.

**Unrestricted accounts** - the general operating accounts of the district which are not limited as to use or disposition by their source.

(For purposes of the model, unrestricted accounts consist of the unrestricted general fund excluding Apprenticeship, 1999-2000 and subsequent years' Partnership for Excellence, and Redevelopment.)

**Common Acronyms**

BAM	Budget and Accounting Manual
FTEF	Full-time equivalent faculty
FTES	Full-time equivalent students
ITS	Information Technology Services
LHE	Lecture hour equivalents
WSCH	Weekly student contact hours

*Source:* Many of the definitions and acronyms above are from the Budget and Accounting Manual (BAM) from the California Community College Chancellor's Office, 2000 Edition.

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
Human Resources and Educational Services

To: Board of Trustees	Date: February 1, 2010
Re: Progress Toward 2009-2010 Vision and Goals	
Action: For Information	

**BACKGROUND**

In preparation for the Board's Planning Session, the leadership at the Colleges and District Office were asked to provide input regarding progress that has been made on the Board's Vision and Goals for 2009-2010.

**ANALYSIS**

The attached matrix summarizes the progress that has been made for each goal.

**RECOMMENDATION**

This material is presented as information.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

## Input to the 2009-2010 Board of Trustees' Vision and Goals

VISION STATEMENT	HIGHLIGHT PROGRESS
<p>Rancho Santiago Community College District is a learning community. The college district and its colleges are committed to ensuring access and equity, and to planning comprehensive educational opportunities throughout our communities. We will be global leaders in many fields, delivering cost-effective, innovative programs and services that are responsive to the diverse needs and interests of all students. We will be exceptionally sensitive and responsive to the economic and educational needs of our students and communities. The environment will be collegial and supportive for students, staff, and the communities we serve.</p>	<p>Despite financial challenges, credit and non-credit offerings continue to offer an array of educational opportunities focusing on transfer, basic skills, and workforce development for the communities we serve.</p>
<p>We will promote and extensively participate in partnerships with other educational providers, business, industry, and community groups. We will enhance our communities' cultural, educational, and economic well-being.</p>	<p>District and college staff continues to participate in a variety of business and community organizations such as the Workforce Investment Boards and Chambers of Commerce.</p>
<p>We will be a leader in the state in student learning outcomes. Students who complete programs will be prepared for success in business, industry, careers, and all future educational endeavors. We will prepare students to embrace and engage the diversity of our global community and to assume leadership roles in their work and public lives.</p>	

<b>Goals</b>	<b>HIGHLIGHT PROGRESS</b>
<p>1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.</p>	<p>100% of all SAC's academic departments will have completed the Portfolio Assessment/Program Review by 2011</p> <p>SAC expanded college-wide and department specific professional development (including the upcoming February 5<sup>th</sup> all-college symposium). This is anchored in the annual Department Planning Portfolio, Core Competency assessment and basic Skills Initiative work.</p> <p>SAC Foundation and the Student Success Committee are partnering on the Innovation Grant initiative</p> <p>SCC's recent establishment of a Writing Center and the on-going success of the Academic Success Center, Math Study Center and tutoring along with Library support on campus and online have impacted student success and are by our students as reflected in various student satisfaction surveys.</p> <p>SAC and SCC celebrated the success of students at events such as the Scholarship Ceremony, ASG Leadership Banquet, Student Leadership Institute (SLI) Awards Banquet, Honors Program Banquet, Model United Nations Awards Program and Graduation ceremonies for credit and non-credit.</p> <p>SCC's Student Services departments are in their third year of Student Learning Outcome (SLO) assessment which ensures that program goals, activities, and outcomes are evaluated to measure the impact on student learning &amp; development.</p>

<b>Goals</b>	<b>HIGHLIGHT PROGRESS</b>
<p>2. Provide, when possible, access and retention for completion programs, including transfer, vocational, and high school diploma programs; and prepare students for success in their academic, career, and personal life endeavors.</p>	<p>SAC has elevated student academic placement in math and English from feeder high schools.</p> <p>Nearly 50% of the SAC 2009 graduating class of Middle College High School simultaneously earned high school diplomas and college degrees.</p> <p>SCC has increased the number of certificate of achievement awarded by 120 from the previous year. There was a slight decrease number of AA degrees awarded due to new Title 5 requirements where a transfer general education degree could no longer be awarded. The curriculum was revised to offer Liberal Arts AA degrees with different emphasis depending on course work. We expect the numbers to increase in the 2009-2010 academic year.</p> <p>With increased funding via the Basic Skills Initiative, SCC continues to provide a strong curriculum component related to increasing student success in basic skills leading to higher retention and completion of programs. We have strengthened student access and success within the Academic Success Center, the Math Study Center and the new Writing Center.</p> <p>SCC's Career Services expanded its scope of services to meet the needs of students. While the program continues to offer assistance with career exploration, for example the Career Development Program for Undecided Majors, Internet resources, an expansive career-related library, and the Speakers Program, new services center on job search and employment preparation have been added. One such service is Employment Preparation Fridays. The weekly small group Friday morning workshop series helped many SCC students obtain employment with job search leads, assistance with resume writing and interviewing techniques, and dress for success information.</p> <p>Significant increases in student financial aid participation for both colleges.</p>
<p>3. Implement facilities master plans, and incorporate "green" efforts into facilities development and other efforts where possible and cost-effective.</p>	<p>SAC's Facilities Master Plan is being revised as part of its recent self study for accreditation. The LPA Facilities Plan is being updated again in coordination with the Educational Master Plan.</p> <p>SAC has used new green technologies, landscaping, construction strategies, environmental engineering, and furniture selection and acquisition in all projects, e.g., the I Building (classroom building), the Child Development Center</p> <p>SCC continues to follow the facilities master plan developed in 2004. We are currently developing a revised facilities master plan specifically addressing those projects which will not be funded with Measure E funds and identifying any other projects for SCC and OEC that were not included in the 2004 Facilities Master Plan.</p> <p>The 2007-2012 Education Master Plan identifies and supports SCC facility needs.</p>

Goals	HIGHLIGHT PROGRESS
<p>4. Promote flexible, cost-effective educational programs and services when possible, including the use of cutting-edge technology and educational program delivery via technology.</p>	<p>Datatel has enabled the following services at both colleges to be streamlined and more directly available to students:</p> <ul style="list-style-type: none"> <li>○ E-mail notification of official college business (fee payment status, academic probation, etc.)</li> <li>○ Direct access (24/7) for students to their unofficial transcripts, web admissions application, and course registration</li> </ul> <p>Hybrid instruction which mixes in-class with online class work, has expanded. SAC now has approximately 700 web enhanced courses each semester, in addition to over 100 online courses and 10 telecourses. SAC has over 10,000 student users on Blackboard. Courses continue to incorporate additional media, including audio, video, and social networking.</p> <p>SCC has been successful working with various vendors to combine needs and get the best possible price for software and equipment that supports technology.</p>
<p>5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development.</p>	<p>SAC leaders pursued nearly 100 competitive and entitlement grants, which yielded \$24,535,000 at the conclusion of 2008-09 through public and private sources. SAC has just been granted a second-year statewide Faculty Inquiry Network (FIN) grant and is preparing submission of a federal Title V grant proposal</p> <p>The SAC Foundation solicits grants and donations from corporations, other foundations, and private donors year round in association with a robust set of overall and specialized events, programs, and services</p> <p>The SCC President along with all college staff continues to pursue other funding sources including:</p> <ul style="list-style-type: none"> <li>● Awarded a three-year grant for \$211,151 through California Volunteers for SCC's AmeriCorps program to support 76 student members to provide reading and math tutoring at three elementary schools in OUSD.</li> <li>● Awarded a Career Technical Education (CTE) Middle School Career Exploration Project – a grant funded career exploration collaborative that focuses on career awareness, exploration, and career pathway development from middle school to college to 7th &amp; 8th graders from three middle schools in OUSD.</li> <li>● Applied as a partner with UCI for a National Science Foundation Advanced Technological Education (ATE) grant to promote interest, entry and retention among California community college students in high-growth technological fields such as environmental sciences, biotechnology, engineering and nanotechnology.</li> <li>● Current endeavors in writing and preparing for a Title 5 grant focusing on institutional/program/course assessment as well as the establishment of a Science Learning Center. Also, we are writing and preparing for an Edison grant leading to scholarships for students in “green” industries.</li> </ul> <p>Child Development Services obtained a \$3.2 million two-year grant to provide Early Headstart programs in the district.</p>

<b>Goals</b>	<b>HIGHLIGHT PROGRESS</b>
<p>6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.</p>	<p>The district continued to maintain a hiring freeze and negotiations were completed with all employee groups for 2009-10 which reduced increased costs to the district and eliminated the need for more drastic staff reductions. Senior management continues to work closely with all employee groups to ensure that they are well informed regarding statewide and local budget issues.</p> <p>SAC has expanded professional development for all employee groups and is presently working to reconstitute the Classified Professional Development Committee to address the unique interests and needs of this critical group.</p> <p>Annual recognition programs for faculty and classified staff highlight the above and beyond effort of commitment to students that is present at SAC.</p> <p>The bi-annual SAC Cabinet Strategic Planning Retreat includes faculty and classified leaders.</p> <p>SCC has been challenged, but successful to date in maintaining a positive productive work environment albeit extremely difficult because of the severe budget cuts and necessary reduction in force. This will continue to be challenging but SCC and more specifically the President keeps communication open and keeps all staff involved in reaching solutions to a difficult budget crisis.</p> <p>Staff development in Academic Affairs has received critical support via the Basic Skill Initiative and Title III grant for related major endeavors.</p> <p>Student Services has instituted a <i>Brown Bag</i> professional development program to address unique student needs.</p>

<b>Goals</b>	<b>HIGHLIGHT PROGRESS</b>
<p>7. When possible, expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and be responsive to workforce development needs and high demand career fields.</p>	<p>Strong college relations with regional industry leaders has helped SAC to catalyze program upgrades, expansion, and curriculum revision in areas like welding, auto/diesel, health sciences, protective services, business, and the arts.</p> <p>The Career Academy Scholars Program was launched at SAC to enable local high school students to get a head start by concurrently enrolling in college classes in high demand career fields such as Digital Media Arts, Automotive, Welding, and International Business while still in high school.</p> <p>SCC continues to meet the needs of the community by providing a quick response in meeting workforce needs. This is reflective in such offerings as the new "Code Enforcement" certificate.</p> <p>SCC partnered this year with UCI on a STEM grant proposal. We continue to host the annual surveying Trig Star event, the Community Science Night, the Foreign Film Festival and other activities connecting SCC to community, educational and business partnerships.</p> <p>SCC continues to maintain partnerships with various professional organizations, business and industries related to SCC career education offerings.</p> <p>SCC continues to maintain partnerships with Cal State University Fullerton through the Student Leadership Institute (SLI); and GEAR UP Anaheim which works to increase a college going culture and promotes system wide changes to increase the number of students prepared to enter college.</p> <p>The MOU between the Community College University Partnership (CCUP) and the University of California, Irvine was finalized in order to increase the number of educationally disadvantaged students prepared for higher education and for regular competitive admission to the University of California.</p>



<b>Goals</b>	<b>HIGHLIGHT PROGRESS</b>
<p>8. When possible, assess the educational needs of the communities we serve, and enhance awareness of the colleges and community involvement through outreach and advocacy among community constituencies and leaders.</p>	<p>An extensive set of pre-college academic and co-curricular activities keeps the college informed about the skills and the needs of rising college students in the greater Santa Ana area.</p> <p>A cross-trained team of outreach professionals work continuously with schools, agencies, and Community Based Organizations to maximize college knowledge among students, parents, and adult learners on a year round basis.</p> <p>SCC continues the successful spring Career Education Technical Advisory Committee meetings bringing together college programs with business and industry.</p> <p>Although limited due to budget constraints, a productive relationship with OUSD to promote a positive student transition from high school to college remains a priority.</p> <p>SCC Outreach Office and such programs as AmeriCorps continue to assist in promoting SCC to the community and Orange Unified School District and identifying educational needs we could support.</p>
<p>9. Maximize college and community use of athletic fields when fiscally neutral, subject to state law.</p>	<p>The colleges continue to support the community needs within the constraints of impact to the field themselves.</p>

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT**  
Human Resources and Educational Services

To: Board of Trustees	Date: February 1, 2010
Re: Approval of 2010-2011 Vision and Goals	
Action: Request for Action	

**BACKGROUND**

The Board's 2009-2010 Vision and Goals were developed on July 13, 2009.

**ANALYSIS**

Staff has compiled a variety of data and reports pertaining to the performance of the colleges and district operations. After consideration and review, the administration is recommending that the Board reaffirm its current Vision and Goals for the 2010-2011 academic year. If the Board is interested in consolidating its goals, it may want to consider incorporating Goal #9 into Goal #3 as both pertain to facilities.

**RECOMMENDATION**

It is recommended that the Board of Trustees reaffirm the 2009-10 Vision and Goals for the 2010-2011 academic year.

Fiscal Impact: None	Board Date: February 1, 2010
Prepared by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Submitted by: John Didion, Exec. Vice Chancellor, Human Res. & Educational Services	
Recommended by: Dr. Edward Hernandez, Jr., Chancellor	

**RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES**

**Resolution in Honor of Congressman Ed Royce**

**Resolution No. 2010-03**

**WHEREAS**, Congressman Ed Royce has represented part of the Rancho Santiago Community College District in both the California State Senate and the U.S. House of Representatives since his election in 1982 and during that time has been a supporter of the District and its mission to serve students and meet community educational needs throughout the District and region, and

**WHEREAS**, the Community Foundation of Orange is a non-profit civic organization that has devoted itself to providing facilities and programs for the people of Orange in public-private partnerships and currently funds the Hobbs Community Scholarship Program which provides funds for Santiago Canyon College students who transfer to Chapman University, and

**WHEREAS**, on February 5, 2010, the Community Foundation of Orange is honoring Congressman Royce as their Community Champion for his dedication to the community and its people herein,

**THEREFORE BE IT RESOLVED**, that the Rancho Santiago Community College District Board of Trustees congratulates Congressman Ed Royce on this well-deserved award, thanks him for his service to the students of our District, and looks forward to a continued close relationship with him in the future.

Dated this 1st day of February 2010.

Ayes:  
Noes:  
Absent:  
Abstain:

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Edward Hernandez, Jr., Ed.D.  
Secretary to the Board of Trustees