

## Local Application Program Information by TOP Code (& Final Report)

**2014-2015**

**District/College:** Rancho Santiago Community College District/  
 Santa Ana College

**Agreement No.:** XX-C01-XX

**Program Title:** Online Degree Pathway Program for Business Administration for Transfer (AS-T) Completion **TOP Code:** 0505.00

<b>Title of Proposed Project/Activity</b>		Online Degree Pathway Success Model	
<b>Department/Division</b>		BUSINESS ADMINISTRATION / BUSINESS	
<b>Project Director</b>		Cherylee Kushida	
<b>Project Director's Phone #</b>	(714) 564-6766	<b>Email</b>	kushida_cherylee@sac.edu
<b>Division Dean</b>	Linda Rose, V.P. Academic Affairs / Allen Dooley, Business Division Dean		
<b>Dean's Phone #</b>	(714) 564-6775	<b>Email</b>	dooley_allen@sac.edu
<b>TOP Code</b>	050500	<b>TOP Code Title</b>	Business Administration

### Funding Rationale

Based upon a review of the Core Indicators Report for your program, which of the following core indicators will be addressed in this plan?

- X\_\_\_ 1P1 – Technical Skill Attainment – Successful course completion
- X\_\_\_ 2P1 – Credential, Certificate or Degree – Student program completion
- X\_\_\_ 3P1 – Student Persistence or Transfer – Higher Education
- X\_\_\_ 4P1 – Student Placement – Employment
- X\_\_\_ 5P1 – Nontraditional Participation – DISTRICT PRIORITY
- X\_\_\_ 5P2 – Nontraditional Completion – DISTRICT PRIORITY

**Briefly describe program improvement issue(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text)**

The Online Degree Pathway program is an exciting new program in Online Learning at Santa Ana College. It was conceived as a degree/transfer completion program for online students.

The first degree that is selected as the pilot Online Degree Pathway is the Associate in Science in Business Administration for Transfer (AS-T). The Business Administration degree is the most awarded degree at Santa Ana College leading to a transfer and is the major with the largest number of transfer students. Santa Ana College students have a high demand for this degree/transfer major largely because there is great industry demand for business professionals in the various career pathways in business administration such as: Accounting, Finance, Management, Marketing, Information Systems, Entrepreneurship and Business Analytics.

The outlook for students completing our Online Degree Pathway at SAC in Business Administration is very bright. CSU Fullerton School of Business has an online degree completion program for Upper division coursework. We are partnering with their online program to assure that our students have the necessary coursework and online learning skills to be successful in this program. We are looking to partner with other 4-year programs, but are extremely pleased with this opportunity, as our largest number of transfers from

SAC at to CSU Fullerton is in Business Administration.

Online students are a special population of students that for a variety of reasons require online only courses. Your sister the busy mother, your neighbor that has a job with hours that vary week to week, your friend with a job that takes them frequently out of town, or your son that finds that the classroom is too distracting for his learning style; are all common life situations that prevent many students from attending college in the traditional classroom.

Does Santa Ana College have students interested in Online Learning? Yes!

- Fall 2013 Distance Education students:
  - 1063 online/hybrid students (taking online/hybrid courses ONLY) (101.07 FTES)
  - 770 unduplicated students (taking online/hybrid courses ONLY) (73.72 FTES)
  - 2,278 students that took BOTH online and traditional classes (219.8 DE Course FTES)

**What is the Online Degree Pathway Program?**

- **DEGREE:** This degree completion program provides an AS-T in Business Administration, part of the Plan B, CSU Transfer program, in 2-years.
  - CSU Fullerton's online program for years 3 and 4 is an excellent continuation of online learning transfer for this pathway.
- **COHORT:** It is a cohort based program. The Online Degree Pathway cohort consists of 30-35 students that will learn and study collaboratively as a collegial group of students throughout their time in the program.
  - Cohorts typically develop into strong learning communities that provide valuable support and career-networking. It expected that each fall a new cohort group will begin the program.
  - Relevant business and social activities will be run a few times per semester for students to attend to help foster our pathway community. Sample activities: Local business CEO forum on industry directions, a panel of entrepreneurs for information sharing/advisement, business leader panels, CSU Fullerton administrator discussion on requirements, Meet & Greet and Networking mixer with local community business leaders, Pathway faculty and CSU colleagues, personal improvement sessions on Time-Management, Study Techniques, etc.
  - We will search for the perfect "Santa Ana College Online Degree Pathway Advisory Board" that will help to advise and participate in our student events. It is expected that board members will be community business leaders and CSU Fullerton online degree colleagues.
- **COURSEWORK:** Courses are designated and reserved for students in our online degree pathway cohort. Registration for the cohort is guaranteed. Students in the Online Degree Pathway need to take the prescribed courses as they are presented in the program. Courses are run in an accelerated 8-week course structure, with students generally taking two-classes per 8-week session.
- **QUALITY INSTRUCTION:** Santa Ana College Online Instructors have been certified through our SAC Online Teaching Certification program. This is a rigorous 12-week program that assures our online faculty has the knowledge and skills to use various new technologies, understand and implement necessary and important federal and state policies for distance education and utilize best practice online teaching techniques. We are very proud of our certificate completers and continue to assist them by collection of their student success/retention data for continued improvement, as well as advisement regarding their courses. The "cohort" model was also implemented in our Online Teaching Certification program and has helped to create teaching/learning communities among our own online faculty. Continued offerings of online best practices and professional development opportunities will be offered for our DE faculty.
- **FUTURE CAREERS:** A degree in Business Administration allows for a variety of career opportunities. Some examples are : Accounting, Finance, Management, Business Analytics, Information Systems, Entrepreneurship and Marketing

The Online Degree Pathway Course Sequence and Issues are attached.

**What is your projected completion date?**

June 2015, first Online Degree Pathway graduates

**Briefly describe how the issue(s) will be addressed. (Limited to 2,000 characters, or approximately ½ page of text)**

**Tools:**

To jump-start this new program, and alleviate the problem of student access to their "classroom" and materials, providing a laptop loaner would be beneficial for the program in ensuring student success. They would simply require MS Office installed (Word, Excel, Access, PowerPoint) and a network card for wireless Internet access. Students would be aware of usage guidelines and would be required to sign the Laptop Loaner Agreement (attached).

**Semester Roundup:**

We will be encouraging our community business leaders and CSU Fullerton Business colleagues to participate in panels, discussions and social events with our pathway cohorts. This will lead to sustained pathway commitment and motivation as well as increased knowledge and networking in our business community.

**Online Teaching Conference 2014:**

Sponsoring an administrator, DE Coordinator and three key online faculty to attend the Online Teaching Conference in June is necessary for continued currency of federal/state policies, best practices and technologies. The Online Teaching Conference is the best conference that is specifically focused on Community College faculty, staff and administrators engaged in online education. It is well attended by California Community College participants and extremely relevant to CA policies. (Generally this conference alternates between southern/northern California. This year it is in southern California with reduced travel expenses.)

**Admissions:**

The current Datatel system does not allow for an automation of a program to have "linked" courses, which is required for our usage of the registration system. The Registrar and Associate Dean of Admissions and Records can accomplish this, but it is a manual effort. They estimate 40 hours/semester to handle this additional work. Contributing to their part-time hours would allow for the necessary processes of students in this program to be accomplished.

**Final Report summary (this yellow shaded sections are for Final Report)**

**1. Was the program improvement issue(s) addressed and/or planned objectives met?** (Narratives limited to 1000 characters)

If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.  
 If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effective practices derived from the project in Section 3.

Select  Yes  No  Partially (Complete the following narrative section(s) as appropriate.)

**2. Describe any barriers encountered and lessons learned – Required if the response to Question 1 is No or Partially.**  
 (Narratives limited to 1000 characters, or approximately one quarter page of text).

**3. Describe accomplishments including effective practices derived from the project**  
 (Narratives limited to 1000 characters, or approximately one quarter page of text).

Final Report of Expenditures: \$\_\_\_\_\_ (Resource Development will have this amount for Final report)

Professional Dev. (Including stipends)		Instructional Materials Purchase/Replacement (include software)
Instructional Equipment Purchase/Replacement		Programs/Services for Special Populations
Facility rental/lease (off-campus location)		Consultant or Other Contracted Services
Curriculum Development		Other (specify)
Program Marketing & Outreach		

Below are the nine §135(b) Requirements for Uses of Funds. Programs receiving these funds must meet these requirements. Indicate with a check mark those requirements that the program currently meets (met). Any remaining unmet requirement(s) must be addressed with completed or ongoing activities by June 30 for reporting in the final report. Note: All nine required uses of funds must be met by the end of the Act or each year until reauthorization. Funds may also be used for the permissive activities specified in number 10.

Indicate with a check mark which requirements have been met, below.

Requirements for Uses of Funds	MET	UNMET	For Final Report if the UNMET activity is now met
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1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	√		
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	√		
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	√		
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	√		
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	√		
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	√		
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	√		
8. Provide services and activities that are of sufficient size, scope and quality to be effective. [§135(b)(8)]	√		
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. [§135(b)(9)]	√		

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"**

Describe specific activity(ies) intended to address for each of the unmet requirement(s). (Limited to 2,000 characters, or approximately ½ page of text.)

**FOR THOSE REQUIREMENT(S) LISTED ABOVE AS "UNMET:"**

Describe specific future activity(ies) intended to address for each remaining unmet requirement(s). (Limited to 4,000 characters)

<b>10. Permissible Uses Per Section 135(c) (check activities to be funded with CTE funds)</b>	
<input checked="" type="checkbox"/>	1. Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs. [§135(c)(1)]
<input checked="" type="checkbox"/>	2. Provide career guidance and academic counseling for students participating in CTE programs, that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults, [§135(c)(2)]
<input checked="" type="checkbox"/>	3. Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty. [§135(c)(3)]
<input checked="" type="checkbox"/>	4. Provide programs for special populations. [§135(c)(4)]
<input checked="" type="checkbox"/>	5. Assisting career and technical student organizations. [§135(c)(5)]
<input checked="" type="checkbox"/>	6. Mentoring and support services. [§135(c)(6)]
<input checked="" type="checkbox"/>	7. Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
<input checked="" type="checkbox"/>	8. Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry. [§135(c)(8)]
<input checked="" type="checkbox"/>	9. Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education. [§135(c)(9)]
<input checked="" type="checkbox"/>	10. Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion. [§135(c)(10)]
<input checked="" type="checkbox"/>	11. Providing activities to support entrepreneurship education and training. [§135(c)(11)]
<input checked="" type="checkbox"/>	12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities. [§135(c)(12)]
<input checked="" type="checkbox"/>	13. Developing and supporting small, personalized career-themed learning communities. [§135(c)(13)]
<input checked="" type="checkbox"/>	14. Providing support for family and consumer sciences programs. [§135(c)(14)]
<input checked="" type="checkbox"/>	15. Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
<input checked="" type="checkbox"/>	16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
<input checked="" type="checkbox"/>	17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
<input checked="" type="checkbox"/>	18. Providing support for training programs in automotive technologies. [§135(c)(18)]
<input checked="" type="checkbox"/>	19. Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives. [§135(c)(19)]
<input checked="" type="checkbox"/>	20. Supporting other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

**NOTE: If you indicate CTE funds are being used for the specified activities below, then there must be funding for the activity(ies) indicated in the line item budget for that TOP Code program(s) funded.**

**Check all types of activities to be funded with CTE Funds:**

<input checked="" type="checkbox"/>	Professional Dev. (including stipends)	<input checked="" type="checkbox"/>	Instructional Materials Purchase/Replacement (including software)
<input type="checkbox"/>	Instructional Equipment Purchase/Replacement	<input type="checkbox"/>	Programs/Services for Special Populations
<input type="checkbox"/>	Facility rental/lease (off-campus location)	<input type="checkbox"/>	Consultants or Other Contracted Services
<input type="checkbox"/>	Curriculum Development	<input checked="" type="checkbox"/>	Other (specify)self evaluation for improvement of the program
<input checked="" type="checkbox"/>	Program Marketing and Outreach	<input type="checkbox"/>	

**Check one: UNMET REQUIREMENTS WILL BE ADDRESSED:**

<input checked="" type="checkbox"/>	Entirely with Perkins Funds
<input type="checkbox"/>	Entirely with Other Funding Sources
<input type="checkbox"/>	Using Both Perkins and Other Funding Sources

PROVIDE DETAILED BUDGET

Department Code: 15713

Budgeting Category/Description	Fund Requested		
	Instructional	Non-Instructional	TOTAL
<b>1000 – Faculty salaries</b>			
<b>2000 – Classified salaries</b> (Instructional Assistant) * Admissions additional hours = 4 semesters * 40 hours * \$16.00/hour = \$2560.00		<b>\$2,560.00</b>	<b>\$2,560.00</b>
<b>3000 – Benefits (based on 2013/14 benefits)</b> Part-time faculty & beyond contract (13.15% ) P/T short-term classified (6.2% of wages) P/T ongoing classified (22.542%) Full-time classified (22.542% of wages + health & life insurance (maximum \$22,374.12) & fringe ben.\$1,486.36)		<b>\$159.00</b>	<b>\$159.00</b>
<b>4000 – Supplies &amp; Materials</b> Reference Books; Instructional Supplies; Supplies Technology – no promotional materials/favors			
<b>5000 – Other Operating Expenses &amp; Services</b> Conference, consultants, contracts, printing, software license & fees, maintenance contract * 4 semester round-ups @ \$1,000 = \$4,000 * Online Teaching Conference Attendance (5 persons)		<b>\$4,000.00</b> <b>\$4,200.00</b>	<b>\$4,000.00</b> <b>\$4,200.00</b>
<b>6000 – Capital Outlay</b> Equipment, software over \$1,000 (no furniture) ** 35 maximum students @ \$725/laptop = \$25,375	<b>\$25,375.00</b>		<b>\$25,375.00</b>
<b>Total Funding Requested</b>	<b>\$25,375.00</b>	<b>\$10,919.00</b>	<b>\$36,294.00</b>

Note: Final Report of expenditures will be reported according to the following categories:

- a. Curriculum Development/Instruction
- b. Professional Development
- c. Counseling/Direct Services to Students
- d. Other: You must provide a description of programs/services funded
- e. Administration (not to exceed 5% - reserved for DO)

PLEASE NOTE CARL PERKINS IV FUNDS MAY ONLY SERVE CAREER-TECHNICAL STUDENTS

**Budget Questions/Clarifications:**

Acceptance of requested funds entails a responsibility for developing a project plan and final report. All 9 mandated activities must be achieved. Each department must submit a copy of their Advisory Committee Minutes to the Career Education & Workforce Development Office.

*Cheryl Kuehlich*

Project Director

*Linda Rose*

Division Dean

Date: *3/18/2014*

Date: *3/18/2014*



Section II Part B

Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)

Program Information by TOP Code

College/District: RSCCD – Santa Ana College

Agreement #: XX-C01-042

*Retain in District Audit Files*

Online Degree Pathway Program for Business  
Administration for Transfer (AS-T) Completion

TOP CODE(s): 0505.00  
Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
<p>Refer to the District's 2008-2012 Local Plan for Title I, Part C, Section 132 Funds, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins).</p> <p>Check the corresponding Section II Part A form for the Met/Unmet "Requirements for Use of Funds."</p> <p>Note: Each TOP Code identified for funding must meet each of the nine requirements by the end of the Act or each year until reauthorization.</p>	<p>Describe activities to be conducted to address Perkins Section 135(b) requirements listed in Column A.</p> <ol style="list-style-type: none"> <li>Under the appropriate requirement, describe activities to be funded by Perkins Title IC to improve or expand the identified 4- or 6-digit TOP Code career and technical education programs.</li> <li>For each Section 135(b) requirement listed in Column A, number each activity separately (i.e., 1.1, 1.2, etc.).</li> <li>If an activity meets more than one requirement, reference the number of the activity stated previously (i.e., same as 1.2).</li> </ol> <p><b>PLEASE BE SPECIFIC SINCE THESE ACTIVITIES WILL BE AUDITED!</b></p>	<p>Enter applicable number in appropriate column below.</p> <p>Core Indicator addressed by the activity listed.</p> <ol style="list-style-type: none"> <li>Tech. Skill Attainment</li> <li>Credentialed/Certificate/ Degree Transfer</li> <li>Student Placement</li> <li>Nontrad. Participation</li> <li>Nontrad. Completion</li> </ol>	<p>Designate source of funds to be used by assigning a number as shown below:</p> <ol style="list-style-type: none"> <li>Perkins IC</li> <li>Other funds</li> <li>Both</li> <li>No funds needed</li> </ol>	<p>Status of Activity:</p> <ol style="list-style-type: none"> <li>Planned</li> <li>Started</li> <li>Continuing</li> <li>Completed</li> </ol>
<p><b>Section 135(b) Requirements</b></p> <ol style="list-style-type: none"> <li>Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.</li> <li>Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A).</li> </ol>	<p>Activities</p> <p>Activities list in the application (local application) <b>Outcome by the end of the fiscal year (final report)</b></p> <ol style="list-style-type: none"> <li>The Online Degree Pathway merges the academic and necessary CTE skills for Business Administration students. This completion program thoroughly integrates academics and CTE. (See attached course sequence)</li> <li>The Distance Education department is developing ongoing relationships with local SAUSD high schools for qualified online students.</li> <li>The DE department works with Taller San Jose, a local outreach program for disadvantaged youth, which trains in CTE careers.</li> <li>A relationship has been developed with CSU Fullerton for the purpose of preparing SAC students for their BA in Business Administration (BABA) Online Degree Completion Program.</li> <li>The Distance Education department will seek additional partnerships with other 4-year institutions for the pathway transfer.</li> </ol>	<p>Core Indicators</p> <p>1, 2, 3, 4, 5, 6</p>	<p>Source of funds</p> <p>1</p>	<p>Status of activity at the beginning (local application)</p> <p>3</p> <p>1, 3, 4</p>



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**College/District:** RSCCD – Santa Ana College

**Agreement #:** XX-C01-042

*Retain in District Audit Files*

**Program Title:** Online Degree Pathway Program for Business Administration for Transfer (AS-T) Completion

**TOP CODE(s):** 0505.00  
**Section 135(b) Requirements**

Column A	Column B	Column C	Column D	Column E
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.	<p>3.1 The curriculum of the Business Administration (AS-T) degree provides students with a breadth of understanding in the careers of business administration. In addition, it will be suggested that students take BUS100, for an overall industry perspective.</p> <p>3.2 Activities centered on local community business leaders will help to provide students with current and community applicable knowledge for their future career paths.</p> <p>3.3 Students will be encouraged to work with the <u>CTE Business Internship Coordinator</u> for field work experience.</p>	1, 2, 3, 4, 5, 6	1	1,3,4
Enter applicable number in appropriate column below.				

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Section 135(b) Requirements

**Program Title:** Online Degree Pathway Program for Business Administration for Transfer (AS-T) Completion

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
<p>4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.</p>	<p>4.1 Students will have an online orientation as well as a face-to-face orientation on the use of Blackboard and basic technology and laptop usage. (Included in training will be options of alternate backup storage techniques, such as USB, cloud and removable hard-drives.)</p> <p>4.2 Students will be provided with a <u>help site</u> with instructions and video instructions for all aspects of technology usage for their program, including Blackboard, browser, webcam, storage, and contact information for assistance.</p> <p>4.3 Business 150 – Introduction to Information Systems and Applications will be taught as a first course in the pathway to assure student success in computer usage, netiquette, computer viruses, ergonomics, computer backup, alternate storage media, plus more. It will prepare them for their upcoming CTE courses.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>1</p>	<p>1, 2, 3, 4</p>

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Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
<p>5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology.</p>	<p>5.1 Faculty in the Online Degree Pathway have completed the Online Teaching Certification and utilize technology and effective best practices in their online courses to enhance their courses.</p> <p>5.2 Faculty involved the Online Degree Pathway will be involved participants in the program including student/community leader activities which will help to foster CTE community partnerships and student involvement.</p> <p>5.3 Current professional development will continued to be offered to online faculty.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>1</p>	<p>1, 3, 4</p>
<p>6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.</p>	<p>6.1 The research department evaluates student success and retention in all online courses and each faculty member that completes the Online Teaching Certification program.</p> <p>6.2 Specifically, the Online Degree Pathway courses will be evaluated for student success and retention and compared to those sections outside of the pathway.</p> <p>6.3 Research provides student demographic information for all of our DE courses.</p> <p>6.4 Student and faculty evaluations will be required at the conclusion of every 8-week session.</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>1</p>	<p>1, 3, 4</p>

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**Program Title:** Administration for Transfer (AS-T) Completion

Column A	Column B	Column C	Column D	Column E
Section 135(b) Requirements	Activities	Core Indicators	Source of funds	Status
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	<p>7.1 Proper technology is imperative to the success of the pathway student. Without the essential tool of a modern computer, they will not be able to access their course on Blackboard, nor their course OER materials on the Internet. Laptops will be provided and supported by the department/college.</p> <p>7.2 Microsoft Excel and Access will be taught, as well as some computer basics in BUS150.</p> <p>7.3 Accounting 101 and 102 will use current field technology.</p> <p>7.4 Students may participate in chats, web-meetings, or webinars held by their instructors.</p>	1, 2, 3, 4, 5, 6	1	1, 4
8. Provide services and activities that are of sufficient size, scope and quality to be effective.	<p>8.1 The Distance Education office has four personnel that can support the needs of the Online Degree Pathway student. Assistance is provided by phone and online.</p> <p>8.2 Planned activities for the cohort with community leaders and faculty will be small enough and frequent enough to provide the opportunity for familiarity.</p> <p>8.3 Student resources are available online at Santa Ana College, included services offered by Financial Aid, the Learning Center, Math Center, Counseling and the Library.</p>	1, 2, 3, 4, 5, 6	1	1, 4
9. Provide activities to prepare special populations, including single parents and displaced homemakers enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.	<p>9.1 Non-traditional students are majority of most online communities. The Online Degree Pathway allows for this population to continue their education in a CTE career path.</p> <p>9.2 Planned activities for our special population with faculty, community leaders and CSUF colleagues will help to continue their educational motivation and lead to better defined CTE career goals.</p>	1, 2, 3, 4, 5, 6	1	1, 4

**Section II Part B**

**Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)**

**Program Information by TOP Code**

College/District: RSCCD – Santa Ana College

Agreement #: XX-C01-042

*Retain in District Audit Files*

Online Degree Pathway Program for Business  
Administration for Transfer (AS-T) Completion

TOP CODE(s): 0505.00

Program Title: Administration for Transfer (AS-T) Completion

Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
<p>10. Funds may be used to:</p> <p>(1) Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs.</p> <p>(2) Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.</p> <p>(3) Local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.</p> <p>(4) Provide programs for special populations.</p> <p>(5) Assisting career and technical student organizations.</p> <p>(6) For mentoring and support services;</p> <p>(7) Leasing, purchasing, upgrading or adapting equipment, including</p>	<p>10.1(a) Semester Round-Ups are planned for the Online Degree Pathway involving: Pathway students, community business leaders, pathway faculty, and CSU Fullerton colleagues. This will lead to continued pathway motivation and completion, as well as better defined CTE career goals, local business and CSUF networking.</p> <p>10.2(a) A counselor will be assigned for this CTE program as well as a CTE Internship Coordinator.</p> <p>10.3(a) Local business leaders will be involved in student activities</p> <p>10.3(b) CSU Fullerton will be involved in student activities</p> <p>10.3 (c) We expect to include additional 4-year institutions</p> <p>10.3 (d) We expect to include local area high-schools that find they have the high-level student that would be interested in our online CTE Pathway.</p> <p>Ideally, our most involved members of the above will be part of our "SAC Online Degree Pathway Advisory Board".</p> <p>10.4(a) Our Online Degree Pathway program accommodates special populations – full-time parents, working students, students with the need of a flexible "class" time, students with learning needs that are best served outside of the classroom, students with ADA requirements. All of our courses are ADA compliant.</p> <p>10.5(a) The Pathway program/students will become a CTE organization that will grow with each year's addition of students, building a business networking model for our SAC CTE students.</p> <p>10.6(a) Our SAC Online Degree Pathway Advisory Board will act as a mentors for specific matched student interests.</p> <p>10.7(a) The need for student to have laptops providing current technology access to their courses on Blackboard and their course</p>	<p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6</p> <p>1, 2, 3, 4, 5, 6</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>

**Perkins IV I-C application (& Final Report)**

**Section II Part B**  
**Perkins Career and Technical Education Act (Title IC) – Local Application (& Final Report)**  
**Program Information by TOP Code**

College/District: RSCCD – Santa Ana College Agreement #: XX-C01-042

*Retain in District Audit Files*

Online Degree Pathway Program for Business  
 Administration for Transfer (AS-T) Completion

TOP CODE(s): 0505.00 Program Title: Online Degree Pathway Program for Business Administration for Transfer (AS-T) Completion  
 Section 135(b) Requirements

Column A	Column B	Column C	Column D	Column E
Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.	materials via the Internet is extremely critical. 10.7(b) Library 100 – Library Research Fundamentals, designed to develop information research skills is taught in the first semester for student skill improvement. 10.7(c) Business 150 – Introduction to Information Systems and Applications is offered in the first 8-weeks to assure student technical success in upcoming pathway coursework.			
(8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE faculty, including individuals with experience in business and industry.	10.8(a) The Online Teaching Certification is a mandatory certification for online faculty. It assures our online instruction utilizes online best practices, is ADA compliant, abides by federal and state guidelines and is engaging. 10.8(b) Our faculty teaching our CTE coursework are leaders in each of their areas of expertise and all have experience in industry. 10.8(c) Key Distance Education administration/coordinator/faculty need continual refreshment of current policies, technologies, practices which can be accomplished at the local Online Teaching Conference.	1, 2, 3, 4, 5, 6	1	4
(9) Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.	10.9(a) Our Online Degree Pathway is offered in a time-flexible format and offered online.			
(10) Developing initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.	10.10(a) The Online Degree Pathway is an Associate in Science in Business Administration for Transfer (AS-T) degree and allows a easier transfer to CSU 4-year programs. 10.10(b) We work closely with CSU Fullerton and though our students do not have a guaranteed admission, if students complete our program they will be qualified as a known entity of completing a highly reputable and rigorous online program. 10.10(c) We will explore partnerships with other 4-year institutions	1, 2, 3, 4, 5, 6	1	1

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Program Title: Online Degree Pathway Program for Business Administration for Transfer (AS-T) Completion

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Section 135(b) Requirements

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(11) Providing activities to support entrepreneurship education and training.	10.11(a) Some of the required Business Administration coursework will touch upon entrepreneurship. Though we cannot add more units in an AS-T degree, it will be highly suggested that an Entrepreneur course be taken in the available summers.	1, 2, 3, 4, 5, 6	1	1
(12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.	10.12(a) We are exploring the possibility of a CTE GE Pathway program.	1, 2, 3, 4, 5, 6	1	1
(13) Developing and supporting small, personalized career-themed learning communities.	10.13(a) The Online Degree Pathway cohort will provide a supportive small, career themed learning community.	1, 2, 3, 4, 5, 6	1	1
(14) Providing support for family and consumer sciences programs.				
(15) Providing CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills.	10.15(a) Though not part of the Online Degree Pathway, the Distance Education department works with Taller San Jose, a special community of students for which some may continue on to an online pathway once they continue their education at Santa Ana College. The exposure to SAC is provided through this relationship.	1, 2, 3, 4, 5, 6	1	1
(16) Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or funding an appropriate job.	10.16(a) The Pathway program provides a clear transfer opportunity to continue their education. 10.16(b) Semester Round-ups, CSU Fullerton panels and activities with 4-year partners will encourage students to continue their education and network with 4-year partners.	1, 2, 3, 4, 5, 6	1	1
(17) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.	10.17(a) Our "SAC Online Degree Pathway Advisory Board" will provide mentoring for cohort students that are matched for similarity of CTE field/industry or background.	1, 2, 3, 4, 5, 6	1	1

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Section 135(c) Permissive Uses	Activities	Core Indicators	Source of funds	Status
(18) Providing support for training programs in automotive technologies.	10.17(b) The CTE Business Internship Coordinator will work with cohort students in possible internship/work placement if needed.			
(19) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.				
(20) Supporting other CTE activities consistent with the purposes of the Act.	10.20(a) The Online Degree Pathway program will look into partnering with CTE outreach.	1, 2, 3, 4, 5, 6	1	1