

Santa Ana College Student Services

Planning Portfolio

Scholarship Program

Department

Advancement/Foundation

Division





Portfolios for Planning

The purpose of the planning portfolio is to provide an instrument for department planning, evaluation, and resource prioritization that is streamlined and that coordinates those related activities.

In good practice, planning processes are cyclic, and priorities for resource allocation result from the identification of goals. That is, evaluation or program review, conclusions are used to identify future goals; those goals are used for budgeting. After plan implementation, further evaluation results in refined, revised plans, and so forth.

The portfolio process is designed to enhance the cohesion of planning-related activities as well as to allow for maximum customization of planning and evaluation activities for each unique support services department.

The portfolios should be maintained on an ongoing basis, with goals and budgets being updated each year and SLO's refined and measured as appropriate. In this way, the portfolio can be used as an on-going source document for planning, program development, and resource allocation requests when needed.

Mission Statements

RSCCD MISSION

“The mission of the Rancho Santiago Community College District and its colleges is to provide quality educational programs and services that address the needs of our diverse students and communities.”

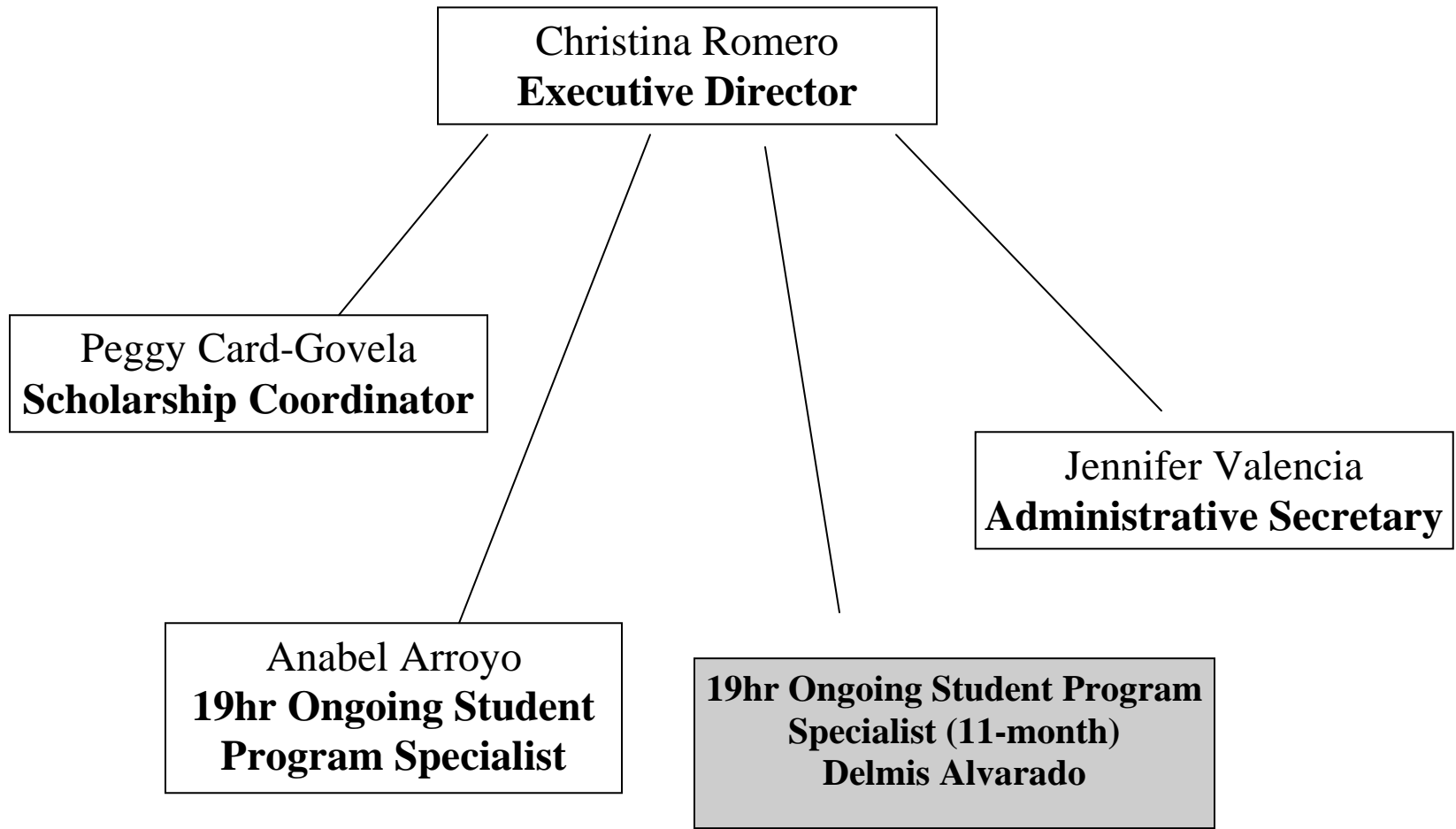
SAC MISSION STATEMENT

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

SANTA ANA COLLEGE FOUNDATION MISSION STATEMENT

Through education, individuals learn to prepare for their future, to become self-sufficient and to participate effectively in a global society. Public access to education enriches the quality of life in the community. The Santa Ana College Foundation is committed to ensuring that no student is denied educational opportunities due to financial constraint. Therefore, the Foundation's mission is to maintain, expand and enhance the educational opportunities of Santa Ana College by linking community organizations, businesses, funding sources, alumni and staff, thus preserving our near century of *"A History of Success, A Future of Promise."*

Organization Chart
Santa Ana College Foundation
Organizational Chart



Functions

Functions and services provided by the department:

The Santa Ana College Scholarship Program offers opportunities for incoming, continuing, and transfer students to apply and be awarded Santa Ana College Foundation scholarships. The Scholarship Program also serves as a direct and indirect financial resource hub for our student community. This is done in the following ways: 1) directly manage, connect and award institutional Santa Ana College, High School, and outside college scholarships. 2) By building upon our institutional partnerships, connect students with transfer scholarship opportunities with our associate institutions and 3) build our network of other financial partners, both private and public to increase the number of scholarships offered. As an educational partner with 4-year institutions, such as University of California Irvine and California State University Fullerton, the SAC Scholarship Program supports students' continued success in reaching post-secondary educational goals.

Population to be served (description and size):

High School Program: The Scholarship program will and continues to provide scholarships to all incoming Santa Ana Unified freshmen and high school seniors from surrounding high schools.

Continuing Student Program: The scholarship program offers a wide variety of need and merit-based scholarships for continuing students at the college. These scholarship opportunities engage the over 18,000 students enrolled in credit-based courses across all academic disciplines. 77% of our population is Hispanic and over half is below poverty level. This demographic information on the student population strategically makes the scholarship program vital and critical to academic success. This demographic information on the college student population highlights the need for scholarship programs and demonstrates the need for allocations to be strategically delivered.

Student Learning and Program-Specific Outcomes

Please describe and quantify both Student Learning Outcomes (SLO's) and program-based outcomes. Compare to goals and previous year results as appropriate.

Student Learning Outcomes

Santa Ana College Scholarship Program Student Learning Outcome

2012-2013

| I | II | III | IV | V | VI | VII |
|---|---|--|--|--|--|---|
| SLO | Describe Target Population | Activities to achieve SLO Goals | Baseline & Progress targets | Assessment process & Data sources | Results/So What? | 2012-2013 Strategies |
| <p>Students will learn how to navigate and utilize the new online scholarship application. (Merged with the college admissions application.)</p> | <p>All Students that applied for Fall term admissions</p> | <p>Partner with Outreach, Admissions & Records and Financial Aid departments to engage, teach and assist students in applying for scholarships with college application education.</p> | <p>In the 2010-2011 year, the baseline data shows that out of a total 2,470 students that applied for Fall admissions, only 281 (11%) applied for a scholarship. We are looking to increase the number of students that learn and apply for scholarships by 50%.</p> | <p>The 2011-2012 admissions and scholarship data shows that the pilot was successful, however a student survey was conducted from a group made up of 150 incoming high school seniors to make sure the students knew and understood that they applied for a scholarship.</p> | <p>This year in 2011-2012, a total of 2,810 students applied for college admissions of which 2,684 (96%) also applied for scholarship. This shows an 85% increase in college scholarship applications for incoming freshman since the previous year-which was only at a 11% rate (281 applications.) In addition the students that were sampled and surveyed confirmed at a 35% rate that they understood that they had applied for a scholarship. (150 surveys,</p> | <p>To work collectively in training all Financial Aid, Outreach and Admissions & Records lead staff to understand the college scholarship application option and process to increase awareness and number of students that apply for scholarships. Conduct our own "Scholarship Training" to lead the effort and create a set of communication strategies to students so they will know the</p> |

| | | | | | | |
|--|--|--|--|--|---------------------------------|---|
| | | | | | 97 stated No and 53 stated Yes. | college application process includes the scholarship process. |
|--|--|--|--|--|---------------------------------|---|

Narrative

The purpose of this student learning outcome is to create more awareness with our students regarding the financial support that is available to them by way of private and public scholarship monies that are managed and cultivated at the Office of College Advancement/Foundation. A direct link between the college admissions and the scholarship application processes allows for students to learn about more than one student services program before entering post-secondary education at Santa Ana College. Students are not only learning about what the college's admissions & records requirements but they are learning about the financial support available to them. This pilot year in 2011-12 proved to be successful with an 85% increase in scholarship applications that were submitted. However, as we can see, the survey proves that there is still work to be done in the way of in-reach with team members and out-reach with staff members. Though we do see such a greater number of applications completed when we tie the scholarship application with the admissions we do need to create a clearer understanding in the application that they are indeed applying for a Santa Ana College Foundation Scholarship.

For the future 2012-13 and 2013-14 planning, there is still additional training and outreach that needs to be built into the process of the high school scholarship program. Specifically we need to provide incoming freshmen with information about the types of available scholarships, the timelines, the awarding process and the scholarship ceremony. This could be done in a follow-up email communication once a student has applied, providing them with pertinent follow up information about our SAC Scholarship Program as well as other outside scholarships that they can apply for. Phase Two would allow the scholarship office to follow up with applicants for collection of more data to create a better picture of the needs of our incoming students and what their academic/personal profiles can tell us. In addition, training with all student services partners such as Financial Aid, Admissions & Records and Outreach will also increase scholarship awareness.

Student Learning Outcomes
Santa Ana College Scholarship Program Student Learning Outcome
 2013-2014

| I | II | III | IV | V | VI | VII |
|--|---|---|--|---|---|--|
| SLO | Describe Target Population | Activities to achieve SLO Goals | Baseline & Progress targets | Assessment process & Data sources | Results/So What? | 2013-2014 Strategies |
| <p>Current SAC students will learn how to articulate their qualifications for scholarships in oral and written communication through the scholarship selection process.</p> | <p>All students who have applied for the Fall 2013 SAC College Scholarship program and meet the minimum scholarship requirements.</p> | <ol style="list-style-type: none"> 1. Conduct training seminars on oral and other presentation skills needed for scholarship interviews 2. Provide Coaching templates and tools for narrative 3. Provide students with mock interview opportunities to improve articulation. | <ol style="list-style-type: none"> 1. 2011-2012 student scholarship applicants received no training in this year. | <ol style="list-style-type: none"> 1. Pre-Survey all scholarship candidates who require interviews prior to the interview 2. Post-Survey same pool after their interviews to assess their perception on these skills. 3. Post evaluations from donors/committee members involved in the scholarship interviews | <ol style="list-style-type: none"> 1. Students stated decreased anxiety, increased comfort with articulation and an overall positive impact due to training participation. 2. Donors stated students were more prepared for interviews in relation to articulation, dress, and punctuality 3. Training proved effective from both the student and donor perspective. | <ol style="list-style-type: none"> 1. Provide additional scholarship application workshops for students. 2. Increase numbers of trainings offered and add new components for better life skills. 3. Expand training to include partner scholarships 4. Post ceremony thank you letters, though not part of the SLO's, increased overall relationships with donors. Possibly include thank you letter component to the enhanced training. |

Narrative Needed:

The purpose of this student learning outcome is to provide students with training preparation to improve their articulation skills required to be competitive scholarship candidates. All students who applied for the fall 2013 Santa Ana College Scholarships were invited to attend one of the scholarship preparation training seminars. At the training seminars, students gained practical experience in oral and written articulation, interview best practices, and participated in mock interviews. Students critiqued their own strengths and areas for improvement in preparation for scholarship interviews. Data collected from the pre survey demonstrated students' lack of experience with scholarship interviews and need to improve upon their overall articulation skills. The post survey data showed students considered this training to be a very valuable experience which improved articulation skills, reduced anxiety, and increased students' confidence in their oral and written skills. One student stated, "The pre-training provided exceptional tips to keep in mind during an interview, whether it be pacing your tone or keeping good eye contact. Pre-training also provided necessary practice I needed prior to the real interview; this was a major element in relieving anxiety." From the perspective on the donors/ scholarship interviewers, they mentioned notable improvements in punctuality, attire, and articulation skills. Specifically, one interviewer stated, "I was impressed that they (students) were obviously well prepared." A second interviewer stated, "The recipients seemed more aware of their appearance (than previous years) and dress for this very special day of their lives."

Program Outcomes

(Please summarize as appropriate)

Progress Towards Program Goals Established in 2012-13

| Goal | Measures of Progress | Progress Rating 1-10 (10=completed) |
|---------------------------|---------------------------------------|--|
| To implement a new online | Live interaction of the software with | 8 |

| | | |
|--|--|---|
| scholarship application and awarding program that will increase operating efficiencies and processes. <i>*Mult-Year Goal</i> | students and faculty/staff. | |
| Change and Enhance the Scholarship Awards Program to increase donor/student interaction and donor stewardship. <i>*Mult-Year Goal</i> | Change the program to reinforce donor and student interaction. | 9- two years to complete full implementation. |
| Increase the number of endowed scholarships by 25% of the total \$890K current scholarship portfolio | | 7 |
| Increase e-communication for the program in the areas: <ul style="list-style-type: none"> • Student Engagement • Faculty Engagement • Pre and Post Awarding Process | Utilize survey to measure effectiveness from students and faculty perspective. | 6 |
| Use Data collection of student scholarship data to drive more strategic outreach to future students and donors on resource development. <i>*Mult-Year Goal</i> | Increase donor and student interaction via electronic and face-to-face contact. Provide additional opportunities for donor and student engagement. | 5 at Synthesis stage |
| Finish year one implementation on Next Gen Online Scholarship successful with all students and | Final awarding done through the use of software for the upcoming year. | 10 |

| | | |
|--|--|--|
| faculty utilizing the software as the tool for application and awarding. <i>*Mult-Year Goal</i> | | |
|--|--|--|

Recommended Goals for Current Year: 2013-2014
(Include any multi-year goals and indicate time span)

| Goal and Measures | Who is responsible | Completion Date |
|--|--|---|
| 1. Create a master operational calendar for all scholarship processes and communications. | Peggy Card-Govela (Scholarship Coordinator) | 9 Need to expand calendar to include visual /date information for external stakeholders |
| 2. Finish year one implementation on Next Gen Online Scholarship successful with all students and faculty utilizing the software as the tool for application and awarding. | | 6 Increased student and staff participation in the scholarship program. Faculty/staff and student interaction via scholarship software system. Need to complete last step of pilot year- learn to master and build all the pre post awarding tools which NextGen provides |

| | | |
|---|--|---|
| <p>3. Create a scholarship alumni data base with interactive opt-in programs on Facebook, Linkin, etc.</p> | | <p>6.5 Summer 2014</p> |
| <p>4. Create marketing pieces/create e-newsletter, pledge card.</p> | | <p>Summer 2014</p> |
| <p>5. Continue Centennial Scholarship Campaign. Move out of silent phase- interactive engagement with current and new scholarship donors.</p> | | <p>5.5 Master accounting document summary of scholarships- include all components: Contacts Invested and un-invested accounts projected amount</p> <p>Update end of fiscal year, legacy account, active donor etc.</p> |

Brief Program Summary/Purpose: Scholarships provide educational funding to students for incoming high school graduates, continuing students at SAC, and those who transfer to four-year institutions. Funding comes from college-based resources supported by faculty and staff as well as outside organization sources, private donors and corporate partners in both traditional and beyond traditional offerings.

In an annual program, Santa Ana College offers over \$400,000 in scholarships to students enrolled in classes for the fall and spring semesters of each academic year. All awards are based on receipt of funding from our donors.

Basic guidelines for scholarship applications are current enrollment, a minimum grade point average of between 2.0 and 3.5 reflected on the SAC transcript, and completion of a minimum of 12 units. The online application is open between November and March. Each May, scholarship recipients are announced at the Scholarship Awards Ceremony. At that time, scholarship donors and recipients are honored by the college.

Area I: Environmental Scan: Provide highlights of the most significant trend data, student, input, strategic planning efforts, and other activities or environmental impacts that were a significant part of the current year.

Statewide legislation increased access to financial aid for students regardless of immigration status effective spring 2013. This drastically changed financial aid availability for undocumented students who make up a large percentage of the Santa Ana College population. This change in access to financial aid enabled the Scholarship Program to increase merit criteria of available scholarships.

In conjunction with the increased academic merit requirement to qualify for scholarships, the Scholarship Program provided students with necessary tools to effectively demonstrate these merits. Training seminars, coaching templates, and mock interview sessions were held in order to assist students meet the increased expectations of scholarship candidates. In addition, these training seminars were beneficial for students who were selected to be interviewed for certain scholarships which require oral interviews with scholarship donors. The feedback received from students and donors clearly highlighted this training to be valuable for students and donors. In response to a post interview survey, one of the donor/interviewers stated the following in response to: *How was the experience of interviewing Santa Ana College students?* “Excellent- this was my third year interviewing students and they were far more prepared this year. They had done their research on our organization and provided excellent input as to their goals- academically and professionally.” Additionally, one of the students interviewed responded as follows: *How do you feel the pre-training prepared you for the scholarship interview?* “The pre-training provided me with a brief review of the interviewing essentials. The training and mock interviews also allowed me to see where I could improve, posture, speaking, and provided me with practice questions.”

The Scholarship Program shifted the application process from a paper application to an online application this year. In an effort to increase engagement with students in the twenty-first century, the scholarship program has created a Facebook page and connected with students via email and social media. This increase in use of technology has led to an increase in student engagement, which was demonstrated during our annual Scholarship award ceremony in which the gym was filled to capacity with donors, students, and their family members.

Data Evidence:

| | 2012-2013 |
|---------------------------------------|---------------------|
| Total applications received | 739 |
| College applications | 409 |
| High School applications | 330 |
| | |
| Total scholarships awarded | 530 |
| Total funds awarded | \$309,677.50 |
| | |
| Total student accounts managed | 823 |
| Total amount managed | \$441,360.92 |

*Partnership and one times scholarship awards included.

Area II: Comparative Context: Consider your work in context and comment on significant issues relative to the impact of the program over time and/or the relative status of peer programs regionally.

A significant issue that affects Scholarships currently, and that will continue to influence the program, is the increasing need to reach, connect and engage with students, staff, and donors in an evolving technological era. In an effort to contribute and adequately connect

with our community stakeholders, the SAC Scholarship Program purchased, trained, and implemented an online application software in 2013. The database took operation and was fully implemented for scholarship application, selection and awarding for the 2013-2014 academic year. This innovation has proved beneficial for communication and collaboration with students and donors. Utilizing email, facebook, and our scholarship database have provided a strong technological foundation with will continue to enhance access and services for students. In addition, moving forward, the Scholarship Program will continue to track, measure, and assess scholarship applicant data in an effort to fully understand the population served and search for ways to improve access and availability.

Many of our peer scholarship programs have begun considering to transition online and have sought out Santa Ana College Scholarship Program as a knowledgeable resource. (need one more sentence) Our College aims to continue to be a leader in the technological arena moving forward. The SAC Scholarship Program is on the upper end of this online trend.

Another important issue which the Scholarship Program office is beginning to address is that of providing incentive scholarships with fall and spring disbursements for students. Other community colleges, such as Borough of Manhattan Community College in NYC has found success in increased full-time enrollment, increased number of credit earned, and correlated to high persistency rates. Similar programs have proved successful in Louisiana and Ohio State Colleges. Providing incentive scholarships for students at Santa Ana College has already produced positive outcomes, specifically, an increase in full-time enrollment. Persistency rates will continue to be monitored and measured throughout the year as well. (Richburg-Hayes, L; Sommo, C.; Welbeck, R. (2011, May) *Promoting Full-Time Attendance Among Adults in Community College Early Impacts from the Performance-Based Scholarship Demonstration in New York*. Retrieved July 11, 2013, from: <http://www.mdrc.org/publication/promoting-full-time-attendance-among-adults-community-college>.)

Area III: Analysis: What are the implications of the above information for the program work in progress and future efforts?

The success of these students to attend college and transfer to four-year universities will hinge on existing and new funding sources. Future efforts include the monitoring and evaluating of outcomes and benefits produced by the incentive scholarship programs in relation to enrollment and persistence. In addition, the online application and database system will be enhanced to disseminate scholarship information to students and increase scholarship application participation. Utilizing data drawn and collected from the online database will enable the scholarship program to see the populations served and those who require additional financial support via scholarship creation. With the goal of supporting students reach their educational goals, the Scholarship Program and Foundation will work collaboratively in this effort to increase the number and diversity of scholarships available.

Area IV: Plan: Please highlight related action and planning items. So what?

The implementation of an online scholarship process did not hinder the number of applications received. Given this fact, it can be assumed that the number of applications received will increase in subsequent years; therefore, the need to create additional scholarships is critical. Increased efforts to utilize the online database and facebook to engage with students and stakeholders will continue.

Students overwhelmingly reported positive feedback and noted benefits of attending the scholarship training and application workshop seminars. The Scholarship Program will continue to provide and increase the offerings of these important sessions.

Incentive scholarship programs will continue to be implemented and monitored to evaluate the overall benefits and challenges associated with these innovative scholarship programs.

Recommendations

Future directions and needs based on student feedback, program evaluation, historical trends, funding source or institutional priorities.

In spite of steady increases in the total number of scholarship applications, the department is exploring ways to improve our marketing efforts. One strategy is to conduct a thorough evaluation of the current scholarships offered and populations served to find gaps- areas to expand and improve upon. This information will be used strategically by the Scholarship Program and Foundation to demonstrate a need for increased scholarships for targeted demographic populations.

The Scholarship Coordinator and Foundation Director will identify specific scholarships that require special marketing efforts and after brainstorming will identify and invite selected academic faculty or administrators to help increase the number of applications in certain categories. The Scholarship Coordinator will continue to partner with SCC Scholarship Program and reach out to peer programs to create a methodology of best practices.

The Scholarship Program will continue to engage with students and donors in an ongoing programmatic assessment to improve overall program offerings.

Budget

| | | |
|---|-----------|----------|
| Scholarship Coordinator | \$ 49,000 | |
| 2 Part-time Student Program Specialists | | \$36,000 |

Student Services Program Effectiveness Review

THIS SECTION MUST BE COMPLETED ON A TRIENNIAL BASIS

Program: _____

Submitted By: _____ Date: _____

2013-14 Budget Requests – PLEASE COMPLETE

(Please complete this sheet in consultation with program staff in your division and submit it to your VP in April of each academic year to align with the college's budget planning process.)

| Type | How does your request relate to dept/division goal? | Cost | How does your request relate to the college mission? | Priority |
|--|---|-----------|--|----------|
| Technology/Scholarship Online Web Based Software | In order to continue to service students, staff and faculty in a relative and efficient manner with regard to scholarship applications and processes, integrated software is vital. Currently, the SAC Advancement Office is covering this "Student Services" operational cost. | \$8000.00 | The college mission states that we must be a leader in meeting the technological needs of our diverse community. In order to support the communication expectations and level of high quality of scholarship opportunities we must provide a relative, technological method to process, maintain and control our scholarship data. IN addition, compliance from donors, outside community foundations and other funders require more and more verified data and information on our students, funding methods, etc. Without an efficient tool, we do not have the capability of meeting the current and future standards. | 1 |
| Program General Operational Tools, Supplies, program | To run a basic operational where the program goals of the office can be executed require some operational monies for equipment, office supplies. | \$8000.00 | | 2 |

