

Santa Ana College

Educational Master Plan 2024-2028

DRAFT

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President's Message

Dear Students, Colleagues and Community Members,

On behalf of Santa Ana College (SAC), I am pleased to present our **Educational Master Plan (EMP) 2024-2028**, which lays out a roadmap for the next four years of learning, growth and success on our campus. This EMP integrates the various planning efforts currently underway at Santa Ana College and serves as a guide for facilities improvements and resource allocation. It also provides a framework for integrating emerging plans and the changing needs of the community.

I'm especially proud that our EMP is sensitive and inclusive of our diverse population by addressing what our current and prospective students, local employers and neighboring communities require now and in the future. This plan will allow SAC to provide equitable student access today and in ensuing years, fueling student success and the growth of our local economy, and thereby enhancing the quality of life for our students and their families for years to come.

This EMP went through our extensive participatory governance process, which included managers, faculty, classified professionals, and student representatives. It is the result of collaboration between our EMP Task Force and SAC's Collaborative Brain Trust (CBT) consultants, made up of highly qualified professionals with many years of experience in strategic and educational master planning across dozens of colleges in California and across the nation. I am proud of their hard work, and I appreciate all their contributions. Thank you to everyone at SAC who imparted their ideas, experience, and support.

Any strategic plan of this caliber presents an exciting opportunity to set goals and work together. I am grateful for the Santa Ana College community and excited for our students as we embark upon the next four years, thanks to the comprehensive ideas laid out in our Educational Master Plan.

Kindest regards,

(Insert signature here)

Annebelle Nery, Ph.D.
President, Santa Ana College

Acknowledgements

While hundreds of voices are reflected in the work of developing this plan, a special acknowledgement goes to the members of the Educational Master Plan Task Force. Those members are listed below.

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Additional participants who attended the collegewide goal setting session:

Dr. Annebelle Nery, President
Dr. Vaniethia Hubbard, Vice President of Student Services
Dr. James Kennedy, Vice President of the School of Continuing Education

Executive Summary

The Santa Ana College Educational Master Plan 2024-2028 is a comprehensive document that will help guide the institution over the next four years as it works to fulfill its mission and vision and meet the needs of its students and community.

The EMP aligns with districtwide strategic directions and the California Community College Chancellor's Office (CCCCO) Vision for Success and Vision 2030 goals. Developed through a collegial and collaborative process, this plan articulates collegewide goals and supporting objectives that will provide a framework to help Santa Ana College in establishing priorities, planning for future needs, developing new programs, and guiding resource allocation as it focuses on strengthening equitable student access and achievement.

The Educational Master Plan provides the overarching structure for all institutional planning and is central to the College's integrated planning, which includes the Facilities Master Plan, Technology Plan, Guided Pathways, Student Equity and Achievement, Career Technical Education, Continuing Education Plan, and Enrollment Management Planning.

The Educational Master Plan (EMP) was developed through a collegewide planning process that included extensive analysis of internal and external data along with input from diverse constituent groups and community partners (faculty, staff, students, administrators, and community leaders). A dedicated EMP Task Force met on a regular basis from October 2023 to January 2024 to review the data, constituent and community input, and challenges and opportunities. The EMP Task Force and President's Cabinet met in February 2024 for an eight-hour planning session where they worked together to develop collegewide goals and objectives. In March and April 2024, the EMP draft went through collegewide review and was forwarded to the Board of Trustees for review and approval. On _____, 2024 the Board of Trustees approved the Santa Ana College Educational Master Plan 2024-2028.

Santa Ana College Goals 2024-2028

Goal 1. Ensure equitable access to innovative educational programs and comprehensive support services fostering student success in achieving workforce readiness, successful transfer opportunities, and personal developmental goals.

Goal 2. Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices.

Goal 3. Cultivate equitable campus culture to support student, faculty, and staff belonging and success.

Goal 4. Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students.

(Note: A list of acronyms used in this report is included in Appendix A.)

Santa Ana College Overview

History

Santa Ana College (SAC) is located in Orange County, California (city of Santa Ana) and serves a student body that is diverse in ethnicity, age, citizenship status, economic status, and educational goals. Founded in 1915, it is the fourth oldest and one of the largest community colleges in California. Santa Ana College offers a full range of both credit and noncredit programs, serving more than 50,000 students annually.

Santa Ana College is recognized for its highly regarded academic programs, as well as its extensive student services. It's comprehensive programs and services are supported by the collaborative efforts of its dedicated classified professionals, faculty, and administration. Santa Ana College offers over 270 degrees and certificates in credit programs, including 28 Associate Degrees for Transfer, to support careers in fields such as business, science, art, and humanities. SAC also offers a variety of career technical education programs, including biotechnology, child development, culinary arts, and pharmacy technology.

SAC is one of the original 15 California Community Colleges to offer a Bachelor's Degree and is one of the only community colleges in the state to offer a Bachelor's Degree in Occupational Studies. Santa Ana College is also one of 20 California Community Colleges selected as a demonstration college for Guided Pathways implementation, an integrated, institution wide approach to improving student success. In addition to innovative new programs, SAC also offers several long-standing programs to serve students, including EOPS, ¡Adelante!, and Upward Bound.

The Santa Ana College School of Continuing Education, SCE, (formerly known as Centennial Education Center) is one of the largest noncredit (adult education) programs in the state. The SCE offers a wide variety of programs, including degrees and certificates, to serve the needs of our diverse community. Santa Ana College receives recognition for its fire technology and criminal justice academies and offers a highly respected nursing program.

Santa Ana College is federally recognized as a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). The College is dedicated to supporting student equity and strives to inspire and motivate students to achieve educational excellence within our supportive environment.

Mission

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

Vision

Santa Ana College is the college of choice that empowers individuals and is committed to creating and strengthening a student-centered, diverse, and welcoming community. The innovative academic pathways and services that we provide inspire and motivate students to achieve educational excellence and economic advancement in a supportive environment.

National Higher Education Context

National Trends

Nationally, college enrollment declined during the Covid-19 Pandemic but began to rebound in 2023. According to the Research Center at the National Student Clearinghouse ([reported October 26, 2023](#)) students are gravitating to shorter-term credentials rather than longer-term degrees. Enrollment growth is attributed to increased dual enrollment and increased enrollment by Black, Latinx, and Asian students. White student enrollment continues to decrease.

EDUCAUSE, whose mission is to advance higher education focusing on technology, has identified these current national trends in their [2023 Horizon Report: Teaching and Learning](#).

Social

- Student demand for more flexible and convenient learning modalities is increasing
- The focus on equitable and inclusive teaching and learning has expanded and intensified
- Microcredentials programs are gaining momentum and maturity

Technological

- The potential for AI to become mainstream is growing
- The online versus face-to-face dichotomy is being disrupted
- Low- and no-code technologies that simplify complex processes are enabling more people to create digital content

Economic

- Affordability and “Return on Investment” are impacting potential students’ decisions to enroll in post-secondary education
- As funding for public education declines, institutions are expected to do more with less
- The needs and demand for lifelong, workplace learning are increasing

Environmental

- Climate change is increasingly impacting our daily lives
- Environmental issues are being integrated into academic programs and institutional operations

California Community Colleges Context

The California Community Colleges have a long-standing history of working to meet the needs of their students and communities, while partnering with businesses and industries to deliver a prepared workforce. In 1907, Fresno Junior College opened its doors as California’s first community college and second in the nation. ¹ In 1915, Santa Ana College opened its doors, marking a significant milestone in the region's educational history. Later, in 1971, the Rancho Santiago Community College District was established. In 1997, the Rancho Santiago Community College District Board of Trustees made the pivotal decision to transition into a multi-college district, expanding educational opportunities for the community.²

¹ <https://www.sccd.edu/business-and-community/measure-c/project-information/fresno/index.html#:~:text=About%20Fresno%20City%20College,and%20two%20student%20service%20divisions>

² <https://rscdd.edu/Discover-RSCDD/Pages/RSCDD-History.aspx#:~:text=1915%20to%201999,college%20districts%20in%20the%20state.&text=In%201915%2C%20Santa%20Ana%20Junior,college%20founded%20in%20Orange%20County>

Pursuant to [Board Policy 1100](#),³ the Rancho Santiago Community College District comprises:

- 1) Santa Ana College
- 2) Santa Ana College Centennial Education Center
- 3) Santa Ana College/Orange County Sheriff's Regional Training Academy
- 4) Santa Ana College Digital Media Center
- 5) Santiago Canyon College
- 6) Santiago Canyon College Orange Education Center

Today, the California Community College system of higher education consists of [73 Districts and 116 community colleges](#), each governed by a locally elected Board of Trustees. Collectively, these institutions serve 1.9 million students, making it the largest system of higher education in the country. California community colleges remain dedicated to advancing the state's economic growth and global competitiveness through education, training, and services that enhance workforce development.⁴

California's community colleges are also notable for attracting the most diverse student body in public higher education, with 69% of students representing varied ethnic backgrounds. Furthermore, 51% of California State University graduates and 29% of University of California graduates embarked on their academic journey at a community college.⁵ The Rancho Santiago Community College District significantly contributes to these statistics, emphasizing its commitment to serving its communities. Through its open admission policy, focus on affordability, and accessibility, the District provides opportunities for career technical education, facilitates seamless transfer pathways, engages with the community, and fosters lifelong learning.⁶

Participation in Local Decision Making

This section provides an abbreviated historical perspective on the impact of [Assembly Bill AB 1725](#), Vasconcellos. California Community Colleges. In 1988, Governor George Deukmejian signed Assembly Bill AB 1725 authored by Assemblymember John Vasconcellos. This landmark legislation made California the only state in the United States to statutorily mandate participatory governance for its public community colleges.⁷ The bill encompassed provisions addressing the community college mission, finances, programs and services, employment, accountability, affirmative action, and appropriations.

The passage of AB 1725 introduced marked changes by adding, amending, and repealing sections of the [California Education Code](#) and thereby impacting the Board of Governors adopted [California Code of Regulations](#). It is important to note that provisions of AB 1725 concerning the governance structure and the roles of the statewide and local academic senates continues to draw significant attention.⁸

AB 1725 introduced, California Education Code, [Section 70901 \(b\)\(1\)\(E\)](#), and mandated for the first time, that local governing boards adopt minimum standards governing procedures to ensure faculty, staff, and student participation in district and college governance:

³ [https://rscdd.edu/Trustees/Documents/Board%20Policies/BPs Chapters%201%20and%202/BP%201100%20The%20Rancho%20Santiago%20Community%20College%20District.pdf](https://rscdd.edu/Trustees/Documents/Board%20Policies/BPs%20Chapters%201%20and%202/BP%201100%20The%20Rancho%20Santiago%20Community%20College%20District.pdf)

⁴ https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.4.

⁵ <https://www.cccco.edu/About-Us/Key-Facts>

⁶ <https://rscdd.edu/Trustees/Pages/Mission-Goals.aspx>

⁷ Boggs, G. R., & Galizio, L. (2021). A College for All Californians. Teachers College Press

⁸ Ibid.

*California Education Code, Section 70901 (b)(1)(E) reads: Minimum standards governing procedures established by governing boards of community college districts to ensure **faculty, staff, and students** the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.*

While the term “participatory governance” is not mentioned in law or regulation, AB 1725 underscores the importance of faculty, staff, and student involvement and delineates their respective responsibilities within the governance structure. As noted by Boggs and Galizio (2021), in practice, AB 1725, “provide[s] the sector the means for effective leadership, management, and accountability. Governance responsibilities were identified and designated, and governance processes were defined with specific roles given to the state board, locally elected boards, CEOs, faculty, staff, and students” (p. 8)⁹

The Role of the Academic Senate – Title 5, Section 53200

AB 1725, Section 61 (a), directs the Board of Governors to, “Develop policies and guidelines for strengthening the role of the academic senate with regard to the determination and administration of academic and professional standards, course approval and curricula and other academic matters. In 1990, the Board of Governors adopted Title 5, Sections 53200-53204 that requires district governing boards to adopt policies for the appropriate delegation of authority to its college and/or district senates.¹⁰

The Board or its designee will engage in collegial consultation with the duly constituted Academic Senate of the District regarding academic and professional matters as defined by law. In Title 5, Section 53200, Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Furthermore, Title 5, Section 53200 (c) states that “Academic and professional matters” means the following policy development and implementation matters also referred to as the “10+1”.

1. Curriculum, including established prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in the accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

⁹ Ibid.

¹⁰[https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9QEUN37809F7/\\$file/COMMUNITY%20REFORM%20ACT%20OF%201988.pdf](https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9QEUN37809F7/$file/COMMUNITY%20REFORM%20ACT%20OF%201988.pdf)

ACADEMIC SENATE
for California Community Colleges

Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (c), “Academic and professional matters” means the following policy development and implementation matters:

1	Curriculum including establishing prerequisites and placing courses within disciplines
2	Degree and certificate requirements
3	Grading policies
4	Educational program development
5	Standards or policies regarding student preparation and success
6	District and college governance structures, as related to faculty roles
7	Faculty roles and involvement in accreditation processes, including self-study and annual reports
8	Policies for faculty professional development activities
9	Processes for program review
10	Processes for institutional planning and budget development
+1	Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Source: https://www.asccc.org/10_1

The ASCCC states that it is the “official voice of California community college faculty in academic and professional matters” and additional information is accessible at [link](#).

The Role of Staff – Title 5, Section [51023.5](#)

Pursuant to Title 5, Section 51023.5, “the governing board of a community college shall adopt policies and procedures that provide district and colleges staff the opportunity to participate effectively in district and college governance.”¹¹ District and college staff includes classified/classified professionals, supervisory, and management and AB 1725 specifies that their opinions and recommendations shall be extended at every reasonable consideration in decision-making processes.

The Role of Students – Title 5, Section [51023.7](#)

Title 5, Section 51023.7, mandates that community college districts must establish policies and procedures enabling students to engage meaningfully in district and college governance. This provision ensures that students have a voice in shaping policies and procedures that affect them. According to Title 5, Section 51023.7 (b), policies and procedures deemed to have “significant effect on students” include:

1. grading policies
2. codes of student conduct
3. academic disciplinary policies
4. curriculum development
5. courses or programs which should be initiated or discontinued
6. processes for institutional planning and budget development

¹¹ [T5, Section 51023.5](#)

7. standards and policies regarding student preparation and success
8. student services planning and development
9. student fees within the authority of the district to adopt
10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students

RSCCD Board of Trustees – Board Policy 2410

The Rancho Santiago Community College District (RSCCD) locally elected Board of Trustees (Board) holds ultimate decision-making authority in areas designated by state and federal laws and regulations. In fulfilling this responsibility, the Board is dedicated to ensuring that faculty, staff, and students within the District actively participate in the formulation of proposed policies for Board consideration and administrative regulations for Chancellor oversight, which govern and manage the District's affairs. The Board's internal governance processes are accessible through the RSCCD website [link](#), and Board Policies (BP) and Administrative Regulations (AR), which are organized across seven chapters as noted below are available at [BP/AR link](#).

Board Policies and Administrative Regulation Chapters

Chapter	Board Policies and Administrative Regulations
1	The District
2	Board of Trustees
3	General Institution
4	Academic Affairs
5	Student Services
6	Business and Fiscal Affairs
7	Human Resources

Overall, the meaningful engagement of faculty, staff, and students in the development of policies and procedures promotes transparency, inclusivity, and participatory governance within educational institutions. It is essential for fostering a collaborative and supportive campus environment where all stakeholders feel valued and empowered to contribute to institutional success.

The Rancho Santiago Community College District Office steadfastly champions the role of the locally elected Board of Trustees, unwavering in its support and commitment to upholding compliance with directives outlined in California Education Code and Title 5, Code of Regulations, as well as pertinent federal and state laws. This unwavering dedication seeks to strengthen and enhance support for its colleges and centers, directly impacting the student journey and the District's employee experience.

Vision 2030 – Guided by the Vision for Success and the Governor's Roadmap

The [Vision 2030](#) plan for California's community colleges, released by the California Community College Chancellor's Office as approved by the Board of Governors, extends the principles set forth in the [Vision for Success](#), [Vision for Success Update](#), and the [Governor's Roadmap](#) plans. Together, these plans establish systemwide community college priorities and stipulate that, "every college should make sure they have goals that address systemwide priorities."¹²

¹² Vision for Success plan, pg. 3

Vision for Success and Guided Pathways

The [Vision for Success](#), launched in 2017, focused on a commitment to ensure, “that students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating gaps once and for all.”¹³ In 2021, the California Community College Chancellor’s Office renewed its dedication to the *Vision for Success* plan through the issuance of the [Vision for Success – Reaffirming Equity in a Time of Recovery Update](#). The report emphasized that the overarching goal for the state's community colleges remains unchanged: to achieve the systemwide targets outlined in the *Vision for Success*, including completion, transfer, efficiency, workforce attainment, and, most importantly, equity. It underscored the critical importance of Goal 5, Equity, especially considering the disproportionate impact of the multiple pandemics on communities of color.¹⁴

It is important to highlight that *Vision for Success* utilizes the *Guided Pathways* framework to enhance student access, persistence, retention, and goal completion. Districts and colleges can seize the opportunity to integrate and align key plans encompassing diverse student learning programs such as Adult Education, Student Equity and Achievement Program, College and Career Access Pathways, learning communities, categorical programs and services, among others. This integration within the *Guided Pathways* framework aims to address the diverse needs of current and prospective students.

The Guided Pathways framework is grounded in four pillars of the student experience, described in part as follows:

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, establish detailed transfer pathways, and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

Source: American Association of Community Colleges (2015), *Redesigning America’s Community Colleges* (2015)

Guided Pathways aims to:

Advance Equity: Removing barriers that today’s students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.

Transform Institutions: A highly structured, comprehensive approach to systemic change to improve students’ attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.

¹³ Vision for Success, <https://www.cccco.edu/About-Us/Vision-for-Success>

¹⁴ Vision for Success – Reaffirming Equity in a Time of Recovery <https://www.cccco.edu/-/media/CCCCO-Website/docs/report/vision-for-success-update-2021-a11y.pdf>

Redefine Readiness: Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students’ readiness for college.

Redesign Supports: Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students’ academic and non-academic needs.

It is critical to emphasize that both the [Vision for Success](#) and the [Guided Pathways](#) frameworks are not merely plans, but are codified in law. Guided Pathways is further codified in the [Student Equity and Achievement Program](#) mandate.

Governor’s Roadmap and California Community College System

The [Governor’s Roadmap](#) released in 2022, is an agreement with the California Community College system and builds upon the system’s *Vision for Success* goals to close equity gaps and to promote student success; expand opportunities for transfer students; increase intersegmental collaboration to benefit students; and support workforce preparedness and **high-demand** career pipelines. The “roadmap” includes new goals and expectations and “represents an unwavering commitment to continue to increase support and socialize existing reforms such as Guided Pathways, equitable [student] placement, the Student Centered Funding Formula, and competency-based education, among others – aimed at improving student success and making sure that success equitable for all students served by the CCCs.”¹⁵

Additionally, the roadmap outlines essential goals and expectations, such as fostering increased collaboration across segments and sectors to facilitate timely transfer, enhancing completion rates with a reduction in excess units, addressing equity gaps, and aligning the system more effectively with K-12 and workforce needs.¹⁶

The *Governor’s Roadmap* mandates an annual systemwide progress report. This report encompasses college-level data showcasing progress achieved for each performance metric, a summary of crucial implementation strategies and contributions to advancing performance outcomes, as well as a synopsis of strategic collaborations with intersegmental partners. Annual reporting also includes a systemwide budget request aimed at supporting the achievement of the goals outlined in the roadmap based on systemwide progress.¹⁷

Vision 2030 – a Roadmap for California Community Colleges

Vision 2030, a roadmap for California Community Colleges, envisions a more inclusive higher education system for all Californians. The vision aims to provide access points for every learner, regardless of race, ethnicity, region, class, or gender. It emphasizes tailored support and exit points, allowing students to transition to transfer programs, complete a community college baccalaureate, or secure employment with family-sustaining wages.¹⁸ Furthermore, *Vision 2030* serves as a framework for urgent action in the field. It provides guidance for practice, the development of systems to eliminate barriers, resource development for fiscal sustainability, and policy reform aimed at unlocking potential.¹⁹

Dr. Sonya Christian, Chancellor, California Community Colleges, explains that *Vision 2030* affirms, “...the drive to improve completion, transfer, and employment, and to make equity gains has not changed. *Vision 2030* incorporates critical data-informed updates to meet the needs of today’s students and to double down on

¹⁵ Governor’s Roadmap, pg. 5, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

¹⁶ Governor’s Roadmap, pg.2, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

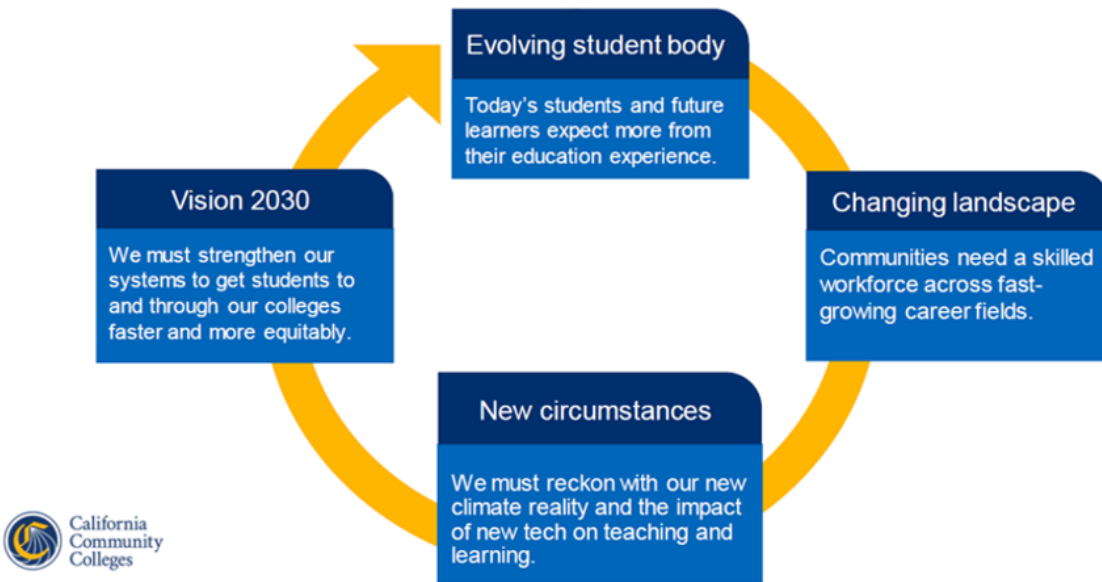
¹⁷ Governor’s Roadmap, pg.11, <https://dof.ca.gov/serp/?q=california+community+college+roadmap>

¹⁸ Vision 2030, PowerPoint, October 16, 2023

¹⁹ Vision2030, PowerPoint, July 24, 2023

innovative and promising strategies.”²⁰ *Vision 2030* is centered on prioritizing the well-being of our students, communities, and the planet.²¹

Vision 2030 Meeting the Needs of Today and Opportunities of Tomorrow



Source: California Community Colleges Chancellor’s Office, *Vision 2030*, October 16, 2023

Vision 2030 Alignment with the Vision for Success, Vision for Success Reaffirmed, and the Governor’s Roadmap

As noted, *Vision 2030* extends and builds upon the Vision for Success, Vision for Success Update, and the Governor’s Roadmap plans. It further incorporates and extends the principles outlined in these planning documents to guide community college practices towards meeting systemwide goals. The illustration below depicts key directives and demonstrates the uniformity of statewide adopted plans.

²⁰ <https://www.cccco.edu/-/media/CCCCO-Website/docs/presentation-slides/Vision-2030-PowerPoint-10162023.pdf?la=en&hash=CF0291AB56BB24B831BBB367E4F76ACFFEA785AA>

²¹ Vison2030, PowerPoint, July 24, 2023

Key Directive Highlights of [Vision for Success](#), [Vision for Success Reaffirmed](#), [Governor’s Roadmap](#) and [Vision 2030](#) – for comprehensive details, please consult each respective plan.

CCC Context: Key Directive Highlights

Vision for Success 2017-2022	Vision for Success Reaffirmed 2021	Governor’s Roadmap 2022-2027	Vision 2030 2024-2030
<p>Goal 1: Completion Increase the number of students who complete a program of study</p> <p>Goal 2: Transfer Increase the number of students annually transferring to the CSU and UC</p> <p>Goal 3: Unit Accumulation Decrease the number of units accumulated by students earning as associate degree</p> <p>Goal 4: Workforce Increase the percentage of existing students who report being employed in their field of study</p> <p>Goal 5: Equity Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups – fully close the achievement gap</p> <p>Goal 6: Regional Equity Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults</p>	<p>Goal 1: Completion Increase the number of students who complete a program of study</p> <p>Goal 2: Transfer Increase the number of students annually transferring to the CSU and UC</p> <p>Goal 3: Unit Accumulation Decrease the number of units accumulated by students earning as associate degree</p> <p>Goal 4: Workforce Increase the percentage of existing students who report being employed in their field of study</p> <p>Goal 5: Equity (emphasis in a time of recovery – multiple pandemics) Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups – fully close the achievement gap</p> <p>Goal 6: Regional Equity Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults</p>	<ul style="list-style-type: none"> ■ Increase percentage of students earning degrees, certificates and skills sets by 20% in 2026; Increase percentage of K-12 students who graduate with 12 or more college units; focus on expanding programs that address workforce needs ■ Increase transfers to CSU and UC; annually publish the 2-yr associate degree graduation rate of first-time students disaggregated for underrepresented and Pell ■ Decrease median units to completion by 15% ■ Establish credit-for-prior learning, increase offerings, launch 10 direct-assessment competency-based programs; increase percentage of completion with living wage by 15%; establish high school to university pathways; ADTs and pathways for dual enrollment ■ Improve systemwide graduation rates, transfer rates, and time to completion among underrepresented; close equity gaps in access to dual enrollment programs 	<p>Three Strategic Directions</p> <ol style="list-style-type: none"> 1. Equitable Baccalaureate Attainment 2. Equitable Workforce & Economic Development 3. Implications for Future Learning <p>Three Goals – Six Outcomes</p> <p>1. Equity in Success <u>Outcomes:</u> -Increase completion of degrees and certificates -Increase Baccalaureate attainment in equity, increase transfer preparation and increase community college baccalaureate -Workforce: earn a living wage</p> <p>2. Equity in Access <u>Outcomes:</u> -Increase with equity, participation/enrollments for dual enrollment, justice involved, veterans, working adults and low-income adults</p> <p>3. Equity in Support <u>Outcomes:</u> -Increase the number of Pell grant and CCPG recipients -Reduce units to ADT completion</p>

Source: Graphic created by CBT as adapted from reports of the California Community Colleges Chancellor’s Office.

Statement on Diversity, Equity, and Inclusion in the California Community Colleges

A primary emphasis throughout the statewide adopted plans is equity. *Vision 2030* centers around three primary goals: Equity in Success, Equity in Access, and Equity in Support. The *Equity in Higher Education Act* (EDC, Sections [66250-66293](#)) contains various provisions focused on fostering diversity, equity, and inclusion among students, faculty, and staff. Furthermore, Title 5, Section [51201](#), Statement on Diversity, Equity, and Inclusion reflects a comprehensive commitment by the California Community Colleges to actively work towards creating an educational environment that values and respects diversity, equity and inclusion among students, faculty and staff. The focus on equity underscores the recognition that every individual deserves fair and equal access to opportunities, resources, and support necessary for their success. By prioritizing equity, educational institutions strive to dismantle systemic barriers, address disparities, and create environments where all learners can thrive and reach their full potential.

Title 5, Section [51201](#)

§51201. Statement on Diversity, Equity, and Inclusion in the California Community Colleges.

- (a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.
- (b) Embracing diversity means that we must intentionally practice acceptance, anti-racism, and respect towards one another and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.
- (c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our goal is to eradicate these from our system. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.
- (d) To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals. In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.
- (e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences can include, but are not limited to the following dimensions: race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.

Student Centered Funding Formula

The [Student Centered Funding Formula](#) (SCFF) was included in the 2018-19 state budget as an innovative method to allocate funding to community college districts. Based on the California Community College Chancellor's Office, the formula is designed to support the goals and commitment set by the *Vision for Success* plan and is aligned with the *Guided Pathways* student success metrics. SCFF is based on three primary calculations:²²

- A base allocation – largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include:
 - the number of students earning associate degrees and credit certificates.
 - the number of students transferring to four-year colleges and universities.
 - the number of students who complete transfer-level math and English within their first year.
 - the number of students who complete nine or more career education units.
 - the number of students who have attained a regional living wage.

Of note, the California Community College Chancellor's Office has developed Student Centered Funding Formula ([CCCCO SCFF Dashboards](#)) dashboards, enabling Districts and colleges to analyze student data and SCFF implications. Additionally, a SCFF estimator is available. Please note that these resources may require a passcode for access and require coordination with District and college Chief Business Officers.

Integrated Planning Overview

Districtwide Planning

This Santa Ana College Educational Master Plan is part of an integrated planning process in the Rancho Santiago Community College District (RSCCD). On _____ 2024, the RSCCD Board of Trustees adopted the Rancho Santiago Community College District Comprehensive Master Plan 2024-2032. The Plan encompasses four strategic directions to serve the residents, communities, and employers of the RSCCD region:

Strategic Direction 1: Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.

Strategic Direction 2: Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.

Strategic Direction 3: Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.

²² Student Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

Strategic Direction 4: Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.

These four Strategic Directions are operationalized through the two College Educational Master Plans (EMPs) and the District Services and Operations (DSO) Plan. Each College’s EMP serves the unique needs of its respective region. The four long-range plans are as follows:

- RSCCD Comprehensive Master Plan 2024-2032
- Santa Ana College Educational Master Plan 2024-2028
- Santiago Canyon College Education Master Plan 2024-2032
- District Services and Operations Plan 2024-2028

The RSCCD Integrated Planning diagram below shows how these documents align and support each other to fulfill RSCCD’s mission in meeting the needs of students, the community, and the region as a whole.



Ongoing Planning Efforts

Each service area of the District has a wide array of planning efforts that are ongoing, as well as new initiatives that emerge each year to meet the changing needs of the region. These ongoing efforts and emerging priorities are integrated into each of the plans in order to align activities and provide a singular, effective and efficient approach to meeting regional needs.

The new districtwide eight-year planning cycle allows for all major plans to be developed in a sequence that supports the overall planning cycle. For example, Program Review precedes Educational Master Plans (EMPs), as EMPs should draw upon the information from Program Review. Similarly, plans such as Facilities, Technology, and other plans follow EMPs, as the EMPs should set the priorities for their development. Appendix B presents the new RSCCD 8-Year Planning Cycle Alignment Chart, illustrating how the timing of plan development supports overall district planning.

Santa Ana College Ongoing Planning Efforts

Santa Ana College continually develops and implements a diverse group of planning efforts to achieve its college mission, champion state-level initiatives, and support the current needs of the region. The Educational Master Plan has incorporated these ongoing endeavors into a singular, integrated plan to ensure an effective and efficient process to help meet the needs of its students and the greater community.

Educational Master Plan Development Process

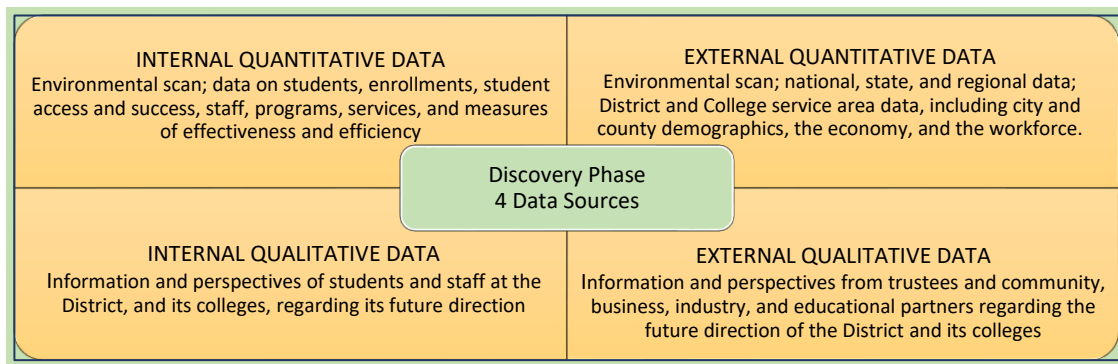
In conjunction with the RSCCD Comprehensive Master Plan 2024-2028, Santa Ana College embarked upon the development of its Educational Master Plan to establish a four-year plan of high priority collegewide goals and objectives. With the technical support of Collaborative Brain Trust, a national community college educational consulting firm, Santa Ana College began an intense six month, three-phase project for plan development:

- Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis
- Phase II: Portfolio Development and Planning Assumptions
- Phase III: Goal setting: Establishing Goals and Objectives

An internal Educational Master Plan Task Force (EMP Task Force) was formed, comprised of representatives from across the college, to serve as the working group to develop the four-year EMP. The purpose statement of the Task Force and its membership can be viewed in Appendix C. Representatives from faculty, classified professionals, and administrative groups met on a regular basis to provide leadership of the plan's development.

Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis

During this first phase, extensive quantitative and qualitative data was gathered, analyzed, and synthesized. Both internal data on students and the college and external data on the local community, region, and workforce were included. A series of listening sessions were held with students, internal and external stakeholders, and SAC's community partners. Local and regional workforce data and information on programs and jobs across the region were also examined. The graph below summarizes the four data sources for the Discovery Phase.



Phase II: Portfolio Development and Planning Assumptions

Phase II compiled the information collected in Phase I, identifying trends, themes, and integrated planning assumptions to guide the college in developing the five-year plan. Contents of that portfolio are included in this plan, along with the significant findings that guided Phase III of the project.

Phase III: Goal Setting: Establishing Strategic Directions and Supporting Actions

Phase III of the project provided an opportunity for the EMP Task Force to review trends and planning assumptions, examine themes that emerged from the listening sessions and surveys, and to identify challenges and opportunities from the data to lead the college into the future. These areas are described in detail later in this EMP document.

Environmental Scans

To begin any planning process, it is necessary to conduct internal and external data scans on past and current environments as well as report information that assists in making informed recommendations the College may want to pursue. The data in this portfolio are gathered from a variety of sources. In addition to Educational Master Planning, Santa Ana College will use these data to inform its program planning for the future.

External Environmental Scan

The external environmental scan provides an analysis of the area in which Santa Ana College operates. The scan includes demographic data, local economic data, and other important factors that will help Santa Ana College support the needs of local business and its surrounding community. The trends included in this portfolio also help inform collegewide planning, strategic enrollment planning, facilities planning, and student support services. The external data topics are outlined below; corresponding detailed data charts and key findings are included in Appendix D.

- College Service Area
- Community Population, Demographics, and Characteristics
- Local School District Trends
- Labor Market and Workforce Trends

To enrich the External Environmental Scan with qualitative data, numerous listening sessions were held with external stakeholders, including business and industry, K-12 systems, universities, government officials, and community partners. A summary of the listening sessions is provided in a subsequent section of the document.

Internal Environmental Scan

The internal environmental scan provides an analysis of the students who attend Santa Ana College and the staff who work there. The scan includes quantitative and qualitative data from several sources. The qualitative data includes student surveys and listening sessions. A summary of the student survey results is listed below, and a summary of the listening sessions is provided later in this document. The internal quantitative data includes a variety of topics outlined below; corresponding detailed data charts and key findings are included in Appendices E-F.

- Student Headcount and Enrollment
- Student Demographics and Characteristics
- Collegewide FTES & Course Trends
- Student Satisfaction and Student Outcomes
- Employee Profile

Student Engagement and Satisfaction Survey Results

Santa Ana College conducts student satisfaction surveys on a regular basis. The data in this section were taken from the 2020, 2021, and 2022 surveys. The survey results allow for general comparison of students'

perceptions over a three-year timeline to see if Santa Ana College has progressed during this time, especially pre-pandemic versus post-pandemic. It is important to understand how engaged the students feel at Santa Ana College since there is strong evidence that when students feel acknowledged and valued then they are more likely to be successful in their coursework and in their educational journey.

Overall, from 2020 to 2022, student satisfaction remained the same or increased in all twelve categories. In 2022, “my overall experience at SAC” received the highest ranking, with 92% of students selecting good or excellent for their rating. This was a three point increase from 2020 and a five point increase from 2021 (pandemic period).

In 2022, the top five rankings were: my overall experience at SAC (92%), the campus environment (90%), effectiveness of classroom learning experiences (89%), class size (89%), and relationship with SAC instructors (85%). While each of these responses declined in 2021 (pandemic period), all responses rebounded during the post-pandemic period.

The topics with the lowest positive ratings (69-77%) all related to students’ relationships with other students, staff, and counselors. These responses remained relatively stable during the three year time period.

When asked “*What type of support would help you be successful at this college?*”, the most common response was tutoring (tutoring in general, more online, more hours, and more subjects). Students also mentioned the importance of counseling and requested easier access to counselors (more availability) and more help with university transfer information. Other responses included more interaction time with instructors outside of class (in person, online, office hours, tutoring labs), better email response time from some faculty, expanded library hours, financial aid and other types of economic support, career and job support, and more communication throughout the year about available resources and services. Students also mentioned the importance of their relationship with instructors (caring, talking, knowledgeable) and the value of learning and tutoring centers.

In summary, the satisfaction survey responses support the importance of student engagement and connection on campus and align well with feedback received during the listening sessions.

Source: Santa Ana College Student Satisfaction Surveys 2020, 2021, 2022 (See Appendix E for more details.)

Trends and Planning Assumptions

This section of the plan contains assumptions that should be considered in developing College goals and objectives. These assumptions are based on the internal and external data review, interviews with college and community representatives as well as local, regional and statewide factors influencing all of California community colleges. The trends and assumptions are not listed in order of importance.

External Trends

Key data points and important trends external to Santa Ana College and the Rancho Santiago Community College District are highlighted below. More detailed information on regional data are included in Appendix D. Sources for national, state, and regional trends, including labor market information, can be further explored in the comprehensive Districtwide Data Profile, available online at:

<https://www.rscdd.edu/Departments/Research/Pages/Environmental-Scans.aspx>

National Trends were discussed in the National Higher Education Context section earlier in this document. Statewide, Regional/Orange County, and Labor Market data trends are outlined below.

Statewide

Enrollment and Program Development

- Statewide, enrollment in California Community Colleges dropped during the pandemic, but began to rebound in the 2022-2023 academic year.
- Career and Technical Education (CTE) will play an increasingly significant role in community college education with a focus on training for jobs that lead to a Living Wage.
- Statewide and regionally, community colleges will focus on developing credit and noncredit short-term certificates tied to local workforce opportunities. This trend will have a significant impact on student demand.

Policy and Initiatives

- The success of California community college students will remain a top priority of statewide policy makers, and the Chancellor's Office is supporting this agenda with funding incentives and mandated reporting, with student success data posted publicly on the CCCCCO LaunchBoard.
- Across the California Community College system, decreasing the cost of education and the time-to-degree will continue to be a top priority with students, families, and policy makers. Providing a variety of student services and basic needs support will also continue to be essential.
- Meeting the California Community Colleges Vision for Success and Vision 2030 goals will continue to be important and community colleges will be expected to build on their success and accelerate the pace of improvement.
- The California Community College system will continue to prioritize diversity, equity, inclusion, and accessibility (DEIA) work. This will include Vision for Success, Guided Pathways (GP), and faculty and staff diversification efforts.

Community College Funding

- Hold harmless for the Student Centered Funding Formula (SCFF) metrics will end in 2025. It will be important for the College to increase outcomes in all three components: regular enrollment; students receiving a College Promise grant, Pell grant, or covered by AB 540; and student success (degree/certificate completion).
- Funding for student support and success measures will continue to be included in the state budget and will be assigned to specific activities to support student success goals.
- The state of California is increasingly relying on local districts to fund new educational facilities rather than depending on statewide educational bonds.

Source: CCCCCO DataMart and CCCCCO website

Regional/Orange County

Population Demographics

- The population of Orange County is expected to increase slightly (3%) in the next decade, but the growth will come from older adults (aged 50+) with the population of typical college-aged students (20-35) shrinking slightly.
- Enrollment in local K-12 school districts has been trending downward over the past five years, and the number of high school graduates is projected to decrease in the next decade.
- In Orange County, the proportion of various ethnic groups is projected to remain stable over the next decade. There is great variation in ethnicity by cities within Orange County.
- There are 81 first languages spoken by English Language Learners (ELL) students in Orange County Schools. The top three are: Spanish (79%), Vietnamese (3%), and Korean (3%). In Santa Ana, 79% of the total population speaks a language at home other than English.

- Within Orange County, there is great variation by city in terms of demographics, income, and poverty. Rancho Santiago CCD, and Santa Ana College specifically, serves some of the largest cities with the lowest socioeconomic indicators.
- Approximately 40% of the population of Orange County has less than “some college or associate’s degree”. In the city of Santa Ana, that number jumps to 59%. Targeting this large group with appropriate training and programs could increase enrollment. Only 17% of Santa Ana’s local population has a bachelor degree which is significantly lower than the surrounding areas.
- Orange County has the lowest unemployment rate of local counties, and it is lower than the state average.
- While Orange County is relatively affluent compared to the state, nation, and neighboring counties, the cost of living is higher and per capita income is below the regional Living Wage. The median household income and per capita income are significantly lower in Santa Ana than in the other large cities in RSCCD’s service area.

Source: U.S. Census and California Department of Finance, California Department of Education, U.S. Census Bureau, Living Wage Calculator – MIT

Labor Market

- Over the next few years, Orange County will see very low unemployment rates and significant employment growth in traditional and emerging industries.
- Technological advances are disrupting many traditional industries.
- Emerging technology industries within Orange County include cybersecurity, artificial intelligence, computer and video gaming, ophthalmic/vision, and drones.
- Strong Workforce program priority industries identified in the Orange County Regional Plan include advanced manufacturing, healthcare, information technology, and hospitality and tourism.
- Only four of the top 10, and six of the top 20, fastest growing industries in Orange County provide average earnings above the Living Wage.
- The top four fastest growing middle skills occupations (require less than a bachelor degree) in Orange County are home health/personal care aides, first line supervisors of food prep/servers, childcare workers, and security guards.
- The top four fastest growing above middle skills occupations (require a bachelor degree) in Orange County are software developers, market research analysts/marketing specialists, tutors, and secondary school teachers.

Source: OCgov.com, Orange County Business Council, Orange County Regional Consortium, Orange County Center of Excellence

Internal Trends

Key data points and important trends internal to Santa Ana College are highlighted below. More detailed information is included as Appendices E-F to this plan, including links to source Data Visualizations/Dashboards. Sources can be further explored, including disaggregated data, in the comprehensive Districtwide Data Profile, available at: <https://www.rscgd.edu/Departments/Research/Pages/Environmental-Scans.aspx>

Students

Headcount

- Santa Ana College has enrolled between 30,000 and 45,000 individual credit students annually over the past five years. Both credit headcount and enrollment declined during the pandemic, but then began to rebound in 2020-2021 and increased further in 2022-2023, with the upward trajectory continuing in Fall 2023-2024.

- Noncredit student headcount at Santa Ana College’s School of Continuing Education (SCE; formerly called Centennial Education Center) remained fairly stable at roughly 19,000 students annually from 2018-2021, only dipping slightly during the Covid-19 Pandemic. In the 2022-2023 year, noncredit enrollment increased significantly over the prior year from 18,655 to 25,334 students.

Student Demographics

- The majority of SAC credit students are male (56%) compared to the female population (42%). At SCE, the majority of students are female (62%) compared to males (38%).
- Student ethnicity demographics have remained relatively constant over the past five years. Half of all credit students are Hispanic/Latino (51%), 18% are White, and 7% are Asian. At SCE, 65% of students are Hispanic/Latino, 12% are Asian, and 7% are White.
- Roughly half of Santa Ana College credit students are aged 24 or younger, and half are 25 or older. Only 13% of credit students are 18-19 years old and another 8% are 17 or under. The latter group includes high school dual enrollment students.
- Roughly half of Santa Ana College noncredit students are aged 34 or younger, and half are aged 35 or older, making the noncredit population older on average than the credit population.
- Santa Ana College and the School of Continuing Education enroll a high proportion of First-Generation College Students (meaning neither parent/guardian graduated from college), CCAP students (College and Career Access Pathways), Special Admit students (concurrently enrolled high school students), and a large population of incarcerated students at the School of Continuing Education.
- Given the socioeconomic indicators of the service area, Santa Ana College awards a low number of Pell and California Promise Grants, which negatively impacts funding via the Student Centered Funding Formula (SCFF), and potentially deprives needy students of financial resources.
- Santa Ana College has a large population of AB 540 students (undocumented students who qualify as in-state students).
- Roughly one-third of Santa Ana College credit students have the educational goal of Transfer (earning a Bachelor degree after an Associate degree) and one-fifth have the goal of Maintaining a License or Certificate.
- The proportion of Special Admit students (concurrently enrolled high school students, including dual enrollment) has tripled in the past five years, from 4% in 2018-2019 to 12% in 2023-2024.

Student Outcomes

Student Success Metrics

- The annual percentage of Santa Ana College School of Continuing Education (SCE; formerly called Centennial Education Center) noncredit students posting a Skills Gain has fluctuated over time, hovering between 11% and 18%, with the low in 2020-2021, during the Covid-19 Pandemic. The average for SAC in 2021-2022 was 13%; the state average in 2021-2022 was 11%.
- The percentage of SCE noncredit students transitioning from basic education to adult secondary education has declined over the last several years, reaching a low of 3% in 2021-2022. The state average in 2021-2022 was 5%.
- The percentage of SCE noncredit students completing a noncredit CTE or Workforce Preparation Course increased over the past seven years, from a low of 45% in 2014-2015 to a high of 84% in 2019-2020, but began declining in 2020-2021, during the Covid-19 Pandemic. The average for SAC was 68% in 2021-2022; the state average in 2021-2022 was 64%.
- The percentage of Santa Ana College credit students successfully completing courses has fluctuated between 66% and 74% over the past seven years. The average for SAC in 2021-2022 was 69%; the state average in 2021-2022 was 72%.
- The percentage of Santa Ana College credit students who have persisted at Santa Ana College from Fall to Spring has fluctuated between 50% and 61% over the past seven years, with the low point in 2019-

2020, during the Covid-19 Pandemic. The SAC average in 2021-2022 was 56%; the state average in 2021-2022 was 64%.

- The percentage of Santa Ana College credit students who completed transfer level Math and English has fluctuated from 4% to 12% over the past seven years, with the low point in 2021-2022. The average for SAC in 2021-2022 was 9%; the state average in 2021-2022 was 13%.
- The percentage of Santa Ana College credit students who completed nine or more Career Education units has fluctuated from 5% to 7% over the past seven years, with an overall upward trend. The average for SAC in 2021-2022 was 7%; the state average in 2021-2022 was 10%.
- Overall, the number of Santa Ana College students attaining the Vision Completion Goal increased over the past seven years, peaking in 2019-2020, then dipping in 2020-2021 during the Covid-19 Pandemic, and then increase slightly in 2021-2022. The average for SAC in 2021-2022 was 4%; the state average in 2021-2022 was 9%.
- The average number of units accumulated by Santa Ana College First-Time Degree Earners has trended upward over the past seven years, increasing from 86 in 2014-2015 to 91 in 2021-2022. Statewide, average number of units has been declining, not increasing. The state average in 2021-2022 was 82 units.
- Santa Ana College awarded approximately 1,200 Noncredit Certificates, 1,500 Chancellor's Office Approved Credit Certificates, 1,600 Associate Degrees (approximately one-third of which are Associate Degrees for Transfer, or ADTs) in 2021-2022.
- For SAC students earning an Associate degree, Liberal Arts majors are the most popular options with three in the top four majors (Art, Hum & Comm, Social & Behavioral Sci, Math & Sciences). Other most frequently awarded degrees include Business Administration, Psychology, allied health (Nursing, Pre-Nursing, Medical Asst), and Administration of Justice.
- For SAC students earning Certificates of Achievement, those related to transfer (CSU General Ed, IGETC, Engineering STEM Core) are popular choices. Other large Certificate of Achievement programs include Law Enforcement, Medical Assisting, Early Childhood, and Fire Technology.
- Certificates of Proficiency are most frequently awarded in Fire Services, Graphic Arts, and Programming.
- There are significant differences in Awards by gender. Male students are slightly more likely to earn Certificates of Achievement, and twice as likely to earn Certificates of Proficiency. Female students are much more likely to earn Associate degrees than male students.
- The number of non-transfer Santa Ana College students who exit the system and gain employment paying the living wage for an individual in Orange County has generally decreased from 2014-2015 to 2020-2021 (note: the cost of living has increased in that same time span, which is one factor in calculating living wage). The average for SAC in 2021-2022 was 51%; the statewide average in 2021-2022 was 53%.

Transfer

- The number of students transferring from Santa Ana College has fluctuated over the past seven years. The number of transfers gradually increased from 955 in 2014-2015 to 1,425 in 2018-2018, then dropped to 834 in 2019-2021 during the Covid-19 Pandemic, and then increased dramatically by 2021-2022 to 1,609.
- The majority of Santa Ana College transfer students, approximately three-quarters, transfer to a California State University, and most choose nearby California State University Campuses, specifically Fullerton, followed by Long Beach and Dominguez Hills. The most popular CSU majors for Santa Ana College transfer students include Business/Management, Public Affairs/Services, Education, Psychology, and Social Services.
- Eighty-nine percent of Santa Ana College students are accepted to the California State University, which is slightly higher than the statewide average and also slightly higher than the average for all Orange County community college transfer students.

- Santa Ana College students who transfer to the University of California also tend to enroll at nearby campuses, specifically Irvine, Los Angeles, Riverside, and San Diego. The most popular UC majors for Santa Ana College transfer students include Psychology, Biology, Sociology, and Political Science.
- Nearly 74% of Santa Ana College students are accepted into the University of California system, which is the same rate for all community college students from Orange County.
- A minority of Santa Ana College transfer students choose to attend a Private or Out of State College or University. Some of the more popular choices provide online programs (Southern New Hampshire, Grand Canyon, Western Governor's, University of Phoenix, and Arizona State).

Enrollment and Measures of Efficiency

Full-Time Equivalent Students (FTES)

- In the 2022-2023 year, approximately 74% of Santa Ana College full-time equivalent students (FTES) was credit, and approximately 26% was noncredit/School of Continuing Education.
- Santa Ana College total FTES (credit and noncredit) peaked in 2015-16 and then declined through 2021-22. In 2022-23, the College saw a sharp increase (+1,929) in FTES, returning to a pre-pandemic level.
- Noncredit FTES at the School of Continuing Education (formerly called Centennial Education Center) began rebounding two years sooner than credit FTES, in 2020-2021, contributing to the College's overall enrollment and FTES increases. In 2022-2023, Noncredit FTES surpassed pre-pandemic levels.
- Over the past ten years, credit FTES has been roughly 13,000-16,000. Credit FTES trends at Santa Ana College mirror headcount and enrollment, showing a decrease during the pandemic, rebounding in 2022-2023. Credit FTES is highest in the Fall term, followed by Spring, Summer and Intersession.
- Over the past ten years, noncredit FTES at Santa Ana College School of Continuing Education has fluctuated between a high of roughly 4,600 to a low of roughly 3,600 during the Covid-19 Pandemic but has been on an upward trajectory beginning in the 2020-2021 year.
- Over the past ten years, credit full-time equivalent faculty (FTEF) increased to a high of over 400 in 2017-2018, then trended downward, with a low point in 2021-2022, during the Covid-19 Pandemic, and then rebounded in 2022-2023. This pattern roughly follows the same trend in FTES in the most recent years. FTEF is highest in Fall terms, followed by Spring, Summer, and Intersession.
- Over the past ten years, noncredit FTEF peaked in 2015-2016, then declined to a low in 2020-2021, during the Covid-19 Pandemic, and then rebounded in 2021-2022 and 2022-2023. This pattern roughly follows the same trend in FTES in the most recent years. FTEF is generally highest in Spring terms, followed by Fall and Summer.
- Over the past ten years, credit efficiency (FTES/FTEF) has decreased from a high of 20 in 2013-2014, flattening at about 16 in the past three years.
- Over the past ten years, noncredit efficiency (FTES/FTEF) has fluctuated but shows an overall upward trend. Noncredit Efficiency peaked at 50 in 2020-2021, during the Covid-19 Pandemic, but then flattened out at pre-pandemic rates of about 40 in the past two years.
- Santa Ana College has offered roughly 5,000 course sections per academic year in the past ten years, with a high of 5,494 in 2018-2019 to a low of 4,804 in 2020-2021, during the Covid-19 Pandemic. The number of sections offered rebounded in 2022-2023, mirroring enrollment trends.
- Over the past ten years, the proportion of credit sections taught online has increased. This increase was gradual from 2013-2014 to 2019-2020, but then increased dramatically during the Covid-19 Pandemic. In 2022-2023, nearly half of credit courses were taught online.
- Santa Ana College's School of Continuing Education has offered between 1,600 and 2,000 course sections per year, with a high of 1,915 in 2017-2018 and a low of 1,360 in 2020-2021. The number of sections offered rebounded to a high of 2,047 in 2022-2023, mirroring enrollment trends in recent years.

- Noncredit courses were not offered online until 2019-2020, but then online offerings increased dramatically during the Covid-19 Pandemic. In 2022-2023, nearly one-third of credit courses were taught online, down from nearly half the prior year.
- Over the past ten years, with few exceptions (mostly in the intersession), average credit class size has been decreasing (from about 40 to the very low 30s), with the lowest class sizes in the most recent years. In the same time frame, average noncredit class size has remained relatively stable at about 50.

Employees

- Santa Ana College and its School of Continuing Education employed 2,734 individuals in 2023-2024. Hourly Faculty are by far the largest employed group, followed by three similarly sized groups: Misc (Instr Assoc/Asst), Contract Faculty, and Monthly Classified.
- Santa Ana College (excluding the School of Continuing Education) employed 2,249 individuals in 2023-2024, representing slightly more than 80% of all college employees. The majority of SAC employees are male, but there is great variation by employee group; Male employees comprise approximately two-thirds of Hourly Faculty and Misc (Instr Assoc/Asst), while Female employees are the majority in all other employment categories.
- The largest employee ethnic group at Santa Ana College is White, comprising nearly half of all employees. The second largest employee ethnic group is Latinx, followed by Asian.
- There is great variation in ethnicity by employee group. Hourly Faculty, Contract Faculty, and Misc (Instr Assoc/Asst) are nearly half White, while Monthly and Hourly (ongoing) Classified are majority Latinx. Approximately 15% of employees are aged 60+.
- The Santa Ana College School of Continuing Education employed 485 individuals in 2023-2024, representing less than 20% of all college employees. Similar to Santa Ana College, the largest employee group is Adjunct Faculty. Different than Santa Ana College, the next largest employee group is not Contract Faculty, but rather Hourly Classified (ongoing), followed by Monthly Classified. Over the past five years, the numbers of Hourly Classified (ongoing) and Monthly Classified have decreased, while the numbers of Adjunct (and to a lesser extent, Contract) Faculty have increased.
- Three-quarters of employees at the School of Continuing Education are female, and females comprise the majority in all employee categories. This contrasts with the gender breakdown of employees on the Santa Ana College main campus, who are majority male.
- The largest employee ethnic group at the School of Continuing Education is Latinx (nearly half), followed by White, Asian, Unknown, Black, and Filipino. There is some variation by employee group, with Admin/Supervisor/Confidential being majority White, Adjunct Faculty nearly one-third White, and Monthly Classified nearly three-quarters Latinx. Asian employees comprise one-quarter of Contract Faculty and Hourly Classified (On-Going), and one-sixth of Monthly Classified. Notably, 25% of Adjunct Faculty are aged 60+.

Listening Sessions and Themes

Introduction

During the Discovery Phase, listening sessions were held by the Collaborative Brain Trust team with groups of internal and external stakeholders of Santa Ana College to gather input, ideas, and recommendations about college’s strengths, challenges, areas of opportunities, and critical areas of focus over the next several years to help align collegewide goals and activities with its mission. Additionally, the team visited four classes to hear students discuss what was or was not working well for them, or their peers, at Santa Ana College.

A total of 25 small group sessions were conducted over several days as internal listening sessions. Approximately 237 individuals, including faculty members, classified professionals members, students, and administrators, representing a wide variety of roles and experiences, attended the sessions and provided input for this process. The sessions experienced minimal participant overlap; however, in some instances, a staff member attended more than one session to represent different roles.

Approximately 38 community members attended one of 12 external listening sessions that were held over three days at the college. The diverse group of community participants represented business, industry, education, healthcare, civic leadership, and community services. The sessions were well attended and included robust discussions about partnership opportunities, new programs to support local industry needs, and future opportunities for Santa Ana College within the community.

Below is a summary of the listening session participation.

Internal Listening Session Participation

INTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants
SAC Internal Stakeholders	<ul style="list-style-type: none"> ○ President’s Cabinet ○ Administrators ○ Instructional Faculty ○ Classified Professionals ○ Department Chairs ○ Student Services ○ Continuing Education/Non-credit Programs ○ Career Technical Education Programs ○ Guided Pathways Committee ○ Institutional Effectiveness and Assessment Committee (IE&A) ○ Student Success and Equity Committee (SEAP) ○ Dual Enrollment (DuE) Workgroup ○ General groups 	21	151
Student Groups	<ul style="list-style-type: none"> ○ Student Classes ○ Inter Club Council 	4	86
Total Number of Internal Listening Sessions and Participants		25	237

External Listening Session Participation

EXTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	Individuals and Groups	# Sessions*	Approx. # Participants
SAC Foundation	○ SAC Foundation Members	1	6
Government & Community Organizations	○ City of Santa Ana ○ County Department of Education ○ Fire and Rescue Services ○ Community Organizations	5	12
Business, Industry & Healthcare	○ Business and Auto Industry ○ Banking and Credit Unions ○ California Restaurant Foundation ○ Healthcare	3	8
Educational Partners	○ K-12 Schools ○ Adult Education ○ University of California, Irvine ○ California State University, Fullerton ○ Whittier College	3	12
Total Number of External Listening Sessions and Participants		12	38
TOTAL NUMBER OF LISTENING SESSIONS AND PARTICIPANTS		37	275

College Listening Session Themes

The top ten themes, and 23 sub-themes, that emerged from the listening sessions are delineated below. This rich qualitative input, combined with the other sections of the data scan, is valuable as the College identifies its highest priorities for the next four years and beyond.

Student Access, Outreach, and Marketing

- a. Student Access and Outreach
 - Targeted outreach and course scheduling to meet needs of adult population
 - Target adult population through specifically designed programs and services
 - Expand multilingual outreach to local school districts
 - Expand outreach to all local school districts
- b. Marketing and Outreach to the Community
 - Improve marketing for specific college programs
 - Expand marketing and outreach for continuing education/adult education (AE) programs
 - Increase community awareness of SAC and student achievements
 - Expand marketing to support CTE programs

Strategic Enrollment Planning and Management for Growth

- a. Enrollment Management / Scheduling / Productivity & Efficiency
 - Expand enrollment and FTES growth within high demand programs
 - Develop data-informed, student-centered schedules
 - Balance schedule efficiency with student completion needs and new program support

- Maximize funding from the SCFF model while ensuring learning outcomes are met
- b. Strategic Enrollment Planning
 - Increase transfer degree completion: develop new associate degrees for transfer, promote transfer pathways
 - Develop or expand high demand CTE programs with focus on short-term certificates
 - Embrace the value of dual enrollment collegewide
 - Develop and communicate a collegewide vision
 - Develop/improve administrative processes to support expanding program
 - Provide supportive onboarding processes for students, parents, and instructors
 - Align SAC's dual enrollment pathways with high school and university pathways
 - Expand and support distance education (DE)
 - Continue participation in the open educational resource (OER)
 - Align online course scheduling with student needs and transfer requirements
 - Provide on-going student and instructor training and support
 - Noncredit and continuing education
 - Enhance the connection between noncredit and credit programs
 - Continue nimble program development to meet community needs
 - Collaborate with community partners to help develop/expand programs
 - New options for student learning
 - Apprenticeships
 - Credit for prior learning

Academic Success and Student Engagement

- a. Academic Success
 - Improve retention and persistence rates
 - Provide support and activities that strengthen students' connection to the college
 - Implement proactive interventions that support academic success
 - Provide on-going information about academic programs and support services to employees so faculty and classified professionals are empowered to assist students
 - Provide more timely notice of class cancellations and available replacement courses
 - Increase the number of associate degrees for transfer awarded
 - Continue implementing guided pathways
 - Continue developing new ADT's
 - Promote degree completion and transfer to incoming and continuing students
 - Increase student transfer rates to four-year universities
 - Ensure collaborative scheduling of STEM program courses to avoid the overlapping or cancelling of required courses
 - Promote professors' role in mentoring and supporting students
 - Increase the number of career technical education certificates awarded
 - Align certificates with K-12 pathways
 - Offer short-term programs that support local employer needs
- b. Increase Student Engagement
 - Promote a culture of innovation and inclusion for all students
 - Improve on-campus food and gathering space options for students
 - Increase communication to inform students about campus events and college updates
 - Offer student activities tied to pathway or career options

Academic and Support Services

- a. Academic Support Services
 - Improve options for students to meet with full- and part-time instructors on campus
 - Provide more on-campus study spaces

- Consider decentralized academic support (tutoring) locations across campus
 - Provide more consistent counseling advice/advising
 - Reduce wait time to meet with counselors
- b. Student Support Services
- Explore consistent, expanded hours for student services
 - Provide more expansive student orientation; provide more details about college requirements and student services to both parents and students
 - Increase communication to students about support services, especially health and mental health services
 - Expand options for mental health support
 - Proactively contact students regarding financial aid due dates and other essential information
 - Provide job opportunity information for students who do not receive full financial aid
 - Enhance accessibility options to meet student needs
 - Align student support services with student enrollment growth

Diversity, Equity, Inclusion, and Accessibility

- Develop a collegewide, unified vision and values supporting DEIA
- Nurture students' sense of value and belonging by the college community
- Intentionally and proactively focus on DEIA across instruction and student services
- Provide campuswide access to data dashboards
- Use disaggregated student data to assess all programs, activities, and services designed to increase student success to ensure they are meeting college goals
- Implement equity-minded hiring practices and resource allocation processes
- Provide a variety of professional development opportunities, developed by the District and/or college, to strengthen and support employees' ability to support diverse student populations

Instructional Programs and Pathways

- a. Program Development and Expansion
- Develop or expand high demand CTE programs
 - Develop short-term certificates
 - Partner with local businesses
 - Explore ways to evaluate programs on the basis of community need and student demand
 - Explore prior learning opportunities
 - Expand Apprenticeship programs
 - Implement Baccalaureate Degrees (currently in process)
- b. Expand continuing education and noncredit programs
- Align noncredit and credit programs
 - Design pathways to support adult re-entry students
 - Align Dual Enrollment with credit and noncredit pathway options

Strategic Partnerships

- a. Business and Industry
- Strengthen partnerships with local business and industry
 - Maintain strong commitment to diversity, equity and inclusion
 - Focus on industries with high demand and to replace "aging out" populations
 - Offer curriculum that fits the needs of employers and adult workers
 - flexible, dynamic (regularly updated) curriculum and short-term certificates
 - stackable credentials from noncredit to credit and within credit programs
 - flexible start/stop dates, timing, and class locations
 - soft skills training

- provides a living wage
- Explore new programs in high demand areas; partner with local business
- Support employer need for bilingual workers
- b. Governmental and Nonprofit
 - Build stronger connections with local nonprofit organizations
 - Focus on career technical education programs needed by the local community
 - Offer specialized certification classes
- c. Education (post-secondary)
 - Strengthen relationships and communication with local universities
 - Promote transfer as a realistic option for SAC students
 - Partner with local universities to provide pathways for jobs that require a higher level of education
- d. Education (K-12)
 - Strengthen connection with County Department of Education
 - Expand career technical education pathways aligned with K-12 programs
 - Strengthen dual enrollment communication and processes
 - Strengthen family engagement by providing educational programs for parents
 - Prepare for the impact of artificial intelligence; integrate it into all curriculum
- e. Community
 - SAC has a strong, positive image within the community
 - Provide a comfortable, inviting campus climate for students
 - Continue to build more and stronger relationships with the community
 - Offer noncredit classes at sites where people congregate, such as community centers
 - Offer short-term classes that introduce people to college
 - Provide community activities to bring kids on campus to promote a college-going culture
 - Offer project-based learning, hands-on experience, and skills development
 - Expand internship opportunities
 - Improve completion and transfer rates
 - Develop pathways and support services for working mothers and other returning adults
 - Increase marketing/communication to provide information about the college, such as free tuition, free bus passes, and student achievements

Institutional Research, Planning, and Evaluation

- a. Institutional Research and Integrated Planning
 - Develop clear, easy-to-use, accurate data dashboards
 - Utilize disaggregated data to proactively inform planning and decision making
 - Strengthen integrated campus planning
 - Create ownership and accountability processes to ensure plans and activities are meeting college goals
 - Align college planning with districtwide planning
- b. Program Review, Evaluation, and Discontinuation
 - Align resources with high demand, growth-oriented programs
 - Develop and implement a data-informed program viability process; carefully review programs to determine programs that should be discontinued due to lack of student enrollment/community need and programs that should be expanded or developed

Organizational Systems and Processes

- a. Organizational Efficiencies, Systems, and Processes
 - Review and improve college processes to remove barriers
 - Streamline purchasing processes; increase training on procurement practices

- Review funding decisions, budget allocation, and purchasing deadlines to support college activities and meet annual fiscal requirements
 - Review and streamline hiring processes; remove structural barriers to attract a more diverse applicant pool
 - Review campus space allocation process to support program and student services growth
 - Develop a realistic collegewide staffing plan
 - Improve visibility of on-campus security
 - Work with District departments to improve understanding of each other's activities, responsibilities, and workflow timing
 - Develop a more clear internal calendar of events for both District and college projects/timelines
- b. Technology and Applications
- Provide a more user friendly, informative college website
 - Improve technology and software system consistency across the college and districtwide
 - Increase alignment between the information technology department and the college
 - Include college users and end users in systems planning and reviews

Institutional Culture

- a. External Environment
- Create a more welcoming, engaging college culture
 - Show students that they belong at SAC and on campus
 - Find ways to make the campus look more active and energetic
 - Create safe spaces for students to connect with each other
 - Proactively connect students with student services
- b. Internal Environment
- Recreate a sense of family and connection across campus
 - Organize events that allow employees to get to know each other better
 - Strengthen connections that increase collegiality and focus on serving students
 - Build a collegewide collaborative "growth mindset"
 - Improve administration stability; rebuild sense of trust among employees
- c. Communication
- Improve district-college relations; create a collaborative, positive culture
 - Improve two-way communication, especially related to providing information about new or changing processes
 - Provide additional methods of sharing information college or districtwide
 - Provide more detailed information that is easier for students to navigate both online and on cellphones
- d. Professional Development
- Create a culture of training and mentoring new and current employees
 - Improve collegewide onboarding of new employees, department chairs, and managers to enhance understanding of their specific job duties as well as college processes
 - Develop a college process for planning and providing on-going professional development for classified employees on topics such as new equipment, software, procurement procedures, and job skills
 - Provide on-going professional development opportunities for all employees in the areas of technology, dual enrollment, distance education, DEIA, student services, health services, and current state or college initiatives

Enrollment Stabilization and Growth

Overview

Strategic enrollment management planning is an ongoing, collegewide, data-informed, collaborative effort guided by the college mission, and supports the college in meeting its strategic goals. It includes collegewide activities that continuously improve student outreach and recruitment, retention, and completion. The plan also considers operational activities such as course scheduling, program development, program efficiency, and student support services.

Projecting future levels of enrollment at a college is, by nature, an inexact science. There are many variables that affect college enrollments and many of them are beyond the control of College or District employees. However, awareness of these elements in the planning process is essential. Some external factors include: the economy, local employment and demographic trends, financial aid opportunities, federal and state educational policies, and national educational trends. Other factors are within the control of the college or district. These internal factors include course scheduling, courses offerings, aligning programs with labor market needs, marketing and outreach efforts, and eliminating student barriers to timely completion.

This report does not describe a specific plan for how Santa Ana College will grow student enrollment over the next several years. Rather, it outlines a summary of data analysis and corresponding suggestions and provides a variety of higher-level planning strategies that could support increased enrollment growth. Santa Ana College is well-equipped to collaboratively develop and implement a well-rounded, student-centered enrollment management plan with strategies that promote increased student access, retention, and completion.

Enrollment Trends and Growth Opportunities

A comprehensive review of Santa Ana College's service area data shows that shifts in demographics will not be a driver of enrollment growth over the next several years because the key college-going age groups (20-35) are declining as a percentage of the overall population. Data analysis did reveal many opportunities for enrollment growth at Santa Ana College over the next several years.

Education Level of Area Residents

An important factor is the percentage of the local population that has attended college. In this case, the data show that 40% of the district's service area population has no college experience. The data also show that the adult population in SAC's service area will continue to increase over the next several years. These data trends suggest that targeting the local adult population could provide significant opportunities for enrollment growth. *(See Orange County Population Projections by Age, 2020-2030 in Appendix D for more details.)*

Continuing Education Enrollment

Historical analysis of Santa Ana College's internal data show that between Fall 2020 and Fall 2023 enrollment grew by 1,517 students, with a parallel growth in the course schedule by 171 sections. However, data also identify a decline of 2041 FTES between 2013-2014 and 2022-2023. This trend shows that while more students are attending SAC, they are taking fewer units. During the same time period (Fall 2020 to Fall 2023), enrollment at Santa Ana College's School of Continuing Education (SCE; formerly called Centennial Education Center) grew by 7,518 students with an added 597 course sections and an increase of 692 FTES between 2013-2014 and 2022-2023. It is clear that growth at the School of Continuing Education is also an important opportunity for enrollment and FTES growth for the College. *(For annual data, see Credit Headcount and Enrollment and Noncredit Headcount in Appendix E.)*

Dual Enrollment

Another opportunity for growth over the next four to five years is expanding dual enrollment. The proportion of Special Admit High School Students, which includes dual enrollment students, has tripled in the past five years, from 4% in 2018-2019 to 12% in 2023-2024. Based on qualitative feedback from SAC's K-12 partners and

community members, there is strong support for expanding this program. In addition, based on new statewide educational policies and funding allocations, new options for student learning that could provide significant increases in enrollment are apprenticeship programs, a credit for prior learning program, and additional short-term workforce certificates. *(See Credit Students: High School Special Admits in Appendix E for more details.)*

Strategic Enrollment Management Planning

The College is currently updating its strategic enrollment management plan. The new plan should include a variety of factors, such as a data-informed student-centered course schedule, a balance between face-to-face and online courses that meets program completion requirements, provides flexible course schedule options to support the diverse needs of students of different ages and backgrounds, and a cohesive plan for monitoring enrollment and adjusting schedules in a timely manner. As the College develops and implements its plan, collaboration among academic departments, instructional and student services programs, and credit and non-credit/continuing education programs will be essential in order to coordinate course schedules and guided pathways that best serve students' needs.

Guided Pathways

The College's guided pathways planning will play an important role in maximizing student enrollment. As outlined in the guided pathways section, the college must provide different activities and support at each stage of a student's educational journey. The enrollment management plan should inform, and align with, college access activities such as outreach at the local high schools or community events, the process of matriculation, and class registration. It should also inform activities that support and improve student retention, persistence, and completion. The College must balance these activities with the need for class size and efficiency (FTES/FTEF). For example, recent data show that between 2014-2015 and 2022-2023, the College's efficiency has declined by 4 percentage points. During the same time frame, the average class size of SAC's credit classes has also fallen. *(See Credit Average Class Size in Appendix F for more details.)*

Outcomes-Focused Student Centered Funding Formula and Grant Recipients

Additional opportunities for growth relate to the Student Centered Funding Formula (SCFF). It is imperative that the College focus on the SCFF requirements to improve student success rates and ensure maximum funding each year. SCFF student data factors include student degree and certificate completion rates, number of PELL students, and number of Promise students. One area of opportunity is to increase the number of students who attend SAC with the goal of earning a degree or transferring. SAC's data show that only 28% of SAC students list transfer as their educational goal, while the state average is 56%. The actual average transfer rate for community college students throughout the state is 10%, while it is only 5% among SAC students. Increasing the number of students who list a degree or transfer as their goal could be a foundation for increasing student degree completion and transfer rates.

Another opportunity for growth is increasing the number of PELL and Promise Grant recipients. Between 2018-2019 and 2022-2023, the number of Promise Grants SAC awarded declined substantially. During the same time period, the number of Pell Grant recipients increased, but remained low compared to other colleges in the region. Efforts by SAC to provide access to students who meet these qualifications will also support the SCFF allocation requirements. *(See Credit Students: Pell Grant, California Promise Grant, and AB 540 Students in Appendix E for more details.)*

Barriers to Student Access, Progression, and Completion

The Educational Master plan must also focus on eliminating barriers to student progression, retention, completion, and transfer. Scheduling processes should be reviewed to ensure the College is offering the right combination of courses at the right times each semester, identifying the best day/times for courses so they meet student needs, and considering flexible start/stop timing to support working students and employers. The College should also analyze trend data to ensure it is providing the "right balance" of on-line and in person course delivery to ensure that student preferences are being met and that once started, they can complete their programs of study in a timely manner.

Program Viability Process

Finally, to support the health of the College and to support new and changing student needs, Santa Ana College should develop a robust, data-informed program viability process so that resources are continually distributed to the programs and plans that best support the College's current goals. This aligns with the College's focus on increased analysis and stronger accountability measures to help ensure that all activities and funding sources are working together to improve institutional effectiveness and student success.

Challenges and Opportunities

The analysis of qualitative and quantitative data has identified the following challenges and opportunities that are important to consider in the College's long-term plans.

Challenges

External Economic, Environmental, and Policy Challenges

- Changing economic and political landscape at state and national level
- Environmental issues related to climate change and sustainability
- Rapid changes and advancements in technology; artificial intelligence (AI) and virtual reality mainstream
- Low regional unemployment rates and many fast-growing industries offering low-wage jobs
- Vast number of California Initiatives requiring time and institutional capacity for effective implementation (e.g., Guided Pathways, Vision 2030, Governor's Roadmap, etc.)
- Unfunded mandates, with institutions expected to do more with less
- Student Centered Funding Formula (SCFF), fully implemented, and its ongoing/future transition

Districtwide Operational Challenges

- Lack of consistent, reliable, standardized data
- Lack of consistent and effective internal communication
- Difficult and inconsistent processes and procedures
- Lack of technology to support current needs
- Outdated job descriptions; challenging timelines for creating new or updating current descriptions
- Leadership turnover and inadequate staffing levels in key support areas

Collegewide Student Success Challenges

- Projected decrease of traditionally aged, college-going population in Orange County, coupled with modest growth in the 50+ age group
- Pursuing enrollment growth in a planned, intentional, and efficient manner (vs. "chasing FTES") to achieve college goals while maintaining efficient resource management
- Balancing the strong growth of dual enrollment with other college priorities
- Balancing online, in-person, and hybrid delivery methods in course scheduling to meet student demand while maintaining productivity and timely student completion
- Supporting the unique needs of a non-traditional adult student population
 - Difficult to reach through traditional marketing and outreach efforts
 - College culture shift to meet the scheduling and flexibility needs of working adults
 - Curriculum and services tailored to meet the needs of students more likely to be Adult Ed/English Language Learners (ELL) and have short-term career goals
- Low percentage of students attaining a Vision Completion Goal compared to the state average, coupled with the accelerated pace of improvement expected regarding Vision for Success and Vision 2030 goals
- Low student engagement on campus since the pandemic
- Connection with business, industry, and community partners slipped during the pandemic
- Lack of resources to support new programs/ideas; no current program viability process in place
- Current program review process needs more accountability placed on annual program reviews
- Provide additional funding to support unique programs, such as advanced technologies and first responder
- Rapid changes and advancements in technology impacting college programs and services
- Potential loss of institutional memory due to significant number of expected retirements
- Lack of awareness by the local community about SAC's variety of programs, support services, and positive student success stories

Opportunities

Districtwide Operational Opportunities

- Focus on shared vision and the development of core values across the colleges and DSO
- Strengthen intra-district communication and collaboration; improve inefficient processes and invest in technology solutions.
- Address data integrity issues and provide disaggregated data
- Strengthen recruitment, onboarding, and investing in employee training, professional development, and career advancement
- Take advantage of external/internal funding opportunities in support of capital outlay and other projects such as bond measures and legislative appropriation bills

Collegewide Opportunities

Community Connection and Awareness:

- Extend outreach into lower grades within K-12 to help build a college-going culture throughout the community and to help young students see themselves fitting in at SAC
- Focus outreach and marketing resources on the large adult population living near the college to promote SAC and its credit/non-credit programs
- Build/enhance strategic partnerships with local businesses, nonprofit organizations, and community leaders to strengthen SAC's reputation and connection within the community

Access, Retention, and Success

- Foster a welcoming, inclusive campus environment by including an increased understanding of and support for diversity, equity, inclusion, and accessibility (DEIA) throughout the institution
- Align collegewide goals with Vision for Success, Vision 2030, and SCFF metrics to improve student outcomes and increase college funding levels, including: *course, certificate, and degree completion, transfer rates, associate degrees for transfer awarded, average units completed to earn a degree, persistence rates, and PELL and Promise Grants awarded*
- Expand use of disaggregated data to inform planning and outcomes assessment decisions
- Expand dual enrollment and implement Guided Pathways to help SAC stay competitive and provide equitable opportunities for all high school students
- Enhance partnerships and pathways between SCE noncredit and SAC credit programs
- Strengthen integration of instruction and student support services campuswide
- Embrace a college culture shift to meet the scheduling and flexibility needs of working adults
- Provide a proactive, data-informed balance of on-ground versus online course offerings
- Improve student engagement through a variety of on-campus activities, including those that provide information about career options and pathways
- Update curriculum to improve currency, provide more efficient program completion options, and infuse diversity, equity, and inclusion
- Update college-level hiring practices to reduce barriers and improve diversity, equity, and inclusion

Enrollment

- Focus on a variety of enrollment growth options, including the adult population, dual enrollment, continuing education, career technical education (credit and non-credit), apprenticeships, and credit for prior learning (CPL)
- Maintain leadership participation in statewide initiatives such as distance education, apprenticeship, and open educational resource (OER) program
- Increase student persistence
 - Increase number of students who persist fall to spring and fall to fall
 - Increase number of students who attend full-time (12+ units per semester)

- Improve course success rates in all courses, with a focus on high volume classes
 - Provide pro-active services to support student retention
- Develop additional short-term certificates, both credit and noncredit, tied to local workforce opportunities

Internal/Employees

- Provide consistent, reliable, disaggregated data to assist employees in identifying barriers to student retention and success
- Develop a rolling multi-year staffing plan to assist in identifying the most urgent hiring needs to support college goals and to consider future staffing needs (e.g., expanded facilities, new program support, retirements, etc.)
- Develop an ongoing professional development program designed to meet the diverse training needs of new and current employees; benefits include increased employee satisfaction, morale, and effectiveness, thereby supporting improved student support and success

Educational Master Plan Framework

The EMP Task Force identified four high-priority goals and accompanying institution-wide objectives for the College. The Task Force developed the goals and objectives based on a thorough review of internal and external qualitative and quantitative data. College faculty, classified professionals, students, and administrators all participated in the process and provided input regarding areas of importance for the College. In addition, community and educational partners also provided important input regarding the needs of potential students, employers, and the community.

Each of the four college organizational divisions – instruction, student services, administrative services, and continuing education – are represented in the institutional four-year goals. This set of goals and supporting objectives will provide a clear framework for the College for long-range planning. The goals align with the Santa Ana College mission, districtwide strategic directions, *Vision for Success*, and *Vision 2030* goals. Over the next four years, all college planning will align with and support these goals to help the college meet its mission and achieve its student success goals.

Santa Ana College Goals and Objectives

The four broad college goals and their accompanying institution-wide objectives are listed below.

Goal 1: Ensure equitable access to innovative educational programs and comprehensive support services fostering student success in achieving workforce readiness, successful transfer opportunities and personal developmental goals.

Objective 1.1: Eliminate barriers to educational opportunities.

Objective 1.2: Diversify learning opportunities to meet the needs of students.

Objective 1.3: Promote and expand student support services to address holistic needs of students, particularly from marginalized and/or underrepresented groups.

Objective 1.4: Increase skill development, credential attainment, transfer rates and living wage.

Goal 2: Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices.

Objective 2.1: Identify current and develop potential partnerships to meet community needs.

Objective 2.2: Provide diverse educational options to support student academic goals and success.

Objective 2.3: Foster innovative, student informed services to facilitate academic achievement.

Objective 2.4: Assess and improve current DEIA practices to foster a community of trust and belonging.

Goal 3: Cultivate equitable campus culture to support student, faculty, and staff belonging and success.

Objective 3.1: Leverage cutting-edge technology to remove barriers and improve the employee and student experience.

Objective 3.2: Utilize accurate and reliable disaggregated information to make informed decisions.

Objective 3.3: Collaborate and leverage professional development opportunities across partnerships.

Objective 3.4: Ensure participatory governance practices are understood, followed, utilized and evaluated regularly.

Goal 4: Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students.

Objective 4.1: Improve physical and virtual infrastructure to enhance technology resources to create conducive learning environments and promote sustainability in support of the overall education experience and academic success of students.

Objective 4.2: Maximize funding and allocate resources to support equitable student achievement, sustainable growth, innovation, and competitive advantage.

Objective 4.3: Provide comprehensive professional development programs that empower faculty and staff with continuous learning opportunities, fostering expertise, innovation, equity, community, and a dynamic educational environment.

EMP Alignment with District Strategic Directions

Rancho Santiago Community College District is a multi-college district that includes Santa Ana College, Santiago Canyon College, and three educational centers. Santa Ana College works collaboratively with these institutions to meet the needs of their diverse and vibrant college service areas. The following chart outlines the alignment between the District Strategic Directions and Santa Ana College’s Four-Year Goals.

RSCCD Strategic Directions 2024-2032	Santa Ana College Goals	Santa Ana College Objectives
<p>Strategic Direction 1:</p> <p>Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.</p>	<p>Goal 1:</p> <p>Ensure equitable access to innovative educational programs and comprehensive support services fostering student success in achieving workforce readiness, successful transfer opportunities, and personal developmental goals.</p>	<p>Objectives:</p> <p>1.1 Eliminate barriers to educational opportunities. 1.2 Diversify learning opportunities to meet the needs of students. 1.3 Promote and expand student support services to address holistic needs of students, particularly from marginalized and/or underrepresented groups. 1.4 Increase skill development, credential attainment, transfer rates and living wage.</p>
<p>Strategic Direction 2:</p> <p>Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.</p>	<p>Goal 2:</p> <p>Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices.</p>	<p>Objectives:</p> <p>2.1 Identify current and develop potential partnerships to meet community needs. 2.2 Provide diverse educational options to support student academic goals and success. 2.3 Foster innovative, student informed services to facilitate academic achievement. 2.4 Assess and improve current DEIA practices to foster a community of trust and belonging.</p>

<p>Strategic Direction 3:</p> <p>Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.</p>	<p>Goal 3:</p> <p>Cultivate equitable campus culture to support student, faculty, and staff belonging and success.</p>	<p>Objectives:</p> <p>3.1 Leverage cutting-edge technology to remove barriers and improve the employee and student experience.</p> <p>3.2 Utilize accurate and reliable disaggregated information to make informed decisions.</p> <p>3.3 Collaborate and leverage professional development opportunities across partnerships.</p> <p>3.4 Ensure participatory governance practices are understood, followed, utilized and evaluated regularly.</p>
<p>Strategic Direction 4:</p> <p>Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.</p>	<p>Goal 4:</p> <p>Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students.</p>	<p>Objectives:</p> <p>4.1 Improve physical and virtual infrastructure to enhance technology resources to create conducive learning environments and promote sustainability in support of the overall education experience and academic success of students.</p> <p>4.2 Maximize funding and allocate resources to support equitable student achievement, sustainable growth, innovation, and competitive advantage.</p> <p>4.3 Provide comprehensive professional development programs that empower faculty and staff with continuous learning opportunities, fostering expertise, innovation, equity, community, and a dynamic educational environment.</p>

RSCCD Integrated Planning Framework

The Strategic Directions developed for the Comprehensive Master Plan provided a framework within which the DSO Plan and College Educational Master Plans developed their long-range Goals and Objectives. The following chart displays the alignment of these four plans.

Rancho Santiago Community College District Alignment of Four Plans 2024

Board-Adopted CMP Strategic Directions
Alignment of DSO and EMP Goals and Objectives

RSCCD Mission The Rancho Santiago Community College District aspires to provide equitable, exemplary educational programs and services in safe, inclusive, and supportive learning environments that empower our diverse students and communities to achieve their personal, professional, and academic goals.		
RSCCD Strategic Directions		
<ol style="list-style-type: none"> 1. Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow. 2. Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives. 3. Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success. 4. Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment. 		
SAC Mission Santa Ana College inspires, transforms, and empowers a diverse community of learners.	SCC Mission Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth.	DSO Roles and Functions Centralized Services District Operations Board / Board Committee Support Regional, State, & External Roles

RSCCD Strategic Direction 1

Advance the Rancho Santiago Community College District as a proactive and future-focused institution of educational excellence that is equitable, student-centered, and outcomes-focused for the student of today and tomorrow.

Goals and Objectives

Santa Ana College EMP	Santiago Canyon College EMP	District Services and Operations (DSO)
<ul style="list-style-type: none"> • Ensure equitable access to innovative educational programs and comprehensive support services fostering student success in achieving workforce readiness, successful transfer opportunities and personal developmental goals. 	<ul style="list-style-type: none"> • Strengthen student support services and program offerings to increase educational excellence, transfer, and economic and career advancement. 	<ul style="list-style-type: none"> • Ensure collaborative, integrated, and effective institutional planning. • Support a values-based, equitable RSCCD environment that is conducive to innovation and flexibility.

RSCCD Strategic Direction 2

Forge strategic partnerships to create innovative pathways, ensuring relevance, equity, and quality of life enhancement for students through intentional outreach and collaborative initiatives.

Goals and Objectives

Santa Ana College EMP	Santiago Canyon College EMP	District Services and Operations (DSO)
<ul style="list-style-type: none"> • Expand partnerships to optimize educational options and opportunities through innovative services and equitable practices. 	<ul style="list-style-type: none"> • Build academic and workforce partnerships to provide premium educational and training opportunities for the community. • Partner with the community to guide the promotion of campus and educational opportunities and services. 	<ul style="list-style-type: none"> • Promote successful programs and pathways to elevate RSCCD’s reputation as a leader in regional economic and workforce development to attract students, employers, employees, and community members.

<p>RSCCD Strategic Direction 3</p> <p>Develop streamlined, data-informed, innovative systems and processes that utilize cutting-edge technology and collaboration to support both the employee experience and student access and success.</p>		
<p>Goals and Objectives</p>		
<p>Santa Ana College EMP</p>	<p>Santiago Canyon College EMP</p>	<p>District Services and Operations (DSO)</p>
<ul style="list-style-type: none"> • Cultivate equitable campus culture to support student, faculty, and staff belonging and success. 	<ul style="list-style-type: none"> • Evaluate and implement processes in support of employee experience and optimize student access and success. 	<ul style="list-style-type: none"> • Develop an integrated data system to be utilized for operational evaluation to maximize efficiency and effectiveness.
<p>RSCCD Strategic Direction 4</p> <p>Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.</p>		
<p>Goals and Objectives</p>		
<p>Santa Ana College EMP</p>	<p>Santiago Canyon College EMP</p>	<p>District Services and Operations (DSO)</p>
<ul style="list-style-type: none"> • Strengthen supportive infrastructure that facilitates equity, a sense of belonging, and trust among faculty, staff, and students. 	<ul style="list-style-type: none"> • Maximize funding streams to develop accessible and adaptable facilities and support the continuous improvement of all programs and services to elevate Santiago Canyon College as the premier community college. 	<ul style="list-style-type: none"> • Maximize revenue streams and demonstrate resilient financial stability and stewardship of District fiscal, facility, and technology resources. • Create an administrative infrastructure to support new RSCCD programs and initiatives and develop processes that facilitate executive decisions.

Together, this set of Strategic Directions, and the aligned Goals and Objectives outlined in the DSO Plan and two College EMPs, provide a Blueprint for Action for RSCCD in fulfilling its mission in serving the Orange County region and beyond.

Next Steps

Following final review and approval by the College, District, and RSCCD Board of Trustees, the next steps described below are recommended.

EMP Roll-Out Process

Production of the final Educational Master Plan will include electronic and hard copy documents. Condensed versions can also be developed for offices across campus and for use in meetings with Santa Ana College's educational, business, industry, and community partners. An intentional internal roll-out process Fall 2024 with all internal constituents is also valuable to increase awareness and unified direction of all departments at Santa Ana College.

Implementation Plan

The success of any Educational Master Plan is dependent upon it being effectively operationalized. As each academic year begins, the college's implementation plan will translate into action the goals and objectives of the *Santa Ana College Educational Master Plan 2024 –2028*. These implementation plans will include the tasks, timelines, measurable outcomes, responsible individuals and groups, and resources needed to enact that year's priorities. These detailed implementation plans provide individuals with a step-by-step approach for advancing the College's agenda, and are also valuable for other annual planning processes, such as budget development, staffing needs, facilities, and technology planning.

Accountability and Monitoring Process

An ongoing monitoring process, on a regular cycle, is critical to assess and ensure progress on the goals and objectives in the Educational Master Plan. The ongoing monitoring process each year provides an opportunity to redirect work as needed, provide additional attention and support to achieve desired outcomes, set targets, and provide focus for grant opportunities. The College may find it helpful to implement a technological solution to assist with monitoring and reporting progress to improve transparency and offer an easy form of communication. Maintaining a dynamic document and planning process will also provide an opportunity for the College to be innovative, remain agile, and respond to internal and external issues and initiatives, changes in state and federal regulations, and educational standards and accreditation review processes.

Appendix A – List of Acronyms Used in this Report

AB	Assembly Bill
ABE	Adult Basic Education
ASE	Adult Secondary Education
AE	Adult Education
AI	Artificial Intelligence
AR	Administrative Regulation
BP	Board Policy
CCAP	College and Career Access Pathway
CE/CTE	Career Education or Career Technical Education
CEC	Centennial Education Center
CMP	Comprehensive Master Plan
CPL	Credit for Prior Learning
DE	Distance Education
DSO	District Services Office
DSPS	Disabled Students Programs and Services
DuE	Dual Enrollment
EDC	Education Code
ESL	English as a Second Language
ELL	English Language Learner
EMP	Educational Master Plan
FGCS	First-Generation College Students
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Students
GP	Guided Pathways
HSSA	High School Special Admit (includes Dual Enrollment)
HR	Human Resources (People & Culture)
IE&A	Institutional Effectiveness & Assessment Committee
OER	Open Educational Resources
RSCCD	Rancho Santiago Community College District
SAC	Santa Ana College
SCE	School of Continuing Education (formerly called Centennial Education Center)
SCFF	Student Centered Funding Formula

Appendix B – RSCCD 8-Year Integrated Planning Cycle

RSCCD Eight-Year Integrated Planning Cycle and Timetable
February 4, 2024

Plan & Cycle	Current Cycle		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
CMP (8-yr)	CMP	CMP																
	CMP	CMP																
SAC EMP (4-yr)			SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP						
	SAC EMP	SAC EMP	SAC EMP	SAC EMP								SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP	SAC EMP
SCC EMP (4-yr)			SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP						
	SCC EMP	SCC EMP	SCC EMP	SCC EMP								SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP	SCC EMP
DSO Plan (4-yr)			DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan						
	DSO Plan	DSO Plan	DSO Plan	DSO Plan								DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan	DSO Plan
TMP (4-yr)			TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP	TMP						
	TMP	TMP	TMP	TMP								TMP	TMP	TMP	TMP	TMP	TMP	TMP
FMP (8-yr)			FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP						
			FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP	FMP
Sust Plan (8-yr)			Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan						
	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan	Sust Plan
Program Review (4-yr)			PR															
	PR	PR	PR	PR								PR	PR	PR	PR	PR	PR	PR

KEY

	Plan Name
	Development Period
	Implementation Period
	Final Semester of Cycle

PLANNING ASSUMPTIONS

Program Review Completes in time to inform EMPs & DSO Plan
EMPs & DSO Plan follow CMP; All other plans follow next
All plans have two full semesters for development; FMP has three semesters
Data Profiles to be updated mid-cycle in 8-yr CMP and FMP cycles
ACCJC Visits occur in Colleges' EMP mid-cycles (Spring 2029...2037... etc.)

Plan	Full Name	Cycle	Plan	Full Name	Cycle
CMP	Comprehensive Master Plan (move from 10 to 8-yr)	8-yr	TMP	Technology Master Plan (move from 5 to 4-yr)	4-yr
SAC EMP	Santa Ana College Educ. Master Plan (move from 5 to 4-yr)	4-yr	FMP	Facilities Master Plan (move from 10 to 8-yr)	8-yr
SCC EMP	Santiago Canyon College Educ. Master Plan (move from 5 to 8-yr; mid-cycle review)	4-yr	Sust Plan	Sustainable RSCCD Plan (move from 2 to 8-yr)	8-yr
DSO Plan	District Services and Operations Plan (New; replaces 2-yr Planning Portfolios)	4-yr	PR	Program Review (stay on 4-yr cycle)	4-yr

Appendix C – EMP Task Force Purpose

Santa Ana College Educational Master Plan Task Force 2023-2024

Task Force Purpose

The Purpose of the EMP Task Force is to serve as a working group and to guide the development of the Santa Ana College 2024-2028 Educational Master Plan (EMP). The EMP Task Force will:

- Ensure representation of all areas of the College in developing the EMP,
- Work in collaboration with the CBT Consultant Team, providing input and feedback from constituents throughout the process of the plan's development,
- Support alignment of the EMP with the College's Mission and Vision,
- Keep students, student success, equity, and service to the community at the center of discussion during EMP development,
- Actively engage in the development process and serve as a communication body to the rest of the internal college community, and
- Ensure each voice is heard and valued in the process.

EMP Task Force Responsibilities by Month

- The task force will meet approximately once per month as needed to support the project. The project is scheduled to be completed by March 22, 2024.
- At the meetings during November-January, the Task Force will hear data presentations that summarize both qualitative and quantitative data and will participate in discussions tying data analysis to the college mission; state, district, and college-level goals; and the needs of our local community.
- In February, the EMP Task Force and President's Cabinet will participate in an interactive session to develop recommended college-wide goals for the next four years.
- In March, the EMP Task Force will review the draft EMP document before it is finalized and sent to the President and College Council. This will complete the Task Force's responsibilities.

Executive Liaison to Collaborative Brain Trust (CBT)

Dr. Jeffrey Lamb, Vice President of Academic Affairs

Task Force Tri-Chairs

Dr. Jeffrey Lamb, Vice President, Academic Affairs

Claire Coyne, Academic Senate President

Tyler Johnson, CSEA President

Committee Recorder and Resource Personnel

Jennifer Valencia, Executive Secretary, recorder and support for the EMP Task Force.

Committee Make-up / Criteria

- Committee Tri-Chairs will convene and lead EMP Task Force meetings.
- Membership will include representatives from all three areas of the College: administrative services, academic affairs, and student services.
- Non-member Resource staff may be called upon to support the team's work.

How Work Is Communicated

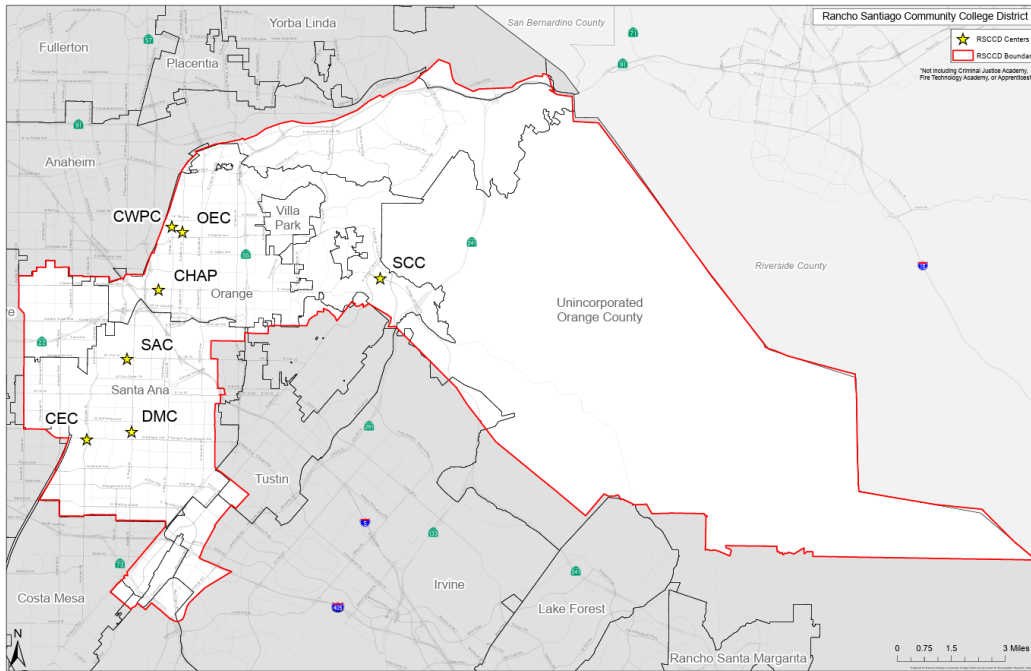
- Members will communicate with colleagues between meetings.
- Designated members will provide EMP project updates to College Council and the Academic Senate.
- A designated webpage will be established for transparency, communication, and input/feedback from college employees.
- The EMP project overview, EMP Task Force purpose statement, and monthly updates will be posted to the College's EMP web page.

Where EMP Recommendations Go

College President

Appendix D – External Data Scan

District Map

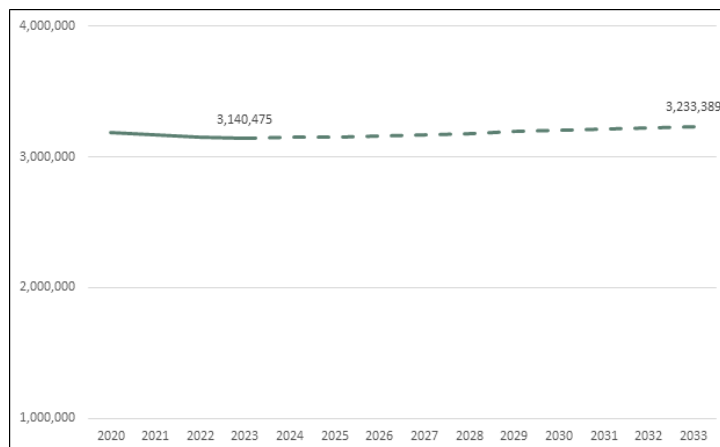


(Source: RSCCD Research Data Warehouse)

- The Rancho Santiago Community College District service area includes Santa Ana, Orange, Garden Grove, Villa Park, parts of Anaheim and Tustin, and unincorporated areas of Orange County
- Fewer than half of RSCCD students reside within the designated service area, but approximately 80% reside within Orange County

Orange County

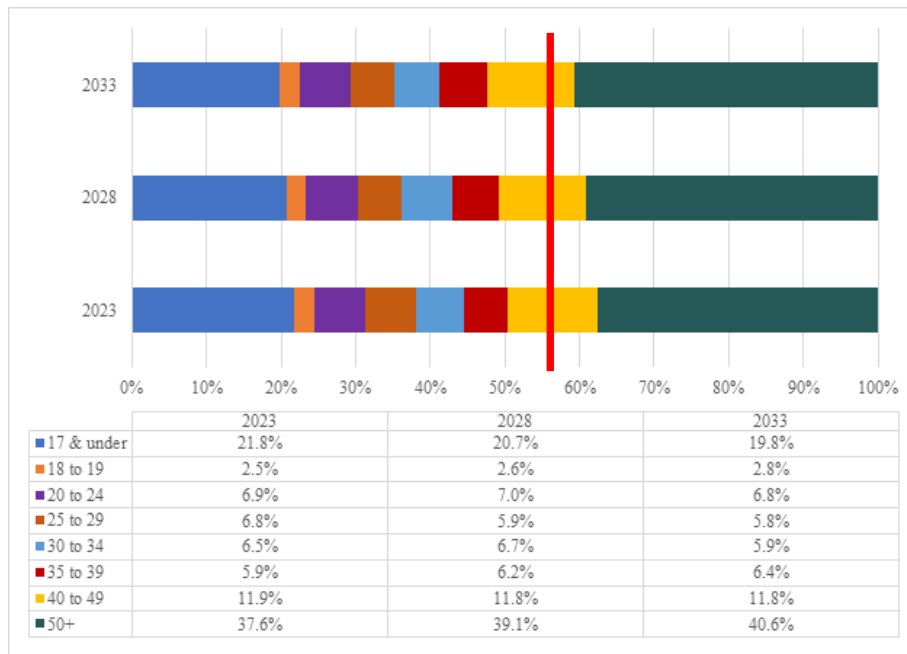
Orange County Population Projections, 2020-2030



Source: California Department of Finance

- The population of Orange County is expected to increase slightly (3%) over the next decade

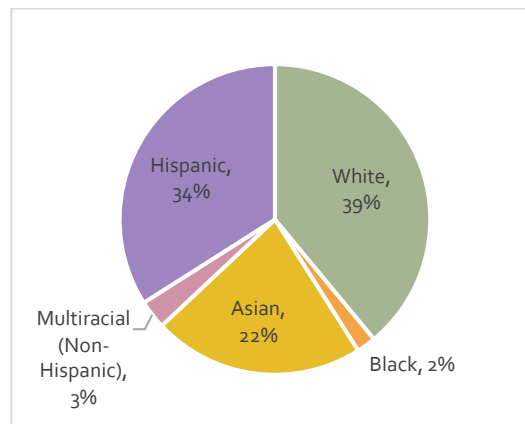
Orange County Population Projections by Age, 2020-2030



Source: California Department of Finance

- The 3% projected population growth in Orange County (referenced in the prior chart) will come from Older Adults
- The proportion of typical college-aged students (20-35) is projected to slightly shrink

Orange County Population Projections by Ethnicity, 2020-2030



Source: California Department of Finance

- In Orange County, the proportion of various ethnic groups is projected to remain the same over the next decade
- There is no majority ethnic group in Orange County

Orange County Population Compared

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Population									
Population Estimates, July 1, 2022, (V2022)	344,461	308,189	169,254	136,178	78,418	5,731	3,151,184	39,029,342	333,287,557
Population per square mile, 2020	6,899	11,347	9,576	5,451	7,193	2,813	4,020	254	94

Source: US Census Bureau, Quick Facts

- Anaheim is the largest city served by RSCCD, followed by Santa Ana, Garden Grove, Tustin, and Villa Park
- The population of Orange County, and its cities, is extremely dense compared to the state and the nation
- According to US Census data, Orange County is the sixth most populous county in the nation, and the third most populous in California (after Los Angeles and San Diego)

Orange County Demographics: Ethnicity

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Black or African American alone, percent	2.7%	1.0%	1.0%	1.5%	2.8%	0.4%	2.3%	6.5%	13.6%
American Indian and Alaska Native alone, percent	0.7%	0.9%	0.6%	0.9%	0.6%	0.0%	1.1%	1.7%	1.3%
Asian alone, percent	17.3%	11.9%	41.9%	13.0%	24.3%	14.4%	23.3%	16.3%	6.3%
Native Hawaiian and Other Pacific Islander alone, percent	0.4%	0.2%	0.3%	0.4%	0.3%	0.0%	0.4%	0.5%	0.3%
Two or More Races, percent	12.3%	8.8%	7.2%	10.5%	9.2%	6.9%	3.9%	4.3%	3.0%
Hispanic or Latino, percent	54.0%	76.7%	36.9%	39.1%	40.0%	15.9%	34.0%	40.3%	19.1%
White alone, not Hispanic or Latino, percent	23.2%	9.5%	18.1%	41.5%	29.6%	67.3%	38.0%	34.7%	58.9%

Source: US Census Bureau, Quick Facts

- Orange county is far more ethnically diverse (with no majority ethnic group) than the nation
- There is great variation in ethnicity by cities within Orange County
 - Santa Ana is 77% Latino
 - Anaheim is 54% Latino
 - Garden Grove is 42% Asian
 - Villa Park is 67% White

Orange County Demographics: Population Statistics

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Demographics									
Persons under 18 years, 2020	23.4%	25.0%	21.6%	20.7%	25.2%	21.7%	20.8%	21.8%	21.7%
Persons 65 years and over, 2020	11.8%	10.0%	14.1%	13.7%	12.0%	28.6%	16.4%	15.8%	17.3%
Foreign born persons, 2017-2021	35.0%	41.7%	43.9%	21.8%	30.8%	12.9%	29.4%	26.5%	13.6%
Language other than English spoken at home, persons age 5 years+, 2017-2021	59.4%	78.5%	67.2%	38.7%	50.2%	15.7%	45.1%	43.9%	21.7%
Bachelor degree or higher, percent of persons age 25 years+, 2017-2021	27.1%	17.3%	23.0%	39.0%	45.5%	53.6%	42.1%	35.3%	33.7%
Mean travel time to work (minutes), workers age 16 years+, 2017-2021	28.7	25.3	29.5	26.3	24.5	24.1	27.6	29.5	26.8

Source: US Census Bureau, Quick Facts

- Orange County has a slightly lower proportion of children than the state or nation
- Orange County has a slightly higher rate of foreign born than the state or nation, and a higher percentage of a language other than English spoken at home
- Orange County has a higher rate of persons with a Bachelor degree or higher than the state or nation

Orange County Demographics: Income & Poverty

	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Income & Poverty									
Median household income (in 2021 dollars), 2017-2021	\$81,806	\$77,283	\$78,046	\$102,125	\$93,901	\$172,375	\$100,485	\$84,097	\$69,021
Per capita income in past 12 months (in 2021 dollars), 2017-2021	\$32,053	\$24,766	\$28,391	\$44,157	\$43,933	\$87,948	\$46,099	\$41,276	\$37,638
Persons in poverty, percent, 2017-2021	13.0%	12.3%	13.3%	10.3%	10.2%	7.6%	9.9%	12.2%	11.5%

Source: US Census Bureau, Quick Facts

- Both Median Household and Per Capita Income are higher in Orange County than the state or nation
- Orange County has lower poverty rates than the state or nation
- There is great variation by city, with Villa Park showing the greatest affluence and Santa Ana the least
- According to the [MIT Living Wage calculator](#), an adult would need to earn an hourly wage of \$23.66 in Orange County to support his or herself
 - Only Villa Park shows a per capita income greater than the Living Wage for Orange County

Orange County Demographics: Housing

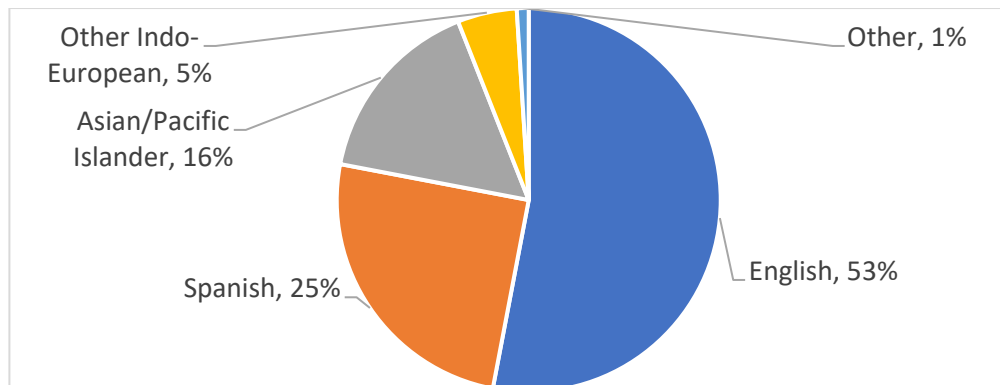
	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Housing									
Owner-occupied housing unit rate, 2017-2021	46.50%	45.70%	53.70%	59.30%	50.40%	92.40%	57.00%	55.50%	64.60%
Median value of owner-occupied housing units, 2017-2021	\$623,300	\$556,300	\$601,000	\$712,500	\$735,400	\$1,287,100	\$738,100	\$573,200	\$244,900
Persons per household, 2017-2021	3.32	4.04	3.54	3.03	2.97	2.96	2.97	2.92	2.6
Households with a computer, percent, 2017-2021	95.30%	95.30%	94.40%	96.70%	97.70%	94.00%	96.80%	95.20%	93.10%
Households with a broadband Internet subscription, percent, 2017-2021	90.40%	87.40%	89.40%	93.90%	94.80%	94.00%	92.90%	90.40%	87.00%

Source: US Census Bureau, Quick Facts

- Orange County, and each of the cities listed, have more persons living per household than the state or national average
- Similar patterns of affluence by city emerge in the Housing statistics, with Villa Park showing the most affluence and Santa Ana the least
- Households in Orange County have greater access to computers, and broadband internet, than the state or national average, although there are variations by city

Orange County Demographics: Language Spoken at Home

2022 Estimates of Languages Spoken at Home



Source: US Census Bureau, ACS, 2022 estimates

- Just over half of Orange County residents report English as their primary language spoken at home
- One quarter of Orange County residents speak Spanish at home, with an additional 16% speaking an Asian/Pacific Islander language

Orange County Demographics: Primary Language of K-12 English Language Learner Students

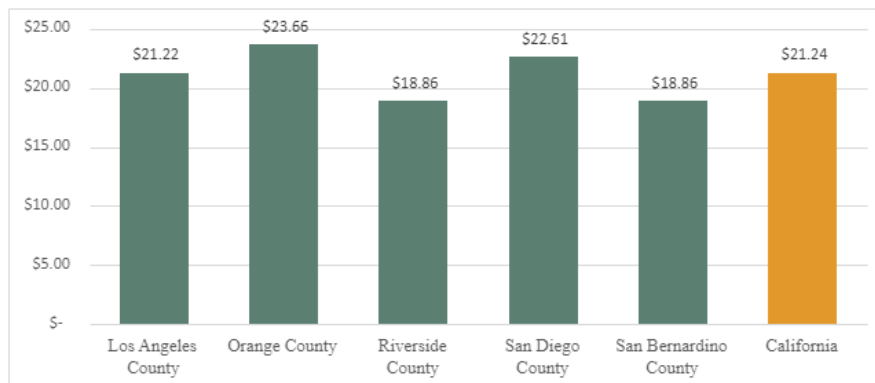
Top 5 Primary Languages Spoken by Orange County K-12 English Language Learners 2022-2023	
1.	Spanish (79% of ELL students)
2.	Vietnamese (8%)
3.	Korean (3%)
4.	Mandarin (2%)
5.	Arabic (2%)

Source: California Department of Education, DataQuest

- The vast majority of English Language Learner (ELL) students enrolled in Orange County public K-12 schools speak Spanish as their primary language
- Vietnamese, Korean, Mandarin, and Arabic post single digit percentages of ELL enrollments
- All other languages are 1% or less

Socioeconomic Data: Living Wage

Living Wage for Local Counties, and the State of California, 2023

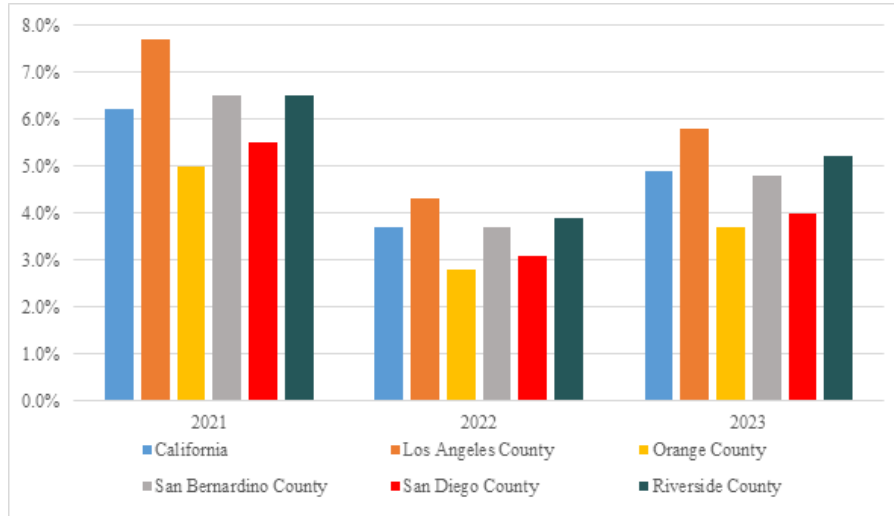


Source: <https://livingwage.mit.edu/>

- Orange County has the highest per capita living wage of local counties
- Orange County's living wage is higher than the state's
- (Note: Per capita living wage is defined as the hourly rate an individual within a household must earn to live comfortably in their region)

Socioeconomic Data: Unemployment

Unemployment Rates for Local Counties and California

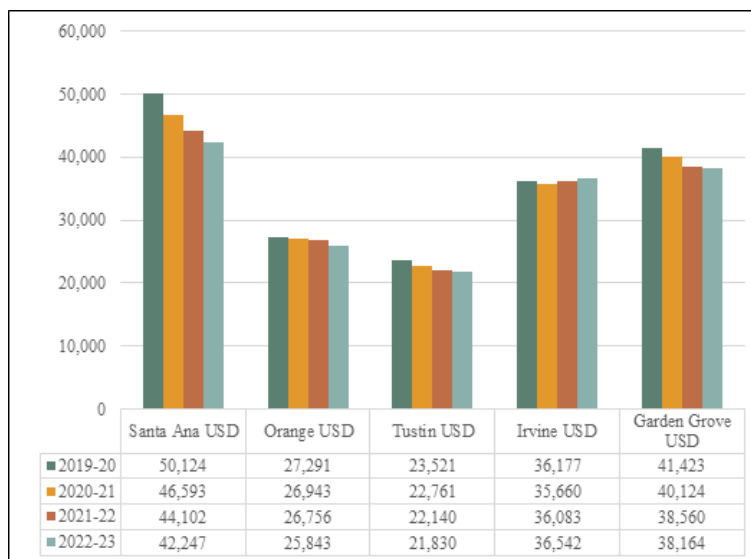


Source: California Employment Development Department

- Orange County has the lowest unemployment rate of local counties
- Orange County's unemployment rate is lower than the state's

Local School Districts

K-12 Enrollment in Local School Districts

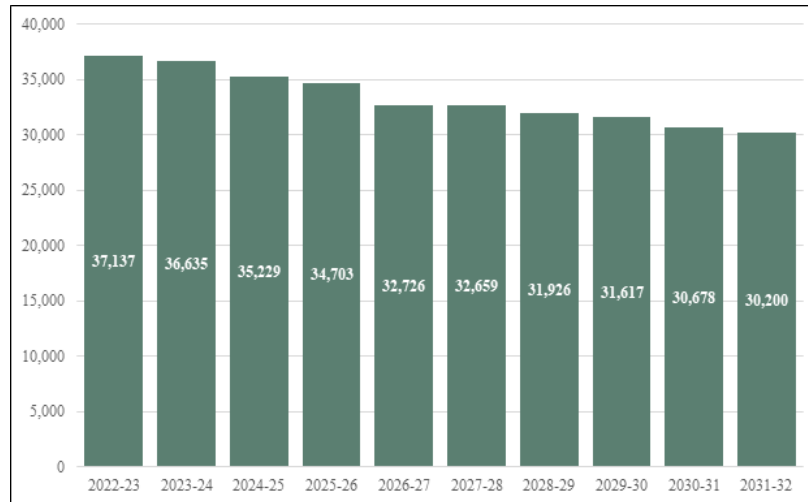


Source: California Department of Education, DataQuest

- Enrollment in school districts local to Santa Ana College has been trending downward, particularly in the Santa Ana Unified School District
- This mirrors population trend projections, which show the proportion of Orange County residents aged 17 and under decreasing between 2023 and 2033 (source: California Department of Finance)

Local High School Graduate Projections

Projection, Graduates of Orange County Public High Schools



Source: California Department of Finance

- The number of Orange County high school graduates is projected to decrease in the next decade
- This trend mirrors the decline in K-12 enrollment, and the projected decline in the population aged 17 and younger

Labor Market Information

Fastest Growing Industries in Orange County

Top by Volume:	Top by percent growth:
1. Services for the Elderly/Disabled	1. Promoters of Performing Arts/Sports/etc.
2. Amusement/Theme Parks	2. Motion Picture Theaters
3. Hotels/Motels*	3. Sports & Recreation Instruction
4. Electronic Shopping/Mail Order Houses*	4. Outpatient Care Centers*
5. Security Guards/Patrol Services*	5. Amusement Arcades
6. Hospitals*	6. Theater Companies/Dinner Theater
7. Mental Health Practitioners	7. Solar Electric Power Generation*
8. Sports & Recreation Instruction	8. Parking Lots and Garages
9. Civic & Social Organizations	9. Amusement and Theme Parks
10. Drinking Places (Alcoholic Beverages)	10. Electronic Computer Manufacturing

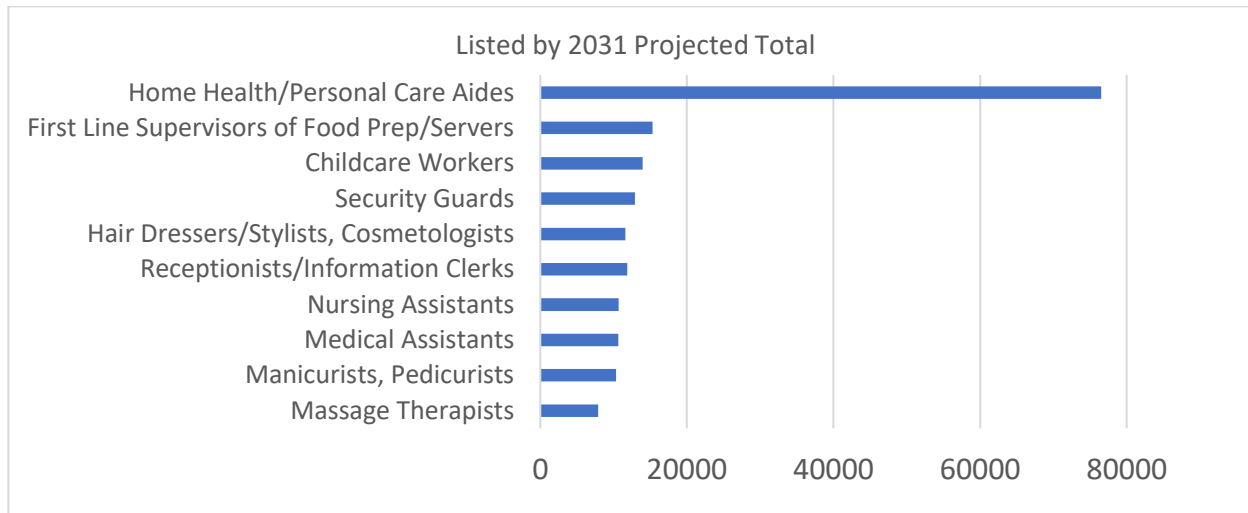
Source: Orange County Center of Excellence, Labor Market Data from 2021 projected to 2031

* Indicates average earnings are above the Living Wage for Orange County

- Few of the projected fastest growing industries in Orange County pay average earnings above the Living Wage

Fastest Growing Jobs for Middle Skills Occupations in Orange County

Projected Jobs Requiring less than a Bachelor Degree



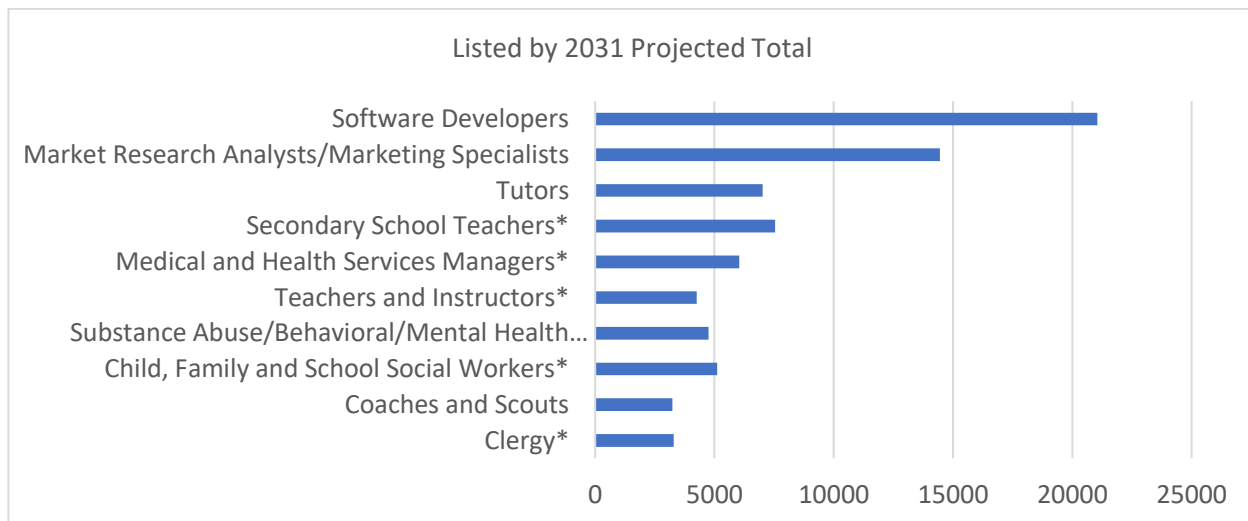
Source: Orange County Center of Excellence, Labor Market Data from 2021 projected to 2031

* Indicates average earnings are above the Living Wage for Orange County

- None of the fastest growing jobs for middle school occupations pay average earnings above the Living Wage

Fastest Growing Jobs for Above Middle Skills Occupations in Orange County

Projected Jobs Requiring a Bachelor Degree or Higher



Source: Orange County Center of Excellence, Labor Market Data from 2021 projected to 2031

* Indicates average earnings are above the Living Wage for Orange County

- Five of the fastest growing jobs for middle school occupations (requiring a Bachelor Degree or higher) pay average earnings above the Living Wage

Top Employers in Orange County



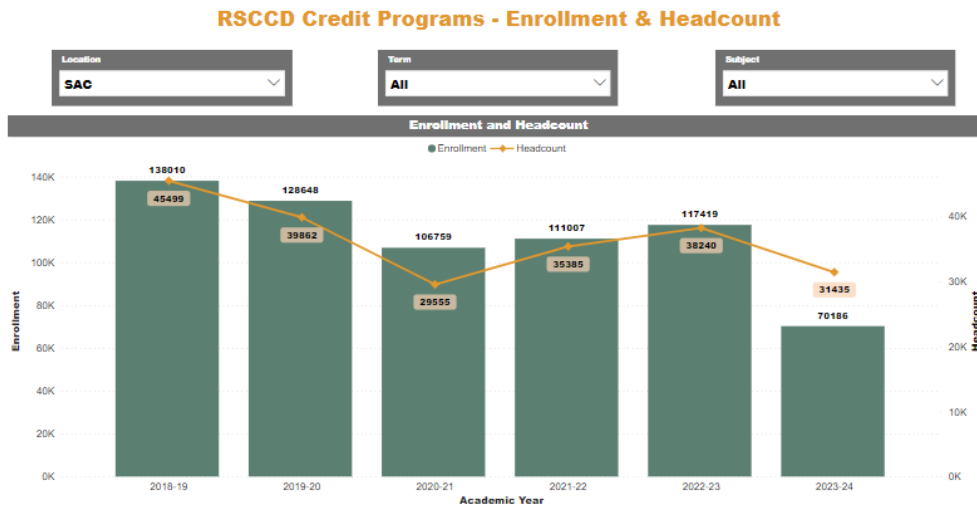
Source: Orange County Center of Excellence

- The University of California is projected to be the top employer in the next decade, followed by Providence (healthcare)

Appendix E – Internal Data Scan

Credit: Headcount and Enrollment

Santa Ana College Credit Headcount and Enrollment

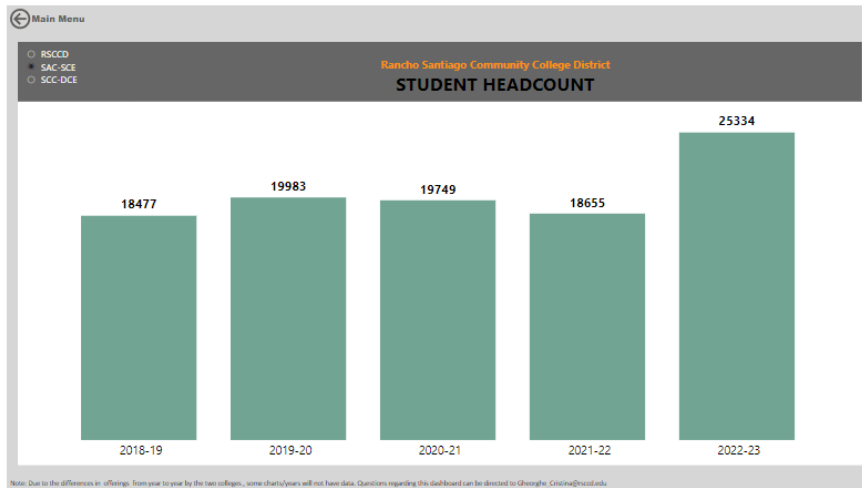


Source: <https://rsccd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- Santa Ana College has enrolled between roughly 30,000 and 45,000 individual credit students over the past five years
- (Note that 2023-2024 data is partial, including Summer and Fall only)
- Over the past five years, credit headcount and enrollment declined, coinciding with the Covid-19 Pandemic, but then began to rebound in 2021-2022 and increased further in 2022-2023, with the upward trajectory continuing in 2023-2024

Noncredit: Headcount

Santa Ana College School of Continuing Education Noncredit Headcount



Source: <https://rsccd.edu/Departments/Research/SCE/Pages/Quick-Facts-Trends.aspx>

- Noncredit student headcount at Santa Ana College's School of Continuing Education remained fairly stable at roughly 19,000 students from 2018-2021, only dipping slightly during the Covid-19 Pandemic
- In the 2022-2023 year, noncredit enrollment increased significantly over the prior year from 18,655 to 25,334

Credit Student Demographics

Credit Students: Gender

Santa Ana College Credit Students by Gender

RSCCD Credit Programs - Gender



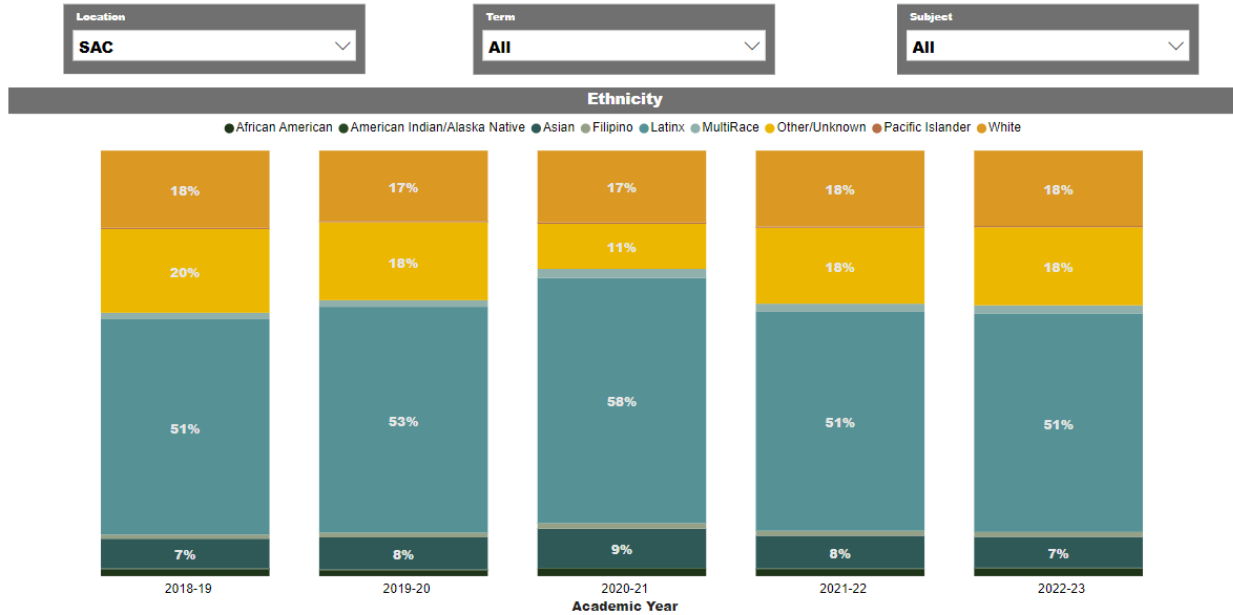
Source: <https://rsccd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- The majority of Santa Ana College credit students are male (56% in recent years) which is higher than the state average for California Community colleges, where female students are in the majority at 54% (source: CCCC DataMart)
- The gender balance has not fluctuated much in the past five years, although the proportion of male students was lower during the Covid-19 Pandemic, in 2020-2021
- The gender distribution of credit students (predominately male) contrasts with the gender distribution of noncredit students (predominately female)

Credit Students: Ethnicity

Santa Ana College Credit Students by Ethnicity

RSCCD Credit Programs - Ethnicity

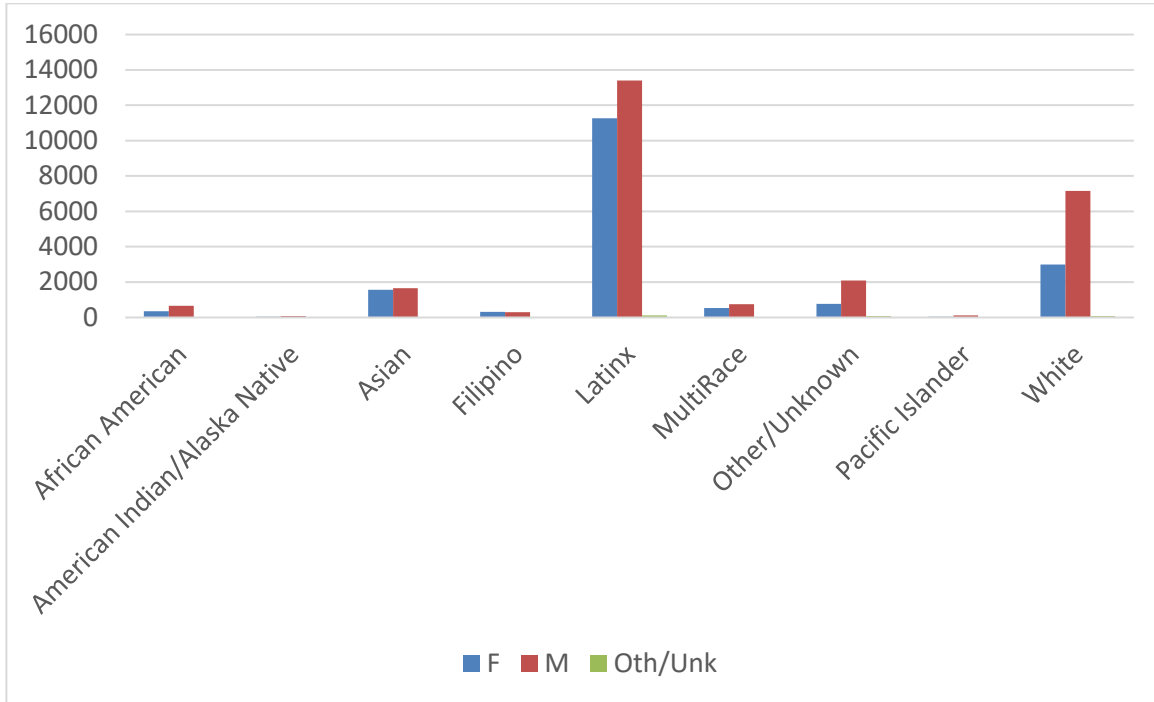


Source: <https://rsccd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- The majority of Santa Ana College students are non-White
- The largest ethnic student groups are Latinx (53%), White (17%) and Other/Unknown (17%), Asian (8%),
- The ethnic breakdown of the student population has remained relatively stable over the past five years, with the odd exception of 2020-2021, during the pandemic, where there were fewer students identifying as “other/unknown”

Credit Students: Gender and Ethnicity

Santa Ana College Credit Students by Gender and Ethnicity, 2022-2023



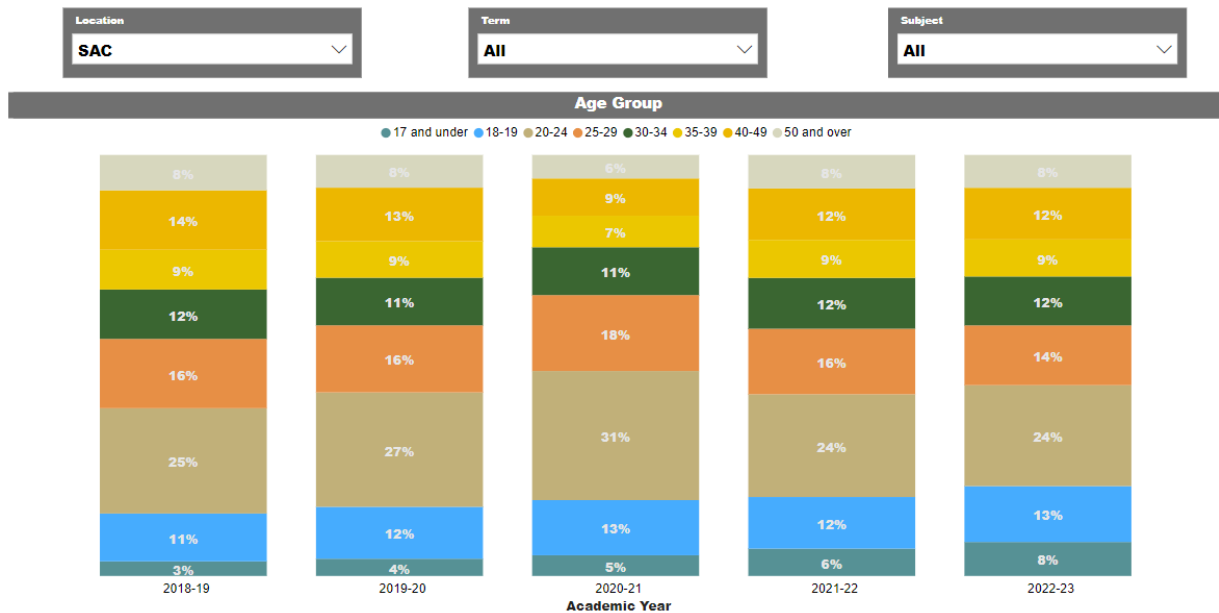
Source: data downloaded from <https://rscsd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- Interesting patterns emerge when looking at the credit student population by gender and ethnicity
- There are more than twice as many male White students than female White students
- Male students are also more than double female students in the “other/unknown” ethnic category
- Male students outnumber female students to a far lesser extent for Latinx, African American, and Multi-Race students
- For Asian and Filipino students, there is close to gender parity

Credit Students: Age

Santa Ana College Credit Students by Age

RSCCD Credit Programs - Age Group



Source: <https://rscdd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- Roughly half of Santa Ana College credit students are aged 24 or younger, and half are 25 or older
- With the odd exception of the 2020-2021 year, during the pandemic, the age distribution has trended slightly younger, with students aged 17 and under (likely high school special admits) increasing from 3% in 2018-2019 to 11% in 2023-2024
- During the same time period, students aged 18-19 increased from 11% to 15%

Credit Students: Educational Goal

Top Educational Goals for Santa Ana College Credit Students, 2022-2023
31% Bachelor degree after Associate degree
21% Maintain License or Certificate
8% Undecided
5% Obtain High School Diploma/GED
5% Bachelor degree without Associate degree
5% Associate degree without Transfer

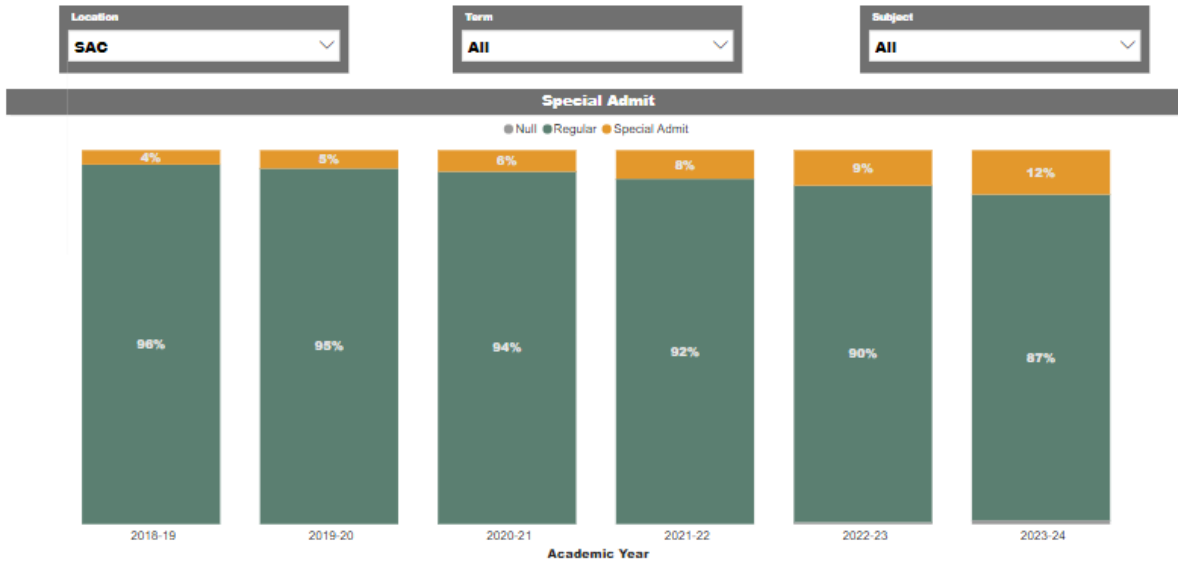
Source: <https://rscdd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- Roughly half of Santa Ana College credit students have the goal of earning a Bachelor degree after an Associate degree (about one-third), or have the goal of maintaining a license or certificate (about one-fifth)
- Nearly one-tenth of students are undecided on their goal

Credit Students: High School Special Admits

Santa Ana College Credit Students by High School Special Admit Status

RSCCD Credit Programs - Special Admit



Special Admit are students labeled dual i.e. student type = DUALL, DUALU, CAPL, CAPU, or MCHS

Source: <https://rsccd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- The proportion of Special Admit High School Students has tripled in the past five years, from 4% in 2018-2019 to 12% in 2023-2024
- Special Admit includes DUALL, DUALU, CAPL, CAPU, and MCHS
- (Note: the 2023-2024 data includes summer and fall only)

Credit Students: Special Populations

Santa Ana College Credit Students by Special Population Status

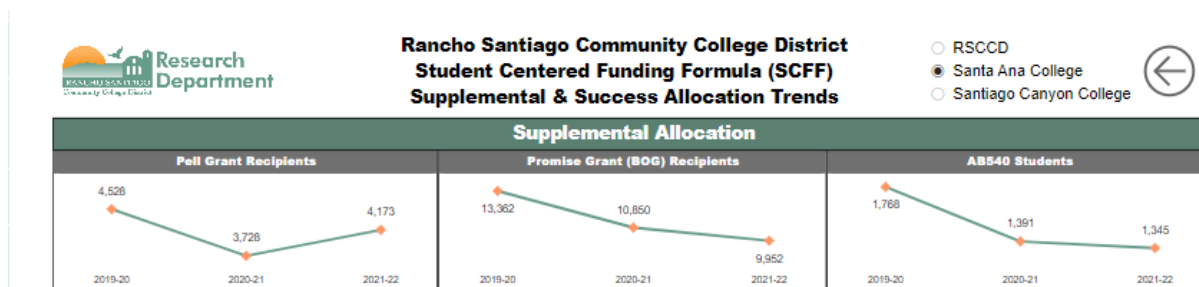
Special Characteristic (Showing Top 10 by volume and %)	Credit Headcount, Fall 2022	% (of 33,177)
First-Generation	6,625	20.0%
CCAP - College and Career Access Pathways	3,071	9.3%
Special Admit	2,618	7.9%
EOPS - Extended Opportunity Programs & Services	703	2.1%
DSPS - Disabled Students Programs & Services	415	1.3%
Incarcerated	290	0.9%
Economically Disadvantaged	267	0.8%
Foster Youth	181	0.5%
CalWORKs - California Work Opportunity & Responsibility to Kids	156	0.5%
Veteran	134	0.4%

Source: CCCC DataMart

- (Note: the College Researchers are not certain all Special Populations data are being accurately reported to the Chancellor's Office via MIS, so some groups might be under-represented)
- One-fifth of Santa Ana Credit students are the first in their family to go to college (meaning neither parent/guardian graduated from college)
- Santa Ana has a relatively large CCAP population (9.3%) and Special Admit population (7.9%)
- (Note: this table shows counts for Fall 2022 only, and the prior chart focused on Special Admits only is annual data, which likely accounts for the difference in percent of Special Admit students)

Credit Students: Pell Grant, California Promise Grant, and AB 540 Students

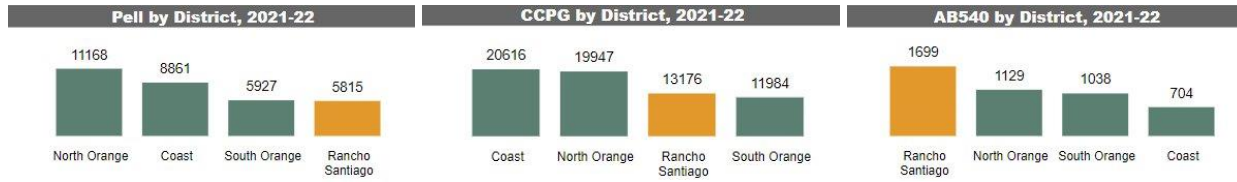
Santa Ana College, Credit Students Receiving Pell Grant, California Promise Grant, or AB 540



Source: <https://rscdd.edu/Departments/Research/Pages/RSCCD-SCFF.aspx>

- The number of Promise Grant Recipients and AB 540 students trended downward from 2019-2020 to 2021-2022, even while credit enrollment increased in 2021-2022
- Pell Grant recipients rebounded along with enrollment in 2021-2022, while Promise Grant Recipients and AB 540 students continued to decrease

Pell Grant, California Promise Grant, and AB 540 Students Compared



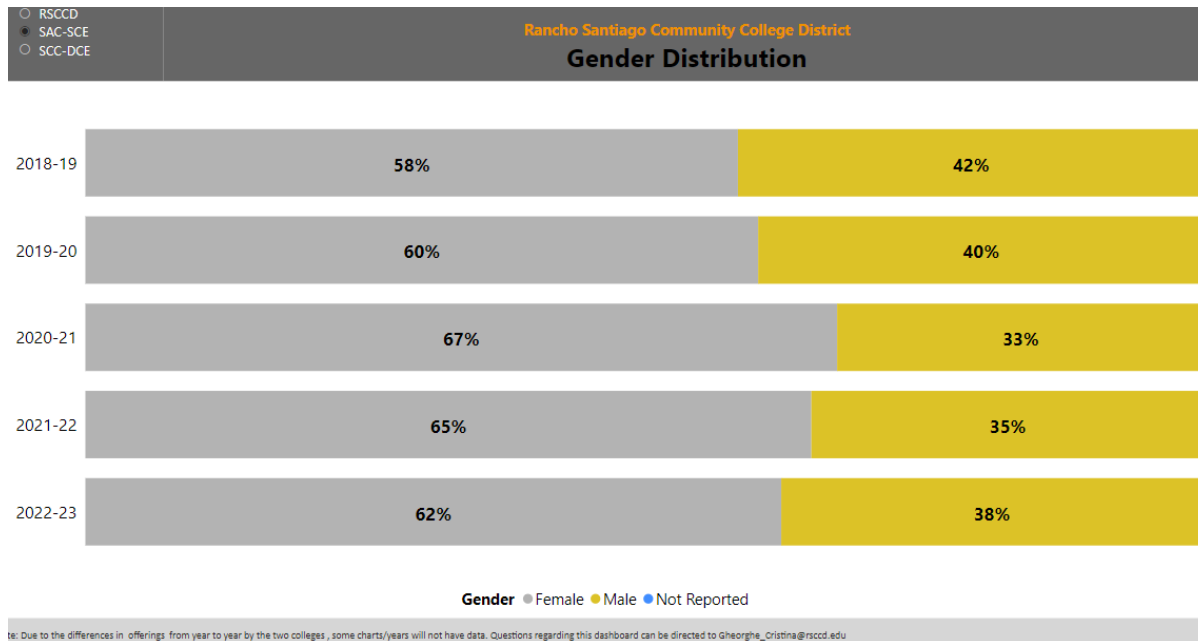
Source: RSCCD District Research Office, using CCCCO data

- Rancho Santiago CCD is similar size – slightly larger – than neighboring Orange County community college districts (Source: CCCCO DataMart)
- In 2021-2022, RSCCD had the lowest number of Pell Grants compared to neighboring community college districts, and the second lowest number of California Promise Grants (CPGs)
- In 2021-2022, RSCCD had the highest number of AB 540 students

Noncredit Student Demographics

Noncredit Students: Gender

Santa Ana College School of Continuing Education Noncredit Students by Gender

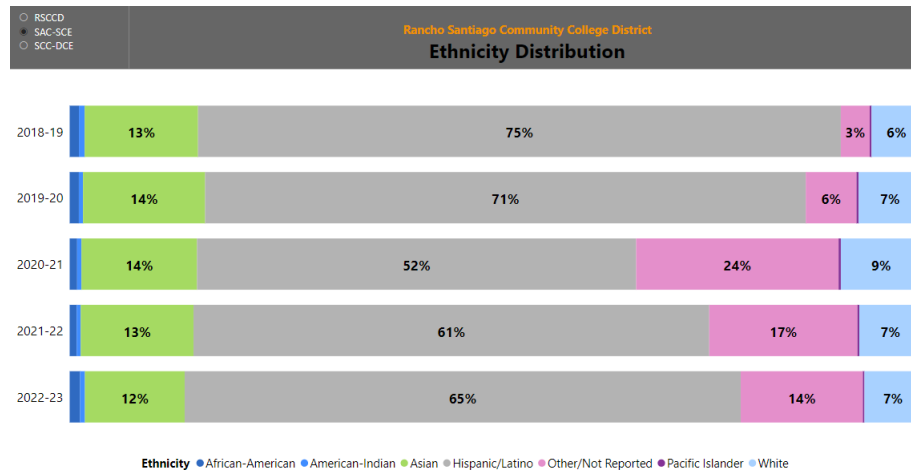


Source: <https://rscdd.edu/Departments/Research/SCE/Pages/Ethnicity.aspx>

- The majority of Santa Ana College noncredit students are female
- The gender distribution has remained relatively stable over the past five years, with the greatest fluctuation in 2020-2021, during the Covid-19 Pandemic, when the proportion of noncredit female students peaked at 67%
- The gender distribution of noncredit students (predominately female) contrasts with the gender distribution of credit students (predominately male)

Noncredit Students: Ethnicity

Santa Ana College School of Continuing Education Noncredit Students by Ethnicity

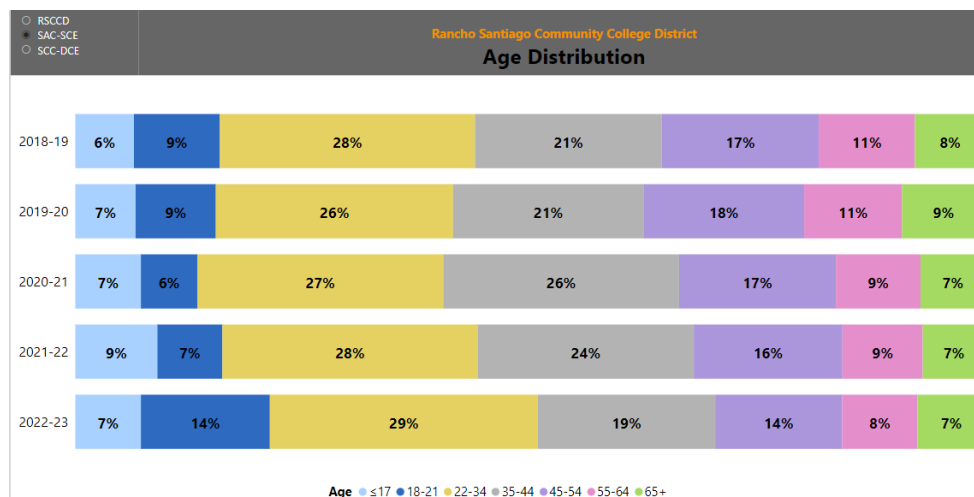


Source: <https://rscdd.edu/Departments/Research/SCE/Pages/Ethnicity.aspx>

- The vast majority of Santa Ana College noncredit students are non-White
- The majority (between half and two-thirds, depending on the year) of Santa Ana College noncredit students are Latinx, followed by Asian at over 10% and White at under 10%
- The ethnic distribution has remained relatively stable over the past five years with one major exception: the proportion of Other/Not Reported jumped to 24% in 2020-2021, during the Covid-19 Pandemic
- The ethnic distribution for noncredit students differs from that of credit students in that noncredit students are more likely to be non-White

Noncredit Students: Age

Santa Ana College School of Continuing Education Noncredit Students by Age



Source: <https://rscdd.edu/Departments/Research/SCE/Pages/Ethnicity.aspx>

- Roughly half of Santa Ana College noncredit students are aged 34 or younger, and half are aged 35 or older
- There has been a slight trend showing an increase in the proportion of younger students since 2020-2021, during the Covid-19 Pandemic.
- On the whole, noncredit students are older than credit students at SAC

Noncredit Students: Special Populations

Santa Ana College School of Continuing Education Noncredit Students by Special Population Status

Special Population	Noncredit Enrollments, Fall 2022
First-Generation	1,176
Incarcerated	1,133
Economically Disadvantaged	552
CCAP - College and Career Access Pathways	264
EOPS - Extended Opportunity Programs & Services	236
Having Cultural Barriers to Employment	197
Special Admit	194
CalWORKs - California Work Opportunity & Responsibility to Kids	188
DSPS - Disabled Students Programs & Services	173

Source: CCCC DataMart

- The largest reported Special Population for Santa Ana College School of Continuing Education noncredit students is First-Generation (meaning neither parent/guardian graduated from college)
- The second largest noncredit Special Population is Incarcerated Students

Student Satisfaction

Santa Ana College Credit Student Satisfaction

Santa Ana College Student Satisfaction	2020	2021	2022
My overall experience at SAC	89%	87%	92%
The campus environment (activities, students, teachers, etc.)	86%	81%	90%
Effectiveness of classroom learning experiences	87%	82%	89%
Class size (number of students in a class)	82%	82%	89%
Your relationship with SAC instructors	85%	79%	85%
Your ability to register for classes you want/need	80%	74%	84%
Appearance/maintenance of facilities and grounds	78%	85%	83%
Variety of courses offered	81%	78%	82%
Campus safety/security	81%	81%	81%
Your relationship with other students at SAC	77%	75%	77%
Your relationship with staff at SAC	76%	76%	76%
Your relationship with SAC counselors	68%	64%	69%

Percent of "Good" and "Excellent" ratings, on a 5-point scale

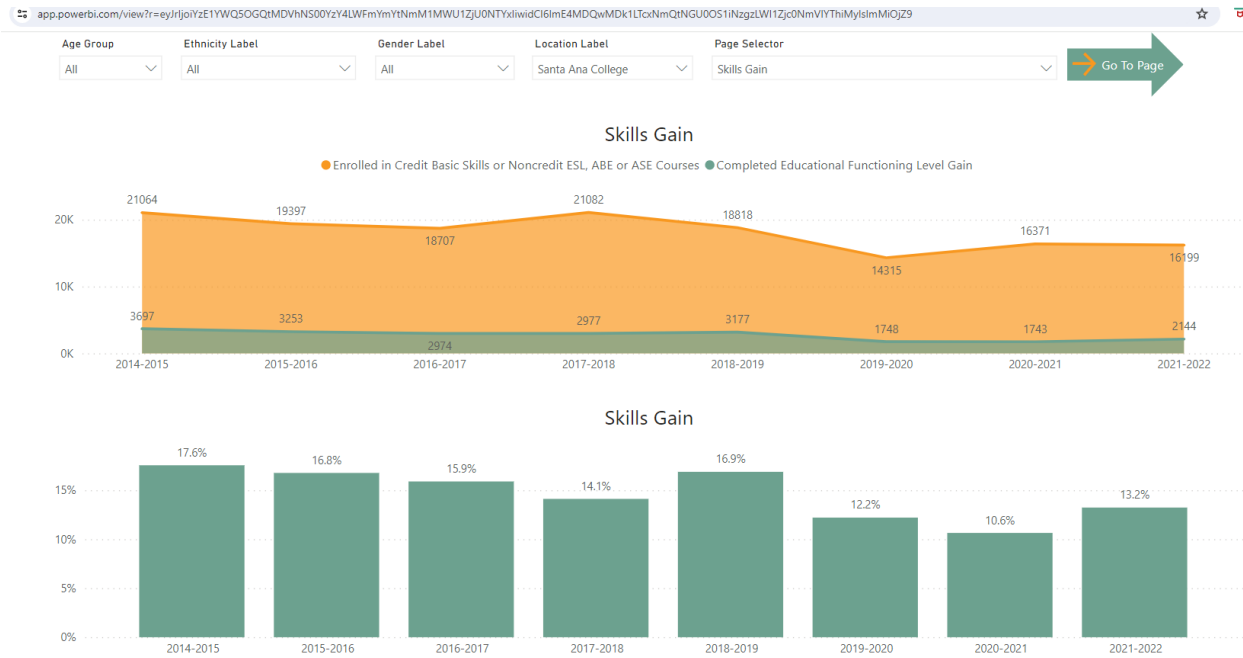
Source: Santa Ana College Student Satisfaction Survey 2020, 2021, and 2022

- (Note: this survey was distributed to credit students only)
- Although the response rate was low (between 1 and 2%) in the 2022 survey, the results of the student satisfaction survey show similar trends over time
- Overall College Experience received the highest satisfaction ratings, followed by the Campus Environment, Classroom Learning, and Class Size
- Relationships with counselors, staff, and other students received lower ratings

Student Outcomes

Student Success Metrics: Skills Gain

Santa Ana College School of Continuation Noncredit Student Skills Gain



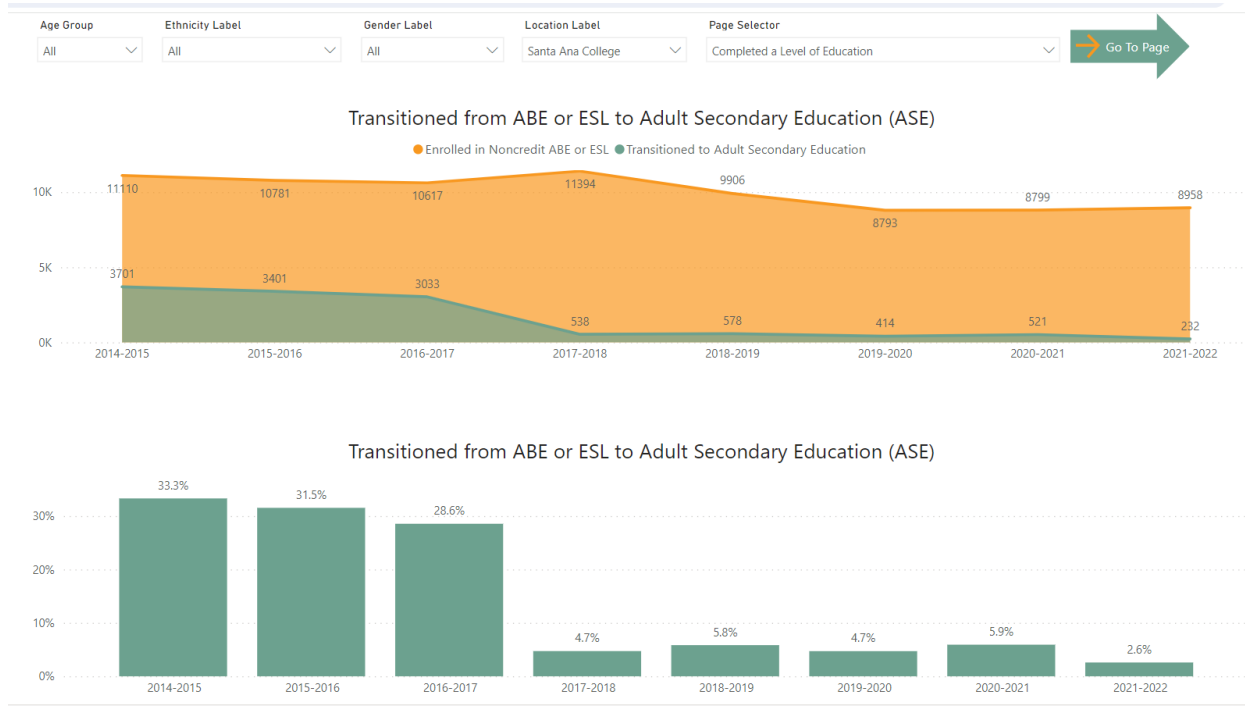
Source:

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- The annual percent of Santa Ana College School of Continuing Education noncredit students posting a Skills Gain has fluctuated over time, hovering between 11% and 18%, with the low in 2020-2021, during the Covid-19 Pandemic
- At SCA/SCE the average in 2021-2022 was 13%; the state average in 2021-2022 was 11% (Source: CCCC [LaunchBoard](#))
- Skills Gain is a Learning Progress measure presented in the CCCC [LaunchBoard](#)
- Skills Gain is defined as students who “had one or more skills gains, measured by advancing one or more CB21 or SA07 levels or by improving one or more educational functioning levels in the selected year”

Student Success Metrics: Transition to Adult Secondary

Santa Ana College School of Continuing Education Noncredit Student Transition to Adult Secondary



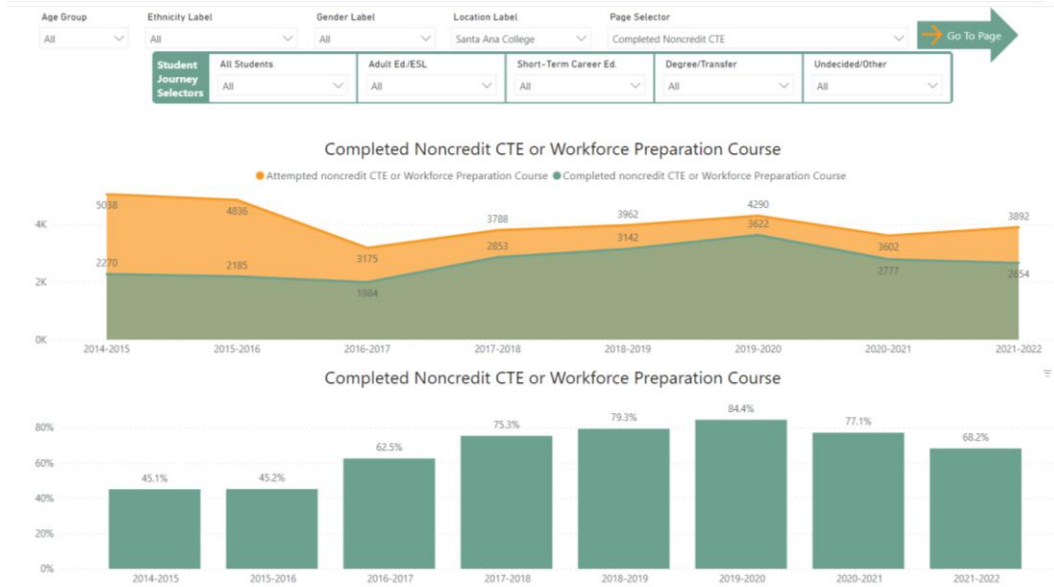
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- The percentage of Santa Ana College School of Continuing Education noncredit students transitioning from basic education to adult secondary education has decreased dramatically over the past seven years
- At SAC/SCE the average in 021-2022 was 3%; the state average in 2021-2022 was 5% (Source: CCCC [LaunchBoard](#))
- Transition to Adult Secondary is a Momentum measure presented in the CCCC [LaunchBoard](#)
- Transition to Adult Secondary is defined as students “who were enrolled in noncredit adult basic education or noncredit English as a Second Language in the selected year, the proportion who completed one or more levels of adult education by transitioning from ABE or ESL to adult secondary education in the selected year or subsequent year for the first time ever at any institution”

Student Success Metrics: Noncredit CTE Completion

Santa Ana College School of Continuing Education Noncredit Student CTE Completion



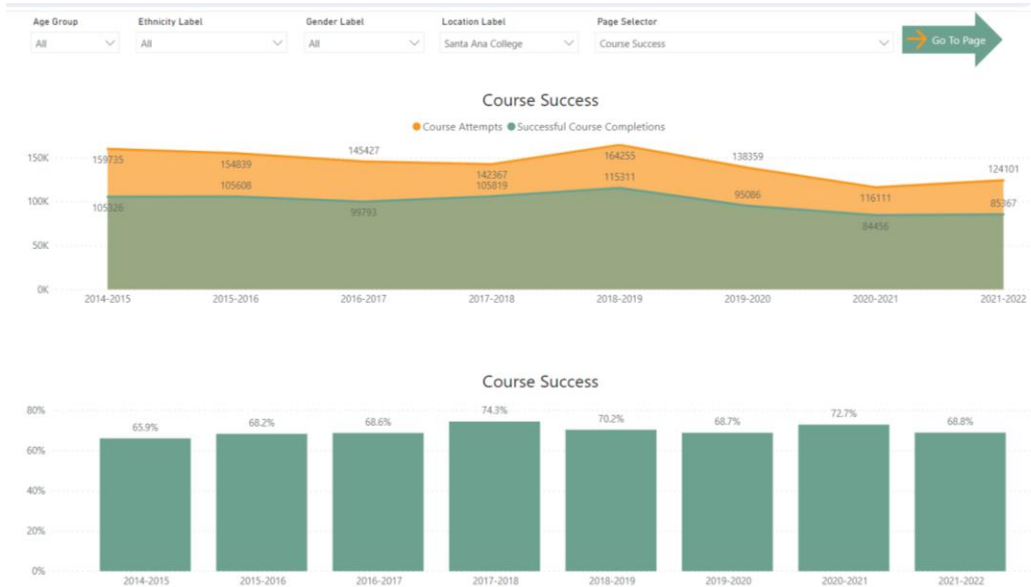
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- The percentage of Santa Ana College School of Continuing Education noncredit students completing a noncredit CTE or Workforce Preparation Course increased over the past seven years, but began declining in 2020-2021, during the Covid-19 Pandemic
- At SAC/CE the average in 2021-2022 was 68%; the state average in 2021-2022 was 64% (Source: CCCC LaunchBoard)
- Noncredit CTE Completion is a Momentum measure presented in the CCCC LaunchBoard
- Noncredit CTE Completion is defined as students “who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in noncredit career education course(s) or workforce preparation course(s) in the selected year”

Student Success Metrics: Successful Course Completion

Santa Ana College Credit Student Successful Course Completion Rate



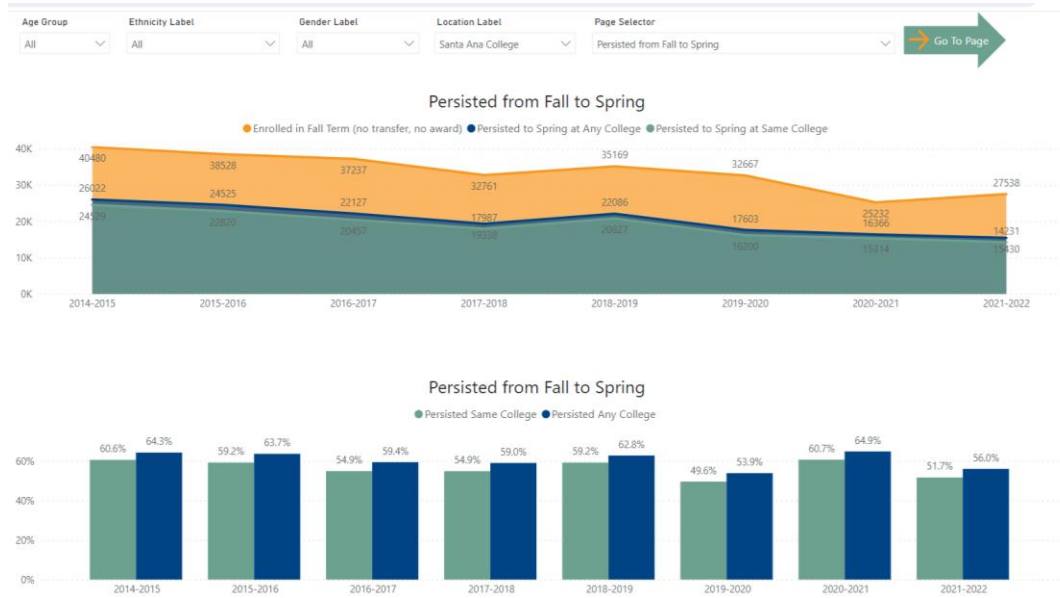
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- The percentage of Santa Ana College credit students successfully completing courses has fluctuated between 66% and 74% over the past seven years
- At SAC, the average in 2021-2022 was 69%; the state average in 2021-2022 was 72% (Source: CCCCO [LaunchBoard](#))
- Successful Course Completion is a Learning Progress measure presented in the CCCCO [LaunchBoard](#)
- Successful Course Completion is defined as “the course success rate in the selected year”

Student Success Metrics: Persistence

Santa Ana College Credit Students Who Persisted from Fall to Spring at Any Community College



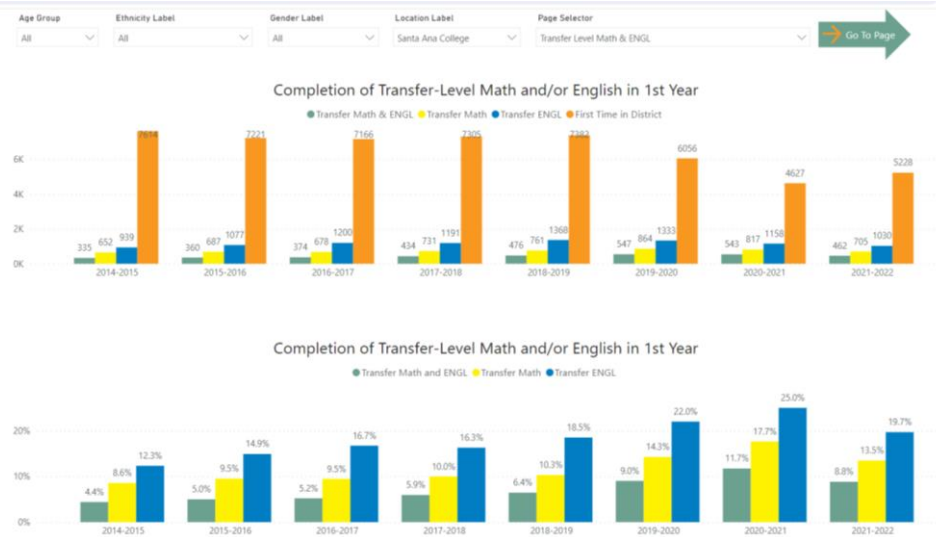
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<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVIYThiMyIsImMiOiZ9>

- The percentage of Santa Ana College credit students who have persisted at Santa Ana College from Fall to Spring has fluctuated between 50% and 61% over the past seven years, with the low point in 2019-2020, during the Covid-19 Pandemic
- At SAC, the average in 2021-2022 was 52%; the state average in 2021-2022 was 64% (Source: CCCCO [LaunchBoard](#))
- Persistence is a Momentum measure presented in the CCCCO [LaunchBoard](#)
- Persistence is defined as “the proportion who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution”

Student Success Metrics: Completed Transfer Level Math/English in First Year

Santa Ana College Credit Students Who Completed Transfer Level Math and/or English in Their First Year



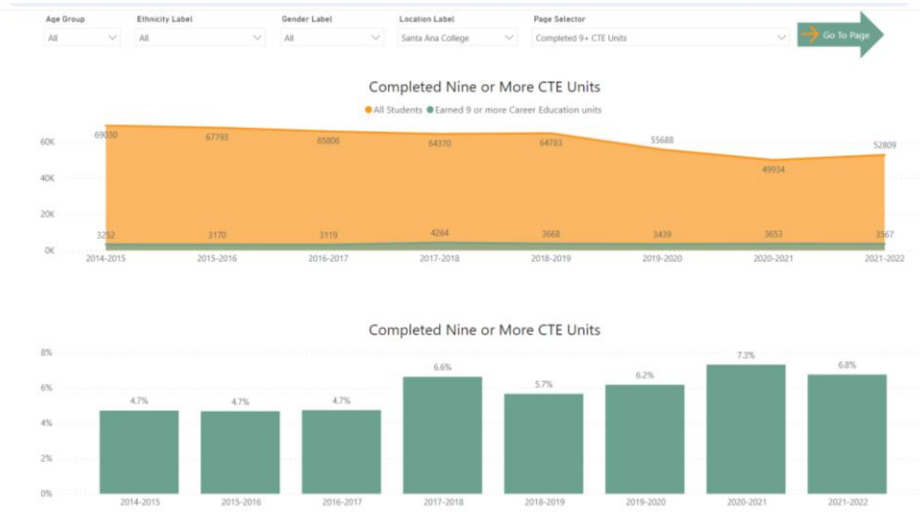
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- The percentage of Santa Ana College credit students who completed transfer level Math and English, has fluctuated from 4% to 12% over the past seven years, with the low point in 2021-2022
- At SAC, the average in 2021-2022 was 9%; the state average in 2021-2022 was 13% (Source: CCCC [LaunchBoard](#))
- Completing Transfer Level Math and English is a Learning Progress measure presented in the CCCC [LaunchBoard](#)
- Completion of Transfer Level Math and English in the First Year is defined as “the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district”

Student Success Metrics: Earned Nine or More Career Education Units

Santa Ana College Credit Students Who Earned Nine or More Career Education Units Within a Year



Source:

<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVIYThiMyIsImMiOiZ9>

- The percentage of Santa Ana College credit students who completed nine or more Career Education units has fluctuated from 5% to 7% over the past seven years, with an overall upward trend
- At SAC the average in 2021-2022 was 7%; the state average in 2021-2022 was 10% (Source: CCCCO [LaunchBoard](#))
- Completing Nine or More Career Education Units is a Momentum measure presented in the CCCCO [LaunchBoard](#)
- Completion of Nine or More Career Education Units is defined as “the proportion who successfully completed nine or more career education semester units in the selected year within the district”

Student Success Metrics: Completion

Santa Ana College Students Who Achieved the Vision Goal of Completion



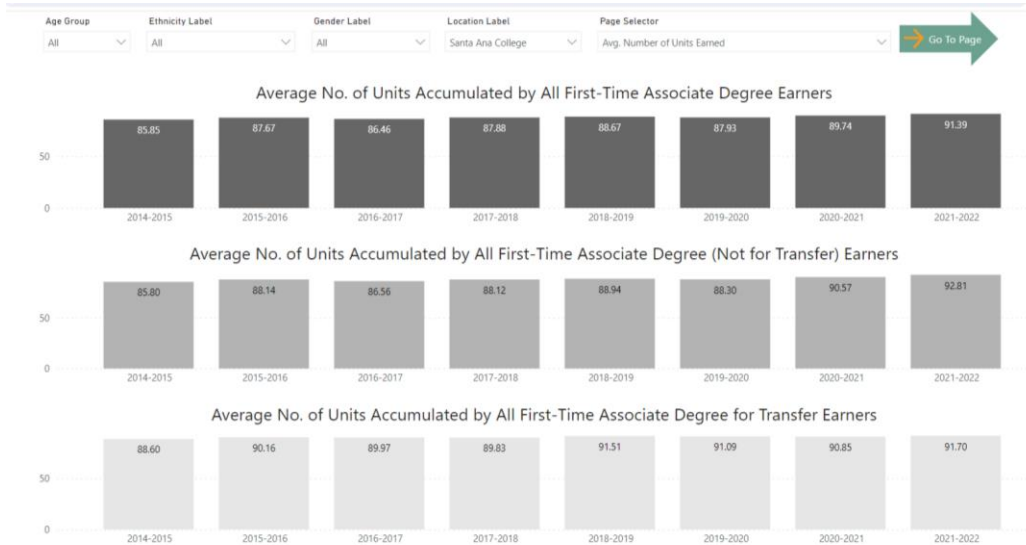
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- Overall, the number of Santa Ana College students attaining the Vision Completion Goal increased over the past seven years, peaking in 2019-2020, then dipping in 2020-2021 during the Covid-19 Pandemic, and then increase slightly in 2021-2022
- Santa Ana College awards approximately 1,200 Noncredit Certificates, 1,500 Chancellor’s Office Approved Credit Certificates, 1,600 Associate Degrees (approximately one-third of which are Associate Degrees for Transfer, or ADTs)
- Santa Ana College began conferring Bachelor Degrees in 2018-2019
- At SAC the average in 2021-2022 as 4%; the state average in 2021-2022 was 9% (Source: CCCC [LaunchBoard](#))
- Attaining the Vision Goal of Success is a Success measure presented in the CCCC [LaunchBoard](#)
- The Vision Goal of Success is defined as “the number of students who earned various types of awards in the selected year or attained apprenticeship journey status and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year”

Student Success Metrics: Units Upon Degree Completion

Average Number of Units Accumulated by All First-Time Associate Degree Earners at Santa Ana College



Source:

<https://app.powerbi.com/view?r=eyJrljoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVIYThiMyIsImMiOiZ9>

- The average number of units accumulated by Santa Ana College First-Time Degree Earners has trended upward over the past seven years, increasing from 86 in 2014-2015 to 91 in 2021-2022
- Associate Degree for Transfer students accumulate on average one unit more than general Associate degree earners
- At SAC, the average in 2021-2011 was 91; state average in 2021-2022 was 82 for all Associate degree earners (Source: CCCC [LaunchBoard](#))
- Statewide, the average number of units accumulated upon Associate degree conferral has decreased over the past seven years, from 89 in 2014-2015 to 82 in 2021-2022
- The average number of units accumulated by Santa Ana College degree recipients (91) is significantly higher than the state average (82)
- Average Number of Units Accumulated is a Success measure presented in the CCCC [LaunchBoard](#)
- The Average Number of Units Accumulated by All First Time Associate Degree Earners is defined as the number of students “who were enrolled and who earned an associate degree for the first time in the selected year, the average number of semester units in the California community college system earned up to and including the selected year”

Santa Ana College Annual Awards: Top 15 Associate Degree Awards in 2022-2023

Top 15 Associate Degrees Awarded in 2022-2023:	#
Liberal Arts: Art, Hum & Comm	535
Business Administration	165
L.A: Social & Behavioral Sci.	147
Liberal Arts: Math & Sciences	120
Psychology	119
Nursing-Registered	95
Pre-Nursing for BA Degree	88
Medical Assistant Admin/Clinic	75
Administration of Justice	73
Occupational Therapy Assistant	55
Fire Tech, Public Fire Svc	53
Sociology	40
Community Social Services	39
Early Childhood Edu. (AS-T)	35
Studio Arts	31

Source: Data downloaded from <https://rscdd.edu/Departments/Research/Pages/Degrees-&-Certificates.aspx>

- Liberal Arts degrees are the most popular options for Santa Ana College students, with three in the top four majors.

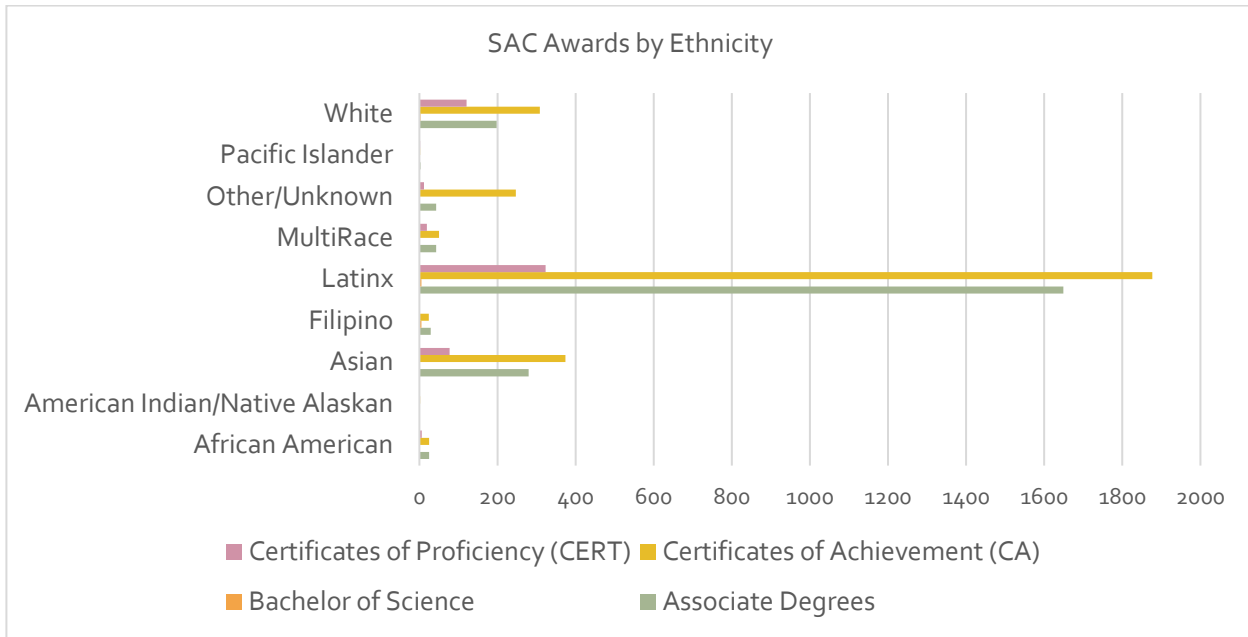
Santa Ana College Annual Awards: Top 15 Certificates Awarded in 2022-2023

Top 15 Certificates of Achievement:	#	Top 15 Certificates of Proficiency:	#
CSU General Education Breadth	708	Fire Service Core Competencies	197
Basic Law Enforcement Academy	453	Graphic Arts	64
IGETC Gen. Education Breadth	299	Programming Certificate	47
Engineering STEM Core	297	Survey of International Bus.	33
Medical Assistant Admin/Clinic	152	AutoCAD 2D Basics	27
Early Childhood Assist. Teache	130	Corrections Officer	27
Fire Tech, Public Fire Svc	87	3D Solid Modeling	26
Communication Studies	72	Mechanical 3D Solid Model CAD	26
Computer Fundamentals for Bus.	39	Human Resource Management	25
Accounting (CA)	38	<u>Diesl & Hvy Equ Tech/Refrig</u>	17
Paralegal	36	Enrolled Agent	13
Weld. Tech. - Structural Steel	30	Biotechnology Lab Assistant	12
Support for Students With Spec	27	Accounting Financial Planning	7
Early Childhood Teacher	25	Comp Info Systems, Databases	5
Fire Prevention Officer	23	After School Prog Assistant	4

Source: Downloaded from <https://rscdd.edu/Departments/Research/Pages/Degrees-&-Certificates.aspx>

- Certificates of Achievement related to transfer (CSU General Ed, IGETC, Engineering STEM Core) are popular choices for Santa Ana College Students
- Other large Certificate of Achievement programs include Law Enforcement, Medical Assisting, Early Childhood, and Fire Tech
- Certificates of Proficiency are most frequently awarded in Fire Services, Graphic Arts, and Programming

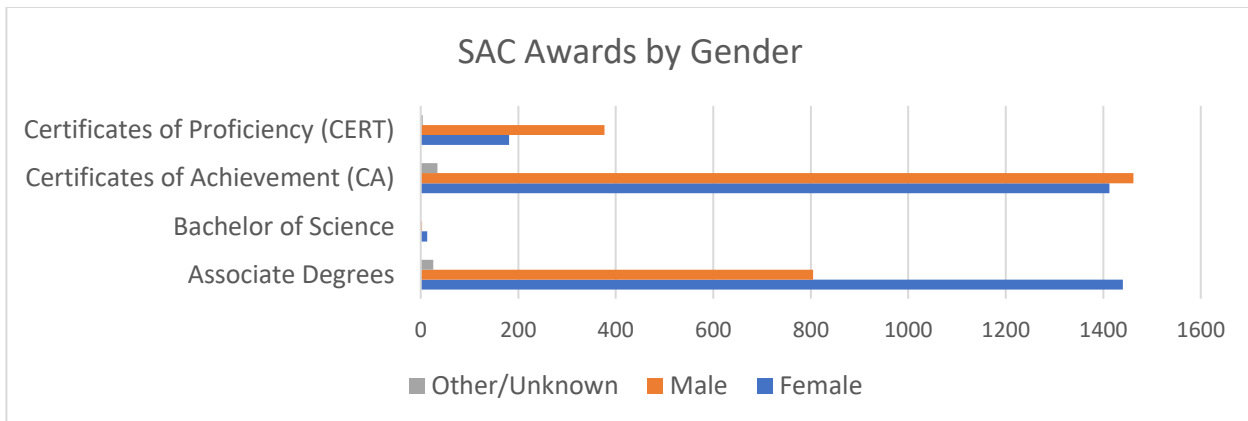
Santa Ana College Awards by Ethnicity in 2022-2023



Source: Data downloaded from <https://rscdd.edu/Departments/Research/Pages/Degrees-&-Certificates.aspx>

- For all major ethnic groups, Certificates of Achievement are the most frequent award, followed by Associate Degrees and Certificates of Proficiency

Santa Ana College Awards by Gender in 2022-2023



Source: Data downloaded from <https://rscdd.edu/Departments/Research/Pages/Degrees-&-Certificates.aspx>

- There are significant differences in Awards by Gender that did not appear in Awards by Ethnicity
- Male students are slightly more likely to earn Certificates of Achievement, and twice as likely to earn Certificates of Proficiency
- Female students are much more likely to earn Associate degrees than male students

Student Success Metrics: Transfer

Number of Santa Ana College Students Transferring to a Four-Year College or University



Source:

<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiJ9>

- The number of students transferring from Santa Ana College has fluctuated over the past seven years
- The number of transfers gradually increased from 2014-2015 to 2018-2018, then dropped 2019-2021 during the Covid-19 Pandemic, and then increased dramatically in 2021-2022
- The majority of Santa Ana College transfer students, approximately three-quarters, transfer to a California State University or University of California campus
- At SAC the average percent of students transferring to any 4-year college or university in 2021-2022 was 4%; the state average in 2020-2021 was 8%
- Transfer is a Success measure presented in the CCCCO [LaunchBoard](#)
- Transfer is defined as the number of students “who earned 12 or more units at any time and at any college up to and including the selected year, who exited the community college system, and who enrolled in a four-year institution in the selected year”

Santa Ana College Students Transferring to the California State University (CSU) System

Top CSU Destinations and Majors for Transfer Students from Santa Ana College, 2018-2022

Campus	# Enrolled
Fullerton	2138
Long Beach	585
Dominguez Hills	368
Pomona	151
Los Angeles	65
San Francisco	39
San Bernardino	27
Sacramento	23
East Bay	22
San Diego	21

Source: <https://partners.dashboards.calstate.edu/cc/search>

Major	# Enrolled
Business and Management	688
Public Affairs and Services	540
Education	385
Psychology	382
Social Sciences	324
Health Professions	218
Engineering	194
Letters	150
Fine and Applied Arts	145
Unknown	119

Source: <https://partners.dashboards.calstate.edu/cc/search>

- Santa Ana College transfer students tend to enroll at nearby California State University Campuses, specifically Fullerton, followed by Long Beach and Dominguez Hills
- The most popular CSU majors for Santa Ana College transfer students include Business/Management, Public Affairs/Services, Education, Psychology, and Social Services

Outcomes of Santa Ana College Students Transferring to the CSU System

Acceptance Rate

Fall 2022	CSU Acceptance Rate
CCC Statewide	88.5%
Orange County	88.6%
Golden West	91.5%
Cypress	91.2%
Santa Ana	88.9%
Orange Coast	88.7%
Fullerton	88.5%
Saddleback	87.6%
Irvine Valley	86.7%
Santiago Canyon	86.7%
Coastline	83.0%

Source: Workbook: Student Origins (calstate.edu)

- Eighty-nine percent of Santa Ana College students are accepted to the California State University, which is slightly higher than the statewide average and also slightly higher than the average for all Orange County community college transfer students

Santa Ana College Students Transferring to the University of California (UC) System

Top UC Destinations and Majors for Transfer Students from Santa Ana College, 2017-2022

Campus	# Enrolled
Irvine	391
Los Angeles	89
Riverside	86
San Diego	45
Berkeley	42
Davis	29
Santa Barbara	23
Santa Cruz	23
Merced	7

Major (CIP Code)	# Enrolled
Research and Experimental Psychology	103
Biology, General	62
Sociology	50
Psychology, General	48
Political Science and Government	43
Criminology	33
English Language and Literature, General	32
Computer Science	19
History	19
Economics	18

Source: <https://www.universityofcalifornia.edu/about-us/information-center/transfers-major>

- Santa Ana College transfer students tend to enroll at nearby University of California campuses, specifically Irvine, Los Angeles, Riverside, and San Diego
- The most popular UC majors for Santa Ana College transfer students include Psychology, Biology, Sociology, and Political Science

Outcomes of Santa Ana College Students Transferring to the UC System

Acceptance Rate

Fall 2022	UC Acceptance Rate
Orange County	73.6%
Irvine Valley	79.0%
Santiago Canyon	76.5%
Golden West	75.4%
Santa Ana	73.6%
Orange Coast	72.3%
Cypress	70.7%
Saddleback	69.7%
Fullerton	69.1%
Coastline	66.0%

Source: <https://www.universityofcalifornia.edu/about-us/information-center/admissions-source-school>

- Nearly 74% of Santa Ana College students are accepted into the University of California system, which is the same rate for all community college students from Orange County

Santa Ana College Students Transferring to Private and Out of State Colleges

Top Private and Out of State Destinations for Santa Ana College Transfer Students, 2021-2022

Institution Name	# Enrolled
Southern New Hampshire University	13
West Coast University-Los Angeles	12
Grand Canyon University	11
Western Governors University	10
Chapman University	9
University Of Phoenix-Arizona	6
Arizona State University	6
Charles R Drew University	5
California Baptist University	5
Union Institute & University	4

Source: https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

- The minority of Santa Ana College transfer students choose to attend a Private or Out of State College or University
- Some of the more popular choices provide online programs (Southern New Hampshire, Grand Canyon, Western Governor's, University of Phoenix, Arizona State)

Student Success Metrics: Attained the Living Wage

Number of Non-Transfer Santa Ana College Students Who Attained the Living Wage



Source:

<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

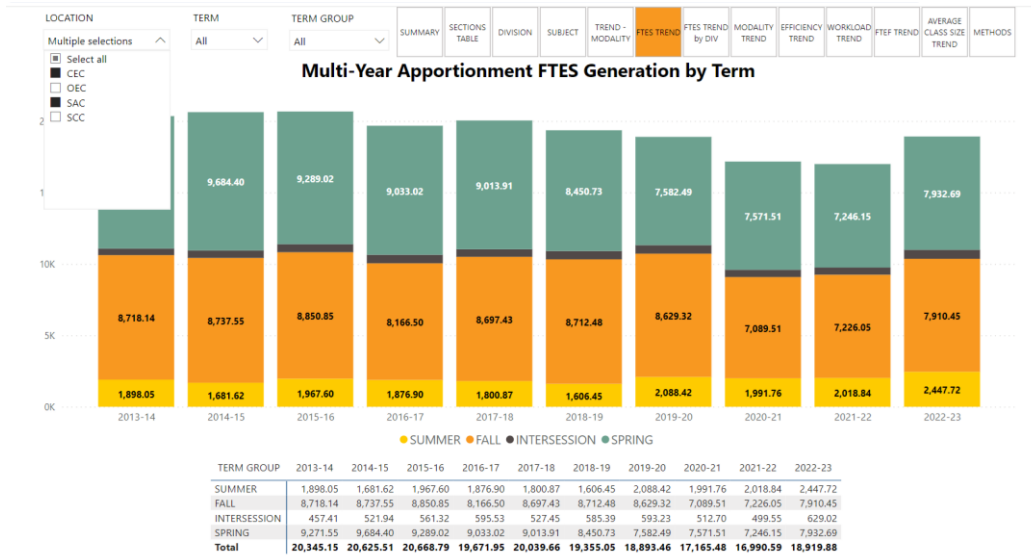
- The number of non-transfer Santa Ana College students who exit the system and gain employment paying the living wage for an individual in Orange County has generally decreased from 2014-2015 to 2020-2021 (note: the cost of living has increased in that same time span, which is one factor in calculating living wage)
- At SAC the average in 2020-2021 was 51%; the state average in 2020-2021 was 53%.
- Living Wage is an Earnings measure presented in the CCCC [LaunchBoard](#)
- Attaining the Living Wage is defined as the number of students “who exited the community college system and who did not transfer to any postsecondary institution, the proportion who attained the regional living wage for a single adult measured immediately following the academic year of exit”

Appendix F – Enrollment and Measures of Efficiency

Santa Ana College Enrollment Summary

Collegewide FTES

Santa Ana College Total FTES



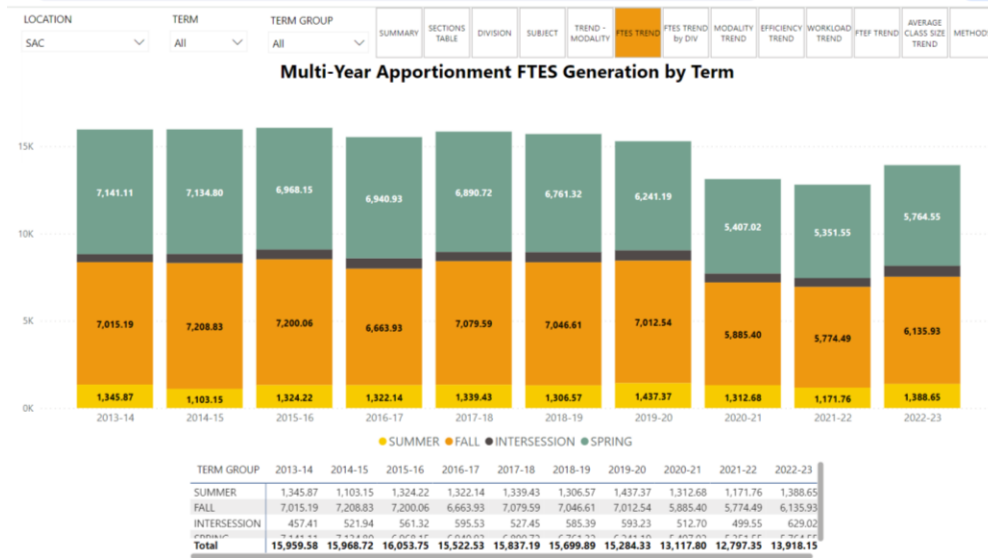
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- Total FTES for Santa Ana College (including the School of Continuing Education, formerly CEC) peaked in 2014-2015 at nearly 10,000, then gradually declined with a low point of roughly 7,000 students during the pandemic
- Total FTES began to rebound in the 2022-2023 year

Credit: FTES

Santa Ana College Credit FTES (Full Time Equivalent Students)



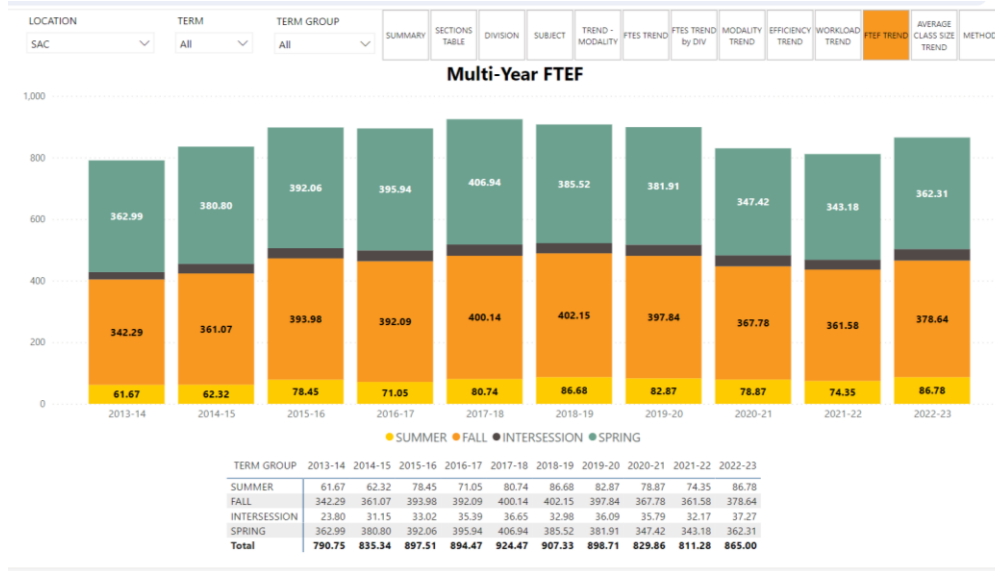
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- Over the past ten years, credit FTES has been roughly 13,000-16,000
- Credit FTES trends at Santa Ana College mirror headcount and enrollment, showing a decrease during the pandemic, rebounding in 2022-2023
- Credit FTES is highest in the Fall term, followed by Spring, Summer and Interession

Credit: FTEF

Santa Ana College Credit FTEF (Full Time Equivalent Faculty)



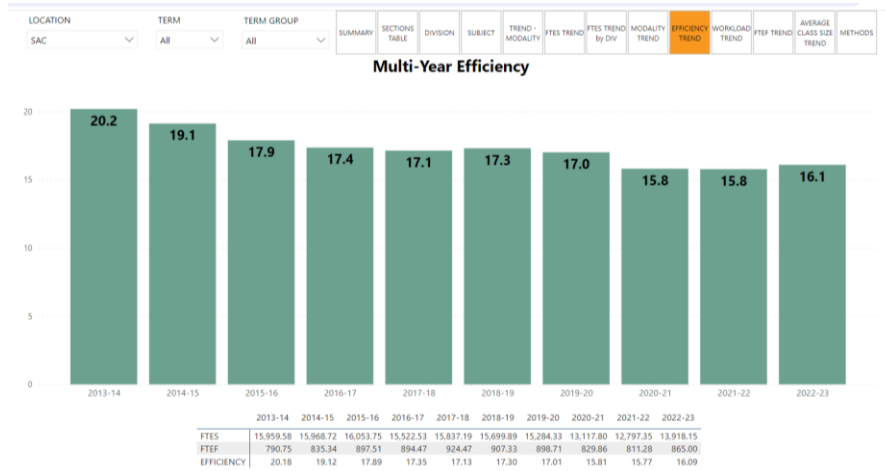
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- Over the past ten years, credit FTEF increased to a high of over 400 in 2017-2018, then trended downward, with a low point in 2021-2022, during the Covid-19 Pandemic, and then rebounded in 2022-2023
- This pattern roughly follows the same trend in FTES in the most recent years
- FTEF is highest in Fall terms, followed by Spring, Summer, and Interession

Credit: Efficiency

Santa Ana College Credit Efficiency (FTES/FTEF)



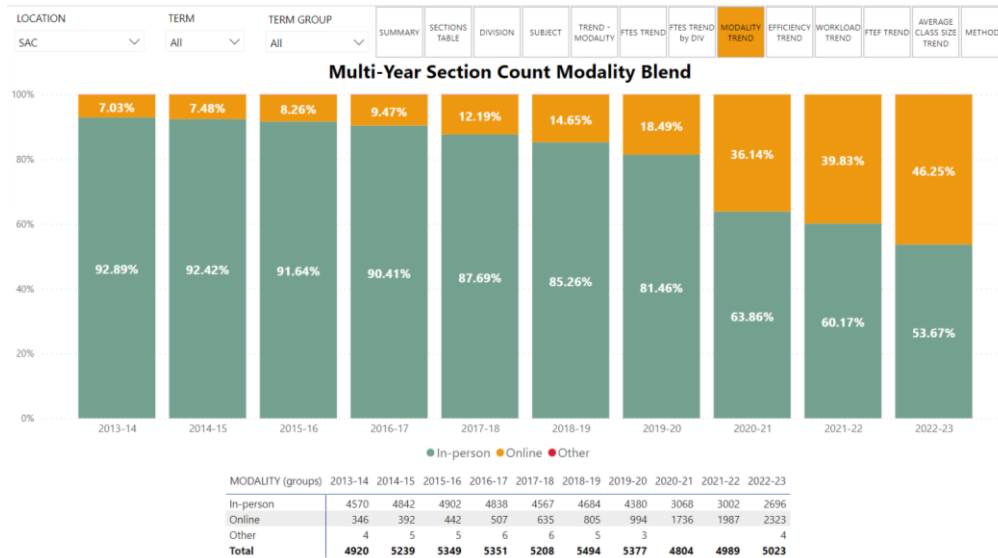
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- Over the past ten years, credit efficiency (FTES/FTEF) has decreased, flattening at about 16 in the past three years

Credit: Online and In-Person Offerings

Santa Ana College Credit Sections Offered Online and In-Person



Source:

<https://app.powerbi.com/view?r=eyJrIjojOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOjZ9>

- Santa Ana College has offered roughly 5,000 course sections per academic year, with a high of 5,494 in 2018-2019 to a low of 4,804 in 2020-2021, during the Covid-19 Pandemic
- The number of sections offered rebounded in 2022-2023, mirroring enrollment trends
- Over the past ten years, the proportion of credit sections taught online has increased
- This increase was gradual from 2013-2014 to 2019-2020, but then increased dramatically during the Covid-19 Pandemic
- In 2022-2023, nearly half of credit courses were taught online

Credit: Average Class Size

Santa Ana College Credit Average Class Size



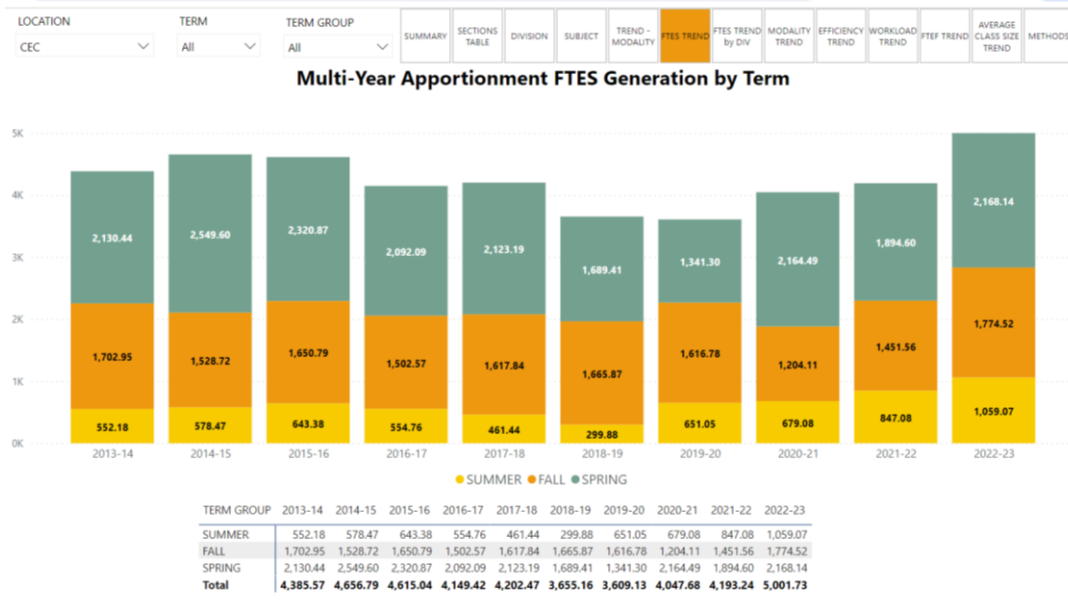
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<https://app.powerbi.com/view?r=eyJrIjojOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzqzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- Over the past ten years, with few exceptions (mostly in the Intercession), average class size has been decreasing, with the lowest class sizes in the most recent years

Noncredit: FTES

Santa Ana College School of Continuing Education Noncredit FTES (Full Time Equivalent Students)



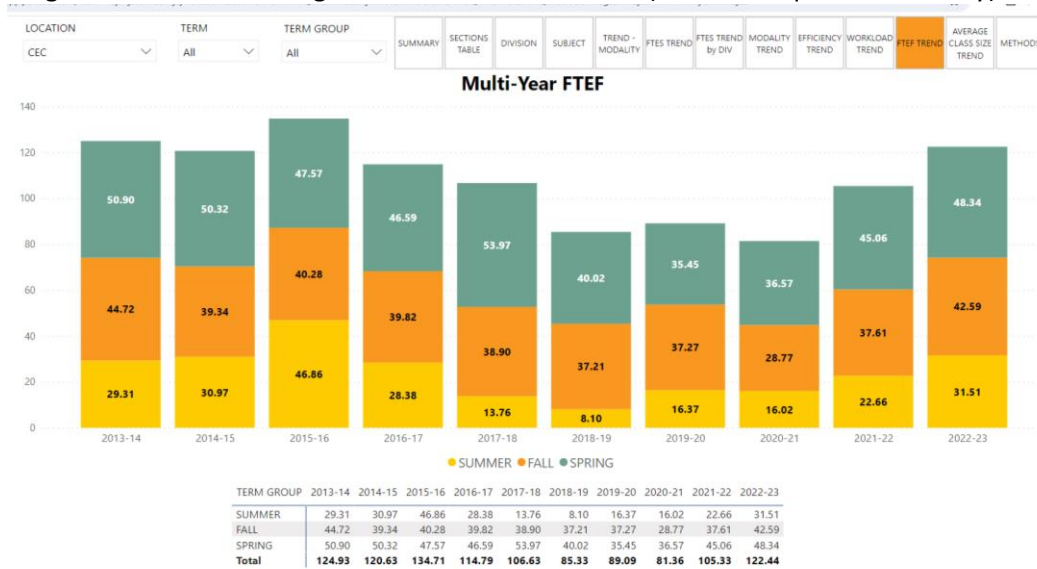
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- Over the past ten years, noncredit FTES at Santa Ana College School of Continuing Education (formerly called CEC) has fluctuated between a high of roughly 4,600 to a low of roughly 3,600 during the Covid-19 Pandemic, but has been on an upward trajectory beginning in the 2020-2021 year
- FTES is generally highest in Spring terms, followed by Fall and Summer

Noncredit: FTEF

Santa Ana College School of Continuing Education Noncredit FTEF (Full Time Equivalent Faculty)



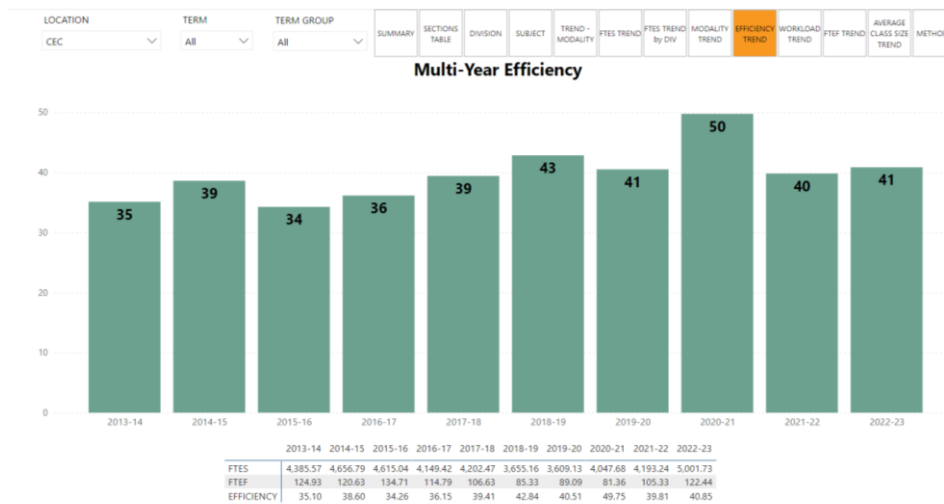
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<https://app.powerbi.com/view?r=eyJrIjoiOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- Over the past ten years, noncredit FTEF peaked in 2015-2016, then declined to a low in 2020-2021, during the Covid-19 Pandemic, and then rebounded in 2021-2022 and 2022-2023
- This pattern roughly follows the same trend in FTES in the most recent years
- FTEF is generally highest in Spring terms, followed by Fall and Summer

Noncredit: Efficiency

Santa Ana College School of Continuing Education Noncredit Efficiency (FTES/FTEF)



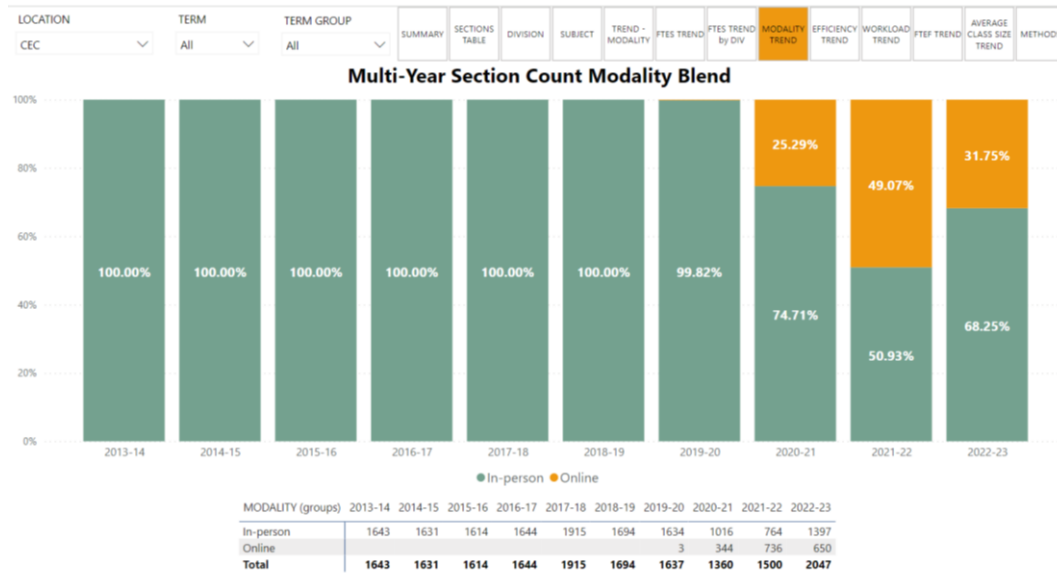
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<https://app.powerbi.com/view?r=eyJrIjojOWU3MjcyNDctODRlZC00MDk4LTkwYmQtNGJhMGE5NjVmNTBkIiwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOiZ9>

- Over the past ten years, noncredit efficiency (FTES/FTEF) has fluctuated but shows an overall upward trend
- Noncredit Efficiency peaked in 2020-2021, during the Covid-19 Pandemic, but then flattened out at pre-pandemic rates of about 40

Noncredit: Online and In-Person Offerings

Santa Ana College School of Continuing Education Noncredit Sections Offered Online and In-Person



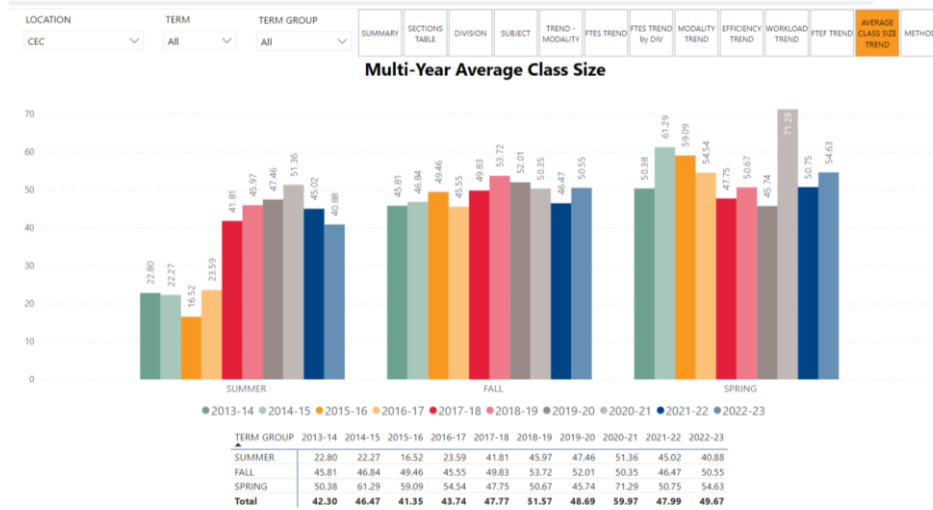
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- Santa Ana College’s School of Continuing Education has offered between 1,600 and 2,000 course sections per year
- The number of sections offered rebounded to a high of 2,047 in 2022-2023, mirroring enrollment trends in recent years
- Noncredit courses were not offered online until 2019-2020, but then the online offerings increased dramatically during the Covid-19 Pandemic
- In 2022-2023, nearly one-third of credit courses were taught online, down from nearly half the prior year

Noncredit: Average Class Size

Santa Ana College School of Continuing Education Noncredit Average Class Size



Source:

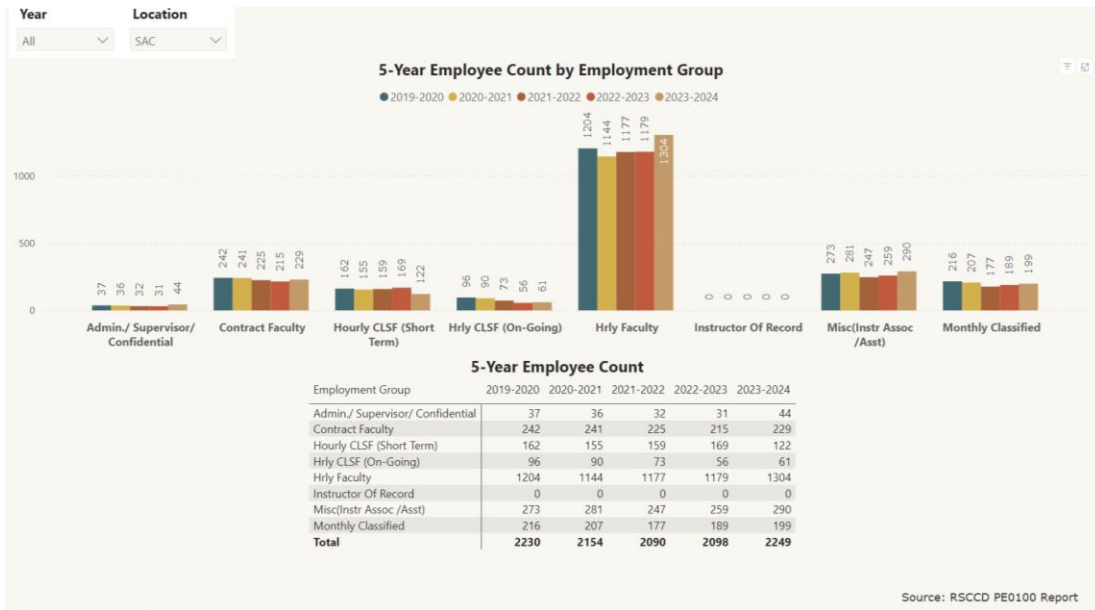
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- Over the past ten years, with a few exceptions primarily in Summer, noncredit average class size has remained relatively stable at about 50

Appendix G – Employee Profile

Santa Ana College Employees

Employees at Santa Ana College (excluding the School of Continuing Education)



Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- Santa Ana College (excluding the School of Continuing Education) employed 2,249 individuals in 2023-2024, representing just above 80% of all college employees (including the School of Continuing Education)
- Given that employees who work on the Santa Ana College campus comprise over 80% of college employees, it is no surprise that the trends follow the overall college employee trends (including the School of Continuing Education) presented in the prior table

Santa Ana College Employees: Gender

Gender Distribution of Santa Ana College Employees (excluding the School of Continuing Education)

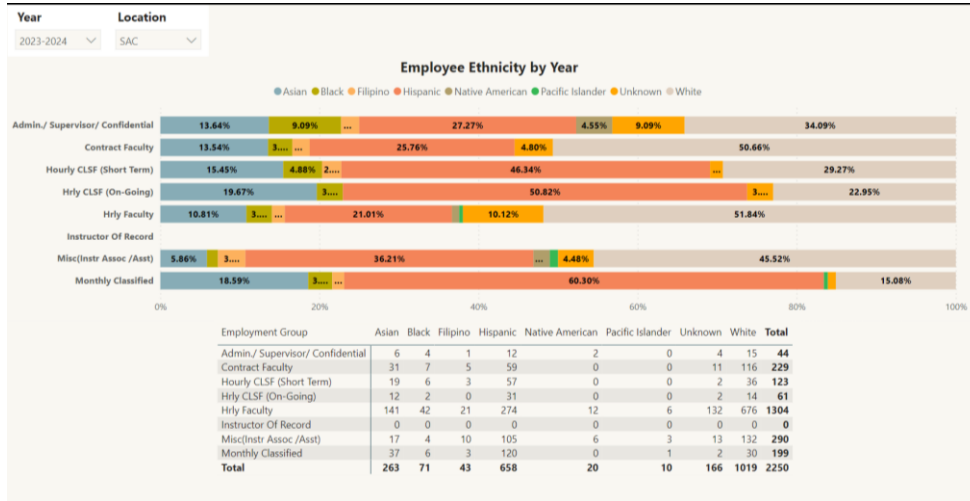


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The majority of Santa Ana College employees (excluding the School of Continuing Education) are male, but there is great variation by employee group
- Male employees comprise approximately two-thirds of Hourly Faculty and Misc (Instr Assoc/Asst)
- Female employees are the majority in all other employment categories

Santa Ana College Employees: Ethnicity

Ethnic Distribution of Santa Ana College Employees (excluding the School of Continuing Education)

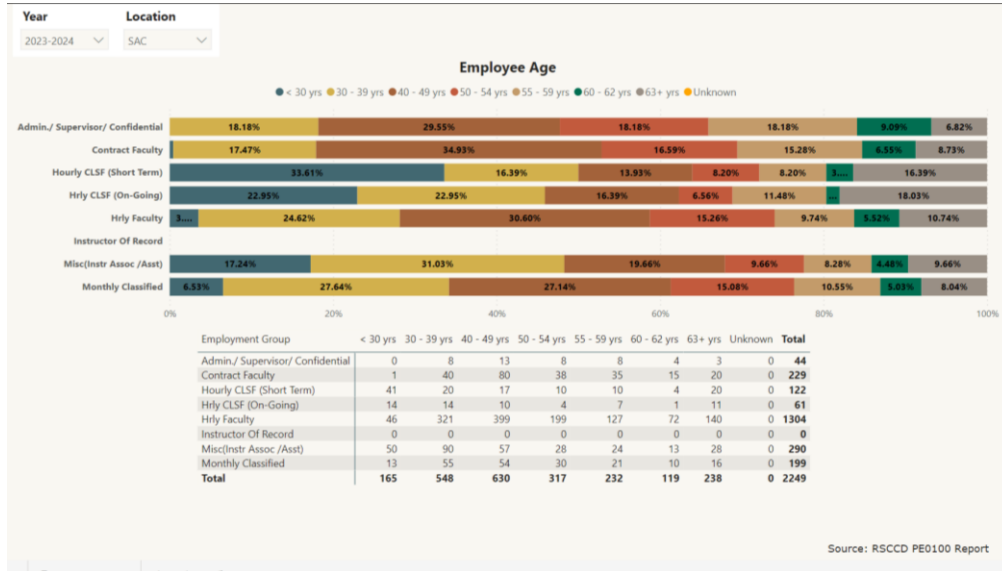


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The largest employee ethnic group at Santa Ana College is White, comprising nearly half of all employees
- The second largest employee ethnic group is Latinx, followed by Asian
- There is great variation in ethnicity by employee group
- Hourly Faculty, Contract Faculty, and Misc (Instr Assoc/Asst) are nearly half White
- Monthly and Hourly (ongoing) Classified are majority Latinx

Santa Ana College Employees: Age

Age Distribution of Santa Ana College Employees (excluding the School of Continuing Education)

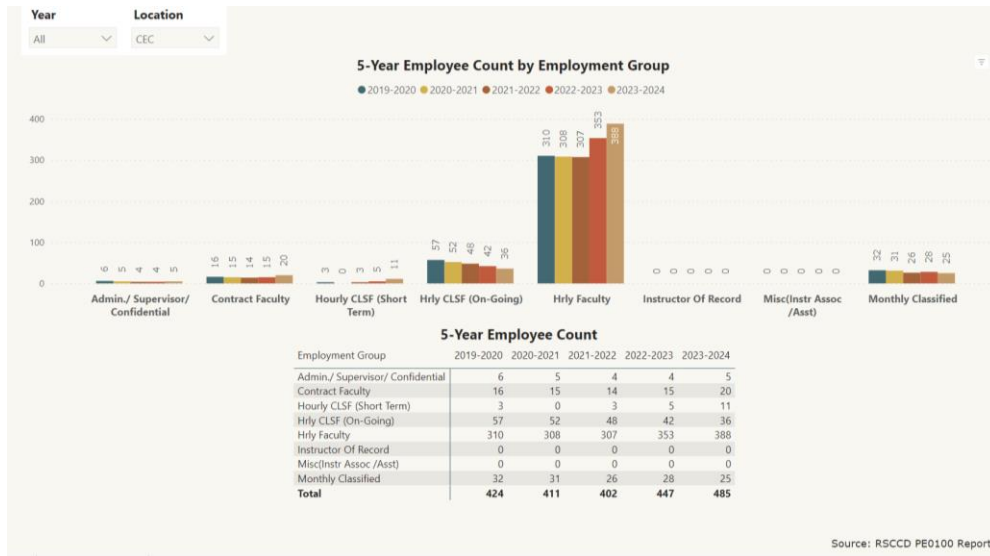


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The majority of Santa Ana College Employees (excluding the School of Continuing Education) are aged 30-54
- There is variation in age by employee group, with Classified (Short Term, On-Going, Monthly) and Misc (Instr Assoc/Asst) having a higher proportion of younger employees
- Approximately 15% of employees are aged 60+

School of Continuing Education Employees

Employees at the Santa Ana College School of Continuing Education (excluding Santa Ana College campus employees)



Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The Santa Ana College School of Continuing Education employed 485 individuals in 2023-2024, representing less than 20% of total Santa Ana College employees
- Similar to Santa Ana College, the largest employee group is Hourly Faculty
- Different than Santa Ana College, the next largest employee group is not Contract Faculty, but rather Hourly Classified (ongoing), followed by Monthly Classified
- Over the past five years, the numbers of Hourly Classified (ongoing) and Monthly Classified have decreased, while the numbers of Hourly (and to a lesser extent, Contract) Faculty have increased

School of Continuing Education Employees: Gender

Gender Distribution of School of Continuing Education Employees (excluding Santa Ana College campus)

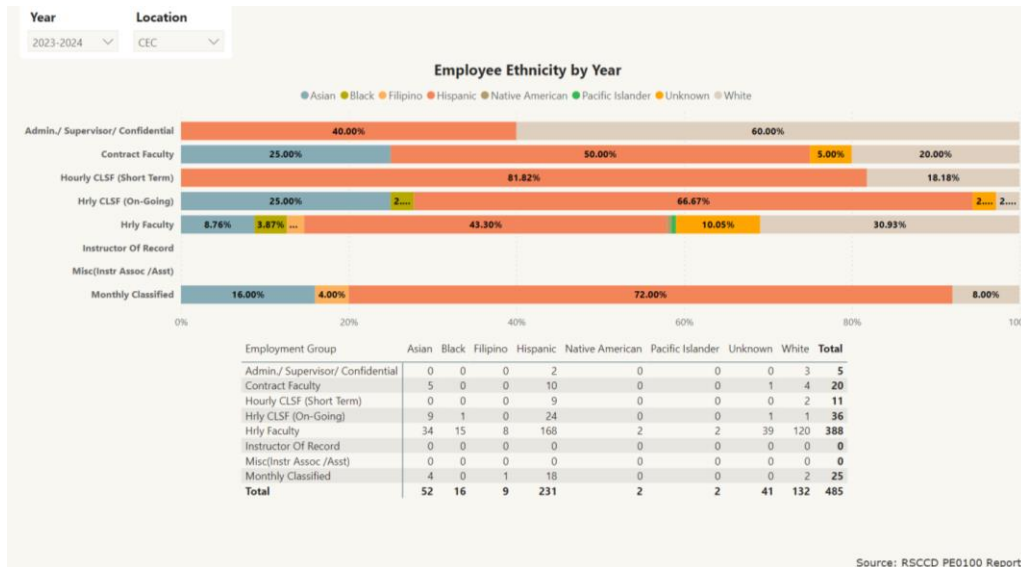


Source: <https://scollege.edu/emp/SitePages/Planning%20Data.aspx>

- Three-quarters of employees at the School of Continuing Education are female, and females comprise the majority in all employee categories
- This contrasts with the gender breakdown of employees on the Santa Ana College campus, who are majority male

School of Continuing Education Employees: Ethnicity

Ethnic Distribution of School of Continuing Education Employees (excluding Santa Ana College campus)

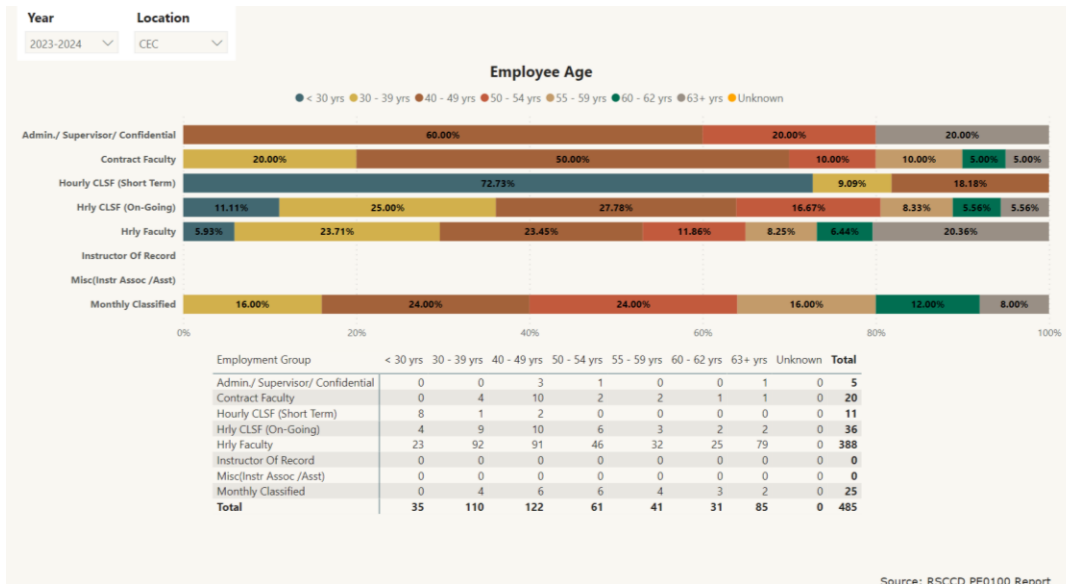


Source: <https://sccollege.edu/emp/SitePages/Planning%20Data.aspx>

- The largest employee ethnic group at the School of Continuing Education is Latinx (nearly half), followed by White, Asian, Unknown, Black, and Filipino
- There is some variation by employee group, with Admin/Supervisor/Confidential being majority White, Hourly Faculty nearly one-third White, and Monthly Classified nearly three-quarters Latinx
- Asian employees comprise one-quarter of Contract Faculty and Hourly Classified (On-Going), and one-sixth of Monthly Classified

School of Continuing Education Employees: Age

Age Distribution of School of Continuing Education (excluding Santa Ana College campus)



Source: RSCCD PE0100 Report

Source: <https://scollege.edu/emp/SitePages/Planning%20Data.aspx>

- The majority of the School of Continuing Education (excluding Santa Ana College Employees) are aged 30-54
- There is variation in age by employee group, with nearly three-quarters of Hourly Classified (Short Term) being under 30
- Notably, one-quarter of Hourly Faculty are aged 60+