



SANTA ANA
COLLEGE



COMPREHENSIVE EDUCATIONAL PLAN

2024-2028



SANTA ANA COLLEGE

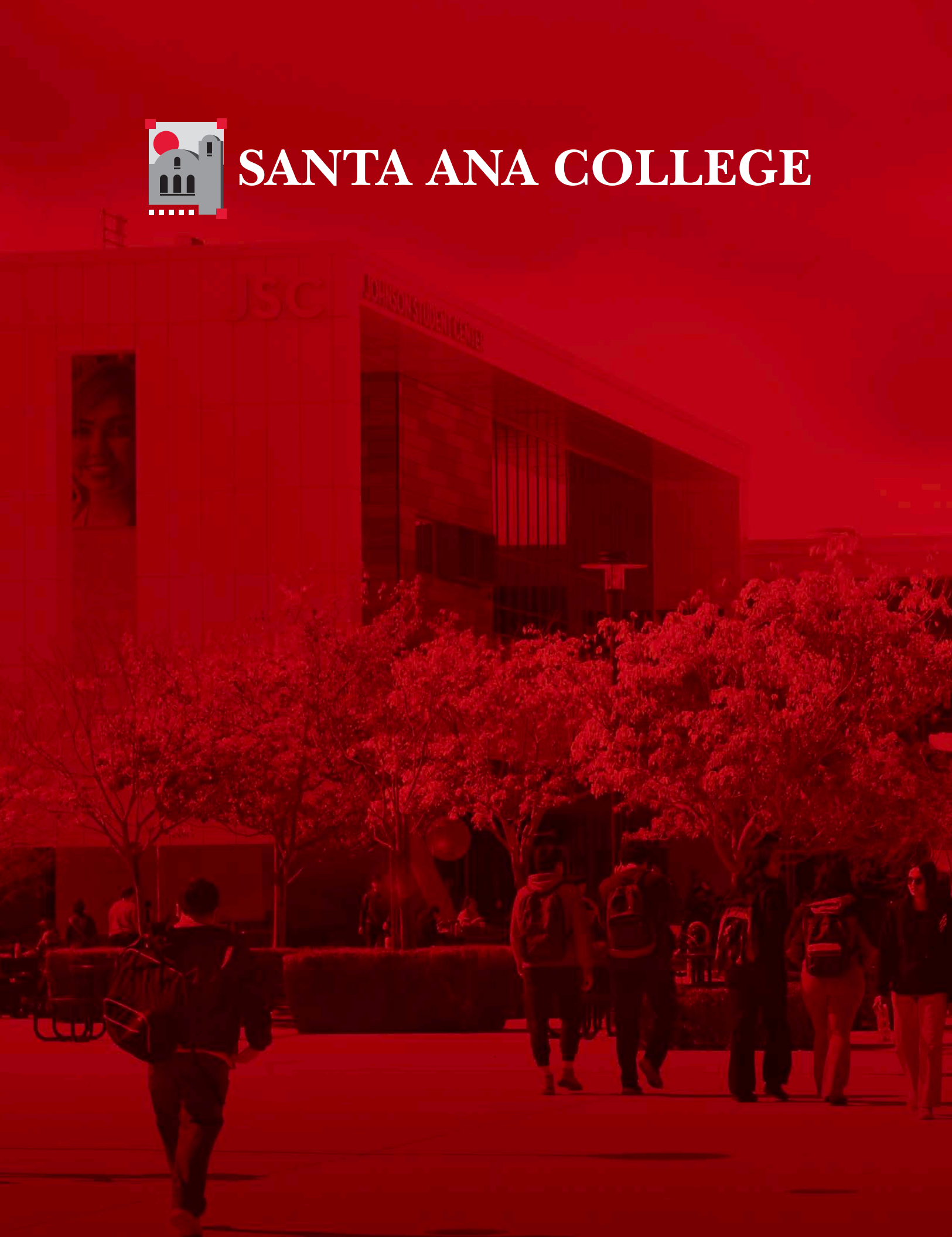


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PRESIDENT'S MESSAGE

Dear Students, Colleagues and Community Members,

On behalf of Santa Ana College (SAC), I am pleased to present our **Comprehensive Educational Plan (CEP) 2024-2028**, which lays out a roadmap for the next four years of learning, growth and success on our campus. This CEP 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 CEP 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 CEP went through our extensive participatory governance process, which included managers, faculty, classified professionals, and student representatives. It is the result of collaboration between our CEP Task Force and SAC's Collaborative Brain Trust (CBT) consultants, made up of highly qualified professionals with many years of experience in strategic and comprehensive educational 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 Comprehensive Educational Plan.

Kindest regards,



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 Comprehensive Educational Plan Task Force.

Those members are listed below.

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EXECUTIVE SUMMARY

constituent groups and community partners (faculty, staff, students, administrators, and community leaders). A dedicated CEP 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 CEP 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 CEP draft went through collegewide review and was forwarded to the Board of Trustees for review and approval. On June 24, 2024 the Board of Trustees approved the Santa Ana College Comprehensive Educational Plan 2024-2028.



The Santa Ana College Comprehensive Educational 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 CEP 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 Comprehensive Educational 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 Comprehensive Educational Plan (CEP) was developed through a collegewide planning process that included extensive analysis of internal and external data along with input from diverse

Santa Ana College Goals 2024-2028



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.

2

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

3

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

4

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

! A list of acronyms used in this report is included in Appendix A.



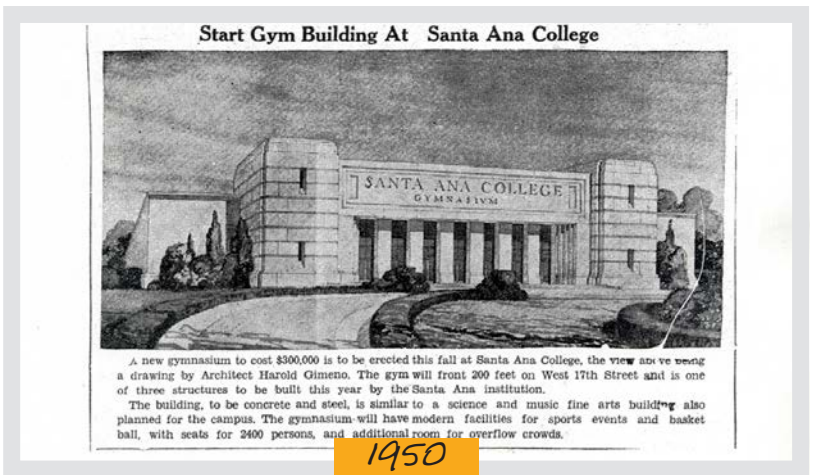
1920



1930



1940



Start Gym Building At Santa Ana College
A new gymnasium to cost \$300,000 is to be erected this fall at Santa Ana College, the view above would a drawing by Architect Harold Gimeno. The gym will front 200 feet on West 17th Street and is one of three structures to be built this year by the Santa Ana institution.
The building, to be concrete and steel, is similar to a science and music fine arts building also planned for the campus. The gymnasium will have modern facilities for sports events and basket ball, with seats for 2400 persons, and additional room for overflow crowds.

1950



1960



1970



2024

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, iAdelante!, 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

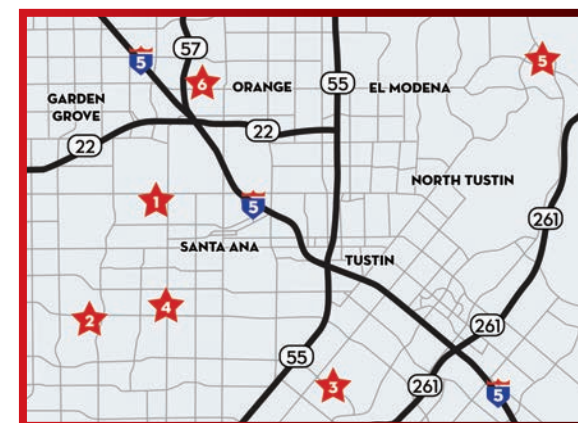
- Climate change is increasingly impacting our daily lives
- Environmental issues are being integrated into academic programs and institutional operations

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



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

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

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:

*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.*



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
10+1	Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

The Academic Senate for California Community Colleges (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](#). ASCCC provides a “10 + 1 carrying card,” depicted below, for faculty and others to easily recall the role of the Academic Senate as described in Title 5 per the authorization of AB 1725.

Academic Senate for California Community Colleges (ASCCC) “10+1” Infographic

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://asccc.org/10_1

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, confidential, supervisory, and management professionals 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
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	
Chapter 1	The District
Chapter 2	Board of Trustees
Chapter 3	General Institution
Chapter 4	Academic Affairs
Chapter 5	Business and Fiscal Affairs
Chapter 6	Student Services
Chapter 7	Human Resources

The meaningful engagement of faculty, staff, and students in the development of policies and procedures in these BP and AR chapters 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



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	
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
Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
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
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:

 <p>ADVANCE EQUITY</p> <p>Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.</p>	 <p>TRANSFORM INSTITUTIONS</p> <p>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.</p>	 <p>REDEFINE READINESS</p> <p>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.</p>	 <p>REDESIGN SUPPORTS</p> <p>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.</p>
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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 innovative and promising strategies."²⁰ Vision 2030 is centered on prioritizing the well-being of our students, communities, and the planet.²¹

Vision 2030

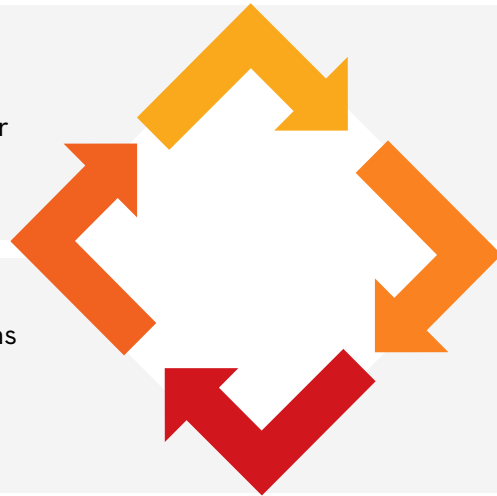
Meeting the Needs of Today and Opportunities of Tomorrow

Evolving student body

Today's students and future learners expect more from their education experience.

Vision 2030

We must strengthen our systems to get students to and through our colleges faster and more equitably.



Changing landscape

Communities need a skilled workforce across fast-growing career fields.

New circumstances

We must reckon with our new climate reality and the impact of new tech on teaching and learning.

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



CCC CONTEXT: KEY DIRECTIVE HIGHLIGHTS

VISION FOR SUCCESS 2017-2022

Goal 1: Completion

Increase the number of students who complete a program of study

Goal 2: Transfer

Increase the number of students annually transferring to the CSU and UC

Goal 3: Unit Accumulation

Decrease the number of units accumulated by students earning as associate degree

Goal 4: Workforce

Increase the percentage of existing students who report being employed in their field of study

Goal 5: Equity

Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups - fully close the achievement gap

Goal 6: Regional Equity

Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults

VISION FOR SUCCESS REAFFIRMED 2021

Goal 1: Completion

Increase the number of students who complete a program of study

Goal 2: Transfer

Increase the number of students annually transferring to the CSU and UC

Goal 3: Unit Accumulation

Decrease the number of units accumulated by students earning as associate degree

Goal 4: Workforce

Increase the percentage of existing students who report being employed in their field of study

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

Goal 6: Regional Equity

Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults



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

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.

GOVERNOR'S ROADMAP 2022-2027

- **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

VISION 2030 2024-2030

Three Strategic Directions

1. Equitable Baccalaureate Attainment
2. Equitable Workforce & Economic Development
3. Implications for Future Learning

Three Goals - Six Outcomes

1. **Equity in Success Outcomes:**
 - Increase completion of degrees and certificates
 - Increase Baccalaureate attainment in equity, increase transfer preparation and increase community college baccalaureate
 - Workforce: earn a living wage
2. **Equity in Access**

Outcomes:

- Increase with equity, participation/enrollments for dual enrollment, justice involved, veterans, working adults and low-income adults

3. **Equity in Support**

Outcomes:

- Increase the number of Pell grant and CCPG recipients
- Reduce units to ADT Completion

Source: 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.



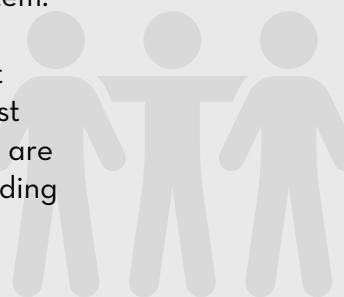
B

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.





INTEGRATED PLANNING OVERVIEW

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.



Districtwide Planning

This Santa Ana College Comprehensive Educational Plan is part of an integrated planning process in the Rancho Santiago Community College District (RSCCD). On June 24, 2024, the RSCCD Board of Trustees adopted the Rancho Santiago Community College District Comprehensive Plan 2024-2032. The Plan encompasses four strategic directions to serve the residents, communities, and employers of the RSCCD region:

Strategic Direction 1

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

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

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.

Strategic Direction 4

4

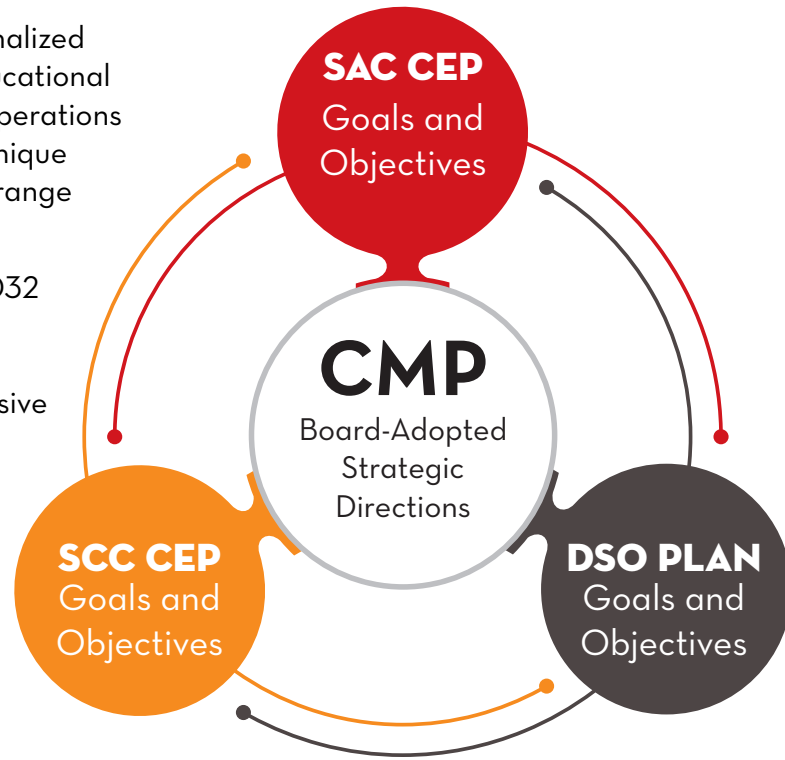
Leverage diverse funding streams, provide comprehensive professional development, and support accessible virtual spaces and physical facilities to increase student success in an ever-changing educational environment.

Of note, the California Community College Chancellor's Office has developed Student Centered Funding Formula (**CCCCO SCFF Dashboards**) dashboards, enabling Districts to analyze key performance metrics 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.

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

- RSCCD Comprehensive Plan 2024-2032
- Santa Ana College Comprehensive Educational Plan 2024-2028
- Santiago Canyon College Comprehensive Educational 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.



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 Comprehensive Educational 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.



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 Comprehensive Educational Plans (CEPs), as CEPs should draw upon the information from Program Review. Similarly, plans such as Facilities, Technology, and other plans follow CEPs, as the CEPs 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.

COMPREHENSIVE EDUCATIONAL PLAN Development Process

In conjunction with the RSCCD Comprehensive Plan 2024-2028, Santa Ana College embarked upon the development of its Comprehensive Educational 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:



An internal Comprehensive Educational Plan Task Force (CEP Task Force) was formed, comprised of representatives from across the college, to serve as the working group to develop the four-year CEP. 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.

INTERNAL QUANTITATIVE DATA

Environmental scan; data on students, enrollments, student access and success, staff, programs, services, and measures of effectiveness and efficiency

EXTERNAL QUANTITATIVE DATA

Environmental scan; national, state, and regional data; District and College service area data, including city and county demographics, the economy, and the workforce.

DISCOVERY PHASE Four Data Sources

INTERNAL QUALITATIVE DATA

Information and perspectives of students and staff at the District, and its colleges, regarding its future direction

EXTERNAL QUALITATIVE DATA

Information and perspectives from trustees and community, business, industry, and educational partners regarding the future direction of the District and its colleges

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 CEP 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 CEP document.

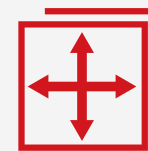
ENVIRONMENTAL SCANS

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 Comprehensive Educational 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 and
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),



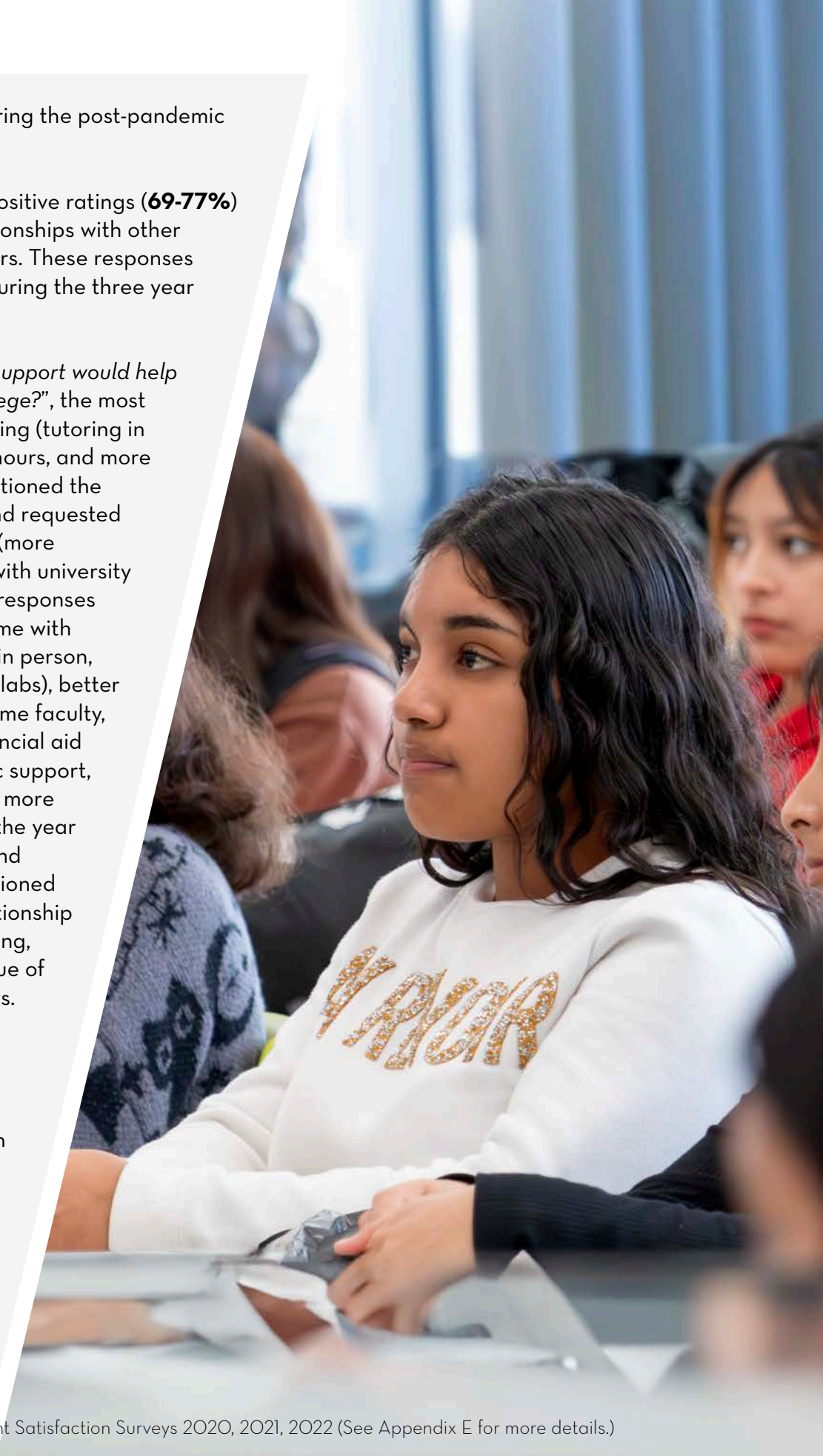
all responses rebounded during the post-pandemic period.

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 CCCC 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: CCCC DataMart and CCCC website



Regional/Orange County

Population Demographics

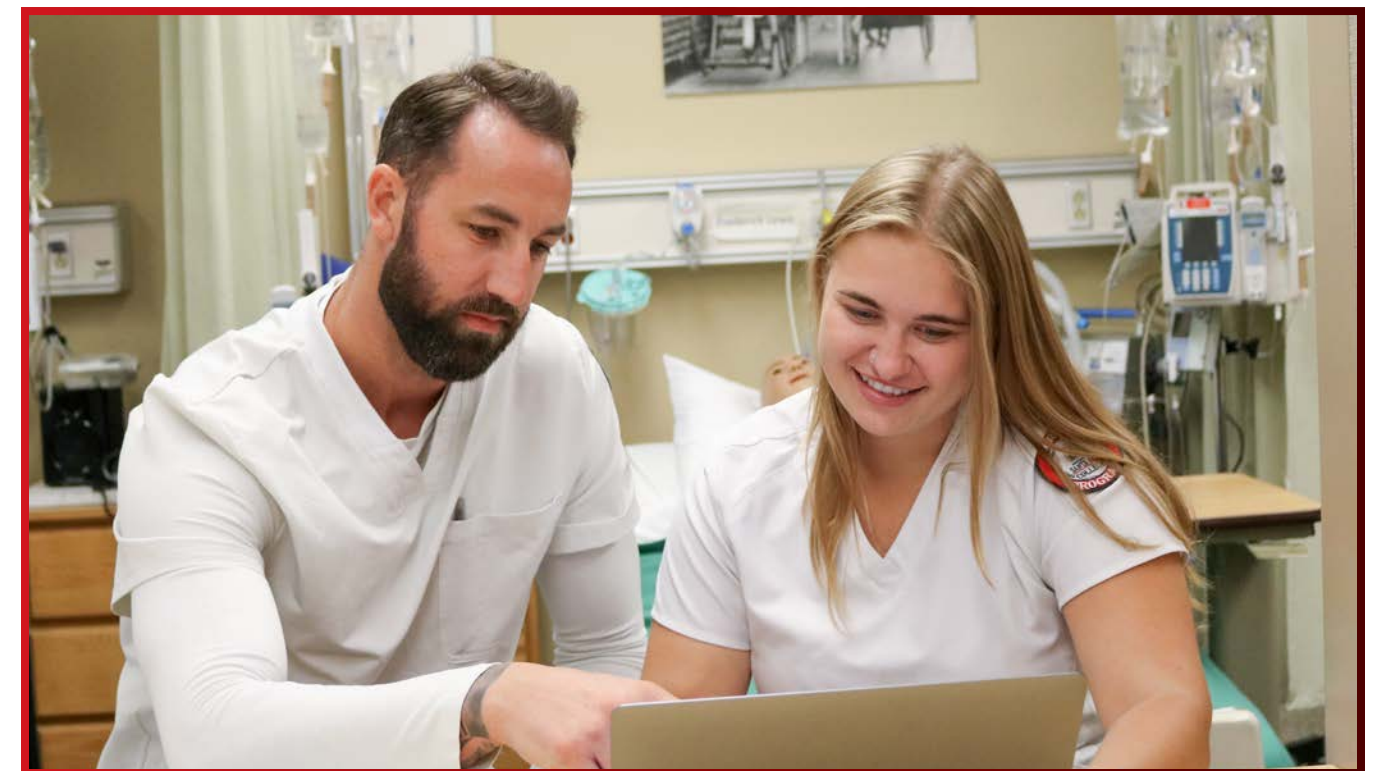
- ◆ The population of Orange County is expected to increase slightly (**3%**) in the next decade, but the growth will come from older adults (aged 50+) with the population of typical college-aged students (20-35) shrinking slightly.
- ◆ Enrollment in local K-12 school districts has been trending downward 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.rscsd.edu/Departments/Research/Pages/Environmental-Scans.aspx>



Students

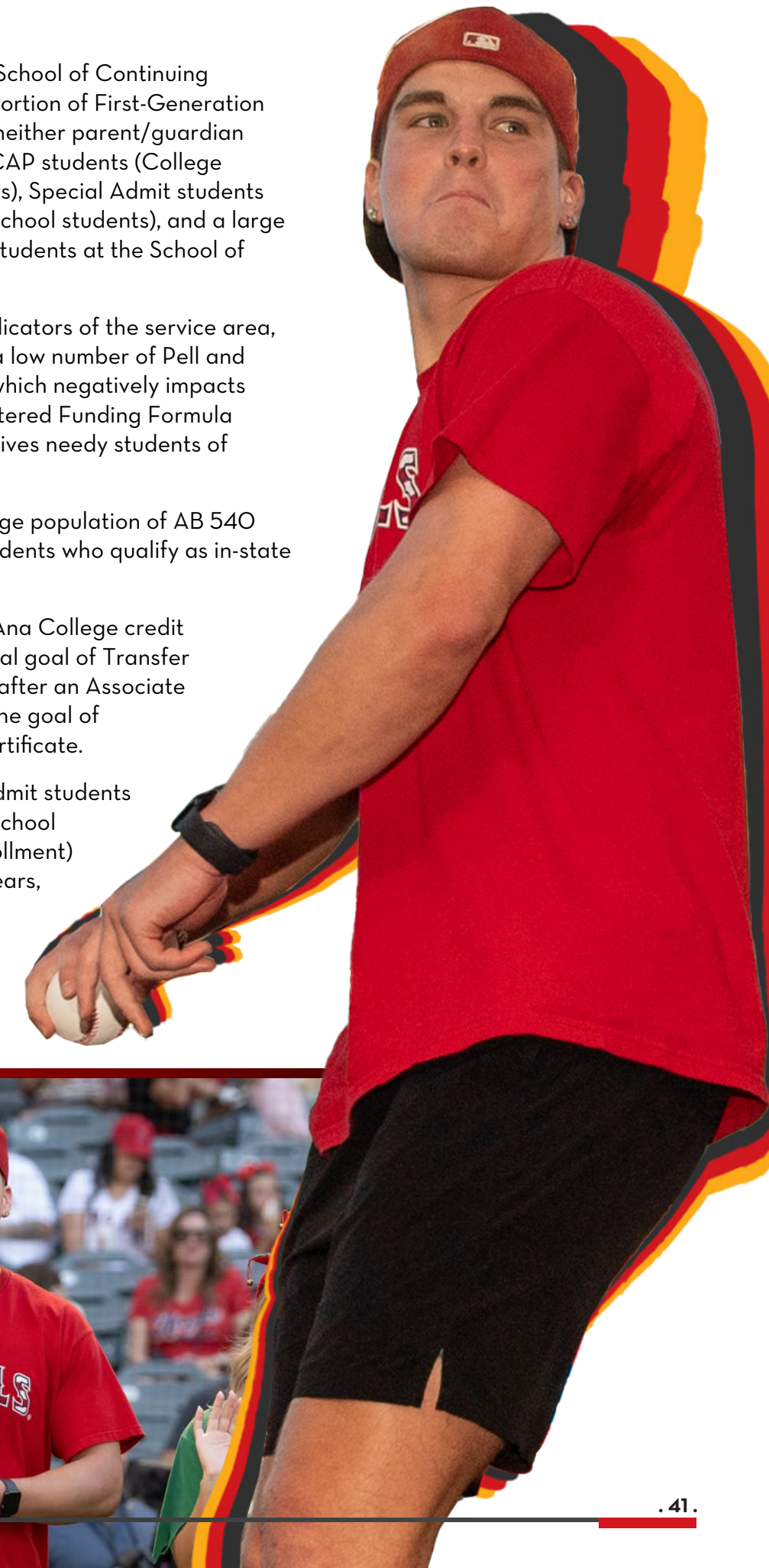
Headcount

- ◆ 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	o President's Cabinet	21	151
	o Administrators		
	o Instructional Faculty		
	o Classified Professionals		
	o Department Chairs		
	o Student Services		
	o Continuing Education/Non-credit Programs		
	o Career Technical Education Programs		
	o Guided Pathways Committee		
	o Institutional Effectiveness and Assessment Committee (IE&A)		
Student Groups	o Student Classes	4	86
	o Inter Club Council		
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	<ul style="list-style-type: none"> o SAC Foundation Members 	1	6
Government & Community Organizations	<ul style="list-style-type: none"> o City of Santa Ana o County Department of Education o Fire and Rescue Services o Community Organizations 	5	12
Business, Industry & Healthcare	<ul style="list-style-type: none"> o Business and Auto Industry o Banking and Credit Unions o California Restaurant Foundation o Healthcare 	3	8
Educational Partners	<ul style="list-style-type: none"> o K-12 Schools o Adult Education o University of California, Irvine o California State University, Fullerton o 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
 - o Develop and communicate a collegewide vision
 - o Develop/improve administrative processes to support expanding program
 - o Provide supportive onboarding processes for students, parents, and instructors
 - o Align SAC's dual enrollment pathways with high school and university pathways
 - Expand and support distance education (DE)
 - o Continue participation in the open educational resource (OER)
 - o Align online course scheduling with student needs and transfer requirements
 - o Provide on-going student and instructor training and support
 - Noncredit and continuing education
 - o Enhance the connection between noncredit and credit programs
 - o Continue nimble program development to meet community needs
 - o Collaborate with community partners to help develop/expand programs
 - New options for student learning
 - o Apprenticeships
 - o Credit for prior learning

Academic Success and Student Engagement

- A. Academic Success
 - Improve retention and persistence rates
 - o Provide support and activities that strengthen students' connection to the college
 - o Implement proactive interventions that support academic success
 - o Provide on-going information about academic programs and support services to employees so faculty and classified professionals are empowered to assist students
 - o Provide more timely notice of class cancellations and available replacement courses
 - Increase the number of associate degrees for transfer awarded
 - o Continue implementing guided pathways
 - o Continue developing new ADT's
 - o Promote degree completion and transfer to incoming and continuing students
 - Increase student transfer rates to four-year universities
 - o Ensure collaborative scheduling of STEM program courses to avoid the overlapping or cancelling of required courses
 - o Promote professors' role in mentoring and supporting students
 - Increase the number of career technical education certificates awarded
 - o Align certificates with K-12 pathways
 - o 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 program areas that are in high demand; 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.)



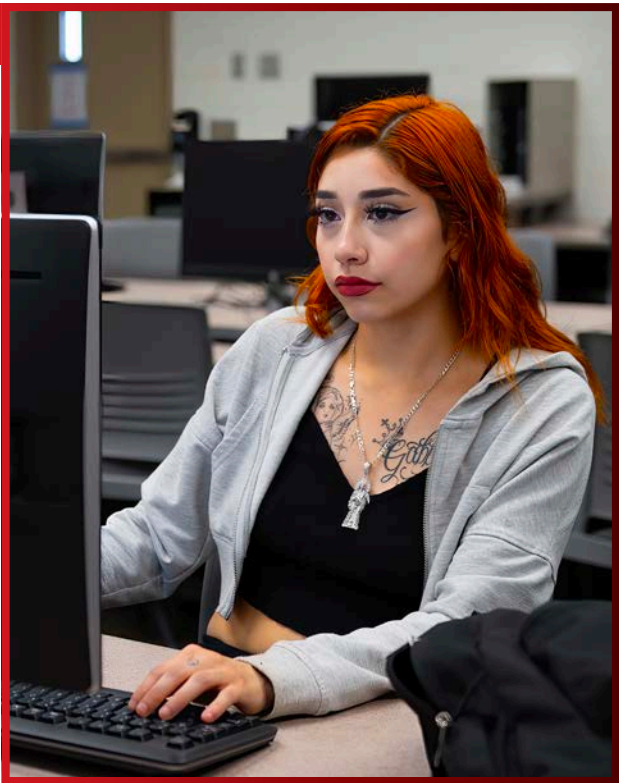


Dual Enrollment

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 Comprehensive Educational 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
 - o Increase number of students who persist fall to spring and fall to fall
 - o Increase number of students who attend full-time (12+ units per semester)
 - o Improve course success rates in all courses, with a focus on high volume classes
 - o 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



COMPREHENSIVE EDUCATIONAL PLAN FRAMEWORK

The CEP 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.



An important outcome of the Integrated Planning Project, and the above RSCCD Integrated Planning Framework was the dialogue and collaborative work done among representatives from the DSO Leadership team and the two College CEP Task Forces. The District Services and Operations and the Colleges affirmed that to achieve our respective and aligned goals and objectives, they would collaborate to maximize opportunities to serve the needs of our diverse students, employees, and community partners across the Orange County region. Together, the Board-adopted RSCCD Strategic Directions, and the aligned Goals and Objectives outlined in the DSO Plan and two College CEPs, provide a Blueprint for Action for RSCCD in fulfilling its mission in serving the Orange County region and beyond.

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 and 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.

CEP 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 1.1</p> <p>Eliminate barriers to educational opportunities.</p> <p>Objectives 1.2</p> <p>Diversify learning opportunities to meet the needs of students.</p> <p>Objectives 1.3</p> <p>Promote and expand student support services to address holistic needs of students, particularly from marginalized and/or underrepresented groups.</p> <p>Objectives 1.4</p> <p>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 2.1</p> <p>Identify current and develop potential partnerships to meet community needs.</p> <p>Objectives 2.2</p> <p>Provide diverse educational options to support student academic goals and success.</p> <p>Objectives 2.3</p> <p>Foster innovative, student informed services to facilitate academic achievement.</p> <p>Objectives 2.4</p> <p>Assess and improve current DEIA practices to foster a community of trust and belonging.</p>

RSCCD Strategic Directions 2024-2032	Santa Ana College Goals	Santa Ana College Objectives
<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 3.1</p> <p>Leverage cutting-edge technology to remove barriers and improve the employee and student experience.</p> <p>Objectives 3.2</p> <p>Utilize accurate and reliable disaggregated information to make informed decisions.</p> <p>Objectives 3.3</p> <p>Collaborate and leverage professional development opportunities across partnerships.</p> <p>Objectives 3.4</p> <p>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 4.1</p> <p>Improve physical and virtual infrastructure and 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>Objectives 4.2</p> <p>Maximize funding and allocate resources to support equitable student achievement, sustainable growth, innovation, and competitive advantage.</p> <p>Objectives 4.3</p> <p>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

Following completion of all the goal-setting sessions for the Integrated Planning Project, the DSO Leadership Team, and a team of eight from each college's CEP Task Force met in a five-hour joint session. Participants shared their respective plans to ensure the Goals and Objectives of the three, as a collective, effectively and efficiently operationalize the four broad Strategic Directions adopted by the Board of Trustees and support the State's Vision 2030 over the next eight years. The DSO and Colleges will work together and maximize opportunities that will best serve our students, employees, and community. The following chart displays the alignment of college mission statements, DSO roles and functions and all four plans' goals with the Board-adopted RSCCD Mission Statement and Strategic Directions 2024 - 2032.

Rancho Santiago Community College District Alignment of Four Plans 2024

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

RSCCD Mission		
<p>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.</p>		
RSCCD Strategic Directions 2024 - 2032		
<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. 		
<p>SAC Mission</p> <p>Santa Ana College inspires, transforms, and empowers a diverse community of learners.</p>	<p>SCC Mission</p> <p>Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth.</p>	<p>DSO Roles and Functions</p> <p>Centralized Services District Operations Board / Board Committee Support Regional, State, & External Roles</p>

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.

PLAN GOALS

Santa Ana College CEP Goals	Santiago Canyon College CEP Goals	District Services and Operations (DSO) Plan Goals
<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.

PLAN GOALS

Santa Ana College CEP Goals	Santiago Canyon College CEP Goals	District Services and Operations (DSO) Plan Goals
<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.

RSCCD 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.

PLAN GOALS

Santa Ana College CEP Goals	Santiago Canyon College CEP Goals	District Services and Operations (DSO) Plan Goals
<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.

RSCCD 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.

PLAN GOALS

Santa Ana College CEP Goals	Santiago Canyon College CEP Goals	District Services and Operations (DSO) Plan Goals
<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 RSCCD Strategic Directions, and the aligned Goals and Objectives outlined in the DSO Plan and two College CEPs, 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.

CEP ROLL-OUT PROCESS

Production of the final Comprehensive Educational 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 Comprehensive Educational 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 Comprehensive Educational 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 Comprehensive Educational 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.

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
CEP	Comprehensive Educational Plan
CP	Comprehensive 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
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

RSCCD 8-YEAR INTEGRATED PLANNING CYCLE

Plan & Cycle	Current Cycle						NEW EIGHT YEAR CYCLE															
	2024-2025		2025-2026		2026-2027		YEAR 1 2027-2028		YEAR 2 2028-2029		YEAR 3 2029-2030		YEAR 4 2030-2031		YEAR 5 2031-2032		YEAR 6 2032-2033		YEAR 7 2033-2034		YEAR 8 2034-2035	
	Fall	Spring	Fall	Spring	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	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP	CMP
SAC CEP (4-yr)							SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP
	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP									SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP	SAC CEP
SCC CEP (8-yr)																	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP
	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP	SCC CEP
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 (New)	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	TMP	TMP	TMP							TMP	TMP	TMP	TMP	TMP	TMP
FMP (8-yr)	FMP In-Progress	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 In-Progress	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 In-Progress	PR	PR	PR	PR	PR											PR	PR	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
CEPs & 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 CP and FMP cycles
ACCJC Visits	occur in College's CEP mid-cycles (Spring 2029...3037...etc.)

Plan	Full Name	Cycle	Plan	Full Name	Cycle
CMP	Comprehensive Master Plan (move from 10-yr to 8-yr cycle)	8-yr	TMP	Technology Master Plan (move from 5-yr to 4-yr)	4-yr
SAC CEP	Santa Ana College Comp. Educational Plan (move from 5-yr to 4-yr cycle)	4-yr	FMP	Facilities Master Plan (move from 10-yr to 8-yr)	8-yr
SCC CEP	Santiago Canyon College Comp. Educational Plan (moves to 8-yr w/mid-cycle review)	8-yr	SUST Plan	Sustainable RSCCD Plan (move from 2-yr 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

CEP TASK FORCE PURPOSE

SANTA ANA COLLEGE Comprehensive Educational Plan Task Force 2023-2024

Task Force Purpose

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

The CEP Task Force will:

- Ensure representation of all areas of the College in developing the CEP,
- 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 CEP with the College’s Mission and Vision,
- Keep students, student success, equity, and service to the community at the center of discussion during CEP 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.

CEP 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 CEP 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 CEP Task Force will review the draft CEP 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 of 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 CEP Task Force.

Committee Make-up / Criteria

- Committee Tri-Chairs will convene and lead CEP 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 CEP 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 CEP project overview, CEP Task Force purpose statement, and monthly updates will be posted to the College’s CEP web page.

Where CEP Recommendations Go

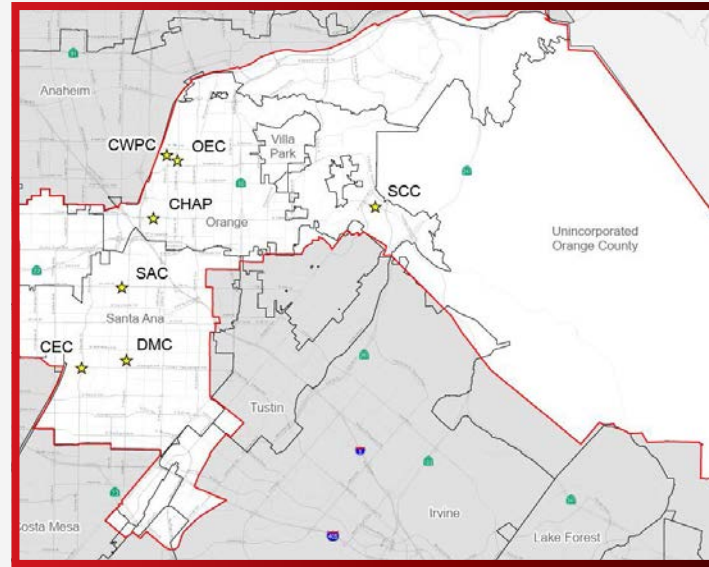
College President



EXTERNAL DATA SCAN

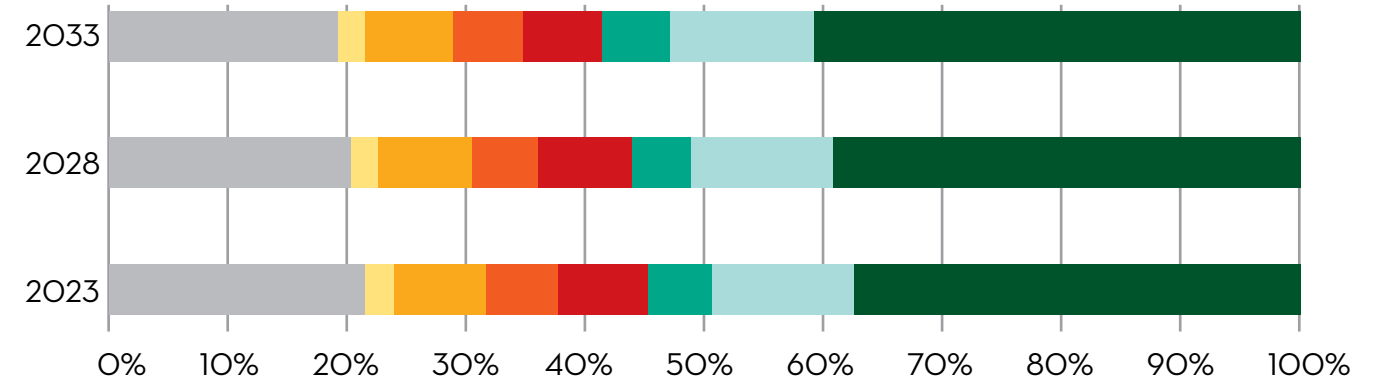
District Map

- ◆ 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



Source: RSCCD Research Data Warehouse

Orange County Population Projections by Age 2020-2030



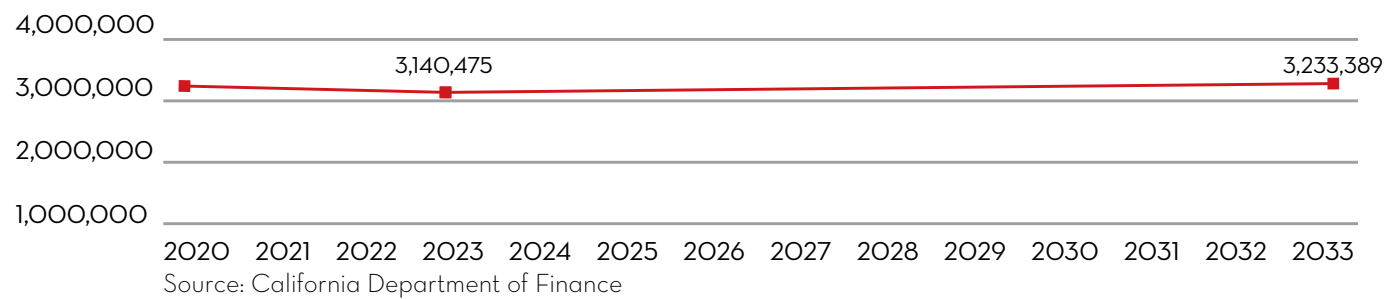
Source: California Department of Finance

- ◆ 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

	2023	2028	2033
17 & under	21.8%	20.7%	19.8%
18 to 19	2.5%	2.6%	2.8%
20 to 24	6.9%	7.0%	6.8%
25 to 29	6.8%	5.9%	5.8%
30 to 34	6.5%	6.7%	5.9%
35 to 39	5.9%	6.2%	6.4%
40 to 49	11.9%	11.8%	11.8%
50 +	37.6%	39.1%	40.6%

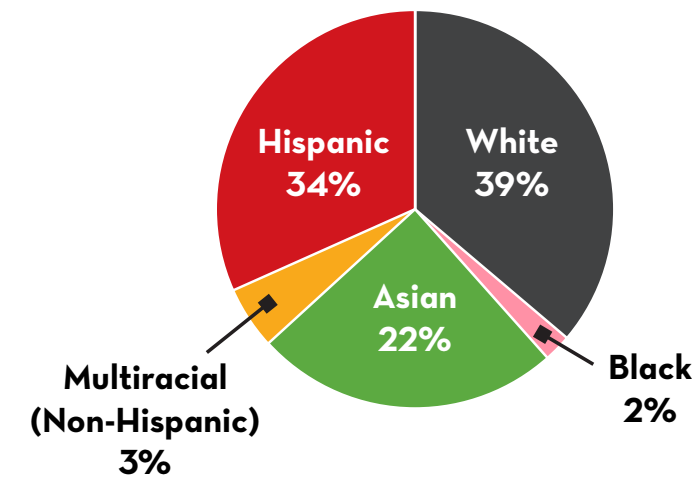
Orange County

Orange County Population Projections 2020-2030



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

Orange County Population Projections by Ethnicity 2020-2030



- ◆ 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

Source: California Department of Finance

Orange County Population Compared

Population	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
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

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	2.7%	1.0%	1.0%	1.5%	2.8%	0.4%	2.3%	6.5%	13.6%
American Indian and Alaska Native alone	0.7%	0.9%	0.6%	0.9%	0.6%	0.0%	1.1%	1.7%	1.3%
Asian alone	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	0.4%	0.2%	0.3%	0.4%	0.3%	0.0%	0.4%	0.5%	0.3%
Two or More Races	12.3%	8.8%	7.2%	10.5%	9.2%	6.9%	3.9%	4.3%	3.0%
Hispanic or Latino	54.0%	76.7%	36.9%	39.1%	40.0%	15.9%	34.0%	40.3%	19.1%
White alone, not Hispanic or Latino	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

Demographics	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
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

Income & Poverty	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
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

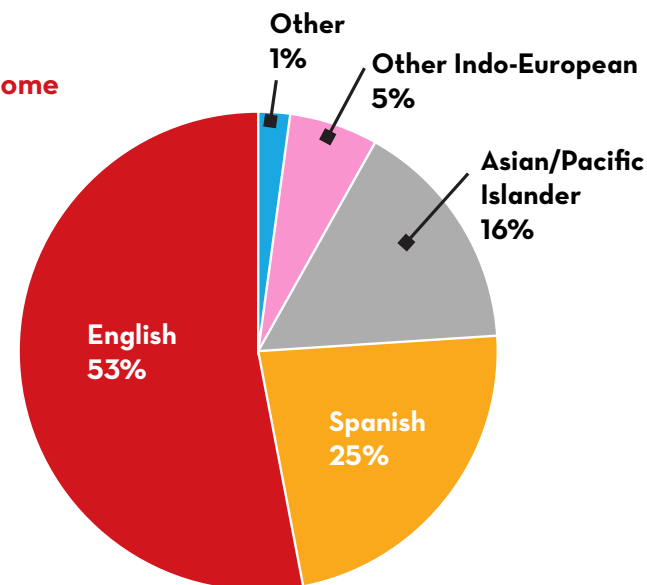
Housing	Anaheim, CA	Santa Ana, CA	Garden Grove, CA	Orange (city), CA	Tustin, CA	Villa Park, CA	Orange County, CA	California	United States
Owner-occupied housing unit rate, 2017-2021	46.50%	45.70%	53.70%	59.30%	50.40%	92.40%	57.00%	55.50%	64.60%
Median value of owneroccupied housing units, 2017-2021	\$623,300	\$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

- ◆ 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



Source: US Census Bureau, ACS, 2022 estimates

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

- ◆ 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

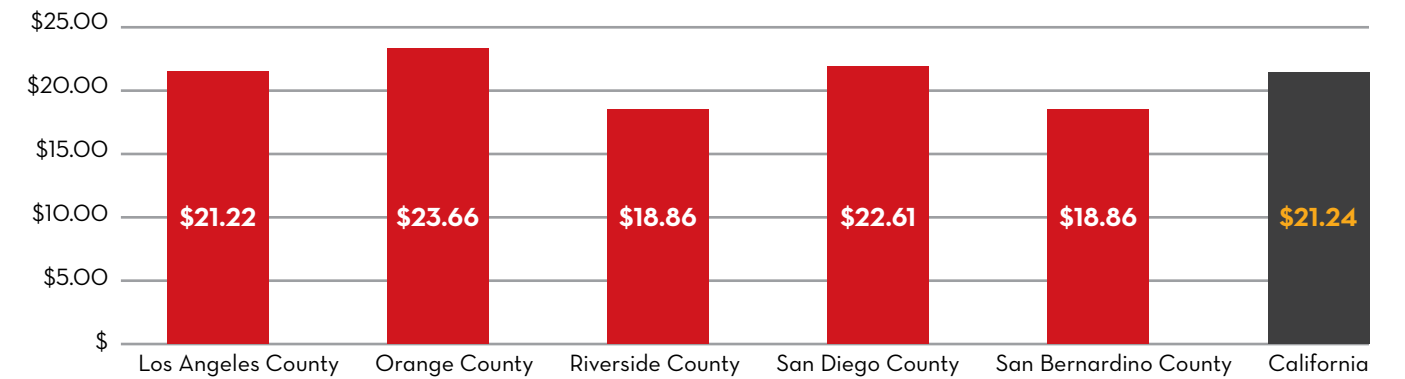
Top 5 Primary Languages Spoken by Orange County K-12 English Language Learners 2022-2023

1. Spanish (79% of ELL students)
2. Vietnamese (8%)
3. Korean (3%)
4. Mandarin (2%)
5. Arabic (2%)

Source: California Department of Education, DataQuest

Socioeconomic Data: Living Wage

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

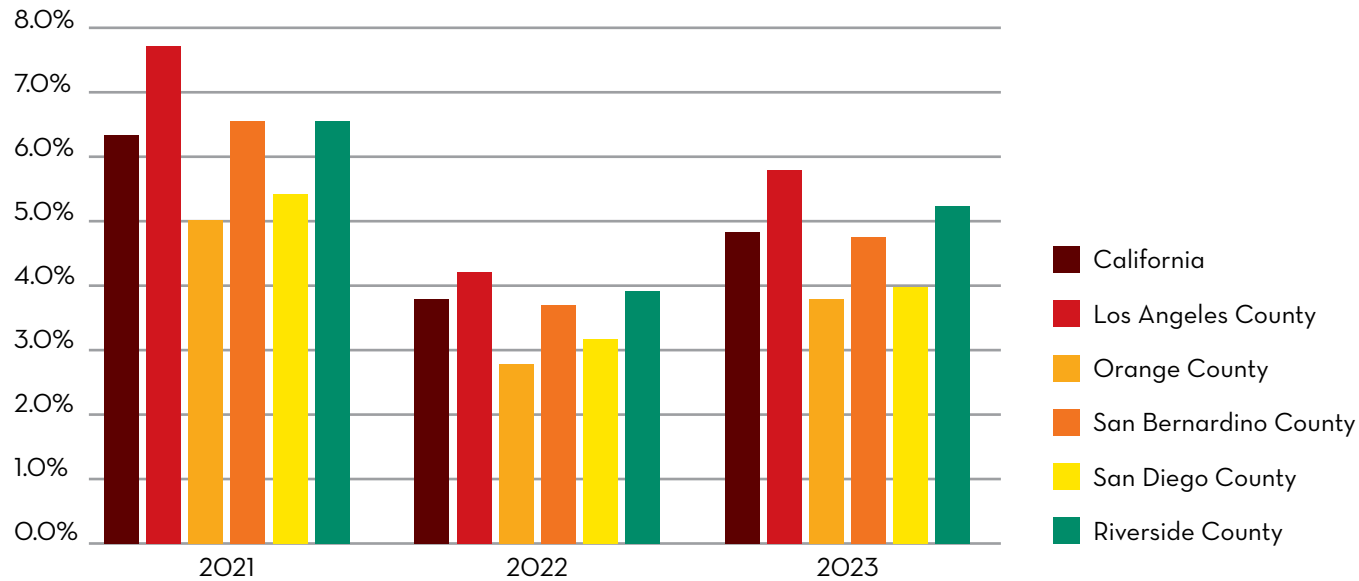


Source: <https://livingwage.mit.edu/>

- ◆ 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



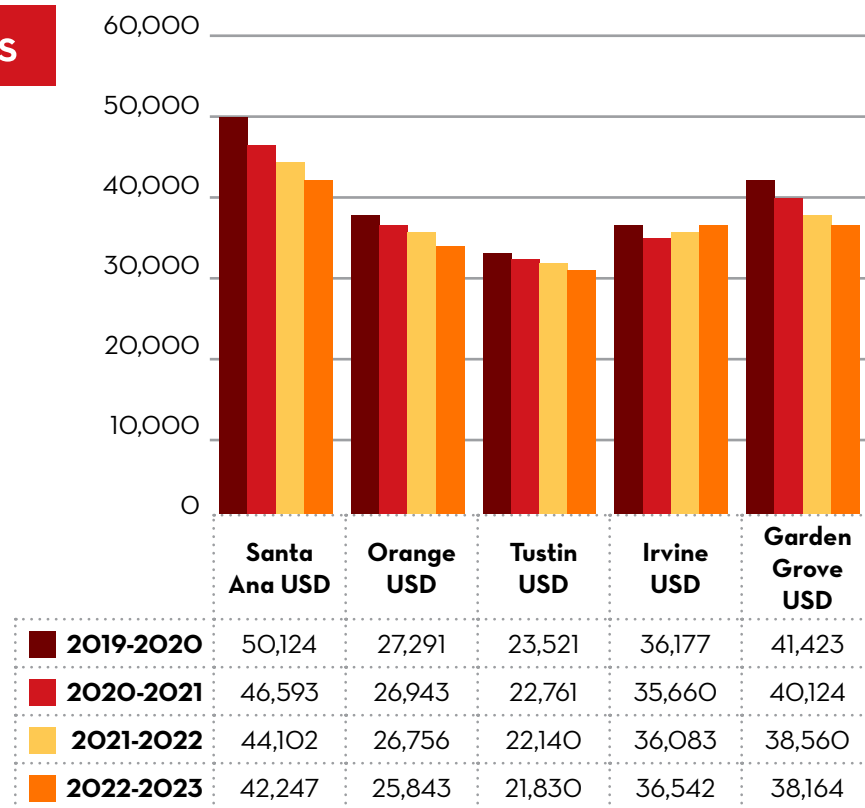
Source: California Employment Development Department

- ◆ 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

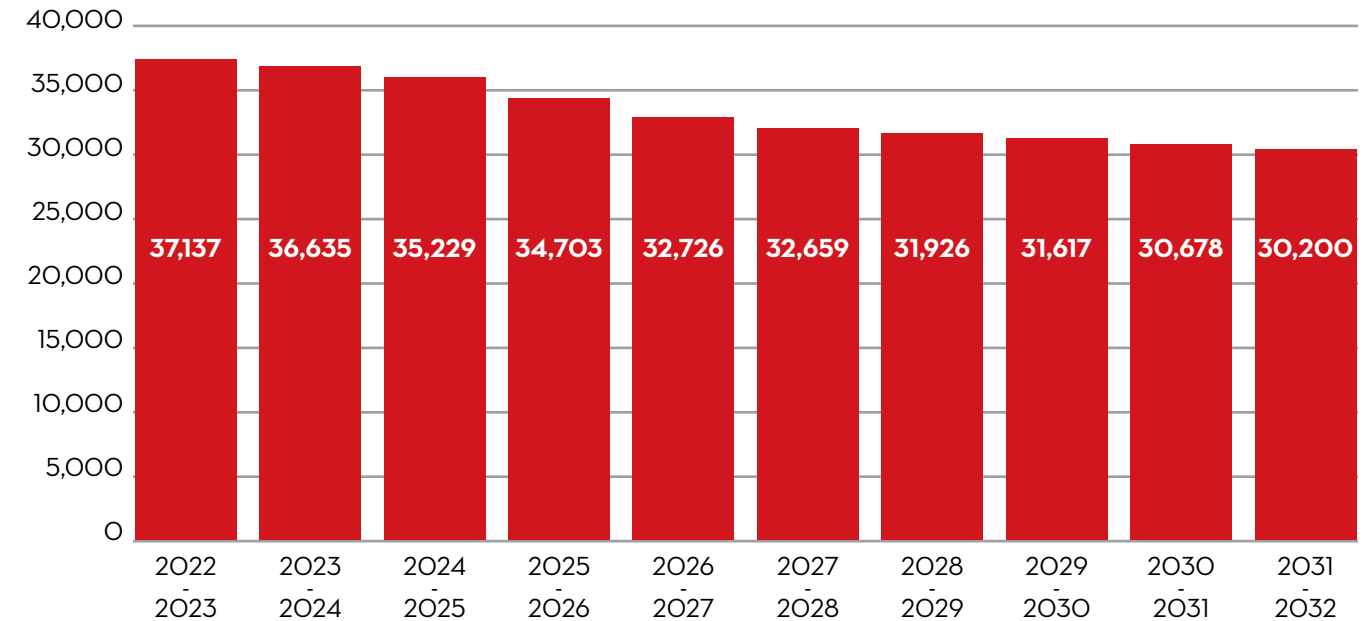
- ◆ Enrollment in school districts local to Santa Ana College has been trending downward, particularly in the Santa Ana Unified School District
- ◆ This mirrors population trend projections, which show the proportion of Orange County residents aged 17 and under decreasing between 2023 and 2033 (source: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



Source: California Department of Education, DataQuest

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

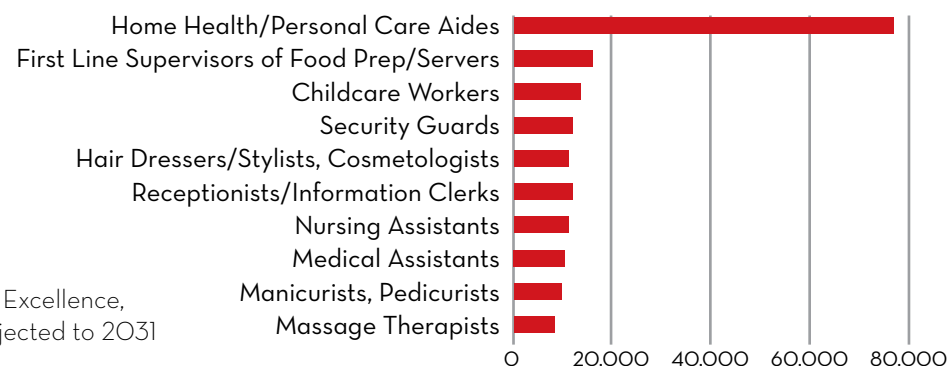
* Indicates average earnings are above the Living Wage for Orange County

- ◆ 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

Listed by
2031 Projected Total



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

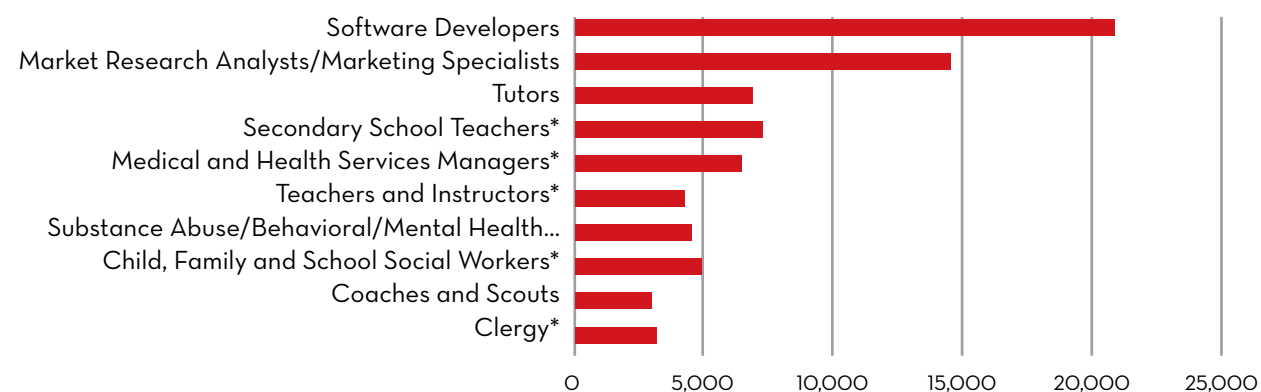


None of the fastest growing jobs for middle school occupations pay average earnings above the Living Wage

Fastest Growing Jobs for Above Middle Skills Occupations in Orange County

Projected Jobs Requiring a Bachelor Degree or Higher

Listed by 2031 Projected Total



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

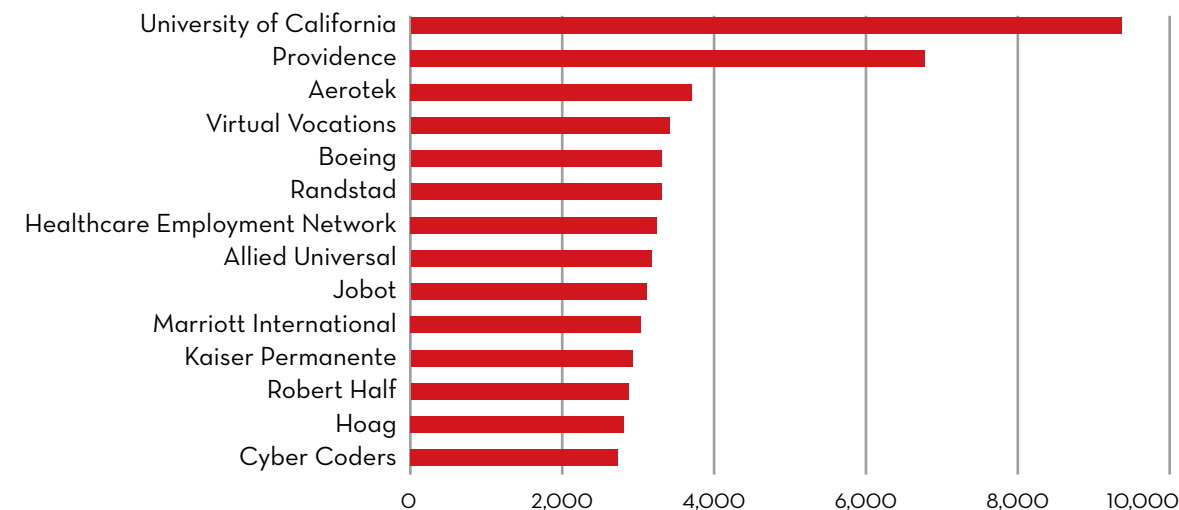
* Indicates average earnings are above the Living Wage for Orange County



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

Top Employers by Number of Employees
June 2022 - May 2023



Source: Orange County Center of Excellence

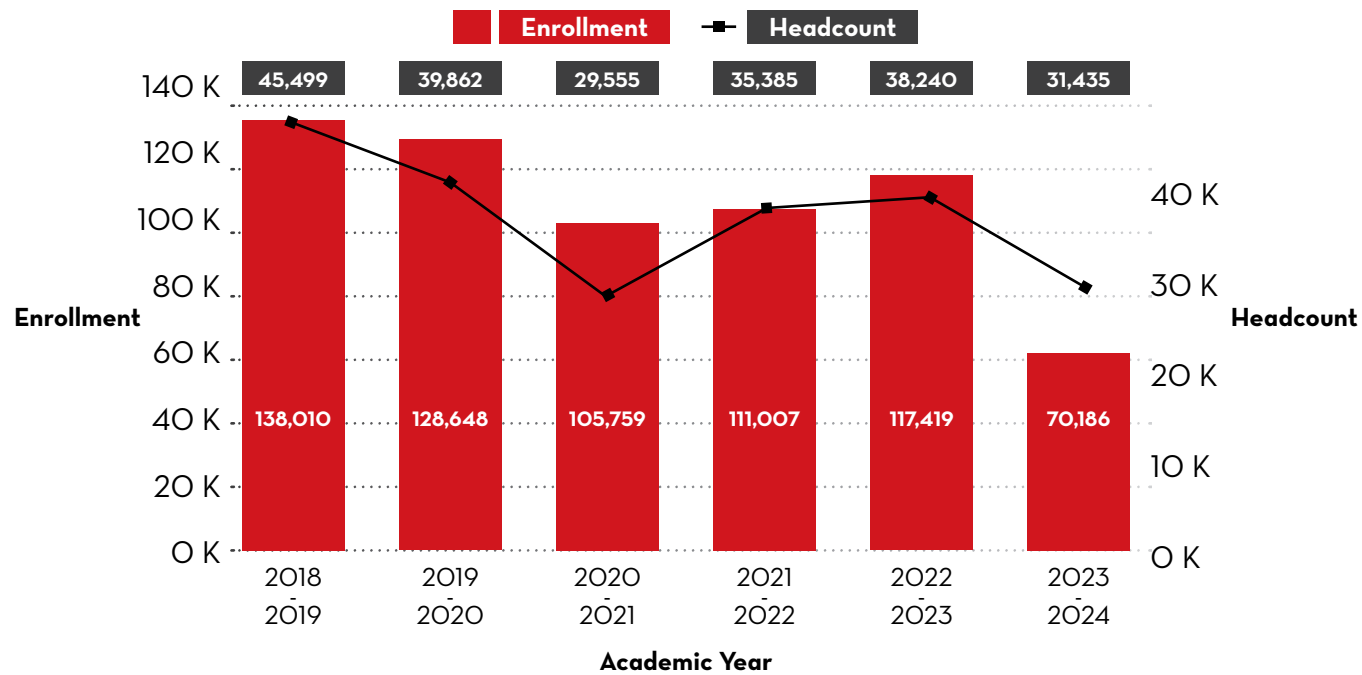


The University of California is projected to be the top employer in the next decade, followed by Providence (healthcare)

INTERNAL DATA SCAN

CREDIT: HEADCOUNT AND ENROLLMENT

Santa Ana College Credit Headcount and Enrollment

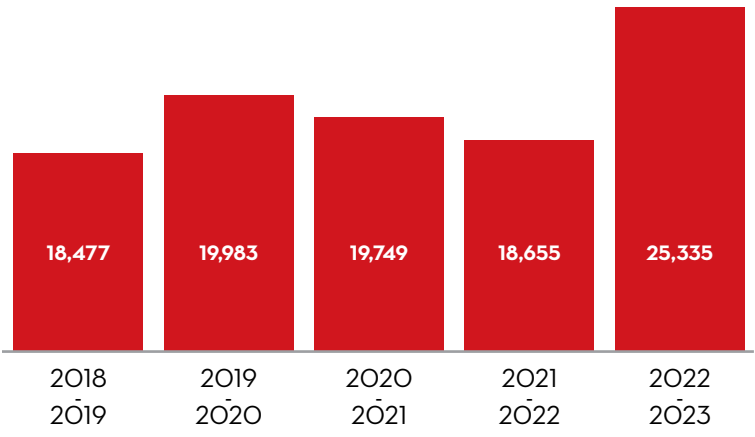


Source: <https://rscdd.edu/Departments/Research/Pages/StudentDemographics.aspx>

- ◆ 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



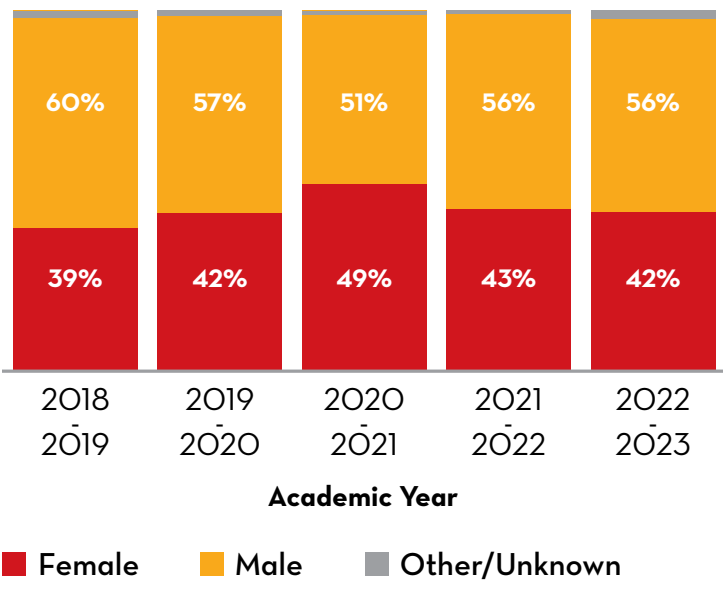
- ◆ Noncredit student headcount at Santa Ana College's School of Continuing Education remained fairly stable at roughly **19,000** students from 2018-2021, only dipping slightly during the Covid-19 Pandemic
- ◆ In the 2022-2023 year, noncredit enrollment increased significantly over the prior year from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

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

CREDIT STUDENT DEMOGRAPHICS

Credit Students: Gender

Santa Ana College Credit Students by Gender

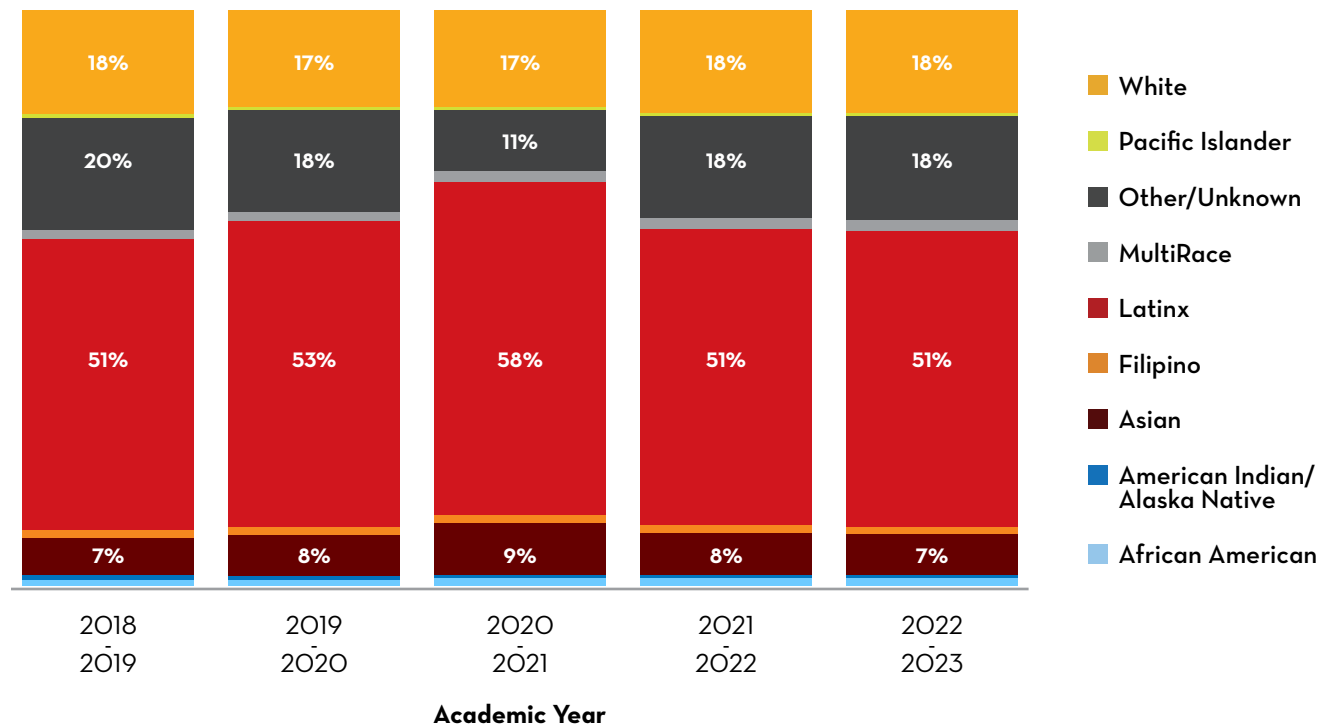


- ◆ The majority of Santa Ana College credit students are male (56% in recent years) which is higher than the state average for California Community colleges, where female students are in the majority at **54%** (source: CCCCCO DataMart)
- ◆ The gender balance has not fluctuated much in the past five 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)


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

CREDIT STUDENTS: ETHNICITY

Santa Ana College Credit Students by Ethnicity



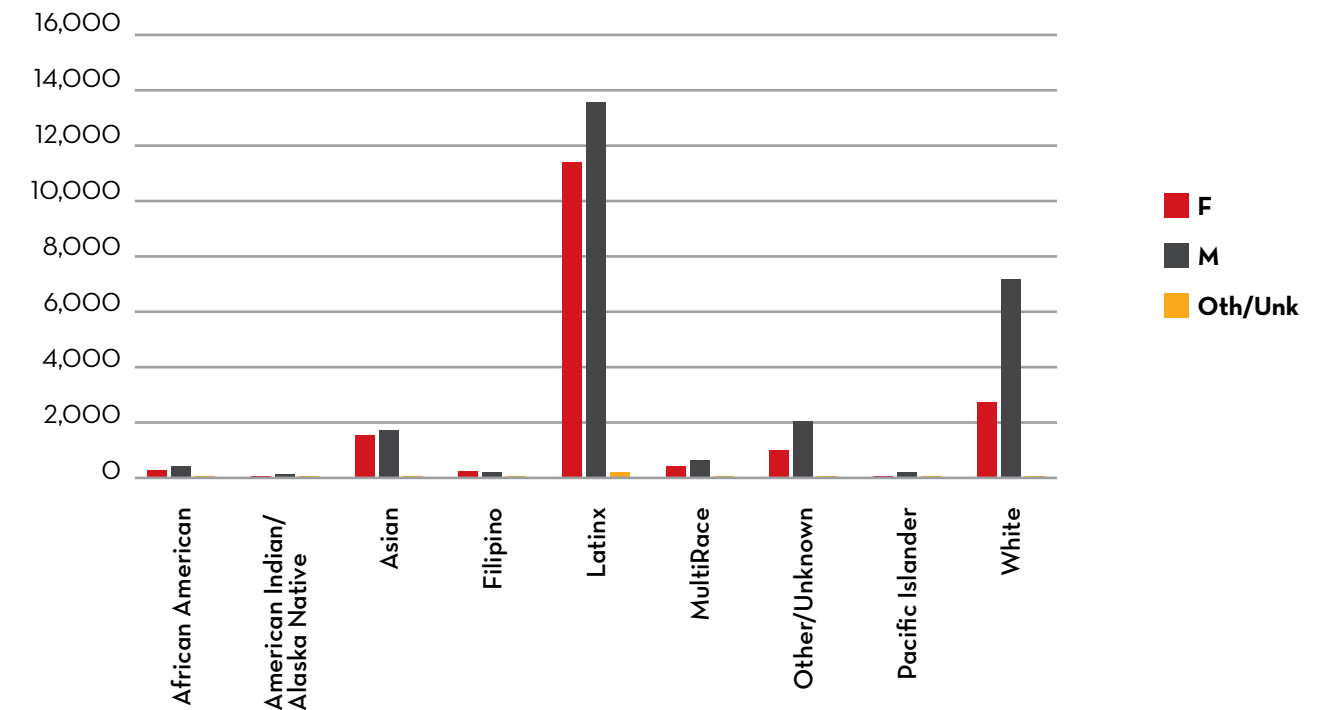
Source: <https://rscdd.edu/Departments/Research/Pages/StudentDemographics.aspx>




- ◆ The majority of Santa Ana College students are non-White
- ◆ The largest ethnic student groups are Latino (**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



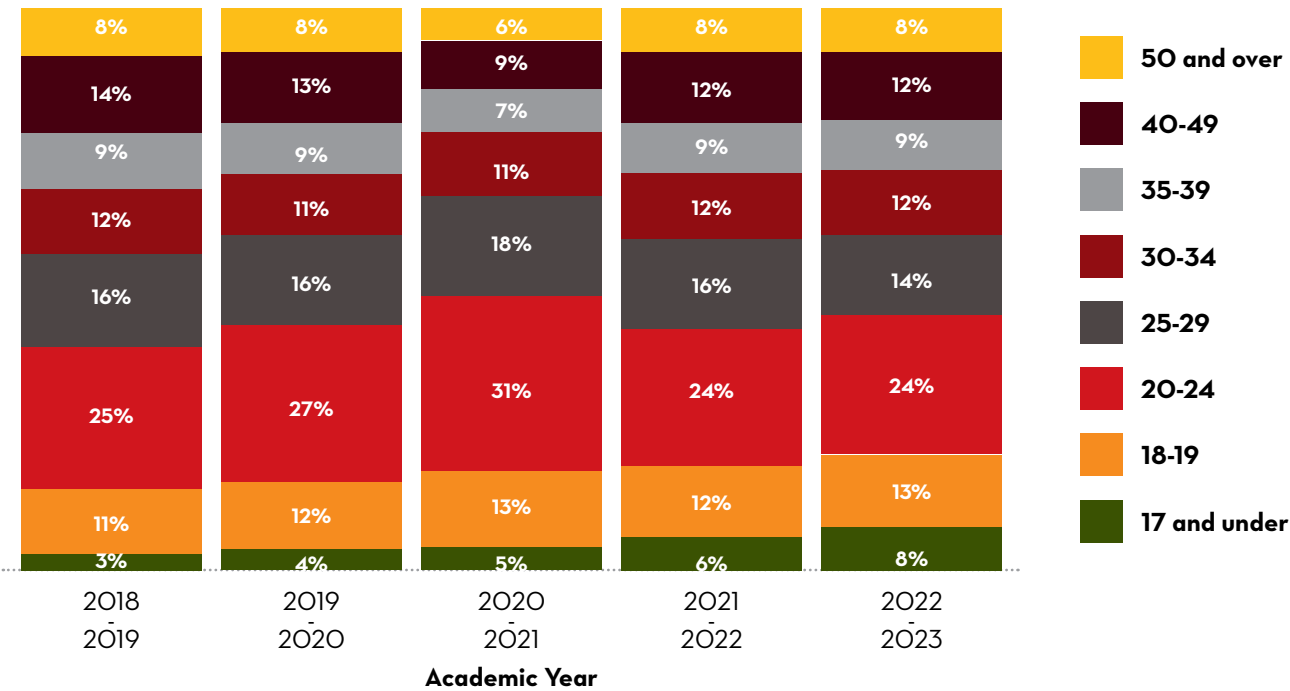
Source: data downloaded from <https://rscdd.edu/Departments/Research/Pages/StudentDemographics.aspx>



- ◆ 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



Source: <https://rscgd.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

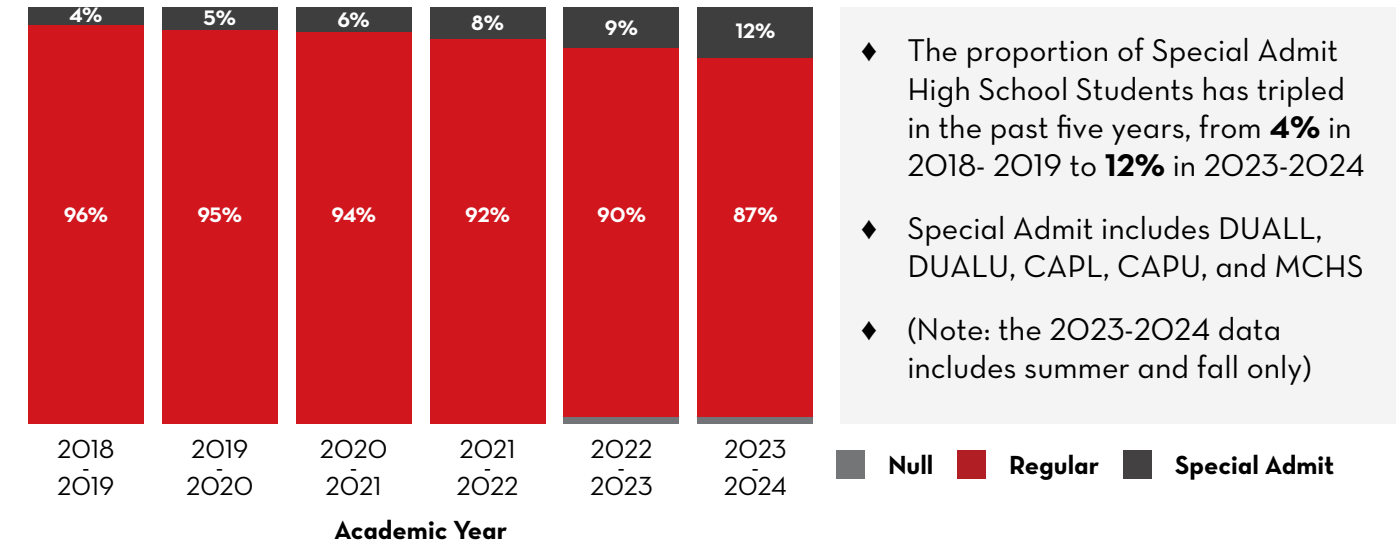
- 31% Bachelor degree after Associate degree
- 21% Maintain License or Certificate
- 8% Undecided
- 5% Obtain High School Diploma/GED
- 5% Bachelor degree without Associate degree
- 5% Associate degree without Transfer

- ◆ 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

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

CREDIT STUDENTS: HIGH SCHOOL SPECIAL ADMITS

Santa Ana College Credit Students by High School Special Admit Status



- ◆ 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)

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

CREDIT STUDENTS: SPECIAL POPULATIONS

Santa Ana College Credit Students by Special Population Status

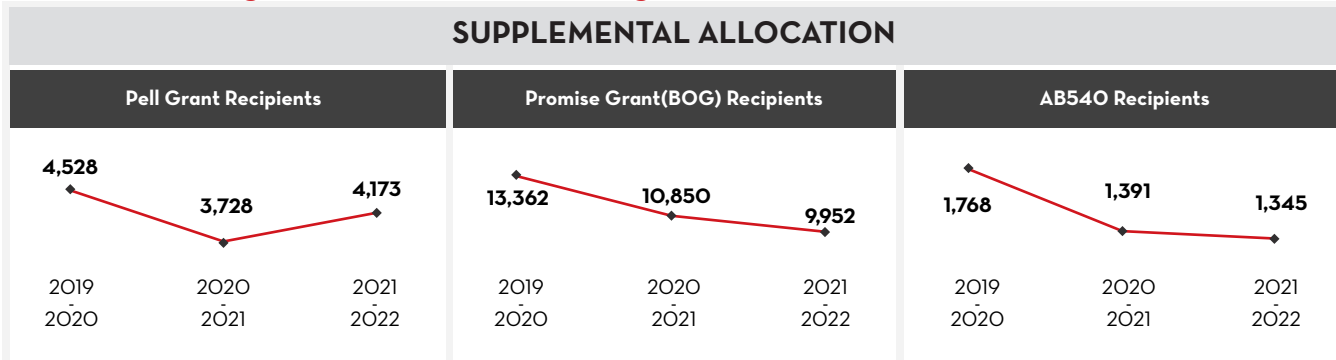
Special Characteristic (Showing Top 10 by volume and %)	Credit Headcount Fall 2022	% (of 33,177)
First-Generation	6,625	20.0%
CCAP - College and Career Access Pathways	3,071	9.3%
Special Admit	2,618	7.9%
EOPS - Extended Opportunity Programs & Services	703	2.1%
DSPS - Disabled Students Programs & Services	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)

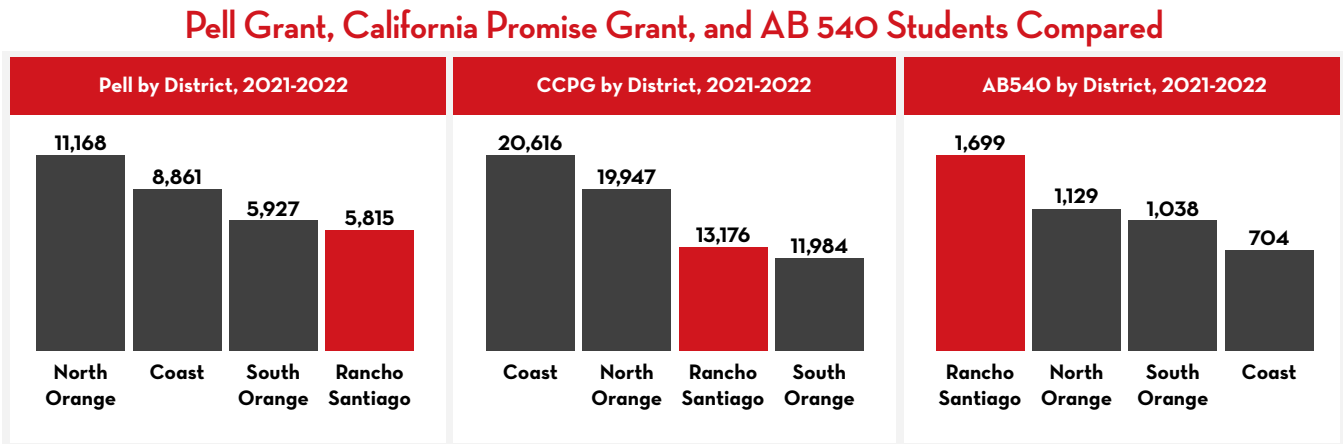
CREDIT STUDENTS: Pell Grant, California Promise Grant, and AB 540 Students

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



Source: <https://rscdd.edu/Departments/Research/Pages/RSCDD-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

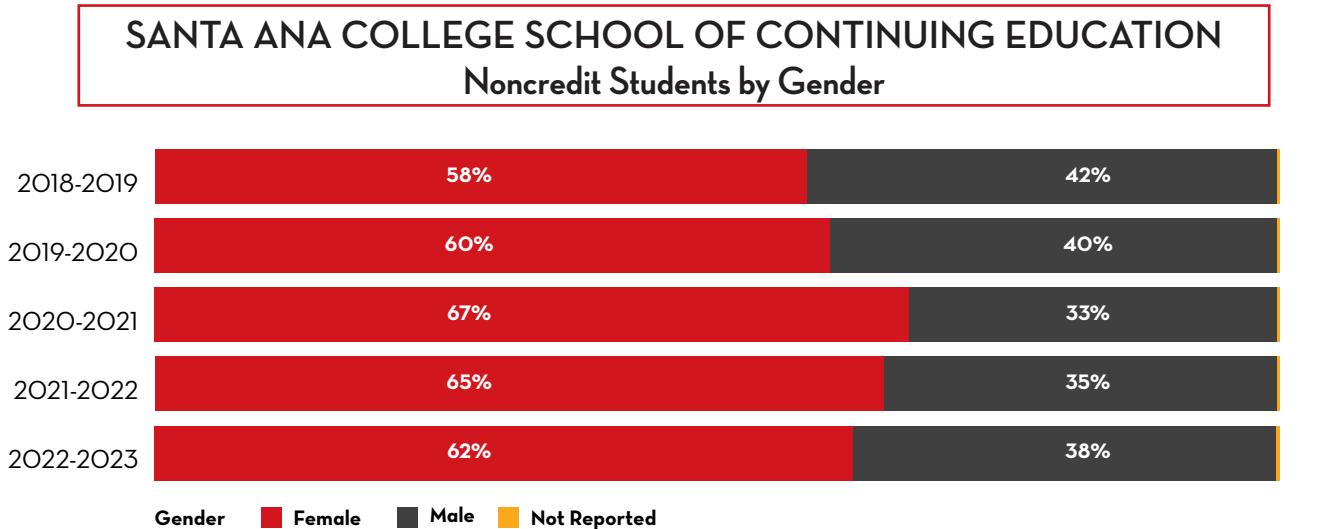


Source: RSCDD District Research Office, using CCCCCO data

- ◆ Rancho Santiago CCD is similar size - slightly larger - than neighboring Orange County community college districts (Source: CCCCCO DataMart)
- ◆ In 2021-2022, RSCDD 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, RSCDD had the highest number of AB 540 students

NONCREDIT STUDENT DEMOGRAPHICS

Noncredit Students: Gender

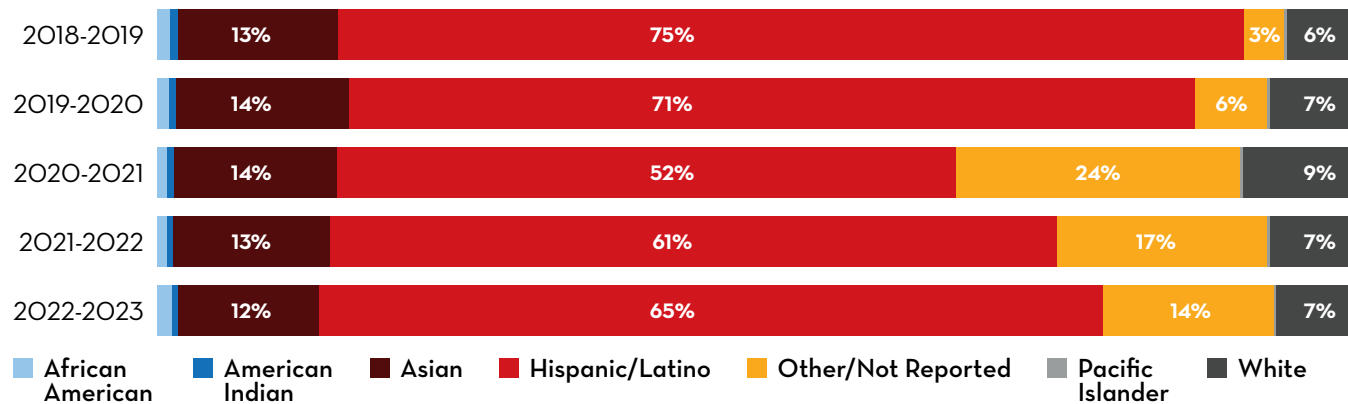


Source: <https://rscdd.edu/Departments/Research/SCE/Pages/Ethnicity.aspx>

- ◆ 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

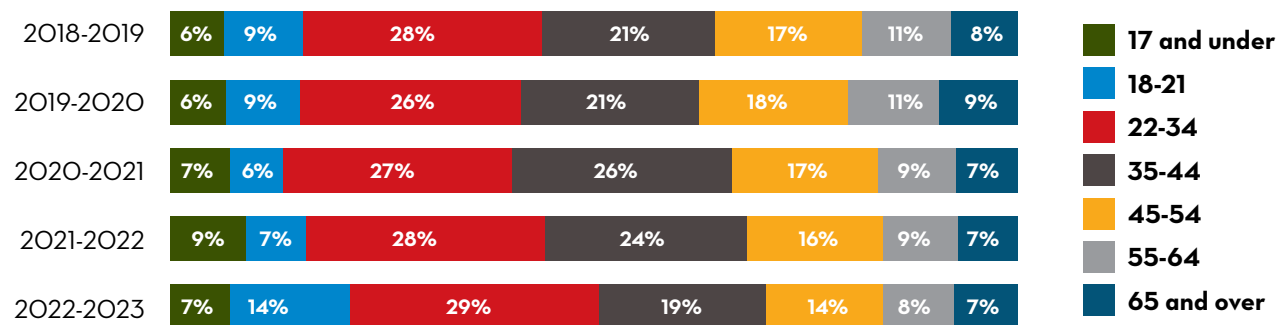


Source: <https://rscdd.edu/Departments/Research/SCE/Pages/Ethnicity.aspx>

- ◆ 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: CCCCCO 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%

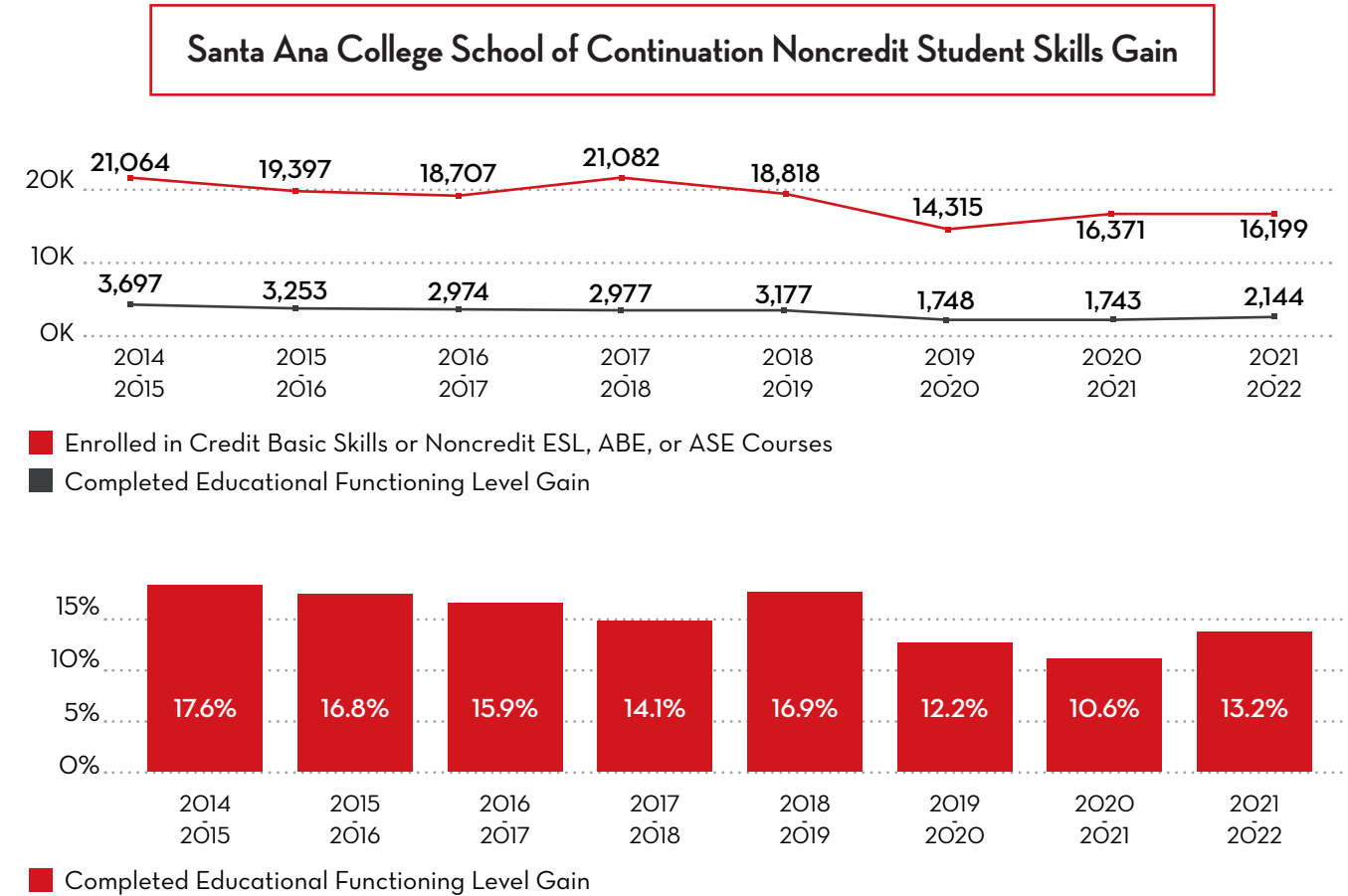
Percent of "Good" and "Excellent" ratings, on a 5-point scale
 Source: Santa Ana College Student Satisfaction Survey 2020, 2021, and 2022




- ◆ (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



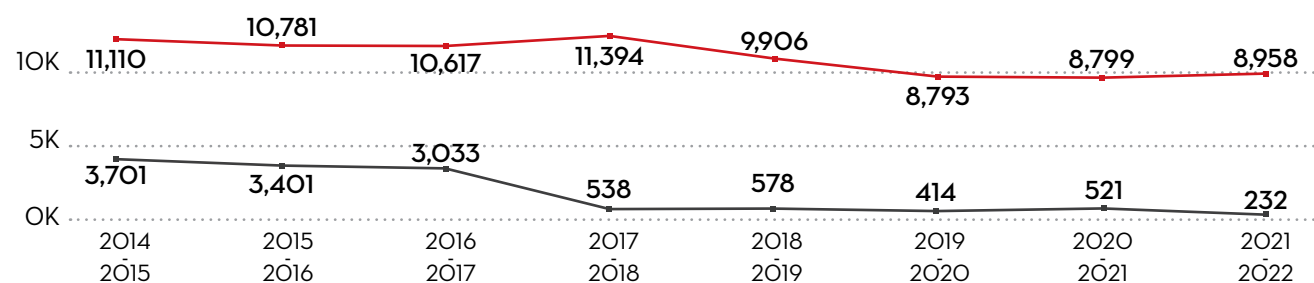
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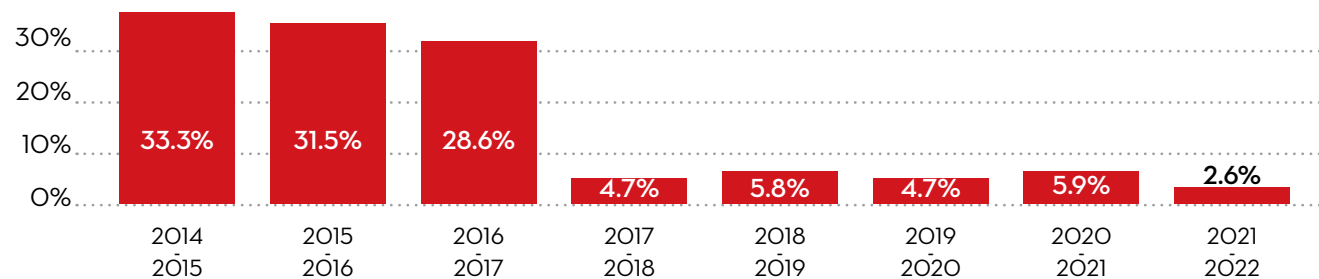
- ◆ The annual percent of Santa Ana College School of Continuing Education noncredit students posting a Skills Gain has fluctuated over time, hovering between **11%** and **18%**, with the low in 2020-2021, during the Covid-19 Pandemic
- ◆ At SCA/SCE the average in 2021-2022 was **13%**; the state average in 2021-2022 was **11%** (Source: CCCCCO [LaunchBoard](#))
- ◆ Skills Gain is a Learning Progress measure presented in the CCCCCO [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




- Enrolled in Noncredit ABE or ESL
- Transitioned to Adult Secondary Education



- Transitioned to Adult Secondary Education

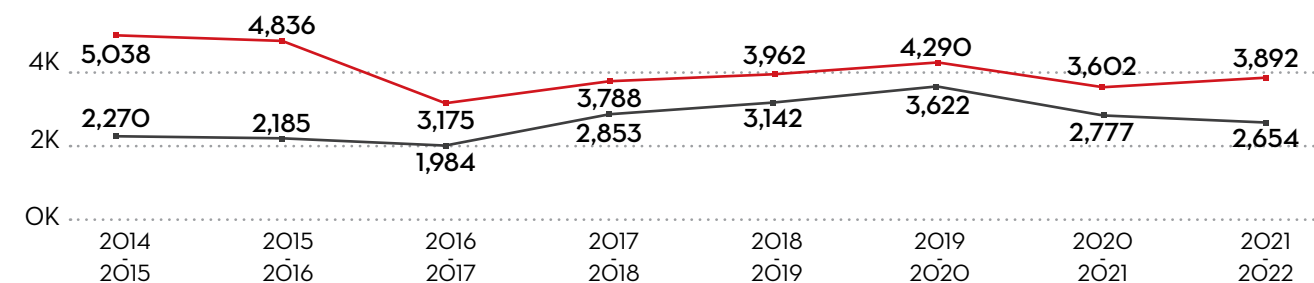
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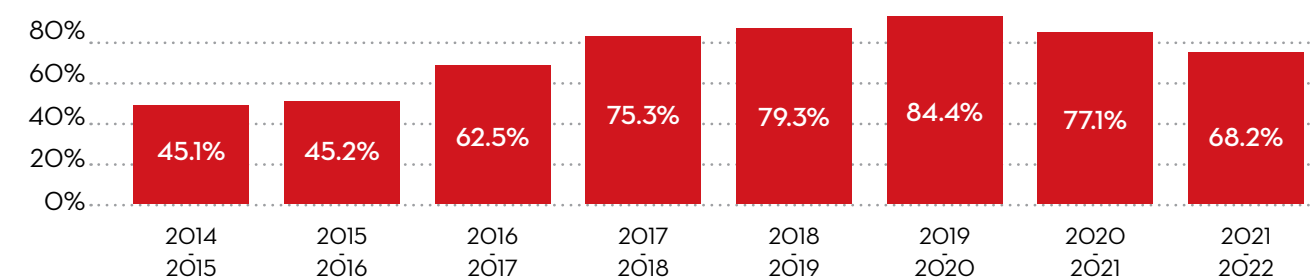
- ◆ The percentage of Santa Ana College School of Continuing Education noncredit students transitioning from basic education to adult secondary education has decreased dramatically over the past seven years
- ◆ At SAC/SCE the average in 2021-2022 was **3%**; the state average in 2021-2022 was **5%** (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




- Attempted noncredit CTE or Workforce Preparation Course
- Completed noncredit CTE or Workforce Preparation Course



- Completed noncredit CTE or Workforce Preparation Course

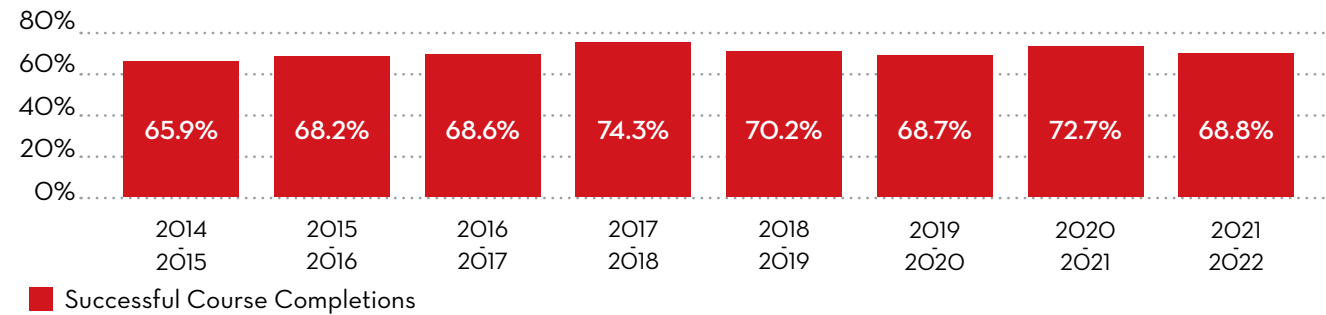
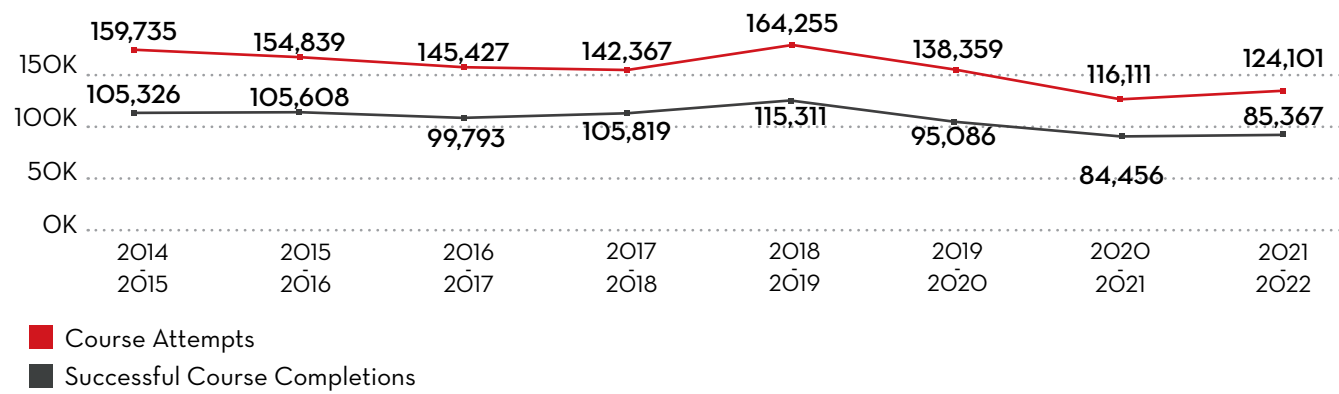
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- ◆ The percentage of Santa Ana College School of Continuing Education noncredit students completing a noncredit CTE or Workforce Preparation Course increased over the past seven years, but began declining in 2020-2021, during the Covid-19 Pandemic
- ◆ 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



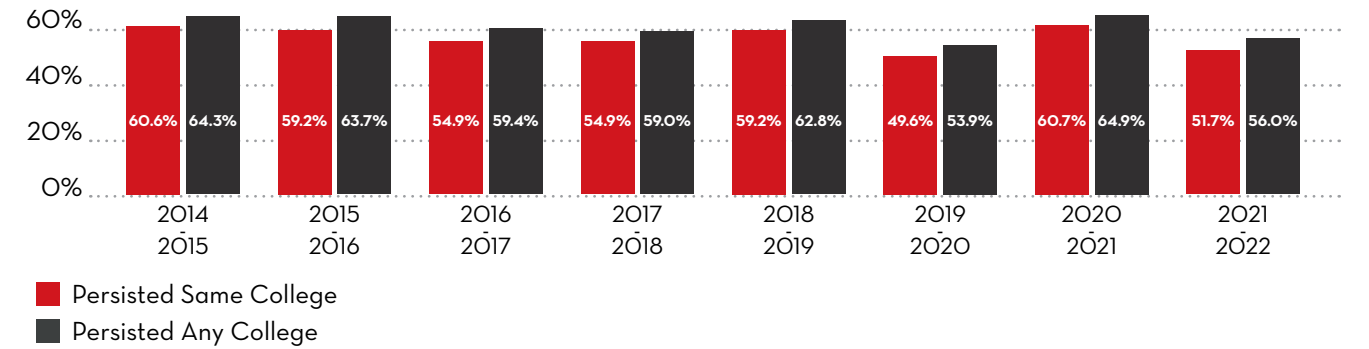
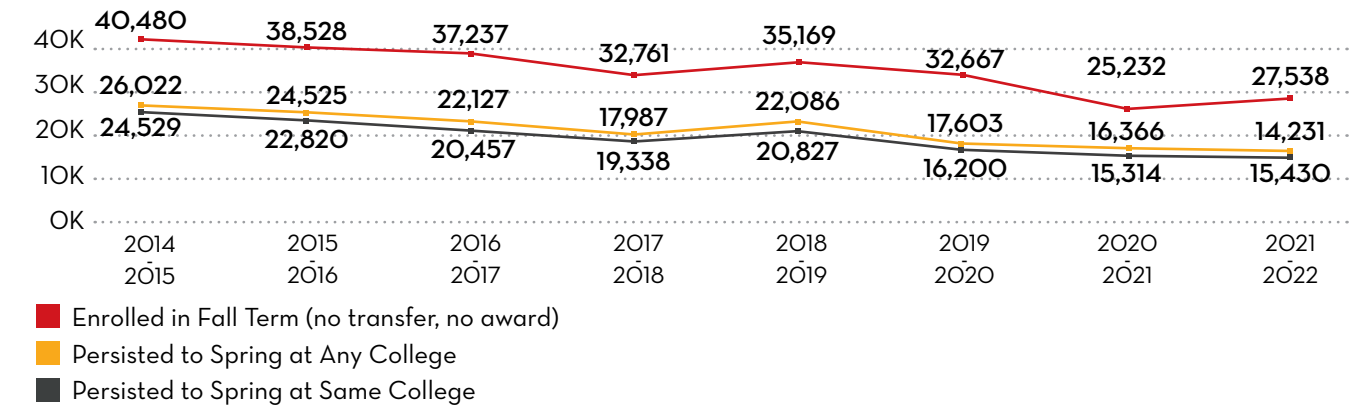
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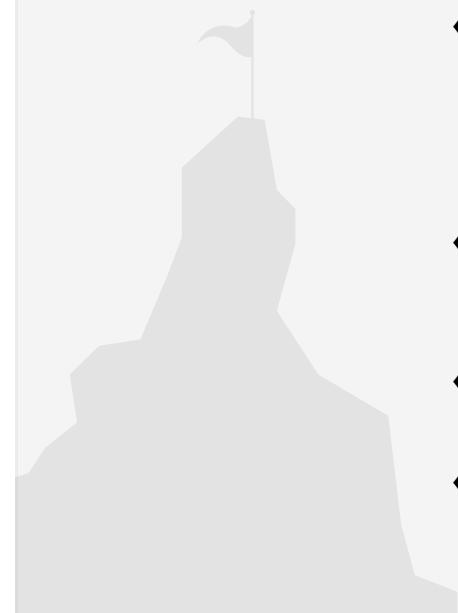
- ◆ The percentage of Santa Ana College credit students successfully completing courses has fluctuated between **66%** and **74%** over the past seven years
- ◆ At SAC, the average in 2021-2022 was **69%**; the state average in 2021-2022 was **72%** (Source: CCCC [LaunchBoard](#))
- ◆ Successful Course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



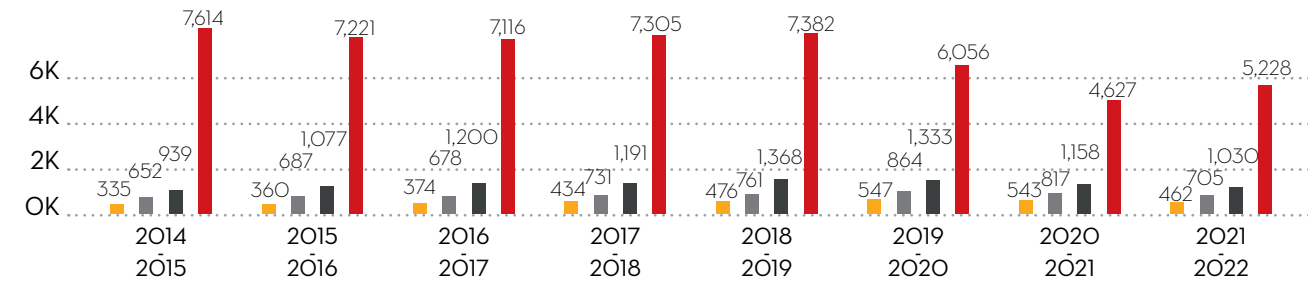
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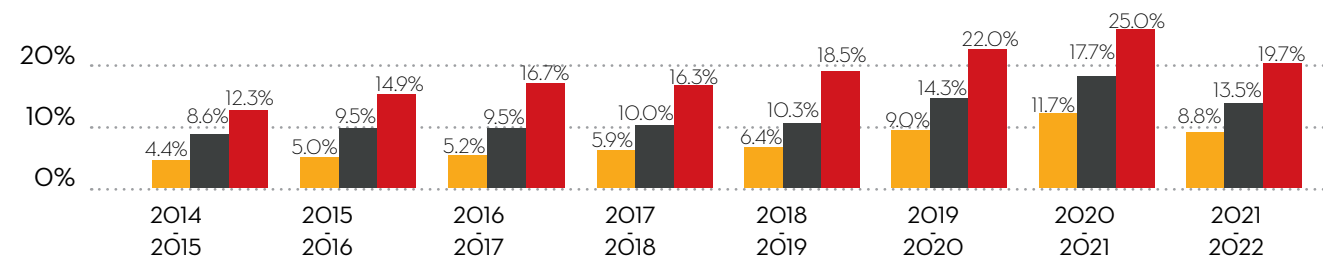
- ◆ The percentage of Santa Ana College credit students who have persisted at Santa Ana College from Fall to Spring has fluctuated between **50%** and **61%** over the past seven years, with the low point in 2019- 2020, during the Covid-19 Pandemic
- ◆ At SAC, the average in 2021-2022 was **52%**; the state average in 2021-2022 was **64%** (Source: CCCC [LaunchBoard](#))
- ◆ Persistence is a Momentum measure presented in the CCCC [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**



■ Transfer Math & ENGL ■ Transfer Math ■ Transfer ENGL ■ First Time in District

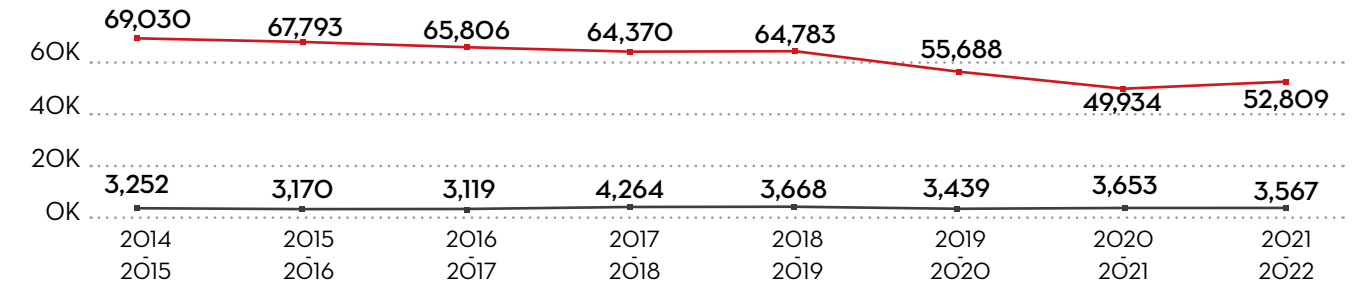


■ Transfer Math & ENGL ■ Transfer Math ■ Transfer ENGL

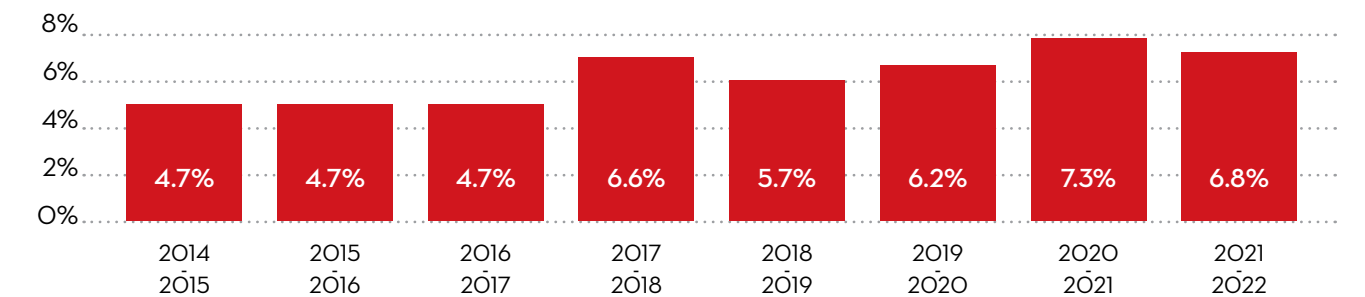
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STUDENT SUCCESS METRICS Earned Nine or More Career Education Units

**SANTA ANA COLLEGE CREDIT STUDENTS
Who Earned Nine or More Career Education Units Within a Year**



■ All Students ■ Earned 9 or more Career Education units



■ Earned 9 or more Career Education units

Source: <https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQ5MDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWl1ZjcONmVlYThiMyIsImMiOiJ9>

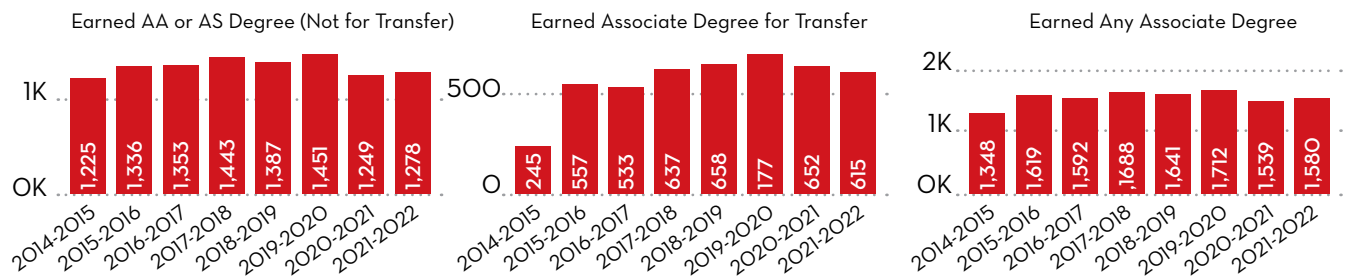
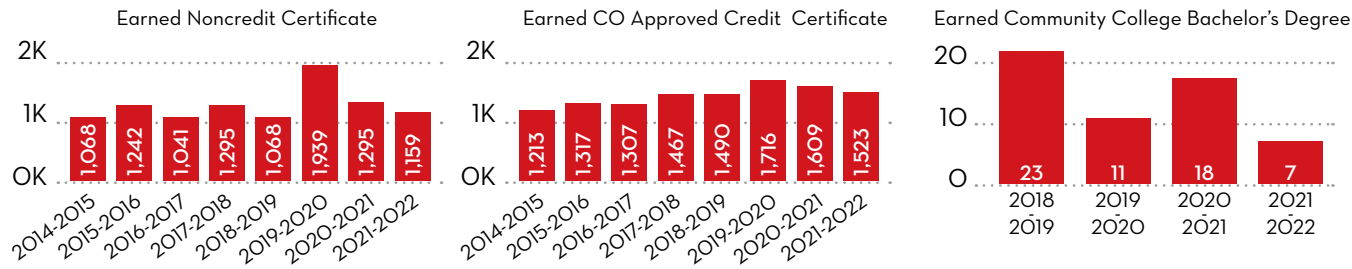
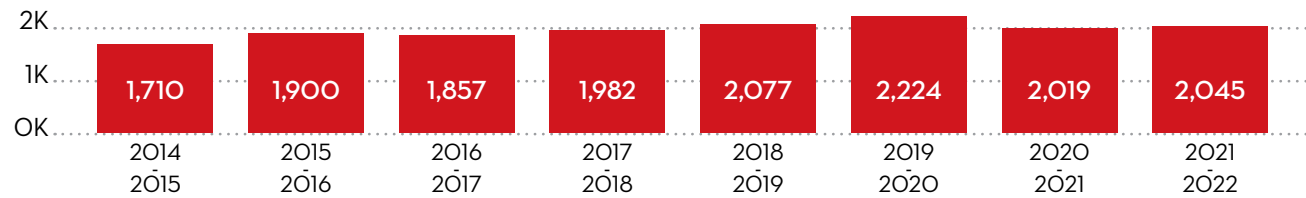
- ◆ The percentage of Santa Ana College credit students who completed transfer level Math and English, has fluctuated from **4%** to **12%** over the past seven years, with the low point in 2021-2022
- ◆ At SAC, the average in 2021-2022 was **9%**; the state average in 2021-2022 was **13%** (Source: CCCCO [LaunchBoard](#))
- ◆ Completing Transfer Level Math and English is a Learning Progress measure presented in the CCCCO [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”

- ◆ 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

Attained Vision Goal Completion Definition



Source: <https://app.powerbi.com/view?r=eyJrIjoieEY1YWQ5OGQ5MDVhNS00YzY4LWFmYmYtNmM1M1WUJzU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OSliNzgzLWIIZjcONmVlYThiMyIsImMiOjZ9>

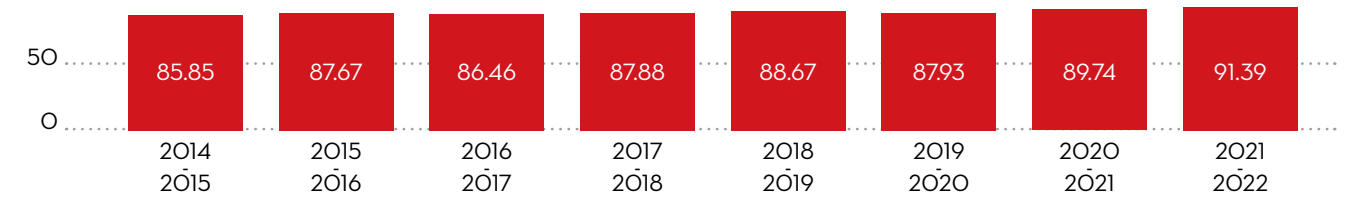
- ◆ Overall, the number of Santa Ana College students attaining the Vision Completion Goal increased over the past seven years, peaking in 2019-2020, then dipping in 2020-2021 during the Covid-19 Pandemic, and then increase slightly in 2021-2022
- ◆ Santa Ana College awards approximately **1,200** Noncredit 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

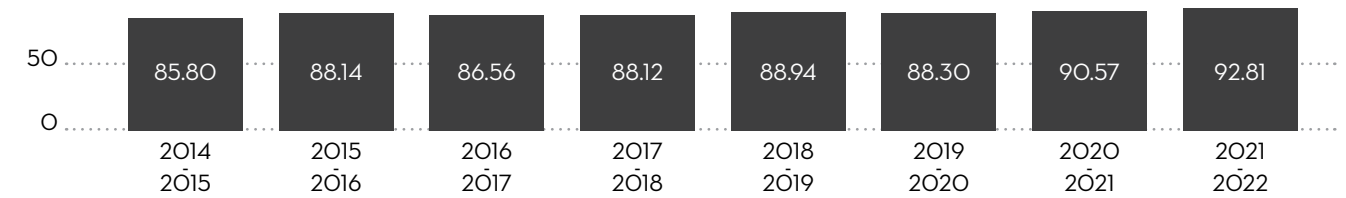
Units Upon Degree Completion

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

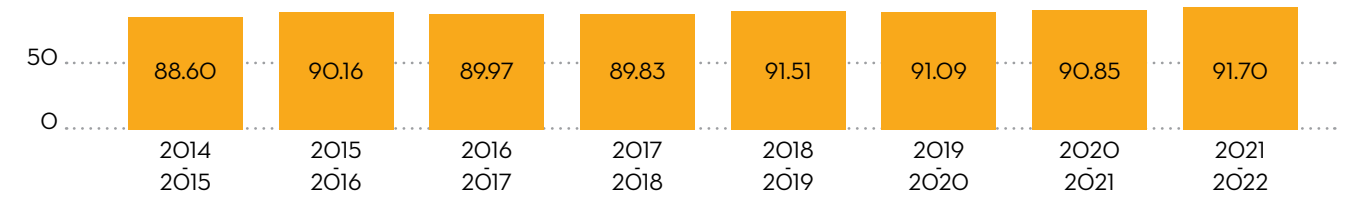
Average No. of Units Accumulated by All First-Time Associate Degree Earners



Average No. of Units Accumulated by All First-Time Associate Degree (Not for Transfer) Earners



Average No. of Units Accumulated by All First-Time Associate Degree for Transfer Earners



Source: <https://app.powerbi.com/view?r=eyJrIjoieEY1YWQ5OGQ5MDVhNS00YzY4LWFmYmYtNmM1M1WUJzU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OSliNzgzLWIIZjcONmVlYThiMyIsImMiOjZ9>

- ◆ 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: Arts, Humanities & Communication	535
Business Administration	165
Liberal Arts: Social and Behavioral Sciences	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 Service	53
Sociology	40
Community Social Services	39
Early Childhood Education (AS-T)	35
Studio Arts	31

Source: Data downloaded from <https://rsccd.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.

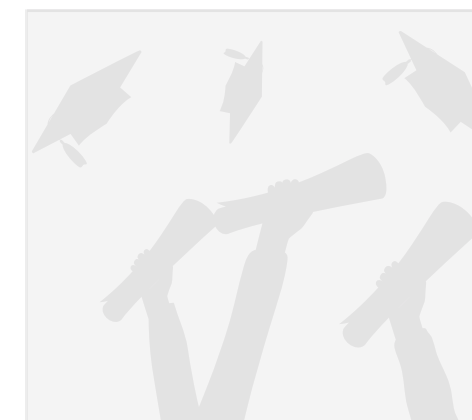


SANTA ANA COLLEGE ANNUAL AWARDS Top 15 Certificates Awarded in 2022-2023

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	Diesel & Hvy Equ Tech/Refrig	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

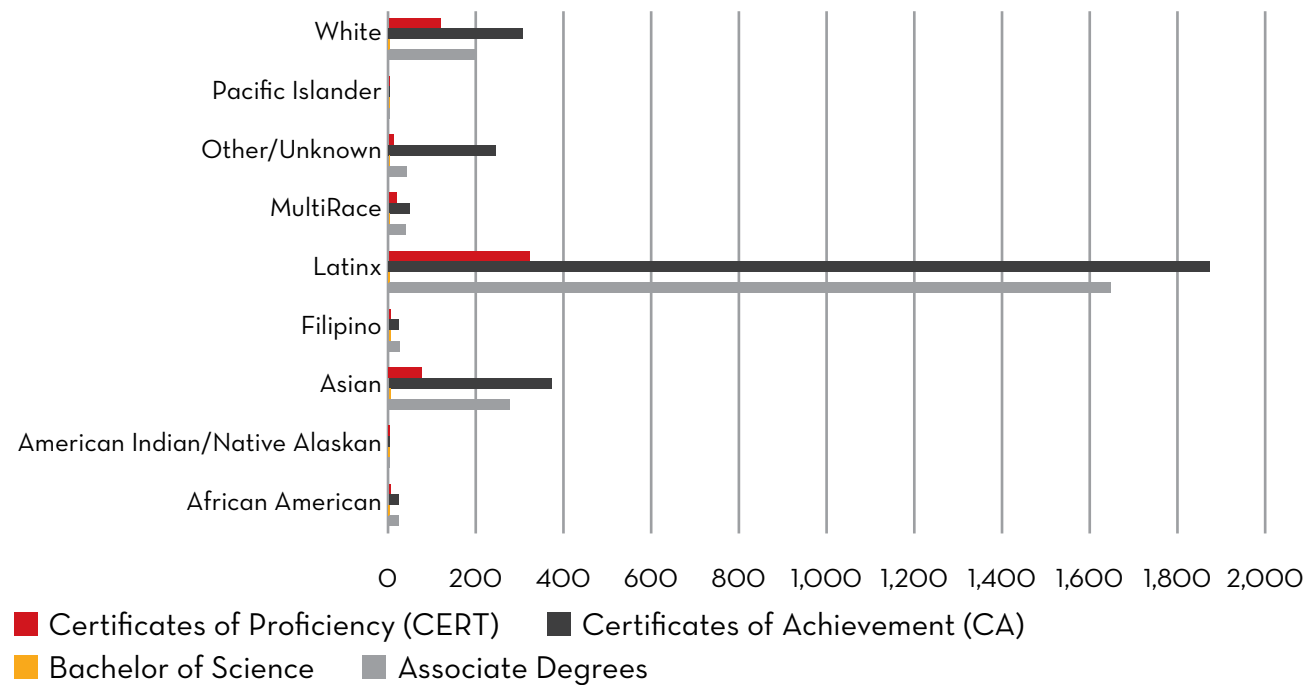
Source: Data downloaded from <https://rsccd.edu/Departments/Research/Pages/Degrees-&-Certificates.aspx>

- ◆ 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 2022-2023

SAC Awards by Ethnicity

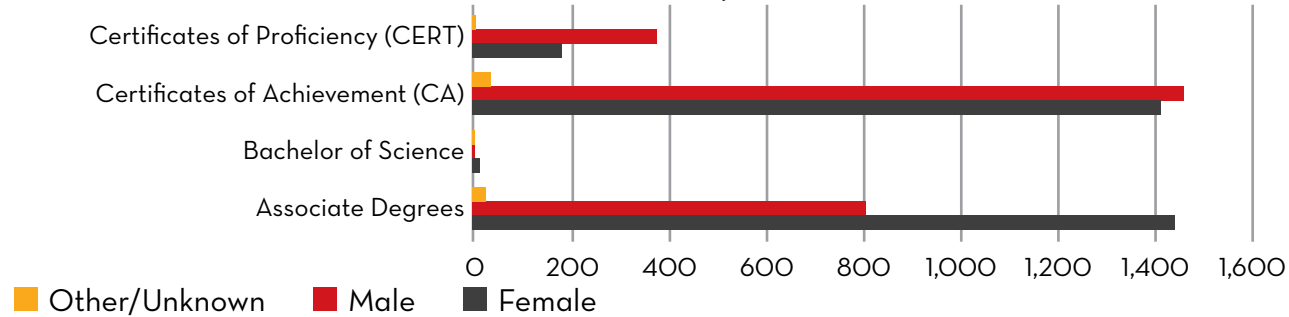


Source: Data downloaded from <https://rsccd.edu/Departments/Research/Pages/Degrees-&Certificates.aspx>

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 2022-2023

SAC Awards by Gender

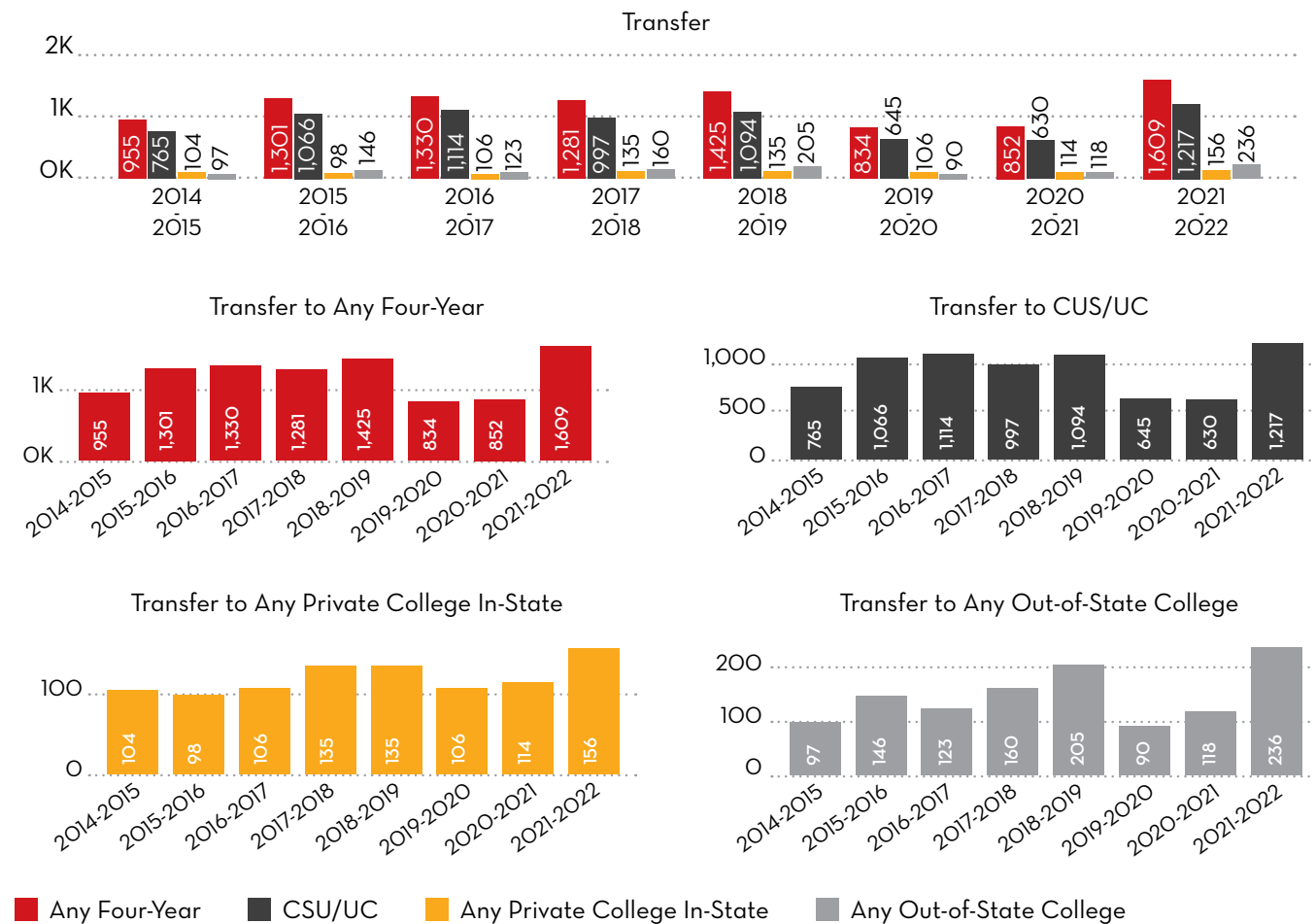


Source: Data downloaded from <https://rsccd.edu/Departments/Research/Pages/Degrees-&Certificates.aspx>

- ◆ 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=eyJrIjoieYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OSiNzgzLWl1ZjcONmYlYThiMyIsImMiOjZ9>

- ◆ 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	Major	# Enrolled
Fullerton	2,138	Business and Management	688
Long Beach	585	Public Affairs and Services	540
Dominguez Hills	368	Education	385
Pomona	151	Psychology	382
Los Angeles	65	Social Sciences	324
San Francisco	39	Health Professions	218
San Bernardino	27	Engineering	194
Sacramento	23	Letters	150
East Bay	22	Fine and Applied Arts	145
San Diego	21	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	Major (CIP Code)	# Enrolled
Irvine	391	Research and Experimental Psychology	103
Los Angeles	89	Biology, General	62
Riverside	86	Sociology	50
San Diego	45	Psychology, General	48
Berkeley	42	Political Science and Government	43
Davis	29	Criminology	33
Santa Barbara	23	English Language and Literature, General	32
Santa Cruz	23	Computer Science	19
Merced	7	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

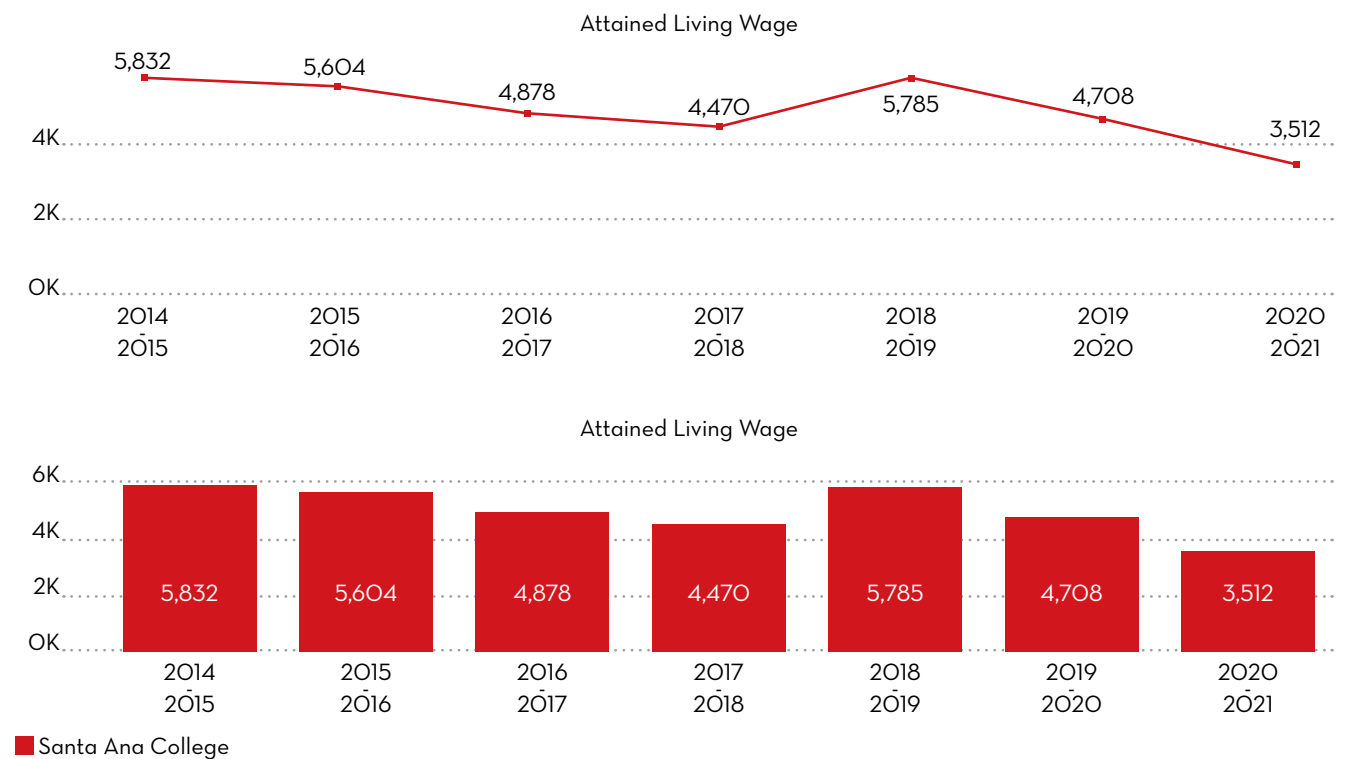
Source: https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx



- ◆ 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=eyJrIjoiYzE1YWQ5OGQ5MDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OS0iInZgzLWl1Zjc0NmVIYThiMyIsImMiOiJZ9>



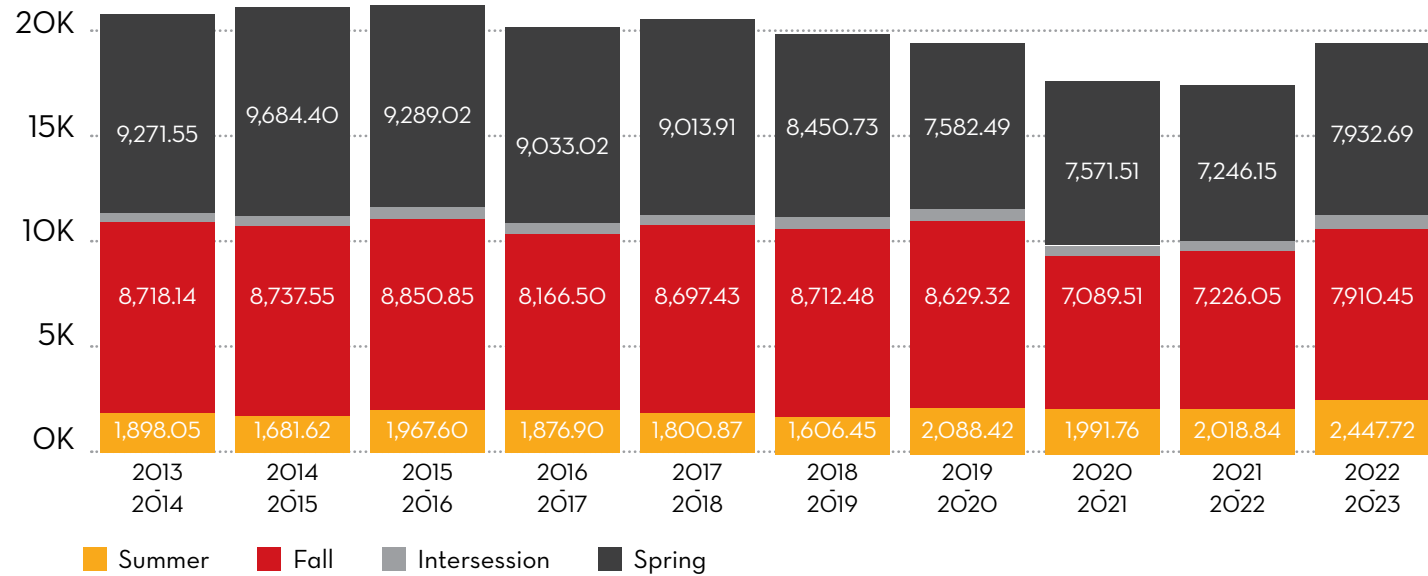
- ◆ The number of non-transfer Santa Ana College students who exit the system and gain employment paying the living wage for an individual in Orange County has generally decreased from 2014-2015 to 2020-2021 (note: the cost of living has increased in that same time span, which is one factor in calculating 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 CCCCO [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”

ENROLLMENT AND MEASURES OF EFFICIENCY

SANTA ANA COLLEGE ENROLLMENT SUMMARY

Collegewide FTES Santa Ana College Total FTES

Multi-Year Apportionment FTES Generation by Term



TERM GROUP	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
SUMMER	1,898.05	1,681.62	1,967.60	1,876.90	1,800.87	1,606.45	2,088.42	1,991.76	2,018.84	2,447.72
FALL	8,718.14	8,737.55	8,850.85	8,166.50	8,697.43	8,712.48	8,629.32	7,089.51	7,226.05	7,910.45
INTERSESSION	457.41	521.94	561.32	595.53	527.45	585.39	593.23	512.70	499.55	629.02
SPRING	9,271.55	9,684.40	9,289.02	9,033.02	9,013.91	8,450.73	7,582.49	7,571.51	7,246.15	7,932.69
TOTAL	20,345.15	20,625.51	20,668.79	19,671.95	20,039.66	19,355.05	18,893.46	17,165.48	16,990.59	18,919.88

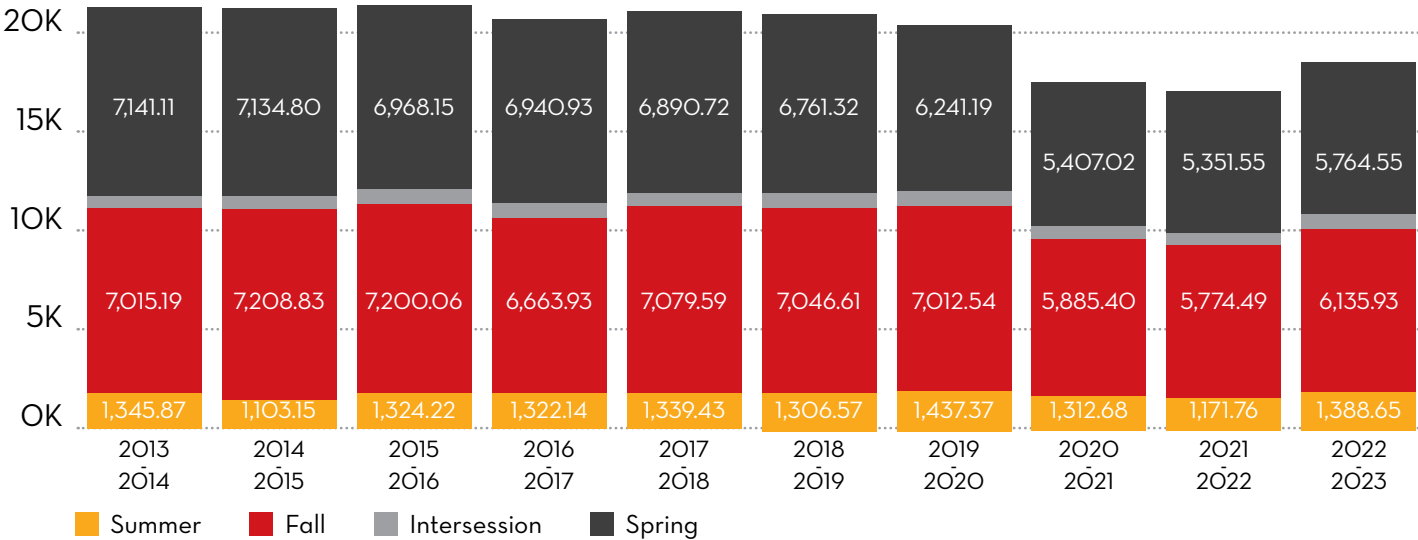
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<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQ5MDVhNS00YzY4LWFmYmYtNmM1MWU1ZjUONTYxliwidCI6ImE4MDQwMDk1LTcxNmQ5NGU0OSTiNzgzLWI1Zjc0NmVIYThiMyIsImMiOjZ9>

- ◆ 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)

Multi-Year Apportionment FTES Generation by Term



TERM GROUP	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
SUMMER	1,345.87	1,103.15	1,324.22	1,322.14	1,339.43	1,306.57	1,437.37	1,312.68	1,171.76	1,388.65
FALL	7,015.19	7,208.83	7,200.06	6,663.93	7,079.59	7,046.61	7,012.54	5,885.40	5,774.49	6,135.93
INTERSESSION	457.41	521.94	561.32	595.53	527.45	585.39	593.23	512.70	499.55	629.02
SPRING	7,141.11	7,134.80	6,968.15	6,940.93	6,890.72	6,761.32	6,241.19	5,407.02	5,351.55	5,764.55
TOTAL	15,959.58	15,968.72	16,053.75	15,522.53	15,837.19	15,699.89	15,284.33	13,117.80	12,797.35	13,918.15

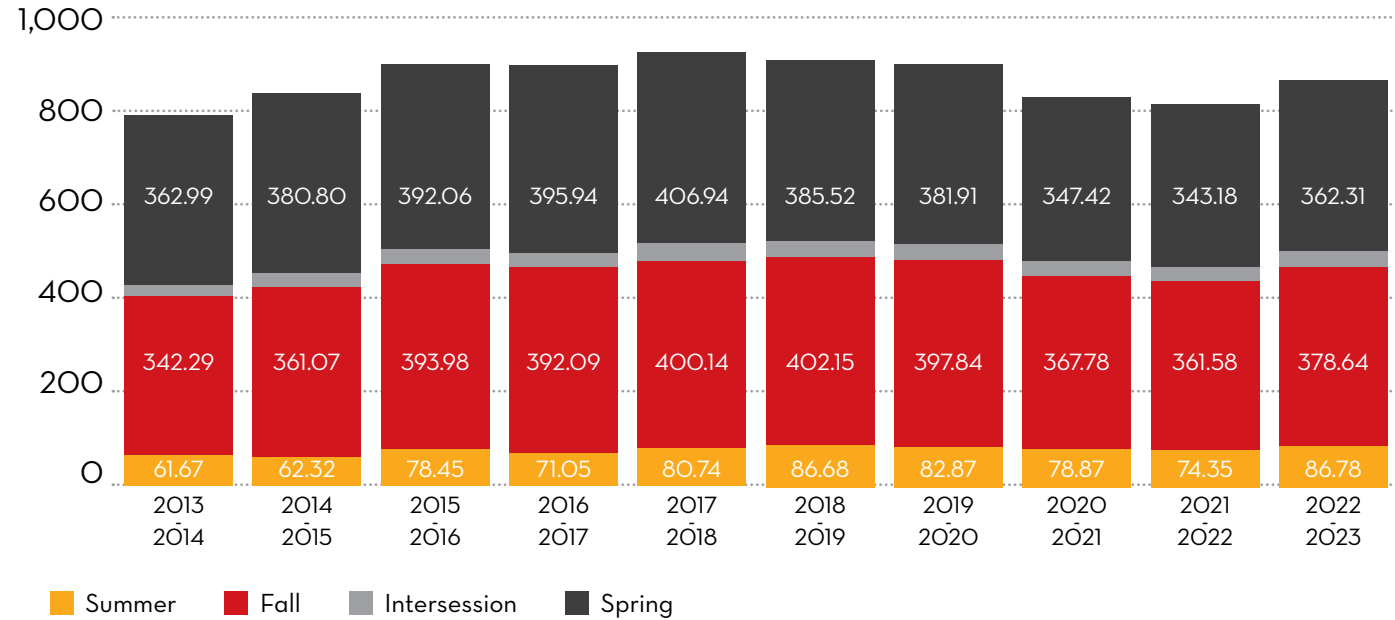
Source:
<https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQ5MDVhNS00YzY4LWFmYmYtNmM1MWU1ZjUONTYxliwidCI6ImE4MDQwMDk1LTcxNmQ5NGU0OSTiNzgzLWI1Zjc0NmVIYThiMyIsImMiOjZ9>

- ◆ 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)

Multi-Year FTEF



TERM GROUP	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
SUMMER	61.67	62.32	78.45	71.05	80.74	86.68	82.87	78.87	74.35	86.78
FALL	342.29	361.07	393.98	392.09	400.14	402.15	397.84	367.78	361.58	378.64
INTERSESSION	23.80	31.15	33.02	35.39	36.65	32.98	36.09	35.79	32.17	37.27
SPRING	362.99	380.80	392.06	395.94	406.94	385.52	381.91	347.42	343.18	362.31
TOTAL	790.75	835.34	897.51	894.47	924.47	907.33	898.71	829.86	811.28	865.00

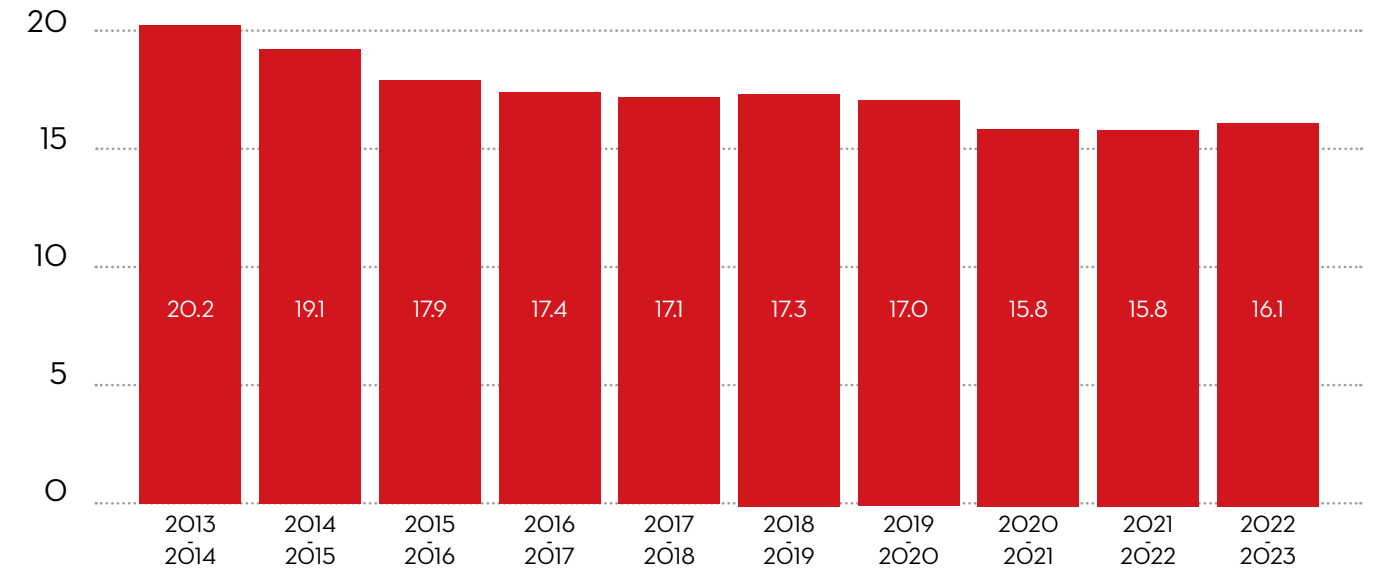
Source: <https://app.powerbi.com/view?r=eyJrIjoieTYWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjUONTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OSiNzgzLWl1ZjcONmVIYThiMyIsImMiOiJz9>

- 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 Intersession

CREDIT: EFFICIENCY

Santa Ana College Credit Efficiency (FTES/FTEF)

Multi-Year Efficiency



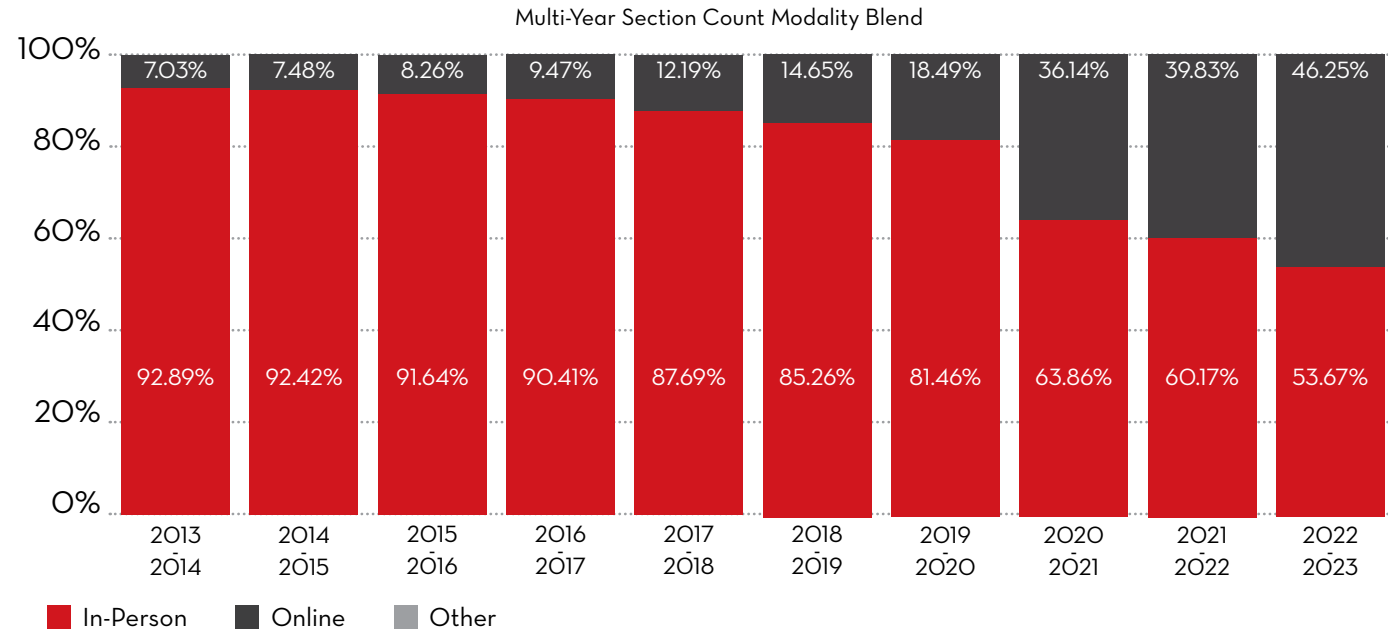
	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
FTES	15,959.58	15,968.72	16,053.75	15,522.53	15,837.19	15,699.89	15,284.33	13,117.80	12,797.35	13,918.15
FTEF	790.75	835.34	897.51	894.47	924.47	907.33	898.71	829.86	811.28	865.00
EFFICIENCY	20.18	19.12	17.89	17.35	17.13	17.30	17.01	15.81	15.77	16.09

Source: <https://app.powerbi.com/view?r=eyJrIjoieTYWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjUONTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OSiNzgzLWl1ZjcONmVIYThiMyIsImMiOiJz9>

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



MODALITY GROUP	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
In-person	4,570	4,842	4,902	4,838	4,567	4,684	4,380	3,068	3,002	2,696
Online	346	392	442	507	635	805	994	1,736	1,987	2,323
Other	4	5	5	6	6	5	3	0	0	4
TOTAL	4,920	5,239	5,349	5,351	5,208	5,494	5,377	4,804	4,989	5,023

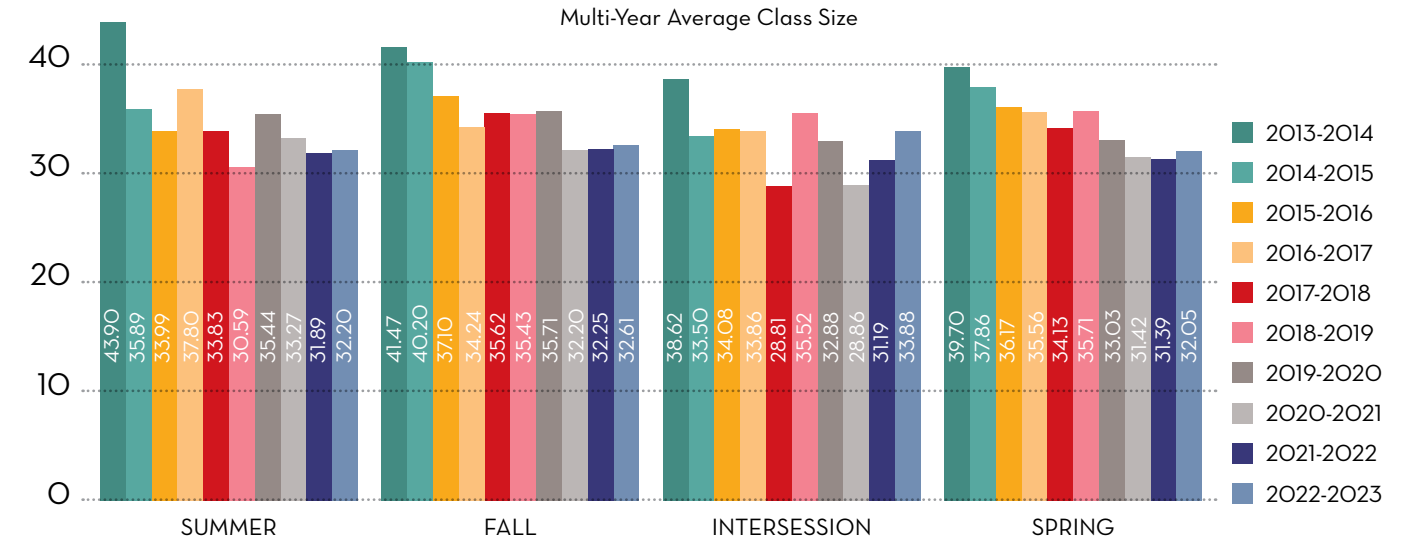
Source: <https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OSiInzgzLWI1ZjcONmVIYThiMyIsImMiOiJZ9>



- ◆ 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



TERM GROUP	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
SUMMER	43.90	35.89	33.99	37.80	33.83	30.59	35.44	33.27	31.89	31.20
FALL	41.47	40.20	37.10	34.24	35.62	35.43	35.71	32.20	32.25	32.61
INTERSESSION	38.62	33.50	34.08	33.86	28.81	35.52	32.88	28.86	31.19	33.88
SPRING	39.70	37.86	36.17	35.56	34.13	35.71	33.03	31.42	31.39	32.05
TOTAL	40.76	38.56	36.31	35.09	34.54	35.09	34.43	31.83	31.81	32.39

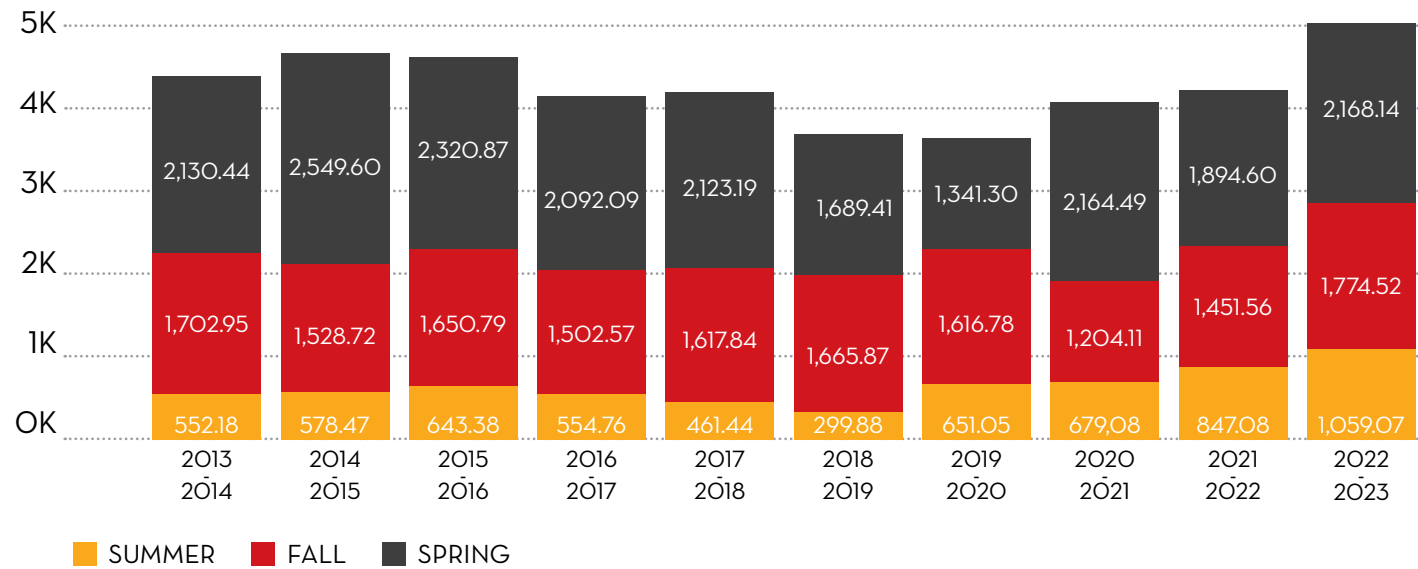
Source: <https://app.powerbi.com/view?r=eyJrIjoiYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjU0NTYxliwidCI6ImE4MDQwMDk1LTcxNmQtNGU0OSiInzgzLWI1ZjcONmVIYThiMyIsImMiOiJZ9>

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)

Multi-Year Apportionment FTES Generation by Term



■ SUMMER ■ FALL ■ SPRING

TERM GROUP	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
SUMMER	552.18	578.47	643.38	554.76	461.44	299.88	651.05	679.08	847.08	1,059.07
FALL	1,702.95	1,528.72	1,650.79	1,502.57	1,617.84	1,665.87	1,616.78	1,204.11	1,451.56	1,774.52
SPRING	2,130.44	2,549.60	2,320.87	2,092.09	2,123.19	1,689.41	1,341.30	2,164.49	1,894.60	2,168.14
TOTAL	4,385.57	4,656.79	4,615.04	4,149.42	4,202.47	3,655.16	3,609.13	4,047.68	4,193.24	5,001.73

Source: <https://app.powerbi.com/view?r=eyJrIjoieYzE1YWQ5OGQtMDVhNS00YzY4LWFmYmYtNmM1MWU1ZjUONTYxliwidCI6ImE4MDQwMDk1LTcxNmQ0tNGUOOSiNzgzLWl1ZjZjc0NmVlYThiMyIsImMiOiJZ9>

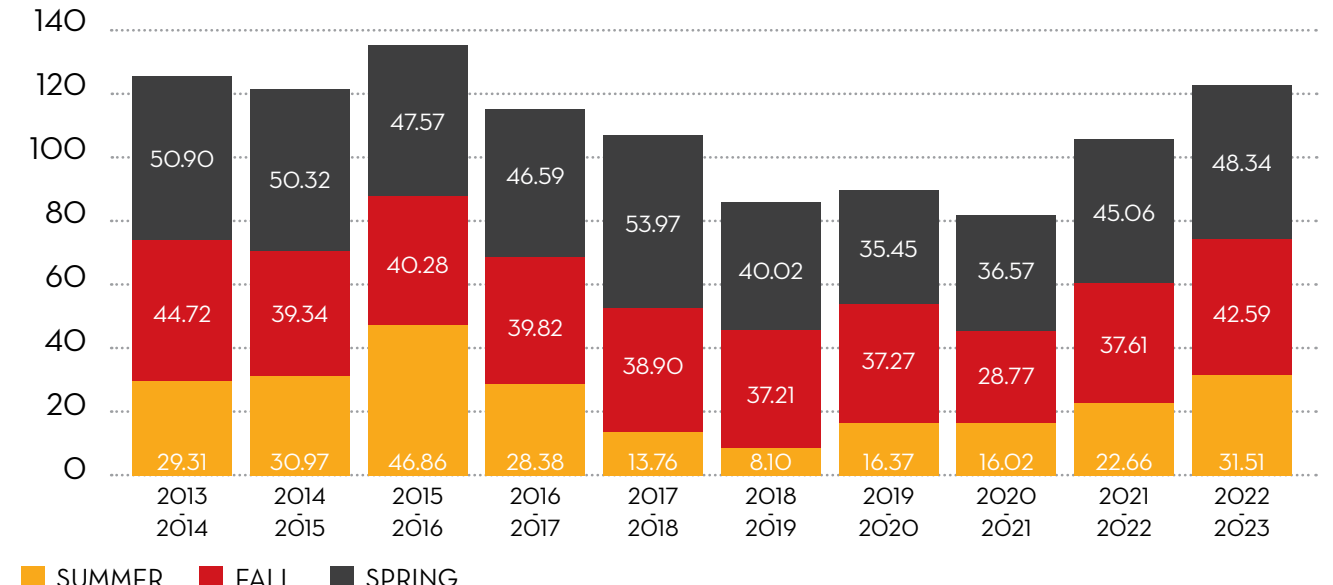


- ◆ Over the past ten years, noncredit FTES at Santa Ana College School of Continuing Education (formerly called CEC) has fluctuated between a high of roughly **4,600** to a low of roughly **3,600** during the Covid-19 Pandemic, but has been on an upward trajectory beginning in the 2020-2021 year
- ◆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

Multi-Year FTEF



■ SUMMER ■ FALL ■ SPRING

TERM GROUP	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
SUMMER	29.31	30.97	46.86	28.38	13.76	8.10	16.37	16.02	22.66	31.51
FALL	44.72	39.34	40.28	39.82	38.90	37.21	37.27	28.77	37.61	42.59
SPRING	50.90	50.32	47.57	46.59	53.97	40.02	35.45	36.57	45.06	48.34
TOTAL	124.93	120.63	134.71	144.79	106.63	85.33	89.09	81.36	105.33	122.44

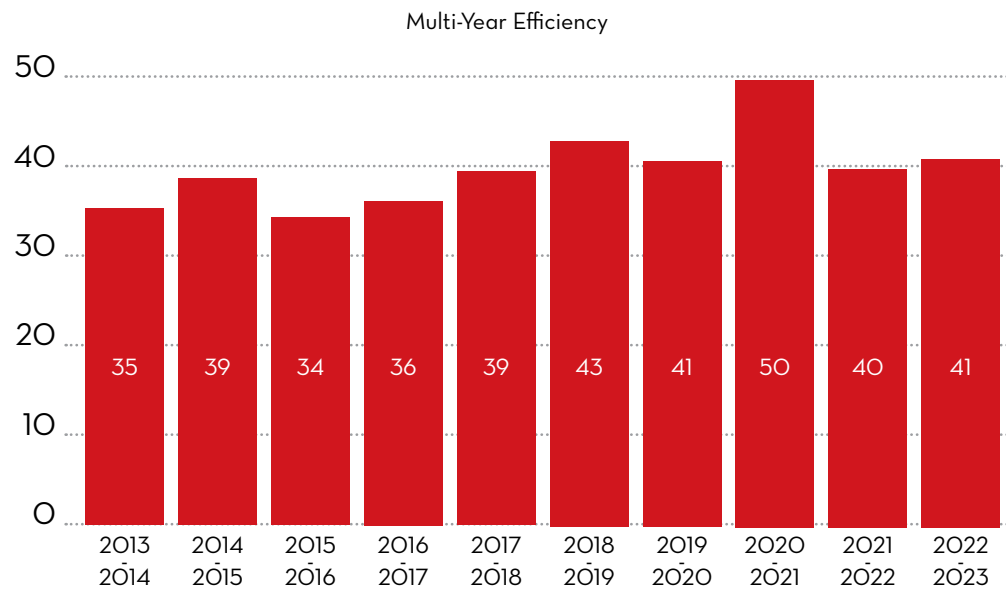
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- ◆ Over the past ten years, noncredit FTEF peaked in 2015-2016, then declined to a low in 2020-2021, during the Covid-19 Pandemic, and then rebounded in 2021-2022 and 2022-2023
- ◆ This pattern roughly follows the same trend in FTES in the most recent 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)



	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
FTES	4,385.57	4,656.79	4,615.04	4,149.42	4,202.47	3,655.16	3,609.13	4,047.68	4,193.24	5,001.73
FTEF	124.93	120.63	134.71	144.79	106.63	85.33	89.09	81.36	105.33	122.44
EFFICIENCY	35.10	38.60	34.26	36.15	39.41	42.84	40.51	49.75	39.81	40.85

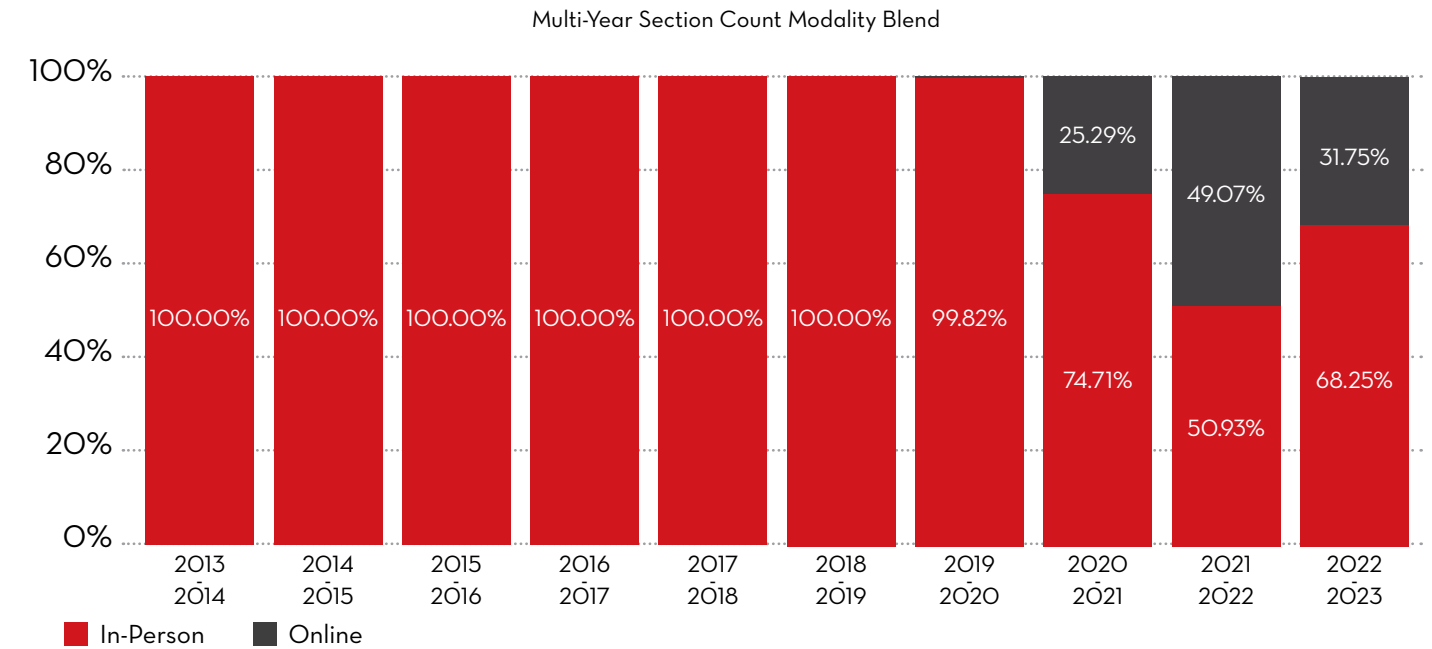
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- ◆ Over the past ten years, noncredit efficiency (FTES/FTEF) has fluctuated but shows an overall **upward trend**
- ◆ Noncredit Efficiency peaked in 2020-2021, during the Covid-19 Pandemic, but then flattened out at pre-pandemic rates of about **40**

NONCREDIT: ONLINE AND IN-PERSON OFFERINGS

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



MODALITY (GROUPS)	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
In-person	1,643	1,631	1,614	1,644	1,915	1,694	1,634	1,016	764	1,397
Online							3	344	736	650
TOTAL	1,643	1,631	1,614	1,644	1,915	1,694	1,637	1,360	1,500	2,047

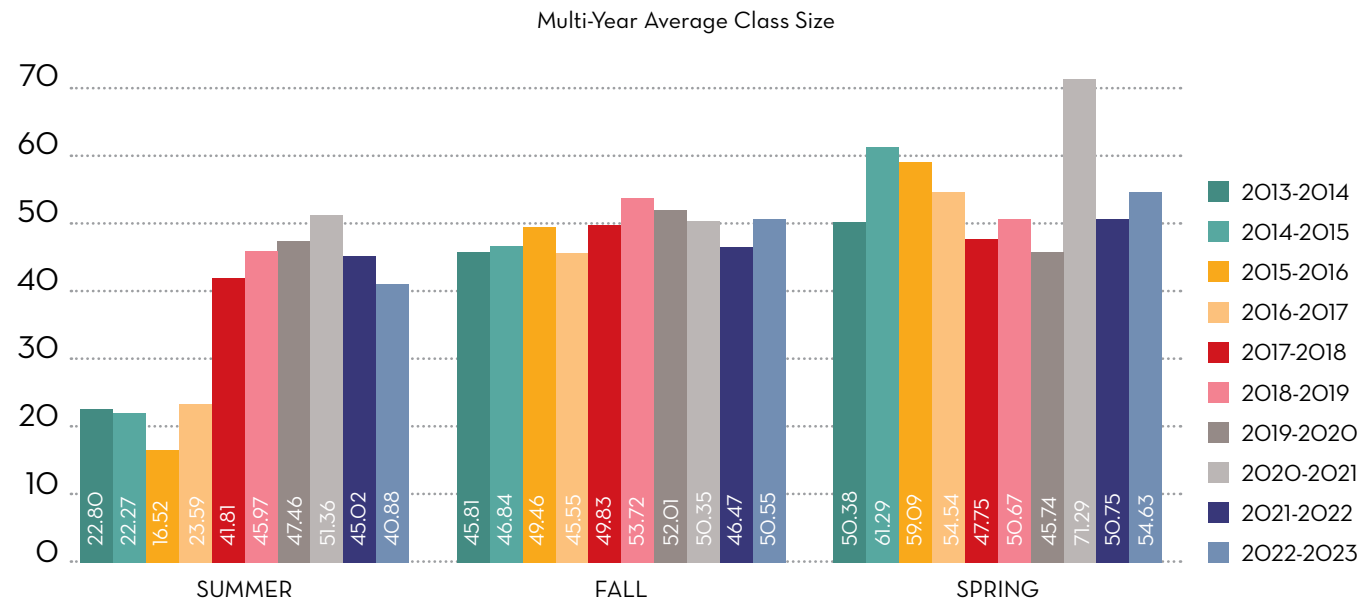
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- ◆ Santa Ana College's School of Continuing Education has offered between **1,600** and **2,000** course sections per year
- ◆ The number of sections offered rebounded to a high of **2,047** in 2022-2023, mirroring enrollment trends in recent years
- ◆ 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



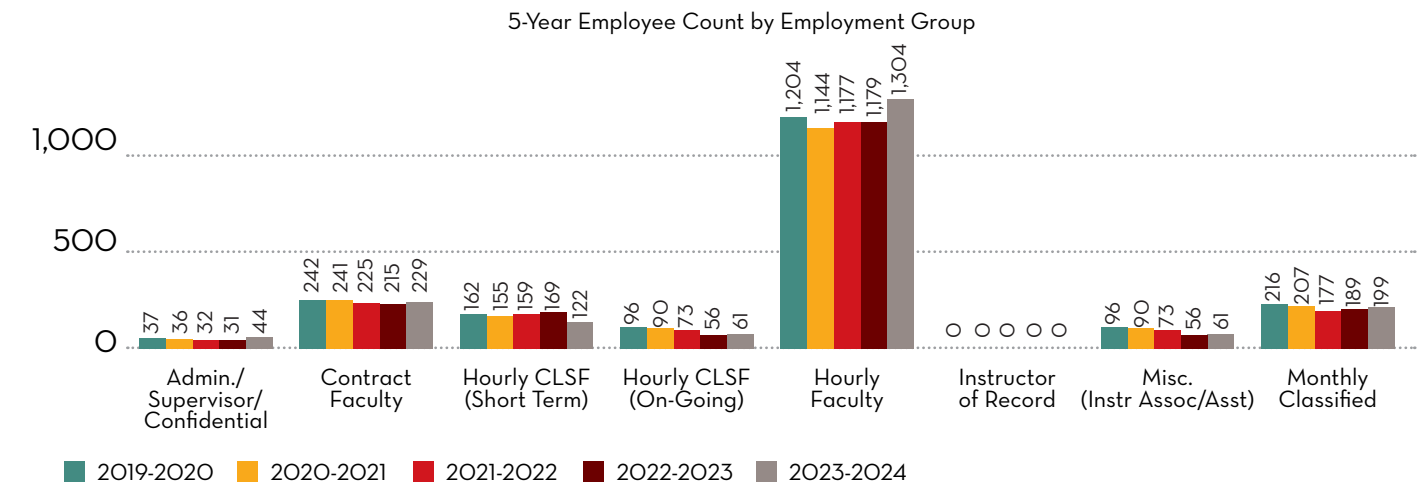
TERM GROUP	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
SUMMER	22.80	22.27	16.52	23.59	41.81	45.97	47.46	51.36	45.02	40.88
FALL	45.81	46.84	49.46	45.55	49.83	53.72	52.01	50.35	46.47	50.55
SPRING	50.38	61.29	59.09	54.54	47.75	50.67	45.74	71.29	50.75	54.63
TOTAL	42.30	46.47	41.35	43.74	47.77	51.57	48.69	59.97	47.99	49.67

Source: <https://app.powerbi.com/view?r=eyJrIjoiYzEiYWQ5OGQtMDVhNS00YzY4LWVmYmYtNmM1MWU1ZjUONTYxliwidCI6ImE4MDQwMDk1LTcxNmQ0tNGUOOSiNzgzLWl1Zjc0NmVlYThiMyIsImMiOiJ9>

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

SANTA ANA COLLEGE EMPLOYEES

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



5-Year Employee Count

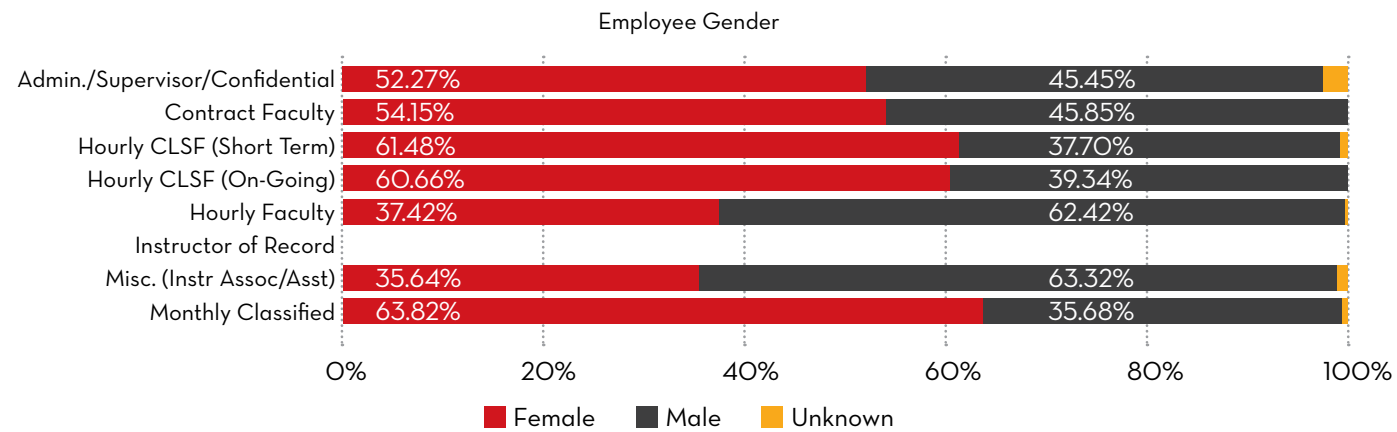
EMPLOYMENT GROUP	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Admin./Supervisor/Confidential	37	36	32	31	44
Contract Faculty	242	241	225	215	229
Hourly CLSF (Short Term)	162	155	159	169	122
Hourly CLSF (On-Going)	96	90	73	56	61
Hourly Faculty	1,204	1,144	1,177	1,179	1,304
Instructor of Record	0	0	0	0	0
Misc. (Instr Assoc/Asst)	273	281	247	259	290
Monthly Classified	216	207	177	189	199
TOTAL	2,230	2,154	2,090	2,098	2,249

Source: https://sac.edu/research/Pages/EMP_Dashboards.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)



EMPLOYMENT GROUP	Female	Male	Unknown	Total
Admin./Supervisor/Confidential	23	20	1	44
Contract Faculty	124	105	0	229
Hourly CLSF (Short Term)	75	46	1	122
Hourly CLSF (On-Going)	37	24	0	61
Hourly Faculty	488	814	2	1,304
Instructor of Record	0	0	0	0
Misc. (Instr Assoc/Asst)	103	183	3	289
Monthly Classified	127	71	1	199
TOTAL	977	1,263	8	2,248

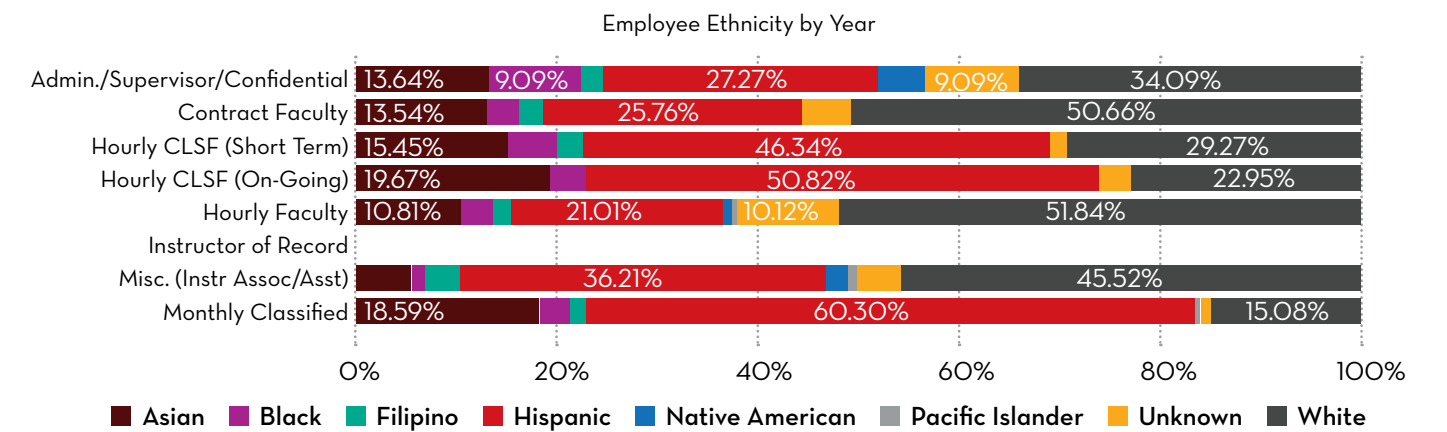
Source: https://sac.edu/research/Pages/EMP_Dashboards.aspx



- ◆ 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)



EMPLOYMENT GROUP	Asian	Black	Filipino	Hispanic	Native American	Pacific Islander	Unknown	White	Total
Admin./Supervisor/Confidential	6	4	1	12	2	0	4	15	44
Contract Faculty	31	7	5	59	0	0	11	116	229
Hourly CLSF (Short Term)	19	6	3	57	0	0	2	36	123
Hourly CLSF (On-Going)	12	2	0	31	0	0	2	14	61
Hourly Faculty	141	42	21	274	12	6	132	676	1,304
Instructor of Record	0	0	0	0	0	0	0	0	0
Misc. (Instr Assoc/Asst)	17	4	10	105	6	3	13	132	290
Monthly Classified	37	6	3	120	0	1	2	30	199
TOTAL	263	71	43	658	20	10	166	1,019	2,250

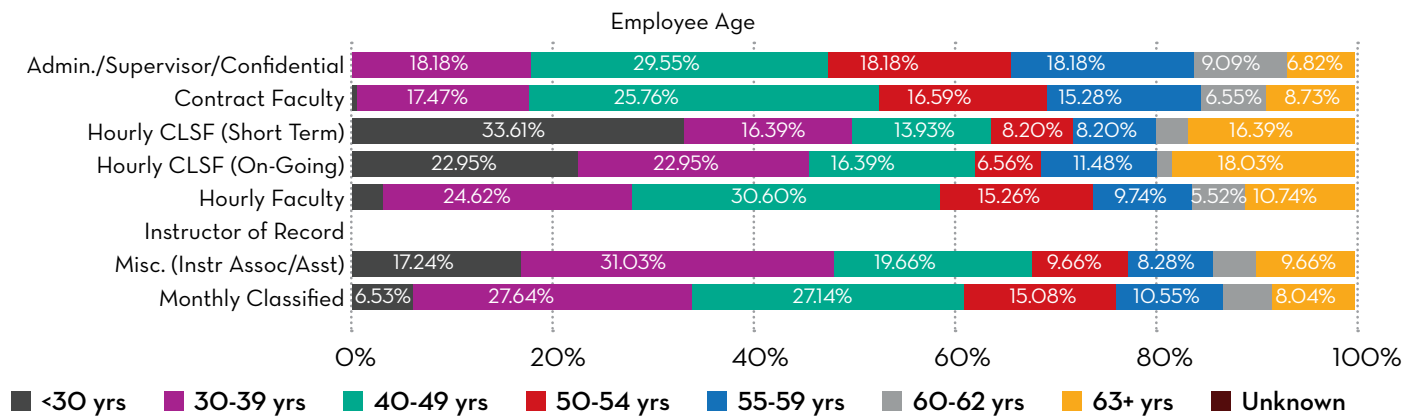
Source: https://sac.edu/research/Pages/EMP_Dashboards.aspx



- ◆ 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)



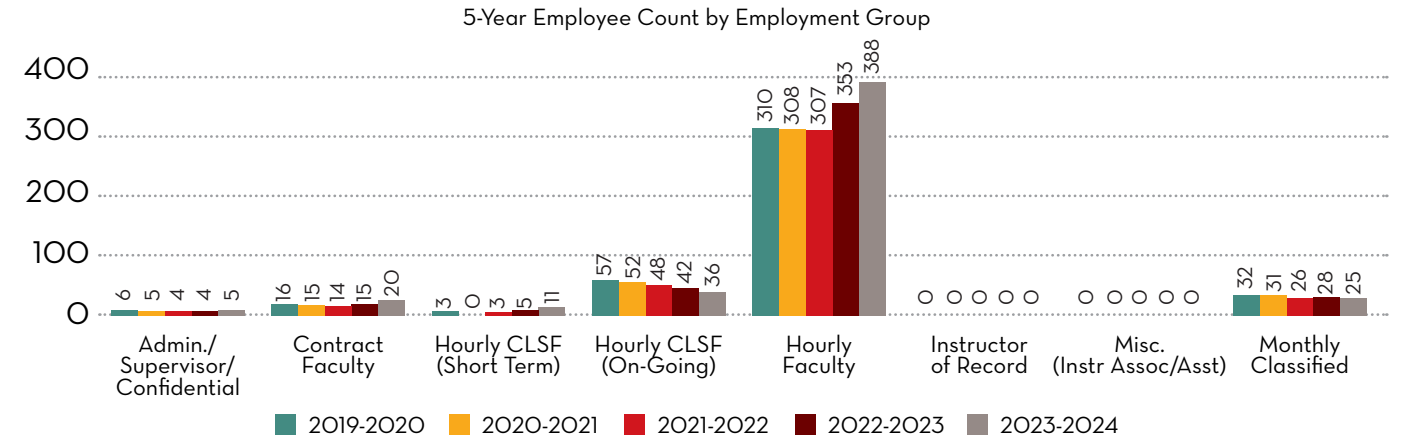
EMPLOYMENT GROUP	<30 yrs	30-39 yrs	40-49 yrs	50-54 yrs	55-59 yrs	60-62 yrs	63+ yrs	Unknown	Total
Admin./Supervisor/Confidential	0	8	13	8	8	4	3	0	44
Contract Faculty	1	40	80	38	35	15	20	0	229
Hourly CLSF (Short Term)	41	20	17	10	10	4	20	0	122
Hourly CLSF (On-Going)	14	14	10	4	7	1	11	0	61
Hourly Faculty	46	321	399	199	127	72	140	0	1,304
Instructor of Record	0	0	0	0	0	0	0	0	0
Misc. (Instr Assoc/Asst)	50	90	57	28	24	13	18	0	290
Monthly Classified	13	55	54	30	21	10	16	0	199
TOTAL	165	548	630	317	232	119	238	0	2,249

Source: https://sac.edu/research/Pages/EMP_Dashboards.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)



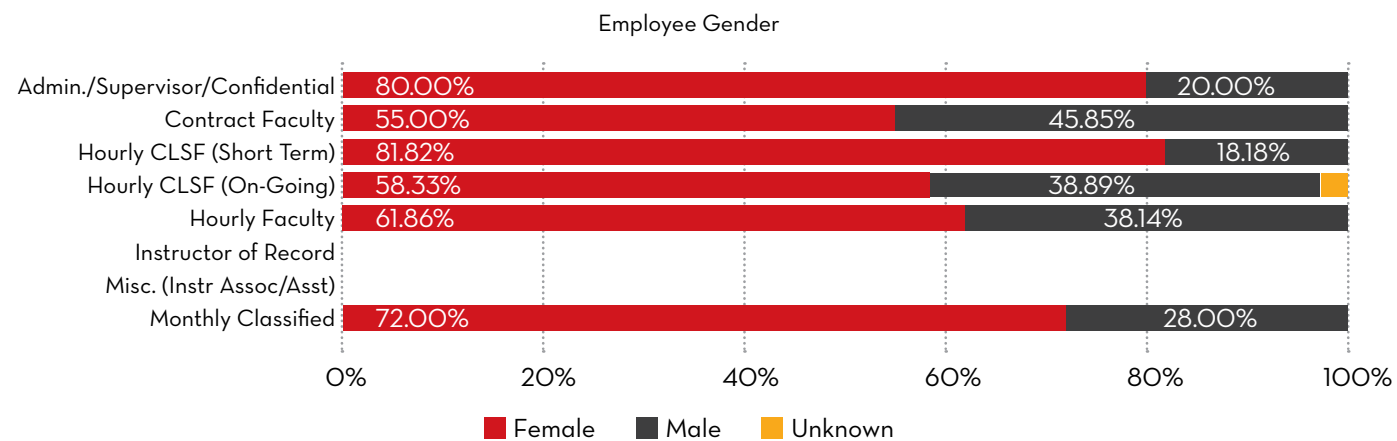
EMPLOYMENT GROUP	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Admin./Supervisor/Confidential	6	5	4	4	5
Contract Faculty	16	15	14	15	20
Hourly CLSF (Short Term)	3	0	3	5	11
Hourly CLSF (On-Going)	57	52	48	42	36
Hourly Faculty	310	308	307	353	388
Instructor of Record	0	0	0	0	0
Misc. (Instr Assoc/Asst)	0	0	0	0	0
Monthly Classified	32	31	26	28	25
TOTAL	424	411	402	447	485

Source: https://sac.edu/research/Pages/EMP_Dashboards.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)



EMPLOYMENT GROUP	Female	Male	Unknown	Total
Admin./Supervisor/Confidential	4	1	0	5
Contract Faculty	11	9	0	20
Hourly CLSF (Short Term)	9	2	0	11
Hourly CLSF (On-Going)	21	14	1	36
Hourly Faculty	240	148	0	388
Instructor of Record	0	0	0	0
Misc. (Instr Assoc/Asst)	0	0	0	0
Monthly Classified	18	7	0	25
TOTAL	303	181	1	485

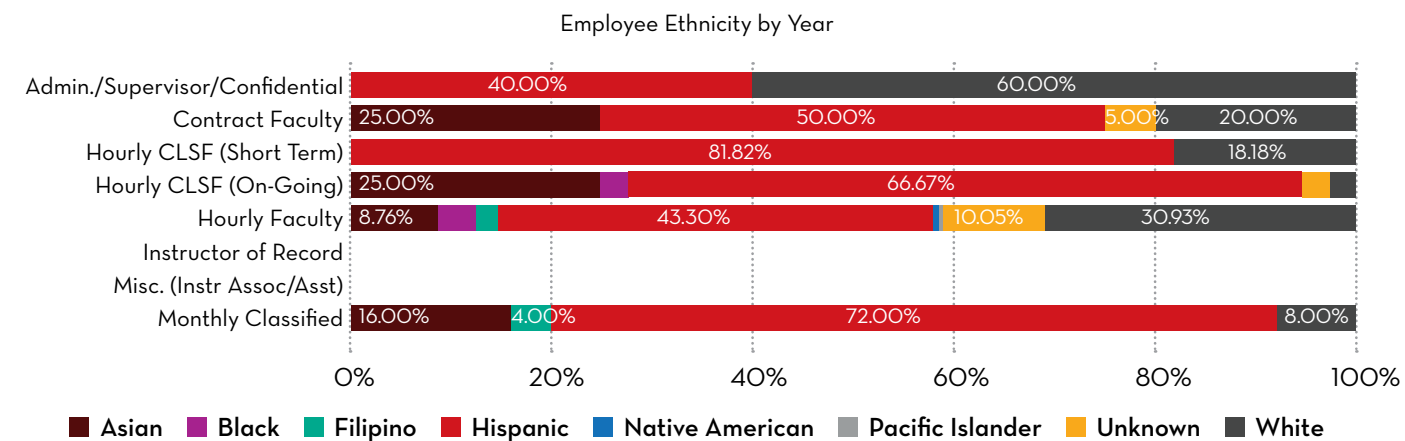
Source: https://sac.edu/research/Pages/EMP_Dashboards.aspx



- ◆ 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)



EMPLOYMENT GROUP	Asian	Black	Filipino	Hispanic	Native American	Pacific Islander	Unknown	White	Total
Admin./Supervisor/Confidential	0	0	0	2	0	0	0	3	5
Contract Faculty	5	0	0	10	0	0	1	4	20
Hourly CLSF (Short Term)	0	0	0	9	0	0	0	2	11
Hourly CLSF (On-Going)	9	1	0	24	0	0	1	1	36
Hourly Faculty	34	15	8	168	2	2	39	120	388
Instructor of Record	0	0	0	0	0	0	0	0	0
Misc. (Instr Assoc/Asst)	0	0	0	0	0	0	0	0	0
Monthly Classified	4	0	1	18	0	0	0	2	25
TOTAL	52	16	9	231	2	2	41	132	485

Source: https://sac.edu/research/Pages/EMP_Dashboards.aspx

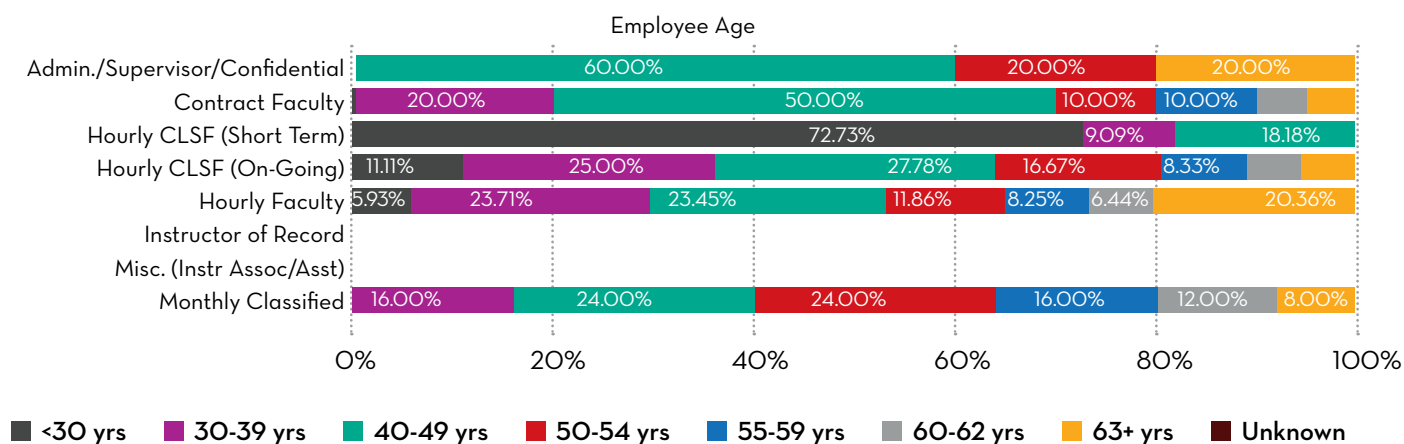


- ◆ The largest employee ethnic group at the School of Continuing Education is **Latinx** (nearly half), followed by White, Asian, Unknown, Black, and Filipino
- ◆ There is some variation by employee group, with Admin/Supervisor/Confidential being majority White, Hourly Faculty nearly one-third White, 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)



EMPLOYMENT GROUP	<30 yrs	30-39 yrs	40-49 yrs	50-54 yrs	55-59 yrs	60-62 yrs	63+ yrs	Unknown	Total
Admin./Supervisor/Confidential	0	0	3	1	0	0	1	0	5
Contract Faculty	0	4	10	2	2	1	1	0	20
Hourly CLSF (Short Term)	8	1	2	0	0	0	0	0	11
Hourly CLSF (On-Going)	4	9	10	6	3	2	2	0	36
Hourly Faculty	23	92	91	46	32	25	79	0	388
Instructor of Record	0	0	0	0	0	0	0	0	0
Misc. (Instr Assoc/Asst)	0	0	0	0	0	0	0	0	0
Monthly Classified	0	4	6	6	4	3	2	0	25
TOTAL	35	110	122	61	41	31	85	0	485

Source: https://sac.edu/research/Pages/EMP_Dashboards.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+**

LINKS AND RESOURCES

- <https://www.sccd.edu/business-and-community/measure-c/project-information/fresno/index.html#:~:text=About%20Fresno%20City%20College,and%20two%20student%20service%20divisions>
- <https://rscdd.edu/Discover-RSCCD/Pages/RSCCD-History.aspx#:~:text=1915%20to%201999,college%20districts%20in%20the%20state.&text=In%201915%2C%20Santa%20Ana%20Junior,college%20founded%20in%20Orange%20County>
- <https://rscdd.edu/Trustees/Documents/Board%20Policies/BPs-Chapters%201%20and%202/BP%201100%20The%20Rancho%20Santiago%20Community%20College%20District.pdf>
- https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=66010.4
- <https://www.cccco.edu/About-Us/Key-Facts>
- <https://rscdd.edu/Trustees/Pages/Mission-Goals.aspx>
- Boggs, G. R., & Galizio, L. (2021). A College for All Californians. Teachers College Press
- Ibid.
- Ibid.
- [https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9QEUN37809F7/\\$file/COMMUNITY%20REFORM%20ACT%20OOF%201988.pdf](https://www.boarddocs.com/ca/sdccd/Board.nsf/files/9QEUN37809F7/$file/COMMUNITY%20REFORM%20ACT%20OOF%201988.pdf)
- T5, Section 51023.5
- Vision for Success plan, pg. 3
- Vision for Success, <https://www.cccco.edu/-/media/CCCCO-Website/docs/executive-summary/vision-for-success.pdf>
- 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>
- Governor's Roadmap, pg. 5, <https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>
- Governor's Roadmap, pg.2, <https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>
- Governor's Roadmap, pg.11, <https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>
- Vison 2030, PowerPoint, October 16, 2023
- Vison2030, PowerPoint, July 24, 2023
- <https://www.cccco.edu/-/media/CCCCO-Website/docs/presentation-slides/Vision-2030-PowerPoint-10162023.pdf?la=en&hash=CFO291AB56BB24B831BBB367E4F76ACFFEA785AA>
- Vison2030, PowerPoint, July 24, 2023
- Student Centered Funding Formula: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>



SANTA ANA COLLEGE

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