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Santa Ana College • Santiago Canyon College

PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

POE is the district-level planning and accreditation oversight and coordinating committee that makes recommendations to District

A G E N D A

Wednesday, November 18, 2020 3:30pm-5:00pm

<https://cccconfer.zoom.us/j/92866796158> or dial 1 669-900-6833 / 92866796158#

- I. WELCOME**
- II. *MINUTES FOR REVIEW AND APPROVAL – October 28, 2020**
- III. DISTRICT COUNCIL UPDATE – November 16, 2020**
- IV. PLANNING GUIDE UPDATE – Student Participation / Role**
- V. CURRENT PLANNING ACTIVITIES**
 - a. *Progress of 2019-22 Strategic Plan – Goal 1 & Strategic Objectives - Review and Discuss
- VI. PLANNING AT THE COLLEGES**
 - a. Santiago Canyon College
 - i. Update on Accreditation
 - b. Santa Ana College
 - i. Update on Accreditation
- VII. FOLLOW-UP ON IEPI PLAN**
 - a. *B2 & B3
- VIII. *GRANT DEVELOPMENT SCHEDULE**
- IX. OTHER**
 - a. *2020-2021 Meeting Schedule - December

NEXT MEETING: **(tentative) Wednesday, December 16, 2020**

bold indicates standing items

** indicates attachment provided*

POE COMMITTEE MEMBERS:

Yuri Betancourt • Dr. Vaniethia Hubbard • Dr. Jeffrey Lamb • Dr. James Kennedy • Cristina Morones • Enrique Perez • Nga Pham • Samantha Pierce • Syed Rizvi • Kristen Robinson • Sarah Santoyo • Roy Shahbazian • Mark Smith • Martin Stringer • Michael Taylor • Aaron Voelcker

RSCCD Mission Statement

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

2013 – 2023 RSCCD Goals

RSCCD Goal 1

RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

RSCCD Goal 2

RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry/labor to collaboratively meet those needs.

RSCCD Goal 3

RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

RSCCD Goal 4

RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

RSCCD Goal 5

RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.



PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

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draft Minutes

Wednesday, October 28, 2020 via zoom

Mr. Perez provided welcoming remarks at 3:33pm.

Present: Enrique Perez, Yuri Betancourt, Dr. Vaniethia Hubbard, Dr. James Kennedy, Dr. Jeffrey Lamb, Cristina Morones, Samantha Pierce, Nga Pham, Craig Rutan, Kristen Robinson, Sarah Santoyo, Roy Shahbazian, Mark Smith, Martin Stringer, Michael Taylor, and Aaron Voelcker

Guest: Janice Love

I. WELCOME

Mr. Perez provided welcoming remarks.

II. *MINUTES FOR REVIEW AND APPROVAL – September 30, 2020

No corrections were made.

It was moved by Mr. Stringer, seconded by Ms. Pham to approve the September 30, 2020 minutes.

III. CURRENT PLANNING ACTIVITIES

a. District Enrollment Management Workgroup

Mr. Perez provided updates; next meeting scheduled for November 13; data being collected; update will be provided by Dr. Hubbard of calls to students who enrolled, working with Cambridge West to cost out schedules, right sizing; in data gathering phase, will be meeting with FARSCCD and CSEA.

Mr. Perez will provide an update at next meeting.

Ms. Pham shared update to a text survey sent to students related to F2F classes; looking at quantitative data.

b. *Progress of 2019-22 Strategic Plan - Review of Goal 5 & Strategic Objectives

Ms. Pham provided overview of Goal 5. a. b. c; committee responsibility from last meeting was to read over and report on progress being made. An update on progress with objectives will be given to Board in January.

Ms. Love will provide Ms. Pham with updated language to 5.b. first two paragraphs.

It suggested noting where improvements and refinements were made to the objective as a narrative.

Ms. Pham will follow-up on the narrative. Discussion ensued on the Data Integrity Specialist position; used as an example of identifying the need for a position, going through the process and not moving forward due to funding restrictions related to COVID impacts.

Ms. Pham will share the Planning Design Manual link to Mr. Shahbazian.

Ms. Robinson and Dr. Lamb joined the meeting at this time.

Ms. Pham will circle back to colleges on any further feedback.

IV. PLANNING AT THE COLLEGES

a. Santiago Canyon College

i. Update on Accreditation

POE COMMITTEE MEMBERS:

Yuri Betancourt • Dr. Vaniethia Hubbard • Dr. Jeffrey Lamb • Cristina Morones • Enrique Perez • Nga Pham • Samantha Pierce • Syed Rizvi • Kristen Robinson • Sarah Santoyo • Roy Shahbazian • Mark Smith • Martin Stringer • Michael Taylor • Aaron Voelcker

Mr. Voelcker provided updates; Oct. 16 training from Dr. Webb from ACCT, leadership team met, determined next steps, completion of draft by December 11th.

b. Santa Ana College

i. Update on Accreditation

Dr. Lamb provided updates; training combined with writing retreat, good advice received. Faculty assisting in editing process, Standard 2 led by Dr. Hubbard is exceling, finalizing of evidence with December deadline similar to SAC; graphics being worked on, good collaboration between colleges, spring will be vetting time to be ready for August 3, 2021 deadline.

V. FOLLOW-UP ON IEPI PLAN

a. *IEPI Grant Progress - Review & Discussion of Focus Areas B2, B3 and C4

Ms. Pham provided follow-up; budget balance to acquire predictive analytics software was reported. Dr. Lamb reported on investment made on purchase of Starfish; predictive analytics will be more with Starfish than AdAstra,

Dr. Lamb will meet with Dr. Hubbard, Mr. Rizvi and Mr. Stringer to discuss software needs and best use of funds; will report back language revision suggested for B.2 Resources page.

Ms. Duenez will send Dr. Lamb pg. 5 Resources page of the IEPI as a separate file.

Ms. Duenez will place Predictive Analytics B2 & B3 on the November 13th Districtwide Enrollment Management meeting agenda scheduled for November 13.

Ms. Santoyo and Ms. Pham will follow-up with amendment request to language on Resources page B.2 if needed.

VI. *GRANT DEVELOPMENT SCHEDULE

Ms. Santoyo provided a brief overview.

VII. *GUIDED PATHWAYS

a. *Santa Ana College

b. *Santiago Canyon College

Due to time constraints, updates will be provided at the following meeting with Districtwide Guided Pathways Subcommittee meeting.

VIII. OTHER

Next meeting scheduled for Wednesday, November 25, 2020.

bold indicates standing items

** indicates attachment provided*

Mr. Perez called the meeting adjourned at 3:33pm

Approved: _____

GOAL #1: RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

Objective 1A: OPTIMIZE THE NUMBER OF FEEDER HIGH SCHOOL STUDENTS ENROLLED AT SAC/SCC

**Rancho Santiago Community College District
Percent of Feeder High School Graduates as New Freshmen
at SAC/SCC in Upcoming Fall Semester
Spring 2018 – Spring 2021 Graduates**

	High School Graduates			
	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Santa Ana USD to Santa Ana College	43%	39%		
Orange USD to Santiago Canyon College	26%	29%		

Source: RSCCD District Research; USD has not yet made Spring 2020 graduate data available

**Rancho Santiago Community College District
Number of Feeder High School Dual Enrollments by College
Fall 2018 – Fall 2021**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Santa Ana College	1126	1107		
Santiago Canyon College	410	528		

Source: RSCCD District Research; ITS Report Repository RG0300. Fall 2020 is currently in progress; therefore, complete semester data is not yet available.

**Rancho Santiago Community College District
Number of Feeder High School Dual Enrollments in Continuing Education Program
Fall 2018 – Fall 2021**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Santa Ana College-SCE	955	752		
Santiago Canyon College-DCE	773	929		

Source: RSCCD District Research. Fall 2020 is currently in progress; therefore, complete semester data is not yet available.

DISTRICTWIDE

The District and Colleges engage in an ongoing effort to assess the educational needs of our communities and adjust instructional programs, offerings, and support services and allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

Both colleges have allocated resources and time to improve the alignment between feeder high schools by adjusting instructional programs, offerings and support services: e.g., revising the math course sequence, implementing mixed measures placement, creating dual enrollment pathways for career education programs, offering college and career readiness programs at the feeder high schools. A representative sample of this work is described below:

- Revising the math course sequence to improve student placement and completion of the college/transfer-level math and English during the first year.
- Mixed-measures placement involved working with the high schools on senior courses that would articulate to English 101 and the college-level math at each college.
- Dual Enrollment Pathways courses are being offered at the local high schools.
- College and Career Readiness Programs at the High Schools:
 - Santa Ana College implements the federal TRIO Talent Search program to offer college and career readiness services to 600+ students at SAUSD feeder high schools, as well as an Upward Bound program to provide intensive case management services to support college readiness for disadvantaged students in SAUSD high schools.
 - Santiago Canyon College implements the federal TRIO Upward Bound Math & Science program to offer intensive case management services to foster college readiness for disadvantaged high school students in OUSD who intend to pursue a STEM major in college.

Business/Industry Programs

RSCCD manages the Los Angeles/Orange County Regional Consortia (LAOCRC), which is a collaborative body comprised of CTE deans and educators dedicated to program development that prepares students to fill the region's workforce needs and to enter high-wage, high-growth occupations. In addition to assisting colleges with the State's CTE program approval process, the LAOCRC plays a key role in the implementation of *Doing What Matters* grants in the region, by providing information, guidance, and support for the Colleges.

LAOCRC provides leadership in the planning of the K-12 SWP initiative: the LAOCRC has been working actively with Orange County Local Educational Agencies (LEAs) to develop Pathway Improvement Initiatives that can connect or build bridges for local high school graduates to continue on those pathways at a local community college, thus providing the opportunity for students to enroll at a community college, including those within RSCCD boundaries.

We also develop partnerships/collaborations with OCDE: the LAOCRC has developed an outstanding partnership with the Orange County Department of Education, which includes leveraging funding and other resources to organize an annual Counselor Symposium, serving over 400 participants (mostly K-12 Counselors); the event provides an excellent professional development opportunity for counselors to learn about Career Technical Education, but more importantly, about their local community colleges and how they play a key role in the educational ecosystem in the county; through this effort, we are confident that we are contributing to more high school students enrolling at RSCCD colleges either after graduation or through concurrent and dual-enrollment programs.

Career Technical Educational (CTE) programs for both colleges have advisory committees comprised of faculty, industry, and community partners who offer guidance to ensure that students complete certificates

and degrees that demonstrate the technical and professional competencies needed to meet employment standards. The majority of advisory committee members are from the business/industry sector.

Rancho Santiago Adult Education Consortium (RSAEC)

The Rancho Santiago Adult Education Consortium (RSAEC) put together a task force of ten faculty and administration members in fall 2018 to assess the educational needs of the community. The task force completed Human Centered Design (HCD) Training and worked together to develop the California Adult Education Program (CAEP) Three-Year Plan to serve noncredit/adult education students within the district. With secured funding through the CAEP allocation, the Three-Year Plan outlines the efforts to assist continuing education students in the areas of instructional programs, offerings, and support services. RSAEC is currently in the second year of the Three-Year Plan, which includes five goals to assist continuing education in meeting students' needs. In regard to making sure that these goals are met, RSAEC has completed many of its first-year priorities and is currently working toward putting the second-year goals into place.

- **Goal 1: Increase capacity to maximize student completion rates**
Entered into a contract with Interact Marketing Inc. to advertise noncredit classes through social media campaigns, print ads and mailers. RSAEC completed a photo shoot at the noncredit sites within the district, filmed two marketing videos for YouTube, created two radio ads (in Vietnamese and Spanish), created social media ads for Facebook and Instagram, as well as launched an OCTA bus campaign and new flyers. The campaign launched in September 2019.
- **Goal 2: Increase integrated education opportunities for students in basic skills and career education**
Both Santiago Canyon College Division of Continuing Education (SCC-DCE) and SAC-SCE have integrated noncredit career education courses with the English as a Second Language (ESL) courses for the fall 2019 semester. The goal is to accelerate student learning by allowing students to receive job-training skills simultaneously while learning basic skills in ESL.
- **Goal 3: Increase access to students by offering flexible learning options such as online or hybrid courses**
SCC-DCE piloted a noncredit online class in spring 2018. In spring 2019, online class offerings increased to five classes and 14 online classes offered. In addition, SCC and SCC-DCE have received a \$500,000 allocation through the Chancellor's Office California Virtual Campus-Online Education Initiative (CVC-OEI) Grant to increase online class opportunities to both credit and noncredit students. This funding will assist in creating curriculum, creating noncredit to credit pathways, purchasing equipment to assist with videotaping and creating lectures, as well as professional development opportunities to train instructors in online teaching methodologies. In Spring 2020, the number of online classes increased to 19.
- **Goal 4: Increase career education opportunities for students at Garden Grove Adult Education (GGAE) through a collaboration with Santa Ana College School of Continuing Education (SAC-SCE)**
SAC-SCE has collaborated with GGAE to offer noncredit career education classes on the Garden Grove campus. By leveraging resources, GGAE students will have easier access to free classes in job skills and training offered through SAC-SCE. In collaboration with GGAE, SAC-SCE will offer noncredit classes in Employability Skills and launch an automotive program this fall boosting the types of program offerings available to students.
- **Goal 5: Increase educational opportunities in healthcare pathways**
During the HCD Training, surveys indicated that medical occupation programs are highly desired by the RSCCD adult student population. This past year both SCC-DCE and SAC-SCE applied and received funding from the State Chancellor's Office Certified Nurse Assistant (CNA) Grant receiving \$90,000 and \$50,000 respectively to create or expand our CNA programs. SCC-DCE created five new medical occupation certificate programs over the past year to add to the two

programs previously being offered. Four of these programs have been approved at the state level and the fifth is locally approved and awaiting state approval. In addition, SCC-DCE has applied through the Department of Health to expand the CNA program to be offered at a second site. SAC-SCE is currently working on creating a CNA program as a pathway for noncredit students to enter the credit-Nursing program. In Spring 2020, SCC-DCE added Behavioral Technician to their healthcare program offerings.

SANTA ANA COLLEGE

Credit Program Dual Enrollment

Through our dual enrollment program, Santa Ana College continues to build and strengthen partnerships with local feeder schools in the Santa Ana Unified School District (SAUSD) and Garden Grove Unified School District (GGUSD), as well as local charter schools. Recently, SAUSD has agreed to support expanding dual enrollment efforts by hiring two full-time college and career specialists. In addition, Santa Ana College continues its 20-year relationship with Middle College High School. Dual enrollment at Santa Ana College provides quality college-level curriculum to selected high- and middle-school students to provide them with an opportunity to demonstrate early success in college-level work in hopes of easing their transition into college once they graduate from high school. In addition to traditional college pathways, Santa Ana College is working closely with the director of CTE program at SAUSD to augment existing CTE academies throughout the districts with college articulated courses in areas of digital media, culinary arts, teaching academy, biotechnology, and more.

As part of our Guided Pathways implementation, we have been deploying Santa Ana College staff throughout SAUSD to administer the SuperStrong career inventory. The SuperStrong is a robust online tool that assesses student's interests and values as they relate to career opportunities. We have worked with the SuperStrong vendor to ensure that the personalized results provided by the SuperStrong align with our now established Career and Academic Pathways (CAPs). Upon high school graduation, SAUSD students who enroll at Santa Ana College will know precisely the CAP they belong to and will be provided with the support needed to continue their pathways at Santa Ana College.

In addition, SAC's Early Decision event allows high school seniors the opportunity to come to the SAC campus, participate in a college orientation, and meet with a counselor to register for classes. For Spring 2020, Early Decision will be designed around the new Guided Pathways-inspired Career and Academic Pathways; in addition to past services offered, students will also receive an orientation to their chosen Career and Academic Pathways and have the opportunity to meet with program faculty to have their questions answered by expert faculty.

Santa Ana College continues to expand its relationship with local high schools. Recently MOUs have been signed with Magnolia Science Academy. Currently, Santa Ana College is in conversation with Scholarship Preparatory Academy to develop an academic pathway and MOU.

The Santa Ana Partnership has continued to grow and expand throughout the Santa Ana Community. Three years ago when it was implemented, only current SAUSD graduates were eligible. This year, the promise was expanded to include any current high school graduate that resides in the city of Santa Ana. SAC's decision to expand the promise stems from the data collected and studied by a subcommittee of the Partnership, the Research and Evaluation team. This intersegmental group collaboratively reviews the metrics and updates the Scorecard. The Scorecard is used to monitor progress and identify gaps. Once barriers are recognized, the Achieving College subcommittee creates training and workshops for parents, community partners, faculty and counselors. These trainings were developed to assist staff and faculty working with disproportionately impacted groups and provided them with information regarding services offered at each institution. The Achieving College team meets monthly and is comprised of counselors, faculty, community partners and administrators from all four institutions. Working collaboratively with all the partners helps SAC develop strategies that enhance students' experiences. The partnership has proven to be an incentive for local high school students to attend Santa Ana College.

Business/Industry Programs

At SAC, the Career/Job Resource Center provides resources and sponsors workshops by industry experts to assure that students have a strong understanding of CTE programs and career opportunities. The Business Division has expanded its CTE Work Experience/Internship Program to provide students with on-the-job experience.

Career Technical Education (CTE) programs have advisory committees that offer guidance in assuring that students completing certificates and degrees demonstrate the technical and professional competencies that meet employment standards. A committee structure usually consists of a committee chair or facilitator to run the meeting, college staff (faculty, instructional assistants, administrators), a student or graduate of the program or both, business and industry members, professional organization representatives, union representatives if applicable, members of licensing agencies and, most importantly, those who hire successful completers of the programs. Therefore, the business-industry members are the majority of the membership. Additionally, committee structures adjust to changing conditions and the needs of the businesses and communities that are served. Members come from differing backgrounds and provide broad perspectives that meet the educational needs of entry level employees and incumbent workers entering a new occupation.

Advisory committees improve and strengthen programs' curriculum, delivery and scheduling, instruction, facilities, equipment and supplies, technology resources, and student services. Furthermore, the committee helps with the following: bringing expertise to the classroom, raising awareness of the program, assisting with marketing, outreach and recruitment of the program, identifying job placement and internship opportunities, fostering relationships with other community organizations, identifying potential instructors, and evaluating program effectiveness.

Since the primary function of the committee is to certify that CTE students are receiving training based upon the current competencies required by employers in order to fill workforce gaps, advisory committees are required to meet at least once per year. Active committees usually meet two or more times each year and may have project task groups, special event planning and other reasons to meet.

Continuing Education Program

A major area of need that has been identified for SAC is the establishment of a regional center in the eastern part of Santa Ana to address the unmet need in this area for English as Second Language, Adult Basic Education, and High School Diploma/GED instruction. This would complement the offerings at Centennial Education Center (CEC) and the 43 community sites that SAC serves.

Through the Rancho Santiago Adult Education Consortium (RSAEC), SAC is working to align its noncredit offerings to the college credit offerings as well as to the offerings of other adult education providers in the region. In addition, SAC is expanding partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the Substantial Disabilities instructional program. Working closely with Santa Ana Unified School District (SAUSD), SAC is able to provide transportation, trained assistants, facilities, and classroom instruction.

Santa Ana College School of Continuing Education (SAC-SCE) has secured California Adult Education Program (CAEP) funding to expand adult education opportunities through a partnership with Santa Ana Unified School District (SAUSD) Wellness Centers to offer academic pathways to the community. SAUSD has recently opened 57 Wellness Centers at schools within the District. The plan is to offer coordinated pathways to serve the community by offering a comprehensive programing that is regionally

based and to eliminate the barriers of transportation, childcare, and access to up-to-date instructional environments. Classes in the areas of English as a Second Language, Citizenship, Leadership, High School Equivalency (GED/HiSET Preparation) and Computer Skills will be offered at the SAUSD Wellness Center locations during the morning, afternoon and evening.

SAC-SCE is meeting the need to improve the pathway of students transitioning between noncredit and credit coursework. We have built a number of articulation agreements with SAC in the following areas: Business Skills, Mathematics, English Composition, Pharmacy Technology and Automotive Technology. Articulation Agreements currently in progress include: Biotechnology, Manufacturing Technology, Welding and Accounting:

SAC-SCE has provided various events to encourage SCE high school students to transfer into SAC including:

- Transition Wednesdays, a monthly event launched in Spring 2020. SCE Counseling, in collaboration with SAC Outreach, provides awareness and support for SCE high school students considering transfer to SAC.
- Scholarship Workshops providing students with information about scholarship opportunities, assistance in completing applications and writing personal statements. A total of 7 workshops were scheduled with the goal of assisting students in both the High School Equivalency Certificate program and the High School Diploma program.

SAC-SCE is participating in the Student Success Team. SAC-SCE's pilot will begin in Fall 2020 with a goal to help graduating high school students learn about SAC CAPs and onboarding them into SAC Credit. We are also part of the Starfish implementation team and plan to use this new platform to help our students stay on track to complete and transfer out. In addition, SAC-SCE will participate in SAC Days held August 2020 with representatives in each CAP session to help students learn about services available to them.

In conjunction with the Strong Workforce initiative, SCE launched Project Rise in April of 2020, a program to support the recently incarcerated transition back to society and reach academic goals including finishing high school and transitioning to college.

To meet growing demand and improve student outcomes, SAC-SCE has secured funding to hire eight full-time faculty in the areas of ESL, ABE, High School Subjects, Counseling, and CTE.

SANTIAGO CANYON COLLEGE

Credit Program Dual Enrollment

Santiago Canyon College is committed to building and strengthening partnerships with local feeder school districts and charter schools when strategizing to increase the number of high school graduates who attend SCC. Santiago Canyon College has developed relationships with Orange Unified School District (OUSD) and Unity Middle College High School (UMCHS). In an effort to align with the school districts accountability dashboard metrics, the agreements and partnerships are designed to better prepare students for college and careers and to expand college access for underrepresented and disproportionately impacted students. At OUSD these efforts are being achieved by affording high school students the opportunity to enroll in college-level courses being taught at their schools.

Through the Strong Workforce Program (SWP), SCC hired Career Coaches to represent SCC in the local high schools and community. SWP is helping our goal to increase the percentage of local high school graduates who attend SCC in several ways: a) increase student awareness and participation in Business Career Education and dual enrollment, b) inspire and empower students to make informed decisions about career and educational plans, and c) help students identify career pathways at the college level. Through the presence and support of Career Coaches at local high schools, SCC has been able to assess the needs of our potential students and has experienced an increase in enrollment for Career Education courses.

Upon high school graduation, Santiago Canyon College implemented a free tuition program referred to as the College Promise Scholarship (CPS). The CPS was designed to optimize and align students' financial needs; thus, providing a seamless transition into the college. The CPS provides free tuition for new incoming students and all students have the opportunity to apply regardless of family income.

Student Services

A key effort at the Santiago Canyon College is to strengthen outreach and recruitment. Staff work to develop new and sustain current relationships with key partners and stakeholders.

The High School and Community Outreach Program supports collaborations between local high schools and SCC in an effort to recruit and enroll students. To achieve this goal, the department recruits high school seniors and facilitates participation in the Early Welcome program. In addition, the Outreach Program educates the community about SCC's programs and services by offering K-12 educational fairs, making high school presentations and hosting K-12 tours at SCC.

The Early Welcome (EW) program is the Outreach Program's primary vehicle for engaging new students. Outreach offers this program to local high school graduating seniors to increase the base enrollment of full-time students. Another focus is to assist high school seniors with college readiness by hosting workshops on college applications; providing placement testing for English and math; and registering students for the fall semester. Parents are also presented with an orientation of critical college information.

The College strives to register 1,000 or more high school seniors through the Early Welcome (EW) program. The Outreach department recruits students from various Orange County and Riverside County school districts. The majority of the participation comes from Orange Unified.

In spring 2019, a Senior Day event was provided for 350 seniors from 15 regional high schools to expose potential students to academic programs and support services offered by the college.

Students who register for classes through the Early Welcome program are offered an opportunity to attend the Summer Advantage Academy the week before fall classes begin. The Academy provides a thorough

orientation to the College's support services, a Faculty Boot Camp, campus tour, and breakout academic sessions to sharpen skills in English, reading, and mathematics in preparation for the upcoming semester. Participants also gain the advantage of priority registration for their second year of college. Since the inception of the Academy in 2017, 932 students have participated.

Business/Industry Programs

At SCC, an enhanced internship program has been developed, specifically targeting the Water Utility Science industry allowing students on-the-job training and expanded employment experience.

Career Technical Education programs have advisory committees comprised of faculty, industry, and community partners that offer guidance in assuring that students completing certificates and degrees demonstrate the technical and professional competencies that meet employment standards. The majority of advisory committee members are from the business/industry sector. The groups meet regularly, depending on the needs and popularity of the field/program that students seek.

Faculty also organize events, guest speakers, field trips, and class projects that address industry standards and maintain business relationships within their respective fields. This often results in internships, apprenticeships, and jobs for students.

Continuing Education Program

Through RSAEC and the BSI Transformation Grant, the SCC noncredit and credit mathematics departments have collaborated to ensure that both departments are aligned and in compliance with AB705. Noncredit math courses have been articulated and added to the credit mathematics course sequences to allow students optional pathways to reach their goals. To meet growing demand and student need, SCC-DCE is working to offer noncredit math courses online.

A major area of need that has been identified for the SCC Division of Continuing Education (SCC-DCE) is the establishment of a regional center in Orange to address the unmet need in this area for English as Second Language, Adult Basic Education, High School Diploma/GED instruction, Short-Term Career Technical Education, and Programs for Adults with Severe Disabilities. This would complement the SCC-DCE offerings at the 30 community sites that SCC serves.

Through the Rancho Santiago Adult Education Consortium (RSAEC), the SCC-DCE is working to align its noncredit offerings to the college credit offerings as well as to the offerings of other adult education providers in the region.

To meet growing demand and improve student outcomes, the SCC-DCE has secured funding to hire six full-time faculty in the areas of ESL, ABE, High School Subjects, Counseling, Career Technical Education, and Adults with Substantial Disabilities.

GOAL #1: RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

Objective 1B: DEVELOP SUSTAINABLE, ALTERNATIVE REVENUE STREAMS TO ADDRESS STUDENT EDUCATIONAL NEEDS

**Rancho Santiago Community College District
Competitive Grants Awarded by Site
2017-18 through 2020-21**

	2017-18	2018-19	2019-20	2020-21
Grant Award Success Rate	94%	72%	54%	
Number Applied For	16	18	11	
• District	4	5	1	
• Santa Ana College	7	8	6	
• Santiago Canyon College	5	5	4	
Number Awarded	15	13	6	
• District	3	4	0	
• Santa Ana College	7	5	5	
• Santiago Canyon College	5	4	1 & 1 Pending	
Amount Applied For	\$4,762,399	\$6,695,000	\$12,383,527	
• District	\$1,344,000	\$2,325,000	\$500,000	
• Santa Ana College	\$915,250	\$3,550,000	\$6,822,887	
• Santiago Canyon College	\$2,503,149	\$820,000	\$5,060,640	
Amount Awarded	\$4,162,399	\$3,995,000	\$7,411,993	
• District	\$844,000	\$1,325,000	\$0	
• Santa Ana College	\$915,250	\$1,950,000	\$6,146,833	
• Santiago Canyon College	\$2,043,149	\$720,000	\$1,265,160 & \$1,265,160 Pending	

Source: RSCCD Resource Development

Note: The amounts listed represent the total award. For example, if we applied for and received a 3-year grant award in 2017-18, the total amount of all three years would be listed in the 2017-18 column.

**Rancho Santiago Community College District
Foundation Net Assets by Site
2017-18 through 2020-21**

	2017-18	2018-19	2019-20	2020-21
District Operations	\$257,572	\$739,100		
Santa Ana College	\$10,558,706	\$10,558,707	\$11,063,323	
Santiago Canyon College	\$1,760,987			

Source: RSCCD, SAC, and SCC Foundations

**Rancho Santiago Community College District
Community Services Program Ending Balance by College
2017-18 through 2020-21**

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	\$207,560	\$147,363	\$45,373	
Santiago Canyon College	\$126,567	\$96,692		

Source: SAC and SCC Community Services

**Rancho Santiago Community College District
Revenue Generated from Contract Education by Site
2017-18 through 2020-21**

	2017-18	2018-19	2019-20	2020-21
District Operations	n/a	\$5,062.50		
Santa Ana College	n/a	n/a		
Santiago Canyon College	\$7,879.72			

Source: SAC and SCC Contract Education, RSCCD Institute for Workforce Development

DISTRICTWIDE

Competitive Grants

Competitive grants are alternative revenue sources that support adoption of proven models and strategies, as well as innovation and transformational change to improve social outcomes. In pursuit of the district's Goal #1, Resource Development identifies and pursues grant opportunities that support the district's goals and that respond to the needs of the colleges, continuing education and the district.

New Fund Secured through 2018/2019 and 2019/2020 Applications

The **District** secured additional funding to support child development services through the federal CCAMPIS (Child Care Access Means Parents in School) program and the state's General Child Care and Development funds that were competitive in 2018/2019. In addition, the district pursued workforce and economic development grant opportunities: e.g., as a partner with other colleges and universities throughout the nation for a collaborative project, *Scaling Apprenticeships through Sector-Based Projects*, funded by the U.S. Department of Labor and led by Clark University, as well as state *GO-Biz* funds to support small-development services through the OC Small Business Development Center hosted by RSCCD. In 2019/2020, the district also applied for a Student Mental Health Services grant that would have supported expanded psychological health services at both campus health centers, but we were not awarded.

Santa Ana College secured grant funds to improve instruction and support for students:

- Support undocumented students and their families through the Catalyst Fund grant (\$100,000).
- Develop affordable textbook options for students through the Textbook Affordability grant (\$50,000).
- Support retention and success in the Nursing Program through the Song-Brown grant funded by the Office of Statewide Health Planning and Development (\$400,000).
- Strengthen online STEM courses that result in improved learning, especially for disadvantaged and underrepresented students, in partnership with California State University, Fullerton, University of California, Berkeley, and Carnegie Mellon University funded by the Governor's Office of Research and Planning (\$1,300,000).

- Provide transition services for formerly incarcerated persons into educational programs and support services prior to and after they are released to improve successful integration back into society and reduce recidivism, funded by the California Community Colleges Chancellor's Office (\$100,000).
- In 2019/2020, SAC submitted competitive renewals for the WIOA Adult Education Program (\$3,000,000), and the U.S. Department of Education's TRIO Student Support Services-Regular (\$1,681,170) and Student Support Services-Veterans (\$1,265,160) programs. All were funded.
- In 2019/2020, SAC was awarded a grant funded by the California Energy Commission to implement a Clean Transportation Training Project that would upgrade the electronic vehicle equipment in the Automotive Technology Program (\$180,503).
- In 2019/2020, SAC was awarded a Truth Initiative grant (\$20,000) to implement a tobacco- and smoking-education program and to convene campus stakeholders to review and discuss pursuing a 100% Smoke-Free Campus Policy.

Santiago Canyon College secured funding to improve instruction and support for students:

- Develop online, non-credit CTE programs through the Online CTE Pathways funded by the California Virtual Campus/Online Learning Initiative (\$500,000).
- Expand and focus services for veteran students through the Veterans Resource Center grant funded by the California Community Colleges Chancellor's Office (\$100,000).
- Educate the campus community about the dangers of tobacco and other smoking products to engage the campus in consideration of support for a 100% Tobacco and Smoke-Free Campus policy, funded by the Truth Initiative (\$20,000).
- Provide transition services for formerly incarcerated persons into educational programs and support services prior to and after they are released to improve successful integration back into society and reduce recidivism, funded by the California Community Colleges Chancellor's Office (\$100,000).
- In 2019/2020, SCC submitted four applications for the U.S. Department of Education's TRIO Student Support Services Program: for its existing Regular program, and new STEM, Teacher's Prep and Veterans programs. The existing program was awarded, and the SSS-Teacher's Prep application earned a score that placed in the 2nd funding band, with the final determination of the award pending. Each grant is for a total of \$1,265,120 over a five-year performance period.

Moving Forward – State of the Field and Focus Areas

Impact of COVID-19 and Disruption to the Workforce and the Economy

The Governor's COVID-19 sheltering-in-place directives resulted in the need to transition to online and alternative learning modalities. New funding opportunities, as well as directives to use existing funds, to modify and adapt courses and programming are emerging as the pandemic is likely to continue well into 2020/2021.

Grants that focus on workforce and economic development are likely to be prominent. Prior to the COVID-19 pandemic there were already significant concerns with workforce development, due to the growing income gap, unfilled middle-skilled jobs, and occupational shifts due to automation. These concerns were contributing factors to the state's investment in the Strong Workforce Program. The pandemic's impact on the economy and employment will render workforce development programs even more critical. Grants to address the issues are already emerging – e.g., U.S. Department of Labor's Strengthening Community Colleges Training grants.

Data-Driven/Evidence-Based Projects

Increased access to and use of data to inform decision-making has led to funders developing grant programs that seek systemic change, large scale and scalable impact, and data-driven design and sophisticated evaluation to make strategic and targeted improvements. A transition to systems-thinking is needed, as the impact of big data, access to data, and expectations for efficiency and improved results has reduced the number of small project/small focus grant opportunities. Funders now expect data-driven analysis at the systems-, program- and classroom-levels with strong evaluation plans.

SANTA ANA COLLEGE

Foundation & Office of College Advancement

The Advancement Office and Santa Ana College Foundation closed the 2019-2020 fiscal year with \$11,063,323 in total assets as well a total of \$1,093,143.99 in total gifts within the 2019-2020 fiscal year. More recently, Santa Ana College Foundation has been undergoing an important planning and evaluation process and phase related to the next level and phase of work and philanthropic goals. Recently, finalizing and entering the silent and ground level phase of our new three-year comprehensive campaign for Santa Ana College. This three-year philanthropic campaign (The Raising the Game Campaign) and case was developed through extensive qualitative and quantitative research and analysis. It was also developed to strategically complement the Chancellor's Office's goals of the Community College system and Santa Ana College's Vision for Success goals.

The ***Raising the Game Campaign*** addresses three areas of strategic need, designed to support:

- 1. Student Success Scholarships:** Expand scholarships and award amounts that support and advance student achievement, completion and transfer with a specific focus on high achieving students, adult learners and industry-focused pathways.
- 2. Proven High Impact Programs:** Build capacity for programs that have a track record of success supporting transfer and promoting career-based experiences while driving the development of new, results-driven student resources.
- 3. New Academic and Community Spaces for the Arts:** To date, the Raising the Game Campaign has already garnered 375% of its groundwork phase. Accelerate the creation and completion of new academic and community spaces for SAC's award-winning arts programs.

Addressing these high-impact areas will provide direct support to students where and when they need it most so that they can climb the ladder of professional and personal success, fulfill the workforce needs of our region, and take our community to the next level.

More detailed information on the Raising the Game Campaign can be found at www.rtgcampaign.org/.

In the last quarter, the groundwork of the campaign has begun and within that time, a total of \$375,000 has been raised. The campaign is still in the groundwork phase and continues to build gifts, prospects, leadership teams and overall philanthropy efforts for this work.

The Santa Ana College Foundation and Office of College Advancement continues to see breadth and depth growth in philanthropy stewardship, donor engagement, overall gifts, average gift per capita/per donor as well as all overall Advancement responsibilities in communications, public and community relations, as well as marketing and advertising for the college.

Private donors, corporate donors, community foundations, internal faculty and staff, alumni giving and other friends of the college make up the breath and depth of constituents that are in the development and stewarded donor relations and giving pipeline at the Foundation. Further more, The Office of College Advancement works as a partner and asset to, for and with the college to create a multitude of marketing touch points, high quality branding, advertising and story-based and donor-related pieces for the college. Communications strategies and tactics continue to increase year after year in the Foundation/Office of College Advancement and continues to elevate the College's exposure. Not only does Office of College Advancement produce, direct and distribute these marketing efforts and products, these efforts receive "Best in Class" awards and allocates. Some examples in this fiscal year alone, include awards from CASE, NCMPR, Statewide CCLC Alumni of the Year and The American Association of Community Colleges 2020 Outstanding Alumni Award of the Year.

In closing, increases across our current philanthropic initiatives and continued growth are reflected in funds raised in President's Circle memberships totaling \$105,500, a 5% increase from the goal. Estimated \$587,000 in scholarships were awarded in the academic year which is a 35% increase over the 18-19 awards of \$433,300. In total, fundraising overall was up from 2018-2019- \$692,682 to \$1,097,238; a 58% increase. Trends related to donor effectiveness are evident in 2019-2020, showing an average gift of \$3595.86 per donor, which reflects a larger percentage of gifts at larger amounts per gift. Specifically, compared to 2018-2019, the average gift size increased by 38%. (*\$2797.00-2018/2019)

As the main philanthropic arm of the College, the Advancement and the Foundation Office continues to strategically grow, maintain, cultivate and compliment college resources to achieve the college's and State Chancellor's Office goals that move students into post-secondary degree and transfer completion. This degree and transfer completion, thereby, adds to the economic engines of our communities.

Community Services

The SAC Community Services Program is a revenue-generating department and offers not-for-credit classes in educational, cultural, social, and recreational events to a diverse community. This comprehensive fee-based program provides alternative education opportunities for students to discover, prepare, develop, and pursue lifelong learning. Community Services operates under the best practice guidelines administered by Education Code section 78300.

Community Services plans, operates, and provides a schedule of quality classes each semester. As an extension of college credit, this program is a resource for departments seeking to test new curriculum. Several niche industries with limited competitors have come from these partnerships to develop successful classes for the SAC community. The program continues to introduce new revenue streams, which allows for growth and supports staff salaries and benefits. Each semester a comprehensive fee-based schedule of classes is sent to over 100,000 district residents.

Residents in the college service area participate in classes to increase their marketable skills, seek career changes, improve fitness and overall wellness, financial management, or simply enjoy professionally guided cultural day tours. The College for Kids program introduces academic, technology, science, and engineering and economic courses to a new generation of potential Santa Ana College students. Activities offered during 2019-2020 include a schedule of over 150 classes each semester that invite our demographic population to seek life-long learning education through cultural, social and recreational events. Nearly 3,500 students registered for a Community Services class.

Community Services has collaborative partnerships with educational associations, academic departments and industry leaders that have led to creative program growth. These allies provide community residents access to engage in alternative learning environments. We also secured another contract with the County of Orange District Attorney Office to offer more court-mandated courses to reduce recidivism to at risk members throughout the county. Industry training courses for certification are offered to diesel technicians, medical personnel and business professionals. Through our partnership with Education 2 Go nearly 200 students registered for numerous online classes such as basic computer programming, software application usage, drawing, photography, writing memoirs, music and starting a pet sitting business.

Community Services continues to bridge with campus departments seeking to facilitate ideas to test the marketability of their curriculum. This program continues to seek new partnerships to complement college credit programs, introduce vocational industry trade workshops, and provide students an opportunity to experience a college environment that leads them to full-time enrollment.

Program data collection processes and linking community services student's identification to district or campus statistics are areas that require development. During the 2020 pandemic, Community Services

income was severely impacted with a 31% loss of revenue. The majority of courses offered could not easily pivot to online instruction.

Contract Education

Working on behalf of Santa Ana College, the district Institute for Workforce Development's Customized Training Institute is committed to offering high quality employee training and development resources to our business community at low or no cost.

- By establishing strong ties with California Community Colleges Contract Education (CCC CE), Employment Training Panel (ETP) Collaborative secured three (3) rounds of Employment Training Panel funding for RSCCD's Contract Education unit. Each of the first two rounds were for \$25,000, the third round was for \$30,000 to help offset the cost of employee training for the business community.
- RSCCD's Contract Education classes funded by ETP enjoyed participation from employers in Anaheim, Garden Grove, Orange, and Santa Ana who have enrolled their employees in not-for-credit training sessions. Participating employers represent a wide range of industries: manufacturing, aerospace, telecommunications, construction, food processing and packaging industries and include Access General Contracting, Freudenberg NOK, Qualitask, Reyes Coca Cola, Teletrack Navman, and Unit Industry.
- Topics requested by industry in 2-hour segments and delivered in a Contract Ed mode include Essentials of Leadership, Making Communication a Priority, Coaching for Peak Performance, Managing Priorities/Time Management and Teamwork.

School of Continuing Education

The SAC SCE is expanding partnerships to leverage resources.

- The partnership with the SAUSD Wellness Centers allows SAC SCE to expand our community sites offerings into 57 sites to over 1300 students in 2019-20 within SAUSD. Because of this collaboration, SAUSD Family and Communities Engagement staff can provide additional supportive services to SAC SCE students at those sites. In addition, SAC SCE receives marketing and recruitment support from SAUSD Wellness Centers throughout Santa Ana helping our school to reach a wider student demographic.
- SAC SCE Career Education programs have expanded because of the partnership created with Garden Grove Adult Education at Lincoln Education Center. In addition to being able to hold a larger number of total classes to more than 160 students per semester, the SCE Career Education Department is able to hold specific types of classes that we cannot offer at SAC SCE facilities. For example, SAC SCE is able to offer an Automotive Technology introductory course, the first course in the SAC Automotive Technology Program pathway because of facilities in place at Lincoln Education Center that include an automotive workshop and car lift.

SANTIAGO CANYON COLLEGE

Foundation

The SCC Foundation is exclusively dedicated to raising supplemental funds for the College. It established two new positions: an international student program coordinator and a foundation development coordinator. As a result of this seed money from the foundation, SCC now has a thriving international student program with about 125 students currently enrolled representing 30 nationalities.

In 2017 the foundation started a “President’s Circle Club”. The President's Circle at Santiago Canyon College recognized faculty, staff, alumni and friends who have made a gift of \$500 or more to unrestricted giving. Unrestricted gifts from President’s Circle members can be deployed quickly all over campus to support new initiatives, as well as underfunded programs and services that keep our campus on the cutting edge of community college education. Examples of areas supported include:

- Academic programs
- Student enrichment and leadership development programs
- Faculty and staff professional development and recognition
- Alumni and community outreach

In addition, foundation is working on growing the size of its board between 15-20. In 2019 SCC foundation is also conducting the fund development assessment.

Community Services

The Community Services program at Santiago Canyon College exists to provide additional options for educational opportunities and life-long learning to a diverse community. This revenue-generating department is fee based and offers not for credit courses to complement the traditional college-credit and noncredit class offerings. Community Services at Santiago Canyon College adheres to the best practice guidelines administered by Education Code section 78300. The program continuously seeks new revenue streams and partnerships for growth and support of staff salaries and benefits.

Community Services maintains a strong public profile to promote course offerings and serve as an outreach program for Santiago Canyon College. Each semester, over 100,000 copies of the schedule of classes and workshops are distributed in the community to advertise quality programming and strengthen brand recognition for the college. Through its outreach efforts, Community Services maintains strong relationships with local businesses and tracks industry trends to introduce new opportunities for revenue-generating collaborations. With continued outreach and a strong community presence, the program provides students with an opportunity to become a part of the college experience.

The SCC Community Services course offerings are widely diverse and economically accessible to bridge socioeconomic gaps and promote equity in education. Classes and workshops in Community Services are designed to promote Santiago Canyon College’s fundamental promise that, “*What happens here Matters.*” In Community Services, participants rediscover the value of learning. Course offerings expose residents to new technologies, careers, networking opportunities, and social trends. By participating in recreational courses and enjoying day tours, community members develop a sense of belonging, which in turn promotes strong affiliation and identification with Santiago Canyon College.

The Community Services Program maintains strong ties with community and business. Community Services offers “College for Kids” to support programming that meets the needs of Title VII as mandated by the U.S Department of Education and strengthens partnerships with the Orange Unified School District. In collaboration with the Orange Chapter of the California Land Surveyors Association, new

Land Surveyor certification courses are in development. With support of Career Education, Community Services offers continuing education units for Water Utility Science.

GOAL #1: RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

Objective 1C: ANNUALLY INCREASE OUTREACH TO ADULTS SEEKING COLLEGE CREDIT OR CONTINUING EDUCATION CLASSES

**Rancho Santiago Community College District
Number of Outreach Events in the Community for Credit Program by College
2017-18 through 2021-22**

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	30			
Santiago Canyon College	129			

Source: Vice Presidents of Student Services, Outreach Departments

**Rancho Santiago Community College District
Number of Outreach Events in the Community for Adult Education Programs by College
2017-18 through 2021-22**

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	220	230		
Santiago Canyon College	90	167	43	

Source: Vice Presidents of Continuing Education

**Rancho Santiago Community College District
Number of Marketing and Communications Sent to Community Using Digital Analytics
2018-19 through 2021-22**

	2017-18	2018-19	2019-20	2020-21
Santa Ana College				
• # of Print Ads	71			
• # of Online Marketing Reached	3,694,257			
• # of Radio & Streaming Spots	7,582,335			
• # of Direct Mail Reached	477,021			
• # of Outdoor Marketing Reached	36,368,105			
• # of Press Releases	35	40	44	
• # of Social Media Posts	867			
Santiago Canyon College				
• # of Print Ads	64			
• # of Online Marketing Reached	4,362,544			
• # of Radio & Streaming Spots	2,265,411			
• # of Direct Mail Reached	488,523			
• # of Outdoor Marketing Reached	18,411,636			
• # of Press Releases	39	41	22	
• # of Social Media Posts	318			

Source: RSCCD Public Affairs

**Rancho Santiago Community College District
Efforts to Transition from Noncredit to College Credit by Site
2018-19 through 2021-22**

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	1032	1075		
Santiago Canyon College	634	576		

Source: VP Continuing Education/Research Department

DISTRICTWIDE

RSCCD Public Affairs

When Fall 2019 began, Public Affairs was seeing a steady increase of services requested throughout the district and in positive enrollment campaign results. Publications was producing an unprecedented number of marketing and event pieces and our digital presence was strong and growing. Graphic Communications was providing a record number of files and new services to all who requested help. Our community relations and contact with the press was growing weekly, and even through crisis as was seen at SAC in Title IX issues and police activity, RSCCD Public Affairs stepped up to assist the college and ensured coverage and negative press was controlled. In Mid-Spring of 2020, RSCCD Public Affairs became the “tip of the spear” with the abrupt exit of the SAC PIO and the emergence of the COVID-19 pandemic and civil unrest on the world stage. RSCCD Public Affairs was no longer simply responsible for reaching potential students and driving enrollment, it became much, much more. Our small but powerful Public Affairs team became the voice of two colleges trying to bring calm and understanding to a confused student body, a justifiably distraught staff and faculty, and a community in need. RSCCD Public Affairs rose to the occasion. Working with local officials, administration, and distance education, our entire academic institution was able to go 100% online in a matter of two weeks. With each passing year, our audiences become more tech savvy and the expectation of a professional and substantial online presence is becoming paramount. Public Affairs is working tirelessly to grow and transform our communications to meet the changing needs of our audience. With our goals of continued expansion in digital communications, we continue with efforts in traditional print and news outlets in addition to non-traditional outreach like grassroots events and sponsorships that bring us face-to-face with the people and communities we serve. Our goal is to achieve an optimal balance in meeting informational demands and offering a human experience in order to best build brand loyalty and recognition.

In April and May of 2019, RSCCD Public Affairs offered each campus a full two-day photoshoot to add to the current collection of campus photos. The shoot took place inside classrooms to capture active learning situations as well as student lifestyle photos taken in public areas on campus. The images were well received and are currently being used in all new marketing and communications efforts.

RSCCD Public Affairs also introduced campus workshops to help deans and their divisions reach current and potential students more effectively. In these workshops, deans were introduced to low-cost and no cost micro-campaigns and services provided by RSCCD Public Affairs and given information on how to access those services. As a result of these new workshops, RSCCD Public Affairs is currently working alongside the campus administrators to develop a district-wide communications calendar that will allow our campuses to market themselves more strategically and effectively while collecting the data critical to acquiring leads and calculating ROI. These workshops will be an ongoing service provided twice a year to both campuses.

RSCCD Graphic Communications

RSCCD Graphic Communications again has adapted and risen to the challenges presented in 2019-20. We are in the process of introducing self-service design and asset management software districtwide. This will bring the freedom of design to staff and faculty throughout RSCCD while maintaining and preserving strict branding guidelines and approval processes. As in 2018, Graphic Communications is offering an ever-growing array of services that has now expanded to social design, web design, video editing, video graphics, branding services, and campaign strategy. Traditional graphic design, online publications, campaign development, and photography all continue to remain popular services that are being demanded by not only our staff and faculty, but also our students and community.

In Spring of 2020, Graphic Communications saw exponential demand for services with the abrupt exit of the SAC PIO and the changes brought forth by the COVID-19 Pandemic. This did not slow down the Graphic Communications.

In May of 2019, Graphic Communications presented a new visual standards identity book to Santa Ana College that included a complete Guided Pathways identity, a new ADA compliant font selection, secondary brand colors and textures, photo styles and campus signatures. This consistency will resonate and build brand loyalty with our community while presenting Santa Ana College as a top-rated, modern educational institution.

RSCCD Publications

RSCCD Publications strives to meet the ever-changing printing and reprographic service needs of the district and its educational centers. Staff members are constantly communicating with customers in order to meet their digital printing and reprographic needs while monitoring the latest industry's trends and products in order to provide additional in-house services.

In 2018-19, RSCCD Publications enjoyed one of its best years, increasing its color print production by over 57 percent. The increase was due in part to several contributing factors which included, 1) Graphic Communications' increased number of design services; 2) the district's and colleges' increased marketing efforts; and 3) the addition of several new pieces of digital printing and finishing equipment that allowed RSCCD Publications team members to complete print orders that were previously outsourced.

Last fiscal year, RSCCD Publications was on pace to equal or exceed its 2018-19 color print production totals until the COVID-19 pandemic limited on-site print production. RSCCD Publications team members continued to provide essential printing services as needed while complying with RSCCD COVID-19 health guidelines and social distancing.

Currently, RSCCD Publications continues to provide essential printing for district and college departments and services. It is also preparing for its relocation to the new Johnson Center at Santa Ana College where it will consolidate with Santa Ana College Quick Copy to provide district printing and finishing services. Because both print centers use the same production printers, they will be networked and connected to RSCCD Publications' online submission system, WebCRD, to increase productivity and reduce turnaround time for faculty and staff.

RSCCD Publications will continue to monitor print and marketing trends and provide new services to meet its customer's expectations. The goal of RSCCD Publications is to provide high-quality production services and products along with a consistent and pleasant user experience regardless of the customer's needs or location.

Rancho Santiago Adult Education Consortium (RSAEC)

In 2019, RSAEC entered into a contract with Interact Marketing Inc. to assist us with increasing our outreach efforts to adults seeking continuing education classes. Through California Adult Education Program (CAEP) funding, RSAEC has been able to allocate \$200,000 toward this effort. During the past year, Interact assisted us with social media campaigns including Facebook, Instagram and YouTube, print ads, radio ads, and an OCTA bus campaign. The overall campaign, which launched in September 2019 will conclude on August 31, 2020 and has had much success. It's RSAEC's intention to enter into a new one-year contract with Interact Marketing. This year the campaign will focus on separate, targeted programs for both Santiago Canyon College Division of Continuing Education (SCC-DCE) and Santa Ana College School of Continuing Education (SAC-SCE). The goal of the targeted campaigns is to connect specific programs to students with instructional needs within the RSCCD region.

With the allocation of the CVC-OEI Grant, the SCC credit and noncredit Career Education Departments designated \$125,000 towards working together with Interact Marketing Inc. Over the past six months, the departments worked to increase their outreach efforts to adults seeking career education opportunities. This contract included a social media campaign, still-shot videos for YouTube, print ads and mailers. The campaign which concluded on June 30, 2020 was very successful. The four unique YouTube videos had 207,000+ impressions with 110,000+ completed views for an average rate of 53%, which is much higher than the industry average rate of 15%. Facebook and Instagram ads also drove 3,500 clicks to the department webpages.

SANTA ANA COLLEGE

Outreach Events in the Community for Credit Program

The Outreach Department provides information and resources to potential students and assists them in navigating the college system. The team attends and hosts events while recruiting and promoting all of SAC's wonderful programs, services and academic classes to the community SAC serves. In the past three years, Outreach has created several programs to assist in removing barriers.

Partnering with Santa Ana High School, SAC hosted a pancake breakfast for our community to introduce them to the Santa Ana Promise. More than 1,500 residents came out to hear about the Promise SAC has made to our community. In addition to the pancake breakfast, SAC hosted many other annual community events such as our Camino de Amistad where hundreds of volunteers canvass the neighborhoods passing door hangers with registration details for SAC and SAUSD.

SAC understands the importance of our community and strives to make the college their home. A member of the Outreach team staffs weekly kiosks at the Mexican Consulate and Santa Ana Main Library. We volunteer at the Santa Ana Chamber, Kiwanis, city of Garden Grove and the city of Santa Ana community events. In addition to many more held throughout the year. SAC visits high schools, middle schools and elementary schools speaking to students on the importance of a college education.

SAC also developed trainings and workshops for the local high school counselors. The purpose of these events is to educate our partners on the new programs and services offered at Santa Ana College. SAC makes every effort to be immersed in our Santa Ana/Garden Grove community. Our goal is to have every home in Santa Ana to have a degree.

Outreach Events in the Community for Continuing Education Program

Through participation with Rancho Santiago Adult Education Consortium (RSAEC), Santa Ana College School of Continuing Education (SAC-SCE) is working to align its noncredit offerings to the college credit offerings as well as to the other offerings of other adult education providers in the region. In addition, SAC-SCE continues to expand partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the SAC-SCE Career Education instructional program. Working closely with Garden Grove Adult Education (GGAE), the partnership is able to provide SAC-SCE tuition free career education courses to GGAE adult students. New programs include classes in the areas of automotive and business skills as well as plans for implementing noncredit programs in welding and HVAC.

SANTIAGO CANYON COLLEGE

College Outreach

Outreach Events in the Community for Continuing Education Program

Through participation in the Rancho Santiago Adult Education Consortium (RSAEC), it was discovered that the needs of the community were not being met in the area of Adults with Disabilities. Santiago Canyon College Division of Continuing Education (SCC-DCE) secured funding through the California Adult Education Program (CAEP) to hire a full-time coordinator in this area and immediately reached out to assess the needs. Partnerships were formed with public agencies, non-profits and industry to create educational programs that prepare students with a developmental disability for work in competitive integrated employment (CIE). In its initial year, SCC-DCE's Adults with Disabilities program grew from 0 classes to 14 classes offered with a total enrollment of 378 students and 22 Career Development and College Preparation (CDCP) certificates awarded.

Santiago Canyon College promotes the noncredit instructional and student services programs through a website www.sccollege.edu/OEC, thru flyers, semester class schedule, and by participating at numerous community events. Examples of outreach activities and/or events that Outreach staff members participate in include:

- Transitional Aged Youth (TAY) Education and Resource Fair
- Job Fair Table at Anaheim Convention Center
- West Orange Elementary School College & Career Day
- Flyer delivery to Libraries: Garden Grove, Sunkist, Tustin, El Modena, Orange Main Library
- Outreach table at Tustin Library
- Foster Youth Outcomes Committee meeting/promote Education and Careers to 18+ adults
- FAIR CHANGE Hiring Summit @ Irvine One-Stop: Serving Formally Incarcerated
- Orange County's 3rd Annual Re-Entry Resource Fair @ Honda Center; Resources and Education for Formally Incarcerated
- Deliver 2017 class schedules and flyers to all Orange public libraries and the Employment Development Department (EDD) office in Anaheim
- Outreach table at the Mexican Consulate, Santa Ana; promoted all classes and programs
- Wells Fargo Bank award recognition and networking event; invited guests of honor
- OC Job Fair Expo: Promoted all classes and programs
- The Wellness Center (REI) 4th Annual Education Fair
- Family Fun Day Event at SAC/Outreach
- Deliver Flyers and class schedules to Libraries: Tustin, Irvine, Taft, Anaheim Hills, Yorba Linda Library and Community Centers throughout Orange County
- Outreach Table at the 9th Annual Military Event at New Wine Church in Fullerton
- The Source OC Event Center invited SCC noncredit to participate at the Small Business Owners/Entrepreneurs Event; set up outreach table and promoted all programs and classes
- Outreach Table at the RAD Family Resource Fair at the Irvine Park. Promoted all programs and enrolled students
- Delivered schedules to OCTA for distribution to all their clients visiting the office
- Annual Earth Day Festival at Santiago Canyon College

Area of Focus	Objectives	Responsible Person(s)	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Strategic Planning	4. Identify and Address Gaps Between 2019-22 Districtwide Strategic Plan and Enrollment Management Plans	Presidents / Vice Presidents/ Perez	June 2021	<ol style="list-style-type: none"> 1. Establish DO/SAC/SCC committee to identify gaps 2. Committee identifies gaps, and recommends approaches to addressing them 3. Applicable committees address the identified gaps 4. Conduct new environmental scan if committee determines necessary 	<ol style="list-style-type: none"> 1. Committee set 2. Gaps identified and recommendations made to applicable committees 3. Gaps addressed by committees and progress report made to DC 4. New environmental scan conducted (if needed) 	<ul style="list-style-type: none"> • 2019-22 Strategic Plan approved 08/28/19 • SCC Enrollment Plan completed • SAC Enrollment Plan in progress
B. Enrollment Management	1. Clarify DO role in Enrollment Management	POE/DC	June 2020	<ol style="list-style-type: none"> 1. Establish committee 2. Discuss in DC, POE and district curriculum committee 3. Delineate, document, and disseminate DO role 4. Incorporate DO role as applicable into college and district enrollment management planning processes 	<ol style="list-style-type: none"> 1. Committee set 2. Discussions completed 3. DO role in EM district-wide disseminated 4. DO role incorporated 	<ul style="list-style-type: none"> • Completed; DO's role is to support the colleges with technology and resources needed to manage enrollment
B. Enrollment Management	2. Acquire Predictive Analytics Software and Integrate into Enrollment Management Processes	POE	June 2021	<ol style="list-style-type: none"> 1. Begin conversation at POE as to: <ol style="list-style-type: none"> (a) Shortcomings of current EM tools. (b) What EM software/tools are needed? Not needed? 2. Develop multi-pronged approach (more than just software). Determine what other district-wide systems / processes need to be improved / changed. 3. Connect with other colleges on what software has worked for them. 4. Identify and meet with vendors 5. Select, obtain, install, test, and implement software 6. Implement other changes in EM processes as needed 7. Establish schedule for evaluation and improvement going forward 	<ol style="list-style-type: none"> 1. Conversations completed 2. Multi-pronged approach developed; determination made 3. Communications with other colleges completed and information provided to POE. 4. Vendor meetings completed 5. Software obtained and implemented 6. Other necessary changes to EM processes implemented 7. Schedule for ongoing evaluation and improvement set 	<ul style="list-style-type: none"> • 2. Educational Services has engaged CWP to provide EM reports to assist college EM plans • 4. SCC has identified AdAstra as potential vendor and had scheduled a meeting with their EM committee.

Area of Focus	Objectives	Responsible Person(s)	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
B. Enrollment Management	3. Conduct System Review and Study of EM best practices at similar districts and incorporate those practices into EM processes	POE	Spring 2021	<ol style="list-style-type: none"> 1. POE establishes sub-committee to conduct review 2. Select applicable districts 3. Conduct systematic review 4. Identify sound practices that fit RSCCD, SAC, and SCC needs 5. Incorporate those practices into EM planning at all three institutions. 6. Establish schedule for evaluation and improvement going forward 	<ol style="list-style-type: none"> 1. Subcommittee set 2. Districts selected 3. Review completed 4. Sound practices identified and reviewed for suitability 5. Practices incorporated into EM plans and implemented. 6. Schedule for ongoing evaluation and improvement set 	1. Working with Cambridge West Partnership (CWP)
C. Budget Allocation Model	<ol style="list-style-type: none"> 1. Conduct Internal Review of the BAM and its processes (review of successes and gaps). 2. Conduct Internal Review of the BAM and its processes to ensure that it is aligned with the statewide funding formula so that model can distribute resources through transparent processes that support the availability of high quality educational programs that respond to student and community needs. 	FRC	Fall 2018	<ol style="list-style-type: none"> 1. Contract consultant 2. Discuss at FRC / DC 3. Discuss with stakeholder unions 4. Conduct both internal reviews and recommend BAM improvements as needed 5. Assess/identify minimum funding necessary to ensure success of program/service. 	<ol style="list-style-type: none"> 1. Consultant contracted - completed 2. Discussions with FRC / DC completed - ongoing 3. Discussions with stakeholder unions completed –ongoing discussions with stakeholders through FRC and DC 4. Internal reviews completed and recommendations made to DC - ongoing 5. Minimum funding identified – minimum funding allocation to colleges based on ever changing SCFF model. 	<ol style="list-style-type: none"> 1. Consultant Board approved on Sept. 24, 2018 meeting. 2. Discussions in FRC/DC on-going 3. Continuing discussions and modeling based on ever changing SCFF Model.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
B. Enrollment Management	2. Acquire Predictive Analytics Software and Integrate into Enrollment Management Processes	Select, obtain, install, test, and implement software	\$100,000
C. Budget Allocation Model	1. Conduct Internal Review of the BAM and its processes (review of successes and gaps).	Contract consultant	\$60,000
C. Budget Allocation Model	3. Conduct System Review and Study of BAM best practices and processes at similar districts and incorporate those practices into EM processes	Contract consultant	\$30,000
C. Budget Allocation Model	4. Develop and Implement Plan to Enhance Communication and Transparency about District and College Budgets	Contract consultant	\$10,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: Raul Rodriguez, Ph.D.	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President, Santa Ana College <i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Monica Zarske	
Signature or E-signature:	Date:
Academic Senate President, Santiago Canyon College <i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name: Michael DeCarbo	
Signature or E-signature:	Date:



Building the future through quality education

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PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

“The Mission of POE is to serve as the district level planning and accreditation oversight and coordinating committee that makes recommendations to District Council.”

MEETING SCHEDULE 2020-2021

Location: Zoom or DO, Santa Ana Room #103

Time: 3:30pm-4:30pm

2020	2021
Wednesday, July 22	Wednesday, January 27
Wednesday, August 26	Wednesday, February 24
Wednesday, September 23	Wednesday, March 24
Wednesday, October 28	Wednesday, April 28
Wednesday, November 18	Wednesday, May 26
<i>Wednesday, December 16 (tentative)</i>	Wednesday, June 23

Approved: June 24, 2020

POE COMMITTEE MEMBERS:

Yuri Betancourt • Dr. Marilyn Flores • Aidan Kato • Dr. Jeffrey Lamb • Cristina Morones • Enrique Perez • Nga Pham • Kristen Robinson • Craig Rutan • Sarah Santoyo • Roy Shahbazian • Mark Smith • Michael Taylor • Harley Villanueva • Aaron Voelcker