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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, July 22, 2020 3:30pm-5:00pm

<https://cccconfer.zoom.us/j/91982018944> or dial 1 669-900-6833 / 91982018944#

- I. WELCOME**
- II. *MINUTES FOR REVIEW AND APPROVAL – June 24, 2020**
- III. REPORT FROM DISTRICT COUNCIL – July 6, 2020**
- IV. CURRENT PLANNING ACTIVITIES**
 - a. Update on Vision for Success Goals**
 - b. *District Enrollment Management Reporting Recommendation from CWP**
 - c. *Calendar of Activities**
- V. COMMITTEE ROLES/TASKS/ASSIGNMENT**
 - a. *Review accomplishments for 2019-2020**
 - b. *Review of the Mission and Responsibilities of Committee**
 - c. Review participatory governance survey results**
- VI. PLANNING AT THE COLLEGES**
 - a. Santiago Canyon College**
 - i. Update on Accreditation**
 - b. Santa Ana College**
 - i. Update on Accreditation**
- VII. FOLLOW-UP & UPDATE ON IEPI PLAN**
- VIII. *GRANT DEVELOPMENT SCHEDULE**
- IX. GUIDED PATHWAYS**
 - a. *Santa Ana College**
 - b. *Santiago Canyon College**
- X. OTHER**

NEXT MEETING: **Wednesday, August 26, 2020**

bold indicates standing items

** indicates attachment provided*

POE COMMITTEE MEMBERS:

Yuri Betancourt • Aidan Kato • Dr. Jeffrey Lamb • Cristina Morones • Enrique Perez • Nga Pham • Kristen Robinson • Sarah Santoyo • Roy Shahbazian
Mark Smith • Martin Stringer • Michael Taylor • Harley Villanueva • 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, June 24, 2020 4:00pm-5:00pm via zoom

Present: Yuri Betancourt, Dr. Marilyn Flores, Dr. Jeffrey Lamb, Cristina Morones, Nga Pham, Craig Rutan, Mark Smith, Sarah Santoyo, Kristen Robinson, Roy Shahbazian, Mike Taylor, and Aaron Voelcker

Absent: Michael DeCarbo, Enrique Perez, Aidan Kato, and Harley Villanueva

Mr. Rutan called the meeting to order at 4:02pm.

I. WELCOME

Mr. Rutan provided welcoming remarks. Mr. Taylor will be serving as SCC faculty member; Dr. Flores will be Interim President at SAC effective July 1; SCC Interim VP Martin Stringer will be attending future meetings replacing Dr. Flores; Mr. Shahbazian will be taking over as faculty co-chair in July.

II. MINUTES FOR REVIEW AND APPROVAL – May 27, 2020

No corrections were made.

It was moved by Dr. Flores, seconded by Ms. Pham to approve the May 27, 2020 minutes.

III. REPORT FROM DISTRICT COUNCIL – June 1, 2020

Mr. Shahbazian reported that the tentative budget was approved; the Data Integrity Specialist position was held off. District Council meets next on July 6.

IV. CURRENT PLANNING ACTIVITIES

a. Update on Vision for Success Goals

Ms. Santoyo joined the meeting at this time.

Ms. Pham reported that this will be a standing item. State released statewide update and data by college but with no guidance. Mr. Voelcker reported that numbers have changed considerably, unsure how to adjust success goals, more to come, comparison with colleges and possibly resetting goals. Mr. Rutan reported attending the Chancellor's office Metrix Workgroup meeting on June 10. There is concern on lack of alignment in metrix, not same numerical results; data released to system but documentation to changes made was not released. Chancellor's office working with WestEd on changes. Changes to definitions changed previous year's results and now colleges may need to change planning. Craig volunteered to serve on a workgroup during summer on the decision process to making changes. Work will be done on documentation to what was shifted but may not be available until fall. Dr. Lamb provided remarks on the completion agenda not changing and not being held to absolute numbers. Moving forward with work to set-up for when the numbers matter was consensus. Cleaning up data is still valid and ITS project reviews and improving data warehouse.

Dr. Flores reported on enrollment management work being done; parallel workgroups of Data Integrity Group and ITS Workgroup; progress being made in processes; work moving forward with VP's, ITS and Research at table; looking at enrollment management tool that is more predictive, more to analytics and user friendly, 'EMT 2.0' long term and short term tools.

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

- b. Update on District Related Enrollment Management Reports – list of reports
Ms. Pham reported that CWP Consultant will be providing Mr. Perez a list of reports, **forthcoming at next meeting**. Dr. Lamb reported on other enrollment reports, sees a 3-5yr plan in enrollment management tool; SAC contracted both Cambridge West for planning work and Steinhart for facilities efficiency usage report; each college hired AdAstra; enrollment management and guided pathways are hand in hand.
Dr. Flores reported on AdAstra; full assessment work being done, teams, comprehensive analysis with block scheduling and questioning if block scheduling works, kick-off meeting, gathering data, reports to follow by early fall.
- c. Calendar of Activities
Ms. Pham reported on drafting a month by month calendar aligning POE with FRC. Mr. Rutan shared that FRC meets July 1st, changes to the Planning Design Manual are on the agenda for approval. **Item IV. c.** will be placed on the next agenda.

V. COMMITTEE ROLES/TASKS/ASSIGNMENT

- a. Examine accomplishments for 2019-2020
Ms. Pham reported that 19-20 committee goals were not yet created, suggested on looking back at accomplishments made past year. It was suggested to take information from today and **continue at July's meeting**. Accomplishments shared:
- Functions Mapping final review work done in fall
 - May 2019 Governance Retreat and aligning college and district goals
 - Review of Decision Making Handbook
 - Birth of Districtwide Guided Pathways Subcommittee
 - Allocations of resources towards Ad-Astra
 - New emphasis on Enrollment Management and data reports
 - IEPI efforts in tracking and monitoring
 - Grant Schedule inclusion to agenda and regular updates on grants
 - BAM Analysis and hiring CWP consultant
 - Highlighting how district allocation processes was not following planning processes; helped other groups have conversations on workflow *aka* increased focus of aligning and resource allocation at district level
- b. Goals to accomplish in 2020-2021
A reminder was made to review POE reason for existence at the beginning of the year; reviewing the calendaring activities, focus of committee, timelines, etc. as an orientation for new and current members and student representatives. Request was made to **add material from the Planning Design Manual-Mission of Committee to the July agenda and at the 1st meeting of new members.** **'Review of the Mission and Responsibilities of Committee'** will be placed on the July agenda.
Ms. Duenez will reach out to ASG presidents for representation to future meetings.
- c. **Review participatory governance survey results**
Ms. Pham reported on results of the survey; 26 responses from governance committee participants. It was suggested an **orientation** of each governance committee in their roles/responsibilities, calendar of activities and alignment with the colleges will help members better understand their work To assist with goal setting for 2020-21, **item V.c.** will continue onto July's agenda and **results of survey** be brought back. Summer was agreed as a good time to fully implement items in the Planning Design Manual.
Mr. Perez and Mr. Shahbazian will email DC and co-chairs of governance committees so they include a review of survey results and roles/responsibility/membership of their committee at the beginning of the academic year. This review is to ensure memberships understand the governance structure and their roles/responsibilities to that committee.

VI. PLANNING AT THE COLLEGES

a. Santiago Canyon College

i. Update on Accreditation

Dr. Flores will send accreditation team 'next steps' on this before leaving to SAC. Mr. Voelcker is serving as ALO, accreditation liaison officer for the next year. Mr. Stringer will still lead one of the standards

b. Santa Ana College

i. Update on Accreditation

Dr. Lamb reported on the deadlines for evidence writing, drafting templates, planning summer writing summit/workshop in July for focused time to writing. **Mr. Voelcker and Dr. Lamb** will meet on how to deploy best approach for district governance responses, i.e. FRC/PRC.

VII. FOLLOW-UP & UPDATE ON IEPI PLAN

a. B.1. Enrollment Management

This item was covered in items IV and V. Ms. Santoyo shared that an extension was approved, a revised amendment extending the contract.

VIII. GRANT DEVELOPMENT SCHEDULE

Ms. Santoyo reviewed the schedule and a date change to student support services.

IX. GUIDED PATHWAYS

a. Santiago Canyon College

Dr. Flores reported that CAPS are now called SCC Pathways, the website, Joyce Wagner and Denise Foley will continue to be GP facilitators. Starfish demo, Ellucian and flex activities in fall semester along with piloting potential success teams and program mapping.

b. Santa Ana College

Dr. Lamb shared screen with update on work being done and status of projects as of June 1, 2020 and reported on activities including noncredit work, learning engagement team, 4th Pillar, the Chancellor's Call to Action, website, Starfish implementation and site visit in November, and being part California Guided Pathways 2nd cohort group. Dr. Lamb shared update file with Ms. Duenez to attach to minutes.

X. OTHER

a. 2020-2021 draft meeting calendar

November 18th date is preferred; December 16th will stay as tentative.

Next meeting is calendared for July 22, 2020. Mr. Rutan reported that Mr. Shahbazian will take over as faculty co-chair starting with July's meeting.

Mr. Rutan adjourned the meeting at 5:11pm.

Approved: _____

Generic Enrollment Management Reporting

Introduction

The following listing of reports to support strategic enrollment management planning is organized around the guided pathways framework and subdivided into six phases. This is a broader perspective than might otherwise be contemplated by the phrase enrollment management.

It is anticipated that three to five years of trend data would be developed for analysis in most of the reports.

The Rancho Santiago Community College District (RSCCD) provides an extensive report inventory from which end users can select and often insert runtime values in order to tailor the report to distinct needs. As such, many of the report topics suggested below may already exist in that inventory. No attempt was made to “second guess” which topics might already be addressed by an established report.

Some of the reports are available through the Student Success Metrics (SSM) dashboard, Centers of Excellence dashboard, or are provided through the Student Centered Funding Formula (SCFF) reporting. Those cases will be noted through footnotes. Because both the SSM and SCFF reporting processes have approximately a one-year lag time, the District or colleges might want to undertake an effort to develop an independent RSCCD reporting capability.

A set of basic assumptions about strategic enrollment management is located at the end of the report list.

Phases or Stages

1. Environment or context
 - a. Community/service area
 - i. Effective service area- analysis of zip codes of enrolled students
 - ii. Potential students trends and projections in the effective service area
 - b. Trends in sources of FTES
 - i. Face-to-face on campus and major centers
 - ii. Face-to-face in local community, might include inmates
 - iii. Online distance education
 - iv. Correspondence for inmates
 - v. Instructional service agreements (ISAs)
 - c. Trends in types of FTES per SCFF categories
 - d. Labor market¹
 - i. Demand vs. supply
 - ii. Local employer significant needs

¹ See the Centers of Excellence (CoE) dashboard and periodic studies. Analytical work with the CoE dashboard would produce a report that highlights occupations where supply falls short.

- e. Current programs of study offered (Chancellor's Office authorized, and low-unit certificates approved by the district Board of Trustees)
 - f. FTES history and future targets, SCFF categories twist
 - g. Reporting and processes to rigorously quality control MIS data elements that influence SCFF allocations.
2. Outreach and Recruiting
- a. Participation rate analysis in official service area as a whole or by zip code
 - b. Trends in headcount (of enrolled students) by zip in effective service area
 - c. Application to yield rate in general²
 - d. Feeders and interagency relations
 - i. Yield rates of recent high school graduates
 - ii. CTE and CCAP pathway agreements
 - 1. Trend counts of courses
 - 2. Trend counts of participants
 - 3. Trend analysis of yield rates
 - e. Media market, most commonly used sources by enrolled students
 - f. Transfer model curriculums (TMC) or UC pathway, etc. opportunities
 - g. Some form of accounting for outreach/recruiting activities and, to the extent possible, related enrollment results
3. Matriculation or Onboarding
- a. Trends in numbers of students qualifying for supplemental allocation funds
 - i. Financial aid recipients (College Promise and Pell Grant)³
 - 1. Numbers of students who started, but did not complete the FAFSA
 - ii. AB 540 students⁴
 - b. Trends in the numbers of students completing
 - i. Abbreviated student education plan
 - ii. Full, approved student education plan
 - c. Trends in the numbers of students completing college orientation
 - d. Pre/Post AB 705 and trends in transfer-level English composition and math course placements
 - e. If one is available and participation is encouraged/expected, trends in the numbers of students completing a career interest survey,
 - f. Trends in student demand for courses as evidenced by
 - i. Waiting lists
 - ii. Percentage fill at key points in the registration cycle
 - iii. Registration audit table analysis

² See Student Success Metrics (SSM) dashboard

³ See Student Centered Funding Formula (SCFF) reporting

⁴ See SCFF reporting

4. Curriculum and Scheduling

a. What do you have to offer?

- i. For all degree programs identify related certificates and note the numbers of courses required for each in order to build nested pathways.
- ii. Analyze the role of each active course in the general education patterns and programs of study in order to anticipate high demand courses.
- iii. For all programs of study, project the sequence and frequency of course offerings over two years to facilitate completion of the program.

b. Planning future schedules (outline a timeline that gives time for analysis)

1. District desired FTES target disaggregated by college and term and expressed in overall as well as SCFF categories. There is need to disaggregate by location considering the large non-credit centers.
- i. Identify the trends in past like terms with respect to:
 1. Sections scheduled
 2. Enrollment (at census)
 3. Percentage fill
 4. Class size average
 5. Resident FTES generated
 6. FTEF allocated
 7. FTES/FTEF ratio

Data at college, division, discipline, course level aggregations are desired for credit instruction to provide a baseline for developing future targets through work by Vice Presidents, division deans, and department heads.

If possible, reporting in 4.b.ii above coupled with interactive areas and logic to insert “what if” scenarios such as:

- Disciplines or courses below 80%, but above the division average fill rate, brought up to the 80% fill rate level.
 - Disciplines or courses below the division average fill rate reduced in FTEF and enrolled to the 80% fill rate.
 - Disciplines or courses below the division average fill rate reduced in FTEF but enrolled at the division average fill rate.
 - Translate these “what if” actions to potential FTES impact.
- ii. Allocate FTES targets by term and units within academic affairs at the college with attention to the SCFF categories.
 - iii. Allocate FTEF by term and units within academic affairs at the college.
 - iv. Develop a budget to generate the desired FTES.
 - v. Track awards granted by program looking for “under performers.” Include all programs authorized by the Chancellor’s Office and any low unit programs authorized exclusively by the college Board of Trustees.
 - vi. Potential projected need for course sections based on
 1. student education plans

2. waiting list
3. percentage fill
4. registration audit table analysis
- vii. Consider history of course sections cancelled for lack of enrollment and classes retained with less than the minimum desired enrollment
- viii. Establish standard day patterns and time blocks to maximize FTES and efficient use of facilities as well as to minimize class time conflicts for student access to class seats⁵
- ix. Establish means to monitor FTEF and generation of FTES as the schedule is being developed.
- x. Establish a means to monitor use of the hourly instructional budget.
- xi. Track and study the history of course offerings to be aware of:
 1. How many sections offered were retained?
 2. What were the enrollments?
 3. What modes of instruction and time of day were used?
- xii. Analyze, by term, past time block usage to identify peak and low section scheduling and headcounts across days and times.

⁵ It is understood that courses with different total instructional hours and scheduled for different lengths through the use of short sessions within the standard term will require different day patterns and start/stop times.

- c. Quality Control schedule data
 - i. Day, start and stop patterns outside of prescribed instructional periods (exception report).
 - 1. Meeting time conflicts minimized (courses with different total hours of instruction and classes placed in sessions of different lengths will naturally produce conflicts)
 - ii. The Course Outline of Record hours are fully scheduled per Student Attendance Accounting Manual, exception report.
 - iii. Analyze, by term, past time block usage by subject or general education area across days and times.
 - iv. Analyze time block heat map or similar report to check on distribution of classes.
 - v. 67% rule conformance check. (this may be built into the district Student Information System)
 - vi. Collective bargaining workload conformance check. (this may be built into the district Student Information System)
 - vii. The FTEF assigned within allocation for term.
 - viii. Room conflicts identified for resolution.
 - ix. Method of attendance matches scheduling pattern, type of course (exception report).
 - x. Projected FTES compared to target FTES.
 - xi. Projected cost of hourly instruction compared to budget.
- d. Monitoring schedule implementation
 - i. During peak registration period
 - 1. Enrollments compared to past like term
 - 2. Percentage fill rates at key points in the cycle
 - 3. Registration audit table data analyzed
 - 4. Low enrollment classes (below minimum acceptable enrolled)- an exception report
 - ii. During the term
 - 1. Enrollments in full-term classes at the start of instruction with attention to low enrollment and the waiting list on sections (an alert to act report)
 - 2. Enrollments and percentage fill at census day for full-term classes
 - 3. Enrollments at the start of a short session within the term with attention to low enrolled and waiting list on sections
 - 4. Enrollments and percentage fill for census dates on daily census classes.
 - 5. Weekly enrollments in open-entry classes
 - iii. During peak registration and the early part of the term or early part of a short session
 - 1. For classes cancelled, snapshot the impact on students, e.g. what was the role of the cancelled course in the curriculum, who were

the enrolled students, how many units had they earned, what programs are they in, are they on financial aid, etc.

- e. Projections of FTES units being generated, distinguished by SCFF types of FTES and modes of attendance collection. Also, FTES projections by discipline and units within academic affairs.
 - i. At key points in registration cycle
 - ii. Opening day of instruction
 - iii. Census day for full-term classes
 - iv. Census dates for daily census classes in short sessions within the term
 - v. Weekly for open-entry classes
 - f. "After action" or critique of schedule (feeds planning future schedules)
 - i. Retention and success, various levels of aggregation
 - ii. Fill rates, various levels of aggregation
 - iii. Waiting list unfulfilled (students who never got into some section of the requested course)
 - iv. Classes that were discontinued for low enrollment
 - v. Classes that were retained below the acceptable minimum enrollment
 - vi. Cost per FTES generated.
5. Supporting Students- Staying on the path
- a. Momentum points⁶
 - i. Percent of AB 705 placements who complete transfer English composition and math in the first year
 - ii. Skill gains in developmental education
 - iii. Course success rate
 - iv. Successfully completed unit thresholds in the fall
 - v. Successfully completed unit thresholds in the academic year
 - vi. Retained fall to spring
 - vii. Earned 9+ career and technical education units
 - viii. Completed noncredit workforce milestone (if such programs are in place)
 - b. Basic needs deficiencies
 - i. Survey of student basic needs (food, housing, etc.) and deficiencies
 - ii. Counts of students served by College interventions
6. Completion and transition
- a. Who is close to completing? (45 units + overall and by program of study)
 - b. Awards conferred by program (feeds environment and context, planning future schedules)
 - c. Average units accumulated by students earning an Associate Degree
 - d. Students transferred by destination

⁶ See SSM and/or SCFF reports for many of these momentum point data items

- e. Skill builders and wage changes⁷
- f. Who completed but did not transfer, why? (maybe be hard to identify and survey or interview)
- g. Who disappeared without an award and was not a skill builder?
- h. Career Technical Education Outcomes Survey (CTEOS)⁸ responses-
 - i. who got a related job?
 - ii. what wage gain?
 - iii. Suggestions for program improvement
 - iv. Return rate on survey

Basic Assumptions for Strategic Enrollment Management

1. The overarching longer-term outcomes from **any** SEM Plan are:
 - a. Increase the volume of students who enroll, have course success, complete programs of study, and transition into the workforce or a four-year institution.
 - b. As a result of the increased student volume, revenues to a college should increase. If efficiently and economically managed, the results should help ensure a college's viability.
2. Think about enrollment management in broad terms by using the lens of guided pathways to frame your work.
3. Know your potential audience and appeal to them as directly possible through means they trust and commonly utilize.
4. Look at the institution's policies, practices, programs, and schedule through the eyes of the prospective and current students.
5. Simplify and facilitate a student's journey through the postsecondary experience.
6. Analyze programs of study to nest degrees and related certificates into one master pathway. Minimize overlapping degrees and certificates.
7. Move to annual/multi-year schedules at least in terms of what courses are offered in order to complete programs of study.
8. Craft and enforce a block scheduling system to optimize access to class section seats, FTES, and classroom utilization while acknowledging that courses with different total contact hours will require different day and instructional period patterns.
9. Inform future FTES targets and the development of future schedules of classes with evidence of student demand such as percentage fill rates, waiting lists, analysis of data from the student information system registration audit table and evidence of productivity and FTES generation.
10. Develop reporting to inform decision making and reduce guessing or continuing unexamined "business as usual" practices.
11. Rigorously quality control data in the schedule of classes to optimize FTES and minimize problems for student registrations.

⁷ See SSM and Data Mart query options on outcomes

⁸ The District Office can collaborate with the colleges and the CTEOS survey team to identify potential respondents and to optimize survey returns. The CTEOS team processes the responses and returns the results to the colleges for interpretation and action.

12. Rigorously quality control MIS data elements that are influencing SCFF allocations.

**Rancho Santiago Community College District
Planning and Organizational Effectiveness Committee
Calendar of Activities**

July	<ul style="list-style-type: none"> • Plan for Presentation to Board of Trustees
August	<ul style="list-style-type: none"> • Governance Committees Review Committee Purpose, Responsibilities, Membership, and Create Committee Annual Goals • Review Progress Towards Strategic Plan (from colleges/District Services) • District Services Units Submit Portfolios & Budget Allocation Requests
September	<ul style="list-style-type: none"> • Review District Services Planning Portfolios • Governance Committees Submit Requests for Resource Allocation
October	<ul style="list-style-type: none"> • Strategic Plan Update Presentation to the Board of Trustees • Reviews Requests for Resource Allocation (from Governance Committees and District Services Departments) Using Established Rubric
November	<ul style="list-style-type: none"> • Submits Resource Allocation Request Priorities to FRC
December	<ul style="list-style-type: none"> • FRC Reviews and Submits Resource Allocation Priorities to District Council
January	<ul style="list-style-type: none"> • District Council Reviews Resource Allocation Priorities and Funding Analysis and Makes Funding Decision
February-April	<ul style="list-style-type: none"> • Colleges Conduct Local Allocation Prioritization Processes
May	<ul style="list-style-type: none"> • Annual Governance Committees Retreat (if needed)
June	<ul style="list-style-type: none"> • Survey to Participatory Governance Committees on Planning Process • Governance Committees Evaluate Committee Annual Goals

POE Committee - Draft Accomplishments 2019-2020

Review of accomplishments shared from June 24, 2020 meeting:

- Functions Mapping final review work done in fall
- May 2019 Governance Retreat and aligning college and district goals
- Review of Decision Making Handbook
- Birth of Districtwide Guided Pathways Subcommittee
- Allocations of resources towards Ad-Astra
- New emphasis on Enrollment Management and data reports
- IEPI efforts in tracking and monitoring
- Grant Schedule inclusion to agenda and regular updates on grants
- BAM Analysis and hiring CWP consultant
- Highlighting how district allocation processes was not following planning processes; helped other groups have conversations on workflow / increased focus of aligning and resource allocation at district level

The Planning and Organizational Effectiveness Committee is the district-level planning and accreditation oversight and coordinating committee that makes recommendations to District Council.

Committee	Responsibilities	Membership
<p>Planning and Organizational Effectiveness</p>	<p>Coordinate the development Develop and monitor implementation of the RSCCD Comprehensive Master Plan and the RSCCD Strategic Plan</p> <p>Ensure that District planning processes follow the processes and timelines outlined in the RSCCD Planning Design Manual</p> <p>Provide leadership for coordination of district and college planning activities</p> <p>Prepare the annual Progress Report on the RSCCD Comprehensive Master Plan</p> <p>Coordinate data to be presented at annual Board of Trustees planning activity</p> <p>Coordinate accreditation activities between colleges and District Services including the delineation of District/College Functions</p> <p>Review institutional research activities and results</p> <p>Review resource development initiatives</p>	<ul style="list-style-type: none"> • Executive Vice Chancellor, Human Resources & Educational Services (co-chair) • Assistant Vice Chancellor, Educational Services • RSCCD Executive Director of Research, Planning & Institutional Effectiveness • Vice President, Academic Affairs, Santa Ana College • Vice President, Academic Affairs, Santiago Canyon College • Institutional Effectiveness Coordinator, -- Dean of Academic Affairs Santa Ana College (or designee) • Assistant Dean of Institutional Effectiveness & Assessment Learning Support <u>Library</u> & Learning Support Services, Santiago Canyon College • Two faculty members appointed by each President Academic Senate, Santa Ana College & Santiago Canyon College (or designee) • A faculty member appointed by FARSCCD • Three Classified representatives appointed by CSEA (District Office, Santa Ana College & Santiago Canyon College) • One of the faculty representatives shall serve as committee co-chair for two years (alternating each college) • Student representatives (SAC, and SCC)

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution- alization?	District/College authorized submission
Submitted									
<i>USDA U-ACRE SAC sub-award to CSUF \$140,000</i>	SAC – Dean Eidgahy, Kimo Morris	Goals #2 and #4	SAC items to CSUF 1/17/20	Submitted	Summer 2020	No	Funds used to provide paid internships for students	No	Yes
<i>Student Support Services U.S. Department of Education \$265,000/per year for up to 5 years (Student Support Services may offer multiple programs for special populations: e.g., STEM majors, students with disabilities, ESL, teacher prep.)</i>	SAC (2): Brenda Estrada: SSS-Vets Romelia Madrigal: SSS-Regular	Goals #1, #2 and #3	Due January 27 2020	Update: Per FAQ prepared by US Dept of Ed, existing programs will receive cont. awards for 20/21. Not clear what this means for the remaining 4 of the 5 year term.	June 2020	No	Wrap-around student support services to low-income, first-generation and/or academically at risk students to attain ambitious achievement targets in persistence, GPA at 3.0 or greater, completion, transfer, and persistence to the 2 nd year at four-year universities.	No	Yes
	SCC (4) LaKyshia Perez: SSS Reg Janis Perry: SSS-Teacher Prep Deisy Covarubbias: SSS-STEM Joseph Alonzo: SSS-Vets		Due January 27, 2020	Update: Cont. award for existing program for 20/21; not clear about remaining 4 years of the term. SSS-Teacher Prep scored in the 2 nd funding band 109.33 (cut-	June 2020	No			Yes

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution-alization?	District/College authorized submission
				off 110). No notice re. other apps, likely scores did not place them on the funding list.					
<i>AT&T Distance Learning & Family Connections</i>	DO – Enrique Perez	Goals #1, #2, and #3	April 2020	Submitted	May 2020	No	Faculty development and training to increase non-credit remote instruction.	No	Yes
<i>U.S Bank – Supporting workforce education and prosperity</i>	DO – Ruth Cossio-Muniz	Goals #1 and #2	Due 4/30/20	Submitted	Summer 2020	No	Provide training and development services to small businesses.	No	Yes
<i>Tobacco-Free Campus Truth Initiative \$20,000</i>	SAC	#1 and #2	May 26, 2020	Update: Awarded.	Summer 2020	No	SAC would engage a taskforce to inform the campus community about the importance of instituting a 100% tobacco & smoke-free campus policy, and work toward having a policy in place by the end of the grant.	Yes	Yes
Spring 2020									
<i>MESA (Math, Engineering, Science) Achievement Program</i>	SAC –Maria de la Cruz, Cathie Shaffer	Goals #3 and #4	Expected to be due in April/May 2020	Planning	June 2020	Yes.	MESA Center will continue to provide academic and support	No	Yes

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution-alization?	District/College authorized submission
<i>CA Community Colleges Chancellor's Office (\$70,000)</i>							services for low-income STEM majors to promote transfer to 4-year STEM programs.		
<i>Middle College High School CA Community Colleges Chancellor's Office (\$100,000)</i>	SAC – Vaniethia Hubbard	Goals #1, #2, #3, and #4	Expected to be due in April/May 2020	Planning	June 2020	Yes. Match is met 100% by SAUSD.	SAC will continue to operate Middle College High School for at-risk SAUSD high school students.	No	Pending
<i>NEH Humanities Initiatives at Community Colleges \$150,000</i>	SCC – Rachel Petrocelli, Seth Dougherty	RSCCD	July 16, 2020	Writing	January 2021	No	Develop a humanities research lab and expand research resources (databases, digital resources) in collaboration with the library.	No	Pending
<i>U.S. Economic Development Administration – Public Works & Economic Adjustment Assistance (up to \$30,000,000)</i>	DO – Enrique Perez	Goals #1, #2, #3, and #4	Applications accepted on an on-going basis	Planning	60-days after app & all req documents submitted	20%-50% based on program & other factors	Lead a regional partnership of key stakeholders to implement a workforce development project.	Yes	Yes

RSCCD Resource Development Grant Development Schedule

1) Plans for personnel to be hired by the grants listed above: please refer to attachment.

2) GRANT OPPORTUNITIES

WORKFORCE DEVELOPMENT:

- **US Department of Labor. Strengthening Community Colleges Training Grants program** (referred to as Strengthening Community Colleges or SCC) will build the capacity of community colleges to collaborate with employers and the public workforce development system to meet local and regional labor market demand for a skilled workforce. \$40 million total allocation; up to \$5 million per applicant.

This funding can also be used to:

1. Increase the capacity and responsiveness of community colleges to address the skill development needs of employers and dislocated and unemployed workers, incumbent workers, and new entrants to the workforce;
2. Offer this spectrum of workers and other individuals accelerated career pathways that enable them to gain skills and transition from unemployment to (re)employment quickly; and
3. Address the new challenges associated with the COVID-19 health crisis that necessitate social distancing practices and expanding online and technology-enabled learning and migrating services to a virtual environment.

STEM:

- **Research Experiences for Undergraduates from the National Science Foundation.** \$80,000 - \$130,000/per year for three years. Applications due 8/17/20.
 - Supports active research participation by undergraduate students in STEM. Must involve students in meaningful ways in ongoing research programs or in research projects specifically designed for the REU program. Encouraged to engage 1st and 2nd year students as a means of recruiting/career exploration in STEM. Research training experience is paid as a stipend, not employment for a wage; although for administrative convenience, organizations may choose to issue payments to students through their payroll system.

STUDENT SERVICES:

- **TRIO Talent Search Program from the U.S. Department of Education.** Around \$220,000-\$300,000/per year for five years. Applications are expected to be released and due in 2021.
 - Provides college preparation services for low-income, first-generation middle and high school students with academic needs. Projects are to serve 600-800 middle and high school students.
 - Santa Ana College has an existing Talent Search Program that serves Century, Saddleback, Santa Ana and Valley High Schools.
-

Grant Schedule

Summary Sheet of Positions related to grant proposals

Site	Grant	Staff proposed in grant applications
SAC	TRIO Student Support Services Program (existing)	Director 50% of 1 FTE Coordinator 100% Senior Clerk 100% Faculty hourly 4 hrs/wk x 28 wks Tutors 15 hrs/wk x 28 wks
SAC	TRIO Veterans Student Support Services Program (existing)	Director 50% of 1 FTE Coordinator 6% of 1 FTE Stud Prog Spec 19 hr/OG Senior Clerk 19 hr/OG Adjunct counselor 11 hrs/wk 52 wks Adjunct instructor 6 hrs/wk 18 wks
SCC	TRIO Student Support Services Program (existing)	Director 50% of 1 FTE Coordinator 100% Senior Clerk 19 hr/OG Faculty stipend \$500 x 4
SCC	TRIO Student Support Services Program - Veterans (new) TRIO Student Support Services – Teacher Prep (new) TRIO Student Support Services – STEM (new)	Full-time Director or 50% director if split to cover another services program Support staff
OEC & CEC	AT&T Grant	Fund for faculty to complete training/certification for remote instruction; funds for 2-3 faculty to complete train-the-trainer so that that they can offer the remote instruction training.
DO – DMC	US Bank	Funds for professional experts/consultants to provide training and support to small businesses
SAC	MESA Program Grant (existing)	Program Coordinator (S. Lohmann) Beyond contract for faculty to Academic Excellence Workshops Funds for tutors
SAC	Middle College High School (existing)	Fund for counselors and instructors
SAC	Truth Initiative	Funds for Health Educator (misc. pay schedule)
SCC	NEH Humanities Initiatives at Community Colleges	Beyond contract time 1-1.5 non-instructional LHE for the PI (Rachel Petrocelli) and CO-PI (Seth Daugherty)

From: Clark, Stephanie <Clark_Stephanie@sac.edu>

Sent: Thursday, July 9, 2020 2:59 PM

To: Clark, Stephanie <Clark_Stephanie@sac.edu>

Subject: Guided Pathways - Summer Updates

SANTA ANA COLLEGE

Guided Pathways

Summer Updates



Hello Santa Ana College Community! I hope you are all enjoying a restful Summer and preparing for our first Fall in Remote Instruction.

As our Summer moves along, I wanted to share a few items to keep you connected to our Guided Pathways work.

1. *Links to our Spring GP Workshops & Webinars have been [posted here](#).*
 - a. *[Success Team Webinar](#): Learn from our Pilot Success Team members about setting goals, assigning roles, and student-centered collaboration improving success.*
 - b. *[Guided Pathways Updates](#): Find out what Santa Ana College has achieved during their guided pathways work this past year.*
 - c. *[Success Team Orientation, part 1](#): Hear about the roles on our Success Teams, their responsibilities, and some of the work that is being done to form our complete teams for the 20-21 AY. If you missed this orientation event, but are on a Success Team, please watch this webinar.*

2. *We are super proud to support our state colleagues through two state-wide webinars:*
 - a. *[Rapid Webinar: Noncredit to Credit Guided Pathways](#)*
 - i. *Find out more and download materials at the [Vision Resource Center](#), brought to you by the CCCCO.*

b. *Problem Solving: Moving Guided Pathways Online*

i. *Find out more about this series through Career Ladders Project, download materials and [read more here.](#)*

CONVOCATION

Keynote Speaker: Dr. Kevin Kumashiro

We are excited to announce Dr. Kevin Kumashiro as our keynote speaker for this Fall's Convocation! Dr. Kumashiro is an internationally recognized expert on educational policy, school reform, teacher preparation, and educational equity and social justice, with a wide-ranging list of accomplishments and awards as a scholar, educator, leader, and advocate. – from [Kevin Kumashiro Biography](#)

[Dr. Kumashiro's publications include:](#) *Teaching Toward Democracy, Against Common Sense, Diversifying the Teacher Workforce, Six-Lenses for Anti-oppressive Education, Bad Teacher!: How Blaming Teachers Distorts the Bigger Picture*, and his articles are found in several premier educational journals and reviews.

Join us in this interactive convocation to kick-start our institutional work in addressing times of crisis, social (in)justice, social movements as frames for transformation, and advancing our mission of equity.

Tuesday, August 18th, 2020

8:30-11:30am | Online

More Details & Registration Link Coming Soon*

*Please register through your assigned PD System to earn PD credit.

NEW GUIDED PATHWAYS IMPLEMENTATION TEAM:

GUIDED PATHWAYS TRANSITIONS TEAM

Team Co-leads: [Reyna Cummings](#), [Basti de la Lopez](#), and [Raquel Raquena Ramirez](#).

We'd like to welcome the newest Implementation Team within our Guided Pathways Framework. Our GP Transitions team will support programs inside and outside of our college in easing student transitions into college. Do you have ideas about transitioning students into your programs? Reach out to these co-leads to start the process of developing a transitions plan.

-

As our Guided Pathways work has evolved so have our teams. Original GP Design Teams transformed into Implementation Teams for the 19-20 AY. At this time our Implementation Teams are tackling tasks and goals that include Business Operations, Student Success Teams, program review, communications, campus policies/procedures and professional development. Guided Pathways at SAC will continue to evolve to reflect our areas of need and continuously rethink how we structure our institutional framework.

Thank you to all of our Guided Pathways members and leaders for moving our Guided Pathways work forward!

LOOKING FORWARD: BELOW IS A SNAPSHOT OF GUIDED PATHWAYS WORK TO BE DONE IN THE UPCOMING YEAR.

- Starfish: Phased implementation
 - Program maps on sac.edu
 - Culturally-responsive curriculum workshops
 - Troubling curriculum reflections
 - Comprehensive & intentional professional development planning
 - CAP Success Teams
 - Academic Senate involvement
-

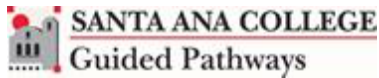
REMINDER: WE NEED YOUR MAPS!

20-21 MAP SUBMISSIONS, PLEASE USE THE LINKS BELOW TO SUBMIT.

- Certificate Program Map Submissions [CLICK HERE](#).
 - AA/AS/ADT Program Map Submissions [CLICK HERE](#).
-

GET INVOLVED WITH GUIDED PATHWAYS!

Email me at clark_stephanie@sac.edu and we can find the right team for you.





SCC GUIDED PATHWAYS UPDATE: JULY 2020

Development groups:

- Academic: "SCC Pathways" approved pending student feedback; continuing to work on program maps; Craig Rutan will take over from Michael DeCarbo
- Planning Technology Research: Had a demo of Elucian CRM (40+ attendees); will oversee website development happening this summer; Martin Stringer will be taking over from Marilyn Flores
- Professional Development: Proposal (approved) for updated counselor training in fall on Myers Briggs and Strong Indicator Testing; coordinating workgroups for program maps and success teams
- Student Services: Early Welcome and orientations transitioned to online format; creation of pre-professional informational guides; Help desk should be staffed soon; will coordinate the gathering of student feedback on the website via focus groups.

Continuing forward as a CAGP Phase Two campus