



PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE
POE is the district-level planning and accreditation oversight and coordinating committee that makes recommendations to District

AGENDA

Wednesday, April 27, 2022 3:30pm-4:30pm

<https://cccconfer.zoom.us/j/94764702826> or dial 1 669-900-6833 / 94764702826#

- I. WELCOME**
- II. *APPROVAL OF MINUTES – Action**
 - a. *March 23, 2022 regular meeting
- III. DISTRICT COUNCIL UPDATE – Information**
 - a. April 4, 2022
- IV. DISTRICTWIDE PLANNING FOR SPRING – Discussion / Action**
- V. *STRATEGIC PLAN OBJECTIVES – YEAR 2 DATA - Review / Discussion**
- VI. PLANNING AT THE COLLEGES - Information**
 - a. Santiago Canyon College
 - i. Planning Update on Accreditation
 - ii. Enrollment Update
 - b. Santa Ana College
 - i. Planning Update on Accreditation
 - ii. Enrollment Update
- VII. BOARD INSTITUTIONAL EFFECTIVENESS COMMITTEE (BIEC) – Information**
 - a. Next meeting – May 5, 2022 (Distance Education Program)
- VIII. *GRANT DEVELOPMENT SCHEDULE – Information**
- IX. DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP MEETING UPDATE - Information**
 - a. Update - Tuesday, April 26, 2022 meeting
- X. OTHER**

*NEXT MEETING: **Wednesday, May 25, 2022***

**attachment provided*

POE COMMITTEE MEMBERS:

Matthew Beyersdorf • Dr. Melba Castro • Alana Gates • Dr. Marilyn Flores • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Dr. James Kennedy • Tyler Nguyen • Enrique Perez • Nga Pham • Roxana Pleitez • Kristen Robinson • Craig Rutan • Sarah Santoyo • 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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Minutes

Wednesday, March 23, 2022 3:30pm-5:00pm virtual via zoom

Present: Matthew Beyersdorf • Dr. Melba Castro • Alana Gates • Dr. Marilyn Flores • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Dr. James Kennedy • Cristina Morones • Tyler Nguyen • Enrique Perez • Nga Pham • Roxana Pleitez • Kristen Robinson • Craig Rutan • Sarah Santoyo • Aaron Voelcker
Patricia Duenez present as record keeper.

Mr. Perez called the meeting to order at 3:34pm

I. WELCOME

Mr. Perez provided welcoming remarks. Attendance was taken by roll call.

II. *APPROVAL OF MINUTES – Action

a. *February 23, 2022 regular meeting

Clarification was made that minutes for approval are for the February 23rd meeting, not January.

It was moved by Ms. Gates; seconded by Dr. Hubbard and, by roll call vote, carried unanimously with abstentions by Ms. Pleitez and Dr. Hubbard to approve the February 23, 2022 regular meeting minutes.

III. DISTRICT COUNCIL UPDATE – Information

a. March 7, 2022

Mr. Perez reported on the March 7 District Council meeting. AR7250 was pulled from the agenda.

IV. DISTRICTWIDE PLANNING FOR SPRING – Discussion / Action

Ms. Pham reported on district reviewing comprehensive master plans to align with educational master plan; colleges are doing same.

Ms. Pham is working on the district's scope of work.

Dr. Flores reported she brought it to cabinet; working with the Educational Master Plan Committee on a draft RFP for the colleges scope of work.

Dr. Lamb reported he brought it to cabinet; SAC interested in reviewing and amending; not a full redo.

Alignment and integration is key, college goals are not changing.

Dr. Flores will forward Dr. Lamb, Mr. Perez and Ms. Pham the multi-college RFP template. It was suggested the bid for consultant be a combined effort.

V. STRATEGIC PLAN OBJECTIVES – YEAR 2 DATA - Review / Discussion

Ms. Pham shared screen on Strategic Plan Objectives; provided overview to Goals 4A and 4E;

4A: Maintain and Enhance RSCCD's Technological Infrastructure and 4E: Deploy, Maintain and Enhance RSCCD's Software Platforms That Support Student Learning.

Ms. Pham will follow up with Mr. Gonzalez on technology related to Goal 4:

Ms. Pleitez suggested looking at approved vendors to assist with answering questions.

Ms. Pham will forward Ms. Duenez handout.

VI. PLANNING AT THE COLLEGES - Information

a. Santiago Canyon College

POE COMMITTEE MEMBERS:

Matthew Beyersdorf • Dr. Melba Castro • Alana Gates • Dr. Marilyn Flores • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Dr. James Kennedy • Cristina Morones • Tyler Nguyen • Enrique Perez • Nga Pham • Roxana Pleitez • Kristen Robinson • Craig Rutan • Sarah Santoyo • Aaron Voelcker

- i. Planning Update on Accreditation
Mr. Voelcker reported on site visit and exit report; Team report was given; commission will meet in June and July approval.
- ii. Enrollment Update
Dr Flores shared screen of FTES Projections, PPT slides shared with enrollment management committee . Discussion ensued and questions were answered.

Ms. Robinson joined meeting at this time.

Dr. Flores will send slides to Ms. Pham.

- b. Santa Ana College
 - i. Planning Update on Accreditation
Dr. Lamb reported on Enrollment Management plan; approved at college council; focusing in on efficiencies based on student need; spoke to San Diego Strategic Enrollment Institute (a yearlong session); successful visit.
IEPI PRTeam visit scheduled for March 24th.
 - ii. Enrollment Update
DR. Lamb reported on enrollment; summer enrollment is open; finalizing fall schedule.
Dr. Melba shared in chat: summer registration started on Monday.
Dr. Lamb will research and follow up with Ms. Santoyo on questions related to the SEPI-San Diego Institute.

VII. BOARD INSTITUTIONAL EFFECTIVENESS COMMITTEE (BIEC) – Information

- a. *Update from March 17, 2022 (Dual Enrollment Program)
Mr. Perez thanked presenters.
- b. Next meeting – May 5, 2022 (Distance Education Program)
Committee members are to provide Mr. Perez feedback on draft outline.
Ms. Pham will forward draft outline to members.
Ms. Pham will copy vice presidents when connecting with contacts mentioned at colleges to coordinate work to be done.
Importance was made to highlight the OEI and focus on online pathways and level of preparation faculty engage in for online preparation.
Dr. Kennedy should be included for noncredit

VIII. *GRANT DEVELOPMENT SCHEDULE – Information

Ms. Santoyo will add SCC IEPI essay to schedule and will forward updated schedule to all Cabinets.

IX. DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP MEETING UPDATE - Information

- a. March 4, 2022
Mr. Perez reported on the March 4, 2022 meeting. Next meeting scheduled for April 1, 2022. Seeing that the majority of administrators/managers have scheduled Friday’s off to reduce vacation balances, Ms. Duenez will be sending a poll to schedule a new April meeting date.

X. OTHER

Next meeting scheduled for Wednesday, April 27, 2022.

Mr. Perez adjourned the meeting at 4:37pm.

**attachment provided*

Approved: _____

GOAL #4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

Objective 4B: ENHANCE OPPORTUNITIES THAT ENABLE STUDENTS TO ACCESS COLLEGE CLASSES AND SERVICES PRIOR TO HIGH SCHOOL GRADUATION

**Rancho Santiago Community College District
Number of College Courses Offered at Feeder High School Districts by Site
2017-18 through 2020-21**

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	62	67	74	129
Santiago Canyon College	13	23	30	23

SANTA ANA COLLEGE

Course Offerings to High School Students

Dual enrollment is a collaboration with Santa Ana College and local area high schools. Through the Dual Enrollment program, SAC offers college courses on the high school campuses to acclimate high school students to the rigor of college. All courses offered through Dual Enrollment are UC and CSU transferable and part of a pathway. Students participating in dual enrollment have the opportunity to earn college courses while in high school. This assists in lowering the cost of attending college.

Currently, SAC has partnered with all Santa Ana USD high schools, Santiago High School in Garden Grove USD, Mater Dei, Samueli Academy and Orange County School of the Arts. This partnership provides access to our local high school students by offering the courses right on their campus. The tuition and textbooks are at no cost to the students. Dual Enrollment is designed to introduce college rigor to high school students. It prepares them for the expectations associated with taking a college course. Many of our students are first generation and do not have the luxury of having a family member help them navigate college. Dual Enrollment allows them to experience it firsthand at their high school.

Programs and Services Provided to High School Students

The Outreach Department provides information and resources to potential high school students and assists them in navigating the college system. The team attends and hosts events while recruiting and promoting all of SAC's support services and academic classes. The Outreach staff has created several programs to assist in removing barriers, including conducting year-round campus tours to showcase our academic programs and services. This past year, more than 1,000 students have participated in SAC's campus tours to understand the benefits of attending SAC. Outreach visits high schools, middle schools and elementary schools speaking to students on the importance of a college education. They promote the opportunity of

starting college early. Providing information on dual enrollment courses and the process to get a head start in their education

In Spring of 2020 due to COVID-19, the Early Decision successfully converted to a virtual format where we had more than 1,300 students participate from Santa Ana USD, Garden Grove USD, and their surrounding districts. Students had the opportunity to receive academic advisement, program support and services information, and class registration assistance. There is continuous virtual support to assist students to enroll to SAC. The outreach staff on a daily basis provides services like, conducting virtual SAC presentations, applications workshops, and class registration assistance. There has been an increase in collaborating with SAC faculty and program representatives to showcase more in-depth information regarding careers and program services.

Staff also developed trainings and workshops for the local high school counselors. In Oct 2019, we hosted a successful SAC Counselor Day where administrators and counselors from SAUSD, GGUSD and local charter and private high schools, learned about SAC. 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 nearby communities. Our goal is to have every home in Santa Ana have a college degree. A formal and paid Student Ambassador Program was formalized and implemented in the Fall of 2018. Student Ambassadors collaborate with staff to recruit, promote, and support Santa Ana College. Specifically, a big part of the work of Student Ambassadors is helping to recruit in SAUSD, GGUSD, and surrounding high schools and increase student interest to apply and attend Santa Ana College. Due to the supportive work of Student Ambassadors in conjunction with our Outreach Staff, we increased by almost 200 new applicants in Fall 2019 as compared to Fall 2018, for a total 7,384 applicants for Fall 2019

In addition to educating potential students on the benefits of SAC, we recognize the importance of parent support. SAC realized parents are too often a barrier. Outreach & Padres Promotores de la Educacion builds relationships with our community parents, K-12 Community Liaisons and informs them about all the programs and services SAC has to offer to them and their children. We understand that we need to educate our community against the stigma of community college as well as inform them of all the financial resources available. We host four Café y Pan Dulce orientations at SAC. More than 75 parents attend each session. The goal of the orientation is to help the parents understand how they can support their child choose the best college for them. We include financial aid presentations and walk parents through the admission process. Outreach educates parents on the amount of time a college student should spend on homework and the different types of support their college students will need from home. In addition to our Café y Pan Dulce events, Padres Promotores facilitate presentations for SAUSD schools, where themes such as Financial Aid, SAC programs and services, and higher education options at Santa Ana College are presented. Our parent group also attends festivals, college nights, community events and conducts many campus tours for parents. These include participation and presentations at the OC Bar Foundation, Concordia University Latinx Leadership Conference, and SAUSD Parent Night. We realize the earlier we can bring the parents onboard, the better the results.

SANTIAGO CANYON COLLEGE

Course Offering to High School Students

Santiago Canyon College has been dedicating resources in developing and implementing a strong dual enrollment program which contributes to the expansion of college access to high school students. Access has been a priority when establishing the relationships across all high schools and charter locations and has been possible through the approval of legislation in 2016; AB288 College and Career Access Pathways (CCAP) partnerships. Santiago Canyon College entered into a CCAP partnership with OUSD which was approved by the Chancellor's Office September 2018. Since fall 2018, dual enrollment has been an area of growth for Santiago Canyon College whereby establishing strong relationships has led to the creation of an Early College Academy held at Orange High School. The program affords high school students to enroll as freshmen students and follow a cohort that exposes them to a series of college courses throughout their 9th-12th grade journey. Upon graduating high school many of the Early College Academy students will have achieved IGETC Certification, a certificate, and or accumulated sufficient units that would enable them to transfer to a 4-year university as a junior. Pathway programs continue to be implemented at each of the high schools with course offerings available during their bell schedule or as an afterschool offering.

Santiago Canyon College continues to improve and expand college access to high school students through the addition of partnerships. Unity Middle College High School (UMCHS) is a local charter school where a Memorandum of Understanding has been executed in order to provide the dual enrollment access to the attending high school students. High school students attending UMCHS are transported to SCC and attend college courses as they receive dual credit and are able to meet their high school A-G requirements. Unity Middle College High School will have their first graduating class spring 2020.

Programs and Services Provided to High School Students

SCC works hard to develop and maintain relationships with local high schools. The High School and Community Outreach Department supports collaborations in an effort to spread awareness about the college's programs and resources. To achieve this goal, staff provides a variety of services at the high school sites including outreach presentations, college application workshops, college fair tabling, financial aid workshops, campus tours, and weekly virtual visits. The Outreach Department also hosts large scale events designed to support outreach and recruitment efforts such as the Early Welcome Program, Summer Advantage Academy, High School Counselor Conference, and Family Night.

The Early Welcome program is a streamlined early matriculation program that assists students in applying to the college for the upcoming fall semester, completing new student orientation, meeting with counselors to create an education plan, and registering for classes. Students that participate in Early Welcome have the opportunity to benefit from one year of priority registration. An average of 1,600 students participated in Early Welcome annually. In 2019-20, the Early Welcome program was offered in a virtual format (Canvas was utilized to create online orientation modules and Cranium Café was used to host virtual counseling appointments) due to COVID-19.

SCC Outreach Weekly Virtual Visits are conducted via Zoom and allows for students at all five OUSD high schools to drop-in and meet with their assigned SCC outreach representative during a scheduled timeframe and receive assistance on: completing the SCC application, getting started with their financial aid application, gathering information about student support services, and completing steps for the Early Welcome program. SCC Outreach would greatly benefit from the purchase of licensing for an appointment software system such as Calendly or Appointlet, while providing remote services. The current comparable district purchased software, Cranium Café, is difficult for prospective students to navigate and does not offer a user friendly experience. In addition, the mobile software is primarily built for Apple phones. As a result, prospective students lose interest in contacting SCC Outreach for support, therein affecting our ability to recruit effectively. To overcome this issue, SCC Outreach has resorted to

using the free version of the Appointlet software, which is easier for prospective students to navigate and has generated more contact with prospective students. The Appointlet and Calendly softwares both integrate with Outlook calendar as well as Zoom, which allows Outreach staff to operate more efficiently.

Incoming first year students are encouraged to participate in the Summer Advantage Academy. Summer Advantage Academy is a one-day session (one week before the fall semester begins) with the goal of assisting students in their successful transition to the college. Students participating in the Academy gain a true advantage by: receiving college success tips from our faculty, gaining writing strategies for mastering college-level English, learning math success skills, learning about our programs and services, receiving a campus tour, participating in a student engagement workshop, and familiarizing themselves with the SCC campus. By completing the Academy, students will be awarded priority registration their second year of college. In 2020, Summer Advantage Academy was conducted in a virtual format via Zoom. Since the inception of the Academy in 2017, 1,544 students have participated.

The annual High School Counselor Conference and Family night events both showcase select academic programs and student support services available at SCC. The High School Counselor Conference is aimed to inform local high school counselors, administrators, college technicians, and community leaders whereas Family Night is geared towards prospective students and their parents. An average of 100 attendees participates in both events annually and in 2020, both events were held virtually (via Zoom).

GOAL #4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

Objective 4C: SUPPORT INNOVATIVE PEDAGOGIES AND CURRICULUM DESIGN

**Rancho Santiago Community College District
Professional Development Workshop Offered to Faculty for
Innovative Pedagogies and Curriculum Design by Site
2017-18 through 2020-21**

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	62	99	84	130
Santiago Canyon College	17	14	20	70
SAC/SCC School of Continuing Education	243	263	157	84

Sources: SAC Professional Development and SCC Professional Development Committee

DISTRICTWIDE

School of Continuing Education Professional Development

Though our faculty also participate in the college credit professional development program, the Continuing Education Professional Development also offers our faculty activities on a variety of issues relating to adult education. 2018-2019 Academic Year Major Focus - The School of Continuing Education (SCE) focused on “Encouraging Growth Mindset” and “Habits of Mind” for faculty trainings during the 2018-19 academic year. A total of 263 professional development activities were held at SCE for a total of 6,108 professional development hours with 254 total unduplicated participants.

In Fall 2019, 101 workshops and other events were offered during Fall Flex with an emphasis on Career Pathways. 180 instructors, both part-time and full-time, attended workshops for an accumulative total of 2,478 hours of professional development. Dr. Fernando Ortiz introduced 126 part-time faculty from SCE and OEC to the Career Pathway Initiative as our keynote speaker. After the keynote, all 126 faculty broke up into their respective departments to review the progress of each department relative to the initiative. Faculty completed over 4,000 accumulative hours of professional development by the December 3, 2019 deadline.

In Spring 2020, the Santa Ana College School of Continuing Education had three days of Professional Development from January 8 to January 10. The theme was “Ensure Learning through Equity”. 152 teachers participated, attending 56 workshops for an accumulated hour total of 1372 hours. 76 teachers from OEC and SAC SCE attended the keynote speakers that included Dr. Linda Rose, Dr. Vaniethia Hubbard, and Dr. Carmen Martinez-Calderon (California Department of Education). They spoke on

overcoming challenges and ensuring learning through equity. Administrators from SCE also attended. They were all well-received with extremely positive evaluations.

A major effort was made to prepare teachers for online instruction. Many of our sections were transformed into Temporary Remote Instruction (TRI) in order to adjust to the demands of the public due to the current pandemic. This transition was not easy for many faculty. All full-time faculty were given teachers to mentor and an extensive amount of training ensued.

In 2020-2021, the Santa Ana College School of Continuing Education and Orange Education Center provided 84 workshops to ensure a more equitable and inclusive learning experience for our students.

Our Professional Development at SCE focused on the goal of preparing faculty more effectively with Remote Instruction and Online Teaching Certification (OTC). As a result, and in response to COVID-19, the trainings ensured faculty have the preparation needed for the following requirements: Title V, instructor contact and student-student contact, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) protecting the privacy of student education records.

Unfortunately, during this year OEC and SAC SCE held separate PD activities due to the different "Distance Education Certificates" that our Distance Education offices offer. Many of our SAC SCE non-credit faculty completed either the Remote Instructional Certification (RIC) or the Online Teaching Certification (OTC).

SANTA ANA COLLEGE

Santa Ana College has created an Office of Professional Development with taskforces centered on classified and faculty groups. Faculty professional development was expanded and more closely coordinated with equity, basic skills, and student support services. Progress to date includes the creation of a website with an open opportunity for constituency-based input and the development of a calendar of activities, and it will soon feature a list of staff and faculty that have attended conferences.

2018-19 Academic Year Focus: Professional learning for all SAC constituent groups, Guided Pathways, effective online instruction. Because student success is related to the professional skills and engagement of all SAC employees, the SAC Professional Development focused on increasing professional learning opportunities for all constituent groups. Input from the SAC Professional Development Advisory Committee and associated work groups was critical to this effort. This committee is committed to equity in its composition and practices. Managers, classified staff and faculty representatives on the committee rotate in chairing committee meetings. Student voice is included near the beginning and throughout each meeting session. In 2018-19, SAC PD began inviting RSCCD employees to join SAC colleagues in workshops and events. SAC PD organized over 140 sessions with over 2,458 (duplicated) participants and supported professional learning opportunities provided by Distance Education and SAC departments.

During 2018-19, faculty work on innovative pedagogies and curriculum design was directly supported through learning and work instructional faculty and counselors engaged in during convocation breakouts after the fall and spring SAC convocations. Instructional faculty and counselors collaborated in a large group convocation breakout and during meetings and workshops throughout the fall semester to create program maps for SAC's Career and Academic Pathways. With counselors' guidance, students now utilize these maps to efficiently navigate their community college experience. In spring 2019, convocation breakout participants learned about how 16 Habits of Mind (HoM) can help students meet challenges and persist along their educational and career paths. Child Development & Educational Studies (CDES) professor Dr. Mary Funaoka expanded on the HoM activity with weekly emails, reflections and additional

resources for CDES faculty. These reflections were shared with all SAC & SCE faculty in the 2019-20 academic year. In response to AB705, the English and math departments worked throughout the academic year on designing curricula and discussing innovative pedagogies for support courses for freshman composition (English 101) and transfer-level math courses. EMLS curricula were also redesigned. In addition, math faculty held numerous training sessions and meetings to discuss online pedagogy and the use of Online Educational Resources (OER). Other SAC Departments explored innovative pedagogies and curriculum design as well, for example, the SAC Child Development and Educational Studies faculty held a joint retreat with their counterparts at SCC and learned about anti-bias curriculum. Distance Education continued to provide training on SAC's learning management system, Canvas, and engaged faculty in reflection on effective and innovative practices in online instruction through the work of the Distance Education Advisory Committee.

2019-20 Academic Year Major Focus: Guided Pathways, Equity (Envisioning the Student Experience in Career & Academic Pathways and Ensure Learning: Matching Our Students High Expectations with High Support), Equity, effective online instruction. To ensure an effective and welcoming environment for students and colleagues, all SAC Professional Development trainings and events continued to be open to all SAC faculty, staff and managers. For both the fall and spring convocation breakouts, faculty, along with other colleagues, engaged in active learning with the goal of improving student engagement. The breakout planning teams selected topics that corresponded to critical areas identified in the results of the fall 2018 Survey of Entering Student Engagement (SENSE). In the fall breakouts, attendees discussed ways to make SAC more welcoming and inclusive, encourage more student to student interaction, and promote SAC Career and Academic Pathways. Attendees made commitments in one or more of these areas. In the spring breakouts, attendees reviewed their commitments and shared strategies on two benchmarks linked by SENSE results to strong student outcomes (see 2019 Fact Book, p. 67): high engagement & aspirations, high support, and academic and student support networks.

SAC Professional Development along with campus partners, including Student Life and the new Office of Student Success, Equity, and Inclusion (opened in spring 2020), planned, participated in and/or facilitated Equity-focused professional learning in:

- 3CSN (CCC Success Network) Equity Institute
- Webinars from the USC Center for Urban Education, CORA Learning and other providers
- Presentation and discussion (“Changing Minds, Policies and Practices”) with Audrey Dow, Campaign for College Opportunity Senior VP
- New Faculty Institute (institute for 1st year tenure track faculty)

SAC English and Math Departments continued work on innovative pedagogies and curriculum design, with the Math Department also emphasizing effective online instruction. EMLS and SCE ESL reviewed curricula in order to establish a clear articulation agreement to expedite student language learning to prepare students for further academic study or careers. Other departments also explored innovative pedagogies and curriculum design options. For example, Nursing expanded on its use of simulations in instruction with SimBaby.

The COVID-19 pandemic has brought both challenges and opportunities for professional learning at SAC. Many SAC faculty and students entered the remote learning environment for the first time with little advance notice. SAC Distance Education provided on-campus training by DE staff and faculty Canvas mentors during the allocated three days prior to campus-wide emergency remote instruction. Ongoing training by DE staff continued for necessary online tools, such as, Canvas, ConferZoom (virtual conferencing), Proctorio (online web proctoring), Pronto (interactive communication tool), Accessibility and Video Creation. SAC's Academic Senate provided a support webinar. In addition, faculty took advantage of many free webinars offered by the CCCCO, ASCCC, RSCCD IT, universities and

professional organizations to help faculty and students make this transition. DE will continue to provide training and support during summer 2020 and the 2020-21 academic year.

Professional Development Plans for 2020-2023: The major focus for faculty professional development in fall 2020 will be preparing faculty to offer more effective online instruction. All credit faculty will complete either Remote Instructional Certification (RIC) or the more rigorous Online Teaching Certification (OTC). Those who already completed OTC will pursue more advanced topics in online instruction. SAC DE will manage these trainings. SAC Professional Development will offer or will support partners in offering learning opportunities on critical topics such as Guided Pathways, accreditation, technical skills, professional advancement, etc. The Learning & Engagement Team, a team of SAC & SCE faculty coordinators, was convened to serve as leaders of the 4th Guided Pathways Pillar, Ensure Learning & Engagement. The team has created a three-year plan to create a more inclusive campus culture and equitable outcomes for SAC students. Year 1 (2020-21) will focus on critical reflection. SAC colleagues, particularly faculty, will learn to recognize and address their own biases. Year 2 (2021-22) will focus on creating a campus-wide equitable transformative learning environment, both inside and outside the classroom. Finally, in year 3 (2022-23), institutional structures will be examined and structural barriers to student success will be addressed and eliminated.

The RSCCD Governance Committee can support SAC by encouraging and participating in SAC initiatives and supporting SAC colleague attendance at online and face-to-face conferences and trainings about effective, inclusive and engaging instructional and student support practices.

In 2020-2021, the Santa Ana College Professional Development Committee and core team worked to ensure that Professional Development became a formal part of Shared Governance. Currently, Professional Development is an established committee and reports to SAC College Council, the Student Equity and Achievement Program Committee (SEAP), and the Academic Senate. In addition, SAC team leads are working with the District, Santiago Canyon College, Schools of Continuing Education, Orange Education Center, and leadership groups to establish working relationships and partner on common work and communications district-wide.

The launch of the Santa Ana College Professional Development Gateway has immensely helped in bridging communication and mutual offerings of professional development for all employees, especially faculty that work on more than one campus. The Gateway launch this fall has made it possible for Professional Development to be able to require evaluations on most events in order for flex hours to be marked complete. After participating in Professional Development learning opportunities, SAC team members are asked to provide evaluations and summaries of takeaways and strategies for disseminating and implementing effective practices learned. Where possible, they are asked to identify student learning outcomes that may be impacted by these effective strategies. Additionally, several key questions that relate to demographics, Title V, Guided Pathways and Integrated Plan Goals have been added to forms in order to receive approval for funding and personal flex projects that can be directly relayed to Deans. Launching of the Gateway has been the Professional Development team's primary focus. All constituents now have invaluable resources, provided by the State Chancellor's Vision Resource Center, at their fingertips and at their leisure. The following resources can be found there:

- Pursuing the Vision for Success
- Introduction to Guided Pathways
- Leading Guided Pathways Reform
- Guided Pathways Inquiry Guide
- Collecting Student Voices for Guided Pathways
- Strong Workforce Training for leaders
- Dual Enrollment
- Improving Equity in Campus Hiring
- Effective Corequisite Support
- Data Coaching to Inform Guided Pathways
- Funding Formula and Guided Pathways
- Teaching Behind Prison Walls
- Noncredit Basics, Curriculum, and Instruction
- Culturally Responsive Teaching and Learning
- Enrollment Management

The Gateway replaced the old flex tracking system and will now allow for more improved tracking, reporting, survey collecting, and opportunities for compliance, collaboration, and connection with community colleges across the state. As a part of the Vision Resource Center, SAC becomes a part of a robust professional development system across the state, giving faculty and all employees access to over 8000 professional development opportunities. Future possibilities include the option to build and add curriculum for the New Faculty Institute and badges for initiatives such as the Equity in Action Ally Group. An automatic approval process for external training allows for less paperwork. The new platform has not changed what is done in ways of professional development, but how it is being done. It now offers more opportunities and collaboration outside the campus walls and is helping to bring awareness to what and how professional development is being offered statewide. So far, the system has had positive reception by all constituent groups, and enrollment in flex training and survey completions have increased. Additionally, to align with the new system with current resources, the Professional Development team has had to focus their energies on restructuring and making updates to the weekly eblast, the Professional Development webpage and Canvas shell. Equity, Guided Pathways and SLO modules have been added to the course shell to provide resources and trainings on these specific areas, and will be maintained by their respective faculty coordinators. The Professional Development team continues to collaborate with the Professional Development Committee and subcommittees to strategically plan Convocation and the entire Professional Development Week, tying them together to creating more intentional building and reflection for the entire academic school year.

In order to improve communications to all SAC employees, Professional Development has worked diligently to update and expand their marketing platforms and resources; these were necessary developments in order to be in line with the new Gateway system.

- Professional Development provides weekly e-blasts with information about professional development events and opportunities within the school, statewide and nationwide.
- Professional Development surveys have been revised and are now required in the new flex system for campus trainings to solicit better employee feedback and improved offerings in response to the feedback received.
- The Professional Development Website contains pertinent information and steps needed for obtaining funds for professional development activities, including conferences and speakers, as well as information and resources on current and past workshops, and access to the Gateway, including its current workshop calendar.
- An available help desk appointment is now available for one-on-one meetings with the Faculty Development Coordinator.
- The Professional Development Canvas course shell that was created to house videos of trainings, workshops, speakers, events, resources and important materials, so that overwhelmed faculty and classified could access activities at their own leisure if events were missed, but still wanted to attend, continues to be expanded upon. A SAC PD Gateway module has been created and dedicated to important links and training videos needed by all constituent groups. These communication efforts may contribute to an improvement in communication between SAC employees.
- Monthly meetings of the Professional Development Committee and monthly and bi-weekly meetings of Professional Development Subcommittees continue. This Committee and Subcommittees have representatives from all constituent groups from both SAC and SCE and each play an equitable role. Managers, faculty, and classified staff rotate running monthly committee meetings and classified staff take an active role in planning events. Through the advisory of the various constituents' subcommittees, more mindful planning of professional development activities and needs can take place on a regular basis. Immediate feedback is also given, and constituents take an active role in the design of initiatives that directly affect students.
- Weekly meetings occur between the four campuses' Gateway administrators to discuss all things Gateway-related, in order to collectively problem solve, troubleshoot, create consistency amongst the campuses, and share events. Many shared employees are greatly impacted by the decisions made by this advisory group of administrators.

College Online Program

Santa Ana College was accepted into the California Virtual Campus – Online Education Initiative, CVC-OEI, consortium colleges allowing our students to locate courses in the CCC for faster completion. Adoption of the Online Network of Educator’s (@ONE) Online Education Standards and Practices (OESP) online training and Course Design Rubric has been implemented as an increased measure of training and quality assurance for our students. Many of our online courses have received a Quality Reviewed designation by the CVC and more are in progress. SAC courses are also available for broad enrollment through the CVC-OEI.

Online Degree Pathways have increased to four. Students can be assured that they will complete their degree online within two years for transfer in Business Administration, Business Administration Major Preparation, Liberal Arts and Psychology in a structured planned course schedule. Online Certificates of Achievement featured at the CVC are: Bookkeeping, General Accounting, Professional Accounting, Microsoft Office Professional, Digital Media Arts Production Artist, Digital Publishing and Legal Office technician.

As a consortium college in the CCC California Virtual Campus – Online Education Initiative, CVC-OEI, Santa Ana College earned the CVC-OEI Fully Certified College designation. This designation signifies our commitment to quality online courses and allows Santa Ana College to locally Peer Review our online courses for CVC-OEI Quality Review. SAC currently has 60 courses that have been quality reviewed. The Quality Review badge filters these courses to the top of the statewide course search for students on the CVC-OEI website making these courses move visible for broad enrollment.

Santa Ana College updated our adopted training version of the Online Network of Educator’s (@ONE) Certificate in Online Teaching & Design to align with the CCC’s new updates and changes. We continue to use the Course Design Rubric in our Online Teaching Certification and CVC-OEI Quality Review as it is an increased measure of training and quality assurance for our students. We offer workshops during Professional Development week and throughout the year in the form of specific workshop trainings and “SAC Lunches” for quick technical and pedagogical tips.

Online Degree Pathways have increased from four to six. Students can be assured that they will complete their degree online within two years for transfer in Business Administration, Business Administration Major Preparation, Communication Studies, Liberal Arts, Psychology and Sociology in a structured planned course schedule. Online Certificate Pathways have increased to sixteen, with eleven Certificates of Achievement featured at the CVC: Accounting, Bookkeeping, General Accounting, Professional Accounting, Microsoft Office Professional, Digital Media Arts Production Artist, Digital Publishing, Library Technology, Legal Office Interpreting, Legal Office Technician and Pathway to Law School.

SANTIAGO CANYON COLLEGE

Santiago Canyon College supports faculty development in the areas of innovative pedagogies and curriculum design as evidenced by the SCC 2016- 2022 Educational Master Plan (EMP). One of the goals embedded within the EMP is to “support faculty and staff development.” Action items associated with this institutional goal were designed to move the College to better support its faculty as they adapt to shifting populations and teaching and learning trends. These action items are as follows:

- Provide broader access to professional development for faculty and staff;
- Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design; and
- Provide training opportunities to make online instruction more effective.

Now at the halfway point of the 2016-2022 EMP cycle, Santiago Canyon College will have made significant progress on all three of these action items.

- The Professional Development Committee has broadened the scope of its offerings to increase staff development for classified personnel. The committee has also worked extensively to offer classified professional training during the entire academic year rather than limiting offerings to the flex calendar dates. It was determined that classified personnel were busiest during the weeks prior to each semester and the flex calendar dates were not optimum times for classified participation. Consequently, a calendar of training has been developed which better serves the classified community and allows more of them to be trained during the entire academic calendar. Additionally, the Faculty Development Committee was changed in name to the Professional Development Committee to reflect a commitment to all SCC constituents and not just the faculty.
- The Distance Education Services Specialist has assisted the college in adjusting the Online Teaching Certificate Program to a modular format, rather than a more extended format, with a view to helping more employees fit this training into their busy calendars. The Online Teaching Certificate Program covers topics such as: effective practices in online teaching; learning theory; universal design principals; online class design; policies and procedures for online classes; multimedia production and editing; and ADA Accessibility.
- The Instructional Design Center continues to provide training, workshops, and technological support to faculty and staff for the purpose of evaluating and refining instructional methods to accommodate SCC’s diverse student population, as well as diverse learning styles within the classroom, and support the emergence of personalized learning experiences through adaptive learning methods;
- The creation of a Tech Bar in the Instructional Design Center as well as a Virtual Tech Bar has been a beneficial addition for on the spot training and tech questions.
- Technology training has, and continues to be, an integral part of Professional Development. Similar to the provisions for the classified staff, training in this context is provided at various times during the year to appeal to as many of the staff as possible. Enhanced technology support for faculty and staff is evident through the provision of a robust Flex and training calendar. Training opportunities cover topics such as effective practices for online teaching, using cloud applications, multimedia (video and audio, including editing), MS Word formatting, presentation software, open educational resources, and more; and
- Santiago Canyon College also continues to support faculty efforts in the development of digital textbooks and online Open Educational Resources. Student Equity funds have been allocated to allow faculty resources to investigate low-cost options for their students.
- The Professional Development committee, in union with our sister college, Santa Ana College, has become part of the Cornerstone Program designed to create an online platform for all faculty and staff professional development opportunities. This program will go live by January 2021 and gives faculty, staff, and administrators access to the entire catalog of the Vision Resource Center. It will greatly expand the profession development and growth opportunities for all.

College Online Program

Santiago Canyon College was also accepted into the California Virtual Campus – Online Education Initiative (CVC-OEI) consortium, allowing students to locate courses in the California Community College system for faster completion. Adoption of the Online Network of Educator's (@ONE) Online Education Standards and Practices (OESP) online training and Course Design Rubric has been implemented as an increased measure of training and quality assurance for our students. Many of our online courses have received a Quality Reviewed designation by the CVC and more are in progress. SCC courses are also available for broad enrollment through the online course exchange which allows students from across the state to access online courses offered by SCC.

Santiago Canyon College highly values quality, student access, preparedness, and success in our online program. We require that all our faculty are certified using the @One OESP curriculum, which we have modified to fit SCC's policies, practices, and procedures. This program consists of a six-week online class followed by a six-week self-paced workshop, for a total of 120 hours. This initiative has been very successful and has resulted in online course success rates increasing roughly 10.5 percentage points over the past six years. These courses are now performing at the same level as face-to-face classes with a 74% success rate.

In 2020-2021, due to the pandemic, nearly all of our faculty are now trained to teach online and have had some online teaching experience. Since our main Distance Education initiative has always been in increasing the quality of our online classes through training, it is time to pivot and take advantage of the fact that most of SCC's faculty are now online teaching certified. The College now has a faculty who have a solid background and experience in online course design, the legal aspects of online teaching, and Americans with Disabilities Act accessibility. With this foundation in place, we are now taking on a new initiative focused on Student Equity and increasing student success through the California Virtual Campus's Peer Online Course Review process.

SCC has set a goal of aligning 60 of our online classes to the California Virtual Campus's (Online Education Initiative) course design rubric over the next 3 years. Alignment of classes has been shown to increase student access to classes through the course exchange and increase student success as well as faculty satisfaction.

SCC is in the process of attaining support for instructional design, ADA training, graphic design, and video editing and captioning to support innovative curriculum design through the POOCR process. In our initiative, faculty volunteers will be participating in a four-week class that takes approximately 40 hours to complete. Faculty volunteers will also participate in an @One class that teaches application of the ADA portion of the Course Design Rubric. This training is separate from the POOCR class and is a quick and effective overview of designing a class in Canvas that aligns with ADA expectations. These faculty volunteers will also have access to regular support and training, which will be offered by our Instructional Designer.

SCC, and RSCCD, has continued to work with the CVC to fully integrate our online course offerings into the exchange. We now have our course schedule on the cvc.edu Course Exchange website with live seat counts and registration links. This ITS integration has helped us to promote our course offerings in the Exchange and we are working on becoming fully integrated as a Teaching College, which includes the ability for students to enroll in classes without having to fill out a separate SCC application. We are also one of a few colleges in the state that are working on fully integrating noncredit classes into the exchange.

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution-ization?	District/College authorized submission
Submitted									
<i>NSF Advanced Technology Education Grant \$300,000 - \$600,000 over 3 years</i>	SAC – Madeline Grant; Hugh Nguyen	Goals #3 and #4	10/14/2021	UPDATE: Awarded.	Mid to late Spring 2022	No	Integrate employment readiness through SAC's cybersecurity courses and preparation and placement in internship with Information Technology Disaster Resource Center (ITDRC).	No	Yes
<i>CCCCO IEPI Partnership Resources Team \$200,000</i>	DO – Enrique Perez	Goals #1, #2, #3, and #4	LOI 3/11/2022	Update: Selected for next stage in process.	April 2022	No	Implement a project to improve the district's capacity to provide accurate and consistently reliable data for the colleges to use for SEM and Equity	Yes	Pending
<i>California Community Colleges Chancellor's Office, Rising Scholars Program \$300,000</i>	SAC – Dr. Maria Dela Cruz SCC – Chrissy Gascon	#1, #2, #3 and #4	3/21/2022	Update: SAC and SCC awarded.	Preliminary 3/31/2022 Final 5/23/2022	No	For justice-involved students increase enrollment in college, completion of credentials, certificates, degrees or specific skill sets; transfer; decrease average number of units to earn a degree; and reduce equity gaps.	No	Pending
<i>U.S. Department of Education, Upward Bound \$347,196 per year for 5 years</i>	SAC – Alicia Kruizenga and Veronica Hurtado	Goals #1, #2, #3, #4	1/31/2022	Submitted	Summer 2022	No	Continue existing programs to provide college prep services for low-income, first-generation and students with disabilities, who want to pursue STEM majors.	No	Yes
<i>U.S. Department of Education, College Assistance Migrant Program (CAMP) \$475,000 per year for 5 years</i>	SCC – Miguel Luna	Goals #1, #2, #3, #4	2/1/2022	Submitted	Summer 2022	No	Existing CAMP would continue to recruit and provide wrap-around support services for 1 st year students from migrant families.	No	Yes
<i>California Community Colleges Chancellor's Office, Strategic Enrollment</i>	DO – Enrique Perez	#1, #2, #3 and #4	2/21/2022	Submitted	March 2022	No	Focus on student journey as it pertains to retention and completion. Engage with other colleges and SEM team to identify and	Yes. Expected that effective SEM strategies are retained.	Pending

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution-ization?	District/College authorized submission
<i>Management Program</i>							implement best practices. Implement a SEM initiative as an outgrowth of these planning work.		
<i>Lumina – Million Dollar Challenge Grant \$1 million or \$100,000 for 10 selected community colleges</i>	SAC – Ruth Cossio-Muniz	Goals #2 and #4	3/15/2022	Submitted	April 2022	No	Implement a marketing/branding campaign that focuses on adult learners	No	Pending
Spring 2022									
<i>CCCCO, California Apprenticeship Initiative Pre-Apprenticeship and Apprenticeship grants Up to \$500,000 over two years</i>	SCC – Elizabeth Arteaga	Goals #1, #2, and #4	March 31, July 15, September 30, 2022	Considering	Within 4 months after submission.	Yes. 20% from employer partner.	Create a pre-apprenticeship or apprenticeship program in a non-traditional area or in an innovative way.	Yes. Expected that the pre-apprenticeship or apprenticeship program will be sustained after grant ends.	Pending
<i>CCCCO, LGBTQ+ Plan – District award allocated to the colleges \$276,618</i>	SAC – Dr. Hubbard SCC – Dr. Castro	Goals #1, #2, #3, #4	April 29, 2022	Developing	May 2022	No	5-Year plan established at each college to support LGBTQIA students.	Yes	Pending
<i>U.S. Department of Education, Upward Bound Math & Science \$250,000 per year for 5 years</i>	SCC – LaKyshia Perez	Goals #1, #2, #3, #4	June 3, 2022	Writing	Summer 2022	No	Continue existing program to provide college prep services for low-income, first-generation students and students with disabilities, who want to pursue STEM majors.	No	Yes
<i>U.S. Department of Education, Title V – HSI \$600,000 year each year for 5 years</i>	SCC – Dr. Melba Castro	Goals #1, #3, and #4	June 6, 2022	Developing	September 2022	No	Leverage GP to bolster early engagement and onboarding (1 st pillar) to improve retention and persistence, especially for Hispanic/Latinx and other disadvantaged or marginalized populations.	Yes	Pending

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
<p><i>U.S. Department of Education, Veterans Upward Bound</i></p> <p><i>\$250,000 per year for 5 years</i></p>	SAC Veterans SAC – Mark Canett	Goals #1, #2, #3, #4	RFA will be out April/May 2022	Writing	June/July 2022	No	Continue existing program to provide college prep services for veterans who are low-income, first-generation and/or have disabilities.	No	Yes
Partnership opportunities to receive sub-award									
<p><i>Office of Public School Construction, K-16 Collaborative \$250 million for the entire initiative. Estimated at about \$250,000 million per award</i></p> <p>OCDE is the applicant</p>	SAC – Jeffrey Lamb	Goals #1, #2, #3, #4	Due May 2, 2022	OCDE is applying as the regional lead; only one application will be awarded in each region.	June 2022	No.	An intersegmental partnership (K12, CC, CSU, UC) and a steering committee in which 25% of members are local employers implement 4 recommendations from the 2021 Recovery with Equity report, and establish at least two pathways in Healthcare, Education, Business Management or Engineering/Computing.	Expectation that pathways will be maintained, as well as continued implementation of effective recommendations.	Pending
<p><i>Recovery & Equity Regional Plan (RERP) CCCCCO allocated \$10 million for the community colleges participation in RERP</i></p> <p>OC Workforce Development Board is the applicant</p>	SAC – Fernando Ortiz SCC – Elizabeth Arteaga Non-Credit – Lorena Chavez, Osiel Madrigal	Goals #1, #2, #3, #4	Due May 6, 2022	Considering participation	June 2022	No	College would implement projects to support disadvantaged residents access and complete career training programs in Healthcare, IT, or Adv. Manufacturing	No	Pending

RSCCD Resource Development Grant Development Schedule

California Community Colleges Chancellor's Office

California Apprenticeship Initiative. Multiple due dates available: March 31, 2022; July 15, 2022; September 30, 2022. Up to \$500,000 over 2 years to establish Pre-Apprenticeship and Apprenticeship projects in new or non-traditional occupations that are DAS (Division of Apprenticeship Standards) approved.

Career Training Grants aligned with WBD's Regional Equity and Recovery Plan (RERP) projects. Webinar March 10th, 2022. \$10 million to implement career training projects that align with the regions RERP projects.

National Science Foundation

[Scholarships in Science, Technology, Engineering, and Mathematics \(S-STEM\)](#)

Deadline: February 22, 2022

[Vision and Change in Undergraduate Biology Education](#)

Deadline: March 7, 2022

[Racial Equity in STEM Education](#)

First Deadline: March 22, 2022

[Improving Undergraduate STEM Education: Hispanic-Serving Institutions \(HSI Program\)](#)

First deadline: March 28, 2022

[Building Capacity in STEM Education Research](#)

Deadline: March 29, 2022

[Advancing Innovation and Impact in Undergraduate STEM Education at Two-year Institutions of Higher Education](#)

Deadline: May 2, 2022

[Advanced Technological Education \(ATE\)](#)

Deadline: October 06, 2022

US Department of Education

[Title V HSI](#) – Developing Hispanic-Serving Institutions Program

Deadline: June 6, 2022

Grant Schedule

Summary Sheet of Positions related to grant and contract proposals

Site	Grant	Staff proposed in grant applications
DO	CCCCO IEPI <i>Strategic Enrollment Management Program</i>	No staff cost. Training provided by CCCCCO partners.
	IEPI Partnership Resource Team	Not known at this time. Minimal staff costs anticipated.
	LGBTQIA	Not known at this time. Colleges still planning.
SAC	NSF <i>Advanced Technological Education</i>	Beyond contract for PI and 2 Co-PIs 19-hr Special Project Specialist
	U.S. Department of Education, <i>Veterans Upward Bound</i>	Project Director 50% of 1.0 FTE Program Coordinator 48% of 1.0 FTE Instructors, hourly Counselors, hourly Instructional Assistants, hourly
	Office of Public School Construction <i>K16 Educational Collaborative</i>	Not known at this time
SCC	U.S. Department of Education, <i>Upward Bound Math & Science</i>	Project Director 33% of 1.0 FTE Counselor, hourly Project Assistant 10% of 1.0 FTE Student Services Specialist, hourly Tutors, hourly
	Lumina Foundation <i>Million Dollar Challenge Grant</i>	Not known at this time
	Title V – Hispanic-Serving Institutions Program	Not known at this time