



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, October 26, 2022 3:30pm-4:30pm

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

- I. WELCOME & INTRODUCTIONS**
- II. *APPROVAL OF MINUTES – Action**
 - a. August 24, 2022 regular meeting
- III. DISTRICT COUNCIL UPDATE – Information**
 - a. Update from October 3, 2022 meeting
- IV. *COMMITTEE ROLES & RESPONSIBILITIES REVIEW – Information/Discussion**
- V. COMMITTEE GOALS & ACCOMPLISHMENTS - Information / Discussion**
 - a. *Review Results of the 2022 RSCCD Participatory Governance Committee Survey –Information/ Discussion
 - b. *Review 2021-2022 Committee Goals and Evaluate Accomplishments
 - c. *Creation of Committee Goals for 2022-2023
- VI. *RSCCD COMPREHENSIVE MASTER PLAN/SCC EDUCATIONAL MASTER PLAN RFQ – Update**
- VII. *GRANT DEVELOPMENT SCHEDULE – Information**
- VIII. *DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP MEETING - Information**
 - a. Update from October 20, 2022 meeting
- IX. OTHER**

NEXT MEETING:

Wednesday, November 16, 2022

**attachment provided*

POE COMMITTEE MEMBERS:

Matthew Beyersdorf • Dr. Melba Castro • Dr. Adriene (Alex) Davis • Karley Dinh • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Dr. James Kennedy • Tyler Nguyen • Nga Pham • Roxana Pleitez •Kristen Robinson • Craig Rutan • Sarah Santoyo • Michael Taylor • Aaron Voelcker

RSCCD Mission Statement

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

2013 – 2023 RSCCD Goals

RSCCD Goal 1

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

RSCCD Goal 2

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

RSCCD Goal 3

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

RSCCD Goal 4

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

RSCCD Goal 5

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



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Santa Ana College • Santiago Canyon College

PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE
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 that makes recommendations to District*

Minutes

Wednesday, August 24, 2022 3:30pm-5:00pm virtual by zoom

Present: Matthew Beyersdorf • Dr. Melba Castro • Dr. Adriene (Alex) Davis • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Dr. James Kennedy, Daniel Martinez • Tyler Nguyen • Nga Pham • Roxana Pleitez • Craig Rutan • Michael Taylor • Jose Vargas • Aaron Voelcker
 Guest: Dane Clacken
 Patricia Duenez present as record keeper.

Dr. Davis called the meeting to order at 3:33pm.

I. WELCOME & Introductions

Dr. Davis provided welcoming remarks.

II. *APPROVAL OF MINUTES – Action

a. July 27, 2022 regular meeting

It was move by Mr. Vargas; seconded by Mr. Isbell, with abstentions from Mr. Daniel Martinez and Mr. Dane Clacken, to approve the July 27, 2022 minutes. None opposed.

III. DISTRICT COUNCIL UPDATE – Information

Mr. Rutan reported last meeting was July 18, 2022 which was reported at the July 27 POE meeting; next District Council meeting scheduled for August 29, 2022.

IV. *COMMITTEE ROLES & RESPONSIBILITIES REVIEW – Information

Dr. Davis provided update to RFP related to Strategic Plan; researchers met yesterday, presentation to Board of Trustees scheduled for September 12, will have full update at next POE meeting.

Does have recommendations and SOW has been developed, met with VC Ingram on RFQ-request for qualifications. Plan has to be implemented by July 2023. Goal from here with Strategic Plan reviewing what has been accomplished, where we're going and how to get there which includes Comprehensive Master Plan.

Mr. Rutan noted SCC is a year behind on putting Ed Master Plan together.

Dr. Davis noted SCC's Master Plan will be side by side with the Comprehensive Master Plan. There is a loose timeline to look at proposals by Oct/Nov. Goal is to onboard facilitator someone before end of January. By April or late May have POE review draft update and give facilitator feedback. Then will go through Chancellor's Cabinet, District Council. Will have parallel timelines as SCC.

Ms. Pham reported when Researchers met, it was suggested to form a workgroup to include VP's from POE; Consultant needed to focus on, **will share timeline** with Dr. Davis, Researchers and workgroup.

POE COMMITTEE MEMBERS:

Matthew Beyersdorf • Dr. Melba Castro • Dr. Adriene (Alex) Davis • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Dr. James Kennedy
 Tyler Nguyen • Nga Pham • Roxana Pleitez • Kristen Robinson • Craig Rutan • Sarah Santoyo • Michael Taylor • Aaron Voelcker

Mr. Voelcker reported on productive Researchers meeting but raised concern on competing priorities, goal is to have things in place before next academic year but thoughtful plan is key instead of rushing to meet timeline.

Dr. Davis noted possibly modifying SOW to include more information sessions and forums to community to come in, having an evaluating tool, developing score card to upload to website, making sure everyone has ability to get eyes on it and provide feedback, will have a fuller report at next meeting.

Dr. Davis and Ms. Pham will connect to develop snapshot of plans.

Mr. Rutan raised concern of other competing priorities due this year.

V. COMMITTEE GOALS & ACCOMPLISHMENTS - Information / Discussion

a. *Goals and Accomplishments of 2020-2021

b. *Creation of Goals for 2021-2022

Dr. Davis shared screen of 3 slide PowerPoint of 2021-2022 Committee Goals Review.

Ms. Pham noted Goal #2 was achieved, will work with colleges to collect data for goals finished as of June 2022, will start working with colleges on data and feedback.

Mr. Voelcker spoke to there being no numerical goals, on ability to determine whether goals have been met-something to think about for next strategic master plan. We have the measurement but what is the threshold?

Dr. Hubbard spoke to attending recent statewide meeting and guarantee from Chancellor's office that Guided Pathways and Vision for Success initiatives will continue to be part of Governor's roadmap.

Dr. Lamb raised concern on duplicative reporting between POE, DEMW and D-GPS (Districtwide Guided Pathway Subcommittee) - to be coordinated but not duplicating efforts.

Matthew Beyersdof joined at this time.

Mr. Rutan spoke to district governance structure has not been evaluated since put in place, same committees and same reporting structure. Workgroups have emerged (DEMW, D-GPS), but how they fit in to the overall structure has not been discussed.

Dr. Lamb noted if we have the right committees and structures in place to support the goals and initiatives of the district/colleges? That is the job of POE.

More clarity is needed on who is responsible for what and is it a district responsibility or colleges? Need to be in agreeance on what district responsibility is and what are colleges?

Agenda item V. a. and b. will be on agenda for next meeting.

It was suggested to do a meta-analysis of committee structure. Functions Map can be a resource doc to that conversation.

Item VII moved up on agenda so Mr. Clacken can report.

Mr. Vargas noted interest in assessing replication of efforts across district and colleges.

Dr. Davis reported on her previous action items of securing meetings with VP's.

VI. PLANNING AT THE COLLEGES - Information

a. Santiago Canyon College

i. Planning Update

Mr. Voelcker reported on IEPI PRT visits on Oct. 6, Nov. 18 site visits, finalizing Treatment on Areas of Focus.

ii. Enrollment Update

Mr. Vargas reported on current enrollment; growth of 3%. **Shared screen** of RG0542 fall credit report. **Shared screen** of Academic Affairs – FTES Targets by Division for 2022-2023. InReach Center has been very successful in reaching students that have dropped classes to enroll in 14week classes.

Thanked Mr. Voelcker, Ms. Pham and Mr. Tyler Nguyen for work done to produce report. **Mr. Pham** will send Dr. Lamb link of report created, previously shared at DEMW.

b. Santa Ana College

i. Planning Update

Dr. Lamb reported on equity plan/strategic development process, new equity coordinator, IEPI PRT in place at SAC. New initiative is administrator program reviews, finally done with Nuventive Improve-program review to be done through portal.

ii. Enrollment Update

Dr. Lamb **shared screen** of RG0542 fall report; increase of headcount-more students taking more courses-up in FTES over headcount.

Shared screen of SAC FTES Multiyear Target spreadsheet for 2022-2023. F2F short term courses doing great.

Dr. Hubbard reported on qualitative data: high number of students on campus, 3-way finding stations, ‘open class’ booths on campus and continuing outreach of calls to students.

Dr. Kennedy reported on summer final numbers, largest summer at SAC so far. **Shared screen** of RG0542 report, shifts in fall courses in person for fall. Looking at adding 1,100 inmate students.

VII. ITS SECURITY UPDATE – Information Dane Clacken, ITS Director of Technology and Infrastructure

Mr. Clacken reported on international remote portal requests. To mitigate cyber issues ITS was noting from early pandemic, ITS implemented a country code restriction to block ability for users to access remote portal and web mail resources from locations outside U.S. Moving forward, all with current remote access who wish to access internationally will submit request from ITS. Request need to be made 2 weeks in advance of travel and include; 1. Dates of travel 2. Countries visiting.

Any request of 6months or longer will be reviewed on case by case basis.

ITS working on implementation of Multifactor Authentication-more secure method for log in process and would assist with doing away with country code restrictions.

Members thanked Mr. Clacken for systems improvement.

Dr. Davis moved conversation back to V. b.

VIII. *GRANT DEVELOPMENT SCHEDULE – Information

Dr. Davis shared screen of grant schedule, reported on recent grants awarded.

IX. DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP MEETING - Information

a. Next meeting scheduled for August 25, 2022

X. OTHER

Next committee meeting scheduled for Wednesday, September 21, 2022.

Dr. Davis adjourned the meeting at 4:51pm.

**attachment provided*

PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

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

Responsibilities	Membership
<p>Coordinate the development 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"> ▶ Vice Chancellor Educational Services (Co-chair) ▶ Assistant Vice Chancellor, Educational Services ▶ Executive Director, District Research, Planning & Institutional Effectiveness ▶ Vice President, Academic Affairs, Santa Ana College and Santiago Canyon College ▶ Vice President, Student Services, Santa Ana College and Santiago Canyon College ▶ Vice President, Continuing Education (or designee) ▶ Dean of Academic Affairs, Santa Ana College (or designee) ▶ Dean of Institutional Effectiveness, Library & Learning Support Services, Santiago Canyon College ▶ President of Academic Senate, Santa Ana College & Santiago Canyon College. One president shall serve as committee Co-chair for two-year term (alternating between the colleges) ▶ Two faculty members appointed by each Academic Senate, Santa Ana College and Santiago Canyon College ▶ A faculty member appointed by FARSCCD ▶ Three Classified representatives appointed by CSEA (District Office, Santa Ana College and Santiago Canyon College) ▶ Student representatives (Santa Ana College and Santiago Canyon College, when possible)



Rancho Santiago Community College District Districtwide Planning Process Survey Results

October 2022

Because planning is a continuous cycle of improvements, the Rancho Santiago Community College District (RSCCD) implemented the current planning and decision-making process in 2013. It is overseen by District Council, with the collaboration of five governance committees that focus on human resources, fiscal resources, physical resources, planning and organizational effectiveness, and technology resources. Staff has had a chance to work with the model envisioned for the district. As the 2022-23 academic year starts and prior to new committees start their work, members of the 2021-22 RSCCD Governance Committees were invited to give opinions on this district-wide planning and resource allocation process, as well as the district operations resource allocation.

Thirty-four of the 62 members (55%) from across the district participated (28% from Santa Ana College, 44% Santiago Canyon College, and 28% district operations), with representation from all staff (15% classified, 38% faculty, and 46% management (though we did not receive student participation this year). There was representation from all six governance committees (27% District Council, 19% Fiscal Resources, 19% Human Resources, 19% Physical Resources, 42% Planning and Organizational Effectiveness and 15% Technology Advisory Group). Keep in mind, representations of District Council are made up of co-chairs from the five other governance committees; therefore, the percentage will be more than 100%.

Overall, seven-tenths members of the RSCCD governance committees are familiar with the RSCCD Planning Design, and just as many find the district-wide planning process clear and that it is linked with the colleges' planning processes (57%). The same number of respondents also believe the five committees collaborate to support the work of District Council and two-fifths don't know if there is collaboration among the committees. Also, about four-fifths respondents understand the roles and responsibilities of each of the five districtwide governance committees, including the coordinating District Council.

More than 60% of the respondents stated that they do bring information/issues to and from districtwide governance committees and college committees that they represent. Also, nearly half of the respondents "agree" or "strongly agree" that there is integration between college and district planning.

Among the governance committee membership, about 40% of the respondents stated that the process and prioritization of district-wide resource allocation is clear, that there is coordination between district-wide and college-based resource requests, or that they are satisfied with the current process. There is a considerable number of respondents who "don't know" the district-wide resource allocation process, prioritization, and timeline. In addition, respondents were also not as knowledgeable of the district operations' resource allocation request process and timeline, nor coordination between this process and the college's base resource requests. Please note more than nearly three-fourths of the respondents are from Santa Ana College and Santiago Canyon College and so they are probably more familiar with their respective colleges' processes.

Because representations to the district-wide governance committees change regularly, it is recommended that new memberships be thoroughly orientated about the district-wide planning and resource allocation processes, as well as member's roles and responsibilities, to ensure effective representation and coordination with colleges' processes and structures.

	Count	strongly agree	agree	disagree	strongly disagree
I am familiar with the RSCCD Planning Design.	34	24%	56%	21%	0%
The district-wide planning process is clear.	34	18%	47%	29%	6%
The district-wide planning process is linked with the colleges' planning processes.	33	15%	42%	30%	12%
I understand the roles and responsibilities of the following RSCCD Governance Committees:					
District Council	34	29%	56%	15%	0%
Fiscal Resources	34	26%	68%	6%	0%
Human Resources	33	24%	58%	6%	12%
Physical Resources	34	24%	56%	15%	6%
Planning and Organizational Effectiveness	34	26%	53%	12%	9%
Technology Advisory Group	34	24%	59%	9%	9%

<p>The committees collaborate to support the work of District Council.</p> <p>7% Strong Agree 43% Agree 27% Disagree 3% Strongly Disagree 20% I Don't Know</p>
<p>As a member of a district-wide governance committee, how often do you take information/concerns back to your college committee that you represent?</p> <p>21% I bring information/issues from the district-wide governance committee back to my college committee after every meeting. 73% I bring information/issues back to my college committee when needed. 6% I have never shared information/issues from the district-wide governance committee with my college committee.</p>
<p>How often do you take an issue/concern from your college committee to the district-wide governance committee that you attend?</p> <p>16% I bring college information/issues to district-wide governance committee to every meeting. 63% I bring college information/issues to district-wide governance committee to some meetings. 22% I have never brought any information/issues to the district-wide governance committee.</p>
<p>There is integration between college and district planning.</p> <p>12% Strong Agree 41% Agree 32% Disagree 6% Strongly Disagree 9% I Don't Know</p>

Please tell us your level of agreement on the <u>district-wide</u> resource allocation:						
	Count	strongly agree	agree	disagree	strongly disagree	don't know
The process to identify and prioritize district-wide resource requests is clear.	30	7%	37%	33%	13%	10%
I am satisfied with the district-wide resource request and prioritization process.	30	7%	23%	40%	13%	17%
There is coordination between district-wide and college-based resource requests.	30	7%	23%	40%	10%	20%
The district-wide resource allocation timeline is clear.	30	10%	37%	27%	7%	20%
The district-wide resource allocation timeline is satisfactory.	29	10%	21%	24%	17%	28%

Please tell us your level of agreement on the district operations resource allocation:

	Count	strongly agree	agree	disagree	strongly disagree	don't know
The process to identify and prioritize district operations resource requests is clear.	30	7%	37%	23%	10%	23%
I am satisfied with the district operations resource request and prioritization process.	30	3%	27%	37%	7%	27%
There is coordination between district operations and college-based resource requests.	30	7%	20%	40%	7%	27%
The district operations resource allocation timeline is clear.	30	7%	37%	27%	7%	23%
The district operations resource allocation timeline is satisfactory.	30	7%	27%	23%	13%	30%

Changes to the District-wide planning and resource request process you would recommend:

- Often times, there is a great divide in the district discussing necessary positions in collaboration with and in support of college strategic plans, including fiscal priorities. When the district determines a need for such positions in which the college must fund, this diminished the college priorities in alignment with the college's strategic plans. At times, positions from the district appear out of context and with no consultation with the College Council and Planning and Budget Committees.
- If you do not serve on one of the District-wide planning committees, it is difficult to answer these questions. I serve on one of the committees, but am not able to speak for the others as I am not regularly notified about items such as the district-wide resource allocation (with the exception of some annual updates at Management Council).
- More collaboration is needed. Decision needs to be discussed with all committees and district council cannot do a decision without considering all other committees.
- A process needs to be implemented so that funding can be redirected to support the basic operations of the colleges and support for students. This is particularly needed for Continuing Education which is facing a dire situation due to the lack of funding it receives.
 The District reserves have increased at a very high rate whereas the colleges do not have the resources to meet the most basic student needs. Page 32 of the 2022-2023 RSCCD Adopted Budget shows that the year end balance for the District increased to \$60 million. At the same time, page 33 of the RSCCD Adopted Budget shows that SAC/SCC Continuing Education Gross Revenues increased to \$44,476,588 (\$27,928,127 SAC + 16,548,461 SCC). The same page demonstrates that Net Revenues from SAC/SCC Continuing Education programs increased to \$15,679,533 (\$10,040,122 SAC + 5,639,411 SCC).
 Comparing this data to page 40 of the 2018/2019 RSCCD Adopted Budget shows that the Gross Revenue from Continuing Education operations has increased by \$10,352,258 since the 2018/2019 fiscal year. At the same time Continuing Education Net Revenue has increased by \$6,849,702 compared to 2018/2019. 66% of the additional revenue brought in by District Continuing Education operations is diverted to operations outside of Continuing Education.
 Continuing Education has grown significantly but is currently operating with 15% less support staff than it had in 2018/2019 due to mandated District reductions. Continuing Education is not able to meet its most basic needs in supporting students due to the significant budget reductions it has experienced at the same time it has grown dramatically.
 The District's diversion of resources generated by Continuing Education students to other District uses is one of the largest equity issues the District is experiencing as Continuing Education students are also the most economically disadvantaged in the District. The District-wide planning and resource request process needs to address this structural inequality.

- More transparency, involve all constituencies. Be fair to the smaller colleges including non-credit which brings us a lot of FTE's
The current process does not align with college planning processes. If cabinet decides something should happen, it does. That is not district-wide planning, that is imposing costs on the colleges and making it seem like there is planning.
The membership of district governance committees to ensure that all other constituencies are not outnumbered by administrators and managers or the planning process will never work.
- Create one process that all requests must go through.
Let's face it, if the chancellor wants something, he gets it. Doesn't matter who the chancellor is. How many positions does People and Culture need? How many of these new positions are managers versus classified?
- I think our processes are good, but we do not use them appropriately.
I believe those who are part of our committees do not represent their constituents, and/or share agendas between the district and the college committees.
- Planning should be further integrated so that planning at the college level can help inform planning at the district level and vice-versa. We all do a lot of work updating strategic plans and at the same time are working toward building and updating local plans at the college. Tighter integrations means we work smarter, not harder.
- Have more meetings that cross the committees. A committee retreat would be ideal so that we can all collaborate from management, admin, faculty, and classified staff

Changes to the district operations planning and resource request process you would recommend:

- Be more transparent
- There does not appear to be a relationship to the increases in District Operations to the needs of the campuses. New allocations to the District Operations budget have resulted in additional work being requested of the campuses without additional services being provided. Increases to District Operations seem to correlate to new bureaucratic processes introduced which creates more work for the colleges while at the same time reducing resources to serve students.
- The district seems to be able to request new resources from the colleges whenever they want. The internal allocation of budgeted resources don't come to the committees, only requests for new allocations and they happen throughout the year. Colleges have usually already completed their planning and do not know when a request from the district will come. If the district wants a new position, the request should be at the beginning of the academic year before the colleges do their allocations.



**Planning and Organizational Effectiveness Committee
Evaluation of 2021-22 Committee Goals and Accomplishments &
Creation of 2022-23 Goals**

2021-22 Committee Goals

- Oversee and guide the development of updating the districtwide Comprehensive Master Plan
 - Better alignment and integration of college strategic planning processes and the districtwide strategic planning process
- Complete second year progress report for the 2019-2022 RSCCD Strategic Plan and presentation to the Board of Trustees
 - Review of data for each strategic objective to ensure changes are made in a timely manner; thereby impacting outcome sooner, if needed
- Oversee and guide the work of DEMW in building the enrollment management data warehouse, including completion of data dictionary, reports, and visual dashboards to encourage the use of data in districtwide planning
- Support the work of the Board Institutional Effectiveness Committee
- Communicate the *RSCCD Functions/Mapping of Responsibilities* to college and district employees to ensure everyone understands their roles and responsibilities for a more efficient and effective operation.

2021-22 Committee Accomplishments

- Complete second year progress report for the 2019-2022 RSCCD Strategic Plan and presentation to the Board of Trustees
 - Review of data for each strategic objective montly to ensure changes are made in a timely manner; thereby impacting outcome sooner, if needed
- Oversee and guide the work of DEMW in building the enrollment management data warehouse, including completion of data dictionary, reports, and visual dashboards to encourage the use of data in districtwide planning
- Support the work of the Board Institutional Effectiveness Committee

2022-23 Committee Goals

- Oversee the process of updating th *RSCCD Functions/Mapping of Responsibilities* for 2022-23 and communicate these functions throughout the district/colleges to ensure everyone understands their roles and responsibilities for a more efficient and effective operation.
- Oversee and guide the development of updating the districtwide Comprehensive Master Plan
 - Better alignment and integration of college strategic planning processes and the districtwide strategic planning process
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Multiple-Activity Educational Master Plan Request for Qualifications

Overview of the Rancho Santiago Community College District

Governed locally by a seven-member Board of Trustees elected by the citizens of the district, Rancho Santiago Community College District (RSCCD) is a part of the California Community College System, one of the three segments of the public higher educational system in the state. RSCCD, located in central Orange County, encompasses 193 square miles with a population of approximately 770,000. Enrollment in district programs for fall 2021 totaled 48,864 with 35,800 students in college credit courses and 13,064 students in Continuing Education classes (non-credit courses). RSCCD includes two independently-accredited community colleges: 1) Santa Ana College (SAC) and, 2) Santiago Canyon College (SCC).

Santa Ana College

Opened in 1915, Santa Ana College offers a bachelor's degree in Occupational Studies program, 255 associate degrees and certificates in credit programs and 29 Associate degrees for transfer, and in college credit programs that prepare students for transfer to four-year universities or for careers. The college is recognized throughout the state for its comprehensive workforce training programs for nurses, firefighters, law enforcement and other medical personnel. In addition, nearly 1,500 classes are offered to students annually in a variety of noncredit programs including 50 certificates and an Adult High School Diploma in the Continuing Education Program.

Santiago Canyon College

Santiago Canyon College is among the newest community colleges in California and began offering classes in 1985, earned its initial independent accreditation in January 2000, and serves the communities of Orange, Villa Park, and Anaheim Hills. The college offers 94 associates degrees and 87 certificates in college credit programs that prepare students for transfer to four-year universities or for careers. SCC is the state's largest trades apprenticeship programs. In addition, about 1,000 classes are offered annually to students in a variety of noncredit programs including 74 certificates in the Continuing Education Program.

Multiple-Activity Planning Project Overview

The district is completing the implementation of its 10-year Comprehensive Master Plan in 2021-2022 and is in the process of creating the next 8-year Comprehensive Master Plan to be implemented, starting 2023-2024. Santa Ana College and Santiago Canyon College are each at different phases of completing or creating their Educational Master Plans. Currently, the district and its colleges have individual planning structures and processes, and the first project activity of this multiple-activity project is to ensure the district's plans, structures, and timelines are better integrated and include and support the two colleges' plans and processes.

RSCCD requests facilitation and assistance for four major planning activities: 1) to review and assess the district's and its two colleges' planning processes in order to improve and integrate timelines and practices of all districtwide planning, and to create and implement those improved strategies during development of new master plans, as appropriate; and 2) to develop, or update, each of the **three** master plans used in RSCCD.

DRAFT

Activity 1: Enhanced Districtwide Planning Integration

The process should include, but is not limited to, the following steps:

- A review of the district's and the two colleges' existing planning processes and timelines
- Collaborative development of the activity process
- Interviews with key district and college stakeholders regarding existing and proposed alignment and integration of planning processes and timelines
- Identification of factors within the rapidly changing higher education environment (such as budget cycles and funding) that need to be incorporated into the planning structure processes, and strategies to ensure integration of those factors
- Development of options for alignment, integration, and collaboration among the timelines, plans, and structures of the three entities (district and two colleges).
- Implementation strategies for the enhanced, proposed integration strategies. Options may include phased implementation.
- Implementation of the new enhanced districtwide planning processes during development of master plans, where appropriate per timelines and agreed for which by district and college shared governance planning leadership and committees.

DRAFT

Activity 2: Districtwide Eight-Year Comprehensive Master Plan

Districtwide Comprehensive Master Plan (CMP) Scope of Work:

The Comprehensive Master Plan (CMP) for the Rancho Santiago Community College District will include, but not be limited to:

- Evaluation of progress towards existing goals;
- District-wide environmental scan;
- Descriptions of distinct college district as well as each college's identity, history, and communities served;
- Trends in the District's service area: population and demographics, labor market indicators, economic conditions, household income, educational attainment, and economic development potential;
- Internal scan and analysis of district's support programs and services for the colleges (trends in enrollment management issues, productivity, hiring, and student demographics, and others TBD);
- Identification of essential community, business and educational partners;
- Innovation and collaboration opportunities;
- Strength, Weakness, Opportunities and Threats (SWOT) analysis with respect to enrollment, services and assessment of resources: human, technology, facilities, fiscal, and other; and
- Recommendations for district goals and strategies to achieve those goals based on the collaborative SWOT analysis and other findings identified in this scope of work.

The development of the CMP for RSCCD will require the contracted consultant team to collaborate with and seek guidance from the District's and Colleges' constituencies, including shared governance leaders and planning committees, administrators, faculty, classified staff, students, and community. The consultant team will lead planning efforts in consultation with district leadership and in coordination with college planning efforts. It is critical that the consultant team understand their role as that of facilitators and leaders of an authentic process that reflects the district community, works closely at the direction of leadership, and garners broad input and feedback from all stakeholders.

The consultant team also will contribute to formatting, editing, and producing final documents with quality and consistency across the various district-wide plans.

Finally, the consultant team should maintain communication across the district community regarding CMP planning process and progress.

Districtwide Comprehensive Master Plan (CMP) Proposed Table of Contents:

The consultant team will work with the District's planning leadership to prepare a CMP draft for dissemination to solicit district-wide feedback and a final document. The CMP documents prepared by the consultant will include, but may not be limited to, the following elements:

- Executive Summary
- Background
 1. Comprehensive master planning processes
 - a. Timelines
 - b. Step by step process
 2. Relevant State and other agencies' related regulations and guidelines
 3. College-wide background, including mission and goals;
 4. Description and assessment of the District's:
 - a. Progress towards previous mission and goals
 - b. Description of district identity and history
 - c. Communities served
 - d. Programs and services offered
 - e. Relevant comparisons with neighboring college districts
- Data trends addressing appropriate local, county, region, state, national, and global entities
 1. Population and demographics
 2. Local high school data and trends
 3. Employment rates
 4. Labor market data and economic conditions
 5. Household income, educational attainment, and other measures
- Assessments of:
 1. District strengths, including an assessment of resources: human, technology, facilities, fiscal, and other
 2. Integration and prioritization of programming from College Planning documents (i.e. Equity, Facilities, Enrollment, and others)
- Enrollment management processes, trends and targets
- Essential community partners
 1. Engaging community stakeholders/groups
 - a. K-12 schools, higher educations
 - b. City/county ventures
 - c. Regional workforce development
 - d. Community organizations
 2. Fundraising and Resource Development
- District and regional offerings
 1. Programs of distinction
 2. State and national recognitions
 3. Exemplary practices among community colleges and universities
 4. Opportunities for promotion, marketing
 5. Student Equity achievement and support
 6. Targeted programs; workforce education, special populations

7. Leverage points to more deeply connect with untapped student populations
8. Collaboration between District and Colleges
- Untapped resources to sustain and advance objectives
 1. Education Needs/Expectations Assessments
 2. Community/Business Partnerships
- Innovation and collaboration opportunities
 1. Board of Trustees
 - a. Effective management, direction and delegation
 - b. College collaboration and consistency
 - c. Community relations
 - d. Collaborative leadership
 2. Budget Development
 - a. District-wide resource allocation
 - b. College budget development
 - c. Contingency management
 - d. Student-Centered Funding Formula impact
 3. Accountability
 - a. District accountability to community
 - b. College accountability to District
 4. Human Resources
 - a. Professional development
 - b. Employment practices (hiring, promotion, termination)
 - c. Internal communications
 5. Technology
 - a. Existing capacity
 - b. Needs assessments
 - c. Continuous evaluation processes
- Indicators of fiscal sustainability
 1. District context within the California Community College Chancellor's Office Vision for Success
 2. Financial Conditions Assessments
 3. Assets and Resources Management
- Goals, strategic directions and performance measures, 2023-2024 through 2031-2032

Activity 3: Santiago Canyon College Educational Master Plan (EMP)

Santiago Canyon College Educational Master Plan (EMP) Scope of Work:

The Educational Master Plan (EMP) for Santiago Canyon College will include, but not be limited to:

- College-wide environmental scan, including evaluation of existing goals;
- Description of college identity and history;
- Trends in the College's service area: population and demographics, labor market indicators, economic conditions, household income, educational attainment, and economic development potential;
- Internal scan and analysis of instructional programs and services for the College (trends in enrollment, productivity, hiring, and student demographics);
- Strength, Weakness, Opportunities and Threats (SWOT) analysis relative to enrollment, services, and assessment of resources: human, technology, facilities, fiscal, and other;
- Recommendations for college goals and strategies to achieve those goals based on the SWOT analysis. This process will consider multiple strategic inputs in establishing college-wide integrated goals inclusive but not limited to:
 - Guided Pathway Goals
 - Vision for Success Goals
 - Equity Goals
 - Enrollment Management
 - Efforts in closing opportunity gaps

The development of the EMP for SCC will require the contracted consultant team to coordinate with and seek guidance from the College's leadership, including shared governance leaders and committees, administrators, faculty, classified staff, students, and community. It is critical that the consultant see their role as that of facilitators and leaders of an authentic process that reflects the college community, works closely at the direction of leadership, garners broad input and feedback, contributes to formatting and editing final documents for consistency and quality, and communicates progress to the college community.

Santiago Canyon College Educational Master Plan (EMP) Proposed Table of Contents:

The consultant shall take direction from the College to set the role expected to prepare a draft for dissemination to solicit college-wide feedback and a final document. The documents prepared by the consultant will include, but not be limited to, the following elements. Some of the items listed may be published in separate documents.

- Executive Summary
- Background
 1. Educational master planning process

- a. Timelines
- b. Step by step process
2. State and other agencies' related requirements and guidelines
3. Accreditation, Quality Focus Essay and Improvement Plans
 - a. Standards compliance
 - b. Maintaining accreditation
 - c. Ensuring best practices for ongoing accreditation
4. College-wide background, including mission and goals;
5. Description and assessment of the College's:
 - a. Progress towards previous mission and goals
 - b. Description of college distinct identity and history
 - c. Communities served
 - d. Programs and services
 - e. Relevant comparisons with neighboring colleges
- Data trends addressing: local, county, region, state, national, global entities
 1. Population and demographics
 2. Local high school data and trends
 3. Employment rates
 4. Labor market data and economic conditions
 5. Household income and educational attainment
- Analysis of instructional programs and services of the College
 1. Program description
 2. Program reviews
 3. Future development and implications (e.g., significant impact on resources)
 4. Role of technology
 5. Role of projected FTES
- Trends in enrollment management, productivity, hiring, and student demographics
 1. Existing demographics; composition
 2. Underserved and economically disadvantaged student populations
 3. Student data for all students and for equity subpopulations
 4. Concurrent enrollment
 5. Past trends
 6. Adult population projections
 7. Retention, persistence, completion and transfer rates
 8. Feeder unified school districts
 9. Projected enrollments, including special populations e.g., international, veterans, foster, etc.
 10. College-wide integrated goals inclusive of guided pathways, equity efforts, enrollment management trends, CCCCO Vision for Success, etc.

11. Student Support
 - a. Counseling – educational planning, mental health, career, etc.
 - b. Student engagement assessments or surveys
 - c. Learning success centers and academic support services
 - d. Student Services (EOPS, First Year Support Center, etc.)
12. Fundraising and Revenue Generation
 - a. Foundation
 - b. Branding; Intellectual Property
 - c. Public/Private Partnerships
- Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis
 1. Departments and services - capacity
 2. Departments and services - projection
- Detailed assessment
 1. College strengths, including an assessment of resources: human, technology, facilities, fiscal, and other
 2. Integration and prioritization on programming from College Planning documents (i.e., Equity, Facilities, Enrollment, and others)

DRAFT

Activity 4: Santa Ana College Educational Master Plan (EMP)

The contracted consultant team is needed to review and update the existing Education Master Plan, which is newly developed; to provide recommendations about the cycle of College Planning (at the College and in relation to District planning); provide input on improving relationships among existing planning efforts (e.g., program review, Equity Plan, Guided Pathway Scale of Adoption and Assessment with College plans) and provide recommendations for making college plans actionable.

Updates of data for the existing Education Master Plan may be needed for items such as:

- Trends in the College's service area: population and demographics, labor market indicators, economic conditions, household income, educational attainment, and economic development potential
- Internal scan and analysis of instructional programs and services for the College (trends in enrollment, productivity, hiring, and student demographics)
- Strength, Weakness, Opportunities and Threats (SWOT) analysis relative to enrollment, services and assessment of resources: human, technology, facilities, fiscal, and other.

DRAFT

Deliverables

Activity 1: Integrated Planning

- Written report describing the analysis of existing integration of districtwide planning processes, and new key opportunities, strategies, and timelines for implementation of enhancements among the District's and the two Colleges' planning processes and timelines
- Presentations of findings to district governance committee(s) and to the Board of Trustees, to be determined
- Implementation of integration modifications and enhancements, where appropriate within the timelines, during development and update of CMP and EMPs

Activity 2: Districtwide 8-Year Comprehensive Master Plan

- Districtwide 8-Year Comprehensive Master Plan (CMP)

Activity 3: Santiago Canyon College Educational Master Plan (EMP)

- Santiago Canyon College Educational Master Plan (EMP)

Activity 4: Santa Ana College Education Master Plan (EMP)

- Santa Ana College Education Master Plan (EMP) Update

Proposals should include

- Describe the proposed approaches and processes to develop each deliverable for this project
- Describe how you might enhance the processes outlined
- Describe strategies used by the consultant team to ensure collaboration and participation by the District's and Colleges' stakeholders
- Describe the experience of your team members in aligning and integrating planning for multi-college districts and in developing educational master plans in multi-college districts. Include recent examples of both.
- Describe how your team will approach the task of developing options for planning integration in a multi-college district.
- Describe the consultant team's and/or firm's capacity for editing and publishing final plan documents.
- Proposal is limited to eight pages (not including references or cover letter). A one-page cover letter that describes the applicant firm and its recent experience with planning in California community colleges.
- List and bios of project consultant team members and project director, with a focus on recent experience in multi-college district educational master planning.
- List of five most recent project references – California community college-experienced leaders familiar with the master planning work of the applicant firm and consultant team members. Include current contact information.
- For each step in your proposed process, itemize the number of consultant hours for each consultant. For total cost, provide the amount for total travel expenses as well as the total amount for consulting hours.

Questions can be directed to **(who is responsible for receiving inquiries)** by **XXXXXXXX**. Responses to all questions will be provided to all who inquire on **XXXXXXXX**.

Proposal deadline: end of day on **XXXXXX**.

Project starts immediately upon selection.

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>Congressionally Directed Spending (Earmark) Feinstein and Padilla</i> \$4.9 million	SCC – Acting President Perez	#1, #2, #3 and #4	April 6, 2022	Submitted	November 2022	No	Implement local projects as proof-of-concept on establishing locally-led sustainable and equitable water treatment and management policies and practices to empower residents and youth to participate in civil efforts to address environmental challenges. In collaboration with the City of Orange, SCC's Water Utility Science students would have applied-learning/work-experience opportunities through local water management and usage projects.	No	No. Less than 1 week to submit for opportunity.
<i>Congressionally Directed Spending (Earmark) Correa</i> \$2.5 million	SAC Dr. Annabelle Nery	#1, #2, #3 and #4	April 13, 2022	Submitted	November 2022	No	Develop complete CTE pathways that start in non-credit courses (for CTE skill development and prep for credit programs, basic skills, English) and transition to credit certificate and degree programs. Develop these pathways for in-demand occupations and careers in the region to diversify the workforce and broaden engagement and access by marginalized populations. Collaborate with the Orange County, Santa Ana, and Anaheim Workforce Development Boards to connect dislocated, under- and unemployed workers to career training that leads	No	No less than 1 week to submit for opportunity.

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
							to in-demand jobs in the region.		
<i>Recovery & Equity Regional Plan (RERP)</i> CCCCO allocated \$10 million for the community colleges participation in RERP \$100,000 Sub-award, as OC Workforce Development Board is the applicant	Non-Credit – Lorena Chavez, Osiel Madrigal	Goals #1, #2, #3, #4	May 6, 2022	UPDATE: OC Workforce Development Board awarded; waiting for CCCCCO to determine the CC partners allocations.	June 2022	No	Non-credit IT Training program would be offered to clients of the OC WDB, Santa Ana WDB and Anaheim WDB.	No	Yes
<i>U.S. Department of Education, Title V – HSI</i> \$600,000 year each year for 5 years	SCC – Dr. Melba Castro	Goals #1, #3, and #4	June 6, 2022	UPDATE: Not awarded.	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	Yes
<i>Community Economic Resilience Fund (CERF)</i> \$5 million	DO – Dr. Alex Davis and Sarah Santoyo	Goals #1, #2 and #4	Planning Phase Application due July 25, 2022	Submitted	September 2022	No	RSCCD will serve as the fiscal agent, in collaboration with the region’s Workforce Development boards, who will convene constituencies throughout Orange County to contribute to developing a regional Equitable Economic Recovery plan.	No	Yes
<i>United States Citizenship and Integration Grant Program</i> Up to \$250,000 Sub-award	CEC – Song Hong	Goals #1 and #2	August 5, 2022	UPDATE: Awarded.	October 2022	20%	Provide high-quality citizenship preparation services.	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>U.S. Department of Education Basic Needs for Postsecondary Students up to \$950,000 over three years (estimated only 8 awards)</i>	SAC – Dr. Hubbard SCC – Dr. Castro	Goals #1, #2, #3 and #4	October 3, 2022	Submitted	March 2023	No	Implement a systemic, evidence-based approach to addressing students' basic needs through cross-agency collaboration and community engagement to improve underserved students' academic achievement and completion rates.	No	Yes
<i>National Science Foundation P4Climate \$68,142 for SCC Sub-grantee of CSUF</i>	SCC – Prof. Angela Daneshmand		October 20, 2022	Submitted	March 2023	No		No	Yes
Fall 2022									
<i>Song-Brown Nursing Grant \$200,000</i>	SAC – Assoc. Dean, Mary Steckler	Goals #3 and #4	November 15, 2022	Developing	January 2023	No	These funds are to increase the program's capacity to serve more students by support a PT faculty member for clinical instruction, learning facilitators and a student services coordinator and clerk. All of these persons are already working in the department and supported by the current Song-Brown grant. A new award would continue to support this work.	No	Yes

RSCCD Resource Development Grant Development Schedule

California Community College Chancellor's Office

[CAI New and Innovative Apprenticeships \(Due December 16, 2022\)](#)

Purpose: Develop pre-apprenticeship and apprenticeship programs. Three tiers: Planning (\$120,000), implementation (up to \$500,000), and expansion (up to \$500,000). Planning grants are for institutions that want to develop a program for an apprenticeship that isn't already approved by DAS (Division of Apprenticeship Standards). They are looking for apprenticeship programs to be developed in new areas.

National Science Foundation

[IUSE \(Improving Undergraduate STEM Education\) \(Due January 18, 2023\)](#)

Engaged Student Learning: \$300,000 up to 3 years

Focus on design, development and research projects that involve creation, exploration or implementation of tools, resources, and models. Projects show high potential to increase student engagement and learning in STEM. Well-developed plans to study the student experience and evaluate student outcomes. Approaches include (representative list):

- Development of novel instructional methods
- Design and assessment of metrics to measure STEM teaching and learning
- Adaptation of learning environments
- Collaborations between 2- and 4-year institutions to develop innovative pathways

Institutional and Community Transformation: \$300,000 up to 3 years

Focus on assessment of institutional needs, prior efforts to implement an early-stage project for significant research questions or large-scale evaluation efforts.

Grant Schedule

Summary Sheet of Positions related to grant and contract proposals

Site	Grant	Staff proposed in grant applications
DO	Congressionally Directed Spending	Not known at this time.
SAC	Office of Public School Construction <i>K16 Educational Collaborative</i>	One staff position at \$150,000, whether it is hosted at SAC or shared is to still be determined.
	Basic Needs Grant	Not known at this time.
	Congressionally Directed Spending	Not known at this time.
	Song-Brown Nursing	Student Services Coordinators Instructional Assistants
Continuing Education – SAC	Recovery & Equity Regional Plan – sub-award from OC WDB	Instruction and counseling – hourly Equipment to operate the IT training project
	UCSIC Citizenship and Integration Grant	Not known at this time



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Santa Ana College • Santiago Canyon College

DISTRICTWIDE ENROLLMENT MANAGEMENT WORKGROUP (DEMW) MEETING

A G E N D A

October 20, 2022 12:00pm – 1:30pm

<https://us06web.zoom.us/j/93768488856> or dial 1-669-900-6833, 93768488856#

- I. Welcome
- II. *Action Items – August 25, 2022 – Informational (**attached*)
- III. Update from College Enrollment Management Workgroups Dr. Nery / Aaron Voelcker
 - a. SAC
 - b. SCC
- IV. Student Services Report on Strategies/Initiatives Dr. Hubbard / Dr. Castro
 - a. SAC
 - b. SCC
- V. Marketing Efforts Nhadira Brathwaite / Dalilah Davaloz / Lilia Rodriguez
 - a. DO
 - b. SAC
 - c. SCC
- VI. Data and Research Tools Jesse Gonzalez / Dr. Martinez
 - a. Update on ITS Repository Report RG0542
 - b. Demonstration of data dashboard from SAC Research
- VII. Other

Next meeting: Thursday, November 17, 2022

Purpose of workgroup: to discuss strategic enrollment management related topics and issues from a districtwide perspective and learn how to better leverage resources districtwide to help our enrollment.

Workgroup Members:

Nhadira Brathwaite, Dr. Melba Castro, Dalilah Davaloz, Dr. Adriene (Alex) Davis, Darlene Diaz, Jesse Gonzalez, Adam Howard, Dr. Vaniethia Hubbard, James Isbell, Dr. James Kennedy, Dr. Jeff Lamb, Dr. Daniel Martinez, Thao Nguyen, William Nguyen, Nga Pham, Lilia Rodriguez, Craig Rutan, Sarah Santoyo, John Steffens, Jose F. Vargas and Aaron Voelcker