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Santa Ana College • Santiago Canyon College

PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

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

A G E N D A

Wednesday, December 16, 2020 3:30pm-5:00pm

<https://cccconfer.zoom.us/j/93769888045> or dial 1 669-900-6833 / 93769888045#

- I. WELCOME**
- II. *APPROVAL OF MINUTES – Action**
 - a. November 18, 2020 meeting
- III. DISTRICT COUNCIL UPDATE – Information**
 - a. December 7, 2020
- IV. *2019-22 STRATEGIC PLAN - Review and Discuss**
 - a. Goal 2 & Strategic Objectives
- V. PLANNING AT THE COLLEGES - Information**
 - a. Santiago Canyon College
 - i. Update on Accreditation
 - b. Santa Ana College
 - i. Update on Accreditation
- VI. REPORT FROM STUDENT GOVERNMENT - Information**
 - a. Santiago Canyon College
- VII. *GRANT DEVELOPMENT SCHEDULE - Information**
- VIII. GUIDED PATHWAYS - Information**
 - a. *Santa Ana College
 - b. *Santiago Canyon College
- IX. OTHER**
 - a. January meeting – new date before January 25, 2021

NEXT MEETING:

Wednesday, January 27, 2021 (to be rescheduled)

bold indicates standing items

** indicates attachment provided*

POE COMMITTEE MEMBERS:

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

RSCCD Mission Statement

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

2013 – 2023 RSCCD Goals

RSCCD Goal 1

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

RSCCD Goal 2

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

RSCCD Goal 3

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

RSCCD Goal 4

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

RSCCD Goal 5

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



PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

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draft Minutes

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

Mr. Perez called the meeting to order at 3:32pm.

I. WELCOME

Mr. Perez provided welcoming remarks.

II. *MINUTES FOR REVIEW AND APPROVAL – October 28, 2020

No corrections were made.

It was moved by Mr. Stringer, seconded by Mr. Smith to approve the October 28, 2020 minutes.

III. DISTRICT COUNCIL UPDATE – November 16, 2020

Mr. Perez provided a brief update.

IV. PLANNING GUIDE UPDATE – Student Participation / Role

Ms. Pham reported on follow up from discussion at FRC on student representative role in governance committees, if they should be voting members, inclusion in the Planning Design Manual of voting rights, and student reporting being a standing item on future agendas.

Ms. Pierce expressed appreciation for being involved and able to provide the student voice.

Importance was made for students to receive orientation related to the governance committee they serve on. Ms. Pierce agreed this would be helpful.

Ms. Pham will connect with Associate Dean of Student Life for a copy of student handbook related to serving on governance committees.

Dr. Hubbard confirmed student reps choose what committee to serve on in relation to their educational goals.

Ms. Pham will follow up with VP's Student Services to include governance committees' roles and responsibilities information in student manual.

Mr. Rizvi will connect with ASG and report back on related content to SCC's student handbook.

It was again suggested to have orientation done periodically for student members and a general refresher for newer members.

It was moved by Ms. Pham, seconded by Mr. Shahbazian student representative be voting members in Participatory Governance Committees be voting members and this be included in the Planning Design Manual.

Student reporting will be a standing item on future agendas.

POE COMMITTEE MEMBERS:

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

V. CURRENT PLANNING ACTIVITIES

- a. *Progress of 2019-22 Strategic Plan – Goal 1 & Strategic Objectives - Review and Discuss
Ms. Pham reminded members of homework to review Goal 1 and objectives.
Ms. Love will type up paragraph and forward to Ms. Pham to insert in Goal 1 related to SAUSD.
Discussion ensued on SAUSD; questions were answered.

Ms. Robinson arrived at this time.

Dr. Lamb will ensure 4th paragraph under SAC is current and accurate.

Objective 1. a. was reviewed, input provided, edits made by Ms. Pham as suggested by members.

Revision to formatting of bullets was suggested, numbers might be better.

It was suggested 2nd paragraph under Districtwide be revised to: ‘Revising math course sequences adding pathways, acceleration and support to improve student learning and completion of the college/transfer-level math and English.’

Objective 1. b. was reviewed, input provided, edits made by Ms. Pham as suggested by members.

Mr. Perez will provide Ms. Pham 19-20 information for RSCCD Foundation district operations.

Ms. Santoyo will forward information related to grants.

Mr. Stringer will connect with Ms. Morones on summer coordination.

Objective 1. c. was reviewed, input provide, edits made by Ms. Pham as provided by members.

Ms. Pham will connect with Teresa Mercado-Cota regarding SAC Public Affairs portion.

Ms. Love will forward Ms. Pham paragraph to insert related to assessment of needs to district and the why surveys done by colleges.

Ms. Pham will reach out to VP’s for specific examples related outreach efforts.

VI. PLANNING AT THE COLLEGES

- a. Santiago Canyon College
 - i. Update on Accreditation
Mr. Rutan provided update on draft responses by end of fall semester; will have completed draft by start of spring semester.
Mr. Stringer confirmed the Nov. 13th deadline.
- b. Santa Ana College
 - i. Update on Accreditation
Dr. Lamb provided update; coordination on narrative and faculty identified for work being done.

VII. FOLLOW-UP ON IEPI PLAN

a. *B2 & B3

Discussion ensued on using available funds to support production of reports CWP recommends.

It was moved by Dr. Lamb, seconded by Ms. Pham to revise B.2. objective wording in applying resources available to support the production of reports CWP suggests for colleges and district.

VIII. *GRANT DEVELOPMENT SCHEDULE

Ms. Santoyo provided an update; questions were answered.

IX. OTHER

a. *2020-2021 Meeting Schedule – December

Ms. Duenez will confirm the December 16th meeting calendar invite.

Next meeting is scheduled for Wednesday, December 16, 2020.

Approved: _____

bold indicates standing items

** indicates attachment provided*

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.

Objective 2A: MAINTAIN EFFECTIVE RELATIONSHIPS AND FOSTER NEW PARTNERSHIPS THAT ADDRESS LOCAL EDUCATIONAL NEEDS

DISTRICTWIDE

The District and its colleges partner with many educational (feeder school districts, community colleges, and universities), community and business industry organizations to ensure that we constantly monitor the needs of the diverse community to provide quality and timely offerings. The District is represented on various chambers, business councils, and advisory boards of various organizations where we share as well as listen to partners. For example, the District is represented on the Orange County and the Santa Ana Workforce Investment Boards in order to identify major workforce needs and to address those needs through responsive programs and services. Grant programs have also been developed collaboratively with neighboring community college districts, with the Orange County Department of Education, local industry, and with non-profit organizations. Please see Appendix A1 for list of RSCCD's key partners.

Los Angeles/Orange County Regional Consortium (hosted by RSCCD)

The LAOCRC has worked very closely with the three Workforce Development Boards in the county (County of Orange, Santa Ana, and Anaheim) to find areas of training/instructional opportunity for program participants in need of new or additional training, in fields that provide livable wages and employment growth; by having participants enroll in community college classes, not only are their educational needs being addressed, but they are also building important skills that will help them secure a better future for themselves and their families.

We've developed partnerships with industry/employer organizations: the LAOCRC has fostered a collaborative partnership with the Orange County Business Council (OCBC), which includes the development of an OC Industry Sector report, developing a strategy for community college engagement with industry, and supporting the region in the development of regional advisory systems that can help colleges obtain industry information and validation.

Develop partnerships with Adult Education providers: the LAOCRC has collaborated with non-credit education providers to identify and create pathways for students to transition from non-credit to credit college programs, thus ensuring that students continue to add to their educational foundation and future.

This extensive network can now be leveraged to support local educational needs in the career pathways:

- Implement clearer processes and procedures into career pathways, and enhance articulation and remove barriers

- Identify, design, simplify, align and market career pathways
- Improve coordination between K-12 and community college counselors
- Increase outreach to traditional and non-traditional students, CTE counselors, K-12 and parents by creative marketing and education both internally and externally
- Add portable and stackable certificates as well as skills badging
- Provide more on-ramps and off ramps to pathways, such as Adult education and noncredit programs
- Provide additional counseling, communications and instructional support and basic skills, for example boot camps, bridge programs and just in time instruction, and incorporate more lab-based and project based learning

Resource Development/Fiscal Agent

Being the fiscal agent for a number of grant programs, RSCCD has cultivated extensive partnerships that we use to leverage support for our local educational needs:

- Connect with individuals for consultation, information and guidance
- Draw together robust partnerships for grant opportunities
- Access to data and information to guide local program development
- Connect colleges to beneficial partnerships based on need
- Expand knowledge of other community colleges' operational, financial and programmatic systems to use as models to validate or improve our own systems
- Consult or advocate with CCCCCO staff
- Understand CCCCCO operations to work effectively with them as partners
- Develop a deeper awareness of plans and systems for integrated research and data systems to improve operations, data-driven decision making, and support for students leading to improved outcomes

Institute for Workforce Development

The Institute for Workforce Development (IWD) was established in July 2017 within Educational Services Division with the objective of developing an untraditional source of students for SAC and SCC through targeting a wide range of employers in business, industry and government within our community to determine their workforce skills needs and gaps and to position SAC and SCC (for credit and non-credit) as a source of education, professional development and training for their employees.

IWD achieves its mission by bringing employers within an industry together with SAC and SCC to explore options for creating or expanding the pipeline of qualified employees by aligning certificate and degree programs with industry needs and educating students and preparing them for in-demand professions. We have hosted three Roundtables on subjects such as healthcare, advanced manufacturing and autism

Autism care industry is a good example of a growing industry in our community which is experiencing a shortage of qualified, highly trained workforce to support the developmental needs of children with autism. Recognizing this growing need, the IWD partnered with Autism Business Association (ABA) to host an industry roundtable and identify critical gaps and barriers in workforce readiness in Orange County and surrounding communities. Included in the roundtable discussions were faculty, administrators and leadership from SAC and SCC, Educational Services leadership, and members from Autism Industry Association including ABEDI, Autism Behavior Services, Autism Spectrum Interventions, Autism Spectrum Therapies, Bloom Behavioral Health, California Psychcare, Creative Behavior Interventions, Love2Learn, STAR of CA, and TASKids. Participants explored industry hiring needs and skills required, especially for occupations requiring a certificate or an associate degree. They

examined gaps and barriers and determined workforce training and development needs, internship opportunities and other areas for collaboration.

It was no surprise that the key outcome of the Roundtable centered on development of curriculum for an (Autism) Behavior Technician certificate program that would meet minimum requirements of the nationally accredited industry recognized certifications which are required by insurance companies (for reimbursement). At the conclusion of the Roundtable, Santiago Canyon College Division of Continuing Education took the lead in the development of curriculum for a certificate program in (Autism) Behavior Technician. On June 17, 2019 RSCCD Board of Trustees approved this curriculum which was developed with industry input and participation. The program was then submitted to the California Community Colleges Chancellor's Office for state approval. SCC plans to offer the certificate program to students once this approval is secured.

Progresses made the Institute for Workforce Development:

- IWD cultivated a relationship with Orange County Community Foundation and was invited to participate in a competitive workforce development RFP.
- Developed a proposal to support the Behavior Technician Program with additional resources. OC Community Foundation approved the proposal that provides Santiago Canyon College School of Continuing Education (SCC/SCE) \$125,000 per year for 3 years for a total of \$375,000 to augment SC SCE instruction with wrap around services including Job shadowing, internship, and placement services will help match each participant with an employer in the industry.
- Garnered recognition for RSCCD and SCC leadership and responsiveness to industry's workforce needs by developing the resolution language for State Senator Umberg who will be authoring a Senate Resolution recognizing RSCCD and SCC/SCE.
- Identified industry experienced adjunct faculty candidates meeting minimum qualification and scheduled interviews at SCC/SCE's request. As a result, two faculty members were hired.
- At the request of SAC leadership, worked with Orange County Supervisor Andrew Do's to expand the County's University Partnership Program to include Community Colleges. On December 17, 2019 the County Board of Supervisors unanimously passed a revised policy that opened-up their University Partnership program to Community Colleges. SAC and SCC were the first two community colleges to join the County's University Partnership Program.
- SAC and SCC are recognized by the County as partners in education, training and professional development for the County's over 18,000 employees. Information about classes, landing pages and registration sites are now available to County employees looking to take a class or complete a certificate or degree.
- At the request of SAC leadership developed a partnership with the City of Santa Ana (Executive Director of HR, Deputy Director of HR) to position SAC as a source of education, training and professional development for City employees. This partnership is under development and has transitioned to non-credit courses being offered on-line to City of Santa Ana employees.

SANTA ANA COLLEGE

Santa Ana College offers a robust program of year-round outreach and student development activities throughout its service area (and on site at all feeder high schools via One-Stop Higher Education Centers), which culminates in an application, assessment, and placement services. This is enriched by direct financial support, linked to the SAC Foundation, which makes college possible for all members of the community. This model demonstrates implementation of the Student Success Act and has been cited as a national model by state and national leaders. It includes significant expansion activities as part of the

College's Student Equity Plan. The pipeline efforts are complemented by the on-campus Middle College High School, where students simultaneously earn high school and college degrees. This year 70% of the graduating class will earn both their AA and high school diploma. Complementing the pipeline, outreach work is a significant set of community-centered activities led by outreach professionals in both credit and noncredit programs as well as volunteer Padres Promotores de la Educación. Taken as a whole, this outreach and student development work touches 30,000 members of the greater Santa Ana area annually. This work further expanded when SAC and the Santa Ana Partnership opened a One-Stop Higher Education as part of the Main Santa Ana Public Library.

CTE Advisory Committee

Santa Ana College's CTE Advisory committee is an effective way to help connect colleges to their communities and the industries they serve. The committee serves to improve communication and interaction of the program instructors and students with workforce needs by helping to provide insights, expertise, connections, and access to valuable resources, job market assistance and public relations.

Since a CTE Advisory committee provides direct linkages between faculty and administrators with representatives from business, industry, and labor, the committee must be greatly concerned with the education and training of CTE students and the competencies required by employers. As a result, the committee provides leadership in the following areas: professional development, curriculum development, and partnership development. Thus, it is highly responsive to recognized industry standards and the workforce needs of our community and business partners.

Many CTE faculty also organize guest speakers, field trips, and class projects which address the educational needs of our community and business partners. The Regional Directors of Employer Engagement, LAOCRC, CTEoc, and Vital Link OC have also been instrumental in bringing industry together to educate faculty and staff about skills gaps and certification requirements within CTE industries. In addition, CTE faculty members continue to maintain business relationships within their respective industries that often result in internships, apprenticeships and jobs for CTE students. These business relationships often begin with Advisory Committee/Open House invitations and continue to be developed and nurtured throughout the year.

Guided Pathways Implementation

As part of the Guided Pathways implementation, Santa Ana College implemented the tools of the Super Strong Inventory (SSI). The SSI is now being used as a tool to assist students in choosing their Career and Academic Pathway (CAP) as they (students) complete the SAC application. The Guided Pathways Entry Team recommended the purchase and utilization of the Super Strong Inventory (SSI) after comparing My Path (Chancellors Office) and the Super Strong Inventory (VitaNavis, Inc.). The decision to adopt the SSI was based on the analytics, data collection, and customization features.

The Super Strong is now part of the entering student orientation, students take the Super Strong Assessment which identifies the students' strengths and skills and align these with related careers. Students are introduced to Super Strong through the Assessment Center staff in collaboration with the Outreach Office. Outreach administered the SSI to seniors in all the high schools in SAUSD and two campuses in the GGUSD during the fall semester. Specifically, the outreach process introduced SSI to guide student's selection of their Career & Academic Pathway at SAC. The college has administered the Super Strong Inventory to 8,182 students during the past two years. Once created, the SSI profile for each student is then available to assist other offices in guiding students to choose an appropriate major track. The Assessment Center coordinates and provides support for the Counseling 116 career assessments administered to students. Students in these courses take the Myers-Briggs (MBTI) and Strong Interest

Inventory (SII). SAC Counselors then refer students' SSI profiles and schedule appointments according to a student's program of study, which is tied to their Career & Academic Pathway (CAP).

The Outreach Team is planning to provide application presentations at the high schools in SAUSD and GGUSD and referring to student SSI profiles to inform their CAP selection on the college application. In addition, the Assessment Center and Career Center will be referring to students' SSI profiles to support any student's career exploration, within the context of their identified CAP. As a part of the plan to scale the adoption of the SSI, the Assessment Center is in the process of developing a Super Strong Workshop for continuing students during the fall 2020 semester.

Some events where the Super Strong has been utilized include the CAPS Fair during fall 2019 (600 students), Registration Orientations (120 students), and Early Decision (1,237). Assessment and Outreach has also conducted Registration Orientation during summer 2020. However, based on the utilization of the SSI tool thus far, taking into account the high number of completed SSI profiles, as well as the comprehensive application of this tool across multiple points of entry, it appears that this tool has strengthened Santa Ana College's ability to respond to the needs, interests and skills of our incoming student body. At two years into implementation, it is expected that there will be additional data available to improve Santa Ana College's understanding of their students' profile.

As part of institutional reflection and continuous improvement under Guided Pathways, several GP leaders work met with VitaNavis (SSI) this spring 2020 to discuss ongoing customizations, such as re-formatting the list of majors in the instrument to match the student's SSI profile versus an alphabetical listing of majors that hampers exploration by the student. The customization process is ongoing and there should be an update to this in the fall.

Overall, through the organized commitment to SSI tool utilization by the Assessment Center, Outreach, and Counseling, Santa Ana College has introduced new students to customized career exploration as a first step when choosing their path at Santa Ana College.

School of Continuing Education

Through the Assembly Bill 86 consortium, Santa Ana College School of Continuing Education (SAC-SCE) is working to align its noncredit offerings to the college credit offerings as well as to the offerings of other adult education providers in the region. In addition, SAC-SCE is expanding partnerships to leverage resources and provide better service to the community. One example of this effort is the expansion of the SAC-SCE Substantial Disabilities instructional program. Working closely with Santa Ana Unified School District (SAUSD), the partnership is able to provide transportation and trained assistants through SAUSD and facilities and the classroom instruction through SAC-SCE. Please see Appendix A2 for list of SAC's key partners. (review Appendix A2 below and update as needed)

SANTIAGO CANYON COLLEGE

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

The High School and Community Outreach Program supports collaborations between local high schools and SCC in an effort to recruit and enroll students. To achieve this goal, the department recruits high school seniors and facilitates participation in the Early Welcome program. In addition, the Outreach

Program educates the community about SCC's programs and services by offering K-12 educational fairs, making high school presentations and hosting K-12 tours at SCC.

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

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

For the past two years, SCC has offered the Summer Advantage Academy (SAA) to incoming high school seniors. This collaborative effort between administration, faculty and student services staff is an opportunity for incoming students to become acquainted with the campus, learn about the programs and resources we have to offer, interact with faculty prior to their first week of school, and meet current and other incoming students. The SAA program includes academic interventions in English, reading, writing and math; a faculty boot camp workshop with Q&A; student-guided campus tours with designated key stops highlighted by staff; presentations on student services and other campus resources (including First Year Support Center, Transfer Success Center, and Campus Safety); discovering learning styles through an abbreviated Myers-Briggs type indicator workshop; networking activities led by orientation leaders; and a big surprise from our administration to all SAA participants in the form of the SCC College Promise Scholarship.

Recent survey information from this year's program demonstrates that the majority of SAA participants find the program insightful and beneficial to beginning their college experience at SCC and a study of last year's program demonstrated that students who participate in SAA perform better than non-participants (92.6% persisted to spring semester in comparison to 76.6% for students that did not participate in Summer Advantage). In addition, Summer Advantage students had a higher average units completed in fall semester (10.57 units compared to 8.69 units for non-participants) and higher overall GPA for summer and fall semesters (2.57 GPA compared to 2.13 for non-participants). Each November, Summer Advantage Academy is promoted at the SCC Family Night annual event where high school seniors and their parents have come to learn about the College's many programs and services. To date, SCC has hosted approximately 2,100 guests from 25 area high schools--highlighting the matriculation process, general education patterns, college success strategies, the Early Welcome program, campus life, and SAA.

Santiago Canyon College has begun to work collectively with Orange Unified School District (OUSD), California State University Fullerton, and University of California Irvine, to implement a College Pledge Program. The College Pledge Program is a collective effort to leverage resources and develop awareness for all OUSD students' by providing them with the best opportunities and support system needed to successfully complete their educational and career goals. The guiding principle of the College Pledge Program is to provide a seamless pathway for OUSD students into Pledge Partners by reducing equity gaps among traditionally underrepresented student groups through K-16 goal alignment.

The college's efforts to develop, sustain, and strengthen relationships with key partners and stakeholders continues to take root in the local and surrounding communities. Please see Appendix A3 for list of SCC's key partners.

Appendix A1

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT Key Business Partners and Stakeholders that Help the District Assesses the Educational Needs of the Communities We Serve

As the host of the LAOCRC, RSCCD has developed a number of external partnerships, which include:

- Workforce Development Boards (WDBs)
- Adult Education
- Local Educational Agencies
- Interested Public Four-Year Universities
- Economic Development Organizations
- Industry and Employer Leaders and Organizations
- Chambers of Commerce
- Governmental Representatives, including Legislative and Policy Maker
- California Community College Association for Adult and Occupational Education
- California Community College Chancellor's Office
- Regional Consortia throughout the state
- Centers of Excellence throughout the state
- All of Orange County's community colleges and districts

As a fiscal agent for a number of grant programs RSCCD has cultivated extensive partnerships as described below:

- California Community Colleges Chancellor's Office staff
- CA community colleges throughout the state, and in the LA and OC region (RSCCD has contracted with every community college)
- Educational research leaders (e.g., Digital Innovation and Infrastructure Division at the CCCCO, WestEd, Educational Results Partnership, The RP Group, the Centers of Excellence)
- Workforce and Economic Development Leaders (the Regional Consortia, Dean and Monitor over the Strong Workforce Program at the CCCCO, Strong Workforce Program Fiscal Agents workgroup)
- Industry Sector Leaders (the Sector Navigators, the Deputy Sector Navigators, K-14 TAPs, the Industry Sector Projects in Common grantees)
- LEAs (the Orange County Department of Education, SAUSD, high schools, charter schools, ROPs and County Offices of Education through the Career Pathways Trust Grant, the K12 Strong Workforce Program Pathway Improvement grants)
- Grant and program management software developers (productOps, Concentric Sky, WizeHive, Teamworks)

CELATINOS Chamber of Commerce partners with Digital Media Center to organize various events targeting Spanish speaking business owners looking to grow and expand their businesses. Business growth and expansion is important as it can provide local students with available jobs, and the community with a more vibrant economy, which in turn can benefit our district and college campuses.

CSU Fullerton has been a major supporter of our global trade initiative and international business programs. We have worked together on redesigning their international business degree program, created alignment with SAC's international business program and an articulation agreement was recently signed between CSUF and SAC for the international business degree.

Global Trade Industry Advisory Committee is twenty organizations, large and small, public and private, (i.e. Allergan, Western Digital, Edwards Life Sciences, US Commercial Service, OC SBDC, Senegence Int'l., etc.) which provide input on programs, curriculum, faculty externship and job shadow opportunities, student internships, participate as speakers in the classroom and on a panel. They also help promote our training/workshops as well as our certificate and degree programs.

Help Me Grow provides the children and families enrolled in RSCCD-CDS programs with comprehensive resource and referrals to community agencies and case management. This service addresses the needs of the families to ensure protection factors for at risk children and families.

Irvine Chamber of Commerce actively engaged in global trade and has asked me to participate on their International Development Committee as well as lead their task force on Foreign Direct Investment (FDI). In return, they promote our services, training programs and classes. They also provide connections to local business leaders for our industry advisory committee and programs.

Irvine Valley College & Saddleback College play an important role in collaborating on regional program development as well as connection to students, faculty and industry. They regularly attend our advisory meetings and collaborate to ensure the needs of students and the local international business community are being met. They have also provided a venue for workshops, have actively promoted our services and regional programs as well as jointly participated in global trade.

Links Media partners on a project to develop a Public Education Campaign on health issues mainly targeting the Latino community. The project will include the development of videos to highlight chronic disease and other ailments affecting Latinos. In addition to benefitting the local community served by RSCCD through a planned awareness/marketing campaign, the project will also benefit students at the DMC through their direct participation on the videos to be created.

Orange County Department of Education provides a variety of programs and resources to students. DSN collaborates with OCDE at all levels of student development.

Orange Unified plays an important role in working with RSCCD on an international business pathway development, promoting our events and programs to high school students. They also played a key role in the counselor event planning as well as making sure attendance was good.

Orange County Hispanic Chamber of Commerce partners with the District's Small Business Development Center to provide educational opportunities for students and outreach and assistance to the community in the form of 1) joint educational workshops in English and Spanish to benefit the community in learning the key steps leading to entrepreneurship and self-employment as a career path and 2) resources to start and grow their small business.

Orange County Marriott and the Wyndham Resort hotel chains have thousands of job positions that can use customized contract education services from Corporate Training Institute that range from customer service, accounting, Spanish in the workplace, ESL, computer literacy, etc. Additionally, many new jobs will be available in the next few years providing opportunities for candidates to start a career in hospitality. The DSN offers training, boot camps and job shadowing to prepare students with the knowledge and skills required for entry-level positions, which the partner hotels are excited to extend.

Parents Enrolled in Child Development Services Programs provides parents an opportunity to be involved in programmatic decisions through shared governance. All parents are invited to participate in either the Early Head Start Parent Committee or center specific Parent Advisory Committees which make center/program specific decisions and help with outreach and recruitment

Port of Los Angeles – Trade Connect partners with District’s Small Business Development Center to provide educational opportunities for students and outreach and assistance to the community in the form of 1) joint educational workshops to benefit the community in learning the key steps leading to having businesses and career paths in International Trade and 2) resources to start and grow exports strengthening the local economy.

Santa Ana Unified School District (SAUSD) provides children within the city of Santa Ana access to a quality preschool experience, which prepares at risk children for school and reduces the achievement gap. RSCCD-CDS operates a double session preschool classroom that serves 50 children at Sepulveda Elementary School. SAUSD provides space within various elementary schools to conduct socialization programs for RSCCD’s Early Head Start families. Established comprehensive collaborative early care and education plan that addresses the needs and services for children birth to five in Santa Ana.

Union Bank partners with District’s Foundation and Small Business Development Center to provide financial resources in the form of multi-year technical assistance grant funds that afford the creation of educational opportunities for students and outreach and assistance to the community in the form of 1) educational workshops on financial literacy and access to capital for entrepreneurs and 2) resources to start and grow their small business. Union Bank employees regularly volunteer to outreach and give of their time and talent at the SBDC’s events and programs.

U.S. Commercial Service (US federal agency) plays a key role in international trade with the local business community. The Irvine office has actively engaged with us on both an education and business level. They support our education and business service programs through business referrals, program promotion, connection to business leaders and providing student internships. They also regularly attend our advisory meetings, provide valuable input and collaborate to ensure that our programs contain the right content for global trade.

U.S. Hispanic Chamber of Commerce partners with Digital Media Center to host the regional BizFest Business Plan competition. The event, which is geared for high school students, offers students from the nine high schools in Santa Ana Unified School District with the opportunity to learn and develop entrepreneurial skills, and also with the opportunity to learn about the many educational programs that the Rancho district has to offer through its two colleges. The top four winners at this year's event got to travel to the national competition held in Houston, Texas; the top winner at this national competition, which included a prize of a \$5000 scholarship, was a student from Saddleback High School.

Vietnamese American Chamber of Commerce partners with District’s Small Business Development Center to provide educational opportunities for students and outreach and assistance to the community in the form of 1) joint educational workshop in English and Vietnamese to benefit the community in learning the key steps leading to entrepreneurship and self-employment as a career path and 2) resources to start and grow their small business.

Vital Link of Orange County works to motivate students to continue higher education and to find a successful path through career technical education programs and pathways. RSCCD and Vital Link work diligently in bringing high school students to the SAC and SCC through site tours, CTE pathways and other interactive experiences to find engaging opportunities for high school students in CTE programs.

Appendix A2

SANTA ANA COLLEGE Key Business Partners and Stakeholders that Help the District Assess the Educational Needs of the Communities We Serve

- **Santa Ana Unified School District:** SAC has been partnering with SAUSD for more than 50 years. Our collaboration has grown and transformed throughout the decades. Our current partnership allows us to offer free tuition to all SAUSD graduating seniors that attend SAC the Fall immediately following their graduation. Through our Outreach efforts and TRiO programs, SAC is involved with many SAUSD students throughout their four years in high school. Our programs help prepare their students and bridge the gaps between high school and college. SAC also supports the parents of SAUSD students through workshops and conferences held at both SAC and the high schools. Our Padres Promotores program educates high school parents on the barriers and struggles some high school students experience and provides techniques on how to support struggling students. Our workshops also assist parents with the SAUSD online grading system as well as promotes all the programs and support that is offered at each of the high schools. Dual Enrolled courses are offered at each of SAUSD's high schools allowing their students to earn college credit while still in high school on their campus. Every year, SAC hosts more than 1,000 SAUSD kindergartens at the Annual Kinderaminata event. The students have fun while learning about all the different career opportunities such as firefighters, police officers and scientist.
- **Mexican Consulate-** Santa Ana College has been collaborating with the Mexican Consulate for more than two years. Our partnership has allowed Santa Ana College to have a permanent kiosk at the Consulate's Santa Ana location. Through this kiosk SAC has been able to connect directly with the Mexican community and assist them in applying and registering to the college. We have hosted many events with the Consulate to bring the community together to share opportunities at SAC.
- **CA Endowment-** SAC partnered with CA Endowment Foundation to bring awareness to the parents and students in Santa Ana regarding health career opportunities. SAC received more than \$350,000 from CA Endowment to assist with our outreach efforts. A Parent training was held and two new lessons on health care as a career were developed. More than 400 parents attended the training. SAC also developed five new articulated courses at Valley High School which is part of SAUSD. Our goal is to work with the consulate to offer educational support to all of their
- **University of California, Irvine:** Hosts the Summer Scholars Transfer Institute, Partnership data for research, and guarantees transfer for all SAUSD students who start college at SAC and maintain a 3.0 GPA in pre-transfer coursework.
- **California State University, Fullerton:** Guaranteed transfer for all SAUSD students who start college at SAC and maintain strong academics.
- **The City of Santa Ana:** Funds scholarships and hosts the Higher Education Center
- **The League of United Latin American Citizens and the Mexican American National Network:** Broadcast partnership activities to key community leaders in the region.
- **The Padres Promotores de la Educación:** Reach over 30,000 parents annually
- **Comunidad Latina Federal Credit Union:** Funds micro loans to SAC students
- **Latino Health Access:** Trains parents and amplifies the work of the Partnership
- **KidWorks:** Hosts Partnership staff so they can serve parents and students
- **Schools First Federal Credit Union:** Underwrites innovation grants and college programs
- **AT&T:** Underwrites student programs and strategic planning activities

Appendix A3

SANTIAGO CANYON COLLEGE Key Partners and Stakeholders that Help the College Assess the Educational Needs of the Communities We Serve

Orange Unified School District (OUSD)

SCC has engaged OUSD by offering classes at school sites, and we anticipate doing more dual enrollment courses. This offers high school students the opportunity to earn college credits while still in high school, which speeds the time to a college degree.

The Division of Mathematics & Sciences along with the Division of Arts, Humanities and Social Sciences has partnered with OUSD to offer classes on the High School campuses. Community Science Night is an annual SCC/OUSD. Community Science Night is a successful STEM event, with individual activities for families to learn from and enjoy.

SCC Division of Continuing Education has maintained an ongoing partnership with OUSD to provide academic and support programs to the parents and families in the OUSD. Specific classes and programs are also offered to high school seniors to help them complete their high school diploma and better prepare them for post-secondary coursework. Noncredit ESL, High School, and GED classes are offered at OUSD elementary, middle, and high schools. High school Bridge courses are offered for enrichment in a variety of subjects to current high school students at Orange High, El Modena High, Villa Park High and Canyon High Schools. High School Petition classes are offered for credit recovery in a variety of subjects at El Modena High School.

Continuing Education outreach staff frequently attend parent meetings at the schools to share information about all the continuing education programs and services available. This is an invaluable resource in which the parents in Orange and surrounding communities can learn about the free educational opportunities offered by Continuing Education.

Waltmar Foundation

The Waltmar Foundation has been a partner of the SCC Foundation and has funded student scholarships for many years.

California State University, Fullerton

SCC students benefit from our close connection to CSUF, which is the largest transfer destination. We participate in STEM partnerships, the CSUF presidential enrollment advisory group, a variety of grant programs, and other important connections.

SCC and two other community colleges partnered, **STEM² Partnership**, with CSUF on a Title III STEM Strengthening Transfer through Matriculation grant. Currently in its 6th and final year, this grant is providing supplemental instruction (SI), designated STEM counseling, summer research, and provides priority admission for SCC students who participate in this program.

Orange County Sheriff's Department (OCSA)

SCC Division of Continuing Education has had a strong collaborative partnership with the Orange County Sheriff's Department to serve the educational needs of inmates in the five county jails: Central Men's,

Central Women's, Intake and Release Center, Theo Lacy, and James Musick. The Inmate Education administrator and coordinator work closely with the Sheriff's Department staff to ensure that the needs of the inmate students are being met by offering courses that will prepare them for higher education or the workforce upon release. The value of the noncredit courses offered in the jail cannot be understated with the goal being to help reduce the recidivism rate and to help students be successful in future classes or jobs. Inmates who earn their high school equivalency certificate are better prepared for high-paying jobs or higher education courses. Other workforce certificates such as *ServSafe* prepare students to attain employment in the restaurant industry when they are released.

Course offerings in the General Program include English as a Second Language, Adult Basic Education, GED Test Preparation, Workforce Preparation, Effective Parenting, Substance Abuse, Introduction to Computer Software Applications, and Institutional Food Preparation. Introduction to Welding and Fundamentals of Welding are offered in the CTE Program. Recently the collaboration with OCSD has been expanding to include the RSCCD Corporate Training Center staff who will begin proctoring the HiSET exams in the five jails. Further evidence of this expansion includes more offerings in the General Program (taught by Continuing Education instructors) and fewer courses in the CTE Program (taught by OCSD instructors). In addition, due to the AB86 planning and Adult Education Block Grant, the addition of other meaningful types of programs and services are under discussion.

Orange County Department of Education (OCDE)

The Orange County Department of Education has been partnering with and is now a member of the Rancho Santiago Adult Education Consortium (RSAEC) as a result of AB86 planning and the Adult Education Block Grant (AEBG). The OCDE board-approved representative attends monthly consortium meetings and collaborates to serve the needs of adult learners in the region. As a result of this partnership, several CTE articulation agreements were created and completed for the various RSAEC agencies. This collaborative partnership is particularly important as more emphasis is placed on smoother transitions for adult learners in the Rancho Santiago region, including OCDE and RSCCD.

Community Foundation of Orange

SCC and RSCCD maintain visibility for their programs with this important group of civic leaders. Additionally, The CFO holds its annual "Talent Blossoms in Orange" performing arts event for schoolchildren at SCC each October.

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.

Objective 2B: SUPPORT REGIONAL COLLABORATION THAT ADDRESSES THE NEEDS OF LOCAL EMPLOYERS IN HIGH DEMAND OCCUPATIONS

Top 20 Occupations in Orange County, 2018-2028

Occupation	2018 - 2028 Change	2018 - 2028 % Change	Annual Openings	Median Hourly Earnings	Entry Level Hourly Earnings	Typical Entry Level Education
General and Operations Managers	2,189	8%	2,492	\$58.84	\$26.76	Bachelor
First-Line Supervisors of Office & Administrative Support Workers	853	5%	1,948	\$28.89	\$17.52	High school diploma or equivalent
Registered Nurses	4,233	18%	1,711	\$42.70	\$26.28	Bachelor
Business Operations Specialists	1,000	6%	1,625	\$35.45	\$18.96	Bachelor
Accountants and Auditors	1,469	9%	1,585	\$34.76	\$22.76	Bachelor
Market Research Analysts and Marketing Specialists	1,441	14%	1,229	\$31.26	\$18.12	Bachelor
Substitute Teachers	1,002	11%	1,126	\$17.88	\$15.58	Bachelor
Carpenters	1,413	15%	1,075	\$26.27	\$16.15	High school diploma or equivalent
Management Analysts	806	8%	975	\$42.23	\$25.29	Bachelor
Software Developers, Applications	2,372	24%	948	\$56.30	\$33.41	Bachelor
First-Line Supervisors of Construction Trades and Extraction Workers	1,400	19%	926	\$38.99	\$25.15	High school diploma or equivalent
Elementary School Teachers	1,114	10%	920	\$42.36	\$24.93	Bachelor
Financial Managers	1,351	16%	800	\$61.74	\$34.44	Bachelor
Securities, Commodities, and Financial Services Sales Agents	964	14%	799	\$25.03	\$15.57	Bachelor
Human Resources Specialists	705	10%	772	\$32.14	\$18.78	Bachelor
Sales Managers	140	2%	727	\$60.02	\$23.43	Bachelor
Computer User Support Specialists	740	9%	675	\$26.83	\$17.32	Some college, no degree
Licensed Practical and Licensed Vocational Nurses	1,336	21%	623	\$25.78	\$17.20	Postsecondary nondegree award
Secondary School Teachers	777	11%	591	\$42.60	\$28.19	Bachelor
Software Developers, Systems Software	299	4%	533	\$54.19	\$33.68	Bachelor

Source: OC Center of Excellence

Rancho Santiago Community College District
Student Evaluation of the CTE Program, Employment Outcomes and College Preparation, 2019

	SAC	SCC	Statewide
Overall satisfaction with education and training received	96%	93%	92%
Percent gains in hourly wage after completing college coursework	\$15.00 to \$23.00 +53%	\$16.00 to \$28.25 +77%	\$15.00 to \$23.33 +56%
Percent respondents who identified college coursework helped them transfer to another college or university	42%	45%	41%
Percent of respondents who identified college coursework has enabled them to be employed for pay	86%	83%	82%

Source: CTE Employment Outcomes Survey (CTEOS), 2019

Rancho Santiago Community College District
Career Technical Education Core Indicators of Performance by College
2017-2018 through 2020-2021

	2017-18	2018-19	2019-20	2020-21
Technical Skill Attainment				
• Santa Ana College	77%	85%	86%	64%
• Santiago Canyon College	89%	90%	89%	89%
• Statewide	91%	91%	92%	92%
Completion (Credential, Certificate, Degree or Transfer-Ready)				
• Santa Ana College	88%	88%	89%	95%
• Santiago Canyon College	59%	60%	67%	60%
• Statewide	88%	88%	89%	89%
Persistence and Transfer				
• Santa Ana College	89%	89%	90%	93%
• Santiago Canyon College	74%	71%	78%	76%
• Statewide	90%	90%	91%	91%
Employment				
• Santa Ana College	88%	85%	88%	91%
• Santiago Canyon College	96%	94%	91%	90%
• Statewide	68%	72%	73%	73%
Nontraditional Participation				
• Santa Ana College	18%	20%	20%	16%
• Santiago Canyon College	10%	13%	17%	12%
• Statewide	25%	25%	26%	26%
Nontraditional Completions				
• Santa Ana College	21%	26%	24%	18%
• Santiago Canyon College	23%	26%	31%	27%
• Statewide	29%	29%	30%	30%

Source: California Community Colleges Chancellor's Office, Career Technical Education (Perkins IV)

Rancho Santiago Community College District
Number of CTE Degrees and Certificates Awarded by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	9687*	3356	2554	
Santiago Canyon College	680	1725*	842	

Source: RSCCD Research Datawarehouse.

*In 2017-18, SAC recognized 5,600 certificates of Fire Science Core Competencies. In 2018-19, SCC recognized 567 certificates of proficiency for Water Treatment and Distribution.

DISTRICTWIDE

Rancho Santiago CCD serves as a workforce development leader through its work as the host of the Los Angeles/Orange County Regional Consortium (LAOCRC), the OC Center of Excellence (OC COE), and as the fiscal agent for the Strong Workforce Program – Regional Funds. Through this work, RSCCD provides current labor market information (LMI) including regional supply and demand data to assist the colleges in identifying career education programs that need to be developed or modified to address regional workforce gaps (OC COE) as well as facilitates and convenes regional planning to target program development in regional workforce need areas (LAOCRC and the Strong Workforce Program-Regional Funds).

Partnerships have been developed with Workforce Development Boards, Chambers of Commerce, OCBC, OC United Way, Statewide Directors and Regional Directors for Employer Engagement to facilitate connections between business and industry and college programs. One of the primary goals of these partnerships is to ensure that the needs of local employers are being addressed, particularly in high-demand sectors such as Information and Communications Technologies (ICT) and Health.

The LAOCRC prioritized and implemented the following:

- a. Captured existing success with internships and job placement through the regional advisory committee process
- b. Improved engagement and alignment with Workforce Development Boards, Chambers of Commerce, K-12 education and industry and business partners, Statewide Industry Sector Directors, Regional Industry Sector Directors, and other stakeholders
- c. Strategizing to develop a common data system that can better identify skill sets of current students, in order to match them to skills required by employers
- d. Enhanced coordination between non-credit and credit for internships and externships
- e. Enhanced connections with regional advisory boards, chambers of commerce, associations and other stakeholders, including contract education
- f. Develop innovative ways to engage employers, such as on-campus events and competitions, providing faculty externships and increasing work- based learning
- g. Being the labor market information leader in the region
- h. Connecting data to strategic decision-making processes to positively impact metrics.

The LAOCRC has taken a leading role in addressing the needs of local employers in high demand occupations; current activities in this area include:

Regional Directors for Employer Engagement (RDEEs): The LAOCRC works in conjunction with the five current Directors to address the employment and training needs of local employers in five industry sectors: Business & Entrepreneurship, Advanced Transportation & Logistics, Retail, Hospitality & Tourism (RHT), Health, and Energy, Construction & Utilities (ECU); additionally, a sixth industry sector was being addressed, ICT-Digital Media, until the recent retirement of the Director in June 2020.

The Business & Entrepreneurship RDEE hosted at SAC has provided opportunities for faculty and students to engage with local businesses in need of hiring employees. The Advanced Transportation & Logistics RDEE has connected local dealerships to students taking automotive classes through a partnership with the Orange County Automobile Dealers Association, OCADA, which represents OC's 120 Franchise Dealers. The RHT RDEE has worked to connect local employers to students and faculty (pre-COVID-19) and is currently working to assist the many businesses affected by the pandemic, particularly restaurants, hotels, and retail establishments. The Health RDEE has played a critical role in assisting hospital and clinics affected by the pandemic, and students who were affected by the lack of

clinical hours necessary to meet graduation and licensing requirements. Finally, the ECU RDEE has worked with business & industry to provide input on curriculum needs, and has worked in partnership with a Strong Workforce Program at SCC in the automation sector to develop a potential regional certificate in automation, developed in conjunction with businesses in the ECU sector, which are in dire need of employees with the right set of skills and abilities to perform successfully on the job.

OC Post-COVID-19 Economic Recovery Strategy (OCERS):

The LAOCRC, in partnership with the OC Development Board, is currently working on developing an Economic Recovery strategy with the following purpose to “engage diverse public and private sector partners in an integrated economic development planning process to develop a Post-COVID-19 Economic Recovery Strategy that will serve as an economic roadmap to diversify and strengthen the Orange County regional economy through the development of regional economic goals, a regional plan of action, and identification of investment priorities and funding” and mission to “create strategies that guide economic prosperity and resiliency, encourage partnerships and collaboration, and fully utilize Orange County’s unique advantages to maximize economic opportunity and overall quality of life for businesses and residents in the region.”

Faculty and Student/Community Resource Pages: The COVID-19 pandemic created some unique challenges for faculty and students who were unprepared for an online learning environment; LAOCRC took on a leading role to ensure faculty, students and members of the community had access to available resources and built faculty and student/community resource pages; some of the resources available included fast tracking health care professionals for essential positions with health industry employers: <https://covid19.ca.gov/healthcorps/>.

Future Built Industry Sectors: In order to promote the eight priority and emerging industry sectors in Orange County and the Education & Child Development industry cluster, LAOCRC partnered with the Regional Directors for Employer Engagement to build industry specific pages that promoted careers in those sectors and information on employers in need of employee talent; an example of the Education & Child Development page, which SAC and SCC have a leading role on can be found here.

Future Built News Center: The LAOCRC understands the importance of highlighting the programs at our colleges, including some of our outstanding non-credit to credit programs, such as the programs at SAC’s School of Continuing Education, and how they can lead our students to viable jobs and the opportunity to continue their education. As a result, the LAOCRC strives to feature the good work conducted at our two colleges and continuing education centers by featuring them in our News Center newsletter, which gets distributed to local and statewide stakeholders, including employers.

Orange County Center of Excellence (OC COE)

The OC COE is fully funded by Orange County’s Regional SWP allocation to meet the labor market information (LMI) needs of the region. As part of RSCCD’s Research Team, the OC COE responds quickly with current LMI in a variety of capacities. The OC COE’s foundational work is the creation of Program Recommendation Reports in response to colleges’ new and modified CTE programs and certificates. These reports include occupational demand, wage, and educational attainment information as well as regional supply information as the criteria for their contained endorsement. In 2019-2020 Santa Ana College and Santiago Canyon College (SCC) submitted a combined total of 54 requests for LMI related to their new or modified CTE programs. This included a very complex request from SCC specifically in support of a regional Fundamentals of Automation certificate.

Additionally, the OC COE conducted the first phase of the OC Sector Analysis Project that included an in-depth, mixed-methods LMI analysis of OC’s eight priority and emerging sectors and their top- and

most promising- middle-skill jobs. This project included 12 focus groups hosted at RSCCD's district boardroom and included both credit and noncredit faculty and deans from all of OC's community colleges as well as OC's sector-specific regional directors of employer engagement. The information gathered during these focus groups was the qualitative data that was analyzed and combined with the quantitative LMI resulting in comprehensive recommendations for each sector. The final product for Phase I were eight sector-specific report briefs, accompanying sector profiles that distilled the information for faculty and deans to use in strategic planning, and sector profiles intended to inform and encourage students to enroll in the region's CTE programs. All materials were published by RSCCD's production department and disseminated to every college in OC as well as key stakeholders such as OC Department of Education, Chambers of Commerce, ROPs, and more. Both SAC and SCC's faculty and deans were heavily involved in this project. The information was also used by the region, including RSCCD, to inform their Perkins applications. Additionally, the LMI portion of the application was written by OC COE.

In collaboration with the LAOCRC's OC director and the OC Workforce Development Board, the OC COE's director is part of the executive team of the OC Post-COVID Economic Recovery Strategy (OCERS) which, as explained above, is addressing the region's workforce needs in a post-COVID environment. The OC COE is leading the research team along with Dr. Anil Puri, Director of CSUF's Mihaylo Woods Center for Economic Forecasting. The research team also includes representatives from the Employment Development Department, regional colleges (including an SCC interim dean), K12 partners, and ROPs. The final report will include recommendations of how to quickly respond to employer's workforce needs, get employees back to work, including reskilling them, and forecasts for the short- and long-term impacts of COVID-19.

Rancho Santiago Adult Education Consortium (RSAEC)

Student surveys were conducted through the Rancho Santiago Adult Education Consortium (RSAEC) task force group, which indicated that medical occupation programs are highly desired by the RSCCD adult student population. With the onset of COVID-19, occupations such as Certified Nursing Assistant (CNA) are in even higher demand as well as classified as essential. To meet the need of local employers, Santiago Canyon College Division of Continuing Education (SCC-DCE) and Santa Ana College School of Continuing Education (SAC-SCE) secured funding from the State Chancellor's Office Certified Nurse Assistant Grant to create or expand their respective CNA programs. The grant is now in its 2nd year and due to sunset on December 31, 2020. During the past year, SCC-DCE applied this funding to expand its current CNA program to serve more students at a second location, the College and Workforce Preparation Center (CWPC). With the new program in place, SCC-DCE is now able to serve multiple cohorts per semester and offer day (SCC) and evening (CWPC) programs. SAC-SCE has dedicated its funding to creating a CNA program at the Remington Education Center as both a pathway to employment as well as a pathway for noncredit students to enter SAC's credit Nursing program. To assure that the programs could continue during the COVID-19 shutdowns, both SCC-DCE and SAC-SCE have applied and been granted waivers from the California Department of Public Health (CDPH) to offer online theory hours and on-campus clinical hours. The on-campus clinical hours will be done in the classroom instead of at a skilled nursing facility as all clinical locations have been closed to students due to state guidelines. Both SCC-DCE and SAC-SCE are committed to continuing their strong relationships with their industry partners and will be working closely with them in order to transition students back into the skilled nursing facilities as soon as it is deemed safe to do so.

Through SCC-DCE's relationships with RSCCD's Institute for Workforce Development, the Autism Business Association, and the Orange County Community Foundation (OCCF), SCC-DCE has expanded their noncredit medical programs to include a new Behavior Technician Certificate. SCC-DCE was a recipient of the OCCF grant in fall 2018 and awarded \$125,000 per year over a three-year period to

improve pathways for students in skills training, industry-recognized certifications and employment in a much needed and growing employment sector in Orange County. This 48-hour short-term certificate prepares students to sit for one of three industry recognized certificates to become a certified Behavior Technician. The first cohort of 25 students began in spring 2020. In June 2020, SCC-DCE was granted approval to become a Qualified Applied Behavior Analysis (QABA) certified program by the QABA Credentialing Board. This allows the QABA seal to be placed on the students' certificates of completion and allows them to sit for the Applied Behavior Analysis Technician (ABAT) industry recognized certification. In fall 2020, SCC-DCE will be partnering with Taller San Jose Hope Builders to provide the Behavior Technician program to 25 students who have been disconnected from educational and workforce opportunities.

SANTA ANA COLLEGE

With 36 areas of study, 62 AA/AS degrees, 141 certificates and 1 bachelor's degree in Career Education (CE) programs, SAC contributes significantly to the workforce in Central Orange County. These industry-supported programs include Welding Technology, Auto Technology, Occupational Therapy, Nursing, the Criminal Justice and Fire Academies, and Pharmacy Technology, Accounting, Art, Biotechnology, Business Administration, Business Applications & Technology, Child Development and Education Studies, Computer Information Systems, Diesel Technology, Digital Media, Emergency Medical Technician, Engineering, Entrepreneurship, Fashion Design & Merchandising, International Business, Kinesiology, Law, Library Technology, Management, Manufacturing Technology, Marketing, Medical Assistant, Music, Food, Nutrition, & Culinary Arts, Paralegal, Photography, Speech-Language Pathology, Television/Video Communications, and Theatre Arts.

Santa Ana College has also been approved by the California Community Colleges Chancellor's Office as one of 15 community colleges to participate in the baccalaureate degree pilot program and began offering a Bachelor of Science degree in Occupational Studies in fall 2017. The first cohort of 23 students graduated on June 7, 2019.

Santa Ana College participates in the CTE LaunchBoard, a statewide data system to track K-12 participation in CTE programs and then into the workforce. The College has been participating in the CTE Employment Outcomes Survey to glean information related to whether students became employed within their fields of study, if coursework positively affected their earning potential, and how the College can improve. The most recent survey results (2019) revealed the following: 73.4% of Career Education (CE) students who responded to the survey secured jobs that were closely related to their program of study, 83.4% of these students found these jobs in six months or less, and eight dollars is the overall change in hourly wages after students completed their chosen CE programs.

Since the awarding of Strong Workforce Program funds (2015-2016), the College has been collaborating with multiple LA and OC community colleges to address regional workforce needs. Regional projects have been developed to address the following sectors: Advanced Manufacturing, Advanced Transportation & Logistics, Business & Entrepreneurship, Global Trade, Health, Life Sciences/Biotechnology, ICT/Digital Media, Retail/Hospitality/Tourism, and Education. Across all CE sectors, projects have been developed to increase Work-Based Learning opportunities, build noncredit to credit pathways, and identify K-12 and community college crosswalks so students can continue to hone their skills within their chosen CE pathways. Furthermore, beginning in the summer of 2019, the College's faculty and administrators collaborated with the OC Center of Excellence and the other eight OC community colleges to discuss and analyze OC sector employment needs. The second phase of this

project will include adding industry to the conversation to identify the knowledge, skills, and abilities needed to obtain employment in these occupations.

The value of SAC can be measured in terms of its economic impact to the community. “Santa Ana College (SAC) creates a significant positive impact on this business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society” (Fact Book, 2018, p. 13). During the 2016-2017 academic year, “SAC and its students added 1.2 billion dollars in income to the Orange County economy and contributed to 14, 470 jobs.” (Economic Value of Santa Ana College. EMSI, 2018)

The College was awarded a grant for the National Science Foundation for the OC Biotechnology Collaborative Partnership project in collaboration with SCC and Fullerton College. Through this project, the Colleges will align and strengthen their biotechnology programs and provide instruction modeled on real-world biotechnology and research laboratories to produce high-quality graduates to meet the region’s workforce need.

Several of SAC’s CE programs tracked their graduates (via surveys and/or certification), which demonstrated impressive outcomes:

- More than half (65% to 75%) of RN graduates found employment in health care within twelve months of graduation.
- The College’s 2018/2019 annual pass rate for the NCLEX-RN (National Council Licensing Examination – Registered Nurse) was 94.68%. The national annual pass rate for ADN graduates during the same year was 85.16%.
- Most (97%) of the Occupational Therapy Assistant program’s NBCOT (National Board for Certification in Occupational Therapy) certification awardees found work as therapy assistants within six months of certification.
- More than four-fifths of the International Business students who became certified Global Business Professionals have found jobs in the field.
- Seventy-eight percent of the Pharmacy Technology program graduates found jobs in the field.

Complementing this work is the Career Center, which encourages CE success and completion at SAC. Similar to the University Transfer Center, the Center provides individualized follow-up with students who are close to completion, and its partners with CE faculty to develop customized education plans for students. The Center also supports college-wide work to help undecided students select a career field. This has been an extremely popular service area and will continue to support expanded certificate and degree completion in the coming years.

SAC School of Continuing Education

Santa Ana College School of Continuing Education (SAC-SCE) answered the call of industry in opening a Pre-Apprenticeship program in Construction Technology. Local employers needed skilled individuals to fill high-demand jobs and SAC-SCE quickly developed a program to fill this need. This program was developed in collaboration with the Orange County One-Stop Center, Santa Ana Work Center, the Orange County Development Board and the Orange County/Los Angeles Building Construction Trades Department. This program is currently being offered at SAC-SCE’s new Remington Education Center and is the first noncredit pre-apprenticeship program in Orange County.

SANTIAGO CANYON COLLEGE

Santiago Canyon College supports regional development by becoming the primary local source of skilled employees for high demand occupations. The College leads the state's largest Joint Apprenticeship Training Centers (JATCs) in carpentry, electrician, maintenance mechanic, operating engineers, power lineman, and surveying. The College's partnerships with local trade unions is a formula for success that provides employers with skilled state-indentured Apprentices and Journeymen who earn a livable wage as well as earn college credit that is applicable toward an Associate of Science Degree or Certificate of Achievement.

The Career Pathways Trust–OC Teacher Pathway Partnership program is a regional collaboration directed by SCC to engage high school students in paraprofessional educator courses and work experience and internships in order to increase interest and enrollment in SAC, SCC, and Fullerton College teacher pathway programs as well as to increase transfer to CSUF's Teacher Education Program. The project design focuses on engaging underrepresented students in teacher pathways and on strengthening effective STEM instruction to diversify and improve the teaching workforce.

The Biotechnology Program continues to fulfill the mission of the State Chancellor's office "Doing What Matters" framework. The OC Biotechnology Education regional collaboration with 3 other local colleges and local industry is considered a statewide model. The collaboration ensures our students are well-trained and have achieved the skills needed to enter the local workforce.

The College supports the Water Utility Science (WUS) program serving approximately 200 students annually and prepares and advances students within high paying Water and Wastewater Career Pathways. Donations from the Southern California Water Utilities Association are used toward water demonstration lab kits, allowing students to have a better hands-on experience in class. This necessary equipment demonstrates the fundamentals of water chemistry for process laboratories and treatment plants to ultimately train highly skilled employees for high demand occupations.

Santiago Canyon College is the fiscal agent for the Los Angeles/Orange County Regional Consortium, the convening group for Career Education program approval and the Career Education collaborative among the 27 colleges in the LA/OC area. The College continues to participate in the Career & Technical Education (CTE) Employment Outcomes Survey. Designed to gather information on employment outcomes for students participating in CTE programs at California community colleges, the survey aims to determine whether students were able to find employment within their field of study. The survey also investigated if the students' community college coursework positively affected their earning potential and in what way CTE programs can be improved.

Survey results indicate of the 1,469 former students contacted either by e-mail, mail, or phone, 461 responded to the survey yielding a 31% response rate. Highlights from the survey show that:

- Ninety-four percent of respondents indicated they were either satisfied or very satisfied with the education and training they received at Santiago Canyon College.
- Eighty-five percent of respondents indicated that they are employed for pay.
- Seventy percent of respondents indicated they secured a job that was either very close or closely related to their program of study.

Division of Continuing Education

CTE Online Pathways Grant: Santiago Canyon College (SCC) and SCC Continuing Education have received a \$500,000 allocation through the Chancellor's Office California Virtual Campus-Online

Education Initiative (CVC-OEI) Grant to increase online class opportunities to both credit and noncredit students. This funding will assist in creating curriculum to support the needs of local employers, creating noncredit to credit pathways, purchasing equipment to assist with videotaping and creating lectures, as well as professional development opportunities to train instructors in online teaching methodologies. It is SCC's intention that these new online pathways will provide educational access to students, which will lead to success in obtaining employment in high demand occupations.

Allied Health Programs: Santiago Canyon College Division of Continuing Education (SCC-DCE) attended an Industry Roundtable with industry participants from the Autism Business Association. The goal of this roundtable was to shift job training from industry to the community college for this high demand occupation. SCC-DCE was selected to develop a short-term career education certificate for Behavior Technician. The courses have recently been approved with program approval anticipated soon. Courses to train individuals in the area of Behavior Technician and to prepare them for their state licensing are anticipated to start within the next few months and will directly address the needs of local employers.

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>USDA U-ACRE SAC sub-award to CSUF \$140,000</i>	SAC – Dean Eidgahy, Kimo Morris	Goals #2 and #4	SAC items to CSUF 1/17/20	Submitted	Summer 2020	No	Funds used to provide paid internships for students	No	Yes
<i>U.S Bank – Supporting workforce education and prosperity</i>	DO – Ruth Cossio-Muniz	Goals #1 and #2	Due 4/30/20	Submitted	Summer 2020	No	Provide training and development services to small businesses.	No	Yes
<i>NEH Humanities Initiatives at Community Colleges \$150,000</i>	SCC – Rachel Petrocelli, Seth Dougherty	Goals #3 and #4	July 16, 2020	Submitted	January 2021	No	Develop a humanities research lab and expand research resources (databases, digital resources) in collaboration with the library.	No	Yes
<i>U.S. Department of Labor Strengthening Community Colleges Training Grant \$5 million</i>	DO – Alex Davis, Enrique Perez Consortium Application on behalf of all Orange County and LA Community Colleges Up to \$5 million	Goals #1-#4	October 8, 2020	Submitted	January 2021	No.	Proposal will focus on grant purpose 3: respond to COVID-19 challenges by expanding online, technology-enabled and virtual learning environments and focus on a difficult-to-covert CTE Courses.	Yes. Expected that systems-level changes that improve career training would be retained.	Yes
<i>U.S. Department of Education. Centers of Excellence for Veteran Student Success. \$433,000 - \$450,000 over 3 years.</i>	SAC – Dr. Vaniethia Hubbard, Alicia Kruienzga	Goals #1, #3 and #4	November 4, 2020	Submitted	March 2021	No.	Establish a center at each campus with a coordinator, serving as single-point of contact, connect veteran students to wrap-around services.	Have to explain have a veterans resource team and designated site will be sustained.	Yes
Jan – Feb 2021									
<i>U.S. Economic Development Administration – Public Works & Economic Adjustment Assistance (up to \$30,000,000)</i>	DO – Enrique Perez	Goals #1, #2, #3, and #4	Applications accepted on an on-going basis	Planning	60-days after app & all req documents submitted	20%-50% based on program & other factors	Lead a regional partnership of key stakeholders to implement a workforce development project.	Yes	Yes
<i>Economic Development Department English Language Learner PY 20-21</i>	RSCCD/CEC/OEC Dr. Kennedy	#1, #2, and #4	1/20/2021	Considering	June 2021	No	Integrate education and training programs and regional industry sector strategies to help unemployed ELLs	No	

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>Continuing Education would be a partner in Santa Ana Work Center's proposal</i>							with significant barriers to employment in high quality jobs.		
<i>U.S. Department of Education High School Equivalency Program \$180,000 - \$425,000 per year for 5 years</i>	DO/CEC/OEC – Dr. Kennedy	#1 - #4	1/22/2021	Planning	June 2021	No	Recruit migrant workers and their families to enroll in high school diploma/GED, CTE and higher education programs. Provide services to support achievement of outcomes pertaining to completion, employment and enrollment in higher education.	No	Pending
<i>U.S. Department of Education Educational Opportunity Center \$180,000 - \$425,000 per year for 5 years</i>	DO/CEC/OEC – Dr. Kennedy	#1 – #4	RFA expected to be out by January 2021	Planning	June 2021	No	Provide high school diploma/GED, CTE and higher education programs and services to support achievement of outcomes pertaining to completion, employment and enrollment in higher education.	No	Pending
<i>U.S. Department of Education Talent Search Average \$325,000 per year for 5 years</i>	DO/CEC/OEC – Dr. Kennedy	#1 - #4	RFA expected to be out by January 2021	Planning	June 2021	No	Provide college and career preparation services for cohorts of students in SAUSD intermediate schools and after they transfer to high school. Meet ambitious objectives pertaining to graduation, college enrollment and college completion.	No	Yes
Pending RFAs									
<i>MESA (Math, Engineering, Science) Achievement Program CA Community Colleges Chancellor's Office</i>	SAC –Maria de la Cruz, Cathie Shaffer	Goals #3 and #4	The RFA for 20/21 has not been released.	Staff retired. No news from CO about 20/21 funding.	June 2020	Yes. 1-to-1	MESA Center will to provide academic and support services for low-income STEM majors to promote	No	Yes

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
(\$70,000)				STATUS?			transfer to 4-year STEM programs.		
<i>Middle College High School CA Community Colleges Chancellor's Office (\$100,000)</i>	SAC – Vaniethia Hubbard	Goals #1, #2, #3, and #4	The RFA for 20/21 has not been released. Concern as this is an existing program.	Planning (CO still hasn't released the RFA)	June 2020	Yes. Match is met 100% by SAUSD.	SAC will continue to operate Middle College High School for at-risk SAUSD high school students.	No	Pending
<i>Institutional Effectiveness Partnership Initiative Up to \$200,000</i>	DO – Narges Rabii-Rakin	Goals #1-#4	Open submission of Letter of Interest	Considering	6 months after submission	No.	An IEPI team would conduct an institutional need assessment related to RSCCD's Diversity, Equity and Inclusion Plan, and develop a project to address operational functions necessary to implement the plan. Then, funds would be allocated to implement the project.	Grants are to improve operational effectiveness. Grant strategies that were effective are expected to be retained.	Pending

RSCCD Resource Development Grant Development Schedule

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

2) GRANT OPPORTUNITIES

STEM

- **National Science Foundation. National Science Foundation. Improving Undergraduate Science Education (IUSE) – Geosciences Focus.** Improve pathways into the Geosciences through Informal Networks (K12), Undergraduate Preparation, and Graduate Opportunities (work-based learning and undergraduate/graduate research). \$6,000,000 total - no ceiling or floor. Due 1/26/21.

STUDENT SERVICES

- **Talent Search. U.S. Department of Education.** College Prep Program for low-income, first-generation college and at-risk high school students. \$300,000 average award, estimated. Expected to be due Spring 2021.
 - SAC has a Talent Search Program that serves over 700 students in SAUSD, and has an annual award amount of \$398,018.
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Grant Schedule

Summary Sheet of Positions related to grant proposals

Site	Grant	Staff proposed in grant applications
DO – DMC	US Bank	Funds for professional experts/consultants to provide training and support to small businesses
SAC	MESA Program Grant (existing)	Program Coordinator (S. Lohmann) Beyond contract for faculty to Academic Excellence Workshops Funds for tutors
SAC	Middle College High School (existing)	Fund for counselors and instructors
SCC	NEH Humanities Initiatives at Community Colleges	Beyond contract time 1-1.5 non-instructional LHE for the PI (Rachel Petrocelli) and CO-PI (Seth Daugherty)
DO & SAC	U.S. Department of Labor Grant	Project director and a project assistant
SAC	Center of Excellence for Veterans Students	19-hr Ongoing Intermediate Clerk; Counseling hours
DO	EDA Grant	Not known at this time. Still in planning.
DO	IEPI	Not known at this time. Still in planning.
CEC/OEC	High School Equivalency Program	Not known at this time. Still in planning.
CEC/OEC	Educational Opportunity Center	Not known at this time. Still in planning.
SAC	Talent Search	Based on 19/20 staff for existing program: Director 33.3% FT Student Services Coordinator Student Services Specialist 19/hr Ongoing Admin Clerk 19/hr Ongoing

Santa Ana College GP Updates for District POE

TLDR; **New items:** Success Teams debriefed on Dec. 1st, they enjoyed this cross-collaborative work and are eager to implement new strategies to reach our students. Data will be pulled in January to compare Δ. Success Teams intend to launch Canvas shells this Spring to improve connections with our students and build stronger CAP communities. SOAA draft was approved by Senate on Dec. 8th. Career Coach taskforce has met twice to address career ed. & experiential learning opportunities, hopeful this team will prioritize work for embedding career exploration throughout each CAP. The Learning & Engagement team is developing an equity-based certification for faculty, and this will include collaboration with SCC's equity group.

Fall Current Campus Event Planning (*Ongoing*)

1. **Career Exploration Months – Submission & publication process determined below**
 - **Directors** - Career Exploration Committee – membership includes:
 - i. Career Center staff
 1. Responsibilities – Web page update & flier creation
 2. Offer one CAP-related career exploration workshop per month
 - ii. CTE staff
 1. Evaluate workshops for outreach / high schools
 - iii. Success Team Coordinator's Coordinator
 - iv. Success Team Faculty Lead Coordinator
 1. GP Announcements
 - **Success Teams are responsible for the following:**
 - i. Career Exploration workshop registration form.
 - ii. Social media requests are the responsibility of Success Team (information included registration form.)
 - iii. Teams should have all calendar submissions complete by the 15th of the month prior to their assigned month.
 - **Career Coach Taskforce**
 - i. Centralized taskforce focused on scaling our career ed. opportunities to all CAPs
 - ii. Ad Hoc group hoping to develop a plan for Phase 2, Fall 2021
2. **Coffee with Colleagues** - ongoing
 - **Under the direction of the GP Learning & Engagement Team**
 - An inclusive casual meeting concept focused on the lessons from our convocation keynote speaker. Focused on 'naming the moment' and 'identifying the interventions.' Actionable items are often identified here and brought back to our Learning & Engagement team.
 - Upcoming meeting for Dec. 11th focused on Transitions and early college credit.
3. **Equity in Action! – Equity Allies Group**
 - Ad hoc group at the moment.
 - **Organized by STEM professor Arjun Nair.**

- Hopeful that group members will have (or develop) experience in T3 framework through the Skyline Equity Institute (funded by SEAP via PD) and/or anti-racist practices through USC Race & Equity Institute (funded by SAC Foundation).
- Convene on 2nd Friday of each month.
- Supported by Learning & Engagement team.

GP Activities/Team Updates

- **SOAA draft approved** by Academic Senate on Dec. 8th. Additional minor changes will be addressed after our Core Team meeting on the 9th.
- **GP Learning & Engagement team – Ongoing work. – No major changes.**
 - **Planning for New Faculty Institute** – potentially as a 4-year invitation for professional development.
 - Identifying 10 equity priorities for the NFI PD series.
 - Professional Development workgroup to assist with logistics and content delivery.
 - Considering wrapping adjunct training into this as an adjunct leadership institute as well (with the year 1 New Faculty Institute).
 - **Cultural Curriculum Audit Program – in process – equity-based certification**
 - Career Ladders Project serving as consultants on developing this plan.
 - Developing this as a Canvas shell with intention of having monthly convenings.
 - L&E Team is considering a different name for this project to inspire participation
 - Modeled after LBCC's Cultural Curriculum Audit.
 - Considering how to implement/introduce the program to new faculty.
 - Considering also how to recruit or incentivize faculty in largest courses on campus to create greatest impact.
 - Important: Must also train tenure-faculty reviewers if we train new faculty in these concepts.
 - Setting milestones for this plan:
 - Classroom Audit (T3)
 - Online Classroom Audit (incorporate OEI/OER?)
 - Curriculum Audit Plan (Scheduling/Units/Skills)
 - Senate Input (Retreat?)
 - Recognition? How do we inspire and maintain momentum when launching an intensive training plan?
 - Potentially a *Presidential Invitation* targeting special faculty groups, such as instructors from the 5 largest courses on campus.
 - Could this be offered as a Noncredit certificate? CEUs?
 - Could these certified practitioners drive a mentorship program?
 - **Convocation & Flex Week – Tim Wise confirmed keynote speaker**

- Convocation Tuesday
- Continue to advocate for intentional planning & themes, while also highlighting the year's successes.
- Theme for spring will be around change and social justice commitment.
- **Web Redesign Team** – *on a bit of a hiatus while transitioning with 3Di staff. (no changes since last report)*
 - Will be designing standards and best practices recommendations.
 - Page templates have been approved.
- **GP Mapping Team** – *meeting monthly, next meeting TBD*
 - Mapping Team has recommended a new *Graduation Specialist* position be created to support GP maps & curriculum track alignment.
 - Mark Liang met with the team on Nov. 4th to assist with position description, history, and needs. A&R requires a new member on staff to support this work.
 - Mapping Team goals is currently focused on providing quality resources to faculty for mapping design, as well as reviewing Math map for students.
- **Starfish Implementation Team**– *Launched. – meet weekly*
 - Pushing for 100% faculty adoption, three surveys have been launched.
 - John Steffens shared a very positive report that included 1000+ academic flags raised and several thousand kudos.
 - Training will continue related to reporting and reporting needs.
 - **New Flags and Future Planning**
 - Team is considering how to implement our first system flag, associated with *enrollment status change* – teams would hope a flag like this might support Veterans and financial aid recipients, early discussions about how to approach /monitor this type of flag and other system flags.
 - Requests are also coming in for special offices or groups, flags to identify Honors, etc... Starfish Team will consider how best to prioritize this work for adding groups, as these will require training/preparing for influx of recommendations.
- **Success Teams** – *Launched – Debrief happened on Dec. 1st*
 - **Team Directors**
 - **Dean of Counseling**, Maria Dela Cruz managing Coordinators, Counseling Liaisons and Student Success Coaches.
 - **GP Coordinator**, Stephanie Clark, is managing the Faculty Leads.
 - **Associate Dean of Financial Aid**, Robert Manson, is managing Financial Aid specialists.
 - **Director of College Research**, Janice Love, data specialists & support.
 - **Communication: Canvas Shells**
 - Planning to launch CAP Canvas Shells for Spring.

- DE Coordinator, Cherylee Kushida will be attending out Faculty Lead meetings for remainder of year to assist with implementation & best practices.
- Hoping for better CAP/student communication.
- Faculty Leads will be managing these shells in collaboration with their team.
- Still determining objectives and clear goals for these Shells, these appear to be communicating events, answering questions directly, and offering a direct line of communication to the Success Team members.
- **Communication: Website**
 - Success Teams are to manage the CAP site information (not maps).
 - Looking at January workshop with Young Kim to train success team members in updating their sites.
- **Communication: Starfish** (mostly relying on Success Coaches for the team-related work in Starfish)
 - Conversation around institutionalizing Career Coaches is ongoing through the Career Coaches Taskforce
 - Continue to focus on goals related to ed. plans, early alert & financial aid.
 - Next semester's focus will be on near completers.
- **Connecting goals to tools:**
 - Starfish (current students/student services connection/tracking)
 - Website (prospective student outlook/simple info)
 - Canvas (current students/success team communication/CAP events)
- **GP Weekly Announcements**
 - Focused on connecting students to all aspects of campus.
 - Includes Career Exploration events when appropriate.
 - Hoping to move this work into our Canvas shells.
- **GP Transitions Team** – will be presenting Dec. 11th Coffee with Colleagues
 - **Co-Chairs: Faculty Member, Dual Enrollment Coordinator, CTE HS Articulation Officer**
 - Hoping to synthesize early college credit opportunities, noncredit & GE into a plan for college transitioning.
 - Met in December to plan Dec. 11th event.
 - Attended GP Lab with CLP on Dec. 9th to work on Dual Enrollment strategies.
 - Will assist with connecting to high schools when appropriate for Career Exploration events, and also assist with any surveys related to high school subject availability, etc.

Passed GP Events

- **CAGP NCII Onboarding event took place on Oct. 21st.**
- **CAGP NCII Leadership Event 2– December 3rd**

CC Colleges shared their work and strategies for implementing equity-minded programs along with effective strategies related to Canvas Shell communications, Success Teams and Curriculum Audits.

CAGP NCII Site Visit took place Nov. 6th, official memo has not been released.

Future Items

- **CAGP NCII Office Hours – Dec. 17th** – focused on identifying & tracking metrics for our SOAA
- **Coffee with Colleagues** – 2nd & 4th Fridays
- **Equity in Action!** – 2nd Fridays
- **CAGP Virtual Training sessions** - Spring 2021 TBA



SCC GUIDED PATHWAYS UPDATE: December 2020

Scale of Adoption Self-Assessment

- Had two readings in the Academic Senate, was approved December 1
- Will go through College Council and then to Board of Trustees

CAGP Phase Two:

- Initial office hour with coach was November 30; meeting again December 17
- Attended topical webinar December 3

Development Groups

- Discussed feedback from faculty on program mapping template; after creating some samples, will reach out to students for feedback
- Discussed feedback from students on the SCC Pathways groupings, which was mostly positive; presented to Academic Senate
- Collected and reviewed feedback on website from student focus groups
- Planning workshops to address deficit mindset language and equitizing syllabi

STEM Success Team

- Has met three times, created a mission statement, and identified goals for spring:
 - Develop and deploy a survey to STEM students to identify barriers
 - Promote the STEM Academy and increase membership
 - Review Introduction to STEM courses or workshops at other colleges and plan something in summer or fall for incoming students
 - Analyze existing data and identify further research questions