



Building the future through quality education

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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, February 24, 2021 3:30pm-5:00pm

<https://cccconfer.zoom.us/j/98924382474> or dial 1 669-900-6833 / 98924382474#

- I. WELCOME**
- II. *APPROVAL OF MINUTES – Action**
 - a. January 13, 2021 meeting
- III. DISTRICT COUNCIL UPDATE – Information**
 - a. January 25, 2021 Meeting - Next meeting March 1, 2021
- IV. *PLANNING MANUAL REVISION – Action**
- V. *2019-22 STRATEGIC PLAN - Review and Discuss**
 - a. Goal 3 & Strategic Objectives
- VI. UPCOMING DISTRICT SERVICES SATISFACTION SURVEY – Information**
- VII. PLANNING AT THE COLLEGES - Information**
 - a. Santiago Canyon College
 - i. Update on Accreditation
 - b. Santa Ana College
 - i. Update on Accreditation
- VIII. REPORT FROM STUDENT GOVERNMENT - Information**
 - a. Santiago Canyon College
- IX. *GRANT DEVELOPMENT SCHEDULE - Information**
- X. GUIDED PATHWAYS - Information**
 - a. *Santa Ana College
 - b. *Santiago Canyon College
- XI. OTHER**

NEXT MEETING: **Wednesday, March 24, 2021**

**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 • Craig Rutan • 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.



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PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

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draft Minutes

Wednesday, January 13, 2021 12:00pm-1:30pm via zoom

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

Mr. Perez called the meeting to order at 12:12pm.

I. WELCOME

Mr. Perez provided welcoming remarks.

II. *APPROVAL OF MINUTES – Action

a. December 16, 2020 meeting

It was moved by Mr. Smith; seconded by Mr. Rutan to approve the December 16, 2020 minutes. With no corrections, the motion passed.

Michael Taylor joined the meeting at this time.

III. DISTRICT COUNCIL UPDATE – Information

a. Next meeting January 25, 2021

It was suggested to move agenda item V up on the agenda as new item IV.

IV. (new V) *CHIEF ADVISOR FOR ACADEMIC AND DIVERSITY PROGRAMS - NEW POSITION – Action

Mr. Perez opened discussions: 1. Does this position align with district goals? 2. Is this a position that should be prioritized over other priorities districtwide?

- Cost of position falls on colleges.
- Committee agreed position is essential to the work of the colleges.
- Financial impact in budgeting is main concern and concern over timing of hiring as there is also current need to hire full time faculty.
- There is a participatory process in place for hiring of new positions; concern was raised on following that process.
- It was clarified that the recommendation is for whether or not to include the position in the budget assumption.
- Position fits well in Academic Senate work.
- Consultant being hired to look at Human Resources structure; should this position be in HR and should this position be included in that analysis?

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 • Craig Rutan • Sarah Santoyo • Roy Shahbazian • Mark Smith • Martin Stringer • Michael Taylor • Aaron Voelcker

It was moved by Mr. Shahbazian; seconded by Dr. Kennedy to approve the new position.

A second substitute motion was made by Mr. Shahbazian; seconded by Mr. Rutan to approve the position move forward contingent that district hire also hire full time faculty.

Ayes (5): Dr. James Kennedy, Craig Rutan, Roy Shahbazian, Mark Smith, Michael Taylor

Noes (9): Yuri Betancourt, Dr. Jeff Lamb, Cristina Morones, Enrique Perez, Nga Pham, Syed Rizvi, Sarah Santoyo, Martin Stringer, Aaron Voelcker

Abstain (1): Dr. Vaniethia Hubbard

The second substitute motion does not pass.

On the original action to approve the Chief Advisor for Academic and Diversity Program new position.

It was moved by Mr. Shahbazian; seconded by Dr. Kennedy to approve the new position.

Ayes (8): Dr. Vaniethia Hubbard, Dr. James Kennedy, Enrique Perez, Nga Pham, Syed Rizvi, Sarah Santoyo, Martin Stringer, Aaron Voelcker

Noes (7): Yuri Betancourt, Dr. Jeff Lamb, Cristina Morones, Craig Rutan, Roy Shahbazian, Mark Smith, Michael Taylor

Abstain: none

The motion passes.

V. **(new IV) DIVERSITY INITIATIVE DURING A HIRING FREEZE – Review and Discuss**

Mr. Rutan opened discussions.

- There is concern on how to diversify and change existing demographics if there is a hiring freeze; challenge of hiring pools being less diverse as this affects effectiveness of classes.
- Hiring FT faculty districtwide was suggested to move the needle on diversity.
- **Request/suggestion to HRC:** an update to the form created from sensitivity training, current diversity with FT and PT faculty and how PT positions are advertised besides the registry.
- Optics in hiring FT faculty not good with current budget concerns but doesn't mean there is FT faculty in areas that are needed.
- More diverse pool for FT faculty is needed as most get pulled into noncredit.
- It was suggested equity team leaders attend Senate meetings. Mr. Rutan and Mr. Shahbazian have spoken to Narges Rabii; both colleges need to be on same page for messaging.
- Concern was raised on optics: if there are monies to hire this position, there should be monies to hire faculty to support the diversity.

Dr. Hubbard joined at this time.

- Mr. Perez clarified he is not aware of a hiring freeze as the Chancellor has not referred to it as such.
- It was made clear that there is more to diversity initiative than diversifying staff; would like to see district take a 2 leadership role as it shows how district is invested in role.
- No one person in HR is 100% focused on diversity in the hiring process.
- If position approved, will be flown later in spring.

VI. ***DIGITAL MEDIA CENTER (DMC) BUDGET MODIFICATION – Action**

- Maintenance & Operation Budget
- Eliminate Executive Director of Digital Media Center (DMC) position
- Reorg Assistant Vice Chancellor of Educational Services position

Mr. Perez provided history on reorg and moving Exec. Director of DMC duties under the Asst. VC of Ed Services.

Ruth Cossio-Muniz has moved into role of DO Interim Public Information Officer and no longer oversees DMC.

Cost savings would be in not hiring Exec. Director DMC position.

Asst. VC Ed Services position would move out of categorical with new DMC responsibilities.

This is a proposal for budget augmentation.

If there is no reorg and no Executive Director to DMC hired, DMC would face closing.

Mr. Rutan left the meeting at this time.

It was moved by Dr. Kennedy; seconded by Dr. Lamb to approve the budget and reorg which includes eliminating the Executive Director of DMC position.

Ayes (9): Dr. Jeff Lamb, Dr. James Kennedy, Enrique Perez, Nga Pham, Sarah Santoyo, Mark Smith, Martin Stringer, Michael Taylor, Aaron Voelcker

Noes (1): Roy Shahbazian

Abstain (4): Yuri Betancourt, Dr. Vaniethia Hubbard, Cristina Morones, Syed Rizvi

The motion passes.

VII. *2019-22 STRATEGIC PLAN - Review and Discuss

- a. Goal 3 & Strategic Objectives

Item tabled for next meeting due to time constraints.

VIII. PLANNING AT THE COLLEGES - Information

- a. Santiago Canyon College

Update on Accreditation

- b. Santa Ana College

Update on Accreditation

Reporting tabled for next meeting due to time constraints.

IX. REPORT FROM STUDENT GOVERNMENT - Information

- a. Santiago Canyon College

Student representative not present for reporting.

X. *GRANT DEVELOPMENT SCHEDULE – Information

Reporting tabled for next meeting due to time constraints.

XI. GUIDED PATHWAYS - Information

- a. *Santa Ana College

- b. Santiago Canyon College

Reporting tabled for next meeting due to time constraints.

XII. OTHER

Next meeting scheduled for February 24, 2021.

Mr. Perez adjourned the meeting at 1:42pm.

** attachment provided*

Approved: _____

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

PLANNING

DESIGN

MANUAL

2013-2023



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT PLANNING DESIGN MANUAL

Board Approved: February 19, 2013

Approved Revision, _____ 2021

District Services Office

2323 N. Broadway
Santa Ana, CA 92706-1606
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Santa Ana College

1530 West 17th Street
Santa Ana, CA 92706
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Santiago Canyon College

8045 East Chapman Avenue
Orange, CA 92869
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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.

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INTRODUCTION

The Rancho Santiago Community College District 2013-2023 Planning Design Manual is a guide to integrated institutional planning at the district level. The planning processes ensure broad participation in district-level planning and to ensure compliance with the Accrediting Commission for Community and Junior Colleges Standards on institutional planning.

The processes described in this document identify the ways that constituent groups participate in and contribute to student success through district-level long-term and short-term planning. This document begins with a description of the Rancho Santiago Community College District (RSCCD) Planning Design. Following this overview is a description of the purpose, process, and timeline for each component in the Planning Design.

Both of the RSCCD colleges, Santa Ana College and Santiago Canyon College, have independent cycles of integrated planning in which the components are linked to one another, as well as to district-level planning. The college planning processes link to district planning in two ways:

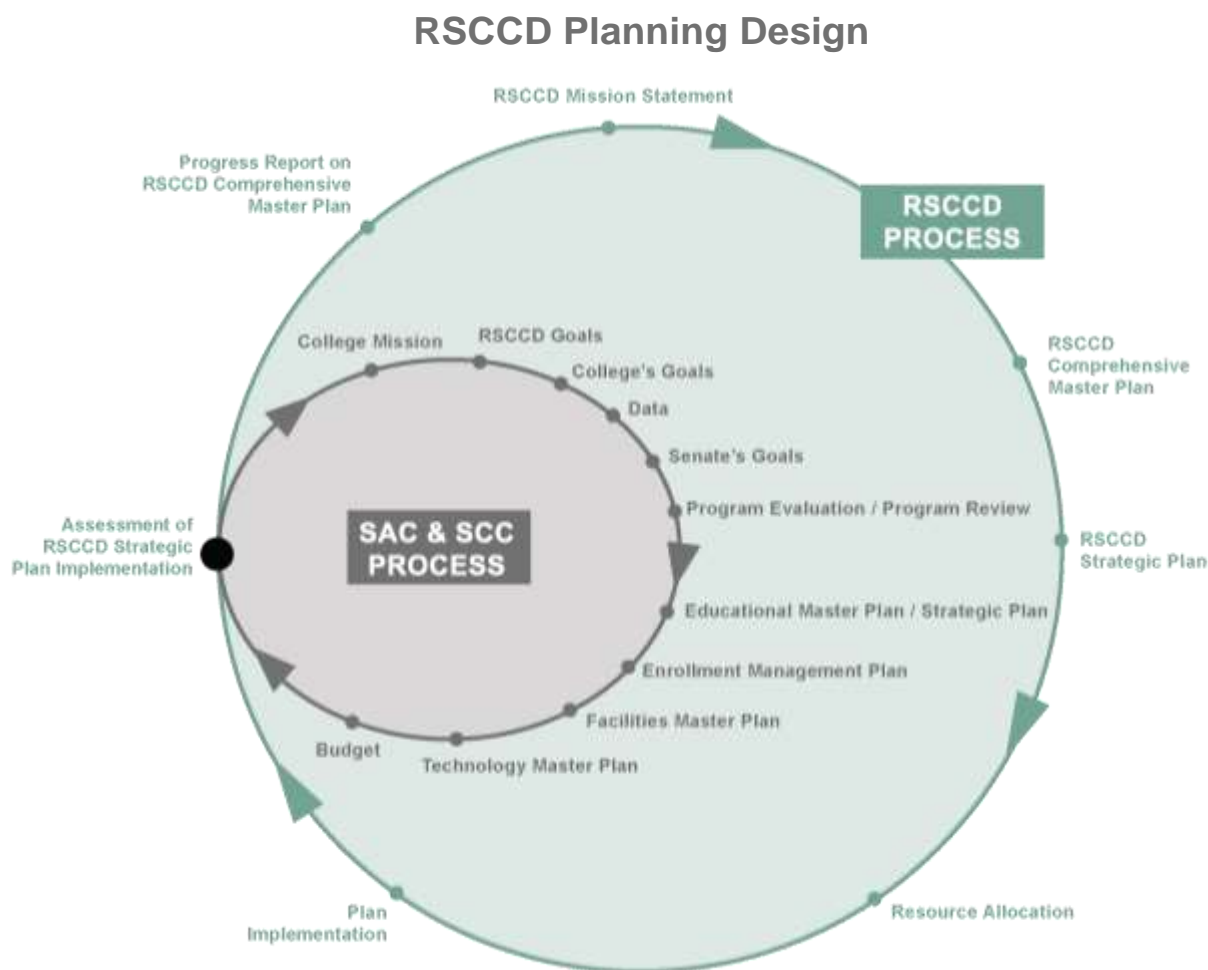
- The RSCCD Goals are the foundation to planning at the two colleges. Each college develops site- specific goals, objectives, and action plans that collectively contribute to the achievement of the RSCCD Goals.
- The annual Progress Report details progress on RSCCD Goals and RSCCD Objectives as well as the colleges' goals and objectives.

The Rancho Santiago Community College District 2013-2023 Planning Design Manual is reviewed to maintain credibility as a valuable resource. This annual update prepared by POE Committee should reflect minor changes, such as in descriptions, timelines, membership or processes. At any time, substantive changes can be recommended through the governance processes. In addition to this annual review of content, the planning processes described in this document are evaluated at the end of the planning 10-year cycle. This assessment occurs as part of RSCCD's assessment of its decision-making processes. This timeline and assessment process is described in the "Assessment of Planning and Decision-Making Processes" section of this document. Through these two review processes, one completed on an annual basis and one completed every ten years, this document is maintained to reflect the inevitable changes in planning processes that are to be expected as part of RSCCD's cycle of continuous quality improvement.



OVERVIEW OF THE PLANNING DESIGN

The Planning Design depicts how the components of district-level planning link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. The district demonstrates institutional effectiveness and practices a cycle of continuous quality improvement through the systematic and routine implementation of the following planning processes. In this graphic and throughout this document, RSCCD refers to the entire district collectively as an institution, encompassing the two colleges and District Services. The graphic below is followed by a narrative explanation of the district-level planning processes.



- ▶ The **RSCCD Mission Statement** is the foundation of all planning processes because it describes the intended student population and the services that RSCCD provides to the community.
- ▶ The **RSCCD Comprehensive Master Plan** is informed by an analysis of effectiveness in which RSCCD compares its current status to the RSCCD Mission Statement (internal scans) and studies projected demographics changes in order to identify challenges and opportunities (external scans).

- ▶ Based on this analysis, the district develops and refines the 10-year **RSCCD Comprehensive Master Plan**. This plan includes summaries of all institutional plans (educational and facilities master plans), developed by the two colleges and the districtwide data. Through the process of developing and refining the comprehensive master plan, the district collaboratively develops RSCCD Goals to describe how it intends to address the identified current and anticipated challenges. As depicted in the Planning Design, these RSCCD Goals are part of the foundation for planning at the two colleges.

- ▶ The RSCCD Goals are also used to develop RSCCD Objectives presented in the tri-annual **RSCCD Strategic Plan**. RSCCD Objectives describe specific initiatives that require the collaboration and coordination of administrators, faculty, and staff across the district in order to move toward achievement of the RSCCD Goals. In addition to the RSCCD Objectives, each site also develops initiatives that contribute to the achievement of RSCCD Goals. These initiatives are documented in the colleges' Education Master Plans and in the District Services Planning Portfolios.

- ▶ Annually, all general funds coming into the district are dispersed to the colleges and District Services based on formulas that reflect the Student Center Success Center Formula. Following that allocation, each college and District Service uses independent processes for **Resource Allocation** to ensure that the initiatives identified in their respective plans are appropriately funded to the extent possible.

- ▶ Upon annual resource allocation, the next step in the Planning Design **is Plan Implementation**, which refers to work by the responsible parties to complete the RSCCD Objectives outlined in the RSCCD Strategic Plan.

- ▶ The **Assessment of RSCCD Strategic Plan Implementation** is consolidated and documented in the annual report on Planned Activities. This document both summarizes the current achievements and informs the district's planning efforts.

The components of the Planning Design summarized in this overview and described in this manual are evaluated on a ten-year cycle along with the evaluation of the collaborative decision-making processes at the district level.



RSCCD PLANNING COMMITTEES

There are six participatory governance committees involved in planning at the district level.

The District Council serves as the primary participatory governance body that is responsible for district-wide planning activities including developing planning and budgetary recommendations that are submitted to the Chancellor and Board of Trustees.

The following five district-level participatory governance committees support the work of the District Council:

- ▶ Planning and Organizational Effectiveness
- ▶ Fiscal Resources
- ▶ Human Resources
- ▶ Physical Resources
- ▶ Technology Advisory Group

The responsibilities and membership for each of these committees is described in Appendix 3 of this document. When necessary, appointing of appropriate designee is allowed.

RSCCD MISSION STATEMENT

The RSCCD Mission Statement is the touchstone for planning processes across the district because it describes the intended student population and the services that RSCCD provides to the community

RSCCD established its first district-wide mission statement in fall 2012.

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.

The cycle for reviewing and possibly revising the district-wide mission statement is every three years.



PROCESS FOR REVIEWING THE MISSION STATEMENT

SEPTEMBER 2015, 2018, AND 2021

The Board of Trustees charges the Chancellor with developing and implementing a process for a district-wide review of the RSCCD Mission Statement.

In collaboration with the District Council, the Chancellor distributes a district-wide request asking faculty, staff, and students to suggest changes to the RSCCD Mission Statement along with a justification or rationale for the suggestion.



OCTOBER 2015, 2018, AND 2021

The District Council reviews the suggested changes and either recommends reaffirmation of or revisions to the RSCCD Mission Statement. If major revisions are warranted, District Council assigns a workgroup to evaluate the suggested revisions and prepare a single recommended revision to the RSCCD Mission Statement.



NOVEMBER 2015, 2018, AND 2021

The District Council solicits feedback district-wide regarding the reaffirmation of or recommended modifications to the RSCCD Mission Statement.



DECEMBER 2015, 2018, AND 2021

Based on the feedback, the District Council makes a recommendation to the Chancellor. The recommendation is either an affirmation of the current RSCCD Mission Statement or suggested revisions to the RSCCD Mission Statement.



JANUARY 2016, 2019, AND 2022

The Chancellor considers the District Council's recommendation. If approved, the revised or reaffirmed RSCCD Mission Statement is recommended to the Board of Trustees for approval.

If the Chancellor does not approve the recommended reaffirmation of or revision, collaboration and compromise with the District Council continues until approved. Once agreement is reached, the Chancellor recommends the reaffirmed or revised RSCCD Mission Statement to the Board of Trustees for approval.

RSCCD COMPREHENSIVE MASTER PLAN

The RSCCD Comprehensive Master Plan is a long-term plan that describes the district's projections and goals for the coming decade.

The process for developing the RSCCD Comprehensive Master Plan begins with an analysis of current internal and external conditions. These data are the foundation for assessing RSCCD's effectiveness in advancing its mission and for identifying anticipated challenges. These conversations culminate in:

- ▶ The identification of challenges that RSCCD is facing or is likely to face in the coming decade;
- ▶ RSCCD Goals, which articulate how the district intends to address current and anticipated challenges; and
- ▶ A plan for the addition or remodeling of facilities and technology infrastructure to support RSCCD's programs and services.

The RSCCD Goals are collaboratively developed and reviewed through district-wide dialogue. Following this review and dialogue, the District Council recommends the RSCCD Goals to the Chancellor and the Board of Trustees for approval.

The RSCCD Comprehensive Master Plan is linked to its mission statement. Assessment of the district's effectiveness in meeting its mission is the first step in the planning process. The RSCCD Comprehensive Master Plan is central to the overall Planning Design. The RSCCD Goals included in this long-term plan are the basis for the RSCCD Objectives in the RSCCD Strategic Plan and progress toward achieving the RSCCD Goals as described in the annual progress report.

The *Rancho Santiago Community College District 2013 Comprehensive Master Plan* is the district's current long-term plan. It was developed during the 2012-13 academic year and presented to the Chancellor and the Board of Trustees for approval in May 2013. This plan includes the identification of current and anticipated challenges; RSCCD Goals; summaries of the colleges' educational and facilities master plans; the technology plan for centralized technology needs; and plans for other college and district facilities.



PROCESS FOR DEVELOPING THE NEXT RSCCD COMPREHENSIVE MASTER PLAN

APRIL 2021

The Planning and Organizational Effectiveness Committee calls for the development of the *Rancho Santiago Community College District 2023 Comprehensive Master Plan* and develops both a process for preparing the RSCCD Comprehensive Master Plan, an outline of what should be included in this plan, and a process that will include all district constituencies.



AUGUST 2021 – FEBRUARY 2022

The RSCCD Comprehensive Master Plan is drafted following the process developed by the Planning and Organizational Effectiveness Committee. The first step in the process is an analysis of current internal and external conditions to assess RSCCD's effectiveness in advancing its mission.

To promote broad district-wide participation, the Planning and Organizational Effectiveness Committee distributes drafts of the document district-wide for review and comment at multiple points during this period.



MARCH 2022 – APRIL 2022

Feedback from these district-wide reviews is integrated into the document to create a final draft of the RSCCD Comprehensive Master Plan. The final draft is forwarded to the District Council for final recommendations.



MAY 2022 – NOVEMBER 2022

Members of the District Council distribute the final draft of the *RSCCD Comprehensive Master Plan* to their constituents for review and comment. Once feedback is received and integrated into the draft as appropriate, the District Council makes a recommendation to the Chancellor.

The Chancellor considers the District Council's recommendation. If approved, the *Rancho Santiago Community College District 2023 Comprehensive Master Plan* is recommended to the Board of Trustees for approval.

If the Chancellor does not approve of the *Rancho Santiago Community College District 2023 Comprehensive Master Plan*, collaboration and compromise with the District Council continues until approval.

Once agreement is reached, the Chancellor recommends the *Rancho Santiago Community College District 2023 Comprehensive Master Plan* to the Board of Trustees for approval.

RSCCD STRATEGIC PLAN

The strategic plan is the district's short-term plan. This plan uses the **RSCCD Goals** as the basis for developing **RSCCD Objectives**.

The RSCCD Objectives describe specific initiatives intended to achieve the RSCCD Goals that require collaboration and coordination among District Services and college administrators, faculty, and staff. The initiatives developed at each site that contribute to the achievement of the RSCCD Goals are documented in college planning documents and in the District Services Planning Portfolios.

Since the term of the RSCCD Strategic Plan is three years, there will be three RSCCD Strategic Plans developed under the umbrella of the *Rancho Santiago Community College District 2013 Comprehensive Master Plan*:

RSCCD Strategic Plan 2013 – 2016

RSCCD Strategic Plan 2016 – 2019

RSCCD Strategic Plan 2019 – 2022

The primary components of the *RSCCD Strategic Plan* are described below.

- ▶ **RSCCD Goals** are broad statements that articulate how RSCCD intends to address current and anticipated challenges.
- ▶ **RSCCD Objectives** describe more specifically those initiatives intended to achieve the RSCCD Goals that require collaboration and coordination among District Services and college administrators, faculty and staff.
- ▶ **Responsible Party** identifies the individual(s) assigned to launch, oversee, and complete one of the RSCCD Objectives. The responsible individual(s) may complete the RSCCD Objective or may collaborate with others to complete the RSCCD Objective. The assignment of a responsible party is essential for accountability.
- ▶ **Timeline** identifies the target date for the completion of the RSCCD Objective.



PROCESS FOR DEVELOPING THE RSCCD STRATEGIC PLAN

FEBRUARY 2013, 2016, 2019

The District Council appoints an RSCCD Strategic Plan Workgroup to prepare the RSCCD Strategic Plan 2013 - 2016 (or 2016 - 2019 or 2019 - 2022).



MARCH 2013, 2016, 2019

The RSCCD Strategic Plan Workgroup reviews the RSCCD Goals in the *Rancho Santiago Community College District 2013 Comprehensive Master Plan* and progress on the RSCCD Objectives in the most recent Progress Report on the RSCCD Comprehensive Master Plan. Based on this review, the RSCCD Strategic Plan Workgroup develops RSCCD Objectives and the corresponding Responsible Parties and Timelines for the next three years.



APRIL 2013, 2016, 2019

The RSCCD Strategic Plan Workgroup distributes the draft RSCCD Strategic Plan 2013 – 2016 (or 2016 - 2019 or 2019 - 2022) across the district for review and input.

The RSCCD Strategic Plan Workgroup uses the feedback from this district-wide review to prepare the final Rancho Santiago Community College District-wide Strategic Plan 2013 – 2016 (or 2016 – 2019 or 2019 - 2022) and forwards the final draft to the District Council.

Members of District Council distribute the final draft of the Rancho Santiago Community College Districtwide Strategic Plan 2013 - 2016 (or 2016 - 2019 or 2019 - 2022) to their constituents for review and input.

The District Council considers the constituents' recommendations, integrates feedback as warranted, and makes a recommendation to the Chancellor.

If the Chancellor approves of the final document, the *RSCCD Strategic Plan 2013 - 2016* (or 2016 - 2019 or 2019 - 2022) is presented to the Board of Trustees. If the Chancellor does not approve, collaboration and compromise continues until approved.

The *RSCCD Strategic Plan 2013 - 2016* (or 2016 - 2019 or 2019 - 2022) is implemented beginning in the subsequent fall semester.

RESOURCE ALLOCATION

Resource allocations align with the RSCCD Mission Statement and link RSCCD Goals and RSCCD Objectives to the resources needed to accomplish these institutional goals.

Generally speaking, the goals and objectives at both district and college levels reflect the district's commitment to its mission. Therefore, the purpose of resource allocations is to fund the programs and services that both directly and indirectly promote student success.

The budget development process begins with the development of budget assumptions. The budget assumptions are the foundation for the budget development process and guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including but not limited to:

- ▶ RSCCD Goals and RSCCD Objectives;
- ▶ Priorities identified by the district's participatory governance committees that have been vetted and approved by the District Council;
- ▶ A review of the effectiveness of the prior year's resource allocations;
- ▶ Maintenance of appropriate reserves for contingencies and economic uncertainties;
- ▶ Mandates from external agencies; and
- ▶ Plans for payment of liabilities and future obligations, such as retiree health benefits, STRS, and PERS.

Budget assumptions are categorized into the following three types: general, revenue, and expenditure. General assumptions describe broad agreements, such as the revenue allocation model and the level of the reserve. Revenue assumptions summarize the current status of anticipated revenue, such as cost-of-living adjustments, growth and state apportionment. Expenditure assumptions provide projected costs of contractual agreements and required budget reductions if any.

RSCCD's three budget centers are Santa Ana College, Santiago Canyon College, and District Services. These entities have the autonomy and responsibility to provide appropriate programs and services that support achievement of the RSCCD Goals and RSCCD Objectives as well as their respective goals, objectives, and initiatives. In addition, RSCCD budgets for Institutional Costs that include districtwide expenses such as retiree health benefits, property and liability insurance and interfund transfers.

The RSCCD Revenue Allocation Model is patterned after the community college funding protocols established in SB361. Revenue is allocated to the colleges based upon these parameters except for an allocation to support centralized services. Any proposed changes to the allocation for district-wide services is reviewed by the Fiscal Resources Committee and recommended to the District Council and Chancellor.



Beyond the expenditures determined through district-wide collaboration, each budget center develops individual budgets for expenditures from general fund and categorical revenue in the following categories:

- ▶ Salaries and benefits as determined by union contracts;
- ▶ Supplies and materials;
- ▶ Services and other operating expenses, such as travel;
- ▶ Capital outlay, such as equipment; and
- ▶ Maintenance.

Planning is linked to resource allocations in the following ways:

1. Each budget center (Santa Ana College, Santiago Canyon College, and District Services) has developed unique planning processes. Each set of these processes is designed so that RSCCD Goals are the basis for site planning and that the resulting plans are the basis for resource allocations within that budget center.
2. The five district committees (Planning and Organizational Effectiveness Committee, Fiscal Resources Committee, Human Resources Committee, Physical Resources Committee, and Technology Advisory Group) provide specific recommendations for resource allocations in the Budget Modification form. These budget recommendations describe initiatives that require additional, decreased, or reallocated funding and are submitted to Planning and Organizational Effectiveness Committee (POE) for consideration during development of the tentative budget. The Budget Modification Recommendation form requires the committee to justify the modification by describing how it will contribute to the achievement of RSCCD Goals and RSCCD Objectives.
3. Once funding recommendations are received from the five district committees, District Council is responsible for ensuring that resources are aligned to overall planning and allocated to initiatives that contribute to the achievement of RSCCD Goals and RSCCD Objectives. To make this link between planning and resource allocation transparent, District Council uses a Budget Modification Rubric to prioritize each Budget Modification Recommendation based on the extent to which it is aligned with current RSCCD Goals and RSCCD Objectives and/or is justified by health or safety concerns. District Council then assigns the Chancellor's Cabinet to review and recommend the source and use of funds for the prioritized recommendations, including contributions from the other budget centers and/or the re-allocation of funds. District Council then reviews and acts on the proposal should funding not be available to meet the needs of all requests.
4. To provide the opportunity for Board oversight of the RSCCD Goals, when the tentative and final budgets are presented to the Board each June, the presentation includes a review of the RSCCD Mission Statement, the RSCCD Goals and RSCCD Objectives as well as the

identification of specific budget items that directly relate to the RSCCD Goals and RSCCD Objectives where appropriate.

5. To ensure effective allocation of resources, this process shall be reviewed annually by POE.



PROCESS FOR ALLOCATING RESOURCES

OCTOBER

Board of Trustees' annual planning meeting includes a review and discussion of progress towards achieving RSCCD Goals and RSCCD Objectives, as well as other data used to assess the current environment.



JANUARY

Board of Trustees, Fiscal Resources Committee and District Council review the Governor's proposed state budget.

Through the spring, the Fiscal Resources Committee monitors changes in the forecasts for state allocations and revises the general and revenue budget assumptions as warranted. Any changes are submitted to the District Council for review and input.



FEBRUARY

Fiscal Resources Committee drafts tentative general, revenue and expenditure budget assumptions and forwards these to the District Council for review and input.



MARCH – APRIL

District Council review the budget assumptions and the Board of Trustees adopts them.

Budget Centers receive tentative revenue allocations for the coming fiscal year based on the RSCCD Revenue Allocation Model and develop a tentative budget for that site.



APRIL

The five district committees (Planning and Organizational Effectiveness Committee, Fiscal Resources Committee, Human Resources Committee, Physical Resources Committee, and Technology Advisory Group) draft expenditure assumptions as well as complete Budget Modification forms for initiatives that require additional resources. The Budget Modification form requires the committee to justify the recommendation by describing how the modification is aligned and will contribute to the achievement of RSCCD Goals and RSCCD Objectives.

The five district committees submit their Budget Modification recommendations to District Council.



MAY

Fiscal Resources Committee Co-chairs revise the draft tentative budget assumptions, as needed based on changes to the proposed state budget and submit the revised tentative budget to District Council.

District Council revises the tentative budget as needed following their review of (i) the Governor's changes to the proposed state budget, (ii) revisions to the revenue budget assumptions if any, and (iii) the draft expenditure budget assumptions and (iv) Budget Modification recommendations.

District Council prioritizes the Budget Modification recommendations using the Budget Modification Rubric. Highest priority is given to Budget Modification recommendations that are linked to RSCCD Goals and RSCCD Objectives.



JUNE

The tentative budget is presented to the Board of Trustees for approval. The presentation includes a review of the RSCCD Mission Statement and the RSCCD Goals as well as the identification of specific budget items that directly relate RSCCD Goals and RSCCD Objectives where appropriate.



JULY – AUGUST

Fiscal Resources Committee reviews and updates the budget assumptions in July, reviews the draft of proposed adopted budget in August and then forwards it to District Council for review and input.

District Council reviews changes that impact the budget and recommends revisions to the proposed adopted budget as warranted.



SEPTEMBER

The Vice Chancellor of Business Operations and Fiscal Services prepares the final proposed adopted budget as determined by District Council and directed by the Chancellor.

The final budget is presented to the Board of Trustees for approval. The presentation includes a review of the RSCCD Mission Statement and the RSCCD Goals as well as identifying specific budget items that directly relate to RSCCD Goals and RSCCD Objectives.



PLAN IMPLEMENTATION

Through the development of the RSCCD Strategic Plan, an individual is assigned responsibility for completing or overseeing the completion of each RSCCD Objective. This responsible party may complete the RSCCD Objective or may collaborate with others to complete the RSCCD Objective.

To ensure implementation of the identified activities that will move RSCCD toward accomplishment of the RSCCD Goals, responsible parties shall:

- ▶ Manage the timelines for the District Objective(s);
- ▶ Develop appropriate processes to complete the RSCCD Objective(s);
- ▶ Identify and address funding needs by submitting the request and rationale to the Planning and Organizational Effectiveness Committee;
- ▶ Provide data and other types of evidence to assess the levels of success following plan implementation; and
- ▶ Document the activities and outcomes to contribute to the preparation of the annual *Progress Report on the District Comprehensive Master Plan*.

PROGRESS REPORT ON THE COMPREHENSIVE MASTER PLAN

A progress report is produced annually by the POE Committee to inform the internal community about movement toward achievement of the RSCCD Goals and Objectives. The *Progress Report on the District Comprehensive Master Plan* is an essential accountability tool in the RSCCD Planning Design because it reinforces and sustains a district-wide dialogue on its long-term and short-term goals.

Three tasks will be accomplished through the development of this progress report:

- ▶ Consolidate information about the tasks that have been completed by all RSCCD entities related to RSCCD Goals and Objectives;
- ▶ Analyze those outcomes in terms of their effectiveness in moving RSCCD toward achievement of the RSCCD Goals; and
- ▶ Edit or augment RSCCD Objectives for the coming year as needed based on the outcomes of the current year's work.

The *Progress Report on the District Comprehensive Master Plan* is prepared in the fall semester of the second and third year of each Strategic Plan cycle to describe the prior year's activities related to the RSCCD Goals and distributed at the end of spring. This document is a key assessment tool in planning meetings including the annual Strategic Planning Update to the Board of Trustees.



PROCESS FOR ASSESSING PROGRESS ON RSCCD GOALS

APRIL

The Planning and Organizational Effectiveness Committee develop or revise the template for the annual Progress Report on the RSCCD Comprehensive Master Plan.



MAY

The Planning and Organizational Effectiveness Committee calls for:

- ▶ Responsible parties identified in the RSCCD Strategic Plan to report on their progress in completing the RSCCD Objectives assigned to them and
- ▶ Colleges to report and evaluate the outcomes of activities undertaken to contribute to achievement of the RSCCD Goals.



JUNE

The reports are consolidated by the Co-chairs of the Planning and Organizational Effectiveness Committee to create a draft *Progress Report on the RSCCD Comprehensive Master Plan* that includes the reports of progress as well as an analysis of the effectiveness of the activities in fulfilling the RSCCD Goals.

The Planning and Organizational Effectiveness Committee reviews the draft *Progress Report on the RSCCD Comprehensive Master Plan* and provides input. The Co-chairs of the Planning and Organizational Effectiveness Committee revise the document as warranted based on the input.



JULY – AUGUST

The Co-chairs of the Planning and Organizational Effectiveness Committee present the draft *Progress Report on the RSCCD Comprehensive Master Plan* to District Council for review and input. Suggested changes are incorporated as warranted to finalize the document.

The Chancellor presents the final *Progress Report on the RSCCD Comprehensive Master Plan* to the Board of Trustees for information.

The annual *Progress Report on the RSCCD Comprehensive Master Plan* is distributed as appropriate to both internal and external constituencies online and/or in print.

ASSESSMENT OF PLANNING AND DECISION-MAKING PROCESSES

RSCCD routinely assesses its planning and decision-making processes and makes revisions in these processes in a cycle of continuous quality improvement.

A formal assessment of planning and decision-making processes is conducted by POE every three years. The assessment includes gathering district-wide input and using that feedback to prepare an assessment report that is submitted to the District Council. District Council reviews the assessment report and recommends revisions to planning and/or decision-making processes as warranted by the assessment. The Chancellor considers the recommendation and approved changes are documented with revisions to the *Rancho Santiago Community College District Planning Design Manual*.

In addition to this formal assessment, the current version of the *Rancho Santiago Community College District Planning Design Manual* is reviewed and updated annually by the Co-chairs of the Planning and Organizational Effectiveness Committee to capture minor changes in descriptions, timelines, or processes.



PROCESS FOR ASSESSING PLANNING AND DECISION-MAKING PROCESSES

SEPTEMBER – OCTOBER 2015, 2018, AND 2022

POE develops a mechanism for soliciting feedback on the components of the district-level planning design and decision-making processes from the groups and individuals who are directly involved in implementing district-level planning and decision-making.



NOVEMBER – DECEMBER 2015, 2018, AND 2022

POE considers the feedback from the groups and individuals who are directly involved in implementing district-level planning and decision-making processes and prepares a Planning and Decision-making Processes Assessment Report. This report may include recommended changes to the planning and/or decision-making processes.

POE forwards the Planning and Decision-making Processes Assessment Report to District Council for review and input.



FEBRUARY 2016, 2019, AND 2022

The Chancellor reviews the Planning and Decision-making Processes Assessment Report with District Council and determines which changes, if any, will be made to district-level planning and/or decision-making processes.

The Chancellor prepares an information report describing this assessment and the resulting changes to planning and/or decision-making processes, if any, for the Board of Trustees. This report is also distributed districtwide.

The Co-chairs of the Planning and Organizational Effectiveness Committee prepare an updated version of the *Rancho Santiago Community College District Planning Design Manual* to incorporate any approved changes to district-level planning and decision-making processes.

APPENDIX 1: TIMELINE FOR KEY PLANNING AND ASSESSMENT ACTIVITIES

| ACTIVITY | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
|---|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall | Spr | Fall |
| Review Mission Statement | | | | | | | | | | | | | | | | | | | | |
| Develop Strategic Plan | | | | | | | | | | | | | | | | | | | | |
| Assess Progress on RSCCD Goals | | | | | | | | | | | | | | | | | | | | |
| Assess Planning & Decision-making Processes | | | | | | | | | | | | | | | | | | | | |
| Prepare District Services Planning Portfolios | | | | | | | | | | | | | | | | | | | | |
| Develop Comprehensive Master Plan | | | | | | | | | | | | | | | | | | | | |



APPENDIX 2: DISTRICT SERVICES PLANNING PORTFOLIO

The District Services Planning Portfolio is the program review process for centralized services. The purpose of this process is to analyze and track the efforts of each District Service to continually improve the quality of the services provided to the colleges and to other District Services.

District Services Planning Portfolios are designed to serve these purposes:

- ▶ Document the unique service initiatives for each District Service;
- ▶ Align and document strategies for achieving RSCCD Goals and RSCCD Objectives;
- ▶ Collect, analyze and distribute data on District Services performance;
- ▶ Provide an objective foundation for budget, staff, facilities, professional development, and other funding requests; and
- ▶ Demonstrate compliance with accreditation standards.

District Services Planning Portfolios are prepared every other year. To provide data for the analysis required by these planning portfolios, satisfaction surveys are distributed district-wide every other year requesting feedback on District Services. In the year between the preparations of comprehensive District Services Planning Portfolios, each District Service prepares an update of progress on the service initiatives undertaken to correct a weakness or work toward achievement of a RSCCD Goal or RSCCD Objective. Both the comprehensive District Services Planning Portfolios and the annual updates of progress are submitted to the Planning and Organizational Effectiveness Committee for their review and input.

This program review process is designed to lead to continuous quality improvement and therefore includes a cycle of data collection, analysis of strengths and weaknesses, development and implementation of strategies to remedy weaknesses, and re-evaluation. The steps are:

1. Describe the services provided by the District Service
 - ▶ Organizational Chart
 - ▶ Functions
 - ▶ Budget, including grants
2. Analysis of quantitative and qualitative data that reflect the services' strengths and weaknesses
 - ▶ Outcome of prior year's service initiatives
 - ▶ Results of the most recent satisfaction survey
 - ▶ Data recorded by the District Service, such snapshots of time to complete tasks, etc.
3. Develop Service Initiatives for the coming year to (a) sustain or improve the services provided, (b) address a weakness identified through the data analysis, and (c) contribute to the achievement of RSCCD Goals and RSCCD Objectives.
4. Implement the Services Initiatives.

5. Assess the impact of the strategies.

The final step of assessment is the starting point for the development of the next year's District Services Administrative Review.

The District Services that complete a planning portfolio every other year are:

- ▶ Chancellor's Office
- ▶ Child Development Services
- ▶ District Research, Planning & Institutional Effectiveness
- ▶ Facilities Planning Services
- ▶ Fiscal Services
- ▶ Human Resources/Risk Management
- ▶ Information Technology Services
- ▶ Public Affairs/Publications
- ▶ Purchasing
- ▶ Resource Development
- ▶ Safety

Resources are allocated to District Services through the RSCCD Revenue Allocation Model that is patterned after the community college funding protocols established in SB 361. Revenue is allocated to the colleges based on these parameters included in SB 361 except for an allocation to support centralized services.

There are two processes for changes to the allocation for District Services.

- ▶ Proposed changes to the proportion of the revenue allocated for District Services is reviewed by the Fiscal Resources Committee and recommended to the District Council and Chancellor.
- ▶ Specific revenue requests related to a Services Initiative presented in a District Services Planning Portfolio are submitted to the Planning and Organizational Effectiveness Committee. The Planning and Organizational Effectiveness Committee considers the request and the rationale presented in the District Services Planning Portfolio and prioritizes this request for consideration by the District Council. (See the "Process for Allocating Resources" timeline in this manual.)



PROCESS FOR PREPARING DISTRICT SERVICES PLANNING PORTFOLIOS

SEPTEMBER 2013, 2015, 2017, 2019, AND 2022

District Services gathers data as needed to document progress on the previous Service Initiatives as well as feedback from the satisfaction survey. This information will be compiled into a District Services Operational Review.

The appropriate district-level administrator drafts the District Services Planning Portfolio for the area(s) under his/her supervision. Refer to the accompanying narrative for the template of the District Services Planning Portfolio.



OCTOBER 2013, 2015, 2017, 2019, AND 2022

The administrator shares the draft District Services Planning Portfolio with other members of the unit and creates venues for discussion of the draft. The administrators revise the draft District Services Planning Portfolios based on the feedback as warranted.



NOVEMBER 2013, 2015, 2017, 2019, AND 2022

The District Services Planning Portfolios are submitted to the Planning and Organizational Effectiveness Committee for review. Funding requests, if any, are prioritized by the Planning and Organizational Effectiveness Committee and submitted to District Council.

APPENDIX 3: DISTRICT-LEVEL PARTICIPATORY GOVERNANCE COMMITTEES

The Rancho Santiago Community College District is committed to relying on the professional expertise and perspectives of employees across the district to build and maintain collaborative decision-making processes. These committee members are united by a shared ambition to provide students with excellent instructional programs and services.

Each member who serves on a RSCCD participatory governance committee represents a specific constituent group. Therefore, committee members are responsible for:

1. Voicing the perspectives of the constituent group in the discussions and
2. Providing feedback about the committees' deliberations to colleagues.

Co-chairs who serve on a RSCCD participatory governance committee are responsible for:

1. Setting the agenda
2. Distributing the minutes and other documents
3. Managing the meetings

The following table presents the responsibilities and membership of the six district-level participatory governance committees. Each committee will review its the membership, responsibilities, and mission annually and make recommendations to District Council.

Unless otherwise stated, members (including students) of the participatory governance committees have the right to vote on issues of discussion.



DISTRICT COUNCIL

The District Council serves as the primary participatory governance body that is responsible for district-wide planning activities, including developing planning and budgetary recommendations, that are submitted to the Chancellor and Board of Trustees.

| Responsibilities | Membership |
|---|---|
| Provide advice to the Chancellor on district issues | ▶ Chancellor (Chair) |
| Review and act on recommendations from the five district-level participatory governance committees including recommended funding priorities | ▶ Vice Chancellor, Business Operations & Fiscal Services |
| Ensure district-wide involvement in the development of all district-level planning | ▶ Vice Chancellor, Educational Services |
| Review and monitor budget assumptions and budget information | ▶ Vice Chancellor, Human Resources |
| Review and recommend approval of the tentative and final budgets contingent on the alignment of tentative and final budgets with budget assumptions and RSCCD Goals | ▶ President, Santa Ana College |
| Collaborate with the Chancellor to review the District Mission Statement, solicit district-wide input, and recommend revisions as warranted | ▶ President, Santiago Canyon College |
| Oversee the work of the Planning and Organizational Effectiveness Committee to develop and monitor implementation of the <i>RSCCD Comprehensive Master Plan</i> and the <i>RSCCD Strategic Plan</i> | ▶ Academic Senate President, Santa Ana College |
| Review new and modified policies as recommended by the Board Policy Committee | ▶ Academic Senate President, Santiago Canyon College |
| Review and adopt recommended revisions and new Administrative Regulations | ▶ CSEA President |
| Review and approve District Services reorganizations | ▶ Associated Student Government President, Santa Ana College |
| | ▶ Associated Student Government President, Santiago Canyon College |
| | ▶ Co-chairs, Technology Advisory Group (faculty and administrator) |
| | ▶ Co-chair, Fiscal Resources Committee (faculty) |
| | ▶ Co-chair, Human Resources Committee (classified) |
| | ▶ Co-chair, Physical Resources Committee (classified) |
| | ▶ Co-chair, Planning & Organizational Effectiveness Committee (faculty) |

FISCAL RESOURCES COMMITTEE

The Fiscal Resources Committee provides district-level fiscal review including annual evaluation of the District’s Budget Allocation Model, as well as develops and recommends tentative and adopted budget assumptions to District Council.

| Responsibilities | Membership |
|---|---|
| Review and evaluate the RSCCD Budget Allocation Model | ▶ Vice Chancellor, Business Operations & Fiscal Services (Co-chair) |
| Monitor state budget development and recommend mid-year adjustments | ▶ Assistant Vice Chancellor, Fiscal Services |
| Develop assumptions for tentative and adopted budgets | ▶ Administrator appointed by Santa Ana College President |
| Develop District budget process calendar | ▶ Administrator appointed by Santiago Canyon College President |
| Assess effective use of financial resources | ▶ Two faculty members appointed by each Academic Senate, Santa Ana College & Santiago Canyon College |
| Review and evaluate financial management processes | ▶ A faculty member appointed by FARSCCD |
| | ▶ Three Classified representatives appointed by CSEA (District Office, Santa Ana College & Santiago Canyon College) |
| | ▶ One of the faculty representatives shall serve as committee Co-chair for two years (alternating each college) |
| | ▶ Student representatives (Santa Ana College and Santiago Canyon College, when possible) |



HUMAN RESOURCES COMMITTEE

The Human Resources Committee is the participatory governance committee charged with the planning, evaluation and assessment of issues related to human resources.

| Responsibilities | Membership |
|--|--|
| Evaluate the effective use of human resources | ▶ Vice Chancellor, Human Resources (Co-chair) |
| Review human resources policies and procedures, compliance and recommends changes | ▶ Assistant Vice Chancellor, Human Resources |
| Evaluate workplace safety and emergency preparedness plans and procedures | ▶ District Services Manager appointed by Chancellor |
| Evaluate policies and procedures related to employment equity and compliance | ▶ Administrator appointed by Santa Ana College President |
| Monitor and review annually the diversity of RSCCD employees | ▶ Administrator appointed by Santiago Canyon College President |
| Review and recommend changes to the EEO Diversity Plan (3-year plan) | ▶ Two faculty members appointed by each Academic Senate, Santa Ana College & Santiago Canyon College |
| Monitor compliance using human resources metrics such as: | ▶ A faculty member appointed by FARSCCD |
| ▶ Full-time/Part-time Faculty Ratio | ▶ Three Classified representatives appointed by CSEA (District Office, Santa Ana College & Santiago Canyon College). |
| ▶ Full-time Faculty Obligation | ▶ One of the classified representatives shall serve as committee Co-chair |
| ▶ Classified Staffing Ratios | ▶ Student representatives (SAC, SCC, when possible) |
| ▶ Turnover Ratios and Recruitment Activities | |
| Develop recommendations to ensure ongoing compliance with human resources requirements | |
| Plan and evaluate professional development activities | |
| Disseminate information from Human Resources Committee to the constituent groups | |

PHYSICAL RESOURCES COMMITTEE

The Physical Resources Committee supports the district and colleges by coordinating and overseeing capital outlay construction and scheduled maintenance projects that align with the facilities master plans to provide for a safe and sustainable environment and to protect district property.

| Responsibilities | Membership |
|--|--|
| <p>Review plans related to district and college physical resources including facilities, equipment, land and other assets</p> <p>Assess the effective use of physical resources Review:</p> <ul style="list-style-type: none"> ▶ Five-year facilities plan ▶ State capital outlay projects ▶ Local bond projects ▶ Scheduled maintenance plans and activities ▶ Hazardous mitigation programs ▶ Facility master plans ▶ Ancillary costs related to new construction | <ul style="list-style-type: none"> ▶ Vice Chancellor, Business Operations & Fiscal Services (Co-chair) ▶ Assistant Vice Chancellor, Facility Planning ▶ Administrator appointed by Santa Ana College President ▶ Administrator appointed by Santiago Canyon College President ▶ Two faculty members appointed by each Academic Senate, Santa Ana College & Santiago Canyon College ▶ Three Classified representatives appointed by CSEA (District Office, Santa Ana College & Santiago Canyon College) ▶ One of the classified representatives shall serve as committee Co-chair ▶ Student representatives (SAC, SCC, when possible) |



PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

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

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

TECHNOLOGY ADVISORY GROUP

The Technology Advisory Group promotes student learning and institutional effectiveness through technology by strategically planning and developing technology policies and procedures in support of the mission of the colleges and the district.

| Responsibilities | Membership |
|---|--|
| <p>Develop and strategically align RSCCD and college technology plans</p> <p>Assess the effective use of technology resources</p> <p>Develop and evaluate districtwide hardware and software standards</p> <p>Review and evaluate hardware and software replacement cycles</p> <p>Develop recommendations for equipment and software, resource allocation, and training needs related to the use of technology</p> <p>Develop and evaluate technology policies</p> <p>Communicate back to and advocate for represented constituencies regarding the use of technology</p> | <ul style="list-style-type: none"> ▶ Assistant Vice Chancellor of Information Technology Services (Co-chair) ▶ Two Directors of Student Information Systems, Santa Ana College and Santiago Canyon College or Two Administrators appointed by each President, Santa Ana College & Santiago Canyon College ▶ Three faculty members: Co-chair of SACTAC and co-chair of SCCTEC and either Santa Ana College or Santiago Canyon College Distance Education Coordinator or three faculty members appointed by each Academic Senate, Santa Ana College & Santiago Canyon College ▶ Three Classified representatives appointed by CSEA (District Office, Santa Ana College & Santiago Canyon College) ▶ Two students appointed by each Associated Student Government President, Santa Ana College & Santiago Canyon College ▶ One of the faculty representatives shall serve as committee co-chair ▶ Faculty co-chairs and third Faculty member shall rotate annually between Santa Ana College & Santiago Canyon College. ▶ Two Faculty representatives shall represent the College not acting as co-chair. |



GOAL #3: RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

Objective 3A: ENHANCE THE ABILITY TO PREDICT STUDENT INSTRUCTIONAL NEEDS IN ORDER TO IMPROVE PROGRAM COMPLETION

DISTRICTWIDE

Staff and faculty identified and the Board of Trustees approved 12 Measures of Success, which describe the effectiveness of the District, its Colleges, and their programs. The RSCCD Research, Planning & Institutional Effectiveness Department regularly monitors and presents the data to the district community for its assessment to ensure excellence in their respective areas. The data is also presented to the Board of Trustees at their annual planning session for consideration and comments.

The RSCCD Research Department also conducts “regular” statistical studies to assist policy and program planning and development and “special” studies to meet departmental, institutional, and mandated needs, at the requests of faculty and staff to ensure departments/units provide quality programs. The department also annually monitors, publishes, and disseminates the educational goal completion data for university transfer, associate degrees, certificates of achievement and proficiency, and high school diplomas and certificates of completion for the noncredit programs. These reports are disseminated to college staff and posted on the RSCCD Research Department webpage for reference.

Being able to provide the right mix of course offerings to our students requires looking at data from various perspectives. Using daily enrollment data, the RSCCD Research Department created a number of interactive enrollment management dashboards (credit and noncredit) to assist department chairs and division deans not only to track and predict changing student demand but also realign resources to meet changing enrollment patterns. The dashboards provide the much needed data to make well-informed resource decisions and a more efficient way of reviewing data for courses offered, enrollment, fill rate, section offered, trend analysis, as well as comparisons to past academic years. These dashboards are posted on our websites at www.rsccd.edu/research

RSCCD ITS has been actively engaging with multiple groups regarding enrollment management needs. From the creation of many new reports such as the RG0541 to RG0546 or revisions to existing reports to improve accountability and validation such as the RG0947 restructuring. Multiple meetings have ensued to ensure that the reporting needs of the institution as well as those of the individual campuses and areas with them have the targeted reporting that they require. This has spawned a new list of 28 reports or applications needed to better manage enrollment and scheduling specifically improving communications between Vice Presidents of Academic Affairs and Division Deans, as well as their Department Chairs. Once those reports are developed and utilized, we will reconvene to move up a tier for reporting up and out to the Presidents, Chancellor and Board of Trustees.

In addition to internal review and report creation ITS is engaged in a number of external engagements to review enrollment needs. Santa Ana College and Santiago Canyon College have engaged with Astra Schedule for a scheduling assessment. There are also engagements with Cambridge West Partnership (CWP) to review enrollment reporting and scheduling efficiencies. In addition, Invoke Learning has been brought in for predictive analytic modeling for enrollment trends and Canvas engagement analysis. These engagements are all an effort to improve enrollment management within the campuses and RSCCD as a whole.

SANTA ANA COLLEGE

Santa Ana College engages in college-wide strategic planning to maximize students' academic success while working on shrinking equity gaps, particularly for disproportionately-impacted student groups. To this end, comprehensive plans that are tied to the College's overall Strategic Plan have been developed with input from all constituency groups. The plans outline the specific activities, confirmed by data, required to improve course completion and certificate/degree/transfer attainment. This work is complemented by enrollment management planning to maximize impact on success and completion. To this end, Santa Ana College has employed the services of an architectural firm and an enrollment analytics firm to analyze the overall use of classroom space, room utilization throughout the day, mediation needs, and room student caps. Data provided by these firms will afford Santa Ana College's office of Academic Affairs to be more systematic about enrollment, optimizing classroom space and scheduling courses according to student needs. The College has also contracted with Ad Astra to develop a Strategic Scheduling Plan to maximize its ability to set enrollment targets, scheduling efficiencies, and student completion. Additionally, enrollment management will be enhanced as academic program maps, per Guided Pathways implementation, are uploaded to our curriculum system. Population of program maps will allow for better planning of courses as we work to ensure that students are offered the right courses at the right times, according to their academic program maps and electronic educational plans.

Guided Pathways implementation at SAC has allowed for reflection on our approaches to: utilize research and data support; support services hours of operation; delivery of quality and intentional professional development; explicit training for adjunct faculty; academic acceleration; and the creation of pathways to completion that link to student educational plans and a Degree Audit database.

The SAC Research Department has been augmented in recent years to support student equity efforts, Guided Pathways implementation, enrollment management, as well as other needs. Currently, our three research analysts are led by a director of college research. This, in cooperation with the district Research Department, serves as a source of data used for both short-term and longitudinal analyses.

Santa Ana College's degree & certificate audit program enables the College to identify students who are close to completion but who still need guidance; others who are not making satisfactory progress; and overall data on enrollment needs, which informs both follow-up work with students and course offerings. This new tool enables direct communication with students who need specific courses (students may be advised of open seats) and provides powerful longitudinal data on enrollment, course retention, and completion results that are coordinated college-wide.

Support for retention and completion has been enhanced with the recent adoption of the Hobsons Starfish student success platform. Santa Ana College became the 45th community college in California to adopt this platform. Starfish provides a comprehensive flag and referral tracking system to enable case management of student success issues including routing and feedback mechanisms for faculty in the classroom who raise alerts, and system flags that automatically alert staff of the needed interventions.

Complete implementation will include a predictive analytics module using the Predictive Analytics Reporting (PAR) framework, with a model adjusted to Santa Ana College's unique data profile, that will identify at-risk students and predict interventions.

In addition, after intensively studying participation and success patterns at SAC as part of the process of developing the Student Equity Plan, the college community identified areas of disproportionate impact across target groups, which informed the action priorities established for the 2019-2022 Student Equity Plan.

Also, using data retrieved from the RSCCD Research Department, SAC analyzes the information as part of the program review process. Discussions of the data routinely occur during meetings with instructional deans. As a result of the planning activities in Academic Affairs and evaluation of available data, SAC continues to develop class schedules based on current Associate Degrees for Transfer (ADT) pathways as well as pathways for CTE programs. As SAC's Guided Pathways implementation continues through 2022, our class schedules and course offering will become more aligned with our Career and Academic Pathways generally, and programs specifically. These efforts are intended to increase the number of completions in transfer, degree, and certificate programs.

Continuing Education Program

The Santa Ana College School of Continuing Education is currently in the process of aligning its planning efforts in the Adult Education Block Grant, Basic Skills, Workforce Innovation Opportunity Act (WIOA), and Student Success and Support Program (SSSP) plans. The integrated plan is to develop overall goals and to demonstrate the work that is being done in each one of these plans to support the goal. A matrix is being created that shows the goals and the work that is being done to support the goal as part of each of these projects.

SANTIAGO CANYON COLLEGE

In 2020, data pertaining to SCC's institution-set standards for successful course completion (63%), number of degrees awarded (600), number of certificates awarded (550), and transfers to four-year institutions (650), and were collected and analyzed as a requirement of the Accrediting Commission of Community and Junior Colleges (ACCJC).

- In 2018-2019, SCC students collectively contributed to an overall successful course completion rate of seventy-two percent, exceeding the standard of sixty-three percent.
- In 2018-19, SCC awarded 1,945 degrees. This is 245 more degrees than were awarded in the previous academic year and represents a 14.5% increase in degrees awarded.
- In the same year, SCC awarded a total of 2,477 certificates. This is 1,086 more certificates than were awarded in the previous academic year and represents a 78% increase in certificates awarded. This drastic increase is, in part, due to the implementation of auto-awarding of certificates to students meeting the certificate requirements.
- The SCC transfer count is 1,457 for 2018-19, an increase of 58 transfers over the previous year and represents a four percent increase in transfers. Seven hundred and sixty-three students transferred to a California State University, 186 to a University of California, and 508 to private or out-of-state institutions.

Santiago Canyon College continues to monitor these data to ensure goal completion rates increase annually and to guarantee institution-set standards of performance are continually exceeded.

The Office of Institutional Effectiveness & Research, in coordination with the Enrollment Management Committee and the Student Success & Equity Committee, continues to compile a comprehensive data set that includes a number of key student attributes from which a predictive model can be developed. The intent of this project is to use statistical methods to determine the factors that are valid predictors of student non-success. With this information, SCC may be able to focus its attention on these predictors and potentially intervene to ensure these students stay on track and get the guidance and support that is needed. Predictive models can be built for the student population as a whole and can also be modified to identify predictors of non-success for specific subsets of the student population (e.g. disabled students, low-income students, first-generation students, etc.).

The college continues to evaluate student voices through the Guided Pathways initiative to address areas where students may struggle in completing their short and long-term goals. The results of surveys have been shared with the SCC Guided Pathways Leadership Team and has helped the college develop specific and relevant student focus group questions to help the college strengthen essential practices to achieve the four guided pathways pillars: Mapping Pathways to Student End Goals, Helping Students Choose and Enter a Program Pathway, Keeping Students on Path, and Ensuring that Students are Learning. The college continues to evaluate “on-boarding” and case management solutions to support pillar 1 of the Guided Pathways framework and is in the process of finalizing program pathways for students. All of these efforts will continue to be strengthened as SCC is among the newest cohort of CA Guided Pathways participating institutions.

GOAL #3: RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

Objective 3B. PROVIDE ALIGNMENT OF COURSE OFFERINGS WITH STUDENT EDUCATIONAL PLANS

DISTRICTWIDE

Rancho Santiago Community College District provides extensive academic support services, student support services, and integrated approaches to deliver services through a number of entitlement grant allocations, e.g., Career Technical Education Act, Carl Perkins Funds; Basic Skills Initiative; Educational Opportunity Program and Services (low-income, first-generation); CalWORKs; Temporary Cash Assistance for Needy Families (TANF); Cooperative Agencies Resources for Education (CARE); Disabled Students Program and Services; and Workforce Investment Act II. These projects lead to increased integration of approaches and collaboration among the campuses' academic and support services.

SAC and SCC received allocation for Student Support Services Program (SSSP) funding. The SSSP funds have significantly expanded counseling and advisement services to ensure that more students complete assessments, participate in orientation, and have educational plans aligned with their educational goals. The state allocated funds for Student Equity, which represents another campus-wide effort to provide academic and student support services through integrated approaches to improve equitable access and achievement. Each College reviewed access and achievement data for various populations, such as race/ethnicity, foster youth, veterans, low-income, etc.) to identify areas that showed disproportionate impact, and each College developed plans to implement strategies to reduce the disparities in achievement.

The District received a large allocation Career Technical Education – Enhancement Fund (CTE-EF) through Senate Bill 858 to infuse funds for community colleges to develop and enhance CTE programs. The California Community Colleges Chancellor's Office allocated CTE-EF by region, and the District was selected by Los Angeles and Orange County (LA/OC) Colleges to serve as the fiscal agent to disburse each College's portion of CTE-EF. The District receives and reviews quarterly reports, monitors activities for compliance, approves payment, facilities approval, and conducts audit services.

Other funds allocated to the District over the years include the administrative allocation for Career Technical Education Act, Carl Perkins Funds, Assembly Bill 1725, Child Development, and a modest portion of Matriculation funds.

SANTA ANA COLLEGE

Santa Ana College is in the process of updating its Strategic Plan to more closely align goals with student success and equity goals. The revised plan will be approved by all constituency groups and recommended changes will be made to the governance structure of the College.

Santa Ana College's Professional Development Office continues to coordinate faculty-centered professional development in collaboration with faculty leaders and management partners who were also working with classified staff on related goals. All professional development at SAC is centered on student success and equity, and all staff who attended conferences beginning January 2015 are required to articulate in advance (on a Conference Request Cover Sheet) the student success value that the activity will have for the College. The capacity that these strategies will create for SAC will be accompanied by significant changes to intake and orientation through the Student Success and Support Program, through which all students will be oriented and develop Educational Completion Plans within the first semester of study.

To support the goals of institutional effectiveness, new positions have been established, including Director of College Research, research analysts, a student equity coordinator, an outcomes assessment coordinator, Guided Pathways faculty, and soon-to-be identified accreditation coordinator.

Program maps have established as part our alignment with Guided Pathways. Program maps provide students with career and further education information, career opportunities and a sequencing of courses from 1st term through 4th term, adjustable for students who are choosing to attend part-time. Program maps will be available online for students to access throughout their educational path. Planning is in place to upload program map sequencing data into curriculum tracks on our student information system. Once program maps are entered, this will allow for more predictability in offering courses that align with the needs of students across campus.

In Fall of 2019, as part of our Guided Pathways implementation, we launched our first Career and Academic Pathways Student Success Team. The Success Team consists of a dedicated counselor, faculty advisor, career coach, financial aid specialist, student success coach, and peer mentor. The purpose of the Success Team is to provide wrap-around services for students in a selected Career and Academic Pathway. Based on the pilot, we are continuing to plan for implementation of Success Teams for all seven Career and Academic Pathways for the fall of 2020.

In continued efforts to improve rates of course completion, a work group was formed to guide improvement to Santa Ana College's Early Alert system. Students identified by faculty with the Early Alert system are provided with contact information for targeted resources on campus. Our counseling division has also expanded the offerings of Counseling 116 which offers students career exploration, abbreviated and comprehensive educational plans.

Student continues to underwrite the expansion of hours for the Math Center and the Learning Center. Students have frequently expressed a lack of study places in the evenings and a lack of services at non-classroom hours. Many students at the College live in multiple-person households and need quiet or studious atmospheres to study. Furthermore, many of them need access to writing and math tutors and computers to do their work. Each of the centers is now open on the weekend for four additional hours.

This infrastructure and enrollment management is supported by the expansion of accelerated course completion pathways and articulation agreements.

Continuing Education Program

The School of Continuing Education has made a concerted effort to enhance basic skills through supplemental learning and professional development, as follows:

- Counseling is undertaking the formulation of Educational plans starting with all students registering in Career Education courses. The plan is to expand this process to all other areas of noncredit.
- Noncredit is planning to offer Super strong career assessment to students of noncredit programs.
- Continue facilitating transition activities and articulation agreements between noncredit and credit curriculum, department approval for new textbooks and courses.
- Expand Professional Development activities by offering meetings at various times and days to increase participation and involve all disciplines.

SANTIAGO CANYON COLLEGE

Beginning in 2014-15, Santiago Canyon College convened college leaders and coordinators of the major student support initiatives (Credit SSSP, Noncredit SSSP, Student Equity, and the Basic Skills Initiative) to create the Initiatives Integration Work Group. This work group was designed under the advisement of the Vice President of Student Services to help the College better understand the scope of work involved with each initiative and the impact each has, individually and collectively, on student success and achievement. Some of the questions the work group has been tasked with are

- Is what we are doing positively benefiting students targeted by each initiative and what implications does that have for the college?
- What data are we collecting for one initiative that might help inform another?
- Are there redundancies in initiative activities that can be eliminated thus maximizing categorical dollar use and student benefit?
- Are there areas where one initiative may be able to pick up where another may be restricted in order to provide more seamless service to students?

As a result of the work done by the Initiatives Integration Work Group, the college has focused its attention in three main areas to maximize the State's investment. In the area of professional development, the College has been involved in On-Course training; held a Student Equity Institute; provided training for learning communities, integrated learning, and accelerated learning; and held a Student Services Program Leaders Equity Retreat.

In the area of student support, the College continues to offer Summer Advantage Academy, Family Night and Early Welcome; tutoring for Adult Basic Education and High School Subjects courses; Early Alert; and academic probation intervention workshops. In collaboration with District ITS, a new student portal has also been implemented.

To assist with some of these activities, the college applied for and received a three-year Basic Skills Student Outcome Transformation Grant from the state chancellor's office for three academic years, 2016-2017 through 2018-2019. One focus of this grant was to create accelerated pathways for our credit basic skills courses in English and mathematics. The goal was to reduce the number of basic skills courses students enroll in before they reach transfer-level English and math. Our English faculty developed a course that blended three levels of basic skills into one course (English N59, now English 099). In addition, an English Composition course with support (English 100) was created to help students that need just-in-time remediation. Our mathematics faculty also updated their curriculum to include a course that blended pre-algebra and beginning algebra (Math N55). This course propelled students into Intermediate Algebra. To provide support to students who place into transfer-level math, our

mathematics faculty developed 0.5 unit support courses in Statistics (Math N43), College Algebra (Math N40), and Pre-calculus (Math N41) which all students can enroll in if they choose to do so.

Regarding initial course placement and AB 705, the goal of AB 705 is to give students access to transfer-level English and math courses and completion of transfer-level English and math courses within a one-year timeframe. Since 2016, SCC has been proactive in adjusting assessment practices in preparation for the implementation of AB 705 in fall 2019. Each year we have taken steps to blend our traditional placement tests with high school data information in order to place students into English, reading, and math courses. These practices were in place for 2016-2018 and adjustments were made based on data provided by the state.

For full AB 705 compliance, SCC stopped using assessment tests in spring 2019 for placement. Our English, Mathematics, Reading and Counseling faculty worked together to implement student placement using the AB 705 Default Rules. These default rules allow students the opportunity to take transfer-level English and math courses in their first semester. For students who do not have access to high school data, Guided Self-Placements in English and math have been developed to help students determine which transfer-level courses they can enroll in.

Credit English as a Second Language (ESL)/American College English (ACE) implementation is set for fall 2020. During academic year 2019-2020, a workgroup comprised of credit and noncredit ESL faculty, counseling, and administrators will work to develop assessment practices for this student population. A Guided Self-Placements has been developed and is being tested.

In the area of noncredit to credit pathways, to provide additional options for our students, our English and math credit and noncredit faculty streamlined pathways for students who need additional support. These students are provided noncredit instruction in English and/or math; once they complete the noncredit course/s, they are afforded the opportunity to enroll in transfer-level English and Intermediate Algebra. The creation of these pathways has eased the transition of the implantation of AB 705.

In the area of assessment and evaluation, the College has improved the assessment of student learning outcomes and service area outcomes and is beginning to investigate outcomes assessment through an equity lens to determine disproportionate impact. Learning support services is a new area of focus for the College, and improvements to CI Track, a tool the District uses to track attendance and use of special services, will lead to more consistent and easily accessible data for areas like the Math Success Center, the Writing Center, library services, supplemental instruction, the STAR Center, and the First Year Support Center.

Additionally, through the accreditation self-evaluation process, SCC identified a need to streamline its academic support services. An actionable improvement plan was developed directing the College to “examine the feasibility of creating a centralized Student Success Center that may include the Academic Success Center, Math Study Hall (now, Math Success Center), Science Teaching and Resource Center (STAR), Supplemental Instruction, and Writing Center. As part of this effort, for the last two years, members of the Initiatives Integration Work Group have collaborated to present a series of one-hour Student Services Showcases during the second week of each semester. Faculty from English courses are invited to bring their students to this event where they are informed of the various support services available on campus. Representatives from Writing Center, Math Success Center, Transfer Success Center, First Year Support Center, STAR Center, and the Library explain their operations and answer questions. In the fall of 2018 and spring of 2019, approximately 1,200 students participated in the showcase. In addition to hearing from center coordinators/directors and instructional assistants, students received informative handouts from more than a dozen other programs and services at SCC--including the Food Pantry, EOPS, TRIO, DSPS, Financial Aid, Honors, MUN, Forensics, Pathways to Teaching,

Athletics, and Associated Student Government. With clearer and more consistent data, SCC will be able to identify areas where academic support and student support services complement each other to further integrate the institution's support structure.

STAR Center

The Science Teaching and Resource (STAR) Center is SCC's exciting, innovative and new academic support center for the sciences. All activities are geared to engage science students and enhance their success. The curriculum for the STAR Center includes:

- **Q & A Session Time:** Students are invited to drop in the center at any time to ask questions.
- **Faculty directed learning activities:** Faculty developed DLAs will guide students through the steps needed to complete tasks and reinforce contents and skills required to succeed. Currently we have DLAs for Chemistry, Biology, and Physics.
- **Student-led study groups:** Study groups are formal and informal course support through tutoring and review sessions. Study Groups are formed based on student request.

Before COVID forced us to provide our services online, we have increased the number of students using our services. We have increased students' hours in the center by almost 30% from the previous academic year. With that data showed that students who use the services in the center are more likely to persist and pass their classes.

Students participated in the STAR Center of which 85% received a passing grade while students who did not participate in the STAR Center of which 67% received a passing grade.

Before COVID-19 in spring 2020, we had a major issue with our space accommodating all the students during "rush hours". This is certainly and good problem to have but our challenge becomes finding a space that would allow us to accommodate students who are seeking the services.

As we switched to online services for spring 2020, we have kept "our doors" open online for students seeking support. Both faculty, staff and students had to adapt to the new technology. By the end of the semester, we had a good understanding of using the technology to best support students' needs.

Supplemental Instruction

Supplemental Instruction is an academic support program that targets historically difficult courses. SI is a non-remedial approach that increases student performance and retention. SI offers regularly scheduled, out-of-class review sessions to all students enrolled in a targeted course. SI study sessions are informal seminars in which students review notes, develop organizational tools, and prepare for examinations. Students learn how to integrate course content with reasoning and study skills. The SI sessions are facilitated by SI leaders, who have previously completed the targeted course. SI leaders attend all class lectures, take notes, and act as a model student for their classmates.

The SI program was initially a grant funded program, that became partly institutionalized. The program relies on several layers of support. The faculty and supervisory component of the program has been fully institutionalized and has ongoing funding. The Student Assistants who are hired to run the SI sessions—the SI leaders—are not institutionalized. The funding for the SI leaders varies from year to year, and the leaders of the program are required to secure funding on a regular basis.

The chart below is a comparison between the students who participated in SI and the Students who did not participate in SI. Courses supported by SI vary from semester to semester, but the data below may include students from the following courses: Biology 211, Biology 239, Biology, 249, Chem 200A, Chem

200B, Chem 280A, Chem 280B, Physics 250A, Physics 250B, Math 080, Math 180, Math 185, and Math 219.

| Term | students who participated in SI | | | students who did NOT participate in SI | | |
|---------------|---------------------------------|---|------------|--|---|------------|
| | cohort | Count/percentage received a passing grade | | cohort | Count/percentage received a passing grade | |
| 2017 Fall | 490 | 343 | 70% | 1103 | 415 | 38% |
| 2018 Spring | 398 | 301 | 76% | 745 | 339 | 46% |
| 2018 Fall | 549 | 373 | 68% | 1350 | 647 | 48% |
| 2019 Spring | 365 | 264 | 72% | 670 | 289 | 43% |
| 2019 Fall | 400 | 313 | 78% | 576 | 262 | 45% |
| Totals | 2202 | 1594 | 72% | 4444 | 1952 | 44% |

From the fall of 2017 through the end of the fall of 2019, of the 6646 total enrolled students, 2202 students participated in SI of which 72% received a passing grade. The 4444 students did not participate in SI of which 44% received a passing grade.

GOAL #3: RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

Objective 3C. UTILIZE COLLEGE EQUITY PLANS TO REDUCE DISPROPORTIONATE IMPACT ON STUDENT SUCCESS

SANTA ANA COLLEGE

Santa Ana College faculty, staff and administrators are proud to serve the institution's surrounding communities. Educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational goals and dreams of an entire region. The Student Equity initiative at Santa Ana College is designed to make the attainment of these dreams and goals incumbent upon the hard work and character of our students and not income, gender, ethnicity, disability status, foster youth status, LGBTQ identity, previous military service, nor any other qualifying characteristic. The goal is to have a campus where student success is the center of our every activity and is the measure by which we determine the college's success.

The Santa Ana College Equity Plan represents a collaborative process of inquiry, coordination and planning and reflects our efforts to bring together plans and activities from various academic, student service, and administrative divisions. It is the promise of the members of our institution to work together across all boundaries to supply the best possible campus for our students to receive an education. Many of the activities presented in the plan cross between Research, Continuing Education, Student Services, Academic Affairs, and Administrative Services and are designed to eliminate boundaries and provide support to our students through Guided Pathways. We are committed to creating an equity-minded culture that will allow us to engage in strategic practices leading to student completion.

Equity is infused in most initiatives across campus including Guided Pathways, Strong Workforce Program, Student Equity and Achievement Program, and Career Education efforts, among others. The Santa Ana College (SAC) Program Review process asks academic and student services areas to review disaggregated data to ensure that programs are evaluated through an equity lens. Operationally, the Student Success and Equity Committee (SSEC) is responsible for providing the oversight of goals and associated activities of the Equity Plan. The committee is currently revising its structure to ensure monitoring, evaluation and attainment of the Plan goals. The Equity Allocation Evaluation Ad-Hoc Committee, a subcommittee of SSEC, reviews and revises the processes associated with requesting equity funds. The Equity Proposal Process Review AdHoc Committee, a subcommittee of the SSEC, reviews the processes, rubrics, and reporting of the results of the assessment of Equity funded efforts. The current funding request process specifically requires information on intended outcomes, connection to Equity Plan and Guided Pathway goals, specific intended target population, and quantitative and qualitative evaluation methods. In this way, the committee can evaluate which activities have been effective to ensure that only actions with significant impact on the college goals is funded.

Additionally, areas that receive Equity funds are required to provide regular updates on their progress. The Santa Ana College Research Office (SACRO) and SSEC lead the effort to evaluate progress towards meeting SAC's student Equity goals. SACRO provides dashboards and programming that automate the retrieval of information to track SAC's progress with respect to the Equity goals. SACRO develops new tools and processes to identify and track the existing equity gaps. Group identifiers are developed to allow for the analysis of outcomes for disproportionately impacted groups. SACRO continues to offer professional development for all faculty, staff and management on how to evaluate programs and track student progress. SSEC monitors campus efforts regarding progress evaluation, providing participatory governance oversight to the process. Although SSEC establishes a detailed annual schedule for requesting funding and evaluating progress, SACRO provides analysis of outcomes on a more frequent basis when appropriate.

As is the case in many community colleges across the state, Santa Ana College has embraced the use of cross-functional teams. This integration extends to the Executive Team as well, which consists of VP of Academic Affairs, VP of Student Services, and two committee co-chairs. Consequently, the ownership of the Equity Plan no longer solely rests under Student Services but rather is a shared responsibility with Academic Affairs. This manifests itself most tangibly as the college continues to focus on Guided Pathways work, in particular on the fourth pillar: Ensuring student learning. The College will use Equity funds, among others, to develop instructional interventions and curricular changes that must take place in the classroom. Santa Ana College's process for allocating Equity funds, composition of its Student Success & Equity Committee (SSEC), structure of its Guided Pathways Steering Group, and strategic planning process ensures coordination across student equity-related categorical programs and campus-based programs. Additionally, the college will fund a Faculty Equity Coordinator position.

To sustain equity-minded activities, SSEC structure has been revised to support and make both Student Services and Academic Affairs responsible and accountable for the success of the initiative. The membership of SSEC is a cross-functional team that includes members from both areas. Membership includes the Vice President of Academic Affairs and the Vice President of Student Services, to whom campus program leaders report, ensuring a cross campus coordination of programs. The Equity Allocation Evaluation Ad-Hoc Committee reviews the allocation of funds to programs to ensure that funded activities align with the Equity Plan, Guided Pathways, College Strategic Goals, and Equity Goals. Having one subcommittee responsible for fund allocation review allows examination for program overlap, scalability, and purpose to happen within one body. Additionally, the Equity Proposal Process Review Ad-Hoc Committee, a subcommittee of the SSEC, reviews the processes, rubrics, and reporting of the results of the assessment of college equity-funded activities. As one of 20 colleges participating in the Guided Pathways Institute, Santa Ana College has developed a robust and inclusive process for formulating activities focused on student completion. Santa Ana College has developed its new strategic plan, which provides a framework for overall direction for SAC.

SANTIAGO CANYON COLLEGE

Santiago Canyon College recognizes the importance of equity and the college is committed to ensuring tenets of equity are paramount to the development and integration of all campus-wide plans, procedures, and policies. The college established a Student Equity Committee and was part of the participatory governance structure. Data is reviewed annual to identify gaps; multiple student groups were found to achieve success at lower rates than those who are in the highest performing groups.

SCC also made a commitment to support students who are not identified in the equity legislation, but that may need additional assistance. Through the equity plan, a request will be made to the RSCCD Board of

Trustees to include single parents, undocumented students and formerly incarcerated students in the research agenda and for potential inclusion as targeted student groups in the equity plan.

The following goals and activities were established to guide the change necessary to reduce equity gaps for all students identified in the plan.

Access: Successful Enrollment (Enrolled in the Same Community College)

“SCC will increase access for students identified in the equity plan by reducing equity gaps 40% through strategic and continuous planning and evaluation.”

Activities were developed to focus on increasing access to college for disproportionately impacted student groups from our service area. The main focus of support for this success indicator has been in the Outreach Department. Through the use of equity funds, SCC hired a 19- hour outreach specialist whose focus is to connect with groups identified in the equity plan. This person has prioritized recruitment of African American/Black students, Latin(x) students, veterans, foster youth, and other disproportionately impacted student groups.

In addition, an allocation was provided to create and grow the Summer Advantage Academy. The Summer Advantage Academy is a collaborative effort between faculty, staff, and administration with the goal of assisting students in successful transition from high school to college. Students participating in the academy will gain a true advantage by: receiving college success tips from our faculty, gaining writing strategies for mastering college-level English, learning math success skills, learning about our programs and services, receiving a campus video tour, a student engagement workshop, and familiarizing themselves with the SCC campus. By completing the academy, students will be awarded priority registration their second year of college.

Retention: Fall to Spring (at the Same Community College)

“SCC will decrease equity gaps by 40% among students identified in the equity plan and continue to monitor and address disparities for these students.”

Numerous activities were developed to focus on the retention of disproportionately impacted student groups. One of the main activities was the funding of a full-time student services specialist in the Veterans Service Office. With the growth of the veteran’s program at SCC, a need was identified to provide more staff. With the additional staff member, we were able to outreach to students at a higher rate, provide better service, provide more workshops, create a meaningful orientation program, and offer services in the VSO that we had not been able to offer before.

The main benefit to having additional professional staff is we are able to certify veteran’s benefits in a more efficient manner. At SCC veterans have their benefits certified within two weeks. That is unheard of in higher education. The reason this is crucial is because students need funds to pay for tuition, fees, books, and living expenses. All of these benefits lead to our ability to better retain student veterans.

Transfer to a Four-Year Institution

“SCC will decrease equity gaps by 40% for students transferring to 4-year institutions.”

Activities were developed to focus on increasing transfer of disproportionately impacted student groups. By expanding offerings including campus trips, and overnight stays, we hope to provide students with an experience that will alleviate anxiety and show them that they also belong in these spaces. SCC also supports the Transfer Success Center by providing them opportunities to attend conferences that they would otherwise not have access to. Employees are able to obtain information about transfer to the Cal State’s, UC’s, and private universities in order to better serve our students.

More specifically, support has also been provided to the EOPS Program with the purchase of books to be used during the summer program. Students participate in the summer class, and end the program with a college tour to northern California for campus visits to Cal State's and UC's. Students spend a week living on campus, and connecting with university students and staff to get a better understanding of university life.

Completed Both Transfer-Level Math and English (within the District)

“SCC will reduce transfer-level course completion equity gaps by 40% among students identified in the equity plan.”

For years, SCC has prioritized the funding of supplemental instruction for gatekeeper courses that tend to keep disproportionately impacted student groups from matriculating from class to class. Each year, student equity and AB705 funds pay for the training and work hours of students who have recently passed courses to now support other students who need that extra attention to get through their classes. We also provide funds to support online tutoring in all subjects, so students can access tutoring in any course through their Canvas page.

Attained the Vision Goal Completion Definition (Earned Credit Certificate over 18 Units, Associate Degree, CCC Bachelor's Degree)

“SCC will decrease degree and certificate completion equity gaps by 40% for underrepresented student groups identified in the equity plan.”

Activities were developed to focus on increasing certificate and degree completion of disproportionately impacted student groups. Priority has been given to counseling, advising, and coaching of students in order to ensure students are taking the appropriate courses and also utilizing successful strategies in the classroom that will make them more likely to complete a certificate or degree.

SCC has also focused on supporting students with identified disabilities. Since 2015, student equity has paid for a portion of the DSPS counselor salary. The counselor will focus on the development of abbreviated and comprehensive education plans for students with disabilities seeking to earn a certificate, AA degree or transfer to a 4-year university. In the past, SCC also supported the DSPS program in the form of instructional assistants and support of workshop development.

Overall Support to Reduce Equity Gaps:

Two of the more broad activities that have high impact in reducing equity gaps are the Food Pantry, and the Equity Core Teams. The Hawk's Nest Food Pantry was developed in 2017 with a simple mission in mind; to support all credit and non-credit SCC student's academic potential, creativity, as well as their personal and professional growth by providing free and nutritious food for students and their families. This mission quickly grew when the need for services grew. We now offer students with the option of CalFRESH enrollment, on and off-campus service referral, and housing assistance. Prior to COVID, we also created a community garden where fruits and vegetables were grown in order to replenish the food pantry, and create a sustainable source of food for our students.

The Equity Core Teams are made up of 13 faculty members that have been trained in cultural humility, and equity mindedness. These faculty members have not only adjusted the way they teach, equitized their classrooms, and syllabi, but also worked on their own implicit and explicit biases in order to better serve students. These faculty members have developed their own workshops in order to train folks in their departments and divisions on the same topics in order to imbed equity and inclusivity into the fabric of SCC's culture.

GOAL #3: RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

Objective 3D: INCREASE SUPPORT FOR DISTANCE EDUCATION AND OPEN EDUCATIONAL RESOURCES (OER)

**Rancho Santiago Community College District
Number of Faculty Trained to Teach Online by College
2017-18 through 2020-21**

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-------------------------|---------|---------|---------|---------|
| Santa Ana College | 41 | 52 | 147 | |
| Santiago Canyon College | 43 | 46 | 60 | |

Sources: SAC and SCC Distance Education Program

**Rancho Santiago Community College District
Number of OER Classes Pathways Offered by College
2017-18 through 2020-21**

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------------------------|---------|---------|---------|---------|
| Santa Ana College (courses) | 154 | 77 | 60 | |
| Santa Ana College (sections) | 401 | 454 | 548 | |
| Santiago Canyon College (courses) | 84 | 14 | 12 | |
| Santiago Canyon College (sections) | 81 | 76 | 82 | |

Sources: SAC and SCC Distance Education Programs

SANTA ANA COLLEGE

Distance Education has worked on the key areas of faculty training and course offerings to improve student completion and transfer. Faculty training on Canvas and associated online tools for effective online teaching have been emphasized, such as online proctoring, online tutoring, instructor video creation, accessibility and improved communication tools. Continued usage of the Online Network of Educator’s (@ONE) Online Education Standards and Practices (OESP) online training and updated Course Design Rubric have assured quality of online teaching for our students. Santa Ana College is a CCC CVC-OEI consortium college and has worked hard to be a designated “Certified Peer Online Course Review (POCR) Campus”. This designation signifies our commitment to quality online courses and demonstrated our quality college review process to the CVC-OEI.

We have four Online Degree Pathways (ODP) that pledge a structured accelerated online degree completion and transfer. Students can complete their degree online within two years for transfer in Business Administration, Business Administration Major Preparation, Liberal Arts and Psychology. Our

CSU partnerships enable relationship building between ODP students and CSU degree counselors allowing our SAC students continual degree motivation and transfer opportunities.

Our Open Educational Resource (OER) and Zero Textbook Cost (ZTC) courses provide students with zero or low-cost material courses. In the last academic year, our faculty have proudly offered 454 sections using OER/ZTC, saving our students approximately \$1,586,400 in 2018-2019. In two years, 2017–2019, Santa Ana College students have saved approximately \$2,838,525 due to faculty OER/ZTC efforts.

SAC currently has two OER/ZTC Degree Pathways in Business Administration and Liberal Arts enabling students to complete either entire degree with Zero or Low-Cost textbook requirements. OER/ZTC courses are open to all students and we are finding tremendous student interest in textbook affordability programs. The California College Textbook Affordability Act Grant and Zero Textbook Cost Degree Grant and has assisted the college in growth of our OER/ZTC offerings.

A challenge for the college as we move an increasing amount of materials online, for online teaching and OER/ZTC adoption, is accessibility and instructional design. These are two areas of significant student and faculty need. Both resources are needed to assure district ADA compliance and quality of online courses for our students.

SANTIAGO CANYON COLLEGE

The Distance Education Specialist continues to support the work of the Distance Education Coordinator and assists in planning, organizing, and facilitating Distance Education (DE) operations; consults with faculty and staff to develop accessible materials; collaborates with faculty to identify targeted training needs to assist in the creation of engaging learning activities; assists in establishing guidelines and procedures for DE; trains faculty and staff in the Canvas learning management system and multimedia tools; assists in developing, implementing, and training faculty and staff; provides advanced technical support to faculty, staff, and students; researches, evaluates, recommends, trains, and supports new instructional technology; gathers, interprets, and evaluates data to identify potential deficiencies in training and business processes; analyzes operational workflows and associated data including automated methods, procedures, documentation, and controls relating to instructional technology; and provides faculty with basic support and training on creating accessible content including knowledge of WCAG 2.0 and Section 508 requirements.

The college now offers the Online Teaching Certification multiple times a semester, which was previously not possible due to the lack of resources and personnel. An addition of an Online Resources page was added to the college website to help further support faculty and staff. The resources include links to tools and applications available, as well as videos authored to address frequently asked questions. An Open Educational Resources (OER) web page was created to provide faculty with information, resources, and examples of OER course content for a myriad of disciplines including art, biology, counseling, earth sciences, education, English, French, geography, history, marketing, mathematics, psychology, and sociology.

During the spring 2019 semester, an OER survey was distributed to SCC full and part-time faculty to determine the degree to which faculty are aware, knowledgeable of, and using OER content. The survey yielded nearly a hundred responses and was representative of the faculty body. The result of the survey will be used to develop a strategic campaign to encourage the use of OER content via an OER taskforce, as well as the development of zero-cost courses and programs to minimize the overall cost of education to our student body.

GOAL #3: RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

Objective 3E. CONSOLIDATE OUTREACH EFFORTS WITH CONCENTRATED FOCUS ON COMPLETION (COURSE, DIPLOMA/CERTIFICATE/DEGREE ATTAINMENT, AND TRANSFERS FROM NONCREDIT TO CREDIT PROGRAM AND FROM SAC/SCC TO FOUR-YEAR UNIVERSITIES)

SANTA ANA COLLEGE

In collaboration between SAC Outreach-SCE many efforts have been made to support this goal and increase the number of students transferred from noncredit to credit programs at Santa Ana College. Activities to support this goal;

- SAC Outreach offers twice a semester (November 2019 & Virtually April 2020) application workshops at SCE Career Center. Through these workshops, students are guided step by step with their online SAC college application for the following semester, and an orientation is offered to students regarding the college options and the enrollment process. Application workshops are offered for morning students and night students.
- SAC Outreach offers twice a semester Financial Aid workshops at SCE Career Center. Students are informed of the different types of Financial Aid available. Application workshops are offered for both morning students and night students.
- Starting August 2019, the second Wednesday of the month at 10:00AM and 6:00PM, a SAC Outreach staff member and a Student Ambassador staffs an informational table at Centennial's quad to inform students of the different programs available to them at Santa Ana College.
- SAC Outreach has participated promoting and presenting our credit Degrees and Certificates and staffing a SAC informational table through different SCE events such as Citizenship Fair on August 10th, Manufacturing Day on October 25th, Career and Academic Pathways on November 14th & March 24th and Building Bridges during Spring 2020.
- Counselor Day was offered at Santa Ana College on October 18th, to promote SAC's credit programs and to inform counselors of the enrollment process. Workshop was offered to counselors from different school districts and SCE Counselors.
- SAC Outreach collaborates with SCE High School programs instructors and English instructors to present during lectures about the option of continuing their educational path through Santa Ana College.
- A SAC Outreach Staff member has been assigned to SCE students as their College Representative to assist them with their college enrollment process such as college application, Financial Aid application and class registration.
- SAC Outreach staff member is responsible to do a follow-up with students who submit an inquiry regarding Credit courses through the Input from form: SCE Request Information platform online.

School of Continuing Education

Many efforts have been made at SAC-SCE to improve course completion rates and ultimately have students meet requirements needed for transfer, degrees, certificates, and diplomas.

- The SCE Career Education Department held a Manufacturing Day event on October 25, 2019 at SAC introducing students to various career certificate programs available to them.
- SAC SCE students participated in the Career and Academic Pathways event held at SAC on November 14th, 2019 introducing them to the wide variety of academic programs offered.
- In March of 2020, the SCE Pathways Fair was held at Remington Education Center with over 100 students in attendance.
- May through June of 2020, a series of Virtual Department Meet & Greets were held for students to learn about academic and professional pathways available to them at SCE.
- Throughout the year, SCE counselors give classroom presentations to expose students to pathways available via noncredit programs and credit programs.
- The English as a Second Language Department is in the process of creating online curriculum with a specific lesson at each language level focusing on academic and career pathways offered at SAC.
- We have engaged in AB705 discussions with SAC and are currently providing courses to help SAC Credit students prepare for college level math and English coursework.

Overall, SAC-SCE was able to focus on the positives of Temporary Remote Instruction (TRI) to serve students during the COVID 19 Pandemic. Highlights include:

- Our High School Equivalency Program had a total of 823 confirmed registrations for summer 2020, its highest in program history.
- Our SAC GO Online English program had a total of 2982 confirmed registrations since its launch in April 2020.
- Our Active Adults Online, a program offering classes to help people stay connected, healthy, and informed resulted in over 700 confirmed registrations.
- The combination of successful marketing and updated web content has increased our school's visibility throughout our county and state. From 4/1/20 – 6/30/20 we had 31,668 unique visitors to the SCE Site in comparison to 2019 with a total of 9,678 total unique visitors.

Because transportation and parking are no longer obstacles with the TRI model, many new students have been able to participate in remote learning. They have discovered how successful this medium of instruction can be and how it can enable them to reach academic and professional goals.

One of the biggest challenges SAC-SCE faced was preparing instructors for TRI instruction. There was a very short window of time to transition from face-to-face instruction to TRI. Additionally, the transition was difficult for some students because of limited access to technology in combination with low-level digital literacy skills. We hope the District continues to support the removal of barriers that have stood in the way of students accessing online instruction. This will require the development of more online resources and tutorials for students as well as ensuring processes are easy to navigate.

SANTIAGO CANYON COLLEGE

To ensure efficiency and effectiveness in outreach efforts, Santiago Canyon College reviews our process and practices regularly to ensure we employ programs, workshops and activities that are focused on assisting students to complete their goals of earning a certificate, degree, and/or transfer from noncredit to credit or to their four-year universities. The following are sample programs and activities:

- The college has continued to host its Career Education Pathways; these events are held every semester, fall and spring. Different trades are represented and industry personnel speak to interested candidates about their respective areas. After general discussion sessions there are breakouts which speak specifically to specialized trade areas. Another component of the Career Education Pathways is that interested students experience immersion into industry settings on field trips which are also part of the event. Biotech, which is a key part of the curriculum at SCC, serves as a key part to the CEP and incorporated a Lab breakout for interested biotech students.
- In Fall 2019 the BCE Division offered a series of workshops focusing on tips for creating or improving a resume; job search techniques; the utilization of job search websites; interview techniques; the provision of help for those students looking to enroll in the Cooperative Work Experience class for their BCE program of study.
- In October 2019, the college hosted a Water Utility Science and Public Works Career Resource Fair. This event provided an opportunity for students to connect with local water and public works agencies and learn about their upcoming internship and job opportunities. The event also had a featured guest speaker to discuss advice and tips in getting a job in these industries.
- In the Fall of 2019 and the Spring of 2020, the Division of BCE hosted a series of workshops with representatives from Amazon, Harbor Health Systems, DaVita Inc., Hyundai, The County of Orange, Target, OmniPrint International, and the California Water Environment Association who discussed job opportunities, internship opportunities, information about the industry in general, resume preparation, and tips for entering the workforce.
- In May 2020, BCE hosted the Orange County Sanitation District for a Vocational Internship Information session. This virtual workshop had a Human Resources representative who explained their Vocational Internship Program for Water Utility Science students.
- The college has continued with its successful offering of Dual Enrollment classes in partnership with the OUSD. The OUSD high schools continue to partner in this joint venture to matriculate students into SCC with a view to completing this career pathway via the SCC biotech degree and certificate programs.
- The Strong Workforce Regional Biotech Program is funding the Career Education Coach position. One of the major responsibilities associated with this position is to reach out to different high schools to recruit interested students and encourage them to enroll in the Biotech 190 and Biotech 190 Lab classes.
- The college purchased 100 Laptop computers with a view to supplying these to those students in need of technology to assist them with their learning and course completion during the period Spring, Summer and Fall semesters of the COVID-19 pandemic.
 - A Laptop Loaner Program was introduced and advertised to the student community. As a result, we were able to loan approximately 300 computers to our student community. This program was continued into the fall semester and provided access to the necessary technologies in order to support student learning.
- The college provided designated campus WIFI “hotspots” during the months of May and June in the spring semester to allow students access to the internet for the purpose of supplementing and supporting their learning. Students were able to drive onto campus and park in specified areas for the purpose of logging onto the internet.

- The Guided Pathways initiative continues to serve our students in various ways: during Professional Development week (Flex) ten (10) departments agreed to work with SCC counselors to define program maps; the biology, business, and kinesiology departments have already defined their pathways; the Guided Pathways program is also piloting a success team in the spring 2021; additionally, they are investigating the implementation of Starfish as a means of student support within the Guided Pathways Program.
- Biotech Professors worked on campus in face-to-face socially-distanced environments for six consecutive Fridays at the conclusion of the spring semester to insure students were able to complete their spring biotechnology labs in order to complete their courses and certificates.
- Music professors conducted socially-distanced face-to-face voice finals on campus at the conclusion of the spring semester in order for students to complete their course practicums.
- The campus provided online training to convert the teaching faculty to Temporary Remote Instruction. Despite a very short window of time a significant majority of the faculty were successfully trained in these modalities to provide the most optimum teaching and learning environments.
- The flex commitment for all faculty was waived for the fall semester with a view to providing time for our faculty to complete the 30-hour online Distance Education training. This training would cover the tenets of Online Teaching (ADA requirements, Technology, Regular and Effective Contact, FERPA regulations) to provide support for student learning.
- Faculty were granted access to campus under socially-distanced and risk-reducing protocols in order to teach their classes when they experienced technological difficulties at their residences.
- The college experienced an increase in demand from faculty to be trained in online methodologies. Consequently, two additional Distance Education Ambassadors were trained which afforded the opportunity to train and certify greater faculty numbers in this context.
- In 2019-2020 SCC hosted nearly 150 high school students from the Orange USD who participated in the fall and spring Career Education (CE) Pathway Day. The day began with a general session and welcome from a Career Education Dean, a Career Education Counselor, and a motivational keynote speaker from industry. Students then broke out into sessions highlighting their career path of interest which included: Accounting, American Sign Language, Business, Child Development, Code Enforcement, Computer Science, Biotechnology, Cosmetology, Education, Real Estate, Gemology, Cinema Studies, Public Works, Water Utility Science, Survey/Mapping Sciences. The day concluded with a field trip to the industry of their choice.
- To continue aligning Career Education programs with business and industry trends, SCC hosted its annual Master Technical Advisory Committee in February. All Career Education programs (credit & non-credit) joined together for campus briefings, to share input into their respective discipline areas, and discuss workforce trends. There were over 100 people in attendance, representing 30 organizations. Following an opening general session, the programs then broke out into discipline specific conversations to provide program and curriculum input.

Division of Continuing Education

Santiago Canyon College Division of Continuing Education efforts to support this goal include:

- Participating in SCC's Guided Pathways Initiative in which a primary objective is to decrease the time for students to complete their educational/training goals.
- Due to COVID-19, all face-to-face classes were suspended on March 13, 2020 and were transition to Temporary Remote Instruction. As part of the transition, outreach staff and admissions and records staff telephoned students to encourage them to try the new instructional modality so that they may complete their program. This included helping students make arrangement for borrowing devices and accessing platforms such as Zoom and Canvas. As a result, the rate of

students participating in TRI increased from 40% in week one of the transition to over 80% by the end of the spring 2020 semester.

- As a result of COVID-19, faculty in the High School Subjects Development assessment instruments and procedures so that students can take critical exams remotely and thus not delay completion of their courses and educational goals.
- Outreach staff maintains flyers of certificate programs that clearly specify the sequence of courses that are required to complete a program. These flyers are made available at Outreach events and in the Divisions webpage.

RSCCD Resource Development Grant Development Schedule

| Grant | District/ College | RSCCD Goals | Due | Status | Expected Notification Date | Match | If awarded ... | Institution- alization? | District/College authorized submission |
|---|--|----------------------|------------------|-----------------------------|----------------------------|--|--|--|--|
| Submitted | | | | | | | | | |
| <i>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 | UPDATE: Not Awarded. | 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 Kruiuzenga | Goals #1, #3 and #4 | November 4, 2020 | Submitted | March 2021 | No. | Establish a center at the 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>CalFresh Outreach Program Fund \$20 million for UC, CSUs and CCs.</i> | SAC – Dr. Vaniethia Hubbard | Goals #1, #2, and #3 | LOI 2/1/21 | Considering | | Yes. 2 to 1. Expected in-kind: coord. time and resources; federal CalFresh funds pay for 1/3 of Coord. Time. | Identify students eligible for CalFresh and help them with the application process to address students' food insecurity. | No | Pending |
| <i>Math, Engineering, and Science Achievement (MESA) Program CCCCCO \$50,000-\$70,000 each year for three years</i> | SAC – Maria de la Cruz | #1, #2, #3 and #4 | LOI due 2/10/21 | Planning | June 2021 | Yes. 1 to 1. | Operate the MESA Program to assist low-income STEM majors to achieve to earn STEM degrees and transfer to 4-year STEM programs | No | Pending |

RSCCD Resource Development Grant Development Schedule

| Grant | District/ College | RSCCD Goals | Due | Status | Expected Notification Date | Match | If awarded ... | Institution- alization? | District/College authorized submission |
|--|--|--------------------------|--|--|---|--|--|--|--|
| <i>Dollar General grants for Adult Literacy Up to \$10,000</i> | Non-Credit – Christine Kosko, Joseph Alonzo | Goals #1, #2 and #4 | 2/18/21 | Planning | April 2021 | No | Enhance adult literacy programs offered by continuing education | No | Pending |
| <i>Fiscal Agent Services Agreement Chancellor's Office Prop 98 Funds multi-million</i> | DO – Enrique Perez | Goal #2 and #5 | 2/15/21 | Considering | February 2021 | No | RSCCD will perform Fiscal Agent Services for the Chancellor's Office – processing contracts and payments. Contract allows for administrative costs (Res Dev, Fiscal, Purchasing) and indirect costs. | No | Pending |
| <i>U.S. Department of Education Talent Search Average \$325,000 per year for 5 years</i> | SAC – Alicia Kruiuzenga (writing) SCC – Jennifer Coto (considering) | #1 - #4 | 2/26/21 | Sac - Writing SCC - Considering | 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 (SAC) Pending (SCC) |
| <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. Expected that building and programs will be maintained. | Yes |
| <i>Economic Development Department English Language Learner PY 20-21</i> <i>Continuing Education would be a partner in Santa Ana Work Center's proposal</i> | Non-Credit - Dr. Jim 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 with significant barriers to employment in high quality jobs. | No | |
| Pending RFAs | | | | | | | | | |

RSCCD Resource Development Grant Development Schedule

| Grant | District/College | RSCCD Goals | Due | Status | Expected Notification Date | Match | If awarded ... | Institution- alization? | District/College authorized submission |
|---|-------------------------|-------------|---------------------------------------|-------------|----------------------------|-------|---|--|--|
| <i>Institutional Effectiveness Partnership Initiative</i> <i>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 |

Santa Ana College GP Updates for District POE

New-ish Items:

1. Success Teams have added the goal of identifying and reaching out to 'near completers' this semester.
2. Canvas shells have been launched, focused work related to connecting students to their Success Teams and building out CAP communities. Goals are remaining laser-focused to manage over-commitment and burnout.
3. Virtual Consultancy with CAGP NCII – March 2nd – Problem of Practice: “Developing a Community of Learners & Strengthening Guided Pathways Faculty Ownership in the Classroom – using the lens of equity to enrich the classroom experience relative to our GP meta-major & Success Team work.”
4. There is a new GP Enrollment Management subgroup related to SAC’s Enrollment Management Taskforce. Addressing 4 priorities related to the GP SOAA. See attached to review most recent work on Guided Pathways and Enrollment Management.
5. Career Taskforce has identified a spring goal of designing a career map to assist students in developing a robust professional profile during their educational journey.
6. Several GP projects are being highlighted in our Quality Focused Essay for Accreditation.

Current Campus Planning & GP-related Events

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. Goal of developing a career-minded educational map to assist students in developing a professional profile during their educational journey.
 - iii. Ad Hoc group hoping to develop a plan for Phase 2, Fall 2021

- iv. Standing report to GP core team.
- 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.
 - Last meeting on Dec. 11th focused on Transitions and early college credit, it was requested that this continue into a second part in Spring to further address organizing and expanding dual enrollment practices.
- 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 Work/Team Updates

- **SOAA draft approved** by Academic Senate on Dec. 8th. Additional changes were addressed on Dec. 9th by the GP Core Team and specific equity considerations have been added. SOAA has been shared with the Research Office to include in our master plan.
- **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 keynote**
 - Convocation Tuesday
 - Continue to advocate for intentional planning & themes, while also highlighting the year's successes.
 - Tim Wise returned on Friday to address concerns and responses from the SAC community about his Tuesday Convocation discussion.
 - PD 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** – *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 goal is currently focused on providing quality resources to faculty for mapping design, as well as reviewing Math map for students.
- **Starfish Implementation Team** - ongoing – *meets 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 – ongoing**
 - **Recent Change:** Additional Academic Deans have been folded into the leadership structure of these teams to strengthen ownership, this has encouraged some minor reorganization of teams.
 - **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.
 - **Counseling Co-Chair**, Dr. Steve Bautista is managing Success Coaches.
 - **Associate Dean of Financial Aid**, Robert Manson, is managing Financial Aid specialists.
 - **Director of College Research**, Janice Love, data specialists & support.
 - **Projects**
 - **Communication: Canvas Shells**
 - Spring launch.
 - DE Coordinator, Cherylee Kushida will be attending our Faculty Lead meetings for remainder of year to assist with implementation & best practices.
 - Hoping this leads to 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, at this time 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).
 - Ran a PD workshop with Young Kim to train success team members in managing and updating their Sharepoint 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~~ **Training Success Team Members to Communication via Canvas**
 - 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** – presented on Dec. 11th Coffee with Colleagues – a second session was requested and is scheduled to take place in February.
 - **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.
 - 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.

Past 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.**
- **Held CAGP NCII Office Hours to address GP metrics and how to evaluate GP work on Dec. 17th, 2020.**

Future Items

- **Coffee with Colleagues** – 2nd & 4th Fridays
- **Equity in Action!** – 2nd Fridays
- **CAGP Virtual Training sessions** –
 - Thursday 2/4 , 12pm to 2pm - Webinar #3 - Embedding Active and Experiential Learning in Online Teaching Environments
 - Friday 3/5, 12pm to 2pm - Webinar #4 - Creating a Sense of Belonging and Connection Using Metamajors

- Thursday 4/8, 1pm to 3pm - Webinar #5 - Why Guided Pathways is More About Attaining Dreams than Completing Degree (Post-graduation success & Equity)
- Friday 5/7, 12pm to 2pm - Webinar #6 - Holistic Student Support Teams - SSIPP Framework Self-Assessment
- **CAGP Virtual Consultancy** – March 2 at 12pm

Enrollment Management Taskforce

Guided Pathways Report

Members: Stephanie Clark, Larisa Sergeyeva, Fernando Ortiz, Maria Dela Cruz

Chose to address 2 priorities from the 4 identified in January. One priority focused on Student Services and the second focused on Academic Affairs.

Entering - Declaring a major

Goal: Strengthening Dual Enrollment & Concurrent Enrollment

Plan: Organize an office focused on this work.

1. **Problem:** Career Counselors at SAUSD have shared that dual enrollment students are falling through the cracks. How do we bridge their work with SAC?
Plan: Specialized Dual Enrollment Counselor - General Student population
2. **Problem:** Dual Enrollment is CTE heavy, dual enrollment students are onboarding for CTE pathways.
Plan: Expand transfer pathways. (UCCI?)
3. **Problem:** Paperwork is limiting our capacity.
Plan: Create a Dual Enrollment Office.
Proposed Office Composition: Faculty Administrator - Senior Clerk - Dual Enrollment Counselor - Outreach Specialist

Additional Notes:

Century HS building an IGETC Pathway.

High school can be when they explore, pivot.

Superstrong is in high schools. SAC may need to do more work on introducing this work with the High Schools, including CAPs/Career Planning into workshops.

Students can plan their lives around school & educational goals

Goal: Design a sophisticated scheduling pattern that incorporates considerations of student needs related to the following: Life Commitments, Modalities, Terms, and Predictability.

1. **Problem:** Life Commitments
Plan: Block Schedule - Spring 2021 - Face to face scheduling, structured so students can take 3 courses by 1pm.
2. **Problem:** Modalities
Plan: Consider expanding online and hybrid offerings as a way of offering flexibility.
Current Practices: SAC has online pathways that are scheduled and planned.
Student Readiness: After a year of online/remote, we're going to see more online / hybrid offerings as students feel more comfortable taking those courses.
Flexibility is important. Huge for our students with full-time careers or families.

Consider hybrid with limited meetings on campus. Faculty like this for informal feedback from students.

Are we meeting our students' needs?

3. Problem: Term Length

Plan: Improve student outcomes through accelerated terms.

Next Steps: Evaluate how terms impact completion/success (Research Office?), distribute this information and apply this knowledge into our scheduling.

Current Practice: Whatever faculty or chair requests. Accelerated terms exist in 4- and 8-week offerings. Some online pathways consider this and publish the course offerings by accelerated term.

4. Problem: Predictability (Annual Calendar)

Plan: One year schedule. Annual schedule assists students in planning and counselors giving an appropriate ed plan. Include course patterns and label as 'Offered only in fall/spring' and publish this information.

Next Steps: Open dialog about what issues prevent us from accomplishing this. Cost/Benefit analysis.

Current Practice: Semester by semester schedule. Division Offices claim it is too complicated to schedule on an annual plan due to issues such as adjunct assignments or unpredictable course enrollments.

Additional Notes: What do we do when faced with low enrollment? How do we address this?... Adjunct assignments? Always ask, 'Are we making administrative decisions focused on student behavior and meeting student needs?'

Quality Focus Essay

The Quality Focus Essay is the component of the ISER which will provide the opportunity for Santa Ana College to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.

Guided Pathways at Santa Ana College

As one of 20 demonstration colleges of the California Guided Pathways Project, Santa Ana College has been engaged in a critical transformation of our institution since Fall 2017. The work initiated with a plan to implement various projects which are intended to have a positive impact on improving student learning and student achievement over a multi-year period.

Our college's Guided Pathways effort was grounded in a need to address lagging key performance indicators as reported by the California Community College Chancellor's Office based on 2017 data:

- 1) Santa Ana College students attempted 13 credits per year compared to a statewide average of 19 credits per year,
- 2) 47% of our college's students were persisting from term one to term two compared to a statewide average of 68%,
- 3) 5% of our students completed both transfer-level English and math in year one,
- 4) 2% of our students successfully earned 15 or more credits in their first term, and
- 5) 3% of our students successfully earned 30 or more college credits in year one.

In an effort to increase success rates, persistence, and completion, our Guided Pathways team has focused on advancing three major projects, as outlined below.

Quality Focus Project #1 - Career and Academic Pathways

Without a clear pathway to completion, student often accumulate up to 30 units beyond their degree requirements. The development of meta-majors is a critical piece of the Guided Pathways framework to ensure that students are focused in their academic planning. To increase the clarification of student's paths, Santa Ana College undertook a data-driven approach in the development of eight Career and Academic Pathways. Using cluster analysis of the College's 255 programs, our Guided Pathways team created eight unique Career and Academic Pathways (meta-majors). The development of meta-majors is designed to encourage students to identify their career and academic pathway early and increase the likelihood of students persisting from term to term and increase the number of students who complete the degree of their choice.

Upon application to Santa Ana College, students are provided with the option of identifying a Career and Academic Pathway that best aligns with their career interests. Based on best practices from other community colleges, the identification of an undecided major often

prolongs time to completion of degree. Our Guided Pathways team decided early on to eliminate the undecided major as an option.

Santa Ana College’s Career and Academic Pathways were launched in Fall of 2019. Incoming and ongoing students were invited to participate in an introduction to their preferred Career and Academic Pathway during a pre-semester workshop. Evidence shows that students who are able to identify their path sooner will result in a shorter time to completion of degree and increase the likelihood of persistence.

Based on Fall 2020 Enrollment data on entering freshman, our Career and Academic Pathways include:

| Career & Academic Pathway | Number of Programs | Number of Students (entering freshman) |
|---|---------------------------|---|
| Design, Make & Move (automotive, manufacturing & engineering technology) | 44 | 190 |
| Creating our World (art, media & performance) | 41 | 198 |
| Money Matters (business & paralegal) | 37 | 353 |
| STEM (computers, math & science) | 29 | 297 |
| People, Ideas, and Culture (humanities, social sciences & languages) | 26 | 397 |
| Helping Others (public health & safety services) | 24 | 1107 |
| Future Educators (child development, teaching & library technology) | 16 | 186 |
| Building Bridges (continuing education) | 6 | ?? |

Although support services are available throughout our college, the concept of bringing support personnel to form a team providing wrap-around services has been shown to increase student persistence. To this end, our college formed Success Teams for each of our eight Career and Academic Pathways. Each Success Team consists of a coordinator, faculty lead, counselor, and career coach. Currently, each success team has been tasked with three goals: 1) ensuring that Pell-grant recipients are receiving their financial aid and have completed the FAFSA/ Dream Act applications, 2) ensuring that all students have an electronic education plan, and 3) ensuring that all students are in the right major by participating in career exploration activities.

In addition to the three main goals outlined above, Success Teams will also work with the college career center to identify “near completers” (students who have completed 80% of a CTE certificate) and encourage them to return to complete their certificate. The Success Teams’ presence from the start of a student’s academic journey creates a support structure to ensure that incoming freshman enroll in and complete a transfer-level math and English class

in their first year, thought follow-up, check-ins and nudges using our new Starfish tracking tool.

Considering that Success Teams were launched in Fall 2020, it is intended that the college will be gathering data on in order to track the success of the goals in increasing persistence, accelerating completion of transfer-level math and English courses, decrease unit accumulation, increase degree/certificate completion, and transfer to a CSU or UC.

Although data was gathered for student completion rates of transfer-level math and English classes in their first year, and number of units enrolled, these data will serve as a baseline for comparison to subsequent semesters.

| Activity | Responsible Party | Resources | Timeline |
|---|--|--|--------------------------|
| Continue to evaluate programs under each CAP, per curriculum changes to programs | Curriculum Office GP Core Team | Personnel | Yearly, ongoing |
| Enhance marketing efforts to promote CAPs to all incoming students | Public Relations Office Dual-Enrollment Office Outreach office | Financial resources to support marketing efforts | Yearly, ongoing |
| Align Santa Ana College CAPs with existing SAUSD pathways so students can easily transition | Public Relations Office Dual-Enrollment Office | Dual-Enrollment Office SAUSD staff | Spring 2021 Fall 2021 |

Quality Focus Project #2 - Program Mapping

Early in our Guided Pathways implementation, the development of program maps was identified as integral to advancing our student success and achievement goals at Santa Ana College. To initiate the development of program maps, content faculty and counselors collaborated in the development of program maps for local Associate of Arts, Associate of Science and Associate Degrees for Transfer. Counselors vetted completed maps for accuracy and feasibility.

Currently, our Guided Pathways team is working to establish a process for the annual maintenance of program maps as part of the established program review process. It is anticipated that personnel and technology resources will be needed to create this process.

Program maps, as a fundamental part of the Guided Pathways framework, are designed to increase student completion by providing an articulated plan for student’s coursework across terms. The concept of mapping has begun to influence other areas of our campus to improve student guidance, in particular there has been interest in developing a career-oriented map to assist students in developing their professional profiles during their academic journey, as well as a rethinking our Math map to instead reflect Quantitative Reasoning as more course options become available to serve students with differing educational goals aligned with respective Career and Academic Pathways.

| Activity | Responsible Party | Resources | Timeline |
|---|-------------------------------------|--|-------------------------|
| Update existing program maps for AA degrees | Department Faculty | Clerical staff to manage program maps | Fall 2021 |
| Publishing of all maps to public website | Digital Media Specialist | | Fall 2021 |
| Create program maps for remaining certificate programs and ADT degrees | Department Faculty | Clerical staff to coordinate and manage program maps | Fall 2021 – Spring 2022 |
| Upload program maps to Curriculum Tracks to integrate with electronic ed planning | Curriculum Office | Personnel (Curriculum Specialist) | Spring 2022 |
| Approval process for quadrennial review of program maps | Program Review Department Chairs | | Spring 2022 – Fall 2022 |

Quality Focus Project #3 - Learning & Engagement Equity Team

One of the most challenging aspects of Guided Pathways implementation has been the operationalization of the 4th pillar; ensuring that students are learning. Our Learning & Engagement Team was initiated to address student learning with a focus on student equity. Currently, our Learning & Engagement Team consists of student equity coordinators for our credit and noncredit programs, professional development coordinator, outcomes assessment coordinator, and Guided Pathways coordinators for our credit and noncredit programs.

The Learning & Engagement Team is using the T3 framework to guide the work. The model states:

- **Traditional** approach which reflects the current approach or status quo, the acknowledgement of why equity gaps exists at our College.
- **Transitional** practice includes modest modifications to the traditional lens.
- **Transformative** consciousness and practice addresses the historical and sociopolitical causes of inequities and encourages educators to engage in data-informed efforts to repair and restore our educational systems.

The goals of this transformative work is to close equity gaps and dismantle systemic racism. To date, our Learning and Engagement Team has initiated the following projects:

Personal – Critical reflection, increasing self-awareness, priming foundational language, and acknowledging historical contexts.

- Skyline Equity Institutes; 25 faculty and 2 administrators have participated these 2.5 day workshops.
- Coffee with Colleagues is a casual forum open to all of our campus community to discuss campus issues and concerns as well as celebrate successes in the name of equity.
- Convocations for Fall 2020 and Spring 2021 focused on communicating equity practices by renowned speakers, Dr. Kevin Kumashiro and Tim Wise, respectively.
- Monthly book club open to all to discuss Ibram X. Kendi’s “How to be An Anti-Racist”
- Student Life workshops focusing on anti-racism.

Professional – Reflect on classroom and curricular processes, equity-minded curriculum delivery, and creating a more inclusive classroom environment

- Participation in the USC Equity Alliance Leadership
- Equity in Action Allies monthly meetings open to faculty and classified
- Folded many of our 'equity allies' into the CAGP NCII Leadership webinar series.
- New Faculty Institute informing on transformative syllabi, data-driven inquiry, lesson planning, equitable grading and course content. Twenty faculty have contributed 15 hours to this training.
- Developing a local culturally-responsive curriculum audit program (Anti-racist, Equity Practitioner Data-informed, etc.)
- Exploring a district-wide Faculty Equity Certificate with our sister institution
- Collaboration with Professional Development to create meaningful workshops

Systemic – Reflecting on inequitable campus cultures, planning practices, and policies.

- Ongoing engagement in the California Guided Pathways Project.
- Formation of the Academic Senate Anti-Racism Workgroup.
- Participation in the USC Campus Climate Survey.
- Establishment of reporting portal for bias and microaggressions experienced by students and staff.

- Taskforce created to update College's Equity Plan.
- Establishment and distribution of AB 943 Student Emergency Funds.
- Academic Senate approval of Resolution Committing to Anti-racism, Anti-sexism, and Anti-oppression.

| Activity | Responsible Party | Resources | Timeline |
|--|--|---|---|
| Personal – critical reflection, increasing self-awareness, priming foundational language, and acknowledging historical contexts | Learning & Engagement Team Professional Development | Professional Development Equity Funds | Semester basis – ongoing/evolving. |
| Professional – reflect on classroom and curricular processes, equity-minded curriculum delivery, and creating a more inclusive classroom environment | Learning & Engagement Team Professional Development | Professional Development | Semester basis – with annual goals. Planning to launch first equity cohort in fall 2021. |
| Systemic – reflecting on inequitable campus cultures, planning practices, and policies | Learning & Engagement Team Academic Senate College Council Professional Development | Distance Education Office Professional Development | Semester basis – with annual goals. |



SCC GUIDED PATHWAYS UPDATE: February 2021

Chancellor's Office

- Scale of Adoption Self-Assessment went through governance processes (Academic Senate and College Council) and was approved
- Denise and Joyce met with our new regional coordinator, Lesley Bonds.

CAGP Phase Two:

- Met with our coach, Priya Chaplot, on November 30 and December 17
- Attended topical webinar February 4
- Identified possible topics for upcoming virtual consultancies

Professional Development:

- Flex week workshops (Using Growth Mindset Language in the Classroom, Equitizing Your Syllabus) were both well-attended (over 20 participants each)

Development Groups

- Input from student focus groups about the draft website was compiled and has already resulted in some improvements
- Results of the student survey about the draft SCC Pathways was presented to the Senate.
- Will resume meetings starting the second week of classes
- STEM Success Team will continue to meet twice a month