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, September 30, 2020 3:30pm-5:00pm
https://cccconfer.zoom.us/j/92537483130 or dial 1 669-900-6833 / 92537483130#

I.   **WELCOME**

II.   **A. *MINUTES FOR REVIEW AND APPROVAL** – August 26, 2020

II.   **B.   REPORT FROM DISTRICT COUNCIL –** September 28, 2020

III.   **CURRENT PLANNING ACTIVITIES**
   a.   *Vision for Success - update and next steps
   b.   *Equity Plans - update and next steps
   c.   District Enrollment Management workgroup
   d.   BOT Institutional Effectiveness Committee

IV.   **COMMITTEE ROLES/TASKS/ASSIGNMENT**
   a.   Progress of 2019-22 strategic plan
   b.   *Review the purpose, roles/responsibilities and membership of POE Committee
        i.   Adding Vice Presidents of Student Services
        ii. Adding Vice President of Continuing Education

V.   **PLANNING AT THE COLLEGES**
   a.   Santiago Canyon College
        i.   Update on Accreditation
   b.   Santa Ana College
        i.   Update on Accreditation

VI.   **FOLLOW-UP & UPDATE ON IEPI PLAN**

VII.   ***GRANT DEVELOPMENT SCHEDULE**

VIII. ***GUIDED PATHWAYS**
   a.   *Santa Ana College
   b.   *Santiago Canyon College

IX.   **OTHER**

   NEXT MEETING: ***Wednesday, October 28, 2020***

POE COMMITTEE MEMBERS:
Yuri Betancourt • Dr. Jeffrey Lamb • Cristina Morones • Enrique Perez • Nga Pham • Samantha Pierce • Kristen Robinson • Sarah Santoyo • Roy Shahbazian
Mark Smith • Martin Stringer • Michael Taylor • Aaron Voelcker

RSCCD Mission Statement

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

2013 – 2023 RSCCD Goals

RSCCD Goal 1
RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

RSCCD Goal 2
RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry/labor to collaboratively meet those needs.

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

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

RSCCD Goal 5
RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

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

Minutes
Wednesday, August 26, 2020 3:30pm-5:00pm

Enrique called the meeting to order at 3:34pm.

Present: Yuri Betancourt, Dr. Jeffrey Lamb, Cristina Morones, Enrique Perez, Samantha Pierce, Nga Pham, Craig Rutan, Kristen Robinson, Roy Shahbazian, Martin Stringer, Michael Taylor, and Aaron Voelcker
Guest: Morrie Barembaum *(attended for Mark Smith)*

Absent: Mark Smith and Sarah Santoyo

I.   **WELCOME**
        Enrique provided welcoming remarks.

II.   ***MINUTES FOR REVIEW AND APPROVAL** – June 24, 2020
        No corrections were made.
        It was moved by Mr. Voelcker, seconded by Mr. Rutan to approve the June 24, 2020 minutes; one abstention from Morrie Barembaum and one abstention from Mr. Stringer.
        Introductions were made.

III.   **REPORT FROM DISTRICT COUNCIL –** July 6, 2020
        Mr. Perez reported on the August 24th meeting. Mr. Rutan reported on discussion on reinforcing following processes of Planning Design Manual (PDM), FRC approving the PDM language at their last meeting. Importance was made that processes from the PDM are followed, specifically related to proposing new positions.

IV.   **CURRENT PLANNING ACTIVITIES**
        a. **Update on Vision for Success Goals**
            Ms. Pham provided shared an update on the 5 goals, shared the colleges Vision for Success Goals, plans implemented to achieve the goals and the report presented to the Chancellor and Board. Mr. Rutan reported that the State Chancellor's office set up meetings with the 4 workgroups for the fall. Ms. Duenez will forward POE SAC and SCC's Vision for Success Goals.
        b. *District Enrollment Management Reporting Recommendation from CWP.
            Mr. Perez shared CWP's recommended list of enrollment management reports to assist the vp's in planning and decision making. This is a recommendation of reports that a district our size should be producing annually. This list will shared with president's cabinet for feedback, committee members were asked to provide feedback as well. Ms. Duenez will forward list to POE.

It was suggested that 'Faculty Prioritization Process' be added to the agenda to tomorrow's Districtwide Research Committee meeting. Mr. Shahbazian was invited to attend.

    c. *Calendar of Activities

Ms. Pham shared the calendar of activities, activities aligned with the district planning guide. Ms. Duenez will upload to POE's website.

V. COMMITTEE ROLES/TASKS/ASSIGNMENT

    a. *Review accomplishments for 2019-2020

Ms. Pham reviewed accomplishments for 19-20. Mr. Perez shared draft 2020-2021 committee goals.

    b. *Review of the Mission and Responsibilities of Committee

Discussion ensued on where student services can be included in membership, correction to Dean of Inst. Effec. title and purpose for grant schedule being included to the agenda.

    c. Review participatory governance survey results

Ms. Pham provided a review of the survey results shared from last meeting. Mr. Perez and Mr. Shahbazian will follow up with governance committees on review of roles, responsibilities and membership.

VI. PLANNING AT THE COLLEGES

    a. Santiago Canyon College

        i. Update on Accreditation

Mr. Voelcker provided a report, an update on the Sept. 15 deadline, and thanked Monica Zarske for accreditation work done.

    b. Santa Ana College

        i. Update on Accreditation

Dr. Lamb provided an update on partnering with SCC, collaborating with district and thanked Ms. Pham for the delineation functions map; mid-January goal to have a list completed; conversations on bringing in an editor. Positive remarks provided to Dr. Flores and Dr. Lamb on handling the accreditation process.

VII. FOLLOW-UP & UPDATE ON IEPI PLAN

Ms. Pham provided an update on finalizing the quarterly report and an extension granted.

VIII. *GRANT DEVELOPMENT SCHEDULE

Mr. Perez provided an update on the schedule, there were no questions.

IX. GUIDED PATHWAYS

    a. *Santa Ana College

Dr. Lamb provided an update.

    b. *Santiago Canyon College

Mr. Stringer provided an update.

X. OTHER

Next meeting is scheduled for Wednesday, September 23, 2020.

bold indicates standing items
* indicates attachment provided

Mr. Perez adjourned the meeting at 4:59pm.   Approved:_____

Rancho Santiago Community College District
Vision for Success: Progress of Santa Ana
College's and Santiago Canyon College's Goals

September 2020

In July 2018, the Governor and the Legislature established a new funding formula for the California Community Colleges [AB 1809, Chapter 33, Statutes of 2018]. In that Statute, colleges/districts are required to establish the following:
1. Local goals that are aligned with the system-wide goals in the Vision for Success.
2. Local goals that are numerically measurable.
3. Local goals that specify the timeline for improvement.

The Chancellor's Office is requiring the submission of these goals, including the signatures of the Board President, CEO, and Academic Senate President, by May 31, 2019. This presentation process is intended to replace the annual Student Success Scorecard presentation to the Board of Trustees as well as the Institutional Effectiveness Partnership Initiative (IEPI) Goal Framework previously required.
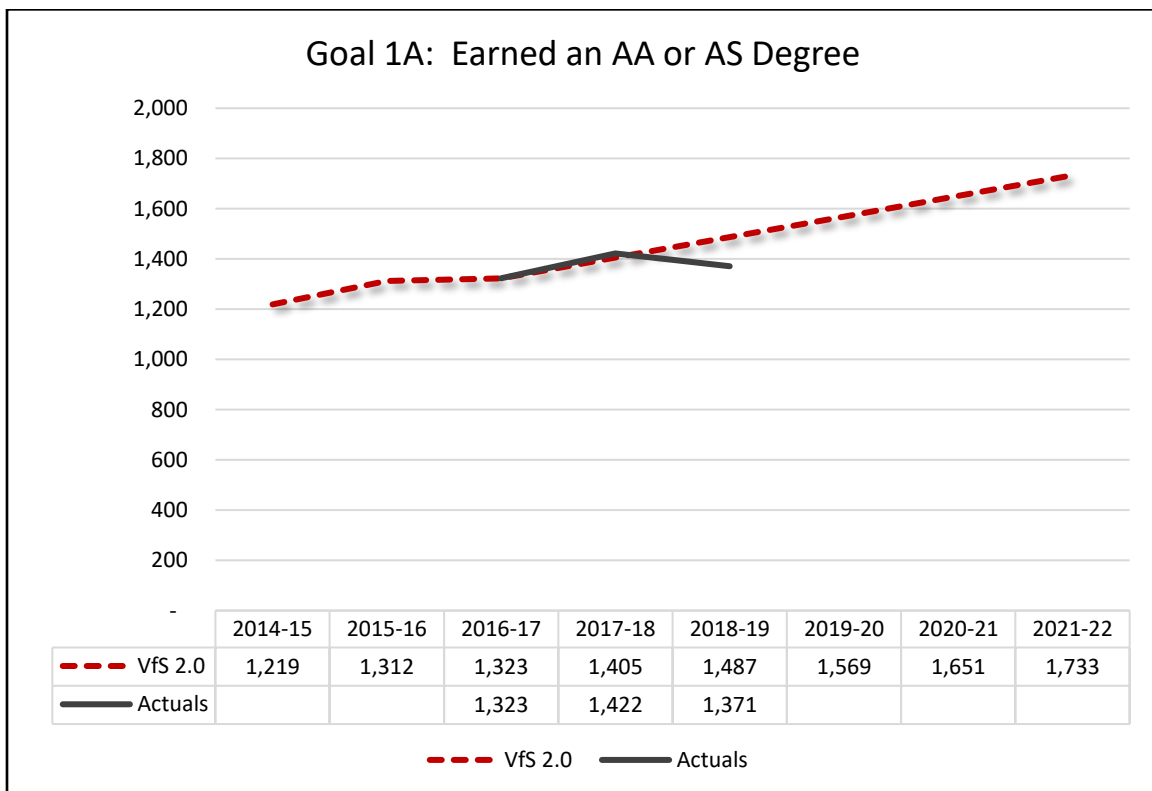
Using the Chancellor's Office directives, Santa Ana College and Santiago Canyon College conducted extensive data analysis on each of the Vision for Success metrics for which data was provided, developed local goals with a target year of 2021-2022, identified strategies to meet those goals, and vetted the local goals through their established governance committees for review and approval. At the April 29, 2020 meeting, staff presented the colleges' goals and strategies to accomplish them. The following tables and charts demonstrate the progress that the colleges have made since last year.

Santa Ana College
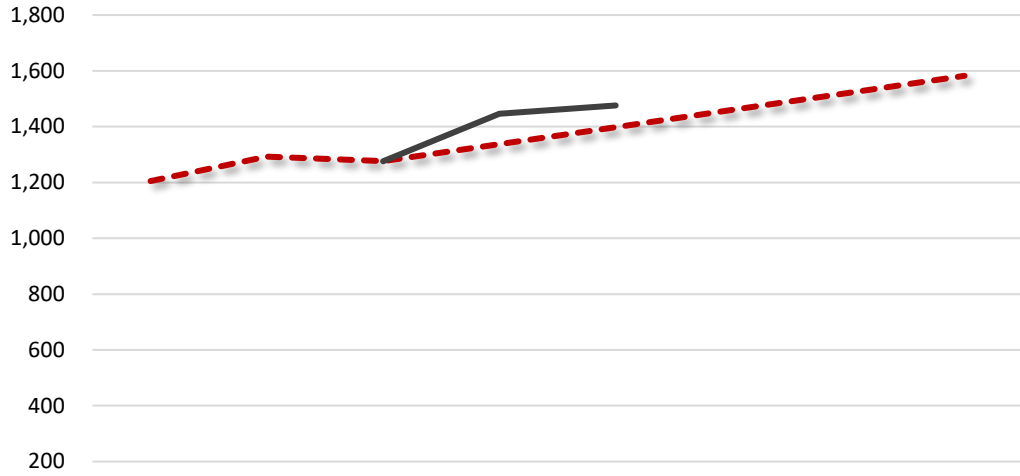## Summary of Vision for Success Goals, 2014-15 through 2021-22

		2014-15	2015-16	2016-17	2017-18	2018-19	Annual Goal 2019-20	Annual Goal 2020-21	Annual Goal 2021-22	CCCCO Goal	SAC Goal 2021-22 (%)	SAC Goal 2021-22 (N)	Progress Toward Goal
Goal 1a	Earned an Associate Degree (AA/AS only, not ADT)	1,219	1,312	1,323	1,422	1,371	1,453	1,535	1,733	20%	31%	1,733	4%
Goal 1b	Earned a Chancellor's Office Approved Credit Certificate	1,205	1,293	1,276	1,446	1,476	1,537	1,598	1,582	20%	24%	1,582	16%
Goal 1c	Attained the Vision Goal Completion Definition	1,701	1,876	1,825	1,962	2,061	2,160	2,258	2,318	20%	27%	2,318	13%
Goal 2	Earned an Associate Degree for Transfer	244	555	531	637	658	695	732	717	35%	35%	717	24%
Goal 2	Transferred to a CSU or UC Institution	1,298	1,501	1,439	1,335	1,459	1,584	1,936	Metric Offset	35%	29%	1,936	-11%
Goal 3	Average Number of Units Accumulated by Associate Degree Earners	95	95	95	94	95	92	90	82	-9%	-14%	82	0%
Goal 4a	Median Annual Earnings	41,820	42,009	38,702	35,240	36,592	37,944	44,109	Metric Offset		5%	44,109	-16%
Goal 4b	Attained Living Wage	58%	57%	54%	50%	52%	54%	62%	Metric Offset		9%	62%	-13%
Goal 4c	Job Closely Related to Field of Study	69%	72%	74%	74%	73%	70%	Metric Offset		1	1%	70%	6%

Data Source: CCCCO Student Success Metric Portal

Baseline Year - Used to establish 2021-22 Goal
Current Actual Data
Annual Goal - Milestones toward 2021-22 Goal

Goal 1A: Earned an AA or AS Degree

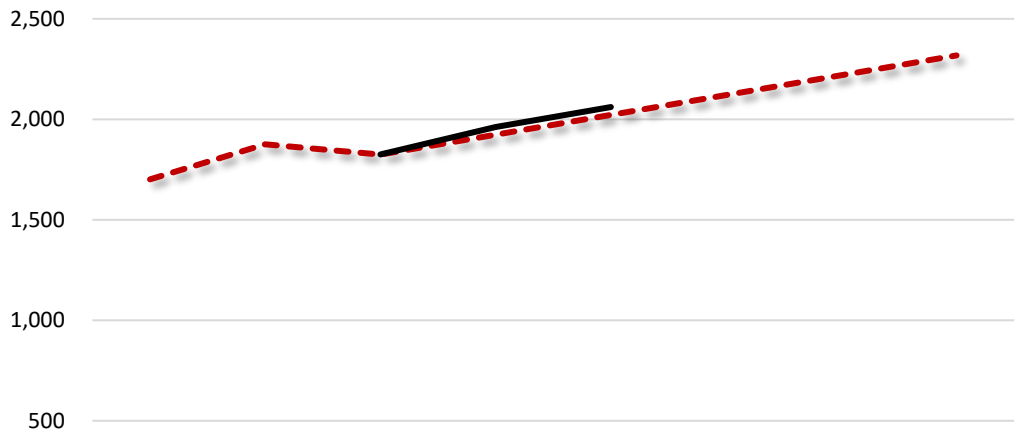|	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	1,219	1,312	1,323	1,405	1,487	1,569	1,651	1,733
Actuals			1,323	1,422	1,371			

Goal 1B: Earned a Chancellor's Office Approved Certificate

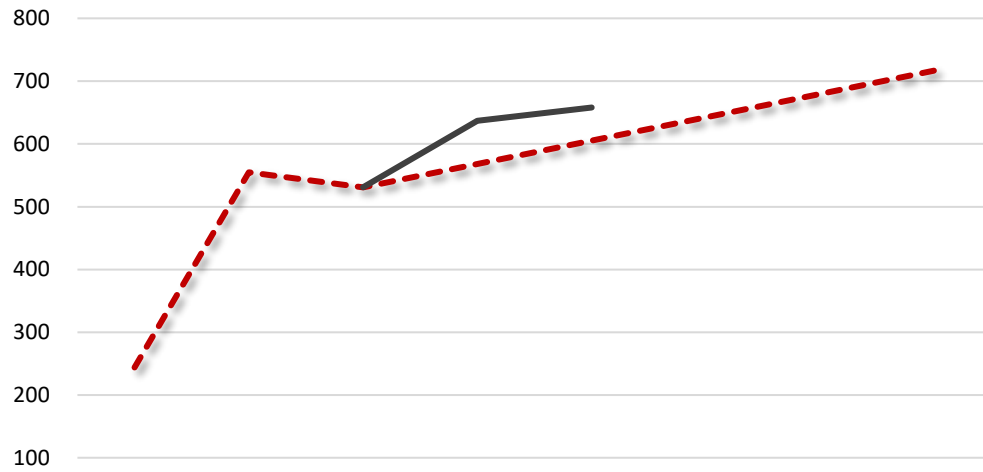|	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	1,205	1,293	1,276	1,337	1,398	1,460	1,521	1,582
Actuals			1,276	1,446	1,476			

Goal 1C: Attained the Vision Goal Definition of Completion

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	1,701	1,876	1,825	1,924	2,022	2,121	2,219	2,318
Actuals			1,825	1,962	2,061			

Goal 2: Earned an Associate Degree for Transfer

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	244	555	531	568	605	643	680	717
Actuals			531	637	658			

Goal 2: Transferred to a CSU or UC Institution

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
VfS 2.0	1,298	1,501	1,439	1,543	1,648	1,752	1,856
Actuals			1,439	1,335			

Goal 3: Average Number of Units Accumulated by All Associate Degree Earners
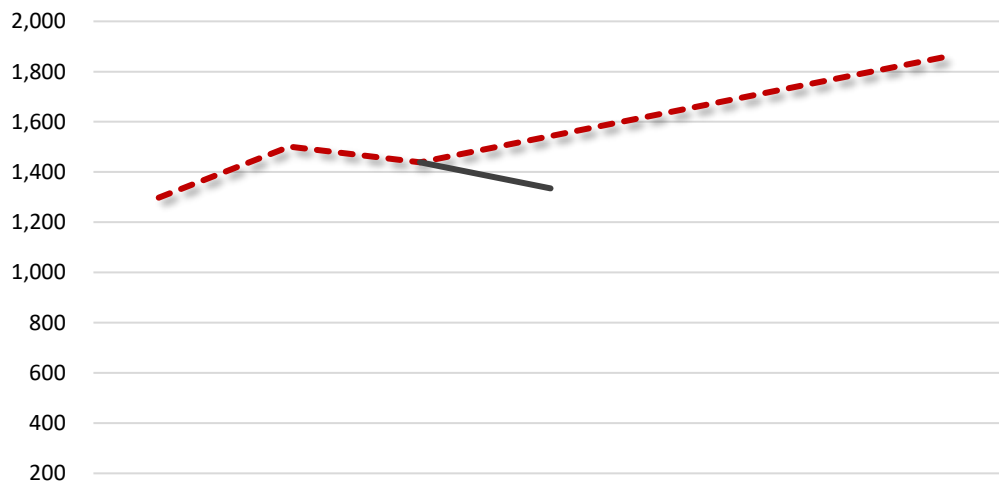
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	95	95	95	92	90	87	85	82
Actuals			95	94	95			

Goal 4A: Median Annual Earnings

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	$41,820	$42,009	$38,702	$40,054	$41,406	$42,758	$44,109	
Actuals			$38,702	$35,240				

Attained Living Wage

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	58.2%	56.9%	53.9%	55.9%	57.9%	60.0%	62.0%	
Actuals			53.9%	49.6%				

Goal 4C: Job Closely Related to Field of Study
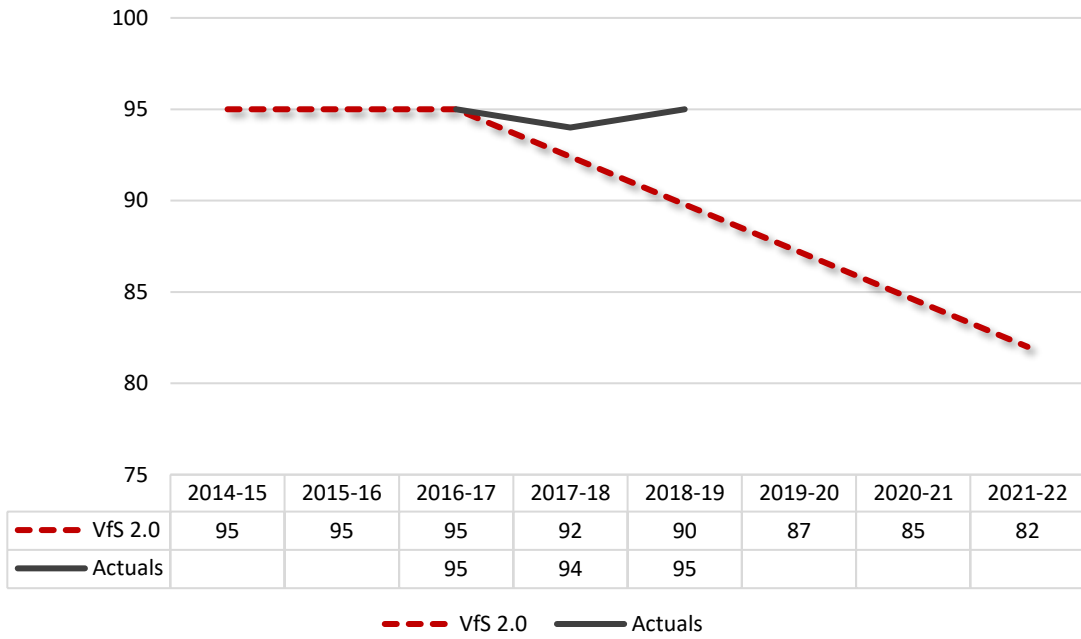
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
VfS 2.0	69.5%	72.0%	73.8%	72.6%	71.4%	70.1%
Actuals	69.5%	72.0%	73.8%			
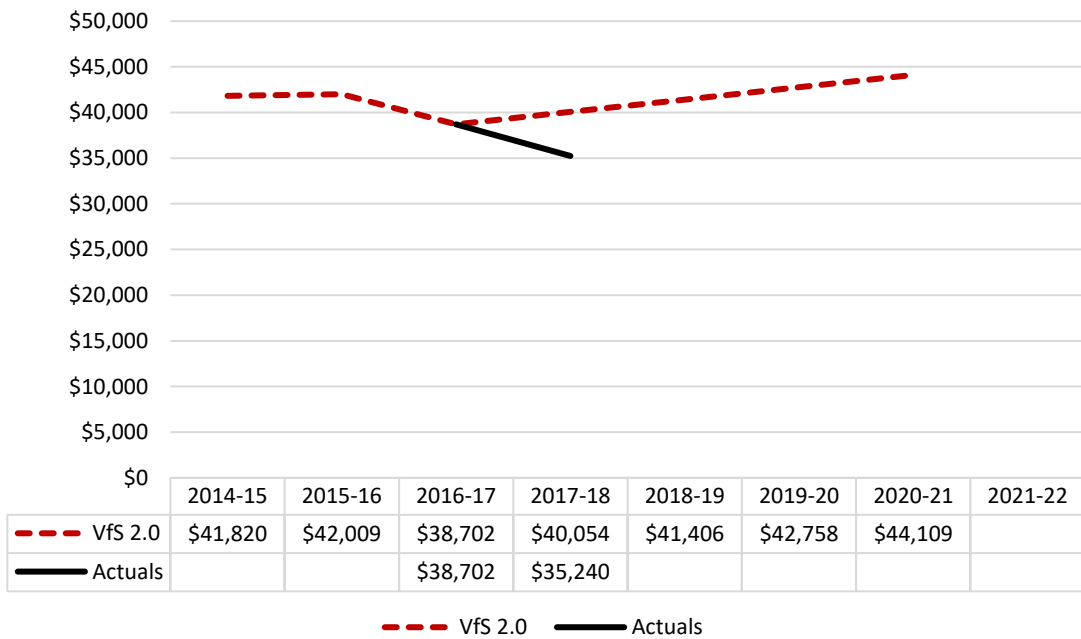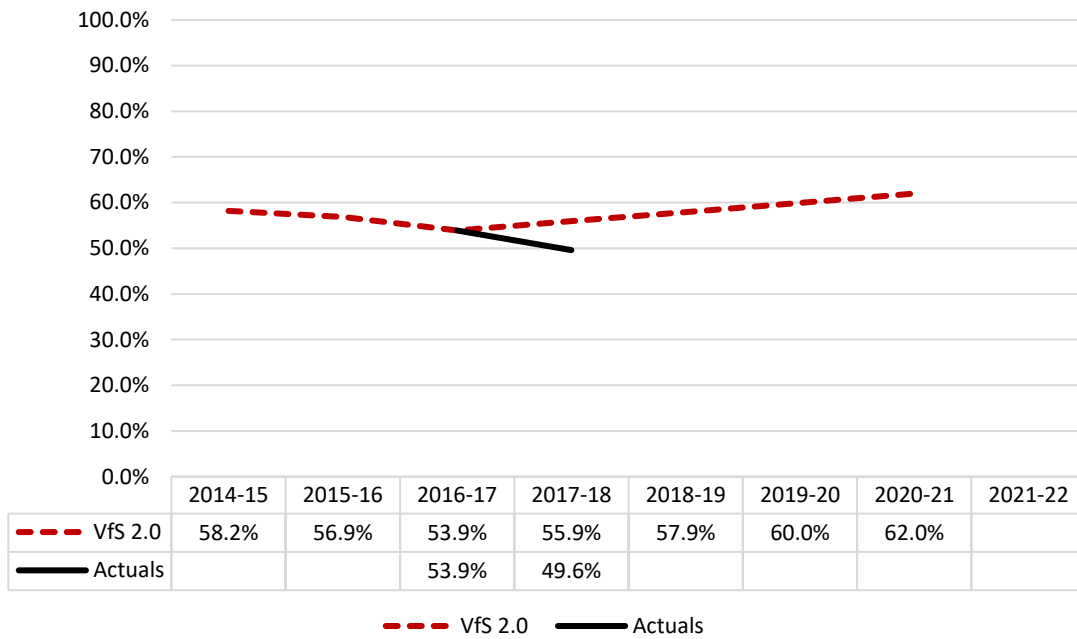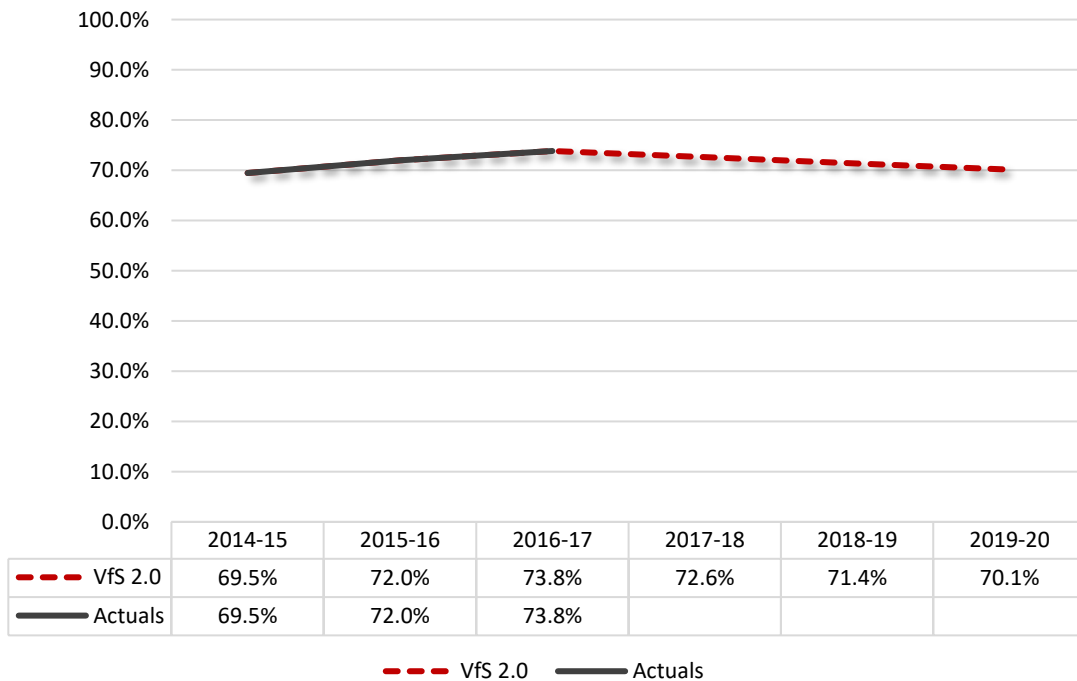
Santiago Canyon College
Summary of Vision for Success Goals, 2014-15 through 2021-22

		2014-15	2015-16	2016-17	2017-18	2018-19	Annual Goal 2019-20	Annual Goal 2020-21	Annual Goal 2021-22	CCCCO Goal	SCC Goal 2021-22 (%)	SCC Goal 2021-22 (N)	Progress Toward Goal
Goal 1a	Earned an Associate Degree (AA/AS only, not ADT)	666	689	649	653	764	790	816	779	20%	20%	779	18%
Goal 1b	Earned a Chancellor's Office Approved Credit Certificate	973	958	843	939	989	1,023	1,057	1,012	20%	20%	1,012	17%
Goal 1c	Attained the Vision Goal Completion Definition	1,078	1,056	933	1,027	1,105	1,142	1,180	1,120	20%	20%	1,120	18%
Goal 2a	Earned an Associate Degree for Transfer	323	354	424	476	538	568	597	572	35%	35%	572	27%
Goal 2b	Transferred to a CSU or UC Institution	958	990	921	866	947	1,027	1,243	Metric Offset	35%	26%	1,243	-13%
Goal 3	Average Number of Units Accumulated by Associate Degree Earners	84	83	82	81	80	78	77	76	79	9%	76	3%
Goal 4c	Job Closely Related to Field of Study	83%	78%	73%	76%	79%	83%	Metric Offset		69%	83%	N/A	73%

Data Source: CCCCO Student Success Metric Portal

Baseline Year - Used to establish 2021-22 Goal
Current Actual Data
Annual Goal - Milestones toward 2021-22 Goal

Goal 1A: Earned an AA or AS Degree

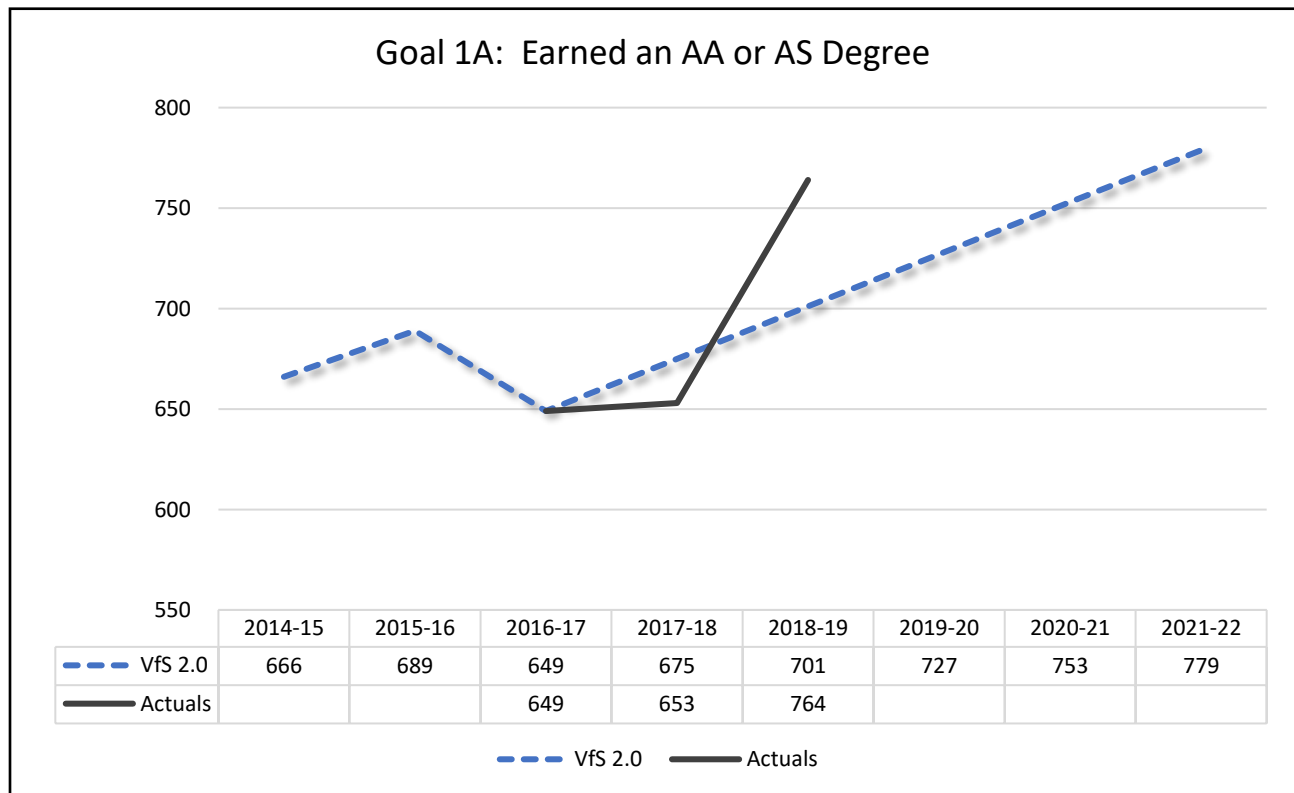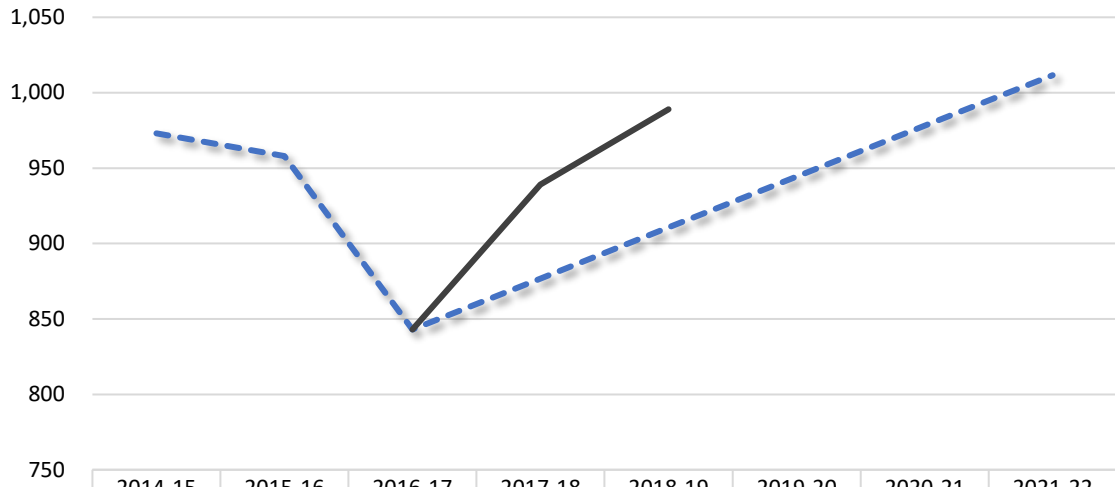|	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	666	689	649	675	701	727	753	779
Actuals			649	653	764			

VfS 2.0   Actuals

Goal 1B: Earned a Chancellor's Office Approved Certificate

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	973	958	843	877	911	944	978	1,012
Actuals			843	939	989			

Goal 1C: Attained the Vision Goal Definition of Completion
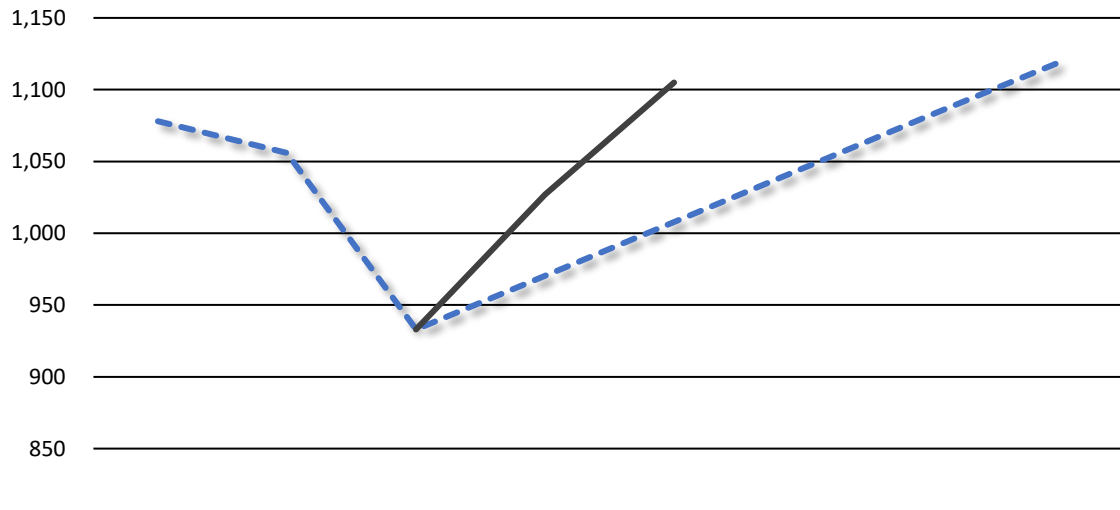
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	1,078	1,056	933	970	1,008	1,045	1,083	1,120
Actuals			933	1,027	1,105			
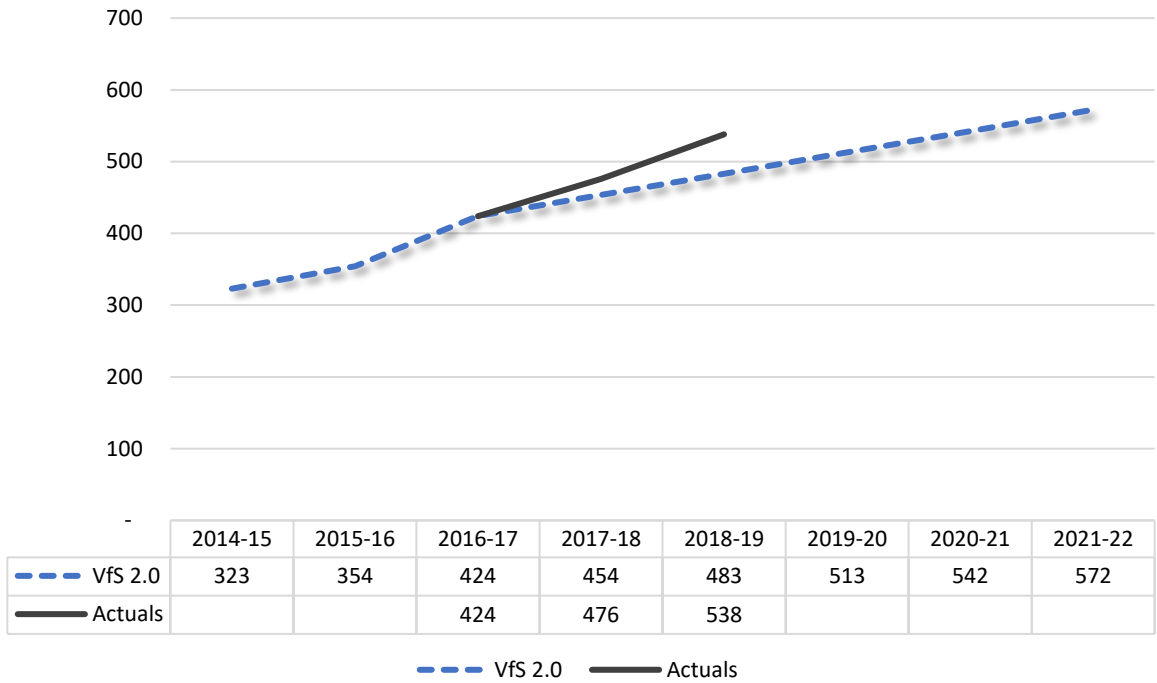
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Goal 2A: Earned an Associate Degree for Transfer

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	323	354	424	454	483	513	542	572
Actuals			424	476	538			

Goal 2B: Transferred to a CSU or UC Institution

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
VfS 2.0	958	990	921	1,002	1,082	1,163	1,243
Actuals			921	866			

9

Goal 3: Average Number of Units Accumulated by All Associate Degree Earners

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
VfS 2.0	84	83	82	81	80	78	77	76
Actuals			82	83	84			

Goal 4C: Job Closely Related to Field of Study

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
VfS 2.0	83%	78%	73%	76%	79%	83%
Actuals	83%	78%	73%			

10
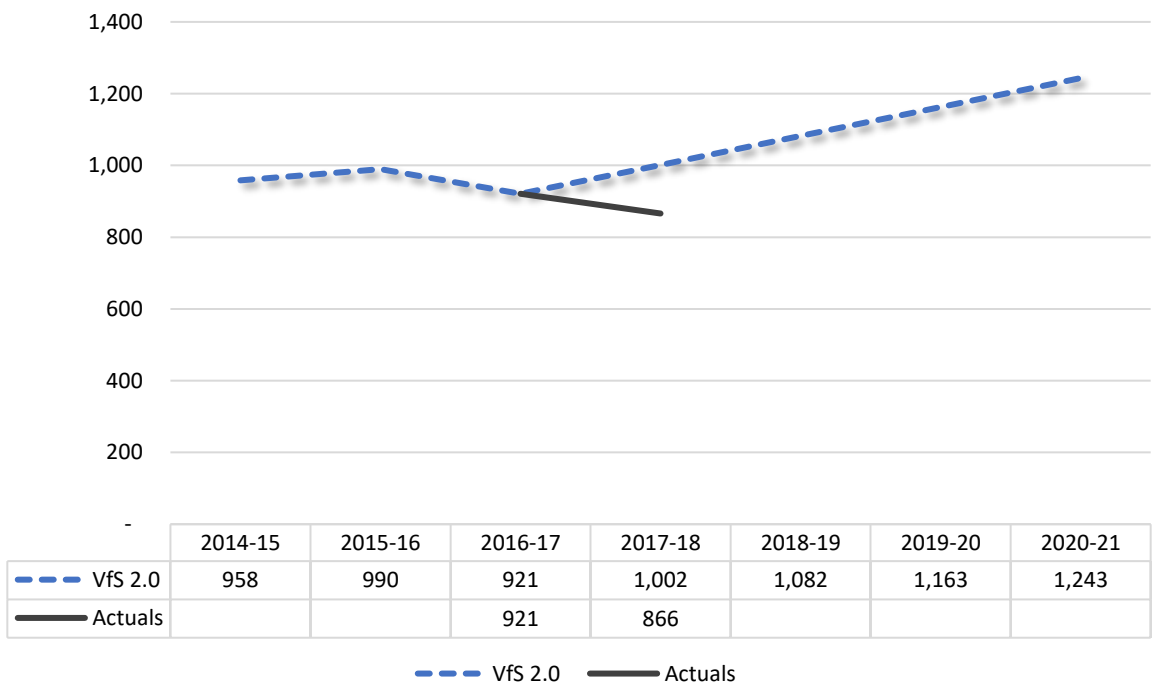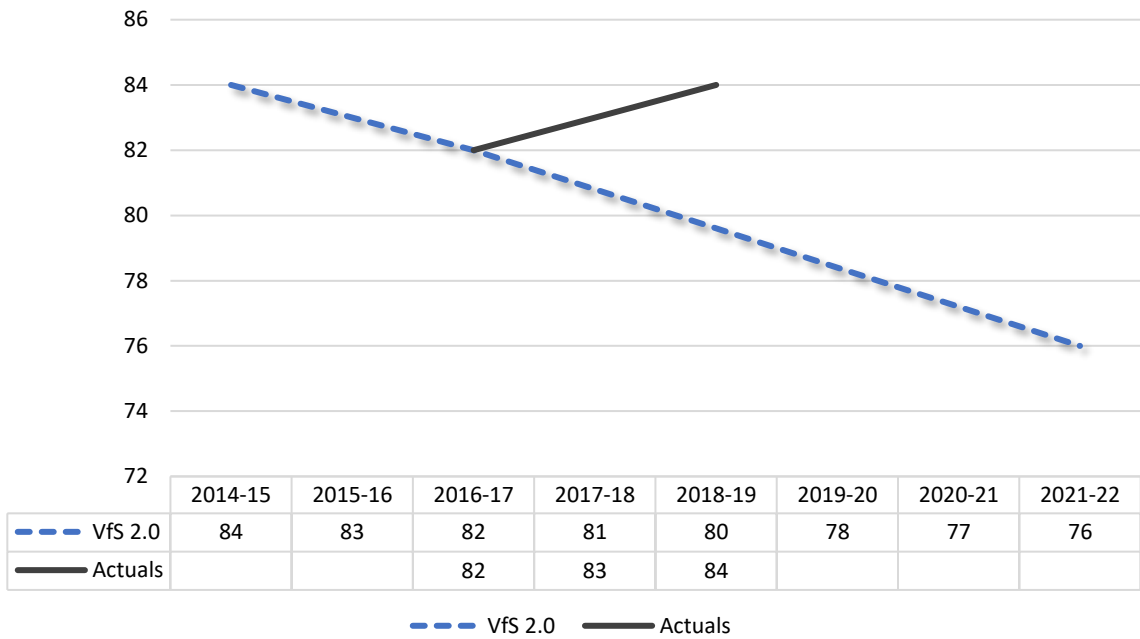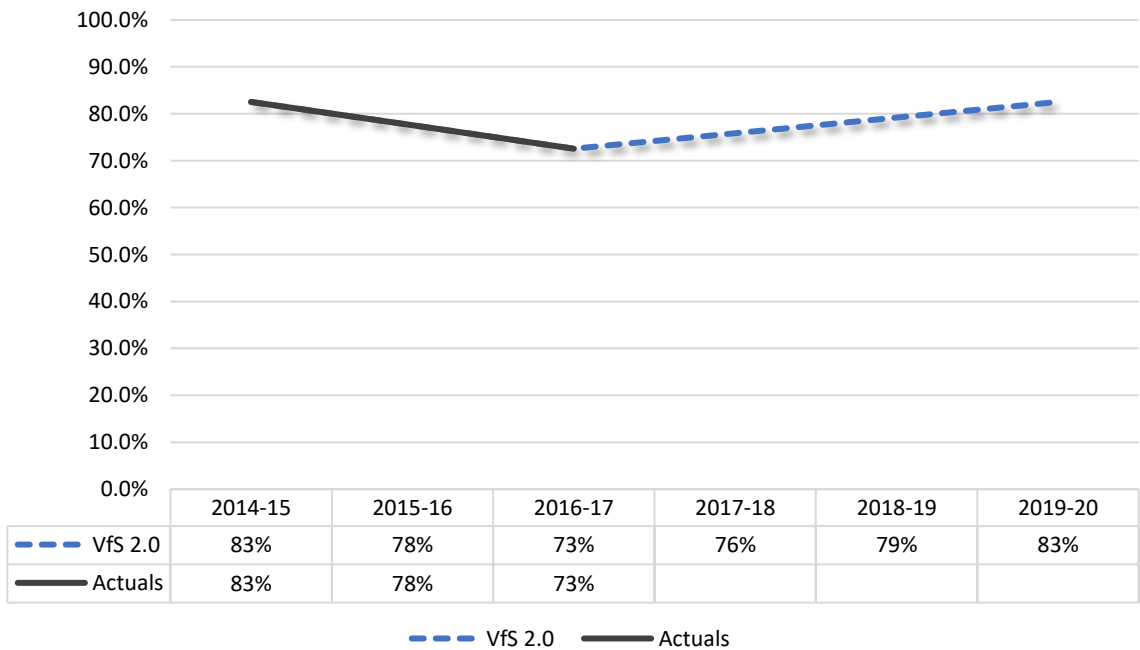
Rancho Santiago Community College District
Student Equity Plans, 2019-2022

September 2020

To ensure all students have equal educational opportunities and academic success, regardless of race, gender, age, disability, or economic circumstances, the Chancellor's Office directed its colleges to identify and provide support services and resources to address gaps in student achievement. In doing this, the colleges create a student equity plan that identifies disproportionately impacted (DI) student populations and outlines ways to improve: access, retention, math and English completion, transfer, and vision goal completion.

Santa Ana College and Santiago Canyon College have conducted extensive data analysis on each of the "success metrics" provided by the Chancellor's Office, developed local goals targeted for 20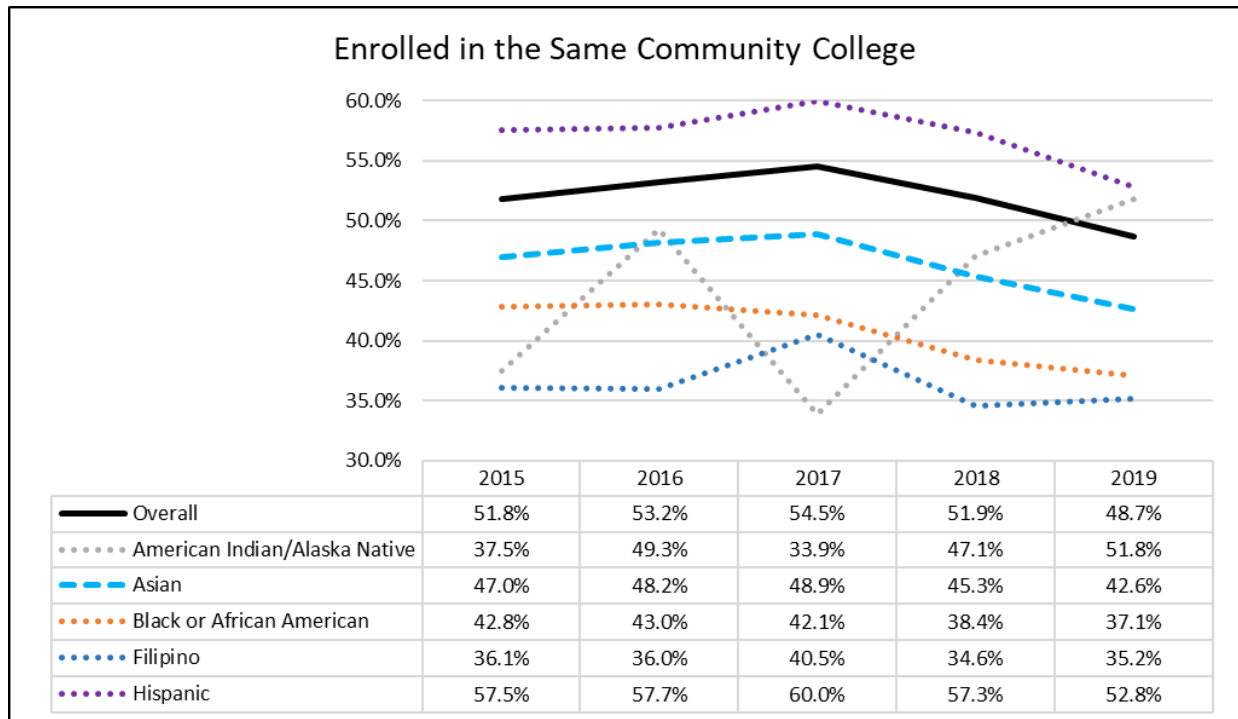21-22, identified strategies to meet those goals, and vetted the local goals through their established governance committees for review and approval. At the June 17, 2019 Board of Trustees' meeting, staff presented the colleges' goals and strategies to accomplish them. The following summaries and charts demonstrate the progress that the colleges have made since last year.

Santa Ana College's Equity Plan Statement
(see Equity Plan for list of activities)

Santa Ana College (SAC), which turned 100 years old in 2015, serves over 18,000 students each semester at its main campus in Santa Ana, California and 7,000 firefighter and law enforcement professionals in Orange County and throughout California. The college prepares students for transfer to four-year institutions and provides invaluable workforce training and customized training for business and industry. In addition, another 11,000 students are served through the college's School of Continuing Education located at Centennial Education Center, Remington Education Center, the Adult Education Center on the Santa Ana College campus, among others. Ranked as one of the nation's top two-year colleges awarding associate degrees to Latino and Asian students, the college is also recognized throughout the state for its comprehensive workforce training programs for nurses, firefighters, law enforcement and other medical personnel. SAC is one of two comprehensive colleges within Rancho Santiago Community College District.
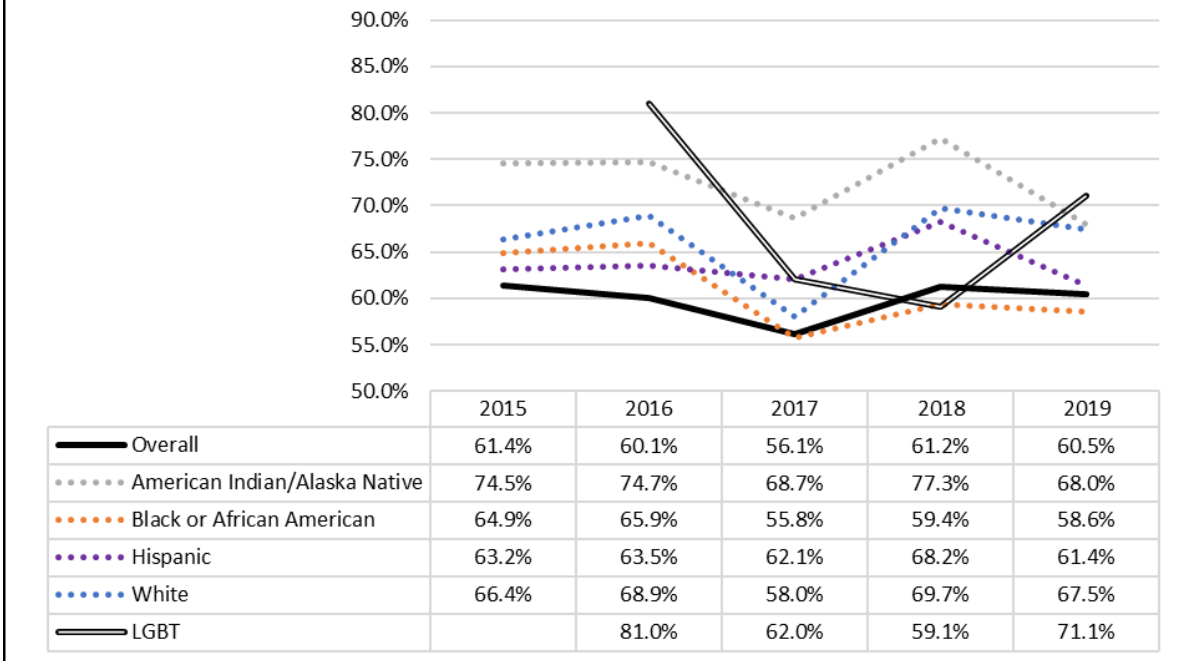
Santa Ana College faculty, staff and administrators are proud to serve the institution's surrounding communities. Educators, community and business leaders, municipal partners, entrepreneurs, and philanthropists coordinate to create a college that has as its mission the attainment of the educational 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 though Guided Pathways. We are committed to creating an equity-minded culture that will allow us to engage in strategic practices leading to student completion.

Enrolled in the Same Community College

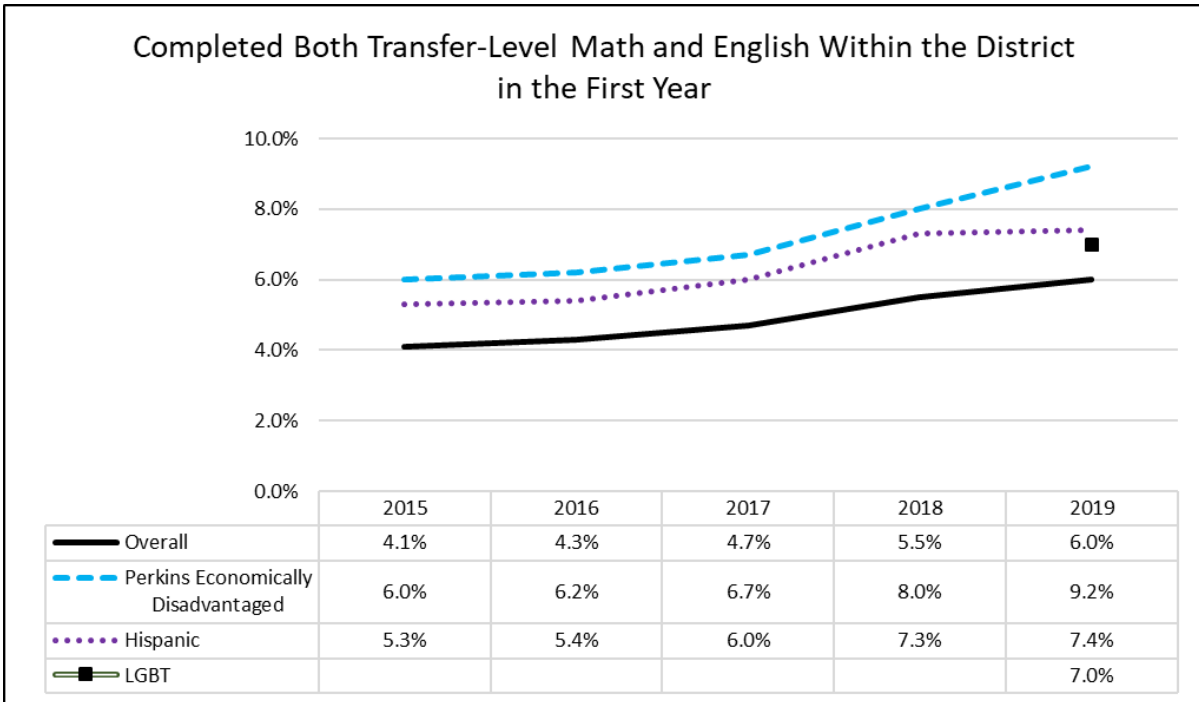|	2015	2016	2017	2018	2019
Overall	51.8%	53.2%	54.5%	51.9%	48.7%
American Indian/Alaska Native	37.5%	49.3%	33.9%	47.1%	51.8%
Asian	47.0%	48.2%	48.9%	45.3%	42.6%
Black or African American	42.8%	43.0%	42.1%	38.4%	37.1%
Filipino	36.1%	36.0%	40.5%	34.6%	35.2%
Hispanic	57.5%	57.7%	60.0%	57.3%	52.8%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
Foster Youth, LGBT, Veteran

Retained from Fall to Spring at the Same College

	2015	2016	2017	2018	2019
Overall	61.4%	60.1%	56.1%	61.2%	60.5%
American Indian/Alaska Native	74.5%	74.7%	68.7%	77.3%	68.0%
Black or African American	64.9%	65.9%	55.8%	59.4%	58.6%
Hispanic	63.2%	63.5%	62.1%	68.2%	61.4%
White	66.4%	68.9%	58.0%	69.7%	67.5%
LGBT		81.0%	62.0%	59.1%	71.1%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
No groups were excluded from this metric

Completed Both Transfer-Level Math and English Within the District in the First Year

	2015	2016	2017	2018	2019
Overall	4.1%	4.3%	4.7%	5.5%	6.0%
Perkins Economically Disadvantaged	6.0%	6.2%	6.7%	8.0%	9.2%
Hispanic	5.3%	5.4%	6.0%	7.3%	7.4%
LGBT					7.0%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block: American Indian/Alaska Native, Black or African American, Foster Youth, Student with Disabilities, Veteran

Attained the Vision Goal Definition of Completion
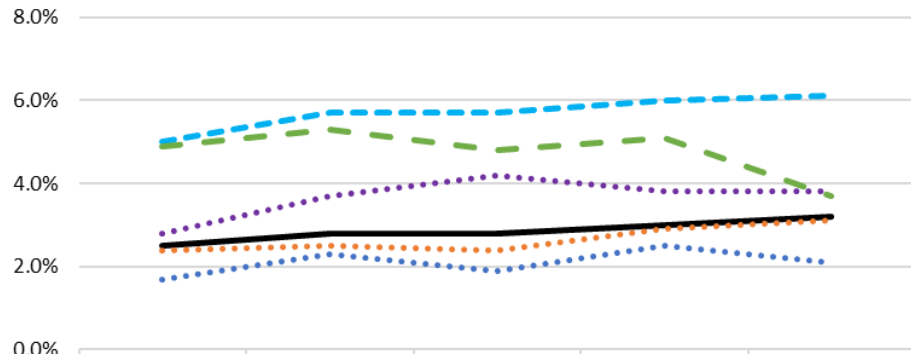
|	2015	2016	2017	2018	2019
Overall	2.5%	2.8%	2.8%	3.0%	3.2%
Perkins Economically Disadvantaged	5.0%	5.7%	5.7%	6.0%	6.1%
Black or African American	2.4%	2.5%	2.4%	2.9%	3.1%
Hispanic	2.8%	3.7%	4.2%	3.8%	3.8%
White	1.7%	2.3%	1.9%	2.5%	2.1%
Veteran	4.9%	5.3%	4.8%	5.1%	3.7%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block: American Indian / Alaska Native, Pacific Islander or Hawaiian Native

Transferred to a Four-Year Postsecondary Institution

	2015	2016	2017	2018
Overall	18.3%	19.3%	19.0%	18.7%
Black or African American	19.2%	21.9%	19.2%	16.9%
Hispanic	19.7%	21.7%	20.7%	21.1%
White	18.3%	18.8%	19.1%	19.7%
LGBT			21.1%	16.7%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block: American Indian / Alaska Native

4
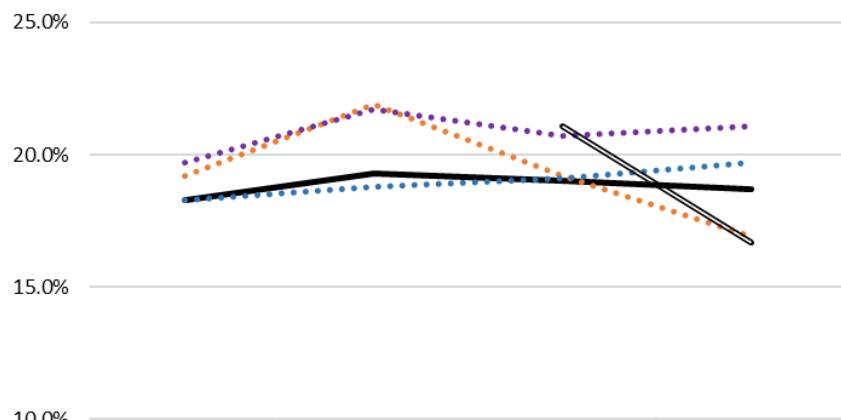
# Santiago Canyon College's Equity Plan Statement

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. In 2015, this Student Equity Committee and the Student Success Committee merged to provide a more seamless and collaborative effort between the Student Equity and Student Success and Support Program, and the BSI Work Group, creating the Student Success and Equity Committee (SS&EC).

In the Fall of 2016, with guidance from the California Community Colleges Chancellor's Office (CCCCO), the program leaders for SCC's multiple success initiatives (SSSP, SSSP Noncredit, BSI, BSIT, ABG Block Grant, Strong Workforce, and Student Equity) met to develop a plan to integrate our initiatives based on common goals shared by the programs. In the Spring of 2017, with a formal template provided, the program leaders of the four programs identified by the CCCCO (SSSP, SSSP Noncredit, BSI, and Student Equity) met to begin the development of a plan that would integrate the goals, activities, and programs of the four initiatives. This served as the genesis for SCC's Integrated Plan which was submitted at the end of the fall semester, 2017.

In the Fall of 2018, it was announced that the Chancellor's Office would formally merge the four programs into one program called the Student Equity and Achievement (SEA) Program, but would still require the development of a standalone equity plan. The Chancellor's Office provided new "success metrics" to identify disproportionate impact, and a new dashboard by which to pull data from. SCC, however, faces a singular challenge in deriving meaningful analysis of disproportionate impact in some of the metrics due to deficiencies and idiosyncrasies in our MIS submission data, especially the fact that we combine reporting of credit and noncredit students. The Chancellor's Office, provided direction to create activities utilizing guided pathways as a framework. In the spring of 2019, the template, and the general student data and equity data were released. Campus researchers drew down the data on state-mandated target populations from the Chancellor's Office dashboard. The data was cleaned and used in the development of strategies that address the gaps found under the five success metrics.

A call was placed to SCC's campus community to request activities that would serve to reduce the achievement gap for students identified in the data. A subgroup of the Student Success and Equity Committee met to review and suggest activities for inclusion in the equity plan. A draft of the plan was then reviewed by shared governance committees (Student Success & Equity, Academic Senate, and College Council) for editing and approval.

Enrolled in the Same Community College
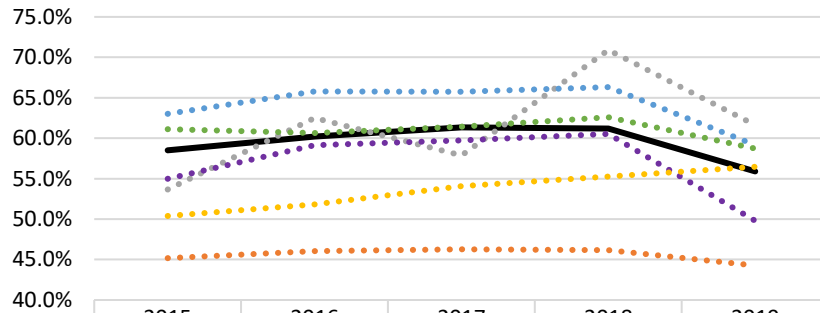
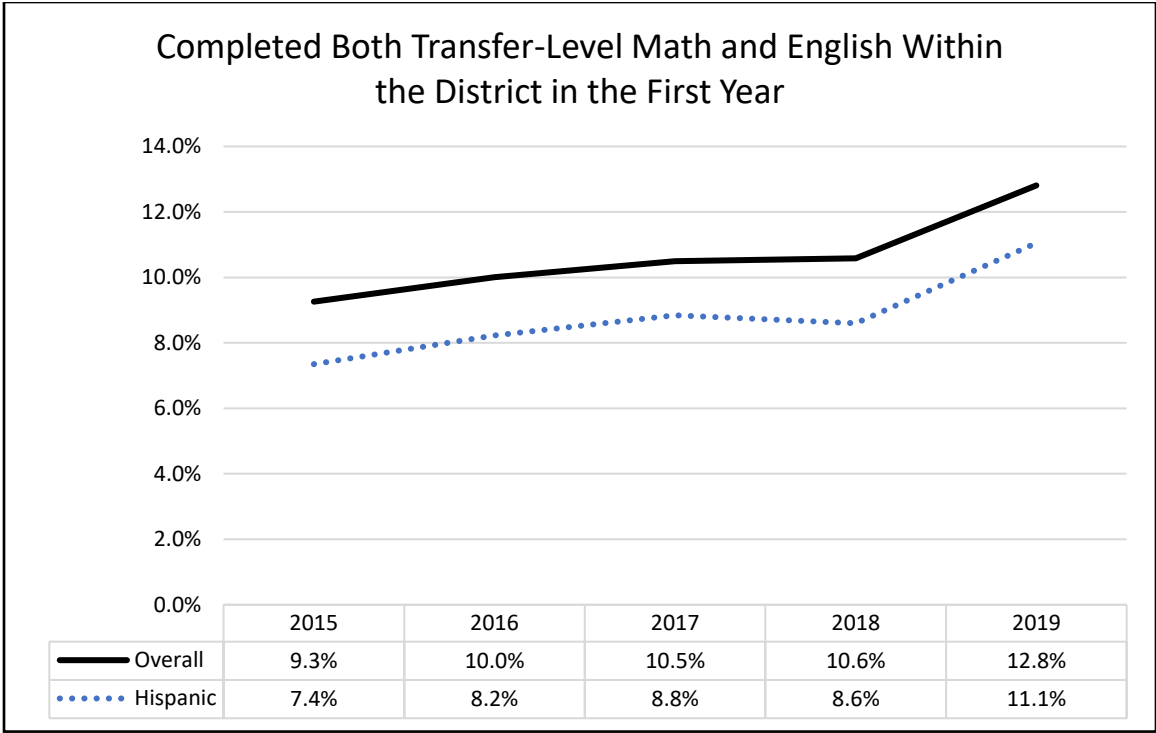|	2015	2016	2017	2018	2019
Overall	58.5%	60.2%	61.3%	61.2%	55.9%
American Indian/Alaska Native	53.7%	62.5%	57.9%	70.9%	61.6%
Asian	45.2%	46.0%	46.3%	46.2%	44.3%
Black or African American	55.0%	59.1%	59.7%	60.5%	49.8%
Filipino	50.4%	51.8%	54.1%	55.3%	56.5%
Hispanic	63.0%	65.8%	65.8%	66.3%	59.2%
White	61.1%	60.7%	61.4%	62.6%	58.7%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
Foster Youth, Student with Disabilities, and LGBT

Retained from Fall to Spring at the Same College
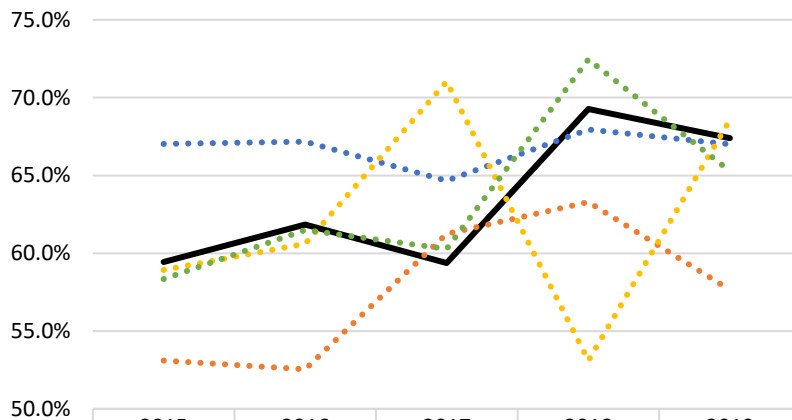
	2015	2016	2017	2018	2019
Overall	59.4%	61.9%	59.4%	69.3%	67.4%
Black or African American	53.1%	52.5%	61.3%	63.3%	57.6%
Economically Disadvantaged	67.0%	67.2%	64.7%	68.0%	67.0%
Foster Youth	58.9%	60.6%	71.0%	53.1%	68.6%
Hispanic	58.3%	61.5%	60.3%	72.5%	65.3%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
No groups were excluded from this metric

Completed Both Transfer-Level Math and English Within the District in the First Year

	2015	2016	2017	2018	2019
Overall	9.3%	10.0%	10.5%	10.6%	12.8%
Hispanic	7.4%	8.2%	8.8%	8.6%	11.1%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
Black or African American
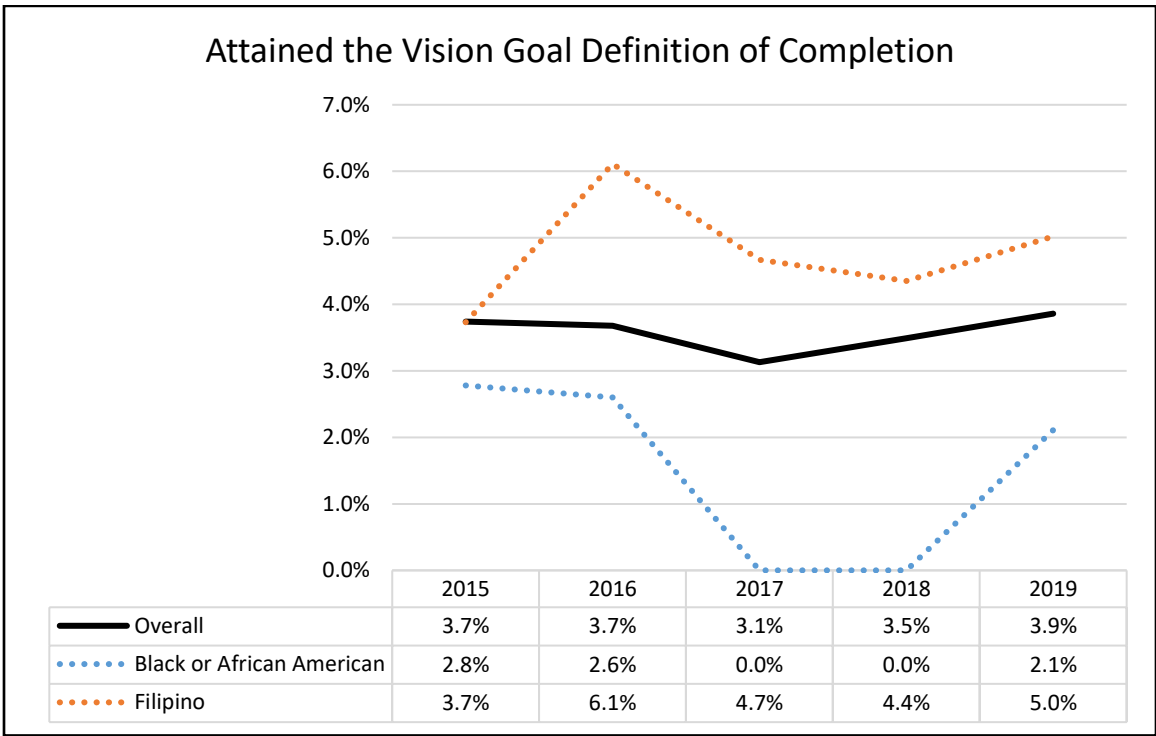
Attained the Vision Goal Definition of Completion

	2015	2016	2017	2018	2019
Overall	3.7%	3.7%	3.1%	3.5%	3.9%
Black or African American	2.8%	2.6%	0.0%	0.0%	2.1%
Filipino	3.7%	6.1%	4.7%	4.4%	5.0%

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
American Indian/Alaska Native, Foster Youth, and Pacific Islander or Hawaiian Native

Transferred to a Four-Year Postsecondary Institution
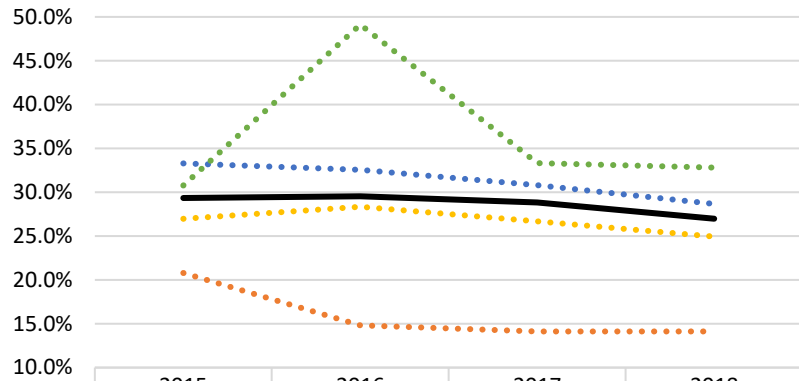
	2015	2016	2017	2018
Overall	29.4%	29.5%	28.8%	27.0%
Black or African American	20.8%	14.8%	14.1%	14.1%
Economically Disadvantaged	33.3%	32.6%	30.8%	28.7%
Filipino	30.8%	49.1%	33.3%	32.8%
Hispanic	27.0%	28.3%	26.7%	24.9%
LGBT			27.0%	

Disproportionately Impacted Groups for which data are not provided due to FERPA data block:
American Indian/Alaska Native, Foster Youth, and Pacific Islander or Hawaiian Native

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

Committee	Responsibilities	Membership
Planning and Organizational Effectiveness	Coordinate the development and monitor implementation of the RSCCD Comprehensive Master Plan and the RSCCD Strategic Plan Ensure that District planning follow the processes and timelines outlined in the RSCCD Planning Design Manual Provide leadership for coordination of district and college planning activities Prepare the annual Progress Report on the RSCCD Comprehensive Master Plan Coordinate data to be presented at annual Board of Trustees planning Coordinate accreditation activities between colleges and District Services including the delineation of District/College Functions Review institutional research activities and results Review resource development initiatives	▶ Vice Chancellor Educational Services (Co-Chair) ▶ Assistant Vice Chancellor, Educational Services ▶ Executive Director of District Research, Planning & Institutional Effectiveness ▶ Vice President, Academic Affairs, Santa Ana College ▶ Vice President, Academic Affairs, Santiago Canyon College ▶ Assessment Coordinator/Dean of Academic Affairs, Santa Ana College ▶ Dean of Institutional Effectiveness, Library & Learning Support Services, Santiago Canyon College ▶ President of Academic Senate, Santa Ana College & Santiago Canyon College (or designee), a faculty representative shall serve as committee co-chair for two years (alternating between colleges) ▶ A faculty member appointed by FARSCCD ▶ Three Classified representatives appointed by CSEA (District Office, Santa Ana College & Santiago Canyon College) ▶ Two faculty representatives, Santa Ana College & Santiago Canyon College appointed by each Academic Senate ▶ Student representatives (Santa Ana College & Santiago Canyon College, when possible)

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									
USDA U-ACRE SAC sub-award to CSUF $140,000	SAC – Dean Eidgahy, Kimo Morris	Goals #2 and #4	SAC items to CSUF 1/17/20	Submitted	Summer 2020	No	Funds used to provide paid internships for students	No	Yes
Student Support Services U.S. Department of Education $265,000/per year for up to 5 years (Student Support Services may offer multiple programs for special populations: e.g., STEM majors, students with disabilities, ESL, teacher prep.)	SAC (2): Brenda Estrada: SSS-Vets Romelia Madrigal: SSS-Regular	Goals #1, #2 and #3	Due January 27 2020	**Update: SSS-Regular and SSS-Veterans awarded.**	June 2019	No	Wrap-around student support services to low-income, first-generation and/or academically at risk students to attain ambitious achievement targets in persistence, GPA at 3.0 or greater, completion, transfer, and persistence to the 2nd year at four-year universities.	No	Yes
	SCC (4) LaKyshia Perez: SSS Reg Janis Perry: SSS-Teacher Prep Deisy Covarubbias: SSS-STEM Joseph Alonzo: SSS-Vets		Due January 27, 2020	**Update: SSS-Regular awarded.** **SSS-Veterans (new) awarded.** **SSS-Teacher Prep under review**	June 2019	No		No	Yes
AT&T Distance Learning & Family Connections	DO – Enrique Perez	Goals #1, #2, and #3	April 2020	Submitted	May 2020	No	Faculty development and training to increase non-credit remote instruction.	No	Yes
U.S Bank – Supporting workforce education and prosperity	DO – Ruth Cossio-Muniz	Goals #1 and #2	Due 4/30/20	Submitted	Summer 2020	No	Provide training and development services to small businesses.	No	Yes

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
NEH Humanities Initiatives at Community Colleges $150,000	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
OC Community Foundation *Renewal application for 2nd Year of a 3-year award ($125,000)*	DO – Leila Mozaffari SCC – Chrissy Gascon	Goals #1-#4	September 4, 2020	Submitted	December 2020	No. Leveraged resources.	Implement the Behavior Technician+ Program at OEC. Collaborate with Professional Org to place graduates into employment.	No.	Yes
Fall 2020									
MESA (Math, Engineering, Science) Achievement Program CA Community Colleges Chancellor's Office ($70,000)	SAC –Maria de la Cruz, Cathie Shaffer	Goals #3 and #4	The RFA for 20/21 has not been released. Concern as this is an existing program.	Planning	June 2020	Yes. A % of the Student Services Coordinator's salary and 100% of the benefits constitute the match.	MESA Center will continue to provide academic and support services for low-income STEM majors to promote transfer to 4-year STEM programs.	No	Yes

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded …	Institution-alization?	District/College authorized submission
Middle College High School CA Community Colleges Chancellor's Office ($100,000)	SAC – Vaniethia Hubbard	Goals #1, #2, #3, and #4	The RFA for 20/21 has not been released. Concern as this is an existing program.	Planning	June 2020	Yes. Match is met 100% by SAUSD.	SAC will continue to operate Middle College High School for at-risk SAUSD high school students.	No	Pending
U.S. Economic Development Administration – Public Works & Economic Adjustment Assistance (up to $30,000,000	DO – Enrique Perez	Goals #1, #2, #3, and #4	Applications accepted on an on-going basis	Planning	60-days after app & all req documents submitted	20%-50% based on program & other factors	Lead a regional partnership of key stakeholders to implement a workforce development project.	Yes	Yes
U.S. Department of Labor Strengthening Community Colleges Training Grant $2-$5 million	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	Writing	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

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
Institutional Effectiveness Partnership Initiative *Up to $200,000*	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

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

2) <u>GRANT OPPORTUNITIES</u>

STEM

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

STUDENT SERVICES

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

WORKFORCE DEVELOPMENT:

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

  This funding can also be used to:

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

Grant Schedule

Summary Sheet of Positions related to grant proposals

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

Site	Grant	Staff proposed in grant applications
DO	EDA Grant	Not known at this time. Still in planning.
DO	IEPI	Not known at this time. Still in planning.

September 14, 2020

Santa Ana College **GP Report for POE (District)**

Fall Current Campus Event Planning *(Ongoing)*

1. **Career Exploration Months**

   - Ongoing discussions to clarify roles of career center and career ed staff. Utilizing the CAP Exploration Fair model, we have convened committee to service this monthly event plan.

   - Events will be posted to website as well as shared via announcements and social media.

   - Future months should have calendar ready by the 15th of the month before to support outreach, transitions and messaging.

   - **CAP Exploration Months will be assigned as follows**

     i. **September:** Creating Our World

     ii. **October:** People, Ideas, & Culture

     iii. **November:** Future Educators

     iv. **February:** Money Matters

     v. **March**: Design, Make & Move

     vi. **April:** STEM

     vii. **May:** Helping Others

2. **Coffee with Colleagues** – 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.

GP Activities

- **GP Team Updates**

  o **Learning & Engagement team** – *Ongoing work. – Met last week. (no changes since last report)*

    ▪ Team is concerned about duplicating efforts both at the district level & at the college level. We will continue to meet to identify the roles and support we can provide to Professional Development.

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- **Planning for New Faculty Institute** – Potentially as a 4-year invitation for professional development.
  - Considering wrapping adjunct training into this as an adjunct leadership institute as well (with the year 1 New Faculty Institute).

- **Equity-conscious Practitioner Certification** – Group likes this idea and potentially the concept of a *Presidential Invitation* targeting special groups, such as instructors from the 5 larges courses on campus. Would like this to be an effort to impact the most students. Can identify these large courses through the assistance of Research.
  - Considering how to bring the USC Equity Partnership directly to campus. Most likely as Canvas modules aligned to live workshops.
    - Could this be offered as a Noncredit certificate? CEUs?
    - Could these certified practitioners drive a mentorship program?

- **Convocation & Flex Week** – Continue to support Convocation Tuesday, intentional planning & themes, while also highlighting the year's successes in Spring. – Also, identifying roles and goals with the PD Coordinator.

- **Web Redesign** – *Ongoing project. – Meets every Tuesday.*
  - Will be designing standards and best practices recommendations.
  - Page templates have been approved.

- **Mapping Team** – *Met last week - Meeting on 1st & 3rd Wednesdays of Month.*
  - Certificate maps will be addressed this Fall, with a goal of developing a process for annual review and updates of maps.
  - Process must suit our college's business operations unless we are willing to address changes to our current processes and organizational structure.
  - Future meeting related to maps must include ITS leadership, Curriculum Staff, Graduate Office and CIC Chair to identify exact outcomes via curriculum tools or reports.
    - VPs are discussing where 'mapping' lives.
  - Goal of addressing all certificates first, and then alignment of these to related AAs.

- **Starfish Implementation** – *Launched.*
  - Sending out direct link via GP Announcement & Dr. Hubbard sent a detailed message to all faculty.

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- Pushing for 100% faculty adoption, beginning with 'Early Alert' during week 3 (week of September 14th).

- Getting the word out will be essential.

- **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.

- **Success Teams** – *Launched*

  - **3 Goals for year 1–** Math & English completion, Financial Aid application, correct major

  - Maria Dela Cruz will be managing the Coordinators, Counseling Liaisons and Student Success Coaches.

  - Stephanie Clark will be managing the Faculty Leads.

  - Conversation around institutionalizing Career Coaches is ongoing - Maria Dela Cruz will be developing a work group that includes stakeholders related to Career Development. (Madeline, Sandy, Kim, Faculty Leads, Coordinators, etc)

    - Dr. Lamb and Armando Soto are having a conversation about centralizing career support.

    - Ongoing conversations around CWE courses and admin. support of these courses.

    - Might be an opportunity for cross-tops SWP grant.

- **Communications –** Highly focused on 3 PD workshops & weekly announcements

  - **Weekly Announcements**

    - Focused on connecting students to all aspects of campus.

    - Will include Career Exploration events when appropriate.

    - This Fall, will include a Civic Engagement plan to empower our student body.

    - Civic Engagement comms. will include micro lessons related to the value of census participation, voting rights and the act of voting.

      - Hoping this will serve as an introduction to culturally-responsive curriculum lessons for some of our faculty.

  - **PD workshops – TBD** – Social Media, Visual Comms. 101, and SoP for web

- **Transitions Team**

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- Will be assisting with collaborations that include workforce development & promoting dual enrollment, articulation & noncredit.

- Will continue some aspects of the 'Entry Team' work and address touchpoints as directed by Core Team.

- 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.

Future Items

- **CAGP NCII 2020 Next Site visit -** November 6th

- **CAGP Virtual Events –** October 21st and December 3rd

- **CAGP Virtual Training sessions** - Spring 2021 TBA

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Subject: Guided Pathways - Weekly Announcement - Please post to Canvas today

Date: Monday, September 14, 2020 at 10:02:38 PM Pacific Daylight Time

From: Stephanie Clark

To: # SAC Faculty, # SAC Part Time Faculty

BCC: Dela Cruz, Maria, Ortiz, Fernando, Grant, Madeline, Mercado-Cota, Teresa, Lamb, Jeffrey

Attachments: timeline_census_history.pdf, Census 2020 mini lesson.docx, SAC Civic Engagement Vote toolkit.pptx, ACC Flyer F2020.pdf, image001.png, image002.png

SANTA ANA COLLEGE

Guided Pathways

ANNOUNCEMENTS
keeping our campus connected

Part of the SAC Guided Pathways initiative.

Greetings Faculty! This week's message is about *civic engagement,* including census participation and voter registration.

- · Please take a look at the attachments, we have included a **voting toolkit** that includes classroom resources and lessons, suggested announcements, and even a variety of voting zoom backgrounds.

- · Also attached is a census mini lesson to embed in your classroom as well as a timeline of census history as an additional resource.

To encourage civic engagement in your classroom, consider the following:

1. Offering extra credit for proof of voter registration.

2. Creating a space or dialogue about what constitutes civic engagement.

3. Include an aspect of the election process in a lecture or assignment in your class.

4. How can you *empower* your students with lessons on civic engagement?

5. What impact does civic engagement have on your discipline and our community?

Please **copy, paste and format** the text below as an announcement in Canvas and publish it. Thank you for supporting SAC in our endeavor to create a more connected community.

- For increased accessibility, please format your announcement in Canvas with headers and lists.

CIVIC ENGAGEMENT

Let your voice be heard! Participate in the 2020 Census and the 2020 General Election. Below are some resources to keep you informed of both civic activities.

2020 CENSUS

Complete the 2020 Census – Respond online, by phone, or by mail.

Why your census answers matter: Read about the importance of data and impact on your community.

Census counting closes September 30th.

ELECTIONS RESOURCES

Santa Ana College Elections Guide

· OCVote.com – Register to vote.

· OCVote.com - FAQs.

· Elections Have Changed! From OCVote.com.

California Elections Home – Includes resources, voter registration, FAQs.

California 2020 General Election Guide – **Nov. 3, 2020.**

-

ADDITIONAL ACADEMIC SUPPORT & INFORMATION IS BELOW

The Academic Computing Center is OPEN! 2 hour appts. available for computer use only. Check out the link to reserve your spot today!

Digital Dons – loaner laptop program

Nealley Library is offering online research and information help.

The Learning Center is on Canvas. Instructions for registration are provided after enrolling in the Canvas course.

Support Courses are available for Intensive English Writing & Grammar, held every Friday from 8am-Noon. Join the Algebra Refresher course every Saturday 9am-Noon. 100% FREE and 100% ONLINE, sign up through the link.

TRANSFER INFORMATION

Find out about the Transfer Admission Guarantee (TAG) for UCs.

Transfer Center Events Page has information for those seeking to transfer. – schedule appointments and sign up for updates here.

ONLINE HELPDESKS: Get your questions answered via our online student services – includes chat links.

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Guided Pathways
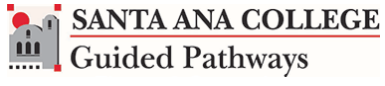
SCC GUIDED PATHWAYS UPDATE: September 2020

Development Groups had their first meetings of the semester.

Academic
- Received an update from counselors involved in the program mapping process during professional development week.
- Will send out a survey to department chairs about required and optional information to be placed on the mapping document.

Planning, Technology, Research
- Discussed some technical issues related to having information on the website automatically update. Thurman and Zachary will work with Stuart and report back at the next meeting
- Stuart gave an update of SAC's progress with Starfish; recommended SCC begin identifying groups of students that should be tracked or are currently tracked by different offices.

Student Success
- Readied questions to proceed with beta testing the website
- Considered a broader input on the pathway grouping from more students as suggested by a student member- a survey will be developed

Professional Development
- Reviewed the Professional development week workshop mapping experience. Counselors related some concerns of the participants that will need to be addressed in a larger discussion.
    - Some wanted reassurance again that these maps are not prescriptive and students still have flexibility to plan their own schedules
    - Most wanted this pathway presented with other relevant information. Kinesiology flyer had been shown as an example and departments wanted other types of information- this was not the purpose of this activity but the discussion should occur at a later time regarding what other information is presented in outreach-type materials

Success Team Planning Group, STEM (first formal meeting)
- Reviewed past discussions on Success Teams and heard from EOPS and Pathways to Teaching
- Identified current support for STEM students: (STEM Academy, Star Center, etc.)
- Began discussion on how to get accurate data of students that are actually STEM