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

A G E N D A

Wednesday, October 28, 2020 3:30pm-4:30pm

https://cccconfer.zoom.us/j/92552565916 or dial 1 669-900-6833 / 925 5256 5916#

I.   WELCOME

II.   *MINUTES FOR REVIEW AND APPROVAL – September 30, 2020

III.   CURRENT PLANNING ACTIVITIES
   a. District Enrollment Management Workgroup
   b. *Progress of 2019-22 Strategic Plan - Review of Goal 5 & Strategic Objectives

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

V.   FOLLOW-UP ON IEPI PLAN
   a. *IEPI Grant Progress - Review & Discussion of Focus Areas B2, B3 and C4

VI.   *GRANT DEVELOPMENT SCHEDULE

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

VIII. OTHER

   NEXT MEETING: ***Wednesday, November 25, 2020***

bold indicates standing items
****** indicates attachment provided

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.

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

2013 – 2023 RSCCD Goals

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

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

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

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

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

PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE
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draft Minutes

Wednesday, September 30, 2020 3:30pm-5:00pm

Enrique called the zoom 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, Mark Smith, Martin Stringer, Michael Taylor, and Aaron Voelcker

Absent: Sarah Santoyo   **Guest:** Janice Love

I.   **WELCOME**
       Enrique provide welcoming remarks.

II.   **A. *MINUTES FOR REVIEW AND APPROVAL** – August 26, 2020
       No corrections were made.
       It was moved by Mr. Rutan, seconded by Mr. Voelcker to approve the August 26, 2020 minutes

II.   **B.   REPORT FROM DISTRICT COUNCIL –** September 28, 2020
Mr. Stringer and Dr. Lamb joined the meeting at this time.
       Mr. Perez and Mr. Rutan provided a brief report of alignment of roles, responsibilities, membership with other governance committees and discussion of budget matters.

III.   **CURRENT PLANNING ACTIVITIES**
       a. ***Vision for Success (VFS) - update and next steps**
       - Ms. Love provided updates on vision and equity goals, chancellor's office goals, targets to meet with associates degrees, data, and positive progress towards goals, problematic areas, gaps and initiatives effecting the metric.
       - Dr. Lamb will be presenting at the Board Institutional Effectiveness Committee meeting in December; will include efforts being made to decrease the gaps.
       - Discussion ensued on the equity plan, what guidance is being provided from State Chancellor's office, the opportunity to look at compliance and student populations, the college's student equity committees. Questions raised: What work are we doing to help most vulnerable students? How do we communicate to Board that we are aligned to their vision? What are we doing that is already aligned? Is too much data being presented to Board? What is message to Board?
       - Mr. Voelcker provided overview for SCC VFS. Important to communicate to Board type of transfers being made; more to private colleges, more to UC's and out of state institutions. This data is not captured in metric from Chancellor's Office; Cal State

capacity of accepting transfers is an issue; colleges can prepare students to transfer but acceptance due to capacity is not guaranteed.

- It was suggested to change wording on Goal 2B to 'prepared to transfer to CSU or UC Institution'. Also suggested was for State to capture data of students who try to transfer but CSU can't take them or it's too costly and students return to community colleges; local metrics does not capture students who transfer to UC or CSU, are not accepted and they transfer into another community college; access to system wide data not available; state's definitions to metrics not reflective of data provided due to updates or revisions to metrics.
- Data confident to report to Board: Goal 1. A, B, C and 2. A.
- <mark>Mr. Voelcker</mark> will report back to POE on 2019/20 data once available.
- It was suggested to provide the Board more reporting on Guided Pathways as this is tool for moving the needle in VFS; provide less charts, clearer message.

b. ***Equity Plans - update and next steps**
This item was covered in III. a. Mr. Perez shared that the Board is very interested with equity plans and stressed the need to strategize on how to communicate plans to them.

c. **District Enrollment Management workgroup**
Mr. Perez provided a brief report of purpose for workgroup, looking an enrollment issues internally and externally, investments made in marketing and improvements to internal processes. Fall campaign has analytics that marketing brought in 3500 calls to SAC that were left unanswered; looking into establishing a student helpdesk to facilitate enrollment; taking a step back to look at internal processes and ask if we are making it difficult for students to enroll.

d. **BOT Institutional Effectiveness Committee**
This item was covered in III. a.

IV. **COMMITTEE ROLES/TASKS/ASSIGNMENT**
a. Progress of 2019-22 strategic plan
- Ms. Pham reported that report to Board moved from October to January, Sept. 30 deadline for responses, and progressive work being done since last year's governance retreat.
- It was suggested to agendize specific goals and objectives and focus data and progress being made. This will be placed on <mark>next agenda.</mark>

b. ***Review the purpose, roles/responsibilities and membership of POE Committee**
   i. **Adding Vice Presidents of Student Services**
   - Importance was made of appropriate representation with POE membership; planning by vice presidents is an important factor in driving budget.
   - Ex-officio member as a resource person vs. a voting committee member was suggested.
   - Agendas will be more targeted to prevent dilution of discussion items.
   - <mark>Mr. Perez</mark> will reach out to Dr. Kennedy on his recommendation of one of his administrators or executive deans for membership.
   It was moved by Dr. Lamb, seconded by Ms. Morones to approve the addition of one (1) vice president from student services from each college for committee membership.

   ii. **Adding Vice President of Continuing Education**
   Discussion ensued on adding vice presidents or designee to POE membership.

It was moved by Ms. Pham, seconded by Dr. Lamb to add vice president or designee to membership.

Motion to amend made by Mr. Rutan as continuing education is currently a one-year pilot under Educational Services.

It was suggested that an executive dean can be sent in their stead.

The motion was amended to add vice presidents of continuing education to membership or their Executive Dean attend and that they be voting members.

One opposed from Mr. Shahbazian. Motion carried by majority.

V.   **PLANNING AT THE COLLEGES**
   a. Santiago Canyon College
      i. Update on Accreditation
         Mr. Voelcker reported on conversations starting for development of next Educational Master Plan, possibly a more comprehensive plan.
   b. Santa Ana College
      i. Update on Accreditation
         Dr. Lamb reported on goal to complete Educational Master Plan by end of term, working on update to Enrollment Management Plan and reported on taskforce.

VI.   **FOLLOW-UP & UPDATE ON IEPI PLAN**
      Mr. Perez reported on monies allocated for purchase of software.
      Ms. Pham will reach out to Dr. Lamb and Mr. Martin.

VII. ***GRANT DEVELOPMENT SCHEDULE**
      Due to time constraints, Mr. Perez asked members to review on own and forward any questions.

VIII. ***GUIDED PATHWAYS**
   a. *Santa Ana College
   b. *Santiago Canyon College
   Ms. Pham asked members to review handouts, forward any questions.

IX.   **OTHER**
      Next meeting scheduled for Wednesday, October 28, 2020.

      Mr. Perez adjourned the zoom meeting at 5:03pm.

bold *indicates standing items*
* indicates attachment provided

Approved: _____

Objective 5A: SUPPORT AND ENCOURAGE GREEN PRACTICES AND SUSTAINABILITY

Rancho Santiago Community College District
Water Usage (Gallons) by Site
2016-17 through 2019-20

	2016-17	2017-18	2018-19	2019-20 (in progress)
District Operations	1,674,024	2,093,652	1,543,124	1,235,696
Santa Ana College*	29,862,404	37,586,252	29,001,456	28,644,660
Santiago Canyon College**	23,539,560	30,351,596	26,599,628	20,584,960
Districtwide	**55,075,988**	**70,031,500**	**57,144,208**	**50,465,316**

*includes Centennial Education Center, Digital Media Center, OC Sheriff's Regional Training Academy
**includes Orange Education Center
Source: RSCCD Facility Planning, District Construction & Support Services

Rancho Santiago Community College District
Natural Gas Usage (Therm) by Site
2016-17 through 2019-20

	2016-17	2017-18	2018-19	2019-20 (in progress)
District Operations	11,016	14,738	15,238	10,903
Santa Ana College*	134,937	150,277	149,976	131,170
Santiago Canyon College**	112,662	102,030	117,376	97,090
Districtwide	**258,615**	**267,045**	**282,590**	**239,163**

*includes Centennial Education Center, Digital Media Center, OC Sheriff's Regional Training Academy
**includes Orange Education Center
Source: RSCCD Facility Planning, District Construction & Support Services

Rancho Santiago Community College District
Electricity Usage (KWH) by Site
2016-17 through 2019-20

	2016-17	2017-18	2018-19	2019-20 (in progress)
District Operations	865,735	883,893	856,975	545,148
Santa Ana College*	10,165,076	10,237,878	9,056,885	6,183,430
Santiago Canyon College*	5,505,132	4,983,219	4,430,227	2,935,679
Districtwide	**16,535,943**	**16,104,990**	**14,344,087**	**9,664,257**

*includes Centennial Education Center, Digital Media Center, OC Sheriff's Regional Training Academy
**includes Orange Education Center
Source: RSCCD Facility Planning, District Construction & Support Services

The District and the Colleges have focused their efforts over the last several years on an overall planning process that integrates and coordinates district-level planning with planning efforts at the Colleges. Much of this effort has occurred in relation to the Educational Master Plan for each College, the College Facility Master Plans, and the Strategic Plan for the District.

The Sustainable RSCCD Committee was formed prior to the development of the RSCCD Strategic Plan. However, it is the key committee that is working to raise awareness around issues of sustainability. The committee reviews the plan goals annually, develops action plans and projects, updates the Sustainability Plan as needed, makes recommendations for priorities, and ensures there is measurable and continuous progress in the area of sustainability.

The Sustainable RSCCD Committee has accomplished several major tasks. This committee was instrumental in updating *Board Policy 6012 Sustainable Practices*. This revised and expanded policy provides the authority to the Chancellor to establish sustainable practices for the District. The vehicle for establishing and defining those sustainable practices is the Sustainability Plan for the District which was approved by the Board of Trustees on March 9, 2015. This plan sets out a vision for the District and identifies a number of goals and objectives that are intended to improve existing practices or to establish new practices that align with the principles of sustainability. Measurement tools for the effectiveness of the goals of the plan are continuously reviewed by the committee and further developed as needed.

The committee has published two biennial reports covering the years of 2014-2016 and 2016-2018. These reports are available on the District's website at https://www.rsccd.edu/Departments/Business-Operations/sustainable-rsccd-committee/Pages/default.aspx.

The committee is currently working on its 2018-2020 biennial report. For the fiscal years 2016-2018, the committee had the following achievements summarized below:

Achievements:
- Compiled Utility Data Use for the last 8 years and established the baseline year as 2012-2013.
- Districtwide utility use has gone down by 5% for electricity, gas, and water in comparison to 2012-2013.
- A new central chiller plant and replacement of underground utilities were completed at Santa Ana College, along with new sustainable landscaping.
- Santa Ana College's new Science Center building is under construction and is LEED Silver equivalent, and is 28% more energy efficient than required by code.
- Santiago Canyon College has been utilizing the new Energy Management System (EMS) and making operational adjustments for both HVAC and exterior lighting with the new controls provided.
- A standard set of guidelines for building operators was set for building temperature set points (for heating and cooling) and continues to be implemented across all buildings.

Goals established by the Committee for the next two years fiscal years 18/19-19/20 were as follows:

- Retain a new waste hauler and start additional recycling programs – completed and underway
- Add standards for procurement (products) – underway and ongoing
- Add more water hydration stations at Santa Ana College and Santiago Canyon College – completed and on-going
- Additionally, this last April 2019, the committee decided to focus on reduction of plastic use as a single objective for the next academic year to continue to promote educational awareness on this topic. This was a suggestion by one of the student members and the committee embraced and supported this initiative.
- The committee continues to support the objective of reduction of plastic use in the current year and will revisit objectives, goals and projects again in the fall semester of 2020 when the committee reconvenes. The committee is currently working on drafting the next biennial report.

Historical Utility Use and Consumption
Utility data is provided annually to the Sustainable RSCCD Committee with more detail for review. Additionally, the colleges are provided data by meter, if available, to utilize in review of assessing more specific site or building use/consumption as a facility management tool. The data fluctuates for a variety of reasons and individual site reports are provided and discussed with the committee and colleges, including discrepancies. Often times it is related to construction projects, new buildings opening, changes in equipment or additions of equipment, weather changes, and/or utility disruption such as waterline breaks or repairs. Utility data is updated annually and the source of data is provided from utility company bills. The utility companies often "true-up" data at various times in a year for previous months or years, which then changes the data which is why there are often changes in reporting the utility use data. It is recognized by the committee members that the data is often not accurate but is a tool for measurement that may not always correlate to sustainability practices implemented.

On May 5, 2019, it was reported in the Sustainable RSCCD Committee that Southern California Edison (SCE) did not properly bill the District on the actual electricity usage from the meters at Santiago Canyon College for several years which effects the electricity data reports previously provided. New utility usage reports were updated in Fall 2019 after SCE finally did a reconciliation for Santiago Canyon College Aquatic and Humanities building meters and produced new bills that changed past historical use. Utility companies may at times bill based off of projected or past average use if meters are not read in a timely manner, which is why the billing and data can be inaccurate. Therefore, it is important to understand how this data is collected and reviewed on an ongoing basis as a management tool, but not to be relied upon as a sole source of measurement for success in the area of monitoring and managing the District's comprehensive sustainability practices and objectives.

SANTA ANA COLLEGE

Santa Ana College supports and encourages focused green practices with the following activities:

The college continues to operate and manage the new Central Plant to further reduce energy use.

The new Science Center and Johnson Student Centers are currently under construction. Both projects are designed and built to meet and/or exceed Title 24 green standards.

In the last year of Proposition 39 projects, the District completed upgrades to occupancy sensors to reduce lighting use. The District installed new efficient irrigation controllers (total of 8) so that the campus can better manage irrigation for landscaping. There is an additional phase of work for replacement of the remaining controllers (approximately 5) that is currently in the planning phase.

The College Maintenance and Operations Department continues to use an Energy Management System (EMS) to control the HVAC and lighting equipment with regular preventative maintenance schedules to ensure HVAC systems and lighting work properly and efficiently.

The College has also created various programs and taskforces to address green awareness. In the past, the college had an Environmental Taskforce, a sub-committee to the College's Facilities Committee, which focused on implementation of sustainable building practices for SAC.

Santa Ana College actively engages, via the Sustainable RSCCD Committee, in alternative commuting opportunities, which includes the implementation of a bus pass program in partnership with the Orange County Transportation Authority, for students. The College is in compliance with the South Coast AQMD survey requirements in accordance with emission reduction targets.

Santa Ana College works to integrate student and curriculum development where feasible. In the past, the College has engaged in the following activities:

- Engineering focused on energy efficiency and building design, including thermal massing and natural ventilation as cooling methods.
- Biology faculty oversees the Green Taskforce, which works to identify recycling projects and collaboration efforts for Earth Day events; and
- A representative from the ASG Environmental Taskforce attends and reports to SAC Facilities Committee and at the Sustainable RSCCD Committee.

SANTIAGO CANYON COLLEGE

Santiago Canyon College supports and encourages focused green practices with the following activities:

In the last year of Proposition 39 projects, the District completed upgrades to HVAC units in the U portables to improve efficiency and replace/retrofit older equipment.

The College Maintenance and Operations Department continues to use an Energy Management System (EMS) to control the HVAC and lighting equipment with regular preventative maintenance schedules to ensure HVAC systems and lighting work properly and efficiently.

Additional hydration stations were installed in Buildings D, G and H. Electric hand dryers were installed.

The new Safety and Security Building has two electric charging stations servicing four stalls, one of which is accessible (Parking Lot 6).

East Chapman Entry Repairs included California, drought tolerant, native plants that are low maintenance and reduce water consumption. The existing irrigation leaked and caused soil erosion, so all of the irrigation on the entire slope was repaired.

Santiago Canyon College actively engages, via the Sustainable RSCCD Committee, in alternative commuting opportunities, which includes the implementation of a bus pass program, in partnership with the Orange County Transportation Authority, for students. The College is in compliance with the South Coast AQMD survey requirements in accordance with emission reduction targets.

The Associated Student Government (ASG) has created a position called "Senator of Innovation and Sustainability." ASG promotes recycling and strives to reduce SCC's carbon footprint.   In 2014, ASG initiated the collection of plastic, glass, and aluminum by placing containers at various locations and transporting them to a recycling center. Funds collected are used to support ASG programs.

Objective 5B: REFINE AND IMPROVE THE SYNCHRONY OF INTEGRATED PLANNING AND RESOURCE ALLOCATION PROCESSES BETWEEN THE COLLEGES AND DISTRICT

DISTRICTWIDE

The District created its current planning design model in 2013 to ensure the goals and objectives of both the district and college levels reflect the district's commitment to its mission of providing quality educational programs and services that address the needs of our diverse students and community. Because goals and objectives are created at both district and college level and are supportive of each other and reflect our mission, it is important that resource allocations are funded to programs and services that promote student success.

Every three years, the Chancellor is charged with developing and implementing a process for a districtwide review of the RSCCD Mission Statement. The mission statement was last reviewed by the district community in the Fall 2018 and District Council again reaffirmed the Mission Statement in November 2018. Each College uses this district-wide Mission Statement to form its own mission, goals, and strategic objectives, thereby, integrating district and college plans.   The district also aligns district goals and strategic objectives to that of the colleges to ensure there are linkages and integration of planning efforts. The RSCCD mission statement will be reviewed again in the fall of 2021.

Planning is conducted at every level of the institutions, at the district, at the college, at the academic program, at the student services department, at the administrative units, as well as the special initiative-funded programs. Supporting data and assessment are done at each level and plans support each other and reflect the goals to ensure integration of plans and that resources are funded appropriately.

At the district level, the Planning and Organizational Effectiveness (POE) Committee also engages in a review of the District planning/budgeting cycle and how that process integrates with planning and resource allocation processes at the Colleges. The POE Committee recommended adjustments to the District cycle in time for the development of the budget. The Fiscal Resources Committee (FRC) updated its budget calendar in order to allow time for review of recommended budget assumptions and recommended budgets by District Council. As the District continues to evaluate the process of integrated planning, adjustments are made as needed.

Each operational unit at the district office recently completed its 2019-21 program review that included the following components: budget, staffing, facilities, technology, professional development, and recommendations. The two-year cycle of evaluation encourages department staff to regularly assess programs and the manner in which the needs of clients/customers are addressed in order to maximize the department's strengths and implement improvements wherever possible.

To assist staff in their assessment, members of the POE Committee designed a very simple, but comprehensive, survey of the 25 district services departments. The survey is implemented every two years for faculty and staff feedback. The district recently implemented this survey again (March 2019) and data is compiled by department and organized by respondents at SAC, at SCC, and at District Operations so that departments may respond accordingly should there be an imbalance of services as rated by site staff and faculty. The planning portfolios are used to identify planning priorities and resource allocation requests and are forwarded to POE for review and input. The POE Committee also developed a prioritization rubric and review processes for district-wide resource allocation requests. District Operations units will repeat this cycle again in 2021-2022.

The Human Resources Committee also completes the District's Equal Employment Opportunity Plan, as well as a Human Resources & Staffing Plan regularly, which will be used to inform human resources planning throughout the District. The Human Resources Committee also reviewed the projected full-time faculty obligation and developed a recommended redistribution of full-time faculty FTE and allocation of growth positions between the two Colleges.

SANTA ANA COLLEGE

The College has begun planning for the updating of the Educational Master Plan, which includes an environmental scan with data to inform the Strategic Plan, the Facilities Plan, the Technology Plan, and the Budget Process. A college-wide retreat was held at the end of the fall 2019 semester to launch this project, with mission statement review and strategic plan goals as a primary focus.

The College reviews its Mission and Goals regularly as part of the annual fiscal planning process. The SAC Mission and Goals are discussed in the Planning and Budget Committee meetings as a guidance tool for the budget priorities, which are established annually by the Planning and Budget Committee.

The annual SAC resource allocation process begins with the development of the budget priorities, which are in alignment with the College mission and the long-term priorities of the institution. The resources are allocated by determining the needs and priorities of the departments, both academic and nonacademic, via the annual Resource Allocation Request process (RAR). To create the RARs, departments and divisions determine and prioritize needed improvements in their department planning portfolios/program review documents, which are

submitted to the area administrators. This is tied to the Comprehensive Planning and Budget Calendar, which is reviewed and revised annually by the Planning and Budget Committee. Beginning in spring 2020 the RAR process timeline will be aligned with the funding request processes for the Student Equity and Achievement Program, Perkins, and Strong Workforce. Additionally, the College is working with an improved software product, Nuventive, to link outcomes assessment, program review, and resource allocation. These new annual timelines and software improvements will allow for a streamlining of funding decisions and more efficient allocation of College programs and activities. Once submitted, Administrative Services compiles prioritized college-wide Resource Allocation Requests, and requests are reviewed and prioritized by President's Cabinet. After the Board of Trustees approves the Adopted Budget (September), the RAR list is reviewed to update the RAR form. The Planning and Budget Committee, as well as the management team, are provided with the final prioritized RAR list by Vice president area, and all of the resource requests are posted on the Planning and Budget website for campus community review.

Institutional plans have been clearly linked to financial plans by utilizing the Strategic Plan as a tool for financial decision-making. The Educational Master Plan (EMP), which contains the Strategic Plan, provides the College with "defined goals and processes that will assist the College in the integration of practice and operations." The EMP integrates the Strategic Plan, the Facilities Master Plan, and the Technology Plan.

SAC's Strategic Plan states longer term plans. More short-term, annual plans are established by participatory governance committees and College Council. The SAC Mission and Strategic Plan provide the framework for guiding the development of annual budgeting priorities and budget assumptions. The interconnection between the Strategic Plan and financial expenditures in alignment with that plan are evidenced in the budget assumptions and in the true expenditures of SAC.

Most significant is the comprehensive set of strategic planning documents that inform priority activities at the unit level: the annual and quadrennial Capstone Program Reviews. The goals within these program review documents are aligned to the College's overall strategic priorities. The departments' goals advance specific priorities that are linked to budget requests. These requests are then prioritized through the College's budget allocation process via the Resource Allocation Request form and are approved by the Planning and Budget Committee and the President's Cabinet. Overall, the alignment between institutional planning and expenditures is evidenced in the actualization of the College's Strategic Plan as well as in a number of related planning documents that provide ongoing and more precise support to these connections.

SANTIAGO CANYON COLLEGE

Santiago Canyon College participates in a systematic cycle of integrated planning and resource allocation. College units, through the use of student learning outcomes and student achievement data, establish goals within their Annual Plans, identify actions to be carried out and the necessary resources to accomplish stated goals; identify who is responsible for ensuring that the

prescribed actions are accomplished and that the resources are acquired; and provide biannual updates to both the status of prescribed actions as well as to the unit's set goals.

Santiago Canyon College's Annual Plans are interconnected with the College's Program Reviews, and this connectivity allows the College to determine what actions, across the institution, are being taken to move the College toward its goals. Furthermore, through the status updates of prescribed actions, the College community has a vehicle to reflect on whether or not the College is making progress toward achieving its stated goals. Using the Annual Plans as its foundation, when following the regularly scheduled program review process, units take a more holistic view of their area and may, after evaluation, develop new or update existing goals and may also map the alignment between unit goals and the College's goals.

If there are necessary resources being requested to help academic departments and nonacademic units achieve their annual goals or to carry out planned activities, these requests are prioritized first at the department and unit level. For requests originating from academic departments, additional prioritization occurs at the division. Ultimately, all units (including departments and governance bodies) forward their resource requests to the vice president associated with their area for additional prioritization at the level of the four major areas of the College: Academic Affairs, Continuing Education, Student Services, and Administrative Services, prior to being passed on to the Planning & Institutional Effectiveness (PIE) Committee for ranking.

The Planning & Institutional Effectiveness Committee takes all prioritized resource request lists and ranks them using the PIE Resource Request Prioritization Rubric. This prioritization rubric enables committee members to evaluate each request based on a number of factors: relation to the College Mission; support for the College Goals; connection to the College's Educational Master Plan, Technology Master Plan, and Facilities Master Plan documents; association with Annual Plans and Program Reviews; fulfillment of a legal mandate, regulatory, or safety requirement; and support from learning outcomes assessment and student achievement data. Once the committee compiles ranked funding priorities across nine funding categories (Instructional Equipment, Instructional Supplies, Instructional Technology, Non-Instructional Equipment, Non-Instructional Supplies, Non-Instructional Technology, Transportation/Fees, Contract Services, and Personnel), the PIE Committee forwards the prioritized resource request lists to the Budget Committee for a budget analysis that determines the number of the funding priorities that the following year's tentative budget will accommodate and identifies specific sources of funding. After providing its analysis, the Budget Committee sends its budget evaluation of the funding priorities back to the PIE Committee. After reevaluating prioritized lists and discussing any possible revisions, the PIE Committee forwards the recommended prioritized resource allocation lists to College Council. Next, College Council reviews the recommendation and provides the President with a recommendation. Once the President approves the prioritized resource allocation lists, the College community acquires resources in rank order based on actual funds received through apportionment, Lottery, IELM, and alternative funding sources.

Objective 5C: EVALUATE AND IMPROVE THE CYCLE OF INTEGRATED PLANNING

DISTRICTWIDE

Planning and evaluation activities are conducted continuously throughout the district and all share in this responsibility. In 2013, a formal assessment of planning and decision-making processes was included in the RSCCD ten-year Planning Design Manual. Currently, in the 7th full years of using its integrated planning model, the five-committee structure ensures the perspective of each constituent group throughout the District. A formal assessment of planning and decision-making processes is conducted every three years. The assessment includes POE gathering input from throughout the District and forwarding feedback to the District Council. District Council reviews results and recommends revisions to planning and/or decision-making processes as needed to the *RSCCD Planning Design Manual*.

At the district level, the District Council serves as the primary participatory governance body that is responsible for districtwide planning activities, including developing, planning and budgetary recommendations that are submitted to the Chancellor and Board of Trustees. The five other district-level participatory governance committees who support the work of the District Council are Planning and Organizational Effectiveness, Fiscal Resources, Human Resources, Physical Resources and Technology Advisory. Each committee is tasked with specific responsibilities and we rely on the professional expertise and perspectives of employees across the district to ensure that our decision-making processes are collaborative. At the beginning of each academic year, district governance committee co-chairs review the purpose of the committee, the responsibilities of the committee, as well as the membership of their committee. Recommendations/suggestions for changes are forwarded to District Council for consideration and action.

In Fall 2018, the POE Committee also initiated updating the process whereby college and district staff reviewed each of the items to be reviewed and updated the functions/mapping of responsibilities to ensure we clearly delineate, document, and communicate the operational responsibilities and functions for the district from those of the colleges so that we serve our students and community effectively and efficiently. The review includes seven key areas: Instructional Programs, Student Services, Human Resources, Fiscal & Administrative Services, Educational Services, Governance, and Public Affairs & Publications. This task is to be reviewed

every three years to ensure documentation reflects true practices and processes of the colleges and the district.

As the 2016-19 Strategic Plan came to an end, the Educational Services Department hosted a planning retreat in May 2019 with members of the districtwide participatory governance groups, which included 70 members from the five committees, District Council and other stakeholders, including students, at the colleges. The critical task at the retreat was two-fold: to create the 2019-2022 district strategic plan and to review and update our planning design manual to ensure the structure models current practices. All participants had homework to complete before the retreat, which included reviewing external and internal environmental scans with pertinent data that could impact our work in upcoming years, reviewing the progress/completion of the 2016-19 strategic plan, and reviewing parts of the planning manual. Information was gathered and the committee members were given specific assignments for review. Participants came together on the day of the retreat already informed and with their individual assessment of the district goals/objectives and planning structure to share in the discussions. The group created the 2019-2022 Strategic Plan with 18 objectives to assist the district and colleges in accomplishing the five long-term district goals. Each year staff review the progress of the work to ensure we complete the three-year strategic objectives; thereby, ensuring that we will achieve the completion of the long-term 10-year district goals established in 2013.

All of these activities assist in comprehensive and integrated planning to ensure we are effective and efficient, while being transparent and sharing in the responsibilities, as well as achievement of our collective work. All planning activities are shared with the Board of Trustees annually to ensure that everyone is informed of our mission of providing quality educational programs and services that address our diverse students and community, goals and objectives to achieve that mission, as well as the processes and resources we have in place to do so.

SANTA ANA COLLEGE

The cycle of integrated planning at SAC includes several simultaneous processes. For the upcoming year, there is a renewed commitment for closer alignment between accreditation standards and the participatory governance committees. To this end, participatory governance committees continue to create End-of-Year Reports analyzing and updating the goals of the committee for the upcoming year. For example, the Planning and Budget Committee goals include budget allocation and planning analysis. College Council, with membership from all constituency groups and students, reviews the participatory governance structure, which includes integrated planning analysis in an annual retreat. Adjustments are made as needed.

In addition, the newly formed Institutional Effectiveness and Assessment Committee (IE&AC) makes recommendations to College Council on issues related to outcomes assessment, annual program review, and accreditation which are submitted to President's Cabinet. The four goals for the IE&A are:

- Outcomes Assessment of Student Learning Outcomes (e.g., assisting faculty in developing evaluation tools for course and program assessment, analyzing data, and preparing data for program review cycles);
- Program Review (e.g., assisting department chairs and student service managers in creating proper and thorough review of programs across the College);
- Accreditation (e.g., providing leadership for creation of Institutional Self-Evaluation Report (ISER) and other ACCJC Recommendations, in the preparation of Reports to ACCJC, and assisting preparation for external evaluation team visits); and
- Communication (e.g., keeping the college community updated on Institutional Effectiveness issues and status of program review efforts, reporting to President's Cabinet upon request).

To support the goals of institutional effectiveness, new positions have been established and filled including Dean of Academic Affairs, Director of College Research, research analysts, Student Equity Coordinator, Outcomes Assessment Coordinator, Accreditation Coordinator, and Program Review Chair.

As SAC continues to evaluate the cycle of integrated planning, adjustments will be made as needed. Although it is understood that the resource and planning processes are integrated at the college level, it is not generally understood by most at the College of the alignment between the District and College processes. This will be reviewed and shared with the District Planning and Organizational Effectiveness Committee so that institutional effectiveness at both the district and college level may be enhanced.

SANTIAGO CANYON COLLEGE

Santiago Canyon College works to assure that its ongoing planning and resource allocation processes are effective through the continual review of its collegial governance structure and of the collegial governance bodies' responsibilities, which are tied to planning and resource allocation within this structure. Whether through the revision and improvement of established processes and documents or through the realignment of collegial governance committee responsibilities and the creation of new committees to address important institutional functions, SCC systematically reviews and modifies, as appropriate, all parts of its planning and resource allocation process.

Resulting from feedback provided by the 2014 Accreditation Site Visit Team, SCC strengthened the collegial governance process by instituting a yearly evaluation of all collegial governance committees and the governance system. The governance process has been modified to include three steps in its systematic evaluation.

The first step occurs in the fall when each governance committee and council review its mission, responsibilities, goals, and committee composition at its first meeting of the academic year. This activity ensures that committee members are oriented to the work of the specific committee and that the committees are goal oriented.

In the spring, each committee conducts a self-evaluation as the second step of the process. All collegial governance committees conduct a self-evaluation that includes a review of the following: 1) Committee Mission, 2) Committee Responsibilities, 3) Major Accomplishments, 4) Actions Pending, 5) Challenges, 6) Recommendations, and 7) Evidence.

The third step occurs the following fall when the College Council reviews the committees' self-evaluations as part of its comprehensive evaluation of the system of governance to assess the effectiveness of the governance process. College Council makes recommendations for changes based on themes or issues identified during the review of governance committee evaluations. In addition, College Council determines if any gaps, redundancies, or problems exist and recommends needed changes or modifications to the governance process.

The Collegial Governance Handbook outlines and maintains the principles, organizational structure and reporting relationships, operating procedures, missions, responsibilities, and membership of each of the College's councils and committees. Using the recommendations of collegial governance committees following the completion of their annual evaluation, College Council updates the Collegial Governance Handbook.

As a result of this evaluation process, a standing agenda item labeled "Reports from Governance Committees" is required for each governance committee so that information from other related governance committees can be shared. This requirement is an important addition so that committee members understand what activities are occurring elsewhere in the collegial governance framework. This also allows the connections to be drawn and strengthened between governance committees.

The effectiveness of the governance process and of integrated planning is further evaluated through an annual survey of the SCC Planning & Institutional Effectiveness (PIE) Committee's resource allocation process. This survey asks questions targeting respondents' attitudes toward the forms utilized to help facilitate the planning and resource allocation process, attitudes about the planning and resource allocation process itself, and attitudes related to the overall satisfaction with the process.

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: revised 08-31-20

Name of Institution: RSCCD

Area of Focus	Objectives	Responsible Person(s)	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Strategic Planning	1. Develop Matrix of Districtwide Goals to College Master Plan Activities	POE	April 2019	1. POE establishes sub-committee to work on matrix 2. Subcommittee creates, refines, and obtains approval of matrix 3. Disseminate information district-wide	1. Subcommittee set 2. Matrix created and approved 3. Matrix disseminated	• Completed
A. Strategic Planning	2. Hold Retreat to Discuss Alignment Between the District-wide Strategic Plan and Educational Master Plans (a) How do these plans currently work together? (b) Where are the gaps? (c) How should they work together?	Perez / Pham	May 2019	1. Set date for retreat 2. Invite all participatory governance committees 3. Develop communication plan to disseminate information on retreat (purpose, etc.) 4. Hold retreat 5. Document and disseminate results 6. Incorporate findings into planning processes at DO, SAC, and SCC	1. Date set 2. Invitations issued 3. Communication plan finalized 4. Retreat held 5. Results disseminated 6. Retreat findings incorporated into all three planning processes	• Retreat held 05/10/19 • 2019-22 Strategic Plan approved by POE 08/28/19 and by District Council 10/7/19
A. Strategic Planning	3. Update Function Map	POE	Fall 2019	1. POE establishes sub-committee to work on updates 2. Subcommittee updates and obtains approval of updates 3. Disseminate information district-wide	1. Subcommittee set 2. Function map updated and approved 3. Function map disseminated district-wide	• Completed and approved by POE 08/28/19

Area of Focus	Objectives	Responsible Person(s)	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Strategic Planning	4. Identify and Address Gaps Between 2019-22 Districtwide Strategic Plan and Enrollment Management Plans	Presidents / Vice Presidents/ Perez	June 2021	1. Establish DO/SAC/SCC committee to identify gaps 2. Committee identifies gaps, and recommends approaches to addressing them 3. Applicable committees address the identified gaps 4. Conduct new environmental scan if committee determines necessary	1. Committee set 2. Gaps identified and recommendations made to applicable committees 3. Gaps addressed by committees and progress report made to DC 4. New environmental scan conducted (if needed)	• 2019-22 Strategic Plan approved 08/28/19 • SCC Enrollment Plan completed • SAC Enrollment Plan in progress
B. Enrollment Management	1. Clarify DO role in Enrollment Management	POE/DC	June 2020	1. Establish committee 2. Discuss in DC, POE and district curriculum committee 3. Delineate, document, and disseminate DO role 4. Incorporate DO role as applicable into college and district enrollment management planning processes	1. Committee set 2. Discussions completed 3. DO role in EM district-wide disseminated 4. DO role incorporated	• Completed; DO's role is to support the colleges with technology and resources needed to manage enrollment
B. Enrollment Management	2. Acquire Predictive Analytics Software and Integrate into Enrollment Management Processes	POE	June 2021	1. Begin conversation at POE as to: (a) Shortcomings of current EM tools. (b) What EM software/tools are needed? Not needed? 2. Develop multi-pronged approach (more than just software). Determine what other district-wide systems / processes need to be improved / changed. 3. Connect with other colleges on what software has worked for them. 4. Identify and meet with vendors 5. Select, obtain, install, test, and implement software 6. Implement other changes in EM processes as needed 7. Establish schedule for evaluation and improvement going forward	1. Conversations completed 2. Multi-pronged approach developed; determination made 3. Communications with other colleges completed and information provided to POE. 4. Vendor meetings completed 5. Software obtained and implemented 6. Other necessary changes to EM processes implemented 7. Schedule for ongoing evaluation and improvement set	• 2. Educational Services has engaged CWP to provide EM reports to assist college EM plans • 4. SCC has identified AdAstra as potential vendor and had scheduled a meeting with their EM committee.

Area of Focus	Objectives	Responsible Person(s)	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
B. Enrollment Management	3. Conduct System Review and Study of EM best practices at similar districts and incorporate those practices into EM processes	POE	Spring 2021	1. POE establishes sub-committee to conduct review 2. Select applicable districts 3. Conduct systematic review 4. Identify sound practices that fit RSCCD, SAC, and SCC needs 5. Incorporate those practices into EM planning at all three institutions. 6. Establish schedule for evaluation and improvement going forward	1. Subcommittee set 2. Districts selected 3. Review completed 4. Sound practices identified and reviewed for suitability 5. Practices incorporated into EM plans and implemented. 6. Schedule for ongoing evaluation and improvement set	• Enrique to follow-up: tentative meeting with VP's
C. Budget Allocation Model	1. Conduct Internal Review of the BAM and its processes (review of successes and gaps). 2. Conduct Internal Review of the BAM and its processes to ensure that it is aligned with the statewide funding formula so that model can distribute resources through transparent processes that support the availability of high quality educational programs that respond to student and community needs.	FRC	Fall 2018	1. Contract consultant 2. Discuss at FRC / DC 3. Discuss with stakeholder unions 4. Conduct both internal reviews and recommend BAM improvements as needed 5. Assess/identify minimum funding necessary to ensure success of program/service.	1. Consultant contracted - completed 2. Discussions with FRC / DC completed - ongoing 3. Discussions with stakeholder unions completed –ongoing discussions with stakeholders through FRC and DC 4. Internal reviews completed and recommendations made to DC - ongoing 5. Minimum funding identified – minimum funding allocation to colleges based on ever changing SCFF model.	1. Consultant Board approved on Sept. 24, 2018 meeting. 2. Discussions in FRC/DC on-going 3. Continuing discussions and modeling based on ever changing SCFF Model.

Area of Focus	Objectives	Responsible Person(s)	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
C. Budget Allocation Model	3. Conduct System Review and Study of BAM best practices and processes at similar districts and implement improvements into the BAM processes	FRC	Fall 2018	1. Contract consultant 2. Conduct the review and study and document the findings 3. Discuss at FRC and DC 4. Recommend BAM improvements as needed 5. Document how and when improvements based on findings of all three reviews (see also Objectives C.1 and C.2 above) will be implemented into the BAM 6. Implement improvements based on findings of all three reviews (see also Objectives C.1 and C.2 above) 7. Establish schedule for evaluation and improvement going forward	1. Consultant contracted - completed 2. Review and study conducted, and findings documented - ongoing 3. Discussions completed – continuing due to SCFF model changes 4. Recommendations made - TBD 5. Implementation approach and schedule finalized - TBD 6. Improvements implemented according to schedule - TBD 7. Schedule for ongoing evaluation and improvement set – continuous as SCFF model changes	1. Consultant Board approved on Sept 24, 2018. 2. Due to the instability and continuous changes of the new SCFF statewide, we continue to adjust our internal draft BAM models. Unfortunately, we will not be able to recommend or finalize an internal revenue allocation model until the statewide SCFF model is stable. 3. FRC has decided to continue to utilize the old SB361 FTES revenue allocation model in 2018/19 and for the 2019/20 budget years.
C. Budget Allocation Model	4. Develop and Implement Plan to Enhance Communication and Transparency about District and College Budgets	Perez / POE	June 2019	1. Contract consultant to work with district / college leadership 2. Draft, refine, and obtain approvals for Plan 3. Implement plan and establish schedule for evaluation and improvement going forward	1. Consultant contracted 2. Approval for plan obtained 3a. Plan implemented 3b. Schedule for ongoing evaluation and improvement set	

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus *(Copy from table above.)*	Applicable Objective(s) *(Copy from table above.)*	Description of Resource Needed *(Refer to Action Steps above as appropriate.)*	Cost of Resource
B. Enrollment Management	2. Acquire Predictive Analytics Software and Integrate into Enrollment Management Processes	Select, obtain, install, test, and implement software	**$100,000**
C. Budget Allocation Model	1. Conduct Internal Review of the BAM and its processes (review of successes and gaps).	Contract consultant	**$60,000**
C. Budget Allocation Model	3. Conduct System Review and Study of BAM best practices and processes at similar districts and incorporate those practices into EM processes	Contract consultant	**$30,000**
C. Budget Allocation Model	4. Develop and Implement Plan to Enhance Communication and Transparency about District and College Budgets	Contract consultant	**$10,000**
Total IEPI Resource Request (not to exceed $200,000 per college)			**$200,000**

Approval	
Chief Executive Officer	
Name: Raul Rodriguez, Ph.D.	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President, Santa Ana College *(As applicable; duplicate if needed for district-level I&EP)*	
Name: Monica Zarske	
Signature or E-signature:	Date:
Academic Senate President, Santiago Canyon College *(As applicable; duplicate if needed for district-level I&EP)*	
Name: Michael DeCarbo	
Signature or E-signature:	Date:

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
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
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	**UPDATE: Awarded**	December 2020	No. Leveraged resources.	Implement the Behavior Technician+ Program at OEC. Collaborate with Professional Org to place graduates into employment.	No.	Yes
U.S. Department of Labor Strengthening Community Colleges Training Grant $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	Submitted	January 2021	No.	Proposal will focus on grant purpose 3: respond to COVID-19 challenges by expanding online, technology-enabled and virtual learning environments and focus on a difficult-to-covert CTE Courses.	Yes. Expected that systems-level changes that improve career training would be retained.	Yes
Fall 2020									
U.S. Department of Education. Centers of Excellence for Veteran Student Success. $433,000 - $450,000 over 3 years.	SAC – Dr. Vaniethia Hubbard, Alicia Kruizenga	Goals #1, #3 and #4	November 4, 2020	Considering	March 2021	No.	Establish a center at each campus with a coordinator, serving as single-point of contact, connect veteran students to wrap-around services.	Have to explain have a veterans resource team and designated site will be sustained.	

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
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 (as Cathie Shaffer & Suzi Lohmann retired and CO hasn't released RFA not sure of the status.)	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
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 (CO still hasn't released the RFA)	June 2020	Yes. Match is met 100% by SAUSD.	SAC will continue to operate Middle College High School for at-risk SAUSD high school students.	No	Pending
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
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
Upcoming Grants that colleges are considering: **Talent Search 2021** – existing program at SAC; SCC may be interested as well. College planning and prep services for low-income and disadvantaged high school students. **Educational Opportunity Center** – Dr. Kennedy interested. College planning and prep services for adults – re-entry, those in GED/HS diploma programs, etc.									

RSCCD Resource Development Grant Development Schedule

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

2) <u>GRANT OPPORTUNITIES</u>

    HUMANITIIES

    - **National Endowment for the Humanities.**
        - **Media Projects**. Development up to $70,000; Production up to $700,000. Support collaboration between media producers and scholars to develop humanities content and to prepare documentary film, TV, video and podcast projects that engage public audiences with humanities ideas in creative and appealing ways. All projects must be grounded in Humanities content. Media projects makes awards at two levels: Development and Production. Due 1/6/2021.
        - **Public Humanities Projects – Exhibitions/Historic Places/Humanities Discussions.** Planning up to $75,000; Implementation $50,000-$400,000. Support projects that bring the ideas and insights of the humanities to life for general audiences through in-person programming. Project must engage humanities scholarship to analyze significant themes in disciplines such as history, literature, ethics and art history. Due 1/6/2021.

    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.

    VETERANS

    - **U.S. Department of Education. Centers of Excellence for Veteran Student Success**. $433,000 - $450,000 over 3 years. Only 16 awarded in the nation. IHEs to develop model programs to support veteran student success in postsecondary education by coordinating services to address the academic, financial, physical, and social needs of veterans students. Due 11/4/20.

Grant Schedule

Summary Sheet of Positions related to grant proposals

Site	Grant	Staff proposed in grant applications
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
SCC	NEH Humanities Initiatives at Community Colleges	Beyond contract time 1-1.5 non-instructional LHE for the PI (Rachel Petrocelli) and CO-PI (Seth Daugherty)
DO & SAC	U.S. Department of Labor Grant	Project director and a project assistant
SAC	Center of Excellence for Veterans Students	Not known at this time. Still in planning.
DO	EDA Grant	Not known at this time. Still in planning.
DO	IEPI	Not known at this time. Still in planning.

October 22, 2020

Report prepared by Stephanie Clark, GP Faculty Coordinator
10.19.2020

Santa Ana College GP Updates for District POE

Fall Current Campus Event Planning *(Ongoing)*

1. **Career Exploration Months – process determined**
   - **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
   - Social media submissions are now a component of the Career Exploration workshop registration form.
   - Social media requests are responsibility of Success Team.
   - Future months should have all calendar submissions complete by the 15th of the month prior.
       i. **September:** Creating Our World (complete)
       ii. **October:** People, Ideas & Culture
       iii. **November:** Future Educators
2. **Coffee with Colleagues**
   - **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**.**
3. **Equity in Action! – Equity Allies Group**
   - Ad hoc group at the moment.
   - Faculty practitioners will be convening on Nov. 13th to identify a way forward in organizing equity-minded practices on our campus. Members will have experienced 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).

GP Activities

- **GP Team Updates**

    o **Learning & Engagement team** *– Ongoing work. – No changes.*

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SANTA ANA
COLLEGE

- **Planning for New Faculty Institute** – potentially as a 4-year invitation for professional development.
  - Hoping to identify 10 equity priorities for the NFI PD series.
  - Potentially allow Professional Development group 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**
  - Career Ladders Project will serve as consultants on developing this plan. (met 10/19/20)
  - Considering how to implement the program for new faculty.
  - Important: Must also train tenure-faculty reviewers.
    - *Note: Can't teach new faculty these issues without training their reviewers as well - Invite anyone participating on a tenure-review committee to participate in a monthly curriculum audit meeting?*
  - Setting milestones:
    - Classroom Audit (T3)
    - Online Classroom Audit (incorporate OEI?)
    - Curriculum Audit Plan
    - Senate Input (Retreat?)
    - Recognition?
- **Equity-conscious Practitioner Certification**
  - The L&E team 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.
    - Could this be offered as a Noncredit certificate? CEUs?
    - Could these certified practitioners drive a mentorship program?
- **Convocation & Flex Week**
  - Continue to advocate for Convocation Tuesday
  - Continue to advocate for intentional planning & themes, while also highlighting the year's successes.
- **Web Redesign** –*Meets every other Tuesday. (no changes since last report)*
  - Will be designing standards and best practices recommendations.
  - Page templates have been approved.
  - GP Core Team is wondering why Guided Pathways isn't front and center on website.

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C O L L E G E

- o **Mapping Team** – *meeting monthly*
    - ▪ Mapping Team has recommended a *Graduation Specialist* be assigned to support GP maps.
        - • Mark Liang will be meeting with the team on Nov. 4th to assist with the role and description.
    - ▪ Mapping Team goals is currently focused on guidelines & best practices for designing maps.
        - • Team feels map design is faculty purview but requires Counseling support.
- o **Starfish Implementation Team**– *Launched.*
    - ▪ Pushing for 100% faculty adoption, second survey has been launched to include an additional flag in second survey for *Improvement*.
    - ▪ November presentation to Senate is planned.
        - • Some questions coming in from faculty, not quite understanding the entire Starfish workflow and communication to student details. This will be addressed in workshops & senate informational item.
    - ▪ John Steffens shared a very positive report that included 1000 academic flags raised and several thousand kudos.
    - ▪ **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 and training/preparing these offices for influx of recommendations.
- o **Success Teams** – *Launched (no changes)*
    - ▪ **Directors**
        - • **Dean of Counseling**, Maria Dela Cruz managing Coordinators, Counseling Liaisons and Student Success Coaches.
        - • **GP Coordinator**, Stephanie Clark, is managing the Faculty Leads.
        - • **Associate Dean of Financial Aid**, Robert Manson, is managing Financial Aid specialists.
        - • **Director of College Research,** Janice Love, data specialists & support.
    - ▪ **Communication: Canvas Shells**
        - • Hoping this will be a model for other teams in better CAP/student communication.

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SANTA ANA
COLLEGE

- Faculty Leads will be managing these in collaboration with their team.
- House workshop information outside of the Career Months.
    - Core Team discussed separating goals related to the following tools: Starfish, Website, Canvas
    - **Communication: Website**
        - Success Teams are to manage the CAP site information (not maps).
        - Will be setting up a workshop with Young Kim for the purpose of training success team members to update their sites.
    - **Communication: Starfish** (mostly relying on Success Coaches for the team-related work in Starfish)
        - 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.
  - **Weekly Announcements**
      - Focused on connecting students to all aspects of campus.
      - Will include Career Exploration events when appropriate.
      - Civic Engagement comms.
  - **Transitions Team**
      - **Co-Chairs: Faculty, Dual Enrollment Coordinator, CTE HS Articulation Officer**
      - Hoping to synthesize early college credit opportunities, noncredit & GE into a plan for college transitioning.
      - The Transitions team would like more insight and potentially more membership to assist them in determining their direction.
      - Would like to propose a more targeted plan for their team that is less focused on previous entry work.
      - Will be assisting with collaborations that include work development & promoting dual enrollment, articulation & noncredit.
      - 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

- **Coffee with Colleagues** – 2nd & 4th Fridays

- **CAGP NCII 2020 Next Site visit -** November 6th
    - **HOT TOPICS for site visit: Re-org around CAPs, Centralizing Career Services, Designing & Implementing (CAP) Learning Communities**
- **CAGP Virtual Events –** October 21st (?) and December 3rd
- **CAGP Virtual Training sessions -** Spring 2021 TBA

Santiago Canyon College

SCC GUIDED PATHWAYS UPDATE: October 2020

CAGP Phase Two:
- Completed intake documentation
- Had an introductory meeting with the coach for SCC
- Larger, kick-off event is next Wednesday.

Academic Group
- Worked on the template for program maps; will reach out to faculty to determine what information about each program could be included on the initial page
- Began to review the SOAA

Planning, Technology, Research Group
- Discussed how to manage difficulties in getting pathway-specific data
- Update on website and ties to catalog/eLumen

Student Success
- Beta testing of the website draft is moving forward through student focus groups
- Development of a survey for broad student input on the pathway organization is underway

Professional Development
- Moving forward with scheduling training of counselors for Strong Interest certification
- Began to review the SOAA

Success Team Planning Group, STEM
- Have identified an existing group that could be modified to take the roll of a success team and are waiting to hear back from that group
- A research specialist presented their work on separating degrees/certificates into the draft Pathways in order to get STEM-specific data