RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Website: Technology Advisory Group

Agenda for April 4, 2019
2:30 p.m. - 4:00 p.m.
Santa Ana Room, District Office - Room #103

1. ADA Compliance Self Evaluation Analysis –Gonzalez (10 minutes)

2. Districtwide Technology Planning Framework Update –Gonzalez (35 minutes)

3. Technology Update – Colleges
   - SAC – Steffens (20 minutes)
   - SCC – Rodriguez (20 minutes)

4. Approval of TAG Minutes – March 7, 2019 **– ACTION** (2 minutes)

5. Other (2 minutes)

Next TAG Committee Meeting: May 2, 2019

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.

Disabled Students Program and Services (DSPS)
ADA Self-Evaluation Analysis for ICT

Self-Evaluation Overview

Overview/Context

- **Focus**: The focus of the Self-Evaluation is on identifying policy, programmatic, and physical barriers to accessibility and developing solutions to resolve these barriers.

- **Outcome**: Completing the Self-Evaluation is an enormous, multi-year, multi-disciplinary process. The resulting Self-Evaluation is very large and highly detailed so a full analysis is beyond the scope of SACTAC to cover.

- **Today's Focus**: The intent of this handout is to summarize key technology-related touchpoints between the findings and recommendations from the Self-Evaluation and the roles and responsibilities of SACTAC.

- **Intent**: The intent of today's agenda item is just to discuss and analyze these technology-related touchpoints. Future SACTAC discussions will focus on developing recommendations (or other actions) are appropriate.

Drivers

- **Mandate**: There is a "...clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities."

    o Civil rights legislation (e.g. the Americans with Disabilities Act of 1990) [ADA] requires that 'otherwise qualified' individuals with disabilities shall not be denied participation in or the benefits of, any campus program, service, or activity solely by reason of disability. It requires that we provide <u>responsive accommodations</u> when accessibility barriers exist.

    o There are also both Federal (Section 508) and State (CA Government Code 7405) laws/regulations that require that our Information and Computer Technology (ICT) infrastructure be accessible for persons with disabilities. Section 508 requires that institutions incorporate accessibility into all decisions to adopt, build, purchase, and implement ICT. It requires a much more <u>proactive response</u> to accessibility that minimizes or eliminates the need for accommodations in the first place.

- **Scope**: ICT includes web sites/apps, desktop and mobile software, telecommunications systems, and electronic media (e.g. documents, videos, audio). It includes third-party technology solutions that we contract with others to use—If we adopt it, we accept the responsibility for ensuring that it's accessible and accommodating gaps.

- **Rationale**: As technology increasingly transformed college programs/services, it became clear that only focusing in responsive accommodations (ADA) was inadequate. If a key campus technology (e.g. LMS) was inaccessible, there were often few (if any) accommodations that would allow full inclusion. Also, the process of providing accommodations was often very disruptive and costly for the institution (e.g. paying for interpreters every time an uncaptioned video is shown in class vs. simply selecting captioned videos).

- **Technology Access**: The institution is required to incorporate accessibility components into business practices <u>across the institution</u> (not just DSPS) including:

    o Procurement: Incorporating accessibility requirements into selection requirements, reviewing vendor accessibility claim, verifying accessibility support, ruling-out accessible products before justifying the purchase of inaccessible ones, including accessibility language in contracts)

o Authoring: Training all authors of ICT media (e.g. documents, multimedia, web content) regarding their responsibilities regarding accessibility, providing access to tools that support authoring, evaluating, and remediating media for accessibility).

General Findings (both District and Campus-Level)

Lack of ADA Notice and Related Information

- **Report Findings**: The District and campuses must prominently provide information about its nondiscrimination policies, link to specific procedures for obtaining assistance and/or filing complaints. This information should be available for all programs/services and in all contexts (office, events, web, and printed materials).

Effective Methods of Administration

- **Report Findings**: There must be well-established and documented procedures for how the institution will respond to requests for assistance and processing complaints. Those involved in responding to these requests must have appropriate background/training to effectively respond and have access to support resources that ensure the response is timely. Information about these procedures must be widely disseminated and reviewed periodically. The report finds that while most programs understand the need for accommodations, there are few established policies or procedures for providing accommodations. Also, accommodations for the public cannot be funded through DSPS.

Designation of ADA Coordinator

- **Report Findings**: Full implementation of ADA requirements requires designated leadership. The report recommends a dedicated ADA Coordinator rather than having this role be a part of a larger administrative position (currently the Vice Chancellor for Human Resources). Regardless of who serves in this role, they need access to support staff to carry out the responsibilities of this role.

Accessible Information

- **Report Findings**: Communications with persons with disabilities must be as effective as communications with other individuals. This requires that all information including ICT-based information are accessible and usable by people with disabilities. This includes websites, forms, LMSs, instructional materials, and other ICT resources). This also requires that we conform with accessibility requirements when we develop, procure, maintain, or use ICT. The report acknowledges that a comprehensive Section 508 review of ICT resources was out-of-scope; however, numerous web pages and online forms were not fully accessible. The report recommends establishing procedures by qualified individuals to ensure all ICT resources comply before deployment.

Campus-Wide Training

- **Report Findings**: The report indicates that campus-wide training is critical and states that a comprehensive training plan needs to be developed for both instruction and non-instructional units. The training needs to address general disability awareness as well as implementing a wide range of policies and procedures that address serving students with disabilities. The training plan needs to address the diverse needs of administrators, faculty, and staff and should incorporate a variety of formats.

Specific Findings (both District and Campus-Level)

Websites

- **Report Findings**: The district website provides an accessibility section that allows site visitors to review a commitment statement and report accessibility issues. However, there is no method to request accommodations (such as alternate format versions of materials).

  - **Comments**: Establishing a mechanism for requesting accommodations requires that there also be personnel with adequate training, tools, and support to (1) review the request, (2) determine what options are feasible/reasonable, (3) oversee processing of the request, (4) maintain communication during the processing, and (5) resolve the request in a timely manner—similar to a help desk.

- **Report Findings**: The District uses accessibility evaluation software to check for accessibility issues on district and campus websites and periodically notify departments of non-compliant pages. Web content constantly evolves, however, which makes it challenging to achieve or maintain full accessibility support.

  - **Comments**: Automated checking can only detect roughly 1/3 of accessibility issues so the notification reports provide an incomplete picture of accessibility support. Accessibility issues have sometimes been inadvertently introduced when code changes occur because manual evaluation and/or evaluation by users of assistive technology is either not occurring or is insufficient to identify non-compliant code. There is sometimes the assumption that 'standard' web tools are intrinsically accessible if provided by major IT companies (e.g. Microsoft). However, this isn't always true or may still require manual configuration or tweaking.

- **Report Findings**: While overall accessibility support for the Canvas LMS is fairly strong, there are third-party integration products/services that haven't been assessed for accessibility.

  - **Comments**: While Canvas accessibility support is fairly strong, there are important gaps in accessibility support that campuses weren't advised of and that aren't reflected in the vendor's accessibility documentation (e.g. that support for the JAWS screen reader doesn't work properly with Chrome). Most VPATs, include that of Canvas, have responses indicating partial support but often fail to describe what specific areas conform or don't conform. If we don't know exactly what works and what doesn't, it's challenging to plan for alternative access. While those who teach Distance Education classes must complete accessibility training, there is no analogous requirement that all web authors do so before they are authorized to post information on websites. Given that many instructional and non-instructional departments post essential information on websites (and therefore have the responsibility to ensure information is accessible), all web and document authors need accessibility training.

- **Report Findings**: The Digital Media Center contracted with a third-party to develop its websites. Unfortunately, the resulting site doesn't meet Section 508 requirements, contains videos that aren't properly captioned, and doesn't provide a method for reporting accessibility issues or requesting accommodations. Work is underway to address these issues; however, the situation potentially creates logistical, financial, and compliance issues.

  - **Comments**: Websites and application developed by third-parties must meet the exact same Section 508 criteria as those developed in-house. It's unclear whether the vendor was contractually obligated to produce a Section 508 compliant website. If so, conformance testing would have identified the barriers before launch and the developer would have been responsible for resolving them before launch. If not, the logistics and expense of remediation or rebuilding efforts fall on our institution.

Electronic Media

- **Report Findings**: Many departments have media (e.g. documents, multimedia) that have insufficient accessibility support. While some departments were aware of these gaps, others were not. Most departments report that they can provide alternate media versions of media upon request. However, departments didn't have written procedures for how to receive, process, and respond to these requests. The report supports the establishment of Instructional Design Centers that include accessibility experts that can train content authors as well as verify accessibility support for media used across the campus.

  - **Comments**: ADA case law and Numerous Office for Civil Rights settlement agreements have repeatedly clarified that ad hoc approaches to accessibility are no longer adequate. Institutions are now expected to have established, comprehensive, well-communicated procedures for ensuring that media is created with accessibility in mind or acquired with accessibility support already in place. High-impact media (e.g. the Schedule of Classes) are still not being generated in a format that is Section 508 compliant. While content authors don't have to become accessibility experts, they need awareness and tools to support their responsibility for creating accessible content.

ICT Acquisition

- **Report Findings**: The District has Board Policies that state we will procure accessible products. We also gather basic documentation from vendors (Voluntary Product Accessibility Templates) that indicate the vendor's self-reported level of compliance. However, there is no formal review of this documentation to determine whether it is (1) complete, (2) up-to-date, and (2) credible. We also don't have procedures to determine whether we are fully implementing other Section 508 requirements including (1) selecting the most accessible product that meets our essential requirements and (2) only selecting inaccessible products when we have confirmed that no accessible product meets our essential requirements. The report notes that it's critical that we hold vendors accountable for the accessibility support of their products and recommends that legal counsel develop and periodically review/update standard language that all District personnel would incorporate in contracts.

  - **Comments**: Implementing a formal review of vendor claims regarding accessibility support requires that there are personnel with sufficient background to competently assess vendor claims. Given staffing limitations at ITS and the legal prohibition on using DSPS resources for non-student-related activities, other personnel resources will likely be needed. We should explore leveraging the support of the system-wide CCC Accessibility Center among other resources. Until that happens, we should consider asking that vendors of high-impact ICT products to provide a demonstration of the accessibility support offered by their product, route notices of accessibility issues to them, and formally request remediation of accessibility issues in a timely manner.

Assistive Technology Availability

- **Report Findings**: Assistive technology tools are present in many but not all common computing areas. Some areas report that existing assistive technology is out-of-date due to licensing limitations.

  - **Comments**: Assistive technology needs to be maintained at least as robustly as general technology. Rapid changes in software and OS versions require that we offer the latest versions of accessibly tools that have been updated for compatibility with other technologies. Office for Civil Rights considers the entire District budget when an institution claims that costs are an undue hardship for providing assistive technology. We're highly unlikely to be supported if a complaint is filed for inadequate access to AT.
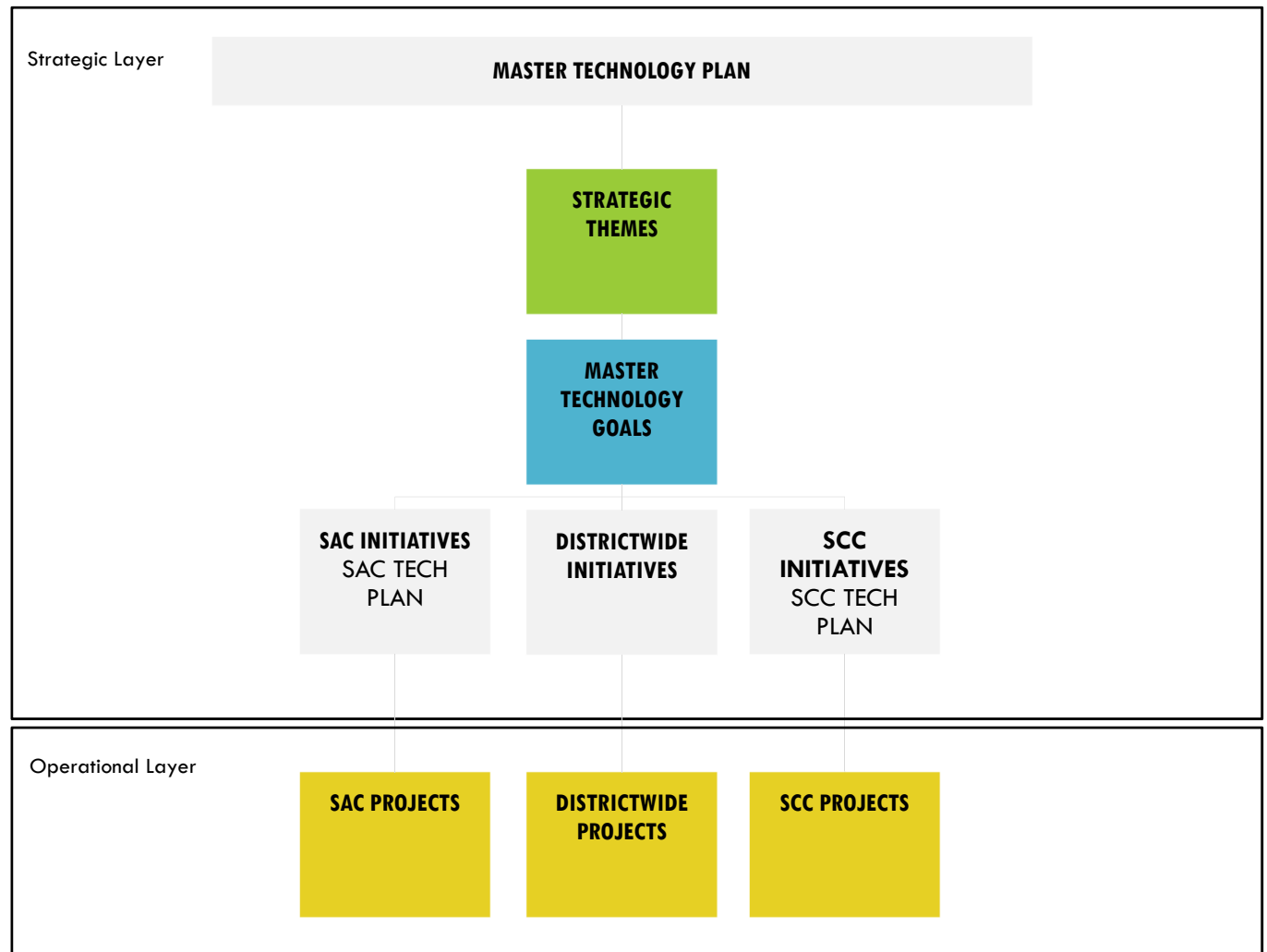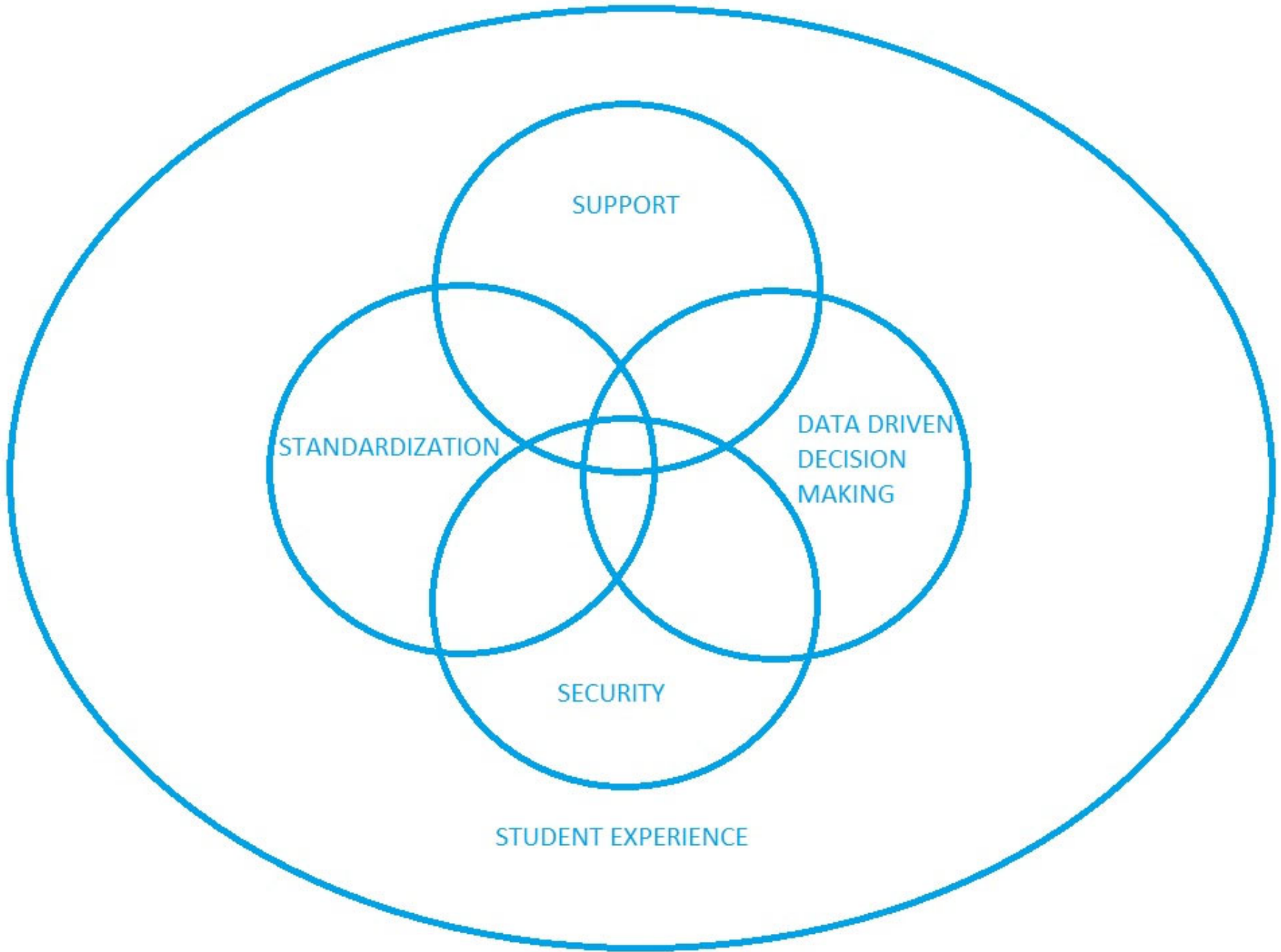
Assistive Listening Devices

- **Report Findings**: Performance venues such as those used for performing arts events and the SAC Planetarium don't have FM systems available for patrons who are hard-of-hearing. There are informal procedures for requesting sign language interpreters as needed. However, there aren't clear, written procedures for patrons or staff regarding this process.

    - **Comments**: FM systems are commonly available at performance venues across the country. They not only provide immediate support for patrons but are often the only appropriate accommodation for those who are hard-of-hearing but don't know American Sign Language. Especially for venues that are used for public performances, it's essential that FM systems be made available.

Key Takeaways

- Accessibility is a <u>proactive</u> responsibility. We cannot continue to rely primarily on responsive accommodations to address the needs of persons with disabilities. This systematically places them at risk of being unable to fully participate in, and benefit from, our programs and services.

- Accessibility is a <u>shared</u> responsibility. Administrators, Faculty, and Staff all have a role to play and each business unit must take on some responsibility for ensuring the accessibility of its programs and services.

- Accessibility is a <u>perpetual</u> responsibility with performance standards that will change over time. The District and campuses must establish sustainable, ongoing accessible technology initiatives that ensure all programs and services are accessible in a manner that is comparable in effectiveness, timeliness, and cost.

- At the campus level, <u>executive leadership</u> from each division is essential for driving organizational change, supporting critical investments, establishing both operational and aspirational goals, and monitoring progress.

- As with any broad-based and complex initiative, substantive progress will only occur if there is a <u>formal, codified, and comprehensive accessible technology plan</u> that includes broad goals, specific objectives, appropriate timelines, performance metrics, activity and outcome tracking, periodic reporting, and administrative review/oversight.

- The institution will need to make <u>meaningful investments</u> over time in awareness, technology, training, staffing, monitoring, and administrative oversight. It's unrealistic to expect that existing resources will be sufficient to fully comply with accessible technology requirements.

- Given the breadth and depth of ICT resources used to deliver programs and services, it will be critical that we <u>develop a process for prioritizing</u> accessible technology efforts to target the high-impact and high-risk technologies.

- Implementing a comprehensive accessible technology plan will ultimately be needed. We have two choices: (1) Implement one now on our timeline and in a manner that fits our organizational structure and culture or (2) respond to an Office for Civil Rights complaint or lawsuit and have a plan imposed in a timeline and manner determined by an outside agency.

TECHNOLOGY PLANNING STRUCTURE

Strategic Layer

MASTER TECHNOLOGY PLAN

STRATEGIC THEMES

MASTER TECHNOLOGY GOALS

SAC INITIATIVES
SAC TECH PLAN

DISTRICTWIDE INITIATIVES

SCC INITIATIVES
SCC TECH PLAN

Operational Layer

SAC PROJECTS

DISTRICTWIDE PROJECTS

SCC PROJECTS

SUPPORT

STANDARDIZATION

DATA DRIVEN
DECISION
MAKING

SECURITY

STUDENT EXPERIENCE

EXECUTIVE SUMMARY (CONTINUED)

Chapter 3 presents the RSCCD Goals that were developed as a response to these five challenges. The goals are broad enough to be relevant through the next decade yet specific enough to provide clear direction for planning across all RSCCD entities. These goals unify RSCCD's collective energies and serve as a guide for decision-making and the use of resources for the next ten years. The RSCCD Goals for the term of this comprehensive master plan are:

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.

Align student needs with services STUDENT EXPERIENCE, SUPPORT, SECURITY(RELIABILITY)

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. Building community partnerships to achieve goal 1 STUDENT EXPERIENCE, SUPPORT, SECURITY(RELIABILITY)

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

Student Success STUDENT EXPERIENCE

RSCCD GOAL 4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness and success. Data driven business processes. STANDARDIZATION, DATA DRIVEN DECISION MAKING

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

Standard planning processes and assessment STANDARDIZATION, DATA DRIVEN DECISION MAKING

A strong start for students; Early and sustained student engagement, Clear & coherent pathways supported by continuous enrollment management; A comprehensive system of integrated supports for learning, Student success-centered professional development, Impact and equity mindedness

The purpose of our strategic plan is to provide a guiding framework for the overall goals of the college into which the substantial work undertaken by every member of the SAC community in support of student access, learning, and completion fits. Overall metrics are referenced with supporting data available in strategic planning documents at division, program, and governance levels throughout SAC. The theory of change informing this plan is that if we organize our assets with great care and align structures and processes intentionally to what matters most, we will be able to maximize student achievement in ways that are measurable and mission-central. All goals will be measured annually unless otherwise noted and are linked to Santa Ana College's Vision Themes.

Note: Related equity measures and strategies are further detailed in SAC's Student Equity Plan, which is currently under development.

Strategic Plan Area I: STUDENT ACHIEVEMENT STUDENT EXPERIENCE

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Baseline/Progress on Goals/Innovations
College Access (Vision Themes I, IV & VI, Student Achievement, Community, & New American Community)	Financial support for students will increase. 50% of feeder school graduates will attend SAC & enrollment goals will be met. The SAC population will mirror the demography of its service area. Educational & community partners will support college-going with integrated strategies/measures.	Activate a comprehensive outreach initiative. Expand SCE student transition program efforts and curricular alignment between noncredit and credit. Increase financial aid and scholarship support to new/continuing students at SAC.	Cabinet Student Success (VPSS)	**Financial Aid Awards**: In 2009-10, SAC awarded $15,363,436 to 12,430 students in grants (including fee waivers). In 2013-14 SAC had increased this to $26,930,082 to 16,552 students. This reflects a 7.4% average annual increase in students awarded and a 15% annual increase in dollar amount over the four years. **SAC Scholarships**: In 2011-2012, 530 awards totaling $309,677 were made. In 2012-2013, 824 scholarships totaling $343,140 were awarded, a 55% increase in scholarships & $33,463 in awarded funds. In 2013-2014, 625 awards totaling $415,238 were made. In 2014-2015, 764 scholarships totaling $496,665 were awarded, a 22.2% increase in scholarships & $81,427 in awarded funds. **Feeder School Attendance**: In 2014, 46% of SAUSD graduates matriculated to SAC, compared to 1% of GGUSD graduates and less than 1% of AUHSD graduates. Outreach to both GGUSD and AUHSD have intensified in the 14-15 academic year to increase their numbers. A Higher Education Center opened in Santa Ana's Main Library in May 2014 continues to be staffed and serves an average of 200 monthly.

Integrated Strategic Plans are being updated for SAC and its segmental partners, including an intersegmental scorecard highlighting college readiness, access, persistence, and completion.

SAC/SCE transition curriculum is currently in the development process for Math, English and Counseling. State approval is anticipated in the Spring 2016.

SAC's service area in comparison to enrollment (2014)

Group	Service Area Population	% @ SAC	Goal
White	15%	13%	+2%
Latino	71%	66%	+ 5%
Asian	11%	11%	Maintain
AA	1%	2%	Maintain

Successful Course Completion (Vision Theme I, Student Achievement)	73% of SAC students will successfully complete their courses by 2015-16, while achievement gaps between groups are reduced. Increase noncredit course completion in ABE, ESL, High School Subjects, and CTE by 20% by 2016.	1. Provide all incoming students with placement testing, orientation & an educational plan. 2. Expand high demand course sections (English, math, general education) to give more students critical courses early in college. 3. Improve Early Alert system for students. 4. Offer adequate co-curricular learning resources within & beyond the classroom. 5. Expand SCE efforts to ensure noncredit students have pathways & completion-centered services.	Student Success (also BSI, TLC, SACTAC) All VP's	(see tables below)

SAC Credit Course Completion	2012-13	2013-14	2014-15	2015-16 Goal
Overall Percentage*	67%	69%	71%	73%
White	57.4%	62%	67%	73%
Latino	41.3%	51%	61%	73%
Asian	66.1%	68.5%	71%	73%
African American	45.9%	53%	63%	73%
*RSCCD Research				

2012-13 (fall/spring) Noncredit Course Completions			
	Completed	Satisfactory Progress	D, F, NP
ABE	45%	54%	1%
ESL	42%	53%	6%
HS SUBJECTS	57%	33%	10%
VOCATIONAL	28%	67%	6%

2013 baseline of 13,072 will increase to 15,686 by 2016.

		6. Offer professional development on NC grading standards.		In 2012 70% of incoming freshman received orientation. This number grew to 75% in 2013. The SSSP Plan is expanding the scope of early intervention on campus and we expect the number of incoming students who receive orientations and education plans to rise to 95% by 2016.

Persistence (Vision Theme I, Student Achievement)	80% of SAC degree-seeking students will persist to a 2nd semester of study & 70% will persist to a 3rd semester, while shrinking achievement gaps between groups.	_Note: Strategies above also apply to persistence_. Students will make a significant connection with another person at the college as soon as possible. Develop strategies to minimize persistence gaps by ethnicity.	Student Success (also BSI, TLC, SACTAC) All VP's	SAC has implemented a significant student success pilot project, Adelante, which is presently serving almost 3,000 students and has shown significant improvements in student persistence. These strategies are being scaled as part of SAC's strategic planning through 3SP and Student Equity in conjunction with academic department and programs college-wide. SAC/SCE Counselors have been embedded into all High School and ABE courses. Counselors provide career and educational planning services. In addition, counselors have a regular schedule in which they visit Intermediate ESL classes to provide these services. In 2013/2014 SAC/SCE conducted 6,601 Counseling Sessions and 10,040 placement assessments. Student focus group data will be developed and linked to the Student Satisfaction Survey as part of 2014-2015 research activities. **SAC Student Persistence to a 2nd Semester***

SAC Student Persistence to a 2nd Semester*

Group	2012-13 Percent Persisting*	2013-14 Persistence GOAL	2014-15 Persistence GOAL	2015-16 Persistence GOAL
Overall	74.1%	76%	78%	80%
White	78.6%	79%	80%	80%
Latino	69.5%	73%	77%	80%
Asian	73.7%	76%	78%	80%
AAmerican	70.3%	73%	77%	80%

2015-2016 Goal: 80% overall persistence to a 2nd semester & 70% to a 3rd semester for degree seeking students.

ESL & Basic Skills Completion (Vision Theme I, Student Achievement)	Successful course completion of ESL and Basic Skills courses will increase by 2% annually while closing gaps by ethnicity between now and 2016. Increase noncredit ESL, ABE, and High School Subjects course completion by 5% per year. Integrate basic/ technical skills with employability and work-place competencies, to address workforce needs.	1. Innovative basic skill success strategies will be continued, expanding course acceleration and support services, including a counselor dedicated to outreach, counseling follow up and tracking of the student success of BSI students. 2. Work with math and English (reading & writing) to develop contextualized instruction/curriculum for CTE students.	Student Success (also C&I, BSI, TLC, more) All VP's VPAA, CTE Deans, Student Success (also C&I, BSI)	**SAC Basic Skills Completion: MATH***

SAC Basic Skills Completion: MATH*

Group	2012-13	2013-14	2014-15 *assessment in progress*	2015-16 GOAL
Overall	43.5%	45.5%	47.5%	50%
White	51.2%	51.5%	52%	52.5%
Latino	41%	44%	47%	50%
Asian	55.1%	55.5%	56%	56.5%
AA	40.6	44%	47%	50%

SAC Basic Skills Completion: ENGLISH*

Group	2012-13	2013-14	2014-15 *assessment in progress*	2015-16 GOAL
Overall	38.7%	41%	43%	46%
White	45.9%	46%	47%	48%
Latino	36.5%	39%	42%	46%
Asian	50.5%	51%	51.5%	52%
AA	35.7%	38.5%	43%	46%

- Actuals are derived from Student Success Scorecard Data
- Credit ESL Overall rate will increase from 25.2% to 29% by 2016.
- Noncredit ESL course completion rate of 42%, ABE completion rate of 45% and High School Subjects completion rate of 57% will increase by 5% through 2016.

Diploma, Degree, Certificate, & Transfer Completion (Vision Themes I & III, Student Achievement and Innovation)	Overall Goal: Have a college degree or certificate in every home in Santa Ana while eliminating attainment gaps by ethnicity by 2025, 1,777 more annually from all sources. Develop class schedules to increase program pathway completion rates.	*Note: All strategies above also support completion.* SAC has completed work on Degree Audit for All AA Degrees, Certificates of Accomplishment, and Certifications. Work is currently underway to complete Plan B and C or Transfers to CSU and IGETC. Project the number of classes needed and length of time for students to	Cabinet, Student Success (also C&I, BSI, TLC, and more) Academic & Student Services Deans Department Chairs	**SAC Degree Completion Snapshots**

SAC Degree Completion Snapshots

Group	2012-13 ACTUAL	2013-14 GOAL	2014-15 GOAL	2015-16 GOAL
Overall	43.5%	45.5%	47.5%	50%
White	51.2%	51.5%	52%	52.5%
Latino	41%	44%	47%	50%
Asian	55.1%	55.5%	56%	56.5%
AA	40.6	44%	47%	50%

	Develop Associate Degrees for Transfer (ADT's), and CTE certificates and degrees to meet student needs. Increase High School Diploma completion 33% by 2016 and Career Development & College Preparation (CDCP) state approved non-credit certificates 50% by 2016.	progress through classes that lead to completion of transfer, CTE, and basic skill pathways. Identify, develop and/or revise courses to include in ADT, CTE pathway programs, basic skill and pre-requisite courses. Prioritize actions to address the greatest gaps in terms of completion & equity. Expand High School Diploma and CDCP educational planning and course offerings at locations throughout Santa Ana.		**SAC Certificate/Degree/Transfer Completion** **Student Success Scorecard Cohorts** Based on an analysis of incoming students' placement scores and overall demand, course seats have been expanded by 25% for new freshman, with work in progress to expand further. The current 3 year average for SCE High School Diplomas is 166 (2011-2014). In 2013/2014 SAC/SCE issued 162 High School Diplomas, that has been accompanied by a 2014-2015 modest drop in enrollment. An improvement plan has been developed for 2015-2016 implementation. SAC/SCE current baseline for Career Development College Preparation (CDCP) certificates of completion 2011-2014 is 1,661 (based on a 3 year average). This will rise to 2,492 by 2016. In 2013/2014 SAC/SCE issued 2,505 CDCP certificates meeting the established goal.

Group	2012-13	2013-14	2014-15 *assessment in progress*	2015-16 GOAL
Overall	46%	49%	53%	56%
White	53.8%	54%	55%	56%
Latino	39.6%	45%	50%	56%
Asian	62.1%	62.6%	63%	63.5%
AA	54.5%	55%	55.5%	56%

	Increase the number of Continuing Education High School graduates that transition from non-credit to credit by 9% each year.	Expand the SCE matriculation process to include transition to college, with linked professional development. Personalize outreach to potential SCE grads to facilitate completion.	Student Success (also C&I, BSI, TLC an more) ALL VP's	Between 2011and 2013, 24% of SCE high school completers enrolled at SAC credit. The goal is to increase this number by 9% per year to achieve a 50% credit enrollment rate by 2016. As of 2015, all SAC/SCE HS subjects students with fewer than 20 credits needed are contacted regularly to ensure progress, especially when they are no longer attending classes.
	Increase the number of students who transition from noncredit programs to credit programs by 25% per year through 2016.	Hold CR/SCE faculty dialogues focused on math, ESL, English & CTE to strengthen the pathway into and through college, including outreach & counseling.	Student Success ALL VP's	Current baseline for transition from noncredit to credit based upon a three year average from 2011-2014 is 724. This will rise to 905 by 2016. The overall SAC/SCE transfer rate to college credit course work for 2013/2014 is 839 students. SAC/SCE is on track to reach this goal.

| Workforce Development (Vision Theme V, Workforce Development) | Develop and enhance CTE programs to support regional workforce needs as the primary local source of skilled labor. | 1. Launch and update CTE programs to meet regional employer needs.
2. Maintain and enhance CTE programs to meet industry and accreditation/licensing body standards. | VPAA, CTE Deans, CTE Faculty, CIC, WFDC & Advisory Committees | In 2014-15 the following were approved or updated by SAC's curriculum and instruction council:
   17 New CTE Courses were approved
   214 CTE Courses were updated
    1 New CTE AA-T was approved
    6 New CTE Certificate of Achievements were approved
    15 New CTE Certificate of Proficiency were approved

8 CTE programs are accredited or approved by industry associations including Accounting, Automotive Technology, Emergency Medical Technician, International Business, Occupational Therapy Assistant, Paralegal, Pharmacy Technology & Nursing.

The CTE Student Success Center established at SAC Fall 2014 now employs 7 full and part-time employees, has served 10,618 students in 2014-15 and offered 208 workshops. |
| **Excellence in Teaching & Learning** (Vision Themes I & III, Student Achievement and Innovation) | Ensure that faculty and staff at SAC have access to student success-centered professional development. | • Assess and improve SAC's professional development program
• Dedicate resources to stabilize offerings.
• Survey staff & research best practices for local application. | President's Cabinet
-College Council
-The Academic Senate | -A reorganization established a college office for professional development with dedicated staffing.
-Expanded faculty assignments dedicated to professional development have been established and a team works together to design, implement, and assess associated activities. |

Strategic Plan Area II: Budget & Infrastructure (technology, fiscal, facilities) SUPPORT, STANDARDIZATION, DDDM

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Baseline/Progress on Goals/Innovations
Provide technology infrastructure that promotes effective instruction, and student success. (Vision Themes I, II, & III, Student Achievement, Use of	1. Update Technology Plan. Plan will include hardware and software standards and replacement criteria. The plan will identify technology initiatives for the next three years. 2.	-Convene workgroup rooted in SACTAC to update the tech plan. -Fund tech plan top priorities, including TCO. -Confirm classroom mediation standards & develop a plan for	-VP SCE -VP Admin Services -DIST ITS	-An update to the SAC Technology Plan will be undertaken in the 2015/2016 academic year, with SAC TAC reorganized under the Planning & Budget Committee to better align technology and fiscal resources. -SAC TAC prioritized informational technology requests as outlined in the FY 14-15 RAR process, which resulted in a dedicated budget of $250,000 for classroom mediation and $270,000 for instructional computers college-wide. A total of

Technology, and Innovation)	A funding plan will be included to support plan initiatives 3. Mediate 80% of all classrooms by 2015-16.	brining all classrooms up to that standard by 2015-2016.	-DIST ITS	$911,467 was spent in Instructional Equipment in FY 14-15. The mediation equipment purchased in FY 14/15 will be installed per DSA in early 15-16. -Developed a process in 13/14 to track SAC expenditures related to technology and instructional equipment which has been institutionalized. -FY 13-14 tech expenditures exceeded $1,468,505 and FY 14-15 technology expenditures totaled $2,106,518. A computer replacement plan has been established and is being followed. All computers older than 4 years will be replaced by 2016, with 215 new computers being allocated to SAC in FY 14-15.
Increase transfer, progress/course completion & attainment of certificates (Vision Themes I & II, Student Achievement & Use of Technology)	1. Maintain the college's fiscal stability in order to invest in student success by ending the fiscal year with a 3% ending balance	-Further integrate the planning and budgeting process in accordance with core college mission and goals -Acquire and manage funding to support student success initiatives	-President's Cabinet	In FY 13-14, created a contingency reserve of 20% of ending balance funds to be used in times of campus emergency, including the need to increase FTES to meet targets. - FY 14-15 adopted budget included a contingency reserve of 20% of ending balance/carryover funds that were used to support FTES growth via the schedule and campus emergencies. This practice will be maintained. Moving forward. -In FY 14-15, significant revisions to the RAR data gathering specific to campus-wide requests for interdisciplinary needs was included in the FY 15-16 planning and budget process. This allowed for one division to make a request that serves the entire campus and be prioritized as such (i.e. academic computing center, library, etc.). Three group and multiple individual training sessions regarding cash-flow reports/budget monitoring took place. -Purchased TracDat in FY 13-14 to support better integration and reporting related to planning and budgetary resources. Implementation will be phased in during the 2015-16 year. -A Career Planning CTE Student Success Center was established to support targeted persistence & completion efforts in CTE programs.

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Baseline/Progress on Goals/Innovations
Promote awareness of college programs and services regionally (Vision Themes II, IV, & VI, Use of Technology, Community, & New American Community)	-SAC will establish marketing and outreach campaigns to attract new students. - College information is available in multiple electronic formats that is accessible to the community -College presence in the community will expand.	-Community-based Higher Education Centers will be established. -Our marketing strategy includes academic and student services personnel and is centered on pathways to completion. -Parent community outreach efforts are included and college information is continuously available through the web, mobile platforms, & social networking sites.	-ALL VP's -SAC Management -DIST ITS	• All SAC managers and department chairs are actively engaged in outreach/in-reach to maximize access to needed courses & services. • A One-Stop Higher Education Center at the Downtown Main Library was officially opened in May 2014, with continuing operations. • Parent outreach activities reached nearly 40,000 Santa Ana parents through partnership activities in the 2014-2015 academic year. • In FY 14/15, a comprehensive marketing team developed a marketing plan focused on increasing FTES. • SAC established a relationship with the LA KISS football team to market college programs and services to a new demographic via in game marketing opportunities, print ads, and presence at LA KISS home games. • A Partnership newsletter was established and is published quarterly on-line. It is also pushed out to an extensive list of community partners and stakeholders. • SAC's Veteran's Resource Center expanded its community presence through outreach and collaboration with more than 10 veteran-centered community partners, and moved into a customized facility at SAC.
Implement the SAC Facilities Master Plan to deliver a physical facility that meets the current and future needs of our campus community. (Vision Themes I, II, & III, Student Achievement, Use of Technology, & Innovation)	-Implement the construction projects as identified in the 2014 Facilities Master Plan -Develop and implement a sustainability plan in accordance with the RSCCD Sustainability Committee	-Monitor progress, report regularly to the campus community -Identify opportunities at SAC to implement sustainable practices, with conservation of resources and a reduction in carbon footprint being focal points	-VP Admin Services, DIST Facilities	-The Planetarium project was completed in February, 2015. -Dunlap Hall renovations will be completed by Dec, 2015 -The Central Plant and Campus Infrastructure project design is complete and construction will commence in Fall, 2015. -Chavez Hall remedial work is complete with a new roof and the sealing of the exterior envelope. -Johnson Student Center programming is complete, incorporating Culinary Arts, with schematic design taking place in FY 15-16. - The STEM building design will take place in FY 15-16. -The RSCCD Sustainability Plan is in place and is the guiding document for implementing sustainable practices throughout the district centered on water conservation.
Internships: Provide on-the- job work experience (Vision Theme V, Workforce Development)	Enhance internship and work-based learning opportunities for CTE students.	Develop an internship program connecting CTE and Work Experience to local student placement.	VPAA, CTE Deans, WFDC, Faculty leaders	A part-time internship coordinator was hired in Fall 2013. Successes include creating student Career Readiness Orientations, student interview preparation training, and achieving student placements in industry.

Strategic Plan Area IV: Innovation STUDENT EXPERIENCE, SUPPORT, DDDM, STANDARDIZATION

Broad Goals	Measurable Objectives	Strategies for Action	Lead(s)	Baseline/Progress on Goals/Innovations
Enhance opportunities for access to nontraditional instructional & student service delivery methods. (Vision Themes I, II, & III, Student Achievement, Use of Technology, & Innovation)	1. Refresh guaranteed transfer programs for students. 2.Expand online/OER programs and services for students, faculty and staff. 3. Implement on-line student orientations.	-Work comprehensively with regional partners. -Provide online academic planning resources for students, including orientation -Expand mobile student computing services. -Provide SCE student access to webadvisor. - Implement the Electronic Ed Plan 2016-2017.	-All VP's in partnership with faculty and managers -DIST ITS	SAC received a $5 million Award for Innovation based on the work of the Santa Ana Partnership, which will be dedicated to funding students directly in higher education. SAC has launched a complete on-line degree program that will debut in the 2015-2016 academic year, and has 11 additional faculty implementing OER Strategies in fall 2016. SAC has developed a new on-line orientation for students that is now available to all students. This is on the ITS priority list and will be addressed by the Associate Registrar for further implementation.
	2. Expand and improve the effectiveness of the Distance Education offerings as measured from baseline.	- Provide staff development for all distance education instructors and expand DE instructional design resources.	-VP of Academic Affairs	Specific progress metrics include expanding the academic success & course completion rates for distance education and expanding related faculty professional development offerings. This area received special attention in SAC's Fall Flex professional development offerings for faculty.
Foster a culture of inquiry and innovation to enhance student success. (Vision Themes I, II, & III, Student Achievement, Use of Technology, & Innovation)	1. Enhance student success as determined by student learning outcomes and service unit outcomes.	-Continue to integrate student learning outcomes, program learning outcomes, and institutional learning outcomes into program planning/review processes (TracDat). -Continue to develop the Office of Institutional Effectiveness.	-President's Cabinet, academic and service departments college-wide	In FY 14-15, TracDat was populated with critical program data (including SLO's), with scaled implementation planned for the 2015-2016 year.

Revisions reviewed by College Council May 27, 2015, final update August 2015

	2. Improve efficiency of administrative processes.	-Develop automated systems for processing ongoing and regular administrative functions.	-VP Admin Services -DIST ITS	-Administrative Services worked with District Fiscal in FY 13-14 to develop cash flow reporting for each individual department to track expenditures and budget performance. -Training on the new cash flow reports was provided in FY 13-14 to division level support staff and the entire management team which will be on-going.

The mission of Santa Ana College is to be a leader and a partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community.

The Santa Ana College Vision Themes are: I. Student Achievement, II. Use of Technology, III. Innovation, IV. Community, V. Workforce *Development, and VI. New American Community*

Revisions reviewed by College Council May 27, 2015, final update August 2015

SCC GOALS AND ACTION ITEMS

I. Support a college culture of academic excellence and personalized education

Student Experience

a. Ensure the catalog is user-friendly and fully accessible to users

b. Support signature programs and the college's identity

II. Support student success and equity by enhancing the integration of student services, instructional areas, and

institutional initiatives

Standardization, Support, Student experience

a. Increase awareness, access, and utilization of student services and instructional programs among students,

faculty, and staff

b. Integrate planning and coordination of SSSP, BSI, and Student Equity initiatives and activities and

incorporate them into current planning processes

c. Develop and implement strategies to minimize achievement gaps among disproportionately impacted

students

d. Ensure access to comprehensive student services support for all students (distance education,

face-to-face, etc.)

e. Expand opportunities for student involvement both inside and outside of the classroom

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III. Focus on student completion of pathways

DDDM, Support, Student Experience

a. Increase student access to college credit and noncredit courses

b. Increase student completion rates

c. Provide innovative and accelerated pathways to course and program completion

d. Research and develop online-specific pathways

e. Increase the number of students who earn degrees and certificates after completing basic skills or

noncredit courses

f. Provide students with innovative and relevant workforce training which aligns with local and regional

needs

g. Minimize economic barriers and increase access by supporting Open Educational Resources

IV. Improve communication within the college community

DDDM

a. Evaluate current communication practices

b. Analyze the current governance structure to determine how the committees could better communicate and

support each other

V. Support faculty and staff development

Support, DDDM

a. Provide broader access to professional development for faculty and staff

b. Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design

c. Provide training opportunities to make online instruction more effective

VI. Optimize access to physical, technological, human, and fiscal resources through data-informed, integrated

planning and resource allocation processes

DDDM, Standardization, Support, Security

a. Establish structural procedures for using data in decision-making processes across the college

b. Provide training to staff and faculty in use of data for planning and continuous quality improvement

VII. Maintain and enhance the college's technological infrastructure and facilities

a. Optimize the college's use of technology in learning environments

b. Identify and prioritize safety and maintenance needs and ensure compliance with applicable regulations

and building codes

c. Expand sustainable green practices

VIII. Strengthen and refine the processes that integrate planning and resource allocation

DDDM, STANDARDIZATION

a. Allocate resources in alignment with SCC goals and priorities

b. Expand the use of data to all levels in resource allocation decisions

c. Assess the effectiveness of resource allocation processes and make improvements as necessary

d. Continue to monitor the SCC budget to ensure the alignment of expenditures with revenue

e. Identify and leverage existing resources to produce alternative, unrestricted revenues

f. Educate the campus community about the availability, procedures and processes for acquiring funding

g. Streamline the grant application process

IX. Enhance and expand the college's community presence

Support

a. Ensure the website and student portal connect information successfully and easily

b. Strengthen outreach and recruitment endeavors

c. Strengthen partnerships with key community stakeholders

d. Strengthen regional partnerships with industries, businesses, four-year universities and community-based

organizations

MASTER TECHNOLOGY GOALS

1. Student Experience

   a. Provide technology infrastructure capacity and technology services to support on-campus and online student support services. (III.C.1, III.C.2)

   b. Provide scalable technologies, services and staff to fully support online education. (III.C.1)

   c. Provide technology services to align student experience with the pillars of guided pathways. (III.C.1, III.C.4)

   d. Enhance internal and external web resources and mobile applications to enhance ease of use for students, programs, services and operations. (III.C.4)

2. Standardization

   a. Establish an ongoing plan to ensure all technology equipment is replaced on a regular basis to support operations, programs, services and district and college missions. (III.C.2)

   b. Ensure that all classrooms, labs and study spaces have standardized audio-visual equipment, networking, hardware and software to support collaborations, simulations, presentations, teaching and learning. (III.C.1)

   c. Develop and update policies and procedures that guide the use of technology and support teaching and learning processes. (III.C.5)

d. Continuously improve and establish standardized business processes involving technology to enhance institutional operations. (III.C.4)

e. Institutionalize technology planning framework and standardize project management including portfolio management, project intake and project prioritization. (III.C.1)

3. Data Driven Decision Making
   a. Plan regular updates of technology to ensure the quality and capacity to support operations, programs, services and the mission. (III.C.2)
   b. Institutionalize data management and data governance for data-informed decision making. (III.C.4)
   c. Streamline, encourage and support the use of Business Intelligence reports and reporting tools for the effective use of technology systems. (III.C.1)

4. Security

   a. Continuously improve network infrastructure security processes at all locations where courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. (III.C.3)

   b. Develop and maintain information security plans, policies, procedures, practices and projects to assure reliable access, safety, risk management and security compliance at all locations. (III.C.3)

   c. Deploy Single Sign-On (SSO) solution for all standardized applications and technology resources to assure reliable access, safety and security at all locations. (III.C.3)

   d. Perform ongoing information security training to faculty, staff, students, administrators and external stakeholders. (III.C.3.)

5. Support

   a. Develop and foster Information Technology service excellence, performance feedback and assessment. (III.C.4)

   b. Provide training and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to academic programs, student services and operations. (III.C.4)

   c. Improve the effectiveness and efficiency of technology, services and support provided to students, faculty, staff and administrators. (III.C.1)

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

D. Financial Resources

Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound

Standard III: Resources

TECHNICAL PROJECT ROADMAP
for Guided Pathways

SANTA ANA COLLEGE
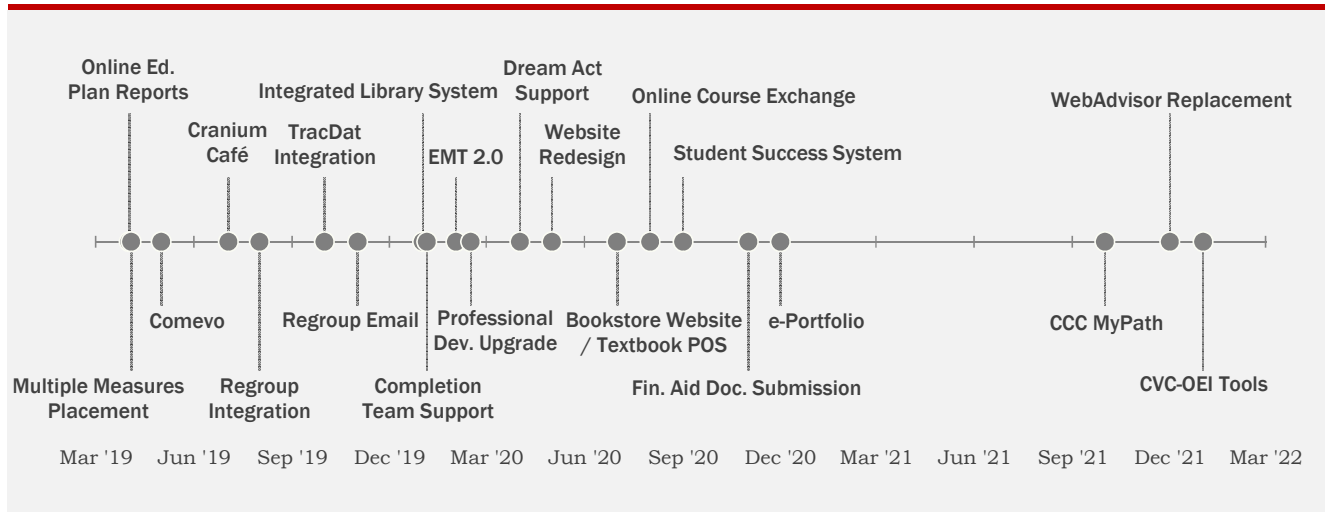
Delivery*	Project	GP Alignment†	Notes
Apr '19	Online Ed. Plan Reports	3a, 3b, 3e	
Apr '19	Multiple Measures Placement	2c, 2d	
May '19	Comevo	1	SSO & Colleague Integration
Jul '19	Cranium Café	2b-e	Colleague & Exchange Integration
Aug '19	Regroup Integration	2f	SSO Integration
Oct '19	TracDat Integration	4a, 4e	SSO & Colleague Integration; No API
Nov '19	Regroup Email	1-4	Student email for official communication
Jan '20	Integrated Library System	4c	Phase 1; Phase 2 TBD
Jan '20	Completion Team Support	3c	Intermediate step to Student Success Sys.
Feb '20	EMT 2.0	3e	Enrollment Management Upgrade
Feb '20	Professional Dev. Upgrade	4g	Vision Resource Center / Cornerstone?
Apr '20	Dream Act Support	3	Financial Aid
May '20	Website Redesign	1c, 1d, 3b	May require bid process
Jul '20	Bookstore Website / Textbook POS Upgrade	4	May require bid process
Aug '20	Online Course Exchange	3	1-click registration
Sep '20	Student Success System	2b-e, 3b, 3d	Likely Starfish
Nov '20	Fin. Aid Doc. Submission	3c	Electronic Submission System
Dec '20	e-Portfolio	4f	Portfolium?
Oct '21	CCC MyPath	2a	Depends on SuperGlue
Dec '21	WebAdvisor Replacement	1	Depends on Self-Service
Jan '22	CVC-OEI Tools	2-3	Tools TBD

*Does not reflect post-delivery operational scaling by service areas.   †From CCC Scale of Adoption Assessment

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019

Institution Name: **Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College is has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In <u>column three</u>, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in <u>column four</u>, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor's Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019**. For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ⬚ Term, if *at scale* or *scaling*: ⬚	*Next steps:* • ⬚ *Timeline for implementing next steps:* • ⬚
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ⬚ Term, if *at scale* or *scaling*: ⬚	*Next steps:* • ⬚ *Timeline for implementing next steps:* • ⬚

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ☐ Term, if *at scale* or *scaling*: ☐	*Next steps:* • ☐ *Timeline for implementing next steps:* • ☐
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ☐ Term, if *at scale* or *scaling*: ☐	*Next steps:* • ☐ *Timeline for implementing next steps:* • ☐
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ☐ Term, if *at scale* or *scaling*: ☐	*Next steps:* • ☐ *Timeline for implementing next steps:* • ☐

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Term, if *at scale* or *scaling:*	*Next steps:* • *Timeline for implementing next steps:* •
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Term, if *at scale* or *scaling:*	*Next steps:* • *Timeline for implementing next steps:* •
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Term, if *at scale* or *scaling:*	*Next steps:* • *Timeline for implementing next steps:* •
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress	*Progress to date:* • Term, if *at scale* or *scaling:*	*Next steps:* • *Timeline for implementing next steps:* •

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
(Note: This practice was added to the SOAA in February 2019)	☐ At scale		
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ☐ Term, if *at scale* or *scaling*: ☐	*Next steps:* • ☐ *Timeline for implementing next steps:* • ☐
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ☐ Term, if *at scale* or *scaling*: ☐	*Next steps:* • ☐ *Timeline for implementing next steps:* • ☐

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ☐ Term, if *at scale* or *scaling:* ☐	*Next steps:* • ☐ *Timeline for implementing next steps:* • ☐
b. Students can easily see how far they have come and what they need to do to complete their program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ☐ Term, if *at scale* or *scaling:* ☐	*Next steps:* • ☐ *Timeline for implementing next steps:* • ☐
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ☐ Term, if *at scale* or *scaling:* ☐	*Next steps:* • ☐ *Timeline for implementing next steps:* • ☐
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • ☐ Term, if *at scale* or *scaling:* ☐	*Next steps:* • ☐ *Timeline for implementing next steps:* • ☐

| e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. | ☐ Not occurring
☐ Not systematic
☐ Planning to scale
☐ Scaling in progress
☐ At scale | *Progress to date:*
● ⬜

Term, if *at scale* or *scaling*: ⬜ | *Next steps:*
● ⬜

Timeline for implementing next steps:
● ⬜ |

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Term, if *at scale* or *scaling:*	*Next steps:* • *Timeline for implementing next steps:* •
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Term, if *at scale* or *scaling:*	*Next steps:* • *Timeline for implementing next steps:* •
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Term, if *at scale* or *scaling:*	*Next steps:* • *Timeline for implementing next steps:* •
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each	☐ Not occurring ☐ Not systematic	*Progress to date:* •	*Next steps:* •

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
program, in both arts and sciences and career/technical programs.	☐ Planning to scale ☐ Scaling in progress ☐ At scale	Term, if *at scale* or *scaling*:	*Timeline for implementing next steps:* •
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Term, if *at scale* or *scaling*:	*Next steps:* • *Timeline for implementing next steps:* •
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Term, if *at scale* or *scaling*:	*Next steps:* • *Timeline for implementing next steps:* •
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	*Progress to date:* • Term, if *at scale* or *scaling*:	*Next steps:* • *Timeline for implementing next steps:* •

Technology Advisory Group
Board Room – District Office, Room 107
2:30 p.m. – 4:00 p.m.

Meeting Minutes for March 7, 2019

Members Present: Tammy Cottrell, Jesse Gonzalez, Scott James, Susan Hoang, Dean Hopkins, Cherylee Kushida, Daniel Oase, Alfonso Oropeza, Sergio Rodriguez, John Steffens, Amy Styffe, Pat Weekes, Estefania Perez – SAC, Garradan Simmons - SCC Student
Members Absent: Jorge Forero, Jim Kennedy, Mary Mettler

Guest: Stuart Davis

Discussion

1. Call to Order
    *   Meeting called to order at 2:30 p.m.

2. Demonstrations: Self Service and Colleague UI 5
    *   Mr. Davis conducted a demo presentation of Colleague UI 5 and Self Service. Key areas and navigation process were discussed as follows:

    Colleague UI 5

    *   Same functionality but settings and icons are arranged differently.
    *   New look and feel and login page.
    *   Compatible with Internet Explorer and other browsers like Firefox, Chrome and Edge (Safari – still needs to be validated)
    *   Mr. Davis announced that the UI 5 Production link is available on the ITS webpage under Application Support Services, for those who would like to test. Mr. Gonzalez will be sending the link to TAG members, so they can start testing.
    *   As announced during the March TAG meeting, an email announcement will be sent out to launch the UI 5 icon on users' desktop. Both UI 4.5 and UI 5 icon will be on users' desktop for a couple of months to better prepare users in hopes for a seamless transition. Training documentation is available and there is a plan to schedule training sessions for SAC and SCC. Discussions ensued.
    *   Concerns raised:
        o   Testing with ad blocker.
        o   IE seems to be slow to respond.

    Self Service

    *   WebAdvisor – initial end-of-life of December 31, 2020 (20-year old technology). After 7 years of iterations by Ellucian, Self Service will be the true WebAdvisor replacement. "Go-live" tentative date will be officially announced during the Ellucian Live 2019 conference in April.
    *   Mr. Davis expounded on the different categories/menu (Student, Employee, Financial Aid, Graduation, Fiscal Management etc.). Access to any category is based on level of security allowed or setup for the person.
    *   Some modules are currently turned on for testing purposes and have received positive feedback.
        o   Student Planning at SCC. SAC started Spring 2019.
        o   Financial Aid – Fall 2018. Both links in WebAdvisor.
        o   Graduation Office is currently testing graduation overview component.

- Several concerns were discussed. Discussions ensued:
  - o Name change of Self Service to a more fitting or recognizable brand name.
  - o What percent of population is going through Self Service to register?
  - o Integration with OEI.
  - o Compliance issue with legal mandates. Add-code is an issue.
  - o A training plan, especially for students, is needed.

3. Districtwide Technology Planning Framework Update
   - Mr. Gonzalez provided a brief recap of conversation from last meeting.
   - Met with SCCTEC and formed a sub-committee to include Sergio Rodriguez, Alfonso Oropeza and Scott James as members.
   - Mr. Gonzalez will provide the draft and gather everyone's input at the April meeting.

4. Technology Update – Colleges

   SAC – J. Steffens
   - Projector replacement project – SACTAC approved reallocation of funding (37) projectors. Summer target date. Estimated budget is $200K.
   - Computer replacement project – a total of 220 computers have been ordered by Purchasing.
   - Cranium Café – three pilots. Distance Ed has been launched; Student Helpdesk and VRC Kiosk check-in capability this Spring. Single-Sign-On, Colleague and Campus Cast integrations are still in the works.
   - Mr. Steffens has been asked to create a roadmap for Guided Pathways projects and will share to the group when ready. Should we leverage on ePortfolio that we currently have in Canvas?

   SCC – S. Rodriguez
   - Multiple Measures (replacement for Placement Testing) – still diligently working on automating process with the campuses to ensure realignment with the District and a smooth transition. Target date early April. Discussions ensued.
   - Technology fee – an idea whether to start charging students technology fee as other school districts.

5. Blackboard Learn Archive savings discussion
   - Mr. Gonzalez shared that the potential savings from cancelling the Blackboard Learn Archive contract is $33K each year for year 2 and 3. The cancellation notice has been sent to cancel the remaining years. The first year contract term will end April 24, 2019 for year one.
   - Mr. Gonzalez in his recent meeting with fiscal services, confirmed that any technology related savings received by ITS, goes back to the college reserves on a 70/30 split (SAC/SCC). Discussions ensued.
   - Allocation of savings will be discussed and decided on accordingly.

6. Approval of TAG Minutes – February 20, 2019
   - Mr. Gonzalez called for a motion to approve the TAG Minutes of February 20, 2019 meeting. A motion to approve the minutes was made by, Mr. Steffens seconded by Ms. Cottrell and approved unanimously.

7. Other
   - 2019 CISOA Conference in February – during this event, Mr. Gonzalez and Mr. Davis had a chance to meet with the Ellucian CEO and expressed the district's challenges with Colleague stability. As a result, Ellucian has assigned a team for RSCCD to work with our ITS staff.

- Agenda Items – Ms. Hoang suggested that there needs to be a time limit allotted to each agenda item to better facilitate meeting discussions.

Next Meeting Reminder: April 4, 2019; Board Room (DIST-107)

Adjournment
The meeting was adjourned at 3:47 p.m.