



Building the future through quality education

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Santa Ana College • Santiago Canyon College

PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

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

A G E N D A

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

<https://cccconfer.zoom.us/j/94993536781> or dial 1 669-900-6833 / 94993536781#

- I. WELCOME**
- II. *APPROVAL OF MINUTES – Action**
 - a. December 16, 2020 meeting
- III. DISTRICT COUNCIL UPDATE – Information**
 - a. Next meeting January 25, 2021
- IV. *CHIEF ADVISOR FOR ACADEMIC AND DIVERSITY PROGRAMS - NEW POSITION - Action**
- V. DIVERSITY INITIATIVE DURING A HIRING FREEZE – Review and Discuss**
- VI. *DIGITAL MEDIA CENTER (DMC) BUDGET MODIFICATION – Action**
 - Maintenance & Operation Budget
 - Eliminate Executive Director of Digital Media Center (DMC) position
 - Reorg Assistant Vice Chancellor of Educational Services position
- VII. *2019-22 STRATEGIC PLAN - Review and Discuss**
 - a. Goal 3 & Strategic Objectives
- VIII. PLANNING AT THE COLLEGES - Information**
 - a. Santiago Canyon College
 - i. Update on Accreditation
 - b. Santa Ana College
 - i. Update on Accreditation
- IX. REPORT FROM STUDENT GOVERNMENT - Information**
 - a. Santiago Canyon College
- X. *GRANT DEVELOPMENT SCHEDULE - Information**
- XI. GUIDED PATHWAYS - Information**
 - a. *Santa Ana College
 - b. Santiago Canyon College

XII. OTHER

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

** attachment provided*

POE COMMITTEE MEMBERS:

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

RSCCD Mission Statement

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

2013 – 2023 RSCCD Goals

RSCCD Goal 1

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

RSCCD Goal 2

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

RSCCD Goal 3

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

RSCCD Goal 4

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

RSCCD Goal 5

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



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Minutes

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

Present: Enrique Perez, Yuri Betancourt, Dr. Vaniethia Hubbard, Dr. Jeffrey Lamb, Dr. James Kennedy, Cristina Morones, Nga Pham, Samantha Pierce, Syed Rizvi, Kristen Robinson, Craig Rutan, Roy Shahbazian, Mark Smith, Martin Stringer and Aaron Voelcker
Guest: Janice Love

Mr. Perez called the meeting to order at 3:33pm.

I. WELCOME

Mr. Perez reported on the need to reschedule January's meeting to before District Council meets on January 25 as discussion on budget assumptions, new positions and reorgs will need to be made prior to FRC's February meeting.

II. *APPROVAL OF MINUTES – Action

a. November 18, 2020 meeting

It was moved by Mr. Stringer, seconded by Mr. Smith to approve the November 18 minutes.

III. DISTRICT COUNCIL UPDATE – Information

a. December 7, 2020

Mr. Perez provided a brief update.

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

a. Goal 2 & Strategic Objectives

Ms. Robinson joined the meeting at this time.

Mr. Perez reported moving the Strategic Plan presentation to the Board to the first meeting in February. Presentation will include more on participatory governance and strategic planning and also include enrollment and next steps. Board members are interested in who RSCCD is partnering with and the kind of relationships they are.

Questions were raised and answered.

Ms. Pham will ask Jesse Crete from Center of Excellence to schedule a meeting with Mr. Stringer.

Ms. Pham will make notations at bottom of pages of acronyms and other notations re: certificates.

Dr. Lamb will review page 6 for accuracy.

Questions were raised and answered.

Ms. Pham will follow up with Alicia Kruizenga related to Santa Ana partnership.

Mr. Perez stressed importance to update board on how we are doing in reaching objectives; this should be part of update.

Ms. Pham will send list of private partnerships to VP's, cc Christina Romero.

POE COMMITTEE MEMBERS:

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

V. PLANNING AT THE COLLEGES - Information

- a. Santiago Canyon College
 - i. Update on Accreditation
Mr. Voelcker reported on last Friday's deadline for edits to current draft; over winter and intersession will be verifying evidence is present and reading through draft document for consistency; Team will meet in early spring semester with final edits being made in March.
Mr. Rutan had nothing new to report.
- b. Santa Ana College
 - i. Update on Accreditation
Dr. Lamb reported on Dec. 28th deadline; evidence being verified; three faculty from English will be helping with reviewing and editing; Aug. 3 deadline to commission. Special thanks given to Ms. Monica Zarske and Dr. Ortiz for doing the 'heavy lifting' and assistance with Accreditation.

VI. REPORT FROM STUDENT GOVERNMENT - Information

- a. Santiago Canyon College
Ms. Pierce reported on student activities; 'Stress Less Week' had successful zoom activities, Dec. 4th last meeting; no meetings scheduled during intersession.

Ms. Pham shared screen of SAC's 2020-21 Student Handbook and the Participatory Governance guide; items provided to student representatives who serve Participatory Governance Committees. The Student Leadership Institute also provides orientation to student representatives.

Ms. Pham will reach out to SCC's ASG for their copies.

VII. *GRANT DEVELOPMENT SCHEDULE – Information

- Mr. Perez will follow up with Ms. Santoyo on questions related to the 'award status' column. Funds on current IEPI need to be spent by June 30, 2021 to be granted another IEPI.

It was recommended that January's agenda include discussion item on District's approach to faculty hiring during a hiring freeze and the diversity initiative.

Committee members are to review, prior to January's meeting, the memo from State Chancellor's office forwarded earlier this month related to Diversity.

VIII. GUIDED PATHWAYS - Information

- a. *Santa Ana College
Dr. Lamb provided a report; same update from the March Districtwide Guided Pathways meeting.
- b. *Santiago Canyon College
Mr. Rizvi provided a report; same update from the March Districtwide Guided Pathways meeting.

IX. OTHER

- a. January meeting – new date before January 25, 2021
A poll confirmed best availability is Wednesday, January 13, 2021 noon - 1:30pm. Ms. Duenez will forward calendar invites.

Mr. Perez adjourned the meeting at 4:51pm.

Approved: _____



RSCCD Goals

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.
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.
3. RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.
4. RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.
5. RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

Alignment of ODEI with the RSCCD Goals

Preamble

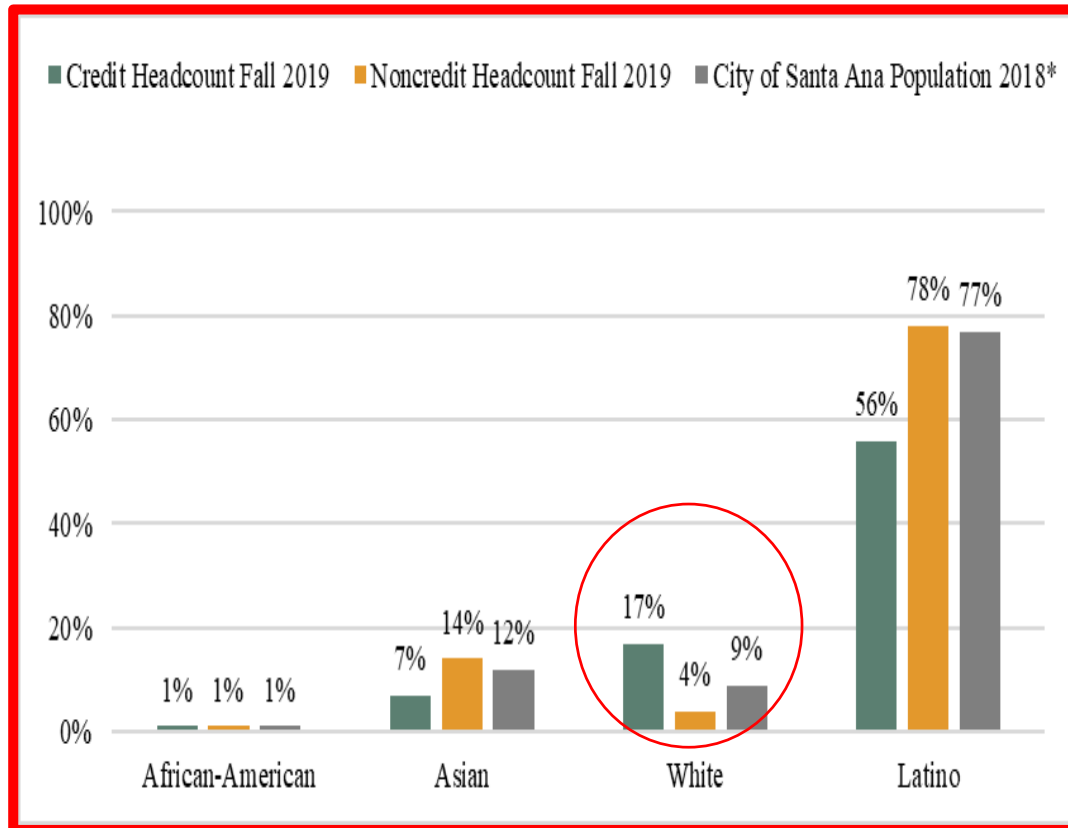
Rancho Santiago Community College District (RSCCD) is stalwart amongst community colleges in California, and strives to enliven the principles that were etched by its founders. As such, RSCCD agrees with the essential nature of growth and evolution. In an effort to ensure positive growth is a standard, it is necessary to evaluate the character of its evolution. Part of the assessment is accountability for successes, improvements and failures. Celebration for successes is a familiar response, improvements are recognized and addressed through collaboration between the colleges, and failures recognized, but not always redirected. Such is the case regarding the racial disparity within the district's employee composition. However, through the inception of diversity programs and training, racial imbalances will be given attention, and resolved.

Diversity aligns with our goals

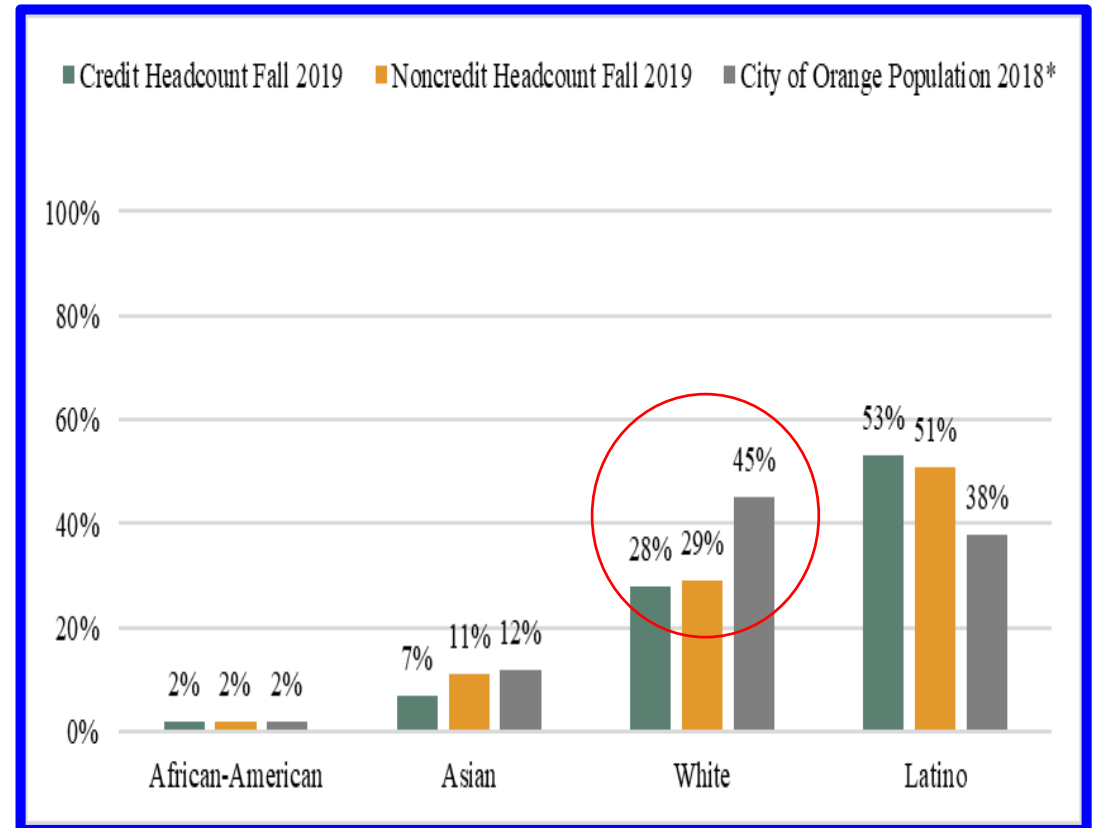
Diversity and inclusion programs are achieved when there is an awareness of the authentic value of multiple races and cultures, and an understanding of privilege in the majority group. Only then can there be a celebration of the bevy of groups from which individuals hail. Developing successful diversity programs includes analyzing the impacts of our national history in today's environment, so we can make changes for tomorrow. Included in such an analysis is the need for conversations about race and the uncomfortable realities that have created a system where inequality is ensconced into daily actions. Subsequently, there will be discussions regarding the power of change, and how to implement new activities to ensure equity is achieved in our campuses, district and ultimately communities.

- The Rancho Santiago Community College District is committed to building an inclusive institution that is reflective of our community. To that end, the Office of Diversity, Equity and Inclusion was created in order to develop and build a more inclusive organization as related to race, ethnicity, disability, gender, gender identity, and sexual orientation. This concept embodies **Goal #4** in that diverse learning environments help students sharpen their critical thinking and analytical skills; prepare students to succeed in an increasingly diverse and interconnected world; break down stereotypes and reduce bias; and enable schools to fulfill their role in opening doors for students of all backgrounds.
- The Chancellor has demonstrated an interest and commitment in the honest engagement and dialogue of policies, programs, practices and issues of diversity, equity and inclusion that have either directly or indirectly impacted each campus. This concept relates to **Goal #2** in that empirical studies have shown that socializing and interacting with those of a different race has a positive personal and academic influence on students. Benefits include improve academic development, increased cultural awareness, satisfaction with the college experience and desire to promote racial acceptance. We will improve our enrollment, our brand within the community and serve our constituents by serving the educational needs of the community through engagement and an authentic reflection of their demographics within our workforce.
- Diversity is not merely a numeric representation of our district, rather it is our fundamental responsibility to support and promote historically underrepresented groups – people of color, women, immigrant populations, people with both observable and hidden disabilities, people of varied genders, and sexual identities and expressions. This concept relates to **Goal # 3** in that educational inequities and opportunity gaps for students of color and low-income students create a cycle of generational poverty, by promoting diversity and inclusive training, the District highlights promising practices that advance success for students of all backgrounds while reflecting the diverse communities that we serve by eliminating formal and informal obstacles to higher education opportunities.
- The Office of Diversity, Equity and Inclusion will develop and improve our collective institutional excellence through education, training, advocacy, increasing awareness and by attracting and innovative, diverse, and nontraditional workforce.

SAC STUDENT AND COMMUNITY POPULATION

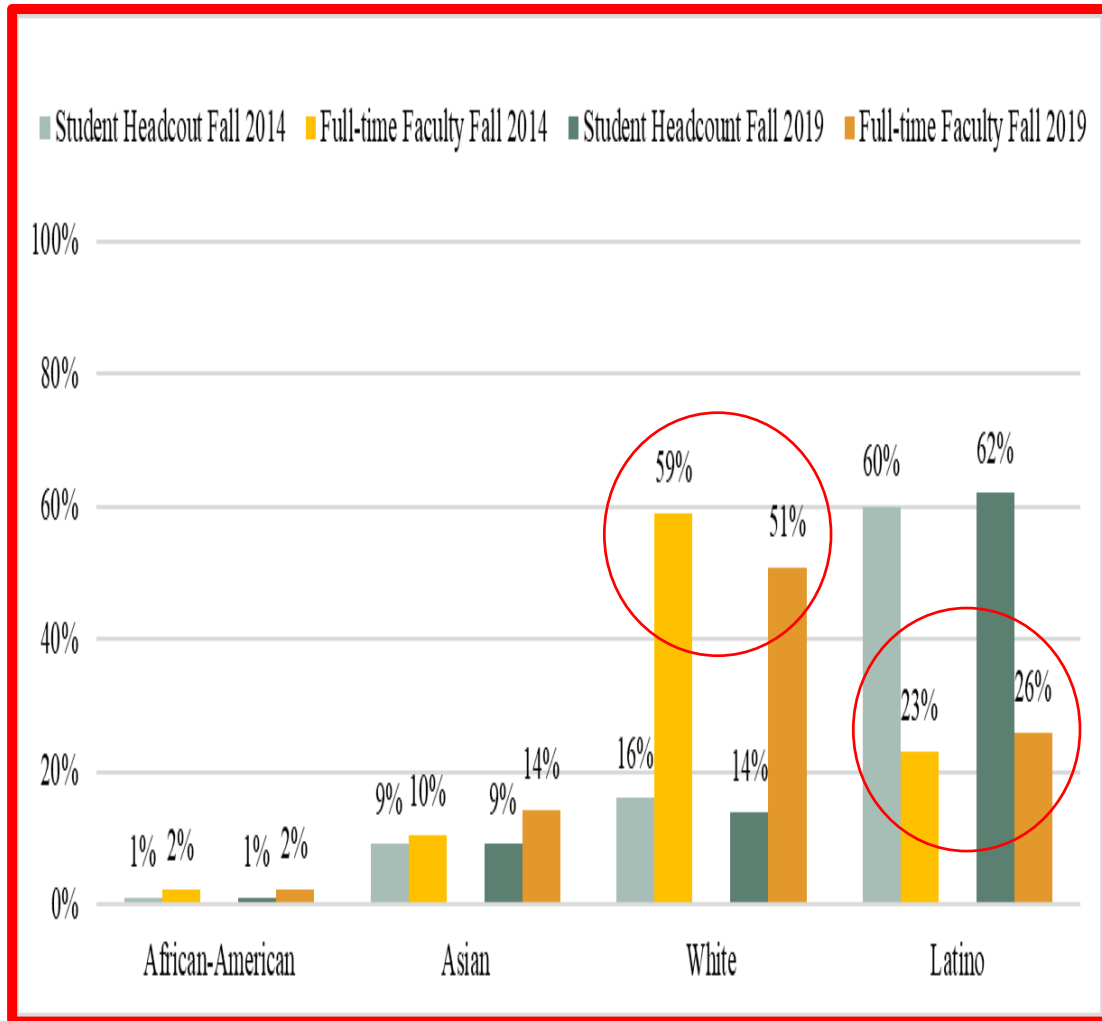


SCC STUDENT AND COMMUNITY POPULATION

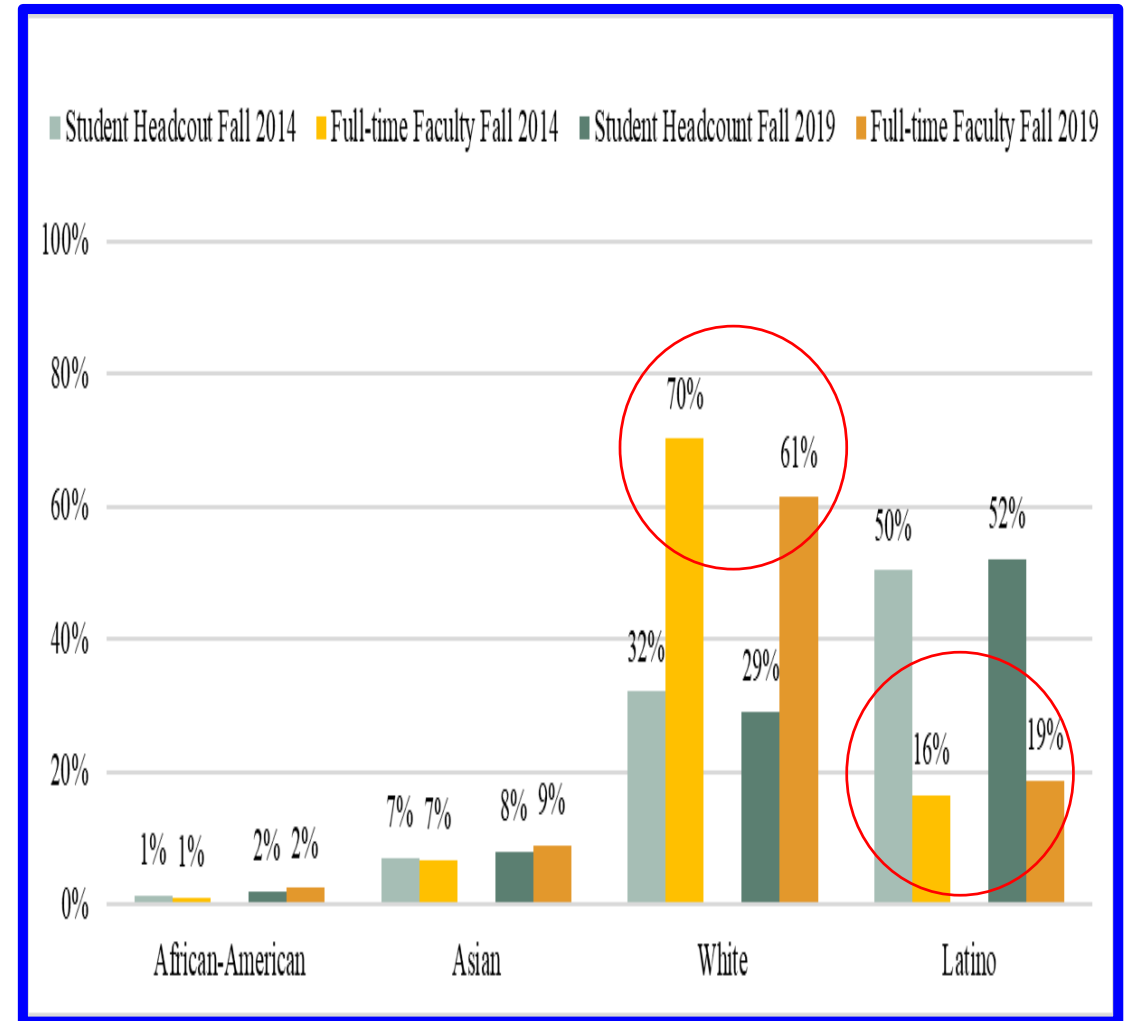


*U. S. Census Bureau, 2019 ethnicity by city data is not yet available

SAC STUDENT AND FACULTY Fall 2014 vs. Fall 2019



SCC STUDENT AND FACULTY Fall 2014 vs. Fall 2019



ODEI 2021-22 BUDGET

Rancho Santiago Community College District			
Fiscal Year 2021-2022			
Dept: 51100 Chancellor's Office- Office of Diversity, Equity and Inclusion			
13-02005-660000-51100-	Change to 11 instead of 13		
GL Account :	Item	Budget	
Personnel			
1210	Academic Management: Chancellor's Office	201,671	Manager Salary
		38,000	Recruitment and PT Faculty Reassigned Time
1480	Part Time Reassigned Time: Chancellor's Office		
		58,000	Module Authors, Curriculum Revision and Advisors -Faculty
1483	Stipends Reassigned Time: Chancellor's Office		
		24,000	19 Hour Short Term Employee
2320	Classified Employee Hourly		
1450	Part-Time Coordinators	37,000	
	STRS	57,857	
	OASDHI	5,989	
	PARS	170	
	Medicare	5,243	
	Health & Welfare	27,237	
	H&W Ret Fund	3,977	
	SUI	180	
	WCI	5,424	
	Fringe	3,320	
Materials and Supplies	Non-Instructional Supplies : Chancellor's Office	3,711	
Contracted Services	Consulting Contracted Services: Chancellor's Office	40,000	Consultant
5100	Online and Course Training	5,000	
5215	Industry Membership Fees	1,000	
5300	Advertising	500	
5800	Reproduction	100	
		518,379	Total

Proposed Reorg for the Asst. Vice Chancellor of Educational Services

January 8, 2021

Background

- Executive Director of the Digital Media Center (DMC) vacant, as Ruth Cossio-Muñiz assigned to serve as the Interim Chief Information Officer.
- Cost to hire an Executive Director of the DMC = \$222,135/year
(NOTE: cost-of-position estimate based on Step 4 and average benefits for managers, as required for approval of a job requisition.)
- Ruth was charged 71% to the Small Business Development Center (SBDC) grant and 29% as match to the SBDC program.
 - Moving forward SBA will not allow the Exec. Director of the DMC to be charged to the SBDC grant.
 - Executive Director of the DMC would have to be supported by General Funds.

Proposed Reorg for Cost Savings

- Method: combine administrator duties under an existing position.
 - Place DMC Administration under the Assistant Vice Chancellor for Educational Services. This would require a portion of the AVC to be supported by General Fund to avoid supplanting, as that position is currently grant-funded.
 - Delete the Executive Director for the DMC from the Org Chart.
- Cost-Savings:
 - Hiring an Executive Director for the Digital Media Center would cost an estimated \$222,135.
 - Supporting 40% of the AVC of Educational Services with General Fund would cost \$100,746.
 - Cost savings of \$121,389 (45%).

(NOTE: estimates based on 20/21 benefits and salary schedules, and includes a 5% differential for the AVC to assume additional duties.)

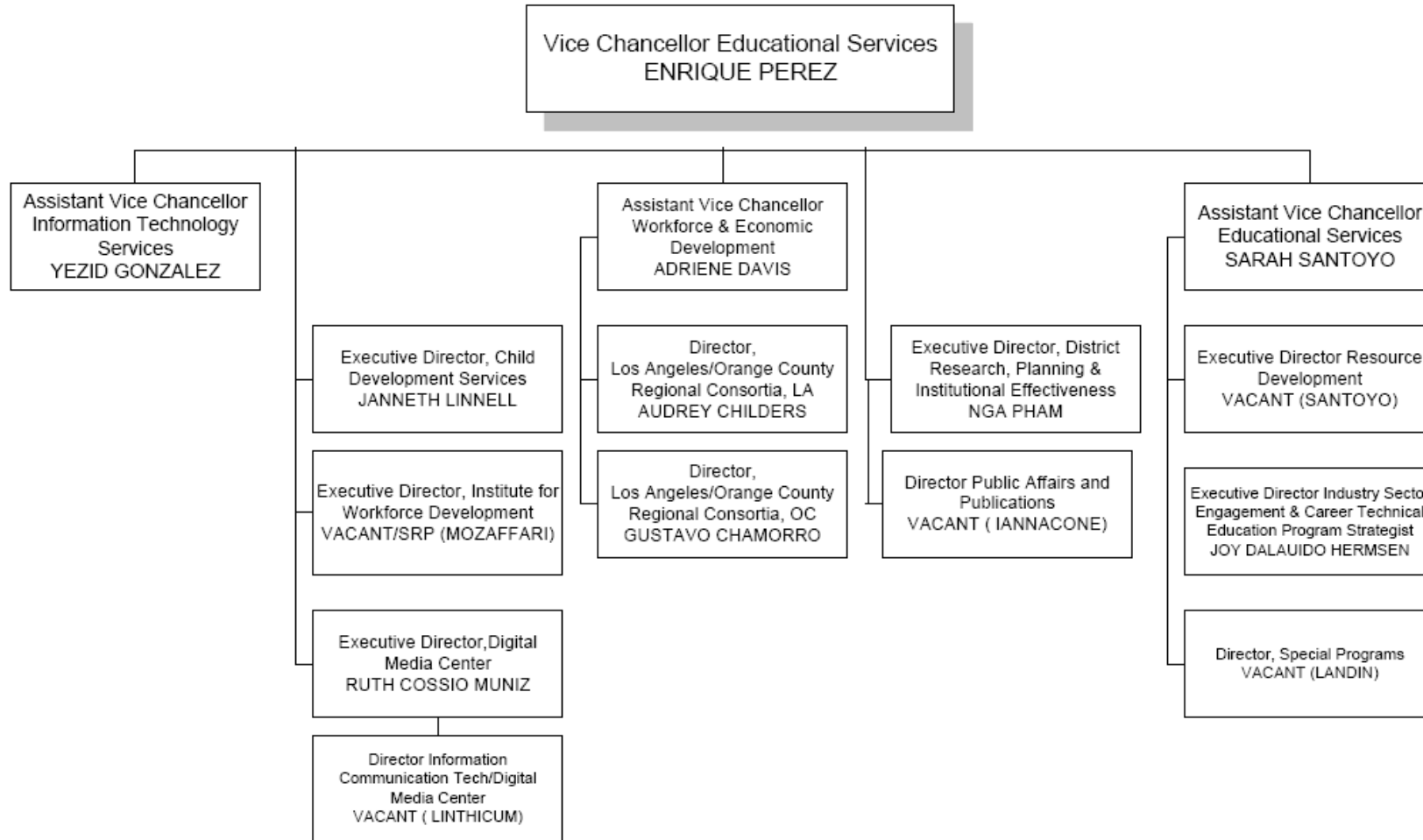
Comparison of AVC Responsibilities, plus Administration of the DMC

AVC Educational Services	Plus DMC Administration
<ul style="list-style-type: none">• Manage the Resource Development Department: 252 grants totaling \$194,481,706 grant funds in 2020/2021• Supervise Resource Development staff (4 staff and 3 vacancies): review, assign and distribute workload; provide training and guidance; identify efficiencies and restructure to sustain the workload with less staff; design processes and procedures for the department.• Identify, review and disseminate grant opportunities• Provide proposal development/grant writing services for the entire district• Work with other district managers to align grants management with district policies and procedures• Manage the fiscal agent grants awarded to RSCCD: Strong Workforce Program – Regional Fund, K12 SWP, Key Talent Administration, Data Science Tools, Data Program Services.• Supervisor for the Statewide Director for Retail/Hospitality/Tourism and host administrator for the Statewide Director ICT/Digital Media• Support the Vice Chancellor of Educational Services on various projects and assignments as requested.• Serve on POE, DEMW	<ul style="list-style-type: none">• Facility management – SOQs, RFQs for bids, for an array of contractors required to maintain the facility• Participate in district-wide bids that would impact the DMC – serve on proposal review and selection panels• Be on call to address any building issues• Work with colleges on projects to support program development and to increase awareness of college programs.<ul style="list-style-type: none">• WBL opps for digital media arts (DMA) students• Non-credit pathways in DMA• Non-credit and not-for-credit offerings to increase exposure to adult learners and upskilling professionals• Supervisor for the Director of the Small Business Development Center grant program• Develop programs that will generate revenue that can be reinvested in support services and program development• Event planning and coordination at the DMC

Rancho Santiago Community College District

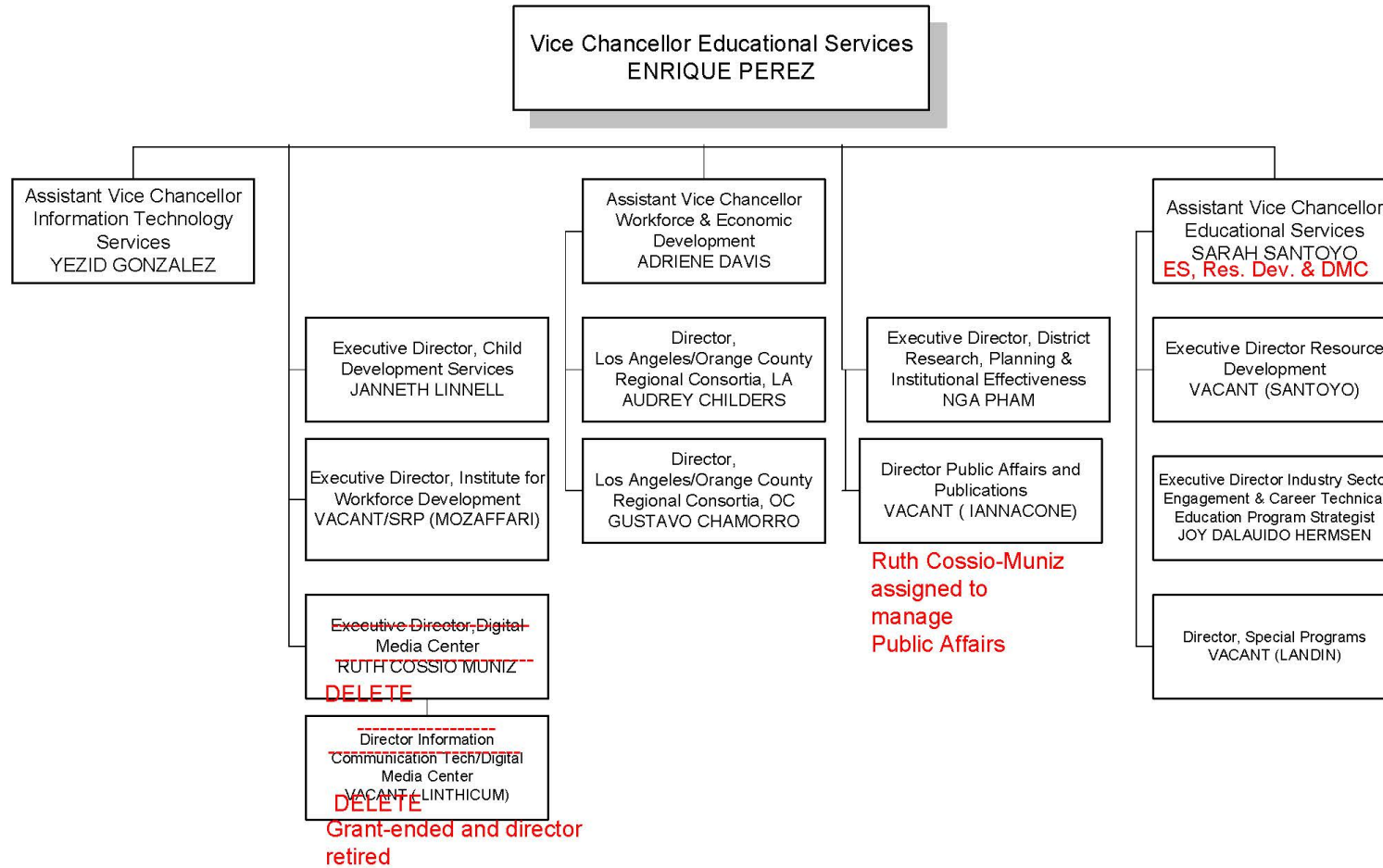
CURRENT

EDUCATIONAL SERVICES



Proposed Org Chart

Rancho Santiago Community College District
Proposed Organization Chart
EDUCATIONAL SERVICES



2021-2022 DMC Maintenance & Operation Budget

GL Account Description	Budget
DMC Management: 40% of Sarah Santoyo	100,746
Security Systems & Services : Digital Media Center	800
Classified Employees : Digital Media Center	
Senior Custodian/Utility Worker	47,897
PERS - Non-Instructional : Digital Media Center	9,916
OASDHI - Non-Instructional : Digital Media Center	3,063
Medicare - Non-Instructional : Digital Media Center	717
H & W - Non-Instructional : Digital Media Center	8,442
H & W - Retiree Fund Non-Inst : Digital Media Center	544
SUI - Non-Instructional : Digital Media Center	25
WCI - Non-Instructional : Digital Media Center	742
Other Benefits - Non-Instruct : Digital Media Center	1,500
Landscaping : Digital Media Center	
Monthly landscaping and bi-annual date tree treatment	14,000
Non-Instructional Supplies : Digital Media Center	2,000
Contracted Services : Digital Media Center	
HVAC 35,000	
Elevator Maintenance and Testing 3000	
Fire Alarm Maintenance and Testing 1500	
Fire Extinguisher Check and Maintenance 500	40,000
Security Systems & Services : Digital Media Center	
Trash Disposal	2,400
Water Treatment	1,500
Contracted Repair Services : Digital Media Center	
For emergency repairs: e.g., plumbing, structural damage, etc.	5,000
Maint Contract - Office Equip : Digital Media Center	
Copier	2,500
Maint Contract - Other Equip : Digital Media Center	2,500
Excess/Copies Usage : Digital Media Center	500
Other Licenses & Fees : Digital Media Center	
Annual state licenses	300
Fence	50,000
Refrigerator	1,500
Total Maintenance & Operations Budget	296,592

Current 20/21 DMC Budget	128,410
DMC Budget Estimated for 21/22	296,592
Requested Increase	168,182

On-Time Costs *	
Fence	50,000
HVAC Upgrades	20,000
Refrigerator	1,500
Sub-Total One-Time Costs	71,500

Adjusted Maintenance and Operational Costs without the One-Time Costs	
Annual Maintenance & Operation Costs, excluding one-time costs	225,092

***NOTE on One-Time Costs:**

Fence is needed to limit access to the sides and back of the building as a security measure to deter vagrants from using the premises and leaving behind drug and waste materials. Security has notified the DMC Administration that this is a serious issue that needs to be addressed.

As maintenance of the HVAC system has been inconsistent and the equipment is entering the end stage of its use, we will need to invest in extensive repairs to keep the system operational without replacing the equipment. Thereafter an annual services agreement of around \$15,000 will likely be the cost.

The refrigerator in the lounge has broken and needs to be replaced.

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

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

DISTRICTWIDE

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

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

SANTA ANA COLLEGE

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

maps will allow for better planning of courses as we work to ensure that students are offered the right courses at the right times, according to their academic program maps and electronic educational plans.

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

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

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

Support for retention and completion has been enhanced with the recent adoption of the Hobsons Starfish student success platform. Santa Ana College became the 45th community college in California to adopt this platform. Starfish provides a comprehensive flag and referral tracking system to enable case management of student success issues including routing and feedback mechanisms for faculty in the classroom who raise alerts, and system flags that automatically alert staff of the needed interventions. Complete implementation will include a predictive analytics module using the Predictive Analytics Reporting (PAR) framework, with a model adjusted to Santa Ana College's unique data profile, that will identify at-risk students and predict interventions.

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

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

Continuing Education Program

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

SANTIAGO CANYON COLLEGE

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

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

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

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

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

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

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

DISTRICTWIDE

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

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

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

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

SANTA ANA COLLEGE

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

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

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

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

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

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

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

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

Continuing Education Program

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

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

SANTIAGO CANYON COLLEGE

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

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

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

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

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

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

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

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

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

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

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

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

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

STAR Center

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

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

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

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

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

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

Supplemental Instruction

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

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

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

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

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

From the fall of 2017 through the end of the fall of 2019, of the 6646 total enrolled students, 2202 students participated in SI of which 72% received a passing grade. The 4444 students did no participate in SI of which 44% received a passing grade.

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

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

SANTA ANA COLLEGE

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

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

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

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

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

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

SANTIAGO CANYON COLLEGE

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

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

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

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

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

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

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

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

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

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

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

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

Transfer to a Four-Year Institution

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

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

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

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

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

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

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

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

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

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

Overall Support to Reduce Equity Gaps:

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

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

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institutionalization?	District/College authorized submission
Submitted									
<i>USDA U-ACRE SAC sub-award to CSUF \$140,000</i>	SAC – Dean Eidgahy, Kimo Morris	Goals #2 and #4	SAC items to CSUF 1/17/20	Submitted	Summer 2020	No	Funds used to provide paid internships for students	No	Yes
<i>U.S Bank – Supporting workforce education and prosperity</i>	DO – Ruth Cossio-Muniz	Goals #1 and #2	Due 4/30/20	Submitted	Summer 2020	No	Provide training and development services to small businesses.	No	Yes
<i>NEH Humanities Initiatives at Community Colleges \$150,000</i>	SCC – Rachel Petrocelli, Seth Dougherty	Goals #3 and #4	July 16, 2020	Submitted	January 2021	No	Develop a humanities research lab and expand research resources (databases, digital resources) in collaboration with the library.	No	Yes
<i>U.S. Department of Labor Strengthening Community Colleges Training Grant \$5 million</i>	DO – Alex Davis, Enrique Perez Consortium Application on behalf of all Orange County and LA Community Colleges Up to \$5 million	Goals #1-#4	October 8, 2020	Submitted	January 2021	No.	Proposal will focus on grant purpose 3: respond to COVID-19 challenges by expanding online, technology-enabled and virtual learning environments and focus on a difficult-to-covert CTE Courses.	Yes. Expected that systems-level changes that improve career training would be retained.	Yes
<i>U.S. Department of Education. Centers of Excellence for Veteran Student Success. \$433,000 - \$450,000 over 3 years.</i>	SAC – Dr. Vaniethia Hubbard, Alicia Kruienza	Goals #1, #3 and #4	November 4, 2020	Submitted	March 2021	No.	Establish a center at each campus with a coordinator, serving as single-point of contact, connect veteran students to wrap-around services.	Have to explain have a veterans resource team and designated site will be sustained.	Yes
Jan – Feb 2021									
<i>Dollar General grants for Adult Literacy Up to \$10,000</i>	Non-Credit – Christine Kosko, Joseph Alonzo	Goals #1, #2 and #4	2/20/21	Planning	April 2021	No	Enhance adult literacy programs offered by continuing education	No	Pending
<i>U.S. Department of Education Talent Search Average \$325,000 per year for 5 years</i>	SAC – Alicia Kruienza (writing) SCC – Jennifer Coto (considering)	#1 - #4	2/26/21	Writing	June 2021	No	Provide college and career preparation services for cohorts of students in SAUSD intermediate schools and after they transfer to high school. Meet ambitious objectives	No	Yes (SAC) Pending (SCC)

RSCCD Resource Development Grant Development Schedule

Grant	District/College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institutionalization?	District/College authorized submission
							pertaining to graduation, college enrollment and college completion.		
<i>U.S. Economic Development Administration – Public Works & Economic Adjustment Assistance (up to \$30,000,000)</i>	DO – Enrique Perez	Goals #1, #2, #3, and #4	Applications accepted on an on-going basis	Planning	60-days after app & all req documents submitted	20%-50% based on program & other factors	Lead a regional partnership of key stakeholders to implement a workforce development project.	Yes	Yes
<i>Economic Development Department English Language Learner PY 20-21</i> <i>Continuing Education would be a partner in Santa Ana Work Center's proposal</i>	Non-Credit - Dr. Kennedy	#1, #2, and #4	1/20/2021	Considering	June 2021	No	Integrate education and training programs and regional industry sector strategies to help unemployed ELLs with significant barriers to employment in high quality jobs.	No	
<i>U.S. Department of Education High School Equivalency Program \$180,000 - \$425,000 per year for 5 years</i>	Non-Credit – Dr. Kennedy	#1 - #4	1/22/2021	Planning	June 2021	No	Recruit migrant workers and their families to enroll in high school diploma/GED, CTE and higher education programs. Provide services to support achievement of outcomes pertaining to completion, employment and enrollment in higher education.	No	Pending
<i>U.S. Department of Education Educational Opportunity Center \$180,000 - \$425,000 per year for 5 years</i>	Non-Credit – Dr. Kennedy	#1 – #4	RFA expected to be out by January 2021	Planning	June 2021	No	Provide high school diploma/GED, CTE and higher education programs and services to support achievement of outcomes pertaining to completion, employment and enrollment in higher education.	No	Pending
Pending RFAs									

RSCCD Resource Development Grant Development Schedule

Grant	District/ College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution- alization?	District/College authorized submission
<i>MESA (Math, Engineering, Science) Achievement Program CA Community Colleges Chancellor's Office (\$70,000)</i>	SAC –Maria de la Cruz, Cathie Shaffer	Goals #3 and #4	The RFA for 20/21 has not been released.	Staff retired. No news from CO about 20/21 funding. STATUS?	June 2020	Yes. 1-to-1	MESA Center will to provide academic and support services for low-income STEM majors to promote transfer to 4-year STEM programs.	No	Yes
<i>Institutional Effectiveness Partnership Initiative Up to \$200,000</i>	DO – Narges Rabii-Rakin	Goals #1-#4	Open submission of Letter of Interest	Considering	6 months after submission	No.	An IEPI team would conduct an institutional need assessment related to RSCCD's Diversity, Equity and Inclusion Plan, and develop a project to address operational functions necessary to implement the plan. Then, funds would be allocated to implement the project.	Grants are to improve operational effectiveness. Grant strategies that were effective are expected to be retained.	Pending

RSCCD Resource Development Grant Development Schedule

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

STEM

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

Summary Sheet of Positions related to grant proposals

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

Santa Ana College GP Updates for District POE

New Items:

1. GP Executive has identified stakeholders for attendance to the GP Leadership Webinars scheduled throughout Spring (dates are at bottom of this report). These leaders are from various categories on campus, including CAP Coordinators, Success Team Faculty Leads, and major program categories (GE/CTE, etc).
2. Canvas shells will be launched this Spring and will be a rollout, addressing focused work related to connecting students to their Success Teams and building out CAP communities. Remaining laser-focused to manage over-commitment and burnout.
3. Academic Affairs has encouraged additional Academic Dean participation in the Success Team leadership to develop stronger Success Team management structure.
4. Virtual Consultancies will take place in Spring, we will be proposing a consultancy topic related to *“Developing a Community of Learners & Strengthening Guided Pathways Faculty Ownership in the Classroom – using the lens of equity to enrich the classroom experience relative to our GP meta-major & Success Team work.”*

Current Campus Planning & GP-related Events

1. **Career Exploration Months – Submission & publication process determined below**
 - **Directors** - Career Exploration Committee – membership includes:
 - i. Career Center staff
 1. Responsibilities – Web page update & flier creation
 2. Offer one CAP-related career exploration workshop per month
 - ii. CTE staff
 1. Evaluate workshops for outreach / high schools
 - iii. Success Team Coordinator’s Coordinator
 - iv. Success Team Faculty Lead Coordinator
 1. GP Announcements
 - **Success Teams are responsible for the following:**
 - i. Career Exploration workshop registration form.
 - ii. Social media requests are the responsibility of Success Team (information included registration form.)
 - iii. Teams should have all calendar submissions complete by the 15th of the month prior to their assigned month.
 - **Career Coach Taskforce**
 - i. Centralized taskforce focused on scaling our career ed. opportunities to all CAPs
 - ii. Ad Hoc group hoping to develop a plan for Phase 2, Fall 2021
 - iii. GP Core Team has requested additional members be added to this team and include a regular report out to the GP core team.
2. **Coffee with Colleagues** - ongoing

- **Under the direction of the GP Learning & Engagement Team**
 - An inclusive casual meeting concept focused on the lessons from our convocation keynote speaker. Focused on ‘naming the moment’ and ‘identifying the interventions.’ Actionable items are often identified here and brought back to our Learning & Engagement team.
 - Last meeting on Dec. 11th focused on Transitions and early college credit, it was requested that this continue into a second part in Spring to further address organizing and expanding dual enrollment practices.
3. **Equity in Action! – Equity Allies Group**
- Ad hoc group at the moment.
 - **Organized by STEM professor Arjun Nair.**
 - Hopeful that group members will have (or develop) experience in T3 framework through the Skyline Equity Institute (funded by SEAP via PD) and/or anti-racist practices through USC Race & Equity Institute (funded by SAC Foundation).
 - Convene on 2nd Friday of each month.
 - Supported by Learning & Engagement team.

GP Work/Team Updates

- **SOAA draft approved** by Academic Senate on Dec. 8th. Additional changes were addressed on Dec. 9th by the GP Core Team and specific equity considerations have been added. SOAA has been shared with the Research Office to include in our master plan.
- **GP Learning & Engagement team – Ongoing work. – No major changes.**
 - **Planning for New Faculty Institute** – potentially as a 4-year invitation for professional development.
 - Identifying 10 equity priorities for the NFI PD series.
 - Professional Development workgroup to assist with logistics and content delivery.
 - Considering wrapping adjunct training into this as an adjunct leadership institute as well (with the year 1 New Faculty Institute).
 - **Cultural Curriculum Audit Program – in process – equity-based certification**
 - Career Ladders Project serving as consultants on developing this plan.
 - Developing this as a Canvas shell with intention of having monthly convenings.
 - L&E Team is considering a different name for this project to inspire participation
 - Modeled after LBCC’s Cultural Curriculum Audit.
 - Considering how to implement/introduce the program to new faculty.
 - Considering also how to recruit or incentivize faculty in largest courses on campus to create greatest impact.
 - Important: Must also train tenure-faculty reviewers if we train new faculty in these concepts.

- Setting milestones for this plan:
 - Classroom Audit (T3)
 - Online Classroom Audit (incorporate OEI/OER?)
 - Curriculum Audit Plan (Scheduling/Units/Skills)
 - Senate Input (Retreat?)
 - Recognition? How do we inspire and maintain momentum when launching an intensive training plan?
- Potentially a *Presidential Invitation* targeting special faculty groups, such as instructors from the 5 largest courses on campus.
- Could this be offered as a Noncredit certificate? CEUs?
- Could these certified practitioners drive a mentorship program?
- **Convocation & Flex Week – Tim Wise confirmed keynote speaker**
 - Convocation Tuesday
 - Continue to advocate for intentional planning & themes, while also highlighting the year's successes.
 - Theme for spring will be around change and social justice commitment.
- **Web Redesign Team** – *on a bit of a hiatus while transitioning with 3Di staff. (no changes since last report)*
 - Will be designing standards and best practices recommendations.
 - Page templates have been approved.
- **GP Mapping Team** – *meeting monthly, next meeting TBD*
 - Mapping Team has recommended a new *Graduation Specialist* position be created to support GP maps & curriculum track alignment.
 - Mark Liang met with the team on Nov. 4th to assist with position description, history, and needs. A&R requires a new member on staff to support this work.
 - Mapping Team goal is currently focused on providing quality resources to faculty for mapping design, as well as reviewing Math map for students.
- **Starfish Implementation Team** – *Launched. – meet weekly*
 - Pushing for 100% faculty adoption, three surveys have been launched.
 - John Steffens shared a very positive report that included 1000+ academic flags raised and several thousand kudos.
 - Training will continue related to reporting and reporting needs.
 - **New Flags and Future Planning**
 - Team is considering how to implement our first system flag, associated with *enrollment status change* – teams would hope a flag like this might support Veterans and financial aid recipients, early discussions about how to approach /monitor this type of flag and other system flags.
 - Requests are also coming in for special offices or groups, flags to identify Honors, etc... Starfish Team will consider how best to prioritize this work for adding groups, as these will require training/preparing for influx of recommendations.

- **Success Teams – Launched – Debrief happened on Dec. 1st**
 - **Recent Change:** Additional Academic Deans have been folded into the leadership structure of these teams to strengthen ownership, this has encouraged some minor reorganization of teams.
 - **Team Directors**
 - **Dean of Counseling**, Maria Dela Cruz managing Coordinators, Counseling Liaisons and Student Success Coaches.
 - **GP Coordinator**, Stephanie Clark, is managing the Faculty Leads.
 - **Associate Dean of Financial Aid**, Robert Manson, is managing Financial Aid specialists.
 - **Director of College Research**, Janice Love, data specialists & support.
 - **Communication: Canvas Shells**
 - Planning to launch CAP Canvas Shells for Spring.
 - DE Coordinator, Cherylee Kushida will be attending our Faculty Lead meetings for remainder of year to assist with implementation & best practices.
 - Hoping for better CAP/student communication.
 - Faculty Leads will be managing these shells in collaboration with their team.
 - Still determining objectives and clear goals for these Shells, these appear to be communicating events, answering questions directly, and offering a direct line of communication to the Success Team members.
 - **Communication: Website**
 - Success Teams are to manage the CAP site information (not maps).
 - Looking at January workshop with Young Kim to train success team members in updating their sites.
 - **Communication: Starfish** (mostly relying on Success Coaches for the team-related work in Starfish)
 - Conversation around institutionalizing Career Coaches is ongoing through the Career Coaches Taskforce
 - Continue to focus on goals related to ed. plans, early alert & financial aid.
 - Next semester's focus will be on near completers.
 - **Connecting goals to tools:**
 - Starfish (current students/student services connection/tracking)
 - Website (prospective student outlook/simple info)
 - Canvas (current students/success team communication/CAP events)
- **GP Weekly Announcements**

- Focused on connecting students to all aspects of campus.
- Includes Career Exploration events when appropriate.
- Hoping to move this work into our Canvas shells.
- **GP Transitions Team** – presented on Dec. 11th Coffee with Colleagues – a second session was requested and is scheduled to take place in February.
 - **Co-Chairs: Faculty Member, Dual Enrollment Coordinator, CTE HS Articulation Officer**
 - Hoping to synthesize early college credit opportunities, noncredit & GE into a plan for college transitioning.
 - Attended GP Lab with CLP on Dec. 9th to work on Dual Enrollment strategies.
 - Will assist with connecting to high schools when appropriate for Career Exploration events, and also assist with any surveys related to high school subject availability, etc.

Past GP Events

- **CAGP NCII Onboarding event took place on Oct. 21st.**
- **CAGP NCII Leadership Event 2**– December 3rd
 - CC Colleges shared their work and strategies for implementing equity-minded programs along with effective strategies related to Canvas Shell communications, Success Teams and Curriculum Audits.
- **CAGP NCII Site Visit took place Nov. 6th, official memo has not been released.**
- **Held CAGP NCII Office Hours to address GP metrics and how to evaluate GP work on Dec. 17th, 2020.**

Future Items

- **Coffee with Colleagues** – 2nd & 4th Fridays
- **Equity in Action!** – 2nd Fridays
- **CAGP Virtual Training sessions** –
 - Thursday 2/4 , 12pm to 2pm - Webinar #3 - Embedding Active and Experiential Learning in Online Teaching Environments
 - Friday 3/5, 12pm to 2pm - Webinar #4 - Creating a Sense of Belonging and Connection Using Metamajors
 - Thursday 4/8, 1pm to 3pm - Webinar #5 - Why Guided Pathways is More About Attaining Dreams than Completing Degree (Post-graduation success & Equity)
 - Friday 5/7, 12pm to 2pm - Webinar #6 - Holistic Student Support Teams - SSIPP Framework Self-Assessment