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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

AGENDA

Wednesday, December 15, 2021 3:30pm-5:00pm

<https://cccconfer.zoom.us/j/94764702826> or dial 1 669-900-6833 / 94764702826#

- I. WELCOME**
- II. *APPROVAL OF MINUTES – Action**
 - a. November 17, 2021 meeting
- III. DISTRICT COUNCIL UPDATE – Information**
 - a. December 6, 2021
- IV. *REVIEW PLANNING PORTFOLIO AND RESOURCE REQUEST PRIORITIZATION RUBRIC - Discussion / Action**
- V. TRAINING VIDEO ON MAXIENT REPORTING PROCESS – Update / Discussion**
- VI. PLANNING AT THE COLLEGES - Information**
 - a. Santiago Canyon College
 - i. Planning Update on Accreditation
 - ii. Enrollment Update
 - b. Santa Ana College
 - i. Planning Update on Accreditation
 - ii. Enrollment Update
- VII. BOARD INSTITUTIONAL EFFECTIVENESS COMMITTEE (BIEC) – Information**
 - a. Next meeting: January 20, 2022
- VIII. *GRANT DEVELOPMENT SCHEDULE - Information**
- IX. OTHER**

*NEXT MEETING: **Wednesday, January 26, 2022***

**attachment provided*

POE COMMITTEE MEMBERS:

Matthew Beyersdorf • Dr. Vaniethia Hubbard • James Isbell • Dr. Jeffrey Lamb • Dr. James Kennedy • Cristina Morones • Tyler Nguyen • Enrique Perez • Nga Pham • Roxana Pleitez • Kristen Robinson • Craig Rutan • Sarah Santoyo • Martin Stringer • Michael Taylor • Jose F. Vargas • Aaron Voelcker

RSCCD Mission Statement

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

2013 – 2023 RSCCD Goals

RSCCD Goal 1

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

RSCCD Goal 2

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

RSCCD Goal 3

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

RSCCD Goal 4

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

RSCCD Goal 5

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



PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

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Minutes

Wednesday, November 17, 2021 3:30pm-5:00pm via zoom

Present: Matthew Beyersdorf • Dr. Vaniethia Hubbard • Dr. Jeffrey Lamb • Dr. James Kennedy • Cristina Morones • Tyler Nguyen • Nga Pham • Kristen Robinson • Craig Rutan • Sarah Santoyo • Martin Stringer • Michael Taylor
Guest: Michael DeCarbo
Patricia Duenez present as note taker.

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

I. WELCOME

Mr. Rutan provided welcoming remarks.

II. *APPROVAL OF MINUTES – Action

a. October 27, 2021 meeting

It was moved by Mr. Taylor, seconded by Mr. Beyersdorf to approve the October 27, 2021 minutes.

III. DISTRICT COUNCIL UPDATE – Information

a. November 1, 2021

Mr. Rutan reported on the November 1, 2021 meeting.

Mr. Stringer joined the meeting at this time.

Ms. Pham requested moving item VI to after item III so that Mr. DeCarbo (guest) could report on this item.

IV. REVIEW OF COMMITTEE ROLES/RESPONSIBILITIES AND MEMBERSHIP – Update

Ms. Pham reported that **Mr. Perez** is connecting with other co-chairs of governance committees related to this item and will **report back** at the December 15 meeting.

V. STRATEGIC PLAN OBJECTIVES – YEAR 2 DATA - Review / Discussion

Ms. Pham reported on Year 2 Data and demographics; **will forward** committee staff profile report. ([pg 24 transcript](#))

VI. STUDENT CONDUCT COMMITTEE – Training Video on Maxient Reporting Process – Feedback / Discussion (Michael DeCarbo)

This item moved after item III.

Mr. DeCarbo reported on the Student Conduct Committee and a draft video created related to Student Maxient reporting and process. Mr. DeCarbo **shared screen/shared video**. It was suggested that a district Maxient reporting video be created as general instruction with the possibility of each college creating their own Maxient report videos. As there are different and new types of Maxient reports, possibly each type of report would have its own training video. Mr. DeCarbo had previously shared this video to Ms. Jennifer De La Rosa.

Dr. Jeff Lamb joined the meeting at this time.

Dr. Hubbard joined the meeting at this time.

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The intent of the training videos is to inform all members of community of the reporting process and what office/person is assigned what reporting. It grew beyond the scope of the Student Conduct Committee so discussion is being brought to POE.

Ms. Pham/Mr. Rutan offered **Mr. Perez to look into this further**; possibly bring group together to look at having training videos for employees and students to increase usage of system and Title IX link. Can district communication take a look at training videos to increase usage of Title IX system? Should this be district approach or should each college produce their own videos?

Ms. Duenez forwarded video link to committee during meeting.

VII. PLANNING AT THE COLLEGES - Information

a. Santiago Canyon College

i. Planning Update on Accreditation

Mr. Rutan reported on accreditation: Governance committees are working on goals.

ii. Enrollment Update

Mr. Stringer reported on current enrollment and efforts to increase enrollment with phone and media campaigns; looking at different forms of marketing; we are still 40days out from start of intersession.

b. Santa Ana College

i. Planning Update on Accreditation

Dr. Lamb reported on Accreditation.

ii. Enrollment Update

Dr. Lamb reported on enrollment. **Shared screen** of credit enrollment report from report repository. Promotional plan is to have science center open before spring term with resource fair, tours of bldg., and on-site registration help.

VIII. BOARD INSTITUTIONAL EFFECTIVENESS COMMITTEE (BIEC) – Information

a. Next meeting: November 18, 2021 – Strategic Planning at the Colleges

Ms. Pham reported agenda item for next BIEC meeting.

IX. *GRANT DEVELOPMENT SCHEDULE – Information

Ms. Santoyo reported on the schedule; **will circle back** to Dr. Lamb and Dr. Kennedy on their questions related to apprenticeship and pre-apprenticeship grants..

X. OTHER

Next meeting is scheduled for Wednesday, December 15, 2021.

Mr. Rutan adjourned the meeting at 4:35pm.

**attachment provided*



Rancho Santiago Community College District District Services Administrative Unit Review

2021-2023

I. **Department Mission Statement:** *(Please provide a mission statement for your unit.)*

II. **Functions and services:** *(Please provide the basic functions and services for your unit.)*

III. **Customers and recipients of services:** *(Who are the customers/recipients of your unit?)*

IV. **Staffing:** *(Please summarize the status of your staffing since the last planning cycle and concerns you may have.)*

V. **Budgets**: *(Please summarize the status of your department budget and concerns you may have.)*

VI. **Department Assessment:** *Please provide internal assessment of your department (by all unit staff) and external assessment (from data provided by the District Services Satisfaction Survey, as well as other sources that your department would like to use). What recommendations would you like to bring to the District's attention?*

a) **Internal Assessment:**

b) **External Assessment:**

c) **Recommendations:**

VII. Work Plan: As the result of assessing your department, what initiatives do your department want to address in 2021-2023? Please identify which RSCCD goal(s) and strategic plan objective(s) they address, resources you need to achieve the initiative(s), and how you will achieve these initiatives by the end of the cycle? Please see example below

RSCCD Goals your service initiative address.	RSCCD Strategic Plan Objectives your service initiative address.	Service Initiative Goals that your department would like to address.	Unit Outcome (The client) will (intended outcome) as a result of (function or action).	Criteria for Success How will you know you've achieved your goal?	Resource Needs What resource(s) (personnel, technology, fiscal) do you need to achieve your goal(s)?	Results After two years, how well did you achieve your goals?

RSCCD Goals your service initiative address.	RSCCD Strategic Plan your service initiative address.	Service Initiative Goals that your department would like to address.	Unit Outcome (The client) will (intended outcome) as a result of (function or action).	Criteria for Success How will you know you've achieved your goal?	Resource Needs What resource(s) (personnel, technology, fiscal) do you need to achieve your goal(s)?	Results After two years, how well did you achieve your goals?

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<i>Goal 4</i>	<i>Objectives 3B and 4C</i>	<i>Analyze data of the new curriculum strategies for ESL students</i>	<i>Reports to share with ESL instructors showing outcomes by underrepresented groups based on the new curriculum strategies</i>	<i>ESL faculty utilize the reported data to plan their class instructions</i>	<i>None</i>	<i>A 2% increase in success rate for all underrepresented groups</i>

RSCCD Goals your service initiative address.	RSCCD Strategic Plan your service initiative address.	Service Initiative Goals that your department would like to address.	Unit Outcome (The client) will (intended outcome) as a result of (function or action).	Criteria for Success How will you know you've achieved your goal?	Resource Needs What resource(s) (personnel, technology, fiscal) do you need to achieve your goal(s)?	Results After two years, how well did you achieve your goals?

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Exhibit A

Function:

By fostering a culture of diversity — or a capacity to appreciate and value individual differences - RSCCD benefits from varied perspectives on how to confront business challenges and achieve success. The term refers to the infinite range of individuals' unique attributes and experiences.

Empowered by Rancho Santiago Community College District Board of Trustees Resolution 20-10, the Office of Equity, Diversity, and Inclusion (ODEI) was commissioned to design initiatives that emphasize positive, equitable, and inclusive employment experiences for all our employees.

These initiatives are an integral part of the success of Rancho Santiago Community College District (RSCCD). RSCCD promotes diversity, equity and inclusion through our projects, curriculum, and programs. We are dedicated to creating an equitable and inclusive workplace where employees can feel welcomed and accepted. Our aim is to foster a creative and innovative workplace where all employees feel a sense of belonging. ODEI works diligently with a cross-section of District employees, committees, and employee resource and affinity groups to identify barriers that affect historically marginalized groups from achieving their career goals. As one of the oldest community college districts in California, RSCCD is stalwart amongst institutions of higher education and strives to enliven the principles that were etched by its founders. Motivated by a drive to provide cutting-edge learning and socially conscious programming, RSCCD agrees with the essential nature of growth and evolution.

In an effort to ensure substantive development is a standard, it is necessary to evaluate the character of educational implementation to guide the direction of the goals and outcomes the district seeks to achieve. ODEI is primarily focused on developing and building a more inclusive organization for our students, faculty, staff, and the bevy of learners residing outside of our campus boundaries as related to:

- Race
- Color
- Religion or creed
- National origin or ancestry
- Sex (including gender, pregnancy, sexual orientation, and gender identity)
- Age
- Physical or mental disability
- Veteran status
- Genetic information
- Citizenship

Developing successful diversity programs includes analyzing the impacts of our national history in today's environment, so we can make changes for tomorrow to ensure equity is achieved in our campuses, district and ultimately communities, today.

The regulatory framework supporting the districts efforts are found in Title 5 section 5302 4.1,

Education Code sections 87100 et seq., Accreditation Standard 3a .4, and RSCCD

Services:

ODEI four major trajectories include:

1. DEI training for all RSCCD employees : Conducting the EEO Fundamentals and EEO Advanced trainings required for screening/selection committees
2. Conducting the EEO trainings for all employees (formally conducted by outside attorneys at LCW)
3. Development and expansion of the Rancho Academy
4. Surveying, assessment, analysis and reporting of the RSCCD climate, hiring trends and predictive modeling for best practices: analysis of the district workforce data in order to identify and analyze barriers that may impact underrepresented group in the recruitment process and other measures deemed necessary to further equal employment opportunity

5. Operation of the Office of Collaborative Resolution – providing mediation and conflict resolution for all staff

Enhancing workplace awareness provides managers and employees greater familiarity of EEO Programs, practical understanding of employee responsibilities, strategies to reduce workplace discrimination, and applicable knowledge of the benefits of EEO. We're also shifting our focus from "culture fit" to "culture add" when evaluating candidates.

We collect data from various sources and translate statistical data and analysis into useful information and insights that drive hiring. Using quantitative tools to influence qualitative decision making, we develop, monitor, and disseminate EEO, Affirmative Action and diversity metrics, analyses, and reports. In collaboration with HR, ODEI and EEO presentations and workshops educate the RSCCD community on patterns in recruitment and retention by variables such as race, ethnicity, and gender. In collaboration with HR, we are working on improving our recruitment processes. When we look at hiring, we're also thinking about geographic and socioeconomic diversity in addition to racial and cultural diversity.

We are creating training and workshops to help mitigate bias and plan to improve how we assess candidates by training hiring committees, an HR assigned EEO Monitor and improve interview questions to ensure consistent, competency-based interviews every time.

We monitor federal, state, and local law changes and revise our practices and procedures as necessary to comply with applicable provisions. We prepare a variety of reports and trend updates and other various information, analyses, and descriptions for use by internal and external stakeholders.

In addition, we are responsible for the consistent application of relevant labor and EEO laws, policies, procedures, Federal and State laws in the field of DEI and Anti-Racism. We disseminate, explain and interpret district, state and federal trends and regulations and suggest policy change, implementation and systematic application.

The RSCCD community and the communities we serve, share a common belief, borne of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a high-quality education.

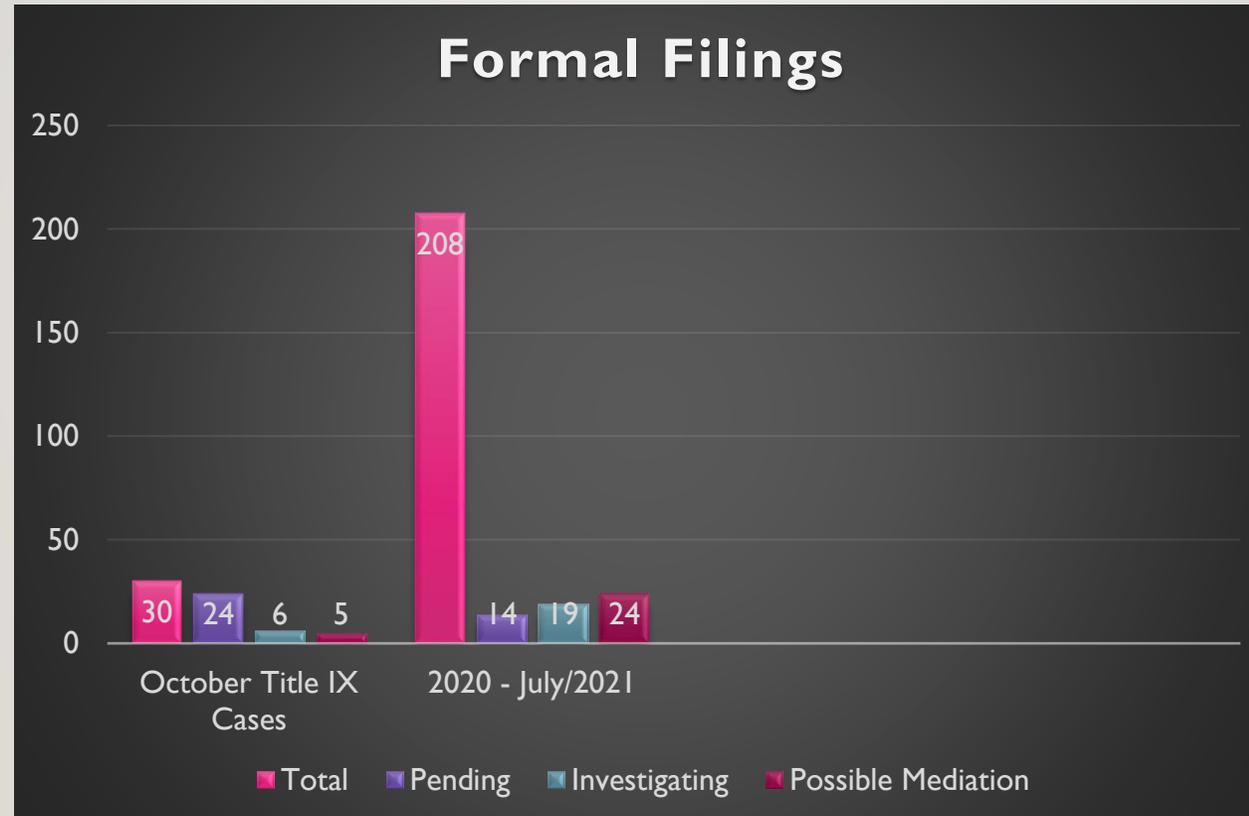
The public is entitled to know why these institutions believe so strongly that racial and ethnic diversity should be one factor among the many considered in admissions. The reasons include:

- Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment. It promotes personal growth-and a healthy society.
- Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds. It strengthens communities and the workplace.
- Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions. It enhances Orange County's and California's economic competitiveness.
- Sustaining our prosperity in the 21st century requires us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

ESSENTIAL NEED TO CREATE UNITY THROUGH OUR WORDS AND ACTIONS – SPEAK WITH ONE VOICE

- Board of Trustees Resolution 20-10 called for addressing structural racism
- The BOG has proposed language changes to Title V that directly places the responsibility for change with the District
- To improve student success, we also need to change our institutional culture to be more supportive of students and staff of all racial, ethnic, and national backgrounds
- Progress requires commitment from the academic community, including the faculty who have the power over the curriculum, how classes are designed and taught, and experiential learning—essentially the academic experience and success of students
- To start this cultural shift, we need a commitment from the Chancellor and the Cabinet to improve the state of RSCCD
 - End the disunity
 - Create collaboration across the colleges, connecting like departments to their counterparts at the other campus and align it District personnel

THE COST OF OUR PRESENT STATE



WHAT'S CHANGED?

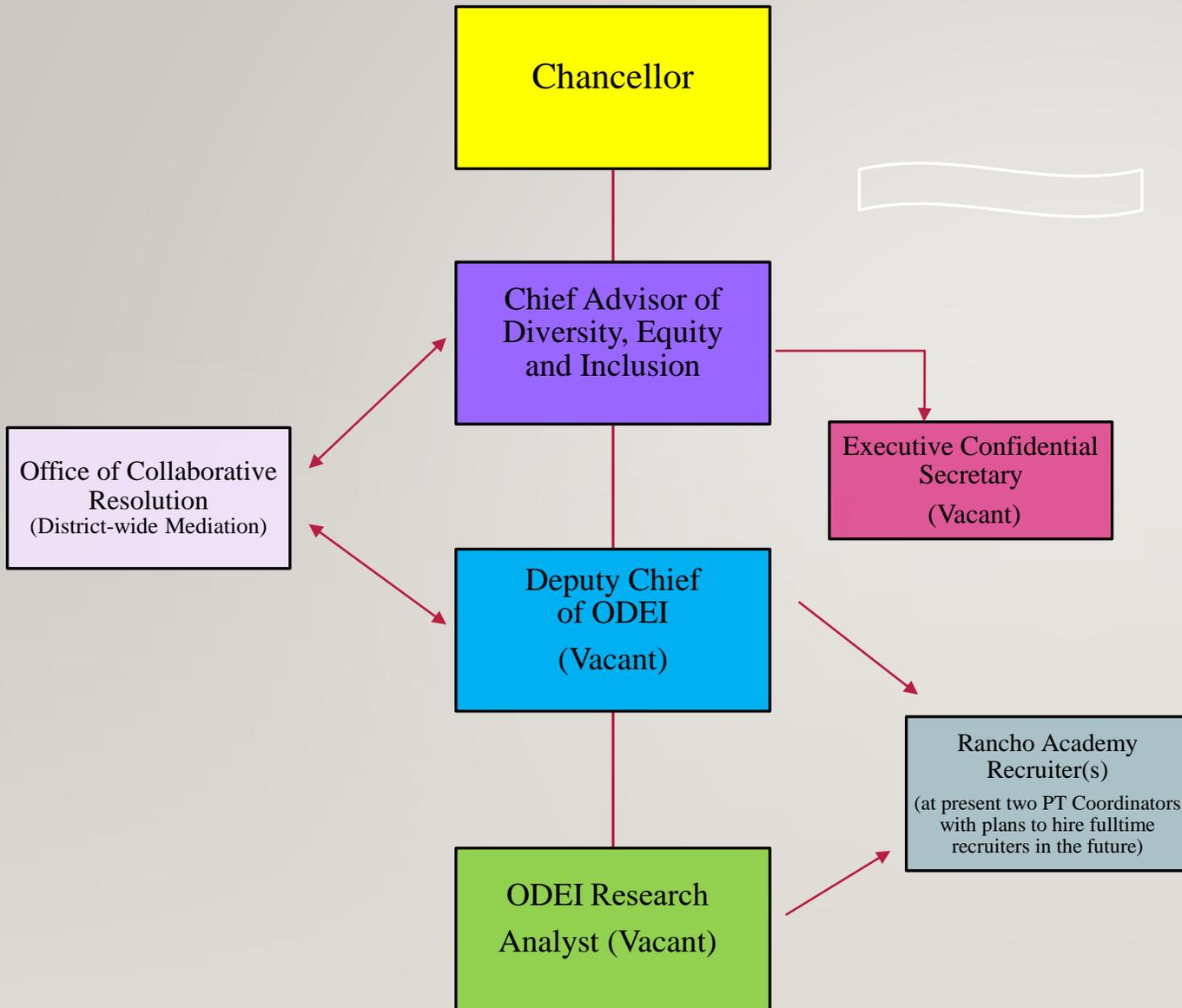
- Polarization among the staff – continual banter of “us against them”
- Increased filings, investigations, grievances
- Having vested decades of their lives. staff describe “pain and suffering”
 - Studies have shown that 80% of the issues and concerns regarding employees’ productivity are related to the type of work environment in which they operationalize their assigned tasks
 - A working environment can be classified into two major spectrums: collaborative workplace environment and toxic workplace environment
 - On the positive end of the spectrum, collaborative workplace environments refer to the high-spirit workplace with a community-centered approach in which the employee and employer have an empathetic relationship that fosters the physical and psychological well-being of an employee.
 - On the negative end of the spectrum, toxic workplace environments induce repulsive experiences, which lead to the negative, adverse and reduced outcomes and efficiency of the employees.
 - A toxic environment is similar to a cancer that damages all the stakeholders of an organization as it creates toxic culture, toxic leaders, and toxic employees, which ultimately create a toxic organization
 - RSCCD is a highly sensitive culture which reflects the state of society right now, there is a continual need to vent
 - HR attempts to resolve disputes and conflicts have led to increases in cost with little resolve
 - Hostile work environments lead to lower efficiency and a disgruntled workforce

THE NEED

- Decrease costs and exposure
- Decrease litigation and investigations
- Meet the Chancellor's Office mandates on EEO (new mandates to be added to Title V)
- Provide Diversity Analytics Dashboard
- Offering mediation training, provides mediation services, and offers strategies to address everyday work conflicts before they escalate
- Provides Mediation Ambassadors, who serve as informational contacts about the Office of Collaborative Resolution at the campuses
- Staff will hold office hours at SAC and SCC for drop in meetings
- All of this is needed to meet the Board's guidelines as outlined in Res. 20-10

ODEI & OFFICE OF COLLABORATIVE RESOLUTION

- Project that ODEI and the new Office of Collaborative Resolution will decrease number of filings and costs that are increasing
- Project that the costs will decrease by 50%
- How?
 - Creating a place where conflicts and disputes can be settled amicably
 - A place where people can feel heard and validated
 - Educating the staff on alternative path to conflict resolution, restorative justice/healing
 - District led trainings on conflict resolution, DEI and Anti-racism
 - Train and support management on interventionism to resolve disputes at the onset
 - Staff will hold office hours at SAC and SCC for drop in meetings
- Climate survey (April 2021) provided insight on the RSCCD culture with both quantitative and qualitative data sets



Scope of ODEI

1. Districtwide **DEI Professional Development** (all levels)
2. Mediation services for staff and students provided by the **Office of Collaborative Resolution (OCR)**
(2 District Managers serve as Mediators)
3. **DEI and Anti-Racism** Statistical Analysis and Narrative Reporting
4. **Rancho Academy**
5. **EEO Office** – Responsible for EEO Report (mandate), Providing support and analysis to:
 - Recruitment and Retention Office
 - Hiring Committees, including training and oversight
 - Marketing and Job Announcements Analysis
 - HRC representative

Division of Responsibilities

Chief of DEI- 1,2,3,4,5
 Deputy Chief of DEI- 1,2,3,5
 ODEI Analyst – 3,4,5
 Recruiters – 4
 Executive Secretary – provides administrative support to entire ODEI staff

Ranking	List Item Requested	*Type of Request						Amt.	***One Time or Ongoing	Strategic Plan #	RSCCD Goal #
		S	E/S	T	F	P	O				
	Please explain and provide a rationale for each item requested based on rubric criteria.								**Max 6 pts	**Max 6 pts	**Max 6 pts
	<p>ITS</p> <p>Technology permeates and supports all districtwide goals in one fashion or another. The work of ITS supports not only technology goals, but also fiscal, facilities, HR and others. However, here are specific goals from the 2021-2024 districtwide strategic technology plan that this resource request supports:</p> <p>1. Student Experience</p> <p>a. Provide technology infrastructure capacity and technology services to support on-campus and online student support services. (III.C.1, III.C.2)</p> <p>b. Provide scalable technologies, services and staff to fully support online education. (III.C.1)</p> <p>c. Provide technology services to align student experience with the pillars of guided pathways. (III.C.1, III.C.4)</p> <p>2. Standardization</p> <p>a. Continuously improve and establish standardized business processes involving technology to enhance institutional operations. (III.C.4)</p> <p>b. Institutionalize technology planning framework and standardize project management including portfolio management, project intake and project prioritization. (III.C.1)</p> <p>c. Institutionalize data management and data governance for data-informed decision making. (III.C.4)</p> <p>d. Streamline, encourage and support the use of Business Intelligence reports and reporting tools for the effective use of technology systems. (III.C.1)</p> <p>3. Data Driven Decision Making</p> <p>4. Support</p> <p>a. Develop and foster Information Technology service excellence, performance feedback and assessment. (III.C.4)</p> <p>b. Improve the effectiveness and efficiency of technology, services and support provided to students, faculty, staff and administrators. (III.C.1).</p>	X						\$177,361.61, Application Specialist IV, Grade 22, Step 3	ongoing	<p>Goal 4: Innovations invariably require technology to support them, the ITS Applications team handles the largest amount of technology projects districtwide that support innovations for student success. This includes support to critical systems and processes that include Canvas, the CCCApply import process, MIS submissions, reporting that supports the 320 report submission, Enrollment Management reporting, Faculty Evaluation Systems, Web Advisor, Colleague and Self Service systems, Positive Attendance hours tracking, support for payroll processing, year-end closing and HR public record requests, parking permit systems, transcripts, support of financial aid system integrations, support to guided pathways through data exports and systems integrations with student success systems, to name a few. The current project demand is larger than the resources available to serve institutional needs.</p> <p>Goal 3: The ITS Applications team plays a critical role in reporting that is used in decision making or for funding by the state. This team submits the MIS reports to the State Chancellor's Office that contain the success and supplemental elements that reflect completion and provide the district with 30% of its funding. Having good accurate data is a way to ensure proper decisions can be made to improve course completion rates. Further, although improving course completion rates is a major step, this data also needs to be properly reported to the state via MIS reports to ensure its properly accounted and that the district is funded accordingly to reinvest in programs that can continue to improve student success. The Applications Team plays a critical role as data custodians to validate and help correct data errors in partnership with the colleges to ensure data submissions are accurate and complete.</p> <p>Goal 5: The integrated planning process produced by the technology committees has developed a significant level of maturity for the governance of technology. Alignment has been</p>	<p>Objective 4C: Support innovative pedagogies and curriculum design.</p> <p>Objective 3A: Enhance the ability to predict student instructional needs in order to improve program completion.</p> <p>Objective 3B: Provide alignment of course offerings with student educational plans.</p> <p>Objective 3D: Increase support for Distance Education and Open Educational Resources (OER)</p> <p>Objective 4E: Deploy, maintain and enhance RSCCD's software platforms that support student learning.</p> <p>Objective 5B: Refine and improve the synchrony of integrated planning and resource allocation processes between the colleges and district.</p>
4	OEDI	X						\$635,000	ongoing	<p>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.</p>	<p>Objective 3A: Enhance the ability to predict student instructional needs in order to improve program completion; Objective 3C: Utilize college equity plans to reduce disproportionate impact on student success; In collaboration with constituent groups, provide support for efforts to increase faculty/staff diversity; Objective 4C: Support innovative pedagogies and curriculum design</p>

Ranking	List Item Requested	*Type of Request						Amt:	***One Time or Ongoing	Strategic Plan #	RSCCD Goal #
	Please explain and provide a rationale for each item requested based on rubric criteria.	S	E/S	T	F	P	O		**Max 6 pts	**Max 6 pts	**Max 6 pts

*Type of Request: S=Staff/Classified; E/S=Equipment or Supplies; T=Technology; F = Facilities, P=Professional Needs; O=Other

**There are three scores to get to the maximum point value of 6: 0, 3, or 6. 0 = no association, 3 = weak association, 6 = strong association

***For One Time or Ongoing: 0 = ongoing, 3 = combination, 6 = one time

****No = 0 and Yes = 6

Administrative Unit Review	Unit Outcomes	Vice Chancellor Priority	****Replacement Need	****Legally Mandated Regulatory Req.	****Safety	Total Points
**Max 6 pts	**Max 6 pts	**Max 6 pts	Max 6 pts	Max 6 pts	Max 6 pts	Max 60 pts
<p>Technology permeates and supports all districtwide goals in one fashion or another. The work of ITS supports not only technology goals, but also fiscal, facilities, HR and others. However, here are specific goals from the 2021-2024 districtwide strategic technology plan that this resource request supports:</p> <ol style="list-style-type: none"> 1. Student Experience <ol style="list-style-type: none"> 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) 2. Standardization <ol style="list-style-type: none"> a. Continuously improve and establish standardized business processes involving technology to enhance institutional operations. (III.C.4) b. Institutionalize technology planning framework and standardize project management including portfolio management, project intake and project prioritization. (III.C.1) c. Institutionalize data management and data governance for data-informed decision making. (III.C.4) d. Streamline, encourage and support the use of Business Intelligence reports and reporting tools for the effective use of technology systems. (III.C.1) 3. Data Driven Decision Making 4. Support <ol style="list-style-type: none"> a. Develop and foster Information Technology service excellence, performance feedback and assessment. (III.C.4) b. Improve the effectiveness and efficiency of technology, services and support provided to students, faculty, staff and 	<p>Timeliness of response and availability of assistance scored the lowest in all ITS areas in the District Satisfaction Survey. This was reflected on ITS' unit's planning portfolio both on 2019 and 2021. The following was included on ITS' unit's planning portfolio for 2019:</p> <p>"...critical initiatives such as Guided Pathways, the Online Education Initiative (OEI) and data quality improvement activities have increased the number of projects in the technology roadmap. As of August of 2019, ITS has over 553 projects that are either scheduled or underway. ITS could benefit from additional technicians on campus, applications and network specialists and a project manager role to improve project delivery." "Guided Pathways, OEI and data quality improvement initiatives are critical and ongoing. Additional Application and Network Specialist at the District Office, as well as a Project Manager are recommended."</p> <p>"Application Systems Support: Good knowledge base. Standardization of programming processes can help streamline operations. The ratio of direct reports to a manager is high. Business System Analysts need to continue to be adequately used to liaise with operational areas. Number of projects in portfolio is very high." The following was included on ITS' unit's planning portfolio for 2021: "The Enterprise Applications team handles the largest number of projects in the entire department, clompeting an average of 250 projects per year. However, average project demand is of 30 projects per month or 360 projects per year. This means that only 70% of project demand can be fulfilled at the moment. When fully staffed, the ITS director overseeing the Enterprise Applications Team oversees a total of 13 employees plus one dotted line report. It is common for each of these resources to have two to three projects they are working on at any given time. This translates into an average of 42 projects that need oversight in a regular basis. The high number of direct reports and the number of projects that this team has does not allow its managing director the time to oversee all projects on a day to day basis or focus on work process standardization. Rather, the area's managing director spends most of their time managing at a higher level. For this reason, each classified resource ends up operating in non-standard ways to move projects forward and complete work assigned, which reduces the overall efficiency that the team could achieve. As such, although this team needs additional classified resources, adding them without balancing the load for its managing director will only aggravate the issue. For this reason, ITS is looking to re-org to create an additional manager role to split the load and allow managers to have closer oversight of projects and to obtain efficiency through standardization by allowing the team's managing director to focus on establishing standards. Once this is accomplished the team will have the structure necessary to be able to efficiently use additional classified headcount to better meet project demand." "Application Systems Support: Standardization of programming processes is required to streamline operations. The ratio of direct reports to a manager is very high. Project demand outpaces resource availability by 30%. Additional headcount is required to improve availability and response times." "ITS needs additional headcount within its Enterprise Applications</p>		NO	NO	NO	
HR, IT, Fiscal	ODEI is an inaugural office and as such the expansion is from a single member office.		NO	NO	NO	

Total Points	Max 60 pts
****Safety	Max 6 pts
****Legally Mandated Regulatory Req.	Max 6 pts
****Replacement Need	Max 6 pts
Vice Chancellor Priority	**Max 6 pts
Unit Outcomes	**Max 6 pts
Administrative Unit Review	**Max 6 pts

RSCCD Resource Development Grant Development Schedule

Grant	District/ College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution- alization?	District/College authorized submission
Submitted									
<i>National Science Foundation Advancing Innovation and Impact in Undergraduate STEM Education at 2-Year Colleges Up to \$2 million</i>	SCC – Denise Foley	Goals #1, #3, and #4	5/28/2021	Submitted	Sept/Oct 2021	No	Thorough and intensive recruitment and orientation, monitoring and instructional support services for STEM majors to increase retention, success and completion.	No	Yes
<i>SBA Community Navigator Program \$50,000 - \$100,000</i>	CSUF SBDC Leader Center will apply RSCCD's SBDC will be a partner	Goals #1 and #2	7/23/2021	Submitted	December 2021	No	RSCCD's SBDC will implement its Virtual Marketing Internship Program in Santa Ana, Anaheim and Inland Empire.	No	Yes
<i>NSF Advanced Technology Education Grant \$300,000 - \$600,000 over 3 years</i>	SAC – Madeline Grant; Hugh Nguyen	Goals #3 and #4	10/14/2021	Submitted	Mid to late Spring 2022	No	Integrate employment readiness through SAC's cybersecurity courses and preparation and placement in internship with Information Technology Disaster Resource Center (ITDRC).	No	Yes
<i>Basic Needs for Postsecondary Students Program U.S. Department of Education Up to \$900,000 for 3 years</i>	SAC – Dr. Brenda Estrada	Goals #1, #2, #3 and #4	12/6/2021	Submitted	April 15, 2022	No	Establish a centralized, comprehensive Basic Needs Center to address the array of needs areas through direct services, resources and on-campus and off-campus referrals.	No	Yes
Fall 2021									
<i>California Apprenticeship Initiative Pre-Apprenticeship and Apprenticeship grants Up to \$500,000 over two years</i>	DO – Sarah Santoyo	Goals #1, #2, and #4	12/15/2021	Considering	March 2022	Yes. 20% from employer partner.	Build non-traditional apprenticeship program in Digital Marketing.	Yes. Expected that the apprenticeship program will be sustained after grant ends.	Pending
<i>TBL Pilot for K-16 Collaborative</i>	SAC – Jeffrey Lamb	Goals #1, #2, #3, #4	Waiting for RFA to be released	Planning					Pending

RSCCD Resource Development Grant Development Schedule

Grant	District/ College	RSCCD Goals	Due	Status	Expected Notification Date	Match	If awarded ...	Institution- alization?	District/College authorized submission
<i>U.S. Department of Education, College Assistance Migrant Program (CAMP)</i> \$400,000+ per year for 5 years	SCC – Miguel Luna	Goals #1, #2, #3, #4	Likely due end of Fall/beg of Spring	Planning	February 1, 2022	No	Existing CAMP would continue to recruit and provide wrap-around support services for 1 st year students from migrant families.	No	Pending
<i>U.S. Department of Education, Upward Bound</i> \$250,000 per year for 5 years	SAC UB Regular – Alicia Kruienza	Goals #1, #2, #3, #4	Likely due end of Fall/beg of Spring	Planning	Mid/End-of Spring	No	Continue existing programs to provide college prep services for low-income, first-generation and students with disabilities.	No	Pending
	SAC Veterans SAC – Mark Canett								Pending
	SCC UB Math & Science - Miguel Luna								Pending
OPEN SUBMISSION									
<i>U.S. Financial Aid Services</i> Invitation to submit proposal \$900,000 - \$1,200,000	DO – Joy Hermsen	Goals #3 and #4	12/31/2021	Writing	Fall 2021	No	Implement pilot project with 6-9 community colleges in CA to increase FAFSA application submissions and eligible low-income and URM students receiving financial aid awards.	No	Yes
<i>U.S. Economic Development Administration – Public Works & Economic Adjustment Assistance</i> (up to \$30,000,000)	DO – Enrique Perez	Goals #1, #2, #3, and #4	Applications accepted on an on-going basis	Planning	60-days after app & all req documents submitted	20%-50% based on program & other factors	Lead a regional partnership of key stakeholders to implement a workforce development project.	Yes. Expected that building and programs will be maintained.	Yes
<i>Institutional Effectiveness Partnership Initiative</i> Up to \$200,000	DO – Narges Rabii-Rakin	Goals #1-#4	Open submission of Letter of Interest	Considering	6 months after submission	No.	An IEPI team would conduct an institutional need assessment related to RSCCD's Diversity, Equity and Inclusion Plan, and develop a project to address operational functions necessary to implement the plan. Then, funds would be allocated to implement the project.	Grants are to improve operational effectiveness. Grant strategies that were effective are expected to be retained.	Pending

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

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

California Apprenticeship Initiative. Rolling schedule for submission: March 31, 2022; July 15, 2022; September 30, 2022. Up to \$500,000 over 2 years to establish Pre-Apprenticeship and Apprenticeship projects in new or non-traditional occupations that are DAS (Division of Apprenticeship Standards) approved.

NATIONAL SCIENCE FOUNDATION

Advancing Innovation and Impact in Undergraduate STEM Education at Two-Year Institutions of Higher Education. Applications accepted anytime until 2023. Supports projects that are bold, potentially transformative to address the immediate challenges facing STEM education at two-year colleges and/or anticipate new structures and functions of the STEM learning and teaching enterprise. Promotes approaches that advance innovation and use evidence-based practices in undergraduate STEM education at two-year colleges. NSF also seeks to support systemic approaches to advance inclusive and equitable STEM education practices. Up to \$2,000,000.

S-STEM: Proposals due March 16, 2022. Scholarships for STEM students up to \$10,000 per student per year. Projects must have a model that demonstrates scholarships increased success and completion, especially among disadvantaged students.

Grant Schedule

Summary Sheet of Positions related to grant and contract proposals

Site	Grant	Staff proposed in grant applications
DO	EDA Grant	Not known at this time. Still in planning.
DO	Financial Services Administration	Project Director Resource Development Coordinator 50% (existing staff person in Resource Development)
DO	IEPI	Not known at this time. Still in planning.
DO	<i>Regional Collaboration and Coordination Grant (competitive renewal RFA for the OC-RC)</i>	<u>Existing staff</u> Executive Director, Dr. Alex Davis Administrative Secretary, Marbella Ruiz Resource Development Coordinator, interim Vanessa Palomares Special Project Specialist
SAC	<i>NSF Advanced Technological Education</i>	Beyond contract for PI and 2 Co-PIs 19-hr Special Project Specialist
SAC	<i>U.S. Department of Education Basic Needs for Postsecondary Students Program Grant</i>	Student Program Specialist (Full-time, 12 month) Senior Clerk (19 hr Ongoing)
SCC	<i>NSF Advancing Innovation and Impact in Undergraduate STEM Education at 2-Year Colleges</i>	10 LHE/year release for PI STEM & Career Counselors (adjunct hourly) Faculty stipends Part-time Research Specialist Instructional Assistants (hourly) SI Student Assistants (hourly)