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, March 24, 2021 3:30pm-5:00pm

https://cccconfer.zoom.us/j/98427910142 or dial 1 669-900-6833 / 98427910142#

I.   **WELCOME**

II.   ***APPROVAL OF MINUTES – Action**
    a.   February 24, 2021 meeting

III.   **DISTRICT COUNCIL UPDATE – Information**
    a.   March 1, 2021

IV.   ***PLANNING DESIGN MANUAL REVISION – Discussion & Action**
    a.   Process for Allocating Resources

V.   ***2019-22 STRATEGIC PLAN – Discussion & Action**
    a.   Goal 4 & Strategic Objectives

VI.   ***STRATEGIC PLANNING AND ENROLLMENT MANAGEMENT PRESENTATION**
    BOT March 22, 2021 Meeting – Information

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

VIII.   **REPORT FROM STUDENT GOVERNMENT - Information**
    a.   Santiago Canyon College

IX.   ***GRANT DEVELOPMENT SCHEDULE - Information**

X.   **GUIDED PATHWAYS - Information**
    a.   *Santa Ana College
    b.   *Santiago Canyon College

XI.   **OTHER**

    NEXT MEETING: ***Wednesday, April 28, 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.

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

draft Minutes
Wednesday, February 24, 2021 3:30pm-5:00pm via zoom

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

Mr. Perez called the meeting to order at 3:34pm.
I.   **WELCOME**
Mr. Perez provided welcoming remarks.

II.   ***APPROVAL OF MINUTES – Action**
a.   January 13, 2021 meeting
It was moved by Mr. Taylor, seconded by Mr. Rutan to approve the January 13, 2021 minutes. With no corrections, the motion passed.
Mr. Shahbazian joined the meeting at this time.

III.   **DISTRICT COUNCIL UPDATE – Information**
a.   January 25, 2021 Meeting - Next meeting March 1, 2021
Mr. Perez reported; two adoptions from FRC were approved.

IV.   ***PLANNING MANUAL REVISION – Action**
Ms. Pham provided updates to the Planning Manual; seeking approval from POE in order to post.
- Student representatives are voting members.
- Questions were raised and answered related to page 13, paragraph 3: under Resource Allocation.
- Discussion ensued on process for budget modification recommendations.
- Concern was raised on timing of evaluations on initiatives and priorities as this is related to budget allocation and new funding recommendations and priorities shifting over time.
- Importance was make to thoroughly look at Strategic Plan to ensure objectives are being met and goals and objectives are doing what they intended to do.
- Discussion ensued on reviews of priorities being discussed at different divisions, departments, and committees.
- A place to have conversations on prioritization is key as priorities from 10yrs ago may not be current priorities and funding to that priority may no longer be best use of funds.
- It was suggested to have Academic Senate's involvement in prioritization, to have more participatory process involvement.
- The purpose of the Planning Portfolio and satisfaction surveys were mentioned as concern was made if campuses are really receiving services for which a budget was allocated for and to ensure best use of funds are being made.
- Clarification was made that student representatives on Participatory Governance Committees are voting members.

No action was taken. Rest of Manual looks good. 'Process for Allocating Resources' will be placed on next agenda for further discussion on prioritization.

V.   ***2019-22 STRATEGIC PLAN - Review and Discuss**
   a.   Goal 3 & Strategic Objectives
   ▪   Ms. Pham provided overview to goal 3A, 3B, 3C, 3D and 3E; feedback was provided, Ms. Pham will update accordingly.
   ▪   Mr. Perez noted his office will be reaching out to VP's offices related to goals and objectives on how we are doing with 3C.
   ▪   3D: suggestion was made to include district was able to shift 100% to online/distance learning at during COVID, partnering with FARSCCD, and additional ITS training provided for this transition.
   ▪   It was suggested to memorialize this in Strategic Plan as it corresponds to college and district's stability.
   ▪   3E: Outreach was highlighted and how this intervention helps with student retention.

VI.   **UPCOMING DISTRICT SERVICES SATISFACTION SURVEY – Information**
   ▪   Ms. Pham reported; next cycle is 2021-2023 of district services; survey to be sent out late March.
   ▪   All were encouraged to respond to the survey if services are used and encouraged to provide feedback.

VII. **PLANNING AT THE COLLEGES - Information**
   a.   Santiago Canyon College
      i.   Update on Accreditation
         Mr. Voelcker reported on planning, reviewing newly recommended institutional set standards; reports to ACCJC; gearing up for next iteration of Educational Master Plan as current plan is 2016-2022; new plan is for 2022-2028; EMP committee has first meeting of spring this semester and plan to go over all of the metrics; sent out quality focused essays survey, a needed component to the Accreditation Mentoring Report.
   b.   Santa Ana College
      i.   Update on Accreditation
         Dr. Lamb reported on institutional set standards and thanked Ms. Love on work done with Ed Master Plan and pulling together data; Ed Master Plan just went to Academic Senate to read and review; thank you's provided again to Ms. Love for work done on Enrollment Management Plan; plan to be done by end of spring as well; QFE has gone to college council; updating Participatory Governance Handbook to be more user friendly; hoping to finish by mid-fall.

VIII. **REPORT FROM STUDENT GOVERNMENT - Information**
   a.   Santiago Canyon College
      Ms. Pierce reported on ASG 102 training on student government involvement; had two guest speakers come speak on Diversity, Equity and Inclusion; working on thank you cards to guest speakers.
      From the Activities Committee reported on successful Black History Month activities; now planning for Women's History Month.

IX.   ***GRANT DEVELOPMENT SCHEDULE – Information**
      Mr. Perez reported. Mr. Voelcker provided updated information to SCC's grants.

X.   **GUIDED PATHWAYS - Information**
   a.   ***Santa Ana College**
      Dr. Lamb report on updates.
   b.   ***Santiago Canyon College**
      Mr. Stringer reported on updates.
      Mr. Stringer will share student survey with Mr. Perez.
      Scale of Adoption will be updated to NOVA by March 1.

XI.   **OTHER:** Mr. Perez reported on the Strategic Planning and Enrollment Presentation scheduled for the March 22 Board meeting; will share presentation with POE.
      Next meeting is scheduled for Wednesday, March 24, 2021.
      Mr. Perez adjourned the meeting at 4:57pm.   *Approved:_____*

PLANNING

DESIGN

MANUAL

2013-2023

RESOURCE ALLOCATION

Resource allocations align with the RSCCD Mission Statement and link RSCCD Goals and RSCCD Objectives to the resources needed to accomplish these institutional goals.

Generally speaking, the goals and objectives at both district and college levels reflect the district's commitment to its mission. Therefore, the purpose of resource allocations is to fund the programs and services that both directly and indirectly promote student success.

The budget development process begins with the development of budget assumptions. The budget assumptions are the foundation for the budget development process and guide the allocation of resources. Information from a variety of sources is considered in the development of the budget assumptions, including but not limited to:

- ▶ RSCCD Goals and RSCCD Objectives;

- ▶ Priorities identified by the district's participatory governance committees that have been vetted and approved by the District Council;

- ▶ A review of the effectiveness of the prior year's resource allocations;

- ▶ Maintenance of appropriate reserves for contingencies and economic uncertainties;

- ▶ Mandates from external agencies; and

- ▶ Plans for payment of liabilities and future obligations, such as retiree health benefits, STRS, and PERS.

Budget assumptions are categorized into the following three types: general, revenue, and expenditure. General assumptions describe broad agreements, such as the revenue allocation model and the level of the reserve. Revenue assumptions summarize the current status of anticipated revenue, such as cost-of-living adjustments, growth and state apportionment. Expenditure assumptions provide projected costs of contractual agreements and required budget reductions if any.

RSCCD's three budget centers are Santa Ana College, Santiago Canyon College, and District Services. These entities have the autonomy and responsibility to provide appropriate programs and services that support achievement of the RSCCD Goals and RSCCD Objectives as well as their respective goals, objectives, and initiatives. In addition, RSCCD budgets for Institutional Costs that include districtwide expenses such as retiree health benefits, property and liability insurance and interfund transfers.

The RSCCD Revenue Allocation Model is patterned after the community college funding protocols established in SB361. Revenue is allocated to the colleges based upon these parameters except for an allocation to support centralized services. Any proposed changes to the allocation for district-wide services is reviewed by the Fiscal Resources Committee and recommended to the District Council and Chancellor.

Beyond the expenditures determined through district-wide collaboration, each budget center develops individual budgets for expenditures from general fund and categorical revenue in the following categories:

- ▶ Salaries and benefits as determined by union contracts;

- ▶ Supplies and materials;

- ▶ Services and other operating expenses, such as travel;

- ▶ Capital outlay, such as equipment; and

- ▶ Maintenance.

Planning is linked to resource allocations in the following ways:

1. Each budget center (Santa Ana College, Santiago Canyon College, and District Services) has developed unique planning processes. Each set of these processes is designed so that RSCCD Goals are the basis for site planning and that the resulting plans are the basis for resource allocations within that budget center.

2. The five district committees (Planning and Organizational Effectiveness Committee, Fiscal Resources Committee, Human Resources Committee, Physical Resources Committee, and Technology Advisory Group) provide specific recommendations for resource allocations in the Budget Modification form. These budget recommendations describe initiatives that require additional, decreased, or reallocated funding and are submitted to District Council for consideration during development of the tentative budget. The recommendations included in the Budget Modification form must justify how the modification is aligned and will contribute to the achievement of RSCCD Goals and RSCCD Objectives.

3. Once funding recommendations are received from the five district committees, District Council is responsible for ensuring that resources are aligned to overall planning and allocated to initiatives that contribute to the achievement of RSCCD Goals and RSCCD Objectives. To make this link between planning and resource allocation transparent, District Council uses a Budget Modification Rubric to prioritize each Budget Modification Recommendation based on the extent to which it is aligned with current RSCCD Goals and RSCCD Objectives and/or is justified by health or safety concerns. District Council then assigns the Chancellor's Cabinet to review and recommend the source and use of funds for the prioritized recommendations, including contributions from the other budget centers and/or the re-allocation of funds. District Council then reviews and acts on the proposal should funding not be available to meet the needs of all requests.

4. To provide the opportunity for Board oversight of the RSCCD Goals, when the tentative and final budgets are presented to the Board each June, the presentation includes a review of the RSCCD Mission Statement, the RSCCD Goals and RSCCD Objectives as well as the identification of specific budget items that directly relate to the RSCCD Goals and RSCCD

Objectives where appropriate.

5.   To ensure effective allocation of resources, this process shall be reviewed annually by POE.

PROCESS FOR ALLOCATING RESOURCES

OCTOBER

Board of Trustees' annual planning meeting includes a review and discussion of progress towards achieving RSCCD Goals and RSCCD Objectives, as well as other data used to assess the current environment.

▼

JANUARY

Board of Trustees, Fiscal Resources Committee and District Council review the Governor's proposed state budget.

Through the spring, the Fiscal Resources Committee monitors changes in the forecasts for state allocations and revises the general and revenue budget assumptions as warranted. Any changes are submitted to the District Council for review and input.

▼

FEBRUARY

Fiscal Resources Committee drafts tentative general, revenue and expenditure budget assumptions and forwards these to the District Council for review and input.

▼

MARCH – APRIL

District Council review the budget assumptions and the Board of Trustees adopts them.

Budget Centers receive tentative revenue allocations for the coming fiscal year based on the RSCCD Revenue Allocation Model and develop a tentative budget for that site.

▼

APRIL

The five district committees (Planning and Organizational Effectiveness Committee, Fiscal Resources Committee, Human Resources Committee, Physical Resources Committee, and Technology Advisory Group) draft expenditure assumptions as well as complete Budget Modification forms for initiatives that require additional resources. The Budget Modification form requires the committee to justify the recommendation by describing how the modification is aligned and will contribute to the achievement of RSCCD Goals and RSCCD Objectives.

The five district committees submit their Budget Modification recommendations to District Council.

MAY

Fiscal Resources Committee Co-chairs revise the draft tentative budget assumptions, as needed based on changes to the proposed state budget and submit the revised tentative budget to District Council.

District Council revises the tentative budget as needed following their review of (i) the Governor's changes to the proposed state budget, (ii) revisions to the revenue budget assumptions if any, and (iii) the draft expenditure budget assumptions and (iv) Budget Modification recommendations.

District Council prioritizes the Budget Modification recommendations using the Budget Modification Rubric. Highest priority is given to Budge Modification recommendations that are linked to RSCCD Goals and RSCCD Objectives. While developing recommendations for District Services, the committee should review the current budget and actual expenditures, past recommendations and organizational charts for outdated priorities that no longer need the same level of resources and make every effort to cover the cost of the recommendation with existing District Services revenue allocation.

JUNE

The tentative budget is presented to the Board of Trustees for approval. The presentation includes a review of the RSCCD Mission Statement and the RSCCD Goals as well as the identification of specific budget items that directly relate RSCCD Goals and RSCCD Objectives where appropriate.

JULY – AUGUST

Fiscal Resources Committee reviews and updates the budget assumptions in July, reviews the draft of proposed adopted budget in August and then forwards it to District Council for review and input.

District Council reviews changes that impact the budget and recommends revisions to the proposed adopted budget as warranted.

SEPTEMBER

The Vice Chancellor of Business Operations and Fiscal Services prepares the final proposed adopted budget as determined by District Council and directed by the Chancellor.

The final budget is presented to the Board of Trustees for approval. The presentation includes a review of the RSCCD Mission Statement and the RSCCD Goals as well as identifying specific budget items that directly relate to RSCCD Goals and RSCCD Objectives.

Objective 4A: MAINTAIN AND ENHANCE RSCCD'S TECHNOLOGICAL INFRASTRUCTURE

Rancho Santiago Community College District
Progress of Technological Infrastructure by Site
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
# of computers upgraded for student usage (classroom and labs)				
• Santa Ana College	552	254	285	
• Santiago Canyon College	181	271	261	
# of computers upgraded for staff and faculty usage				
• Santa Ana College	150	417	220	
• Santiago Canyon College	39	6	40	
• District Operations	30	34	29	
# of network switches added/replaced				
• Santa Ana College	21	5	25	
• Santiago Canyon College	14	3	8	
• District Operations	0	3	3	
# of video cameras added/installed				
• Santa Ana College	33	32	81	
• Santiago Canyon College	19	2	70	
• District Operations	3	4	5	
# of Wi-Fi Access Points added/replaced				
• Santa Ana College	37	48	55	
• Santiago Canyon College	21	0	22	
• District Operations	3	0	0	
# of classrooms mediated				
• Santa Ana College	18	26	45	
• Santiago Canyon College	14	2	0	

Sources: RSCCD ITS Department

DISTRICTWIDE

The Technology Advisory Group (TAG) is a District participatory governance committee that meets on a monthly basis to discuss, evaluate, and develop hardware and software standards for technology resources. The committee develops and maintains the District Strategic Technology Plan and makes recommendations regarding equipment, staffing, and training needs related to District use of technology.

Aging computers and classroom audio/visual equipment continue to be a concern for both College technology committees and TAG. Although the computer replacement plan supported by SACTAC has received some one-time funding at SAC, a regular funding source for the recommended five-year replacement cycle at the colleges has not been identified yet. The district has helped with computer replacements at both SAC and SCC when funds have been available derived from operational savings.

Unfortunately, this assistance is limited and there were no savings derived to assist during the year 2019-2020. This has created an issue that is particularly aggravated at SCC.

TAG has created a task force to assess the current funding methodology for computer replacements districtwide to determine if there are opportunities for improvement that can ensure funds are continuously available for computer upgrades. The task force formed under TAG will present findings, ideas and recommendations to ensure the computer replacement plan can be properly funded on an ongoing basis. Having the support and assistance of the RSCCD Governance committees on budgeting recommendations will help achieve this objective.

Video cameras and Wi-Fi network devices have successfully maintained their five-year replacement cycle so far. Information Technology Services has been able to fund these devices out of its operational budget. Both colleges have a good level of Wi-Fi coverage inside buildings and this coverage has been extended outdoors to the perimeter of the main campuses at SAC and SCC.

The impact of COVID-19 on budget available for technology upgrades is uncertain at this point. The TAG committee will continue to be proactive and listen to the needs of the Colleges via their technology committees (SACTAC and SCCTEC) for the purpose of improving the District's technological infrastructure as much as possible within fiscal constraints.

SANTA ANA COLLEGE

The Santa Ana College Technology Advisory Committee (SACTAC) is a participatory governance group that evaluates, analyzes and recommends technological solutions, both software and hardware based, that support student success and the mission of Santa Ana College (SAC). The committee meets monthly and in multiple meetings will discuss the computers that need to be upgraded to abide by the district's five-year lifecycle and the classrooms that need to be mediated.

The completion of the new Science Center and Johnson Student Center buildings at SAC has allowed the college to get additional bond funding to outfit these buildings with updated technology, including computers, Wi-Fi Access Points, video cameras for surveillance and mediation technology.

The last few years, SAC has been able to obtain one-time funding each year for computer replacements and classroom mediation, although each year these upgrade requests were not 100% funded due to budgetary limitations. The ITS Director uses his inventory to make a recommendation to SACTAC to replace all computers that will soon be at the end of their five-year lifecycle. SACTAC may adjust this recommendation and then approve the plan to be presented to the Planning & Budget Committee (P&B). P&B is another participatory governance committee that recommends budget priorities, procedures and processes to College Council.

Recently, due to budgetary constraints from COVID-19, P&B has only approved a small portion of SACTAC's recommended Computer Replacement Plan. This will result in hundreds of computers in the classroom, in computer labs and those being used by faculty and staff to be used past their recommended lifecycle and without a warranty for repair. This could result in students, faculty and staff potentially going weeks or months without a computer to use.

Media technology also does not receive regular funding for upgrades or replacements, but in the past has received one-time allocations through SACTAC and P&B the same way computers are replaced. All 160 classrooms at SAC are mediated with audio/video (AV) equipment although about half of these rooms are

using older technology including projectors, document cameras, DVDs or Blu-ray players. There are about 42 classrooms that should be prioritized to have their media technology upgraded to a new system such as Utelogy due to heavy use. Out of the 42 total, 26 rooms are in the A building and 16 rooms are in the I building.

As it relates to projector upgrades: Any AV components that are attached to building structures require the district to obtain approval by the Division of State Architects prior to installation, which is a lengthy process. SACTAC has reached out to Facilities to determine a way to get approval for multiple projectors to be replaced at once to improve the approval process. The projectors in the I building were upgraded during the year 2017-2018 and those in A building were upgraded in 2019-2020. This project was led by the district Facilities department. What is missing from this project is the upgrade of the cabling in the conduits inside the walls from VGA to Category 5e/6 network cabling with HDMI connectors in order to use the more advanced HDMI technology.

SACTAC will continue to monitor computer and media needs for the campus at its monthly meetings. The hope is for the campus to have regular funding for these ongoing operational costs so as not to affect the ability to access technology for students, faculty and staff.

SANTIAGO CANYON COLLEGE

SCCTEC has continued to recommend the identification of a recurring funding source for technology replacements at SCC. This recommendation is supported by TAG and is part of the reason why a task force was formed to identify ways in which this can be accomplished.

SCC did not have the budget to perform upgrades to classrooms or campus computers, which caused devices to fall out of warranty and disrepair. As a result, a line item for technological upgrades for AV components and computer refreshes will be established for maintenance of the equipment at SCC. This will include room mediations, of which none were performed in fiscal year 2019-2020 due to lack of funding. Additional funding streams will be evaluated to bolster the technology refresh cycle, such as grant and lottery funding streams.

There are 2 classrooms that have been earmarked for mediation in the 2020-2021 fiscal year totaling roughly 80 computing devices. AV components will be cataloged, oldest to newest, to produce a mediation/refresh plan for AV equipment.

> **GOAL #4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.**

Objective 4B: ENHANCE OPPORTUNITIES THAT ENABLE STUDENTS TO ACCESS COLLEGE CLASSES AND SERVICES PRIOR TO HIGH SCHOOL GRADUATION

Rancho Santiago Community College District
Number of College Courses Offered at Feeder High School Districts by Site
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	62	77	101	
Santiago Canyon College	13	28	31	

Sources: SAC Dean of Student Affairs, SCC Dean of Institutional Effectivenesss, Library & Learning Support Services

SANTA ANA COLLEGE

Course Offerings to High School Students
Dual enrollment is a collaboration with Santa Ana College and local area high schools. Through the Dual Enrollment program, SAC offers college courses on the high school campuses to acclimate high school students to the rigor of college. All courses offered through Dual Enrollment are UC and CSU transferable and part of a pathway. Students participating in dual enrollment have the opportunity to earn college courses while in high school. This assists in lowering the cost of attending college.

Currently, SAC has partnered with all Santa Ana USD high schools, Santiago High School in Garden Grove USD, Mater Dei, Samueli Academy and Orange County School of the Arts. This partnership provides access to our local high school students by offering the courses right on their campus. The tuition and textbooks are at no cost to the students. Dual Enrollment is designed to introduce college rigor to high school students. It prepares them for the expectations associated with taking a college course. Many of our students are first generation and do not have the luxury of having a family member help them navigate college. Dual Enrollment allows them to experience it firsthand at their high school.

Programs and Services Provided to High School Students
The Outreach Department provides information and resources to potential high school students and assists them in navigating the college system. The team attends and hosts events while recruiting and promoting all of SAC's support services and academic classes. The Outreach staff has created several programs to assist in removing barriers, including conducting year-round campus tours to showcase our academic programs and services. This past year, more than 1,000 students have participated in SAC's campus tours to understand the benefits of attending SAC. Outreach visits high schools, middle schools and elementary schools speaking to students on the importance of a college education. They promote the opportunity of

starting college early. Providing information on dual enrollment courses and the process to get a head start in their education

In Spring of 2020 due to COVID-19, the Early Decision successfully converted to a virtual format where we had more than 1,300 students participate from Santa Ana USD, Garden Grove USD, and their surrounding districts. Students had the opportunity to receive academic advisement, program support and services information, and class registration assistance. There is continuous virtual support to assist students to enroll to SAC. The outreach staff on a daily basis provides services like, conducting virtual SAC presentations, applications workshops, and class registration assistance. There has been an increase in collaborating with SAC faculty and program representatives to showcase more in-depth information regarding careers and program services.

Staff also developed trainings and workshops for the local high school counselors. In Oct 2019, we hosted a successful SAC Counselor Day where administrators and counselors from SAUSD, GGUSD and local charter and private high schools, learned about SAC. The purpose of these events is to educate our partners on the new programs and services offered at Santa Ana College. SAC makes every effort to be immersed in our nearby communities. Our goal is to have every home in Santa Ana have a college degree. A formal and paid Student Ambassador Program was formalized and implemented in the Fall of 2018. Student Ambassadors collaborate with staff to recruit, promote, and support Santa Ana College. Specifically, a big part of the work of Student Ambassadors is helping to recruit in SAUSD, GGUSD, and surrounding high schools and increase students interest to apply and attend Santa Ana College. Due to the supportive work of Student Ambassadors in conjunction with our Outreach Staff, we increased by almost 200 new applicants in Fall 2019 as compared to Fall 2018, for a total 7,384 applicants for Fall 2019

In addition to educating potential students on the benefits of SAC, we recognize the importance of parent support. SAC realized parents are too often a barrier. Outreach & Padres Promotores de la Educacion builds relationships with our community parents, K-12 Community Liaisons and informs them about all the programs and services SAC has to offer to them and their children. We understand that we need to educate our community against the stigma of community college as well as inform them of all the financial resources available. We host four Café y Pan Dulce orientations at SAC. More than 75 parents attend each session. The goal of the orientation is to help the parents understand how they can support their child choose the best college for them. We include financial aid presentations and walk parents through the admission process. Outreach educates parents on the amount of time a college student should spend on homework and the different types of support their college students will need from home. In addition to our Café y Pan Dulce events, Padres Promotores facilitate presentations for SAUSD schools, where themes such as Financial Aid, SAC programs and services, and higher education options at Santa Ana College are presented. Our parent group also attends festivals, college nights, community events and conducts many campus tours for parents. These include participation and presentations at the OC Bar Foundation, Concordia University Latinx Leadership Conference, and SAUSD Parent Night. We realize the earlier we can bring the parents onboard, the better the results.

SANTIAGO CANYON COLLEGE

Course Offering to High School Students

Santiago Canyon College has been dedicating resources in developing and implementing a strong dual enrollment program which contributes to the expansion of college access to high school students. Access has been a priority when establishing the relationships across all high schools and charter locations and has been possible through the approval of legislation in 2016; AB288 College and Career Access

Pathways (CCAP) partnerships. Santiago Canyon College entered into a CCAP partnership with OUSD which was approved by the Chancellor's Office September 2018. Since fall 2018, dual enrollment has been an area of growth for Santiago Canyon College whereby establishing strong relationships has led to the creation of an Early College Academy held at Orange High School. The program affords high school students to enroll as freshmen students and follow a cohort that exposes them to a series of college courses throughout their 9th-12th grade journey. Upon graduating high school many of the Early College Academy students will have achieved IGETC Certification, a certificate, and or accumulated sufficient units that would enable them to transfer to a 4-year university as a junior. Pathway programs continue to be implemented at each of the high schools with course offerings available during their bell schedule or as an afterschool offering.

Santiago Canyon College continues to improve and expand college access to high school students through the addition of partnerships. Unity Middle College High School (UMCHS) is a local charter school where a Memorandum of Understanding has been executed in order to provide the dual enrollment access to the attending high school students. High school students attending UMCHS are transported to SCC and attend college courses as they receive dual credit and are able to meet their high school A-G requirements. Unity Middle College High School will have their first graduating class spring 2020.

Programs and Services Provided to High School Students
SCC works hard to develop and maintain relationships with local high schools. The High School and Community Outreach Department supports collaborations in an effort to spread awareness about the college's programs and resources. To achieve this goal, staff provides a variety of services at the high school sites including outreach presentations, college application workshops, college fair tabling, financial aid workshops, campus tours, and weekly virtual visits. The Outreach Department also hosts large scale events designed to support outreach and recruitment efforts such as the Early Welcome Program, Summer Advantage Academy, High School Counselor Conference, and Family Night.

The Early Welcome program is a streamlined early matriculation program that assists students in applying to the college for the upcoming fall semester, completing new student orientation, meeting with counselors to create an an education plan, and registering for classes. Students that participate in Early Welcome have the opportunity to benefit from one year of priority registration. An average of 1,600 students participate in Early Welcome annually. In 2019-20, the Early Welcome program was offered in a virtual format (Canvas was utilized to create online orientation modules and Cranium Café was used to host virtual counseling appointments) due to COVID-19.

SCC Outreach Weekly Virtual Visits are conducted via Zoom and allows for students at all five OUSD high schools to drop-in and meet with their assigned SCC outreach represenative during a scheduled timeframe and receive assistance on: completing the SCC application, getting started with their financial aid application, gathering information about student support services, and completing steps for the Early Welcome program. SCC Outreach would greatly benefit from the purchase of licensing for an appointment software system such as Calendly or Appointlet, while providing remote services. The current comparable district purchased software, Cranium Café, is difficult for prospective students to navigate and does not offer a user friendly experience. In addition, the mobile software is primarily built for Apple phones. As a result, prospective students lose interest in contacting SCC Outreach for support, therein affecting our ability to recruit effectively. To overcome this issue, SCC Outreach has resorted to using the free version of the Appointlet software, which is easier for prospective students to navigate and has generated more contact with prospective students. The Appointlet and Calendly softwares both integrate with Outlook calendar as well as Zoom, which allows Outreach staff to operate more efficiently.

Incoming first year students are encouraged to participate in the Summer Advantage Academy. Summer Advantage Academy is a one-day session (one week before the fall semester begins) with the goal of

assisting students in their successful transition to the college. Students participating in the Academy 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 tour, participating in 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. In 2020, Summer Advantage Academy was conducted in a virtual format via Zoom. Since the inception of the Academy in 2017, 1,544 students have participated.

The annual High School Counselor Conference and Family night events both showcase select academic programs and student support services available at SCC. The High School Counselor Conference is aimed to inform local high school counselors, administrators, college technicians, and community leaders whereas Family Night is geared towards prospective students and their parents. An average of 100 attendees participate in both events annually and in 2020, both events were held virtually (via Zoom).

SCC Division of Continuing Education
Surveys have shown that transportation is a major barrier for noncredit students in pursuing their educational goals. In response to this, Santiago Canyon College Division of Continuing Education (SCC-DCE) developed the District's first noncredit online courses. SCC-DCE piloted one noncredit online class in 2017-2018 with great success. In 2018-2019, SCC-DCE increased its online class offerings to eight serving more than 215 students. The noncredit online classes generated 2 FTES in 2017-2018, 21 FTES in 2018-2019 and are projected to generate 80 FTES for the 2019-2020 academic year.

Objective 4C: SUPPORT INNOVATIVE PEDAGOGIES AND CURRICULUM DESIGN

Rancho Santiago Community College District
Professional Development Workshop Offered to Faculty for
Innovative Pedagogies and Curriculum Design by Site
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	62	99	84	
Santiago Canyon College	17	14	20	
SAC/SCC School of Continuing Education	243	263	157	

Sources: SAC Professional Development and SCC Professional Development Committee

DISTRICTWIDE

School of Continuing Education Professional Development
Though our faculty also participate in the college credit professional development program, the Continuing Education Professional Development also offers our faculty activities on a variety of issues relating to adult education. 2018-2019 Academic Year Major Focus - The School of Continuing Education (SCE) focused on "Encouraging Growth Mindset" and "Habits of Mind" for faculty trainings during the 2018-19 academic year. A total of 263 professional development activities were held at SCE for a total of 6,108 professional development hours with 254 total unduplicated participants.

In Fall 2019, 101 workshops and other events were offered during Fall Flex with an emphasis on Career Pathways. 180 instructors, both part-time and full-time, attended workshops for an accumulative total of 2,478 hours of professional development. Dr. Fernando Ortiz introduced 126 part-time faculty from SCE and OEC to the Career Pathway Initiative as our keynote speaker. After the keynote, all 126 faculty broke up into their respective departments to review the progress of each department relative to the initiative. Faculty completed over 4,000 accumulative hours of professional development by the December 3, 2019 deadline.

In Spring 2020, the Santa Ana College School of Continuing Education had three days of Professional Development from January 8 to January 10. The theme was "Ensure Learning through Equity". 152 teachers participated, attending 56 workshops for an accumulated hour total of 1372 hours. 76 teachers from OEC and SAC SCE attended the keynote speakers that included Dr. Linda Rose, Dr. Vaniethia Hubbard, and Dr. Carmen Martinez-Calderon (California Department of Education). They spoke on

overcoming challenges and ensuring learning through equity. Administrators from SCE also attended. They were all well-received with extremely positive evaluations.

A major effort was made to prepare teachers for online instruction. Many of our sections were transformed into Temporary Remote Instruction (TRI) in order to adjust to the demands of the public due to the current pandemic. This transition was not easy for many faculty. All full-time faculty were given teachers to mentor and an extensive amount of training ensued.

SCE Professional Development Plan for 2020-2021 will provide a more equitable and inclusive learning experience for our students. Our Professional Development at SCE will be dedicated to preparing faculty to offer more effective Remote Instruction. As a result and in response to COVID-19, the trainings will assure faculty have the preparation needed for the following requirements: Title V, instructor contact and student-student contact, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) protecting the privacy of student education records.

Unfortunately, this year OEC and SAC SCE will have separate PD activities due to the different "Distance Education Certificates" that our Distance Education offices offer. Many of our SAC SCE non-credit faculty will complete either the Remote Instructional Certification (RIC) or the Online Teaching Certification (OTC) by the end of Fall 2020.

SANTA ANA COLLEGE

Santa Ana College has created an Office of Professional Development with taskforces centered on classified and faculty groups. Faculty professional development was expanded and more closely coordinated with equity, basic skills, and student support services. Progress to date includes the creation of a website with an open opportunity for constituency-based input and the development of a calendar of activities, and it will soon feature a list of staff and faculty that have attended conferences.

2018-19 Academic Year Focus: Professional learning for all SAC constituent groups, Guided Pathways, effective online instruction. Because student success is related to the professional skills and engagement of all SAC employees, the SAC Professional Development focused on increasing professional learning opportunities for all constituent groups. Input from the SAC Professional Development Advisory Committee and associated work groups was critical to this effort. This committee is committed to equity in its composition and practices. Managers, classified staff and faculty representatives on the committee rotate in chairing committee meetings. Student voice is included near the beginning and throughout each meeting session. In 2018-19, SAC PD began inviting RSCCD employees to join SAC colleagues in workshops and events. SAC PD organized over 140 sessions with over 2,458 (duplicated) participants and supported professional learning opportunities provided by Distance Education and SAC departments.

During 2018-19, faculty work on innovative pedagogies and curriculum design was directly supported through learning and work instructional faculty and counselors engaged in during convocation breakouts after the fall and spring SAC convocations. Instructional faculty and counselors collaborated in a large group convocation breakout and during meetings and workshops throughout the fall semester to create program maps for SAC's Career and Academic Pathways. With counselors' guidance, students now utilize these maps to efficiently navigate their community college experience. In spring 2019, convocation breakout participants learned about how 16 Habits of Mind (HoM) can help students meet challenges and persist along their educational and career paths. Child Development & Educational Studies (CDES) professor Dr. Mary Funaoka expanded on the HoM activity with weekly emails, reflections and additional

resources for CDES faculty. These reflections were shared with all SAC & SCE faculty in the 2019-20 academic year. In response to AB705, the English and math departments worked throughout the academic year on designing curricula and discussing innovative pedagogies for support courses for freshman composition (English 101) and transfer-level math courses. EMLS curricula were also redesigned. In addition, math faculty held numerous training sessions and meetings to discuss online pedagogy and the use of Online Educational Resources (OER). Other SAC Departments explored innovative pedagogies and curriculum design as well, for example, the SAC Child Development and Educational Studies faculty held a joint retreat with their counterparts at SCC and learned about anti-bias curriculum. Distance Education continued to provide training on SAC's learning management system, Canvas, and engaged faculty in reflection on effective and innovative practices in online instruction through the work of the Distance Education Advisory Committee.

2019-20 Academic Year Major Focus: Guided Pathways, Equity (Envisioning the Student Experience in Career & Academic Pathways and Ensure Learning: Matching Our Students High Expectations with High Support), Equity, effective online instruction. To ensure an effective and welcoming environment for students and colleagues, all SAC Professional Development trainings and events continued to be open to all SAC faculty, staff and managers. For both the fall and spring convocation breakouts, faculty, along with other colleagues, engaged in active learning with the goal of improving student engagement. The breakout planning teams selected topics that corresponded to critical areas identified in the results of the fall 2018 Survey of Entering Student Engagement (SENSE). In the fall breakouts, attendees discussed ways to make SAC more welcoming and inclusive, encourage more student to student interaction, and promote SAC Career and Academic Pathways. Attendees made commitments in one or more of these areas. In the spring breakouts, attendees reviewed their commitments and shared strategies on two benchmarks linked by SENSE results to strong student outcomes (see 2019 Fact Book, p. 67): high engagement & aspirations, high support, and academic and student support networks.

SAC Professional Development along with campus partners, including Student Life and the new Office of Student Success, Equity, and Inclusion (opened in spring 2020), planned, participated in and/or facilitated Equity-focused professional learning in:
- 3CSN (CCC Success Network) Equity Institute
- Webinars from the USC Center for Urban Education, CORA Learning and other providers
- Presentation and discussion ("Changing Minds, Policies and Practices") with Audrey Dow, Campaign for College Opportunity Senior VP
- New Faculty Institute (institute for 1st year tenure track faculty)

SAC English and Math Departments continued work on innovative pedagogies and curriculum design, with the Math Department also emphasizing effective online instruction. EMLS and SCE ESL reviewed curricula in order to establish a clear articulation agreement to expedite student language learning to prepare students for further academic study or careers. Other departments also explored innovative pedagogies and curriculum design options. For example, Nursing expanded on its use of simulations in instruction with SimBaby.

The COVID-19 pandemic has brought both challenges and opportunities for professional learning at SAC. Many SAC faculty and students entered the remote learning environment for the first time with little advance notice. SAC Distance Education provided on-campus training by DE staff and faculty Canvas mentors during the allocated three days prior to campus-wide emergency remote instruction. Ongoing training by DE staff continued for necessary online tools, such as, Canvas, ConferZoom (virtual conferencing), Proctorio (online web proctoring), Pronto (interactive communication tool), Accessibility and Video Creation. SAC's Academic Senate provided a support webinar. In addition, faculty took advantage of many free webinars offered by the CCCCO, ASCCC, RSCCD IT, universities and

professional organizations to help faculty and students make this transition. DE will continue to provide training and support during summer 2020 and the 2020-21 academic year.

Professional Development Plans for 2020-2023: The major focus for faculty professional development in fall 2020 will be preparing faculty to offer more effective online instruction. All credit faculty will complete either Remote Instructional Certification (RIC) or the more rigorous Online Teaching Certification (OTC). Those who already completed OTC will pursue more advance topics in online instruction. SAC DE will manage these trainings. SAC Professional Development will offer or will support partners in offering learning opportunities on critical topics such as Guided Pathways, accreditation, technical skills, professional advancement, etc. The Learning & Engagement Team, a team of SAC & SCE faculty coordinators, was convened to serve as leaders of the 4th Guided Pathways Pillar, Ensure Learning & Engagement. The team has created a three-year plan to create a more inclusive campus culture and equitable outcomes for SAC students. Year 1 (2020-21) will focus on critical reflection. SAC colleagues, particularly faculty, will learn to recognize and address their own biases. Year 2 (2021-22) will focus on creating a campus-wide equitable transformative learning environment, both inside and outside the classroom. Finally, in year 3 (2022-23), institutional structures will be examined and structural barriers to student success will be addressed and eliminated.

The RSCCD Governance Committee can support SAC by encouraging and participating in SAC initiatives and supporting SAC colleague attendance at online and face-to-face conferences and trainings about effective, inclusive and engaging instructional and student support practices.

College Online Program
Santa Ana College was accepted into the California Virtual Campus – Online Education Initiative, CVC-OEI, consortium colleges allowing our students to locate courses in the CCC for faster completion. Adoption of the Online Network of Educator's (@ONE) Online Education Standards and Practices (OESP) online training and Course Design Rubric has been implemented as an increased measure of training and quality assurance for our students. Many of our online courses have received a Quality Reviewed designation by the CVC and more are in progress. SAC courses are also available for broad enrollment through the CVC-OEI.

Online Degree Pathways have increased to four. Students can be assured that they will complete their degree online within two years for transfer in Business Administration, Business Administration Major Preparation, Liberal Arts and Psychology in a structured planned course schedule. Online Certificates of Achievement featured at the CVC are: Bookkeeping, General Accounting, Professional Accounting, Microsoft Office Professional, Digital Media Arts Production Artist, Digital Publishing and Legal Office technician.

SANTIAGO CANYON COLLEGE

Santiago Canyon College supports faculty development in the areas of innovative pedagogies and curriculum design as evidenced by the SCC 2016- 2022 Educational Master Plan (EMP). One of the goals embedded within the EMP is to "support faculty and staff development." Action items associated with this institutional goal were designed to move the College to better support its faculty as they adapt to shifting populations and teaching and learning trends. These action items are as follows:
- Provide broader access to professional development for faculty and staff;
- Increase faculty development opportunities in the areas of innovative pedagogies and curriculum design; and
- Provide training opportunities to make online instruction more effective.

Now at the halfway point of the 2016-2022 EMP cycle, Santiago Canyon College will have made significant progress on all three of these action items.

- The Professional Development Committee has broadened the scope of its offerings to increase staff development for classified personnel. The committee has also worked extensively to offer classified professional training during the entire academic year rather than limiting offerings to the flex calendar dates. It was determined that classified personnel were busiest during the weeks prior to each semester and the flex calendar dates were not optimum times for classified participation. Consequently, a calendar of training has been developed which better serves the classified community and allows more of them to be trained during the entire academic calendar. Additionally, the Faculty Development Committee was changed in name to the Professional Development Committee to reflect a commitment to all SCC constituents and not just the faculty.

- The Distance Education Services Specialist has assisted the college in adjusting the Online Teaching Certificate Program to a modular format, rather than a more extended format, with a view to helping more employees fit this training into their busy calendars. The Online Teaching Certificate Program covers topics such as: effective practices in online teaching; learning theory; universal design principals; online class design; policies and procedures for online classes; multimedia production and editing; and ADA Accessibility.

- The Instructional Design Center continues to provide training, workshops, and technological support to faculty and staff for the purpose of evaluating and refining instructional methods to accommodate SCC's diverse student population, as well as diverse learning styles within the classroom, and support the emergence of personalized learning experiences through adaptive learning methods;

- The creation of a Tech Bar in the Instructional Design Center as well as a Virtual Tech Bar has been a beneficial addition for on the spot training and tech questions.

- Technology training has, and continues to be, an integral part of Professional Development. Similar to the provisions for the classified staff, training in this context is provided at various times during the year to appeal to as many of the staff as possible. Enhanced technology support for faculty and staff is evident through the provision of a robust Flex and training calendar. Training opportunities cover topics such as effective practices for online teaching, using cloud applications, multimedia (video and audio, including editing), MS Word formatting, presentation software, open educational resources, and more; and

- Santiago Canyon College also continues to support faculty efforts in the development of digital textbooks and online Open Educational Resources. Student Equity funds have been allocated to allow faculty resources to investigate low-cost options for their students.

- The Professional Development committee, in union with our sister college, Santa Ana College, has become part of the Cornerstone Program designed to create an online platform for all faculty and staff professional development opportunities. This program will go live by January 2021 and gives faculty, staff, and administrators access to the entire catalog of the Vision Resource Center. It will greatly expand the profession development and growth opportunities for all.

College Online Program
Santiago Canyon College was also accepted into the California Virtual Campus – Online Education Initiative (CVC-OEI) consortium, allowing students to locate courses in the California Community College system for faster completion. Adoption of the Online Network of Educator's (@ONE) Online Education Standards and Practices (OESP) online training and Course Design Rubric has been implemented as an increased measure of training and quality assurance for our students. Many of our online courses have received a Quality Reviewed designation by the CVC and more are in progress. SCC courses are also available for broad enrollment through the online course exchange which allows students from across the state to access online courses offered by SCC.

Objective 4D: IN COLLABORATION WITH CONSTITUENT GROUPS, PROVIDE SUPPORT FOR EFFORTS TO INCREASE FACULTY/STAFF DIVERSITY

Rancho Santiago Community College District
Employee Ethnicity by Site
2018 through Fall 2021

	2018	2019	2020	2021
Santa Ana College				
Asian	13%	13%	13%	
Black	3%	3%	3%	
Filipino	2%	2%	2%	
Hispanic	30%	30%	32%	
Native American	1%	1%	1%	
Pacific Islander	0%	0%	0%	
White	49%	48%	47%	
Unknown	2%	3%	3%	
Santiago Canyon College				
Asian	15%	14%	13%	
Black	3%	3%	3%	
Filipino	2%	2%	2%	
Hispanic	26%	27%	27%	
Native American	1%	1%	1%	
Pacific Islander	0%	0%	0%	
White	51%	51%	50%	
Unknown	3%	3%	3%	
District Operations				
Asian	15%	15%	14%	
Black	2%	4%	5%	
Filipino	4%	4%	4%	
Hispanic	48%	49%	47%	
Native American	0%	0%	0%	
Pacific Islander	0%	0%	0%	
White	30%	28%	28%	
Unknown	1%	1%	1%	

Source: ITS Repository Report PE0100

Rancho Santiago Community College District
Number of Staff/Faculty Who Attend EEO Trainings by Site
2018 through 2021

	2018	2019	2020	2021
Santa Ana College				
Classified	25	74	44	
Faculty	17	83	67	
Suprvry/Admn	17	18	14	
Santiago Canyon College				
Classified	20	55	28	
Faculty	28	49	35	
Suprvry/Admn	5	19	6	
District Office				
Classified	12	31	17	
Suprvry/Admn	9	26	8	

Source: Human Resources Department

The District collaborates with all constituents of the district community to ensure that we increase staff diversity to that of our students and of our community.

In accordance with AR 7100 - Commitment to diversity, the district continued to supplement and to support the districts' commitment to diversity in employing qualified administrators, faculty, and staff members who are dedicated to student success. In addition to the commitment to diversity, an annual report will be prepared for the board in the fall that shall include the demographics of the college staff and faculty as well as the new hires from the previous academic year. The regulatory framework supporting the district's efforts is found in Title 5 section 5302 4.1, Education Code sections 87100 et seq., Accreditation Standard 3a .4, and RSCCD Board Policies and Administrative Regulations; 3420 -Equal Employment Opportunity (EEO) and 7100 -Commitment to Diversity. The acknowledgment in this framework that "establishing and maintaining a richly diverse workforce is an ongoing process that requires continued institutional effort" and the understanding that diversity in the academic environment promotes cultural and social awareness that provides students an environment that models and supports academic achievement. The requirements of districts include:
- Their EEO plan will be reviewed and updated every three years and is scheduled to be updated in Spring 2021
- EEO training is required, every two years, for those who serve on hiring committees
- The EEO monitor, a member of each hiring committee, is required to read a script to all the members of the hiring committee at their first meeting.
- The collection of recruitment and hiring data and the longitudinal analysis of employment trends

The EEO fund allocation model, developed in December of 2015, annually provided districts, who met at least 6 of the 8 Multiple Methods, $50,000 to assist in EEO training and resources that promoted innovative strategies in recruiting a diverse staff. RSCCD receives this $50,000 allotment to continue our efforts in increasing the diversity of our employees. This funding provides resources that are used to support greater advertising for difficult academic disciplines and hard to reach communities. HR recruitment staff reach out to hiring managers at the colleges and ask if there is any specialty publications or web sites where the district could advertise; this is done in particular areas where there has been difficulty in previous hiring processes. Furthermore, these resources are used to support training and conference training particularly in reference to recruitment and diversity.

The RSCCD Equal Employment Opportunity and Human Resource Plan is reviewed annually by the Human Resource Committee (HRC), and if relevant policies undergo legislative changes, this plan will be updated. This is a very important part of the collaborative process, as all constituents from the district are included in the HRC.

The HRC drives the EEO plan, outlines the Boards' policies and administrative regulations on Equal Employment Opportunity, the Commitment to Diversity, and Recruitment and Hiring. The plan outlines:
- The delegation of authority in addressing EEO compliance issues with relevant laws and regulations
- The Human Resource Committee also serves as the EEO advisory committee, and is one of the district's participatory governance committees
- Notification and publication of the EEO plan (the plan is available on the districts website under HR division)
- The training required for screening/selection committees
- Analysis of the district workforce and applicant pools
- Other measures necessary to further equal employment opportunity

EEOC Training Effort

The District continues to provide EEO training that outlines the statutory regulations and the awareness of implicit biases at least twice a year. This 4-hour training is facilitated by Liebert Cassidy and Whitmore (LCW) attorneys who have had significant contributions to the language we see in Title 5-EEO and Diversity. In 2018-19 we provided six (6) EEO Workshop opportunities and since the COVID lockdown we have offered four (4) trainings in an online webinar format. These trainings are scheduled to coincide with Faculty Flex week and Classified Employee week. This training provides valuable information for hiring committee members regarding their responsibilities during the hiring process. Along with this targeted compliance EEO training, there are multiple workshops and webinars provided throughout the year on topics such as diversity and inclusion, just to name one. Some of these workshops and webinars are provided in-house through college professional development and others are provided via a consortium of community colleges and LCW. The subjects include the following:

- Meeting the Unique Needs of the LGBTQIA Student Population
- ACPA (CCPA) Spring Institute: Intersectionality and Inclusion
- Denim Day
- Poetic (Social) Justice: Dismantling Gender Violence
- Lunch and Learn: Why Pride?
- Celebrating Asian and Pacific Islander Heritage
- Building Support for Formerly Incarcerated Students at SCC
- Umoja Conference XIV

Recruitment Efforts

The collection of the data and the analysis of recruitment and hiring trends provides information that is a crucial component to ensure that our EEO policies and procedures support a diverse workforce and ensure the ability to identify and eliminate possible barriers to employment. Each fall we focus on the reporting of the recruitment and hiring of faculty based on our projected student enrollment. This number is reflected in the FON (faculty obligation number). For purposes of diversity, and analyzing longitudinal data, we look at the percentage of our new hires based on the number of all diverse (non-white) faculty and management hired. The longitudinal data derived from MIS reports to the Chancellor's office provides ethnicity data back to fall 2000. This allows us to see the trend of specific employee groups by headcount each year. The collection of demographic information including ethnicity continues to be a voluntary disclosure. This makes it difficult at times to determine precise diversity percentages. Another key element affecting percentage outcomes is the number of individuals who indicate multiple ethnicities. There are six main ethnic groups designated to reflect the data gathered. These are African American, Native American, Asian, Hispanic, unknown, and White non-Hispanic. The data sets to follow indicate the level of diversity as of June 30, 2019. RSCCD total headcount of all employee groups illustrates the total number of employees within all ethnic groups and gender:

- Full-Time Faculty: 45.68% diverse; 4.2% unknown
- Part-Time Faculty: 42.47% diverse; 2.75% unknown
- Classified: 76.72% diverse; .94% unknown
- Management: 59.56% diverse; 1.47% unknown

On June 30, 2020, the total number of employees of the District was 1,284 (136 Full-Time Management, 405 Faculty and 743 Full-Time and Part-Time ongoing Classified), of the 98% that identified their ethnicity, 821 or 65.11% diverse compared to, 803 or 57% of 1,392 employees in 2009. For the 11-year period, since 2009 there is an increase in diversity of about 8.11%.

In December 2019, the District collaborated with the other Orange County community colleges for the first collaborative job summit on hiring diverse faculty. There were over 839 pre-registered applicants for the event. In planning for this, Human Resources worked with Academic Senates and other college leaders to have faculty representation at the Job Fair from hard to reach disciplines and particular

disciplines that are being recruited. The Job Fair held various breakout sessions, such as resume writing and review, how to succeed with teaching demonstrations and also gave candidates opportunity to watch mock interviews. These breakout sessions were designed to provide candidates with the necessary assistance and information to support them as they applied for open positions. Unfortunately as a result of the COVID pandemic and the reduced faculty hiring in Spring 2020 we are not able to know if this event improved our hiring pools or not.

Objective 4E: DEPLOY, MAINTAIN AND ENHANCE RSCCD's SOFTWARE PLATFORMS THAT SUPPORT STUDENT LEARNING

Rancho Santiago Community College District
Number of Technology Projects Completed to Support Optimization of the
Student Learning Onboarding Process by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	*	*	4	
Santiago Canyon College	*	*	4	

Sources: ITS Department
* This metric began being tracked in 2019-2020 after this became a new goal in the district strategic plan

Rancho Santiago Community College District
Number of Technology Projects Completed to Support Case Management,
Student Support Strategies and Predictive Analytics by College
2017-18 through 2020-21

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	*	*	0	
Santiago Canyon College	*	*	0	

Sources: ITS Department
* This metric began being tracked in 2019-2020 after this became a new goal in the district strategic plan

DISTRICTWIDE

The colleges' embrace of Guided Pathways has emphasized the need to implement new processes and technology to assist students throughout their lifecycle and ensure they are successful. Two critical items to support this process include improving student onboarding and the implementation of a case management system to help students remain engaged in an educational path and to notify the appropriate stakeholders when action needs to be taken to ensure students stay on course.

A number of projects were completed at both Santa Ana College and Santiago Canyon College to improve the student onboarding process, including the implementation of a new student orientation system, process improvements to streamline the issuance of student accounts and the process that students follow to change their passwords after their accounts are created.

There are other projects underway to support both colleges, including the upgrade to Web Advisor, the system used for registration, to a modern, mobile friendly platform Self-Service, and the expansion and improvement in the use of business intelligence and data analytics to oversee student enrollment.

SANTA ANA COLLEGE

Santa Ana College's journey into Guided Pathways will continue to drive several technology projects to support this objective. SAC has aligned projects to the Guided Pathways *Scale of Adoption* assessment to guide support of student learning.

Student Success Platform

In the Fall of 2020, SAC implemented a new student success platform called Starfish, which supports the case management work of SAC's new cross-functional, pathway Success Teams. The system will eventually be in use across most service areas to coordinate referrals, flags and notes and support the new case management approach, while eliminating data silos.

The system also replaces the aging early alert system previous used by faculty to refer students that are struggling to needed services. Faculty can monitor the status of the referrals and know when the issue has been addressed. The system also allows faculty to provide positive reinforcement for students that have shown improvement and that are on the path to success with customizable, personalized messages based on a growth mindset.

Additionally, a predictive analytics module will launch in Spring 2021, which will direct attention to at-risk students based on the complete historical data of student outcomes and data points that are available using a model verified by SAC Research. Fall of 2021 will see the addition of data from the Canvas learning management system to the system once integration is complete.

Messaging System

SAC had a mass messaging system called Regroup which allows Student Service departments to provide targeted text messages to students regarding information critical to their academic progress. Students can also opt-in to receive messages on specific topics by texting keywords to a short code on their phones.

In Summer of 2020, SAC expanded the system configuration to allow email messaging with analytics such as the number of opens and views. This allows SAC to send targeted messages promoting various services and resources on campus, including Covid-19 testing. The system also has the capability to automatically translate emails into the preferred language of the student, including the two most widely spoken non-English languages among SAC students: Spanish and Vietnamese.

Live Chat and Virtual Services Platform

In Spring 2020, as the Covid-19 pandemic shut down in-person services, SAC implemented a virtual services platform called Cranium Café to provide students access to services through the SAC website. Each service area can engage with students using live chat, audio, video, screen sharing, and document sharing features. The software contains a robust appointment system that includes the ability for students to self-schedule appointments for service areas that allow it, as well as a mechanism to allow messages after business hours to be coded by reason and submitted to shared service area inboxes. Each service area has fine-grained control over the configuration for their area without the need to involve personnel from ITS.

SANTIAGO CANYON COLLEGE

Santiago Canyon College has actively been looking into alternatives to select a case management system and will also have to go through a website redesign process to support Guided Pathways.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

STRATEGIC PLANNING AND ENROLLMENT MANAGEMENT UPDATE

Enrique Perez, James Kennedy, Jeffrey Lamb, and Martin Stringer

March 22, 2021

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TODAY'S AGENDA

- Review of RSCCD Planning Processes

- Update on Strategic Planning Activities

- COVID-19 Impact and Strategies

- Update on Strategic Enrollment Management

RSCCD PLANNING

2013-2023
COMPREHENSIVE MASTER PLAN

Adopted May 2013

THREE STRATEGIC PLANNING CYCLES

2013-2016 • 2016-2019 • 2019-2022

RSCCD Goals used to

DEVELOP OBJECTIVES

in RSCCD Strategic Plan

Goals and Objectives aligned to

VISION FOR SUCCESS

RSCCD BOARD OF TRUSTEES
2018-20

REAFFIRMED

Mission Statement
(**November 2018**)

COMPLETED

Guided Pathways Retreat
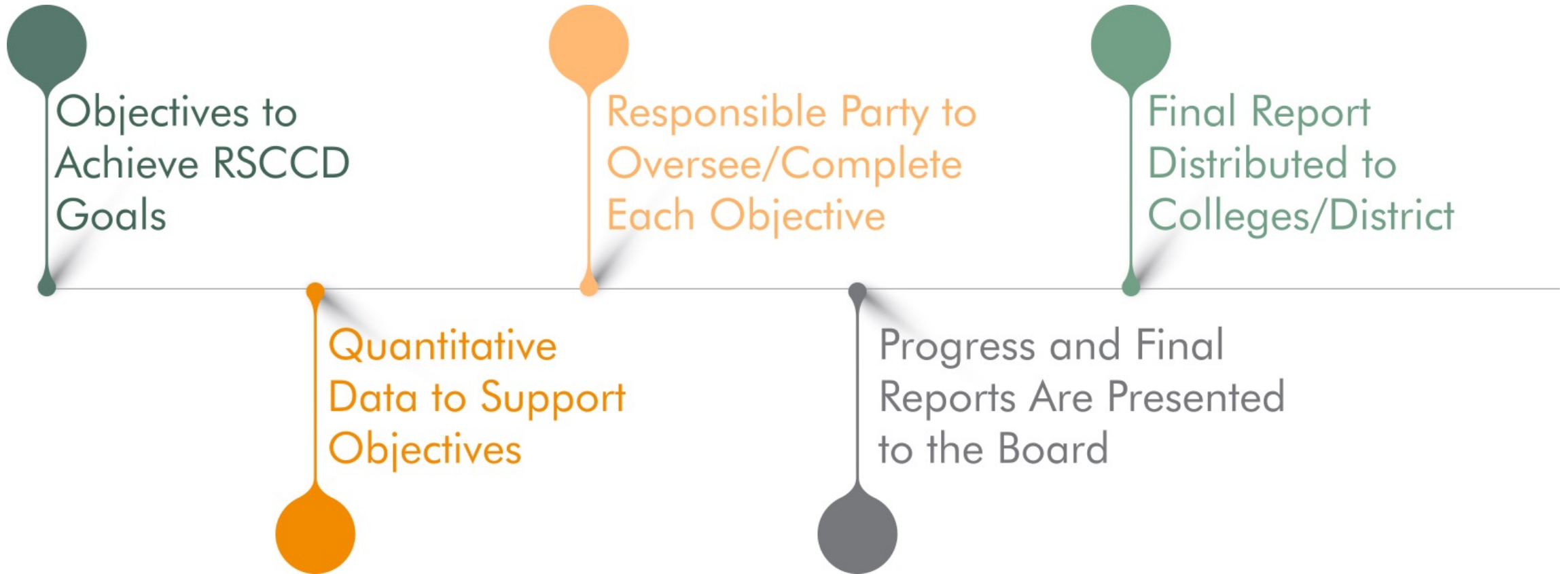(**January 2019**)

APPROVED

Guided Pathways Goals
(**January 2019**)

CREATED

Board Institutional
Effectiveness Committee
(**September 2020**)

RSCCD PARTICIPATORY GOVERNANCE

FISCAL RESOURCES COMMITTEE

HUMAN RESOURCES COMMITTEE

DISTRICT COUNCIL

PHYSICAL RESOURCES COMMITTEE

PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

TECHNOLOGY ADVISORY GROUP

RSCCD STRATEGIC PLANNING

Objectives to Achieve RSCCD Goals

Quantitative Data to Support Objectives

Responsible Party to Oversee/Complete Each Objective

Progress and Final Reports Are Presented to the Board

Final Report Distributed to Colleges/District

RSCCD PLANNING UPDATES

COMPLETED
Alignment of Goals to VFS
(**April 2019**)

COMPLETED
Districtwide Planning
Retreat (**May 2019**)

CREATED
2019-22 Strategic Plan
(**May 2019**)

COMPLETED
2016-19 Strategic Plan
Reports (**June 2019**)

COMPLETED
2019-21 District Services
Planning Portfolios (**July 2019**)

UPDATED
Functions/Mapping
of Responsibilities
(**August 2019**)

COMPLETED
1ST Year Progress
2019-22 Strategic Plan
(**August 2020**)

COMPLETED
Update Planning
Design Manual
(**March 2021**)

ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST

THE WHY
Our Students and Communities

THE WHAT
Vision for Success

THE HOW
Guided Pathways

THE TOOLS
System-level Support

THE WHAT — GOALS
- Increase certificates and degrees
- Increase transfer to CSU and UC
- Decrease units to complete
- Increase employment in field of study
- Close equity gaps
- Close regional achievement gaps

THE HOW — PILLARS
- Clarify the path
- Enter the path
- Stay on the path
- Ensure students are learning

THE TOOLS — System-level Support

PROGRAM ALIGNMENT AND SUPPORT
- Developmental Ed. Reform (AB 705)
- California Promise (AB 19)
- Associate Degrees for Transfer
- Regulatory Reform

FISCAL REFORM
- Student Centered Funding Formula
- Guided Pathways allocations
- Student Equity and Achievement Program

POLICY CONNECTIONS
- Student Success Metrics
- Vision Resource Center
- Investment in staff and faculty
- Regional support strategy
- Local Board goals (AB 1809)

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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.

OBJECTIVES

> **Optimize Number of Feeder H.S. Students Enrolled at SAC/SCC**
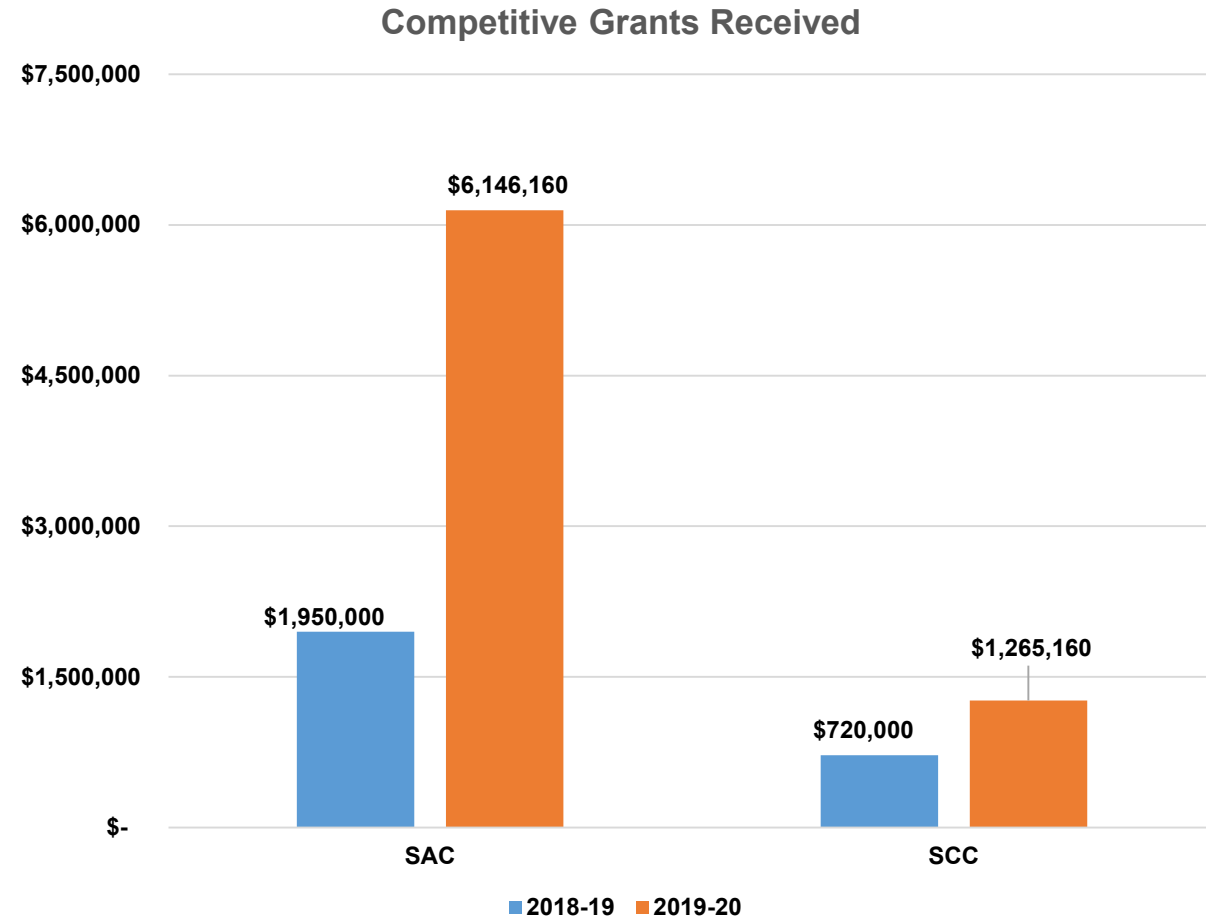
Number of Local USD to SAC/SCC, 2018-19 vs 2019-20
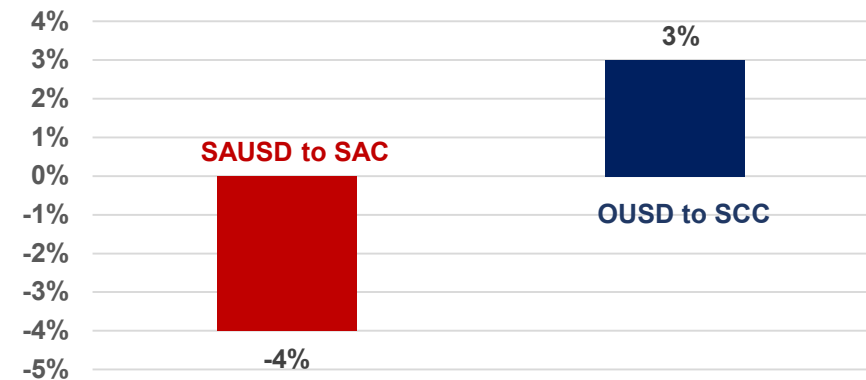
SAUSD to SAC: -4%
OUSD to SCC: 3%

- **The colleges offer many activities/services introducing HS students to college, including early welcome, weekly virtual visits with college staff.**

OBJECTIVES

Sustainable Revenue Streams to Address Educational Needs

- **Competitive grants are used to supplement general funds and help close achievement gaps for a variety of underrepresented groups**

- **Foundations support student success with scholarships, high impact programs & new academic and community space for the arts. Assets of $11M (SAC) and $1.8M (SCC)**

Competitive Grants Received

	SAC	SCC
2018-19	$1,950,000	$720,000
2019-20	$6,146,160	$1,265,160

Chart axis: $7,500,000 / $6,000,000 / $4,500,000 / $3,000,000 / $1,500,000 / $-

Legend: ■ 2018-19 ■ 2019-20

OBJECTIVES

> **Outreach to Adults Seeking College Credit & Continuing Education Classes**

- **Collaborated with USDs, UCs & CSUs to improve educational pathways;**

- **Outreach activities to community forums and PTAs for adult engagement**

- **Focused on connecting potential students via webpages and marketing efforts**

- **Linking with public agencies & businesses to create educational program for competitive employment**
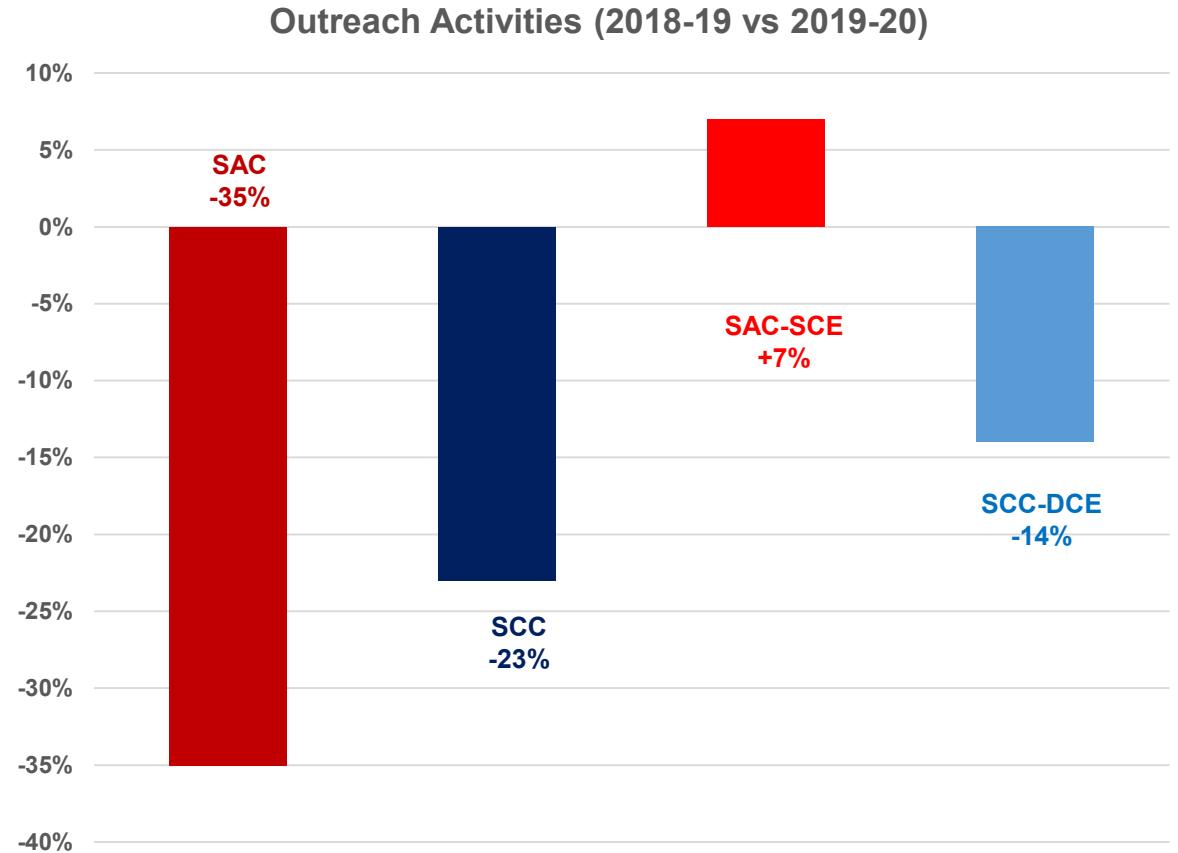
Outreach Activities (2018-19 vs 2019-20)

SAC
-35%

SCC
-23%

SAC-SCE
+7%

SCC-DCE
-14%

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.

OBJECTIVES

Maintain Effective Relationships & Foster New Partnerships that Address Educational Needs

- **Partnered with local workforce Development Boards, OC Business Council, chambers and businesses to create academic programs, scholarships and financial opportunities for students**

- **Hosting LAOCRC and being fiscal agent has given District much visibility and many partnerships.**

- **The Colleges strengthened partnerships with local USDs and nearby community colleges, CSUs & UCs, with grassroot communities for outreach to colleges' programs**

OBJECTIVES

> **Support Regional Collaboration That Addresses Needs of Local Employers**

- **District has partnerships with OC and local Workforce Development Boards, OC Business Council to generate programs addressing employment & business needs**

- **Created Institute of Workforce Development to target businesses, determine their needs and create programs to fill in gaps**

- **Partnerships with local chambers and college business advisory committees guide CTE programs**

GOAL #3

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

OBJECTIVES

Enhance Ability To Predict Instructional Needs

- **Engaged in data governance review of all data processes districtwide**

- **Creation of new data reports and visual dashboards to allow users to review trends and compare data**

- **Survey students regularly to understand their opinions at various points of educational journey**

- **Revamped District Enrollment Management Workgroup to review and address enrollment issues across the district**

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OBJECTIVES

> **Align Course Offerings With Student Educational Plans**

- **Faculty mapped academic programs to "clarify the path" and get students to "enter path" sooner**

- **Professional development activities focused on student success & equity**

- **Improved Early Alert system**

- **Expanded accelerated academic programs & articulation agreements**

- **Implemented AB705 giving student access to transfer-level English & math in their first year**

- **Supplemental Instruction Programs offered to students for historically difficult courses**

OBJECTIVES

> **Reduce Impact on Student Success Utilizing Equity Plans**

- **SAC designated as a "certified peer online course review campus" among CCC; has 4 online degree pathways with structured accelerated online degree completion & transfer; has 2 OER/ZTC degree pathways allowing students to complete entire degree with zero or low-cost textbooks**

- **SCC now has staff to support the DE coordinator and faculty; offers Online Teaching Certification multiple times a semester; DE website includes tools and resources of OER course content**

OBJECTIVES

Increase Support for Distance Education & Open Educational Resources

- **In-depth research to identify achievement gaps among underrepresented groups**

- **Implemented strategies to address achievement and equity gaps in areas such as access, retention, transfer, completion**

- **Integrated campus-wide plans, procedures and policies to leverage limited funds**

- **Dedicated CARES dollars to purchase much needed laptops and webcams for students**

- **Success Teams use a case management approach to support students**

 # OER Class Sections Offered

Year	SAC	SCC
2017-18	401	81
2018-19	454	76
2019-20	548	82

Legend: SAC (red), SCC (blue)
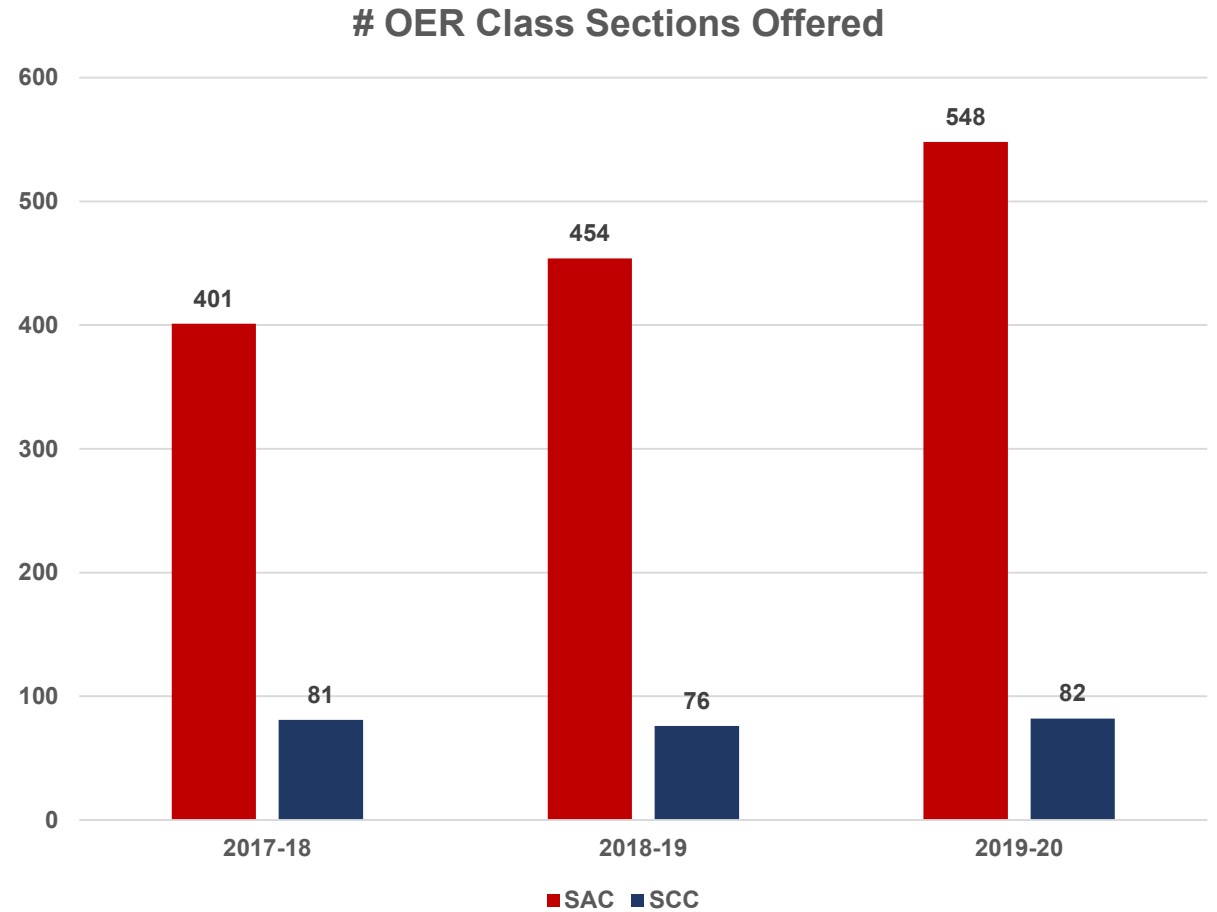
OBJECTIVES

> **Consolidate Outreach Efforts to Focus on Completion**

- **Focused outreach between credit and noncredit to ease matriculation from NC to CR**

- **In-depth research to identify gaps among underrepresented groups**

- **Support services to help students enter a path, stay on the path and complete the path**

- **Direct contact to those who applied but did not enroll; to those who dropped; survey students to understand their needs**

- **Focused marketing efforts to target groups**

GOAL #4

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

OBJECTIVES

> **Maintain & Enhance RSCCD Technological Infrastructure**

Technological Infrastructure Upgrades & Replacement, 2019-20
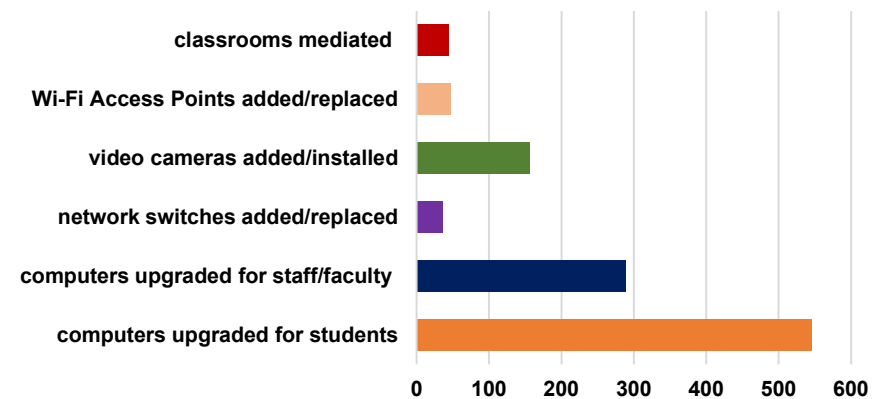
- **Integrated districtwide and college-level Technology Advisory Committees to oversee technology needs**

- **Limited funding impacts the number of upgrades/replacement media needs**

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OBJECTIVES

Increase Opportunities that Enable Students to Access College Classes and Services Prior to H.S. Graduation

- **Partnerships with local USDs, private and charter high schools to offer students no-cost college coursework**

- **The colleges offer many activities/services introducing HS students to college, including early welcome, weekly virtual visits with college staff**

- **CR and NC offer online courses to assist students with transportation barriers**

Number of College Courses Offered at Feeder High Schools

School	2017-18	2018-19	2019-20
SAC	62	77	101
SCC	13	28	31
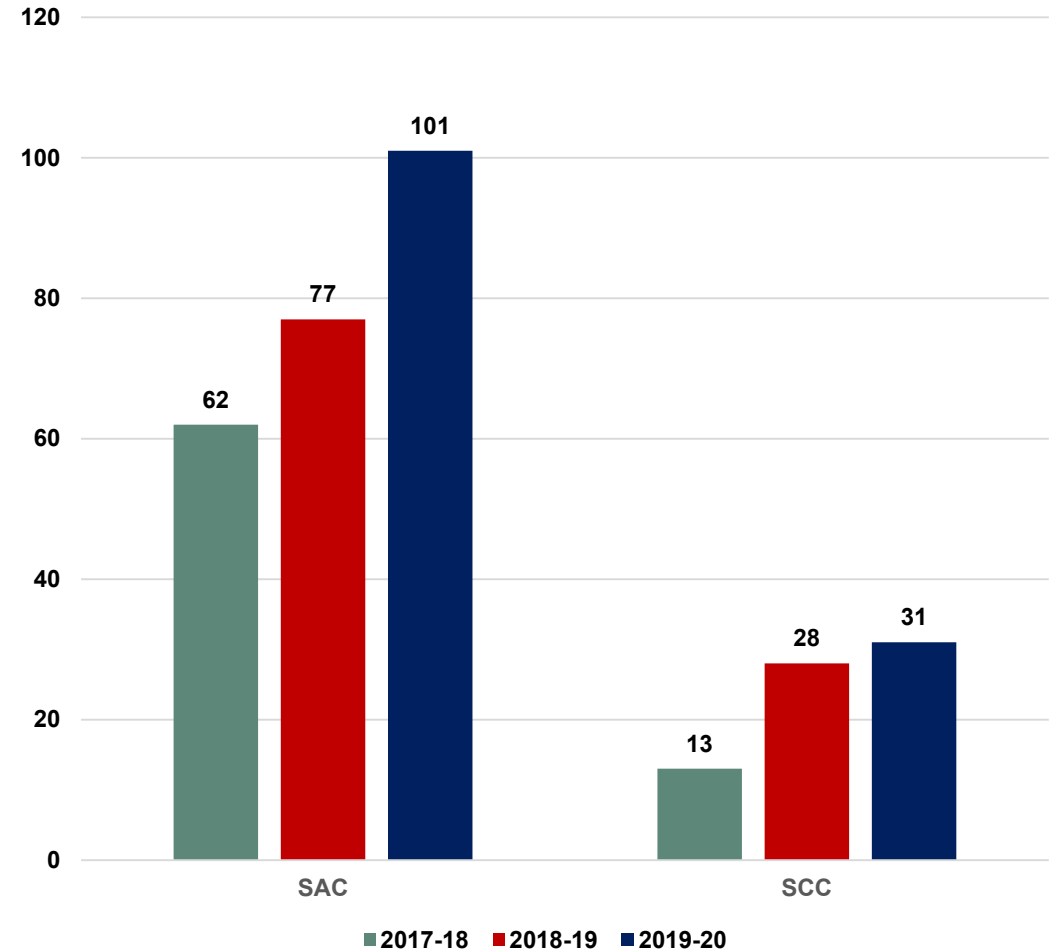
OBJECTIVES

Support Innovative Pedagogies & Curriculum Design

- **Colleges are members of the California Virtual Campus, requiring increased measures of training and quality assurance for students & broader course offerings**

- **COVID-19 pandemic brought opportunities and challenges in additional training & use of online tools & resources with limited time to prepare for instruction**

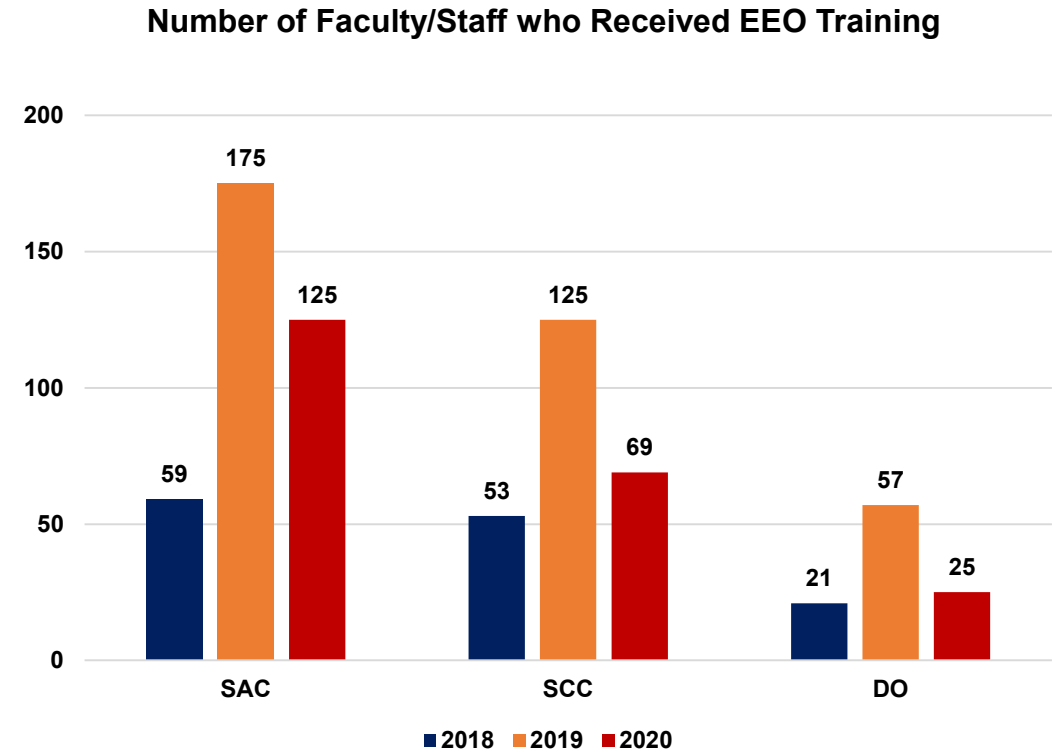**Professional Development Workshops Supporting Innovative Pedagogies & Curriculum Design**

Year	Workshops
2017-18	322
2018-19	376
2019-20	261
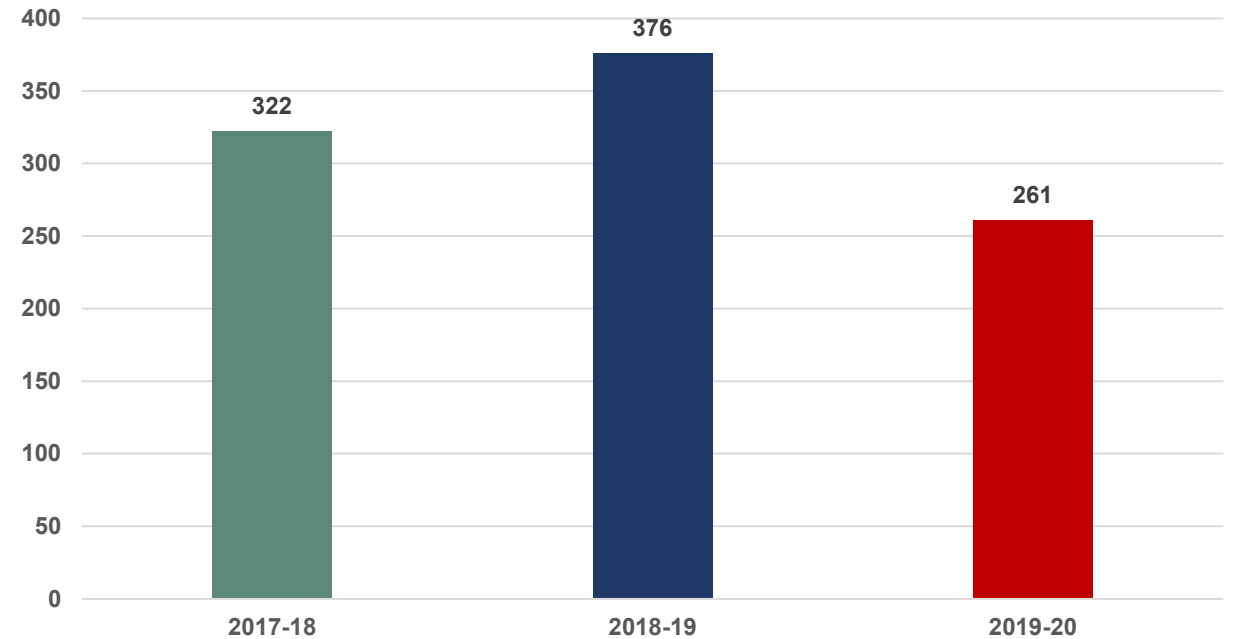
OBJECTIVES

Collaboration to Provide Support for Efforts to Increase Faculty/Staff Diversity

- **EEO training mandatory for those serving on hiring committees**

- **Variety of professional development workshops on diversity and inclusion offered**

- **Collaborated with OC community colleges in job summit to hire diverse faculty in hard-to-reach disciplines; 839 attendees**

- **Created the Office of Diversity, Equity and Inclusion**

Number of Faculty/Staff who Received EEO Training

	SAC	SCC	DO
2018	59	53	21
2019	175	125	57
2020	125	69	25

OBJECTIVES

Deploy, Maintain and Enhance RSCCD's Software Platforms that Support Student Learning

- **Current projects include registration system with mobile friendly platform, use of business intelligent and data analytics to oversee student enrollment**

- **Investigating software platforms to support Guided Pathway initiatives include onboarding, advisement, and engagement**

- **Review room utilization and scheduling processes to ensure priorities and make adjustment as needed**

GOAL #5

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

OBJECTIVES

> **Support Green Practices & Sustainability Efforts**

Utility Usage (2018-19 vs 2019-20)
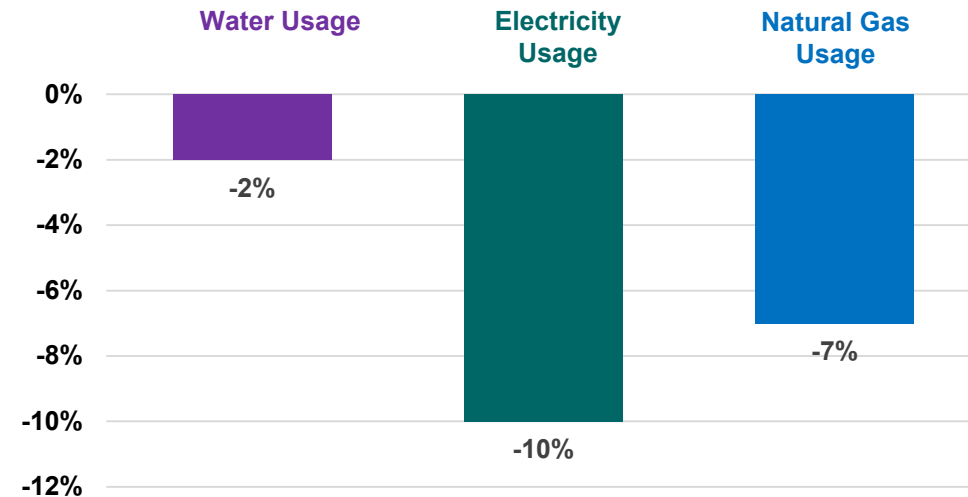
- **Use EMS to control HVAC & lighting; new building constructions meet green standards; installed hydration stations, electric hand dryers, electrical charging stations; integrates student & curriculum development when feasible**

OBJECTIVES

> **Refine and Improve the Synchrony of Integrated Planning and Resource Allocation Process**

- **SAC, SCC and DO have independent systematic cycles of planning & resource allocations.**

- **POE & FRC reviewed the current budget allocation process.**

OBJECTIVES

> **Evaluate and Improve the Cycle of Integrated Planning**

- **Colleges and DO regularly evaluate their cycle of planning and resource allocation processes**

STRATEGIC ENROLLMENT MANAGEMENT

AT SANTA ANA COLLEGE AND SANTIAGO CANYON COLLEGE

FACTORS THAT IMPACT ENROLLMENT

Demographics

Statewide Initiatives

Economy

Student Enrollment Trends

STRATEGIC ENROLLMENT PLANNING

- Term-to-Term Comparisons

- Historical Enrollment Trends

- Waitlists / Demands

- Programmatic Requirements

- Initiatives

- Overall Efficiency (FTES / FTEF)

STRATEGIES AND GROWTH OPPORTUNITIES

- Dual Enrollment

- Distance Education

- Working Adults

- Noncredit to Credit Pathways

- International Students

- Juvenile & Adult Inmates
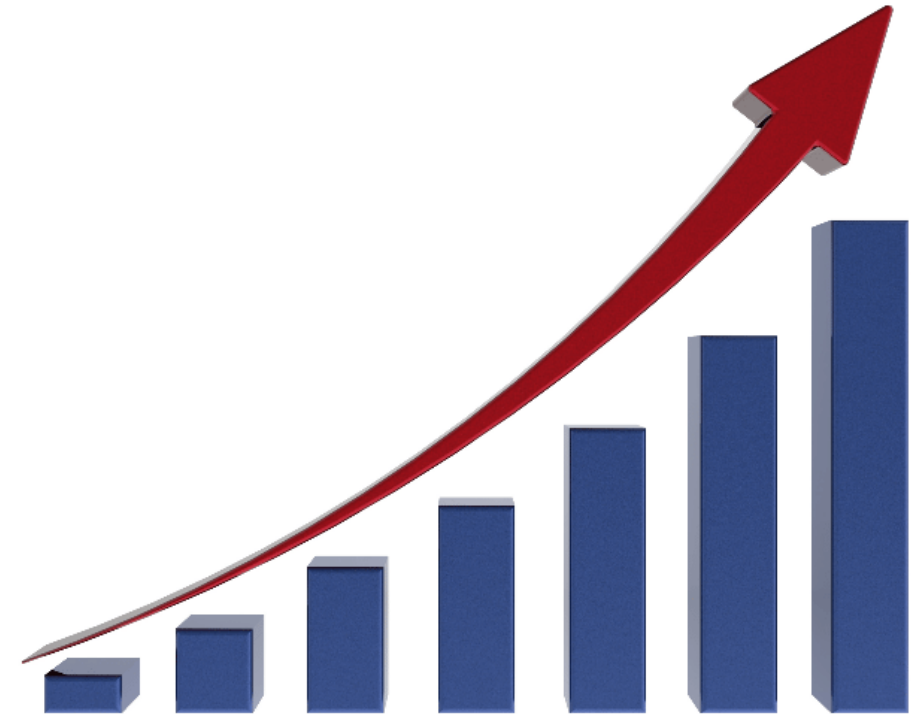
STRATEGIES AND GROWTH OPPORTUNITIES

- Guided Pathways
- 2-Year Scheduling Patterns
- Public-Private Partnerships
- Career Education Expansion through Strong Workforce
- Pre-Apprenticeships

IMPACTS & STRATEGIES OF COVID

AT SANTA ANA COLLEGE AND SANTIAGO CANYON COLLEGE

PANDEMIC IMPACT ON ENROLLMENT

Scheduling Types & Modalities

Decrease in Headcount

Increase in Withdrawals (EW)

Persistence & Retention

STRATEGIES EMPLOYED DURING COVID

Training of Faculty

Targeted Marketing

Diversification of Career Education Offerings

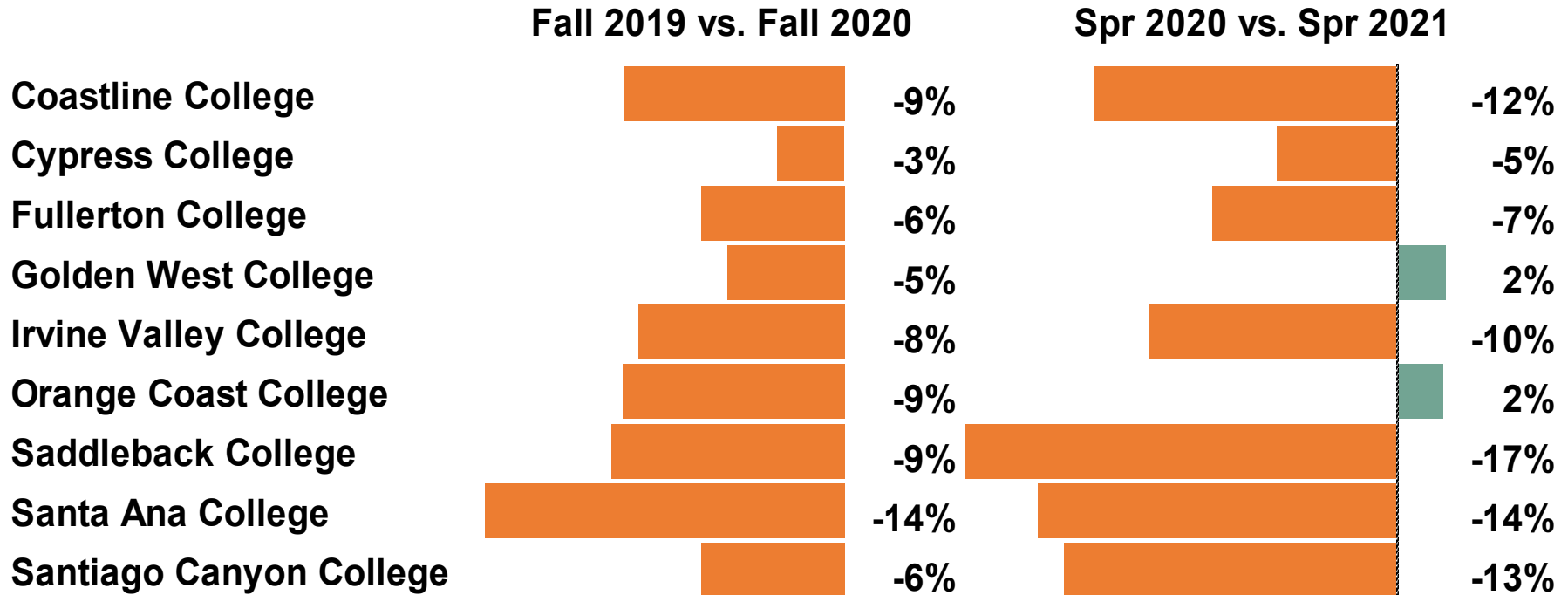Consolidated Operations/ Simplified Processes

HEADCOUNT TREND

CREDIT HEADCOUNT FOR RECENT SEMESTERS BY SITE
(Census Date Comparison)
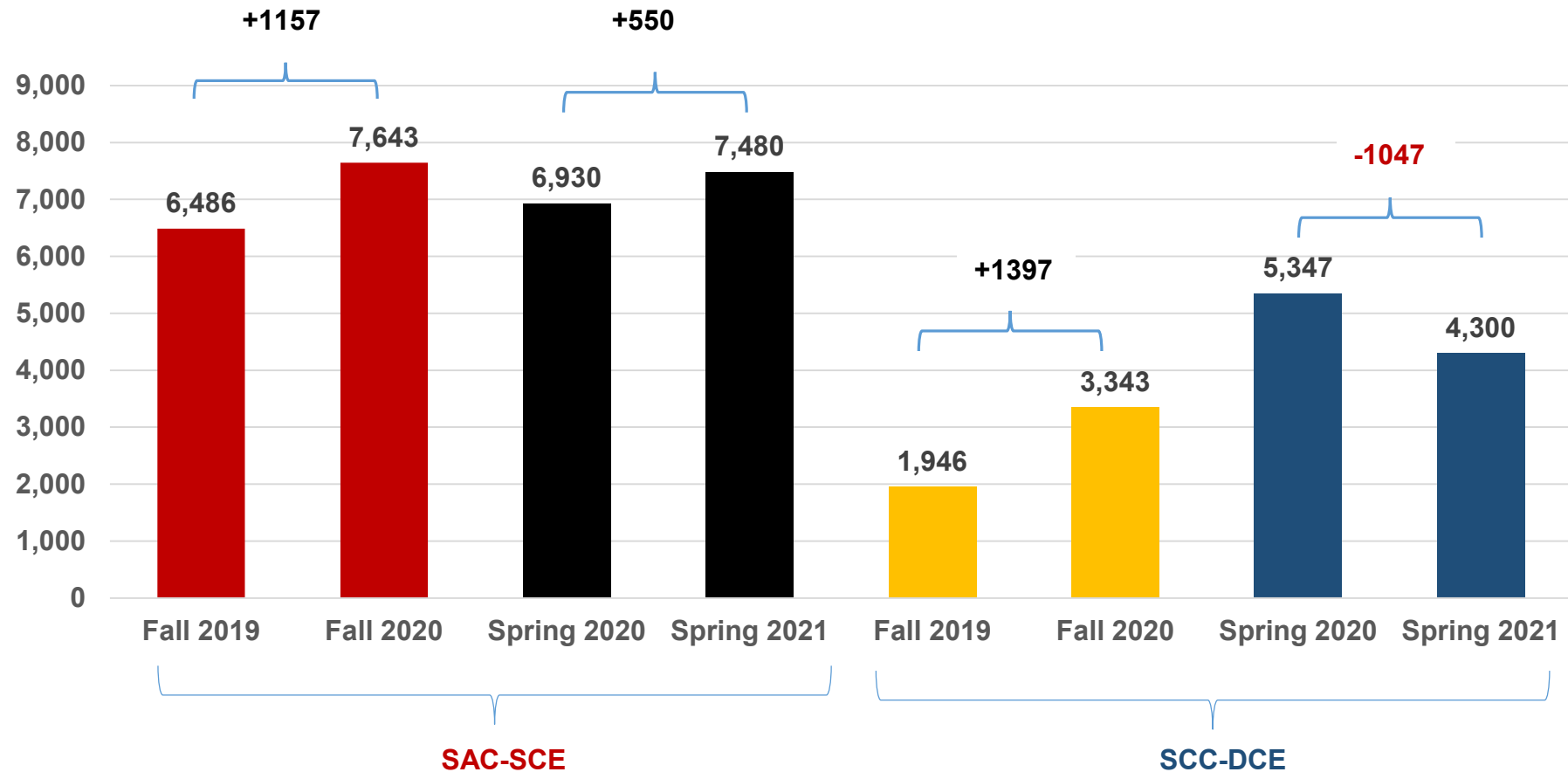
HEADCOUNT TREND

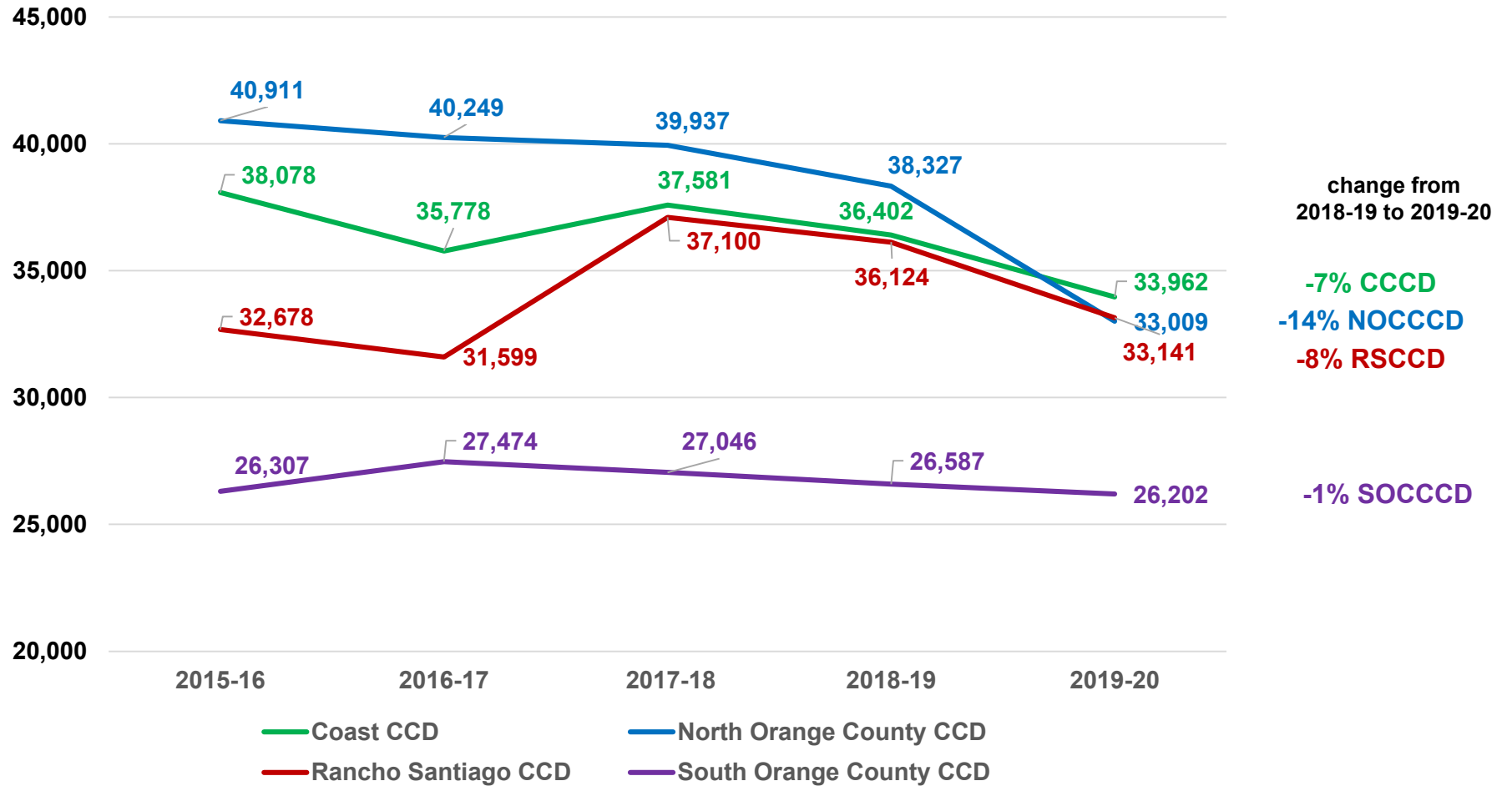**CENSUS CREDIT HEADCOUNT COMPARISON
AMONG LOCAL COLLEGES**

	Fall 2019 vs. Fall 2020	Spr 2020 vs. Spr 2021
Coastline College	-9%	-12%
Cypress College	-3%	-5%
Fullerton College	-6%	-7%
Golden West College	-5%	2%
Irvine Valley College	-8%	-10%
Orange Coast College	-9%	2%
Saddleback College	-9%	-17%
Santa Ana College	-14%	-14%
Santiago Canyon College	-6%	-13%

HEADCOUNT TREND

CENSUS NONCREDIT HEADCOUNT COMPARISON
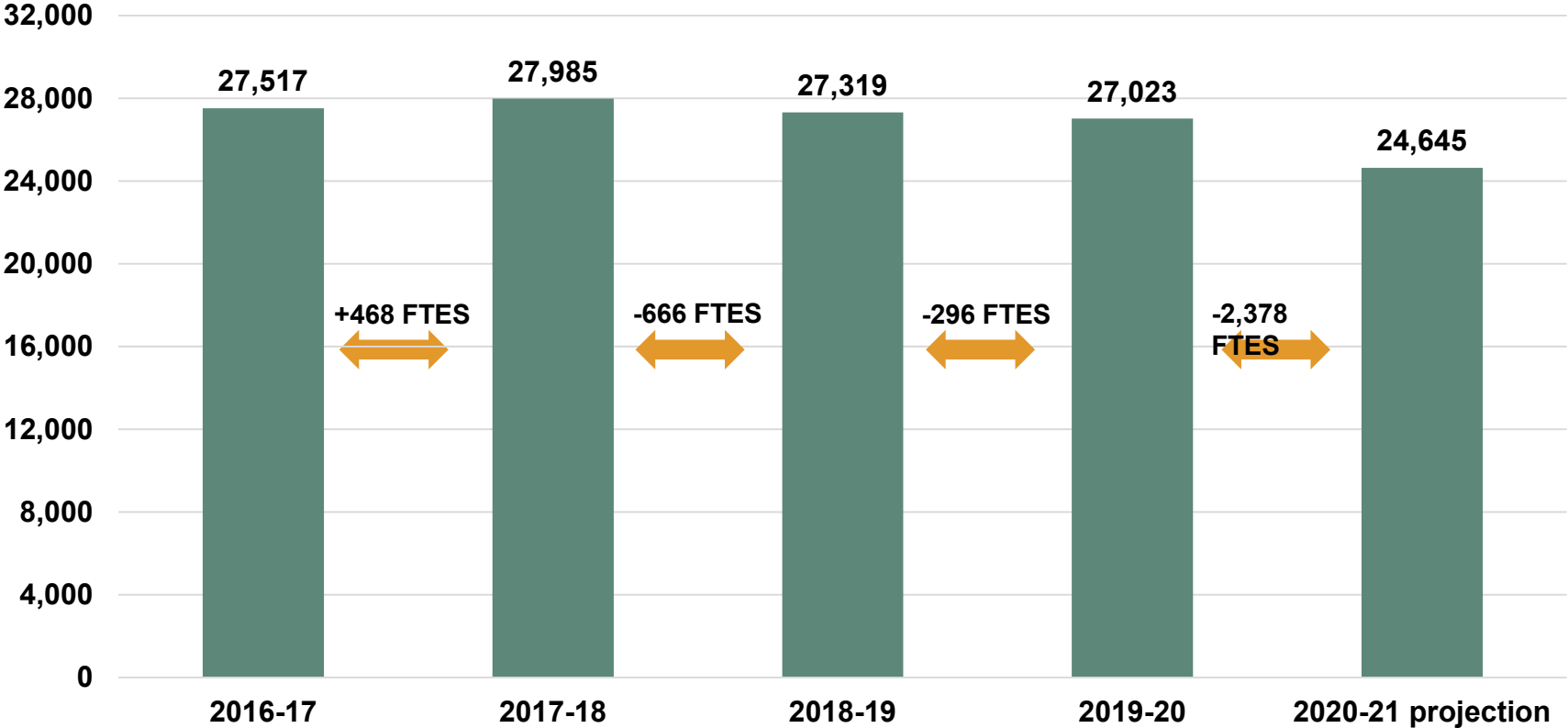**North Orange CCD Noncredit vs. Rancho Santiago CCD Noncredit**

	Fall 2019 vs. Fall 2020	Spr 2020 vs. Spr 2021
NOCCCD CE	-21%	-26%
RSCCD CE	30%	-5%
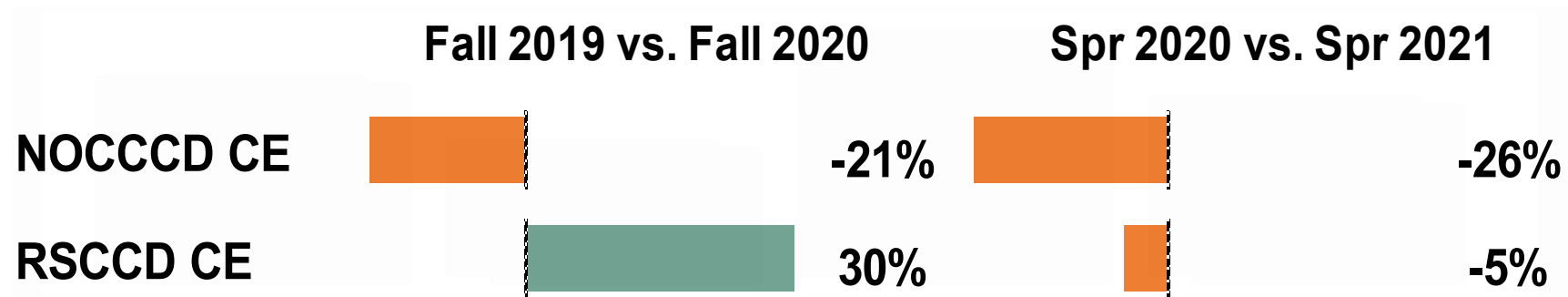
TOTAL FTES GENERATED

FTES* COMPARISON AMONG LOCAL COLLEGES

change from 2018-19 to 2019-20

-7% CCCD
-14% NOCCCD
-8% RSCCD
-1% SOCCCD

Coast CCD — North Orange County CCD — Rancho Santiago CCD — South Orange County CCD

RSCCD TOTAL FTES GENERATED

SAC TOTAL FTES GENERATED

19,107	19,500	18,965	18,515	16,161
2016-17	2017-18	2018-19	2019-20	2020-21 projection

+393 FTES →
-535 FTES ←→
-450 FTES ←→
-2,354 FTES ←→

RSCCD **NONCREDIT** FTES GENERATED

Bar chart of RSCCD Noncredit FTES Generated

Year	FTES
2016-17	6,018
2017-18	6,074
2018-19	5,473
2019-20	5,603
2020-21 projection	5,828

Changes: +56 FTES, -601 FTES, +130 FTES, +225 FTES
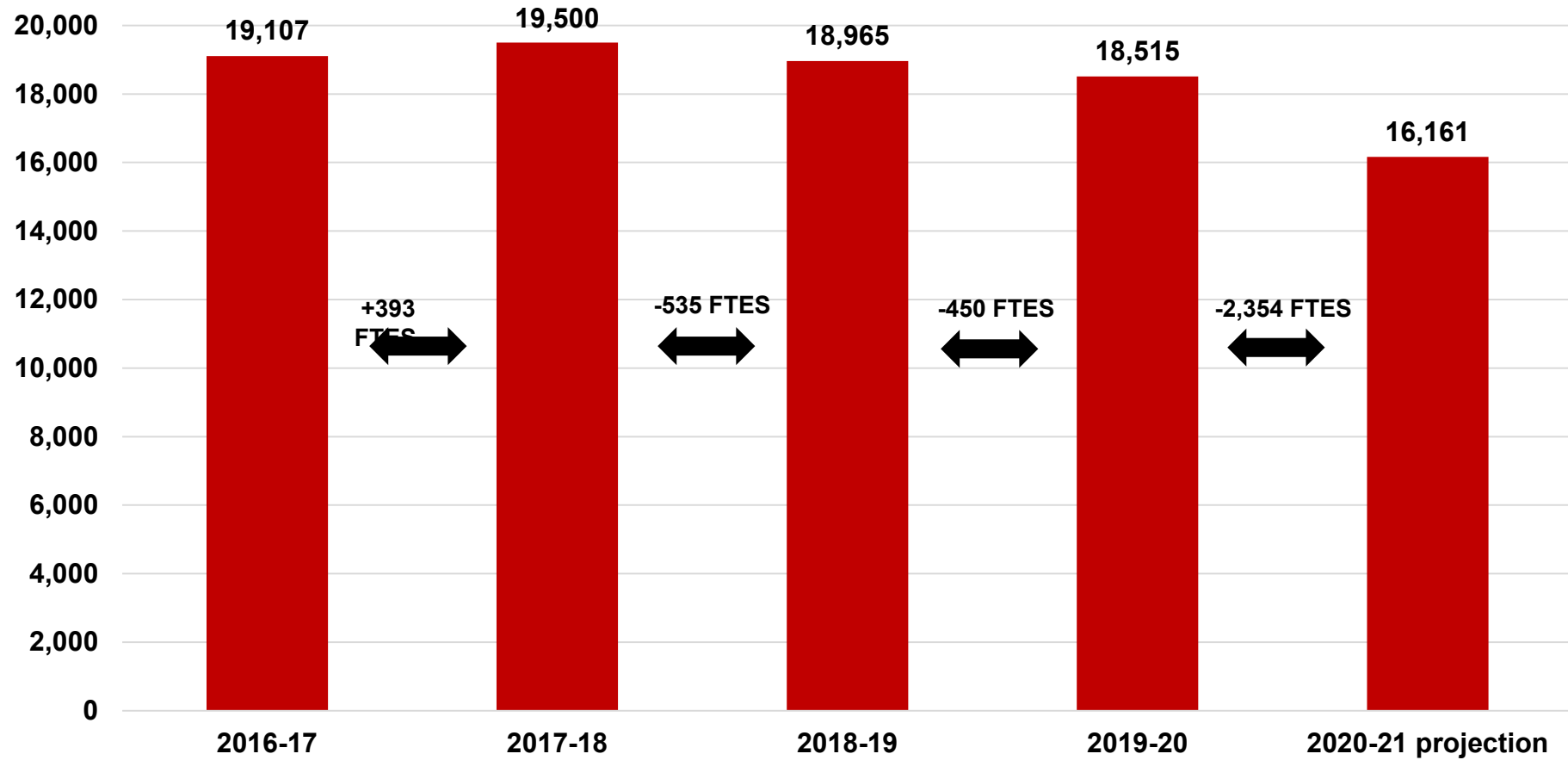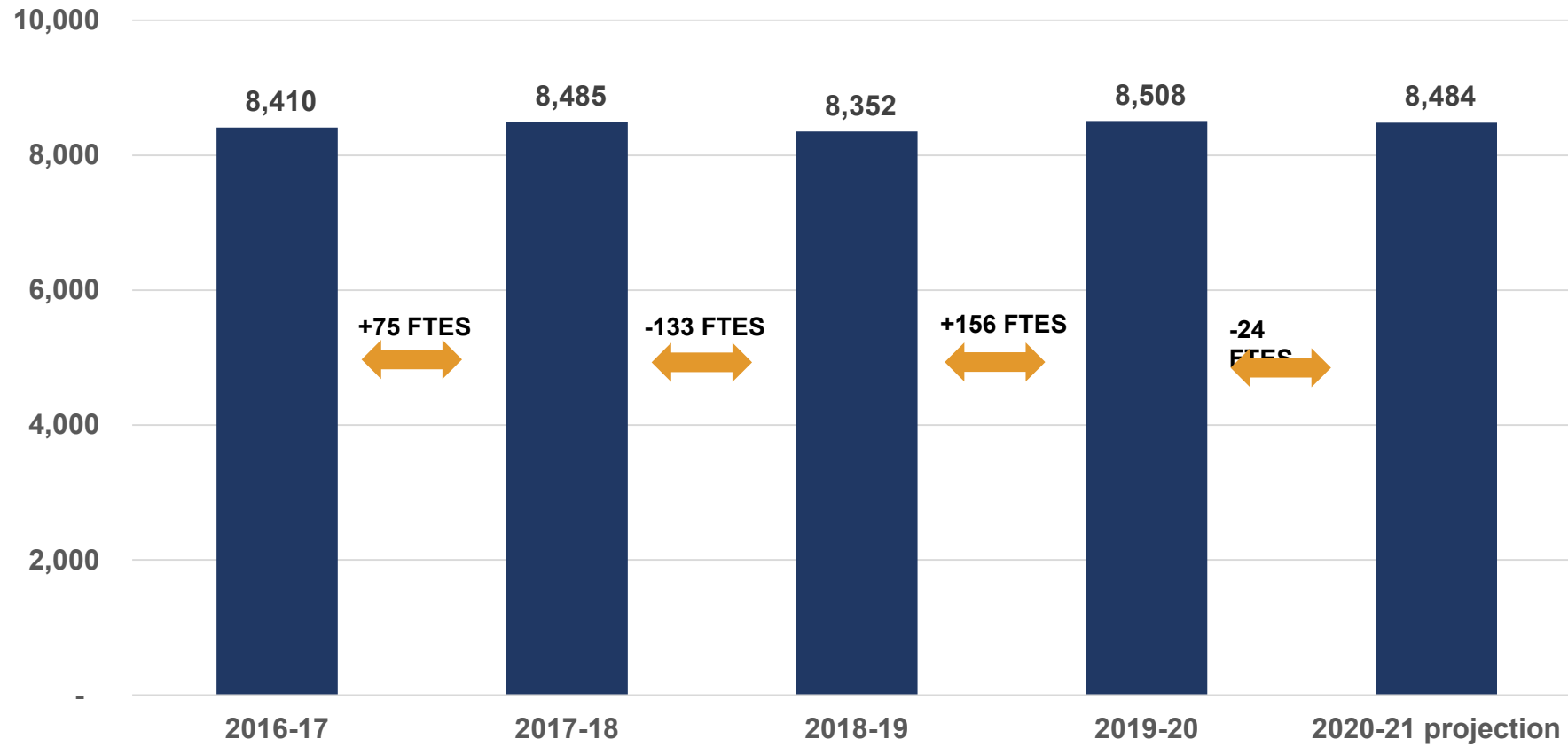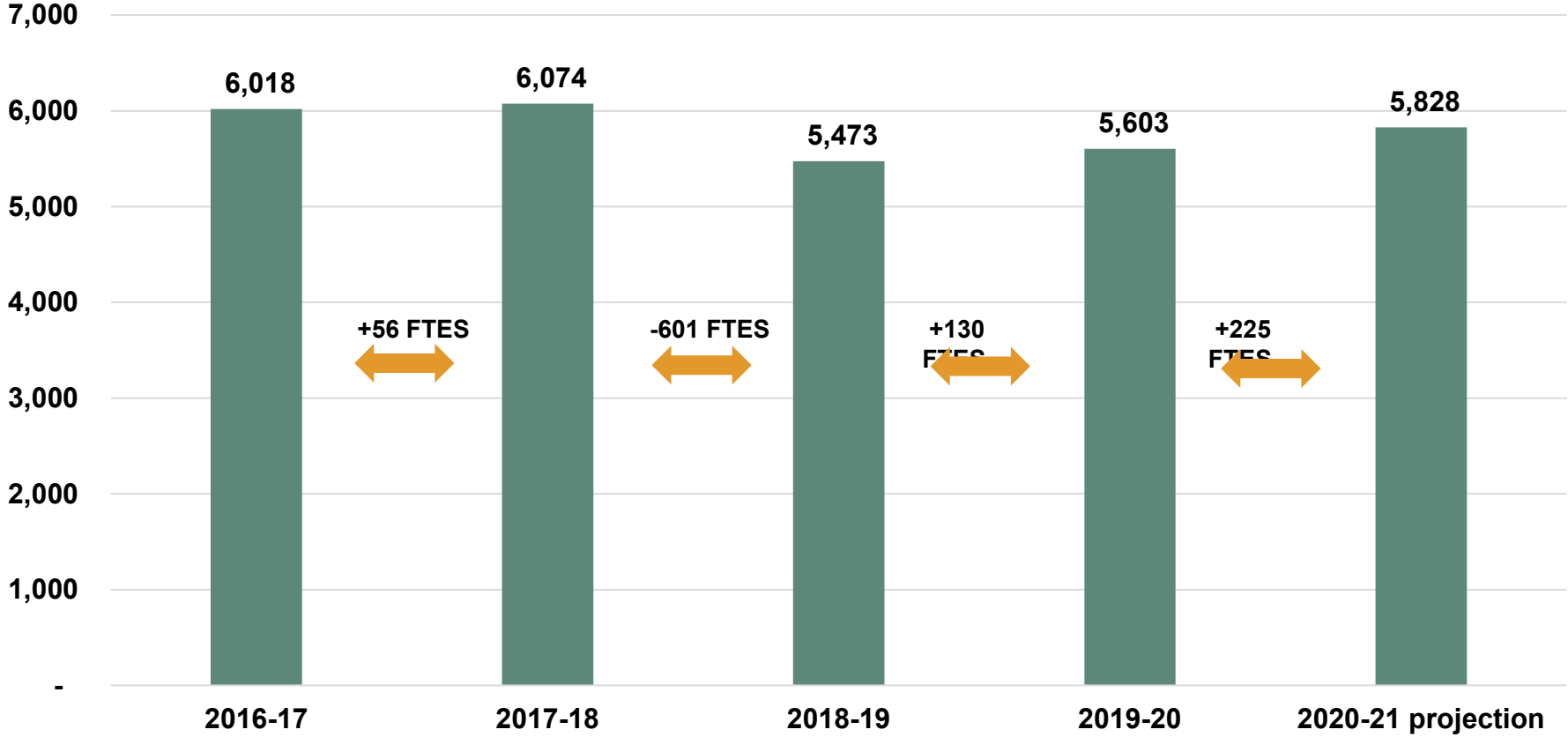
QUESTIONS?

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									
NEH Humanities Initiatives at Community Colleges $150,000	SCC – Rachel Petrocelli, Seth Dougherty	Goals #3 and #4	July 16, 2020	Submitted	January 2021	No	Develop a humanities research lab and expand research resources (databases, digital resources) in collaboration with the library.	No	Yes
U.S. Department of Education. Centers of Excellence for Veteran Student Success. $433,000 - $450,000 over 3 years.	SAC – Dr. Vaniethia Hubbard, Alicia Kruizenga	Goals #1, #3 and #4	November 4, 2020	**UPDATE: Not awarded.**	March 2021	No.	Establish a center at the 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
CalFresh Outreach Program Fund $20 million for UC, CSUs and CCs.	SAC – Dr. Vaniethia Hubbard SCC – Syed Rizvi	Goals #1, #2, and #3	LOI 2/1/21	Both campuses submitted LOI **UPDATE: SAC received follow-up info**		Yes. 2 to 1. Expected in-kind: coord. time and resources; federal CalFreash funds pay for 1/3 of Coord. Time.	Identify students eligible for CalFresh and help them with the application process to address students' food insecurity.	No	Pending
Math, Engineering, and Science Achievement (MESA) Program CCCCO $50,000-$70,000 each year for three years	SAC – Maria de la Cruz	#1, #2, #3 and #4	LOI due 2/10/21	Submitted	June 2021	Yes. 1 to 1.	Operate the MESA Program to assist low-income STEM majors to achieve to earn STEM degrees and transfer to 4-year STEM programs	No	Pending
Dollar General grants for Adult Literacy Up to $10,000	Non-Credit – Christine Kosko, Joseph Alonzo	Goals #1, #2 and #4	2/18/21	Submitted	April 2021	No	Enhance adult literacy programs offered by continuing education	No	Pending
Fiscal Agent Services Agreement Chancellor's Office Prop 98 Funds multi-million	DO – Enrique Perez	Goal #2 and #5	2/15/21	**UPDATE: RSCCD was selected.**	February 2021	No	RSCCD will perform Fiscal Agent Services for the Chancellor's Office – processing contracts and payments. Contract allows for administrative costs (Res Dev, Fiscal, Purchasing) and indirect costs.	No	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
U.S. Department of Education Talent Search Average $325,000 per year for 5 years	SAC – Alicia Kruizenga (writing) SCC – Jennifer Coto (considering)	#1 - #4	2/26/21	SAC - Submitted SCC – Decided not to move forward. Need data not strong.	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 pertaining to graduation, college enrollment and college completion.	No	Yes (SAC) Pending (SCC)
Spring 2021									
U.S. Economic Development Administration – Public Works & Economic Adjustment Assistance (up to $30,000,000	DO – Enrique Perez	Goals #1, #2, #3, and #4	Applications accepted on an on-going basis	Planning	60-days after app & all req documents submitted	20%-50% based on program & other factors	Lead a regional partnership of key stakeholders to implement a workforce development project.	Yes. Expected that building and programs will be maintained.	Yes
Institutional Effectiveness Partnership Initiative *Up to $200,000*	DO – Narges Rabii-Rakin	Goals #1-#4	Open submission of Letter of Interest	Considering	6 months after submission	No.	An IEPI team would conduct an institutional need assessment related to RSCCD's Diversity, Equity and Inclusion Plan, and develop a project to address operational functions necessary to implement the plan. Then, funds would be allocated to implement the project.	Grants are to improve operational effectiveness. Grant strategies that were effective are expected to be retained.	Pending

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

2) <u>GRANT OPPORTUNITIES</u>

National Endowment for the Arts. **NEA Challenge Grants**. Small organizations for projects in all disciplines that extend the reach of the arts to populations that are underserved. Due 4/22/2021

U.S Department of Education. **Child Care Access Means Parents in School (CCAMPIS Program**). Up to $100,000. To provide child care services for low-income college student parents. Due 6/1/2021.

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	Fiscal Agent Services Agreement for Prop 98 Funds	Project Manager 1-2 Resource Development Coordinators or Spec Project Specialists 1 fiscal staff member 1 purchasing staff member These positions would be covered by the administrative costs charged to the contract funds.
DO	IEPI	Not known at this time. Still in planning.
SAC	MESA Program Grant (existing)	Program Coordinator 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)
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
DO – DMC	US Bank	Funds for professional experts/consultants to provide training and support to small businesses

January 2021

Santa Ana College GP Updates for District POE

New Items:

1. Success Teams have started identifying and reaching out to 'near completers' this semester. Discussions ongoing with how to
2. Canvas shells - a first month evaluation occurred in the Faculty Leads meeting this week, already seeing opportunities to enhance these for next year, including a Career Module and training for students to use Self-service Tool for tracking program progress.
3. Core Team evaluated and assigned the practices from the Scale of Adoption to implementation teams, roles and committees across campus. Clear plan for upcoming year (attached).
4. Career Coach part-time staff member will be coming on board to assist with Career Mapping and distributing the information to students and faculty.

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. Goal of developing a career-minded educational map to assist students in developing a professional profile during their educational journey.
     iii. Ad Hoc group hoping to develop a plan for Phase 2, Fall 2021
     iv. Standing report to 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

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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?)

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- o Curriculum Audit Plan (Scheduling/Units/Skills)
- o Senate Input (Retreat?)
- o 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 larges courses on campus.
  - Could this be offered as a Noncredit certificate? CEUs?
  - Could these certified practitioners drive a mentorship program?
- o **Convocation & Flex Week** – **Tim Wise keynote**
  - ▪ Convocation Tuesday
  - ▪ Continue to advocate for intentional planning & themes, while also highlighting the year's successes.
    - Tim Wise returned on Friday to address concerns and responses from the SAC community about his Tuesday Convocation discussion.
  - ▪ PD theme for spring will be around change and social justice commitment.

- **Web Redesign Team** – *have begun meeting again with additional budget to complete this project.*

- **GP Mapping Team** – *on Hiatus while we determine process for maintaining annual map review.*
  - o 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.
  - o Mapping Team goals is currently focused on providing quality resources to faculty for mapping design, as well as reviewing Math map for students.

- **Starfish Implementation Team** - ongoing – *meets weekly*
  - o Pushing for 100% faculty adoption, three surveys have been launched.
  - o John Steffens shared a very positive report that included 1000+ academic flags raised and several thousand kudos.
  - o Training will continue related to reporting and reporting needs.
  - o **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.

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- **Success Teams** – *ongoing*
  - **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.
    - **Counseling Co-Chair,** Dr. Steve Bautista is managing Success Coaches.
    - **Associate Dean of Financial Aid**, Robert Manson, is managing Financial Aid specialists.
    - **Director of College Research,** Janice Love, data specialists & support.
  - **Projects**
    - **Communication: Canvas Shells**
      - Spring launch.
      - DE Coordinator, Cherylee Kushida will be attending our Faculty Lead meetings for remainder of year to assist with implementation & best practices.
      - Hoping this leads to 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, at this time 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).
      - Ran a PD workshop with Young Kim to train success team members in managing and updating their Sharepoint 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)

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- ~~GP Weekly Announcements~~ **Training Success Team Members to Communication via Canvas**
  - o Focused on connecting students to all aspects of campus.
  - o Includes Career Exploration events when appropriate.
  - o 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.
  - o **Co-Chairs: Faculty Member, Dual Enrollment Coordinator, CTE HS Articulation Officer**
  - o Hoping to synthesize early college credit opportunities, noncredit & GE into a plan for college transitioning.
  - o Attended GP Lab with CLP on Dec. 9th to work on Dual Enrollment strategies.
  - o 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.

Spring Items / Events

- o **Coffee with Colleagues** – 2nd & 4th Fridays
- o **Equity in Action!** – 2nd Fridays
- o **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
- o **CAGP Virtual Consultancy** – March 2 at 12pm

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Guided Pathways

SCALE OF ADOPTION ASSESSMENT HIGHLIGHTS

NOT SYSTEMATIC / PLANNING TO SCALE / SCALING IN PROGRESS

Guided Pathways

GOALS

1. Identify responsible parties

2. Identify budget needs

3. Identify additional stakeholders

Guided Pathways

KEY

😎 Low hanging fruit (could achieve 'at scale' by fall)

🧍 May need additional people to assist

$ May need GP funds

Guided Pathways

Implementation Team SOAA Assignments

Planning to Scale
Intensive Support provided to At-promise students

2.e. Intensive support is provided to help very poorly prepared students to succeed in college level courses as soon as possible.

Next Steps towards 'At scale'.

2.e. Continue evaluating our student needs, expanding our intrusive approach to connecting students directly with the many support services provided on campus.

Scaling in Progress
Early Alert & Interventions

2.c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

3.18.21 Notes: How can we get Success Coaches or Counselors in the classroom to offer information? How can we continue harnessing Starfish, Canvas and Zoom to stay connected in the classroom? Zoom office Hours for Success Coaches?

Additional Support: Success Team Faculty Leads need to be the advocates for Starfish use, and also be the contacts for technical support within their CAPs. Include training on customizing messages and sharing best practices.

Next Steps towards 'At scale'.

2.c. Our goal for the next year is to expand the utilization of Starfish in an effort to approach 100% faculty adoption of the tool. As we increase faculty adoption, we are monitoring the need for additional staff to initiate the direct contact to students and manage tracking appointments via Starfish for a more comprehensive picture of our student needs.

Planning to Scale
Motivating Students to Enter College (high schools & noncredit)

- 2.f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Next Steps towards 'At scale'.

2.f. We have developed a Transitions team who will develop an action-plan to encourage strategic support by faculty to expand early-college credit and outreach to get students in a program of study. Work more closely with noncredit to develop clear feeds into credit programs.

Enrollment Management Goal

- **Declaring a Major (Dual Enrollment Focus on Entry)**

Goal: Strengthening Dual Enrollment & Concurrent Enrollment

Plan: Specialized Dual Enrollment Counselor - General Student population.

Plan: Expand transfer pathways. (UCCI?)

Plan: Create a Dual Enrollment Office.

  ◦ **Proposed Office Composition:** Faculty Administrator - Senior Clerk - Dual Enrollment Counselor - Outreach Specialist

Additional Notes:

  ◦ Century HS building an IGETC Pathway.

  ◦ High school can be when they explore, pivot.

  ◦ Superstrong is in high schools. SAC may need to do more work on introducing this work with the High Schools, including CAPs/Career Planning into workshops.

Not Systematic
Guidance for Applicants in Limited Access Programs

- 3.d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Next Steps towards 'At Scale'

3.d. Addressing this issue will require providing applicants clear and direct communication (sometimes described as an intervention) about related programs and developing a simple communication plan especially focused on connecting with those students who are not accepted into these limited-access programs would move us into the level of 'at scale'.

Next steps will involve connecting with limited access programs to make sure this communication is taking place.

There are only a few programs on our campus that may be identified this way (nursing, OTA/OTC, etc.)

Scaling in Progress
Website Includes Employment & Educational Opportunity Potential

1.c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Next Steps towards 'At scale'.

1.c. Further educational opportunities are offered through our Transfer center; however, these opportunities are not explicitly linked to programs via our website. A better understanding of 'how' to logically do this via a website without information overload would be helpful.

Planning to Scale
Advisors monitoring student progress

3.a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

3.18.21 Notes: Success Team focus of near-completers is similar but not necessarily the same.

This work may require long term efforts to harness our Curriculum Tracks through the Graduation Office, so that self-service is more helpful for students. Onboard students in using self-service so students and counseling can track progress.

Next Steps towards 'At scale'.

3.a. Continue intentionally exploring how Starfish and the Success Teams can support students in improved progress monitoring, both through formal and informal approaches for our students. Continue having conversations with our counseling division about opportunities or improvements in monitoring student progress.

Scaling in Progress
Career Exploration & Choosing a Major

2.a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Next Steps towards 'At scale'.

2.a. We will continue to scale our Success Team work and phased rollout out of Starfish to help every student in career exploration & ed planning. We will also be implementing Canvas shells related to our CAPs in Spring 2020, which we expect will o!er more ways of developing career/college options for our students.

Scaling in Progress

Major "Gateway" Support

2.b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Next Steps towards 'At scale'.

2.b. Our campus is currently evaluating our response to AB 705 and implementing additional supports for students who might require these. Our next steps will be in advancing our instructor communication tools to improve connections to all available support services and opportunities for our students.

Planning to Scale

Active & Applied Learning

- 4.b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Next Steps towards 'At scale'.

The Learning & Engagement team intends to launch the first cohort of faculty to complete this certification. Our intention is to address the largest courses on campus which include the English & Math programs which are seen as gateway courses

Career Coach

Planning to Scale
Service Learning

- 4.c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Next Steps towards 'At scale'.

4.c. Clarify which areas the Learning & Engagement team will be able to address with their equity certification training program and determine which areas our Career Coach taskforce will commit to addressing for our meta-major communities. Both teams are developing plans to implement in fall 2021.

Not Systematic
Documenting Learning

Career Coach
+ PD

$

- 4.f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

3.18.21 Notes: Canvas Portfolium could be threaded throughout Canvas platform, and this work can be carried outside of platform for students, Portfolium has been adopted by California. Owned by Canvas (Instructure).

Next Steps towards 'At Scale'

4.f. Identify an on-campus group charged with addressing this missing piece for our students. Whether this be addressed by our Career Coaches or our Learning & Engagement team, this will most likely require assistance from our Outcomes & Assessment team to address the 'how' and the 'where' for documenting such metrics.

Guided Pathways

Campus Committee SOAA Assignments

Scaling in Progress
Special Supports for 'gateway' Math/ Quantitative Reasoning

2.c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Next Steps towards 'At scale'.

2.c. We will continue to evaluate the effectiveness and expansion of our current supports. This includes evaluating the success of AB 705 and new support courses. We will also be inviting math department faculty to join in our equity certification work.

Our math department is actively involved in evaluating their work through a separate grant focused on identifying milestones and opportunities for intervention.

Scaling in Progress
Special Supports for 'gateway' English

2.d. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

3.18.21 Notes: There is also a Quantitative Reasoning Institute Workgroup that includes Psych 219 and Bus 130 faculty to support this work.

Next Steps towards 'At scale'.

2.d. Evaluate our current supports and cross-check these to student success outcomes. While we don't have data connecting our support use, direct student contact and student success metrics, we are hopeful that our Starfish tool will allow us to review our support services so that we can improve these. In addition, we are evaluating the success of our AB 705 work and new support courses at this time.

We will also be implementing Starfish predictive analytics to assist us in identifying students that may benefit from additional supports and/or interventions

Planning to Scale

PLOs and Student Goals

4.a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Next Steps towards 'At scale'.

4.a. Implement Nuventive, which is scheduled to be fully implemented with Curriqunet during Spring 2021. Train faculty in evaluating their PLOs and the relationship these have to our students' goals.

3.18.21 Notes: Shared that 'Go React' might be purchased for F&PA division. An application where students upload videos, includes opportunity for assessment and responses. Happening through Canvas as well. Load videos, comment and respond.

Planning to Scale

SLOs

4.d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Next Steps towards 'At scale'.

4.d. We hope to better address this with the implementation of Nuventive.

Scaling in Progress

Assess Effectiveness of Educational Practice

4.g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Next Steps towards 'At scale'.

4.g. Launch equity-based certification which includes lessons on data-driven action. Continue our work in professional development responding directly to student feedback.

Scaling in Progress
Well Designed Programs

1.b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Next Steps towards 'At scale'.

1.b. Compile remaining program maps (ADTs and Certificates) and verify.

Require additional technical experts to assist with online publishing and accurate information relative to curriculum needs and developing related digital ed plans.

Enter program maps into our curriculum system to help maintain currency as program course requirements are updated through our existing curriculum processes. As part of the curriculum alignment, additional work with

Nuventive will assist with better alignment.

Maintaining program maps and developing additional milestones related to educational & career goals will be essential.

Enrollment Management Goal

Scheduling required courses for completion - Pillar 3 (3e. Of SOAA)

Goal: Improve tracking of student needs for graduation.

Problem: Responding to shifting program trends (growth or declines)

◦ **Plan:** Develop a Program Review process that dictates a review of programs and conversations around this issue.

  ◦ Courses that haven't been offered in years.

  ◦ Programs without graduation.

  ◦ Realistic evaluation of demand.

Collaboration between administration and faculty on scheduling. Related to current student progress (tracking) and program enrollment. Some flexibility in addressing student needs for graduation would be required.

◦ **Next Steps:** Program Review tasks that partially address 'right-sized' scheduling related to current markets and demands.

3.18.21 Notes: Program Review - internal evaluation / external factors influencing enrollment.

Does the Program Review committee look at graduation rates? Is there an external review process to offer feedback during review? External parties may be able to offer solutions and feedback for revitalizing/changing, other than in the department. There should be Cross-area/departmental dialogue to support Program Review evaluation.

Annual Program Review Process for Program Mapping – Have a template connected for the maps, so that as programs get reviewed in CIC, these are submitted through PR.

How do we keep faculty engaged? Maps are an iterative process. Update maps as departments update curriculum. But this process cannot be added to CIC.

Scaling in Progress
Program Maps & Website Publishing

Media Specialist
or Support

1.d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

3.18.21 Notes: Program Review - internal evaluation / external factors influencing enrollment. Does the Program Review committee (external body look at graduation rates). Revitalizing/changing, other than in the department. Cross-area/departmental dialogue to support this evaluation.
Program Mapping - having a template connected to the maps so that as programs get reviewed. How to keep faculty engaged? Iterative process. Update as they update their curriculum. Not CIC.

Next Steps towards 'At scale'.

1.d. We intend to define a clearer process this year for submission and publication of these maps, one that considers the annual catalog timeline so that maps are accurate and timely.

Our Career & Academic Pathways Success Team members are currently evaluating how to include program map information in the onboarding process during orientation.

Our success teams are also discussing the development of a broader campus-wide Career Exploration Map to guide students (and faculty) in discovering career opportunities on our campus and through our available programs. We hope this will also offer goals and milestones to assist students in 'staying on track' and preparing to enter the workforce.

Planning to Scale
Students monitoring their own progress

Graduation Specialist

3.b. Students can easily see how far they have come and what they need to do to complete their program.

Note: This work is also related to:

- 3.a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Next Steps towards 'At scale'.

3.b. A tool exists in our self-service and is in the right place, but it would better serve our students with some changes to our operations such as graduation petitioning process or automated forms for ed planning. We also need to improve access to this for our students.

Not Systematic
Consistent Scheduling

- 3.e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Next Steps towards 'At Scale'

3.e. Enrollment Management Taskforce is currently focused on developing a comprehensive plan in consideration of Guided Pathways and other initiatives to improve course availability, consistency and addressing the realities of a student's work/life balance.

Our Enrollment Management taskforce intends to have a data-informed plan approved by the end of AY 20-21.

Enrollment Management Goal

Scheduling required courses for completion - Pillar 3 (3e. Of SOAA)

Goal: Improve tracking of student needs for graduation.

Problem: Link ed plans to scheduling - prerequisites, irregularly scheduled courses, program size and health.

Plan: Align curriculum tracks (Colleague) with maps and curriculum.

- **Next Steps:** Hire appropriate personnel to input and manage tracks on an annual calendar.

- **Notes:** More data to support big-picture view.

3.18.21 Notes: Grad Office / Curriculum Office collaboration, self-service planning tool and tab for progress.

Teach students about self-service, add module in Canvas. Teach them how to 'check your progress' using the progress tab in self-service.

Enrollment Management Goal

- **Students can plan their lives around school**

Goal: Design a sophisticated scheduling pattern that incorporates considerations of student needs related to the following: Life Commitments, Modalities, Terms, and Predictability.

Plan: Block Schedule - Spring 2021 - Face to face scheduling, structured so students can take 3 courses by 1pm.

Plan: Consider expanding online and hybrid offerings as a way of offering flexibility.

- **Student Readiness:** After a year of online/remote, we're going to see more online / hybrid offerings as students feel more comfortable taking those courses.

- Flexibility is important. Huge for our students with full-time careers or families.

- Consider hybrid with limited meetings on campus. Faculty like this for informal feedback from students.

Are we meeting our students' needs?

Enrollment Management Goal

- **Students can plan their lives around school**

Goal: Design a sophisticated scheduling pattern that incorporates considerations of student needs related to the following: Life Commitments, Modalities, Terms, and Predictability.

Plan: Improve student outcomes through accelerated terms.

- ◦ **Next Steps:** Evaluate how terms impact completion/success (Research Office?), distribute this information and apply this knowledge into our scheduling.

Enrollment Management Goal

- **Students can plan their lives around school**

Goal: Design a sophisticated scheduling pattern that incorporates considerations of student needs related to the following: Life Commitments, Modalities, Terms, and Predictability.

Plan: One year schedule. Annual schedule assists students in planning and counselors giving an appropriate ed plan. Include course patterns and label as 'Offered only in fall/spring' in all published materials.

- **Next Steps:** Open dialog about what issues prevent us from accomplishing an annual schedule. Cost/Benefit analysis.

Additional Notes: What do we do when faced with low enrollment? How do we address this?... Adjunct assignments? Always ask, 'Are we making administrative decisions focused on student behavior and meeting student needs?'

Need to clarify Calendar Items

1.c. Success Teams update Website to Include Employment Opportunities & Future Educational Opportunities (Annual Update by Success Teams during Fall Flex Week?)

2.a. Students are helped to explore careers and declare a major of study. (Monthly CAP + Career Center Calendars, Faculty Leads + Career Coach to input events into Canvas shell monthly – Part of Monthly Meetings?)

3.e. Annual Program Review Process for Program Mapping – Have a template connected to PR for maps, as programs get reviewed in CIC, these templates are submitted through PR.

- 1.d. Once submitted, annually use these submissions to update Maps on website.
- Process: CIC > PR > Media Specialist (website maps)
- Process: CIC > Curriculum Office > Graduation Specialist > Self-service Tool for Students (progress tracking & monitoring)

SCC GUIDED PATHWAYS UPDATE: March 2021

Chancellor's Office
- Submitted Scale of Adoption Self-Assessment
- Our regional coordinator, Lesley Bonds, attended our February Leadership Team meeting.

CAGP Phase Two:
- Attended first virtual consultancy (Santa Ana and El Camino presented) and fourth topical webinar, "Creating a Sense of Belonging and Connection with Metamajors"

Development Groups
- The SCC pathways were approved in the Academic Senate.
- Moving forward with website; students registering for Fall will see version with Pathways
- Stuart Davis presented to the PTR group various ways we can utilize existing features in Ellucian Colleague to help with GP work.
- Student Success Group working on branding
- STEM Success Team had first meeting and reviewed data specific to STEM pathway
- Leadership Team working on budget and institutionalization planning.

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Santiago Canyon College
Guided Pathways Scale of Adoption Assessment

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Introduction

The State of California's $150 million one-time investment in the Guided Pathways framework has provided an opportunity for colleges to launch Guided Pathways as a framework for college transformation. As part of this investment, each college is receiving support for an intensive five-year planning and implementation process (2017-2022) to rethink and redesign their institutions to be more student-centered.

Purpose

The intent of the Scale of Adoption Assessment (SoAA) is two-fold:

1. To help a college assess how far along it is toward adopting essential guided pathways practices at scale.
2. To inform the California Community College Chancellor's Office of the progress of the entire system of colleges in implementing Guided Pathways reforms.

This data collected by the Chancellor's Office will inform the progress report to the legislature due in July annually. Additionally, the insights provided by colleges about their successes and challenges are critical in helping determine the types of support and resources needed from the Chancellor's Office and/or partners in order to continue progress on these reforms.

The Scale of Adoption Assessment (SoAA) includes essential practices examined in CCRC's book, Redesigning America's Community Colleges: A Clearer Path to Student Success by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). The Chancellor's Office is also interested in how colleges connect equity efforts to their pathways work, planning, and discussions. This is a point-in-time, cumulative report of a college's efforts and progress. Colleges should convene faculty, staff, and administrators from across various areas to discuss the extent to which each essential practice is currently implemented.

Organization

The SoAA is organized by the four pillars of the Guided Pathways framework. Each pillar is then divided into several Essential Practices. For each Essential Practices, the College is tasked with indicating level of implementation, from "Not occurring," Not systematic," "Planning to scale," "Scaling in progress," and "At scale." In the instances in which an Essential Practice is "Not Occurring" or "Not Systematic", the college has indicated "Next Steps" that outline our future actions for improvements.

In addition to the Essential Practices, new to this year's SoAA is an opportunity to report on a success story related to the College's Guided Pathways implementation.

Shared Governance Participation

The SoAA was presented to the SCC Academic Senate for a 1st and 2nd read, was approved at the December 1 meeting, and then presented and approved at the SCC College Council. It will be presented to the RSCCD Board of Trustees on February 22. Final submission by SCC College President (Jose Vargas) and Academic Senate President (Craig Rutan) is required by March 1, 2021.

Summary of Essential Practices at Santiago Canyon College

	Essential Practice	Scale of Adoption at SCC
Pillar 1 Clarify the Path	**1a.** Programs are organized and marketed in broad career-focused academic and communities or "meta-majors[1]". ***Next Steps Toward Implementing Practice at Scale:*** *After many revisions, included those suggested by students, the eight proposed SCC Pathways will go through the governance process for approval.* *The SCC Pathways will be marketed to students and the community through a revised website and other promotional material.*	Planning to Scale
	1b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area. ***Next Steps Toward Implementing Practice at Scale:*** *Re-evaluate employment needs in service area and present information to departments; determine changes needed to align programs with employment needs.*	Not Systematic
	1c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program. ***Next Steps Toward Implementing Practice at Scale:*** *Having hired a digital media specialist and created a draft website, we will determine method to consistently include regularly updated employment and further educational opportunities.*	Planning to Scale
	1d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website. ***Next Steps Toward Implementing Practice at Scale:*** *Several programs having completed program mappings, we will get student input on the usefulness of the maps and then have all programs complete a first draft*	Planning to Scale
	1e. Required math courses are appropriately aligned with the student's field of study. ***Next Steps Toward Implementing Practice at Scale:*** *Continue to evaluate implementation and make any needed revisions.*	At Scale

Pillar 2 Get on the Path	**2a.** Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible. ***Next Steps Toward Implementing Practice at Scale:*** *After offering new career exploration workshop, revising the orientation process, and preparing training for counselors in assessment tools, we will continue to make necessary revisions*	Not Systematic
	2b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas. ***Next Steps Toward Implementing Practice at Scale:*** *Formally identify "gateway" courses; give programs the pertinent data; discuss embedded tutoring; explore the possibility of expanding SI to non-STEM courses*	Not Systematic
	2c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. ***Next Steps Toward Implementing Practice at Scale:*** *After creating new bridge courses and matriculation agreements with Continuing Education and revising curriculum for support courses for transfer level math, we will continue to evaluate implementation and make needed revisions*	Scaling in Progress

2d. Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. ***Next Steps Toward Implementing Practice at Scale:*** *After creating new bridge courses and matriculation agreements with Continuing Education and dual ticketing ESL and ACE, we will continue to evaluate implementation and make needed revisions*	Scaling in Progress
2e. Intensive support is provided to help very poorly prepared students to succeed in college- level courses as soon as possible. ***Next Steps Toward Implementing Practice at Scale:*** *Examine data to determine what we currently do well and plan how to expand to all poorly prepared students.*	Not Systematic
2f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college. ***Next Steps Toward Implementing Practice at Scale:*** *After hiring a part-time career counselor to work in our local HS districts and working with OUSD to offer orientations in both English and Spanish, we will grow and plan how to scale up programs that are successful*	Planning to Scale

Pillar 3 Stay on the Path	**3a.** Advisors monitor which program every student is in and how far along the student is toward completing the program requirements. ***Next Steps Toward Implementing Practice at Scale:*** *We will continue to work with our pilot STEM success team to find sustainable strategies for monitoring and supporting students; we will evaluate options for expanding a success team model to the other SCC Pathways.*	Not Systematic
	3b. Students can easily see how far they have come and what they need to do to complete their program. ***Next Steps Toward Implementing Practice at Scale:*** *Evaluate software; Consider how to increase number of students that complete plans and utilize the software.*	Not Systematic
	3c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track. ***Next Steps Toward Implementing Practice at Scale:*** *While this is happening in many programs and classrooms, we will continue to evaluate feasible options for scaling up.*	Not Systematic
	3d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career. ***Next Steps Toward Implementing Practice at Scale:*** *Having created several pre-apprenticeship courses to increase success of acceptance into an apprenticeship program, we will continue discussions on how to incorporate apprenticeship into our guided pathways model* *We will identify options for students interested in limited-access transfer programs*	Not Systematic
	3e. The College schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible. ***Next Steps Toward Implementing Practice at Scale:*** *Continue discussions in Enrollment Management Committee; research software to assist with course scheduling based on pathways and demand.*	Planning to Scale

Pillar 4 Ensure Learning	**4a.** Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program. ***Next Steps Toward Implementing Practice at Scale:*** *Programs re-evaluate their learning outcomes as they complete their program mapping*	Not Systematic
	4b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. ***Next Steps Toward Implementing Practice at Scale:*** *Survey SCC faculty to determine what is currently being done; Research high-impact practices at other colleges; plan professional development opportunities.*	Not Systematic
	4c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework. ***Next Steps Toward Implementing Practice at Scale:*** *Plan further service-learning opportunities for students; plan professional development opportunities to engage faculty and students.*	Not Systematic
	4d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. ***Next Steps Toward Implementing Practice at Scale:*** *Having recently migrated assessment to eLumen and developed training videos, we are in the position to move to student-level SLO assessments.*	Planning to Scale
	4e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. ***Next Steps Toward Implementing Practice at Scale:*** *Plan for further professional development in best practices of accessing learning.*	Planning to Scale
	4f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. ***Next Steps Toward Implementing Practice at Scale:*** *Determine what employers and universities are looking for; Evaluate software tools*	Not Systematic
	4g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. ***Next Steps Toward Implementing Practice at Scale:*** *Use information from recent GP-focused research tools to create targeted professional development*	Planning to Scale

Note that full scale adoption is not expected for every college on every element within the five-year time frame. As a result, the scaling and progress for each practice will vary college by college. The Chancellor's Office recognizes that these plans may also change as implementation efforts evolve. Those changes may be noted in future planning reports.

Resolution F2020.10
Approval of the "2020 Guided Pathways Essential Practices: Scale of Adoption Self-Assessment" Document

Moved: **Senator Castellanos**

Seconded: **Senator Valdos**

Whereas, The California Community College Chancellor's Office is requiring California Community Colleges to submit a certified version of the Guided Pathways Essential Practices: Scale of Adoption Self-Assessment document as an assessment of progress in the implementation of Guided Pathways; and

Whereas, The SCC Guided Pathways Development Groups reviewed relevant portions of the 2019 document and made suggestions for updates, and the Guided Pathways Leadership Team compiled and edited this information at their October 23, 2020 meeting; and

Whereas, The Guided Pathways Scale of Adoption Self-Assessment document is helping direct the work of Guided Pathways at Santiago Canyon College;

Resolved, That the Academic Senate of Santiago Canyon College approve the 2020 Guided Pathways Essential Practices: Scale of Adoption Self-Assessment to be submitted to the Chancellor's Office and to help direct the work of Guided Pathways at Santiago Canyon College.

Date Presented: 17 November 2020

Date Passed:

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging. (Approved 12/05/17)

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

Institution Name: **Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). *This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.*

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In <u>column two</u>, indicate the extent to which the practices have been adopted at your college using the following scale:

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

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

1

Equity Considerations

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

In fall 2018 the SOAA was updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic x Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* The Academic Development Group, after much discussion and revision, has a draft of ~~seven Interest Areas~~ eight SCC Pathways that are in process of being vetted by students. A website centered around the Pathways is being tested through focus groups. *Term, if at scale or scaling:*	*Next steps: (1,000 character)* After many revisions prompted by student feedback, the proposed Pathways will go through the governance process for approval. ~~Further discussion will begin on how to market these areas to students.~~ The SCC Pathways will be marketed to students and the community through a revised website and other promotional material *Timeline for implementing next steps:* December 2021
1.a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams X Regional training On campus /individual training Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* Making sure all voices are heard without getting stalled with minor details	*Support Needed – Detail: (1,000 character)* ~~Examples of next steps~~ How to measure the impact of the pathways in regards to student outcomes? Are students more successful because of the Pathways?
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Currently done well in several programs including Education, Child Development, Apprenticeship, BCE programs, and Transfer degrees. *Term, if at scale or scaling:*	*Next steps: (1,000 character)* Re-evaluate employment needs in service area and present information to departments; determine changes needed to align programs with employment and further educational needs. *Timeline for implementing next steps:* December 2021

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
1. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams X Regional training X On campus /individual training Technology x Reporting/data Other		*Challenge or barrier: (1,000 character)* Fear of emphasis on employment as opposed to academic enrichment	*Support Needed – Detail: (1,000 character)* Professional development to keep programs updated on changes in employment and further educational opportunities
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*Place an X next to one:* Not occurring Not systematic <mark>xPlanning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* <mark>Hired a digital media specialist; have a draft website which has employment information for programs;</mark> ~~Some employment information on website;~~ some programs have additional information on <mark>their</mark> department websites; ~~in process of hiring an SCC digital media specialist.~~ Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* ~~Discuss possible template for websites; incorporate into program pathways template; review available software.~~ <mark>Determine method to consistently include further educational opportunities either directly on the website or on the program map template which would be placed somewhere on the website.</mark> *Timeline for implementing next steps:* December 2021
1. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology X Reporting/data Other		*Challenge or barrier: (1,000 character)* ~~Inconsistency of program webpages; lack of money to hire personnel to maintain website~~ <mark>Maintaining the website to reflect any changes in curriculum, employment information and transfer information</mark>	*Support Needed – Detail: (1,000 character)* Model websites from other colleges; technology that updates employment information directly on our site
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	*Place an X next to one:* Not occurring Not systematic <mark>x Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* Done in some programs (Education, Apprenticeship, some BCE); <mark>Several programs participated in a mapping activity; a draft program map template is in progress.</mark> Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Finalize template for program maps; programs will complete a first draft. <mark>Get student input on the usefulness of the maps</mark> *Timeline for implementing next steps:* December 2021
1. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance x Connections with other GP teams X Regional training On campus /individual training X Technology Reporting/data Other		*Challenge or barrier: (1,000 character)* Counseling department is understaffed; website needs to be restructured	*Support Needed – Detail: (1,000 character)* Best mapping practices from other colleges

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*Place an X next to one:* ___ Not occurring ___ Not systematic ___ Planning to scale ___ Scaling in progress X At scale	*Progress to date: (2,500 character)* SCC has separate math pathways, dependent on student majors and has implemented AB705 guidelines. Data from Fall 2019 was organized into dashboards and presented to various groups. Term, if *at scale* or *scaling:* Fall 2019	*Next steps: (1,000 character)* Continue to evaluate implementation and make any needed revisions. *Timeline for implementing next steps:* December 2021
1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training Technology x Reporting/data Other		*Challenge or barrier: (1,000 character)* Determining impact on student success	*Support Needed – Detail: (1,000 character)* Best practices for data analysis from other colleges

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Happening at Early Welcome, Counseling, First Year Support center, EOPS/CARE/CALWORKS, Summer Success program, Summer Advantage, Counseling 116, family night, senior day, STARS, STARS 2.0, College career fair, Career services, and program-specific career events. Counselors are being trained in Strong Interest Inventory and Myers Briggs assessment tools Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Continue to revise orientation process (in-person and online); evaluate career assessment tools. *Timeline for implementing next steps: December 2021*
2. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams X Regional training X On campus /individual training X Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* *Best practices from other colleges*	*Challenge or barrier: (1,000 character)* Counseling department is understaffed and funding is an issue
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Happening via Supplemental Instruction, STAR center, writing center, learning assistants in various special programs, continuing education, reading workshops. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Formally identify "gateway" courses; give programs the pertinent data; discuss embedded tutoring; explore the possibility of expanding SI to non-STEM courses. *Timeline for implementing next steps:* December *2021*
2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams X Regional training On campus /individual training Technology X Reporting/data Other		*Support Needed – Detail: (1,000 character)* Collection of types of special supports offered throughout the state with data on effectiveness	*Challenge or barrier: (1,000 character)* Finding ways to effectively utilize limited resources

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale x Scaling in progress At scale	*Progress to date: (2,500 character)* Support courses, Supplemental Instruction, Math Success Center, new bridge courses and matriculation agreements with continuing education, MSC workshops, Summer Advantage. Data analysis shows an increase in the number of students who have taken math and English in their first year. Term, if *at scale* or *scaling: Fall 2019*	*Next steps: (1,000 character)* *Continue to* evaluate implementation; plan for any needed revisions. *Timeline for implementing next steps:* December 2021
2. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams X Regional training On campus /individual training Technology X Reporting/data Other		*Support Needed – Detail: (1,000 character)* Best practices from other colleges. Analysis of why there are more students taking Math & English in their first year.	*Challenge or barrier: (1,000 character)* We have implemented several supports at the same time, so determining which are most effective
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date: (2,500 character)* Writing Center, English 100 (English 101 with support), counseling course linked with English, Writing Center workshops , new bridge courses and matriculation agreements with continuing education, dual ticketed ESL and ACE, and Summer Advantage. Data analysis shows an increase in the number of students who have taken math and English in their first year. Term, if *at scale* or *scaling: Fall 2019*	*Next steps: (1,000 character)* Continue to evaluate implementation; plan for any needed revisions. *Timeline for implementing next steps:* December 2021
2. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams X Regional training On campus /individual training Technology X Reporting/data Other		*Support Needed – Detail: (1,000 character)* Best practices from other colleges. Analysis of why there are more students taking Math & English in their first year.	*Challenge or barrier: (1,000 character)* We have implemented several supports at the same time, so determining which are most effective
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Continuing education, learning assistants in special programs (CAMP, EOPS, TRIO etc.), STAR center, Writing Center workshops, Reading workshops and First Year Support Center. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Examine data to determine what we currently do well and plan how to expand to all poorly prepared students. *Timeline for implementing next steps:* December 2021

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
2. e. Support Needed? *Type of Support - place an X next to one or more:* 　Policy guidance　　　X Connections with other GP teams 　X Regional training　　　On campus /individual training 　Technology　　　X Reporting/data 　Other		*Support Needed – Detail: (1,000 character)* Collection of types of supports offered throughout the state with data on effectiveness	*Challenge or barrier: (1,000 character)* Finding ways to effectively utilize limited resources
f.　The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	*Place an X next to one:* 　Not occurring 　Not systematic 　x Planning to scale 　Scaling in progress 　At scale	*Progress to date: (2,500 character)* Senior Day, Family Night, Community Science Night, HS Outreach, Upward Bound Math and Science, Career Academies for Future Teachers, agreement with Unity Middle College High School, CTAP (Articulation), Career Coaches, Early Welcome, Summer Advantage, ==EOPS Summer Success== and STARS 2.0. ==Dual Enrollment Program working with OUSD Dept. of Accountability, Equity and School Support to offer online orientations in both English and Spanish. Partnership with OUSD Pledge. SCC hired a part-time career counselor to work with local HS districts.== Term, if *at scale* or *scaling*:	*Next steps: (1,000 character)* ~~Hiring a part-time career counselor to work in our local HS district~~ Plan how to grow or scale up programs that are successful. *Timeline for implementing next steps:* December 2021
2. f. Support Needed? *Type of Support - place an X next to one or more:* 　Policy guidance　　　X Connections with other GP teams 　X Regional training　　　On campus /individual training 　Technology　　　Reporting/data 　Other		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Finding ways to effectively utilize limited resources. ==College was making progress until COVID19 limited our access to high schools.==

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Happens via counselors in Athletics, EOPS/CARE/CALWORKS, DSPS, TRIO, CAMP, Honors, Guardian Scholars, Veterans, Pathways to Teaching, Apprenticeship, First Year Support Center. Also, via grad checks and reaching out to students that are 80% done with certificates to encourage completion. Have begun piloting a success team for the STEM pathway. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Evaluate the feasibility of expanding counseling faculty and having "academic coaches" for all students; Align with College Promise benefits, pilot STEM success team *Timeline for implementing next steps:* December 2021
3. a. Support Needed? *Type of Support - place an X next to one or more:* X Policy guidance X Connections with other GP teams X Regional training On campus /individual training X Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Examples and training on utilizing non-counseling faculty in advisory positions Best practices from other colleges.	*Challenge or barrier: (1,000 character)* Counseling department is understaffed. Feasibility of scaling.
b. Students can easily see how far they have come and what they need to do to complete their program.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Educational plans and degree progress can be viewed on Ellucian; in most special programs (listed in 3a), students meet at least once one to three times a semester with a counselor; eLumen has program information that students can view; evaluated Starfish and a similar Ellucian product. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Evaluate software; Consider how to increase number of students that complete plans and utilize the current software. *Timeline for implementing next steps:* December *2021*
3. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Connections with other GP teams Regional training On campus /individual training X Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Affordable and well-supported technology	*Challenge or barrier: (1,000 character)* Choosing and maintaining ideal software

	Place an X next to one:	Progress to date: (2,500 character)	Next steps: (1,000 character)
c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	Not occurring x Not systematic Planning to scale Scaling in progress At scale	Progress and academic probation policies with required workshops; financial aid workshops; midterm grade checks for certain special programs (TRIO, CAMP, EOPS/CARE/CALWORKS, Guardian Scholars, Veterans, Athletics, Government, SSTEM); more faculty utilizing early alert system through Canvas Term, if *at scale* or *scaling:*	Continue to evaluate software; explore what other colleges are doing. *Timeline for implementing next steps:* *December 2021*

3. c. Support Needed? *Type of Support - place an X next to one or more:*	Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)
Policy guidance Connections with other GP teams Regional training X On campus /individual training X Technology Reporting/data Other	Affordable and well-supported technology	Cost and personnel requirements for utilizing software such as Starfish

	Place an X next to one:	Progress to date: (2,500 character)	Next steps: (1,000 character)
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	Not occurring X Not systematic Planning to scale Scaling in progress At scale	Have several pre-apprenticeship courses to increase success of acceptance into an apprenticeship program; pre-nursing students are identified based on course selection and presented with various career options in addition to nursing Term, if *at scale* or *scaling:*	Identify limited-access transfer programs that our students are interested in; Continue discussions on how to incorporate apprenticeship into our guided pathways model *Timeline for implementing next steps:* December 2021

3. d. Support Needed? *Type of Support - place an X next to one or more:*	Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)
X Policy guidance X Connections with other GP teams Regional training On campus /individual training Technology Reporting/data Other	Best practices from other colleges	Fitting apprenticeship into a guided pathways model

	Place an X next to one:	Progress to date: (2,500 character)	Next steps: (1,000 character)
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	Not occurring Not systematic x Planning to scale Scaling in progress At Scale	Increase in distance education offerings; Enrollment management committee meets regularly; some departments provide 2-year scheduling plans; Honors program has course scheduling grid. Term, if *at scale* or *scaling:*	Continue discussions in Enrollment Management Committee; research software to assist with course scheduling based on pathways and demand. *Timeline for implementing next steps:* *December 2021*

3. e. Support Needed? *Type of Support - place an X next to one or more:*	Support Needed – Detail: (1,000 character)	Challenge or barrier: (1,000 character)
Policy guidance Connections with other GP teams Regional training On campus /individual training X Technology X Reporting/data Other	Best practices from other colleges	Student application information isn't useful in predicting course demand.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Aligned for Career Education programs and AAT/ASTs; ELumen software is being implemented to help with outcomes; ==EMSI employment data available through eLumen..== Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Programs re-evaluate their learning outcomes as they complete their program mapping. *Timeline for implementing next steps: December 2021*
4. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams X Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Programs might not be aware of all changes in further education and employment opportunities;
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring xNot systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Learning Communities (cohorts), Reading and library workshops (contextualized), Integrated Learning Group (using interdisciplinary themes such as power and authority), Counseling 101, and Research Symposium. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Survey SCC faculty to determine what is currently being done; Research high-impact practices at other colleges; plan professional development opportunities. *Timeline for implementing next steps: December 2021*
4. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams X Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Adapting to the digital generation of students

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	*Place an X next to one:* Not occurring xNot systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Work experience, internships, outside research opportunities, STEM activities, MUN, Forensics, Robotics, Research Symposium, and service learning opportunities. *Term, if at scale or scaling:*	*Next steps: (1,000 character)* Plan further service-learning opportunities for students; plan professional development opportunities to engage faculty and students. *Timeline for implementing next steps: December 2021*
4. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams X Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* State-wide incentives for companies to partner with community colleges; Best practices from other colleges	*Challenge or barrier: (1,000 character)* Finding and managing more opportunities outside the campus
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	*Place an X next to one:* Not occurring Not systematic x Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Course SLOs are mapped to Program SLOs for assessment; Course SLOs are assessed on a regular basis; success metrics are built into our program review tool to ensure meaningful dialogue take place around outcomes. We have migrated assessment to eLumen, training videos have been developed, and we are moving toward student-level assessments. *Term, if at scale or scaling:*	*Next steps: (1,000 character)* Have programs pilot student-level assessments; continue training; evaluate processes *Timeline for implementing next steps: December 2021*
4. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Connections with other GP teams X Regional training On campus /individual training Technology Reporting/data Other		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* ~~Migration to eLumen;~~ Getting faculty comfortable with entering assessment results at the individual student level in order to disaggregate the results; making the assessment process meaningful
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	*Place an X next to one:* Not occurring Not systematic xPlanning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Learning outcomes are incorporated in our program review and in the resource allocation process; they are also part of other plans (e.g., Equity) *Term, if at scale or scaling:*	*Next steps: (1,000 character)* Plan for further professional development in best practices of assessing learning *Timeline for implementing next steps: December 2021*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline

4. e. Support Needed? *Type of Support - place an X next to one or more:*
   Policy guidance   X Connections with other GP teams
   X Regional training   On campus /individual training
   Technology   Reporting/data
   Other
		Support Needed – Detail: (1,000 character)
		Best practices from other colleges
			Challenge or barrier: (1,000 character)
			Maintaining a manageable and meaningful assessment process

f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	*Place an X next to one:*
	  Not occurring
	  x Not systematic
	  Planning to scale
	  Scaling in progress
	  At scale
		Progress to date: (2,500 character)
		Art, Film/TV, Career Services, Counseling Courses, SCC Teach Club, research projects and other discipline specific activities related to the industry.
		
		Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			Determine what employers and universities are looking for; Evaluate software tools
			
			Timeline for implementing next steps: December 2021

4. f. Support Needed? *Type of Support - place an X next to one or more:*
   Policy guidance   X Connections with other GP teams
   X Regional training   On campus /individual training
   X Technology   Reporting/data
   Other
		Support Needed – Detail: (1,000 character)
		Best practices from other colleges
			Challenge or barrier: (1,000 character)
			Need to have institutional commitment to assess every course SLO for every student every semester. Portfolios would be a new idea to most programs

g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*Place an X next to one:*
	  Not occurring
	  Not systematic
	  xPlanning to scale
	  Scaling in progress
	  At scale
		Progress to date: (2,500 character)
		Surveys and focus groups happen fairly regularly. The IAP survey data was discussed and shared at the spring 2019 convocation.
		
		Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			Use information from recent GP-focused research tools to create targeted professional development. Consider which additional questions to include on next IAP deployment.
			
			Timeline for implementing next steps: December 2021

4. g. Support Needed? *Type of Support - place an X next to one or more:*
   Policy guidance   X Connections with other GP teams
   X Regional training   On campus /individual training
   Technology   Reporting/data
   Other
		Support Needed – Detail: (1,000 character
		Best practices from other colleges
			Challenge or barrier: (1,000 character)
			Some of the surveys need to remain in-person to allow for validation, which may be difficult;
			Inadequate participation in professional development opportunities

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:* X Student survey(s) X Students serve on campus GP advisory committee(s) X Student focus groups Other:
	Engagement Efforts - Details: (1,000 character) Over 1000 students were surveyed in Spring 2019 and their feedback is being reviewed Students have an official role in each development group, though there are difficulties in having them attend regularly ~~Students attended our GP retreats in Fall 2019~~ Student focus groups will be used to assess the effectiveness of a new website centered around Pathways
COURSE ALIGNMENT	*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)*
	Course Alignment - Details: (1,000 character) • The Enrollment management committee reviews enrollment trends and examines scheduling needs • We have created support courses, both credit and noncredit • We have reviewed scheduling tools such as AdAstra • We are utilizing dual enrollment • SCC Pathways and program maps being developed

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	**Optional:** *Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.*

Title:
Follow-up Contact Person(s):
Challenge: (1,000 character)
Success Story: (10,000 character)
Outcomes: (1,000 character)
Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more: Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU Decrease the average number of units accumulated by California Community College students earning associate degrees Increase the percent of exiting CTE students who report being employed in their field of study Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults