

Rancho Santiago Community College District (RSCCD)
2323 North Broadway via Zoom
Santa Ana, California

BOARD INSTITUTIONAL EFFECTIVENESS COMMITTEE

Wednesday, September 23, 2020

MINUTES

1.0 PROCEDURAL MATTERS

1.1 Call to Order

The meeting was called to order at 4:02 p.m. by John Hanna. Other member present: Claudia Alvarez.

Staff present: Joseph Alonzo, Marilyn Flores, Debra Gerard, Tracie Green, Vaniethia Hubbard, Bart Hoffman, James Kennedy, Jeffrey Lamb, Janice Love, Marvin Martinez, Adam O'Connor, Enrique Perez, Nga Pham, Narges Rabii-Rakin, Syed Rizvi, Craig Rutan, Arleen Satele, Roy Shahbazian, Martin Stringer, Jose Vargas, Aaron Voelcker, and Anita Lucarelli as record keeper.

1.2 Pledge of Allegiance to the United States Flag

The pledge of allegiance was led by Dr. Flores.

1.3 Public Comment

There were no public comments.

Mr. Martinez stated that this is the first meeting for this committee, thanked committee members, and stated that the purpose of the committee is measure how effectively RSCCD is in serving its students and an opportunity for the board to monitor student success.

2.0 REVIEW OF INSTITUTIONAL EFFECTIVENESS ITEMS

2.1 Discussion of Impact of COVID-19 (Coronavirus Disease-2019) Crisis on Fall Semester Enrollment

The committee reviewed the impact of the COVID-19 Crisis on Fall Semester Credit and Non-Credit Enrollment which showed a decrease in enrollment.

2.1 Discussion of Impact of COVID-19 (Coronavirus Disease-2019) Crisis on Fall Semester Enrollment (cont.)

Dr. Lamb shared the following charts for Fall 2019 to Fall 2020 enrollment (excluding academies) at Santa Ana College (SAC):

- Section Comparison by Division
- Census Enrollment by Division
- Enrollment by Instructional Type

Dr. Lamb indicated the data shows an increase in paralegal, communications studies, anthropology, Vietnamese, women studies, occupational therapy assistant, medical assistant and physics courses; and shows a decrease in counseling, dance, library information sciences, English for multilingual students, criminal justice academies, diesel, fire academy, and kinesiology/athletics courses. Discussion ensued regarding training academies.

Mr. Stringer shared the following charts for Fall 2019 to Fall 2020 enrollment at Santiago Canyon College (SCC):

- Credit Full-Time Equivalent Student (FTES) Comparison (a decrease of 10.15%)
- Section Count Comparison
- Average Class Size Comparison
- Arts, Humanities, and Social Sciences Comparison
- Divisions of Business, Career, & Technical Education, and Counseling Comparison
- Math & Sciences Comparison

Discussion ensued. Mr. Hanna asked that staff at the colleges discuss thoughts, theories, and analysis of the data of the various disciplines (math and English) to see why there is a decrease in enrollment on one campus and not the other. After discussion, Dr. Lamb indicated that there was a decrease in math and English at SAC; therefore, it was consistent data at both campuses. Dr. Flores explained that SAC had so many disciplines that they only listed the disciplines that had a 20% decrease or more rather than listing every discipline.

Ms. Alvarez asked if math or English classes were planned to be offered as face-to-face (f2f) classes. Mr. Stringer indicated SCC is planning to offer English classes on an outdoor basis and math has a wait list for online classes. Dr. Lamb indicated SAC is planning to offer seven English classes as late start classes in fall 2020 and will research ways to offer those as f2f classes.

Dr. Kennedy shared that Continuing Education has had a decrease of 23% in positive attendance enrollment, but it also has gone from offering classes at 50 sites to offering classes at three sites. In addition, he reported the success centers at SAC are not open at this time; therefore, there is a 99% decrease in enrollment; the bridge program that is offered with Santa Ana Unified School District has a 94% decrease in enrollment; and the jail program is at a 54% decrease in enrollment. Dr. Kennedy reported the following increases in enrollment: distance education had an increase of over 400%; high school equivalency program had a 70% increase; and the older adult program had a 32% increase. He indicated

2.1 Discussion of Impact of COVID-19 (Coronavirus Disease-2019) Crisis on Fall Semester Enrollment (cont.)

that Continuing Education plans to offer f2f classes beginning October 19 by reopening the English learning lab at Centennial Education Center, and it is hopeful that the Chapman Center in Orange reopens, the high school diploma program restarts, and the business skills lab opens. He indicated that the f2f programs are currently being held at Remington and Lincoln Education centers. Discussion ensued.

Dr. Flores shared that SAC is doing the following to provide for the impact of the COVID-19 crisis on low-income students and the digital divide: SAC has provided laptops, SAC Don's Food distribution, CARES (Coronavirus Aid, Relief, and Economic Security) direct student dollars, use of SAC Academic Computing Center, and staff have reached out to students who have dropped classes.

Mr. Hanna asked what publicity/outreach has occurred to former students or the public to increase enrollment at SAC. Dr. Flores responded with the following:

- A postcard mailer is to be mailed to 153,000 Santa Ana residents
- Radio spots
- Ongoing digital advertisements
- Banners at 17th & Bristol Streets and on SAC & CEC campus
- News releases
- Distribution of a letter from Dr. Flores encouraging enrollment at all events (US Custom Immigration Services, Red Cross blood drive, COVID-19 testing, etc.) held at SAC
- ABC, KTLA & Telemundo TV promoting classes
- E-newsletters distributed
- Social media

Mr. Hanna asked that board members receive a copy of the postcard mailer since it only goes to Santa Ana residents and board members that don't live in Santa Ana would like to see it.

Ms. Alvarez asked what happened to all the other students that did not receive laptops since Dr. Flores reported there were only 660 laptops distributed.

Mr. Vargas was prepared to share SCC's impact of the COVID-19 crisis on low-income students and the digital divide but was having technical difficulties; therefore, he was asked to share later.

2.2 Review of Five-Year Enrollment Trends and Strategies Santa Ana College and Santiago Canyon College are Using to Increase Enrollment

The committee reviewed enrollment trends during the past five years at SAC and SCC and discussed strategies to increase enrollment.

2.2 Review of Five-Year Enrollment Trends and Strategies Santa Ana College and Santiago Canyon College are Using to Increase Enrollment (cont.)

Dr. Lamb reported that SAC has offered f2f sections across multiple disciplines; trained all faculty in remote instruction; re-focused instruction to include more online, hybrid, late start sections; redesigned fall schedule of classes, collaborated with Human Resources to negotiate with Faculty Association of RSCCD (FARSCCD) on Memorandum of Understandings related to instruction; opened the Academic Computing Center as a study center; created a f2f instruction companion plan; and collaborated with public safety partners to re-start the Basic Fire and Criminal Justice Academies. He reported currently SAC has added late-start classes into the schedule, developed a plan for outdoor instruction (for athletics, Fine & Performing Arts, and general education), developed a plan for large lecture indoor instruction, and collaborated with SAC/District marketing and SAC Outreach on a four-part marketing plan to promote the Gr8 Weeks courses.

Mr. Hanna stated that SAC has to let the public know that that it is reopening and offer a safe environment, support services including laptops available for students who need them, study spaces, WIFI, counselors, and faculty members or teaching assistants (if faculty aren't available). Mr. Perez indicated the district/colleges have invested approximately \$500,000 in targeted marketing. Dr. Flores clarified that the postcard mailer that will be mailed out soon is specifically targeted to promote SAC's late-start courses. Mr. Hanna indicated that perhaps the college foundations could assist in advertising on billboards, Orange County Transportation Authority buses, etc.

2.3 Discussion of Student Equity Goals and Gaps Identified by Santa Ana College and Santiago Canyon College

The committee reviewed the progress made by SAC and SCC in closing student equity gaps during the past five years.

Mr. Vargas and Dr. Flores shared what each college was doing in reference to State Chancellor Eloy Oakley's call to action against structural racism.

Mr. Vargas shared that a SCC equity statement will be shared with the board once it goes through the governance process. He stated that Mr. Alonzo will share data that SCC is using to reduce structural racism and SCC is providing faculty, staff, administrators, and students with professional development opportunities related to equity-mindedness, cultural competence and universal design, and instructional methods to accommodate student diversity and support for the development of equity-based curriculum. In addition, he shared that SCC is expanding early welcome and family night, supporting undocumented students and their families as they transition to higher education by providing a DREAMer (Development, Relief, and Education for Alien Minors Act) conference, providing additional funding for textbooks, contracting for foster youths at risk, supporting the development of basic need centers and food pantry, etc.

2.3 Discussion of Student Equity Goals and Gaps Identified by Santa Ana College and Santiago Canyon College (cont.)

Dr. Flores reported that SAC and SCC are part of the University of Southern California Alliance Equity Institute. She indicated that SAC staff plan to meet with Fresno City College leadership since they are recognized as a model in establishing a taskforce to work with its police academy, criminal justice faculty and local law enforcement authorities to look at learning domains.

Mr. Alonzo shared charts reflecting SCC student data relating to the following five metrics mandated by the State Chancellor's Office:

- Enrolled in the same community college,
- Completed both transfer-level math and English within the district in the first year,
- Retained from fall to spring at the same college,
- Attained the vision goal definition of completion, and
- Transferred to a four-year postsecondary institution.

Mr. Hanna asked how the district can focus on improving student outcomes for Filipino and Black/African American students, and improve enrollment impacting Latino students. Mr. Vargas and Mr. Voelcker explained the challenges in trying to identify and obtain targeted information on enrollment.

Mr. Hanna proposed having the research department follow up with current and former students to ask what the steps were, if any, that the college took that benefitted the student and felt contributed to their success. Mr. Hanna presumed some of the students may answer that a laptop was provided, the library was open, the counseling program helped them, or a faculty member or a librarian created a good learning environment for them.

Because of the length of the meeting, SAC was not able to share its information relating to student equity goals and gaps and the chancellor asked that it be reviewed at the next meeting.

2.4 Review of Progress of Vision for Success Goals for Santa Ana College and Santiago Canyon College

Because of the length of the meeting, the committee asked that the progress of vision for success goals and its impact on increasing student success with particular attention on its impact on increasing the success of low-income student and students of color for SAC and SCC be reviewed at its next meeting.

2.5 Proposal of Future Agenda Items

The committee asked that Items 2.3 (Student Equity Goals and Gaps Identified by SAC and SCC) and 2.4 (Progress of Vision for Success Goals for SAC & SCC) be reviewed at the next meeting.

3.0 **ADJOURNMENT**

Mr. Hanna declared the meeting adjourned at 6:10 p.m.

Minutes Approved: February 11, 2021