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Santa Ana College • Santiago Canyon College

PLANNING AND ORGANIZATIONAL EFFECTIVENESS COMMITTEE

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

A G E N D A

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

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

- I. WELCOME**
- II. *APPROVAL OF MINUTES – Action**
 - a. December 16, 2020 meeting
- III. DISTRICT COUNCIL UPDATE – Information**
 - a. Next meeting January 25, 2021
- IV. DIVERSITY INITIATIVE DURING A HIRING FREEZE – Review and Discuss**
- V. DMC BUDGET MODIFICATION - Action**
- VI. *2019-22 STRATEGIC PLAN - Review and Discuss**
 - a. Goal 3 & Strategic Objectives
- 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, February 24, 2021

** indicates 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

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Minutes

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

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

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

I. WELCOME

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

II. *APPROVAL OF MINUTES – Action

a. November 18, 2020 meeting

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

III. DISTRICT COUNCIL UPDATE – Information

a. December 7, 2020

Mr. Perez provided a brief update.

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

a. Goal 2 & Strategic Objectives

Ms. Robinson joined the meeting at this time.

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

Questions were raised and answered.

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

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

Dr. Lamb will review page 6 for accuracy.

Questions were raised and answered.

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

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

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

POE COMMITTEE MEMBERS:

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

V. PLANNING AT THE COLLEGES - Information

- a. Santiago Canyon College
 - i. Update on Accreditation

Mr. Voelcker reported on last Friday's deadline for edits to current draft; over winter and intersession will be verifying evidence is present and reading through draft document for consistency; Team will meet in early spring semester with final edits being made in March. Mr. Rutan had nothing new to report.
- b. Santa Ana College
 - i. Update on Accreditation

Dr. Lamb reported on Dec. 28th deadline; evidence being verified; three faculty from English will be helping with reviewing and editing; Aug. 3 deadline to commission. Special thanks given to Ms. Monica Zarske and Dr. Ortiz for doing the 'heavy lifting' and assistance with Accreditation.

VI. REPORT FROM STUDENT GOVERNMENT - Information

- a. Santiago Canyon College

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

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

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

VII. *GRANT DEVELOPMENT SCHEDULE – Information

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

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

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

VIII. GUIDED PATHWAYS - Information

- a. *Santa Ana College

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

Mr. Rizvi provided a report; same update from the March Districtwide Guided Pathways meeting.

IX. OTHER

- a. January meeting – new date before January 25, 2021

A poll confirmed best availability is Wednesday, January 13, 2021 noon - 1:30pm. Ms. Duenez will forward calendar invites.

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

Approved: _____

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

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

DISTRICTWIDE

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

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

SANTA ANA COLLEGE

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

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

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

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

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

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

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

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

Continuing Education Program

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

SANTIAGO CANYON COLLEGE

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

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

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

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

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

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

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

DISTRICTWIDE

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

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

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

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

SANTA ANA COLLEGE

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

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

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

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

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

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

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

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

Continuing Education Program

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

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

SANTIAGO CANYON COLLEGE

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

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

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

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

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

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

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

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

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

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

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

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

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

STAR Center

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

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

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

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

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

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

Supplemental Instruction

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

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

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

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

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

From the fall of 2017 through the end of the fall of 2019, of the 6646 total enrolled students, 2202 students participated in SI of which 72% received a passing grade. The 4444 students did not participate in SI of which 44% received a passing grade.

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

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

SANTA ANA COLLEGE

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

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

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

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

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

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

SANTIAGO CANYON COLLEGE

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

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

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

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

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

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

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

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

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

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

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

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

Transfer to a Four-Year Institution

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

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

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

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

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

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

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

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

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

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

Overall Support to Reduce Equity Gaps:

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

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

RSCCD Resource Development Grant Development Schedule

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

RSCCD Resource Development Grant Development Schedule

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

RSCCD Resource Development Grant Development Schedule

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

RSCCD Resource Development Grant Development Schedule

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

2) GRANT OPPORTUNITIES

STEM

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

Summary Sheet of Positions related to grant proposals

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