

**Institutional Effectiveness Partnership Initiative**

**Partnership Resource Teams**

**List of Primary Successes and Menu of Options for Institutional Consideration**

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Name of Institution: **Santa Ana College**

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**Primary Institutional Successes**

| **Description of Primary Institutional Successes** | **Notes and Comments** |
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| **Career and Academic Pathways**   * The College has completed significant efforts toward the completion and implementation of Guided Pathways with substantial faculty, staff, administrator, and student involvement. * Eight CAPs and a non-credit CAP are publicly available to all students. * There is collaboration between the College’s Guided Pathways and Student Equity and Achievement efforts. * The College has institutionalized Guided Pathways and equity efforts through summits each semester and by incorporating both into program review. * The College has CAP coordinators for each cross-functional success team that will in time provide wrap-around services to students. * Under the new block schedule, students can take up to five classes a day in CAP. * There is research evidence to indicate that students participating in SAC days are more likely to be retained. | * There are coordinated efforts to complete all the program mapping and ensure that all educational pathways are defined. * Discussions are occurring to support and include undeclared majors within the current CAPs. |
| **Program Mapping Project completion**   * Program mapping is almost complete. * Success teams are working extremely well! They are very collaborative and representative of constituents. * There are good resources and examples in place to support faculty decision-making and outcomes assessment. | * The College is working towards the completion of all program maps. |
| **Learning and Engagement Equity Team**   * The College has done an excellent job of merging GP and Equity, where GP is the framework and Equity is the goal. * The College has adopted a great framework to achieve systemic transformation to address student learning with a focus on engagement with equity, which includes innovative initiatives such as the first year of Equity Minded Teaching and Learning, and other PD efforts such as Equity Institute. * Faculty go through Equity Training, and those efforts are faculty-driven and flexible, with more exploration and PD to build common language and community. * One notable success is PD for Distance Education through the online teaching office. It is equity focused and based on Universal Design. |  |
| **Integrated Planning: Nuventive Tool**   * The culture is very open to change and stakeholders are open to learning about best practices. * There is a strong organizational desire to link faculty prioritization to program review to resource allocation to outcomes assessment to institutional effectiveness. * The College created structural changes to strengthen integrated planning. Additionally, the College recently updated its Participatory Governance Handbook to advance engagement in integrated planning. * Efforts are underway to bring various funding sources together to streamline the resource request and allocation process, especially regarding staffing requests. * The College uses outcomes data to prioritize projects to fund. * Trend is moving in the right direction for knowledge and understanding around program review. * The College has a strong resource prioritization and allocation process that includes a connection to SLOs and strategic directions, and is distributed to the entire campus. |  |

**Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan**

| **Area of Focus** | **Options for Institutional Consideration:  Ideas, Approaches, Solutions, Best Practices** | **Models, Examples, and Comments** |
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| A. Career and Academic Pathways (CAP, aka Meta-Majors) *(including institutionalization, sustainability)* | 1. Establish a formal project to better understand the growth of the College’s Catalog from 266 pages to 460 pages within the past decade. 2. Consider merging programs/majors that are only slightly different in order to reduce confusion for students and reduce program mapping efforts. 3. Invite the RP Group or similar organization to assist the College with conducting a detailed analysis of student success and retention metrics, and use an inquiry-based approach for identifying institution-based barriers to timely completion of certificates, degrees and transfer as well as strategies for addressing these barriers. 4. Form a Strategic Enrollment Management task force with membership from Instruction and Student Services, Equity, Guided Pathways and strategic planning committees. Organizing this work around the framework of Guided Pathways with prescribed action items, assigned responsibilities, and regular reporting to the College community will inform a more inclusive and student-success-focused result. 5. Implement pathways, organizational structures and support services that accelerate student progress from adult education, into non-credit, to CTE programs, into well-paying employment, and concurrently into transfer/ADT programs. 6. In the revision of the technology plan, include guiding principles around emerging technologies, accessibility, service integration, data security and reliable infrastructure. Connect these principles to the College’s strategic goals and the desire to maximize progress to date with IT consolidation and lessons learned during the pandemic in acquisition of technology in support of teaching, learning and administrative operations. 7. Join the state-wide CVC-OEI as both a home college and a teaching college to provide additional opportunities for further training in distance education to faculty, administrators and students. 8. Continue to refine the College’s decision-making process handbook so that it clearly identifies how governance committees are connected to one another, delineates roles and responsibilities, explains how work flows between committees, develops a common method of disseminating information, provides templates for post-meeting communication to the campus and establishes guidance on the representation of each constituency group and their value in the process. This process could also assist the College in evaluating equitable practices and diversity in membership in its committees. 9. Continue/restart conversations on alternative ways to support and include undeclared majors within the current CAP. | 1. Examples of colleges that have integrated Equity, Guided Pathways, Vision for Success Goals, and college strategic goals into master and strategic planning include:  * [San Diego Mesa College Comprehensive Master Plan](https://drive.google.com/file/d/18k-xb9MuiywZWwXHVUTQtt40OtaUfVP9/view?usp=sharing) * [San Diego Mesa College 5-Year Strategic Plan](https://docs.google.com/document/d/1QXlVVJ2CGjxP1e5WM756n2rGz9OFnk6JtNdwiNik9po/edit?usp=sharing) * [Long Beach City College](https://www.lbcc.edu/sites/main/files/file-attachments/strategic-mgmt-plan.pd) * [Norco College Strategic Planning and Governance Manual 2020-2025](https://legistarweb-production.s3.amazonaws.com/uploads/attachment/pdf/879960/Norco_College_SPGM_Book_6_.pdf)  1. Examples of integrated strategic enrollment management plans include:  * [Berkeley City College Integrated Strategic Enrollment Management Plan](https://www.berkeleycitycollege.edu/wp/prm/files/2020/11/BCC-Enrollment-Management-Plan-2018-2021-v.61.pdf) * [Long Beach City College Strategic Enrollment Plan 2017-2020](https://www.lbcc.edu/sites/main/files/file-attachments/strategic-mgmt-plan.pdf) * [Santa Monica College Strategic Enrollment Management Plan 2021-2026](https://www.smc.edu/administration/governance/district-planning-policies/documents/SEM-Planning-Mtg.pdf) * San Jose City College Integrated Strategic Enrollment Plan Ensuring Retention *(iSEMPER)*  1. Riverside Community College District (Moreno Valley College, Norco College, and Riverside City College) provides a useful example of interactive and Power BI-based dashboards and metrics for enrollment management, tracking access and student success. Riverside Community College District also has a model for total cost of ownership budget allocation by program that is used for establishing and adjusting enrollment targets. This type of model would also support the College in a more formal management of its program portfolio. 2. Examples for bridging between high school and college, tracking results, and forming partnerships to enhance success and completion are found in the [Guided Pathways Library of Resources](https://rpgroup.org/Portals/0/Documents/Projects/CCC_Guided_Pathways/Guided-Pathways-Library-of-Resources.pdf?ver=2020-06-23-165345-703). Specific examples to note include:  * 2.03 Benchmarking & Benchmarks: Effective Practices with Entering Students Community College Survey of Student Engagement (CCSSE) * 2.05 Roadmap for Tracking Your Student Results * 5.03 Community College and High School Partnerships Source: Community College Research Center (CCRC):  1. Example of a vision statement related to technology: <https://www.smc.edu/administration/governance/district-planning-policies/technology-planning-committee.php> 2. CVC offers support for online education: cvc.edu or info@cvc.edu 3. Model Technology Plans and Distance Education and Technology Resources include:  * Long Beach City College [Information Technology Plan 2018-2021](https://www.lbcc.edu/it-plan) * Grossmont-Cuyamaca District: <https://www.gcccd.edu/about-us-area/documents/IT-Plan_2012-2017_4-11-12.pdf>  1. Examples of Career-Academic Pathways where undeclared are integrated in each Meta-Major:    * <https://www.hartnell.edu/academics-affairs/meta-majors/>    * <https://www.elac.edu/Explore/Career-and-Academic-Pathways> 2. Online training resources:  * CVC-OEI (online initiative) <https://cvc.edu/about-the-oei/college-participation/>   + For faculty support in using Canvas, this link provides help and FAQs: <https://community.canvaslms.com/t5/help/faqpage>   + For student support, this link offers free access to Office 365: <https://www.microsoft.com/en-us/education/products/office>  1. Examples of two colleges that included different approaches to marketing in their strategic plan documents:    * [Long Beach City College](https://cypresscollege-my.sharepoint.com/:b:/g/personal/hkummerman_cypresscollege_edu/ET2x1PGHFR9MoMyqwWIv0rkBhJtwgFp57gOQkUFyqBzGvA?e=ugliQz)    * [Santa Monica College](https://cypresscollege-my.sharepoint.com/:b:/g/personal/hkummerman_cypresscollege_edu/EUMDdRZVSBJDkuPA8ow8BgsBM87Qkky2NGh-jNqPNR-VQA?e=ZdbMPN) 2. Best practices for marketing, using technology for student contact and retention, may be found in these sources:  * <https://www.lbcc.edu/sites/main/files/file-attachments/strategic-mgmt-plan.pdf> * <https://www.gcccd.edu/about-us-area/documents/Strategic%20Plan-Grossmont.pdf> * <https://www.wordstream.com/blog/ws/2020/08/26/marketing-strategies-college-students> * <https://www.smc.edu/administration/governance/district-planning-policies/strategic-planning-task-force.php> * <https://www.sdccd.edu/docs/ISPT/stratplan/pdfs/strategicPlan_2017-2021.pdf> (community collaboration) |
| B. Program Mapping Project completion (*including technology, sustainability*) | 1. Create/update program maps to integrate adult education and noncredit. 2. Use program review to query departments on utilization of program maps to inform scheduling practices. 3. Identify a mechanism to continuously update the maps - possibly program review. 4. Consider Curriculum Review Committee as a place to review and update program maps any time courses/programs are updated, added, or retired. | 1. Citrus College has a model that combines adult education, noncredit and CTE: <https://www.citruscollege.edu/academics/programs/Pages/default.aspx>. 2. Examples of Meta-Major and program mappers:  * <https://www.hartnell.edu/academics-affairs/meta-majors/> * <https://www.elac.edu/Explore/Career-and-Academic-Pathways>  1. For an example of incorporating program mapping and scheduling into program review and planning, check out submissions by academic departments at Palomar College: <https://www.palomar.edu/irp/completed-prps-2021-22/> |
| C. Learning and Engagement Equity Team *(including resistance to change, institutionalizing change)* | 1. Structurally align/integrate Student Equity approaches with other college-wide efforts to promote support and sustainability 2. As a campus, identify the data needed for program review, agree on a specific definition for each data measure, and implement campus wide. 3. Incorporate assessment activities into In-Service where the entire campus is required to complete assessment for the most recent complete term or year. 4. Fully implement Starfish to inform schedule development and track student progress on their SEP. Successful implementation of Starfish will continue to require participation by *everyone*. 5. Develop or adopt an Equity Rubric for Student Success. 6. Track equity data across all student progression steps including the application process, onboarding process, major selection, program progression, completion, job placement, wage gain, and transfer. Include review and assessment of student success for DI groups as they progress from course to course in each program. 7. Participate in the CVC @ONE’s professional development series, particularly those highlighting equitable teaching practices and course design. | 1. Examples of Colleges that have aligned program review data with scorecard and vision for success outcomes that included disaggregated data:  * [San Diego Miramar College](https://rpgroup.org/Portals/0/Documents/Conferences/RP_Conference/2021Materials/LeadershipPlanningAdvanceEquityTrack/FosterEquity-FocusedCulture.pdf?ver=2021-04-23-090601-767) * [The RP Group – Data is aligned with the four guided pathways pillars](https://rpgroup.org/Portals/0/Documents/Projects/CCC_Guided_Pathways/Transforming_Program_Review_Getting_to_Equity_via_Guided_Pathways_Webinar_October_2020.pdf?ver=2020-10-09-150600-113)  1. Example of incorporating assessment into all campus In-Service professional development: [Crafton Hills College Spring 2022 In-Service](https://www.craftonhills.edu/faculty-and-staff/flex-and-in-service/index.php) 2. Examples of Equity-centered rubric, syllabus redesign for Student Success, especially to use within courses, promoting racial and ethnic equity and equity-minded practice.  * <https://www.hartnell.edu/governance/committees/success/equity_rubric_final.pdf> * <https://web.peralta.edu/de/equity-initiative/equity/> * <https://cue-equitytools.usc.edu/>  1. Example of establishing an Equity Program Office: <https://www.hartnell.edu/students/programs/oep/> 2. Example that promotes the Universal Design for Learning framework: <https://www.cast.org/impact/universal-design-for-learning-udl> 3. Example of work on a Framework for *Racial Equity* *& Social Justice*: <https://www.hartnell.edu/governance/councils/cpc/docs/4_ptf_recommendations.pdf> |
| D. Integrated Planning: Nuventive Tool *(including review of systems/processes, institutional change)* | 1. Improve the campus-wide understanding of why planning is an important component of continuous improvement. 2. Formally integrate the planning process, starting with defining the purpose and goals for each plan and then creating a college-wide planning calendar that includes update/refresh cycles for each plan/activity. 3. Identify a high-level leader and workgroup reporting directly to the President to lead the College-wide integrated planning effort and ensure that everyone’s input is included into the process design from a college-wide perspective. 4. Ensure that the outcomes of each funded activity are clearly stated and then evaluated to provide a closed feedback loop for continuous improvement. 5. Design new integrated processes, ensure college-wide input into the designs, then test the new processes for a while before digitizing the processes into a new automation tool. 6. Encourage more full-time faculty participation in various College planning activities. 7. Develop a comprehensive Professional Development Plan for all employee groups that aligns to strategic goals and initiatives and is updated annually. Conduct an annual PD needs assessment for all employee groups, and update the Plan accordingly. 8. Apply a model for bringing together divergent activities and provide an understanding for the community as to the importance of each activity and its role in the broader college context 9. Evaluate the role of the Classified Professionals in the Participatory Governance Model, and use the findings to ensure inclusive participation of Classified Professionals as well as all the other constituencies. Work with the 4CS and explore models to build leadership with Classified Professionals. | 1. Resources to help communicate the importance of planning:  * [The RP Group: Institutional Renewal in a Guided Pathways Framework: Program Review](https://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2019SSSCMaterials/SSSC19_Presentation_Materials/TransformingInstitutionGuidedPathways/InstitutionalRenewalinaGuidedPathwaysFramework.pdf?ver=2019-10-24-150258-417) * [The RP Group: Re-evaluating Program Review in a Guided Pathways Framework](https://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2019SSSCMaterials/SSSC19_Presentation_Materials/TransformingInstitutionGuidedPathways/InstitutionalRenewalinaGuidedPathwaysFrameworkHandout.pdf?ver=2019-10-24-150257-743)  1. Useful resources available through Society for College and University Planning include:  * [Integrated Planning as an Institutional Manifestation](https://www.scup.org/resource/integrated-planning-as-an-institutional-manifestation/) * [A Guide for Planning for Change](https://www.scup.org/resource/a-guide-to-planning-for-change/)  1. Examples of classified and faculty professional development programs that may be useful include:  * San Bernardino Valley College: <https://depts.valleycollege.edu/professional/committee/> * San Diego Mesa College: <https://www.sdmesa.edu/about-mesa/professional-learning/>  1. Support and training for Classified Professionals: <http://www.ccccs.org/publications/4cs_documents/resource_manual-sm.pdf> 2. Learning Resources for Classified Professionals: <https://cardinalatwork.stanford.edu/engage/ideal-engage/learning-resources> 3. Examples of Consolidated Professional Development Program Plans:  * Orange Coast College: [https://www.claudiamontoya.com/uploads/1/2/2/4/122473797/strategic\_prof\_dev\_plan\_occ\_2019-2022.pdf](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.claudiamontoya.com_uploads_1_2_2_4_122473797_strategic-5Fprof-5Fdev-5Fplan-5Focc-5F2019-2D2022.pdf&d=DwMF-g&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=a0ijhFCfmU1DBHBRRu70FofTeRt1NqOlMkusXnhQ9cw&m=89XKWJUkkwk-j-14El6uE2bq1DFDiniPIzucIPTVGJ4&s=8iI3h98O5uZPGq3JQY9NMUI3R5JzUOWKKr7W0es-uRM&e=) * College of the Canyons: [https://www.canyons.edu/\_resources/documents/administration/pd/COCProfDevProgramPlan2020-21.pdf](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.canyons.edu_-5Fresources_documents_administration_pd_COCProfDevProgramPlan2020-2D21.pdf&d=DwMF-g&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=a0ijhFCfmU1DBHBRRu70FofTeRt1NqOlMkusXnhQ9cw&m=89XKWJUkkwk-j-14El6uE2bq1DFDiniPIzucIPTVGJ4&s=EcFEzjfwKvNVLyoHK0CbqpJpT1GmOdpGRYb-HTlFABQ&e=)  1. Examples of Models for bringing together divergent activities:  * Caring Campus: [http://www.iebcnow.org/wp-content/uploads/2020/12/IEBC-CC\_Guide3-v5.pdf](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.iebcnow.org_wp-2Dcontent_uploads_2020_12_IEBC-2DCC-5FGuide3-2Dv5.pdf&d=DwMF-g&c=fLaMFnpc1iXN3uKNdmpXowaaxaKKXnJ5KtwGqmlStPc&r=a0ijhFCfmU1DBHBRRu70FofTeRt1NqOlMkusXnhQ9cw&m=89XKWJUkkwk-j-14El6uE2bq1DFDiniPIzucIPTVGJ4&s=BNfNJoqSDo4kAn5NoLzZVj5v0bY-zWV8pO4Ib7ymNck&e=) * Bringing a team of faculty, classified professionals and managers to the annual BCSN Network BSili conference: [California Community Colleges' Success Network (3csn.org)](https://3csn.org/)  1. Additional resources for professional development for faculty and staff working in times of crisis:  * <https://www.asccc.org/content/collegiality-and-vigilance-time-crisis> * Faculty training from CVC-OEI: <https://cvc.edu/about-the-oei/>  1. Examples of Classified Senate Models that may be useful include:  * California Community Colleges Classified Senate: <http://www.ccccs.org/> * Chaffey College: <https://www.chaffey.edu/faculty-staff/classified-senate/index.php> * CLIP in the Chabot-Las Positas Community College District: <http://districtazure.clpccd.org/clip/index.php> * Santa Rosa Junior College - Professional Development Pathways: <https://pd.santarosa.edu/professional-development>  1. Example of program to inspire and recognize faculty:  * [https://www.grossmont.edu/why-choose-grossmont/awards/excellence-in teaching.php](https://www.grossmont.edu/why-choose-grossmont/awards/excellence-in%20%20teaching.php) |