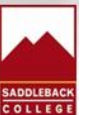# Saddleback College

Strategic Plan Update

Annual Report

1/3/2017

Purpose

The purpose of this report is to synthesize efforts of the college's strategic planning process and communicate to key members of the Planning and Budget Steering Committee. The governance and planning process at the college includes reflection points in activities that are geared toward the strategic plan. To this end, this document serves as a communication vehicle to further guiding, evidence-linking and directing planning activities and decision-making processes at the college as they relate to the strategic plan. Activity updates are divided by the college's four strategic goals:
1. Goal I   Campus Climate
2. Goal II Student Success
3. Goal III Economic and Workforce Development
4. Goal IV Fiscal Resources

Goal I – Campus Climate
Saddleback College will foster an environment characterized by creativity, innovation, respectful interactions, and collaboration.

Objective 1.1 Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.

Action Steps for Objective 1.1

1.1.1 Identify areas of mutual collaboration and gaps in collaboration between Saddleback College and District Services.
1.1.2 Develop recommendations to address gaps in collaboration
1.1.3 Develop recommendations to promote employee relationship building

Summary of Activities for Objective 1.1:
For action step 1.1.1 the Office of Planning, Research and Accreditation (OPRA) has conducted a factor analysis of the District-wide Climate Survey. This survey was created by District Services in order to assess the perceptions of the workplace, campus climate, access to communication and relationships among the two colleges and District Services. Following an item-level summary report compiled by the District Services research office, OPRA conducted a factor analysis of the climate survey that aligned to the district-wide strategic objectives. Using these factors, OPRA identified gaps in collaboration and respect between district services and the college. The highest gap score occurred in the area of understanding resource and processes. At present, Strategic Planning Group I is preparing to present these findings to Consultation Council and PET to gain momentum on 1.1.2, which is to develop recommendations for the college based upon these gaps. Simultaneously, the district is working on an assessment of committee structure and communication among entities such as BARAC, CIC, and DTC. The college hopes to gain more insight from this district-level analysis to inform its next steps in strategic planning.

Progress Check of Objective 1.1:

1.1.1	✓ Complete with evidence
1.1.2	🚶 Work in Progress-will be under review by CC
1.1.3	⏸ On hold per completion of 1.1.2

Related to 1.1.3, Strategic Planning Group I also encouraged college leadership to support the college's Statement of Mutual Respect and Collegial behavior. Managers were presented with the statement of mutual respect at staff management meetings and were instructed to review the statement with department staff as well as post the statement in office areas to ensure that proper protocols are adhered to.

Objective 1.2 Improve district climate in the areas of optimism, commitment, and respectful collaboration.

Action Steps for Objective 1.2

> **1.2.1** Work with District Services and Irvine Valley College to propose a wellness program that emphasizes nutrition, fitness, and a team approach to physical well-being.

Summary of Activities for Objective 1.2:

For action step 1.2.1, there has been difficulty with getting a district-wide committee formed. At present, Strategic Planning Group I indicates that this committee is no longer an option as there will not be resource support from District Services to develop a district-wide wellness committee. Strategic Planning Group I recommends that the college works toward locally developing a wellness program. Strategic Planning Group I will first communicate these stop gaps with PBSC to determine if other ideas for progress in this area can be an option the Strategic Planning Group I.

Progress Check:

1.2.1	⏸ On hold per discussion with PBSC

Objective 1.3 Improve the representative process through active engagement and communication.

Action Steps for Objective 1.3

> **1.3.1** Planning & Budget Steering Committee will deliver an updated governance manual that includes the college decision-making structure and a description of the roles of committee members and collaborative norms.

Summary of Activities for Objective 1.3:

For action step 1.3.1 there was initial difficulty from 2014-2015 in getting momentum on completing an update for the college's Governance and Decision-Making Manual. Since early 2016, OPRA has been working on updating and synthesizing the manual into a more concise document that includes the following areas: roles and responsibilities of decision-making individuals and bodies, planning processes,

planning organization chart, planning timelines, and committee structure of decision-making bodies. During the completion of this project, OPRA not only revised the committee structure, but launched an electronic tracking system to determine faculty member's interests in committees. The data from the committee interest forms were sent to Academic Senate for review and approval. The college also adopted a formalized process for the creation of a new committee. These new processes regarding committee structure and communication practices are outlined in the college's Planning and Governance Manual.

Progress Check:

1.3.1	✓ Complete with evidence

Objective 1.4 Increase professional development that potentiates employees' talents and interests.

Action Steps for Objective 1.4

1.4.1. Develop survey to get employee perceptions on professional development opportunities.
1.4.2 Make online staff development tools (e.g. Lynda.com) available to all Saddleback employees

Summary of Activities for Objective 1.4:
Per action step 1.4.1, the professional development survey instrument was developed to key constituent groups including full-time faculty, part-time faculty, classified staff and administration. The college President worked collaborative with OPRA to compile summary presentations and customized these presentations for each constituent group. For 1.4.2, the Information Technology Department launched Lynda.com to all employees of the college. OPRA who compiled a summary of utilization statistics of Lynda.com for review by Strategic Planning Group I. In addition, the College President articulated his support of both 1.4.1 and 1.4.2 through mass communications to the college's Classified Staff about new funding for various professional development opportunities, and highlighted this alignment with the college's strategic plan.

Progress Check of Objective 1.4:

1.4.1	✓ Complete with evidence
1.4.2	✓ Complete with evidence

Objective 1.5 Improve training for all employees to increase college and district-wide understanding of organizational structure, resources, processes, and procedures.

Action Steps for Objective 1.5

1.5.1 Identify key components of onboarding process and make recommendations for improvement

Summary of Activities for Objectives 1.5:
Per action step 1.5.1, District Services Human Resources has established a workgroup that is working specifically focusing on onboarding process. PBSC will need to understand how to best obtain communications back to the committee from District Services to ensure that we are aware of specific progress to the goals.

Progress Check:

1.5.1	🚶 Work in Progress-under review by PBSC

Goal I – Campus Climate

Summary of Progress on Action Steps for Goal I:

1.1.1	✓ Complete with evidence
1.1.2	🚶 Work in Progress
1.1.3	⏸ On hold per completion of 1.1.2
1.2.1	⏸ On hold per discussion with PBSC
1.3.1	✓ Complete with evidence
1.4.1	✓ Complete with evidence
1.4.2	✓ Complete with evidence
1.5.1	🚶 Work in Progress-under review by PBSC

Recommendations for Outstanding Items (Not In-Progress or Complete):
- 1.1.3 due September of 2016; PBSC should put on agenda before fall 2016
- 1.2.1 due December 2016; discuss resource issue for wellness prog. at Consultation Council
- 1.3.1 needs review by PBSC
- 1.5.1 past due- needs discussion with HR about onboarding support evidence etc.

Goal II – Student Success

Saddleback College will promote students' success by enhancing the teaching and learning environment.

Objective 2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.

Action Steps for Objective 2.1

2.1.1 Perform a comprehensive review of current student needs, capture rates, and achievement gaps from a student perspective for face-to-face and online instruction.
2.1.2 Collaborate with BSI Committee to implement campus-wide strategies related to developmental learning.
2.1.3 Develop and implement a comprehensive follow-up and retention plan for those students who have been identified as "at risk" and/or are on academic probation.
2.1.4 Support the increasing use of accelerated curriculum models for face-to-face and online instruction.
2.1.5 Establish institutional protocols for the use of Early Alert/Progress report.
2.1.6 Implement and evaluate programs of study for undeclared majors.
2.1.7 Institute a shared set of core values, competencies and skills for face-to-face and online instruction, focusing on basic skills pedagogy.
2.1.8 Identify and implement successful instructional models, such as paired courses, supplemental learning, and embedded tutoring for face-to-face and online instruction.
2.1.9 Conduct a feasibility study on incrementally increasing the ratio of full-time faculty to part-time faculty.

Summary of Activities for Objective 2.1:

Per action step 2.1.1, the college has collected some early indicators of student needs. More work is needed in terms of delving into online vs. face-to-face instruction. In the future, OPRA will be analyzing data from Community College Survey of Student engagement (CSSE) to support 2.1.1.   At present, the CCSSE data has been collected at the college and a CCSSE interim summary report has been created by the OPRA office. A full analysis of the CCSSE results will be conducted by OPRA in August 2016. In addition, the OPRA office has participated in data collection for the OEI project which is aimed toward a better understanding of online vs. on-ground success. In addition, the CPR work group surveyed faculty and drafted a plan to address low success rates for basic skills students.

For action step 2.1.2, a great deal of group collaborations have taken place through the college's Student Success Coordinating committee. The following activities support progress toward 2.1.2:

- Research to understand Accelerated English by SSSP researcher
- Research to understand Accelerated Math by OPRA researcher
- Program implementation and research to support the college's supplemental supports for developmental learners using the Refresh Program by Student Success Coordinating Committee
- AVID program implementation and AVID research to help students develop learning strategies
- OPRA has obtained student records of the basic skills cohorts in the Chancellor's Office Scorecard; these data were presented at Flex Week with the BSI Coordinator (Christina Hinkle)
- OPRA has taken the first step of discussing basic skills cohorts through IEPI

- The CPR work group was accepted to be part of "Leading from the Middle", a nine-month statewide institute to learn how to best successfully implement the new CPR basic skills pan for our college

For action step 2.1.3 activities through the Student Success curricular workgroup have been under way. There are many activities that are evolving through coordinated efforts between District Services IT and the SSSP researcher to identify at risk students. The Student Success Coordinating Committee is also continually monitoring placement testing results. In addition, exploratory research has been done to determine if students who are "at risk" may also have non-cognitive factors that differentiate them from other students. The combination of these various efforts for 2.1.3 are best summarized in the college's Student Success Coordinating Committee Update 2015-2016 report.

Action step 2.1.4 has been implemented with sections piloted for acceleration in Math and English. As mentioned previously, the college has done research on the effectiveness of the course sections using the accelerated models and also participates in data reporting through RP Group. Research has been completed for accelerated English and Math by OPRA by the college's researchers. Further, the English department has now offered accelerated English through the English 390 course. Analysis will be performed to consider the completion rates of students in English 390 vs. English 300 and 200 and their succession into English 1A by the SSSP researcher. Accelerated math will first be offered in spring of 2017.

Action step 2.1.5 relates to using institution-wide processes and procedures for using Early Alert reporting. Pilot testing has already taken place with supporting data (see Student Success Coordinating Committee Update). The Strategic Plan focused on completion of the pilot phases to best understand protocols and as such the project is showing great momentum. In addition a progress report campaign will be administered in early spring 2017 to help promote an increased use of this software among faculty. To date, a total of 59 faculty have used progress reports.

Action step 2.1.6 is focused on implementation and evaluation of undeclared majors. The SSSP researcher has supported the college through reporting on undeclared majors. Counseling has created a "Major Event" as part of the college-wide work group. Additional analysis by the SSSP researcher has conducted analyses indicating that these students are also ready to commit to a comprehensive educational plan following participation at this event. The college will hold another "Major Event" in spring 2017, and will host it both in the day and the evening.

Action step 2.1.7 pertains to instituting a shared set of core values, competencies and skills for face-to-face and online instruction that focuses on basic skills pedagogy. The pilot workgroup through EPA has been completed and the Student Success Coordinating Committee has reported on the completion and accomplishments of ePortfolios. The college's participation in "Leading from the Middle" is also intended to guide further development in this area.

Action step 2.1.8 relates to both identification and implementation of successful instructional models such as paired courses, supplemental learning and embedded tutoring for face-to-face and online instruction. The college's Student Success Coordinating Committee has tackled this objective through AVID, accelerated Math, accelerated English, embedded tutoring and activities such as One Book One College. Beginning spring '17 AVID-trained counselors will be staffed in the LRC and counselors will be in place at all area high schools to more effectively transition high school students to college. The college

has conducted several different analyses on the effectiveness of AVID in both in-class outcomes and subsequent student outcomes, such as success and retention.

Progress Check of Objective 2.1:

2.1.1	✔ Complete with evidence – more research is forthcoming
2.1.2	✔ Complete with evidence
2.1.3	✔ Complete with evidence
2.1.4	✔ Complete with evidence
2.1.5	✔ Complete with evidence
2.1.6	✔ Complete with evidence
2.1.7	✔ Complete with evidence
2.1.8	✔ Complete with evidence

Objective 2.2 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.

Action Steps for Objective 2.2

2.2.1 Establish a college-wide Instructional Professional Development Committee that includes faculty, staff Managers and Administrators
2.2.2 Perform a comprehensive college-wide review of existing professional development activities, resources, opportunities, and funding for student success.

Summary of Activities for Objective 2.2:
Per action step 2.2.1, the college has taken steps through the Student Success Coordinating Committee to establish a college-wide professional development program. A professional development report on these accomplishments was provided by the Student Success Coordinating Committee. The college is working toward a faculty-centered approach for more professional development opportunities. Further, under the auspice of the college wide Student Success Committee, a professional development summit will be planned for spring of '17 to bring together college wide leaders from faculty, staff and management to discuss and MAP out professional development opportunities for academic year 2017-2018.

With regard to action step 2.2.2, a variety of discussions have taken place between OPRA and District Services to improve some of the existing surveys to include professional development geared toward student success. Because the college also uses its own home-grown professional development survey, it may be more appropriate to incorporate items pertaining to professional development and student success in this regard. At present, OPRA and Jane Horlings, who spearheads Flex Week for the college, discussed tracking session attendance at various Flex Week events that were specifically associated with

student success. The Flex Week data illustrate that the college has significant increase in the attendance at student success sessions. This is due to the fact that more student success sessions are being offered and more faculty and staff attend these sessions. In addition, there is discussion about using Lynda.com. In the future, a college wide Professional Development Summit will help identify and allow for leaders on campus coordinating professional development identify duplication, rally resources and meet unmet needs and training opportunities for professional development.

Progress Check of Objective 2.2:

2.2.1	✓ Complete with evidence
2.2.2	🏃 Work in Progress

Objective 2.3 Increase opportunities for student engagement inside and outside of the classroom, evidenced by co-curricular participation, student services, and instructional support.

Action Steps for Objective 2.3

2.3.1 Using CCSSE data, perform a comprehensive review of current activities at the college through which significant student engagement takes place.
2.3.2 Develop a plan to embed student support services into face-to-face and online instruction.
2.3.3 Initiate a "Peer-to-Peer Interaction" leadership program and Mentoring Program to be strategically deployed into classroom and out-of-classroom experiences

Summary of Activities for Objective 2.3:
Per action step 2.3.1, the college has made progress toward deploying its first iteration of the CCSSE survey. OPRA has identified the college's progress in its CCSSE interim report. The college has also conducted a preliminary study on the external validity of the benchmarking process for CCSSE as well as a comparison of students who are full-time versus part-time. Presently the college is exploring the use of the CCSSE tool to delve into ways to uncover student services-related offerings that correspond to higher levels of student engagement. A deeper analysis of the CCSSE report will be a primary effort in spring '17 by the Student Success Committee and will be conducted by OPRA. A summary of the report's outcomes will be prepared and shared college wide. This report will help direct future student support activities.

With regard to action steps 2.3.2 and 2.3.3, a variety of discussions have taken place at the Student Success Coordinating Committee with respect to the following areas: Seven Habits of Effective College Students, student mentoring, LRC tutoring, and financial aid mentoring. The college's Online Education Committee (OEC) is also working toward a plan to imbed more student support services for online learning. OPRA is also planning on doing more in-depth experimental research on peer mentoring. Beginning spring '17 two full time AVID counselors will be performing ongoing counseling in the LRC. This designated office space with computer and printer is ready for serving students. To date, just under 60 student mentors have been trained to provide support to students. The college has also hosted three primary mentors programs. Twenty- five Student Success Mentors are working across campus with all students and supporting such programs as: Freshman Advantage, quad sits, classroom visits, high school

visits, counseling walk-ins and providing year-round support for programs such as WOW Week, Family Night and High School Senior Day. Financial Aid Mentors assist the college with regularly scheduled Financial Aid Workshop and high school outreach specifically targeted toward FAFSA and Classe Mentors, who target first-generation college students.

Progress Check of Objective 2.2:

2.3.1	✓ Complete with evidence –more research is forthcoming
2.3.2	🚧 Work in Progress
2.3.3	🚧 Work in Progress

Goal II – Student Success

Summary of Progress on Action Steps for Goal II:

2.1.1	✓ Complete with evidence – more research is forthcoming
2.1.2	✓ Complete with evidence
2.1.3	✓ Complete with evidence
2.1.4	✓ Complete with evidence
2.1.5	✓ Complete with evidence
2.1.6	✓ Complete with evidence
2.1.7	✓ Complete with evidence
2.1.8	✓ Complete with evidence
2.2.1	✓ Complete with evidence
2.2.2	🚧 Work in Progress
2.3.1	✓ Complete with evidence-more research is forthcoming
2.3.2	🚧 Work in Progress
2.3.3	🚧 Work in Progress

Recommendations for Outstanding Items (Not In-Progress or Complete):
- 2.1.1 should be further pursued for a deeper analysis of CCSSE outcomes
- 2.1.2 OPRA will continue to analyze BSI cohorts and will present at Flex Week with BSI coordinator

- 2.3.2 & 2.3.3 gather more evidence of planning steps; due February 2017

Goal III – Economic and Workforce Development

Saddleback College will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

Objective 3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.

Action Steps for Objective 3.1

3.1.1 Complete and approve EWD plan and structure
3.1.2 Identify College EWD leadership who will be tasked to implement the plan
3.1.3 Create EWD Advisory Committee
3.1.4 Identify business entities and regional educational institutions to participate in EWD.
3.1.5 Identify or develop partnership models to be used in formalization of collaborations
3.1.6 Develop a semi-annual business advisory roundtable event in order to develop a college and regional focus for EWD
3.1.7 Work with EILC to offer entrepreneurship services to more community businesses and start-ups. Support the development of the EILC by expanding current efforts to address entrepreneurship in all CTE programs and infuse focus and awareness of small business issues throughout the curriculum.
3.1.8 Develop the Entrepreneurship and Innovation Learning Center (EILC) as a small business hub in south Orange County with the EILC as the base of activities. (Currently all of Orange County's small business assistance services are housed in Santa Ana and north.)

Summary of Activities for Objective 3.1:

For action step 3.1.1. the college has gone through significant changes in its staffing for Economic and Workforce Development that have created positive changes, including the development and approval of a new EWD Plan.   Because of staffing changes, the college has successfully identified the key leaders in accomplishing the EWD Plan (3.1.2).

For action step 3.1.3 the completion of the advisory committee is ongoing and in progress.

With regard to action step 3.1.4, which pertains to identifying entities and regional educational institutions a lot of activities have been completed. The new EWD Director has identified several entities using a market forecast data on promising partnerships.   There are currently 8 strategic partnerships, as well as business/industry partners in manufacturing, healthcare, hospitality, and OCBC, SOCEC, area Chambers of Commerce, City Managers. Secured partnerships with a reach to over 500 employees. Contracts estimated worth of over $40k; sub-agreements worth $60k; awarded two grants in pre apprenticeship $500k; and WIOA grant for young adult career program $1.5 MI. Outreach to 11 city managers, and chamber of commerce.

Examples of these partnerships include:

- [South Orange County Community College and San Bernardino Sub-Agreement](#)
- [South Orange County CCD-Saddleback College California Apprenticeship Initiative](#)
- [El Camino College Employment Training Panel (ETP)](#)

In terms of action step 3.1.5, many of the partnerships listed in 3.1.4 are part of the business models used for formalized collaborations. In addition, the [collaboration between Saddleback and the OC Sailing Event Center in South Orange County](#) is another exemplar of a strategic partnership model.

With respect to action step 3.1.6, the EWD team is still in the process of trying to locate any existing models for annual events. The EWD Director will need to both locate and review any existing manuals or models and update them.

Action step 3.1.7 refers to working with the EILC to offer entrepreneurship services and more community business and start-ups. The EWD Director present the concept of the college's incubator project. There is further discussion with the city of Mission Viejo to operate a business incubator. Even further, the One-Stop Center (if approved) could offer services to business and entrepreneurs and operate from a singular location. It should be noted that the method of assessment for this action item revers to "number of offering and CTE faculty involved in professional development activities related to experiential learning and integration of work experiences." It is recommended that Strategic Planning Group III members convene and discuss whether or not this method of assessment aligns with the objective. Action step 3.1.8 is similarly phrased to 3.1.7—the team may want to refine these action items.

Progress Check of Objective 3.1:

3.1.1	✓ Complete with evidence
3.1.2	✓ Complete
3.1.3	🚶 Work in Progress
3.1.4	✓ Complete with evidence
3.1.5	✓ Complete with evidence
3.1.6	🚶 Work in Progress
3.1.7	🚶 Work in Progress
3.1.8	🚶 Work in Progress

Objective 3.2 Improve alignment between workforce development offerings and regional job opportunities.

Action Steps for Objective 3.2

3.2.1 Identify workforce development offerings in the region, regional job opportunities, and job opportunities that are not being met.
3.2.2 Identify workforce development needs based on labor market data and including State priority sectors and other industry areas.
3.2.3 Catalog workforce development offerings, including educational collaborations and partnerships.

3.2.4 Inventory all CTE programs and certificates to determine: • Number of programs/completers in target occupations • Number of programs /completers in OC priority, emergent, and cross-cutting sectors • Whether articulated courses offered in the high schools and ROPs are part of structured certificate or degree programs	
3.2.5 Study and propose alternatives for aligning courses and programs from different divisions to improve efficiency and student success of CTE programs.	
3.2.6 Develop a proposed pipeline of programs and/or certificates in target occupations or priority/emergent/crosscutting sectors.	

Summary of Activities for Objective 3.2:

Per action step 3.2.1, the director has identified workforce needs in accounting, manufacturing, healthcare information technology, and hospitality. The Director is focused on delivering customized training, and communicating open job opportunities to faculty and sharing with Career placement officer.

For action step 3.2.2, the data that the EWD Director has provided to the Vice President of Instruction on the economic vitality of programs fulfill this objective. The analysis has been given to curriculum teams as well.

With action step 3.2.3, the inventory of programs is still in progress. Action step 3.2.4 is also still in progress. Data is needed to clearly identify 1) number of programs/completers in target occupations; 2) number of programs /completers in OC priority, emergent, and cross-cutting sectors; 3) whether articulated courses offered in the high schools and ROPs are part of structured certificate or degree programs.

Action step 3.2.5 refers to studying and proposing alternatives for aligning courses and programs from different divisions to improve efficiency and student success of CTE programs. For this action step, initial discussions have started.

3.2.6 refers to developing a proposed pipeline of program and/or certificate programs in target occupations. There will be grants to help the pipeline of students in the following industry sectors: Advanced Manufacturing and Health Information Technology.

Progress Check of Objective 3.2:

3.2.1	✓ Complete with evidence
3.2.2	✓ Complete
3.2.3	🚧 Work in Progress
3.2.4	🚧 Work in Progress
3.2.5	🚧 Work in Progress
3.2.6	🚧 Work in Progress

Objective 3.3 Establish a training/education delivery structure (infrastructure) that will work in collaboration with industry to identify training needs, develop customized curriculum, and provide workforce training that is current, relevant and future oriented for at least one State sector.

Action Steps for Objective 3.3

3.3.1 As part of the economic and workforce development plan based on the findings of external scans and analysis of existing and future resources, propose a College EWD infrastructure for training/education delivery for workforce development.
3.3.2 Develop a dialog among College constituencies or stakeholders on ideal program mix and feasible program mix.
3.3.3 Develop a 5-year business plan for a development of a sustainable, self-supporting, revenue-generating Contract Education program.
3.3.4 Initiate changes in curriculum development processes to shorten response time for creating new programs or modifying existing ones. Research, plan, and implement a process whereby Tech Review is held more than once a year.
3.3.5 Provide professional development for instructors on supporting experiential learning; and increase work experiences integrated into CTE programs.

Summary of Activities for Objective 3.3:

Per action step 3.3.1, the education training delivery program ETP sub-agreement with Camino College is in progress. Meanwhile, action step 3.3.2 refers to developing dialogue for ideal program and feasible program mix. It is important for the college to document this dialogue and evidence of progress.

For action step 3.3.4, the EWD office has taken large strides to be part of changes in curriculum development process. The office has adopted a 24-hour response policy to curriculum requests such as program demand or vitality analyses. In addition, the demand analyses are fully data-driven by economic factors. Examples of the communication with the curriculum team include responses by email. Program revision data has been provided, for example, to the Rapid Digital Manufacturing program.

For action step 3.3.5, the EWD Dean and Director are including professional development in Perkins. They are also in the process of creating externship opportunities for faculty.

Progress Check of Objective 3.3:

3.3.1	Work in Progress
3.3.2	Work in Progress
3.3.3	Work in Progress
3.3.4	✓ Complete
3.3.5	Work in Progress

Objective 3.4 Improve the college collaborative work experience programs by developing employer partnerships and increasing placements of Saddleback students in internships.

Action Steps for Objective 3.4

3.4.1 Identify and assemble a list of current CWE partners
3.4.2 Expand Gaucho Jobs to be used as a one-stop shop for business contacts, employers, career/job events, and job and internship postings.
3.4.3 Provide professional development to all faculty to create awareness of their roles in the career development process.
3.4.4 Develop and implement an information dissemination plan to reach employers (non-partners, partners and future partners) with the goal of engaging them in provision of internships for Saddleback students.

Summary of Activities for 3.4:

For action step 3.4.1, the director has identified CWE partners. The college has also compiled a list of contract educational partners, both within industry and through customized training offered at other educational institutions. With action step 3.4.2, the EWD Director and Dean are in the process of outlining a plan and strategy for expanding Gaucho Jobs to be used as a one-stop shop for career exploration, events, etc. The EWD Department has also launched a career fair for students and conducted a survey to explore the effectiveness of this career fair for students and employers.

With action step 3.4.3, the college has included professional development funds via Perkins. The EWD team may want to partner with OPRA to conduct a survey to assess awareness of roles in the career development process.

For action item 3.4.4, the plan is in progress.

Progress Check of Objective 3.4:

3.4.1	✓ Complete –Need Evidence
3.4.2	🚧 Work in Progress
3.4.3	🚧 Work in Progress

Goal III – Economic and Workforce Development

Summary of Progress on Action Steps for Goal III:

3.1.1	✓ Complete with evidence
3.1.2	✓ Complete
3.1.3	🚧 Work in Progress
3.1.4	✓ Complete with evidence
3.1.5	✓ Complete with evidence
3.1.6	🚧 Work in Progress
3.1.7	🚧 Work in Progress
3.1.8	🚧 Work in Progress
3.2.1	✓ Complete with evidence
3.2.2	✓ Complete
3.2.3	🚧 Work in Progress
3.2.4	🚧 Work in Progress
3.2.5	🚧 Work in Progress
3.2.6	🚧 Work in Progress
3.3.1	🚧 Work in Progress
3.3.2	🚧 Work in Progress
3.3.3	🚧 Work in Progress
3.3.4	✓ Complete
3.3.5	🚧 Work in Progress
3.4.1	🚧 Work in Progress
3.4.2	🚧 Work in Progress
3.4.3	🚧 Work in Progress

Recommendations for Outstanding Items (Not In-Progress or Complete):
- 3.1.7 is an "ongoing" item; may want to consider ongoing activities as outside of strat plan
- 3.1.8 is an "ongoing" item; may want to consider ongoing activities as outside of strat plan
- 3.2.5 due Spring 2016; more evidence will be forthcoming

Goal IV – Fiscal Resources

Saddleback College will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Objective 4.1 Systematically assess the effectiveness of planning and resource allocation district-wide.

Action Steps for Objective 4.1

4.1.1 Refine the college process to ensure verified and consistent data and verifiable assessment outcomes are used to substantiate resource allocation.
4.1.2 Assess the college's views of the resource allocation processes, District-wide.

Summary of Activities for Objective 4.1:

Per action step 4.1.1, the Vice President of Instruction and OPRA coordinated a survey to determine the extent to which resource allocations incorporate assessment data into the allocation process. The results of the resource allocation data assessment survey illustrate that while 80% of respondents cited using data as part of the allocation process, more than 50% expressed interest in professional development opportunities related to use of data to inform resource allocations. Moreover, the college also added a prompt to its resource allocation template to determine the extent to which prior resources requested resulted in improved outcomes at the college.

Per action step 4.1.2, the same survey mentioned above addressed the college's views of the resource allocation process. However, these views were not District-wide, per 4.1.2. At the District-wide Planning Council (DWPC) retreat 4.1 was discussed among individuals attending. For the District-wide perspective, the council used items on a factor analysis to examine 4.1. These data were presented in the research directors' update on the district-wide strategic plan to the planning council.

Progress Check of Objective 4.1:

4.1.1	✓ Complete
4.1.2	✓ Complete

Objective 4.2 Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.

Action Steps for Objective 4.2

4.2.1 District Services, with college input, will assess, revise, document, and implement District-wide business processes (e.g. HR, Fiscal, Purchasing, Contracts) with a goal of efficiency, effectiveness, and responsiveness.
4.2.2 The College will assess, revise, document, and utilize college processes to ensure compatibility with, and feed into, new district processes, with the goal of efficiency, effectiveness, and responsiveness.

Summary of Activities for Objective 4.2:

For action step 4.2.1, the college has taken steps to assess and document District-wide business processes with a goal of efficiency, effectiveness and responsiveness by participating in multiple operationally-based Business Process Analyses (BPAs) a number of district functions. District Services has posted the documentation of these BPAs (e.g., Data Warehouse, SHERPA) on their Sharepoint site and many BPAs have resulted in operational revisions and discussions. Strategic Planning Group IV has indicated that completion of 4.2.2 is contingent upon fully realizing and completing 4.2.1. The college has also created a new administrative manual for business processes. External consultants have reviewed college processes and have identified a need to develop end-to-end business process documentation. This work is ongoing at the district level.

Progress Check of Objective 4.2:

4.2.1	⚒ Work in Progress
4.2.2	⚒ Work in Progress at college and district level

Objective 4.3 Develop and initiate multi-year financial planning.

Action Steps for Objective 4.3

4.3.1 Develop and implement a college comprehensive multi-year Enrollment Management Plan to include all aspects of Instruction and Student Services.
4.3.2 Support District Service in the development of and adopt a district-wide multi-year revenue and expenditure budget planning tool.
4.3.3.a Research appropriate ratios of salaries and benefits by area (Instruction, Student Services, Administrative Services).
4.3.3.b Benchmark percentage of salary and benefits in Instruction, Student Services, and Administrative Services.
4.3.3.c Set target percentage of salary and benefits for each Office of Instruction, Student Services, and Administrative Services.
4.3.3.d Achieve previously set targets for percentage of salary and benefits for each Office of Instruction, Student Services, and Administrative Services.
4.3.4 Develop a culture of philanthropy as evidenced by a doubling of overall donations by the end of the college's strategic planning cycle (six years; ending in 2019).

Summary of Activities for Objective 4.3:

Per action step 4.3.1 the college has developed and implemented a comprehensive multi-year Enrollment management plan. With action step 4.3.2, the college has developed an excel tool. A new budgeting software, Tidemark, has recently been adopted, and the college plans to use TideMark for multi-year budget planning after this functionality becomes available. Currently the multi-year forecasting feature in Tidemark has been configured and is being tested for implementation.

For action steps 4.3.3 a-d, these activities have not fully begun. Two years of data have been identified and will be disaggregated by area to facilitate analysis. Members of Strategic Planning Group IV have

indicated that it may be more difficult to get the granularity of data required for benchmarking to other colleges. Depending upon the level of granularity expected, strategic planning group IV may want to consider using IPEDS data, as some initial work has been done in the realm of looking at ratios of students to administrators.

For objective 4.3.4, the college's Foundation office has had an expansion of human capital, which has also resulted in marked success in the last three years. Between FY13 to FY16, the foundation's fundraising growth illustrates the following:

• Assets have grown from $4,952,376 to $11,072,491 (up 123%)
• Endowments have grown from $3,063,457 to $8,297,204 (up 170%)
• Scholarships have grown from $232,000 to $793,719 (up 241%)
• Revenues have grown from $1,769,803 to $3,573,648 (up 105%)
• Gross proceeds for the Gala have risen from$65,000 to $162,000 and net proceeds from $27,642 to $106,000

Progress Check of Objective 4.3:

4.3.1	✓ Complete
4.3.2	✓ Complete for the year/But ongoing
4.3.3 a- 4.3.3d	🚧 Work in Progress
4.3.4	✓ Complete for the year/But ongoing until 2019

Goal IV – Fiscal Resources

Summary of Progress on Action Steps for Goal IV:

4.1.1	✓ Complete
4.1.2	✓ Complete/But ongoing
4.2.1	✓ Complete/But ongoing
4.2.2	🚧 Work in Progress
4.3.1	✓ Complete
4.3.2	✓ Complete/But ongoing
4.3.3 a- 4.3.3d	🚧 Work in Progress
4.3.4	✓ Complete for the year/But ongoing until 2019

Recommendations for Outstanding Items (Not In-Progress or Complete):
- 4.2.2 due June 2018; consider interim progress points
- 4.3.3a-4.3.3d much of this is due around June 2017; needs feasibility analysis
- 4.3.4 to consider mid-point accomplishments to track to goal

Summary of District-wide Achievements:
Saddleback College Strategic Plan Update

Scorecard of Saddleback College Strategic Plan Progress: District-wide KPI's

Goal I: Campus Climate

Foster an environment characterized by creativity, innovation, respectful interactions, and collaboration

Objectives	Target	Current
Innovation*	>2.50	2.69
Improve Climate*	>2.50	2.69
Improve Communication*	>2.50	2.75

*= Scores on SOCCCD Climate Survey

Goal II: Student Success

Promote students' success by enhancing the teaching and learning environment.

Objectives	Target	Current
SPAR	58.1%	59.0%
Professional development*	>2.50	2.80
CCSSE survey of engagement	Set baseline	Researching

Mission, Vision, Values

Goal III: Economic/ Workforce Development

Advance economic and workforce development through regional partnerships and industry and by strengthening CTE.

Objectives	Target	Current
Partnership List	Create	Created
Align workforce development with jobs	Above ISS‡	89% above ISS
Improve Communication*	>2.50	2.75

‡ = Institution-set Standard Placement Rate

Goal IV: Financial Resources & Effectiveness

Strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Objectives	Target	Current
Planning and resource effectiveness*	> 2.50	2.52
Process analysis (BPA)*	>2.50	2.62
Multi-year planning model	Develop	Completed Excel-based model

Core Planning Values at Saddleback College:

- Currently focusing on achievement of action steps
- Adopt district-wide KPI's
- Once activities are completed, teams discuss development of additional KPI's
- Focus on mapping of evidence to support activities and to improve outcomes
  - the outcome or the way it is measured
- Acknowledges district-wide iterative assessment KPI's during planning cycles
- Discussion through integrated planning teams will improve process of adopting college KPI's
- Striving for elevation of outcomes, quality of assessments, as well as target and "reach" goals