



June 10, 2016

To President Tod Burnett and the Saddleback College Community:

Thank you students, faculty, staff and management for the invaluable support you put toward student success this past academic year. At Saddleback there is no action too big nor too small that doesn't contribute to student success. Whether you greet a student with a smile, stayed after class to work with a student, helped a student get off probation, shook students' hands at graduation, or simply learned a student's name, we commend you for fostering an environment of Student Success.

The Saddleback College Student Success Coordinating Committee is a college-wide movement. The committee meets once a month and hosts several active Work Groups that meet regularly; some even meet weekly. The following is a summary of each of the Work Groups' outcomes and recommendations for the future. We are particularly proud of the coalition of management, faculty, staff, and students who have united their efforts toward our common goal of student success. In particular, some of the accomplishments of the college-wide Student Success Coordinating Committee this past year include: One Book, One College, Refresh, AVID for Higher Learning, Week of Workshops, Freshman Advantage, Progress Report, and college-wide discussions around accelerated and cohort learning models through our CPR Work Group (Completion, Persistence and Retention).

A special "thanks," to all the members who served on the committee, as well as the many Work Groups. Their leadership and hard work have inspired others to join our student success movement, and we applaud them for their continued support and devotion. We look forward to another transformational year of student success. Together, we can – and we will – enrich the learning experience for all students and the community. For these reasons among others, Saddleback College is the "first choice" of students seeking a dynamic, innovative, and student-centered education.

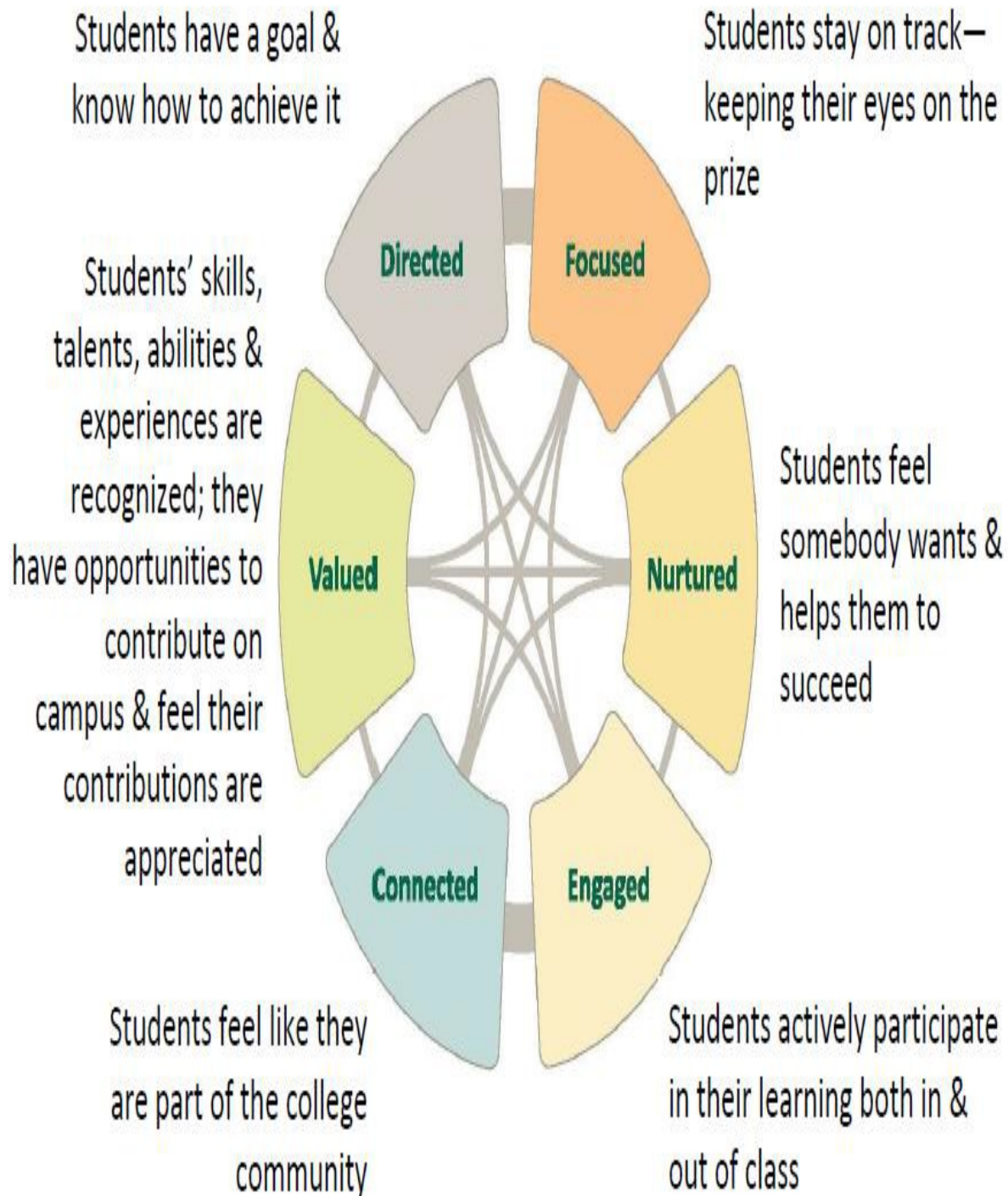
*Bruce Gilman*  
Bruce Gilman,  
English Professor  
Student Success Co-Chairs

*Penny Skaff*  
Penny Skaff,  
SSSP Coordinator/Counseling Faculty  
Student Success Co-Chairs

## 2015- 2016 Student Success Coordinating Committee Members

<p><b>Faculty</b></p> <p>Anne Lawson Shannon Alfaro Janet Bagwell Sarah Chang Brenda Plascencia Carrizo Claire Cesareo Barbara Cox Mariana DeSaracho Michelle Duffy Michael Engels Monica Friedrich Renee Garcia Carrie Goulding Katherine Hayter Jennifer Higginson Safiah Mamoon Maria Mayenzet Janet Miller Jake Munns Brett Myhren Terrence Nelson Sharon Nussenbaum Heidi Ochoa Veronica Obermeyer Larry Perez Efren Rangel Irene Renault Rachel Ridnor Patrick Quiqley Emily Quinlan Brock Shermerhorn Jonathan Stephens</p>	<p><b>Classified Staff</b></p> <p>Darren England David Gould Martin Gerlie Jeltema Erin Long Emily Maynard Judy Perez Mike Sauter Valerie Senior Shouka Torabi</p> <p><b>Students</b></p> <p>Jessica Hernandez Madeline Hernandez Paola Medina Mariana Moreno Daisy Moreno Diana Perez</p> <p><b>Management</b></p> <p>Marina Aminy Juan Avalos Estella Castillo-Garrison Audra DiPadova Jim Gaston Georgina Guy Carol Hilton Christina Hinkle Leslie Humphrey-Quirk Jennie McCue Christopher McDonald Kevin O'Connor</p>	<p><b>Student Success Coordinating Committee Work Groups</b></p> <ul style="list-style-type: none"> <li>• 7 Habits of Highly Effective College Students Student Success Calendar</li> <li>• A “Major” Event</li> <li>• AVID (Advancement Via Individual Determination) for Higher Education</li> <li>• One Book, One College (OB1C)</li> <li>• e-Portfolio</li> <li>• College Tip of the Week</li> <li>• College Pride Tuesdays</li> <li>• College Website</li> <li>• College wide Student Success Mentors</li> <li>• New Online COMEVO Orientations/Advisement</li> <li>• Common Assessment Initiative</li> <li>• Progress Report/Early Alert</li> <li>• Freshman Advantage Fridays</li> <li>• Professional Development</li> <li>• Week of Workshops (WOW)</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Additional college-wide state categorical programs supporting student success include:</p> <ul style="list-style-type: none"> <li>• SSSP Student Success &amp; Support Programs</li> <li>• SEP (Student Equity Plan)</li> <li>• BSI (Basic Skills Initiative)</li> </ul> </div>
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# Six Success Factors



## Student Success Year at a Glance through the lens of the RP Group's Six Factors for Success

The RP Group reviewed leading studies on effective support practices and interviewed both practitioners and researchers to identify “six success factors” that contribute to students’ achievement. Efforts of the Student Success Coordinating Committee are intended to support these six factors.

<b>Directed</b>	<p>Required core Student Success services: orientation, assessment, advisement, comprehensive educational plan. MAP workshops</p> <p>AVID for Higher Learning                      Progress Report</p> <p>Freshman Advantage                      Accelerated Curriculum</p> <p>Completion, Persistence and Retention (CPR)</p>
<b>Focused</b>	<p>MAP Workshops                      A Major Event</p> <p>Week of Workshops (WOW)</p> <p>Student Success Common Funding Application</p> <p>How to find A Major Workshops</p> <p>New look for college website</p> <p>New student success focused design for college website</p>
<b>Nurtured</b>	<p>In-person advisement through Freshman Advantage</p> <p>Advantage for Adult Learners</p> <p>Refresh</p> <p>Tip of the Week</p> <p>Talk Before You Drop Campaign</p>
<b>Engaged</b>	<p>AVID for Higher Learning</p> <p>7 Habits</p> <p>Student Success Mentors (Ambassadors, SSSP Mentors, Financial Aid Mentors, CLASE Mentors)</p> <p>Freshman Advantage</p>
<b>Connected</b>	<p>College Pride Tuesdays</p> <p>7 Habits</p> <p>Student Success Mentors</p> <p>Employee name badges</p> <p>One Book, One College</p>
<b>Valued</b>	<p>ePortfolio</p> <p>Professional Development Opportunities</p> <p>Institute for Teaching &amp; Learning</p> <p>Student Success Summit</p>

## Evidence to Support Strategic Plan & Activity Coalitions

Student Success activity must be connected back to the college-wide Strategic Plan Goal Two: Student Success

Objective	Group Collaborations	Funding Source
2.1.2 Collaborate with BSI Committee to implement campus-wide strategies related to developmental learning.	Refresh Accelerated English AVID Practicum WOW SEP CPR Work Group A Major Event Online Advisement	SSSP SEP General Fund BSI
2.1.3 Develop and implement a comprehensive follow-up and retention plan for those who have been identified as “at risk” and/or are on academic probation.	LRC Tutoring Early Alert Counseling 161 A Counseling 100 (preventative) AVID Probation Workshops	SSSP General Fund General Fund BSI
2.1.4 Support the increasing use of accelerated curriculum models for face to face and online instruction.	Accelerated English (Liberal Arts) Math Embedded Tutoring Increased Counseling Community of Practice (CAP)	BSI Office of Instruction
2.1.5 Establish institutional protocols for the use of early alert.	Academic Probation Workshops Progress Report Counseling AVID	SSSP SSSP
2.1.6 Implement and evaluate programs of student of study for undeclared majors.	A Major Event Division Outreach AVID Counseling 1, 100, 140 & 160	General Fund SSSP
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.	e-Portfolios CPR AVID One Book, One College	No cost SEP General Fund
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.	WOW Embedded Tutoring One Book, One College AVID Acceleration	SSSP SEP/BSI General Fund

	Objective	Group Collaborations	Funding Source
	2.2.1 Establish a college-wide Instructional Professional Development Committee that includes faculty, staff, Managers and administrators.	Faculty Center for Student Success Institute for Teaching & Learning Student Success Coordinating Committee AVID for Higher Learning Academic Senate	General Fund
	2.2.2 Perform a comprehensive College-wide review of existing PD activities, resources, opportunities and funding for student success.	College-wide Professional Development Committee Institute for Teaching & Learning	General Fund Faculty and Staff Development SSSP SEP
	2.3.1 Using the data from the CESSE report, perform a comprehensive review of current activities at the college through which significant student engagement takes place.	7 Habits AVID for Higher Learning One Book, One College ePortfolios	SEP  General Fund No costs
	2.3.2 Develop a plan to embed student support services into face-to-face and online instruction.	7 Habits LRC Counseling Avid	SEP General Fund SSSP SSSP
	2.3.3 Initiate a "Peer-to-Peer interaction" leadership program and mentoring program.	7 Habits Leadership LAB  Student Ambassadors  Financial Aid Student Mentors CLASE (Chicano-Latino-Access-Success-Empowerment) Student Success Mentors AVID Mentors	ASG SEP SEP/General Fund SEP SEP SSSP SEP

## AVID for Higher Education Work Group

### 1. Purpose

In the second year of this grant from the Dell Foundation, AVID for Higher Education's focus at Saddleback remained twofold: 1) to provide high level curriculum, plus academic and personal support to a cohort of Pell Grant eligible, first-time college students, with the ultimate goal of improving student persistence and retention; and 2) to increase professional development opportunities for faculty and staff to learn AVID pedagogy and student support methodology.

### 2. Membership/roles

The AVID Campus Leadership Team, which includes Mariana DeSaracho and Mike Engels from Counseling, Emily Quinlan from Business, Michelle Duffy from Reading, and Bruce Gilman from English, met weekly to plan the implementation and expansion of AVID across campus. Mike and Mariana refined the AVID sections of Counseling 140 and created the AVID Sophomore Experience; Marianna redesigned the AVID website and brochure; Emily coordinated special events, recruited content area faculty, and orchestrated CTE and Business innovation; Michelle taught the Academic Reading Practicum for a second consecutive year and shared liaison duties with Bruce.

### 3. Accomplishments

AVID's 2015-16 efforts addressed Instruction and Professional Development.

#### Instruction

- Over 70 sections of courses that feature AVID pedagogy are now listed in the AVID for Higher Education tab of the Saddleback College schedule.
- A second cohort of 93 Pell Grant eligible, first-time freshmen was recruited for Counseling 140 during Fall 2015 semester.
- Counseling 140 curriculum emphasized increased student support, including participation in the Tutoring Program at the LRC, Library research tutorials, and personal counseling.
- 158 individual counseling appointments were provided for AVID Counseling 140 students; the average number of counseling visits per student equaled 1.7.
- Over 170 peer tutor/mentors were trained as Socratic tutors at the Learning Resource Center by AVID consultants.
- The first **AVID College Completion Project Report** was issued in February 2016. Using student surveys and college statistical data, the report, which was compiled for by Gibson Consulting, revealed the makeup of the cohort and several promising trends as a result of the initial semester's instruction and support.

#### Fall 2014 AVID Cohort Statistical Data

Counseling 140 cohort = 114 students

Mean Age of AVID Cohort Students = 20

Gender: Female 49%, Male 51%

Race and Ethnicity: 36% White, 40% Hispanic, 20% Asian/American Indian, 4% Other

Family background: 53% did not attend college, 22% attended but did not graduate



### **Fall 2014 AVID Cohort Skills and Confidence Levels (Student Survey)**

Course will help me be more successful in college	98%
Course has made me a more confident college student	97%
Course has helped me become a better problem solver	87%
Course has made me think more critically about issues	87%
Course has made me less anxious about taking exams	80%
Course has helped me plan better to graduate on time	97%

### **Fall 2014 AVID Cohort Retention and Persistence Rates**

Fall 2014 to Spring 2015	85.8%
Fall 2014 to Fall 2015	73.5%

- AVID's "Second Year Experience" hosted two initial events during Spring semester. Student leaders facilitated in-depth discussions that addressed the academic and personal needs of continuing students.
- AVID methodology is now featured in several sections of Counseling 100 at local feeder high schools.
- AVID was a featured participant in the Business Department's inaugural Junior Academy of Entrepreneurship, which attracted several hundred student participants from area schools.

### **Professional Development**

- Through Spring 2016, over 260 faculty, staff, and administrators have attended Professional Development Weeks events.
- Over 500 faculty, staff, and administrators have participated in AVID professional development events during Fall and Spring semesters.
- The AVID Practicum, supported for a second year by a grant from the Basic Skills Initiative, enrolled 25 different teachers from across the disciplines each semester. In Fall 2015, the Practicum emphasized reading and writing pedagogy; in Spring 2016, inquiry/critical thinking was the focus.
- A total of 87 instructors have now participated in the AVID Practicum.
- 9 Saddleback faculty attended the AVID Summer Institute in August 2015.
- Jonathan Brown, AVID specialist, conducted planning and training sessions at Saddleback throughout the year. Brown was featured at Practicum sessions, and also trained students in Socratic tutoring methods at the LRC.
- Joe Cuseo, nationally recognized student success expert and AVID associate, appeared twice on campus during the Spring semester. In March, Cuseo lead a discussion of our college's educational aspirations with deans, administrators, and the ACLT. In March and May, he facilitated workshops concerning pedagogy and counseling.

### **4. Vision for the future**

In April, AHE Director Betty Krohn invited Saddleback College to apply for status as an AVID National Demonstration Site. To accomplish that task, a year's preparation and "scaling up" will be necessary, in order to ensure that Saddleback's program meets the AHE standards of five core "essentials":

- Campus leadership actively supports and participates in the implementation of AVID *for* Higher Education.
- The AVID Campus Team works collaboratively to develop, implement, and sustain AVID *for* Higher Education.
- The AVID Campus Plan includes on- and off- campus AVID for Higher Education planning as well as faculty development and professional learning experiences.
- AVID *for* Higher Education students receive support through the AVID Seminar and other curricular and co-curricular experiences that continue through graduation or program completion.
- AVID *for* Higher Education campuses participate in the evaluation of AHE through data collection and related research.



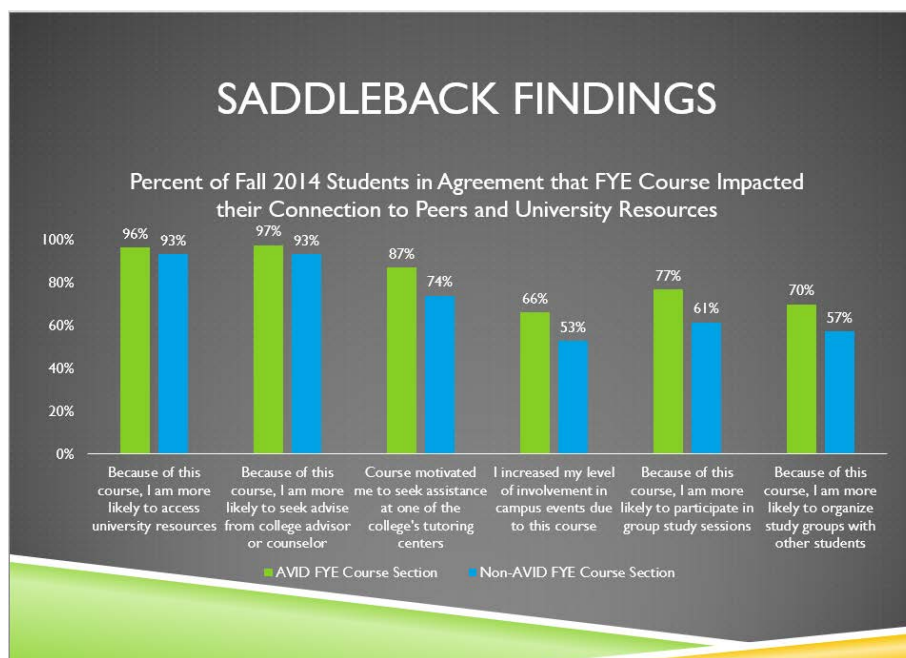
The campus leadership team has begun the initial steps necessary to realize these essentials. In Fall 2016, the team will expand its membership to include an academic dean and a student support administrator.

Recognizing its growing potential to contribute to professional development across campus, in 2016-17 AVID will participate in Saddleback’s new Basic Skills “Level Up” Grant and in the reconfigured Institute for Teaching and Learning.

## 5. Recommendations

AVID for Higher Education must now plan to sustain its work beyond the limitations of its three-year Dell Grant. Achieving the status of a National Demonstration Site will ensure a lasting presence for AVID at Saddleback. But because AVID is one of several agencies for student success and professional development on campus, the Student Success Committee can help not only AVID’s efforts but all PD programs.

### First-Year AVID Findings



## Completion, Persistence, and Retention (CPR) Work Group

### 1. Purpose

As part of its oversight of Objective 2.1 of the Saddleback College Strategic Plan (“Increase student completion rates...while preserving access, enhancing quality, and closing achievement gaps”), the Instructional co-chair of Student Success committee was charged with creating a “curricular exploration Work Group.”

In March 2015, that group convened to address the state of literacy at the college and, following the mandate of the Strategic Plan, to create 3 comprehensive plans addressing the needs of Basic Skills students, probationary/at risk students, and undeclared majors.

### 2. Membership/roles

Bruce Gilman served as chair of the Literacy Work Group. Members included Catherine Hayter, Janet Bagwell, Jacob Williams, Jeff Vogel, Penelope Skaff, Christina Hinkle, Sharon Nussenbaum, Jeanne Smith, Estella Castillo-Garrison, Carrie Goulding, Renee Garcia, and Judy Perez.

### 3. Accomplishments

#### Assessment of Saddleback Literacy

After reviewing national, state, and regional research and standards for literacy, the Work Group created the “Student Success Literacy Survey” to administer to Saddleback faculty during Professional Development Week in August. The survey documented instructors’ perceptions of the “skills that are necessary” and the “skills that are challenging” for our students. Specific skills suggested in the poll included critical thinking, reading comprehension, academic writing, quantitative analysis, vocabulary, and sentence structure and grammar. The poll also asked teachers to describe the types of assignments given in their courses to improve essential learning capabilities.

A total of 172 faculty responded to the survey, indicating by a significant margin that critical thinking and reading comprehension are the most “necessary” skills and also the most “challenging” skills for Saddleback students. These results reinforced the group’s conviction that any progress in student success at our college will depend on increased efforts to improve these essential skills – efforts that must be coordinated through instruction and student support services. In November 2015, the newly renamed “Completion, Persistence, and Retention Work Group” issued its observations concerning the status of Basic Skills at our college.

### 4. Vision for the future

In Spring 2016, the CPR group created a plan to reconfigure the *Institute for Teaching and Learning (ITL)*, which will begin its offerings to faculty during Professional Development Week in August. ITL envisions ongoing faculty and staff programs that will address pedagogy, student support, and cultural awareness.

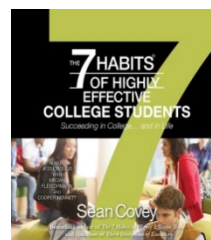
The appeal and eventual success of ITL is premised on the notion that the Institute will incorporate the resources of several groups on campus, including (but not limited to) the BSI Committee, the “Level Up” Grant, AVID for Higher Education, LRC Tutoring, Great Teachers, Academic Senate, EPA, One Book/One College, and the Faculty Center for Student Success.

CPR's overarching vision for education at Saddleback is to help create a campus-wide impetus to address what theorists call "the whole student." Our institution must continue to document and understand the academic and the personal needs of our students, and we must provide instruction, support, and resources that speak to those needs from an integrated perspective that enlists our collective energies and talents.

## **5. Recommendations**

Coordination, integration, and cooperation are essential to student success:

- Coordinated resource allocation, which recognizes, rewards, and continues to support innovative success strategies will strengthen and enhance cooperative ventures across campus.
- Integrated planning for professional development will assure the best use of our personal, departmental, divisional, and institutional strengths.



### **The 7 Habits Leadership Lab**

#### **1. Purpose**

To provide, for our students, opportunities to learn about Franklin Covey's 7 Habits of Highly Successful College Students and encourage personal, professional and educational growth through leadership and life skills.

#### **2. Membership/Roles**

Audra DiPadova – Chair, Erin Long, Emily Maynard, Madeline Hernandez, Jessica Hernandez.

#### **3. Accomplishments**

During the 2015-2016 academic year, the Student Development Office:

- Provided weekly workshops for Habits 1-4 which were open to all students through the Leadership Lab.
- Provided 7 Habits training to the Student Development Campus Life Squad and Financial Aid Ambassadors including Habits 1 and 3.
- Provided targeted leadership and 7 Habits training to the Associated Student Government and campus clubs.
- Launched an in-class workshop that includes Habits 1 and 3 which is available to all professors.
- Created and provided the first Student Success Planner which included Time Management (Habit 3).

#### **4. Vision for the Future**

Ideally we will be able to provide each Habit as a workshop for students; the schedule would be ongoing and repeat on a regular basis so that all students have an opportunity to complete the entire series.

We would like to provide a certificate of completion to those students who complete the entire series. The students who complete the Habits training would ideally be invited to become peer mentors and hired to provide the Habit workshops for those students who attend the Leadership Lab.

Additionally, we would like to invite all professors to bring their classes to the Leadership Lab for any number of Habits workshops or create an overview course which will allow for a class to get a general idea about the Habits workshops, Leadership Lab and Student Development programs.

#### **5. Recommendations**

Additional funding to provide trainer training for those that would like to participate in the creation of workshops for students.



## One Book One College Inaugural Year Report, 2015-16

Recognized and innovative keys to academic success at the community college level include the engagement of students both inside and outside of the classroom, increased literacy, and heightened critical thinking skills. Towards these ends, the Student Success Committee initiated the **One Book, One College** (OB1C) reading program at Saddleback College, which was organized by the OB1C Work Group starting in December 2014.

One Book, One College is a shared, college read, designed to promote discussion and understanding of the broader issues we face, both locally and globally. The program aims to create a community of readers and to engender a vibrant and engaging dialogue on campus and beyond. The OB1C initiative is based upon a shared reading of a single book across the entire campus, including students, faculty, staff, and administrators, as well as in our surrounding community.

The book selected by the OB1C Work Group for the inaugural year of the initiative in the 2015-2016 academic year was *Fives and Twenty-Fives* by first-time author and Marine veteran Michael Pitre. This book provides a unique and provocative perspective on war. It explores the impact of war on those who fight, the way in which the United States treats its veterans when they return home, the lack of cultural sensitivity to invaded citizenry, and the controversy surrounding the Iraq War in particular. Pitre also wants to let returning veterans like himself know that it is alright to struggle as they find a way to reconcile what they saw and did in their efforts to reintegrate themselves back into civilian society.

The OB1C "conversation" enabled the exploration of issues important to our community such as mental health, the assimilation of veterans back into civilian life, the plight of refugee populations, the political dimensions of national security, and the moral ambiguities of war. Throughout the semester, dialogue occurred in classes and at extra-curricular activities across campus, and involved students across a variety of populations including immigrant, Middle Eastern, and veteran students, among others. The culmination of our efforts took place on April 26, when Michael Pitre visited campus, speaking first to the "Boots to Books" students and then to over 400 students in McKinney theatre. That event also included a student art-exhibit, Readers Theatre performance, and dance production, all inspired by the book.

The **OB1C Work Group** began meeting weekly in December 2014. Work Group members include Claire Cesareo, Bruce Gilman, Catherine Hayter, Terence Nelson, Irene Renault, Valerie Senior, and Lydia Welhan.

### Work Group Planning and Activities, Spring 2015

Established book selection criteria; created potential book list; selected final book; procured funding; arranged for the purchase and delivery of the book; arranged for the author visit; planned and scheduled events for Fall 2015 and Spring 2016; created marketing materials; and arranged for advertisement of events.

### **Spring 2016 Events**

Red Chair Tuesdays – Feb. 2, Mar. 1, Apr. 5. Gatherings in the Quad for Open Readings (200 attendees).

Movie Wednesdays – Jan. 27, Feb. 10, Mar. 9, Apr. 13. Provocative Films for Viewing and Discussion (75 attendees).

Theme Thursdays – Jan. 28, Feb. 18, Mar. 17, Apr. 21. Presentations and Dialogue with Saddleback faculty, veterans, students, and expert guests (500 attendees).

Conversation with Michael Pitre – Apr. 26. Lunch, Readers Theater, Presentation and Q & A with the Author, Dance presentation, Art exhibition, Book signing (400+ attendees).

### **Academic and Cultural Impact**

4,800 texts distributed campus-wide

College commitment to literacy – ISLO #1: Reading, Writing, Critical Thinking

Active involvement with SGA, Saddleback Foundation, and the VETS Center

Opportunities for cross-discipline collaborations

Approximately 75 instructors and 250 course sections

Interdisciplinary forums for students, teachers, administrators, and staff

Courses organized around the book: ENG 107 “Writing the Fiction and/or Nonfiction Book” (taught by Brett Myhren) and HUM 10B Honors “Living with War” (taught by Claire Cesareo and Bruce Gilman)

## **ePortfolio Work Group**

### **1. Purpose**

The ePortfolio Work Group has been working to design a way for students to create a Saddleback College portfolio of their work that reflects their classes' student learning outcomes. The ePortfolio is not only purposeful for the student but for the instructor as well.

### **2. Membership/Roles**

- Chair: Claire Cesareo
- Members: Barbara Cox, Valerie Senior, Brock Schermerhorn, Heidi Ochoa, Veronica Obermeyer, Janet Miller, Estella Castillo-Garrison, Dece Gould Morgan, Rachel Ridnor, Safiah Mamoon, Penny Skaff, Darren England, Shouka Torabi, Erica Vogel.

### **3 Accomplishments**

The ePortfolio Work Group created an ePortfolio Handbook. The ePortfolio provides a great way for faculty to track their student's progress in reaching key learning outcomes. It provides the students an opportunity to reflect on their learning experiences, and to organize their educational and career milestones in one location.

The ePortfolio is more than just a list of grades as you would find on a transcript, ePortfolio is a place to demonstrate what has been learned and achieved by the student.

ePortfolio in addition provides a way for Saddleback College to know how well our students are meeting the learning outcomes that are essential to their success so that we can track our own effectiveness. In 2015-2016, Saddleback College embarked its first year of ePortfolio.

- Go to [www.saddleback.edu/eportfolios](http://www.saddleback.edu/eportfolios) and watch the introductory videos on ePortfolios and how we will be using them at Saddleback College.

### **4. Vision for the future**

We will continue to work on the materials and website for the project, establish student technical support, and schedule training sessions for participating faculty.

### **5. Recommendations**

Beginning Fall 2016, faculty will continue to pilot test ePortfolios in their classrooms. While we hope this effort will be adopted by all faculty, this effort is strictly voluntary.



## College Tip of the Week Work Group

### 1. Purpose

To inspire students to make choices that can help them be successful each week throughout the semester.

### 2. Membership/Roles

Penny Skaff (Chair), Valerie Senior, Jennie McCue, Sharon Nussenbaum, Mike Long, Sarah Chang, Mariana Moreno, Lisa Tran, Saddleback College Student Success Mentors

### 3. Accomplishments

Implementation of Tip of the Week that has run for three consecutive semesters.

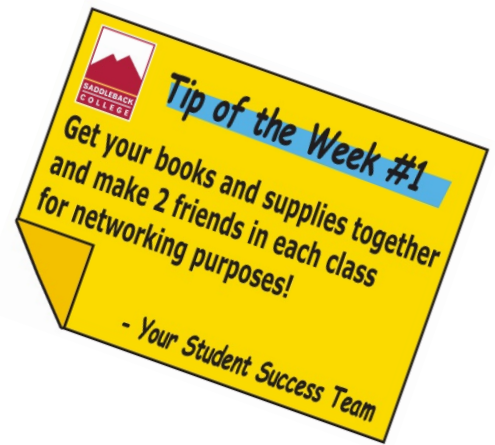
- Created new series of Tips for Fall 2016.
- Development of weekly tips (16 Tips and one tip for finals week).
- Campus Signage.
- Embedded tips in Blackboard.
- Set of Tips for divisions and departments/includes frame for displaying tips.
- Weekly publicity request for Tip of the Week to be placed on college marquees and in weekly PIO email announcements.

### 4. Vision for the future

- Determine a way to measure impact of tips on students.

### 5. Recommendations

- Purchase additional signs to be placed on lower campus.
- Incorporate 7 Habits into Tip of the Week.



## **College Pride Tuesdays Work Group**

### **1. Purpose**

Encourage faculty, staff and students to show college pride on Tuesdays.

### **2. Membership/Roles**

Penny Skaff, Jennie McCue, Tod Burnett, Saddleback College Student Success Mentors.

### **3. Accomplishments**

- Each Tuesday, Student Success mentors catch someone wearing college pride and present them with a gift card and seek their approval for a photo that is then placed on the college's Facebook page.
- The College Management Team leads the way in showing college pride each Tuesday beginning with the biweekly college Management Meeting.

### **4. Vision for the Future**

- Collaborate with college organizations such as ASG and athletics to encourage more students to wear college colors.
- Establish a college-wide Campus Pride T-shirt design contest.
- Work with foundation to encourage area businesses to participate in College Pride Tuesdays, and show support for Saddleback College.
- Provide businesses with a Saddleback College promotional kit.

### **5. Recommendations**

- Work with college Foundation to secure small gift cards for Tuesday's "College Pride" winners!

## College Website Work Group

### 1. Purpose

The website was redesigned and reorganized to place a greater focus on student success.

### 2. Membership/Roles

The members consisted of Claire Cesareo, Rebecca Knapp, Jennie McCue, and Stephanie Reyna.

### 3. Accomplishments

The website was launched in January 2016. The launch followed a year of researching other college websites, establishing layout, and presenting the proposed design to Associated Student Government, Academic Senate, Classified Senate, and the management team. Before the full launch of the site, the Work Group enabled users to view the beta site two months before the launch. We provided a link for feedback and students, faculty, and staff provided their input.

The Work Group continues to get feedback from all groups on campus and meets periodically to discuss the feedback and find ways to improve the site.

### 4. Vision for the Future

We want to continue to make improvements to the site so that it is as helpful as possible to students and prospective students, our primary audiences. We also continue to work with content editors on campus to ensure their pages are mobile friendly, easy to navigate, and updated with current information and unbroken links.

### 5. Recommendations

There's always room for improvement. We want to improve the SEO (search engine optimization) of the site. We want to minimize broken links, misspellings, and outdated information, particularly for accreditation. We have subscribed to a crawling service that helps in this endeavor – it enables us to identify errors and send reports to content managers.

## **Early Alert/Progress Report Work Group**

### **1. Purpose**

An early alert system is an integral part of the student success initiative and is required for the college to be in full compliance with state requirements. The new program report system provides students with a notification that they are at risk of failing a class, and provide students with college resources to get back on the right track. In addition, the new Progress Report will also provide the instructor with the ability to send positive messages reflecting a student's improved outcome in the classroom. Program report allows for instructor, college counselor and student to be aware of classroom progress. This new system allows for a holistic counseling approach.

### **2. Membership/Roles**

Jim Gaston, Gerlie Jeltema, Jennie McCue, Penny Skaff, Valerie Senior, Darren England, Jeanne Smith, Jeff Vogel, Efren Rangel, Christina Hinkle, Judy Perez.

### **3. Accomplishments**

- A district wide design team was established.
- Both colleges through SSSP supported the design and implementation of the Progress Report.
- In Spring 2016 25 faculty participated at Saddleback College and used Progress Report with their students.
- More than 400 Progress Report messages went out to students.
- Students receiving a Progress Report messages will be surveyed by the SSSP Researcher for input and impact.
- On May 27, 2016 all faculty received access to Progress Report housed in each class roster.
- Progress Report training videos and training manual were created.
- June 17, 2016 Counselors receive training in Progress Report

### **4. Vision for the Future**

- During the Fall 2016 Professional Development week, Progress Report workshops will be featured by members of the design team.
- Incorporate Early Alert program report into MySite 3.0 launch.

### **5. Recommendations**

Develop a college-wide Recommended Progress Report instructor use guide.

## Freshman Advantage Work Group

### 1. Purpose

To offer first-time freshman an opportunity to participate in an in-person new student orientation.

### 2. Membership/Roles

- Matriculation: Penny Skaff, Jennifer Pearson, Mariana Moreno, Paola Medina, Rebecca Martin.
- Financial Aid: Javier Williams.
- LRC: Christina Hinkle.
- Counselors: Aimee Tran, Doug Barr, Jennifer Golden, Maria Hanson, Donnie Mineo, Jen Rachman, Ana Tovar, Jan Ventura, Carol May, Maryam Afshari, Brooke Sauter.
- Faculty Members from various departments.
- Student Success Mentors: Enrique Corrales, Nicole Daniel, Helya Dehnadi, Manny Gomez, Gabriela Gray, Dustin Houck, Ellie Khodabandeh, Deisy Moreno, Mae Muldez, Diana Perez, Vanessa Poon, Sergio Sierra, Yenuku Siriwardena, and Anton Sunico.

### 3. Accomplishments

- A new Freshman Advantage April 15, 2016 deadline was adopted.
- In Spring 2016 a total of 22 sessions of Freshman Advantage were held.
- A total of 12 faculty served on our panel of experts.
- A new parent track was added to our program and parent and student evaluations were collected and will be prepared in a report following the completion of Fall 2016 enrollment.
- Student Success Mentors facilitate each Friday's program.

The following is a snapshot of our 2014 Freshman Advantage Fully Matriculated Freshman and their progress to date

	Fall 2015	Spring 2016
<b>2014 Fully Matriculated Freshman Cohort</b>	2,951	2,853
<b>Average Cumulative GPA</b>	2.29	2.32
<b>Average Cumulative Units Earned</b>	27.50	34.30
<b>Average Degree Applicable Units Earned</b>	15.66	27.38
<b>Approved MAP</b>	2,068	2,152
<b>No Approved MAP</b>	883	701
<b>No Educational Goal</b>	737	677
<b>CP Hold</b>		106

The Following is a snapshot of 2015 Freshman Advantage Fully Matriculated Freshman and their progress to date:

	Fall 2015	Spring 2016
<b>2015 Fully Matriculated Freshman Cohort</b>	3,029	2,647
<b>Average Cumulative GPA</b>	2.31	2.29
<b>Average Cumulative Units Earned</b>	8.65	18.76
<b>Average Degree Applicable Units Earned</b>	0.40	13.20
<b>Approved MAP</b>	1,077	1,335
<b>No Approved MAP</b>	1,548	1,312
<b>No Educational Goal</b>	662	548
<b>CP Hold</b>		31

#### 4. Vision for the Future

Student Success mentors during Summer 2016, will begin providing follow-up to all Freshman Advantage Friday participants. Some of the activities will include: additional peer to peer mentoring, a formal invitation to WOW week, and a summer electronic newsletter.

Expansion of Freshman Advantage Program includes:

- **Refresh** program, a collaboration with LRC Tutoring, English, reading and math to help students prepare to retake the college assessment test in order to move from basic skills to college level placement in English, reading and math.
- **Advantage Program**, an in-person new student orientation for students who are not recent high school graduates. Designed for the adult learner, this face-to-face small group orientation will give new adult students who are looking to earn a certificate, two year degree and /or transfer to a four year college, the opportunity to quickly get acclimated with the college. Eight Advantage Days are being piloted now. The intent is to offer these sessions in Spanish and Farsi in the near future.
- **Update Saddleback College online orientation and advisement module.** COMEVO is the new online orientation platform. This new orientation provides the college the opportunity to update or add new critical information that must be communicated to our new students. Not only does the new online orientation feature all eight requirements of an orientation, it also features optional college program specific video content to inform specific groups of students such as our Veteran and Athletes.
- **Second-Year student orientation**, a second year orientation or sophomore experience was test piloted in the Spring. Faculty and counselors are working together to develop a comprehensive program for this student cohort.

#### 5. Recommendations

Using the SSSP Researcher to continue to collect longitudinal data on our Freshman Advantage cohorts.



SADDLEBACK COLLEGE

# FRESHMAN ADVANTAGE



PROGRAM  
2016



## The Freshman Advantage Program

is designed for high school seniors attending Saddleback College in the Fall 2016 Semester. This program offers high school seniors the opportunity to apply early, receive an Early Freshman Advantage Registration time, and enroll in their classes before most continuing students.

- Apply Early!** Freshman Advantage Program applications open on **December 1, 2015**. This early application period is only open to graduating high school seniors. The earlier you complete the application, the sooner you can start and complete the Matriculation Process.
- Matriculate Early!** The Matriculation Process must be completed by **April 15, 2016** to be eligible for this program. The Matriculation process consists of Online Orientation; Math, English, & Reading placement; and Student Advisement including a First Semester Plan.
- Register Early!** Freshman Advantage registration times will be assigned as students complete the Matriculation Process. Early registration will continue for the following Spring 2017 term as well.
- Please Plan Ahead!** The Matriculation Process may take a few days to complete and must be finished no later than **April 15, 2016**.

Detailed information and Freshman Advantage Program packets are available at  
[www.saddleback.edu/freshmanadvantage](http://www.saddleback.edu/freshmanadvantage)





## FRESHMAN ADVANTAGE Steps to Success

The Freshman Advantage mandatory steps must be completed no later than **April 15, 2016**. Start the process at [www.saddleback.edu/freshmanadvantage](http://www.saddleback.edu/freshmanadvantage)

### Mandatory Steps

#### 1. Apply for the Saddleback College Freshman Advantage Program

High school seniors planning on attending Saddleback College in the Fall 2016 semester can begin applying on December 1, 2015. Select **Fall 2016 - Freshman Advantage** as the term when applying.

*Important: If you are enrolled in a Spring 2016 Counseling Class at your high school, or you are concurrently enrolled in a class at Saddleback College in Spring 2016, you do NOT need to complete a new Freshman Advantage application. You must still complete the Matriculation Process by April 15, 2016.*

#### 2. Visit the Saddleback College Freshman Advantage website and download your information packet

Go to: [www.saddleback.edu/freshmanadvantage](http://www.saddleback.edu/freshmanadvantage)

#### 3. Complete New Student Online Orientation

Access the online orientation from the Freshman Advantage website 24/7 with any computer that has Internet access. New student orientation will introduce you to Saddleback College's student services, policies, and special programs.

#### 4. Math, English and Reading Placement

Make an appointment or attend a walk-in Math, English, and Reading assessment exam session at Saddleback College. Sample questions for each exam are available in the Freshman Advantage packet. If you are interested in taking the English as a Second Language test or would like more information regarding ESL, please contact the Matriculation Office at 949-582-4970. **You must bring a photo ID and know your Saddleback College student ID number when attending an assessment exam session.**

#### 5. Complete Student Advisement and First Semester Plan

The Advisement is completed online in MySite after completing the assessment exams and helps students determine a potential major, an educational goal, and prepare a First Semester Plan using My Academic Plan (MAP). In-person advisement options may be available.

### Optional but Highly Recommended Steps

#### A) Apply for Financial Aid

Visit the Saddleback College Financial Aid website to complete your FAFSA at [www.saddleback.edu/fao](http://www.saddleback.edu/fao)

#### B) Attend Freshman Advantage Fridays March – May

Participate in a face to face half-day orientation, work with a counselor to complete an educational plan, tour the campus, and learn of support programs and services that will help a new college student be successful. Parents are encouraged to attend and can participate in a Financial Aid Information workshop. The Matriculation Process must still be completed by the April 15th deadline.



28000 Marguerite Parkway, Mission Viejo, California 92692 • Village 8-5

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SADDLEBACK COLLEGE

# FRESHMAN ADVANTAGE



FRIDAYS!  
2016

Come and participate in a face-to-face half-day orientation at Saddleback College! You will tour the campus, learn of support programs and services that will help you be successful as a new college student and work with a counselor to complete an educational plan. Parents are encouraged to attend and can participate in a Financial Aid Information workshop.

More info and Sign up at: [www.saddleback.edu/freshmanadvantage](http://www.saddleback.edu/freshmanadvantage)

## Freshman Advantage Fridays

Students and Parents/Guardians who attend a half-day Freshman Advantage Friday will:

- Tour Saddleback College.
- Review course placements. *(Student must have completed their Math, English and Reading assessment prior to attending.)*
- Work with a counselor on their semester by semester schedule of classes if they have a major.
- Hear from a panel of Saddleback College experts regarding a wide range of programs including: Honors Program, Transfer, CTE, Student Life (the difference between high school and college course work), free tutoring, and our new Freshman Advantage Refresh Program.
- Parents will learn about paying for college and how to help their college freshman be successful.

Freshman Advantage Friday attendance is not required for eligibility in the Freshman Advantage Program, but it is highly recommended. Parents/Guardians do not have to be present in order for high school seniors to participate.

Sign up on the Freshman Advantage website:  
[www.saddleback.edu/freshmanadvantage](http://www.saddleback.edu/freshmanadvantage)

*Parking permits are required at all times on Saddleback Campus. Students attending Freshman Advantage Fridays should park in lot number 5A and can purchase a day pass from the yellow parking pass dispensers.*

## Freshman Advantage Fridays Dates and Times

All dates below will have two sessions on each day.

Session 1 8:00am - 12:00pm  
Session 2 12:30pm - 4:30pm

Month	Date
March	4th
March	11th
March	18th
April	1st
April	8th
April	15th
April	22nd
April	29th
May	6th
May	13th
May	20th

Check-in location:  
Room SSC 212

28000 Marguerite Parkway, Mission Viejo, California 92692 • Student Services Center 212

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**SADDLEBACK COLLEGE**

# REFRESH



**PROGRAM  
2016**

## **What:**

*Refresh* is a FREE, multi-day workshop designed to refresh a student's skills and build confidence in preparation for retaking the placement exams. Workshops are available for English and Math. Each workshop will take place over the course of 2 days.

## **Who Can Apply:**

To be eligible to apply for Refresh, the student must have placed into a basic skills course: ENG 340, 300, 390, or 200; MATH 351 or 353.

Acceptance into the Refresh Program is determined by application.

Apply by visiting: [www.saddleback.edu/matriculation/refresh](http://www.saddleback.edu/matriculation/refresh)

## **Where:**

All workshops will take place at Saddleback College in the LRC.

## **When:**

*Refresh* workshops for English and Math will begin in April.

## **Why:**

Students who retest and place into a higher level course will save money and time. California Community College courses cost approximately \$138-\$230 (or \$46 per unit) and new textbooks average between \$100-\$130. A semester long course lasts 16 weeks and a student will be required to spend up to 12 hours per week per course on homework. Thus, a Refresh workshop can help you reach your goals sooner!

**Sign up on the Refresh website:**

**[www.saddleback.edu/matriculation/refresh](http://www.saddleback.edu/matriculation/refresh)**

**28000 Marguerite Parkway, Mission Viejo, California 92692**

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## Professional Development

### 1. Purpose

Over the years, Saddleback College has created pockets of professional development activities for faculty, classified staff, and management. Each group has its own funding sources and direction.

### Membership/Roles

Bruce Gilman, Jane Horlings, Brooke Sauter, Mike Engels.

### 3. Accomplishments

- **Faculty Center for Student Success:** The Faculty Center for Student Success (FCSS) in BGS 249 has strengthened faculty services by converting its space into an area that is more conducive to faculty meetings and a general workspace for all part-time faculty members. It has expanded its hours, made it easier for faculty to reserve and use space, and advertised its services through flyers, a new website, and visits to divisions. In addition to computers, sound booths, and scanners, the Center now has a small copier for faculty use. Finally, it has a designated dining area that provides complimentary coffee, tea, and light snacks to all faculty.
- **Faculty/Student Resources:** The following resources are now available online to promote increased instructional support for students and faculty:
  - Faculty Resources Website: <http://www.saddleback.edu/faculty-resources>
  - Faculty Center for Student Success: <https://faculty.saddleback.edu/center>
  - Student Technical: <http://www.saddleback.edu/oe/student-technical-support>
  - Online Education: <http://www.saddleback.edu/online-classes>
  - Teaching Tips: regularly sent via email to all full-time and part-time faculty member.
- **Institute for Teaching & Learning:** The committee is charged with the coordination and integration of all college-wide professional development activities for faculty, staff, and administrators/managers.
  - Identify and address key needs for specialized professional development activities for faculty, staff, and administrators/managers.

Professional Development Website: <https://faculty.saddleback.edu/professionaldevelopment>

Professional Development SharePoint: <https://sharepoint.saddleback.edu/PD/default.aspx>

### 4. Vision for the Future

- A comprehensive calendar of on-going Professional Development opportunities offered at Saddleback College.

### 5. Recommendations

- Establish and maintain a comprehensive website on campus-wide professional development activities.
- Link professional development activities to the College Master Calendar.
- Coordinate the integration of pertinent district and all college-wide trainings for faculty, staff, and administrators.
- Initiate and implement professional development opportunities for all faculty, staff, and administrators.

## **Additional College-Wide Efforts Instrumental in Supporting Student Success**

### **Enrollment Management Plan**

Scheduling for student success is a critical way to impact enrollments as well as student outcomes. Beginning with Summer and Fall 2016, new earlier registration dates have been implemented. While we work to change a campus culture, in particularly encouraging our students to plan ahead, this new earlier registration cycle allows for additional classes to be scheduled to meet the demands of our students. With improvements in waitlist reports and anticipated access to locked education plan data it is beginning to be possible to more accurately forecast our students' needs more than ever before.

### **Student Equity Plan (SEP)**

Saddleback College's goal is for our Student Equity Plan (SEP) to be embedded or strongly aligned with major planning efforts on campus (i.e. Strategic Planning, Student Success, Technology Planning, Program Reviews, etc.). The evaluation of the Student Equity Plan will be monitored and coordinated by the Student Equity Plan Work Group, in direct partnership with major college leadership councils: Consultation Council, Student Success Coordinating Committee, and Budget Planning and Assessment Committee (BPARC).

### **Student Success and Support Programs (SSSP)**

The purpose of the Student Success and Support Program (SSSP) Plan is for the college to plan and to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study. Specifically, colleges are to:

- Provide at least an abbreviated Student Educational Plan to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students.
- Provide students with any assistance needed to define their course of study and develop a comprehensive Student Educational Plan by the end of the third term but no later than completion of 15 degree applicable units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

Counselors and matriculation work together daily to help direct students into their appropriate English, reading and math classes as well as developing a comprehensive MAP. Today with the new SSSP mandates a total of 8,231 students tested in matriculation during academic year 2015-2016. An additional 4,211 students submitted alternative evidence for placement evaluation and a total of 13,662 students completed orientation and 7,706 students completed advisement.

### **Saddleback College Student Success Common Funding Application**

With coordination from SSSP, SEP, BSI, Perkins and Adult Education, a college-wide funding application discussion is underway to help coordinate categorical student success related efforts and is scheduled to be launched in Fall 2016.

# SUCCESS!



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