

SADDLEBACK COLLEGE

STRATEGIC PLAN

(2020-2025)

5-YEAR SUMMARY

Table of Contents

EXECUTIVE SUMMARY	4
SUMMARY OF EFFORTS BY GOAL AND OBJECTIVES	5
GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT	6
<i>Objective 1.1: Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer-ready, or complete 9 units in a CTE program that prepares them for a specific occupation.....</i>	<i>6</i>
<i>Objective 1.2: Reduce and eliminate the achievement gap for completion rates in transfer-level math and English.....</i>	<i>7</i>
<i>Objective 1.3: Reduce and eliminate the achievement gap between online and traditional classroom classes</i>	<i>8</i>
<i>Objective 1.4: Reduce achievement gap in application to enrollment (Access).....</i>	<i>8</i>
<i>Objective 1.5: Reduce and eliminate student Fall-to-Spring and Fall-to-Fall persistence equity gaps.</i>	<i>9</i>
<i>Objective 1.6: Cultivate a culturally responsive and inclusive learning and working environment free from explicit/implicit bias.</i>	<i>9</i>
<i>Objective 1.7: Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias.</i>	<i>10</i>
GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS	11
<i>Objective 2.1: Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program that prepare them for an in-demand job.</i>	<i>11</i>
<i>Objective 2.2: Increase the number of students transferring annually.....</i>	<i>12</i>
<i>Objective 2.3: Increase completion rates in transfer-level math and English.</i>	<i>13</i>
<i>Objective 2.4: Increase course success in online and traditional classes.</i>	<i>13</i>
<i>Objective 2.5: Increase fall-to-spring and fall-to-fall retention.....</i>	<i>14</i>
<i>Objective 2.6: Increase the percent of exiting CTE students who report being employed in their field of study. (SAME OBJECTIVE AS 3.2)</i>	<i>15</i>
<i>Objective 2.7: Reduce average units accumulated by students who complete degrees.....</i>	<i>15</i>
<i>Objective 2.8</i>	<i>16</i>
<i>Objective 2.9: Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities)</i>	<i>16</i>
<i>Objective 2.10: Create inter-disciplinary learning opportunities both within and across the colleges</i>	<i>16</i>
<i>Objective 2.11: Increase the number of professional development activities for faculty and staff.</i>	<i>17</i>
GOAL 3: ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, CREATING ECONOMIC PROSPERITY	18
<i>Objective 3.1: Strengthen and expand industry partnerships to support student learning program development and regional economic development.....</i>	<i>18</i>
<i>Objective 3.2: Increase the number of students who reported obtaining a job closely related to their field of study (SAME OBJECTIVE AS 2.6).....</i>	<i>19</i>
<i>Objective 3.3: Increase participation in extended learning (community and adult education programs and the Emeritus Institute).....</i>	<i>19</i>
<i>Objective 3.4: Increase the number of students who earn college credits while still in high school.....</i>	<i>20</i>
<i>Objective 3.5: Increase partnerships with higher education institutions.</i>	<i>21</i>
<i>Objective 3.6: Increase community participation in civic, athletic, and cultural events.</i>	<i>21</i>
GOAL 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS	22
<i>Objective 4.1: Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology.</i>	<i>22</i>
<i>Objective 4.2: Develop an organizational culture of collaboration across the district.</i>	<i>23</i>
<i>Objective 4.3: Create a sustainable and robust participatory governance evaluation process.</i>	<i>23</i>
<i>Objective 4.4: Provide enhanced student support with a student-centered design.....</i>	<i>23</i>
<i>Objective 4.5: Develop and build out the ATEP vision for the colleges including public-private partnerships.....</i>	<i>24</i>

APPENDIX A.....	25
GOAL 1 - ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT	26
<i>Objective 1.1 Action Steps.....</i>	26
<i>Objective 1.2 Action Steps.....</i>	41
<i>Objective 1.3 Action Steps.....</i>	55
<i>Objective 1.4 Action Steps.....</i>	58
<i>Objective 1.5 Action Steps.....</i>	62
<i>Objective 1.6 Action Steps.....</i>	69
<i>Objective 1.7 Action Steps.....</i>	75
GOAL 2 - TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS.....	77
<i>Objective 2.1 Action Steps.....</i>	77
<i>Objective 2.2 Action Steps.....</i>	81
<i>Objective 2.3 Action Steps.....</i>	86
<i>Objective 2.4 Action Steps.....</i>	96
<i>Objective 2.5 Action Steps.....</i>	100
<i>Objective 2.6 Action Steps, see Objective 3.2 (Identical Objective)</i>	111
<i>Objective 2.7 Action Steps.....</i>	111
<i>Objective 2.8 Action Steps.....</i>	112
<i>Objective 2.9 Action Steps.....</i>	116
<i>Objective 2.10 Action Steps.....</i>	117
<i>Objective 2.11 Action Steps.....</i>	120
GOAL 3 - ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY	126
<i>Objective 3.1 Action Steps.....</i>	126
<i>Objective 3.2 Action Steps.....</i>	130
<i>Objective 3.3 Action Steps.....</i>	132
<i>Objective 3.4 Action Steps.....</i>	145
<i>Objective 3.5 Action Steps.....</i>	146
<i>Objective 3.6 Action Steps.....</i>	147
GOAL 4 - OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS	149
<i>Objective 4.1 Action Steps.....</i>	150
<i>Objective 4.2 Action Steps.....</i>	154
<i>Objective 4.3 Action Steps.....</i>	157
<i>Objective 4.4 Action Steps.....</i>	160
<i>Objective 4.5 Action Steps.....</i>	165

Executive Summary

Saddleback College's mission is to empower its diverse student body to achieve personal, academic, and economic advancement through equitable and innovative educational experiences. Over the last five years, the College has lived out this mission through the implementation of the 2020–2025 Strategic Plan. The strategic plan included four overarching goals with applicable objectives related to advancing equity, learning, community engagement, and institutional effectiveness. In order to support these goals, the College engaged in 206 action steps, successfully completing 118 initiatives while 88 remain ongoing.

Goal 1: Ensure Student Equity in Access and Achievement

Anchored in our mission's commitment to *equity*, the College made progress in closing gaps for disproportionately impacted groups. Of 70 action steps, 44 were accomplished and 26 are ongoing. Initiatives such as Zero Textbook Cost (ZTC) pathways, triaging student needs through an automated process, the Instructor-Level Equity Dashboard (I-LED), and expanded tutoring demonstrate our dedication to removing barriers and empowering all students. Equity gains are evident among First-Generation students (access and English completion) and Latinx students (English/math completion, credentials, and transfers). While challenges remain, equity is now embedded across hiring, teaching, and student supports.

Goal 2: Transform Lives Through Learning and Achievement

Reflecting our mission's focus on *academic advancement*, 62 action steps (41 completed) expanded pathways to success. Degree completions grew due to auto-awarding, while peer mentoring, Becoming a Bobcat orientation, and predictive analytics strengthened persistence and achievement. Supports tailored to adult learners (25+) opened new avenues for lifelong learning. These innovations demonstrate the College's commitment to transforming lives through education, although some system-wide outcome metrics have not yet improved.

Goal 3: Engage With the Community through Athletic and Cultural Events, Enrichment Programs, Creating Economic Prosperity

Consistent with our mission's promise of *economic advancement*, 35 action steps (17 completed, 18 ongoing) deepened Saddleback's connection to the community. Through dual enrollment agreements, industry partnerships, and customized workforce training at ATEP, students gained opportunities that prepare them for high-demand careers. Extended learning programs, including Emeritus courses and K–8 enrichment, further broadened the College's impact, in addition to expanding fine arts and athletics events for the community. These efforts reflect our role as both an academic institution and a community partner.

Goal 4: Optimize Our Institutional Design and Structure with a Student-Centered Focus

To ensure *innovative educational experiences*, the College advanced 39 action steps (15 accomplished, 24 ongoing) focused on student-centered infrastructure and governance. Highlights include reorganizing into five instructional schools, launching a student-first website, and developing new facilities at ATEP for Culinary Arts and Automotive Technology (opening 2025). Governance and planning processes were redesigned for transparency and alignment, ensuring that institutional structures directly support student empowerment.

Summary of Efforts by Goal and Objectives

The following section provides a five-year high-level summary of the action steps and measurable outcomes of the four strategic goals (See Appendix A for detailed action step report). In order to make the process more meaningful in capturing progress on objectives, the College used a tiered prioritization process that added new objectives to existing ones each year of the strategic plan.

Table 1. Progress¹ towards meeting 5-year targets by strategic goals and objectives

● = Trending toward target, ● = No major change, ● = Trending away from target, “-” = Data Not Available

	Progress Towards Target
Goal 1 - Ensure Student Equity in Access and Achievement	
1.1 Reduce and eliminate equity gaps in credential attainment, transfers and CTE completion	●
1.2 Reduce and eliminate equity gaps in transfer-level math and English completion in the first year	●
1.3 Reduce and eliminate the achievement gap between online and traditional classroom classes	●
1.4 Reduce and eliminate equity gaps in application to enrollment (access)	●
1.5 Reduce and eliminate student Fall-to-Spring and Fall-to-Fall persistence equity gaps	●
1.6 Cultivate culturally responsive and inclusive learning and working environment free from explicit/implicit bias	-
1.7 Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias	-
Goal 2 - Transform Lives Through Learning and Achievements	
2.1 Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program	●
2.2 Increase the number of students transferring annually	●
2.3 Increase completion rates in transfer-level math and English in the first year	●
2.4 Increase course success in online and traditional classes	●
2.5 Increase fall-to-spring and fall-to-fall persistence	●
2.6 Increase the percent of exiting CTE students who report being employed in their field of study.	●
2.7 Reduce average units accumulated by students who complete degrees	●
2.8 Implement educational programs and student services to target students 25+ in age	●
2.9 Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities)	-
2.10 Create and support inter-disciplinary learning opportunities both within and across the colleges	-
2.11 Increase the number of professional development activities for faculty and staff	-
Goal 3 - Engage With the Community Through Athletic and Cultural Events, Enrichment Programs	
3.1 Strengthen and expand industry partnerships to support student learning, program dev., and economic dev.	-
3.2 Increase the number of students who reported obtaining a job closely related to their field of study	●
3.3 Increase participation in extended learning (Community Ed, AE, Emeritus, Foster & Kinship)	●
3.4 Increase the number of students who earn college credits while still in high school	●
3.5 Increase partnerships with higher education institutions	-
3.6 Increase community participation in civic, athletic, and cultural events	-
Goal 4 - Optimize Our Institutional Design and Structure with a Student-Centered Focus	
4.1 Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology	●
4.2 Develop an organizational culture of collaboration across the district	●
4.3 Create a sustainable and robust participatory governance evaluation process	●
4.4 Provide enhanced student support with a student-centered design	●
4.5 Develop and build out the ATEP vision for the colleges including public-private partnerships	●

¹ Data Source: [District-wide Strategic Plan | SOCCCD](#)

GOAL 1: Ensure Student Equity in Access and Achievement

Saddleback College has achieved significant progress in ensuring student equity in access and achievement through a broad array of equity-focused and student support initiatives. Key accomplishments include the expansion of Zero Textbook Cost (ZTC) pathways, implementation of a degree auditing system, and launch of peer mentoring, equity dashboards, the Student Needs Survey, and the Caring Campus initiative. The college has targeted transfer-level math and English equity gaps through curriculum reforms, tutoring expansion, AB705 placement adjustments, and Promise Program cohort requirements. Efforts to close online vs. on-campus success gaps include improved tutoring services, faculty training, and integration of AI resources. To boost enrollment equity, Enrollment Coaches, DEIA-driven marketing, and equity plan updates are underway. Additionally, Saddleback has taken steps to foster an inclusive, culturally responsive environment by embedding equity into governance, hiring, curriculum, and professional development.

This goal focused on four primary disproportionately impacted² student populations: Latinx, African-American, First-Generation, and Adult Learners (25+ in age). Although equity gaps remain across metrics for DI groups, the college has decreased equity gaps in:

- First-Generation: application to enrollment conversion (access), completion of transfer-level English within the first year.
- Latinx: completion of transfer-level English and math within the first year and completion of awards and transferring to 4-year institution.

Across the last five years, there were a total of 70 action steps across 7 objectives addressing Goal 1 of the strategic plan, including 44 that have been accomplished, and 26 that are in progress or ongoing.

Objective 1.1: Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer-ready, or complete 9 units in a CTE program that prepares them for a specific occupation.

Table 2. Proportionality Index of completion metrics by student groups and academic year

		Certificate (2019-2020)	Certificate (2023-2024)	Degree (2019-2020)	Degree (2023-2024)	Transfer (2019-2020)	Transfer (2023-2024)	CTE (2019-2020)	CTE (2023-2024)
Gender	Female	1.20	1.04	1.19	1.04	1.09	0.96	1.05	1.01
	Male	0.82	0.96	0.82	0.95	0.91	1.05	0.92	0.98
Ethnicity	American Indian or Alaska Native	1.30	0.78	1.26	0.74	1.19	1.84	2.39	0.63
	Asian	1.48	1.22	1.47	1.23	1.02	1.06	1.25	1.01
	Black or African American	0.49	0.36	0.58	0.54	0.78	0.61	1.41	0.75
	Hispanic/Latino	0.79	0.85	0.78	0.83	0.71	0.83	1.03	0.94
	Native Hawaiian or Pacific Islander	0.63	1.17	1.02	1.12	0.72	0.61	0.00	0.94
	Two or More Races	1.03	1.02	1.01	1.07	1.14	1.04	0.76	0.97
	Unreported/Unknown	0.79	1.13	0.84	1.09	0.84	1.19	0.72	0.51
	White	1.08	1.10	1.08	1.09	1.15	1.12	0.97	1.08
Age	Ages 0-24	1.10	1.13	1.09	1.13	1.11	1.16	0.84	0.97
	Ages 25+	0.47	0.38	0.50	0.41	0.37	0.26	1.94	1.14
Special Populations	Economically Disadvantaged	0.90	1.07	0.90	1.07	0.85	0.87	1.08	1.09
	First-Generation	0.71	0.68	0.71	0.69	0.59	0.57	1.14	1.07
	Veteran	0.63	0.75	0.62	0.77	1.15	0.68	0.96	1.40
	Foster Youth	0.27	0.73	0.26	0.70	0.49	0.65	1.26	0.96
	DSPS	0.89	1.04	0.90	1.07	0.72	1.01	1.06	0.88 ¹

² A Proportionality Index (PI) was used to identify disproportionate impact (CCCCO recommended). This method compares the percentage of a specific subgroup in an initial cohort to its percentage in the resultant outcome group.

Saddleback College has made progress in reducing achievement gaps in award completion and transfer through a variety of equity and student support initiatives. As of Spring 2025, 81 Zero Textbook Cost (ZTC) pathways now account for nearly half of all sections and over half of enrollments, directly easing financial burdens. The college implemented a degree auditing system, developed a comprehensive equity plan, launched the Instructor-Level Equity Dashboard (ILED), and introduced a peer mentoring program that improves student persistence. Additional accomplishments include a triage-based Student Needs Survey and a KPI dashboard to monitor learning progress. Ongoing efforts focus on increasing FAFSA applications, enhancing financial literacy, analyzing career choices among disproportionately impacted (DI) groups, supporting school teams to address equity gaps, offering transfer workshops, and launching a Multicultural Center to improve retention and engagement.

Total Action Steps: 17

Objective 1.2: Reduce and eliminate the achievement gap for completion rates in transfer-level math and English.

Table 3. Proportionality Index of English & math completion in the first year by student groups and academic year

		Transfer English (2019-2020)	Transfer English (2023-2024)	Transfer Math (2019-2020)	Transfer Math (2023-2024)	Transfer English & Math (2019-2020)	Transfer English & Math (2023-2024)
Gender	Female	1.06	1.00	0.98	0.98	1.01	0.95
	Male	0.94	1.00	1.02	1.03	0.99	1.04
Ethnicity	American Indian or Alaska Native	0.62	0.72	0.48	0.34	0.59	0.45
	Asian	0.97	0.93	1.76	1.21	1.54	1.07
	Black or African American	0.64	0.38			0.39	0.18
	Hispanic/Latino	0.87	0.95		0.81	0.76	0.85
	Native Hawaiian or Pacific Islander	0.53	1.20		1.02	0.25	1.35
	Two or More Races	1.08	1.02	1.02	1.15	1.04	1.16
	Unreported/Unknown	0.75	1.08	0.76	0.51	0.71	0.54
	White	1.10	1.08	1.06	1.14	1.10	1.13
Age	Ages 0-24	1.09	1.09	1.11	1.09	1.13	1.11
	Ages 25+	0.39	0.33	0.27	0.32	0.16	0.20
Special Populations	Economically Disadvantaged	0.92	1.02	0.90	0.92	0.89	0.98
	First-Generation	0.77	0.82	0.62	0.65	0.59	0.70
	Veteran	0.89	1.00	0.67	1.00	0.64	1.00
	Foster Youth	0.58	0.54	0.44	0.31	0.42	0.20
	DSPS	0.86	1.08	0.80	1.00	0.73	1.03

Saddleback College has worked to reduce the achievement gap in transfer level math and English completion through expanded academic support and equity initiatives, including increased access to tutoring through both online and in-person services and professional development (PD) for faculty on using equity data. The college evaluated AB705 support classes, adjusted placement rules to reduce redundant coursework, and developed new math curriculum to better prepare students for calculus. Ongoing efforts include targeted communication plans for disproportionately impacted (DI) student groups, faculty PD in culturally responsive pedagogy, and studies identifying barriers faced by First-Generation, Latinx, and Non-Traditional Age students. Additionally, annual Promise Program cohorts are now required to enroll in math and English in their first year, with structured schedules that emphasize academic rigor.

Total Action Steps: 23

Objective 1.3: Reduce and eliminate the achievement gap between online and traditional classroom classes

Table 4. Proportionality Index of course success rate by modality, student groups and academic year

		In-Person Success Rate (2019-2020)	In-Person Success Rate (2023-2024)	Online Success Rate (2019-2020)	Online Success Rate (2023-2024)
Gender	Female	1.04	1.02	1.02	1.01
	Male	0.97	0.98	0.98	0.99
Ethnicity	American Indian or Alaska Native	0.99	1.06	0.93	1.06
	Asian	1.06	1.03	1.08	1.09
	Black or African American	0.91	0.92	0.78	0.84
	Hispanic/Latino	0.95	0.94	0.94	0.93
	Native Hawaiian or Pacific Islander	0.94	0.96	0.99	0.85
	Two or More Races	0.97	1.02	0.95	0.99
	Unreported/Unknown	0.98	1.02	0.96	0.91
	White	1.02	1.03	1.03	1.04
Age	Ages 0-24	0.99	1.00	1.01	1.01
	Ages 25+	1.02	1.01	0.97	0.96
Special Populations	Economically Disadvantaged	0.99	1.01	0.94	0.99
	First-Generation	0.97	0.94	0.96	0.94
	Veteran	0.96	0.98	0.91	1.00
	Foster Youth	0.97	1.29	0.85	0.51
	DSPS	0.97	0.98	0.97	0.98

Saddleback College has undertaken numerous initiatives to reduce the achievement gap between online and on-campus course success rates, including increasing the use of the Tutoring Center by increasing awareness, quality, and accessibility, as well as expanding professional development opportunities for online teaching. This includes boosting the number of “quality reviewed” online courses and creating resources and lectures focused on best practices for integrating AI into instruction. Currently in progress is an initiative to improve awareness of course success rate gaps by modality, with efforts underway to integrate this data into the program review process.

Total Action Steps: 4

Objective 1.4: Reduce achievement gap in application to enrollment (Access).

Table 5. Proportionality Index of application to enrollment by student groups and academic year

		Application to Enrollment (2019-2020)	Application to Enrollment (2023-2024)
Gender	Female	0.98	0.96
	Male	1.03	1.04
Ethnicity	American Indian or Alaska Native	0.67	0.65
	Asian	1.04	1.01
	Black or African American	0.63	0.79
	Hispanic/Latino	0.95	0.93
	Native Hawaiian or Pacific Islander	0.91	0.71
	Two or More Races	1.17	1.06
	Unreported/Unknown	0.62	0.71
	White	1.06	1.07
Age	Ages 0-24	1.08	1.04
	Ages 25+	0.49	0.55
Special Populations	Economically Disadvantaged	1.65	1.50
	First-Generation	0.77	0.84
	Veteran	0.96	0.89
	Foster Youth	0.93	0.78
	DSPS	1.05	0.97

Saddleback College has engaged in a number of activities to reduce the achievement gap in application to enrollment, including having Enrollment Coaches contact new applicants within 24 hours to provide personalized support, and developing an Equity Plan through a DEIA Council workgroup to address structural barriers faced by disproportionately impacted (DI) groups. In progress efforts include evaluating flagged applications to ensure smooth transitions, launching targeted digital marketing campaigns aimed at DI groups, and reviewing and updating the Student Equity Plan to track progress.

Total Action Steps: 5

Objective 1.5: Reduce and eliminate student Fall-to-Spring and Fall-to-Fall persistence equity gaps.

Table 6. Proportionality Index of persistence rates by student groups and academic year

		Persistence F2S (2019-2020)	Persistence F2S (2023-2024)	Persistence F2F (2019-2020)	Persistence F2F (2023-2024)
Gender	Female	1.01	1.01	1.04	1.04
	Male	0.99	0.99	0.96	0.96
Ethnicity	American Indian or Alaska Native	0.98	0.94	0.24	0.86
	Asian	1.04	1.02	1.10	1.09
	Black or African American	0.92	0.92	0.71	0.78
	Hispanic/Latino	0.98	0.98	0.97	0.95
	Native Hawaiian or Pacific Islander	0.98	0.97	1.00	0.93
	Two or More Races	1.01	1.00	1.06	1.03
	Unreported/Unknown	0.89	1.01	0.92	0.98
	White	1.01	1.02	1.02	1.03
Age	Ages 0-24	1.01	1.01	1.04	1.03
	Ages 25+	0.89	0.87	0.73	0.68
Special Populations	Economically Disadvantaged	1.02	1.01	1.01	1.11
	First-Generation	0.95	0.94	0.95	0.88
	Veteran	0.91	0.97	0.95	0.88
	Foster Youth	0.93	0.85	0.85	0.68
	DSPS	1.04	1.06	1.01	1.12

Saddleback College has implemented a range of strategies to reduce and eliminate student Fall-to-Spring and Fall-to-Fall persistence equity gaps. The college adopted the Caring Campus Program to foster a more supportive environment through classified professionals, with ongoing efforts to expand and sustain the initiative. Several actions are in progress, including targeted outreach through the Part-Time Promise Program, registration fairs and texting campaigns to boost re-enrollment, partnerships with community agencies to support non-traditional students, the development of school team strategies to improve persistence, and proactive outreach by success coaches to encourage continuing enrollment before priority registration.

Total Action Steps: 8

Objective 1.6: Cultivate a culturally responsive and inclusive learning and working environment free from explicit/implicit bias.

Narrative descriptions of key efforts do not lend themselves to quantitative analysis.

Saddleback College has developed a variety of initiatives to cultivate a culturally responsive and inclusive learning and working environment free from explicit and implicit bias. Accomplishments include integrating equity and accessibility topics into Academic Senate meetings, embedding equity-minded bylaws into the Classified Senate, and launching the Caring Campus Program to foster a supportive campus climate. In progress are efforts to implement equitable hiring practices through collaboration with

college and district leadership, establish affinity groups, expand inclusive faculty leadership through increased outreach and support, promote equity-minded curriculum design via ongoing professional development, and create training opportunities for Classified Professionals during Senate meetings and Development Day.

Total Action Steps: 10

Objective 1.7: Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias.

Narrative descriptions of key efforts do not lend themselves to quantitative analysis. However The District-wide Diversity, Equity, and Inclusion (DEI)/Equal Employment Opportunity (EEO) Advisory Committee was established in 2021. This committee's charge is to act as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of EEO/DEI initiatives, non-discrimination policies and procedures, best practices, and district-wide efforts.

Saddleback College has developed various programs to foster a culturally responsive and inclusive environment free from institutional bias. Ongoing efforts include sharing insights from curriculum audits and equity training to support equity-minded curricular design, as well as implementing the CRPP grant by recruiting faculty for training in culturally responsive pedagogy. The college successfully hosted Neurodiversity Day, providing training to better support students with disabilities.

Total Action Steps: 3

GOAL 2: Transform Lives Through Learning and Achievements

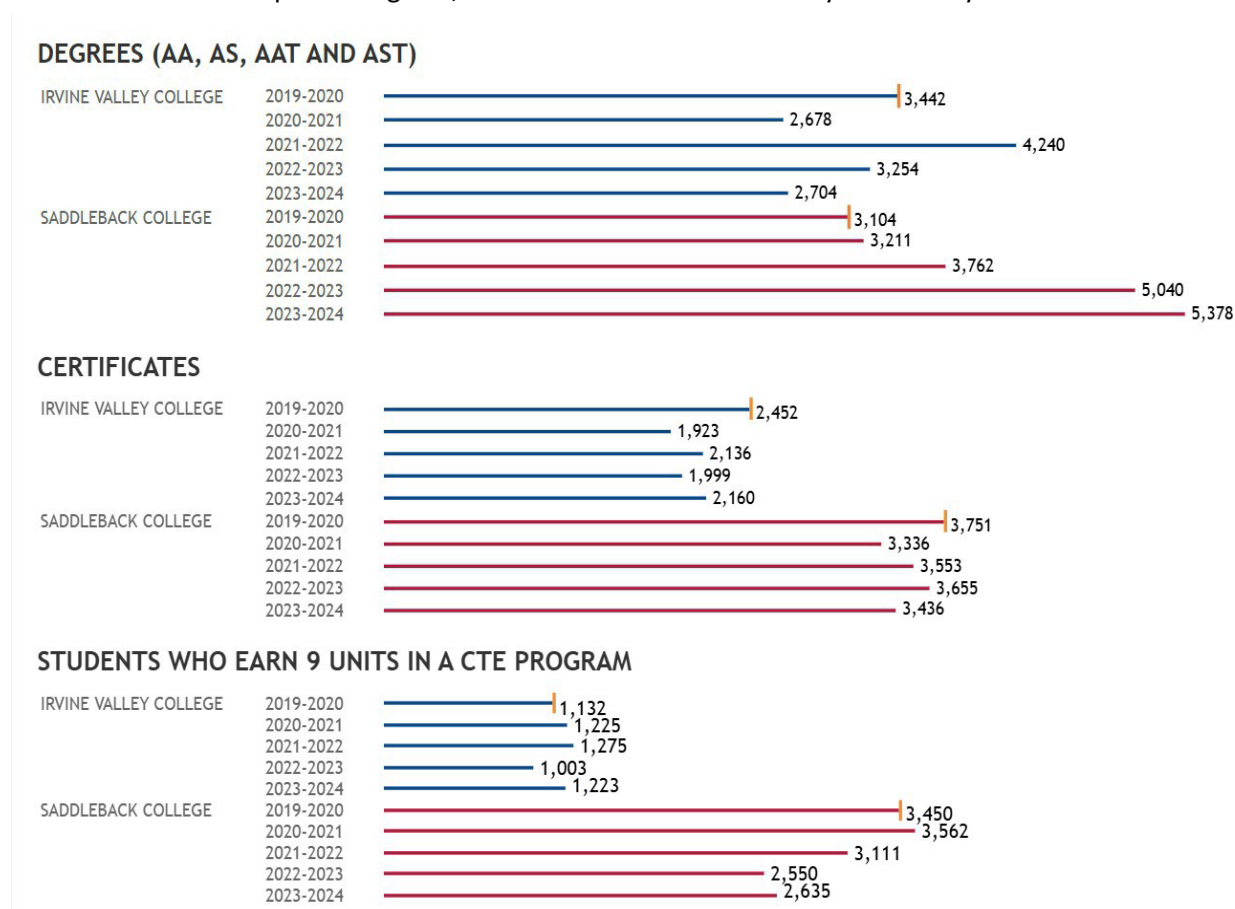
Saddleback College has made substantial strides in transforming lives through learning and achievements by implementing a broad set of strategies to increase student success. Key accomplishments include the rollout of a student needs survey, degree auditing system, a KPI dashboard, expanded co-requisite math courses, and the ZTC initiative. The college launched the “Becoming A Bobcat” orientation, expanded peer mentoring, and uses predictive analytics to identify at-risk students. Support for non-traditional learners was enhanced through transition roadmaps and targeted surveys, while interdisciplinary and service-based learning opportunities were expanded. Faculty and staff development was bolstered by equity-focused PD offerings and Caring Campus training. Ongoing efforts continue to focus on embedding equity in instructional practices, increasing awareness of support services, and scaling professional development for classified professionals.

Key metrics for this goal remained flat over time; however, there were gains in degree completions and slight increases in transfers to 4-year institutions.

Across the last five years, there were a total of 62 action steps across 11 objectives addressing Goal 2 of the strategic plan, including 41 that have been accomplished, and 21 that are in progress or ongoing.

Objective 2.1: Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program that prepare them for an in-demand job.

Table 7. Count of completed degrees, certificates and 9+ CTE units by academic year



Saddleback College has invested in a series of efforts to increase the number of students earning associate degrees, certificates, or completing 9 units in a CTE program that prepares them for in-demand jobs. Accomplishments include implementing a streamlined degree auditing system, launching a Learning Pathways KPI Dashboard with ongoing training for success coaches, and increasing support for undeclared students through proactive counseling, helping them choose a school and major and access financial aid. In progress are efforts by school teams to engage in equity-focused data analysis and strategy development, as well as the use of Canvas Shell announcements to enhance student awareness and participation in school-related activities.

Total Action Steps: 5

Objective 2.2: Increase the number of students transferring annually.

Table 8. Count of transfers to 4-year institutions and transfer-ready by academic year

TRANSFERS



TRANSFER READY

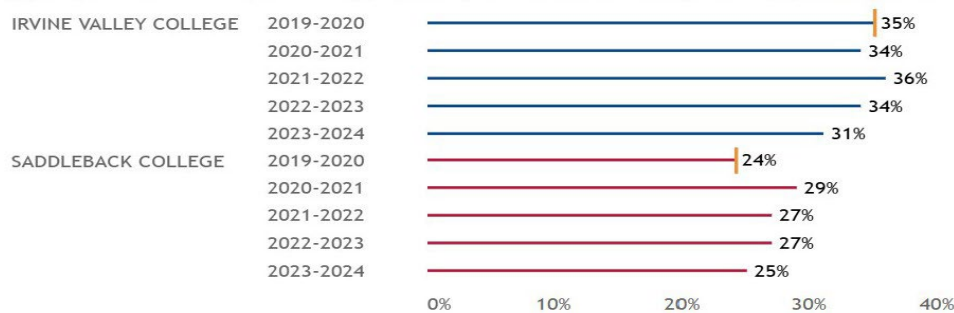


Saddleback College has implemented a range of strategies to increase the number of students transferring annually. Accomplishments include the use of Canvas Shells by success coaches to promote transfer pathways, including the creation of an Undeclared student hub, and the implementation of the Learning Pathways KPI Dashboard, which is used by the VPI and deans to track transfer progress with ongoing training. The college also launched the "Becoming A Bobcat" (BAB) orientation program to build community and support for first-term students, serving over 800 students each Fall. In progress is the development of infrastructure to support student employment through a newly formed task force focused on streamlining hiring processes.

Total Action Steps: 4

Objective 2.3: Increase completion rates in transfer-level math and English.

Table 9. Percent of transfer-level English and math completion in the first year by academic year



Saddleback College has undertaken a series of initiatives to increase completion rates in transfer-level math and English. Accomplishments include expanding co-requisite math course offerings with embedded tutoring and faculty professional development, launching the Summer Math Jam to prepare students for college-level math, hosting equity training workshops to address classroom bias, and requiring annual Promise cohorts to enroll in math and English during their first year. In progress are efforts to redesign the embedded tutoring program for greater impact, increase the number of math and English tutors to meet demand, and integrate math and English completion rates into program review to identify and address equity gaps.

Total Action Steps: 14

Objective 2.4: Increase course success rates in online and traditional classes.

Table 10. Course success rates by modality by academic year

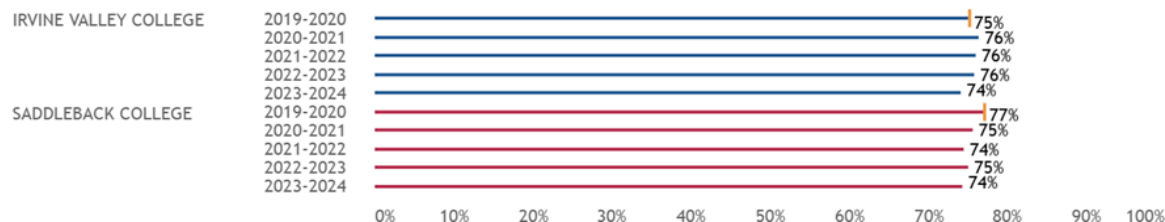
IN-PERSON



ONLINE



OVERALL



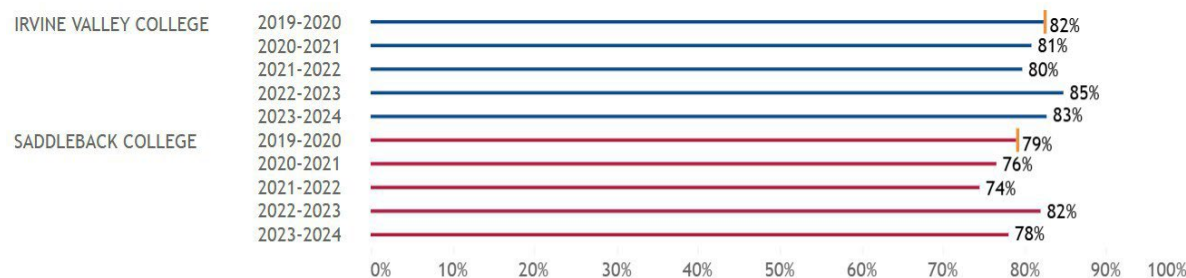
Saddleback College has pursued several actions to increase course success in both online and traditional classes. Accomplishments include reviewing program data to identify success rate gaps by modality, training faculty on the use of dashboards to pinpoint struggling courses and student populations and launching the Data Guides program. The college also expanded ZTC offerings across more sections and unique courses. In progress are efforts to enhance pedagogy-focused professional development, particularly for online teaching.

Total Action Steps: 4

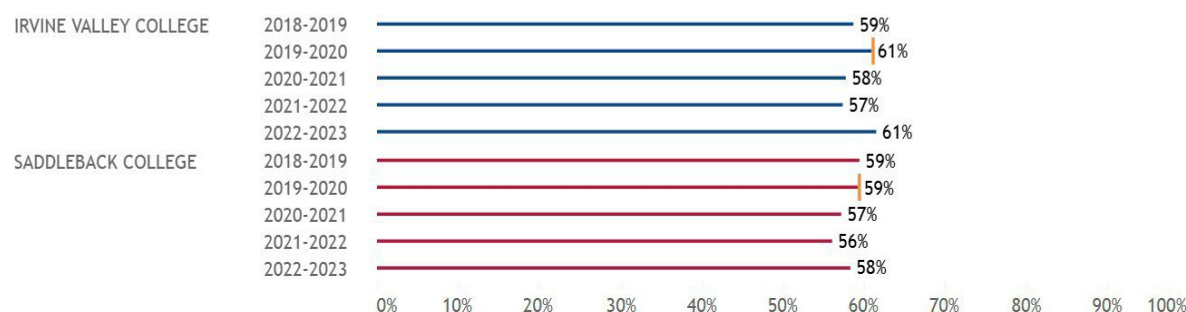
Objective 2.5: Increase fall-to-spring and fall-to-fall retention.

Table 11. Persistence rates by academic year

FALL TO SPRING RETENTION



FALL TO FALL RETENTION

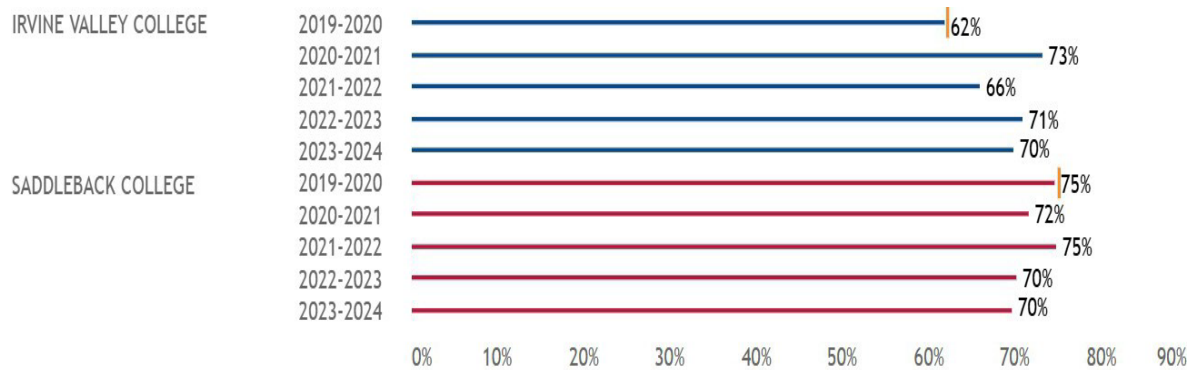


Saddleback College has developed various programs to increase fall-to-spring and fall-to-fall retention. Accomplishments include expanding ZTC programs, launching the Mentor Collective peer-mentoring program, creating the BAB orientation to support new students, and transforming School Teams to strengthen student support. The college also implemented a Student Needs Survey with a triage component to address barriers in real time. In progress are initiatives to identify and support at-risk students using predictive analytics and targeted outreach, build first-semester experiences within learning pathways, and enhance support for transfer-level courses through tutor-led workshops and embedded tutoring.

Total Action Steps: 9

Objective 2.6: Increase the percent of exiting CTE students who report being employed in their field of study. (SAME OBJECTIVE AS 3.2)

Table 12. Percent of students employed in their field of study by academic year (CTEOS)

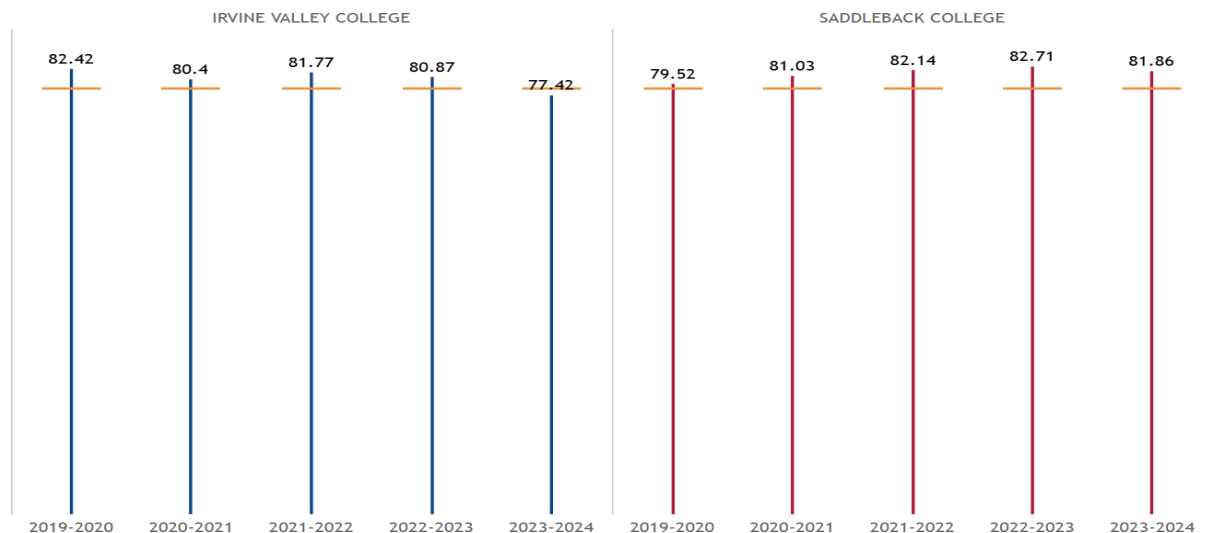


Saddleback College has engaged in a number of activities to increase the number of students who report obtaining a job closely related to their field of study. Ongoing efforts include expanding the use of the Handshake employment platform to connect more students with job opportunities, increasing the availability of paid Work Experience Education (WEE) placements through collaboration with Program Advisory Committees, and actively monitoring Career and Technical Education Outcomes Survey (CTEOS) metrics through discussions with Career Education programs and college committees to ensure alignment with workforce needs.

Total Action Steps: 3

Objective 2.7: Reduce average units accumulated by students who complete degrees.

Table 13. Average units accumulated of degree completers by academic year

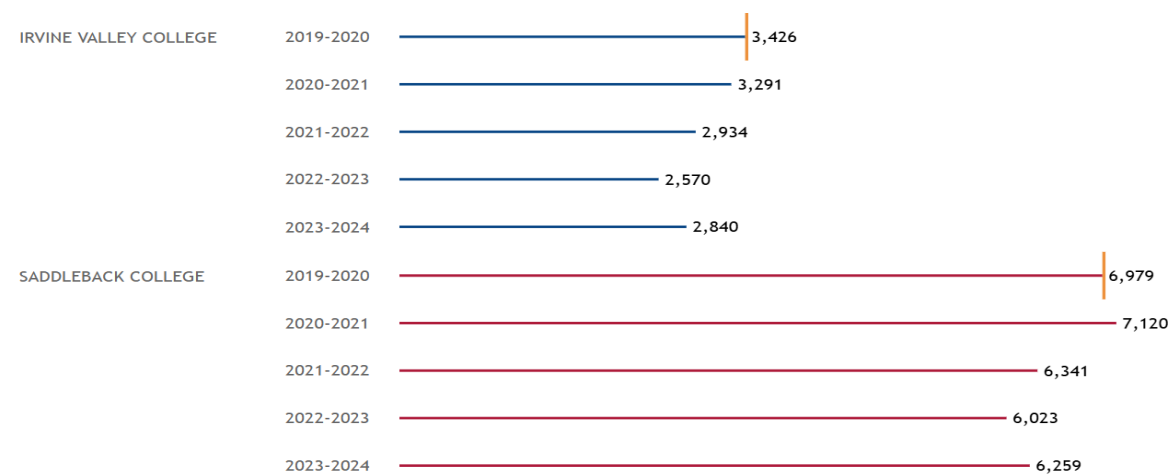


This objective was not prioritized.

Total Action Steps: 0

Objective 2.8: Implement educational programs and student services to target non-traditional students (25+ in age).

Table 14. Count of non-traditional students (25+ in age) by academic year



LAST UPDATED: 3/3/2025

*NON-TRADITIONAL IS DEFINED AS STUDENTS WHO ARE 25 YEARS AND OLDER

Saddleback College has implemented several educational programs and student services targeting non-traditional students. Accomplishments include developing transition roadmaps for Adult Education students moving into credit programs and conducting surveys to better understand the needs of non-traditional learners. Ongoing efforts focus on increasing awareness and access to support services for special populations, expanding support for non-credit to credit pathways, and using data-driven strategies to evaluate and enhance services tailored to adult learners.

Total Action Steps: 6

Objective 2.9: Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities)

Narrative descriptions of key efforts do not lend themselves to quantitative analysis.

Saddleback College has engaged in efforts to increase awareness of outside classroom learning opportunities such as participation in honor society.

Total Action Steps: 1

Objective 2.10: Create and support inter-disciplinary learning opportunities both within and across the colleges.

Narrative descriptions of key efforts do not lend themselves to quantitative analysis.

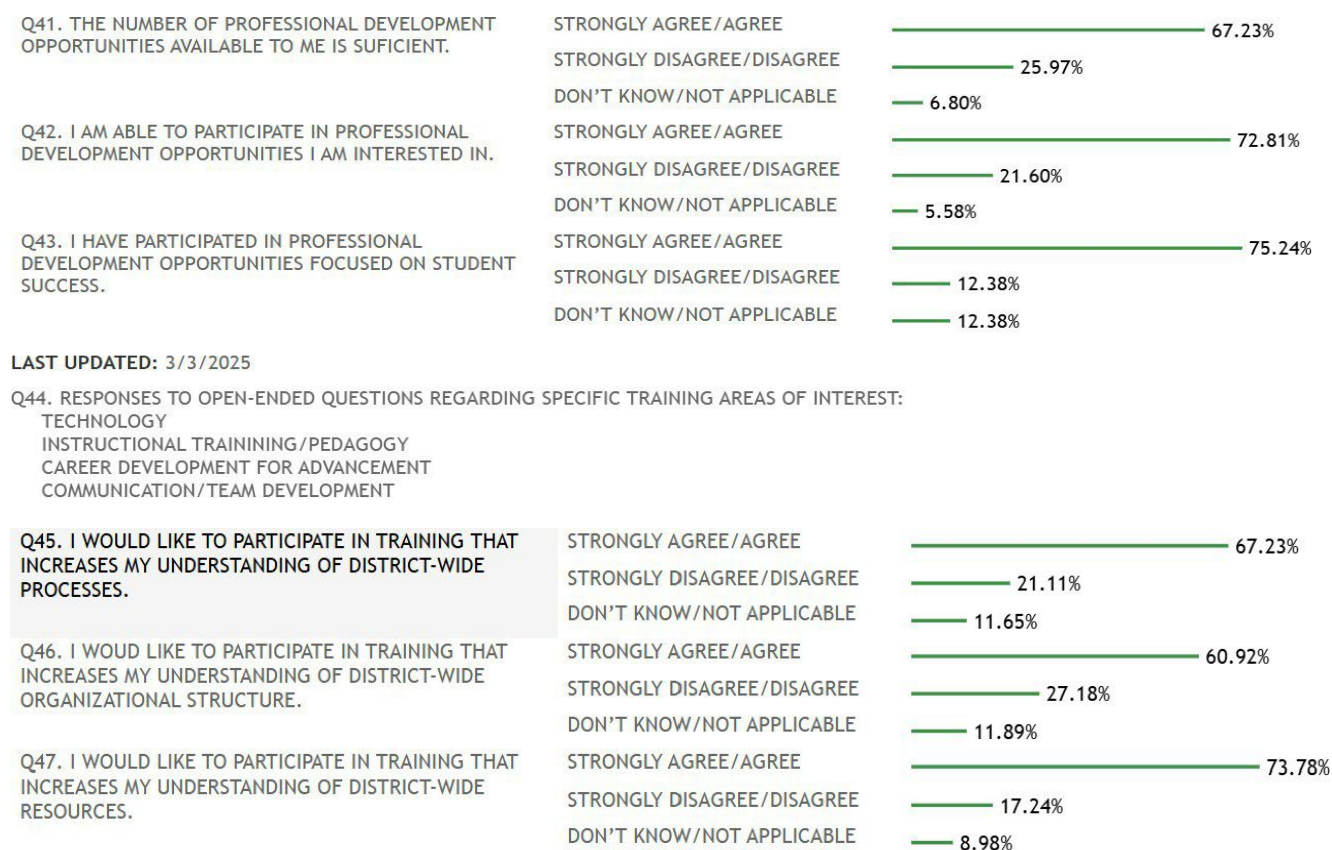
Saddleback College has executed a number of projects to create and support interdisciplinary learning opportunities within and across colleges. Current efforts in progress include expanding student interdisciplinary research opportunities through professional development, implementing service- and community-based learning projects in faculty-designated capstone courses, and piloting contextualized

English courses across the Schools of AMPD, STEM, and Business & Industry to enhance relevance and engagement.

Total Action Steps: 3

Objective 2.11: Increase the number of professional development activities for faculty and staff.

Table 15. Distribution of responses from the District climate survey (2023) on professional development



LAST UPDATED: 3/3/2025

Q48. RESPONSES TO OPEN-ENDED QUESTIONS REGARDING DISTRICT RELATED TRAINING AREAS OF INTEREST:
 WORK CONDUCTED BY DISTRICT AND COLLEGE ADMINISTRATIVE UNITS
 DISTRICT-WIDE POLICIES AND PROCEDURES
 STRATEGIC PLANNING
 MANAGER TRAINING/LEADERSHIP

Saddleback College has carried out several actions to increase professional development opportunities for faculty and staff. Accomplishments include offering faculty workshops through the Institute for Teaching and Learning (ITL), organizing a widely attended district-wide Classified Professional Development Day, and designing online education PD focused on accessibility and equity. The college also established a baseline for faculty PD, created a master calendar to coordinate and promote PD events, and expanded offerings for part-time faculty. Additional efforts include DEIAA-informed hiring policy revisions and Caring Campus training to foster a supportive culture. In progress is the development of a dedicated on-campus PD series for classified staff.

Total Action Steps: 14

GOAL 3: Engage With the Community through Athletic and Cultural Events, Enrichment Programs, Creating Economic Prosperity

Saddleback College has undertaken a broad range of initiatives to engage with the community and to create economic prosperity. The college strengthened industry collaboration by forming a leadership group and standardizing employer engagement practices, while expanding customized training and apprenticeship opportunities at ATEP. Efforts to increase job placement include growing use of the Handshake platform, expanding paid Work Experience Education (WEE), and tracking employment outcomes through CTEOS. Community education has been enriched through year-round K–8 programs, updated Emeritus offerings, and events welcoming the public. The college expanded CCAP Dual Enrollment agreements with K–12 partners and is developing Early College Pathways. Partnerships with higher education institutions and community agencies aim to improve career pathways and access to baccalaureate programs. Lastly, Saddleback continues to promote civic and cultural engagement through community events, student club expansion, business collaborations, and targeted outreach to increase public participation.

Key metrics for this goal remained flat over time and/or were challenging to track (such as partnerships). However, there were gains in Adult Education students and in high school dual enrollment.

Across the last five years, there were a total of 35 action steps across 6 objectives addressing Goal 3 of the strategic plan, including 17 that have been accomplished, and 18 that are in progress or ongoing.

Objective 3.1: Strengthen and expand industry partnerships to support student learning program development and regional economic development.

2022-2023 Progress

- Saddleback College identified 268 existing industry partners evaluated for this objective.

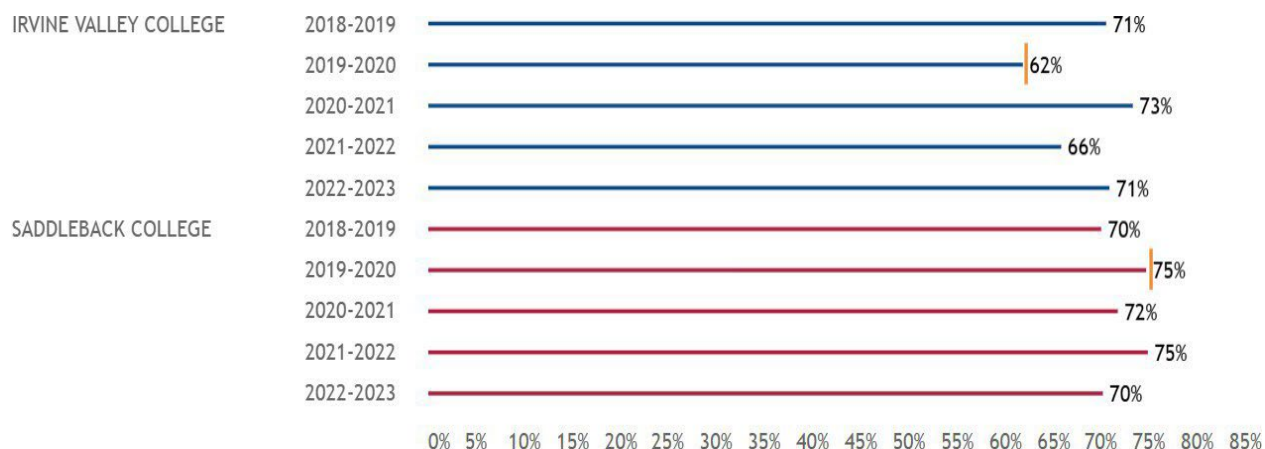
- Irvine Valley College identified 75 existing industry partners evaluated for this objective.

Saddleback College has developed several efforts to strengthen and expand industry partnerships that support student learning and regional economic development. Accomplishments include forming a leadership group to coordinate collegewide partnerships and establishing standard operating procedures for employer engagement involving Economic and Workforce Development (EWD), Career Services, and Financial Aid. Ongoing efforts include continued industry outreach to expand customized training and work-based learning, developing a Regional Training Center at ATEP to support contract education and apprenticeships, and updating policies to align with new Work Experience Regulations while determining baseline success metrics.

Total Action Steps: 5

Objective 3.2: Increase the number of students who reported obtaining a job closely related to their field of study (SAME OBJECTIVE AS 2.6).

Table 16. Percent of students employed in their field of study by academic year (CTEOS)

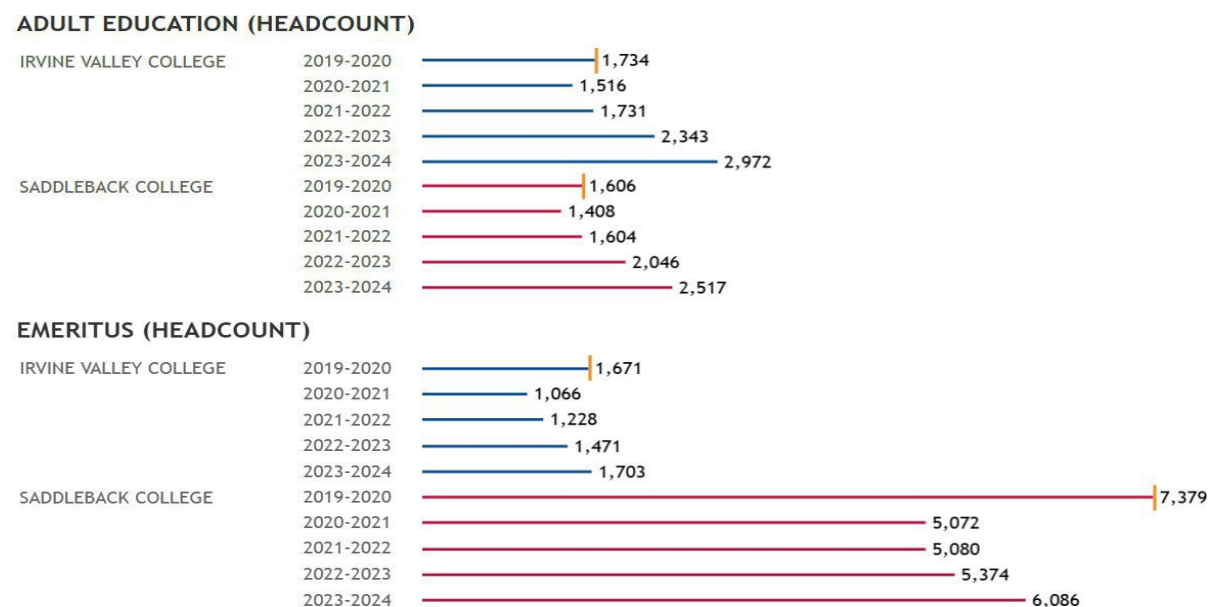


Saddleback College has embarked on several initiatives to increase the number of students who report obtaining a job closely related to their field of study. Ongoing efforts include expanding the use of the Handshake employment platform to connect more students with job opportunities, increasing the availability of paid Work Experience Education (WEE) placements through collaboration with Program Advisory Committees, and actively monitoring Career and Technical Education Outcomes Survey (CTEOS) metrics through discussions with Career Education programs and college committees to ensure alignment with workforce needs.

Total Action Steps: 3

Objective 3.3: Increase participation in extended learning (community and adult education programs and the Emeritus Institute).

Table 17. Count of Extended Learning students by academic year



Saddleback College has invested in a series of efforts to increase participation in extended learning programs, including community education, adult education, and the Emeritus Institute. Accomplishments include expanding year-round K–8 programming such as sports camps and College for Kids (CFK), revamping Emeritus curriculum based on student feedback, and hosting community members at educational, cultural, and athletic events. In progress are efforts to diversify and expand Foster and Kinship Care Education (FKCE) class offerings, promote adult education through targeted marketing and additional sections, and develop a proposed after-school partnership with SVUSD to broaden community engagement.

Total Action Steps: 14

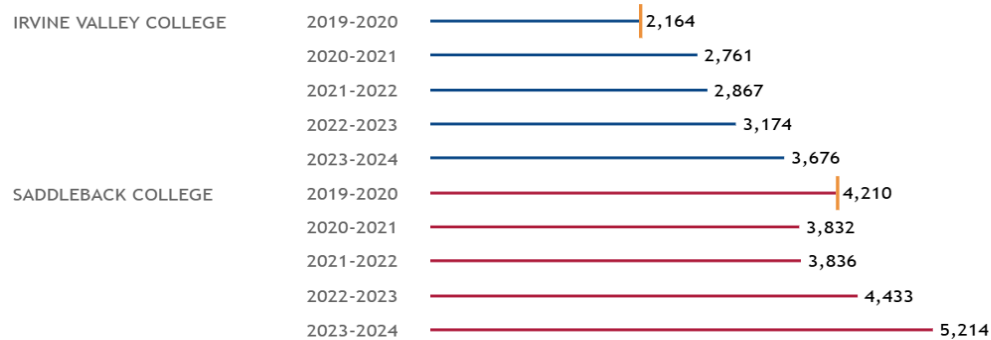
Objective 3.4: Increase the number of students who earn college credits while still in high school.

Table 18. Count and enrollment of Dual-Enrolled students by academic year

DUAL-ENROLLED (ENROLLMENT)



DUAL-ENROLLED (HEADCOUNT)



Saddleback College has developed several activities to increase the number of students earning college credits while still in high school. Accomplishments include establishing multiple CCAP Dual Enrollment agreements with local K–12 partners to expand access to college courses. In progress is the development of Early College Pathways in Culinary and Auto programs.

Total Action Steps: 2

Objective 3.5: Increase partnerships with higher education institutions.

2022-2023 Progress

- Saddleback College identified 234 existing higher education partners evaluated for this objective.
- Irvine Valley College identified (TBD) existing higher education partners evaluated for this objective.

Saddleback College has carried out systematic attempts to increase partnerships with higher education institutions. In progress efforts include identifying and reaching out to universities to develop career-pathway alignments, building enrollment pipelines with community agency partners, and exploring and promoting California Community College baccalaureate degree program alignments to broaden student transfer and degree-completion opportunities.

Total Action Steps: 3

Objective 3.6: Increase community participation in civic, athletic, and cultural events.

Data was challenging to track.

Saddleback College has engaged in various ongoing efforts to increase community participation in civic, athletic, and cultural events. Activities include hosting events such as Youth Night, Veteran's Appreciation Night, and statewide athletic competitions to draw community involvement. The college is also collaborating with local businesses to host major sporting events, focus on increasing student engagement in campus events, expanding student clubs and mentorship programs, and implementing targeted marketing strategies to enhance community attendance and participation.

Total Action Steps: 8

GOAL 4: Optimize Our Institutional Design and Structure with a Student-Centered Focus

Saddleback College has implemented a range of projects to optimize institutional design and structure with a student-centered focus. The college updated key Board Policies and Administrative Regulations (BP/ARs) related to technology, completed major infrastructure upgrades, and initiated ongoing improvements to organizational effectiveness, project tracking, and compliance. Efforts to foster a collaborative culture include advancing the Caring Campus Initiative, revising DEIAA hiring policies with a DEIAA focus, and promoting districtwide professional development. The college continues to strengthen participatory governance by evaluating its decision-making framework, resource allocation processes, and committee effectiveness. Additionally, the reorganization of instructional programs into five schools, the launch of a new student-centered website, and enhancements to student support services all serve to improve the student experience through thoughtful institutional redesign. Saddleback at ATEP was built and includes facilities to support Culinary Arts and Automotive Technology.

The Board of Trustees held a study session on Student Housing in March, June, November 2023 and April 2024. Each college discussed student housing options and received approval for moving forward with their respective participatory governance committees (Irvine Valley College planning begins in 2027-28 and Saddleback College planning begins in 2030-31).

Mostly all metrics for this goal do not lend themselves to quantitative analysis to track progress.

Across the last five years, there were a total of 39 action steps across 4 objectives addressing goal 1 of the strategic plan, including 15 that have been accomplished, and 24 that are in progress or ongoing.

Objective 4.1: Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology.

Saddleback College has implemented a variety of efforts to identify and streamline institutional policies, practices, and processes related to facilities and technology. Accomplishments include completion of facilities and technology mast plans, a comprehensive update of BP/ARs related to technology, as well as major infrastructure upgrades such as HVAC, fire suppression in wiring closets, and campus-wide wireless and cabling improvements. In progress are efforts to enhance organizational effectiveness through structural changes, track and prioritize facility and technology projects, evaluate communication and collaboration tools, and ensure compliance with regulations. The college is also supporting new and ongoing construction projects and actively addressing the facility needs of newly established instructional schools.

Total Action Steps: 8

Objective 4.2: Develop an organizational culture of collaboration across the district.

RESPONSES TO CLIMATE SURVEY QUESTION "I FEEL WE HAVE A CULTURE OF COLLABORATION ACROSS THE DISTRICT"



Saddleback College has developed a range of strategies to develop an organizational culture of collaboration across the district. Efforts in progress include gathering and discussing recommendations from shared governance groups through the PIE process, advancing the Caring Campus Initiative with professional development and skill-sharing events, and hosting a district-wide Classified Professional Development Day to strengthen collaboration. Additional initiatives involve partnering with Irvine Valley College and District Services to revise hiring policies with a DEIAA focus, and offering personal and professional development opportunities to classified professionals to promote cross-departmental understanding and relationships.

Total Action Steps: 4

Objective 4.3: Create a sustainable and robust participatory governance evaluation process.

Narrative descriptions of key efforts do not lend themselves to quantitative analysis.

Saddleback College has advanced a variety of measures to create a sustainable and robust participatory governance evaluation process. The college has regularly reviewed and updated its Planning and Decision-Making Manual to ensure alignment with its governance structure. Ongoing efforts include evaluating the participatory governance framework to enhance collaboration, conducting annual reviews and updates to the resource allocation process to better support strategic goals, and providing annual committee evaluation reports for feedback and continuous improvement.

Total Action Steps: 5

Objective 4.4: Provide enhanced student support with a student-centered design.

Narrative descriptions of key efforts do not lend themselves to quantitative analysis.

Saddleback College has executed a number of projects to provide enhanced student support through a student-centered design. Key accomplishments include reorganizing instructional programs into five schools to foster collaboration, transitioning pathway teams into Connection Teams aligned with the new structure, conducting a housing feasibility study, launching a student-centered website with positive student feedback, selecting Barnes & Noble as the new bookstore vendor, and upgrading campus infrastructure. Ongoing efforts focus on improving the student onboarding process, gathering and responding to student support feedback, addressing facility needs for the new schools, managing construction projects, restarting the search for a food services vendor, surveying student health and safety needs, and procuring body cameras for campus police.

Total Action Steps: 18

Objective 4.5: Develop and build out the ATEP vision for the colleges including public-private partnerships.

Narrative descriptions of key efforts do not lend themselves to quantitative analysis.

Saddleback College built Saddleback at ATEP, including facilities for the Culinary Arts and Automotive Technology programs which opened at ATEP in Fall 2025.

Total Action Steps: 1

Appendix A

Goal/Objective	Short Description of Objective	Count of Action Steps
Goal 1		
Objective 1.1	Reduce and eliminate equity gaps in credential attainment, transfers and CTE completion	17
Objective 1.2	Reduce and eliminate equity gaps in transfer-level math and English completion in the first year	23
Objective 1.3	Reduce and eliminate the achievement gap between online and traditional classroom classes	4
Objective 1.4	Reduce and eliminate equity gaps in application to enrollment (access)	5
Objective 1.5	Reduce and eliminate student Fall-to-Spring and Fall-to-Fall persistence equity gaps	8
Objective 1.6	Cultivate culturally responsive and inclusive learning and working environment free from explicit/implicit bias	10
Objective 1.7	Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias	3
Goal 2		
Objective 2.1	Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program	5
Objective 2.2	Increase the number of students transferring annually	4
Objective 2.3	Increase completion rates in transfer-level math and English in the first year	14
Objective 2.4	Increase course success in online and traditional classes	4
Objective 2.5	Increase fall-to-spring and fall-to-fall persistence	9
Objective 2.6	Increase the percent of exiting CTE students who report being employed in their field of study.	3
Objective 2.7	Reduce average units accumulated by students who complete degrees	0
Objective 2.8	Implement educational programs and student services to target students 25+ in age	6
Objective 2.9	Increase and support the number of outside classroom learning opportunities available for students	1
Objective 2.10	Create and support inter-disciplinary learning opportunities both within and across the colleges	3
Objective 2.11	Increase the number of professional development activities for faculty and staff	14
Goal 3		
Objective 3.1	Strengthen and expand industry partnerships to support student learning, prog. dev, and regional economic dev	5
Objective 3.2	Increase the number of students who reported obtaining a job closely related to their field of study	3
Objective 3.3	Increase participation in extended learning (Community Ed, AE, Emeritus, FKN)	14
Objective 3.4	Increase the number of students who earn college credits while still in high school	2
Objective 3.5	Increase partnerships with higher education institutions	3
Objective 3.6	Increase community participation in civic, athletic, and cultural events	8
Goal 4		
Objective 4.1	Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology	8
Objective 4.2	Develop an organizational culture of collaboration across the district.	4
Objective 4.3	Create a sustainable and robust participatory governance evaluation process	5
Objective 4.4	Provide enhanced student support with a student-centered design	18
Objective 4.5	Develop and build out the ATEP vision for the colleges including public-private partnerships.	0

GOAL 1 - ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

Objective 1.1

Description

Reduce and eliminate the achievement gap among underrepresented students. (VFS)

Indicator

Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer ready, or complete 9 units in a CTE program that prepares them for a specific occupation.

Related Initiative/Grant/Plan

HSI Grant, Guided Pathways, Promise, SEP

Objective 1.1 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Grow the number of fully ZTC programs by 15%.	Increase the number of sections that use ZTC collegewide by providing training and incentives to faculty to convert their classes.	Saddleback now offers 27 ZTC pathways for Fall 2021, with 19 program degrees and/or certificates, four general studies degrees, and three general education degrees (IGETC, CSU and local). Set a new target goal to have 50% of student enrollments in ZTC sections and 40% of all ZTC sections.	The percentage of courses offered with at least one ZTC section increased from 29% to 34% from fall 2020 to fall 2021. The percentage of ZTC sections increased from 31% to 37% from fall 2020 to fall 2021. The percentage of students enrolled in ZTC sections increased from 42% to 45% from fall 2020 to fall 2021.	Completed	For fall 2022, The percentage of ZTC sections continued to increase and hit 44%. The percentage of student enrollments increased to almost 50%. As of Spring 2024, Saddleback College offers 81 ZTC pathways. 1,287 of 2,412 (53%) sections are ZTC. 36,383 of 62,913 (58%) enrollments are ZTC. As of 10/17/24: 12,577/25,288 ZTC sections (50%) and 40,151/71,605 ZTC enrollments (56%). There are currently 556	Dean of OELR Supporting Responsible Parties – ZTC leads

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
					unique courses that have at least one section that is ZTC in Fall 2024 (54%, 556/1027). In the full 2023-24 academic year, there were 786 courses that were ZTC (59%, 786/1330). As of March 14, 2025: For 2024-25 to date, we have: 2,519 out of 5,153 sections are ZTC = 49%; 80,482 out of 143,574 enrollments are ZTC = 56%; 740 out of 1,330 courses have at least one ZTC section = 56%. For Spring 2025, 588 out of 1092 courses (54%) have at least one section that is ZTC.	

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
B. HSI Grant: Objective 1 - Increase the number of FAFSA applications completed by 20% for all students and 40% for Latinx students	1. Increase messaging to prospective and new student populations prior to the start of each major term. 2. For continuing students, message them in early spring term to prepare applications for fall. 3. Ensure that there is a Spanish-speaking enrollment coach to assist students. 4. Increase the number of financial aid application completion workshops and awareness events on and off-campus. 5. Improve Spanish language financial aid messaging and services for students	Working with marketing to ensure FA updates are being spread by email/weekly college updates and posts to social media. Email reminders to current FA applicants regarding the opening of 2022-23 FA application. Sherpa nudges (Emails and Dashboard Alerts) to new Spring 2022 students who selected the Pay Later FA option, reminds them to apply for aid. In 2023-24, the financial aid department facilitated over 50 on-campus and off-campus presentations and application workshops to provide information to students and assist with application completion. In Fall 2024, the department has added an additional Financial Aid Specialist (bilingual spanish), who focuses on	FAFSA completions increased from baseline (2017-18 baseline) 9,229 college-wide, and 2976 from students who identified as Latinx, to 12,444 for all students and 4415 for students that identify as Latinx in the 20-21 AY. Efforts around promoting the completion of FAFSA/Dream Act were enhanced by connecting HEERF/CARES funds to ensure students received any awards available. However, for 21-22AY, FAFSA completion numbers remained high: 11911 of all students, or 62.7%, and 4115 of those applications, or 34.5%, were for students who identify as Latinx. An Outreach/Enrollment coach, who is bilingual, was hired early 2022 and this staff member is working in tandem with Financial Aid to increase awareness about financial resources available to students while they attend college.	Continuing in Year 4	Fall 2022, (21-22 FAFSA apps) were a higher proportion of students but a lower # of applications due to lower enrollment numbers. 12,454 total applications, 4367 from students who identified as Hispanic/Latinx.	Director of SEM and Director of Financial Aid

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		outreach coordination and awareness planning. The financial aid office now has 2 bilingual Spanish specialists available to assist students. Spanish language presentations have been developed, and for 2025-26 Spanish language flyers and handouts will be included.	Regarding Register Now, Pay Later campaigns to encourage students to maximize their scheduled registration appointment while waiting for pending financial aid, or other sources of payment, to materialize, almost 30% of all credit-seeking students took advantage of the 'Pay Later' button for Fall 2022, and 81.1% converted to paid or deferred (waiver) within the allotted time (16 days).			
C. HSI Grant: Objective 2 - Establish financial literacy program and expand it to all COUN100 (College Success) sections and to new students and family.	1. Determine students' abilities to get access to FA resources and questions they may have regarding financial aid options, potential debt, and financial opportunities. 2. Assess the FA website for ease of use and availability of resources to students. 3. Offer financial wellness resources through FA website, Business curriculum, and student	FA workshop series to begin in Spring, address Satisfactory Academic Progress and General FA Application Process. Working with outreach to develop dedicated drop-in zoom hours for HS students with FA questions.	The Financial Aid office has worked diligently to ensure its services are easy to access for students, regardless of modality. My Financial Aid is now a square on the Student Support Hub, has a direct link to a Zoom Room for students, and has a link directly to the Financial Wellness Center that assists students with Financial Literacy 101, both in English and Spanish. o Emails/Texts to enrolled students that have outstanding tasks · Increase efforts to provide "high-touch"	Continuing in Year 4	Use of Financial Literacy 101 has begun, Success Coaches are referring students to the resource to assist with college budgeting. Next AY will see greater integration with Schools, parents at Outreach events, and possibly student clubs. The financial aid office has added additional staff to ensure that specialists have the ability to focus on file completion as well as	Director of SEM, Director of Financial Aid

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	onboarding (COUN 100).		customer service to students, especially those with special circumstances, i.e. dependency overrides, income adjustments, homelessness, etc. Additional updates include: · Award all students who have submitted an FA application, and make financial aid awards available sooner. - o Provide potential students with award eligibility so they can make informed decisions about enrolling · Reduce processing time of financial aid files to ensure students have access to financial aid funds in a timely manner. · Increase communication to enrolled students who have not applied for financial aid. - o Emails/Texts to “Pay Later” students with no FA applications - o Emails/Texts to enrolled students with no FA applications		assisting the most vulnerable groups of student who identify as having special or unusual circumstances. Financial aid awards were made available to students beginning in March 2022. All students now receive an award and notification regardless of their enrollment status. Processing time has decreased to on average 1-2 weeks down from 4-6 weeks in some cases. Sherpa nudges are sent regularly to students who have selected Pay Later.	

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			· Increase outreach efforts to financial aid applicants who have not completed financial aid files.			
D. Investigate whether DI groups pursue careers that have lower salaries and take appropriate actions to address any equity gaps.	Identify programs where DI students have selected as their majors and/or fields of study to determine if there are gaps. Identify if DI groups are selecting lower paying jobs. In spring 2022, OPRA will conduct a study on assessing students' job selections to their field of study using results from the CTEOS survey (with focus on DI groups)	This action step needs to be reviewed and revised. Our responses to the CTEOS survey are minimal therefore harder to draw conclusions	TBD	Continuing to Year 4	If analysis shows that there is a gap between field of study and selected jobs, Career Education dept. can identify strategies to implement,	Dean of EWDBS, Assistant Dean of Career Education, Director of OPRA
E. Measure the progress of course completions of DI groups to ensure it is aligned with their approved maps.	Identify a DI group cohort and monitor course completions to compare with their most current MAP. In spring 2022 an approved MAP inventory will be taken among first-time college students 2020 and 2021 and assess	In-progress	TBD	Continuing in Year 4	Students will be completing courses aligned to their approved MAP	Dean of Counseling, Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	for completion of English 1A and transferable math.					
F. Develop and implement a timely and efficient degree auditing mechanism that regularly alerts the students of their progress.	Conduct a degree audit following the last day to drop a class with a W (withdrawal) each term (fall, spring, and summer) and notify students of their auto award. Monitor and provide outreach to those who are falling behind.	This system has been implemented and is used to ensure auto-awarding. Students are contacted if they are falling behind on their completions.	Capture the number of students impact by the degree audit system. Follow up in Year 2.	Completed	We expect to see a continued increase in our credential completions.	Dean of Enrollment Services
G. Identify the causes of equity gaps using qualitative research methods.	Conduct focus groups/interviews to better understand reasons preventing students from completing their goal.	Results from the study conducted found that: Some processes have in place to help increase students' success are actually experienced by them as barriers counseling appointments, the Promise Program requirements). • Some expressed this as leading to psychological and physical pain, including extreme stress,	Recommendations for collegewide change: Create a multicultural center/place to share experiences with peers and get advice • Increase collaborative spaces (social and study; library carrels; quad gathering spaces) • Replicate what is good in the quad/fine arts quad/LRC/Science building • Create ways to increase awareness of opportunities and services for students	Completed	N/A	Claire Cesareo, Erica Vogel

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		tears, and discouragement about continuing • Many expressed confusion about conflicting information, terminology used, possible options, and clear next steps • Students saw a need for more opportunities to connect with peers and non-peers at the college (spaces, groups, pedagogy, projects...) • More personalized interactions with instructors and counselors (not just for warm and fuzzy feelings but for their real ramifications) • Built environment should allow for social interactions, networking, and collaboration (LRC 3rd floor, science building, fine arts quad) • First generation students need additional support maneuvering through the bureaucracy (applying, etc.) and in	• Cultivate an awareness that providing a list of services is not enough (more guidance to help understand what might be needed) • Remove technology barriers for all students			

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		being a successful student.				
H. Conduct comprehensive studies on the college's four DI groups (Latinx, AA, First-Generation, and students 25+) to better understand gaps in success	Study will include historical achievement data to include any gaps, survey data on student experiences and focus groups.	The study on First-Generation students was completed in Spring 2023. In Fall 2023, OPRA will be conducting a study on LatinX students.	The First-Generation study found that these students tend to have equity gaps because they may lack guidance, advice and/or support (cultural and social capital), financial barriers. They have a strong desire for mentorship/coaching. Full report can be found on OPRA sharepoint site,	Completed, but ongoing	In Fall 2023, analyses on other DI groups will continue,	Director of OPRA
I. Develop a comprehensive Student Equity and Achievement Plan that identifies structural barriers to achievement for our disproportionately impacted student groups.	Equity and Inclusion Council will develop a workgroup that will brainstorm and identify structural barriers to achievement and develop action steps to address those barriers.	Established a work group comprised of staff, faculty, and students to begin working to identify ways to reduced structural barriers of black/African American, LGBTQIA+, and DSPS communities. Held Lavender Graduation, organized LGBTQIA+ student	Will continue to monitor with State's data	Completed, but ongoing	Increase the number of intentional efforts to support disproportionately impacted students as they seek degrees, certificates, and/or transfer.	Equity and Inclusion Council (writers were Jonathan Luque and Penny Skaff)

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		group, and creating resources for campus such as an LGBTQ+ Website				
J. Develop a large scale peer-mentoring program.	2021-22 Started the Mentor Collective Program to match current Saddleback College students with mentees to help navigate the campus and discuss lived experiences and future goals. Initially, the program will target mentees who are from our DI groups(first generation, 25+, black/African American, LatinX)	Launched the Mentor Collective program. 155 mentors and 652 mentees participated in year 1. Impact on year 1 was measured using propensity score matching (PSM) and weighting (PSW)	Results from PSM and PSW models showed a significant impact on persistence for mentees for both Fall 21 and Spring 22 compared to a matched group of 7% with an increase across all categories: Asian, black/African American, Latinx, White, and First Generation. Matching and weighting analyses show that the impact of having a mentor is significant for persistence. Additionally, disaggregating the results. Show that all of our student populations benefit from having a mentor.	Continuing in Year 4	Fall 2022 outcomes showed that there is still a positive impact on persistence for students who were mentees. Fall to Fall persistence and long-term outcomes are being measured (eng/math completion, awards, transfers, etc..).	Director of Student Life
K. Develop a Student Needs Survey with a direct triage component to address student needs prior to the start of term. Research has shown that removal of	In Summer 2022, OPRA met the VPSS and applicable student services leads and developed a survey that identifies student needs. This was based off of the onboarding survey in the Promise Program. Once a student completes the	The survey has been administered in Fall 2022 and Spring 2023. So far, the survey has been sent to students within the college's DI groups. Starting in Fall 2023, it will be expanded to all credit students. It will continue to be administered every	Results have shown that students who have been triaged have higher persistence (7%), retention through section census (4%) and course success rates (3%). OPRA will continue to monitor.	Completed, but ongoing	Survey will be launched in Fall 2023 to all credit students.	Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
academic and non-academic barriers positively impacts student success.	survey, based on their responses, their contact information gets populated on a “live” sheet for a triage service lead to access and contact the student within 24-48 hours.	major semester with the ultimate goal of getting institutionalized in the application/registration process.				
L. Develop an Instructor-Level Equity Report/Dashboard.	In Spring 2023, in collaboration with faculty leadership and the Educational Planning and Assessment Committee, OPRA developed this dashboard. This customized report allows faculty to explore disaggregated data related to the Course Success Rate for <u>only</u> the classes they teach. Filters are included to view equity gaps by DI groups.	The report was finalized and launched in spring 2023. Since course success is the foundation of many student success metrics (such as award completion and transferring to four-year universities), the hope is that this data will increase awareness and encourage robust dialogue about equity-minded practices within departments and divisions across campus.	Currently, OPRA has received positive feedback on the data provided. In the future, the college hopes to imbed review of this data into the PR process. The report will be sent to all faculty at the beginning of every major semester.	Completed	N/A	Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
M. The 2023-2024 SSCC has transitioned to support the five school teams in relation to student success. Starting fall, SSCC will become the organizing framework through which the School Teams will organize their work to identify and address equity gaps within individual schools.	Work within school teams to address gaps unique to the student cohorts within the School. Develop strategies to increase student course success, retention, and persistence, ultimately positively impacting the number of students who complete and/or transfer.	Schools teams are meeting, each school's success coach has met with OPRA for data dashboard training, and these school teams are meeting within the structure of SSCC. 2023-2024 will serve as a baseline year for measuring possible effects from school-based programming and interventions.	TBD - will collect student data at the end of spring 2024 and disaggregate across DI groups. These outcomes will help inform work moving into AY24-25.	Completed	Through focused work and review of school-based data sets provided by OPRA, SSCC expects to lead conversations that address and close the equity gaps that exist within each school, and subset of students within the schools.	SSCC, deans, VPI, VPSS, Director of Student Success
		Schools teams completed the 2023-2024 Annual Benchmark & Activities Report, highlighting both engagement and competition-related activities within their schools, as well as noting existing equity gaps that will guide the 24-25 plans for the schools.	Teams are continuing to evaluate but expected outcomes includes increased registrations into spring, increased English and math enrollments and throughput, increased persistence and increased sense of campus involvement and engagement.	New in Year 4	Teams are continuing to evaluate but expected outcomes includes increased registrations into spring, increased English and math enrollments and throughput, increased persistence and increased sense of campus involvement and engagement.	SSCC, deans, VPI, VPSS, Director of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
N. Through the development of the Learning Pathways KPI Dashboard, school teams and the VPI can monitor progress on students who complete credentials (including time to completion) and transfer to 4-year institutions by students in particular pathways. The dashboard also allows disaggregation by our DI groups. In addition to the development, OPRA provides trainings to success coaches and other key folks for improvement and reach out to the student.	This dashboard was launched in Spring 2023 and it is currently being widely used by the VPI and deans. OPRA will continue to provide trainings throughout the academic year and work with school teams on student populations to prioritize. School teams, including coaches, have access to a School-specific dashboard focused on college-wide KPIs, strat plan and SEA goals, with the option for exporting these disaggregated lists (the Director) for the coaches to take immediate action by messaging or calling the students or working with campus partners to promote the necessary resource to the students in need.	As of Spring 2024, the dashboard is being utilized in SSCC and school teams are identifying areas of opportunities within their schools. The dashboard has been utilized throughout Fall 2024 and will continue to help guide the work going into Spring 25. It will be useful when writing the 2nd Annual Benchmark & Activities Report	This effort is very new so there is nothing to report on data outcomes or conversions. Mobilizing student success coaches to support students as they move through their educational journey should help improve student success (and SCFF) metrics across the board	Continuing in Year 4	The hope is that the data provided in the dashboard will lead to discussions on how to decrease the equity gaps for award completions and transfers.	SSCC Chairs and Director of OPRA, deans, VPI, VPSS, Director of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
O. The Transfer Center (TC) to offer more focused CSU and UC application workshops. In AY 22-23 624 students participated. The TC collaborated with the SC Athletic Department and the CCCCCO to bring awareness about HBCUs transfer opportunities. The TC participated in the UC Success Data Sharing Project in Fall 2022.	The TC will track and monitor student participation	The TC will host focused student centered workshops to support students with transfer applications through out the year.	In 22-23 624 students participated in the CSU and UC application workshops. In addition, TC worked with the Athletic Department to bring HBCU information nights to Saddleback College.	Continuing in Year 4	Increase the awareness of Transfer Center opportunities among our DI groups by increasing our intentional outreach regarding the TC among our DI groups. Increase HBCU transfer by 10% in AY 23-24.	Transfer Center Coordinator/Dean of Counseling and Special Programs.

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
P. Multicultural Center will track utilization of services and analyze retention efforts		Director of College Equity, Inclusion, and Access was hired and onboarded on July 17, 2023. Director is collaborating with Executive Team to identify a space within the Student Services Center (SSC) to design and open a multicultural center by Summer 2024.	Center remains in the process to be designed and open for operations. Design, flooring, and furniture orders are in progress.	Continuing in Year 4	In addition to providing a space for peer-networking and multicultural programming to address diversity and inclusivity, this center will also operate in conjunction with the Basic Needs Center by providing a space and support to address non-academic challenges through a case management approach. Rising Scholars, and LGBTQ+, AANHPI Grant, and undocumented students will also be in this same space.	Director, College Equity, Inclusion, and Access

Objective 1.2**Description**

Reduce and eliminate the achievement gap for completion rates in transfer-level math and English.

Indicator

Increase the completion rate of transfer-level math and English within students' first year to 50 percent

Related Initiative/Grant/Plan

AB705, Guided Pathways, HSI Grant, Promise, SEAP

Objective 1.2 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Increase student access to tutoring to include online, on-campus and after-hours.	Offer both in-house online & on-campus tutoring, in addition to a vendor provided 24/7 option.	Expanded tutoring services (e.g., hours, subjects, # of tutors) in-person and online through Saddleback Peer Tutors. Offering 24/7 online tutoring services through a third party vendor, NetTutor. Targeted communications regarding tutoring service went out via email and phone to Promise students and those receiving a Progress report. Increased targeting and placement of Embedded Tutors (ET) and Online Student Mentors (OSM) within transfer-level English and Math courses.	In-person tutoring expanded their hours of operation to include earlier morning and later evening hours in order to meet student demand. The number of tutors and mentors increased by 28 % from fall 2020 to fall 2021. Additionally, we picked up 2 new tutoring course offerings. Post pandemic (fall 2021 semester), we placed Embedded Tutors in 30 transfer level math and English sections. In the spring 2022, we placed Embedded Tutors in 24 sections. Additionally, in the fall 2021 we placed 11 OSMs in transfer level math and English courses.	Completed	N/A	Director of LAP

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		Host tutor-led workshops - The Know and Grow Workshop Series, that address a wide range of topics, especially Math and English focused. Promise - Promise cohort 3 (1,277 students): 81% completed transfer-level English. 56% completed transfer-level math. Cohort 4 (1,370 students) results will be assessed in June 2022.	The Know and Grow Workshops series occurs every fall and spring. In fall 2021, all of the Know and Grow Workshops focused on topics related to a Math and English focus. In the spring 2022, 7 out of the 10 workshops had a Math and English focus. For Fall 2021, 131 (11%) students of Promise Cohort 3 enrolled in a section that had an embedded tutor.			
B. Increase PD for faculty to review data about course success equity gaps and learn how to interpret those gaps.	Offer data trainings, PD Week sessions and department-specific data exploration to English and Math departments to better understand and interpret equity data in their areas. Design 1-2 courses on equitable teaching practices. Develop additional Online Educator Courses for STEM faculty pedagogy.	The "Equity & Culturally Responsive Teaching" course will be added to the list of Online Educator Certificate offerings in Spring 2022. The "Equity Dashboard" is included in the course. The "Authentic Assessment for Online STEM" course will also be added to the list of Online Educator Certificate offerings in Spring 2022. This course is currently being built with an anticipated	Two courses related to equity and STEM faculty pedagogy are being added to the Online Educator Certificate offerings. OPRA has developed multiple dashboards and have conducted several trainings. Specifically the PR dash, KPI dash, LP dash, Course Success Equity dash.	Completed, but ongoing	Inclusion of equity data in PR (EPA) - In Fall 2021, EPA approved including course success equity gaps into the program review process. Questions related to equity will also be included so that chairs/deans/managers increase awareness within their units and identify activities that will lead to minimizing gaps. Data Coach training will be launched in fall 2023.	ITL Coordinators, OPRA, GP

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	Develop a formalized data coaching program (OPRA) - a data coaching program will be developed to increase awareness and to better understand/interpret/use of data for faculty.	review date by stakeholders in December 2021. The KPI dashboard allows for information to be disaggregated by ethnicity, gender, financial aid status, and Learning Pathway. Math and English completions are included.				
		The AB 705 work group of English, ESL, Math and counseling faculty and their Deans receives bi-monthly English and math updates in SSCC from the District Program Research Analyst.				
C. AB705: Assess the effectiveness of AB705 Math and English support classes each year.	Compare success rates in math and English classes that have support vs those that don't to measure any differences using a Propensity Score Matching.	In fall 2022 an evaluation of math course with support was conducted. Specifically math 8, math 10, and math 124. Three academic years were assessed	The linear regression with fixed effects (9%) and propensity score weighting (7%), showed that support courses have a positive impact on student succeeding in Math 10 and Math 124. Math 8 needs a separate analysis to determine possible variables that correlate to the gap in	Completed	N/A	SSCC Chairs, Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			success rates between support sections and non-support sections for the group of students considered in this analysis.			
D. AB705: Assess the equity gaps identified from the State Chancellor's AB705 report to identify areas for improvement.	Based on the findings in the State report, develop more support or communication for groups where DI was found.	In relation to enrollment into English and math classes, in fall 2020 there was no gap between full time enrolled LatinX or African-American and White in math and English courses in their first year. There is a disproportionate impact among full and part-time enrollments. While overall greater numbers of students including LatinX students are enrolling directly into transfer-level English and math, our LatinX students still remain disproportionately impacted in their success	In fall 2021 and in Spring 2022 (April 1) all area high schools participated in a high school counseling zoom conference. In the fall 2021 semester, we launched a new tutoring program for HSE students in partnership with Adult Education. On March 15th bilingual counselor participated in the Latino Parent Project with SVUSD through the Latino Family Project.	Completed	In fall 2022, faculty in High Enrollment Low Pass rate (HELP) classes were invited to a series of equity-related workshops on topics such as principles of equity, the social construction of race, white fragility, implicit bias, decolonizing the syllabus, and decolonizing the classroom and grading. Many of these HELP classes were in Mathematics. As part of a broader discussion about new AB1705 legislation, the math department is exploring additional curriculum and new placement practices to better support student success and equity.	SSCC Chairs, Director of LAP

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		in an English or transfer-level course. Increased outreach efforts to high school parent groups (e.g., ELAC). Now host two High School Counselor Conferences each year beginning in 2020-21 to help keep high school counselors abreast of AB 705. Host a video on our Matriculation webpage informing students of their AB 705 Rights. General tutoring services were expanded to target specific DI groups. Promise – Targeted text messaging through Ocelot goes out to all students with progress reports.				
E. Increase communication to groups that were identified as having DI in Math and English completions for tutoring and other resources.	Develop a communication plan to DI student groups that would include resources such as tutoring, support classes, counseling, etc...	Pathway Canvas GPS: Links to LRC Tutoring, support services, and the Online Student Hub were included. Targeted communications regarding tutoring service went out via email and phone to Promise students and	Targeted communications to Promise students occurs via phone and email twice a semester. Additionally, targeted communications go out to students on Progress Reports every other month. * Any student with two negative	Continuing in Year 4	Continue the targeted communication to Promise students and explore opportunities to scale this type of communication college-wide.	SSSC Chairs, Director of LAP

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		those receiving a Progress report. Promise - While not specifically targeting DI groups, Promise interventions address the needs of the cohorts, which have a higher percentage of LatinX students than the general population. Targeted text messaging through Ocelot goes out to students in math classes with progress reports and then to all students with progress reports. Working with the MSE Division to allow students to re-enroll into the same math class during the semester, instead of making them wait until the final grade is posted.	Progress Reports are called by a counselor weekly. **An email dated November 4th between counseling and math recommended to continue with this pilot; however no students were identified.			
F. Increase PD for math and English faculty on strategies to promote culturally responsive andragogy.	Work with ITL to offer PD on implicit bias, equitable teaching practices, both online and on-campus, with a focus on Math and English.	CRTL is working with ITL to offer a professional development series focusing on Critical Race Theory that includes a lecture and separate workshops for faculty and students. ITL	Two opportunities for faculty are being developed: professional development series and the Equity Badge program. First event was a keynote speaker during spring 22 FLEX week followed up by a			ITL Coordinators

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		continues its development of the Equity Badge program. The first stage of that Badge program - our Intro to Equity course - ran for the second time this fall. ITL will be working with Guided Pathways Completion Teams to provide trainings identified by those teams. (The CT's originally included an "ITL Liaison" role, but the teams have been scaled back for now.)	workshop on April 8 of the same spring semester. Student workshop pending ASG scheduling but planning is in progress.			
G. Provide additional tutoring to the DI groups	Increase the number of embedded tutors in transfer math and English sections; provide additional PD	LRC Tutoring Center: Increased targeting and placement of Embedded Tutors (ET) within transfer-level English and Math courses.	For the fall 2021 semester, 63% of the ET placements fall within Math and English courses.	Completed	Embedded Tutoring efforts continued to focus on transfer level Math and English courses, with additional emphasis on STEM courses.	Director of LAP

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	to tutors for these courses.	Embedded Tutoring and general tutoring services were expanded to accommodate DI groups. Host tutor-led workshops - The Know and Grow Workshop Series, which address a wide range of topics, especially Math and English focused. Increased targeting of Online Student Mentors (OSM) within transfer-level English and Math courses. Multiple Tutor PDs held covering topics on equity, inclusion, and working with DI groups.	Post pandemic (fall 2021 semester), we placed Embedded Tutors in 30 transfer level math and English sections. In the spring 2022, we placed Embedded Tutors in 24 sections. Additionally, in the fall 2021 we placed 11 OSMs in transfer level math and English courses. The Know and Grow Workshops series occurs every fall and spring. In fall 2021, all of the Know and Grow Workshops focused on topics related to a Math and English focus. In the spring 2022, 7 out of the 10 workshops had a Math and English focus.			
H. Increase student access to mentors in the online Math and English sections.	Offer both online and on-campus mentoring services.	TBD	TBD	Continuing in Year 4		Director of Student Life
I. Develop a comprehensive Student Equity and Achievement Plan that identifies structural barriers to achievement for our disproportionately	Equity and Inclusion Council will develop a workgroup that will brainstorm and identify structural barriers to achievement and develop action steps	Established a work group comprised of staff, faculty, and students to begin working to identify ways to reduced structural barriers of black/African American,	Will continue to monitor with State's data	Completed	Increase the number of intentional efforts to support disproportionately impacted students as they seek degrees, certificates, and/or transfer.	Equity and Inclusion Council (writers were Jonathan Luque and Penny Skaff)

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
impacted student groups.	to address those barriers.	LGBTQIA+, and DSPS communities. Held Lavender Graduation, organized LGBTQIA+ student group, and creating resources for campus such as an LGBTQ+ Website				
J. Adjust placement rules to ensure students are not asked to re-take math coursework that was successfully completed in high school	Math department and Matriculation office will review and adjust the placement matrix and will work with district IT to implement the new placement logic in the Guided Self-Placement tool. The college will explore ways to ensure current students can update their placement based on the new logic.	TBD	TBD	Continuing in Year 4	Reduce the number of disproportionately impacted students re-enrolling in courses successfully completed in high school.	Math Department Chairs
K. Develop additional math curriculum to support students who start in calculus.	Math department to develop co-requisite support for Math 3A to help underprepared students succeed in calculus. Math department will also	TBD	TBD	Continuing in Year 4	Increase the success rate of disproportionately impacted students at the calculus level.	Math Department Chairs

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	explore support options that are not co-requisites. These supports will be designed and delivered using equity-minded techniques that humanize the classroom.					
L. Conduct comprehensive studies on the college's four DI groups (Latinx, AA, First-Generation, and students 25+) to better understand gaps in success	Study will include historical achievement data to include any gaps, survey data on student experiences and focus groups.	The study on First-Generation students was completed in Spring 2023. In Fall 2023, OPRA will be conducting a study on LatinX students.	The First-Generation study found that these students tend to have equity gaps because they may lack guidance, advice and/or support (cultural and social capital), financial barriers. They have a strong desire for mentorship/coaching. Full report can be found on OPRA sharepoint site,	Completed, but ongoing	In Fall 2023, analyses on other DI groups will continue.	Director of OPRA
M. Develop a large scale peer-mentoring program.	2021-22 Started the Mentor Collective Program to match current Saddleback College students with mentees to help navigate the campus and discuss lived experiences and future goals. Initially, the program will target mentees who	Launched the Mentor Collective program. 155 mentors and 652 mentees participated in year 1. Impact on year 1 was measured using propensity score matching (PSM) and weighting (PSW)	Results from PSM and PSW models showed a significant impact on persistence for mentees for both Fall 21 and Spring 22 compared to a matched group of 7% with an increase across all categories: Asian, black/African American, Latinx, White, and First Generation. Matching and	Completed, but ongoing	Fall 2022 outcomes showed that there is still a positive impact on persistence for students who were mentees. Fall to Fall persistence and long-term outcomes are being measured (eng/math completion, awards, transfers, etc..).	Director of Student Life

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	are from our DI groups(first generation, 25+, black/African American, LatinX)		weighting analyses show that the impact of having a mentor is significant for persistence. Additionally, disaggregating the results. Show that all of our student populations benefit from having a mentor.			
N. Develop a Student Needs Survey with a direct triage component to address student needs prior to the start of term. Research has shown that removal of academic and non-academic barriers positively impacts student success.	In Summer 2022, OPRA met the VPSS and applicable student services leads and developed a survey that identifies student needs. This was based off of the onboarding survey in the Promise Program. Once a student completes the survey, based on their responses, their contact information gets populated on a "live" sheet for a triage service lead to access and contact the student within 24-48 hours.	The survey has been administered in Fall 2022 and Spring 2023. So far, the survey has been sent to students within the college's DI groups. Starting in Fall 2023, it will be expanded to all credit students. It will continue to be administered every major semester with the ultimate goal of getting institutionalized in the application/registration process.	Results have shown that students who have been triaged have higher persistence (7%), retention through section census (4%) and course success rates (3%). OPRA will continue to monitor.	Completed, but ongoing	Survey will be launched in Fall 2023 to all credit students.	Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
O. Develop an Instructor-Level Equity Report/Dashboard.	In Spring 2023, in collaboration with faculty leadership and the Educational Planning and Assessment Committee, OPRA developed this dashboard. This customized report allows faculty to explore disaggregated equity data related to the Course Success Rate for <u>only</u> the classes they teach.	The report was finalized and launched in spring 2023. Since course success is the foundation of many student success metrics (such as award completion and transferring to four-year universities), the hope is that this data will increase awareness and encourage robust dialogue about equity-minded practices within departments and divisions across campus.	Currently, OPRA has received positive feedback on the data provided. In the future, the college hopes to imbed review of this data into the PR process. The report will be sent to all faculty at the beginning of every major semester.	Completed	N/A	Director of OPRA
P. Through training on three key dashboards, faculty will become more aware of equity gaps by success rates. These trainings will allow faculty to identify courses and student populations who may be struggling in classes. These dashboards are the Program Review Dashboard,	Annually, OPRA and EPA will offer trainings for these three dashboards to faculty through the college's "Data Guides" program and in-service sessions. These training sessions also provide resources to faculty on nationwide and statewide best practices in classroom instruction.	Fall 2023 marked the first semester of our data guides training. In addition to data guides training, EPA and OPRA conducted three trainings on the instructor-level equity dashboard. In spring 2025, once the 2024 PRs close, we will make the assessment.	Training was provided in fall 2023 to 9 full-time faculty across 5 schools. There were a total of 100+ total faculty who attended the sessions on the instructor-level equity dashboard. In addition, we held a data coaching session which consisted of 10 full-time instructors.	Completed	The hope is that we will have trained "data guides" housed in every school/division as a primary resource for other faculty who may need assistance.****Update: Due to our transition to Banner, this action step is marked as completed for now. Once the transition is over, we will revisit continuing our data guides program.	EPA Chairs and Director of OPRA

Enrollment Tool, ILED.						
Q. The 2023-2024 SSCC has transitioned to support the five school teams in relation to student success. Starting fall, SSCC will become the organizing framework through which the School Teams will organize their work to identify and address equity gaps within individual schools.	Ongoing dashboard reviews plus feedback sessions for data needed for each school team resulted in exportable Tableau dashboards that inform much of the work the school teams are focused on in year two.	Currently, we are in the process of switching our PR platform from Nuventive to META. Once complete, we will meet with department chairs to discuss PR data and opportunities.	Each school team has a Tableau dashboard that allows the team to review and disaggregate data. Individual projects are school- and gap-specific while the school team also works on meeting college-level goals. One example is an English 1A registration campaign within the school of HSS, while all schools reached out to students with qualifying ed goals that had not registered or passed transfer level English.	Completed	Through focused work and review of school-based data sets provided by OPRA, SSCC expects to lead conversations that address and close the equity gaps that exist within each school, and subset of students within the schools.	SSCC Chairs, deans
R. Through the college's program review process, ensure that the Math and English departments address equity gaps in course success rates.	EPA chairs will review data and narrative provided by the english and math departments related to course success rate equity gaps. EPA will confer with department chairs regarding their plan of action.	At the completion of Fall 24 term and the spring 25 registration cycle, school teams will have a better idea of students who withdrew from English or math and registered to take it in the spring and coaches will support these students directly.	Not Applicable	Completion expected Summer 2025	As of Spring 2025, we are in the final stages of completing the conversion to META. This action step will be folded into our committee's annual continuous improvement report. Once the conversion is completed, we will meet with department chairs to increase awareness of discrepancies and provide guidance on opportunities to increase rates.	EPA Chairs

S. Through the development of the Learning Pathways KPI Dashboard, school teams and the VPI can monitor progress on english and math completions of students in their LP for their 1st year and 2nd year experiences. In addition to the development, OPRA provides trainings and student lists to success coaches and other key folks so that they are better able to assess the areas for improvement and reach out to the student.	This dashboard was launched in spring 2023 and it is currently being widely used by the VPI and deans. The filters allow users to disaggregate the data by DI students to better understand their math and english completions. OPRA will continue to provide trainings and updated student lists to school teams.	The LP KPI dashboard was completed in Fall 2023 and has been upgraded several times since then through broad discussion and feedback collected.	Deans and success coaches are utilizing the dashboard to monitor progress on their efforts.	Completed, but ongoing	The hope is that school teams will be able to minimize equity gaps on english and math completions using this data to inform their priorities.	SSCC Chairs and Director of OPRA
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Objective 1.3**Description**

Reduce and eliminate the achievement gap between online and traditional classroom classes

Indicator

Establish baseline data set for each college and district-wide.

Related Initiative/Grant/Plan

OEC, HSI Grant, Caring Campus, SEAP

Objective 1.3 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Tutoring Center - Increase online tutoring usage by 10%	Advertise Online tutoring to students more widely and work with platform to improve quality and accessibility	Have reached out to platform for improvements	In 2023 we had 2744 hours of online tutoring between NetTutor (3rd party), our own online tutors and paper drop off. In 2024 we had 5374 hours resulting in a 95% increase in online tutoring use. This increase was through our tutor as NetTutor saw a 235 hour drop in use.	Completed	10% increase in online tutoring use we had a much higher expected outcome at 95%	LAP Director
B. Provide professional development training regarding best practices for online education.	Increase the number of online courses that are badged "quality reviewed" by CVC.	Local POCR is established and reviews online courses throughout the semester. Workshops are provided to faculty to jump-start POCR process.	132 online courses are badged as "quality reviewed" by CVC.	Completed		POCR mentor

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	Schedule OEC (online educator certificate) courses for faculty.	OEC: Creating Accessible Courses & OEC: Equitable Grading Strategies have been offered.	Unknown	Completed		Faculty Center
C. Offer customized lectures for each division regarding best practices for managing and incorporating AI in online instruction.		Created and delivered one lecture for each instructional division.	Unknown	Completed		Faculty Center
	Create and share content regarding bots and involuntary drops in online courses.	Shared slides at Academic Senate, District Online Ed committee, District Tech committee, and in Sharepoint.	A number of faculty have viewed the materials regarding best practices for the beginning of the term.	Completed		
D. Through the college's program review process, scan all submitted PRs to see if there are any department that have large gaps in course success rates by modality.	EPA chairs will review data and narrative provided by all departments related to course success rate equity gaps by modality. EPA will confer with department chairs regarding their plan of action.	In spring 2025, once the 2024 PRs close, we will make the assessment.	Not applicable	Completion expected Summer 2025	As of Spring 2025, we are in the final stages of completing the conversion to META. This action step will be folded into our committee's annual continuous improvement report. Once the conversion is completed, we will meet with department chairs to increase awareness of discrepancies and	EPA Chairs

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
					provide guidance on opportunities to increase rates.	

Objective 1.4**Description**

Reduce achievement gap in application to enrollment (Access)

Indicator

Establish baseline for the overall percentage of students who enroll after applying and by underrepresented student groups.

Related Initiative/Grant/Plan

HSI Grant, Caring Campus, SEAP

Objective 1.4 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. OSP has implemented a reachout effort to all newly applied students within 24 hours of the student submitting their application to offer them personalized enrollment coach support. This service includes bilingual support for underrepresented student groups.	OSP pulls daily reports of new applicants from a live sheet from OPRA and our Enrollment Coach team reaches out to every newly applied student through Ocelot to offer personalized enrollment support within 24 hours of application.	This effort has been ongoing since Fall 2022.	30% of students have responded that they desire personalized enrollment coach support and are working with a coach to receive guidance through our enrollment process and to each support service.	Completed, but ongoing	Increase percentage of conversion from application to registration. 30% of students contacted have replied "yes" to Enrollment Coach support.	Director, OSP Supporting: OPRA, SEM
B. Evaluate Apps to Enrollment using Dashboard to understand where we are losing students related to process-issues. ie. winter break and serving students who are	Work with A&R, IT, OPRA and CCC Apply to refine how and why certain applications are flagged, attempt to mitigate with human review during on-peak but off-days. NBU, Overtime, etc.	This action step needs to be reviewed. Will need to discuss in Fall 2023	TBD	Continuing in Year 4	Reduce the overall number of student applications inadvertently flagged by A.I. and move these students into Register.Enroll. Become more streamlined in staffing	Dean of Enrollment Services Supporting: OSP, OPRA, SEM

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
flagged from Apply to Registration					over holiday and high peak periods.	
C. Develop a comprehensive Student Equity and Achievement Plan that identifies structural barriers to achievement for our disproportionately impacted student groups.	Equity and Inclusion Council will develop a workgroup that will brainstorm and identify structural barriers to achievement and develop action steps to address those barriers.	Established a work group comprised of staff, faculty, and students to begin working to identify ways to reduced structural barriers of black/African American, LGBTQIA+, and DSPS communities. Held Lavender Graduation, organized LGBTQIA+ student group, and creating resources for campus such as an LGBTQ+ Website	Will continue to monitor with State's data	Completed	Increase the number of intentional efforts to support disproportionately impacted students as they seek degrees, certificates, and/or transfer.	Equity and Inclusion Council (writers were Jonathan Luque and Penny Skaff)

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
D. Marketing and Communications: Enrollment marketing campaigns focus in part on disproportionately impacted student groups	Digital campaigns deliver ads to prospective students based on demographics and online behavior; the ads generate leads for follow up by enrollment coaches	Digital campaigns are complete for summer and fall 2024 and are underway for spring 2025. Leads are collected by the marketing and communications team and are sent to enrollment coaches for follow up. Campaigns for Spring 2025 included targeting underrepresented groups for Saddleback as identified by the Orange County Regional Consortium. These groups included disabled students, single parents, children of active military personnel, and students experiencing homelessness.	Continuing digital campaigns for summer and fall 2024 and spring 2025. Continuing digital campaigns for summer and fall 2025.	Continuing in Year 4	Enrollment coaches will contact at least 100 prospective students that are identified as leads in each campaign (fall, spring, and summer semesters)	Executive Director of Marketing and Communications

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
E. Develop Internal Comprehensive Student Equity Plan that documents initiatives across the College to close equity gaps for disproportionately impacted student groups.	DEIA Council will meet twice a month during Fall and Spring semesters to review the plan and discuss progress towards closing equity gaps.	The Diversity, Equity, Inclusion, and Access (DEIA) Council (formerly Equity and Inclusion Council - EIC), has adopted a goal to review the current 2022-25 Student Equity Plan submitted to the California Community Colleges Chancellor's Office (CCCCO).	DEIA Committee workgroup meets outside of committee time to develop a framework for the new plan due November 30, 2025. Workgroup will attend CCCCCO 2025 Student Equity Planning Workshop (January 27th & 28th) to gain strategies to develop and implement race-conscious student equity plan focused on capacity building, organizational transformation, and improved outcomes for racially minoritized students.	Continuing in Year 4	DEIA Council will analyze current efforts, identify gaps in programming/services, and recommend new initiatives that positively impact the top DI groups adopted by the College. With this analysis, the DEIA Council will be able to create an Internal Comprehensive Student Equity Plan that includes data for all students and documents all equity efforts across the College regardless of funding sources. This document will allow the College to continuously check the progress towards closing the equity gaps regardless of the equity plan templates released by the CCCCCO.	Director, College Equity, Inclusion, and Access / Diversity, Equity, Inclusion, and Access (DEIA) Council

Objective 1.5**Description**

Reduce and eliminate student Fall-to-Spring and Fall-to-Fall persistence equity gaps

Indicator

Establish baseline for student retention rates by underrepresented student groups.

Related Initiative/Grant/Plan

SEAP, SSCC, DEIAC

Objective 1.5 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Increase the number of current part-time students who enroll in the part-time promise program for the following semester	Email and text messages to current students, digital ads to prospective students	Starting in spring 2023, we emailed and texted current students to invite them to the part-time promise program in the fall semester. In July 2023 we initiated a digital campaign to target prospective students for the part-time promise program. In fall 2023, we are emailing and texting current students and inviting them to the part-time promise program in the spring semester 2024.	Continuing to work with OSP and Marketing, using an interest form on the existing Promise webpage to gather external interest for PT Promise.	Continuing in Year 4	At least 400 students will be enrolled in the part-time promise program in the Spring 2024 semester.	Executive Director of Marketing & Communications, Promise Success Coach, and Director of Student Success
	Increase student data mining to find those PT students who have CCPG and message regarding joining PT Promise.	This more fruitful method of finding qualified students and inviting into the program has yielded almost 1000 students as of fall 24				
B. Increase the number of percentage of students with	Use two way texting to contact students who have not registered and to connect with them	1. Began texting students that have not registered via Ocelot two-way texting to	We achieved a 9.88% increase in headcount for Fall 2023, thanks in part to	Continuing in Year 4	5% increase for students that persist from term to term.	Christian Alvarado

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
registration dates/times that register for the subsequent semester.	with support services. Along with this step hold an in-person Registration Fair during open enrollment.	assist with registration and connect with support services such as counseling. 2. Held a Registration Assistance Fair leading up to the fall 2023 semester. New/Returning/Continuing and prospective students were invited for assistance with the admission/financial aid application, class selection and in-person registration.	proactive outreach to non-enrolled students and strengthened connections and referrals to student support services			
C. Identify enrollment pipelines with community agencies to increase the enrollment of non-traditional students	Reach out to community agencies: faith-based organizations, non-profit service agencies, community partners, HR teams	In the past year, we have increased our partnerships to over 20 community agencies assisting us in building enrollment pipelines to the college for non-traditional students.	In the Fall 2023, our non-traditional/community Enrollment Coach worked with an increase of 1,250 non-traditional students and in Spring 2024 this Enrollment Coach worked with an increase of 1,600 non-traditional students at inquiry in recruitment to offer personalized enrollment support. Additionally, we have added an Enrollment Coach to aid in the conversion of non-credit students	Continuing in Year 4	Increase offerings of personalized enrollment support within our community partnerships, targeting underserved population and increasing non-traditional student enrollment by 2%	Director, Outreach and Strategic Partnerships.

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			interested in credit courses.			
D. The 2023-2024 SSCC has transitioned to support the five school teams in relation to student success. Starting fall, SSCC will become the organizing framework through which the School Teams will organize their work to identify and address equity gaps within individual schools.	Work within school teams to develop strategies to increase student persistence from term to term and from year to year	School teams, particularly success coaches, used several approaches to increase persistence. The coaches were visible early in the term, making classroom visits, nudged via text and Canvas announcements, and ultimately held preregistration events prior to the students' priority reg date to emphasis being prepared and signing up for classes for the following term. The coaches also worked with students one-on-one to ensure students who may have felt under-prepared knew what resources were available to assist and how to access the resources.	Waiting for the end of Fall 24 grades posted for OPRA to evaluate Fall 23 to Fall 24, and Spring 24 to Fall 24 persistence data.	Continuing in Year 4	Through focused work and review of school-based data sets provided by OPRA, SSCC expects to lead conversations that address and close the equity gaps that exist within each school, and subset of students within the schools.	SSCC, deans, VPI, Director of Student Success
E. Develop a large scale peer-mentoring program.	2021-22 Started the Mentor Collective Program to match current Saddleback College students with mentees to help navigate the campus and discuss lived experiences	Launched the Mentor Collective program. 155 mentors and 652 mentees participated in year 1. Impact on year 1 was measured using propensity score matching (PSM) and weighting (PSW). For year	Results from PSM and PSW models showed a significant impact on persistence for mentees for both Fall 21 and Spring 22 compared to a matched group of 7%	Continuing in Year 4	Students that take part of the Mentor Collective program and are matched with mentors persist at higher rates compared to their peers. Matching and	Director of Student Life & Director of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	and future goals. Initially, the program will target mentees who are from our DI groups(first generation, 25+, black/African American, LatinX)	two, we reviewed Fall 22 to Fall 23 and Spring 23 to Fall 23 persistence. Fall 22 to Fall 23 persistence, success rates, and term GPA will be measured for those that were matched before November 15, 2022 (99 mentees). For spring 23 mentees, Spring 23 to Fall 23 persistence, success rates, and term GPA will be measured for those that were matched before April 15, 2023 (312 mentees).	with an increase across all categories: Asian, black/African American, Latinx, White, and First Generation. Matching and weighting analyses show that the impact of having a mentor is significant for persistence. Additionally, disaggregating the results. Show that all of our student populations benefit from having a mentor. From year two data: mentees persisted from Fall 22 to Fall 23 8% higher than a matched group; and had9% higher persistence from Spring 23 to Fall 23 compared to a matched group. This is known as 'summer melt' and persistence was higher among every DI group, but 14% higher for our first generation students.		weighting analyses show that the impact of having a mentor is significant for persistence. Additionally, disaggregating the results for Spring 23 to Fall 23 persistence show that all of our student populations benefit from having a mentor. The plan into Year 3 is to expand across all schools and include all students in the mentee/mentor invites. The program will continue to build out Super Mentors or Lead Mentors who also serve in a paid capacity and work closely with Student Development/Student Life. Fall to Fall persistence and long-term outcomes are being measured (eng/math completion, awards, transfers, etc..).	

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
F. Increase student persistence and reduce student equity gaps through the adoption of 5 specific behaviors across campus, with focus on the body of Classified Professionals.	2023-2024 saw the adoption of the Caring Campus program to increase student retention and success by cultivating caring environments through the intentional inclusion of classified professionals in student success efforts.	Launched Caring Campus through the formalization of its committee and charge, ongoing staff training and leadership orientation efforts, and begun engineering programs to support each of the 5 behavioral commitments. Measurement efforts began by including program-specific questions in Student Climate Surveys to establish a baseline for the program.	Caring Campus Committee membership has grown, as an additional body of Ambassadors comprised of Classified Professionals. Behavioral Commitment #3: [Consistent campus-wide] Nametags has been accomplished, and is undergoing implementation. The Student Climate Survey results should be available before the Spring semester.	Continuing in Year 4	Improvement of campus climate, growth of Caring Campus participation and awareness and implementation of initiatives that address the remaining 4 Behavioral Commitments are expected.	Caring Campus Committee Tri-Chairs. Support: the Office of the President and Management Team
G. Identify students who are at-risk of not re-enrolling the following term and increase communication to these groups of students to provide resources.	Every major term, predictive analysis will be conducted to identify students who are at-risk of not persisting. The data will be given to categorical units to follow up with targeted messaging through the SRM.	In Fall 2021, SEM Director, Admission Dean and Dean of Counseling working together to make phone calls, and use new technology to bring 3,000 plus students back to SC.	In Fall 2021, using phone calls and use of new technology 3,000 plus students re-enrolled at SC. We were given a list from SEM Director and AR Dean. We called the list and the AR Dean also used our new OCELOT two-way text. This is not suggesting that all 300 students re-enrolled, but you could pull that data. In Spring 2022, a similar	Completed, but will be ongoing	As of Fall 2022, OPRA working with Outreach and strategic partners to provide students who have applied but not enrolled. Additionally, predictive models will be applied to identify students who have higher odds of not enrolling.	Director of OSP, Director of OPRA. Supporting: Dean of Admissions, Dean of Counseling

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			campaign was launched to increase enrollments for Fall 2022.			
	Counselors follow up on multiple student listed identified by OPRA to reengage with students who have left the college without completing their education goal.	In Spring 2022, OPRA to run analysis on identifying students for re-engagement. Counselors work off of the following lists: Previously Enrolled, Attempted to Enroll but not Enrolled Spring , 2022; New and Returning 2021-2022 Phone Campaign, Inactive List Enrolled Summer 2021.	Launched effort on contacting students who dropped from all their classes in fall 2024, will continue in spring 2025.	Continuing in Year 4	the hope is to see an increase in persistence.	Director of OSP, Director of OPRA. Supporting: Dean of Admissions, Dean of Counseling
	Based on data provided by OPRA and in partnership with school teams, Success Coaches will communicate with current students at-risk of not reenrolling, and/or assist in getting students the supports they need to maintain continuous enrollment.	In progress	Currently first term with a success coach in each school hub and canvas shell. will use 23-24 to establish a baseline practice and create goals in line with Equity Plan 2.0 and college's strategic plan goals.	Continuing in Year 4	Establish a process for identifying, communicating with and measuring initial impacts. OPRA provides student lists to success coaches every term.	Director of Student Success
	Using the School-based Tableau dashboard, success coaches reached out to currently enrolled students prior to priority reg to ensure students	School coaches reported higher levels of engagement in fall 2024 vs spring 24 (for fall reg), but after spring 25 start, we would like to compare	Too early to determine yet.	New in Year 4	Would like to see higher use of priority reg appointments, higher rate of registration earlier in the reg cycle, fewer	Office of Student Success, Deans, VPI

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	were aware of their reg appointment date/time, encourage them to meet with their counselor and share info regarding the open reg lab hosted by A&R	students contacted v students who attended v students who used their priority reg appt v those that began spring 25 term. Identifying those that did not re-enroll and sending a short questionnaire about why the student chose not to re-enroll may help inform future efforts.			abandoned reg sessions and increased % of continuing students that results in higher completion #'s	

Objective 1.6

Description**Indicator****Related Initiative/Grant/Plan**

Cultivate a culturally responsive and inclusive learning and working environment free from explicit/implicit bias.

Establish baseline to measure explicit/implicit bias.

Objective 1.6 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Work with the college and district administration to create more equitable and accessible faculty hiring practices and policies	Identify and disseminate a list of affinity groups within professional organizations to post faculty job opportunities. Work with Human Resources to approve a recommended list of equity-focused interview questions and identify hiring practices that create barriers for faculty candidates. Work with Faculty Association to identify barriers for faculty candidates.	TBD	TBD	Continuing in Year 4	Increased/increasing and diversify faculty hiring pool.	Academic Senate Supporting: District DEIAA Faculty Hiring Task Force, Faculty Association
B. Integrate equity and accessibility issues into all Senate meetings	Showcase student and professional presentations that cover equity and accessibility concerns in education. Invite faculty and staff to share equity and	TBD	TBD	Continuing in Year 4	Increased/increasing representation of diversity, equity, inclusion and accessibility focused content in Academic Senate Meetings.	Academic Senate

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	accessibility concerns to Senate Meetings.					
C. Develop a more diverse and inclusive faculty leadership	Increase advertisement of Faculty Leadership Positions. Support the District and the Faculty Professional Development Committee's efforts in generating Leadership Professional Development for full and part-time faculty. AS Exec contributes to the development of the BLOOM mentorship opportunity. Work with the Academic Senate Teaching and Innovations Coordinator to generate ideas about how to better mentor new faculty into leadership positions.	In-progress. An EEO plan was developed at the District.	TBD	Continuing in Year 4	Increased/increasing transparency of leadership opportunities for faculty to serve. Increased/increasing the number of leadership professional development opportunities.	Academic Senate Supporting: District HR, Vice President of Instruction, and ITSI
D. Support equity and accessibility minded curricular design	Share learnings from Curriculum Audit Model at Senate Meetings. Share learnings from Regina Stroud's Equity	TBD	TBD	Continuing in Year 4	Increased/increasing the number of equity-focused professional development opportunities.	Academic Senate Supporting: EIC, ITSI, HSI,

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	Training Series at Senate Meetings. Support Professional Development Committee's efforts to secure incentives for full-time and part-faculty to participate in equity and accessibility focused professional development. Support the Faculty Professional Development Committee's efforts to identify professional development needs and schedule. Co-author Culturally Responsive Teaching and Learning Grant to gain funding for equity-focused syllabus training, black, latinx and LGBTQ ally trainings. AS Executive Team organized Neurodiversity Day,					VPI, Professional Development Committee

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	which was dedicated to training employees how to better support disabled students on campus and in classrooms. AS Executive Team is organizing LatinX Day, which will be dedicated to training employees how to better support Latin students on campus and in classrooms. AS President-Elect leads the President's Book Club, which is focused on ending equity bias.					
E. Integrate equity-minded bylaws into Classified Senate.	Acknowledgement in a formalized way that the Classified Senate as a body upholds the same DEIAA standards as the college. Included in this work is updating the code of ethics for Classified Senate, re-writing Senate Exec positions to include a VP of Equity and Diversity and also a Caring Campus liaison.	TBD	TBD	Continuing in Year 4	Increase awareness of equity-minded issues for Classified Professionals and include Classified in the DEIAA conversations around campus.	Classified Senate

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
F. Launch the Caring Campus Initiative	Identify and train Caring Campus Ambassadors and Committee members. Training Classified Professionals on the Caring Campus behavioral commitments in an effort to systematize and shift the culture on campus so that we can use DEIAA work along with the caring campus behaviors to help close equity gaps and increase retention rates campus wide.	Caring Campus launched in Spring 2023 with multiple training sessions offered	N/A	Completed	Increased student success and better awareness of student support services among classified professionals.	Classified Senate, Caring Campus Committee Supporting: President's Office, Management Team
G. Increased Training Opportunities for Classified Professionals	Offer information sessions/trainings at Classified Senate meetings for student supports/student programs in an effort to educate classified on how to identify and help disproportionately impacted students on campus. Offering trainings/workshops with an equity lens during Classified Development Day and during welcome week.	In-Progress	TBD	Continuing in Year 4	Increased understanding among Classified Professionals on how they can help students in need, and how to identify students who may have not self-identified as needing help. Better service to students as Classified feel more comfortable speaking about available services and can better guide students they find in crisis.	Classified Senate, Caring Campus Committee

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
H. Create learning opportunities and offer professional/personal development (beyond technical skills) to the Classified Professional employee body.	Offer information sessions/trainings at Classified Senate meetings for student supports/student programs in an effort to educate classified on how to identify and help disproportionately impacted students on campus. Offering trainings/workshops with an equity lens during Classified Development Day and during welcome week. Caring Campus - Year 2 - on going	Caring Campus created workgroups to build Roadshows (skill-sharing/PD events). For-staff-by-staff programmatic design encourages ongoing participation. Beyond technical skills, longer Roadshows address personal and professional development opportunities. Caring Campus - Year 2 - on going	Caring Campus is offering skill-sharing and spreading campus awareness through the Saddleback Cares Roadshows. Caring Campus - Year 2 - on going	Continuing in Year 4	Improvement of campus climate, growth of Caring Campus participation, awareness and implementation of initiatives that address the remaining 4 Behavioral Commitments resulting in improved student experience and retention and completion are expected. Caring Campus - Year 2 - on going	Caring Campus Committee Tri-Chairs. Support: the Office of the President and Management Team
I. Work to establish a stronger infrastructure which supports sustainability.	Work closely with Student Success Coordinating Council, Consultation Council and the Office of the President to carefully review and engineer a stronger One Sheet for the Caring Campus committee with consideration for sourced funding and which clearly establishes membership roles	Caring Campus has combined annual retreat time and space with the Classified Senate and begun discussions regarding methods to secure sustainability and differentiation and clarification of goals.	New in Year 4	New in Year 4	Caring Campus Year 2 - not applicable	

Objective 1.7**Description**

Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias

Indicator

Establish baseline to measure culturally responsive and inclusive learning environment.

Related Initiative/Grant/Plan**Objective 1.7 Action Steps**

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Implement Culturally Responsive Pedagogy and Practices (CRPP) Grant	Identify faculty participants who will complete the three phases of the grant: Ally training, syllabus workshop, and creating an equity-minded syllabi. This grant is focused on faculty providing an inclusive learning environment	Call went out to recruit faculty: new faculty, STEM and Business faculty, and all other faculty	Secured faculty participants. Had 23 faculty continue with grant and all but one completed the deliverables by the due date.	Continuing in Year 4	25 faculty members will participate in year 1 of the grant	Faculty PD and Teaching Innovations Coordinator/Committee, Academic Senate. Supporting: EIC, ITSI, HSI, VPI
B. Support equity and accessibility minded curricular design	Share learnings from Curriculum Audit Model at Senate Meetings. Share learnings from Regina Stroud's Equity Training Series at Senate Meetings.	All efforts ongoing. Information from the Curriculum Audit Model was shared out at Senate meetings. Additionally, these efforts were incorporated into the CRPP Grant.	Rubric developed based on the Curriculum Audit Model.	Continuing in Year 4	Increased/increasing the number of equity-focused professional development opportunities targeted toward the classroom	Academic Senate. Supporting: EIC, ITSI, HSI, VPI, Faculty PD and Teaching Innovations Coordinator/Committee

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	AS Executive Team organized Neurodiversity Day, which was dedicated to training employees how to better support disabled students on campus and in classrooms.	Neurodiversity Day was held during Spring 23 PD/Flex Week.	Completed. There were five sessions. About 135 faculty attended the sessions in person, and 70 viewed online. Since that flex day, the presentation has been viewed by more audience members.	Completed	Increased/increasing the number of equity-focused professional development opportunities targeted toward the classroom	Academic Senate. Supporting: EIC, ITSI, HSI, VPI, Faculty PD and Teaching Innovations Coordinator/Committee

GOAL 2 - TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS

Objective 2.1

Description

Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program that prepare them for an in-demand job

Indicator

Establish baseline of completion by award type and CTE program.

Related Initiative/Grant/Plan

VFS, Guided Pathways, HSI Grant, Promise, SEAP

Objective 2.1 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Provide support to help academically underprepared students to succeed in the program-relevant "gateway" math courses	Math department will continue to offer co-requisite courses for "gateway" transfer-level courses and will increase offerings based on enrollment demand. Additional support from embedded tutoring and faculty professional development will improve the quality of these courses. Annual Promise Cohorts are required to enroll into Math and English Launch Sample schedules Summer Math Jam to prepare students for all transfer-level math courses.	Community of Practice with regular PD opportunities (Stanford courses on math pedagogy, monthly meetings, shared reading from select texts) Promise cohorts enroll into Math and English during their first semester. Sample schedules found on the PPM highlight the rigor of the math required for the program. Math department planning first Summer Math Jam August 2022. The tutoring center is reaching out to instructors of transfer level math and English courses for tutor recruitment in an effort to expand Embedded Tutoring	Increased offerings of Math 8 + Math 208S (support for College Algebra). F19: one section, F20: two sections, F21: three sections	Completed	N/A	Math department chairs

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	Year 2 - Collegewide equity training workshops on principles of equity, the social construct of race, white fragility, implicit bias, decolonizing the syllabus, and decolonizing the classroom and grading. This training included faculty from Math	for courses in transfer level Math and English.				
A. Starting fall 2023, SSCC will become the organizing framework through which the School Teams will organize their work to identify and address equity gaps within individual schools. This includes an exploration of outreach, internships, externships, and other types of co-curricular instruction.	School teams will work independently, reviewing their equity and outcomes data, develop strategies to support their students and share their work at SSCC. Consistent tracking of student cohorts - from entrance to exit, will occur through new and existing technology.	Data Dashboard Training provided to school teams in summer 2023 and fall 2023.	Schools used Dashboard to track enrollment in English and math.	Continuing in Year 4	An increase in the awareness of available associate degrees or certificates, an increase in the number of students with MAPs to achieve their goals, ultimately an increase in the number of students who earn degrees, certificates or 9 units within a CTE program	Deans, SSCC

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
B. In 2023, SSCC and the School Teams have shifted. A part of this shift is allowing students to explore various pathways through the lens of each School Hub.	Through Canvas shell communication to students within their school hubs, success coaches will increase awareness of opportunities to engage in activities to learn more about pathways within the school.	Each school to publish important activities in Canvas shell hubs. Benchmark Activities Report, linked here: https://livesocccd.sharepoint.com/:b:/s/Saddleback-StudentSuccess/EUzaodRk1GJBioNDUQYWjY0BujmtiWOFBhqOZ-ORXYcBJw?e=qLCwmG	Weekly announcements are published in the Canvas Hubs moving students to action and increasing awareness in the schools. The messages are managed by the School Coaches.	Completed	The first full year of using Canvas School Hubs resulted in approximately 1200 unique views per school hub per week. Details for each school are located in the Year 1	Deans, SSCC, Director of Student Success
C. Through the development of the Learning Pathways KPI Dashboard, and access to school student lists, school teams and the VPI can monitor progress on credential completions by students in particular pathways. In addition to the development, OPRA provides trainings to success coaches and other key folks so that they are better able to assess the	These dashboards and student lists were launched in spring 2023 and it is currently being widely used by the VPI and deans. OPRA will continue to provide trainings throughout the academic year and work with school teams on student populations to prioritize.	As of Fall 2024, the dashboards and student lists are being utilized in SSCC and school teams are identifying areas of opportunities within their schools.	This effort is very new so there is nothing to report on data outcomes or conversions.	Completed but ongoing	The hope is that school teams will be able to increase completions of credentials (including time to completion) using this data to inform their priorities. Success coaches have direct access to the student list. **As of Spring 2025, the dashboards and student lists are being heavily used toward metrics identified by school teams, such as increasing math and english completions via increasing enrollment. Focus on this will hopefully	SSCC Chairs and Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
areas for improvement and reach out to the student.					lead to completion of a degree.	
D.Beginning fall 2023 Undeclared students are identified and assigned to Counseling for a series of opportunities to help students identify a school and major.	Undeclared students are sent to Counseling.	Counseling reaches out to students and provides workshops and appointments to help students identify a school. In spring 2025, 72% of undeclared students were transitioned into a school.	To date in fall 2023 1,000 plus undeclared students have selected a school and their MySite profile has been updated. For Fall 2024, Brooke Sauter can provide this information.	Completed but ongoing	Convert 100% of undeclared students to a school every semester.	Dean of Counseling and OPRA

Objective 2.2**Description**

Increase the number of students transferring annually

Indicator

Increase transfers to UC, CSU, and all other institutions by 35%. Establish baseline to measure goal for “transfer ready” students

Related Initiative/Grant/Plan

VFS, Guided Pathways, HSI Grant, Promise, SEAP

Objective 2.2 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Provide support to help academically underprepared students to succeed in the program-relevant “gateway” math courses	Math department will continue to offer co-requisite courses for “gateway” transfer-level courses and will increase offerings based on enrollment demand. Additional support from embedded tutoring and faculty professional development will improve the quality of these courses. Annual Promise Cohorts are required to enroll into Math and English Launch Sample schedules Summer Math Jam to prepare students for all transfer-level math courses. Year 2 - Collegewide equity training workshops on principles	Community of Practice with regular PD opportunities (Stanford courses on math pedagogy, monthly meetings, shared reading from select texts) Promise cohorts enroll into Math and English during their first semester. Sample schedules found on the PPM highlight the rigor of the math required for the program. Math department planning first Summer Math Jam August 2022. The tutoring center is reaching out to instructors of transfer level math and English	Increased offerings of Math 8 + Math 208S (support for College Algebra). F19: one section, F20: two sections, F21: three sections	Completed	N/A	Math department chairs

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	of equity, the social construct of race, white fragility, implicit bias, decolonizing the syllabus, and decolonizing the classroom and grading. This training included faculty from Math	courses for tutor recruitment in an effort to expand Embedded Tutoring for courses in transfer level Math and English.				
B.Starting fall 2023, SSCC will become the organizing framework through which the School Teams will organize their work to identify and address equity gaps within individual schools. This includes an exploration of outreach, internships, externships, and other types of co-curricular instruction.	School teams will work independently, reviewing their equity and outcomes data, develop strategies to support their students and share their work at SSCC. Consistent tracking of student cohorts - from interest to exit, will occur thru new and existing technology.	Establish the infrastructure increase awareness around on campus student employment and internships.	A student task force was created and led by the Career Center Director and Financial Aid Director. The task force worked with Human Resources to streamline student hiring process and support managers in the process of recruiting. A new position was hired to oversee on campus student employment.	Continuing in Year 4	An increase in the awareness of available associate degrees or certificates, an increase in the number of students with MAPs to achieve their goals, ultimately an increase in the number of students who earn degrees, certificates or 9 units within a CTE program	Deans, SSCC Chairs, Career Center

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
C. In 2023, SSCC and the School Teams have shifted. A part of this shift is allowing students to explore various pathways through the lens of each School Hub.	Through Canvas shell communication to students within their school hubs, success coaches will increase awareness of opportunities to engage in activities to learn more about pathways within the school.	Create a workflow for Canvas submission to the School Coaches.	The adoption of the School Canvas shells has been campus wide and the campus community recognizes the significance of communicating with our students through their Canvas shells. In fact this led to the establishment of an Undeclared Canvas shell hub.	Completed	An increase in the awareness of available associate degrees or certificates, an increase in the number of students with MAPs to achieve their goals, ultimately an increase in the number of students who earn degrees, certificates or 9 units within a CTE program	Deans, SSCC Chairs, Director of Student Success
D. Through the development of the Learning Pathways KPI Dashboard, and access to school student lists, school teams and the VPI can monitor progress on credential completions by students in particular pathways. In addition to the development, OPRA provides trainings to success coaches and other key folks so that they	This dashboards and student lists were launched in spring 2023 and it is currently being widely used by the VPI and deans. OPRA will continue to provide trainings throughout the academic year and work with school teams on student populations to prioritize.	As of Fall 2024, the dashboards and student lists are being utilized in SSCC and school teams are identifying areas of opportunities within their schools.	This effort is very new so there is nothing to report on data outcomes or conversions.	Completed but ongoing	The hope is that school teams will be able to increase completions of credentials (including time to completion) using this data to inform their priorities. Success coaches have direct access to the student list. **As of Spring 2025, the dashboards and student lists are being heavily used toward metrics identified by school teams, such as increasing math and english completions via increasing enrollment. Focus on this will hopefully lead to more transfers.	SSCC Chairs and Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
are better able to assess the areas for improvement and reach out to the student.						
E. Changing new student orientation to Becoming A Bobcat (BAB). This activity serves to acquaint the new student with Saddleback College and resources for success. It aims to create community among new, first time students to support their first term and first year as they transition to college.	Create a college-wide welcoming activity that leads into a full week of 'welcome back' activities. During the critical first two weeks of a new term, students are introduced to their 'school', the college and to the resources available.	First BAB held Fall 2023. Too early to evaluate outcomes but over 800 students were captured for follow up evaluation.	First year students will experience an increase in retention, persistence and ultimately completion and/or transfer. We posit this is due to an increase in help-seeking behavior, engagement and self efficacy.	Continuing in Year 4	Through counts provided by OPRA, we hope to see an increase in fall to spring retention and fall to fall persistence. Held another Becoming a Bobcat in Fall 2024	Director of Student Success
		Second BaB held Fall 2024. Still waiting for data outcomes to evaluate programming but efforts for planning year 3 have begun. Changes will include more 'hands on' sessions that are useful for college success - such as how to log into Canvas, etc.	The planning team anticipates positive impact from year two and even moreso from year three.	Continuing in Year 4	Once Fall 2024 semester ends and grades are posted, will receive Fall 2024 BaB data to review descriptive lagging indicators such as course success, % with Math & English completion, term retention, # of services accessed - and eventually fall 24 to spring 25 persistence.	Director of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		Planning for BaB Fall 2025 has begun with structural changes. Three separate dates, focused on pathways with greater connection to instruction and faculty. Holding the sessions one week earlier so that students have one additional week to tour labs, meet faculty, take care of last minute items on campus. Also able to utilize targeted WOW sessions for different majors, careers, transfer, etc	Still need to see outcomes from Year 2 and year 2 vs year 1. Expect greater numbers and engagement for year 3 as we improve with each successive year.	Continuing in Year 4	Once Fall 2025 semester ends and grades are posted, will receive Fall 2025 BaB data to review descriptive lagging indicators such as course success, % with Math & English completion, term retention, # of services accessed - and eventually fall 25 to spring 26 persistence. Still waiting for 24-25 BaB analysis at the end of Spring 2025.	
F. OPRA developed a Tableau extract and dashboard that provides student level data on students that are eligible to transfer to the Transfer Center so that they can assist those who may need more guidance.	Using the data, contact and monitor students. Identify pressure points and needs they may have for transferring. All students on lists have an educational goal to transfer.	Started in Fall 2024	Transfer Center Coordinator reviews dashboard with counseling and uses to support intrusive counseling including. In fall 2024 and spring 2025 over 1,000 students participated in our services.	Completed but ongoing	In collaboration with transfer counselors we anticipated seeing an uptick in the students who transfer within the next couple of years.	Dean of Counseling, Transfer counselor, Director of OPRA

Objective 2.3**Description**

Increase completion rates in transfer-level math and English.

Indicator

Increase the completion rate of transfer-level math and English within students' first year

Related Initiative/Grant/Plan

AB705, Guided Pathways, HSI Grant, Promise, SEAP

Objective 2.3 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Provide support to help academically underprepared students to succeed in the program-relevant "gateway" math courses	Math department will continue to offer co-requisite courses for "gateway" transfer-level courses and will increase offerings based on enrollment demand. Additional support from embedded tutoring and faculty professional development will improve the quality of these courses. Annual Promise Cohorts are required to enroll into Math and English Launch Sample schedules Summer Math Jam to prepare students for all transfer-level math courses. Year 2 - Collegewide equity training workshops on principles of equity, the social	Community of Practice with regular PD opportunities (Stanford courses on math pedagogy, monthly meetings, shared reading from select texts) Promise cohorts enroll into Math and English during their first semester. Sample schedules found on the PPM highlight the rigor of the math required for the program. Math department planning first Summer Math Jam August 2022. The tutoring center is reaching out to instructors of transfer level math and English courses for tutor	Increased offerings of Math 8 + Math 208S (support for College Algebra). F19: one section, F20: two sections, F21: three sections	Completed	N/A	Math department chairs

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	construct of race, white fragility, implicit bias, decolonizing the syllabus, and decolonizing the classroom and grading. This training included faculty from Math	recruitment in an effort to expand Embedded Tutoring for courses in transfer level Math and English.				
B. Provide support to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year.	The English department will continue to offer co-requisite courses for "gateway" transfer-level courses and will increase offerings based on enrollment demand. In conjunction with ongoing faculty professional development, these courses offer additional support from embedded tutors and counselors along with optional reading support through ENG 343NC. This multi-pronged approach is intended to enhance the quality of these courses.	A summer bridge with the English Dept. and EOPS offers students the opportunity to take a summer English 1A class with support from an EOPS counselor. During WOW English instructors offer workshops to all students helping them to review and prepare for a semester of English 1A. English classes host an online student tutor. Counselors visit at least one English support class each semester to discuss early intervention support services such as LRC, Health and Wellness Center and Transfer Center. The English Dept., continues to	24 students participated in the summer bridge program. 100% of the support classes both in person and online had a counselor attend. A total of 9 supplemental writing and reading classes were offered in fall '21 and 10 in spring '22. All English classes have an online student tutor	Completed	N/A	English department chairs

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		offer supplemental writing and reading courses for students who voluntarily seek out additional support.				
C. Work with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	Take inventory of outreach currently taking place and increase based on identifiable need. Meet with all area high school seniors to introduce AB 705 placement into English and math, SC Counselors assigned to 12 area high schools, SC English Department Visits, Early College	Fall '21 High School Counselors conference where all HS partners/counselors were updated regarding current AB705 and math. Matric supporting outreach with high school seniors SC fall '21 application workshops and helping seniors to understand their placement.	Attended the High School Counselors conference in Fall '21 and presented on AB705. Held fall 21 application workshops. This activity had representation from 13 schools and impacted 3,000 area high school seniors. Offering the workshop in online/zoom provides greater access to our area high school partners. In fall '21 we had an increase of the number of counselors from each high school participating. In spring '22 a second workshop was held and 13 participants (high school counselors attended) attended.	Completed	High School partners have transitioned with us in the adoption of AB 705 and how this effort impacts their students as they transition to SC and how this legislation supports concurrent enrollment. Annual High School Conference will continue, but the emphasis can move from placement to other critical K-12 initiatives.	Dean of Counseling and Special Programs
D. Encourage all first-time college students to take English and math in their first	Promote enrollment in transferrable math and English students through WOW, Completion Teams, and counseling.	Completion Teams using Canvas Guide to Pathway Success (GPS) to provide tips for success, including early enrollment into	1,379 people have signed up for a GPS Canvas shell and of those 259 are first-time college students in 2021-2022.	Continuing in Year 4	The summer onboarding events run by the Connection Teams (formerly Completion Teams) will help serve as a starting point for future	SSSC co-chairs

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
semester or first academic year.		transfer-level math and English. During Summer 2022, Completion Teams to hold events to help onboard first-time college students. Part of the content is intended to encourage enrollment in math and English as soon as possible. Exploring the possibility of “default schedules” that include English and/or math to pilot with Promise students in the future.	The Completion Teams have not reported exact numbers in WOW attendance, an estimate would be less than 100. This summer, we are transitioning this effort to an orientation and anticipate a significant and measurable increase.		conversations around student summer/first-semester orientation experiences. With the reorganization of instructional programs that is being discussed during year 2, there are potential opportunities to leverage new college structures to better communicate to students the importance of taking math and English early on. In fall 2022 44% of Promise students enrolled in transfer-level English and 24% enrolled in transfer-level math	
E. Adjust placement rules to ensure students are not asked to re-take math coursework that was successfully completed in high school	Math department and Matriculation office will review and adjust the placement matrix and will work with district IT to implement the new placement logic in the Guided Self-Placement tool. The college will explore ways to ensure current students can update their placement based on the new logic.	TBD	TBD	Continuing in Year 4	Increase in the number of students taking the appropriate math course for their intended program of study. More students placing into calculus course work.	Math Department

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
F. Develop additional math curriculum to support students who start in calculus.	Math department to develop co-requisite support for Math 3A to help underprepared students succeed in calculus. Math department will also explore support options that are not co-requisites.	TBD	TBD	Continuing in Year 4	Curriculum that will be offered in Fall 2024. Maintain or increase the success rate of students in Math 3A who take the co-requisite support course in parallel.	Math Department
G. Develop a large scale peer-mentoring program.	2021-22 Started the Mentor Collective Program to match current Saddleback College students with mentees to help navigate the campus and discuss lived experiences and future goals. Initially, the program will target mentees who are from our DI groups(first generation, 25+, black/African American, LatinX)	Launched the Mentor Collective program. 155 mentors and 652 mentees participated in year 1. Impact on year 1 was measured using propensity score matching (PSM) and weighting (PSW)	Results from PSM and PSW models showed a significant impact on persistence for mentees for both Fall 21 and Spring 22 compared to a matched group of 7% with an increase across all categories: Asian, black/African American, Latinx, White, and First Generation. Matching and weighting analyses show that the impact of having a mentor is significant for persistence. Additionally, disaggregating the results. Show that all of our student populations	Completed, but ongoing	Fall 2022 outcomes showed that there is still a positive impact on persistence for students who were mentees. Fall to Fall persistence and long-term outcomes are being measured (eng/math completion, awards, transfers, etc..).	Director of Student Life

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			benefit from having a mentor.			
H. Provide support for transfer level math and English courses	Develop new and engaging tutor-led workshops for targeted subjects	Created new workshops for English, math and a specific series for Statistics. Reached out to faculty before each workshop.	Attendance for our workshops continues to grow as more and more students are on campus. While we still have some who join via Zoom, they are definitely better attended in-person. We have had a 90% increase in attendance of the StatChat workshops from last semester and an average 50% increase in attendance for the Snack and Chat workshops. From Fall 24 to now, we have seen a 33% increase in Spring workshops so far for Snack and chat and a 40% increase so far for StatChat. With almost 7 more weeks to go i expect the numbers to only increase.	Continuing in Year 4	With advertisement and reachout, we expect our workshop numbers to continue to grow.	Director of LAP

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
I. Provide Embedded Tutors for all English and math support courses	Reach out to applicable instructors each semester to encourage ET placement and recommendations. Revise and improve ET training sessions	Placed embedded tutors in all but one English 201 support courses. Increasing placement for Math support courses.	Anecdotal data (via Survey) from faculty and tutors suggests that students engage with the tutors in class and often follow them over to the tutoring center to receive additional support. Overall tutoring data supports that tutoring center usage equates to higher persistence and retention rates. The pass rate for ET sections is about 2 percentage points higher than non-ET supported courses, 65% vs. 63%. This suggests that ETs increase the chances of passing Eng 1A by about 2 percentage points. Retention rates were notably different after matching as well, 87% for ET and 82% for non-ET matched. While our sample size for math is very small, we do see improved success and retention in math support courses as well.	Continuing in Year 4	The expected outcome is that success and retention rates will continue to increase for this cohort of students.	Director of LAP

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
J. Through the college's program review process, ensure that the Math and English departments address completion rates.	EPA chairs will review data and narrative provided by the english and math departments related to course success rate and retention rate. EPA will assess progress on these rates and confer with department chairs.	Currently, we are in the process of switching our PR platform from Nuventive to META. Once complete, we will meet with department chairs to discuss PR data and opportunities.	N/A	Completion expected Summer 2025	As of Spring 2025, we are in the final stages of completing the conversion to META. This action step will be folded into our committee's annual continuous improvement report. Once the conversion is completed, we will meet with department chairs to increase awareness of discrepancies and provide guidance on opportunities to increase rates.	EPA Chairs
K. Through the development of the Learning Pathways KPI Dashboard, and access to school student lists, school teams and the VPI can monitor progress on credential completions by students in particular pathways. In addition to the development, OPRA provides trainings to	This dashboards and student lists were launched in spring 2023 and it is currently being widely used by the VPI and deans. OPRA will continue to provide trainings throughout the academic year and work with school teams on student populations to prioritize.	As of Fall 2024, the dashboards and student lists are being utilized in SSCC and school teams are identifying areas of opportunities within their schools.	School Teams use data from Dashboards to track key milestones including enrollment in English and math during the student's first year.	Completed but ongoing	The hope is that school teams will be able to increase completions of credentials (including time to completion) using this data to inform their priorities. Success coaches have direct access to the student list. **As of Spring 2025, the dashboards and student lists are being heavily used toward metrics identified by school teams, such as increasing math and english completions via increasing enrollment.	SSCC Chairs and Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
success coaches and other key folks so that they are better able to assess the areas for improvement and reach out to the student.						
	The filters allow users to disaggregate the data by DI students to better understand their math and english completions. OPRA will continue to provide trainings. After one term of use, the success coaches and Director are able to export school specific lists that are disaggregated across a number of factors. These lists of names are now actionable for the success coaches to communicate with students.	At the completion of Fall 24 term and the spring 25 registration cycle, school teams will have a better idea of students who withdrew from English or math and registered to take it in the spring and coaches will support these students directly.	School coaches messaged students throughout the fall and spring semesters if they were required to complete Eng/Math but had not yet registered. The call to action was to register for the appropriate course and check-in with their counselor for guidance.	Continuing in Year 4	Increase course success, increase completion, decrease repeated courses	SSCC chairs, Deans, VPI, VPSS, Dir of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
L. Hire additional Math and English tutors	Reach out to applicable instructors each semester to encourage student applicants. Obtain additional funding to secure employment for additional tutors.	As of Spring 2024, we have secured additional SEAP funding to hire additional tutors. We regularly reach out to faculty for recommendations and have improved the interview process for incoming math tutors.	Current data shows success for math, and some success in English, but we still need to work on increasing our number of English tutors. As of Spring 2025, we have increased our English and math tutors. Fall 2023: Math - 15 English - 11 Spring 2024: Math - 17 + 1 (MESA) English - 13 Fall 2024: Math - 20 + 2 (MESA) English - 13 Spring 2025: Math 22 + 2 (MESA) English 14	New in Year 4	Have hired an additional 4-5 tutors above what we normally employ for both math and English. We expect that this will have an impact on completion rates moving forward.	LAP director

Objective 2.4**Description**

Increase course success in online and traditional classes.

Indicator

Establish baseline for course success in online and traditional classes.

Related Initiative/Grant/Plan

OEC, SSCC

Objective 2.4 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Review the program review questions related to course success rates by modality and identify programs with large gaps.	EPA chairs will review data and narrative provided by all departments related to course success rates by modality. EPA will assess progress on these rates and confer with department chairs.	Currently, we are in the process of switching our PR platform from Nuventive to META. Once complete, we will meet with department chairs to discuss PR data and opportunities.	N/A	Completion expected Summer 2025	As of Spring 2025, we are in the final stages of completing the conversion to META. This action step will be folded into our committee's annual continuous improvement report. Once the conversion is completed, we will meet with department chairs to increase awareness of discrepancies and provide guidance on opportunities to increase rates.	EPA Chairs

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
B. Through training on three key dashboards, faculty will become more aware on the distinctions of success rate by modality. These trainings will allow faculty to identify courses and student populations who may be struggling in classes by modality. These dashboards are the Program Review Dashboard, Enrollment Tool, and Instructor-level equity report.	Annually, OPRA and EPA will offer trainings for these three dashboards to faculty through the college's "Data Guides" program and in-service sessions. These training sessions also provide resources to faculty on nationwide and statewide best practices in classroom instruction.	Fall 2023 marked the first semester of our data guides training. In addition to data guides training, EPA and OPRA conducted three trainings on the instructor-level equity dashboard.	Training was provided in fall 2023 to 9 full-time faculty across 5 schools. There were a total of 100+ total faculty who attended the sessions on the instructor-level equity dashboard.	Completed	The hope is that we will have trained "data guides" housed in every school/division as a primary resource for other faculty who may need assistance.**Update: Due to our transition to Banner, this action step is marked as completed for now. Once the transition is over, we will revisit continuing our data guides program.	EPA Chairs and Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
C. Grow the number of fully ZTC programs by 15%.	Increase the number of sections that use ZTC collegewide by providing training and incentives to faculty to convert their classes.	Saddleback now offers 26 ZTC pathways for Fall 2021, with 19 program degrees and/or certificates, four general studies degrees, and three general education degrees (IGETC, CSU and local). The number of individual courses offered with at least one ZTC section increased from 294 to 371. The number of ZTC sections increased from 690 to 816. In Fall 2021, 856 sections are ZTC, representing 380 unique courses	The percentage of courses offered with at least one ZTC section increased from 29% to 34% from fall 2020 to fall 2021. The percentage of ZTC sections increased from 31% to 36% from fall 2020 to fall 2021. The percentage of students enrolled in ZTC sections increased from 42% to 45% from fall 2020 to fall 2021. In Social & Behavioral Sciences, the percentage of ZTC sections increased from 41% to 48% from fall 2020 to fall 2021.	Completed	N/A	Dean of OELR. Supporting: ZTC workgroup
			Saddleback offers 34 ZTC pathways as of fall 2022, with 28 program degrees and/or certificates, three general studies degrees, and three general education degrees. As of Spring 2024, Saddleback College offers 81 ZTC pathways. 1,287 of 2,412 (53%) sections are ZTC. 36,383 of 62,913 (58%) enrollments are ZTC.			

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			As of 10/17/24: 1257/2528 ZTC sections (50%) and 40151/71605 ZTC enrollments (56%). There are currently 556 unique courses that have at least one section that is ZTC in Fall 2024 (54%, 556/1027). In the full 2023-24 academic year, there were 786 courses that were ZTC (59%, 786/1330). There are 90+ ZTC Pathways	Completed		
			March 2025 Update: 2025-2025 YTD - 2,519/ out of 5,153 sections are ZTC = 49%; 80,482 out of 143,574 enrollments are ZTC = 56%; 740 out of 1,330 courses have at least one ZTC section = 56%; For Spring 2025, 588 out of 1092 courses (54%) have at least one section that is ZTC.	Completed		

Objective 2.5**Description****Indicator****Related Initiative/Grant/Plan**

Increase fall to spring and fall to fall retention.

Establish baseline percentage for the student retention rates

Guided Pathways

Objective 2.5 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Grow the number of fully ZTC programs by 15%.	Increase the number of sections that use ZTC collegewide by providing training and incentives to faculty to convert their classes.	Saddleback now offers 26 ZTC pathways for Fall 2021, with 19 program degrees and/or certificates, four general studies degrees, and three general education degrees (IGETC, CSU and local). The number of individual courses offered with at least one ZTC section increased from 294 to 371. The number of ZTC sections increased from 690 to 816. In Fall 2021, 856 sections are ZTC, representing 380 unique courses	The percentage of courses offered with at least one ZTC section increased from 29% to 34% from fall 2020 to fall 2021. The percentage of ZTC sections increased from 31% to 36% from fall 2020 to fall 2021. The percentage of students enrolled in ZTC sections increased from 42% to 45% from fall 2020 to fall 2021. In Social & Behavioral Sciences, the percentage of ZTC sections increased from 41% to 48% from fall 2020 to fall 2021. Saddleback offers 34 ZTC pathways as of fall 2022, with 28 program degrees and/or certificates, three general studies degrees,	Completed	N/A	Dean of OELR Supporting: ZTC workgroup

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			and three general education degrees.			
B. Identify students who are at-risk of not re-enrolling the following term and increase communication to these groups of students to provide resources.	Every major term, predictive analysis will be conducted to identify students who are at-risk of not persisting. The data will be given to categorical units to follow up with targeted messaging through the SRM. Counselors follow up on multiple student listed identified by OPRA to reengage with students who have left the college without completing their education goal.	In Fall 2021, SEM Director, Admission Dean and Dean of Counseling working together to make phone calls, and use new technology to bring 3,000 plus students back to SC. In Spring 2022, OPRA to run analysis on identifying students for re-engagement. Counselors work off of the following lists: Previously Enrolled, Attempted to Enroll but not Enrolled Spring , 2022; New and Returning 2021-2022 Phone Campaign, Inactive List Enrolled Summer 2021	In Fall 2021, using phone calls and use of new technology 3,000 plus students re-enrolled at SC. We were given a list from SEM Director and AR Dean. We called the list and the AR Dean also used our new OCELOT two-way text. This is not suggesting that all 300 students re-enrolled, but you could pull that data. In Spring 2022, a similar campaign was launched to increase enrollments for Fall 2022.	Completed, but will be ongoing	As of Fall 2022, OPRA working with Outreach and strategic partners to provide students who have applied but not enrolled. Additionally, predictive models will be applied to identify students who have higher odds of not enrolling.	Director of OSP, Director of OPRA Supporting: Dean of Admissions, Dean of Counseling
C. Guided Pathways: Momentum Metric - Students are persisting from fall-to-fall. Create a first-semester experience	Use WOW week and/or summer bridge programs to build connections with new students. Develop pathways specific Canvas shells that will provide students opportunities to explore career and program of study.	Fall 2021: Completion Teams hosted WOW “welcome” events for their students.	In Fall 2021, Completion Teams hosted WOW “welcome” events for their students. Attended by 51 students.	Completed	The summer onboarding events run by the Connection Teams will help serve as a starting point for future conversations around student summer/first-semester orientation experiences.	SSCC co-chairs Supporting: VPI

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
within each learning pathway that builds a sense of belonging and community with other students, faculty, counselors, etc.; introduces pathway content; supports development of the full-program educational plan; and, strengthens discipline-appropriate college success skills.		Fall 2021: pathway-specific Canvas shells available to students During Summer 2022, Completion teams to hold events to help onboard first-time college students. Students will meet each other and discipline faculty with the hopes of building a sense of belonging and community and encourage academic planning.	In Fall 2021, the following counts of students utilized the Canvas shells: 295 students selected Applied & Advanced Technologies pathway and 35 enrolled in GPS Canvas Shell. 1,106 students in Arts Design & Entertainment and 113 enrolled in GPS Canvas Shell. 1,576 students in Business & Economics pathway and 90 enrolled in GPS Canvas Shell. 1,138 students selected Health and Wellness pathway and 101 enrolled in GPS Canvas Shell. 550 students selected Literature & Languages and 35 enrolled in GPS Canvas Shell. 1,434 students selected Science Engineering & Pre-Med and 174 enrolled in GPS Canvas Shell. 1,407 students selected Social Sciences & Education and 136 enrolled in GPS Canvas Shell		As part of a broader planning conversation about instructional program reorganization, there are opportunities during year 2 to discuss enhancements to the pathway-specific Canvas shells and to the Completion/Connection Teams that would align with the needs of students in the five schools.	

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
D. Reorganize instructional programs into schools to create capacity for additional wraparound student support from counselors, discipline faculty, and success coaches.	Transition current Learning Pathway "Connection Teams" into "School Teams" led by the school dean and a counseling faculty member. Success Coaches assigned to each school will help School Teams communicate with students and help direct students to support if they are at risk of falling off track.	School teams were developed and have developed communication plans.	N/A	Completed	Increase in communication about and utilization of academic and non-academic supports. Increased participation in extracurricular events and opportunities.	SSCC co-chairs
Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
E. Changing new student orientation to	Create a college-wide welcoming activity that leads into a full week of	First BAB held Fall 2023. Too early to evaluate outcomes but over 800	First year students will experience an increase in retention, persistence	Continuing in Year 4	Using counts provided by OPRA, we hope to see an increase in fall to spring	Director of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
Becoming A Bobcat (BAB). This activity serves to acquaint the new student with Saddleback College and resources for success. It aims to create community among new, first time students to support their first term and first year as they transition to college.	'welcome back' activities. During the critical first two weeks of a new term, students are introduced to their 'school', the college and to the resources available.	students were captured for follow up evaluation.	and ultimately completion and/or transfer		retention and fall to fall persistence.	
		Second BaB held Fall 2024. Still waiting for data outcomes to evaluate programming but efforts for planning year 3 have begun. Changes will include more 'hands on' sessions that are useful for college success - such as how to log into Canvas, etc.	The planning team anticipates positive impact from year two and even moreso from year three.	Continuing in Year 4	Once Fall 2024 semester ends and grades are posted, will receive Fall 2024 BaB data to review descriptive lagging indicators such as course success, % with Math & English completion, term retention, # of servicess accessed - and eventually fall 24 to spring 25 persistence.	Director of Student Success
		Third BaB series to be held Fall 2025. Three days, divided by schools and held one week earlier. This allows for more focused campus tours, WOW sessions and meeting with faculty and staff for last minute items one week prior to school starting	Too early to determine yet.	New in Year 4	Increased engagement in WOW and campus tours. Increased course success and increased retention to spring 2026.	Director of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
F. Reorganize instructional programs into schools to create capacity for additional wraparound student support from counselors, discipline faculty, and success coaches.	Transition current Learning Pathway "Connection Teams" into "School Teams" led by the school dean and a counseling faculty member. Success Coaches assigned to each school will help School Teams communicate with students and help direct students to support if they are at risk of falling off track.	During Summer 2022, Completion teams to hold events to help onboard first-time college students. Students will meet each other and discipline faculty with the hopes of building a sense of belonging and community and encourage academic planning.	Fall 2023 was the first fall for an all-college orientation 'BAB' followed up with school-specific activities and messaging. Outcomes will be assessed using PSM with assistance from OPRA.	Continuing in Year 4	We expect to see greater rates of retention thru the term and first year across all student groups, but especially those first time full time that attended BAB in Fall 2023.	Director of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
G.Develop a large scale peer-mentoring program.	2021-22 Started the Mentor Collective Program to match current Saddleback College students with mentees to help navigate the campus and discuss lived experiences and future goals. Initially, the program will target mentees who are from our DI groups(first generation, 25+, black/African American, LatinX)	Launched the Mentor Collective program. 155 mentors and 652 mentees participated in year 1. Impact on year 1 was measured using propensity score matching (PSM) and weighting (PSW). For year two, we reviewed Fall 22 to Fall 23 and Spring 23 to Fall 23 persistence. Fall 22 to Fall 23 persistence, success rates, and term GPA will be measured for those that were matched before November 15, 2022 (99 mentees). For spring 23 mentees, Spring 23 to Fall 23 persistence, success rates, and term GPA will be measured for those that were matched before April 15, 2023 (312 mentees).	Results from PSM and PSW models showed a significant impact on persistence for mentees for both Fall 21 and Spring 22 compared to a matched group of 7% with an increase across all categories: Asian, black/African American, Latinx, White, and First Generation. Matching and weighting analyses show that the impact of having a mentor is significant for persistence. Additionally, disaggregating the results. Show that all of our student populations benefit from having a mentor. From year two data: mentees persisted from Fall 22 to Fall 23 8% higher than a matched group; and had 9% higher persistence from Spring 23 to Fall 23 compared to a matched group. Persistence was higher among every DI group.	Continuing in Year 4	Students that take part of the Mentor Collective program and are matched with mentors persist at higher rates compared to their peers. Matching and weighting analyses show that the impact of having a mentor is significant for persistence. Additionally, disaggregating the results for Spring 23 to Fall 23 persistence show that all of our student populations benefit from having a mentor. The plan into Year 3 is to expand across all schools and include all students in the mentee/mentor invites. The program will continue to build out Super Mentors or Lead Mentors who also serve in a paid capacity and work closely with Student Development/Student Life.	Director of Student Life & Director of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
H. Provide support for transfer level math and English courses	Develop new and engaging tutor lead workshops for targeted subjects	Created new workshops for English, math and a specific series for Statistics. Reached out to faculty before each workshop.	Attendance for our workshops continues to grow as more and more students are on campus. While we still have some who join via Zoom, they are definitely better attended in-person. We have had a 90% increase in attendance of the StatChat workshops from last semester and an average 50% increase in attendance for the Snack and Chat workshops. Mid-Spring 2025: 33% increase in average attendees for our Snack and Chat Workshops (so far) 40% increase in average attendees for our StatChat Workshops(so far)	Continuing in Year 4	With advertisement and reachout, we expect our workshop numbers to continue to grow.	Director of LAP
	Provide embedded tutors for all support courses	Placed embedded tutors in all English 201 support courses	Anecdotal data (via Survey) from faculty and tutors suggests that students engage with the tutors in class and often follow them over to the	Continuing in Year 4	The expected outcome is that success and retention rates will continue to increase for this cohort of students.	Director of LAP

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			tutoring center to receive additional support. Overall tutoring data supports that tutoring center usage equates to higher persistence and retention rates. The pass rate for ET sections is about 2 percentage points higher than non-ET supported courses, 65% vs. 63%. This suggests that ETs increase the chances of passing Eng 1A by about 2 percentage points. Retention rates were notably different after matching as well, 87% for ET and 82% for non-ET matched. While our sample size for math is very small, we do see improved success and retention in math support courses as well. New data suggests that that Math 10 sees 6% increase in pass rates with an ET and Math 124 sees a 4% increase.			

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			English 1A is still negligible, but we will look at Spring 2025 data for changes.			
I. Hire additional Math and English tutors	Reach out to applicable instructors each semester to encourage student applicants. Obtain additional funding to secure employment for additional tutors.	As of Spring 2024, we have secured additional SEAP funding to hire additional tutors. We regularly reach out to faculty for recommendations and have improved the interview process for incoming math tutors. We have hired an additional 4-5 tutors above what we normally employ for both math and English	Current data shows success for math, and some success in English, but we still need to work on increasing our number of English tutors. Fall 2023: Math - 15 English - 11 Spring 2024: Math - 17 + 1 (MESA) English - 13 Fall 2024: Math - 20 + 2 (MESA) English - 13 Spring 2025: Math 22 + 2 (MESA) English 14 New data shows that Across all courses, (English 1A and 1B, Math 10, 124 & 3A) raw success/retention rates are significantly higher for students who use the TC in any shape or form.	Continuing in Year 4	Increased success & persistence rates for math and English students also enrolled in TU300	LAP director

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			Furthermore, the success/retention rates appear to increase with more hours of usage. For example: For English 1A students who did not use the TC, their success rate was 64%. Students who did use the center had success rates between 78% to 81% depending on hours used. math courses similarly saw about a 10% increase in success by using the center.			

Objective 2.6

Description	Indicator	Related Initiative/Grant/Plan
Increase the number of students who reported obtaining a job closely related to their field of study that strongly support the regional economy	Increase the percentage of students that reported obtaining a job closely related to their field of study to 69% based on Career Technical Education Outcomes Survey (CTEOS).	CTE

For Objective 2.6 Action Steps, see Objective 3.2 (Identical Objective)

Objective 2.7

Description	Indicator	Related Initiative/Grant/Plan
Reduce average units accumulated by students who complete degrees.	Reduce average units accumulated from 88 to 79 units.	SSCC, Guided Pathways, HSI Grant, Promise, SEAP

Objective 2.7 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
No Action Steps						

Objective 2.8

Description	Indicator	Related Initiative/Grant/Plan
Implement educational programs and student services to target non-traditional students.	Establish baseline of "non-traditional" students (those 25+ in age)	

Objective 2.8 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Develop pathways for Adult Education students to transition to credit programs.	Identify a short list of credit programs that best fit the needs and interests of Adult Education students and work with program faculty, counselors, and/or pathway Completion Teams to develop "roadmaps" of courses, supports, and key milestones to help Adult Education students' transition into these programs. As these pathways develop, look for opportunities to create contextualized Adult Education courses.	Non-credit Adult Ed Counselor with consultation from Dean of Extended Learning will complete in fall '21 a minimum of five Non-Credit CTE program pathway roadmaps. Horticulture, Auto, Business, CDE, Culinary Arts- complete, CNA to HIT	Road maps were completed by ESL Counselor and Dept Chairs. These road maps are being prepped for PPM/Sample Schedule and will be released in summer and will be visible on the program mapper. Adult Education is working with graphics to create flyer-like promotional pieces to be handed out.	Completed	CTE Program MAPs continue to be designed by CTE Dept. Chairs and our CTE Counselor, Maryam Afshari. New this year is HSE Horticulture and Landscaping Pathway.	Director of Adult Education and Dean of Counseling
B. Identify needs of non-traditional students	Conduct a survey of non-traditional students to see what services they are currently utilizing and what they still need.			Continuing in Year 4		Director of OPRA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
C. Ensure that special populations, such as DSPS, Veteran, Athletes, EOPS, and ESL are aware of the supports available in the LRC Tutoring Center and how to access those supports.	Take inventory of current campaigns/strategies for marketing services and look to increase.	The new Outreach and Strategic Partnerships Director has implemented a new Enrollment Coach team as a part of Outreach. This team will serve as the prospective student's main point of contact, sheparding students through the onboarding experience, highlighting the value of each service area. Tutoring offers extended time for special populations in addition to providing specialized training/professional development opportunities for tutors regarding how to provide focused and thoughtful tutoring to students in some of these special populations.	Conduct surveys and focus groups with our students in special populations. A CCCCCO survey was conducted in fall 2023. Finding from this study will be shared college wide. This along with the College's climate survey will assist our Special population departments (DSPS, EOPS, Foster Youth, VETS, Undocumented, and Rising Scholars) to continually improved services to meet the needs of our students.	Continuing in Year 4	Our VETS program is increasing its presence at area military bases increasing our VETS program by 20% and our college is launching our new Rising Scholars program for formerly incarcerated students and students institutionally impacted, approximately 100 new students.	Dean of Counseling; Director of OSP

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	Counseling is identifying the percentage of students who are 25+ who annually use their services to establish a baseline. Results from this study could lead to efforts to work on steps to engage more of these students in this age bracket.	Preparing reports from SARS to assess unduplicated student IDs that have met with a counselors.	Review lists at in June 2025.	Continuing in Year 4	Strategically make plans to reach out to students 25+ if data shows this student group is not using Counseling services.	
D.The 2023-2024 SSCC has transitioned to support the five school teams in relation to student success. Starting fall, SSCC will become the organizing framework through which the School Teams will organize their work to identify and address equity gaps within individual schools.	Work within school teams to develop strategies to serve adult learners age 25+. Using dashboards created by OPRA, evaluate existing services, programs and curriculum accessed by adult learners for effectiveness.			Continuing in Year 4	Through focused work and review of school-based data sets provided by OPRA, SSCC expects to lead conversations that address and close the equity gaps that exist within each school, and subset of students within the schools - in this case, our adult learners.	SSCC, deans, VPI, VPSS, Director of Student Success

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
E.Continue to build abbreviated on-ramps for adult learners in both transfer and CTE fields	Work with Adult Ed & AESL for non-credit to credit pathways, expand awareness and marketing of programs, monitor and support these students as they transition into our credit programs.	Counselors work with Adult Education and speak in AESL classrooms to promote services and encourage counseling appointments.	Identify students, increase in # of on-ramps and college-wide awareness of programming	Continuing in Year 4	Identify students, increase in # of on-ramps and college-wide awareness of programming	Adult Ed, OOI, Counseling
	Working with OOI and OPRA, determine students with Bachelors who are at Saddleback for Grad School Prep to ensure their needs can be met.		Inclusion in School-team based conversations, student group data on school dashboards	Continuing in Year 4	Inclusion in School-team based conversations, student group data on school dashboards	OOI, OPRA

Objective 2.9**Description**

Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities).

Indicator

Establish a baseline of "outside learning opportunities."

Related Initiative/Grant/Plan**Objective 2.9 Action Steps**

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Offer access to honors society memberships for eligible students	Market honors societies, send out eligibility invitations, provide info sessions	Each semester we have invited eligible students to be part of both Alpha gamma Sigma and Phi Theta Kappa, We hosted 2 Info sessions for PTK Fall 2024 and AGS hosts regular meetings throughout the semester. Advertise at tableing events. As of Spring 2025, AGS and PTK have hosted multiple opportunities for reach out. These include, letters, info sessions, tabling events.	We currently have 249 PTK members and 60 AGS members. As of spring 2025, AGS membership has remained steady. There has been a slight dip in PTK membership and we are investigating. We have found that the PTK letters are going to students spam folders and plan on addressing this issue in our next round of invitation.	Continuing in Year 4	We expect our PTK membership numbers to grow by 15% in Spring 2025 and to continue as we build the program. AGS has already seen about 5% growth from previous semesters and hopes to continue in that trajectory.	Director of LAP

Objective 2.10

Description**Indicator****Related Initiative/Grant/Plan**

Create and support inter-disciplinary learning opportunities both within and across the colleges.

Establish a baseline for inter-disciplinary learning opportunities.

Objective 2.10 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Create inter-disciplinary research opportunities in HSS.	Create faculty professional development opportunities for research. Discuss, define, and create research projects that fall outside of a literature review. Additionally, create student worker positions focused on student-led and faculty supported research opportunities for students.	Professional development opportunities in the form of faculty retreats were implemented during 2024-2025 related to student research. In 2023-2024, HSS received Innovation Project funds for student research aimed at research opportunities within "capstone courses. A cohort of faculty discussed, defined, and created research opportunities within identified capstone courses. Additional funds were granted for the 2024-2025 academic year.	Created student worker/FWS positions for student research position. Although the process started in Fall 2024, the first student positions were onboarded in Spring 2024. Roughly 5 students served at student workers/FWS during Spring 2024 and Summer 2024 using a variety of funding sources, such as LEAP, HSI, and FWS. During Spring 2024, two faculty retreats were held regarding research with 30 faculty in attendance.	Continuing in Year 4		

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
B. Create contextualized ENG 1A, 1B, and ENG 70 within AMPD, BI, and STEM.	In Spring 2025, we will pilot courses offerings in AMPD and STEM. In Fall 2025, the pilot will expand to offering contextualized ENG courses in BI, in addition to AMPD and STEM.	We will pilot offering contextualized English courses across the schools of AMPD, STEM, and BI. The pilot will begin in Spring 2025 with the following course offerings: AMPD: ENG 1A & ENG 1B; STEM: ENG 1A, ENG 1B, ENG 70. For the Spring 2025 pilot, we will target students majoring in AMPD, STEM, and undecided, first-gen, first-time student, and first-year not enrolled. We will open courses to the college if low-enrolled		New in Year 4		
C. Create inter-disciplinary experiential learning opportunities in HSS.	Create opportunities for student research for Latinx Voice Journal, increase opportunities for service-learning/community-based learning in "capstone" courses, and CDE apprenticeships.	In Spring 2024, HSS applied for the Innovation Fund Project to increase service-learning/community-based learning opportunities across disciplines. In Fall 2024, a cohort of faculty met and	Created student worker/FWS position for students creating the college's first Latinx Voice Journal. The Latinx Voices Journal was completed and printed in October 2024. Students, faculty, Tand dean	New in Year 4		

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		discussed SL/CBL. During Spring 2025, faculty will implement SL/CBL projects within their identified "capstone" courses. At least one project has been identified as an inter-disciplinary project that will be to a college-wide campus resource. Students will complete the Latinx Voices Journal, in addition to creating student worker/FWS opportunities for students working on this project. Within CDE, create an apprenticeship program. Establish the college's CDC as an employer site (this may include community partnership). Timeline: first cohort of apprenticeship students starting Fall 2025.	presented the journal and overall experiences as COLEGAS conference in November 2024. In progress for SL/CBL and CDE apprenticeships			

Objective 2.11**Description****Indicator****Related Initiative/Grant/Plan**

Increase the number of professional development activities for faculty and staff

Establish baseline for professional development programs.

Objective 2.11 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Increase faculty professional development opportunities through ITL.	1. Coffee with Colleagues-creating a safe space for faculty to get together and discuss topics for professional development that are relevant to the members present.	In-Progress and tracking will transition to the new Teaching Innovations Coordinator. In fall of 2023, this transition was completed. Because ITL no longer exists, some of these activities have been temporarily suspended.	Coffee with Colleagues was discontinued with efforts focused on other PD opportunities.	Completed	1. This group falls under our high engagement teaching and learning goals, as a way to attract faculty who might not join workshops but who still want to learn from one another.	Faculty PD and Teaching Innovations Coordinators, Dean of OELR
B. Increase staff professional development opportunities through Classified Senate.	2. New Faculty Cohort-Creating a space specific to providing professional development that would be relevant and supportive of new faculty.	Caring Campus launched in Spring 2023 with multiple training sessions offered	Each fall/spring semester, new faculty were given the opportunity to participate in a new faculty cohort.	Completed	2. Set sessions covering a range of content, including (but not limited to) pedagogy, the wide range of services available to students, and our college's governance structure and opportunities to participate in leadership. This is also	Classified Senate Executive Team

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
					an opportunity to create a community of learners who can relate to one another as new faculty.	
C. Increase faculty professional development through the ZTC workgroup	3. Created a shared professional development calendar to unify our faculty professional development efforts across the campus.	In-progress	In conjunction with the Division of ISTI, FPD&TIC created the shared PD calendar.	Completed	3. This calendar can help us as a faculty to: support one another by advertising events across the campus. Make us aware of PD events that we may not otherwise have known about. Avoid duplication of events or perhaps help us see where we can combine our efforts.	ZTC Workgroup
D. Increase faculty professional development to support online education	4. Supporting other campus groups with their professional development activities, such as CRTL and EIC, through advertising and participation. ITL representation in multiple committees also helps to ensure that we are part of conversations happening around PD or the need for PD.	This PD was implemented in Spring 2023.	In conjunction with the Division of ISTI, FPD&TIC assisted with the PD activities across campus.	Completed	4. Supporting professional development efforts across the campus helps to increase PD opportunities for faculty and others.	OE Committee Co-chairs
E. Increase staff professional development opportunities	1. Classified Professional Development Day to include Keynote Speaker and content applicable to all Classified.	1. This PD was implemented in Spring 2023 as Saddleback College's	1. Approximately 200 Classified Professionals attended the Spring	Completed	1. Classified Senate committed to including training content at CSDD rather than this	Classified Senate Executive Team

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
through Classified Senate.		Classified Senate worked with Irvine Valley College's Classified Senate and the SOCCC district to coordinate and bring back an in-person district-wide professional PD day for classified professionals.	2023 Classified PD Day.		activity just being a retreat/team building day. This was achieved via monetary support from CSEA and joint planning with IVC Senate.	
F. Transition the Institute for Teaching and Learning to the Teaching Innovations Advisory. Create a Teaching Innovations Coordinator that will oversee all faculty PD opportunities.	2. Caring Campus training sessions facilitated with the support of the Institute for Evidence Based Change (IEBC) to selected cohort of Classified Professionals to launch program which will have participation from entire Classified body.	2. Caring Campus launched in Spring 2023 with multiple training sessions offered. A campus-wide kick-off was held to provide all employees of an overview of Caring Campus behavioral commitments that contribute to a positive college campus culture with a customer focus to support students. Caring campus has also been made into a standing committee on Classified Senate to support the implementation of all Caring Campus	2. 53 Classified Professionals were selected with intentional representation from all areas of the college to go through a Caring Campus training. Since then, the Caring Campus initiatives have started to be implemented college-wide with classified professionals across the college.	Completed	2. The 53 Caring Campus Ambassadors will identify goals for the initial 90-day plan of the initiative. Ongoing training, events and a standing committee will be put in place for full implementation. Since the Summer 2023 Kickoff event, a Caring Campus committee, Saddleback Cares, has been established at the college. This committee launched the use of the Caring Campus name tags, has created professional development around topics like warm referrals and cross-	Teaching Innovations Coordinator , Teaching Innovations Advisory, Dean of OELR.

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		behavioral commitments. Through this work, new nametags (with visibility and approachability for students in mind) are in the process of being ordered and distributed to campus-wide employees.			departmental awareness, and has delivered large scale events such as the Fall 2024 "Elevating Campus Culture" presentation. All of these events have contributed to the ongoing adoption of the Caring Campus behavior commitments.	
G.Develop Master Calendar/Vision Resource Center	Work with Senate leadership and Dean of ISTI to support the VRC and find support person (e.g., programmer) to manage the VRC. The VRC could include master calendar, PD opportunities, past PD presentations, reporting and tracking of required PD hours (flex).	Complete, but continuously making improvements.	Two iterations of Master Calendar were created and released to faculty via the FPD & TIC Sharepoint site rather than through the VRC. The Faculty PD is complete and available to faculty, but efforts to streamline the calendar so that is accessible, easy to navigate, and end-user friendly continue.	Completed	The master PD calendar was launched as a live shared document housed on the FPD&TI Committee SharePoint. At this moment, the master calendar will not be housed on the VRC site. The tracking and reporting of flex will continued to be worked on. Added an external PD tab to the Master PD calendar for PD opportunities unaffiliated with Saddleback College. Created guidelines for adding an event to the PD calendar.	Faculty PD and Teaching Innovations Coordinator

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
H.Increase the number of professional development activities designed for part-time faculty.	Per this year, there was no increase in PD specifically designed for part-time faculty outside of the event held during fall 23 flex week.	FPD&TI Committee will work with Senate Leadership and Dean of ISTI to schedule a PD event/training for 24-25 academic year.	Action Step not completed for 23-24, but will be completed in 2024-25.	Completed	Part-time faculty will have at least one PD opportunity designed specifically for them to be held during the semester. The FPD and TI Committee along with ISTI and the Culturally Responsive Pedagogy and Practices (CRPP) grant hosted a Part-Time Dinner event on October 24, 2024 that had a DEI theme; Speakers included past CRPP faculty participants, student panels, and speakers on best practices for creating a syllabus. Student jazz ensemble played music, speech and debate students performed, and dinner was served.	Faculty PD and Teaching Innovations Coordinator
I.Establish a baseline of current Faculty PD happening across campus to coordinate PD in a more comprehensive manner	1. Reach out to groups across campus to learn about new and on-going Faculty PD (e.g., EIC, EPA, Curriculum, OE, CRTL, grants office).	Reached out to groups across campus and synthesized PD events currently happening on campus. Coordinated these events on the Faculty PD Master Calendar. Faculty PD	PD is color coded on the Faculty PD Master Calendar based on the type of PD (e.g., DEIA, School specific, AI, Teaching Pedagogy). There were 23 PDs across these themes.	Completed	A streamlined and easily accessible location for faculty to identify on-going PD across campus.	Faculty PD and Teaching Innovations Coordinator

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		and TIC continues to receive requests from campus groups to include/help market Faculty PD.	Additional PD was offered by Faculty Center. Spring 25 offerings of PD on the Master Calendar saw increase offerings; 29 PD sessions were offered across the themes. External PD offerings had an increase in AI themed PD opportunities.			
	2. Coordinate targeted or guided processes to streamline marketing efforts for PD opportunities	Merged the Faculty Center Calendar the Faculty PD Master Calendar. Added link to Flex calendar.	Provided Faculty with streamlined marketing of PD across campus.	Completed	Synthesized PD efforts into one location released to faculty via the FPD & TIC Sharepoint site.	Faculty PD and Teaching Innovations Coordinator
J. Increase the number of targeted Flex (PD week) presentations during fall and spring PD week.	Work with Academic Senate (Faculty Development, Flex Activities) to design targeted Faculty PD.	Working with Flex Activities Coordinator to schedule PD presentations.	Faculty provided with targeted PD during Flex Week to increase the number of PD activities available. Faculty PD and TIC worked with Flex Coordinator to present a spring PD Week presentation focused on navigating PD.	Completed	Increased awareness of Faculty PD opportunities with relevant topics for professional growth.	Faculty PD and Teaching Innovations Coordinator

GOAL 3 - ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY

Objective 3.1

Description	Indicator	Related Initiative/Grant
Strengthen and expand industry partnerships to support student learning, program development, and regional economic development	Establish baseline counts of partnerships by developing a rubric to categorize existing partnerships.	Regional Project: SWP Advanced Manufacturing/STEM WBL

Objective 3.1 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Continue employer and industry outreach and engagement	Continue to run queries by industry sector to identify industry prospects. Through direct marketing (cold calling and follow up with emails), meet with interested industry prospects and provide information on customized training (i.e. contract education, WBL opportunities for students, and promote education programs that align with industry needs and promote enrolling employees in our programs	EWD Director and Program Coordinator have streamlined their industry engagement process and have made significant progress.	As of October 2023, the EWD Director and his Program Coordinator have acquired 16 new Contract Education Clients, contacted 1,022 industry contacts for contract education, and contacted 1,829 industry contacts for WBL opportunities for students and promoted our	Continuing in Year 4	Increase number of business clients and deliver customized training, place more students in WBL opportunities, increase enrollments of incumbent workers in our programs	EWD Director. Supporting: Director, Outreach & Strategic Partnerships

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			education programs.			
B. Align Partnerships across the college	Development of the Strategic Partnerships Leadership Group	The Strategic Partnerships Leadership Group has developed an action plan for the year to meet various objectives of partnership buildout and collaboration across the college	Strategic Leadership Group will identify 2-3 current partners to integrate into strategic partners for the college	Continuing in Year 4	Creation of a central and managed partnership database, alignment of partnership areas in the effort to create multi-pronged partnerships. The following partnership events are planned for 2025: Partnership Appreciation Event in summer at Stadium, ATEP Grand Openings, and Invitation to Gala.	Director, Outreach and Strategic Partnerships
C. Establish a Presence at ATEP	Build out contract Education, apprenticeship, and business incubator at IDEA building at ATEP or the new two buildings being planned to be built for Saddleback College (i.e., Regional Training Center)	EWD Director and EWA Dean have held multiple meetings with leadership team, that includes Chancellor, President VPI, IVC President and VPI and developed and refined a number of PPT presentations on a regional training center and expanding contract education for the District.	The Automotive Technology and Culinary Arts program will be moved to ATEP. The new building is due to be completed late 2025 to early 2026. EWD Director and Program Coordinator are conducting employer outreach to inform the automotive industry sector and hospitality industry sector of	Continuing in Year 4	Increase number of business clients and deliver customized training, place more students in WBL opportunities, increase enrollments of incumbent workers in our programs, build talent pipeline for employers/regional partners.	EWD Director

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			our new location and program offering in Tustin.			
D. Establish Standard Operating Procedures for Work Experience	Convene Work Experience Workgroup	Outlined procedures for employer engagement between EWD, Career Resource Center and Financial Aid.	Completed description and workflow diagram.	Completed	Streamline process for employers and students to engage in work experiences. Have a reporting mechanism to ensure progress. Alignment of WBEL data collection with SG21 MIS data element.	Director, Career Resource Center
		Updating policies with the new Work Experience Regulations.	Reviewed new regulations, and submitted recommendations through the BPARC committee. Vetted revisions to AR7270 on student employment, regularly meet ad hoc with work experience work group, and developing handbook for work based learning across the college.	Continuing in Year 4		
		Determining baseline data to measure Work Experience student success.	Began review of existing data, engaged OPRA with data sources,	Continuing in Year 4		

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			and preliminarily discussed at workgroup meeting. Will be implementing first-destination survey through Handshake in Spring 2025. Goal to increase activations and usage in Handshake to increase gainful employment in area of study.			

Objective 3.2**Description**

Increase the number of students who reported obtaining a job closely related to their field of study that strongly support the regional economy

Indicator

Increase the percentage of students that reported obtaining a job closely related to their field of study to 69% based on Career Technical Education Outcomes Survey (CTEOS).

Related Initiative/Grant/Plan**Objective 3.2 Action Steps**

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Expand employment opportunities for students.	Increase the number of employers in the Saddleback College employment tool, Handshake.	Invited more local employers to the Career Fair, and had them create Handshake accounts.	Increased number of employers at the Career Fair.	Continuing in Year 4	Increase the number of employment opportunities for Saddleback students. Awarded Samueli Foundation grant, \$3 million over three years to place students into work-based experiential learning opportunities. EWD is conducting extensive employer outreach. Also in process of obtaining a Compass Energy Storage \$750K , 5 year grant to accomplish the same.	Director, Career Resource Center

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
B. Expand Work Experience Education (WEE) opportunities for students.	Increase the number of paid- work experience education opportunities for students.	Invited all Program Advisory Committee members to provide a WEE for students.	Increased number of WEE experiences from advisory members.	Continuing in Year 4	Increase the number of employment opportunities for Saddleback students. Added a Program Coordinator to the WEE efforts, successfully implemented best practices and conducted extensive faculty outreach, and recruitment. Developing marketing plan.	Assistant Dean, Career Technical Education
C. Track the progress of CTEOS metrics.	Discuss outcomes with Career Education Programs.	Discuss in the Career Education Committee meetings.	The most recent CTEOS, 2023 indicates 69.7% of students obtained a job closely related to their field of study.	Continuing in Year 4	Goal was to increase the 2024 results to 71%, and the outcome resulted in 77%.	Assistant Dean, Career Technical Education

Objective 3.3**Description**

Increase participation in extended learning (community and adult education programs, and emeritus institutes)

Indicator

Establish baseline for extended learning programs

Related Initiative/Grant/Plan**Objective 3.3 Action Steps**

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Expand K-8 year-round programming at Saddleback College.	Collaborate with the Division of Kinesiology and Athletics to expand children programs to provide new sport camps. Offer year-around K-8 programs at the Saddleback campus.	Expanding K-8 year around programming at Saddleback has been void because of COVID, Com Ed was not allowed to be on campus this summer which is a big part of our on campus K-8 programming. We are planning for CFK Summer 2022 and then will move forward with more programming as we are allowed to be back on campus with young kids. We are still in the brainstorming phase with the Kinesiology department on how to best partner with coaches to bring K-8 programs on campus	Registration for summer opened 3/7/2022. CE is currently in the hiring process for CFK Recreation Guides and Edge teachers for CFK Summer 2022. Additionally, Nick Trani the Saddleback College softball coach will be teaching tennis and pickle ball camp for CFK. In partnership with the Fine Arts Department Jazz Camp and Com Ed offered a week long camp to Orange County High School students.	Completed	Updating and reimagining CFK programs for summer 2023 and K-8 camps at Saddleback College: *Collaboration with the culinary department; offering 3-week long camps (youth pathway) *Incorporating youth ceramic classes, offered by Fine Arts faculty into the CFK schedule Continued partnership Fine Arts Jazz Camp and Kinesiology Faculty offering CFK tennis	Director of Community Education
B. Continue to revamp the Emeritus curriculum to offer courses of	Based on the results of a 2019 survey, Emeritus will add 30 new courses over the next three years.	The Emeritus Institute submitted 6 curriculum proposals in the Fall 2021 semester for implementation (upon Curriculum Committee approval) in the Spring 2023	All of the following courses were approved by the curriculum committee. The course creation and approval required significant collaboration	Completed	In the Fall 2022 semester, the Emeritus Institute submitted three pieces of curricula all approved by the curriculum committee:	Assistant Dean of Emeritus Institute

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
interest to older adults.		semester. Additionally, the Assistant Dean of Extended Learning / Director of the Emeritus Institute is collaborating with the other academic divisions at Saddleback College to find ways of cross promoting Emeritus Institute courses and credit courses.	between the Emeritus Institute department chairs and the department chairs of the other academic divisions under which these curricula would typically be offered if the courses were credit. Those divisions and departments with which the Emeritus Institute collaborated were: Division of Math and Science (Biology department); Division of Health Sciences and Human Services (Human Services department); Division of Liberal Arts (Humanities department); Division of Fine Arts and Media Technology (Music department; Art department): EBIO 602 (502) Survey of Regenerative Medicine (EI), EHSR 600 (500) Substance Abuse Education (EI), EHSR 601 (501) US Multicultural & Diverse Older Adult Populations (EI), EHSR 602 (502) Human Development (EI), EHUM601(501)World Religions–Traditions and		Introduction to American Civics (EPOL 501); Inter Muscle Strength/Body Alignment For Older Adults (EHEA 641);	

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			Texts (EI), EMUS 621 (521) Survey of American Music (EI), EMUS 622 (522) 19th Century Romanticism Emotion in Music (EI), EPHO 610 (510) – Fundamentals of Digital Photographic Editing & Restoration (EI) Quantifiably, other academic divisions and the Emeritus Institute are sharing faculty more readily so that students become familiar with credit-based faculty members for future possibility of students taking credit-courses on campus. Additionally, the work between the Emeritus Institute Fine/Applied/Performing Arts department chair and the Art department chairs within the Fine Arts and Media Technology division has created a better understanding of the student lifecycle within the college wherein students flow between credit and Emeritus Institute courses			

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			based on their lifelong learning goals. Though this is in its infancy, the collaboration around curriculum development has been a key contributor to further developing the possible free-flow between the Emeritus Institute and the FAMT division.			
C. Host community members at SC events, i.e. educational, cultural and sporting events that represent the region (Foster Families, Emeritus and Adult Ed students, as well as CUSD and SVUSD Students).	Develop programs and events and host community members. Organize a Health and Wellness Fair in partnership with local organizations.	Com Ed has not been allowed to have any on site programs with community youth in last two years. Currently Com Ed is planning for College For Kids this summer. We are hoping we will have access to the stadium and other college facilities to host CFK, which would naturally showcase the college's facilities. CTE Committee, planned for Spring 2022: CTE Perkins Comprehensive Local Needs Assessment (CLNA) Advisory Meeting on 4/22/22. Host High School Senior Day on 4/21/22	CE is working with the Division of Kinesiology and Athletics to use the stadium track and field, gym, and pool to offer sport classes and aquatics showcasing Saddleback College athletic facilities. Develop a CLNA Needs Assessment that guides Perkins investments. Complete by June 1, 2022.	Continuing in Year 4	In the Fall 2022, a community event was held to showcase the Saddleback Adult Education programs and highlight selected Career Education classes and the new ATAS building. Approximately 400 community members participated.	Dean of Extended Learning- Karima
D. Expand FKCE offerings in Orange County	1. Increase the number of Spanish classes we offer to better meet the needs of Spanish speaking Foster and Kinship Caregivers. 2.	Hired 3 new Spanish Trainers in October/ November. They are being trained and should be able to start teaching classes in January.	1. In Fall 2021, three new Spanish trainers were hired so that Spanish class offerings can increase and can vary by time of day.	Continuing in Year 4	We continue to grow the number of Spanish class offerings by: creating new classes and translating classes in	Director of FKCE- Martine Wehr

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
	Provide classes at various times/days to provide more options for caregivers to attend classes. 3. Increase the number of in person classes we offer while still offering online classes to provide more class options and to remove barriers to access (childcare, transportation, etc.). 4. Offer new classes based on state and county requirements, and caregivers needs, making FKCE the "go to" resource for all foster and kinship caregivers in OC to receive their mandatory trainings and strengthen their parenting skills.	Of our 4 approved sites to hold in person classes, only one is comfortable/ ready to hold in person classes, although we have the Facility Use Agreements in place to do so with the other sites. We continue to be responsive to requirements and requests for classes from foster and kinship caregivers	Martine Wehr conducts surveys from class participants and collects their course requests (she sent these to me). She keeps track of how many times each subject matter is requested by a caregiver. Based on requests, she and her schedules classes based on trainers' schedules, trainers' expertise, and funding.		English. Our 5 in person class sites have struggled with attendance, so we only have 3 sites offering in person classes but will revisit adding more sites for fall 2023. We continue to be responsive to evolving caregiver training needs and adapt our class offerings to meet those needs whenever possible.	
E. Propose an After-School Experience partnership with Saddleback Valley Unified School District	Propose partnership to key contacts at SVUSD. If we are successful with a partnership it will increase participation in our Com Ed programs and more awareness of Saddleback College.	CE is having ongoing conversations with SVUSD regarding a partnership to administer and offer after-school enrichment programs. Immediate partnership is stalled due to the COVID impact on SVUSD.	N/A	Continuing in Year 4	Conversations with SVUSD have stalled due to new personnel at SVUSD. Community Education working to find the right contact at SVUSD to move forward with a partnership. With the assistance of the Division Dean we hope to move forward with partnership	Director of Community Education - Arron

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
					conversations at SVUSD in 2023.	
F. Identify program needs in the K-8 community and diversify and increase our program offerings to meet those needs.	Conduct surveys with K-8 parents and current community partners to define needs and wants of extracurricular programs. Develop and offer programs that address and meet the needs and wants of the community.	CE conducted multiple surveys targeting students to gather information regarding summer swim and after-school programs. A survey was conducted targeting CUSD partner principals and office managers collecting data for after-school programs. Lastly, vendor surveys have been sent to partner vendors collecting data on potential after-school programs.	Survey results summary for BASE FA1 2022: Over 94% of participants had a more than average response. Over 95% of participants were satisfied with pricing, class duration, subject matter, and variety of offerings. Over 87% of participants said they would recommend classes offered. CFK SU 2022: Over 74% of the participants said camp met expectations. 78% of participants were students from CUSD and 12% from SVUSD. 50% of families surveyed preferred 1/2 day programs the other 50% full day.	Continuing in Year 4	Hope to increase number of survey responses. Based on results some survey questions will be reworked to better drill down on needed data.	Director of Community Education
G. Continue to promote Adult Education course offerings and student support services to the South Orange	1. Based on CASAS placement and learning gains data student data, identify the top 3 native languages current students speak at home	1. Per CASAS placement and learning gains data, the top 3 languages spoken at home for current students are Spanish, Farsi and Mandarin. 2. Recruited Full Capacity Marketing to launch Move	1. Per CASAS placement and learning gains data, the top 3 languages spoken at home for current students are Spanish, Farsi and Mandarin.	Continuing in Year 4	Secured social media contract with Graduate Communications to launch English and Spanish social media campaign in FY 22-23 to promote the High School Equivalency	Director of Adult Education sue d

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
County community.	2. Identify grassroots and social media marketing platforms to promote Adult Education course offerings and student support services for the Spanish, Farsi and Mandarin student speakers.	Ahead with Adult Ed social media campaign from Fall 2021 semester through Summer session 2022 to include print and video ads based on research and data analytics. 3. Contacted at least 407 prospective student leads to date to share the menu of Adult Education courses and support services to convert to enrollment (see attached for data analytics) 4. Placed print and online magazine advertisements in Fall 2021 through Summer session 2022 including Paro Todos and El Aviso (Spanish print magazines); SEEB (Farsi magazine); and the World Journal (Mandarin online magazine).	2. Recruited Full Capacity Marketing to launch Move Ahead with Adult Ed social media campaign from Fall 2021 semester through Summer session 2022 to include print and video ads based on research and data analytics. 3. Contacted at least 407 prospective student leads to date to share the menu of Adult Education courses and support services to convert to enrollment (see attached for data analytics) 4. Placed print and online magazine advertisements in Fall 2021 through Summer session 2022 including Paro Todos and El Aviso (Spanish print magazines); SEEB (Farsi magazine); and the World Journal (Mandarin online magazine).		program including the Adult Dual Enrollment program; submitted print and electronic media ads targeting the following communities: mandarin, Ukrainian, Farsi and Spanish speaking; promote course offerings in FB targeting the Slavic (Ukrainian and Russian) recent arrivals and war refugees.	

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
H. Create new sections of adult ESL classes to serve waitlisted students	Find off-site locations to host ESL classes.	In order to meet the community demand of waitlisted students, the program has partnered with Journey Charter School, OC Workforce Solutions, the SVUSD Resource Center, and the Cross-Cultural Council to serve as host sites for Adult ESL courses.	Between Spring 2023 (N=81) and Spring 2024 (N=93), the section counts increased by 15%. Between Fall 2023 (N=86) and Fall 2024 (N=96), the enrollment counts increased by 12%. In SP25 Adult Education offered a total of 75 sections. The breakdown is as follows: AESL – 41 sections; High School Equivalency –17; OASIS –17		ESL classes will be added and waitlists will be reduced	Director of Adult Education
I. Increase number of students from AESL and Silverado high school that enroll in classes at Saddleback's main campus	1. Reduce barriers to ensure a seamless transition of the 12 Adult Education AESL course sections and 1 High School Equivalency course section from Silverado High School to the main Saddleback College campus. 2. Host AESL and HSE classes on main campus.	Campus Police provides a printed parking day pass for Adult Education students to place in windshield so they are not ticketed during onboarding. The library staff and faculty provided 15 library tours of the library and distributed over a hundred chrome books to Adult Ed students. Classes will be moved to Saddleback campus Sp24. Enrollment increased with move to Saddleback!	Between 2021-2022 and 2022-2023, the section counts increased by 31%, the enrollment counts increased by 39% and the FTE's increased by 22%. All 13 evening on-site Adult ESL and High School courses were moved to the main Saddleback College campus in Spring 2024. We had a 22% increase in enrollment counts between Spring 2023 (N=2,416) and Spring 2024 (2,946). When comparing Fall 2023 (N=2,467) and Fall 2024 (N=2,749), enrollment counts	Completed	Increased number of students from AESL and Silverado enroll at Saddleback's main campus. Hosting AESL and HSE courses at the main campus will also allow for an increased likelihood of bridging Adult Education students to other noncredit and credit courses at Saddleback College.	Director of Adult Education

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			increased by 11%. Enrollment increased with the move from Silverado to Saddleback College! For 24-25, we had a total of 4,589 enrollments.			

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
J. Collect and Analyze Feedback from students	Implement regular surveys or feedback mechanisms to understand Adult Education students' interests and readiness to bridge to other programs. Use this feedback to understand students goals to inform our course offerings and program delivery.	Working with our noncredit researcher to help to assist to building out surveys and helping with data collection. We surveyed all the Adult Education students to assess their interest in courses after they reached their goals in Adult Education. We had 302 students respond to the survey. Our team has reached out to them via mail merge and an Ocelot texting campaign. We have a total of 13 students that have asked for additional information in CTE and credit courses. These students have been connected to our Enrollment Coach and bilingual counselors.	In July 2024, OPRA included the Adult Education students in the Basic Needs Survey alongside the credit students. There were nearly 200 student responses requesting assistance for mental health services, to see an academic counselor, and enroll in tutoring. Two students requested a Student Success Coach so we are not working with Student Services to include noncredit support from a Student Success Coach. In November 2024, a student interest survey, translated in 5 languages, will be administered to all Adult Education students. Data from this survey will be used to guide the Enrollment Coach's efforts in bridging noncredit students to Career Education or credit courses. 302 survey responses!	Completed	Have a database of students who have completed their Adult Ed goals and are ready to pursue other programs.	Director of Adult Education SUE D

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
K. Track and Celebrate Successes	Expansion of the noncredit dashboard to track individual students' progress during their tenure at Saddleback.	Working with A&R to formalize a hard-copy certificate distribution process for Adult Education and noncredit students. Starting in Spring 2024, A&R started mailing out hard copies of the non-credit certificate to completers. This is in addition to the information posted on students' transcript.	58 certificates were mailed out in S23. 59 certificates were mailed out in F23 IN SP24 and SU24: 8 awards mailed out	Completed	Increase students' attendance, retention, and progression in reaching their goals and attaining certificates and/or degrees.	Director of Adult Education
L. Promote and facilitate the new English Language Learner Healthcare Pathways grant	Expand and designate offerings and services in support of English Language Learners in entering healthcare pathways.	Planning for Year 1 was completed and the programs are being offered during Spring 2024. Planning for Year 2 is underway.	We launched Phlebotomy and CNA in Spring 2024. The Phlebotomy cohort started with 20 students and is at 17 students currently, while the CNA program started with 15 students and is currently at 8 students. Both programs are in progress. Established a formal two-way referral with the South County Workforce Solutions whereas Saddleback College students are referred for career support and Workforce Solutions sends Adult Education students to our front office.	Completed	Round 2 of the grant supports 2 new programs. We expect at least 80% completion from these two new programs: FALL 24: Phlebotomy, CNA SPRING 25: Spring 2025: Certified Nursing Assistant, Acute Care Nursing Assistant, Phlebotomy, Community Health Worker	Dean of Extended Learning KARIMA

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
M. Implement workforce partnerships for students with disabilities through AEWD/OASIS.	Formalize curriculum and partnerships that lead to employment.	The curriculum was completed and is now going through the approval process. The curriculum is offered!	In 23-24 we helped four students get jobs at Ralphs through our workforce liaison program. Adult Education Workforce Preparation (AEWP) (formerly AEWD) and students are eligible to earn Career Development and College Preparation (CDCP) Certificates. 24/25: one student at Ralphs and 7 students in PROJECT SEARCH cohort!	Continuing in Year 4	1-2 more students employed at Ralphs. Launch of Project SEARCH.	Department Chair of AEWD Stacy
M. Promote and expand partnerships with the Orange County Workforce Development Board and OC Workforce Solutions (One Stop)	Create an MOU with the OC Workforce Solutions office at Laguna Niguel to offer Adult Education classes to serve the community.	Offering one AESL class at the Laguna Niguel location in Spring 2024. MOU is not executed at this time. The Orange County Social Services Agency did not have a no-cost contract for partners to use space free of charge. The County is working with their legal department to create a no-cost facility use agreement necessary for Saddleback College to deploy an instructor an offer ESL courses to the community. MOU could not be executed (SP25), but meetings are being conducted SP25 to find another location	One AESL class is being offered in Laguna Niguel SP24. Meetings being conducted SP25 to find another offsite location.	Continuing in Year 4	Additional AESL classes offered!	Director of Adult Education

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
N. Increase enrollment in BASE, CFK, AE programs	Increase marketing efforts Continue with use of Constant Contact Work with vendors and CE trainers to map out their marketing strategies for the programs they offer for CE programs. Reissue CE brochure for mailing Collaborate with Extended Education to provide a division brochure. Increase program offerings Seek out and provide new and relevant Adult Enrichment offerings	Constant contact is being used now, mailers have gone out. Collaboration has not happened yet with Extended Ed.	BASE :12%+ increase Adult Enrichment – FA24 8.7% increase, SP25 9.1% increase (enrollment is not final, hoping to meet the 10% target)	Continuing in Year 4	10% increase in enrollments	Arron Searcy

Objective 3.4**Description**

Increase the number of students who earn college credits while still in high school.

Indicator

Establish baseline of students who are dual-enrolled (CCAP) and concurrently enrolled

Related Initiative/Grant/Plan**Objective 3.4 Action Steps**

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Expand CCAP Dual Enrollment (Early College Pathway) - opportunities in our local high schools	Develop expansion plan of current CCAP programs with SVUSD & CUSD.	Launched CCAP program in Fall 2020 with CUSD and SVUSD, serving nearly 100 students. Expanded in Fall 2021 to two new districts, and currently serving approx. 200 students.	Increased the number of students served from 100 to 200 comparing Fall 2020 to Fall 2021.	Continuing in Year 4	Enrollment growth from Dual Enrollment sections. Fall 2022 grew to 450 students, and 22 sections. The desire to add career pathways and IGETC courses continues to grow among the college departments and K12 partners.	Assistant Dean of CTE
B. Leverage high school CTE course articulation to build out Early College Pathways	Develop new articulations to complement CCAP programs.	Fall 2021-leverage CTE articulated courses in Auto and Culinary to start new cohorts of CCAP Dual Enrollment within CUSD.	4/22/22 Update: Two CCAP programs are utilizing Articulation to start the Dual Enrollment Pathway; Culinary and Auto. They are launching Fall 2022.	Continuing in Year 4	Continue to leverage articulation as an onboarding mechanism for career pathways.	Assistant Dean of CTE

Objective 3.5**Description**

Office of Planning, Research and Accreditation
Saddleback College
Strategic Plan (2020-2025) – 5-Year Summary

Indicator**Related Initiative/Grant/Plan**

Increase partnerships with higher education institutions

Establish a baseline of partnerships with higher education institutions.

Objective 3.5 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Identify which higher education institutions we want to partner with and which programs align with a career pathways we want to promote.	Reach out to Univ. Redlands, Univ. of La Verne, Brandman University now UMass Global	In-progress	TBD	Continuing in Year 4	Co-enroll students in AA and Bachelors programs and accelerate graduation. Enter in MOU with University partners, create University Center similar to that of the College of the Canyons.	EWD Director, Articulation Officer, Transfer Center Supporting: Director, Outreach & Strategic Partnerships, Dean of Counseling
B. Identify enrollment pipelines with community agencies to increase the enrollment of non-traditional students	Reach out to community agencies: faith-based organizations, non-profit service agencies, community partners, HR teams	In-progress	TBD	Continuing in Year 4	Increase offerings of personalized enrollment support within our community partnerships and increase non-traditional student enrollment	Director, Outreach and Strategic Partnerships Supporting: Enrollment Coaching Team

Objective 3.6 Description

Indicator

Related Initiative/Grant/Plan

Increase community participation in civic, athletic, and cultural events

Establish baseline for measuring community participation in civic, athletic, and cultural activities.

Objective 3.6 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Bring community members out to events. Track by ticket sales.	1. Youth night for AYSO 2. Youth night for football (Pop Warner) 3. Veteran's Appreciation night 4. Homecoming event 5. Coaches vs. Cancer event PLAN TO ADD EVENTS AND TRACK TICKET SALES. 6. Hosting state track and field event . 7. Men's and Women's soccer championships (Fall 2025).	New community events: CIF State High School football State Championship (nationally televised) 3C2A Men's and Women's Track & Field State Championships Unified Games for student's with disabilities	61.1% increase in Athletic ticket sales from 2022-2023 to 2023-2024. Will collect 24-25 data over summer	Continuing in Year 4	Increase ticket sales by 10% in 24/25	Dean of Kinesiology & Athletics
B. 3 local business partnerships, host at least one major national/state international sporting event Using the new stadium for marketing and branding of college. Increasing partnerships and revenue (Measurable) Will start tracking year to year. national and international reputation	Reaching out to local businesses and getting sponsorships. Working with host hotels. Olympic practice site (GB, Australia, Netherlands). State HS Football championships (exposing saddleback)	new partnerships: 3 restaurants, 2 hotels.	new partnerships: 3 restaurants, 2 hotels. Will collect 24-25 data over summer	Continuing in Year 4	create 3 new community partnerships	Dean of Kinesiology & Athletics

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
C. Increase student attendance at athletic events (can track students). Increase 10% each year	Bobcats Live Crowd initiative- one sporting event per week	Couldn't get any responses		Continuing in Year 4	Increase 10% each year	Director of Student Development
D. Increase student attendance at ASG events. Data will be tracked through event surveys and/or scanners/swipers	1. Increase ASG marketing efforts thru social media. 2. Develop a method to properly track attendance at school events. 3. Create partnerships with other school organizations- including DEI to bring out students			Continuing in Year 4	Increase 10% each year	Director of Student Development
E. Increase number of student clubs- goal of 60 total clubs in next 3 year (currently 44)	1. marketing sessions 2. trainings to ensure that clubs are able to transition from year to year.			Continuing in Year 4	50 clubs by end of SP24	Director of Student Development
F. Expand mentor collective program (110 student mentors). Increase to 200 within the next 3 years	1. market in-line with the new schools. 2. Expand the paid-mentor program.			Continuing in Year 4	140 mentors by the end of Sp24	Director of Student Development
G. Increase SB student involvement (measured by student tickets purchased/reserved) and student attendance at AMPD events by 10% every year.	1. encourage programming that is aimed towards student interests. 2. increase campus-wide marketing and targeting social media to students. 3. increased activity thru the AMPD canvas Hub.	1. Targeting advertising to students in Canvas AMPD Hub. 2. More events in public spaces including AMPD land. 3. More events targeted at student demographic (Battle of Bands, Saddleback Star)	23-24: Up 48.4% Will collect 24-25 data over summer	Continuing in Year 4	10% increased student attendance	Dean of Arts, Media, Performance and Design

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
H.Increase community members at events by 5% yearly as measured in ticket sales.	1. re-allocate funding into more targeted marketing. 2. Trying new events that are designed to bring in new-audiences (Dia de los Muertos, Saddleback Star, Battle of Bands, Orange County Drag Show).	1. Paid targeting social media ads to people who have already shown an interest in cultural events within a 10 mile radius. 2. Increased communication thru constant contact and public interest connections to events.	23-24: Up 19.3% Will collect 24-25 data over summer	Continuing in Year 4	5% increase in community members	Dean of Arts, Media, Performance and Design

GOAL 4 - OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS

Objective 4.1

Description

Create a sustainable and robust participatory governance evaluation process.

Indicator

Review and analyze all committee evaluations for effective participatory governance and decision-making

Related Initiative/Grant/Plan

Objective 4.1 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Implement organizational changes to improve effectiveness of services through greater accountability.	Process reorganization through HR.	Organizational changes are in review.	Organizational changes are implemented to realign roles/responsibilities.	Continuing in Year 4	Completion of organizational changes.	Senior Director, Facilities Maintenance and Operations
B. Maintain an accurate and complete list of active projects for efficient tracking, accountability, and communication with constituents.	Develop comprehensive worksheet to track all active (and completed) projects through the life cycle of planning, design, DSA review/approval, bid/award, construction, and closeout.	The project list is 80% complete.	Complete list of projects with all relevant information for tracking purposes.	Continuing in Year 4	Complete list of projects.	Senior Director, Facilities Maintenance and Operations
C. Conduct a comprehensive assessment of all existing policies, practices, and processes related to technology.	Compare documented policies and processes against industry best practices, regulatory requirements, and organizational goals.	BPARC sent all technology related BP/ARs to district technology directors for review.	All BP/ARs related to technology were updated and sent to the board to approve.	Completed		Director Technology Services and Broadcast Systems
D. Prioritize areas for improvement based on the severity of the issues and their impact on operations.	Assess the severity of each issue based on criteria such as potential harm to the organization, likelihood of occurrence, and urgency of resolution.	Assess the immediate need or time sensitivity of addressing the issue, taking into account factors like critical deadlines, customer expectations, and regulatory requirements.	Systematic prioritization of problems and projects with severity levels and dates incorporated into tracking system with flexibility built in to track both	Continuing in Year 4	Enable proactive and effective management of organizational challenges, leading to improved performance, resilience, and stakeholder satisfaction.	Director Technology Services and Broadcast Systems

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			projects and incidents.			
E. Identify bottlenecks, unnecessary steps, and opportunities for automation or standardization.	Look for areas where resources are underutilized, dependencies create delays, or manual handoffs lead to errors.	Collect data on resource utilization, including staffing levels, equipment usage, and budget allocations.	Actionable insights derived from data analysis, informing strategic decisions and interventions to optimize resource utilization and improve overall organizational performance.	Continuing in Year 4	Spot delays due to workload accumulation, inadequate staffing, or equipment issues. Detect redundant processes, handoffs, or excessive spending and suggesting areas for standardization.	Director Technology Services and Broadcast Systems
F. Evaluate current technology solutions being used for communication, collaboration, and other relevant functions.	Compile a comprehensive inventory of all technology solutions currently in use across the organization for communication, collaboration, and other relevant functions. Document each solution, including its purpose, features, usage, and any integration with other systems.	Use MECM to capture software inventory currently deployed and being used across the campus. Conduct interviews or surveys with departmental management/chairs, and classified staff to identify use case for identified technology solutions being utilized.	By combining the software inventory data captured through MECM with insights gathered from interviews or surveys, the organization can achieve a comprehensive understanding of the software landscape and its practical applications across different areas of the campus.	Completed	Gain visibility into all software applications deployed across the campus, including versions, licenses, and usage statistics. Identify redundant or underutilized software applications and streamline the software landscape to optimize resources and reduce costs. Strengthen cybersecurity posture by identifying and addressing any unauthorized or unapproved software installations.	Director Technology Services and Broadcast Systems

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
G. Foster a culture of continuous improvement by encouraging feedback and addressing concerns promptly.	Integrate the ticketing solution with surveying capabilities to provide employees with a convenient feedback channel. Use survey data to identify trends and patterns in feedback, addressing common concerns proactively.	Leverage survey data to address common concerns proactively. This may involve implementing automated alerts for certain feedback categories or establishing regular review meetings to discuss survey findings and plan action steps accordingly.	By implementing automated alerts, establishing regular review meetings, and formulating targeted action plans, the organization is able to respond swiftly to feedback and drive continuous improvement in customer satisfaction and operational effectiveness.	Continuing in Year 4	Improvement of a regular feedback loop system (ie. surveys and team review sessions) to address concerns and encourage feedback.	Director Technology Services and Broadcast Systems
H. Ensure compliance with relevant regulations, industry standards, and best practices.	Identify all relevant regulations and laws pertaining to the college and higher education institutions. Seek guidance from legal experts, compliance officers, or consultants with expertise in the relevant regulatory areas.	A review of relevant regulations and laws impacting the institution has been conducted. This includes but is not limited to regulations related to education standards, student privacy (e.g., FERPA), accreditation requirements, campus safety, financial aid (e.g., Title IV), and employment laws. A gap analysis has been conducted to identify any discrepancies between current practices and	Data outcomes provide a clear understanding of the regulatory landscape impacting the institution, highlight areas of non-compliance or potential risks, and inform targeted remediation efforts to achieve and maintain regulatory compliance effectively.	Continuing in Year 4	Audit practices to ensure compliance	Director Technology Services and Broadcast Systems

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
		regulatory requirements.				

Objective 4.2
Description

Develop an organizational culture of collaboration across the district.

Indicator

Implement the District-wide Climate Survey in 2020 to establish a baseline on organizational culture and collaboration

Related Initiative/Grant/Plan

Objective 4.2 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Analyze the results from the college climate survey to determine areas of focus. Survey administered in Spring 2021	By end of Fall 2021, the data from District RDM will be incorporated into the dashboard for baseline measure.	Although we wanted to identify themes, there was one item on the climate survey pertaining to culture of collaboration. This is difficult to understand the problematic areas. Roughly 50% of respondents felt that we have a strong culture of collaboration across the District (responses include both IVC, SC, and DS).	Roughly 50% of respondents felt that we have a strong culture of collaboration across the District (responses include both IVC, SC, and DS).	Continuing in Year 4	College will work with DWPC to address this Districtwide concern.	Director of OPRA
B. Identify areas of mutual collaboration between Saddleback College and District Services	Collect recommendations from shared governance groups (Classified Senate and Academic Senate) and bring forward to PIE for discussion.	TBD	TBD	Continuing in Year 4	Develop PD for areas of collaboration so that the culture may shift.	Supporting: Classified Senate, Academic Senate
C. Classified Professional Development Day (a PD event open to all Classified within SOCCCD), 2. Joint initiatives for Caring Campus between	1. Contract Services _ Classified Professional Development Day (a PD event open to all Classified within SOCCCD). 2. HR - to develop content for PD events, create equitable process for approval of funds and in some cases to	Caring Campus was implemented with wide presentation on behavioral commitments. Additionally, a committee was developed to focus on	TBD	Continuing in Year 4	1. More PD opportunities for classified staff in SOCCD, 2. Development of plans for Caring Campus initiatives	Classified Senate President

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
Saddleback, IVC, and the District	secure funding for a specific opportunity. 3. Account Payable - for payment to employees and/or suppliers). 4. Accounting - for business processes like Spend Authorizations and Expense Reports, 5. Meeting with IVC and District about joint initiatives for Caring Campus. 6. Collection of surveys for Caring Campus program.	these efforts. Further work is in-progress.				
D. Working with IVC AS to change hiring policies. 2. More productive collaboration with IVC AS and the district through committees.	1. Revising hiring policies and practices from a DEIAA-focused lens. 2. participating in an intensive leadership team building program with District Services called EXCEL (Excellence in Communication and Educational Leadership). 3. district-wide committees could be restructured to allow more time for more meaningful collaborations	In-progress	TBD	Continue in Year 4	1. Better faculty hiring practice 2. More effective and productive districtwide committees	Academic Senate President

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
E. Work to establish a stronger infrastructure which supports sustainability.	Work closely with Student Success Coordinating Council, Consultation Council and the Office of the President to carefully review and engineer a stronger One Sheet for the Caring Campus committee with consideration for sourced funding and which clearly establishes membership roles	Caring Campus has combined annual retreat time and space with the Classified Senate and begun discussions regarding methods to secure sustainability and differentiation and clarification of goals.	New in Year 4	Completed	Completed	Establishment of strong infrastructure that supports programmatic sustainability

Objective 4.3
Description

Indicator

Related Initiative/Grant/Plan

Create a sustainable and robust participatory governance evaluation process.

Review and analyze all committee evaluations for effective participatory governance and decision-making

Objective 4.3 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Evaluate district-wide participatory governance structure and opportunities for collaboration across the district	Optimize the effectiveness and efficiency of planning and governance (PG) by aligning the structure with the college's organizational structure, accreditation standards, strategic goals, and the district's PG for improved collaboration and accountability.	In Fall 2023, as part of a meta-analysis, all committee one-sheets will be evaluated to assess overlap in purpose and charge and to update alignment to strat plan goals and accreditation standards. Academic Senate and District committee structure will also be incorporated into the assessment.	All one-sheets were collected and changes are being approved in Spring 2023.	Continuing in Year 4	In Spring 2023/Fall 2023, PIE will assess the information from the one-sheets and conduct a meta-analysis of the structure to try and align with district committees. Based on this analysis, recommendations will be made to CC if any changes are necessary.	PIE Chairs
B. Develop a planning and decision-making manual which reflects the college's decision making structure	The existing manual will be reviewed and updated annually based on changes and updates related to the college's organizational structure.	In Spring 2022 and Spring 2023, the planning and decision-making manual was reviewed and updated	A revised manual was brought to CC for approval. Specifically, the manual looked at committee structures and the process of creation, dissolution and evaluation of committees.	Continuing in Year 4	The planning and decision-making manual will be reviewed and updated each fall semester once committee one-sheets are approved in CC.	PIE Chairs
C. Provide evaluation reports to all college	Review the committee evaluation instrument and deploy in the spring term of	In Spring 2022, the committee evaluation	This process is conducted on an annual basis to ensure our	Continuing in Year 4	The evaluation instrument will be annually reviewed.	PIE Chairs

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
committees for review and comment	each academic year. Provide results to committees in the fall term.	instrument will be reviewed and updated	committees are evaluated based on their effectiveness. It was reviewed in PIE.		The college committee structure will be evaluated by PIE biennially.	
D. Evaluate resource allocation process, and modify when appropriate, to maximize achievement of strategic outcomes.	Annual review and update of the process in the newly established CRC committee (with admin and constituent reps).	In Fall 2021, the newly formed CRC committee reviewed and approved recommended improvements.	Summary of approved improvements from Fall 2021: PD requests: resource type was removed; Rubric ratings and rationale. Rationale and evidence must be provided for a rating of 3+. They will be separately rated and divisions should use these cumulative rating scores for prioritization of resource requests.; CTE projects should be entered in the Other One-Time category At the end of the cycle (Spring 2022), the College Resource Workgroup (CRW) provided a number of recommendations to CRC that can be summarized as follows: Enhance training for users and evaluators to emphasize expectations and improve consistency and	Continuing in Year 4	CRC process is reviewed annually with improvements to optimize the process - ensure effective outcomes and efficient process.	VP of Administrative Services via CRC

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
			communication throughout the process.; Develop a new tool to support the process.; Use same constituent representatives from CRC in CRW membership.			
E. Review and analyze all committee evaluations for effective participatory governance and decision-making	CRC evaluations will be reviewed with the committee and improvement recommendations will be evaluated and implemented.	This is in-progress.		Continuing in Year 4	Improved effectiveness and efficiency of the CRC.	VP of Administrative Services via CRC

Objective 4.4

Description**Indicator****Related Initiative/Grant/Plan**

Provide enhanced student support with a student-centered design

Establish areas of student need for expanded student support services.

Objective 4.4 Action Steps

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
A. Reorganize instructional programs to create schools that provide a structure for collaboration across programs and student supports.	OOI leads conversations with faculty, staff, administrators, and students to determine how to best group academic programs. Brainstorm how cross-functional roles can leverage this structure to better support students.	Five schools were developed.	N/A	Completed	Five schools that will be replace the college academic divisions for initial launch in academic year 2023-2024.	VPI Supporting: OOI Team, Deans/Chairs
B. Create Connection Teams for each "meta major" that will communicate relevant supports and opportunities to students.	Transition Learning Pathway "Completion Teams" into "Connection Teams". Realign Connection Teams to match the five schools developed during instructional program reorganization. Brainstorm the role of Connection Teams for academic year 2023-2024.	School Teams were developed and are comprised of deans, faculty, counselors and success coaches	TBD	Completed	Increase in student awareness of resources and opportunities relevant to their needs and interests. Increased student utilization of a re-designed Canvas "Guide to Pathway Success" online hub.	Guided Pathways Framework Leads Supporting: VPI, Connection Team Leads
C. Assess and revise the student onboarding process to improve	Develop a workgroup/taskforce of faculty, staff, administrators, and	Workgroup developed.	TBD	Continuing in Year 4	1) Map out the student journey for students who a seeking a cert/degree/transfer but	Director of SEM Academic Senate/ Student

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
communication and facilitate access to timely resources and momentum-building experiences.	students to review the current student onboarding experience and discuss opportunities for student-centered enhancements.				do not have a BA degree already. 2) Identify critical touch points to develop or reimagine to create customized student experiences 3)Develop an undeclared student onboarding process	Success Coordinating Group/Student Services and Instruction Management Team/Counseling
D. Complete housing feasibility study and housing construction grant application.	District Facilities staff will coordinate completion of the housing construction grant application due in January 2023.	Housing Feasibility study conducted and grant submitted.	Was not accepted for grant	Completed	Completed housing construction grant application.	PEC Supporting: District Facilities
E. Launch a new college website that is designed to provide an intuitive and welcoming user experience for prospective students.	Convene website workgroup, conduct student focus groups and survey, and work with website design vendor to design a web presence that implements best practices in website design.	Website was launched in December 2022	TBD	Completed	Prospective students will more easily access information on programs and services, search function will yield relevant, helpful results.	Director of Marketing and Communications
F. Prioritize the feedback from students as to their concerns in each of the areas listed.	Enlist the assistance from the Research Department to deploy a student survey covering the major areas covered by the Health & Safety Committee. This should be an annual event.	TBD	TBD	Continuing in Year 4	Awareness of the specific issues that concern the student population will be gained by the committee and making improvements for the satisfaction of the student body.	Health & Safety Committee

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
G. Committee member(s) attend meetings of ASG.	Committee member(s) make themselves available to attend any ASG meeting to present updates on the work of the committee and to solicit any feedback.	TBD	TBD	Continuing in Year 4	ASG will be kept informed on issues that the Health & Safety Committee are addressing and to consider the requests and concerns of the student governing body.	Health & Safety Committee
H. Assess and satisfy the facility needs for newly created instructional schools (pathways)	Meet with deans and VPI to create comprehensive list of facility changes to support new schools.	TBD	TBD	Continuing in Year 4	Develop a project and priority list to complete in sequence.	Senior Director of FMO
I. Develop comprehensive facility maintenance and improvement plan to complement the FMP and serve as the implementation guide for other plans (Infrastructure, Sustainability, etc.).	Plan and execute projects identified and prioritized through the CRC and 5 Year Scheduled Maintenance and other plans.	TBD	TBD	Continuing in Year 4	A completed 5 year facility improvement plan. Complete construction of All Gender RR on 1st floor of BGS and replacement of BGS HVAC system to upgrade quality and safety of learning environment.	Senior Director of FMO
J. Support construction of new Gateway, ATEP, and Science-Math buildings, and Landscape improvement projects to ensure they are delivered on time, on budget, and	Attend construction meetings and support timely input to keep projects on schedule, on budget, and good outcome.	TBD	TBD	Continuing in Year 4	Gateway project stays on schedule.	Senior Director of FMO

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
with quality outcomes.						
K. Complete selection of new bookstore vendor to meet the needs of students.	Complete district RFQ&P process to select new vendor.	TBD	TBD	Continuing in Year 4	New bookstore vendor.	Director of Fiscal and Contracts
L. Complete selection of new food services vendor to provide more comprehensive food offerings for students and employees.	Complete district RFQ&P process to select new vendor.	TBD	TBD	Continuing in Year 4	New food service provider.	Director of Fiscal and Contracts
M. Support reorganization of instructional programs that create schools that provide a structure for collaboration across programs and student supports.	Attend OOI meetings provide technological input regarding feasible move dates, locations and technology needs for the reorganization.	Moves were completed	N/A	Completed	Faculty, Staff and Administrators were moved according to provided reorganization move list.	Senior Director of FMO/Director Technology Services and Broadcast Systems
N. Create multiple fiber entry points into each major building on campus to create redundancy and support business continuity.	Add additional underground conduit as construction projects commence providing redundancy to new buildings and enhancing fiber pathways.	High-level actionable plan has been created identifying the fiber paths. District facilities implements portion of the plan into new construction occurring on campus.	Redundant pathways are included in Math Computer Sciences, Parking Lots and Landscaping projects. MCS is still under construction, Parking Lots and Landscape Phase 2 are going through DSA.	Continuing in Year 4	Redundant internet connections to MCS when it has complete construction. Parking Lots and Landscaping have redundant paths for their construction projects.	Director Technology Services and Broadcast Systems

Action Step	Methods of Action Step	Action Step Progress	Action Step Data Outcomes	Action Step Status	Expected Outcome of Action Step (if applicable)	Primary Responsible Party
O. Install Fire Suppression and HVAC in wiring closets.	Add fire suppression in MDF to prevent the spread of fire and damage to our main distribution frame facility which serves the entire campus' networking needs. Also installed HVAC to ensure equipment was kept at recommended temp levels to protect equipment.	HVAC and Fire Suppression were both installed successfully.	N/A	Completed	Project was completed	Senior Director of FMO/Director Technology Services and Broadcast Systems
P. Upgrade campus wireless system	Upgrade all indoor and outdoor wireless access points.	Project was accepted, went out to bid and scheduled.	N/A	Completed	Wireless systems was upgraded successfully	Director Technology Services and Broadcast Systems
Q. Cabling refresh	Remove all older network cabling with new cabling to enhance data transfer capabilities	Project was accepted, went out to bid and scheduled.	N/A	Completed	All campus cabling was replaced.	Director Technology Services and Broadcast Systems
R. Police Dept Cameras	Provide technological support for campus PD for purchasing body cameras that integrate into the current policing system.	Campus procures devices	PO has been submitted	Completed	Body Worn Cameras have been purchased and deployed for all our sworn police personnel. We also have the required cloud storage and systems in place for video as required.	Chief of Police/Director Technology Services and Broadcast Systems

Objective 4.5

Description	Indicator	Related Initiative/Grant/Plan
Develop and build out the ATEP vision for the colleges including public-private partnerships.		

Objective 4.5 Action Steps

No action steps.