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1.1	Reduce and eliminate the achievement gap among underrepresented students.	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.	HSI Grant, SEAP	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.	More ZTC sections would eliminate non-academic barriers for text books.	Dean of OELR	OELR, ZTC Workgroup, HSI Advisory Committee (Strategy 2.2)	Faculty stipends	In-Progress	Y3 (2023)
				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.	Increase in the number of FAFSA applications which would remove non-academic barriers to assist students in completing their goals.	Director of SEM	Financial Aid, HSI Enrollment Coaches, HSI Advisory Committee	N/A	New	Y5 (2025)
				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. Asses 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 onboarding (COUN 100).	Students will be able to easily access and understand FA resources to ultimately assist in meeting their achievement goals.	Director of SEM	Financial Aid, HSI Enrollment Coaches, Counseling, HSI Advisory Committee	N/A	New	Ongoing
				D. **SEAP:** Based on the equity gaps identified in the SEAP plan, determine reasons as to why DI groups persue 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.	This could possbily remove barriers for students persuing careers with higher salaries.	Dean of SESP	OPRA, SESP, Counseling, Outreach	N/A	New	Y5 (2025)
				E. **SEAP:** Based on the equity gaps identified in the SEAP plan, 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.	There would be reduced time to completion if students follow their MAP.	Dean of Counseling	OPRA, SESP, Counseling	N/A	New	Y5 (2025)
				F. **SEAP**: 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 (withdrawl) each term (fall, spring, and summer) and notify students of their auto award. Monitor and provide outreach to those who are falling behind.	There would be an increase in the number of awarded degrees and certificates.	Dean of Enrollment Services	Enrollment Services	N/A	In-Progress	Ongoing

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1.2	Reduce and eliminate the achievement gap for completion rates in transfer-level math and English.	Increase the completion rate of transfer-level math and English within students' first year to 50 percent.	**AB705, GP Pathways, HSI Grant, Promise, SEAP**	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.	Instructional support would help increase students' abilities to pass required coursework.	Director of Learning Assistance	Learning Assistance	N/A	In-Progress	Ongoing
				B. Increase PD for faculty to review data about equity gaps and learn how to interpret and address those gaps.	Offer data workshops/data summit, PD Week sessions and department-specific data exploration to English and Math departments to better understand and interpret equity data in their areas.	Departments will adopt more inclusive and student-centered policies, course design, assessments & pedagogies which will in turn support completions.	Director of OPRA	OPRA, EPA, EIC, ITL, HSI Advisory Workgroup (Strategy 3.2)	N/A	In-Progress	Ongoing
				C. **AB705:** Annually 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.	Results are sent to the departments for consideration in program review.	SSCC Co-Chairs	OPRA, AB705 workgroup, Math and English Dept Chairs	N/A	New	Ongoing
				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.	DI groups will become more successful in math and English completion through more awareness and support.	SSCC Co-Chairs	AB705 Workgroup, Math and English Dept Chairs	N/A	New	Ongoing
				E. **SEAP:** Based on the equity gaps identified in the SEAP plan, 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..	DI groups will become more successful in math and English completion through more awareness and support.	SSCC Co-Chairs	AB705 Workgroup, Math and English Dept Chairs	N/A	New	Ongoing
				F. **SEAP:** 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.	Completion of math and English will increase due to more equitable classroom environments & inclusive pedagogy.	ITL Coordinators	ITL, MSE, Liberal Arts	N/A	In-Progress	Ongoing
				G. **SEAP:** Based on the equity gaps identified in the SEAP plan, provide additional tutoring to the DI groups	Increase the number of embedded tutors in transfer math and English sections; provide additional PD to tutors for these courses.	Additional tutoring and improved tutoring skills will enable students to pass their transferrable courses at higher rates.	Director of Learning Assistance	Learning Assistance, ITL, Marketing	TBD	New	Ongoing

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1.3	Reduce and eliminate the achievement gap between online and traditional classroom classes.	Establish baseline data set for each college and district-wide.	HSI Grant	A. Evaluate types of online educator PD available to Saddleback faculty that lead to positive outcomes for DI groups and shift focus to most effective types of PD.	Evaluate baseline data for courses whose faculty completed PD for online teaching and compare to data for after completion of those programs to determine effectiveness of those programs. Based on that data, shift focus to most effective types of PD offerings for faculty.	Increased and more effective PD for online teaching leads to improved success and retention rates in online classes, particularly for DI groups.	Director of OPRA/ Dean of OELR	OPRA or External Evaluator	N/A	In-Progress	Ongoing
				B. Provide access to appropriate technology and resources for online courses (LTIs, Laptops, software, etc.)	1. Ensure regular distributions of laptops/Chromebooks to students. 2. Ensure access to wifi for all students (via study spaces, hotspots as appropriate, etc.). 3. Ensure support resources are available (student technical support, online student mentors, online services).	Non-academic barriers to student success in online courses will be reduced and eliminated.	Dean of OELR, Director of Technology Services	OELR, Technology Services	Additional student technical support needed.	In-Progress	Y5 (2025)
				C. Analyze PRs to ensure that departments are using data to assess their class success and retention rates by modality within their PR to increase understanding of the gaps.	Pull fields from PR related to success and retention between modalities and assess the submissions to ensure there are practices in place that will address gaps greater than 5%	The analysis will highlight areas for improvement related to the gaps between modalities and program-level strategies.	Director of OPRA	EPA, OPRA	N/A	New	Y5 (2025)
				D. Identify the instructor effect of those teaching online vs. F2F, the schedule of classes online vs. F2F, and the type of classes taught online vs. F2F. Based on findings, identify areas of focus to minimize gaps in achievement	Assess the impacts of modality, instructor effect types of classes, etc. on student success and completion. Based on those findings, identify areas of focus to remediate gaps.	DI students will perform as well or better in online courses and programs as they do in on-campus courses and programs.	Director of OPRA	OPRA	N/A	New	Y3 (2023)
				E. **HSI Grant:** Objective 5 - Increase course success in F2F and online for all students, and increase course success in F2F and online for LatinX at twice the rate.	1. Review data from each learning pathway by ethnicity and identify possible gaps. 2. Reasses for change.	Student course success rates will increase while minimizing gaps.	Director of SEM	SEM, GP Completion Teams, ITL, HSI Advisory Committee	N/A	New	Y5 (2025)

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1.4	Increase equity of access into college.	Establish baseline for the overall percentage of students who enroll after applying and by underrepresented student groups.	HSI Grant, Caring Campus, SEAP	A. SEAP: Based on the equity gaps identified in the SEAP plan, provide targeted outreach to DI groups of students, both in and outside of high schools.	Assign dedicated personnel to work directly with identified students to advise on college options, explore transfer institutions and explore academic disciplines.	DE Groups in local schools and community will apply to and enroll in college at higher numbers.	Dean of SESP	SESP, CRTL, Outreach	N/A	New	Y5 (2025)
				B. HSI Grant: Objective 3 – increase the percentage of students who successfully enroll after application by 5% for all students and Latinx students from the baseline of 53% and 55%, respectively.	1. Increase messaging to students who have applied, but haven't enrolled prior to the start of the term. 2. Provide data to enorllment coaches on students who have applied, but not enrolled to create nudges through SRM. 3. Messaging should be offered in multiple languages.	Reduce the number of students who apply and don't enroll.	Director of SEM	Marketing, A&R, Outreach, HSI Enrollment Coaches, OPRA	N/A	New	Y5 (2025)
				C. Caring Campus: Traditional Commitment - Implement a collegewide (online) chat for student support	Explore existing chatbot and live chat tools used at the college. Determine and recommend single college-wide tool, and implement use of tool uniformly across departments.	Students will experience a consistent and high quality customer service environment when interacting remotely with various offices, which will in turn help them to answer questions, eliminate barriers, and complete registration, enrollment, etc.	VP of Student Services	Classified Senate, Enrollment Services, SEM	N/A	New	Y5 (2025)
1.5	Reduce and eliminate student fall-to-spring and fall-to-Fall retention equity gaps.	Establish baseline for student retention rates by underrepresented student groups.	HSI Grant, Guided Pathways, SEAP	A. Examine and modify practices for scheduling courses (norms, needs, experiment with different formats) to better reflect the needs of diverse students.	Identify most effective scheduling practices that best serve diverse students; plan and implement changes to the course schedule to reflect these student-centered, data-supported norms.	Students with diverse needs will have their needs met with a class schedule that utilizes most effective and most student-centered practices.	VP of Instruction	OOI, OPRA	N/A	In-Progress	Ongoing
				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 anaysis 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.	Reduce the number of students who stop out and increase persistence.	Director of SEM	OPRA, OOSS, SEM	N/A	In-Progress	Ongoing
				C. SEAP: Increase communication to DI groups and use scalable, high touch solutions to keep students on track through counseling, mentoring, embedded tutoring, zero-cost textbooks support, and direct financial services to students (gas cards, groceries cards, and textbooks).	Coordinate communication between Counseling and SESP to identify best strategies on contacting DI groups for messaging. DI students are diaggregated by their characteristics	Impacted students will continue to enroll therefore increasing retention due to the support they are receiving from services.	Dean of Counseling/Dean of SESP	SESP, Counseling, HSI Advisory Workgroup (Strategy 1.2)	N/A	New	Y3 (2023)

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1.6	Cultivate a culturally responsive and inclusive learning and working environment free from explicit/implicit bias.	Establish baseline to measure explicit/implicit bias.		A. Provide opportunities for faculty and counselors to critically examine their role in advancing equity-minded teaching and counseling practices at the college (e.g., unconscious bias in the classroom or counseling that could affect student aspirations for a particular pathway).	Provide opportunities for PD annually for professional development for both faculty and counselors	Faculty and counselors will engage in more equity minded teaching and counseling practices.	ITL Co-chairs	OELR, ITL, CRTL, Counseling, SEAP	N/A	New	Ongoing
				B. Use the results from the Employee HEDS Diversity and Equity Climate survey to determine areas of focus.	TBD	TBD	TBD	OPRA	TBD	TBD	TBD
1.7	Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias.	Establish baseline to measure culturally responsive and inclusive learning environment.	**Caring Campus**	A. Continue to offer collegewide opportunities for PD, such as Poverty Simulation, Ally Training, and other PD.	Provide opportunities for PD annually for professional development for both faculty and staff.	Faculty and staff will engage with each other and with students in equitable, fair and inclusive ways.	ITL Coordinators & Classified Senate President	CRTL, ITL, Classified Senate, HR	N/A	In-Progress	Ongoing
				B. Continue to utilize the President's Book Club as a venue for engaging employees in discussions around culture, bias, equity, and inclusivity.	Continue to hold the President's Book Club annually on topics centered on race, equity and inclusivity. Provide copies of books to staff/faculty at no cost.	Faculty and staff will become more familiar with topics related to equity and inclusivity, and these attitudes will be reflected in their interactions with students and colleagues.	Manager of Office of the President	Office of the President	N/A	In-Progress	Ongoing
				C. Increase recruitment of diverse applicants.	Work with IVC and District HR to assess current hiring practices. Develop a peer mentorship program.	Incoming faculty and staff will be more diverse.	TBD	District HR	N/A	New	Y5 (2025)
				D. **Caring Campus**: Traditional Commitment: Implement a new college employee orientation program	Coordinate efforts with District HR to develop a new employee orientation	Orientation will include training on culturally responsive and inclusive learning	Classified Senate President	Caring Campus leads, Classified Senate, District HR	N/A	New	Y5 (2025)

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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.	Establish baseline of completion by award type and CTE program.	**HSI Grant, Guided Pathways**	A. Review labor market information (LMI) during CTE program reviews and identify areas of opportunity for program growth. Additionally, during the CTE Board Report for Education Code 78016, a review of LMI is conducted every two years to ensure program development for short-term training programs.	1. Pull fields from PR related to LMI data and assess the submissions to ensure that growth areas are being identified in program objectives. 2. Review data on CTE programs for the 78016 report to identify programs that could develop short term training programs.	Grow programs and develp new and in-demand certificates.	Assistant Dean of CTE	CTE Committee, EPA	N/A	In-Progress	Ongoing
				B. **Guided Pathways:** *Momentum Metric - Students are attempting 30+ units in their first year.* Develop a first semester experience for each new student that helps them explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	Use WOW week and/or summer bridge programs to build connections with new students. Develop pathway-specific Canvas shells that will provide students opportunities to explore career and program of study.	This process would improve retention and lead to a reduction in undeclared or undecided majors and completion time.	SSCC Co-chairs	GP Completion Teams, Counseling, Career and Re-Entry Center, SSCC	TBD	New	Ongoing
				C. **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.	Increase in the number of FAFSA applications which would remove non-academic barriers to assist students in completing their goals.	Director of SEM	Financial Aid, HSI Enrollment Coaches, HSI Advisory Committee	N/A	New	Ongoing
				D. **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 about financial aid options, potential debt, and financial opportunities. 2. Asses 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 onboarding (COUN 100).	Students will be able to easily access and understand FA resources to ultimately assist in meeting their achievement goals.	Director of SEM	Financial Aid, HSI Enrollment Coaches, Counseling, HSI Advisory Committee	N/A	New	Ongoing
				E. **SEAP**: 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 (withdrawl) each term (fall, spring, and summer) and notify students of their auto award.	There would be an increase in the number of awarded degrees and certificates.	Dean of Enrollment Services	Enrollment Services	N/A	In-Progress	Ongoing

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2.2	Increase the number of students transferring annually.	Increase transfers to UC, CSU, and all other institutions by 35%.		A. Promote Transfer Center Events and continue to support their work. Make progress toward integrating key Transfer Center experiences into the student journey, so the information is encountered when students need it.	Coordinate Degree Audit and Completion Team Data to maximize Learning Pathway Canvas shells to communicate with students nearing transfer readiness.	There would be an increase in the number of transfers	Dean of Counseling	Transfer Center, Counseling, GP Completion Teams	N/A	In-Progress	Ongoing
				B. Continue to support and grow the honors program.	Work with the Honors Council and Counseling 100 counseling faculty to introduce Honors program early to incoming first-time college students.	There would be an increase in the number of Honors applicants.	Dean of Counseling	Honors Program, Counseling, Transfer Center	N/A	In-Progress	Ongoing
		Establish baseline to measure goal for "transfer ready" students		C. Provide transfer-bound students with information on how to finance their university education.	Coordinate Degree Audit and Completion Team Data to maximize Learning Pathway Canvas shells to communicate with students nearing transfer about Financial Aid for transfer.	There would be an increase in FAFSA applications, students would have more aid remaining to be used at their tranfer institutions.	SSCC Co-Chairs	Financial Aid, Transfer Center, GP Completion Teams	N/A	In-Progress	Ongoing
				D. Provide students with ongoing academic advising and support with a dedicated person or team. Students are proactively contacted at designated stages of their journey.	Use Learning Pathway data to target students for counseling follow up appointments to ensure transfer success.	Increased annual transfer	SSCC Co-chairs	Counseling, GP Completion Teams	N/A	New	Ongoing
				E. Increase awareness of Credit for Prior Learning (CPL) opportunities.	Develop a communication plan delivered by Completion Teams alerting students to contact counseling to complete CPL at key milestones.	Increase the number of CPL credit earned by students.	SSCC Co-Chairs	Counseling, GP Completion Teams	N/A	New	Ongoing
2.3	Increase completion rates in transfer-level math and English.	Increase the completion rate of transfer-level math and English within students' first year to 50 percent.	**AB705, Guided Pathways, HSI Grant, Promise, SEAP**	A. Provide support to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year.	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.	Students will complete transfer-level math at higher rates. Expected increase of one-year completion by 15% by year 3.	Math Department Co-chairs	Math Department, Learning Resources Center, SSCC	N/A	In-progress	Ongoing
				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.	Students will complete transfer-level English at higher rates. Expected increase of one-year completion by 10% by year 3.	English Department Co-chairs	English Department, Learning Resources Center, SSCC,	N/A	In-Progress	Ongoing

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				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	More first-time freshmen will enroll directly in college-level coursework.	Dean of Counseling	Outreach, Early College, Counseling	N/A	In-Progress	Ongoing
				D. Encourage all first-time college students to take English and math in their first semester or first academic year.	Promote enrollment in transferrable math and English students through WOW, Completion Teams, and counseling.	More first-time freshmen will enroll directly in college-level coursework.	SSCC Co-chairs	AB705 workgroup, GP Completion Teams, Counseling, SSCC	N/A	In-Progress	Ongoing
2.4	Increase course success in online and traditional classes.	Establish baseline for course success in online and traditional classes.	HSI Grant	A. Provide a Peer Online Course Review program for CTE courses to promote continuous improvement of online programming.	Host workshops to introduce additional faculty to the process and provide feedback to participants using the CVC-OEI Course Design Rubric.	Improve success rates for online CTE courses.	Dean of OELR	OELR	N/A	In-progress	Ongoing
				B. Integrate tutoring into the student experience, so it's encountered when the students need it.	In addition to offering individual/group online and in-person tutoring, students have access to tutoring via tutor-led workshops, ESL conversational groups, Direct Learning Activities, and embedded tutoring in classes.	More students will utilize tutoring services, which will lead to greater overall course success rates.	Dean of OELR	OELR	TBD	In-Progress	Ongoing
				C. Increase utilization of the online Student Support Hub.	Pathway-specific Canvas shells will help promote the online Student Support Hub as a one-stop-shop for student needs. Completion Teams will help encourage faculty	More students will utilize key student success services, which will lead to greater overall course success rates.	Dean of OELR	OELR, Student Services, GP Completion Teams	N/A	In-Progress	Ongoing
				D. Analyze PRs to ensure that departments are using data to assess their class success and retention rates by modality within their PR to increase understanding of the gaps.	Pull fields from PR related to success and retention between modalities and assess the submissions to ensure there are practices in place that will address gaps greater than 5%	The analysis will highlight areas for improvement related to the gaps between modalities and program-level strategies.	Director of OPRA	EPA, OPRA	N/A	New	Y5 (2025)
				E. Identify students who are at-risk of not earning a minimum of 2.0 GPA and increase communication to these groups of students to provide resources.	Every major term, predictive anaysis will be conducted to identify these students. The data will be given to categorical units to follow up with targeted messaging.	Reduce the number of students who are not successful in their classes.	Director of SEM	OPRA, OOSS, SEM	N/A	In-Progress	Ongoing

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				F. Provide professional development that will support instruction across programs (especially in program introductory courses) that engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.	Explore badging opportunities related to high engagement teaching practices.	Faculty will be able to access professional development related to active and applied learning more easily.	ITL Co-Chairs	ITL	TBD	New	Ongoing
				G. **HSI Grant:** Objective 5 - Increase course success in F2F and online for all students, and increase course success in F2F and online for LatinX at twice the rate.	1. Review data from each learning pathway and identify possible gaps between modalities. 2. Work with ITL and faculty PD to identify best practices to bring into the classroom. 3. Reasses for change.	By implementing possible teaching strategies, student course success rates will increase while minimizing gaps.	Director of SEM	SEM, GP Completion Teams, ITL, HSI Advisory Committee	N/A	New	Y5 (2025)
2.5	Increase fall to spring and fall to fall retention.	Establish baseline percentage for the student retention rates.	**Guided Pathways**	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.	More ZTC sections would eliminate non-academic barriers for text books.	Dean of OELR	OELR, ZTC Workgroup, HSI Advisory Committee (Strategy 2.2)	Faculty stipends	In-Progress	Y3 (2023)
				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 anaysis 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.	Reduce the number of students who stop out and increase persistence.	Director of SEM	OPRA, OOSS, SEM	N/A	In-Progress	Ongoing
				C. **Guided Pathways:** *Momentum Metric - Students are persisting from fall-to-fall.* Create a first-semester experience 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.	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.	This process would improve retention and lead to a reduction in undeclared and undecided majors and completion time.	SSCC Co-chairs	GP Completion Teams, SSCC	N/A	In-Progress	Ongoing
2.6	Increase the percent of exiting CTE students who report being employed in their field of study.	Increase CTE employment rate to 69 percent.		A. Provide greater visibility of employment opportunities and internships to students	Utilize Pathway Canvas shells to connect CTE students with local employers and explore job opportunities.	Greater visibility of opportunities will lead to more students obtaining employment.	SSCC Co-chairs	GP Completion Teams, SSCC, Career and Re-entry Center	N/A	New	Ongoing
				B. Utilize Career and Re-Entry Center to work with current students on job research, resume, and interview skills to increase and track students moving from college program to employment. Increase collaboration with college Job Placement Officer (s). Provide ongoing training for current students with on student employment.	Increase career workshops, support transition to"Handshake," provide a standardized training for student workers for both on and off-campus jobs.	Improve job soft skill preparedness.	Director of Career Resources	Career Resources,Workforce Development	TBA	New	Ongoing

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2.7	Reduce average units accumulated by students who complete degrees.	Reduce average units accumulated from 79 to 69 units.	**Guided Pathways**	A. Increase utilization of existing opportunities for CTE credit.	CTE programs will leverage the new Local General Education pattern for degree completion by incorporating opportunities for work-based learning (CWE), assessment of prior learning and military education to be both degree applicable and GE applicable in local degrees.	Reduction of CTE average units accumulated	Assistant Dean of CTE	Workforce Development	TBD	In-Progress	Ongoing
				B. Create clear program maps so students know which courses they should take and in what sequence. Program maps should identify courses critical for success in each program and other key progress milestones. All this information should be easily accessible on the college's website and reviewed each year for accuracy.	Utilize the college website to display sample schedules for students to identify courses that are critical for success within the pathway.	This process would help students make informed choices about their intended program of study, which will lead to a reduction in units taken and completion time.	SSCC Co-chairs	OOI, Department Chairs, Counseling liasons, GP Completion Teams, SSCC	TBD	In-Progress	Ongoing
				C. **Guided Pathway**: *Momentum Metric – Students are guided electives to minimize excess units.* Organize and market programs in "pathways" that allow for more focused exploration of coursework.	Make sample scheudules available to students prior to enrollment.	This would move students to their first counseling appointment sooner, and avoid enrollment in unncessary classes.	SSCC Co-chairs	OOI, Department Chairs, OPRA, GP Completion Teams, SSCC	N/A	In-Progress	Ongoing
				D. Schedule courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	Take inventory/audit current class schedule for opportunities to enhance online and non-traditional course/time offerings.	Building a schedule that is more in deman d may lead to a decrease in unit bloat.	VP of Instruction	OOI, Department Chairs	N/A	In-Progress	Ongoing
2.8	Implement educational programs and student services to target non-traditional students.	Establish baseline of "non-traditional" students		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.	A greater number of Adult Education students will enroll in and complete credit programs.	Executive Dean of Extended learning	Adult Education, Counseling, GP Completion Teams	N/A	New	Y2 (2022)
				B. Identify needs of non-traditional students. (DSPS, Veterans, athletics, EOPS, ESL, Adult Ed)	Conduct a survey of non-traditional students to see what services they are currently utilizing and what they still need.	Understanding the needs of our non-traditional students will lead to better services and programs.	VP of Student Services	OOSS, OPRA	N/A	New	Y3 (2023)

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				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.	Through increased outreach to students, participation will increase.	Director of the Tutoring Center	LRC, Tutoring Center, Communications/Counseling	N/A	New	Ongoing
2.9	Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities).	Establish baseline of "outside learning opportunities."		A. Increase the work-based learning opportunities for Saddleback students in CTE programs.	Take inventory of existing work-based learning opportunities and identify gaps relative to demand.	More students will participate in work-based learning opportunities.	Director of Economic Workforce Development	Strong Workforce	N/A	New	Ongoing
				B. Increase awareness of workshops offered through counseling, the transfer center, and financial aid	Utilize pathway canvas shells to promote opportunities relevant to individual pathways.	Increasing use/participation in workshops provided to students in supporting their road to completion.	SSCC Co-chairs	OER, SSCC, GP Completion Teams	N/A	In-Progress	Ongoing
2.10	Create and support inter-disciplinary learning opportunities both within and across the colleges.	Establish baseline for inter-disciplinary learning opportunities.		A. Explore opportunities for greater collaboration across colleges.	Coordinate with Academic Senate leadership at both colleges to identify possible interdisciplinary opportunities for students.	Increase in number of interdisciplinary programs across colleges.	Academic Senate Exec Team	Academic Senate	TBD	New	Y5 (2025)
				B. Increase contexualized learning opportunities in gateway and entry-level courses	GP Completion Teams to identify common introductory courses across programs and study outcomes to see where professional development opportunities may be beneficial.	Greater offering of contextualized courses and greater professional development opportunities to support such offerings.	SSCC Co-chairs	GP Completion Teams, SSCC, ITL	N/A	New	Y5 (2025)
2.11	Increase the number of professional development opportunities for faculty and staff.	Establish baseline for professional development programs.		A. Identify additional areas where faculty/staff feel a gap exists in professional development opportunitites.	Coduct a survey of employees regarding where they feel additional PD may be helpful to their work.	New professional development opportunities will be identified, developed, and offered to faculty and staff.	Director of OPRA	OPRA, ITL, Classified Senate	TBD	New	Y3 (2023)
				B. Identify additional areas where students would benefit from faculty/staff professional development opportunities.	Study the student experience using qualitative and quantitative data, identify areas for improvement, and consult with ITL to determine where professional development may be needed.	New professional development opportunities will be identified, developed, and offered to faculty and staff.	SSCC Co-chairs	SSCC, GP Completion Teams, ITL, OPRA	N/A	New	Y3 (2023)

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3.1	Strengthen and expand industry engagement 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	A. Increase targeted employer outreach through regional economic development and Work-Based Learning to prepare students with soft skills training necessary for industry work.	Identify employers through intra system and call prospective employers to identify WBL for students: internships, apprenticeships, and skills panels. Currently, is done weekly; provides Faculty externships based on requests.	This process would change a prospect to a partner.	Director of Economic Workforce Development	Director of Economic Workforce Development	Dedicated part-time employee to assist with employer outreach.	In-Progress	Ongoing
				B. Increase employer outreach through CTE advisory committees.	Identify employers who are interested in participating in advisory committees. Once an employer prospect becomes a partner, they are reached out to in order to participate in advisory committees.	This process would increase participation from industry employers on advisory committees.	Director of Economic Workforce Development	Director of Economic Workforce Development, Assistant Dean of CTE	Dedicated part-time employee to assist with employer outreach.	In-Progress	Ongoing
				C. Increase employer and priority industry sectors outreach to provide customized training (i.e. contract education)	Employer Outreach: Identify employers through intra system and call prospective employers to deliver customized training (e.g. business and management skills, continous improvment, computer skills). Currently, is done weekly.	This process would increase the number clients and revenue generated from the customized trainings.	Director of Economic Workforce Development	Director of Economic Workforce Development	N/A	In-Progress	Ongoing
3.2	Increase the number of students who reported obtaining a job closely related to their field of study that strongly supports 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).		A. Increase Learning Pathway specific career exploration opportunities.	Career and pathway fairs, workshops, guest speakers (both industry and faculty) by pathway, providing training/preparation for on campus opportunities through Federal Work Study, increase Credit for Prior Learning opportunities, general CWE credit offered through Counseling, Pathway-specific resources to be available via Canvas.	More students would report obtaining a job closely related to their field	Director of Career and Re-Entry Center	GP Completion Teams, Career Placement Officer, Career and Re-Entry Center	Pathways, SWP, and Perkins funding.	In-Progress	Ongoing
				B. Develop career placement strategies aligned with Orange County priority and emerging sectors.	Current strategies: Developed regional marketing effort to promote learning pathways and CTE programs. Developed FutureBuilt.org website. Coordinate general CWE opportunities through Counseling to provide more Work-Based Learning Opportunities for students. Utilization of TalentED platform to promote related CTE opportunities. Completion Teams to direct students to pathway-specific career information and resources.	More students would report obtaining a job closely related to their field	Director of Career and Re-Entry Center	GP Completion Teams, Career Placement Officer, Career and Re-Entry Center, Dean of ATAS	SWP funding	In-Progress	Ongoing

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				C. Increase student access to Cooperative Work Experience opportunities	Work with faculty to develop CWE (internships) courses into the curriculum related to their program of study across all CTE programs. Critical to find faculty champions. Develop online CWE opportunities.	This process would provide students with increased employability skills.	Director of Economic Workforce Development	EWD&BS Division	CTE Faculty stipends	In-Progress	Ongoing
				D. Develop equitable Work Based Learning (WBL) opportunities for students	Identify employers through intra system and call prospective employers to identify WBL opportunities for students: internships, apprenticeships, and skills panels. Identify possible application to connect employer to students in order to increase WBL opportunities. Work with faculty to include WBL opportunities within CTE courses.	This process would provide students with increased employability skills.	Director of Economic Workforce Development	Director of Economic Workforce Development, Regional Director of Employer Engagements	Perkins funding for CTE faculty	In-Progress	Ongoing
				E. Increase number of employers recruiting through the student jobs portal.	Identify the average number of career education opportunities posted within the student employment system. Identify the average student engagement in these postings. Increase by 25% both the number of career education opportunities and overall student engagement in these postings within the student employment system through targeted campaigns to both employers and students.	Increase the number of career education opportunities posted and the overall student engagement in these opportunities which will increase student access to opportunities within their field of study.	Career Placement Officer	Career Placement Officer, Director of Economic Workforce Development	N/A	In-Progress	Ongoing
				F. Conduct evaluation of industry demands to meet student needs	Review EMSI trends (Analyst, Outcomes), advisory committee input, input from Vital Link, CTEOC, LAOC regional consortium, utilize the 3k contacts in the student employment system to assist in the evaluation/identify trends.	It will identify areas that may lead to alignment of our programs with industry needs.	Director of Economic Workforce Development	OPRA, Director of Economic Workforce Development	N/A	New	Ongoing

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3.3	Increase participation in extended learning (community and adult education programs, and emeritus institutes).	Establish baseline for extended learning programs.		A. Expand K-8 year-round programming at Saddleback College.	1. Collaborate with the Division of Kinesiology and Athletics to expand childrens programs to pro-vide new sport camps. 2. Offer year-around K-8 programs at the Saddleback campus.	Enrollment in new programs will exceed current enrollment.	(Arron Searcy) Director of Community Education	Community Education and Kinesiology and Athletics Division	Staffing	New	Ongoing
				B. Continue to revamp the Emeritus curriculum to offer courses of interest to older adults.	Based on the results of a 2019 survey, Emeritus will add 30 new courses over the next three years.	10 new courses submitted for Spring 2023, 10 new courses for Fall 2024, and 10 new courses for Spring 2024.	Assistant Dean of Emeritus Institute	Emeritus Institute	N/A	New	Y4 (2024)
				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).	1. Develop programs and events and host community members. 2. Organize a Health and Wellness Fair in partnership with local organizations.	Hosting 3+ events will increase participation.	Executive Dean of Extended Learning	FKCE, Emeritus, CE, AE, Kinesiology and Athletics Division, FAMT Division	Staffing	New/In-Progress	Y5 (2025)
3.4	Increase the number of students who earn college credits while still in high school.	Establish baseline of students who are dual-enrolled (CCAP) and concurrently enrolled.		A. Expand CCAP Dual Enrollment (Early College Pathway) - opportunities in our local high schools	Develop expansion plan of current CCAP programs with SVUSD & CUSD.	Increase the number of CCAP college programs available in the local high schools.	Assistant Dean of CTE	Assistant Dean of CTE, Grant Project Manager, Dual Enrollment and Pathways	Utilize SWP funding for college support team for implementation	In-Progress	Ongoing
				B. Leverage high school CTE course articulation to build out Early College Pathways	Develop new articulations to complement CCAP programs.	Increase enrollments into CCAP programs with well-prepared students. Develop data sharing agreement for posting successful CTE high school articulation credit.	Assistant Dean of CTE	Assistant Dean of CTE	N/A	In-Progress	Ongoing

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3.5	Increase partnerships with higher education institutions.	Establish a baseline of partnerships with higher education institutions.		A. Develop seamless pathways through university partnerships and increase articulation agreements	Develop a university center at SC which will provide bachelor degree options for students and accelerated completion for students.	Enter in MOUs with universities to increase Bachelor degree options for students.	Director of Economic Workforce Development	Director of Economic Workforce Development, Articulation Officer, Transfer Center	N/A	New	Y5 (2025)
				B. Gain executive administration support in approving MOUs with private universities.	Work with college executive team to sign contracts developed between private universities and SC. Currently, we do not have any MOUs with private universities.	Increase MOUs within the district with private universities.	Director of Economic Workforce Development	Dean of EWD&BS, Director of Economic Workforce Development	N/A	New	Y3 (2023)
3.6	Increase community participation in civic, athletic, and cultural events.	Establish baseline for measuring community participation in civic, athletic, and cultural activities.		A. Increase student and community audience engagement in FAMT events	1. Analyze ticket sales to drive future programming planning that engages and educates audiences. 2. Work with marketing or consultant to analyze social media and email marketing engagement efforts and make improvements 3. Identify target demographics for FAMT events (including virtual) and marketing strategies 4. Use FAMT events to market enrollments in FAMT classes.	1. 5% increase in ticket sales for FAMT events. 2. Creation of a data-driven plan for email and marketing campaigns. 3. increase in foundation donations opportunities for FAMT programs.	Dean of FAMT	Performing Arts Operations Specialist, Dean of FAMT, Saddleback Arts Leadership Team, Athletics	Staffing, software and training to implement data analysis protocols	New	Ongoing
				B. Broaden our professional and community partnerships to strengthen relationships with professional artist community and local community stakeholders	1. Establish a Community Arts Advisory Council that is charged with promoting college cultural events and assisting FAMT as a consulting body representing the needs of the community. 2. Establish a professional artist-in-residence program.	Both boards are established and meet bi-annually	Dean of FAMT	Dean of FAMT, Foundation, Performing Arts Operations, Saddleback Arts Leadership Team	Funds to pay artist-in-residence. Funds to host events for Advisory Council	New	Y3 (2023)
				C. Increase community engagement by recruiting multiple athletic events to Saddleback College	1. Submit proposal to CCCAA to be host site for men's and women's sport championships: soccer, track & field, and football 2. Submit Stadium Complex practice site proposal to 2028 LA Olympic Committee 3. Offer Stadium Complex and Tennis Center tours to external entities (e.g. CIF officials, Local HS activity/athletic directors, USATF Board, ITA, business owners, etc..)	500,000 community members visit the stadium annually	Athletics Director	Athletics Director, Athletics Department, Foundation, Asst. Director of Facilities	N/A	New	Y4 (2024)

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4.1	Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology.	Completion of college and district facilities and technology master plans that include a student-centered principle, established standards, and an appropriate resource planning model.		A. Develop and annually review the college Technology Master Plan (TMP) that is integrated with the district TMP and maximizes achievement of strategic outcomes.	Annual review and update through newly established CRC committee. And monitoring and completion of the plan objectives as they may relate to ITC objectives.	This process would align the TMP to the goals and objectives of the college.	VP of College Administrative Services	OCAS, Technology Committee, CAS, ITC Director	TBD	In-Progress	Ongoing
				B. Develop and annually review the college Facilities Master Plan (FMP) that is integrated with the district FMP and maximizes achievement of strategic outcomes.	Annual review and update through newly established CRC committee. And monitoring and completion of the plan objectives as they may relate to ITC objectives.	This process would align the FMP to the goals and objectives of the college.	VP of College Administrative Services	OCAS, Facilities, CAS, Senior Facilities Director	TBD	In-Progress	Ongoing
4.2	Develop an organizational culture of collaboration across the district.	Implement the District-wide Climate Survey in 2020 to establish a baseline on organizational culture and collaboration.		A. Analyze the results from the college climate survey to determine areas of focus. Survey administered in Spring 2021	TBD	The results from the survey will inform areas that may need focus related to organizational culture of collaboration.	Director of OPRA	OPRA, District Research	TBD	New	TBD
				B. Once areas of focus have been determined, develop communication plan of information to develop tactics.	TBD	The results from the survey will inform areas that may need focus related to organizational culture of collaboration.	Director of OPRA	CSEA, Academic Senate, Faculty Association, OPRA, District Research	TBD	New	TBD
4.3	Create a sustainable and robust participatory governance evaluation process.	Review and analyze all committee evaluations for effective participatory governance and decision-making.		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. Complete a meta-analysis.	This process would create a more effective governance structure.	Director of OPRA	PIE, CC, OPRA, District Research	TBD	New	Ongoing
				B. Develop a planning and governance (PG) manual which reflects the college's decision making structure	Update the existing manual based on input from constituent group committees so that all changes are reflected.	This process would create a more effective governance structure.	Director of OPRA	PIE, OPRA	TBD	In-Progress	Ongoing
				D. Provide evaluation reports to all college committees for review and comment	Review the committee evaluation instrument and deploy in the spring term of each academic year. Provide results to committees in the fall term.	This process would lead to a more meaningful evaluation process.	Director of OPRA	OPRA	TBD	In-Progress	Ongoing

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				E. Evaluate the resource allocation process, and modify when appropriate.	Annual review and update of the process in the newly established CRC committee (with admin and constituent reps).	This process would lead to more transparency to better meet the needs of the college.	VP of College Administrative Services	PIE, CRC, Facilities, CAS, ITC Director	TBD	New	Ongoing
4.4	Provide enhanced student support with a student-centered design.	Establish areas of student need for expanded student support services.		A. Establish student support framework and needs analysis	Annually, take inventory of student needs through a college-wide survey. Possibly utilize the drop survey results to inform student support framework.	This process would lead to a better understanding of our student needs and priorities.	VP of Student Services	Student Success Coordinating Council and Office of Instruction	TBD	New	Ongoing
		Explore student housing feasibility in the district.		B. Based on the needs analysis data, determine student populations that require prioritized support services and develop action plan	Based on the survey results, identify undersupported students in order to prioritize outreach and support.	This process would lead to a better understanding of our student needs and priorities.	VP of Student Services	Student Success Coordinating Council, OPRA	TBD	New	Ongoing
				C. Assess and improve the Foundation's impact on support to improve student services	Identify scholarships and financial support provided through the Foundation that align with student needs	This process would assist in retaining students who are experiencing financial hardship.	Executive Director of Foundation	Student Success Coordinating Council, Foundation	TBD	New	Ongoing
				D. Complete housing feasibility study	Develop tactical plan, possibly hire an outside consultant to complete assessment to provide solutions for housing.	This process would lead to a better understanding of our students needs related to housing/security and the college's ability to meet the need.	President	Executive Council, CAS	TBD	New	Y5 (2025)
4.5	Develop and build out the ATEP vision for the colleges including public-private partnerships.	Establish a baseline of deliverables for ATEP vision.		A. Identify industry/sectors that align with college programs.	Through feedback from industry advisory groups, community partners and LMI data, it will determine the programs that would yield the best success at ATEP.	By identifying the programs, the college would achieve the objectives at ATEP.	Dean of ATAS	President, VPI, Dean of ATAS, Dean of EWD&BS, Director of EWD	TBD	In-Progress	Y2 (2022)
				B. Identify community partners that will provide project vision	Through coordination with District and college advisers, community partners will be engaged.	By identifying the community partners, we will have a clearer vision of the direction of ATEP.	Dean of ATAS	President, VPI, Dean of ATAS, Dean of EWD&BS, Director of EWD	TBD	In-Progress	Ongoing
				C. Develop project objectives and deliverables	Through collaboration with District and college leadership, objectives and deliverables will be identified.	By developing objectives and deliverables, the college will have defined priorities of project direction.	Dean of ATAS	President, VPI, Dean of ATAS, Dean of EWD&BS, Director of EWD	TBD	In-Progress	Ongoing

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				D. Presentation/approval to Board	n/a	This will provide ongoing communication with the Board.	Dean of ATAS	President, VPI, Dean of ATAS, Dean of EWD&BS, Director of EWD	TBD	Completed	Y1 (2021)
				E. District coordination of site development	A District assigned coordinator will manage the efforts of District and the colleges.	Identification of primary personnel to focus on the development of the site.	Dean of ATAS	President, VPI, Dean of ATAS, Dean of EWD&BS, Director of EWD	TBD	In-Progress	Y2 (2022)
				F. Partner recruitment and engagement	Identify a college-specific employee responsible for the recruitment and engagement of partners.	Identification of the employee will lead to a focused approach to ongoing partner relationships.	Dean of ATAS	President, VPI, Dean of ATAS, Dean of EWD&BS, Director of EWD	TBD	In-Progress	Y2 (2022)

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