Progress Summary for Year One of the Districtwide Strategic Plan (2021-2022)

Steps in the Strategic Planning Process

All work related to the strategic plan is tracked and monitored in the college's Planning and Institutional Effectiveness Committee (PIE).

The following steps were taken in the development and tracking progress of our college's implementation/strategic plan, specifically detailed for Year 1.

I. Reviewed and approved the Mission Statement, Vision Statement, and Values (through all constituent groups)

II. Reviewed and adopted the districtwide strategic goals and objectives

III. Identified action steps for all objectives. As part of identifying action steps, through PIE, we
- aligned collegewide committees and key initiatives with the DW goals based on their purpose/charge.
- assigned two leads for each goal to assist the college in the collection process (one faculty and one administrator). These leads were selected based on their involvement of aligned work on campus.
- ensured, within operational planning, all instructional departments, divisions, and administrative/service units map their objectives to the DW goals

IV. Developed and approved the college's implementation/strategic plan (through all constituent groups)

V. Set 5-year targets (modeled after the Vision for Success targets)

VI. Prioritized objectives for Year 1 using baseline data to identify metrics with larger gaps:
- **Goal 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT**
  - ➢ 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.
  - ➢ 1.2 - Reduce and eliminate the achievement gap for completion rates in transfer-level math and English.
- **Goal 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS**
  - ➢ 2.3 - Increase completion rates in transfer-level math and English.
  - ➢ 2.5 - Increase fall to spring and fall to fall retention.
  - ➢ 2.8 - Implement educational programs and student services to target non-traditional students (25+ in age).
- **Goal 3: ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY**
  - ➢ 3.3 - Increase participation in extended learning (community and adult education programs, and emeritus institutes)
  - ➢ 3.4 - Increase the number of students who earn college credits while still in high school.
- **Goal 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS**
  - ➢ 4.2 - Develop an organizational culture of collaboration across the district.

> 4.3 - Create a sustainable and robust participatory governance evaluation process.

VII. Tracked progress on action steps for prioritized objectives

VIII. Held end of year retreat to reflect, assess, summarize and prepare for Year 2

Summary of Progress for Prioritized Objectives in Year 1

GOAL 1 (Objectives 1.1 and 1.2)

5-year target: eliminate all achievement gaps by 2024-2025

DI Student Groups (Baseline 2019-20): Hispanic/Latino, Black or African American, Ages 25+ and First-Generation were found to have the most gaps within these two objectives. DI groups with small sample sizes were not prioritized (such as Foster Youth).

| Category | Subgroup | 1.1 | | | | 1.2 | | |
		Certificate PI	Degree PI	Transfer PI	CTE PI	Transfer English PI	Transfer Math PI	Transfer English and Math PI
Gender	Female	1.20	1.19	1.09	1.05	1.06	0.98	1.01
	Male	0.82	0.82	0.91	0.92	0.94	1.02	0.99
Ethnicty	American Indian or Alaska Native	1.30	1.26	1.19	2.39	0.62	0.48	0.59
	Asian	1.48	1.47	1.02	1.25	0.97	1.76	1.54
	Black or African American	0.49	0.58	0.78	1.41	0.64	0.52	0.39
	Hispanic / Latino	0.79	0.78	0.71	1.03	0.87	0.75	0.76
	Native Hawaiian or Pacific Islander	0.63	1.02	0.72	0.00	0.53	0.20	0.25
	Two or More Races	1.03	1.01	1.14	0.76	1.08	1.02	1.04
	Unreported or Unknown	0.79	0.84	0.84	0.72	0.75	0.76	0.71
	White	1.08	1.08	1.15	0.97	1.10	1.06	1.10
Age	Ages 0-24	1.10	1.09	1.11	0.84	1.09	1.11	1.13
	Ages 25+	0.47	0.50	0.37	1.94	0.39	0.27	0.16
Special Populations	Economically Disadvantaged	0.90	0.90	0.85	1.08	0.92	0.90	0.89
	First-Gen	0.71	0.71	0.59	1.14	0.77	0.62	0.59
	Veteran	0.63	0.62	1.15	0.96	0.89	0.67	0.64
	Foster Youth	0.27	0.26	0.49	1.26	0.58	0.44	0.42
	DSPS	0.89	0.90	0.72	1.06	0.86	0.80	0.73
	Number of DI groups	**24**				**26**		

Change in achievement gaps (comparing 2019-20 to 2020-21)

Objective 1.1 – Although there were no major changes in the total number of DI groups, **LatinX students are no longer a significant DI group for certificate and degree attainment**.

SADDLEBACK COLLEGE	
2016-2017	16
2017-2018	20
2018-2019	24
2019-2020	24
2020-2021	24

Objective 1.2 - Great change! We saw a reduction in the total number DI groups (from 26 to 17), specifically, **LatinX students are no longer a significant DI group for English and Math completions within the first year.**

SADDLEBACK COLLEGE	
2016-2017	26
2017-2018	22
2018-2019	25
2019-2020	26
2020-2021	17

Highlights of Key Action Steps

Objective 1.1 -

- ZTC removed financial barriers, expanded ZTC offerings, and set higher goals for the next academic year. 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.** In Social & Behavioral Sciences, the percentage of ZTC sections **increased from 41% to 48% from fall 2020 to fall 2021.**

- FAFSA completions increased from 9,229 college-wide to 12,444 (34% increase) and 2,976 to 4,415 (48% increase) from students who identified as Hispanic/LatinX (comparing 2017-18 to 2020-21). Efforts around promoting the completion of FAFSA/Dream Act were enhanced by connecting HEERF/CARES funds to ensure students received any awards available.

- 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.

- 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).

- 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.

- Implementation of degree audit program. This system has been implemented and is used to ensure auto-awarding. Students are contacted if they are falling behind on their completions.

Objective 1.2 -

- Made great strides in faculty PD especially in the areas of equity and STEM. Two courses related to equity and STEM faculty pedagogy are being added to the Online Educator Certificate offerings.

- For the Promise program, case management and direct triaging for student needs through assigned coaches has made a positive impact on multiple student outcomes including student success in English and math

- In order to increase awareness and accessibility, OPRA has developed multiple dashboards and conducted trainings related to the student journey and completions in math and English within their first year. Specifically, Learning Pathway data coaches were trained on data specific to students in their pathways.

- Inclusion of equity dashboard in PR (EPA) - In Fall 2021, the college implemented equity data related to course success rate within the program review process. The goal is for chairs/deans/managers to review/change existing practices within their unit that will lead to minimizing gaps.

- Made great strides in the communications to students, parents, and high school partners in areas related to AB 705 through online conferences and with the Latino Parent Project. Additional targeted communications went out to promote support services to our students.

- 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.

- 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. For fall 2021, 131 (11%) students of Promise Cohort 3 enrolled in a section that had an embedded tutor.

ACTION STEPS ON THE HORIZON FOR GOAL 1:
- Implementation of Mentor Collective (Year 2)
- Implementation of the Student Needs Survey (Launched Fall 2022)
- Hiring of a Director of Equity
- Development of a Social Justice Center
- HSI coaches work with LatinX and low-income students
- Instructor-level reports that display data by DI groups
- SEAP Activities
- Promise Activities
- HELP
- Equity Training – Regina Stroud
- First-Gen Day – Classified Senate
- Guided Pathway Framework – completion teams to connection teams

GOAL 2 (Objectives 2.3, 2.5, 2.8)

    5-Year Targets

        Objective 2.3: 20% increase by 2024-25

        Objective 2.5: 81% for F' to Sp' persistence by 2024-25; 57% for F' to F' persistence by 2024-25

        Objective 2.8: 5% increase by 2024-25

    Change in data (comparing 2019-20 to 2020-21)

        Objective 2.3 – No major change in the completion rate of English and Math within the first year.

SADDLEBACK COLLEGE	
2016-2017	23%
2017-2018	25%
2018-2019	31%
2019-2020	34%
2020-2021	33%

        Objective 2.5 – For both persistence rates, we saw a slight decline between the two years which can be correlated with the impact of the pandemic.

Fall to Spring Persistence

SADDLEBACK COLLEGE	
2016-2017	84%
2017-2018	84%
2018-2019	83%
2019-2020	84%
2020-2021	81%

Fall to Fall Persistence

SADDLEBACK COLLEGE	
2016-2017	58%
2017-2018	57%
2018-2019	57%
2019-2020	58%
2020-2021	56%

        Objective 2.8 - We saw a slight decline in students who are 25+

SADDLEBACK COLLEGE	
2016-2017	6,741
2017-2018	6,818
2018-2019	6,634
2019-2020	6,976
2020-2021	6,152

    Highlights of Key Action Steps

        Objective 2.3 –

- Fall '21 High School Counselors conference where all HS partners/counselors were updated regarding current AB705 and math.

- Completion Teams using Canvas Guide to Pathway Success (GPS) to provide tips for success, including early enrollment into transfer-level math and English.
  - 1,379 people have signed up for a GPS Canvas shell and of those 259 are first-time college students in 2021-2022.

- Matric supporting outreach with high school seniors SC fall '21 application workshops and helping seniors to understand their placement.
  - Offered 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.

Math Specific Efforts:
- Math Dept Chairs – Community of Practice with regular PD opportunities (Stanford courses on math pedagogy, monthly meetings, shared reading from select texts).

- Increased offerings of Math 8 + Math 208S (support for College Algebra). F19: one section, F20: two sections, F21: three sections.

- Sample schedules found on the PPM highlight the rigor of the math required for the program.

English Specific Efforts:
- English Dept Chairs – 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. 24 students participated in the summer bridge program. 100% of 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.

- During WOW, English instructors offer workshops to all students helping them to review and prepare for a semester of English 1A.

- 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.

Objective 2.5 –

- Guided Pathways framework has great potential for persistence. National best-practices suggest that students who feel a sense of belonging and have identified clear academic and career goals are more likely to persist in their education. Connection Teams can help provide opportunities for students to explore interests, meet other students with similar passions, and engage with the college outside of their coursework.
  - Shifting from "Completion Teams" to "Connection Teams." Connection teams to focus on increasing student retention by helping to connect students with programs, opportunities, resources, faculty, and other students.

- With implementation of Mentor Collective (peer mentoring), there was noticeable increase in persistence in students who participated.

- In Fall 2021, using phone calls and use of new technology 3,000 plus students re-enrolled at SC. Called students and t used our new OCELOT two-way text. In Spring 2022, a similar campaign was launched to increase enrollments for Fall 2022.

- During Summer 2022, Connection Teams (formerly 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 2022, re-enrollment campaigns were implemented to target students who had applied, but not enrolled. Students were contacted and tracked through live sheets. This effort is still in progress.

- In Fall 2022, predictive models will be used to identify students who are at-risk of not persisting to spring 2023. This data will be provided to Outreach and A&R for reach out campaigns.

Objective 2.8 –

- 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, 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.
- The REACH grant is in progress and will help in increasing enrollments of this population.

- Adult Education is working with graphics to create flyer-like promotional pieces to be handed out.

- Counseling is identifying the percentage of students who are 25+ who annually use their services. Results from this study will lead to efforts to work on steps to engage more of these students in this age bracket.

GOAL 3 (Objectives 3.3 and 3.4)

5-Year Targets

Objective 3.3: 5% increase by 2024-25

Objective 3.4: 5% increase by 2024-25

Change in data (comparing 2019-20 to 2020-21)

Objective 3.3 – Slight decline in Adult Education students. Larger decline (31%) in Emeritus students; correlated with the transition to online classes during the pandemic.

Adult Education (Headcount)

SADDLEBACK COLLEGE

2016-2017	1,602
2017-2018	1,795
2018-2019	1,636
2019-2020	1,606
2020-2021	1,408

Emeritus (Headcount)

SADDLEBACK COLLEGE

2016-2017	7,329
2017-2018	7,507
2018-2019	7,511
2019-2020	7,379
2020-2021	5,072

Objective 3.4 – For dual-enrolled students, we observed that although there was a decline in students they enrolled in more college credits.

Dual-Enrolled (Enrollment)

SADDLEBACK COLLEGE

2016-2017	3,392
2017-2018	3,689
2018-2019	4,759
2019-2020	5,770
2020-2021	6,212

Dual-Enrolled (Headcount)

SADDLEBACK COLLEGE

2016-2017	2,487
2017-2018	2,552
2018-2019	3,354
2019-2020	4,210
2020-2021	3,832

Highlights of Key Action Steps

Objective 3.3 –

- Due to the pandemic, Community Education was not able to implement K-8 year round programming, however, 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.
- Community Education 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.

- Community Education is having ongoing conversations with SVUSD regarding a partnership to administer and offer after-school enrichment programs.

- For Foster and Kinship, in Fall 2021, three new Spanish trainers were hired so that Spanish class offerings can increase and vary by time and day.

- Adult Education has established four viable programs for adult learners and will use the REACH grant as one way of identifying efforts to increase enrollments.

- In Adult Education, 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.

- In Adult Education, contacted over 400 prospective student leads to date to share the menu of Adult Education courses and support services to convert to enrollment.

- In Adult Education, through gains data, identified that Farsi, Spanish and mandarin were top three languages of students. 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).

- The Emeritus Institute submitted 6 curriculum proposals in the Fall 2021 semester for implementation (upon Curriculum Committee approval) in the Spring 2023 semester.
  - The course creation and approval required significant collaboration 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.

- Emeritus Institute is collaborating with the other academic divisions at Saddleback College to find ways of cross promoting Emeritus Institute courses and credit courses.

Objective 3.4 –

- 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.

- Starting in Fall 2021 leverage CTE articulated courses in Auto and Culinary to start new cohorts of CCAP Dual Enrollment within CUSD.

- In Spring 2022, the college hosted a High School Senior Day, which had high participation.
- Launched Dual Enrollment Pathways (Early College Pathways) in Fall 2020 in 3 CTE Programs, expanded to 5 CTE Programs in Fall 2021. These programs are

offered at the high school site during the regular school day under a CCAP agreement.

- Began developing opportunities for general education courses to be offered as Dual Enrollment at the local high schools. Will launch 3 additional Spanish sections in Fall 2022 with SVUSD in addition to 2 sections offered in CUSD.

- High School CTE Course Articulation agreements have been expanded to include Irvine USD through Coastline ROP.

GOAL 4 (Objectives 4.2 and 4.3)
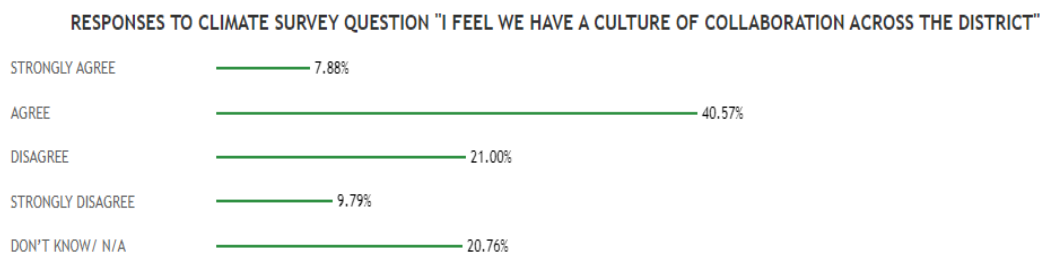
    5-Year Targets

        Objective 4.2: TBD

        Objective 4.3: N/A

    Baseline Data (Comparison data will be added when survey is administered in 2023)

        Objective 4.2 – Using the question, "I FEEL WE HAVE A CULTURE OF COLLABORATION ACROSS THE DISTRICT," from the Campus Climate Survey as a way to measure.

        The results need to be disaggregated by college within the dashboard. Current 2021 results show that almost 50% of all employees feel that we have a culture of collaboration. Recommend that additional questions be developed for future climate surveys including college and district level collaboration separated.

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

STRONGLY AGREE	7.88%
AGREE	40.57%
DISAGREE	21.00%
STRONGLY DISAGREE	9.79%
DON'T KNOW/ N/A	20.76%

    Highlights of Key Action Steps

        Objective 4.2 –

- This objective will be prioritized for Year 2. The college is working on areas of focus to develop tactics. This objective was also on the last strategic plan, so we will need to revisit those action steps to possibly include in this plan.

- Possibly generate a culture of awareness.

        Objective 4.3 –

- In Fall 2022, 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 strategic plan goals and accreditation standards. Academic Senate and District committee structure will also be incorporated into the assessment.

- In Spring 2022, the planning and decision-making manual was reviewed, updated and approved by all constituent groups. Specific updates included committee structures and the process of creation, dissolution and evaluation of committees. Additionally, the districtwide and local strategic plan processes were included.

- As part of an annual process in spring terms, the committee evaluation instrument was reviewed and updated to ensure committees are evaluated based on their effectiveness (purpose/charge, membership, goals, etc…). In the fall terms, all committees receive their results.

- The resource allocation process was evaluated to maximize achievement of strategic outcomes. In Fall 2021, the newly formed CRC committee reviewed and approved recommended improvements:
    - 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 communication throughout the process.
        - Develop a new tool to support the process.
        - Use same constituent representatives from CRC in CRW membership.