



**Santiago  
Canyon  
College**

**Strategic Enrollment  
Management Plan  
2022-2025**

## Introduction

In the spring of 2022, the Santiago Canyon College Strategic Enrollment Management Committee (SEMC) began its work to develop the college's next strategic enrollment management plan. Through the assistance of The American Association of Collegiate Registrars and Admissions Officers (AACRAO) Consulting, the SEMC received dedicated coaching to develop goals within two major themes: recruitment and enrollment, and retention and success. Through this thoughtful work, the SEMC developed five overarching strategic enrollment management goals and a multitude of related and intentional strategies and tactics to accomplish the following:

- Broaden the college's reach
- Increase enrollment, with particular attention to adult learners and underserved community subpopulations
- Meet current and future workforce demand
- Increase student outcomes in the areas of retention, course success, program completion, transfer, employment, and the reduction of achievement gaps across all of these outcomes for disproportionately impacted student groups
- Improve the campus' culture of evidence to support data-informed decision-making

The work completed by the SEMC was driven by the college's mission statement and framed within the context of existing statewide and local initiatives as well as learned insights resulting from various successful adaptations necessitated by the recent global pandemic, the effects of which many institutions of higher learning continue to grapple with.

This strategic enrollment management plan also serves to bolster planned activities embedded within current college initiatives and to thread those activities within the fabric of the college's enrollment management efforts. Consideration has been given to the following college-wide initiatives:

- Guided Pathways Initiative
- Student Equity and Achievement Plan
- Peer Online Course Review (POCR) Initiative
- Developing Equitable Curriculum & Instructional DSign (DECIDE) Initiative
- Resilience-Focused Education Initiative
- Vision for Success

Due to the wide array of participating SEMC members, representing all college constituency groups and many important functional roles, the Committee has been able to assemble the following strategic enrollment management plan that breaches functional silos and engages many areas of the college community to rally around a common set of strategic and achievable goals.

## **Santiago Canyon College Mission Statement**

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate, and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

## **Strategic Enrollment Management Committee Mission**

With a primary focus on sustaining long-term student success and in accordance with Santiago Canyon College's mission and core goals, the Strategic Enrollment Management Committee (SEMC) will develop a holistic and integrated approach to enrollment management that supports college-wide collaboration, engagement, creative-thinking, and consensus building.

The purpose of the SEMC is to discuss enrollment strategies and to make recommendations that contribute to student access, recruitment, persistence, completion, and lifelong learning through diverse program offerings.

## **Strategic Enrollment Management Committee Membership**

Co-Chairs: Curriculum and Instructional Council Chair (or Designee) and One Administrator

### Membership

- All Division Deans (Credit and Noncredit) (or designee)
- Associate Dean of Admissions and Records (or designee)
- Director of Student Information Systems
- Public Information Officer (*\*non-voting*)
- Articulation Officer
- Curriculum and Instruction Council Chair (or designee)
- 3 Classified Staff
- 1 Student
- 2 Faculty from Arts, Humanities, and Social Sciences Division
- 2 Faculty from Mathematics and Sciences Division
- 2 Faculty from Business and Career Education Division
- 2 Faculty from Continuing Education Division
- 1 Counselor
- 1 Librarian
- 1 Faculty from Disabled Students Programs and Services (DSPS)
- 1 At-large Faculty Member

## **Strategic Enrollment Management Committee Responsibilities**

- Evaluate ongoing enrollment trends, activities, and initiatives, and consider marketing efforts aiming to increasing enrollment
- Initiate research on scheduling and instruction at the department and division levels as well as within and outside the district
- Use high-quality qualitative and quantitative data to inform recommendations
- Collaborate with college constituencies to develop, implement, and evaluate enrollment management goals and strategies that align with SCC's Education Master Plan
- Assess, evaluate, and make recommendations for student support strategies to enhance student access, success, persistence, and goal attainment
- Report and make recommendations to Curriculum and Instruction Council and the Planning & Institutional Effectiveness Committee
- Monitor and evaluate progress toward strategic enrollment planning goals

## **Vision**

The Strategic Enrollment Management Committee for Santiago Canyon College will strive to operate interdependently with others by sharing valuable institutional information and working with colleagues to achieve a “seamless,” cohesive, and supportive network for students from their first inquiry about Santiago Canyon College through graduation and careers beyond.

In order to attain market prominence, achieve optimal enrollments through ongoing recruitment and retention efforts that support the vision and the mission of the College, and enhance student learning and success, each member of the Strategic Enrollment Management Committee will strive to work cooperatively, creatively, passionately, and diligently.

Through shared learning experiences and a genuine commitment to collaboration and teamwork, the Strategic Enrollment Management Committee will strive to be a positive influence so as to optimize the fit between potential learners and the opportunities, values, and vision of Santiago Canyon College.

## Planning Assumptions

In the process of executing the scope of work and prescribed duties of the Strategic Enrollment Management Committee (SEMC), the following planning assumptions may be considered:

1. SEMC actions and recommendations will align with and support Santiago Canyon College's Mission, the Educational Master Plan, and its integrated planning.
2. SEMC actions and recommendations will be informed by data.
3. Enrollment Management at Santiago Canyon College is a shared responsibility of all of the stakeholders who contribute to the student experience and to the enrollment process.
4. SEMC values the productivity, stewardship, research, and creativity of faculty and staff that directly impact the quality and learning experience of our students.
5. SEMC is responsible for the following: focusing on processes, courses, and resources needed to ensure student academic and/or vocational progress towards a degree, transfer, certification, or workforce preparation.
6. SEMC seeks to close the gaps in participation and success of specifically identified student populations including students who are underrepresented or disproportionately impacted.
7. SEMC acknowledges that some disciplines, programs, or degrees have unique needs that may necessitate flexible and unique planning, implementation, enrollment, student support, and marketing strategies.
8. SEMC encourages fiscally responsible maintenance of current offerings, programs, and new program development in order to attract, retain, and serve students.
9. SEMC acknowledges multiple strategic inputs that influence recommendations such as a change in student demographics, articulation agreements, changes to local policies, and the fiscal status of the college.
10. SEMC is aware that the plan must be responsive to changing economic and legislative conditions and thus provide a framework for growth and reduction in programs and staff.

## Contributors

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## Goal I – Broaden Reach

| Strategies  | Tactics  | Action Steps  | Timeline                                 | Expected Outcome   | Champion(s)  |
|---|--|---|--|--|--|
| A. Maintain an SCC presence at feeder high schools              | 1. Offer more dual enrollment courses          | a. Establish a year-round dual enrollment instructional calendar  | Spring 2023 for 2023-2024 academic year  | Increase enrollment of dual enrolled students at each respective high school   | Dual Enrollment Team   |
|   |  | b. Increase the college going rate for at-risk OUSD students  | Fall 2023-2024                           | Increase enrollment of at-risk students from OUSD  | Dean of Counseling<br>Director of Dual Enrollment<br>Vice President of Student Services<br>OUSD Administration |
|   |  | c. Increase number of students that enroll into a dual enrolled course by offering free textbooks for students  | Spring 2023 for Fall 2023 implementation | Increase enrollment of dual enrolled students at each respective high school   | SCC Foundation   |
|   |  | d. Offer Early College Academy at other high schools within OUSD  | Spring 2024                              | Increase college-going rate of OUSD students   | Dean of Counseling<br>Director of Dual Enrollment<br>OUSD Administration<br>Vice President of Student Services |
| B. Increase the presence and visibility of SCC in the community | 1. Participate in community events             | a. Build comprehensive list of events within the college's service area   | 2023-2024 and ongoing                    | Develop understanding of all opportunities SCC has to engage the community   | President's Cabinet<br>Public Information Officer  |
|   |  | b. Identify community events that optimize visibility of SCC in the community   | 2023-2024 and ongoing                    | Obtainment of refined community event list for optimal ROI   | President's Cabinet<br>Public Information Officer  |
|   |  | c. Identify points of contact for organizing agencies   | 2023-2024 and ongoing                    | Obtainment of list of go-to contact for upcoming and future events   | President's Cabinet<br>Public Information Officer  |
|   |  | d. Develop local, college support to staff and/or attend community events   | 2023-2024 and ongoing                    | College engagement with community  | All college personnel  |
|   | 2. Host community events on the college campus | a. Create a broader array of activities on campus that a wider range of grade levels can attend from grade schools to high schools                                      | Beginning in the spring semester 2023    | Ability to show potential students our broad programmatic offerings  | Event management staff<br>Marketing Staff<br>Public Information Officer  |
|   |  | b. Host a weekly Farmer's Market in the parking lot, beginning monthly with a view of attracting local businesses and appealing to vendors in the canyon to participate | Beginning spring semester 2023           | Opportunity to advertise our programs, particularly to a community (Santiago Canyon and into Lake Forest) who are the closest to SCC but in another District | President's Cabinet  |

| Strategies  | Tactics  | Action Steps  | Timeline   | Expected Outcome  | Champion(s)   |
|---|--|---|--|---|---|
|   | 3. Focus on high-impact, timely advertising within the community | a. Advertise and explain our dual enrollment programs and their costs in greater detail. Educate the parents in our District. | Spring 2023  | Increase in the number of students attending our Dual Enrollment classes, or attending outside independently. | Marketing Staff<br>Public Information Officer staff |
| b. Provide information to the local high schools that the education received at SCC is equivalent to university institutions and courses articulate.  |  | Spring 2023   | Perception from the community of SCC is reframed to offering high-quality education that articulate to transfer institutions.                          | Marketing Staff Outreach<br>Public Information Officer staff  |   |
| c. Provide the community with information regarding costs for completing programs, and ease of transition to the workforce and transfer institutions. |  | Spring 2023   | Increased awareness throughout the community of the costs of completing high-quality programs, transitions to the workforce and transfer institutions. | Marketing Staff Outreach<br>Public Information Officer staff  |   |

## Goal II – Increase Enrollment

| Strategies  | Tactics  | Action Steps  | Timeline                | Expected Outcome   | Champion(s)   |
|---|--|---|-------------------------|--|---|
| A. Develop a better understanding of what drives enrollment decision-making | 1. Survey non-matriculants                                     | a. Gather data on non-matriculated students. Figure out where students stop in the process.                       | Spring 2023             | Focused target student population identification   | Strategic Enrollment Management Committee   |
|   |  | b. Create a survey  | Summer 2023             | Comprehensive non-matriculant survey in place  | Institutional Effectiveness & Research  |
|   |  | c. Send Survey to non-matriculated students in both credit and noncredit.   | Summer 2023             | Collection of data that can be used for better understanding and targeting resources and communications  | Institutional Effectiveness & Research  |
|   | 2. Survey existing students                                    | a. Develop a survey to determine course offering preferences (i.e. modality, length of course, time of day, etc.) | Spring 2023             | Collection of data that can be used to inform course planning for future terms on an ongoing basis   | Strategic Enrollment Management Committee   |
|   |  | b. Distribute survey to current students on a regular cycle   | Summer 2023 and ongoing |  | Institutional Effectiveness & Research  |
|   | 3. Survey the community about their specific educational needs | a. Develop a list of community organizations and local employers through which a survey could be distributed.     | Spring 2023             | Acquisition of quantitative and qualitative data that can be used to make focused, high-impact decisions that will align the college to better serve its local community and employers | Career Education President's Cabinet<br>Public Information Officer                  |
|   |  | b. Develop a comprehensive survey to understand the educational needs of the local community                      | Spring 2023             |  | Institutional Effectiveness & Research<br>Strategic Enrollment Management Committee |
|   |  | c. Develop a comprehensive survey to understand the educational needs of the local employers                      | Summer 2023             |  | Institutional Effectiveness & Research<br>Strategic Enrollment Management Committee |
|   |  | d. Distribute surveys and analyze results   | Fall 2023               |  | Institutional Effectiveness & Research  |
|   |  | e. Review survey analyses to determine insights and actionable information  | Fall 2023               |  | Institutional Effectiveness & Research<br>Strategic Enrollment Management Committee |

| Strategies   | Tactics  | Action Steps   | Timeline   | Expected Outcome   | Champion(s)  |
|--|--|--|--|--|--|
|  | 4. Focus on students from underserved/disproportionately impacted populations  | a. Work closely with OUSD to identify the most at-risk students for participation in special programs                        | 2023-2024  | Hold monthly meetings to keep lines of communication flowing while continuing to cast a wider net to reach out to more students each month.  | President's Cabinet  |
|  |  | b. Hold meetings with students and parents to discover what the current needs are from both perspectives                     | 2023-2024  | Hand delivering information and services will encourage and promote accessibility to a college degree that students may not believe can be achieved. Being present on their campus will create a more comfortable experience for personalized attention. Families will feel more confident in the college enrollment process, thus removing barriers and creating a seamless path for becoming future Hawks. | Dean of Counseling<br>Director of Dual Enrollment<br>OUSD Administration<br>Vice President of Student Services |
|  |  | c. Explain numerous funding opportunities and special programs students can qualify for, i.e. EOPS                           |  |  |  |
|  |  | d. Discuss wrap around services that are available to students and their families, i.e. food pantry                          |  |  |  |
|  |  | e. Bring support services directly to the high school, i.e. Host Financial Aid pizza nights to assist with FAFSA submissions |  |  |  |
| 5. Implement outreach efforts which prioritize students from underserved/disproportionately impacted populations | a. Utilize the survey results from tactic II.A.2 to target outreach communications to underserved and/or disproportionately impacted subpopulations within the community | Fall 2023  | Acquisition of quantitative and qualitative data that can be used to make focused, high-impact decisions that will align the college to better serve its local community and employers | Institutional Effectiveness & Research<br>Strategic Enrollment Management Committee<br>Student Equity & Success Committee  |  |
| B. Increase number of conversions from applicants to enrollments   | 1. Institutionalize a dedicated team or department to continue in-reach efforts specifically focused on “yet-to-be-Hawks”.   | a. Follow up and offer assistance to students who applied, but did not register for classes.                                 | Spring 2023 and ongoing  | Personal follow-up will increase student access and make the college application process less overwhelming   | Admissions & Records<br>Counseling<br>Institutional Effectiveness & Research                                   |
|  |  | b. Offer express registration appointments   | Spring 2023 and ongoing  | In addition to registering for classes, counselors can also identify specific programs that can have a positive impact on future success.  | Admissions & Records   |

| Strategies   | Tactics  | Action Steps   | Timeline                | Expected Outcome   | Champion(s)   |
|--|--|--|-------------------------|--|---|
|  |  | c. Offer Financial Aid assistance  | Spring 2023 and ongoing | Hand deliver services to make it easy for students.  | Financial Aid   |
|  |  | d. Prioritize the quality of relationships, not quantity   | Ongoing                 | The community will hear about the amazing programs at SCC from many different voices, thus making future recruiting easier.                                  | Counseling  |
| C. Expand the college's service area through Distance Education. | 1. Increase the number of course offerings through the California Virtual Campus – Online Course Exchange                                    | a. Identify courses with high volume enrollment that can benefit from POCR Rubric alignment in order to better promote them on the California Virtual Campus               | Fall 2023 and ongoing   | Increase retention from fall to spring by scheduling courses in the California Virtual Campus, and to provide the students with class scheduling flexibility | Department Chairs<br>Division Deans<br>Distance Education Coordinator<br>POCR Initiative Personnel<br>Vice President of Academic Affairs            |
|  |  | b. Work with division deans and scheduling faculty to schedule courses that have been POCR Rubric aligned in order to optimize California Virtual Campus presence          | Fall 2023 and ongoing   | Increase retention from fall to spring by scheduling courses in the California Virtual Campus, and to provide the students with class scheduling flexibility | Department Chairs<br>Distance Education Coordinator<br>Division Deans<br>Faculty<br>POCR Initiative Personnel<br>Vice President of Academic Affairs |
|  |  | c. Work with faculty to add distance education addenda on courses, where needed, that can participate in the California Virtual Campus                                     | Fall 2023 and ongoing   | More courses with multiple sections are offered as distance education with the intention of participating in the California Virtual Campus                   | Curriculum & Instruction Council<br>Department Chairs<br>Distance Education Coordinator<br>Faculty<br>Vice President of Academic Affairs            |
|  | 2. Prioritize the work related to the Peer Online Course Review (POCR) Initiative, which is a component of the college's Quality Focus Essay | a. Continue efforts with the Institutional Effectiveness Partnership Initiative (IEPI) to develop an Innovation and Effectiveness Plan (I&EP) as part of the grant process | Fall 2022               | Have a fully developed POCR Initiative plan as part of the I&EP  | Distance Education<br>POCR Initiative Personnel<br>Vice President of Academic Affairs   |
|  |  | b. IEPI approves I&EP along with budget plan   | Fall 2023               | Have a budget plan to carry out POCR Initiative activities.  | Distance Education<br>POCR Initiative Personnel<br>Vice President of Academic Affairs   |
|  |  | c. IEPI Grant funds received and I&EP work commences   | Spring 2023             | Have fiscal support to fund the POCR Initiative  | Distance Education<br>POCR Initiative Personnel<br>Vice President of Academic Affairs   |

### Goal III – Meet Current and Future Workforce Demand

| Strategies  | Tactics  | Action Steps  | Timeline                                | Expected Outcome  | Champion(s)  |
|---|--|---|---|---|--|
| A. Develop courses and programs with a focus on career education  | 1. Grow new, non-traditional and traditional apprenticeship programs | a. Review opportunities for pre-apprenticeship programs.  | Fall 2022 and ongoing                   | Develop pathways to apprenticeship programs   | Discipline Chairs<br>Discipline Faculty<br>Division Deans/Administrator<br>Vice President of Academic Affairs<br>Vice President of Continuing Education                    |
|   |  | b. Review opportunities for new apprenticeship programs.  | Fall 2022 and ongoing                   | Expand apprenticeship program offerings that meet industry demands  | Discipline Chairs<br>Discipline Faculty<br>Division Deans/Administrator<br>Training Trusts<br>Vice President of Academic Affairs<br>Vice President of Continuing Education |
|   |  | c. Review opportunities for growing electrician/journeyman programs   | Fall 2022 and ongoing                   | Develop an Instructional Services Agreement to facilitate additional enrollment apportionment collection  | Discipline Chairs<br>Discipline Faculty<br>Division Deans/Administrator<br>Training Trusts<br>Vice President of Academic Affairs   |
| B. Prepare students for the workforce through internship programs | 1. Build partnerships with business and industry                     | a. Start and maintain a continuous conversation amongst Administrators, Faculty, and Dean of Counseling focusing on creating specific certificates that meet the needs of local and out of the area businesses, trade associations, and industries.   | Spring 2023 for 2023-2024 academic year | Increase awareness of Santiago Canyon College Business Partnership. SCC to become a leader in workforce development as economic shifts change.  | Division Deans<br>Discipline Faculty<br>President's Cabinet  |
|   |  | b. SCC to build trust with local and out-of-the-area businesses, trade associations, and industries. Form the basis of a mutually beneficial partnership. See SCC as a go-to trusted partner to meet employer's needs and open the door for students to paid internship and potential employment. | Fall 2022 and ongoing                   | SCC opens the door for student paid internships and employee training for local and out of the area businesses, and Trade Associations. New skill sets for Businesses Partnership employees. Potential new employment for students. | Division Deans<br>Faculty<br>President's Cabinet   |
|   |  | c. Support major shifts in the economy. Former students return when they need new skills and accelerate their time to obtain a certificate.   | Spring 2023 for Fall 2023-2024          | Increase enrollment and completed certificates.   | Division Deans<br>Faculty<br>President's Cabinet   |

| Strategies                                    | Tactics   | Action Steps  | Timeline    | Expected Outcome  | Champion(s)  |
|---|---|---|-------------|---|--|
|   |   | d. Reach out to businesses who are looking for skills and competencies with some college. Internships expose students to different industries to assist in pivoting to a new career. Current shifts in the economy potentially have monetary negative effects for students to obtain two- and four-year degrees.  | Spring 2023 | Increase enrollment and completed certificates.<br>SCC establishes a go-to Business Partnership with the Community.                                   | Division Deans<br>Faculty<br>President's Cabinet   |
| C. Improve program innovation and flexibility | 1. Recruit faculty that are willing to teach in various modalities with the support of the college community. | a. Host regularly scheduled gatherings with graduate students (at their school and at SCC) in programs that SCC wants to develop, enhance, or strengthen in order to share about SCC and meet students who may be interested in teaching at SCC.<br><br>Gatherings may include guest speakers, teaching demos by students, and/or brainstorming sessions around specific topics/issues. | Spring 2023 | Increased awareness of SCC as a choice site to teach for innovative faculty willing to teach in various modalities.                                   | Distance Education Coordinator<br>Department Chairs<br>Division Deans<br>Faculty<br>Public Information Officer<br>Students<br>Vice President of Academic Affairs |
|   |   | b. Host regularly scheduled meetings with industry partners and businesses (at their sites and at SCC) in programs that SCC wants to develop, enhance, or strengthen in order to share about SCC and learn about the particular industry/business.<br><br>Gatherings may include guest speakers and/or brainstorming sessions around specific topics/issues.                            | Spring 2023 | Increased awareness of SCC as a choice site to teach for innovative industry professionals interested in teaching and mentoring the future workforce. | Department Chairs<br>Distance Education Coordinator<br>Division Deans<br>Faculty<br>Public Information Officer<br>Vice President of Academic Affairs             |

| Strategies  | Tactics  | Action Steps  | Timeline  | Expected Outcome   | Champion(s)   |
|---|--|---|---|--|---|
|   |  | <p>c. Create a one or two-year selective faculty development program that enables faculty to gain experience teaching in various modalities at SCC.</p> <p>Fellows will have cohort support and mentorship from SCC faculty and administrators.</p> <p>Fellows will be selected based upon proposed projects/initiatives they will help pilot that increases program innovation and address current or future workforce demands</p> | <p>Plan in Spring Summer 2023</p> <p>Advertise in Summer 2023</p> <p>Recruit in Fall 2023</p> <p>Begin pilot in Spring 2024</p> | <p>By the end of year one, SCC Fellows will have gained firsthand experience teaching at SCC. SCC will have benefited from innovative teaching and the pilot projects led by Fellows. If pilot projects are promising, SCC may want to continue to invest in the project(s).</p> | <p>Department Chairs</p> <p>Distance Education Coordinator</p> <p>Division Deans</p> <p>Faculty</p> <p>Vice President of Academic Affairs</p> |
| D. Strengthen the enrollment “pipeline” between noncredit and credit programs | 1. Build programmatic partnerships between Continuing Education and Academic Affairs     | a. Look into possibilities to increase number of mirrored noncredit courses to credit courses   | Spring 2023 and ongoing   | Creation of new mirrored courses   | Curriculum & Instruction Council<br>Discipline Chairs<br>Discipline Faculty<br>Division Deans/Administrator                                   |
|   |  | b. Review noncredit and credit programs within the same SCC Pathway for strengthening the connection between programs   | Spring 2023 and ongoing   | Improve services and resources available to noncredit and credit students.<br>Improve communication between noncredit and credit faculty.  | Curriculum & Instruction Council<br>Discipline Chairs<br>Discipline Faculty<br>Division Deans/Administrator                                   |
|   |  | c. Develop and expand career education pathways between noncredit and credit programs   | Spring 2023 and ongoing   | Creation of courses and programs to bridge between noncredit and credit.   | Curriculum & Instruction Council<br>Discipline Chairs<br>Discipline Faculty<br>Division Deans/Administrator                                   |
| E. Develop a baccalaureate pathway  | 1. Create a bachelor’s degree program that meets workforce demand and increase of wages. | a. Submit an application for approval to begin creating a bachelor’s degree program (BDP)   | Fall 2022   | Approval for creating a bachelor’s degree program from the CCCC.   | Division Deans<br>Faculty<br>Office of Institutional Effectiveness & Research<br>Vice President of Academic Affairs                           |
|   |  | b. Create necessary courses and general education pattern to support the BPD  | Fall 2023 and ongoing   | Offer the new BDP to students, students complete the program that meets workforce demand increase of wages   | Center of Excellence<br>Division Deans<br>Faculty<br>Office of Institutional Effectiveness & Research<br>Vice President of Academic Affairs   |

## Goal IV – Increase Student Outcomes

| Strategies  | Tactics   | Action Steps   | Timeline              | Expected Outcome  | Champion(s)   |
|---|---|--|-----------------------|---|---|
| A. Increase student fall-to-spring retention rate | 1. Develop and maintain program mapping for all programs  | a. Obtain a platform tool where department schedulers have access to view  | Fall 2023             | Fall 2024 will have a schedule of classes constructed from the program mapping in which viewing access is given to the department schedulers  | Department Chairs<br>Division Deans<br>Information Technology   |
|   |   | b. Identify critical courses that fulfill requirements in order to maximize the opportunities for students that are able to complete programs within two years and ensure that these courses are offered on a regular basis from fall to spring, spring to fall, intersessions, and summer | Fall 2023 and ongoing | Fall 2024 will have a schedule of classes that will optimize the completion of students' pathway goal within two years  | Counselors<br>Department Chairs/Program<br>Division Deans<br>Facilitators<br>Office of Institutional Effectiveness & Research |
|   | 2. Offer sequential courses in the California Virtual Campus  | a. Identify courses within a sequence with high volume enrollment that can benefit from POCR Rubric alignment in order to better promote them on the California Virtual Campus   | Fall 2023             | Increase retention from fall to spring by scheduling sequential courses in the California Virtual Campus, and to provide the students that need courses within a sequence with class scheduling flexibility | Department Chairs<br>Distance Education Coordinator<br>Division Deans<br>Vice President of Academic Affairs                   |
|   |   | b. Offer courses within a sequence that can participate in the California Virtual Campus in chronological semesters  | Fall 2023 and ongoing | Increase retention from fall to spring by scheduling sequential courses in the California Virtual Campus, and to provide the students that need courses within a sequence with class scheduling flexibility | Department Chairs<br>Distance Education Coordinator<br>Division Deans<br>Faculty<br>Vice President of Academic Affairs        |
|   |   | c. Work with division deans and scheduling faculty to offer distance education courses that are within a sequence in chronological semesters that can participate in the California Virtual Campus   | Fall 2023 and ongoing | More courses in a sequence with multiple sections are offered as distance education with the intention of participating in the California Virtual Campus  | Department Chairs<br>Distance Education Coordinator<br>Division Deans<br>Faculty<br>Vice President of Academic Affairs        |
|   | 3. Prioritize the work related to the DECIDE Program, which is a component of the college's Quality Focus Essay | a. Develop a program for faculty to review course materials and outlines   | Fall 2022-Spring 2023 | Faculty edit and revise course materials and outline by integrating further DEI practices   | Curriculum & Instruction Council<br>DECIDE program faculty Leads<br>Vice President of Academic Affairs                        |
|   |   | b. Recruit faculty for course material and outline review  | Fall 2023 and ongoing | Faculty edit and revise course materials and outline by integrating further DEI practices   | DECIDE program faculty Leads<br>Faculty   |

| Strategies                              | Tactics   | Action Steps   | Timeline                | Expected Outcome   | Champion(s)   |
|---|---|--|-------------------------|--|---|
|   |   | c. Revise and submit course outlines to the Curriculum & Instruction Council for review  | Spring 2024 and ongoing | Revise course outline of records to reflect the changes made through the DECIDE program  | Curriculum & Instruction Council<br>Faculty<br>Vice President of Academic Affairs |
| B. Increase student course success rate | 1. Prioritize the work related to the Resilience-Focused Education Initiative (RFEI), which is a component of the college's Quality Focus Essay | a. Create a Task Force to explore trauma-informed and resilience-focused education   | Intersession 2022       | To understand qualitative aspects of the campus populations with respect to trauma and resilience.                                   | Trauma-informed and resilience-focused education Leads                            |
|   |   | b. Conduct surveys to faculty and students to assess resilience  | Intersession 2022       | Acquire baseline data indicating the need for RFEI   | Trauma-informed and resilience-focused education Leads                            |
|   |   | c. Assess student resiliency to better respond to trauma from a strengths-based perspective.   | Intersession 2022       |  |   |
|   |   | d. Create focus groups to better understand RFEI and the need for RFEI   | Intersession 2022       | Increase campus wide awareness of the connection between trauma and learning (Pre- post-test data).                                  | Trauma-informed and resilience-focused education Leads                            |
|   |   | e. Develop professional development trainings to engage faculty, staff, and administrators in developing a common language and understanding of resilience-focused education.                        | Fall 2022               | Ensure topic is regularly presented during Professional Development Week and other opportunities                                     | Trauma-informed and resilience-focused education Leads                            |
|   |   | f. Create a Canvas LMS online resilience module/toolkit that includes information about the science of trauma and resilience as well as highlighting campus resources for students/staff.            | Spring 2023             | Sustainable effort surrounding development of a Canvas Resource Module   | Trauma-informed and resilience-focused education Leads                            |
|   |   | g. Utilize campus resources and service groups to create and promote resilience such as a creating a walking labyrinth, healing garden, calm rooms, and areas for relationship-building and respite. | Fall 2023 and ongoing   | Institutionalized efforts to continually educate students and personnel on the topic and the provision of locally managed strategies | Trauma-informed and resilience-focused education Leads                            |
|   | 2. Develop and maintain success teams in pathways   | a. Survey of those interested in Pathway Success Teams (PST)   | Spring 2023             | Success team members identified and familiarized with data dashboards. Choose intervention strategy to implement.                    | Division Deans<br>Vice President of Academic Affairs                              |
|   |   | b. Creation of Pathway Success Teams   | Spring 2023             | Implement first intervention   | Division Deans<br>Vice President of Academic Affairs                              |

| Strategies                                  | Tactics   | Action Steps  | Timeline                          | Expected Outcome   | Champion(s)   |
|---|---|---|-----------------------------------|--|---|
|   |   | c. Sustain Pathway Success Teams  | Fall 2023 and ongoing             | Evaluate impact, redesign, and/or expand   | Division Deans<br>Faculty<br>Guided Pathways personnel<br>Vice President of Academic Affairs                                    |
| C. Increase student program completion rate | 1.Ensure adequate number of section offerings for identified courses in student educational plans | a. Review and refine existing data reports which indicate projected demand for courses                        | 2022-2023                         | Ensuring reliable and valid data   | Institutional Effectiveness & Research  |
|   |   | b. Determine the level of confidence that exists to determine whether students follow their educational plans | 2022-2023 and revisited as needed | Determine which student groups/majors are most likely to follow educational plans                | Counseling<br>Discipline Chairs<br>Discipline Faculty<br>Division Deans/Administrator<br>Institutional Effectiveness & Research |
|   |   | c. Utilize data to inform semester by semester schedule-building  | 2022-2023 and ongoing             | Develop schedules that align with course demand as determined by collected educational plan data | Counseling<br>Discipline Chairs<br>Discipline Faculty<br>Division Deans/Administrator   |
|   |   | d. Recommend departments create and maintain proposed course offering plans                                   | Fall 2022                         | Counselors and students to confidently map course offerings each semester                        | Counseling<br>Discipline Chairs<br>Discipline Faculty<br>Division Deans/Administrator   |
| D. Increase student transfer rate           | 1. Increase communication campus-wide with regards to transfer and transfer requirements          | a. Communicate to students their Education Plan   | Fall 2023                         | Increase student awareness and decrease time of completion for degrees/transfer requirements     | Admissions & Records<br>Counseling<br>Transfer Success Center   |
|   |   | b. Communicate to students CSU/UC deadlines or updated transfer requirements as it is announced               | Fall 2023                         | Increase student awareness and decrease time of completion for degrees/transfer requirements     | Admissions & Records<br>Counseling<br>Transfer Success Center   |
|   |   | c. Provide in-classroom presentations   | Fall 2023                         | Increase student awareness and decrease time of completion for degrees/transfer requirements     | Counseling<br>Outreach<br>Transfer Success Center   |
|   |   | d. Hold on-campus events  | Fall 2023                         | Increase student awareness and decrease time of completion for degrees/transfer requirements     | Counseling<br>Outreach<br>Transfer Success Center   |
|   | 2. Increase Graduation Workshops  | a. Strategic scheduling of workshops at UC/CSU application workshops  | Fall 2023                         | Increase number of students attending workshop, and minimize errors on petitions                 | Counseling<br>Graduation Office<br>Transfer Success Center  |

| Strategies                                   | Tactics   | Action Steps  | Timeline   | Expected Outcome  | Champion(s)   |
|--|---|---|--|---|---|
|  | throughout the semester   | b. Scheduling or workshops specifically for different programs/cohorts: Veterans, DSPS, EOPS, Guardian Scholars, Honors Program, STEM, Pathways to Teaching, etc. | Fall 2023  | Increase number of petitions from these programs  | Counseling<br>Graduation Office<br>Transfer Success Center  |
| E. Increase employment (job placement) rates | 1. Determine employment needs from local business and industry  | a. Obtain and review an environmental scan with regional labor market information and determine local industry needs  | Fall 2023 and ongoing  | Students will attain an increase of wages, and further knowledge in the industry after completing courses and programs at SCC | Center of Excellence<br>Dean of Business Career Education<br>Institutional Effectiveness & Research   |
|  |   | b. Create new courses and programs that meet the needs of local business and industry that expand existing departments, courses, and programs                     | Ongoing  | New programs and courses are developed and offered that supports workforce demand and increase of wages                       | Academic Senate<br>Curriculum and Instruction Council<br>Institutional Effectiveness & Research<br>Vice President of Academic Affairs   |
|  |   | c. Determine areas that meets workforce demand and increase of wages  | Fall 2023- explore, plan of action<br>Spring 2024- hire faculty experts, start curriculum development<br>Fall 2024- Continue curriculum development<br>Fall/Spring 2025- offer courses and programs to community | New faculty are hired, courses and programs are approved and offered, and students are awarded                                | Academic Senate<br>Curriculum & Instruction Council<br>Department Chairs/Program Facilitators<br>Institutional Effectiveness & Research<br>Vice President of Academic Affairs |
|  | 2. Develop a job placement program for students completing workforce programs, internships, contracts, MOU with the local businesses and industry | a. Develop a job placement program  | Ongoing  | Increase in student employment to meet workforce demand and increase of wages   | Dean of Business Career Education<br>Job Placement<br>Outreach for Strong Workforce   |
|  |   | 3. Career coaches   | a. Expand hiring of career coaches across all divisions and departments  | Fall 2023   | Increase student internship, volunteer, and job placement of students   |
| F. Reduce achievement gaps for               | 1. Prioritize the work related to the DECIDE Program,   | a. Develop a program for faculty to review course materials and outlines  | Fall 2022-Spring 2023  | Faculty edit and revise course materials and outline by integrating further DEI practices                                     | Curriculum & Instruction Council<br>DECIDE program faculty leads<br>Vice President of Academic Affairs  |

| Strategies                                 | Tactics  | Action Steps   | Timeline                               | Expected Outcome   | Champion(s)  |
|--|--|--|--|--|--|
| disproportionately impacted student groups | which is a component of the college's Quality Focus Essay                                      | b. Recruit faculty for course material and outline review  | Fall 2023 and ongoing                  | Faculty edit and revise course materials and outline by integrating further DEI practices  | DECIDE program faculty leads Faculty   |
|  |  | c. Revise and submit course outlines to the Curriculum & Instruction Council for review  | Spring 2024 and ongoing                | Revise course outline of records to reflect the changes made through the DECIDE program  | Curriculum & Instruction Council Faculty<br>Vice President of Academic Affairs   |
|  | 2. Carry out the activities identified in the Student Success & Equity Achievement (SSEA) plan | a. Carry out the activities identified in the Student Success & Equity Achievement plan: <ul style="list-style-type: none"> <li>• Increase successful enrollment among Black or African American students</li> <li>• Increase transfer-level Math &amp; English completion among Hispanic (Latinx/a/o) students</li> <li>• Increase term-to-term persistence among Hispanic (Latinx/a/o) students</li> <li>• Increase certificate or degree completion among Hispanic (Latinx/a/o) students</li> <li>• Increase transfer success among Hispanic (Latinx/a/o) students</li> </ul> | Ongoing between Fall 2022- Spring 2025 | In the next three years (2022-2025) the expected outcome is to close 40% of the equity gap for each metric outlined in the 2022-25 SSEA Plan | <ul style="list-style-type: none"> <li>• Admissions &amp; Records</li> <li>• Articulation Officer</li> <li>• B.L.A.C.K.</li> <li>• Career Center Services</li> <li>• Classified professionals</li> <li>• Community Organizations</li> <li>• Counseling</li> <li>• CROSSroads</li> <li>• English Department</li> <li>• English &amp; Math students</li> <li>• First Year Support Center</li> <li>• Guided Pathways Success Teams</li> <li>• High School English &amp; Mathematics Colleagues</li> <li>• Institutional Effectiveness &amp; Research</li> <li>• Learning Communities</li> <li>• Mathematic Department</li> <li>• Non-credit STAR</li> <li>• Outreach Office</li> <li>• Project Rise Program</li> <li>• STEM Summer Bridge</li> <li>• Student Equity &amp; Success Committee</li> <li>• Summer Advantage Academy</li> <li>• Umoja Program</li> </ul> |

## Goal V – Improve the Campus’ Culture of Evidence to Support Data-informed Decision-making

| Strategies   | Tactics                                 | Action Steps  | Timeline         | Expected Outcome  | Champion(s)   |
|--|---|---|------------------|---|---|
| A. Provide data that are both timely and meaningful                          | 1. Improve the data reporting structure | a. Fully implement data governance recommendations from Cambridge West Partnership (CWP)  | End of 2022-2023 | CWP recommendation list completed.  | District Information Technology Services  |
|  |   | b. Review current reporting tools to determine deficiencies and best fit for college and district   | End of 2022-2023 | Review complete, deficiencies identified, and recommendation to keep or move away from current reporting tool set developed.                | District Information Technology Services  |
|  |   | c. If recommendation is to move away from current reporting tool, identify new set of tools   | End of 2022-2023 | New tool(s) identified, pilot program developed to review viable solutions, pilot completion with resulting implementation recommendations. | College & District Stakeholders<br>District Information Technology Services   |
|  |   | d. If recommendation is to move away from current reporting tool, and when a new viable solution is identified, implement recommended new tool(s) | End of 2022-2023 | Complete implementation of recommended reporting tool(s) and launch new product to end users.   | District Information Technology Services<br>District Research<br>Institutional Effectiveness & Research (SCC)<br>Santa Ana College Research |
|  |   | e. Once new tool(s) are fully implemented, ensure data governance recommendations are also fully actualized in new solutions.                     | 2024-2025        | Data governance recommendation list fully implemented with respect to new tool(s)   | District Information Technology Services<br>District Research<br>Institutional Effectiveness & Research (SCC)<br>Santa Ana College Research |
| B. Educate college personnel on the availability and appropriate use of data | 1. Create a data-coaching program       | a. Develop reports with needed, actionable data for end-user consumption  | End of 2022-2023 | Reports created   | Institutional Effectiveness & Research  |
|  |   | b. Educate college personnel on availability of new reporting tool(s)   | Ongoing          | College-wide awareness of reporting tools and available data  | Institutional Effectiveness & Research  |
|  |   | c. Develop a regular schedule of data-coaching sessions   | Ongoing          | Schedules created and communicated on a semester-by-semester basis  | Institutional Effectiveness & Research  |
|  |   | d. Conduct data training sessions with all college constituents   | Ongoing          | Regularly scheduled data training sessions are publicized and held  | Institutional Effectiveness & Research  |
|  |   | e. Evaluate data coaching sessions and use feedback to implement improvements   | Ongoing          | Data training session evaluations conducted at each event. Feedback from participants summarized and utilized for improvement               | Institutional Effectiveness & Research  |