

2016-2022 Educational Master Plan

Environmental Scan Information Session

Aaron Voelcker, Dean, Institutional Effectiveness, Library & Learning Support Services
Roberta Tragarz, Professor of English, EMPC Co-Chair

2016 - 2022 Educational Master Plan

Time to answer critical and inter-related questions:

- ✓ Whom will we serve?
- ✓ What will we offer?
- ✓ How will we serve them?

2016 - 2022 Educational Master Plan

Institutional Scan

Internal Scan – Program Reviews

External Scan – Demand, Preparation, Community Demographics, and population trends, labor market information, programmatic market share, etc.

Constituency Feedback

- Forums for feedback and input based on student achievement and environmental scan information.
- Forums specifically targeting student participation

2016 - 2022 Educational Master Plan

Goal Development and Adoption

- Utilize the collegial governance structure to parse out pertinent information from the internal scan, environmental scan, and student achievement data.
- Invite all collegial governance committees to recommend goals and associated action items.
- Looking for approximately ten (10) broad, institutional goals.
- Draft Goals by end of March 2016.

2016 - 2022 Educational Master Plan

EMP Draft - In spring 2016, the EMP Committee will write the educational master plan utilizing the feedback provided throughout the process.

- Further input will be sought from operational areas to identify specific measurable actions that will move the institution toward achieving its newly defined set of institutional goals.
- The focus on operational areas is intentional due to the need for accountability in assigning appropriate personnel to accomplish tasks and in reporting progress made.

Planning begins with...

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 accessible, transferable, and engaging education to a diverse community.

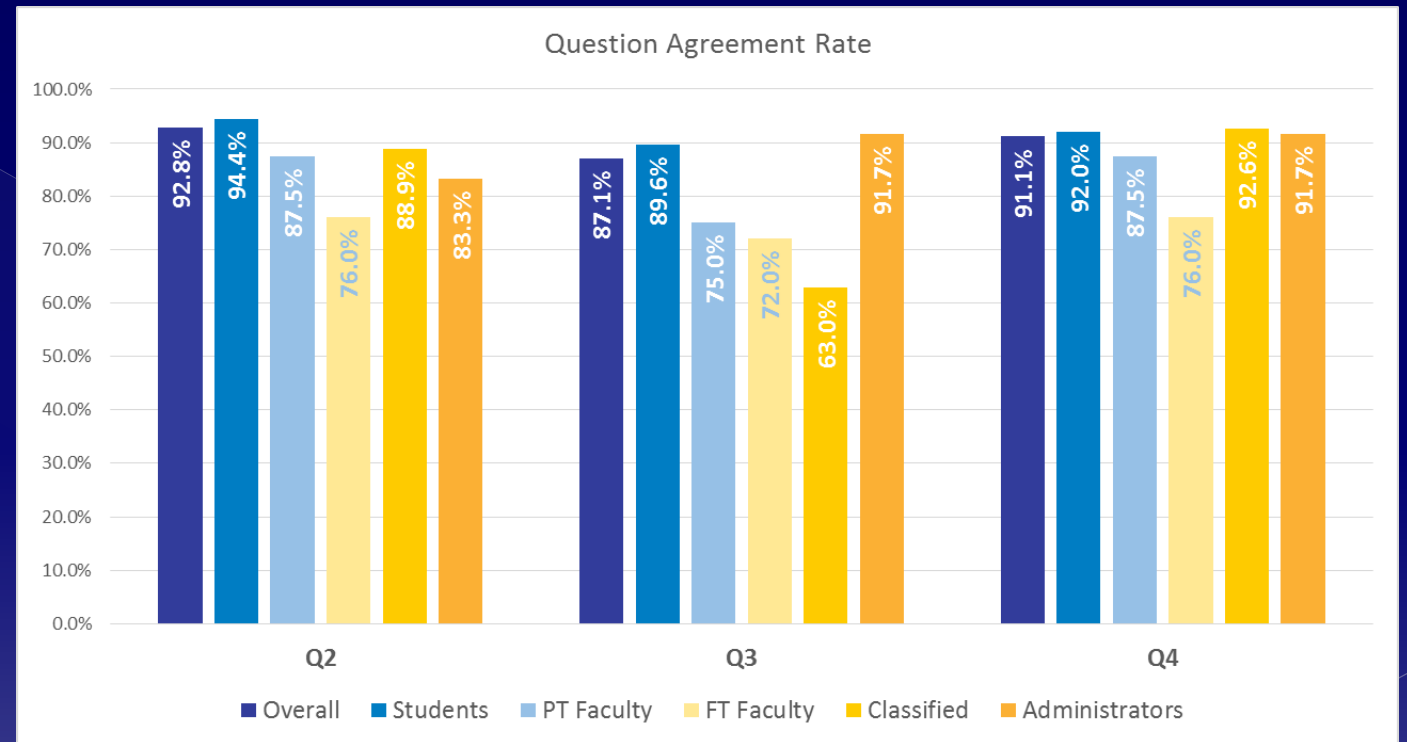
Planning begins with...

Mission Review Survey:

Q2 - Santiago Canyon College has a statement of mission that defines the institution's broad educational purpose.

Q3 - Santiago Canyon College has a statement of mission that defines the institution's intended student population.

Q4 - Santiago Canyon College has a statement of mission that defines the institution's commitment to achieving student learning.



Planning begins with...

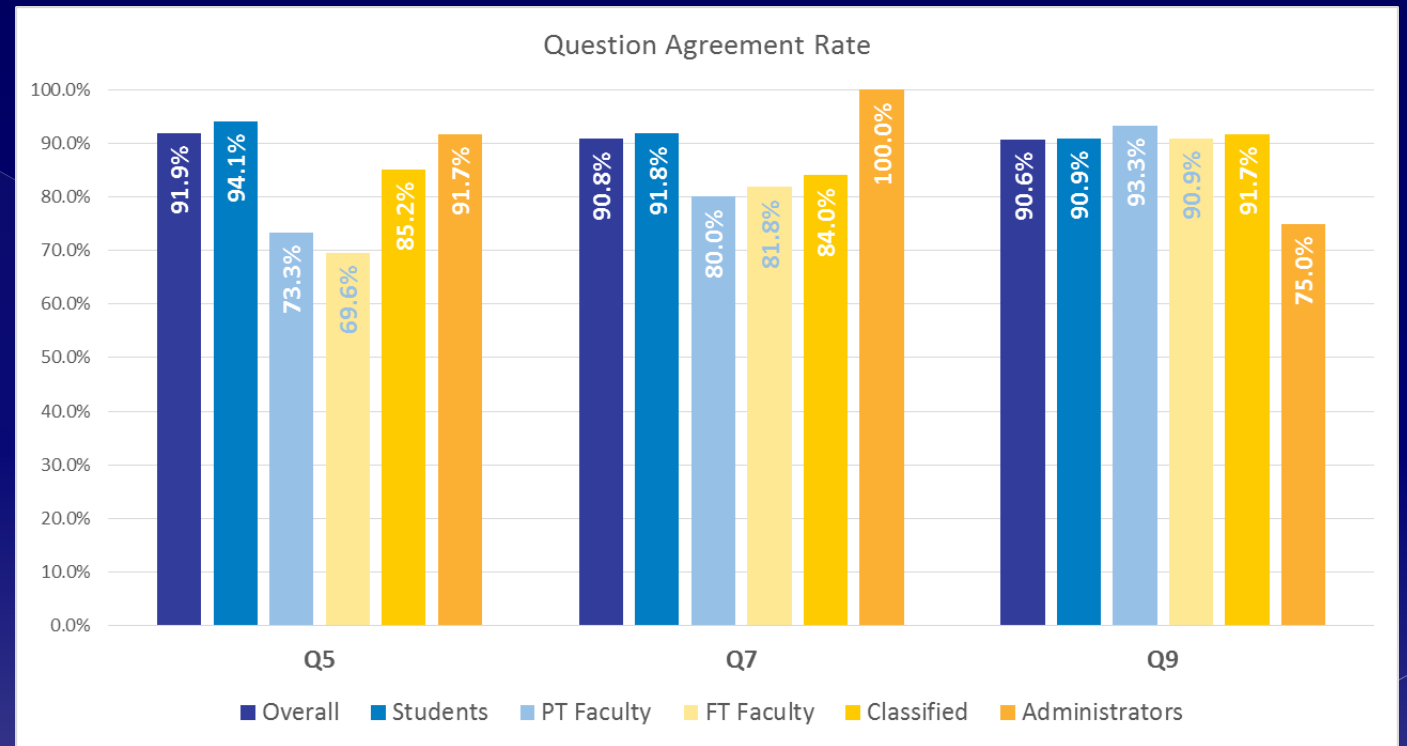
Mission Review Survey:

The following embedded sentences are appropriately descriptive of the college's mission.

Q5 – Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth.

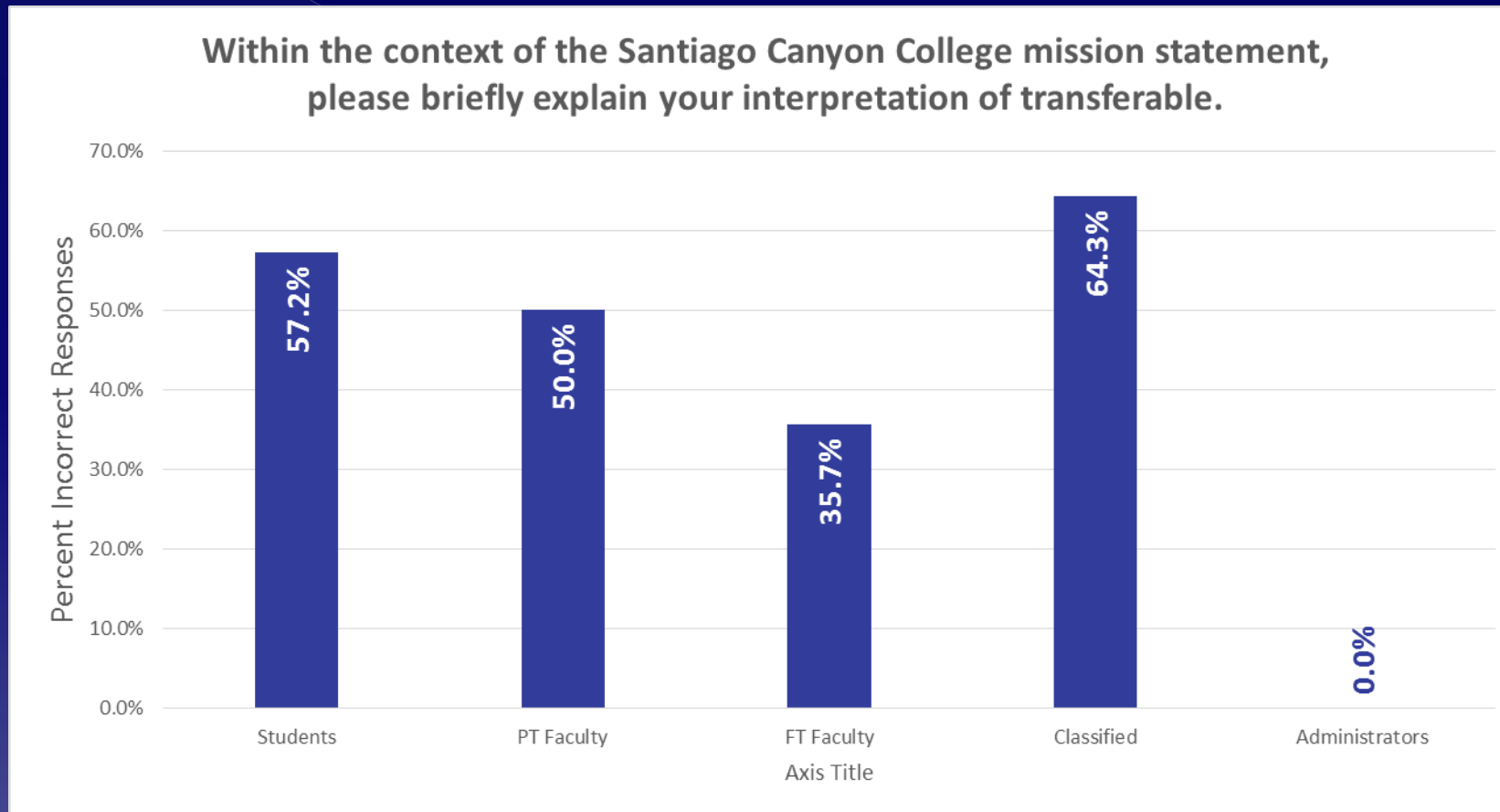
Q7 – Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically.

Q9 – We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community.



Planning begins with...

Mission Review Survey:



How far have we come?

2012-2016 Educational Master Plan – Update

What remains?

29 Action Items	
Responses	26
Complete	14
Incomplete	12
Status Unknown	3

Which of these goals should go into the next iteration of the EMP, if any?

How far have we come?

2012-2016 Educational Master Plan – Update

What remains?

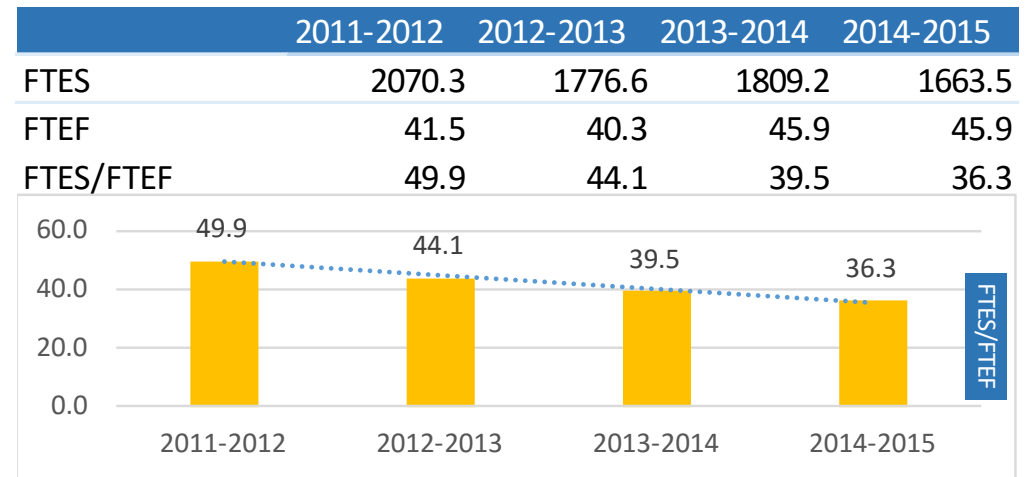
SCC Goal		Action Item	
2	Align the college curriculum to focus on student completion of pathways	a.	Evaluate and identify curriculum and programs for complete pathways.
	Align the college curriculum to focus on student completion of pathways	b.	Adjust curriculum and offerings accordingly.
3	Promote an integrated approach to supporting student success	a.	Develop and implement strategies to increase awareness of student services and instructional programs among faculty, classified staff, and students.
4	Promote a college identity of high quality, academic excellence, and personalized education	a.	Identify signature programs that support achievement of student academic goals.
	Promote a college identity of high quality, academic excellence, and personalized education	b.	Implement and support signature programs and college identity.
5	Support faculty in offering high quality instruction to students in the classroom and online	c.	Increase staff development and technology training for faculty.
10	Support faculty development in the areas of innovative pedagogies and curriculum design	a.	Dedicate resources for faculty development.
12	Increase student learning and achievement through a culture of continuous quality improvement	d.	Establish structural procedures for using data in decision - making processes across the college.
14	Develop sustainable, alternative revenue streams utilizing existing resources	a.	Identify and leverage existing resources to produce alternative, unrestricted revenues (facilities, community services, foundation).
	Develop sustainable, alternative revenue streams utilizing existing resources	b.	Develop processes for acquiring and allocating alternative, unrestricted revenues.
	Develop sustainable, alternative revenue streams utilizing existing resources	c.	Develop mechanisms to use initial, alternative unrestricted revenues to fund future development activities.
15	Strengthen capacity to seek and acquire grant funding for the purpose of developing innovative programs and services that align with the college mission and vision	a.	Educate the campus community about the availability and benefits of, as well as the procedures for, acquiring grant funds.

Internal Scan: Non-Credit Instruction

Unique Courses

119

	2011-2012	2012-2013	2013-2014	2014-2015
Section Count	1071	889	1086	889
Enrollment	34820	29234	31046	30593
Avg. Class Size	32.5	32.9	28.6	34.4
	Full-Time	Part-Time	Overload	Total
LHE	0.0	1827.3	7.9	1835.1
LHE %	0%	100%	0%	100%
Faculty #	1	152	3	154
LHE / Faculty	15.0	12.1	2.6	12.1
FTEF	0.0	45.7	0.2	45.9



Internal Scan: Credit Instruction

Unique Courses

192

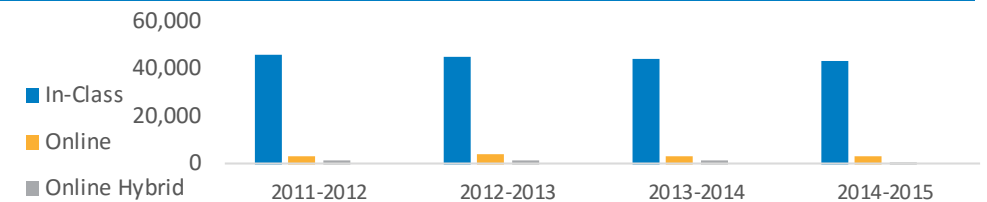
Section Count

	2011-2012	2012-2013	2013-2014	2014-2015
In-Class	1,267	1,292	1,307	1,295
Online	82	101	91	105
Online Hybrid	42	36	42	34
Total	1,391	1,429	1,440	1,434



Enrollment Total

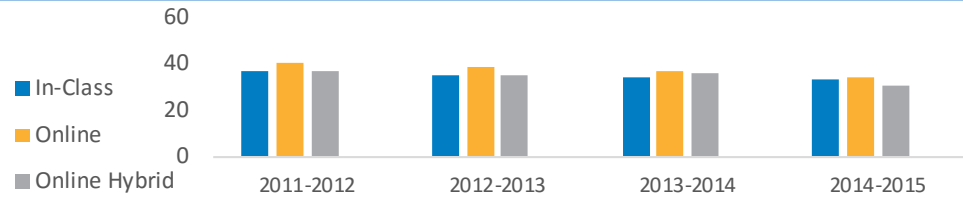
	2011-2012	2012-2013	2013-2014	2014-2015
In-Class	46,129	45,061	44,543	43,505
Online	3,311	3,877	3,344	3,547
Online Hybrid	1,556	1,253	1,508	1,045
Total	50,996	50,191	49,395	48,097



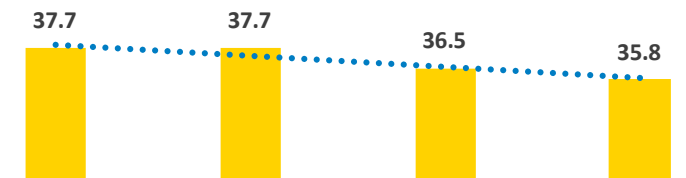
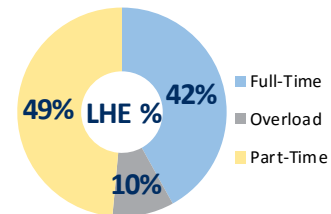
Internal Scan: Credit Instruction

Avg. Class Size

	2011-2012	2012-2013	2013-2014	2014-2015
In-Class	36.4	34.9	34.1	33.6
Online	40.4	38.4	36.7	33.8
Online Hybrid	37.0	34.8	35.9	30.7
Total	36.7	35.1	34.3	33.5



2014-2015	Full-Time	Part-Time	Overload	Total
LHE	2125.73	2460.56	482.16	5068.45
LHE %	42%	49%	10%	100%
Faculty #	77	270	67	354
LHE / Faculty	27.6	9.1	7.2	14.3
FTEF	70.9	82.0	16.1	168.9

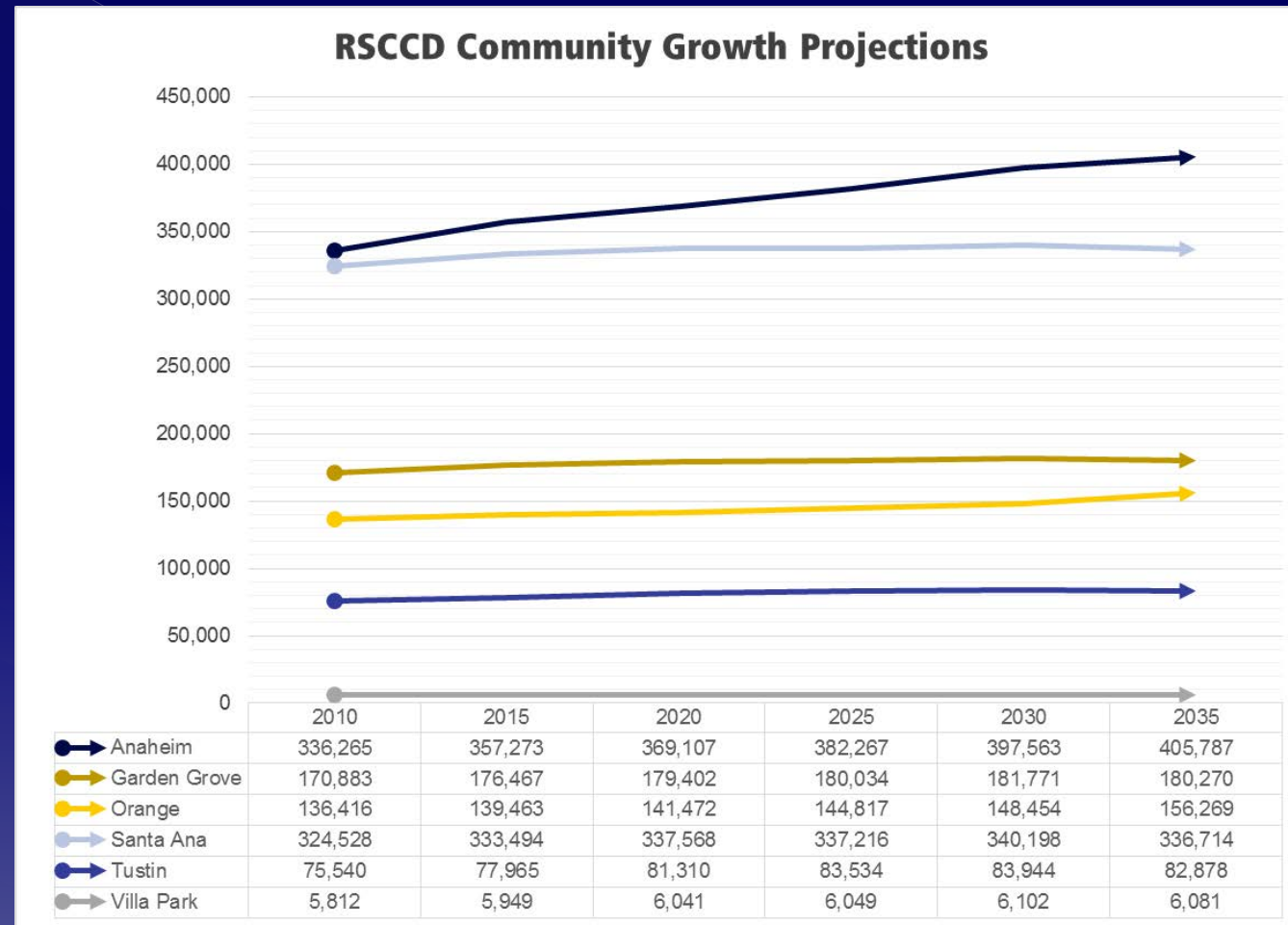


	2011-2012	2012-2013	2013-2014	2014-2015
FTES	5793.4	5947.6	6078.8	6093.0

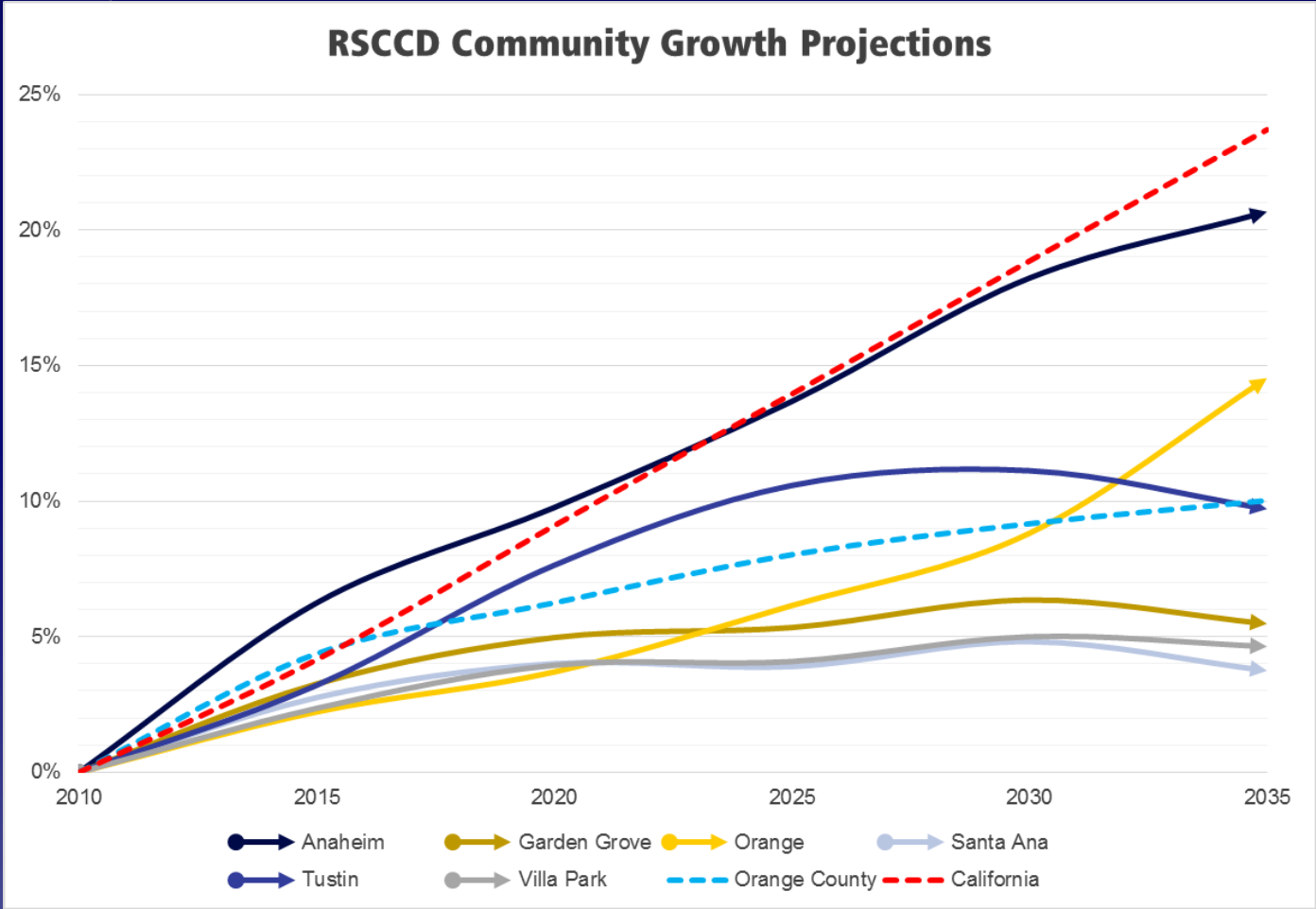
Trends from Program Reviews

- What's working well
- What's not working well
 - > Resources needed
 - Personnel
 - Space
 - Technology

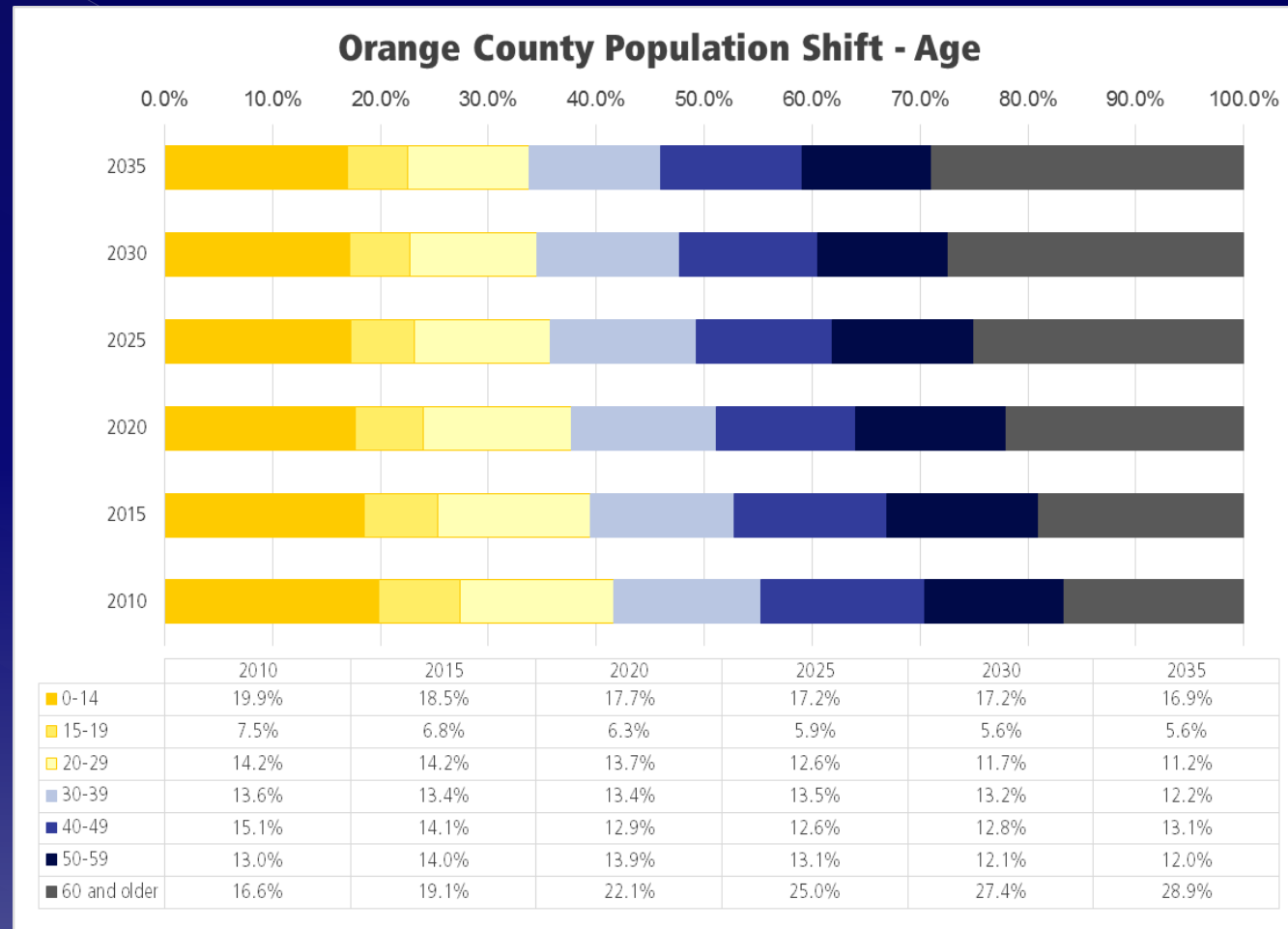
External Scan



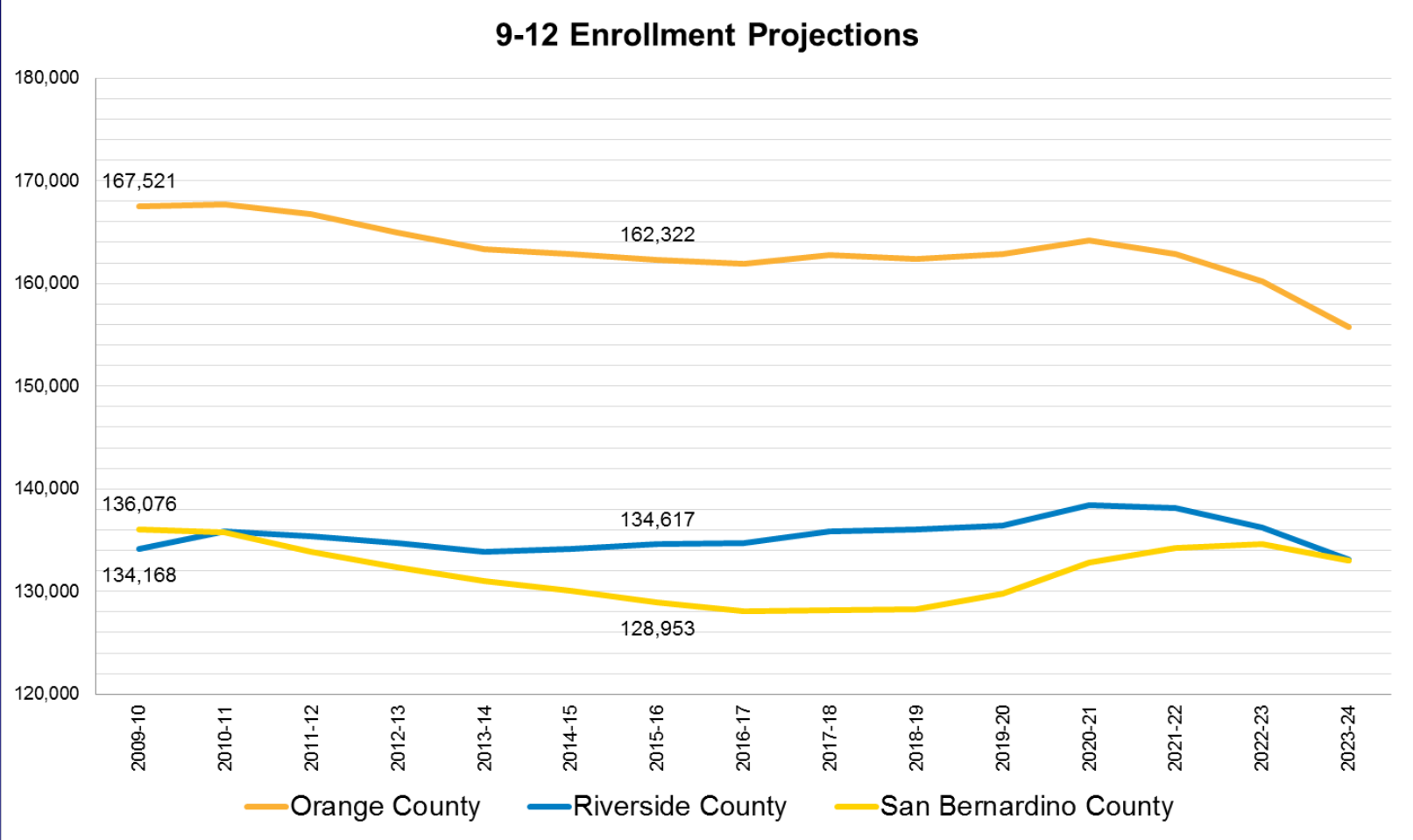
External Scan



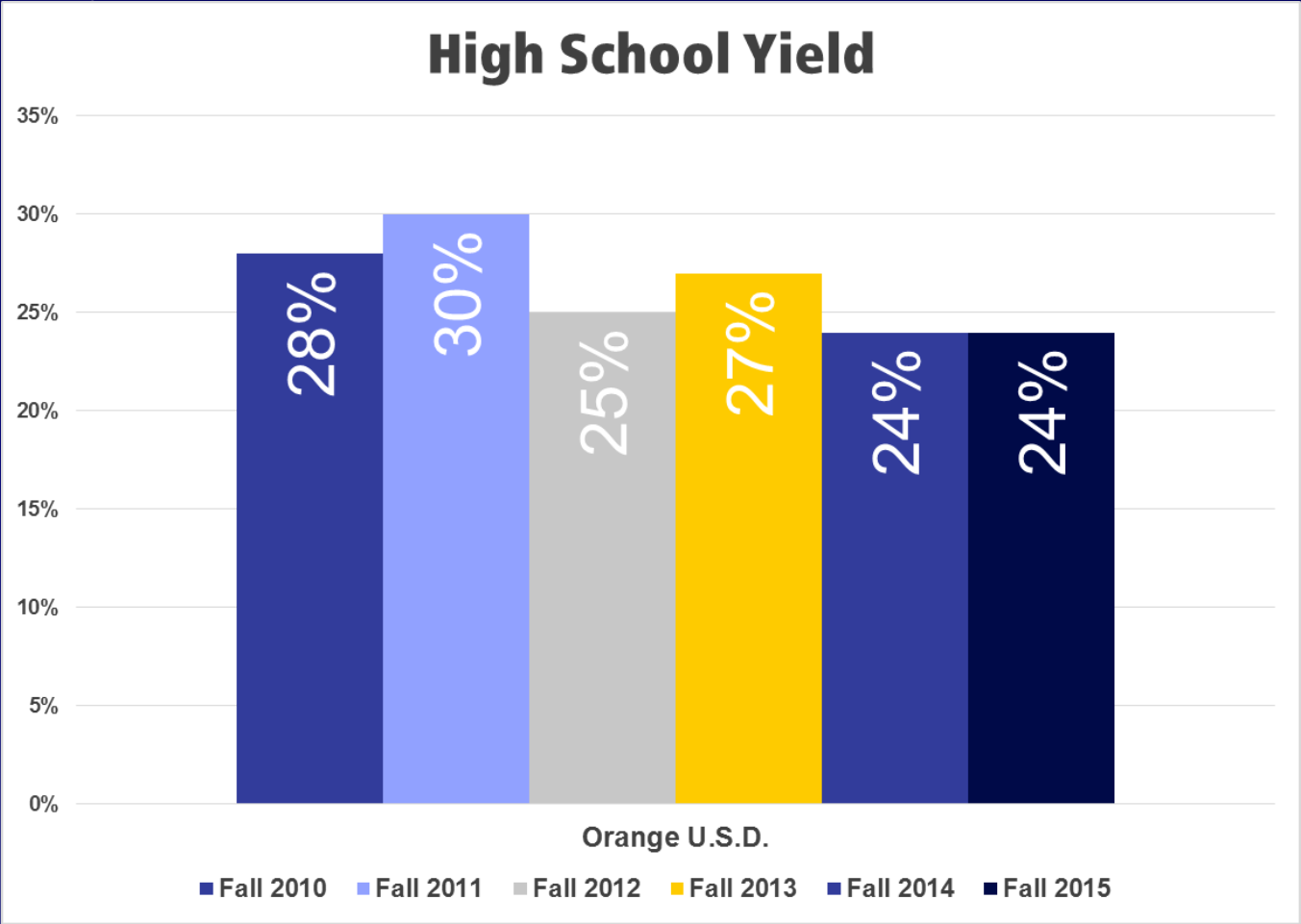
External Scan



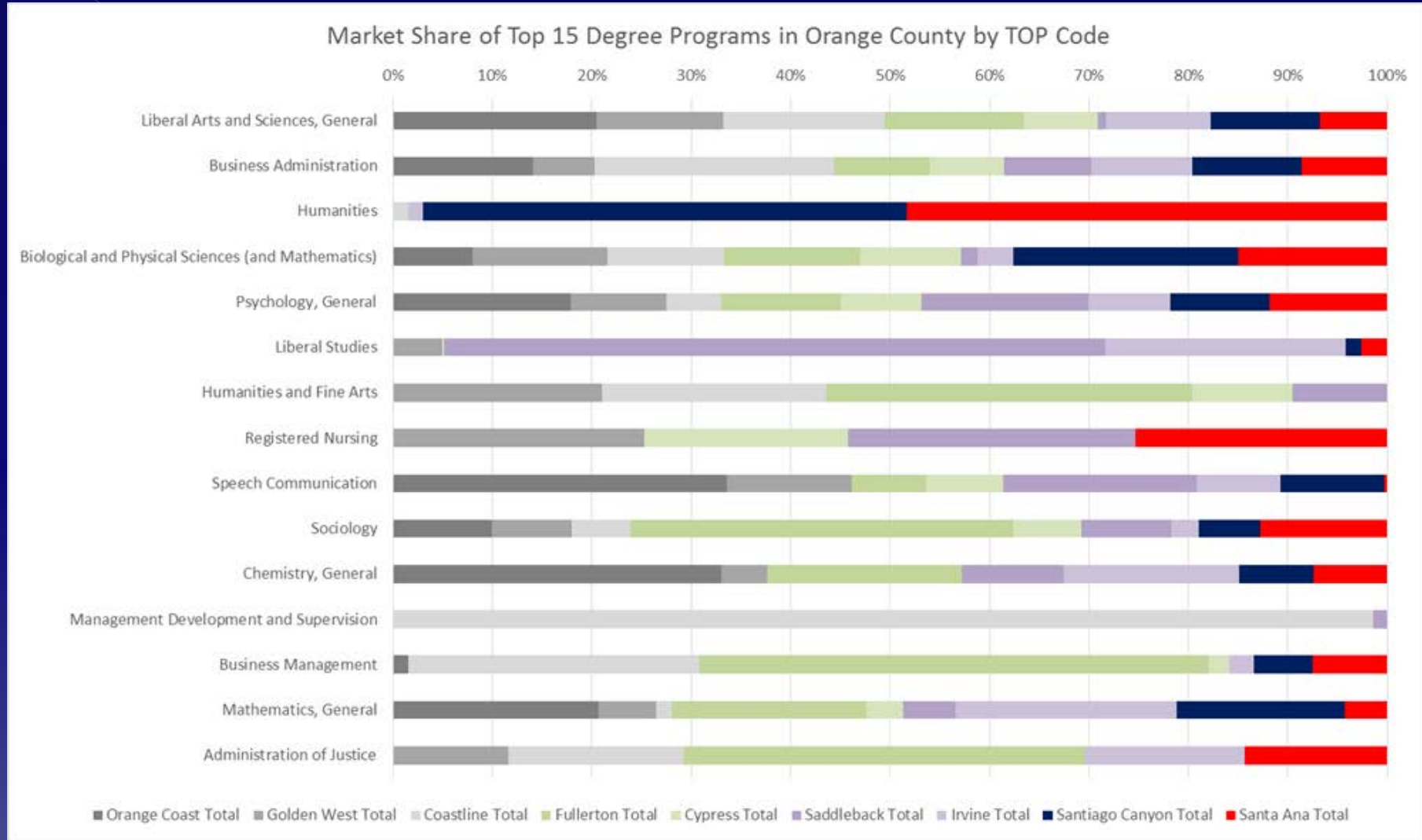
External Scan



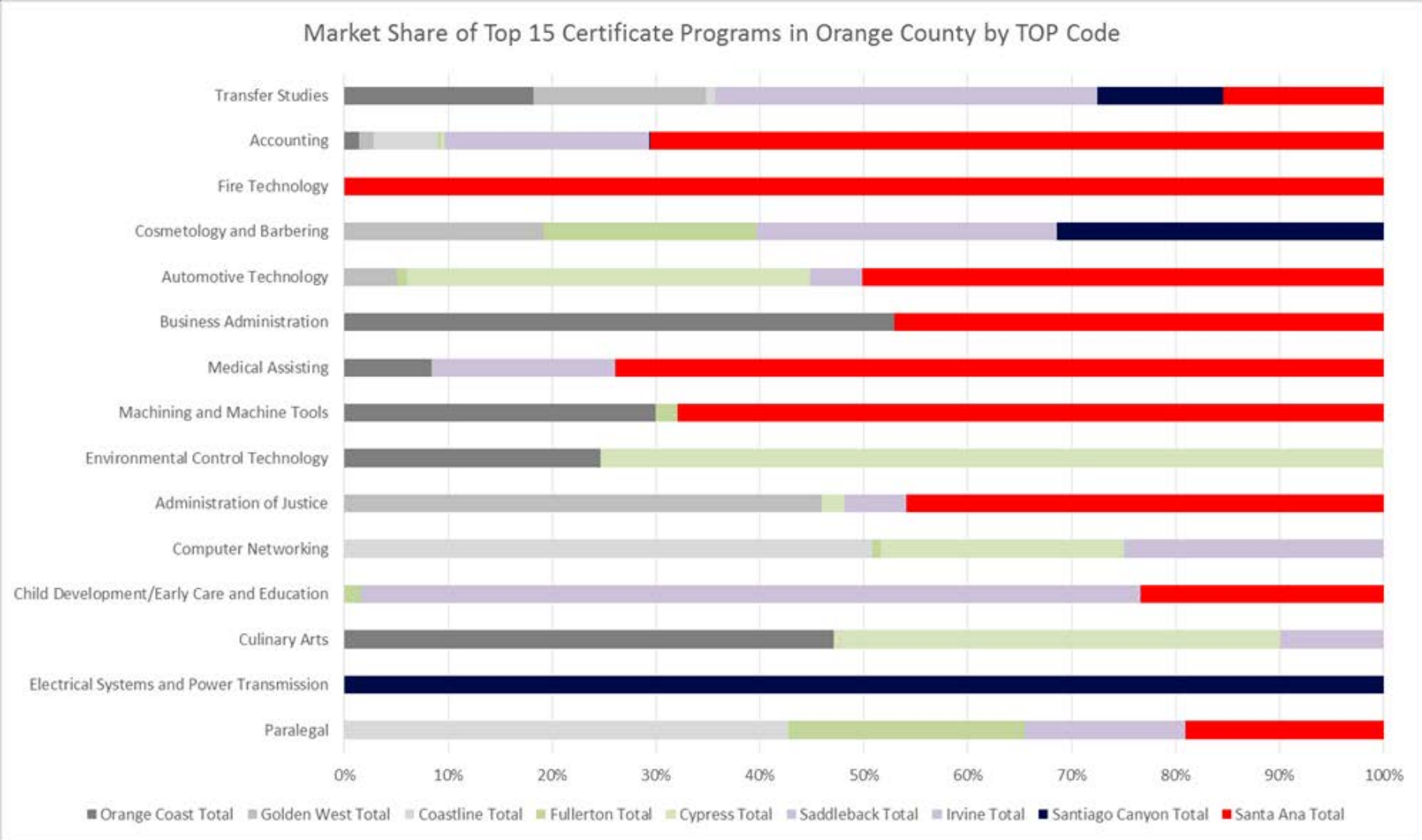
External Scan



External Scan



External Scan



External Scan

2012-2022 Occupations with the Most Job Openings

Occupational Title	Total Job Openings 2012-2022	2014 First Quarter		Education and Training Levels		
		Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
Retail Salespersons	24,600	\$10.76	\$22,394	Less than high school	None	Short-term
Waiters and Waitresses	19,640	\$9.12	\$18,964	Less than high school	None	Short-term
Combined Food Preparation and Serving Workers, Including Fast Food	17,690	\$9.11	\$18,934	Less than high school	None	Short-term
Cashiers	17,050	\$9.92	\$20,631	Less than high school	None	Short-term
Customer Service Representatives	12,430	\$18.04	\$37,526	HS Diploma/GED	None	Short-term
Laborers and Freight, Stock, and Material Movers, Hand	11,760	\$10.91	\$22,703	Less than high school	None	Short-term
Office Clerks, General	11,430	\$15.98	\$33,233	HS Diploma/GED	None	Short-term
General and Operations Managers	10,420	\$54.86	\$114,114	B.A./B.S	<5 years	None
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	10,410	\$10.60	\$22,037	Less than high school	None	Short-term
Personal Care Aides	9,620	\$10.46	\$21,755	Less than high school	None	Short-term
Landscaping and Groundskeeping Workers	8,550	\$11.02	\$22,924	Less than high school	None	Short-term
Accountants and Auditors	8,290	\$33.32	\$69,299	B.A./B.S	None	None
First-Line Supervisors of Office and Administrative Support Workers	7,360	\$27.88	\$57,990	HS Diploma/GED	<5 years	None
Stock Clerks and Order Fillers	7,030	\$11.55	\$24,028	Less than high school	None	Short-term
Cooks, Restaurant	6,900	\$10.82	\$22,501	Less than high school	<5 years	Moderate-term
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	6,770	\$18.40	\$38,265	HS Diploma/GED	None	Short-term
Registered Nurses	6,290	\$41.54	\$86,400	A.A./A.S	None	None
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	6,200	\$26.75	\$55,644	HS Diploma/GED	None	Moderate-term
Construction Laborers	5,970	\$17.11	\$35,590	Less than high school	None	Short-term
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	5,200	\$10.23	\$21,272	Less than high school	None	Short-term
Bookkeeping, Accounting, and Auditing Clerks	5,080	\$20.24	\$42,093	HS Diploma/GED	None	Moderate-term
First-Line Supervisors of Food Preparation and Serving Workers	4,920	\$15.87	\$33,021	HS Diploma/GED	<5 years	None
Teacher Assistants	4,860	[3]	\$32,618	Some college	None	None
First-Line Supervisors of Retail Sales Workers	4,810	\$19.82	\$41,241	HS Diploma/GED	<5 years	None
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	4,770	\$9.27	\$19,286	Less than high school	None	None
Carpenters	4,750	\$25.87	\$53,794	HS Diploma/GED	None	Apprenticeship
Management Analysts	4,620	\$37.63	\$78,276	B.A./B.S	<5 years	None
Market Research Analysts and Marketing Specialists	4,530	\$32.09	\$66,760	B.A./B.S	None	None

What else?

- ⦿ What information do you need to plan?
 - > Is there something specific you would like to see?
- ⦿ PARTICIPATE IN GOVERNANCE!
 - > Your role on governance committees provides opportunity to influence institutional priorities.