Standard IB. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary
SCC’s commitment to maintaining an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes is demonstrated in a number of areas. A central component of this dialogue is the manner in which the college approaches development and assessment of student learning outcomes (SLO). (1B.1) Activities related to SLO development and assessment have been conducted for individual course instruction, departmental programs, college processes, and student services, the results of which are used in the college’s strategic planning process. The activities and outcomes associated with the SLO process are documented and available to the broader college community in a variety of formats, e.g. workshops, primers, panel discussions, campus discussions, committee meetings, and regional meeting. (1B.2, 1B.3)

The chronology of SLO development at the college demonstrates both the college’s commitment and the encompassing nature of the dialogue that has been conducted. Conversations about student learning outcomes began at SCC in October 2002 with presentations to faculty that continued in a series of FLEX presentations, workshops and panel discussions conducted on at least a semi-annual basis. The Academic Senate formed the SLO Advisory Group during the 2004-2005 academic year. (1B.4) This group has maintained an “open door” policy and has had consistent participation from instructional and Student Services faculty and administrators. On May 17, 2005, the Academic Senate approved the SCC SLO philosophy statement as developed by the SLO advisory group. (1B.5) As of 2009, SLOs are defined for 98.3% of courses and 88.3% of program outcomes. (1B.6)

Beginning in 2002 and extending into spring 2008, collegewide SLO workshops and department-level discussions facilitated the collective development of a course SLO assessment process. (1B.7) This multi-year process culminated in the creation of SCC’s “SLO Assessment Strategy” and associated “SLO Assessment Plan” that were adopted by the Academic Senate in May 2008. A critical component of the strategy is the departmental collaboration and discussion at all levels, especially the review of results and possible future actions. These tools stimulated a notable progression in department-level SLO planning and implementation efforts even before they were formally approved, with at least twelve instructional departments beginning their SLO assessment plans in spring 2008. Many of these departments have completed one cycle of their plans. The
results of department and course specific SLO assessment plans for CIS, Engineering, English, History, and PTA courses are summarized and published online. (1B.7)

A parallel process occurred in the development of SLOs for Student Services (SS-SLOs). (1B.8) The dialogue began in fall 2005 and resulted in a statement of “Student Services Program Learning Outcomes”. These outcomes were approved by the Academic Senate in May 2008. Most student service areas have engaged in intra- and inter-unit discussions to develop their unit-level assessment plans; currently, several are in the process of data collection and review. The chronology of these events is documented at the Student Services link of the SLO website. (1B.9) One of the most significant results of the campus’ on-going dialogues was the recognition of the direct correlation between GELOs and SS-SLOs.

The Curriculum Committee provides another vehicle for dialogue across campus regarding SLOs. The communication begins with written dialogue between the Curriculum Committee chair and faculty developers. Curriculum sub-committee chairs and specialty committees then communicate with the faculty developers. As faculty developers prepare for the first reading of their curriculum proposals, they meet face-to-face with the technical review committees. If needed, there is additional dialogue between the individual developers and chair. To help in this procedure, the Curriculum Committee has prepared a Curriculum Handbook so that Committee members understand their responsibilities and faculty curriculum developers understand the process of curriculum development, particularly as it relates to student learning outcomes. (1B.10, 1B.11)

The connection between institutional planning and student learning outcomes is also evidenced by the integration of SLOs into the Strategic Planning Process. At the fall 2008 Convocation, pamphlets describing the SCC Strategic Planning System were distributed to faculty and staff. (1B.12) In this pamphlet, SCC’s commitment “to implementing a collegewide assessment plan that produces strong and clear evidence of learning and assesses institutional level goals and objectives” is expressly stated. In addition, during the 2007-2008 academic year, the SLO Advisory Group met with members of the administration to begin a dialogue regarding the development of institutional SLOs. (1B.13) As a result of these discussions, appropriate institutional SLOs recognize the fact that General Education Learning Outcomes (GELOs) and Student Services Learning Outcomes (SS-SLOs) play a central role in establishing college outcomes and in supporting the college’s commitment to decision-making processes that promote the achievement of SLO outcomes.

The program review process that is conducted at regular intervals for instructional programs, student services, and administrative services also provides an opportunity for dialogue about appropriate college programs and services. Program review relies on data about student learning and achievement and about continuous process improvement. The calendar of instructional program review is published on the InsideSCC site. The Student Services program review process is on a three-year cycle. The program review cycle for administrative services is conducted annually and relies on a comprehensive set of objectives and supporting metrics which are reviewed on a quarterly basis. An assessment of program effectiveness is completed at the end of the academic year to include planned adjustments for the next year. (1B.14)
The central component of SCC’s ongoing, collegial, self-reflective dialogue about the continuous improvement of institutional processes is the CSPC and college’s strategic planning process. (1B.15) The CSPC is specifically charged, at the beginning of the planning cycle, with assessing a host of data and interpreting this data to clarify and to refine the college mission and goals through the planning cycle. The ongoing nature of the strategic planning process is demonstrated in the following diagram that is included as part of training sessions held throughout the year:

The college’s planning process includes both unit plans, developed at the department/unit level to describe objectives in support of college goals, and program plans, demonstrating the way such collegewide units as information technology, facilities, staff development, and marketing, support college goals and unit objectives. (1B.16)

Other examples of activities--and their effects— that demonstrate ongoing collegial self-reflective dialogue in support of student learning and institutional processes include the following:

- annual review of the college mission statement, vision statement, and values (and subsequent revision); (1B.17-1B.20)
- programmatic responses to the Accountability Reporting for Community Colleges (ARCC) report, which impact college goals; (1B.21)
- responses to the district’s Education Initiative, which led to renewed focus on first-year, educationally underprepared students; (1B.22) and,
- analysis of enrollment management, which impacts both the college schedule and use of FTE each semester as well as college recruiting and outreach. (1B.23)

**Self-Evaluation**

SCC is actively engaged in ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Development of student learning outcomes in both instruction and student services is proceeding at the course, program, GELO, and institutional levels. A tool for SLO assessment has been
developed and is shared and used in a number of departments. These processes are also evident in curriculum development and program review. (1B.7) The impact of SLOs on institutional planning is documented in the college’s planning process. (1B.16) In addition, self-reflective dialogue occurs in a number of areas that relate to institutional processes, such as in the planning process, resource allocation, outcome assessment, and enrollment management, and in efforts relating to the Educational and Basic Skills Initiatives.

Increased participation of all tenured/tenure track and adjunct faculty in the SLO assessment process and implementation of changes to course instruction as a result of SLO assessments, increased awareness and participation by all departments of Student Services in SLO assessment, and implementation of changes to services, as a result of SLO assessments, is needed to maintain progress in achieving the timelines associated with the SLO rubric. (1B.7)

Planning Agenda
None.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
The goals set by SCC are in alignment with the college’s mission statement, vision, and values and with the district’s strategic directions, e.g., student success, access and growth, teaching and learning, organizational effectiveness, and community and economic development. During the past several planning cycles, the college’s goals have corresponded to these categories. (1B.24) While specific processes for setting goals have changed over time, certain elements have remained:

- A constituency based group—either the Planning, Research, and Institutional Effectiveness (PRIE) Committee in the period before 2007 or the CSPC since 2007—has set goals derived from a review of data, outcomes, and other relevant measures of merit, both quantitative and qualitative. (1B.25) Goals are selected to align with the college mission, vision and values statements but to remain broad enough to develop supporting objectives at the unit- and program-level and flexible enough for the college to function as a team in support of the college goals. (1B.26)

- Goal-setting is broad based. For example, in the 2005-2006 planning cycle, the PRIE Committee organized planning “charettes” to develop broad goal areas; held flex activities to open the goal review process to the college community; and administered a survey to the entire college community with the goals proposed as a result of a flex activity. (1B.27) A hallmark of the college’s goal-setting process is that goals are proposed by a constituency-based group and scrutinized through the college’s governance structure.
• Goal approval is undertaken by the college’s Executive Council, which is led by the College President and includes all constituency leaders (e.g., management, faculty, staff, and students). (1B.28)

The college’s goals are shared with the district and Board of Trustees on a yearly basis. During this process, desired outcomes are defined for each goal that includes success indicators that are measurable. At the end of the planning cycle, the college submits an achievement report to the district and Board of Trustees that presents data on these success indicators. This data is also presented to the CSPC as it considers the college’s goals for the subsequent planning cycle and is made available to support the college’s unit-planning process. College accomplishments—those activities that support college goals and are generally believed to impact their achievement—are shared with the district, Board, and college community. (1B.24, 1B.29, 1B.30)

In addition to the use of goals to support the dialogue with the district and Board of Trustees, college goals propel the unit-planning process. The goals that are proposed by the CSPC, examined in the college community, and approved by the Executive Council, are incorporated into forms used in the unit-planning process. All areas are required to develop unit plans which enumerate objectives that meet college goals and outline outcome measures at the unit level that will demonstrate if objectives are achieved.

While the terminology used to describe outcome measures has changed over time (e.g., “key performance indicators” in prior planning cycles), the function has been the same: to indicate how the unit determines whether it has met objectives related to college goals. (1B.31) Similarly, program plans are developed in selected areas of the college with collegewide impact and include objectives, measures of merit, and resource requirements. (1B.35) Taken together, the unit and program plans, along with resource allocation decisions, form the annual college plan.

**Self-Evaluation**

Reviewing the achievements that are communicated to the Board, district, and college on a yearly basis and the accomplishments that support goal achievement and the outcome measures that support unit objectives, it can be concluded that the college strives to achieve its goals. However, given the fact that many of the goals set by the college are broad-based and multi-year in nature in keeping with the college’s mission, vision, and values, and that the district’s strategic directions are consistent, the report on goal achievement submitted to the Board often describes “partial” achievement with continued efforts. (1B.24, 1B.29, 1B.30)

SCC has incorporated the establishment of goals as a key component of its planning process on a yearly basis through the annual planning cycle. The goals are set in response to both college requirements and the broader environment, including the district’s strategic directions. The process of examining proposed goals is conducted through collegewide committees and governance processes. College goals, along with outcome measures that define whether goals are achieved, are reported to the Board of Trustees. These measures of goal achievement are reported to the Board on a yearly basis. This same data is shared with the college community.

College goals are incorporated into the college strategic planning process; all unit and program objectives developed through the planning process must align with college goals. (1B.24, 1B.29, 1B.30) Outcome measures at the objective level are developed to
indicate if unit and program objectives are met. The degree to which there is campus-wide understanding of the goals and processes used to achieve goals was measured in the fall 2008 Faculty/Staff Self-Study Survey. The table that follows presents the results of that survey.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Strongly Agree or Agree</th>
<th>Strongly Disagree or Disagree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission statement is effectively linked to the goals of the institution.</td>
<td>80.9%</td>
<td>7.4%</td>
<td>11.8%</td>
</tr>
<tr>
<td>The College is moving in a satisfactory and positive direction.</td>
<td>84.7%</td>
<td>8.9%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

The results suggest that there is a broad-based understanding and agreement about college goals and their relationship to the mission statement. (1B.32, 1B.33)

**Planning Agenda**

None.

**I.B.3.** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**Descriptive Summary**

SCC continuously engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes as appropriate to improve its programs and services. The college has multiple planning and evaluation tools. The SCC Strategic Planning System is designed to provide the framework within which the entire college community can work as a coordinated team. The diagram that follows demonstrates the College’s Strategic Planning Process:

The Strategic Master Plan sets the overall direction for the college, establishes goals and measurable, time-specific objectives, identifies the individuals and departments
responsible for reaching the objectives, and implements an annual process for assessing, reporting, and analyzing progress toward meeting those objectives. (1B.26, 1B.15) The strategic planning process is overseen by the CSPC. This Committee, which is comprised of college administrators, constituency group leaders, and members of the college community, reviews data on the accomplishment of previous year’s goals, determines if the college’s mission statement, vision statement, and values should be reassessed, and proposes college goals. The proposed goals are communicated to the college community through the constituency process. If changes need to be made to the mission, vision, or values, the revision process is undertaken by the PRIE Committee. (1B.24, 1B.29, 1B.30)

Once the college goals are endorsed, college plans are developed, reviewed, and updated as appropriate. The college develops a “Family of Plans” designed to address college needs at the institutional, program, and unit levels and outlines resource allocation processes as presented in the following diagram:

![Diagram of Strategic Master Plan]

Following are explanations of elements in the preceding diagram:

- **Institutional Plans** are developed for each of the three functional areas (Instruction, Student Services, and Administration) to articulate the context and scope of planning within each area. (1B.34)

- **Program Plans** support collegewide processes and initiatives such as information technology, staff development, and marketing. They include objectives and measures of merit/outcomes related to college goals. Resources needed to support program plans are correlated with plan objectives and outcome measures. Decisions on resource requirements are made at the executive level and presented to the college’s Budget Committee for evaluation. (1B.35)

- **Unit Plans** are action plans with objectives linked to college goals that drive the daily operations of the college, indicate the expected results, and identify types of resources needed. The objectives defined in the unit plans are prioritized at the
unit, division, and college service area levels. (1B.31) Resource requirements from unit plans are sent to the Budget Committee for review, prioritization, and recommended approval/disapproval. (1B.36) When resource requirements are developed for information technology or facilities, those requests are submitted to the Dean for Information Technology and Operations Director, respectively, for analysis and to governance committees (Information Technology and Campus Development) for review and prioritization.

Those priorities are submitted to the Budget Committee for use in their deliberations. The Budget Committee is given the task of integrating financial, facility and information technology requests and for making funding recommendations to the President. Final budget decisions about the allocation of college Program Development Funds (PDF) are made by the College President. (1B.37)

- **Resource Plans** describe the annual resource allocation process for five resource groups: financial, facilities, information technology, new classified staff, and new faculty positions. These plans define the timelines and processes used for the allocation of the different resource types. (1B.38)

The college has a comprehensive, cyclical set of processes that work together to guide efforts at increasing institutional effectiveness. (1B.16, 1B.26)

The link between planning and resource allocation occurs at different stages of the strategic planning process. (1B.39) While the planning process outlines how resources are requested as part of the program and unit planning process, the resource allocation process that involves the Budget Committee focuses primarily on financial, facilities, and information technology requests. These requests are funded by college discretionary funds. The processes for allocating faculty and classified staff resources are conducted on different schedules using different processes directed by the district. These processes require district-wide prioritization and funding. In all cases, however, requirements for staff (faculty or classified) must be referenced in program and unit plans. The different processes are outlined in the Resource Plans and illustrated in the chart that follows:

![Resource Allocation Chart](chart.jpg)

The planning process makes substantial use of qualitative and quantitative data to support the process of establishing goals and objectives and to evaluate progress toward
achieving those goals and objectives. Data related to the planning process is obtained from a number of sources. They include the following:

- District Office (for environmental scans); (1B.40)
- State sources (for Accountability Reporting for Community Colleges-ARCC); (1B.21)
- Research Institutions (for the Noel-Levitz and the Community College Survey of Student Engagement); (1B.41, 1B.42)
- The SCC PRIE Office. (1B.25)

Other data used in the planning process is obtained at the program and unit levels based on outcomes measures achieved from the preceding year’s unit plans, program reviews, and student learning outcome assessment.

**Self-Evaluation**
The college has an integrated planning process, characterized by the following traits:

- goals-based, with objectives at the unit and program level derived from the goals;
- data-driven throughout the process;
- plan integration, developed at the program and unit levels;
- establishment of priorities and measurement of performance;
- annual cycle of predictable actions and outputs;
- incorporation of planning with resource allocation; and
- inclusion of goals and assessment of outcomes.

The Strategic Planning System is the product of several years of testing, evaluation, and refinement of a comprehensive planning system for the college. It is complex, but it incorporates all aspects of an effective, responsive planning and resource allocation system that is worked on in an annual cycle, with predictable actions assigned to specific units or groups to complete. (1B.15, 1B.16)

The Strategic Planning System has been conveyed to the college community through a number of venues: the academic and classified senates, the senior leadership team, and student groups, and such campus committees as the PRIE, Budget, IT, and Campus Development, and at flex and convocation. (1B.43-1B.45) All units widely accept that both program or unit plans and resource allocation are tied to the evaluation of those plans. While responses to the fall 2008 Faculty/Staff Self-Study Survey indicate that many respondents agreed that data is regularly used to set goals and to evaluate effectiveness, there are many people who are not aware of the use of data in these processes. (1B.46, 1B.47)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Strongly Agree or Agree</th>
<th>Strongly Disagree or Disagree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data that informs decision making is used as a basis for developing goals and objectives for the institution.</td>
<td>52.7%</td>
<td>14%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Data are regularly evaluated by the college to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.</td>
<td>52.7%</td>
<td>14.3%</td>
<td>31.9%</td>
</tr>
</tbody>
</table>
**Planning Agenda**
See Planning Agenda for I.A.3.

I.B.4.  The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and lead to improvement of institutional effectiveness.

**Descriptive Summary**
The SCC Strategic Planning System is designed to guarantee that there is broad participation in the planning process in the following ways:

(1) The CSPC is responsible for the review of data, mission, vision, and value statements, goals, and planning process review. The Committee is comprised of the vice presidents, constituency group leaders (including students), Department Chair Council President, and selected members of each constituency group. The committee composition is designed to create a broad base of input in the process. (1B.48, 1B.49) Proposed changes to goals are vetted through the constituency groups, e.g. Academic Senate, Classified Senate, Associated Student Government, Senior Leadership Team, and the Department Chairs Council.

Processes to consider proposed changes in mission, vision, and values statements are conducted by the PRIE Committee, which is also a constituency-based committee. (1B.50) Activities undertaken by PRIE in overseeing changes have included charrettes, flex day working sessions, constituency group sessions, open forums, and surveys. Any changes in goals, mission, vision, or values are ultimately approved by the Executive Council, which is headed by the College President. (1B.51)

(2) The college’s strategic planning process utilizes a “Family of Plans”, which includes institutional, program, unit, and resource plans and a resource allocation process. (1B.52) Institutional plans are created by the vice presidents, with input from deans and directors. (1B.34) Program plans are created by the individuals responsible for the function (e.g., information technology, staff development, or marketing) and are reviewed with the college committees associated with the program (e.g., the Information Technology (IT) Committee). (1B.35) Unit plans and resource requests are prepared at the unit/department level. (1B.31) The individuals who prepare these plans are usually the department chairs or unit supervisors, working with the deans and department members.

Departments/units vary in the degree of direct participation in the unit planning process. The department-level unit plans are prioritized at the division level and then at the college service-area level. (1B.36) Through this process, individual unit plans are broadly reviewed. Resource plans are developed by the college administrators who are responsible for the function (e.g., vice presidents, deans, or directors). (1B.38) Additionally, department/unit resource requests are reviewed and prioritized by the Information Technology, Campus Development, and/or Budget Committees. Requests for classified staff are examined by the vice
presidents, deans/directors and Classified Senate. Requests for faculty are processed through the vice presidents, deans, and Academic Senate. (1B.37)

(3) Data to support the planning process is obtained from the district, external sources such as the Chancellor’s office, or the PRIE Office, or departments/divisions. (1B.40, 1B.21, 1B.53, 1B.54)

(4) Program review is conducted at the department/unit level and involves department/unit chairs/supervisors, deans/directors, and members. (1B.14)

(5) Categorical programs, such as Vocational Technical Education Act (VTEA) and Matriculation, are required to develop yearly plans as well. These plans outline unit objectives, activities related to objectives, resource requirements, and outcomes. (1B.55, 1B.56)

Participation is assured by the breadth and number of planning mechanisms involved and by the constituency-based committee and leadership structure that is entrusted with various components in the process.

Resource requests are connected to college goals and unit/department/program objectives designed to achieve college goals. (1B.37, 1B.38) The processes involved in allocating resources are associated with the type of resource requested. Since program plans are linked to broad, collegewide processes, funding for these plans is conducted early in the process. Plan developers are asked to evaluate the types of resources needed to meet college goals/plan objectives and possible funding sources available for allocation to meet the expenses. As an example, in the IT Program Plan, an analysis of the requested resources determines if categorical funds can be applied appropriately to identified expenditures. (1B.57)

The planning processes identify five types of resources: financial, information technology, facilities, classified staff, and faculty. (1B.37, 1B.38) The financial, information technology, and facilities requests are processed during the spring semester. Request forms ask for information on college goals, unit objectives, resource requirements and rationale, and an analysis of funding sources that could be applied to the expenditure. The Budget Committee evaluates if the request should be funded from only the general fund or if a portion of the expense can be met with categorical or institutionally-related (capital outlay) funds.

Requests for information technology and facilities are shared with the appropriate governance committees (IT or Campus Development), whose recommendations are given to the Budget Committee. The Budget Committee assigns final priorities based on a rubric which articulates the degree to which a request addresses college goals and then makes funding recommendations to the President. Requests for classified staff and faculty follow specific procedures that involve the units/departments, senates, and college leadership. (1B.37, 1B.38)

When program and unit plans are developed, outcomes measures are defined to measure if objectives have been achieved. (1B.14, 1B.31) Departments/units are required to analyze whether the outcomes have been achieved. Those results are reviewed periodically and are posted on the InsideSCC web site. (1B.58)
Self-Evaluation
The planning processes associated with the college strategic planning process combined some new elements (program plans) with those that have a long college history (unit plans, outcome measures, resource requests, program review, categorical program plans). The processes themselves are broad-based and designed to involve a broad spectrum of the college community. Even so, the level of individual participation may be more a reflection of personal interest and/or department/unit cultures. Resource allocation decisions are made as a result of planning processes. This information is broadly distributed to the college community. The degree to which people are satisfied with the effectiveness of the unit planning process is reflected in the following item in the fall 2008 Faculty/Staff Self-Study Survey. (1B.59)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Strongly Agree or Agree</th>
<th>Strongly Disagree or Disagree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The unit-based planning process is effective in my area or department.</td>
<td>56.6%</td>
<td>14.9%</td>
<td>28.5%</td>
</tr>
</tbody>
</table>

Planning Agenda
None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary
The college utilizes documented assessment results to address issues of quality assurance in a number of areas.

- In the Strategic Planning Process, data about student demographics, achievement, and accountability are made available to the College Strategic Planning Committee in the process of reviewing mission, vision, and values and setting goals. (1B.25) The CSPC includes representatives from administration, faculty, classified staff, and students, each representing his/her constituency group. For instructional programs, the college has in place an Annual Data Review and Unit Planning process that requires all instructional departments to look at student enrollment, performance, success rates, productivity, and WSCH-generated statistics for the purposes of identifying trends, strengths, and challenges and incorporating improvement strategies into unit plans. These improvement strategies are translated into outcome measures associated with department/unit objectives. (1B.60, 1B.61) In spring, the units/departments assess the degree to which outcome measures are achieved. This information is made available in the next planning and resource allocation cycle.

- Information relating to quality assurance is distributed through the Executive Council, which is the college’s primary participatory decision-making body, as well as through specific standing committees. (1B.51)

- On a semi-annual basis, data on the success indicators associated with college goals is communicated to the district office and Board of Trustees.
- Information on student demographics and achievement is communicated to the State Chancellor’s Office for the ARCC report. The results of the ARCC report are shared with the college community. (1B.21)

- In the past several years, the college has participated in the Noel-Levitz survey and this past year began involvement with the CCSSE. Results are shared with the college community and provide a basis for program and unit plans. (1B.41, 1B.42)

- The program review process for instruction, student services, and administrative services incorporates data related to demand for services, success rates, and efficiency measures as applicable. (1B.14)

- The faculty hiring process relies on data about enrollment, number of courses/sections offered, fulltime/part-time ratios, industry needs, and other information relevant to making choices for new faculty slots, such as information on accreditation or mandated ratios (e.g., counselors) that impact faculty hiring. (1B.62)

- Enrollment management is heavily dependent on data on FTEs and productivity, which is communicated to the deans and department chairs to manage the course schedule. (1B.63)

- Data on student characteristics and services provided to students is sent to government agencies responsible for categorical and state funding. (1B.21)

- Data relevant to facilities planning is made available in the facilities Master Plan, Long Range Capital Needs Plan, and the Five-Year Capital Outlay Construction Plan documents. (1B.64)

- Data on student achievement in programs associated with workforce development are reported to advisory boards as well as state and federal funding agencies. (1B.54)

The data sources that are public are available to the college community in InsideSCC. Data on FTE and productivity are distributed to the college leadership on an ongoing basis and, from them, to department chairs. The data submitted to the Board of Trustees and department/unit outcome measures are also displayed on InsideSCC, as are the ARCC Report, Noel-Levitz Survey, CCSSE data, and data associated with facilities planning. (1B.58) Information on spending related to facilities projects funded by Measures A and M are available to citizens’ oversight committees. (1B.65, 1B.66) Data on college outcomes and processes is shared with such constituency groups as the Executive Council, Academic and Classified Senates, Associated Student Government, and Senior Leadership Team.

Since the Board of Trustees represents the public, data on goal attainment and student achievement and demographics is public. There is a citizens’ oversight committee to oversee spending from each of the district’s current bond measures. (1B.65, 1B.66) The ARCC Report is a public document. (1B.21) The college responds to the document on an annual basis, and the response is made available. Data on student achievement in
vocational programs is made available to advisory boards consisting of community members as well as to state and federal funding sources. (1B.54)

With respect to the broader college community, information on planning and resource allocation, surveys, and other data is distributed to the college community through eNews and City Chronicles, which are initially distributed through email and then archived on InsideSCC. (1B.67, 1B.68, 1B.58)

The college’s achievements and institutional quality are also reported internally and externally through the printing and distribution of the district’s Annual Report and online. The report is a collection of data from all four colleges, and includes SCC. (1B.69)

**Self-Evaluation**

The institution’s collection of assessment data is effective, as evidenced by survey results, collegewide goals and outcomes, and research results. Through the Strategic Planning System, the college collectively sets goals, identifies measurements for evaluation, and conducts assessment of the data. In this process, data is shared with all constituency groups, including students through the College Strategic Planning Committee.

The use of the website InsideSCC, email, participatory decision-making structures (Executive Council, committees, and Senates), statewide reports (ARCC), reports to the Board of Trustees and advisory committees, reports to state and federal funding sources, as well as the district Annual Report is evidence that the institution meets the need to publicize data both internally and externally. (1B.58, 1B.70, 1B.21, 1B.25, 1B.67-1B.69)

**Planning Agenda**

By fall, 2010, the PRIE Office will work with the PRIE Committee to provide ongoing training to the college community in working with data to assess institutional quality and effect change.

**I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

**Descriptive Summary**

A number of processes are in place to assure the effectiveness of the college planning and resource allocation processes. In addition to a review of the college mission, vision, values, and goals undertaken by the CSPC based on data from the completed academic year, the Committee is charged with evaluating the planning process. To illustrate, in spring 2008, the CSPC requested changes to forms used in the unit planning and resource allocation processes. (1B.71) As a result, forms were amended prior to the start of planning for the 2009-2010 academic year, and training sessions were held on the use of the new forms. In spring 2009, the Department Chairs Council and Senior Leadership Team held a series of meetings to provide feedback on the new forms and to suggest further improvements. (1B.72) The Academic Senate President and President of the Department Chairs Council also expressed concern about the timeline for reviewing goals at the beginning of an academic year in the fall 2008 CSPC meetings. (1B.73)

Meetings were subsequently held with constituency groups and the Department Chairs Council in spring 2009 to review college goals and to propose amendments to the CSPC
system in anticipation of planning for the academic year 2010-2011. (1B.74) Even though the program plans are new to the planning process, there has been feedback that a greater degree of specificity was needed on the nature of program plan resource requests. In response, the 2009-2010 program plans have charts that specify detailed program resource needs. (1B.35)

The College Strategic Planning System itself was a product of evaluation with existing college planning and resource allocation processes and the commitment to continuous improvement. (1B.15) Since the last accreditation cycle, there was frustration with a planning and budgeting timeline that stretched over two academic years. As a result, the tri-chairs of the PRIE and Budget Committees and representatives of the Department Chairs Council met to propose a new planning/resource allocation timeline to begin in the fall of each academic year. (1B.75)

Further concerns were expressed about the fact that only resource requests were evaluated in the strategic planning system rather than all unit objectives. Interest in including more detail about collegewide processes funded through recommendations from the President’s office led to the inclusion of program plans in the strategic planning system. (1B.35) In much the same way, resource plans were developed as a result of the expressed need for clarification in how different resources are integrated and allocated through planning processes. (1B.37, 1B.38)

The Budget Committee has a long history of evaluating its processes at the end of a budget cycle to assess if adequate data was presented to assign priorities to budget requests. In the past several years, committee members expressed frustration over understanding the total resources available to fund college programs. This frustration led to a request to program administrators to present information on categorical funds available to their programs and on how budget requests are made. (1B.76)

The process of faculty hiring has evolved to focus more on data in determining faculty positions and to incorporate the use of technology in the scoring process. (1B.62)

In the case of information technology planning, the college, over the past several years, has expanded its commitment to, and dissemination of information about, technology replacement cycles. In the 2002 IT Plan, a replacement cycle for faculty/staff computers was proposed; by the 2007 plan, the cycle encompassed all computers--for faculty, staff, and student use--in response to requests from both the Budget Committee and the college community. (1B.77) The IT Resource Plan was developed to ensure that the college community is aware of and understands the replacement cycle. As a further refinement, the five-year replacement cycle is published on the IT website so that interested parties can access information on when their computers will be replaced. (1B.77)

In the area of institutional research, the college has moved in the direction of defining the data that it needs for planning and resource allocation and in processing that data in anticipation of planning and resource allocation activities. The college goals that are defined at the beginning of each year and presented to the district and Board of Trustees have success indicators that are data-driven and indicate the degree to which goals are achieved. Those success indicators are evaluated and revised on a yearly basis to ensure that they reflect college goals. When possible, the data presented on the success indicators is multi-year to enable goal achievement to be measured over time. For the
2008-2009 academic year, as a result of the success indicators that were defined for college goals at the collegewide level, departments asked for, and received, department level data on student demographics and student achievement. This department-level data allowed departments to form more specific objectives related to college goals. (1B.25)

**Self-Evaluation**

The commitment to continuous process improvement can be noted in a number of features within the college strategic planning process. Mechanisms are built in to evaluate outcomes and processes, and a constituency based group is assigned to evaluate the system itself. The commitment to evaluating and updating planning and resource allocation processes is apparent, as evidenced by the activities of the Budget Committee, groups associated with the faculty hiring process, and groups associated with IT planning.

While data related to planning and evaluation is available at both the college and division/department levels, increased emphasis is needed on how to interpret and evaluate data in order to measure outcomes.

The college recognizes that numerous communications channels must be employed to make everyone aware of college planning processes and to foster both understanding and participation. The college has initiated and will continue to improve communication processes through ongoing training sessions, a trifold publication describing the planning and resource allocation process, presentations in governance groups and collegewide forums, and such technological supports as InsideSCC, online City Chronicles, and file-sharing systems (“U-drive”) which allow department chairs to house their unit plans within a secure, yet shared, environment.

**Planning Agenda**

See Planning Agenda for I.A.3.

**I.B.7.** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

**Descriptive Summary**

The program review cycle, unit-planning process, external accreditation process, oversight from state and federal program monitors, and internal surveys provide mechanisms for evaluating the effectiveness of instructional programs, student support services, and library services. As part of the unit-planning process for instructional programs, the departments are asked to complete an Annual Data Review process that requires all instructional departments to look at student enrollment, performance, completion, productivity, labor market, and WSCH-generated statistics for the purposes of identifying trends, strengths, and challenges and then to incorporate improvement strategies into unit plans, as defined by outcome measures. (1B.25) The Annual Data Review process was initiated as part of the unit-planning process as the need for continuous department-level data was recognized.

There is a comprehensive curricular Program Review process for all instructional degrees and certificates that includes a full review of all course content, course
sequencing, articulation, and graduation requirements every six years. (1B.78) The data used in the Annual Data Review process incorporates the format that had been established for the six-year program review cycle in order to establish an ongoing baseline of data for planning purposes. Approximately 10-12 programs are in Program Review in any given year. These processes provide the evidence for program effectiveness and continuous improvement. For Student Services, the need to foster a “Culture of Evidence” led to a reexamination of the program review process and incorporation of program specific data measures tied to effectiveness. (1B.79)

In addition, the college gathers data from both internal and external sources to include in an annual review and goal setting process. Data on student enrollments and performance in Career/Tech Educational programs, pass rates on Nursing and Cosmetology exams, re-accreditation of specific instructional programs, including Dental, Occupational Therapy Assistant (OTA), Physical Therapist Assistant (PTA), Nursing, Aeronautics and others, also provide indicators of program effectiveness. Industry advisory committees are in place for career programs. Input from professionals in the field and in the community also serves as effectiveness measures. In general, data review for vocational programs occurs annually as part of program review. (1B.55)

The assessment, review, and evaluation processes identified in the preceding area contribute significantly to improvements in instructional programs. Through the data reviewed and input obtained, relevancy of course content is improved, attainment of student educational goals is maintained, transfer agreements with four-year institutions are sustained and enhanced, and partnerships with businesses to meet regional labor market needs are developed.

The college’s commitment to evaluating the effectiveness of its processes is also evident in how it has implemented the CCSSE surveys on student engagement. When the data became available, the Director of CCSSE was invited to address the college community on how to interpret and use the data for organizational change. A second member of the CCSSE staff conducted a session at the college’s convocation to further involve the college community in the ways that CCSSE data can be interpreted and related to college programs and services. (1B.42)

For the library and other learning support services, several evaluation mechanisms are utilized. These areas participate in the unit-planning process, which includes data review. In addition, there is continual discussion, involving faculty and staff, within the Learning Resources Committee. This Committee has led an effort this year to gather additional feedback on library and learning support services. The Committee developed a broad survey of learning resources programs and services that was distributed to faculty in spring 2009.

The library has used a number of other survey instruments over the past six years to assess the quality of library services and materials. The specific questions, the way of conducting the survey, and target audiences have varied over time. The surveys have been changed in response to data previously gathered, to provide for additional follow-up information, and in response to emerging issues. The Learning Skills and Tutoring Center and the Writing Center have both used survey instruments to assess the effectiveness of programs and services. (1B.80-1B.82) Students and tutors have been asked to give feedback regarding the overall quality and effectiveness of the programs.
and services. The specific questions have evolved over time in response to changes in tutoring demands and the types of workshops and services provided.

The learning support labs have also utilized student surveys to assess effectiveness; again, the method used to conduct the survey and the exact questions asked have evolved over time to meet the current needs for effectiveness data. (1B.83) Finally, audio-visual and technology support for students and faculty is continually analyzed for effectiveness. The recent implementation of a technology support hotline, staffed during business hours each day, is an example of a campus response to an effectiveness assessment. (1B.84)

In Student Services, the program review process uses both quantitative and qualitative data to assess the effectiveness of programs and services, and uses this evaluation as a basis for improvement. The Student Services program review process is designed to measure the extent to which institutional goals are being met, to understand how students’ needs are being met, to measure the quality of services, to define goals and objectives, to highlight areas that need to be resolved to help the college fulfill its mission, and to respond to student needs. The format for the program review process increasingly incorporates data and the units’ reliance data for planning purposes. (1B.79)

Program review follows a three-year cycle for all Student Services departmental units. The program review process is also linked to an annual unit-planning and resource request process to provide a means for assessing progress toward the achievement of the objectives developed in the unit plan.

In the Student Services program review, each unit, in collaboration with the PRIE Office, develops appropriate data. Units analyze the data to develop an accurate picture of their programs relative to past performance and to identify emerging trends and progress toward achieving previously established collegewide goals and unit objectives; to identify potential or realized internal/external drivers that could/have had a significant impact on their programs; and to assess student learning. The results of this analysis are used by the units in identifying a focused set of strategic issues from which ensuing program priorities are developed. Based on the strategic issues identified in the program review, each unit develops a limited number of priority areas over the three-year period, identified as “program priorities”. These priorities, in conjunction with the “Student Services Guiding Principles”, provide context to the development and prioritization of annual unit objectives and, by extension, to the achievement of annual collegewide goals.

An annual progress report enables a program to determine the extent to which it is fulfilling its stated mission and that of the college. This report, in tandem with the year-end unit plan document, provides a means of assessing the extent to which the program is achieving its objectives, addressing its priorities, and adhering to the guiding principles of the Student Services division. Further, the Annual Progress Report directly precedes the annual unit planning process and provides the basis for unit plan objectives and resource requests. (1B.79)

In addition to the data defined and collected internally by Student Services during the program and annual review processes, additional data on the effectiveness of Student Services is provided by such external agencies as Noel-Levitz and the CCSSE, both of which measure student use and satisfaction with services. (1B.41, 1B.42) State and federal agencies also require audits, annual plans, and other reports on the effectiveness
of specific student services in such areas as financial aid, services for students with disabilities, matriculation, and CalWorks. Site visits can also be incorporated into the evaluation of the effectiveness of student services by these agencies. (1B.85, 1B.86)

The Administrative Services area uses a comprehensive set of objectives designed to support college goals and to provide a focused effort within subordinate units to work toward greater efficiency and to process improvements. A quarterly review of metric measurements is shared with the college management team to further emphasize the need to work together to make improvements and perform more efficiently. These efforts are targeted primarily at resource allocation and expenditures and compare expected performance with actual performance. Adverse trends are highlighted and addressed as early as possible in the execution year. Outcomes, reviewed quarterly, are assessed at year’s end as part of the program review process. This assessment contributes to the subsequent planning cycle’s objectives and expected outcomes in a sequence of continuous process improvement. (1B.87)

**Self-Evaluation**

The program review and unit-planning processes provide ongoing mechanisms for assessing the effectiveness of instructional programs, student services, and library services. The data used to support these processes, which include student achievement rates, participation in use of services, enrollment statistics, student demographics, and satisfaction with services provided, is collected on a regular basis. The review processes have evolved over time as both the issues facing the college have changed and different sources of data have been available. Data sources are both internal and external to the college.

**Planning Agenda**

None.
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