Final Draft of Sacramento City College 2010-2011 Goals from the College Strategic Planning Committee September 2009.

*Note: These goals are substantially similar to the 2009-2010 College Goals although some changes have been made to clarify and focus the goals based on recent data reviews and college discussions.*

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<th>Goal</th>
<th>Outcome Measures / Metrics</th>
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| 1. Promote engagement and success of first-year students.           | Student engagement:  
  - Survey data that indicates levels of student engagement (e.g. CCSSE).  
  - Achievement of unit plan objectives linked to this goal and/or related to teaching methods and student services.  
  - Analysis of processes designed to promote student engagement (e.g. student services data).  

  Student success:  Selected metrics, such as those shown below (calculated for all students and for first-year students):  
  - Attempted units vs. completed units  
  - Course persistence rates  
  - Successful course completion  
  - Fall-to-Spring persistence  
  - Fall-to-Fall persistence for first year students  
  - Analysis of SLO assessment data and the use of this data in program reviews and/or unit plans.  

  Unit plan objectives linked to this goal. |
| 2. Develop and implement a data-driven enrollment management system that aligns college programs and services to meet the needs of the college and the community. | Enrollment management system:  
  - Documentation of a data-based process for schedule planning  
  - Production of schedule plans  

  Alignment of services with needs of college and community:  
  - Enrollment data  
  - Data from surveys showing levels of student satisfaction with scheduling (e.g. Noel-Levitz)  
  - Analysis of the number of students utilizing services.  
  - Data from surveys showing the level of satisfaction with student services.  

  Unit plan objectives linked to this goal and/or related to student services. |
| 3. Improve basic skills competencies in reading, writing, math, and information competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment. | Student success:  Selected metrics for students in basic skills courses, such as:  
  - Attempted units vs. completed units.  
  - Course persistence rates.  
  - Successful course completion.  
  - Differential success rates of academically underprepared students who take/do not take basic skills courses.  
  - Analysis of SLO assessment data in basic skills courses and programs.  

  College-wide patterns in enrollment and courses offered:  
  - Percent of new students enrolled developmental education classes.  
  - Number of developmental education sections offered.  
  - Unit plan objectives linked to this goal and/or to basic skills. |
| **4. Ensure that processes, services, curriculum, and instructional design result in equivalent student outcomes for all modalities and locations (i.e., off campus sites, distance education, etc.).** | **Student success and outcomes**  
- Comparison of in selected success metrics for students taking classes in different locations and/or different modalities, such as:  
  - attempted units vs. completed units  
  - course retention  
  - successful course completion  
  - student learning outcome analyses  
  **Processes and services data**  
- Comparison of services offered by location and modality.  
- Unit plan objectives linked to administrative processes and/or this goal. |
| --- | --- |
| **5. Revise or develop new courses, programs and services based on assessment of emerging community needs and college resources.** | **Assessment of emerging community needs:**  
- Program review information indicating responses to community needs.  
- Unit plan objectives linked to this goal and/or to response to community needs.  
- Analysis of external environmental scan indicators in comparison to SCC program offerings.  
  **New programs/services offered to meet identified needs:**  
- Enrollment in new courses and use of new services.  
- Analysis of outcomes measures, for selected SCC programs, such as:  
  - program completion data  
  - participation in industry internships  
  - professional licensing/certification rates  
  - transfer rates  
  - employment rates |
| **6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.** | **Improve staff processes:**  
- Metrics showing efficiency/effectiveness of processes, e.g. hiring timelines, financial expenditures, error rates, or evaluation timelines.  
- Data showing level of satisfaction with staff processes and/or customer service feedback (e.g. surveys)  
  **Measures of the diversity of staff:**  
- Trends in employee demographics  
- Ongoing assessment of student and community diversity. |
| **7. Engage the college community in the process of ongoing institutional evaluation, continuous improvement, and the analysis and review of data.** | **Data-based evaluation and planning:**  
- Development and dissemination of data to be used for college decision making and the planning process.  
- Activities related to dialogue about planning.  
- Demonstrated responses to accreditation results.  
- Unit, program, institutional plans clearly linked to data analysis.  
- Unit plan outcomes linked to this goal and/or related to data analysis.  
  **Institutional effectiveness through continuous improvement:**  
- Evaluation of college planning processes.  
- Evaluation of the effectiveness of governance structures, committees, etc. (e.g. surveys of the college community on these topics).  
- Demonstration of resource allocation related to unit plans. |
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<th>8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.</th>
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| **Identification of diversity of college community:**  
  - Data on demographic trends at SCC (students and employees)  
  - Data on cultural (e.g. language) diversity at SCC  
  
**Response to needs of college community:**  
  - Participation in activities on issues of diversity (e.g. Cultural Awareness Center programs, SRC activities, flex workshops).  
  - Measures of participant satisfaction with activities on issues of diversity.  
  - Analysis of student success measures, by demographic group, such as:  
    - successful course completion  
    - course persistence rates  
    - student survey data (CCSSE).  
  - Data on use of college services by demographic groups.  
  - Unit plan outcomes linked to this goal. |

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<th>9. Deliver programs and services that demonstrate a commitment to learner-centered education and institutional effectiveness in supporting student success through the achievement of certificates, degrees, transfers, jobs and other personal goals.</th>
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| **Learner-centered education:**  
  - Participation in staff development activities reflective of student-centered teaching.  
  - Unit plan outcomes related to this goal or to teaching methodologies.  
  - Data from surveys indicating support for students and student-centered education (e.g. CCSSE)  
  
**Student success and outcomes:** Data indicating student goal achievement, such as:  
  - Number of degrees and certificates awarded  
  - Job placement data for selected programs  
  - Transfer rates  
  - Transfer ready rates  
  - Program and course SLO assessment data  
  - College-wide SLO assessment data (e.g. GE SLO and Student Services SLOs)  
  - Program review analyses of data on student success |