CSPC Minutes  
May 10, 2010  
3:30-4:30  
City Café 2  


1. Complete selection of “key indicators” for each goal (15 minutes):  
Highlighted indicators have been selected for each college goal. (see attached)

2. Confirm a three-year cycle where goals will be reviewed for substantive change only every third year (5 minutes).  
A three year cycle was defined and will be sent to the Executive Council as information item. A open forum will be held as a flex workshop every August and January on the Thursday flex day to encourage broad participation in the process of updating the goals and evaluating data about the College.  
- Year 1 of the cycle – A review of the College goals will be conducted that will include a discussion of major changes, including the possibility of a new set of goals. Major changes are not required but the discussion will consider that possibility.  
- Years 2 and 3 of the cycle – A review of College goals will be conducted that will normally include a discussion of minor changes only unless circumstances indicate a departure from normal practice.  
  - 2009-2010 – Year 1, review for major or minor changes. The discussion in Fall 2009 included the consideration of possible major changes to the College goals, however only minor changes were recommended at the conclusion of the discussion. Also note that 2009 was an accreditation year, so making this year one aligns us with the accreditation cycle.  
  - 2010-2011 – Year 2, review for minor changes  
  - 2011-2012 - Year 3, review for minor changes  
  - 2012-13 – Year 1 of new cycle, review for major or minor changes

3. Discussion (30 minutes) – what are the most important issues facing the college for the next academic year? PRIE will work this summer to prepare data related to these issues.  
Discussion noted that one of the major issues facing the college with respect to planning is how to align the planning timeline so that constraints can be met but the process can be made more efficient. It was suggested that:  
- Metrics be developed that show the proportion of on time responses to various planning deadlines and that deadlines be enforced more strongly.  
- Planning timelines be delineated in the spring for the subsequent academic year. The committee agreed to begin review of timelines by email this summer so that the fall process can occur more quickly.  
- Communication of timelines and processes be made stronger.  
- We consider a long-term goal of changing timelines so that unit planning and budget allocations both occur in the spring semester.
4. Choose meeting schedule for Fall 2010 (10 minutes). See attached documents (choice of time selection and proposed charge change).

A small change in the CSPC charge to allow more flexibility in meeting times will be sent to the Executive Council.

**Proposed change to CSPC Charge: College Strategic Planning Committee Charge**

The College Strategic Planning Committee is the group responsible for developing the first step of the planning process each year. The CSPC meets several times early in the fall semester each year on the second, third, and fourth Friday of September from 1:00pm-4:00pm. The CSPC may choose to meet in the spring semester to prepare for the following fall. The CSPC reviews the data including the district strategic plan, environmental scan, college accomplishments from the last planning cycle, and data on student learning outcomes and institutional effectiveness. The group reviews the mission, vision, and values of the college. This group uses this review as the basis for setting the college goals and outcome measures for the next cycle. The membership of this group consists of the leader of each of the four constituent groups, the three vice presidents, the dean of Planning, Research, & Institutional Effectiveness, the chair of the Department Chairs Council, and appointed representatives as follows: three faculty, four classified staff, and four students. Additional resource people will be included as needed.

*Note: Merriam Webster defines “several” as “more than two but fewer than many”*

Forms indicating first and second choice of meeting times were collected. Time considered were:

- Second, third, and fourth Friday of September from 1:00pm-4:00pm (from the CSPC charge)
- Tuesdays 11:30-1:30pm August 31, September 7, 14 (and 21 if needed)
- The Thursdays that the department chairs don’t meet in August and September 1:00-3:00 pm
- Fridays 9:00-11:00am September 3, 10, 17 (and 24 if needed)
- Fridays 1:30-3:30 September 3, 10, 17 (and 24 if needed)
## Sacramento City College 2010-2011 Goals - Highlighted Indicators

(Note: other metrics are associated with each goal. The metrics below are those chosen to be a focal data set for the 2010 goal review)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Highlighted Indicators</th>
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| 1. Promote engagement and success of first-year students.           | - Student success metrics for first-year students  
- Successful course completion  
- Fall-to-Spring persistence  
- Fall-to-Fall persistence for first year students                                                                                                                     |
| 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. | - Documentation of a data-based process for schedule planning                                                                                                                                                        |
| 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. | - Successful course completion for basic skills courses.  
- Differential success rates of academically underprepared students who take /do not take basic skills courses.                                                                                         |
| 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.). | - Comparison of in successful course completion for students taking classes in different locations and/or different modalities.  
- Comparison of services offered by location and modality.                                                                                                         |
| 5. Revise or develop new courses, programs and services based on assessment of emerging community needs and college resources. | - 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.                                                                           |
| 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. | - Metrics showing efficiency/effectiveness of processes, e.g. hiring timelines, financial expenditures, error rates, planning timelines, and evaluation timelines.  
- Data showing level of satisfaction with staff processes and/or customer service feedback (e.g. surveys).                                                                 |
| 7. Engage the college community in the process of ongoing institutional evaluation, continuous improvement, and the analysis and review of data. | - Unit, program, institutional plans clearly linked to data analysis.  
- Evaluation of the effectiveness of governance structures, committees, etc. (e.g. surveys of the college community on these topics).                                                                 |
| 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture. | - Participation rates and gaps in access for students compared to the college service area, use of services at the college, etc.  
- Analysis of student success measures by demographic group (e.g. successful course completion and course retention rates).                                                                                       |
| 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. | - Unit plan outcomes related to this goal or to teaching methodologies.  
- Program and course SLO assessment data.  
- College-wide SLO assessment data (e.g. GE SLO and Student Services SLOs)  
- Program completion metrics (e.g. transfer rates, degree and certificate awards)                                                                                                      |