## Sacramento City College Goals 2009-10

### Mapping to Related Instructional Issues and Practices

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<th>Goal</th>
<th>Examples of Related Instructional Issues and Practices</th>
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<td><strong>Goal 1. Develop and implement processes to promote engagement and success of first-year students.</strong></td>
<td><strong>Engage and promote success of first year students.</strong>&lt;br&gt;First-year students are found in many classes; thus, effective instructional practices in many classes relate strongly to this goal. Some classes (e.g. some GE classes) may have an especially high number of first-year students and so may be of special interest. The following support this goal:&lt;br&gt;• Efforts to support current teaching methods that work well.&lt;br&gt;• Identification and use of innovations that help increase the effectiveness of instruction.&lt;br&gt;• Staff development activities related to “best practices” for teaching, particularly when focused on students who are new to college.&lt;br&gt;• Approaches that provide academic support for first-year students (e.g. study skills centers, tutoring, etc.).&lt;br&gt;• Support for practices shown to be effective in engaging first-year students, such as active learning in the classroom, connections with professors outside of the classroom (e.g. during office hours), etc.&lt;br&gt;<strong>“What works to help new students transition to college and do well in our classrooms?”</strong></td>
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<td><strong>Goal 2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.</strong></td>
<td><strong>Implement an enrollment management process that is driven by student factors.</strong>&lt;br&gt;The development and scheduling of courses in response to demands and constraints are related to this goal. The input of instructional faculty is important in this process. The following support this goal:&lt;br&gt;• Scheduling classes that meet the needs of students and programs.&lt;br&gt;• The development of courses and programs in responses to community needs.&lt;br&gt;• Curriculum revisions (e.g. approval for Distance Education) that</td>
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| **Goal 3. Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.** | **Improve basic skills competencies via programs across the curriculum.**

Students who are underprepared in basic skills area are found in many classes across the college, not just in basic skills classes. Thus, effective instructional practices in many classes relate strongly to this goal. The following support this goal:

- Efforts to identify and support current teaching methods that are working well, especially methods that help students develop their basic skills (in any class).
- Identification and use of innovations that increase the effectiveness of instructional programs.
- Staff development related to “best practices” for teaching, particularly when focused on working with students’ development of reading, writing, math, and information competency skills.
- Analysis of SLO’s in ways that indicate what basic skills are necessary to succeed in a class (e.g. rubrics that include analysis of writing skills).
- The development, validation, and enforcement of advisories and pre-requisites for courses.

“How can we all help students develop skills in reading, writing, math, and information competency?” |
| Goal 4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.). | Ensure equivalent student outcomes no matter where or how students are taking a course.  

“Alternative delivery modalities” refers to how the class is delivered – i.e. is it offered on-line, televised, a traditional in person class, etc.  

“Alternative locations” refer to where the students take a course (e.g. at the Davis Center). Efforts to ensure that students achieve the same outcomes regardless of how or where they take the course support this goal. The following support this goal:  

- The curriculum process by which courses are approved for DE status.  
- Staff development in best practices for DE.  
- Dialogue among faculty teaching in different modalities or different locations.  
- The development and assessment of Student Learning Outcomes that are the same for all offerings of the course.  

“How do we make sure that students are getting equivalent education no matter where or how they take a course?” |  

| Goal 5. Revise or develop new courses, programs and services based on assessment of emerging community needs. | Develop community-driven programs, courses, and services  

SCC is constantly revising courses and programs to ensure effective instruction and meet community needs. The following support this goal:  

- Curriculum actions that revise courses and/or programs based on changing community needs (e.g. changing demographics, changing job opportunities, etc.)  
- The development of new courses and programs.  
- Work with advisory committees to identify emerging employment trends.  
- Work with transfer institutions to identify trends and needs.  
- Resource development for new or revised courses or programs.  

“How do we meet local needs for new courses, programs, and services?” |
| Goal 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, giving special attention to the diversity in our college staff and faculty.

SCC faculty are involved in many of the processes related to this goal, such as the faculty evaluation process, hiring of faculty and staff, mentoring of new faculty, etc. The following support this goal:

- Efforts to improve hiring or evaluation processes.
- The mentoring of new faculty/staff.
- Support for an understanding and valuing of diversity among faculty, staff, and administration.
- Changes in staff processes within a department.

“What processes do we use that build and support our diverse group of faculty, staff, and managers?” |

| Goal 7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation. | Review and analyze data to identify effective practices and improve college processes.

When SCC faculty and staff reflect on information about what works well and ask what innovations would be helpful, they are engaging this goal. The following support this goal:

- Work with data (e.g. from the PRIE office) in support of effective instruction.
- Classroom-based inquiry to identify effective instructional practices or factors affecting student success.
- Involvement in the accreditation process.
- Involvement in the College Strategic Planning Process (e.g. Unit Plans, Program Plans, Institutional Plans, College Goals)
- The assessment of Student Learning Outcomes, and the use of that assessment to keep what works and change what doesn’t.

“How can we best use information to figure out what we’re doing that works (and keep doing it) and to find better ways to do our jobs?” |

| Goal 8. Identify and respond to the changing demography and cultures of our | Identify and respond to the changing demography and cultures of our |
respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.

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<th>Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.</th>
<th>Develop and deliver learner-centered programs and services.</th>
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<td>students. The diversity of students in terms of age, background, race, ethnicity, culture, etc. is a factor affecting many aspects of instruction. The following support this goal: • Identification of trends in student success for different groups of students, and efforts to ensure that success gaps are reduced. • Staff development related to teaching diverse groups. • The identification of instructional practices that work well in our diverse classrooms. • Approaches that provide academic support for students (e.g. study skills centers, tutoring, etc.). • Support for an understanding and valuing of diversity among faculty, staff, and administration. “What works for students of many ages, cultures, ethnicities, learning styles, experiences, etc. in our very diverse classrooms?”</td>
<td>A commitment to learner-centered education aligns with many instructional issues and practices. The following support this goal: • Self-reflective practices that identify effective teaching practices. • The identification and use of innovative instructional practices. • The assessment of Student Learning Outcomes, and the use of that assessment to keep what works and change what doesn’t. • Curriculum revisions that focus on effective instruction. • Staff development related to teaching best practices or the scholarship of teaching and learning. • Staff development that increases disciplinary expertise and/or instructional effectiveness in the classroom. “How can we teach so that they will learn?”</td>
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