Sacramento City College
Strategic Planning System

Title: Educational Plan

Plan Type: Institutional

OPR: VPI
OCR: VPSS

Collaborative Groups:
Academic Senate
Curriculum Committee
Department Chairs’ Council
Dean’s Council
Joint Deans’ Council
Enrollment Management Committee

Revision date 8/31/09

References:
- Title 5 and California Ed Code regarding Academic Programs
- Program Plans for Davis, West Sacramento, and Downtown outreach centers
- LRCCD Policies and Regulations
- AB 1725
- Local Senates Handbook, Academic Senate for California Community Colleges
- Sacramento City College’s Statement of Philosophy of Student Learning Outcome Assessment
- LRCFT Contract

PURPOSE: The Educational Plan is a part of the SCC Strategic Planning system, a data-driven planning cycle that begins with the assessment and evaluation of outcomes, measures of merit, and other supporting information that enable the College Strategic Planning Committee (CSPC) to establish/refine the mission and strategic direction of the institution and establish strategic goals and priorities for accomplishment. The Educational Plan is one of three institutional plans (the Educational Plan, the Resource Management and Capital Outlay Plan, and the Student Support Services Plan) that articulate the context and scope of planning in each college service area. This plan describes the instructional functions of the college and how they
are coordinated within the strategic planning system, the academic programs of the college and their functions within the college structure, and the processes by which planning is done in the academic areas. It also describes resource needs for instructional programs at the college.

The Educational Plan is reviewed on a yearly basis. Any proposed revisions receive input from the collaborative groups listed at the beginning of the plan before being sent to Executive Council for discussion and approval.

**Instructional Programs and College Planning**

The instructional programs at SCC intersect the overall planning system of the college at every level. Below is a summary of the Strategic Planning System at the college:

Illustrated from left to right in the above chart, planning for the instructional divisions and departments at the college will begin with evaluation of data in conjunction with the college’s strategic goals and directions to form objectives that will enable the college to accomplish its goals. These objectives are first articulated in the department’s or division’s unit plan, and required resources—financial, facilities, faculty, classified staff, and or information technology—are requested through the appropriate resource plan. The overall “family of plans” mentioned in the chart above is illustrated below.
Some resources for instructional needs will go beyond the scope of one department or unit, the need being college wide, Distance Education, for example. These needs are planned for in program plans (see above) and resources are requested through those plans as well.

Once resources are allocated, outcomes of the objectives are evaluated based on measures of merit established when the objectives were first proposed. These measures indicate relative success of the projects and also become part of the feedback that the unit can evaluate for planning in the next cycle.

**Curriculum (Program) Review**
Every six years, on a rotating basis, academic departments undergo Curriculum Review. In this process, they review all courses in their current curriculum, update those courses as necessary, and write any new curriculum to augment their offerings and better serve the SCC student population.

**Annual Data Review and Unit Plan**
Academic departments review their programs on a yearly basis. As described above, departments plan on a yearly basis with the unit-plan and resource request process. That process is part of the Annual Data Review and Unit Plan, which includes the following main components:
• a report on and analysis of statistical measures concerning student achievement, student demographics, enrollment, and other data.
• a plan to address the findings of the above analysis
• a unit plan with objectives written to address college goals

Long-term evaluation and planning in Curriculum Review and short-term planning in the Annual Data Review and Unit Plan process are related in that the long-term review of classes and programs in Curriculum Review will lead to one-year objectives in the department’s unit plan. The scope in Curriculum Review is overarching; the objectives in the unit plans are concrete and attainable. The Annual Data Review reports and unit plans can be found as addenda to this plan and reveal the yearly planning the departments undergo.

**Unit Plan Prioritization Process and Criteria**
Most unit plan objectives in Instructional Services start at the department level; however, division offices and the Office of Instruction also complete unit plans with objectives. When a department completes its objectives, it prioritizes them within the unit plan. The objectives for every department within a division and for the division itself are then prioritized at the division level. Finally, all of those objectives (already prioritized by department and division) receive one more prioritization—at the college-service level. This level of prioritization also includes objectives written in the Instruction Office unit plan. Because prioritization at the college service level in Instructional Services has the potential for many objectives—too many to easily rank—the managers in Instruction use a rubric to score the objectives and then tally the scores to create their prioritization. Here is the rubric:

**Unit Plan Objectives at the College Service Area Level (Instruction):**

*After department chairs and instructional deans have worked together to prioritize objectives at the division level, a consolidated list will be constructed for VPI discussion with division deans and AVPs. The following rubric will be used to score the objectives:*

1: This objective clearly supports a college goal and will move the college forward in achieving that goal, the strategic directions of the college, and the college mission. The objective is tied to an important campus initiative, or it articulates a critical need (either new or maintenance of effort) of the unit. It is clear how the objective will be evaluated for completion and for program improvement.

2: This objective supports a college goal and will move the college forward in achieving that goal, the strategic directions of the college, and the college mission—though perhaps less clearly than in a #1 objective. The objective may be new or related to maintenance of effort in the unit. It is clear how the objective will be evaluated for completion and for program improvement.
3: The objective has merit and mentions a college goal but does not clearly suggest how it would help to accomplish the goal. The method of evaluating the objective is less clear than in 1 or 2.

4: The objective may have merit but does not appear related to one of the college goals or to the strategic directions of the college.

Discussion Process:
Prior to the meeting at which instructional deans, AVPs, and VP discuss the list of objectives, each dean will have 15 minutes at a Deans Council meeting to present and/or highlight objectives in his or her division. After that, each person will score the objectives and turn them in to the Research Office. These scores will be totaled and will be used to create a prioritized list. At the meeting, the prioritized list will be discussed and adjustments may be made. After it has been finalized, the entire list of prioritized objectives will be sent to the divisions and the departments to be used as part of the information in the resource request processes.

New Programs
Any plans for new programs for the college or the district are facilitated through a district-wide program planning process to ensure thorough awareness and discussion of the potential new programs and to determine which campus or center should house the program if it is determined that the program should be limited to one or more site. This process is facilitated by the Los Rios Program Placement Council, composed of Vice Presidents of Instruction and Student Services from each Los Rios college as well as the district Academic Senate President and the Chair of the District Curriculum Coordinating Committee.

Student Learning Outcomes in Curriculum and Academic Planning
A primary focus of the college’s academic programs is to state clearly learning outcomes for all courses and programs, to assess for those outcomes, and to plan based on those assessments. This is at the heart of what the institution is about: determining the measures for what students should know or be able to do at completion of a course or program and assessing to see if the students actually have achieved those outcomes. Learning outcomes are a fundamental part of the curriculum and program outlines that departments develop and revise, and the assessment of these outcomes is an important source of data for planning within the department. The outlines including learning outcomes are housed in the district-wide electronic system for curriculum, SOCRATES Curriculum Services. Planning based on the assessment of learning outcomes can be long-term through the Curriculum Review process or short term through the Annual Data Review and Unit Plan process. In either case, the focus is on student achievement.

Using Data for Planning
Student learning outcome assessment data is but one source of information used in instructional planning. Departments and divisions use college-wide student achievement data (course
completion, persistence, graduation, transfer, and other data) accountability data (ARCC report, ACCJC report, and others), as well as data sets that are determined at the division or department level to plan objectives for improvement in their particular areas. The data, in conjunction with college goals, start the planning process and are the focus of discussion in department and division meetings. Based on that discussion, units write focused objectives for their areas (unit planning). Every six years, they consider that data when evaluating their classes and academic programs (Curriculum Review). This data, a common core of key effectiveness indicators, includes the following:

- **Demographics**: Enrollments by gender, ethnicity, and age group for department, division, and college—five-year trend data (fall semesters)
- **Student Success**: Successful course completion rates (number of A,B,C, and Credit grades divided by all grades) for department, division, and college—five-year trend data (fall semesters)
- **Productivity**: Weekly student contact hours (WSCH) divided by FTE for department, division, and college—five-year trend data (fall semesters)
- **Enrollment**: Weekly student contact hours for department, division, and college—five-year trend data (fall semesters)

### Additional Planning Processes and Constraints within Instruction

#### Curriculum Process

Given that curriculum is the primary responsibility of faculty, the process for developing new curriculum or revising existing curriculum starts at the department level. This could be part of Curriculum Review, or it could be a proposal by an individual department member. Either way, the curriculum proposal is input in Socrates Curriculum Services. The first level of approval is with the department, a vote being recorded on the outline in Socrates. Next, the division dean and colleagues at the other Los Rios campuses have the opportunity to indicate their approval or concern as the outline is electronically forwarded to their email. After that, the outline will come up for technical review with the campus Curriculum Committee, where most corrections and revisions are arranged. It will also be viewed by appropriate subcommittees of the Curriculum Committee: Prerequisite/Corequisite/Advisory, Distance Education, General Education, Multicultural Graduation Requirement, and Honors. Then the curriculum originator or department chair and the division dean present the outline at a first reading of the Curriculum Committee, where additional suggestions may be made. If all goes well, the outline may be voted for approval after the second reading, after which it is forwarded to the District Curriculum Coordinating Committee, which presents the curriculum to the Board of Trustees for approval. Some curriculum will also be presented to the State Chancellor’s Office and/or the Regional Consortia for approval.

#### Course Scheduling Process and Allocating FTEF

The class schedule is the responsibility of the Office of Instruction. Division deans have the responsibility of submitting a schedule of classes based on student demand, student need, and programmatic requirements. Separate schedules are developed for fall and spring semesters and another for summer. Division deans begin developing the schedule
by working with department chairs, using an FTEF allocation approved by the Vice President of Instruction. This allocation is based on an amount of FTEF authorized by Fiscal Services at the District Office, that amount taking into consideration any number of statewide budgetary influences. The deans and chairs consider number of sections, times of offerings, and locations for classes. There is also consultation with the appropriate outreach dean for classes scheduled at the centers. To staff the classes, the deans follow staffing and workload agreements as stated in the LRCFT Contract.

Once an initial draft schedule has been developed, the dean submits it to his or her Associate Vice President of Instruction for review, after which it goes to one of the scheduling technicians for input into PeopleSoft course management system. After input, the scheduling technician sends the division dean a schedule link (which is the online schedule not yet made available for public viewing), and the dean makes any changes to classes, staffing, or rooms. After resubmitting the schedule link and subsequent input of changes into PeopleSoft, the dean makes any further changes to the schedule by submitting change forms to the Office of Instruction. Changes to the schedule are made right up to the first day of instruction and even after that for class cancellations and additions.

Criteria for Canceling Classes
Classes sometimes are cancelled because of low enrollment. The criteria for deciding if a class should be cancelled include the number of students on the class roster, the likelihood of enrolling a sufficient number of students for the course by the first week of the term, options for students if the course is cancelled, and any impact the cancellation will have on the program. Class cancellation decisions are made by the division dean in consultation with the department chair. Whenever a class is removed from the schedule, an attempt is made to find alternative classes for any students on the roster.

Process for Allocating Number of New Faculty Hires
New full-time, tenure-track faculty positions are requested by interested departments on an annual basis. These requests may be the result of a retirement or resignation, or they may be growth positions. Either way, the requests are submitted to the Instruction Office on a form that offers a profile of department information (trends within the department, productivity, and so on) as well as a rationale for why the position is needed. These forms from departments campus wide are gathered in one packet and are distributed to members of the Academic Senate. They are used as a platform of information for Senators to consider at meetings during which they hear presentations by department chairs who advocate for proposed positions to be forwarded to the district for approval and funding. Based on these presentations, Senators vote to rank the submitted positions. That Senate ranking then goes to the Vice President of Instruction and Vice President of Student Services, who may adjust the list to create a final hiring list for SCC.

Once SCC’s final hiring list has been presented to the Academic Senate and approved by the College President, the Vice Presidents of Instruction and Student Services take it to the district where it is considered along with the lists from the other Los Rios colleges. There the Vice Presidents consider several factors—the total number of positions
available/allocated in the district, the relative proportion of total WSCH at each college, and each school’s relative success in achieving a state-mandated ratio 75/25 of full-time to adjunct instruction—in order to determine a final number of positions for each campus. These are the positions that will be hired for the following fall semester although occasionally a position may be determined “critical,” in which case that position may be hired early for the spring semester, borrowing against the number of positions approved for fall start dates.

**Department Chairs**
Department Chairs are integral participants in the college’s planning processes. Overall, they assist their division deans while facilitating involvement of their faculty colleagues in campus decision making. Among their many roles, the department chairs work with deans in creating the class schedule; guide department members in developing unit plans; work with deans to create hiring and evaluation committees; submit requests for new full-time faculty; guide department faculty through the Annual Data Review, Unit Plan, and Curriculum Review processes; and form a conduit of communication between department members, the dean, and the rest of the college.

Members of a department elect their department chairs to their positions. Chairs hold a two-year term.

**Centers and Educational Planning**
Sacramento City College’s centers in Davis, West Sacramento, and Downtown are the focus of educational planning as well as active participants in the planning process. The deans for these centers develop their own unit plans that contain educational objectives (in addition to their objectives for all other aspects of a functioning college). They also accomplish long-term planning at the Program Plan level for their respective centers. The centers offer classes from every division at the college, so planning their schedules, their various services, their facility needs, and student services needs—and for their growth and expansion to permanent locations—is a coordinated effort from the center deans with all constituencies on the main campus and at the District Office.

**Organization of the Instructional Programs**
Instructional programs at Sacramento City College are provided by nine academic divisions: Science and Allied Health; Business; Behavioral and Social Sciences; Advanced Technology; Learning Resources; Math, Statistics, and Engineering; Humanities and Fine Arts; Language and Literature; and Physical Education, Health and Athletics. Each of these divisions offers classes not only on the main campus but also in the principal outreach centers—Downtown, West Sacramento, and Davis—and in other outreach locations in the SCC service area.
In addition, each academic division has one or more instructional departments composed of faculty who teach classes in their given disciplines. The following chart illustrates the reporting responsibility of the dean for each academic division. In short, each division dean reports to one of the two associate vice presidents in the Instruction Office, who report to the Vice President of Instruction. SCC’s two outreach deans report directly to the Vice President of Instruction.

**Academic Organization by Division**

Vice President Instruction

Associate Vice President Instruction, Economic and Workforce Development

Director III Health Career Grants

Associate Vice President of Instruction, General Education and Outreach

Dean Downtown/West Sacramento Centers

Dean Davis Center

Dean Science/Allied Health

Dean Business

Dean Behavioral/Social Sciences

Dean Advanced Technology

Dean Learning Resources

Dean Math/Statistics/Engineering

Dean Humanities and Fine Arts

Dean Language/Literature

Dean/Athletic Director PE, Health, Athletics
Instructional Areas

Advanced Technology
Dean: Donnetta Webb
Technology 106, (916) 558-2491
   Aeronautics
   Cosmetology
   Electric Vehicle Technology
   Electronics Technology
   Engineering Design Technology
   Flight Technology (See Aeronautics)
   Graphic Communication
   Mechanical-Electrical Technology
   Motorcycle Maintenance
   Photography
   Railroad Operations
   Surveying (Geomatics) (See Engineering Design Technology)

Behavioral and Social Sciences Division
Dean: Jesus (Frank) Malaret
Rodda North 226, (916) 558-2401
   Administration of Justice
   Anthropology
   Early Childhood Education
   Family and Consumer Science
   Fashion and Interior Design
   Geography
   Gerontology
   History
   International Studies
   Instructional Assisting
   Liberal Studies for Elementary Teachers
   Political Science
   Psychology
   Social Sciences
   Sociology
   Women's Studies

Business Division
Dean: Shirley Short
Business Building 213, (916) 558-2581
   Accounting
   Bookkeeping and Office Management (See Business)
   Business
   Computer Information Science
   Economics
Management (See Business)
Marketing (See Business)
Office Administration (See Business)
Real Estate (See Business)

Counseling and Student Success
Dean: Delecia Nunnally-Robertson
Rodda North 111, (916) 558-2204
  Human Career Development
  Work Experience and Internships

Humanities and Fine Arts Division
Dean: Chris R. Iwata
Auditorium 19a, (916) 558-2551
  Art
  Communication
  Foreign Languages
  Humanities
  Music
  Philosophy
  Sign Language Studies
  Theatre Arts and Film

Language and Literature Division
Dean: Albert Garcia
Rodda South 226, (916) 558-2325
  English
  English as a Second Language
  Reading
  Journalism

Learning Resources Division
Dean: Rhonda Rios Kravitz
Learning Resource Center 236, (916) 558-2253
  Library
  Library and Information Technology
  Learning Skills & Tutorial Program

Mathematics/Statistics & Engineering Division
Dean: Anne E. Licciardi
South Gym 220, (916) 558-2201
  Engineering
  Mathematics
  Statistics
Physical Education, Health and Athletics Division
Dean: Mitch Campbell
Hughes Stadium, Section 1 & 3, (916) 558-2425
   Adaptive Physical Education
   Athletic Training
   Athletics
   Health Education
   Physical Education
   Recreation

Science and Allied Health Division
Dean: Mary K. Turner
Mohr Hall 18, (916) 558-2271
   Allied Health
   Astronomy
   Biology
   Chemistry
   Dental Assisting
   Dental Hygiene
   Geology
   Nursing, Registered
   Nursing, Vocational
   Occupational Therapy Assistant
   Physics
   Physical Therapist Assistant
Information on the Unit Planning process, the Annual Unit Plan for each instructional unit, and a list of resources allocated by departmental objectives are accessed via the following link on InsideSCC:

http://www.scc.losrios.edu/x3678.xml

The following sections of the Educational Plan include content analyses of the 2008-2009 Unit Plan Achievement Reports and the 2009-2010 Unit Plan Objectives. Unit plan analysis includes identifying all unit plan objectives that include various planned activities. These are sent to the appropriate SCC groups for planning purposes. Examples:
- Objectives related to curriculum changes – to SCC Curriculum Committee
- Objectives related to training for college employees – to SC Staff Development Committee
Analysis of the 2008-2009 Unit Plan Objective Achievements Report
PRIE Office, July 2009

2008-2009 Unit plan objectives link broadly to all College Goals: The 2008-2009 unit plan objectives link to all of the College Goals. Goals 5 and 9, which relate to the College’s response to emerging community needs and to the improvement of learner-centered education at the College, had the most unit plans objectives associated with them.

Most unit plan objectives were achieved in the year covered by the unit plan: The percent of unit objectives that were wholly or partly achieved or not achieved varies by Goal, but across all goals over 75% of all objectives were wholly or partly achieved. Nearly half (over 47%) of all objectives were wholly completed in the year covered by the unit plan. Approximately another 36% were partly completed. Fewer than one fifth (approximately 17%) of the objectives were not achieved. It is interesting to note that Goal 7 (which is related to using data for continuous improvement) had the fewest objectives linked to it, but all of these objectives were either wholly or partly achieved.

Some unit plan objectives may take more than one year to accomplish: Approximately 37% of all objectives were partly achieved; these objectives may take more than one year to accomplish. The percent of goals partly achieved ranged from 21% to 50%. Goal 3 (related to basic skills) had the highest percentage of partly completed goals.

### Number of Objectives Achieved

<table>
<thead>
<tr>
<th>College Goal</th>
<th>No</th>
<th>Partly</th>
<th>Wholly</th>
<th>Total</th>
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<td>1. First year students</td>
<td>4</td>
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<td>20</td>
<td>43</td>
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<td>2. Enrollment management</td>
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<td>9</td>
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<td>3. Basic skills</td>
<td>4</td>
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<td>11</td>
<td>30</td>
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<td>4. Alternative sites/modalities</td>
<td>10</td>
<td>24</td>
<td>21</td>
<td>55</td>
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<td>5. Response to community needs</td>
<td>16</td>
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<td>6. Staff processes</td>
<td>8</td>
<td>8</td>
<td>22</td>
<td>40</td>
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<td>7. Data for continuous improvement</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>14</td>
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<tr>
<td>8. Response to diversity</td>
<td>7</td>
<td>20</td>
<td>33</td>
<td>60</td>
</tr>
<tr>
<td>9. Learner-centered education</td>
<td>30</td>
<td>44</td>
<td>61</td>
<td>135</td>
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### Percent of Objectives Achieved

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<th>College Goal</th>
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<th>Partly</th>
<th>Wholly</th>
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<td>3. Basic skills</td>
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<td>4. Alternative sites/modalities</td>
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<td>6. Staff processes</td>
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<td>7. Data for continuous improvement</td>
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<td>8. Response to diversity</td>
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<td>9. Learner-centered education</td>
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<td>Total</td>
<td>16.9</td>
<td>35.9</td>
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SCC 2008-2009 College Goals

1. Develop and implement processes to promote engagement and success of first-year students.
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.
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.
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.).
5. Develop new courses, programs and services based on assessment of emerging community needs.
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.
7. Engage the college community in the accreditation self-study process and in comprehensive unit-based self evaluation.
8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.
9. Deliver programs and services that demonstrate a commitment to learner-centered education and institutional effectiveness through continuous process improvement.

Number of 08-09 unit plan objectives achieved by College Goal
2008-2009 Unit plan objectives link to a variety of activities. 
The 2008-2009 unit plan objectives covered a wide range of college activities from actions related to student participation in campus events to revised administrative processes. The actions with the greatest number of objectives included various types of data analysis and the evaluation of student outcomes. Activities that link directly to students, such as changes to student services and revised teaching methods, were also commonly found in the objectives.

Most unit plan objectives were achieved in the year covered by the unit plan: 
At least 78% of the unit plan objectives were wholly or partly accomplished for each type of action included in the unit plans.

Some unit plan objectives may take more than one year to accomplish: 
Some objectives were only partly achieved, these objectives may take more than one year to accomplish. The highest percentage of partly achieved objectives was associated with major curriculum actions; given the preparation time and steps in the curriculum approval process it is not unusual for substantial revisions to curriculum to take more than one year to complete.

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<th>Type of action</th>
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<tr>
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<td>Student participation - internships, events, clubs, etc.</td>
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<td>Professional development</td>
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<td>Enrollment management</td>
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<td>Student outcomes analysis - SLOs, license rates, etc.</td>
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<tr>
<td>Collaboration across campus</td>
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<td>Major curriculum actions - new courses, new programs, etc.</td>
<td>14</td>
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<tr>
<td>Community outreach, response to community needs, etc.</td>
<td>13</td>
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<td>Administrative process changes</td>
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<td>Revised teaching methods (classroom, workshop, etc.)</td>
<td>16</td>
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<td>Student services</td>
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<td>Data analysis</td>
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<table>
<thead>
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<th>Type of action</th>
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<td>Data analysis</td>
<td>15.6</td>
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Number of unit plan objectives achieved by type of action undertaken

Type of Action

- Student participation
- Enrollment management
- Professional development
- Major curriculum actions
- Collaboration across campus
- Community outreach
- Administrative process
- Revised teaching methods
- Student services
- Student outcomes

Number of unit plan objectives

- Yes
- Partly
- No
Analysis of the 2009-2010 Unit Plan Objectives
PRIE Office, August 2009

The SCC unit plans for 2009-10 included objectives related to every college goal.
Goal 9, concerning learner-centered education, and Goal 5, related to the College response to emerging community needs, had the most related objectives and Goal 7, related to data analysis had the fewest. This is interesting since many objectives included reference to data analysis (see below). This seems to be because the 2009-2010 allowed each objective to link to only one goal. Thus, when data analysis was part of an objective directed toward meeting another goal (e.g. student centered learning) the data-driven part of the objective was not captured. In the future, unit plans will allow an objective to link to more than one goal.

<table>
<thead>
<tr>
<th>College Goal</th>
<th>number of related objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (First year students)</td>
<td>59</td>
</tr>
<tr>
<td>2. (Enrollment management)</td>
<td>53</td>
</tr>
<tr>
<td>3. (Basic skills)</td>
<td>32</td>
</tr>
<tr>
<td>4. (Alternative sites/modalities)</td>
<td>86</td>
</tr>
<tr>
<td>5. (Response to community needs)</td>
<td>92</td>
</tr>
<tr>
<td>6. (Staff processes)</td>
<td>40</td>
</tr>
<tr>
<td>7. (Data for continuous improvement)</td>
<td>21</td>
</tr>
<tr>
<td>8. (Response to diversity)</td>
<td>68</td>
</tr>
<tr>
<td>9. (Learner-centered education)</td>
<td>205</td>
</tr>
</tbody>
</table>

SCC 2009-2010 College Goals
1. Develop and implement processes to promote engagement and success of first-year students.
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.
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.
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.).
5. Revise or develop new courses, programs and services based on assessment of emerging community needs.
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.
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.
8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.
9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.
SCC 09-10 Unit Plan Objectives: Distribution by College Goal

Number of objectives

College goal

1. First-year students
2. Enrollment management
3. Basic skills
4. Alternative educational
5. Response to community needs
6. Staff processes
7. Data for continuous improvement
8. Response to diversity
9. Learner-centered education
The unit plans for 2009-10 included a wide range of proposed actions, from revisions of administrative processes to measurements of student outcomes. Over 200 of the unit plan objectives included the analysis of some type of data. This is especially interesting since relatively few unit objectives were directly linked to Goal 7, which references the use of data. This seems to be because the 2009-2010 allowed each objective to link to only one goal. Thus, when data analysis was part of an objective directed toward meeting another goal (e.g. student centered learning) the data-driven part of the objective was not captured. In the future, unit plans will allow an objective to link to more than one goal.

<table>
<thead>
<tr>
<th>Type of proposed action</th>
<th>Number of related unit plan objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student participation in campus activities</td>
<td>22</td>
</tr>
<tr>
<td>Professional development</td>
<td>34</td>
</tr>
<tr>
<td>Enrollment management</td>
<td>45</td>
</tr>
<tr>
<td>Student outcomes analysis - SLOs, industry exam pass rates, etc.</td>
<td>70</td>
</tr>
<tr>
<td>Collaboration between groups across campus</td>
<td>72</td>
</tr>
<tr>
<td>Major curriculum actions - new courses, new programs, etc.</td>
<td>81</td>
</tr>
<tr>
<td>Community outreach, response to community needs, partnerships, etc.</td>
<td>115</td>
</tr>
<tr>
<td>Administrative process changes</td>
<td>117</td>
</tr>
<tr>
<td>Revised teaching methods (classroom, workshop, etc.)</td>
<td>120</td>
</tr>
<tr>
<td>Student services processes</td>
<td>140</td>
</tr>
<tr>
<td>Data analysis</td>
<td>204</td>
</tr>
</tbody>
</table>