### Second draft of suggestions from the CSPC for the 2010-2011 College Goals and Outcomes Measure / Metrics. 9/18/09

<table>
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<th>2009-2010 Goal</th>
<th>Suggested 2010-2011 Goal</th>
<th>Outcome Measures / Metrics</th>
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</table>
| 1. Develop and implement processes to promote engagement and success of first-year students. | 1. Promote engagement and success of first-year students.                             | Student engagement<br>○ Survey data that indicates increased levels of student engagement (e.g. CCSSE).<br>○ Achievement of unit plan objectives linked to this goal and/or related to teaching methods and student services.<br>○ Analysis of processes designed to promote student engagement (e.g. Student services data).  
College-wide student success<br>1. Increases in selected success metrics, including the following (calculated for all students and for first-year students):<br>○ Attempted units vs. completed units<br>○ Course drop rates<br>○ Successful course completion<br>○ Fall-to-Spring persistence<br>○ Fall-to-Fall persistence for first year students<br>Student learning outcome assessment<br>○ Analysis of SLO assessment data and the use of this data in program reviews and/or unit plans. |
| 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. | 2. Develop and implement an enrollment management process that (1) uses internal and external data to support long-term schedule planning and (2) adopts processes that align student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture. | Long-term schedule planning:<br>• Completion of a process document for long-term schedule planning<br>• Production of long term schedule plans<br>Enrollment targets and scheduling<br>• Data from surveys showing levels of student satisfaction with scheduling (e.g. Noel-Levitiz)<br>• Achievement of unit plan objectives linked to this goal and/or related to enrollment management.<br>Alignment of services with student needs<br>• Analysis of the number of students utilizing services.<br>• Data from surveys showing the level of satisfaction with student services.<br>• Achievement of unit plan objectives linked to this goal and/or related to student services. |
| 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. | 3. Improve **basic skills competencies** in reading, writing, math, and information competency across the curriculum and throughout the college in order to improve preparedness for degree and certificate applicable courses, and for employment, | Student success in basic skills courses<br>• Increases in selected success metrics for students in developmental basic skills courses, including:<br>○ Attempted units vs. completed units.<br>○ Course drop rates.<br>○ Successful course completion.<br>College-wide patterns<br>• Percent of new students enrolled developmental education classes.<br>• Number of developmental education sections offered.<br>• Achievement of unit plan objectives linked to this goal and/or to basic skills. |
| 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.). | 4. Examine and improve processes, services, curriculum, and instructional design for all programs to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.). | **Differential success rates of academically underprepared students who take/do not take basic skills courses.**
Student learning outcome assessment
- Increase the number of developmental basic skills courses and programs with ongoing SLO assessment.
- Analysis of SLO assessment data.**

4. Improve processes

- **Student success and outcomes**
  - Comparison of in selected success metrics for students taking classes in different locations and/or different modalities, including:
    - Attempted units vs. completed units
    - Course retention
    - Successful course completion

**Student services data**
- Comparison of services offered by location and modality.

**Improved processes**
- Achievement of 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. | 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.
- Achievement of unit plan objectives linked to this goal and/or 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. | 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 and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation. | 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.
- Demonstrated responses to accreditation results.
- Unit, program, institutional and resource plans clearly linked to data analysis.
- Achievement of 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.

Activities designed for information/education related to this goal:
- Number and variety of activities.
- Participation in the activities.
- Satisfaction measures related to the activities. |

| 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture. | 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture. | 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, including:
  - Successful course completion
  - Course drop rates
  - Student survey data (CCSSE).
- Data on use of college services by demographic groups.
- Achievement of unit plan outcomes linked to this goal. |

| 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement. | 9. Deliver programs and services that demonstrate a commitment to learner-centered education and institutional effectiveness, including student success and achievement of certificates, degrees, transfer, and jobs. | Learner-centered education
- Participation in staff development activities reflective of student-centered teaching.
- Achievement of unit plan outcomes related 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, including:
- 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 |