

CSPC
Minutes
March 30, 2016

Present: M. Buechner, C. Chenu-Campbell, A. Danenberg, J. Kattan, D. Luff, T. Myers, C. Seddon, M. Turner

1. Review of minutes from last meeting (attached). Minutes approved by consensus.

2. Change to the Mission Statement - update:

Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services designed to foster the success of all students seeking leading-to-transfer, career advancement, Associate degree and certificate attainment, basic skills development, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning, and evaluation promotes student learning. Through these efforts, we contribute to the intellectual, cultural, and economic vitality of the community.

The change to the Mission Statement was approved by the committee. It was suggested that we check to be sure that "Associate degree" was capitalized properly. The statement will go to the Executive Council for their approval in April and to the BoT in May or June.

3. IEPI goals in addition to those currently in place. (See attached information)

The data related to the Completion Rate for unprepared students was discussed and the downward trend notes. The committee discussed the context of this metric and how restrictions in course offerings, the economic environment, and changes to repeatability, Financial Aid and other rules may have contributed to the decline in completion rates. It was noted that completion rate is a lagging indicator and, because of that, we may see some additional declines before the measure begins to climb again. The committee asked PRIE to include this context in the discussion of this measure in the next set of IE Reports and other related documents. After discussion, the following goals were agreed upon based on the current value and the average cohort-to-cohort change).

- One year IEPI goal for the Completion Rate for unprepared students = 43.7%
- Six year IEPI goal for the Completion Rate for unprepared students = 54.3%

The committee also discussed the data on successful course completion. It was noted that, although successful course completion increased slightly from the previous year, we did not exceed the one year goal set in 2015. It was agreed that we will keep the same goal for the next year. Many college activities supporting course success are in place: SSSP work, Student Equity activities, Basic Skills Initiative projects, Sacramento Pathways efforts, involvement in the Common Assessment Initiative, etc. The committee asked PRIE to include this context in the discussion of this measure in the next set of IE Reports and other related documents. After discussion, the following goals were agreed upon based on the long term pattern of this metric:

- One year IEPI goal for overall Successful Course Completion = 67.6
- Six year IEPI goal for overall Successful Course Completion = 70%

There was substantial discussion about the faculty perception of the increasing number of accountability measures required of the college. A consensus was reached that we need constructive ideas and a collective understanding that we are all involved in supporting student success.

Constituency leaders will report to their senates on the IEPI goals established today.

4. College-set baseline standards (see attached information; more info will be provided at the meeting)
Note: This information has gone to the CTE Deans and Department chairs and that the Deans were asked to facilitate discussions of the results in their departments.

College-set baseline standards and current results for licensure exam pass rates were discussed. Most programs are well above the baseline standards for exam pass rates. Those few programs which are somewhat below the standard were above it last year. Going into the future we should look at trends.

College-set baseline standards and current results for Perkins IV employment rates were discussed. The data reviewed included 3 years of the Perkins metric for SCC and comparisons to benchmark colleges. Several programs are below standards for this metric. It was noted that the CTE Deans and Department Chairs will want to discuss the data and respond as appropriate. Some departments may need to gather additional data, others may have information that clearly links the decline in employment to the recent economic recession, and others may want to make changes to programs to enhance employability. In some cases, it may be important to change the standard, for instance if self-employment is high in an area the standard may need to be lower since Perkins data does not include self-employment. CTE programs should be encouraged to include a discussion of this metric in their program reviews.

The committee noted that having additional data, such as N's even for those programs with N less than 10, would be useful for some discussions of employment.

College-set baseline standards and current results for the number of degrees/certificates awarded were discussed. A relatively small proportion of SCC programs were below the college-set baseline standard in this area. About an equal proportion of programs exceeded the college-set baseline standard by 20 or more awards. It was noted that for most of the programs falling below the college-set baseline standard were in areas where Associate's Degrees for Transfer had recently been added and that this may account for the decrease in the related AA/AS degrees. The committee requested that the PRIE office contact Department Chairs and Deans of programs below or well above the standard to see if the baseline should be changed.

5. LRCCD Strategic Planning:

As the District Strategic Plan is renewed we will need robust discussion at SCC as we engage in Strategic Planning this fall. We will most likely want to revise our own Strategic Plan and Institutional Plans. It was suggested that we do one or more of the following:

- Have this included in Fall Flex
- Have this on the agenda of the Deans/Department Chairs meeting that occurs in flex week.
- Involve discussions at meetings of Deans, Senates, Department Chairs, Shared Governance Committees and other groups.
- Plan a charrette on Strategic Planning early in the Fall Semester
- Invite IBA trained facilitators to run some events/meetings (perhaps some retired SCC folks).

This item will remain on the CSPC agenda for future meetings.

6. Other

A brief accreditation update was provided. The timeline for completing our follow-up report was discussed. The report will need to go to the BoT for approval in February, so the bulk of the writing will need to occur in the Fall semester.

Future Agenda Items:

- Strategic Plan renewal
- SCC Goals and Strategies
- Timeline for 2016-17 planning work
- MOE requests **CSPC**

Minutes November 2, 2015

Members present: D. Belmares, M. Buechner, C. Chenu-Campbell, A. Danenberg, J. Kattan, V. May, M. Turner

1. Review of minutes from last meeting

Changes to minutes of September 15, 2015 fix typos were provided by T. Myers. Those changes were accepted. S. Belmares was added to the list of attendees for September 29th and those minutes were approved with that change.

2. Accreditation results

Note: Recommendations expected in the following areas: SLOs on syllabi, communication & governance (e.g. BB task force), online tutoring.

V. May noted that as of October 31, her term on the ACCJC ended. We expect a draft of the report from the October 2015 visit sometime in the next few weeks. V. May suggests sharing that draft with the accreditation steering committee. If we see a problem with the draft team report we can send a report about the issue to the ACCJC (re V. May this is not uncommon). The final letter from ACCJC regarding the results of that visit will be available in January or early February 2016. We may have some work to do in the CSPC this spring regarding the recommendations. The VIP and AS President are already working to address the syllabus concern. We are not sure if we are now on a 6 year or 7 year accreditation visit cycle (since we were in the last set of colleges to write to the old standards).

3. College-set standards and Perkins IV job placement rates for CTE programs

Note: Perkins Core IV Employment Rates have fallen based on the most recent numbers posted by the CCCC. There was substantial discussion about why Perkins IV employment rates have fallen in a number of areas – the recession (Perkins rates lag by a couple of years), new certificates in some areas, small N's, the possibility that students are transferring rather than going to work, and a variety of other factors. The CSPC agreed that the first step in responding to the failure to meet college-set standards in this area is to gather more information. This information will be used as the basis of a wider discussion with CTE Deans and Department Chairs in Spring 2016. The group asked PRIE to compile a report that includes the following:

- Include the Perkins “N” for each program and focus on those with an N > 20
- A list of the number of degrees and certificates awarded in each of the Perkins areas with low employment rates.
- Comparisons to Perkins IV employment rates for other colleges in the greater Sacramento area.
- Added information from those departments that survey students with respect to employment. (Check to see if data is available from other sources such as CalPass, Launch Path, or Gainful Employment data.)
- Note any recent department work aimed at increasing employment, recent curriculum changes, etc.

4. Implementation of the “message of the month”

Note: Enrollment growth and student persistence from semester to semester are the district focus. This needs to be data that departments can use. Some suggestions included: student semester-to-semester persistence, progression from basic skills courses to other courses that have those basic skills prerequisites, etc. It was decided to focus on fall to spring persistence. Factors affecting this could be course schedule, classroom factors, factors in the students' lives outside of the classroom.

5. Looking ahead to Spring Semester - Future agenda items:

- LRCCD will be beginning a major strategic planning process in Spring 2016.
- Revisit our college-set standards for employment rates.
- Review of college planning processes, due dates, etc.
- Communication of data regarding persistence.

NOTES ON COLLEGE SET STANDARDS AND IE GOALS

(M. Buechner, March 2016)

COLLEGE-SET BASELINE STANDARDS (ACCJC)

These standards are baseline expectations for the college; we aspire to higher values. If we fall below these standards we will work to find out why and how to improve.

Measure	Standard	Most recent value
Overall course success	63%	65.8%
Fall to Fall Persistence at SCC	37%	42.0%
Transfer to UC/CSU	700	924
Degrees awarded annually	1,000	1,634
Certificates awarded annually	350	637
CTE Perkins employment rates:	60-75%*	Many below baseline standard
CTE Licensure Exam pass rates:	80-85%*	Above baseline standards
Degrees/Certificates Awarded by Dept.	*	Most above baseline standard
<i>*varies by department, see Institutional Effectiveness website for details</i>		

INSTITUTIONAL EFFECTIVENESS GOALS (CCCCO)

Each college is required to adopt the framework of indicators goals for specified indicators. These are aspirational goals which we are working to reach.

Current IEPI Goals

College:

- Annual Successful Course Completion (CCCCO Scorecard metric): 67.6%

District:

- Accreditation Status: Fully Accredited – No Action (FA-N)
- District Fund Balance: 11.2%
- District Audit Findings: Unmodified (Unmodified auditor's report without internal control issues)

New Required Goals

College:

- **Add a long term goal for Successful Course Completion Rate (6 years). Adjust to Fall data, rather than annual.**
- A goal for college student achievement focused on unprepared students or basic skills students = one of four CCCCCO Scorecard metrics (shown below). District has asked that there be alignment among the LRCCD colleges on this metric. The other colleges are leaning toward College Completion Rate for Underprepared Students. Email discussion from CSPC members suggests agreement on this as a metric for SCC.
 - Math progression through the basic skills sequence
 - English progression through the basic skills sequence
 - ESL progression through the basic skills sequence
 - **College completion rate for underprepared students** (*this metric recommended by LRCCD*)

District: Add two new programmatic compliance metrics under audit findings:

- State Compliance
- Federal Compliance

College Indicator Rates - Sacramento City College (From CCCCO IE Website)

Student Performance and Outcomes

Completion Rate (Scorecard) Percentage of degree, certificate, and/or transfer seeking students starting first timetracked for six years who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)

College Prepared Student's lowest course attempted in Math and/or English was college level
 0.0 0.0 66.6 68.5 74.1 75.6 71.6

Unprepared for College Student's lowest course attempted in Math and/or English was pre-collegiate level
 0.0 0.0 41.0 46.4 49.4 51.3 51.7

Overall Student attempted any level of Math or English in the first three years
 0.0 0.0 47.0 51.7 55.0 57.3 56.6

Remedial Rate (Scorecard) Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline (Goal should be set as rate)

Math 0.0 0.0 21.2 20.6 20.9 20.9 19.0

English 0.0 0.0 38.5 38.8 36.3 37.1 40.2

ESL 0.0 0.0 43.2 42.3 43.1 40.7 39.3

Completion Rate Unprepared	2004-2005 cohort		2005-2006 cohort		2006-2007 cohort		2007-2008 cohort		2008-2009 cohort	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
From CCCCO Scorecard (3/28/16)	1,668	51.7%	1,921	51.3%	1,979	49.4%	2,124	46.4%	2,279	41.0%

- Trend = downward, Average = 48.0%, Five cohort range = 41.0-51.7%
- Largest change per year = 5.4 percentage points, Average change per year = 2.7 percentage points
- Possible 1 year goal: 1 year = 43.7% (current plus average change upward)
- Possible 6 year goal = 51.7% (high point in last 5 cohorts)

SCC metrics: (PRIE data)	F 11	F 12	F 13	F 14	F 15
Overall course success	68.7%	66.9%	66.4%	65.8%	66.7%
<i>Successful course completion rates are calculated by dividing the number of A, B, C, and Pass grades by the total number of grades awarded (A,B,C,P,D,F,NP,I,W), and multiplying the result by 100.</i>					

- Trend = no substantial trend upward or downward
- Largest change per year = percentage points, Average = 66.9%, Ten year range = 63.7% - 68.7%
- Current 1 year goal = 67.6%
- Possible 6 year goal = 68.7% (high point in last 10 years)

Licensure pass rates for SCC CTE Programs

Based on reports from department chairs, Feb-March of each year.

Draft college-set standards are based on discussions by CTE Deans and CTE Department Chairs.

CTE Program (Exam)	CIP code	Type of exam	College set standard	Pass rate for 2015 ACCJC annual report	Pass rate for 2016 ACCJC annual report
Cosmetology (Written Exam)	12.04	state	80%	77%	92%
Cosmetology (Practical Exam)	12.04	state	80%	87%	100%
Nail Technology (Written Exam)	12.04	state	80%	95%	100%
Nail technology (Practical Exam)	12.04	state	80%	65%	100%
Dental Hygiene (National Exam)	51.06	national	80%	86%	100%
Dental Hygiene (State Exam)	51.06	state	80%	90%	100%
Dental Assisting (Written Exam)	51.06	state	80%	100%	92%
Dental Assisting (Practical Exam)	51.06	state	80%	89%	100%
Physical Therapist Assistant	51.08	national	85%	92%	100%
Registered Nursing	51.39	state	80%	80%	94%
Vocational Nursing	51.39	state	80%	80%	86%
Electronics Technology (Exam Element 1)	47.01	national	80%	100%	100%
Electronics Technology (Exam Element 2)	47.01	national	80%	90%	95%
Electronics Technology (Exam Element 3)	47.01	national	80%	85%	95%
Mechanical-Electrical Technology (Type I Certification Exam)	15.08	national	80%	85%	93%
Mechanical- Electrical Technology (Type II Certification Exam)	15.08	national	80%	87%	91%
Mechanical-Electrical Technology (Type III Certification Exam)	15.08	national	80%	89%	76%
Mechanical-Electrical Technology (Universal)	15.08	national	80%	84%	73%
Railroad Operations	49.02	national	80%	92%	100%
Aeronautics-Airframe & Powerplant	47.06	national	80%	95%	100%
Air Dispatch (FAA Aircraft Dispatcher Knowledge Exam)	49.01	national	80%	100%	100%
Air Dispatch (FAA Aircraft Dispatcher Practical Exam)	49.01	national	80%	100%	100%

SCC Perkins IV Job Placement Rates Compared to College Baseline Standards

Data from the CCCCCO, report prepared by PRIE March 29, 2016

Perkins IV Job Placement Rate (%) Note: Perkins data does not include self-employment Certificates under 12 units not included	TOP Code	SCC Outcome Year 2012-13	SCC Outcome Year 2013-14	SCC Outcome Year 2014-15	SCC College-set standard	Range for benchmark colleges* Outcome Year 2014-15 (N)
Environmental Technology (includes Field Ecology Certificate)	0303	No data available	55%	N < 10	70%	N/A
Business/Commerce, General (includes Business, Customer Service Certificate; Business, General AS)	0501	72%	46%	60%	70%	75-83% (2)
Accounting (includes Accounting AS; Accounting Clerk Certificate; Full Charge Bookkeeper Certificate)	0502	59%	59%	68%	70%	55-88% (5)
Business Administration (includes Business Administration AS-T)	0505	No data available	No data available	76%	70%	50% - 86% (4)
Business Management (includes Business, Management AS, Certificate; Business-Retail Management Certificate)	0506	63%	N < 10	50%	70%	55-80% (3)
Marketing and Distribution (includes Business, Marketing AS, Certificate; Business, Marketing, Advertising AS)	0509	N < 10	N < 10	N < 10	70%	75% (1)
Real Estate (includes Business, Real Estate AS)	0511	64%	38%	57%	60%	N/A
Office Technology/Computer Applications (includes Computer Keyboarding & Office Apps Certificate; Clerical General Office, Lvl A Certificate; Intro to Computerized Office Tech, Lvl B Certificate; Business Ops and Mgmt Tech, Lvl C Certificate; Virtual Office and Mgmt Tech, Lvl D AS, Certificate)	0514	58%	50%	80%	60%	59-80% (3)
Journalism (includes Journalism AA-T, AA; Multimedia News Specialist Certificate; Visual Journalism Certificate)	0602	50%	N < 10	N < 10	70%	N/A
Film Studies (includes Film Production Certificate)	0612	No data available	No data available	N < 10	60%	N/A
Digital Media and Website Design and Development (includes Graphic Communication AS, Certificate; Interactive Design Certificate; Game Design Certificate; 3D Animation and Modeling Certificate; Web Developer AS, Certificate; Web Professional AS, Certificate; Web Design Certificate)	0614	58%	52%	62%	60%	N/A
Computer Information Systems and Software Applications (includes Management Information Science AS, Certificate; Information Processing AS; Information Processing Specialist Certificate; Information Processing Technician Certificate)	0702	N < 10	50%	67%	70%	62-83% (2)
Computer Software Development and Computer Programming (includes Computer Science AS, Certificate; Programming Certificate)	0707	N < 10	60%	39%	70%	25-65% (3)
Computer Infrastructure Support, Computer Support and Computer Networking (includes Information	0708	63%	59%	67%	70%	67% - 86% (3)

Systems Security AS, Certificate; PC Support Certificate; Microcomputer Technician AS, Certificate; Advanced CISCO Networking Certificate; Network Administration AS, Certificate; Network Design AS, Certificate)						
Educational Aide (Teacher Assistant) (includes Instructional Assisting, General AA, Certificate; Instructional Assisting, Bilingual/Bicultural Emphasis AA, Certificate)	0802	No data available	No data available	No data available	70%	N/A
Special Education (includes Instructional Assisting, Special Education AA, Certificate)	0809	No data available	No data available	No data available	70%	N/A
Physical Education, Fitness Trainer and Coaching (includes Kinesiology AA-T, AA; Fitness Instructor Certification Certificate; Athletic Coaching Certification Certificate)	0835	N < 10	No data available	No data available	?	75% (1)
Engineering, General (includes Engineering, Civil Engineering AS; Engineering, Electrical/Computer Engineering AS; Engineering, General AS; Engineering, Mechanical/Aeronautical Engineering AS)	0901	No data available	No data available	No data available	70%	N/A
Electronics and Electric Technology and Telecommunications Technology (includes Automated Systems Technician AS, Certificate; Electronics Facilities Maintenance Technician AS, Certificate; Electronics Mechanic Certificate; Telecommunications Technician AS, Certificate)	0934	59%	48%	91%	70%	65-68% (2)
Environmental Control Technology (HVAC) (includes HVAC Systems Design AS, Certificate; Commercial Building Energy Auditing and Commissioning Specialist Certificate; Mechanical Systems Technician Certificate; Mechanical-Electrical Technology AS, Certificate)	0946	68%	78%	85%	70%	62-71% (2)
Diesel Technology (includes Railroad Operations AS, Certificate)	0947	44%	50%	50%	60%	N/A
Aeronautical and Aviation Technology, Aviation Airframe Mechanics and Aviation Powerplant Mechanics (includes Combined Airframe and Powerplant AS, Certificate; Airframe AS, Certificate; Powerplant AS, Certificate)	0950	58%	78%	80%	60%	N/A
Drafting Technology (includes Architectural/Structural Drafting AS, Certificate; Engineering Design Technology AS, Certificate; Mechanical (HVAC/Plumbing Systems) Certificate; Electric (Power-Lighting Systems) AS, Certificate; Mechanical (HVAC/Plumbing Systems) AS)	0953	75%	57%	N < 10	70%	75% (1)
Laboratory Science Technology (includes Chemical Technology AS)	0955	No data available	No data available	N < 10	70%	N/A
Civil and Construction Management Technology (includes Surveying/Geomatics AS, Certificate)	0957	N < 10	N < 10	No data available	70%	N/A
Commercial Music (CM) (includes CM, Audio Production Emphasis AA, Certificate; CM, Music Business Management Emphasis AA, Certificate; CM, Performance Emphasis AA, Certificate; CM, Songwriting/Arranging Emphasis AA, Certificate)	1005	N < 10	N < 10	N < 10	60%	N/A
Applied Photography (includes Photography AS, Certificate; Commercial and Magazine Photography Certificate; Portrait and Wedding Photography Certificate)	1012	55%	39%	57%	60%	52% (1)
Graphic Art and Design (includes Graphic Design Certificate)	1030	No data available	No data available	N < 10	60%	55% - 85% (2)

Health Occupations, General (includes Pre-Allied Health and Nursing AS, Certificate)	1201	N/A	N/A	No data available (New Program)	?	N/A
Occupational Therapy Technology (includes Occupational Therapy Assistant AS)	1218	77%	82%	82%	75%	N/A
Physical Therapy Assistant (includes Physical Therapist Assistant AS)	1222	82%	81%	69%	75%	N/A
Nursing (includes Nursing, Registered AS; LVN-RN 30-Unit Option Certificate; Nursing, Vocational AS, Certificate)	1230	79%	67%	84%	75%	75-87% (5)
Dental Occupations (includes Dental Assisting AS, Certificate; Dental Hygiene AS)	1240	84%	67%	86%	75%	N/A
Interior Design and Merchandising (includes Interior Styling, Staging, and Production AA)	1301	No data available	No data available	No data available	60%	N/A
Fashion, Fashion Production and Fashion Merchandising (includes Apparel Studies Construction Certificate; Applied Apparel Studies Production AA; Custom Apparel Construction and Alterations AA, Certificate; Fashion Design and Production Certificate)	1303	N < 10	55%	80%	60%	53% - 80% (2)
Child Development/Early Care and Education (includes Child Development AA; Early Childhood Education AA-T; Early Childhood Education Teacher AA; Family Child Care Certificate; School-Age Care and Education Teacher Certificate; Early Childhood Education Administration AA; Infant Care and Education Teacher Certificate)	1305	66%	58%	68%	60%	50-83% (6)
Gerontology (includes Gerontology AS, Certificate)	1309	N < 10	N < 10	No data available	60%	N/A
Library Technician Aide (includes Library and Information Technician AS, Certificate)	1602	86%	82%	N < 10	70%	N/A
Administration of Justice (includes Administration of Justice AS-T, AS)	2105	69%	71%	76%	70%	76-82% (5)
Cosmetology and Barbering (includes Art and Science of Nail Technology Certificate; Cosmetology AS, Certificate)	3007	48%	46%	55%	60%	53-67% (2)
Aviation and Airport Management, Piloting and Air Traffic Control (includes Aircraft Dispatcher AS, Certificate; Flight Technology AS, Certificate; Air Traffic Control AS)	3020	70%	66%	67%	60%	N/A
*Benchmarking colleges = San Joaquin Delta, Sierra, Solano, Woodland, Yuba						

Notes on degrees and certificates awarded by SCC instructional programs compared to college baseline standards

(PRIE data, March 2016)

Degree/certificate programs with number of degree/certificates awarded in 2014-15 below baseline standard:

(Note: the baseline standard was set in 2014-15 as the lowest number of degrees/certificates award in the previous 6 years for each program)

Program	2014-15 awards	Baseline standard	Comments
MET-Machinery Systems Tech Certificate	0	1	
Administration of Justice AA	37	43	There is a new Associate's Degree for Transfer in this area
Anthropology AA	6	8	There is a new Associate's Degree for Transfer in this area
Early Childhood AA	1	4	There is a new Associate's Degree for Transfer in this area
ECE Family Child Care Certificate	0	1	
Social Science AA	293	303	
Commercial Music Audio Production AA	2	4	
Registered Nursing AS	81	98	
Physical Therapist Assistant AS	19	21	

Degree/certificate programs with number of degree/certificates awarded in 2014-15 twenty or more above baseline standard:

Program	2014-15 awards	Baseline standard	Comments
Administration of Justice AST	47	0	Increase baseline standard?
Communication AA	41	10	Increase baseline standard?
Mathematics AS	24	4	Increase baseline standard?
Nutrition AS	31	0	Increase baseline standard?
Psychology AAT	72	0	Increase baseline standard?
Sociology AAT	21	0	Increase baseline standard?
Railroad Operations Certificate	27	1	Increase baseline standard?

Sacramento City College 2015-16 Goals & Strategies

Guiding Principles: During the committee discussions in Fall 2011, the CSPC it became clear that there were important concepts that related to all of the College Goals. The committee pulled these out as “guiding principles”. The CSPC identified five principles that guide our interactions across the College. These principles underlie the implementation of all of the College Goals.

- *The use of qualitative and quantitative data to inform* decision making
- Attention to effective communication both *within the college and between the college and the external community*.
- Provision of professional development *and training for all employees*
- *Active* support for diversity *in all its forms*
- Commitment to building *a sense community across the college*

SCC Goal A: Teaching and Learning

Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

Strategies:

- A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are new to college.
- A2. Review courses, programs and services and modify as needed to enhance student achievement.
- A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
- A4. Improve basic skills competencies in reading, writing, math, and information and technological competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment.
- A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
- A6. Identify and disseminate information about teaching practices and curriculum that are effective for a diverse student body.
- A7. Implement practices and activities that reduce achievement gaps in student success.
- A8. Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.
- A9. Implement a formal college-wide plan to increase the completion of degrees and certificates across the college.
- A10. Ensure that students have opportunities to be involved in a range of co-curricular activities.

SCC Goal B: Student completion of educational goals

Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

Strategies:

- B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
- B2. Use quantitative and qualitative data to identify strategies which improve enrollment management processes.

- B3. Explore and create multiple ways to disseminate information to students in order to engage them with learning in the college community.
- B4. Support “front door” policies and practices that assist students with the transition to college.
- B5. Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e. modernization, TAP improvements, equipment purchases, etc.).
- B6. Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)
- B7. Provide students with clear pathways to goal completion.
- B8. Provide programs and services that help students overcome barriers to goal completion.

SCC Goal C: Organizational Effectiveness

Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

Strategies:

- C1. Review staff processes, including those for hiring, orientation, training, customer service, evaluation and professional development and modify as needed in order to make them more effective and inclusive.
- C2. Build and maintain an effective staff that reflects the diversity of our students and community.
- C3. Promote health, wellness and safety throughout the institution.
- C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.
- C5. Increase the effectiveness of communication both within the college and between the college and the external community.
- C6. Continue to exercise transparent and fiscally sound financial management.
- C7. Encourage collegiality, connection, and participatory decision-making at the college.