



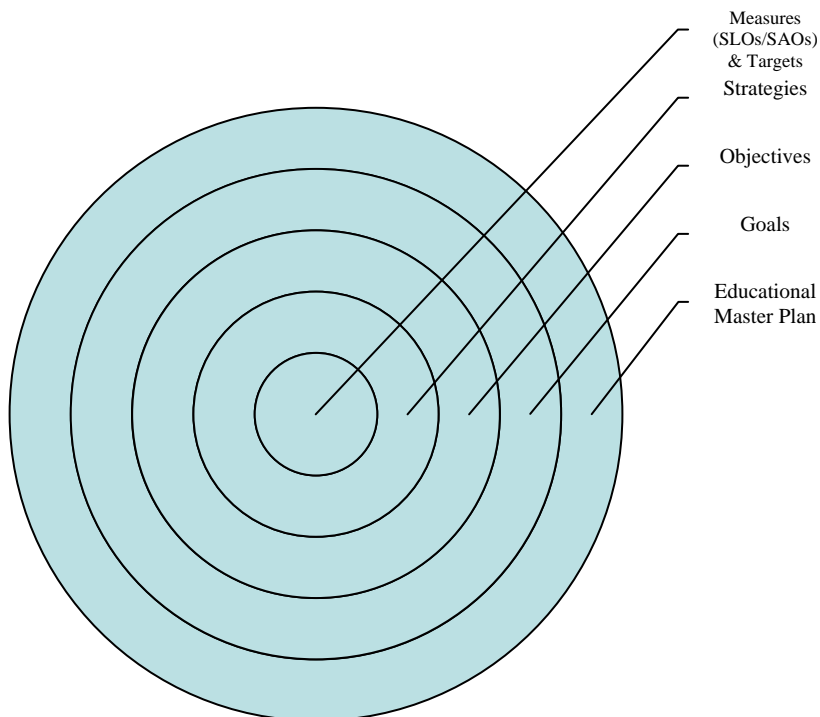
CURRENT AS OF JULY 10, 2008

Strategic Goals, Objectives,  
Measures, & Targets

AY2006-07 through AY2008-09

## Relationship of Planning Components

The diagram below demonstrates the conceptual relationship among the various components of Solano Community College's planning process. Simply put, the overarching planning document is the College's *Educational Master Plan (EMP)*. This document contains the results and analyses of both internal and external "environmental scans," that is, the collection and review of factors that affect the College's operation and inform its decisions. Some of these factors are under total or partial control of the institution; others are outside its control or ability to affect. The environmental scans draw from many sources, both quantitative and qualitative. The organization and interpretation of these data are campus-wide efforts and lead to specific goals and associated objectives that help to chart the institution's course over the next few years.



The EMP is all encompassing, touching on every aspect of the institution from instruction, to staffing, to facilities, to finances. It serves as the strategic basis for operational planning and decisions. The latest EMP efforts have resulted in the shaping of seven strategic goals within which achievable objectives have been defined. The College community develops strategies for meeting these objectives and ways to measure the success of these strategies and annual targets for achieving these objectives.

The Educational Master Plan is the overarching planning document for the College. This section of the Plan addresses the college-wide Strategic Goals & Objectives with data collection elements, description, and analyses. Each goal is of significant importance to the College, and has the potential of covering a long-range period; in this edition of the Strategic Goals and Objectives, a period of four years is specified.

Other college-wide planning processes are incorporated in the Educational Master Plan. These include the Matriculation Plan, the Facilities Plan, the Technology Plan, the Student Equity Plan, and the Human Resources Plan.

As a comprehensive whole, these planning instruments serve as a living document that we follow in making our decisions, e.g., in building the 2009-10 budget, the planning processes in spring 2008 that address recommendations for hiring permanent staff positions in the upcoming year came forward as a result of goals specified in the Strategic Goals & Objectives and needs as identified in the Educational Master Plan, Facilities Plan, Technology Plan, and Human Resources Plan. One or more of the specific seven goals in this edition of the Strategic Goals & Objectives was listed as justification for each of the positions that were recommended to be filled.

## Background

In the process of the 2005 comprehensive review and reaccreditation by the Western Association of Schools & Colleges Accrediting Commission for Community & Junior Colleges (WASC/ACCJC), Solano Community College was given eight recommendations to enhance its overall effectiveness as a regionally accredited postsecondary educational institution. The College is committed to implementing these recommendations as expeditiously as possible.

Specifically concerning the College's program review, planning, and budget development processes, the Commission recommended:

### **General Recommendation 2: Improving Institutional Planning**

*In order to improve institutional planning, the College should clarify and simplify its terminology and processes used in planning so that the vocabulary is more easily understood and accepted institutionally, the planning processes are more integrated, and the plans actually get implemented. (I.A.4, I.B.3, ER 19)*

### **General Recommendation 3: Improving Institutional Effectiveness**

*In order to improve institutional effectiveness the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated strategic planning goals and student learning outcomes. (I.B.2, I.B.3, I.B.6, I.B.7, ER 10, ER 19)*

To begin the College's work on implementing this recommendation, the educational administrators attended several workshops beginning in the summer of 2006 during which various planning issues, models, and strategies were presented. In order to begin the process of implementing the Commission's recommendation, consensus was to adapt the goals from the College's existing Strategic Plan to follow the general format of the exemplary model developed and used by Cabrillo Community College (Santa Cruz).

## Status

The Vision and Core Values, originally adopted by the College in 1999, remain valid today. The College's Mission statement is regularly reviewed and reaffirmed by the Board (last reaffirmation in June 2005). There are no changes in any of these items.

The College's original Strategic Plan specified seven "strategic directions," with two "strategic goals," each goal having at least two "performance indicators" specified. The current effort combines the original goals into one goal statement within each strategic direction, resulting in seven "strategic goals." Two new components have been added in order to provide more focus in our actions and feedback on their results: strategic objectives and annual targets to measure the achievement of these objectives.

Following the Cabrillo model, the College may focus its resources on one or more strategic objective in any planning year, but the data for all objectives will be collected and evaluated every year. For purposes of planning, the College has established AY2005-2006 as its baseline academic year. Where possible, data from prior years will be used in conjunction with the baseline data to establish annual targets for the College.

An integral piece of the new model is the way in which strategies or action plans can be proposed, considered in budget development, and evaluated for effectiveness. A form has been drafted (again, based on the Cabrillo model) to effect this (see last page). The specifics of processes and timelines are yet to be decided, but will be in place for the AY2009-2010 planning/budgeting cycle.

## Evaluation of Institutional Progress & Effectiveness

Evaluation is an inherently subjective endeavor. Therefore, to provide the most comprehensive examination of the College's progress and effectiveness in achieving its strategic goals and objectives, each objective is examined through both measurable (quantitative) data and narrative (qualitative) reports. Note that measurable data, though a useful tool to indicate progress, are not the equivalent of progress. The narrative sections, though less quantifiable, provide a necessary component for a more holistic evaluation. Narratives may include individual and/or aggregate examples of progress and effectiveness.

## Strategic Goals and Objectives

### Goal 1: Quality Teaching & Learning

Improve student success while maintaining academic quality.

Obj 1.1	ENHANCE ATTAINMENT OF EDUCATIONAL GOALS BY STUDENTS	05-06 BASELINE	06-07	07-08	08-09
Data	<ol style="list-style-type: none"> <li>1. Increase (4%/yr) degrees earned annually:</li> <li>2. Increase (4%/yr) certificates earned annually:</li> <li>3. Increase (4%/yr) number of students transferring<sup>1</sup> to UC annually:</li> <li>4. Increase (4%/yr) number of students transferring<sup>1</sup> to CSU annually:</li> </ol>	887	<b>806</b>	<i>437*</i>	998
		194	<b>218</b>	<i>93*</i>	207
		136	<b>132</b>	<i>147</i>	<i>153</i>
		339	<b>374</b>	<i>367</i>	<i>381</i>
Description	<sup>1</sup> Transfer counts are based on California Postsecondary Education Commission (CPEC) data.				
Narrative	<p>In interpreting these values, there are two caveats. First, it should be noted that it is not unusual for students to complete the requirements for and be awarded multiple degrees and/or certificates within one academic year. The counts here represent the number of awards and not the number of individuals. Second, one expects the numbers of degrees and certificates awarded will change as the number of students changes. Projecting an annual growth in the size of the student body should result in a similar growth in the number of awards, all things being equal. Based on recent history, Solano expects a 3% per annum growth rate in the student body over the next few years. Therefore, an annual 4% increase in degrees, certificates, and transfers has been used to establish the target figures (<i>italics</i>).</p> <p>Transfer information is provided, via the CPEC, for students transferring from a community college to UC/CSU campuses the following academic year. Although many do, students do not necessarily transfer directly from Solano to a four-year institution. In some cases, student may opt to wait before entering a four-year institution for financial or personal reasons.</p> <p>Another issue is that these two public systems employ different criteria to assign students to transferring institutions. According to CSU, the “institution of origin” is the school s/he last attended immediately prior to enrolling in the CSU (<a href="http://www.calstate.edu/AS/stat_abstract/stat0405/pdf/abstract/Q_GL0405.pdf">www.calstate.edu/AS/stat_abstract/stat0405/pdf/abstract/Q_GL0405.pdf</a>). UC, on the other hand, “grants credit” for the transfer to that institution in which the student earned the greatest number of units (<a href="http://www.ucop.edu/sas/infodigest03/InfoDigest_intro_pages.pdf">www.ucop.edu/sas/infodigest03/InfoDigest_intro_pages.pdf</a>).</p> <p>Finally, these transfer statistics are only one measure of how well Solano is accomplishing the transfer piece of its mission. A sizeable number of students transfer from Solano to private and/or out-of-state institutions, to which data access is unavailable.</p> <p>Part of the College’s migration to the Sungard’s integrated information management system (<i>viz.</i>, Banner) is the purchase and implementation of a degree-audit program. The intention is that students and counselors will be able to use this program to determine which degree/certificate requirements have been met by the student or which courses must be completed to meet these requirements. It is expected that the use of the degree-audit program will significantly increase the number of degrees and certificates awarded each year.</p> <p>*Spring 2008 degrees/certificates not posted as of 10 JUL 08.</p>				

<b>Obj 1.2</b>	<b>IMPROVE BASIC SKILLS ATTAINMENT</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	<ol style="list-style-type: none"> <li>Increase (4%/yr) the number of course offerings meeting basic skills<sup>1</sup> needs:</li> <li>Increase (4%/yr) the percent of students who enroll in basic skills courses<sup>2</sup> and subsequently complete a sequential course successfully at least one level above their prior basic skills courses within a three-year period<sup>3</sup>:</li> </ol>	33 60.9	<b>33</b> <b>69.2</b>	<b>33</b> 61.5	<b>33</b> 64.0
<b>Description</b>	<p><sup>1</sup>“Basic skills” are at the pre-collegiate level in the areas of reading, writing, and math. These courses are usually numbered in the 300s, except for study skills (COUN) and listed in the official annual catalog. (Note: “Special Topics” courses are <u>not</u> included.)</p> <p><sup>2</sup>Basic skills courses are identified as being one, two, or three levels below college level. This level is identified in MIS reporting as the “LEVEL OF REMEDIATION” associated with each course. The values of 1, 2, and 3 correspond to the levels below the introductory college-level course.</p> <p><sup>3</sup>These cohort data are from the annual ARCC reports, Table 1.4: Improvement Rates for ESL &amp; Credit Basic Skills Courses.</p>				
<b>Narrative</b>	<p>In the spring of 2007, the College used one-time categorical funds (\$84,000) to design and develop a Basic Skills Program. This Program, under the administration of the Vice President, Academic Affairs, is now in its initial planning phase. The Program will be staffed by faculty via reassigned time: the General Basic Skills Coordinator, the Summer Bridge Program Developer; the Peer Mentors Program Developer; the Supplemental Instruction Developer; and the Math Skills Coordinator. The proposed timeline is to use the fall of 2007 to seek and secure continued funding for the Program. Phase #1 of the implementation will occur in the spring of 2008. The Summer Bridge Program will be implemented the following summer. Phase #2 of the implementation will occur in the fall of 2008. Spring 2009 has been set aside for formal program evaluation and modifications of Phases #1 and #2 and the Summer Bridge. Summer 2009 will see a modified Summer Bridge. Phase #3 will be implemented in the fall of 2009. In the spring of 2010, a formal evaluation of all three phases will take place, with modifications implemented beginning with the Summer Bridge and continuing through the following terms.</p> <p>Less than 20% of the students who take the English Placement test (CPT Sentence Skills) place at the college level (ENGL 001). The majority (54%) place one level (ENGL 370) below, with the remainder placing two (ENGL 350/355) or three levels (ENGL 305) below (15% and 13%, respectively). Similarly, over 75% of students testing in math (CPT Arithmetic, Elementary Algebra, and College Mathematics tests) place in Elementary Algebra (MATH 102), two levels below college level math and one below the new graduation requirement (MATH 104: Intermediate Algebra). Only 15% of the students taking the reading assessment test (CPT Reading Comprehension) meet the graduation reading requirement (a score of 95 or higher).</p>				

<b>Obj 1.3</b>	<b>DEVELOP NEW AND EXPAND EXISTING CURRICULAR OFFERINGS</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	<ol style="list-style-type: none"> <li>Increase (4%/yr) number of degree programs offered each year<sup>1</sup>:</li> <li>Increase (100%/yr) number of degrees available online<sup>2</sup>:</li> <li>Increase (4%/yr) number of certificate programs offered each year<sup>1</sup>:</li> <li>Increase (4%/yr) number of non-credit classes<sup>3</sup>:</li> <li>Increase (4%/yr) number of online course sections<sup>3</sup>:</li> <li>Increase (10%/yr) number of ESL sections<sup>3</sup>:</li> <li>Diversify (10%/yr) ESL offerings<sup>4</sup>:</li> </ol>	84 0 48 252 16 9	<b>86</b> <b>1</b> <b>49</b> <b>274</b> <b>17</b> <b>10</b>	<b>84</b> <b>2</b> <b>48</b> <b>281</b> <b>20</b> <b>10</b>	<b>80</b> 3 <b>42</b> 319 37 12

Description	<sup>1</sup> The number and type of degrees and certificates are those listed in the College's <i>General Catalog</i> . <sup>2</sup> To be counted, all courses required for graduation under Option A, B, or C must be currently offered using either the online or the hybrid methods of instruction. <sup>3</sup> This is combined for the fall and spring terms. <sup>4</sup> The number of different ESL courses listed in the combined fall and spring schedules of classes.
Narrative	

Obj 1.4	VALIDATION AND IMPROVEMENT OF STUDENT LEARNING	05-06 BASELINE	06-07	07-08	08-09
Data	1. Increase (76%/yr) number of active courses with student-learning outcomes (SLOs) <sup>1</sup> : 2. Increase (73%/yr) number of programs with SLOs <sup>2</sup> : 3. Increase (73%/yr) number of degrees with SLOs: 4. Increase the number of units with service-area outcomes (SAOs) <sup>3</sup> :	0	647	866	1,121
Description	<sup>1</sup> “Student-learning outcomes (SLOs)” are the specific measurable goals and results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective behavior) that display evidence that learning has occurred at a specific level of competency as a result of a course or program. Learning outcomes are clear and assessable statements that define what a student is able to DO at the completion of a course or program. Learning outcomes provide a focus and a standard for the classroom and student services. <i>(Definition adopted by SLOs Task Force, March 1, 2005.)</i> <sup>2</sup> There are two types of “programs”: 1) those vocational programs within which certificates are offered and 2) the general education program, including basic skills courses, required for graduation. SLOs for vocational programs and degrees will align with the technical requirements of each specific program. SLOs for non-vocational, general education degrees and programs are expressed by the “Core Four,” approved by the SCC Academic Senate (12MAR07). “Core Four” apply to all general education academic degrees. Program/degree SLOs for vocational degree/certificate programs are based on industry guidelines/standards. <sup>3</sup> “Service-area outcomes (SAOs)” are the specific measurable goals and results that are expected as part of a non-instructional unit’s operations. These outcomes may reflect qualitative (e.g., satisfaction surveys) and/or quantitative (e.g., costs, time, or output counts — either cumulative or average) data that bear on not just what a unit does but also how well it operates.				
Narrative					

**Goal 2: Student Access**

**Provide a college environment that attracts and supports students from our diverse community to increase enrollment and success via access and retention.**

<b>Obj 2.1</b>	THE NUMBER OF STUDENTS SERVED	05-06 BASELINE	06-07	07-08	08-09
<b>Data</b>	1. Increase (3%/yr) College's overall headcount enrollment <sup>1</sup> : 1.1. Increase (3%/yr) south-district <sup>2</sup> : 1.2. Increase (3%/yr) mid-district: 1.3. Increase (3%/yr) north-district: 2. Increase (3%/yr) number of full-time <sup>3</sup> students:	12,421 [11,899] 2,900 4,835 3,663 4,252	<b>12,082</b> <b>[11,569]</b> <b>2,988</b> <b>4,779</b> <b>3,530</b> <b>4,091</b>	<b>12,564</b> <b>[11,981]</b> <b>2,904</b> <b>4,938</b> <b>3,690</b> <b>4,325</b>	14,860 [14,290] 4,456 5,283 4,003 4,646
<b>Description</b>	<p><sup>1</sup>“Headcount enrollment” is counted at the start of classes each fall semester. All classes are counted (credit and no-credit). [NB: For comparison, the number of students enrolled in credit classes only as of the 1<sup>st</sup> census is provided in square brackets.] Resident area is determined by ZIP code in the student database. All students are counted, irrespective of age, educational status, or enrollment status. These figures reflect the opening of the new Vallejo Center in 2007-2008. It is anticipated that there will be an additional 500 FTES generated by this Center each year. At an average of 0.40 FTES/student, this represents an additional 1,250 students.</p> <p><sup>2</sup>Because the new Vallejo Center is located in the southern part of the District, it is reasonable to assume all the growth resulting from the Center's opening will be from that area.</p> <p><sup>3</sup>“Full-time” students are those who are enrolled in 12 or more units as of the start of classes in the fall semester.</p>				
<b>Narrative</b>					

<b>Obj 2.2</b>	ACCESS AND SUCCESS OF UNDER-SERVED POPULATIONS	05-06 BASELINE	06-07	07-08	08-09
<b>Data</b>	1. Increase (4%/yr) the number of full-time students from under-served <sup>1</sup> groups: 1.1 Black, non-Hispanic: 1.2 Hispanic: 1.3 Filipino: 1.4 DSP-served: 2. Increase (4%/yr) degree and certificate completions <sup>2</sup> for students from under-served groups: 2.1. Black, non-Hispanic: 2.2. Hispanic: 2.3. Filipino: 2.4. DSP-served:	734 566 590 364 100 74 97 87	<b>699</b> <b>583</b> <b>567</b> <b>295</b> <b>91</b> <b>100</b> <b>102</b> <b>90</b>	<b>761</b> <b>657</b> <b>585</b> 394 <b>41*</b> <b>49*</b> <b>61*</b> 94	826 637 664 409 112 83 109 98
<b>Description</b>	<p><sup>1</sup>“Under-served” groups are those defined by factors such as ethnicity and disability status. Ethnicity is self-defined by students on the College Application form. Enrollment is based on fall semesters at start of class. “Full-time” is enrolled in 12.0 units or more at the start of class.</p> <p><sup>2</sup>Counts are unduplicated headcounts of students from each group who received either a degree or certificate during the academic year (including summer).</p>				
<b>Narrative</b>	*Spring 2008 degrees/certificates not posted as of 10JUL08.				

<b>Obj 2.3</b>	<b>PARTICIPATION RATE FROM FEEDER SCHOOLS</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Increase (4%/yr) the proportion of incoming freshmen from local feeder high schools <sup>1</sup> to the sizes of their senior classes: 1.1 Angelo Rodriguez: 1.2 Will C. Wood: 1.3 Vacaville: 1.4 Armijo: 1.5 Fairfield: 1.6 Vanden: 1.7 Hogan: 1.8 Vallejo: 1.9 Jesse Bethel: 1.10 Benicia:	35 32 34 27 30 37 14 16 16 11	37 34 30 23 23 35 23 18 20 11	34 36 36 23 30 42 21 18 17 15	40 37 38 31 33 41 25 20 21 12
<b>Description</b>	<sup>1</sup> High school last attended is self-identified by students on the College Application form. The size of a high school's senior class is based on data reported to the California DoE. "Senior class" includes both graduates and non-graduates. Proportions will be tracked by school and graduate/non-graduate.				
<b>Narrative</b>					

<b>Obj 2.4</b>	<b>STUDENT RETENTION AND PERSISTENCE</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Decrease (-4%/yr) the number of student dropouts <sup>1</sup> : 2. Increase (2%/yr) the persistence rate <sup>2</sup> of students: 3. Decrease (-4%/yr) the number of students on probation*: 4. Decrease (-4%/yr) the number of disqualified students*: 5. Increase (2%/yr) the progress and achievement rate <sup>3</sup> : 6. Increase (2%/yr) the rate of students earning at least 30 units over six years <sup>4</sup> : 7. Increase (2%/yr) the annual successful course completion rate for vocational courses <sup>5</sup> : 8. Increase (2%/yr) the annual successful course completion rate for basic skills courses <sup>6</sup> : 9. Increase (2%/yr) the improvement rate for ESL <sup>7</sup> :	2,453 68.9 1,261 255 52.9 68.3 75.9 60.9 61.3	2,307 68.2 1,228 236 49.7 68.6 75.6 62.9 66.2	2,559 71.5 1,575 293 55.3 71.0 79.0 63.4 63.8	2,126 72.9 1,116 217 56.5 72.4 80.5 64.6 65.1
<b>Description</b>	<sup>1</sup> "Dropouts" are students who are enrolled for at least one-half unit of credit in the Fall term and withdraw from all classes, receiving either no grades of record or Ws for all classes. <sup>2</sup> "Persistence rate" is the proportion of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the CCC system. These cohort data are from the annual ARCC reports, Table 1.2: Persistence Rate. <sup>3</sup> "Progress & achievement" rate is the percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. These cohort data are from the annual ARCC reports, Table 1.1: Student Progress and Achievement Rate. <sup>4</sup> This is the percentage of first-time students who showed intent to complete and who earned at least 30 units while in the CCC system. These cohort data are from the annual ARCC reports, Table 1.1a: Percent of Students Who Earned at Least 30 Units. <sup>5</sup> These data are from the annual ARCC reports, Table 1.3: Annual Successful Course Completion Rate for Credit Vocational Courses.				

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	<p><sup>6</sup>These data are from the annual ARCC reports, Table 1.4: Annual Successful Course Completion Rate for Credit Basic Skills Courses.</p> <p><sup>7</sup>These data are from the annual ARCC reports, Table .5: Improvement Rates for ESL and Credit Basic Skills Courses.</p> <p>*As of the fall term.</p>
<b>Narrative</b>	

**Goal 3 (Institutional Diversity):**

**Foster a college environment and strong connection to the community that will attract and support a diverse and excellent faculty, staff and student body.**

<b>Obj 3.1</b>	<b>DIVERSITY PROFILE OF COLLEGE WORKFORCE &amp; STUDENT BODY</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Increase (2%/yr) the Diversity Index (DI) <sup>1</sup> for the student body:	70	<b>72</b>	<b>73</b>	74
	2. Maintain a Comparability Index (CI) <sup>2</sup> of 1 for members of under-served <sup>3</sup> groups within the student body:				
	2.1. White, non-Latino	0.95	<b>0.90</b>	<b>0.90</b>	0.97
	2.2. Black, non-Latino	1.09	<b>1.09</b>	<b>1.13</b>	1.05
	2.3. Asian & Pacific Islanders	1.31	<b>1.35</b>	<b>1.33</b>	1.27
	2.4. Latino	0.68	<b>0.72</b>	<b>0.75</b>	0.74
	2.5. Other	1.84	<b>1.95</b>	<b>1.87</b>	1.78
	2.6. Men	0.79	<b>0.77</b>	<b>0.77</b>	0.81
	2.7. Women	1.22	<b>1.23</b>	<b>1.23</b>	1.18
	3. Maintain a Comparability Index (CI) of 1 for members of under-served groups within each college workforce segment:				
	3.1. Exec/Admin/Mgmt:				
	3.1.1. White, non-Latino	1.61	<b>1.62</b>	<b>1.51</b>	1.56
	3.1.2. Black, non-Latino	0.00	<b>0.50</b>	<b>0.52</b>	0.51
	3.1.3. Asian & Pacific Islanders	0.30	<b>0.25</b>	<b>0.27</b>	0.31
	3.1.4. Latino	1.07	<b>0.73</b>	<b>0.57</b>	1.04
	3.1.5. Other	0.00	<b>0.00</b>	<b>0.00</b>	0.00
	3.1.6. Men	1.18	<b>1.30</b>	<b>1.27</b>	1.14
	3.1.7. Women	0.82	<b>0.70</b>	<b>0.72</b>	0.85
	3.2. Full-time Faculty:				
	3.2.1. White, non-Latino	1.79	<b>1.78</b>	<b>1.77</b>	1.74
	3.2.2. Black, non-Latino	0.51	<b>0.50</b>	<b>0.49</b>	0.53
	3.2.3. Asian & Pacific Islanders	0.28	<b>0.28</b>	<b>0.27</b>	0.29
	3.2.4. Latino	0.34	<b>0.36</b>	<b>0.38</b>	0.37
	3.2.5. Other	0.00	<b>0.00</b>	<b>0.00</b>	0.00
	3.2.6. Men	0.92	<b>0.87</b>	<b>0.90</b>	0.94
	3.2.7. Women	1.09	<b>1.14</b>	<b>1.11</b>	1.05
	3.3. Adjunct Faculty:				
	3.3.1. White, non-Latino	1.71	<b>1.76</b>	<b>1.72</b>	1.66
	3.3.2. Black, non-Latino	0.39	<b>0.33</b>	<b>0.37</b>	0.40
	3.3.3. Asian & Pacific Islanders	0.53	<b>0.59</b>	<b>0.63</b>	0.54
	3.3.4. Latino	0.35	<b>0.26</b>	<b>0.33</b>	0.36
	3.3.5. Other	0.41	<b>0.30</b>	<b>0.08</b>	0.42
	3.3.6. Men	1.11	<b>1.12</b>	<b>1.08</b>	1.07
	3.3.7. Women	0.89	<b>0.88</b>	<b>0.92</b>	0.92
3.4. Classified Staff:					
3.4.1. White, non-Latino	1.44	<b>1.39</b>	<b>1.33</b>	1.36	
3.4.2. Black, non-Latino	0.75	<b>0.73</b>	<b>0.85</b>	0.77	
3.4.3. Asian & Pacific Islanders	0.94	<b>1.14</b>	<b>1.19</b>	1.12	
3.4.4. Latino	0.41	<b>0.41</b>	<b>0.47</b>	0.42	
3.4.5. Other	0.19	<b>0.19</b>	<b>0.16</b>	0.19	
3.4.6. Men	0.71	<b>0.66</b>	<b>0.63</b>	0.74	
3.4.7. Women	1.36	<b>1.42</b>	<b>1.38</b>	1.32	

Description	<p><sup>1</sup>The “Diversity Index” compares the observed distribution among categories to an equi-centile distribution. The closer to 100, the more even or level the distribution; the farther away from 100, the more uneven the distribution. Enrollment figures are as of the start of classes in the fall semester. DIs are computed on a five-category ethnic distribution: 1) White, non-Latino, 2) Black, non-Latino, 3) Asian &amp; Pacific Islander, 4) Latino, and 5) Other. The equi-centile value for five categories is 20.</p> <p><sup>2</sup>“Comparability Index (CI)” is the ratio of two proportions: the percent of members of a target group within a sample to the percent of members of the same group within the population. In this instance, the population is based on all adults living within the District’s service area. Population proportions are based on the most recent US Census data, adjusted for projected growth. Enrollment figures are as of the start of classes in the fall semester. CIs of 1 demonstrate a perfect match. CIs less than 1 demonstrate an “under-representation” of the target group in the sample; those greater than 1 an “over-representation.” The percents used as the denominators for all CIs are from the US Census Bureau’s 2005 population estimates for Solano County: White, non-Latino = 45.1%; Black, non-Latino = 15.3%; Asian &amp; Pacific Islanders = 15.0%; Latino = 21.2%; Other = 3.7%; Men = 50.3%; Women = 49.7%. Where the actual value meets or exceeds the original target value, new target values for subsequent years are calculated based on the actual.</p> <p><sup>3</sup>“Under-served” groups are those defined by factors such as ethnicity, gender, age, disability status, women in nontraditional careers/majors, or first-generation college-going students. Ethnicity is self-defined by students on the College Application form. Staff counts are those reported to the federal Department of Education’s National Center for Education Statistics (NCES) as part of its annual Integrated Postsecondary Education Data System (IPEDS) survey and are current as of November 1<sup>st</sup> each year.</p>
Narrative	

Obj 3.2	SENSITIVITY TO AND APPRECIATION OF DIVERSITY	05-06 BASELINE	06-07	07-08	08-09
Data	<ol style="list-style-type: none"> <li>1. Increase (5%/yr) the number of courses designated as cross-cultural<sup>1</sup>:</li> <li>2. Increase the number of College-sponsored activities featuring under-served<sup>2</sup> groups:</li> <li>3. Increase the number of faculty/staff participants in diversity training sessions:</li> </ol>	12	12	12	12
Description	<p><sup>1</sup>A “cross-cultural” course is one that has been designated by the Curriculum Committee as meeting the Cross-Cultural Studies requirement for graduation (Area E).</p> <p><sup>2</sup>“Under-served” groups are those defined by factors such as ethnicity, gender, age, disability status, women in nontraditional careers/majors, or first-generation college-going students.</p>				
Narrative	<p>Established as a graduation requirement in 1991-92, this three-unit requirement could be satisfied by any of five designated courses: CINMA 11, ENGL 36, HU DV 53, MUSIC 13, and SOCSC 22. The number of designated courses expanded to twelve over the years: HUMN 3 (1992-93); POLSC 5 (1993-94); COUN 55 (1995-96); ART 12, HIST 37, and THEA 13 (1998-99); and ENGL 12 (2003-04).</p>				

### Goal 4: Organizational Development

#### Improve internal operations through effective communication and participatory governance structures.

<b>Obj 4.1</b>	PROMOTE EFFECTIVE PROGRAM REVIEW, PLANNING, AND BUDGET DEVELOPMENT	05-06 BASELINE	06-07	07-08	08-09															
<b>Data</b>	1. Program reviews are published for all units <sup>1</sup> on a four-year cycle:	0%	0%	0%	25%															
<b>Description</b>	<p><sup>1</sup>The measure is the percent of units publishing their annual program review. There are 33 units identified for program reviews:</p> <p>Office of the Superintendent-President. Office of the Vice Pres., Academic Affairs; Foundation; Contract Education &amp; Community Services; Small Business Development Center; Fine/Applied Art &amp; Behavioral Sciences Division; Theatre Operations; Children's Program; Humanities Division; Math &amp; Science Division; Physical Education &amp; Athletics Division; Health Occupations Division; Career Technical Education Division; Business &amp; Computer Science Division; Vacaville &amp; Travis University Centers; Vallejo Center.</p> <p>Office of the Vice Pres., Student Services; Research &amp; Planning; Student Development; Admissions &amp; Records; Counseling/Guidance &amp; DSP Division; Financial Aid &amp; EOPS.</p> <p>Office of the Vice Pres., Administrative &amp; Business Services; Campus Bookstore; College Police; Fiscal Services; Graphic Arts; Facilities; Grounds.</p> <p>Office of the Vice Pres., Technology &amp; Learning Resources; Library; Technology Services &amp; Support Office of Human Resources.</p>																			
<b>Narrative</b>	<p>Program reviews are completed annually by all units as part of the planning and budget development process. These are designed for internal use and reference. Every four years a unit's detailed program review, including evaluation, planning, and budget requirements, will be published to the campus community. These published reports comprise the documentation for the College's Strategic Plan.</p> <table border="1"> <thead> <tr> <th>Division</th> <th>Review Year</th> <th>Other Programs</th> </tr> </thead> <tbody> <tr> <td>Health Occupations; Counseling/DSP; Special Services; Library, Humanities</td> <td>2008-09</td> <td>Fiscal Services; Campus Police; Graphic Arts Services; Facilities</td> </tr> <tr> <td>Math &amp; Science; Fine/Applied Arts &amp; Behavioral Sciences</td> <td>2009-10</td> <td>Technical Support Services; Community Services; Bookstore</td> </tr> <tr> <td>Physical Education &amp; Athletics; Business &amp; Computer Science</td> <td>2010-11</td> <td>Research &amp; Planning; Workforce &amp; Economic Development</td> </tr> <tr> <td>Career Technical Education;</td> <td>2011-12</td> <td>Human Resources; Admissions &amp; Records; Student Development</td> </tr> </tbody> </table> <p>The table above illustrates the four-year program review publication cycle that includes all areas of the College. A unit will publish its program review in the fall following its assigned Review Year. For example, if the Review Year is the academic year 2008-09, the report will be published in the subsequent fall term (fall of 2009-10) and will be based on data and activities during the 2008-09 review year, but should also contain data from the prior year(s) in order to help identify trends. The College's Program Review Report is published to inform members of the campus community and the public. Minimal distribution will be: The Shared Governance Council, The Executive Council, the Governing Board, the campus Library, and the College's web site.</p> <p>The reports will contain: 1) a narrative description of the unit and of each program or service offered, including mission, goals, and desired outcomes — student-learning or service-area outcomes (SLOs and SAOs, respectively); 2) both quantitative and qualitative data relative to unit/program performance; 3) an evaluation of the unit/program effectiveness and efficiency; 4) an analysis of trends; 5) recommended changes and expected outcomes; and 6) a description of unit/program needs to implement the recommended changes and achieve the expected outcomes.</p> <p>Final drafts of the unit/program reports must be submitted to the Office of Research &amp; Planning no later than December 1st to be published in that year's Program Review Report. The vice presidents are responsible for the timeliness and adequacy of the reports from their areas.</p>					Division	Review Year	Other Programs	Health Occupations; Counseling/DSP; Special Services; Library, Humanities	2008-09	Fiscal Services; Campus Police; Graphic Arts Services; Facilities	Math & Science; Fine/Applied Arts & Behavioral Sciences	2009-10	Technical Support Services; Community Services; Bookstore	Physical Education & Athletics; Business & Computer Science	2010-11	Research & Planning; Workforce & Economic Development	Career Technical Education;	2011-12	Human Resources; Admissions & Records; Student Development
Division	Review Year	Other Programs																		
Health Occupations; Counseling/DSP; Special Services; Library, Humanities	2008-09	Fiscal Services; Campus Police; Graphic Arts Services; Facilities																		
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Physical Education & Athletics; Business & Computer Science	2010-11	Research & Planning; Workforce & Economic Development																		
Career Technical Education;	2011-12	Human Resources; Admissions & Records; Student Development																		

<b>Obj 4.2</b>	<b>TRANSPARENCY AND ACCOUNTABILITY OF DECISION MAKING</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Increase the number of campuswide forums/communication events <sup>1</sup> : 2. Maintain the currency level <sup>2</sup> of District policies/procedures: 3. Increase the number of committees posting their minutes on the College web site:	33%	<b>33%</b>	<b>33%</b>	33%
<b>Description</b>	<sup>1</sup> “Campus-wide forum/communication event” includes any activity during which operational information is presented. This event could be one-way (presentation, newsletter, email) or two-way (forum, town-hall meeting, panel discussion). <sup>2</sup> “Currency level” is the proportion of policy and procedure sections either created or formally reviewed and reaffirmed during a year to the total number of such sections.				
<b>Narrative</b>					

<b>Obj 4.3</b>	<b>SUPPORT CONTINUED DEVELOPMENT OF ALL EMPLOYEES AND PARTICIPATION IN CAMPUS-WIDE DECISION MAKING</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Increase the number of development activities <sup>1</sup> on campus: 2. Increase the proportion of employees who participate in shared governance structures <sup>2</sup> : 2.1 Administration: 2.2 Faculty: 2.3 Staff:	N/A			
<b>Description</b>	<sup>1</sup> These activities include inservice training sessions, workshops, and exhibits. <sup>2</sup> “Shared governance structures” include councils, regular and ad hoc committees, and task forces.				
<b>Narrative</b>					

**Goal 5 (Technology and Learning Resources):**

**Support and expand technology and learning resources to address the current and future educational and technological needs of the students and the college.**

<b>Obj 5.1</b>	ENTERPRISE RESOURCES PLANNING	05-06 BASELINE	06-07	07-08	08-09
Data	1. Conversion of current databases and adherence to “go-live” schedules for each module.				
Description	Complete a timely and on-budget implementation of Sungard SCT Banner and associated products according to the schedule and timelines set by the ERP Steering Committee.				

<b>Obj 5.2</b>	TECHNOLOGY INFRASTRUCTURE (VIA MEASURE G)	05-06 BASELINE	06-07	07-08	08-09
Data	1. Construction projects adhere to published District technology plan and standards. 2. Number of fully functioning <sup>1</sup> Smart Classrooms.				
Description	<sup>1</sup> “Fully functioning” is defined as a single unit with a PC, VCR/DVD player, speakers, and SP (wall-mounted) control panel. Complete Measure G projects using the District technology plan and standards incorporating the most appropriate technologies for data and voice telecommunication in addition to academic technologies designed to support teaching and learning.				
Narrative					

<b>Obj 5.3</b>	MOBILE COMPUTING	05-06 BASELINE	06-07	07-08	08-09
Data	1. Number of laptops, PDAs, and other mobile computing devices purchased: 2. Wireless access points installed and connectivity enabled:				
Description	Enable mobile computing technologies for faculty, staff, and students to directly support teaching and learning and to better enable employees to work more effectively.				
Narrative					

<b>Obj 5.4</b>	LEARNING RESOURCES AT THE NEW CENTERS	05-06 BASELINE	06-07	07-08	08-09
Data	1. Student and faculty satisfaction surveys: 2. Usage counts — gate count, reference desk, orientations:				
Description	Implement an effective learning resources program with faculty, staff, technology, and appropriate materials at the new Vallejo and Vacaville Centers.				
Narrative					

SCC Strategic Goals & Objectives:  
2006-2009

<b>Obj 5.5</b>	<b>COMPUTER &amp; INFORMATION COMPETENCY</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	<ol style="list-style-type: none"> <li>1. Proportion of students with current e-mail accounts on file:</li> <li>2. Proportion of students with access to e-mail:</li> <li>3. Increase number of students attending library tutorials on information competency:</li> </ol>				
<b>Description</b>					
<b>Narrative</b>					

**Goal 6 (Fiscal Strength):**

**Develop and manage fiscal and other resources to support institutional effectiveness.**

<b>Obj 6.1</b>	<b>PHYSICAL PLANT SUPPORT FOR COLLEGE PROGRAMS</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Increase funds spent <sup>1</sup> on physical repair/renovation (in thousands): 2. Increase funds spent on new construction (in millions): 3. Optimize instructional capacity <sup>2</sup> : 4. Establish and maintain an annual budget of ½ of 1% of annual unrestricted expense for the repair and replacement of equipment and facilities:	\$266  \$10.4  N/A  0	<b>\$223</b>  <b>\$34.3</b>  <b>N/A</b>  <b>0.5%</b>	\$300    0.5%	\$325    0.5%
<b>Description</b>	<sup>1</sup> Spending for physical repair/upgrades and new construction combines general funds (apportionment) and categorical funds (bonds and scheduled maintenance funds). <sup>2</sup> “Instructional capacity” is the proportion of hours during a normal business week (Monday through Friday) that rooms/areas are assigned to instructional activities/classes to the total available hours (6 a.m. to 10 p.m. = 16 hours). <sup>3</sup> Refer to Board Policy §3005.				
<b>Narrative</b>					

<b>Obj 6.2</b>	<b>EFFECTIVENESS AND EFFICIENCY OF FISCAL SERVICES OPERATIONS</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Optimize the percent of invoices for which checks are disbursed within two weeks of receipt by Accounts Payable <sup>1</sup> : 2. Optimize the average number of days between the receipt of a purchase requisition by Purchasing and the creation of the purchase order: 3. Minimize the number of months required to close a fiscal year: 4. Optimize the number of months allocated for budget development:	N/A  8  4  3.5	<b>82</b>  <b>6</b>  <b>3</b>  <b>5.5</b>	89  4  2  5.5	95  3  2  5.5
<b>Description</b>	<sup>1</sup> This applies to external vendors only. The measure is the percent of invoices for which the difference between the AP date received and the check date is less than or equal to 14 calendar days.				
<b>Narrative</b>					

<b>Obj 6.3</b>	<b>FISCAL STABILITY</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Increase the apportionment received from FTES growth*: 2. Maintain/increase the amount of categorical funds <sup>1</sup> available (in millions): 3. Increase (0.5%/yr) the percent of operating reserve: 4. Fund unfunded District liabilities (in thousands) <sup>2</sup> — 4.1. Compensated absences & sick leave: 4.2. Retiree health benefits:	\$1.8M  \$5.4  5.0%  \$917	<b>\$18,473</b>  <b>\$8.5</b>  <b>5.5%</b>  <b>\$100</b>	\$532,774  \$9.0  6.0%  \$125	\$436,700  \$9.8  6.5%  \$200
<b>Description</b>	<sup>1</sup> Categorical and grant funds are counted in the fiscal year received not awarded. Funds carried over from one fiscal year to the next are only counted in the year in which they are expended. <sup>2</sup> “Unfunded District liabilities” include accumulated compensated absences (vacation) and sick leave				

	benefits and retiree health benefits (ref. GASB45). Implementation is required in 2008-09.
<b>Narrative</b>	*Program-based funding ended in 2005-06. This was replaced by a new funding model (SB361) for the 2006-07 fiscal year.

<b>Obj 6.4</b>	FOUNDATION SUCCESS	05-06 BASELINE	06-07	07-08	08-09
<b>Data</b>	<ol style="list-style-type: none"> <li>1. Increase donation participation<sup>1</sup> of staff:</li> <li>2. Increase the percent of external donors<sup>2</sup>:</li> <li>3. Increase the number of fund-raising events<sup>3</sup>:</li> <li>4. Increase the percent of donations from staff:</li> <li>5. Increase the percent of external cash donations:</li> <li>6. Increase the percent of gifts-in-kind donations<sup>4</sup>:</li> <li>7. Increase the percent netted by fund raising:</li> </ol>	<p>43</p> <p>38</p> <p>4</p> <p>\$7,430</p> <p>\$20,349</p> <p>\$5,910</p> <p>\$33,689</p>	<p>10%</p> <p>10%</p> <p>4</p> <p>10%</p> <p>10%</p> <p>10%</p> <p>10%</p>	<p>15%</p> <p>15%</p> <p>5</p> <p>15%</p> <p>15%</p> <p>15%</p>	<p>20%</p> <p>20%</p> <p>6</p> <p>20%</p> <p>20%</p> <p>20%</p>
<b>Description</b>	<ol style="list-style-type: none"> <li><sup>1</sup>The “participation” is the proportion of full-/part-time staff members (faculty, classified, management) who donate at least \$1 cash or real property to the Foundation to the total number of full-/part-time staff members as of November 1<sup>st</sup> of each year.</li> <li><sup>2</sup>“Increase the percent” refers to growth over the amount noted in the baseline year. Funds from external donors include the contribution of cash and in-kind gifts.</li> <li><sup>3</sup>A “fund-raising event” is a one-time activity (e.g., dinner, sponsored race, auction) or solicitation for contributions (e.g., mailing, telephone contact).</li> <li><sup>4</sup>The value of in-kind donations as assessed by donors.</li> </ol>				
<b>Narrative</b>	<ol style="list-style-type: none"> <li>1. Thirty-five staff donated through payroll deduction, 8 staff donated in cash.</li> <li>2. Includes cash (33) and gifts-in-kind (5) donors.</li> <li>3. Payroll deductions, President’s Circle, solicitation letters, and gifts-in-kind.</li> <li>4. Total staff donations from payroll deductions (\$3,600) and cash (\$3,830).</li> <li>5. Total outside receipts were \$26,398.51, of which \$6,050 was in collections for the County of Solano “Sister City” program, netting \$20,348.51 in receipts for the Foundation.</li> <li>6. The total value of cash (\$27,778.51) and gifts-in-kind (\$5,910) for FY05-06 was \$33,688.51.</li> </ol>				

**Goal 7: Community Relations**

**Foster a strong connection to the communities we serve and be responsive to local and regional needs.**

<b>Obj 7.1</b>	<b>WORKFORCE TRAINING &amp; ECONOMIC DEVELOPMENT</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Increase (15%/yr) the number of clients <sup>1</sup> : 2. Increase (10%/yr) the number of contracts <sup>2</sup> : 3. Increase (12%/yr) gross revenue <sup>3</sup> — 3.1. Employer-paid/contracted services: 3.2. Fee-based <sup>4</sup> programs:	5 6 \$57,320* \$36,580*	<b>6</b> <b>8</b> <b>\$77,000</b> <b>\$58,672</b>	7 8 \$86,240 \$65,713	7 8 \$96,589 \$73,598
<b>Description</b>	<sup>1</sup> “Clients” are any entity that has an active contract with the College for services during the fiscal year. <sup>2</sup> “Contract” is a formal agreement to provide services in exchange for money or other donations. <sup>3</sup> “Gross revenue” is measured by individual contract as reported on the “Contract Education Status Report” to the State. <sup>4</sup> “Fee-based programs” include professional development courses and job-training programs. *Baseline data from S06 only. Annual targets based on double the baseline.				
<b>Narrative</b>					

<b>Obj 7.2</b>	<b>LIFE-LONG LEARNING &amp; PERSONAL ENRICHMENT</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Increase (10%/yr) the number of paid enrollments— 1.1. Online*: 1.2. Traditional*: 2. Increase (10%/yr) gross revenue <sup>1</sup> — 2.1. Online*: 2.2. Traditional*:	332 923 \$27,941 \$55,567	<b>692</b> <b>1,779</b> <b>\$61,978</b> <b>\$111,434</b>	803 2,234 \$68,176 \$134,472	884 2,457 \$74,993 \$147,919
<b>Description</b>	<sup>1</sup> “Gross revenue” is the sum of all monies received for classes, less refunds. * Baseline data from S06 only. Annual targets based on double the baseline.				
<b>Narrative</b>					

<b>Obj 7.3</b>	<b>STRONG CONNECTION TO THE COMMUNITY</b>	<b>05-06 BASELINE</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>
<b>Data</b>	1. Increase the number of community input opportunities <sup>1</sup> — 1.1. Vocational Program Advisory committees: N/A 1.2. Community forums and/or focus groups: N/A 2. Increase the number of community events <sup>2</sup> offered: N/A 3. Increase the number of high school visits <sup>3</sup> : N/A			<b>37</b>	
<b>Description</b>	<sup>1</sup> A “community input opportunity” may take the form of ad hoc or ongoing advisory committees, community forums, focus groups, needs assessment surveys, or other data collection techniques. An “advisory group” must have at least two members who are not SCC employees, either full-time or part-time, and which meet at least once a year. <sup>2</sup> A “community event” is an activity that is open to the public and for which admission is free. <sup>3</sup> These visits can be coordinated through Community Services, Student Development, Tech/Prep Program, Counseling, and other outreach activities, including campus open-houses or preview days.				
<b>Narrative</b>					

## Process for Proposing a New Strategy

Deadline	Activity
May 1 <sup>st</sup>	The Strategy Proposal & Evaluation Form is filled out by members of faculty, staff, and ASSC and submitted to the Review Group (RG) responsible for the specific strategic goal and objectives addressed. (There will be one committee, with cross-functional or cross-departmental representation, for each strategic goal. Representation from the Academic Senate will be on each committee.) Strategies must be submitted to the appropriate RG by MAY 1 <sup>st</sup> prior to the planning year.
May 15 <sup>th</sup>	The RG reviews all proposed strategies and provides initial feedback and recommendations to the individuals by MAY 15 <sup>th</sup> prior to the planning year. The RG works with the person/group proposing the strategy to clarify and complete an implementation plan in appropriate detail.
Aug 15 <sup>th</sup>	The completed proposals are submitted to the RG by AUG 15 <sup>th</sup> of the planning year.
Oct 1 <sup>st</sup>	The RG will review the final proposals and forward all reasonable/feasible strategies to the Shared Governance Council (SGC) by OCT 1 <sup>st</sup> of the planning year. The RG will maintain an archive of proposed strategies and will track the implementation and success of approved strategies.
Nov 1 <sup>st</sup>	The strategies are reviewed and prioritized by the SGC for budget planning. Strategies requiring funding will be forwarded to Finance & Budget Planning Advisory Council (FaBPAC) by NOV 1 <sup>st</sup> of planning year.
Feb 15 <sup>th</sup>	FaBPAC will provide budgeting recommendations and report the results to the RGs and the College community by FEB 15 <sup>th</sup> of the planning year.
Mar 1 <sup>st</sup>	The Executive Council (EC) and Superintendent-President identify strategies to be implemented and report these to the College community by MAR 1 <sup>st</sup> of the planning year.
End of Spring Term	Pending the outcome of the Governor's Revised State Budget (the May Revise), the EC will identify the strategies to be implemented in the new academic year and report these to the College community by the end of the spring semester.
May 1 <sup>st</sup> +1	The RG, in cooperation with the person(s) responsible for implementing the strategy, will collect, evaluate, and report data relevant to the implementation and outcome of the strategy to the SGC and College community by MAY 1 <sup>st</sup> of the implementation year.
Jun 30 <sup>th</sup> +1	The SGC will present a report on all strategies to the Board and the public by JUN 30 <sup>th</sup> of the implementation year.

## Strategic Proposal Review Groups (RGs)

Mission: To assist members of the college community in completing the SCC *Strategy Proposal & Evaluation Form* that identifies a strategy to achieve an objective within their strategic goal area; to review and prioritize proposed strategies for their area; and to evaluate and report on the effectiveness of those strategies that were selected to be implemented.

**Leadership:** Meetings of the RGs will be called into session when needed, but not less than once a semester, by the administrator assigned the responsibility for each strategic goal area. Assignments are:

#	Strategic Goal Area	RG Team Leaders
1	Quality Teaching & Learning	VP, Academic Affairs
2	Student Access	VP, Student Services
3	Institutional Diversity	Director, Human Resources
4	Organizational Development	Superintendent-President
5	Technology	VP, Technology & Learning Resources
6	Fiscal Strength	VP, Administrative & Business Services
7	Community Relations	VP, Academic Affairs

**Composition:** Any interested member of the college community may volunteer to serve on a Review Group (RG). RGs will invite representation from each of the SGC constituencies. There will be one vote from each SGC constituency. Duration of service will be two years.

**Duties:** The RG Team Leaders are responsible for the effective operation of the RG and they or their designees will —

- Maintain a current list of RG members
- Schedule RG meetings (at least once a semester)
- Develop and post agendas prior to each RG meeting
- Ensure that RG actions/assignments are recorded and these records are posted as soon as possible after the meeting
- Receive strategy proposals relating to objectives within their assigned strategic goal area
- Forward prioritized strategies to the SGC and, as required, to FaBPAC by the dates required
- Serve as liaison between the RG, the strategy's lead person, and the SGC, ensuring that SGC decisions are reported back to the RG and that the RG provides requested information/data to the SGC
- Assist the strategy's lead person in preparing and presenting the annual report to the SGC

## SCC Strategy Proposal & Evaluation Form

Date this form is filled out: \_\_\_\_\_ For Budget Year: \_\_\_\_\_

Strategy Title: \_\_\_\_\_

Name of Person Proposing	Lead Person's Name	Lead Person's Phone	Lead Person's email	Component (see Legend)

**Legend** (Component to which the lead person(s) belong): **A** = Academic Affairs, **B** = Admin & Business Services; **H** = Human Resources; **P** = President's Office; **S** = Student Services, **T** = Technology & Learning Resources

List units/departments that will be involved:

\_\_\_\_\_

Use the expanding table below to fill in detailed information about this strategy:

<b>STRATEGY'S RATIONALE</b> (Specify why this strategy is needed.):
<b>STRATEGY'S DESCRIPTION</b> (Specify in detail how and what you will accomplish.):
<b>LINKAGE TO STRATEGIC OBJECTIVE(S)</b> (Identify for which this is intended using its location. For example, Obj 2.1a.):
<b>FISCAL IMPACT</b> (attach budget worksheet, if required): <input type="checkbox"/> No, budget & staffing resources are already built in. <input type="checkbox"/> Yes, funding is required to implement strategy. One-time = \$0    On-going = \$0 <input type="checkbox"/> Yes, external funding source is needed. One-time = \$0    On-going = \$0 If external funding sources are available, please specify:

### Evaluation of this Strategy — To Be Completed by June 1<sup>st</sup> Each Year of Implementation

Did this strategy involve other departments WITHIN your component?  Yes,  No.

If "Yes," please specify: \_\_\_\_\_

Did this strategy involve other departments OUTSIDE your component?  Yes,  No.

If "Yes," please specify: \_\_\_\_\_

1.  Yes, the strategy has been completed. Describe the ACCOMPLISHMENTS of the strategy:
2.  Yes, the strategy is in progress. Describe the PROGRESS made so far (refer to your original description above):
3.  No, the strategy has NOT begun. Please explain:
4.  Yes, additional funding (funds NOT yet budgeted) is needed for the next academic year to implement this strategy.
  - a. Amt = \$
  - b. Justification:
5.  No, this strategy is abandoned. Please explain:

Person Completing Evaluation: \_\_\_\_\_ Date: \_\_\_\_\_