State Center Community College District

2008 Strategic Plan Update Report

May 20, 2011

2008 Strategic Plan Update Report
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Executive Summary

The 2011 Updated Strategic Plan and planning efforts, prepared for the State Center Community College District (SCCCD), updates the 2008 Strategic Plan; aligns strategic goals and objectives for the entire college district; creates a proposed district-wide planning structure and planning calendar; and provides a proposed framework of accountability and assessment of district goals and objectives for the development of the 2012-2016 Comprehensive Strategic Plan. Thus, this 2011 Updated Strategic Plan will bring the college district's planning activities current and serve as a foundation for a Comprehensive Strategic Planning process in 2012. This Strategic Plan is grounded in current trends and demographic data; internal survey results; consultation with a representative District-wide Planning Workgroup; and goals and objectives to meet the educational needs of students.

As one of the larger community college districts in California, SCCCD serves more than one million people, 18 unified and high school districts, and 5,500 square miles of urban and rural territory that includes most of Fresno and Madera Counties, and smaller portions of Kings and Tulare Counties. The population of the District's service area was 1,010,679 in 2008 and was projected to grow 1.5% annually over the next five years. This represents a greater growth rate than that projected for the State of California (1.01%) or for the nation (.91%). Hence, the need for ongoing planning with consistent review and assessment appears justified. In fall 2010, 35,578 students were enrolled in SCCCD, a 9% increase from fall 2007.

The process to develop the 2011 Strategic Plan involved creating an ad hoc District Planning Workgroup with representatives from various district constituent groups. The Chancellor assigned an administrator to work with the College Brain Trust (CBT) and the Planning Workgroup. The 2011 updated Strategic Plan Goals and Objectives are drawn from the goals of the district and college/centers Educational Master Plans and Strategic Plans. At the request of the District, the 2008 Strategic Plan Goals and Objectives document reflects changes made by the Planning Workgroup, and is located in Appendix D. All changes recommended by the Planning Workgroup are included in the 2011 updated Strategic Plan Goals and Objectives document, found in Appendix E.
In addition to the above, the report provides a section with conclusions, recommendations and next steps to ensure a smooth transition to the next phase of district-wide planning, and development of the Comprehensive Strategic Plan in 2012.

2008 Strategic Plan Update Process, Timelines and Participants

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The California Brain Trust (CBT), a consulting firm of the McCallum Group Inc., entered into a Professional Services Agreement to update the 2008 Strategic Plan for the State Center Community College District in February 2011. Dr. Fran White, Superintendent/President emerita of the Marin Community College District was named project leader for the CBT team. The CBT team began its work on the project March 2, 2011. The team members included Julie Slark, former Assistant Vice Chancellor for Educational Services at Rancho Santiago Community College District; and Dona Boatright, former Vice Chancellor for Instructional Programs, California Community Colleges Chancellor's Office. The team met with numerous individuals and groups, over a two day period; and established a process and timeline for accomplishing an updated Strategic Plan.   The process included the development of a work plan for each CBT consultant. In addition, the CBT team collaborated with the Chancellor to ensure a timeline and schedule appropriate for completion of the updated Strategic Plan. The consultants used the following steps to create the updated 2011 Strategic Plan:

- Reviewed all documents related to current Strategic Plans, Education Master Plans and Self Studies;

- Met with Chancellor and leadership staff to review deliverables, scope of work and strategies for updating the 2008 Strategic Plan;

- Conducted group meetings with internal stakeholders to solicit feedback and input for the 2008 Strategic Plan update;

- Summarized a set of determined institutional and environmental data needed for the Strategic Plan update;

- Worked with district leadership to establish a Planning Workgroup to facilitate the update of the 2008 Strategic Plan;

- Worked with the District Planning Workgroup to develop processes for the Strategic Plan update that included the alignment of current District Strategic Plan goals and objectives with college/centers Strategic Plans;

- Worked with the District Planning Workgroup to develop a District-wide planning structure, calendar, and a framework for accountability measurement and assessment.

Timelines

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Phase 1 involved on-site discovery, document review, and organization of the Strategic Plan update process. On March 2-3, 2011, the CBT team traveled to Fresno to meet with leaders and stakeholders at Fresno City College, Reedley College, Willow International Center and the District Office. During that time, the team spoke with individuals representing SCCCD administrators, faculty and staff. Phase 2 included a second trip to Fresno on March 29, 2011, when the team met with the District Planning Workgroup to review the outcomes of an internal survey regarding the 2008 Strategic Plan goals and objectives. That meeting also included a discussion about next steps and progress on the final report. Phase 3 involved drafting the updated goals and objectives, and a meeting with the Planning Workgroup was held on April 15, 2011 to review a draft of the updated goals and objectives. Phases 4 and 5 involved writing this Draft Report, incorporating input and feedback from the Planning Workgroup and district leadership. The Final Report was submitted to the district on May 20, 2011.

District/College and Centers Participants

There are many individuals who deserve thanks and gratitude for their participation in the development of the updated 2011 Strategic Plan. These individuals are leaders of the State Center Community College District and include administrators, faculty and staff. A list of participants can be found in Appendix B. A special acknowledgement is given to the Planning Workgroup, Dr. Jothany Blackwood, and Dr. Deborah G. Blue for their unwavering support and assistance in the development of the updated 2011 Strategic Plan.

CBT Team

Frances L. White, Ph.D., Project leader

Julie Slark, Team Member

Dona Boatright, Team Member

Selected Trends for 2008 Strategic Plan Update

State Center Community College District – Environmental Trends

SCCCD serves more than a million people, 18 unified and high schools districts, and 5,500 square miles of urban and rural territory, including most of Fresno and Madera Counties and smaller portions of Kings and Tulare Counties. The population of the District's service area was 1,010,679 in 2008 (all zip codes in the service area, Maas SCCCD EMP) and projected to grow 1.5% annually between 2009 and 2014. This represents a greater growth rate than that projected for the State of California (1.01%) or for the nation (.91%). **Because the State is currently navigating an "Era of Scarcity" and not providing funding to community colleges for increased enrollments, and because SCCCD's student enrollment is increasing, this higher-than-average population growth rate requires strategic consideration for planning.**

	Service Area Geographic Definition – Maas EMPs	Total Population 2008	Percent Hispanic 2008
SCCCD	All zip codes	1,010,679	50%
Fresno City College	5-mile radius to FCC	574,815	46%
Reedley College	15-mile radius to RCC	199,382	74%
Willow International	7.5-mile radius to WIC	284,318	27%
Madera Center	10-mile radius to MC	128,588	59%
Oakhurst Center	20-mile radius to OC	39,194	NA

Perhaps the greatest challenges for SCCCCD's strategic planning come from service area demographics and the currently depressed regional economies. Specifically, the unemployment, poverty, and low educational attainment rates of the region are critical factors for planning related to educational program and workforce development:

- The January 2011 **unemployment rates** for service area counties were far greater than the average for the State (12.7%). Fresno County's was 18.2% and Madera County's, 16.6%. (www.labormarketinfo.edd.ca.gov). Reportedly, underemployment is just as significant a problem as is unemployment. Likewise, data from 2008 indicate that nearly a quarter, 22.3%, of the population in Fresno County **lived in poverty**, compared to 13.3% for the State. The same rate for Madera County was 16.9%. Additionally, average household incomes are well below state averages. (SCCCD 2009-2010 Fact Book).
- High regional unemployment may be tied to **education levels** that are below state averages. That is, while the percentage of the total adult (ages 25 and over) California population **without a high school diploma** was 19.7% in 2008,

the percentage for Fresno County was much higher at 27.8% and for Madera County, 31.4%. (SCCCD 2009-2010 Fact Book)

- Another important consideration for program and curriculum planning is the proportion of the service area population that **"speak English less than 'very well'"**, most of whom are Spanish speaking--17.1% in Madera County and 18.6% in Fresno County. (SCCCD 2009-2010 Fact Book)

- Finally, similar to most counties in California, SCCCD's service area is becoming more diverse in terms of **ethnicity.** In 2008, 50% of the total service area was Hispanic—74% for Reedley College's service area. Also notable, the **65 to 74 year-old age** group, the Baby Boomer Generation, will increase by more than 7,000 people between 2008 and 2014. (Maas EMP) This older group represents a demographic to be served with fitting educational programs, as well as a group that will have impact on the nature of the regional economy and industries.

These economic and demographic challenges present themselves simultaneously to a confluence of **internal leadership and structural changes within SCCCD**: The District has a new Chancellor, will soon have at least two new college presidents, and has relatively high percentages of faculty, staff and administrators over age 60 and nearing retirement age, 15%, 12% and 20% respectively (2008).**   Further, the District is re-structuring to include a third, new college. Not only is this decade an Era of Scarcity, but it is also an "Era of Change and Challenge".

**Faculty age percentages are for tenured faculty, educational and classified administrators combined, and professional and support classified staff combined.

Trends for Planning – College Student Enrollment and Characteristics

District enrollments increased 9% over the past three years.   Significant increases in numbers and rates were seen throughout the District but were greatest for full-time students, students under 25 years of age, and Hispanic students, as well as for Reedley College and the three centers. **These increases and re-distribution of student characteristics and site enrollment indicate that the District is addressing the needs and changes of the community, and that deliberate and strategic planning and resource allocation is critical at this time. Cohesive data, information management, and analysis is also needed and important during this time of rapid change and planning.**

SCCCD

	Fall 2007	Fall 2010	Change
Enrollment	34,484	35,578	+9%

Fresno City College

	Fall 2007	Fall 2010	Change
Enrollment	23,326	24,563	+1,237/+5%
Full-time enrollment*	36%	39%	+1,198/+14%
Under 25 years of age enrollment	58%	61%	+1,185/+9%
Hispanic enrollment	36%	42%	+1,865/+22%

Reedley College

	Fall 2007	Fall 2010	Change
Enrollment	5,926	7,032	+1,106/+19%
Full-time enrollment*	48%	51%	+772/+27%
Under 25 years of age enrollment	65%	70%	+1,052/+79%
Hispanic enrollment	59%	64%	+968/+28%

North Centers

Willow International/Clovis:

	Fall 2007	Fall 2010	Change
Total enrollment	4,679	5,628	+949/+20%
Full-time enrollment *	43%	50%	+775/+38%
Under 25 years of age enrollment	69%	73%	+871/+27%
Hispanic enrollment	25%	28%	+431/+37%

Madera Center:

	Fall 2007	Fall 2010	Change
Enrollment	2,445	2,830	+385/+16%
Full-time enrollment*	37%	40%	+211/+23%
Under 25 years of age enrollment	63%	66%	+342/+22%
Hispanic enrollment	54%	56%	+268/+20%

Oakhurst Center:

	Fall 2007	Fall 2010	Change
Enrollment	529	638	+109/+21%
Full-time enrollment*	35%	42%	+81/+44%
Under 25 years of age enrollment	56%	58%	+16/+4%
Hispanic enrollment	15%	20%	+50/+63%

*Full-time students are those enrolled in 12 or more units.

District Faculty and Staff Characteristics

Because the district's and colleges' service areas are characterized by ethnic diversity and a predominance of Hispanic population and enrollment, the ethnic and racial distribution of students, faculty and staff are provided below. (2009-2010 SCCCD Fact Book, Maas EMP, and SCCCD Fact Sheets)

Percent	SCCCD				
	Service area	Students	FT Faculty	FT Classified Support Staff	Academic Admin.
	2009	Fall 2010	2008	2008	2008
Non-white	50%	65%	27%	43%	38%
Hispanic	50%	45%	16%	28%	15%

Note: These percentages are provided for discussion purposes during strategic planning. The comparability of the percentages in this table is limited, given the different timeframes provided, the large percentages of "unknown" for each category, and the differences between that of declaring ethnicity and declaring race.

2011 Updated Strategic Plan Goals and Objectives

The objective for updating the District's 2008 Strategic Plan was to bring the plan into alignment with plans and planning processes at the colleges and centers, as well as to make the plan current. The 2008 Strategic Plan was developed similarly to the California Community Colleges Chancellor's Office Strategic Plan, and contained five goals and 17 objectives. The updated 2011 Strategic Plan contains five goals and 18 objectives. Because Goal #2 is about teaching and learning, it was determined that a specific objective focused on teaching and learning was needed (2.4).

The 2011 Strategic Plan expires in 2012 and will transition with the development of the new 2012 Comprehensive Strategic Plan. The 2011 Strategic Plan does not include any major revisions to the District's vision, mission and values, as those will be addressed as part of the comprehensive strategic planning in 2012. The 2011 goals and objectives represent minor changes and do not represent significant changes in language except where the realities of new data compelled making such changes. For example, in Objective 1.1 of Goal #1, the word change from *increase* enrollment to *manage* enrollment was substituted, because of enrollment data showing the District to be "over cap" with a significant amount of unfunded FTES. The District has grown leaps and bounds, thus accomplishing its goal to increase enrollment. During a period of declining resources, with no forthcoming "growth dollars" from the state, it does seem prudent to make such a change in language.

For the rest of the Strategic Plan document, minor word changes are offered. In addition to trend data, results from an internal survey were considered when suggesting changes in the language. The internal survey results showed overwhelming support for the relevance and importance of the 2008 goals and objectives, thus, lending further evidence that no substantive changes in the goals and objectives for 2011 were required (see Appendix J).

Planning Structures, Timelines and Assessment

District Planning Workgroup

To facilitate the work for the updated 2011 Strategic Plan, an ad hoc District Planning Workgroup was convened. The Workgroup consisted of representation from faculty, staff, administrators and students (see Appendix B). The Workgroup met once, sometimes twice a week, every week over a three month period. The Workgroup organized its work around the development and implementation of a district-wide survey to assist in updating the current strategic plan; development of a district-wide planning calendar that aligns District and college planning; creation of a measurement and assessment framework for the District's strategic plan; and, ongoing planning and assessment. The internal survey received over 500 responses (with half from students) regarding whether each of the current 2008 goals and objectives remains relevant. The survey results summary can be viewed in Appendix J. Also, a document outlining operational guidelines for a district planning group was proposed, which would transition the existing Planning Workgroup from an ad hoc group to a District Planning Council (DPC) for ongoing planning, accountability and assessment (see Appendix F).

District Planning Calendar

The District Planning Workgroup developed a District Planning Calendar that aligns all strategic planning for the colleges, centers and District office. The Planning Calendar establishes a timeline for ongoing planning, leading up to the development of the 2012-2016 Comprehensive Strategic Plan in 2012 (see Appendix G). In addition, the proposed Planning Calendar reflects a timeline from fall 2012-2016 and a coordinated college/centers timeline from fall 2013 to 2017.

Proposed Planning Council Guidelines and Procedures

A structure to coordinate, develop monitor and oversee district wide planning is proposed in this updated Strategic Plan. Although planning activities have been implemented and are on-going at the colleges and centers, the coordination of all planning activities has lacked consistency. The guidelines and procedures clearly delineate the purpose, scope membership, and operational requisites for effective planning (Appendix F).

Proposed Accountability Measurement and Assessment Framework

The previous SCCCD Strategic Plan did not adequately reflect an assessment framework for determining the completion or effectiveness of a specific goal and objective. The Planning Workgroup reviewed internal and external documents to determine a best course of action toward developing a model for accountability measurement and assessment to be used for the 2012 Comprehensive Strategic Plan. The framework developed (see Appendix H) includes the identification of a goal(s) and corresponding objective(s); baseline and target data; assessment method; assessment results; the person(s) responsible; and the final status or resolution of a given activity.

Conclusions, Recommendations and Next Steps

To update the 2008 Strategic Plan and create the 2011 Updated Strategic Plan, the CBT consultants were loyal to the scope and deliverables of the SCCCD/CBT project agreement (see Appendix I). However, during the work of the project at SCCCD, issues related to long term planning were identified. Although not within the scope of this project agreement, the issues warrant mention and consideration for the future. The issues range from "where to house the data" (and what benchmarks should be used, consistently throughout the district) to what will be the integrated connection between district-wide planning and resource allocation. Thus, the District is strongly encouraged to implement the following recommendations and next steps in response to addressing long term planning issues.

- Establish a permanent planning group such as the District Planning Council suggested by the Planning Workgroup.

- Create a "home" of research and accountability measurement for all district level planning activities including district website, cohesive District and Institutional Research, college Institutional Research, and District strategic planning activities (pending District reorganization).

- Refine Educational Master Plan and Strategic Plan alignment (content and timelines) at the college/centers for future planning processes and calendars.

- Develop common measurements and terms across the District and college/centers for planning benchmarks and progress measurement.

- Establish a Resource Allocation Council/Committee to establish and monitor a Resource Allocation Model that establishes a framework for the distribution of funding among the colleges and centers and for the integration of planning and resource allocation.

- For the 2012 Comprehensive Strategic Planning, revisit the District vision, mission and values in addition to goals and objectives. Include broader participation from trustees, faculty, staff, administration, students and the external community.

Appendix A – Documents Reviewed

Educational Master Plans
FCC (EMP) -
http://fresnocitycollege.edu/Search.aspx?cmd=search&natlang=Yes&type=all&request=
educational+master+plan&maxfiles=25
RC EMP - http://www.reedleycollege.edu/index/aspx?page=951
WI EMP - http://www.willowinternationalcenter.com/index.aspx?page-789
DO EMP - http://www.scccd.edu/index.aspx?page=428

Strategic Plans
FCC Strategic Plan - http://fresnocitycollege.edu/index.aspx?page=250
RC Strategic Plan - http://www.reedleycollege.edu/index.aspx?page-87
WI Strategic Plan - http://www.willowinternationalcenter.com/index.aspx?page=831
DO Strategic Plan - http://retrieve.scccd.edu/strategicplan/

Self Studies
FCC Self Study - http://fresnocitycollege.edu/index.aspx?page=249
RCC Self Study - http://scccd.blackboard.com/webapps/portal/frameset.jsp?tab tab
group id= 4 1&uri=%Fwebapps%2blackboard%Fexecutive%2FcourseMain%3Fcourse
id%3D 23982 1
WI Self Study -
http://blackboard.fresnocitycollege.edu/webapps/portal/frameset.jsp?tab tab group
id= 4 1&uri=%2Fwebapps%2Fblackboard%2Fexecutive%2FcourseMain%3Fcourse id%3D
31440 1

Fact Book
FCC Facts - http://www.fresnocitycollege.edu/index.aspz?page=901
RC Facts and History - http://www.reedleycollege.edu/index.aspx?page=71
WI Facts - http://www.willowinternationcenter.com/index.aspx?page=33
DO Facts - http://ir.scccd.edu/

Appendix B – 2011 Updated Strategic Plan List of Participants

Planning Workgroup

District Office:
Diane Clerou, District Dean of Human Resources
Robin Torres, Institutional Research Coordinator

Fresno City College:
Dr. Mark Sanchez, Dean of Counseling
Daniel Gay, Student Government Association President
Claudia Habib, Faculty/Academic Senate President Elect

Reedley College:
Dr. Marilyn Behringer, VP of Instruction
Linda Cooley, Communication faculty

Willow International:
Tom Mester, Biology Faculty
Veronica Jury, Admissions and Records

Facilitator:
Dr. Jothany Blackwood, Dean of Instruction, Fine, Performing and Communication Arts, Fresno City College

Other Participants:
Dr. Deborah Blue, Chancellor, State Center Community College District
Dr. Terry Kershaw, Vice Chancellor, North Centers
Dr. Cynthia Azari, President, Fresno City College
Dr. Barbara Hioco, President, Reedley College
Robert Fox, Interim Assoc. Vice Chancellor of Workforce Development and Educational Services, District Office
Michelle Johnson, Institutional Research, Reedley/North Center
Dr. Lijuan Zhai, Institutional Research, Fresno City College

Chancellor's Cabinet:

Dr. Deborah G. Blue, Chancellor, State Center Community College District
Nina Acosta, Executive Secretary to the Chancellor, District Office
Ed Eng, Director of Finance, District Office
Christine Mikarian, Construction Services Manager, District Office

Dr. Barbara Hioco, President, Reedley Community College
Brian Speece, Associate Vice Chancellor, Operations, District Office
Deborah Bristol, Public Information, District Office
Gregory Taylor, General Counsel, District Office
Gurdeep Sihota, Executive Director, Foundation, District Office
Randy Rowe, Associate Vice Chancellor, Human Resources, District Office
Robert Fox, Interim Assoc. Vice Chancellor, Workforce Dev/Ed Svcs., District Office
Teresa Patterson, Executive Director, Public & Legislative Relations, District Office
Dr. Terry Kershaw, Vice Chancellor, North Centers
Tony Cantu, Interim President, Fresno City College
Dr. Cynthia Azari, President, Fresno City College

Fresno City College Cabinet
Dr. Cynthia Azari, President
Andy Crider, Director, CTC
Anne Watts, Director, CalWORKs
Ashok V. Naimpally, Dean of Instruction, Math, Science & Engineering
Carmen Alessandro, Student Services Specialist, Registration
Carolyn Drake, Dean of Instruction, Health Sciences
Charles Francis, Director, Training Institute
Dr. Chris Villa, Vice President of Student Services
Claudia Habib, Architecture/Drafting/President Elect Academic Senate
Cris Monahan-Bremer, Director of Marketing and Communications
Daniel Gai, Associated Student Government President
David Good, Interim Dean of Instruction, Humanities
Don Lopez, Director of Technology
Ernie Garcia, Department Secretary/President of Classified Senate
Frances Lippman, Admissions & Records Manager
Ginna Bearden, Director, TRIO Programs
James Tucker, Dean of Instruction, Library & Student Learning Sppt Svcs
Janice Emerzian, District Director, Classified Professionals, DSP&S
JoAnn Venturi, Admissions & Records Manager
Joe Callahan, Chief of Police, Operations, District Office
Dr. John Cummings, Vice President, Admissions and Records, District Office
Joseph Diebert, Occupational Health & Safety Officer
Juan Bravo, Building Services Manager
Kathy Bonilla, Public Information Officer
Lee Farley, Dean of Students, EOPS
Lijuan Zhai, Dir. of Institutional Research, Assessment & Planning
Linda DeKruif, Women's Studies/Psychology/ President of Academic Senate
Maggie Taylor, Nursing, Coord, Student Learning Outcomes Assessment,

Dr. Mark Sanchez, Dean of Counseling
Michael Guerra, Vice President, Administrative Services
Natalie Culver-Dockins, Dean of Students/Wkfc Dev, FCC, Training Institute
Peg Mericle, Dean of Instruction, Social Science
Penny Cristan, Interim Accounting Supervisor
Richard Harrison, Print, Media and Communications Manager
Richard Lindstrom, Director, Police Academy
Rick Christi, Dean of Instruction, Applied Technology, CTC
Sean Henderson, Director, College Activities
Sonny Silva, Interim Director, Financial Aid
Stephanie Robinson, Director of Nursing
Susan Yates, Athletic Director
Tim Woods, Dean of Instruction, Business
Tony Cantu, Interim President
Kelly Fowler, Interim Vice President of Instruction
Mary Beth Wynn, Interim Assistant Bookstore Manager

North Center's Cabinet

Dr. Terry Kershaw, Vice Chancellor, North Centers
Deborah Ikeda, Vice President of Instruction & Student Services
Doris Griffin, Dean of Students
Janell Mendoza, Associate College Business Manager
Jim Chin, Dean of Instruction, Madera Center
John Cummings, Vice President, Admissions and Records, District Office
Kelly Fowler, Dean of Instruction, Willow International
Monica Cuevas, Dean of Students, Madera Center
Vikki Piper, Coordinator, OC

Reedley College Cabinet

Dr. Barbara Hioco, President
Dr. Marilyn Behringer, Vice President of Instruction
David Clark, Dean of Instruction
John Cummings, Vice President, Admissions and Records, District Office
Jan Dekker, Dean of Instruction
John Fitzer, Interim Dean of Instruction
Lucy Ruiz, Public Information Officer
Gary Sakaguchi, Director of Technology, Reedley College & North Centers
Cheryl Sullivan, Interim Vice President of Administrative Services
Michael White, Vice President, Student Services

Chief Instructional Officers
Tony Cantu, Fresno City College
Deborah Ikeda, North Centers
Dr. Marilyn Behringer, Reedley College

Chief Student Services Officers
Dr. Chris Villa, Fresno City College
Deborah Ikeda, North Centers
Michael White, Reedley College

District Institutional Research
Dr. John Cummings, Vice President, Admissions and Records, District Office
Robin Torres, Institutional Research Coordinator, District Office

Appendix C – 2008 – 2011 Mission, Vision and Core Values

Mission

State Center Community College District is committed to lifelong learning and success for all students by providing accountable, accessible, innovative and quality educational programs and services that enable productive citizenship in a diverse, global society.

Vision

State Center Community College District will be recognized as the regional leader in educational programs and services in response to an ever-changing world.

Core Values

State Center Community College District Values:
Inclusiveness – The District values diversity and creates a respectful and welcoming environment.

Excellence – The District fosters an environment that promotes and sustains high quality programs and services.

Accountability – The District accepts responsibility for achieving stated objectives as measured by the collection, maintenance and analysis of reliable data.

Integrity – The District instills public confidence by adhering to established policies, practices and professional standards which promote fairness and transparency.

Continuous Improvement – The District is engaged in continuous review and design of incremental changes to improve products and services for all constituents.

Participation – The District encourages positive engagement in its activities and processes and works to eliminate real or perceived barriers to involvement.

Stewardship – The District is committed to the enhancement, preservation, conservation and effective utilization of its resources.

Collaboration – The District works to develop productive relationships with its constituents by sharing knowledge and building consensus.

Submitted to and Approved by Board of Trustees at 1-11-08 Meeting

STATE CENTER COMMUNITY COLLEGE DISTRICT

2011 Revision

2008 Strategic Plan

1. **Access** **and Awareness**

State Center Community College District is committed to the success of the adopted mission and vision. The District seeks knowledge of the constituencies served, the needs of students and employees, and its role in the communities. At each of the campuses and centers, the District encourages students to enter a pathway to success. The District will promote programs and services that establish immediate recognition in all educational communities, pre-kindergarten through university, public agencies, the business community, and to all residents throughout the region.

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The District ensures a consistent message and image that encourages everyone to engage in life-long learning. As an organization, it provides opportunities for students to master the learning outcomes that will prepare for success in the family, workforce, and the local and global communities.

Goal: State Center Community College District will be the community college learning institution of choice in its service area. *[1]

Objective 1.1
~~Increase~~ Manage enrollment, and increase student retention, ~~and~~ persistence and completion ~~as reflected in the Accountability Report for Community Colleges.~~

Objective 1.2
~~Establish a baseline and demonstrate~~ Maintain and improve~~ment of~~ student processes used in admissions, orientation assessment and testing ~~which~~ to address the needs of a diverse student population.

Objective 1.3
~~Establish a baseline and~~ ~~im~~Improve student support services throughout the district, including ~~outreach and recruitment;~~ retention; academic and career-occupational advising; and co-curricular, social and career activities.

2. Excellence in Teaching and Learning

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[1] The California Community Colleges Accountability Report for Community College will be the data source used to evaluate success of objectives for goals 1.1 and 1.2, 2.1, 2.2. and 2.3

Central to the State Center Community College District mission is the pursuit of excellence in teaching and learning. The District believes in life-long learning and continuous improvement of teaching and learning. All members of the organization participate in the effort to pursue excellence in teaching and learning. The District will commit energies and resources in response to the needs of its constituents seeking to increase their knowledge and improve their skills. The District seeks to support teachers in their pedagogical practice and students in the achievement of their goals. Evaluation and assessment of the teaching process and learning outcomes are keys to improvement.

Goal: The District will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support, and celebrate success and improvement.

Objective 2.1
Increase the persistence rate of students., as measured by the Accountability Report for Community Colleges.

Objective 2.2
Increase the student progress, an achievement and completion rates. , as measured by the Accountability Report for Community Colleges.

Objective 2.3
Establish a baseline and iImprove the course completion rates of pre-collegiate, and basic skills, transfer and career/technical of students.

Objective 2.4

Provide faculty development opportunities to support teaching and learning.

3. Workforce Readiness ~~and Communication~~

The quality of life in the San Joaquin Valley depends heavily upon the competency and quality of the workforce. State Center Community College District recognizes that the quality of life sought by valley residents is a result of a collaborative effort. By forming partnerships with the business community, service organizations, and other educational institutions, State Center will be the most proactive, agile, and effective educational and training institution in the area.

Goal: State Center Community College District will develop, integrate, improve and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise and specific job-related competencies.

Objective 3.1
~~Establish a baseline and~~ Support and expand current partnerships which benefit all stakeholder groups, including both employer and student constituencies.

Objective 3.2

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~~Establish a baseline and I~~increase the course completion rates for credit and non-credit ~~vocational~~ career technical programs.

Objective 3.3
~~Establish a baseline and i~~Increase the number of quality work experience, internship, apprenticeship, job shadowing and service learning opportunities.

4. System Effectiveness – Planning and Assessment

Planning and assessment are crucial to building an efficient and effective organization. It is for this reason that State Center Community College District is committed to a continual planning process that is assessed annually. This strategic plan calls for ongoing review of District level operations and functions and continuous improvements in providing services to the colleges, centers and community. Working as a team, the SCCCD Board of Trustees, District Office and operations staff, the colleges and centers, community partners and students, will chart the course of the organization. The District will be able to make timely adjustments to its operations and assist the colleges in the coordination and collaboration of their plans.

Goal: State Center Community College District will engage in an ongoing planning process to assess effectiveness and efficiency of its operations.

Objective 4.1

~~Demonstrate how~~ Utilize research and district-wide communication for fact-based decision making ~~are used~~ to ensure quality and innovation.

Objective 4.2
~~Demonstrate~~ Utilize strategic planning and research to ensure that all programs and services meet the needs of our students and other stakeholders. ~~as evidenced by student and employer satisfaction surveys.~~

Objective 4.3
~~Demonstrate how the~~Enhance educational processes and operations of SCCCD ~~are enhanced~~ through the appropriate integration of technology at the colleges/centers and district offices.

5. Resource Development

State Center Community College District prides itself on stewardship of all resources committed to its charge. The District seeks to maximize those resources, human, physical and financial, in service to its students, employees and the community. The District accepts the responsibility of expanding those resources, using them wisely and developing them qualitatively and quantitatively.

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Goal: State Center ~~intends to~~ will manage its resources to provide maximum opportunity to its students, employees and community.

Objective 5.1

Increase the diversity of the District ~~workforce~~ faculty to reflect the demographics in the communities we serve.

Objective 5.2
~~Establish a baseline and i~~Increase avenues of internal and external funding for scholarships, capital projects, teaching innovations, and identified District needs.

Objective 5.3
Improve the safety and maintenance of the educational environment to meet the current and future needs of students, staff and communities ~~as measured by student and employee satisfaction surveys.~~through managed repair and replacement schedules.

Objective 5.4
Implement staff development programs for all district employees that address the goals and objectives of the strategic plan.

Objective 5.5
Continue to be fiscally solvent, ~~as evidenced by~~in compliance with Board policy.

SCCCD Strategic Plan goals – Requested changes from Chancellor's Cabinet, Communications Council and Dr. Blue and supported by Planning Workgroup:

1. **Goal #1**: currently reads with revisions, "State Center Community College District will be the community college learning institution of choice in its service area."

   Change to: State Center Community College District's colleges and centers will be the community college learning institution of choice in its service area.

2. **Objective 1.3** – Leave in the phrase "outreach and recruitment" because it does not just mean increasing FTES and we should always do outreach to keep the community abreast of our offerings/purpose and we are always doing recruitment for special programs.

   Change to: "Establish a baseline and i Improve student support services throughout the district, including outreach and recruitment; retention; academic and career-occupational advising; and co-curricular, social and career activities.

3. **Goal 2** :In the narrative above Goal 2: change the word "teachers" to "faculty" as shown below.

   Change to: "District will commit energies and resources in response to the needs of its constituents seeking to increase their knowledge and improve their skills. The District seeks to support teachers faculty in their pedagogical practice and students in the achievement of their goals…"

4. **Goal 3** - Committee already agreed to add "ESL", we just need to spell it out so that it will read:

   Change to: "State Center Community College District will develop, integrate, improve and coordinate its programs and services to meet the needs of the workplace, providing

education and training in basic skills, <mark>English as a Second Language (ESL),</mark> communication, technological expertise and specific job-related competencies."

Appendix E – 2011 Updated Strategic Plan Goals and Objectives

1. Access and Awareness

State Center Community College District is committed to the success of the adopted mission and vision. The District seeks knowledge of the constituencies served, the needs of students and employees, and its role in the communities. At each of the campuses and centers, the District encourages students to enter a pathway to success. The District will promote programs and services that establish immediate recognition in all educational communities, pre-kindergarten through university, public agencies, the business community, and to all residents throughout the region. The District ensures a consistent message and image that encourages everyone to engage in life-long learning. As an organization, it provides opportunities for students to master the learning outcomes that will prepare for success in the family, workforce, and the local and global communities.

Goal: State Center Community College District's colleges and centers will be the community college learning institution of choice in its service area.

Objective 1.1
Manage enrollment, and increase student retention, persistence and completion.

Objective 1.2
Maintain and improve student processes used in admissions, orientation assessment and testing to address the needs of a diverse student population.

Objective 1.3
Improve student support services throughout the district, including outreach and recruitment; retention; academic and career-occupational advising; and co-curricular, social and career activities.

2. Excellence in Teaching and Learning

Central to the State Center Community College District mission is the pursuit of excellence in teaching and learning. The District believes in life-long learning and continuous improvement of teaching and learning. All members of the organization participate in the effort to pursue excellence in teaching and learning. The District will commit energies and resources in response to the needs of its constituencies seeking to increase their knowledge and improve their skills. The District seeks to support faculty in their pedagogical practice and students in the achievement of their goals. Evaluation and assessment of the teaching process and learning outcomes are keys to improvement.

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Goal: The District will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support, and celebrate success and improvement.

Objective 2.1
Increase the persistence rate of students.

Objective 2.2
Increase the student progress, achievement and completion rates.

Objective 2.3
Improve the course completion rates of pre-collegiate and basic skills of students.

Objective 2.4
Provide faculty development opportunities to support excellent teaching and learning.

3. Workforce Readiness and Communication

The quality of life in the San Joaquin Valley depends heavily upon the competency and quality of the workforce. State Center Community College District recognizes that the quality of life sought by valley residents is a result of a collaborative effort. By forming partnerships with the business community, service organizations, and other educational institutions, State Center will be the most proactive, agile, and effective educational and training institution in the area.

Goal: State Center Community College District will develop, integrate, improve and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, English as a Second Language (ESL), communication, technological expertise and specific job-related competencies.

Objective 3.1
Support and expand current partnerships which benefit all stakeholder groups, including both employer and student constituencies.

Objective 3.2
Increase the course completion rates for credit and non-credit career technical programs.

Objective 3.3

Increase the number of quality work experience, internship, apprenticeship, job shadowing and service learning opportunities.

4. System Effectiveness – Planning and Assessment

Planning and assessment are crucial to building an efficient and effective organization. It is for this reason that State Center Community College District is committed to a continual planning process that is assessed annually. This strategic plan calls for ongoing review of District level operations and functions and continuous improvements in providing services to the colleges, centers and community. Working as a team, the SCCCD Board of Trustees, District Office and operations staff, the colleges and centers, community partners and students, will chart the course of the organization. The District will be able to make timely adjustments to its operations and assist the colleges in the coordination and collaboration of their plans.

Goal: State Center Community College District will engage in an ongoing and integrated planning process to assess effectiveness and efficiency of its operations.

Objective 4.1
Utilize research and district-wide communication for fact-based decision making to ensure quality and innovation.

Objective 4.2
Utilize strategic planning and research to ensure that all programs and services meet the needs of our students and other stakeholders.

Objective 4.3
Enhance educational processes and operations of SCCCD through the appropriate integration of technology at the colleges/centers and district offices.

5. Resource Development

State Center Community College District prides itself on stewardship of all resources committed to its charge. The District seeks to maximize those resources, human, physical and financial in service to its students, employees and the community. The District accepts the responsibility of expanding those resources, using them wisely and developing them qualitatively and quantitatively.

Goal: State Center will manage its resources to provide maximum opportunity to its students, employees and community.
Objective 5.1

Increase the diversity of the District employees to reflect the demographics in the communities we serve.

Objective 5.2
Increase avenues of internal and external funding for scholarships, capital projects, teaching innovations, and identified District needs.

Objective 5.3
Improve the safety and maintenance of the educational environment to meet the current and future needs of students, staff and communities it serves, through managed repair and replacement schedules.

Objective 5.4
Implement staff development programs for all district employees that address the goals and objectives of the strategic plan.

Objective 5.5
Continue to be fiscally solvent, incompliance with Board policy.

Appendix F – Proposed District Planning Council Guidelines and Procedures

DISTRICT PLANNING COUNCIL (DPC) OPERATING AGREEMENT

I. Scope

The District Planning Council (DPC) is the district's planning body. It has broad representation and its purpose is to develop district goals and objectives, monitor progress towards the completions of these goals, coordinate planning processes and provide oversight and alignment of the colleges' plans with the district.

II. Duties and Functions

1. Develop and establish district-wide goals and objectives
2. Establish priorities and provide oversight of district's long term planning
3. Establish guidelines and monitor progress towards completion of goals and objectives
4. Review signature programs to minimize duplication that may impact enrollments and/or   resources
5. Establish ad hoc committees essential to district strategic planning implementation

III. REPRESENTATION AND MEMBERSHIP

A. MEMBERSHIP

1.   The DPC is composed of the following voting members:

- Administrators	4
- Classified Staff	4
- Faculty	4
- Students	2

Total	14

2. Any change in the membership structure of the council must be made in advance of the academic year in which the change is to occur and must be approved by all constituent groups.

B. SELECTION OF DPC MEMBERS

1. Representatives will be selected by their constituencies.
2. Faculty representatives shall be appointed by the Academic Senates with at least one being an AFT-appointed member
3. Classified representatives shall be appointed by the California School Employees Association (CSEA) in coordination with Classified Senate
4. Students representatives shall be appointed by the Associated Student Government

C. TERMS OF MEMBERSHIP

1. New DPC members will be selected and announced every year prior to the last meeting of the academic year
2. Elected members will serve a two-year term
3. Designees are allowed
4. Members are expected to attend meetings regularly
5. Constituent group representatives are responsible for reporting council actions back to their groups
6. Each member of the DPC needs to come to meetings prepared to discuss topics at hand

IV. RELATIONSHIP OF THE DPC TO COLLEGES AND THE DISTRICT OFFICE

1. The DPC's role is to work with colleges in a collegial manner.
2. Council representatives are the main communication vehicles between their constituencies and the DPC

V. MANAGMENT

1. The Chair of the Council shall be selected by the membership of the council at the first meeting of the academic year. The chair shall serve for one year, and may serve longer at the discretion of the council. Students will be excluded from consideration as Chair due to the extent of time and work expectations.

2. The duties and responsibilities of the chair shall include:
   a. Call meetings to order

    b. Develop agendas

    c. Insure that all council materials are recorded and posted appropriately

    d. Facilitate meetings

    e. Report council recommendations to the chancellor

    f. Submit required annual reports

3. Meetings will be conducted a minimum of once a month during the academic year. Additional meetings will be scheduled when deemed necessary by the DPC

4. The meeting calendar of the incoming academic year will be set prior to the last meeting of the current year

5. The council works on a consensus basis

6. Quorum is established if majority of the membership is in attendance

7. The SPC meetings will be open to everyone

8. An archive for the DPC will be established and maintained at the district office and will contain all agendas, minutes, and formal correspondence pertaining to DPC business

9. The council will review this operating agreement on an annual basis

10. Each spring, the DPC will conduct a district wide evaluation of how well the District's Strategic Plan is being implemented and assess improvement of the objective areas. The purpose of this review is to ensure goals & objectives are still relevant and being met.

District Planning Council (DPC) Operating Agreement
Approved by Strategic Planning Work-group on April 29, 2011
Accepted by Constituent Groups: XXXX 2011

Appendix G – Proposed Planning Calendar and Timeline for Updated SCCCD Strategic Plan

Planning Calendar and Timeline for Updated SCCCD Strategic Plan

Timeline for SCCCD Strategic Plan

District Timeline runs from Fall 2012 – Fall 2016

College Timeline run from Fall 2013 to Fall 2017

District Only

Date	Duties	Area
March 2011	Survey for minor updates Timeline Created	District
April 2011	1st Draft	District
May 2011	Final Draft	District
June 2011	Present to the Board update on the 2008 Strategic Plan	District
July 2011	Board approval of timeline And final draft which includes minor revisions	District
Aug. - January 2012	Preparation for comprehensive assessment (Charette) and full revision process. Gather data from all areas internal and external scans.	District
February 2012	Charette & all survey information gathered	District
April 2012	1st Draft	District
May 2012	Final Draft	
June 2012	Board approval of Strategic Plan for District	District/Board
July 2012	Implementation of new District Strategic Plan	District
Aug. – January 2013	Annual scan for District (1st year)	District
March 2013	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to Board	District
June 2013	Annual report to Board on District Strategic Plan	District/Board

|		
Aug. – January 2014	Annual scan for district (2nd year)	District
March 2014	Summary of results from annual scan, review of results from 1st year report, recommended changes made to the Board. (these are minor updates)	District
June 2014	Minor revisions/updates to the District Strategic Plan are presented to the Board	District/Board
July 2014	Implementation of changes to District Strategic Plan	District
Aug. - January 2015	Annual scan for District (3rd year)	District
March 2015	Summary of results from annual scan, review of results from 1st year report, recommended changes made to the Board. (these are minor updates)	District
June 2015	Minor revisions/updates to the District Strategic Plan are presented to the Board	District/Board
July 2015	Implementation of changes to District Strategic Plan	District
Aug. - January 2016	Preparation for comprehensive assessment (Charette) and full revision process. Gather data from all areas internal and external scans. (4th year)	District
February 2016	Charette & all survey information gathered	District
April 2016	1st Draft	District
May 2016	Final Draft	
June 2016	Board approval of Strategic Plan for District	District/Board
July 2016	Implementation of new District Strategic Plan	District

Colleges and Centers Only

Date	Duties	Area
June 2012	District Strategic Plan is approved	Board/District
Aug. – January 2013	Colleges/centers prepare for comprehensive assessment, Charette, internal and external scans. Colleges/centers will develop college/center strategic plans that include the District Strategic Plan goals.	Colleges
February 2013	Charette, all survey information gathered	Colleges
March 2013	1st Draft	Colleges
May 2013	Final Draft Presentation to appropriate constituency groups	Colleges
June 2013	Board presentation of Strategic Plan for each college/center	College/Board
July 2013	Implementation of College/ Center Strategic Plans	Colleges
Aug. – January 2014	Annual Scan for Colleges (1st year)	
March 2014	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
May 2014	Reports to constituency groups and College Council	Colleges
Aug. – January 2015	Annual scan for Colleges/Centers (2nd year)	Colleges
March 2015	Summary of results from annual scan, review of results from 1st year report, recommend changes to the board. (minor revisions)	Colleges
May 2015	Changes given to constituency groups, College Council and the Board	Colleges/Board

June 2015	Board approval	Board
July 2015	Implementation of modified College/Center Strategic Plans	Colleges
August 2015 – January 2016	Annual scan for Colleges/Centers (3rd year)	Colleges
March 2016	Summary of results from annual scan, report of progress, if changes are pertinent minor revisions made if not just report to College Council	Colleges
May 2016	Changes or report given to College Council and constituency groups.	Colleges
June 2016	District Strategic Plan is approved	Board/District
August 2016 - January 2017	Preparation for comprehensive assessment (Charette) and full revision process. Gather data from all areas internal and external scans. (4th year) Colleges/centers prepare for comprehensive assessment, Charette, internal and external scans. Colleges/centers will develop college/center strategic plans that include the District Strategic Plan goals.	Colleges
February 2017	Charette, all survey information gathered	Colleges
March 2017	1st Draft	Colleges

Approved by Strategic Planning Workgroup April 15, 2011.
Approved by the Board of Trustees on July 5, 2011.

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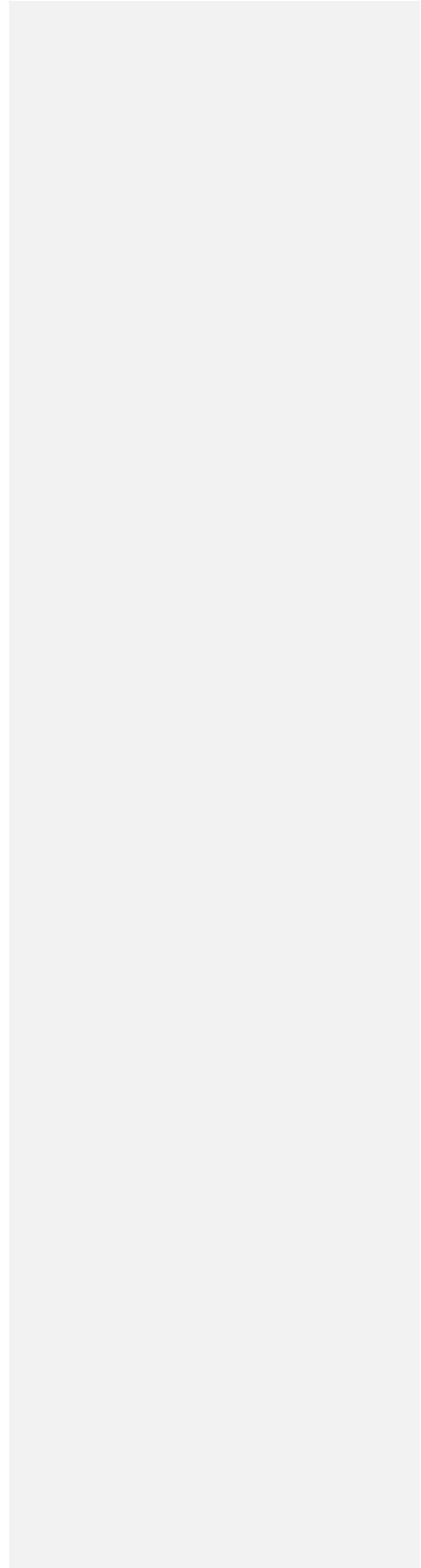
Appendix H – Proposed Accountability Measurement and Assessment Framework

1. Develop Goal

2. Develop Objective

3. Assign Responsibility to the Appropriate Person(s)

       A.   Identify Method/Activity

       B.   Determine Baseline or Target

       C.   Devise Assessment Method

       D.   Develop Timeline

       E.   Carryout (item A)

       F.   Current status

       G.   Assess Results of A by method determined in item C

       H.   Interim/Final report to DPC (District Planning Council)

       I.   The DPC will modify the DO Strategic Plan as necessary based on the District Strategic Plan Timeline

The DPC will be comprised of representatives of as defined in the operating agreement.

1. Goal Development

The DPC using Charrettes, internal scans, external scans, surveys, or whatever means will determine the district's goals. The goals will be determined and re-evaluated as per the timeline determined by the DPC. The DPC will be accountable to ensure the development, implementation, evaluation, and up-dating of the plan.

2. Objective Development

The DPC will continue development of the plan by determining specific objectives for each goal. Objective development will/should occur concurrently with goal development.

3. Responsibility Assignment

The responsibility for objective must be assigned to the most appropriate person(s) or chair(s) of the most appropriate committee. The responsible person(s) may reside at the District Office or at one or more of the colleges or centers. The assigned person(s) will be held accountable for the goal. The assigned person(s) will be responsible to assemble a team/committee/or appropriate aggregation of people to complete the goal.

A. The assigned person(s) will determine what tasks or activities must be completed to implement the objective.

B. The assigned person(s) will determine the baseline or target that will result from implementation of the objective.

C. The assigned person(s) will determine the assessment tool that will be used to measure completion of the objective.

D. The assigned person(s) will determine the time line for completing the tasks or activities in item A above. The time line should fit into the time line established for the plan in general. The time line could be short 1-2 years or long 2-5 years or more depending on the objective.

E. The assigned person(s) will be responsible for carrying out the tasks or activities. This does not mean that the assigned person(s) will do all the work. This means the person(s) will be responsible to ensure that whoever needs to do the work will do so incompliance with the time line.

F. As necessary based on the time line for the objective or for the overall plan, the assigned person(s) will be responsible to report to the DPC the current status for completing the objective. Keep in mind that some objectives may last for years and have no obvious end point and some objectives will be for a finite period of time and have definite end.

G. The assigned person(s) use the assessment tool defined in item C above to evaluate progress of implementing/completing the objective. Assessment could/should also occur prior to item F for to assist in preparation for status reports.

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H. The assigned person will be responsible to provide interim and/or final reports to the DPC. The DPC will use these reports to complete periodic reports for the overall plan as proscribed by the SCCCD Strategic Plan Timeline.

I. The DPC will use the interim/final/status reports to evaluate the overall district plan and update/modify the plan as necessary and as identified in the SCCCD Strategic Plan Timeline established by the DPC.

Below is a possible way to document responsibility for an objective and the activity status and final resolution.

EXAMPLE OF A POSSIBLE GOAL AND OBJECTIVE	
SCCCD STRATEGIC PLAN	
Initiated in Spring 2011 with expected major up-date in 2012	
1. Access and Awareness	
Goal: State Center Community College District will be the learning institution of choice in its service area.	
Objective 1.1 **Manage Enrollment**	
Person(s) Responsible	**Chancellor's Cabinet will determine the target enrollment for each college or center with delegation to the CEOs of the Colleges and Centers. The CEOs of the Colleges and Centers may delegate operational responsibility within their respective organizations.**
A. Identify Method/Activity	**Chancellor's Cabinet will either define the method of reaching the target established below or delegate the responsibility to the CEOs of the Colleges and Centers, who may intern delegate within their respective organizations.**
B. Determine Baseline or Target	**Current enrollment for each college or center will be the baseline data. The Chancellor's Cabinet to determine the target enrollment for each College or Center**
C. Devise Assessment Method	**Chancellor's Cabinet to determine how the**

	FTES for baseline and target will be determined and assessment will be to how close to the target each College and Center was at the predetermined time.
D. Develop Time Line	**Chancellor's Cabinet will set the time for when each College or Center will meet the target enrollment**
E. Carryout Item A	**The CEOs of the Colleges and Centers or their designees will complete the tasks to attain the target enrollment**
F. Current Status	**The CEOs of the Colleges Centers will report enrollment status to Chancellor's Cabinet as per time line established in D.**
G. Assess Results	**The CEOs of the Colleges and Centers will determine if the target enrollment set in item C. has been met by using the assessment tool developed in item D. The CEOs of the Colleges and Centers will report the results to the Chancellor's Cabinet.**
H. Interim/Final Report	**Chancellor's Cabinet will reports interim and/or final reports to the DPC as per the established timeline.**
I. DPC Assessment of Goal	**The DPC will close the loop on the process. Closure could result in deleting the goal or modifying the target enrollments of the goal.** **The DPC will also evaluate the goal as per the timeline established by the DPC for periodic review of the district's strategic plan**

The format of the table is subject to modification. Additional columns could/should be added to present base line data or target data or time lines or to identify the tasks to be implemented to complete the goal.

Written and Approved by Strategic Planning Workgroup 4/01/11

Appendix I - SCCCD/CBT Project Scope and Deliverables

Exhibit A – Scope of Work
Contractor: The College Brain Trust

1. Introduction/Purpose

The State Center Community College District will engage the services of Dr. Frances White of the College Brain Trust, a consulting firm of the McCallum Group Inc., to provide resources to support the work of updating the 2008 Strategic Plan of the State Center Community College District.

The overall goal of this agreement is to provide the support resources necessary to review the current strategic plan with emphasis on evaluating, validating, enhancing and updating the strategic plan and planning processes through the year 2012.

2. Services to be provided

Working in conjunction with the Chancellor and/or her designees, Dr. White will provide support and leadership to assist with the following specific responsibilities:

a. Immediately update the existing strategic plan to allow for alignment with campus strategic plans.

b. Identify and develop a timeline and strategies to perform a more comprehensive update to the strategic plan.

c. Identify and develop a timeline and strategies for planning between the District and campuses.

d. Develop processes for assessment of strategic plan goals and objectives.

e. Develop processes for continuous strategic plan reviews.

f. Enhance alignment of the strategic plan with the approved educational master plans of the campuses and District.

g. Determine communication and rollout strategies for the updated strategic plan.

h. Develop and implement District Office planning and review processes.

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Appendix J – 2008 Goals and Objectives Survey Results Summary

State Center Community College District	Survey Questions

Goal: State Center Community College District will be the learning institution of choice in its service area
 	
Objective 1.1
Increase enrollment, retention and persistence as reflected in the Accountability Report for Community Colleges.
	Is this objective currently relevant to support this goal?
	
	    YES 381; 75.7%
	    NO 122; 24.3%
	
	If no, what recommendation(s) would you suggest to update this objective?
	
	1. **Limited Access due to dollars, offerings, etc. – 18**
	
	2. **Increase Retention, Persistence and Success, but not enrollment – 72**
	
	3. **Other – 12**
	
	Observations: 50% of the respondents were students which may be the reason for the support of this objective.

Goal: State Center Community College District will be the learning institution of choice in its service area
 	
Objective 1.2
Establish a baseline and demonstrate improvement of student processes used in admissions, orientation assessment and testing which address the needs of a diverse student population.
	Is this objective currently relevant to support this goal?
	
	    YES 449; 89.3%
	    NO 54; 10.7%
	
	If no, what recommendation(s) would you suggest to update this objective?
	
	1. **Goal too vague – 2**
	
	2. **Improve communication with and include students – 3**
	
	3. **Provide students motivation/reasons to attend – 2**
	
	4. **Better define student processes – 3**
	
	5. **Define baselines and measurements – 4**
	
	6. **Improve customer service – 3**

	7. Focus less on diversity – 3 8. Other – 16 *Observations: over 50% of the respondents were students which may be the reason for the support of this objective.*

Goal: State Center Community College District will be the learning institution of choice in its service area
 	
 <u>Objective 1.3</u>
 Establish a baseline and improve student support services throughout the district, including outreach and recruitment; retention; academic and career-occupational advising; and co-curricular, social and career activities.
	Is this objective currently relevant to support this goal?
	
	     YES – 438; 87.1%
	     NO – 65; 12.9%
	
	 If no, what recommendation(s) would you suggest to update this objective?
	
	 1. **Reduce/eliminate outreach and recruitment activities – 15**
	
	 2. **Objective too broad – 7**
	
	 3. **Provide established baseline – 2**
	
	 4. **Other - 27**
	
	 Observations: 50% of the respondents were students which may be the reason for the support of this objective.

2. Excellence in Teaching and Learning
 	
 Goal: The District will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support, and celebrate success and improvement.
	Is this goal currently relevant to support the theme
	
	 (Excellence In Teaching and Learning)?
	
	     YES – 466; 92.6%
	     NO – 37; 7.4%
	
	 If no, what recommendation(s) would you suggest to update this goal?
	
	 1. **Goal to vague; define goals and measurement – 4**
	
	 2. **District support/relevant data lacking – 5**
	
	 3. **Celebrate success across departments; too many**

	isolated events – 8 4. Other – 9

Goal: The District will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support, and celebrate success and improvement.
 	
<u>**Objective 2.1**</u>
Increase the persistence rate of students, as measured by the Accountability Report for Community Colleges.
	Is this objective currently relevant to support this goal?
	
	    YES – 434; 86.3%
	    NO – 69; 13.7%
	
	If no, what recommendation(s) would you suggest to update this objective?
	
	1. **Provide baseline and subsequent data – 2**
	
	2. **Define persistence – 9**
	
	3. **Persistence not a good measurement of excellent teaching – 8**
	
	4. **Provide more student support services – 5**
	
	5. **More qualified faculty – 3**
	
	6. **Include increase success, retention, transfer in objective – 4**
	
	7. **Provide more classes to improve persistence – 6**
	
	8. **Other – 13**

Goal: The District will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support, and celebrate success and improvement.
 	
<u>**Objective 2.2**</u>
Increase the student progress and achievement rate, as measured by the Accountability Report for Community Colleges.
	Is this objective currently relevant to support this goal?
	
	    YES – 463; 92.0%
	    NO – 40; 8.0%
	
	If no, what recommendation(s) would you suggest to update this objective?
	
	1. **Better define objective/level of increase/measurement – 7**

	2. Objective does not support goal/achievement & success rates do not promote excellent teaching/learning – 4 3. Provide better/more student support services – 3 4. Other – 14
Goal: The District will promote excellent teaching and learning in all of its colleges and centers, provide them relevant data and support, and celebrate success and improvement. <u>**Objective 2.3**</u> **Establish a baseline and improve the course completion rates of pre-collegiate and basic skills of students.**	**Is this objective currently relevant to support this goal?** **YES – 460; 91.5%** **NO – 43; 8.5%** **If no, what recommendation(s) would you suggest to update this objective?** 1. **Provide/define baseline data – 7** 2. **Shift focus from basic skills to transfer – 3** 3. **Require basic skills prior to college – 5** 4. **Provide students better faculty/college support – 3** 5. **Completion rate not good/only measurement of excellent teaching/learning – 5** 6. **Other – 10**
3. Workforce Readiness and Communication **Goal: State Center Community College District will develop and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise and specific job-related competencies.**	**Is this goal currently relevant to support the theme (Workforce Readiness and Communication)?** **YES – 471; 93.6%** **NO – 32; 6.4%** **If no, what recommendation(s) would you suggest to update this goal?** 7. **Involve community/faculty/staff in process – 6** 8. **Better define goal – basic skill,**

	communication, etc. – 3 9. **Provide more/better vocational training/programs – 5** 10. **Too much focus on job training/workplace/basic skills and no accountability – 4** 11. **Other – 10**
Goal: State Center Community College **District will develop and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise and specific job-related competencies.** <u>**Objective 3.1**</u> **Establish a baseline and expand current partnerships which benefit all stakeholder groups, including both employer and student constituencies.**	**Is this objective currently relevant to support this goal?** **YES – 460; 91.5%** **NO – 43; 8.5%** **If no, what recommendation(s) would you suggest to update this objective?** 1. **Define/provide baseline – 2** 2. **Define objective too vague/poorly written – 5** 3. **Maintain/improve current/past partnerships – 2** 4. **Difficult to meet both student and employer needs – 4** 5. **Focus on improving job skill/training/re-training – 3** 6. **Other – 12**
Goal: State Center Community College District will develop and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise and specific job-related competencies. <u>**Objective 3.2**</u> **Establish a baseline and increase the**	**Is this objective currently relevant to support this goal?** **YES – 463; 92.0%** **NO – 40; 8.0%** **If no, what recommendation(s) would you suggest to update this objective?** 1. **Provide/define baseline and goals – 3**

course completion rates for credit and non-credit vocational programs.	2. Focus on student interest/quality vs. completion rates – 3 3. Provide more/better student support services – 2 4. Less focus and resources to vocational/non-credit programs – 3 5. Better inform students about programs/outcomes – 2 6. Other – 10
Goal: State Center Community College District will develop and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, communication, technological expertise and specific job-related competencies. **Objective 3.3** **Establish a baseline and increase the number of work experience, internship, apprenticeship, job shadowing and service learning opportunities.**	**Is this objective currently relevant to support this goal?** **YES – 463; 92.0%** **NO – 40; 8.0%** **If no, what recommendation(s) would you suggest to update this objective?** 1. Programs not necessity/can not increase in current environment – 6 2. Programs not available at all campuses – 4 3. More programs in this area/shorter completion time – 4 4. Provide/define baseline – 3 5. Other – 9
4. System Effectiveness – Planning and Assessment **Goal: State Center Community College District will engage in an ongoing planning process to assess effectiveness and efficiency of its operations.**	**Is this goal currently relevant to support the theme (System Effectiveness – Planning and Assessment)?** **YES – 479; 95.2%** **NO – 24; 4.8%** **If no, what recommendation(s) would you suggest to update this goal?**

	1. Goal too vague; be more specific – 3
	2. Include faculty/students in planning process – 3
	3. Provide measurement/assessment/follow through processes – 2
	4. Other – 6
Goal: State Center Community College District will engage in an ongoing planning process to assess effectiveness and efficiency of its operations. **Objective 4.1** **Demonstrate how research and fact-based decision making are used to ensure quality and innovation.**	**Is this objective currently relevant to support this goal?** 　　**YES 459; 91.3%** 　　**NO　　44; 8.7%** **If no, what recommendation(s) would you suggest to update this objective?** 1. Question the appropriateness of using research and fact-based decision making to ensure quality and innovation; question wording; question integrity of current process – 21 2. OK with objective as stated – 1 3. Question quality of staff – 1
Goal: State Center Community College District will engage in an ongoing planning process to assess effectiveness and efficiency of its operations. **Objective 4.2** **Demonstrate that all programs and services meet the needs of our students and other stakeholders as evidenced by student and employer satisfaction surveys.**	**Is this objective currently relevant to support this goal?** 　　**YES 460; 91.5%** 　　**NO 43; 8.5%** **If no, what recommendation(s) would you suggest to update this objective?** 1. Question methodology used to gauge effectiveness – 24 2. Goal doesn't match theme – 2 3. Other - 2

Goal: State Center Community College District will engage in an ongoing planning process to assess effectiveness and efficiency of its operations. **Objective 4.3** **Demonstrate how the educational processes and operations of SCCCD are enhanced through the integration of technology.**	**Is this objective currently relevant to support this goal?** 　　**YES 461; 91.7%** 　　**NO 42; 8.3%** **If no, what recommendation(s) would you suggest to update this objective?** 1. **Question method to determine if education is enhanced through integration of technology/wording of objective. – 10** 2. **Need district plan for technology and/or more funding. 10** 3. **Technology needs its own theme/goal in strategic plan. 2** 4. **We depend too much on technology. 3** 5. **Other 6**
5. Resource Development **Goal: State Center intends to manage its resources to provide maximum opportunity to its students, employees and community.**	**Is this goal currently relevant to support the theme (Resource Development)?** 　　**YES 463; 92%** 　　**NO 40; 8%** **If no, what recommendation(s) would you suggest to update this goal?** 1. **Theme unclear – 19** 2. **Recommend method to gauge district's performance in this area – 2** 3. **Other – 12**
Goal: State Center intends to manage its resources to provide maximum opportunity to its students, employees	**Is this objective currently relevant to support this goal?** 　　**YES 384; 76.5%**

and community. **Objective 5.1** **Increase the diversity of the District workforce to reflect the demographics in the communities we serve.**	NO 118; 23.5% **If no, what recommendation(s) would you suggest to update this objective?** 1. **Hire best candidate regardless of ethnicity – 38** 2. **Goal unclear – clarify "diversity" – 9** 3. **Hire a diverse work force and all levels of organization – 4** 4. **Get data to determine where the district is as far as a diverse workforce – 8** 5. **Get rid of objective – 5** 6. **Workforce seems diverse now – 12** 7. **Other - 19**