2012-2016 District Strategic Plan Objectives Matrix

State Center Community College District Mission
State Center Community College District is committed to student learning and success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.

1. Student Success

SCCCD is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.

Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
1.1. Develop strategies to address unique needs of matriculating recent high school graduates and older students to ensure their academic success	1.1 Create and modify clear and concise steps to matriculation for new students	1.1 Establish by district and college/center Baseline Reg-to-Go sessions/Satisfaction survey of Reg-to-Go	1.1 1% increase annually in satisfaction regarding the implementation in the number of students who complete the following key components of matriculation: Admissions, Orientation, and Assessment and Testing	1.1 Data collection and analysis end of spring semester	1.1 College/Center Vice Presidents of Instruction and Student Services / Vice Chancellor of Educational Services and Institutional Effectiveness
DISTRICT OFFICE	Started a dialogue on student success taskforce state mandated matriculation processes Implemented the process on complying with Title 5 repeatability regulations		(see table below)		

Items 1-5	2012	2013	+/-
I felt welcomed by college staff and was made to feel at ease	65.2	64.3	-0.9
FCC	64.6	61.8	-2.8
RC	63.2	64.3	1.1

			WI	70.0	71.1	1.1		
			MC	69.7	61.0	-8.7		
			OC	40.7	40.0	-0.7		
			I felt that my time and effort spent at this event was worthwhile	66.7	66.0	-0.7		
			FCC	65.2	64.2	-1.0		
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			College staff adequately explained the registration process	63.2	61.5	-1.7		
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			After getting help from college staff I am now more confident about going to college	57.3	55.8	-1.5		
			FCC	56.5	53.9	-2.6		
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The RTG program did assist me matriculate into community college and resulted in me registering into coursework.	**49.2**	**55.7**	**6.5**
FCC	**45.8**	**51.8**	**6.0**
RC	**46.9**	**57.1**	**10.2**
WI	**54.5**	**60.1**	**5.6**
MC	**70.5**	**58.7**	**-11.8**
OC	**46.4**	**20.0**	**-26.4**

* Percentages based on those who "Strongly Agreed" with the statements

** 2012 survey responses FCC=784, RC=1075, WI=505, MC=122, OC=28
   2013 survey responses FCC=1022, RC=1062, WI=514, MC=195, OC=10

FRESNO CITY COLLEGE 1.1.1 Humanities faculty will partner with K-12 to streamline placement in college-level reading and writing	1.1.1 Hold meetings at FCC to discuss and make a decision about ERWC as a placement tool at FCC	1.1.1 Encourage dialogue between FCC reading and writing faculty and FUSD, Fresno State, and Fresno Office of Education	1.1.1 Hold meetings to discuss; Make decision about ERWC	1.1.1 Humanities reading and writing faculty, FCC Student Services, Fresno State, and Fresno	Dean of Instruction - Humanities

placement.				Office of Education meetings were held in fall 2012 and spring 2013. The final meeting will be held in Sept. 2013 to make a decision about accepting conditional high school students who complete ERWC with a C or better into English 1A.	
1.1.2 Math, Science, and Engineering (MSE) faculty will partner with K-12 to streamline placement in college.	MSE: Participated in the pilot Early Assessment Program whereby Counseling Dept. and MSE Faculty members worked with Fresno High Students and Teachers	Created by Counseling Department	Number of students who take the EAP and pass it to be placed in higher level Math classes	2011-13	Dean of Counseling
	1. Continue implementation and expansion of participation in Online Orientation	Number of participants who successfully complete Online Orientation	5% increase in successful completion between 2012-2013 and 2013-2014	Collect and summarize data in Summer 2013 & Summer 2014 to be completed by end of Spring Semester 2014	Dean of Student Services/Counseling

		1. Continue to revise and improve Steps to Success Checklist	Establish baseline number of site visits on website and determine peak usage	Increase in number of site visits	Collect and summarize data Summer 2013 and Summer 2014 to be completed by end of spring semester 2014	Matriculation Coordinator
		1. Continue Counseling/Advising Groups by major at Reg-to-Go	Determine level of student satisfaction with Counseling/Advising services	Increase in student satisfaction with Counseling/Advising services	Collect and summarize data Summer 2013 and Summer 2014 to be completed by end of spring semester 2014	Dean of Student Services/Counseling
		2. Keys to City: New Student Welcome/Orientation	Determine level of campus awareness of student support services and instruction by doing a post event survey	A minimum of 90 percent of participants will indicate increased campus awareness compared to prior to the event	Analysis of campus awareness surveys to be completed by end of fall semester 2013	Director of Student Activities
		3. Ram Ready: Culminating orientation for students who have participated in Reg-to-Go	Determine level of campus awareness of student support services and instruction by doing a post event survey	A minimum of 90 percent of participants will indicate increased campus awareness of student support services and instruction compared to prior to the event	Analysis of campus awareness surveys to be completed by end of fall semester 2013	Dean of Student Services/Counseling
		4. Continue to require students to complete all matriculation steps prior to registration	Number of students who apply to FCC vs. number who apply to FCC and complete all matriculation steps	Percentage of yield (applicants who enroll) between both groups	To be completed by the end of spring semester 2013	Matriculation Coordinator and Admissions and Records Manager

REEDLEY COLLEGE	In the process of reviewing and updating the Matriculation Plan to align with SB 1456 Student Success Initiatives (SSI). Emphasis will be directed towards strengthening support for entering students through the completion of mandatory assessment, orientation, and completion of a student education plan (SEP). Completion of SEP will allow students to meet pending SSI enrollment priority regulations. Working on new form for students to use upon 'sign-in' to assist in identifying student need on initial counselor contact.				
WILLOW	1. Improve student satisfaction with Reg-to-Go process as compared to 2011-2012 2. Evaluate registration data compared to census enrollments for Reg-to-Go 3. Analyze results of SLO assessments for all Student Service operations and develop improvement strategies 4. Maintain CCCAP Program by continuing orientations, advisory committee meetings, and enrollment of 20 students each semester 5. Insure BOG waiver students complete the FAFSA or the CA Dream Act Form 6. Facilitate offering an Engl 1A course at Clovis West 7. Outreach to other HS regarding	1. Baseline Reg-to-Go sessions/Satisfaction survey of Reg-to-Go 2. Data collected from 2012 Reg-to-Go 3. Annual SLO Report fir Student Services 4. Remain consistent with previous program 5. # of student who complete FAFSA or Dream Act Form 6. 1 Engl-1A class offered in SP12 7. CWHS Partnership established 8. No advisory committee established	1. 1% increase annually in satisfaction regarding key components of matriculation: Admissions, Orientation, Assessment and Testing 2. Evaluation completed and targets established 3. Improvement strategies identified 4. Meetings and orientations held, enrollment constant 5. Maintain % of FAFSA completer and measure AB540 form completers 6. 3 classes offered in SP13 7. Develop partnership with at least one other high school regarding curriculum alignment 8. High School Advisory Committee met in FA12	1. May 2013 2. Dec 2012 3. May 2013 4. May 2013 5. May 2013 6. May 2013 7. May 2013 8. Dec 2012	1. VP of I&SS/Dean of Students 2. A&R/Dean/District Matric Group 3. Dean of Students/Dept Chair SSS 4. Deans of Instruction and Students 5. Fin Aid Manger 6. Dean of Instruction 7. Dean of Instruction/English Faculty 8. Dean of Students/College Relations Specialist

	aligning curriculum projects like at CWHS 8. Develop and meet with a Reg-to-Go advisory committee of feeder high schools to improve communication and planning 9. Outreach to CART to align English curriculum 10. Awareness/review common core standards & comment on assessments			

<table>
<tr><td colspan="6">

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Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
1.2 Improve student success rates by increasing persistence and completion rates for all students	1.2 Develop strategies to continue emphasizing student success and transfer to a university	1.2 Establish by district and college/center	1.2 Increase in persistence and university transfer rates by 1% per year through Spring 2015 with an overall target of 72% success rate for the district. Maintain a 90% target of persistence; match or exceed statewide average in transfer; and match or exceed national average in graduation	1.2 Data collection and analysis end of spring semester	1.2 College/Center Vice Presidents of Instruction and Student Services / Vice Chancellor of Educational Services and Institutional Effectiveness
DISTRICT OFFICE	Data collection will be completed in fall 2013 to show status.		1. Persistence rate of first time students in three semesters (2013 Student Success Score Card) FCC – 72.6% RC all – 68.8% State – 65.8% Above state rate 2. Graduation Rate (IPEDS 2011 data) FCC – 14% (-4% than last year and below national rate) RC all – 22% (-1% than last year but above national graduation rate of 20%) 3. Six Year Transfer rate (DataMart)		

			FCC – 43% (+3%) RC all – 43% (-1%) State – 41% Both colleges are above state transfer rate. 4. FA12 Success Rate FCC 68.2% (-0.5%) RC 67.2% (0.2%) WI 68.9% (-1.3%) MC 66.2% (-0.5%) OC 68.5% (-2.5%) 5. FA12 Retention Rate FCC 90.2% (0.0%) RC 90.7% (-0.1%) WI 92.0% (1.4%) MC 89.4% (-1.7%) OC 90.0% (0.4%)		
FRESNO CITY COLLEGE 1.2.1 Applied Technology (AT): Implement early intervention strategies and increase Student Educational Planning	AT placed a part time councilor in the division office that specializes in AT programs and students, this allowed AT to implement early intervention strategies and assist students identify their educational goals by completing SEPs.	Number of students counseled	Increase in programs' success, retention, and persistence rates	Ongoing	Dean of Applied Technology
1.2.2 Business Division: Conduct student survey	CIT is developing a student survey to discover if CIT students are different than the general FCC student population.	Data from 2012 campus-wide survey and 2012 CIT survey	The term success is not appropriate for this action. The survey results will result in finding significant differences between CIT students and the general student population.	The survey will be validated between fall 2012 to spring 2014, 2015, and 2016.	Instructional Dean of Business
1.2.3 Business Division: Create innovative interventions to improve student success,	The Business Division has created a Student Success Committee in Fall 2011.	Division 2011 success, persistence, and retention rates	Increase in programs' success, retention, and persistence rates	Ongoing	Instructional Dean of Business

retention, and persistence					
1.2.4 Business Division: Provide division-level student support	Peer Tutoring and mentoring is being used in the Business Division for classes in the Accounting, Business Technology, and Computer Informational Systems Departments	Fall of 2012	1% increase in student attendance	Fall 2012 to 2016	Instructional Dean of Business
1.2.5 Business Division: Increase sharing of best practices	CIT Department is developing a video demonstrating effective practice that will be posted on the Division Blackboard site for other instructors to see.	There are not any effective practices videos posted on Blackboard.	Videos will be posted	Fall 2014	Department Chair
1.2.6 Institutional Research (IR): Collect baseline data	Create baseline data report	Baseline measure data have been compiled for the 2012-2016 SCCCD Strategic Plan	TBD	Report data to be discussed Fall 2013	Institutional Researchers
1.2.7 Social Sciences (SOCI): Consider prerequisites for select courses	SOC implement "Eligibility for ENGL 1A" prerequisite for POLSCI 2	FA 2012: GPA = 1.72 RET = 83.3% SUC = 48.5%	Increase RET and SUC by 1% each year, beginning SP 14 when pre-req takes effect	SP 14- SP 2016	POLSCI Faculty
1.2.8 Social Sciences (SOCI): Provide division-level student support	SOC continue offering ETC student supports in classes.	SPRING 2012: 35 classes had ETC attached	Maintain 35 (or increase) number of classes offering ETC	SP 13-SP 16	SOC Faculty
	1. Continue Ram Success Workshops that include information strategies for enrolled students	Attendance at Ram Success Workshops and evidence of student learning	Increase show rate (e.g. percentage of students who sign up and attend workshops) and provide evidence of student learning	To be complete by end of spring semester 2014	FCC Dean of Student Services/Counseling
	2. Continue to host Financial Aid Student Success Workshops	Will utilize attendance records and student satisfaction surveys to determine student baseline measures	Increase attendance rate and level of satisfaction by 1%	To be completed by the end of summer 2013	Director of Financial Aid
	1. Continue Success in the	Demonstrated increased	1% increase in completion of	To be completed by	Director of Student

	City, a program that targets students who possess 45+ units to ensure successful completion of an educational objective	awareness of information leading to completion of educational objective	educational objectives compared to 45+ students who do not attend Success in the City	end of spring semester 2014	Activities and Admissions & Records Manager
	2. FCC will continue to provide Transfer Application Workshops.	Attendance and understanding of transfer application process	Increase in attendance and successful transfer applications completed	To be completed by end of spring semester 2014	Transfer Center Coordinator
	1. Continue to improve coordination between learning community and cohort programs	Enable learning communities to monitor progress in achieving improvement in student success	Evidence that percentage of duplicate students in special programs is reduced Improve persistence, retention, and successful course completion rates for students in special programs by 1%	To be completed by the end of spring semester 2014	VP of Student Services and Coordinator of Special Projects
REEDLEY COLLEGE	This year students will have had to complete the application, placement testing, and orientation prior to the Reg-to-Go meetings. They also have had an opportunity to participate in an advising survey so that the Counselors may better group and provide services during the Reg-to-Go process.				
WILLOW	1. Develop and improve SB 1440 transfer degree advising and informational materials 2. Encourage student use of Degree Audit Evaluations for Students 3. Set up and use e-SARS as one method for making counseling appointments 4. Use SARS calls and district e-mails to remind students of time sensitive activities for counseling,	1. Major sheets and promotional cards created for 3 approved degrees 2. Establish baseline of use of Degree Audit function in WebAdvisor 3. E-Sars not set up or used 4. SARS-CALL used (# from 2011-12) and Student Emails 5. Develop and evaluate CTE completion rate baseline 6. 3 Degrees approved and 5 degrees at CCCCO 7. No evaluation completed 8. # contacted 11-12?	1. New major sheets for new degrees/utilize promotional materials 2. Increase by 5% 3. Make e-Sars available on website and have students use it to make appts 4. Maintain CALLS and Emails as appropriate 5. Identify baseline 6. 5 degrees at CCCCO approved and 3 more submitted 7. Effectiveness measured in spring 2013 8. Evaluate and establish graduation/completion goal 9. Evaluate participation in WI Commencement 10. Maintain probation	1. May 2013 2. May 2013 3. Dec 2012 4. June 2013 5. May 2013 6. May 2013 7. May 2013 8. May 2013 9. May 2013 10. May 2013 11. Fall 2012 12. Spring 2013	1. Dean of Students/ Counseling Dept 2. A&R/Counseling/ Tech Support 3. Dept Chair 4. Dean of Students/A&R 5. Dean of Instruction 6. Dean of Instruction/ Curriculum Committee 7. Dean of Instruction/ English Dept 8. VP of I & SS 9. Dean of Students/ VP of I&SS, Dean of Instruction/Tutoring Staff 10. Dean of Students/ Counseling Dept 11. VP of I & SS

	registration, graduation application, etc. 5. CTE faculty will promote certificate of achievement requirements and encourage students to apply for certificates (including CD workshops). 6. Develop more SB 1440 Transfer Degrees 7. Evaluate initial effectiveness of English-130 option 8. Seek out and inform students who have completed 45+ units, English 1A and Math 103 with at least a 2.0 GPA to track their progress towards completion 9. Coordinate and communicate WI's first own commencement ceremony to achieve baseline student participation 10. Use Tutor trac to id probation students receiving tutoring and compare success to non-tutored probation students. 11. Continue SARS	9. None 10. # Probation students using tutoring and their success rates as per Tutor Trac 11. 405 students referred FA11 & 369 students referred SP12 SARS-Alert 12. No committee review	students' use of tutoring 11. Review results and suggestions from use of SARS ALERT 12. Committee recommendations for campus • ESARS now active		

	Early Alert and review suggestions from faculty received throughout the Fall 2011 semester 12. Student Success Committee to explore and recommend Academic Interventions strategies from Student Success Act 2012 13. SEP Campaign 14. Install monitor for electronic transmission of counseling info 15. Explore ways to improve student response to communications 16. Explore texting as option to disburse information to students 17. Link e-mail use to steps required to register 18. Give Student Success Committee & CCC time/directive to plan for student success			

1. Student Success					
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Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
1.3 Create a comprehensive Student Services Delivery Plan for all campuses and centers	1.3 Develop a written Student Services Delivery Plan by college/center that includes Student Learning Outcomes	1.3 Establish by district and college an analysis of types of services we already have to develop baseline data Inventory of services	1.3 Final Student Services Delivery Plan which includes an inventory of all the Student Services available by campus, program requirements, and maximum student enrollment, and SLO's	1.3 Spring 2013	1.3 College/Center Vice Presidents of Student Services/ Vice Chancellor of Educational Services and Institutional Effectiveness
DISTRICT OFFICE		Started an inventory of student health services provided by the colleges and as a result determined we needed to ensure student access to psychological health services. Each campus developed a budget for that purpose for implementation in fall 2013			
FRESNO CITY COLLEGE	1. FCC will develop a Student Services Delivery Plan including Student Learning Outcomes and Service Unit Outcomes.	Inventory of all departments and programs providing student support services	Evidence of progress or achievement of Student Learning and Service Unit Outcomes for each department and program	To be completed by end of fall semester 2013	VP of Student Services and Coordinator of Special Projects
REEDLEY COLLEGE	The Student Services Leadership Council (SSLC) and the RC/MC Dean of Students Office; representatives from the various student support programs are currently engaged in dialogue in assessing and planning effective practices for delivering quality programs and services for students at all campus sites. SSLC review and develop annual SLO's/PLO's specific to program objectives for each program within the Student Services Division.				

	The development of a Student Services Program matrix has been created which list the core support services available for students. The next steps include the focus on a Delivery Plan focused on promoting support services as a means to student success.				
WILLOW	1. Participate in district efforts to develop a student services delivery plan 2. Include faculty input 3. Centralized Student Services	1. No inventory	1. Inventory of WI services	Spring 2013	VP of I&SS

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<tr><td>1. 4 Analyze current student assessment processes and outcomes and ensure cohesion across all District locations</td><td>1.4 Form a Districtwide Matriculation Committee that will include English and math faculty to review student assessment tests and data from across the district and develop a matrix analyzing student assessment methodology across the district</td><td>1.4 Establish by district and college/campuses percentages of who places where /success rates by placement scores, determine if there is a difference depending on the placement test students take

Placement levels by assessment tests by college/center</td><td>1.4 Alignment in student assessment methodologies and development of an informational matrix that can be distributed to the colleges/center</td><td>1.4 Evidence of significant progress in achieving this objective by June 2013</td><td>1.4 College/Center Vice Presidents of Instruction and Student Services / Vice Chancellor of Educational Services and Institutional Effectiveness/ Institutional Research Work Group</td></tr>
<tr><td>FRESNO CITY COLLEGE</td><td>1. Continue to improve testing conditions at Reg-To-Go Schools</td><td>Measure (survey) high school faculty, staff and student satisfaction with testing conditions</td><td>Evidence of improved satisfaction with testing conditions</td><td>To be completed by the end of summer semester 2013</td><td>Assessment Coordinator</td></tr>
<tr><td>REEDLEY COLLEGE</td><td colspan="5">The Assessment processes utilized by FCC, RC and the centers are currently under review. With a plan to develop and implement a matrix analyzing student assessment tests, data and methods across the district.</td></tr>
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WILLOW	1. Compare results of EAP with local placement results against final grades in English and math classes 2. Meet with CUSD and WI English faculty to find gaps in HS English vs. college English class expectations and develop strategies to close the gaps 3. Participate in local efforts to establish a common placement assessment 4. SP14- Common Core will eliminate EAP; Review and provide comment on Common Core document to Lead English Instructor 5. Numerous meetings with Clovis West, CSUF, and CART 6. 90 students in Engl 1A 7. Working with CVHEC Project	1. EAP results collected but not researched for SCCCD	1. Evaluate EAP report	1. Dec 2013	1. VP of I&SS/IR

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Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
1.5 Increase students' campus and community engagement	1.5 Develop a tool to track and monitor the number and types of events in Associated Student Government and clubs to ensure community engagement	1.5 Establish by district and college by current participation rates Track with College Activities by college/center	1.5 Demonstrate a 1% increase in total student participation in Associated Student Government and clubs per year through Spring 2015 and community engagement	1.5 Data collection and analysis end of spring semester	1.5 College/Center Vice Presidents of Instruction and Student Services
FRESNO CITY COLLEGE 1.5.1 Applied Technology (AT): Increase program-specific student communities	Promoted the development and sustainment of AT program specific clubs each program was asked to set a goal of having at least one club			Ongoing	AT Faculty
	1. Continue to develop a spreadsheet to track and monitor the number and types of events sponsored by Associated Student Government (ASG) and clubs	Current level of participation in ASG and club events	1% increase in total student participation in ASG and clubs per year	To be completed summer semester 2013	Director of Student Activities
REEDLEY COLLEGE	Increased opportunities for "Teach-Ins" and events like Spring Extravaganza, Rocktoberfest, and TRIO-Day. The Student Activities Office is currently evaluating student participation, using SARS, in campus activities through the Program Learning Outcome (PLO) process. They have been assessing student's participation relative to the number of times students participate in a student activities or event.				
WILLOW	1. ASG will work with	1. Number of student	1. Increase by 5%	1. May 2012	Dean of Students/College

	College Center Assistant to increase activities for 2012-13 2. Utilize Blackboard/Facebook for ASG information 3. Provide leadership workshop for student leaders 4. Evaluate leadership class for ASG and club officers 5. Review and ensure student committee participation	activities 2011-2012 2. FB and Bb sites developed 3. First leadership retreat provided Aug 2012 4. SLO for Coun-263 assessed	2. Evaluate participation in FB & Bb and increase postings by 10% 3. Retreat provided and evaluated by students 4. Improve Coun-263 SLOs • Office space allocated for ASG • ASG President address BOT • Hired College Center Assistant • $1 ASG free voted in • SEP Campaign in collaboration w/ counseling	2. Dec 2012 3. Fall 2012	Center Asst

2. Student Access
SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.

Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
2.1. Evaluate student access for all communities and develop a districtwide Enrollment Management Plan to optimize the District presence in all areas of the District	2.1 Develop a Districtwide Enrollment Management Taskforce that will develop a districtwide Enrollment Management Plan	2.1 Establish by district and college//center enrollment demographics by area i.e. by southeast, central/ age/gender/zip codes	2.1 Districtwide Enrollment Management Plan will outline an enrollment target aligned with the number of course offerings by colleges//center in the District; the target should be in conformity with District-approved FTES over cap	2.1 Evidence of significant progress in achieving this objective by June 2013	2.1 College/Center Vice Presidents of Student Services/ Vice Chancellor of Educational Services and Institutional Effectiveness/ Institutional Research Work Group/ Interim Vice President of Admissions & Records and Institutional Research
DISTRICT OFFICE	Currently in progress and finalizing membership. Plans to develop a charge and operating agreement by fall 2013				
FRESNO CITY COLLEGE Applied Technology (AT): Study student population conditions.	AT Programs are identifying under-served populations and determining how to best bring educational opportunities to them.	TBD	TBD	Ongoing	AT Dean and Faculty

	Continue to utilize FCC Enrollment Management and Student Success Plans to guide campus enrollment management and student success efforts	Measure progress in addressing a variety of activities including, but not limited to, priority registration, efficient scheduling of classes, and prioritizing effective student success activities	Evidence that processes, policies, and activities are correlated with improved outcomes for students	To be completed by spring 2014	FCC VP of Student Services
REEDLEY COLLEGE	A Districtwide Enrollment Management Taskforce has been formed and is currently meeting to discuss and develop a DW EMP. At the campus level, matriculation efforts continue to improve with a focus on SEPs. They are now a mandatory component and baseline data indicates that students are completing these. The next step is to focus on the Informed SEP (which includes a follow up with the counselor to confirm or change the original SEP as appropriate) as a more valuable variable for continuing students.				
WILLOW	Participate in district enrollment management plan committee	WI participates in committee	WI participates in committee	June 2013	VP of I & SS

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Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
2.2 Maintain and improve student admission, registration, counseling, and orientation processes to maximize student educational planning	2.2 Monitor and modify a matriculation plan for students to complete the critical matriculation steps. The plan should include a matriculation process for new students	2.2 Establish by district and college/center participation rates Data on Educational Plans /SEPs	2.2 Improve student satisfaction by 1% annually	2.2 Data collection and analysis end of spring semester	2.2 College/Center Vice Presidents of Student Services/ Vice Chancellor of Educational Services and Institutional Effectiveness
DISTRICT OFFICE	Part of dialogue and compliance with mandatory matriculation process scheduled for implementation fall 2014		(see table below)		

Items 1-5	2012	2013	+/-
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			RC	46.9	57.1	10.2	
			WI	54.5	60.1	5.6	
			MC	70.5	58.7	-11.8	
			OC	46.4	20.0	-26.4	

* Percentages based on those who "Strongly Agreed" with the statements

** 2012 survey responses FCC=784, RC=1075, WI=505, MC=122, OC=28
    2013 survey responses

2. Student Access SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
			FCC=1022, RC=1062, WI=514, MC=195, OC=10		
FRESNO CITY COLLEGE 2.2.1 Applied Technology (AT): Provide division-level student support	AT placed a part time counselor in the division office that specializes in AT programs and students; this allowed AT to implement dual enrollment opportunities	Number of students counseled	Increase in Programs' Success, Retention, and persistence rates	Ongoing	PT Counselor
2.2.2 Business: Provide division-level student support	Counseling Department has set hours for a counselor to serve in the division that specializes in Business programs to assist students and increase SEPs.	Number of students counseled	Increase in Programs' Success, Retention, and persistence rates	Ongoing	Counselor assigned to Business Division
2.2.3 Institutional Research (IR): Collect baseline data	Create baseline data report	Baseline measure data have been compiled for the 2012-2016 SCCCD Strategic Plan	TBD	Report Data to be discussed Fall 2013	Institutional Researchers
	FCC will continue to develop a comprehensive Matriculation (Student	SB 1456, State Chancellor's Office will provide Student Success Scorecard and	Evidence of improved student satisfaction by 1% annually	To be completed spring semester 2014	VP of Student Services and Coordinator of Special Projects

2. **Student Access**						
SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.						
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
	Success) Plan that will include a Student Success Scorecard and address Student Equity.	Matriculation Plan template to campus			
	Continue to develop baseline data for FCC Student Educational Plan completion	Utilize MIS Data	Evidence that the numbers of students completing Student Educational Plans increases annually	To be completed fall semester 2014	Matriculation Coordinator
REEDLEY COLLEGE	A Districtwide Matriculation Committee was formed to review, revise and update Matriculation Plan to align with SB 1456 Student Success Initiatives (SSI). Emphasis will be directed towards strengthening support for entering students through an efficient admissions and registration process to include the completion of mandatory assessment, orientation, and completion of a student education plan (SEP). Completion of SEP will allow students to meet pending SSI enrollment priority regulations. The next step is to develop identification and tracking model for non-Reg-to-Go participants (new & older students). Success measures will include the number of students completing the matriculation processes; application, assessment, orientation, & student education plan - SEP (Smart Start - abbreviated SEP/comprehensive SEP with an informed goal).				
WILLOW	1. Organize an SEP campaign to get all students to develop ed plans in first two semesters of college 2. Evaluate Web-based Orientation activity 3. Develop in-house processes for ensuring mandatory orientation, assessment and counseling for	1. Data on Educational Plans/SEP's 2. Online Orientation completed and posted 3. No processes occur	1. Increase SEPs % 2. Evaluation occurs 3. Plan developed for processing students through steps • Roctoberfest • Classroom presentations • YouTube video (coming soon)	1. June 2013 2. June 2013 3. Dec 2012	1 & 2. VP of I&SS/Dean of Students/Student Success Committee 3. Dean of Students/Dept Chair/ Student Success Committee

2. Student Access SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
	matriculating students 4. Student Success Committee continues eval of priority reg system. 5. Counseling in-class workshops has increased SEP activity.				

2. Student Access SCCCD recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
2.3 Enhance student support program coordination and development in areas such as outreach, recruitment, co-curricular, and career awareness activities throughout the district	2.3 Develop a districtwide recruitment plan that will evaluate and modify existing recruitment efforts such as Registration to Go to ensure maximum use of resources to provide outreach to students and parents	2.3 Establish by district and college/center participation rates and yield, determine how many show up vs. no shows	2.3 Creation of a final student recruitment plan that includes an inventory of all the support programs and activities available to students by college/center	2.3 Evidence of significant progress in achieving this objective by June 2013	2.3 College/Center Vice Presidents of Student Services /Vice Chancellor of Educational Services and Institutional Effectiveness
DISTRICT OFFICE	Preliminary dialogue on effectiveness of Reg-to-Go and review of data at Board Retreat				
FRESNO CITY COLLEGE	FCC will continue to utilize existing evaluation of Reg-To-Go that focus on improving processes and faculty, staff, and student satisfaction.	Current satisfaction level with Reg-To-Go processes	Improved satisfaction levels with Reg-To-Go processes	To be completed fall semester 2014	FCC VP of Student Services and Dean of Student Services/Counseling
REEDLEY COLLEGE	The RC/MC Matriculation Committee is engaged in reviewing, revising and updating Matriculation Plans to align with SB 1456 Student Success Initiatives (SSI). Emphasis is being directed towards evaluating an efficient assessment, admissions and registration process to include the completion of mandatory orientation. The next step is to develop a plan that includes an inventory of all the support programs and activities available to students by college/center.				
WILLOW	See areas 1.1 and 1.2				

3. Teaching and Learning Effectiveness SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
3.1 Create a comprehensive Basic Skills Delivery Plan	3.1 Implement the goals and objectives of the Basic Skills Delivery Plan and measure success of each implementation strategy	3.1 Current success of students in basic skills courses. Success in a progression through, not just when they start	3.1 Annual report from the Basic Skills Committee that documents that we will maintain or exceed peer groups of the ARCC	3.1 To be measured annually	3.1 Basic Skills Committee Coordinator/Student Success Committee Coordinator
DISTRICT OFFICE					2013 Student Success Score Card: Basic skills progress to college level in 6 years: FCC – English 21.9% FCC – ESL 27.5% FCC – Math 27.2% RC all – English 19.8% RC all– ESL 10.6% RC all– Math 23.2% State – English 38.1% State – ESL 23.6% State – Math 37% Below state rates
FRESNO CITY COLLEGE Humanities: Build basic writing skills for incoming students placed in the lowest writing	Develop embedded tutor program for preparatory writing classes	Plan and implement embedded tutoring in designated preparatory English classes	Begin using embedded tutors in preparatory English Monitor retention and success with embedded tutors. Get feedback from students and faculty on the process	Tabitha Villalba has met with preparatory writing faculty in spring 2013 semester for planning purposes	Dean of Instruction - Humanities is collaborating with Writing and Reading Center Coordinator and Basic Skills Coordinator. Basic skills faculty are consulting and providing feedback on

3. Teaching and Learning Effectiveness SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** (*established by Institutional Research in conjunction with campuses*)	**Success Measures**	**Timeline**	**Responsibility**
level (Humanities Division)				The embedded tutors will begin in fall 2013	effectiveness
Create a comprehensive Basic Skills Delivery Plan	Implement the goals and objectives of the Basic Skills Delivery Plan and measure success of each implementation strategy	Current success of students in basic skills courses. Success in a progression through, not just when they start	Annual report from the Basic Skills Committee that documents that we will maintain or exceed peer groups of the ARCC	To be measured annually	Basic Skills Committee Coordinator/Student Success Committee Coordinator

REEDLEY COLLEGE	Reedley College is actively developing the infrastructure to implement the goals and objectives of the District's Basic Skills Delivery Plan and to measure and report on the success of strategies coming from this plan. The Students Success Committee has expanded its role to include identifying the ramifications of the Student Success Taskforce recommendations, has taken on the role of collecting and distributing information regarding all student success activities on campus, i.e. tutorial centers, college readiness forums, college success workshops /informational sessions, cohort programs, and pending changes to student success legislation, and will work in collaboration with the Director of Student Success in centralizing student success activities under one office to maintain a consistent vision in communicating strategies for student success. In MECH/AG, AUTO and Manufacturing, all students participating in the C6 program, will be required to participate in basic skills assistance by utilizing the peer tutors and attending 1-2 hours a week of Student Success Sessions.				
WILLOW	1. WI Student Success Committee (now combined with Basic Skills, Student Retention, and Matriculation) to participate in the development and implementation of the districtwide basic skills delivery plan 2. Develop Willow's Student Success Plan	1. Current success of students in basic skills courses. Success in a progression of courses	1. Annual report from the Student Success Committee on student success measures • Funding allocated for FY13-14 for Student Success Committee	1. June 2013	1. VP of I&SS/Student Success Committee Chair

3. Teaching and Learning Effectiveness SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
3.2 Coordinate curriculum and Signature Programs, and develop new Signature Programs as appropriate throughout the District	3.2a Curriculum committee chairs representing all campuses will ensure that curriculum is coordinated across the District 3.2b Identify Signature Programs 3.2c Agree on location of Signature Programs 3.2d Maintain, establish, or relocate Signature Programs at appropriate locations	3.2a Identify inventory of programs and their locations by college/center	3.2a Curriculum committee chairs reach consensus, and curriculum receives final approval through the normal approval process 3.2b List of all Signature Programs at all sites 3.2c Agree on location of Signature Programs 3.2d Completion of signature program maintenance, development, and location plan	3.2a Ongoing. 3.2b Spring 2013 3.2c Board of Trustees approval 3.2d 2013-2014	3.2a Chancellor's Cabinet with Board approval/ Curriculum committee chairs/ ECPC/ Vice Chancellor of Educational Services and Institutional Effectiveness 3.2b Chancellor's Cabinet with Board approval/ ECPC/ College/Center Vice Presidents of Instruction and Student Services/ CTE Deans of Instruction/ Vice Chancellor of Educational Services and Institutional Effectiveness 3.2c Chancellor's Cabinet with Board approval/ College/Center Vice Presidents of Instruction and Student Services/CTE Deans/ECPC/ Vice Chancellor of Educational Services and Institutional Effectiveness

3. Teaching and Learning Effectiveness						
SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.						
Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus (established by Institutional Research in conjunction with campuses)	Success Measures	Timeline	Responsibility
					3.2d Chancellor's Cabinet with Board approval /College/Center Vice Presidents of Instruction and Student Services/ CTE Deans/ECPC/ DBRAAC/Associate Vice Chancellor of Operations

DISTRICT OFFICE	ECPC maintains quarterly meeting to review all districtwide curriculum action as established process. Signature Program Taskforce is in process of following its charge to develop the definition of Signature Programs and evaluative process for new and existing programs. They are also developing a common list of terms to facilitate discussion about Signature Programs districtwide and developing recommendations to showcase programs to garner community support and external funding.				
FRESNO CITY COLLEGE District Signature Program committee	FCC Administration, faculty, and staff are participating in the district's Signature Program committee.	TBD	TBD	Ongoing	Faculty, Curriculum chair, Curriculum Analyst, Dean of Applied Technology. Dean of Economic Development and Workforce, VP of Instruction

WILLOW	1. WI Curriculum Committee will coordinate curriculum development to align with the district. 2. WI representatives are participating on Signature Programs Committee. 3. Develop ideas for Signature Programs at WI by canvasing our faculty and community 4. Collect employment data to support Signature Programs 5. Canvas high schools to see what they are offering	1. Establish inventory of programs at WI	1. Inventory of WI and SCCCD programs	1. Ongoing	1. Curriculum committee chairs/Dean of Instruction
	3.2b Identify Signature Programs			3.2b Spring 2013	3.2b Chancellor's Cabinet with Board approval/ ECPC/ College/Center Vice Presidents of Instruction and Student Services/ CTE Deans of Instruction/ Vice Chancellor of Educational Services and Institutional Effectiveness
	1. Identify potential Signature Programs through labor market data and resources for those programs	1. Identify WI potential Signature Programs	1. WI list of all Signature Programs	1. Ongoing	1. VP of I&SS/Dean of Instruction
	3.2c Agree on location of Signature Programs			3.2c Board of Trustees approval.	3.2c Chancellor's Cabinet with Board approval/ College/Center Vice Presidents of Instruction and Student Services/CTE

				Deans/ECPC/ Vice Chancellor of Educational Services and Institutional Effectiveness.
	1. Participate with a districtwide initiative to establish policies for Signature Programs	1. No process established	1. Signature Programs decisions processed established for SCCCD	1. Ongoing	1. VP of I&SS/Deans & Vice Chancellor, Educational Services & Institutional Effectiveness
	3.2d Maintain, establish, or relocate Signature Programs at appropriate locations			3.2d 2013-2014	3.2d Chancellor's Cabinet with Board approval /College/Center Vice Presidents of Instruction and Student Services/ CTE Deans/ECPC/ DBRAAC/Associate Vice Chancellor of Operation
	1. Based upon WI Educational Master Plan data, a future program and staffing plan will be refined. 2. Assist with the District Office Facilities Master Plan 3. WI Facilities Committee will implement the WI Facilities Master Plan as budget allows. 4. Signature Programs Task Force created & meeting	1. Staffing plan created 2011-12 2. DO Facilities Committee exists and new DO committees created 3. WI Facilities Plan implemented	1. Staffing plans included in PR 2. Participation of WI constituents on DO committees 3. WI Facilities Plan implemented with available budget	1. Ongoing	1. VP of I&SS/Deans & Vice Chancellor, Educational Services & Institutional Effectiveness
REEDLEY COLLEGE	JC – currently serving on the districtwide Signature Program Taskforce – reviewing, identifying, defining "signature" program, and what it means; reviewing labor marketing data for possible future growth areas; working closely with the State Chancellor Office – Doing What Matters, central regional CTE focus; examining local high schools for possible articulation of existing CTE programs.				

3. Teaching and Learning Effectiveness					
SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.					
Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
3.3 Develop a comprehensive Distance Learning Delivery Plan and increase the number of courses and enrollment services delivered at a distance	3.3a Acquire sufficient hardware, software and technology infrastructure to support the increased number of online offerings 3.3b Ensure sufficient support staff and training for delivery of instruction 3.3c Schedule additional distance-learning classes as the budget permits 3.3d-Develop a comprehensive approach to measure student success in online classes versus face-to-face classes and then develop strategies as necessary to close any gaps in learning for online classes	3.3a Inventory of current offerings, past offerings, and recommended future offerings and what can we offer or used to offer 3.3b Measure success of online courses vs. ground classes	3.3a Inclusion in district and college/center Technology Plans 3.3b Inclusion in district and college/center Technology Plans 3.3c 1% per year increase in the number of distance-learning courses offered as the budget permits 3.3d 1% per year increase in the number of students enrolled in distance learning courses at census	3.3a Fall 2013 3.3b Spring 2013 3.3c Annual comparison with 2011-2012 as a base 3.3d Annual comparison between online and face-to-face classes	3.3a College/Center Vice Presidents of Instruction 3.3b Dean of Instruction/Technology/ Distant Education Committees/ Vice Presidents of Instruction 3.3c Distant Education Committees/ Vice Presidents of Instruction 3.3d Distance Education Committee/Vice Presidents of Instruction/ Vice Chancellor of Educational Services and Institutional Effectiveness

DISTRICT OFFICE	As part of the Board's Strategic Conversation #2 on Student Success, we reviewed student success data that included distance education. Constituent groups discussed the barriers for students in distance education and developed strategies to improve in this area. Those findings will be shared with the colleges for consideration in their planning processes.				

Distance Education: Headcount, Success, Retention, GPA by Location Fall 2011 and Fall 2012

	FCC		RC	
	2011	2012	2011	2012
Headcount	1,848	2,387	1,224	1,249
Sections	77	88	43	44
Success	63.4%	64.1	55.5%	56.6
Retention	85.0%	85.1	83.3%	84.1
GPA	2.43	2.44	2.12	2.07

Distance Education: Headcount, Success, Retention, GPA by Location Fall 2011 and Fall 2012

WI		MC/OC	
2011	2012	2011	2012
953	890	563	527
28	25	16	16
61.9%	64.2	58.1%	62.3
85.4%	88.5	83.8%	85.2
2.45	2.35	2.27	2.39

Districtwide, from fall 2011 to fall 2012, course sections increased 5% and enrollments increased 10%.

Section Count:
Fall 2011 - 164
Fall 2012 – 173

Enrollments:
Fall 2011 – 4,588
Fall 2012 – 5,053

FRESNO CITY COLLEGE	Hardware and software are	Met	Met	Completed	Director of Information Technology

Provide a sufficient technology infrastructure to support DE growth	sufficient to handle increase in courses offered in distance modality. The only concern is the cost of the increase on storage and bandwidth associated with the use of LMS as the delivery method. Without a fully integrated Distance Education plan we cannot accurately determine the requirements.				
Institutional Research (IR): Collect baseline data	Create baseline data report	Baseline measure Data have been compiled for the 2012-2016 SCCCD Strategic Plan	TBD	Report Data to be discussed Fall 2013	Institutional Researchers
Ensure sufficient support staff and training for delivery of instruction.	Requires a Distance Education Plan that identifies the number of course offered to determine the need for additional staff. We will need to also address the Online counseling requirements for students who are 100% online	Approximate current level of courses offered (~90 per semester) is managed with the current staff dedicated to Distance Education support	Current FCC DE plan reviewed and updated	Spring 2014	Distance Education Committee
	No plan developed for this objective Requires a Distance Education plan that identifies the number of course offered to determine the budget	TBD	Current FCC DE plan reviewed and updated	Spring 2014	Distance Education Committee

Institutional Research (IR): Collect baseline data	Create baseline data report	Baseline measure Data have been compiled for the 2012-2016 SCCCD Strategic Plan	TBD	Report Data to be discussed Fall 2013	Institutional Researchers
REEDLEY COLLEGE	Data is being collected via the campus Institutional Researcher regarding the Mark Analysis of F2F classes and their DE equivalents. Given current budgetary constraints, the DE Committee will then review and make recommendations regarding the optimal places for the DE Schedule to grow and what additional infrastructure is needed. D.E. students are supported by the availability of on line tutoring through the Math Study Center. -The math department is actively researching methods to improve on-line math teaching. They use data from the Institutional Researcher on Success and Retention Rates. -Child Development instructors regularly visit conferences to improve their on-line teaching -The DE coordinator plays an essential role in the development and smooth delivery of on line classes. The college continues to provide release time for a DE coordinator The Business department offers classes online, such as IS 15, for example. Online classes offer a different delivery method for students who may prefer the online format, and who find online classes more convenient. These classes are offered to meet the needs of students. The Plant Science Program has adapted its curriculum to allow for Hybrid courses to be offer. JC – set aside professional development funds for faculty group to explore latest methods and software/visional/video tools that enhance student online experiences.				
WILLOW	1. Identify and prioritize technology equipment needs based the replacement plan and/or what new technology is required 2. Technology Committee and Distance Ed Committee will combine into one committee and work on the technology development of distance	1. Inventory of current course offerings and technology required 2. DE/Tech Committee representation of constituents	1. Inclusion in district and college Technology Plans 2. Recommendations of committees	1. June 2013 2. May 2013	1. Director of Tech/Dean of Instruction 2. DE/Tech Committee & Director of Technology

	education				
	3.3b Ensure sufficient support staff and training for delivery of instruction	3.3b Measure success of online courses vs. ground classes	3.3b Inclusion in district and college/center Technology Plans	3.3b Spring 2013.	3.3b Dean of Instruction/Technology/ Distant Education Committees/ Vice Presidents of Instruction
	1. Implement WI Staffing Plan as funds allow 2. Ensure sufficient support staff & training for staff 3. Flex Day & scheduled workshops throughout the semester on how to use software 4. Do training activity on Adobe Acrobat, Live Scribe, Explain Everything, YouTube, channel-free media server, Google+, free Stanford University programs, and other free things	1. Measure success of online courses vs. ground classes 2. Number of tech support staff and trainings 3. Number of trained in Flex Days and staff training days on technology/DE	1. Technology needs followed in staffing plans 2. Replace staff when possible 3. Training offered and evaluated	1. Spring 2013 2. Fall 2012 3. May 2013	1. Dean of Instruction/ DE, Committee/Director of Technology
	3.3c Schedule additional distance-learning classes as the budget permits		3.3c 1% per year increase in the number of distance- learning courses offered as the budget permits	3.3c Annual comparison with 2011-2012 as a base	3.3c Distant Education Committees/ Vice Presidents of Instruction
	1. WI will schedule and prioritize DL	1. Number of DE courses	1. Maintain DE classes as budget permits	1. June 2013	1. DE Committee/Dean of Instruction

	classes as the budget permits.				
	3.3d-Develop a comprehensive approach to measure student success in online classes versus face-to-face classes and then develop strategies as necessary to close any gaps in learning for online classes		3.3d 1% per year increase in the number of students enrolled in distance learning courses at census.	3.3d Annual comparison between online and face-to-face classes	3.3d Distance Education Committee/Vice Presidents of Instruction/ Vice Chancellor of Educational Services and Institutional Effectiveness.
	1. WI Distance Ed Committee will participate in the development of a comprehensive approach to measure student success in online vs. seated classes.	1. Retention/Persistence measures of WI online courses	1. Identify WI strategies for student success in online course	1. June 2013	1. DE Committee/Dean of Instruction

3. Teaching and Learning Effectiveness SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
3.4 Ensure continuous integration and implementation of the colleges/center's cycles of Program Review (PR) and Student Learning Outcomes (SLO) assessment to improve institutional effectiveness	3.4a All units at all locations will complete regular Program Reviews. 3.4b All units at all locations will complete annual Program Review report. 3.4c Administer assessments to collect data pertinent to all Student Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes	Establish by district and college/center current status of PR at all sites	3.4a Program reviews of all units at all locations will be approved 3.4b Program Review updates of all units at all locations will be approved 3.4c Assessment and analysis of all Student Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes	3.4a Once every 5 years 3.4b Once a year 3.4c As calendared	3.4a Vice President of Instruction and Student Services /Program Review/ SLO Coordinators

FRESNO CITY COLLEGE Program Review	All FCC units are scheduled for regular program reviews.	2012/13 Scheduled program reviews: 9 Administrative, 30 Instructional, 7 Occupational	Number of program reviews presented and approved	Ongoing	Vice President of Instruction and Student Services /Program Review/ SLO Coordinators
Program Review	3.4.SOC1 All program reviews scheduled for 2012-2013 AY completed and accepted by PR Committee	AY 12-13 EDUC, CHDEV and GEOG scheduled for review	EDUC, CHDEV and GEOG reviews accepted by committee	As calendared	EDUC, CD, GEOG faculty and Division Dean
Program Review	3.4.SOC2 All program reviews scheduled for AY 2013-2014 will begin writing	PSY, FN/FSM, CRIM, HS will begin writing their PR in SP 13 or FA 13	PSY, FN/FSM, CRIM, HS PRs submitted on time.	As calendared	PSY, FN/FSM, CRIM and HS faculty and division dean
Student Learning Outcomes Assessment measures	Continue faculty training and guidance in Student and Program Learning Outcomes Assessment	As per Annual Report submitted with the ACCJC, 82% of courses have been assessed, and 77% of programs have been assessed. We have been reporting that 100% of our ISLOs have been assessed through the ACT survey.	Percentage of completed SLO assessments	Ongoing	3.4c Vice President of Instruction and Student Services /Program Review/ SLO Coordinators
REEDLEY COLLEGE	As Student Learning Outcomes (SLO) Coordinator at Reedley College and SLO Liaison for Madera/Oakhurst, respectively, Eileen Apperson-Williams and Gregory Ramirez have exchanged data regarding the courses offered at their respective campuses. This data has been posted to Blackboard, and the English Department faculty, for example, is currently conducting its Program Review. This is in relation to Strategic Planning.				
WILLOW	1. SLO Process Review at Duty Day: overview of the assessment and reporting process, with emphasis on closing the loop and determining the next steps 2. SLO Analysis on Duty Day (breakout by department): This will be a dedicated time for departments	1. Typical Duty Day Activity 2. Typical Duty Day Activity 3. Typical Duty Day Activity Part of PR/SLO annual report	1., 2., 3., & 4. Assessment and analysis of all Student Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes completed as planned and reported in the annual PR/SLO report	1., 2., 3., & 4. As calendared	1., 2., 3., & 4. VP of I&SS, Dean of Instruction, and Program Review/SLO Committee & its coordinators

	to share and analyze the assessment results and formulate a department-level response 3. SLO training for Adjunct Faculty on Duty Day 4. PLO and Institutional Outcome timeline are reviewed, with annual dates calendared			

3. Teaching and Learning Effectiveness SCCCD is committed to providing the highest quality instructional programs using current and emerging instructional methods and technologies.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** (*established by Institutional Research in conjunction with campuses*)	**Success Measures**	**Timeline**	**Responsibility**
3.5 Provide faculty development opportunities to support excellent teaching and learning in areas such as distance learning, innovative teaching methods, the use of technology for learning, and learning communities	3.5 Provide workshops relevant to student success	3.5 Inventory of faculty development opportunities	3.5 Utilize a survey to identify 1% increase in faculty satisfaction with professional development opportunities. It will identify participation rates and number of development opportunities	3.5 Ongoing	3.5a Vice President of Instruction/ Academic Senate/College/Center Vice Presidents of Student Services and all Deans
FRESNO CITY COLLEGE Faculty Development	Numerous AT faculty leveraged Perkins funds to attend professional development activities for the learning of innovative teaching methods and use of technology	TBD	TBD	Ongoing	Dean and Faculty of Applied Technology
Survey faculty satisfaction with professional development opportunities	Campus-wide Staff Development Committee is working on a survey to be deployed end of SP 13 semester	None	Survey will establish baseline	Planned for release sometime in April or May	Campus-wide Staff Development Committee

REEDLEY COLLEGE	The Staff Development Committee provides faculty development opportunities by approving funds to faculty proposals that enhance faculty teaching and use of technology.				
WILLOW	1. WI staff will attend staff development	1. Past Flex Day and other activities	1., 2., 3., 4., & 5. Activities are held as per past practice	1., 2., 3., 4., & 5. Ongoing.	1., 2., 3., 4., & 5. VP of I&SS / Academic Senate

	activities and implement improvements as a result of attendance at internal or external activities 2. WI will hold technology training workshops on the Saturday prior to the first day of class each semester 3. EEO training will be completed by screening committee members prior to the screening process for new hires 4. Hold workshops on Web Advisor, Blackboard, or other software as needed. 5. Staff development training opportunities are announced	2. WI standard practice 3. Standard practice for SCCCD 4. Past practice 5. Past practice	• Funding allocated for FY13-14 for Staff Development • Flex Activities on course workshop		

4. Economic and Workforce Development **SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.**					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
4.1 Assess, maintain and develop effective and relevant career technical programs and curriculum in collaboration with external partners	4.1 Using successful models of community-college/center career technical programs from around the country, create a plan to maximize alliances and partnerships with employers and professional organizations to develop career technical programs	Inventory of current CTE programs and partnerships associated with them	4.1	4.1 Plan in place Spring 20	4.1 College/Center Vice Presidents of Instruction/ College/Center CTE Deans /Vice Chancellor of Educational Services and Institutional Effectiveness
DISTRICT OFFICE	Work is currently in progress with the Fresno County WIB to support existing CTE programs and assist in the funding of new programs. Work is in progress to develop closer relationships with local trade union groups to improve pathway opportunities between existing CTE training programs and journeyman training pathways.				

FRESNO CITY COLLEGE 4.1.1: CTE Partnerships and Planning	Inventory of current CTE programs and partnerships associated with them.	N/A	Reviewed and updated CTE partnership inventories and CTE planning	Advisory list have been updates as of Spring 2013. Begin revising CTE plan Fall 2014	VP of Instruction, Deans, Faculty, and Classified Professionals
4.1.2: CTE Partnerships and Planning	AT is promoting the development and sustainment of AT program user groups/professional organizations. Promote participation in external organizations by AT Faculty.	N/A	Reviewed and updated CTE partnership inventories and CTE planning	Ongoing	Dean and Faculty of Applied Technology
4.1.2: CTE Partnerships and Resources	4.1.SOC1 Submit USDA grant to development FN/FSM pipeline with Fresno High and local employers	TBD	Grant submitted Feb. 2013.	If funded, work begins Sp13, with funds beginning Oct, 2013	FN faculty, Division Dean, Perkins Counselor
REEDLEY COLLEGE	1. Mec/AG, AUTO and Manufacturing programs consulted with Industry Partners and added Industry Credentials as part of their program offerings–Following Associated Equipment Distributors Certification (AED) guidelines. Embedded within the courses and with supplemental instruction, students will become prepared to take and pass industry-recognized certifications 2. The Business division works closely with the business community and other strategic partners for the purposes of improving our programs through advisory boards, expanding real world opportunities for students, as well expanding available resources. 3. The Business division works closely with other academic institutions to assure that our programs are articulated, where possible, and that students have a clearly defined educational pathway (curriculum alignment, TMCs. 4. BritCA: Business /Entrepreneurship Program has been working as a leading partner in creating an on-going international competition that brings together interdisciplinary teams to engage in product/process improvement and development, Design and Packaging Development, Business Development, and Entrepreneurship. The BritCA project involves faculty and students from four colleges in the UK and FCC, Reedley, Merced and Bakersfield community colleges, as well as, local business and industry representatives. 5. New members from Business community were recruited to be members of the OT Advisory Committee and input sought and reviewed.				

	6. Held Fall semester advisory committee meetings for all CTE programs in Division C that included high schools instructors and employers 7. Will hold annual Valley ROP/Reedley College join Advisory Committees				
WILLOW	1. CTE - Advisory Committees in these discipline areas: Child Development, Business/Accounting, Information Systems/Technology, and Criminology 2. Willow- Establish Wastewater Advisory Committee 3. Submitted round 2 grant funding for Trade Adjustment Act (TAA) – Maintenance Mechanic program. 4. Partnered with CSUF Lyles School of Engineering Grant Opportunity. 5. Continue to work with CART science lab partnering. 6. CAA Grant & Program 7. Graphic Arts Program (Photo/Art)- Perkins funding	1. These Advisory Committees already exist 2. None 3. Grants submitted 4. Initial meetings completed 5. Initial meetings completed	1. Regular meetings with agendas and outcome data posted 2. Initial meeting 3. If grant is awarded 4. Continued partnership development 5. Continued partnership development	1., 2., 3., 4., & 5. Ongoing Process	1., 2., 3., 4., & 5. VP of I&SS, Dean of Instruction

4. Economic and Workforce Development SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
4.2 Regularly assess workforce program and skill needs based upon up-to-date, relevant employment and other business data	4.2 Utilize career technical advisory committees to develop data which SCCCD can act on in specific ways to meet workforce needs	Included in CTE 2 year program review cycle/ Labor market data	4.2 A report with specific targets for SCCCD curricula	4.2 Spring 2013	4.2 College/Center Vice Presidents of Instruction / CTE Deans/ Vice Chancellor of Educational Services and Institutional Effectiveness/ Deans of Workforce and Economic Development.
DISTRICT OFFICE	CITD had made great strides in supporting international trade and business with county and local businesses to have greater access to regional and international trade opportunities, as well as providing extensive technical assistance to our business community.				
FRESNO CITY COLLEGE 4.2.1: CTE Partnerships and Data	AT is developing a modern mature advisory committee process that is inclusive of new partnerships and AT is mapping its programs with standard occupational codes (SOC) and occupational demand data	TBD	TBD	In progress	AT Faculty and Division Dean

4. Economic and Workforce Development					
SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
4.2.1: CTE Partnerships and Data	Workforce Development (WD) is working with the WIB Careers in the Valley data to determine training gaps WD participated in the CPSJV/RJI Cluster Analysis process and is part of the continuing discussion regarding training needs WD participates with the EDC in their efforts to attract and expand businesses in the Fresno area	TBD	TBD	In progress	Dean of Workforce and Economic Development, CTE Deans and Faculty
REEDLEY COLLEGE	Labor Market data can be used to meet workforce needs. Typically, TAC's provide important information on emerging fields. -A faster curriculum process would help us being more proactive and more responsive to the immediate needs of the workforce. Division C: Develop short-term Manufacturing Mechanic program—offered over two semesters leading to certificate. Develop short-term AG/Manufacturing program, leading to a certificate. Held Fall semester advisory committee meetings for all CTE programs in Division C that included high schools instructors and employers Will hold annual Valley ROP/Reedley College join Advisory Committees JC – relying on recent job/work surveys / reports from the surrounding (counties) Workforce Investment Board; new CalJobs website; encourage faculty/students to use the CaCareerBriefs.com website for job hunting skills.				

WILLOW	1. Invited guest speakers from industry, to give an insight on what to expect in the career field 2. Annual and bi-annual advisory meeting for CTE programs 3. Participate ROP annual advisory meeting	1. Advisory committee member participation 2. Current practice for existing advisory committees 3. Current practice	1. Invite at least 1 guest speaker 2. & 3. Maintain current practice	1. Spring 2013 2. & 3. Ongoing	1., 2., & 3. Vice I&SS & Dean of Instruction

4. Economic and Workforce Development SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
4.3 Increase persistence and completion rates for students in career technical programs	4.3 Research and expand the use of best practices to develop educational strategies to meet the needs of students; encourage use of innovative and culturally responsive practices through staff development events	4.3 Percentage of graduates, retention, participation of CTE students	4.3 Persistence and completion rates increase by 1% per year through Spring 2015	4.3 Measure every year in spring	4.3 Vice Presidents of Instruction and Student Services/ CTE Deans/ Vice Chancellor of Educational Services and Institutional Effectiveness/ Deans of Workforce and Economic Development
DISTRICT OFFICE	As part of the Board's Strategic Conversation #2 on Student Success, we reviewed student success data that included CTE as well as completion and persistence. Constituent groups discussed the barriers for students in CTE and developed strategies to improve in this area. Those findings will be shared with the colleges for consideration in their planning processes.		From fall 2011 to fall 2102, success rates in CTE courses increased from 75% to 76%. Retention rates in CTE courses remained consistent at 92%.		

FRESNO CITY COLLEGE 4.3.1: Increase student persistence and completion	4.3.SOC1 Continue use of Perkins counselor to work with students	Since inception, Perkins-funded CTE disciplines have seen increase in certificates and degrees. Baseline = AY 08-09= 149 degrees and certificates in Perkins-funded programs	AY 2009-2010 = 181 AY 2010-2011 = 172 AY 2011-2012 = 169 AY 2012-2013 (so far) = 41	Ongoing	Division Dean, Perkins Counselor
REEDLEY COLLEGE	1. Division C Evaluates existing programs and courses in regards to improving student persistence. 2. Grants (CAA,C6) purpose is to improve student outcomes, which include persistent, retention, and student success. 3. CTE Counselor was relocated to Division C to work closely with Perkins students, to increase success and completion 4. The Manufacturing department offers an "Introduction" course to help students understand their field of study and expectations. 5. The AERO program completed its Program review. The AERO program is evaluating program effectiveness and has begun to adjust course offerings to meet learner needs. As a result, curriculum changes have been made based on these discussions. Efforts are being made to revise the content and units to better meet learner needs. 6. The programs in the Industrial Technology department in identifying difficult courses (for students) and provided tutoring and supplemental instruction for those classes. 7. AG/Manufacturing, AUTO and Industrial Manufacturing programs provided students with embedded tutoring and counseling 8. The AUTO program completed its Program review. The AUTO program is evaluating program effectiveness and has begun to discuss how to adjust course offerings to meet learner needs. Efforts are being made to revise the content delivery to better meet learner needs. Students who participate in BTC tutoring traditionally improve their GPA by one letter grade. Data is collected at the end of each semester indicating the successful completion rates of students participating in the C6 cohorts. We are still tracking the first cohort of students to assess the long term benefits of participating in BTC. JC – implementation of 'embedded' tutoring under the TAA/C6 grant.					
WILLOW	1. Tutorial Services available, implement Embedded Tutoring, Learning Communities and Guidance courses. 2. Invited guest speakers from industry, to give an insight on what to expect in the career field 3. Counselor assigned to CAA 4. Learning Community	1. Currently grant funded 2. Advisory committee member participation	1. Maintained with grant funds 2. Invite at least 1 guest speaker	1. Ongoing 2. Spring 2013	1. & 2. Vice I&SS & Dean of Instruction

	Activities FA12-SP13				
4. Economic and Workforce Development SCCCD is committed to being a partner in developing the economic vitality of the region through collaboration with its community partners and by offering and assuring access to quality career technical programs.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
4.4 Increase the number of quality work experience, apprenticeship, job shadowing, service learning and internship experiences for district students	4.4 Increase outreach to employers in order to create increased opportunities for students to engage in activities based in the community including internships, hands-on-learning experiences, and service activities	Inventory of number and success, completion rates, enrollments in experience, apprenticeship, job shadowing, service learning and internship experiences for district students	4.4 Employment-related student activities based in the community increase by 1% per year	4.4 Increase outreach in place Spring 2013	4.4 CTE Deans/ College/Center Vice Presidents of Instruction/ Vice Chancellor of Educational Services and Institutional Effectiveness / Deans of Workforce and Economic Development
DISTRICT OFFICE	The SCCCide Initiative is currently providing opportunities for a broader spectrum of services for students in our district to access opportunities to improve basic skill levels, job training, and improve employability. Partnerships have been developed with local nonprofit and community based agencies to provide programs and student support.				

FRESNO CITY COLLEGE 4.4.1: Increase CTE Internships	4.4.SOC 1 Submit USDA grant to development FN/FSM pipeline with Fresno High and local employers	TBD	Grant submitted Feb. 2013.	If funded, work begins Sp13, with funds beginning Oct, 2013.	FN Faculty, Division Dean, Perkins Counselor.
REEDLEY COLLEGE	CTE Program Coordinators create internships in a variety of businesses as part of the course and students often obtain jobs right after the internship and passage of their licensing exam. -We post job opportunities on the department web site and students acquire them, occasionally even before they graduate. -The STEM Job Developer reaches out to businesses in the region and is creating contacts and internships for students in 10 STEM fields. Mech/AG, AUTO and Manufacturing programs added mandatory Job Internship as part of their program offerings – to improve student's ability to be employed beyond the classroom. AUTO program is expanding relationships with local Auto dealers and to increase internship opportunities for their students Mech/AG, AUTO and Manufacturing programs working with Counselor assigned to help C6 students internship placement Many of the Division's certificate programs require a Discipline-specific Cooperative Work Experience class. (AG, Forestry) JC –advisory committees commitments for what listed in 4.4; industry are involved with Mock Interviews; providing scholarships; plant tours; mentorship;				
WILLOW	1. Partner with industry for job shadowing and internship opportunities. Establish a list of existing and potential companies. 2. Child Development Mentor Program	1. IT Tech & Specialist Program	1. Develop shadowing or internship for one more program	1. Spring 2013.	1. & 2. Vice I&SS & Dean of Instruction

5. Communication					
SCCCD is committed to open and clear communication among its constituent groups and with its external communities.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
5.1 Develop and implement a District Governance Model	5.1 Form a committee		5.1 Chancellor's Cabinet and the committee will reach consensus on a governance model which is approved by the board	5.1 Form committee by the end of the fourth week, Fall 2012; committee will report its recommendations to the board by the end of the 12th week, Fall 2013	5.1 Chancellor Cabinet/Classified and Academic Senates, CSEA, SCFT, and ASG
WILLOW	1. Willow International will send representatives to serve on the District Governance Model Committee	1. Taskforce established	1. WI has full participation on taskforce/committee	1. Ongoing	1. Campus President Cabinet, Classified and Academic Senates, ASG, & unions

5. Communication SCCCD is committed to open and clear communication among its constituent groups and with its external communities.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
5.2 Increase regular reporting of District and Board activities and actions to the colleges/center's communities through various means such as newsletters, meetings and discussion sessions	5.2 The chancellor and presidents will continue to provide newsletters and schedule meetings and discussion sessions with all constituent groups	Inventory of reporting of these items	5.2 The chancellor and presidents will receive useful feedback and act on it	5.2 Spring 2012.	5.2 Chancellor, College/Center presidents, District Office/Colleges/Center Public & Legislative Relations
DISTRICT OFFICE	The Ed. SVS oversees The Linkage Report which for one academic year provided accreditation and planning updates. It has evolved into a quarterly report that will continue providing all employees districtwide updates on planning. The Vice Chancellor of Ed. SVS. Holds bi-weekly departmental meetings where each service unit provides a work progress and outcomes update. Those updates are compiled in a report that is		The Chancellor has initiated "Colleagues in Conversation" to promote informal dialogue on the campuses and sites. These sessions are to allow the Chancellor to interact with all constituent groups in an open, informal environment. Feedback has been very positive from the campuses and sites. The Chancellor's Office has been awarded a decision package to develop an annual report which will highlight major accomplishments throughout the district for dissemination to all constituent groups including our external		

	provided to Chancellor's Cabinet for dissemination by campus presidents, district PIO and the Office of the Chancellor.		Stakeholder partners. The Chancellor continue to communicate through site visits, email communications (Message from the Chancellor) and for more informal communications, through her districtwide blog which is dynamic and interactive.		
WILLOW	1. Insure campus website includes links to important District communication sites 2. Insure Campus Website has all planning documents in a specific spot on the Webpage 3. Department Chairs will disseminate information to all faculty in their divisions, answer questions and make referrals as appropriate. 4. The College Center Council will send out minutes to all campus faculty and staff 5. Inform ASG about district & campus websites, Facebook and links thru faculty & staff advisors at ASG meetings.	1. Determine current status 2. Website currently has one location for planning documents (some may be found in multiple locations) 3. Current practice 4. Current practice 5. Current practice	1. Verify working links exist 2. Planning documents are current and unnecessary redundancy has been eliminated 3. Documentation verifying current practice has been posted 4. Documentation verifying current practice has been posted 5. Documentation verifying current practice has been posted	1., 2., 3., 4., & 5. Ongoing	1., 2., 3., 4., & 5. Director of Technology, Department Chairs, ASG Advisor, Committee Chairs, Administration

5. Communication SCCCD is committed to open and clear communication among its constituent groups and with its external communities.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
5.3 Expand and improve communication throughout the district	5.3 Set aside regular and frequent times at each campus for all constituencies to provide college/center campus and district updates	Inventory of reporting of these items by college/center	5.3 Conduct a brief annual survey of classified staff, teachers, and administrators asking them to identify changes they have made in their work practices based on conversations with members of other stakeholder groups	5.3 Have the structure for informal meetings in place by the beginning of Spring 2013	5.3 District Governance Committee/ College/Center Councils/Chancellor/ Board of Trustees/ Districtwide Committees/ Communications Council
FRESNO CITY COLLEGE 5.3.1: Communication	All academic divisions are scheduling regular Division Meetings and Requiring Regular Department Meetings while developing a communication plan to ensure Adjunct Faculty receives timely pertinent information	TBD	TBD	Ongoing	Deans of Instruction, Department Chairs, Division Faculty and Classified Professionals

WILLOW	1. The College Center Council will post minutes of meetings to a blackboard site open to the rest of the District 2. Minutes of the Academic Senate will be posted on Blackboard 3. ASG or student electronic newspaper or weblog w/ faculty/staff editor (maybe Blackboard?)	1. Current practice 2. Current practice	1. All items posted in a timely manner 2. All items posted in a timely manner	1. Ongoing 2. Ongoing	1. Chair CCC 2. Academic Senate Secretary/Archivist
5. Communication **SCCCD is committed to open and clear communication among its constituent groups and with its external communities.**					
5.4 Maintain and improve relationships with the District's community, economic and workforce partners	5.4 SCCCD employees will be visible in the community	Inventory of current partnerships	5.4 Utilize survey to partners to identify 1% annual increase in satisfaction	5.4 Annual	5.4 All district, college/center and campus managers
DISTRICT OFFICE	Vice Chancellor of Ed. SVS routinely participates in campus and community events. He also speaks locally and statewide.				
FRESNO CITY COLLEGE 5.4.1: Maintain and improve Community partnerships	WD is an active partner with the following community partners: WIB. CPSJV/RJI (OCED at Fresno State and their initiatives), EDC, Habitat for Humanity, Energy Workforce Sector Strategy statewide Executive	TBD	TBD	Ongoing	VP of Instruction, Deans of Instruction, Department Chairs, Division Faculty, and Classified Professionals

	Committee and Advisory Board (PG&E), California Community College Central Region Consortium, CCCAOE Others that FCC has been active with: Fresno Chamber of Commerce Business and Education Committee, Fresno County ROP Advisory Board of Management, Adult Education Taskforce, Fresno County Housing Authority's Family Self Sufficiency Board				
WILLOW	1. The campus will partner with Fresno County CalWORKs to offer services to students. 2. The campus will develop certificates for Waste Water Technology and Networking 3. Work with CSUF and other SCCCD colleges to implement the MMSI grant to increase the number of underrepresented minority males majoring and graduating in STEM disciplines. 4. Work with the Fresno	1. Current practice 2. Paperwork in process 3. MMSI grant approved 4. Relationship exists 5. Relationship exists 6. Currently offering entrepreneurship course 7. Current practice 8. None 9. IT program has internships 10. Current practice 11. Current practice 12. None	1. Maintain number of CalWORKS students as funding permits 2. Certificates are approved 3. Grant implemented 4. Continued relationship 5. Continued relationship 6. Increase enrollment in entrepreneurship course 7. Continued relationship 8. At least one speaker (funding permitting) 9. Develop an internship in one more program 10. Continue relationship 11. Continue process 12. Form developed	1. Ongoing 2. Spring 13 3. Ongoing 4. Ongoing 5. Ongoing 6. Spring 13 7. Ongoing 8. Spring 13 9. Spring 13 10. Ongoing 11. Ongoing 12. Spring 13	1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11., & 12. VP I&SS, Dean of Instruction, & Program Leaders, Student Activities Director, CalWORKs Coordinator

	WIB to identify workforce training initiatives. 5. Work with Kaiser to provide pre-allied health training through contract education. 6. Advance the Entrepreneurial Program through work with faculty. 7. Continue to work closely with the Clovis West English Dept. 8. Establish student clubs to have outside speakers attend & present (funds permitting). 9. Develop more internships for our students and job shadowing opportunities. 10. Continue collaboration with CUSD ROP Careers 11. Work with Cris MB to publicize WI events submitted by faculty and staff. 12. Develop PR submission form for PR.			

6. Organizational Effectiveness SCCCD is committed to continually improve its organizational processes to ensure its institutional effectiveness and accountability.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
6.1 Develop and implement a District Resource Allocation Plan	6.1a Develop a District Resource Allocation Advisory Committee Operating Agreement 6.1b Implement a District Resource Allocation Plan		6.1a Development and adoption of operating agreement 6.1b Successful implementation of a District Resource Allocation Plan	6.1a Spring 2013 6.1b Spring 2013	6.1a Chancellor's Cabinet/Vice Chancellor of Finance and Administration/ DBRAAC 6.1b. Chancellor's Cabinet/ Vice Chancellor of Finance and Administration/college/center presidents/ and college/center vice presidents of administrative services
DISTRICT OFFICE			6.1a Chancellor's Cabinet approved the Districtwide Budget and Resource Allocation Advisory Committee's (DBRAAC) Operating Agreement on April 1, 2013 6.1b The Districtwide Resource Allocation Model Taskforce (DRAMT) is in the process of refining the original allocation model. It is anticipated the taskforce/committee will complete this project by Spring 2013 with follow-up site forums in Fall 2013 and formal implementation for the 2014-15 Budget.		

WILLOW					
	1. Participate in DRAMT meetings. Emphasis on adoption of operating agreement.	1. Actively participating	1. Adoption of operating agreement	1. Ongoing	1. WI administrator, staff, & faculty participants
	2. Address issues identified during development of DRAMT operating agreement.	2. Current practice	2. Issues addressed	2. Ongoing	2. DRAMT participants
	3. Review allocation process for other sources of funding, i.e. Lottery, etc.	3. Current practice	3. Process reviews complete	3. Ongoing	3. DRAMT participants
	4. Provide budget workshop for CCC members.	4. In planning stages	4. Workshops completed	4. FA12 & SP13	4. DRAMT participants and/or appointees
	5. Communicate resource allocation results back to constituents.	5. Currently via participants to their constituencies	5. All constituencies aware	5. Ongoing	5. DRAMT participants and/or appointees
	6. Align resources to the benefit of the district as a whole as opposed to colleges or campuses.				
	7. Reward facility efficiency or expect a drop in morale				

6. Organizational Effectiveness					
SCCCD is committed to continually improve its organizational processes to ensure its institutional effectiveness and accountability.					
Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
6.2 Review and update the District Technology Plan.	6.2a Create a District Technology Plan Taskforce to develop a work plan and timeline to update District Technology Plan 6.2b Implement District Technology Plan		6.2a Identify Task Force members 6.2b Successful implementation of a Districtwide Technology Plan	6.2a September 2012 6.2b June 2013	6.2a Vice Chancellor of Educational Services and Institutional Effectiveness/ College(s)/Center/District Directors of Technology 6.2b Vice Chancellor of Educational Services and Institutional Effectiveness and College(s)/Center/ District Directors of Technology
DISTRICT OFFICE	Created a taskforce and in the process of finalizing the membership, operating agreement in order to move the taskforce to a standing committee. The committee will take on the task of updating the district technology plan with a completion date of end of fall 2013.				

FRESNO CITY COLLEGE 6.2a.1	6.2a - Task force created Fall 2012 and Operational Agreement submitted to constituencies for review and comment in Spring 2013 6.2b – On hold until Operating Agreement approved and committee members submitted by constituencies	TBD	TBD	Resubmission of the Operating agreement with changes recommended by constituencies will be sent in Fall 2013	Vice Chancellor of Educational Services and Institutional Effectiveness/ College(s)/Center/District Directors of Technology
WILLOW	1. Participate in Taskforce 2. Update/prioritize WI technology plan by working w/Deans to identify and prioritize technology equipment for replacement in alignment with District Technology Plan	1. Taskforce being formed 2. Current plan is in place	1. Taskforce is operational 2. WI technology plan is updated	1. FA12 2. Ongoing	1. Vice Chancellor of Educational Services and Institutional Effectiveness/ College(s)/Center/District Directors of Technology. 2. Technology Committee
	1. Utilize Measure E Technology funds to implement WI Technology Plan 2. Analyze and fund Action Plan funding requests to meet WI Technology Plan needs.	1. Current practice 2. Current practice	1. WI updated technology plan is implemented with use of Measure E funds	1. Ongoing	1. CCC and Technology Committee

| 6. Organizational Effectiveness ||||||
| SCCCD is committed to continually improve its organizational processes to ensure its institutional effectiveness and accountability. ||||||
Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
6.3 Finalize and implement a District Facilities Master Plan	6.3 Implement Facilities Master Plan		6.3 Successful implementation of Facilities Master Plan	6.3 September 2012	6.3 Associate Vice Chancellor for Business and Operations and College(s)/Center/District Facilities Plan Sub-Committees/ College/Center Presidents
DISTRICT OFFICE			The Districtwide Facilities Master Plan was presented to the Board of Trustees at the September 4th board meeting for final approval.		
WILLOW	1. WI staff to participate on VC Business Operations District Facilities Master Plan committee meetings 2. Review & update WI Facilities Master Plan as necessary 3. Include maintenance in the Facilities Master Plan 4. Discuss, review, and update maintenance needs	1. BOT approved District Facilities Master Plan in September 2. Determining if necessary, current plan is relatively new	1. Successful implementation of District Facilities Master Plan. 2. Review and update completed if necessary	1. Ongoing 2. Ongoing	1. Associate Vice Chancellor for Business and Operations and College(s)/Center/District Facilities Plan Sub-Committees/ college and campus presidents 2. WI Facilities Committee

6. Organizational Effectiveness
SCCCD is committed to continually improve its organizational processes to ensure its institutional effectiveness and accountability.

Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
	and upkeep.				
	5. Communicate with Health & Safety Committee about facilities needs identified in the H&S inspections. 6. Successful communication with stakeholders (architects, BOS, students, staff, admin) 7. Good representation				

6. Organizational Effectiveness
SCCCD is committed to continually improve its organizational processes to ensure its institutional effectiveness and accountability.

Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
6.4 Develop and implement a Human Resources Staffing Plan that recognizes the staff diversity needs, expected retirements in the near future, the organizational and curricular changes of the District, and the need for staff training	6.4a Draft a District Human Resources Plan 6.4b Develop a Staff Development Plan 6.4c Implement District Human Resources Plan, Staff Development Plan, and EEO Plan 6.4d Draft an EEO Plan to comply with Title 5 and the State Chancellor's Office directives	Inventory of current demographics, age, gender, years of service, classification, and classified	6.4a Plan drafted that recognizes: the staffing needs of each college/center/site/district office/operations, including but not limited to: replacement plans for vacated positions; restructuring (transfer/reassignment/reductions) to support student/program needs; and compliance with 50% law and 75/25 ratio 6.4b Staff Development Plan successfully drafted 6.4c EEO Plan successfully drafted	6.4a Draft completed fall 2013 6.4b Draft completed fall 2013 6.4c Submit to State Chancellor's Office by June 28, 2013 6.4d Submit to State Chancellor's Office by June 28, 2013	6.4a Associate Vice Chancellor of HR/and College/Center Presidents 6.4c Associate Vice Chancellor, HR and College(s)/Center Staff Development Committees 6.4d Associate Vice Chancellor and AVC of HR.

DISTRICT OFFICE				6.4a: The Human Resources Staffing Plan Task Force has met six times. We have reviewed staffing plans from 16 other community college districts and have drafted a list of components we would like in the SCCCD staffing plan. We have also begun data collection and sharing of it with the task force members. Update 6.4.b: The Task Force will make a recommendation on a districtwide staff development plan; however, we are not at this phase of planning yet. Update 6.4c: appears redundant. Please	

				see updates for 6.4a, b and d. 6.4d: The EEO Advisory Task Force has met and drafted the EEO Plan. We expect to take it to Cabinet on or about April 15, 2013 and then to the Board on May 7, 2013.	
WILLOW	1. Participate in drafting the District HR Plan 2. Work with District HR to implement and staff WI Transition Staffing Plan positions. 3. Continue to update future staffing requests and reprioritize and demand dictates. 4. Reallocate faculty and staff throughout the district to meet the DRAMT.	1. Taskforce being formed 2. Current staffing level 3. Backfill list prepared	1. Plan Complete 2. Staffing corresponds to plan 3. Backfill completed	1. SP13 2. Ongoing 3. Ongoing	1. WI participants 2. WI administration, faculty, & staff 3. RC & MC/OC transition team

	1. Continue to provide staff development funds through action plan process 2. Staff Development Committee meets regularly to allocate funds. 3. Raise funding levels 4. Those who attend staff development activities should submit summary highlighting their experience. 5. Use staff development funds to support adjunct work on SLOs	1. Current practice	1. Available Staff Development funds expended	1. SP13	1. Staff Development Committee
	1. Designate funds for WI Staff Development through the Action Plan process to be funded with Lottery Allocation 2. WI staff will attend staff development activities and implement improvements as a result of attendance at internal/external	1. Current practice 2. Current practice	1. Designated funds expended 2. Staff participates in identified and affordable activities	1. SP13 2. SP13	1. CCC & Staff Development Committee 2. CCC & Staff Development Committee

	activities. Staff development activities will be emailed out to all faculty and staff as appropriate.				
6. Organizational Effectiveness SCCCD is committed to continually improve its organizational processes to ensure its institutional effectiveness and accountability.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
6.5 Develop a plan for growth of the District's campuses and centers, including planned phases for enrollment, staffing, resource allocation, organizational structures and facilities needs	6.5a Analyze and evaluate educational master plans for colleges/center		6.5a Report written and delivered to the Chancellor's Cabinet 6.5b Plan written and delivered to the Chancellor's Cabinet	6.5a December 2012 6.5b Spring 2013	6.5a Chancellor's Cabinet 6.5b Chancellor's Cabinet
Willow	1. Duty Day activity to analyze needs for future programs and facilities. 2. Align WI plans with District plans.	1. Standard practice 2. In process 3. In process 4. Standard practice 5. In process 6. Standard practice 7. Standard practice	1. Duty Day activity has occurred 2. Plans are aligned 3. Reorganization complete 4. Occurs every Duty Day 5. 2012-2013 plan completed 6. When Action Plans are approved 7. CCC and constituents informed	1. SP13 2. Ongoing as District plans change 3. SP13 4. Ongoing 5. FA12	1. Campus President's Cabinet 2. Campus President's Cabinet 3. Transition Team 4. Campus President's Cabinet 5. Campus President's Cabinet & CCC 6. Campus President's Cabinet &

3. Reorganize NC's into WI-MC-OC w/MC-OC under RC. 4. Duty Day Activity to review Strategic Plan, as activities from committees or programs 5. Finalize Strategic Plan for 2012-13 6. Analysis of Action Plan Funding Requests will incorporate reviewing the Educational Master Plan Data, Master Staffing Plan, Facilities Plan and Technology Plan 7. Communicate results to CCC and constituents.		6. FA12 7. Ongoing	CCC 7. Campus President's Cabinet

6. Organizational Effectiveness SCCCD is committed to continually improve its organizational processes to ensure its institutional effectiveness and accountability.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
6.6 Develop an effective planning and research infrastructure at the district level to enhance institutional research across the District with coordination mechanisms, an annual district research agenda, common research projects and additional research needed for assisting in planned growth for SCCCD	6.6a Reorganize District Admissions & Records and Institutional Research Office to incorporate Institutional Planning and Effectiveness 6.6b Create a districtwide research agenda	Provide baseline on current research data base Inventory of reports	6.6a Finalize a reorganization structure 6.6b Development and approval of a districtwide research agenda	6.6a December 2012 6.6b December 2012	6.6a Chancellor's Cabinet 6.6b a Vice Chancellor of Educational Services and Institutional Effectiveness and College(s)/Center/ District Institutional Researchers/Interim Vice President of Admissions & Records

DISTRICT OFFICE	The reorganization has been completed and two Admissions and Records staff have been relocated to district north. The recruitment for the director is underway with an anticipated start date of the new dean of admissions by July 1, 2013.	The process for developing a data dashboard is in its final stage of completion. Our districtwide research group, along with the assistance of our database manager, have developed a data access resource that will serve as a standard mechanism for accessing districtwide baseline data.			
REEDLEY COLLEGE	Reedley IR is currently working with Administration on a local research agenda which will then be aligned to incorporate and meet the needs of the districtwide research agenda.				
WILLOW	1. Participate in the process 2. Update WI website with most current planning documents. 3. Duty Day activity to analyze needs for future programs and facilities that tie back to district planning. 4. Institutionalize Duty Day Activity to review Draft Strategic Plan which integrates with District Strategic Plan.	1. Being Planned 2. In process 3. Being Planned 4. Standard practice	1. Reorganization complete 2. Website is current 3. Duty Day Activity occurs 4. Practice always occurs	1. Ongoing 2. Ongoing, website require constant updating 3. SP13 4. Ongoing each Duty Day	1. WI participants 2. Campus President's Cabinet 3. Campus President's Cabinet 4. Campus President's Cabinet

	1. Support a districtwide committee to create district research plan and include WI participation with data collection and analysis.	1. Being Planned	1. Research agenda created	1. Ongoing	1. Institutional researcher & Campus President's Cabinet
6. Organizational Effectiveness SCCCD is committed to continually improve its organizational processes to ensure its institutional effectiveness and accountability.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
6.7 Implement an Integrated Strategic Planning Model that includes regular assessment of progress toward goals	6.7a Develop an Integrated Planning Model with Handbook 6.7b Present Integrated Planning Model to campuses and centers		6.7a Completion and approval of Integrated Planning Model and Handbook. 6.7b Presentation of Integrated Planning Model and Handbook to campuses and centers on opening day	6.7a June 2012 6.7b August 2012	6.7a Chancellor's Cabinet/ Integrated Planning Ad Hoc Committee 6.7b Integrated Planning Ad Hoc Committee
DISTRICT OFFICE	The handbook has been created and vetted by constituent groups. The second draft was presented to Chancellor's Cabinet on April 1, 2013.				

WILLOW	1. Review WI Integrated Planning Model and align with Districts as necessary. 2. Annually evaluate and revise as needed.	1. Standard practice 2. Standard practice	1. WI integrated planning model is current and in alignment with the District's 2. Annual review/revision completed	1. Ongoing to remain current and in alignment 2. Ongoing annually	1. CCC & Campus President's Cabinet 2. CCC & Campus President's Cabinet
	1. Present District and WI Integrated Planning Model to CCC and place on WI Website.	1. Being Planned – Draft presented FA12 Duty Day	1. When presentation is complete and posted to WI Website	1. SP13	1. WI DSPC representatives & Campus President's Cabinet & CCC

7. Community and Resource Development **SCCCD is committed to optimizing its resources while maintaining its fiscal integrity.**					
Objective	**Action Steps** **(Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
7.1 Maintain prudent financial practices to ensure and support the fiscal health and wellbeing of the District	7.1 Districtwide budget dialogues via campus forums, and conversation with college/center budget advisory committees	Current budget and end of year budget for analysis	A balanced budget submitted by required deadlines	7.1 Spring of each year	7.1 Vice Chancellor of Finance and Administration/ College/Center Presidents
DISTRICT OFFICE			7.1 The Finance & Administration office has established a budget calendar and has been working on preparing for the 2013-14 Budget. To date a budget study session I & II has been coordinated with the Board of Trustees to develop the guiding principles for the 2013-14 budget and staff has been working with the Board to address reserves and both current and long-term obligation/commitments. It is anticipated the tentative budget and final budget will be ready and on time.		

| WILLOW | 1. Review Action Plan Funding Requests for FY 12-13 budget allocation-LT0, Perkins in order to tie resources to integrated planning.
2. Budget workshop for CCC members.
3. Communicate resource allocation model (RAM) results back to constituents.
4. Continue to provide open forums on budget development, grant awards, resource allocations necessary to implement programs and services. | 1. Standard practice
2. Being planned
3. Several updates presented
4. Being planned | 1. Process in complete including assessment of spending outcomes
2. Budget workshop completed
3. Constituents are knowledgeable of RAM
4. Open forums become routine
• Adequate communication by admin. Recommend to provide just main points on how budget is allocated- Dept. Chair Responsibility. | 1. Ongoing practice, never completed
2. FA12
3. Ongoing
4. Ongoing | 1. CCC & Campus President's Cabinet
2. Campus President's Cabinet
3. Constituent representatives
4. Campus President's Cabinet |

7. Community and Resource Development SCCCD is committed to optimizing its resources while maintaining its fiscal integrity.					
Objective	**Action Steps (Others TBD by each campus)**	**Baseline Measure for each campus** *(established by Institutional Research in conjunction with campuses)*	**Success Measures**	**Timeline**	**Responsibility**
7.2. Create a Resource Development Plan to enhance revenue generation and external giving	7.2a Write a plan for philanthropic fund raising 7.2b Identify potential donors 7.2c Cultivate, establish, and maintain relationships with actual and prospective donors		7.2a Completion of a guiding document 7.2b Identification of specific donors 7.2c Amount of money raised from philanthropic sources	7.2a Fall 2012 7.2b Fall 2012 7.2c Ongoing	7.2a Executive Director of SCCCD Foundation 7.2b SCCCD Foundation in coordination with the Chancellor 7.2c SCCCD Foundation in coordination with the Chancellor
WILLOW	1. Participate in plan development 2. Develop a list of potential donor organization and procedures promoting the campus and programs (sources to support programs - provide training for faculty and staff). 3. Establish an alumni group as potential donors	1. Being planned 2. Being planned	1. Plan completed 2. When List is completed	1. FA12 2. SP123	1. WI representatives 2. Campus President's Cabinet

	Action Steps	Baseline Measure	Success Measures	Timeline	Responsibility
	1. Identify Willow liaison to the Foundation to communicate campus needs for potential donor opportunities.	1. TBD	1. When liaison has routine communication with Foundation	1. Ongoing	1. Campus President's Cabinet
	1. Establish a contact alumni database for donations.	1. Being planned	1. When alumni contact data base has been developed	1. Ongoing	1. Campus President's Cabinet

7. Community and Resource Development
  SCCCD is committed to optimizing its resources while maintaining its fiscal integrity.

Objective	Action Steps (Others TBD by each campus)	Baseline Measure for each campus *(established by Institutional Research in conjunction with campuses)*	Success Measures	Timeline	Responsibility
7.3 Develop a systematic process to maximize mission driven grants acquisition	7.3a Identify all current grants 7.3b Identify gaps in program needs that night be addressed through the grant process 7.3c Monitor grant RFPs and identify appropriate grants	Inventory of current grants and amounts by campus and district	7.3a Complete list of all current grants and grant requirements 7.3b Complete list of identified areas of need 7.3c Increase the number of grant applications by two per cent per year through Spring 2015 7.3d Increase in grant acquisition in needed areas by two per cent per year through Spring 2015	7.3a Fall 2012 7.3b Fall 2012 7.3c Ongoing 7.3d Ongoing	7.3a Director of Grants/ Vice Chancellor of Educational Services and Institutional Effectives/ and college/center presidents 7.3b Director of Grants 7.3c Director of Grants 7.3d Director of Grants

DISTRICT OFFICE	A scheduled inventory of grants will be completed by fall 2013. During fall 2012 and spring 2013, a grant application process was developed through a participatory governance process. This process is scheduled to be review and approval by Chancellor's Cabinet spring 2013.				
FRESNO CITY COLLEGE 7.3.1: Increase grants	AT is training faculty and staff in the identification of external resources (Grants and Contract Opportunities).	TBD	TBD	Ongoing	Dean of Applied Technology
7.3.1: Increase grants	Divisions will continue to identify external resources (Grants and Contract Opportunities).	TBD	TBD	Ongoing	VP of Instruction, Deans of Instruction, Department Chairs, Division Faculty, and Classified Professionals
WILLOW	1. Develop a comprehensive list of grants that will include the awarded amount, dates, objectives, and individual leads (CAA, CBJT Work in partnership with colleges, Title V grant, TRIO Student Support Services, STEM, NSF STEP, Department of Ed. Veterans Services, Fresno County DSS Grant, Workforce Development Grants). 2. Identify grant opportunities by	1. Being planned	1. When list is complete and being routinely updated • Adequate communication of WI/RC/SCCCD grant opportunities • Districtwide grant taskforce established to streamline grant process	1. Ongoing	1. VP I&SS

	department 3. Develop a Blackboard org to include in the WI Institutional Planning to provide a central location of information on budget, donations, and grants				
	1. CCC Identifies and review gaps in program needs that could be addressed through grants.	1. Being planned	1. When routine process is in place	1. Ongoing	1. CCC
	1. Campus business office monitors financial portions of grants. CCC needs to have a list from the district grants office to identify the grant coordinator who needs to present at the CCC.	1. Being planned	1. When routine process is in place	1. Ongoing	1. Campus Business Office, VP I&SS, & CCC