Strategic Master Plan

Updated September 2007
Updated September 2009
Updated May 2012
Introduction
Sacramento City College (SCC) is one of four colleges within the Los Rios Community College District (LRCCD) that serves the Sacramento region. Located near downtown Sacramento, SCC serves a diverse population in the cities of Sacramento, West Sacramento, and Davis.

The purpose of this Strategic Master Plan is to provide the college framework for data evaluation, planning development, resource allocation, implementation, and evaluation. This planning framework is aligned with the district strategic plan. SCC’s Strategic Master Plan articulates the mission, vision, values, strategic directions, goals, and outcome measures that set the parameters and directions of the college; it specifies the processes used to develop each component of planning including the roles and responsibilities of all participants; it links all the college plans in a "family of plans"; it provides a definition of the common planning terms as they are used at SCC; and it specifies the cyclical timeline for planning, implementation, and evaluation.

The parameters of strategic planning at SCC are created first through alignment with the district strategic plan and secondly through alignment of SCC’s Mission, Vision, and Values statements. These key elements create an institutional fabric that aligns individual purposes into a focused, actionable plan, including evaluation tools, data and feedback processes that are incorporated into the planning cycle. Common threads run throughout all of these statements, which strengthen the organization, producing alignment towards the future we create through our strategic planning process.

Sacramento City College’s Strategic Direction

This section describes the processes used to develop the mission, vision, values, strategic directions, and goals of the college. The current statements in each of these areas are included.

Mission: Our reason for existence; campus and community focus.
The college mission is established within the context of three governance agencies: the guidance provided in statute under Title V, California Education Code; direction of the Los Rios Community College Board of Trustees; and accreditation standards established by the Accrediting Commission for Community and Junior Colleges (ACCJC). The current mission statement was developed and endorsed by college constituent groups through SCC’s Participatory Decision-making process and approved by the LRCCD Board of Trustees. The mission statement is reviewed annually by the College Strategic Planning Committee (CSPC) based on criteria that are established and reviewed by the Executive Council.

Criteria for Reviewing the Mission Statement

As part of the ongoing review of data:
1. Has there been any substantive change in the programs and services offered by the college in the last year?
2. Are there any anticipated or desired changes in programs and services that might require a change of the mission statement?
3. Are there any external environment changes (e.g., political, demographic, financial, technological, competition) that prompt a need to review the mission statement?
4. Have there been any changes in state, district, or legal standards; or have there been any changes in the accreditation standards or site visit recommendations that prompt a need to review the mission statement? (Executive Council, March 2007)

If the answer to all questions is "no," then there would be no need to revise the mission statement. If the answer to any of these questions is "yes," then the College Strategic Planning Committee (CSPC) will review the current mission statement to determine if there is a need to change the statement to bring the college mission into alignment with changes in the external or internal environment. If the CSPC determines that the mission statement needs to be changed for the next planning cycle, the CSPC notifies Executive Council to
facilitate a revision process before the next planning cycle. The CSPC then proceeds with the strategic planning process with the current mission statement.

**SCC’s Mission**

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

( LRCCD Board of Trustees approved April 2010)

**Values:** Fundamental beliefs that drive organizational behavior and decision making.

SCC has developed through a collaborative process and has articulated these three core values that all of its members are committed to. These values guide our community interactions as we fulfill our college mission, vision, and goals. If the CSPC determines that the values statement needs to be changed for the next planning cycle, the CSPC notifies Executive Council to facilitate a revision process before the next planning cycle. The CSPC then proceeds with the strategic planning process with the current values statement.

**SCC’s Values**

*Working Together, Pursuing Excellence, and Inspiring Achievement*

**Vision:** What we want to be; our ideal state as an effective institution.

SCC created its vision statement through a collaborative process with input from all constituent groups. The vision statement articulates the ideal future of the college and establishes the direction toward which the college is moving. Through the vision statement, all faculty, staff, and administrators have declared an alignment with the direction of the college. Decisions, plans, actions, resource allocation, and success indicators serve to further the vision of the college. The vision statement is reviewed annually by the College Strategic Planning Committee. If the CSPC determines that the vision statement needs to be changed for the next planning cycle, the CSPC notifies Executive Council to facilitate a revision process before the next planning cycle. The CSPC then proceeds with the strategic planning process with the current vision statement.

**SCC’s Vision**

Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

(Executive Council, April 2006)
Strategic Directions: Alignment with our district counterparts.
Strategic Directions are defined through the district strategic planning process and articulated in the District Strategic Plan [http://www.losrios.edu/lrc/strategic/stplan2011.pdf](http://www.losrios.edu/lrc/strategic/stplan2011.pdf). The five strategic directions are:

- A) Student Success,
- B) Teaching & Learning Effectiveness,
- C) Access & Growth,
- D) Community, Economic, & Workforce Development
- E) Organizational Effectiveness

Excerpt from 2011 District Strategic Plan

A. Student Success
Our primary goal is to promote student success. We define success as students achieving their educational goals. This success is reflected in students' performance at our colleges as well as in their later achievements in education and the workplace. We also look at the intellectual skills that students develop while at Los Rios, such as critical thinking and the ability and desire to engage in lifelong learning. Student success also measures the education of the whole person for engaging in an increasingly complex and interconnected world.

B. Teaching and Learning Effectiveness
We are committed to providing the highest quality instructional programs in transfer, vocational and general education, using the best current and emerging instructional methods and technologies. The District promotes flexible teaching and learning methods to support the success of its diverse student population.

C. Access and Growth
As a community-based institution, the District strives to be responsive to the growing communities of the Greater Sacramento Region. To meet the challenges of population growth, we pursue new delivery approaches to provide a high level of access to education. We also provide comprehensive support services to assure access by reducing or eliminating significant barriers and by promoting diversity. We are committed to ensuring that students from a wide variety of backgrounds have an equal chance to achieve their educational goals.

D. Community, Economic and Workforce Development
We seek to promote the health and economic vitality of the region. As a community resource, the District and its colleges contribute to community life through partnerships, staff involvement in civic affairs, and programs that are open to the public. The District and colleges also support economic development through their occupational programs and partnerships with business, labor, and industry.

E. Organizational Effectiveness
Our organizational processes play a critical role in student success and overall institutional effectiveness. Los Rios will continually improve its organizational processes in order to enhance its institutional effectiveness and ensure its fiscal accountability and integrity.
Data Review:
Review and analysis of input and outcome data drive the process of strategic planning at the college. This document specifies the types and sources of data that are reviewed as part of a feedback loop in order to ensure continuous improvement and institutional effectiveness in reaching goals and achieving our mission. The data review process at the start of the strategic planning cycle and throughout the academic year creates a “culture of evidence” within which the college determines directions and goals for the coming year and makes decisions regarding resource allocation and prioritization of actions taken.

The data to be reviewed at the start of the strategic planning cycle include (but are not limited to) the following categories and documents:

External Environment
- Environmental Scan
- ACCJC Accreditation Standards and Recommendations
- Compliance standards
- Federal, State, Local regulations, requirements, laws
- LRCCD Strategic Plan
- CCCCO Strategic Plan
- Community Needs Assessment and forums

Internal Reviews
The SCC Institutional Effectiveness Reports provide the major data set reviewed as part of the college strategic planning cycle. In addition, the following data sources provide valuable information:
- Self-study
- Program review
- Outcome measures
- Student surveys and focus groups
- Faculty/staff surveys and forums
- Institutional effectiveness data
- Metrics and measures of merit from unit plans

College Goals:
Broad accomplishments that the college seeks to achieve over a given period of time—data driven and linked to unit and program plan objectives as part of the annual college planning cycle.

College Goals are reviewed and developed by the College Strategic Planning Committee at the start of each fall semester and are sent to Executive Council for recommendation to the President. The College Goals are generated from a review of the documents and outcome measures listed above. College Goals are approved by the LRCCD Board at their fall retreat. College Goals are reviewed annually; however normally span a number of years.

This year the restructured college goals focus on fewer key areas, allow a greater understanding of how the goals relate to the planning work of divisions and departments, make an explicit connection between the college goals and the college values, and increase our alignment with the results of the district strategic planning work.

Strategies are broad implementation actions undertaken as shared functions across units or programs that lead to the accomplishment of the college goals. Departmental or unit objectives are specific measurable actions defined at the unit or program level. Looking at the listed strategies may help units to determine how their objectives align with the college goals. Note, however, that the strategies listed are not a comprehensive set of all possible strategies that would support the college goals.
College Goals 2011 – 2012

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

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

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

Strategies:
B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
B2. Use quantitative and qualitative data to identify strategies which improve enrollment management processes.
B3. Explore and create multiple ways to disseminate information to students in order to engage them with learning in the college community.
B4. Support “front door” policies and practices that assist students with the transition to college.
B5. Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e. modernization, TAP improvements, equipment purchases, etc.).
B6. Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)
B7. Provide students with clear pathways to goal completion.

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

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

College Goals originally approved by Executive Council September 2007; current revisions affirmed September 09
Master Planning Framework

This section describes the architecture that integrates all college planning activity designed to move the institution toward mission accomplishment and improved institutional effectiveness. The master plan is a comprehensive strategy that pulls all the component parts together to form a reliable, understandable system for planning, resource allocation, implementation, feedback, and continuous process improvement to ensure successful accomplishment of the college mission, vision, and goals. This section defines the types of plans and the linkage between them, the calendar of planning processes, and the responsibilities for each process.

Planning Cycle:

SCC’s strategic planning process occurs through an annual cycle of evaluating data, setting goals, identifying objectives, allocating resources, implementing the plan, and evaluating results. This cycle begins early in the fall semester each year and is completed by the end of the spring semester. This process is depicted in the chart below.

Planning Cycle
Overview, Timelines, and Key Components

DATA EVAL
- SLOs / GELOs /ILOs
- Environmental Scan
- Student Surveys
- LRCCD Strategic Plan
- Accreditation Standards
- Effectiveness Reports
- Metrics
- Program Review

Outcomes

Feedback

SCHEDULE OF EVENTS

Aug/Sept  Sep/Oct  Oct/Apr  May/Jun
Family of Plans:
This strategic planning process includes both broad directions and specific college goals and objectives, encompassing both strategic and operational planning. There are four different types of plans included within this comprehensive master plan framework: institutional, program, operational unit, and resource allocation. These four types of plans are described as the "family of plans." The institutional plans define the context and the scope of planning in each of the three functional areas: student services, instruction, and administration. The program plans identify the college objectives and initiatives, the outcome measures, and the resource requirements for achieving these outcomes. The operational unit plans address both new initiatives and maintenance of effort and define the objectives, outcome measures, and resources needed to accomplish objectives at the unit level that support the college strategic directions and goals. The resource plans define the process for obtaining input, criteria for prioritizing, and the recommendation for resource allocation.

SCC FAMILY OF PLANS

**Strategic Master Plan**

<table>
<thead>
<tr>
<th>Institutional Plans</th>
<th>Program Plans</th>
<th>Unit Plans</th>
<th>Resource Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Master Plan</td>
<td>Plans for programs that support college-wide activities and initiatives. These plans link directly to resource allocation through &quot;Above the line&quot; funding. Examples include: Distance Education, Tutoring, Information Technology, Staff Development, etc.</td>
<td>Department-level action plans that guide the daily work of college units. These plans link directly to resource allocation through unit base budgets and Budget Committee funding. Past unit plans inform program review and program review informs future unit plans.</td>
<td>Financial</td>
</tr>
</tbody>
</table>
Coordinating the Strategic Planning Process: Developing the Annual College Plan

**Strategic Master Plan:**
The College Strategic Master Plan is the central part of a coordinated set of plans that connect the broadest strategic level (District Strategic Plan) to the operational unit and program plans.

### SCC FAMILY OF PLANS

<table>
<thead>
<tr>
<th>Plan Name</th>
<th>OPR / OCR</th>
<th>Shared Governance Group</th>
<th>Plan Type</th>
<th>Descriptor / Comments</th>
</tr>
</thead>
</table>
| Strategic Master Plan | PRIE      | College Strategic Planning Committee             | Overarching, strategic direction | • Synthesis of internal and external data and strategic directions from District.  
• Includes core values, vision, mission, strategic directions and College goals  
• Reviewed annually to initiate the College Planning Process. Findings and Recommendations approved by the College President and Executive Council. |

The Dean of Planning, Research, and Institutional Effectiveness (PRIE) is the Officer of Coordinating Responsibility (OCR) for the Strategic Planning Process. The dean reports to the President of the college and...
serves as a member of the President’s Cabinet. The dean facilitates the annual Strategic Planning Process through the College Strategic Planning Committee. The College Strategic Planning Committee (CSPC) is the group responsible for initiating the first step of the planning process each year. This group reviews the data including the District Strategic Plan, Environmental Scan, college accomplishments from the last planning cycle, and data on Student Learning Outcomes and institutional effectiveness. The group reviews the Mission, Vision, and Values of the college. This group uses this review as the basis for setting or reaffirming the college goals and outcome measures for the next cycle. The membership of this group consists of the leader of each of the four constituent groups, the vice presidents, the dean of Planning, Research, & Institutional Effectiveness, and appointed representatives from the constituency groups. Additional resource people will be included as needed. The effectiveness of the SCC planning process is reviewed each year by the CSPC and needed changes are recommended.

**Institutional Plans:**
The three Vice Presidents are each the Officer of Primary Responsibility (OPR) for the development of their respective Institutional Plan. Institutional Plans provide a broad overview of the context and scope of the planning responsibilities that are resident in each of the three college service areas: Instruction, Student Services and Administrative Services.

### SCC FAMILY OF PLANS

**Institutional Plans**

<table>
<thead>
<tr>
<th>Plan Name</th>
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<th>Shared Governance Group</th>
<th>Plan Type</th>
<th>Descriptor / Comments</th>
</tr>
</thead>
</table>
| Educational Master Plan            | • VPI/ OPR
• VPSS/OCR             | • Academic Senate
• Curriculum Committee    | Overarching, strategic direction | • Academic program organization
• Informed by program review
• Basic skills,
• career/technical
• lifelong learning
• transfer programs |
| Student Support Services & Enrollment Management | VPSS                      | Enrollment Management Group                                 | Overarching management plan | • Summary of Student Support Services.
• Informed by program review
• Pull together all elements of managing enrollment to include:
  - Actions
  - personnel involvement timing
  - metrics and associated strategies. |
| Resource Management and Capital Outlay Plan | VPA                       | Resource Allocation Committees                              | Overarching management plan | • Summary of Capital Outlay programs and resource allocation processes
• Coordinated with District Programs |
**Program Plans:**
These are college-wide plans that support the college's Strategic Goals and Directions. They include objectives and measures of merit/outcomes. They are resourced as individual plans by the institution and reviewed annually. The Program Plans are assigned to the person/office with primary responsibility for the specific topic of the plan.

**SCC FAMILY OF PLANS**

**Program Plans**

Plan type for all Program Plans: Operational plan and resource request statement for a college-wide processes

<table>
<thead>
<tr>
<th>Plan Name</th>
<th>OPR/OCR</th>
<th>Participatory Decision-making Group</th>
<th>Descriptor / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archives</td>
<td>LRC Dean VPI, AVPI</td>
<td>Learning Resources Committee</td>
<td>Management of archival materials collections for the college</td>
</tr>
<tr>
<td>Articulation</td>
<td>Instruction Office</td>
<td>Curriculum Committee</td>
<td>Articulation processes for courses from across the college</td>
</tr>
<tr>
<td>Basic Skills Initiative</td>
<td>AVPI</td>
<td>BSI Steering Committee, Matriculation Committee</td>
<td>Coordination of support for basic skills across the college. BSI is partially grant-funded.</td>
</tr>
<tr>
<td>Continuous Quality Improvement</td>
<td>President’s Office</td>
<td>Executive Council</td>
<td>Coordination of college-wide work related to continuous quality improvement</td>
</tr>
<tr>
<td>College Advancement</td>
<td>College Advancement Office SCC Foundation Board, President's Cabinet, District Advancement Council</td>
<td>Recognition Events Committee</td>
<td>Includes College Foundation, community relations, recognition events and scholarships</td>
</tr>
<tr>
<td>Distance Education</td>
<td>Learning Resources Division DE Coordinator, Distance Education Advisory Subcommittee of the Academic Senate, Distance Education Subcommittee of the Curriculum Committee</td>
<td>Educational and Information Technology Committee</td>
<td>DE information, policies, staff development, IT assistance</td>
</tr>
<tr>
<td>Honors Program</td>
<td>AVPI</td>
<td>Honors Advisory Committee, Recognition Events Committee</td>
<td>Honors classes and program</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology Department IT Dean</td>
<td>Educational and Information Technology Committee</td>
<td>IT hardware and software purchasing, upgrading, replacement and maintenance; technology support and planning</td>
</tr>
<tr>
<td>Library Book &amp; Media Collection</td>
<td>LRC Dean</td>
<td>Learning Resources Committee</td>
<td>Library materials and collection funding and planning</td>
</tr>
<tr>
<td>Marketing</td>
<td>PIO</td>
<td>Enrollment Management Team</td>
<td>College marketing information, SCC home page website</td>
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<td>------------------------------------------------------</td>
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</tbody>
</table>
| Media Production & Services | **Learning Resources Division**  
Facilities, Outreach Centers, College Media Services Office | **Educational and Information Technology Committee** | Classroom technology; campus event support; and media production, |
| Non-Instructional Equipment & Infrastructure | **Operations Office** | **Campus Development Committee** | Replacement cycle and requirements for classroom, hallway, and office flooring and classroom furniture; infrastructure associated with the Americans with Disabilities Act |
| Safety, Security & Environment Management | **Operations Office** | **Campus Safety Committee** | Policies, procedures, and general information and resources related to campus public safety, emergency, and environmental management |
| Staff Development | **Staff Resource Center**  
Staff Development Coordinator(s), | **Staff Development Committee** | Resources for employee career, personal, and professional needs and goals; programs that facilitate responsiveness to a diverse student population; professional development; orientation and mentoring of new faculty and staff. |
| Tutoring | **Tutoring Coordinator/LRC Dean**  
Academic Computer Labs, Advanced Technology Design Lab, Athletic Study Skills Lab, Business Division Open Computer Lab, Business Student Lab, Davis Outreach Center, Hope Center, Languages and Literature Computer Lab, Languages and Literature English as a Second Language Lab, Languages and Literature Reading Lab, Learning Skills and Tutoring Center, Math Lab, Occupational Labs, Photography Lab, Veterans Center, West Sacramento Outreach Center, Writing Center, Learning Resources Division/Dean, Student Disability Resource Center, Extended Opportunity Program and Services, All Instructional Departments and Vocational Programs | **Tutoring working group** | Coordination of tutoring and learning support services, tutor training |
| Veterans Affairs | **Counseling/Admissions and Records**  
DSPS, Veteran’s Center | **Matriculation Committee?** | Assistance with Veterans Administration processes and certifications, support services that are designed to meet the needs of veterans |
| Writing Center | **Dean Learning Resources**  
English Department, ESL Department, Staff Development Coordinator, AVPI, Writing Center Coordinator | **Writing Center Advisory Committee, BSI Committee, Tutoring working group** | Writing assistance in any discipline within the SCC curriculum, training of writing tutors |
Unit Plans:
Operational Unit Plans are assigned to the person responsible for the unit/department (e.g., dean, coordinator, or department chair) with input from faculty and staff who work in that area. Unit Plans include objectives linked to college goals, expected outcomes/measures of merit and resource requirements. Program reviews examine past annual unit plans and project unit plan needs into the future.

SCC FAMILY OF PLANS

Unit Plans

<table>
<thead>
<tr>
<th>Plan Name</th>
<th>OPR/OCR</th>
<th>Shared Governance Group</th>
<th>Plan Type</th>
<th>Descriptor / Comments</th>
</tr>
</thead>
</table>
| Operational Unit Plans     | Units*  | Applicable resource allocation committee | Annual operational plan and resource requirements statement for specific college units/departments | • Unit objectives linked to College goals to form the basis of annual resource allocation process  
• Resource requirements identified at the unit level and aggregated with College level support plans and activities for resource allocation decisions.  
• Aggregated and prioritized through the VP level. Shared governance review and recommendations  
• Program reviews examine past annual unit planning and project unit plan needs into the future. |

*Unit = Department, Division, President’s direct reporting units and VP offices and direct reports as appropriate. OPR is the unit leader or chair.

Data used in unit planning include, but are not limited to:
- Student data (enrollment, demographics, success measure, etc.)
- Staffing data
- Student Outcome Data
- Previous unit plan outcomes reports
- Qualitative data and observations about your unit/department.

Resource Allocation Plans:
These plans describe the annual resource allocations processes for the five resource groups. The Resource Allocation Plans include the Financial Plan, Classified Staffing Plan, Faculty Plan, Information Technology Equipment Plan, and Facilities Plan. These plans are developed by the person assigned primary responsibility (as shown on the chart below) in coordination with the appropriate governance committee.

SCC FAMILY OF PLANS

Resource Allocation Plans

<table>
<thead>
<tr>
<th>Plan Name</th>
<th>OPR/OCR</th>
<th>Shared Governance Group</th>
<th>Plan Type</th>
<th>Descriptor / Comments</th>
</tr>
</thead>
</table>
| Financial       | VPA     | Budget Committee             | Resource Management & Allocation| • Summary of process and procedures for financial resources allocation.  
• Include categorical, OTO and CT funds, timing and mechanics. |
<table>
<thead>
<tr>
<th>Department</th>
<th>Chair/Manager</th>
<th>Senate/Committee</th>
<th>Resource Management &amp; Allocation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified Staff</td>
<td>VPA</td>
<td>Classified Senate</td>
<td>Resource Management &amp; Allocation</td>
<td>Summary of process for requesting new classified staff FTE and procedures for managing this resource.</td>
</tr>
<tr>
<td>Faculty</td>
<td>VPI, VPSS</td>
<td>Academic Senate</td>
<td>Resource Management &amp; Allocation</td>
<td>Summary of process for requesting new faculty FTE and procedures for managing this resource.</td>
</tr>
<tr>
<td>Information Technology Equipment (2)</td>
<td>It Dean</td>
<td>IT Committee</td>
<td>Resource Management &amp; Allocation</td>
<td>Comprehensive IT resource management. All college IT needs. Process for requesting new equipment. Audiovisual equipment needs related to IT (e.g. smart classrooms)</td>
</tr>
<tr>
<td>Facilities</td>
<td>Operations Directions</td>
<td>Campus Development Committee</td>
<td>Resource Management &amp; Allocation</td>
<td>Define the process for development the annual facilities maintenance, repair and improvement (MRI) plan. Work scopes that are below the threshold of modernization or new construction programs. Integrated with ADA, SMSR, HAZMAT and Institutional / Program plan requirements.</td>
</tr>
</tbody>
</table>

Resource allocation planning links to information from institutional plans, annual unit plans, program reviews, program plans, etc.
General Plan Format and Content:
To the maximum extent possible, all plan types that are developed at the institutional level are organized into a standard format with standardized content. This is intended to provide a common basis for building each plan and for working with the plans within the college community. Similarly, because the information requirements differ somewhat for Unit Plans, they are organized into an appropriate format with common content. The two plan formats are outlined below. Blank forms used within the various plans are embedded with the appropriate plan and are also available at the Inside SCC web site under the forms section.

Plan Format and Content
Standardized Across the College

- OPR: office or unit responsible for plan development. OCRs as needed
- Associated ‘shared governance’ group for oversight and collaboration
- Common Format:
  - Title
  - References (regulations, BOT policy, governance direction, etc.)
  - Plan Type (resource allocation, program plan, strategic)
  - Purpose
  - Organizational Objectives (linked to College Goals)
  - “How-To” paragraphs and guidance (annual timing or timelines)
  - Resource requirements, if applicable
  - Measures of success (metrics, expected outcomes)
  - Plan date with update or review cycle defined

Unit Format and Content
Standardized Across the College

- Unit: Mission Statement (unit=department, division, direct report, VP, President)
- Linkage to strategic goals and directions
- Objectives defined, linked to strategic goals
- Measures of merit, outcomes or metrics defined
- Resource needs defined by type: facilities, faculty, financial, information technology, classified staff
- Maintenance of effort (MOE) and/or new initiatives
- Submitted in spread sheet format
- Mandated sorts for college processing
- Department, division and VP/President’s priorities defined
- Collected and worked through individual resource allocations processes

Annual College Plan:
Working together as a college community to accomplish our mission and continuously improve institutional effectiveness is central to what we do each and every day. Given the complexity and diversity of our college community, this means quite a lot of work in different areas with different objectives and outcomes being pursued which are focused on student access, learning and achievement and providing the degree of excellence that the community we serve has come to expect.
In order to work efficiently in this complex environment, we rely on the Strategic Planning System, described above, to continuously evaluate our achievements and outcomes; establish goals and unit level objectives derived from these goals; allocate supporting resources to ensure goals and objectives are achieved; and to provide a framework for feedback and change all aimed at continuous process improvement and mission accomplishment. When all of the planning actions come together, the college has effectively developed its *Annual College Plan* to be executed during the academic year. This is graphically described below.

### SCC Annual College Plan

- **Mission**
  - **Data / Outcomes**
  - **College Goals**
    - **Unit Plans**
    - **Program Plans**
      - **Objectives**
      - **Resource Allocation Decisions**
    - **Outcomes**
    - **Execution**

**College Annual Plan** = Unit and Program Plans + Annual Resource Allocation

### Planning Process

There is a generic planning process that is used in developing all of the Family of Plans. Planning includes data analysis; an input process; synthesis of the input into articulated goals, objectives, or actions; prioritization, if needed; specified outcome metrics that define what is expected to be accomplished through these activities; and resources required to undertake these activities.

- Unit plans are processed and prioritized at the unit level, division level and VP level. Final prioritized resource requests are forwarded to the appropriate governance group for developing college-wide resource recommendations.
• Program Plans are developed by the OCR/OPR in collaboration with the supporting governance group. Program Plans are reviewed and approved by President’s Cabinet before being sent to the resource governance group for incorporation into the college-wide resource recommendations.
• Resource Plans describe the process used by each of the governance groups responsible for the specific type of resource. The final outcome of these resource processes is a set of recommendations of resource allocations for each type of resource. Resource recommendations are submitted to Executive Council for review and discussion by each of the constituency leaders and forwarded to the President for approval. The President’s approval is the final stage in the process.

The result of this planning process is a set of all the plans that, when completed, will allow the college to accomplish its mission effectively.

Planning work occurs at a variety of levels, from broad college strategic directions to the specific operation work of departments. A variety of groups are involved in planning activities at each level; some examples are shown below:

• College Strategic Planning: The College Strategic Planning Committee is the major body charged with facilitating College strategic planning. Other groups including the Executive Council, President’s Cabinet, College Service Areas, and the PRIE Committee, provide feedback for strategic planning.

• Cross-Divisional Tactical Planning: The Program Plans (e.g. Tutoring, Basic Skills Initiative, IT, etc.) are key to planning at the cross-divisional level. The Academic Senate, Classified Senate, Department Chairs Council, Senior Leadership Team, and Shared Governance Standing Committees, provide feedback relevant to this level of planning.

• Intra-Divisional Planning & Operational Unit Planning: Division Faculty and Staff led by Division Deans, Department Chairs, and Supervisors conduct annual unit plans and periodic program review.
Input data

Input to the Family of Plans is obtained through multiple sources and from all constituencies of the organization as identified in the table shown below. The type of data needed as input, the process, forms, and OPR/OCR are defined by each of the plans.

Outcomes data

The expected outcomes of the planning process are defined in each of the Family of Plans. Each Vice President reviews the outcome measures identified in each plan and is responsible for reporting these outcomes. Outcomes are reported twice a year, in February and in June, to the PRIE office. The PRIE dean facilitates reporting of outcome measures by developing data analysis tools and facilitating review of accomplishments by the Senior Leadership Team, Executive Council, and College Strategic Planning Committee. An annual report of accomplishments relative to the College Goals is submitted to the Chancellor and the LRCCD Board of Trustees.

<table>
<thead>
<tr>
<th>Sources of Input</th>
<th>Input Methods Available for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIE Office</td>
<td>Institutional Effectiveness Reports, PRIE data websites</td>
</tr>
<tr>
<td>Units and Divisions</td>
<td>Unit Plans &amp; Unit Plan Accomplishment Reports</td>
</tr>
<tr>
<td>Student Groups</td>
<td>Program Plans</td>
</tr>
<tr>
<td>Employee Groups</td>
<td>Program Reviews</td>
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<tr>
<td>Faculty</td>
<td>Surveys</td>
</tr>
<tr>
<td>Managers</td>
<td>Focus Groups</td>
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<tr>
<td>Classified Staff</td>
<td>Grants</td>
</tr>
<tr>
<td>Community Groups</td>
<td>Annual College Accomplishment Reports</td>
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<tr>
<td>Advisory Committees</td>
<td></td>
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<tr>
<td>Grants</td>
<td></td>
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<tr>
<td>Accreditation Reports</td>
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<tr>
<td>Participatory Decision-making Groups</td>
<td></td>
</tr>
</tbody>
</table>

**Student Learning Outcomes:**

Sacramento City College is committed to implementing a college-wide assessment plan that produces strong and clear evidence of learning and assesses institutional level goals and objectives. The College has developed Student Learning Outcomes at the course, program and general education levels as well as within student services that impact the learning experiences of all SCC students.
Student Learning Outcomes (SLOs) are integrated into institutional decision-making, planning, and resource allocation. These learning outcomes are at the center of campus-wide efforts as Sacramento City College focuses on institutional planning, resource allocation, and continuous evaluation for improvement. The outcomes guide learning, decision-making and action by all members of the college community.
## Common Planning Terms and Definitions

The table below outlines the working definitions of the terms used for describing the planning process at Sacramento City College.

<table>
<thead>
<tr>
<th>Planning Term</th>
<th>Definition as used at SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges for the western region.</td>
</tr>
<tr>
<td>CAHSEE</td>
<td>California High School Exit Exam.</td>
</tr>
<tr>
<td>CCCC0</td>
<td>California Community Colleges Chancellor’s Office.</td>
</tr>
<tr>
<td>College Strategic Planning Committee (CSPC)</td>
<td>Committee responsible for developing the initial steps of the planning process each year, setting the college goals and outcome measures for the next cycle. Membership consists of the leader of each of the four constituent groups, the VPs, the dean of PRIE, and appointed representatives from the constituency groups.</td>
</tr>
<tr>
<td>Family of Plans</td>
<td>The group of institutional, program, unit, and resource plans that comprise the College Strategic Plan.</td>
</tr>
<tr>
<td>Goal</td>
<td>Broad accomplishments that the college seeks to achieve over a given period of time, data driven and linked to unit and program plan objectives.</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>Measures that indicate how well the college is achieving what it says it wants to achieve (mission, vision, goals).</td>
</tr>
<tr>
<td>Institutional Plans</td>
<td>Plans developed for each of the three functional areas (instruction, student services, and administration) to articulate the context and scope of planning within each area.</td>
</tr>
<tr>
<td>Measure of Merit/Metrics</td>
<td>Outcome measures specified for each objective and evaluated regularly throughout the course of the execution year.</td>
</tr>
<tr>
<td>Mission</td>
<td>Describes the purpose of the institution within the scope established by the State and District. Our reason for existence and focus of the campus community.</td>
</tr>
<tr>
<td>Objective</td>
<td>Specific, measurable actions defined at the unit and program level that will be done, within an academic year, to accomplish the college goals.</td>
</tr>
<tr>
<td>OPR/OCR</td>
<td>Office or officer of Primary Responsibility; Office or officer of Coordinating Responsibility.</td>
</tr>
<tr>
<td>Outcome</td>
<td>The specific results that will be achieved through the described actions. Results may be of two kinds: 1) the percent to which an action has been completed or 2) the achievement of a target outcome measure (e.g., successful course completion, satisfaction, climate, student engagement, financial efficiency, safety, or productivity)</td>
</tr>
<tr>
<td>Participatory Decision-Making</td>
<td>This phrase is used to describe the governance process at SCC. This governance process is defined in detail in the Guide to Participatory Decision Making. This document and other related resources can be found on the college website at: <a href="http://www.scc.losrios.edu/~governce/">http://www.scc.losrios.edu/~governce/</a></td>
</tr>
<tr>
<td>Program Plans</td>
<td>College wide plans that support the college’s strategic goals and directions. They include objectives and measures of merit/outcomes. They are resourced as individual plans by the institution and reviewed annually.</td>
</tr>
</tbody>
</table>
| Program Review                      | The process of evaluating the effectiveness of programs and activities including accomplishments of objectives, measures of merit, and...
<table>
<thead>
<tr>
<th>Planning Term</th>
<th>Definition as used at SCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational Unit Plans</td>
<td>Action plans that drive the daily operations of the college, indicate the expected results, and identify types of resources required.</td>
</tr>
<tr>
<td>Resource Allocation Plans</td>
<td>These plans describe the annual resource allocation processes for the five resource groups. They include outcome measures to be evaluated. They define the product of the resource allocation process (e.g. recommendations on funding priorities and sources of funding, how classified staff positions are earned, etc.)</td>
</tr>
<tr>
<td>Strategic Directions</td>
<td>Broad themes that are defined through the district strategic planning process.</td>
</tr>
<tr>
<td>Strategies (associated with Goals)</td>
<td>Broad implementation actions undertaken as shared functions across units or programs that lead to the accomplishment of the College Goals.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Define the major skills and abilities gained by students as a result of their work in classes, programs, or activities. They are measured by authentic assessment - direct measures of student performance.</td>
</tr>
<tr>
<td>Values</td>
<td>Principles and ideals that form the foundation of the culture of the college. Fundamental beliefs that drive organizational behavior and decision making.</td>
</tr>
<tr>
<td>Vision</td>
<td>Describes the ideal state that the college strives to achieve. What we want to be as an organization. The ideal state of the organization.</td>
</tr>
</tbody>
</table>

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August 2008, Updated  
May, 2012

**REVIEW CYCLE:** Annual