SCC Planning Handbook

Providing information on the structure, process and connections of the various parts of the SCC planning system, including instructions, checklists, steps and FAQs.

SCC PRIE Office

2015-16 Edition

Reference Documents:
Material for this handbook has been drawn from several key documents including the Strategic Master Plan, the Financial Resource Plan, the Facilities Resource Plan, the Faculty Resource Plan, the Classified Staff Resource Plan, the IT Resource Plan, the Educational Master Plan, the Student Services Master Plan, the SSSP Plan, the Student Equity Plan, and the Resource Management & Capital Outlay Plan.

For assistance with planning processes, call or email the PRIE Office.
# Table of Contents

1. Overview of the SCC planning system ... p.3

2. District Planning and Resource Allocation...p.5

3. Integrated Strategic Planning ... p.8
   - College planning timeline
   - Strategic Master Plan – the key document
   - College Goals, strategies, outcomes and targets
   - Participatory decision-making connections
   - Data connections
   - Connections to resource allocation

4. Institutional Plans ... p.13
   - Overview
   - Participatory decision-making connections
   - Data connections
   - Connections to resource allocation

5. Resource Allocation Plans ... p.15
   - Overview
   - Participatory decision-making connections
   - Data connections
   - Connections to resource allocation

6. Program Plans ... p.18
   - Overview
   - Participatory decision-making connections
   - Data connections
   - Connections to resource allocation

7. Unit Plans ... p.22
   - Overview
   - Participatory decision-making connections
   - Data connections
   - Connections to resource allocation
   - FAQs
   - Online Unit Planning system instructions

8. Program Review ... p.32
   - Overview
   - Student Services
   - Instructional Services
   - Administrative Services
   - President’s CSA

9. Appendix: List of acronyms...p.34

- Key timeline points for deans and department chairs
  Page 4

- College goals and strategies
  Page 10

- Overall planning timeline
  Page 12

- List of Program Plans
  Page 18-19

- Unit plan checklist
  Page 22

- Answers to frequently asked questions about Unit Plans
  Page 25

- College planning timeline

- Unit plan checklist

- Overall planning timeline

- List of Program Plans

- Answers to frequently asked questions about Unit Plans
Section 1: Overview of the SCC planning system

Planning Levels
District Planning and Resource Allocation
- The District Strategic Plan sets overall goals and directions for the Los Rios Colleges.
- College resources are allocated from the District Office (DO).
- SCC provides information regarding college desired outcomes and achievements to DO.

College Strategic Planning
- Includes a focus on priorities and/or targets related to the college goals.
- Facilitated by the work of the College Strategic Planning Committee (CSPC).
- The product is the entire family of plans as encompassed by the College Strategic Master Plan

Planning work that crosses divisions
- Involves dialogue, task accomplishment, problem-solving, etc.
- Results in Institutional Plans, Resource Plans, and Program Plans.
- Committees and other college groups can work at this level by providing input to plans.
- Constituency leadership groups work at this level by providing input to plans.
- Departmental dialogue can cross divisions – e.g. discussions of prerequisites.

Divisional strategies and Departmental plans
- Involves discussions, coordination, problem-solving and goal setting across a division.
- Led by division deans working with department chairs, coordinators, and supervisors.
- Involves coordination of efforts within departments, conversations, etc.
- Results in Unit Plans (annual plan) and Program Reviews (6-year retrospective analysis).
- Actions can involve curriculum, resource requests, modified procedures/policies, etc.

SCC Family of Plans

<table>
<thead>
<tr>
<th>Strategic Master Plan</th>
<th>The Strategic Master Plan describes the college framework for planning, resource allocation, implementation, and evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Plans</td>
<td>Plans that include a broad range of activities or processes acting across the college:</td>
</tr>
<tr>
<td>Educational Master Plan</td>
<td>Resource Management &amp; Capital Outlay Plan</td>
</tr>
<tr>
<td>Program Plans</td>
<td>Plans for a single type of activity or process that acts across departments or divisions. These plans link directly to resource allocation through “Above the line” funding. Examples include: Distance Education, Tutoring, Information Technology, Staff Development, Marketing, etc.</td>
</tr>
<tr>
<td>Unit Plans</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.</td>
</tr>
<tr>
<td>Resource Plans</td>
<td>Financial</td>
</tr>
<tr>
<td>Program Reviews</td>
<td>Program Reviews review 3 to 6 years of data and planning work and project the future resource needs of Instructional, Administrative Services, Student Services, and President’s College Service Areas (CSAs).</td>
</tr>
</tbody>
</table>
Various feedback loops connect district and college planning processes.

**Feedback Loops**

When working on Unit Plan objectives that (1) have Facilities or IT resource requests or (2) align with a Program Plan the Unit Plan, the writer should contact the appropriate person to ask:

- Is my unit objective feasible?
- Is it already covered in the planned work of IT or Facilities? or Is it already covered in the Program Plan?
- Should it be included as a Unit Plan objective?

(If you don’t know who to contact, ask the PRIE Office.)

**Key timeline points for Deans and Department Chairs**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-September</td>
<td>Unit Plan available online; Program Plan templates available</td>
</tr>
<tr>
<td>October 1</td>
<td>Course SLO reports from Spring/Summer courses due</td>
</tr>
<tr>
<td>October</td>
<td>Depts. contact Facilities, IT, and Program Plan writers regarding feasibility of Unit Plan objectives</td>
</tr>
<tr>
<td>Early November</td>
<td>Department Unit Plan initial draft completed</td>
</tr>
<tr>
<td>Mid November</td>
<td>Program plans due to PRIE Office</td>
</tr>
<tr>
<td>Late Nov.</td>
<td>Program plan presentations at President’s Cabinet</td>
</tr>
<tr>
<td>Early December</td>
<td>Last day for Departments to revise Unit Plan online</td>
</tr>
<tr>
<td>Mid December</td>
<td>Last day for Divisions to enter divisional priorities online</td>
</tr>
<tr>
<td>Mid December</td>
<td>Faculty hiring requests for the next fiscal year completed</td>
</tr>
<tr>
<td>End of January</td>
<td>Last day for Divisions to indicate which Unit Plan items will be presented to Budget Committee</td>
</tr>
<tr>
<td>Early February</td>
<td>Unit Plan Achievement Report open for data entry</td>
</tr>
<tr>
<td>Mid February</td>
<td>Editing period for information for Budget Committee</td>
</tr>
<tr>
<td>Late February</td>
<td>Program Review Reports due to the Instruction Office</td>
</tr>
<tr>
<td>Late February</td>
<td>Budget Committee hearings begin</td>
</tr>
<tr>
<td>March 1</td>
<td>Course SLO reports from Fall course assessments due</td>
</tr>
<tr>
<td>Early March</td>
<td>Budget Committee hearings continue</td>
</tr>
<tr>
<td>Late April</td>
<td>Requests for new classified staff positions finalized</td>
</tr>
<tr>
<td>Early May</td>
<td>Budget Recommendations made to President</td>
</tr>
<tr>
<td>Mid May</td>
<td>Last day to enter Unit Plan Achievement Report information</td>
</tr>
</tbody>
</table>
Section 2: District Planning and Resource Allocation

The Los Rios Community College District (LRCCD) conducts strategic planning and sets the overall strategic directions for the LRCCD Colleges. SCC planning work aligns with these strategic directions. The five LRCCD strategic directions are:

- Student Success
- Teaching and Learning Effectiveness
- Access and Growth
- Community, Economic and Workforce Development
- Organizational Effectiveness

The district strategic planning document can be found at the following website: http://www.losrios.edu/lrc/strategic/index.php

LRCCD maintains a “Los Rios Community College District Function Map” which illustrates how the colleges and the district manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. The Function Map includes indicators that depict the level and type of responsibility as follows:

- P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.
- S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.
- SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function, or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

An excerpt from that map is shown below:

<table>
<thead>
<tr>
<th>STANDARD IB. IMPROVING INSTITUTIONAL EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</td>
<td>P</td>
</tr>
<tr>
<td>2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</td>
<td>SH</td>
</tr>
</tbody>
</table>
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

The district is the lead on several critical functions related to planning and resource allocation. For example, human resources, overall strategic directions for the district, and contract negotiations with employee unions are conducted at the District level. The overall college budget comes from the district. The district specifies overall manager, faculty, and classified FTE for the college.
Categorical funds and broadly applicable grant funds are normally integrated into the planning process through the Program Plans. Program plan resource requests may be met by categorical funding. In the case of grants or other funds applicable only to one department, Unit Plan objectives may be directly funded by the grant.

Several district committees coordinate planning and resource allocation across the district: District Budget Committee, District Educational Technology Committee, District Curriculum Coordinating Committee, District Grants Coordinating Committee, District Matriculation/SSSP Committee, etc.
Section 3: Integrated Strategic Planning

SCC’s integrated 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.

What is Integrated Planning?

- Planning for next year
- Implementing this year
- Reviewing past years

Strategic Master Plan

The purpose of the Strategic Master Plan is to provide the college framework for planning. This framework is aligned with the district strategic plan. SCC’s Strategic Master Plan 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.

<table>
<thead>
<tr>
<th>Plan Name</th>
<th>OPR (lead)</th>
<th>Shared Governance Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Master Plan</td>
<td>PRIE</td>
<td>College Strategic Planning Committee</td>
<td>• Description of the college planning processes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reviewed by the CSPC. Findings and recommendations approved by the College President and Executive Council.</td>
</tr>
</tbody>
</table>

Some terminology: Goals, Strategies, Indicators and Outcomes

Strategic Goals: broad accomplishments that the college seeks to achieve over a given period of time. They are data driven and linked to Unit and Program Plan objectives.

Strategies: associated with each goal delineate broad implementation actions undertaken as shared functions across units or programs that lead to the accomplishment of the College Goals.

Success Indicators: Indicators that a strategy has been effective. These may be actions to be completed, such as “complete the SSSP plan”, or numerical targets such as “a 3% increase in overall enrollment.”
Examples of SCC Strategic Goal Indicators

**Goal A: Teaching & Learning Effectiveness**
- Overall course success (PRIE data)
- Completion of 30 units (State Scorecard data)
- Fall to Fall Persistence Rate at SCC (PRIE data)

**Goal B: Core: Student Completion of Ed Goals**
- ARCC2.0 Scorecard completion rate (State Scorecard data)
- Number of Degrees and Certificates awarded (PRIE data)
- Number of students transferring to CSU/UC (PRIE data)

**Goal C: Core Indicators: Employee Engagement**
- Number of areas with burn rates not “in the red” (VFA data)
- % stating moderate-high engagement with decision-making (PRIE survey data)
- % accomplishment of unit plan objectives (PRIE data)

**Institutional Effectiveness Goals:** College targets set as part of the statewide IEPI process. SCC has adopted the framework of indicators as required by the Board of Governors (BOG). As of 2015, SCC has adopted goals for four metrics:
- Annual Successful Course Completion (CCCO Datamart): 67.6%
- Accreditation Status: Fully Accredited – No Action (FA-N) **Next visit: 10/05/2015**
- District Fund Balance: 11.2%
- District Audit Findings: Unmodified (Unmodified auditor’s report without internal control issues)

**Baseline Standards:** SCC has set baseline standards as required by ACCJC. These standards are baseline expectations for the college; we aspire to higher values. If we fall below these standards we will work to find out why and how to improve. As of 2015, SCC has the following baseline standards:
- Overall course success: 63%
- Fall to Fall Persistence at SCC: 37%
- Transfer to UC/CSU: 700
- Degrees awarded annually: 1,000
- Certificates awarded annually: 350
- CTE Perkins employment rates: 60-75% (see the website for more information)
- CTE Licensure Exam pass rates: 80-85% (see website for more information)
- Degrees/Certificates Awarded: set by each department (see website for more information)

**Unit or Program Plan Outcome:** Results that will be achieved through the described actions. Each Program Plan and Unit Plan states the specific outcomes associated with an objective.
Sacramento City College 2015-16 Goals & Strategies

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

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

Strategies:
B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
B2. Use quantitative and qualitative data to identify strategies which improve enrollment management processes.
B3. Explore and create multiple ways to disseminate information to students in order to engage them with learning in the college community.
B4. Support “front door” policies and practices that assist students with the transition to college.
B5. Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e. modernization, TAP improvements, equipment purchases, etc.).
B6. Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)
B7. Provide students with clear pathways to goal completion.
B8. Provide programs and services that help students overcome barriers to goal completion.

SCC Goal C: 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.
Participatory decision-making connections

The College Strategic Planning Committee (CSPC) serves as the major participatory governance body working on the Strategic Plan. The CSPC is responsible for developing the initial steps of the planning process each year and setting the college goals and outcome measures for the next cycle. The CSPC also reviews the Strategic Plan as needed and may recommend revisions to the President’s Cabinet and College Executive Council. 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. Participatory decision-making groups are involved in many ways throughout the planning process. Later sections of this handbook describe that involvement.

Data connections

Both quantitative and qualitative data are reviewed throughout the SCC planning process. This set of data includes:

- Enrollment data (number of students, number of course sections, student demographics, etc.)
- Student success and achievement data (course success, SLOs, degrees/certificates awarded, etc.)
- Student services data (use of services, SSSP program evaluation, etc.)
- Staffing data
- Program Reviews
- College process data (Communication & Governance survey, VPA metrics, etc.)
- External environmental scan data
- LRCCD Strategic Plan information
- Accreditation Standards
- Student survey data (e.g. the Community College Survey of Student Engagement - CCSSE)

All planning levels are based on the analysis of qualitative and quantitative data. Data connections for planning levels are described in later sections of this handbook. Much of this data is available through the PRIE webpage.

Connections to resource allocation

Resource Allocation Plans are part of the SCC strategic planning process. 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
- Facilities Plan

These plans are developed by the person assigned primary responsibility in coordination with the appropriate governance committee. The Resource Allocation Plans are described in Section 5 of this handbook.

All planning levels are connected to resource allocation processes. Those connections are described in later sections of this handbook.
**College Planning Timeline** (Note: more specific dates are provided annually):

<table>
<thead>
<tr>
<th><strong>When</strong></th>
<th><strong>What</strong></th>
<th><strong>Who</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Sept</td>
<td>Deadline to launch curriculum proposals as part of Program Review</td>
<td>Department faculty</td>
</tr>
<tr>
<td>Mid-September</td>
<td>Institutional Effectiveness Reports available</td>
<td>PRIE</td>
</tr>
<tr>
<td>September</td>
<td>Faculty hiring request process for planning year begins</td>
<td>VPI, Deans, Department Chairs</td>
</tr>
<tr>
<td>September</td>
<td>CSPC reviews data, College Mission, Goals, and Strategies and planning forms/processes.</td>
<td>CSPC members</td>
</tr>
<tr>
<td>Mid-September</td>
<td>Unit Plan available online; Program Plan templates available</td>
<td>PRIE</td>
</tr>
<tr>
<td>September</td>
<td>Unit planning updates at meetings of various groups</td>
<td>PRIE</td>
</tr>
<tr>
<td>Sept.-October</td>
<td>Facilities and IT develop replacement cycle information</td>
<td>IT, Facilities</td>
</tr>
<tr>
<td>October 1</td>
<td>Course SLO reports from Spring/Summer courses due</td>
<td>SLO reporters</td>
</tr>
<tr>
<td>October</td>
<td>Departments contact Facilities and IT re feasibility</td>
<td>Dept. Chairs, Supervisors, Deans</td>
</tr>
<tr>
<td></td>
<td>Workshops and other help with Unit Planning</td>
<td>PRIE</td>
</tr>
<tr>
<td>Early November</td>
<td>Department Unit Plan initial draft completed</td>
<td>Dept. Chairs, Supervisors, Deans</td>
</tr>
<tr>
<td>Mid November</td>
<td>Program plans due to PRIE Office</td>
<td>Leads of cross-division programs</td>
</tr>
<tr>
<td>Late Nov.</td>
<td>Program plan presentations at President’s Cabinet</td>
<td>Leads of cross-division programs</td>
</tr>
<tr>
<td>Early December</td>
<td>Last day for Departments to revise Unit Plan online</td>
<td>Department Chairs, Supervisors</td>
</tr>
<tr>
<td>Early December</td>
<td>Divisional Unit Plan priorities finalized</td>
<td>Dept. Chairs, Supervisors, Deans</td>
</tr>
<tr>
<td>Mid December</td>
<td>Last day for Divisions to enter divisional priorities online</td>
<td>Deans</td>
</tr>
<tr>
<td>Mid December</td>
<td>Faculty hiring requests completed</td>
<td>Deans, Department Chairs</td>
</tr>
<tr>
<td>Mid December</td>
<td>President’s memo on planning and budget priorities sent out</td>
<td>President</td>
</tr>
<tr>
<td>Late January</td>
<td>Last day for CSAs to enter CSA Unit Plan priorities online</td>
<td>VPI, VPSS, VPA, President</td>
</tr>
<tr>
<td>End of January</td>
<td>Last day for Divisions to enter Unit Plan items that will be presented to the Budget Committee</td>
<td>Deans</td>
</tr>
<tr>
<td>Early February</td>
<td>Unit Plan Achievement Report open for data entry</td>
<td>PRIE</td>
</tr>
<tr>
<td>Mid February</td>
<td>Editing period for information for Budget Committee</td>
<td>Dept. Chairs, Supervisors, Deans</td>
</tr>
<tr>
<td>Mid February</td>
<td>Last day for IT and Facilities Departments to enter Facilities and IT costing information</td>
<td>IT, Facilities</td>
</tr>
<tr>
<td>Late February</td>
<td>Program Review Reports due to the Instruction Office</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>Late February</td>
<td>Budget Committee hearings begin</td>
<td>Budget Committee, Deans</td>
</tr>
<tr>
<td>March 1</td>
<td>Course SLO reports from Fall course assessments due</td>
<td>SLO reporters</td>
</tr>
<tr>
<td>Early March</td>
<td>Budget Committee hearings continue</td>
<td>Budget Committee, Deans</td>
</tr>
<tr>
<td>Late March</td>
<td>Last day for IT &amp; Campus Development Committee to enter priorities for Unit Plan objectives</td>
<td>IT Committee, CD Committee</td>
</tr>
<tr>
<td>Early April</td>
<td>Budget Committee deliberations begin</td>
<td>Budget Committee</td>
</tr>
<tr>
<td>Mid to late April</td>
<td>CSPC meets to review planning process, data, etc.</td>
<td>CSPC</td>
</tr>
<tr>
<td>Late April</td>
<td>Requests for new classified staff positions finalized</td>
<td>VPA, Deans, Dept. Chairs, Supervisors</td>
</tr>
<tr>
<td>Early May</td>
<td>Budget Recommendations made to President</td>
<td>Budget Committee</td>
</tr>
<tr>
<td>Early May</td>
<td>CSPC meets to plan for fall processes</td>
<td>CSPC</td>
</tr>
<tr>
<td>Mid May</td>
<td>Last day to enter Unit Plan Achievement Report information</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>Mid May</td>
<td>President approves final financial allocation recommendation</td>
<td>President</td>
</tr>
</tbody>
</table>
Section 4: Institutional Plans

- Fall Semester: Vice Presidents review the Institutional Plans.
- Fall Semester: Information gathered as needed from departments and divisions.
- Spring Semester: Any institutional plan revisions are finalized, reviewed, and posted.

Overview

Institutional Plans describe overarching processes that involve a range of activities acting across the college.

- **OPR** = Office of Primary Responsibility = lead office
- **OCR** = Office of Cooperating Responsibility = cooperating person or group

<table>
<thead>
<tr>
<th>Institutional Plan Name</th>
<th>OPR (lead)</th>
<th>Shared Governance Group</th>
<th>Descriptor / Comments</th>
</tr>
</thead>
</table>
| Educational Master Plan | VPI        | Academic Senate Curriculum Committee | • Academic program organization  
|                         |            |                         | • Informed by Program Reviews |
| Student Support Services & Enrollment Management | VPSS | Enrollment Management Group | • Summary of Student Support Services  
|                         |            |                         | • Informed by Program Review |
| Resource Management and Capital Outlay Plan + Facilities Master Plan | VPA | Resource Allocation Committees (e.g. Budget Committee) | • Summary of Capital Outlay programs and resource allocation processes  
|                         |            |                         | • Coordinated with District programs |
| Student Success and Support Programs Plan | Dean of Student Success and Equity | Matriculation and Student Success Committee | • Core services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services. |
| Student Equity Plan | Dean of Student Success and Equity | Student Equity Committee | • Reducing disproportionate impacts on student success |

Participatory decision-making connections

Each Institutional Plan has an associated Shared Governance group. These groups are consulted on aspects of the plan and are involved in the processes by which the plan is implemented.

Data connections

Each Institutional Plan utilizes specific data related to the area of the college to which the plan applies; examples are shown below:
• Education Master Plan: Enrollment, staffing, productivity, Program Reviews, student achievement, SLO assessment, curriculum development, etc.
• Student Support Services Management Plan: Enrollment, staffing, student success, use of student services, satisfaction with student services, etc.
• Resource Management and Capital Outlay Plan: Financial records, budget information, staffing, efficiency metrics, Unit Plan data, etc.

Connections to resource allocation

The Institutional Plans describe resource planning and allocation processes relevant to the area covered by the plan.

• The Education Master Plan outlines the process for hiring full-time tenure track faculty.
• The Student Support Services Plan includes a summary of the planning and resource allocation processes used by Student Services as part of the overall college planning process.
• The Resource Management and Capital Outlay plan provides a summary of the capital outlay, resource allocation, and classified staff hiring processes of the college.
• The SSSP Plan provides information on how SSSP funding from the CCCCO is allocated to the core matriculation work of the college and integrated into college planning.
• The Student Equity Plan includes information on how Student Equity funding from the CCCCO is used to reduce access and achievement gaps at the college and integrated into college planning.
Section 5: Resource Allocation Plans

- Fall Semester: Vice Presidents review the Resource Allocation Plans.
- Fall Semester: Information gathered as needed from departments and divisions.
- Spring Semester: Any plan revisions provided to the PRIE Office, which will take the information to the Executive Council and the President's Cabinet.

Overview

These plans describe the annual resource allocations processes for financial resources, faculty and classified staffing, IT and Facilities. These plans are developed by the person assigned primary responsibility (as shown on the chart below) in coordination with the appropriate governance committee. Resource allocation planning links to information from institutional plans, annual Unit Plans, Program Reviews, Program Plans, etc.

OPR = Office of Primary Responsibility = lead office
OCR = Office of Cooperating Responsibility = cooperating person or group

<table>
<thead>
<tr>
<th>Resource Allocation Plan Name</th>
<th>OPR (lead)</th>
<th>Shared Governance Group</th>
<th>Descriptor / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial</td>
<td>VPA</td>
<td>Budget Committee</td>
<td>• Summary of process and procedures for financial resources allocation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Include categorical, OTO and CT funds, timing and mechanics.</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>VPA</td>
<td>Classified Senate</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>• Summary of process for requesting new faculty FTE and procedures for managing this resource.</td>
</tr>
<tr>
<td>Information Technology Equipment</td>
<td>IT Dean</td>
<td>IT Committee</td>
<td>• Comprehensive IT resource management.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• All college IT needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• ROE for use/management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Process for requesting new equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 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>• Define the process for development of the annual Facilities Maintenance, Repair and Improvement (MRI) Plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Work scopes that are below the threshold of modernization or new construction programs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Integrated with ADA, SMSR, HAZMAT and Institutional / Program plan requirements.</td>
</tr>
</tbody>
</table>

Participatory decision-making connections

Each Resource Allocation Plan has an associated Shared Governance group. These groups are consulted on aspects of the plan and are involved in the processes by which the plan is implemented. Resource requests as part of the Unit Plans are ranked at the department, division, and CSA level. Cross-divisional Program
Plans, which include resource requests, are each associated with participatory decision-making input (see section on Program Plans below). Faculty and classified staff hiring processes have specific prioritization processes which involve shared input (see next page).

Data connections

Each Resource Allocation Plan utilizes specific data related to the area of the college to which the plan applies; examples are shown below.

- **Financial:** Financial records, budget information, staffing, efficiency metrics, Unit Plan data, etc.
- **Classified Staff:** Budget information, staffing information, efficiency metrics, Unit Plan data, vacant position summary, etc.
- **Faculty:** Enrollment, staffing, productivity, Program Reviews, curriculum, Unit Plan data, etc.
- **Information Technology Equipment:** IT needs, IT replacement cycle, cost information, budget information, Unit Plan data, etc.
- **Facilities:** Facilities usage, Facilities condition, budget information, cost information, Unit Plan data, etc.

Connections to resource allocation

**Budget Committee (Budget Committee Charge):**
Utilizing the results of the college planning process and established criteria, the Budget Committee evaluates requests for budget allocations; establishes procedures and calendars used in the college budget process; and, recommends allocation of the money available from the college unrestricted COLA/growth and one-time-only (OTO) funds. The Budget Committee operates with the college policy of maintaining historical operating base budgets. Note: The amount of unrestricted COLA/growth and OTO funds available for the budget committee process is determined annually by the President in consultation with the VPA, and reviewed by President’s Cabinet. Unrestricted COLA/growth and OTO funds are drawn from multiple sources including but not limited to: College Discretionary Fund (CDF), Instructionally-Related (IR), Partnership for Excellence (PFE), Vocational and Technical Education Act (VTEA), State Instructional Equipment Funds (SIEF), Disabled Students Programs and Services (DSP&S), etc. Changes in the initial calculation of unrestricted COLA/growth and OTO funds are brought to the committee for appropriate adjustments.

**Faculty Hiring (information from the Educational Master Plan)**
New full-time, tenure-track faculty positions are requested by interested departments. These requests may occur as the result of a retirement or resignation, or they may be growth positions. Requests are submitted to the Instruction Office on a form that offers a profile of department information (trends within the department, productivity, and so on) as well as a rationale for why the position is needed. These forms from departments campus wide are gathered in one packet and are distributed to members of the Academic Senate. They are used as a platform of information for Senators to consider at meetings during which they hear presentations by department chairs who advocate for proposed positions to be forwarded to the district for approval and funding. Based on these presentations, Senators vote to rank the submitted positions. That Senate ranking then goes to the Vice President of Instruction and Vice President of Student Services, who may adjust the list to create a final hiring list for SCC.

Once SCC’s final hiring list has been presented to the Academic Senate and approved by the College President, the Vice Presidents of Instruction and Student Services take it to the district where it is considered along with the lists from the other Los Rios colleges. There the Vice Presidents consider several
factors—the total number of positions available/allocated in the district, the relative proportion of total WSCH at each college, and each school’s relative success in achieving a state-mandated ratio 75/25 of full-time to adjunct instruction—in order to determine a final number of positions for each campus. These are the positions that will be hired for the following fall semester although occasionally a position may be determined “critical,” in which case that position may be hired early for the spring semester, borrowing against the number of positions approved for fall start dates.

Classified Hiring (information from the Classified Staff Resource Allocation Plan):
Annually, in the fall time period, as part of the overall budget process, the district will allocate a specified, budget driven number of NEW classified positions for the colleges and district. Typically, as part of this process, a number of positions will be ‘banked’ (identified, but held vacant) in anticipation of future growth and to accommodate planned new, permanent Facilities that require staffing when they come on line.

Each college and district unit must submit prioritized needs with supporting rationale to compete for the new classified staff positions being made available for that budget year. This process assumes that all requested positions have been previously identified in the College Strategic Planning System and Unit Planning process which provides needed prioritization and rationale to fulfill the district requirements. In times of constrained or reduced budgets, if no new positions are being made available, the prioritization portion of this overall process may be suspended.
Section 6: Program Plans

September: Program Plan lead works with cooperating groups and shared governance committees to:
- Discuss planning priorities.
- Clarify how the work of the cross-divisional program aligns with the goals and priorities of the college.
- Review the Program Planning process.
- Develop draft the Program Plan.
- Review the connections to Unit Plans.

October: Program plan leads work on the Program Plans in consultation with cooperating groups and shared governance committees.

October: Program plan leads consult IT, Facilities, and Unit Plan writers as needed.

November: Program plans due to the PRIE office.

November: Program plans presentations at President’s Cabinet.

Overview
These are annual, college-wide plans aligned with functions that cross departments and/or divisions. They include elements of review, as well as planning work, for the cross-divisional programs. Program Plans 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. Each Program Plan has an associated participatory decision-making group.

Program Plans are presented to the President’s Cabinet, which provides feedback to the President. The President makes the final determination on Program Plan funding.

OPR = Office of Primary Responsibility = lead office
OCR = Office of Cooperating Responsibility = cooperating person or group

<table>
<thead>
<tr>
<th>Program Plan Name</th>
<th>OPR (lead)</th>
<th>OCR (cooperating person or group)</th>
<th>Participatory Decision-making Group</th>
<th>Descriptor / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archives</td>
<td>LRC Dean</td>
<td>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>VPI, VPSS, Academic Senate, Department Chairs, Division Deans, Faculty, Counselors, EOPS, DSPS, CalWORKs, Transfer Center, International Students, RISE, PUENTE, MESA/CCCP</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 Coordinator, VPI, VPSS, VPA, Learning Skills &amp; Tutoring Center; Writing Center; Planning, Research, &amp; Institutional Effectiveness Office; Staff Resource Center; English, ESL, Reading, Counseling, and Math Departments and their associated labs.</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>PRIE Office</td>
<td>Executive Council</td>
<td>Coordination of college-wide work related to continuous quality improvement.</td>
</tr>
<tr>
<td>College</td>
<td>College Advancement Office</td>
<td>Recognition Events</td>
<td></td>
<td>Includes College Foundation,</td>
</tr>
<tr>
<td>Department</td>
<td>Description</td>
<td>Oversight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advancement</td>
<td>SCC Foundation Board, President's Cabinet, District Advancement Council</td>
<td>Committee, community relations, recognition events and scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance Education</td>
<td>DE Coordinator, Distance Education Advisory Subcommittee of the Academic Senate, Distance Education Subcommittee of the Curriculum Committee</td>
<td>Educational and Information Technology Committee, DE: information, policies, staff development, IT assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Program</td>
<td>AVPI VPI, VPSS, VPA, SCC Foundation, President’s Office, Transfer Center, Deans and Faculty in Several Divisions, Honors Coordinator</td>
<td>Honors Advisory Committee, Honors &amp; Awards Committee, Honors classes and program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>IT Dean</td>
<td>IT Dean, Educational and Information Technology Committee, IT hardware and software purchasing, upgrading, replacement and maintenance; technology support and planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Book &amp; Media Collection</td>
<td>LRC Dean Library Technical Services Staff, Technical Services, Collection Development, and Media Services Librarians, Library Department Chair</td>
<td>Learning Resources Committee, Library materials and collection funding and planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>PIO Marketing Team</td>
<td>Enrollment Management Team, College marketing information, SCC home page website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Production &amp; Services</td>
<td>Learning Resources Division Facilities, Outreach Centers, College Media Services</td>
<td>Educational and Information Technology Committee, Classroom technology; campus event support; and media production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Instructional Equipment &amp; Infrastructure</td>
<td>Operations Office Campus Police Replacement cycle and requirements for classroom, hallway, and office flooring and classroom furniture; infrastructure associated with the Americans with Disabilities Act.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety, Security &amp; Environment Management</td>
<td>Operations Office</td>
<td>Campus Safety Committee, Policies, procedures, and general information and resources related to campus public safety, emergency, and environmental management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Development</td>
<td>Staff Resource Center Staff Development Coordinator</td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Success and Support Program</td>
<td>Associate Vice President for Enrollment and Student Services Student Services Departments Matriculation &amp; Student Success Committee Programs and services to increase student access and success including orientation, assessment and placement, counseling, academic advising, and early intervention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring</td>
<td>Tutoring Coordinator/LRC Dean All labs, centers, and programs that provide tutoring</td>
<td>Tutoring working group, Coordination of tutoring and learning support services, tutor training.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>Counseling/Admissions and Records DSPS, Veteran’s Center</td>
<td>Matriculation &amp; Student Success Committee Assistance with Veterans Administration processes and certifications, support services that are designed to meet the needs of veterans.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program plans are both plans and reviews of these programs. Program Plans contain the following sections:

SECTION I: Overview & Strategic Information

A. Program description & purpose
Briefly describe your program and state the overall purpose or mission of the program and its role(s) across the college. Indicate the purpose of the program in terms of the general activities and time period that these activities span.

B. Environmental scan
Provide an overview of the major factors affecting the work of the Program. You may choose to describe the internal (within the college) and external (e.g. outside of the college) environment as they affect the program. Alternatively, you may organize the information by discussing the Program’s strengths, weaknesses, opportunities, and challenges.

C. Multi-year Outcomes (AUOs)
Describe the general directions in which you see the Program moving over the next 3 years. Include any multi-year initiatives in your Program Plans. Describe how these directions and initiatives align with the College Goals. This information will be considered by the CSPC when they review the College Goals & Strategies each year and may lead to the development of new or revised college strategies.

SECTION II: Operational Review and Plan

A: Review of accomplishment of the previous year’s work
Briefly state the AUOs and SLOs (formerly called objectives) that you worked on last year and the progress you have made on those outcomes. Include a brief statement of progress on multi-year initiatives.

B. Program outcomes: Administrative Unit Outcomes (AUOs) and Student Learning Outcomes (SLOs) for the planning year.
List the AUOs and/or SLOs for the planning year. These objectives should align with and support the College Goals. Some Program Plans will have only AUOs. Others will have a mix of AUOs and SLOs.
(For more information on AUOs and SLOs see the 2016-17 Program Plan template)

C. Procedures and resource requirements for the planning year
Provide information about the procedures that you will use to accomplish your objectives and the resource requirements needed for those procedures. Include information about the funding sources available to your program.

APPENDICES:
Include appendices as needed.

Participatory decision-making connections

Each Program Plan has an associated participatory decision-making group (see table above). These groups provide input to the plan and, in many cases, help carry out the functions defined by the plan.
Data connections

Each Program Plan includes data related to the following:

- environmental scan
- accomplishment of the previous year’s work
- outcomes/ measures of merit for the planning year

The specific data provided will vary from plan to plan.

Connections to resource allocation

Program plans are funded from “above the line funds”. The plans are presented to the President’s Cabinet, which provides feedback to the President. The President makes the final determination on Program Plan funding.

Program Plans support the work of many units across the college. When a Unit Plan is being written, it is important that the writer contact relevant Program Plan leads to ask three questions:

✓ Is the objective feasible?
✓ Is it already covered by the Program Plan?
✓ Should it be included as a Unit Plan objective?
Section 7: Unit Plans

- September: Dean works with department chairs and/or supervisors to:
  - Discuss division priorities.
  - Clarify how the work of the division aligns with the goals and priorities of the college.
  - Review the Unit Planning process.
  - Develop draft Unit Plan objectives.
  - Review the connections from Unit Plans to IT, Facilities, and Program Plans.

- September: Department chairs work on Unit Plans in consultation with their division dean, department faculty, department classified staff, and other departments that may be affected by the department plan.

- October: Department chairs contact IT, Facilities, and Program Plan writers as needed.

- October: Draft objectives are reviewed by division dean and suggestions provided to department chairs/supervisors.

- November: Department chairs revise unit objectives, outcomes, etc. as needed.

- November: Dean reviews division priorities with department chairs/supervisors.

- December: Dean enters division priorities.

- January: Dean indicates which Unit Plan items will be presented to the Budget Committee (as determined by the division/department prioritization process).

SCC Unit Plan timeline (Note: More specific dates are provided annually):

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-September</td>
<td>Institutional Effectiveness Reports available</td>
<td>PRIE</td>
</tr>
<tr>
<td>Mid-September</td>
<td>Unit Plan available online; Program Plan templates available</td>
<td>PRIE</td>
</tr>
<tr>
<td>September</td>
<td>Unit planning updates at meetings of various groups</td>
<td>PRIE</td>
</tr>
<tr>
<td>October</td>
<td>Departments contact Facilities and IT re feasibility</td>
<td>Dept. Chairs, Supervisors, Deans</td>
</tr>
<tr>
<td>October</td>
<td>Workshops and other help with Unit Planning</td>
<td>PRIE</td>
</tr>
<tr>
<td>Early-mid November</td>
<td>Department Unit Plan initial draft completed</td>
<td>Dept. Chairs, Supervisors, Deans</td>
</tr>
<tr>
<td>Early December</td>
<td>Last day for Departments to revise Unit Plan online</td>
<td>Department Chairs, Supervisors</td>
</tr>
<tr>
<td>Early December</td>
<td>Divisional Unit Plan priorities finalized</td>
<td>Dept. Chairs, Supervisors, Deans</td>
</tr>
<tr>
<td>Mid December</td>
<td>Last day for Divisions to enter divisional priorities online</td>
<td>Deans</td>
</tr>
<tr>
<td>Late January</td>
<td>Last day for CSAs to enter CSA Unit Plan priorities online</td>
<td>VPI, VPSS, VPA, President</td>
</tr>
<tr>
<td>End of January</td>
<td>Last day for Divisions to enter Unit Plan items that will be presented to the Budget Committee</td>
<td>Deans</td>
</tr>
<tr>
<td>Early February</td>
<td>Unit Plan Achievement Report open for data entry</td>
<td>PRIE</td>
</tr>
<tr>
<td>Mid February</td>
<td>Editing period for information for Budget Committee</td>
<td>Dept. Chairs, Supervisors, Deans</td>
</tr>
<tr>
<td>Mid February</td>
<td>Last day for IT and Facilities Departments to enter Facilities and IT costing information</td>
<td>IT, Facilities</td>
</tr>
<tr>
<td>Late February</td>
<td>Budget Committee hearings begin</td>
<td>Budget Committee, Deans</td>
</tr>
<tr>
<td>Late March</td>
<td>Last day for IT &amp; Campus Development Committee to enter priorities for UP objectives</td>
<td>IT Committee, CD Committee</td>
</tr>
<tr>
<td>Early April</td>
<td>Budget Committee Deliberations begin</td>
<td>Budget Committee</td>
</tr>
<tr>
<td>Early May</td>
<td>Budget Recommendations made to President</td>
<td>Budget Committee</td>
</tr>
<tr>
<td>Mid May</td>
<td>Last day to enter Unit Plan Achievement Report information</td>
<td>Department Chairs</td>
</tr>
<tr>
<td>Mid May</td>
<td>President approves final financial allocation recommendation</td>
<td>President</td>
</tr>
</tbody>
</table>
Unit Plans are 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. Unit plan information is entered into the online Unit Planning system in the fall and resource allocation occurs in the spring. The “planning year” is the year for which the plan is written. It’s “next year” in most cases.

The word “unit” means a department or functional area of the college. Instruction, Student Services, and Administrative Services all have units which write Unit Plans. Overall responsibility for Unit Plans is assigned to the person responsible for the unit/department (e.g., dean, coordinator, or department chair). Most units have a department chair, a supervisor or a coordinator who inputs the information in the online planning system.

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. Resource requirements are identified at the unit level and aggregated with College level support plans and activities for resource allocation decisions.

Unit Plan objectives are aggregated and prioritized at the department, division, and CSA levels. Shared governance review and recommendations are part of the prioritization of IT, Facilities and Financial resource requests. The related participatory governance standing committees review and prioritize those resource requests.

Unit Plan Accomplishment Reports: Near the end of the Spring Semester each unit reports on the accomplishment of its Unit Plan objectives. In that report, units provide information on whether each objective was accomplished, how the objective was implemented and if SLO data was used in the process.

OPR = Office of Primary Responsibility = lead office
OCR = Office of Cooperating Responsibility = cooperating person or group

<table>
<thead>
<tr>
<th>Plan Name</th>
<th>OPR (lead) OCR (cooperating person or group)</th>
<th>Shared Governance Group</th>
<th>Plan Type</th>
<th>Descriptor / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plans</td>
<td>Units (Instructional departments, Administrative Services areas, and Student Service units)</td>
<td>Applicable resource allocation committee</td>
<td>Annual operational plan and resource requirements statement for specific college units/departments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Unit objectives linked to College goals to form the basis of annual resource allocation process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Resource requirements identified at the unit level and aggregated with College level support plans and activities for resource allocation decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Aggregated and prioritized through the VP level. Shared governance review and recommendations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Program reviews examine past annual Unit Planning and project Unit Plan needs into the future</td>
</tr>
</tbody>
</table>
Connections to other plans

Program Plans, which provide planning for functions that cross units and divisions, intersect with the work of various departments. **When developing a Unit Plan objective that connects with an area covered by a Program Plan (tutoring, staff development, marketing, etc.) the person writing the Unit Plan should contact the writer of the aligned Program Plan and ask 3 questions:**

- Is the objective feasible?
- Is it already covered by the Program Plan?
- Should it be included as a Unit Plan objective?

Key point

Program Reviews examine past annual Unit Plans and project Unit Plan needs into the future. Thus, the annual Unit Plans provide key information for multi-annual Program Reviews.

Resource Allocation Plans provide information relevant to the Unit Planning process. The Resource Allocation Plans are summaries of process and procedures for financial resources allocation. These plans include the Financial Plan, Classified Staffing Plan, Faculty Plan, Information Technology Equipment Plan, and Facilities Plan.

Participatory decision-making connections

Unit Plan objectives are aggregated and prioritized at the department, division, and CSA levels. Shared governance review and recommendations are part of the prioritization of IT, Facilities and Financial resource requests. The related participatory governance standing committees review and prioritize those resource requests.

Division discussion: The Unit Planning process includes input from the faculty, classified staff, and manager of the unit. The Dean works with department chairs and/or supervisors to guide the Unit Plan process, discuss division priorities, and provide input into Unit Plan objectives. Department chairs draft Unit Plan elements in consultation with their department faculty and staff.

Committees: Standing Committees also contribute to Unit Plans and resulting resource allocation. For example, the Information and Educational Technology Committee reviews Unit Plan objectives which have IT resource requests.

Data connections

Data used in Unit Planning include, but are not limited to:

- Student data (enrollment, demographics, success measure, etc.)
- Staffing data
- Student Outcome Data (e.g. SLO assessment data)
- Previous Unit Plan outcomes reports
- Qualitative data and observations about your unit/department.

PRIE data: A standard set of data related to Unit Plans is provided by PRIE at the Unit Plan/Program Review data website [http://scc-prieweb.scc.losrios.edu/planning/](http://scc-prieweb.scc.losrios.edu/planning/) (note that this website is only accessible from a campus computer). This data includes information on enrollment patterns, student demographics, student success, students declaring the discipline as a major, student completion of degrees and certificates, department faculty FTE, and department productivity. The data covers a 6 year time span. Additional data
can be requested from PRIE via the data request form. A link to that form can be found on the PRIE Research page [http://www.scc.losrios.edu/prie/research/](http://www.scc.losrios.edu/prie/research/).

**SLO assessment data:** Many units use the assessment of SLOs to guide Unit Planning. This can be based on formal SLO reports, on department discussions of SLO achievement by students, or both. Information about SLO assessment can be found at the SCC SLO website: [http://www.scc.losrios.edu/slo/](http://www.scc.losrios.edu/slo/). The Unit Plan Accomplishment Reports have a field in which the unit indicates if SLO data was used in the development or the evaluation of the Unit Plan objectives.

**Unit Plan objective outcome measures:** Each Unit Plan objective is associated with an “outcome measure” – an outcome that indicates that the object has been accomplished. These can be qualitative (e.g. “revision of curriculum completed”) or quantitative (e.g. “15% increase in students using the service”). These are also shown on the Unit Plan accomplishment report, the document where units indicate if they have achieved their unit outcomes.

**Other data:** Units often use other data to guide their Unit Plans. This can include metrics related to the use of services, satisfaction surveys, etc.

**Connections to resource allocation**

Shared governance review and recommendations are part of the prioritization of IT, Facilities and Financial resource requests. The related participatory governance standing committees review and prioritize those resource requests. This information is provided to the Budget Committee, which makes overall recommendations to the President related to the funding of Unit Plan objectives with resource requests. At the end of the year, the PRIE Office assists the Budget Committee in analyzing which Unit Plan objectives with resource requests were accomplished (the information comes from the Unit Plan accomplishment reports).

Unit plan objectives are linked to Facilities, IT, and financial resources through information provided on the Unit Plan. Unit plans may also align with resources allocated through Program Plans. When working on Unit Plan objectives which have IT or Facilities resource requests or align with a Program Plan, it is incumbent on the Unit Plan writer to contact IT or Facilities staff to ask:

- Is the objective feasible?
- Is it already covered in the planned work of IT or Facilities?
- Should it be included as a Unit Plan objective?

It is generally a good idea to include items in the Unit Plan even if they are being funded by a Program Plan. However, do not ask for funding from two sources (e.g. both a Program Plan and the Budget Committee). If the Unit Plan objective is being funded by a by Program Plan or categorical funding source, simply indicate this in the objective description by saying something like “this objective will be funded by the ___ Program Plan.”

Unit Plan objectives are intended to reflect (1) new initiatives or (2) ongoing work which is being done in a new way or which requires additional resources. Funding may be requested on a one time only basis, or on a continuing basis. The Budget Committee directly recommends funding for one time only expenditures. Requests for continuing increases in funding are evaluated by the VPA, who provides information to the Budget Committee related to those requests.

“Maintenance of Effort” (MoE) refers to situations in which a department requires additional continuing financial resources in order to continue the same activities (e.g. the same classwork, the same student service activity) it has been doing. For example, if the supplies to run a class lab have increased in cost such that it
requires more financial resources to run the same labs, the department could submit this as a MoE request for an increase in the department base budget.

<table>
<thead>
<tr>
<th>Type of funding</th>
<th>Type of work</th>
<th>One Time Only (OTO)</th>
<th>Continuing funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>New activities</td>
<td></td>
<td>• Included as a Unit Plan Objective</td>
<td>• Included as a Unit Plan Objective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Funding request will go to Budget Committee</td>
<td>• Funding request will go to VPA for evaluation; information will go to Budget Committee</td>
</tr>
<tr>
<td>Current activities</td>
<td></td>
<td>• Included as a Unit Plan Objective</td>
<td>• Included as a Unit Plan Objective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Funding request will go to Budget Committee</td>
<td>• Funding request will go to VPA for evaluation; information will go to Budget Committee</td>
</tr>
</tbody>
</table>

**Maintenance of Effort (MoE)**

**Frequently asked questions about Unit Plans**

**What is the “planning year”?**

The “planning year” is the year you are planning for. It’s “next year” in most cases. Remember that each year we are reviewing how well things worked last year, implementing our tasks for this year, and planning for next year. So in Fall 2014 we work on the 2015-16 Unit Planning year.

**What is the link to the online Unit Plan?**

The Unit Plan information is now entered online. It looks a lot like the old excel file that we used to use. The online Unit Planning portal is at the following link:

http://file.scc.losrios.edu/unitplanner/.

**Can I get to the online Unit Plan from home?**

Yes. Use the same link (see above). The difference is that when you click on the link from an off campus computer it will ask you for your SCC user name (w123456) and password to log in.

**When I use the online Unit Plan what can I look at? What can I enter or edit?**

You can use the “view all” choice to see what everyone has entered into the online Unit Plan. You can only enter or edit your own unit’s information. For example, a department chair can enter/edit department objectives, department priorities, etc., while a division dean can enter division priorities. Use the “edit mine” choice to work on your Unit Plan.

**How should I word an objective? An outcome measure?**

The wording of your objective should make it clear what you are planning to do – be specific. For example, don’t say, “Support success for all students” and then stop there. You could say, “Support student success by increasing the number of students who have iSEPs” or “Implement new laboratory assignments to increase success in Biology courses”. The wording of the outcome measure should indicate how you know you’ve accomplished your objective. It could say, “The number of students who have iSEPs will have increased substantially”. Or it could say, “New lab assignments have been implemented in 3 courses”. Or, “A new classified staff person has been hired.”
Should the Unit Plan objectives include items that don't have resource requests?

Yes. Include any important tasks that you are planning for the next year whether or not they are associated with resource requests. For example, the Unit Plan allows you to indicate some important types of actions that may or may not require resources:

- Curriculum changes such as modifying course outlines, pre-requisites, etc.
- Changes to teaching methods such as adding technology to a class, developing new teaching materials for classes or workshops, utilizing tutors in a new way, etc.
- Changes to administrative processes including paperwork processing, staff processes, etc.
- Outreach or response to the community outside the college including local high schools, transfer universities, industry partners, or community groups.

Should the Unit Plan objectives reflect only new efforts? Should they include mostly ongoing work?

This isn’t a simple yes or no answer (sorry). Our Unit Plans reflect our new efforts, but they also include work that enhances or extends ongoing efforts that are working well. Continuous improvement means that we change things to make improvements, but it also means that we support and build on current work that is effective. So if you intend to extend/develop/support an ongoing activity that has worked well, that should be included in the Unit Plan. For example, an objective might note that new equipment in some lab classes resulted in substantially increased student success, and so you will be expanding the use of that equipment to additional classes. Or you might have an objective that you will increase staff training so that more staff use a process that is working effectively. You might indicate a need for additional funding/equipment/Facilities in order to continue to serve the large number of students who are successful in your program.

How many objectives should a Unit Plan include?

Fewer are usually better. This will vary depending on the department, but in general if you have more than 5-10 objectives ask yourself if you really want that many. There are some practical limits on what you can get done in one year. Trying to complete a very long list of objectives in a given year may result in a “not-enough-aspirin-in-the-universe” situation for the department. Also remember that for those objectives with resource requests there are limits on how many can be funded in any one year (especially in these budget times).

Should I combine multiple items into one objective?

Usually not. When writing Unit Plan objectives which have fiscal requests, multiple items or actions should be combined under one objective only if the individual items or actions cannot be feasibly implemented separately. For example, new lab equipment, the software needed to run the equipment, and an increase in base to include the maintenance contract for the new equipment may all have to be requested as a unit.

What if my objective will take more than one year?

You can indicate the start and end years for all objectives. The online system is set it up so that you can show the start year and the end year for the objective. This way you can indicate a timeframe for implementing a multi-year objective. In your description of the outcomes measures, indicate what part of the objective you want to get done in the planning year you are writing about.

What if my objective has a Facilities or IT resource request?

Unit Plan objectives are linked to Facilities and IT resources through information provided on the Unit Plan. When working on Unit Plan objectives which have IT or Facilities resource requests, it is important that the Unit Plan writer to contact IT or Facilities staff to ask:

- Is the objective feasible?
- Is it already covered in the planned work of IT or Facilities?
- Should it be included as a Unit Plan objective?
What if my objective aligns with something in a Program Plan?
Unit Plans may also align with resources allocated through Program Plans. When working on Unit Plan objectives which align with a Program Plan, it is important that the Unit Plan writer to contact IT or Facilities staff to ask:
- Is the objective feasible?
- Is it already covered in the planned work of IT or Facilities?
- Should it be included as a Unit Plan objective?

It is generally a good idea to include items in the Unit Plan even if they are being funded by a Program Plan. However, do not ask for funding from two sources (e.g. both a Program Plan and the Budget Committee). If the Unit Plan objective is being funded by a by Program Plan or categorical funding source, simply indicate this in the objective description by saying something like “this objective will be funded by the _____ Program Plan.

When should I work with IT, Facilities or Program Plan writers to get information about feasibility of my requests?

In October. Do not wait until later to meet with IT or Facilities. If you are unsure about whether your request should have an IT or Facilities resource request ask IT or Facilities. Do that as soon as you can.

What if my objective will take place in one year but has long term resource commitments?

Be sure to mention long term commitments. If a resource request results in a long term resource commitment on the part of the college (e.g. ongoing IT support) include that information in the description or rationale for the item’s resource request. The long term commitment should be made clear at the meeting with IT and Facilities and should be part of the presentation provided to the Budget Committee. If a resource request results in ongoing intermittent costs to the department/division (e.g. a software update every three years) the department/division may work with the VPA on the financial request.

There is a deadline for departments to edit the Unit Plan; what if I don’t know the costs yet?

Include your best estimate. We understand that the cost of items can change over the next several months. Nonetheless, put your best estimate of the cost of all items in the Unit Plan. Do not leave those sections blank. You can provide the Budget Committee with a cost update later if needed.

Is the last day to edit Unit Plan objectives deadline a firm deadline?

YES. You won’t be able to enter or edit unit objectives after the deadline. If it comes in later we won’t be able to include it with the information that goes to IT, Facilities, the Budget Analyst, and the College Service Areas (CSAs).

Who enters the priorities?
The unit chair (Instructional department chair, Student Services area supervisor, etc.) enters the Department priorities. This has to be done by a late-November or early-December deadline. The Division Dean enters the Division priorities. This has to be done by a mid-December deadline. The College Executive Team (VP’s and President) enter the College Service Area (CSA) priorities. This has to be done by a late-January deadline.

What is a Unit Plan accomplishment report?
Near the end of the academic year units complete Unit Plan accomplishment reports. These reports indicate (1) if each Unit Plan objective was accomplished, (2) how the objective was met or why it wasn’t accomplished, and (3) if SLO data was used in the development or evaluation of the objective. This process will be going online in Spring 2015.
Instructions for the online Unit Planning system

Start from the planning portal webpage page. This page lets you choose to view or work on plans. You’ll be able to reach this page from home as well as on campus.

When you start working on a new planning year, you can bring in the unit plan objectives that you had the previous year and use those as a starting place. There are two ways to find information from the previous unit plans that you wrote:

- **Summary of key elements of the objectives**: On the planning portal page, look at the View Planning Analyses and Summaries section. Click on the “See Summary page” link. Use the drop down menu near the top of the page to find your area. A summary of your unit plan objectives from the past planning year (the year you are implementing now) will show. You can print this document. This is the easiest way to see what you said last year.

- **Full Unit Plan**: On the planning portal page, click on the “See Analysis page” for the year you want to see. This will give you a full listing of the last unit plan that you wrote. Remember that the plan being implemented this year was written last year. This can be exported to Excel; the file will need some formatting clean up.

There is a Yellow navigation bar at the top of the online unit plan. This allows you to go to different areas of the online unit plan. When you move the cursor over the navigation bar you will see small drop down lists; you can use these to “view” or “edit” sections of the online unit plan.

You can click “edit mine” to edit information. or “view all” to look at all SCC unit plans. While you can see unit plan objectives from across the college you can only edit those associated with your unit. The online planning system is set up so that you can enter or edit the information that is associated with your area. For example, a department chair can enter/edit department objectives, department priorities, etc., while a division dean can enter division priorities.

The first time you work on the unit plan the objectives from the previous year will be available when you open the unit plan and you’ll be able to delete, edit, or add to them.

In order to enter or edit information in the online unit plan you need to first go to the editing area of the section you are working on (you can use the yellow navigation bar to do this, click ‘Objectives/Edit Mine’), then choose a specific objective to edit. To choose an objective to edit, click on the word “edit” next to the objective you want to edit. Don’t forget to hit “Save” when you are done with each subsection!

Don’t use the browser’s back arrow to return to a part of the unit plan which you were working on before. Use the navigation bar at the top of the pages to move around in your planning work.

**Steps for entering information in the online unit plan:**

**Step 1:** Go to the SCC Online Planning Portal and choose to work on your unit plan.
On that page you will have the choice of working on your planning documents, viewing college plans, or viewing the planning analyses produced by PRIE.

- To work on your unit plan click on the “Work on my 2016-17 Unit Plan” link in the “2015-16 Planning Year” section.
- You will be able to enter or edit the information associated with your area.

**Step 2:** Enter some basic information about your unit on the “identification” page.
Click ‘identification’ in the yellow navigation bar to enter background information about your unit: the mission of the unit, the types of information that you use in planning, and the results of your review of that data for this planning year. There are two ways to enter or edit the information:
• If you are entering information for the first time on this page, you can do so by clicking on “Create mission statement for……” This will open all of the areas in this section for you to enter the information. **Don’t forget to hit “Save” when you are done!**

• If you already have some information in the areas on this page, you can click on the word “edit” to edit the information in each of the areas in this section. **Don’t forget to hit “Save” when you are done!**

**Step 3: Add new objectives or edit the objectives you already wrote.**

Your objectives from the previous year will be there when you open the unit plan and you’ll be able to delete, edit, or add to them.

• To ADD a new objective you use the insert tab to include the objective on your unit plan. After creating the objective, you use the “edit” feature to change it.

• Type the information into the first row:
  o Enter the objective ID first…you can’t save the row until you do that. It’s important to note that the computer sorts numbers differently than you normally do. If you have more than 10 objectives this can make sorting interesting. For example, if PRIE had 12 unit objectives the computer would sort them as: PRIE 1, PRIE 11, PRIE 12, PRIE 2, PRIE 3, etc. So if you have more than 10 unit objectives then use the following format for the ID numbers: MyUnit 01, MyUnit 02, MyUnit 03…MyUnit 10, MyUnit 11, and so forth. “MyUnit” is standing in for whatever abbreviation you use for your unit in the unit plan).
  o There are text boxes for the objective ID, objective, and outcome measure.
  o There are drop down menus for the start and end year of the objective.
  o There are check boxes for resource requests, type of action, and college goals.
  o Don’t enter the department priority yet; you’ll do that after you have your objectives in place.
  o Note: If you are the chair/supervisor of more than one unit, you’ll need to use the drop-down menu under “Identification” to indicate which unit the objective is part of. (It’s on the far right of the page…you may need to scroll over).

• Click “Insert” to add the objective to your unit plan. **Don’t forget to click “Insert.”**

• After the objectives have been added to your unit plan enter the department priority for each objective. (Note: You can’t put a priority in for an objective until after it’s been inserted into the list of objectives).

**Step 4: Enter some details about the resources that you are requesting.**

You can use the yellow navigation bar at the top of the page to go to the sections of the unit plan where information about resource requests can be viewed or entered.

• Hover over the type of resource request in the yellow navigation bar (e.g. “IT resource request”) and then click on “edit mine” to add or change information in that area.

• Click on “edit” to work on the information for a given objective.

• Enter the information and click “Save”

• For Financial Resource requests enter the following:
  o Description
  o Rationale
  o Nature of Request (this is a drop down menu)
  o General Funding type (this is a drop down menu)
  o Specific Funding type (this is a drop down menu)
  o Hours or quantity
  o Cost per unit
  o Total financial need (hours or quantity x cost per unit)
  o Amount requested from budget committee
• Grand total project cost
  • For Facilities Resource Requests and IT Resource requests enter the following:
    • Description
    • Rationale
  • Hit “Save” when you are done. *Don’t forget to hit “Save.”*

If you have trouble finding or accessing online unit plan, call the PRIE Office (2511), or email Marybeth Buechner, Buechnm@scc.losrios.edu or Jay L. Cull, CullJ@scc.losrios.edu.

**Entering Unit Plan Accomplishment Reports Online**
The Unit Plan Accomplishment Reports will be completed online for the first time in Spring 2015. Information will be added to the planning handbook providing instructions for that process. This page is a placeholder for that information.
Section 8: Program Review

Overview

Program Review is the process of evaluating the effectiveness of department or division level programs across the college including: Instructional Programs (degrees and certificates), Student Service Programs, Administrative Service Programs (VPA) and President’s CSA Programs (units overseen by the President’s direct reports). At SCC Program Reviews are typically multi-year review and planning documents. They include a review of the past years work and projections of future plans and resource needs.

Program Reviews link directly to planning and resource allocation. Several years of annual planning “roll up” into a multi-year Program Review. Annual Unit Plans and Program Plans provide information that is critical to the multi-year Program Review. For example, annual Unit Planning includes a review of the annual accomplishment of unit objectives via the Unit Plan Accomplishment Reports. Program Review occurs on a multi-year cycle which reviews the annual planning since the last Program Review, and uses that information to evaluate the program and project future program needs. The planning levels build upon and encompass one another. Past annual plans inform the Program Review and Program Reviews inform future annual plans.

Student Services

Student Services Program Review is a three year cycle in which the departments within that College Service Area (CSA) recognize achievements and chart past progress. Each report contains numerous examples of the results achieved over the last three years through the efforts of individuals and teams within Student Services. These reports also shed light on many of the shared challenges and barriers that must be overcome during the next three years. They include information on anticipated resource needs which are directly linked to Unit Plans and inform the resource allocation within Student Services divisions. The link to the Student Services Program Review webpage is http://www.scc.losrios.edu/studentservices/program-review/
**Instructional Services**

Instructional Program Review is a process by which the degree and certificate programs of Sacramento City College are reviewed every six years. They include information on anticipated resource needs which are directly linked to Unit Plans and inform the resource allocation within Instructional Divisions.

Instructional programs include:

- **Departmental Degree and Certificate Programs**: For degrees and certificates associated with a single department (most SCC programs) the review includes both course and degree/certificate analyses. Departmental degree and certificate programs use the “Program Review Template.”

- **Multi-disciplinary Degree and Certificate Programs not associated with a single department**: For these programs, the courses are reviewed during the associated departmental Program Reviews; however a representative department is asked to conduct the degree/certificate review.

The link to information about instructional Program Review is:  
[http://www.scc.losrios.edu/instructionalservices/program-review/](http://www.scc.losrios.edu/instructionalservices/program-review/)

**Administrative Services**

The departments in this College Service Area (CSA) are covered by one comprehensive Program Review that covers financial, classified staffing, and Facilities processes for the college. The link to Administrative Services Program Reviews is:  
[http://www.scc.losrios.edu/administrativeservices/planning/objectives-program-review/](http://www.scc.losrios.edu/administrativeservices/planning/objectives-program-review/)

**President’s Office**

Program Review includes identifying any new initiatives and/or changes for the next planning cycle. Three of the areas in the President’s College Service Area (CSA) - Advancement/Foundation, Information Technology (IT), and the Public Information Office (PIO) - write Program Plans. In those cases, Program Planning and Program Review have been combined into one comprehensive document. The Planning, Research, and Institutional Effectiveness (PRIE) Office completes an annual Unit Plan and a separate periodic Program Review. The link to the President’s Office Program Reviews is:  
[http://www.scc.losrios.edu/president/program-review/](http://www.scc.losrios.edu/president/program-review/)
Appendix: Some Planning Acronyms

CCCCO – California Community College Chancellor’s Office
CDF – College Discretionary Funds
CSA – College Service Area
CSPC – College Strategic Planning Committee
DO – District Office
GE – (1) General Education
GE – (2) Gainful Employment
IEPI – CCCCO Institutional Effectiveness Partnership Initiative
IR – Instructionally Related Funds
IT – Information Technology
LRCCD – Los Rios Community College District
MOE – Maintenance of Effort
MOM – Measures of Merit
OCR – Office of Cooperating Responsibility
OPR – Office of Primary Responsibility
OTO – One-Time-Only (resource request)
PFE – Partnership For Excellence (funds)
PRIE – Planning, Research & Institutional Effectiveness (Office)
SIEF - State Instructional Equipment Funds
SLO – Student Learning Outcome (course, service, program, GE, or institutional level)
SSSP – Student Support Services & Programs
TAP – Transportation And Parking
UP – Unit Plan
UPAR – Unit Plan Accomplishment Report
VTEA – Vocational and Technical Education Act