

IEC Recommendation on Transition from the 2011-14 College Plan
to the 2014 Educational Master Plan
October, 2012

The Institutional Effectiveness Committee (IEC) has made a final review of the objectives and outcomes of the 2011-14 College Plan, and recommends to CPC that the following metrics from that plan continue to be evaluated on an ongoing basis. The IEC also notes that most of these metrics are already included in the Educational Master Plan, either explicitly or implicitly, as Measures of Progress under the following Strategic Goals:

- Strategic Goal 1.3 - Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA)
- Strategic Goal 1.5 - Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.

2011-14 College Plan Objective	Educational Master Plan Metric
<p>Objective 1.1 The percentage of students that successfully complete their courses with a grade of “C” or higher or “P” will increase from 74.58% in Fall 2010 to 78% in Fall 2013 and from 73.77% in Spring 2011 to 78% in Spring 2014.</p>	<p>Overall successful course completion rate</p>
<p>Objective 1.2 The percentage of students that successfully complete fully online classes will increase from 65.28% in Fall 2010 to 68.25% in Fall 2013 and from 65.52% in Spring 2011 to 68.52% in Spring 2014.</p>	<p>Successful course completion rate in online classes compared to face-to-face</p>
<p>Objective 1.3 The first-to-second semester persistence rates of new matriculating first-time, full-time students (12 or more units) will increase from 87.4% from Fall 2010 to Spring 2011 to 90% from Fall 2013 to Spring 2014. The</p>	<p>First-to-second semester persistence rate of full-time and part-time students.</p>

<p>first-to-second semester persistence rates of new non-exempt half-time students (6-11.9 units) will increase from 73.8% from Fall 2010 to Spring 2011 to 78% from Fall 2013 to Spring 2014.</p>	
<p>Objective 1.4 The first-to-fourth semester persistence rates for new non-exempt first-time, full-time students will increase from 58.5% from Fall 2009 to Spring 2011 to 63% from Fall 2012 to Spring 2014. The first-to-fourth semester persistence rates for new half-time students will increase from 37.9% from Fall 2009 to Spring 2011 to 42% from Fall 2012 to Spring 2014.</p>	<p>First-to-fourth semester persistence rates of full-time and half-time students</p>
<p>Objective 1.5 The number of Associate Degrees awarded will increase by 15% from 1,684 in 2010-11 to 1,902 in 2013-14.</p>	<p>Number of Associate degree awards</p>
<p>Objective 1.6 The number of certificates awarded will increase by 10% from 1094 in 2010-11 to 1,203 in 2013-14.</p> <p>Objective 1.6.1 The number of skills competency awards earned will increase by 5% from <u>513</u> in 2010-11 to 539 in 2013-14.</p>	<p>Number of certificates and skills competency awards</p>
<p>Objective 1.7 The number of students who transfer to a four-year college or university will increase by 15% from 1,519 in 2008-09 to 1,747 in 2013-14.</p>	<p>Transfers to four-year institutions</p>
<p>Objective 1.8 The number of students who complete certificates or degrees in career technical programs will increase by</p>	<p>Number of CTE certificates and degrees</p>

<p>a minimum of 10% from 546 in 2010-11 to 600 in 2013-14.</p>	
<p>Objective 1.9 The percentage of new-to-SBCC students who enroll in a Basic Skills English course and that progress to a higher level English course within a three-year period will increase from 63.6% in the Fall 2007 cohort to 72% in Fall 2010 cohort.</p> <p>The percentage of those students that enroll in a higher level English course and receive a successful grade will increase from 81.3% in the Fall 2007 cohort to 84% in Fall 2010 cohort.</p> <p>The percentage of those students that enroll in and successfully complete English 110 within a three-year period will increase from 85.9% in the Fall 2007 cohort to 89% in the Fall 2010 cohort.</p>	<p>Progression rate from basic skills to college level in English</p>
<p>Objective 1.10 The percentage of new-to-SBCC students who enroll in a Basic Skills math course and that progress to a higher level math class within a three-year period will increase from 54.7% in the Fall 2007 cohort to 57% in the Fall 2010 cohort. The percentage of those students that enroll in a higher level math course and receive a successful grade will increase from 76.9% in the Fall 2007 cohort to 80% in the Fall 2010 cohort. The percentage of those students that enroll in a college-level math course and successfully complete within a three-year period will increase from 77.5% in the Fall 2007 cohort to 81% in the Fall 2010 cohort.</p>	<p>Progression rate from basic skills to college level in math</p>

<p>Objective 1.11 The percentage of new to SBCC students who enroll in at least one ESL level 1-4 course and who later enroll in an ESL level 5 course or higher within a three-year period will increase from 28.8% in the Fall 2007 cohort to 31% in the Fall 2010 cohort.</p> <p>The percentage of those students that enroll in an ESL level 5 course and successfully complete will increase from 89.7% in the Fall 2007 cohort to 91% in the Fall 2010 cohort.</p> <p>The percentage of students from the Fall 2010 cohort that enroll in and successfully complete English 100 or higher within three years will exceed the average success rate of the Fall 2005, 2006 and 2007 cohorts of 92.3%.</p>	<p>Progression rate from basic skills to college level in ESL</p>
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3.2 Linkage Between Strategic Plans and Program-Level Activities

It is critical that there be a meaningful and bidirectional connection between high-level strategic planning and program-level activities either in progress or planned. Without this connection, the strategic plan sits on the shelf, and the program-level plans and activities proceed without sufficient high-level integration. The connection needs to be bi-directional, to allow for planning guidance to flow from the strategic to program level, and to allow feedback from the evaluation of program outcomes to inform and influence the next planning cycle.

To facilitate that connection, in the Program Review process, every program will link at least one of its improvement goals, as applicable, to at least one Strategic Goal, and report each year on its progress in supporting that Strategic Goal. (The linkage is optional in 2013-14, and will become required in 2014-15.) The Program Evaluation Committee (PEC) will produce an annual report summarizing all these program contributions to the pursuit of the Strategic Goals.

In addition, four major governance groups (Academic Senate, Deans' Council, College Planning Council, and the District Technology Committee) will take responsibility for further facilitating the EMP-program connection. Each year, each group will ask at least one program, committee, or department to focus on making institutional progress toward each Strategic Goal, and to report back at the end of the year to a coordinating body designated by the College Planning Council (CPC). This coordinating body will analyze all these reports, along with the Program Evaluation Committee's annual report and the results of the direct measures specified for each Strategic Goal, and submit an annual assessment of SBCC's overall progress in the Educational Master Plan to the College Planning Council.

	Annual Progress Reports*	Annual Program Review**	Academic Senate	Deans' Council	College Planning Council	District Technology Committee
Strategic Direction 1: Foster student success through exceptional programs and services.	✓	✓	✓	✓		
Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.	✓	✓			✓	
Strategic Direction 3: Use technology to improve college processes.	✓	✓				✓
Strategic Direction 4: Involve the College community in effective planning and governing.	✓	✓			✓	

*Annual collection and analysis of progress reports by a coordinating body designated by CPC

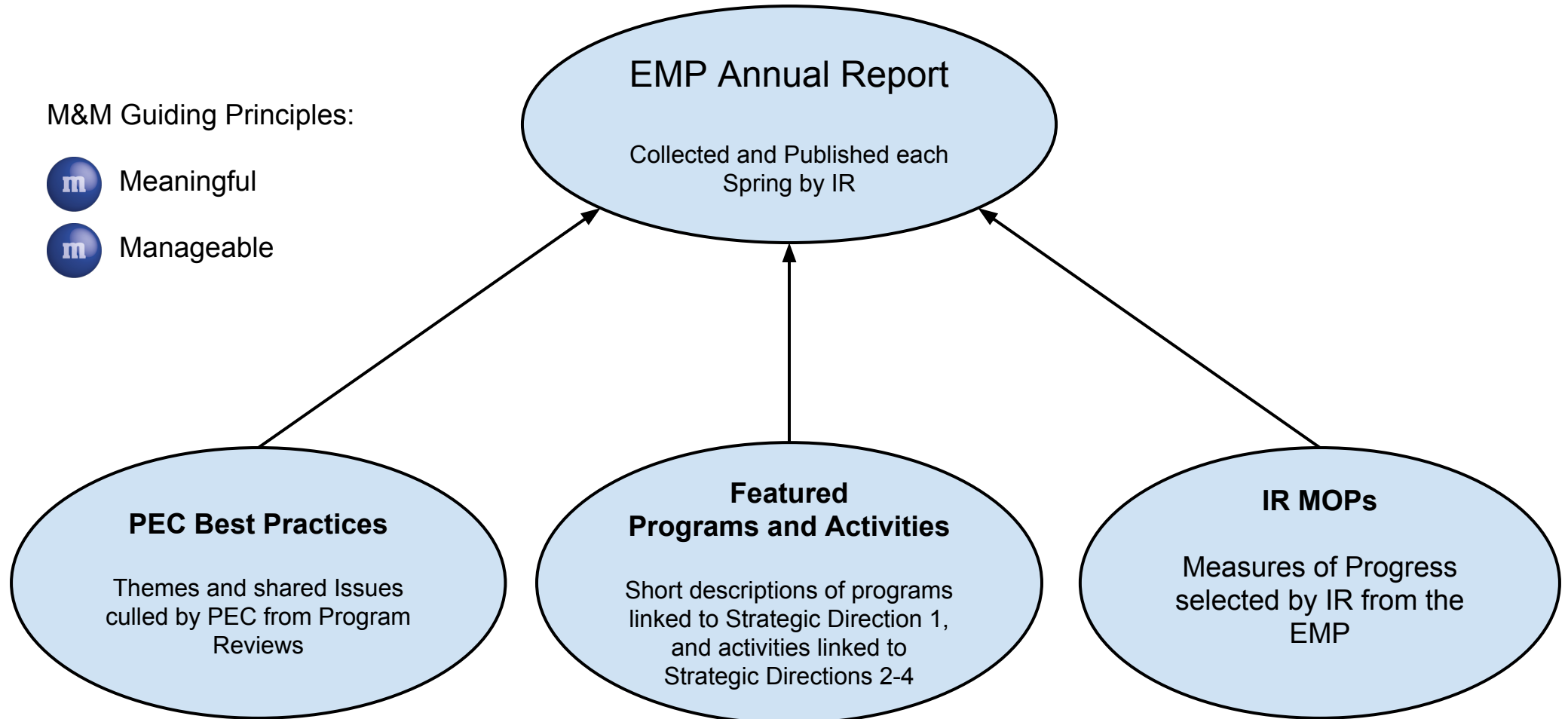
** Annual Summary Report produced by the Program Evaluation Committee

Components of the Educational Master Plan Annual Report

M&M Guiding Principles:

 Meaningful

 Manageable



EMP--Annual Report of Progress on Strategic Goals (Template)

Notes:

- 1) We recommend that CPC select the group to be featured for Strategic Direction 1 each year.
 - 2) We will need to revise the language for section 3.2 of the EMP in order to reflect the modified process.
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Background: In order to capture and share the good work that programs, committees, and departments are doing at SBCC, we are documenting progress on our college strategic directions and goals. (See 3.2 Linkage Between Strategic Plans and Program-Level Activities in the Educational Master Plan.) This group has been identified as closely linked with the goal listed below. Please share what activities the group is doing related to this goal. These reports will be shared with the College Planning Council and made available college-wide in order to foster shared understanding of our initiatives and how they support the institution's progress toward its strategic goals.

Strategic Goal 1.1: Support students as they transition to college.

Group's Name: _____

Instructions:

1. Describe what this group is doing this year to address the goal listed above. (250 word limit)
2. What do you think is the most successful element of this program (highlight one area)? (50 word limit)
3. What, if anything, do you plan to change for next year to further improve the program? (50 word limit)

Due Date: *March 15, 2015? (Note: We need to set a date that will allow the Institutional Effectiveness Committee to compile reports and prepare them in time for CPC prior to the end of the year. The last five meetings of spring are: 3/17, 4/7, 4/21, 5/5, and 5/19.)*

Groups Responsible for EMP Goal Updates

Planning and Resources September 23, 2014 Recommendations + Workgroup Recommendations

Item 4.1: EMP and Senate’s Responsibility Regarding Goals

From the Educational Master Plan: “Each year, each group will ask **at least one program, committee, or department** to focus on making institutional progress toward each Strategic Goal, and to report back at the end of the year to a coordinating body designated by the College Planning Council (CPC)” (p. 10, emphasis added).

Strategic Direction 1: Foster student success through exceptional programs and services. (pp. 11-12)

Choices made at 10/3/14 meeting of subgroup (Jack/Priscilla/Kim/Robert)

Note: Our new proposal is to feature just one program, rather than a more general summary by an entire department or committee. We suggest modifying the groups responsible for Goals 1.1-1.6.

	Responsible Parties
Strategic Goal 1.1: Support students as they transition to College.	<p>Academic Counseling Admissions Outreach Vaquero Welcome International Students ESP Athletics STEM MESA MECHA EOPS - Transitions - Running Start Orientation Veterans Program</p>
Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	<p>Student Life - Student Senate / Clubs Athletics Achievement Zone DSPS Internship Program - Foundation and Individ Internship Programs Gateway Career Center Transfer Center - TAP Personal Development Program Professional Development Work Experience - Occupational iPATH</p>
Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success	<p>SASE DSPS</p>

<p>across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).</p>	<p>EOPS Professional Development Studies ESP Athletics ESL Noncredit STEM MESA CAP MET Veterans Program iPATH Dual Enrollment</p>
<p>Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.</p>	<p>Committee on Teaching Learning Faculty Professional Development Committee Committee on Online Instruction FRC - SLOs</p>
<p>Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.</p>	<p>Student Success Support Committee SLOs Academic Counseling - Degree/Certif Programs Orientation - Assessment - Advising Transfer Center STEM Honors</p>
<p>Strategic Goal 1.6: Foster institutional improvement through professional development.</p>	<p>Faculty Professional Development Cmte. (Inservice) Faculty Resource Center Professional Development Courses Department Chair Workshops New Faculty Orientation Different Department Training for Faculty</p>
<p>Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.</p>	<p>Julie Hendricks</p>
<p>Strategic Goal 2.2: Develop a culture of emergency preparedness.</p>	<p>Joe Sullivan</p>

Strategic Goal 2.3: Improve the College's safety infrastructure.	Joe Sullivan
Strategic Goal 2.4: Implement sustainable environmental practices.	Julie Hendricks
Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.	PC
Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.	DTC
Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.	David Wong
Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.	DTC
Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.	Discuss person/body responsible at CPC.
Strategic Goal 4.2: Improve communication and sharing of information.	Discuss person/body responsible at CPC.
Strategic Goal 4.3: Strengthen program evaluation.	PEC

Processes for Review of 2015-2016 Resource Requests

1. Ranking in Committees

A. Ranking Procedures

All groups need consistency in ranking (PC, DTC, ITC and P&R)

Example:

1 yes

2 maybe

3 no

How does this method compare to the Wopat method?

What is the ranking relationship as it relates to other committees? The process we choose has to work across all ranking groups.

For example, if all committees rank an item as 1, CPC endorses.

If an item is ranked as 1,3, 2 - requires discussion at CPC.

B. Develop Ranking Guide

We need to create a one page guide that all groups follow on how to rank, method used, how it is marked on the spreadsheet and who puts the final rankings in the spreadsheet.

C. No Blank Cells

Don't leave any blank cells on the spreadsheet: mark as N/A so everyone knows it has been reviewed. Last year there was no explanation for some blank cells.

2. Review of Tabs Not Currently Assigned

Additional tabs for discussion: Other, Service, TLUs--- how are these going to be reviewed this year? These need another process because they are not formally addressed, and no costs are listed for these items.

P&R has been tasked with reviewing "Other." Will this be the only group looking at these items?

Service tab can be grouped by marketing, IR, training. Separate and send relevant items to these three areas? What will we need to do for the service tab next year?

TLUs: only reviewed in EVP's office?

Question to resolve during spring final review of process: Should these three tabs be options within Program Review or omitted?

3. Addressing Other Gaps in the Process

A. Last year IT developed a form identifying technology needs prior to filling out template.

B. This year: lottery-funded items. Purchase now in the year the money is available (exception to funding principle because we never use all of this money—no reason to wait). This allows a better handle on ending balances.

C. Spring 2015 Ed programs workgroup will review Ed. technology classroom needs prior to submitting a request in Fall 2015.

D. 2015-2016 develop a form (Lyndsay) for large ticket items to explain return on investment.