

## **Recommendation 2: Improving Institutional Planning**

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**From:** Peter Cammish  
**To:** [Barbara Fountain](#); [Jocelyn Mouton](#); [Patricia Young](#); [Christie Speck](#); [Thomas Watkins](#); [Barbara Pavao](#); [Diane White](#); [Cynthia Simon](#); [Edward Goldberg](#); [Dwight Calloway](#); [Patrick Killingsworth](#); [Robin Darcangelo](#); [Cynthia Garcia](#); [Charo Albarran](#); [Curt Johnston](#); [Roger Clague](#); [Jowel Laguerre](#); [Abla Christiansen](#); [Shemila Johnson](#); [Shirley Lewis](#); [Marcie McDaniels](#); [Marie Mayne](#); [Karen McCord](#); [Maire Morinec](#); [Thomas "Jerry" Kea](#); [Amy Utt](#); [Deborah Mann](#)  
**Cc:** [Jowel Laguerre](#); [Pei-Lin Van't Hul](#); [Annette Dambrosio](#)  
**Subject:** Program Review and Planning  
**Date:** Thursday, October 03, 2013 3:20:00 PM

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Hello

Over the next 2 hours I will be sending each of you feedback on your program reviews and plans from the database.

The level of effort was pretty variable and I know each of you are busy at this time of year. There were some standout program reviews from Cynthia Simon, Robin Darcangelo, Cynthia Garcia and Curt Johnston that all looked very good – so thanks for that.

Please have a look at the feedback when you receive it. It is meant to guide you to produce a better program review and project list for the Strategic 3 year plan. Dr Laguerre has asked that himself and the VPs be copied in on any feedback.

Please take this opportunity to reflect on the feedback and make any necessary changes before 5PM 17<sup>th</sup> October.

Time permitting, I am more than happy to work with you to strengthen your plans if need be.

Some common problems included

- Out of date assessments: A lot of assessment work was completed last year but we need to bring that up to date if you can.
- Projects not being clearly defined: Remember projects need an end date rather than just stretch on into the distance. It might be easier to think of your projects as a series of “Products” please see this website for further information and a really good introduction to the concept. <http://philrichardson.co.uk/pa450/encyclo/pbplanning.htm>

I will be looking to collate program reviews and plans for discussion by ALG shortly after the 18<sup>th</sup> October.

Many thanks ... Peter

**Peter Cammish**  
Dean, Research, Planning and Effectiveness

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# Non Academic Program Review Feedback

Area	Admissions and Records
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## Mission Statement

Missing – would recommend working with staff to develop mission for A&R (and curriculum/scheduling)

## Outcomes and Assessments

Too many links to ILOs and Strategic Outcomes. Focus outcome links to only the most appropriate ILOs and Strategic Outcomes (no more than 3 with 1 primary)

Any new assessment of grad applications?

Online Services outcomes listed some good areas to explore further – not entirely sure what this means “Run totals at end of each term to continue to see trendline and convert to percentages” it sounds like an activity every term – did you do it for Spring 2013?

I would like to work with yourself, Shirley and Robin to develop a larger scale Student Services survey to build on the earlier one, I think it would be useful to all of SS if I could get this data.

Update outcomes for Curriculum and Scheduling Office if that is now part of A&R

## Project List

Database Management: This is not strictly a project but is work that would go on and on, it has no rationale or description. Some of the activities under this do appear to be projects. For example Banner Functionality which looks to document procedures for all A&R functions – this in itself is a project (and quite a large one and could even be grouped with the activity “Banner Knowledge”. Other activities such as CCCApply Questions and Spanish CCCApply could also be grouped under a single project – Update CCC Apply. No project outcomes are recorded or a description of how this project supports your area.

Improved Efficiency: Again not strictly a project but probably an ongoing activity. No project description or rationale, no project outcomes are recorded or a description of how this project supports your area.\

Revenue: Listed as a project with the activity “Grow International Student Program”. This highlights the problem. Growing International Student Program is a project (a huge one) and revenue is the outcome of the project.

In general the projects section needs focus. Think about what a project really is – it is something that we mark as complete, for example “Growing the International Student Program” could be a project with

activities such as marketing and outreach, web materials, IS programs and curriculum, policy and process development. We can say if we have completed each of those activities, the next step would be to evaluate to project – did we get the number of students we wanted.

Something like “Staff Training” probably goes on every year but is still a project. The way I deal with this and keep it focused is to add projects such as “Training 2013” and list the topics/schedule, the “Training 2014” and again the topics/schedule.

This page has some good definitions

<http://www.cs.odu.edu/~cs410/whatisaproject.htm>

Also the IPP

[http://www.solano.edu/research\\_planning/1314/IPP%20June%202013.pdf](http://www.solano.edu/research_planning/1314/IPP%20June%202013.pdf)

Ignore the regular repetitive work that is part of job descriptions, try to focus on 2 to 3 major projects per year and plan out for the next 3 years

#### Program Review

Incomplete – major narrative pieces missing.

Context information from projects and assessments incomplete because of factors above.

#### Overall suggestions

I think most of the info needed is there but is not organized optimally.

Focus and delineate project list

Add new assessments

Add narrative for program review

**From:** Peter Cammish  
**To:** [Jowel Laquerre](#); [ALG](#); [Neil Glines](#)  
**Cc:** [Roger Clague](#); [Charles Rieger](#); [Christie Speck](#); [Maire Morinec](#); [Shemila Johnson](#); [Judy Yu](#); [Cynthia Garcia](#); [Maurice McKinnon](#); [Shirley Lewis](#); [Zhanjing Yu](#); [Barbara Pavao](#); [Charles Eason](#); [Salvador Codina](#); [Deborah Mann](#); [Nona Cohen-Bowman](#); [Robin Darcangelo](#); [Dwight Calloway](#); [Thomas "Jerry" Kea](#); [Donna Laroski](#); [Jose Ballesteros](#); [Leigh Sata](#); [James "Kimo" Calilan](#); [Bruce Kinghorn](#); [Barbara Fountain](#)  
**Subject:** RE: ALG Meeting - Strategic Planning with Dean Cammish  
**Date:** Tuesday, December 03, 2013 4:44:00 PM  
**Attachments:** [Strategic Plan.pdf](#)  
**Importance:** High

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Attached is the current Strategic Plan based on all of your submissions over the last few months.

We will be looking over the plan as a group on Friday so if you need a paper version I suggest you print your own. I really don't want to print multiple copies of this considering the edits that will be forthcoming. In preparation for Friday I would like each of you to talk about your projects and why they are important to the college.

The format of the current plan is

Chart showing number of projects by Strategic Objective

Chart showing number of projects by Area

Strategic Goal (yellow band)

Service Area (light grey band)

Project Title (dark grey band)

Project activity list

Dr Laquerre will also be providing some directions on areas that are possibly missing from the plan – I know the Academic areas are potentially awaiting finalization of the EMP to input a lot of this.

Before Friday I would ask yourself these questions of the plan.

- Is all my planned work included and categorized correctly? can it be understood by a layman?
- Is my planned work recorded as a proper project with activities and end dates?
- Are there any cross campus initiatives you may be involved in that are missing from the plan?

- Are you happy with this being presented to the Board of Trustees and posted to the website?

There is still time for final edits (hence the meeting on Friday), although the actual final plan will be printed early January and presented to the BOT around then.

many thanks /// Peter

-----Original Appointment-----

**From:** Judy Spencer **On Behalf Of** Jowel Laguerre

**Sent:** Tuesday, November 26, 2013 9:29 AM

**To:** ALG; Neil Glines

**Cc:** Roger Clague; Charles Rieger; Christie Speck; Maire Morinec; Shemila Johnson; Judy Yu; Cynthia Garcia; Peter Cammish; Maurice McKinnon; Shirley Lewis; Zhanjing Yu; Barbara Pavao; Charles Eason; Salvador Codina; Deborah Mann; Nona Cohen-Bowman; Robin Darcangelo; Dwight Calloway; Thomas "Jerry" Kea; Donna Laroski; Jose Ballesteros; Leigh Sata; James "Kimo" Calilan; Bruce Kinghorn; Barbara Fountain

**Subject:** ALG Meeting - Strategic Planning with Dean Cammish

**When:** Friday, December 06, 2013 8:30 AM-10:30 AM (UTC-08:00) Pacific Time (US & Canada).

**Where:** Board Room - Lower Level - 360 Campus Lane, FF

Dear Colleagues: We are trying to get an update on "actual" participation for December 6. Please respond again. Thank you.

FYI – The ALG Training with Linda Laskowski on December 5 is going to be cancelled. It is unclear if we will be able to reschedule again in December. If you would kindly SAVE THE DATE for December 13 it would be appreciated. I will confirm ASAP.

Judy

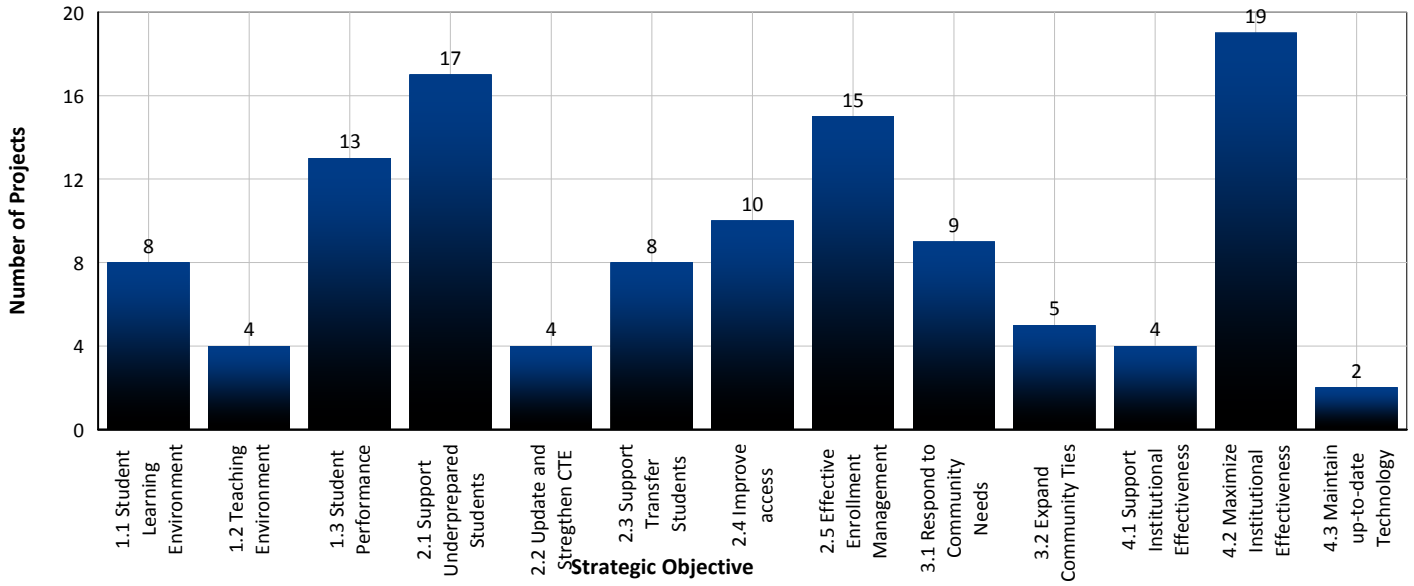


# Strategic Plan

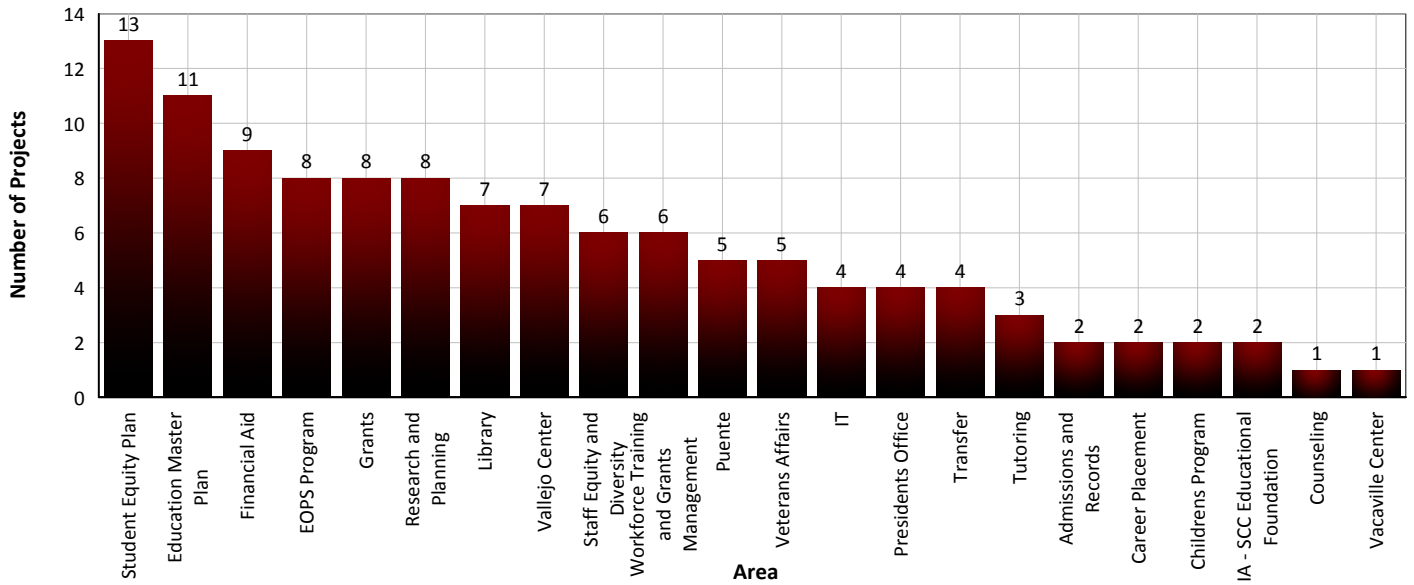
2014-2017



## Projects by Objective



## Projects by Area





<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Weeding the collection	1-Feb-12	31-Dec-15	<input type="checkbox"/>
Analysis of the collection using enrollment data	21-Jan-13	22-May-13	<input checked="" type="checkbox"/>

#### Access: Website

15-Aug-2012

15-May-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Website Usability Survey	15-Aug-12	19-Dec-12	<input checked="" type="checkbox"/>
Re-initiate usability survey to evaluate and rebuild new site	15-Jan-13	15-May-14	<input type="checkbox"/>

#### Access: Textbook Reserves

1-Jun-2012

15-Aug-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Implement new textbook catalog	1-Jun-12	15-Aug-14	<input type="checkbox"/>
Funding	10-Sep-12	15-May-13	<input checked="" type="checkbox"/>
Searchable Textbook OPAC	17-Sep-12	31-Oct-12	<input checked="" type="checkbox"/>

### Projects Within **Staff Equity and Diversity**

#### Diversity Events

1-Jan-2014

30-Sep-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
2014 MLK Celebration	1-Jan-14	31-Jan-14	<input type="checkbox"/>
2014 Black History Month	1-Feb-14	28-Feb-14	<input type="checkbox"/>
2014 Womans History Month	1-Mar-14	31-Mar-14	<input type="checkbox"/>
2014 Foreign Language Night	1-Apr-14	30-Apr-14	<input type="checkbox"/>
2014 Cinco de Mayo	5-May-14	5-May-14	<input type="checkbox"/>
2014 Pow Wow	1-Jul-14	31-Jul-14	<input type="checkbox"/>
2014 Diversity Events Review	1-Aug-14	31-Aug-14	<input type="checkbox"/>
2014 Geneology Workshops	1-Sep-14	30-Sep-14	<input type="checkbox"/>

## 1.2 Teaching Environment

### Projects Within IT

#### Report Tool for Banner

16-Apr-2012      29-Nov-2013      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Research	16-Apr-12	31-Oct-12	<input checked="" type="checkbox"/>
Test Tools	8-Oct-12	15-Mar-13	<input checked="" type="checkbox"/>
Choose Product	15-Oct-12	1-Jul-13	<input checked="" type="checkbox"/>
Purchase Product	26-Aug-13	29-Nov-13	<input type="checkbox"/>

#### Banner Document Management System

31-Oct-2013      30-Jun-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Project Start - end	31-Oct-13	30-Jun-14	<input type="checkbox"/>

### Projects Within Presidents Office

#### Enrollment Management

1-Jan-2014      1-May-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Outreach to Graduating High School Seniors	1-Jan-14	1-May-14	<input type="checkbox"/>

#### CEO Goals

18-Sep-2013      15-Dec-2013      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
1. Develop the objectives and outcomes of the goals	18-Sep-13	15-Nov-13	<input type="checkbox"/>
2. Share objectives and outcomes with direct reports and others	1-Dec-13	15-Dec-13	<input type="checkbox"/>

## 1.3 Student Performance

### Projects Within Education Master Plan

#### Softball Statistics tech equipment and support

1-Aug-2013                      31-May-2014                      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Create an academic plan	1-Aug-13	19-Sep-13	<input type="checkbox"/>
Request instructional equipment grant monies \$3,000 through Dean Espinoza to fund this academic plan	5-Sep-13	5-Sep-13	<input type="checkbox"/>
Submit plan to Dean Espinoza for approval and feedback	19-Sep-13	19-Sep-13	<input type="checkbox"/>
Receive approval for instructional equipment grant monies from Dean Espinoza	19-Sep-13	19-Sep-13	<input type="checkbox"/>
Have technology department to purchase laptop and Stats crew software.	31-Dec-13	31-Dec-13	<input type="checkbox"/>
Receive training on software	31-May-14	31-May-14	<input type="checkbox"/>

#### Program Level Assessments for AS-T in ECE

15-May-2013                      15-Dec-2013                      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Assess the PLOs for the AS-T degree	15-May-13	30-Aug-13	<input type="checkbox"/>
Revise PLOs for AS-T degree; create a curriculum map	15-Oct-13	15-Nov-13	<input type="checkbox"/>
Devise assessment measures for PLOs	15-Nov-13	15-Dec-13	<input type="checkbox"/>

### Projects Within Library

#### Service: Circulation Desk

15-Aug-2011                      2-Jun-2014                      Complete

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Conduct study and data collection regarding problems with current copy services	15-Aug-11	15-Dec-11	<input checked="" type="checkbox"/>
Meet with ASSC	15-Apr-12	15-Apr-12	<input checked="" type="checkbox"/>
Received email from ASSC	14-May-12	14-May-12	<input checked="" type="checkbox"/>
Plan new ways of dealing with copier situation	15-Aug-12	15-Dec-12	<input checked="" type="checkbox"/>
Present (again) to ASSC	7-Sep-12	12-Dec-12	<input checked="" type="checkbox"/>
Meet with Vendor for Book Scanner and new copiers	31-Jan-13	2-Jun-14	<input checked="" type="checkbox"/>

#### Access: Vacaville Center Library

12-Aug-2010                      2-Jun-2015                      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Collect usage statistics for Vacaville Center Library	12-Aug-10	2-Jun-15	<input type="checkbox"/>

Access: Vallejo Center Library

15-Sep-2010

1-Jul-2015

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Collect usage statistics for the Vallejo Center Library	15-Sep-10	1-Jul-15	<input type="checkbox"/>

Projects Within **Student Equity Plan**

**Implement Student Success Initiative**

1-May-2013

1-Sep-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Implement Priority Registration	1-May-13	30-Dec-13	<input checked="" type="checkbox"/>
Implement New Student Requirements Policy	1-Sep-13	30-Jan-14	<input type="checkbox"/>
Promote Full-time Enrollment Attendance	1-Sep-13	1-Sep-14	<input type="checkbox"/>
Develop Student-Centered Class Scheduling	1-Sep-13	1-Sep-14	<input type="checkbox"/>

**Support for Retention Programs**

1-Sep-2013

1-Sep-2018

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Support for Student Success Programs	1-Sep-13	1-Sep-18	<input type="checkbox"/>

**Enhance Staff and Faculty Development**

1-Sep-2013

1-Sep-2018

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Support SSS Professional Development	1-Sep-13	1-Sep-18	<input type="checkbox"/>

**Develop Declaration of Major Requirement**

1-Nov-2013

30-May-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Design policy	1-Nov-13	30-May-14	<input type="checkbox"/>

**Conduct Degree Audits**

1-Sep-2013

1-Sep-2015

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Implement Degree Works	1-Sep-13	1-Sep-15	<input type="checkbox"/>

**Promote Degree Completion**

1-Sep-2013

1-Sep-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Develop promotional materials.	1-Sep-13	1-Sep-14	<input type="checkbox"/>

**Implement Student Education Plan Requirement**

1-Sep-2013      30-Jan-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Finalize Ed Plan Service Delivery	1-Sep-13	30-Jan-14	<input type="checkbox"/>

**Projects Within Vacaville Center**

**Center Safety and Security**

13-Aug-2012      31-Oct-2013      Overdue

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Center Security	13-Aug-12		<input type="checkbox"/>
Increase Security to Center Annex	4-Sep-13	31-Oct-13	<input type="checkbox"/>
Provide Secure Office space for Community Service Officers and Sheriff's department	4-Sep-13	31-Oct-13	<input type="checkbox"/>

## 2.1 Support Underprepared Students

### Projects Within EOPS Program

#### EOPS Recruitment Spring 2014

4-Sep-2013 30-Jun-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Campus In-Reach	4-Sep-13	30-May-14	<input type="checkbox"/>
Increase the EOPS students served for 2013-14.	4-Nov-13	6-Jan-14	<input type="checkbox"/>
Visit local high schools	3-Mar-14	30-Jun-14	<input type="checkbox"/>

#### EOPS Program will continue to increase admission of Hispanic and African-American males

16-Sep-2013 15-May-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
In-reach recruitment for new EOPS students	16-Sep-13	15-May-14	<input type="checkbox"/>
Increase the number of underrepresented students in the EOPS Program for the 2013-14 academic year.	23-Sep-13	30-Apr-14	<input type="checkbox"/>
Work with Financial Aid Staff collaborative efforts	7-Oct-13	4-Nov-13	<input type="checkbox"/>

#### Increase the retention and persistence rates of continuing EOPS students

6-Aug-2012 19-May-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
EOPS News Bulletin	6-Aug-12	19-May-14	<input type="checkbox"/>
EOPS Mutual Responsibility Contract accessible on the EOPS website	3-Sep-13	2-Dec-13	<input type="checkbox"/>
Monthly monitoring of EOPS students on "probation"	6-Jan-14	12-May-14	<input type="checkbox"/>
EOPS "probation and academic" workshops	3-Feb-14	19-May-14	<input type="checkbox"/>

#### EOPS and CARE Program Marketing 2013-14

5-Aug-2013 21-Apr-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
FATV	5-Aug-13	16-Dec-13	<input type="checkbox"/>
EOPS and CARE Brochures	30-Sep-13	21-Apr-14	<input type="checkbox"/>

#### EOPS and CARE Data Collection

4-Nov-2013 30-Jun-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Provide criteria for data to be collection.	4-Nov-13	30-Jun-14	<input type="checkbox"/>

#### Reserved Textbooks for EOPS students at SCC Library or EOPS Office



28-Oct-2013

6-Jan-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
EOPS Textbooks in SCC Library or in the EOPS Office	28-Oct-13	6-Jan-14	<input type="checkbox"/>

**CARE Program**

4-Nov-2013

16-Jun-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
CARE Workshops	4-Nov-13	2-Jun-14	<input type="checkbox"/>
Work with CalWORKS Program	4-Nov-13	16-Jun-14	<input type="checkbox"/>

**Community College Visits**

7-Oct-2013

7-Mar-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Community College Visits	7-Oct-13	7-Mar-14	<input type="checkbox"/>

**Projects Within Puente****Puente Clerical Support**

10-Jan-2013

14-May-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Dedicated assistant	10-Jan-13	14-May-14	<input type="checkbox"/>

**Puente Motivational Conference**

1-Oct-2014

31-Oct-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Participate in Puente Transfer Motivational Conference	1-Oct-14	31-Oct-14	<input type="checkbox"/>

**ECompanion for Puente Learning Community Courses**

1-Oct-2013

31-May-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Creation of Puente ECompanion shell	1-Oct-13	31-May-14	<input type="checkbox"/>

**Projects Within Student Equity Plan****Implement Basic Skills and ESL Initiative**

1-Sep-2013

1-Sep-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Support cohort-model programs	1-Sep-13	1-Sep-14	<input type="checkbox"/>
Analyze student success data	1-Sep-13	30-May-14	<input type="checkbox"/>
Support ESL program growth	1-Sep-13	1-Sep-14	<input type="checkbox"/>
Support Faculty Development in Basic Skills and ESL	1-Sep-13	1-Sep-14	<input type="checkbox"/>
Explore Alternative Basic Skills Curriculum	1-Sep-13	1-Sep-14	<input type="checkbox"/>

#### Enhance Freshman Support

1-Sep-2013      1-Sep-2015      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Adopt Mandatory Services Policy	1-Sep-13	30-Jan-14	<input type="checkbox"/>
Deliver ESL Student Training	1-Sep-13	1-Sep-14	<input type="checkbox"/>
Develop Bilingual College Resources	1-Sep-13	1-Sep-15	<input type="checkbox"/>
Develop ASC Plan for Outreach	1-Sep-13	30-May-14	<input type="checkbox"/>
Coordinate Academic Success efforts	1-Sep-13	1-Sep-14	<input type="checkbox"/>
Develop College Readiness Indicator	1-Oct-13	1-Oct-14	<input type="checkbox"/>

#### Projects Within Tutoring

##### Tutor Training

1-Sep-2012      28-Nov-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Tutor Practicum Course	1-Sep-12	13-Dec-13	<input type="checkbox"/>
Basic Subject Training for Tutors	12-Sep-12	21-Nov-12	<input checked="" type="checkbox"/>
Faculty Mentor/Tutor Program	1-Apr-13	28-Nov-14	<input type="checkbox"/>

##### Instructional Equipment Upgrade

9-Apr-2012      30-Sep-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Textbooks Updated	9-Apr-12	31-May-13	<input checked="" type="checkbox"/>
Computer upgrades	30-Sep-13	30-Sep-14	<input type="checkbox"/>

##### Tutor Training Series 2013

12-Sep-2012      25-May-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Basic Subject Training for Tutors	12-Sep-12	30-Dec-13	<input type="checkbox"/>
Faculty Mentor/Tutor Program	1-Feb-13	25-May-14	<input type="checkbox"/>
Tutor Practicum Course	5-Oct-13	1-Nov-13	<input type="checkbox"/>

Projects Within **Veterans Affairs**

Three year plan - Faculty and Staf Training on student Veterans

13-Sep-2013	6-Jun-2014		In Progress	
<u>Activity Title</u>		<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Human Resources		13-Sep-13	6-Jun-14	<input type="checkbox"/>



## 2.3 Support Transfer Students

### Projects Within Education Master Plan

#### Kinesiology Major Change

1-Aug-2013 31-Dec-2013 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Create proposed major changes that reflect the TMC	1-Aug-13	12-Sep-13	<input type="checkbox"/>
Submit academic plan to Dean Espinoza for her feedback and approval	12-Sep-13	12-Sep-13	<input type="checkbox"/>
Present proposed major changes at Kinesiology monthly meeting as a discussion item	12-Sep-13	12-Sep-13	<input type="checkbox"/>
Present proposed major changes at Kinesiology monthly meeting as an action item	10-Oct-13	10-Oct-13	<input type="checkbox"/>
Take Kinesiology Major changes to curriculum for approval	30-Nov-13	31-Dec-13	<input type="checkbox"/>

### Projects Within Puente

#### Counseling 068: University Transfer Success Class

1-Aug-2014 1-Dec-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
COUN 068	1-Aug-14	1-Dec-14	<input type="checkbox"/>

#### Puente Mentoring Component

1-Aug-2013 31-May-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Puente Mentor-Student Mixer	1-Aug-13	31-May-14	<input type="checkbox"/>

### Projects Within Student Equity Plan

#### Increase Transfer Rates

1-Sep-2013 1-Sep-2018 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Enhance transfer services.	1-Sep-13	1-Sep-18	<input type="checkbox"/>
Promote transfer mission	1-Sep-13	1-Sep-18	<input type="checkbox"/>

### Projects Within Transfer

#### Rehire-Articulation/Transfer Center (TC) Specialist

12-Aug-2013 20-May-2014 In Progress









<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Research Skype at other VA Schools	14-Jul-14	25-Oct-14	<input type="checkbox"/>
Research cost of equipment	30-Jul-14	18-Sep-13	<input type="checkbox"/>
VA approved electronic signature	30-Jul-14	18-Sep-14	<input type="checkbox"/>
Training	3-Nov-14	2-Feb-15	<input type="checkbox"/>

### Three Year Plan - Veteran Resource Center

11-Oct-2013

25-Jul-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Veteran Resource Center need	11-Oct-13	11-Oct-13	<input checked="" type="checkbox"/>
Location of VRC	11-Oct-13	13-Dec-13	<input type="checkbox"/>
Education Master Plan	6-Jan-14	28-Feb-14	<input type="checkbox"/>
Collaboration	28-Feb-14	10-Apr-14	<input type="checkbox"/>
Planning Process	10-Apr-14	25-Jul-14	<input type="checkbox"/>

## 2.5 Effective Enrollment Management

### Projects Within Admissions and Records

#### Service to Students

30-Jan-2012	24-Oct-2014	In Progress		
<u>Activity Title</u>		<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Web Updates				<input checked="" type="checkbox"/>
Bulletin Board				<input checked="" type="checkbox"/>
College Source			7-Sep-13	<input checked="" type="checkbox"/>
Education USA			24-Oct-14	<input type="checkbox"/>
Submit Petitions Online			21-Mar-14	<input type="checkbox"/>
Student Password Reset			30-May-14	<input type="checkbox"/>
Increase Student Use of Centers in their Service Areas		30-Jan-12	21-Mar-14	<input type="checkbox"/>
Board Policy/Admin Procedure Updates		6-Feb-12	18-Jul-14	<input type="checkbox"/>
Internation Student Program		6-Feb-12	27-Dec-13	<input type="checkbox"/>
How-To's		5-Mar-12	30-May-14	<input type="checkbox"/>
Petition Overhaul		10-Sep-12	30-Nov-12	<input checked="" type="checkbox"/>
Calendars		10-Sep-12	28-Dec-12	<input checked="" type="checkbox"/>
Degree Audit System		4-Nov-12	3-Oct-14	<input type="checkbox"/>
EAP		26-Nov-12	24-May-14	<input type="checkbox"/>
Waitlisting		10-Dec-12	31-Oct-13	<input type="checkbox"/>
Co-Requisite Processing		11-Feb-13	11-Oct-14	<input type="checkbox"/>
SSB Petition Results		18-Feb-13	30-May-14	<input type="checkbox"/>
Degree/Cert Petition		10-Feb-14	25-Apr-14	<input type="checkbox"/>
Instant Info		3-Mar-14	25-Apr-14	<input type="checkbox"/>

#### Staff Training

7-Nov-2011

20-Oct-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Registration Usage Report			<input checked="" type="checkbox"/>
Degrees Sought vs Awarded			<input checked="" type="checkbox"/>
Commencement Data			<input checked="" type="checkbox"/>
1098 Setup	7-Nov-11	20-Feb-12	<input checked="" type="checkbox"/>
Prerequisite Clearing	4-Jun-12	21-Dec-12	<input checked="" type="checkbox"/>
Cashiering Procedure	9-Jul-12	19-Oct-12	<input checked="" type="checkbox"/>
Emergency Procedures	26-Nov-12	7-Jan-13	<input type="checkbox"/>
Faculty Handbook	3-Jan-13	1-Mar-13	<input type="checkbox"/>
Calgrant	25-Feb-13	25-Feb-13	<input checked="" type="checkbox"/>
Transfer Ready Students	3-Jun-13	20-Dec-13	<input type="checkbox"/>
Applicant Statistics	7-Oct-13	20-Dec-13	<input type="checkbox"/>
Drop Surveys	24-Feb-14	20-Oct-14	<input type="checkbox"/>

### Projects Within **Education Master Plan**

#### Sports Medicine AS Degree

1-Aug-2013      1-Jul-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Research curriculum changes	1-Aug-13	1-Sep-13	<input type="checkbox"/>
Discuss PLO's/SLO's/program review	1-Sep-13	15-Sep-13	<input type="checkbox"/>
Write curriculum to match TMC Kin	20-Sep-13	1-Oct-13	<input type="checkbox"/>
Update Catalogue	1-Dec-13	15-Dec-13	<input type="checkbox"/>
Hire Certified athletic trainer faculty	15-Jan-14	30-Jan-14	<input type="checkbox"/>
Live with new changes and hire	1-Jul-14	1-Jul-14	<input type="checkbox"/>

#### Softball Field – Rule compliance for 2016 season

1-Aug-2013      30-Jun-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Create an academic plan	1-Aug-13	18-Sep-13	<input type="checkbox"/>
Request instructional equipment grant monies \$2,000 through Dean Espinoza	5-Sep-13	5-Sep-13	<input type="checkbox"/>
Submit plan to Dean Espinoza for approval and feedback	19-Sep-13	31-Oct-13	<input type="checkbox"/>
Receive approval for instructional equipment grant monies from Dean Espinoza	19-Sep-13	19-Sep-13	<input type="checkbox"/>
Correct backstop	6-Jan-14	31-May-14	<input type="checkbox"/>
Install Padding	31-Mar-14	30-Jun-14	<input type="checkbox"/>

#### CDFS Faculty Resource Guide

1-Mar-2013      30-May-2015      In Progress



1-Oct-2013

30-Jun-2015

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Collect data and evaluate program needs for FA/EOPS & CARE/Veterans	1-Oct-13	30-Jun-14	<input type="checkbox"/>
Evaluate Program budgets and needs	30-Jun-14	31-Jul-14	<input type="checkbox"/>
Create New position or reclass existing position for ALG	1-Aug-14	30-Jun-15	<input type="checkbox"/>

#### Merge Financial Aid & EOPS/CARE and Marketing strategies

7-Sep-2013

30-Jun-2015

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
FATV	7-Sep-13	30-Jun-14	<input type="checkbox"/>
College Visits	1-Oct-13	30-Jun-14	<input type="checkbox"/>
In-Reach and Out-reach events.	1-Nov-13	30-Jun-15	<input type="checkbox"/>
EOPS Tracking requirement	1-Jan-14	30-Jun-14	<input type="checkbox"/>

#### Financial Aid Orientation

30-Oct-2013

30-Jun-2015

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Create Orientation Outline	30-Oct-13	1-Dec-13	<input type="checkbox"/>
Tracking requirements for new students	1-Dec-13	30-Jun-15	<input type="checkbox"/>
Survey	1-Apr-14	30-Jun-14	<input type="checkbox"/>

#### Policies & Procedures Manual

1-Nov-2013

30-Jun-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Research IFAP & NASFAA Templates	1-Nov-13	30-Jun-14	<input type="checkbox"/>

#### Projects Within **Presidents Office**

##### Non-Credit Intensive Aviation Training

1-Jul-2013

30-Apr-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
1. Develop agreement	1-Jul-13	30-Nov-13	<input type="checkbox"/>
2. Explore FAA licensing	15-Aug-13	15-Nov-13	<input type="checkbox"/>
3. Recruit students	1-Dec-13	30-Apr-14	<input type="checkbox"/>

#### Projects Within **Vallejo Center**

##### Market and Engage Virtual Student Services

1-Sep-2013

30-Sep-2013

Complete

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<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Scheduling Virtual Student Services	1-Sep-13	30-Sep-13	<input checked="" type="checkbox"/>

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## 3.1 Respond to Community Needs

### Projects Within **Presidents Office**

#### Non-Credit Intensive Aviation Training

1-Jul-2013                      30-Apr-2014                      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
1. Develop agreement	1-Jul-13	30-Nov-13	<input type="checkbox"/>
2. Explore FAA licensing	15-Aug-13	15-Nov-13	<input type="checkbox"/>
3. Recruit students	1-Dec-13	30-Apr-14	<input type="checkbox"/>

### Projects Within **Vallejo Center**

#### Benicia Community Education

1-Jun-2011                      1-Oct-2013                      Complete

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Courses at High School	1-Jun-11	1-Aug-13	<input checked="" type="checkbox"/>
Community Center classes.	1-Aug-13	1-Oct-13	<input checked="" type="checkbox"/>

#### Benicia Community Relations

1-May-2012                      1-Dec-2013                      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Benicia Community Events and Organizations.	1-May-12	1-Dec-13	<input type="checkbox"/>

#### Outreach to South County

31-Oct-2013                      30-Jun-2014                      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Market to Area Schools, and Annual Events	31-Oct-13	30-Jun-14	<input type="checkbox"/>

### Projects Within **Workforce Training and Grants Management**

#### Contract Education and Training

31-Aug-2011                      30-Jun-2014                      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Develop Marketing and outreach	31-Aug-11	16-May-14	<input type="checkbox"/>
invite Industry partners to college	28-Sep-12	27-Jun-14	<input type="checkbox"/>
Develop and deliver customized and business and industry	1-Jul-13	30-Jun-14	<input type="checkbox"/>

#### TAACCCT Program

4-Mar-2013

30-Sep-2015

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
curriculum and program dev	4-Mar-13	2-Feb-15	<input type="checkbox"/>
purchase equipment	4-Mar-13	27-Feb-15	<input type="checkbox"/>
develop accelerated instruction	12-Apr-13	22-May-15	<input type="checkbox"/>
develop on ramp curriculum	26-Apr-13	22-Aug-14	<input type="checkbox"/>
faculty development	6-May-13	30-Sep-15	<input type="checkbox"/>

**ARFVTP Grant**

1-Jul-2013

30-Jun-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Buy equipment including cars and tools	1-Jul-13	30-Jun-14	<input type="checkbox"/>
Train 25 auto professionals	7-Oct-13	30-Jun-14	<input type="checkbox"/>

**BACWWE**

28-Sep-2012

27-Mar-2015

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Add courses to Water/Wastewater certiciate	28-Sep-12	26-Dec-14	<input type="checkbox"/>
Buy Training equipment	10-May-13	30-Jun-14	<input type="checkbox"/>
Develop Stackable certificates	5-Aug-13	27-Mar-15	<input type="checkbox"/>
Add industry partners	13-Sep-13	30-Jun-14	<input type="checkbox"/>

**SB70 career pathways**

29-Mar-2013

25-Sep-2015

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
develop automotive program	29-Mar-13	29-Sep-14	<input type="checkbox"/>
develop/revise curriculum for welding program	22-Jul-13	14-Dec-13	<input type="checkbox"/>
Purchase welding equipment	21-Aug-13	28-Feb-14	<input type="checkbox"/>
develop curriculum water/wastewater	28-Aug-13	25-Sep-15	<input type="checkbox"/>
articulate-welding program	30-Aug-13	30-Sep-14	<input type="checkbox"/>
develop curriculum and programs for health career pathways	13-Sep-13	30-Jun-14	<input type="checkbox"/>



## 3.2 Expand Community Ties

### Projects Within IA - SCC Educational Foundation

#### Launch Community Outreach Program

17-Sep-2012 30-Jun-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Attend community meetings throughout service area	17-Sep-12	30-Jun-14	<input type="checkbox"/>
Establish presense in business community	1-Oct-12	30-Jun-14	<input checked="" type="checkbox"/>
Market SCC CTE and Contract Education programs to industry	15-Oct-12	30-Jun-14	<input type="checkbox"/>

#### Develop Alumni Association

9-Oct-2012 30-Jun-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Identify and communicate with Alumni	9-Oct-12	30-Jun-14	<input type="checkbox"/>
Create membership dues and/or campus user card program and benefits	15-Oct-12	30-Jun-14	<input type="checkbox"/>
Develop a mission statement and membership goal	1-Jan-13	30-Jun-14	<input type="checkbox"/>

### Projects Within Vallejo Center

#### Benicia Community Education

1-Jun-2011 1-Oct-2013 Complete

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Courses at High School	1-Jun-11	1-Aug-13	<input checked="" type="checkbox"/>
Community Center classes.	1-Aug-13	1-Oct-13	<input checked="" type="checkbox"/>

#### Benicia Community Relations

1-May-2012 1-Dec-2013 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Benicia Community Events and Organizations.	1-May-12	1-Dec-13	<input type="checkbox"/>

#### Outreach to South County

31-Oct-2013 30-Jun-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Market to Area Schools, and Annual Events	31-Oct-13	30-Jun-14	<input type="checkbox"/>

## 4.1 Support Institutional Effectiveness

### Projects Within Research and Planning

#### IPP v2.0

1-May-2013

1-Oct-2013

Overdue

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Draft IPP 2.0	1-May-13	1-Jul-13	<input type="checkbox"/>
Present to ALG	1-Jul-13	31-Jul-13	<input type="checkbox"/>
Refine with PERT	1-Sep-13	30-Sep-13	<input type="checkbox"/>
Publish to whole college	1-Oct-13	1-Oct-13	<input type="checkbox"/>

#### Student Transfer Research Project

1-Mar-2014

31-Aug-2014

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Collect Transfer Data	1-Mar-14	30-Apr-14	<input checked="" type="checkbox"/>
Consult with stakeholders on required data	1-May-14	31-May-14	<input type="checkbox"/>
Report Design	1-Jun-14	31-Jul-14	<input type="checkbox"/>
Publish Reports	1-Aug-14	31-Aug-14	<input type="checkbox"/>

#### Online Planning System

1-Oct-2014

1-Dec-2015

In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Define Requirements	1-Oct-14	1-Dec-14	<input type="checkbox"/>
Evaluate vendors versus in-house options	1-Jan-15	31-Mar-15	<input type="checkbox"/>
Prepare data	1-Apr-15	30-Apr-15	<input type="checkbox"/>
Implement System	1-May-15	1-Aug-15	<input type="checkbox"/>
Train Users	1-Aug-15	30-Aug-15	<input type="checkbox"/>
Evaluate New System	1-Sep-15	1-Dec-15	<input type="checkbox"/>

#### Online Data

4-Sep-2013

31-Oct-2013

Overdue

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Prepare Data	4-Sep-13	31-Oct-13	<input type="checkbox"/>
Upload Data	28-Nov-13	31-Oct-13	<input type="checkbox"/>

## 4.2 Maximize Institutional Effectiveness

### Projects Within Financial Aid

#### Direct Loans

15-Nov-2011 30-Oct-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Loan Procedures	15-Nov-11	24-May-12	<input checked="" type="checkbox"/>
Implement DeFault Management Program with Chancellor's Office	30-Oct-13	30-Oct-14	<input type="checkbox"/>

#### Better Security for Higher One ATM Machines

7-Sep-2013 1-May-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Contact Higher One Team	7-Sep-13	1-May-14	<input type="checkbox"/>
Implement additional security for ATM Machines	1-Dec-13	1-May-14	<input type="checkbox"/>

### Projects Within Grants

#### Create grants calendar/schedule

20-Aug-2012 3-Sep-2013 Complete

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Research potential grants/funding sources	20-Aug-12	3-Sep-13	<input checked="" type="checkbox"/>
Do a survey of existing grants	1-Jul-13	31-Aug-13	<input checked="" type="checkbox"/>

#### Foster Youth Program grant

12-Aug-2013 31-Dec-2013 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Submit Letter of Intent	12-Aug-13	30-Aug-13	<input type="checkbox"/>
Submit full application for funding	31-Oct-13	31-Dec-13	<input type="checkbox"/>

#### Title III Strengthening Institutions Grant funds in FY 2014

1-Jan-2013 31-May-2014 In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Lead SCC team in collaboration.	1-Jan-13	28-Feb-14	<input type="checkbox"/>
Hire Jennifer Dobbins for program design/editing	1-Aug-13	31-May-14	<input type="checkbox"/>
Write/edit application with Hanover.	30-Sep-13		<input type="checkbox"/>
Submit grant eligibility determination application.	3-Feb-14	31-Mar-14	<input type="checkbox"/>



<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Conduct focus group with marketing	1-Sep-13	30-Sep-13	<input type="checkbox"/>
Design reports	1-Oct-13	31-Oct-13	<input type="checkbox"/>
Publish web reports	1-Nov-13	30-Nov-13	<input type="checkbox"/>
Evaluation of Published Reports	1-Feb-14	28-Feb-14	<input type="checkbox"/>

#### 2014 Excel Training Series

3-Feb-2014      30-Apr-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Design Materials	3-Feb-14	28-Feb-14	<input type="checkbox"/>
Deliver Training	1-Mar-14	31-Mar-14	<input type="checkbox"/>
Evaluate Training	1-Apr-14	30-Apr-14	<input type="checkbox"/>

#### Faculty Research Tools

15-Jan-2014      30-Sep-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Define research questions	15-Jan-14	31-Jan-14	<input type="checkbox"/>
Test sheets with faculty reps	3-Feb-14	28-Feb-14	<input type="checkbox"/>
Refine sheets and written instructions	3-Mar-14	31-Mar-14	<input type="checkbox"/>
Test sheets	1-Apr-14	30-Apr-14	<input type="checkbox"/>
Publish to web	1-May-14	9-May-14	<input type="checkbox"/>
Flex Cal Presentation	1-Sep-14	30-Sep-14	<input type="checkbox"/>

#### Projects Within Staff Equity and Diversity

##### Annual Review 2014

1-May-2014      31-Aug-2014      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Review External Drivers	1-May-14	31-May-14	<input type="checkbox"/>
Review Internal Drivers	1-Jun-14	15-Jun-14	<input type="checkbox"/>
Review EEO Data	16-Jun-14	1-Jul-14	<input type="checkbox"/>
Amend Plans and Timelines	1-Jul-14	31-Aug-14	<input type="checkbox"/>

##### Diversity Survey

1-Oct-2013      29-Nov-2013      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Design Survey	1-Oct-13	31-Oct-13	<input type="checkbox"/>
Issue Survey	4-Nov-13	4-Nov-13	<input type="checkbox"/>
Disseminate Survey Results	29-Nov-13	29-Nov-13	<input type="checkbox"/>

#### Hiring Policy Review

1-Oct-2013      31-May-2015      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Faculty Hiring Policy Review	1-Oct-13	31-May-15	<input type="checkbox"/>
Non Faculty Hiring Policy Review	1-Nov-13	31-Jan-14	<input type="checkbox"/>
EEO in Non Faculty Priority Process	3-Mar-14	31-Mar-14	<input type="checkbox"/>

#### NeoGov Reporting

1-Oct-2013      6-Jan-2016      In Progress

<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
NeoGov Training for HR Staff	1-Oct-13	31-Dec-13	<input type="checkbox"/>
Spring 2014 Reports Produced	2-Jun-14	2-Jun-14	<input type="checkbox"/>
Fall 2014 Reports Disseminated	6-Jan-15	6-Jan-15	<input type="checkbox"/>
Spring 2015 Reports Disseminated	2-Jun-15	2-Jun-15	<input type="checkbox"/>
Fall 2015 Reports Disseminated	6-Jan-16	6-Jan-16	<input type="checkbox"/>

#### Ed Code Compliance Training

31-Dec-2013      1-Jul-2016      In Progress

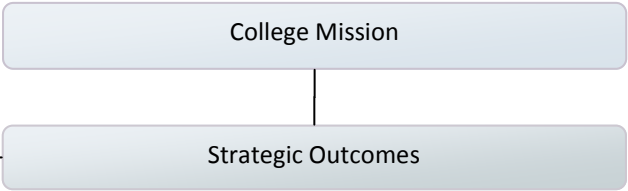
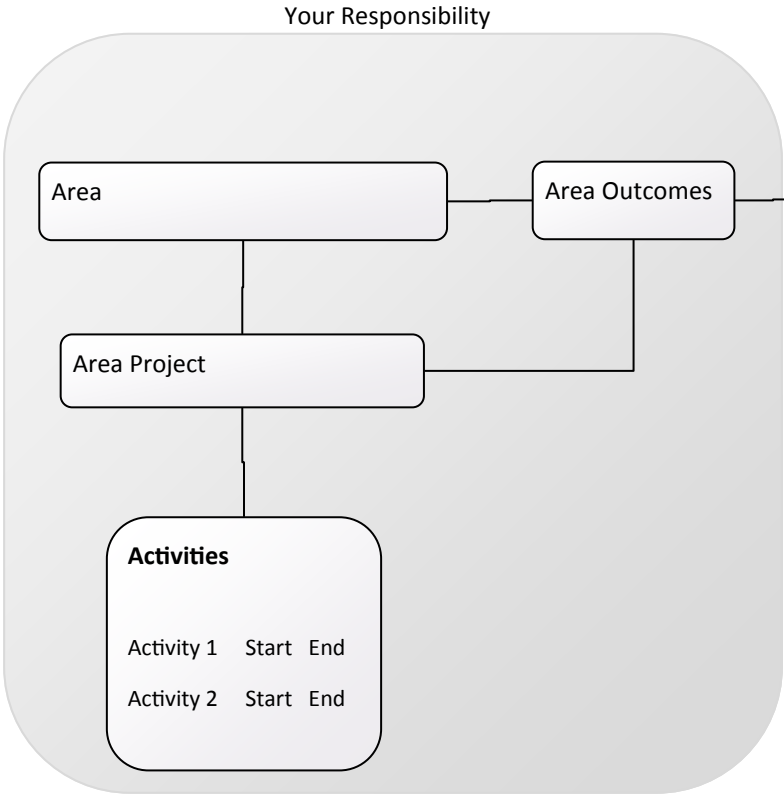
<u>Activity Title</u>	<u>Start Date</u>	<u>End Date</u>	<u>Complete</u>
Fall 2013 Workshops Delivered	31-Dec-13	31-Dec-13	<input type="checkbox"/>
Spring 2014 Workshops Delivered	31-May-14	31-May-15	<input type="checkbox"/>
2014 Workshop Evaluation	1-Jul-14	31-Jul-14	<input type="checkbox"/>
Fall 2014 Workshops Delivered	31-Dec-14	31-Dec-14	<input type="checkbox"/>
Spring 2015 Workshops Delivered	31-May-15	31-May-15	<input type="checkbox"/>
2015 Workshop Evaluation	1-Jul-15	1-Jul-15	<input type="checkbox"/>
Fall 2015 Workshops Delivered	31-Dec-15	31-Dec-15	<input type="checkbox"/>
Spring 2016 Workshops Delivered	31-May-16	31-May-16	<input type="checkbox"/>
2016 Workshop Evaluation	1-Jul-16	1-Jul-16	<input type="checkbox"/>







A managers role

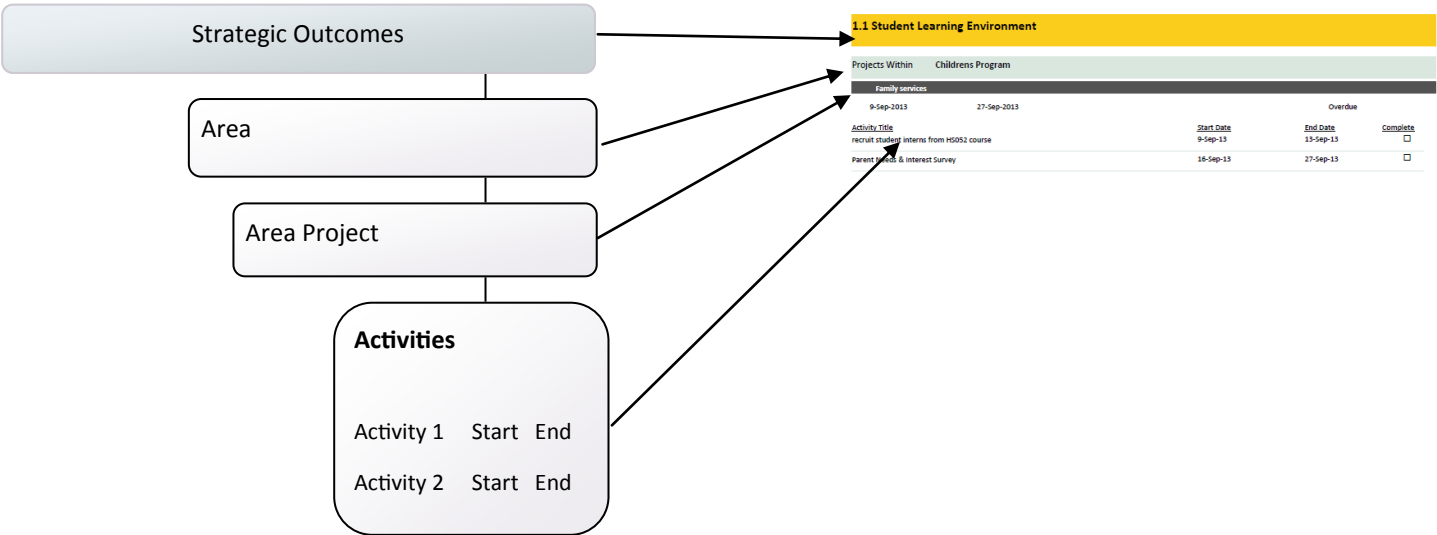


The President, Board of Trustees with input from the wider college community set and own the mission and strategic objectives for the college. These are statements of what it is important that the college achieves.

Add to this mix the continually changing external environment and the influence it has on our priorities

The role of a manager is to ensure that the major activities occurring in their area are related to and strengthen the mission and strategic objectives of the college. The aim is to be thoughtful and sequenced rather than reactive.

Putting it in a plan



Why this format?

Writing a plan in this way ensures several things

- Activities can be traced back to the outcomes of your area and ultimately the mission of the college
- Having clear start and end dates for activities can improve accountability—problem identification
- Activities are grouped under a common goal
- Communication is simpler—communicate achievements

Common problems with writing project plans

- Disorganized: several seemingly unrelated activities held under a vague title
- Unclear: It is not clear from project title or description what is happening and why, laundry list activities
- Incomplete: Either major projects or activities are missing
- Irrelevant: Small scale projects or job description activities documented—think **CHANGE**
- **Take time to plan**

Planning Example

We have realized that there is a problem with our assessment processes. Inaccurate student placement in the basic skills sequence is resulting in student frustration and ultimately failure to progress out of the sequence. Counselors feel they do not have enough information on a students math and English ability to quickly make a decision on best placement

Example of a bad project

Continue to Improve Assessment Process

**Objective:** Improve assessment processes to allow counselors to better place students.

Activity	Start	End
Work with counselors to identify best practice	01/06/14	01/30/14
Improve test score information for counselors	01/15/14	01/15/15
Continue to monitor assessment processes	01/30/15	

- Contains planning activities
- Vague objective and activities
- No definite end dates

Example of a good project

Student Placement Improvements

**Objective:** Implement policy and procedures to increase accuracy of assessment and placement.

Activity	Start	End
Document test score and curriculum alignments.	01/06/14	02/06/14
Implement mandatory testing policy.	01/06/14	08/01/14
Schedule and prepare agenda for annual counselor, basic skills faculty and assessment meetings.	02/01/14	02/08/14
Implement student reassignment policy..	04/01/14	08/01/14
Document placement assessment plan	06/01/14	09/01/14

- Easily understandable products
- Clear objectives and activities
- Definite end date to the project

# Sources of Work

---

Area:

Source	Your knowledge of the source (high / medium / low)	What are the biggest impacts on your area?	What do I need to do to address impacts?
Accreditation Recommendations			
Accreditation Standards			
CCCCO / Title V Directives			
Guidance from VP/SP			
Industry Best Practice			
Outcomes Assessment			
Input from Staff			
Education/Facilities Master Plan			



**From:** Peter Cammish  
**To:** [Abla Christiansen](#); [Amy Utt](#); [Barbara Fountain](#); [Barbara Pavao](#); [Bruce Petersen](#); [Candace Roe](#); [Charo Albarran](#); [Christie Speck](#); [Curt Johnston](#); [Cynthia Garcia](#); [Cynthia Simon](#); [Deborah Mann](#); [Diane White](#); [Dwight Calloway](#); [Edward Goldberg](#); [Thomas "Jerry" Kea](#); [Jocelyn Mouton](#); [Jose Ballesteros](#); [Judy Spencer](#); [Judy Yu](#); [Karen McCord](#); [James "Kimo" Callan](#); [Quentin Carter](#); [Lily Espinoza](#); [Maire Morinec](#); [Marcie McDaniels](#); [Marie Mayne](#); [Max Hartman](#); [Patricia Young](#); [Patrick Killingsworth](#); [Robin Darcangelo](#); [Roger Clague](#); [Ruth Fuller](#); [Shemila Johnson](#); [Shirley Lewis](#); [Thomas Watkins](#); [Yulian Ligioso](#); [Frederick Paulin](#); [Jowel Laguerre](#); [Steven Springer](#)  
**Cc:** [Judy Spencer](#); [Annette Dambrosio](#); [Pei-Lin Van't Hul](#)  
**Subject:** Planning Database Update  
**Date:** Thursday, March 06, 2014 4:44:00 PM  
**Attachments:** [Planning Database v3.0.accdb](#)  
[01 Introduction.pdf](#)  
**Importance:** High

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Good afternoon users of the Planning Database

After evaluating the system and its use, I have spent the last few months making some much needed updates to the planning database. The database is attached to this email. **You will need to right-click on the attachment, select "Save As..." and save it to your desktop before you can open it.**

- Please refer to the attached PDF which gives some notes on first using the system.
- Your username and password should be the same as previously supplied by IR (not the same as your Banner password).
- All previously input data will be as it was on 1<sup>st</sup> February 2014 (apart from date information which has been converted to semester)
- The system will only fully function in MS Access 2010

If anyone has any trouble with the system please just let me know – it will likely be a permission problem that is an easy fix with IT or a change to your database username and password

To follow this email with be some short instructional memos.

I can't stress how important your participation in this process is. Not only does it help us monitor and control what we are doing but it is also a large part of Board of Trustees requirements for strategic planning.

If anyone has any questions at all about the system please just let me know.

The updates implemented include

- Cosmetic changes to all forms to improve readability
- Removal of all date fields

- Conversion of date information into a semester system
- Removal of unused reports and queries
- Simplification of Program Review reporting
- Simplification of assessment reporting
- Simplification of project planning and reporting
- Warnings added to all delete buttons
- Removal of strategic proposal module

Many thanks,

Peter

**Peter Cammish**  
Dean, Research, Planning and Effectiveness

Solano Community College  
4000 Suisan Valley Road  
Fairfield, CA 94534

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# Integrated Planning Database

## Introduction

The Integrated Planning Database is a way for service area to record all data required for the planning process. Information collected falls into two major area

- Outcomes and Assessment
- Project Management

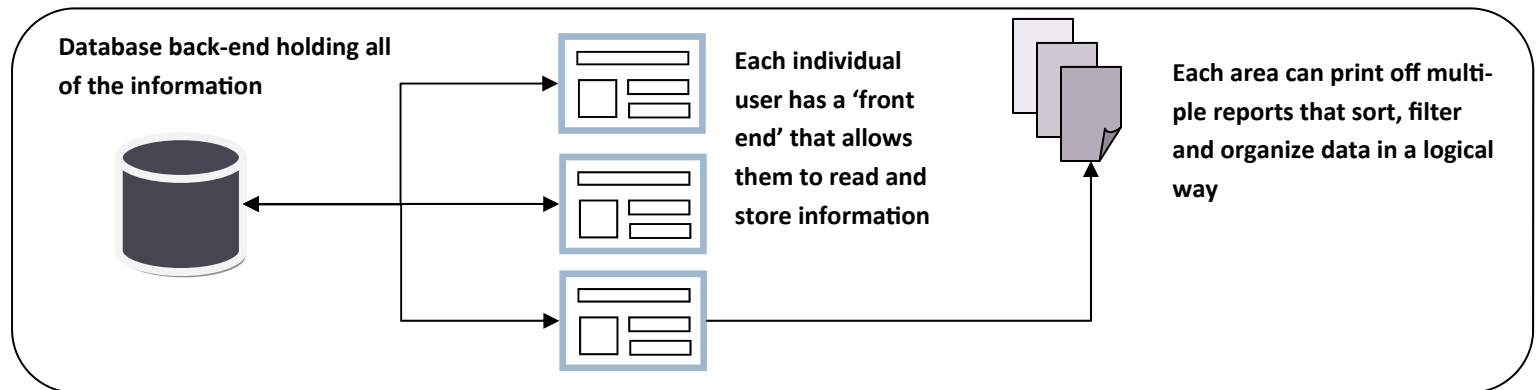
By maintaining these two areas with complete and accurate information service areas are able to complete all of their planning documentation requirements.

With the data being held in a database format we are able to output all major reporting requirements very easy. These include

- Work schedules and area plans
- Evidence of outcomes assessment
- Validation reports that highlight missing information
- The colleges strategic plan
- Area program reviews
- Evaluation reports

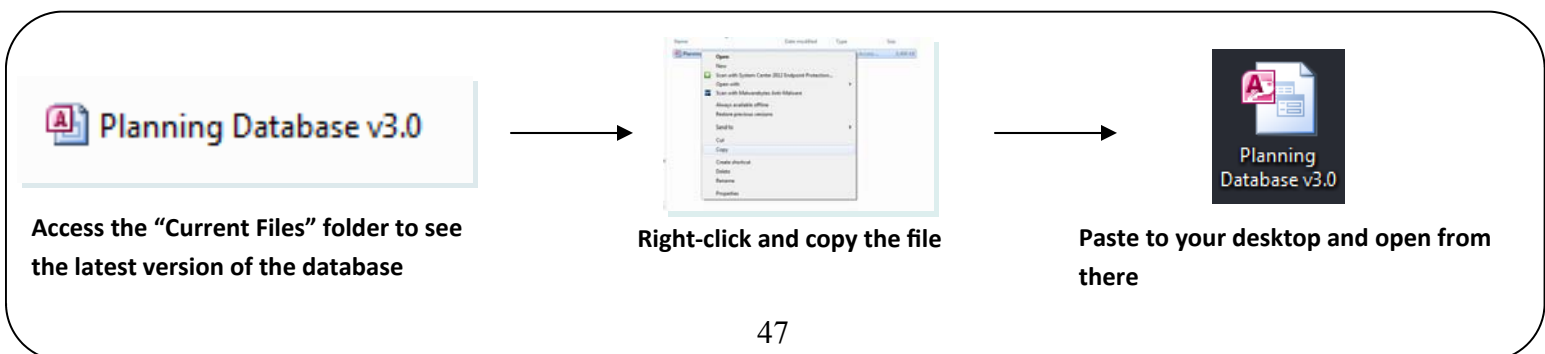
## Accessing the system

The Integrated Planning Database is a split database. The actual data is held on a network drive as a back-end, while each user has a copy of a 'front end' that reads and stores information to the back-end



You can access the most recent 'front-end' by navigating to this drive.

\\ishtar\planning database\Current Files

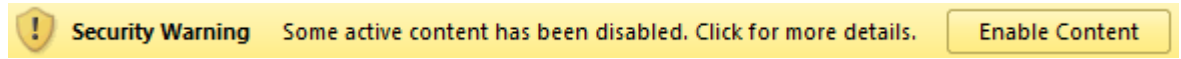


# Integrated Planning Database

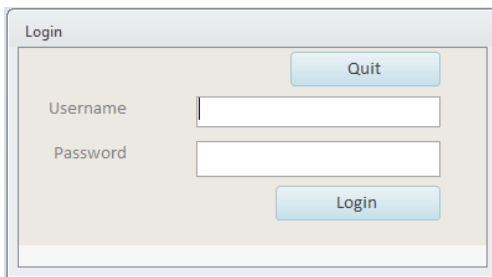
## Accessing for the First Time

The Integrated Planning Database is a MS Access 2010 database. As part of the security in MS Access 2010 you will need to enable the content to fully use the system.

The first time you access the system you will likely see this warning below the ribbon. Click on “Enable Content”



The system will then close and reopen. You may see a message asking if you would like to make the database a “Trusted Document” in which case click OK. You should now be presented with the login screen. Enter your username and password as supplied by Institutional Research and press “Login” button.

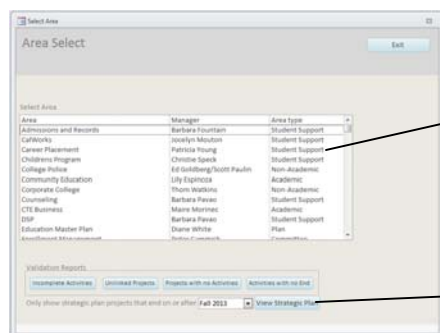


You should now be presented with the “Area Select” screen. This allows you to do 2 things.

- Access any of the areas you have permission to access
- View institution level reports

You would need to click on an area in the list to access the summary screen for that area

To view validation reports and a draft of the strategic plan press one of the buttons



Clicking on one of the areas in the list will open up the “Area Summary”. From here you can record and manage specific outcomes, assessments and projects specific to that area



Clicking on one of the reporting buttons will open up a report that collects details for all users. These reports focus on validation but there is also a draft copy of the strategic plan



# Integrated Planning Database

## Introduction

The Integrated Planning Database can be used to store all of your outcome and assessment information. You can add, edit or delete outcomes, you can add results of outcomes assessment as well as include assessment information in a variety of reports.

## Area Summary

This area has the following service area outcomes (SAOs)

Outcome	Number of Assessments	Last Assessment
Intergrate Data in Planning	2	Spring 2013
Understand IPP	1	Fall 2013
Access and Interpret Data	1	Summer 2012
Support Mandated Reporting	1	Fall 2012
Ensure all SLOs assessed	1	Summer 2013

Use this button to add a new outcome




Clicking on this button will print details of all outcomes and assessments in your area

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Click on any outcome in the list to view full details of that outcome


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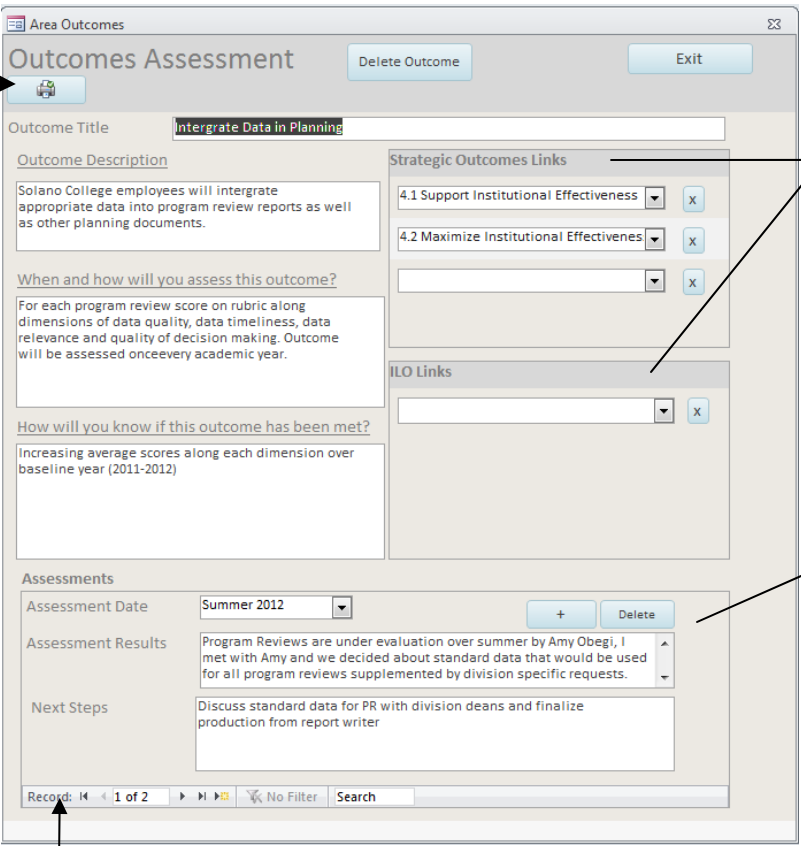
Clicking on this button will allow you to add new outcomes

## Outcomes Assessment

Use this button to print out a copy of the outcome and assessment(s)






Use the drop down boxes to select strategic outcomes or ILOs that the outcome links to. Your outcome should link to at least one thing. Try not to link your outcome to too many strategic outcomes or ILOs. It is better to add only a few relevant links.

Use the Assessments subform to include details of any assessments you complete for this outcome. Buttons are included to

Add another assessment

Delete an existing assessment

You can record multiple assessments for each outcome—in this example this is assessment 1 of 2. You can use the arrow buttons to scroll through your



# Integrated Planning Database

## Introduction

The Integrated Planning Database can be used to store all of your projects and associated activities. The database stores a lot of information about a particular project including a list of project activities and linked outcomes. Once a project is completed an evaluation will need to be completed and recorded in the database.

## Area Summary

This area is working on the following projects

Project Title	End Semester	Total Activities	Status
Add interactive data web pages	Fall 2012	5	Complete
IPP Database	Spring 2013	5	Complete
Data Manipulation Training	Spring 2013	5	Complete
IPP Database V2.0	Fall 2013	1	Incomplete
IPP v2.0	Fall 2013	4	Incomplete

View Archive Use this button to add a new project +

+

Clicking on this button will print details of all projects in your area

Clicking on any project in the list will open up full details

Clicking on this button will allow you to add a new project to your area

## Project Details

The Integrated Planning Database can be used to store all of your projects and associated activities. The database stores a lot of information about a particular project including a list of project activities and linked outcomes. Once a project is completed an evaluation will need to be completed and recorded in the database.

Clicking on this button will allow you to print full details of your project

Use the drop down box to select area and institutional outcomes supported

Project Details
Exit

Project Title:

Project Description/Rationale:

Area Outcome Supported:

Institutional Outcome Supported:

How are Outcomes Supported:

Activity Title	Completion	Complete
Prototype	Fall 2011	True
Present database to ALG	Spring 2012	True
Offer summer training sessions	Summer 2012	True
Final Version	Fall 2012	True
Distribution	Spring 2013	True

Project Outcomes:

Evaluation Results:

Archive:

Archive Reason:

Delete Project

Clicking on this button will allow you to add new activities associated with your project

The activities associated with the projected will be listed. You can click on any activity in the list to access

You can archive your project or delete it. An archived project can be recovered later but will not be active in any reports. A deleted project is gone forever

# Integrated Planning Database

## Institutional Reporting

Validation Reports

Only show strategic plan projects that end on or after

A number of reports are available to all users that show validation issues across the entire database. These reports are useful in showing errors that need to be corrected for the production of an accurate strategic plan. You should pay close attention to these reports and look to correct any errors identified in your area as soon as possible.

### Incomplete Activities

**Previous Semesters Incomplete Activities**

This report shows all of the activities that were scheduled to be completed in previous semesters and are still incomplete. The report is grouped by area and project than the incomplete activities are listed. To remove an activity from this report you will need to open up the activity from the project details screen and mark the check box as "complete"

Admissions and Records	Barbara Fountain
Service to Students	
<ul style="list-style-type: none"> <li>Interact Student Program</li> <li>Waiting</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2013</li> <li>Fall 2013</li> </ul>

This report selects all of the activities that were scheduled to be completed in the previous semester but are still marked as incomplete. You can clear items from this list by either marking the completion date as the current semester or later or marking the activity as complete.

### Unlinked Projects

**Projects Not Linked To Strategic Objectives**

This report shows all projects recorded in the database that are not linked to a Strategic Goal of the college. This means the project will not be included on the strategic plan. To remove a project from this list open up your project from the area summary and use the drop down box to select an Area Outcome Supported

Admissions and Records	Barbara Fountain
Student Communications	
Counseling	Barbara Pavao
Counselor Information Consistency	
Online Access to Student Ed Plans	
Finance	Patrick Killingsworth

Satisfactory completion of audit / year end 2013

This report selects all of the activities that are not tied to a strategic goal or objective. This is important because only those activities linked to a strategic goal will be included on the strategic plan. You can clear items from this list by linking them to a strategic goal

### Projects with no Activities

**Projects with No Activities**

This report shows all projects recorded in the database that do not have any activities associated with them. This means the project will not be monitored as it does not have an end date of completion or any work associated with it. To remove a project from this list you will need to open up the project from the area summary, then use the "Add Activities" button to add activities to your project

Enrollment Management	Peter Gammish
Enrollment Management Model	
IT	Roger Clague
Class Access Upgrade	
HR	Chano Albarran

Update IPP Program

This report shows all projects that do not have activities associated with them. A project is a collection of activities that produces a defined goal or outcome. It is important to add activities to your project as this defines the details of the project and the timeline for completion.

### Activities with no End

**Project Activities With No End Date**

This report shows all project activities recorded in the database that do not have an end date. This means the project will not be monitored or included in the strategic plan. To remove a project from this list you will need to open up the project from the area summary, find the appropriate activity in the activity list then use the drop down to record an end date for completion of that activity.

Admissions and Records	Barbara Fountain
Database Management	
<ul style="list-style-type: none"> <li>Banner Functionality</li> <li>Banner Knowledge</li> <li>Banner Purge</li> <li>Banner Security Update</li> <li>CCCApply</li> <li>LDA Patch</li> </ul>	

This report shows all of the activities that do not have a scheduled end date. Without a scheduled end date it would appear that the activity goes on for ever. You can clear items from this list by recording a completion date to an activity.



# Integrated Planning Database

## Strategic Plan

Only show strategic plan projects that end on or after

Any user can view a current version of the “Strategic Plan” as it would be printed. You can select the starting semester of the strategic plan using the drop-down box. This will filter the plan to only show projects that end on or after the selected date.

The plan is organized in the following order

- Strategic goal
- Sub goal
- Project End date
- Area
- Project
- Activity

### 1. Foster Excellence in Learning

#### 1.1 Student Learning Environment

*Create an environment that is conducive to student learning.*

**Projects due to end in Fall 2013**

Childrens Program Christie Speck

**Family services**

Activity Title	Completion Date	Complete
conduct a parent needs and interest survey	Fall 2013	<input checked="" type="checkbox"/>
Parent Needs & Interest Survey	Fall 2013	<input checked="" type="checkbox"/>
recruit student interns from HS052 course	Fall 2013	<input checked="" type="checkbox"/>

Education Master Plan Diane White

**Softball Field – Bleacher repair**

Activity Title	Completion Date	Complete
Request this project be considered with remaining Measure G funds or new bond monies	Fall 2013	<input type="checkbox"/>
Submit plan to Dean Espinoza for approval and feedback	Fall 2013	<input type="checkbox"/>
Create an academic plan	Fall 2013	<input type="checkbox"/>

**Projects due to end in Fall 2014**

Childrens Program Christie Speck

**Full inclusion program**

Activity Title	Completion Date	Complete
Classroom management practices	Fall 2014	<input type="checkbox"/>

# Integrated Planning Database


## Introduction

The Integrated Planning Database is the way service areas report and manage outcomes and assessments. Outcomes are recorded as things that will happen as a result of you completing your work, assessments are recorded to examine what actually did happen and any corrective action that needs to take place. Organizing outcomes and assessment in a database facilitates linking the outcomes to project plans and work activities, a vital component of program review.

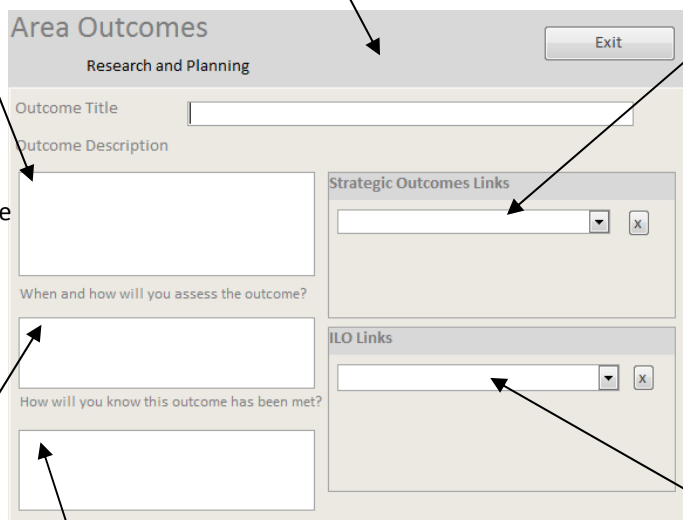
## Adding a New Outcome

This area has the following service area outcomes (SAOs)

Outcome	Number of Assessments	Last Assessment
Intergrate Data in Planning	2	Spring 2013
Understand IPP	1	Fall 2013
Access and Interpret Data	1	Summer 2012
Support Mandated Reporting	1	Fall 2012
Ensure all SLOs assessed	1	Summer 2013

Use this button to add a new outcome 

Click on the add outcome button will open up a blank outcome assessment form. You can use this form to add a new outcome to the database



**Outcome Description:** You can add more detail about your outcome in this box. Remember an outcome is defined as ‘the observable effects of completing the areas work’. See p.36 of the IPP manual for further information on building outcomes

**Assessment Strategy:** You can use this box to record a description of how and when you will assess your outcome. This step is important because of you find it difficult or time consuming to assess your outcome you may need to rewrite it.

**Success Criteria:** You can use this box to record a description of how you will know the outcome has been met. For example this might be something like “80% of respondents indicate satisfaction with service” or “90% of helpdesk tickets resolved in 48 hours”. This is the yardstick by which you will measure service performance

**Strategic Outcome Links:** You can link any of your outcomes to the Strategic Outcomes of the college. By doing this you are reinforcing that the work you are completing is in some way important to the college. You can link you outcome to as many strategic outcomes as you want. Linking to only one outcome is fine and certainly you should link to more than 3.

**ILO Links:** If your area interacts with students you can also link your outcome to one of the Institutional Learning Outcomes. In this way you are saying that the work you are completing supports student learning. This may not be applicable to every outcome but if you interact with students it is likely that you require them to learn something as a result of that interaction

# Integrated Planning Database

## Introduction

The Integrated Planning Database is the way service areas report and manage work. The level at which we report work is the project. A project is simply a collection of activities that are built on to reach a common goal. Another important aspect of a project is that it has a defined end date. Having an end date is important for accountability and project tracking. Projects from area feed into "Area Plans" and the overall colleges "Strategic Plan", for this reason it is important that projects are recorded accurately.

## Adding a New Project

This area is working on the following projects

Project Title	End Semester	Total Activities	Status
Add interactive data web pages	Fall 2012	5	Complete
IPP Database	Spring 2013	5	Complete
Data Manipulation Training	Spring 2013	5	Complete
IPP Database V2.0	Fall 2013	1	Incomplete
IPP v2.0	Fall 2013	4	Incomplete

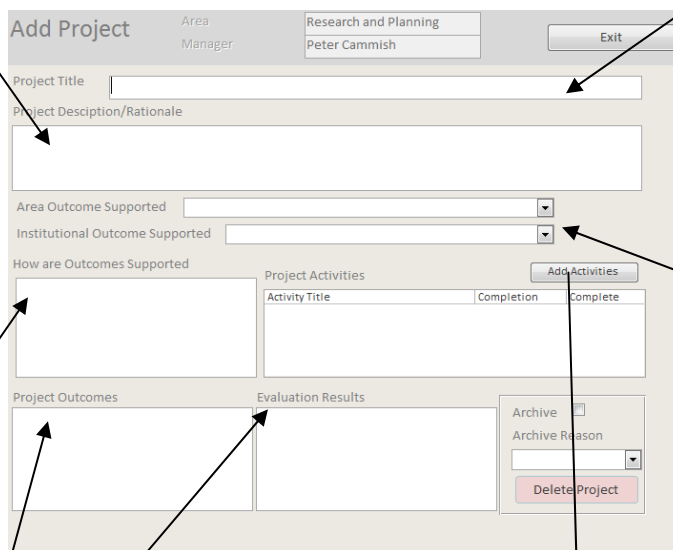
View Archive Use this button to add a new project +

Click on the add project button will open up a blank project form. You can use this form to add a new project o the database

**Project Description/Rationale:** You can add more detail about your project including why it is important in this box. Although you can add as much text as you want to this field it is better to keep the description and rationale straight to the point

**How are Outcomes Supported:** You can use this box to record a description of how your project supports the outcomes of your area and the institution. Again you should keep this section short and to the point

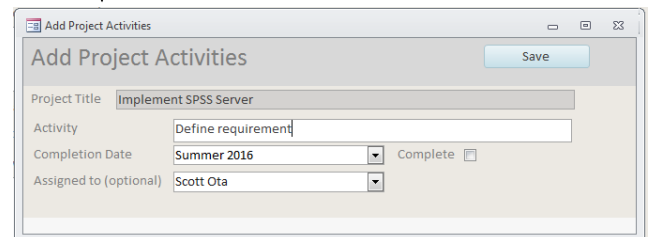
**Project Outcomes:** You can use this box to record a description of the outcomes of your project. You should write a brief statement of what changes you expect to be evident upon completion of the project



**Evaluation Results:** You can use this box to record an evaluation of your project once it is completed. Answer questions like did it work? Did you meet the stated outcomes? What changes are evident as a result of completing the project?

**Project Title:** Add a simple title that can be used to identify your project on reports. These might be things like "Implement Degree-works", "Customer Service Training", "Title V Grant". Limit is 255 characters

**Outcomes Supported:** You can use the dropdown box to select the outcomes that your project supports. You will select one area outcome (this links your project in the Program Review) and one institutional outcome (this links the project in the Strategic Plan)



**Project Activities:** When you click on the "Add Activities" button a small form will open that will allow you to record activities related to your project. You will need to record a brief activity title, and expected completion date and who the activity is assigned to. Pressing the save button will close the form. The activity will now be included in the activity list. You can repeat this process to record multiple activities associated with your project

# Integrated Planning Database

## Introduction

The Integrated Planning Database has one huge advantage over using separate forms to record outcomes assessments and work projects, this is that information can be brought together, grouped, sorted and displayed in a variety of different ways. One of these is in the program review. This brings together previously completed projects, outcomes assessments and planned future projects into a single document that is a comprehensive review of the area.

## Completing a Program Review

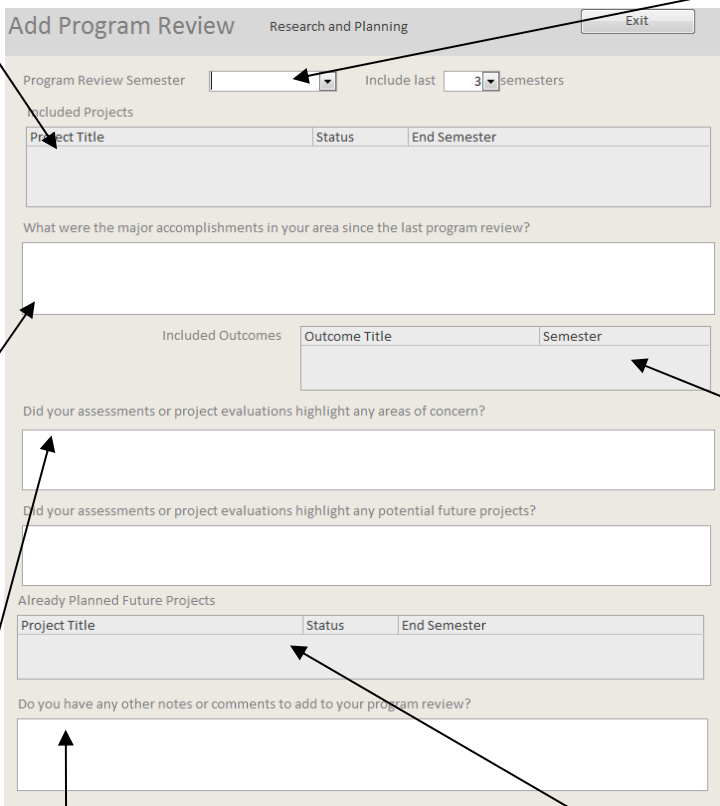


Click on the add project button will open up a blank project form. You can use this form to add a new project to the database

**Included Projects:** This list shows all of the projects that will be included in your review. The list is based on projects that will have been completed in the program review period.

**Major Accomplishments:** In this space you can add narrative text that explains the major accomplishments during the program review period. This text will likely be a summary of the projects from the above list.

**Areas of Concern:** You can use this box to record a description of the outcomes of your project. You should write a brief statement of what changes you expect to be evident upon completion of the project



**Program Review Semester:** First use the dropdown box to pick the Program Review semester. This is the semester in which you are completing the program review. Because Program review is a review of what went on previously you will also have to pick how far back you want to look. The default of 3 semesters in one year

**Included Outcomes:** This list shows all of the outcome assessments that will be included in the Program Review. The list is based on assessments that have been completed in the program review period.

**Future Projects:** This list will show future planned projects that will be carried out in your area. These projects should be planned to address areas of concern from outcomes assessment or completed projects evaluations.

**Other Notes:** If you have any other notes relevant to your program review you can include them here. These notes will also be included in your printed Program Review

**SOLANO COMMUNITY COLLEGE**  
**Administrative Leadership Group (ALG)**

Friday, March 7, 2014

8:30 – 10:00 a.m.

Board Room – Lower Level

360 Campus Lane, Fairfield, CA

<b>Attendees</b>		
Eileen Amick	Leslie Fay	Maire Morinec
Rachel Ancheta	Cynthia Garcia	Scott Paulin
Jose Ballesteros	Laurie Gorman	Barbara Pavão
Phyllis Braaksma	Myron Hord	Chuck Rieger
Marielle Calara	Jerry Kea	Christie Speck
Peter Cammish	Pat Killingsworth	Judy Spencer
Roger Clague	Jowel Laguerre	Diane White
Sal Codina	Shirley Lewis	John Yu
Laura Convento	Yulian Ligioso	Judy Yu
Robin Darcangelo	Deborah Mann	
Chuck Eason	Maurice McKinnon	

**Agenda Item #1: Welcome and Introductions – Dr. Laguerre**

**Discussion:** Dr. Laguerre began the meeting at 8:35 am. He asked the group to introduce themselves.

**Agenda Item #2: ALG Survey – Peter Cammish**

**Discussion:** Dr. Laguerre surveyed the group regarding the frequency of ALG meetings and if they had feedback on the issues described in the survey. The current schedule is quarterly meetings with a summer retreat. Majority was in favor of changing the meetings to every month. Most of the group agreed that accreditation and student success were priority issues that go hand in hand. Other comments were to set goals in the beginning of the school year and monitor to see how we are doing. In regards to Strategic Planning, an idea from 1-2 years ago was to post goals from the various schools and place them for all to see.

**Action:** ALG meetings will now be monthly (first Friday of the month). The Accreditation Coordinator will be invited to meetings when accreditation is being discussed. The group was encouraged to send in their agenda items that they want discussed to Judy Spencer.

**Agenda Item #3: Strategic Planning Database (New Update) – Peter Cammish**

**Discussion:** P. Cammish gave a handout relating to the new features in the database. For projects, there should be one driver/one person for each project. The project leader will have the overall responsibility for the assignment of tasks, entering the project details and evaluations once completed. Questions came up regarding shared tasks or projects that cover more than one area. Dr. Laguerre asked P. Cammish to provide the support to get it going. Overall, the changes look good but we need to do it well.

**Action:** P. Cammish to provide training.

**Agenda Item #4: Per Diem – Pat Killingsworth**

**Discussion:** P. Killingsworth discussed a few issues with the current expense reimbursement policy and presented ideas to the group. For example, in regards to meal reimbursement, a recommendation was to implement “no receipt” levels to allow reimbursement for lost receipts or amounts based on per diem. Tips were discussed, for example, if gratuity is added to a large party bill, a change in the current policy would allow for reimbursement. P. Killingsworth to check laws on tipping with tax payer dollars. Dr. Laguerre requests a uniform policy that conforms to federal/state laws and is in line with policies



**SOLANO COMMUNITY COLLEGE**  
**Administrative Leadership Group (ALG)**

Friday, March 7, 2014

8:30 – 10:00 a.m.

Board Room – Lower Level  
360 Campus Lane, Fairfield, CA

with neighboring schools. Airfare advances were discussed; if allowed, it will allow staff to attend conferences without bearing a huge financial burden.

**Action:** Have draft policy done by end of March. Review at next ALG and Shared Governance meetings. Policy to be effective July 1, 2014.

**Agenda Item #5: The Pause - ALL**

**Discussion:** Dr. Laguerre reported on the Pause, the time where there will be no cabinet, regular or committee meetings. He clarified that individuals can still hold meetings, but the regular meeting will not take place. *The Pause* is scheduled every Tuesday (8-9 am) and Thursday (4-5 pm) until the end of the year. Another one-week pause is scheduled March 24-28. Will re-evaluate in April to determine if a one-week pause should be scheduled in the fall (dates are to be determined).

**Action:** Re-evaluate in April.

**Agenda Item #6: Academic Affairs Reorganization – Diane White**

**Discussion:** School of Human Performance and Development to be dissolved. Dance, Kinesiology, Sports/Medicine and Nutrition going to be absorbed by School of Health Sciences. The Children's Program and Child and Development Family Studies will move to the School of Social and Behavioral Sciences. No changes to School of Liberal Arts, Mathematics and Science, and Applied Technology and Business. D. White reported other changes to programs.

**Action:** Realignment going to the Board meeting on March 19, to be effective July 1, 2014.

**Agenda Item #7: Committee on Committees – Barbara Fountain**

**Discussion:** No report.

**Action:** Return to April meeting.

**Agenda Item #8: Email management policy – Jerry Kea**

**Discussion:** The official vote for the Email Etiquette and Management Policy were 20 ALG in favor with 2 abstaining. Final vote was 21 in favor. ALG agreed this was more of an operations policy and would not require Board approval. J. Kea gave a copy of the survey report and short list of recommendations. The policy was vetted through Shared Governance and all changes/recommendations were made since the last ALG meeting.

**Action:** Test with ALG and monitor it over the next year.

**Agenda Item #9: Accreditation Update – Diane White**

**Discussion:** SCC was cleared of all sanctions and received ACCJC accreditation reaffirmation. D. White reported that the Accreditation Taskforce is working on the Annual Report, which is due on March 31. The Mid-term Report (to report on our progress) is due October 15. The substantive change reports are due May 8, and they hope to complete the first draft by the end of April. She reported the new ACCJC standards are out, specifically on assessment. ACCJC is placing greater emphasis on the use of data and outcomes assessments in the new standards. D. White is working with P. Cammish to revamp the database and streamline PERTS. D. White is working with J. Ballesteros and S. Johnson on a strategy to communicate with the public and repairing SCC's reputation. Dr. Laguerre mentioned in his last SP Direct branding and letting us tell our story.

**Action:** None.

**SOLANO COMMUNITY COLLEGE**  
**Administrative Leadership Group (ALG)**

Friday, March 7, 2014

8:30 – 10:00 a.m.

Board Room – Lower Level  
360 Campus Lane, Fairfield, CA

**Agenda Item #10: Dinner with the Board – Dr. Laguerre**

**Discussion:** Planning a dinner with ALG and the Board. It will give ALG the opportunity to interact with Board Members. Keep calendars open for dinner on June 4. A dinner is scheduled with the unions in May. Dr. Laguerre reported that the Board met with students March 5.

**Action:** None.

**Agenda Item #11: SCC Leadership Team – Values and Operating Principles (Laskowski) - Laguerre**

**Discussion:** Ask group to look over the Value and Operating Principles.

**Action:** Place on next ALG agenda and report how we are using these principles in our respective departments.

**Agenda Item #12: Second Leadership Academy (Fisher) June 2, 3, and 4**

**Discussion:** Group of 30 nominated colleagues (comprised of 15 faculty and 15 staff) were invited to attend the Leadership Academy in June. Dr. Laguerre mentioned he would like to see ALG support people going through the institute by mentoring and shadowing. Dr. Laguerre revisited DISC and asked the group how they were doing. Went around the table to report what their letter type was and how they applied what they learned. Due to time constraints, this item will return to the next meeting for those unable to report and those not present to comment.

**Action:** Continue DISC at next ALG

No other comments or announcement.

Meeting adjourned at 10:08 am

**Next Meeting:** Friday, April 11, 2014

- 10:00 – 11:30 – Campus Lane Board Room

**Notes Prepared By:** Laura Convento, Interim Business Operations Coordinator

**From:** Peter Cammish  
**To:** [Shirley Lewis](#); [Jowel Laguerre](#); [Yulian Ligioso](#); [Diane White](#)  
**Subject:** Verification Required - Planning Database Setup  
**Date:** Thursday, March 06, 2014 3:23:00 PM  
**Attachments:** [Book1.xlsx](#)

---

Hello

Please see the attached list. It illustrates the users for the Planning Database outlining authority and access for functional areas that report plans and outcomes assessment.

The first column shows the SPC member

The second column lists the functional area of responsibility

The third column lists the manager responsible for management of the functional area

The final column shows the names of all users with access to the functional area

Please confirm if any amendments are needed to this list. This may include

Adding/deleting areas

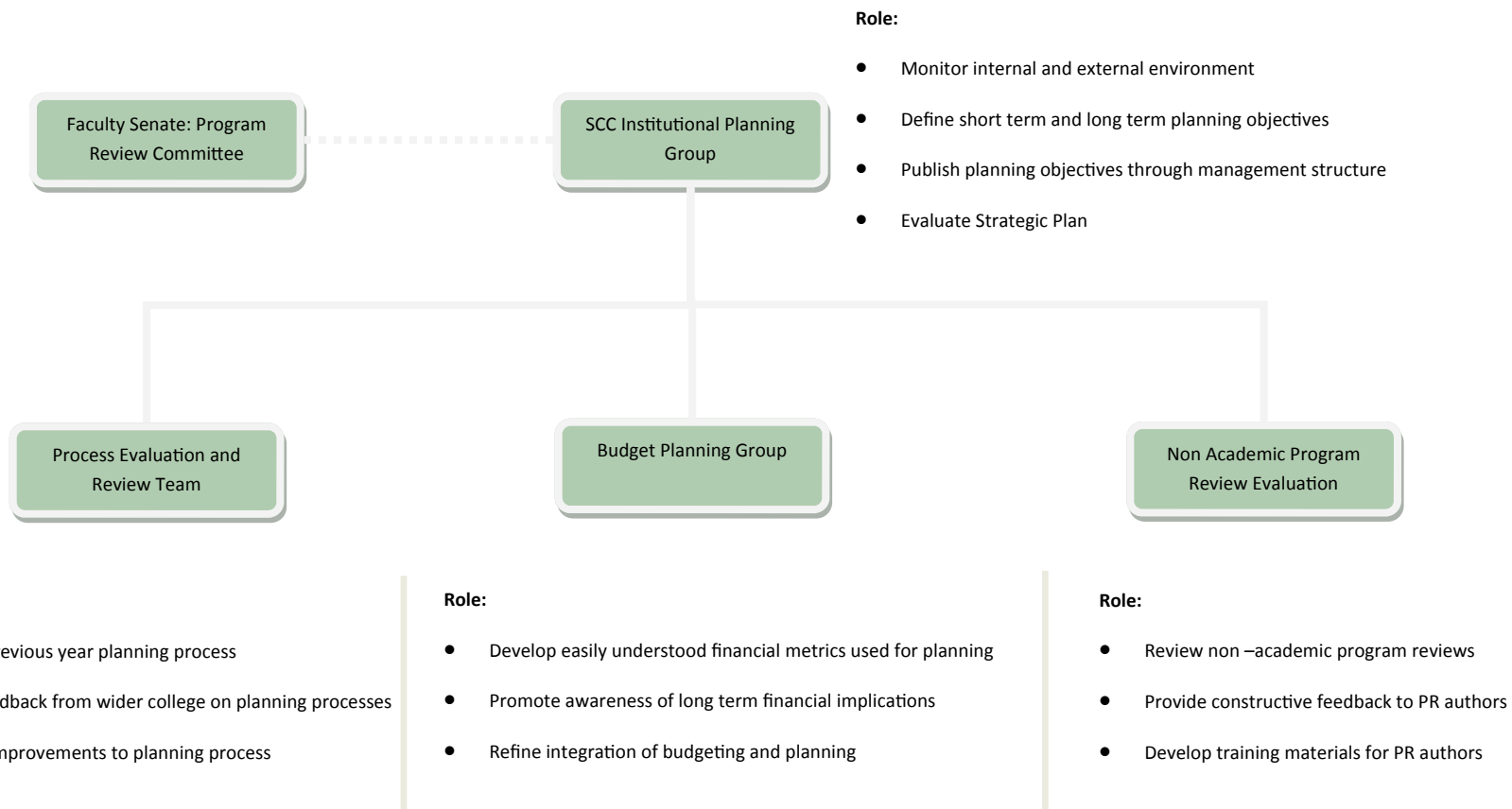
Adding/deleting users

Editing manager names

You can reply to this email or call me on 7278 and I will make the changes.

Many thanks ... Peter

# Planning Committee Structures



## Membership

SCC Institutional Planning Group	Process Evaluation and Review Team	Budget Planning Group	Non Academic Program Review Evaluation
SP, Chief Student Services Officer, VP AA, VP Finance, Academic Senate president, president ASSC. IR Rep as resource	Dean Research and Planning, Director of HR, Chief technology Officer, Student Services management Rep, CSEA Rep, Local 39 Rep, Faculty Rep.	Director of Fiscal Services, Dean Research and Planning, Lead Research Analyst, SGC Reps	Subcommittee of ALG

SUPERINTENDENT-PRESIDENT’S CABINET

**AGENDA**

Monday, April 21, 2014

Conference Room 234

10:00 a.m. – 12:00 Noon

Distribution: Dr. Jowel Laguerre, Nona Cohen-Bowman, Dr. Shirley Lewis, Yulian Ligioso, Bruce Petersen, Leigh Sata, Diane White, and Judy Spencer  
Guests: Director Dwight Calloway, Dean Peter Cammish, Dr. Annette Dambrosio, I/Chief Scott Paulin, and Pei-Lin Van’t Hul  
Excused: Judy Spencer

**NEW ITEMS**

- Accreditation – Dambrosio/White
- Program Discontinuance – White
- Smoking Policy – Update – I/Chief Paulin
- Power Failure (April 7) – Recap – Calloway/Paulin/ALL
  - Emergency Contact Numbers
  - Signage
- Integrated Planning – Cammish
- Enrollment Management Committee – Cammish
- PERT Remodel – Cammish
- Strategic Proposals - Cammish
- Positive Attendance – Van’t Hul
- Job Description – Career, Technical Education and Related Programs – White
- Board Policy 1037 – Order of Business - Revision – Laguerre/Spencer
- Board Procedures 1013 – Vacancy - New – Laguerre/Spencer
- Manager of the Year (Confidential) - ALL
- Other - ALL

**STANDING ITEMS**

- **Personnel** **Petersen**
- **Negotiations** **Ligioso**
- **Bond Update** **Sata**

***ITEMS FOR NEXT SPC MEETING***

**ADJOURNMENT**

***Parking Lot***

- Criteria and Assessment Rubric and Deadline for Release-time Positions (Advertisement) – White
- Banner Update – Clague
- Branding – Johnson/Johnston
- Commencement 2014 – Ballesteros - May 2014
- Committee on Committees Update – Fountain

# FINANCIAL INDICATORS MEETING NOTES

Date: Thursday 1<sup>st</sup> May 2014

Room: 103A

Present: Peter Cammish, Les Hubbard, Patrick Killingsworth

## PURPOSE

Develop a set of financial indicators that are:

- Helpful in communicating key financial and budget issues
- Easily interpretable
- Comparable across time
- Comparable across other colleges where possible

## GENERAL

- Actual YTD \* (No months to date/12) / Annual Budget
- Actual vs Budget
- Reserves

## PERFORMANCE EFFICIENCY

Problems: Majors not well defined (may change with Student Success initiative)

Faculty salary per FTE

Division spend per FTE

Library spend per FTE

Technology per FTE

Cost per student per class (average cost – median salary and benefits)

Cost per graduate

Potential problem with identifying FTES.

For example a nursing student may not generate a lot of FTES in the nursing program but does generate a lot of FTES in other programs. Solution would be to look at 2 measures of FTES:

- In discipline FTES (Example: All FTEs generated in Nursing)
- All FTES (All FTES generated across all disciplines by all students taking at least one course in Nursing)



# Planning Control and Review Calendar

E2.14

Calendar below shows the major activities to be completed during any given year to ensure that planning is accurate and controlled. The process covers evaluation of content, evaluation of process as well as opportunities for amendments.

#	Task	Responsibility	Dependency	J	F	M	A	M	J	J	A	S	O	N	D
1	Review Validation Reports	SPC Sponsors													
2	Address Validation Issues	Managers	1												
3	Non Academic Program Review	Managers													
4	Non Academic Program Review Evaluation	Evaluation Committee	3												
5	Review Strategic Plan	IPG													
6	Area Updates	Managers	4,5												
7	Fall Review	ALG													
8	Spring Review	ALG													
9	PERT end of year review	PERT													

**Review Validation Reports:** SPC sponsors have responsibility for ensuring that management areas within their line of responsibility have completed their plans, outcomes and assessments to a satisfactory level of quality. Although the entire process is cyclical this important step this sets up all following processes.

**Address Validation Issues:** Acting on recommendations and directives from SPC sponsors, Managers will clear validation issues to ensure that all outcomes, assessments and projects are recorded correctly.

**Non Academic Program Review:** Managers complete annual Non Academic Program Review. This process examines previous years projects and outcomes assessment and recommends next steps in area improvement.

**Non Academic Program Review Evaluation:** The Evaluation Committee will look at submitted Non Academic Program Reviews and provide feedback via rubric scoring as well as written comments. The VP in charge of the area will also provide written comments. Feedback is returned to Area managers.

**Review of Strategic Plan:** IPG review the strategic plan for completeness and brevity.

**Area Updates:** Based on feedback Area Managers and Strategic Plan Review will make amendments to their program review.

**Fall Review:** ALG review projects that were due to be completed in Fall semester and discuss plans for subsequent Spring semester.

**Spring Review:** ALG review projects that were due to be completed in Spring semester and discuss plans for Fall semester.

**PERT end of year review:** PERT look at compliance issues with planning and budget allocation process and prepare written report for IPG.

# Non Academic Program Review Rubric

	0	1	2	3	4
<b>Mission Statement</b>	Missing	Mission statement poorly written and/or not reflective of the areas overall goals.	Mission statement is generally adequate for purpose. It is not entirely clear the goals of the area and/or they seem inaccurate or incomplete.	Generally well written although may be too short or too long to succinctly describe area goals and objectives.	Very well written mission statement that accurately sums up the goals of the area in a concise manner.
<b>Completed Projects</b>	Missing	Major project details missing or vague. Not clear from project list what was achieved or why. Evaluation of projects is largely missing or inaccurate	Completed project list fairly complete. May not include some major projects that were completed in the area Evaluation of projects is not always thorough or accurate.	Completed project list is largely complete although some minor or contextual information may be missing. List is generally easy to read and concise although some ambiguity may exist. Evaluations are largely accurate and logical.	Completed project list is complete and thorough and reflective of the major work completed in the area List is concise and clear on achievements Evaluation of projects is honest and accurate with statement of next steps.
<b>Outcomes</b>	Missing	Outcomes incomplete or unrepresentative of the areas goals and mission. Major sections missing.	Outcomes reasonably complete. But may not be representative Context information may be inaccurate and/or incomplete. Success criteria may not be fully defined Assessment strategy may be unrealistic or difficult to maintain	Outcomes mostly complete, some minor information missing. Success criteria and assessment strategy look realistic and attainable.	Expertly written outcomes with clearly defined, attainable assessment strategy and assessment criteria. Outcomes look reasonable to assess and will give an excellent indication of area performance.
<b>Assessments</b>	Missing	Assessments incomplete Assessment results may be completely anecdotal Conclusions do not follow on from observations Next steps are illogical or not related to assessment results.	Assessments reasonably complete. Assessments may rely purely on observation/dialog rather than hard evidence. Next steps may not be completely logical based on assessment results	Assessments largely appropriate to outcome and utilize valid assessment methods. Assessment results fairly well-written with good indication of situation.	Well designed and thorough assessments which includes quantitative and qualitative data. Assessments give a good indication of outcome success Logical conclusions and clear plan to address assessment results
<b>Future Projects</b>	Missing	Future projects not well-planned or incomplete. Future projects not clearly based on outcomes assessment or previous project evaluations.	Future projects reasonably appropriate and complete. May miss some obvious areas of work identified through outcomes assessment or previous project evaluation. Activities may be unrealistic or not completely recorded.	Future projects mostly complete and focus on addressing areas of concern. Well written and reasonable list of activities.	Future project list complete with will written rationale and outcomes. Future project list draws heavily on addressing areas of concern Activity list looks is accurate, reasonable and gives a good understanding of what should be achieved by when.
<b>Narrative</b>	Missing	Narrative is largely incomplete and/or inaccurate Does not look consistent with project evaluations, plans or outcomes assessment pieces.	Narrative pieces are generally complete but may be missing important observation. Narrative is fairly consistent with other pieces of the program review.	Narrative piece is , overall, well written and complete. Narrative is derived from other pieces and makes sense.	Expertly written narrative. Narrative is consistent with other pieces and brings together the major threads of the program review in a succinct and easily understood manner.

## Non Academic Program Review

		AR	Career Placement	Childrens Program	Counselling	EOPS	Facilities	FA	Grants	IA	IT	Library	Presidents Office	Recruitment	Research	Transfer	Tutoring	Umoja	Vallejo	Veterans	Workforce	
1	Mission Statement	1.17	3.5	3.6	3.2	3.8	4.4	4.2	2.8	4.2	4	3.4	1.8	3.6	4.6	1	3.4	1	2.8	3.8	4	64.27
2	Completed Projects	1.83	2.17	2.4	2.4	3	1.8	4.2	3.4	3.4	2.4	4.2	3.2	4	4.2	1	2.2	1.4	2.6	2.8	1	53.6
3	Outcomes	2.67	2.8	3.4	3.4	3.6	3	3.8	3.4	3.4	1.2	4	3.8	3.4	4.4	1.2	2.6	2.4	2.6	3	3.8	61.87
4	Assessments	2.67	2.6	2.8	3.2	4	2.6	3.4	2.75	3.4	1	3.8	3.2	3	3.8	1	2.4	2.25	2.6	3.2	3.8	57.47
5	Future Projects	2.33	3.2	2.8	3	4	3.8	4.2	3.8	3.6	3.2	4.2	3	3.2	4.6	3.2	3.4	1.6	3.2	4.2	4.2	68.73
6	Narrative	2.33	2.8	2.2	2.8	4	2.2	4	3.2	3.4	2	3.4	3.8	2.8	4.4	2.25	2.6	2.4	2.75	2.8	3.8	59.93
		13	17.07	17.2	18	22.4	17.8	23.8	19.35	21.4	13.8	23	18.8	20	26	9.65	16.6	11.05	16.55	19.8	20.6	

### Moving Forward: Timeline

28th August 2014: SPC start strategic planning

Look at accreditation recommendations, strategic goals and objectives, ed master plan and CCCCO initiatives and decide key initiatives

4th September: Communicate key initiatives to appropriate mangers

8th September: Managers start annual non academic program review

29th September: Non academic program reviews sent for VP sign off

6th October: VP/SP sign off on non academic program review

7th October: Strategic Plan prepared

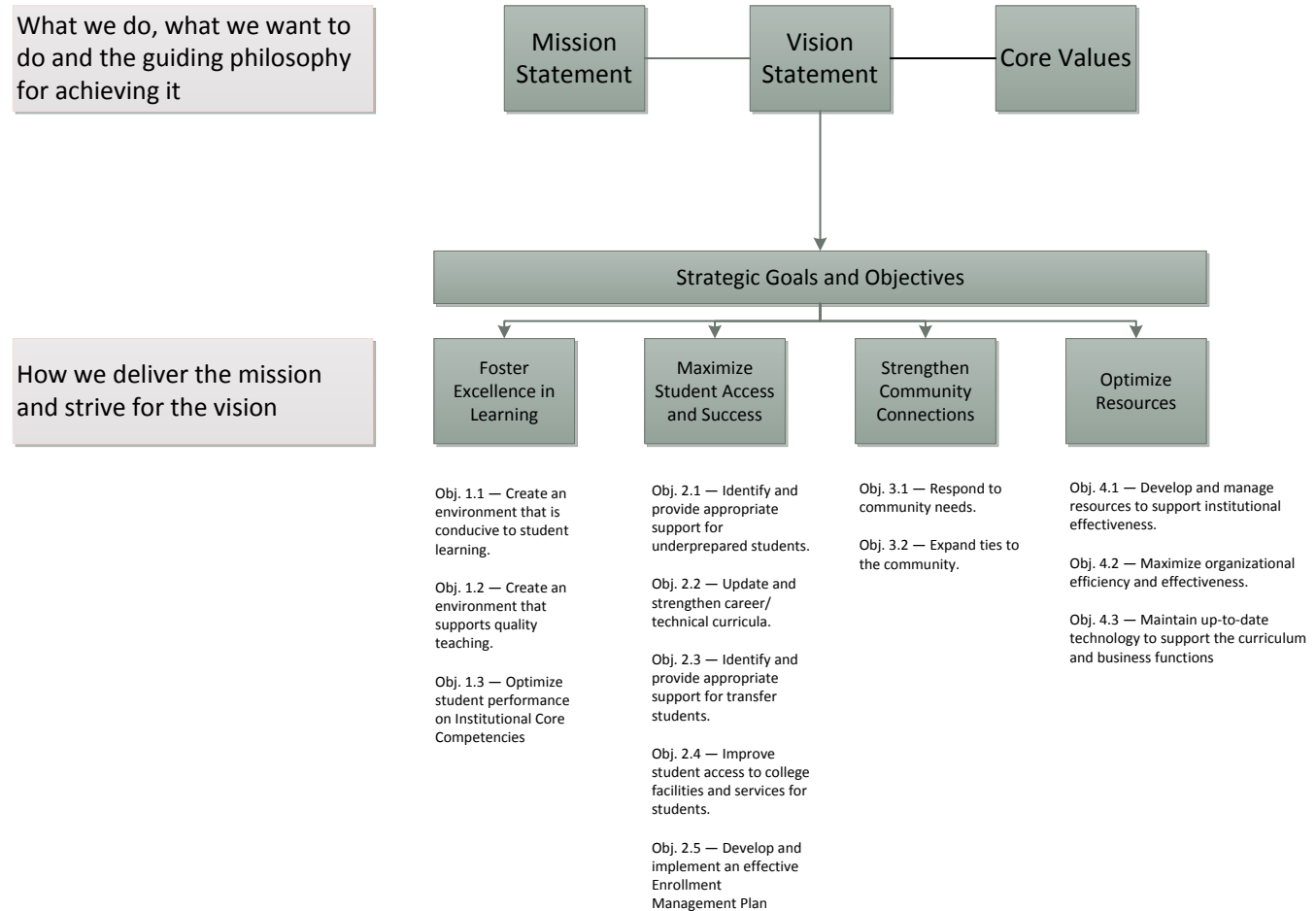
8th October: Strategic Plan sent to SGC for comment

12th November: Strategic Plan approved with possible recommendations by SGC

17th November: Strategic Plan approved by SPC

# Mission and Strategic Goals

*Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.*



## Previous Semesters Incomplete Activities

This report shows all of the activities that were scheduled to be completed in previous semesters and are still incomplete. The report is grouped by area and project then the incomplete activities are listed. To remove an activity from this report you will need to open up the activity from the project details screen and mark the check box as "complete"

Complete

### Admissions and Records

Barbara Fountain

#### Service to Students

- Internation Student Program Fall 2013
- Waitlisting Fall 2013

#### Staff Training

Provide/conduct training with staff that promotes professional development while supporting the mission of the college and ensuring efficient and student friendly processes.

- Faculty Handbook Spring 2013
- Emergency Procedures Fall 2012
- Applicant Statistics Fall 2013
- Transfer Ready Students Fall 2013

#### Student Communications

- Welcome Letters Fall 2012

### Career Placement

Patricia Young

#### Creation and Heightened Use of Social Media Sites

Created Career Center Facebook, Twitter and LinkedIn pages and expanded use of MyGroups for purpose of posting job openings, providing career tools and information; as well as informing subscribers about the various activities the CESC hosts or features.

- Facebook, Twitter and LinkedIn Sites Created Fall 2012
- Functionality of Facebook and Twitter Added to College Central Network Spring 2013

### Counseling

Barbara Pavao

## Counselor Information Consistency

Counselors will meet at least once per month until April 2014 to discuss best practices for counseling students. By April several topics will have been discussed. Counselors will reflect upon progress and identify future topics.

- Disqualified Student Counseling Fall 2013

## Develop plan for addressing Ed Planning mandate of Student Success Initiative

With the Summer 2014 and Fall 2015 registration cycle, new students must have completed educational planning with at least two semesters planned. This project will see that incoming Solano HS students will have the opportunity to complete the ed plan.

- Counselors will review COUN 101 curriculum and develop draft syllabus. Fall 2013
- Assign Counselors to sections of COUN 101 Fall 2013

## Online Access to Student Ed Plans

Develop online access to education plans for students.

- Check with Solano IT staff to determine current capabilities Fall 2013

## Education Master Plan

Diane White

### CDFS Faculty Resource Guide

A consolidated handbook for new faculty, both full- and part-time to learn about resources, policies of our CDFS department

- Create topic areas and add the information Fall 2013
- Interview current faculty and admin Spring 2013

### CDFS webpage

Create a CDFS webpage that would increase student knowledge of the program and would link to information about the Solano College Children's Program and community resources

- Consult with Scott Ota about procedures for setting up a webpage Fall 2013
- Consult with faculty and advisory members about content Fall 2013

## Child Development and Family Studies Faculty Hiring

- Division Dean submits hiring request and corresponding paperwork Fall 2013

## Kinesiology Major Change

These changes reflect a state mandate to adopt the TMC. These changes also make the Kinesiology major more streamlined. With the adoption of these changes, students will be taking only those courses necessary and transferable for major students. Currently the most efficient way to satisfy the TMC for Kinesiology is NOT to major in Kinesiology, but rather to major in University Studies with an emphasis in Science and Quantitative Reasoning. As a result, we are not effectively capturing the data on those students who are actually interested in Kinesiology and transferring on to pursue Kinesiology.

- Create proposed major changes that reflect the TMC Fall 2013

■ Submit academic plan to Dean Espinoza for her feedback and approval	Fall 2013
■ Present proposed major changes at Kinesiology monthly meeting as a discussion item	Fall 2013
■ Present proposed major changes at Kinesiology monthly meeting as an action item	Fall 2013
■ Take Kinesiology Major changes to curriculum for approval	Fall 2013

### Program Level Assessments for AS-T in ECE

■ Revise PLOs for AS-T degree; create a curriculum map	Fall 2013
■ Devise assessment measures for PLOs	Fall 2013
■ Assess the PLOs for the AS-T degree	Fall 2013

### Remodel Room 1645

Make changes to Room 1645 so that curriculum classes can be held in the classroom. Specifically, add long tables with wheels, new chairs, and locks on cabinets. Room 1645 already has a sink and cabinets.

■ Consult with faculty about classroom materials desired.	Fall 2013
■ Submit a strategic proposal for funding	Fall 2013

### Softball Field – Bleacher repair

When the facility was renovated with Measure G bond monies, new dugouts were built. Unfortunately the architect failed to install bleachers at a height that would allow for a full view of the field. The dugouts impede the view on each side. Fans that sit in the bleachers have a blocked view and can only see part of the field. The bleachers need to be raised onto small concrete pillars to correct this situation. How the bleachers are accessed will also have to be adjusted.

■ Create an academic plan	Fall 2013
■ Submit plan to Dean Espinoza for approval and feedback	Fall 2013
■ Request this project be considered with remaining Measure G funds or new bond monies.	Fall 2013

### Softball Field – Rule compliance for 2016 season

NCAA rules require specific equipment and facility updates starting in 2016. As a result, Solano College will have to add padding to the backstop to comply or it cannot host a home game.

#### 2.1 Backstop

A backstop is the required barrier behind home plate that usually stops the ball from going out of play. It should be a minimum distance of 25 feet and a maximum distance of 30 feet from home plate. (See diagram.) It is recommended that the backstop be vertical and not extend over the playing field. When the backstop is wood, cement or brick, it is strongly recommended that it be padded from dugout to dugout beginning no higher than 1 foot off the ground and extending to the top of the wood, cement or brick or 6 feet from the ground, whichever is shorter. Padding is required by the 2016 season.

■ Create an academic plan	Fall 2013
---------------------------	-----------

■ Submit plan to Dean Espinoza for approval and feedback	Fall 2013
■ Request instructional equipment grant monies \$2,000 through Dean Espinoza	Fall 2013
■ Receive approval for instructional equipment grant monies from Dean Espinoza	Fall 2013

### Softball Statistics tech equipment and support

In 2013, the CCCAA required that all competition statistics be uploaded to a universal website called Presto Sports following every game. In 2014, the 3CFCA will require that home teams upload all competition statistics from both the home team and the visiting team. With our current outdated statistical equipment, a scorebook of paper, post-game statistic compilations and input into presto sports will now take 2-3 hours. With the purchase of a laptop computer with the following specs

- Windows
- Intel® Pentium® III 1GHz or faster processor; Intel Pentium 4 2GHz or faster
- Microsoft® Windows® XP Home, Professional, or Windows Vista® Home Premium, Business, Ultimate, or Enterprise (including 64-bit editions) with Service Pack 2; or Windows 7 (including 64-bit editions)
- 4GB of RAM
- Mac OS
- Intel Core™ Duo 1.83GHz or faster processor
- Mac OS X v10.5 or v10.6
- 4GB of RAM

and the purchase of Statcrew software that is uploaded to this computer, the softball program would have an updated statistical system. This is the recommended system for Presto Sports and syncs with Presto Sports to upload stats electronically instead of manually, thus saving 2-3 hours of post-game labor. This system would need to be in place by December 2013 for training to incur on the software before the start of the 2014 season.

If this updated system cannot be purchased then the second best alternative would be to hire a student worker to serve as the official scorekeeper during competition and then to manually compile and upload statistics at the completion of every game.

■ Create an academic plan	Fall 2013
■ Submit plan to Dean Espinoza for approval and feedback	Fall 2013
■ Request instructional equipment grant monies \$3,000 through Dean Espinoza to fund this academic plan	Fall 2013
■ Receive approval for instructional equipment grant monies from Dean Espinoza	Fall 2013
■ Have technology department to purchase laptop and Stats crew software.	Fall 2013

### Sports Medicine AS Degree

To update the curriculum of the degree to meet the changes of accreditation required by the National Athletic Trainers Association

■ Research curriculum changes	Fall 2013
■ Discuss PLO's/SLO's/program review	Fall 2013
■ Write curriculum to match TMC Kin	Fall 2013
■ Update Catalogue	Fall 2013

## EOPS Program

Cynthia Simon

### EOPS and CARE Program Marketing 2013-14

Increase the awareness of EOPS and CARE on and off campus.



**EOPS Program will continue to increase admission of Hispanic and African-American males**

The EOPS Program will continue to increase the number of Hispanic (males and females) and African-American males.

- Work with Financial Aid Staff collaborative efforts

Fall 2013

**EOPS Recruitment Spring 2014**

Recruitment of new students to the EOPS Program by high school visitation at local high schools.

- Increase the EOPS students served for 2013-14.

Fall 2013

**Increase the retention and persistence rates of continuing EOPS students**

The EOPS Program will continue working with EOPS students that are making academic progress during the 2013-14 academic year. The EOPS Program will also continue to work with EOPS students that have encountered "academic challenges" during the prior semester by offering "probation and academic" workshops. Monthly meetings with students will be required to monitor student's progress.

- EOPS Mutual Responsibility Contract accessible on the EOPS website

Fall 2013

**Reserved Textbooks for EOPS students at SCC Library or EOPS Office**

The EOPS Program will work with the Solano Community College to purchase textbooks for EOPS students to use.

- EOPS Textbooks in SCC Library or in the EOPS Office

Fall 2013

**Finance**

Patrick Killingsworth

**Satisfactory completion of audit / year end 2013**

The completion of the annual audit is a major effort of Fiscal Services

- Complete account analysis/Bank Recons

Summer 2013

- Gather Prepared By Client (PBC) requests - preliminary for auditors

Fall 2013

**Financial Aid**

Robin Darcangelo

**Financial Aid Orientation**

Develop Orientation tool and communication through different mediam; Include HO Card activation.

- Create Orientation Outline

Fall 2013

**Grants**

Cynthia Garcia

**Foster Youth Program grant**

Apply to California College Pathways for program operation funds.

- Submit Letter of Intent

Fall 2013

■ Submit full application for funding

Fall 2013

### NSF ATE Grant for FY 2013

Apply for multi-year NSF ATE grant for Biotech.

■ Collaborate with Biotech faculty and Dean

Fall 2013

### Private fundraisers in people's homes or businesses

Have friends of the college host fundraisers/socials with their friends in their homes or place of business.

■ Determine list of potential hosts

Fall 2013

### Secure Federal Indirect Cost Rate

Secure federal Indirect Cost Rate with Department of Labor

■ Work with Fiscal staff to complete and submit paperwork.

Fall 2013

HR

Charo Albarran

### EEO Plan

Update and maintain District EEO Plan

■ Update EEO Plan

Fall 2012

### Equity and Inclusion Advisory Council

Provide support and recommendations to the EEO Compliance Officer in regards to recruiting and diversity training for the District.

■ Campus Climate Survey

Summer 2013

■ Online Diversity Resources

Fall 2012

### NeoGov Implementation

Implement Online Applicant Tracking System

■ Develop Selection Committee Review Capability

Fall 2012

■ Screening capability of Applicant Pools

Fall 2012

■ New Hire and Position Control Integration

Fall 2012

■ Banner Integration

Spring 2013

■ Create How To Apply Guide

Fall 2012

■ Approval Chain Implementation

Spring 2013

■ Test Reporting Functionality

Spring 2013

## On-line Sexual Harrassment, Discrimination and Retaliation

Provide required training online per AB1825 utilizing an online system for all faculty and staff.

- Keenan Safe College Fall 2012
- Training on Keenan Safe College Fall 2012
- Enroll all Faculty and Staff in Keenan Safe College Spring 2013

## Staff Diversity Plan

Update the old Staff Diversity Plan dated 1999

- Update Staff Diversity Plan Fall 2012

## IA - SCC Educational Foundation

Curt Johnston

### Public Relations Campaign

- Hire communications consultant Fall 2013

### Scholarship Program Management

- Market and Award Spring Scholarships Fall 2013

### Website Development

- Write web content Fall 2013

## IT

Roger Clague

### Report Tool for Banner

Research, test, evaluate, purchase and implement a reporting tool

- Purchase Product Fall 2013

## Presidents Office

Jowel Laguerre

### CEO Goals

Accomplishing the goals set by the board of trustees

- 1. Develop the objectives and outcomes of the goals Fall 2013
- 2. Share objectives and outcomes with direct reports and others Fall 2013

## Corporate College

Develop fully the concept of a self-supporting unit to provide training for business and industry.

- Develop the concept Fall 2013
- Present concept to Shared Governance Fall 2013
- Present concept to the College community and the Governing Board Fall 2013

## Fiscal Stability

Through support of the board and actions and activities proposed by the President, we will:

1. Bring the budget close to being in line with state allocations
2. Explore at a minimum two additional sources of revenue to strengthen the base budget
3. Propose new policy for a reserve higher than 5%

- Review 320 Enrollment Reports Summer 2013

## Non-Credit Intensive Aviation Training

To provide instruction for A&P licensing to students in an accelerated one-year time frame

- 1. Develop agreement Fall 2013
- 2. Explore FAA licensing Fall 2013

## Recruitment

Shemila Johnson

### Create outreach web page

Create comprehensive Outreach and Recruitment page to provide overview of department, provide ease of access for external community to schedule tours and request outreach participation, provide calendar of outreach for all to access.

- Research other college's outreach pages Fall 2013

## School Housing

Develop plan for implementing an on-campus or within close proximity to campus housing option for students. Namely, foster youth, Out-of-state/international, athletes, and local students.

- ED Master Plan Fall 2013
- Facilities Master Plan Fall 2013

## Research and Planning

Peter Cammish

### Consolidate Reporting Databases for Advanced Reports

Whether Argos is implemented or not IR needs to be responsive to the demands of increasingly more complex reports. As well as including student data there is also a need to include program, assessment and financial data into 'mixed' reports. This will require the creation of new databases and metrics

- Interview report users Fall 2013
- Document report requirements Fall 2013

■ Design data reports

Fall 2013

## IPP Database V2.0

■ Add non-academic program review module

Fall 2013

## IPP v2.0

■ Draft IPP 2.0

Summer 2013

■ Present to ALG

Summer 2013

■ Refine with PERT

Fall 2013

## Public Data Reports

We would like to include more data relevant to the general public rather than solely focusing on internal users.

■ Conduct focus group with marketing

Fall 2013

■ Design reports

Fall 2013

■ Publish web reports

Fall 2013

## Staff Equity and Diversity

Charo Albarran

### Campus Climate Survey

Develop and disseminate Campus Climate Survey to all District locations.

■ Best Practice Research

Fall 2012

■ Create subcommittee

Fall 2012

### Diversity Survey

Create a series of SCC surveys to elicit specific ideas from faculty, staff, and students on increasing diversity in areas such as hiring, student enrollment, and in the workplace.

■ Design Survey

Fall 2013

■ Issue Survey

Fall 2013

■ Disseminate Survey Results

Fall 2013

### Ed Code Compliance Training

SCC will sponsor EEO and Sexual Harassment Workshops for all employees and include plan for evaluation.

■ Fall 2013 Workshops Delivered

Fall 2013

## EEO Plan Update

Update the District EEO Plan

- Updated and provided EEO Plan in draft form Fall 2012

## Expand Community Outreach efforts to increase diversity.

Continue to expand the list of community organizations and business partners to encourage feedback on EEO planning and to work on issues of diversity for SCC and the community.

- Send letter to local businesses Fall 2013
- Generate local business list Fall 2013

## NeoGov Reporting

Continue to expand the use of the SCC Applicant Tracking system (Neo Gov.) Design and implement a plan for training and systematic data reporting.

- NeoGov Training for HR Staff Fall 2013

## On-Line Resources

Create an online resource directory for all District community members. This online resource will be housed under the HR link on the Districts webpage

- Research UC campus' Davis and Berkeley Fall 2012
- Committee Bios Fall 2012
- Research Links for online resources Fall 2012

## Tutoring

Marie Mayne

### Tutor Training

Expand training for new and continuing tutors to cover specific subject areas such as English, CME Test preparation, and Mathematics. The goal of this training is to ensure uniformed information is taught to students being tutored (also called tutees).

- Tutor Practicum Course Fall 2013

### Tutor Training Series 2013

Expand training for new and continuing tutors to cover specific subject areas such as English, CME Test preparation, and Mathematics. The goal of this training is to ensure uniformed information is taught to students being tutored (also called tutees).

- Tutor Practicum Course Fall 2013
- Basic Subject Training for Tutors Fall 2013

## Vacaville Center

Maire Morinec

### Center Safety and Security

In conjunction with the Center Security Council (established Fall 2011), address security issues at Vacaville Center

- Increase Security to Center Annex Fall 2013
- Provide Secure Office space for Community Service Officers and Sheriff's department Fall 2013

## Veterans Affairs

Amy Utt

### Three Year Plan - Provide Skype Education Plan Appointments

This will allow individuals deployed who do not have phone access and for individuals out of state or unable to travel for the appointment to meet with a counselor for a VA and Active-duty Education Plan.

The VAC has difficulty communicating with an Active-duty services member deployed overseas. There are phone restrictions that prevent phone appointments. Emails are currently used to do education plans. Most service members have Skype capability, which will allow the appointment to take place.

Adding Skype will allow those individual living out of the area and/or unable to travel for the appointment to meet face-to-face with a Veteran Counselor.

- Research cost of equipment Fall 2013

### Three Year Plan - Reinstating Veterans Certification Specialist

Reinstate previous position for Veterans Certification Specialist. In the 1990's the college downsized the Veterans Affairs Center to only have 1 Veteran Certification Specialist due to the low number of Veterans & Veteran Dependents using the various VA Education Benefits. Since 2005 the number of Veterans & Veteran Dependents has increased, increased responsibilities regarding financial, student tracking and reporting required by VA, additional responsibilities required by the VA that are to come during 2014, and growth of the Veterans Affairs Center has surpassed the workload for one employee to do. In addition, with the drawdown from the military there will be an increase of Veterans using their GI Bill. This will ultimately increase the number of Veterans attending SCC.

As a result of insufficient staffing the Veterans Affairs Coordinator has been unable to keep up the workload in a timely matter for students payments and meeting the VA required dates of reporting for drops (as noted in VA Audit) and academic standing.

- Program Review Fall 2013
- College Research on Veteran Program Fall 2013
- CSEA, Human Resources and Fiscal Services Fall 2013

### Vet Calendar on Website

Create Veteran Calendare on Veterans Affairs Center Page.

- Discuss with IT Department Fall 2013

## Workforce Training and Grants Management

Deborah Mann

### SB70 career pathways

Develeop career pathways from ms-hs-college  
 career awareness  
 professional dev for faculty  
 curriculum dev

- develop/revise curriculum for welding program Fall 2013

**From:** Peter Cammish  
**To:** [\\$ALL](#)  
**Subject:** Strategic Proposal Process now open  
**Date:** Wednesday, December 11, 2013 2:12:00 PM  
**Attachments:** [Proposal Assessment v1.2.pdf](#)  
[Proposal Form v1.3.docx](#)

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**The SCC Proposal Planning Process is now ready to start accepting proposals for funding in 2014/2015.**

This year we have tentatively agreed \$300,000 worth of unrestricted funding as well as VTEA funds.

A proposal can be any idea you have that may require funding not normally available through your departments budget.

It can cover any major activities or acquisitions, particularly those that will enhance student success or efficiency of the District.

You should not use the proposal process to bypass any hiring processes or for funds that are ongoing – remember this is a onetime allocation

Anyone interested in this process should become familiar with the Strategic Proposal website here:

[http://www.solano.edu/research\\_planning/strategic\\_proposals.php](http://www.solano.edu/research_planning/strategic_proposals.php)

It has many tips on completing proposals as well as information on the types of projects that were previously funded.

In particular, I would advise you to become familiar with the attached assessment rubric and what makes a good proposal. Special emphasis will be placed on those proposals that address a need identified through outcomes assessment and program review. Evidence based decisions are becoming increasingly important in Higher Education and this process is no different. Guidance on developing a proposal linked to outcomes assessment is included on the [website](#).

Note also the different categories of available funding. The restricted funds (VTEA) can only be used for certain projects, while the general funds can be used without restriction. Further information on restricted funds is on the [website](#).

Once you have an idea, discuss it within your department (or other departments you may want to work with) and complete the attached form. The form should be submitted via your dean or department manager.

The deadline for submission to Research and Planning is **14<sup>th</sup> February 2014**



Please let me know if you have any questions or need any help with this process. I am more than happy to work with proposal authors to help them produce a good proposal or find data to strengthen proposals.

Many thanks and I look forward to receiving your proposals.

Peter

**Peter Cammish**  
Director, Research and Planning

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e: [peter.cammish@solano.edu](mailto:peter.cammish@solano.edu)

**From:** Peter Cammish  
**To:** [\\$ALL](#)  
**Subject:** Strategic Proposals  
**Date:** Thursday, February 20, 2014 3:44:00 PM  
**Attachments:** [Summary.pdf](#)

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Good afternoon

All Strategic Proposals have been received and logged. The attached PDF shows a summary of received proposals. You can view any strategic proposal in its entirety in MyGroups at:

My Groups > Administration > Research and Planning > Planning > Subgroups > Proposals > Manage Files > Spring 2014 Process

If you do not want to navigate MyGroups just drop me a line and I can email you the PDF.

The next step is ranking by SGC. I will keep proposal authors updated on this process.

Many thanks ... Peter

**Peter Cammish**  
Dean, Research, Planning and Effectiveness

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## 2014/2015 Strategic Proposal Summary

		Total	
		Cost	% of Available
<b>Total</b>		<b>\$980,360</b>	<b>327%</b>
Adjunct Support Center	Carlene Coury and David Pyle	\$4,210	1.4%
Gates in Fence on the East side of the Sculpture/Ceramics Yard building 1300	Marc Lancet	\$5,000	1.7%
Drop-in Writing Lab	Joshua Scott and the English department	\$56,840	18.9%
Repair Smart Class Room in 1311	Marc Lancet	\$4,326	1.4%
Umoja Program Scholars	Karen McCord	\$150,161	50.1%
Mobile Computer lab for the Vallejo Center: Classroom set of New Laptops and laptop cart for Vallejo Center	Dr. Bruce Riddell, Irene Camins	\$68,000	22.7%
Child Development and Family Studies Student Workforce Development	Christie Speck	\$6,560	2.2%
Nursing Staff Development	Dr. Maurice McKinnon	\$15,000	5.0%
Strategic Proposal for Modernization and Update of the Clinical Simulation Center	Dr. Maurice McKinnon, Dean, Health Sciences	\$140,000	46.7%
JLG 20 am /AC Vertical Mast Push Around Lift	Darsen Long / Liberal Arts / Theatre	\$6,500	2.2%
Meeting Consumer Language Needs	Saki Cabrera	\$25,000	8.3%
Human Services E Proposal	Saki Cabrera	\$46,500	15.5%
Library Textbook Reserves	Erin Duane	\$40,000	13.3%
Chemistry Open Lab Hours for Students	Kathleen Conrad	\$11,080	3.7%
Memory Upgrade for MAC Laptop Computers	Doug Pierce and Sal Abbate, Math and Science	\$1,123	0.4%
Increased Outreach Efforts	Shemila Johnson	\$97,500	32.5%
Computers and Cameras for Film Production	Ian McIver – Film and Television	\$16,200	5.4%

		Total	
		Cost	% of Available
iMac Replacements for Photography	Tracy Lukehart initial-Ron Zak	<b>\$37,528</b>	12.5%
Epson 3880 Printers, light, & shelf for Photography Rm 503 & VVCT	Ron Zak	<b>\$3,726</b>	1.2%
Storage Containers for ceramic materials: Art Dept.	Kathryn Kearns	<b>\$600</b>	0.2%
Scenario Based Fire Simulator	Roy D. Pike, Professor of Fire Science	<b>\$9,558</b>	3.2%
Equivalent Rock and Mineral Kits for Course Offering GEOL 002	C. Mei-Ling HAMILTON	<b>\$5,000</b>	1.7%
Embedded Tutors in Basic Skills Math	Genele Rhoads	<b>\$30,000</b>	10.0%
New Refrigerator/cooler for Science classes at Vallejo Center	Irene Camins	<b>\$3,876</b>	1.3%
New Incubator for Microbiology and Biology at Vallejo Center	Irene Camins	<b>\$20,907</b>	7.0%
90g Flammable Cabinet for Storage of Flammable Liquids at Vallejo Center	Irene Camins	<b>\$2,478</b>	0.8%
New Autoclave for Microbiology and Biology at Vallejo Center	Irene Camins	<b>\$18,275</b>	6.1%
Obtain funding to purchase 7 force transducers for physiology lab experiments at VVC.	Philip Summers	<b>\$4,498</b>	1.5%
Sports Broadcasting Television Equipment.	Greg Poff	<b>\$15,362</b>	5.1%
First-Year Experience Pilot, Year 3	Melissa Reeve and Corrine Kirkbride	<b>\$34,553</b>	11.5%
Steinway Model D Concert Grand Piano	Teri Yumae	<b>\$100,000</b>	33.3%

64 **Adjunct Support Center**

Total amount requested **\$4,210.00** by Carlene Coury and David Pyle

As you may already be aware, the Adjunct Support Center is housed in the 100 building on campus. Through the vision of Dr. Laguerre, the Center has now become a reality and will open in the spring of 2014, with the official opening before the Fall 2014 semester begins. Carlene Coury and Dave Pyle have been working diligently to oversee the design and function of the Center. This has included integrating with designers, IT, and various campus departments to make this Center not only viable but also state-of-the art. Although the Center will not officially open until Fall 2014, the Center will be utilized during the 2014 Spring and Summer semester. The areas/items mentioned below will further serve to provide a viable Center for the purpose of supplying adjunct faculty with a central location to meet and an area where students can meet with their instructors as well. Therefore, the approval of this strategic proposal will enable the center to operate up to its fullest potential.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$500	5 – 1 hour videos – produced by our “in house” television/communications department, Ian McIver and Kristian Medina, and directed by Carlene Coury, M.A.	Orientation videos for newly hired adjuncts to familiarize themselves with the campus, the various forms, policies, and on-line instruction of MyCourses, Roster Retrieval, Canvas, etc. to enhance their teaching/learning experience. Interviews with various Administrators, Deans, VP, and Superintendent Laguerre
\$650	3’x4’ Indoor Double Door Directory Letter Board w/mounting hardware	Customize, each semester, adjuncts’ schedules for students to locate their respective teachers and/or when said teachers will be in Adjunct Support Center.
\$400	Professional Presenters	Keep Adjunct faculty up-to-date on issues which are relevant to them and the campus: pedagogical and professional
\$2,000	Stipend for adjunct faculty to interface with IT designers, provide and design materials for Adjunct Faculty Handbook, interface with HR, working with various departments on campus (Cinema/Film/Video) to develop orientation videos, etc., for adjuncts. Trip to Truckee Meadows Community College.	To provide a stipend for the on-going work of developing and maintaining the successful opening and running of the Adjunct Support Center.
\$60	Sandwich board signage to announce various programs/times/etc. at the Adjunct Support Center	Sandwich board will be an easy way for students to locate the Center but also showcase what events are happening.
\$200	Misc. printing needs	Updates of various events, workshops, campus announcements, etc.
\$400	Binders/colored covers/and printing of Solano Handbook for Adjunct Faculty	Provide Current and Relevant Information to adjunct faculty, which will be updated accordingly through a binder format.

## 65 Gates in Fence on the East side of the Sculpture/Ceramics Yard building 1300

Total amount requested **\$5,000.00** by Marc Lancet

This proposal is to install two sets of gates on the east side of the yard. This will remedy two problems created by the new configuration of the yard by the remodel. First there is insufficient access to areas of the yard and second the new wood-kiln being built by the Kiln Design and Operation class must be accessed from all sides during operation. The chain link fence runs too close to the kiln to allow safe operation from the east side of the kiln.

One gate will give us access to about 20% of the yard which students use in the preparation of kiln firings. The new configuration after the remodel of the yard makes this area only accessible by a circuitous route and a set of stairs. This inhibits access by our many students with disabilities.

The second set of gates will allow the necessary free access to the east side of the new sidecar kiln. This can be achieved by replacing the section of chain link fence immediately behind the kiln with a double gate that can be opened during kiln operation. Without this gate, operation of the kiln may leave students exposed to the danger of serious burns.

Thus proposal has both safety and ADA implications.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$5,000	Double gate materials for two gates plus labor.	This is a rough estimate as a more formal estimate was not attainable before deadline to submit proposal. Should the costs fall below \$5000 the additional monies can be re-tasked to address cost overruns of other strategic proposals.

**Drop-in Writing Lab**

Total amount requested **\$56,840.00** by Joshua Scott and the English department

The English department proposes a continued drop-in lab in room 101 (The Academic Success Center), which will continue to be open to all SCC students, both basic skills and transfer. The lab will continue to be a resource to help students work on essays for any course at SCC, not just English courses. Students can sign up for drop-in sessions up to two weeks in advance for a 20-minute appointment, but they will only be able to meet with a drop-in instructor six times over the semester, and only two times on any given assignment. Students who would like more help can either sign up for English 310 (a curriculum based .5 unit support offered in room 130) or sign up for a tutor in the 400 building. The lab is a place to help the student develop the skills needed to improve their reading and writing skills. This means we introduce them to strategies associated with active reading, brainstorming, organizing, revising and proofreading, but we do not do the work for them. The goal of the lab is to meet a previously unmet need on this campus—to provide a place where students can drop in for help and guidance as they develop their papers. Writing a college-level essay is a difficult process for most students, but this difficulty is compounded when we realize that many of our students are enrolled in transfer-level courses without having yet taking any English courses, often including the prerequisite developmental courses. When students don't know how to meet the standards of an instructor, they most likely put off the unpleasant work, meaning they will eventually either a) fail or withdraw from the course or b) entertain serious thoughts of plagiarism. We believe that instruction in the writing process will help students succeed in their courses and, ideally, understand the importance of enrolling in classes that will support their growth as academically successful readers and writers. Finally, this year (13-14) we have been funded by the President's Cabinet and the Basic Skills Initiative. We will share the results of this year once available (data was requested for the Fall '13 semester on January 17th, but it has not yet been received), but during this first iteration, as well as consistently throughout the last several years, faculty from across the disciplines have expressed a need for just such a lab, both in informal conversations, during meetings, and in faculty surveys. Additionally, many courses on campus have outcomes that directly link to the type of instruction offered in the drop-in lab (including SLOs in Art History, History, and Reading, to name a few).

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$1,160	(20 hours at Cat 3, \$58/hr) - Lab Coordinator—20 hours (10 in fall, 10 in spring)	These hours will be needed to facilitate in designing the schedule, plan and coordinate the FLEX trainings, develop and tabulate the assessment mechanisms, and advertise the lab
\$55,680	(960 hours at \$58/hour) - This will pay the operating budget for AY 2014-2015	This will allow the lab to be open for 24 hours a week, four hours a day on the main campus, with four hours at each center (32 hours a week total for fifteen weeks each semester). We could open the lab in the centers as well for extra hours, but they were, on average, much more poorly attended.

**67 Repair Smart Class Room in 1311**

Total amount requested **\$4,325.76** by Marc Lancet

The smart classroom in 1311 needs to be repaired. The current configuration has a sound system that is inadequate for the size and acoustics of the room.. Currently one in four DVDs played cannot be clearly understood as certain frequencies of sound do not get reproduced clearly. People talking cannot be understood by most students. When this occurs, the intended learning is not conveyed.

Larger speakers, amplifiers and a graphic equalizer need to be installed in the 1311 smart classroom as they have been installed in the three other lecture sites in the building.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$800	Labor	
\$146	Tax on \$1690 (Rate .08625)	
\$1,690	Sub Total on Equipment	
\$100	Associated Cables	
\$100	Equalizer	
\$520	Speakers (Quantity 2)	
\$970	Amplifier	



69 **Umoja Program Scholars**

Total amount requested **\$150,160.74** by Karen McCord

Funds will be used to provide student and instructional support for The Umoja Learning Community and Cohort Courses. Additional support provided to students who come to the Umoja Office. The Umoja Program, or similar initiatives within California and other state 2 and 4 year institutions, provides an array of support services to students who may be underprepared for college with a focus on increasing the success rates of African American students. Given widely publicized qualitative and quantitative data on student readiness during the first year of college, the Umoja Program is an excellent program, with a proven track record at SCC and other institutions that holistically and innovatively addresses many of the problems first-year students face. During the Fall Semester of 2013 95 % of Umoja students enrolled in Umoja English 360 passed the course. The Persistent rate was 100% with both passing and failing students. The plan is to incorporate the instructional assistant and counselor position into the Fall 2014 program to increase the Math success rate and maintain the English success rates. All stats are included with this proposal.

#### Umoja Summer Bridge

The purpose of the program is to provide tools and resources for college success. The program will include components to increase the students Math, English and Study Skills. The program will include orientation to Umoja and college resources and services. It will also provide students the opportunity to meet with a Counselor and the program coordinator to identify any possible individual barriers to success. A social activity and parent/family informational session will also be incorporated.

#### Umoja Program Scholars Purpose

The purpose of the Umoja Program Scholars (UPS) is to provide a variety of collaborative and other community-building strategies, directed toward first-year students, to enhance students' learning potential in and out of the classroom and to ensure a smooth and successful transition into college. The Umoja (a Kiswahili word meaning "unity") program incorporates a learning community strategy that is delivered through two first semester and second semester courses.

The first official Umoja Program began in 2009. Prior to that time a Umoja Learning Community existed however it did not incorporate the additional support services. The Umoja program has expanded over the years and now provides services to a wide variety of students including first year students but not limited to first year students. Support is also provided to continuing students via cohort classes, tutoring, support groups, mentoring, counseling, office resources, enrichment activities and support for life issues that interfere with academic success.

#### Desired Outcomes

The desired outcomes of this program are to:

- Increase awareness of programs, services, support, and resources to local high school students
- Increase student course performance
- Increase student enrollment in transfer courses
- Increase student retention
- Provide ongoing support through student cohorts
- Provide a positive and transformative impact on families and communities
- Increase student success rate in basic skills and transfer courses.

#### Services

Services are provided via personal relationships with course instructors, mentors, tutors, peers, and other support staff. Some of the strategies currently being utilized are:

- Engaging students in thoughtful, self-reflective analysis of social-societal issues and their impact on individuals, families, and communities
- Scheduling the Umoja student cohort into common English/Math classes
- Providing an imbedded tutor who attends classes with students and is available after class for tutorial assistance
- Providing tutorial assistance in all academic areas for current and former Umoja students
- Coordinating counseling with a designated Umoja counselor
- Providing individual and group mentoring to meet a variety of social and emotional student needs such as:
  - o Transportation
  - o Emotional adjustments
  - o Interacting with faculty/students
  - o Connecting to appropriate community resources
  - o Interfacing with probation, foster youth services, etc.
- Providing access to enrichment activities and resources such computers, printers, meeting space, and study location
- Providing a summer bridge orientation program

#### Evaluation Methodology

The proposed evaluation methodology involves collecting raw data and evaluation data from student surveys:

- Student enrollment, disaggregated by race and gender
- Student course performance, disaggregated by race and gender (contact with program, units attempted, units completed, course grades, retention)
- Student evaluation surveys, e.g., contact, services utilized, impact statement
- Number of students participating in planned activities, disaggregated by race and gender
- Student performance and retention over the course of the three semesters following enrollment (contact with program, units attempted, units completed, course grades, retention)

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$48,000	Student Services Assistant	Provide resources to students and assist students in office.
\$14,926	Summer Bridge Program and Summer Coordination 150 Hrs X 68.56 = 10,284 +Instructional Assistant 60 Hrs. X 15 = 900-Counselor 40 Hours X 68.56 = 2,742.40-Student Worker Office Assistant 40 Hrs/wk X 10/hr = 400-Tutors 60 Hours X 10.00 = 600.00	
\$5,000	Instructional Supplies and Books	Provides resources to Umoja students and Umoja Office
\$10,000	Contract Mentor Facilitator and Social Worker Field supervisor	To facilitate group mentoring and workshops. Assist with matching mentors to mentees.
\$10,800	Instructional Assistant - 15.00 X 20 X 18	Provide support to students to ensure that they are learning the material and maintaining high grades.
\$10,800	Instructional Assistant Math- 15.00 X 20 hr/wk X 36	To provide support to students taking a variety of math courses. To increase the success rate in math.
\$28,554	30% Additional Coordinator Release Time	Program participation has increased and services offered expanded. Current release time is not sufficient.
\$22,080	Umoja Counselor	To ensure that all Umoja students have an Ed Plan and are making progress. To teach the Umoja Counseling Course.

## 70 **Mobile Computer lab for the Vallejo Center: Classroom set of New Laptops and laptop cart for Vallejo Center**

Total amount requested **\$68,000.00** by Dr. Bruce Riddell, Irene Camins

A mobile classroom set of laptops allows Vallejo Center, to convert any lecture room into an instant computer lab. The mobile computer lab provides the instructor and the students in any subject or course, online access to our Solano Learning Management System, (e-college/Canvas.), the web, and digital versions of all instructor materials/resources.

In contrast to the mobile computer lab, a dedicated computer lab with stationary desktop workstations would cost upwards of \$150K with limited flexibility.

Consistent with our strategic plan, it is compulsory for Solano Community College to enable digital competency in all of our students and in all subject matter expertise.

The Vallejo Community demographic is especially dependent on Solano Community College to acquire these necessary digital competencies because of lack of personal access.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$68,000	40 Laptops + accessories	Need 40 laptops for the mobile lab

## 71 Child Development and Family Studies Student Workforce Development

Total amount requested **\$6,560.00** by Christie Speck

To foster healthy brain development, parent-child bonding and early literacy skills critical for school success, six Child Development and Family Studies students who've successfully completed the 12 core CDFS courses and 2 semesters of practicum coursework will receive training to implement the Raising A Reader program (a weekly book lending program) at the Children's Program. The CDFS students will gain confidence in parent involvement practices, customer service skills; group facilitation; and be able to integrate child development theory into practice. The students will be responsible for working with 100 parents by conducting family literacy activities and making connections with the local libraries to sustain family reading opportunities. Through weekly distribution of the Raising A Reader reading kits the students will help the parents learn about the positive effect daily reading has on their child's developing brain.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$4,560	6 students paid \$9.50/hour for 2 hours per week x 40 weeks	CDFS students shall be paid to implement the family literacy activities and to support the weekly book bag rotation Fall, Spring and Summer semesters.
\$2,000	To purchase books and training materials from the National Raising A Reader program	During the weekly rotation of the reading kits, the books and book bags are damaged and must be replaced.

**72    Nursing Staff Development**

Total amount requested    **\$15,000.00**            by Dr. Maurice McKinnon

All nursing faculty must engage in continuing education activities for licensure. As we are undergoing a major curriculum change, we must improve our knowledge and skills with curriculum development, linking program and learning outcomes with BRN requirements. This will help us address accreditation issues raised during the BRN site visit November of 2013.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$15,000	Attend Boot Camp for Nursing Educators or similar workshops	As previously noted.

## 73 Strategic Proposal for Modernization and Update of the Clinical Simulation Center

Total amount requested **\$140,000.00** by Dr. Maurice McKinnon, Dean, Health Sciences

The purpose of this proposal is to request financial monies to modernize and update the Clinical Simulation Center in the Nursing College. The significant changes in the healthcare industry requires that Registered Nurse students are taught the most up-to-date information and have access to the most current technologies, equipment, and resources while they learn to simulate the real world experience. The current status of the center is not congruent with the current standard equipment, technology, and resources, which places the graduating students at a significant disadvantage following the completion of the program. This need for modernization and upgrade has been well documented in the Program Evaluations where students have voiced their concern regarding the lack of updated equipment, technologies, and other resources.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$140,000	To fund required equipment for upgrade and modernization of the Clinical Simulation Center.	To offer students the most up-to-date, state of the art educational opportunities in the Clinical Simulation Center.

74 **JLG 20 am /AC Vertical Mast Push Around Lift**

Total amount requested **\$6,500.00** by Darsen Long / Liberal Arts / Theatre

The theatre is in need of purchasing a JLG 20 am/AC vertical mast push around lift. The cost for this piece of equipment is estimated at \$6,500. For the courses: TA03, 20, 47, having this high lift would allow us to better reflect the theatre industry standard. However, currently we are using ladders and a cumbersome lift that students are not comfortable using, especially in a low light environment as is the frequent case. It is not uncommon for the students to work at heights of up to 20'. This tool would contribute to student confidence, increase safety and streamline time of use.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$6,500	JLG 20 am /AC High lift	To allow the students to safely install theatrical components at heights between 10 and 20 feet.



## 75 Meeting Consumer Language Needs

Total amount requested **\$25,000.00** by Saki Cabrera

A specific goal delineated in the Human Services Program Review Fall 2013 and EMP is to increase our ability to keep current with community needs and develop more specialized course offerings. The Human Services courses are intended, but not limited, to provide entry-level skills and training for students who are interested in employment in mental health, social welfare, developmental services, corrections, alcohol and drug treatment, or child/adolescent treatment services. Graduates gain specific knowledge and skills to create alliances and facilitate change, run groups, and case manage a diverse population; this is achieved through classroom instruction and training, and the completion of 200 hours of applied experience through 2 required internships. In particular, I would like to create a Spanish/English bilingual course (or immerse Spanish within the context of Human Services, e.g., in the Case Management courses) to cover the intake process so that the student workers feel empowered given the large percentage of Latinos who speak Spanish in Solano County and where there is a lack of providers to meet the need. Dr. Cabrera, who is a native Spanish speaker, has consulted with Dr. Pirott numerous times (she is a Spanish language instructor at SCC) about collaborating to meet this need and identify resources. We have met and also identified Rosetta Stone software as a valuable resource students could use to skill build. Therefore, I would like to request that we purchase Rosetta Stone Software to aide this goal. Overall, students who learn to communicate in Spanish within the Human Services context will be able to serve more individuals while they are interns and also enhance their workforce training making them more competitive for employment upon graduation. When informally pooled in the classrooms, students were very excited about this additional training and the aforementioned implications. The future goal is to continue looking at language trends and needs in our community and replicate this model in another language or dialect.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$24,000	Rosetta Stone in Spanish	Purchase Software: licensed at \$399- \$500 per student depending on number of students-web-based-estimate provided. Contact Jean Miller-Aikensn 800-788-0822 Can purchase at \$600 per set with CD
\$1,000	Headphones with built-in microphones	Purchase 40 to use in class; \$25 with tax and shipping - Koss CS100 USB Communication Headset - Item: IM1RC2893 Model: CS100 USB

76 **Human Services E Proposal**Total amount requested **\$46,500.00** by Saki Cabrera

The Case Management course (HS 55) is a capstone course for the Human Services Program. In short, we would like to purchase ipads with built in wifi to use in the classroom, in addition to 1 ultralight notebook. The goal is to tap into real world documents, case studies, ethical guidelines, the Diagnostics and Statistical Manual 5th edition, professional organizations, conferences, and other human services organizations, professionals and paraprofessionals during the 3 hour class. This would enable students to engage in comparative analysis, dialogue with human service providers in the field, review and construct legal documents and apply what is being learned in the classroom, under the supervision of the instructors in real time, which models what is happening in the field. They could tailor their training within the scope of a lecture in real time. The literature continues to show that engaging students in the classroom optimizes the learning environment. Increased focus, critical thinking, attention to detail and ability to directly apply what they are learning enables greater retention of the material and enables students to learn from different models of service. These same devices could also serve the same purpose for students who take other HS classes; for example for students in HS 53: Special Populations—where students could learn to communicate with diverse populations in different global communities, conduct interviews and engage in observations in real time. Our goal with this proposal is to have innovative instruction to foster an optimal learning environment and use live resources in the 3 hour classes. Increasing our capacity with technology will certainly serve to keep us current and in tune with the needs of community more efficiently. Moreover, more of the skills students are learning within the Human Services Program are done via electronic devices in many organizations, thus having them at SCC as a learning tool will mirror real world requirements and provide optimal work-force training.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$45,000	64 gig Ipad Air w built in WiFi	To purchase the devices ; 40 of them will enable each student to use it as well as HS instructors
\$1,500	1 ultralight notebook with built in camera	To purchase the device; it will increase access and mobility for HS Coordinator & DE functions

**77 Library Textbook Reserves**

Total amount requested **\$40,000.00** by Erin Duane

In continuation of last year's successful acquisition and use of strategic proposal funding, this year's proposal intends to secure timely and regular funding for the library's textbook reserves collection. This funding allows the library to purchase high-demand, new editions, and replacement copies of required textbooks for all three library locations.

The library's textbook reserves collection is a crucial campus resource to our students. Access to textbooks is directly linked to student persistence and success in their courses. If students have no access to textbooks, they cannot succeed (or remain in) their courses.

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Based on previous semesters' buying practices, the library needs an average of \$40,000 per academic year to meet the majority our students' textbook needs at all campus locations. (A breakdown of how this money is spent, per location and semester, is outlined later in this proposal.)

This funding will allow the library to accomplish the following:

- \* maintain textbook collections at each Center that resembles the extent of the Fairfield Campus collection
- \* replenish and maintain the existing campus textbook collections (purchase new editions, multiple copies of high demand books, replace stolen/damaged copies)

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The library's textbook reserve collection development objectives are:

- To provide student access to necessary and required materials for their courses, which they may not be able to purchase because of issues related to personal funding or bookstore availability
- To support student success, retention and course completion by making textbooks available, under library-use policies
- To respond to student needs in a timely fashion in providing access to the information resources they need

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$40,000	Textbooks	Last year's strategic proposal funding (\$30,000) plus \$10,000 from Basic Skills Initiative funding was used to complete the 2013-2014 textbook collection. With the anticipated change in how BSI monies are awarded, this proposal is requesting \$40,000 for 2014-2015.

78 **Chemistry Open Lab Hours for Students**Total amount requested **\$11,080.00** by Kathleen Conrad

The idea for “open-lab” hours for chemistry students first came about as the result of a chemistry department discussion session concerning the SLO’s for Fall 2011. One of the SLO’s for several of the introductory and general chemistry classes is that the students understand the concept of how atomic structure relates to atomic shape, which then determines molecular shape and eventually molecular properties, including the behavior in reactions. To help the students learn and visualize this concept, the lab classes make use of molecular model kits. However, these kits are expensive so we do not allow the students to remove them from the lab, and most students cannot afford to purchase their own. Furthermore, there are several computer simulation programs that are loaded onto the computers in the chemistry labs that students make use of for both learning and reviewing material in all of the chemistry classes, including the higher level organic chemistry classes. During the meeting, as the chemistry faculty were discussing the SLO’s and recent assessments, it was suggested that the faculty start having “open lab” hours in the chemistry lab so that students can come in and use the model kits to review molecular structure and also to use the computer simulation programs to help them learn and review chemistry concepts.

The faculty agreed to start having some of their “office hours” in the laboratory when it was not in use for a scheduled lab (please see “open-lab schedule” attached to the end of this document) and any chemistry students would be welcome to come in to use the computers or model kits. (This time was not to be used to “make-up” missed labs or to perform any laboratory procedures, only for using model kits or for computer simulation use.) Before having the open labs, it was rare that students actually visited the faculty during office hours for help. However, during the open labs, it was not uncommon to have 6-12 students from several different chemistry classes come in for each open-lab session.

This current grant proposal is a request for a continuation of the original grant. The original grant proposal for chemistry “open-labs” was granted and implemented for the 2012-2013 academic year. “Open-labs” were offered at the main campus and both centers (see open-lab schedules at end of document). Five adjunct faculty were paid to hold “open-lab” hours and four full-time faculty held “open-lab” hours as part of their regular office hours. Over 300 students attended open-lab hours over the course of two semesters.

We would like to continue with this program since so many students made use of the open-lab time in the previous year and found it to be very helpful. The open-lab times helped the students to succeed in their chemistry classes by allowing them more time to access the chemistry tutorial programs and lab simulations on the computer and to use the molecular model kits.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$11,080	Workload Category 3 -Adjunct pay (Class 5, Step 5 = \$69.25/hr) -Open lab hours: -Estimate 5 hrs/week X 32 weeks = 160 hours	Money needed to pay five adjunct faculty for facilitating one open-lab hour per week for 16 weeks each semester.

79 **Memory Upgrade for MAC Laptop Computers**

Total amount requested **\$1,123.07** by Doug Pierce and Sal Abbate, Math and Science

A math department classroom set of 35 student laptops needs to be upgraded from Windows XP to Windows 7. This will require the purchase of 2gb of RAM for each laptop to upgrade.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$1,123	Purchase additional RAM	Enable upgrade to Windows 7

**80 Increased Outreach Efforts**

Total amount requested **\$97,500.00** by Shemila Johnson

I propose we use \$100,000 of these funds to pay for fifteen (15) part-time student outreach specialists. To meet the needs of our community and the mandates of the Student Success Act, an increase in outreach efforts is desperately needed as a first-step to increase enrollment. We need to attend every high school and community event September through May, as well as, have a weekly presence in the high schools throughout the county. Prospective students need to know we are a viable option for them and the more often they see and hear from us, the more likely we will convert them from a prospective student to an enrolled student.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$25,000	Staffing pay at 9.00 per hour for 5 hours per week.	Employ 15 students on a part-time basis to conduct outreach on behalf of SCC. Students are very effective in terms of reaching out to prospective students. Over the past 12 months I have received many requests to bring a student panel to speak with students because the peer to peer interaction is invaluable.
\$15,000	Mileage	Reimburse students for vehicle mileage.
\$1,500	Training materials	Development and printing of outreach training materials.
\$30,000	Outreach materials	Folders, giveaways, table cloths, etc.
\$20,000	Measuring outcomes	Surveys, reports, etc.
\$6,000	Training pay at 9.00 per hour for 40 hour training program	To properly train our students and to ensure they are sounding the same message when conducting outreach.

81 **Computers and Cameras for Film Production**

Total amount requested **\$16,200.00** by Ian McIver – Film and Television

The Film and Television Department is requesting 6 iMac computers and 6 Canon Rebel T3i SLR cameras. CINA 015/016 is a Film Production class where students rely on cameras, lights, and computer editing equipment as a basis for building a skill to develop short creative film projects. Completed projects are shown each semester at the SCC Film Fest as a graduating requirement. The current equipment we have is outdated, and does not serve graduating students entering the Film/TV industry. This semester in Film Production we have only three iMac computers to serve a class of 24 students. The class is over capacity and continues to grow each semester. I have had to request the reactivation of 10-year-old G4 Mac computers to provide some film editing opportunities for students. This neglected environment for student learning has been fully documented in the Program Review (acknowledged by the review committee) and EMP for Film and TV.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$12,000	6, 21.5-inch iMac computers with additional digital storage (\$2000 each approx)	They are an industry standard and have already been adopted by Art and Photograph departments for their labs.
\$4,200	6, Canon EOS Rebel T3i SLR camera (\$700 approx)	Highly reported in digital video magazines. Prices have come down. We have two in our lab now for a class of 24 students. They get great use and hold up well. Amazon has good prices on these units and offer a package deal which includes a tripod, extra batteries, and an extra lens.

**82 iMac Replacements for Photography**

Total amount requested **\$37,528.48** by Tracy Lukehart initial-Ron Zak

Requesting twenty-four 21.5-inch iMacs for the photography department. Currently, the photography department has 24 iMacs that are four ½ and five ½ years old and need to be replaced Summer 2014 in order for our program to keep pace with the demands of students, software, and camera innovations.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$37,528	24-Imac 21.5", 2.9 GHz	Computer replacement (5 years)



**83 Epson 3880 Printers, light, & shelf for Photography Rm 503 & VVCT**Total amount requested **\$3,725.77** by Ron Zak

The Photography department is requesting three Epson 3880 printers. All photography courses, film aside, require the use of a photo printer. Since the birth of digital photography at SCC we have been using the Epson printers with great success. The demand for the Photo 70, Beginning Digital Photography, has grown and consequently courses have been added and supported outside of the 1800A digital lab, namely in room 503 on the main campus and now in room 106 in Vacaville. A core component of the course is output, printing. In order to provide the whole digital photography experience, from capture to print, and presentation for critique, the room needs to have a printer installed. The printers are necessary for students to print assignments and final projects for critique and presentation. Assessing a photograph for proper white balance requires a daylight balanced viewing area which can be assembled for \$75 each. We are requesting assembling two viewing stations, one for rm 503 on the main campus and the other rm. 106 Annex in Vacaville. We have one Epson 3880 at Vacaville but need another to accommodate a class of 24 students.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$110	2 Lithonia lights (1242ZG RE), 2 Floating Shelves (HDCAE36W), chain and hooks.	Home Depot supply for a viewing area to determine print color quality. Alternative is professional photo viewing booth (\$2000-\$3000). We use a makeshift view area made from these same materials in 1800A.
\$3,387	3 Epson 3880 Stylus Pro Printers. - Includes tax and delivery.	These printers have proven to be work horses. The Epson printers require minor upkeep in cleaning and firmware and are compatible with editing software and SCC lab classrooms.
\$229	3 Tumi Epson 3880 Print covers. Includes tax and delivery.	To increase print lifespan by keeping the printers dust free.

**84 Storage Containers for ceramic materials: Art Dept.**

Total amount requested **\$600.00** by Kathryn Kearns

We need new storage containers for the many glaze materials in our inventory, used for student assignments. Safe storage is important because the materials are potentially toxic. These are very good quality, we are still using these same containers that are over 20 years old. They are degrading and need replacement.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$600	See attached document for detailed list	The cost is \$565.44 plus shipping

85 **Scenario Based Fire Simulator**

Total amount requested **\$9,558.00** by Roy D. Pike, Professor of Fire Science

The Scenario Based Fire Simulator is designed to measure a student's ability to develop and utilize critical thinking skill sets by use of said simulator aided significantly by the use of real time scenarios from actual fire incidents where firefighter fatalities have occurred. It would be interoperable by use of DVD's and two way radio transmissions between the student being tested and the instructors of record. The rest of the class would be able to hear and view the instructor's questions and see and hear the results of the student's answers. At the end of each simulation scenario, which would be recorded for viewing and hearing the instructor's instructions as well as the answers from the student.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$9,558	Instructional Components of the Simulator: Wildland Fire Air Attack/Fire Investigation/Fire Ground Attack; and structural and special Flashover/BLEVE/ Backdraft/Building Collapse Simulation	The Objective of this Simulator would be to place the student in a simulated real world situation whereby said student would be able to demonstrate his/her critical thinking skills to the satisfaction of the instructor of record. This simulator would be capable of use in nearly every fire science course, e.g there would be no specific course outline of record to refer to and due to the flexibility of the simulator, the scenario based critical thinking exercise could easily be changed to fit the scenario.

86 **Equivalent Rock and Mineral Kits for Course Offering GEOL 002**Total amount requested **\$5,000.00** by C. Mei-Ling HAMILTON

One half of the semester course curriculum for GEOL 002 is teaching and testing students on how to properly identify selected mineral and rock samples. Having taught this course as an Adjunct professor on both SCC Main and SCC Vacaville campuses for the past year (and the recent personal investigation of samples on the Vallejo campus during this Spring 2014 semester), I noticed a lack of consistency between Rock and Mineral samples provided to students on all campuses. Although, it could be argued that the Mineral "kits" on the Vacaville and Vallejo Center campuses are "comparable", what I have found is that the Rock "kits" are not, as follows:

SCC Vacaville and Vallejo Center Campuses:

28 Mineral samples and 22 Rock samples representing the Rock Cycle (i. e., Igneous, Sedimentary and Metamorphic rocks) in Sample "kits" provided to students for their study use.

SCC Fairfield Main Campus:

24 Mineral samples and 43 Rock samples representing Igneous, Sedimentary and Metamorphic rocks in Sample "kits" provided to students for their study use.

Both Vacaville and Vallejo Centers have been provided with 30 singular pre-packaged "kits" from purchased from WARD's Natural Sciences, entitled "GEO-Logic"© Physical Geology Reference Set #45 H 9100, that contains 50 samples total: 28 individually numbered Mineral samples from "1 – 28"; followed by 22 individually numbered Rock samples representing the Rock Cycle (i. e., Igneous, Sedimentary, and Metamorphic rocks) from "29 – 50". SCC Fairfield Main Campus provides GEOL 002 students with two separate "kits": 30 Mineral "kits", composed of 24 individual samples each (three of which are not used); and 30 Rock "kits", composed of 43 rock samples each total. This leaves a discrepancy of 21 Rock samples alone between said "kits", which might easily be argued as placing both current SCC Vacaville and future Vallejo Center GEOL 002 students at a disadvantage scholastically.

Because all SCC students pay the same amount of tuition to successfully complete their studies, I believe that all students should be provided with the same high quality opportunities for consistent learning, whether a course is taken on the SCC Vacaville Center, SCC Vallejo Center, or on the SCC Main Fairfield Campus. Therefore, the aim of this proposal is to endeavour to create Rock and Mineral "kits" that are "consistent" and "comparable" on all three campuses; so as to be used within the GEOL 002 course curriculum, and provided on "Reserve" for GEOL 002 student practical use in all three SCC campus libraries.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$3,360	Rock and Mineral Samples, Student Specimens; Package of 10 samples per box.*	Purchase of "Equivalent" Rock and Mineral Samples Specimens for "kits" on all three SCC campuses.
\$1,640	Incidentals, such as the ordering of additional rock and mineral specimens, or sample "kit" boxes for GEOL 002 student use (e. g., lost or "misplaced" sample specimens due to use by students), as needed. Also to cover "Shipping and Handling" costs.	

**87 Embedded Tutors in Basic Skills Math**Total amount requested **\$30,000.00** by Genele Rhoads

The proposal is to hire student tutors to work in certain Basic Skills Math classes with instructors that request a tutor and are willing to help develop their skills as tutors. The tutors are recent successful (grade A or B) students, recommended by their instructors. The tutors support students in class by modeling successful study behaviors and acting as a resource for extra help during activities. The tutors hold outside of class study groups and review workshops in the Academic Success Center.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$30,000	Tutor Pay	I hope to increase the number of tutors that were hired during spring 2014. So this is based on hiring 12 tutors who work an average of 7 hours per week (5 hours in class, 2 hours out) for 32 weeks at \$11 per hour, then rounded up.

**88 New Refrigerator/cooler for Science classes at Vallejo Center**

Total amount requested **\$3,876.07** by Irene Camins

New Refrigerator for Science Classes at Vallejo Center

We have only one refrigerator here at the Vallejo Center which is used to support our Science classes: Microbiology, Biology, and Chemistry. The refrigerator is full to capacity and cannot accommodate the current needs of our Science classes.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$3,876	True 2 Section Glass Door Bottom Mounted Reach-in Refrigerator, tax and delivery.	The 2 section refrigerator/cooler will house each of the two Microbiology class materials and make room in our current refrigerator for other Science classroom materials that need cold storage.

## 89 New Incubator for Microbiology and Biology at Vallejo Center

Total amount requested **\$20,907.05** by Irene Camins

An incubator is a mandatory piece of equipment in a Microbiology laboratory class and is also used in some Biology classes. Incubators are essential for experimental work in Cell Biology, Microbiology and Molecular Biology.

Incubators are used to grow both bacterial and eukaryotic cells, providing the optimal growth conditions for these cells. The most common temperature growth for bacterial and mammalian cells is approximately 37oC which mimics body temperatures.

We only have one small 23"x22"x40", floor incubator here at the Vallejo Center.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$20,907	12.24 CU FT INCUBATOR CO2 Plus Repair and replacement coverage and estimated tax of 8.625%	This is a dual capacity incubator, which can accommodate twice the number of microbial samples of our current incubator.

**90 90g Flammable Cabinet for Storage of Flammable Liquids at Vallejo Center**

Total amount requested **\$2,478.00** by Irene Camins

Here at the Vallejo center we have large quantities of flammable liquids that are stored on open shelves.

We have 20L/5g cans or carboys of Isopropanol, Ethanol and Acetone. We have 4L jugs of Methanol, Acetone, and Ethanol. We have bottles of Isopropanol, Ethanol and Acetone.

To prevent fires, flammable liquids need special precautions taken for their storage. The National Fire Protection Agency (NFPA) and the International Code Council (ICC) have developed the Uniform Fire Code and guidelines for the safe storage and use of flammable and combustible liquids. Occupational Safety and Health Administration (OSHA) has also developed mandatory regulations for General Industry (29CFR1910.106).

A fundamental means of fire protection is the use of flammable storage cabinets. The NFPA, OSHA and UFC require flammable cabinets to be designed and constructed to specific requirements. 1910.106(d) (3) (ii) (a) states that metal cabinets shall be constructed in the following manner:

Bottom, top and sides of cabinet shall be at least No.18 gauge sheet steel;  
 Cabinet must be double walled with 1 ½ "airspace;  
 Joints shall be riveted, welded or made tight by some equally effective means;  
 Door shall have a three point latch;  
 Door sill shall be raised at least 2" above the cabinet bottom to retain spilled liquid within the cabinet;  
 Cabinet shall have a "FLAMMABLE-KEEP FIRE AWAY" legend;

In addition to the requirements listed, the UFC (Uniform Fire Code) also requires self-closing doors.  
 Most local authorities use one or more of these standards as a foundation for establishing local codes.

By storing our flammable liquids on open shelves we are not following NFPA, ICC and OSHA guidelines and regulations. Storing our flammable liquids in a flammable cabinet will bring us into compliance.

The 90g Flammable Cabinet was recommended by Michael Montanus, the hazardous waste disposal and chemical consultant for Solano Community College.

The 90g Flammable Cabinet will store flammable liquids which are used for our Science classes: Microbiology, Biology and Chemistry at the Vallejo Center. In spring 2014, the 90g Flammable Cabinet will be supporting the Science classes which run every single day with approximately 630 students attending these classes per week, which is a standard enrollment that occurs every semester, hence we are submitting this proposal.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$2,478	Flammable Safety Cabinet, 90 gallons, Yellow	Purchase of the 90g Flammable Cabinet



## 91 New Autoclave for Microbiology and Biology at Vallejo Center

Total amount requested **\$18,275.00** by Irene Camins

### New Autoclave for Microbiology and Biology Classes at Vallejo Center

As stated in last year's grant proposal for an Autoclave at Main Campus, an autoclave is a mandatory piece of equipment in a biology lab. Similar to the Main Campus, the Vallejo Center uses an autoclave to sterilize growth media, glassware and equipment for labs, especially Microbiology and Biology.

The autoclave is also used to decontaminate glassware, equipment and old cultures which might harbor potential pathogens, before the glassware and equipment are re-used or the old cultures are safely discarded. By using the autoclave for decontamination, we assure not only the safety of our professors, staff and students, but also of our local community in terms of waste disposal.

We have only one autoclave at the Vallejo Center and it is not working properly. Every time the autoclave is run, there is a stream of water that collects in a literal bucket under the autoclave.

The steaming hot water that flows from the autoclave is a hazard not only to the professors, staff and students, but is damaging to the facilities as well. The water damage can potentially extended from the upper floor in room 209 where the autoclave is housed to the classroom, room 121, on the floor below.

The collection of a large amount of steaming hot water is not a typical result of a properly functioning autoclave.

Our autoclave has not been properly sterilizing equipment, media, or organisms at the standard 121oC for 30 minutes protocol for sterilization. We have had to increase the autoclave time in order to achieve sterility, which is an indication that the autoclave is not functioning properly.

It is time to purchase another autoclave, in case our only autoclave cannot be repaired. Without an autoclave we would not be able to host Microbiology classes and some Biology labs at the Vallejo Center.

In spring 2014, the autoclave will be used to support Microbiology and Biology classes which run every single day with approximately 300 students attending these classes per week, which is a standard enrollment that occurs every semester, hence we are submitting this proposal.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$18,275	Autoclave, Tuttnauer Digital Model - 3870EA, Chamber 15 x 27", 200V	This autoclave is similar to the autoclave already at the Vallejo Center

**92 Obtain funding to purchase 7 force transducers for physiology lab experiments at VVC.**

Total amount requested **\$4,497.59** by Philip Summers

Purchase 7 force transducers for physiology lab experiments at VVC. Currently we have no transducers at VVC to measure force of heart or muscle contractions in the physiology lab. We will use the force transducers (hardware) to measure heart force and rate in dissected frogs and test the effect of clinically important drugs on live heart function. The transducers can also be used to record skeletal muscle contractions in the same or other lab animals. This will enable us to design future experiments in muscle physiology. Conceivably, the transducers could be used by other biology classes and in physiology demonstrations to visiting high-school students. The transducers could be used by any of these instructors: Rennee Moore, Philip Summers, Cristina Young, James Ward and Erwin Bautista. We use the BioPac system for most of our physiology lab experiments. We can only use transducers supplied by BioPac as these are the only ones that will interface with our software and hardware and they hold the patent for the system (<http://www.biopac.com/force-transducer-50g-fixed-range>). Because of this I have only attached one price quote from BioPac.

We need 7 transducers for 7 groups of students at VVC. These will initially be used by 2 sections (approx. 60 students) of physiology, but we may offer more sections of physiology at VVC in the future. Some of our physiology labs are run as computer simulations but the physiology faculty agree that exposure and interaction with live specimens is an essential part of training in physiology. Importantly, students learn how scientific experiments work in the real world, including how unpredictable and variable a live preparation can be. This gives students a chance to trouble-shoot and problem-solve in a limited time frame. This helps to prepare students for future interactions with patients which will not be simulations.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$4,498	Purchase up to 7 Force transducers from BioPac Labs Inc.	Departmental funds are not sufficient to cover the cost of 7 transducers needed for 7 student groups at VVC.

### 93 Sports Broadcasting Television Equipment.

Total amount requested **\$15,361.72** by Greg Poff

To continue to provide students with the opportunity to work with the professional level equipment that will prepare them for a career in sports broadcasting.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$5,346	2-Sony NEX VG30 Cameras w/zoom	Need 2 additional cameras for broadcasts
\$3,295	Newtek Time Warp Instant Replay System	Instant Replay System for existing Tricaster 40
\$5,874	Comstar 8 Wireless Intercom System	Broadcast Communications System to allow station-to-station communication.
\$365	2 Magnus Tripods and rollers	For cameras
\$482	2 Roto Mil Cases	Securely transport broadcast equipment.

94 **First-Year Experience Pilot, Year 3**

Total amount requested **\$34,552.62** by Melissa Reeve and Corrine Kirkbride

The Educational Master Plan of Solano Community College includes under "Goals and Strategies": "Improve basic skills of all students." One of the strategies listed in this sections reads: " Implement 'First Year Experience' program to channel students through skill improvement and services for all need levels."

The First Year Experience Program referenced in the EMP has been created and implemented, and is now in its second year at Solano Community College. This program integrates cohort-based learning communities, intrusive counseling and a rich array of academic resources. The program's aim as we head into our third year is to continue to expand, with an additional cohort at the Main Campus and one in Vacaville. We will continue to refine and scale this program to the point where it becomes, within 3-4 years, the institutional norm for incoming students placed in developmental English and math. Our aim is to create a scalable model requiring few, if any, additional resources beyond the hiring of a program Coordinator.

I. The first pilot cohort of 39 students started the program in Fall 2012. All were enrolled in Math 330 (Elementary Algebra) and English 348G (open-access developmental English). Preliminary data indicate that students enrolled in the FYE cohort performed significantly better than non-FYE students in the same levels of English and math in other recent semesters:

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$3,301	Stipend for Summer FYE Coordination \$66.01 x 50 hours	Summer recruitment and coordinator is essential for the program to begin smoothly in fall
\$1,400	Transportation and boxed lunch for students to attend college preview day at UCD and CSUS (2 trips). Transportation = \$800 (\$400/trip) and boxed lunch =\$600 (\$300/trip; 28 students and 2 faculty @\$10 each)	Social bonding and academic inspiration.
\$1,000	Community Building Activities - Misc. expendables for social events, etc. (e.g., food, etc.)	Orientation lunch for students, and mid-semester social activities.
\$300	Materials for faculty development (e.g., books, etc.)	Especially in the creation of integrated activities, faculty may need to purchase materials
\$300	Miscellaneous office supplies	Student supplies given at orientation
\$500	Materials for recruitment (e.g., copies , flyers, brochures, posters, etc.)	Needed for ensuring a robust cohort.
\$7,392	7 hrs of a math embedded tutor per week for 16 weeks at \$11/hr x 6 math courses for two semesters	An embedded tutor will provide opportunities for students to get help during class time and in small group tutoring sessions.
\$7,393	Stipend for up to seven instructors to meet one hour per every two weeks for 16 weeks - 7 x \$66.01 x 8 for two semesters.	The ability to troubleshoot student issues is integral to the success of the program. Meetings are also important for the creation of integrated assignments.
\$0	Students will be given access to MyMathTest, where they can remediate their math deficiencies. Before the beginning of the Fall semester, multiple measures will be used to determine the most appropriate math placement.	Students are often placed in the wrong math course and lose at least a semester when they need to withdraw. This would help alleviate that and retain the maximum amount of students.
\$12,167	30% release time for FYE Coordinator Fall 2013 and Spring 2014 semesters 72 hours per semester x \$66.01.	In order for FYE to function optimally, a coordinator is needed to recruit students, and organize the program.
\$800	FYE Coordinator/Counselor will attend at least one FYE or BSI related conference during 2013-2014 .	Knowing what is going on with other schools can help strengthen our own program.

95 **Steinway Model D Concert Grand Piano**

Total amount requested **\$100,000.00** by Teri Yumae

This is a proposal for the purchase of a grand piano to replace the current grand piano in 1239 (choir room). The current instrument is old and worn out. It has been repaired numerous times. Our expert piano technician advises us that it is now so worn out that it cannot be repaired and must be replaced. 1239 is a multi-use room. The room and the piano are used for all music classes (general education lecture survey courses, choral classes, instrumental classes, voice classes, piano classes, music theory classes). The piano is also used on the Theatre stage for choral, orchestral, jazz, ballet and opera performances. I hope that this proposal will result in the granting of funds to purchase a new Steinway Model D concert grand piano.

In survey lecture courses, the piano is used to illustrate musical techniques, historical style and compositional style. In choral, voice & music theory classes, the piano is used in the development of musicianship skills (sight singing, ear training, dictation). In choral, instrumental and voice classes, it is used to teach musicianship skills, teach parts and accompany students. In piano classes, it is used by students to develop piano technique and for in-class performances. It is an essential part of all of these classes. Without an excellent piano, it is difficult for students to fully learn the varied concepts and techniques presented in class and rehearsal.

The piano is used both as a classroom instrument and in performance. In performances onstage, the concert grand piano is the standard instrument used for all styles of music: classical, jazz, instrumental, choral, ballet, opera. In the classroom, It is used on a daily basis, 4-8 hours a day. On the theatre stage, it is used in every concert presented by SCC Music, as well as in many concerts given by community groups.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$100,000	This is the approximate price for a pre-owned Steinway Model D concert grand piano.	This is a top of the line professional concert grand piano that is a major component of every college music department. This instrument will maintain its quality through decades of constant use in a college music department.



**AGENDA**  
**Shared Governance Council**  
**March 12, 2014**  
**2-4 p.m.**  
**Administration Building**  
**360 Campus Lane, First Floor- Board Room**  
**Fairfield, CA**

**Voting Members****Faculty**

Susanna Gunther, Academic Senate President  
 James DeKloe, SCFA

**Minority Coalition**

Kevin Anderson  
 Karen McCord

**CSEA**

Debbie-Luttrell Williams, President  
 George Olgin

**Local 39**

Jeff Lehfeldt  
 Richard Crapuchettes

**Students**

Gabriel Johnson  
 Kyle Todd

**ALG**

Ma  ire Morinec  
 Robin Darcangelo

**Advisory Members**

Diane White, Interim Vice President, Academic Affairs (Chair)  
 Yulian Ligosio, Vice President of Finance and Administration  
 Peter Cammish, Dean, Research, Planning, and Institutional Effectiveness

ITEM	PURPOSE	TIME
<b>1. Call to Order</b> (a) <b>Approval of Agenda</b> (b) <b>Approval of Minutes</b> <b>February 12, 2014</b> (c) <b>PUBLIC COMMENTS</b>	Action Action	<b>2:00 p.m.</b>
<b>2. Superintendent-President's Report</b> J. Laguerre	Information	
<b>3. Policy 2005 Shared Governance</b> J. Laguerre	Information	
<b>4. Human Resources Recruitment Update</b> B. Petersen	Information	
<b>5. Solano College Faculty Diversity Internship Program</b> K. Anderson	Information	
<b>6. Budget Meetings for Shared Governance Council</b> J. Lehfeldt	Information/Action	
<b>7. Strategic Proposals (Initial Discussion)</b> P. Cammish	Information	
<b>8. Governing Board Meeting Agenda – March 19, 2014</b> D. White	Information	
<b>9. Adjournment</b>	Action	<b>4:00 p.m.</b>



**Shared Governance Council  
March 19, 2014  
SPECIAL MEETING  
Minutes**

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**Present**

Michael Wyly, Kevin Anderson, Karen McCord, Debbie Luttrell-Williams, George Olgin, Jeff Lehfeldt, Diane White, Richard Crapuchettes, Maire Morinec

**Absent:**

James DeKloe, Gabriel Johnson, Kyle Todd, Robin Darcangelo, Yulian Ligioso, Peter Cammish

**Call to Order**

The meeting was called to order at 2:04 p.m. by Chair, Interim Vice President Diane White. Interim Vice President White welcomed Michael Wyly, who is the incoming Academic Senate President for 2014-15. Mr. Wyly will be taking part in the Strategic Proposals discussion and rankings.

**Approval of Agenda**

It was moved by Maire Morinec and seconded by Debbie Luttrell-Williams to approve the agenda as presented.

The motion passed unanimously.

**Student Services Reorganization**

Chief Student Services Officer, Shirley Lewis, reviewed with the Council the proposed Student Services reorganization that will be going to the Governing Board. The reorganization includes a reclassification of 11 positions to Student Services Generalist, Range 13. It has been approved by CSEA. This reorganization will help the College meet the requirements of the Student Success Initiative.

**Strategic Proposals – Initial Discussion**

Chair, Interim Vice President Diane White began discussion on the strategic proposals by noting that there are 37 proposals and if the Council would like to discuss all of them, there would need to be a time limit set for approximately 2 minutes each.

Also a special meeting would need to be called for March 26, 2014, to discuss final rankings and make recommendations to the Superintendent/President's Cabinet.

It was moved by Maire Morinec and seconded by Richard Crapuchettes to look at all the proposals with a time limit of 2 minutes each.

The motion passed unanimously.

It was then moved by Maire Morinec and seconded by Jeff Lehfeldt to hold a special meeting on March 26, 2014 to discuss final rankings and make recommendations to the Superintendent/President's Council.

The motion passed unanimously.

Any questions regarding the proposals should be emailed to Laurie Gorman, who will then send them out to the proposers.

#### Adjunct Support Center

Comments: \$2,000 stipends could be a contractual issue

#### Gates in Fence on the East Side of the Sculpture/Ceramics Yard Building 1300

Comments: Former dean signed off on building remodel before this was completed  
Should possibly be a Facilities issue and not a Strategic Proposal

#### Drop-in Writing Lab

Comments: Clear success thus far and is very beneficial to students  
Should consider other sources of funding/institutionalizing  
Have many other labs. Are all of them efficient? How are we evaluating efficiency?

#### Repair Smart Classroom in 1311

Comments: This room was just remodeled.  
Remodel did not include new speakers; current speakers are not working well

#### UMOJA Program Scholars

Comments: Should be institutionalized and moved to general fund  
There are 6 positions in the proposals, could have collective bargaining issues

#### Mobile Computer Lab for the Vallejo Center

Comments: One time funding  
Already have two labs at the Center that are not in use all the time  
Why is a specific Chemistry lab needed at the Center?



### Child Development and Family Studies Student Workforce Development

Comments: Good program, should be funded

### Nursing Staff Development

Comments: Staff development funding has already been given to Nursing Staff, curriculum changes have not taken place  
What are the major curriculum changes that need to take place?

### Strategic Proposal for Modernization and Update of the Clinical Simulation Center

Comments: Have received grant funding for upgrades and modernization; current equipment is fairly new  
Does this modernization fit under Measure Q?

### JLG am/AC Vertical Mast Push Around Lift

Comments: Existing one is too heavy to move around.  
Outdated equipment should be updated

### Meeting Consumer Language Needs (Rosetta Stone)

Comments: Should refer to Contract Education  
Already teach Spanish Courses  
Consider developing a conversational Spanish course

### Human Services E Proposal

Comments: What is the security plan against theft?  
Should consider using computer lab instead and having software loaded in iPads have limited capabilities

### Library Textbook Reserves

Comments: Textbook reserves are needed by students  
Consider requesting publisher copies for reserves  
What happens when a textbook is outdated?  
What is library textbook acquisition amount per year?  
Textbooks cannot be removed from Library

### Chemistry Open Lab Hours for Students

Comments: Staff related, affects collective bargaining agreement  
Could work study students work in the lab?  
This is chemistry specific with students working with chemicals in the lab  
Is this supplemental instruction?

### Memory Upgrade for MAC Laptop Computers

Comments: Need upgrades in order to run program

### Increased Outreach Efforts

Comments: Is this a marketing proposal?  
Should consider institutionalizing with additional permanent staffing  
How was budget derived?  
Need more detailed budget information

### Computers and Camera for Film Production

Comments: Serves a small number of students  
May be important in terms of the quality of instruction  
Better fit for Instructional Equipment  
Look at what is provided in MOU with City of Fairfield

### iMac Replacements for Photography

Comments: Better fit for Instructional Equipment  
Technology upgrades should be funded from sources other than Strategic  
Proposals  
Should be folded into Technology Plan for upgrades

### Epson 3880 Printers, Light and Shelf for Photography, Room 503 and VVCT

Comments: Large amount of money for small number of students served  
This new technology reduces hazardous waste costs to College

### Storage Containers for Ceramic Materials: Art Department

Comments: These are supplies that should come out of the School Budget

### Scenario Based Fire Simulator

Comments: Not needed per Advisory Committee

### Equivalent Rock and Mineral Kits for Course Offering Geol 002

Comments: Fits more into instructional supplies

### Embedded Tutors in Basic Skills Math

Comments: Part of Institutional responsibility in Basic Skills  
Amount seems high, may be good to have Instructional Assistants help with this

### New Refrigerator/Cooler for Science Classes at Vallejo Center

Comments: Should be part of general fund budget

### New Incubator for Microbiology and Biology at Vallejo Center

Comments: Necessary for program

### 90g Flammable Cabinet for Storage of Flammable Liquids at Vallejo Center

Comments: Needed for Safety

### Obtain Funding to Purchase 7 Force Transducers for Physiology Lab Experiments at VVC

Comments: Remove from consideration; funded by 2013/14 Instructional Equipment

### Sports Broadcasting Television Equipment

Comments: Has received Perkins funding in past for equipment  
Check MOU with City of Fairfield to see if this would be covered under that agreement

### Steinway Model D Concert Grand Piano

Comments: Small number of students would use  
Consider cheaper model  
Would be a large chunk of strategic proposal funding

### Tables and Chairs for Room 1645

Comments: Could existing furniture stored in Facilities work for this?

### Classroom Camera Obscura

Comments: Requires drilling a hole in the wall  
Innovative idea

### First Year Experience Pilot, Year 3

Comments: Basic Skills recommendation  
Data shows positive success rates  
Large proportion is for stipends  
Are the social events a gift of public funds?  
May be release time issue with 50% rule

### Ebook Readers

Comments: Security issue with theft

### Marley Floor for Dance Production Class

Comments: Does not fall under Measure Q

### Supplemental Instruction in 2014-15 First Year Experience Courses

Comments: Staffed by individuals with at least a B.A. degree  
Could use internships for this

### EOPS Lending Library/Lab

Comments: Program has doubled  
Students in this area demonstrate most need  
This resource is extremely helpful to students

Interim Vice President White suggested and the Council concurred with the following recommendations:

1. Move all instructional pilots to 3-year funding on the condition that the Shared Governance Council is provided with scheduled assessment results, either by semester or by year in order to get accurate assessment results.

2. Extract those items that fit under Instructional Equipment for consideration of funding for 2014/15.
3. Move forward with Integrated Planning Processing and consider if Shared Governance Council is the appropriate body to undertake this.

**Adjournment**

The meeting adjourned at 4:05 p.m.

Respectfully submitted by Laurie Gorman

SGC Minutes March 19, 2014:lg



**Shared Governance Council  
March 26, 2014  
Minutes**

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**Present**

Michael Wyly, Kevin Anderson, Karen McCord, Debbie Luttrell-Williams, George Olgin, Jeff Lehfeldt, Robin Darcangelo, Diane White, Peter Cammish, Richard Crapuchettes Maire Morinec

**Absent:**

James DeKloe, Gabriel Johnson, Kyle Todd

**Call to Order**

The meeting was called to order at 2:02 p.m. by Chair, Interim Vice President Diane White.

**Approval of Agenda**

It was moved by Debbie Luttrell-Williams and seconded by Jeff Lehfeldt to approve the agenda as presented.

The motion passed unanimously.

**Public Comments**

None

**Strategic Proposals – Final Discussion and Ranking**

Ranking results for strategic proposals submitted for funding for 2014/15 were distributed. Chair, Interim Vice President Diane White noted that many of the proposals submitted were equipment requests and proposed that they be extracted from the list and be considered for funding from 2014/15 instructional equipment funds that the college will be receiving in the amount of approximately \$600,000. Proposers will be notified that their proposals have been vetted and will be moving forward through the process. There were also two items that related to Facilities; Interim Vice President White proposed that they also be extracted for funding through Facilities.

The Council concurred with these recommendations and proceeded to discuss the items that were extracted for consideration for Instructional Equipment and Facilities.

## **Instructional Equipment**

It was moved by Richard Crapuchettes and seconded by Jeff Lehfeldt to fund ASAP Proposal ID 79, Memory Upgrade for MAC Laptop computers, and Proposal ID 90, Flammable Cabinet for Storage of Flammable Liquids at the Vallejo Center.

The motion passed unanimously.

It was moved by Debbie Luttrell-Williams and seconded by Robin Darcangelo that we not support the Meeting Consumer Language Needs (Rosetta Stone software for Spanish) proposal because Spanish courses are already provided by the College.

The motion passed unanimously.

It was then moved by Kevin Anderson and seconded by Karen McCord that we refer the function of this proposal to Contract Education under Thomas Watkins to explore the feasibility of these kinds of offerings to the community.

The motion passed unanimously.

It was moved by Maire Morinec and seconded by Robin Darcangelo to not move forward with Instructional Equipment Proposals ID numbers 97, 70, 73, 76, 95, and 85.

There was then discussion that the proposals should all be dealt with separately.

The motion was unanimously defeated.

It was moved by Maire Morinec and seconded by Debbie Luttrell-Williams that we do not move forward with Proposal ID 97, Classroom Camera Obscura.

There was discussion that this proposal involves drilling a hole in the wall, and that consultations are needed with Facilities before moving forward with this.

Ayes: 7

Noes: 2 (George Olgin, Michael Wyly)

The motion passed.

It was then moved by Michael Wyly and seconded by Maire Morinec that Proposal ID 97, Classroom Camera Obscura, be removed from the list and moved to the Facilities list for further vetting.

It was moved by Maire Morinec and seconded by Kevin Anderson that we do not move forward with proposal ID 70, Mobile Computer Lab for the Vallejo Center.

There was discussion concerning security issues regarding mobile carts and that the Computer Lab at the Vallejo Center does have available hours which could be designated for this purpose.

Ayes: 8

Noes: 1 (Richard Crapuchettes)

The motion passed.

It was moved by Maire Morinec to not move forward with Proposal ID 99, Marley Floor for Dance Production Class. There was no second to the motion; the motion died. The Council will recommend to the S/P Cabinet that this proposal be funded through Instructional Equipment.

It was moved by Maire Morinec and seconded by Debbie Luttrell-Williams to not move forward with Proposal ID 73, Strategic Proposal for Modernization and Update of the Clinical Lab.

There was discussion that some of the equipment in this proposal has already been funded under Instructional Equipment for 2013/14.

Ayes: 8

Abstain: 1 (Karen McCord)

It was moved by Richard Crapuchettes and seconded by Debbie Luttrell-Williams to not move forward with Proposal ID 76, Human Services E Proposal.

The motion passed unanimously.

It was moved by Debbie Luttrell-Williams and seconded by Robin Darcangelo to remove Proposal ID 95, Steinway Model D Concert Grand Piano from consideration.

There was discussion that there be an exploration for a less expensive piano, and encourage the proposer to seek another sources of funding.

The motion passed unanimously.

It was moved by Richard Crapuchettes and seconded by Jeff Lehfeldt to remove Proposal ID 85, Scenario Based Fire Simulator from consideration.

The motion passed unanimously.

It was moved by George Olgin and seconded by Debbie Luttrell-Williams to recommend that the district pursue funding with outside agencies for Proposal ID 81, Computers and Camera for Film Production, and Proposal ID 93, Sports Broadcasting Television Equipment.

The motion passed unanimously.

It was moved by Kevin Anderson and seconded by Karen McCord to not move forward with Proposal ID 98, Ebook Readers.

Ayes: 8

Noes: 1 (Michael Wyly)

The motion passed.

It was then moved by Michael Wyly and seconded by Debbie Luttrell Williams that when we reject Item #98, Ebook Readers, that we note in our rejection that we inadvertently cited a lack in security and software as compelling reasons for voting against it.

There was discussion that the question of security and software were not necessarily the compelling reasons for all Council members for not recommending that the proposal go forward but that what was presented in the proposal did not sufficiently address concerns about the overall proposal.

Ayes: 1 (Michael Wyly)

Noes: 7

Abstain: 1 (George Olgin)

The motion was defeated.

It was then moved by Richard Crapuchettes and seconded by Debbie Luttrell-Williams to send the list forward with recommendations noted in our minutes.

The motion passed unanimously.



<b>Instructional Equipment</b>	<b>Total Cost</b>	<b>Shared Governance Council Recommendation</b>
Memory Upgrade for MAC Laptop Computers	\$1,123	SPC Fund ASAP – this is an urgent need
90g Flammable Cabinet for Storage of Flammable Liquids at Vallejo Center	\$2,478	SPC Fund ASAP – this is a safety issue
Storage Containers for ceramic materials: Art Dept.	\$600	Move forward
New Incubator for Microbiology and Biology at Vallejo Center	\$20,907	Move forward
New Refrigerator/cooler for Science classes at Vallejo Center	\$3,876	Move forward
JLG 20 am /AC Vertical Mast Push Around Lift	\$6,500	Move forward
Epson 3880 Printers, light, & shelf for Photography Rm 503 & VVCT	\$3,726	Move forward
Equivalent Rock and Mineral Kits for Course Offering GEOL 002	\$5,000	Move forward
Sports Broadcasting Television Equipment.	\$15,362	Fund only if City isn't funding under MOU agreement
iMac Replacements for Photography	\$37,528	Move forward
Ebook readers	\$60,000	Recommend do not support
Computers and Cameras for Film Production	\$16,200	Fund only if City isn't funding under MOU agreement
Marley Floor for Dance Production Class	\$4,093	Move forward
Classroom Camera Obscura	\$350	Move to facilities to further vetting
Mobile Computer lab for the Vallejo Center: Classroom set of New Laptops and laptop cart for Vallejo Center	\$68,000	Recommend do not support
Meeting Consumer Language Needs (Rosetta Stone for Spanish)	\$25,000	Look at providing through Contract Ed
Strategic Proposal for Modernization and Update of the Clinical Simulation Center	\$140,000	Recommend do not support
Human Services E Proposal	\$46,500	Recommend do not support
Steinway Model D Concert Grand Piano	\$100,000	Recommend do not support
Scenario Based Fire Simulator	\$9,558	Recommend do not support
<b>TOTAL</b>	<b>\$566,801</b>	

## **Facilities**

It was moved by Debbie Luttrell-Williams and seconded by Jeff Lehfeldt to explore additional funding options for Proposal ID 67, Repair Smart Classroom, 1311.

The motion passed unanimously.

It was moved by Jeff Lehfeldt and seconded by Richard Crapuchettes to move forward for funding Proposal ID 65, Gates in Fence on the East Side of the Sculpture/Ceramics Yard, Building 1300.

The motion passed unanimously.

<b>Facilities</b>	<b>Total Cost</b>	<b>Shared Governance Council Recommendation</b>
Repair Smart Class Room in 1311	\$4,326	Explore additional funding options
Gates in Fence on the East side of the Sculpture/Ceramics Yard building 1300	\$5,000	Move forward for funding
<b>TOTAL</b>	<b>9,326</b>	

## **Strategic Proposals**

It was moved by Richard Crapuchettes and seconded by Jeff Lehfeldt to move forward with the entire list with the exception of Proposal ID 101, EOPS Lending Library/Lab and Proposal ID 77, Library Textbook Reserves, which are to be moved into instructional equipment considerations.

There was discussion that Council members would like to discuss some of the proposals. It was also noted that some of the items in Proposal ID 101 and Proposal ID 77 were supplies, and may need to be extracted and funded by other sources.

Ayes: 2 (Richard Crapuchettes, Jeff Lehfeldt)

Noes: 7

The motion was defeated.

It was moved by Debbie Luttrell-Williams and seconded by Robin Darcangelo to move forward with Proposal ID 94, First-Year Experience Pilot, Year 3.

There was discussion relating to concerns of funding positions with strategic proposal funds (currently release time), and if this proposal should be institutionalized. It was noted that it does take a minimum of three years for meaningful assessments.

The motion passed unanimously.

It was moved by Michael Wyly and seconded by Kevin Anderson to move forward Proposal ID 100, Supplemental Instruction in 2014-15 for First Year Experience Courses.

It was noted that the recommendation of the Shared Governance Council would be to also provide training both for faculty and supplemental instructors.

The motion passed unanimously.

It was moved by Robin Darcangelo and seconded by Debbie Luttrell-Williams to move forward Proposal ID 87, Embedded Tutors in Basic Skills Math.

It was noted that there are embedded tutors in the First Year Experience proposal, so it is important to make sure this is not funded twice from two different proposals.

The motion passed unanimously.

It was moved by Maire Morinec and seconded by Robin Darcangelo to move forward Proposal ID 71, Child Development and Family Studies Student Workforce Development.

The Council asked that the S/P Cabinet consider Perkins funding for this proposal.

The motion passed unanimously.

It was moved by Maire Morinec and seconded by Karen McCord to move forward Proposal ID 78, Chemistry Open Lab Hours for Students.

The motion passed unanimously.

It was moved by Richard Crapuchettes and seconded by Robin Darcangelo to move forward Proposal ID 66, Drop-in Writing Lab.

The motion passed unanimously.

It was moved by Maire Morinec and seconded by Debbie Luttrell-Williams to move forward Proposal ID 64, Adjunct Support Center.

The motion passed unanimously.

It was moved by Maire Morinec and seconded by Karen McCord to move forward Proposal ID 96, Tables and Chairs for Room 1645, with consideration for FF&E standards.

The motion passed unanimously.

It was moved by Maire Morinec and seconded by Jeff Lehfeldt to move forward ID 80, Increased Outreach Efforts.

Recommendations from Council:

- Provide detailed budget on how the total amount of the request was determined.
- In considering the shaping of the program, determine what can and can't be used from VATEA funding.
- Recommend that the Cabinet address how funds are being used, and if is the most effective way to execute program.
- Consider institutionalizing.

The motion passed unanimously.

It was moved by Debbie Luttrell-Williams and seconded by Maire Morinec to not move forward Proposal ID 72, Nursing Staff Development.

It was noted that staff development is coming through from the Academic Senate, and this process needs to be honored before allocating Staff Development funds.

Ayes: 7

Noes: 2 (Karen McCord, Jeff Lehfeltdt)

The motion passed.

Strategic Proposals	Total Cost	Shared Governance Council Recommendations
First-Year Experience Pilot, Year 3	\$34,553	Move forward
Supplemental Instruction (SI) in 2014-15 First Year Experience courses	\$22,400	Move forward
Embedded Tutors in Basic Skills Math	\$30,000	Move forward check for overlap with 94
Child Development and Family Studies Student Workforce Development	\$6,560	Move forward with Perkins funding
Chemistry Open Lab Hours for Students	\$11,080	Move forward
Drop-in Writing Lab	\$56,840	Move forward
EOPS Lending Library/Lab	\$15,000	Move to IE and support
Library Textbook Reserves	\$40,000	Move to IE and support
Adjunct Support Center	\$4,210	Move forward
Tables and Chairs for Room 1645	\$17,240	Move forward
Increased Outreach Efforts	\$97,500	Move forward w/recommendations
Nursing Staff Development	\$15,000	Do not fund
<b>TOTAL</b>	<b>\$350,383</b>	

**Ongoing Funding**

It was moved by Debbie Luttrell-Williams and seconded by Michael Wyly to recommend institutionalizing Proposal 69, Umoja Program Scholars.

The motion passed unanimously.

<b>Proposal Title</b>	<b>Total Cost</b>	<b>Shared Governance Council Recommendation</b>
Umoja Program Scholars	\$150,161	Move to general fund

Proposers from 2013/14 funded Strategic proposals will be asked to come back and give a report to Shared Governance Council. It was also recommended that these reports be presented to the Community as well.

**Adjournment**

The meeting adjourned at 4:04 p.m.

Respectfully submitted by Laurie Gorman

SUPERINTENDENT-PRESIDENT’S CABINET

**AGENDA**

Monday, April 21, 2014

Conference Room 234

10:00 a.m. – 12:00 Noon

Distribution: Dr. Jowel Laguerre, Nona Cohen-Bowman, Dr. Shirley Lewis, Yulian Ligioso, Bruce Petersen, Leigh Sata, Diane White, and Judy Spencer  
Guests: Director Dwight Calloway, Dean Peter Cammish, Dr. Annette Dambrosio, I/Chief Scott Paulin, and Pei-Lin Van’t Hul  
Excused: Judy Spencer

**NEW ITEMS**

- Accreditation – Dambrosio/White
- Program Discontinuance – White
- Smoking Policy – Update – I/Chief Paulin
- Power Failure (April 7) – Recap – Calloway/Paulin/ALL
  - Emergency Contact Numbers
  - Signage
- Integrated Planning – Cammish
- Enrollment Management Committee – Cammish
- PERT Remodel – Cammish
- **Strategic Proposals - Cammish**
- Positive Attendance – Van’t Hul
- Job Description – Career, Technical Education and Related Programs – White
- Board Policy 1037 – Order of Business - Revision – Laguerre/Spencer
- Board Procedures 1013 – Vacancy - New – Laguerre/Spencer
- Manager of the Year (Confidential) - ALL
- Other - ALL

**STANDING ITEMS**

- **Personnel** **Petersen**
- **Negotiations** **Ligioso**
- **Bond Update** **Sata**

***ITEMS FOR NEXT SPC MEETING***

**ADJOURNMENT**

***Parking Lot***

- Criteria and Assessment Rubric and Deadline for Release-time Positions (Advertisement) – White
- Banner Update – Clague
- Branding – Johnson/Johnston
- Commencement 2014 – Ballesteros - May 2014
- Committee on Committees Update – Fountain

**From:** Peter Cammish  
**To:** [Jowel Laguerre](#); [Leigh Sata](#); [Diane White](#); [Yulian Ligioso](#); [Roger Clague](#)  
**Cc:** [Laurie Gorman](#); [Judy Spencer](#); [Phyllis Braaksma](#)  
**Subject:** Strategic Proposals for SPC consideration  
**Date:** Friday, April 25, 2014 4:07:00 PM  
**Attachments:** [Final\\_Rankings.xlsx](#)  
[Shared Governance 3 26 14 Minutes draft 2.docx](#)

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Good afternoon

I tried to send these out earlier but had some problems with file size.... so apologies.

Attached is a summary of SGC recommendations on proposals as well as Lauries draft minutes which show the decision making.

There are too many proposals to attach so you can view any strategic proposal in its entirety in MyGroups at:

My Groups > Administration > Research and Planning > Planning > Subgroups > Proposals > Manage Files > Spring 2014 Process

If you do not want to navigate MyGroups just drop me a line and I can email you the PDF.

**Peter Cammish**  
Dean, Research, Planning and Effectiveness

Solano Community College  
4000 Suisan Valley Road  
Fairfield, CA 94534

t: (707) 864-7278

f: (707) 646-2094

e: [peter.cammish@solano.edu](mailto:peter.cammish@solano.edu)



Dear Tracy Lukehart initial-Ron Zak,

Thank you for your recent proposal iMac Replacements for Photography

After careful consideration by Shared Governance Council and Superintendent Presidents Cabinet a provisional\* recommendation of funding from the Instructional Equipment budget has been accepted. A brief description of decisions are below. For further details of the discussion you can refer to minutes of:

Shared Governance Council: 26th March 2014

Superintendent Presidents Cabinet: 12th May 2014.

\* A potential caveat to the decision is changes to Instructional Equipment budget as outlined in the Governors May Revise. SPC are working to make sure funding can be sought elsewhere and will give a final decision once that is finalized

Many thanks,



Peter Cammish  
(707) 864-7278  
peter.cammish@solano.edu

#### COMMITTEE DECISIONS:

<u>DecisionDate</u>	<u>Decision Body</u>	<u>Notes</u>
March 26, 2014	SGC	Recommend move forward with funding
May 12, 2014	SPC	Fund but deploy with ownership and responsibility from IT

<u>Requested Amount</u>	\$37,528	<u>Approved Amount</u>	<b>\$37,528</b>	<u>Budget:</u>	Instructional Equipment
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# NON ACADEMIC PROGRAM REVIEW MEETING

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**Date:** Friday, May 23, 2014; 2PM > 4PM

**Location:** Room 202 Campus Lane

**Invited:** Annette Dambrosio Robin Darcangelo Leigh Sata Roger Clague Cynthia Garcia Pei-Lin Van't Hul

- Role of group

What is our ultimate purpose?

- Agreement on rubric

Look at the rubric and decide if it meets our needs

- Scoring methodology

I will demo the online scoring method

- What to do with results?

We need to decide what we will do with our evaluations.

## Summary Report

Last Modified: 08/05/2014

### 1. Admissions and Records

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	5	1	0	0	0	6	1.17
2	Completed Projects	2	3	1	0	0	6	1.83
3	Outcomes	0	3	2	1	0	6	2.67
4	Assessments	0	4	0	2	0	6	2.67
5	Future Projects	1	2	3	0	0	6	2.33
6	Narrative	3	0	1	2	0	6	2.33

### 2. Any other comments about this program review?

#### Text Response

Too much out of date information

Assessment and success need up-to-date information. Outcomes need to be more specific for measurable results. Future projects need to be maintained and keep current. Many outcomes are incomplete or missing.

Narrative language should be more objective and to the point. Too wordy in places and too much extraneous material. Objectives and assessments do not necessarily match.

Data analysis on increasing number of graduation applicants should include petition, denied and awarded data for a better understanding on our students' perception of their academic accomplishments vs. what were actually awarded. Some of the known activities were not listed such as Student Success Task Force, DegreeWork and WaitList .

Lacks focus - way to much irrelevant information. I am certain there are planned and completed projects that are not included here. Outcomes and assessment part is ok but again lacks focus.

### 3. Career Placement

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	1	0	1	3	1	6	3.50
2	Completed Projects	2	2	1	1	0	6	2.17
3	Outcomes	0	2	2	1	0	5	2.80
4	Assessments	0	3	1	1	0	5	2.60
5	Future Projects	0	1	2	2	0	5	3.20
6	Narrative	1	1	2	0	1	5	2.80

#### 4. Any other comments about this program review?

##### Text Response

Too much out of date information

Mission should include assessment tools for students. Only one project incomplete and overdue. Information should be kept up-to-date and current.

Online Job Search Databases: College Central Network is a great resource for job seekers, there needs to be more emphasis on improving the noticeability of this resource.

Pretty well written but would benefit from being expanded a little. I would think there is more going on here

#### 5. Childrens Program

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	1	1	2	1	5	3.60
2	Completed Projects	1	2	1	1	0	5	2.40
3	Outcomes	0	2	0	2	1	5	3.40
4	Assessments	2	0	1	1	1	5	2.80
5	Future Projects	0	3	0	2	0	5	2.80
6	Narrative	2	1	1	1	0	5	2.20

#### 6. Any other comments about this program review?

##### Text Response

Most areas are a bit "thin". What is there is generally good.

Completed projects, still awaiting assessment.

The review is not very focused. Narrative needs to be expanded and more specific outcomes must be specified. Where are assessments? Overall, the outcomes should be expanded.

Incomplete program review

Partially complete, needs to be kept up to date

#### 7. Counselling

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	2	1	1	1	5	3.20
2	Completed Projects	0	4	0	1	0	5	2.40
3	Outcomes	0	1	2	1	1	5	3.40
4	Assessments	0	2	1	1	1	5	3.20
5	Future Projects	0	2	1	2	0	5	3.00
6	Narrative	2	0	0	3	0	5	2.80

## 8. Any other comments about this program review?

### Text Response

Generally well thought out and well written - too much incomplete or "stale"

Mission needs more measurable specifics. The entire document is out of date, and there has not been much updated since 2012.

Mission is unclear, i.e., reference to the community does not link to student objectives very clearly. Outcomes are based on very small sample populations and as a result, may not be very significant. Goals are good, but do not seem to connect to one another and there is little evidence of a comprehensive plan.

Missing many activities that are mandated by the Student Success Initiative.

Outcomes and assessments are well written and I get a sense of what is going on. Would benefit from completing the narrative portions

## 9. EOPS

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	0	2	2	1	5	3.80
2	Completed Projects	1	1	0	3	0	5	3.00
3	Outcomes	1	0	0	3	1	5	3.60
4	Assessments	1	0	0	1	3	5	4.00
5	Future Projects	0	0	1	2	1	4	4.00
6	Narrative	0	0	1	2	1	4	4.00

## 10. Any other comments about this program review?

### Text Response

A lot of good work went into this but poor follow up and out of date information lets it down Needs to explain to the casual reader "Over and Above". The entire document needs to be updated. Assessment is not directly tied to outcom desired.

No obvious assessment results. Many plans written in the future tense, but no evidence that planer names, e.g., Robin, Peter.; use titles. Some projects sound good, but no obvious follow-through. Are faculty aware of these programs? It seems that faculty should be more involved in referring and purpose of various programs should be widely advertised.

Add more description on how the EOPS Program will continue to increase the number of Hispanic (males and females)

I think this is a good program review, it is starting to get a little out of date so I would encourage to keep up the good work.

## 11. Facilities

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	0	1	1	3	5	4.40
2	Completed Projects	3	1	0	1	0	5	1.80
3	Outcomes	0	2	1	2	0	5	3.00
4	Assessments	0	2	3	0	0	5	2.60
5	Future Projects	0	1	1	1	2	5	3.80
6	Narrative	2	1	1	1	0	5	2.20

## 12. Any other comments about this program review?

### Text Response

Very thin program review

No completed projects reported. Entire document needs to be updated.

Goals are well stated, but it seems that assessments are missing. Perhaps projects are too new for assessments, but a plan for how assessments can be accomplished would be helpful. Are there perhaps additional projects in the works for facilities or will the projects listed improve facilities?

Incomplete program review

Partially complete - I do not get a sense of all the work that is going on in this department or what is planned for the future

## 13. Financial Aid

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	0	1	2	2	5	4.20
2	Completed Projects	0	0	0	4	1	5	4.20
3	Outcomes	0	0	2	2	1	5	3.80
4	Assessments	0	1	1	3	0	5	3.40
5	Future Projects	0	0	0	4	1	5	4.20
6	Narrative	0	0	1	3	1	5	4.00

## 14. Any other comments about this program review?

### Text Response

Mission - too much fluff. By and large have done what they said they would do. Good completion rate.

Financial Aid overview outcome assessment needs to be more detailed of the desired outcome. Need to explain how the outcome is supported, future projects need to specify project outcome.

Mission statement is a little too long and should be limited to criteria that can be easily assessed, e.g., can we access "change" in students' lives? There are some completed projects here, but many that are not completed. Would be nice to see the relationships between and among the various components. Need more specific assessments. Lots of seemingly worthy projects here, but evaluation is critical.

There were more actual completed projects than what was listed.

I like this program review a lot, theres quite a bit there but I do get a sense of what the department is trying to achieve

## 15. Grants

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	3	1	0	1	5	2.80
2	Completed Projects	0	1	1	3	0	5	3.40
3	Outcomes	0	0	3	2	0	5	3.40
4	Assessments	0	2	1	1	0	4	2.75
5	Future Projects	0	0	1	4	0	5	3.80
6	Narrative	0	1	2	2	0	5	3.20

## 16. Any other comments about this program review?

### Text Response

Mission - needs more detail. Generally a good program review document.

Not specific and measurable and not relevant and not time bound. #1 is not a project bur rather routine work. Furure projects need desired outcomes.

It appears that overall program goals need to be completed, i.e., yearly update of calendar, scheme for hosting fundraising, etc. As to individual grants, they should be perhaps assessed also. It is difficult to determine if many grants are "in the works" or we have attempted several and have not been granted the funding.

The projects side is well written but would benefit from strengthening the assessments and narrative

## 17. Institutional Advancement

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	0	0	4	1	5	4.20
2	Completed Projects	0	0	3	2	0	5	3.40
3	Outcomes	0	1	2	1	1	5	3.40
4	Assessments	0	1	2	1	1	5	3.40
5	Future Projects	0	1	0	4	0	5	3.60
6	Narrative	0	1	1	3	0	5	3.40

## 18. Any other comments about this program review?

### Text Response

Projects all missing strategic outcomes and evaluation results

Project description is missing in the majority of projects. Outcomes are vague. Assessments are vague.

Not clear on outcomes per se. Lots of goals, but little evidence of achieving outcomes and there seems to be little evidence of specific goals tied to tangible outcomes. Some goals, e.g., the establishment of a Board will perhaps yield better outcomes. Priorities might be reassessed, e.g., working on web presence seems urgent and outcomes are not complete in that section.

"Strategic Outcome Supported" left blank on all Completed Projects and on some "Planned Work" area

Technically one of the better ones, needs to be maintained and add some description to projects

## 19. IT

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	0	0	5	0	5	4.00
2	Completed Projects	1	2	1	1	0	5	2.40
3	Outcomes	4	1	0	0	0	5	1.20
4	Assessments	5	0	0	0	0	5	1.00
5	Future Projects	0	1	2	2	0	5	3.20
6	Narrative	1	3	1	0	0	5	2.00



## 20. Any other comments about this program review?

### Text Response

Too much missing - in need of complete update.

Outcomes assessment missing. Planned work missing proposed outcomes. Overall, incomplete document.

Very little completed. Where are assessments? Is College aware of future IT plans (publicizing goals and follow-through would be useful).

Incomplete Program Review, missing a few essentials

Too incomplete - would be a good vehicle for communicating IT planning

## 21. Library

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	1	1	3	0	5	3.40
2	Completed Projects	0	1	0	1	3	5	4.20
3	Outcomes	0	0	1	3	1	5	4.00
4	Assessments	0	1	1	1	2	5	3.80
5	Future Projects	0	0	0	4	1	5	4.20
6	Narrative	1	0	1	2	1	5	3.40

## 22. Any other comments about this program review?

### Text Response

Mission - hard to understand by non library staff.

Mission needs to be better defined and written in a flowing manner.

It appears that not much of substance has been accomplished since 2013. Also goals should be equitable, e.g., Vacaville and Vallejo should be assessing student usage of materials, etc.

Not apparent what major goals are.....some projects might be elaborated, e.g., meeting with ASSC (to what end?).

The mission statement is awful but the projects and assessments are well written (if a little long), would benefit from having the narrative pieces complete to provide the casual reader with a summing up

## 23. Presidents Office Fa13 presidents office program review

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	4	0	0	0	1	5	1.80
2	Completed Projects	0	2	1	1	1	5	3.20
3	Outcomes	0	0	2	2	1	5	3.80
4	Assessments	1	0	2	1	1	5	3.20
5	Future Projects	1	2	0	0	2	5	3.00
6	Narrative	0	1	1	1	2	5	3.80

## 24. Any other comments about this program review?

### Text Response

Shame the mission statement is missing and all listed projects are shown as incomplete. Are you kidding me???? no mission statement but he is the president~:) no completed projects :) Document needs some tweaking! :)

It is difficult to determine which projects are completed and which are not. Outcomes are not clearly stated in all cases and assessments are not apparent. Advise that President's Office Program Review is rewritten and more specific information added and projects, outcomes, and future projects be reorganized.

Lacks focus, could be a good communication tool if presented well

## 25. Recruitment

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	1	1	2	1	5	3.60
2	Completed Projects	0	0	1	3	1	5	4.00
3	Outcomes	0	0	3	2	0	5	3.40
4	Assessments	0	1	3	1	0	5	3.00
5	Future Projects	0	1	2	2	0	5	3.20
6	Narrative	0	1	4	0	0	5	2.80

## 26. Any other comments about this program review?

### Text Response

Mission - must be to "close the recruitment deals" no?: Too much out of date and incomplete Mission statement needs to be improved. completed projects need outcomes and evaluation results. Outcomes not measurable. Document needs to be updated.

Outcome goals might need to be more specific, e.g., increasing "visibility" of the College might not be as important as increasing enrollment or "hits" on social media might not reveal increases in enrollment. Plan is somewhat vague in sections, e.g., International. Here author might specify additional outcomes and projects. Some good ideas here, but might need elaboration and additional specificity.

Good work but could use some fleshing out of future projects

## 27. Research and Planning

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	0	0	2	3	5	4.60
2	Completed Projects	0	0	0	4	1	5	4.20
3	Outcomes	0	0	0	3	2	5	4.40
4	Assessments	0	0	1	4	0	5	3.80
5	Future Projects	0	0	1	0	4	5	4.60
6	Narrative	0	0	0	3	2	5	4.40

## 28. Any other comments about this program review?

### Text Response

What can one say - its Peter Cammish's ball!

completed projects need to updated and complete.

Projects and outcomes are clear. It is apparent, however, the the R and P program review is dependent on the individual contributions from the various programs, activities, etc. at the College. Some goals (like transfer data research) have not been realized for over two years, so perhaps particular groups should bear responsibility, e.g., Academic Senate might take on the transfer project. Also perhaps more specific timelines should be tied to projects and more frequent evaluation should occur to remind everyone that there are existing projects that are not completed. Many of R and P's projects are ongoing, so completion might be measured in increments so as not to appear that projects are not being done. This program review is very comprehensive and assessments appear candid, which is definitely a "plus."

Missing some Project Descriptions on "Completed Projects" section

Assessments need refinement

## 29. Transfer Center

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	5	0	0	0	0	5	1.00
2	Completed Projects	5	0	0	0	0	5	1.00
3	Outcomes	4	1	0	0	0	5	1.20
4	Assessments	5	0	0	0	0	5	1.00
5	Future Projects	0	1	2	2	0	5	3.20
6	Narrative	0	3	1	0	0	4	2.25

## 30. Any other comments about this program review?

### Text Response

no mission statement.Future projects outcomes not measurable.Document needs to be developed.

No mission statement is apparent. Where is the data on transfer? Do we have any evidence of the effectiveness of transfer activities and counseling?

Incomplete Program Review

Lacks review of previous work, future section looks good

## 31. Tutoring

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	1	1	3	0	5	3.40
2	Completed Projects	0	4	1	0	0	5	2.20
3	Outcomes	0	2	3	0	0	5	2.60
4	Assessments	0	3	2	0	0	5	2.40
5	Future Projects	0	0	3	2	0	5	3.40
6	Narrative	0	2	3	0	0	5	2.60

## 32. Any other comments about this program review?

### Text Response

Mission could be more specific.

completed projects need project outcomes.Needs to rewrite and be specific with success criteria. Need outcomes identified.

Lots of goals, but where are outcomes? Also asking students to rate tutorial assistance is not necessarily the best means of assessment. Do students who secure tutors do better in their classes? Assessments and tutor training should be central to this program review.

Incomplete

I just do not believe that this prog review reflects the totality of work done or planned

### 33. Umoja

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	5	0	0	0	0	5	1.00
2	Completed Projects	3	2	0	0	0	5	1.40
3	Outcomes	0	3	2	0	0	5	2.40
4	Assessments	0	3	1	0	0	4	2.25
5	Future Projects	2	3	0	0	0	5	1.60
6	Narrative	0	4	0	1	0	5	2.40

### 34. Any other comments about this program review?

#### Text Response

Major accomplishments but no completed projects?

no mission. No specific dates and format for completed projects.

No mission is apparent. This program review lacks data, e.g., it is meaningless to state that 70% of students succeed if the total "n" is not stated. There seem to be no future projects.

Outcomes are very vague for a highly funded program! This program review is weakened by lack of clear objectives and specific goals.

Incomplete

The projects section does not match narrative.

### 35. Vallejo Center

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	2	2	1	0	5	2.80
2	Completed Projects	0	3	1	1	0	5	2.60
3	Outcomes	0	3	1	1	0	5	2.60
4	Assessments	0	3	1	1	0	5	2.60
5	Future Projects	0	1	2	2	0	5	3.20
6	Narrative	0	1	3	0	0	4	2.75

### 36. Any other comments about this program review?

**Text Response**

Mission to vague/general. Only 1 project - lacking detail  
Document needs to updated.

The entire program review needs to be sharpened, i.e., the mission is too broad, the results of surveys are too broad...all in all, the review lacks specificity and data driven decisions. I am sure that the Vallejo Center has accomplished much, but the program review is weak. Expand goals, outcomes, and outcome analysis here.

incomplete

Not bad, most of the components are there but need added narrative and description

### 37. Veterans

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	1	0	3	1	5	3.80
2	Completed Projects	0	2	2	1	0	5	2.80
3	Outcomes	0	0	5	0	0	5	3.00
4	Assessments	0	0	4	1	0	5	3.20
5	Future Projects	0	0	0	4	1	5	4.20
6	Narrative	0	1	4	0	0	5	2.80

### 38. Any other comments about this program review?

**Text Response**

Mission - need specificity. Project - only 1 - missing detail. Good narrative - when its there!

Mission: Room for improvement. Missing outcome and results.

This program review was difficult to assess in that the goals did not seem to be organized such that the overall scheme was apparent. Also reading the narrative was difficult because in some places words were omitted, sentences left unfinished--in other words, the author needs to carefully proofread. Overall, it seems that goals and objectives should be more clearly stated and means of assessment should be clearly specified. The review tended to be confusing to interpret.

I like this one but the outcome about refunds should maybe be a project. I think this PR has the basis to develop further over time

### 39. Workforce Training

#	Question	0	1	2	3	4	Total Responses	Mean
1	Mission Statement	0	0	1	3	1	5	4.00
2	Completed Projects	4	0	0	0	0	4	1.00
3	Outcomes	0	0	2	2	1	5	3.80
4	Assessments	0	1	0	3	1	5	3.80
5	Future Projects	0	0	0	4	1	5	4.20
6	Narrative	0	1	0	3	1	5	3.80

### 40. Any other comments about this program review?

#### Text Response

Mission - statement of what is does - not its mission. Completed p[rojects missing - but major accomplishments included. Seem to have included grant covered by other area.. nothing to evaluate.

It appears that no projects were completed, yet some funding was secured and some projects appear to be either ongoing or complete. Nevertheless, the program review does not clearly reflect outcomes, assessments, and completed projects. Recommend that this program review be reorganized and if some projects are completed (and assessed) then document as such.

Good but out of date and lacking some clear narrative, mgenerally well written and a good atart on developing further

**From:** Peter Cammish  
**To:** [Jowel Laguerre](#); [Diane White](#); [Shirley Lewis](#); [Yulian Ligioso](#)  
**Cc:** [Annette Dambrosio](#); [Robin Darcangelo](#); [Leigh Sata](#); [Roger Clague](#); [Cynthia Garcia](#); [Pei-Lin Van't Hul](#)  
**Subject:** Non Academic Program Review Debriefing  
**Date:** Wednesday, August 06, 2014 8:22:00 AM  
**Attachments:** [FA13 Non Ac Prog Reviews Evaluation.docx](#)  
[Non Ac PR Rubric.pdf](#)

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Jowel, Diane, Shirley and Yulian (cc: Non Academic Program Review Committee)

You will notice a calendar appointment for 15<sup>th</sup> August at 11:30 AM. I need to debrief you all on the results of our non academic program review assessment. A small committee has put in a lot of work reviewing last fall program reviews to provide feedback. Please see attached assessment results and rubric used. The results are generally disappointing but we have a great opportunity to improve this year.

The committee also has the recommendation that there is greater involvement at the VP level in non academic program review. I would also like to get your input on that.

Many thanks ... Peter

**Peter Cammish**  
Dean, Research, Planning and Effectiveness

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**From:** Peter Cammish  
**To:** [Annette Dambrosio](#); [Cynthia Simon](#); [Connie Barron-Griffin](#); [Rachel Ancheta](#); [Roger Clague](#); [Shirley Lewis](#); [Thomas Watkins](#)  
**Subject:** Planning Review  
**Date:** Tuesday, May 27, 2014 8:01:00 PM

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Thank you all for your input today – these processes are not easy to get adjusted but I think we identified some great areas for improvement.

The areas for improvement were

#### Strategic Proposals

- Must end by early April (confirmation of results sent by then)
- The process is losing focus on the “Strategic” part – we will encourage SPC to define strategic goals and encourage proposals related to that.
- Look to value innovation in the process
- Remove instructional equipment portion and fund through deans
- Look to rate proposals on ‘opportunity savings’

#### Hiring Process

- We saw a mix of re-org positions, positions approved and not hired and a few that followed process – this suggests the process is easy to work around if need be.
- Start earlier - positions need to be available for advertisement before July 1<sup>st</sup> if need be.
- Ask SPC to help define the additional areas that include staffing requests (re orgs).
- Possible solution of ALL management areas submit staffing plan tied to program review that justifies current positions and additional positions. Additional positions removed and follow current process as described.
- Must be a process for exceptions – although this should be rare.

**Peter Cammish**  
Dean, Research, Planning and Effectiveness

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# INSTITUTIONAL PLANNING GROUP MEETING NOTES

**2<sup>nd</sup> July 2014**

Attended: Jowel Laguerre, Diane White, Michael Wyly, Peter Cammish, Naser Baig

Absent: Yulian Ligioso, Shirley Lewis

## ED MASTER PLANNING TIMELINE

Talked about the cyclical need for EMP planning. Proposed time line was

Early Fall: Complete and document Outcome assessments (course and program)

Late Fall: Incorporate assessment results into EMP projects and activities

Early Spring: Report EMP revisions

## TASKS

- Diane, Deans and Assessment Committee to draft process with Academic Senate

## STRATEGIC PROPOSALS

Talked about need for

### Separation of strategic funding and equipment supplies funding

Reducing number of potential forms to be completed for funding

Communicating funding routes in easy to understand

Process for making strategic funding proposals permanent

Revising strategic proposal rubric to encourage efficiency projects

Staffing components of strategic proposals

Strategic ideas and immediate goals to be communicated via SPC

## TASKS

- Peter to work with deans to approve process for division level equipment funding
- Peter to work with BSI to see if we can incorporate BSI funding into process
- Peter to produce fact sheet showing funding processes and timelines
- Peter to canvas SGC for ideas on process for institutionalizing strategic proposals
- Peter to revise Strategic Proposal rubric
- Peter to work with HR/Unions to clear any staffing issues
- SPC to decide on role in strategic proposal process

## NON FACULTY HIRING

Talked about

Problems with people using “re-orgs” to circumvent hiring processes

Lack of documented process for “re-orgs”

Need for staffing plans that identify

- Current staff

- Additional staff required

- Re-organisation plans

- Training plan for staff

### TASKS

- Peter to work with PERT and HR to produce staffing plan process for approval

## NON ACADEMIC PROGRAM REVIEW

Talked about

Problems with quality (missing information)

Lack of top down direction being given to managers

### TASKS

- Peter to distribute nonacademic program review ratings with SPC
- Peter to discuss with PERT method for increasing VP level involvement

# Strategic Planning

Peter Cammish

# Vision

*Solano Community College will be a recognized leader in educational excellence — transforming students' lives.*

# Mission Statement

- *Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.*

# Academic Aspects

- *Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in **basic skills education, workforce development and training, and transfer-level** education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.*



# Student Services Aspects

- *Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and **services that are responsive to the complex needs of all students.***

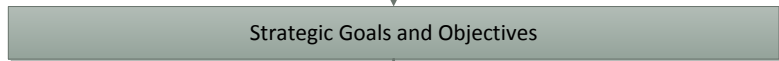
# Non Academic Side?

- Support Academics and Student Services

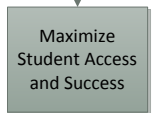
What we do, what we want to do and the guiding philosophy for achieving it



How we deliver the mission and strive for the vision



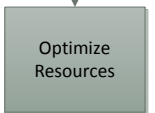
- Obj. 1.1 — Create an environment that is conducive to student learning.
- Obj. 1.2 — Create an environment that supports quality teaching.
- Obj. 1.3 — Optimize student performance on Institutional Core Competencies



- Obj. 2.1 — Identify and provide appropriate support for underprepared students.
- Obj. 2.2 — Update and strengthen career/technical curricula.
- Obj. 2.3 — Identify and provide appropriate support for transfer students.
- Obj. 2.4 — Improve student access to college facilities and services for students.
- Obj. 2.5 — Develop and implement an effective Enrollment Management Plan



- Obj. 3.1 — Respond to community needs.
- Obj. 3.2 — Expand ties to the community.



- Obj. 4.1 — Develop and manage resources to support institutional effectiveness.
- Obj. 4.2 — Maximize organizational efficiency and effectiveness.
- Obj. 4.3 — Maintain up-to-date technology to support the curriculum and business functions

# Goals and Objectives

- Foster Excellence in Learning
  - Obj. 1.1 — Create an environment that is conducive to student learning.
  - Obj. 1.2 — Create an environment that supports quality teaching.
  - Obj. 1.3 — Optimize student performance on Institutional Core Competencies

# Goals and Objectives

- Maximize Student Access & Success
  - Obj. 2.1 — Identify and provide appropriate support for underprepared students.
  - Obj. 2.2 — Update and strengthen career/technical curricula.
  - Obj. 2.3 — Identify and provide appropriate support for transfer students.
  - Obj. 2.4 — Improve student access to college facilities and services for students.
  - Obj. 2.5 — Develop and implement an effective Enrollment Management Plan

# Goals and Objectives

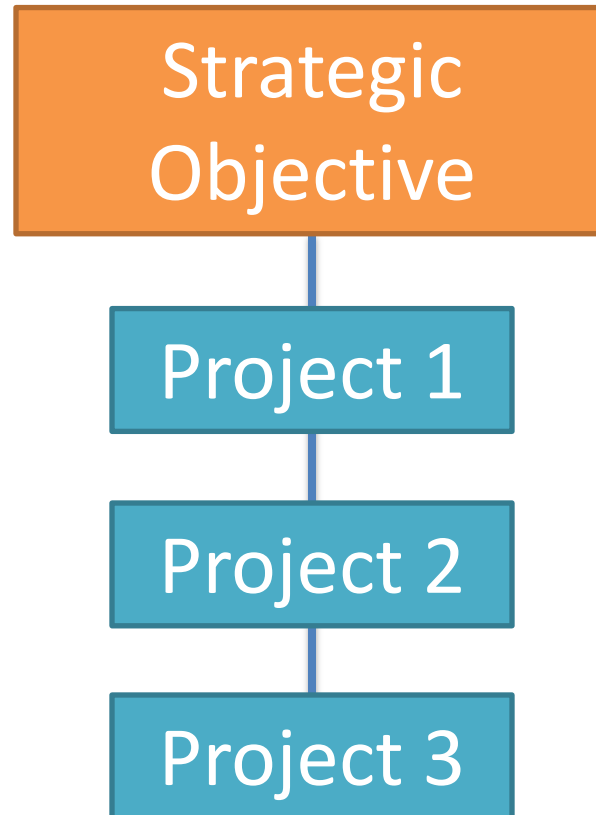
- Strengthen Community Connections
  - Obj. 3.1 — Respond to community needs.
  - Obj. 3.2 — Expand ties to the community.

# Goals and Objectives

- Optimize Resources

- Obj. 4.1 — Develop and manage resources to support institutional effectiveness.
- Obj. 4.2 — Maximize organizational efficiency and effectiveness.
- Obj. 4.3 — Maintain up-to-date technology to support the curriculum and business functions.

# How do we organize planning?



# What is a project?

- **Defined beginning, end and schedule**
- **Use limited resources specifically allocated to the work**
- **End results have specific goals (time, cost, performance/quality)**
- **Follows planned, organized approach**



# Difference from operations

- Operations are ongoing and repetitive
- Projects are temporary and unique
- Example Projects
  - Developing new product or service
  - Effecting staffing change
  - New construction, IT or business processes

# Accountability

- Projects have an end date
- Projects have a 'manager'
- Timelines – can identify problems early

# How system works

- Planning Database

# How is that reported to you?

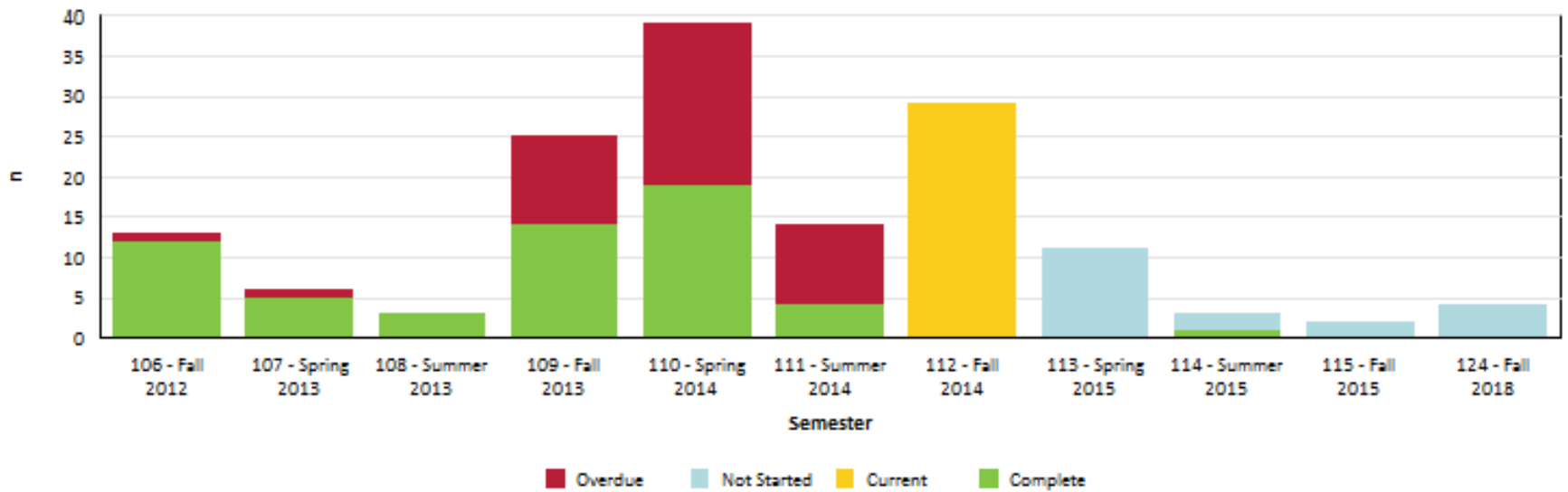
## Chief Student Services Officer

### Plan Summary

		Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	* Fall 2014	Spring 2015	Summer 2015	Fall 2015	Fall 2018
<b>Summary for Chief Student Services Officer</b>		92% 13	83% 6	100% 3	56% 25	49% 39	29% 14	3% 29	0% 11	33% 3	0% 2	0% 4
Admissions and Records	Total	86% 7	50% 2		20% 5	0% 8	0% 1	0% 4				
	Database Management	100% 2										
	Service to Students	100% 2			33% 3	0% 8	0% 1	0% 3				
	Staff Training	67% 3	50% 2		0% 2			0% 1				

## Project Activities

For Chief Student Services Officer



## 2. Maximize Student Access and Success

**Project: EOPS Recruitment Spring 2014** (2.1 Support Underprepared Students) Incomplete

Recruitment of new students to the EOPS Program by high school visitation at local high schools.

<u>Deadline</u>	<u>Activity</u>	
Fall 2013	Increase the EOPS students served for 2013-14.	Complete
Spring 2014	Campus In-Reach	Complete
Summer 2014	Visit local high schools	Overdue

**Project: EOPS Program will continue to increase admission of Hispanic and African-American males** (2.1 Support Underprepared Students) Incomplete

The EOPS Program will continue to increase the number of Hispanic (males and females) and African-American males.

<u>Deadline</u>	<u>Activity</u>	
Fall 2013	Work with Financial Aid Staff collaborative efforts	Complete
Spring 2014	In-reach recruitment for new EOPS students	Complete
Spring 2014	Increase the number of underrepresented students in the EOPS Program for the 2013-14 ac	Complete
Spring 2015	Continue this activity for the 2014-15	Not Started

**Project: Increase the retention and persistence rates of continuing EOPS students** (2.1 Support Underprepared Students) Incomplete

The EOPS Program will continue working with EOPS students that are making academic progress during the 2013-14 academic year. The EOPS Program will also continue to work with EOPS students that have encountered "academic challenges" during the prior sem

<u>Deadline</u>	<u>Activity</u>	
Fall 2013	EOPS Mutual Responsibility Contract accessible on the EOPS website	Complete
Spring 2014	EOPS Lab	Complete
Spring 2014	Monthly monitoring of EOPS students on "probation"	Complete
Spring 2014	EOPS News Bulletin	Complete
Spring 2014	EOPS "probation and academic" workshops	Overdue
Spring 2015	E-Blast communications to EOPS students	Not Started
Spring 2015	Basic Skills tutoring for EOPS students (Math and English)	Not Started

# What is important?

- Guidance from above
- What we are doing linked to mission
- Projects are well written
- Regularly assess progress
- Governance

# What are we doing?

- Accreditation
- Education Master Plan
- Facilities Master Plan
- 3SP Plan
- Student Equity Plan
- Presidents Remarks



# Timeline

- 28th August 2014: SPC start strategic planning
- 4th September: Communicate key initiatives to appropriate managers
- 8th September: Managers start annual non academic program review
- 29th September: Non academic program reviews sent for VP sign off
- 6th October: VP/SP sign off on non academic program review
- 7th October: Strategic Plan prepared
- 8th October: Strategic Plan sent to SGC for comment
- 12th November: Strategic Plan approved with possible recommendations by SGC
- 17th November: Strategic Plan approved by SPC

# Start Planning