SCC PLANNING HANDBOOK

SCC PRIE OFFICE

2023 EDITION

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SECTION 1: OVERVIEW OF THE SCC PLANNING SYSTEM

The chart below identifies the types of plans used at Sacramento City College, the groups responsible for reviewing, evaluating, and revising these plans, and the revision cycle.

Plan	Description	Responsible Office/Group	Revision Cycle
District and College Strategic Plans	Establishes district-wide goals, indicators, and targets, and college-level strategies for achieving these goals.	Chancellor's Cabinet (District) President's Office and College Council (College)	Every five years
Tactical/Institutional Plans	These plans support coordinated, diverse activities that span the entire college. These include the following: ● Student Equity and Achievement Program (SEAP) ● Guided Pathways ● Strong Workforce Program (SWP) ● Strategic Enrollment Management (SEM)	Associate Vice Presidents	Varies
Operational/Program Planning and Review	Regular evaluations of college programs conducted on a multi-year basis. These include Instructional Program Review, Student Services Program Review, and Cross-Divisional Program Plans.	Department chairs Faculty coordinators Classified supervisors Division deans	Instruction: every 6 years, with 2-year updates Student Services: every 3 years Cross-Divisional Program Plans: every 3 years, with annual budget requests

HOW DO THESE PLANS RELATE TO EACH OTHER?

Sacramento City College uses a three-level planning system, consisting of the following:

Strategic Plan. A strategic plan is grounded in the mission, vision, and values of the college, and provides a framework for college-wide planning, resource allocation, and evaluation. The college strategic plan establishes college goals, indicators of achievement, and high-level strategies to accomplish these goals.

Institutional Plans. Institutional plans are college-wide plans that break down the strategic plan into smaller, more actionable chunks. These plans outline the tactics the college plans to use to achieve the college's strategic planning goals.

Operational Plans. Operational plans define how instructional departments, student services areas, and cross-divisional units plan to contribute to achieving tactical and strategic planning goals. These are ground-level plans that are specific and that emphasize short-term objectives.

Strategic Planning					
College Strategic Master Plan					
Institutional Planning (examples)					
Strategic Enrollment Management Plan	Student Equity & Achievement Plan	College Sustainability Plan	Guided Pathways Scale of Adoption Plan	Strong Workforce Program Plan	Outreach Center Plans
Operational Planning					
Instructional Program Planning & Review	Student Services Program Planning & Review		Cross-Divisional Program Planning & Review		

HOW DOES RESOURCE ALLOCATION RELATE TO PLANNING PROCESSES?

Sacramento City College's integrated planning process connects planning with resource allocation, so that it's clear how resources are used to support achievement of goals and objectives. The chart below outlines these planning and resource connections.

Strategic Plans	District Strategic Plan			College Strategic Plan		
Funding Sources/Cycles	District budget allocation processes					
Institutional Plans	Strategic Enrollment Management Plan	College Sustainability Plan	Student Equity & Achievement Plan	Guided Pathways Scale of Adoption Plan	Strong Workforce Program Plan	Outreach Center Plans
Funding Sources/Cycles	No specific funding source or cycle	Unt and program planning	Student Equity & Achievement Plan Funding Cycle	Guided Pathways Funding Cycle	Strong Workforce Program Funds/ Perkins V	Unit planning
Operational Plans	Instructional		Student Services		Cross-Divisional	
Funding Sources/Cycles	Annual unit resource request cycle Categorical					

Details about resource allocation processes are outlined in Section 6 of this handbook.

PLANNING TIMELINES

The annual planning calendar is approved by College Council at the beginning of every academic year, and shared with the Academic Senate, Classified Senate, Senior Leadership Team, and Department Chairs Council, as well as with the PRIE Advisory Committee and the Budget Committee. It includes a Master Calendar as well as specific calendars for Unit Planning and Resource Requests; Curriculum, SLO reporting, and Program Review/Program Planning; Hiring; Scheduling; and Professional Development/Flex deadlines.

SECTION 2: DISTRICT PLANNING

The Los Rios Community College District (LRCCD) conducts strategic planning and sets the overall strategic directions for the LRCCD Colleges. SCC planning work aligns with these strategic directions. The district strategic planning document can be found at the following website: https://losrios.edu/about-los-rios/our-values/strategic-plan. College strategic plans align with the district strategic plan.

Several district governance committees coordinate and/or support planning and resource allocation across the district. The District Budget Committee develops and prepares an annual budget of all district funds, per Policy and Regulation 8122.

The district is the lead on several critical functions related to planning and resource allocation. For example, human resources, overall strategic directions for the district, and contract negotiations with employee unions are conducted at the district level. Most of the overall college budget comes from the district. The district specifies overall manager, faculty, and classified FTE for the college.

LRCCD maintains a "Los Rios Community College District Function Map" which illustrates how the colleges and the district manage the distribution of responsibility by function as it pertains to the ACCJC accreditation standards. The Function Map depicts the level and type of responsibility as follows:

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

SECTION 3: COLLEGE STRATEGIC PLANNING

SCC's Strategic Master Plan is anchored in the college's mission, vision, and values, and guides all other planning efforts at the college. The Strategic Master Plan includes the following strategic goals:

Goal 1: Optimize student access, progress, momentum, and success.

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.

Goal 3: Provide exemplary teaching and learning opportunities.

Goal 4: Provide exemplary workforce and career technical education programs that reflect the needs of the region we serve.

Goal 5: Foster an outstanding working and learning environment.

Goal 6: Create and promote a culture of environmental stewardship and sustainability at the college.

Each goal has indicators, targets, and strategies designed to achieve these goals.

Indicators and Targets: Indicators are used to determine whether the college has made progress towards achieving a goal. Targets are specific, measurable, achievable, realistic, and time-bound (SMART) performance metrics. For example, an indicator might be "Restore and grow enrollment to pre-pandemic levels." A target might be "increase full-time student enrollment by x% annually, and by y% in 5 years." Indicators are set districtwide, and college targets are set in alignment with district targets, with college-set baseline standards and stretch goals required by ACCJC and reported in the ACCJC Annual Report, and with the CCCCO Multi-Year Roadmap goals.

Strategies associated with each goal are set by the college, and identify a game plan for achieving college strategic planning goals.

Unit, Program Review, and Program Plan Objectives align with one or more college strategic planning goals.

Strategic Master Plan

Plan Name	Office of Primary Responsibility	Shared Governance Groups	Description
College Strategic Plan	President's Office	College Council and Executive Council	The College Strategic Master Plan is reviewed and revised by College Council, and approved by Executive Council through the participatory governance process. The College President makes the final approval before securing approval from the LRCCD Board of Trustees.

The College Council serves as the major strategic planning group at the college. Chaired by the College President, College Council is responsible for leading strategic planning efforts, setting college goals and targets, and reviewing strategic plan outcomes. The College Council reviews and revises the Strategic Plan as needed (typically every five years) and recommends revisions to Executive Council and to the College President. Membership consists of the leaders of each of the four constituent groups, the VPs and AVPs, the Dean of PRIE, and appointed representatives from the constituency groups.

SECTION 4: INSTITUTIONAL PLANS

Institutional Plans are tactical in nature, and outline strategies for achieving the college's strategic planning goals. Some of these plans, like the Student Equity & Achievement Plan (SEAP), are established by the California Community Colleges Chancellor's Office (CCCCO), involve external reporting, and in some cases are attached to specific funding sources. Others, like the Strategic Enrollment Management Plan and the College Sustainability Plan, are established by the college.

Each Institutional Plan has an associated participatory governance group, as shown in the table below. Participatory governance groups provide input on plan development and receive updates on planning objectives and outcomes. If plans are attached to external funding sources, participatory governance groups may play a consulting and advisory role in the resource allocation process.

Plan Name	Plan Type	College Lead	Participatory Governance Groups	Review Cycle
Facilities Master Plan	District and College	Operations Director, in collaboration with Facilities Management	Campus Development Committee	Varies
Information Technology Plan	District and College	Dean of Information Technology	District Ed Tech Committee Education & Information Technology Committee	Every 3 years
Strategic Enrollment Management Plan	College	AVP of Instruction, AVP of Equity and Student Success	College Council	Annual review, with changes as needed
Student Equity and Achievement (SEA) Plan	CCCCO	AVP of Equity and Student Success	Student Equity Committee	Every 3 years, with annual reporting

Guided Pathways Scale of Adoption Assessment Plan	CCCCO	AVP of Instruction and Special Projects	College Council	Annually
Strong Workforce Program Plan	CCCCO	AVP of Instruction and Workforce	District and College Workforce and Economic Development	Quarterly

Note: The College may develop additional Institutional Plans as needed.

SECTION 5: PROGRAM PLANNING AND REVIEW

Program Planning and Review is the process of evaluating the effectiveness of programs within and across divisions. These include Instructional Programs (degrees and certificates), Student Service Programs, Cross-Divisional Programs, Administrative Service Programs (VPA) and President's College Service Area (CSA) Programs (units overseen by the President's direct reports). At SCC, Program Reviews are typically multi-year reviews and planning documents. They include an outcomes assessment and evaluation of objectives from the previous cycle, development of goals and objectives for the upcoming cycle, and projections of resources needed to achieve these goals and objectives.

Student Services Programs. Student Services Program Review occurs on a three (3) year cycle in which the departments within that College Service Area (CSA) evaluate outcomes and chart past progress. Each report contains evidence of the Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) achieved over the last three years through the efforts of individuals and teams within Student Services. These reports also shed light on many of the shared challenges and barriers that must be overcome during the next three years. They include information on anticipated resource needs which are directly linked to Unit Plans and inform resource allocations within Student Services divisions. Information can be found on the Student Services Program Review webpage**.**

Instructional Programs. Instructional Program Review involves a comprehensive evaluation, review, and curriculum revision of degree and certificate programs. A full review with curriculum revisions takes place every six years, with updates to goals, objectives, outcomes, and curriculum updates as needed (particularly in Career Education [CE] areas) occurring every two years.

Instructional programs include:

Departmental Degree and Certificate Programs: For degrees and certificates associated with a single department (most SCC programs), the review includes both course and degree/certificate.

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

More information about instructional Program Review can be found here: https://inside.scc.losrios.edu/planningresearch/program-review.

Cross-Divisional Programs: Cross-Divisional Program Plans are college-wide plans that support the college's strategic goals. They are written by areas that focus on one type of activity that crosses college divisions (e.g. tutoring, IT, staff development, etc.). Program Plans include three major components: program review and evaluation of the previous cycle, goal and objective-setting for the next three-year cycle, and annual resource requests to support the achievement of goals and objectives.

Program Plans are presented to College Council, which provides feedback to Program Plan writers and recommendations for plan approval to the President. The President makes the final determination on Program Plan funding. Cross-divisional programs are supported by various funding streams, including apportionment dollars, Student Equity and Achievement, Strong Workforce, Perkins, Guided Pathways, and other general fund and categorical dollars.

Below is a list of Cross-Divisional Program Planning areas:

Program Plan	Lead Office/ Person	Participatory Decision-making Group	Descriptor / Comments
Archives/ Special Collections	Language Arts & Literature Dean	Learning Resources Committee	Management of archival materials collections for the college.
Articulation	Instruction Office	Curriculum Committee	Articulation processes for courses from across the college.
Distance Education	Business/CIS/DL Dean, DE Coordinator	DE Subcommittee and Educational and Information Technology Committee	DE information, policies, staff development, IT assistance
First-Year Experience Program	Director, FYE	Student Equity & Success Committee	Involves all components of the FYE program, including Freshman Seminar, City Jams, educational planning, and meta-major support.
Honors Program	AVPI, Honors Coordinator	Honors Advisory Committee, and Honors & Awards Committee	Honors classes and program
Information Technology	Information Technology Department, IT Dean	Educational and Information Technology Committee	IT hardware and software purchasing, upgrading, replacement and maintenance; technology support and planning

Library Book & Media Collection	Language Arts & Literature Dean, Library Department Chair	Learning Resources Committee	Library materials, collection funding and planning
Media Production & Services	IT Dean	Educational and Information Technology Committee	Classroom technology; campus event support; and media production
Non Instructional Equipment & Infrastructure	Operations	Campus Development Committee	Replacement cycle and requirements for classroom, hallway, and office flooring and classroom furniture; infrastructure associated with the Americans with Disabilities Act
President's Fund for Innovation & Excellence	Office of Philanthropy, President's Office	Executive Council	Coordination of college-wide work related to the use of funds for innovative projects
Safety, Security & Environment Management	Operations Office	Campus Safety Committee	Policies, procedures, and general information and resources related to campus public safety, emergency, and environmental management
Staff Development	Staff Resource Center, Staff Development Coordinator	Staff Development Committee	Resources for professional development; training, orientation and mentoring of new faculty, managers, and staff
Tutoring	AVPI, Tutoring Coordinator	Tutoring Workgroup	Coordination of tutoring and learning support services, tutor training.
Work Experience and Internships	Faculty coordinator, Work Experience and Internships program		Coordination of work experience, internship, and other experiential learning opportunities.

Writing Center	Language Arts & Literature Dean, Writing Center Coordinator	Writing Center Advisory Committee	Writing assistance in any discipline within the SCC curriculum, training of writing tutor.

SECTION 6: RESOURCE ALLOCATION

INSTITUTIONAL RESOURCE ALLOCATION PROCESSES

Guided Pathways Funding. Guided Pathways efforts were initially funded using a special allocation from the California Community Colleges Chancellor's Office (CCCCO). While those funds have sunsetted, Guided Pathways continues to be funded through general funds, grant funding, and other dollars. Requests for funding to support Guided P

Strong Workforce Program and Perkins Funding. Strong Workforce Program (SWP) and Perkins Funds are used to support career education and workforce development efforts at the college. Perkins funding occurs on an annual cycle, and SWP funding occurs every two years. Allocations are approved at the District level in July/August, and colleges receive funds in September or October. The District allocates funds based on certain measurements and achievements to each of the four colleges, including enrollment and achievement of outcomes.

Discussions about how SWP and Perkins funds will be used occur at both the district and the college level. A District-level Career Education Council meets regularly to discuss and approve projects at each college that will be funded. At the college level, if a new project is sought by a department, the AVP of Workforce Development facilitates conversations with the department chair, the dean, and the VPI to determine funding feasibility.

Both Perkins and SWP require quarterly reports during the year. Additionally, Perkins requires a detailed final report at the end of each year.

Student Equity & Achievement Program (SEAP) Funding. The state-funded Student Equity and Achievement Program provides colleges with an annual allocation to address five metrics that are aligned with the new student-centered funding formula, closing equity gaps, as well as Guided Pathways. The SEAP One-Time Funding Request must be based on the goals described in the SCC Student Equity Plan (SEP). Each request must address at least one metric and one DI population to qualify for funding.

The five SEAP metrics include the following:

- Successful Enrollment
- Completion of Transfer Level Math and English
- Persistence: First Primary Term to Secondary Term
- Completion
- Transfer

Requests for Student Equity and Achievement Program funding are accepted from January 1 through March 24, 2023. Applicants can expect to hear back regarding funding status for the upcoming fiscal year in early to mid-May.

Other sources of funding. The college relies on grant funding, one-time dollars from the the CCCCO, and other sources to support the work detailed in our institutional plans. Grant funds are not typically available to the larger college community in the way that other funding sources (such as SEAP) are available. Budgets for grant funds are developed at the time the application is submitted, and dollars are tied closely to specific activities and outcomes. On a case-by-case basis, grant dollars may be reallocated for different uses, at the discretion of the grant project director and responsible administrator. The college Grants Handbook contains more information about grant funding and processes.

OPERATIONAL/UNIT-LEVEL RESOURCE ALLOCATION PROCESSES

Unit-level resource requests are intended to support (1) new initiatives or (2) ongoing work which is being done in a new way or which requires additional resources. Below is a chart identifying the five types of resources, as well as the lead office and associated participator decision-making group.

Resource Type	Lead Office	Participatory Decision-making Group
Financial	VPA	Budget Committee
Facilities	VPA/ VPRT	Campus Development Committee
Information Technology	IT Dean/ VPRT	Education & Information Technology Committee
Classified Hiring	VPA	Classified Senate
Faculty Hiring	VPI, VPSS	Academic Senate

Financial requests. Funding that supports operational-level goals may be requested on a one-time only basis, or on a continuing basis. Annual financial requests eligible for unrestricted cost of living

adjustment (COLA) growth funds and one-time-only (OTO) funds are submitted through the unit resource request portal, and then routed to the Budget Committee. The Budget Committee hears formal presentations from requestors and subsequently ranks those requests using a rubric. Recommendations for funding are submitted to the college President, who issues a final decision and formal budget memo to the college. More information about the Budget Committee's allocation process can be found in Appendix A.

Requests for continuing increases in funding (also known as "Maintenance of Effort, or MOE) are evaluated by the VPA, who provides information to the Budget Committee related to those requests. MOE requests are made when additional funding is required in order to continue the same instructional, student services, or learning support services activities. For example, if the supplies to run a class lab have increased in cost, such that it requires more financial resources to run the same labs, the department could submit this as a MOE request. MOE requests may be granted as OTO funding or as ongoing increases, depending on availability of fiscal resources.

Facilities requests. Annual facilities requests are submitted through the unit resource request portal. Requestors are asked to submit an additional [form](#), which is shared with the Vice President Review Team (VPRT). The VPRT conducts an initial review of these requests and makes a preliminary recommendation. These requests and recommendations then go to the Campus Development Committee for participatory governance input. Final decisions about facilities requests are made by the college President.

IT requests. Annual IT requests are submitted through the unit resource request portal. Requestors are asked to submit an additional [form](#), which is shared with the Vice President Review Team (VPRT). The VPRT conducts an initial review of these requests and makes a preliminary recommendation. These requests and recommendations then go to the Education & Information Technology Committee for participatory governance input. Final decisions about facilities requests are made by the college President.

Both facilities and IT requests can be submitted outside of the regular review cycle. [OM 2.A.1: Facilities Modification or IT Action Requests](#) outlines the VPRT review process in more detail.

Classified Hiring. Every fall, as part of the overall budget process, the district will allocate a specified, budget driven number of NEW classified positions for the colleges and district. Typically, as part of this process, a number of positions will be 'banked' (identified, but held vacant) in anticipation of future growth and to accommodate planned, new, permanent Facilities that require staffing when the facility comes on line. Each college and district unit must submit prioritized needs with supporting rationale to compete for the new classified staff positions being made available for that budget year. This process assumes that all requested positions have been previously identified in the College plans (e.g. through the Unit Planning process) and that those plans provide prioritization and rationale to fulfill the district requirements. In times of constrained or reduced budgets, if no new positions are being made available, the prioritization portion of this overall process may be suspended.

Faculty Hiring: Requests for new full-time, tenure-track faculty positions may occur as the result of a retirement or resignation, or they may be growth positions. Department chairs submit their requests to the Instruction Office on a form that offers a profile of department information (trends within the department, productivity, and so on) as well as a rationale for why the position is needed. These forms from departments across the college are then distributed to members of the Academic Senate and to the instructional deans. Department chairs requesting positions make formal presentations to the Academic Senate, typically in mid- to late October. Deans are invited to hear these presentations. Afterwards, the submitted positions are ranked by the Senate as well as by the division deans. These rankings then go to the President, the Vice President of Instruction, and the Vice President of Student Services, who then decide in consultation with the Academic Senate President what the final hiring list for SCC will be.

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

The [Sacramento City College Academic Senate Hiring Request Process](#) and the [LRCCD Faculty Hiring Manual](#) both provide more detailed information about faculty hiring prioritization processes.

SUBMITTING UNIT RESOURCE REQUESTS

All unit resource requests should be submitted using the online Unit Planner. General information about using the Unit Planner, as well as FAQs about unit resource requests, can be found in Appendix B and Appendix C.

APPENDIX A: Budget Committee Process

September
- General Meeting: Introductions, Acronyms, Funding Sources, Action Items

October
- General Meeting: Budget Committee Presentation Process
- General Meeting: Facilities Prioritization and funding process; SCC planning calendar

November
- General Meeting: CE/SWP program funding processes; SEAP prioritization and funding process
- General Meeting: SCC Budget Overview

December
- General Meeting: District Budget Overview

January
- Unit planning objectives and resource requests due

February
- General Meeting: First look at Budget Requests (if needed)

March
- Budget Committee Forums (two or three meetings as needed)

April
- General Meeting: Budget Deliberations /Action Items (two meetings if needed)

May
- General Meeting: Present recommendations to the President for final approval and funding

APPENDIX B: Instructions for the online Unit Planning system

General information:

Go to https://inside.scc.losrios.edu. Hover over the "Planning/Research" tab, and click on "Planning." Then scroll down, click the "Unit Planning" tile, and click the button under "Unit Plan Resource Requests."

There is a Yellow navigation bar at the top of the online unit plan. This allows you to go to different areas of the online unit plan. When you move the cursor over the navigation bar you will see small drop down lists. You can click "View All" to look at all SCC unit objectives and resource requests, or you can click "Edit Mine" to add or edit information in your area.

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

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

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

Steps for entering your new unit plan in the online planning portal:

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

- To work on your unit plan click on the "**Work on my 20XX-XX Unit Plan**" link.
- You will be able to enter or edit the information associated with your area.

Step 2: Enter some basic information about your unit on the "identification" page. Click 'identification' in the yellow navigation bar to enter background information about your unit: the mission of the unit, the types of information that you use in planning, and the results of your review of that data for this planning year. There are two ways to enter or edit the information:

- If you are entering information for the first time on this page, you can do so by clicking on "Create mission statement for….." This will open all of the areas in this section for you to enter the information. **Don't forget to hit "Save" when you are done!**
- If you already have some information in the areas on this page, you can click on "edit" to edit the information in each of the areas in this section. **Don't forget to hit "Save" when you are**

done!

Step 3: Add new objectives or edit the objectives you already wrote.
Your objectives from the previous year will be there when you open the unit plan and you'll be able to delete, edit, or add to them.

- • If you are editing an existing objective, click "edit" in the left column of the page. Then you can edit the information in the objective.

- • To delete an existing objective, click "delete" in the left column of the page.

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

- • Type the information into the first row:
    - o If you have a new objective, enter the <u>objective ID </u>first…you can't save the row until you do that.
    - o There are text boxes for the objective ID, objective, and outcome measure.
    - o There are drop down menus for the start and end year of the objective.
    - o There are check boxes for resource requests, type of actions, and college goals.
    - o Don't enter the division priority yet; you'll do that after you have your objectives in place.
    - o Note: If you are the <u>chair/supervisor of more than one unit</u>, you'll need to use the drop down menu under "Identification" to indicate which unit the objective is part of. (It's on the **far right** of the page…you may need to scroll over.)

- • Click "Insert" to add the objective to your unit plan. Don't forget to click "Insert." • After the objectives have been added to your unit plan enter the department priority for each objective. (Note: You can't put a priority in for an objective until after it's been inserted into the list of objectives.)

Step 4: Enter some details about the resources that you are requesting.
You can use the yellow navigation bar at the top of the page to go to the sections of the unit plan where information about resource requests can be viewed or entered.

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

- • Click on "edit" to work on the information for a given objective.

- • Enter the information and click "Save."

- • For Financial Resource requests enter the following:
    - o Description
    - o Rationale
    - o Nature of Request (this is a drop down menu)
    - o General Funding type (this is a drop down menu)
    - o Specific Funding type (this is a drop down menu)
    - o Hours or quantity

    o Cost per unit

    o Total financial need (hours or quantity x cost per unit)

    o Amount requested from budget committee

    o Grand total project cost

  • For Facilities Resource Requests and IT Resource requests enter the following:

    o Description

    o Rationale

  • **Hit "Save" when you are done. Don't forget to hit "Save."**

Steps for entering Unit Plan Accomplishment Reports Online

Step 1: Go to the SCC Online Planning Portal and choose to work on your unit plan accomplishment report.

• To work on your UPAR click on the "**Edit my [insert year] Accomplishment Report."** You will be able to enter or edit the information associated with your area.

Step 2: Enter information about the accomplishment of your unit plan objectives.

• The unit plan objectives and outcome measures will already be there.

• Click on "Edit" at the far left of the row to edit a given unit plan objective.

• Use the drop-down menu to indicate whether each objective was accomplished or not. • Briefly discuss how you met the outcomes of the objective or, if the objectives were not accomplished, why that happened.

• Use the check box to indicate if you used any SLO information when you worked on the objective. This doesn't have to be a formal SLO analysis. If you had discussions about measures of student learning as part of your work on the objective then you can check the box.

• Add a brief description of how you used SLO information.

• **Hit "Save" when you are done. Don't forget to hit "Save."**

APPENDIX C: Unit Planner FAQs

What is the "planning year"?
In most cases, the planning year is "next year." For example, in 2023-2024, we'll set objectives and request resources for the 2025-2026 academic year.

What is the link to the online Unit Planner?
The Unit Planner is updated every year, and the link is sent out to the college via e-mail (typically in October) and updated on the [SCC Planning webpage](#).

Who has access to the Unit Planner? Who enters unit resource requests?
Division deans have full access and are who should enter items for the departments and units in their areas. AVPs, VPs, and the President also have full access. Everyone at the college can view the Unit Planner. Division deans should collaborate with department faculty and classified supervisors to identify unit planning objectives and resource requests, and the Division Dean should enter these priorities into the unit planner. The College Executive Team (VP's and President) enters the College Service Area (CSA) priorities.

Can I access the Unit Planner remotely?
Yes. Use the same link (see above). If you're using an off-campus computer, when you click on the link it will ask you for your SCC username (e.g. w123456) and password to log in.

When I use the online Unit Planner what can I look at? What can I enter or edit?
You can see everyone's work ("view all"), but you can only enter or edit your own unit's information.

What should I put for "Unit Objective"?
Instructional departments, student services areas, and learning support services areas all set objectives as part of Program Review or Program Planning. If any of these objectives require resources (financial, facilities, information technology, or human resources), they should be entered into the unit planner as a Unit Objective. Department chairs and program plan leads should identify the objective in their program review/program plan report that aligns with the resource request.

Program Review and Program Planning objectives should be as clear and specific as possible. For example, instead of saying "Support success for all students," you might say, "Improve course completion by using embedded tutoring in Psychology courses" or "Decrease equity gaps for Black students by incorporating culturally responsive pedagogical approaches into the English writing curriculum." **Your resource request should not be your objective.** Focus instead on how the resource request will help you achieve your objective. Instead of saying "Hire a new full-time faculty member in Art History," you could say, "Maintain and increase the number of general education course offerings in Art History to help students meet graduation and transfer requirements," or "As part of Guided Pathways implementation, increase the number of students within the Arts and

Communication meta-major who are in the FYE program." Meeting this objective might necessitate hiring a full-time faculty member.

How many resource requests should be included?
This will vary depending on the division. Include objectives and resource requests that are realistic, and that are likely to be accomplished. **Do not include objectives that don't involve a resource request.** Also keep in mind that there are limits on how many resource requests can be funded. Division deans and department chairs should engage in conversations about these objectives and resource requests, and prioritize the ones that are most important.

What if my objective will take more than one year?
You can indicate the start and end years for all objectives. The online system is set up so you can have multi-year objectives. In your description of the outcomes measures, indicate what part of the objective you want to get done in the planning year you are writing about.

What if my objective has a Facilities or IT resource request?
If you are submitting a Facilities or IT resource request, you will need to complete an additional form. This form will be submitted to the Vice President Review Team (VPRT) for a feasibility review and conditional approval. More information about the VPRT process can be found in Appendix D.

Before you submit your request and VPRT form, you should talk with IT and/or Facilities to help nail down specifications. Do not wait until after your request has been submitted to talk with them.

What if my objective has long-term resource commitments (e.g. IT support)?
If a resource request results in a long-term resource commitment on the part of the college (e.g. ongoing IT support), include that information in the description or rationale for the item's resource request. If the request involves IT or Facilities, be sure to make clear to IT and Facilities that this is a long-term commitment. If this is a financial request, be sure to include the fact that this is a long-term commitment in your presentation to the Budget Committee.

What if I don't know the costs yet? Include your best estimate. Do not leave those sections blank. You can provide the Budget Committee with a cost update later if needed.

Is the last day to submit resource requests a firm deadline?
YES. The PRIE office will close the unit planning tool after the deadline passes. After that, you won't be able to enter or edit unit objectives or resource requests.

APPENDIX D: Facilities and IT Resource Request Processes

All new facilities projects, facilities modifications, and major IT projects need to be submitted to the Vice President Review Team (VPRT) for an initial feasibility review. VPRT reviews occur twice a year, in March and in November. Requestors should take the following steps:

- Form: Requestors should fill out the [Facilities Modification Request Form](#), ensuring that all fields are completed.
- Signatures: Requestors should submit the completed form to their dean (or direct supervisor) by the beginning of November (Fall semester) or the end of February (Spring semester). If the dean approves, they should sign and date the form and send it to their AVP for approval. The AVP will then sign off and submit it to the President's Assistant for VPRT review. This process should be completed by the end of November (Fall semester) or mid-March (Spring semester).
- VPRT review: The VPRT will evaluate the request, ask for additional information, or invite the dean to discuss the request if applicable, and will communicate changes with the dean and department. If the VPRT has determined that the project may move forward, the VP's will share the project with the Campus Development Committee for review, and will also review the project with the President (end of March or beginning of December). If the project is not approved to move forward, the AVP will communicate this to the requester.
- Approval and next steps: Upon final approval, the respective VP or AVP will provide next steps (requisition details) in an email to the dean making the request, and CC the VPRT, including the IT Dean and Director of Administrative Services. Upon receipt of the approval email, IT will enter a help ticket. If a work order is required, Operations will communicate with the requester about the information that must be included in the work order. This allows the requester to check the status of the project.

APPENDIX E: Planning Acronyms

AUO – Administrative Unit Outcome

CCCCO – California Community College Chancellor's Office

CDF – College Discretionary Funds

CE – Career Education

CSA – College Service Area

DO – District Office

GE – (1) General Education

GE – (2) Gainful Employment

GP – Guided Pathways

IEPI – CCCCO Institutional Effectiveness Partnership Initiative

IR – Instructionally Related Funds

IT – Information Technology

LRCCD – Los Rios Community College District

MOE – Maintenance of Effort

OCR – Office of Cooperating Responsibility

OPR – Office of Primary Responsibility

OTO – One-Time-Only (resource request)

PFE – Partnership For Excellence (funds)

PRIE – Planning, Research & Institutional Effectiveness (Office)

SAO – Service Area Outcome

SEAP – Student Equity & Achievement Program

SEM – Strategic Enrollment Management

SIEF - State Instructional Equipment Funds

SLO – Student Learning Outcome (course, service, program, GE, or institutional level)

SWP – Strong Workforce Program

TAP – Transportation And Parking

UP – Unit Plan

VTEA – Vocational and Technical Education Act