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EXTERNAL SCAN

Summary: As part of the Environmental Scan, information related to the College's service area and the greater San Diego region is provided to inform planning and development of institutional objectives. A cross-section of external characteristics highlighted in the Scan include educational transition patterns, economic and community information, socio-economic data, and demographic information related to surrounding communities.

Key Findings:

Student Access

Southwestern CCD Service Area: Population Projections

- In 2008, the Southwestern Community College District's population stood at approximately 462,787 residents. Based on population projection estimates, the San Diego Association of Governments (SANDAG) forecasts the district's population to be 600,846 residents by 2030. This represents an increase of thirty percent (30%).

Southwestern CCD Service Area: District Demographics

- The City of Chula Vista contains the large proportion of district residents (44.1%) followed by Otay Mesa (16.9%) and National City (11.4%).
- Those from 18 to 29 years of age represent approximately twenty percent of the college district's population.
- Hispanics constitute the largest ethnic group with the district's service area and number 295,502 residents (60.4%).
- The median age of the service area's Hispanic population are among its youngest at 28.7 years of age; the highest age demographic is composed of non-Hispanic, Whites with a median age of 44.6 years.

Economic, Workforce and Community Development

Southwestern CCD Service Area: Socio-Economic Statuses

- Based on the federal poverty level benchmark, the average poverty rate for the Southwestern Community College District as a whole is 15.7%.
- The highest poverty rates are concentrated in National City and the South Bay and western Chula Vista regions. The lowest concentrations of poverty occur in Coronado, Bonita, and eastern Chula Vista.
- Poverty rates within the district are 1.3% higher when compared to the San Diego County region. The highest rates occur in National City and San Ysidro, where more than a quarter of households live in poverty.

Southwestern CCD Service Area: Occupational/Employment Sectors

- The largest occupation sectors are those in "sales and office occupations" and "service occupations." The proportion of those employed in these occupational categories is above national, state, and county levels.
- For the district as a whole, those employed in the "management, business, science, and arts occupations" are substantially below national, state, and county levels.

Student Success

Educational Transitions: Sweetwater Union High District to Community College

- The impact of Sweetwater Union High District graduates on Southwestern College enrollments is significant in that at least fifty percent (> 50%) of graduates will enroll in a community college within the first year.

Educational Transitions: Sweetwater Union High District to Higher Education

- When combined with universities transfers, approximately seventy percent (70%) of Sweetwater Union High District graduates will attend either a community college and/or university within five years.

Graduation and Achievement: Sweetwater Union High District

- Graduation rates for the Sweetwater Union High District were above county and statewide averages for each academic year in the 2009-2013 period (the latest available figures). Dropout rates also compared favorably with county and statewide averages during the same period.
- However, in terms of academic preparation, the percentage of students completing all courses required for UC and/or CSU entrance were found to be below a four-year (2009-13) county and state averages.
- Similarly, SAT exam scores were below county and state averages.

INTERNAL SCAN

Summary: As part of the Environmental Scan, data and themes related to the College's student population and educational outcomes are provided to inform planning and development of institutional objectives. Internal factors highlighted in the Scan include student enrollment and demographic information, course offerings and success rates, student educational goals and outcomes, and employee demographic information.

Key Findings:

Student Access

Student Headcount

- Unduplicated enrollment for the 2013-2014 academic year was 27,717, up roughly 7% since 2012-13. Higher enrollments are expected to continue through 2014-15.

Student Age & Gender

- Typical of most colleges, more than half of students at Southwestern College are female (53.8%) and the majority of students served are between the ages of 17 and 24.

Student Residence Distribution

- Forty-two percent (42%) of Southwestern College students reside in Chula Vista (primarily in 91910, 91911 zip codes), and another 24.4% reside in San Diego (primarily 92154).

Teaching & Learning

Course Offerings: Online, CTE, & Basic Skills

- Of all class sections offered in the 2013-14 academic year, 21.1% were online or hybrid courses and 9.7% were Basic Skills courses.

Basic Skills Placements

- In 2013-14, 79% of entering students placed into Basic Skills Math, 35% into Basic Skills English, and 33% into Basic Skills Reading.
- Of the 419 students who entered in Fall 2010 and placed *four levels below transfer* in Basic Skills Math, five (1.2%) of them had attempted a transfer-level course by Summer 2014 and only three (0.7%) of those students had successfully completed the course.

Student Success

Completion & Persistence

- Student Completion and Persistence, as measured by the Chancellor's Office 2015 Scorecard, remain relatively unchanged from the prior year's cohort at 43.9% and 70.4%, respectively.

Transfers & Transfer Institutions

- Nearly half (49%) of all SWC transfer students enter into the CSU system, and most of those students (77%) enroll at San Diego State University. The other half of transfers matriculate to either the UC system (8%), in-state private colleges (26%), or out-of-state institutions (17%).
- The number of student transfers from Southwestern College to UC San Diego fell roughly 45% from Fall 2012 to Fall 2013.

Human Resources

Employee Ethnicity

- SWC employees, across constituency groups, are predominantly White, Non-Hispanic with the exception of Classified, who comprise the greatest percentage of Hispanic employees (44.32%).

Employee FTE

- Compared to Fall 2009, Tenure/Tenure Track FTE has declined by 14.3%, while Academic Temporary FTE has increased by 16.0%. Total FTE has remained fairly stable (1.10% increase) since Fall 2009.

2013 EDUCATIONAL MASTER PLAN

Summary:

EMP

- Internal Scan
- Student Origins & Characters
- Assessment of the Service Area of the College
- Overall Headcount and Enrollment Practices
- External Scan
- Analysis of the Program of Instruction
- Capacity for Growth in WSCH / FTES
- Program Review & Evaluation of Services
- Institutional Effectiveness & Student Success
- Assimilate findings from the EMP into the Facilities Master Planning process

FMP

Creating a framework of systems to support current & future growth & campus improvement:
A roadmap bringing all projects together to serve one vision.

Integrated Plan

- Supporting student access, learning & teaching.
- Balancing and supporting socialization & formal learning.
- Creating unique “places”.
- Fostering environmental responsibility.
- Maintaining student safety.
- Supporting / enabling enterprise & alternate land use opportunities.

Key Findings:

- Increase the % of students moving from basic skills courses into college-level courses in English, ESL, Mathematics
- Increase the % of students earning degrees, certificates and transferring
- Continue to develop required Associate Degrees for Transfer (ADTs)
- Continue to evaluate existing CTE programs
- Develop new programs to meet local labor market needs
- Implement ‘Doing What Matters’
- Update EWD Plan
- Devote resources to help faculty successfully design and deliver online instruction and to help students effectively engage in those learning experiences.
- Prepare for changed expectations regarding the management and quality of an online instructional program
- Upgrade existing technology in a sustainable cycle.
- Prepare for entering graduates from SUHSD in Fall 2016, the first class required to complete Intermediate Algebra and all A-G requirements for CSU/UC.
- Prepare for increases in the number of entering HS graduates beginning in fall 2017.

BASIC SKILLS INITIATIVE

Summary: Many students entering Southwestern College are not prepared with the reading, writing, and mathematical skills to function appropriately in college-level classes. At Southwestern College nearly 80% of entering students place into Basic Skills Math classes, and nearly 60% place into Basic Skills English (Writing) and Reading classes. The California Community College Basic Skills Initiative provides funds to help us address the needs of these students.

Considerations for Creating New or Revising Existing Institutional Objectives

- **Do our existing objectives adequately, if at all, address this overwhelming “under preparedness” of incoming students?**
- **Can we identify funding and other resources to make the “Basic Skills-Oriented” objectives we create a practical reality?**
- **What have we stated as our Long-Term Goals for the Southwestern College Basic Skills Initiative? (See below)**

To increase by 2% annually in 2013-2014, 2014-2015, 2015-2016, and 2016-2017 over 2008-2010 the number of students who begin two levels below “College Level” and successfully complete “College Level” courses in English, Reading, and Math

To increase the number of students who begin at the mid-level of the ESL Program and successfully progress to “College Level” English or Reading
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- **What Basic Skills interventions have we implemented that have proven to be effective? (See below)**

<ul style="list-style-type: none">• PAIR Class Learning Community Model. PAIR stands for: Preparation, Achievement, Interdependence, & Responsibility. A PAIR Learning Community links (or “pairs”) a required course (such as math, English, or reading) with Learning Skills 116. LS 116 is a two-unit transfer course that teaches essential strategies for academic and personal success. It promotes and reinforces learning and interpersonal skills and exposes students to a wide array of college support services. Each PAIR course offers...an in-class tutor, a dedicated PAIR counselor, priority counseling, and supportive and lasting bonds with classmates.

<ul style="list-style-type: none">• Accelerated Design. The Accelerated Design provides students an opportunity to complete two levels of basic skills classes in one semester, either by completing two “short-session” classes, or a single class which has innovatively combined two basic skills levels into one class. Decreasing the number of basic skills classes in English, Mathematics, Reading, or ESL that students need to take before they get to “College Level” classes is also considered to be an “accelerated design.”

STUDENT EQUITY PLAN (2014-2017)



Summary: The Student Equity Plan is based on data analysis which identified student achievement gaps that are being addressed with targeted interventions designed to close the gaps among underrepresented groups ensuring access, success, and equity for all students. The interventions were designed to impact the success of a particular student population with specific low completion rates (Hispanics, African-American, and older students) but ultimately to focus on the overall improvement of student success rates across all factors of success (access, course completion, ESL and basic skills completion, degree/certificate completion, and transfer). The proposed interventions include expanding the college's research capacity as well as imbedded tutoring in basic skills courses, and providing faculty and staff with professional development focused on student retention and student success. The professional development emphasis will be on basic skills, creation of an institutional culture focused on university transfer (for those students interested in transfer), and enhancing the college's image in the community through a focused marketing/outreach campaign (Southwestern College is a first choice educational institution). These interventions are in essence "big bets (interventions)" geared toward affecting systemic institutional change aimed at raising the achievement and completion rates for all students.

Key Findings: The Student Equity Plan has identified the following interventions designed to close achievement gaps in access, course completion, ESL/Basic Skills Completion, Degree/Certificate Completion, and Transfer.

- Enhance SWC image in the community as a first choice institution (survey community served by SWC to develop targeted marketing/outreach).
- Implement embedded tutoring in basic skills courses and gatekeeper courses.
- Implement a professional development program for faculty and staff (focus on basic skills and cultural competence).
- Improve student preparation through the increase of Boot Camps (Math, reading, ESL).
- Improve the external transcript evaluation system to support the electronic student planning system (SEP) for auto-notification for degrees/certificates.
- Develop an internal/external campaign to promote student transfer to the university.

STUDENT SUCCESS AND SUPPORT PROGRAM (2014-2015)



Summary: The SSSP, formerly known as Matriculation, was revised as part of the Seymour Campbell Student Success Act of 2012. The mission of the SSSP is “to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. SSSP ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.” (Source: CCCCCO, SWC BP/AP 5050).

Key Findings: The SSSP plan focuses on providing all students, and in particular entering students, essential core services to maximize their opportunity for success and this includes orientation, assessment/placement, education planning/counseling, and follow-up services for at risk students. Specifically, the plan is designed to align services to support new college students through early intervention (orientation), and support students in developing an “informed” educational goal, developing educational plans and declaration of a course of study. In addition to supporting the general student population with core services, the plan focuses on providing intentional core support for online students, First Year Experience, At-Risk, Foster Youth, Veterans, and learning communities. Lastly, the plan includes a professional development focused on the effective/efficient delivery of core services. The plan further supports the following goals:

- Harnessing of new technologies to assist in delivery of these support services to students.
- Linking SSSP plan to the college student equity plan.
- Supporting institutional research to evaluate the effectiveness of the SSSP and evaluate impact on student equity.
- Support Institutional Research/Institutional Technology to strengthen MIS reporting to maximize funding through the service oriented SSSP budget formula.

The plan addresses the following strategic priorities: Student Access, Student Success, Institutional Research and Technology and Human Resources.

FACILITIES MASTER PLAN

Summary: The Facilities Master Plan – Vision 2025 is a plan that is primarily informed by the Educational Master Plan. It describes and plans for the District’s physical resources. These resources include facilities, equipment, land, and other assets that support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning within these documents and associated research and activities. The plan covers an overview and assessment of our facilities as well as anticipated outcomes.

The District maintains four permanent sites and one leased site:

- Chula Vista Campus (CV) main campus (<http://www.swccd.edu/>)
- Higher Education Center, National City (HECNC) (<http://www.swccd.edu/index.aspx?page=93>)
- Higher Education Center, San Ysidro (HECSY) (<http://www.swccd.edu/index.aspx?page=91>)
- Higher Education Center at Otay Mesa (HECOM) (<http://www.swccd.edu/index.aspx?page=100>)
- Crown Cove Aquatic Center (CCAC) (<http://www.swccd.edu/index.aspx?page=105>) (franchise lease site)

Key Findings:

- The District provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
- The capacities of the programs of instruction, the evaluation of space needs are viewed from both a quantitative and qualitative perspective.
- New facilities are identified and recommended for new construction, renovation for reuse, modernization and possible secondary effects.
- Student access and circulation connected parking on campus along with the impact of pedestrian circulation is assessed and modifications are proposed.
- Estimated expansion and centralization of support service elements are centralized and services evaluated to address the development of related new technologies.

BUDGET FORECAST

Summary: The District provides financial resources that are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and District/system levels in multi-college systems.

Key Findings:

- Financial information systems are transparent and easily accessible in support of the budget development process.
- New sources of revenue include expanded facilities rental and partnership ventures that support students and the sustainability of programs.
- Financial stability is assured through short-range financial plans and are made in conjunction with long-range financial priorities.
- The College has several key long-term planning documents and processes including the Educational Master Plan, the Facilities Master Plan, a 5-year Technology Plan, the 5-year construction plan and other plans that establish budget needs for outlying years.

INSTITUTIONAL TECHNOLOGY STRATEGY

Summary:

The technology at Southwestern today is a direct result of many hours of strategic planning and technical implementation at the college. Technology planning always starts with identifying the current state of technology which leads to identification of the gaps and potential solutions. Today's story begins with addressing the 2011-2015 Technology Plan. The Tech Plan is a guide to the allocation and use of technology resources in support of student learning and institutional effectiveness at Southwestern College. The purpose of the plan was to further the mission, vision, and strategic direction of the college. It has been reviewed on an annual basis as was integrated with Institutional Planning and Program Review

Scope of the Tech plan

The Tech Plan was the product of a campus-wide dialogue, based on collaborative research, shared planning and decision-making and was integrated into the work of the Shared Consultation Committee. As a result it included significant parts of the previous plans that serve as a foundation for the next five years.

A Task team was instituted with the purpose to integrate the Tech Plan with institutional organizational structures, program reviews, and to create a document that would reflect the current and future technology needs of the College. This team operated as a shared planning and decision-making body, and included key constituent groups from across the campus.

Guiding principles for technology

The commitment to technology at SWC is governed by a group of foundational values. These values direct how technology is created, managed, and supported. They include:

- Access for all constituents
- Current and updated strategies
- Reliable infrastructure
- Valuable support services
- Staffing and Resources
- Management and Planning

Integrated Planning

Using the guiding principles for technology, technology services have been delivered in areas that dovetail and impact SWC strategic priorities:

Tech Plan service area	SWC Strategic Priority
Student Access	Student Access, Student Success, IT & Research
Instructional Technology	Teaching and Learning, IT & Research
Student Services	Student Access, Student Success, IT & Research
Campus Computing	Organizational Effectiveness, IT & Research
Network Infrastructure	Physical Resources, IT & Research
Technology Support	Human Resources, IT & Research
Digital Communications	Human Resources, Economic & Community, IT & Research

Conclusion:

The Tech plan generated the technical requirements of the College and defined how they should be implemented. As each Tech plan service area is identified, it has a component that is related to or dependent on the IT & Research strategic priority. Although technology is well represented among SWC strategic priorities, the technological impact should also be considered and leveraged for maximum benefit when considering new objectives.

HUMAN RESOURCES STAFFING PLAN

Summary: Human Resources recruits, hires, promotes and trains both classified and academic employees. HR develops its workplan for faculty hiring based on the Faculty Hiring Program (FHP). For classified staff, HR bases its work on Program Review and cabinet prioritization. Workload for classified staff is distributed throughout the year, with a peak early each calendar year. Faculty hires almost always occur during Spring Semester, making for a disproportionate workload from roughly February through May.

Key Findings:

Recruiting

Faculty

- Faculty hires have been more consistent: 10 in FY 2012-2013, 18 in FY 2013-2014, and 15 in FY 2014-15. Note that 5 of the 15 this fiscal year are categorically-funded counsellors.

Classified

- CSEA staff took the brunt of the hiring freeze. In 12-13, only 12 were hired, followed by 29 in 13-14, and a big increase in 14-15 to 48 recruitments.

Total

	<u>FY 2012-2013</u>	<u>FY 2013-2014</u>	<u>FY 2014-2015</u>
• Faculty	10	18	15
• Administrators	6	10	7
• CSEA/Confidential	12	29	48
Total	<u>28</u>	<u>57</u>	<u>70</u>

SWC Employee Demographics

Employee Ethnicity

- In 2015, the District's ethnicity is 60% Hispanic, 20% White, 13% Asian (predominantly Filipino), 4% African American, and 3% "other." The student profile is very similar, at 53% Hispanic, 24% White, 14% Asian (again, mostly Filipino), 5% African American and 4% "other." In staff metrics, our classified staff most closely resembles the district and student profile at 43% Hispanic, 34% White, 12% Asian, 4% African American, and 6% "decline to state." Administrators are overrepresented among African Americans at 11% and Whites at 43%, Asian are at the target of 12%, and Hispanics are substantially underrepresented at 23%. The biggest variance, however, is among faculty. There again, Asians at 12% and African Americans at 5% approximate the district/student profile, while Whites are overrepresented at 52% and Hispanics are underrepresented at 24%.

Employee FTE

- Tenured and tenure-track faculty totaled 245 in 2010, and 231 in 2015, a 6% decrease. This has been ameliorated somewhat by significant hires in 2013-2014 and 2014-2015. Classified were 352 in 2010 and 336 in 2015, a 4.5% decrease. Administrators rose by one from 65 to 66 between 2010 and 2015, however, a larger proportion of these positions are now categorically-funded.

INSTITUTION SET STANDARDS



Summary: Institutional Set Standards are accountability and institutional effectiveness metrics established by federal regulation. Southwestern College has agreed to use 95% of the previous 5-year average as the formula to calculate Institutional Set Standards.

Key Findings:

Table 1. Calculating last year's Institution-Set Standards (ISS)

	Southwestern Actuals					2013-14 ISS: 95% of 5-Yr Average
	2008-09	2009-10	2010-11	2011-12	2012-13	
Successful Course Completion	64.6%	64.7%	67.2%	66.6%	80.0%	65.2%
Persistence (Fall-Spring-Fall)*	72.1%	73.0%	71.9%	74.9%	69.2%	68.6%
Degree Completion	1152	1130	995	988	867	975
Certificate Completion	436	403	354	400	227	346
Transfer Volume	1,173	1,452	1,680	1,138	1,312	1,283

* Derived from CCCCCO Scorecard cohort data.

Table 2. Comparing 2013-14 Institution-Set Standards to 2013-14 Actuals

	Institution-Set Standard	5% Above & Below Standard	2013-14 Actual	Within Range?
Successful Course Completion	65.2%	61.94 - 68.46%	66.62%	Yes
Persistence (Fall-Spring-Fall)	68.6%	65.17 - 72.03%	70.4%	Yes
Degree Completion	975	926 - 1,024	1,062	No (Above)
Certificate Completion	346	329 - 363	257	No (Below)
Transfer Volume	1,283	1,219 - 1,347	1,214	No (Below)

Sources of Data & Operational Definitions

Successful Course Completion: Retrieved from CCCCCO DataMart; percentage of all enrolled students who receive a passing/satisfactory grade (A, B, C, CR, IA, IB, IC, IPP, P).

Persistence: Based on CCCCCO Scorecard cohort data; first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and enrolled in three consecutive terms anywhere within the CCC system.

Degree Completion: Number of degrees awarded in an academic year; includes Associate in Science for Transfer (AS-T), Associate in Arts for Transfer (AA-T), Associate of Science (AS), and Associate of Arts (AA) degrees.

Certificate Completion: Number of certificates awarded in an academic year; includes certificates requiring a minimum of 12 units to those requiring 60 or more units.

Transfer Volume: Retrieved from CCCCCO DataMart; transfer data includes student transfers to the UC and CSU system, as well as transfers to In-State Private (ISP) and Out-of-State (OOS) institutions as reported by the National Student Clearinghouse.

STUDENT LEARNING OUTCOMES

Summary: A Student Learning Outcome (SLO) is a statement of skills, abilities, or knowledge a student gains as a result of participating in a course, a program, and/or other campus services. SWC faculty create SLOs for every course and program and collect data on how many students are proficient in those outcomes, and student services employees and administrative employees collect data on how students are supported by the services they provide. That data is also used to measure institutional student learning outcomes (ISLOs), which state what students learn as a result of engaging in any educational experience at SWC. These are divided into the following five themes, for a total of 16 ISLOs:

- Communication
- Thinking and Reasoning
- Information Competency
- Global Awareness and Ethics
- Historical Literacy and Artistic Sensitivity.

ISLO data, program SLO data, course SLO data, student services and administrative outcomes data are all essential data elements to consider when undertaking all short-term and long-term planning. SLO assessment, and the use of data collected to guide planning, is also a requirement of all institutions accredited by the Accrediting Commission for Community and Junior Colleges.

Key Findings:

Notable trends in ISLO data and assessment efforts along with relevant Strategic Plan Priority

- Small data set for ISLOs for 2011. This is likely due to loss of data when migrating to a new version of software and the lack of a dedicated research employee to manage the comprehensive database. (*Human Resources and Institutional Technology and Research*)
- Majority of ISLO data is coming from first six ISLOs. This suggests curriculum is not addressing other 10 ISLOs as well, especially ISLOs addressing Global Awareness and Ethics and Aesthetic Sensitivity and Historical Literacy. (*Teaching and Learning*)
- The number of “action plans” in eLumen is small and the number of instances where programs are “closing the loop” on SLO assessment is small. This is crucial to effective practice and ACCJC compliance. This could be improved through a stronger infrastructure of support for all employees engaged in SLO assessment. This includes faculty and student services staff, as well as administrative offices, which provide services that impact the learning environment and student experience, at SWC. (*Organizational Effectiveness, Student Success*)
- Future accreditation compliance reporting requires the use of data, disaggregated by subpopulation, to make planning decisions and to identify achievement gaps based on that disaggregation. (*Human Resources, Institutional Effectiveness, Institutional Technology and Research, Student Success*)

2012-2015 STRATEGIC PLAN ASSESSMENT



Summary: The purpose of the 2012-2015 Strategic Plan Objectives & Division Goals Assessment is to communicate progress made toward achieving the College's mission and Strategic Plan. The analysis of Division Goals is intended to provide quantifiable measurement of the work that has been completed over the past three years, assess whether or not the work on objectives resulted in forward movement toward achieving institutional goals, and to navigate the District's focus on those specific objectives needing revision.

Process of Assessment of Objectives and Division Goals

1. Division Goal Report templates created to assess progress made toward each Objective
2. Templates of Division Goal Report distributed Fall 2014
3. Divisions provide status of progress made including percent complete and either an explanation for incompleteness or evidence of completion.

Key Findings:

- 110 Division Goals in total.
- Every Institutional Goal and Objective was mapped to at least one Division Goal.
- Most Division Goals were mapped to Organizational Effectiveness (21%), Institutional Technology and Research (16%), and Student Success (16%).
- Division Goal distribution of remaining priorities: Physical and Financial Resources, 15%; Student Access, 13%; Human Resources, 9%; Economic, Workforce, and Community Development, 7%; and Teaching and Learning, 3%.
- Forty-two, or 38%, of Division Goals were 100% completed; 68, or 62%, were incomplete.
- Nearly half of Division Goals were 50-90% completed.
- 12% of Division Goals were less than halfway completed and 1 goal was discarded.
- Division Goal completion rates varied by Strategic Priority, with some having high rates of completion (Student Success & Physical and Financial Resources), whereas others had higher rates of incompleteness (Teaching and Learning, Human Resources, Economic, Workforce & Community Development, and Institutional Technology and Research).
- Reasons for incompleteness: ongoing goal (74%), effects of external factors (6%), time constraints (6%), financial restrictions (4%), or other (10%).
- Methodology of Division Goal reporting and measurement will be improved for future Strategic Plan assessment.