



ACADEMIC SENATE

Adopted Minutes

April 20, 2015
3:00 pm – 5:00 pm

1. Call to Order	Academic Senate President Michael Wyly called the meeting to order at 3:02 pm.
2. Roll Call	Mark Berrett, Sabine Bolz, Curtiss Brown <i>ex-officio</i> , Thomas Bundenthal, Nick Cittadino, Lue Cobene, Joe Conrad, Dale Crandall-Bear <i>ex-officio</i> , Erin Duane, Les Hubbard, LaNae Jaimez, Julia Kiss, Amy Obegi, Narisa Orosco-Woolworth, Terri Pearson-Bloom, Andrew Wesley, Ken Williams, Debbie Fischer, Interim Admin Assistant Absent/Excused: Susanna Gunther <i>ex-officio</i> , Ana Petero Guests: Peter Cammish, Leslie Minor
3. Approval of Agenda	Moved by Senator Duane and seconded by Senator Obegi to approve the April 20, 2015 agenda as presented. Motion carried unanimously.
4. Approval of Minutes	Moved by Senator Conrad and seconded by Senator Duane to approve the March 30, 2015 minutes as presented. President Wyly recommended the removal of the second sentence from the Superintendent/President Report regarding food trucks. Senator Obegi asked for the addition of a few clarifying words in her Abridged Program Review section. Motion to approve amended minutes carried unanimously.
5. Comments from the Public	None
6. AS President's Report	President Wyly and VP Jaimez attended the Spring Plenary session for the State Academic Senate during spring break. <ul style="list-style-type: none">• Accreditation was the key focus at Plenary. The breakout session was facilitated by two individuals from Napa Valley College; NVC is piloting the new standards. They shared the issues and problems they are having; we hope to reach out to them as an initial resource so we can learn from their struggles.• Another key emphasis at Plenary was how to address equity data and how to disaggregate equity data as part of meaningful assessment. This will be an important question for Solano as we enter self-study, and will need to involve the Academic Senate from the ground up. ACCJC is looking to see that colleges can identify equity gaps, and then to develop plans to address those gaps. We need to look at all of our equity data as part of our assessment processes, but there is no one good model that has been provided Statewide to show us how to do that. Multiple-sectioned courses would probably be the best way to compare. Currently there are no best-practices for this process, but hopefully we can learn from the pilot institutions.• A number of proposed resolutions were considered at Plenary, including our proposed amendment to a resolution regarding the C-ID Descriptor for a course that would serve as an alternative to Intermediate Algebra as a prerequisite to Statistics. Our amendment was to ensure that UC's were involved in this conversation. The proposal from Solano College was withdrawn, but will be revisited in the Fall.• ASCCC Executive Board members were elected, including the re-election of our current President, David Morse, and our Vice President, Julie Bruno. President Morse will be invited to campus for an all-faculty Fall Flex Cal presentation.
7. Superintendent / President Report	No report

8. Vice President for Academic Affairs Report	<ul style="list-style-type: none"> • Dr. Minor reiterated that we need to make a clear distinction between ILO's and GELO's in terms of accrediting body expectations. Decisions need to be made about proposed ILO's and GELO's with regard to what they are going to be, and how we will assess them. Although the process won't be completed by the end of this semester, it is urgent and time is running out, so progress needs to be made. • If anyone is interested in helping to draft Institutional Effectiveness Target Goals, let President Wyly know. Meeting tomorrow at 3:00. This is documentation and a process that has to be done in order to receive 3SP money next year. • Waitlists are in place for approximately 40 courses (those that tend to fill up). Waitlists are limited to 99 students. This topic will be discussed further at an upcoming AS meeting.
9. Action Items <p>9.1 ILO's/GELO's – Support for Joint Charge by Academic Affairs and the Academic Senate</p>	<p>President Wyly mentioned that although the Assessment Committee is tied to Academic Affairs, and not to the Academic Senate, it still involves Senate purview, and there is no formal relationship between the Senate, Academic Affairs, and the Assessment Committee. It would be helpful for the Assessment Committee to know that the direction the Senate is looking to give them (regarding ILO's and GELO's) is also the direction that Academic Affairs is looking to give them.</p> <p>Senator Pearson-Bloom made the following motion: MOTION: The Academic Senate supports the joint charge by Academic Affairs to create ILO's and GELO's, and looks forward to vetting them, and reviewing them in the Senate. Motion was seconded by Senator Duane. Motion carried unanimously.</p> <p>Moved by Senator Conrad and seconded by VP Jaimez to approve the Abridged Program Review for CTE Programs. Motion carried unanimously.</p>
<p>9.2 Abridged Program Review for CTE Programs</p> <p>10. Information / Discussion Items</p>	
<p>10.1 School Election Results/Senate Election Update</p>	<p>Janene Whitesell (School of Liberal Arts) will replace Ana Petero for the 2015-2017 term.</p>
<p>10.2 Proposal to separate fiscal/budget advisory from Shared Governance</p>	<p>President Wyly reported that at the last Shared Governance meeting, Patrick Killingworth (on behalf of Julian Ligioso) suggested that Shared Governance reconsider its previous decision to combine what used to be known as FABPAC with Shared Governance. There is some dissatisfaction with Shared Governance's ability to provide fiscal guidance; the principal reason is that Shared Governance meets only once a month. Patrick asked Shared Governance to reconsider whether or not it would be viable to have a second group, specific to finance advising, reestablished. (The solution could also be that Shared Governance meet twice a month, using the second meeting to discuss finances). President Wyly is looking for recommendations on how to proceed, prior to next Shared Governance meeting, which will be held on May 13th. He will email faculty for their input/feedback on this topic.</p>
<p>10.3 Institutional Effectiveness Target Goals – Peter Cammish</p>	<p>Peter Cammish reported that the Chancellor's Office started an Institutional Effectiveness Partnership Initiative; their goal is to reduce the number of accreditation sanctions and increase institutional effectiveness across all California colleges. There are three parts to that: 1) they will publish what our institutional effectiveness indicators are (student outcomes/success); 2) they will make available technical assistance teams (to help with any specific issues; we've submitted a request for help with strategic enrollment management scheduling, budget processing); 3) increase professional development opportunities. Prior to June 15th, we need to look at all of our indicators and figure out the target for next year. A sub-committee will be set up for this; President Wyly will represent the Senate; need someone from Basic Skills or Counseling. Their first meeting will be on Wednesday, from 2:00-4:00. The intent is to meet pretty regularly in order to get this done by June 15th deadline.</p>

<p><i>10.4 Integrated Planning Process – Peter Cammish</i></p>	<p>Peter Cammish reported that Dr. Laguerre wants to open up comment on the Mission Statement and the Strategic Goals and Objectives. President Wly sent IPP information to the Senators, which should be shared with their constituents. Feedback should be sent back to President Wly digitally, which can be compiled and then shared at the next AS meeting on May 4th. At the next Shared Governance meeting on May 22nd, recommendations will be made based on comments and feedback.</p>
<p><i>10.5 Plan for Assessment of Correspondence Courses – Curtiss Brown</i></p>	<p>Curriculum Chair Curtiss Brown reported on the plan for the assessment of correspondence courses. He and Distance Education Chair Dale Crandall-Bear have been working together on a three-prong approach to assessment from the perspective of the student, instructor, and institution. This semester they will focus on the instructor perspective, as far as what worked and what didn't work, advantages and disadvantages, etc. He submitted a rough draft to the senators with potential questions for the instructors who currently teach correspondence courses. The survey would be distributed this semester with feedback due by the end of the semester, in order to make changes for the fall (and summer). VP Jaimez suggested that faculty may want to assess their SLO's as well. Feedback from the Prison staff may also need to be gathered. A student survey will also be sent out this semester. A comparison might want to be made between prison students and community students. President Wly indicated the necessity of addressing any issues rapidly, working within the parameters of Title V, and documenting the information/conversations in order to help the program move forward. The senators were asked to submit their feedback to Chair Brown about the questions for the faculty survey by 5:00 on Wednesday, in order for the survey to be sent out to faculty by end of week. Chairs Brown and Crandall-Bear will report back to the Academic Senate at the May 4th meeting.</p>
<p><i>10.6 Study Abroad Committee update – Sabine Bolz</i></p>	<div style="border: 1px solid black; padding: 10px;"> <p>Solano Community College Spring '15 Correspondence Course Assessment from Instructor perspective.</p> <p>It is the purpose of this evaluation to find out after one semester the advantages and disadvantages current instructors experienced in providing distance learning via correspondence courses. With a clear understanding of current practices it is hoped that the next generation of correspondence courses can improve upon what is currently being done.</p> <p>The following questions are relevant and the answers to them will help those involved in correspondence course delivery and best practices.</p> <ul style="list-style-type: none"> 1) How did the correspondence course impact the communication between the learner and the instructor? State positive and negative aspects. <ul style="list-style-type: none"> a) What are the advantages and disadvantages of the delivery media? 2) Did you spend more time on the correspondence course students as opposed to face to face or online students? <ul style="list-style-type: none"> a) If yes, you did spend more time on correspondence course students, please explain why? 3) Did the lack of technology have an impact on your assessment strategy? 4) What types of student assessment were more advantageous than others? 5) Considering all the time you spend on this course (100%), how much of that time do you think you spend on student assessment (writing tests, grading, giving feedback, and reporting scores)? Please provide percentages for each area. 6) What are the most common things students ask about? (content issues, technical questions, clarify issues, grading issues) 7) Was the class size a factor? 8) Was the way you communicated with students a factor? </div>

asking Academic Senate if sub-committee should continue exploring this program. President Wyly suggested that, if we continue this program, the committee should work closely with the VPAA Office and the Office of the President, specifically the Andrew Young Foundation. The Academic Senate indicated a clear consensus for the standing sub-committee to move forward with the direction they are taking.

Academic Senate
Study Abroad Program/International Education (SAP/IE)
April 2015

Current: Sabine Bolz, Isabel Anderson, Lorna Marlow-Munoz

Task:

explore new/re-new/expand Study Abroad/Int'l Ed program for SCC

explore possibility for Solano College to join one of the regional consortia within the California Colleges International Education association CCIE

explore joining the Northern California Study Abroad Consortium. Current colleges: SRJC, LRCD, NorCal SA Consortium partners with AIFS

Exploratory questions:

Is it possible to join the Northern California Study Abroad Consortium at present?

What would Solano College need to do in order to initiate the process of possibly joining the Northern California Study Abroad Consortium?

How does the process usually take place of adding a college to the consortium?

Current status:

Past SA ad hoc committee (2005-06) submitted Program Overview to SCC EMP in 2006

Solano College's existing Travel/Study Abroad courses are short-term (1-3 weeks); not semester-long and give non-transferable, transferable, no credit units. These are Photography, French Language & Culture in France and Art History in Italy.

These courses/trips have been individual faculty-driven undertakings with enormous faculty effort to organize and advertise and with very little administrative support.

We are hoping, by engaging the Academic Senate and the 10+1 governing body, to create a broader and solid platform for study abroad/international education.

Suggested steps:

If AS advises to continue SAP exploration

Explore interest among faculty and different departments at SCC

Explore academic and administrative support at SCC

Explore to
build a multi-stakeholder committee,
seek representation from many groups on campus,
develop comprehensive policies for SA

Continue SAP exploration with advice from Dr. Raby at CCIE. Rosalind offers "*assistance for internationalization in general and study abroad in particular. I am also happy to walk you through key targets to consider when building a stronger foundation*". (em)

Questions:

Do we have an "existing" SA program? We are in the national IIE Open Doors database. Solano is member of CCIE (as per Dr. Raby)

Resources/Contacts:

Rosalind Latiner Raby, Ph.D. em 4'2015 www.ccieworld.org
Director, California Colleges for International Education
(818) 882-9931 FAX (818) 882-9837 rabyrl@aol.com

Gary Fleener em 4'2015 San Mateo CCD
fleenerg@smccd.edu

consult with him how to move toward joining the Northern Cal SA Consortium

AIFS

Info re offers, pricing, logistics

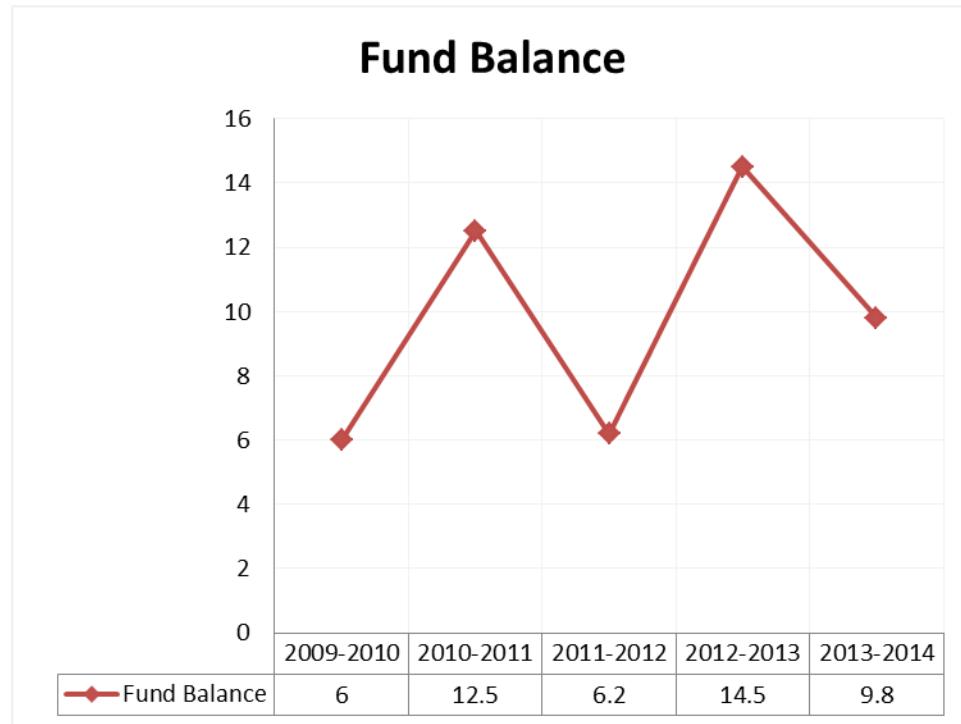
<p><i>10.7 Proposed Automated Tracking of Student Attendance – Michael Wyly</i></p>	<p>President Wyly reported that at the last Enrollment Management Planning meeting the topic of student attendance was brought up. Some of the issues that were addressed were late adds (so no apportionment), liability (no insurance coverage for students attending but not officially enrolled), and positive attendance tracking. A proposal was made by Roger Clague at that meeting to install a swipe-card system across campus, where students swipe their card upon entering a classroom so attendance is tracked. At today's meeting, President Wyly asked for feedback from the Senators to take back to the next Enrollment Management meeting. Discussion ensued. Some of the issues/concerns are:</p> <ul style="list-style-type: none"> • Students can enter a classroom without swiping their card • Financial resources can be more effectively spent by providing faculty with portable electronic devices to empower them to take attendance through current system (Canvas) • Faculty/student relationships can be affected; spirit of classroom • Regimentation/policing can affect enrollment • Some faculty prefer taking roll to connect face to name <p>Another issue that was addressed at the Enrollment Management meeting is that some faculty aren't comparing their written rosters with their online versions, so students who are not actually enrolled are allowed/encouraged to attend. Discussion ensued. Some of the comments were:</p> <ul style="list-style-type: none"> • Only a few faculty allow this to happen; not a gross problem. Rather than a global solution to a small local problem, maybe Administration can send emails to faculty reminding them to review their rosters • This issue is not just about liability and apportionment; it also has a financial impact when student doesn't pay for course, but gets a grade on the transcript at end of semester • Faculty shouldn't grade work for those students not officially enrolled • Consensus of group is that a card reader is not the way to address the attendance issue
<p><i>10.8 Accreditation Update, including addressing equity data – Michael Wyly/LaNae Jaimez</i></p>	<p>President Wyly emphasized that Solano needs to think about how to go about addressing equity data as part of our regular assessment practices; how are we going to allow what we know what our equity picture to be, to influence our SLO assessments, how to track that, how to report that we're doing that, and most importantly, how are those assessments informing future decisions on a course and program level. We have the tools, and there are good ideas out there. We have the opportunity to start embedding these structures, with a faculty-led enterprise. As we begin to think about self-study and accreditation, we have to be able to report that we have had these dialogues and that these dialogues have created some momentum as a college. Our collective need to find a way to embed real discussions about equity into what we do, and to somehow find a way for Solano College to start having those hard conversations by talking with each other, talking candidly about our students, and what we need to serve those students better. Many colleges say they have their equity covered with Umoja, or Puente, but that can't be enough for us. We need to find a way to embed those real conversations into what we do on a day-in, day-out basis. We need to lay out the ground work, as this has been the message from the Academic Academy, Plenary, and through the accreditation processes. This topic will be agendized at a future meeting.</p>
<p>11. Reports</p>	<p>No reports</p>
<p>12. Action Reminders</p>	<ul style="list-style-type: none"> • Program Review needs a student representative and could use another representative from CTE, Health Sciences, Math/Science, and Counseling • Senate Contribution Forms • SSSP Update • Faculty Development Fund Deadlines • MySolano Upgrade
<p>13. Announcements</p>	<p>The next regular Senate meeting will be held on May 4, 3:00 – 5:00 pm in the Board Room.</p>
<p>14. Adjournment</p>	<p>Moved by Senator Cittadino and seconded by Senator Williams to adjourn. The meeting adjourned at 5:06 pm.</p>

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FUND BALANCE

Group	Status	Name	Description
Fiscal Viability	Required	Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
6	12.5	6.2	14.5	9.8



AUDIT FINDINGS

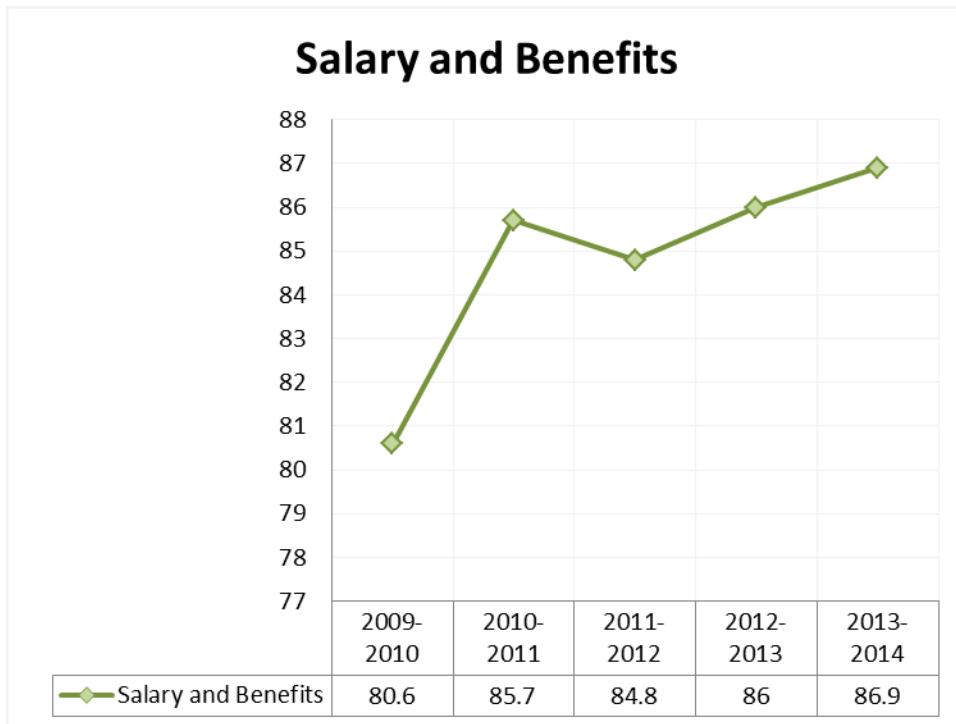
Group	Status	Name	Description
Fiscal Viability	Required	Audit Findings	Unmodified auditor's report without internal control issues

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
				N

SALARY AND BENEFITS

Group	Status	Name	Description
Fiscal Viability	Optional	Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
80.6	85.7	84.8	86	86.9



ANNUAL OPERATING EXCESS/DEFICIENCY

Group	Status	Name	Description
Fiscal Viability	Optional	Annual Operating Excess/Deficiency	Net increase or decrease in general fund balance

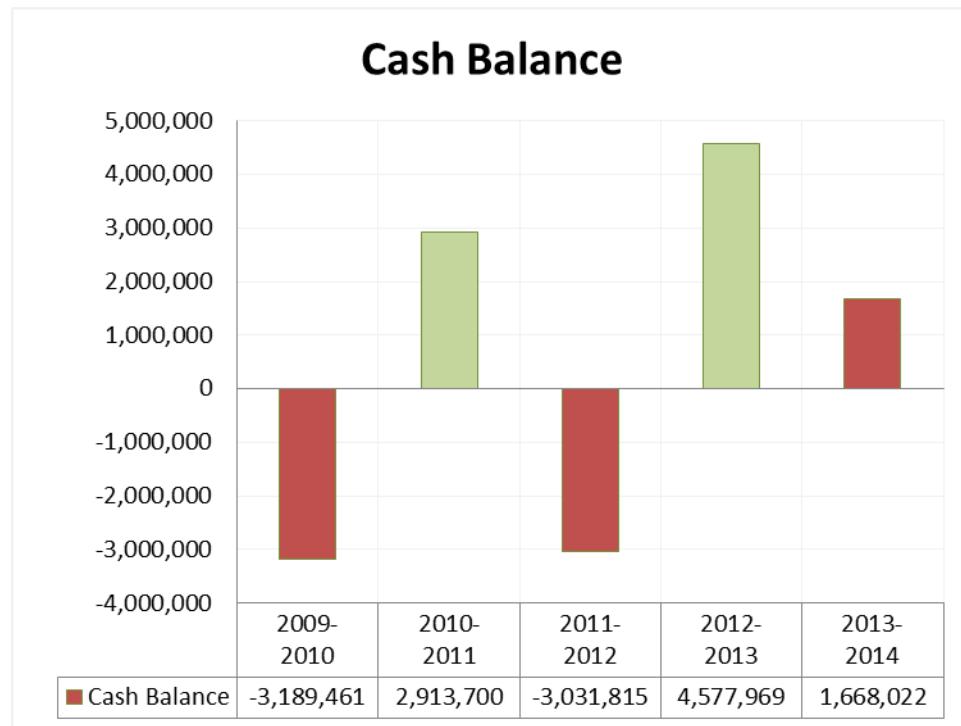
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
-2,021,223	2,388,907	-1,501,627	3,414,099	-1,341,447

Annual Operating Excess/Deficiency

CASH BALANCE

Group	Status	Name	Description
Fiscal Viability	Optional	Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments

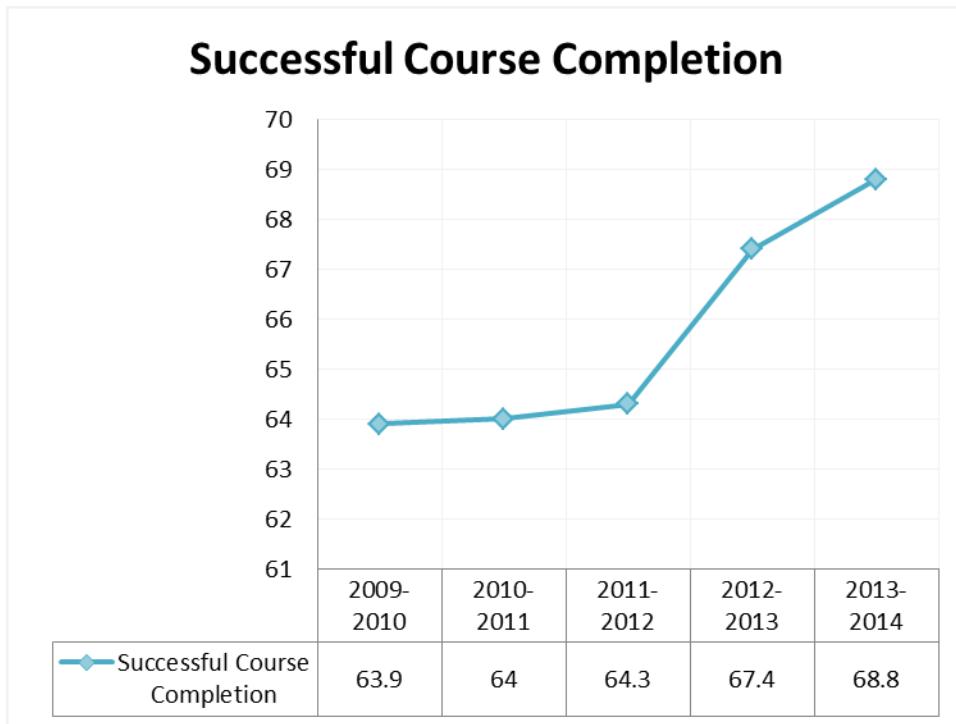
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
-3,189,461	2,913,700	-3,031,815	4,577,969	1,668,022



SUCCESSFUL COURSE COMPLETION

Group	Status	Name	Description
Student Performance Outcomes	Required	Successful Course Completion	Percentage of credit course enrollments where student earned a grade of C or better

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
63.9	64	64.3	67.4	68.8



ACCREDITATION STATUS

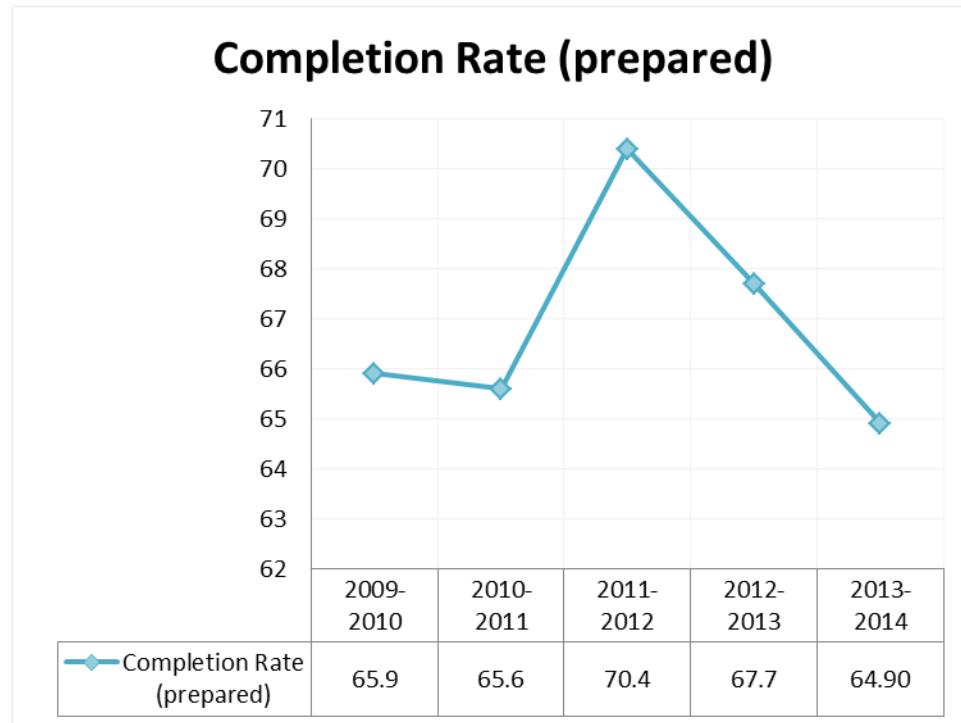
Group	Status	Name	Description
Accreditation Status	Required	Accreditation Status	Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Fully Accredited, Probation	Fully Accredited, Reaffirmed	Fully Accredited, Warning	Fully Accredited, Warning	Fully Accredited, Reaffirmed

COMPLETION RATE (PREPARED)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Completion Rate (prepared)	Percentage of degree, certificate, and/or transfer seeking students starting first timetracked for six years who completed a degree, certificate, or transfer releted outcome (Student's lowest course attempted in Math and/or English was college level)

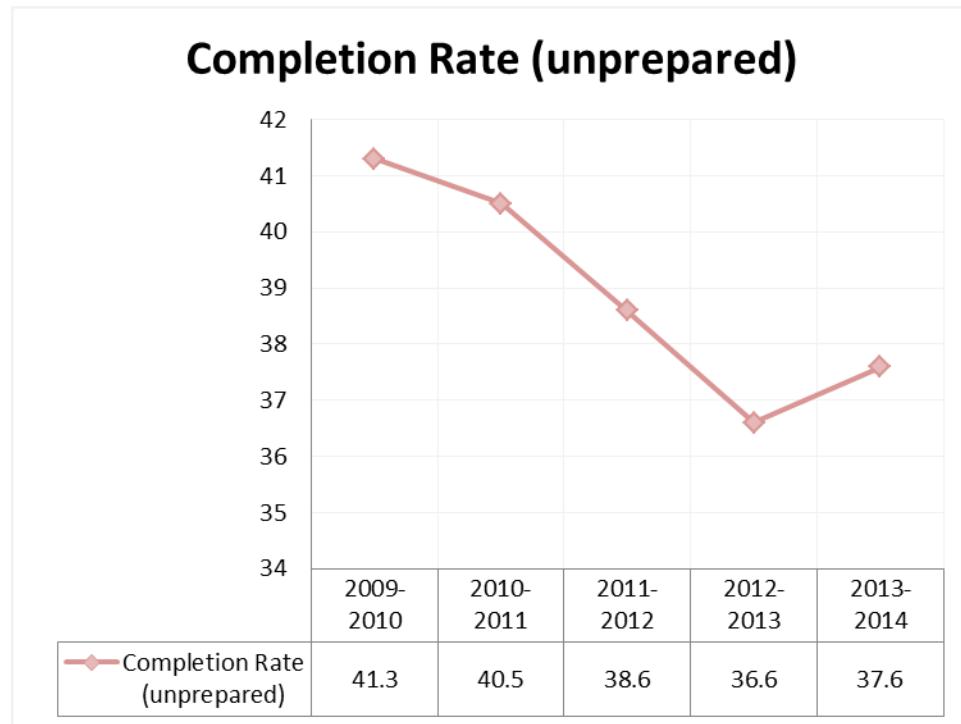
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
65.9	65.6	70.4	67.7	64.9



COMPLETION RATE (UNPREPARED)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Completion Rate (unprepared)	Percentage of degree, certificate, and/or transfer seeking students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome (Student's lowest course attempted in Math and/or English was pre-collegiate level)

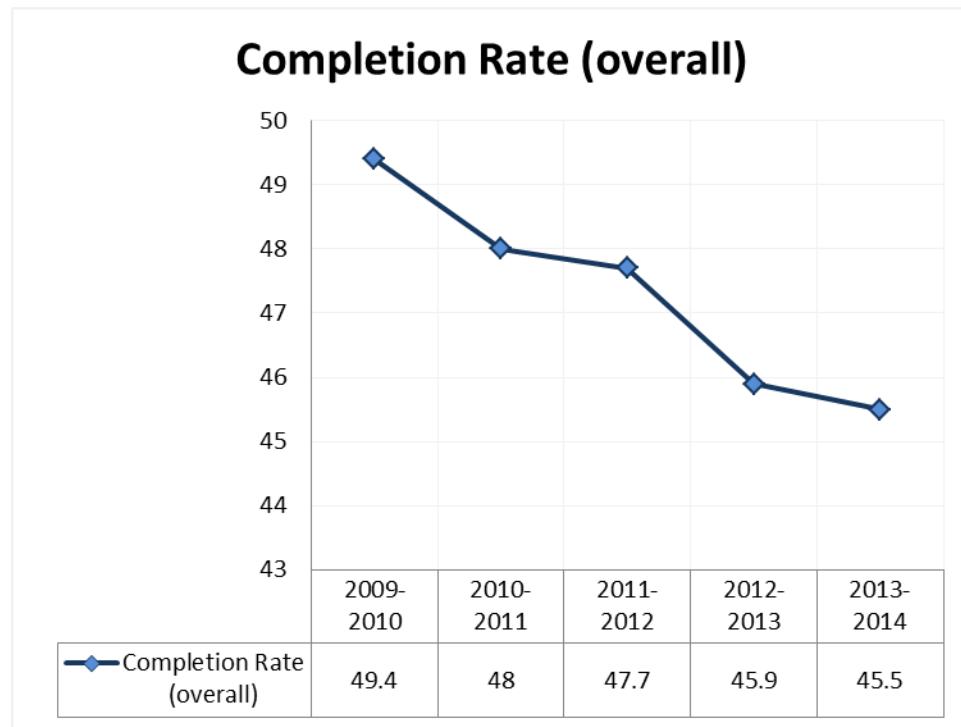
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
41.3	40.5	38.6	36.6	37.6



COMPLETION RATE (OVERALL)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Completion Rate (overall)	Percentage of degree, certificate, and/or transfer seeking students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome (Student attempted any level of Math or English in the first three years)

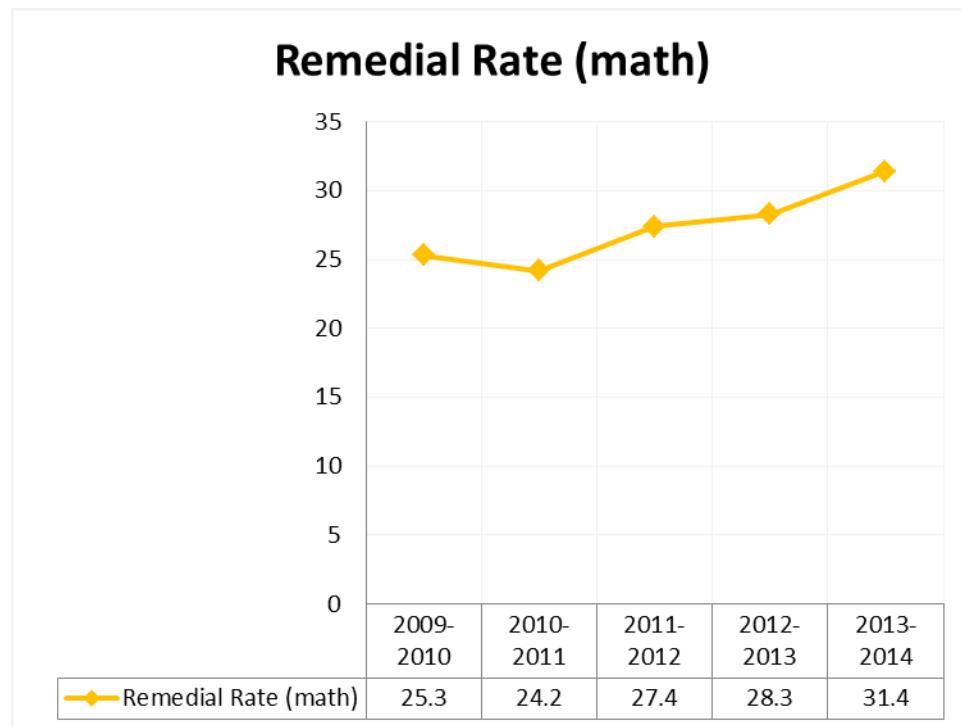
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
49.4	48		47.7	45.9



REMEDIAL RATE (MATH)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Remedial Rate (math)	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline

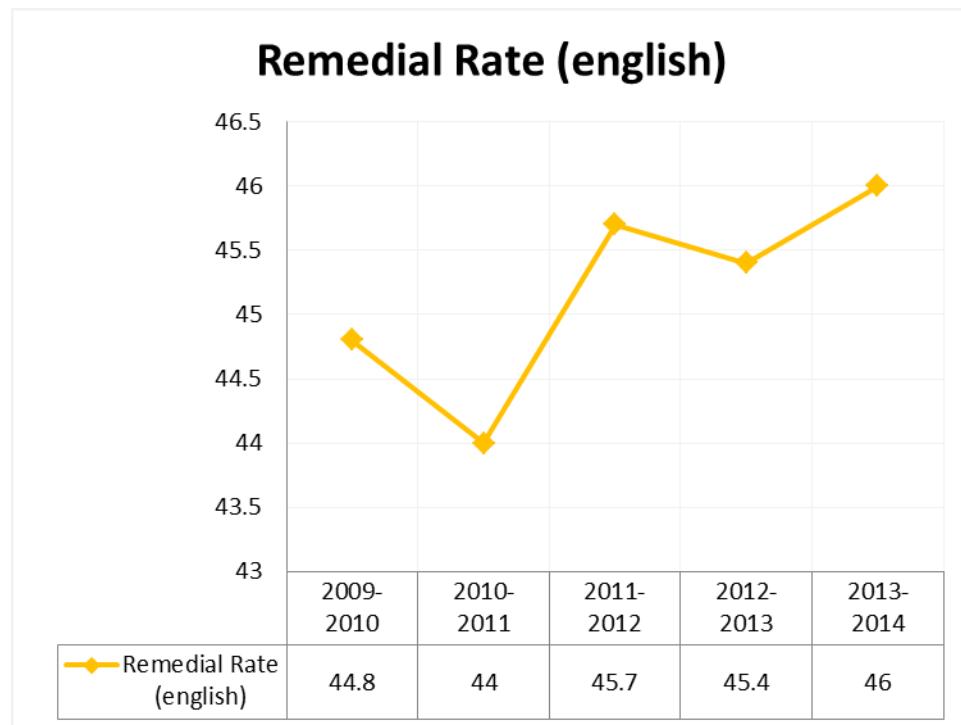
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
25.3	24.2	27.4	28.3	31.4



REMEDIAL RATE (ENGLISH)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Remedial Rate (english)	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline

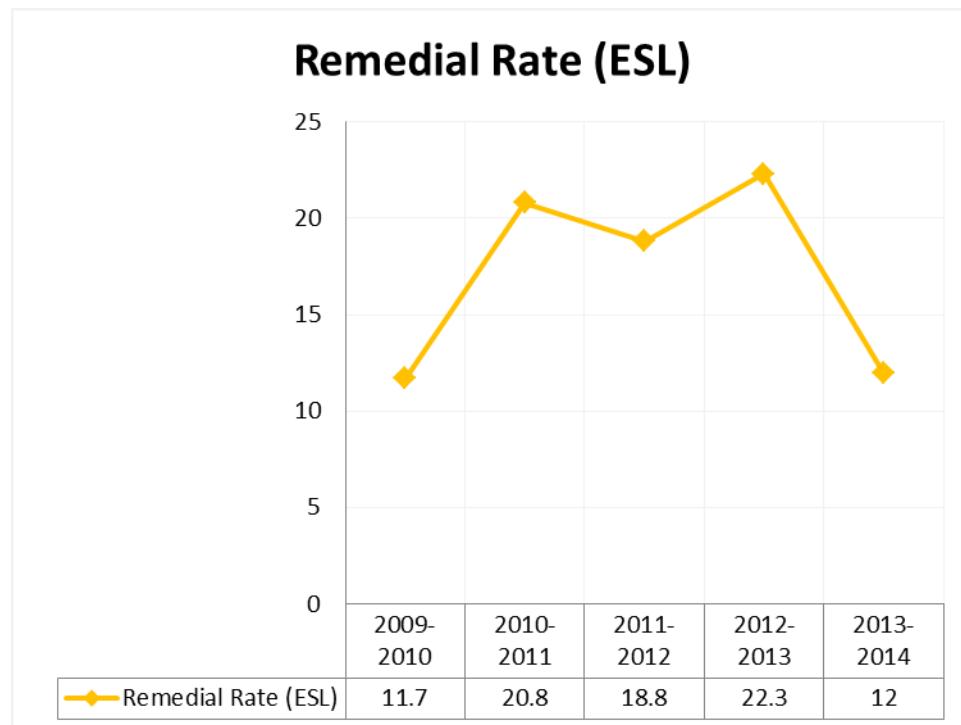
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
44.8	44	45.7	45.4	46



REMEDIAL RATE (ESL)

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Remedial Rate (ESL)	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline

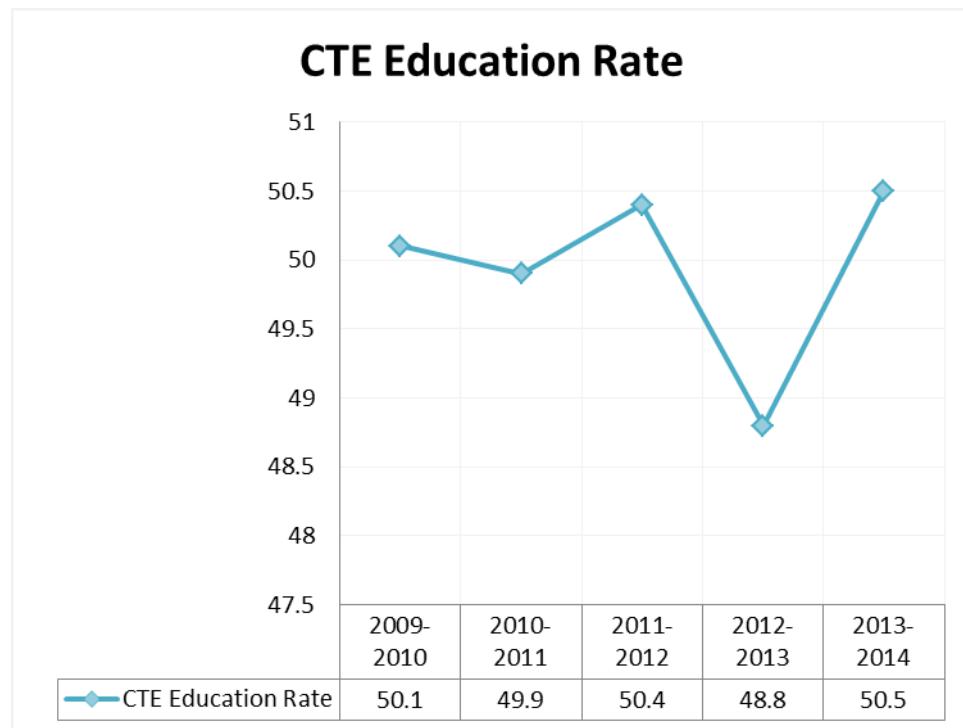
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
11.7	20.8	18.8	22.3	12



CTE EDUCATION RATE

Group	Status	Name	Description
Student Performance and Outcomes	Optional	CTE Education Rate	Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education in a single discipline who completed a degree or certificate or transferred

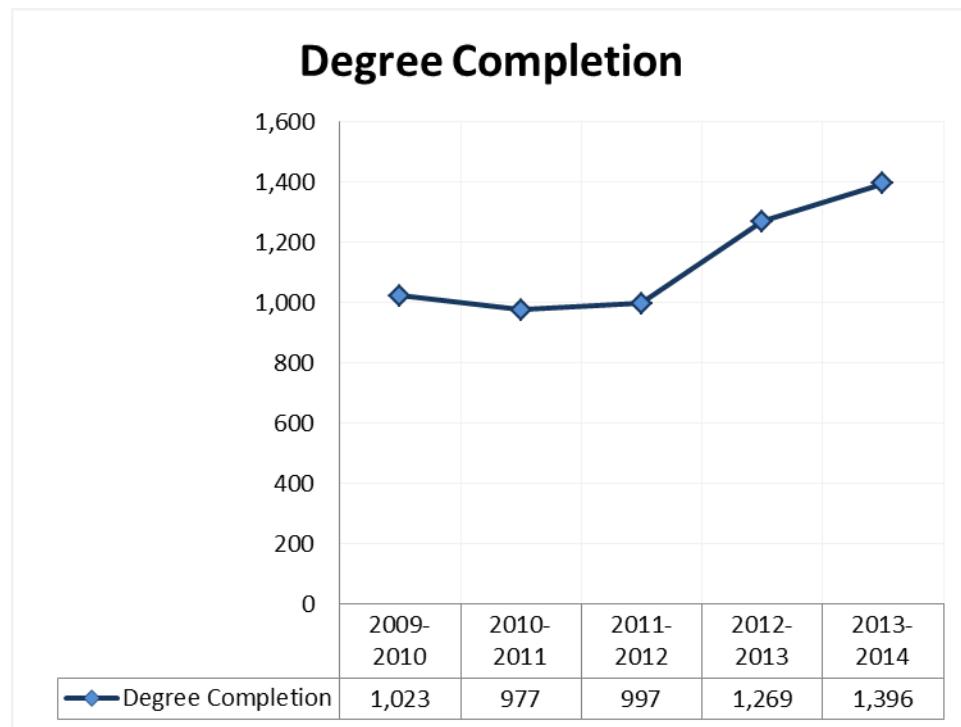
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
44.8	44	45.7	45.4	46



DEGREE COMPLETION

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Degree Completion	Number of associate degrees awarded

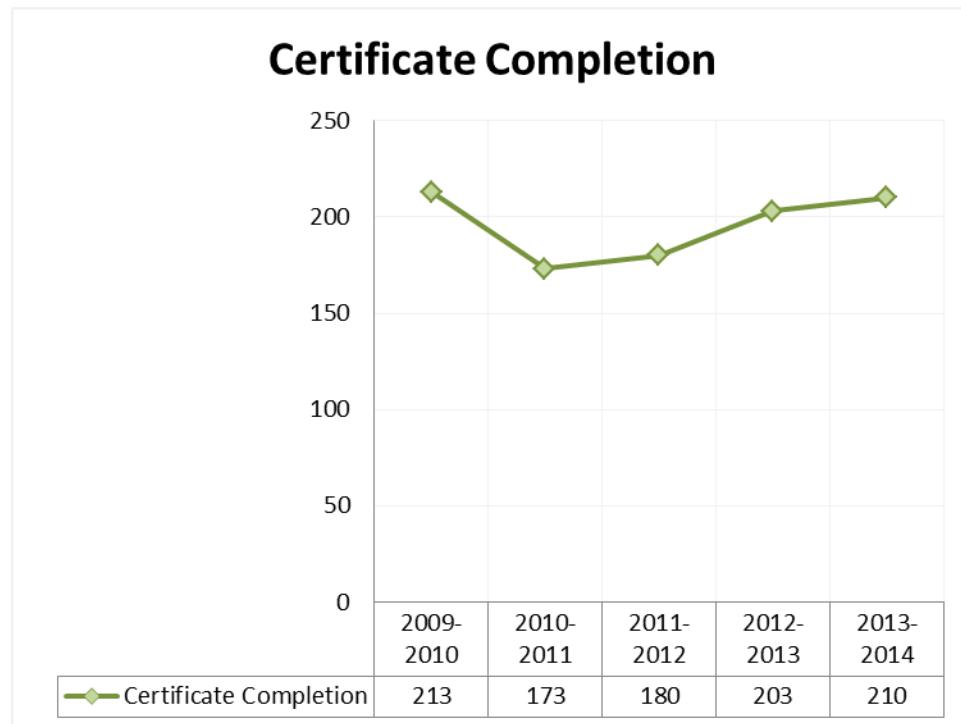
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1,023	977	997	1,269	1,396



CERTIFICATE COMPLETION

Group	Status	Name	Description
Student Performance and Outcomes	Optional	Certificate Completion	Number of Chancellor's office approved certificates awarded

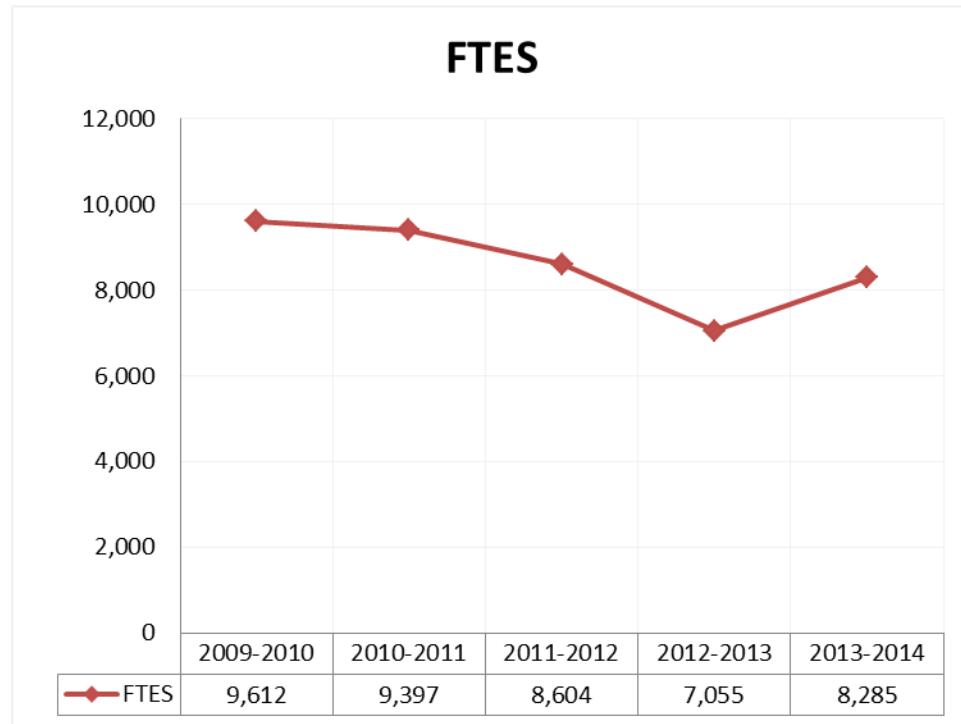
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
213	173	180	203	210



FTES

Group	Status	Name	Description
Fiscal Viability	Optional	FTES	Annual number of full-time equivalent students

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
9,612	9,397	8,604	7,055	8,285





MISSION STATEMENT

A mission statement is an important part of any organization. The purpose of a mission statement is to:

Guide: The mission statement should ultimately guide our decision making. Since the college operates in a shared governance structure the mission statement can help distinct groups of people to identify a common purpose of the college. Although we may all have different ideas, priorities and areas of interest since we all reference a shared mission statement we can frame our contribution in terms of what the college will achieve.

Distinguish: Another important aspect of our mission statement is that it distinguishes Solano Community College from other colleges. It succinctly communicates our broad purpose, who we serve and how we accomplish. This is an important part of communicating Solano Community Colleges commitment to student learning

The current mission statement for SCC is

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.

The mission statement should be widely publicized as a public statement and referenced as a starting point for strategic decision making and planning.

CORE VALUES

Core values are used to articulate the values and philosophy that we should use to set the style and culture of the organization. It should help define how we relate to students and each other. It also defines values that we wish to see in others. The core values for Solano Community College are:

- Integrity — firm adherence to a code of ethical values in thought and behavior
- Critical Thinking — the use of intellectually disciplined, logically sound processes involving data driven decision making
- Mutual Respect — valuing the intrinsic worth of each person in an atmosphere of collegiality
- Collaboration — working together across areas of responsibility or interest to achieve common goals and objectives
- Innovation — the search for and use of effective processes or procedures
- Accountability — individual and collective responsibility for achieving the highest level of performance
- Student Well-Being — considering and addressing the impact on students of any and all actions or inaction

Core values may be referenced in employee evaluations as way to put them in the minds of employees as behaviors we deem important. Including core values on evaluations (formal or informal) helps to ensure that there is a process whereby accountability of the concept is introduced.

VISION STATEMENT

The vision statement differs from the mission statement because it is talking about a future state. The vision builds on the purpose of the organization defined in the mission statement and presents how we want to be in the future. The vision statement is by its very definition aspirational but not impossible. It represents the ideal we are all striving to achieve.

The current vision statement for SCC is

Solano Community College will be a recognized leader in educational excellence — transforming students' lives.

As the vision statement can often be a source of inspiration due to its nature it should be widely publicized in communications.

STRATEGIC GOALS AND OBJECTIVES

Strategic Goals and Objectives are a breakdown of the Mission, Vision and Values. While the Mission, Vision and Values are almost intangible, broad statements the strategic goals and objectives attempt to add a little substance and demonstrable action to those statements. This intermediate makes it much easier for individual departments to view the work they are completing as part of a wider mission of the district.

Most departments can relate the work they are doing to specific Strategic Goals and Objectives, and as such, represent a good yardstick by which we can identify areas of strength and weakness in delivering the Mission and working towards the Vision.

The current strategic goals and objectives at SCC are

- **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
- **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



- **Strengthen Community Connections**
 - Obj. 3.1 — Respond to community needs.
 - Obj. 3.2 — Expand ties to the community.
- **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.