SBCC – Accreditation Self-Study College Plan

Handbook for June 2001 Planning and Management Retreats

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2002-2005 Planning References

Presentations made by:
- Mr. Michael Couch, Assistant Superintendent for Secondary Education, Santa Barbara School District
- Mr. Don Olson, Director, City Special Projects
- Mr. Michael Brown, County Administrator Officer
- Dr. Steven Velasco, Director, Institutional Research and Planning, UCSB
- Dr. Bill Watkins, Executive Director, UCSB Economic Forecast Project
- Dr. Keith Clark, Professor, Geography Department, UCSB

Planning Principles, Assumptions & Actions

Appendices

Introduction

Every six years, community colleges in California undergo the institutional accreditation process, which consists of the preparation of an institutional self study and an accreditation visit by a team of colleagues from other community colleges. The accreditation visiting team prepares a report and a recommendation that are submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC reviews them and makes the final decision.

Santa Barbara City College will be conducting its self study in 2001-02 and will be visited by the accrediting team in October 2002. SBCC has received permission from ACCJC to conduct a non-traditional self-study. The college has the opportunity to follow up on its work in the last self study that focused on SBCC's Project Redesign and the college's intent to become a model community college for the 21st century. The 2001-02 self study will identify the standards for becoming a model community college, develop a plan to achieve the model community college and criteria to assess its effectiveness.

This handbook provides information on the framework, background materials, assumptions, process, timeline, tasks and expected outcomes of the self study.

Communication with ACCJC and Agreement about Non-traditional Self Study

November 13, 2000

Dr. David Wolf, Executive Director
Accrediting Commission for Community and Junior Colleges
3402 Mendocino Avenue
Santa Rosa, CA 95403

Dear David:

The purpose of this note is to formally request that Santa Barbara City College be allowed to conduct an experimental self-study with the accreditation visit to follow in 2002-03. SBCC was allowed to conduct such a study and host a subsequent team visit for our last accreditation in 1996-97. I felt, and I believe the Commission did also, that the visit was beneficial to both the College and the Commission.

A second such visit would allow us to capitalize on our earlier work and look deeply and in a more focused manner at our institution than the regular self-study process may allow. Specifically, we want to focus on the aspirations we have outlined for SBCC through Project Redesign and produce a College Plan that will more effectively identify how we can attain the outcome of developing a model community college for the 21st century.

The proposal enclosed explains our approach. The institutional document for the visiting team would be divided into two parts. Part one, in addition to providing our responses to the recommendations of the previous team, would review the accreditation standards and provide verification that the College is meeting those standards. We recognize that the requirement to validate the accreditation standards are being met is fundamental. We propose providing a series of reports and documents for each standard that would enable the team to verify the College is meeting these standards.

Part two of the experimental accreditation review would provide the College with an opportunity to carry out a thorough planning process in which the College defines what is meant by a model community college for the 21st century, identify the action steps necessary to enable the College to achieve the definition of model community college, and develop mechanisms for assessing our effectiveness in accomplishing what we have defined. The outcomes produced will include:

♦ Institutional definition of the elements that comprise a model community college;
♦ A plan by which Santa Barbara City College will move forward to develop its version of a model community college for the 21st century; and,
♦ A plan for evaluation and assessment of institutional effectiveness related to the new model.

In our previous experimental self-study for accreditation, the time and effort required was in excess of that required to complete the standard institutional self-study. If the Commission accepts our request to conduct a second experimental self-study, it is our desire to define the process and expectations in advance enabling the College to achieve its work within an institutional workload that approximates the traditional self-study.

We seek the Commission's approval for the experimental self-study and permission to work with the Executive Director to clarify the products that will ensure ACCJC and SBCC objectives are met.

Sincerely yours,

Peter R. MacDougall, President

Table of Contents for the Santa Barbara City College Self-Study

Santa Barbara City College
Process and Persons Responsible for the Verification of the Ten Standards

The verification of the ten standards will consist of the following:

- gathering all needed supporting documents, providing a copy of each. These documents will be required during the team visit and will be made available either in the team room or on the college web site.

- ensuring that we have sufficient documents to support the Standard. Some new documents might need to be created or existing ones updated.

- writing a judgment in support of why the standard has been met or exceed and, if necessary, outlining areas that need to be addressed by the college

STANDARD	PERSON RESPONSIBLE	SUPPORT TEAM
I. Institutional Mission	Dr. MacDougall	CPC
II. Institutional Integrity	Kay Bruce	Director Marketing, Marketing Committee, Judy Powell
III. Institutional Effectiveness	Andreea Serban	Dr. MacDougall, Jack Friedlander, Bill Hamre, Lynda Fairly
IV. Educational Programs	Jack Friedlander	Lynda Fairly, Academic Senate, Curriculum Advisory Committee, Honors Program Advisory Committee, International Education, Student Success/Matriculation Advisory Committee, Scholastic Standards Committee
V. Student Support and Development	Keith McLellan	Jane Craven, Student Services Advisory Committee, Chair Counseling Department, Carol Purdie, Student Success/Matriculation Advisory Committee, EOPS/Financial Aid Advisory Committee
VI. Information and Learning Resources	Bill Hamre	Andreea Serban, Jerry Pike, ITC, DTC, LSS
VII. Faculty and Staff	Sue Ehrlich	Arleen Stagat, Jack Ullom, FEC, Affirmative Action Committee, Classified Council
VIII. Physical Resources	Brian Fahnestock	Alex Pittmon, Facilities Planning/Safety/Security
IX. Financial Resources	Brian Fahnestock	David Pickering, Leslie Griffin, Foundation, CPC
X. Governance and Administration	Dr. MacDougall	CPC, Academic Senate, Classified Council, Associated Students

April 16, 2001

Dr. David Wolf, Executive Director
Accrediting Commission for Community and Junior Colleges
3402 Mendocino Avenue
Santa Rosa, CA 95403

Dear David:

Thank you for the very productive phone conversation on April 12 and for your helpful advice and clarifications. We appreciate the opportunity to approach accreditation in a manner that will more fully assist the College. I am pleased we were able to review our approach with you. I am writing to confirm my understanding of what we have discussed.

The outline for the SBCC self study and the process for verifying that the ten standards are being met were approved.

We will proceed with this understanding and effect campus actions accordingly. As we progress, we will keep the Commission informed. We believe this approach will benefit both the College and the Commission.

Again, thank you.

Sincerely yours,

Peter R. MacDougall
President

**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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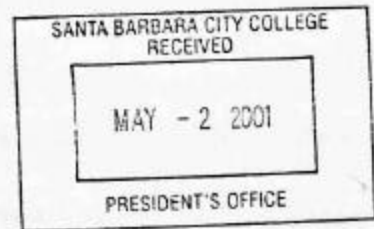
April 30, 2001

Dr. Peter MacDougall
Superintendent-President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

Dear Peter:

This letter will serve to confirm our conversation on April 12 and the substance of your letter on April 16, 2001 regarding the coming self study for Santa Barbara City College.

From the Commission's standpoint, an experiment that generates a self study with a clear separation of 1) quality assurance information and 2) institutional improvement information will be very helpful. This corresponds significantly to parts IV and V in the proposed Santa Barbara City College self study outline.

I look forward to hearing more from you and the college as this project unfolds.

It is always a great pleasure working with you and your staff.

Sincerely,

David B. Wolf
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Santa Barbara City College as a Model Community College for the 21ˢᵗ Century

Santa Barbara City College will provide many ways for students to access the College's high quality and affordable higher education programs. Students will achieve academic success in greater numbers as they prepare for *transfer*, acquire *occupational* competencies and the academic *skills* required for succeeding in higher education. The College will develop new ways to fully respond to the needs of its community. Such efforts will focus on a comprehensive *continuing* (*adult*) *education program* and targeted programs to provide *economic development*.

As a model community college, SBCC will serve all segments of its community while expanding its efforts to meet the educational needs of groups traditionally underserved. To achieve unprecedented levels of community responsiveness, SBCC will collaborate with local organizations to identify and respond with programs to meet educational needs. The College will operate knowing that it is a part of the larger community. The College's development and operations will be consistent with the environmental well-being of our larger community.

The College will continue to value and promote educational change and innovation that increases the quality, efficiency and effectiveness of our programs. The following four core values will continue to guide institutional decision making:

1. A commitment to excellence in all that the College undertakes;
2. A focus on students in determining policies, practices and programs;
3. A commitment to faculty and staff collaboration and collegiality; and,
4. An environment that is both psychologically and physically supportive of faculty, students and staff

SBCC will achieve its goal of becoming a model community college by capitalizing on the strengths of its culture and values and its mission by becoming a fully technologically enabled institution. The potential of technology will be leveraged to provide students with maximum possible independence and college responsiveness to meet the student's educational objectives. Technology will be applied to increase the College's efficiency, effectiveness and communication, and build a community of students, faculty and staff all of whom are committed to educational excellence and student success.

Approved by the SBCCD Board of Trustees on May 24, 2001

Institutional Definition of Elements that Comprise a Model Community College – Draft for Discussion

	Traditional Model	New Model
Student Outcomes	Course grade – primary measure of outcome	Multitude of methods, techniques and data sources for assessment of student outcomes
Students	Somewhat homogeneous, less prevalence of non-traditional student populations	Diverse student population with varying needs and goals; higher prevalence of students 30 years of age or older
Instructional delivery	On campus, "paper and pencil" One size fits all	Alternative deliveries, technology enhanced Time and place are negotiable
Instructional offerings	Pre-established sequence of courses and programs Majority of courses semester based (17 weeks)	Responsive to customer needs Combination of short- and semester-based courses, with more emphasis on the former Emphasis on accelerated programs Student-built programs of study
Student services	On campus, one service at a time, limited service hours	Integrated services – "One stop shop" Online self service, available 7/24/365
College business processes	Cumbersome workflow, paper based, redundant data entry and data systems by various offices Silos – units conduct their business with limited interaction with others	Electronic, integrated data systems shared by all units Streamlined, coordinated, efficient processes among various units Outcome based, cross functional teams
Decision making support, institutional research and planning	Access to data and information limited to professionals with programming skills Canned, limited reports, paper format	Customized and personalized information Structured, in context, timely Web deployed Portal based, readily available
Faculty and Staff	Specific roles for faculty and staff Minimum collaboration between different disciplines and between faculty and staff for instructional purposes	Faculty and staff roles will be dynamic and intertwined Increased outsourcing of core functions
Personnel Policies	Rigid, tightly defined positions within the college Predefined job responsibilities and classifications Predefined work schedules	Flexible, knowledge workers who are mobile and acquire new skills as needed Reviewed and revised frequently to accommodate the fluid nature of the working environments Flexible work schedules, telecommuting Recruiting will become more aggressive
Information Technology	Data processing for administrative processing Clear delineation between the IT staff responsibilities and functional users	Technology as a means to achieve the goals of the college Increasing need for joint planning and collaboration between instructional and administrative technology
Finances	As determined by state allocations	State allocation; aggressive fundraising and collaborative ventures.
Facilities	Centralized campus	Centralized campus and many satellite locations + online delivery
Community	Local service area	Regional training, intersegmental, online
Governance	Independent, local CC governing boards	Interjurisdictional collaborations

Overall Summary
Main Planning Assumptions and Implications
for the 2002-2005 College Plan

1. Demographics of College's Service Area

- The South Coast population has increased by 9.4% and Santa Barbara County by 8% over the last decade.
- Santa Barbara County's ten-year growth rate was lower than the rates for Ventura County – 12.6% and San Louis Obispo County – 13.6%.
- The majority of the growth occurred in North Santa Barbara County. Carpinteria and the City of Santa Barbara experienced the slowest growth of county communities.
- The future estimated growth in the South Coast will continue at about 1% per year. There will some increase in the group of 14-18 years of age. However, for the most part, the trend is towards an aging population.
- Santa Barbara High School District enrollment will experience some growth over the next five years from 10,042 in 2001-02 to 10,933 in 2005-06 – 8.9%. Within the same period, the junior high enrollment (7th and 8th grades) is expected to grow by 5% (from 3,392 to 3,562) and the senior high enrollment (9th –12th grades) by 12.7% (from 6,540 to 7,371).
- The proportion of Hispanic high school students is expected to increase. Current proportion is 42.2% (SBCC's is 25.4%).
- The number of area K-12 students who are economically disadvantaged will continue to decline as will the number of ESL students in area high schools. This will have an adverse effect on the number of EOPS/CARE eligible students as well as the number of students in the college's ESL courses. In addition, just over 50% of the local high school graduates will be members of underrepresented ethnic groups and the vast majority of these students are Latino/Hispanic.

Implications

- In order to meet the enrollment growth target of 2.5-to 3% a year, the Credit program will need to offer programs that reach segments of the people in its service area that it has not served. A growing segment of the population that the Credit Division has not reached as fully as it could is the working adult needing short-term training. Efforts need to be made to coordinate the college's offerings targeted to this segment of the population to avoid overlap between the Credit and Continuing Education divisions, particularly in the areas of business, computers and short-term occupational/technical education. Another segment of the population that the college could serve is the growing number of employees who commute to Santa Barbara from Ventura County and North Santa Barbara County.
- The college will need to continue its commitment to its School Relations programs, including the Dual Enrollment Program.
- Outreach efforts will need to be intensified to encourage economically and educationally disadvantaged individuals to the college as well as those with limited English language skills. Maintaining enrollments in EOPS/CARE and ESL will become increasingly difficult given the demographic changes taking place in the college's service area.

2. Competition for Students from Public and Private Providers of Education

- There will be increased competition from CSUCI for high school graduates and working adult-students living in our service area.
- Students and members of the community will have an increasing number of alternative options for accessing credit courses and skills training through such means as distance learning, the growth in WebTV, and private sector sponsored training.
- There will be an increased presence of for-profit institutions that will offer courses to meet the needs of the working adult. Although more expensive than the college, the competitive advantage of these providers lies in their close attention of service levels for learners, including frequent enrollment points, short and intensive study periods, and a curriculum that is taught by practicing professionals which is of direct and immediate applicability to the workplace. A number of these for-profit institutions, such as the University of Phoenix, are attracting students willing to pay high fees due to its highly professional approach to teaching and learning, including mandated teacher training and rigorous evaluation of the teaching process.

Implications

- The college will need to develop and promote attractive articulation agreements that encourage students to complete their lower division requirements at SBCC before transferring to CSUCI.
- The college will need to examine and, where appropriate, change its processes so that they are responsive as possible to the needs of students.

3. Collaboration between Credit and Non-credit Courses, Programs and Enrollments

- Much of the growth in our service area will take place among older adults (over 60 years of age and those over 35 years of age) and a growing number of the recent retirees may want or need to continue working.

Implications

- There will be a greater overlap in the college's Credit and Continuing Education divisions course offerings designed for the working adult, particularly in business, computer and occupational education areas. The Credit and Continuing Education divisions will need to coordinate their programs to avoid duplication of effort.
- All classes and programs need to have a component, which addresses how to transition from the non-credit to the credit program.

4. Educational Policies Taking Place in K-12, Community Colleges and Universities

- The High School Exit Exam may result in a higher percentage of students dropping out of school and/or needing remedial course work to pass the test. It will have a disproportionately high effect on ESL students.

- Offering upper division courses, BA programs by CSUs, Antioch University, UCSB expanded summer sessions
- The college may attract a greater percentage of high school graduates who cannot get into UCSB or other UC campuses.
- Articulation agreements by major field among the three segments
- Increase in the number of qualified high school graduates denied admission at UCs
- The 50% rule

Implications

- A number of the students who drop out of high school may enter SBCC without a high school diploma. Consideration should be given to designing outreach and intervention programs to students who withdraw from high school. The intervention may include bridge courses, preparing these individuals for college-level work in vocational and transfer-oriented programs.
- Concerted efforts need to be made to offer programs and services that will attract UC eligible high school graduates who are not admitted to a UC campus. The college will need to increase the number of guaranteed transfer and major field articulation agreements with UC, CSU, private California and popular out-of-state four-year universities. These agreements are essential to support the approach of attracting high school graduates to attend the college by stating that they can complete their first two years of (name of university) at SBCC.
- The college will need to expand its summer offerings to attract high school students and students attending four-year universities who need to acquire technical skills.

5. **Delivery of Instructional and Student Support Programs and Services**

- The college will offer alternative methods for scheduling classes to meet the diverse and changing needs of students. In addition, the widespread use of the Web through the introduction of the student portal, Oracle Student Information System and WebCT will transform the way in which instruction and co-curricular services are delivered to students.
- A greater number and percentage of the classes offered at the college will be delivered partially or totally on the Web.
- A growing number of occupational/technical education courses will be delivered in the workplace, either as short-term classes or in a workplace learning format. The use of workplace learning will be initially introduced in retail, service and hotel occupational settings.
- Much of the growth in the credit program will take place in occupational/technical program areas.
- The convergence of TV, Web and video will transform how courses and services are delivered to students.
- An increasing number of publishers will make their textbooks available in both paper and e-book formats. The price to purchase the e-books may be less than half of what students would have to pay if purchased in a traditional paper (hard copy) format. Furthermore, a number of the e-books will contain features that enhance the pedagogical value of the textbooks and support materials.

Implications

- The alternative methods for scheduling and delivering instruction and co-curricular services will have significant implications on where and how faculty and staff perform their responsibilities. The move toward more variety and flexibility in the delivery of instruction and co-curricular services will affect faculty workloads, where and when they perform their responsibilities, and their availability to participate in department, college and governance activities.
- The growth in delivering instruction in alternative formats will impact many areas of the college from the scheduling of classrooms and labs to parking, to the level of technical support and training requested by faculty and students.
- Locating adequate funds, facilities, faculty and staff for these programs will be increasingly difficult. The college will lack adequate resources to support all of the programs and support services identified to respond to the needs of its current and potential students. This problem will be exacerbated with the need to offer more technologically advanced training in equipment intensive fields and in areas in which the competencies and tools are continuously changing. The college will need to identify new strategies for offering a number of these high cost programs.
- The college will need to develop a comprehensive plan for providing faculty, staff and students the training needed to take full advantage of these new methods for delivering instruction and support services.
- There may be pressure among students and faculty to have the option of purchasing books in e-formats to reduce the cost of buying required texts and to take advantage of the enhanced features of electronic publications. The college will need to develop a policy on the use of e-books. If the use of e-books is an option, the college will need to develop a strategy to ensure that e-book reading devices are available to all students in classes in which this format is an option or requirement.

6. Segments of the Population that SBCC Could More Effectively Reach

- An increasing number of people will commute from Ventura County and North Santa Barbara County to their jobs in Santa Barbara.
- The high housing costs in our region, coupled with the high number of lower paying jobs in the service, retail, tourism and non-profit sectors of the economy, will result in a labor shortage in these areas as well as in the skilled trades.
- The number of well-educated people working in professional fields in our service area will increase. Many of these individuals possess college degrees and many receive their training on their own, through business-sponsored activities and/or through means other than attending traditionally delivered college credit classes.

Implications

- In order to serve the educational and training needs of these individuals, the college will need to offer courses at times and formats that accommodate their schedules (classes offered after work, during the lunch hour, and at off-campus sites in Carpinteria, downtown Santa Barbara and Goleta).

- The college will need to offer workplace learning opportunities for employees in retail and service sectors. This will involve offering a large portion of the training at the work site in combination with campus-based instruction. There will be a need to provide these students with career ladders to allow them to gain skills required for earning more money.
- In order to respond to the needs of this segment of our population, the credit program will need to consider offering courses on topics and in formats that these individuals will find to be of interest and that are easily accessible. It is likely that many of these courses will be short term. These course offerings may overlap those offered by UCSB Extension and SBCC Continuing Education.

7. Educational Programs and Services Desired by the Community

- A number of successful businesses with growing workforces are leaving Santa Barbara and taking their employees with them.
- Aging population.
- Growing Hispanic population.

Implications

- Considerations should be given to expanding the role of the college in helping to retain employers by providing training needed to provide them with a skilled workforce from which to recruit and advance their employees.
- Continuing Education needs to develop:
    - Business skills training which is short-term and progressive.
    - Classes based on the principles of entrepreneurs
    - Counseling (STEP) and advising strategies which address new and growing job opportunities
    - Intro computer classes with business emphasis
    - Technical training which stays current with business practice.
    - Service industry training to compete with business training
    - Web-based training programs
    - Humanities classes which are challenging to the aging population
    - Parent education classes on Saturdays, more short-term workshops and programs that emphasize parents and children together.
    - Classes that address the desire for the adults to be more involved in their health. Classes may be needed in the area of personal development/self-help.
    - A program for retirees needs to be expanded to include students who want second careers and those who need additional income.
    - Latino students will need assistance to bridge the "digital divide". CE should continue to develop "Community Technology Centers" and provide computer training within the community at non-profit agencies.
    - Classes for leadership skills and civic responsibility may be needed..
    - Short-term vocational classes taught in a bilingual format should be developed.
    - Early outreach to prepare Latinos for attending college must be addressed.
    - Bilingual classes for small business owners- taught within the community should be developed.
    - More basic skills classes – taught with bilingual format should be offered.
    - More Adult High School and GED classes should be offered.
    - A review of the district-wide marketing approach should take place.

- o Programs, which address the rich Latino cultural heritage, need to be developed.
- o Will need to develop a specialized outreach program to parents of Latino students regarding the importance of a college education.

8. Academic and Technology Competencies of New Students

- All of the local high schools as well as an increasing number throughout the state are digital high schools. Students graduating from these schools will expect if not demand the delivery of courses and services using technology. As a result, greater number of students will enter the college with basic, if not advanced, technical skills.
- Improved literacy skills as a result of reforming high schools.
- Lower high school test scores for Hispanic students.

Implications

- An increasing number of high school students will expect the college to offer technology-enhanced programs and services. The college will be challenged to locate the resources needed to provide the level of technological support needed to remain competitive with other providers of post-secondary education.

9. Technology

- There will be increasingly rapid changes in the scope, structure, and costs of technologies available to support College operations.
- Special funding, such as Technology II or student technology fees, will be necessary to support the technical infrastructure and operations of the College.
- Effective technology planning increasingly will become more essential, complex, and time-sensitive.
- The World Wide Web increasingly will be the delivery mode and communications tool for conducting instruction, student services, and administrative applications of the College.
- There will be an increasing need to automate the business processes and workflow of the College.
- There will be an increasing use of "push" technologies to provide information, alerts, and communication to the College community.
- Maintaining institutional and individual security and privacy will be increasingly important as access to College systems is increased.
- There will be an increasing personalization of Web content for presentation.
- There will be increased flexibility in the choice of media for distribution of information to the College community.
- Web resources will be viewed increasingly as needing to be available 7 by 24 by 365.
- There will be a institution-wide requirement to meet American Disabilities Act Section 508 guidelines for the delivery of technology-enabled materials.
- There will be an increasing reliance on outsourcing and vendor partnerships to support the technology infrastructure and initiatives of the College.

Implications

- There is a need to conduct technology planning based on alternative planning assumptions concerning the resources available to support technology and the rate and scope of technology adoption and use by the College.
- There is a need for a comprehensive technology-training program for College students, faculty, and staff.
- There is a need for College standards, guidelines, review, and tools for compliance with ADA Section 508 requirements.
- The College must complete the conversion of its administrative systems successfully to meet College Plan objectives.
- Outsourcing of technical support and operations will be needed to meet the demand for any-time, any-where access to the College's computer systems.

10. Housing

- Housing prices will continue to increase, although at a somewhat lower rate. The median house price in Santa Barbara has reached $600,000 at the end of the first quarter of 2001.
- The median home price growth rate for the county is expected to decrease from 6.7% in 2000 to 4.3% in 2001.
- The affordability housing index for the South Coast and the county will continue to remain low.
- Rental prices will continue to increase.
- The lack of affordable housing may have an adverse effect on the number of out-of-area students who attend SBCC and faculty and staff.

Implications

- In order to help accommodate the large number of out-of-area students, the college is actively pursuing off-campus housing to help accommodate these individuals. Since many of these students are living away from home for the first time, the college will need to develop strategies and commit resources to address the needs of these students. If new student housing projects are identified, plans will need to be prepared to serve the students residing in these off-campus facilities, regardless of who owns the housing complex.
- Support efforts to enable staff and faculty to obtain a place to live.

11. College's Ability to Attract and Retain Qualified Faculty and Staff

- A large number of faculty members will retire in the next three to five years.
- It will become increasingly difficult to find well-qualified staff to fill essential support positions at the college.
- Faculty members will request to teach overload assignments and participate in additional compensated assignments to increase their incomes.
- Given the shortage of employees, area employers will continue to pay higher wages to students they employ than the college will be able to provide. This will make it increasingly difficult for the college to find and retain students to fill jobs on campus, including tutors, readers and mentors

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- Recruiting and retaining key technology staff will be increasingly difficult.
- The relatively high turnover among college staff will continue

Implications

- Due to high housing costs and increased competition from colleges, universities and K-12 schools for new teachers, it will become increasingly difficult to attract highly qualified faculty and staff to the college.
- Consideration should be given to expanding the staff development program to provide students and district employees with the skills needed to enter or advance in positions at the college.
- Steps need to be taken to insure that the faculty members are not diverting their time and effort to performing their contractual obligations in order to teach overloads and engage in special projects.
- Strategies need to be developed to attract and retain students to fill jobs on campus. Strategies such as the department internships/fellowships programs need to be pursued and expanded.
- We must use both the credit and non-credit existing faculty to recruit faculty and staff.
- Establish career paths from Continuing Education courses into entry level and specialized classified positions.
- Work with instructional staff to redesign recruitment. Develop multi-year recruitment approach.

12. Changes in Work Patterns that May Affect College Policies and Organizational Culture and College Personnel Policies

- Due to the high cost of housing, an increasing number of faculty and staff will live outside of the college's service area.
- There will be increased demands for: a) working at home; b) alternate work day schedules; c) alternate work week schedules; and d) routinely providing additional faculty assignments.
- We will have an aging workforce and may experience an increase in entry-level older workers who want to start a new career.

Implications

- Faculty and staff spending less time on campus and less time and involvement in the community. An increasing number of these commuter faculty and staff may request being on campus fewer days a week than the five that are currently required.
- Human resource issues, such as job classifications, flexibility, technical skills, and compensation, will need to be resolved in order to attract and retain quality technology professional staff.

13. Economic Factors

- The job growth rate for the county is expected to decrease from 3.4% in 2000 to 2.9% in 2001.

- The salary growth rate for the county is expected to decrease from 7.6% in 2000 to 2.6% in 2001.
- The retail sales growth is expected to decrease from 6.7% in 2000 to 3.4%.
- The job growth has occurred mainly in the retail and services areas, which pay low salaries.
- The county's economy will grow slower than in recent years but faster than California.
- The real median income for the county is lower than for California. It is expected that the South Coast will continue to experience a polarization of the income structure between the low and high ends.
- Increasing costs of energy, water, waste management and disposal of hazardous materials
- State budget
- Employers' decision to remain or locate in Santa Barbara will depend on their ability to recruit and retain qualified employees
- Health, property and worker compensation insurance rates will increase

Implications

- The limited financial support provided to the district will make it increasingly difficult to fund new programs and initiatives if the college continues to operate in the same manner as it has in the past.
- Create a plan and take action to address critical issues related to:
  - Energy efficiency and independence.
  - Faculty, staff and student housing.
  - Alternative methods of transportation.
  - Parking.
  - Hazardous materials, vehicle emissions, drain discharges and runoff to the ocean.
  - Recycling and other waste streams.
  - Safety training and worker injuries

14. College Budget

- Less discretionary funds
- 50% rule
- Fundraising and grants

Implications

- Leverage resources to gain some fiscal flexibility in response to a steady state or declining financial environment.
- Broaden fundraising activities in direct support of educational activities.
- Collaborate and form partnerships with other entities (City, County, CSU, UC) to maximize the return on taxpayer funds.

15. Changes in College Business Processes

- The implementation of the Web based administrative systems and decision support systems will provide effective and efficient ave nues for conducting college operations.

Implications

- Capitalize on the technical infrastructure of the college to provide e-business activities and solutions.
- Actively encourage employee participation in business process improvements.

16. Facilities – On-campus, Continuing Education, Off-campus

- If credit enrollments continue to increase by at least two percent a year, the college will hire at least four to five additional full-time faculty members per year.
- Campus facilities will continue to be developed and will become more concentrated and complex.
- Parking
- Potential bond measure
- Temporary classroom and office buildings

Implications

- The college will be challenged to find adequate office space for the new faculty and support staff.
- Provide opportunity for employees to telecommute and work from remote locations.

17. Increased Requirements for Accountability by National and Regional Accrediting Agencies and by the State of California

- Due to increased state and accreditation requirements for accountability, the college will place a greater emphasis on efforts to increase student learning and achievement of desired educational outcomes and documenting/studying student progress.

Implications

- The college will need to devote more time and effort to assessing student learning and progress toward achieving desired educational outcomes. In addition, the college will need to devote more time and effort to providing opportunities for faculty and staff to identify, design and implement strategies to increase student learning and success.

Summary of Environmental Scanning Presentations

The college conducted a series of presentations on April 25 and May 9, 2001 with the purpose of identifying the current status and outlook of the population, economy, employment, income, housing and transportation in Santa Barbara County, in general and in the college district, in particular. In addition, these presentations included information about enrollment and program trends in Santa Barbara High School District and University of California at Santa Barbara. A summary of these presentations follows.

Demographics

- The South Coast population has increased by 9.4% and Santa Barbara County by 8% over the last decade.
- Santa Barbara County's ten-year growth rate was lower than the rates for Ventura County – 12.6% and San Louis Obispo County – 13.6%.
- The majority of the growth occurred in North Santa Barbara County. Carpinteria and the City of Santa Barbara experienced the slowest growth of county communities.
- The future estimated growth in the South Coast will continue at about 1% per year. There will some increase in the group of 14-18 years of age. However, for the most part, the trend is towards an aging population.

Implications

- In order to meet the desired 2.5%-3% growth per year in FTES, the college will need to continue to identify new student populations, consider changes in/additions to the current course and program offerings, and address the learning needs of non-traditional students.

High Schools

- Santa Barbara High School District enrollment will experience some growth over the next five years from 10,042 in 2001-02 to 10,933 in 2005-06 – 8.9%. Within the same period, the junior high enrollment (7th and 8th grades) is expected to grow by 5% (from 3,392 to 3,562) and the senior high enrollment (9th –12th grades) by 12.7% (from 6,540 to 7,371).
- The proportion of Hispanic high school students is expected to increase. Current proportion is 42.2% (SBCC's is 25.4%).
- The emphasis on remediation and score results has increased as a result of the requirements of the California High School Exit Exams. However, this applies only beginning with the Class of 2004.
- Expansion of dual enrollment through current and new academies.

Implications

- The influx of graduating high school seniors to the college is expected to grow at a moderate rate over the next five years.
- The college will need to accommodate the needs of an increasing proportion of Hispanic students. This might impact the demand for ESL and English Skills classes and the need for more bilingual speakers in student services. The college might want to consider publishing some of its materials in Spanish (currently the application for admission is available in Spanish).
- The need for remediation will continue for the next three years.
- There is potential for expansion of the dual enrollment program.

UCSB

- Enrollment is expected to grow from 17,880 FTES in 1998-99 to 21,900 in 2009-2010, a 22.5% increase.
- The demand for access to UCSB at the freshman level will continue to increase.
- Increases in enrollment are expected to be accommodated primarily through summer school, off campus locations and study-abroad programs.
- UCSB is seeking to achieve the community college transfer goal of increasing the transfers by 25% in 2005-2006 compared to 1998-99.
- UCSB is seeking to increase the graduate student population from 12% to 15%.
- UCSB will open in Fall 2003 a new housing complex for its faculty.
- New programs offerings are planned at the Ph.D. and Master levels in programs such as Environmental Studies, Chicano Studies, Dance, Film Studies.
- UCSB does not plan to offer new programs at the Bachelor level that will impact SBCC.

Implications

- Transfers to UCSB have the potential to increase if the number of qualified SBCC students increases.
- New programs offerings might help SBCC with faculty recruitment.
- SBCC will continue to collaborate with UCSB on attracting non-admitted freshmen.
- The availability of 800 additional beds for USCB students in 2003 might improve the housing opportunities for SBCC students.

Economy and Income

- The job growth rate for the county is expected to decrease from 3.4% in 2000 to 2.9% in 2001.
- The salary growth rate for the county is expected to decrease from 7.6% in 2000 to 2.6% in 2001.
- The retail sales growth is expected to decrease from 6.7% in 2000 to 3.4%.
- The job growth has occurred mainly in the retail and services areas, which pay low salaries.
- The county's economy will grow slower than in recent years but faster than California.
- The real median income for the county is lower than for California. It is expected that the South Coast will continue to experience a polarization of the income structure between the low and high ends.

Implications

- Employers' demand for training through SBCC might decline or refocus on different training areas, particularly service and retail.
- SBCC needs to gain a better understanding of the types of training required by the retail and service occupations.

Housing

- Housing prices will continue to increase, although at a somewhat lower rate. The median house price in Santa Barbara has reached $600,000 at the end of the first quarter of 2001.
- The median home price growth rate for the county is expected to decrease from 6.7% in 2000 to 4.3% in 2001.
- The affordability housing index for the South Coast and the county will continue to remain low.
- Rental prices will continue to increase.

Implications

- Housing continues to be a major concern as it impacts faculty and staff recruitment and accommodation of out-of-area students.
- SBCC needs to look at developing housing options for faculty, staff and students.

Transportation

- The number of commuters has increased.
- Traffic volume and congestion in the city have increased.

Implications

- Finding solutions related to transportation and parking will continue to pose a challenge for the college.
- SBCC will move to implement its Transportation Demand Management Plan.

Educational Programs
Planning Principles, Assumptions and Actions

Demographic Assumptions

1. The population in the college's service region will grow less than 1% per year.

   Implications: In order to meet the enrollment growth target of 2.5-to 3% a year, the Credit program will need to offer programs that reach segments of the people in its service area that it has not served. A growing segment of the population that the Credit Division has not reached as fully as it could is the working adult needing short-term training. Efforts need to be made to coordinate the college's offerings targeted to this segment of the population to avoid overlap between the Credit and Continuing Education divisions, particularly in the areas of business, computers and short-term occupational/technical education. Another segment of the population that the college could serve is the growing number of employees who commute to Santa Barbara from Ventura County and North Santa Barbara County.

2. The number of area high school graduates will increase by a modest number in each of the next five years. If the college attracts the same proportion of area high school graduates as it has in the past, the increase will not be sufficient to meet the district's enrollment growth objectives.

   Implications: The college will need to continue its commitment to its School Relations programs, including the Dual Enrollment Program.

3. The number of area K-12 students who are economically disadvantaged will continue to decline as will the number of ESL students in area high schools. This will have an adverse effect on the number of EOPS/CARE eligible students as well as the number of students in the college's ESL courses. In addition, just over 50% of the local high school graduates will be members of underrepresented ethnic groups and the vast majority of these students are Latino/Hispanic.

   Implications: Outreach efforts will need to be intensified to encourage economically and educationally disadvantaged individuals to the college as well as those with limited English language skills. Maintaining enrollments in EOPS/CARE and ESL will become increasingly difficult given the demographic changes taking place in the college's service area.

4. The High School Exit Exam may result in a higher percentage of students dropping out of school and/or needing remedial course work to pass the test. It will have a disproportionately high effect on ESL students.

   Implications: A number of the students who drop out of high school may enter SBCC without a high school diploma. Consideration should be given to designing outreach and intervention programs to students who withdraw from high school. The intervention may include bridge courses, preparing these individuals for college-level work in vocational and transfer-oriented programs.

5. The lack of affordable housing may have an adverse effect on the number of out-of-area students who attend SBCC.

Implications: In order to help accommodate the large number of out-of-area students, the college is actively pursuing off-campus housing to help accommodate these individuals. Since many of these students are living away from home for the first time, the college will need to develop strategies and commit resources to address the needs of these students. If new student housing projects are identified, plans will need to be prepared to serve the students residing in these off-campus facilities, regardless of who owns the housing complex.

6. The college may attract a greater percentage of high school graduates who cannot get into UCSB or other UC campuses.

Implications: Concerted efforts need to be made to offer programs and services that will attract UC eligible high school graduates who are not admitted to a UC campus. The college will need to increase the number of guaranteed transfer and major field articulation agreements with UC, CSU, private California and popular out-of-state four-year universities. These agreements are essential to support the approach of attracting high school graduates to attend the college by stating that they can complete their first two years of (name of university) at SBCC.

7. Much of the growth in our service area will take place among older adults (over 60 years of age and those over 35 years of age) and a growing number of the recent retirees may want or need to continue working.

Implications: There will be a greater overlap in the college's Credit and Continuing Education divisions course offerings designed for the working adult, particularly in business, computer and occupational education areas. The Credit and Continuing Education divisions will need to coordinate their programs to avoid duplication of effort.

8. An increasing number of people will commute from Ventura County and North Santa Barbara County to their jobs in Santa Barbara.

Implications: In order to serve the educational and training needs of these individuals, the college will need to offer courses at times and formats that accommodate their schedules (classes offered after work, during the lunch hour, and at off-campus sites in Carpinteria, downtown Santa Barbara and Goleta).

9. All of the local high schools as well as an increasing number throughout the state are digital high schools. Students graduating from these schools will expect if not demand the delivery of courses and services using technology. As a result, greater number of students will enter the college with basic, if not advanced, technical skills.

Implications: An increasing number of high school students will expect the college to offer technology-enhanced programs and services. The college will be challenged to locate the resources needed to provide the level of technological support needed to remain competitive with other providers of post-secondary education.

Economic Assumptions

10. The direct and indirect high costs of energy and possibly water, coupled with the slow down in the economy will reduce the amount of funds available to the college.

Implications: The limited financial support provided to the district will make it increasingly difficult to fund new programs and initiatives if the college continues to operate in the same manner as it has in the past.

11. The high housing costs in our region, coupled with the high number of lower paying jobs in the service, retail, tourism and non-profit sectors of the economy, will result in a labor shortage in these areas as well as in the skilled trades.

Implications: The college will need to offer workplace learning opportunities for these employees. This will involve offering a large portion of the training at the work site in combination with campus-based instruction. There will be a need to provide these students with career ladders to allow them to gain skills required for earning more money.

12. The number of well-educated people working in professional fields in our service area will increase. Many of these individuals possess college degrees and many receive their training on their own, through business-sponsored activities and/or through means other than attending traditionally delivered college credit classes.

Implications: In order to respond to the needs of this segment of our population, the credit program will need to consider offering courses on topics and in formats that these individuals will find to be of interest and that are easily accessible. It is likely that many of these courses will be short term. These course offerings may overlap those offered by UCSB Extension and SBCC Continuing Education.

13. A number of successful businesses with growing workforces are leaving Santa Barbara and taking their employees with them.

Implications: Considerations should be given to expanding the role of the college in helping to retain employers by providing training needed to provide them with a skilled workforce from which to recruit and advance their employees.

Program Delivery Assumptions

14. The college will offer alternative methods for scheduling classes to meet the diverse and changing needs of students. In addition, the widespread use of the Web through the introduction of the student portal, Oracle Student Information System and WebCT will transform the way in which instruction and co-curricular services are delivered to students.

Implications: The alternative methods for scheduling and delivering instruction and co-curricular services will have significant implications on where and how faculty and staff perform their responsibilities. The move toward more variety and flexibility in the delivery of instruction and co-curricular services will affect faculty workloads, where and when they

perform their responsibilities, and their availability to participate in department, college and governance activities.

15. A greater number and percentage of the classes offered at the college will be delivered partially or totally on the Web.

Implications: The growth in delivering instruction in alternative formats will impact many areas of the college from the scheduling of classrooms and labs to parking, to the level of technical support and training requested by faculty and students.

16. A growing number of occupational/technical education courses will be delivered in the workplace, either as short-term classes or in a workplace learning format. The use of workplace learning will be initially introduced in retail, service and hotel occupational settings.

Implications: The introduction of this new type of method for delivering instruction will have implications for a number of areas of the college, from program coordination to scheduling of rooms for the periodic on-campus seminars to enrolling and tracking attendance hours.

17. Much of the growth in the credit program will take place in occupational/technical program areas.

Implications: Locating adequate funds, facilities, faculty and staff for these programs will be increasingly difficult. The college will lack adequate resources to support all of the programs and support services identified to respond to the needs of its current and potential students. This problem will be exacerbated with the need to offer more technologically advanced training in equipment intensive fields and in areas in which the competencies and tools are continuously changing. The college will need to identify new strategies for offering a number of these high cost programs.

18. The convergence of TV, Web and video will transform how courses and services are delivered to students.

Implications: The college will need to develop a comprehensive plan for providing faculty, staff and students the training needed to take full advantage of these new methods for delivering instruction and support services.

19. Due to increased state and accreditation requirements for accountability, the college will place a greater emphasis on efforts to increase student learning and achievement of desired educational outcomes.

Implications: The college will need to devote more time and effort to assessing student learning and progress toward achieving desired educational outcomes. In addition, the college will need to devote more time and effort to providing opportunities for faculty and staff to identify, design and implement strategies to increase student learning and success.

20. An increasing number of publishers will make their textbooks available in both paper and e-book formats. The price to purchase the e-books may be less than half of what students would have to pay if purchased in a traditional paper (hard copy) format. Furthermore, a number of the

e-books will contain features that enhance the pedagogical value of the textbooks and support materials.

Implications: There may be pressure among students and faculty to have the option of purchasing books in e-formats to reduce the cost of buying required texts and to take advantage of the enhanced features of electronic publications. The college will need to develop a policy on the use of e-books. If the use of e-books is an option, the college will need to develop a strategy to ensure that e-book reading devices are available to all students in classes in which this format is an option or requirement.

Assumptions Regarding Competition from Other Providers of Education

21. There will be increased competition from CSUCI for high school graduates and working adult-students living in our service area.

Implications: The college will need to develop and promote attractive articulation agreements that encourage students to complete their lower division requirements at SBCC before transferring to CSUCI.

22. The decision to expand offerings in the summer at UCSB and other UC and CSU campuses will result in a decline in the number of students attending these institutions who enroll in the college's lower division courses offered during the summer session.

Implications: The college will need to expand its summer offerings to attract high school students and students attending four-year universities who need to acquire technical skills.

23. Students and members of the community will have an increasing number of alternative options for accessing credit courses and skills training through such means as distance learning, the growth in WebTV, and private sector sponsored training.

Implications: The college will need to identify strategies for taking advantage of these emerging technologies in the delivery of its educational programs and services.

24. There will be an increased presence of for-profit institutions that will offer courses to meet the needs of the working adult. Although more expensive than the college, the competitive advantage of these providers lies in their close attention of service levels for learners, including frequent enrollment points, short and intensive study periods, and a curriculum that is taught by practicing professionals which is of direct and immediate applicability to the workplace. A number of these for-profit institutions, such as the University of Phoenix, are attracting students willing to pay high fees due to its highly professional approach to teaching and learning, including mandated teacher training and rigorous evaluation of the teaching process.

Implications: The college will need to examine and, where appropriate, change its processes so that they are responsive as possible to the needs of students.

Faculty and Staff

25. If credit enrollments continue to increase by at least two percent a year, the college will hire at least four to five additional full-time faculty members per year.

Implications: The college will be challenged to find adequate office space for the new faculty and support staff.

26. A large number of faculty members will retire in the next three to five years.

Implications: Due to high housing costs and increased competition from colleges, universities and K-12 schools for new teachers, it will become increasingly difficult to attract highly qualified faculty and staff to the college.

27. Due to the high cost of housing, an increasing number of faculty and staff will live outside of the college's service area.

Implications: This may result in faculty and staff spending less time on campus and less time and involvement in the community. An increasing number of these commuter faculty may request being on campus fewer days a week than the five that are currently required.

28. It will become increasingly difficult to find well-qualified staff to fill essential support positions in Educational Programs areas.

Implications: Consideration should be given to expanding the staff development program to provide students and district employees with the skills needed to enter or advance in positions at the college.

29. Faculty members will request to teach overload assignments and participate in additional compensated assignments to increase their incomes.

Implications: Steps need to be taken to insure that the faculty members are not diverting their time and effort to performing their contractual obligations in order to teach overloads and engage in special projects.

30. Given the shortage of employees, area employers will continue to pay higher wages to students they employ than the college will be able to provide. This will make it increasingly difficult for the college to find and retain students to fill jobs on campus, including tutors, readers and mentors

Implications: Strategies need to be developed to attract and retain students to fll jobs on campus. Strategies such as the department internships/fellowships programs need to be pursued and expanded.

Information Resources
Planning Principles, Assumptions and Actions

Principle

- Technology will be used strategically to manage the information resources of the College effectively and to improve the efficiency and effectiveness of College operations.

Assumptions

- There will be increasingly rapid changes in the scope, structure, and costs of technologies available to support College operations.

- Special funding, such as Technology II or student technology fees, will be necessary to support the technical infrastructure and operations of the College.

- Effective technology planning increasingly will become more essential, complex, and time-sensitive.

- The World Wide Web increasingly will be the delivery mode and communications tool for conducting instruction, student services, and administrative applications of the College.

- There will be an increasing need to automate the business processes and workflow of the College.

- There will be an increasing use of "push" technologies to provide information, alerts, and communication to the College community.

- Maintaining institutional and individual security and privacy will be increasingly important as access to College systems is increased.

- There will be an increasing personalization of Web content for presentation.

- There will be increased flexibility in the choice of media for distribution of information to the College community.

- Web resources will be viewed increasingly as needing to be available 7 by 24 by 365.

- There will be a institution-wide requirement to meet American Disabilities Act Section 508 guidelines for the delivery of technology-enabled materials.

- There will be an increasing reliance on outsourcing and vendor partnerships to support the technology infrastructure and initiatives of the College.

- Recruiting and retaining key technology staff will be increasingly difficult.

Implications

- There is a need to conduct technology planning based on alternative planning assumptions concerning the resources available to support technology and the rate and scope of technology adoption and use by the College.

- Human resource issues, such as job classifications, flexibility, technical skills, and compensation, will need to be resolved in order to attract and retain quality technology professional staff.

- There is a need for a comprehensive technology-training program for College students, faculty, and staff.

- There is a need for College standards, guidelines, review, and tools for compliance with ADA Section 508 requirements.

- The College must complete the conversion of its administrative systems successfully to meet College Plan objectives.

- Outsourcing of technical support and operations will be needed to meet the demand for any-time, any-where access to the College's computer systems.

Business Services
Planning Principles, Assumptions and Actions

Principles

1. Allocate financial resources in order to:

   - Establish or maintain employee salaries that are competitive in the local economy and that attract and retain top quality faculty and staff.
   - Establish or maintain prudent fiscal reserves in both the general and special purpose funds.
   - Improve or maintain the material condition of campus facilities.
   - Improve or maintain current faculty support levels.

2. Employ analytical techniques and information technology in order to:

   - Improve energy efficiency and independence.
   - Streamline business processes and lessen administrative burdens.
   - Identify cost saving opportunities.
   - Maximize the financial return on infrastructure investments.
   - Recognize high productivity activities and other revenue generating operations.
   - Maximize the use of existing campus facilities.

3. Work to lessen the negative environmental and societal effects of the college with respect to:

   - Traffic congestion and parking in the harbor area.
   - Affordable and convenient housing for students and faculty.
   - Hazardous materials handling, storage and disposal.
   - Recycled materials and other waste streams.
   - Groundkeeping, vehicle emissions, drain discharges and runoff to the ocean.

4. Provide a trained workforce that:

   - Operates the college safely.
   - Remains employed at the college with high morale.
   - Delivers state-of-the-art services and products.
   - Possesses marketable skills and expertise.
   - Participates in process improvement decisions.

Assumptions

1. Over the next three years, energy costs will increase significantly.

2. The economy will stabilize or decline and will negatively affect available financial resources of the college.

3. The college will enjoy increasingly less discretion in the allocation of fiscal resources.

4. The 50% rule may begin to restrict the expenditure of funds for faculty support activities.

5. Expectations regarding the World Wide Web will increase, making it more important to the business processes of the college.

6. Housing, transportation and parking will negatively affect enrollment and faculty/staff retention and if not addressed will negatively affect the fiscal health of the organization.

7. Campus facilities will continue to be developed and will become more concentrated and complex.

8. Accounting and financial reporting requirements will become more complex.

9. External forces will continue to apply pressure to reduce waste streams and increase recycling efforts.

10. Handling, storage and disposal of hazardous materials will continue to become more expensive and begin to affect course offerings and other campus activities.

Actions

1. Create a plan and take action to address critical issues related to:
    - Energy efficiency and independence.
    - Faculty, staff and student housing.
    - Alternative methods of transportation.
    - Parking.
    - Hazardous materials, vehicle emissions, drain discharges and runoff to the ocean.
    - Recycling and other waste streams.
    - Safety training and worker injuries

2. Leverage resources to gain some fiscal flexibility in response to a steady state or declining financial environment.
    - Broaden fundraising activities in direct support of educational activities.

- ➢ Collaborate and form partnerships with other entities (City, County, CSU, UC) to maximize the return on taxpayer funds.

- ➢ Capitalize on the technical infrastructure of the college to provide e-business activities and solutions.

- ➢ Actively encourage employee participation in business process improvements.

3. Work to improve in the following areas:

- ➢ Accessibility of campus facilities to individuals with physical handicaps.

- ➢ Exposure to second-hand cigarette smoke.

- ➢ Opportunity for employees to telecommute and work from remote locations.

- ➢ Efficient and innovative use of available office space and facilities.

- ➢ Faculty, staff and student sense of personal security.

- ➢ Customer satisfaction and employee morale.

Human Resources and Legal Affairs
Planning Principles, Assumptions and Actions

Assumptions

1. Student enrollment at SBCC will continue to increase. The increase will result from expanded availability and use of Distance Learning Programs, additional re-entry into the credit program of older adults, and projected increases in student populations as projected by general county data and specific data from the Santa Barbara High School District.

2. Housing costs will continue to increase. Scarcity of faculty housing will continue to be a problem. Commuting will increase. Scarcity of student housing may be less an issue than will be faculty housing.

3. There will be increased demands for: a) working at home; b) alternate work day schedules; c) alternate work week schedules; and d) routinely providing additional faculty assignments.

4. Reduced pools of qualified applicants due to housing and general cost of living in Santa Barbara area will result in increased difficulty meeting Affirmative Action goals for faculty hiring and an increased demand for mentoring and developing workforce internally.

5. We can expect an increased turnover of classified positions with flight to areas with lower cost of living.

6. We will have an aging workforce and may experience an increase in entry-level older workers who want to start a new career.

Actions

1. Need to develop existing staff. We must expand and maintain a model staff development and incentive program.

2. We must use both the credit and non-credit existing faculty to recruit faculty and staff.

3. Establish career paths from Continuing Education courses into entry level and specialized classified positions.

4. Increased training to improve on-job safety.

5. Support efforts to enable staff and faculty to obtain a place to live.

6. Work with instructional staff to redesign recruitment. Develop multi-year recruitment approach.

7. Review flexible work options re: telecommuting, flexible work day alternate work weeks.

8. HR staff must leverage technology to meet needs of individual employees.

Continuing Education
Planning Principles, Assumptions and Actions

Programs for Adults

Demographic Data
1. Santa Barbara has a growing "aging" population
2. The largest segments of the workforce in the USA in 2005 will be 37 million aged 35-44, and 36 million aged 45-54- - comprising 48.3% of the workforce.

Employment Data
1. The number of jobs in the Retail Trade and Service industries is growing.
2. Retail and service industry jobs are the lowest paying sectors in SB.

Education Data
1. Adults are currently participating in the following providers of education:
   Colleges and Universities- 20.5%
   Trade groups – 11%
   Private membership organizations – 6.5%
   Businesses – 59.5% (In 1988, 400 corporate universities were in existence, and now there are more than 1,000.)
   Government – 17%
   Secondary schools – 4%
2. One in three adults over the age of 50 (in the USA) were engaged in some sort of adult education last year – more than double the 11 million who were involved in 1990-91. An example of a successful program: UCLA conducts a PLATO program (Perpetual Learning and Teaching Organization) which requires "vigorous mental stimulation" and challenges. This type of group has grown from 24 in 1989 to 272 today.

   Trends
   1. Colleges and universities are not emerging as the preferred providers in the growing learning marketplace.
   2. There is an increased demand for learning opportunities that begin any day of the year (24/7).
   3. Adults are seeking specific, practical knowledge or skills.
   4. Adults are seeking out vigorous mentally stimulating classes/programs
   5. Adults are seeking means to express and develop their creative skills and for socialization and group activities.

Implications

1. CE needs to develop:
   a. Business skills training which is short-term and progressive.
   b. Classes based on the principles of entrepreneurs
   c. Counseling (STEP) and advising strategies which address new and growing job opportunities
   d. Intro computer classes with business emphasis
   e. Technical training which stays current with business practices

f. Service industry training to compete with business training
g. Web-based training programs
h. Humanities classes which are challenging to the aging population
i. Parent education classes on Saturdays, more short-term workshops and programs that emphasize parents and children together.
j. A more efficient and accurate registration process which is appropriate for its students.
k. Classes that address the desire for the adults to be more involved in their health. Classes may be needed in the area of personal development/self-help.
l. A program for retirees needs to be expanded to include students who want second careers and those who need additional income.

Programs and Services for the Latino Community

Demographics
1. Latinos comprise 34-35% of the population in the city of S.B. and the group is increasing. Latinos make up about 50% of the people under the age of 18.
2. There is a growth in the under 18 group in SB.
3. There is an increase in the "children in poverty" category.

Education Data
1. Latino students from the three SB high schools did not score as high as the other groups on the Academic Performance Index 1999-2000.
2. There will be need for remedial instruction for students who have low scores and those who do not pass the California High School Exit Exam. Exit Exams are mandated for 2004. The 9th graders have been tested as a trial and results will be available this summer.

Implications

1. Latino students will need assistance to bridge the "digital divide". CE should continue to develop "Community Technology Centers" and provide computer training within the community at non-profit agencies.
2. Classes for leadership skills and civic responsibility may be needed..
3. Short-term vocational classes taught in a bilingual format should be developed.
4. Early outreach to prepare Latinos for attending college must be addressed.
5. Bilingual classes for small business owners- taught within the community should be developed.
6. More basic skills classes – taught with bilingual format should be offered.
7. More Adult High School and GED classes should be offered.
8. A review of the district-wide marketing approach should take place.
9. Classes to train individuals to enter and be promoted within the retail trade and service industries should be developed.
10. Programs, which address the rich Latino cultural heritage, need to be developed.
11. Will need to develop a specialized outreach program to parents of Latino students regarding the importance of a college education.
12. All classes and programs need to have a component, which addresses how to transition from the non-credit to the credit program.

Eldercare

Demographic Data
1. There is an increase in the older adult (over 50) population in S.B..
2. Many older adults have to care for both their own parents (aged 80) and their own children (aged 25).

Implications

1. Need to develop more seminars that promote "intergenerational" communication.
2. Need to develop programs to assist with "caring for our aging parents" while supporting our children.
3. Need to develop more instruction in providing aging parents with living situations other than the expensive assisted –living convalescent facilities.
4. Need to develop a program that encourages and cultivates the development of new directors/leaders for long-term care facilities.

Board of Governors Key Priorities for the California Community College System

At its planning retreat in February 2001, the Board of Governors has identified six key priorities:

1. to increase public awareness of, and support for, community colleges;

2. to develop an initiative to bolster the community colleges' role in workforce preparation and economic development;

3. to advocate for the 2001-2002 system budget package; and to develop future budget packages that are more compelling, as well as better packaged and integrated;

4. to improve performance monitoring at the system level, and to increase accountability;

5. to actively participate in the review of the Master Plan, and to influence its outcomes;

6. to promote the utilization of human resources, including: the massive hiring needs of colleges, diversity goals, faculty and staff development, and the system's Chancellor's Office.

Self Study Tasks and Timelines

	STATUS	Feb-01	Mar-01	Apr-01	May-01	Jun-01	Jul-01	Aug-01	Sep-01	Oct-01	Nov-01	Dec-01	Jan-02	Feb-02	Mar-02	Apr-02	May-02	Jun-02
Plan the approach to the self study, establish tasks and timelines	Completed	X																
Develop initial list of documents used in 1996 self study. This will be used as a baseline for the next steps for gathering, developing, updating the neccesary documents.	Completed	X																
Confirmation with/approval of the process by ACCJC	Completed			X														
Write the concept section - model community college for the 21st century	Completed		X															
Obtain institutional consensus regarding the concept of a model community college for the 21 st century (reviewed and endorsed by CPC and Academic Senate)	Completed			X	X													
Concept of model community college and vision statement endorsed by the Board of Trustees						X												
Documentation for the Ten Standards (gather, update and/or create necessary documents)						X	X	X	This will continue between September 01-April 02 (as new documents become available, they will be added), but the majority of the documentation should be set during Summer 01.									
Write summary judgment of why we think the standards are met or exceeded								X										
Develop file with supporting documentation for each standard (if additional, relevant materials become available later, they will be added and an addendum to the self study will be developed)						X	X	X	This will continue between September 01-April 02 (as new documents become available, they will be added), but the majority of the documentation should be set during Summer 01.									
Produce college plan for 2002-2005	Under way																	
Confirmation of the process for developing the college plan	Completed		X	X														
Environmental scanning	Completed			X	X													
Develop draft of college goals and objectives						X	X	X										
Develop methods of assessing the college goals and objectives; also clarify methods for assessing institutional effectiveness and ensuring integration with the college plan								X	X									
Draft of the college plan reviewed and refined (CPC, Academic Senate, Associated Students, Classified Council)									X	X	X							
Board approves College plan for 2002-2005													X					
Write self study														X	X			
Review of the self-study by CPC, Academic Senate, Associated Students, Classified Council																X	X	
Self-study complete, Board approval																		X

College Planning Process

1. Write vision statement, disseminate to all representative governance groups and receive input – March, April 2001

2. CPC endorses final version of the vision statement – May 2001

3. Board of Trustees endorses final version of the vision statement – June 2001

4. Environmental scanning – obtain information needed to plan more effectively (presentations from UCSB Institutional Research, UCSB Economic Forecast Project, Santa Barbara School District, City and County on 4/25/01 and 5/9/01)

5. VPs make presentations to CPC on 5/1/01 and 5/15/01 and to Academic Senate and Classified Council on issues relevant for their respective areas that will impact planning

6. Faculty, staff and students will provide feedback on planning assumptions – May 2001

7. Examination of 1999-2001 College Plan. Identification of items to be continued – May 2001

8. Review of specialized plans for technology, facilities and enrollment management – May 2001

9. CPC planning retreat – June 5,6,7, 2001 – outcome of retreat: draft of the 2002-2005 College Plan

10. Dissemination of draft of the 2002-2005 College Plan for input and feedback from all governance groups – September - October 2001

11. CPC makes final decision on the College Plan - Early November 2001

12. College Plan approved by the Board of Trustees - December 2001

Status Report on the Development of SBCC's Present and Future Technological Infrastructure

Technology Area	Current Status	Future Directions
Network Infrastructure		
Campus Backbone	1 GB (1,000 MB/Sec) connectivity to each building and core servers. 100 MB/Sec connectivity to each building, and switched 10/100 MB/Sec connection to distribution hubs and desktops.	We expect to see a tenfold increase in campus backbone speed every three to four years in order to support increasing network demand. We also expect to make use of wireless technology, initially in common areas such as the library, campus center, and some classrooms.
WAN Connections to Schott and Wake	512 KB/Sec Connection to Schott, 386 KB Wake	We expect to increase connectivity to both Schott and Wake Centers to 10 MB/Sec during the 2001-2002 year. We also expect to increase Connectivity speed to the Children's center and to establish connectivity to the Cosmetology center.
Internet Connectivity	3 MB/ Sec connectivity through 4CNet. As of May 30, 2001 we added another 9 MB/Sec Internet connection through Sprint.	We expect Internet bandwidth demands to double every three to four years as the College adds more web-based applications and instructional technology makes increasing use of streaming media.
Campus Network Nodes	1700 current network nodes, all attached to the network through network interface cards.	We expect a gradual growth in the number of nodes physically connected to the network. The use of wireless technology will increase the number of network devices on campus dramatically. Cell phones, PDAs, and palmtop computers will be used to deliver messages and information to students, faculty, and staff.
Firewall and Security	Campus Firewall is co-managed by the College and Genuity (formerly GTE).	We will add a second firewall in Fall 2001 to protect our Campus Pipeline and WebCT operations hosted by Sprint Web Services. We will add additional firewall capabilities and proxy services as we implement the Oracle Student Information System. This increasingly complex network security environment requires a full-time Network security Specialist.
Servers		
File and Print Servers	FS1 is the main server for faculty and staff, supported by separate servers for Directory Services, Groupwise E-mail, and SMNP Internet mail.	This structure will continue with gradual growth.
Instructional Servers	3 main lab Novell servers and four to six additional special purpose instructional servers.	We expect to consolidate the three lab servers into a single "mega server", with network attached storage of 500 GB.

Technology Area	Current Status	Future Directions
Web Servers	Web Production and development servers, along with supporting Domain Name Servers. Several instructional web servers deployed.	We will look to outsource the hosting of the College's web server environment.
Campus Pipeline and WebCT Servers	3 Sun 450 servers hosted by Sprint Web Solutions. One for WebCT, on for Campus Pipeline, and one for iPlanet messaging and calendar server.	We plan to continue this hosted services for another two years.
NT Applications Servers	Individual servers to support Horizon Library, WebPac Library, Vendorlink and FD Server, HP Openview Network Management, Zero Unit Lab Login Server	We will look to consolidate these servers into a far fewer in number over the next two years. This is made difficult because of application-specific requirements in operating system and database levels.
HP-MPE Servers	1 Production and 1 development server to support existing administrative applications.	We plan to phase out this legacy environment over the next three years.
HP-UX Servers	2 production and one development servers, application server, campus intranet and data warehouse server.	We will have to add another production database server to support the Student Information System implementation. During the summer of 2001 we plan to issue an RFP for contracted hosting services for our Oracle applications. This would reduce significantly the number of HP-UX servers that we would maintain on campus. We would continue to have a development environment and a server for our Intranet applications.
Storage	We currently store about 1,500 GB of information on all of our network servers.	We plan to move to a Network Attached Storage (NAS) system during the summer of 2001. This structure separates the storage from the file servers, and allows multiple file servers to share storage from this central device. We will start by providing 500 GB in this central storage device and grow that storage at roughly 500 GB per year.
Desktops		
Instructional Labs	We have about 900 desktop devices in student labs and open areas	We plan to grow this number slowly as new, specialized labs, such as digital photography and video production are added to the curriculum. We will look to provide additional open lab access for students in the library, LRC, and Campus Center by providing network access and low-cost laptop procurement options for students.

Technology Area	Current Status	Future Directions
Faculty	We have 230 faculty workstations	We plan to grow this number slowly as new faculty are hired. We anticipate more laptop computers being the computer of choice for faculty. We will look to provide increased on-campus access to computers for part-time faculty.
Staff	We have 300 staff workstations	We plan to grow this number slowly as new staff are added.
Office Automation Software	We are running Windows 95, 98, 2000, NT, and Mac OS and are using Microsoft Office 97 as the standard desktop software.	We plan to migrate the campus to Windows 2000 and Office 2000 during the 2001-2002 year, and to upgrade to Mac OS X where possible.
Applications		
Student, HR, and Finance Systems	Finance is Oracle Client/Server Version 10.7. HR is Pertaine Software modified for SBCC. SIS is Santa Rosa software modified for SBCC.	We plan to upgrade Oracle Financials to the web-based 11i version in Fall 2001, providing web access to fiscal information. We plan to implement Oracle HR 11i in July 2001 and continue to add functionality to the system during the 2001-2002 fiscal year. We plan to begin installation of the Oracle SIS in November 2001 and be ready for a "go live" date of May 2002 for Summer and Fall 2002 registration.
Third Party Applications	Horizon Library, Horizon Web Pac, DARS degree Audit, Resource 25, Schedule 25, SAFERS	We plan to add additional third party applications to meet specific College needs. We plan to retire SAFERS in January 2003 when we are up and running with the Oracle Financial Aid package.
Web CT	We are currently piloting the 3.5 Enterprise version release of WebCT.	We plan to have the 3.5 release in production for Fall 2001 and upgrade to the 3.6 release for Spring 2002.
Campus Pipeline	We are currently piloting the3.0 release of the Campus Pipeline software as one of six formal Beta sites.	We plan to have the 3.0 release in production for Fall 2001 and upgrade to the 3.1 release for Spring 2002.
SBCC Intranet	No current structures are in place.	We plan to pilot the SBCC Intranet during 2001-2002, with full production scheduled for 2002-2003.
Decision Support		Pending the completion of the needed setup for the Discoverer server and Oracle iPortal, Andreea Serban will develop an initial set of web deployed reports to support Educational Programs for Fall 2001, and continue to add functionality for all areas, including Finance and Human Resources during the next year.

Technology Area	Current Status	Future Directions
Document Management		We plan to pilot document management functionality in Fall 2001 in the following areas: SBCC district policies and procedures; SBCC articulation agreements and transfer information; and district Board of Trustees agendas and minutes. Based on these pilot results, we will look to extend the document management functionality over the next two years.
Decentralized Web Content Management		We plan to test the functionality of Oracle iPortal for decentralized web content development and management. If this proves successful we will use the tool for the development of our campus Intranet.
Electronic Forms and Workflow		During Fall 2001 we plan to test the use of Oracle applications workflow and forms within the campus Intranet portal. If this proves to be successful we will extend the use of workflow within Oracle applications.

Facilities Development Projects

Renovation of the Studio Theatre   November 2001

Expansion of Cosmetology Facilities, Magnolia Shopping Center   December 2001

Completion of the Life Science Building   July 2002

FRC Facility   Fall 2002

Long Range Development Plan

      Technology building
      General office building (East Campus)
      General classroom building (West Campus)

Status of 1999-2002 College Plan Goals and Objectives

The 1999-2002 College Plan consists of 14 Goals and 40 Objectives that specify the desired direction for all major instructional and service areas of the College.
The current status of these goals is as follows: one of the goals is achieved, seven are on target, and six show moderate progress.

Overall Status of Goals

Achieved	On target	Moderate progress
Goal 9	Goal 1 Goal 2 Goal 3 Goal 5 Goal 6 Goal 10 Goal 13	Goal 4 Goal 7 Goal 8 Goal 11 Goal 12 Goal 14

Of the forty objectives, seven are achieved, twelve are on target, eight show moderate progress, three show no progress, one is not addressed, five are currently being clarified or there are not sufficient data to make an assessment, and one is not applicable (bond issue did not pass). Two of the objectives do not fall into a single category: objective 13 appears on target for English but there is no progress for Math; and objective 23 is on target for all alternative modes of instruction except for online courses where moderate progress occurred.

Overall Status of Objectives

Achieved	On target	Moderate progress	No progress	Currently collecting/analyzing data or data not sufficient or not available to make an assessment	Not addressed
Obj. 3 Obj. 8 Obj. 9 Obj. 16 Obj. 22 Obj. 29 Obj. 32	Obj. 1 Obj. 2 Obj. 6 Obj. 7 Obj. 10 Obj. 13 for English Obj. 20 Obj. 23 except for online classes Obj. 24 Obj. 25 Obj. 26 Obj. 31 Obj. 33 Obj. 39	Obj. 15 Obj. 17 Obj. 21 Obj. 23 for online courses Obj. 28 Obj. 35 Obj. 37 Obj. 38 Obj. 40	Obj. 11 Obj. 12 Obj. 13 for Math Obj. 27	Obj. 4 Obj. 5 Obj. 14 Obj. 18 Obj. 19	Obj. 30

A more detail analysis follows.

GOAL/OBJECTIVES	STATUS	DETAIL
GOAL 1 - Enhance community knowledge, appreciation and utilization of Santa Barbara City College programs and services to attract an expanded and more diverse student population.	On target	
Objective 1. Develop and implement a coordinated college-wide marketing plan that addresses recruitment and service needs of the local community and potential out-of-area students. Outcome expectations for this marketing plan are:	On target	
º Sustain overall enrollments between two and three percent above the College's enrollment cap for the duration of the plan.	On target	1998-99 credit and non-credit resident FTES 3.02% growth; 1999-00 credit and non-credit resident FTES 4.48% growth; 2000-01 credit and non-credit estimated FTES 3.08% growth
º Increase by 10% the number of students age 25 and older enrolled in credit programs.	Achieved	Fall 1998 4,722 age 25 or older; Fall 1999 5,013 age 25 or older - 6.2% increase compared to Fall 1998; Fall 2000 5,226 age 25 or older - a 10.7% increase compared to Fall 1998
º Achieve student enrollments which reflect the ethnic diversity of the district's adult community.	On target	The ethnic distribution of both credit and non-credit enrollments reflects closely the ethnic distribution of the adult population of the district. The public release in May 2001 of the 2000 Census data will allow a more accurate, up to date comparison.
Objective 2. Provide multiple options, both on and off campus, for convenient student access to programs, services and information needed to enroll and succeed in college.	On target	New college web site; pilot testing of Campus Pipeline in Spring 2001; plans for adding information on the campus web site for various student services. The implementation of the new Oracle Student System will allow self service (e.g., online application, registration, verification of grades, etc)
GOAL 2 -Expand cooperative strategies with service area K-12 districts to facilitate student transition to Santa Barbara City College.	On target	

Objective 3. Enroll 10% of high school students from local feeder high schools concurrently in credit courses offered by the college.	Achieved	1998-99 (annual data for Summer 98, Fall 98 and Spring 99) 862 students (unduplicated headcount) from the local feeder high schools (Carp, SB Senior High, SM, Dos Pueblos, Bishop) enrolled in SBCC classes - 12.1% of the total enrollment of the five high schools. 1999-00 (annual data for Summer 99, Fall 99 and Spring 00) 1,686 students (unduplicated headcount) from the local feeder high schools (Carp, SB, SM, Dos Pueblos, Bishop) enrolled in SBCC classes - 23.2% of the total enrollment of the five high schools.
Objective 4. Ensure that a minimum of 50% of the high school students who enroll in Continuing Education classes with the objective to transfer to the credit program do so.	Cont Ed to provide the data	
Objective 5. Increase by 15%, over a three-year period, the total number of high school students who enroll in Continuing Education classes.	Cont Ed to provide the data	
GOAL 3 - Establish mutually beneficial partnerships with other institutions of higher education, the business sector, government agencies and community organizations to enhance relationships and increase educational opportunities for students.	On target	
Objective 6. Establish and implement a college-wide plan for the coordination and implementation of worksite experiences (i.e., internships, work experience, service learning and job shadowing).	On target	The duplicated enrollment in General work experience classes was 516 in Fall 2000, a 13% compared to 457 in Fall 1999. A new service learning is being developed by the Career Center to be offered in Fall 2001.
Objective 7. Work with the University of California at Santa Barbara, California State University, Channel Islands, and, where appropriate, independent higher education institutions to identify courses and programs that Santa Barbara City College can offer for students accepted at these institutions who need remediation (e.g., pre-calculus, remedial reading and writing).	On target	New math courses for UCSB students. Summer courses in English and Math for students who need to fulfill the CSU entrance requirements.
Objective 8. Explore the feasibility of offering upper division and teacher credential preparatory classes at Santa Barbara City College.	Achieved	Teacher education courses offered starting Fall 2000.

Objective 9. Offer new courses and programs that meet the needs of area businesses, community and governmental agencies.	Achieved	Agreements and courses offered to county, city, Select Personnel, Harbour Patrol and Verizon employees. New agreements are being developed with the Santa Barbara County schools, Cottage Health Care system and several companies involved in marine diving related industries. Starting in Fall 2001, courses will be also offered for SBCC employees.
GOAL 4 - Increase student attainment of their educational goals, including degrees and certificates, transfer, workforce development, basic skills and lifelong learning.	Moderate progress	
Objective 10. Identify and implement intervention strategies for students who are not making satisfactory progress toward attainment of their educational goals of certificate, degree or transfer.	On target	The Student Success cross-functional team is working to identify and implement new strategies to achieve these objectives (i.e, focus on gateway courses, student success course, etc.)
Objective 11. Reduce by a minimum of 10 percent, over a three-year period, the number of students placed on academic progress probation, academic probation and academic disqualification, while maintaining standards for academic excellence.	No progress	Fall 1998 1,833 students placed on some type of probation; Fall 1999 2,016 students placed on some type of probation - 10% increase compared to Fall 1998 Fall 2000 1,977 students placed on some type of probation - 1.9% decrease compared to Fall 1999 and 7.9% increase compared to Fall 1998
Objective 12. Increase by 3 percent, over a three-year period, the number of successful course completion rates (A-C, CR), while maintaining standards for academic excellence in each of the following areas:	No progress	
º All credit classes: 70.3% to 72.4%.	No progress	Fall 1998 70.2% successful grades; Fall 1999 68.8% successful grades; Fall 2000 69.7% successful grades
º Transferable courses: 71.3% to 73.4%.	No progress	Fall 1998 71.3% successful grades; Fall 1999 69.5% successful grades; Fall 2000 70.3% successful grades
º Occupational courses: 80.8% to 83.2%. ???	No progress	Fall 1998 75.0% successful grades; Fall 1999 72.6% successful grades; Fall 2000 73.0% successful grades

º Pre-collegiate courses: English (below English 100) and math (below Math 100).	No progress	Fall 1998 English (below ENG 100, not ESL) 73.3% successful grades -- Math (below MATH 100) 53.5% successful grades; Fall 1999 English 69.0% successful grades -- Math 48.3% successful grades; Fall 2000 English 61.2% successful grades -- Math 49.6% successful grades
º Achieve established performance standards for non-credit core programs (Adult Basic Education, Adult High School, ESL, Citizenship Education and Occupational Education).	On target	The Adult High School/Adult Basic Skills curriculum was converted to a competency based curriculum and implemented in Fall 2000. The Continuing Education Award of Program Completion programs, Medical Records Clerk and Personal Care Attendant, are both competency based programs.
Objective 13. Increase by a minimum of six percentage points over a three-year period:	Moderate progress in English/No progress in Math	The Student Success cross-functional team is working to identify and implement new strategies to achieve these objectives (i.e, focus on gateway courses, student success course, etc.)
º The percentage of students who enrolled in a basic skills English class (below English 100) and then enrolled in a higher level English class (37.2% to 43.2%).	Moderate progress	English Skills 60, 65, 70, 80 ONLY, NOT ESL. Of the students who successfully completed one of these courses in 1997-98, 55% enrolled in a higher level English course in 1998-99. Of the students who successfully completed one of these courses in 1998-99, 58% enrolled in a higher level English course in 1999-00.
º The percentage of students who enrolled in a basic skills math class (below Math 100) and then enrolled in a higher level math class (28.2% to 34.2%).	No progress	MATH 1, MATH 1ABC and MATH 4 ONLY. Of the students who successfully completed one of these courses in 1997-98, 58% enrolled in a higher level Math course in 1998-99. Of the students who successfully completed one of these courses in 1998-99, 52% enrolled in a higher level Math course in 1999-00.
Objective 14. Establish and achieve the targeted numerical objectives for the percentage of students who successfully transition from: º English Skills courses to English 100, English 110 and other degree-applicable classes. º Math 1, 4, 100, 107 to college level math. º ESL courses to the completion of English 100, English 110 and other non-ESL degree-applicable courses.	Targets and comparative groups need to be determined.	
º STEP Non-credit students transitioning to credit classes.	Moderate progress	Over a two-year period 27% of the STEP students enrolled in credit courses.

Objective 15. Increase the number of degrees and certificates awarded over a three-year period in each of the following areas:

Moderate progress

º The number of Associate in Arts/Associate in Science degrees from 688 to 715 (4% increase).

Achieved

1998-99 688 AA/AS; 1999-00 795 - a 15.6% increase

º The number of certificates from 262 to 278 (6% increase).

No progress

1998-99 240 Certificates; 1999-00 180 - a 25% decrease

º The number of Skills Competency Awards by 10% (the baseline for this objective needs to be established).

No progress

1998-99 289; 1999-00 231 - a 20% decrease

Objective 16. Increase by a minimum of 6 percent over a three-year period, the number of students enrolled in an occupational course (S.A.M. Code A, B or C) from 14,151 to 15,000 (duplicated fall, winter and spring terms for credit and non-credit enrollments).

Achieved

1998-99 Fall and Spring credit duplicated enrollment in SAM B or C (A is not offered) courses was 18,173; 1999-00 Fall and Spring credit duplicated enrollment in SAM B or C (A is not offered) courses was 19,992 - a 10% increase

Objective 17. Increase the number of students who transfer to four-year colleges or universities by a minimum of three percentage points over a three-year period, and increase by five percentage points the number of students who are transfer eligible for the coming year.

Moderate progress

The total number of transfers (including CA private and out of state) will be available later in the semester. Using the numbers currently available for transfers to UC and CSU campuses only, in 1998-99 there were 914 transfers, in 1999-00 there were 929 transfers - a 1.6% increase.

Objective 18. Achieve rates for ethnic underrepresented students who declare transfer as a goal and do transfer that are equal to the corresponding rates of traditionally represented ethnic students enrolled at the college who declare transfer as an objective.

Data on actual transfers by ethnicity groups compared to their goal are currently not available. The Inst Research Office is working to obtain unitary (by student) information through the EnrollmentSearch service at the National Student Loan Clearinghouse. This information will allow comparisons against the data in SBCC's Student Information System.

Objective 19. Identify student job placement rates and post-college earnings for each of the college's occupational education programs. This data will be used to ensure that programs continue to meet expected program outcomes and enhance recruitment and student advising.

Insufficient data to assess status.

Data provided by the Chancellor's Office for most programs are insufficient to make an assessment for any given year. Options of obtaining collapsed data for multiple years are being investigated.

GOAL 5 - Utilize alternative methods of delivering instruction to increase student access to and successful completion of courses and programs needed to achieve their educational objectives.	On target	
Objective 20. Identify and develop courses, and certificate and degree programs to be offered in alternative instructional formats that meet the needs of targeted groups of students.	On target	SBCC has developed substantial number of new courses. New degree programs have been developed in the last two years in alternative instructional formats (online, variable starting times).
Objective 21. Identify the best methods for the design, development and deployment of technology-mediated instruction that increases student access, learning and success in their courses in a cost-effective manner.	Moderate progress	Online faculty have worked to identify strategies for increasing retention in online courses.
Objective 22. Enroll by fall 2001 a minimum of 20 percent per year of all credit students in courses offered in alternative instructional formats (e.g., distance learning, self-paced, open-entry/open-exit, guided study, accelerated courses, weekend courses).	Achieved	Fall 1998 - 27% duplicated credit enrollment and 42% unduplicated credit enrollment in alternative courses (this means, that 4 out of 10 students are enrolled in at least one course in these categories) ; Fall 1999 - 26% duplicated credit enrollment and 37% unduplicated credit enrollment in alternative courses; Fall 2000 - 28% duplicated credit enrollment and 39% unduplicated credit enrollment in alternative courses
Objective 23. Achieve successful course completion rates for courses offered in alternative delivery formats that are at least comparable to those obtained in more traditional instructional modes.	On target for all courses except online courses. It should be noted that the online successful completion rate has improved between Fall 1999 and Fall 2000.	Fall 1999 - SBCC overall course successful completion rate: 69%; Online courses successful completion rate: 51%; Work experience and independent study successful completion rate: 72%; Self-paced courses successful completion rate: 69%; Accelerated courses successful completion rate: 64%; Weekend courses successful completion rate: 67% Fall 2000 - SBCC overall course successful completion rate: 70%; Online courses successful completion rate: 57%; Work experience and independent study successful completion rate: 66%; Self-paced courses successful completion rate: 70%; Accelerated courses successful completion rate: 61%; Weekend courses successful completion rate:69%

GOAL 6 - Develop curriculum initiatives that respond to changes in the workforce, technology and student needs.	On target	
Objective 24. Identify annually the need for the college to offer, and, when feasible, implement new instructional programs.	On target	A systematic process is in place to track the needs for new instructional programs.
Objective 25. Increase the number of industry-based certification programs offered and the number of students who complete such programs.	On target	A number of new degree and certificate programs are being developed (I.e, CISCO, Ericson, Drug and Alcohol Counseling, Digital Imaging, Web designer).
GOAL 7 - Identify and implement new and/or enhanced support and instructional strategies to increase student attainment of educational goals.	Moderate progress	
Objective 26. Assess the process and effectiveness of providing student access to autonomous college information and support services designed to meet their personal needs.	On target	New college web site; pilot testing of Campus Pipeline in Spring 2001; plans for adding information on the campus web site for various student services. The implementation of the new Oracle Student System will allow self service (e.g., online application, registration, verification of grades, etc)
Objective 27. Increase by 15 percent the number of unduplicated students who participate in goal setting, decision making, educational planning and career development activities.	No progress	In Fall 1998, 9598 students (unduplicated) met at least once with staff in Student Services or used ASSIST. In Fall 1999, 8115 students (unduplicated) - a 15% decrease. In Fall 2000, 8,022 students (unduplicated) - a 16% decrease compared to Fall 1998.
GOAL 8 - Restructure leadership roles and organizational design from a function-based to a process-based model.	Moderate progress	
Objective 28. Complete a redesign project that examines the College's administrative and governance systems and leadership roles and, where appropriate, implement the recommended improvements.	Moderate progress	On target for the organization of the major divisions but the overall governance structure not addressed. The College has undertook a reorganization of its academic affairs and student services divisions into the Educational Programs division in order to better address the student needs. The Human Resources division has been reorganized into the Human Resources and Legal Affairs division. Some changes were implemented in the Business Services division. Also, some reorganizations occured within divisions (EOPS, Financial Aid).

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GOAL 9 - Revitalize the College's institutional planning, research and assessment processes.	Achieved	
Objective 29. Establish an effective office of institutional research that provides leadership in the coordination and support of the College's planning, research and assessment processes.	Achieved	In 1999, the College has established the Office of Institutional Assessment, Research and Planning. A director was hired in September 1999. An analyst was hired in August 2000. The Office's tasks and responsibilites include: Institutional Effectiveness; Research; Accreditation; College Planning & Environmental Scanning; Decision Making Support System; Reporting (Federal, State, Student characteristics); Ad-hoc Requests for Information and Data (Internal and External); Support Role for Program Review; Enrollment Management/Marketing and Chancellor's Office MIS.
Objective 30. Review completed redesign projects to determine whether or not they should be implemented. Evaluate those that have been implemented to assess the extent to which they have achieved their desired outcomes.	Not addressed	
GOAL 10 - Develop a technology-based infrastructure to allow students, faculty and staff to conveniently access course and College-related information and resources from on and off campus.	On target	
Objective 31. Provide access to network technology and resources to support mediated instructional delivery and support services.	On target	The Information Resource Division has conducted a major upgrade of the network services. A contract has been signed for providing the hosting and maintenance of the Online College.
Objective 32. Develop mechanisms for the effective renewal of computers and other technologies.	Achieved	SBCC has developed a plan for the renewal of computers on a 4-year cycle.
Objective 33. Complete implementation of the Oracle financial, human resources and student information systems.	On target	Expected implementation timeline: Oracle Financials - July 2001, Oracle HR - July 2001, Oracle Student Information System - May 2002

GOAL 11 - Identify and provide facilities needed to support college goals and objectives.	Moderate progress	
Objective 35. Develop and implement a plan to maximize efficient use of existing College facilities.	Moderate progress	SBCC has acquired Resource 25, a scheduling system but it has not beem implemented yet.
Objective 36. If passed, develop and implement plans to construct the facilities included in the November 1999 bond measure.	Not applicable	
GOAL 12 - Acquire and allocate resources needed to meet the objectives of the College Plan.	Moderate progress	
Objective 37. Develop and implement a resource allocation budgeting process that builds from the College Plan.	Moderate progress	CPC is using the College Plan to make decisions for the allocation of Partnership for Excellence funds.
Objective 38. Develop and implement a systematic plan for the acquisition and management of external funds.	Moderate progress	
GOAL 13 - Provide faculty and staff with the training needed to use new technologies and processes to manage ongoing change and to integrate innovations into College operations.	On target	
Objective 39. Develop, implement and evaluate a comprehensive professional development plan for faculty and staff that will:	On target	The faculty development cross functional team is developing a plan to provide systematic training to faculty. A committee composed of representatives from Educational Programs, Classified Staff and Human Resources is developing a comprehensive training plan for classified staff and managers.
º Enhance their ability to promote student learning and the attainment of their educational goals.	On target	
º Provide the training needed to effectively use the new Oracle Financial, Human Resources and Student Information Systems computer applications.	Not applicable	Oracle systems not yet implemented.

º Use new redesign processes, initiatives and other innovations that have been or are about to be implemented.

Not addressed A major component of the staff and faculty development plans that are being designed will include training in the use of the redesign processes and new management and student information systems.

GOAL 14 - Establish a productive, balanced and rewarding environment in which to work.

Moderate progress

Objective 40. Identify steps to enhance the ability of faculty and staff to perform their jobs effectively and increase their satisfaction in working at the College.

Moderate progress