SANTA BARBARA CITY COLLEGE

Educational Master Plan
Annual Progress Report

Fall 2016

TABLE OF CONTENTS

REVISION HISTORY

Version 1.2 December 1, 2016:
- Modifications based on feedback from the November 15, 2016 First Reading at CPC, and completion of all required sections.
- Approved by CPC December 7, 2016

Version 1.1 November 15, 2016
- Submitted to CPC for First Reading

INTRODUCTION

In the 2014-15 year, Santa Barbara City College developed a new Educational Master Plan (EMP) founded on the principle of being a meaningful, manageable, and living document. The EMP declares a set of Strategic Directions and Strategic Goals, and calls for the annual evaluation of progress towards those goals, which is the purpose of this report.

This report has 4 sections:

1. **PEC Best Practices and Key Themes:** This section, authored by the Program Evaluation Committee (PEC), is a summary report of best practices and key themes related to Strategic Goals, based on PEC's evaluation of program reviews.

2. **Program Review Goals Linked to the EMP (Robert & Jack & TBD from PEC)** This section, jointly authored by PEC and IR, is an analysis of progress made on program review unit goals that were explicitly linked to EMP Strategic Goals. The analysis focuses specifically on how progress on a particular unit goal contributes to the attainment of the particular Strategic Goal(s) to which it is linked.

3. **Initiatives Outside Program Review (Jack):** This section, authored by IR, analyzes progress made on Strategic Directions in initiatives that may be outside of program review, such as those in the Student Equity Plan, SSSP, grants, and others.

4. **Quantitative Measures of Progress (Robert):** Authored by IR, this section focuses on quantitative data and analysis, including but not limited to the following:

PART 1: PEC BEST PRACTICES AND KEY THEMES

This section provides a summary report of best practices and key themes related to Strategic Goals, based on PEC's evaluation of program reviews.

Each year, PEC produces an annual report summarizing their evaluation of program reviews, as well as best practices and common themes as they relate to the Educational Master Plan (EMP). There are two reports so far, covering the 2014-15 and 2015-16 years.

The relevant portions of these reports are short enough to be quoted in their entirety here. For the complete report, follow the link provided for each.

The following extract is from the [2014-15 PEC Annual Report](#). Please note the green highlighted text, which recommends an additional goal for the EMP.

Alignment of Themes and Strategic Goals
PEC examined the effective practices, themes, and shared issues in the program reviews in relationship to the strategic goals of the Educational Master Plan. The major goals that were clearly linked to the program reviews are listed below.

> *Strategic Goal 1.1: Support students as they transition to College.*
> *Strategic Goal 1.2: Increase on campus and community based student engagement as a vehicle for purposeful learning.*
> *Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).*
> *Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.*
> *Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.*
> *Strategic Goal 4.3: Strengthen program evaluation.*

Effective Practices
PEC analyzed themes from the 29 program reviews that were evaluated in order to cull examples of effective practices and recommendations for future changes. Examples of existing effective practices are listed below.
- Develop services for noncredit students and building pathways to credit programs. (Goal 1.1)
- Develop new noncredit offerings in bilingual education. (Goal 1.1)
- Use community ties to increase student engagement by providing service learning opportunities. (Goal 1.2)

- Identify and understand student needs and respond to them with modifications in delivery of instruction and student support services (especially given different teaching modalities: online, hybrid, and face to face). (Goal 1.3)
- Create community and shared responsibility in the classroom to enhance student success. (Goal 1.4)
- Offer a one-day boot camp or short course at the beginning of a program to support student preparation and retention. (Goal 1.5)

Recommendations

Common themes regarding recommendations for improvements were also analyzed and linked with college goals. All recommendations come from one or more of the 29 listed program reviews.

- Assess the potential impacts of noncredit programs and services as they expand and build pathways to credit. (Goal 1.1)
- Recommend a process for matching marketing resources with campus programs and resources. (Goal 1.3)
- Support student mastery of basic writing and math skills. (Goal 1.4)
- Provide adequate reader support to allow for more writing assignments and more frequent assessments. (Goal 1.5)
- Work with Institutional Effectiveness Committee to identify the appropriate statistical data for non-instructional programs. (Goal 4.3)
- Implement the twenty-seven recommendations to improve the program review template. (Goal 4.3)

Recommendation for Revision to the Educational Master Plan

In examining the 29 program reviews, PEC identified a need to update one component of the Educational Master Plan. PEC recommends creating a goal, possibly for Strategic Direction 2 *Provide facilities and institute practices that optimally serve College needs,* that responds to these shared issues:

- Address the shortage of full time staff and faculty and the consequences.
- Create practices that support departments with a large number of adjunct faculty to meet college obligations.
- Allocate resources to meet the additional demands caused by the merging of credit and noncredit.
- Provide the support and training for employees to effectively perform their jobs. For example, library, automotive, and marine diving all discussed the impact of insufficient staffing and/or training.

The following extract is from the [2015-16 PEC Annual Report](#):

Alignment of Best Practices and Key Themes

PEC's 2015-16 survey template asked its members to identify "commendations," "recommendations," "trends," and "effective practices" in each administrative unit's program review in order to relate elements of program review to the relevant strategic goals outlined in SBCC's [Educational Master Plan](#) (pages 11-12). The list below is based on the committee members' responses to the last four questions on the survey template. (See [2015-16 PEC Survey Comments (Last Four Questions)](#) for a compilation of all these responses.)

Strategic Direction 1: Foster student success through exceptional programs and services.
Strategic Goal 1.1: Support students as they transition to College.
- Meet student needs with respect to food availability and variety (Food Services)
- Looking for ways to make the services more convenient and user-friendly for the students (Assessment)

Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.
- Sponsorship of special events for students on campus (Campus Store)

Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).
- Textbook rental program (Campus Store)
- Use of online resources rather than expensive textbooks (Professional Development Center)
- Comprehensive services for SBCC's under-represented, low income, and first-generation college students that address affective elements as well as more concrete services: creation of a supportive community and sense of place for programs under the EOPS umbrella (EOPS/CARE)
- Responsive to community needs by working with students and employers to increase and update course offerings (Professional Development Center)
- Scholarships to support underrepresented and low-income student participation and an expansion of programs offered (Study Abroad)
- Offering off-site testing (local high schools) and Saturday testing (Assessment)

Strategic Goal 1.6: Foster institutional improvement through professional development.
- Focus on constant progress improvement plan for cross-training (to deal with sick days or vacation): plan to standardize practices and put procedures in writing and then train people on them (Fiscal Services)
- Identified creative ways to facilitate professional development for department staff members and cross-training, including online options (Academic Technology Support [Student Technical Support])

Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.
Strategic Goal 2.2: Develop a culture of emergency preparedness.

- Continued training of Security Officers in safety and emergency procedures (Security)
- Use of campus-wide email for safety/hazards/closures information (Facilities and Operations)

Strategic Goal 2.4: Implement sustainable environmental practices.
- Implementation of paperless processes (International Student Support Program, Financial Aid, Fiscal Services--also listed in 3.1 below)
- Promotion of partially recycled paper (Purchasing)

Strategic Direction 3: Use technology to improve college processes.

Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.
- Use of web page to address frequently asked questions and/or provide information about services (Administrative Services)
- New textbook ordering software for instructional faculty (Campus Store)
- Revised online workorder system (Facilities)
- Adoption of paperless reporting with Simpler (Fiscal Services)
- Improved online presence: teacher training webinars, online calendar, other instructor resources shared online (Dual Enrollment)
- Sharing of information on website and offering training in a range of modalities (Faculty Resource Center)
- Elimination of paperwork (Financial Aid)
- Paperless files (International Student Support Program)
- Improved website to support students finding information they need (and cut down on staff burden of one-on-one questions) (International Student Support Program)
- Automatic collection of data to assess effectiveness (Network Services)

Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.
- Training and workshops available at different times and days so faculty can work them into their schedules with staff who are extremely knowledgeable, helpful, and accommodating (Faculty Resource Center)

Strategic Direction 4: Involve the College community in effective planning and governing.

Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.
- Value of staff serving on committees to improve communication (International Student Support Program)

Strategic Goal 4.3: Strengthen program evaluation.
- See section titled "Recommendations for Revisions to the Program Review Templates" below

Trends Not Linked to the Educational Master Plan

- **Concerns about increased workload and lack of staff were identified in 18 of the 35 program reviews**: Academic Technology Support (Student Technical Support) (increased workload and changes in technology, exacerbated by two summer sessions), Administrative

Services (anticipation of increased workload), Administrative Systems (increased demand for 24x7 activity, increase in District initiatives), Admissions and Records (ongoing, exacerbated by two summer sessions), Facilities and Operations (ongoing, exacerbated by two summer sessions), Faculty Resource Center (as campus increases use of technology workload exceeds capacity), Financial Aid (ongoing, exacerbated by outdated phone system and shorter time frames due to two summer sessions), Fiscal Services (especially due to transition to fiscal independence--need new administrator), Human Resources (new initiatives and District-wide programs, including fiscal independence and two summer sessions, have shifted more responsibility to HR), Institutional Assessment, Research, and Planning (additional burden due to increased reporting demands), International Student Support Program (increased enrollment and increased reporting responsibilities), Purchasing (ongoing, plus increasing workload and fewer staff), Network Services (need to cross-train due to lack of staff), Scheduling Office (One College, two summer sessions), Security (ongoing), Study Abroad (increased offerings over time), User Services (demand due to constant and rapid changes in technology needs), Veteran's Support Program (increased reporting and accountability measures).

- **Emphasis on the importance of collaboration and cross-training**: Academic Technology Support (Student Technical Support) (cross-training and team work), Communication Services (reorganization to provide cross-training), Financial Aid (collaboration), Fiscal Services (cross-training), International Student Support Program (collaboration and use of technology), Network Services (cross-training), Scheduling (cross-training), User Services (cross-training).

Recommendation for Revision to the Educational Master Plan

This is the second year in a row that a trend of inadequate resources to meet needs has been identified as an issue. The 2014-2015 PEC Annual Report documents the same trend. The information below is copied from that report.

In examining the 29 program reviews, PEC identified a need to update one component of the Educational Master Plan. PEC recommends creating a goal, possibly for Strategic Direction 2 Provide facilities and institute practices that optimally serve College needs, that responds to these shared issues:

- *Address the shortage of full time staff and faculty and the consequences.*
- *Create practices that support departments with a large number of adjunct faculty to meet college obligations.*
- *Allocate resources to meet the additional demands caused by the merging of credit and noncredit.*
- *Provide the support and training for employees to effectively perform their jobs. For example, library, automotive, and marine diving all discussed the impact of insufficient staffing and/or training.*

Summary

Both PEC Annual Reports recommend adding an additional Strategic Goal to the EMP. Although the EMP was conceived as a document that could evolve in response to various shifts, there is no process defined for making those changes.

Update Dec 1, 2016: This question was discussed at the November 15, 2016 meeting of the College Planning Council (CPC). The Council recommended reinstating the Integrated Planning Workgroup that originally crafted the EMP, with the assignment of defining and carrying out the process for making changes to the EMP. Robert Else and Priscilla Butler will follow up on this recommendation.

PART 2: PROGRAM REVIEW GOALS LINKED TO THE EDUCATIONAL MASTER PLAN

Beginning in 2014-15, each unit completing program review was asked to link at least one unit goal to one or more Strategic Directions or Strategic Goals, to provide the vital connection between unit-level activities and the EMP. This linkage data for 2015-16 has been collected from the program review database and is summarized in this section.

There were 96 Program Reviews submitted in 2015-16, across 17 divisions. Collectively, those Program Reviews contained 571 distinct unit goals and 498 objectives for those goals.

Of the 571 distinct unit goals, 396 (66%) were linked to Strategic Directions or Strategic Goals in the EMP, and 175 were not.

All of the Program Review links to the Educational Master Plan, including the unit goals, objectives, and status, can be found in this spreadsheet.

A NOTE ABOUT THE SPREADSHEET: There are filters at the top of each column that let you pick a particular Strategic Direction or Goal, department or status.

For example, you could filter the EMP Link column for SD 1.1 (Strategic Direction 1.1) and the Unit column for "Psychology."

There are also two other tabs: one is a list of all the Strategic Directions and Goals for reference, and the other is a crosstab of counts, from which the tables below were produced.

The table below lists each Strategic Direction (SD) and Strategic Goal (SG), and shows the number of Program Reviews and unit goals linked to each. Note that there is duplication in the counts because many of the unit goals were linked to multiple EMP Strategic Directions or

Strategic Goals. In the 2016-17 program review cycle, the program review template was modified to eliminate this duplication as much as possible by asking users to link a unit goal to at most one SD or SG, and enforcing this through the interface as much as possible.

Update for Dec 6 2016 CPC: In order to provide a broader perspective, this table was expanded to include the number of Program Reviews (e.g. Departments) linking to each Strategic Direction or Strategic Goal, and the number of Objectives linked.

Table 2.1 Links Between Program Review Unit Goals and the EMP

EMP Strategic Direction (SD) or Strategic Goal (SG)	Number of Program Reviews Linking To It	Number of Unit Goals Linked To It	Number of Objectives Linked To It
SD 1: Foster student success through exceptional programs and services.	25	126	145
SG 1.1: Support students as they transition to College.	25	59	90
SG 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	23	51	77
SG 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).	29	75	78
SG 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.	14	32	42
SG 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.	33	88	93
SG 1.6: Foster institutional improvement through professional development.	14	27	35
DISTINCT* TOTAL FOR SD 1	**52**	**249**	**293**
SD 2: Provide facilities and institute practices that optimally serve College needs.	14	39	59
SG 2.1: Modernize the College's facilities to effectively support teaching and learning.	15	20	23
SG 2.2: Develop a culture of emergency preparedness.	7	8	9
SG 2.3: Improve the College's safety infrastructure.	11	11	16
SG 2.4: Implement sustainable environmental practices.	7	13	27
SG 2.5: Balance enrollment, human resources, finances, and physical infrastructure.	5	7	7
DISTINCT* TOTAL FOR SD2	**27**	**71**	**86**
SD 3: Use technology to improve college processes.	16	49	101
SG 3.1: Systematically identify and improve operations using appropriate technology.	28	59	57

SG 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.	15	26	29
SG 3.3: Integrate systems and processes where appropriate and feasible.	18	39	43
DISTINCT* TOTAL FOR SD3	**38**	**119**	**169**
SD 4: Involve the College community in effective planning and governing.	10	26	21
SG 4.1: Create a culture of College service, institutional engagement, and governance responsibility.	5	6	17
SG 4.2: Improve communication and sharing of information.	9	17	18
SG 4.3: Strengthen program evaluation.	9	14	22
DISTINCT* TOTAL FOR SD4	**21**	**49**	**57**
DISTINCT* GRAND TOTAL	**69**	**396**	**440**

* The "distinct" totals count each Program Review, Unit Goal, or Objective only once, even though each may be be linked to more than one Strategic Direction or Strategic Goal

Table 2.2: Summary of Program Review Goals and Status

	No Status*	Postponed	In Progress	Completed	Other**	Total
SD 1: Foster student success through exceptional programs and services.	94	5	39	1	1	140
SG 1.1: Support students as they transition to College.	41		21		1	63
SG 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	31		22	2	1	56
SG 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).	54		23	4		81
SG 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.	17		14	4		35
SG 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.	61	2	24	6	2	95
SG 1.6: Foster institutional improvement through professional development.	17		11	2		30
SD 2: Provide facilities and institute practices that optimally serve College needs.	23	3	18	2	1	47
SG 2.1: Modernize the College's facilities to effectively support teaching and learning.	11		10			21
SG 2.2: Develop a culture of emergency preparedness.	4		4			8
SG 2.3: Improve the College's safety infrastructure.	5		6		1	12
SG 2.4: Implement sustainable environmental practices.	7	1	8	2		18
SG 2.5: Balance enrollment, human resources, finances, and physical infrastructure.	4		3			7
SD 3: Use technology to improve college processes.	20	2	28	2	3	55

SG 3.1: Systematically identify and improve operations using appropriate technology.	22	1	34	1	3	61
SG 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.	10		13	2	1	26
SG 3.3: Integrate systems and processes where appropriate and feasible.	18	3	15	3	1	40
SD 4: Involve the College community in effective planning and governing.	18	1	9	1		29
SG 4.1: Create a culture of College service, institutional engagement, and governance responsibility.	2		4	1	1	8
SG 4.2: Improve communication and sharing of information.	8		7	2	1	18
SG 4.3: Strengthen program evaluation.	4		9	4		17
Total	**471**	**18**	**322**	**39**	**17**	**867**

Note: Counts contain duplication because each goal can have multiple objectives, and the status is attached to the objective.

* The program review template has since been updated so that users are required to include a Status on each objective

** The status of these goals was indicated in free text in the Program Review template, and is not included here due to space considerations.

PART 3: INITIATIVES OUTSIDE PROGRAM REVIEW

This section contains descriptions of progress on Strategic Directions and Strategic Goals that are not reported through program review.

All of the Program Review links to the Educational Master Plan, including the unit goals, objectives, and status, can be found in this spreadsheet.

A NOTE ABOUT THE SPREADSHEET: There are filters at the top of each column that let you pick a particular Strategic Direction or Goal, department or status.

For example, you could filter the EMP Link column for SD 1.1 (Strategic Direction 1.1) and the Unit column for "Psychology."

Strategic Direction 1: Foster student success through exceptional programs and services.

Strategic Goal 1.1: Support students as they transition to College.

A large number of initiatives are being undertaken to support students as they transition to college. More specifically, 25 departments identified 59 goals and 90 objectives activities they were conducting to make progress in supporting students as they transition to college. Initiatives for achieving this strategic goal include: explore implementing an enrollment coach program to help new applicants to the College complete each component of the enrollment process and to attend the College through census; continuing to conduct research on the viability of using the multiple measures method for placing students in appropriate level English and math courses; making improvements to the online advising program for new to college

students; developing an electronic student educational plan; and providing new to college students easier access to counselors when developing their educational plan.

Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.

The Student Experiences Survey was conducted in the 2016 Spring Semester. This survey included items designed to measure student engagement in on-campus and community-based activities that promote student learning. The results of this survey will be shared with the College Planning Council in December or at its first meeting in 2017. A total of 23 departments identified 51 goals and 77 objectives that were linked to this strategic goal. The ones that were most closely aligned with the strategic goal were the implementation of co-curricular transcripts as a means of encouraging students to become engaged in out-of-class co-curricular and community-based activities and continuing to offer students opportunities to participate in relatively low cost study abroad programs.

Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).

The College's [Student Equity Plan](#) contains a number of initiatives and programs that are intended to increase student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA). An evaluation plan has been developed to assess the degree to which each of the programs included in the Student Equity Plan are achieving their intended outcomes.

Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.

During the 2014-2015 academic year, the College worked to increase the degree to which course expectations are explicit in three primary ways: faculty-led professional development activities; information-sharing and discussion at the Academic Senate; and training for new

faculty and department chairs on what to include on syllabi and in class to clarify and reinforce expectations. Each effort is briefly outlined below.

Professional Development Activities
Faculty led a workshop on backwards design during Fall 2015 in-service activities. This workshop focused on how to define and specify course expectations that lead toward the desired learning outcome.

Faculty led a series of workshops on social-emotional/non-cognitive teaching and learning that helped participants plan how to make learning objectives specific. Workshop leads modeled how to present objectives at the start of a class, reinforce the objectives throughout the class, and finally review those objectives and student mastery of content at the end of the class. Looking forward, these faculty will provide training on the same concepts of how to specify, explain, reinforce, and assess learning objectives at a faculty workshop scheduled for December 14-16, 2016.

Academic Senate Discussion
Representatives from each division at the College reviewed and discussed Faculty Professional Responsibilities at the November 18, 2015 Academic Senate meeting. This discussion included responsibilities around syllabi and SLOs.

Training for New Faculty and Department Chairs
New faculty, both part-time and full-time, received training on expectations around what is expected in their classes, including information about what to include on their syllabi and the importance of SLOs. This training took place during both fall and spring inservice, as well as additional department chair training during the 2015-2016 year.
An excerpt from the document which all department chairs received as part of their training illustrates the types of topics covered and the degree of attention paid to making course expectations explicit. Participants have an opportunity for questions and discussion to consider effective strategies for achieving this goal. The excerpted language appears below in italics.

What to Include on the Syllabus

The course syllabus should be distributed to students during the first week of classes. Ideally the syllabus is available online and also at the time of registration by [adding specific course information](#) into Banner such as a link to your syllabus.

The syllabus serves as a guide and contract with the students and would be referred to in the event of any student grievance. The more clear and complete we are with the syllabus, the better we are able to support our students.

What to include on your syllabus?

- *Your name and contact information, including your Pipeline email address.*
- *Time and days of the class.*

- *Time and location for office hours - these cannot be by arrangement. For every three hours in class per week, you need on office hour per week.*
- *Course description from the approved course outline of record.*
- *Course student learning outcomes from the approved course outline of record.*
- *Grading scale, including if you are using plus/minus grading.*
- *Explain all grading processes.*
- *Time and date for your final exam - remind students to check for conflicts as these do occur.*
- *List of required materials.*
- *DSPS statement.*
- *Additional class expectations.*
- *Important dates*
    - *Last day to add or drop without a W*
    - *Last day to drop and receive a refund*
    - *Last day to drop with a W*

To make progress toward Goal 1.4, faculty and administrators have been involved in a multi-phase process of highlighting the importance of having clear course expectations as well as strategies for achieving them. Through faculty-led workshops, discussion at the Academic Senate, and formal training for new faculty and department chairs, this goal has been addressed and is ongoing, as illustrated by the upcoming December workshop in support of the goal.

Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.

A total of 33 of the program reviews identified 88 goals and 93 objectives that were lined to the attainment of this strategic goal. The College completed and is implementing its Student Success Support Programs (SSSP) Plan that contains a number of initiatives designed to contribute to the attainment of this strategic goal. An evaluation will be completed on the degree to which each of the objectives in the SSSP are being achieved. See the College's 2015-16 SSSP Credit Plan and Noncredit Plan.

Strategic Goal 1.6: Foster institutional improvement through professional development.

The program reviews completed by 27 departments contained 27 goals and 35 objectives that were intended to foster institutional improvement through professional development. A total of

108 employees participated in the professional growth program in 2015-16. Twenty eight percent of the classified staff (91) and 30 percent of the managers (17) participated in the professional growth program in 2015-16.

Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.

Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.

The College has either completed or is in the process of completing the projects in its 2008 Long Range Facilities Master Plan. The list of facilities projects that have been or are in the process of being completed since 2008 are described in the [Measure V Annual Reports](#).

Concurrently, the College initiated an update of the long range facilities plan and in 2013 began the development of the Program Location and Land Use Master Plan (PLLUMP) which will culminate in a Facilities Master Plan anticipated to be complete in 2017. More information about PLLUMP is available at the [Facilities and Operations website](#).

Strategic Goal 2.2: Develop a culture of emergency preparedness.

The College has developed and implemented its emergency preparedness plan. Components of the Emergency Preparedness Plan that have been implemented last year included:

- Training provided to district employees: Disaster Survival Skills, Safety Marshal Campus Evacuation Protocol, CPR/AED, CERT, Earthquake preparedness, and several campus-wide presentations in responding to active shooter situations.
- Communicate Process of chain of command in the event of an emergency to Safety Marshals
- Emergency Notification System: Practice, Enhancement of infrastructure, selected a new comprehensive ENS system (ReGroup) to begin January 2017
- Emergency Operations Plan review, plans to update and consolidate 2016
- Emergency Operations Support Staff training with FEMA, County Office of Emergency Services, and Conferences on Risk Assessment.

Strategic Goal 2.3: Improve the College's safety infrastructure.

A total of 11 program reviews contained 11 goals and 16 objectives that pertained to improving the College's safety infrastructure. The goals and objectives included: upgrading facilities and equipment in several areas to meet safety standards; adding a camera software system to

existing Blackboard software that will allow easy implementation of adding cameras to monitor interior and outdoor building areas; and providing Facilities and Operations staff with training on strategies they can use to improve campus safety.

The College's crime statistics for 2015-16 were about the same as in the prior year. The crime statistics and the Clery Annual Security Report are available [here](#).

The full-time staff in Campus Security completed training on how to initiate and investigate small crimes and received training on laws pertaining to making arrests..

Strategic Goal 2.4: Implement sustainable environmental practices.

The College developed, updated and implemented its [District Sustainability Plan](#). This comprehensive plan includes meeting aggressive objectives in such areas as water conservation and reduction of use, decreasing the use of fossil fuels, improving storm watersheds, and promoting alternative transportation. The College was recognized by the City of Santa Barbara as a "Water Hero" for its reduction in the use of water. The College also received a sustainability award for the energy and water conservation improvements that were incorporated into the remodel of the Humanities building.

Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.

The process of developing the College's budget focuses on balancing enrollments, human resources, finances and physical infrastructure. The enrollment analyses and enrollment projections are taken into account by the College Planning Committee (CPC) in determining the College's human resource needs and its finances. The budget process also takes into account the physical infrastructure needs that can be supported by the College's budget.

Strategic Direction 3: Use technology to improve college processes.

Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.

The Annual Report on the 2014-15 Progress towards the District Technology Plan Initiatives (link to this report) details the progress that has been made in 14 areas to systematically identify and improve operations using appropriate technology. The following is a partial list of areas documented in this report that demonstrates the substantial progress that has been made toward achieving this strategic goal.:

- Reducing paper forms and repetitive data entry
- Expanding use of Tableau by providing training for college faculty and staff to access the data in Tableau on their own and by increasing report options for self-service.
- Increasing the use and training of Google Apps.
- Increasing the use of VDI to support labs, computers in classrooms, and faculty/staff desktop computers.
- Upgrading WiFi equipment to support mobile computing.
- Expanding the use of the College document management system.

Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.

The Annual Report on the 2014-15 Progress towards the District Technology Plan Initiatives (link to this report) details the progress that has been made in six areas related to this strategic goal. The progress made towards achieving each of the six categories of strategies for this strategic goal documented in this report are noted below:

- Disseminated videos and written descriptions on specific examples of innovative uses of technologies to improve student learning.
- Expanded professional development to include ongoing symposia, campus in-service, retreats, discussions and attend conferences.
- Increased the visibility and marketing of training available for faculty.
- Development of an online orientation that will help faculty become engaged and aware of technology options at the College. The online orientation was not developed.

However, the online faculty were introduced to the Online Educational Initiatives Readiness videos which they found valuable.
- Expanded opportunities for faculty training in creating accessible instructional materials.
- Provide a searchable library of technology innovations being done on campus. No progress was made in achieving this outcome.

Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible

The Annual Report on the 2014-15 Progress towards the District Technology Plan Initiatives (link to this report) details the progress that has been made in four areas related to this strategic goal. The progress made towards achieving each of the six categories of strategies for this strategic goal documented in this report are noted below:

1. Expanded the use of Federated IDs for on- and off-campus access to digital resources.
2. Selected an identity management system to automate account creation and revocation.
3. Continued research on selecting a room management system to integrate with the Banner Student Information System, the CLL scheduling system, and the oe used by Community Services.
4. Progress has been made in providing technical support for data imports, exports and single sign-on with third party vendors (e.g., SARS, PyraMED, Maxient, GradesFirst/OnTrack, DegreeWorks).
5. 174 faculty completed a total of 380 hours of small group training between August 24, 2015, and May 15, 2016. Unduplicated headcount for small group training appx 120 faculty for this same time period. If you want to include summer 2015, you need to add 30 more faculty members for the Online Teacher training which lasted 20 hours.
6. Last year was an anomaly in that the FRC did not offer any small group training in October and November since it was engaged in a lengthy review of Canvas.

On average, the Faculty Resource Center (FRC) provided more individual training/work with faculty than small group training last year compared to the prior year. A comparison of the number of duplicated faculty training contacts in 2015-16 vs. the prior year are available at the following website (insert web site).The FRC collects data on the effectiveness the training it provides and uses this information to inform modifications in its training activities.

Strategic Goal 3.4: Integrate systems and processes where appropriate and feasible.

This strategic goal was incorporated in the College's Technology Plan for 2015-16 (insert link to the Institutional Technology Plan). This plan includes documentation of the considerable progress that has been made in achieving this strategic goal.

Strategic Direction 4: Involve the College community in effective planning and governing.

Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.

The College Planning Committee reviewed the results of the Reflections on SBCC Survey that was conducted in Fall 2015 (insert link to the survey). The survey included items that assessed the degree to which each of the College's constituent groups were aware of, engaged, and/or felt they had a voice in college service, governance committees, and developments taking place at the institutional level. Compared to the prior year, the results of this survey showed that progress was continuing to be made toward achieving this strategic goal.

Strategic Goal 4.2: Improve communication and sharing of information.

The college website is scheduled for a major redesign beginning in Spring 2017, with a particular emphasis on improving access to information and access via mobile devices. Our website analytics indicate that about 40% of the visits are from mobile devices.

The amount and variety of college data available through Tableau continues to increase, as does the usage by faculty and staff.

Strategic Goal 4.3: Strengthen program evaluation.

The Program Evaluation Committee submitted recommendations to CPC on changes that would enhance the effectiveness of the College's program review process. The recommended changes were approved by CPC and were implemented (insert link to PEC's recommendations to CPC for improving program review).

PART 4: QUANTITATIVE MEASURES

The Educational Master Plan includes a list of quantitative measures used to evaluate progress on each of the Strategic Goals. Most of those metrics deals with student academic outcomes, such as successful course completion rates and the number of degree and certificate awards. These measures are included in **Strategic Direction 1: Foster student success through exceptional programs and services.**

Metric #1: Successful course completion rates.

A successful grade is defined as C or higher, or Pass for Pass/No-Pass courses.

Figure 4.1: Fall Successful Course Completion Rates
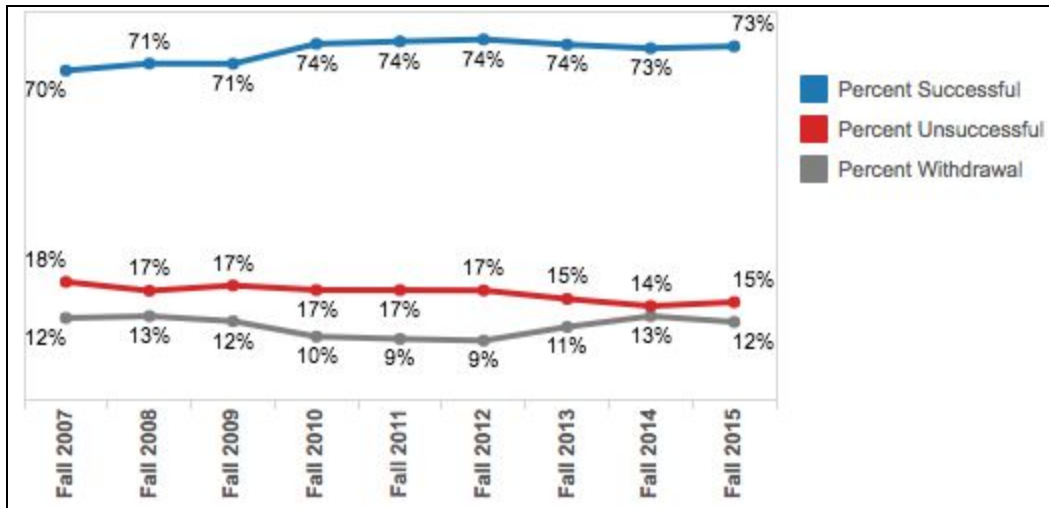
The college's successful fall semester course completion rates have been the same for the past two years. The successful course completion rates in the past two years are lower than they were in prior years. These results occurred at a time when the college has received significant amounts of money from the state and federal grants targeted to increase student success rates. One possible factor that may have affected the college's overall successful course completion rates is the increase in the percentage of students taking distance education classes which have lower course completion rates than face-to-face classes.

Figure 4.2: Fall Success Rates by Modality

	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall

|	2007	2008	2009	2010	2011	2012	2013	2014	2015
Face-To-Face	71%	72%	72%	75%	75%	76%	75%	75%	76%
Fully Online	57%	62%	60%	65%	66%	65%	65%	63%	63%
Hybrid	62%	75%	50%	66%	66%	69%	69%	66%	66%

The successful course completion rates in fully online and in hybrid classes continues to be significantly lower than they are in face-to-face classes. The successful course completion rates in online classes was lower the past two fall semesters than they were in past years.

Figure 4.3: Fall Success Rates by Ethnicity

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Asian/Filipino/ Pacific Islander	76%	79%	79%	81%	81%	81%	81%	81%	81%
White	72%	73%	74%	76%	78%	78%	78%	78%	78%
2 or More Races/Other	68%	70%	69%	73%	74%	72%	70%	71%	71%
Am. Indian/ Alaskan Native	64%	57%	55%	69%	65%	69%	62%	60%	68%
Hispanic	63%	65%	64%	68%	68%	69%	67%	67%	68%
Black/ African American	54%	57%	55%	59%	55%	57%	56%	51%	53%

There continues to be significant gaps in the successful course completion rates between underrepresented ethnic and minority students and those of Asian and white students. Compared to the past five years, there has not been much improvement in the successful course completion rates for students in the underrepresented ethnic groups. The successful course completion rates for Afro-American students continue to be very low compared to the other groups of students.

Figure 4.4: Spring Successful Course Completion Rates
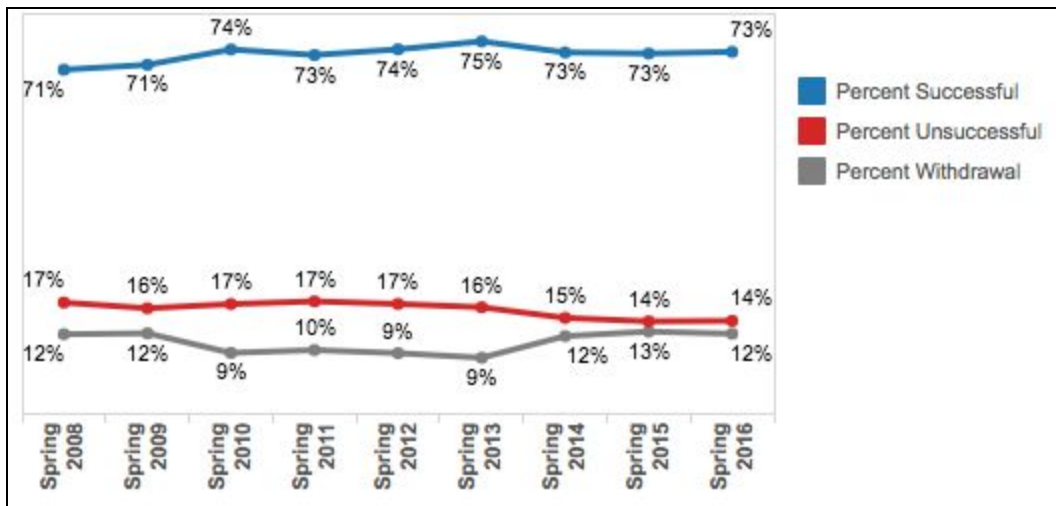
The year-to-year comparisons of the successful spring course completion rates for the spring semester are similar to what took place in the fall semester.

Figure 4.5: Spring Success by Modality

	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Face-To-Face	72%	73%	75%	74%	75%	76%	75%	76%	76%
Fully Online	59%	63%	64%	65%	66%	68%	66%	63%	63%
Hybrid	65%	66%	61%	62%	66%	68%	68%	65%	70%

With the exception of the substantial increase that occurred in the successful course completion rates for hybrid classes from spring 2015 to spring 2016, the data the spring-to-spring comparisons mirror those observed for the fall semester. The relatively small number of students enrolled in hybrid class sections allows for large changes in successful completion rates which could result from a small change in the number of students who completed this type of class.

Figure 4.6: Spring Success by Ethnicity

	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Asian/Filipino/ Pacific Islander	78%	79%	81%	79%	81%	83%	81%	81%	81%
White	74%	75%	77%	76%	77%	78%	79%	78%	78%
2 or More Races/Other	68%	71%	73%	73%	72%	74%	71%	70%	73%
Am. Indian/ Alaskan Native	65%	54%	61%	61%	70%	68%	63%	66%	65%
Hispanic	64%	65%	67%	66%	68%	69%	66%	67%	68%
Black/ African American	56%	57%	56%	59%	56%	59%	55%	53%	51%

The large gap in successful spring semester course completion rates between Asian and white students and students in the other ethnic/racial background groups were similar to what they were for the fall semesters. The successful course completion rates for Afro-American students has declined in each of the past four years.

Metric #2: Persistence

Persistence is defined as the percentage of students enrolled in a given term that return and enroll in the subsequent term. We typically disregard summer terms when measuring persistence.

Table 4.7: Fall to Spring Persistence

Period	Persistence
Fall 2011 to Spring 2012	73.1%
Fall 2012 to Spring 2013	72.7%
Fall 2013 to Spring 2014	75.5%
Fall 2014 to Spring 2015	74.8%
Fall 2015 to Spring 2016	75.8%

The fall 2015-spring 2016 college persistence rates increased a bit from the prior year and it at the highest level in the past five years.

Table 4.8: Spring to Fall Persistence

Period	Persistence
Spring 2011 to Fall 2011	49.5%
Spring 2012 to Fall 2012	49.8%
Spring 2013 to Fall 2013	52.4%
Spring 2014 to Fall 2014	51.3%
Spring 2015 to Fall 2015	53.5%
Spring 2016 to Fall 2016	53.3%

The spring 2016-to-fall 2016 college persistence rate is about the same as it was in the prior year, but is close to the highest it has been in each of the past five years.

Metric #3: Degree and Certificate Awards

Table 4.9: Degree and Certificate Awards

YEAR	Degrees			Certificates			
	A.S.	A.A.	Total	60+ Units	30 to <60 Units	18 to <30 Units	Total
2004-05	166	1,030	1,196		36	118	154
2005-06	178	1,082	1,260	39	113	96	248
2006-07	185	984	1,169		230	114	344
2007-08	220	1,127	1,347		227	106	333
2008-09	201	995	1,196		817	143	960
2009-10	242	967	1,209	37	837	105	979
2010-11	235	1,397	1,632	11	922	101	1,034
2011-12	230	1,519	1,749	37	855	129	1,021
2012-13	280	1,420	1,700	18	954	147	1,119
2013-14	286	1,477	1,763	5	1,150	130	1,285
2014-15	288	1,572	1,860	65	1,051	106	1,222
2015-16	304	1,554	1,858	46	1,453	141	1,640

There has been a substantial increase in the number of associate degrees and certificates awarded in 2015-16 compared to prior years. The introduction of the Associate Degrees for Transfer and changes in the criteria for earning a certificate may have contributed to these increases which are what has taken place at other California community colleges. Nevertheless, the increases in certificates and degrees that has taken place in the past few years is very impressive.

Metric #4: Transfers to 4-Year Institutions

Table 4.10: Transfers to 4-Year Institutions

Year	UC	CSU	In-State Private	Out-Of-State	Total
2004-05	474	423	125	154	1,176
2005-06	449	495	111	199	1,254
2006-07	435	442	125	196	1,198
2007-08	527	530	146	187	1,390
2008-09	586	442	185	231	1,444
2009-10	656	351	147	218	1,372
2010-11	566	499	134	222	1,421
2011-12	517	531	141	215	1,404
2012-13	518	461	122	234	1,335
2013-14	565	487	145	245	1,442
2014-15	561	537	143	243	1,484

NOTES:

- UC transfer data is from the UCOP Infocenter at www.universityofcalifornia.edu/infocenter
- CSU transfer data is from CSU Analytic Studies at www.calstate.edu/as/ccct/index.shtml
- In-State Private and Out-Of-State data is from the Chancellor's Office Datamart at datamart.cccco.edu
- Transfer data for 2015-16 is not yet available

There has been a steady increase in the number of the college's students who transferred to a four-year college or university. The vast majority of increases in transfers was to the CSU system.