

Continuing Education's FTES Reductions for 2003-2004

Two weeks will be eliminated from the Schedule for both terms. Each term will end one week earlier than planned. = 116 FTES

Various programs will reduce by the following:

- Business -6
- Computers - 20 (reduction in Intro classes)
- CIOF -1
- Arts, crafts -2
- Fitness, sewing, home -4
- Cooking -5
- Omega -12
- ParEd -5
- Psych/Comm -10
- VocTech -5
- Literature, writing -4
- TOTAL- 74

Omega will reduce another 2 weeks in the Winter and 1 week in the Spring = 14.5

All fitness classes will be converted to Enrollment Fee classes = 57

GRAND TOTAL= 261.5

Santa Barbara City College 2002-2005 College Plan 2003 Annual Review

Student Learning, Achievement and Development

Major Objectives. The 23 objectives in this component of the *College Plan* focus on the attainment of outcome measures pertaining to student access and to success in achieving desired educational goals. These objectives are designed to contribute to the attainment of the following three goals in the *College Plan*:

- Develop and implement strategies to increase assistance to students in identifying learning needs and defining educational, career and/or life goals.
- Increase the percentage of students attaining their educational goals, including course, degree and certificate completion, transfer, workforce development, basic skills and life-long learning.
- Increase student access and success by developing and expanding curriculum initiatives in both traditional (classroom based) and alternative instructional delivery formats (i.e., online, weekend and short courses) that respond to changes in community, workforce, technology and student needs and that increase student access and success.

Plan Accomplishments to Date.

A great deal of progress has been made in 2002-2003 in designing and preparing to implement in the 2003-2004 academic year specific strategies to increase student learning, achievement and development. Efforts undertaken this past year to increase student success have ranged from individual faculty members designing experiments in their teaching, to modifications in courses and programs offered by departments, to college-wide initiatives such as significant modifications to and expansions of the Gateway to Success program, the College Success course, the Transfer Academy, the Faculty Professional Development Program, and the new 16-week academic calendar. A substantial amount of time has been invested this past year in preparing for the implementation of the College's new student information system. This system will enable us to provide needed information and appropriate interventions to students in a much more timely and effective manner than it is presently possible. Since the vast majority of the new student success initiatives were designed this past year, their contributions to improving student learning, achievement and development will not be known until the end of years two and three of the *College Plan*.

Theme: Overall student assistance and support (Objectives 1, 2)

Plan Accomplishments to Date.

- Considerable progress has been made in developing and implementing strategies to increase assistance to students in identifying learning needs and defining educational, career and/or life goals. The curriculum for the College Success course (Personal Development 100), designed to improve students' learning and life management skills, was revised and the number of sections of this course has been increased from four in fall 2002 to eight in fall 2003. A major accomplishment this past year was to gain approval for this course to be accepted as transferable to the University of California.

Now that this course is transferable to both UC and CSU, we plan to encourage more students to improve their learning and life management skills by enrolling in this class.

- Additional initiatives to incorporate the assessment and improvement of students' learning and life management skills into specific courses include the expansion in the number of faculty offering classes that are part of the Gateway to Success program, the new ESL classes on time management and college success, an increase in the number of workshops in these areas offered by the Learning Support Services Center, a new course in Leadership, the successful ESL Peer Advisor program, development of the Transfer Academy, and the continued success of the Running Start Program.
- Work on the Degree Audit Report System (DARS) was completed and the program was implemented during the spring semester. DARS enables students and college staff to track student progress toward meeting their certificate, degree and transfer objectives. It also provides timely feedback on the courses that need to be taken to fulfill the students' degree and transfer requirements.
- A number of new programs were designed and/or significantly modified this year to increase the success of students in targeted cohort groups. These programs included the ADVANCE Program for working adults, expansion of the Gateway to Success program to include basic skills courses in English and mathematics beginning in the fall 2003 semester, expansion of the number and types of business and government agencies served by the Center for Management and Staff Development, and the successful field test of an intervention to increase the number of students that transition from academic probation or disqualification to good academic standing.
- Continuing Education opened its Learning Center. This has greatly expanded the hours available to non-credit students. The Learning Center contains a multi-media lab for students in Adult High School, GED, Basic Skills, Independent Studies, ESL and Career Development classes. The "Am I ready for College" class is a self-paced offering through the Learning Center to encourage students to transfer to the credit program.
- The five Computers in Our Future (CIOF) labs, located at sites from Goleta to Carpinteria, have greatly expanded access to learning to use computers. Our Hispanic population, in particular, has benefited considerably by taking advantage of these labs.

Future Directions.

- A greater number of students will be encouraged to enroll in the College Success course. The number of sections of this course will be expanded and training will be provided to faculty interested in teaching this course.
- Workshops will be provided to faculty on methods they can use in their classes to identify and improve students' learning and life management skills.
- The Matriculation Committee will be asked to evaluate the College's current procedures to determine if they should be modified to increase the number of students required to participate in the Matriculation program.

Theme: Student Success, Including Efforts Targeted to At Risk Students (Objectives 7, 10, 11, 12)

Plan Accomplishments to Date.

- A pilot program was implemented this year to increase the number of students that transition from academic progress probation/disqualification status to academic good

standing status. This pilot program involved placing a limit on the number of units and types of courses that can be taken by students that have been placed on academic probation or disqualified as a condition of their continuing to attend the college. Counseling staff time has been redirected to allow a counselor to focus his efforts in working with students on academic progress or disqualification. Just 21 of the 250 at risk students who participated in this program dropped out of college in 2002-03. The Counseling staff believes this new initiative has been successful and they plan to expand it this year to include additional students placed on academic progress or disqualification. A total of 1,880 students were placed on academic probation in fall 2002 and 2,188 were on academic probation in spring 2003. Each of these figures is higher than what they were in the prior year. A new intervention initiative has been designed this year to use the capabilities of OSS, DARS and CampusPipeline to contact students in need of assistance prior to the time they are placed on academic progress probation.

- There was a decline from 2001-2002 to 2002-2003 in the percentage of successful course completion rates (A-C, Credit) in all credit (-2%), transferable (-2.9%), occupational education (-1.8%), basic skills English (-.08%) and basic skills math (-6%) courses. One factor that has contributed to the drop in successful course grades in all credit and transferable classes is the relatively high percentage of non-successful grades ("NC" and "W") assigned to students in the Life Fitness Center course (PE 149), the online Career Exploration course (PD 191A) that is taken primarily by high school students, and many of the Online College courses. For example, if grades received in PE 149 are removed, the decline in the percentage of successful course completion for all other credit courses drops to -0.7%. There has been a large increase in the number of students enrolled in these courses during the past two years. In addition, the drop in successful completion rates must be considered in relationship to the steady decline in the academic preparation levels of students that have entered the college in the past few years.
- A number of strategies designed to increase the percentage of successful course completion rates were planned and/or implemented in 2002-2003, the first year of the College Plan. These initiatives ranged from faculty designed experiments to try new teaching strategies, to modifications in the design of individual courses and department curriculum, to more broad-based efforts such as the expansion of the Gateway to Success program, the College Success course, the faculty professional development program, and the change to the 16-week academic calendar. It is our expectation that these new initiatives taking place at the faculty, department, and college levels will result in an increase in course completion rates in 2003-2004 and in 2004-2005.
- There has been a substantial increase from 2001-2002 to 2002-2003 in the number of Associate degrees (+ 6.2%), certificates (+39%) and skills competency awards (16.3%) awarded. These increases resulted from an improved method for auditing and then contacting students to discuss the progress they were making toward completing their degree and certificate objectives.
- Data on the number of students that transferred to a four-year college or university in 2002-2003 are not yet available. The new Transfer Academy: UCSB Emphasis, was designed this year and will be implemented in fall 2003. If successful, the Transfer Academy approach to increasing transfer rates will be expanded to students planning to transfer to other universities.
- Data on the number of ethnic underrepresented students with a goal of transfer who transferred in 2002-2003 is not available. There was, however, an increase of 3% in the

proportion of students with a goal of transfer that were members of an ethnically underrepresented group.

Future Directions.

- Plans have been developed to implement a computer based early alert system to identify and provide timely information and interventions to students not making satisfactory progress toward achieving their educational objectives. The early alert system will be implemented once the Oracle Student System is in place and it is integrated with Campus Pipeline. The viability of using Campus Pipeline as the primary means by which the College will communicate with students once OSS is implemented was fully tested and validated this past year.
- Educational Programs faculty, administrators and staff will be asked to redouble their efforts this year to identify and implement strategies to increase student success in their courses and in college. Professional development activities will be designed to support efforts to identify, develop and test different approaches to increasing student success.
- The Transfer Academy program will continue to be developed. If successful, it will be expanded in 2004-2005 to include students interested in transferring to a CSU campus and perhaps other colleges and universities.
- Evaluations will be conducted to assess the extent to which the new instructional and support services that have or will be implemented are meeting their stated objectives to increase student success in transferable, occupational and basic skills courses.
- The lessons learned from the initiatives that have been undertaken to increase student success, including those targeted to "At Risk" students, will form the basis of developing the College's student success model. This model will include components of the Oracle Student System, DARS, Campus Pipeline and WebCT that will expand our capacity to provide students with timely and targeted information and interventions.

Theme: Remediation and ESL (Objectives 7, 8, 9)

Plan Accomplishments to Date.

- There was a drop from 2001-2002 to 2002-2003 in the percentage of successful course grades in basic skills English (less than 1%), **however, English is still 4% above this 2004-05 target of 68.52**, basic skills math (-6%) and ESL (-3%). There was a 4% increase from the prior comparison period in the percentage of students who enrolled in a basic skills English course (below English 100) and then enrolled in a higher-level English course. However, during this same time period, there was a slight drop (<1%) in the percentage of students who enrolled in a basic skills math class (below Math 100) and then enrolled in a higher-level math course. Data are not yet available on the percentage of students who entered the college in fall 2002, enrolled in a basic skills or ESL course, and progressed to a college-level course in subsequent three years.
- A pilot test was conducted in spring 2003 to include sections of English 70, English 100 and Math 1 in the Gateway to Success program. The successful completion rates in each of these basic skills class sections were significantly higher than those in the same courses for non-Gateway classes as well as other sections of the same course taught by the same instructor. Based on the success of this pilot test, the decision was made to increase the number of basic skills English and math class sections to be included in the Gateway to Success program in the 2003-2004 academic year.

- Significant modifications were made to the Oral Communication course for ESL students (Communication 100). The purpose of this course is to provide ESL students with instruction that will assist them to make a successful transition to non-ESL classes. The course completion rates and student and faculty satisfaction levels for this class were high. The percentage of students in this class who successfully transitioned to a non-ESL course in the subsequent term will be tracked. If the success rates are higher for these than a comparable number of ESL students who did not take this course, the number of sections of Communication 100 will be expanded.
- Initiatives to increase student course completion rates in basic skills and ESL that were planned this past year and will be undertaken in 2003-2004 include the use of ALEX in Math 4 as well as Math 1 classes, the expansion of the ESL department's peer advising program, applications of instructional technology in a greater number of ESL courses, increased and improved support provided by Learning Support Services to students needing assistance with basic reading and writing skills, and expansion of the Gateway to Success program to include basic skills courses in English and mathematics.

Future Directions.

- A comprehensive plan will be developed and implemented to increase the percentage of students that successfully complete their basic skills and/or ESL courses and transition to the appropriate college-level course. The development of this plan will be a top priority of the English Skills, English, ESL, Mathematics and appropriate Educational Programs student support services departments. The development of this comprehensive plan will be guided by what has been learned from each of the many new initiatives that have been undertaken to increase the success of students in need of remediation or ESL instruction.
- DARS, the new degree audit system, will be used by the Counseling Department staff to identify and provide timely interventions to students who are not progressing through their basic skills and/or ESL course sequences and who are not transitioning to college-level courses. Students in basic skills or ESL courses who do not enroll in the next course in their planned sequence prior to the start of the semester will be contacted by members of the Counseling staff.
- If funding is available, the number of Basic Skills and ESL sections to be included in the Gateway to Success Program will be expanded.

Theme: College Performance (Objective 13)

Plan Accomplishments to Date.

- Data are not yet available from the Chancellor's Office on how the College ranked on each of the Partnership for Excellence measures in 2002-2003. However, based on the data for 2001-2002, we anticipate that the College will be among the top performers in the state on all of the PFE measures except successful course completion rates and the percentage of students who are transferred prepared. The Transfer Academy was developed this past year in response to the need to increase the number of transfer-oriented students that complete their transfer objective.

Future Directions.

- Colleges that are performing better than SBCC on the Partnership for Excellence measures will be contacted to learn about what they are doing to promote student success. This information will be shared with the Academic Senate and the appropriate Academic Senate and Educational Programs committees and cross-functional teams.

Theme: Best Practices and Alternative Instructional Delivery (Objectives 15, 16, 17, 20, 21, 22, 23)

Plan Accomplishments to Date.

- Substantial progress has been made toward achieving the objectives in support of Goal 3 in the College Plan, "Increase student access and success by developing and expanding curriculum initiatives in both traditional (classroom based) and alternative instructional delivery formats (i.e., online, weekend and short courses) that are responsive to changes in community, workforce, technology and student needs and that increase student access and success.
- Enrollments in short courses grew by 22.9% from 2001-2002 to 2002-2003 and by 6.9% for positive attendance classes during the same time period.
- Along with expanding the number of courses offered in an online and in a hybrid format (part of the course delivered online and part in the classroom), five teleweb courses to be offered in fall 2003 were developed this past year. These courses will be broadcast on Channel 21 and will also be available on CDs and DVDs.
- The Faculty Enrichment Committee initiated a new service this year that sends all faculty members via e-mail the teaching tip of the week. These tips are based on best teaching practices used by our faculty. The Committee for Online Instruction was formed to meet on a regular basis to identify methods for increasing the success of students that enroll in online courses. The Teaching and Learning Collaborative, which is a cross-functional team, was formed this year to coordinate all faculty professional development programs, including workshops to improve student learning that can be taken by faculty to meet their flex hour requirement.
- A large number of new instructional programs and student support services were offered for the first time and/or were developed this past year. These offerings were in such areas as Fire Science, Electrician certification program, Middle Eastern Studies, Arabic, Leadership, Public Administration, Computer Applications and Office Management, Geology, and a wide-range of Professional Development Studies classes targeted for employees in the hotel, banking, legal, government and education industries.
- With the exception of the Online College classes, course completion rates for courses offered in non-traditional formats were higher than those offered in more traditional modes. The course completion rate for the Online College was 55.5% in 2002-2003, which is substantially lower than the 68.5% rate for traditional format courses. Steps have been taken this past year to make changes in the online courses with low successful completion rates.
- CampusPipeline accounts were given to all students enrolled in courses during the fall 2002 and spring 2003 semesters. Most contract faculty members received training in how to use CampusPipeline for their courses during the Fall 2002 Faculty Inservice Day. Close to 90 faculty members and a number of the college's student support services departments are using CampusPipeline in the delivery of their courses and services to

students. A survey will be conducted to assess the extent to which the college is on target for meeting its objective of having at least 70% of its students use CampusPipeline by the end of the 2004-2005 academic year.

- In spring, 2003, 35% of the contract faculty posted their course syllabi on the Web and 18% of the courses offered have syllabi posted on the Web. The objective of having 75% of the contract faculty post their course syllabi on the Web by spring 2004 may be met if the Oracle Student System is implemented by fall 2003.

Future Directions.

- A major focus this year will be to complete the preparation for and implementation of the Oracle Student System. This system, along with the third party software programs that will be integrated into OSS, will increase the College's capabilities to provide its academic and support services in alternative formats that are responsive to student needs.
- Training programs and support services will need to be developed and implemented for faculty and students in the use of relevant components of OSS, CampusPipeline, WebCT, and for faculty and staff, the development of web-based instructional and support services materials.
- Efforts will continue to be made to identify strategies to increase the successful completion rates in online courses.

Student Outreach and Responsiveness to the Community

Major Objectives. The 12 objectives in this section of the *College Plan* pertain to the College's effectiveness in offering programs and services that are responsive to the diverse educational needs of individuals, businesses and organizations that can benefit from postsecondary education. These objectives are intended to meet the following four goals in the *College Plan*:

- Attract an expanded and more diverse student population by enhancing community knowledge, appreciation and utilization of Santa Barbara City College program and services.
- Facilitate student transition to SBCC by expanding cooperative strategies with Continuing Education, service area K-12 districts and enriching the educational environment in the high schools.
- Increase educational opportunities for students by establishing mutually beneficial partnerships with the business sector, government agencies, community organizations, and other institutions of higher education.
- Provide services that exceed student expectations.

Theme: Marketing and Student Outreach (Objectives 24, 27, 28, 29, 34)

Plan Accomplishments to Date.

- The college achieved its enrollment objective of meeting its funded growth cap including capturing all of the Basic Skills funding.
- Enrollments in the credit program continue to reflect the ethnic diversity of the district's adult population.

- A record number of students participated in EOPS in 2002-2003. Similarly, the Financial Aid Office awarded financial aid, including BOGs and student loans, to a record number of students this past year.
- There was an increase from 2001-2002 to 2002-2003 in the percentage of local high school students enrolled in credit Dual Enrollment courses, on- and off-campus, in each of the following ethnic groups: American Indian/Alaskan Native, Asian, and Hispanic/Latino. There were no significant changes in the percentages of area high school students attending the college for African-American, Filipino or Pacific Islanders. The enrollment of high school students in Dual Enrollment courses reflected or exceeded the ethnic makeup of the Carpinteria and Santa Barbara high school districts for all ethnic groups except Hispanic/Latino (58.6% vs. 43.4%).
- The implementation of the high school exit exam has been postponed at the state level. The college had made preliminary plans to coordinate concurrent enrollment courses at the local high schools to better prepare high school students who failed the exit exam.
- The number of local high school students that participated in a Dual Enrollment course increased by 67% (1,520 in 2001-2002 to 2,540 in 2002-2003), which greatly exceeds the objective of a 3% increase.
- Non-credit Adult High School students enrolled in at least one credit program course increased from 9% in 2001-2002 to 12% in 2002-2003. The percentage of students in non-credit basic skills that enrolled in at least one credit course increased from 8% in 2001-2002 to 11% in 2002-2003. The percentage of students in non-credit ESL courses who enrolled in one or more credit classes increased from 8% in 2001-2002 to 11% in 2002-2003. In terms of percentage increases, these figures each greatly exceed the objective of a 3% increase per year for students in each of these programs.

Future Directions.

- The College's outreach, recruitment and marketing efforts may need to be increased to offset the anticipated loss in enrollment due to the fee increase to \$18 a unit. These efforts will include strategies to increase the number of BOGs and other forms of financial assistance provided to eligible students.
- The plan to convert a large number of non-credit computer applications courses to credit courses needs to be finalized and implemented.
- The new regulations governing Concurrent Enrollment Program courses need to be adhered to and steps will be made to ensure that these changes will not adversely affect the number of high school students that enroll in these classes.

Theme: Student Access to Services and Resources (Objectives 25, 26, 33, 35)

Plan Accomplishments to Date.

- Considerable progress has been made this past year in providing multiple options, both on and off campus, for convenient student access to programs, services and information needed to enroll and succeed in college. The Center for Management and Staff Development has expanded the number of locations it offers courses and on-site enrollment services to members of the business community.
- All credit program students were given CampusPipeline accounts that they can use to access college services via the Internet. Five credit teleweb courses will be offered on Channel 21 and in CD and DVD formats.

- A great deal of effort was invested this past year in developing the Oracle Student System. Once implemented, this system will greatly expand the options students have to access college instruction and services.
- Several significant accomplishments were made this year to assist students in meeting college cost demands. Students voted to continue assessing themselves with the mandatory bus pass, and the college negotiated a new contract with MTD. The student housing Web site managed by Student Activities staff was upgraded. There was a substantial increase in the number of housing listings posted on this Web site. Two of the private residence facilities in Isla Vista have agreed to accommodate a greater number of SBCC students in 2003-2004 than in past years.
- The Foundation for SBCC has increased the amount of funds available for student book grants, emergency loans, department internships and scholarships.
- The grade point average for students living in Isla Vista remains lower than that of the college's students not living in Isla Vista (2.67 vs. 2.34). The college has made arrangements with Tropicana Gardens and the Fountainbleu to promote responsible student behavior and to provide SBCC staff information needed to be more proactive in identifying students in need of assistance. Tropicana Gardens will serve students that are members of the college's Transfer Academy and will include these students, along with those attending UCSB, in its activities. Discussions have been undertaken to allow SBCC students, particularly those living in Isla Vista, to participate in UCSB's Intramural Program. This program is being pursued with the expectation that it will increase students' commitment to achieving their transfer objectives.

Future Directions

- The Center for Management and Staff Development will continue to increase the number of training programs it provides to businesses, government, education and community-based organizations.
- The teleweb courses will be evaluated to determine their effectiveness in increasing student access to the college and student success in this distance education format. These courses will enable us to assess the value of adding a video component to online courses.
- Efforts will be made to increase the number of beds allocated to SBCC students in the two private residence facilities in Isla Vista, and to work with the management of these facilities on strategies to increase the success of our students.
- The plan to increase student access to on-campus computers needed to use Web-based tools (e.g., OSS, WebCT, CampusPipeline, DARS, course materials) needs to be implemented. This plan involves creating a student computer lab in the Campus Center, a student computer lab in the Library by relocating the computers in various parts of this facility, and instituting new computer lab policies to allow students not enrolled in courses supported by the labs to use computers in these facilities when appropriate to do so.

Theme: Work Related Educational Experiences (Objectives 30, 31, 32)

Plan Accomplishments to Date.

- A total of 59 students enrolled in the work-based learning retail courses this past year, the first actual year of the program. In addition, over 30 students per semester enrolled in the new Hotel certificate program that is based on the work-place learning model.

- There was a 22% increase (2,610 to 3,178) in the number of students enrolled in work experience courses in 2002-2003 compared to the prior year. Although enrollments in the Service Learning course more than tripled (32 to 90) from 2001-2002 to 2002-2003, due to limitations of staff time, the decision was made to no longer continue offering this course. Students interested in service learning will enroll in the General Work Experience course.
- There was a 28% increase (1,974 to 2,497) from 2001-2002 to 2002-2003 in the number of students enrolled in courses offered in conjunction with the Center for Management and Staff Development. This figure greatly exceeds the 8% per year enrollment increase objective.

Future Directions

- The viability of the work-based model of offering instruction in retail management and other areas of the curriculum will be evaluated.
- Plans need to be designed and implemented to provide the staff support required to continue expanding the number of classes offered through the Center for Management and Staff Development.

Faculty and Staff Development

Theme: Recruitment and retention of qualified faculty and staff (Objectives 36, 38)

The quality of faculty and staff is a key measure of the effectiveness of a community college. SBCC strives to ensure high quality in all programs offered, adapts curriculum to a changing knowledge base and workforce demands and responds to the needs of the diverse California community college students. This requires faculty and staff who possess a combination of current knowledge in a field, multiple strategies for motivating and teaching students, a commitment to serving students and the facility and tools needed to deliver programs. SBCC receives faculty applications from around the world. The daily realities of the cost of living on the South Coast and the lack of easy transportation solutions to long work commutes challenge our ability to hire and retain the best.

Major Objectives. Key objectives to achieve recruitment and retention include:

- Finding cost effective but highly effective advertising.
- Finding the most effective approach to communicate to applicants that working at SBCC is worth the cost of living and commute challenges.
- Identifying and meeting faculty and staff needs as soon as possible upon arrival so that they feel welcome, trained and integrated into the campus and greater community.
- Training existing faculty and staff so they can take advantage of promotional opportunities.

Plan Accomplishments to Date.

- Supported and participated in the improved Job Registry operated by the Chancellor's office. The new system has improved our ability to identify potential applicants in a faster, more cost effective manner.
- Relied more on cost effective electronic advertising of positions.

- ***Faculty Teaching and Learning Seminars has trained new fulltime faculty since fall 2001 with almost all participating faculty exceeding the college student success rates each year. Faculty new to teaching made significant improvements after one semester of the year-long seminar.***
- Worked with faculty and staff already knowledgeable in their field to identify specialty web sites and publications in which to advertise. Leveraged printed advertising to best advantage in obtaining electronic advertising.

Future Directions.

- Develop on-line job applications.
- Use the college intranet to promote 7 x 24 review of applications by selection committees and selection committee communication and rankings.
- Need reclassification of classified service positions in order to develop career tracks within classified service.

Theme: Systems to optimize performance (Objectives 37, 40, 41)

The college must “market” itself through all its publications. Emphasis should be on the College web pages. SBCC must also develop flexible work schedules or arrangements such as telecommuting and provide promotional opportunities and paths.

Major Objectives.

- Develop alternate work patterns such as telecommuting and flexible schedules.
- Increase access to information for current and prospective employees.
- Develop career advancement paths for classified staff.

Plan Accomplishments to Date.

- As a result of the last contract negotiations with CSEA, met with CSEA leadership in a series of discussions to study current issues of classified employment at SBCC, learn about purposes and functions of systematic reclassification and develop recommendations for future. The group consensus was to recommend a reclassification study. No specific details were developed because the state budget crisis left concern that the cost of study and implementation would not be feasible during the current financial crisis.
- Negotiated changes in contract language with CSEA to encourage and educate managers and supervisors about use of alternate work schedules.
- Negotiated changes in the evaluation process with CSEA to encourage staff participation in staff development activities with concomitant change in management evaluation to encourage management to complete timely evaluations of staff and to encourage participation in staff development activities.
- Developed reports on overdue evaluations for greater accountability of managers to complete staff evaluations.
- The President placed institutional emphasis on the need for improvement in training management. The Center for Management and Staff Development has been charged with the development and offering of a supervisor training program focusing on supervisory skills and staff evaluation.

- Enhanced information about the College on the college new Web site. There is a significant increase in the level of detail of information available through our web site. Departments can provide current information because they have ability to make changes within certain parameters.
- More salary schedules are posted on the web site as well as complete bargaining unit agreements and benefits information. Developed benefits calculators for HR site.
- Hired the first off-site faculty member to teach distance-learning courses. The faculty member resides out of state. The experiment was highly successful and this faculty member can continue in a tenure track position although residing out of state.
- Part-time telecommuting is permitted for selected employees.
- A group of HR/ IRD staff has convened to identify unmet staff training needs.

Future Directions.

- Need a reclassification study of classified positions with provisions for maintenance of system.
- Need better job descriptions for faculty and staff.
- Add sixth step to professional growth program.
- Need effective management training focusing on staff evaluation.
- Use on-line training opportunities for technical training.
- Develop intranet portal for greater access to critical college information (policies, bargaining contracts, etc.).
- Develop college web bulletin boards for increased faculty/staff exchange of information.

Theme: Housing (Objective 39)

The *College Plan* stresses college assistance in helping faculty and staff secure housing.

Major Objectives. Assist faculty and staff in identification of affordable housing within commuting distance of SBCC.

Plan Accomplishments to Date.

- Partnered in the Coastal Housing Partnership to provide financial assistance to those wishing to purchase homes.
- College administrators explored options for college involvement in projects and partnerships to secure affordable faculty/staff housing: CSU Channel Islands, Carpinteria Bluffs, and MTD property.
- Discussions have begun with Mark Lloyd for affordable housing units on the Mesa.

Future Directions.

- Continue to seek affordable housing options and provide assistance for faculty and staff.
- Participate in regional discussions and studies regarding transportation for commuters.
- Expand opportunities for telecommuting for faculty and staff.
- Become more assertive in advocating for affordable housing on the South Coast.

Theme: Professional development (Objectives 42, 43, 44, 45, 46)

A learning institution should acknowledge the need for career learning and provide opportunities for professional growth for its employees. Opportunities for learning constitute an important motivator for employees. Training can also increase workplace safety.

Major Objectives. The *College Plan* calls for the expansion of professional development for faculty and staff and training to reduce employee injury.

Plan Accomplishments to Date.

- Developed a comprehensive resource handbook for all college managers.
- Developed written materials to disseminate information to staff about professional development opportunities including worksheet for use in creating individual professional development plans.
- ***FTL Seminar and FRC continue to offer year-long training for faculty.***
- PRO courses had a positive impact on college culture as more managers took courses and encouraged employees to do the same.
- PRO classes increased ease of access to training for college employees. Over half of the HR/LA staff attained a full step in the Professional Growth for training on Oracle HR.
- A faculty position was created to focus on faculty training.
- ***Development of a new comprehensive faculty training program and online site has been developed to support this training.***
- Two department-specific sexual harassment training programs were implemented.
- Good staff and faculty participation in Professional Studies Department training.
- Developed comprehensive written material (Career Success and Satisfaction) to promote awareness of staff development opportunities and incentives.
- Negotiated management fund for tuition reimbursement and made first disbursements in 2002-03.
- Created a limited term, 75% position for faculty staff development.
- To date, over 60 classified employees participated in the Professional Growth program.
- A Safety Committee was convened. Management training was conducted on workplace safety.
- Safety training programs, including workstation ergonomics evaluations, emergency procedures, hazardous materials awareness, forklift operation, back safety, slip and fall prevention and bloodborn pathogens exposure prevention, were held for faculty, staff and administrators during the year.
- A college wide-emergency preparedness training was successfully implemented.
- ***Continuation of FTL and FRC training of faculty.***

Future Directions.

- State funding for staff development has been totally eliminated. The budget crisis has had a severe impact on travel and conference budgets. Alternate approaches to training are necessary

- Significantly greater flexibility and funding exists for faculty training. The College will need to review resources and processes for encouraging staff development.
- Training is needed to insure a systematic, internally consistent method of evaluation. Training should include all who have the obligation to evaluate staff.
- A focused work injury review was conducted. Programs focusing on injury and illness prevention, materials handling, office ergonomics / safety, back safety and emergency training are projected for 2003-04.
- Priority institutional emphasis will be directed to improving management supervision skills and evaluation procedures.

Governance and Management

Theme: Decision and Business Support Systems and Processes (Objective 47)

Major Objectives. The key objective is to design and implement a Web based decision support system.

Plan Accomplishments to Date.

- The Office of Institutional Assessment, Research and Planning, with support from Information Resources Division (IRD) in the areas of financial and human resources reporting and technical support, has developed Web-based access to decision support information. This system was launched in Fall 2001 and has been improved and expanded continuously.
- The Director of Institutional Assessment, Research and Planning conducted training with the deans and department chairs on the use of this system. IRD staff conducted additional training for the finance reporting.
- ***There was a significant expansion of student services information and self-service tools were added to the college web site in 2002-03.***

Future Directions.

- The conversion to the integrated Oracle Student/HR/Finance System requires that the current decision support systems and the underlying data warehouse be redesigned in their entirety. This will be a major focus for the activity of the Office of Institutional Assessment, Research and Planning in 2004-05 with support from IRD.

Theme: Measuring Performance (Objectives 48, 49, 52)

Major Objectives. The key objectives in this area are;

- Evaluation of decision making processes to ensure efficient and effective goal attainment.
- Annual review of institutional effectiveness measures.

Plan Accomplishments to Date.

- In Spring 2002, the Director of Institutional Assessment, Research and Planning coordinated a major review of all institutional effectiveness measures by the President,

Vice Presidents, College Planning Council and the Academic Senate. This review was in conjunction with the development of the 2002-05 College Plan and the development of the institutional self study for re-accreditation. During August 2003, an annual review of the measures is scheduled with the Executive Committee before updating the annual institutional effectiveness report to be completed in September 2003.

- The main consultative and governance bodies of the College periodically review the decision making processes of the college.

Future Directions.

- The College will have to begin the work on development of processes and data collection and analysis methods in support of the requirements of the new accreditation standards. Although the College will have its next accreditation visit in Fall 2008, the planning and implementation of such structures and processes are lengthy and labor intensive.

Theme: Resource Allocation (Objectives 50, 51)

Major Objectives. The key objectives in this area are;

- Identifying critical needs of the college and developing principles and strategies to meet those needs.
- Maximizing access to and applying new revenues to best meet current and future needs that support College objectives.

Plan Accomplishments to Date.

- As mentioned also later in this report, in a collaborative process involving the Academic Senate, the College Planning Council and the Board of Trustees, the campus reviewed its Principles of Budget Development initially developed during the recession of the early 1990s. The revised Principles were adopted by the Board of Trustees on March 27, 2003. The Principles were adopted for use to allocate resources and protect SBCC's viability as an institution capable of fulfilling its educational mission.

Future Directions.

- Although the 2003-04 budget approved by the Governor is not as drastic as the one proposed in January 2003, there are still great budgetary uncertainties for 2004-05 and beyond. The College, through its shared governance and leadership mechanisms, will continue to closely monitor revenues and expenditures and all reserves to ensure optimum allocation and re-allocation of resources, as needed, in order to achieve its stated mission goals and objectives effectively and efficiently.

Applications of Technology

Theme: Access to Web-Based College Information (Objectives 53, 54, 55)

Throughout the *College Plan*, many objectives emphasize the need for increased access to and use of technology by the students, faculty, and staff of SBCC.

Major Objectives. Key objectives to achieve this theme include providing student, faculty and staff access to the following tools:

- Online courses and supplemental instructional materials.
- Student email, calendaring, notifications, and support services in a student “portal” environment.
- Web application, registration, payment of fees, financial aid and other online student services.
- Provision of decision support information.

Plan Accomplishments to Date.

- The College has continued to expand its instructional offerings delivered through the Online College. For the Fall 2003 term more than 70 classes will be offered online by the College, with an increasing diversity of general education courses throughout the curriculum.
- Fall 2002 saw the campus-wide implementation of Campus Pipeline as the SBCC student portal. All credit students now have an SBCC email account and access to the Pipeline portal. The portal has been integrated with WebCT online instruction. Additional student services have been integrated into the portal, including student grade lookups and access to degree audit information.
- The College continues to provide an online application for prospective and returning SBCC students.
- The Office of Institutional Assessment, Research and Planning, with support from Information Resources Division in the areas of financial and human resources reporting and technical support, has developed Web-based access to decision support information.

Future Directions.

- The College will continue to offering of online courses in key areas to allow for the completion of an associate degree online by the 2004-2005 academic year.
- The primary college technology focus for the 2003-2004 year will be SBCC’s implementation of the Oracle Student System. This implementation activity will include the following stages:
 - Financial Aid implementation by January 2004 for the 2004-2005 award year application and processing cycle.
 - Online Application and Admissions Processing by April 2004 for the summer and fall 2004 terms.
 - Online Registration and Payment of Fees by April 2004 for the summer and fall 2004 terms.
 - Under the overall coordination of the Office of Institutional Assessment, Research and Planning, during the 2004-2005 academic year, the College will undertake a major restructuring of its data warehousing and decision support structures.

Theme: Anytime / Anywhere Access to College Services (Objectives 56, 58, 59, 63)

The deployment of web-based technology by the college increases the demand for stable, reliable and secure access to campus services on a 7x24x365 basis.

Major Objectives. The *College Plan* calls for increasing access to online courses, supplemental instructional materials, and student support services through the Online College, Pipeline, and the Oracle Student System.

Plan Accomplishments to Date.

- SBCC has implemented Internet access to its administrative email system to allow faculty and staff to access email from off-campus.
- For the past two years, the college has provided 7x24x365 access to Online College courses and Pipeline student portal information through a contract with Sprint Web Hosting Services. This contract was funded originally through the “Total Cost of Ownership” component of the State’s Technology and Telecommunications Infrastructure Program (TTIP). Program cuts by the State in TTIP, however, have required backfill from General Fund for this critical college activity.
- In May 2003 the College entered into contract with Oracle Corporation to host the SBCC administrative applications for finance, human resources, and student systems on a 7x24x365 basis.

Future Directions.

- The College Network Services group will continue to work on improvements to the reliability and availability of the campus email system during off hours and through remote access.
- Sprint Corporation has announced its sale of its Web Hosting Services division. SBCC will need to secure another vendor to provide and implement these services for the Online College and Pipeline by the end of calendar 2003.
- SBCC’s transition of its administrative applications to the Oracle.Com hosted environment needs to be completed by the end of August 2003, so that the Student System implementation can begin in a hosted environment integrated with financial and human resources information.

Theme: Evaluating the Impact of Technology (Objectives 57, 62)

The *College Plan* stresses the need for the ongoing assessment of the impact of technology applications in order to improve the quality and effectiveness of services to the college community.

Major Objectives. Annual evaluations of the effectiveness of the Online College and delivery of mediated instructional materials is called for in the *College Plan*, along with the annual assessment of the impact of the Pipeline student portal and access to student services through the implementation of the Oracle Student System.

Plan Accomplishments to Date.

- The College has conducted annual and term assessments of the effectiveness of the Online College and the Pipeline student portal. These evaluations have been used to make improvements in the structure, content, and navigation of the important components of instructional delivery and support.

- The evaluation of the Online College has been used to guide the content of Summer Training Institutes for faculty preparing to develop and deliver new online courses.
- The Pipeline pilot project evaluations for three semesters helped to guide the final campus-wide implementation of Pipeline for the fall 2002 term.

Future Directions.

- The College needs to do a better job in the planning and evaluation of new technology initiatives for the institution. A major plan objective still to be accomplished is to: “Systematically examine the impact of technology on the effective use of staff resources.” This assessment activity needs to be a critical part of the Oracle Student System implementation project at SBCC. The results of this assessment effort should be made available by May 2005, after the first complete year of implementation of the major components of the new system.
- A comprehensive technology plan for Continuing Education needs to be developed during 2003-2004.
- The impact of budget cuts for technology equipment replacement needs to be assessed during 2003-2004, and the 2004-2005 budget planned accordingly.

Theme: Integration of Technology (Objectives 60, 61)

The value, validity, and usefulness of college information is increased when information is shared among various administrative and instructional systems.

Major Objectives. The *College Plan* calls for the integration of SBCC’s instructional, financial, human resources, and student systems over time.

Plan Accomplishments to Date.

- Campus Pipeline and WebCT systems were integrated during for the fall 2002 campus-wide implementation of the student portal. This included integration with the existing student records system to provide accurate and timely student, faculty, and course enrollment information to these systems.
- Student degree audit functionality (DARS) was integrated with the Pipeline student portal in fall 2002. Student grade lookup functionality was also integrated with the Pipeline student portal in fall 2002.
- Separate databases and systems for SBCC’s financial and human resources departments were integrated in April 2003 into a single instance. This will become the basis for implementation of the new Student System in an integrated environment.

Future Directions.

- SBCC’s implementation of the Oracle Student System will be the major focus in this area for the 2003-2004 academic year. This includes the testing and training of integration with Pipeline, WebCT, DARS, and other administrative software systems relying on accurate data from the student systems.
- During the 2004-2005 academic year the redesign of the college’s data warehouse and decision support structures will be guided by the principles of data integration, with an

increasing emphasis of the combining of instructional, student, financial, and human resources information into common reporting structures.

Facilities

Theme: Improve Condition of Campus Facilities and Provide Additional Space (Objectives 64, 65, 66, 67, 68)

Major Objectives: Key objectives to achieve this theme include

- Improving access to college facilities and resources for individuals with disabilities.
- Leveraging state scheduled maintenance funds to the greatest extent possible.
- Preparing a comprehensive preventative maintenance program and perform activities as scheduled.
- Preparing a comprehensive classroom/bathroom/office remodeling program and perform activities as scheduled.
- Completing the long-range development plan and gain approval of the California Coastal Commission.

Plan Accomplishments to Date.

- Over the last year the College has completed several projects and applied multiple resources in order to work towards its goal of improving the campus facilities and providing additional space as required. To better accommodate individuals with disabilities and provide them with improved access to the facilities three exterior ramps were installed in addition to multiple automatic door openers to bring the existing buildings into compliance with current building code standards.
- Money awarded to the College from the State for Scheduled Maintenance projects was used to restore the aging infrastructure of the existing buildings and equipment, and to make occupants more comfortable.
- Several buildings were re-roofed to ensure continued resistance to leaks.
- The HVAC ductwork system in two large classroom buildings was thoroughly cleaned to improve air quality.
- An aging main gas line was replaced after leaks were discovered and new high voltage service was installed to the Administration building where the College's computer network server resides.
- In June 2003, the College hired a new maintenance supervisor who has an extensive background in developing and maintaining preventative maintenance programs. This valuable knowledge and experience will be put to use to develop an effective preventative maintenance program for the College for future years.
- The College continues to move closer to obtaining approval by the California Coastal Commission for its long-range development plan. An amendment to the plan for the modification and maintenance of the creek located on the east side of the campus is scheduled to be reviewed by the Commission in August 2003.
- As a result of the State's unstable financial condition, the plan for a comprehensive classroom/bathroom/office remodeling program was put on hold until resolution of the crisis becomes more apparent.

Future Directions.

- The College has submitted several proposals to the State for approval for both modernizing and expanding the existing structures, in addition to building a new School of Media Arts building, General Classroom building and Multidisciplinary building. Proposals are for projects to be completed several years in the future in hopes that the current fiscal dilemma will be much improved.
- Although funds for scheduled maintenance in the immediate and upcoming years have been severely reduced, the College continues to submit proposals for much needed building and equipment repair.
- The college is proceeding with preparing architectural drawings for the gymnasium remodel project.

Theme: Reduce Adverse Environmental and Community Effects of the College (Objectives 69, 70, 71, 72, 73)

Major Objectives. Key objectives to achieve this theme include

- Lessening the amount of waste generated by the college and increasing recycling efforts.
- Lessening traffic congestion and parking demand in the harbor area by reducing drive alone trips to campus.
- Improving the handling, storage, record-keeping and disposal of hazardous materials and reduce the use of hazardous materials where possible.
- Lessen the amount of chemical runoff from the campus into the ocean by employing integrated pest management practices and other measures.
- Improving the energy efficiency of the campus facilities.

Plan Accomplishments to Date.

- The College made important progress in reducing adverse environmental and community effects. The annual report submitted to the State's Integrated Waste Management Board indicated the College had nearly doubled the amount of waste it recycles, therefore lessening the amount of waste going to the landfill. Newly implemented college requirements for recycling all construction and demolition waste resulted in 334 tons of waste being recycled.
- To alleviate the number of drive alone automobile trips to campus a new bus stop was added to the west campus and Lot 1A was converted to an all carpool parking lot for faculty, staff and students
- The Facilities & Operations staff learned about the implementation of an integrated waste management plan, an approach to maintaining the campus grounds that will eliminate adverse impacts on human health and the environment from pest management activities.
- A State mandate for community colleges went into effect during the year, which requires the college develop a storm water management plan.
- Significant advancements were made towards increasing the College's energy efficiency, including retrofitting several existing buildings with energy efficient light fixtures, participating in Southern California Edison and the Gas Company's "Savings By Design" programs and specifying solar power for the \$4 million gym remodel project.

Future Directions.

- The College continues to keep environmental impacts on the top of its goals for improvement. In conjunction with the local Metro Transit District, the College is planning to expand the current bus stops into transit centers to increase rider ship.
- An integrated pest management plan and a storm water waste management plan are soon to be formalized and put into effect to further protect the surrounding environment.
- College Facilities & Operations staff continue to retrofit the existing buildings with energy efficient light fixtures.

Theme: Improve Customer Satisfaction and Employee Morale Through Better Facilities Management (Objectives, 74, 75, 76)

Major Objectives. Objectives to achieve this theme include

- Maximizing efficient use of existing college facilities.
- Improving campus outdoor lighting.
- Improving campus lock and key control.
- Annually surveying faculty and staff related to facilities issues.

Plan Accomplishments to Date.

- Although impeded by the State's ongoing fiscal dilemma, the College has continued to work towards improving its facilities management. Funds for the renovation and expansion of the existing gym building have been approved and awarded by the State. This project will maximize the existing volume of space in the gym facility by adding several general-purpose classrooms and expanding the lab space associated with the Life Fitness Center. Additionally the project includes the installation of an elevator and ramping system allowing disabled occupants to travel comfortably between the lower and upper parts of campus.
- To further support the safety of the college community, exterior light fixtures were installed at parking lot 1B, the Earth and Biological Sciences building and the fire road, which serves as a major footpath access to campus.
- Efforts over the past year were also spent to begin converting the existing standard lock and key system into an electronic system. Several doors were reconfigured with the new electronic system, with the remainder planned for the years ahead.
- College efforts towards responding to faculty, staff and student concerns were gauged by the survey conducted by the Vice President of Business Services in the spring of 2003. Results indicate that overall improvement have been made in the facility related services the college provides.

Future Directions.

- The College continues to respond to regular requests by the faculty and staff for remodeling or reorganizing their respective areas to most efficiently use the space and to provide a comfortable environment.
- To the extent financially possible, continued progress will be made towards retrofitting the College's campuses with electronic key systems to better secure the buildings and the occupants, and towards improving the exterior lighting on campus.

Fiscal Support

Theme: Better Systems for Fiscal Management (Objectives 78, 79, 80)

Major Objectives. The *College Plan* calls for providing state-of-the-art administrative systems to record, communicate and evaluate the *College Plan* in monetary terms and to carry out the business of the college.

Plan Accomplishments to Date.

- SBCC has made progress in achieving its fiscal support objectives. In response to state funding reductions, much effort was put into informing campus constituencies about how the College is funded and how resources are allocated. Budget presentations were made to the Board of Trustees, Fiscal Committee of the Board of Trustees, College Planning Council, and forums open to faculty and staff. As State budget decisions were made, the impact on campus budget was communicated in committee meetings and in campus-wide e-mail budget updates.
- In a collaborative process involving the Academic Senate, the College Planning Council and the Board of Trustees, the campus crafted Principles of Budget Development, which were adopted by the Board of Trustees on March 27, 2003. The Principles were adopted for use to allocate resources and protect SBCC's viability as an institution capable of fulfilling its educational mission.
- In order to effect mid-year budget reductions for fiscal year 2002/03 and a reduced operating budget for 2003-04, the consultative bodies of the campus considered proposed reductions (both in terms of dollars and % reduction) and the expected impact of such reductions. As the erosion of funding for "core programs" became clear, program managers provided fiscal information about program elements supported by available funding, core program elements for which backfill was requested, the program elements eliminated due to inadequate funding. Based on the budget analysis and recommendations of the consultative bodies, the Board of Trustees adopted a 2002-03 mid-year budget reduction and a 2003-04 fiscal year budget.
- College business processes have been streamlined and have gained efficiency. The salary model, which is the heart of the budgeting process, was streamlined by electronic validity checks with HR and payroll data. The salary model was enhanced to provide evaluation of the College's capacity to meet the state required full-time faculty obligation. Tools for improving the College's ability to budget part-time instructor expense are in progress.
- Student payroll processing made great strides in efficiency with the implementation of an on-line payroll timesheet system.

Future Directions.

- Efforts to communicate the College's funding sources and specifically the State apportionment allocation will continue.
- Improvements in financial information systems will be pursued. Priority will be given to an on-line timesheet system for classified hourly staff, Food Service Fund financial reporting, budgeting for adjunct instructor costs based on teacher load units ("TLU"), and budget monitoring/projection capabilities.

- Efficiencies in business processes and greater productivity will be sought through re-organization of tasks, cross-training, professional development, judicious increased usage of credit cards, expansion of electronic payments to vendors, increased automation of the student refund process, and automation of fee assessment for non-traditional classes.

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SBCC 2002-03 COLLEGE PLAN GOALS AND OBJECTIVES

GOAL/OBJECTIVE	Status at the end of year one of the plan
Student Learning, Achievement and Development	
<i>Goal 1: Develop and implement strategies to increase assistance to students in identifying learning needs and defining educational, career and/or life goals.</i>	On target
Objective 1. Expand opportunities to assess and improve students' learning and life management skills (e.g., study skills, note taking, reading, writing, memorization, mathematics, learning style, critical thinking, test taking, library research, computer skills, time management, goal setting, decision making and health).	On target
Objective 2 Expand opportunities for student involvement to explore, engage and commit to their educations, careers, intellectual/personal development and life-long learning pursuits.	On target
<i>Goal 2: Increase the percentage of students attaining their educational goals, including course, degree and certificate completion, transfer, workforce development, basic skills and life-long learning.</i>	Moderate progress
Objective 3. Analyze the educational needs of various elements of the student population and identify appropriate interventions that are responsive to those needs.	Moderate progress
Objective 4. Identify a minimum of three cohort groups per year and assess, develop or modify policies, procedures and interventions that may increase their success.	Not addressed
Objective 5. Develop and implement an early alert and continuous assessment of student performance system that will identify students who are not making satisfactory progress and to provide appropriate interventions. This system will be implemented by 2003-2004 for all credit courses.	Not addressed
Objective 6. Reduce by a minimum of 6% over the three-year period the number of students placed on academic progress probation, academic probation and academic disqualification, while maintaining standards of academic excellence.	No progress
Objective 7. Increase by 1.5 percent over a three year period the successful course completion rates (A-C, CR) in all credit, transferable, occupational, and basic skills courses while maintaining standards for academic excellence.	No progress

SBCC 2002-03 COLLEGE PLAN GOALS AND OBJECTIVES

GOAL/OBJECTIVE	Status at the end of year one of the plan
All credit classes: from 71.2% 2000-01 annual rate to 72.3% in 2004-05.	No progress
Transferable courses: from 71.5% 2000-01 annual rate to 72.6% in 2004-05.	No progress
Occupational courses: from 74.3% 2000-01 annual rate to 75.4% in 2004-05.	No progress
Basic Skills courses:	
English (below English 100): from 64.5% 2000-01 annual rate to 68.52% in 2004-05.	On target
Math (below Math 100): from 50.6% 2000-01 annual rate to 51.4% in 2004-05.	No progress
Objective 8. Increase by a minimum of 4% (2% the first year; 1% each subsequent year) over a three-year period the percentage of students who enroll in a basic skills English class (below English 100) and then enroll in a higher level English class.	Moderate progress
Increase by a minimum of 2.4% over a three-year period the percentage of students who enroll in a basic skills math class (below Math 100) and then enroll in a higher level math class.	Moderate progress
Objective 9. Increase by 1% for English Skills and ESL and 0.8% for Math per year the percentage of students who successfully transition from:	
English Skills courses to English 100, English 110 and other degree-applicable classes.	No progress
Math 1, 4, 100, 107 to college level math.	Moderate progress
ESL courses to the completion of English 100, English 110 and other non-ESL degree-applicable courses.	No progress
Objective 10. Increase the number of Associate degrees by 6%, certificates awarded by 6%, and Skills Competency Awards by 3% over a three-year period by the following.	On target
The number of Associate in Arts/Associate in Science degrees from 762 in 2000-01 to 808 in 2004-05.	On target
The number of certificates from 247 in 2000-01 to 262 in 2004-05.	Moderate progress
The number of Skills Competency Awards from 257 in 2000-01 to 265 in 2004-05.	On target
Objective 11. Increase the number of students who transfer to four-year colleges or universities by a minimum of 1.5% over a three-year period, and increase by 1.5% the number of students who are transfer eligible the coming year.	On target

SBCC 2002-03 COLLEGE PLAN GOALS AND OBJECTIVES

GOAL/OBJECTIVE	Status at the end of year one of the plan
Objective 12. Achieve rates for ethnic underrepresented Students who declare transfer as a goal and do transfer t are equal to the corresponding rates of Caucasian students enrolled at the college who declare transfer as an objective.	Moderate progress
Objective 13. For each of the three years of the plan, SBCC will be among the top performing California Community Colleges for all current Partnership for Excellence measures.	Moderate progress
Objective 14. Increase the percentage of students who report making progress in studying the appropriate number of hours per week in relationship to the number of units in which they are enrolled.	Data not sufficient at this time. Need to conduct the Sp 2004 survey to compare to the Sp 2001 survey.
<i>Goal 3: Increase student access and success by developing and expanding curriculum initiatives in both traditional (classroom based) and alternative instructional delivery formats (i.e., online, weekend and short courses) that respond to changes in community, workforce, technology and student needs and that increase student access and success.</i>	On target
Objective 15. Develop and implement a process for identifying and disseminating to all faculty on an annual basis practices and teaching tips for promoting student learning. The best practices should include those which identify and address student learning problems and difficulties which are interfering with their ability to succeed in their courses.	On target
Objective 16. Identify and develop courses and certificate and degree programs, to be offered in alternative instructional formats, which meet the needs of targeted groups of students.	On target
Objective 17. 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.	Moderate progress
Objective 18. Identify annually the need for the college to offer, and, when feasible, implement new instructional and student support programs.	On target
Objective 19. Evaluate the extent to which new instructional programs have achieved their intended enrollment targets.	Need specificity and then collect and analyze data

SBCC 2002-03 COLLEGE PLAN GOALS AND OBJECTIVES

GOAL/OBJECTIVE	Status at the end of year one of the plan
Objective 20. By 2004-2005, 75% of the contract faculty will post course syllabi on the web for each of their courses and 60% will post supplemental course materials on the web.	Moderate progress
Objective 21. Conduct an annual review of best practices in the delivery of web based courses and services both on and off campus and disseminate this information to all faculty and instructional support staff.	Not addressed
Objective 22. By 2004-2005, 70% of the credit students will report using Campus Pipeline and Oracle Student System's self service for accessing information. 80% of them will express satisfaction with the information provided via the web (measured by the student college experiences survey conducted every three years).	Moderate progress
Objective 23. Provide credit students with the technology training needed to utilize Campus Pipeline and the Oracle Student System self service.	On target
Student Outreach and Responsiveness to the Community	
<i>Goal 4: Attract an expanded and more diverse student population by enhancing community knowledge, appreciation and utilization of Santa Barbara City College programs and services.</i>	On target
Objective 24. Develop and implement a coordinated Marketing/Access Cross-functional Team that addresses recruitment and service needs of the local community and potential out-of-area students. Outcome expectations for this enrollment management plan are:	On target
Increase access of California residents sufficient to meet the college's funded growth cap, including capturing all of the basic skills funding.	On target
Continue to maintain student enrollments that reflect the ethnic diversity of the district's adult community.	On target
The enrollment of high school students in college courses, dual and on-campus, will reflect the ethnic makeup of the Santa Barbara and Carpinteria high school districts.	Moderate progress
Increase by 1% per year the students who are economically disadvantaged as measured by receiving financial aid or participating in EOPS/CARE for at least one semester during the academic year.	On target

SBCC 2002-03 COLLEGE PLAN GOALS AND OBJECTIVES

GOAL/OBJECTIVE	Status at the end of year one of the plan
Objective 25. 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
Objective 26. Identify ways to assist students in meeting college cost demands (i.e., textbooks, housing, transportation).	On target
<i>Goal 5: Facilitate student transition to SBCC by expanding cooperative strategies with Continuing Education, service area K-12 districts and enriching educational environment in the high schools.</i>	On target
Objective 27: Identify strategies with local high schools to encourage students who failed the high school exit exams to seek assistance from SBCC (applicable the year in which the implementation of the program begins).	Not addressed
Objective 28: Increase by 3% per year the number of students from local high schools concurrently enrolled in SBCC credit courses.	On target
Objective 29: Increase by 5% per year the number of students who enroll in noncredit ESL, GED, basic skills short term vocational programs and subsequently enroll in SBCC credit courses within the next year.	On target
<i>Goal 6: Increase educational opportunities for students by establishing mutually beneficial partnerships with the business sector, government agencies, community organizations, and other institutions of higher education.</i>	On target
Objective 30: Increase by 5% per year the number of students enrolled in employer based training (work based learning project).	On target
Objective 31. Increase enrollments in work experience courses by 3% each year and in service learning by 5% each year.	On target
Objective 32. Increase by 8% per year the enrollments in courses offered in conjunction with the Center for Management and Staff Development.	Moderate progress
Objective 33. Work in collaboration with UCSB, private dormitories and community agencies to develop and implement a plan to encourage SBCC students who live in Isla Vista to engage in responsible behaviors that support their success in college. By 2003-2004, the SBCC students who live in Isla Vista will have comparable GPAs with similar SBCC students.	No progress

SBCC 2002-03 COLLEGE PLAN GOALS AND OBJECTIVES

GOAL/OBJECTIVE	Status at the end of year one of the plan
<i>Goal 7: Provide services that exceed student expectations.</i>	Moderate progress
Objective 34: Implement the new comprehensive Marketing/Access plan that will emphasize service to students (increases in student satisfaction with the college programs and services will be measured by the student college experiences survey conducted every three years).	On target
Objective 35: Explore and, if feasible, consider housing services for students.	Moderate progress
Faculty and Staff	
<i>Goal 8: Increase the college's competitiveness in attracting and retaining well qualified faculty and staff.</i>	Moderate progress
Objective 36. Identify and implement strategies to enhance the college's success in recruiting and retaining faculty and staff.	Moderate progress
Objective 37. Evaluate and, where appropriate, change job descriptions and classifications to ensure they provide maximum flexibility for staff to meet college needs.	Moderate progress
Objective 38. Develop and implement strategies that capitalize on technology and resources of college Departments to improve recruitment, hiring and retention of faculty and staff. Develop the skills of existing staff such that they can become competitive in filling positions at the college.	Moderate progress
Objective 39. Identify means to assist faculty and staff in securing housing.	Moderate progress
Objective 40. When concluded to be effective, implement alternative work patterns (e.g. telecommuting, flexible schedules).	Moderate progress
Objective 41. Increase access to employee related college information for current and prospective employees.	On target
<i>Goal 9: Enhance performance and satisfaction of faculty and staff by expanding college's professional development plan.</i>	On target
Objective 42. Ensure faculty and staff involvement in the preparation and evaluation of District's comprehensive professional development plan.	On target
Objective 43. Provide opportunities for faculty and staff to develop individuals professional development plans.	On target

SBCC 2002-03 COLLEGE PLAN GOALS AND OBJECTIVES

GOAL/OBJECTIVE	Status at the end of year one of the plan
Objective 44. Increase opportunities for faculty and staff participate in professional development activities to respond to professional goals and/or institutional needs.	On target
Objective 45. Provide the training needed to effectively use the new Financial, Human Resources and Student Information Systems computer applications.	Moderate progress
Objective 46. Reduce the number of work- related injuries and accidents by expanding job safety training and increasing ergonomic resources.	On target
Governance and Management	
<i>Goal 10: Improve decision- making by providing easier and more widespread access to management information and data.</i>	On target
Objective 47. Design and implement a Web based decision support system using Oracle iPortal and Discoverer (this system includes district policies and procedures, institutional data, committee minutes and other documents and data used for decision making and conducting college business).	On target
Objective 48. Evaluate the college's decision making processes to ensure goal attainment in an effective and efficient manner.	Moderate progress
Objective 49. Review annually the measures of institutional effectiveness to ensure that they reflect the achievement of the college's priorities and address the college's mission, and state and regional accrediting accountability requirements.	On target
<i>Goal 11: Ensure adequate resources to meet present needs and accomplish new objectives of the College Plan.</i>	On target
Objective 50. Identify the critical needs of the college and develop principles and strategies to meet those needs, including reallocation.	Moderate progress
Objective 51: Develop a plan to maximize access and apply new revenues to best meet current and future needs that support college objectives.	Moderate progress
Objective 52. Revisit existing business reengineering processes team reports to seek benefits from these efforts.	Not addressed
Applications of Technology	
<i>Goal 12: Update and improve the technology infrastructure to allow faculty and staff to access course and college-related information and resources conveniently from on and off campus.</i>	On target

SBCC 2002-03 COLLEGE PLAN GOALS AND OBJECTIVES

GOAL/OBJECTIVE	Status at the end of year one of the plan
Objective 53. Develop and implement the web- based information needed by students, faculty, and staff to assess and use college courses and services.	On target
Objective 54. Evaluate student, faculty and staff satisfaction with the web-based materials describing college courses and services.	Moderate progress
Objective 55. Evaluate the extent to which web based materials are used to improve student learning and achievement.	Not addressed
Objective 56: Develop a technology-based infrastructure for Continuing Education.	Moderate progress
<i>Goal 13: Develop a comprehensive institutional technology plan to support all college related functions and operations.</i>	Moderate progress
Objective 57. Develop mechanisms to monitor and evaluate the outcomes of technology initiatives and investments to improve results and assist in deciding whether future investments should be made.	On target
Objective 58. Provide 7X24 access to Internet-based classes and services.	Moderate progress
Objective 59. Identify funding sources to support new technology initiatives (hardware and software).	Moderate progress
Objective 60. Implement the new student information item.	On target
Objective 61. Where appropriate, integrate the financial, human resources and student information systems.	On target
Objective 62. Systematically examine the impact of technology on the effective use of staff resources.	Moderate progress
Objective 63. Ensure that all technology is compliant with section 508 of the Rehabilitation Act.	On target
Facilities	
<i>Goal 14. Improve the material condition of campus facilities and provide additional space as required.</i>	On target
Objective 64. Improve access to college facilities and resources for individuals with disabilities.	On target
Objective 65. Leverage state scheduled maintenance funds to the greatest extent possible.	On target
Objective 66. Prepare a comprehensive preventive maintenance program and perform activities as scheduled.	On target
Objective 67. Prepare a comprehensive classroom/bathroom/office remodeling program and form activities as scheduled.	On target

SBCC 2002-03 COLLEGE PLAN GOALS AND OBJECTIVES

GOAL/OBJECTIVE	Status at the end of year one of the plan
Objective 68. Complete the long-range development plan and gain approval of the California Coastal Commission.	Moderate progress
<i>Goal 15. Reduce adverse environmental and community effects of the college.</i>	Moderate progress
Objective 69. Lessen the amount of waste generated by the college and sent to the County Landfill by increasing recycling efforts, composting and other measures.	Moderate progress
Objective 70. Lessen traffic congestion and parking demand in the harbor area by reducing drive alone trips to campus.	No progress
Objective 71. Improve the handling, storage, record-keeping and disposal of hazardous materials and reduce the use of hazardous materials where possible.	On target
Objective 72. Lessen the amount of chemical runoff from the campus into the ocean by employing integrated pest management practices and other measures.	On target
Objective 73. Improve the energy efficiency of the campus facilities and vehicles.	On target
<i>Goal 16. Improve customer satisfaction and employee morale through better facilities management.</i>	On target
Objective 74. Maximize efficient use of existing college facilities.	Moderate progress
Objective 75. Improve campus outdoor lighting.	Moderate progress
Objective 76. Improve campus lock and key control.	Moderate progress
Objective 77. Annually survey faculty and staff related to facilities issues.	On target
Fiscal Support	
<i>Goal 17: Provide state-of-the-art administrative systems to record, communicate and evaluate the College Plan in monetary terms and to carry out the business of the college.</i>	On target
Objective 78. Improve systems and processes to assist college staff in allocating resources and making decisions based on accurate and timely fiscal information.	On target
Objective 79. Improve systems and processes that provide training to faculty and staff on how the college is funded and how resources are allocated.	On target
Objective 80. Improve college business processes to streamline effort and gain efficiency.	On target