

Santa Barbara City College
Mission Statement

With Proposed Changes Discussed during the Spring 2011 CPC Planning Meetings

Santa Barbara City College is committed to the success of each student, providing a variety of ways for students to access outstanding and affordable higher education programs that foster lifelong learning. SBCC works to ensure academic success for all students as they earn a degree or certificate, prepare for transfer, or gain the occupational competencies and academic skills needed to advance in their careers. In pursuit of these goals, as part of a statewide community college system, SBCC is committed to fulfilling statewide educational goals, mandates and priorities.

The College serves all segments of its diverse community by maintaining quality programs, by collaborating with local organizations to identify ~~new~~ educational needs and develop programs to meet those needs, and by continually expanding its efforts to meet the educational needs of traditionally underserved groups. The College responds to the needs of the South Coast community by offering a comprehensive continuing (adult) education program and developing programs that support economic development. As part of that larger community, SBCC is also committed to valuing the dynamic diversity of the community and to adopting sustainable practices and exercising good citizenship.

SBCC promotes student learning and development through the attainment of Institutional Student Learning Outcomes that measure student achievement in critical thinking, problem solving, and creative thinking; communication; quantitative analysis and scientific reasoning; social, cultural, environmental, and aesthetic perspectives; information, technology, and media literacy; personal, academic, and career development.

Core Principles

Santa Barbara City College encourages and supports instructional improvement and innovation that increases the quality and effectiveness of its programs based upon these core principles:

- Policies, practices and programs that are student-centered
- SharedParticipatory governance involving all segments of the College community
- An environment that is psychologically and physically supportive of teaching and student learning
- A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity
- A commitment to excellence in all College endeavors

SUPPORT MATERIAL FOR DEVELOPMENT OF COLLEGE PLAN 2011-2014

DRAFT FOR DISCUSSION WITH THE COLLEGE PLANNING COUNCIL MARCH 25, 2011

MAJOR OVERARCHING CHALLENGES AND PRIORITIES FOR THE COLLEGE 2011-14

1. Significant decline in college revenues due to major cuts in state funding
2. Reducing enrollments with an ability to rebound when state funding improves
3. Reducing classes in effective and smart way (i.e., course priorities, ensuring that there are sufficient core courses to ensure students can complete degree, certificate and transfer requirements; state priorities)
4. Continuously and significantly improving student success particularly in terms of completion of basic skills sequence, degree and transfer
5. Keeping up with changes in technology in a time of great fiscal reductions
6. Ensuring continuing innovation in a time of great fiscal reductions
7. Ensuring the fiscal stability of the college in the face of severe state budget cuts
8. Completing major construction projects that are planned or in progress
9. Effective communication with the community and our faculty and students regarding the impact of state budget cuts
 1. Steering portal committee can take this on

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Challenges

1. Lack of student readiness for college level work
2. Time it takes to progress from ESL and basic skills to transfer or degree completion
3. Significant number of students living away from home for the first time in non-college supervised housing
4. Increased number of students that report having health and mental health that interfere with their studies and, in some cases, their staying in college; also implications for faculty and staff;
5. High course attrition rates and low program persistence rates for credit and non-credit ESL students
6. Still lower student success in online courses than face-to-face courses (e.g., high attrition, low success, low persistence)

7. Offering the number of sections of courses students must complete to achieve their educational objectives at a time of reduced state funding for enrollments and increased student demand for these courses.
8. Realigning curriculum and course offerings to correspond to the state priorities on basic skills, career technical education, degrees and transfer.

Priorities

1. Strengthen and expand the Continuing Education Career and Skills program
2. Implement and, if successful, expand the Express to Success Program to increase the percentage of students in need of remediation that complete their basic skills requirements and transfer-level English and math
3. Develop and implement the Express to Transfer Program to increase the percentage of students that complete their degree and lower division transfer requirements and then transfer to a four-year university
4. Implement the recommendations of the Distance Education Task Force, the Transfer Effectiveness Task Force and the Career Technologies Education (this task force will start in Fall 2011) Task Force
5. Continue the implementation of the SLO cycle
6. Increase the number of faculty and student services faculty and staff that incorporate the use of human presence tools into their courses and services
7. Meet matriculation requirements in non-credit basic skills program
8. Improve online courses success and persistence rates
9. Develop additional fully online certificate and degree programs
10. Expand our interventions for students with various health and specifically mental health problems and the training and support for our faculty and staff
11. Maybe consider re-establishing an overall student assistance program for students who have a variety of issues to help students get referred to existing student services on campus – maybe this is part of the intervention plan mentioned earlier

OUTREACH, ACCESS AND RESPONSIVENESS TO THE COMMUNITY

Challenges

1. Increase in the number of students that will attend the college due to decreases in the number of freshman applicants that will be admitted to a CSU or UC campus

2. Providing students with access to courses they need when class sections are being reduced due to the reductions in state funding to pay for enrollments
3. Difficulties in assuring families and parents that have not had opportunity for higher education that SBCC is an option for them
4. More hours spent working and commuting to work
5. Escalating cost of commuting
6. High cost of textbooks
7. Increased competition for area students from online programs and out-of-state colleges and universities
8. Expectations from some community members for maintaining the same number of state-supported classes in continuing education courses for older adults when state funding for enrollments is declining significantly

Priorities

1. Strengthen and expand partnerships to provide working adults with BA options
2. Expand efforts to target low-income (predominantly Hispanic) students
3. Reduce textbook and course material costs for students
4. Transition credit offerings at off campus centers and locations, on Fridays, weekends and online (weekend college concept at Santa Rosa Junior College); better scheduling and room utilization
5. Increase the number of students transitioning from Continuing Education to the Credit Program
6. More fully capitalize on the capabilities of Pipeline and other emerging technologies to promote the college to potential students
7. Continue to identify under-served populations and develop programs to meet their needs
8. Develop community buy-in and understanding for the need to offer more community service, fee-based continuing education classes for older adults

FACULTY, STAFF AND ADMINISTRATORS

Challenges

1. Cost of housing in the South Coast
2. High number of retirees in the next several years
3. More hours spent working and commuting to work
4. Increased cost and time of commuting

5. Increased accountability from external entities that increase employees' workloads significantly at a time of budget reductions which result in increased stress levels
6. Need for adequate staff and resources to support existing and new college initiative, enrollment targets, and external mandates
7. Employee evaluation processes are not effective enough
8. Amount of paperwork required by employment process
9. Archival storage of current employment records
10. Cost of health insurance

Priorities

1. Expand alternative transportation
2. Focus on strengthening employee morale through recognition and professional growth programs
3. Use technology to facilitate communication among staff in order to help instill a greater sense of community at the college
4. Revise existing evaluation instruments/processes
5. Use technology to reduce employee paperwork
6. Use technology to accomplish storage/retrieval of retained records

GOVERNANCE AND DECISION SUPPORT

Challenges

1. Need to be more disciplined in establishing and carrying through with priorities
2. Not sufficient easy and direct access to data needed for decision making

Priorities

1. Complete the implementation of a comprehensive decision support system

SUPPORT SERVICES, TECHNOLOGY AND FISCAL MANAGEMENT

Challenges

1. Limited available state resources to carry out the work of the college
2. Continued post Banner implementation demands for reporting and third party software integration
3. Implementing changes in business practices and technology
4. Expensive, ever-changing technology that requires a commitment to stay current and provide ongoing training and support

Priorities

1. Continually improve administrative support system
2. Implement strategies and support systems that will assist staff in adapting to change
3. Continue improvement of implemented Continuing Education online registration system and implement e-Lumen for SLOs in Continuing Education
4. Improve technology-based internal communication by strengthening the college's intranet capabilities
5. Configure network infrastructure to support converged data, voice and video traffic with high availability
6. Generate new alternative sources of revenue for operations
7. Develop systems to evaluate and analyze program cost effectiveness across all areas of the college
8. Maintain college support staffing levels to keep pace with current and future needs

FACILITIES, CAPITAL PROJECTS AND MAINTENANCE

Challenges

- Severe reduction in State funding of capital construction projects
- Over-commitment of Measure V funding; at least \$8million more needed from general fund to cover the additional costs for the Drama/Music Remodel and deferred maintenance projects which initially were planned to be covered by Measure V funds; Campus Center final costs a great unknown
- Underutilization of facilities based upon state standards.
- Need to provide universal access to existing facilities (ADA compliance issues)
- Adverse impacts on the environment resulting from past and current practices
- Inadequate state funding that hinders the college's efforts in achieving sustainable practices

Priorities

- Make progress on identified capital construction priorities
- Build staff support costs for new facilities into GF budget
- Improve utilization of the Main Campus
- Provide universal access to all facilities

Evaluation of College Plan 2008-11

Updated June 30 2011

Goal 1. Increase the success of students enrolled in credit courses through innovative instruction and student support programs that address the needs of a diverse college population.

Objective	Current Status/Issues Plans						Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
Objective 1.1 The percentage of students that successfully complete their courses with a grade of "C" or higher or "P" will increase from 70.98% in fall 2007 to 74% in fall 2010 and from 71.7% in spring 2008 to 74.7% in spring 2011.	Fall 07	Fall 08	Fall 09	Fall 10	Target	Status	Going in the right direction Express to Success should make a large difference over time Becoming more deliberate on how we are using tutors and readers	On target	Yes Need to define new target
	70.98%	71.56%	71.25%	74.58%	74.00%	Above			
	Spring 08	Spring 09	Spring 10	Spring 11	Target	Status			
	71.70%	72.21%	74.44%	73.77%	74.70%	Below			

Objective	Current Status/Issues Plans						Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 1.2 The percentage of students that successfully complete online classes will increase from 59.6% in fall 2007 to 63% in fall 2010 and from 60.9% in spring 2008 to 64% in spring 2011.</p>	Fall 07	Fall 08	Fall 09	Fall 10	Target	Status	<p>Human Presence tools should help</p> <p>Distance education taskforce recommendations</p> <p>Orientation for students taking online classes</p> <p>DATA: Break down hybrid vs fully online</p>	On target	<p>Yes</p> <p>Need to define new target</p>
59.60%	62.80%	60.33%	65.28%	63.00%	Above				
Spring 08	Spring 09	Spring 10	Spring 11	Target	Status				
60.90%	62.60%	63.47%	65.52%	64.00%	Above				

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?																												
<p>Objective 1.3 The first-to-second semester persistence rates of new non-exempt (non-exempt from the matriculation processes) first-time, full-time students (12 or more units) will increase from 85.1% from fall 2006 to spring 2007 to 86.5% from fall 2010 to spring 2011. The first-to-second semester persistence rates of new non-exempt half-time students (6-11.9 units) will increase from 74.2% from fall 2006 to spring 2007 to 76% from fall 2010 to spring 2011.</p>	<p style="text-align: center;"><u>Full-Time Students (12+ Units)</u></p> <table border="1" data-bbox="317 391 1459 461"> <thead> <tr> <th>F06-S07</th> <th>F07-S08</th> <th>F08-S09</th> <th>F09-S10</th> <th>F10-S11</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>84.30%</td> <td>86.60%</td> <td>85.40%</td> <td>86.65%</td> <td>87.38%</td> <td>86.50%</td> <td>Above</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Half-Time Students (6-11.9 Units)</u></p> <table border="1" data-bbox="317 548 1459 618"> <thead> <tr> <th>F06-S07</th> <th>F07-S08</th> <th>F08-S09</th> <th>F09-S10</th> <th>F10-S11</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>68.10%</td> <td>74.20%</td> <td>74.20%</td> <td>70.61%</td> <td>73.84%</td> <td>76.00%</td> <td>Below</td> </tr> </tbody> </table>	F06-S07	F07-S08	F08-S09	F09-S10	F10-S11	Target	Status	84.30%	86.60%	85.40%	86.65%	87.38%	86.50%	Above	F06-S07	F07-S08	F08-S09	F09-S10	F10-S11	Target	Status	68.10%	74.20%	74.20%	70.61%	73.84%	76.00%	Below	<p>Trying to get more part-time students to enroll full-time</p>	<p>Full-Time: Objective met</p> <p>Half-Time: Objective not met</p>	<p>Yes</p>
F06-S07	F07-S08	F08-S09	F09-S10	F10-S11	Target	Status																										
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Objective	Current Status/Issues Plans							Comments during March 25, 2011 CPC	Status	Carry forward this objective ?																												
<p>Objective 1.4 The first-to-fourth semester persistence rates for new non-exempt first-time, full-time students will increase from 55.3% from fall 2005 to spring 2007 to 57% and from fall 2009 to spring 2011. The first-to-fourth semester persistence rates for new half-time students will increase from 35.1 from fall 2006 to spring 2007 to 38% from fall 2009 to spring 2011.</p>	<p style="text-align: center;"><u>Full-Time Students (12+ Units)</u></p> <table border="1" data-bbox="317 407 1459 472"> <thead> <tr> <th>F05-S07</th> <th>F06-S08</th> <th>F07-S09</th> <th>F08-S10</th> <th>F09-S11</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>55.30%</td> <td>55.40%</td> <td>55.70%</td> <td>57.47%</td> <td>58.48%</td> <td>57.00%</td> <td>Above</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Half-Time Students (6-11.9 Units)</u></p> <table border="1" data-bbox="317 565 1459 630"> <thead> <tr> <th>F05-S07</th> <th>F06-S08</th> <th>F07-S09</th> <th>F08-S10</th> <th>F09-S11</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>36.90%</td> <td>35.10%</td> <td>42.50%</td> <td>41.15%</td> <td>37.90%</td> <td>38.00%</td> <td>Above</td> </tr> </tbody> </table> <p>The jump in the first-to-fourth semester persistence rate for half-time students between F06-S08 and F07-S09 is significant.</p>							F05-S07	F06-S08	F07-S09	F08-S10	F09-S11	Target	Status	55.30%	55.40%	55.70%	57.47%	58.48%	57.00%	Above	F05-S07	F06-S08	F07-S09	F08-S10	F09-S11	Target	Status	36.90%	35.10%	42.50%	41.15%	37.90%	38.00%	Above		Objective met	
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Objective	Current Status/Issues Plans						Comments during March 25, 2011 CPC	Status	Carry forward this objective ?							
Objective 1.5 The 1,389 number of Associate Degrees awarded in 2007-08 will remain stable to 2010-2011.	<table border="1"> <thead> <tr> <th>2007-08</th> <th>2008-09</th> <th>2009-10</th> <th>2010-11</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>1,389</td> <td>1,225</td> <td>1,216</td> <td>1,587</td> <td>1,389</td> <td>Above</td> </tr> </tbody> </table>	2007-08	2008-09	2009-10	2010-11	Target	Status	1,389	1,225	1,216	1,587	1,389	Above	Decrease due State not allowing the liberal arts major any longer. State required area of emphases which the college has been developing. New SB1440 AA/AS transfer degrees starting in Fall 2011	Objective met	Yes
2007-08	2008-09	2009-10	2010-11	Target	Status											
1,389	1,225	1,216	1,587	1,389	Above											
Objective 1.6 The number of certificates awarded will increase by 8% from 448 in 2007-08 to 484 in 2010-2011.	<table border="1"> <thead> <tr> <th>2007-08</th> <th>2008-09</th> <th>2009-10</th> <th>2010-11¹</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>448</td> <td>1,057</td> <td>986</td> <td>662</td> <td>484</td> <td>Above</td> </tr> </tbody> </table>	2007-08	2008-09	2009-10	2010-11 ¹	Target	Status	448	1,057	986	662	484	Above	We used to give certificates for the C N A program. No longer allowed due to low units required for this certificate	Objective met	Yes
2007-08	2008-09	2009-10	2010-11 ¹	Target	Status											
448	1,057	986	662	484	Above											
¹ The IGETC certificates have not been entered yet for Spring 2011. The increase from the first to second year above is due to the inclusion of the IGETC and CSU breadth certificates.																

Objective	Current Status/Issues Plans							Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 1.7 The number of students that transfer from the college to UC or CSU will increase by a minimum of 5% from 1,024 in 2006-07 to 1,075 in 2010-2011. The number of students that transfer to other four-year colleges or universities will increase by a minimum of 5% from 435 in 2005-06 to 457 in 2010-2011.</p>	<u>Transfers to UC/CSU</u>							<p>UCSB used to give us more transfer slots. Min GPA for guaranteed transfer increased to 3.2 GPA. Increased transfers to in-state private and out-of-state universities.</p>	<p>UC/CSU: Objective not met</p> <p>Other 4-Years: Objective met</p>	<p>Yes</p>
	2006-07	2007-08	2008-09	2009-10	2010-11	Target	Status			
	1,024	1,087	987	962	TBD	1,075	Below			
	<u>Transfers to Other 4-Years</u>									
2006-07	2007-08	2008-09	2009-10	2010-11	Target	Status				
392	428	532	TBD	TBD	457	Above				
<p>Available slots at UC's are flat or declining.</p>										

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 1.8 By January 2009, establish baseline data and annual targets to increase the number of Transfer Directed students from 2008-2009 to 2010-2011. Transfer Directed students are those who enrolled in and earned a grade of "A", "B", "C" or "P" in a transferable Mathematics course and a UC transferable English course:</p> <ul style="list-style-type: none"> - 2008-09: Some time between Summer term 2003 & Spring term 2009 - 2009-10: Some time 			Objective not met	

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 1.9 By January 2009, establish baseline data and annual targets to increase the number of Transfer Prepared students from 2008-2009 to 2010-2011. Transfer Prepared students are those who earned, within a six-year period, 60 UC or CSU transferable units with a minimum GPA of 2.40 and who enrolled in and earned a grade of "A", "B", "C" or "P" in a transferable Mathematics course and 2 UC transferable English composition courses as of:</p> <p>2008-09:</p>			Objective not met	Yes

Objective	Current Status/Issues Plans						Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
Objective 1.10 The number of students that complete certificates or degrees in career technical programs will increase by a minimum of 5% from 717 in 2007-2008 to 753 in 2010-2011.	2007-08	2008-09	2009-10	2010-11	Target	Status	This is hard to explain. Which areas declined? Need detailed info on this one.	Objective not met	Yes
717	668	586	546	753	Below				

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?												
<p>Objective 1.11 The percentage of new to SBCC students who enroll in a Basic Skills English course and that progress to a higher level English course within a three-year period will increase from 67% in the fall 2004 cohort to 70% in fall 2007 cohort. The percentage of those students that enroll in a higher level English course and receive a successful grade will increase from 78% in the fall 2004 cohort to 81% in fall 2007 cohort. The percentage of those students that enroll in English 110 and successfully complete within</p>	<u>Progress to Higher Level English Course</u>	<p>Expect even more progress once Express to Success Implemented</p>	<p>Objective not met</p>	<p>Yes</p>												
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	<u>Successfully Complete Higher Level English Course</u>															
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<u>Successfully Complete English 110</u>																
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<p>Objective 1.12 The percentage of new to SBCC students who enroll in a Basic Skills math course and that progress to a higher level math class within a three-year period will increase from 51% in the fall 2004 cohort to 54% in the fall 2007 cohort. The percentage of those students that enroll in a higher level math course receive a successful grade will increase from 69% in the fall 2004 cohort to 72% in the fall 2007 cohort. The percentage of those students that enroll in a college-level math course</p>	<p style="text-align: center;"><u>Progress to Higher Level Math Course</u></p> <table border="1" data-bbox="317 375 1337 475"> <thead> <tr> <th>Fall 2004</th> <th>Fall 2005</th> <th>Fall 2006</th> <th>Fall 2007</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>50.6%</td> <td>54.2%</td> <td>49.0%</td> <td>54.7%</td> <td>54.0%</td> <td>Above</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Successfully Complete Higher Level Math Course</u></p> <table border="1" data-bbox="317 578 1337 678"> <thead> <tr> <th>Fall 2004</th> <th>Fall 2005</th> <th>Fall 2006</th> <th>Fall 2007</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>68.6%</td> <td>69.8%</td> <td>72.3%</td> <td>76.9%</td> <td>72.0%</td> <td>Above</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Successfully Complete College Level Math Course</u></p> <table border="1" data-bbox="317 781 1337 881"> <thead> <tr> <th>Fall 2004</th> <th>Fall 2005</th> <th>Fall 2006</th> <th>Fall 2007</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>77.9%</td> <td>77.2%</td> <td>77.5%</td> <td>77.5%</td> <td>81.0%</td> <td>Below</td> </tr> </tbody> </table>	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Target	Status	50.6%	54.2%	49.0%	54.7%	54.0%	Above	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Target	Status	68.6%	69.8%	72.3%	76.9%	72.0%	Above	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Target	Status	77.9%	77.2%	77.5%	77.5%	81.0%	Below	<p>Very good progress Track difference in success between compressed math courses and regular math courses</p>	<p>Objective not met</p>	<p>Yes</p>
Fall 2004	Fall 2005	Fall 2006	Fall 2007	Target	Status																																			
50.6%	54.2%	49.0%	54.7%	54.0%	Above																																			
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Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?																														
<p>Objective 1.13 The percentage of new to SBCC students who enroll in at least one ESL level 1-4 course and who later enroll in an ESL level 5 course or higher within a three-year period will increase from 24% in the fall 2004 cohort to 27% in the fall 2007 cohort. The percentage of those students that enroll in an ESL level 5 course and successfully complete will increase from 80% in the fall 2004 cohort to 83% in the fall 2007 cohort. The percentage of students from the fall 2007 cohort that enroll in and successfully complete</p>	<p style="text-align: center;"><u>Progress to ESL Level 5 Course</u></p> <table border="1" data-bbox="317 375 1337 475"> <thead> <tr> <th>Fall 2004</th> <th>Fall 2005</th> <th>Fall 2006</th> <th>Fall 2007</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>24.2%</td> <td>20.7%</td> <td>22.6%</td> <td>28.8%</td> <td>27.0%</td> <td>Above</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Successfully Complete ESL Level 5 Course</u></p> <table border="1" data-bbox="317 578 1337 678"> <thead> <tr> <th>Fall 2004</th> <th>Fall 2005</th> <th>Fall 2006</th> <th>Fall 2007</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>80.2%</td> <td>80.3%</td> <td>85.7%</td> <td>89.7%</td> <td>83.0%</td> <td>Above</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Successfully Complete English 110 or Higher</u></p> <table border="1" data-bbox="592 781 1182 881"> <thead> <tr> <th>Fall 2007</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>94.9%</td> <td>92.3%</td> <td>Above</td> </tr> </tbody> </table>	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Target	Status	24.2%	20.7%	22.6%	28.8%	27.0%	Above	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Target	Status	80.2%	80.3%	85.7%	89.7%	83.0%	Above	Fall 2007	Target	Status	94.9%	92.3%	Above	<p>Currently experimenting with linking levels 4 and 5 with English Skills classes such that students can get through faster</p>	<p>Objective met</p>	<p>Yes</p>
Fall 2004	Fall 2005	Fall 2006	Fall 2007	Target	Status																													
24.2%	20.7%	22.6%	28.8%	27.0%	Above																													
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Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
Objective 1.14 By Spring 2010, develop the College's Master Educational Plan and start its implementation .	A draft of the Master Educational Plan will be developed in Summer 2011 and completed in early Fall 2011. The Master Education Plan will be developed in conjunction with the College's new 3-year plan for 2011-14.			

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>The College will improve its performance on each of the ARCC measures and exceed the state and its peer group averages on each of these measures.</p>				
<p>Objective 1.15-1.21 (A) The College will exceed its peer group average and the state average on each of the ARCC measures and (B) it will increase by a minimum of three percentage points from 2008 to 2011 on each of the following measures:</p>	<p>(A) Goal was met. We exceeded both our peer group average and the statewide average on all seven ARCC measures. (B) We met or exceeded the goal of a 3% increase on three of the seven ARCC measures, but not on the other four. See the following data tables for more detail.</p>		<p>(A): Objective met (B): Objective not met</p>	

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?																												
<p>Objective 1.15 The Student Progress and Achievement Rate will increase from 59.4% in 2008 to 62.4% in 2011. (Measure defined as the percentage of first-time students who showed intent to complete and achieved any one of the following within six years: earned a degree; earned a certificate; transferred to a four-year institution; became transfer directed; or became transfer prepared.)</p>	<p style="text-align: center;"><u>Student Progress and Achievement Rate</u></p> <table border="1" data-bbox="394 370 1415 440"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>59.4%</td> <td>61.5%</td> <td>62.2%</td> <td>64.2%</td> <td>62.4%</td> <td>Above</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Peer Group Average</u></p> <table border="1" data-bbox="630 492 1226 561"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Statewide Average</u></p> <table border="1" data-bbox="630 646 1226 688"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> </tbody> </table>	2008	2009	2010	2011	Target	Status	59.4%	61.5%	62.2%	64.2%	62.4%	Above	2008	2009	2010	2011	Yes	Yes	Yes	Yes	2008	2009	2010	2011	Yes	Yes	Yes	Yes		Objective met	
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Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?																												
<p>Objective 1.16 The percentage of students who earn at least 30 units will increase from 71.4% in 2008 to 74.4% in 2011. (Measure defined as the percentage of first-time students who showed intent to complete and earned at least 30 units within six years.)</p>	<p style="text-align: center;"><u>Students Who Earn at least 30 Units</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">71.4%</td> <td style="text-align: center;">74.3%</td> <td style="text-align: center;">71.3%</td> <td style="text-align: center;">74.0%</td> <td style="text-align: center;">74.4%</td> <td style="text-align: center;">Below</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Peer Group Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Statewide Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table>	2008	2009	2010	2011	Target	Status	71.4%	74.3%	71.3%	74.0%	74.4%	Below	2008	2009	2010	2011	Yes	Yes	No	Yes	2008	2009	2010	2011	Yes	Yes	Yes	Yes		Objective not met	
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<p>Objective 1.17 The Fall-to-Fall Persistence rate will increase from 71.4% in 2008 to 74.4% in 2011. (Measure defined as the percentage of first-time students with a minimum of 6 units earned in a fall term who returned and enrolled in the subsequent fall term anywhere in the CCC system.)</p>	<p style="text-align: center;"><u>Fall-to-Fall Persistence Rate</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">71.4%</td> <td style="text-align: center;">70.4%</td> <td style="text-align: center;">68.4%</td> <td style="text-align: center;">71.6%</td> <td style="text-align: center;">74.4%</td> <td style="text-align: center;">Below</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Peer Group Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Statewide Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table>	2008	2009	2010	2011	Target	Status	71.4%	70.4%	68.4%	71.6%	74.4%	Below	2008	2009	2010	2011	Yes	Yes	No	Yes	2008	2009	2010	2011	Yes	Yes	Yes	Yes		Objective not met	
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Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?																												
<p>Objective 1.18 The annual successful course completion rate for credit vocational courses will increase from 78.6% in 2008 to 81.6% in 2011 (The percentage of students enrolled in courses with SAM Codes of A, B or C who earn a grade of "A", "B", "C" or "P".)</p>	<p style="text-align: center;"><u>Annual Successful Course Completion Rate for Vocational Courses</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">78.6%</td> <td style="text-align: center;">80.0%</td> <td style="text-align: center;">80.3%</td> <td style="text-align: center;">79.6%</td> <td style="text-align: center;">81.6%</td> <td style="text-align: center;">Below</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Peer Group Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Statewide Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table>	2008	2009	2010	2011	Target	Status	78.6%	80.0%	80.3%	79.6%	81.6%	Below	2008	2009	2010	2011	Yes	Yes	Yes	Yes	2008	2009	2010	2011	Yes	Yes	Yes	Yes		Objective not met	
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2008	2009	2010	2011																													
Yes	Yes	Yes	Yes																													
2008	2009	2010	2011																													
Yes	Yes	Yes	Yes																													
<p>Objective 1.19 The annual successful course completion rate for credit Basic Skills courses will increase from 62.5% in 2008 to 65.5% in 2011. (Measure defined as the percentage of students enrolled in basic skills courses who earn a grade of "A", "B", "C" or "P".)</p>	<p style="text-align: center;"><u>Annual Successful Course Completion Rate for Basic Skills Courses</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">62.5%</td> <td style="text-align: center;">65.7%</td> <td style="text-align: center;">66.9%</td> <td style="text-align: center;">65.9%</td> <td style="text-align: center;">65.5%</td> <td style="text-align: center;">Above</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Peer Group Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Statewide Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table>	2008	2009	2010	2011	Target	Status	62.5%	65.7%	66.9%	65.9%	65.5%	Above	2008	2009	2010	2011	Yes	Yes	Yes	Yes	2008	2009	2010	2011	Yes	Yes	Yes	Yes		Objective met	
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Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?																												
<p>Objective 1.20 The improvement rate in credit Basic Skills will increase from 56.6% in 2008 to 59.6% in 2011. (Measure defined as the percentage of students who successfully complete their initial basic skills course in English or math that is two or more levels below college/transfer level and earn a grade of "A", "B", "C" or "P" in a higher-level course in the same discipline within three years.)</p>	<p style="text-align: center;"><u>Improvement Rate in Basic Skills</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">56.6%</td> <td style="text-align: center;">59.7%</td> <td style="text-align: center;">58.0%</td> <td style="text-align: center;">65.3%</td> <td style="text-align: center;">59.6%</td> <td style="text-align: center;">Above</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Peer Group Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Statewide Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table>	2008	2009	2010	2011	Target	Status	56.6%	59.7%	58.0%	65.3%	59.6%	Above	2008	2009	2010	2011	Yes	Yes	Yes	Yes	2008	2009	2010	2011	Yes	Yes	Yes	Yes		Objective met	
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Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?																												
<p>Objective 1.21 Improvement rate in credit ESL will increase from 56.9% in 2008 to 60% in 2011. (Measure defined as the percentage of students who successfully complete their initial ESL course that is two or more levels below college/transfer level and earn a grade of "A", "B", "C" or "P" in a higher-level ESL course or a college-level English course within three years.)</p>	<p style="text-align: center;"><u>Improvement Rate in ESL</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>Target</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">56.9%</td> <td style="text-align: center;">58.5%</td> <td style="text-align: center;">59.0%</td> <td style="text-align: center;">57.0%</td> <td style="text-align: center;">60.0%</td> <td style="text-align: center;">Below</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Peer Group Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Exceed Statewide Average</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table>	2008	2009	2010	2011	Target	Status	56.9%	58.5%	59.0%	57.0%	60.0%	Below	2008	2009	2010	2011	Yes	Yes	No	Yes	2008	2009	2010	2011	Yes	Yes	Yes	Yes		Objective not met	
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<p>By the start of the Fall 2009 semester, the College will establish the baseline rates for its objectives for increasing the percentage of students that meet or exceed the performance criteria for achieving its course, program, and institutional SLOs.</p>																																
<p>Objective 1.23 By August 2009, establish baseline data for student performance in course, program and institutional Student Learning Outcomes.</p>	<p>This objective has been met. However it became apparent from the data that a different approach for assessing student attainment of the Institutional Student Learning Outcomes is needed to guide informed discussions on improving student performance on the outcome measures.</p>		Objective met																													

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
Objective 1.24 By September 2009, establish annual objectives for the percentage of students expected to meet or exceed standards established in course, program and institutional SLOs.	This objective has not been met. The next version of the eLumen software, due to be released in Summer 2011, will have the capability to track and compare any defined set of students relative to any defined set of SLOs, making this objective more attainable.		Objective not met	

Goal 2. Increase the success of students in the Continuing Education Division through innovative instruction and support programs that address the needs of a diverse college population.

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 2.1 (A) Establish baseline data for course completion, persistence and certificate completion for enhanced funded courses in the Adult High School, GED, ESL and short-term vocational programs by end of academic year 2008-2009.</p> <p>(B) Increase GED, AHS, ESL and Short-term Vocational course completion by 10% by 2010- 2011.</p>	<p>(A) In 2009, CE established baseline data for tracking the number of enhanced funded certificates. CE began issuing ESL enhanced funded certificates that totaled 441 (new baseline data).</p> <p>(B) The number of AHS diplomas issued decreased due to Title 5 changes (in July 2009 – more seat time required) that necessitated curriculum changes to the Diploma program; as a result CE could not accept any new students. The Chancellor's Office approved the new AHS Diploma Program that now includes 34 new enhanced funded courses in July 2010. The first Adult High School Program cohort began courses in Fall 2010.</p>		<p>(A): Partially met</p> <p>(B): Objective not met</p>	
<p>Objective 2.2 Increase Continuing Education enhanced funded courses by the District's growth percentage funded each academic year beginning 2008.</p>	<p>We now have a total of 108 enhanced funded courses, with 9 of them added since 2008, an increase of 8%. The new courses consist of 2 in the Green Gardener Certificate Program, 5 in Health Care Interpreter Training, and 2 in Medical Assistant Training.</p>	<p>2008-09 funded growth was 2.32%, with 0% thereafter</p>	<p>Objective met</p>	

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 2.3 (A) Establish baseline data for the number of students being served by the non-credit matriculation/student support services program and (B) increase students served by a minimum of 5% by the end of academic year 2010-2011.</p>	<p>2008-09: Students served by STEP (Student Services) increased 27%, from the 2008 baseline of 7,358 to 9,335. Services to the Santa Barbara County Jail inmates increased 166% (from 291 to 773).</p> <p>2009-10 Students served by STEP increased 30% from 9,335 to 12,142. Students served at the Santa Barbara County Jail decreased from 773 in 2008-2009 to 556 in 2009-2010. A major reason for the decline in the number of inmates served is due to the Santa Barbara County Jail's early release program.</p>		Objective met	
<p>Objective 2.4 (A) Establish baseline data for number of students in enhanced funded courses that transition to credit and (B) increase this number by 2% by the end of academic year 2010-2011.</p>	<p>2008 Established baseline data. One hundred fifty-six (156) students transitioned from non-credit to credit.</p> <p>2009: CE hired two part-time counselors utilizing Basic Skills and Non-Credit Matriculation resources. As a result, it achieved a 34% increase in the number of students transitioning from non-credit to credit (156 in 2007 to 208 in 2008).</p> <p>2010: The number of students who transitioned from non-credit to credit decreased from 208 to 171 reflecting an eight percent (8%) decrease. The CE Division closed the AHS program from July 2009 – September 2010 due to changes in state requirements. We received formal program approval in July of 2010. We did not begin to accept new students into the program until Fall 2010.</p>	151 to 171 is a 13.2% increase	Objective met	

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 2.5 (A) Initiate the Student Learning Outcomes cycle in all non-credit courses eligible for enhanced funding and (B) complete the SLO cycle in 1/3 of the courses per year beginning academic year 2009-2010.</p>	<p>2008: The CE SLO Team began meeting regularly to formulate SLO measures and the development of an implementation timeline. This team evolved into the CE Curriculum Oversight Committee (COC) comprised of six working groups to establish uniformity for CE procedures and processes. The SLO working group of the COC developed a SLO implementation timeline to assess (in 33% increments) all enhanced funded courses and student services components by 2010. (The COC is now the Curriculum Review Committee or CRC).</p> <p>2010 : We began working with E-Lumen personnel to formally begin the SLO implementation process. We are training staff and selected instructors that are also being trained to become "trainers" for other faculty and staff. The Curriculum Review Committee is reviewing course outline of records to ensure that instructors who are modifying their courses address SLOs. Due to the number of non-credit courses, this will entail an additional two years of review.</p> <p>The ESL program did pilot CSLOs in two ESL levels during summer 2009. Data analysis was pending the implementation of the E-Lumen software. Directors have completed SLOs Adult High School Diploma program courses and courses in the various certificate programs. CE completed seven Instructional Program Reviews in 2009.</p>		<p>(A): Objective met</p> <p>(B): Objective not met</p>	

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 2.6 Develop an annual training process for non-credit faculty designed to incorporate and assess Student Learning Outcomes in Continuing Education curriculum by Fall 2009.</p>	<p>2009 A Faculty Evaluation Workgroup completed an initial faculty evaluation draft in 2009. However, the final evaluation proposal did not meet non-credit faculty needs. CE decided to delay proceeding with any further edits until fall 2010. <u>Future Directions:</u> 2010 The CE Dean will reconvene the Faculty Evaluation Workgroup this spring 2011. CE is also researching other continuing education programs to assess their faculty evaluation processes.</p>		Objective not met	

Goal 3. Increase access to education for all segments of the community that can benefit from the college's programs and services.

Objective	Current Status/Issues Plans									Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
Objective 3.1. Achieve the College's annual state-funded enrollment cap.	Fiscal Year	CA Resident Credit FTES	Non-resident Credit FTES	Total Credit FTES	Non-credit FTES	Non-credit Non-enhanced FTES	Non-credit Enhanced FTES	Total Non-credit FTES	Above or Below funded level		Objective met	
	2008-2009	13,598.35	2,184.67	15,783.02	N/A	1,563.07	935.89	2,498.96	-38			
	2009-2010	14,339.76	2,182.90	16,522.66	N/A	1,312.87	925.11	2,237.98	+1,158			
	2010-2011	13,775.83	2,208.58	15,984.41	N/A	1,085.21	914.93	2,000.14	+15			
Objective 3.2. Implement the 2008-2011 Enrollment Management Plan.	Given the state budget reductions in funded FTES, it was decided to implement only those components of the Enrollment Management Plan that made sense to achieve the lowered enrollment cap. The strategies identified have been implemented.									Increase international and out-of-state students	Objective met	

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 3.3 Increase the percentage of used textbook sales as a percentage of total textbook sales from 18% in 2006-07 to a minimum of 21% in 2010-2011. Each percentage increase in the availability of used text books will reduce the average per book cost by \$25 per \$100 required to purchase the textbook.</p>	<p>For 2010-11, the ratio of new/used sales is 26%. While this exceeds our goal, there are reasons for concern:</p> <ul style="list-style-type: none"> • The ratio has actually dropped from the 2009-2010 year due to the constant change in editions, a focused tactic on the part of publishers to remove used books from the market. We lost a significant supply of used this school year when most of the math books in use went to new editions. • There are fewer sections and the number of sections will continue to decrease in the immediate future. This means there are fewer books locally available in the buyback pool, the greatest source of any store's used supply. • There is an always increasing number of online vendors and regardless of whether they can provide the same quality or timeliness of supply, students have the perception that they are getting a better deal • The growth in sales of Ebooks, which are not available for reuse. • The large number of faculty who do not submit book orders in time to get books on the end-of-semester buyback list. 	<p>Need a different type of objective but still relevant</p>	<p>Objective met</p>	

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective ?
<p>Objective 3.4 By 2011, a minimum of 12 fully online skills competency awards, certificate and degree programs will be offered to meet the needs of students and the community.</p>	<p>SBCC currently offers six fully-online degree programs, compared with two (HIT and CIM) in 2006. Additionally, six programs are within one or two courses of being fully-online, including Anthropology, Bio-Medical Sciences, Communication: Applied Communication Emphasis, Communication: Communication Science Emphasis, COMP: Emphasis in Business Software Specialist. Nine additional programs are 80% or more online: GDP: Pre-Transfer Concentration, History, Journalism: Visual Journalism Emphasis, Law & Society, Media Arts, Natural History, Philosophy, Political Science, COMP: Emphasis in Office Management and Medical Reimbursement Specialist. It is recommended that the college focus development on 8 of these high-demand programs including Anthropology, Bio-Medical Sciences, History, Law & Society, Media Arts, Natural History, Philosophy and Political Science. In the last three years, SBCC undertook the arduous process to transition from the proprietary Blackboard product to Moodle, a customizable open-source learning content management system (LCMS). With the stabilization of the new system, including faculty training and course transition, the college intends to add at least 6 additional fully-online programs by June, 2014.</p>		Objective not met	

Goal 4. Strengthen programs for students of the college by utilizing best practices for recruitment, workplace satisfaction and professional development of faculty, staff and administrators.

Objective	Current Status/Issues/Plans			Comments during March 25, 2011 CPC	Status	Carry forward this objective?
<p>Objective 4.1 Increase by 2% each year the number of female and minority candidates applying for faculty, staff and administrator positions in which they are under-represented at the college.</p>	<p>FY 2008-09 FT Faculty Ed Adm Class Mgrs Staff FY 2009-10 FT Faculty Ed Adm Class Mgrs Staff FY 2010- 1/31/11 FT Faculty Ed Adm Class Mgrs Staff</p>	<p>minorities 36% 20% 20% 38% minorities 17% 38% 40% 35% minorities 19% 38% 0 11%</p>	<p>women 43% 34% 51% 69% women 44% 44% 72% 56% women 44% 44% 44% 44%</p>		<p>Women: Objective met Minorities: Objective not met</p>	
<p>Objective 4.2 Establish benchmarks for assessment of workplace satisfaction.</p>	<p>We conducted a Workplace Environment Assessment in November 2008. The results of that survey provide benchmarks against which to measure progress when the survey will again be administered in November 2011.</p>				<p>Objective met</p>	

Objective	Current Status/Issues/Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective?
Objective 4.3 Implement systematic collection of information from individuals who decline positions offered or who resign from permanent positions as to the reasons for declining employment with the college.	Systematic collection of this information has been on-going relative to faculty positions at the college. Information is also obtained during exit interviews when such interviews are requested by departing classified employees. Volume of turnover and recruitment activity slowed due to economy and state budget. Declined offers of employment are rare.	Not carry forward this objective	Objective met	No
Objective 4.4 Increase by at least 5% participation of staff in classified professional growth program and by at least 5% of management in management professional growth program.	Management work group created October 2010 to recommend changes in Mgmt Prof Growth Program intended to result in increased participation. Anticipated launch of new Mgmt Prof Growth Program is July 2011. Assumption that staff model will follow after negotiations with District later in 2011.		Objective not met	
Objective 4.5 Increase the percentage of SBCC employees who use Coastal Housing services.	FY 2009-10 showed 35% increase in participation over prior FY (73 employees versus 54 employees), representing 47% increase in savings to these employees (\$145,000 versus \$98,900).		Objective met	

Objective	Current Status/Issues/Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective?
Objective 4.6 Increase the percentage of employees who participate in alternative transportation options.	Number of employees participating in college sponsored van pools increased slightly between FY 2008-09 and FY 2009-10, but has remained flat (24 employee riders) since 2009-10. Unable to measure changes to bicycle and bus ridership. Several charging stations (for hybrid electric vehicles) planned for West Campus.	How can we track participation?	Objective met	
Objective 4.7 By Spring 2009, implement a Continuing Education faculty evaluation process that aligns with provisions in Education Code (section 1341.05) for the purpose of providing feedback to instructors and administration so that excellence in the classroom is encouraged and facilitated.	Needs to be done.		Objective not met	

GOVERNANCE, DECISION SUPPORT, AND FISCAL MANAGEMENT

Goal 5. Ensure that the college has effective shared governance and decision-making structures and processes.

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective?
Objective 5.1 In 2008-09, develop a framework for regular evaluation and improvement of institutional shared governance and decision-making structures and processes and conduct the evaluation.				
Objective 5.2 In 2009-10, develop and implement a plan that responds to the evaluation of each constituency group's effectiveness in the shared governance process.				

Goal 6. Establish college-wide accountability systems that are based on quantitative and qualitative data and linked to planning and budgeting.

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective?
Objective 6.1 Develop and implement a comprehensive decision support system to provide easy and prompt access to data and to recover the decision support capabilities that the college had achieved before the Banner implementation.	In Progress. Planned for completion during the early phases of the Title V Express To Success Program.		In progress	
Objective 6.2 During 2008-09, complete and implement the first cycle of operational and student support services program reviews and the revised instructional programs reviews. Integrate all program reviews into college planning processes, linking the program reviews findings to college-wide planning and resource allocation.	A successful Program Review cycle was completed in 2008-09. The second cycle in 2009-10 benefited from many improvements in the website, the data entry and validation process, and the automation of the delivery of descriptive statistics of each department, as opposed to individually-created spreadsheets. Program Review requests are vetted and ranked, and the results feed the college-wide planning and budgeting processes.		Objective met	

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective?
Objective 6.3 Complete the implementation of SCT Banner and associated third party software applications and refine business processes in the context of this implementation.	99% complete, on target to complete by the end of the year. The only outstanding item continues to be the interface between the SBCC Payroll Department and the Santa Barbara County Education office. We are in the last phase of this integration.		On target	
Objective 6.4 Implement the 2008-11 District Technology Plan.	<p>2008-11 District Technology Plan Goals</p> <p>Goal 1: Deploy technology that supports increased student success through innovative instruction and student support programs that address the needs of a diverse college population.</p> <p>Goal 2: Provide technology to support increased access to education for all segments of the community that can benefit from the college's programs and services</p> <p>Goal 3: Strengthen programs for students of the College by utilizing best practices for recruitment, workplace satisfaction and professional development of faculty, staff, and administrators</p> <p>Goal 4: Ensure that the College has effective shared governance and decision-making structures and processes</p> <p>Goal 5: Establish College-wide accountability systems that are based on quantitative and qualitative data and linked to planning and budgeting</p> <p>Goal 6: Create an optimal physical and technological environment that ensures the best service to students and the local community</p>		Objective met	

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective?
<p>Objective 6.5 By Spring 2009, complete the Continuing Education software conversion, implement related business practices needed to support this conversion, and wherever possible align these practices with those used in the credit division.</p>	<p>Complete, with the exception of a software module that provides the ability to track instructor hours separately in courses that are taught by more than one instructor.</p>		<p>On target</p>	

Goal 7. Implement the long range capital construction plan.

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective?
Objective 7.1 To the extent fiscally possible, design and construct all new buildings and major modernization projects following best sustainability practices.			Objective met	
Objective 7.2 By June 2011, complete a minimum 50% of the deferred maintenance projects included in the bond funding.			On target	
Objective 7.3 Recycle at least 60% of the College's overall waste as recorded and determined by the SBCC Institute Waste Management Bill (IWMB) annual report.			Objective met	

Goal 8. Create an optimal physical and technological environment that ensures the best service to students and the local community.

Objective	Current Status/Issues Plans	Comments during March 25, 2011 CPC	Status	Carry forward this objective?
Objective 8.2 To the extent fiscally possible, make progress towards providing universal access to existing and new facilities.				
Objective 8.3 Develop and implement guidelines and adhere to Section 508 standards for procurement of electronic and information technology and web accessibility.			On target	
Objective 8.4 Evaluate the results of the accessibility assessment study to be completed in 2008-09 and use the results to develop an ADA Transition Plan.				

Towards Equivalent Services for Campus-Based and
Distance Education Students at Santa Barbara City College

ACTIONABLE RECOMMENDATIONS



A Report Submitted to
President/Superintendent Andreea M. Serban

By

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Executive Vice President,
Educational Programs

And

Dr. Douglas Hersh
Dean, Distance Education
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March 24, 2011



**Equivalent Student Services
On Campus / Online**

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**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity Title: #1

Conduct an analysis to identify the need for and alternative methods for providing 24/7 support (technical, non-technical and course-specific) and live chat assistance for students taking online classes and for those enrolled in face-to-face classes.

Activity Description

This analysis should involve: (1) contacting colleges that provide 24/7 or some evening and weekend hours support to identify the types of support requested by students and faculty outside of their business hours and the times when the requests for support are made; (2) including items in the survey to be distributed to students in online classes in Fall 2010 to identify the types of support (technical, non-technical, class specific) they need after hours and on weekends and the times that they work on course assignments; (3) conducting a survey of faculty teaching online classes to identify the types of assistance they and their students need after hours and on weekends and the times they likely to need assistance; (4) determining appropriate IT support hours needs for online students by reviewing system use data and compiling Helpdesk data regarding types of issues and resolution success; and (5) contacting vendors that provide after hour and evening support for colleges to identify the types of questions and assistance they receive from students and faculty and the times of day and during a semester/term the requests are submitted.

Rationale

The Distant Education (DE) Workgroup has determined that the potential need for 24/7 support may exist. This sub-group has been convened to evaluate the district's needs and to submit a proposal to the DE Workgroup based on the group's findings.

Task Force or Work Group Participants

Jason Walker (Lead)
Dan Watkins
Erik Erhardt
Jim Clark
Liz Auchincloss,
Michael Medel

Strategic Plan

Major Tasks to Complete

- i. Determine the need for additional sub-group participants
 1. Students
 2. Faculty
 3. Classified Staff
 4. Administrators

- ii. Surveys
 1. Identify the process and tools to be utilized to conduct surveys
 2. Compile survey lists
 - a. Colleges
 - b. DE faculty member
 - c. DE students/course
 - d. Vendors/software

- iii. Data Collection
 1. Conduct surveys
 2. Helpdesk Data/statistics
 - a. Information Technology Support Helpdesk
 - b. Student Technology Support Helpdesk
 - c. Admission Outreach
 3. Existing services (user and technical support)
 - a. Hours of operation
 - b. Services provided
 - c. Expectations

- iv. DE Report
 1. Review data collected
 2. Formulate proposal
 3. Present recommendation to workgroup

Timeline

- v. Spring 2011
 1. Determine Participants
 2. Identify process and tools
 3. Compile survey lists

- vi. Fall 2011
 1. Conduct surveys
 2. Collect data
 3. Review data and formulate recommendation
 4. Present recommendation to DE Workgroup

- vii. Spring 2012

1. Evaluation possible solutions
 2. Receive vendor proposals/recommendations
 3. Pilot phase planning
- viii. Summer 2012
1. Implement pilot
- ix. Fall 2012
1. Implement solution pending successful pilot completion

New Resources, If Any, Required to Achieving the Desired Outcomes of the Recommendation.

TBD pending final recommendation

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity Title: #5

Evaluate the effectiveness of the Orientation to Online Classes tutorial that was developed in 2009-10 in providing students with the information and skills they need to succeed in online classes.

Activity Description

The evaluation study should assess the effectiveness of the orientation in achieving each of its intended outcomes: (1) provide students with the information they need to make an informed decision on whether they are prepared to take an online course; (2) provide students with the information on what is required to succeed in online classes; (3) provide students with information they need to access and use Moodle and the human presence tools that are used in online courses; and (4) provide students with the information they need to access course information and support services and to submit assignments.

Rationale

Students enrolled in distance education classes are entitled to the same quality of education and relevant student services as those enrolled in classroom-based instruction.

Task Force or Work Group Participants

Doug Hersh
Jason Walker

Strategic Plan

To determine whether the "Orientation to Online Classes" successfully accomplishes 1-4 above, and/or whether revisions are required, a focus group of distance education students will be convened. This group will take the orientation and complete a short survey. A brief open-ended Q&A will follow the survey, to obtain all additional participant comments. This information will then be reviewed by a selected group of faculty teaching online to determine whether and in what manner revisions might be made to the orientation to ensure that it satisfies the requirements shown below.

- 1) provide students with the information they need to make an informed decision on whether they are prepared to take an online course;

(2) provide students with the information on what is required to succeed in online classes;

(3) provide students with information they need to access and use Moodle and the human presence tools that are used in online courses; and

(4) provide students with the information they need to access course information and support services and to submit assignments.

Major Tasks to Complete

- i. Student focus group exercises
- ii. Faculty leadership group discussion

Timeline

- iii. Student focus group exercises: spring 2011
- iv. Faculty leadership group discussion: spring 2011
- v. Report on findings: June 2011

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity Title: #7

Conduct an analysis of options the college can pursue to increase the likelihood that students will succeed in the online classes in which they enroll.

Activity Description

The study should identify the options the college can take to either require or strongly encourage students interested in enrolling in an online course to complete an assessment of their readiness/preparedness to take online classes.

Rationale

Due to the highly technical nature of completing higher education coursework through a learning management system, students enrolled in distance education classes require information, training and experience above and beyond those who are learning via fully classroom-based instruction. The orientation is designed to provide fully-online students with the tools they need to be able to succeed in these classes.

Task Force or Work Group Participants

Doug Hersh
Jason Walker

Strategic Plan

- a. Major Tasks to Complete
 - i. Research Chancellor's office guidelines for distance education orientations.
 - ii. Research California Community Colleges who have:
 1. Distance education programs
 2. Orientations to distance education programs, and
 - iii. Determine what means and/or incentives are in place for ensuring that these orientations are taken.
 - iv. Convene a faculty COI subgroup to provide an analysis of i-iii above and formulate a recommendation for a campus-wide procedure at SBCC
- b. Timeline
 - i. Fall 2011

- ii. Fall 2011
- iii. Fall 2011
- iv. December 2011

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity Title: #8

Re-design the Distance Education web site to provide needed information to students that are interested and/or enroll in distance education courses/programs.

Activity Description

The revised web site needs to make the Orientation for DE classes and the site for information about DE classes and fully online DE programs (including the FAQs and video tutorials) more visible. The SBCC Online web site should contain a link to a Moodle training session for online students that can be accessed from the site prior to the start of online classes.

Rationale

Students enrolled in distance education classes are entitled to the same quality of education and relevant student services as those enrolled in classroom-based instruction. Since some students engaged in fully-online courses and programs are out-of-area, all relevant information should be available to them on the Web. However, since this is true for all students, and since SBCC is working to remove silos between fully-online, hybrid and campus-based students, it may not be wise to create a comprehensive “separate but equal” section of the SBCC Website for distance education students that mirrors the information provided elsewhere on the site. As a result, the task force has already discussed the re-design of the existing “Online College” Website such that it is easy to navigate and is uncluttered by redundant information that can and should exist in their respective areas of SBCC.edu

Task Force or Work Group Participants

Doug Hersh

Jason Walker

Erik Erhardt

Karen Sophiea

Jen Hock

Allison Curtis: Content Review/Quality Control

Strategic Plan

The group has already met on 11.30.10 to map out the general direction for the plan and will hold its next meeting in the spring 2011 semester on 02.08.11. The existing "Online College" Website will be deconstructed and a site map will be developed. A new site map will then be created for a proposed redesigned "Distance Education" site. A draft design will be vetted by a focus group including students, faculty and staff. Following that, the first version of the new site will be designed, tested and implemented.

Major Tasks to Complete

- i. Meetings to discuss existing and redesigned site
- ii. Design draft
- iii. Focus group feedback
- iv. Revise site draft
- v. Design site
- vi. Test site
- vii. Upload site to SBCC.edu

Timeline

- viii. Meetings to discuss existing and redesigned site: fall 2010 - spring 2011
- ix. Design draft site: spring 2011
- x. Focus group feedback: May 2011
- xi. Revise site draft: summer 2011
- xii. Design site: summer 2011
- xiii. Test site: summer 2011
- xiv. Upload site to SBCC.edu: fall 2011

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity Title: #9

Redesign the college's Online Orientation and Online Advising programs so that they can be maintained by the college instead of by an outside vendor.

Activity Description

With the help of an outside consultant and members of our Computer Science and SOMA programs, conduct an analysis of our current online programs and determine the costs/benefits of redesigning a Flash or Web based (HTLM) version of Orientation and Advising that would be created and supported in-house.

Rationale

Our Current Online Orientation/ Advising Programs were designed and are supported by an outside vendor (Cynocere). While we believe our current online Versions to be of good quality when compared to other community colleges, we have two major drawbacks. First, any adjustments that we request to be made to the orientation and advising program must go through the company which has proven to be a financial burden. Also the dynamic of support offered and communication between the company and our IT support has not functioned smoothly. In addition, SBCC staff members and our IT support department are not trained nor do they offer support for FLASH technology which is the format of our current Online Orientation. Secondly, our current product is not intergraded with Banner and thus Orientation and Advising holds are not automatically cleared, creating a time sensitive manual data entry process.

Task Force or Work Group Participants:

Michael Medel
Gwyer Schuyler
Keith McLellan
Jason Walker
Erik Erhardt
Jenn Mueller

Strategic Plan

Major Tasks to Complete

Task 1) Identify and conduct an analysis of our current products and determine how and if adjustments can be made in a quick, efficient and cost-effective manner, while research and implementation take place over a two-year period. Academic Counseling has contacted a prospective Consultant and he is currently reviewing both the Online Orientation and Online Advising programs to determine if and to what extent his services may be offered.

Task 2) A work request has been placed with our Banner Workforce Committee to place a high priority on completing the integration of banner and online orientation and advising so that the clearing of holds becomes automated.

Task 3) Identify costs associated with contracting a member of from our Computer Science / SOMA department that could assist in the research and implementation of a new product.

Task 4) Identify associated costs for the full implementation and design of a new Online Orientation and Advising program.

Timeline

Completion of Task 1): February 2011

Completion of Task 2): April 2011

Completion of Task 3): February 2011

Completion of Task 4): June 2011

New Resources, If Any, Required to Achieving the Desired Outcomes of the Recommendation.

TBD pending final recommendations.

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT**

Actionable Recommendation Number and Activity Title: #10

Assess the feasibility of developing and offering an online PD student success course tailored for students taking online courses.

Activity Description

While initial discussions of this course were moving in the direction of designing an online, 3-unit course that incorporated student success and academic planning concepts ALONG WITH technical training in one course, upon further reflection and consultation, we are proceeding instead with a stand-alone career and academic planning course specifically geared to our fully online HIT and CIM degree and certificate programs. The only technical material covered in this course will be training on the use of technology tools as related to career and academic planning.

Rationale

A course covering career and academic planning concepts would help facilitate student success in the HIT and CIM online programs. This course would serve to introduce students to academic counseling and other student services, help them research their career options in the field of health information management, and lead to the preparation of a long-term educational plan. The online classroom as the means of delivery of career and academic counseling is a cohesive method for students in a fully online program. This course design is recommended as a model as SBCC moves forward with other fully online degree and certificate programs.

Task Force or Work Group Participants

Gwyer Schuyler (Lead)
Kenley Neufeld
Janet Robertson
Allison Curtis (Resource)
Laurie Vasquez

Strategic Plan

Major Tasks to Complete

- i. Prepare/Present CAC New Course proposal.
- ii. Offer course beginning Fall 2011.

Timeline

- iii. CAC deadlines will be followed.

New Resources, If Any, Required to Achieving the Desired Outcomes of the Recommendation.

- b. Allocation of 6 tlu's in Fall 2011 to offer two sections of this 3-unit course, which will be titled as a Personal Development (PD) course.

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity Title: #11

Create a streaming media orientation for students in distance education courses on how to access the resources Library resources.

Activity Description

Create a streaming media orientation for students in distance education courses on how to access the resources Library resources.

Rationale

All the library resources and services are available to students at a distance, but it isn't always clear how to utilize nor the array of options.

Task Force or Work Group Participants

Kenley Neufeld to manage

Student Intern to create video

Strategic Plan

Major Tasks to Complete: Create video and post online.

Timeline: Spring 2011

New Resources, If Any, Required to Achieving the Desired Outcomes of the Recommendation.

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity Title: #14

Acquire a software product that generates frequently asked questions based on web-based inquiries received.

Rationale – to respond to inquiries quicker using the broader college community.

Task Force or Work Group Participants

Karen Sophiea
Kenley Neufeld
Doug Hersh
Jason Walker
Jenn Mueller
Erik Erhardt
Michael Medel
Jennifer Robinson

Strategic Plan

Major Tasks to Complete

Review various options (Get Satisfaction, User Voice, Zen Desk, sponge.com)
Evaluate: costs, functionality, ease of implementation, integration with CAS

Timeline

11.22.10 - Group met and reviewed options, want demo from Get Satisfaction, follow up with getSponge.com
1.2011 - Develop list of requirements
1.2011 - Set up demo after holiday break
2.2011 - Make recommendations to task force

New Resources, If Any, Required to Achieving the Desired Outcomes of the Recommendation. To be determined.

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity Title: #17

Develop a portal web entry for fully online students to guide them through each step of application and enrollment process.

Activity Description

The portal needs to be tailored to meet the unique needs of fully online students. For example, the 10 Steps to Enrollment and assessment test logistics documents need to be revised to provide online students with the information they need.

Rationale

Students enrolled in distance education classes are entitled to the same quality of education and relevant student services as those enrolled in classroom-based instruction. Since some students engaged in fully-online courses and programs are out-of-area, all relevant information and processes should be available to them on the Web. However, since this is true for all students, and since SBCC is working to remove silos between fully-online, hybrid and campus-based students, it may be best to include this information on the “Steps to Enrollment” site for Admissions and Records (http://www.sbcc.edu/apply/apply_to_college.php), to which the redesigned “Distance Education” site (see recommendation #8) would link.

Task Force or Work Group Participants

Doug Hersh

Jason Walker

Erik Erhardt

Karen Sophiea

Jen Hock

Michael Medel

Allison Curtis: Content Review/Quality Control

Laurie Vasquez

Strategic Plan

The group has already met on 11.30.10 to map out the general direction for the plan and will hold its next meeting in the spring 2011 semester on 02.08.11. Allison Curtis will be brought in to help us develop a flow chart for the application and enrollment process. This information will help re-design the existing “Steps to Enrollment” site with the intention of

providing students a self-paced checklist of activities that they can undertake to complete the steps at their time and place convenience.

Major Tasks to Complete

- i. Meetings to discuss existing and redesigned site.
- ii. Develop draft flow chart.
- iii. Develop re-designed **Steps to Enrollment** site.
- iv. Focus group feedback.
- v. Revisions.
- vi. Testing.
- vii. Upload site to
http://www.sbccc.edu/apply/apply_to_college.php.

Timeline

- viii. Meetings to discuss existing and redesigned site: fall 2010 - spring 2011
- ix. Develop draft flow chart: spring 2011
- x. Develop re-designed Steps to Enrollment site: summer 2011
- xi. Focus group feedback: fall 2011
- xii. Revisions: fall 2011
- xiii. Testing: fall 2011
- xiv. Upload site to
http://www.sbccc.edu/apply/apply_to_college.php: spring 2011
- xv. Link to Distance Education site: spring 2011

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT**

Actionable Recommendation Number and Activity Title: #19

Identify and then implement methods to provide academic planning presentations to students enrolled in distance education classes.

Activity Description

A counselor workshop will be designed to be presented in the online format for students enrolled in SBCC's fully online programs in HIT and CIM. The following different approaches for the presentation will be assessed and the best option will be chosen for delivery: 1) Within existing HIT and CIM classes; 2) Using CCCConfer outside of Moodle; 3) within a stand-alone Moodle shell set up for counseling.

Rationale

Academic Counselors conduct on-campus classroom presentations as a means of providing information to student about important counseling and academic planning topics. Equivalent services for online students would include online counseling presentations. This pilot project will be informative about effective ways for counselors to work with online students in groups.

Task Force or Work Group Participants

Gwyer Schuyler (Lead)
Mohammad El-Soussi
Janet Robertson
Dixie Budke

Strategic Plan

Major Tasks to Complete

- i. Prepare academic counseling presentation content
- ii. Decide on platform/means of delivery
- iii. Offer one presentation this Spring
- iv. Evaluate format and make decisions for next academic year

Timeline

- v. Task i = February 2011
- vi. Task ii = March 2011
- vii. Task iii = April 2011
- viii. Task iv = May 2011

New Resources, If Any, Required to Achieving the Desired Outcomes of the Recommendation.

To be determined based on platform/means of delivery of presentation.

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT**

Actionable Recommendation Number and Activity Title: #22

Develop Web-based video tutorials and other resources for students, faculty, and student services staff to promote and support effective uses of human presence (HP) tools to create a dynamic sense of personalization and community. Methods for providing the web-based support should include the use of pop-up screens, synchronous webinars, and web communication tools such as Skype and CCC Confer.

Activity Description

Since the Fall 2009 semester, the Faculty Resource Center (FRC) has offered hands-on workshops during regular academic terms and more recently summer intersession periods to teach faculty the most effective strategies and techniques for using human presence tools. We have also demonstrated the use of these tools and strategies in faculty in-service presentations and at regularly scheduled meetings of the Committee for Online instruction. These workshops have included webinars, synchronous web-based and face-to-face training.

In conjunction with the training, the FRC has also developed a variety of paper and web-based training materials describing and illustrating HP teaching techniques, strategies, and tools that teachers can use to promote a dynamic sense of personalization and community. These materials are accessible via links on the FRC website.

The FRC facilitated production of HP materials occurs in an iterative two-stage process. The first stage includes researching best practices and teaching techniques that incorporate human presence/social presence in online instruction. The second stage includes the development and user-testing of training materials, which are generally produced in a variety of formats such as self-paced web-based tutorials, e.g., web pages, PDFs, and web videos to support teachers. All training materials are designed in accord with 501 compliance specifications and are tested to meet college web standards.

Rationale

We receive feedback from faculty periodically about the quality and quantity of our web-based training materials for enterprise-level systems such as Pipeline, Moodle, Banner, and Xythos. We collect many different forms of feedback from teachers about the effectiveness of our materials including (1) faculty requests for help from the IT helpdesk regarding the tools and (2) periodic recording of

questions received from faculty by FRC staff, and surveys. We use all of this feedback to help us determine which materials to modify where needed

Task Force Participants

David Wong (FRC staffer)

Doug Hersh (works with Jack to advertise and solicit faculty interest in using HP tools in instruction)

Mark Ferrer (FRC staffer)

Rob Brown (FRC staffer)

Jeff Barnes (FRC staffer)

Laurie Vasquez (FRC staffer)

Strategic Plan

Major Tasks* to Complete.

This action item is already part of the FRC's 2010-11 program review, (see unit overview, priority 4). Given the long-term uncertainty surrounding the future of Wimba/Elluminate and possibly SKYPE, we will continue to focus on developing materials that focus on teaching techniques and strategies that are tool-agnostic so that if any of these tools become unaffordable or unavailable in the future because of company acquisitions, our training and materials will still be relevant and any necessary redesign of materials will require less time.

Provided there is funding, we will continue to offer HP training during intersession periods using the cohort model with the hope that faculty will participate and share ideas, techniques, and materials they develop with other cohort participants.

Timeline

Human presence training and materials' development are ongoing. As the College introduces new teaching tools like Wimba, SKYPE, we respond in kind with faculty training and support materials development.

1. New Resources, If Any, Required to Achieving the Desired Outcomes of the Recommendation.

None required at this time

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT**

Actionable Recommendation Number and Activity Title: #25

Develop and implement a mentoring program designed to involve veteran online teachers in the support of new online faculty as they offer their first web-based classes. Peer coaching has been shown to have the greatest positive impact on training outcomes for teachers. A formal mentoring program would prove very useful but will require incentives to get teachers to commit to the depth of involvement needed to assure that mentoring produces positive, sustainable results. A source of funding may be needed to provide sufficient incentives for faculty to serve as mentors.

2. Activity Description

The task force members met virtually on December 8, 2010. David Wong presented the task force with a mentoring program structure modeled after the CUNY online mentoring program. The members discussed the categories of the program, thought it to be reasonably complete but felt that it was bit premature to move forward in designing a program until the task force had more data to determine the level of faculty interest in having an online mentoring program.

Rationale

Given the complexity and politics involved in implementing a mentoring program, the task force believes it is important to collect more data and consult with relevant faculty committees prior to developing a formal mentoring program plan. As such, it will meet to complete the major tasks below during the Spring 2011 term with the goal of submitting a draft of an online mentoring program plan OR recommending that the program not be developed by the end of the term.

Task Force or Work Group Participants

David Wong
Monica DiVito
Kenley Neufeld
Moh El Soussi
Janet Robertson

Strategic Plan

Major Tasks* to Complete. The Online Mentoring Task Force will:

- Survey faculty at the beginning of the Spring 2011 term about their interest in being a mentor or mentee

- Discuss online mentoring program ideas with faculty committees, COI, FPD, and possibly CTL
- Review other professional development sites including the Library Association and AHIMA to look at alternative models for mentoring such as communities of practice
- Set up wiki site for the online mentoring task force to flesh out– given sufficient interest by faculty– skeletal structure of an online mentoring program

Timeline

Work towards completion of major tasks listed above will take place during Spring 2011 semester.

New Resources, If Any, Required for Achieving the Desired Outcomes of the Recommendation.

None required at this time.

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity Title: #26

Develop and implement a plan to encourage the use of e-portfolios¹ in all online courses.

Activity Description

The plan needs to provide training to faculty in the optimal use of e-portfolios and methods to extend their adoption into all sections of each course they teach. With funding we could integrate the use of a system such as Mahara's open source ePortfolio (<http://mahara.org/>) or Epsilen.net (<http://www.epsilen.com/LandingSite/index.aspx>).

Rationale

La Guardia CC provides an excellent Rationale for their Title V supported ePortfolio Program

- **Promote integrated learning.** Designed “to help students connect classroom, career, and personal goals and experience” and to encourage students to think about “learning in a broad context of family, career, culture and experience”.
- **Offer a smooth transition to transfer and the workforce.** Students use ePortfolios for transfer and employment applications.
- **Help students understand growth and progress.** The “La Guardia Method—Collect your work, Select samples to show your learning, Reflect upon your learning and identify and articulate evidence of your growth, Connect with family, friends, employers, etc., by sharing work on the Web encourages students to assess their intellectual and personal growth as well as chart improvement in skills, technology use, and critical thinking.
- **Provide faculty with a fuller understanding of student growth.**
- **Provide a holistic assessment process.** “Faculty examine student work [to identify] ways to improve . . . classes and majors.”

Task Force or Work Group Participants

Mark Ferrer
David Wong

¹ An electronic portfolio is:
a collection of authentic and diverse evidence, drawn from a larger archive representing what a person or organization has learned over time, on which the person or organization has reflected, and designed for presentation to one or more audiences for a particular rhetorical purpose.

--National Learning Infrastructure Initiative 2003 (Barrett and Wilkerson 1)

Doug Hersh
Jody Millward
Chris Johnston
Nico Maestu
Dixie Budke
Stephanie Dotson

Strategic Plan

In researching ePortfolio options it became quite clear that the implementation of an ePortfolio system across all disciplines is an enormous task, one requiring the enthusiastic embrace of all faculty and the expenditure of considerable resources. It does not seem feasible at this time of budgetary restriction to undertake something of this magnitude. Even if we were able to find funding, we would not be able to involve as many faculty in the process as would be needed to create a full-blown ePortfolio dimension to our assessment process. It is, however, likely that we could involve four or five departments in an ePortfolio pilot project. Nursing, Art, SOMA, Culinary Arts and English are likely participants.

Jody Millward in her Sabbatical report, ***Bridging the Digital and Cultural Divide through Multimodal Pedagogy: Developing Literacies in the Composition Classroom***² (Appended as an eDoc), lists the following as essential to the successful implementation of an ePortfolio initiative:

LaGuardia has been able to institutionalize this program because:

- 1) It provided clear rationale that implied an improvement in student learning and assessed its progress throughout the project;
- 2) It provided sufficient faculty/student training and support; and
- 3) The website offers faculty and students easily adaptable templates and sample portfolios for each level.

In addition, LaGuardia's program structure takes into account the necessity to accommodate faculty and students who are new to this pedagogy. By offering three levels of ePortfolios and ongoing support for faculty and students at each level, LaGuardia's program allows students and faculty who review these portfolios the opportunity to see growth over time. She goes on to write of **Minnesota Universities and Colleges: Efolio Minnesota**, "Having a standardized system may make training easier and cheaper." Clearly the benefits of a standardized system are greater than those of a haphazard one. As so little has been done on campus with ePortfolios, instituting a standardized system would be advisable and relatively undistruptive.

Major Tasks* to Complete

The minimum required would be to:

- Determine feasibility and scalability of instituting an ePortfolio Pilot Project at SBCC

² Most of the references in this document were cited by Dr. Jody Millward in her Sabbatical report.

- Explore the option of staging an implementation starting with a less expensive and less ambitious cross-level paper portfolios system based on Carroll County CC's model³ Millward (Pg. 69) recommends we introduce new pedagogies slowly and in departments sympathetic to their adoption.⁴
- Fund the initiative
- If a pilot is financially and "culturally" feasible at this time, choose an ePortfolio system or develop one of our own using Google
- Train all faculty involved in the pedagogy and technology required to implement a successful ePortfolio system. Millward recommends a summer institute to start the initiative⁵
- Train and support all students constructing and posting ePortfolios
 - Develop training, support for students producing multimodal materials⁶
- Select, locate, install, and provide support for software required for multimodal ePortfolio production
- Tutor Training
- Support Staff Assignment and Training

*La Guardia lists these as the major components of their ePortfolio initiative:

• **ePortfolio Program Support for Faculty and Students:**

Faculty Training and Workshops

Program Assessment Coordinator (assists in the development of rubrics)

Computer Lab (on request—semester long or special projects)

Classroom Workshop for Students

ePortfolio Consultants

³ On the low end of the technology spectrum is Carroll County's use of a cross-level paper portfolios system that tracks student learning throughout the composition sequence. Funding is minimal, as students must buy the tri-folder to store their work, and they carry this portfolio from one class to the next. The concept is simple, but has improved both retention and progress rates. Higher numbers of students are enrolling in the next course level without taking a break in-between; research indicates that doing so increases the percentage of successful grades awarded and, more importantly, instills the habit of incorporating elements of the composition process into student response to all writing assignments. (Millward, Pg 46)

⁴ As my experience shows, we can introduce these pedagogies slowly. The English department is now wrestling with student learning outcomes, and several of us feel that requiring portfolios in English 110 and English 111 would be the most effective way to demonstrate student learning. Again, we could start by building a foundation, testing and revising as we go. Faculty and students could choose paper or electronic (depending on access, resources, etc.), and students could carry examples of their work from one course to another (adapting Carroll County's model)(Pg. 69).

⁵ As the research of other two-year colleges reveals, summer workshops followed with ongoing meetings create a culture of innovation, revision, and assessment of success. (Pg. 70)

⁶ Electronic portfolios often allow students to include a variety of non-print materials. Those who choose to include multimodal writing would assess why and how pictures, animation, video, audio, etc. enhance meaning in ways that static text does not. In addition, composition courses which include electronic portfolios often provide students with instruction on how to build that portfolio within the context of their academic majors and/or workforce goals (certificate, AA, transfer). (Millward, p.33)

Student Technology Mentors
 Technical Support (trouble shooting)
 Studio Hour—Tutorials for Students

• **ePortfolio Website Support:**

For Students--Intro to ePortfolio (includes definition of ePortfolio appropriate materials, benefits of tool); How to Develop Your ePortfolio, Support and Resources

For Faculty--Faculty Resources, Technology Tools, Professional Templates, a Bibliography, and the opportunity to create their own portfolios.

For Students and Faculty--ePortfolio Tutorials, a Gallery (sample ePortfolios at different levels**), ePortfolio Links, and History of ePortfolios at La Guardia.

****ePortfolio Levels by Student Technological Skills--students take a pre/post technology skills survey:**

Basic—for students with “very limited computer skills”; need access to

Internet and appropriate level of Blackboard (normally, first-semester academy students).

Intermediate—for students with some computer skills; requires students to learn/download “free computer program . . . Netscape Composer” and will use LaGuardia’s preset template from website.

Advanced—for student with advanced computer skills who will create “an original ePortfolio template and banner”; student must learn technically sophisticated web/graphic design programs like Macromedia Dreamweaver, Fireworks and Flash.

Superstars Scholars Project—special program requires faculty

recommendation; students develop their ePortfolios by attending workshops defined to “improve their writing” and ability to evaluate and revise portfolio content; all participants receive a certification of participation, some receive cash rewards and publication on the LaGuardia website.

Timeline

TBD (Dependent on further discussion regarding urgency, departmental interest, scope, fundability, availability of staff, and access to a multimodal development lab.)

New Resources, If Any, Required to Achieving the Desired Outcomes of the Recommendation.

- a. Faculty Stipends (ePortfolio Summer Institute, Cohort/Pilot participation)
- b. Travel and Conference

- c. SBCC ePortfolio Site development and maintenance (unfunded initiative.)
- d. Software purchase for faculty and labs in which multimodal ePortfolio development will take place.
- e. Tutor training
- f. Staff training
- g. Training materials development

**SANTA BARBARA CITY COLLEGE
DISTANCE EDUCATION WORKGROUP
STRATEGIC PLAN REPORT FORMAT**

Actionable Recommendation Number and Activity: #27

Proctoring on campus for our students must be addressed. Should we even proctor exams for online courses?

Activity Description

The task force is sending out a survey to all distance education faculty which will assess the needs of proctoring. The results will then be discussed at COI.

Rationale

Members of the task force believe that in order to properly address the above question the needs and wishes of the faculty who teach distance education needs to be heard.

Task Force or Work Group Participants

Monica DiVito
Doug Hersh
COI members

Strategic Plan

Major Tasks to Complete

Already completed:

- Discuss issue with COI
- Create survey questions
- COI approves survey
- Confer with Doug and create survey

Still to complete:

- Send out survey- finals week
- Send out 2 more times- week after finals, back to school week
- Discuss results/ create recommendations at COI- Feb 25th
- Send recommendations to Jack and Doug by March 15

Timeline

The question posed in task #27 should be answered by March 15th.

New Resources, If Any, Required to Achieving the Desired Outcomes of the Recommendation.

The mission of California Community Colleges is established by the California Education Code Section 66010.4:

66010.4. The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.

Within the legal mission established by the California Education Code, each community college can develop an individualized mission statement.

SUPPORT MATERIAL FOR DEVELOPMENT OF COLLEGE PLAN 2011-2014

DRAFT FOR DISCUSSION WITH THE COLLEGE PLANNING COUNCIL MARCH 25, 2011

MAJOR OVERARCHING CHALLENGES AND PRIORITIES FOR THE COLLEGE 2011-14

1. Significant decline in college revenues due to major cuts in state funding
2. Reducing enrollments with an ability to rebound when state funding improves
3. Reducing classes in effective and smart way (i.e., course priorities, ensuring that there are sufficient core courses to ensure students can complete degree, certificate and transfer requirements; state priorities)
4. Continuously and significantly improving student success particularly in terms of completion of basic skills sequence, degree and transfer
5. Keeping up with changes in technology in a time of great fiscal reductions
6. Ensuring continuing innovation in a time of great fiscal reductions
7. Ensuring the fiscal stability of the college in the face of severe state budget cuts
8. Completing major construction projects that are planned or in progress
9. Effective communication with the community and our faculty and students regarding the impact of state budget cuts
 1. Steering portal committee can take this on

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Challenges

1. Lack of student readiness for college level work
2. Time it takes to progress from ESL and basic skills to transfer or degree completion
3. Significant number of students living away from home for the first time in non-college supervised housing
4. Increased number of students that report having health and mental health that interfere with their studies and, in some cases, their staying in college; also implications for faculty and staff;
5. High course attrition rates and low program persistence rates for credit and non-credit ESL students
6. Still lower student success in online courses than face-to-face courses (e.g., high attrition, low success, low persistence)

7. Offering the number of sections of courses students must complete to achieve their educational objectives at a time of reduced state funding for enrollments and increased student demand for these courses.
8. Realigning curriculum and course offerings to correspond to the state priorities on basic skills, career technical education, degrees and transfer.

Priorities

1. Strengthen and expand the Continuing Education Career and Skills program
2. Implement and, if successful, expand the Express to Success Program to increase the percentage of students in need of remediation that complete their basic skills requirements and transfer-level English and math
3. Develop and implement the Express to Transfer Program to increase the percentage of students that complete their degree and lower division transfer requirements and then transfer to a four-year university
4. Implement the recommendations of the Distance Education Task Force, the Transfer Effectiveness Task Force and the Career Technologies Education (this task force will start in Fall 2011) Task Force
5. Continue the implementation of the SLO cycle
6. Increase the number of faculty and student services faculty and staff that incorporate the use of human presence tools into their courses and services
7. Meet matriculation requirements in non-credit basic skills program
8. Improve online courses success and persistence rates
9. Develop additional fully online certificate and degree programs
10. Expand our interventions for students with various health and specifically mental health problems and the training and support for our faculty and staff
11. Maybe consider re-establishing an overall student assistance program for students who have a variety of issues to help students get referred to existing student services on campus – maybe this is part of the intervention plan mentioned earlier

OUTREACH, ACCESS AND RESPONSIVENESS TO THE COMMUNITY

Challenges

1. Increase in the number of students that will attend the college due to decreases in the number of freshman applicants that will be admitted to a CSU or UC campus

2. Providing students with access to courses they need when class sections are being reduced due to the reductions in state funding to pay for enrollments
3. Difficulties in assuring families and parents that have not had opportunity for higher education that SBCC is an option for them
4. More hours spent working and commuting to work
5. Escalating cost of commuting
6. High cost of textbooks
7. Increased competition for area students from online programs and out-of-state colleges and universities
8. Expectations from some community members for maintaining the same number of state-supported classes in continuing education courses for older adults when state funding for enrollments is declining significantly

Priorities

1. Strengthen and expand partnerships to provide working adults with BA options
2. Expand efforts to target low-income (predominantly Hispanic) students
3. Reduce textbook and course material costs for students
4. Transition credit offerings at off campus centers and locations, on Fridays, weekends and online (weekend college concept at Santa Rosa Junior College); better scheduling and room utilization
5. Increase the number of students transitioning from Continuing Education to the Credit Program
6. More fully capitalize on the capabilities of Pipeline and other emerging technologies to promote the college to potential students
7. Continue to identify under-served populations and develop programs to meet their needs
8. Develop community buy-in and understanding for the need to offer more community service, fee-based continuing education classes for older adults

FACULTY, STAFF AND ADMINISTRATORS

Challenges

1. Cost of housing in the South Coast
2. High number of retirees in the next several years
3. More hours spent working and commuting to work
4. Increased cost and time of commuting

5. Increased accountability from external entities that increase employees' workloads significantly at a time of budget reductions which result in increased stress levels
6. Need for adequate staff and resources to support existing and new college initiative, enrollment targets, and external mandates
7. Employee evaluation processes are not effective enough
8. Amount of paperwork required by employment process
9. Archival storage of current employment records
10. Cost of health insurance

Priorities

1. Expand alternative transportation
2. Focus on strengthening employee morale through recognition and professional growth programs
3. Use technology to facilitate communication among staff in order to help instill a greater sense of community at the college
4. Revise existing evaluation instruments/processes
5. Use technology to reduce employee paperwork
6. Use technology to accomplish storage/retrieval of retained records

GOVERNANCE AND DECISION SUPPORT

Challenges

1. Need to be more disciplined in establishing and carrying through with priorities
2. Not sufficient easy and direct access to data needed for decision making

Priorities

1. Complete the implementation of a comprehensive decision support system

SUPPORT SERVICES, TECHNOLOGY AND FISCAL MANAGEMENT

Challenges

1. Limited available state resources to carry out the work of the college
2. Continued post Banner implementation demands for reporting and third party software integration
3. Implementing changes in business practices and technology
4. Expensive, ever-changing technology that requires a commitment to stay current and provide ongoing training and support

Priorities

1. Continually improve administrative support system
2. Implement strategies and support systems that will assist staff in adapting to change
3. Continue improvement of implemented Continuing Education online registration system and implement e-Lumen for SLOs in Continuing Education
4. Improve technology-based internal communication by strengthening the college's intranet capabilities
5. Configure network infrastructure to support converged data, voice and video traffic with high availability
6. Generate new alternative sources of revenue for operations
7. Develop systems to evaluate and analyze program cost effectiveness across all areas of the college
8. Maintain college support staffing levels to keep pace with current and future needs

FACILITIES, CAPITAL PROJECTS AND MAINTENANCE

Challenges

- Severe reduction in State funding of capital construction projects
- Over-commitment of Measure V funding; at least \$8million more needed from general fund to cover the additional costs for the Drama/Music Remodel and deferred maintenance projects which initially were planned to be covered by Measure V funds; Campus Center final costs a great unknown
- Underutilization of facilities based upon state standards.
- Need to provide universal access to existing facilities (ADA compliance issues)
- Adverse impacts on the environment resulting from past and current practices
- Inadequate state funding that hinders the college's efforts in achieving sustainable practices

Priorities

- Make progress on identified capital construction priorities
- Build staff support costs for new facilities into GF budget
- Improve utilization of the Main Campus
- Provide universal access to all facilities