TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREAMBLE</td>
<td>i</td>
</tr>
<tr>
<td>SBCC VISION STATEMENT</td>
<td>1</td>
</tr>
<tr>
<td>SBCC MISSION STATEMENT</td>
<td>1</td>
</tr>
<tr>
<td>GOALS &amp; OBJECTIVES</td>
<td>2</td>
</tr>
<tr>
<td>COMMUNITY RESPONSIVENESS</td>
<td>2</td>
</tr>
<tr>
<td>LEARNING AND INSTRUCTION</td>
<td>x</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>x</td>
</tr>
<tr>
<td>INSTITUTIONAL SUPPORT</td>
<td>x</td>
</tr>
<tr>
<td>INSTITUTIONAL ASSESSMENT/EVALUATION</td>
<td></td>
</tr>
<tr>
<td>Include Goal 4, objective 4a, Goal 5 and objectives 5a and 5b—PRM</td>
<td></td>
</tr>
</tbody>
</table>
As a learning community, we at SBCC approach this task with enthusiasm, optimism, and confidence in our ability to serve students and the community in a manner consistent with our most fundamental values: achieving educational excellence, providing for our students' well-being, supporting a cooperative and collegial environment, and believing that each individual has intrinsic dignity, worth, and potential for growth.

As a learning community, we at SBCC approach this task with enthusiasm, optimism, and confidence in our ability to serve students and the community in a manner consistent with our most fundamental values: achieving educational excellence, maintaining the needs of students as our central focus in determining policies and practices, supporting a cooperative and collegial environment, and supporting behaviors that advance individual dignity, worth and the potential for growth (PRM).
SBCC GOAL AREAS, GOALS, AND OBJECTIVES

COMMUNITY RESPONSIVENESS

Service to its local community is a primary responsibility and commitment of Santa Barbara City College. Programs and services offered by the College will be responsive to the needs of residents of the South Coast community.

The College also understands its role in an increasingly international community, and will provide opportunities for South Coast residents to expand their horizons beyond the immediate geographic area. Furthermore, where appropriate, the College will broaden its outreach to include offering educational opportunities to people outside of its traditional area.

Because of the international bases for a vital economy, environment and peaceful existence, the College understands its role in advancing the capability of our students to function successfully in an increasingly international community. Thus, the College will provide opportunities for South Coast residents to expand their horizons beyond the immediate geographic area. Furthermore, where appropriate, the College will broaden its outreach to include offering educational opportunities to people outside of its traditional area. (PRM)

GOAL 1 Develop and implement strategies that reach out to diverse groups in the community, including underrepresented populations, to increase awareness of, access to and enrollment in SBCC's credit and noncredit programs.

Objectives

1a) Develop and implement a coordinated college-wide marketing plan that addresses recruitment and services needs to the local community, out-of-area residents, and out-of-state and international constituents (February 1997). Outcome expectations for this marketing plan are:

- Sustain overall credit enrollments between 5% and 10% above the college's enrollment cap for the duration of the plan.
- Ethnic, underrepresented student enrollments which reflect the ethnic diversity of the district adult community (December 1998).
- Enrollment of at least 45% of all local high school graduates within one year of graduation (February 1999).
- An increase of ___% in the number of working adults aged 25-40 enrolled in credit programs (___19___)
- An increase of 10% in the number of working adults aged 25-40 enrolled in credit programs (August 1999) (SA)
GOAL 4 Establish mutually beneficial partnerships with the business sector and community organizations to enhance relationships and increase educational opportunities for students.

Objectives
4a) Expand work-site experiences for students by ____% (June 1999).
4b) Expand the number of customized training programs offered in an academic year by 100% (June 1999).
4c) Expand Business and Industry Associates memberships by 20% (September 1999).
4d) Increase by 100% corporate financial support to SBCC, including scholarships (January 1999).
4e) Working with the business community, establish the College as the primary community provider of educational and support services in the areas of entrepreneurship and business development. (CE)

LEARNING AND INSTRUCTION

GOAL1 Create an environment for faculty and instructional support staff to develop their ability to apply instructional methods based on effective principles of learning.

Goal 1. Create an environment for faculty and support staff to develop their ability to apply instructional methods based on effective principles of learning. (AS)

Should we change “effective principles” to successful practices? (SA)

Objectives
1a) Develop and implement a comprehensive Instructional Development Plan for providing contract faculty and long-term part-time instructors with professional development opportunities that correspond to their needs and interests (June 1997).
1a) The college will support the engagement of a minimum of 20 percent of its contract faculty each year in professional development activities that will increase their ability to apply instructional methods based on sound principles of learning (June 1997, June 1998, June 1999). (AS)

1b) Eighty percent of the contract faculty and interested long-term part-time instructors will have participated in one or more instructional Professional Development Plan activities (June 1999).
1b) A minimum of 60% of the contract faculty will have participated in one or more professional development activities designed to increase their ability to apply instructional methods based on sound principles of learning (June 1999). (AS)

GOAL2 Increase student access to courses and to information needed to succeed in those courses by designing and field-testing alternative methods of delivering instruction.
3c) Develop an implementation method to assess mastery of the knowledge and skills needed to function effectively in future academic pursuits, the workplace, citizenship activities and lifelong learning (May 1999). (AS)

3d) Increase by 100% the number of recent high school graduates enrolled in Continuing Education courses and programs. (CE)

GOAL 4 Implement strategies to increase student attainment of desired educational outcomes.

Goal 4 Develop curriculum initiatives that are responsive to changes taking place in the workforce, technology and in the needs of students. (AS)

Objectives

4a) Identify new instructional initiatives to be developed and implemented, (June of each year).

4b) Identify resources and training needed to implement the new instructional initiatives (June 1998).

4c) Implement the new instructional initiatives identified in 1996-97 (December 1999).

4d) (new) Identify new initiatives to integrate and coordinate student affairs and instructional services. (SA)

GOAL 5 Develop and implement a comprehensive strategy to ensure that all students are equipped with the skills and competencies needed to succeed in college.

Goal 5 Develop and implement a comprehensive strategy to increase student attainment of desired educational outcomes. (AS)

Objectives

General

5a) Complete a plan to provide students with the learning skills and motivation needed to succeed in college (Fall 1999).

5b) Implement the plan to increase the success of "high risk" students in completing their courses and achieving their goals for attending college. The evaluation of the extent to which the plan’s benchmark measures of success were achieved will be completed (July 1999).

Implement a plan.... (SA)

5c) Increase the percentage of students who successfully complete their courses by a minimum of 2% from Fall 1997 to Fall 1998 and by 2% from Fall 1998 to Fall 1999.
5g) The percentage of students attending SBCC to complete a college certificate and who do so will increase by ____% from 1995-96 to 1998-99. The percentage of students attending college to complete an associate degree and who do so will increase by ____% from 1995-96 to 1998-99. (AS)

Eliminate completely! (SA)

5h) Increase student transfer and certificate/degree completion rates by 5% each year.

5h) Student transfer and certificate/degree completion rates will increase by 2% each year. (AS)

5h) Increase student transfer and certificate/degree completion rates by 5% each year. (SA)

5i) Increase underrepresented student transfer rates to the University of California by 10% each year.

5i) Underrepresented student transfer rates to the University of California will be equal to the proportion of underrepresented students enrolled at the college. (AS)

5i) Increase underrepresented student transfer rates to universities in California by 10% each year. (SA)

**Occupational/Technical Education**

5j) Establish benchmarks for job placement rates and post-college earnings of vocational education students for each of the college’s occupational/technical programs (June 1997).

5j) Benchmarks for job placement rates and post-college earnings of vocational education students will be established by June 1997, for each of the college’s occupational/technical programs. (AS)

5k) Using the Community College Student Experiences questionnaire, 75% of the students will indicate that they have received adequate information to make a sound career decision.

5j) Increase by 100% the number of students transitioning from non-credit vocational courses and program to the credit program. (CE)

**GOAL 6. Increase access to and flexibility of support service delivery methods that respond to each individual’s unique academic, career and personal development needs.**

**Objectives**

6a) Through the use of technology, provide students, faculty and staff with independent secured access seven days a week, twenty-four hours a day to student information from both on and off campus (June 1997).
Innovation, flexibility, communication and responsiveness are core leadership values of Santa Barbara City College. Through development and implementation of Project Redesign, the College will reevaluate and improve the effectiveness of its leadership and governance structures and processes.

Question—should we have a goal or objective regarding “staff development”? (SA)

**GOAL 1** Redefine and expand new leadership roles and organizational structures which complement Project Redesign’s movement from a function-based to a process-based model.

**Objectives**

1a) In order to accomplish the goals of Project Redesign, complete a comprehensive study of the College's organizational structures and leadership roles as the basis for considering a process-oriented model of administration (June 1998).

   In order to work toward a process-oriented model of administration and governance, implement a redesign project to restructure the College’s administrative structures, governance systems and leadership roles (PRM)

1b) Begin implementation of process-oriented systems resulting from Project Redesign throughout SBCC’s administrative structure (July 1999).

**GOAL 2** Implement and develop strategies to encourage the participation of a larger number of faculty, staff and students in college governance.

“College governance” needs definition. Are we talking about department involvement? Certainly department visibility and enhancement is a core building block to institutional success. Where we need involvement is at the operational level. What is it we wish to accomplish? Let’s talk about outcomes for faculty involvement, not worry about means. (PRM)

**Objectives**

2a. Develop and implement an incentives strategy to increase participation in governance by faculty, staff, and students (June 1997).

2b. Achieve student membership and participation on appropriate college governance committees (February 1997).

**INSTITUTIONAL SUPPORT**

In order for the College to achieve its Mission, faculty, staff and students require the support of a variety of College-wide services and technology. This Strategic Plan provides overall direction for the employment of these institutional support systems, while process-based methods will provide the framework in which they are delivered.
3b) Identify funding priorities and strategies for the information technology plan (June 1997).

3c) Develop and implement a comprehensive technology training program responsive to departments (August 1997).

GOAL 4 Provide support systems and technical assistance to evaluate accomplishments of all goals and objectives listed in 1996-99 Strategic Plan.

Objectives

4a) Review and modify measures of institutional effectiveness (June 1997).

4b) Develop on-line management information system (June 1999).

GOAL 5 Include formalized evaluation as a component of implementing major innovations and improvements.

Objectives

5a) Develop evaluation models for new program initiatives (June 1997).

5b) Create a framework for the review, discussion, and analysis of innovations (June 1997).