Santa Barbara City College  
College Plan 2005-08  

“Committed to the Success of Each Student”

SBCC Guiding Principles

• There is in each individual an intrinsic dignity and worth.
• A democratic society functions best when its members are educated and participating citizens.
• Individuals have the capacity to learn to direct their destiny and the responsibility to participate effectively in the affairs of society.
• The opportunity to learn should be accessible to all who can profit from it and who wish to avail themselves of it.
• Each person should be encouraged and helped to realize his/her fullest potential regardless of economic, educational, or physical disadvantages, and/or cultural differences.
• The community and the individual are best served when people can find satisfying and productive vocations and can learn to make rewarding use of leisure time.
• It is important that all people learn about cultural heritages and how to work together to create a better society.
• As a community college, Santa Barbara City College must be responsive to the needs of the community it serves.
• A commitment to the ideal and tradition of academic freedom is basic to an intellectual environment which encourages serious scholarship and critical, independent thinking.
• Education is a lifelong process—not solely preparation for adult life.

Fundamental Purposes

The fundamental purposes of Santa Barbara City College are:

• To provide uncompromisingly excellent quality of instruction in all programs of the college, and to create and maintain an environment which emphasizes teaching and learning, and encourages free discussion of ideas, interests and issues.
• To maintain a comprehensive curriculum which supports a viable transfer program, a diverse occupational program, and general credit and noncredit educational opportunities appropriate to the needs of the South Coast community.
• To provide equal opportunity to postsecondary education at minimum cost to all who wish to avail themselves of it, or who can benefit from it, through programs of outreach, counseling, placement and developmental education, and through a policy of non-discrimination and affirmative action.
• To be particularly responsive to the needs of the local community and the citizens who come to the college as students, and to be sensitive to changes in these needs.
• To be responsive to the needs of the region, state and the nation for persons trained in particular skills.

In pursuit of these purposes, the college will provide programs and services in the most cost-effective manner possible, and, at all times, will practice fiscal responsibility.

**Student Learning, Achievement and Development**

Goal 1. Develop, implement and evaluate the college’s Student Success Initiative Plan.

Objective 1. By the end of the 3-year plan period, the college will be ranked in the top 25% among comparison institutions on the state AB1417 accountability measures that pertain to student achievement and progress rates, vocational and basic skills course success rates, ESL improvement rates, basic skills improvement rate, and persistence rates (see Appendix 1 for a description of the AB1417 measures).

Objective 2. By the end of the three-year plan period, the number of students that transfer annually to a UC or a CSU campus will increase by a minimum of 6% and the number of students that transfer to other post-secondary education institutions included in the National Student Clearinghouse will increase by a minimum of 6%.

Objective 3. By June 2008, increase by 20% the number of students that move to academic good standing from academic probation or disqualification.

Objective 4. Establish systems to ensure that the college provides comparable support services to students taking off campus and online courses to those available to on-campus students.

Objective 5. Increase student participation in college out-of-classroom learning, social and cultural activities.

Goal 2. Incorporate student learning outcomes (SLOs) into courses, programs and services and use them for continuous student learning improvement.

Objective 6. Incorporate SLOs and procedures for promoting and assessing their attainment into 50% of the credit class sections; 50% of non-credit sections; and in other units of the college, as appropriate.

Objective 7. Identify institutional SLOs and develop, field test and evaluate strategies for their attainment.
Outreach, Access, and Responsiveness to the Community

Goal 3. Provide programs and services consistent with the mission of California Community Colleges that are responsive to student and community educational needs within available resources.

Objective 8. Increase by 2% per year the number of students who are enrolled in noncredit ESL, GED, basic skills and short term vocational programs and subsequently enroll in SBCC credit courses the following year.

Objective 9. Develop a systematic approach to identify whether there are population segments in the community which are underserved by the college and, where appropriate, implement strategies to address the educational needs of individuals in the identified segments.

Objective 10. Identify and implement strategies to achieve the FTES targets needed to maintain the vitality of the college’s programs and address the changes in the populations we serve. Implement the Enrollment Management Plan to meet the college’s state funded FTES targets as well as its out of state and international student enrollment targets.

Faculty, Staff and Management

Goal 4. Increase the college’s competitiveness in attracting, employing, and retaining highly qualified faculty, staff and management who reflect the diversity of our students and community.

Objective 11. Identify and support housing and transportation options that will increase the employment and retention of faculty, staff and management.

Objective 12. Complete a comprehensive work environment assessment to include job satisfaction, communications issues and work priorities.

Goal 5. Continuously improve the work environment for employees and provide ways to encourage employee creativity and empowerment.

Objective 13. Develop a system that provides opportunities for career advancement and incentives for classified staff and management.

Objective 14. Develop a human resources plan that will address the staffing needed to enable the institution to respond to changing demands, including expected large number of retirements over the next three years.

Goal 6. Enhance performance and satisfaction of faculty, staff and management.

Objective 15. Identify and provide the resources required by department chairs, adjunct faculty, and classified staff, respectively, to perform their jobs effectively.
Objective 16. Make progress towards the 75/25 ratio of full-time to part-time faculty.

Objective 17. Establish the SBCC Management Institute and other professional growth opportunities for management that will provide core management skills.

Objective 18. Complete the revision of faculty job descriptions both in instructional and non-instructional areas. Revise the evaluation processes and align them with the responsibilities specified in the job descriptions.

Objective 19. Establish and implement a process to maintain the currency of the job classification system.

**Governance, Management and Decision Support**

Goal 7. By June 2008, implement a state of the art integrated Enterprise Resource Planning system to conduct the operations of the college.

Objective 20. By June 2008, complete the implementation of all SCT Banner modules (e.g., Student System, Financial Aid, Human Resources, Finance) and related third party applications.

Objective 21. Complete an evaluation of selected business processes affected by the Banner implementation and, where needed, make appropriate changes.

Objective 22. Develop and implement a new registration system for continuing education students in conjunction with the implementation of SCT Banner.

Goal 8. Implement agreed upon strategies identified through the Consultative Planning Process (CPP) conducted in 2004-05, which will result in improved effectiveness and efficiencies.

Objective 23. Implement the items identified through the Consultative Planning Process (CPP) as “not needing analysis,” that can be implement quickly and yield cost savings or lead to revenue generation (Tier 1 items).

Objective 24. Complete the evaluation of items identified through CPP as “having potential for cost reductions, revenue generation or improved operations” (Tier 2) and implement those that are deemed appropriate and feasible.

Objective 25. Incorporate the use of departmental CPP information in the annual review of educational program units as well as in the systematic review of other college units.

Objective 26. Conduct a comprehensive programmatic analysis of priorities used for allocation of new resources.
Objective 27. Develop a cost of education projection model to allocate resources required to support the attainment of the college’s enrollment targets.

Goal 9. Increase the college’s use of technology to enhance internal communication and decision-making.

Objective 28. Develop and implement a comprehensive college Intranet.

Objective 29. Identify new mechanisms to facilitate college-wide communications.

Goal 10. Achieve greater effectiveness in carrying out the shared decision-making processes at the college.

Objective 30. Complete a comprehensive evaluation and plan for improved effectiveness of the college consultation bodies and their role in shared decision making.

Objective 31. Expand the role of classified staff in shared governance.

Technologies, Facilities and Fiscal Support

Goal 11. Establish a process for more systematic long- and short-term planning in the use of technologies.

Objective 32. Implement the three-year District Technology Plan.

Goal 12. Achieve a comprehensive evaluation of facility needs.

Objective 33. Complete and communicate the updated long-range development plan.

Objective 34. Implement short- and long-term transportation and parking mitigation strategies needed to achieve the objectives in the Traffic Demand Management Plan.

Objective 35. Develop and implement a plan to address the short- and long-term facility needs of the college.

Objective 36. Reduce the use of non-renewable resources in the operations of the college.

Goal 13. Identify, provide incentives for, and implement strategies to generate additional revenue to support existing programs, services, and operations as well as accomplish new objectives of the college plan.

Objective 37. Conduct a capital campaign for the School of Media Arts (SoMA).

Objective 38. Complete the analysis of the current and projected programmatic and related facilities needs. Identify and implement strategies to secure internal and external funding to finance the projects in the long-range development plan.
Objective 39. Establish a grant development and management office.

Objective 40. Identify strategies to achieve an annual fund raising level of $8M by the SBCC Foundation.

Objective 41. Identify entrepreneurial revenue generating opportunities in program and facilities use.

Objective 42. Establish a fund for innovation to encourage entrepreneurial initiatives.
Appendix 1
AB1417 Performance Framework for the California Community Colleges

The major categories of indicators are:
- Student Progress and Achievement: Degree/Certificate/Transfer
- Student Progress and Achievement: Vocational/Occupational/Workforce Development
- Pre-collegiate Improvement/Basic Skills/ESL
- Participation

There are two types of indicators:
- District Indicators – required and reported for all districts; calculated by the Chancellor’s Office
- System Indicators – reported on a system wide aggregate basis only; calculated by the Chancellor’s Office

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Definition</th>
<th>District or System Indicators</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>STUDENT PROGRESS AND ACHIEVEMENT: Degree/Certificate/Transfer</strong></td>
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| Student Achievement and Progress Rate (for “Cohort A” students) | Percentage of cohort of first-time students with minimum of 12 units earned who attempt degree/certificate/transfer threshold course within 6 years of entry (“Cohort A”) who are shown to have achieved ANY of the following outcomes or value-added measures of progress within 6 years of entry:  
  - earned AA/AS or Certificate (earned a Chancellor’s Office approved award -- AA/AS/Certificate)  
  - actual transfer to a four-year institution (student shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)  
  - achieved “Transfer Directed” (student successfully completed both transfer-level Math AND English courses)  
  - achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA >=2.0 in those transferable courses)  
  and/or  
  - earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive affect on future earnings) | District | Uses “Cohort A” as denominator. “Cohort A” attempts to measure students who have crossed the same threshold equally at each District, regardless of institutional mission or size. The indicator measures what percentage of the cohort achieves any type of the aforementioned measures of success or progress. It is proposed that the “earned 30 units” portion of this rate be examined at implementation and possibly reported separately. |
<p>| Persistence Rate of “Cohort A” students, first year to second year | Percentage of cohort of first-time students with minimum of 12 units earned who attempt degree/certificate/transfer threshold course within 6 years of entry who return and enroll at any time in their second year anywhere in the system. | District | Uses “Cohort A” as denominator. Standard year-to-year persistence rate calculation for outcomes-oriented students. |
| Annual Volume of Transfers to Four-year institutions | Volume of most current full-year transfer counts from CCC to other four-year institutions of higher education. | System | Commonly used transfer volume metric; shows how State and receiving institution admittance policies affect current year transfers between segments. Not useful to measure at a district level because of volume incomparability between districts. |</p>
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<td>Transfer Rate to Four year institutions for Community College system</td>
<td>Transfer rate based on first-time freshman cohort analysis of student behavioral intent to transfer.</td>
<td>System</td>
<td>System level transfer rate, to be broken out by segment of transfer destination and student demographic. Based on current transfer rate methodology.</td>
</tr>
<tr>
<td>Annual Percentage of Baccalaureate students graduating UC and CSU who attended a community college</td>
<td>Percentage of all graduating students from any CSU or UC campus that has enrolled in one or more of the community colleges prior to graduation.</td>
<td>System</td>
<td>This system metric will provide the state with a full picture of the extent to which baccalaureates students utilize the California community colleges to achieve their baccalaureate educational goals.</td>
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**STUDENT PROGRESS AND ACHIEVEMENT: Vocational/Occupational/Workforce Development**

| Annual Successful Course Completion Rate (VOCATIONAL COURSES) | Most recent annual rate of successful course completion in VOCATIONAL courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR. SAM A, B and C ONLY. | District                        | Specifically for Vocational Courses, as these are a priority area for the State.                                                                                                                       |
| Annual Volume of Degrees/Certificates conferred by Program       | Volume of most current full year of AA/AS/Certificates conferred, broken down by degree type and program (major TOP code).                                                                                     | System                         | Commonly used degree/certificate volume metric; shows annual system production of award recipients by program subject area (nursing, accounting, auto mechanics, etc.) Not useful to measure at a district level because of volume incomparability between districts; not all districts offer all types of programs. |
| Increase in total personal income as a result of receiving degree/certificate | Statewide increase of median personal income of AA/AS/Certificate students taken at some point after award conferral. Students shown to be still enrolled will be taken out of the calculation. | System                         | System level degree and certificate attainment rate. Methodology of devising “behavioral intent to earn degree/certificate” would need to be developed.                                                 |

**PRE-COLLEGIATE IMPROVEMENT - BASIC SKILLS - ESL**

<p>| Annual Successful Course Completion Rate (Basic Skills Courses) | Most recent annual rate of successful course completion in Basic Skills courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR. | District                        | Specifically for Basic Skills Courses, as these are a priority area for the State. Evaluation issues are similar to other Successful Course Completion rates shown above. |
| ESL Improvement Rate                                              | Percent of students who attempted/completed at least one credit ESL course in a term who attempted/completed a higher level ESL course or a college level course within two years of taking the ESL course (a two-year cohort examination). The various combinations of attempted-attempted, completed-attempted, or completed-completed will be determined at a later date. Only students starting at 2 or more levels below college/transfer level will be counted. | District                        | Shows progress through basic skills curriculum. Disadvantages districts whose students do not need multiple basic skills courses or transfer-level math/English courses. Districts without ESL programs would be waived from this indicator. |
| Basic Skills Improvement Rate                                      | Percent of students who attempted/completed at least one basic skills course in a term who attempted/completed a higher level basic skills course in the same discipline (reading, writing, math, respectively) or a college level course within two years of taking the first basic skills course (a two-year cohort examination). The various combinations of attempted-attempted, completed-attempted, or completed-completed will be determined at a later date. Only students starting at 2 or more levels below college/transfer level will be counted. | District                        | Shows progress through basic skills curriculum. Disadvantages districts whose students do not need multiple basic skills courses or transfer-level math/English courses. |
| Annual Successful ESL Completion Rate                             | Most recent annual rate of successful course completion in ESL courses. Successful is defined as having been retained to end of term with a final course grade of A, B, C, or CR. | District                        | Specifically for ESL courses. Evaluation issues are similar to other Successful Course Completion rates shown above.                                                                                     |</p>
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<td>Annual Volume of basic skills improvements</td>
<td>The annual volume of students completing coursework at least one level above their prior basic skills enrollment.</td>
<td>System</td>
<td>Same methodology as PFE Metric #5.</td>
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<tr>
<td><strong>PARTICIPATION</strong></td>
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<td>Statewide Participation Rate (by selected demographics)</td>
<td>Statewide aggregated participation rates by various demographic elements, including ethnicity, age group, and gender. Participation rates determined by unduplicated annual headcount attending divided by adult population (18-65) in California, as per census and DOF estimates.</td>
<td>System</td>
<td>Measures what percentage of students (by demographic) attends CCC’s statewide. This metric is best measured at a statewide level due to inability to centrally define district/service area boundaries and because of students attending across district boundaries.</td>
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