

SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL
June 18, 1996

MINUTES

PRESENT: Dr. MacDougall, J. Friedlander, L. Auchincloss (for B. Hull), D. Barthelmess, J. Craven (for L. Fairly), B. Hamre, C. Hanson, T. Garey, J. Peterson, K. O'Connor, D. Oroz, J. Romo.

1. CALL TO ORDER

Dr. Friedlander called the meeting to order at 3:05 p.m.

2. REPORTS

2.1 Report on 1995-96 End-of-Year Balances

Dr. MacDougall was present to give a report on 1995-96 Year-End Balances. A chart outlining the revenue and the proposed allocation of end-of-year balances was distributed. The total revenue is \$1,084,210, including additional revenue of \$585,892 and an unneeded reserve contingency of \$498,318. Dr. MacDougall noted that, with a few exceptions, these funds were allocated based on existing principles of investing funds consistent with the goals and direction of the college.

Proposed Use of Additional Revenue:

A. Transfer to Fund 28 (Equipment Replacement)	\$250,000
Computer Equipment	250,000
Redesign Implementation	250,000
Foundation Equipment (For equipment to upgrade fund-raising activities)	60,000
B. Transfer to Fund 49 (Rehabilitation/Construction)	250,000
Administration-Building Remodel	250,000
LSG Building Safety Remodel	250,000
Design Work for other possible Construction Projects: (HRC, gym, Schott Center, Admin. Entrance)	24,210
Estimated Year-End Balances in General Fund Account	\$675,435
A. Carry-over to 1996-97	
Board Election (November 1996)	\$45,000
Funds to Cover Banked TLU Liability)	\$225,000

B. Possible Additional Budget Transfers/Commitments	
X-ray equipment move (Equipment donated by Cottage Hospital; value in excess of \$300,000)	\$20,000
Business Labs (Computer Labs)	150,000
P.E. Floor	28,000
Marketing	25,000
Summer Projects (Projects involving faculty, in summer 96)	60,000
Cooperative Learning Project	17,000
Information Tech (Replace File Servers)	70,000
Redesign Equipment	35,435
Other possible if dollars are available:	
Software (System 2000) (Move from Santa Rosa to New System)	75,000
Athletics: (Provide <u>one-year only</u> base funding for Men's Soccer and Men's Volleyball [currently supported by fund-raising activities])	40,000
Computer Labs (C.E.)	75,000

In response to several questions from the floor regarding funding for Project Redesign, Dr. MacDougall stated that the purpose of the \$250,000 allocation from 95-96 end-year revenues to Project Redesign was two-fold: (1) to provide the necessary base funding to implement the prioritized redesign projects and (2) to demonstrate to potential strategic partners our commitment to the redesign projects. Additional funding for Project Redesign will come from the three-year, \$225,000 grant from the Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE). (Dr. MacDougall expressed his appreciation to Jack Friedlander and Janice Peterson for their work on this successful grant.) The Academic Senate President requested a copy of the budget for Project Redesign to take to the Academic Senate. Dr. MacDougall reiterated that the allocation to the Men's Volleyball and Soccer teams was for the 96-97 academic year only and that this condition had been confirmed with the PE staff.

2.2 Policy on Computer Technology Equipment Renewal and Development

Bill Hamre distributed copies of the of the proposed policy for equipment renewal and development were distributed to members. By way of background, Dr. MacDougall reviewed the history of SBCC's equipment replacement based on the policy adopted by the Board of Trustees in 1991 which authorized the use of lottery funds not allocated to salaries for the replacement of equipment. Since 1991 approximately \$800,000 a year has been allocated according to formula: 40% to Information Technologies, 10% to College-wide needs and 50% to the vice president's areas. The increasing concern that the amount

allocated to computer equipment and renewal is inadequate was substantiated by the findings of the Redesign Project on Computer Planning, Acquisition, Installation and Renewal, chaired by John Romo. One of the major findings of that committee is that the replacement rate for computer equipment (\$320,000 yearly) is insufficient, given the size of the growing computer technology inventory (\$2.6 - 3 million) and the need to add to the technology infrastructure, (e.g., student access to computers, support new program initiatives.). As a result of the redesign committee's findings and recommendations and lengthy Cabinet discussions, the President is proposing a policy for the renewal and development of computer equipment for the district. The proposed policy provides funding levels for a five to six year computer technology replacement cycle (estimated at approximately \$600,000 annually), with an additional \$250,000 committed to the acquisition of new computer equipment. The target funding for computers (\$850,000 a year for new and replacement equipment) and non-computer equipment (\$800,000 a year) is \$1,650,000 a year. Funds for the equipment would come from the following sources: lottery revenues, state instructional equipment, general fund year-end balances, grants/donations and strategic partners. The proposal will be submitted to the Board of Trustees on June 27.

2.3 Accreditation Report

Janice Peterson reported that SBCC's institutional self-study report prepared for the accreditation visit has been completed and submitted to Rob Reilly for final copy editing. (Several minor errors in the Self-Study were brought to Janice's attention. Changes will be submitted to Rob Reilly.) The Self-Study Report will be printed in July for distribution to staff and to the Accreditation Team in advance of their visit in late October. The purpose of the Self-Study is to provide assurance that the College meets or exceeds the eight Standards for Accreditation and to document how Project Redesign is contributing to the attainment of the eight standards for accreditation, and redesign. Mrs. Peterson thanked everyone who worked on the Self Study and expressed her satisfaction with the results. Bill Hamre commented that the "experimental" factor in the self-study process required much effort and coordination, but the document is more useful as a gauge of the implications of Project Redesign for institutional change than a more traditional self-study. It was noted that one of the difficulties in the self-study process is that Project Redesign is constantly changing and that some of the elements in the document will have to be modified for the Accreditation Team visit in October. Mr. Hamre thanked Janice Peterson for the quality and completeness of her work as self-study coordinator. The study "would never would have happened" without her.

Dr. MacDougall expressed his appreciation to everyone who worked on the Self-Study, especially Janice Peterson and Bill Hamre for their contributions.

3.0 ANNOUNCEMENTS

Dr. Hanson reported that the Edison Company will shut down all power on campus from Friday, June 21 through Sunday, June 25.

4.0 ADJOURNMENT

The meeting was adjourned at 4:15 p.m.

cc: Deans, Assistant Deans, Academic Senate, Department Chairs, Instructor's Association,
Classified Council, CSEA, College Information, *The Channels*

Guidelines for use of electronic mail at SBCC

Developed by the SBCC Campus Computer Coordinating Committee

Appropriate use

- ◆ E-mail is a valuable and convenient means of communication for faculty and staff, so long as proper etiquette is observed.
- ◆ Primary use of e-mail will be for college business.
- ◆ Personal uses should be done outside College business hours or during breaks. -- Excessive use for personal purposes is not allowed.
- ◆ Use of College e-mail for unsolicited commercial messages unrelated to college business is specifically prohibited.
- ◆ E-mail that is offensive or harassing will not be tolerated.
- ◆ Misuse of electronic mail can lead to loss of electronic mail privileges.

Security

- ◆ E-mail is intrinsically insecure (stored in computer files, backed up to tape, transmitted over communications lines without provision to prevent access); do not send sensitive or confidential messages / files.
- ◆ Computer files (including e-mail) stored on College computers are College property, and subject to access by technical staff to trouble shoot, or to use by College or other legal authorities to pursue an investigation.

TIPS: electronic etiquette and others

- ◆ Most importantly, be courteous; don't email in anger
- ◆ Use humor, especially sarcasm, with care; it is often misunderstood.
- ◆ **DO NOT USE ALL CAPS; IT IS EQUIVALENT TO SHOUTING.**
- ◆ Messages sent in confidence should not be forwarded to others without consent of the originator.
- ◆ Do not alter the text of someone else's message (not even to correct typographical errors).
- ◆ Some people send / receive numerous messages, so:
 - Be selective with announcements -- "spamming" can be annoying.
 - When replying to a short message, use "Include Message Received from Sender" option so s/he will know the context of your reply.

DRAFT

LEARNING AND INSTRUCTION

Santa Barbara City College is committed to providing a high quality comprehensive instructional program that is responsive to the educational needs of students and is designed to promote student attainment of desired learning goals and objectives in an effective and flexible manner.

The College will offer curriculum that responds to changes in the workforce, technology and student needs. Student access to courses, support services and information needed to succeed in those courses will be increased by offering alternative methods of delivering instruction. Student learning and achievement of educational goals will be enhanced by providing faculty and instructional support staff with opportunities 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.

Objectives

- 1a) Develop a comprehensive Instructional Development Plan for contract faculty and long-term part-time instructors. (June 1997)
- 1b) Involve 60% of the contract faculty in one or more professional development activities designed to increase their ability to apply instructional methods based on sound principles of learning. (June 1999)

ACTIVITIES TO BE TAKEN TO ACHIEVE OBJECTIVES 1A AND 1B

Activity 1. Susan Sargent will be responsible for coordinating the development of a comprehensive professional development plan for providing faculty with the training opportunities needed to enhance their effectiveness in promoting student learning and achievement. The professional development plan will be developed in close consultation with Academic Affairs' administrators and faculty coordinators of key committees such as FEC, ITC, LSS, CAC, Instructional Redesign Implementation Coordinating Committee, the Student Success Committee, and the International Education Committee. Each of the instructional deans and chairs of appropriate committees will be asked to work with their departments/committee members in identifying the professional development needs of their constituents, particularly in those areas that correspond to the objectives in the College's Three Year Strategic Plan. This

information will be used to prepare the Three-Year Professional Development Plan for Academic Affairs.

Person Responsible: Susan Sargent

Timeline: November, 1996

GOAL 2 Increase student access to courses and to information needed to succeed in those courses by designing and field-testing alternative methods of delivering instruction.

Objectives

2a) Design and field test alternative methods of delivering instruction. (June 1999)

Increase by 20% the number of courses involving use of alternative instructional formats. (January 1999)

ACTIVITIES TO BE TAKEN TO ACHIEVE OBJECTIVES 2A AND 2B

Activity 2.1. Academic Affairs administrators will complete analyses of the college's credit course offerings to determine: (1) the extent to which students can complete college graduation, IGETC and major field requirements in the evening; and (2) the number and enrollments in courses that begin at 5:00 p.m., 5:30 p.m., and 6:00 p.m. The results of these analyses will be used to make adjustments in the scheduling of courses in terms of the range of courses offered and the time frames in which the evening classes are offered.

Person Responsible: Jack Friedlander will be responsible for gathering the data needed to conduct the analyses of the credit program's evening course offerings. The instructional deans will be responsible for working with their departments to identify evening courses that should be offered.

Timeline. The analyses of course offerings will be completed in November, 1996. Changes needed to better serve the needs of evening students will be implemented during the 1997-98 academic year.

Activity 2.2. Susan Sargent will gather information from colleges, universities, and private sector companies with extensive training programs (e.g., Hewlett-Packard, IBM) to identify methods of offering instruction in alternative formats (e.g., courses offered in shorter but more intensive formats; weekend offerings; open-entry/open-exit courses; modular courses; open learning courses delivered through such means as via television, CD ROM and other audio-visual materials, and the Internet; and self-paced instruction).

This information will be used to develop a survey for students and potential students to determine the level of interest in taking courses in various formats and modes of delivery. The survey will also be designed to: (1) identify the level of student interest in taking two classes on a given evening; (2) ascertain student interest in taking intensive courses in January between the fall and spring semesters and early June prior to the start of Summer Session; and (3) determine what support services are needed for those taking courses in the evening and on weekends. If there is sufficient interest in taking two classes on a given evening, the schedule of classes will be changed to allow courses to be held twice a week from 5:30 to 6:50 p.m. (or 5:00 to 6:25 p.m.) followed by one evening a week courses conducted from 7:00 to 9:50 p.m.

The survey will be conducted in November, 1996. Additional information will be collected from focus groups with students, employers and members of the community. This information will be collected during the Spring 1997 registration period. Information gathered from the surveys and focus groups will be analyzed and used in planning alternative offerings during the 1997-98 and 1998-99 academic years.

Persons Responsible: Susan Sargent and Jack Friedlander in his capacities as Vice President of Academic Affairs and chair of the Institutional Research Committee. The Academic Senate, department chairs, and instructional deans will be expected to play an active role in all aspects of these activities.

Timeline: The survey will be distributed in classes in November, 1996 and it will be given to new students enrolling in the Spring 1997 Semester during the registration period. Focus groups with students, business personnel and community members will be completed by February, 1997. Changes in the formats of instructional offerings will be introduced during the 1997-98 and 1998-99 academic years.

- 2b) Develop a technology-based infrastructure to allow students in a minimum of 30% of credit program courses to access course-related information and resources from on and off campus. (June 1999)

ACTIVITIES TO BE TAKEN TO ACHIEVE OBJECTIVE 2C

Activity 2.3. The Instructional Technology Committee will be asked to identify the technology infrastructure needed to enable students to access course-related information and resources from on and off campus. The IT Plan for Academic Affairs will be the primary source of information used in identifying the technology infrastructure needed to support new approaches for delivering instruction. The recommendations will be forwarded to the Information

Resources Division for analysis and to the District Technology Committee if further review and/or resources are needed.

Person Responsible: Mark Ferrer, chair of ITC

Timeline: January, 1997

GOAL 3 Develop and implement methods for providing students with the knowledge, competencies and appreciation needed to function in the 21st Century.

Objectives

- 3a) Complete an analysis to identify the skills, competencies and appreciation needed by students to function effectively in future academic pursuits, the workplace, citizenship activities, and lifelong learning. (August 1997)
- 3b) Develop and or modify curriculum and co-curricular activities to provide students with opportunities to acquire the knowledge, skills, and appreciation needed to function effectively in the 21st century. (June 1998)
- 3c) Develop a method to assess mastery of the knowledge, skills and appreciation needed to function effectively in future academic pursuits, the workplace, citizenship activities, and lifelong learning. (May 1999)

GOAL 4 Develop curriculum initiatives that respond to changes in the workforce, technology, and student needs.

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 1996-99. (December 1999)
- 4d) Identify and implement new initiatives to integrate and coordinate student affairs and instructional services. (June 1999)

GOAL 5 Develop and implement a comprehensive strategy to increase student attainment of desired educational outcomes.

Objectives

General

- 5a) Establish indicators to identify high-risk students and criteria and methodologies to evaluate the effectiveness of intervention strategies to improve student performance. (December 1996)
- 5b) Increase by ____% the number of students identified as high-risk who successfully complete their courses. (July 1999)

Pre-collegiate

- 5c) Establish through the Continuing Education division a "Preparation for College Program" emphasizing skills development and targeting adults intending to enter the credit program. (Fall 1997)
- 5d) Increase by ____% the number of students in Essential Skills classes who enter and successfully complete English 100 and English 110. (Fall 1999)
- 5e) Increase by ____% the number of degree-applicable courses completed by students who were in Essential Skills classes. (Fall 1999)
- 5f) Increase by ____% the number of students in Math 1, 4 and 100 who enter and successfully complete Math 107 or higher. (Fall 1999)

English as a Second Language (ESL)

- 5g) Increase by ____% the number of ESL students who enroll in and successfully complete English 100. (Fall 1999)
- 5h) Increase by ____% the number of non-ESL, degree-applicable courses successfully completed by ESL students. (Fall 1999)
- 5i) Increase by ____% the number of students in ESL Levels 1 and 2 who complete Level 5 of ESL. (Fall 1999)

Degree/Certificate/Transfer

- 5j) Increase by ____% the number of students declaring enrollment in and completing a college certificate program. (July 1999)
- 5k) Increase by ____% the number of students declaring enrollment in and completing an associate degree. (July 1999)
- 5l) Increase student transfer rates by 5% each year.

- 5m) Achieve underrepresented student transfer rates to the University of California that are equal to the proportion of underrepresented students enrolled at the college. (June 1999)
- 5n) Increase underrepresented student transfer rates to universities in California by 10% each year.

Occupational/Technical Education

- 5o) Establish benchmarks for student job placement rates and post-college earnings for each of the college's occupational/technical programs. (June 1997)
- 5p) Using the Community College Student Experiences questionnaire, verify that 75% of the students indicate that they have received adequate information to make a sound career decision. (June 1999)
- 5q) Increase by 100% the number of students who transition from non-credit vocational courses and programs to the credit program. (June 1999)

GOAL 15 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) Provide students, faculty and staff with independent, secured access seven-days-a-week, 24-hours-a-day to student-specific information such as defined in the redesign team report, "Accessing student Information". (June 1997)
- 6b) Create a plan which identifies new counseling strategies that improve ease of access to support information; provide new and/or expanded opportunities for goal-setting and decision-making activity; introduce multiple methods of communication between students and counselors; and increase student integration of academic and career development activities. (June 1999)
- 6c) Evaluate the impact of telephone registration on other student support systems within a year after implementation.
- 6d) Evaluate the impact that self-directed counseling methods have on all students in general and on special populations in particular. (June 1998)

GOAL 7. Create conditions and opportunities that motivate and inspire students to devote time and energy to educationally purposeful activities both inside and outside the classroom.

Objectives

- 7a) Increase by 20% the number of students who participate in campus-based clubs and organizations, college-sponsored activities, work experience courses, department workshops, internships, and campus jobs. (June 1998)
- 7b) Increase by 30% the number of students who participate in community volunteer activities. (June 1999)
- 7c) Implement a survey to assess the extent to which students participate in artistic and other enrichment activities in and out of class. (Spring 1997)

JF:jdm

Revised
Summer 96
CPC9/17/96

SANTA BARBARA CITY COLLEGE

1996-99 COLLEGE PLAN

TABLE OF CONTENTS

	PAGE
PREAMBLE	2
SBCC VISION STATEMENT	3
SBCC MISSION STATEMENT	3
GOALS & OBJECTIVES	4
COMMUNITY RESPONSIVENESS	4
LEARNING AND INSTRUCTION	6
LEADERSHIP	10
INSTITUTIONAL SUPPORT	11

**PREAMBLE TO THE
SANTA BARBARA CITY COLLEGE
1996-99 COLLEGE PLAN**

This document presents Santa Barbara City College's 1996-99 Strategic Plan. It is intended to be used as the central, organizing document for decision making, planning, and budgeting throughout the College during the 1996-99 time period.

The Strategic Plan is the result of thoughtful and substantive dialogue involving many individuals and groups across the College. This dialogue considered all facets of SBCC, particularly the challenges the College faces as a result of the fundamental transformations occurring in higher education, our community, the workplace, and the world.

In order to achieve its mission, SBCC must respond positively to these dramatic changes by reassessing and improving its teaching and learning models for credit and non-credit programs. Some of the more significant challenges noted during the strategic planning process include:

- increased student diversity in ethnicity, age, life-style, learning style, preparation for college, and computer literacy
- heightened demands on instructional delivery systems to meet diverse and growing student needs
- increased competition in higher education
- an increasingly rapid rate of technological change
- availability and wide-spread use of instant global communication
- fundamental changes in the workplace and nature of employment

SBCC's 1996-99 Strategic Plan commits the College to meet the challenges of the present and future and to make a positive impact on each student's personal and professional life. This commitment holds true for SBCC's faculty, staff, and administrators.

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, providing a cooperative and collegial environment, and supporting individual dignity, worth and the potential for growth.

**SANTA BARBARA CITY COLLEGE
1996-99 COLLEGE PLAN**

VISION STATEMENT

Santa Barbara City College will be a model for community colleges in the 21st century by being responsive to the community, providing learner-centered educational experiences and committing to a continuous process of improvement, innovation and renewal.

The College will manifest a commitment to scholarship, academic freedom, critical independent thinking, and personal responsibility.

The College climate will embrace collegiality, mutual regard, and caring among students, faculty and staff who will feel a sense of hope, pride, and ownership in their work.

MISSION STATEMENT

Santa Barbara City College provides open access to curriculum, instruction, and support services to assist students in pursuit of their transfer, career preparation, employment advancement/retraining, and enrichment goals.

The College provides comprehensive, learner-centered experiences that develop knowledge and skills essential for academic, professional, and personal growth.

The College provides learning experiences of uncompromising excellence to inspire and enable students to reach their highest potential in achieving their diverse educational goals.

In all aspects of its mission, the College focuses on the diverse educational needs of the local and global communities.

SANTA BARBARA CITY COLLEGE

GOALS AND OBJECTIVES 1996-99

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 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.

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 non-credit programs.

Objectives

- 1a) Develop and implement a coordinated college-wide marketing plan that addresses recruitment and services needs of 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.
 - Achieve ethnic, underrepresented student enrollments which reflect the ethnic diversity of the district adult community. (December 1998)
 - Enroll at least 45% of all local high school graduates within one year of graduation. (February 1999)
 - Increase by 10% the number of working adults (i.e., adults age 25 or older and working 30 hours per week or more) enrolled in credit programs. (August 1999)
- 1b) Complete a study on the feasibility of increasing the number of international students enrolled in SBCC credit programs. (May 1997)
- 1c) Implement strategies which are consistent with the Title IX regulations of the Education Amendments of 1972. (June 1999)
- 1d) Increase by 50% the number of non-credit students who transition to the credit program. (June 1999)

- 1e) Increase by 100% the number of students in the 18 to 25 age group participating in non-credit vocational and skills development courses and programs. (June 1998)

GOAL 2 Provide multiple options, both on and off campus, for access to information and matriculation processes.

Objectives

- 2a) Improve the effectiveness and efficiency of the application, assessment, orientation, advisement, registration, and follow-up processes for new students, particularly new out-of-area students. (July 1998)
- 2b) Provide community, students, faculty, and staff with seven-day-a-week, 24-hour-a-day access to a college-wide information system from both on and off campus. (June 1998)
- 2c) Complete a study on the feasibility of providing early assessment and pre-enrollment activities at local high schools for sophomore and junior level high school students. (December 1998)

GOAL 3 Expand strategies to interface with service area K-12 districts and other community organizations to improve cooperation as a means of facilitating student transition to SBCC.

Objectives

- 3a) Develop, articulate, and implement with local school districts and UCSB a three-year BA program. (October 1996)
- 3b) Increase by 10% the number of local students who participate in concurrent high school/SBCC credit courses. (June 1998)
- 3c) Increase by 25% the number of liaison community organizations with which the college establishes contact. (August 1998)

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 by 15% the number of credit program students participating in work experience courses. (June 1999)
- 4b) Increase the net income generated by customized training programs offered in an academic year by 200%. (June 1999)

- 4c) Expand Business and Industry Associates memberships by 20%. (September 1998)
- 4d) Increase by 100% corporate financial support to SBCC, including scholarships. (January 1999)
- 4e) Develop and implement a District Entrepreneurship/business development curriculum plan. (June 1997)

LEARNING AND INSTRUCTION

Santa Barbara City College is committed to providing a high quality comprehensive instructional program that is responsive to the educational needs of students and is designed to promote student attainment of desired learning goals and objectives in an effective and flexible manner.

The College will offer a curriculum that responds to changes in the workforce, technology and student needs. Student access to courses, support services and information needed to succeed in those courses will be increased by offering alternative methods of delivering instruction. Student learning and achievement of educational goals will be enhanced by providing faculty and instructional support staff with opportunities 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.

Objectives

- 1a) Develop a comprehensive Instructional Professional Development Plan for contract faculty and long-term adjunct faculty. (June 1997)
- 1b) Involve 60% of the contract faculty in one or more professional development activities designed to increase their ability to apply instructional methods based on sound principles of learning. (June 1999)

GOAL 2 Increase student access to courses and to information needed to succeed in those courses by designing and field-testing alternative methods of delivering instruction.

Objectives

- 2a) Identify and offer courses for evening students that are needed to complete degree and transfer requirements. (April, 1997)

- 2b) Design and field test alternative methods of delivering instruction. (January 1999)
- 2c) Increase base by 20% the number of courses involving use of alternative instructional formats. (June 1999)
- 2d) Develop a technology-based infrastructure to allow students in a minimum of 30% of credit program courses to access course-related information and resources from on and off campus. (June 1999)

GOAL 3 Develop and implement methods for providing students with the skills, competencies and work habits needed to function effectively in future academic pursuits, the workplace and lifelong learning.

Objectives

- 3a) Complete an analysis to identify the skills, competencies and work habits needed by students to function effectively in future academic pursuits, the workplace, and lifelong learning. (August 1997)
- 3b) Develop and or modify curricula and co-curricular activities to provide students with opportunities to acquire the skills, competencies and work habits needed to function effectively in future academic pursuits, the workplace, and lifelong learning. (June 1998)
- 3c) Develop a method to assess student acquisition of the competencies, learning skills and work habits needed to function effectively in future academic pursuits, the workplace, and lifelong learning. (May 1999)

GOAL 4 Develop curriculum initiatives that respond to changes in the workforce, technology, and student needs.

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 of each year)
- 4c) Implement the new instructional initiatives identified in 1996-99. (December 1999)

- 4d) Identify and implement new initiatives to integrate and coordinate student affairs and instructional services. (June 1999)

GOAL 5 Reconceptualize instructional methods to fully utilize the potential of technology to promote student learning.

Objectives

- 5a) Identify cost effective approaches in which technology can be used to reconceptualize how existing courses are offered to more effectively promote student learning. (June of each year)
- 5b) Identify resources and training needed to implement the reconceptualized courses. (June of each year)
- 5c) Implement the reconceptualized methods of offering courses identified in 1996-1999. (January, 1999)

GOAL 6 Develop and implement a comprehensive strategy to increase attainment of desired educational outcomes.

General

- 6a) Establish processes for identifying students who are not achieving their desired course completion and college persistence rates. (June 1997)
- 6b) Design intervention strategies to increase the course completion and college persistence rates of students on academic progress probation, academic probation and academic disqualification. (December 1997)
- 6c) Implement the intervention strategies for students placed on academic progress probation, academic probation and academic disqualification. (January 1998 - December 1998)
- 6d) Establish numerical objectives for the course completion and college persistence rates of students identified as high risk. (September 1998)
- 6e) Achieve the course completion and college persistence rates and objectives established for students identified as high risk. (July 1999)

Pre-collegiate

- 6f) Establish through the Continuing Education Division a "Preparation for College Program" emphasizing skills development targeted to adults intending to enter the credit program. (Fall 1997)
- 6g) Implement the following strategies for increasing the percentage of students who successfully transition from: (1) Essential Skills courses to English 100, English 110 and other degree-applicable classes; (2) Math 1, 4 and 100 to Math 107; and (3) ESL courses to completion of English 100, English 110 and other non-ESL degree applicable courses:
 - 6.g1) Identify the factors that are hindering the transition of students. (June 1997);
 - 6.g2) Develop and implement effective strategies for increasing the percentage of students who successfully transition. (January 1998);
 - 6.g3) Establish the numerical objectives for the percentage of students who transition and complete courses. (March 1998); and
 - 6.g4) Achieve the targeted numerical objectives identified in 6g.3). (June 1998)

Degree/Certificate/Transfer

- 6h) Increase by 10% the percentage of students who declared the intent to complete a college certificate and achieved this objective. (July 1999)
- 6i) Increase by 15% the percentage of students who declared the intent to complete an associate degree and achieved this objective. (July 1999)
- 6j) Increase student transfer rates by 5% each year.
- 6k) Achieve underrepresented student transfer rates that are equal to the proportion of underrepresented students enrolled at the college who declare transfer as an objective. (June 1999)

Occupational/Technical Education

- 6l) Establish benchmarks for student job placement rates and post-college earnings for each of the college's occupational/technical programs. (June 1997)

- 6m) Verify that 75% of the students responding to a survey distributed in a cross-section of credit courses offered at the college indicate that they have received adequate information about career opportunities. (June 1999)
- 6n) Increase by 100% the number of students who transition from non-credit vocational courses and programs to the credit program. (June 1999)

GOAL 7 Increase access to and flexibility of support service delivery methods that respond to each individual's unique academic, career, and personal development needs.

Objectives

- 7a) Provide students, faculty and staff with independent, secured access seven-days-a-week, 24-hours-a-day to student-specific information such as defined in the redesign team report, "Accessing Student Information." (June 1997)
- 7b) Create a plan which identifies new counseling strategies that improve ease of access to support information; provide new and/or expanded opportunities for goal-setting and decision-making activity; introduce multiple methods of communication between students and counselors; and increase student integration of academic and career development activities. (June 1999)
- 7c) Evaluate the impact of telephone registration on other student support systems within a year after implementation.
- 7d) Evaluate the impact that self-directed counseling methods have on all students in general and on special populations in particular. (June 1998)

GOAL 8 Create conditions and opportunities that motivate and inspire students to devote time and energy to educationally purposeful activities outside the realm of the classroom.

Objectives

- 8a) Increase by 20% the number of students who participate in campus-based clubs and organizations, college-sponsored activities, work experience courses, department internships and campus jobs. (June 1998)
- 8b) Increase by 30% the number of students who participate in community volunteer activities. (June 1999)

LEADERSHIP

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.

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 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. (September 1997)
- 1b) Begin implementation of process-oriented systems resulting from Project Redesign throughout SBCC's administrative structure. (September 1998)
- 1c) Effect three strategic partnerships with private sector enterprises to implement Project Redesign initiatives. (June 1997)

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

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 technologies. 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.

GOAL 1 Provide staff and faculty with skills needed to implement redesign initiatives, manage on-going change, integrate innovations into College operations, and implement continuous improvement.

Objectives

- 1a) Develop implementation, resource acquisition and, allocation plans for completed Redesign projects. (June 1997)

- 1b) Implement process innovations resulting from redesign projects into College operations. (June 1999)
- 1c) Develop a training program in continuous quality improvement strategies and methods. (August 1996)
- 1d) Incorporate innovations resulting from CQI projects. (June 1999)
- 1e) Develop and implement training initiatives in change management strategies and methods. (June 1997)

GOAL 2 Develop and implement a resource acquisition and resource allocation budgeting process that builds from the institutional plan.

Objectives

- 2a) Identify resource requirements needed to meet institutional plan objectives. (December 1996)
- 2b) Complete a study on alternative methods of funding program initiatives. (June 1997)
- 2c) Develop a budgeting plan consistent with Project Redesign process-based principles. (June 1999)
- 2d) Conduct an ongoing re-examination of the District's budget in light of strategic plans.

GOAL 3 Develop and implement strategies to ensure the effective use of information technology and resources to support the work of the College, particularly as that work is being redefined through Project Redesign .

Objectives

- 3a) Develop a College-wide strategic information technology plan. (October 1996)
- 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)

*CPC 9/17/96
attach. 3*

**SANTA BARBARA CITY COLLEGE
1996-99 COLLEGE PLAN**

COLLEGE PLANNING COUNCIL

JUNE 10, 1996

SANTA BARBARA CITY COLLEGE

1996-99 COLLEGE PLAN

TABLE OF CONTENTS

	PAGE
PREAMBLE	2
SBCC VISION STATEMENT	3
SBCC MISSION STATEMENT	3
GOALS & OBJECTIVES	4
COMMUNITY RESPONSIVENESS	4
LEARNING AND INSTRUCTION	6
LEADERSHIP	10
INSTITUTIONAL SUPPORT	11

SANTA BARBARA CITY COLLEGE

GOALS AND OBJECTIVES

1996-99

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 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.

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 non-credit programs.

Objectives

- 1a) Develop and implement a coordinated college-wide marketing plan that addresses recruitment and services needs of 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.
 - Achieve ethnic, underrepresented student enrollments which reflect the ethnic diversity of the district adult community. (December 1998)
 - Enroll at least 45% of all local high school graduates within one year of graduation. (February 1999)
 - Increase by 10% the number of working adults (i.e., adults age 25 or older and working 30 hours per week or more) enrolled in credit programs. (August 1999)
- 1b) Complete a study on the feasibility of increasing the number of international students enrolled in SBCC credit programs. (May 1997)
- 1c) Implement strategies which are consistent with the Title IX regulations of the Education Amendments of 1972. (June 1999)
- 1d) Increase by 50% the number of non-credit students who transition to the credit program. (June 1999)

COMMUNITY RESPONSIVENESS (CONT)

- 1e) Increase by 100% the number of students in the 18 to 25 age group participating in non-credit vocational and skills development courses and programs. (June 1998)

GOAL 2 Provide multiple options, both on and off campus, for access to information and matriculation processes.

Objectives

- 2a) Improve the effectiveness and efficiency of the application, assessment, orientation, advisement, registration, and follow-up processes for new students, particularly new out-of-area students. (July 1998)
- 2b) Provide community, students, faculty, and staff with seven-day-a-week, 24-hour-a-day access to a college-wide information system from both on and off campus. (June 1998)
- 2c) Complete a study on the feasibility of providing early assessment and pre-enrollment activities at local high schools for sophomore and junior level high school students. (December 1998)

GOAL 3 Expand strategies to interface with service area K-12 districts and other community organizations to improve cooperation as a means of facilitating student transition to SBCC.

Objectives

- 3a) Develop, articulate, and implement with local school districts and UCSB a three-year BA program. (October 1996)
- 3b) Increase by 10% the number of local students who participate in concurrent high school/SBCC credit courses. (June 1998)
- 3c) Increase by 25% the number of liaison community organizations with which the college establishes contact. (August 1998)

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 by 15% the number of credit program students participating in work experience courses. (June 1999)

COMMUNITY RESPONSIVENESS (CONT)

- 4b) Increase the net income generated by customized training programs offered in an academic year by 200%. (June 1999)
- 4c) Expand Business and Industry Associates memberships by 20%. (September 1998)
- 4d) Increase by 100% corporate financial support to SBCC, including scholarships. (January 1999)
- 4e) Develop and implement a District entrepreneurship/business development curriculum plan. (June 1997)

LEARNING AND INSTRUCTION

Santa Barbara City College is committed to providing a high quality comprehensive instructional program that is responsive to the educational needs of students and is designed to promote student attainment of desired learning goals and objectives in an effective and flexible manner.

The College will offer curriculum that responds to changes in the workforce, technology and student needs. Student access to courses, support services and information needed to succeed in those courses will be increased by offering alternative methods of delivering instruction. Student learning and achievement of educational goals will be enhanced by providing faculty and instructional support staff with opportunities 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.

Objectives

- 1a) Develop a comprehensive Instructional Development Plan for contract faculty and long-term part-time instructors. (June 1997)
- 1b) Involve 60% of the contract faculty in one or more professional development activities designed to increase their ability to apply instructional methods based on sound principles of learning. (June 1999)

GOAL 2 Increase student access to courses and to information needed to succeed in those courses by designing and field-testing alternative methods of delivering instruction.

LEARNING AND INSTRUCTION (CONT)

Objectives

- 2a) Design and field test alternative methods of delivering instruction. (June 1999)
- 2b) Increase by 20% the number of courses involving use of alternative instructional formats. (January 1999)
- 2c) Develop a technology-based infrastructure to allow students in a minimum of 30% of credit program courses to access course-related information and resources from on and off campus. (June 1999)

GOAL 3 Develop and implement methods for providing students with the knowledge, competencies and appreciation needed to function in the 21st Century.

Objectives

- 3a) Complete an analysis to identify the skills, competencies and appreciation needed by students to function effectively in future academic pursuits, the workplace, citizenship activities, and lifelong learning. (August 1997)
- 3b) Develop and or modify curriculum and co-curricular activities to provide students with opportunities to acquire the knowledge, skills, and appreciation needed to function effectively in the 21st century. (June 1998)
- 3c) Develop a method to assess mastery of the knowledge, skills and appreciation needed to function effectively in future academic pursuits, the workplace, citizenship activities, and lifelong learning. (May 1999)

GOAL 4 Develop curriculum initiatives that respond to changes in the workforce, technology, and student needs.

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)

**PREAMBLE TO THE
SANTA BARBARA CITY COLLEGE
1996-99 COLLEGE PLAN**

This document presents Santa Barbara City College's 1996-99 Strategic Plan. It is intended to be used as the central, organizing document for decision making, planning, and budgeting throughout the College during the 1996-99 time period.

The Strategic Plan is the result of thoughtful and substantive dialogue involving many individuals and groups across the College. This dialogue considered all facets of SBCC, particularly the challenges the College faces as a result of the fundamental transformations occurring in higher education, our community, the workplace, and the world.

In order to achieve its mission, SBCC must respond positively to these dramatic changes by reassessing and improving its teaching and learning models for credit and non-credit programs. Some of the more significant challenges noted during the strategic planning process include:

- increased student diversity in ethnicity, age, life-style, learning style, preparation for college, and computer literacy
- heightened demands on instructional delivery systems to meet diverse and growing student needs
- increased competition in higher education
- an increasingly rapid rate of technological change
- availability and wide-spread use of instant global communication
- fundamental changes in the workplace and nature of employment

SBCC's 1996-99 Strategic Plan commits the College to meet the challenges of the present and future and to make a positive impact on each student's personal and professional life. This commitment holds true for SBCC's faculty, staff, and administrators.

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, providing a cooperative and collegial environment, and supporting individual dignity, worth and the potential for growth.

**SANTA BARBARA CITY COLLEGE
1996-99 COLLEGE PLAN**

VISION STATEMENT

Santa Barbara City College will be a model for community colleges in the 21st century by being responsive to the community, providing learner-centered educational experiences and committing to a continuous process of improvement, innovation and renewal.

The College will manifest a commitment to scholarship, academic freedom, critical independent thinking, and personal responsibility.

The College climate will embrace collegiality, mutual regard, and caring among students, faculty and staff who will feel a sense of hope, pride, and ownership in their work.

MISSION STATEMENT

Santa Barbara City College provides open access to curriculum, instruction, and support services to assist students in pursuit of their transfer, career preparation, employment advancement/retraining, and enrichment goals.

The College provides comprehensive, learner-centered experiences that develop knowledge and skills essential for academic, professional, and personal growth.

The College provides learning experiences of uncompromising excellence to inspire and enable students to reach their highest potential in achieving their diverse educational goals.

In all aspects of its mission, the College focuses on the diverse educational needs of the local and global communities.

LEARNING AND INSTRUCTION (CONT)

- 6b) Create a plan which identifies new counseling strategies that improve ease of access to support information; provide new and/or expanded opportunities for goal-setting and decision-making activity; introduce multiple methods of communication between students and counselors; and increase student integration of academic and career development activities. (June 1999)
- 6c) Evaluate the impact of telephone registration on other student support systems within a year after implementation.
- 6d) Evaluate the impact that self-directed counseling methods have on all students in general and on special populations in particular. (June 1998)

GOAL 7. Create conditions and opportunities that motivate and inspire students to devote time and energy to educationally purposeful activities both inside and outside the classroom.

Objectives

- 7a) Increase by 20% the number of students who participate in campus-based clubs and organizations, college-sponsored activities, work experience courses, department workshops, internships, and campus jobs. (June 1998)
- 7b) Increase by 30% the number of students who participate in community volunteer activities. (June 1999)
- 7c) Implement a survey to assess the extent to which students participate in artistic and other enrichment activities in and out of class. (Spring 1997)

LEADERSHIP

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.

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.

LEADERSHIP (CONT)

Objectives

- 1a) 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. (September 1997)
- 1b) Begin implementation of process-oriented systems resulting from Project Redesign throughout SBCC's administrative structure. (September 1998)
- 1c) Effect three strategic partnerships with private sector enterprises to implement Project Redesign initiatives. (June 1997)

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

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 technologies. 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.

GOAL 1 Provide staff and faculty with skills needed to implement redesign initiatives, manage on-going change, integrate innovations into College operations, and implement continuous improvement.

Objectives

- 1a) Develop implementation, resource acquisition and, allocation plans for completed Redesign projects. (June 1997)
- 1b) Implement process innovations resulting from redesign projects into College operations. (June 1999)
- 1c) Develop a training program in continuous quality improvement strategies and methods. (August 1996)
- 1d) Incorporate innovations resulting from CQI projects. (June 1999)
- 1e) Develop and implement training initiatives in change management strategies and methods. (June 1997)

LEARNING AND INSTRUCTION (CONT)

- 4a) Implement the new instructional initiatives identified in 1996-99. (December 1999)
- 4b) Identify and implement new initiatives to integrate and coordinate student affairs and instructional services. (June 1999)

GOAL 5 Develop and implement a comprehensive strategy to increase student attainment of desired educational outcomes.

Objectives

General

- 5a) Establish indicators to identify high-risk students and criteria and methodologies to evaluate the effectiveness of intervention strategies to improve student performance. (December 1996)
- 5b) Increase by ____% the number of students identified as high-risk who successfully complete their courses. (July 1999)

Pre-collegiate

- 5c) Establish through the Continuing Education division a "Preparation for College Program" emphasizing skills development and targeting adults intending to enter the credit program. (Fall 1997)
- 5d) Increase by ____% the number of students in Essential Skills classes who enter and successfully complete English 100 and English 110. (Fall 1999)
- 5e) Increase by ____% the number of degree-applicable courses completed by students who were in Essential Skills classes. (Fall 1999)
- 5f) Increase by ____% the number of students in Math 1, 4 and 100 who enter and successfully complete Math 107 or higher. 1999)

English as a Second Language (ESL)

- 5g) Increase by ____% the number of ESL students who enroll in and successfully complete English 100. (Fall 1999)
- 5h) Increase by ____% the number of non-ESL, degree-applicable courses successfully completed by ESL students. (Fall 1999)

LEARNING AND INSTRUCTION (CONT)

- 5i) Increase by ____ % the number of students in ESL Levels 1 and 2 who complete Level 5 of ESL. (Fall 1999)

Degree/Certificate/Transfer

- 5j) Increase by ____ % the number of students declaring enrollment in and completing a college certificate program. (July 1999)
- 5k) Increase by ____ % the number of students declaring enrollment in and completing an associate degree. (July 1999)
- 5l) Increase student transfer rates by 5% each year.
- 5m) Achieve underrepresented student transfer rates to the University of California that are equal to the proportion of underrepresented students enrolled at the college. (June 1999)
- 5n) Increase underrepresented student transfer rates to universities in California by 10% each year.

Occupational/Technical Education

- o) Establish benchmarks for student job placement rates and post-college earnings for each of the college's occupational/technical programs. (June 1997)
- p) Using the Community College Student Experiences questionnaire, verify that 75% of the students indicate that they have received adequate information to make a sound career decision. (June 1999)
- q) Increase by 100% the number of students who transition from non-credit vocational courses and programs to the credit program. (June 1999)

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) Provide students, faculty and staff with independent, secured access seven-days-a-week, 24-hours-a-day to student-specific information such as defined in the redesign team report, "Accessing Student Information". (June 1997)

INSTITUTIONAL SUPPORT (CONT)

GOAL 2 Develop and implement a resource acquisition and resource allocation budgeting process that builds from the institutional plan.

Objectives

- 2a) Identify resource requirements needed to meet institutional plan objectives. (December 1996)
- 2b) Complete a study on alternative methods of funding program initiatives.
- 2c) Develop a budgeting plan consistent with Project Redesign process-based principles. (June 1999)
- 2d) Conduct an ongoing re-examination of the District's budget in light of strategic plans.

GOAL 3 Develop and implement strategies to ensure the effective use of information technology and resources to support the work of the College, particularly as that work is being redefined through Project Redesign.

Objectives

- 3a) Develop a College-wide strategic information technology plan. (October 1996)
- 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)

INSTITUTIONAL SUPPORT (CONT)

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