

**SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL**

**September 4, 2007
3:00 p.m. – 4:30 p.m.**

**A218C
MINUTES**

PRESENT: J. Friedlander, P. Bishop, S. Ehrlich, D. Cooper, B. Partee, I. Alarcon, S. Broderick, T. Garey, K. Molloy, G. Thielst, L. Auchincloss, M. Guillen, C. Ramirez

EXCUSED ABSENCE: P. Buckelew, J. Sullivan

GUESTS: Pat English & Rhys Alvarado, Managing Editor, *The Channels*

1.0 Call to Order

Chairperson Jack Friedlander called the meeting to order.

1.1 M/S/C [Guillen/Molloy] to approve the minutes of the May 30th CPC meeting. S. Broderick, S. Ehrlich, T. Garey and G. Thielst abstained.

2.0 Announcements

2.1 Enrollment update

Jack Friedlander reported that the college has just been informed that its funded growth cap for resident students for this year is 1.244%. Given the amount of FTES we produced last year, we will need to generate an additional 66 FTES to achieve our funded growth cap for 2007-08. As of September 3, the fall semester headcount is down about 1% for resident students. He said the Banner system dropped students from all their classes when they in fact paid for part of their classes. Admissions and Records is in the process of reinstating these students. The expansion of dual enrollment and PDC classes will give us another 40-50 additional FTES over last year plus there are a number of new initiatives that are being put into place for spring that will generate additional new FTES. In addition, since we will have addressed most of the Banner-related issues that may have discouraged some potential students from enrolling, he anticipates that our spring semester credit enrollments will be even higher than they were last year. Dr. Friedlander said that after census he will be able to determine where we are and that he and Pablo Buckelew will determine how much of the additional 66 FTES will come from credit and from non-credit to achieve our funded growth cap. He said given the complexity of implementing Banner, we are fortunate to be where we are in terms of our fall headcount.

2.2 Additional announcements

A. Development of the College Plan: 2008-2011

Jack Friedlander reported from John Romo that he plans to bring to CPC and the Board Study Session the data and analysis of our current plan. This will help us focus on our plan for the next three years. The draft of the evaluation will be discussed at the next meeting.

B. Preparation for the college's centennial celebration in 2009-2010

Dr. Friedlander said that since this celebration will be a significant event we should capitalize on it to build community awareness in support for any future bond measure.

C. Discussion of a potential bond measure

Need responses to the following questions that will be used in the decision-making process on whether or not to move forward with the bond campaign:

- What do you think we should have done differently with the last bond campaign?
- What do you see as the challenges to getting a bond approved now?
- What opportunities should we take advantage of with a new bond initiative?

Jack Friedlander said he would like to start the discussion process with CPC to culminate with a presentation to the Board on whether or not we would go out for a bond measure. A potential bond would coincide with a state election, spring or fall, of 2010. The Council is being asked: (1) to identify the challenges of a bond measure as well as the feasibility of going forward; (2) what initiatives should be taken into account for funding that are not on our long range capital construction priorities that we had identified last year; and (3) what should be done differently than what we did last time to attempt to get the bond passed.

**Items discussed/suggested by the Council in response to questions posed
[cut and paste in revised items after Jack edits from separate document]**

- The biggest failing was that we did not have strong faculty and staff support since it was perceived as something that was handed down from "on high". We are off to a much better start this time with the ranking of developmental priorities that have more or less come from grassroots and through P&R. There is much more ownership among faculty and hopefully the staff of the needs and that they are program driven. The faculty and staff need to be the agents of communicating the need for the bond. Kathy Molloy stressed that we should stay with the ranked funding list we have and not add new initiatives to it no matter how worthwhile they might be. They need to go through the broad

consultation process if there are other items arising that should be given consideration.

- Bad press: Concern about the way the Foundation ran the campaign; the cost to the tax payers. We need to be upfront with the taxpayers.
- Advance notice by college of a potential bond in the community college districts and community so they would be alerted that SBCC is considering a bond measure.
- General maintenance items – find our own money and not use bond dollars for this.
- Leveraging state resources. If we don't raise money; we will lose the money for remodels, etc.
- We have to be careful how we present the issue of growth to the public.
- Promotion – cite student histories: adult, re-entry, re-training students. The community is preserving their investment in the college.
- Include Continuing Education in our campaign since so many more people are touched by those classes. Jack Friedlander said what was not known prior to the last bond campaign was that the community was not interested in modernizing the Schott and Wake Centers. We need to make sure about our assumptions and from where they are coming and that they are accurate. Would there be more support for certain basic classes (ESL, GDE)?
- Hire consultants to do the surveys to determine where there is or isn't support for which projects. Need to hire consultants that are in tune with our community and that have a track record of success.
- Growth issue is huge. Intensity of the volume of the students that we have coming here, not so much about the quality of students and what the students offer the community, but the impact our growing number of students have on our community as well as the impact on the roads and traffic flow.
- Need to feel an ownership of this college; they just feel it is something that happens in their community. Campaign should focus on "my college". A public relations plan that begins before the bond campaign; to point out what is happening academically at SBCC, student-wise, in terms of the community and in some of the things we've undertaken as the sustainability project.
- Tie into Centennial celebration
- Survey staff for buy-in. Liz Auchincloss questions staff buy-in at this juncture.

- Can we support/backup funds from a successful bond campaign (staff, cleaning, infrastructure, etc.)
- Design buildings that incorporate: (1) participate in the sustainability project; and (2) can free up revenue streams that can be used for better staffing and maintenance, i.e., solar collection which would reduce the college's electricity costs. If we expand, expand "green". SoMA's footprint would be a good solar collection area.
- Cost of bond campaign: should be known that the money is not from general funds but paid for by the Foundation. Dr. Friedlander said that any time spent in planning for the bond campaign needs to be spent outside of the college business hours. Sue Ehrlich said college employees can speak at forums that are educational forums but are not to advocate for the passage of the bond but just to identifying issues/concerns affecting the college. For the last bond campaign an attorney provided us with strict guidelines as to what was and was not allowable. Tom Garey suggested we enlist people who are well-respected in the community but are not part of the college per se to become very public advocates. Those kinds of people can probably be approached through the Foundation. Sue Ehrlich said the in campaigning, people remember a personal story; the human face that is associated with something. We can select the kinds of success stories that come from SBCC that have some tie-in to city college that the entire community is proud of and that the community sees as part of its economic success and vitality. That campaign can also be a general enrollment campaign that flows into the bond campaign.

D. Analysis of the effectiveness of the steps that have to be taken to strengthen the college's consultation process

Jack Friedlander informed the Council that our self-study for accreditation has to be written next year and one of the areas on which we need to work is improving our consultation process particularly as it involves the classified staff and students. The evaluation and discussion will be brought back to CPC as to what has been done and what needs to be done so that when we do our self-study next year we will be where we should be as a college.

E. Method for allocating resources to meet infrastructure needs required to support FTES growth

Dr. Friedlander said the infrastructure needs of the college has been under discussion for years. He said, as we grow in our FTES, could there be a formula for allocating resources off the top to pay for infrastructure, facilities and staff. This need was addressed last year as CPC went through the ranking process which was primarily infrastructure. However, after due diligence by CPC, we are still waiting for the funds for the ranked items. There needs to be some

mechanism so that we have a degree of assurance that as we grow and receive new revenues, a certain portion of that revenue goes to fund infrastructure. That is an appropriate budgeting item for CPC, either as a Council or as sub-committees to work on these items as we see as top priorities.

- F. Update college's mission statement and related institutional documents to correspond with the college's institutional student learning outcomes (ISLOs) and commitment to the SLO process

The college's mission statement needs to be updated and all related documents to correspond with the college's institutional student learning outcomes. Dr. Friedlander said the Accreditation Commission is indicating that whatever colleges articulate in their written publications for their consumers [students] is what the colleges will be accountable for and that we need to be consistent in the future.

Tom Garey added to this list the need for the passage of the Community College Initiative in February. He said it is clearly in the interest of the community and of our college and students that this happen. He has learned that there will be some objection voiced to it by the California Teachers Association.

The above items A-F are what EC has identified as major priorities for CPC.

3.2 Governor's budget for community colleges and implications for SBCC

- A. Enhanced status of Basic Skills funding

There is a hold on Basic Skills funding to the college until the Governor signs the state budget. This presents a hardship on student success dollars for year two. There is a lobby to direct more of those dollars to the high schools and focus on students who are coming to community colleges. The rationale is that it would give those students a better chance of succeeding and that money should be given to colleges based on performance-based funding as opposed to a general allocation.

- B. Status of enhanced non-credit course funding

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3.3 Update on last year's CPC resource rankings

Jack Friedlander said that President Romo has indicated that until there is final closure to the state budget, probably in October at best, there will not be a decision on the funding of the resource requests ranked by CPC. He said some of the members of the Board have a reluctance about committing any ongoing funding. The college has numerous construction projects where there is not a match of funding lined up but we

want to go forward with these projects. We haven't agreed to a bond measure nor have any assurance that a bond measure would be passed. The cost of these projects is more than allocated and this needs to be resolved. John Romo does not feel he can go to the Board until he has more information on the end-of-year budget and this year's revenues from the state.

3.4 Proposal to allow Antioch University to offer its upper division Bachelors Degree programs on campus on Friday evenings, Saturdays and Sundays

Jack Friedlander said it was originally proposed to lease the Main School in Carpinteria to create a higher education center where SBCC and Antioch University would offer some of its classes. Antioch University was willing to move their office to Carpinteria and pay the full cost of the rent and SBCC would pay the cost of our classes, and utilities. The restrictions and requirements made this proposal no longer viable for Antioch or SBCC and the proposal was withdrawn. Dr. Friedlander said he approached President Romo and Vice President Pablo Buckelew with the proposal to offer Antioch's upper division classes on our campus on Friday nights, Saturdays and Sundays. They would need five or six classrooms and would utilize options off-campus for their offices. Dr. Friedlander has spoken to the President of Antioch University and he is very interested in offering his upper division baccalaureate degree programs here as well as developing new ones that correspond to the areas that we fill. They would pay the full commercial rate for space and also for additional custodial staff. A meeting has been set for this Friday with the President and pertinent deans from Antioch University as well as the deans, department chairs and faculty of the disciplines at SBCC in which upper division classes would be offered by Antioch. They are also willing to reduce their fees by 20% for the classes they offer on campus. Antioch has a similar agreement with Allan Hancock College which is working well. Jack Friedlander said once he gets feedback from the faculty he can take it to the Board to determine how to proceed.

3.5 First year Partnership for Student Success (PSS) evaluation (Distributed)

Jack Friedlander said part of the first year effort wasn't implemented until a portion of the year had transpired because it takes time to implement the programs. He said it is impressive and we're off to a great start and said that John Romo and the Board was extremely pleased with the effort. The report not only shows that we are getting positive results in a short period of time but we have learned what we will need to achieve next year and the year after. It has been a great process in terms of allocating money, taking a risk but putting in strong accountability lines. Kathy Molloy said there has been a sharing of ideas within the program so that things have been refined as the year has gone on and expects better changes to take place in the next year also.

4.0 Other Items

4.1 Need to change September 18th CPC meeting to September 25th.

Unless there is a pressing agenda item, there will be no meeting on September 18th or 25th. The next meeting will be on October 2nd.

5.0 Adjournment

Chairperson Jack Friedlander adjourned the meeting.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See attached instructions on how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program review are integrated into institution- wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

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Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See attached instructions on how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes, and improve institutional effectiveness. • The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Accrediting Commission for Community and Junior Colleges
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Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes
(See attached instructions on how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

Introduction to the Accreditation Standards

Shaping the Dialogue

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

An institution-wide dialogue must be at the heart of the self-evaluation process for the college community to gain a comprehensive perspective of the institution. Although the standards are presented in four parts, they work together to facilitate this dialogue on the institution's effectiveness and on ways in which it may improve. The self study provides the Commission with the institution's assessment of itself as a whole.

The institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning (Standard I). Instructional programs, student support services, and library and learning support services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV).

A college-wide dialogue that integrates the elements of the Standards provides the complete view of the institution that is needed to verify integrity and to promote quality and improvement.

**Accrediting Commission for Community and Junior Colleges (ACCJC)
Western Association of Schools and Colleges**

accjc@accjc.org

Adopted, June 2002

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

Standard I: Institutional Mission and Effectiveness

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

- 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**
- 2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**
- 3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**
- 4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

Standard I: Institutional Mission and Effectiveness

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

- 1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.¹**
 - a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**
 - b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.¹**
 - c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

Standard IIA—Instructional Programs

Standard II: Student Learning Programs and Services

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.^{1, 2}
 - a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
 - b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
 - c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
 - d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.¹
 - e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Standard II: Student Learning Programs and Services

- f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
 - g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.
 - h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
 - i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.
- b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Standard II: Student Learning Programs and Services

- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.
 - a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.
 - b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.³

Standard II: Student Learning Programs and Services

- c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
 - a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
 - b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.
 - c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.²

Standard II: Student Learning Programs and Services

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

- 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.^{1, 2}**
- 2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**
 - a. General Information**
 - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
 - Educational Mission**
 - Course, Program, and Degree Offerings**
 - Academic Calendar and Program Length**
 - Academic Freedom Statement**
 - Available Student Financial Aid**
 - Available Learning Resources**
 - Names and Degrees of Administrators and Faculty**
 - Names of Governing Board Members**
 - b. Requirements**
 - Admissions**
 - Student Fees and Other Financial Obligations**
 - Degree, Certificates, Graduation and Transfer**

Standard II: Student Learning Programs and Services

- c. Major Policies Affecting Students
 - Academic Regulations, including Academic Honesty
 - Nondiscrimination
 - Acceptance of Transfer Credits
 - Grievance and Complaint Procedures
 - Sexual Harassment
 - Refund of Fees
 - d. Locations or publications where other policies may be found
 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
 - a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.¹
 - b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.
 - c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
 - d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
 - e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Standard II: Student Learning Programs and Services

- f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard IIB--Student Support Services
Standard IIC--Library and Learning Support Services

Standard II: Student Learning Programs and Services

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.¹
 - a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.
 - b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.
 - c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.¹
 - d. The institution provides effective maintenance and security for its library and other learning support services.
 - e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

- 1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**
 - a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.⁴**

Standard III: Resources

- b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
 - c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.
 - d. The institution upholds a written code of professional ethics for all of its personnel.
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.
- a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.
 - b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Standard III: Resources

- 4.** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.
 - a.** The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.
 - b.** The institution regularly assesses its record in employment equity and diversity consistent with its mission.
 - c.** The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

- 5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
 - a.** The institution plans professional development activities to meet the needs of its personnel.
 - b.** With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

- 6.** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Standard III: Resources

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
 - a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.
 - b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
 - a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
 - b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Standard III: Resources

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
 - a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
 - b. The institution provides quality training in the effective application of its information technology to students and personnel.
 - c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
 - d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Standard III: Resources

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.
 - a. Financial planning is integrated with and supports all institutional planning.
 - b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
 - c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.
 - d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Standard III: Resources

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
 - a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
 - b. Appropriate financial information is provided throughout the institution.
 - c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.
 - d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.
 - e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.
 - f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.⁵
 - g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Standard III: Resources

- 3.** The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

- 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**
- 2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**
 - b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

Standard IVA—Decision-Making Roles and Processes

Standard IV: Leadership and Governance

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Standard IV: Leadership and Governance

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.⁶

- 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**
 - a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**
 - b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**
 - c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**
 - d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Standard IV: Leadership and Governance

- e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
- f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
- g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
- h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
- i. The governing board is informed about and involved in the accreditation process.
- j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Standard IV: Leadership and Governance

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
 - a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.
 - b. The president guides institutional improvement of the teaching and learning environment by the following:
 - establishing a collegial process that sets values, goals, and priorities;
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts.
 - c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.
 - d. The president effectively controls budget and expenditures.
 - e. The president works and communicates effectively with the communities served by the institution.

Standard IV: Leadership and Governance

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.⁷
 - a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
 - b. The district/system provides effective services that support the colleges in their missions and functions.
 - c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
 - d. The district/system effectively controls its expenditures.
 - e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.
 - f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.
 - g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Policies Referenced in the Standards

¹Policy on Distance Learning, Including Electronically-Mediated Learning

²Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals

³Policy Statement on Considerations when Closing a Postsecondary Educational Institution

⁴Joint Policy Statement on Transfer and Award of Academic Credit

⁵Contractual Relationships with Non-Regionally Accredited Organizations

⁶The Governing Board

⁷Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

ACCJC Standards Glossary

Assessment—

Methods that an institution employs to gather evidence and evaluate quality.

Collegial—

Participative and mutually respectful

Dialogue—

Self-reflective exchanges engaged in by the college community, characterized by a free exchange of ideas without the purpose of defending or deciding on a course of action.

Evidence of Institution and Program Performance—

Quantitative and qualitative data which an institution as a whole uses to determine the extent to which it attains the performance goals it establishes for itself.

Information Competency—

Capability to access, evaluate, and use information in fulfillment of coursework and independent study.

Ongoing—

Addressed regularly as part of the business of the college rather than in response to periodic external requirements.

Qualitative Data—

Data relating to, or involving quality or kind, which cannot be represented numerically, such as portfolios of work, narrative description and evaluation of a performance, learner description and analysis of a learning experience.

Quantitative Data—

Data which can be represented numerically

Student Learning Outcomes—

Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.

Total Cost of Ownership—

In addition to the initial cost of a purchase, all long-term and indirect costs resulting from that purchase.

**SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee**

Attachment 3

**MAJOR OVERARCHING CHALLENGES AND PRIORITIES
FOR THE COLLEGE**

- Preparing for the college's accreditation site visit in Fall 2009
- Major construction projects in progress or upcoming
- Maintaining strong enrollments in a climate of declining high school enrollments and no growth
- Continuously improving student success

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Challenges

- Lack of student readiness for college level work
- Time it takes to progress from ESL and basic skills to transfer or degree completion
- Significant number of students living away from home for the first time in non-college supervised housing
- ESL (credit and non-credit) students have high course attrition rates and low persistence rates in the program
- Accreditation standards may pose significant data collection needs for non-credit programs
- Unsatisfactory student success in online courses (e.g., high attrition, low success, low persistence)
- Overall student performance needs to be improved
- Increasing cost of instruction

Priorities

- Implement Phase 3 of the Partnership for Student Success and beyond
- Strengthen and expand the Continuing Education Career and Skills program
- Improve standards for basic skills of students completing the college's certificate programs
- Implement the SLO Cycle
- Strengthen evaluation and accountability for all support programs through the successful implementation of program review process and SLO Cycle
- Meet matriculation requirements in non-credit basic skills program
- Improve online success and persistence rates
- Once success in online program improves, develop a fully online degree program

**SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee**

OUTREACH, ACCESS AND RESPONSIVENESS TO THE COMMUNITY

Challenges

- Declining enrollments in South Coast public K-12 schools
- Difficulties in assuring families and parents that have not had opportunity for higher education that SBCC is an option for them
- People are working more hours and commuting to work from farther distances
- Escalating cost of commuting
- Part-time students have access to less financial aid
- High cost of textbooks
- Increased competition for area students from traditional and online programs at California and out-of-state colleges and universities

Priorities

- Expand PDC and dual enrollment
- Strengthen and expand partnerships to provide working adults with a BA option
- More effective efforts to target low-income (predominantly Hispanic) students
- Reduce the costs of textbooks
- Expand credit offerings at off campus centers and locations, on weekends and online
- Increase the number of students transitioning from Continuing Education to the Credit Program
- Explore alternative options to students for acquiring textbooks (e.g., open source documents)
- More fully capitalize on the capabilities of Pipeline and other emerging technologies to promote the college to potential students

**SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee**

FACULTY, STAFF AND MANAGEMENT

Challenges

- Cost of housing in the South Coast
- High number of retirees in the next several years
- People are working more hours and commuting to work from farther distances
- Increased cost of commuting
- Increased accountability from external entities are increasing employees' workloads significantly and thus increasing stress levels
- Diversity among faculty and managers/supervisors does not reflect the diversity in the community

Priorities

- Strengthen the recruitment, outreach and retention of high quality, diverse faculty, staff and administrators
- Expand affordable housing opportunities for faculty staff and administrators
- Expand alternative transportation, work schedule, and telecommuting options
- Focus on strengthening employee morale through recognition and incentive programs
- Use technology to facilitate communication among staff in order to help instill a greater sense of community at the college

**SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee**

GOVERNANCE AND DECISION SUPPORT

Challenges

- Governance and consultation process is too time consuming for all involved, requires significant resources, and diverts faculty and staff from performing the essential core functions of the college
- Need to be more disciplined in establishing and carrying through with priorities
- Lack of prompt and easy access to data needed for decision making
- Need to be more engaged at a statewide level on issues that impact the CCC system

Priorities

- Optimize efficiency and effectiveness of the governance and consultation processes
- Establish college-wide accountability systems that meet accreditation standard requirements
- Develop and implement a technology-based decision support system

**SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee**

SUPPORT SERVICES, TECHNOLOGY AND FISCAL MANAGEMENT

Challenges

- Limited available state resources to carry out the work of the college
- Post implementation demands for data reporting and third party software integration
- Some people's reluctance to accept changes in how they do their work
- Understaffing in important support services areas
- Without infusion of significant revenue, the District will face serious fiscal challenges in the future
- Technology is expensive, ever-changing and requires a commitment to stay current and provide ongoing training and support
- The college is understaffed in infrastructure support areas

Priorities

- Implement administrative support system
- Implement strategies and support systems that will assist staff in adapting to change
- Implement Continuing Education software system
- Improve technology-based internal communication by strengthening the college's intranet capabilities
- Generate new alternative sources of revenue for operations
- Develop systems to evaluate and analyze program cost effectiveness across all areas of the college
- Upgrade network infrastructure to support converged data, voice and video traffic
- Develop procedures to address the needed growth in infrastructure as a result of enrollment growth

**SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee**

FACILITIES, CAPITAL PROJECTS AND MAINTENANCE

Challenges

- Changes in state funding for major construction projects that resulted in 60% less funding being available
- Decline in state support for deferred maintenance that represented a 90% reduction in funding over the past six years
- Escalating costs of construction
- Many of existing facilities in need of major renovation, updating, or replacement
- Logistical management for the large number of major renovation and construction projects in years to come
- Instructional facilities are determined by the state to be underutilized
- Identifying resources to provide universal access to all facilities (ADA compliance issues)
- Adverse impacts on the environment resulting from past and current practices
- Inadequate state funding hinders college's efforts in sustainability

Priorities

- Success in passing a local construction bond
- Progress on identified capital construction priorities
- Build staff support costs for new facilities into GF budget
- Successful Foundation SoMA capital campaign
- Improve utilization of the Mesa Campus
- Provide universal access to existing and new facilities
- Incorporate sustainability practices and procedures into as many aspects of the college as possible
- Reduce the college's negative impact on the environment and find the resources needed to do so

SBCB
2008-11 College Plan
Timeline

DRAFT

Attachment 4

October 2007	<p>CPC will review accreditation standards related to planning and conduct a gap analysis between what is expected and what is currently in place at the college</p> <p>CPC will review draft from EC of college challenges and priorities and provide</p> <p>CPC will review the 2005-08 College Plan Evaluation to identify which goals and objectives were achieved and which should be considered for inclusion in the 2008-11 Plan</p> <p>CPC will review the Institutional SLOs (ISLOs) and begin work on developing the college's new mission and vision statements</p> <p>The college's challenges and priorities will be discussed at the Board study session on October 11</p>
November 2007	<p>CPC will determine and approve the format of the 2008-11 College Plan</p> <p>CPC will complete the first draft of new college's mission and vision statements</p> <p>CPC will develop a draft of the goals, objectives, and measures of assessment for the 2008-11 College Plan</p>
November December 2007	<p>CPC will provide this draft to the constituency groups (faculty, staff, students and managers) and ask for their feedback before the end of the Fall semester</p> <p>Update will be given to the Board at the Regular meeting on November 29</p>
January 2008	<p>CPC will hold a special session prior to Spring In-Service to review the input from the constituency groups and finalize the first draft of the College Plan</p>
February 2008	<p>CPC will provide this draft to the constituency groups and ask for their feedback</p> <p>Update will be given to the Board at the study session on February 14</p>
March 2008	<p>CPC will review the feedback received and by its first meeting in March 2008, CPC will approve the 2008-11 College Plan</p> <p>Those sections of the College Plan that pertain to the different Board committees (Educational Policy, Fiscal and Facilities) will be presented to them</p>
April 2008	<p>The full College Plan will be presented to the Board at the Study Session on April</p> <p>If no major changes are required by the Board, the final College Plan will be presented for Board approval at the April 24 meeting</p>
May 2008	<p>If major changes are required, the final College Plan will be presented for Board approval at the May 22 meeting</p>