



SANTA BARBARA CITY COLLEGE

2008 – 2011 College Plan

**Committed to the Success
of Each Student**



Preamble

This document presents Santa Barbara City College's *2008-2011 College Plan*. It is intended to be used as the central organizing document for decision making, planning and budgeting throughout the college during the 2008-2011 period. It also serves to integrate the college's planning efforts in areas such as human resources, technology, enrollment management, facilities, and finances as well as to link program reviews to planning to budgeting.

The *College Plan* is the result of thoughtful and substantive dialogue involving individuals and groups throughout the college. This dialogue considered all facets of the college within the context of the college's mission, the fundamental forces for change that affect higher education and the desire to continue to be a premier community college. The *College Plan* manifests the deep belief in the unique capacity of community colleges, among higher education institutions, to deliver on the promise of open access. That is achieved by developing an institution in which every faculty and staff member is focused on the success of students and applying their talents to develop and promote excellence in every facet of the college's operation. The college has embraced the notion that, as a premier community college, we must undertake change while pursuing such fundamental purposes as student access and success, quality planned instruction and services, workforce training, economic development, and lifelong learning.

SBCC's *2008-2011 College Plan* commits the college to continuously adapt and respond to the changes and challenges of the present and future and to make a positive impact on each student's personal and professional life.

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Board members directly represent the people of the SBCC District (Carpinteria to Goleta) in determining board general policies and making decisions, which govern the total operations of the entire District and Santa Barbara City College.

The seven members of the Santa Barbara Community College District Board of Trustees are elected by District voters for four-year terms and represent areas within the District.

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Mission

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

The College serves all segments of its diverse community by maintaining quality programs, by collaborating with local organizations to identify new educational needs and develop programs to meet those needs, and by continually expanding its efforts to meet the educational needs of traditionally underserved groups.

The College responds to the needs of the South Coast community by offering a comprehensive continuing (adult) education program and developing programs that support economic development. As part of that larger community, SBCC is also committed to valuing the dynamic diversity of the community and to adopting sustainable practices and exercising good citizenship.

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

Core Principles

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

Policies, practices and programs that are student-centered

Shared governance involving all segments of the College community

An environment that is psychologically and physically supportive of teaching and student learning

A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity

A commitment to excellence in all College endeavors

2008 – 2011 College Plan

Student Learning, Achievement and Development

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

Objective 1.1

The percentage of students who successfully complete their courses with a grade of “C” or higher or “P” will increase from 70.98% in fall 2007 to 74% in fall 2010 and from 71.7% in spring 2008 to 74.7% in spring 2011.

Objective 1.2

The percentage of students who successfully complete online classes will increase from 59.6% in fall 2007 to 63% in fall 2010 and from 60.9% in spring 2008 to 64% in spring 2011.

Objective 1.3

The first-to-second semester persistence rates of new, non-exempt from the matriculation processes, first-time, full-time students (12 or more units) will increase from 85.1% from fall 2006 to spring 2007 to 86.5% from fall 2010 to spring 2011. The first-to-second semester persistence rates of new non-exempt half-time students (6-11.9 units) will increase from 74.2% from fall 2006 to spring 2007 to 76% from fall 2010 to spring 2011.

Objective 1.4

The first-to-fourth semester persistence rates for new, non-exempt first-time, full-time students will increase from 55.3% from fall 2005 to spring 2007 to 57% from fall 2009 to spring 2011. The first-to-fourth semester persistence rates for new half-time students will increase from 35.1% from fall 2006 to spring 2007 to 38% from fall 2009 to spring 2011.

Objective 1.5

The 1,389 number of Associate Degrees awarded in 2007-08 will remain stable to 2010-2011.

Objective 1.6

The number of certificates awarded will increase by 8% from 448 in 2007-08 to 484 in 2010-2011.

Objective 1.7

The number of students who transfer to UC or CSU will increase by a minimum of 5% from 1,024 in 2006-07 to 1,075 in 2010-2011. The number of students who transfer to other four-year colleges or universities will increase by a minimum of 5% from 435 in 2005-06 to 457 in 2010-2011.

Objective 1.8

By January 2009, establish baseline data and annual targets to increase the number of Transfer Directed students from 2008-2009 to 2010-2011. Transfer Directed students are those who enrolled in and earned a grade of “A”, “B”, “C” or “P” in a transferable Mathematics course and a UC transferable English course:

2008-09: Some time between summer term 2003 & spring term 2009

2009-10: Some time between summer term 2004 & spring term 2010

2010-11: Some time between summer term 2005 & spring term 2011

Objective 1.9

By January 2009, establish baseline data and annual targets to increase the number of Transfer Prepared students from 2008-2009 to 2010-2011. Transfer Prepared students are those who earned, within a six-year period, 60 UC or CSU transferable units with a minimum GPA of 2.40 and who enrolled in and earned a grade of “A”, “B”, “C” or “P” in a transferable Mathematics course and two UC transferable English composition courses as of:

2008-09: spring term 2009

2009-10: spring term 2010

2010-11: spring term 2011

Objective 1.10

The number of students who complete certificates or degrees in career technical programs will increase by a minimum of 5% from 717 in 2007-2008 to 753 in 2010-2011.

Objective 1.11

The percentage of new students who enroll in a Basic Skills English course and who progress to a higher level English course within a three-year period will increase

from 67% in the fall 2004 cohort to 70% in the fall 2007 cohort. The percentage of those students who enroll in a higher level English course and receive a successful grade will increase from 78% in the fall 2004 cohort to 81% in the fall 2007 cohort. The percentage of those students who enroll in English 110 and successfully complete within a three-year period will increase from 78% in the fall 2004 cohort to 81% in the fall 2007 cohort.

Objective 1.12

The percentage of new students who enroll in a Basic Skills math course and progress to a higher level math class within a three-year period will increase from 51% in the fall 2004 cohort to 54% in the fall 2007 cohort. The percentage of those students who enroll in a higher level math course who receive a successful grade will increase from 69% in the fall 2004 cohort to 72% in the fall 2007 cohort. The percentage of those students who enroll in a college-level math course and successfully complete within a three-year period will increase from 78% in the fall 2004 cohort to 81% in the fall 2007 cohort.

Objective 1.13

The percentage of new students who enroll in at least one ESL level 1-4 course and who later enroll in an ESL level 5 course or higher within a three-year period will increase from 24% in the fall 2004 cohort to 27% in the fall 2007 cohort. The percentage of those students who enroll in an ESL level 5 course and successfully complete will increase from 80% in the fall 2004 cohort to 83% in the fall 2007 cohort. The percentage of students from the fall 2007 cohort who enroll in and successfully complete English 100 or higher within three years will exceed the average success rate of the fall 2002, 2003 and 2004 cohorts of 92.3%.

Objective 1.14

By spring 2010, develop the College's Master Educational Plan and start its implementation.

The College will exceed its peer group average and the state average on each of the ARCC measures and it will increase by a minimum of three percentage points from 2008 to 2011 on each of the following measures.

Objective 1.15

The Student Progress and Achievement Rate will increase from 59.4% in 2008 to 62.4% in 2011. (Measure defined as the percentage of first-time students who showed intent to complete and achieved any one of the following within six years: earned a degree; earned a certificate; transferred to a four-year institution; became transfer directed; or became transfer prepared.)

Objective 1.16

The percentage of students who earn at least 30 units will increase from 71.4% in 2008 to 74.4% in 2011. (Measure defined as the percentage of first-time students who showed intent to complete and earned at least 30 units within six years.)

Objective 1.17

The Fall-to-Fall Persistence rate will increase from 71.4% in 2008 to 74.4% in 2011. (Measure defined as the percentage of first-time students with a minimum of six units earned in a fall term who returned and enrolled in the subsequent fall term anywhere in the CCC system.)

Objective 1.18

The annual successful course completion rate for credit vocational courses will increase from 78.6% in 2008 to 81.6% in 2011. (The percentage of students enrolled in courses with SAM Codes of A, B or C who earn a grade of "A", "B", "C" or "P".)

Objective 1.19

The annual successful course completion rate for credit Basic Skills courses will increase from 62.5% in 2008 to 65.5% in 2011. (Measure defined as the percentage of students enrolled in basic skills courses who earn a grade of "A", "B", "C" or "P".)

Objective 1.20

The improvement rate in credit Basic Skills will increase from 56.6% in 2008 to 59.6% in 2011. (Measure defined as the percentage of students who successfully complete their initial basic skills course in English or math that is two or more levels below college/transfer level and earn a grade of "A", "B", "C" or "P" in a higher-level course in the same discipline within three years.)

Objective 1.21

The improvement rate in credit ESL will increase from 56.9% in 2008 to 60% in 2011. (Measure defined as the percentage of students who successfully complete their initial ESL course that is two or more levels below college/transfer level and earn a grade of "A", "B", "C" or "P" in a higher-level ESL course or a college-level English course within three years.)

By the start of the fall 2009 semester, the College will establish the baseline rates for its objectives for increasing the percentage of students who meet or exceed the performance criteria for achieving its course, program, and institutional SLOs.

Objective 1.22

By August 2009, establish baseline data for student performance in course, program and institutional Student Learning Outcomes.

Objective 1.23

By September 2009, establish annual objectives for the percentage of students expected to meet or exceed standards established in course, program and institutional SLOs.

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Goal 2

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

Objective 2.1

Establish baseline data for course completion, persistence and certificate completion for enhanced funded courses in the Adult High School, GED, ESL and short-term vocational programs by end of academic year 2008-2009.

Increase GED, AHS, ESL and Short-term Vocational course completion by 10% by 2010- 2011.

Objective 2.2

Increase Continuing Education enhanced funded courses by the District's growth percentage funded each academic year beginning 2008.

Objective 2.3

Establish baseline data for the number of students being served by the non-credit matriculation/student support services program and increase students served by a minimum of 5% by the end of academic year 2010-2011.

Objective 2.4

Establish baseline data for number of students in enhanced funded courses who transition to credit and increase this number by 2% by the end of academic year 2010-2011.

Objective 2.5

Initiate the Student Learning Outcomes cycle in all non-credit courses eligible for enhanced funding and complete the SLO cycle in 1/3 of the courses per year beginning academic year 2009-2010.

Objective 2.6

Develop an annual training process for non-credit faculty designed to incorporate and assess Student Learning Outcomes in Continuing Education curriculum by Fall 2009.

Outreach, Access, and Responsiveness to the Community

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Goal 3

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

Objective 3.1

Achieve the College's annual state-funded enrollment cap.

Objective 3.2

Implement the 2008-2011 Enrollment Management Plan.

Objective 3.3

Increase the percentage of used textbook sales as a percentage of total textbook sales from 18% in 2006-07 to a minimum of 21% in 2010-2011. Each percentage increase in the availability of used text books will reduce the average cost per book by \$25 per \$100 required to purchase the textbook.

Objective 3.4

By 2011, a minimum of 12 fully online skills competency awards, certificate and degree programs will be offered to meet the needs of students and the community.

Faculty, Staff and Administrators

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Goal 4

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

Objective 4.1

Increase by 2% each year the number of female and minority candidates applying for faculty, staff and administrator positions in which they are under-represented at the college.

Objective 4.2

Establish benchmarks for assessment of workplace satisfaction.

Objective 4.3

Implement systematic collection of information from individuals who decline positions offered or who resign from permanent positions as to the reasons for declining or leaving employment with the college.

Objective 4.4

Increase by at least 5% participation of staff in classified professional growth program and by at least 5% of management in management professional growth program.

Objective 4.5

Increase the percentage of SBCC employees who use Coastal Housing services.

Objective 4.6

Increase the percentage of employees who participate in alternative transportation options.

Objective 4.7

By spring 2009, implement a Continuing Education faculty evaluation process that aligns with provisions in Education Code (section 1341.05) for the purpose of providing feedback to instructors and administration so that excellence in the classroom is encouraged and facilitated.

Governance, Decision Support and Fiscal Management

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Goal 5

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

Objective 5.1

In 2008-09, develop a framework for regular evaluation and improvement of institutional shared governance and decision-making structures and processes and conduct the evaluation.

Objective 5.2

In 2009-10, develop and implement a plan that responds to the evaluation of each constituency group's effectiveness in the shared governance process.

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Goal 6

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

Objective 6.1

Develop and implement a comprehensive decision support system to provide easy and prompt access to data and to recover the decision support capabilities that the college had achieved before the Banner implementation.

Objective 6.2

During 2008-09, complete and implement the first cycle of operational and student support services program reviews and the revised instructional programs reviews. Integrate all program reviews into college planning processes, linking the program reviews findings to college-wide planning and resource allocation.

Objective 6.3

Complete the implementation of SCT Banner and associated third-party software applications and refine business processes in the context of this implementation.

Objective 6.4

Implement the 2008-11 Technology Plan.

Objective 6.5

By spring 2009, complete the Continuing Education software conversion, implement related business practices needed to support this conversion, and, wherever possible, align these practices with those used in the credit division.

Objective 7.2

By June 2011, complete a minimum 50% of the deferred maintenance projects included in the bond funding.

Objective 7.3

Recycle at least 60% of the College's overall waste as recorded and determined by the SBCC Institute Waste Management Bill (IWMB) annual report.

8**Goal 8**

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

Objective 8.1

Improve the utilization rate of facilities and other college resources in instruction and student support programs.

Objective 8.2

To the extent fiscally possible, make progress towards providing universal access to existing and new facilities.

Objective 8.3

Develop and implement guidelines and adhere to Section 508 standards for procurement of electronic and information technology and web accessibility.

Objective 8.4

Evaluate the results of the accessibility assessment study to be completed in 2008-09 and use the results to develop an ADA Transition Plan.

Facilities, Capital Projects and Maintenance

7**Goal 7**

Implement the long-range capital construction plan.

Objective 7.1

To the extent fiscally possible, design and construct all new buildings and major modernization projects following best sustainable practices.





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