

SANTA BARBARA CITY COLLEGE

1999-2002 COLLEGE PLAN

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**PREAMBLE TO THE
SANTA BARBARA CITY COLLEGE**

1999-2002 COLLEGE PLAN

This document presents Santa Barbara City College's 1999-2002 College Plan. It is intended to be used as the central organizing document for decision making, planning, and budgeting throughout the College during the 1999-2002-time period.

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

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

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

Santa Barbara City College's 1999-2002 College Plan commits the College to meet the challenges of the present and future and to make a positive impact on each student's personal and professional life. This commitment holds true for Santa Barbara City College faculty, staff, and administrators.

As a learning community, we at Santa Barbara City College approach this task with enthusiasm, optimism, and confidence in our ability to serve students and the community in a manner consistent with our most fundamental values: achieving educational excellence, maintaining the needs of students as our central focus in determining policies and practices, providing a cooperative and collegial environment, and supporting individual dignity, worth and the potential for growth.

SANTA BARBARA CITY COLLEGE

1999-2002 COLLEGE PLAN

MISSION STATEMENT

Santa Barbara City College addresses the diverse educational and economic development needs of its students and the community. The College provides open access to curriculum, instruction, and support services to assist students in pursuit of their transfer, career preparation, employment, job advancement, retraining and lifelong learning goals.

The College provides comprehensive, learner-centered experiences that develop knowledge and skills essential for academic, professional and personal growth. These learning experiences inspire and enable students to reach their highest potential while achieving their diverse educational goals.

Santa Barbara City College is responsive to the community, providing learner-centered educational experiences and committing to a continuous process of improvement, innovation and renewal.

The College will demonstrate a commitment to scholarship, academic freedom, critical independent thinking and personal responsibility. The College fosters collegiality, mutual regard, and respect among students, faculty, staff and community.

SANTA BARBARA CITY COLLEGE

GOALS AND OBJECTIVES

1999-2002

STUDENT OUTREACH AND RESPONSIVENESS TO THE COMMUNITY

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

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

LYNDA FAIRLY

GOAL 1 Enhance Community Knowledge, Appreciation and Utilization of Santa Barbara City College Programs and Services That Attract an Expanded and More Diverse Student Population.

OBJECTIVES

Objective 1. Develop and implement a coordinated college-wide marketing plan that addresses recruitment and service needs of the local community and potential out-of area students. Outcome expectations for this marketing plan are:

- A. Sustain overall enrollments between 2% and 3% above the College's enrollment cap for the duration of the plan.
- B. Increase by 10% the number of students age 25 and older enrolled in credit programs.
- C. Achieve ethnic, underrepresented student enrollments, which reflect the ethnic diversity of the district's adult community.

Objective 2. Provide multiple options, both on and off campus, for convenient student access to programs, services and information needed to enroll in and succeed in college.

LYNDA FAIRLY

GOAL 2 Expand Cooperative Strategies with Service Area K-12 Districts to Facilitate Student Transition to Santa Barbara City College.

Objective 3. Enroll up to 5% of high school seniors, 4% of high school juniors and 3% of high school sophomores from local feeder high schools in concurrent enrollment in credit courses offered by the college.

Objective 4. Enroll in the credit program at least 52% of all eligible high school students within one year of leaving high school and increase by 15% over a three-year period the number of high school students who enroll in a Continuing Education course.

JACK FRIEDLANDER

GOAL 3 Establish Mutually Beneficial Partnerships with Other Institutions of Higher Education, the Business Sector, Government Agencies and Community Organizations to Enhance Relationships and Increase Educational Opportunities for Students.

OBJECTIVES

Objective 6. Establish a college-wide plan for the coordination and implementation of worksite experiences (i.e., internships, work experience, service learning and job shadowing).

Objective 7. Work with University of California at Santa Barbara, California State University Channel Islands and, where appropriate, private sector higher education institutions to identify courses and programs that Santa Barbara City College can offer to students at these institutions (e.g., pre-calculus, remedial reading and writing) as well as upper division and credential coursework offered at Santa Barbara City College.

JACK FRIEDLANDER (credit) & JOHN ROMO (non-credit)

Objective 8. Offer new courses and programs that meet the needs of area businesses, community and governmental agencies.

STUDENT LEARNING AND ACHIEVEMENT

Santa Barbara City College is committed to providing a high quality comprehensive instructional program that is responsive to the educational needs of students and is designed to promote student attainment of their learning goals and objectives in an effective and flexible manner. The College will offer a curriculum that responds to changes in the workforce, technology and student needs. Student access to courses, support services and information needed to succeed in those courses will be increased by offering alternative methods of delivering instruction.

JACK FRIEDLANDER

GOAL 4 Increase Student Attainment of Their Educational Goals, Including Degrees and Certificates, Transfer, Workforce Development, Basic Skills and Lifelong Learning.

LYNDA FAIRLY

Objective 9. Identify and implement intervention strategies for students who are not making satisfactory progress toward the attainment of their educational goals of certificate, degree or transfer.

LYNDA FAIRLY

Objective 10. Reduce by a minimum of 10% over a three-year period the number of students placed on academic progress probation, academic probation and academic disqualification.

Objective 11. Increase by three percentage points over a three-year period the number of successful course completion rates (A-C, CR) in each of the following areas:

JACK FRIEDLANDER

- A. All credit classes: 70.3% to 73.3%;
- B. Transferable courses: 71.3% to 74.3%;
- C. Vocational education courses: 80.8% to 83.8%;
- D. Pre-collegiate courses: English (below English 100) and math (below Math 100).

JOHN ROMO

- E. Achieve established performance standards for non-credit core programs (Adult Basic Education, Adult High School, ESL, Citizenship Education and Occupational Education).

JACK FRIEDLANDER

Objective 12. Increase by a minimum of 6% over a three-year period:

- A. The percentage of students who enrolled in a basic skills English class (below English 100) and then enrolled in a higher level English class (37.2% to 43.2%)
- B. The percentage of students who enrolled in a basic skills math class (below Math 100) and then enrolled in a higher level math class (28.2% to 34.2%).

JACK FRIEDLANDER

Objective 13. Increase the number of degrees and certificates awarded over a three-year period in each of the following areas:

- A. The number of Associate of Arts/Associate of Science degrees from 688 to 715 (4% increase).
- B. The number of certificates from 262 to 278 (6% increase).
- C. The number of Skills Competency Awards by 10% (the baseline for this objective needs to be established).

Objective 14. Increase by a minimum of 6% over a three-year period the number of students enrolled in a vocational education course (S.A.M. Code A, B or C): 14,151 to 15,000 (duplicated fall, winter, and spring terms for credit and non-credit enrollments).

Objective 15. Increase the number of students who transfer to four-year colleges or universities by a minimum of three percentage points over a three-year period and increase by five percentage points the number of students who are transfer eligible for the coming year.

Objective 16. Achieve underrepresented student transfer rates that are equal to the proportion of underrepresented students enrolled at the college who declare transfer as an objective.

Objective 17. Identify student job placement rates and post-college earnings for each of the college's occupational educational programs.

Objective 18. Establish and achieve the targeted numerical objectives for the percentage of students who successfully transition from:

- A. Essential Skills courses to English 100, English 110 and other degree-applicable classes;
- B. Math 1, 4, 100, 107; to college level math;
- C. ESL courses to the completion of English 100, English 110 and other non-ESL degree-applicable courses; and

JOHN ROMO

- D. Non-credit students transitioning to credit classes.

JACK FRIEDLANDER (credit) & JOHN ROMO (non-credit)

GOAL 5 Utilize Alternative Methods of Delivering Instruction to Increase Student Access To and Successful Completion of Courses and Programs Needed to Achieve Their Educational Objectives.

Objective 19. Identify and develop courses, certificates and degree programs to be offered in alternative instructional formats that will meet the needs of targeted groups of students

Objective 20. Identify best practices in the design, development and deployment of technology mediated instruction that will increase student access and learning and success in their courses in a cost-effective manner.

JACK FRIEDLANDER

Objective 21. Enroll a minimum of 20% per year of all credit full time equivalent students enrolled in distance education courses and courses offered in other alternative instructional formats (e.g., self-paced, open-entry/open-exit, guided study, accelerated courses, weekend courses).

Objective 22. Achieve successful course completion rates for courses offered in alternative delivery formats that are at least comparable to those obtained in more traditional instructional modes.

JACK FRIEDLANDER

GOAL 6 Develop Curriculum Initiatives That Respond to Changes in the Workforce, Technology and Student Needs.

JACK FRIEDLANDER & JOHN ROMO

Objective 23. Identify on an annual basis the need for the college to offer new instructional programs and, when feasible, implement these programs.

Objective 24. Increase the number of industry-based certification programs offered and the number of students who complete those programs.

LYNDA FAIRLY

GOAL 7 Identify and Implement New and/or Enhanced Support and Instructional Strategies to Increase Student Attainment of Educational Goals.

Objective 25. Increase by 20% the number of students making autonomous access to college information, support services and their personal records.

Objective 26. Increase by 15% the number of students who participate in goal setting, decision making, educational planning and career development activities.

GOVERNANCE/LEADERSHIP/MANAGEMENT

Innovation, flexibility, communication, and responsiveness are core leadership values of Santa Barbara City College. Through development and implementation of Project Redesign, the college will evaluate and, where appropriate, change its leadership and governance structures and management priorities to maximize the effectiveness of its new redesigned processes.

DR. P. R. MACDOUGALL

GOAL 8 Restructure Leadership Roles and Organizational Design from a Function-Based to a Process-Based Model.

Objective 27. Complete a redesign project that examines the College's administrative and governance systems and leadership roles and, where appropriate, implement the recommendations.

DR. P.R. MACDOUGALL

GOAL 9 Revitalize the College's Institutional Planning, Research and Assessment Processes.

Objective 28. Establish an effective office of institutional research that provides leadership in the coordination and support of the college's planning, research and assessment processes.

Objective 29. Review completed redesign projects to determine whether or not they should be implemented. Evaluate those that have been implemented to assess the extent to which they have achieved their desired outcomes.

INSTITUTIONAL SUPPORT AND REVITALIZATION

In order for the College to achieve its mission, faculty, staff and students require the support of a variety of college-wide services and technologies. Student learning and achievement of educational goals will be enhanced by providing faculty and instructional support staff with opportunities to develop their ability to apply instructional methods based on effective principles of learning.

TECHNOLOGY

BILL HAMRE

GOAL 10 Develop a Technology-Based Infrastructure to Allow Students, Faculty and Staff to Conveniently Access Course and College-Related Information and Resources from On and Off Campus.

Objective 30. Provide access to network technology and resources to support mediated instructional delivery and support services.

Objective 31. Develop mechanisms for the effective renewal of computers and other technologies.

Objective 32. Complete implementation of the Oracle financial, human resources and student information systems.

Objective 33. Develop an on-line management system that will provide faculty and staff with the information they need to operate and evaluate their courses, programs and services effectively.

Objective 34. Achieve the efficiencies and benefits for students and staff as identified in the College's redesign projects.

FACILITIES

CHARLES HANSON

GOAL 11 Identify and Provide Facilities Needed to Support College Goals and Objectives.

Objective 35. If passed, develop and implement plans to construct the facilities included in the bond measure.

Objective 36. Develop and implement a plan to maximize efficient use of existing college facilities.

FISCAL SUPPORT

DR. P.R. MACDOUGALL

GOAL 12 Acquire and Allocate Resources Needed to Meet the Objectives of the College Plan.

DR. P.R. MACDOUGALL

Objective 37. Develop and implement a systematic plan for the acquisition and management of external funds.

DR. C. HANSON

Objective 38. Develop and implement a resource allocation budgeting process that builds from the College Plan.

HUMAN RESOURCES

DAN OROZ

GOAL 13 Provide Faculty and Staff with the Training Needed to Use New Technologies and Processes to Manage Ongoing Change and to Integrate Innovations into College Operations.

Objective 39. Develop, implement and evaluate a comprehensive professional development plan for faculty and staff that will:

A. Develop, implement and evaluate a comprehensive professional development plan for faculty and staff that will enhance their ability to promote student learning and the attainment of their educational goal.

BILL HAMRE

B. Provide the training needed to effectively use the new Oracle Financial, Human Resources and Student Information Systems.

DAN OROZ

C. Provide the training needed to use new redesign processes, initiatives and other innovations that have been or are about to be implemented.

DAN OROZ

GOAL 14 Establish a Productive, Balanced and Rewarding Environment in Which to Work.

Objective 40. Identify steps to enhance the ability of faculty and staff to perform their job effectively and increase their satisfaction in working at the college.