

SANTA BARBARA CITY COLLEGE

Educational Master Plan

Annual Progress Report

Fall 2018

Version 1.0 November 28, 2018

Approved by CPC February 5, 2019

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REVISION HISTORY

Version 1.0

- Updated SSSP section under Strategic Goal 1.5 on page 18
- Added a link to the executive summary and current campus benchmarks of the SBCC District Sustainability Plan under Strategic Goal 2.4 on page 25
- Updated section for Strategic Goal 2.5 on page 26

INTRODUCTION

In the 2014-15 year, Santa Barbara City College developed a new Educational Master Plan (EMP) founded on the principle of being a meaningful, manageable, and living document. The EMP declares a set of Strategic Directions and Strategic Goals, and calls for the annual evaluation of progress towards those goals, which is the purpose of this report.

This report has four sections:

1. **PEC Best Practices and Key Themes:** This section, authored by the Program Evaluation Committee (PEC), is a summary report of best practices and key themes related to Strategic Goals, based on PEC's evaluation of program reviews.
2. **Program Review Goals Linked to the EMP:** This section, jointly authored by PEC and IARP, is an analysis of progress made on program review unit goals that were explicitly linked to EMP Strategic Goals. The analysis focuses specifically on how progress on a particular unit goal contributes to the attainment of the particular Strategic Goal(s) to which it is linked.
3. **Initiatives Outside Program Review:** This section, authored by IARP and department and/or program representatives, analyzes progress made on Strategic Directions in initiatives that may be outside of program review, such as those in the Student Equity Plan, SSSP, grants, and others.
4. **Quantitative Measures of Progress:** Authored by IARP, this section focuses on quantitative data and analysis.

PART 1: PEC BEST PRACTICES AND KEY THEMES

This section provides a summary of best practices and key themes related to Strategic Goals, based on PEC's evaluation of program reviews.

Each year, PEC produces an annual report summarizing its evaluation of program reviews, as well as best practices and common themes as they relate to the Educational Master Plan (EMP). There are four reports so far: 2014-15, 2015-16, 2016-17, and 2017-18, covering the four completed academic years of review since the committee's inception in Fall 2014.

Each year, one third of all program reviews are updated completely and undergo a full evaluation by PEC. Those programs which were due for review in 2016-17 are linked to various relevant portions of the EMP. To gain a broad understanding of progress made on various Strategic Goals, exemplars are listed which connect to each.

The relevant portion of the [2017-2018 PEC Annual Report](#) is short enough to be quoted in its entirety here, and the complete report is available at the link above.

Alignment with Strategic Directions and Goals

SBCC's *Educational Master Plan* outlines the connection between program review and the College's integrated planning processes. Specifically, it delineates that "Every program will link at least one of its improvement goals, as applicable, to at least one [Strategic Goal](#), and report each year on its progress in supporting that Strategic Goal." The PEC committee reads the program reviews and their listed goals to document the progress being made in aligning program goals to the College's Strategic Directions and Goals. In addition, individual programs report the status of their progress to indicate whether that work is in progress or complete. The following list includes exemplars of these connections in each relevant area. Please note that not all goals have specific links among the program reviews analyzed this year.

Strategic Direction 1: Foster student success through exceptional programs and services.

Strategic Goal 1a: Support students as they transition to College.

- *Fully implement Starfish online appointment scheduling, case notes, and early alert follow-up. (Academic Counseling)*

- *Design and plan to offer in-person first semester planning to all new students, that will provide on campus/in person sessions for these students. (Academic Counseling)*
- *Work with instructional departments on the development of additional transfer degrees to comply with SB1440 legislation and to meet Chancellor's Office goals and timelines. (Articulation)*
- *Build coalitions with our community partners in education and health to address student health behaviors and needs. (Health and Wellness)*

Strategic Goal 1b: *Increase on-campus and community-based student engagement as a vehicle for purposeful learning.*

- *Increase the effectiveness of our student-to-student mentorship program, PODS. (Honors Program)*
- *Collaborate with Ventura College in developing electric/hybrid vehicle courses. (Automotive Services and Technology)*
- *Create new program: in collaboration with the Communications department, create a new AA degree proposal, entitled "Global Leadership." (Political Science and Economics)*

Strategic Goal 1c: *Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).*

- *Transfer Achievement Program: Increase the transfer rates of first-generation, low-income and ethnically underrepresented students (i.e. African-American, Chicano/Mexican-American, Latino, Native-American/Alaskan Native) to four-year colleges and universities. (Transfer Center)*
- *Increase the number of women in Computer Science. (Computer Science)*
- *Increase the number and variety of Earth and Planetary Sciences courses, in response to student demand/need. (Earth and Planetary Sciences)*
- *Expand on student access to PSY 100 and 150. Submit and gain approval for PSY 100 and 150 to be offered in a hybrid format. (Psychology)*
- *Develop online Environmental Horticulture 110 course. (Environmental Horticulture)*

Strategic Goal 1d: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.

- *Expand research instruction to a greater variety and number of discipline-related courses than those currently taught, including CTE classes. (Library)*

Strategic Goal 1e: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.

- *Implement GED online assessment and shift responsibility to Student Support Services. (Adult High School and GED)*
- *Develop fully online courses for the department in high enrollment and demand courses. (American Ethnic Studies)*
- *Increase services for and educate the students taking online courses. (Library)*
- *Launch online tutoring and develop online tutoring resources. (Learning Resource Center and Learning Support Services)*

Strategic Goal 1f: Foster institutional improvement through professional Development.

- *Develop a training program for astronomy lab instructors. (Earth and Planetary Sciences)*

Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.

Strategic Goal 2a: Modernize the college's facilities to effectively support teaching and learning.

- *Plan and open the new West Campus Student Services Center in January 2018. (Academic Counseling)*
- *Maintain and improve aging physical plant. (Marine Diving Technologies)*
- *Modernize server infrastructure. (Computer Science)*
- *Provide adequate space for DSPTS Test Accommodation Proctor Service for faculty in all disciplines across campus. (DSPTS)*

Strategic Direction 3: Use technology to improve college processes.

Strategic Goal 3a.: Systematically identify and improve operations using appropriate technology.

- *Enhance departmental websites for sociology and anthropology. (Sociology and Anthropology)*
- *Contribute in significant ways to the college-wide Guided Pathways project. (Career Center)*
- *Fully implement Electronic Medical Records using PyraMed software. (Health and Wellness)*

Strategic Goal 3b.: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.

- *Increase services for and educate the students taking online courses. (Library)*
- *Implement Accudemia, a cloud-based software that will collect real time data about students visiting any of our tutoring services on campus, and real time data about tutors. (LRC/Learning Support Services)*
- *Regularly offer all survey courses online (101, 102, 103, 104, 107, 108). (History)*

Strategic Goal 3c.: Integrate systems and processes where appropriate and feasible.

- *Maintain, update, and expand the SBCC articulation website to serve as a repository of all articulation information and resources for students, counselors, and instructional faculty. (Articulation)*
- *Improve collection development decision-making process. (Library)*
- *Implement Alexander Street media library, which is available to all students and staff at SBCC. (LRC/Learning Support Services)*

Strategic Direction 4: Involve the College community in effective planning and governing.

Strategic Goal 4a.: Create a culture of College service, institutional engagement, and governance responsibility.

- *Increase faculty and student interaction through departmental student clubs. (Biological Sciences)*

Strategic Goal 4b.: Improve communication and sharing of information.

- *Build coalitions with our community partners in education and health to address student health behaviors and needs. (Health and Wellness)*
- *Work toward Board of Trustee approval of charging online-only students the Student Health Fee so they can access our services in Health and Wellness. (Health and Wellness)*
- *Develop a training program for astronomy lab instructors. (Earth and Planetary Sciences)*

Follow-up on Fall 2017 EMP Annual Progress Report

Note that Section 1 of the prior year's EMP Annual Progress Report also recommended that a process be discussed for updating the Educational Master Plan itself. Although the Integrated Planning Workgroup, a sub-committee of CPC, originally met and wrote the EMP between February and December of 2013 before the EMP was approved by CPC in 2014, CPC may provide sufficient review for minor updates. This has been the past practice for the minor updates to Version 1.2, which was approved by CPC In November 2015.

If during the EMP review process this Fall 2018, it is determined that more significant change is needed for the EMP, an Integrated Planning Workgroup may be called to meet again. Otherwise, discussion about changes can occur at CPC with recommended revisions coming for final approval at a subsequent meeting of CPC.

PART 2: PROGRAM REVIEW GOALS LINKED TO THE EDUCATIONAL MASTER PLAN

Beginning in 2014-15, each unit completing program review was asked to link at least one unit goal to one or more Strategic Directions or Strategic Goals, to provide the vital connection between unit-level activities and the EMP. This linkage data for 2017-18 has been collected from the program review database and is summarized in this section.

There were 99 Program Reviews submitted in 2017-18, across 17 divisions. Collectively, those Program Reviews contained 612 distinct unit goals and 946 objectives for those goals.

Of the 612 distinct unit goals, 555 (91%) were linked to Strategic Directions or Strategic Goals in the EMP, and 57 were not.

All of the Program Review links to the Educational Master Plan, including the unit goals, objectives, and status, can be found in [this spreadsheet](#).

A NOTE ABOUT THE SPREADSHEET: There are filters at the top of each column that let you pick a particular Strategic Direction or Goal, department or status.

A	B	C
EMP Link	Short Text	Division
SG 4.3	Strengthen Program Evaluation	Educational Programs
SG 4.3	Strengthen Program Evaluation	Educational Programs
SG 4.3	Strengthen Program Evaluation	Educational Support

For example, you could filter the EMP Link column for SD 1.1 (Strategic Direction 1.1) and the Unit column for “Psychology.”

Table 2.1 lists each Strategic Direction (SD) and Strategic Goal (SG) and shows the number of Program Reviews and unit goals linked to each. Note that there is duplication in the counts because many of the unit goals were linked to multiple EMP Strategic Directions or Strategic Goals. In the 2016-17 program review cycle, the program review template was modified to eliminate this duplication as much as possible by asking users to link a unit goal to at most one SD or SG.

Table 2.1 *Links Between Program Review Unit Goals and the EMP*

EMP Strategic Direction (SD) or Strategic Goal (SG)	Number of Program Reviews Linked to	Number of Unit Goals Linked to	Number of Objectives Linked to
Strategic Direction 1: Foster student success through exceptional programs and services.	28	120	245
Strategic Goal 1.1: Support students as they transition to College.	34	75	185
Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	36	71	183
Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).	46	118	242
Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.	21	44	50
Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.	46	118	213
Strategic Goal 1.6: Foster institutional improvement through professional development.	21	43	65
DISTINCT* TOTAL FOR SD 1	76	367	629
Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.	17	39	63
Strategic Goal 2.1: Modernize the College’s facilities to effectively support teaching and learning.	23	29	48
Strategic Goal 2.2: Develop a culture of emergency preparedness.	10	11	17
Strategic Goal 2.3: Improve the College’s safety infrastructure.	10	15	17
Strategic Goal 2.4: Implement sustainable environmental practices.	9	16	22
Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.	12	13	44
DISTINCT* TOTAL FOR SD 2	46	96	139

Table 2.1 continued on next page

Table 2.1 continued *Links Between Program Review Unit Goals and the EMP*

EMP Strategic Direction (SD) or Strategic Goal (SG)	Number of Program Reviews Linked to	Number of Unit Goals Linked to	Number of Objectives Linked to
Strategic Direction 3: Use technology to improve college processes.	13	37	83
Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.	30	63	147
Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.	21	30	50
Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.	20	41	86
DISTINCT* TOTAL FOR SD 3	46	127	222
Strategic Direction 4: Involve the College community in effective planning and governing.	7	16	42
Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.	10	11	20
Strategic Goal 4.2: Improve communication and sharing of information.	21	28	65
Strategic Goal 4.3: Strengthen program evaluation.	10	13	29
DISTINCT* TOTAL FOR SD 4	27	49	102
DISTINCT* GRAND TOTAL	99	612	946

Note. * The “distinct” totals count each Program Review, Unit Goal, or Objective only once, even though each may be linked to more than one Strategic Direction or Strategic Goal.

Table 2.2 *Summary of Program Review Goals and Status*

	Completed	In Progress	Postponed	No Longer a Priority	Other**	No Status*	Grand Totals
Strategic Direction 1: Foster student success through exceptional programs and services.	31	154		1	1	58	245
Strategic Goal 1.1: Support students as they transition to College.	23	113	2	2	1	45	186
Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	24	115	2			42	183
Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).	22	146	1	1	1	73	244
Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.	8	30	1			11	50
Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.	22	134	4			54	214
Strategic Goal 1.6: Foster institutional improvement through professional development.	8	43	1			13	65
Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.	8	39	1	3		17	68
Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.	5	29	5			10	49
Strategic Goal 2.2: Develop a culture of emergency preparedness.		15				4	19
Strategic Goal 2.3: Improve the College's safety infrastructure.		15	1			3	19

Table 2.2 continued on next page

Table 2.2 continued *Summary of Program Review Goals and Status*

	Completed	In Progress	Postponed	No Longer a Priority	Other**	No Status*	Grand Totals
Strategic Goal 2.4: Implement sustainable environmental practices.		19				4	23
Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.	3	32	1		3	6	45
Strategic Direction 3: Use technology to improve college processes.	9	56	2			16	83
Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.	15	110	7			15	147
Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.	5	35	2			8	50
Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.	11	55	6			15	87
Strategic Direction 4: Involve the College community in effective planning and governing.	2	29	4			7	42
Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.		16				4	20
Strategic Goal 4.2: Improve communication and sharing of information.	4	50		1		10	65
Strategic Goal 4.3: Strengthen program evaluation.	6	14	3	2		4	29
Not linked to a Strategic Direction or Goal	1	12			2	60	75
Grand Totals	207	1261	43	10	8	479	2008

Note: Counts contain duplication because each goal can have multiple objectives, and the status is attached to the objective.

* The program review template has since been updated so that users are required to include a Status on each objective.

** The status of these goals was indicated in free text in the Program Review template, and is not included here due to space considerations.

PART 3: INITIATIVES OUTSIDE PROGRAM REVIEW

This section contains descriptions of progress on Strategic Directions and Strategic Goals that are not reported through program review.

Strategic Direction 1: Foster student success through exceptional programs and services.

Strategic Goal 1.1: Support students as they transition to College.

Achievements in Academic Counseling

The Academic Counseling Center has fully implemented Starfish Connect software, which allows for students to be assigned a primary counselor and schedule an appointment with their counselor through Starfish online. Student focus groups showed strong evidence that students prefer having an assigned counselor and that the procedures to schedule counseling appointments in the past were not convenient. Beginning in Fall 2017 all students were assigned to an academic counselor and the department moved to a caseload management model. Counselor assignment is based on the student's declared major or special program membership. Students were then able to book appointments with their counselor using Starfish, an online platform, which created accessibility for all students.

Through counseling faculty discussions about best practices in serving new-to-college students, a decision was made to move away from an asynchronous online advising program to a model that involves either in-person or web-based synchronous counseling and advising. Degree Works, an electronic audit and educational planning tool, has been fully implemented. All Student Educational Plans (SEPs) are housed within Degree Works and are electronically available to students. Currently, individual students are introduced to the tool through the Class Planning program and are shown the tool and how to use it. In the Spring of 2018 the Class Planning program was offered to students at the local high schools, on campus in person, and over the internet in a webinar format. As a result, all new to college students were able to have a locked abbreviated student educational plan which ensured they knew the correct transfer or degree courses to register for which had been reviewed and approved by a counselor.

Changes in Assessment and Placement

In the Fall of 2017, new legislation was passed and signed by Governor Brown. AB 705 must be fully implemented by Fall 2019. The essential goal of this legislation is to place all students directly into college level English and Math. Students can no longer be placed into developmental levels of English or Math. The legislation further emphasizes the desired goal that students will complete college level English and Math in their first year of college.

English placement will be based on cumulative High School GPA. Math placement will be based on cumulative High School GPA as well as coursework completed and specific course grades. Required and optional support models are currently being designed and will be ready to implement for Fall 2019. As of Spring 2019, the traditional English and Math assessment processes will no longer be available except in rare cases.

The English Department revised the college level English course, English 110. The course was changed to 4 units but the revision also focuses on pedagogical and instructional modifications.

The Math department is also engaged in course modifications.

Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.

Faculty Mentor Project

The spring 2018 semester marked the beginning of the second year of the Faculty Mentor Project, during which a cohort of the student mentees become peer mentors. Each faculty mentor was asked to select one student mentee to participate in a five week training program. Peer mentors who graduated from the training were offered positions to work in our West Campus Student Center. Peer mentors conduct outreach visiting classrooms, staffing tables to offer support to students at crunch times such as the beginning of the semester, midterms, and finals, and meet with students in the Student Center to help students identify academic goals and the resources on campus that will support their goals.

The members of the Faculty Mentor Project pilot met monthly in a Faculty Inquiry Group (FIG) during the three semesters of the pilot. The FIG served as the forum for improving the project practices, project evaluation, and faculty collaboration. This body was essential to determining which faculty training was most valuable, and which program practices best contributed to student success. The Faculty Mentor Project cohort ranged from 19-25 members who each attended one of three available meetings per month. The project served between 100-125 students per semester, the majority of whom were current or former basic skills students. May marked the last meeting of the three semester pilot.

The initial approach to the mentor project is based on studies and polls that indicate a personal relationship with a teaching faculty member is among the most important factors in predicting student persistence and success, especially among underserved students. Faculty mentors select (or can request to be assigned) either five or ten students from LatinX and other underserved populations whom the faculty member believes would benefit from support navigating their educational experience at SBCC. In a survey of student mentees in our pilot program, of the 58 who responded, 22 reported they would have dropped out of college had it not been for their faculty mentor.

Remodel of Math Lab

Funded by the Title III Grant, completion of the first phase of the Math Lab Remodel significantly increased the size of the math lab. As a result of the space expansion, we saw a dramatic increase in student traffic, especially in the algebra lab. The remodel has provided more usable space and a more welcoming layout. Our mobile rolling whiteboards are seeing heavy use from advanced students and Gateway tutors, and our personal whiteboards are very popular with students working alone. The new front desk arrangement makes it easier to direct students to the appropriate rooms and tutors and helps to mitigate students' feelings of being overwhelmed and unsure of what to do.

Remodel of Library Classroom into a Laboratory Classroom

One of the greatest impediments to the practice of non-cognitive pedagogy in the classroom at SBCC is the traditionally designed classroom spaces that are filled with large and immobile student desks. To experiment with non-cognitive techniques, faculty need empty or flexible space for interactive student learning techniques and in-classroom collaboration. Through Title III Grant funds, we remodeled the library classroom and the adjacent student study room to create a large and flexible learning and collaboration space.

Associated Student Government

The Associated Student Government has held several faculty debates and presentations to engage students in current events on-campus and in the community. They have worked towards improving sustainability on campus as well as creating an inclusive environment and fighting for student rights. In addition, the ASG has handled the MTD bus agreement and sent representatives to regional and state meetings. The ASG also screened documentary films to heighten awareness of social justice and political strife.

Community Service

Many organizations such as Phi Theta Kappa, The Neighborhood Project, EOPS Club, Ambassadors and the Veteran Student Club take part in campus-wide and community service efforts such as stadium clean-ups, silent auctions, neighbor and beach clean-ups, and shelter and hospice visits.

Office of Student Life

Since 1991 the Office of Student Life has partnered with the SBCC Foundation to sponsor the Leonardo Dorantes Memorial Lecture in order to enhance the understanding of racial and ethnic differences as well as shared commonalities with the SBCC community. In 2016 our guest lecturer was political satirist, W. Kamau Bell. For 2017, the featured lecturer is journalist Noor Tagouri. For 2018 our guest lecturer is social activist and best-selling author, Patrisse Cullors, co-creator of the viral Twitter hashtag and movement, #BlackLivesMatter.

Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).

Santa Barbara City College Food Pantry

Our pantry services directly impacts food insecurity on our campus. The pantry has served over 5,000 students last year. The impact that the pantry has on our student populations on campus is widespread amongst all representative groups.

Umoja Program:

Research has shown that mentoring college students has resulted in improved academic performance. One study found that mentored students had earned higher GPAs, completed more units per semester, and were less likely to dropout (Campbell & Campbell, Faculty/Student Mentor Program: Effects on Academic Performance and Retention, Research in Higher Education, Volume 38, Issue 6, pp 727-742). Other studies have shown a link between mentoring and students' feelings of engagement, integration and connection at the college, which can in turn increase the chances of them being retained (Yomtov, Plunkett, Efrat, & Garcia Marin, Can Peer Mentors Improve First-Year Experiences of University Students?, Journal of College Student Retention: Research, Theory & Practice, October 28, 2015).

The Umoja Program at Santa Barbara City College is a community and a critical resource dedicated to enhancing the cultural and educational experiences of Black, African American students and other underrepresented groups. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success.

Program Goals:

- Umoja seeks to help students make a smooth transition into college and to successfully reach their academic goals including obtaining a certificate, earning an associate's degree, transferring to a four-year university, and enhancing personal development.
- Umoja seeks to support students through successful completion of their individual math and English requirements.
- Umoja seeks to help students experience themselves as valuable and worthy of an education.
- Umoja seeks to enhance the cultural and educational experience of students by providing a safe and welcoming environment for students to engage in community building and connection.
- Umoja seeks to provide students with the knowledge, skills and resources to make healthy life and lifestyle decisions.

Personal and Educational Development Lecture Series

Provided staff, faculty and students learning, training, and personal development opportunities through workshops, presentations, and events at our college as we further develop an inclusive campus climate.

Activities included:

- The Mask You Live In: Film screening and discussion exploring how men navigate the narrow definition of masculinity in our culture
- 20 Minutes of Action, The History of Rape Culture in the US
- Guest lecture in the CESJ with Dr. Danielle Swiontek
- National Coming Out Day: Awareness Day in the CESJ featuring documentaries and activities
- Undocumented Students Week of Action: Financial Aid Opportunities for Undocumented Students: A workshop on financial aid opportunities for undocumented students
- Surveillance as a Tool of Social Control: Guest lecture in the CESJ with Dr. Sara Kamali, political science
- Putting Inequity to Rest Poetry Slam: An evening of spoken word activism and remembrance of lives lived and lost. All Students and Community members are welcome to perform spoken word that honors themes of justice and remembrance. Featured artists include Matt Sedillo, Miguel Cruz
- International Day of Kindness: Spreading love and kindness to one another
- Trans Day of Remembrance: Awareness day/week in the CESJ with information about transgender people murdered in the US in 2018

ESCALA Institute

Funded by the Title III Grant. At the four-day ESCALA Education Summer Institute held August 6-9, twenty Santa Barbara City college faculty members, the majority from STEM fields, learned best practices for teaching LatinX students. The faculty participants were immersed in learning effective teaching practices by participating in real-time demonstrations of strategies that work for Hispanic Serving Institution (HSI) students. Activities were designed by and for STEM faculty. ESCALA provided an overview of the research regarding culturally responsive/validating teaching so that participants received a firm grounding in the how, what, and why of increasing LatinX student success.

Following the Institute and the return to campus, faculty formed groups that will be mentored throughout the semester in ESCALA practices by ESCALA coaches. The groups will be working together to design a project to investigate their own best teaching practices for a course they are currently teaching. Following the semester of research, faculty will present their findings at our Spring faculty Inservice and will also share the best practices through conference presentations.

Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.

Discussion in the Student Learning Outcomes Coordinating Committee

The 2017-2018 academic year marked the end of our third SLO Cycle. The SLO coordinator has been in regular communication with department chairs and coordinators to complete Cycle 3 SLO work, which includes scoring Student Learning Outcomes (SLOs) and writing Course Improvement Plans (CIPs) for courses offered during the cycle. According to an October 5, 2018 "Institutional Statistics" report we had

1,198 active courses that were offered between Summer 2015 and Spring 2018. As of that report 959 courses (80.0%) have scored SLOs and 655 courses (54.7%) have a CIP. Departments are working to complete all SLO responsibilities from Cycle 3 by the end of October.

Members of the SLO Coordinating Committee (SLOCC) are working with chairs/coordinators and faculty to update Course SLOs and Program SLOs as necessary. The SLO Coordinating Committee meets monthly to discuss and strategize the collection and use of campus SLO data. The SLOCC has created a document titled “[SBCC SLO Development Guidelines](#)” to assist with SLO writing.

Training for New Faculty and Department Chairs

New faculty and department chairs each receive training on student learning outcomes through the Teaching and Learning Seminar (April 7) and the Department Chair workshop (August 15). In addition, an open student learning outcomes workshop and drop-in session is provided for any faculty member during both the fall and spring in-service days.

Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.

SSSP

The SSSP addresses the course services: Orientation, assessment, counseling and advisement. SSSP efforts focus on improving a seamless transition between local high school seniors with site visits, assessments, orientation and class planning. Out of district students are supported in similar fashion by Vaquero Days and online class planning meetings. The Academic Counseling Department has transitioned into a case management model. With the use of Starfish, students are designated a primary counselor aligned to their educational goal. All counselors have been trained and are using Starfish to schedule and record counseling meeting notes. In orientation and class planning sessions, students learn how to access their counselor through the new software. For 2018, we are transitioning from the [Integrated Plan involving SSSP, Basic Skills and Equity](#) to the Student Equity and Achievement (SEA) Program. All SEA program plans must align with the Chancellor’s Office Vision for Success goals:

1. Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
3. Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
4. Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.

5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

The Express to Success Program

The Express to Success Program (ESP) offers accelerated learning communities in developmental math and English for students who assess at one to two levels below college level. The goal of the program is to get students through their developmental classes more quickly and better prepared so that they can begin taking the courses required for a degree or transfer. ESP has been extensively evaluated each semester, with results reported overall and by Latino, low-income and African-American cohorts. ESP students complete two levels of math or English in one semester at a 35%-43% higher rate than non-ESP students who complete the two same levels in one year. For Latino and low-income students, the rate is 40%-50% higher; and for African- American students the rate is 38%-61% higher. Not only are ESP students completing their developmental math and English classes more quickly and more successfully, SBCC's Latino and low-income students have closed the achievement gap when compared to SBCC students overall. Finally, the program has maintained a 60%-70% enrollment for underrepresented students and a 70%-80% enrollment for low-income students. At the same time, the program has more than doubled, and in Spring 2018, ESP made plans to offer 28 learning communities in Fall 2018.

iPATH GE Transfer Pathway Program

The iPATH program, funded by a Title V grant, provides a holistic, streamlined approach to help students reduce the time to complete their GE (IGETC) transfer requirement. Teaching and counseling faculty work collaboratively to reduce attrition and to increase student success.

Program interventions include:

- dedicated academic counselors
- two in-class counselor visits
- embedded course tutor
- interactive, group based learning
- faculty trained in non-cognitive pedagogical practices

Students were identified as intentional students (students who were aware of the program and chose to enroll in iPATH designated courses), and unintentional students (students who were unaware of the program but happened to enroll in an iPATH designated class). Preliminary results are promising. In the most recent semester for which we have comparative data, the average success rate for intentional iPath students is 82.6% compared to 75% for the campus average (Figure 4.1). A more detailed description of the iPath program can be found [here](#).

Supplemental Instruction

Funded by the Title III Federal Grant and the Basic Skills Student Outcomes and Transformation State Grant, faculty in the Science and Math Divisions experimented with offering three different models of supplemental instruction support sections: Teacher-Heavy, Teacher-Lite, and No-teacher. A STEM SI faculty inquiry group met monthly throughout the academic year to create and implement support sections for these models. The support sections were offered in Biology, Biomedical Science, Chemistry, Computer Science, and Math, with additional embedded and/or outside-of-class tutoring for every SI-supported class. STEM faculty created a STEM-specific tutor training program, in collaboration with the director of Learning Support Services and the Math Tutorial Lab. The first two-day tutor training was offered in Spring 2018.

Basic Skills Student Outcomes and Transformation Grant

The Basic Skills Transformation team has completed the following practices to promote student learning, achievement, and goal attainment:

English – Our focus for this period was introducing students and counselors to the new 2 unit course called ENG 101S: Writing Studio and explaining how they will benefit from this course. We spoke with individual students who will be eligible for the course and counselors who advise students to sign up for courses. We met with academic counselors in individual and group meetings and met with counselors from special programs such as Express to Success and EOPS to explain the Writing Studio course to them. Our goal was to educate them so that they could help students to understand the course and encourage those who could benefit from the course to enroll. Additionally, one member of our team attended almost all of our sections of English 100 and made presentations about the course in an attempt to recruit students. We also worked within our English department to present ENG 101S as a viable option to some of the mandates of AB705.

English Skills –After consulting with Administration and Counseling, we created a Personal Development course that intersects a model curriculum for First Year Experience with the course of record outline for PD 100. This course will be piloted fall 2018. We have worked with the director of our campus Guided Pathways to link this course to one of the Pathway pillars. We continued our professional development in Reading Apprenticeship. In May, we attended the Third Year Reading Apprenticeship Conference on best practices for creating a First Year Experience Seminar. Reading Apprentice Cohort One, comprised of English faculty, completed the first online training in May, including a four session Community of Practice seminar. We continued to develop and teach a series of Reading Workshops for students across the disciplines. We completed and will pilot in fall 2018 implementation of revised curriculum approach in specialized reading course for CTE: Reading for Nursing. We continue to explore the potential for ENG 103 modification into a UC transferable reading course. All of our work continues to be impacted by AB 705 implementation.

ESL – The ESL team continued a variety of activities this semester to work towards compliance with AB705 and completion of grant goals in the areas of curriculum, student support and professional

development. A survey was conducted of ESL students designed to learn more about student needs, goals and space in their life for learning. The results of the survey have undergone initial analysis for information that will impact redesign of our curriculum and student support services. We were able to secure ongoing funding for the previously temporary ESL Retention and Recruitment Coordinator this semester and reviewed/revised the job description and responsibilities of the position. In collaboration with English Skills, we continued review of non-cognitive assessment instruments currently in use or being researched. We continued participation on the campus-wide Outreach and Tutoring Advisory Committees. The ESL Writing Project, which included both credit and noncredit ESL faculty engaged in improving the writing program, held two additional workshops to standardize evaluation methods and create rubrics. We began planning for a parallel reading project beginning in Fall 2018. We anticipate that the two projects will inform redesign of curriculum. Rubrics were piloted during end of semester portfolio/department exam evaluation. Two ESL curriculum retreats were held, resulting in a tentative timeline for submittal of modified and new course proposals and identification for each team member of foci and community colleges for summer curricular and student support service research. One curriculum retreat included English division faculty, which resulted in a better understanding of how the two areas will work together to create a student pathway from ESL to college-level English. Campus AB705 core team and implementation teams were formed, along with an AB705 research team, which began work to identify data needed for AB705 implementation and ongoing evaluation. An AB 705 webpage was created by the campus AB705 core team with a Spanish language translation. An AB 705 Training and Tips document was created to help counselors advise students in their course planning.

Math – Finished up the redesign of Math 41. Continued research into AB705 and corequisites. Attended RP Group AB705 Workshop in April. Created Math Summer Institute to research best practices in teaching, models of corequisites, and create course outlines and curriculum. The Institute will occur in summer 2018, but the planning was completed in spring 2018. The group has also participated in two presentations from our DSPP office, one on accessibility and the other on neurodivergent students. Continued participation on Tutoring Advisory Committee (TAC) to address tutoring needs in mathematics, budget issues, and best practices and collaborating with the MathLab to allocate tutoring resources equitably, as well as explore more effective tutoring models for transfer level math courses.

Strategic Goal 1.6: Foster institutional improvement through professional development.

A total of 111 employees participated in the professional growth program in 2017-18. This included 97 classified staff and 14 managers.

In addition to the professional growth program, the college offers workshops throughout the year on a range of topics. To determine the most-needed topics, the Professional Development Advisory Committee (PDAC) conducts an annual needs survey. Due to the Thomas Fire and subsequent debris flow, we did not conduct an annual needs survey in 2017-18. Therefore, we used the prior year data. The

three top-ranked areas in which employees requested additional training were technology, teaching and learning, and leadership. Training sessions on these topics were offered at the subsequent All Campus Kickoff, and additional workshops are offered throughout the year. Workshop content is directly relevant to improvements that will benefit the institution. Workshops on team building and communication skills were also offered. [The Professional Development Annual Plan](#) includes a full description and analysis of the range of activities provided.

Affective Learning Institute

During the 2017-2018 Academic year we held two Affective Learning Institutes, one in January 2018 and the second in August 2018. Affective pedagogy, also known as non-cognitive pedagogy, or Social-Emotional Learning (SEL), emphasizes the foundational skills students need in order to best absorb, integrate, and apply course content. During this three-day (9-3:30) intensive institute, funded by the Title III Grant and facilitated by members of the SBCC faculty, a total of approximately fifty SBCC faculty and staff members and representatives from the University of Nevada, Las Vegas, learned to infuse new teaching and student success strategies directly into curriculum and campus programs. This experiential workshop explains major approaches to affective learning and presents evidence for how it works to support student success and persistence through the cultivation of a sense of academic and cultural belonging among students. Belonging is especially important at Hispanic Serving Institutions (HSI), as the research documents that one of the greatest inhibitors to success for Latino college students is the belief that one does not belong in higher education.

Affective Learning Institute (ALI) Conference

Thirty-five of the sixty-seven faculty and staff members who had completed one of the three (December 2016, May 2017, January 2018) three-day Affective Learning Institutes and participated in the monthly ALI Faculty Inquiry Group, attended the first ALI Conference and Retreat held May 23-25th at the Queen Mary Hotel in Long Beach California. The Conference and retreat provided ALI graduates the opportunity to gain deeper and richer knowledge about non-cognitive/affective pedagogy. This retreat focused on the equity-based foundation of non-cognitive learning and provided participants with an intensive series of workshops and activities to support the development of new approaches to curriculum design and campus program development.

A major objective of this conference, beyond extending knowledge about equity-based non-cognitive pedagogy and sharing best teaching and student support practices, was collaboration and community building among SBCC colleagues from across campus disciplines and programs, many of whom outside of the ALI would not have opportunities to meet, let alone collaborate. Together they form a cohort of colleagues charged with supporting the transformation of teaching, learning, and student support practices campus-wide. Conference participants had the the opportunity to participate in a series of optional activities designed for team-building, to facilitate collaboration, and to meet colleagues from across campus disciplines and programs. These activities included group meals, game playing, mindfulness practice, and experiential learning activities connected to workshop content including a haunted tour in which participants experienced the difficulties associated with learning and content retentions when under stress or in fear and a 4-D film screening in which participants were able to experience how multisensory content delivery supports learning and retention.

The Conference also provided an opportunity to support the complimentary work of two of our Federal grants. While the Conference was funded by the Title III grant, *Removing Barriers to STEM Success*, two of the Conference workshops introduced faculty and staff to upcoming professional development opportunities that will be funded by our new Title V Grant, *Student-Ready: Degree Completion for the Flexible Learner*. These opportunities described below include comprehensive anti-racism training and support for curriculum redesign through culturally responsive pedagogy.

Conference workshop highlights included the following:

- Supporting Formerly Incarcerated Students
- The Neuroscience of Fear, Learning, and Memory
- Crossroads Anti Racism workshop
- Theater of the Oppressed workshop
- Digital Redlining
- Culturally Responsive Pedagogy

Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.

Strategic Goal 2.1: Modernize the College’s facilities to effectively support teaching and learning.

The College has completed the projects funded from the 2008 Measure V Bond. The West Campus Center, the largest project funded by the Measure V Bond, was the construction focus of 2016-17. The West Campus Center opened in January of 2018. The list of facilities projects that have been completed since 2008 are described in the [Measure V Annual Reports](#). All Measure V funds have been spent with the completion of the West Campus Center.

Concurrently, the College initiated an update of the long-range Facilities Master Plan that is scheduled to be completed in 2019.

The college invested in repairs to the campus center infrastructure and equipment to extend the life of the building and provide a better communal area for students. Replaced outdated kitchen equipment to further support the Culinary Arts program.

With the deferred maintenance funding provided, we also completed a number of smaller scale facilities projects.

Focused Facilities effort on moving the College from emergency repairs to preventive repairs and scheduled maintenance.

Added air conditioning into four classrooms in the Interdisciplinary Center and are scheduled to install air conditioning in additional classrooms during the 2018 Winter intersession.

Made significant upgrades to the Orfalea Children's Center and to the Automotives Services and Technology program laboratory spaces.

Strategic Goal 2.2: Develop a culture of emergency preparedness.

The College has developed and implemented its emergency preparedness plan. Components of the Emergency Preparedness Plan that were implemented last year include:

- Training provided to district employees: Disaster Survival Skills, Safety Marshal Campus Evacuation Protocol, CPR/AED, CERT, Earthquake preparedness, and several campus-wide presentations about how to respond to active shooter situations.
- Communicated process of chain of command in the event of an emergency to Safety Marshals

- Completed the Emergency Notification System: Practice, Enhancement of infrastructure, selected a new comprehensive ENS system (ReGroup).
- Revamped and streamlined the Emergency Operations Plan document to provide a user friendly emergency guide and plan for the campus.
- Conducted Emergency Operations Support Staff training regarding FEMA and with County Office of Emergency Services and Conferences on Risk Assessment.
- Invested in emergency response supplies and equipment to assist in disaster response.

Responses to emergency situations

- The college has activated emergency closure of the campus in response to several natural disasters in our district: the Thomas Fire, Montecito debris flow, downed powerline.
- In response to the Thomas fire and the Montecito debris flow we hosted Red Cross shelters for displaced residents and emergency responders.
- We hosted Montecito Union School (K-6) while they were displaced due to the Montecito debris flow.

Strategic Goal 2.3: Improve the College's safety infrastructure.

Facilities and Operations staff has been provided with training on strategies they can use to improve campus safety, including but not limited to asbestos training, proper lifting techniques, forklift training, and dealing with blood borne pathogens.

The pathways around campus are regularly monitored, and uneven concrete slabs that pose a tripping hazard have been repaired.

The full-time staff in Campus Security completed training on how to investigate minor crimes and received training on laws pertaining to making arrests.

We continue to test our access control (i.e., locks) to insure the ability to lock down the entire campus in the event of an emergency.

We continue to monitor, repair, and improve the campus exterior lighting.

The crime statistics for 2015 through 2017 are available on the campus security website along with the Clery Annual Security Report [here](#).

Continued to work with local law enforcement regarding threat assessment and appropriate response.

Strategic Goal 2.4: Implement sustainable environmental practices.

The College began the process of updating its 2014 [District Sustainability Plan](#), with a planned completion in Dec. 2018. This comprehensive plan includes meeting aggressive objectives in such areas as water conservation and reduction of use, decreasing the use of fossil fuels, improving storm watersheds, and promoting alternative transportation ([Executive Summary of Objectives](#)).

The College received awards for our sustainability practices: Energy Efficiency and Sustainability Best Practices Award for sustainable transportation; Green Award for sustainable transportation.

The new West campus building achieved Leadership in Energy and Environmental Design (LEED) Platinum status. See this [link](#) for more information about LEED green building rating system.

The College began a new [sustainability workgroup](#) to support the district's sustainability plan and to coordinate staff, faculty, and students' efforts on sustainability projects.

The College had a 10% reduction in single occupied vehicle commutes from 2016 to 2018. The College has seen a [22% decrease since 2014](#), when the transportation incentive program was implemented.

Hosted a zero waste event at the LEED Platinum dedication of the West Campus Center that showcased the campus' commitment to becoming a zero waste campus.

The campus performed a waste audit in Fall 2017, showing a 51% percent diversion rate from landfill.

The campus expanded reclaimed water lines resulting in 98% of the campus being irrigated with non potable water.

Developed inventory of current building metering and have developed a roadmap and implementation plan for installing building metering throughout campus once funding becomes available.

Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.

The process of developing the College's budget focuses on balancing enrollment, human resources, finances, and physical infrastructure. In an effort to be aware of potential challenges and opportunities, a major emphasis has been placed on developing five-year fiscal projections. To create the projections, enrollment, human resources, revenues, and expenditures were researched and analyzed. The five-year fiscal projections indicated that if no changes occurred, the college would be deficit spending through 2021-22.

In order to address the projected deficits, the college has been actively engaged in campus-wide dialogue to develop a multi-level approach to bring the budget in balance.

Establishing targets for college size and increasing class efficiency are critical components of the plans to achieve a balanced budget by 2019-20. Through work with the college's governance groups, an Abbreviated Strategic Enrollment Management Plan (ASEMP) is under development.

In addition to the college size and class efficiency targets in the college's credit programs, the college is also working to grow our noncredit offerings through the School of Extended Learning. The growth in this area will play a significant role in helping bring the college back to a balanced budget.

Finally, as 88% of the college's budget is devoted to salary and benefits, large-scale changes in the budget are closely tied to staffing levels. A reduction in staff will result in significant budget savings. To address this workload reduction in a fair and equitable manner, the Workforce Reduction through Attrition Plan (WRAP) was established and is administered by a sub-committee of CPC. Through this process, as well as through a Supplemental Early Retirement Program, the district had significant reductions to payroll expenditures, which led to the District ending fiscal year 2017-18 with a one time surplus in the Unrestricted General Fund.

While the District had a surplus in 2017-18, many of the savings were one time in nature, and the District is still experiencing a structural deficit. It is important that the college continue to make progress on the deficit reduction strategies mentioned above.

Current five-year projections show a balanced budget in 2020-21.

Strategic Direction 3: Use technology to improve college processes.

Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.

Reduce paper forms and repetitive data entry:

We continue to implement and support Document Management (ImageNow and WebNow owned by Hyland) in Admissions and Records, Human Resources, International Students, Financial Aid, Student Services, EOPS and DSPS. We are currently building online forms and workflow for Admissions and Records.

Expand usage of Tableau that includes training for independent use and increase report options for self-service:

Institutional Assessment, Research, and Planning has added additional Tableau users, carried out in person training, as well as group training sessions, and continued to develop data dashboards to meet the growing demand for data-informed decisions. During group trainings and interdepartmental meetings, we check and add new users as needed. We have hosted group training sessions for new faculty. To meet more unique individual demands, we have carried out several in-person training sessions as well.

Continue training on the use of Google G Suite:

During Fall and Spring, 2017- 2018, ten workshops of Google tools were offered through the Faculty Resource Center. These workshops were open to all employees.

Increased use of VDI to support labs, classrooms, and faculty/staff desktops:

During the 2017-18 fiscal year, IT worked with the Computer Application Department to build 30 virtual desktops for instructional use as a pilot for the Business Division Labs. That project was successful and demonstrated a much larger need for our Virtual Desktop Infrastructure to be scaled for use by all Business Division computer labs, Computer Applications courses, and Computer Information Systems courses. The IT Department has utilized a hybrid virtual desktop infrastructure, Unidesk and VMware, to meet the campus needs. Unidesk was acquired by Citrix, which quickly raised licensing costs to a level that could not be financially sustained by the college. For that reason, IT transitioned to a pure VMware environment over the 2017-18 fiscal year.

Continually upgrade Wifi equipment to support mobile computing:

All classrooms and labs on the main campus have been outfitted with wifi access. We continue to expand wireless coverage as needed to accommodate the increasing number of cabinets of mobile devices being added to classrooms. The majority of classrooms at Wake and Schott have sufficient wifi access, and efforts are underway to increase the available bandwidth and coverage at those locations.

Continue to support Starfish (early alert and scheduling):

In accordance with the chancellor's office initiatives, we continue to implement Starfish, a student success and retention tool that helps our institution develop deeper insights and act more quickly to impact student success and improve student outcomes. The Starfish platform is a campus-wide initiative and we are currently using the Early Alert system with progress surveys and Counseling appointment tracking. We are expanding its usefulness into specialty programs and Advisor usage, hoping to get complete usage on campus by the end of the year.

Provide leadership and technical support for campus wide initiatives (e.g. Starfish, Banner XE, Room Scheduling, Emergency Messaging, Website Redesign):

Several of these projects are complete. New initiatives have emerged and will be noted in the revised District Technology Committee Plan. The Banner 9 upgrade is in progress and we are now live on the administration pages. We are also making progress on moving our Banner system into Oracle's Cloud infrastructure. The SBCC Website redesign is also in progress with the design phase slated to be completed in January 2019.

Review and implement a log analyzer and remediation application:

This project has been completed with the implementation of the enterprise-level log analyzation solutions Splunk, Stacksware, and Graylog.

Install a patch management solution:

This project is in our queue. We are in the beginning stages of conducting research, evaluation, and demonstration of solutions that can affordably meet our needs for patch management, with the intent to select a product for a pilot implementation mid-2019.

Enhance security practices across all areas of our technological environment:

In the past year we have implemented improvements in our security posture through the implementation of several critical enhancements to our infrastructure: Deployed enterprise solutions for security log analyzation and management (Splunk, Stacksware, Graylog); improved password management and implemented multi-factor authentication (PortalGuard); obtained better control of where personally identifiable and sensitive information is stored in our on-premise and cloud storage, and how that information is shared (Cloudlock, Spirion, Sharefile); began the elimination of shared and/or generic accounts; improved processes for hardware/software inventory and patch management of desktops; and began the process of removing Administrative rights from staff and faculty desktops while still providing end-user ability to elevate rights for specific applications and updates (Avecto).

In the past we established the Information Security Group (subgroup of DTC) to periodically review and discuss improvements of the security infrastructure, procedures and policies of the college in a shared governance environment; Initiated the creation and documentation of a formal Incident Response Plan (this effort is underway). We also created in-person security training for all staff and faculty (delivery of

training is ongoing) and began aligning security practices to the CIS Security Controls, a prioritized set of actions to protect the college and data from known cyber attack vectors (ongoing).

Ensure the provision of universal access to technology across the campus environment by ensuring that assistive technology hardware and software for individuals with disabilities are integrated in the planning process:

The Technology Access Group (TAG) continues to work together to create a universally designed campus to ensure that students have access to assistive technology on the main campus as well as Schott, Wake and Cosmetology centers.

Continue working with the Chancellor's Office to establish guidelines which will enable campus technology procurement and renewal to meet state and federal compliance with ADA and Section 508: Laurie Vasquez is appointed to serve on the Chancellor's Office Telecommunications and Technology Advisory Committee (TTAC) as the representative for the Academic Senate of the California Community Colleges. She will continue working on the accessibility workgroup to create resources for the system.

Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.

ITC, COI and FRC will take a leadership role in communicating examples of innovative use of technologies to improve student learning:

The FRC continues to demonstrate examples of innovative technologies at COI and in FRC small group workshops. A recent example is "Using the Harmonize MultiMedia Discussion tool to Increase Student Engagement." ITC continues to support faculty in the review and selection of new and emerging instructional technology through the program review process.

Through email and committee agendas, ITC and COI distribute and discuss research findings that focus on student learning as it relates to instructional technologies:

The FRC website contains links to student learning as it relates to instructional technologies. We provide links to instructional and non-instructional technology tutorials as well as to teaching tips/strategies.

Hold workshops, symposia, campus in-service training, and retreats that focus on instructional technologies:

The FRC offers workshops throughout the semester, in-service, and during intersessions on pedagogy to improve student learning. A recent example includes "Using the Online Educational Initiative's Course Rubric" to improve course design, student participation and interaction, and success. They provide support for faculty to attend conferences such as the Online Teaching Conference and EDUCAUSE Learning Initiative.

The Faculty Resource Center will develop an online orientation that will help faculty become engaged and aware of technology options at SBCC:

The online orientation has been developed but will continue to be updated as the college adds new technologies to its offerings. The orientation can be accessed on the Faculty Resource Center website.

Provide opportunities for faculty training in creating accessible instructional materials:

The Faculty Resource Center continues to offer workshops on creating accessible PDF, Google Drive, and Canvas course materials. These workshops are listed in the college's Flex catalog and may be attended by any SBCC staff. The title of the workshop is "Creating an Accessible PDF, Google Doc, and Canvas Web Page." The Assistive Technologies Specialist continues to meet with faculty to ensure accessible instructional materials are being created for classroom instruction (captioning, accessible open educational resources, training on assistive technologies for classroom instruction).

Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.

Continue to assess Identity Management Systems to automate account provisioning and deprovisioning. Implement tools to assist in this area:

Although we have not made progress on a complete Identity Management System, we have begun updating our processes for account creation and account updates. We now have a well-documented process for when accounts become active and when they should be de-activated.

Assess password management and reset applications to assist with a secure user account environment that is easy to use:

This goal was accomplished with the PortalGuard implementation.

Install a Room Management System to integrate with our Student System, CLL Scheduling, and Community Services:

All district locations are scheduled and managed through the 25Live platform. We will continue to iterate on using the platform to incorporate other services such as facilities, food, and security.

Provide technical support for data imports, exports and single sign-on, with third party vendors (e.g. SARS, PyraMED, Maxient, GradesFirst/OnTrack, Degree Works, Curricunet Meta):

This is a critical ongoing effort for our Information System Specialists. This last year we worked on integration with Elumens, Starfish, 25Live Room Scheduling, Concur (credit card reconciliation), Degree Works and others.

Strategic Direction 4: Involve the College community in effective planning and governing.

Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.

Academic Senate

In the last academic year, the Academic Senate president worked with both senate and college-wide committees to appoint faculty representatives. This allowed for the exchange of information both from and to the Academic Senate, allowing us to be better engaged in projects and initiatives outside our immediate purviews. Also the senate president worked with divisional senators to monitor the “college service” requirement listed in AP 7210, “College Employees, Faculty,” to ensure all full-time faculty member were engaged in some kind of campus service outside their primary job descriptions. Senate leadership also re-committed itself to early preparation of the public meeting agenda and all supporting documents to honor both the letter and the spirit of the Ralph A. Brown Act, California’s open meeting law. Finally, in June 2018, the incoming senate president participated in a three-day leadership institute sponsored by the Academic Senate for California Community Colleges in which she received training in governance responsibilities and techniques to improve institutional engagement.

California School Employee Association

CSEA, the California School Employee Association, and its CCG, Classified Consultation Group, provide classified staff the opportunity to participate in college service and governance. Classified staff from all areas of the college volunteer to serve on the CCG and become involved in college issues. The CCG meets bi-monthly, giving the staff a chance to discuss college issues. Many of the staff also serve on college-wide committees, like the College Planning Council, the District Technology Committee, the Professional Development Advisory Committee, the Program Evaluation Committee, the Facilities and Safety Committee, the Budget Resource Allocation Committee, and the EEO Advisory Committee. Classified staff are also involved with the new college initiative, Guided Pathways.

Advancing Leadership Association

The Advancing Leadership Association (ALA) is a governance and consultative body that represents deans, managers, and supervisors as one group under the Advancing Leadership Agreement. The primary purpose of this association is to represent its members in participatory governance and negotiations with the District on matters relating to benefits, grievance process, contracts, and other related administrative procedures. This purpose has been achieved by inclusion of representatives on college committees and in the negotiation processes.

Strategic Goal 4.2: Improve communication and sharing of information.

The college website is scheduled for a major redesign expected to launch in Spring 2019, with a particular emphasis on improving access to information and access via mobile devices. A major goal of the website redesign is to make it easier for students to navigate the enrollment process and access student support services. Our website analytics indicate that about 40% of the visits are from mobile devices.

The College has instituted newsletters in order to share regular information and updates to our stakeholder groups. A community newsletter is distributed each month as well as an internal Staff/Faculty newsletter.

Another source of information for college data is Tableau. The amount and variety of college data available through Tableau continues to increase, as does the usage by faculty and staff.

Strategic Goal 4.3: Strengthen program evaluation.

The Program Evaluation Committee submitted recommendations to CPC on changes that would enhance the effectiveness of the College's program review process. The recommended changes were approved by CPC and were implemented. These changes include:

- Add the ability to embed graphics into answer fields.
- On the "Stats 1" tab, question e, modify the equity question. The way to address this question may differ by program, particularly for programs in which student numbers in a particular equity population are too small to draw statistically significant conclusions.
- For the "Stats 2" tab, question #5, strengthen the question. Information about the budget is often minimal, but resources are critical to creating suitable solutions.
- On the fifth tab, "Program Info," modify language as follows, with green reflecting new language: **Collaboration across programs is expected in order to maximize effectiveness. Please describe your collaborative efforts with other programs.** Offer an assessment of the successes and challenges in working with these units.
- Revise the "Goals" tab to reflect a new order of questions, to add definitions for some terminology, and to delete the last column.

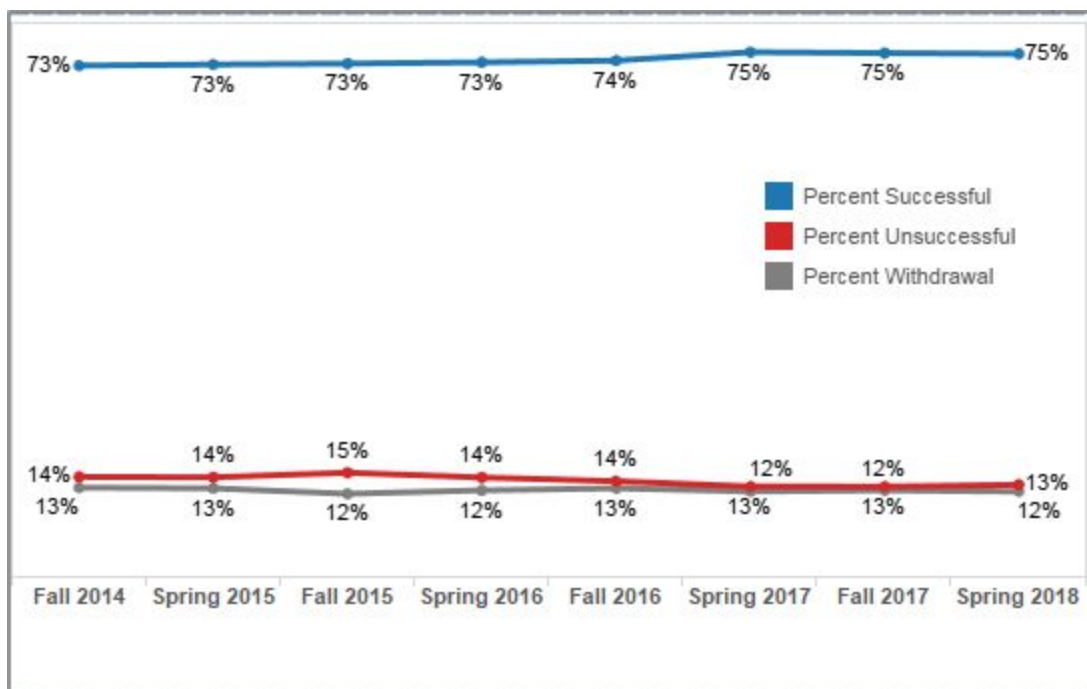
PART 4: QUANTITATIVE MEASURES

The Educational Master Plan includes a list of quantitative measures used to evaluate progress on each of the Strategic Goals. Most of those metrics deal with student academic outcomes, such as successful course completion rates and the number of degree and certificate awards. These measures are included in **Strategic Direction 1: Foster student success through exceptional programs and services.**

Metric #1: Successful course completion rates.

The college's successful course completion rates have remained stable for the last 4 years with only minor variation between terms (Figure 4.1).

Figure 4.1: Successful Course Completion Rates



Note. A successful grade is defined as C or higher, or Pass for Pass/No-Pass courses. The completion rates in this figure are for credit courses.

Course Success by Modality

The successful course completion rates in fully online classes continue to be lower than they are in face-to-face classes. However, successful course completion rates in hybrid classes have increased over the last five semesters to almost the rate of those in face-to-face classes (Table 4.1, 4.2, and 4.3).

Table 4.1: *Success Rates for Face-to-Face Courses*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Records	46,159	43,728	43,384	39,985	38,883	36,150	38,333	35,252
Successful Grades	34,632	33,024	32,775	30,248	29,566	27,808	29,453	27,057
Percent Successful	75%	76%	76%	76%	76%	77%	77%	77%

Note. The counts in this table are for grades in credit courses.

Table 4.2: *Success Rates for Fully Online Courses*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Records	7,751	8,522	8,359	8,361	8,429	8,426	8,540	8,493
Successful Grades	4,861	5,335	5,254	5,299	5,367	5,584	5,614	5,572
Percent Successful	63%	63%	63%	63%	64%	66%	66%	66%

Note. The counts in this table are for grades in credit courses.

Table 4.3: *Success Rates for Hybrid Courses*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Number of Records	1,787	1,586	1,646	1,519	1,415	1,560	1,591	1,407
Successful Grades	1,172	1,038	1,083	1,061	983	1,114	1,163	1,074
Percent Successful	66%	65%	66%	70%	69%	71%	73%	76%

Note. The counts in this table are for grades in credit courses.

Course Success by Ethnicity

There is evidence of a disproportionate impact in three of the six ethnicities during the 2017-18 academic year (Table 4.4). The disproportionate impact for American Indians and Alaskan Natives was reduced within the margin of error in Spring 2015 through Spring 2017, but increased again in Fall 2017 and Spring 2018. The disproportionate impact for Hispanics was stable and close to the margin of error between Fall 2014 and Fall 2016, and also in Fall 2017 and Spring 2018. In Spring 2017, the disproportionate impact for Hispanics increased to 5%. The largest disproportionate impact is for Black/African Americans. From Fall 2014 to Spring 2018, the impact has ranged from 18% to 11% with an average of 15% below the term mean. Spring 2017 recorded the lowest disproportionate impact at 11% for Black/African American students.

Table 4.4 *Ethnicity Category Success Rate Differences from Term Mean with Margin of Error*

	Fall 2014 % (ME)	Spring 2015 % (ME)	Fall 2015 % (ME)	Spring 2016 % (ME)	Fall 2016 % (ME)	Spring 2017 % (ME)	Fall 2017 % (ME)	Spring 2018 % (ME)	Mean Δ
2 or More Races/Other	3% (2%)	1% (2%)	1% (2%)	3% (2%)	1% (2%)	1% (2%)	5% (2%)	4% (2%)	2%
Am. Indian/ Alaskan Native	-8% (6%)	-3% (6%)	-2% (6%)	-4% (6%)	2% (7%)	2% (7%)	-8% (7%)	-9% (7%)	-4%
Asian/Filipino/ Pacific Isl.	13% (1%)	11% (1%)	12% (1%)	12% (1%)	9% (1%)	8% (1%)	11% (1%)	10% (1%)	11%
Black/African American	-17% (2%)	-16% (2%)	-17% (2%)	-18% (2%)	-16% (2%)	-11% (2%)	-15% (2%)	-12% (3%)	-15%
Hispanic	-1% (1%)	-2% (1%)	-2% (1%)	-1% (1%)	-3% (1%)	-5% (1%)	-2% (1%)	-2% (1%)	-2%
White	10% (1%)	9% (1%)	8% (1%)	9% (1%)	7% (1%)	5% (1%)	9% (1%)	8% (1%)	8%
<i>Term Mean</i>	<i>68%</i>	<i>69%</i>	<i>70%</i>	<i>69%</i>	<i>71%</i>	<i>74%</i>	<i>71%</i>	<i>71%</i>	

Note. ME = Margin of Error. Term Mean is the unweighted mean within a term. Mean Δ = the mean difference from the Term Mean for an ethnic group across all terms. The percentages reported in this table are the differences for each ethnic group from the Term Mean. For example, in Fall 2014 the 3% reported for “2 or More Races/Other” is the difference between the actual success rate of 71% for this group and the Term Mean of 68%. The Margin of Error is based on the number of records in each group. When the difference from the Term Mean is outside of the margin of error, the difference is unlikely to be due to chance variation.

Metric #2: Persistence

Persistence is defined as the percentage of degree or transfer-seeking first-time credit students enrolled in a given term who return and enroll in the following term. Second term persistence is, for example, students who started in fall 2011 who were also enrolled in spring 2012. Third-term persistence refers to students who enrolled in a given term and who were also enrolled in the next two consecutive terms: for example, students who started in fall 2011 who were also enrolled in spring 2012 and fall 2012. We typically disregard summer terms when measuring persistence.

The fall 2017-to-spring 2018 second-term college persistence rate remains stable at about 84% (Table 4.5). The fall 2017-to-fall 2018 three-term college persistence rate increased from the prior year and is at the highest level in the past seven years at 66.1%.

Table 4.5 *Fall to Spring Second Term Persistence and Fall to Fall Third Term Persistence*

Period	Second Term Persistence	Period	Third Term Persistence
Fall 2017 to Spring 2018	84.3%	Fall 2017 to Fall 2018	66.1%
Fall 2016 to Spring 2017	84.8%	Fall 2016 to Fall 2017	64.2%
Fall 2015 to Spring 2016	83.7%	Fall 2015 to Fall 2016	60.4%
Fall 2014 to Spring 2015	84.5%	Fall 2014 to Fall 2015	60.9%
Fall 2013 to Spring 2014	84.6%	Fall 2013 to Fall 2014	59.8%
Fall 2012 to Spring 2013	83.6%	Fall 2012 to Fall 2013	60.8%
Fall 2011 to Spring 2012	86.2%	Fall 2011 to Fall 2012	61.9%

Note. Each fall cohort consists of first-time students at SBCC who are enrolled in at least one credit course, and who indicated on their application an educational goal of completing a degree and/or transferring to a four-year institution.

Metric #3: Degree and Certificate Awards

There has been a substantial increase in the number of associate degrees awarded in 2016-17 and certificates awarded in 2015-16 compared to other years (Table 4.6). The introduction of the Associate Degrees for Transfer and changes in the criteria for earning a certificate may have contributed to these increases, similar to what has taken place at other California community colleges. Nevertheless, the increases in certificates and degrees in the past few years is very impressive.

Table 4.6 *Degree and Certificate Awards*

Year	Degrees			Certificates			Total
	A.S.	A.A.	Total	60+ Units	30 to <60 Units	18 to <30 Units	
2017-18	461	1,985	2,446	55	1,088	93	1,236
2016-17	485	1,988	2,473	41	1,203	119	1,363
2015-16	304	1,554	1,858	46	1,453	141	1,640
2014-15	288	1,572	1,860	65	1,051	106	1,222
2013-14	286	1,477	1,763	5	1,150	130	1,285
2012-13	280	1,420	1,700	18	954	147	1,119
2011-12	230	1,519	1,749	37	855	129	1,021
2010-11	235	1,397	1,632	11	922	101	1,034
2009-10	242	967	1,209	37	837	105	979

Note. Year is from July 1 - June 30. A.S. stands for Associate of Science and A.A. stands for Associate of Arts.

Metric #4: Transfers to 4-Year Institutions

There has been a steady increase in the number of the college's students who transferred to a four-year college or university. The majority of increases in transfers in 2014-15 and 2015-16 was to the CSU system, and just in the last year there was a sizeable increase in transfers to UC schools.

Table 4.7 *Transfers to 4-Year Institutions*

Year	UC	CSU	In-State		Total
			Private	Out-Of-State	
2016-17	725	508	155	314	1,702
2015-16	576	587	129	305	1,597
2014-15	561	537	143	243	1,484
2013-14	565	487	145	245	1,442
2012-13	518	461	122	234	1,335
2011-12	517	531	141	215	1,404
2010-11	566	499	134	222	1,421
2009-10	656	351	147	218	1,372

NOTES:

- UC transfer data is from the UCOP Infocenter at www.universityofcalifornia.edu/infocenter
- CSU transfer data is from CSU Analytic Studies at www.calstate.edu/as/ccct/index.shtml
- In-State Private and Out-Of-State data is from the Chancellor's Office Datamart at datamart.cccco.edu