

**Santa Barbara City College  
College Planning Council  
Tuesday, November 19, 2013  
3:00 – 4:30 p.m.  
A218C**

**Minutes**

**PRESENT:**

L. Gaskin, President and Chair  
L. Auchincloss, President, CSEA  
P. Bishop, VP, Information Technology  
P. Butler, Chair, Planning & Resources Committee  
R. Else, Sr. Director, Institutional Assessment,  
Research & Planning  
P. English, VP, Human Resources  
J. Friedlander, Executive VP, Ed Programs  
J. McPheter, Classified Staff Representative  
M. Medel, Supervisor Bargaining Unit  
K. Monda, Academic Senate Representative  
K. Neufeld, President, Academic Senate  
K. O'Connor, Academic Senate Representative  
C. Salazar, Classified Staff Representative  
J. Sullivan, VP, Business Services  
L. Vasquez, VP, Academic Senate  
D. Watkins, Managers Group Representative

**GUESTS:**

C. Alsheimer, Academic Senate  
S. Buffon, The Channels  
A. Curtis, Student Services  
L. Maas, Controller  
L. Stark, Instructors' Association  
N. Steil, Student Senate

**ABSENT:**

E. Katzenson, AS President

**1.0 CALL TO ORDER**

**1.1 M/S/C (Butler/Sullivan) to approve the 11/05/13 CPC minutes. The motion passed with 14 in favor and one abstention.**

**2.0 ANNOUNCEMENTS**

- 2.1 Nicholas Steil was introduced as a temporary substitute for AS President Elie Katzenson. Mr. Steil is a member of the Student Senate.
- 2.2 Dr. Gaskin announced that the ranking for facilities projects is open until 5:00 p.m. on Friday, November 22, 2013. The ranking scorecard has been shared with the council on Google drive.

### 3.0 INFORMATION ITEMS

#### 3.1 Replacement of Budgeted Positions – P. English

Security Supervisor and Security Coordinator – J. Sullivan (Att. 3.1A and 3.1B)

Mr. Sullivan explained that, as part of the reorganization of the Security Department, two new positions are needed, Security Supervisor (Supervisor/Management) and Security Coordinator (Classified). The position of Security Coordinator will replace the current position of Sr. Office Assistant. Both positions will support the Director of Security, who is in need of additional assistance due to a substantial increase in workload and responsibilities. The supervisor position will be responsible for many of the day-to-day duties that the Director now performs. The coordinator position will report to the Security Supervisor. Neither position will impact the General Fund.

Admissions & Records Director – A. Curtis (Att. 3.1C)

Ms. Curtis reported on the recent changes that have taken place in Admissions and Records, prompting the need for a reorganization of the department. The position will replace the current Admissions & Records Supervisor position and report to the Associate Dean of Educational Programs. It will require an additional \$30,000 from the General Fund.

### 4.0 DISCUSSION ITEMS

#### 4.1 Proposal to Offer a Second Six-Week Summer session Beginning in 2015 – J. Friedlander (Att. 4.1A, 4.1B, 4.1C)

Dr. Friedlander reported on the student and faculty surveys he conducted, discussions in the Academic Senate and Student Senate, and his research of other institutions regarding the proposal to offer two consecutive summer sessions beginning in 2015. He noted that the Academic and Student Senates approved of the proposal. He agreed to form workgroups to address Student Services' and faculty's concerns. He further noted that a second summer session would allow students to progress and complete their requirements more timely.

Discussion ensued. Concerns included the time allotted between terms for the submission of grades, the impact on student support services, as well as faculty and staff vacation times.

Dr. Friedlander agreed to create a calendar, similar to Program Review's, that would define the planning process and provide a timeline. He will also provide a cost analysis based on information submitted by department heads on the fiscal impact of a second summer session to their individual departments.

#### 4.2 Reflections on SBCC 2013 Survey Conducted October 2013-Results – R. Else (Att. 4.2)

Robert Else reviewed the latest Accreditation Task Force survey. He briefly reviewed the four basic areas covered by the survey: mission planning and budgeting, student learning, resources, and leadership and governance. There was a 22% overall response rate. It was noted that the survey will be performed on an annual basis. Questions and discussion ensued.

**4.3 CPC Workgroup on Staffing Priorities – P. Bishop (Att. 4.3)**

Paul Bishop reviewed the guidelines delineated in Attachment 4.3, CPC Classified Staff Hiring Process. Kathy O'Connor asked the council to review the process's criteria and to bring feedback to the next CPC meeting. A brief discussion followed about grant funded positions. It was agreed that further clarification was needed on this issue and that it should be brought back to CPC for further discussion.

**4.4 Ranking Resource Requests – P. Butler**

Priscilla Butler informed the council that Planning & Resources will be reviewing items at their next meeting on November 26, 2013. She requested guidance on ranking submissions, in particular those items that have been ranked something other than a "1" by individual departments. It was agreed to bring this agenda item to the next CPC meeting on December 3, 2013 for action.

**6.0 ADJOURNMENT**

6.1 The next regularly scheduled CPC meeting will be held on Tuesday, December 3, 2013 in Room 218C, 3:00-4:30 p.m.

DRAFT November 22, 2013

SANTA BARBARA CITY COLLEGE

**EDUCATIONAL  
MASTER PLAN**

**2014**

DRAFT November 22, 2013

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Foster student success through exceptional programs and services.

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Provide facilities and institute practices that optimally serve College needs.

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GLOSSARY

## 1.0 INTRODUCTION

### 1.1 The Nature and Purpose of the Educational Master Plan

Santa Barbara City College's Educational Master Plan (EMP) enacts our Mission and Core Principles by placing those statements of values and purpose at the forefront of our planning efforts. Specifically, the EMP creates the context and structure through which the College identifies and pursues the strategic directions and goals which advance our mission and which ultimately support teaching, learning, and student success and goal attainment. As a master plan, the vision embodied here is forward-looking and provides focus for the institution as we engage students in their education.

#### **Our Mission**

As a public community college dedicated to the success of each student . . .

Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all.

#### **Our Core Principles**

Santa Barbara City College's core principles guide all aspects of instruction, organization, and innovation:

- Student-centered policies, practices, and programs;
- Shared governance;
- A psychologically and physically supportive environment;
- A free exchange of ideas across a diversity of learners; and
- The pursuit of excellence in all college endeavors.

## **1.2 The Educational Master Plan Development Process**

This section briefly describes the steps involved in the development of the Educational Master Plan. More details can be found in Appendix A.

The Integrated Planning Workgroup (IPW) was formed early in the process to act as the coordinating and review body. The process began with workshops to solicit proposed Strategic Directions from a broad range of constituents. The resulting themes were gradually refined and distilled down to a final set of four Strategic Directions. The IPW then added a small number of draft Strategic Goals under each, based on all the information and discussions in the prior steps. Feedback from constituents was solicited and incorporated at each step to help insure that the final results best represent the aspirations of the institution.

Please see Appendix A for a more detailed description of the steps in the EMP development process.



## 2.0 INTEGRATED PLANNING

This section describes Santa Barbara City College's integrated planning process, and provides a conceptual model of the main components of the process.

### 2.1 SBCC's Integrated Planning Process

The College's Mission and Core Principles, developed and refined through broad-based consultation, inform all aspects of the planning process, including the College's four major planning documents:

- 1. Educational Master Plan:** The EMP integrates all planning processes at the College and guides decision-making. It outlines a comprehensive, long-term strategy for the College.
- 2. Facilities Master Plan:** The FMP guides the District's future growth and development based on the goals established by the Educational Master Plan. The FMP addresses needs for high quality instructional, student support and work spaces, sustainable development and operations, and an attractive campus environment conducive to learning.
- 3. District Technology Plan:** The DTP documents processes for adopting new technology, as well as for optimally maintaining existing technology. Plans for integrating new technology take into account the impact on human, financial, and physical resources, including training needs for faculty and staff.
- 4. Distance Education Plan:** The DEP focuses on teaching practices, professional development, and student success as it relates to the delivery of online instruction as one teaching modality. It links with the EMP, FMP, and DTP to establish the role of online instruction within the College's overall course offerings.

All four of these plans require regular, consistent forms of measurement, including but not limited to those in the Chancellor's Office Scorecard and the SBCC Institutional Effectiveness Report. Longer term processes, the three-year midterm report and six-year accreditation cycle, are a focal point for broad-based, deep evaluation of all of our planning processes.

The plans also go through our consultation process annually, making them responsive to the College's changing needs and circumstances. The College Planning Council, chaired by the Superintendent/President with representation from administration, management, faculty, staff,

and students, serves as the primary forum for this consultation process. These representatives communicate with and gather input from their respective constituent groups.

Within the annual planning process, Program Review is central. The Program Review process allows all departments, programs, and areas of the College to evaluate and improve how successfully they are fulfilling the College's mission and core principles and to connect their planning to the College's Strategic Directions and Goals. At the same time, Program Review allows individual departments, programs, and areas of the College to contribute new ideas to the four major planning documents through input from the Program Evaluation Committee (PEC). This committee, with College-wide representation, analyzes and reports on the Operational, Instructional, and Faculty-Led Student Services Program Review.

The Program Review process is on a three-year cycle, with annual updates for resource requests and analysis of progress towards goals. The annual resource requests from Program Review go through various consultation processes to be evaluated and ranked, with CPC making final recommendations for funding. Program Review allows each department, program, and unit to define its mission, describe how it contributes to the mission of the College, identify particular goals it wants to achieve (largely but not exclusively tied to the College's Strategic Directions and Goals), outline the strategies it will use to accomplish those goals, and reflect upon progress made towards past goals.

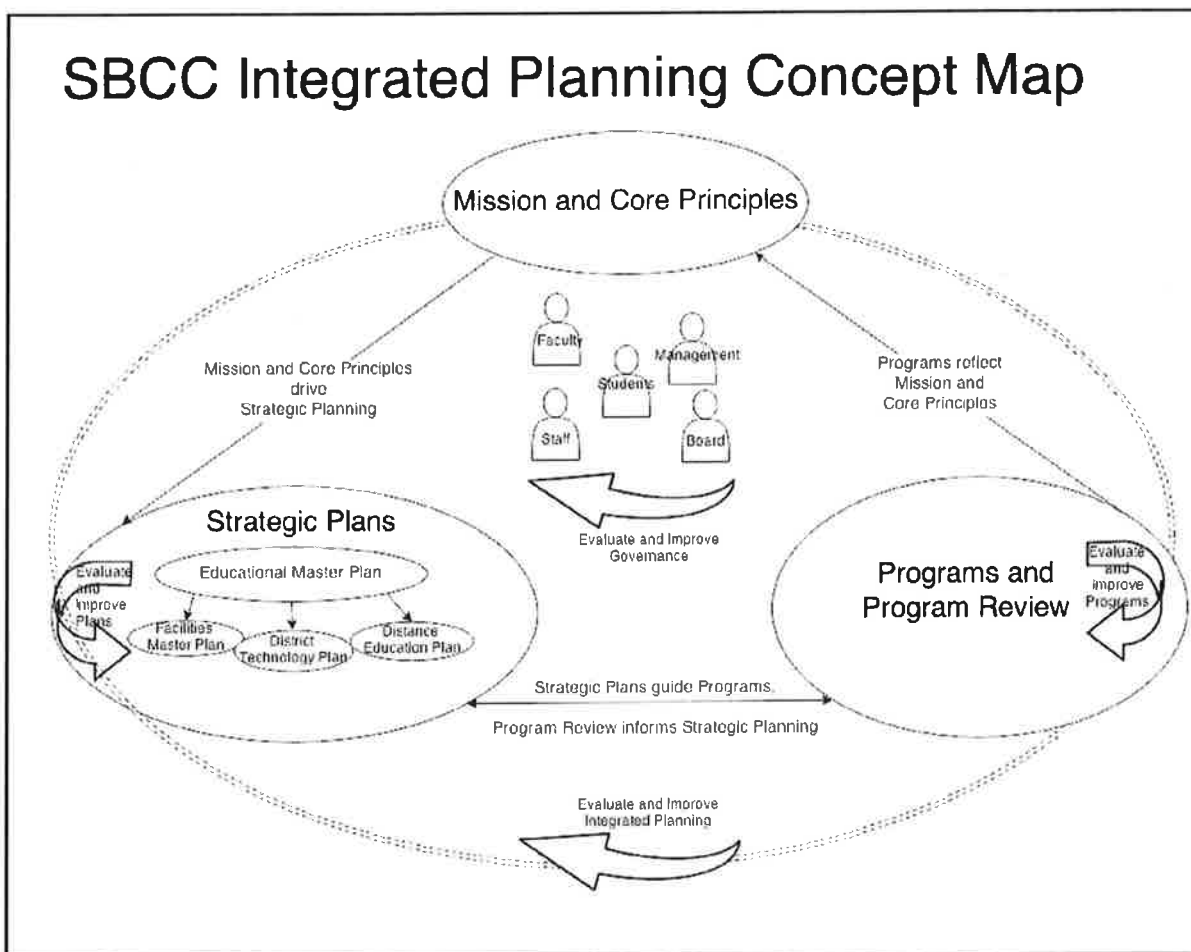
Program Review also provides an opportunity for departments, programs, and units to analyze data relevant to their performance, thus linking to the ongoing cycle of assessment and improvement. For the Operational Program Review, units identify the data they will collect over the coming year and design a customer service survey for their unit. They also provide a self-assessment of their unit, identifying both strengths and areas for improvement. For Instructional and Faculty-Led Student Services Program Review, the data reviewed includes enrollment and/or usage trends as well as student performance data based on Student Learning Outcomes at the course, department/program, and institutional level. Finally, Program Review also affords an opportunity for departments and programs to update Course Outlines of Record, to identify ways to collaborate with other units across the College, to design outreach activities with local schools and the larger community, and to make recommendations for ways to improve the Program Review Process.

The planning cycle is ongoing, cyclical, and iterative. It relies on continuous conversation between and among the various planning groups and allows for any group to feed into the planning process.

## 2.2 Integrated Planning Concept Map

This diagram shows the primary components of Santa Barbara City College's integrated planning process, and their connections to each other. People are central to the model, with students at the core. People express their will through the governance process, giving rise to the Mission and Core Principles, which in turn drive Strategic Planning. The Educational Master Plan, with the SBCC Strategic Directions and Strategic Goals at its core, drives all other strategic plans. Strategic plans and Programs interact bidirectionally. Because of these linkages, Programs in turn reflect the Mission and Core Principles.

Regular evaluation and improvement at every level comprise a key element of Strategic Planning, Programs, Governance, and the Integrated Planning cycle itself.



### 3.0 Strategic Directions and Strategic Goals

This section lists the Strategic Directions and Strategic Goals that were the product of broad-based constituent input across the college. As described in Section 1.2, what began as a large collection of themes that arose from various workshops and interviews was gradually distilled, through further dialog and reviews of evidence, into a focused set of four Strategic Directions. The choice of a small number of carefully-chosen Strategic Directions was intentional, reflecting both their importance as most representative of the collective college voices, and the practicality of avoiding an overly-ambitious undertaking.

We define these terms as follows:

**Strategic Direction:** An essential line of significant progress along which the institution seeks to move in the long run, and with which it seeks to align its resources and actions, to realize its Mission more fully.

**Strategic Goal:** A major aspiration that the institution intends to realize under a linked Strategic Direction.

#### 3.1 List of Strategic Directions and Strategic Goals

The four Strategic Directions are presented, each with a number of Strategic Goals which serve to further focus the concept being expressed.

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

- Strategic Goal 1.1: Support students as they transition to College.
- Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.
- 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).
- Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.
- Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.
- Strategic Goal 1.6: Foster institutional improvement through professional development.

**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.
- Strategic Goal 2.2: Develop a culture of emergency preparedness.
- Strategic Goal 2.3: Improve the College's safety infrastructure.
- Strategic Goal 2.4: Implement sustainable environmental practices.
- Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.

**Strategic Direction 3: Use technology to improve college processes.**

- Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.
- Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.
- Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.

**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.
- Strategic Goal 4.2: Improve communication and sharing of information.
- Strategic Goal 4.3: Strengthen program evaluation.

### 3.2 Linkage Between Strategic Plans and Program-Level Activities

It is critical that there be a meaningful and bidirectional connection between high-level strategic planning and program-level activities either in progress or planned. Without this connection, the strategic plan sits on the shelf, and the program-level plans and activities proceed without sufficient high-level integration. The connection needs to be bi-directional, to allow for planning guidance to flow from the strategic to program level, and to allow feedback from the evaluation of program outcomes to inform and influence the next planning cycle.

To facilitate that connection, in the Program Review process, 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 linkage is optional in 2013-14, and will become required in 2014-15.) The Program Evaluation Committee (PEC) will produce an annual report summarizing all these program contributions to the pursuit of the Strategic Goals.

In addition, four major governance groups (Academic Senate, Deans' Council, College Planning Council, and the District Technology Committee) will take responsibility for further facilitating the EMP-program connection. Each year, each group will ask at least one program, committee, or department to focus on making institutional progress toward each Strategic Goal, and to report back at the end of the year to a coordinating body designated by the College Planning Council (CPC). This coordinating body will analyze all these reports, along with the Program Evaluation Committee's annual report and the results of the direct measures specified for each Strategic Goal, and submit an annual assessment of SBCC's overall progress in the Educational Master Plan to the College Planning Council

	Annual Progress Reports*	Annual Program Review**	Academic Senate	Deans' Council	College Planning Council	District Technology Committee
Strategic Direction 1: Foster student success through exceptional programs and services.	✓	✓	✓	✓		
Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.	✓	✓			✓	
Strategic Direction 3: Use technology to improve college processes.	✓	✓				✓
Strategic Direction 4: Involve the College community in effective planning and governing.	✓	✓			✓	

\*Annual collection and analysis of progress reports by a coordinating body designated by CPC

\*\* Annual Summary Report produced by the Program Evaluation Committee

## 4.0 Measurement and Evaluation

This section discusses the measurement and evaluation of progress on the Strategic Directions and Strategic Goals.

### 4.1 Measurement on Strategic Goal Progress

Progress on a given Strategic Direction will be measured by the progress on its constituent Strategic Goals.

<p><b>Strategic Direction 1: Foster student success through exceptional programs and services.</b></p>	<p><b>Measures of Progress</b></p>
<p>Strategic Goal 1.1: Support students as they transition to College.</p>	<p>1. Percent of new students who complete an activity related to each component of the Student Success Act (assessment, orientation, advising, declared program of study, development of ed plan)</p> <p>2. Percent of new students who participate in a program-specific orientation (e.g. ESP, STEM)</p>
<p>Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.</p>	<p>1. Percent of students who participate in defined engagement activities (clubs, organizations, student government)</p> <p>2. Bi-annual Student Engagement Survey, starting in Spring 2014, with follow-up analysis and discussion.</p>
<p>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).</p>	<p>*1. Performance on CCCCO Student Scorecard measures, by subgroup: Basic Skills Progression, Persistence, Completion of 30-Unit Milestone, Retention, Completion</p> <p>2. Number of students who participate in special programs designed to support student equity and success</p>
<p>Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.</p>	<p>1. On the Student Evaluation of Faculty form, as student to rate the extent to which course expectations were made clear in the syllabus and by the instructor. Possibly include this question in other bi-annual student survey(s).</p> <p>2. On the Student Evaluation of Faculty form, ask student to rate the extent to which the instructor provided strategies for meeting course expectations.</p>

<p>Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.</p>	<ul style="list-style-type: none"> <li>* 1. Annual evaluation of institutional effectiveness as contained in the annual Institutional Effectiveness Report.</li> <li>* 2. Annual evaluation of outcomes on SBCC Institution-Set Standards for Student Learning and Achievement. At a minimum:               <ul style="list-style-type: none"> <li>2a) Successful Course Completion Rate</li> <li>2b) Student Retention Rate</li> <li>2c) Degree Completion</li> <li>2d) Certificate Completion</li> <li>2e) Transfers to 4-year institutions</li> </ul> </li> <li>3. Measures of performance on Institutional Student Learning Outcomes.</li> </ul>
<p>Strategic Goal 1.6: Foster institutional improvement through professional development.</p>	<p>1. Proportion of each employee group who participate in professional development activities</p>
<p><b>Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.</b></p>	<p><b>Measures of Progress</b></p>
<p>Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.</p>	<p>* 1. Progress towards completing the priorities of the Long Range Facilities Projects (January 2008)</p>
<p>Strategic Goal 2.2: Develop a culture of emergency preparedness.</p>	<p>1. Documentation and evaluation of emergency preparedness activities</p>
<p>Strategic Goal 2.3: Improve the College's safety infrastructure.</p>	<p>1. Documentation of and evaluation of safety plan updates</p> <p>* 2. Review of Crime Statistics</p>
<p>Strategic Goal 2.4: Implement sustainable environmental practices.</p>	<p>* 1. Progress on goals in the Sustainability Plan (due April 2014)</p>
<p>Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.</p>	<p>1. Annual assessment of enrollment targets that take into account finances, human resources, and physical infrastructure needed to support the targets.</p> <p>* 2. Achievement of enrollment targets each term.</p>
<p><b>Strategic Direction 3: Use technology to improve college processes.</b></p>	<p><b>Measures of Progress</b></p>



Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.	* 1. Operational improvements based on the results of relevant business process analyses.
Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning. Strategic	1. Participation in Faculty Resource Center workshops and other forums on improving learning using instructional technology.
Goal 3.3: Integrate systems and processes where appropriate and feasible.	* 1. Progress made on integration-related projects on the Administrative Systems Workgroup project list.
<b>Strategic Direction 4: Involve the College community in effective planning and governing.</b>	<b>Measures of Progress</b>
Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.	* 1. Census of committee participation by governance group, including breakout by role (faculty, staff etc). 2. Establishment and maintenance of a list of service opportunities (both college and college-related community opportunities)
Strategic Goal 4.2: Improve communication and sharing of information.	* 1. Annual Communication Improvement Survey
Strategic Goal 4.3: Strengthen program evaluation.	* 1. Progress in evaluation and improvement cycle coordinated by PEC

\* In the table above, measures marked with an asterisk are *outcome* measures that contribute to a description of how well the intent of the Strategic Goal was met, and as such are stronger than measures of single *inputs* such as a percentage of participation in an activity. In future iterations of this plan, we will strive for a higher proportion of these kinds of outcome measurements, in order to better understand and gauge our effectiveness as an institution.

## **4.2 Institution-Set Standards**

In its Fall 2013 Annual Report to the Accrediting Commission for Community and Junior Colleges, Santa Barbara City College declared five Institutional-Set Standards relating to student achievement. These are:

1. Successful Student Course Completion Rate
2. Percent of Students Retained Fall 2011 to Fall 2012
3. Degree Completion
4. Certificate Completion
5. Transfers to 4-year Institutions

Through discussions between Institutional Assessment, Research, and Planning, and the Executive Vice President of Educational Programs, these standards were initially defined as the trailing 5-year average of the measurement of the corresponding rate or ordinal value. Future discussions are planned to revisit this definition.

Annual evaluation of student achievement relative these standards will be a part of the regular evaluation of the Educational Master Plan.

## **4.3 Other Measures of Institutional Effectiveness**

The following additional metrics will also be used in evaluating overall progress on the Strategic Directions in the Educational Master Plan:

Internally, the Office of Institutional Assessment, Research, and Planning collects additional measures of Institutional Effectiveness and publishes them annually in the Institutional Effectiveness Report.

Externally, the California Community College Chancellor's Office publishes an online Student Success Scorecard ([scorecard.cccco.edu](http://scorecard.cccco.edu)) that is updated annually based on the data submissions required of each college through its Management Information System (MIS). In addition to a demographic breakdown by gender, age, and ethnicity, the Student Success Scorecard includes the following metrics. Each of these metrics is disaggregated by gender, age, and ethnicity/rate, and is reported for three groups of students: (1) "College Prepared" (students whose lowest course attempted in Math and/or English was college level), (2) "Unprepared for College" (students whose lowest course attempted in Math and/or English was remedial level), and (3) "Overall" (students who attempted any

level of Math or English in the first three years).

1. Persistence: Percentage of degree and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.
2. 30 Units: Percentage of degree and/or transfer seeking students tracked for six years who achieved at least 30 units. Credit accumulation, 30 units specifically, tends to be positively correlated with completion and wage gain.
3. Completion: Percentage of degree and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer related outcomes.
4. Remedial: Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.
5. Career Technical Education: Percentage of students tracked for six years who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

## 5.0 Evaluation and Improvement of the Educational Master Plan

This section describes the regular cycle of evaluation and improvement of the Educational Master Plan.

- I. The College Planning Council will confirm or establish baselines for all applicable measurements specified in the Educational Master Plan (EMP) by the end of Spring 2014.
- II. The College Planning Council will evaluate the EMP annually beginning in Spring 2015. The evaluation will include at least the following elements:
  - A. Review and analysis of progress on each Strategic Goal, based on the following:
    1. Results of all measurements specified for that Goal
    2. Program Evaluation Committee summary report of progress on Program Review goals linked to that Goal
    3. Progress reports from committees, departments, offices, and other entities to which that Goal was referred for action
  - B. Review and analysis of progress on appropriate measures related to institutional effectiveness and student learning but not already included in the EMP, such as the following:
    1. SBCC Institutional Effectiveness Annual Report measures
    2. SBCC Student Profiles Report measures
    3. Chancellor's Office Student Success Scorecard
  - C. Assessment of overall progress on Strategic Directions and Goals based on the reviews and analyses above, with recommendations for changes in the Strategic Directions, Strategic Goals, Measurements, and/or Linkages as warranted
  - D. Recommendations for enhancements in College structures, processes, and operations designed to improve progress on the Strategic Directions and Goals
  - E. Assessment of the accuracy and usefulness of the other EMP sections, with recommendations for improvements as needed
  - F. Assessment of the process used in developing and maintaining the EMP, with recommendations for improvements as needed

- G. Schedule for implementation of recommendations
  - H. Solicitation and incorporation of campus feedback on recommendations as appropriate
- III. The College Planning Council will submit its final recommendations regarding the EMP to the Superintendent/President by June 30 each year. After final approval by the Superintendent/President and the Board of Trustees, the revised EMP will be posted on the college website, and all members of the college community will be notified of its availability.

## **APPENDIX A: Steps in the Development Process of the Educational Master Plan**

This section provides details of the steps in the development of the Educational Master Plan.

### **1. Broad Participation in Workshops to Develop Proposed Strategic Directions, March-April 2013**

- 162 faculty, classified staff, managers, students, and Board members in 22 workshops envisioned SBCC after 6-8 years of adhering closely to the Mission and Core Principles, and then identified actions needed to get there from here.

### **2. Identification of Proposed Strategic Directions, April 2013**

- Content analysis distilled 47 themes and proposed Strategic Directions from workshop responses, of which 11 were associated with more than one-third of the participants.

### **3. Evidence Review, April-May 2013**

- Prior to the May retreat, participants reviewed major sources of evidence, such as:
  - March 2012 Draft of College Plan 2011-14, with updated performance charts
  - Institutional Effectiveness Report, February 2013
  - Years to Transfer for SBCC Students, April 2013
  - 2010-11 Student Library and Technology Engagement Survey
  - Fall 2012-Spring 2013 Leadership and Governance Survey Comparison
  - Future Bond Program Proposed Projects Summary Report, March 2013
  - District Technology Plan 2011-14
  - What Students Say They Need to Succeed: Key Themes, January 2013

### **4. College Planning Council/Integrated Planning Workgroup Retreat, May 3, 2013**

- **18 participants developed four draft Strategic Directions through the following steps:**
  - Focusing on the top 11 proposed Strategic Directions, participants envisioned SBCC after 6-8 years of adhering closely to each Direction in that pool.
  - They discussed and refined the pool in light of links with other proposed Strategic Directions and in light of the evidence they had reviewed before the retreat.
  - Through a voting procedure, they identified a cluster of six proposed

Strategic Directions as the most important for SBCC over the next six to eight years.

- They consolidated and refined those six proposed into four concise draft Strategic Directions.

#### **5. Integrated Planning Workgroup Refinements, May-June 2013**

- Members refined the draft Strategic Directions, and added a small number of draft Strategic Goals under each based on all the information and discussions in the prior steps.

#### **6. Feedback from the College Community, July-September 2013**

- College-wide feedback on the draft Strategic Directions and Goals was solicited as follows:
  - Presentations to Academic Senate, Classified Consultation Group, Executive Committee, and Board of Trustees; targeted survey of Student Senate
  - President's presentation at All-College Fall Kickoff
  - Survey sent to all personnel elicited 260 responses, endorsement of the draft Strategic Directions and Goals by 85% of respondents, and 82 written comments or suggestions.
  - Integrated Planning Workgroup reviewed all feedback, made revisions as appropriate, and issued its final recommendation.

#### **7. Completion of Educational Master Plan and Incorporation into Program Review, October-December 2013**

- College Planning Council approved the Strategic Directions and Goals on October 1, 2013.
- Fall 2013 Program Reviews gave programs the option of linking their own plans as applicable to Strategic Directions or Goals.
- Integrated Planning Workgroup developed and refined the rest of the Educational Master Plan, including measurements, referrals for action, and review and revision provisions, October-November 2013.

#### **8. Final Approvals and Follow-Up Activities, December 2013-Spring 2015**

- College Planning Council is scheduled for final review and approval of the Educational Master Plan on December 10, 2013.
- The Board of Trustees is scheduled for final review and approval of the Educational Master Plan on February 27, 2014.
- Spring 2014 roll-out events will facilitate dialogue and reflection on meaningful integration of the Educational Master Plan with program reviews, the actions of

- College committees and other bodies, and College operations.
- Fall 2014 program reviews will link program plans as applicable to Strategic Directions or Goals.
  - The first cycle of systematic evaluation and improvement of the Educational Master Plan is scheduled for Spring 2015.



## GLOSSARY

**Academic Senate:** The Academic Senate at SBCC follows the guidance of the statewide Academic Senate for California Community Colleges, which strives to promote the effective participation in their Colleges' decision making in academic and professional matters. These matters are widely known as the "ten plus one", and are locally specified in SBCC's Board Policy 2510, following Title 5, Sections 53200-53206.

**Accreditation:** Every six years SBCC undergoes re-affirmation of our accreditation by the Accrediting Commission of Community and Junior Colleges (ACCJC), a branch of the Western Association of Schools and Colleges. Accreditation is a quality assurance process that gives us the opportunity to engage in institution-wide dialogue and self-evaluation activities in order to gain a comprehensive perspective of our College. The scope of accreditation is to promote quality and improvement.

**Board of Trustees:** Board members directly represent the people of the SBCC District (Carpinteria to Goleta) in determining board general policies and making decisions which govern the total operations of the entire District and Santa Barbara City College. The seven members of the Santa Barbara Community College District Board of Trustees are elected by District voters for four-year terms and represent areas within the District.

**Classified Consultation Group (CCG):** the body representing the classified staff in such issues as shared governance, College deliberations regarding a variety of issues ranging from district policies, procedures, practices, needs, and assessments.

**College Planning Council (CPC):** The College Planning Council participates in the development of the College budget, makes recommendations to the Superintendent/President on allocation of College resources, and serves as advisory group to the Superintendent/President on fiscal planning matters. Membership includes administrators, faculty, support staff, and a student.

**Instructional Technology Committee (ITC):** The Instructional Technology Committee provides guidelines and leadership in the development of the instructional technology plan for Educational programs. Serves as an advisory committee for the Faculty Resource Center. Provides guidelines for campus-wide software and platform implementation.

**District Technology Plan:** Under development by the IDTC, the technology master plan will set the direction for technology acquisition for the next 3-5 years, until 2014.

**Executive Cabinet (EC):** a group comprised of the President/Superintendent, Vice President of Student Services, Vice President of Instructional Services, Vice President of Business Services and the Vice President of Human Resources. The Executive Cabinet meets once a week and serves as the informational clearinghouse where decisions and

recommendations are made (with information based on research) pertaining to institutional goals, values, and priorities.

**Facilities Master Plan:** The plan describes how the physical campuses and sites will be improved to meet the educational mission of the College, serve the changing needs and address the projected enrollment. This plan integrates the Technology Master Plan, Staffing Master Plan, and Educational Master Plan.

**Institutional Planning Committee (IPC):** The Institutional Planning Committee, a shared governance committee, oversees and coordinates district wide strategic planning. The committee makes recommendations to College Council. The IPC Committee: reviews and provides advice to the groups on campus that develop plans and the budget development committee; reviews and endorses the Educational Master Plan, Facilities Master Plan, Annual Strategic Plan, Human Resources Master Plan and the Technology Master Plan; reviews critical data needed for planning, including analysis of internal and external trends and publishes findings to assist planning throughout the College; reviews the results of department and division program reviews and assessments; contributes to the development of District annual strategic and multi-year planning goals; reviews forecasts and recommends planned growth, program development parameters for education planning and staffing allocation levels; and completes an annual review of the IPC charge to confirm that the committee is working to meet internal expectations and accreditation standards.

**Mission Statement:** The annual process by which departments, service areas, and work units plan their future course, and identify resource staffing and facilities needs as they relate to the College's direction.

**Program Evaluation Committee (PEC):** A College committee tasked with reviewing program evaluations and the establishment, modification, or discontinuance of a program.

**Program Review:** Program review is the process by which individual disciplines / departments and service / support units systematically evaluate their past performance to facilitate continuous improvement, guide resource allocation, and assist the administration and board in making decisions about programs. Program review is a required activity spelled out in accreditation standards and board policy. This plan ties in with the District Technology Plan, Facilities Master Plan, Educational Master Plan for the Integrated Institutional Plan.

**Shared Governance:** Shared governance is the mechanism whereby employees and students participate equitably and collegially in the decision-making process of the College. The goal of shared governance is to include, within the decision-making process, representatives of all College constituencies affected by these decisions.

**Unit Plans:** Plan developed by the deans supported by information and data from program review. The unit plans are done annually and identify the unit goals and resource priorities. Unit plans are submitted to the division vice president for further prioritization and goal development.

**FUTURE BOND PROGRAM – PROPOSED PROJECTS**

**Prioritizing Criteria:**

- Health and safety
- Meet demand for classroom and office space
- Provide space to promote student life, non-classroom learning, and engagement
- Promote efficient use of facilities to better serve students
- Replace or modernize facilities, including sustainability practices, to meet anticipated needs for the next three decades
- Meet and/or more fully comply with State and Federal legal mandates and requirements

	Rank	LA	PB	PB	PE	JF	EK	JM	MM	KM	KN	KO	CS	JS	LV	DW	Totals
<b>Campus Center Replacement</b>	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	16
<b>East Campus Classroom and Office Building(s)</b>	2	2	1	3	3	2	2	2	3	3	2	3	2	3	2	2	35
<b>Administration + Occupational Education Building Modernization</b>	3	5	3	6	4	5	3	4	8	7	7	6	5	4	8	4	79
<b>Student Services Building Modernization</b>	4	7	10	8	2	4	6	6	2	8	8	8	7	2	3	3	84
<b>Wake Center Replacement</b>	5	3	6	7	7	3	8	3	6	6	6	7	3	7	6	11	89
<b>Physical Science Buildings – East Wing and Lecture Hall Modernization</b>	6	8	4	5	8	6	7	8	4	5	4	5	8	6	5	6	89
<b>Marine Diving Technology Building Modernization and Addition</b>	7	4	8	2	10	10	10	7	12	2	5	2	4	5	4	10	95
<b>Sports Pavilion - Replacement or Modernization*</b>	8	6	7	4	11	9	5	5	7	4	3	4	6	12	7	9	99
<b>Library Modernization and Addition</b>	9	9	5	11	9	8	4	9	11	11	9	10	9	11	10	8	134
<b>Building Efficiency and Energy Generation Projects</b>	10	11	11	9	5	11	12	11	5	9	11	9	11	9	12	5	141
<b>Schott Center Modernization and Addition</b>	11	12	9	12	12	7	9	12	9	12	10	11	12	8	9	12	156
<b>Site Improvements</b>	12	10	12	13	6	12	13	10	10	13	13	12	10	10	11	7	162
<b>Aquatics Facility</b>	13	13	13	10	13	13	11	13	13	10	12	13	13	13	13	13	186
		91	91	91	91	91	91	91	91	91	91	91	91	91	91	91	0

Swing Space, not ranked, this is a necessity for completing the \$25,496,610

not applicable

\* Sports Pavilion - Replacement or Modernization to be determined later based on ranking and 1

### **Request for resources to support Women's Water Polo team starting Fall 2014**

Santa Barbara City College's compliance with Title IX has been under internal review for the past several years. Prompted by demonstrated interest in Women's Water Polo and Swimming through survey data and strong local high school competition, SBCC Athletics developed an action plan for compliance with "Prong 3: Full and effective accommodation of the underrepresented gender." According to the past 3 years of the Sport Interest Survey data, an average of 74 female students that apply to SBCC are interested in playing Intercollegiate Water Polo. This is the most of any female sport that the college does not offer. Furthermore, Santa Barbara, San Marcos, Dos Pueblos, Ventura, and Buena high schools all have strong high school programs that provide a local talent pool for SBCC. In response to this demand, SBCC Athletics held an organizational meeting for women's aquatics (swimming and water polo) on May 16, 2013. At this meeting, 35 women signed in indicating their interest in water polo and 27 signed in indicating their interest in swimming. In order to become compliant with Title IX, the SBCC Athletic department is adding both Women's Swimming (Spring 2014, resources coming from Men's Tennis) and Women's Water Polo (Fall 2014).

By adding Women's Water Polo, the college will benefit will receive between 15-20 additional full-time students. At least 11 of these students would not attend the college if the sport were not offered<sup>1</sup>. This means that the college is generating an additional 11 full-time students, translating to an increased revenue of \$50,215.

The addition of Women's Swimming and Women's Water Polo has been in the Physical Education Program Review since 2008. This request needs to be approved prior to the start of Spring 2014 in order to meet the scheduling deadlines for the California Community College Athletic Association and Western State Conference in order to start in Fall 2014.

#### Request Detail:

Total budget of approximately \$30,000 per year

- 8.75 TLU's to offer intercollegiate Course- \$10,000
- 2.56 TLU's to offer pre-season conditioning class - \$3,300
- Seasonal compensation for Assistant Coach - \$4,700
- Transportation to 9 away games - \$10,000
- Uniforms/Equipment - \$1000
- Increase supplies budget for Athletic Training room - \$1000

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<sup>1</sup> NCAA, "Examining the Student-Athlete Experience Through the NCAA GOALS and SCORE Studies" 13, January 2012

# CPC Classified Staff Hiring Process

## Introduction

The purpose of this document is to describe a College-wide process for hiring **new** classified staff. This is a challenging problem due to the many, sometimes quite different, jobs classified staff perform in support of the College and its mission. However, in order to give all quarters of the College the ability to articulate their needs, a process needs to be created that is as fair as possible.

This process is broken up into 4 pieces:

1. Identification of Need
2. Ranking of Positions
3. Allocation of the Number of Positions
4. Hiring

There is also a process for the exceptions to the process. The next several sections describe each part of the process.

## 1. Identification of Need

Annually, a call for proposals is made campus wide with a special effort being made to inform line management in Ed Programs and Operations of the opportunity to ask for staff. The request would come in the form of a series of questions answered by the potential direct supervisor of the requested new position. All of the aggregate requests would be compiled into a pool to be evaluated and ranked. Requests must also be included in each areas Program Review submission in order to be considered in this ranking process.

Evaluations and ranking are performed by a subcommittee of CPC, the Classified Staff Hiring Subcommittee. Members of this subcommittee include:

Paul Bishop  
Pat English  
Kenley Neufeld  
Kathleen O'Connor  
Michael Medel  
Joyce McPheter  
Cindy Salazar  
Elizabeth Auchincloss

## 2. Ranking of Positions

To rank positions the Classified Staff Hiring Subcommittee would read all of the submitted requests and ask the requestors to come to the committee and answer questions regarding the requirements for the new position. This process is mainly to aid the subcommittee in learning about the College's needs which should improve the ranking process. Once all of the managers have been provided the opportunity to discuss the requirements for the new positions the subcommittee will rank all of the positions using a weighted ranking method (the "Wopat" method). In the event of a tie the two tied positions will be ranked separately and that ranking order use to resolve the tied order in the original ranking. Once ranked the positions within the allowed allocation of positions would constitute the subcommittee's recommendation. This would proceed to CPC.

- Criteria for positions

- Justification
  - Previous staffing levels
  - Have job requirements changed?
  - New assignments/ new activities
- Any conversion of hourly money to a permanent position is positive
- Use program review for position requests *unless there are extenuating circumstances*
- Alignment with college goals and Education Master Plan

### **3. Allocation of the Number of Positions**

The number of positions that would be allowed would be determined by CPC. This would be the number of positions or a dollar amount.

### **4. Hiring**

The recommendations of the committee would be brought to CPC for approval. If approved, hiring would follow normal College procedures.

### **5. Exceptions**

If a manager feels that there is an emergency hire they can petition CPC for an emergency hire. This should be discouraged and it is hoped that exceptions to the process are reserved for emergencies of need rather than planning.