

SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL
September 19, 1989

M I N U T E S

PRESENT: J. Romo, Chair, M. Bobgan, J. Diaz, L. Fairly, K. Hanna, C. Hanson,
D. Oroz, M. Nicholas, Student Rep.
RESOURCE: B. Miller, D. Sloane
GUESTS: D. Pickering, P. Moorhouse, M. Nelson

APPROVAL OF MINUTES: July 27, 1989

M/S/C/ Diaz/Oroz - Unanimous

The Chair introduced two new members of the Council for the 1989-90 year: Karolyn Hanna, President of the Academic Senate, and Mark Nicholas, Vice President of the Associated Student Body. The representatives from the Division Chair Council will be announced at the next meeting.

ACTION ITEM

Coordinator - Continuing Education

Dr. Bobgan stated that the Continuing Education unit is requesting a new full-time certificated coordinator position, and he asked that action be taken on the request at this meeting, if there were no objections.

M/S/C Bobgan/Fairly - Unanimous

To waive the rules for a Second Hearing in order to consider the Coordinator position, Continuing Education, at this meeting.

Dr. Bobgan presented the rationale for the request, citing increased percentages in the number of classes (105), instructors (72%), ADA (107%), enrollments (151%), and community locations (100%). He noted that the additional person is needed to supervise the expanded program. Consensus is that this function should be the responsibility of a certificated administrator. (At the present time, there are only two deans and three classified programmers to assist in the Continuing Education program.) Other major responsibilities of the coordinator are to supervise and evaluate instructors and to oversee plant maintenance. Dr. Bobgan assured the Council that the position, if approved, would be funded from existing Continuing Education resources. He further stipulated that, should a vacancy occur in a programmer position, it would not be filled.

M/S/C Bobgan/Oroz

To approve establishing a Coordinator position for Continuing Education, with two conditions: (1) that the position is funded from existing Continuing Education resources; and (2) that should a vacancy occur in the classified program coordinator positions, it would not be filled.

Ayes: 6

Noes: 0

Abst: 1

REPORTS

Two Year Planning

John Romo gave a brief overview of the college planning process and the procedures for the development of two-year plans. He explained that each unit will be identifying objectives, activities and resource needs using as a basis the Statement of Institutional Directions. In the academic areas, the new procedures will consolidate program evaluation and planning processes, including resource requests. Unit and departmental plans will be synthesized before they are submitted to the College Planning Council. The resources which are identified and prioritized in these plans will be used as the basis for budget planning, 1990-92, and for the allocation of college resources. The timeline for institutional planning is attached.

Adoption Budget

Dr. Hanson distributed copies of the Adopted Budget 1989-90 (approved by the Board of Trustees on August 24), including adjustments to the 1988-89 budget. (See Attachment 2.)

Lottery

Dr. Hanson noted that \$215,218 has been carried over from the 1988-89 Lottery. Dr. MacDougall is reviewing additional ranked items recommended by the College Planning Council on May 30. It's anticipated that an additional \$300,000 will be available for allocation this year.

AB1725

Dr. Hanson reported that the College is required to follow established guidelines for the expenditure of AB1725 funds in order to ensure future funding. He emphasized that unexpended funds cannot be carried over to next year-they must be spend or they are lost.

Certificated Requests Timeline

Mr. Romo told members that, as a result of AB1725 mandates, community colleges will be hiring significantly larger numbers of full-time faculty, and that the competition for the most qualified candidates will be intense. It is important, therefore, that the the College begin the certificated hiring process as early in the year as possible. With this in mind, Mr. Romo announced the timeline for the certificated rankings as follows:

DATE	ACTIVITY
Monday, October 16	Instructors submit intent to retire.
Tuesday, October 24	Departments submit proposals to the Office of Academic Affairs.
Wednesday, November 1	DCC First Hearing (departments will be invited to answer questions).
Tuesday, November 21	First Hearing College Planning Council.
Tuesday, November 28	Second Hearing College Planning Council.
Thursday, November 30	CPC Recommendations to the President.
Tuesday, December 6	President's Response.

INFORMATION ITEM

Continuing Education Lottery Requests

Dr. Bobgan distributed a list of Continuing Education Lottery Requests, 1988-89 and 1989-90.

Parking Citation Collection Clerk

Dr. Hanson reported that a parking citation collection clerk will be hired to monitor traffic violations and to collect fines. (He cited the increase in traffic violations from 6,000 to 60,000.) Students ultimately should benefit from the tracking system which will alert them to the penalties for non-payment, including notification to the Department of Motor Vehicles. The cost for this self-supporting position is estimated at less than \$10,000 annually.

jdm

Attachments

cc: Dr. Peter MacDougall
Division/Department Chairs
Deans/Assistant Deans
Mr. Miller
Mr. Pickering
CSEA Representative

TIMELINE FOR INSTITUTIONAL PLANNING

1989-90

- | | | |
|-----|--|-------------|
| 1. | Materials to Cabinet | 9/18/89 |
| 2. | Materials distributed to Department Chairs | 9/21/89*** |
| 3. | Departmental 2-year plans to Division Deans | 10/18/89*** |
| 4. | Synthesis of plans completed and sent to CPC | 1/15/90 |
| 5. | S.I.D. sections to coordinator | 1/15/90 |
| 6. | Resource priorities to CPC | 1/31/90 |
| 7. | Resource priorities to Accounting | 3/01/90 |
| 8. | Draft of plan to CPC | 3/01/90 |
| 9. | Final publication of plan | 4/01/90 |
| 10. | Tentative Budget | |
| 11. | Final Budget | 8/15/90 |

*** These steps are subject to re-scheduling as appropriate within each administrative unit.

STANDARD ONE: GOALS AND OBJECTIVES

Most one and two-year postsecondary institutions are committed to one or more of these goals: general, transfer, occupational, or continuing education; education in the basic skills; provision of student services; and special community services appropriate to the area served.

Standard 1A

The institution is guided by general goals and specific objectives which are consistent with the historical and legal mission of the public community college, or for an independent institution, are appropriate to the postsecondary population it serves.

TYPICAL COMPONENTS:

1A.1 Specific objectives implement the institution's long-range goals.

1A.2 Objectives:

- a) Have clarity and precision.
- b) Are substantiated by supporting data.
- c) Are understood and accepted by the college community.
- d) Are included in appropriate institutional publications.
- e) Specify intended student outcomes.

Standard 1B

The statement of goals and objectives defines the degree of comprehensiveness of the institution and its distinctive nature.

TYPICAL COMPONENTS:

1B.1 The educational needs of the clientele served by the institution receive continual study.

1B.2 The institution's title appropriately depicts its objectives and legal status.

1B.3 Published materials accurately portray institutional functions.

1B.4 Planning and resource allocation relate to institutional goals and objectives.

1B.5 Programs and services are appropriate to the institution's service area, size, facilities, financing, age, instructional methods and procedures, and nature of support.

SANTA BARBARA CITY COLLEGE

BUSINESS SERVICES

MEMORANDUM October 5, 1989

TO: Dr. Peter R. MacDougall, Superintendent/President

FROM: Elaine Cohen, Lynda Fairly, Charles Hanson, Burt Miller

SUBJECT: RECOMMENDED ALLOCATION - 1988-89 LOTTERY BALANCE

Utilizing the ranked lottery lists submitted to CPC in July 1989, the subcommittee of CPC recomnds the following allocations from the 1988-89 lottery balance as follows:

Available Balance	215,218
1. Collegewide	
Stadium Renovation	50,000
Pershing Park Hillside	50,000
2. Continuing Education (22%)	
22% of \$115,218	25,300
3. Personnel Office	
Furnishings for SSC	9,000
4. Fiscal Services	
Furnishings for SSC	21,000
5. Academic Affairs	
Music - Summer Jazz Program	5,280
Social Science - Video/Computer Equipment	16,000
Tutorial - Computer Consultant	3,000
Tutorial - CCCA Link	2,800
Chemistry/Physics - Laser Printer	2,500
Library - Materials Conversion	4,000
Journalism - Production Consultant (MAC)	3,200
Children's Center - Flex Walls	600
Music - Investment Covers/Mixer	1,700
Biology - LSG216, Tables and Chairs	13,800
6. Student Affairs	
Admissions/Records - Typewriter	300
Student Activities - HS Tutors	4,200
Counseling - Professional Library	500
Athletics - 2 Training Tables	1,000
Athletics - Pole Vault Standards	5,600
	=====
	219,780

It is recognized this is slightly over the amount available, but assumes all items will not receive your approval.

CLH:ba
cc: Cabinet

Santa Barbara City College

DATE: October 11, 1989

TO: Dr. Peter MacDougall

FROM: Jack Friedlander, Dean of Instructional Services

RE: Implications of Institutional Research Findings for
College Practices

The following is a summary of the implications for institutional practices that were identified during the most recent meeting we had to review the findings and recommendations of the research that was conducted in 1988-89.

Recommendations for encouraging matriculated students to continue their studies at SBCC for a second year.

1. The Foundation should raise funds for scholarships that would be granted to matriculated students who return to SBCC for a second year of study. The number of units completed and the GPA required to receive these scholarships needs to be determined.

2. General assistance funds should be granted to the departments to create meaningful teaching assistant and research assistant work-study jobs for students continuing their studies at SBCC for a second year. Faculty members in the departments should be responsible for spending a minimum of an hour each week working with their department's work-study students on the teaching and/or research-related assignments.

3. Special services should be provided to matriculated students who at the end of their first year of study have a moderate chance of completing their educational objectives. Continuing students who have a certain GPA ("C" or "B") and have completed a certain percentage of their general education requirements should be provided with additional services such as being assigned to a trained tutor in subject areas in which they have experienced difficulty, being assigned to a group study session with other students in their classes, and being assigned to a faculty advisor.

4. Departments should conduct receptions for their majors at the end of the spring semester. These receptions, designed to encourage students to return to the college the following fall, should be designed to make students feel that they are part of a program. These spring departmental receptions should also be the place where scholarships are granted to students who plan to return to the college, teaching assistant and research assistant work-study offers are made, and where awards are given to students who have excelled in their course work and who have contributed to the advancement of the department.

5. During the first three weeks of semester, faculty members should set aside 15 minutes of a class session to meet with first semester

students. The purpose of this session is to review the tips for success with the students. If at all possible, the faculty member should encourage these first semester students to form study groups and to set up individual appointments to meet with the instructor to review their progress in the course.

6. At the end of the spring semester a computer-generated letter should be sent to all transfer-oriented students encouraging them to return to the college the following fall. The letters should provide the students with a progress report on their GPA, number of general education courses completed, and the courses which they need to complete in order to satisfy lower division requirements of the institution to which they plan to transfer.

7. Counselors and faculty advisors need to encourage students to enroll in fewer units during their first two semesters at the college. Students should be constantly reminded of the number of hours of out-of-class time that is required for each unit in which they enroll. The students also need to be informed that they should allow for additional time to seek assistance from tutors and other students.

8. Faculty enrichment grants should be earmarked to support the development of approaches to increase the probability that first-semester students completing the courses in which they enroll.

The following recommendations are intended to increase the course-taking efficiency of students planning to transfer to a four-year college or university. More specifically, these recommendations are designed to reduce the ratio of courses taken that are non-transferrable.

9. Transfer-oriented students participating in individual and group advising sessions should be required to complete a worksheet identifying the number of completed and proposed courses that fall into the following categories: UC and/or CSU Transfer; UC and/or CSU General Education Category Requirements; Skills Courses; and Non-Transfer/Non-skills Courses. This exercise will increase student awareness of the consequences of the course selection decisions. It will also require the students to become actively involved in the monitoring of their progress toward completing lower division requirements. Since many students do not complete their lower division general education Humanities and Fine Arts requirements, counselors and faculty advisors should stress the importance of completing courses in these areas.

10. At the end of each year, if not each semester, Project ASSIST reports should be sent to all native SBCC students intending to transfer to UC and/or CSU. These reports should provide students and their advisors with a summary of the number of transferrable and non-transferrable units completed, a list of general education categories they have satisfied, and a list of those categories which still need to be satisfied.

11. A letter should be sent and a counseling appointment should be made for all transfer-oriented students who are not making satisfactory progress toward completing their lower division requirements.

Satisfactory progress should be based on the ratio of transferrable to non-transferrable units completed and on the number of UC and/or CSU GE requirements completed.

12. A transfer unit audit should be added to the Student Transfer Task Inventory for TAP students.

13. Since a disproportionately low percentage of minority students complete their oral communications requirement, counselors and faculty members in the Communication Department should identify steps that could be taken to reduce the perceived barriers minority students may have regarding enrolling in communication courses.

14. The pilot research study completed last year on the course-taking efficiency of matriculated students should be repeated this year. The study should: examine the ratio of non-transferrable to transferrable units completed for students in different unit completion categories; examine GE course-taking patterns separately for native students having completed 6-15, 16-30, 31-55, and 56 or more units; and track the progress of students from English 1 to English 2 classes.

The following recommendations are designed to increase students' chances of success in their courses.

15. Faculty members should be encouraged to incorporate the teaching of study skills into their courses. In-service workshops should be conducted to provide faculty members with strategies for incorporating the teaching of study skills into their classes. Faculty members teaching large classes should be the first ones to participate in this project.

16. The factors that contribute to the relatively high course completion rates of ESL students should be identified and strategies should be developed for adapting these methods to other areas of the curriculum.

17. Don Seaver's successful classroom research project on identifying high risk students and working collaboratively with college support services to address those problems should be replicated by other faculty members. Don Seaver should be given release time to work with other instructors to try out his strategy.

18. Each dean should select four-to-eight faculty members to do case studies in their classes on the reasons why students withdraw. A report of the case studies, including recommendations on how to address the attrition problem, should be submitted to the deans. If we had a better understanding of the reasons students withdraw from classes the college would be in a better position to address this problem.

19. Special interventions need to be identified for students who enroll in courses that are one or more levels above their basic skills level in reading, English and/or math. These individuals should be encouraged to enroll in needed remedial courses or modules concurrently with their college-level classes. The students should also be advised to limit the

number of units in which they enroll so that they can allow for additional time to study for their courses and seek needed tutoring.

20. A profile should be developed showing students their probability of succeeding in particular categories of classes. This information should be used during the orientation and advising sessions.

Recommendations pertaining to vocational education.

21. Given that such a high percentage of students in the vocational programs already hold jobs that are related to their major field of study, the structure of the occupational programs should be examined with respect to the format of the course offerings and the availability of internship opportunities.

RECOMMENDATIONS FOR THE 1989-90 INSTITUTIONAL RESEARCH AGENDA

CONTINUATION OF EXISTING PROJECTS

1. MEASURING THE EFFECTS OF MATRICULATION ON INDICATORS OF STUDENT SUCCESS

PRIORITY: Essential

In each of the past six years, SBCC has added components to its Matriculation Program. Thus, the effects of matriculation should be greater in 1989-90 than in the baseline year of 1983-84 on such measures as course completion rates, college persistence from term to term, transfer rates, and number of degrees and certificates awarded.

The six comparison groups or cohorts in this study will consist of matriculated students who entered SBCC for the first time in the fall of 1983, 1984, 1985, 1986, 1987, 1988, and 1989. Given the steady increase in resources, additions in components, and refinements of procedures that have been incorporated into the Matriculation Program each year since 1983-84, we should expect to see a steady increase on each of the following indicators of student success from 1983-84 to 1989-90:

- A. Course completion rates in students' first two semesters at the college;
- B. Percentage of first-time matriculated students who persist at SBCC for a second, third, and fourth semester;
- C. Units attempted to units completed ratios;
- D. Grade point averages of persisters and non-persisters;
- E. Percentage of students on academic progress probation who successfully completed courses in which they were enrolled and the percentage who enrolled at the college in the term after they were placed on academic progress probation;
- F. Number and percentage of entering class who received a degree or a certificate from SBCC;
- G. Employment status of students in occupational programs who stopped attending the college for a semester (Walt Brookes follow-up study of students enrolled in occupational programs);
- H. Number of students who transferred from SBCC to a UC, CSU or an independent college or university in California;

Comparisons on each of these indicators of success will be made for students in each of the following groups:

- A. Students entering college with no basic skills deficiencies, a deficiency in math, a deficiency in English skills, and deficiencies in math and English skills as

measured by the assessment tests administered to all matriculated students entering college for the first time.

B. Students in various age, ethnic and educational goal categories.

BENEFITS OF THE PROJECT. The findings of this study will be used to identify the extent to which each of the objectives of the college's Matriculation Program are being achieved. The data collected from this project will provide insights on the extent to which various groups of matriculated students are achieving the desired outcomes of the program. Recommendations will be made for enhancing the effectiveness of specific components of the college's matriculation effort.

PERSON RESPONSIBLE: Jack Friedlander

RESOURCES NEEDED: Continued programming support from CCCA.

DATE OF COMPLETION: Reports will be available in March 1990 and in July 1990.

2. DEVELOP PREDICTION MODELS THAT WILL PROVIDE STUDENTS WITH ACCURATE INFORMATION ON THEIR PROBABILITY OF EARNING A GRADE OF "C" OR HIGHER IN REMEDIAL AND ENTRY-LEVEL, DEGREE-APPLICABLE COURSES

PRIORITY: Essential

The purpose of this project is to develop a prediction model which will provide accurate information regarding the appropriate placement of students into developmental and entry-level, degree-applicable courses. The prediction model will be based on scores on the assessment tests, high school grade point average, and educational background characteristics. The prediction models will be developed by looking at the relationship between students' success in various categories of classes (e.g., social science courses, science courses) and their test scores and educational background characteristics. The prediction models will be developed from data collected during the 1988-89 academic year.

The models developed will enable us to: (1) determine how accurate we would have been in predicting student success in particular courses had they followed the college's recommendations for course placements; (2) identify the factors that are related to student success in particular categories of classes; and (3) establish recommended requisites for entry-level, degree-applicable courses.

A major product of this project will be the production of a guide on the relationship between students' assessment test scores and high school g.p.a. and the probability that they will earn a grade of "C" or better in particular categories of courses. This guide, which will be about 10 pages (one page per course category), could be used by students, counselors and faculty advisors in the course selection process. Information on the relationship between students' educational characteristics (assessment test scores, high school g.p.a., external demands on students' time, study skills, and previous academic performance in English and math classes) and the likelihood that they will receive a passing grade in their courses could be included in the Student Planning Guide and discussed during the orientation program.

BENEFITS OF THE PROJECT. This project will increase the accuracy of the advice we provide students regarding recommended course placements. This, in turn, should increase the likelihood that students will succeed in classes in which they enroll. The project will also enable the college to meet the following state-mandated requirements: (1) use of multiple criteria in making decisions regarding the placement of students into classes; (2) use of assessment procedures that are valid, fair and sensitive to differences among students' ethnic and linguistic backgrounds; (3) identification of requisite skills for entry-level, degree-applicable courses that are based on systematically derived evidence of a relationship between student assessment scores and educational background data and students' performance in the course. An additional benefit of this project is the opportunity to exchange ideas with staff members from the other colleges participating in this state-funded project.

PERSONS RESPONSIBLE: Jack Friedlander, Elaine Cohen and Robert Elmore.

RESOURCES NEEDED: \$1,200 to pay for 40 hours to Robert Elmore's time to prepare the data and \$500 for Eve Lohnas to assist with the statistical analyses. An additional \$1,000 will be needed if a course placement guide is distributed to all students; \$100 if distributed to counselors and faculty advisors.

DATE OF COMPLETION: March, 1990 the course selection guides will be available in March, 1990. The final report for this project will be completed by April 1990.

3. EVALUATION OF VOCATIONAL PROGRAMS

PRIORITY:Essential

The college is participating in a project designed to track all students identified as being part of a vocational program. Students enrolled in a vocational program who miss a semester at the college will be sent a questionnaire. The purpose of the study is to: (1) identify whether students achieved their educational objectives; (2) determine whether the former students are employed in jobs that are related to the occupational programs in which they were enrolled at SBCC; (3) identify where the college's former occupational students are employed and how much they are earning; and (4) ascertain the extent to which skills taught in the students' occupational program helped them to obtain job advancement in their career and/or improve their performance on the job. Another aspect of this study is to survey employers of our former students to determine the extent to which they felt our students possessed the skills needed to succeed in their jobs and to identify skills that should be taught in the occupational programs.

The findings of this project related to employment will be incorporated into the evaluation study on the effectiveness of the college's Matriculation Program. Employment of matriculated students in jobs related to their program of study at SBCC can be regarded as an indicator of success. This information, along with data on the number of students who transfer to a four-year institution, will be incorporated into the tracking study of first-time matriculated students.

BENEFITS OF THE PROJECT. The results of this project will provide the college with excellent information on the success of its occupational programs in

preparing students for entry-level employment and career advancement. Information obtained from this follow-up study will be used to evaluate and enhance the effectiveness of the college's occupational programs in preparing students for employment in jobs related to their training.

PERSON RESPONSIBLE: Burt Miller

RESOURCES NEEDED: VEA Funds are available to support this project.

COMPLETION DATE: June 1990.

4. IDENTIFICATION OF THE NUMBER OF SBCC STUDENTS WHO TRANSFER TO FOUR-YEAR COLLEGES AND UNIVERSITIES

PRIORITY: Desirable

In order to have a more accurate assessment of the effectiveness of the college's transfer program information is needed on the number of SBCC students who transfer to four-year colleges and universities in addition to those in the UC and CSU systems. This past year a computer program was written that records the names of the transfer institutions, including other community colleges, where students requested that their transcripts be sent.

At the end of September and again in March we will ask colleges and universities to whom transcripts have been sent for the names of our former students who have enrolled at their institution during the current academic year. This procedure, which will be followed for all non UC and CSU campuses, will provide us with information on the number of SBCC students who transfer in a given year and on the number of units students completed at SBCC prior to transferring. Findings from this project will be incorporated into the tracking study on the progress first-time matriculated students make in achieving desired outcomes of the Matriculation Program.

BENEFITS OF THE PROJECT: This project will provide accurate information on how many SBCC students transfer to four-year colleges and universities in a given year as well as the names of the colleges to which they transfer.

PERSON RESPONSIBLE: Jane Craven

RESOURCES NEEDED: The computer programming has been completed. College work study students will assist in data tabulation.

COMPLETION DATE: December, 1989.

5. STUDY ON THE RELATIONSHIP BETWEEN STUDENT USE OF SUPPORT SERVICES AND STUDENT SUCCESS IN COLLEGE

PRIORITY: Desirable

A research study will be conducted on the relationship between student utilization of selected support services and student grades, course completion rates, and

persistence at the college. The support services to be considered in this study will be the Learning Resources Center, the Reading/Study Skills Center, counselling, the Transfer Center, Math 1 Lab, and EOPS. Bar code readers will be used to electronically record into the student database student use of the support services. Having information on student use of support services will make it possible to examine the relationships between student use of a particular support service and information available in the college's database such as student background characteristics, scores on the assessment tests in English and math, educational objectives and such outcome measures as course grades, course completion rates, and college persistence rates. The capability to electronically entering into the college database the frequency of student use of support services will enable us to address the following questions:

A. Which students are taking advantage of what support services?

B. To what extent do students who score low on the English and/or math assessment tests take advantage of support services designed to assist them in the areas in which they are deficient?

C. What is the relationship between student use of needed support services and their grades and course completion rates?

D. Do students with similar background characteristics (e.g., assessment test scores, high school g.p.a., expressed need for support services, ethnicity, educational objectives) who take advantage of a particular support service do better on the outcome measures than a comparable group of students who do not take advantage of of needed support services?

E. What is the relationship between the number of times students receive assistance from a particular support service and their performance in their classes? This question will be analyzed comparing students with similar background characteristics who are enrolled in the same courses.

BENEFITS OF THE PROJECT. This study will provide college staff members with accurate information on the extent to which various groups of students are taking advantage of various support services and on the relationship between student use of particular services and student success in college. The results of this project can be used in program evaluation and in identifying which groups of students need to receive special encouragement to seek assistance from needed support services.

The project will also yield valuable information on the feasibility of using bar code readers to record student use of college support services. The study will also provide insights on the value of having information available in the college's database on student use of support services.

PERSONS RESPONSIBLE: Jack Friedlander, and Keith Mclellan.

RESOURCES NEEDED: \$200 for clerical assistance to develop charts.

DATE OF COMPLETION: July 1990. Data will be available for the 1990 Spring Semester.

6. STUDY TO TRACK THE COURSE-TAKING EFFICIENCY OF MATRICULATED STUDENTS

PRIORITY: Essential

Using Project ASSIST, this study will examine the course-taking patterns of matriculated students who entered the college in fall 1987 with the goal of transferring to UCSB or CSU. This project will provide answers to the following questions:

A. In which UCSB and/or CSU general education categories did students complete courses during their first 30 units of college course work?

B. What percentage of the units completed by the students could be classified as usable units for transfer? Of the units completed, what percentage were transferable, non-transferable skills courses, and non-transferable, non-skills courses.

C. For students who expressed the intent of transferring to a CSU campus or to UCSB, what percentage of the units completed satisfy general education requirements at these institutions?

D. Are there particular general education categories that students are either avoiding taking classes in or are not satisfactorily completing classes in which they enroll?

These questions will be examined for UC and CSU-oriented students in the following units completed categories: 6-15; 16-30; 31-55; 56 or higher.

BENEFITS OF THE PROJECT: This project will enable college staff to identify which general education categories matriculated students are taking courses in, which categories they are avoiding and which categories they are experiencing some difficulty in completing. The results of this study will provide counselors and faculty advisors with information on the effectiveness of the college's academic advisement program. It will also provide insights into steps that can be taken to improve the course-taking efficiency of students and to increase the likelihood that students will complete the courses needed to earn a certificate, degree and/or gain entry into a transfer institution.

PERSONS RESPONSIBLE: Keith Mclellan

RESOURCES NEEDED: \$3,000 is needed to hire staff to analyze the Project ASSIST printouts, process the data, verify its accuracy and tabulate the findings. The Transfer Center Director will need to commit about 20 hours to this project. complete programming and to hire students to assist with data tabulations.

DATE OF COMPLETION: April, 1990.

7. STUDIES TO TRACK THE PROGRESS OF STUDENTS ENROLLED IN READING, WRITING, MATH ,ESL AND DISABLED STUDENT SERVICES COURSES

PRIORITY: Essential

A series of student tracking studies will be conducted to determine the number of students enrolled in reading, writing, math, and ESL courses who complete those classes and persist into entry-level degree-applicable college courses. Students who entered the college in fall, 1987 and enrolled in a remedial course or in an ESL class will have their progress tracked over a period of six semesters. Information about these students will be provided on such outcome measures as course completion rates as well as the number of students in remedial or ESL classes who progressed into and successfully completed entry-level degree-applicable college courses.

BENEFITS OF THE PROJECT: These studies will provide important measures on the percentage of students who start college in remedial and ESL classes who progress into and complete college-level courses. Results from this project can be used as part of the evaluation of the success of the developmental English, math, and ESL programs to provide students with the skills needed to succeed in college-level courses. Having data on the number of students in pre-collegiate and ESL classes who progress through the sequence of courses in these programs and into college-level courses and on the amount of time it takes to complete these programs will be of much use in decisions regarding the scheduling of courses.

PERSON RESPONSIBLE: Elaine Cohen

RESOURCES NEEDED: Programming has been completed for this project. Data reduction by statistical clerk needed for 80 hrs.x \$8.50/hr = \$680.

COMPLETION DATE: December, 1989.

8. ANALYSIS OF STUDENT CHARACTERISTICS DATA

PRIORITY: Essential

Information on the characteristics of students enrolled at the college in 1988-89 will be reported along with analyses of how these characteristics have changed over the past five years. The study will include analyses of student enrollment trends on such factors as ethnicity, educational goals, part-time and full-time status and time attending college.

BENEFITS OF PROJECT: This ongoing study enables the college to monitor changes in the composition of students who attend SBCC. The results of this project are taken into account in curriculum planning and in the delivery of support services.

Person Responsible: Jane Craven

RESOURCES NEEDED: None

COMPLETION DATES: November, 1989 (fall semester data); April, 1990 (spring semester data).

9. DESIGN, CONDUCT AND DOCUMENT THE RESULTS OF AT LEAST TEN CLASSROOM RESEARCH PROJECTS

PRIORITY: Essential

The purpose of classroom research is to help faculty evaluate the effectiveness of their own teaching. Classroom research will enable faculty to determine the extent to which a particular teaching strategy is having the desired effect in providing student learning in their own classes. The projects being designed and implemented by 10 faculty members participating in the FII and FIPSE-supported projects will be evaluated.

BENEFITS OF THE PROJECT: This project should contribute to the improvement of instruction in the following ways: (1) it will foster experimentation and innovation; (2) it will provide a means of evaluating the effectiveness of one approach to presenting information over another; and (3) it will provide a basis for the exchange of ideas about teaching.

PERSONS RESPONSIBLE: Jack Friedlander, and Elaine Cohen

RESOURCES NEEDED: None. Project supported by a grant from the Chancellor's Office and the Fund for Improvement of Postsecondary Education.

10. CONDUCT A SURVEY OF STUDENTS TO ASSESS THEIR LEVEL OF INVOLVEMENT IN LEARNING ACTIVITIES AND THEIR PROGRESS TOWARD ACHIEVING IMPORTANT EDUCATIONAL OBJECTIVES

PRIORITY: Essential

The purpose of the this study is to assess the extent to which students are taking advantage of the following resources and services provided by the college and to measure student progress toward achieving desired educational objectives. Information will be collected on the extent to which students participate in learning activities related to: classrooms; the library; science classes; art, music and theatre; interactions with faculty and other students; writing; college support services (Career Center, advising, Transfer Center); and acquisition of learning and study skills. Information will also be collected on student progress toward achieving a range of general education objectives and on students' satisfaction with different aspects of the college.

The study will be administered to students in a sample of classes during the second week of December.

BENEFITS OF THE PROJECT: The results of this project will be incorporated into the college's self-study for accreditation. The study will provide data on student attainment of important educational objectives as well as on student involvement in desired learning activities.

PERSON RESPONSIBLE: Jack Friedlander

RESOURCE REQUIRED: \$600 for data entry and data tabulations.

DATE OF COMPLETION: January, 1990.

11. ASSESS FACULTY, STAFF AND ADMINISTRATORS' PERSPECTIVES OF THE CAMPUS CLIMATE

PRIORITY: Essential

The Campus Climate Survey developed at the University of Texas will be administered to all faculty, classified staff and administrators in October, 1989.

BENEFITS OF THE PROJECT: The data from this study will be incorporated into the college's self-study for accreditation. The findings, which will be compared to other community colleges which have used this instrument, will provide valuable information on our strengths and weaknesses of the work environment at the college.

PERSON RESPONSIBLE: Burt Miller

RESOURCES REQUIRED: \$300 for data entry and data tabulations.

DATE OF COMPLETION: November, 1989.

12. EVALUATE THE PERFORMANCE OF STUDENTS WHO ENROLL IN CLASSES AFTER THE FIRST WEEK OF THE SEMESTER

PRIORITY: Essential

This study will compare the grades received by students who enroll in courses after the first week of the semester with the grades of students who enroll in their classes prior to the second week of the term. Comparisons will be based on students' course grades in Fall 1988 and Spring 1989. The data will be analyzed separately for new and continuing students.

BENEFITS OF THE PROJECT: The results of this study will be used to examine the college's policy on the last day to add a class.

PERSONS RESPONSIBLE: Jack Friedlander/Jane Craven

RESOURCE REQUIRED: None.

DATE OF COMPLETION: October, 1989.

13. IDENTIFICATION OF THE NUMBER OF STUDENTS WHO DROP THEIR CLASSES AFTER THE 10th WEEK OF THE SEMESTER

PRIORITY: Desirable.

The purpose of this study is to assess the consequence of changing the last day to withdraw from a class from the end of the 14th week of the semester to the end of the 10th week of the semester. This study will identify the number of students who drop their census week classes after the tenth week of the Fall 1988 and Spring 1989 semester.

BENEFITS OF THE PROJECT: The results of this study will enable the college to assess the financial consequences of changing the last day from withdrawing from a class from the end of the 14th week to the end of the 10th week of the semester.

PERSONS RESPONSIBLE: Jack Friedlander/Jane Craven

RESOURCES REQUIRED: Minor programming by CCCA staff.

DATE OF COMPLETION: November, 1989.

14. DEVELOPING OF A MODEL FOR PROJECTING THE NUMBER OF STUDENTS WHO SHOULD TRANSFER TO A FOUR-YEAR COLLEGE OR UNIVERSITY IN A GIVEN YEAR

PRIORITY: Desirable.

The purpose of this project is to develop a model for projecting the number of students who should transfer to a four-year college or university in a given year. Such a model will provide the college with a valuable tool to assess its effectiveness in preparing students to transfer.

BENEFITS OF THE PROJECT: This project will provide a realistic picture on the number of students that should be expected to transfer in a given year. Such information will be useful in establishing transfer objectives and in assessing the extent to which those objectives were achieved.

PERSON RESPONSIBLE: Keith McLellan

RESOURCES REQUIRED: None

DATE OF COMPLETION: January, 1990.

CPC 10/17/89

SANTA BARBARA CITY COLLEGE

**STATEMENT
OF INSTITUTIONAL DIRECTIONS**

1988-89 to 1991-92

Developed by:

College Planning Council
April 1989

SANTA BARBARA CITY COLLEGE

1988-89 to 1991-92

STATEMENT OF INSTITUTIONAL DIRECTIONS

FOREWORD

MISSION: The College exists to provide a comprehensive curriculum and activities which support transfer and occupational programs, development of skills essential for academic success, and general credit and non-credit programs appropriate to the needs of the South Coast community, the state and the nation.

Carrying out the College's mission is a complex and multidimensional process involving many interdependent activities. Although each segment of the College has its own internal concerns, these mesh and interact to comprise an aggregate whole which is the College.

This statement of institutional directions is not intended to highlight all that the College is doing to fulfill its mission. Many activities are already taking place that are essential to our functioning. This is a statement of specific strategies which the College community has identified as necessary to enhance its functioning and to maintain a superior level of performance. The Directions are assembled into six major areas which are seen as College-wide goals that transcend organizational structures and become institutional concerns.

In developing these strategies, the College Planning Council emphasizes the fundamental values of Santa Barbara City College:

- o To provide open and affirmative access to postsecondary education for all who can benefit from it.
- o To provide excellence in all programs of the College.
- o To create and maintain a physical and psychological environment that enhances student success, emphasizes teaching and learning, supports staff enrichment activities, and encourages the open discussion of ideas and issues.
- o To develop and sustain College governance processes that emphasize cooperative and collegial approaches in carrying out the work of the College.
- o To assure that the needs of students are the primary reference for College decision making regarding College policies and programs.
- o To establish and maintain a mutually supportive relationship between the College and all elements of the local community.

Santa Barbara City College is committed to the assurance that the quality of programs and services will encourage potential students to consider the College as their first choice for post-secondary education. To this end the College will refine, expand and support programs and individual efforts directed to increasing the number of students who will achieve academic success.

TRANSFER EDUCATION, VOCATIONAL EDUCATION, SKILLS ESSENTIAL FOR ACADEMIC SUCCESS

In its Credit Program, SBCC is committed to offering a comprehensive, balanced curriculum which provides courses and activities which are consistent with the mission of the California community colleges. Specific emphases by major programmatic area will include:

o *Transfer Education*

- * Refine the Matriculation process to identify potential transfer students early in their academic programs.
- * Increase the number and proportion of under represented students who transfer to four year institutions.
- * Develop guaranteed admissions programs with receiver colleges and universities.
- * Develop guaranteed admissions programs to impacted majors at the University of California, Santa Barbara.
- * Complete implementation of Project ASSIST, including the training of appropriate staff.
- * Develop a fully articulated UC Transfer General Education Program.

Increase the number of majors articulated with the California State University System with emphasis on Chico, Long Beach, Northridge, Sacramento, San Francisco, San Luis Obispo, Sonoma, and with the University of California, with emphasis on Berkeley, Davis, Irvine, Los Angeles, Santa Barbara, and Santa Cruz.

o *Vocational Education*

- * Develop a more systematic approach to identify educational programs which meet local public and private sector employment needs.
 - * Expand coordination and articulation of vocational programs with high schools and four-year institutions.
 - * Develop a comprehensive career guidance and placement service for vocational program completers.
 - * Expand cooperative education opportunities to provide internship experiences for students in local business, industry and government agencies.
- Develop more consistent involvement of government agency, business and industry in the refinement of vocational programs through advisory committees.
- * Develop a more systematic approach for the assessment of technical developments in vocational programs and implement actions to maintain state-of-the-art equipment and curriculum.

- * Provide regular staff development activities to assure that faculty and staff are current with technological changes in their disciplines.
- o *Skills Essential for Academic Success*
 - * Develop and evaluate alternative approaches for delivering basic skills instruction.
 - * Expand and refine English as a Second Language courses to meet the needs of the rapidly expanding limited and non-English speaking population with degree, certificate, and transfer goals.

SBCC AND COMMUNITY EDUCATION: COMPREHENSIVENESS AND QUALITY

Santa Barbara City College's Continuing Education program will continue to be the most intensive, comprehensive, and community responsive in California. Specific emphases will be to:

- o Expand the English as a Second Language and citizenship components to meet the requirements of the Immigration Reform Control Act.
- o Expand the Business Development Center, which includes providing educational services for local employers emphasizing specialized contract education and credit and non-credit offerings.
- o Provide experiences which promote civic responsibility.

STUDENT ACCESS/SUCCESS

In order to meet the needs of an increasingly diverse population, Santa Barbara City College is faced with a challenge of ensuring access to all students who can benefit from its courses and programs. The changing student population requires quality instruction and support services geared to the needs of all students, regardless of ethnic, linguistic, socio-economic background or physical/learning disabilities.

o *Student Access*

As the College prepares to serve an increasingly diverse population, it must prepare to change in the following ways:

- * Evaluate institutional procedures and policies to assure that they do not serve as barriers to student access.
- * Evaluate the process of recruiting and enrolling individuals to assure that the open access principle is communicated clearly and that appropriate instructional support services are available.

o *Recruitment*

- * Develop and implement a recruitment plan which presents the positive aspects of the College. Implement the plan through the coordinated efforts of academic divisions and administrative support services.
- * Target efforts to reach out to high achieving secondary school graduates.
- * Broaden outreach and recruitment efforts to better attract underrepresented students in order to reflect the community's and state's cultural diversity.
- * Develop community-based linkages that support underrepresented students.
- * Increase the enrollment of international students on campus.
- * Increase efforts to attract students redirected from the University of California, Santa Barbara.

Evaluate the availability and accessibility of federal and state grants for Santa Barbara City College students. Improve the timely dispersal of information about financial aid to students in order to make aid available before a semester begins.

o *Retention*

- * Increase the student course completion rates through a commitment to instructional improvement and curriculum changes.

- * Refine assessment, advisement, orientation, counseling, and follow-up services designed to increase the number of students who are academically successful.
- * Develop verifiable skill prerequisites for introductory courses.
- * Integrate more effectively student services with instructional activities with an emphasis on shared commitment to student access and success.
- * Develop strategies to increase the number of college work study students in on-campus jobs.
- * Develop and implement a student success course for all new students.

HUMAN RESOURCES

Santa Barbara City College is an institution which has been recognized for the excellence of its educational programs. The essence of such successful efforts is the College's faculty and staff. To assure that excellence is maintained, the College will provide programs necessary to meet the changing nature and needs of the community, faculty, staff and students. It is the institution's responsibility to provide the support for activities which enhance motivation, innovation and inspiration of the total College community. Those opportunities which encourage personal and professional growth must be maintained. In these efforts the College will:

o *Recruitment*

- * Develop competitive incentives to recruit and retain high quality faculty and staff.
- * Identify, evaluate, and implement strategies to assist faculty and staff to obtain affordable housing.

o *Affirmative Action*

- * Meet the needs of a changing population through a commitment to and implementation of the College's Affirmative Action goals.
- * Regularly evaluate and improve the Affirmative Action Plan.

o *Staff Development*

- * Develop a plan for use of faculty and staff development funds from recently enacted reform legislation.
- * Expand the activities of the Faculty Enrichment Committee with special emphasis on faculty grants for innovative instructional programs.
- * Expand staff development and involvement opportunities for part-time lecturers.
- * Provide inservice opportunities for faculty and staff to sensitize them to the needs of students from different ethnic, cultural, linguistic and socio-economic backgrounds.
- * Provide opportunities for instructors in all subject areas to develop competence in meeting the needs of the under-prepared and disabled student.
- * Provide opportunities for faculty to retrain for changes in the College's instructional program.
- * Provide opportunities for faculty and staff to develop expertise in the use of computer technology in instruction.
- * Develop additional mechanisms for providing incentives and rewards for outstanding service and teaching.

- * Modify staff evaluation policies and procedures to comply with the requirements of reform legislation and integrate staff development activities into the evaluation process.
- * Improve the efficient utilization of human resources by providing faculty and administrators adequate support staff.

FISCAL RESOURCES

Without a stable supply of funds, it is very difficult to plan effectively and to carry out plans. It is, therefore, paramount that the college make the most efficient use of the funds available to it and identify alternate sources to supplement these funds.

The focus of College activity will be to:

o *Fiscal Responsibility*

Develop more systematic procedures to establish funding priorities for the year based on realistic estimates of revenues. Explore the availability of budget simulation software suitable to SBCC needs.

- * Explore methods for effecting savings on purchases through the use of alternative purchasing approaches and suppliers.

o *Facilities and Equipment*

- * Schedule facilities to improve the efficiency of utilization.

Develop schedules for replacement of equipment and provide adequate budget support to meet such schedules.

- * Develop a more systematic way to evaluate campus security, safety, and appearance.

o *Management and Resource Development*

- * Develop more systematic means to evaluate and improve institutional efficiency and effectiveness.

Publicize ways in which community contributions to the College can be made through the Foundation for Santa Barbara City College.

- * Enhance cooperation with the Foundation for Santa Barbara City College to raise funds needed for activities which are important but cannot be funded out of College general and categorical revenues.

Commit resources to the development of grant applications that are appropriate to the goals and objectives of the College's comprehensive plan.

- * Increase efforts to develop funding sources for the development of programs to attract underrepresented students to SBCC.

COLLEGE GOVERNANCE

The College will progress only to the extent that all staff are willing to invest themselves in College-wide programs and issues. The College should exemplify a willingness to objectively and critically analyze and assess all phases of its operation, particularly its effectiveness in providing educational programs and fulfilling student academic objectives. The welfare of students and educational programs must always be the primary focus of the College governance.

o Systemwide Interactions

- * Influence program and policy development at the state level to enhance the educational program in the state-wide system in general and the College.

o College Governance

- * Improve the effectiveness of the College committee system, with focus on the active involvement of faculty.
- * Improve the effectiveness of internal communication to achieve timely staff awareness about developing College policies, programs, and activities.
- * Define more clearly the role of the Academic Senate in institutional decision making.
- * Increase student and staff representation on committees and overall involvement in College governance.
- * Broaden the base of College staff participation in institutional research efforts.
- * Use the accreditation self-study process to enhance the College's governance structures.
- * Assure that administrative units coordinate their efforts to achieve College-wide objectives.
- * Use systematic planning procedures in institutional development.