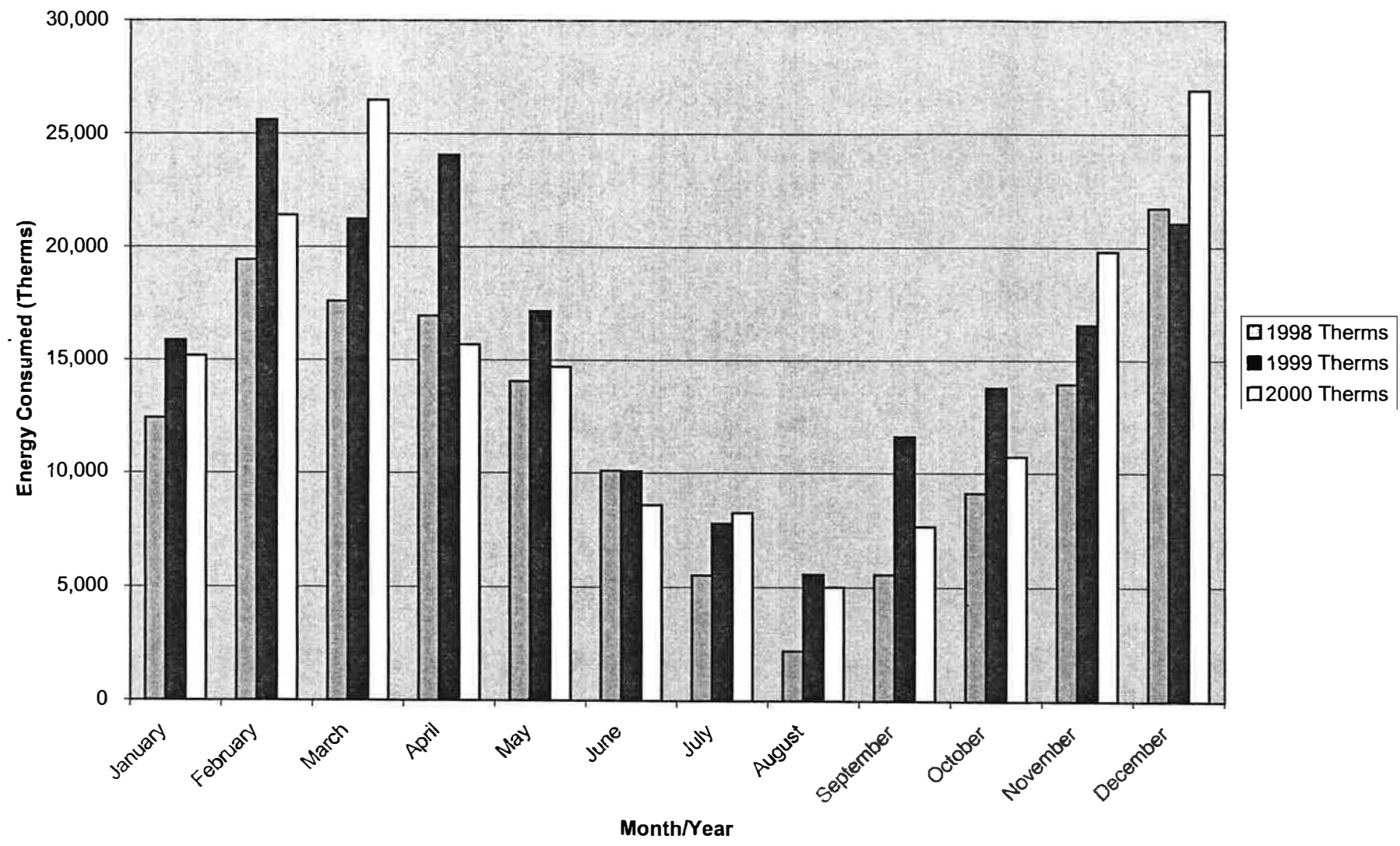


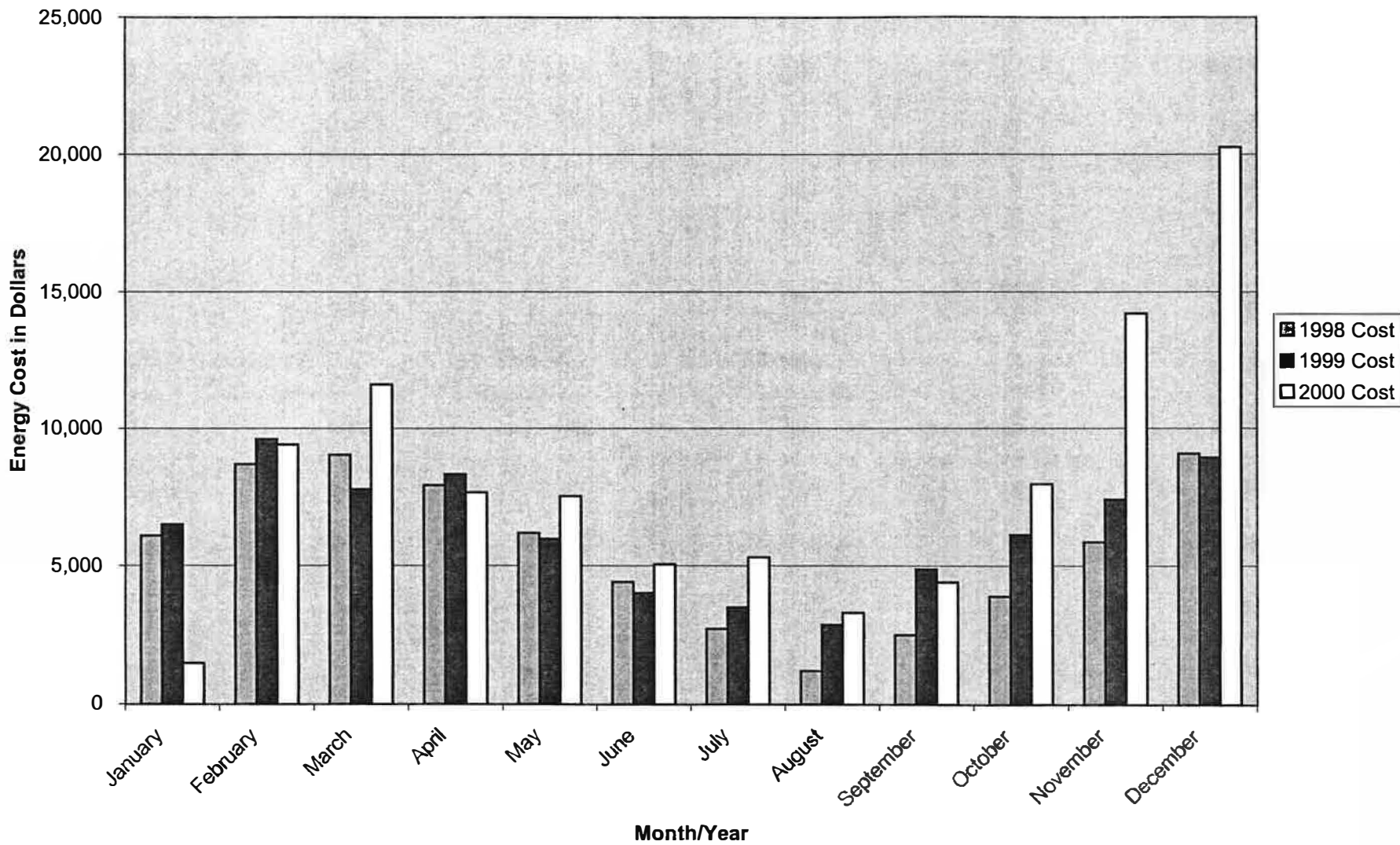
Energy Cost Changes

	2000-01 Budget	Expected Increase	Increase Amount
Electricity	795,495	35%	278,423
Gas	<u>133,127</u>	250%	<u>332,818</u>
	928,622		<u><u>611,241</u></u>

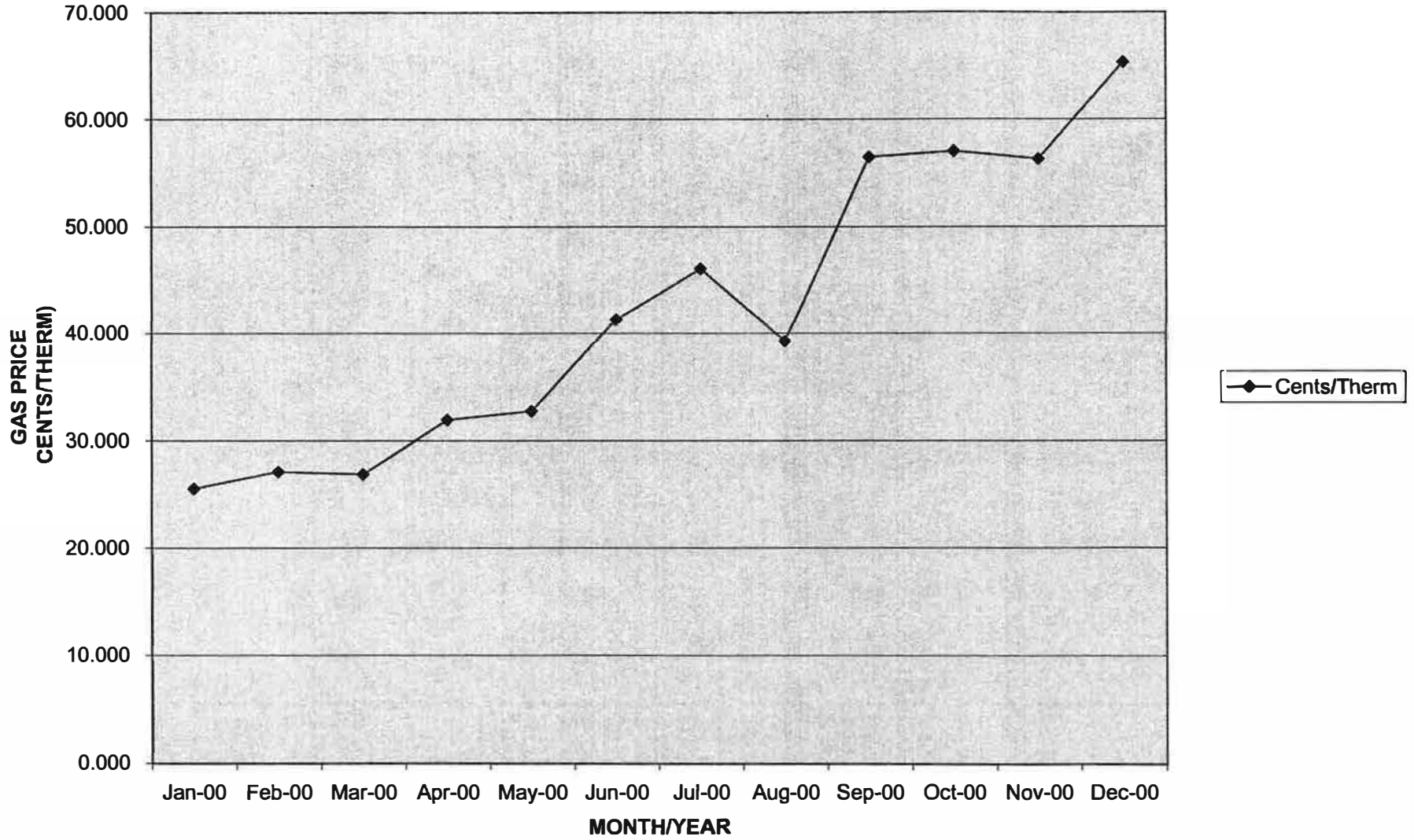
EASTWEST CAMPUS GAS USAGE PROFILE



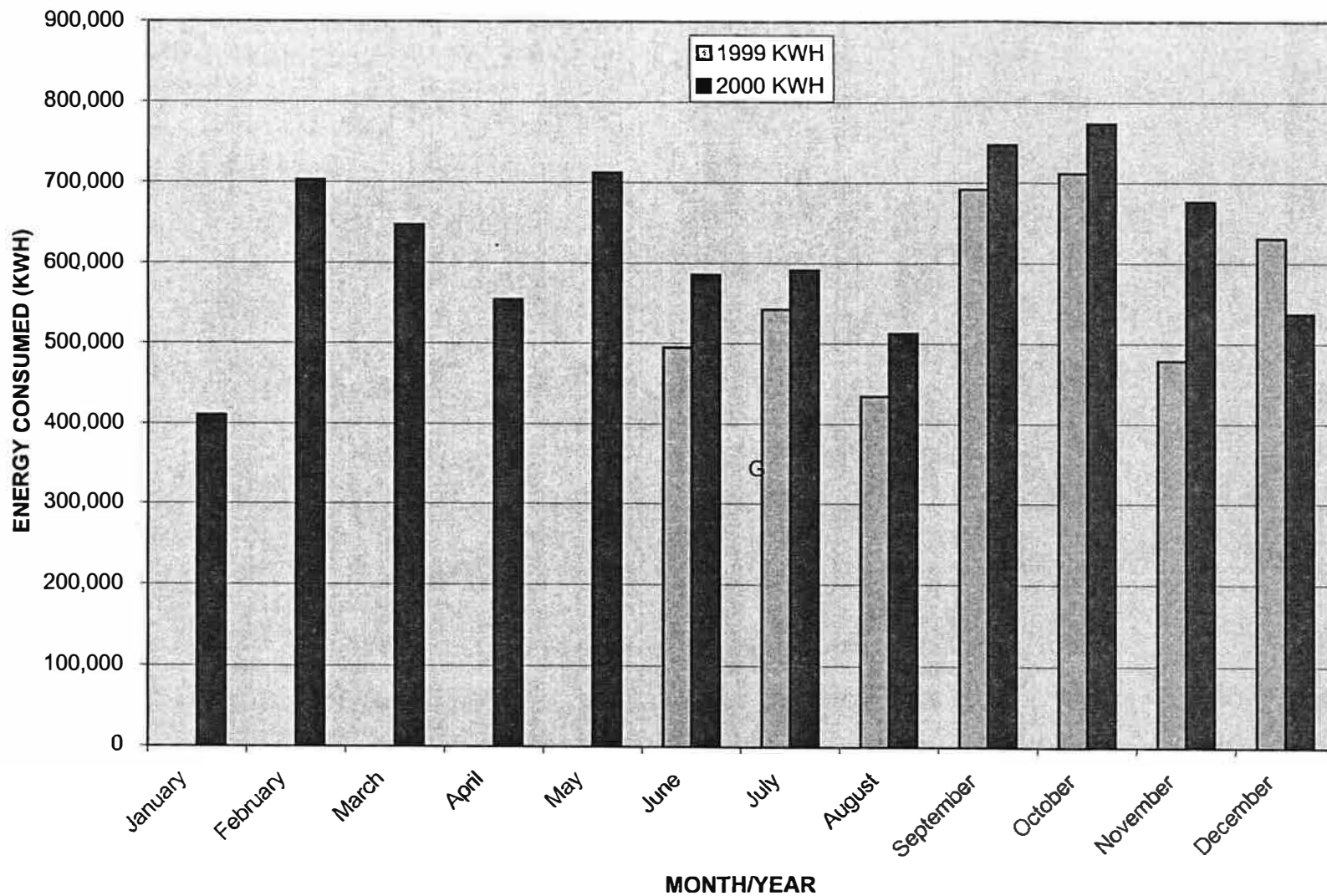
EASTWEST CAMPUS GAS ENERGY COST



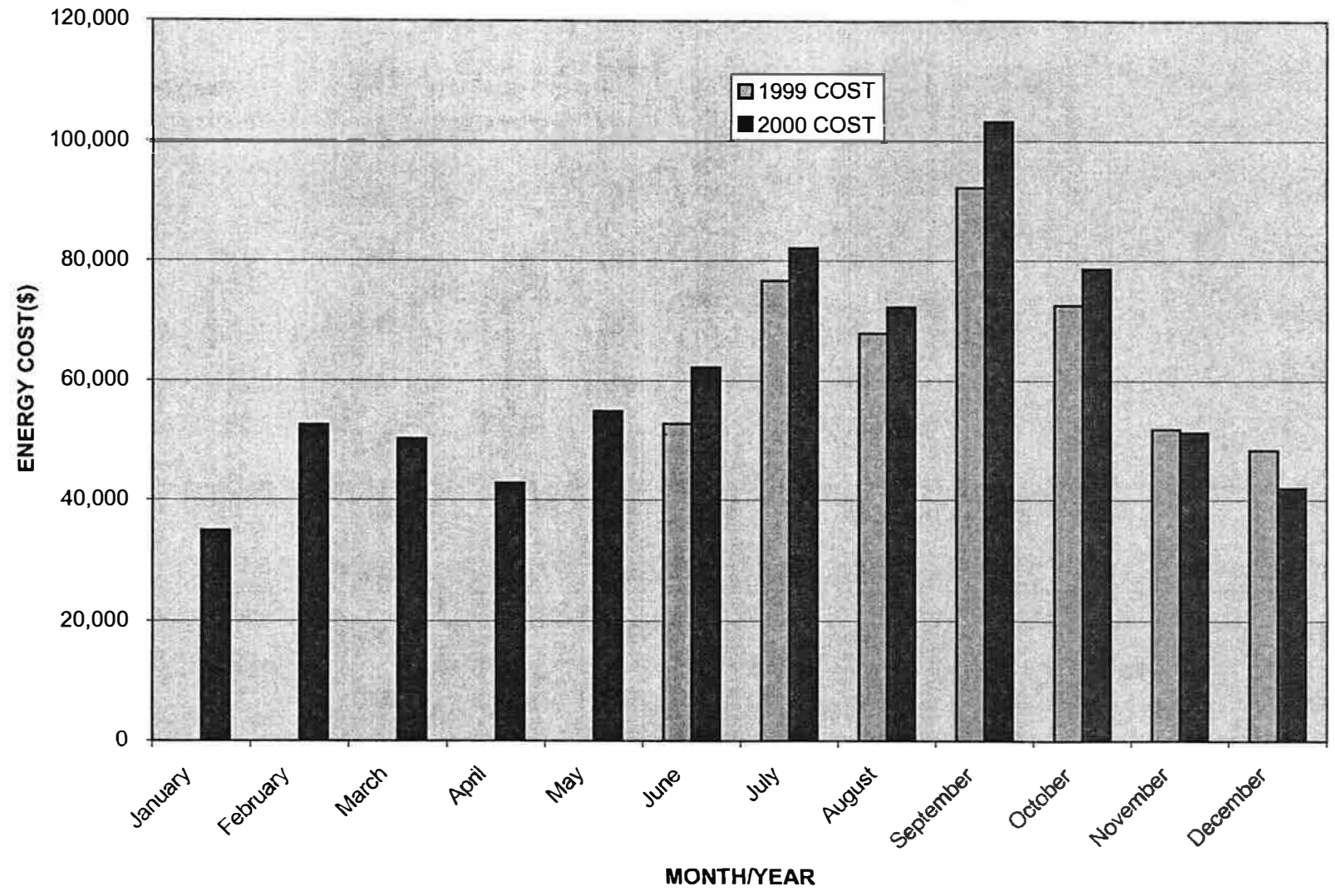
NATURAL GAS PROCUREMENT RATES



EAST/WEST CAMPUS ELECTRICAL ENERGY USAGE PROFILE



EAST/WEST CAMPUS ELECTRICAL ENERGY COST PROFILE



AH. 2

**SANTA BARBARA CITY COLLEGE
OFFICE OF EDUCATIONAL PROGRAMS**

MEMORANDUM

TO: All Faculty and Staff

FROM: Dr. Jack Friedlander, Executive Vice President
Educational Programs

DATE: January 23, 2001

**SUBJECT: Guidelines for Responding to the Loss of Electricity Due to a Rolling
Blackout**

Due to the state's energy crisis, it is possible that the college may be subject to having its electricity disrupted for periods of 90 minutes to two hours (rolling blackouts). Southern California Edison has informed us that it will give the college just 10 minutes advanced notice before it loses electricity as a result of a planned rolling blackout. This short notice of a loss of electricity will prevent us from informing every one of the steps they should take regarding the holding of classes or conducting their work.

Guidelines for Responding to the Loss of Electricity

1. If there is a loss of electricity while a class is in session, the instructor should decide whether learning could take place without lights and instructional equipment. If the answer is yes and there is no obvious threat to the safety of the people in the classroom, the class should continue to be held. If it is not possible to conduct the class without electricity and/or the loss of power presents a possible threat to the safety of the students and instructor, the class should be dismissed. The same decision-making process should be followed in the event the power is turned off just before the start of a class. It is unlikely that class sessions that are cancelled due to a rolling blackout will be rescheduled.
2. In the event of a rolling blackout, staff members will be expected to remain at the college during their scheduled work times. In the event that the office environment is too dark or unsafe to perform work, the supervisor for the area will direct staff members to locations that are safe. All staff members are required to remain on campus unless they have their supervisor's approval to leave before the end of their scheduled work time. The decision to close the college for business will be made by Dr. MacDougall. (*Reference, Administrative Guidelines--Emergency Closure and Leave*)

Please contact the dean for your area or your supervisor if you have any questions about these guidelines.



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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Bakersfield College

Executive Director
DAVID B. WOLF

Associate Director
GARI BROWNING

Assistant Director
DARLENE PACHECO

Executive Assistant
BARBARA DUNHAM

Administrative Support/MIS
TOM LANE

January 19, 2001

Dr. Peter R. MacDougall
Superintendent-President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109

Dear President MacDougall:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 7-9, 2001, considered the proposal from Santa Barbara City College to use an alternative approach for the self study associated with the visit scheduled for fall, 2002. The Commission agreed to accept this experiment, subject to the following general conditions:

1. The college may follow the process of its choosing to conduct the self study.
2. The process should yield a product which a visiting team and the Commission can evaluate.
3. The product should present evidence that the Standards for Accreditation are met or exceeded.

At your early convenience we should discuss the details of the process that the college will employ, and any special arrangements this approach would involve (e.g., team competencies, visit timing, team preparation). I look forward to working with you and your colleagues on this departure from the routine.

Sincerely,

David B. Wolf

tl

cc: Dr. Andreea Serban, Accreditation Liaison Officer
Board President

116.3
SANTA BARBARA CITY COLLEGE
RECEIVED

JAN 24 2001

PRESIDENT'S OFFICE



Santa Barbara City College

Peter R. MacDougall
Superintendent/President

November 13, 2000

Dr. David Wolf, Executive Director
Accrediting Commission for Community and Junior Colleges
3402 Mendocino Avenue
Santa Rosa, CA 95403

Dear David:

The purpose of this note is to formally request that Santa Barbara City College be allowed to conduct an experimental self-study with the accreditation visit to follow in 2002-03. SBCC was allowed to conduct such a study and host a subsequent team visit for our last accreditation in 1996-97. I felt, and I believe the Commission did also, that the visit was beneficial to both the College and the Commission.

A second such visit would allow us to capitalize on our earlier work and look deeply and in a more focused manner at our institution than the regular self-study process may allow. Specifically, we want to focus on the aspirations we have outlined for SBCC through Project Redesign and produce a College Plan that will more effectively identify how we can attain the outcome of developing a model community college for the 21st century.

The proposal enclosed explains our approach. The institutional document for the visiting team would be divided into two parts. Part one, in addition to providing our responses to the recommendations of the previous team, would review the accreditation standards and provide verification that the College is meeting those standards. We recognize that the requirement to validate the accreditation standards are being met is fundamental. We propose providing a series of reports and documents for each standard that would enable the team to verify the College is meeting these standards.

Part two of the experimental accreditation review would provide the College with an opportunity to carry out a thorough planning process in which the College defines what is meant by a model community college for the 21st century, identify the action steps necessary to enable the College to achieve the definition of model community college, and develop mechanisms for assessing our effectiveness in accomplishing what we have defined. The outcomes produced will include:

- ◆ Institutional definition of the elements that comprise a model community college;
- ◆ A plan by which Santa Barbara City College will move forward to develop its version of a model community college for the 21st century; and,

**Santa Barbara City College
Web Development Plan (update)**

Area of Concentration	Focus Group (Max. 4)	Planning Outcomes (Needs Facilitated by Collegis)	Cost Analysis (by Project by Collegis)	Timeline (by Project by Collegis)
1.0 Web Enabled Instruction	1.2 Educational Programs Cross-Functional Team (Chair, M. Gallegos)	<ul style="list-style-type: none"> • Identify Priorities • Identify Projects for Consideration • Identify Dependencies • Identify Resources • Identify Timeline • Identify Outcomes 	Analysis by Project Inputs needed for cost analysis	Phasing of Approved Projects over 3 Year Period.
2.0 Student Portal	2.1 Campus Pipeline Implementation Team (Chair, M. Gallegos)			
3.0 Student Information System	3.1 SIS Implementation Team (Chair, J. Craven)			
4.0 Intranet Development	4.1 Administrative Systems Web Team (Chair, B. Hamre)			
January 30, 2001	February 28, 2001	Feb. 1, 2001-Feb. 28, 2001	March 31, 2001	March 15, 2001

By: G. Gonzales
Date: 1/13/2001
Approval: B. Hamre, J. Baltzer

A.H. 4

AH. 5
REVISED

**SANTA BARBARA CITY COLLEGE
OFFICE OF EDUCATIONAL PROGRAMS**

MEMORANDUM

TO: Chairs of the PFE/Resource Requests Work Groups

FROM: Jack Friedlander, Executive Vice President, Educational Programs

DATE: January 31, 2001

SUBJECT: **Procedures, Timelines and Supporting Materials for the Work Groups**

Thank you for agreeing to chair one of the work groups assigned to review and prioritize the proposals requesting funds to support the attainment of the goals and objectives in the College Plan for 1999-2002. Attached are the following documents that each of your work groups will need to complete their assignment.

1. Procedures and timeline for completing the ranking of the proposals.
2. The report prepared by Andreea Serban on the progress that has been made toward achieving each of the goals and objectives in the College Plan.
3. A summary of the gap analysis prepared by CPC.
4. The criteria to be used in ranking the proposed projects.

Each work group is responsible for:

1. Sorting the proposals into three categories (Priority 1, Priority 2 and Priority 3), with one-third of the number of requests received by the work group placed in each of the categories.
2. Ranking the proposals within each of the three priority categories with "1" being the highest ranked item.
3. Where appropriate, the work groups can recommend combining proposals that are intended to address the same objective.

Criteria for ranking proposals. The work groups should use the following criteria to rank the proposals:

1. The extent to which the proposed project/request will contribute to the attainment of one or more objectives in the College Plan.
2. The relative magnitude of the proposed proposal on the number of students, faculty and/or classified staff who will benefit from the project.
3. The anticipated benefits/outcomes of the proposed project relative to the cost of the project.
4. The extent to which the proposed project will contribute to the attainment of an objective in the College Plan that has not yet been fully achieved as determined by the outcomes of the gap analysis conducted by CPC.
5. For one-time requests, it is clear that no ongoing expenditures are needed or, if so, they have been identified.
6. For general resource requests (those not directly related to a goal or objective in the College Plan), the degree of impact it would have on a department or the college.
7. The extent to which the proposal is well developed and the likelihood of the project being successful.
8. Other funds are not available or are inadequate to achieve the outcomes identified in the proposal.

Next steps: Please contact me if you have any questions about the process for sorting and ranking the resource requests that have been submitted to the work group that you are assigned to chair.

G:/AA/bs/Work Group



Status of the 1999-2002 College Plan Goals and Objectives

Institutional Assessment
Research and Planning

January 25, 2001

Office of Institutional Assessment
Research and Planning

Dr. Andreea Serban, Director
Wendy Volkman, Analyst

1 SUMMARY

The 1999-2002 College Plan consists of 14 Goals and 40 Objectives that specify the desired direction for all major instructional and service areas of the College.

The current status of these goals is as follows: one of the goals is achieved, seven are on target, five show moderate progress and one was not yet addressed (the explanation for each goal and objective is attached).

Overall Status of Goals

Achieved	On target	Moderate progress	Not addressed
Goal 9	Goal 1 Goal 2 Goal 3 Goal 5 Goal 6 Goal 10 Goal 13	Goal 4 Goal 7 Goal 8 Goal 11 Goal 12	Goal 14

Of the forty objectives, seven are achieved, eleven are on target, six show moderate progress, three show no progress, three are not addressed, six are currently being clarified or there are not sufficient data to make an assessment, one is not applicable (bond issue did not pass). Three of the objectives do not fall into a single category: objective 6 is on target for work experience but shows moderate progress for internships and service learning; objective 13 appears on target for English but there is no progress for Math; and objective 23 is on target for all alternative modes of instruction except for online courses where no progress occurred.

Overall Status of Objectives

Achieved	On target	Moderate progress	No progress	Currently collecting/analyzing data or data not sufficient or not available to make an assessment	Not addressed
Obj. 3 Obj. 8 Obj. 9 Obj. 16 Obj. 22 Obj. 29 Obj. 32	Obj. 1 Obj. 2 Obj. 6 for work exp. Obj. 7 Obj. 10 Obj. 13 for English Obj. 20 Obj. 23 except for online classes Obj. 24 Obj. 25 Obj. 26 Obj. 31 Obj. 33 Obj. 39	Obj. 6 for internships and service learning Obj. 15 Obj. 17 Obj. 21 Obj. 28 Obj. 35 Obj. 37	Obj. 11 Obj. 12 Obj. 13 for Math Obj. 23 for online courses Obj. 27	Obj. 4 Obj. 5 Obj. 14 Obj. 18 Obj. 19	Obj. 30 Obj. 38 Obj. 40

A more detail analysis is attached.

Status of 1999-2002 College Planning Goals and Objectives (Jan 25, 2001)

GOAL/OBJECTIVES	STATUS	DETAIL
<p>GOAL 1 - Enhance community knowledge, appreciation and utilization of Santa Barbara City College programs and services to attract an expanded and more diverse student population.</p>	<p>On target</p>	
<p>Objective 1. Develop and implement a coordinated college-wide marketing plan that addresses recruitment and service needs of the local community and potential out-of-area students. Outcome expectations for this marketing plan are:</p>	<p>On target</p>	
<p>° Sustain overall enrollments between two and three percent above the College's enrollment cap for the duration of the plan.</p>	<p>On target</p>	<p>1998-99 credit and non-credit resident FTES 3.02% growth;</p>
<p>° Increase by 10% the number of students age 25 and older enrolled in credit programs.</p>	<p>Achieved</p>	<p>1999-00 credit and non-credit resident FTES 4.48% actual growth; 2000-01 credit and non-credit estimated FTES 3.08% growth</p>
<p>° Achieve student enrollments which reflect the ethnic diversity of the district's adult community.</p>	<p>On target</p>	<p>Fall 1998 4,722 age 25 or older; Fall 1999 5,013 age 25 or older - 6.2% increase compared to Fall 1998; Fall 2000 5,226 age 25 or older - a 10.7% increase compared to Fall 1998</p>
<p>Objective 2. Provide multiple options, both on and off campus, for convenient student access to programs, services and information needed to enroll and succeed in college.</p>	<p>On target</p>	<p>The ethnic distribution of both credit and non-credit enrollments reflects closely the ethnic distribution of the adult population of the district. The public release in May 2001 of the 2000 Census data will allow a more accurate, up to date comparison.</p>
		<p>New college web site; pilot testing of Campus Pipeline in Spring 2001; plans for adding information on the campus web site for various student services. The implementation of the new Oracle Student System will allow self service (e.g., online application, registration, verification of grades, etc).</p>

17

GOAL/OBJECTIVES

GOAL 2 -Expand cooperative strategies with service area K-12 districts to facilitate student transition to Santa Barbara City College.

STATUS

DETAIL

On target

1998-99 (annual data for Summer 98, Fall 98 and Spring 99) 862 students (unduplicated headcount) from the local feeder high schools (Carp, SB Senior High, SM, Dos Pueblos, Bishop) enrolled in SBCC classes - 12.1% of the total enrollment of the five high schools.
1999-00 (annual data for Summer 99, Fall 99 and Spring 00) 1,686 students (unduplicated headcount) from the local feeder high schools (Carp, SB, SM, Dos Pueblos, Bishop) enrolled in SBCC classes - 23.2% of the total enrollment of the five high schools.

Objective 3. Enroll 10% of high school students from local feeder high schools concurrently in credit courses offered by the college.

Achieved

Objective 4. Ensure that a minimum of 50% of the high school students who enroll in Continuing Education classes with the objective to transfer to the credit program do so.

Cont Ed to provide the data

Objective 5. Increase by 15%, over a three-year period, the total number of high school students who enroll in Continuing Education classes.

Cont Ed to provide the data

GOAL 3 - Establish mutually beneficial partnerships with other institutions of higher education, the business sector, government agencies and community organizations to enhance relationships and increase educational opportunities for students.

On target

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

On target for work experience; Moderate progress for internships and service learning

The duplicated enrollment in General work experience classes was 516 in Fall 2000, a 13% compared to 457 in Fall 1999. A new service learning is being developed by the Career Center to be offered in Fall 2001.

Objective 7. Work with the University of California at Santa Barbara, California State University, Channel Islands, and, where appropriate, independent higher education institutions to identify courses and programs that Santa Barbara City College can offer for students accepted at these institutions who need remediation (e.g., pre-calculus, remedial reading and writing).

On target

New math courses for UCSB students. Summer courses in English and Math for students who need to fulfill the CSU entrance requirements.

Objective 8. Explore the feasibility of offering upper division and teacher credential preparatory classes at Santa Barbara City College.

Achieved

Teacher education courses offered starting Fall 2000.

GOAL/OBJECTIVES

STATUS

DETAIL

Objective 9. Offer new courses and programs that meet the needs of area businesses, community and governmental agencies.

Achieved

Agreements and courses offered to county, city, Select Personnel, Harbor Patrol, Verizon, County Sheriff's Department and Santa Barbara Police Department employees. New agreements are being developed with the Santa Barbara County Schools, Cottage Health Care System and several companies involved in marine diving related industries. Starting in Fall 2001, courses will be also offered for SBCC employees.

GOAL 4 - Increase student attainment of their educational goals, including degrees and certificates, transfer, workforce development, basic skills and lifelong learning.

Moderate progress

Objective 10. Identify and implement intervention strategies for students who are not making satisfactory progress toward attainment of their educational goals of certificate, degree or transfer.

On target

The Student Success Cross-functional Team is working to identify and implement new strategies to achieve these objectives (e.g, focus on gateway courses, student success course, etc.)

Objective 11. Reduce by a minimum of 10 percent, over a three-year period, the number of students placed on academic progress probation, academic probation and academic disqualification, while maintaining standards for academic excellence.

No progress

Fall 1998 1,702 students placed on some type of probation;
Fall 1999 1,859 students placed on some type of probation - 9.2% increase compared to Fall 1998
Fall 2000 1,766 students placed on some type of probation - 3.8% increase compared to Fall 1998

Objective 12. Increase by 3 percent, over a three-year period, the number of successful course completion rates (A-C, CR), while maintaining standards for academic excellence in each of the following areas:

No progress

° All credit classes: 70.3% to 72.4%.

No progress

Fall 1998 70.2% successful grades;
Fall 1999 68.8% successful grades;
Fall 2000 67.7% successful grades

° Transferable courses: 71.3% to 73.4%.

No progress

Fall 1998 71.3% successful grades;
Fall 1999 69.5% successful grades;
Fall 2000 68.1% successful grades

° Occupational courses: 80.8% to 83.2%. ???

No progress

Fall 1998 75.0% successful grades;
Fall 1999 72.6% successful grades;
Fall 2000 70.1% successful grades

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GOAL/OBJECTIVES	STATUS	DETAIL
<ul style="list-style-type: none"> ° Pre-collegiate courses: English (below English 100) and math (below Math 100). 	No progress	Fall 1998 English (below ENG 100, not ESL) 73.3% successful grades -- Math (below MATH 100) 53.5% successful grades; Fall 1999 English 69.0% successful grades -- Math 48.3% successful grades; Fall 2000 English 61.2% successful grades -- Math 49.6% successful grades
<ul style="list-style-type: none"> ° Achieve established performance standards for non-credit core programs (Adult Basic Education, Adult High School, ESL, Citizenship Education and Occupational Education). 	On target	The Adult High School/Adult Basic Skills curriculum was converted to a competency based curriculum and implemented in Fall 2000. The Continuing Education Award of Program Completion programs, Medical Records Clerk and Personal Care Attendant, are both competency based programs.
<p>Objective 13. Increase by a minimum of six percentage points over a three-year period:</p>	Moderate progress in English/No progress in Math	The Student Success Cross-functional Team is working to identify and implement new strategies to achieve these objectives (e.g, focus on gateway courses, student success course, etc.)
<ul style="list-style-type: none"> ° The percentage of students who enrolled in a basic skills English class (below English 100) and then enrolled in a higher level English class (37.2% to 43.2%). 	Moderate progress	English Skills 60, 65, 70, 80 ONLY, NOT ESL. Of the students who successfully completed one of these courses in 1997-98, 55% enrolled in a higher level English course in 1998-99. Of the students who successfully completed one of these courses in 1998-99, 58% enrolled in a higher level English course in 1999-00.
<ul style="list-style-type: none"> ° The percentage of students who enrolled in a basic skills math class (below Math 100) and then enrolled in a higher level math class (28.2% to 34.2%). 	No progress	MATH 1, MATH 1ABC and MATH 4 ONLY. Of the students who successfully completed one of these courses in 1997-98, 58% enrolled in a higher level Math course in 1998-99. Of the students who successfully completed one of these courses in 1998-99, 52% enrolled in a higher level Math course in 1999-00.
<p>Objective 14. Establish and achieve the targeted numerical objectives for the percentage of students who successfully transition from:</p> <ul style="list-style-type: none"> ° English Skills courses to English 100, English 110 and other degree-applicable classes. ° Math 1, 4, 100, 107 to college level math. ° ESL courses to the completion of English 100, English 110 and other non-ESL degree-applicable courses. 	Targets and comparative groups need to be determined.	
<ul style="list-style-type: none"> ° STEP Non-credit students transitioning to credit classes. 	Moderate progress	Over a two-year period 27% of the STEP students enrolled in credit courses.

GOAL/OBJECTIVES

Objective 15. Increase the number of degrees and certificates awarded over a three-year period in each of the following areas:

° The number of Associate in Arts/Associate in Science degrees from 688 to 715 (4% increase).

° The number of certificates from 262 to 278 (6% increase).

° The number of Skills Competency Awards by 10% (the baseline for this objective needs to be established).

Objective 16. Increase by a minimum of 6 percent over a three-year period, the number of students enrolled in an occupational course (S.A.M. Code A, B or C) from 14,151 to 15,000 (duplicated fall, winter and spring terms for credit and non-credit enrollments).

Objective 17. Increase the number of students who transfer to four-year colleges or universities by a minimum of three percentage points over a three-year period, and increase by five percentage points the number of students who are transfer eligible for the coming year.

Objective 18. Achieve rates for ethnic underrepresented students who declare transfer as a goal and do transfer that are equal to the corresponding rates of traditionally represented ethnic students enrolled at the college who declare transfer as an objective.

Objective 19. Identify student job placement rates and post-college earnings for each of the college's occupational education programs. This data will be used to ensure that programs continue to meet expected program outcomes and enhance recruitment and student advising.

GOAL 5 - Utilize alternative methods of delivering instruction to increase student access to and successful completion of courses and programs needed to achieve their educational objectives.

Objective 20. Identify and develop courses, and certificate and degree programs to be offered in alternative instructional formats that meet the needs of targeted groups of students.

STATUS

Moderate progress

Achieved

No progress

No progress

Achieved

Moderate progress

Data on actual transfers by ethnicity groups compared to their goal are currently not available. The Inst Research Office is working to obtain unitary (by student) information through the Enrollment Search service at the National Student Loan Clearinghouse. This information will allow comparisons against the data in SBCC's

Insufficient data to assess status.

On target

On target

DETAIL

1998-99 688 AA/AS; 1999-00 795 - a 15.6% increase

1998-99 240 Certificates; 1999-00 180 - a 25% decrease

1998-99 289; 1999-00 231 - a 20% decrease

1998-99 Fall and Spring **credit duplicated** enrollment in SAM B or C (A is not offered) courses was 18,173; 1999-00 Fall and Spring **credit duplicated enrollment** in SAM B or C (A is not offered) courses was 19,992 - a 10% increase

The total number of transfers (including CA private and out of state) will be available later in the semester. Using the numbers currently available for transfers to UC and CSU campuses only, in 1998-99 there were 914 transfers, in 1999-00 there were 929 transfers - a 1.6% increase.

Data provided by the Chancellor's Office for most programs are insufficient to make an assessment for any given year. Options of obtaining collapsed data for multiple years are being investigated.

SBCC has developed substantial number of new courses. New degree programs have been developed in the last two years in alternative instructional formats (online, variable starting times).

GOAL/OBJECTIVES

Objective 21. Identify the best methods for the design, development and deployment of technology-mediated instruction that increases student access, learning and success in their courses in a cost-effective manner.

Objective 22. Enroll by fall 2001 a minimum of 20 percent per year of all credit students in courses offered in alternative instructional formats (e.g., distance learning, self-paced, open-entry/open-exit, guided study, accelerated courses, weekend courses).

Objective 23. Achieve successful course completion rates for courses offered in alternative delivery formats that are at least comparable to those obtained in more traditional instructional modes.

GOAL 6 - Develop curriculum initiatives that respond to changes in the workforce, technology and student needs.

Objective 24. Identify annually the need for the college to offer, and, when feasible, implement new instructional programs.

Objective 25. Increase the number of industry-based certification programs offered and the number of students who complete such programs.

STATUS

Moderate progress

Achieved

On target for all courses except online courses

On target

On target

On target

DETAIL

Online faculty have worked to identify strategies for increasing retention in online courses.

Fall 1998 - 27% **duplicated** credit enrollment and 42% **unduplicated** credit enrollment in alternative courses (this means, that 4 out of 10 students are enrolled in at least one course in these categories) ;
Fall 1999 - 26% duplicated credit enrollment and 37% unduplicated credit enrollment in alternative courses;
Fall 2000 - 28% duplicated credit enrollment and 39% unduplicated credit enrollment in alternative courses

Fall 1999 - **SBCC overall course successful completion rate: 70%**;
Online courses successful completion rate: 51%; **Work experience and independent study** successful completion rate: 72%;
Self-paced courses successful completion rate: 69%;
Accelerated courses successful completion rate: 64%;
Weekend courses successful completion rate: 67%
Fall 2000 - **SBCC overall** course successful completion rate: 68%; **Online courses** successful completion rate: 52%;
Work experience and independent study successful completion rate: 66%;
Self-paced courses successful completion rate: 70%;
Accelerated courses successful completion rate: 61%;
Weekend courses successful completion rate:69%

A systematic process is in place to track the needs for new instructional programs.

A number of new degree and certificate programs are being developed (e.g., Advanced CISCO, Ericson, Drug and Alcohol Counseling, Digital Imaging, Web designer).



GOAL/OBJECTIVES

GOAL 7 - Identify and implement new and/or enhanced support and instructional strategies to increase student attainment of educational goals.

Objective 26. Assess the process and effectiveness of providing student access to autonomous college information and support services designed to meet their personal needs.

Objective 27. Increase by 15 percent the number of unduplicated students who participate in goal setting, decision making, educational planning and career development activities.

GOAL 8 - Restructure leadership roles and organizational design from a function-based to a process-based model.

Objective 28. Complete a redesign project that examines the College's administrative and governance systems and leadership roles and, where appropriate, implement the recommended improvements.

STATUS

Moderate progress

On target

No progress

Moderate progress

Moderate progress

DETAIL

New college web site; pilot testing of Campus Pipeline in Spring 2001; plans for adding information on the campus web site for various student services. The implementation of the new Oracle Student System will allow self service (e.g., online application, registration, verification of grades, etc)

In Fall 1998, 9598 students (unduplicated) met at least once with staff in Student Services or used ASSIST. In Fall 1999, 8115 students (unduplicated) - a 15% decrease. In Fall 2000, 8,022 students (unduplicated) - a 16% decrease compared to Fall 1998.

On target for the organization of the major divisions but the overall governance structure not addressed. The College has undertaken a reorganization of its academic affairs and student services divisions into the Educational Programs division in order to better address the student needs. The Human Resources division has been reorganized into the Human Resources and Legal Affairs division. Some changes were implemented in the Business Services division. Also, some reorganizations occurred within the Educational Programs division (EOPS, Financial Aid).

GOAL/OBJECTIVES

GOAL 9 - Revitalize the College's institutional planning, research and assessment processes.

Objective 29. Establish an effective office of institutional research that provides leadership in the coordination and support of the College's planning, research and assessment processes.

Objective 30. Review completed redesign projects to determine whether or not they should be implemented. Evaluate those that have been implemented to assess the extent to which they have achieved their desired outcomes.

GOAL 10 - Develop a technology-based infrastructure to allow students, faculty and staff to conveniently access course and College-related information and resources from on and off campus.

Objective 31. Provide access to network technology and resources to support mediated instructional delivery and support services.

Objective 32. Develop mechanisms for the effective renewal of computers and other technologies.

Objective 33. Complete implementation of the Oracle financial, human resources and student information systems.

GOAL 11 - Identify and provide facilities needed to support college goals and objectives.

Objective 35. Develop and implement a plan to maximize efficient use of existing College facilities.

Objective 36. If passed, develop and implement plans to construct the facilities included in the November 1999 bond measure.

STATUS

Achieved

Achieved

Not addressed

On target

On target

Achieved

On target

Moderate progress

Moderate progress

Not applicable

DETAIL

In 1999, the College has established the Office of Institutional Assessment, Research and Planning. A director was hired in September 1999. An analyst was hired in August 2000. The Office's tasks and responsibilities include: Institutional Effectiveness; Research; Accreditation; College Planning & Environmental Scanning; Decision Making Support System; Reporting (Federal, State, Student characteristics); Ad-hoc Requests for Information and Data (Internal and External); Support Role for Program Review; Enrollment Management/Marketing and Chancellor's Office MIS.

The Information Resource Division has conducted a major upgrade of the network services. A contract has been signed for providing the hosting and maintenance of the Online College.

SBCC has developed a plan for the renewal of computers on a 4-year cycle.

Expected implementation timeline: Oracle Financials - July 2001, Oracle HR - July 2001, Oracle Student Information System - May 2002

SBCC has acquired Resource 25, a scheduling system but it has not been implemented yet.

GOAL/OBJECTIVES

GOAL 12 - Acquire and allocate resources needed to meet the objectives of the College Plan.

Objective 37. Develop and implement a resource allocation budgeting process that builds from the College Plan.

Objective 38. Develop and implement a systematic plan for the acquisition and management of external funds.

GOAL 13 - Provide faculty and staff with the training needed to use new technologies and processes to manage ongoing change and to integrate innovations into College operations.

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

° Enhance their ability to promote student learning and the attainment of their educational goals.

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

° Use new redesign processes, initiatives and other innovations that have been or are about to be implemented.

GOAL 14 - Establish a productive, balanced and rewarding environment in which to work.

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

STATUS

Moderate progress

Not addressed

On target

On target

On target

Not applicable

Not addressed

Not addressed

Not addressed

DETAIL

CPC is using the College Plan to make decisions for the allocation of Partnership for Excellence funds.

The Faculty Development Cross-functional Team is developing a plan to provide systematic training to faculty. A committee composed of representatives from Educational Programs, Classified Staff and Human Resources and Legal Affairs is developing a comprehensive training plan for classified staff and managers.

Oracle systems not yet implemented.

Major components of the staff and faculty development plans that are being designed will include training in the use of the redesign processes and the new management and student information systems.