

SANTA BARBARA CITY COLLEGE

**EDUCATIONAL
MASTER PLAN**

2014

Version 2.3 September 2018

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0.0 REVISION HISTORY

Version 2.3 - September 2018

- Page 7 Section 2.1: The introductory paragraph is modified to include the review cycle of the Mission Statement.
- Page 28: [Appendix C](#): Process for the review of the College's Mission Statement is added.

Version 2.2 - November 2015

- Page 10: Update the Integrated Planning concept diagram to include the phrase "Access, Equity, and Student Success" in the title, to reflect the major themes of the Student Equity Plan (SEP) and the Student Success and Support Program (SSSP). Remove the phrase "Continual Evaluation and Improvement" from the three inner cogs, but leaving it at the top of the outer circle.
- Page 14: The EMP Annual Progress Report will be produced each Fall, (beginning Fall 2016), not each Spring as previously stated, because we want to wait until data from the previous academic year is available.
- Pages 14-15: Update the components of the EMP Annual Progress Report to include analysis of progress on explicit linkages between program review and EMP strategic goals, and to reflect large initiatives such as SEP and SSSP that appeared after the creation of the EMP. Assign report authorship fully to IR and PEC, as described on pages 14-15, due to the impracticality of the previous scheme in which CPC and Academic Senate were to assign specific authors to provide a summary of specific programs. [Approved by PEC 11/5/2015]
- Pages 16-18: ~~Mark the reporting template and table of responsibilities as obsolete. These pages will be removed in the next version, but leave them in for now as documentation.~~ As of January 2015: Remove these obsolete pages. For reference, they exist in Version 2.1 (June 2015).

Version 2.1 - June 2015

- Insert the final Integrated Planning Concept Map diagram on page 9, replacing the original sketched graphic. Update the text describing the diagram to match that in the Fall 2015 Accreditation Self Evaluation Report (minor wording improvements as recommended during the Board First Reading of that report).

Version 2.0 - November 2014

- Clarify the annual evaluation cycle by including a description of the EMP Annual Progress Report (Section 4), which replaces the confusing chart of governance groups and related discussion in Section 3.2. Add details of responsibilities for evaluation of progress on each Strategic Goal. Move the details of quantitative and qualitative measurements to Section 5 (formerly Section 4) for improved flow.

Version 1.0 - January 2014

- Initial version

1.0 INTRODUCTION

1.1 The Nature and Purpose of the Educational Master Plan

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

Our Mission

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

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

Our Core Principles

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

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

1.2 The Educational Master Plan Development Process

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

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

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

2.0 INTEGRATED PLANNING

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

2.1 The Integrated Planning Process

The College's Mission and Core Principles are developed and refined through broad-based consultation with all campus constituents. The College's Mission is reviewed every three years to provide an opportunity to evaluate its continued relevance. Details about the review process of the Mission Statement are in [Appendix C](#). The College's Mission and Core Principles inform all aspects of the planning process, including the College's four major planning documents:

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

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

The plans also go through our consultation process annually, making them responsive to the College's changing needs and circumstances. The College Planning Council, chaired by the

Superintendent/President with representation from administration, management, faculty, staff, and students, serves as the primary forum for this consultation process. These representatives communicate with and gather input from their respective constituent groups.

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

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

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

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

2.2 Integrated Planning Concept Map

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

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

INTEGRATED PLANNING

Access, Equity, and Student Success

SANTA BARBARA CITY COLLEGE



SANTA BARBARA CITY COLLEGE

3.0 Strategic Directions and Strategic Goals

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

We define these terms as follows:

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

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

3.1 List of Strategic Directions and Strategic Goals

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

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

- Strategic Goal 1.1: Support students as they transition to College.
- Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.
- Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).
- Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.
- Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.
- Strategic Goal 1.6: Foster institutional improvement through professional development.

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

- Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.
- Strategic Goal 2.2: Develop a culture of emergency preparedness.
- Strategic Goal 2.3: Improve the College's safety infrastructure.
- Strategic Goal 2.4: Implement sustainable environmental practices.
- Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.

Strategic Direction 3: Use technology to improve college processes.

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

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

- Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.
- Strategic Goal 4.2: Improve communication and sharing of information.
- Strategic Goal 4.3: Strengthen program evaluation.

3.2 Linkage Between Strategic Plans and Program-Level Activities

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

To facilitate that connection, beginning in the 2014-15 Program Review cycle, every program will link at least one of its improvement goals, as applicable, to at least one Strategic Goal, and report each year on its progress in supporting that Strategic Goal. Each Spring, the Program Evaluation Committee (PEC) will produce an annual report summarizing all these program contributions to the pursuit of the Strategic Goals. Progress will be evaluated and summarized in the Educational Master Plan Annual Progress Report, described in the next section.

4.0 Evaluation of Progress on the Strategic Directions and Goals

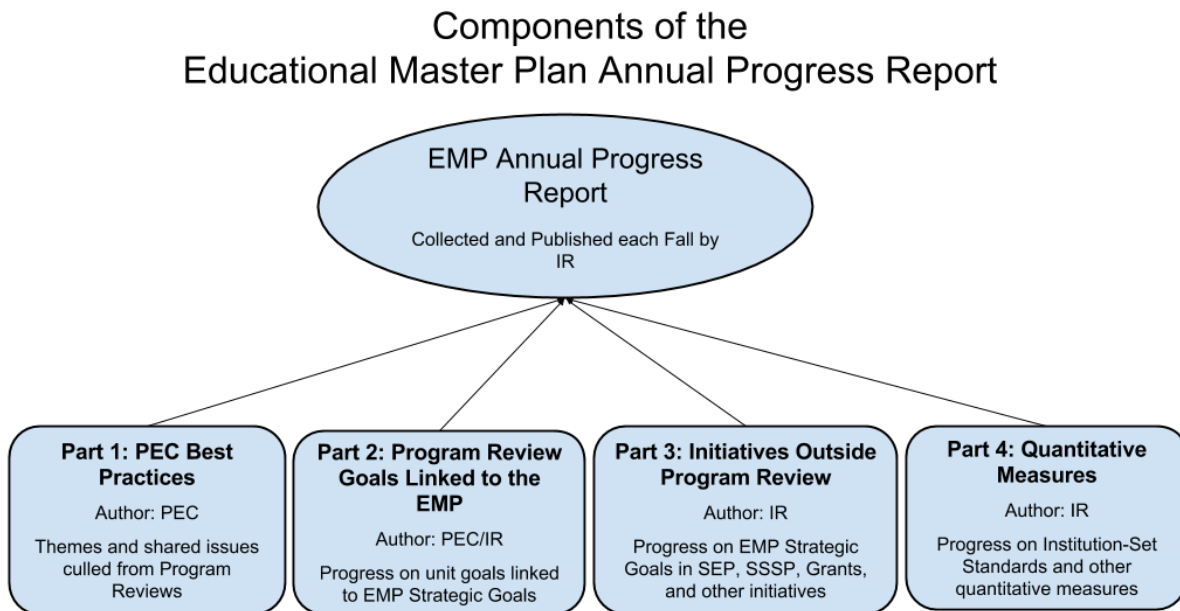
This section describes the regular cycle of evaluation for Strategic Directions and Goals.

4.1 Annual Evaluation Cycle

Beginning in Fall 2016, and each Fall semester thereafter, the Office of Institutional Research will prepare a comprehensive **Educational Master Plan Annual Progress Report**. The report will be reviewed by the Institutional Effectiveness Committee (IEC), which will make an assessment of overall progress on Strategic Directions and Goals and include recommendations for changes, if any, in the Strategic Directions, Strategic Goals, measurements, and/or linkages as warranted.

The report will then be presented to the College Planning Council (CPC), which may make further assessments and recommendations based on its review, including recommendations for enhancements in SBCC organizational structures and processes designed to improve progress on the Strategic Directions and Goals.

The Educational Master Plan Annual Progress Report has four major components, shown in the diagram below. The principles of *meaningful, manageable reporting* will guide the preparation of this report, with the goal of making it as concise and actionable as possible.



Part 1: PEC Best Practices: This section, authored by the Program Evaluation Committee (PEC), is a summary report of best practices and key themes related to Strategic Goals, based on PEC’s evaluation of program reviews.

Part 2: Program Review Goals Linked to the EMP This section, jointly authored by PEC and IR, is an analysis of progress made on program review unit goals that were explicitly linked to EMP Strategic Goals. The analysis focuses specifically on how progress on a particular unit goal contributes to the attainment of the particular Strategic Goal(s) to which it is linked.

Part 3: Initiatives Outside Program Review: This section, authored by IR, analyzes progress made on Strategic Directions in initiatives that may be outside of program review, such as those in the Student Equity Plan, SSSP, grants, and others.

Part 4: Quantitative Measures of Progress: Authored by IR, this section focuses on quantitative data and analysis, including but not limited to the following:

- Institution-Set Standards
- Chancellor's Office Scorecard Metrics (see scorecard.cccco.edu)
- Institutional Effectiveness Partnership Initiative Metrics (see misweb.cccco.edu/ie)
- Selected measures of evaluation on each Strategic Goal specified in Section 5: Measurement and Evaluation
- SBCC Institutional Effectiveness Annual Report measures, such as retention, persistence, successful course completion, and degree and transfer outcomes.
- Demographics that supplement the above measures

5.0 Measurement and Evaluation

This section describes the measurement and evaluation of metrics related to each Strategic Goal.

5.1 Measurements on Strategic Goal Progress

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

Strategic Direction 1: Foster student success through exceptional programs and services.	Measures of Progress
Strategic Goal 1.1: Support students as they transition to College.	1. ** Percent of all first-time students who complete an activity related to each component of the Student Success Act (assessment, orientation, advising, declared program of study, development of ed plan) 2. ** Percent of all students who participate in a program-specific orientation (e.g. ESP, STEM, EOPS, iPath, MESA)
Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	1. ** Percent of students who participate in defined engagement activities (clubs, organizations, student government) 2. ** Bi-annual Student Engagement Survey, starting in Spring 2013, with follow-up analysis and discussion.
Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).	1. ** Performance on CCCCO Student Scorecard measures, by subgroup: Basic Skills Progression, Persistence, Completion of 30-Unit Milestone, Retention, Completion 2. ** Number of students who participate in special programs designed to support student equity and success (needs work... what are the programs?)
Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those	1. (TBD) On the Student Evaluation of Faculty form, ask students to rate the extent to which course expectations were made clear in the

<p>expectations.</p>	<p>syllabus and by the instructor. Possibly include this question in other bi-annual student survey(s).</p> <p>2. TBD On the Student Evaluation of Faculty form, ask students to rate the extent to which the instructor provided strategies for meeting course expectations.</p> <p>3. Assessment and analysis of Student Learning Outcomes relevant to course expectations and strategies (needs clarification... not ready...hand off to SLO committee?)</p>
<p>Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.</p>	<p>1.** Annual evaluation of institutional effectiveness as contained in the annual Institutional Effectiveness Report.</p> <p>2. ** Annual evaluation of outcomes on SBCC Institution-Set Standards for Student Learning and Achievement. At a minimum:</p> <ul style="list-style-type: none"> 2a) Successful Course Completion Rate 2b) Student Retention Rate 2c) Degree Completion 2d) Certificate Completion 2e) Transfers to 4-year institutions <p>3. Measures of performance on Institutional Student Learning Outcomes (needs work... hand off to CTL and SLO committees)</p>
<p>Strategic Goal 1.6: Foster institutional improvement through professional development.</p>	<p>1. ** Proportion of each employee group who participate in professional development activities. (Hand off to HR)</p>
<p>Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.</p>	<p>Measures of Progress</p>
<p>Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.</p>	<p>* 1. Progress towards completing the priorities of the Long Range Facilities Projects (January 2008)</p>
<p>Strategic Goal 2.2: Develop a culture of</p>	<p>1. Documentation and evaluation of</p>

emergency preparedness.	emergency preparedness activities
Strategic Goal 2.3: Improve the College's safety infrastructure.	1. Documentation of and evaluation of safety plan updates * 2. Review of Crime Statistics
Strategic Goal 2.4: Implement sustainable environmental practices.	* 1. Progress on goals in the Sustainability Plan (due April 2014)
Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.	1. Annual assessment of enrollment targets that take into account finances, human resources, and physical infrastructure needed to support the targets. * 2. Achievement of enrollment targets each term.
Strategic Direction 3: Use technology to improve college processes.	Measures of Progress
Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.	* 1. Operational improvements based on the results of relevant business process analyses.
Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.	1. Participation in Faculty Resource Center workshops and other forums on improving learning using instructional technology.
Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.	* 1. Progress made on integration-related projects on the Administrative Systems Workgroup project list.
Strategic Direction 4: Involve the College community in effective planning and governing.	Measures of Progress
Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.	* 1. Census of committee participation by governance group, including breakout by role (faculty, staff etc).

	2. Establishment and maintenance of a list of service opportunities (both college and college-related community opportunities)
Strategic Goal 4.2: Improve communication and sharing of information.	* 1. Annual Communication Improvement Survey
Strategic Goal 4.3: Strengthen program evaluation.	* 1. Progress in evaluation and improvement cycle coordinated by PEC

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

5.2 Institution-Set Standards

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

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

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

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

5.3 Other Measures of Institutional Effectiveness

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

Internally, the Office of Institutional Assessment, Research, and Planning collects

additional measures of Institutional Effectiveness and publishes them annually in the Institutional Effectiveness Report.

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

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

Measures may be added or revised when baselines are established for all measures. Candidates include SLO-related metrics, post-graduation outcomes, and short-term CTE achievement.

6.0 Improvement of the Educational Master Plan

The College Planning Council will evaluate the Educational Master Plan each Spring to identify elements that may need changes, including:

- A. Accuracy and usefulness of the other EMP sections, with recommendations for improvements as needed.
- B. Assessment of the process used in developing and maintaining the EMP, with recommendations for improvements as needed
- C. Schedule for implementation of recommendations
- D. Solicitation and incorporation of campus feedback on recommendations as appropriate
- E. The College Planning Council will submit its final recommendations regarding the EMP to the Superintendent/President by June 30 each year. After final approval by the Superintendent/President and the Board of Trustees, the revised EMP will be posted on the college website, and all members of the college community will be notified of its availability.

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

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

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

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

2. Identification of Proposed Strategic Directions, April 2013

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

3. Evidence Review, April-May 2013

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

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

- **18 participants developed four draft Strategic Directions through the following steps:**
 - Focusing on the top 11 proposed Strategic Directions, participants

envisioned SBCC after 6-8 years of adhering closely to each Direction in that pool.

- They discussed and refined the pool in light of links with other proposed Strategic Directions and in light of the evidence they had reviewed before the retreat.
- Through a voting procedure, they identified a cluster of six proposed Strategic Directions as the most important for SBCC over the next six to eight years.
- They consolidated and refined those six proposed into four concise draft Strategic Directions.

5. Integrated Planning Workgroup Refinements, May-June 2013

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

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

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

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

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

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

- College Planning Council is scheduled for final review and approval of the Educational Master Plan on December 10, 2013.
- The Board of Trustees is scheduled for final review and approval of the Educational Master Plan on February 27, 2014.
- Spring 2014 roll-out events will facilitate dialogue and reflection on meaningful integration of the Educational Master Plan with program reviews, the actions of College committees and other bodies, and College operations.
- Fall 2014 program reviews will link program plans as applicable to Strategic Directions or Goals.
- The first cycle of systematic evaluation and improvement of the Educational Master Plan is scheduled for Spring 2015.

APPENDIX B: GLOSSARY

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

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

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

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

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

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

Executive Committee (EC): A group comprised of the President/Superintendent, Executive Vice President of Educational Programs, Vice President of Business Services, Vice President of Information Technology, and the Vice President of Human Resources. The Executive Committee meets once a week and serves as the informational clearinghouse where decisions and recommendations are made pertaining to institutional goals, values, and priorities, with information based on research and collegial consultation.

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

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

Mission Statement: A clear, concise statement of the institution's purpose and direction.

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

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

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

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

APPENDIX C: Process for the review of the College’s Mission Statement

The process for reviewing the College’s Mission Statement is carried out in four phases:

1. Determine Need

Every three-year, the college’s constituents review the mission statement to determine if it remains a strong representation of the college’s goals and values. The need to revise the mission statement is assessed by surveying the members of the College Planning Council, President’s Cabinet, Academic Senate, Classified Consultation Group, Deans’ Council, Student Senate, Advancing Leadership Association, and Board of Trustees (hereinafter referred to as Governance Groups). The survey is composed of the following questions:

1. Has the environment in which the college operates changed significantly enough to impact the college’s mission? (Previous changes that have impacted the college’s mission included students’ course needs, state funding for colleges, advances in technology, job market, and the focus of state policies and regulations.) (*Yes/No: If yes please provide an explanation*)
2. Is the current mission statement a strong representation of the college’s mission? (*Yes/No: If no please provide an explanation*)
3. Please provide any comments, suggestions, questions, or point(s) for discussion. (*open-ended*)

If the survey reveals compelling evidence that a revision to the mission statement is needed, then the interview phase is engaged.

2. Interview

Interviews about the College’s Mission Statement are conducted to further explore what has changed, how this change influences the college’s mission, and what our priorities are moving forward. The members of the College Planning Council and the President’s Cabinet are interviewed one-on-one. The additional six Governance Groups are interviewed in a group setting. The interview questions should include these questions and may be expanded as needed.

1. “Who are we serving?”
2. “What are prominent environmental changes that affect the college’s mission?”
3. “What are our priorities as we move forward?”

3. Framing Our Future Retreat

The retreat group should include College Planning Council members plus two representatives from the other six Governance Groups. These representatives will meet to review the results of the interviews and to draft a revised mission statement.

4. College-Wide Consultation

The draft mission statement is submitted to the Governance Groups and circulated to their constituents for review and feedback. The draft mission statement is revised as warranted and a final recommendation is submitted to the Superintendent/President. The Superintendent/President will present the final recommendation to the Board of

Trustees during its Study Session. The proposed mission statement will be presented for a second reading and action at a following regular Board meeting.