SANTA BARBARA CITY COLLEGE
COLLEGE PLANNING COUNCIL
October 16, 2007
3:00 p.m. – 4:30 p.m.
A218C
MINUTES

PRESENT: J. Friedlander, P. Buckelew, J. Sullivan, B. Partee, I. Alarcon, S. Broderick,
            T. Garey, G. Thielst, K. Molloy, L. Auchincloss, M. Guillen, C. Ramirez

ABSENT: P. Bishop, S. Ehrlich, D. Cooper

1.0   Call to Order

1.1   Approval of the minutes of the September 4th and October 2nd CPC meetings.

M/S/C [Guillen/Auchincloss] to approve the minutes of the September 4th CPC meeting. Pablo Buckelew abstained.

M/S/C [Molloy/Auchincloss] to approve the minutes of the October 2nd CPC meeting with the following corrections:

➢ Mike Guillen was *not* present at the meeting as the minutes reflected.
➢ Pg. 2, Para. 3 should read: "John Romo said the earliest time that the Board could go out for a bond would be November ~~2007~~ 2008."

B. Buckelew, M. Guillen, K. Molloy and J. Sullivan abstained.

2.0   Announcements

2.1   Jack Friedlander announced that at the Board Study Session members of the Board expressed their support for the proposal to hire a consultant to conduct a poll to determine the level of support in the community for a bond. Questions will be formulated from the capital construction projects which we have identified to see which ones do or do not resonate with potential voters. The results of this opinion poll will be provided to us in December. The earliest we can go for a bond would be in November 2008.

2.2   The governor signed legislation to release the Basic Skills/ESL funding. Jack Friedlander said he didn't see any major changes that would affect the approach we were planning to take in allocating these categorical funds.

3.0   Information Items

There were no information items.

4.0   Discussion items

4.1   Bond in-service follow-up and status report.

Jack Friedlander inquired for John Romo if anyone had feedback on the bond presentation by the consultants. Liz Auchincloss felt it was well presented. Pablo Buckelew thought is was very well done for two reasons: (1) we were informed as to the number of colleges that have passed bonds; and (2) the positive approach the consultants take in their process of recommending whether we go for a bond. He was very impressed by the consultants, thought they were knowledgeable, and that they gave a very good presentation.

4.2   Priorities and cost estimates for capital construction projects

Jack Friedlander said John Romo and the Board have formed a workgroup to meet with the consultants for the purpose of developing questions to be asked in the poll. The questions will be designed to gage the degree of support for the projects for which we are considering including in the bond measure. We will look at public support for all the priority one and two capital construction projects for 2008-2011, but not include for bond measure consideration the projects for 2012-2014 which are the primarily the priority threes. Dr. Friedlander reported that several of the deans asked why funding to pay for the District's portion of the Administration building modernization would not be included in the proposed bond measure given the intra-dependencies in the space allocations/proposed uses between the Humanities and the Administration modernization projects. They also asked where the money to pay for the college's match for the Administration building modernization would come from if not included in a bond. It was their understanding that if the next proposed state bond was approved it would fund both of those projects. Joe Sullivan responded that we don't have the "swing" space to do both buildings concurrently. He said the scheduling of the Administration Building is to follow Drama/Music, Physical Science, SoMA and Humanities so it would be at least five years out. He also said that we will not limit the polling to priority one and two items.

Kathy Molloy questioned the ranking of the capital construction projects as the ranking by the Academic Senate was not reflected in the handout. Joe Sullivan said what is listed is not just the priority 1 and 2 items but a combination of our priorities along with projects for which the funding from the state and/or legal ADA requirements are in the planning stages. He said we will see how these projects poll with the community. Ms. Molloy said the language used in the poll can affect the priorities. Joe Sullivan commented that Ms. Molloy is on the committee to work with the consultants on the language to be used in the polling. Mr. Sullivan said what is on our list is an estimate of our needs through 2012. The general classroom building and the multi-disciplinary center are no longer on our 5-year plan with the state because the Coastal Commission will not allow us to build any more buildings after SoMA. It will be discussed in committee on whether to pull these two buildings from our list. Jack

Friedlander said that ideally we would have a classroom/office building that would offset the need for as many temporary buildings as we could remove. Joe Sullivan responded that for a variety of reasons it may be very difficult to gain Coastal Commission approval for a new classroom/office building. He said there is $8.3m in unfunded major maintenance projects that can be prioritized however we want. Each year we put $1.2m from the General Fund into this account.

4.3   College Plan: 2008-2011: Draft of the challenges, opportunities and priorities identified by the Executive Council

Jack Friedlander said that in developing the new college plan we need to take into account the major challenges, opportunities that are likely to affect the college in the next few years. EC identified the major overarching challenges and priorities that need to permeate our thinking in developing the college plan. The major priorities identified by EC are:

- Preparing for the college's accreditation site visit in Fall 2009
- Major construction projects in progress or upcoming
- Maintaining strong enrollments in a climate of declining high school enrollments and no growth
- Continuously improving student success

The Council reviewed each section of EC's draft of major priorities, challenges and opportunities and in doing so made a number of suggested changes, additions and deleting. Jack Friedlander and Tom Garey will refine the language outside of the Council meeting and present it at the next CPC meeting.

4.4   Evaluation of the College Plan: 2005-08: *Jack Friedlander*

This item was not discussed.

4.5   Approach to completing the College Plan: 2008-2011

This item was not discussed.

5.0   Other Items

There were no other items.

6.0   Adjournment

Chairperson Jack Friedlander adjourned the meeting.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

2. The mission statement is approved by the governing board and published.

3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

4. The institution's mission is central to institutional planning and decision making.

Standard IA—Mission

Standard I: Institutional Mission and Effectiveness

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Standard IB—Improving Institutional Effectiveness

Standard I: Institutional Mission and Effectiveness

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Standard IB—Improving Institutional Effectiveness

VISION

Santa Monica College:
Changing Lives
Through Excellence In Education

MISSION

Santa Monica College strives to create a learning environment that both challenges our students and supports them in achieving their educational goals. We prepare our students to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

To fulfill this mission, the College provides open and affordable access to excellent associate degree and occupational certificate programs. These programs prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.

Santa Monica College serves, represents, and embraces the community's racial and cultural diversity. We promote the exchange of ideas in an open, caring community of learners and recognize the critical importance of each individual to the achievement of our vision.

which assist students in the matriculation process; including helping students select programs and courses that help satisfy their transfer and/or career goals and offering services that promote access, retention and student success.

Co-curricular Activities:

Courses, programs and activities that further the students' learning experience through the practical implementation of curriculum-based methods, theories, and concepts resulting in the enrichment of both students' development and campus life.

Economic and Career Development:

Courses, as well as degree and certificate programs, that advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

San Diego Mesa College uses its Mission Statement as a guide to continue its regular cycle of analysis and evaluation of its character, purpose, programs and resource allocation. Thus, the Mission Statement is the primary force to institutional planning, leading to enhanced student learning.

Through participatory governance, Mesa College is proud to provide an excellent and nurturing work environment to encourage and facilitate employee development and self-esteem. San Diego Mesa College also values diversity and recognizes the contributions of all employees toward ensuring student success.

SBCC INSTITUTIONAL STUDENT LEARNING OUTCOMES

I. Critical Thinking. Problem Solving, Creative Thinking

Students will demonstrate the ability to collect information in response to a question or problem; analyze and draw valid conclusions from statements, images, data, and other forms of evidence; and assess the implications and consequences of conclusions.

Competencies:

1.1 Define the issues, problems, or questions.

1.2 Seek, collect and analyze data and relevant information including alternative approaches.

1.3 Differentiate among facts, opinions and biases.

1.4 Synthesize and generate solutions and identify possible outcomes.

1.5 Use evidence and reasoning to support conclusions.

II. Communication

Students will demonstrate effective communication skills in reading, writing, listening, speaking and communicating in different formats.

Competencies:

2.1 Reading
Comprehend and interpret text.

2.2 Writing
Create documents that communicate thoughts and information appropriate to the given context, purpose, and audience employing the conventions of standard English.

2.3 Speaking
Organize ideas and communicate orally in a way appropriate to audience, context and purpose.

2.4 Listening
Receive, attend to, interpret and respond appropriately to verbal and/or nonverbal communication.

2.5 Visual Comprehension
Recognize and interpret images, graphic displays, and other forms of observable communication.

III. Quantitative Analysis and Scientific Reasoning

Students will be able to: analyze, estimate, use, and evaluate quantitative information using words, data, graphs, and symbols; and apply the scientific method to questions regarding observable natural, physical and social phenomena.

Competencies:

3.1 Apply quantitative skills to the interpretation of data.

3.2 Use graphs, symbols and mathematical relationships to describe situations.

3.3 Apply mathematical concepts to solve problems.

3.4 Explain/articulate the scientific method to test theories, explanations and hypotheses.

3.5 Distinguish scientific theory from conjecture and/or speculation.

IV. Social, Cultural, Environmental and Aesthetic Perspectives

Students will be able to demonstrate knowledge of significant social, cultural, environmental and aesthetic perspectives.

Competencies:

4.1 Describe how the interaction among social, economic, political, cultural, environmental and historic events affect the individual, society and the environment.

4.2 Explain how culture influences different beliefs, practices and peoples.

4.3 Recognize fine, literary, and performing arts as essential to the human experience.

4.4 Identify the social and ethical responsibilities of the individual in society.

V. Information, Technology and Media Literacy

Students will be able to locate, evaluate, synthesize and use multiple forms of information and technology employing a range of technologies.

Competencies:
- 5.1 Select and evaluate the accuracy, credibility, and relevance of information sources.
- 5.2 Use technology effectively to organize, manage, integrate, create, and communicate information and ideas.
- 5.3 Evaluate critically how media is used to communicate information through visual messages.
- 5.4 Identify the legal, ethical, social and economic rights and responsibilities associated with the use of media.

VI. Personal, Academic, and Career Development

Students will be able to assess their own knowledge, skills, and abilities, set personal, educational, and career goals, work independently and in group settings, and identify lifestyle choices that promote self reliance and physical, mental, and social health.

Competencies:
- 6.1 Develop, implement, and evaluate progress towards achieving personal, academic, and career goals.
- 6.2 Demonstrate personal responsibility for choices, actions and consequences, including but not limited to, attending classes, being punctual and meeting deadlines.
- 6.3 Demonstrate the ability to work effectively in a group setting.
- 6.4 Demonstrate the ability to identify and use appropriate resources.

SBCC COLLEGE PLAN
2008-2011

Challenges and Priorities
Developed by the Executive Committee

MAJOR OVERARCHING CHALLENGES AND PRIORITIES
FOR THE COLLEGE

- Preparing for and meeting the college's accreditation requirements for the college's site visit in Fall 2009
- Major construction projects in progress or upcoming
- Maintaining strong enrollments in a climate of declining high school enrollments and no growth
- Continuously improving student success

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Challenges
- Lack of student readiness for college level work
- Time it takes to progress from ESL and basic skills to transfer or degree completion
- Significant number of students living away from home for the first time in non-college supervised housing
- ESL (credit and non-credit) students have high course attrition rates and low persistence rates in the program
- Accreditation standards ~~may~~ will pose significant data collection/analysis needs for the credit and non-credit programs
- Unsatisfactory student success in online courses (e.g., high attrition, low success, low persistence)
- ✓Overall student ~~performance~~ success needs to be improved
- Increasing cost of instruction

Priorities
- Implement Phase 3 of the Partnership for Student Success and beyond
- Strengthen and expand the Continuing Education Career and Skills program
- ~~Improve standards for basic skills of students completing the college's certificate programs~~ Establish basic skills minimum proficiencies for students.
- Implement the SLO Cycle
- Strengthen evaluation and accountability for all support programs through the successful implementation of program review process and SLO Cycle
- Meet matriculation requirements in non-credit basic skills program
- Improve online success and persistence rates
- ✓Once success in online program improves, develop ~~a~~ fully online certificate and degree programs

SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee

OUTREACH, ACCESS AND RESPONSIVENESS TO THE COMMUNITY

Challenges
- Declining enrollments in South Coast public K-12 schools
- Difficulties in assuring families and parents that have not had opportunity for higher education that SBCC is an option for them
- People are working more hours and commuting to work from farther distances
- Escalating cost of commuting
- Part-time students have access to less financial aid
- High cost of textbooks
- Increased competition for area students from traditional and online programs at California and out-of-state colleges and universities
- ✓Some segments of our community continue to be underserved

Priorities
- Expand PDC and dual enrollment
- Strengthen and expand partnerships to provide working adults with a BA option
- ~~More effective~~ Expand efforts to target low-income (predominantly Hispanic) students
- ~~Reduce the costs of textbook~~ Reduce textbook and course material costs for students, (e.g.   )
- Expand credit offerings at off campus centers and locations, on weekends and online
- Increase the number of students transitioning from Continuing Education to the Credit Program
- ~~Explore alternative options to students for acquiring textbooks (e.g., open source documents)~~
- More fully capitalize on the capabilities of Pipeline and other emerging technologies to promote the college to potential students
- Continue to identify under-served populations;develop programs to meet their needs,

SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee

FACULTY, STAFF AND MANAGEMENT

Challenges
- Cost of housing in the South Coast
- High number of retirees in the next several years
- People are working more hours and commuting to work from farther distances
- Increased cost and time of commuting
- Increased accountability from external entities are increasing employees' workloads significantly and thus increasing stress levels
- Diversity among faculty and managers/supervisors does not reflect the diversity in the community
- Adequate staff and resources needed to support college initiatives. enrollment targets and external mandates

Priorities
- Strengthen the recruitment, outreach and retention of high quality, diverse faculty, staff and administrators
- Expand affordable housing opportunities for faculty staff and administrators
- Expand alternative transportation, work schedule, and telecommuting options
- Focus on strengthening employee morale through recognition and incentive programs
- Use technology to facilitate communication among staff in order to help instill a greater sense of community at the college
- Planning and protocols to recognize ancillary costs of new initiatives, achieving enrollment targets and meeting external mandates.

13

SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee

GOVERNANCE AND DECISION SUPPORT

Challenges
- ~~Governance and consultation process is too time consuming for all involved, requires significant resources, and diverts faculty and staff from performing the essential core functions of the college~~

  <u>Improve shared governance by enhancing the efficiency, particpation, timeliness and information flow in decision making.</u>

- Need to be more disciplined in establishing and carrying through with priorities
- Lack of prompt and easy access to data needed for decision making
- Need to   on issues that impact the CCC system

Priorities
- ~~Optimize efficiency and effectiveness of the governance and consultation processes~~ <u>Streamline processes to free faculty, staff and management time</u>.
- Establish college-wide accountability systems that meet accreditation standard requirements
- ~~Develop and implement~~ <u>Complete the implementation of</u> a technology-based decision support system

4 /4

SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee

SUPPORT SERVICES, TECHNOLOGY AND FISCAL MANAGEMENT

Challenges
- Limited available state resources to carry out the work of the college
- Post implementation demands for data reporting and third party software integration
- ✓~~Some people's reluctance to accept changes in how they do their work~~
- ✓Changes in business practices and technology
- ✓~~Understaffing in important support services areas~~
- Without infusion of significant revenue, the District will face serious fiscal challenges in the future
- Technology is expensive, ever-changing and requires a commitment to stay current and provide ongoing training and support
- ✓~~The college is understaffed in infrastructure support areas~~
- ✓College support staffing has not kept pace with infrastructure and program changes

Priorities
- Implement administrative support system
- Implement strategies and support systems that will assist staff in adapting to change
- Implement Continuing Education software system
- Improve technology-based internal communication by strengthening the college's intranet capabilities
- Generate new alternative sources of revenue for operations
- Develop systems to evaluate and analyze program cost effectiveness across all areas of the college
- Upgrade network infrastructure to support converged data, voice and video traffic
- ~~Develop and i~~ Implement procedures to address the needed growth ~~in support of~~ infrastructure. ~~as a result of enrollment growth~~

5   /5

SBCC COLLEGE PLAN
2008-2011
Challenges and Priorities
Developed by the Executive Committee

FACILITIES, CAPITAL PROJECTS AND MAINTENANCE

Challenges
- ~~Changes in state funding for major construction projects that resulted in 60% less funding being available~~
- State reduction in funding _of capital construction projects to 60 percent_
- ~~Decline in state support for deferred maintenance that represented a 90% reduction in funding over the past six years~~
- Escalating costs of construction
- ~~Many of existing facilities in need of major renovation, updating, or replacement~~
- Many of the existing facilities in need of major renovation, updating or replacement for which state support is limited.
- Logistical management for the large number of major renovation and construction projects in years to come
- ~~Instructional facilities are determined by the state to be underutilized~~ suggest: "Underutilization of facilities based upon state standards."
- ✓~~Identifying resources to~~ Need to provide universal access to ~~all~~ existing facilities ~~(ADA compliance issues)~~
- Adverse impacts on the environment resulting from past and current practices
- Inadequate state funding hinders college's efforts in achieving sustainable practices

Priorities
- ✓~~Success in~~ Passing a local construction bond
- Progress on identified capital construction priorities
- Build staff support costs for new facilities into GF budget
- Successful Foundation SoMA capital campaign
- Improve utilization of the Mesa Campus
- ✓Provide universal access to ~~existing and new~~ all facilities
- Incorporate sustainability practices and procedures into as many aspects of the college as possible
- Reduce the college's negative impact on the environment and find the resources needed to do so

SBCC
College Plan 2005 - 2008
Evaluation Progress Report
Year Two

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Goal 1. Develop, implement and evaluate the college's Student Success Initiative Plan.			
	Leadership	**Means of Assessment**	**Current Status/Issues/Plans**
Objective 1. By the end of the three-year plan period, the college will be ranked in the top 25% among comparison institutions on the state AB 1417 accountability measures that pertain to student achievement and progress rates, vocational and basic sills course success rates, ESL improvement rates, basic skills improvement rates, and persistence rates.	EVP, Educational Programs	Rankings of schools in SBCC peer group for each indicator.	• SBCC was at the top of its peer group for the Basic Skills Improvement indicator. • SBCC missed the top 25% by one ranking for the successful course completion in vocational courses. • For the remaining four indicators, SBCC was below the Top 25% threshold. Plan for Improvement The AB1417 accountability measures reflect data for a time prior to when the college field tested and then fully implemented the major components of its Partnership for Student Success (PSS) initiatives. The results of the evaluation of the first year of the PSS initiative demonstrate that these efforts contributed to substantial increases in student success. More specifically, students who participated in the Gateway program had higher course completion rates than those students in comparable non-Gateway courses; students who took advantage of the Writing Center and the Math Lab were more likely to succeed in their classes for which they received assistance than students in the same classes that did not avail themselves of this assistance; and students who used the ALEKS program were more successful in their math classes than students who did not use ALEKS. This evaluation study also identified specific strategies that will be implemented in 2007-08 to enhance effectiveness of the PSS initiative to increase student success. We anticipate that the effect of these interventions will result in substantial gains in student performance on each of the AB1417 accountability measures. The formative and summative evaluations of the PSS initiatives will be used to identify changes that need to be made in these interventions to increase student attainment of the desired outcomes.

Attachment 4

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Goal 1 (continued)			
	Leadership	**Means of Assessment**	**Current Status/Issues/Plans**
Objective 2. By the end of the three-year plan period, the number of students that transfer annually to UC or CSU campus will increase by a minimum of 6% and the number of students that transfer to other post-secondary education institutions included in the National Student Clearinghouse will increase by a minimum of 6%.	EVP, Educational Programs	Number of students transferring to UC, CSU or other post secondary education institutions annually.	In 2005-06, SBCC achieved a record number of students transferring to both the UC and CSU systems. This achievement represents quite an accomplishment because it reverses a decline in the number of students who had transferred to UC and CSU in the prior three years. The new initiatives that were implemented by the Tranfer Center counselors and staff working with department faculty contributed to this dramatic turnaround in the number of students who successfully transferred. • 611 students to UC campuses • 495 students to CSU campuses • 1,106 students total (Transfer data for 2005-06 from other postsecondary institutions are not available at this time.) Transfer data for 2006-07 are not yet available at this time. In order to increase these numbers by 6%, the targets for 2007-08 are: • 648 transfers to UC • 525 transfers to CSU • 1,173 transfers total Plan for Improvement In the past year or so several new initiatives to increase the number of students that transfer have been implemented or will be implemented in 2007-08. These new efforts should help us achieve the ambitious transfer rate targets that have been established. We will continue to maintain or increase our transfers to UC and CSU due largely to increased UC and CSU space availability as well as the positive effect of Partnership for Student Success initiatives. In anticipation of future UC and CSU admission rate adjustments in 2008-09 and beyond, the college will expand the scope of its Transfer Academy to include all UC and CSU schools with which we have a transfer admission agreement or guarantee. Doing so will increase the number of students who can meet the more demanding criteria for admission guarantees and be eligible when UC and CSU admission criteria increase.

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Goal 1 (continued)			
	Leadership	Means of Assessment	Current Status/Issues/Plans
Objective 3. By June 2008, increase by 20% the number of students that move to academic good standing from academic probation or disqualification.	EVP, Educational Programs	In each semester, number of students who moved from academic probation/disqualification to academic good standing.	The percentage of students that moved from some form of probationary status to good standing in the past two years are as follows: Fall 2005: 26% Fall 2006: 19% Spring 2006: 18% Spring 2007: 17% Although not reflected in these data, the college has made substantial progress in our interventions to transition students from academic probation/disqualification to good standing. These efforts have been show to be effective in that students are making progress in moving towards academic good standing. However, since it often takes students several semesters to increase their GPAs to achieve good standing, the college's recent efforts in this area may not be fully realized for another year or two. These interventions include: • directed participation in counseling services; • enrollment in Personal Development 20B (Strategies for College Success) and Personal Development 100 (College Success); and • refinement and expanded use of Student Success Plans. In addition, a full-time Matriculation Follow-up Coordinator/Student Success Counselor has been funded and hired. This counselor will monitor and track student progress and coordinate information on students who are on or are at-risk of being placed on academic probation or disqualification. New registration control opportunities through Banner and improved student communication through Pipeline provide opportunities to control the enrollments of probation students through the enforcement of course prerequisites and to increase the opportunities to provide earlier interventions. The Matriculation Committee is also considering an online early alert system. A comprehensive research study will be designed to attain longitudinal cohort analysis data on the progress that has been made by students in moving from probationary to good academic standing. This study will be designed to help identify the factors associated with students being placed on academic probation and these associated with whether or not they transition to good academic standing.

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Goal 1 (continued)			
	Leadership	**Means of Assessment**	**Current Status/Issues/Plans**
Objective 4. Establish systems to ensure that the college provides comparable support services to students taking off campus and online courses to those available to on-campus students.	EVP, Educational Programs	A comparison will be made to determine whether the student support programs and services that are available to students in off-campus and online classes will be comparable to those provided to students taking classes on campus.	In Fall 2006, the Online College home page was redesigned to make it easier to access information. Students can easily find an online learning readiness assessment, technical tutorials, instructors' email addresses and links to student support services (e.g., Library, Financial Aid, DSPS, Counseling and the Bookstore). Students in distance education courses benefit from online instructional assistants who provide technical assistance and tutorials. The implementation of the Banner System in Summer 2007 plus upgrades to the new student portal system (Pipeline) has enabled students enrolled in off-campus and online classes to have easy access to the full array of the college's support programs and services ranging from registration to the bookstore to online counseling, advising and orientation to financial aid to easy access to their instructors to the full complement of supplemental support services such as tutoring and the library. Plans are being developed in 2007-08 to provide off-campus and online students the opportunity to participate in a variety of student life activities such as chat rooms, discussion groups, and access to the new interactive online Channels newspaper.

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Goal 1 (continued)			
	Leadership	Means of Assessment	Current Status/Issues/Plans
Objective 5. Increase student participation in college out-of-classroom learning, social and cultural activities.	EVP, Educational Programs	A database will be created to document the number of out-of-class activities, events and clubs/organizations and student participation in these activities.	There has been a dramatic increase this past year in the number of out-of-class activities/events and student participation in these activities. However, comparison data are not available since the Office of Student Life had not kept detailed data on the number of events or student participation in these co-curricular activities. Plan for Improvement The Director of Campus Diversity will work with the Office of Student Life to coordinate schedule, advertise, supervise and increase the number of educational, social and cultural activities offered each academic year. This collaboration will also assist in establishing baseline data to determine student participation in co-curricular activities. The Office of Student Life will continue to make concerted efforts to increase student participation in clubs, student governance and department sponsored organizations and events. Other on campus activities include noontime entertainment, dances, lecture series, panel discussions, cultural programs and other events throughout the year offered by instructional and student support departments/programs. The methods for capturing student participation in out-of-class activities and events will be developed in 2007-08. This information will be used to establish our baseline data that can be used to assess the attainment of desired objectives.

STUDENT LEARNING, ACHIEVEMENT AND DEVELOPMENT

Goal 2. Incorporate student learning outcomes (SLOs) into courses, programs and services and use them for continuous student learning improvement.			
	Leadership	Means of Assessment	Current Status
Objective 6. Incorporate SLOs and procedures for promoting and assessing their attainment into 50% of the credit class sections; 50% of non-credit sections; and in other units of the college, as appropriate.	EVP, Educational Programs	Number of courses with identified SLOs that have been assessed.	Credit: As of Spring 2007, SLOs/rubrics/measures have been developed for 20% of the college's credit courses. A plan for fully implementing the SLO Cycle has been completed and a draft of the Institutional SLOs has been prepared for review by the college committee at the start of the Fall 2007 semester. The SLO Cycle is comprised of the following components: 1) Identifying SLO and developing Assessment Plan 2) Collecting data 3) Analyzing/using results to improve student learning 4) Implementing improvement plan and repeat the cycle The timeline for completing the SLO Cycle for all of the college's credit courses is as follows: Spring 2009: 25% of courses Spring 2010: 50% of courses Spring 2011: 75% of courses Spring 2012: 100% of courses Non-credit: Continuing Education developed SLOs for all of its active courses in 2005-06 and is implementing procedures to measure their attainment through the newly developed Faculty Development Committee.
Objective 7. Identify institutional SLOs and develop, field test and evaluate strategies for their attainment.	EVP, Educational Programs	Number of institutional SLOs that have been developed and assessed.	As of Summer 2007, SBCC had drafted six institutional SLOs. The proposed ISLOs will be presented to the Academic Senate in Fall 2007 for approval and final adoption. In 2007-08, a pilot group of courses will be assessed which will provide some initial data on student attainment of the institutional SLOs will be implemented.