SANTA BARBARA CITY COLLEGE

Educational Master Plan

Annual Progress Report

Fall 2019

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INTRODUCTION

In the 2014-15 year, Santa Barbara City College developed a new Educational Master Plan (EMP) founded on the principle of being a meaningful, manageable, and living document. The EMP declares a set of Strategic Directions and Strategic Goals, and calls for the annual evaluation of progress towards those goals, which is the purpose of this report.

This report has four sections:

1. **PEC Best Practices and Key Themes:** 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.

2. **Program Review Goals Linked to the EMP:** This section, jointly authored by PEC and IARP, 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.

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

4. **Quantitative Measures of Progress:** Authored by IARP, this section focuses on quantitative data and analysis.

PART 1: PEC BEST PRACTICES AND KEY THEMES

This section provides a summary of best practices and key themes related to the College's Strategic Goals, based on PEC's evaluation of program reviews.

Each year, PEC produces an annual report summarizing its evaluation of program reviews, as well as describing some best practices and common themes as they relate to the Educational Master Plan (EMP). There are five reports so far: 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19, covering the five completed academic years of review since the committee's inception in Fall 2014.

And each year, one third of all program reviews are updated completely and undergo a full evaluation by PEC. During the 2018-19 academic year, the College's 36 operational units underwent a full program review.

PEC's annual report, submitted to the College Planning Council on May 14, 2019, also included recommendations that would enhance the effectiveness of the College's program review process. CPC approved the recommendations, and the PEC chairs began work over the summer to implement several of them. Most immediately, David Wong, co-director of the Faculty Resource Center, began offering summer Lumen training sessions. He and the PEC co-chairs also planned content-related training for department chairs upon their fall return to campus.. Additionally, the PEC co-chairs identified numerous inconsistencies and omissions in Administrative Procedure 3255, Program Review, the foundational document that describes PEC's role in integrated planning, and planned how to address the necessary changes.

It should be noted that because PEC reviewed operational units in 2018-19, some of the following recommendations are specific to those units:

THEMES AND MAJOR CHANGES IN 2018-2019:
1. **Implementation of Platform Changes**

For 2018-2019, a major shift occurred in moving from the previously used in-house program review system to an eLumen-based system. This change brought along several improvements, as well as several challenges:
- Improvements:
    - Program review draft answers or final submissions can no longer be accidentally overwritten by other originators.
    - Users have the ability to make layout changes and include links in program review answers.
    - Managers have the ability to automatically route and summarize requests having budgetary impacts to relevant committees (P&R, ITC, etc.).

- There is no need for in-house IT support on new platform.
- Challenges:
    - Training challenges commonly encountered when using a new platform;
    - Terminology differences between new and old platform, as well as capacity limitations of new platform to adjust site layout or terminology, resulting in confusion among program review originators;
    - Layout challenges on new site, resulting in confusion and incomplete submission of program reviews;
    - Lack of functionality of new platform. For example, users could not download completed pdf files, requiring all PEC review work to be done with online versions.

2. **Revised Cycle for Vocational Programs**

Early in Fall 2018, PEC was apprised of an Ed Code requirement that vocational programs must complete program reviews every two years. These programs are now in the same 3-year cycle as other instructional units, so the Program Evaluation Cycle must be revised to reflect that change. This work will be completed Summer 2019 by the PEC co-chairs.

3. **Identify the role of PEC in School of Extended Learning**

As the School of Extended Learning establishes greater autonomy in the areas of curriculum development and faculty evaluations, PEC's role in that area's program reviews should be discussed and codified in board policy and administrative procedures.

POSITIVE CHANGES IN 2018-19

2018-19 marked PEC's fifth year in existence and comprised the second cycle for the operational units. In its annual report, the committee identified the following as potential model program reviews:

- Human Resources
- Study Abroad
- Learning Resource Center

These models add to the nine model programs identified in previous years. Our goal is to keep a running list of all model programs so that people writing program reviews have a wide range of examples to view.

In addition, the committee observed that program reviews completed as a collaborative process tended to be more thorough, rich, and reflective. It is recommended that program reviews be written to include input from all members of the program. Conversely, program reviews completed by a single person without evidence of manager-involvement or other collaboration tended to be incomplete and superficial, requiring resubmissions.

MAJOR CHALLENGES IN 2018-19

Some components of the program review still posed challenges to a number of program review writing teams. These areas would benefit from greater attention in future years.

- **Goals:** The Goals section of the template continues to need additional attention to detail. Ideally, the writers should:
  - Procedurally, draft goals and objectives in a separate document and work with a trainer on how to insert them into the eLumen field;
  - Develop goals that are overarching and create a comprehensive vision of the program's future;
  - Differentiate between goals and objectives and write meaningful goals that are linked to strategic directions/strategic goals. [Click here](#) to see the Ed Master plan;
  - Write an appropriate number of goals and objectives that create a roadmap for achieving the program's vision. Ensure they are measurable, accountable, and can be tracked effectively.

- **Level of Detail:** Some answers to the template questions lack sufficient detail. We recommend PEC:
  - Revise template questions for operational program reviews to improve clarity;
  - Prior to submitting program review, facilitate training to department chairs and managers to better articulate expectations around depth and level of detail of answers to program review questions.

- **Lack of Data:** Some units failed to provide complete and relevant data to support answers across the board. Recommendations include:
  - PEC should reframe template questions to elevate the necessity of data collection.
  - Answers should describe how units will use data to improve their units.
  - Answers should reflect how data informs progress toward achieving goals and objectives.
  - Information about how to access relevant data should be included in the program review question.

- **More Attention to Collegewide Integrated Planning:** Some units seemed unaware of college plans and processes that could be utilized to help them achieve their goals. Some examples are:
  - Several writers or teams described the lack of space in their facilities to adequately meet student needs but failed to connect this need to development of the Facilities Master Plan.
  - Connected to the data point listed above, some units seemed unaware that data could be used to justify additional staff positions or other additional resources, whether categorically or general-funded.

It should be noted that most of the challenges and recommendations included in this report also were cited in the 2015-16 Annual Report to the College Planning Council and President's Cabinet. Committee chairs and membership have changed, so it's impossible to assess the precise degree of improvement over three years. It's significant, however, that the same problems and challenges have persisted, despite the program review questions being revised after the last cycle. Efforts at improvement must be ongoing and consistently assessed and updated.

PART 2: PROGRAM REVIEW GOALS LINKED TO THE EDUCATIONAL MASTER PLAN

Beginning in 2014-15, each unit completing program review has been required to list its goals and related activities and link them directly to the Strategic Goals listed in the EMP. Listed below is a sampling of how the operational units reviewed in 2018-19 are integrating their planning with the Strategic Goals in the EMP.

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

  Strategic Goal 1.1: Support students as they transition to College.

- *Improve the application process by developing an online study abroad application (**Study Abroad**).*
- *Improve high school course scheduling process (**Dual Enrollment**).*

  Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.

- *Redeploy department staff to better align with Assessment Center/Placement goals that align with AB 705, Guided Pathways, and college mission and goals (**Assessment Center**).*

  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).

- *Identify areas in Student Services departments that need staffing resources to assist with student success and retention (**Assessment Center**).*

  Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.

- *Continue to promote student success by assisting students in pursuit of their educational goals by evaluating coursework towards these goals. Having coursework evaluated and in the students audit allows for transparency towards these goals (**Admissions and Records/Transcript Evaluation Office**).*

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.

- *Transition shared network printers over five years of age on main campus to multifunction copiers (**Duplicating**).*

  Strategic Goal 2.2: Develop a culture of emergency preparedness.

- *Implement an effective emergency and crisis communications plan (**Office of Communications**).*

Strategic Goal 2.3*: Improve the college's safety infrastructure.*

- *Re-implement the Facilities and Safety committee, previously called the Facilities, Safety, and Parking committee (**Administrative Systems)***

Strategic Goal 2.4*: Implement sustainable environmental practices.*

- *Install additional electric vehicle charging stations for students and staff/faculty (**Sustainability)**.*

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

Strategic Goal 3.1*: Systematically identify and improve operations using appropriate technology.*

- *Complete the process of transitioning to a paperless system for all employee records (**Human Resources)**.*
- *Provide accurate and reliable dual enrollment data to stakeholders (**Dual Enrollment)**.*

Strategic Goal 3.2*: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.*

- *Provide wireless access to all classrooms and labs (**Communications and Network Services)**.*
- *Refresh multimedia equipment in classrooms to allow for consistent performance and availability of equipment, and to accommodate changing requirements in audio/visual technology (**User Services)**.*

Strategic Goal 3.3: *Integrate systems and processes where appropriate and feasible.*

- *Keep critical applications and systems up to date (**Communications and Network Services)**.*
- *Migrate from SARS data intake to Starfish (**Non-Credit Student Support Services)**.*

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.*

- *Continue working with students [in the] sustainability projects course to ensure students' projects fall within Sustainability Plan, are possible within available funding sources, and are sustainable projects for the District to manage (**Sustainability)**.*

Strategic Goal 4.2*: Improve communication and sharing of information.*

- *Increase community awareness of SBCC programs and objectives (**Office of Communications)**.*

PART 3: INITIATIVES OUTSIDE PROGRAM REVIEW

This section contains descriptions of progress on Strategic Directions and Strategic Goals that are not reported through program review.

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

Strategic Goal 1.1: Support students as they transition to College.

Achievements in Academic Counseling
The Academic Counseling Center continues to utilize Starfish Connect software, which allows for students to be assigned a primary counselor and schedule an appointment with their counselor through Starfish. Students are able to book appointments with their counselor using Starfish, an online platform, which increased accessibility for all students.Student focus groups showed strong evidence that students prefer having an assigned counselor and that the procedures to schedule counseling appointments in the past were not convenient. All students continue to be assigned an academic counselor based on their major or special program such as EOPS, MESA, etc.

Through counseling faculty discussions about best practices in serving new-to-college students, a decision was made to move away from an asynchronous online advising program to a model that involves either in-person or web-based synchronous counseling and advising. Degree Works, an electronic audit and educational planning tool, has been fully implemented. All Student Educational Plans (SEPs) are housed within Degree Works and are electronically available to students. Currently, individual students are introduced to the tool through the Class Planning program and are shown the tool and how to use it. In the Spring of 2018 the Class Planning program was offered to students at the local high schools, on campus in person, and over the internet in a webinar format. As a result, all new to college students were able to have a locked abbreviated student educational plan which ensured they knew the correct transfer or degree courses to register for which had been reviewed and approved by a counselor. Class Planning was expanded to the International student population the summer of 2018, all groups with the exception of ESL now participate in class planning. Despite a 3% enrollment decline from Fall 2018 to Fall 2019, our Academic Counseling Center served close to 3,000 new to college students through Class Planning in Fall 2019 compared to 2,400 new to college students in Fall 2018.

Changes in Assessment and Placement
In the Fall of 2017, new legislation was passed and signed by Governor Brown. AB 705 must be fully implemented by Fall 2019 for English and Math and Fall 2020 for ESL. The essential goal of this

legislation is for students to complete transfer-level English and Math within their first year of college. SBCC no longer uses assessment tests for English and Math placement. All non-ESL students are eligible for college level English (English 110). Students are also provided with choices for additional support and preparation courses. Math placement is based on cumulative High School GPA as well as coursework completed and specific course grades. Required and optional corequisite Math support courses have been implemented effective Fall 2019.

The English Department revised the college level English course, English 110. The course was increased from 3 to 4 units and includes both pedagogical and curricular modifications.

Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.

Faculty Mentor Project
During the third year of the Faculty Mentor Project, funded by the Title III Removing Barriers to STEM Success Grant, 25 faculty members mentored 225 students. The initial approach to the mentor project is based on studies that indicate a relationship with a teaching faculty member is among the most important factors in predicting student persistence and success, especially among underserved students. Faculty mentors select (or can request to be assigned) between five to ten students from LatinX and other underserved populations whom the faculty member believes would benefit from support navigating their educational experience at SBCC. Faculty Mentors met monthly in a Faculty Inquiry Group (FIG). The FIG served as a forum for improving the project practices, project evaluation, and faculty collaboration. This body was essential to determining which faculty training was most valuable, and which program practices best contributed to student success.

In year three we added a cohort specifically for Umoja students. The Umoja cohort was created at the request of Umoja leaders and the specific faculty members who served as mentors were selected by students from the Black Student Union. After a year of mentorship, selected mentees become peer mentors by participating in a five week training program. Peer mentors are offered paid positions to work as Guided Pathways Peer Mentors and as Peer Mentors in our Equity Center.

In focus groups with an independent evaluator, all faculty mentors reported that participating in the project was valuable. All also expressed appreciation for the tools and knowledge gained through the specialized professional development opportunities as well as appreciation for the time provided during the monthly Faculty Inquiry Group meetings and professional development trainings to collaborate with colleagues to focus on student success. Many reported it had made them more empathetic to their students in all of their classes and had caused them to include more affective approaches in their classroom teaching. In the program evaluation survey, 100% of student mentees reported the project valuable to their academic success, 80% reported participating had significantly influenced their sense of connection and belonging at SBCC, 52% reported that their mentor has been instrumental in helping

them to identify a major and career path and an additional 23% report the mentor helped with this process, and most remarkably, 30% of students report they would have likely dropped out of school if it were not for the support of the mentor, while an additional 21% reported the mentor was important to their decision to remain in school.

Remodel of Math Lab
The remodel of the math Math Lab was concluded in 2017-18. As a result of improvements in the use of space and added digital demands due to an increase in Math 117 course offerings, the numbers of students using the math lab continued to consistently grow throughout Fall 18 and Spring 19. In an effort to keep up with student demand, an additional three digital classrooms were created using grant funds, bringing the total number of math digital classrooms to six.

Associated Student Government
The Associated Student Government has held several classroom presentations to engage students in current events on-campus and in the community. They have worked towards improving sustainability on campus as well as creating an inclusive environment and fighting for student rights. In addition, the ASG has handled the MTD bus agreement and sent representatives to regional and state meetings. They coordinate with local nonprofits in efforts to end food and housing insecurity. The ASG also provides allocations for clubs and organizes club mixers.

Community Service
Many organizations such as Phi Theta Kappa, The Neighborhood Project, EOPS Club, Ambassadors and the Veteran Student Club take part in campus-wide and community service efforts such as stadium clean-ups, silent auctions, neighbor and beach clean-ups, and shelter and hospice visits.

Office of Student Life
Since 1991 the Office of Student Life has partnered with the SBCC Foundation to sponsor the Leonardo Dorantes Memorial Lecture in order to enhance the understanding of racial and ethnic differences as well as shared commonalities with the SBCC community. For 2018 our guest lecturer was social activist and best-selling author, Patrisse Cullors, co-creator of the viral Twitter hashtag and movement, #BlackLivesMatter. For 2019 the featured lecture is entitled "Building Community in an Hour of Chaos" presented by scholar and award-winning author, Dr. Marc Lamont Hill.

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).

Santa Barbara City College Food Pantry
Our pantry services directly impacts food insecurity on our campus. The pantry has served over 5,000 students last year in our current location as well as with monthly Food Shares. The impact that the pantry has on our student populations on campus is widespread amongst all representative groups.

Umoja Program:
The Umoja Program at Santa Barbara City College is a community and a critical resource dedicated to enhancing the cultural and educational experiences of Black, African American students and other underrepresented groups. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success.

Program Goals:
Umoja seeks to help students make a smooth transition into college and to successfully reach their academic goals, including obtaining a certificate, earning an associate's degree, transferring to a four-year university, and enhancing personal development.
Umoja seeks to support students through successful completion of their individual math and English requirements.
Umoja seeks to help students experience themselves as valuable and worthy of an education.
Umoja seeks to enhance the cultural and educational experience of students by providing a safe and welcoming environment for students to engage in community building and connection.
Umoja seeks to provide students with the knowledge, skills and resources to make healthy life and lifestyle decisions.

Activities included:
Afrikan Diaspora Experience at UCLA
Student attendance at regional Umoja Conference
Student attendance at the African American Male Education Network and Development Conference
Presentation by board president of the Santa Barbara Unified School District Wendy Sims-Moten

Personal and Educational Development Lecture Series
Provided staff, faculty and students learning, training, and personal development opportunities through workshops, presentations, and events at our college as we further develop an inclusive campus climate.

Activities included:
- Chicanx Art and Culture with Melinda Gandara
- 20 Minutes of Action,The History of Rape Culture in the US
- Guest lecture in the CESJ with Dr. Danielle Swiontek

- National Coming Out Day: Awareness Day in the CESJ featuring documentaries and activities
- Undocumented Students Week of Action: Financial Aid Opportunities for Undocumented Students: A workshop on financial aid opportunities for undocumented students
- Surveillance as a Tool of Social Control: Guest lecture in the CESJ with Dr. Sara Kamali, political science
- 3rd Annual Putting Inequity to Rest Poetry Slam: An evening of spoken word activism and remembrance of lives lived and lost. All Students and Community members are welcome to perform spoken word that honors themes of justice and remembrance. Featured artists include Matt Sedillo, Miguel Cruz
- Exploring Asian Male Identity with Keith Mar
- Trans Day of Remembrance: Awareness day/week in the CESJ with information about transgender people murdered in the US in 2018

Scholarship of Teaching and Learning Faculty Fellows
The 2018-2019 academic year marked the beginning of the transition from participating in the ESCALA Institute to establishing our SBCC based Scholarship on Teaching and Learning (SoTL) Faculty Fellowship. Garnered from best practices learned from three years of experience participating in the ESCALA Institute, which specializes in techniques to support LatinX students, especially in STEM, and the work of faculty who lead the Affective Learning Institute (ALI), we are now establishing an SBCC based project to engage faculty in equity-based Scholarship of Teaching and Learning practice. Following completion of the Affective Learning Institute, during which faculty learn a foundational set of skills and tools to support student-centred teaching practices, including tools to specifically support LatinX and other underserved student populations, faculty are eligible to begin a SoTL Fellowship. SoTL Fellows are supported by the Title III Federal grant to attend monthly meetings of the SoTL Faculty Inquiry Group (FIG). In the FIG, fellows first learn to disaggregate student success data by ethnicity and gender and then learn the skills necessary to plan, implement, and evaluate an equity-based student success intervention and research project over the course of the academic year. Following the completion of the research project, SoTL Fellows are charged with disseminating what they have learned either at the ALI or outside conference, through publication, or through an Inservice workshop at SBCC. In addition to the research project, SoTL Fellows will work with our Institutional Research Department to establish an Institutional Review Board (IRB) at SBCC which is required for any research that includes human subjects so the results can be published in academic journals and presented at academic conferences.

Culturally Responsive Pedagogy
In the 2018-1019 academic year, the sixteen members of the new Culturally Responsive Pedagogy Faculty Inquiry Group began to meet monthly. Culturally Responsive, also known as Culturally Reflective Pedagogy, recognizes the importance of including students' multiple cultural references in all aspects of learning. The goal is for every student to see self in course content. FIG meetings included workshops from SBCC and outside experts as well as time to collaborate with colleagues from across

teaching disciplines. Each member of the FIG chose a course to address and potentially redesign, for cultural reflectivity, over the course of the year. Working to add as many diverse cultural references as possible into course content, FIG members gained tools and resources to create, apply, and share new and diverse approaches to deliver course content.

Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.

Discussion in the Student Learning Outcomes Coordinating Committee
The 2018-2019 academic year marked the first year of our new 3-year SLO cycle, which runs from Fall 2018 to Spring 2021. At the beginning of the 2018-2019 academic year we archived over ten years of SLO data and reports and reimplemented eLumen, our SLO and Program Review software. The initial phase of the reimplementation involved pulling all current Course SLOs from Curriqunet and importing them into eLumen. Department chairs were then given the option of setting up the software to generate SLO scorecards for every course every time it was offered or manually generating scorecards based on a scoring schedule determined within their department. Sixteen departments/programs chose the former and the remaining one hundred departments/programs chose the latter. Additionally, we developed handouts and held trainings to teach department chairs how to generate SLO scorecards when needed. While the "score every course every semester" departments started scoring SLOs, most departments opted to wait until the second or third year of the current SLO cycle to start scoring SLOs. During the 2019-2020 academic year we will export current Program and Institutional SLOs from Curriqunet for upload to eLumen. The SLO Coordinating Committee is revisiting and refining the Course Improvement Plan (CIP) questions to reduce the ambiguity some feel are present in the current wording.

The campus SLO Coordinator interfaces regularly with the Curriculum Advisory Committee to review new Course and Program SLOs as well as edits to existing CSLOs and PSLOs. The SLO Coordinating Committee meets monthly to discuss and strategize the collection and use of campus SLO data. Members of the SLO Coordinating Committee (SLOCC) work with department chairs/coordinators and faculty to update Course SLOs and Program SLOs as necessary.

Training for New Faculty and Department Chairs
New faculty and department chairs each receive training and updates on student learning outcomes through the Fall new faculty orientation (Aug 20-22) and the Fall semester Department Chair workshop (August 22). In addition, student learning outcomes workshops and drop-in sessions are provided for faculty members throughout the fall and spring semesters.

Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Equity and Achievement requirements.

Student Equity and Achievement (SEA) Program
Previously known as SSSP, SEA continued to ensure that students were provided with matriculation services pursuant to Section 78212, including orientation, counseling and advising, referral to specialized student support services, and other education planning services needed to assist students in making informed decisions about their educational goals, course of study and in developing an education plan. SEA created a seamless transition for local high school seniors with site visits, placement, orientation and class planning. Out of district students were supported in similar fashion by online class planning meetings.

The Academic Counseling Department transitioned into a case management model. With the use of Starfish, students are designated a primary counselor aligned to their educational goal. All counselors have been trained and are using Starfish to schedule and record counseling meeting notes. In orientation and class planning sessions, students learn how to access their counselor through the new software. The Student Equity and Achievement (SEA) Program aligns with the Chancellor's Office Vision for Success goals:

1. Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
3. Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
4. Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

The Express to Success Program
The Express to Success Program (ESP) offered accelerated learning communities in developmental math

and English for students who assess at one to two levels below college level. The program was effective in meeting its goals to help students progress through developmental classes more quickly and better prepared so that they can begin taking the courses required for a degree or transfer. In 2018-19, the college responded to two significant changes resulting from legislative and state mandates: the implementation of the Student Equity and Achievement Program and the passage of AB 705, that dramatically impacted the function of the Express to Success Program.

The Chancellor's Office legislated the ending of three separate categorical funds: the Student Success and Support Program (SSSP), Student Equity and the Basic Skills Initiative (BSI). Beginning in 2019-2020, a single fund, known as the Student Equity and Achievement Program (SEA), was allocated. SEA funding is designed to meet the large and broad goals of the CCCCO's Vision for Success and requires colleges to provide all students with an educational plan, adopt AB 705 placement policies, support student matriculation, and implement an equity plan.

The legislated SEA change comes in the wake of AB 705, which dismantled community colleges' use of assessment for placement in Math and English in 2019 and in ESL in 2020, as well as requiring that most incoming students enroll in transfer-level Math and English courses (thus severely limiting offerings of developmental coursework). Math, English and ESL faculty worked to redesign curriculum to meet students' needs as well as designing effective paths and communications for students to determine placement.

In Fall 2018, the SEA workgroup developed a unified budget that emphasized tutoring resources, counseling support and equity programming to be deployed as widely for entering students as possible. The SEA budget reallocation integrated resources previously allocated from the Basic Skills Initiative Funding and Equity funding that previously supported the Express to Success Program. As a consequence, ESP as we have known it is no longer a stand-alone set of services. The resources previously allocated to the larger number of developmental course offerings have been redeployed to counseling, expanded student educational planning, increased tutoring, and equity-focused support and programming for a greater number of students. Spring 2019 was ESP's final semester.

iPATH GE Transfer Pathway Program
The iPATH program, funded by a Title V grant, was a coordinated five-year effort to provide a holistic, streamlined approach to help students reduce the time to complete their GE (IGETC) transfer requirements. The program period extended from October 1, 2014 through September 30, 2019. During that time, key grant elements were incorporated into larger institutional efforts, including providing tutoring in a number of entry-level general education courses and moving to a case management model for counseling which allows for more intrusive counseling efforts. The College's adoption of the Guided Pathways model also aligns with the goals of reducing time to transfer readiness and completion and demonstrates a commitment to many of the original goals of iPATH.

One of the most positive outcomes for iPATH participants was a significantly greater completion rate of ADT (Associate Degree for Transfer) major requirements, thus guaranteeing them admission into the California State University system. Because data are delayed by one year, 2017-18 is the most recent academic year for which data are currently available. In that year, iPATH participants completed ADT requirements at a 50% higher rate than a comparable group of students not enrolled in iPATH courses. As Guided Pathways takes on many of the same goals represented in iPATH work, continued improvements in ADT completion and transfer rates are anticipated outcomes.

Supplemental Instruction

Funded by the Title III Federal Grant and the Basic Skills Student Outcomes and Transformation State Grant, faculty in the Science and Math Divisions experimented with offering three different models of supplemental instruction support sections: Teacher-Heavy, Teacher-Lite, and No-teacher. A STEM SI faculty inquiry group met monthly throughout the academic year to create and implement support sections for these models. The support sections were offered in Biology, Biomedical Science, Chemistry, Computer Science, Earth Science, Physics, and Math, with additional embedded and/or outside-of-class tutoring for every SI-supported class. STEM faculty expanded the STEM-specific tutor training program created the previous year. A two-day Newly-Hired Tutor/PAL facilitator training session was offered in both Fall 2018 and Spring 2019 (taught by Sean Kelly and Eric Bullock), as well as a specialized four-hour Returning-PAL-Facilitator training session (taught by Pam Guenther and Amy Thompson).

Basic Skills Student Outcomes and Transformation Grant

The Basic Skills Transformation team has completed the following practices to promote student learning, achievement, and goal attainment:

English – The Writing Studio team taught two sections of the studio and met on several occasions last semester to discuss the course, ENG 101S. Studio best practices, retention, scheduling, among other topics were addressed. These conversations have helped the team create the tools that will be used to effectively train new teachers who want to teach the studio course. The team leader, Jordan Molina, has continued to draft the handbook that will be used to train new teachers. Additionally, the team created an end-of-semester survey for students and is analyzing the data to determine the effectiveness of the course and to refine the course in coming semesters.

English Skills –The team taught a 3-hour session Reading Workshop for English faculty (17 adjunct and 1 fulltime) focusing on Reading Apprenticeship strategies in teaching reading in their writing courses. We focused on very practical strategies that would help to create a community of readers and help students read critically and effectively.

We met with our department to collaborate and create our new Reading Studio support course, developed in response to AB705, focusing on the integration of Reading Apprenticeship strategies. We collaborated with our campus Guided Pathways Project to determine the role Guided Pathways can play

in supporting future efforts. The Guided Pathways Director indicated that a great deal of the focus next year is on professional development and so it seems feasible that all or partial funding for the continuation of Reading Apprenticeship could come from Pathways monies. Dual Enrollment teachers and administrators, two of whom attended the Reading Apprenticeship workgroup, were very interested in training and are part of the conversation for funding for reading training in Fall 2019.

In addition, we discussed professional development, specifically in strategies that can assist and inform instruction for the vast range of students that will make up the 110 classes, with the college president and with our SBCC Foundation. We have ongoing communication with the Executive Vice President to update her on the success of the Reading Apprenticeship implementation and to explore ongoing funding sources, so an additional cohort will continue in the fall 2019 semester.

After consulting with Administration and Counseling, we created a Personal Development course that intersects a model curriculum for First Year Experience with the course of record outline for PD 100. The course was piloted in fall 2018 and continues to be offered with revisions. We have worked with the director of our campus Guided Pathways to link this course to one of the Pathway pillars. We completed and piloted in fall 2018 a revised curriculum approach in specialized reading course for CTE: Reading for Nursing. We continue to explore the potential for ENG 103 modification into a UC transferable reading course. All of our work continues to be impacted by AB 705 implementation.

ESL – continued work towards compliance with AB705 and completion of grant goals regarding curriculum, student support and professional development. The grant team directed pilot integrated skills teams of all faculty at 4 levels (developing pilot course materials as part of a separate grant) and planned and conducted workshops and team meetings to advance the pilot project. Grant team members completed an online Reading Apprenticeship (RA) Faculty 101 course and were enrolled in an online College Writing RA course to emphasize metacognitive routines in ESL coursework.

A new course outline for ESL 134 was submitted, such that it will satisfy CSU GE Area C2 as of fall 2019. A detailed written summary of AB 705 work accomplished and goals for project work was created by the grant team to be used as a planning document. This document was shared during a meeting with the Executive Vice President.

The grant team continued to consult and collaborate with campus partners in the English Skills and English Departments and gave informational presentations to a variety of other campus groups to ensure clear and compliant communication with colleagues, students and campus partners regarding changes and developments due to AB705. Data collection needs were identified and initial plans were made by faculty and with campus Institutional Research staff for the process and points at which the collection will be done.

The grant team directed the activities of our ESL Retention/Recruitment Outreach Coordinator conducting community and campus tabling events, contacting ESL students on academic probation, and collecting data for and contacting 400 students either stalled in the registration process or stopped out for a variety of issues. As a result of these coordinated efforts, 19 students participated in the first ESL assessment in summer 2019, 32 students took the second assessment, and additional new and returning students participated in the assessments and ESL orientations throughout the summer. As we complete

the grant, we have a clear plan and direction for continuing our program revision to improve ESL student success and comply with AB705.

Math – The 2018/19 BST hybrid tutoring pilot (embedded tutoring combined with outside supplemental sessions formally scheduled in the math tutorial lab) continued and expanded in Summer 2019. Every face-to-face math 117 (statistics) class and math 114 (math for liberal arts) had a tutor assigned to them, funded by BST. The purpose was to (a) provide supplemental support for underserved summer students as we began early implementation of AB 705 and (b) increase the pool of qualified tutors once full implementation of AB 705 begins in Fall 19. The pilot was so successful in Spring 19 that the math department sanctioned pooling embedded tutoring and drop-in tutoring funding in 2019/20 and extending this new tutoring model to all math courses impacted by AB 705. As a result, the math tutorial lab has been granted permission to manage an autonomous budget to best serve our students by streamlining efforts and maximizing efficiency in lab coverage.

Specialized classroom furniture, chrome books, and chrome book carts were ordered, received, and installed in three math priority classrooms. The purpose of the digital classrooms is to (a) allow for innovative statistics pedagogy and (b) avoid the demand in the surge of technology from increased statistics courses impacting the math tutorial lab in Fall 2019.

The BST math faculty leads shared the Summer 2018 Math Institute recommendations on co-requisite support courses with the equivalent statistics courses in other departments, resulting in similar co-requisite support in the other departments. Math faculty leads also met with key faculty from other departments and DSPS to coordinate tutoring support within the math tutoring lab for all statistics students. In preparation for Fall 2019, the sociology professor selected to teach statistics attended most summer lectures lead by a BST math faculty lead, in part to see how the math department plans to use the digital classrooms to make statistics more accessible to students.

The WiFi/Infrastructure Upgrade project for the IDC building was started, allowing Math and English to install new digital classrooms in our shared building. This upgrade (accelerator cards, servers, GPUs and Licensing) was needed to increase the bandwidth of the building, so we can successfully implement the BST technological interventions put in place to support underprepared students as they enter college-level statistics and English composition, beginning in Fall 19.

BST Math faculty-lead Pam Guenther carried out an extensive research effort to select a new statistics textbook that is both relevant and accessible to our new demographic of students, and with a strong technological component. (Lock, 2nd edition.) Pam also spent considerable time developing corresponding detailed guided notes and classroom activities for all sections of the selected textbook. These guided notes and activities can support incoming students and faculty who choose to adopt collaborative learning techniques and technology in their statistics math classes (math 117).

Professional Development – Three BST faculty leads (Bronwen Moore, Elizabeth Imhof and Pam Guenther) attended the Teaching Professor Conference in New Orleans June 6 – 9, 2019.

Strategic Goal 1.6: Foster institutional improvement through professional development.

A total of 117 employees participated in the professional growth program in 2018-19. This included 103 classified staff and 14 managers.

In addition to the professional growth program, the college offers workshops throughout the year on a range of topics. To determine the most-needed topics, the Professional Development Advisory Committee (PDAC) conducts an annual needs survey. In spring 2019, the college conducted an institution-wide *College Climate Survey* and decided to postpone the annual professional development needs survey until Fall 2019. PDACused the prior year data to inform professional development planning and programming. The three top-ranked areas in which employees had previously requested additional training were technology, teaching and learning, and leadership. Training sessions on these topics were offered at the All Campus Kickoff, and additional workshops were offered throughout the academic year. Workshop content is directly relevant to the professional development needs of employees and institutional priorities. The Professional Development Annual Plan includes a full description and analysis of the range of activities provided.

Affective Learning Institute
During the 2018-2019 Academic year we held two Affective Learning Institutes, one in December 2018 and the second in August 2019. Affective pedagogy, also known as non-cognitive pedagogy, or Social-Emotional Learning (SEL), emphasizes the foundational skills students need in order to best absorb, integrate, and apply course content. During this three-day (9-3:30) intensive institute, funded by the Title III Grant and facilitated by members of the SBCC faculty, a total of approximately sixty SBCC faculty and staff members learned to infuse new teaching and student success strategies directly into curriculum and campus programs. This experiential workshop explains major approaches to affective learning and presents evidence for how it works to support student success and persistence through the cultivation of a sense of academic and cultural belonging among students. Belonging is especially important at Hispanic Serving Institutions (HSI), as the research documents that one of the greatest inhibitors to success for LatinX college students is the belief that one does not belong in higher education.

Affective Learning Institute (ALI) Conference
Thirty-five of the forty-one faculty and staff members who had completed one of the three-day Affective Learning Institutes and participated in the monthly ALI Faculty Inquiry Group meetings, attended the second annual ALI Conference and Retreat held May 15-17th in Avila Beach California. The Conference and retreat provided ALI graduates the opportunity to gain deeper and richer knowledge about non-cognitive/affective pedagogy. This retreat focused on the equity-based foundation of non-cognitive learning and provided participants with an intensive series of workshops and activities to support equity based Scholarship of Teaching and Learning (SoTL) practice.

A major objective of this conference, beyond extending knowledge about equity-based non-cognitive pedagogy and sharing best teaching and student support practices, was collaboration and community building among SBCC colleagues from across campus disciplines and programs, many of whom outside of the ALI would not have opportunities to meet, let alone collaborate. Together they form a cohort of colleagues charged with supporting the transformation of teaching, learning, and student support practices campus-wide. Conference participants had the opportunity to participate in a series of optional activities designed for team-building, to facilitate collaboration, and to meet colleagues from across campus disciplines and programs. These activities included group meals, game playing, mindfulness practice, and experiential learning activities connected to workshop content including a movement class and an improvisation class both designed with specific experiential learning tools for teachers.

The Conference also provided an opportunity to support the complementary work of two of our Federal grants. While the Conference was funded by the Title III grant, *Removing Barriers to STEM Success*, two of the Conference workshops introduced faculty and staff to upcoming professional development opportunities that will be funded by our new Title V Grant, *Student-Ready: Degree Completion for the Flexible Learner*. These opportunities described below offer support for curriculum redesign through culturally responsive pedagogy.

Conference workshop highlights included the following:
- Using Tableau and IRB for Classroom Intervention Research
- Disaggregating Your Data for Equity
- Intervention Research Design
- Practicing Culturally Responsive Teaching and Programming
- Culturally Responsive Teaching for STEM
- Fake News and Critical Thinking
- Scholarship of Teaching and Learning in Action
- Choice Boards: A Tool for Co-constructing Knowledge

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.

The College initiated an update of the long-range Facilities Master Plan in 2017-18 that is scheduled to be completed in 2019.

The college invested in repairs to the campus center infrastructure and equipment to extend the life of the building and provide a better communal area for students. Replaced outdated kitchen equipment to further support the Culinary Arts program. Started the preliminary planning process for the voluntary seismic upgrade anticipated to be completed by May 2020.

With the deferred maintenance funding provided by the state, we also completed a number of smaller scale facilities projects, such as: replaced ceiling water lines in the Administration building, installed air conditioning in eight classrooms of the Interdisciplinary Center, installed new carpeting in the library, replaced the boiler in the women's locker room.

Focused Facilities effort on moving the College from emergency repairs to preventive repairs and scheduled maintenance.

Made significant upgrades to the Orfalea Early Learning Center, Marine Diving Technologies Building, DAC Lab and to the Automotives Services and Technology program laboratory spaces.

Strategic Goal 2.2: Develop a culture of emergency preparedness.

Merged the Emergency Services department with the Security department, creating a new Campus Safety and Emergency Services department, resulting in a more efficient and cohesive efforts involving security and emergency preparedness.

The College has developed and implemented its emergency preparedness plan. Components of the Emergency Preparedness Plan that were implemented last year include:

- Training provided to district employees: Disaster Survival Skills, campus Safety Marshal assignments for evacuation protocol, CPR/AED, CERT, Earthquake preparedness, and several campus-wide presentations about how to respond to active shooter situations.

- Communicated process of chain of command in the event of an emergency. This includes Safety Marshal hierarchy, Security, Emergency Operations Center core team of President's cabinet, public information dissemination protocol and working with emergency responders.

- The Emergency Notification System (ENS), ReGroup, merged with BlazeCast.ReGroup now includes all communication methods as text/SMS, pipeline email and campus computer screen, phone messaging and speakers. The ENS can be formulated for Main, Schott or Wake, or for all three campuses depending on the situation.

- Attended Emergency Operations training such as FEMA, and County Office of Emergency Services training, table tops, and Conferences on Risk Assessment.

- Invested in emergency response supplies and equipment to assist in disasters on campus.

- Annually participate in the Great California Shakeout Earthquake Drill. It is observed in October by practicing earthquake awareness via the Campus ENS/AlertU system.

- The Emergency Services planning team is comprised of individuals from Information Technologies, Office of Communications, and Business Services division. The Emergency Operations Center team further includes the President's Cabinet (President, EVP, VPs, and various managers.)

Strategic Goal 2.3: Improve the College's safety infrastructure.

Facilities and Operations staff has been provided with training on strategies they can use to improve campus safety, including but not limited to asbestos training, proper lifting techniques, forklift training, and dealing with blood borne pathogens.

The pathways around campus are regularly monitored, and uneven concrete slabs that pose a tripping hazard have been repaired.

The full-time staff in Campus Safety completed training on how to investigate minor crimes and received training on laws pertaining to making arrests.

We continue to test district-wide access control (i.e., locks) to insure the ability to lock down the entire campus in the event of an emergency.

We continue to monitor, repair, and improve the campus exterior lighting.

The crime statistics for 2015 through 2019 are available on the campus security website along with the Clery Annual Security Report here.

Continued to work with local law enforcement regarding threat assessment and appropriate response.

Strategic Goal 2.4: Implement sustainable environmental practices.

The College updated the District Sustainability Plan, with approval by the Board of Trustees in July 2019. This comprehensive plan includes meeting aggressive objectives in such areas as water and

energy efficiency, on-site renewable energy expansion, increased on-campus vegan and vegetarian food options, and promotion of sustainable commuter transportation (Executive Summary of Objectives).

The College continues implementation of District goals with the support of on campus workgroups. The sustainability workgroups are comprised of staff, faculty, and students. Their main goal is to track progress toward goal achievement and benchmark improvements made over time.

The College had a 10% reduction in single occupied vehicle commutes from 2016 to 2018. The College has seen a 22% decrease since 2014, when the transportation incentive program was implemented. The campus plans to perform another transportation count in Spring quarter 2020.

The campus expanded its reclaimed water lines resulting in 98% of the campus being irrigated with non-potable water.

The campus achieved its first LEED (Platinum) certification on the West Campus Building, and SBCC committed to achieving at least LEED silver on all new construction and surpassing California's energy code by 20%.

Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.

The process of developing the College's budget focuses on balancing enrollment, human resources, finances, and physical infrastructure. As part of the budget development process, the College continues to review five-year projections. In order to create the projections, enrollment, human resources, revenues, and expenditures are researched and analyzed. The five-year fiscal projections developed as part of the Tentative Budget process show that the College will be deficit spending through fiscal year 2021-22, and return to a balanced budget by fiscal year 2022-23.

In fiscal year 2018-19 the Chancellor's office was tasked by the State Legislature with implementing a new funding formula for the California Community College System. The new Student Centered Funding Formula (SCFF) moved colleges away from being funded exclusively based on FTES, and created three categories of funding: 1) Base Funding (70% of the formula) is calculated based on FTES, 2) Supplemental Funding (20% of the formula) is calculated based on the number of low income students the District serves, 3) Success Funding (10% of the formula) is based on a count of the number of outcomes in eight different measures.

Initial revenue projections based on the new funding formula showed that the District would receive an increase in funding of over 9%. Subsequently, the state determined that there were not sufficient funds to fully fund the SCFF. To respond to this shortfall the Chancellor's Office constrained districts that benefited from the SCFF to a maximum increase in total computational revenue of 8.13%. This constraint resulted in the district receiving $1.5M less than what was calculated under the provisions of the SCFF.

Based on the initial revenue promises from the SCFF, the district made significant ongoing spending commitments, primarily in the form of a 7 percent increase in salaries. The failure of funds to materialize, and continued declining enrollment, is a large reason the district's five-year projections continue to show deficits through fiscal year 2021-22.

Further complicating the fiscal forecast for the district, the 2019-20 State Budget contains changes to the SCFF that require the Chancellor's office to recalculate the rates that will be used to fund both the supplemental and success portions of the formula. The updated rates will not be available to districts until February of 2020. This has led to a large deal of uncertainty in the District's 2019-20 budget.

In order to address the projected deficits, the college has been actively engaged in campus-wide dialogue to develop a multi-level approach to bring the budget in balance.

Establishing targets for college size and increasing class efficiency are critical components of the plans to achieve a balanced budget. The College is in the process of developing a Strategic Enrollment Management Committee to develop a more thorough Strategic Enrollment Plan than the Abbreviated Strategic Enrollment Management Plan that it is currently operating under.

In addition to the college size and class efficiency targets in the college's credit programs, the college has significantly grown our noncredit offerings through the School of Extended Learning. The growth in this area will play a significant role in helping bring the college back to a balanced budget.

Finally, as 90% of the college's revenue budget is devoted to salary and benefits, any large-scale changes in the budget will necessarily be closely tied to reductions in staffing levels.

In fiscal year 2018-19 the District received approval for state funding for replacement of the Physical Education building/gymnasium. The state will provide 80% of the entire project cost, with the District covering the remaining costs of the project. The District is in the early planning stages of this project.

Other needed maintenance and repair projects are on hold due to the budget deficit. Funding is only available for emergency repairs.

Strategic Direction 3: Use technology to improve college processes.

Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.

1. Reduce paper forms and repetitive data entry by increasing the use of the college document management system.
   - In support of this objective, the college decided to replace the current document management system with a more modern and easier to use system. During the 2018-2019 year, the Administrative Systems Workgroup reviewed document management vendor offerings and selected SoftDocs as the replacement for Hyland Perceptive product. Implementation has begun in the Fall of 2019.
2. Expand usage of Tableau.
   - The Office of Institutional Assessment, Research, and Planning has continued to develop and refine the Tableau data dashboards and provide group and individual training. In the past year, 11/1/2018-10/31/2019, the dashboards have received a total of 7,912 views from 146 users and 1,947 guest views. (Guest views are predominantly generated from the Program Review dashboard which does not require a login to view.) We have developed nine additional dashboards that cover areas from course efficiency, the Student Centered Funding Formula, course success, and degree/certificate attainment. When applicable these dashboards provide the end user the capability to disaggregate the data to further understand where our students are experiencing disproportionate impact. Of particular success was the development of a Course Success dashboard that provides instructors information about their courses, departments, and the institution. The Course Success dashboard was presented to instructors at the May 2019 Affective Learning Institute retreat and marked the most views in a month at 530. The dashboard is now also being used by the Scholarship on Teaching and Learning Faculty Inquiry Group as they develop and assess different pedagogical practices. In addition to these two group orientations to Tableau, we continue to provide individual training to all employees who are interested.
   - Administrative Systems has been looking at using Tableau to assist departments who are doing data-related investigations in lieu of multiple Argos reports. We have had a demonstration of such an example and have a proof-of-concept underway.
3. Continue training on the use of Google G Suite.
   - The FRC continues to provide small group and individual training to faculty and staff on the use of Google Apps for Education tools. These include Google mail, docs, forms, slides, sheets, and YouTube. An introduction to Google mail and docs is provided to new full-time faculty before inservice and other Google tool instruction is provided during fall and spring terms. A total of nine small-group Google tool sessions were offered and

many individual meetings with Google tools were provided during drop-in support periods.

4. Increased use of VDI to support labs, classrooms, and faculty/staff desktops.
    ○ A total of 321 new Chrome devices with the VMware Horizon client have been provisioned for use by students within the Automotive, Communications, DSPS (Wake), ESL (noncredit), EOPS, Guardian Scholars, Guided Pathways, Math, Psychology, and Umoja labs.
    ○ The Learning Resource Center and Library were provisioned 76 Chromebooks each, a total of 152 devices, for long-term (one semester) check-out to Career Technical students.

5. Continually upgrade WiFi equipment to support mobile computing and complete wireless in all classrooms project.
    ○ Main Campus now has adequate WiFi access in all classrooms and labs, except for several which are currently being remodeled and/or retrofitted (ECC-5, ECC-6 and the Campus Center first floor); these remaining rooms will be outfitted with WiFi access when they are ready to be occupied.
    ○ Wake Center has wireless access in every classroom and has been updated to our current hardware standard.
    ○ Schott Center has WiFi access in every classroom and we are planning to upgrade the access point hardware to the current standard in the 2020-2021 academic year.

6. Upgrade the Program Review tool.
    ○ The current, updated program review tool has been in place for a few years and there is still a desire to move to another platform. There is an evaluation scheduled after the new document management application goes live.

7. Upgrade the Management Professional Development application.
    ○ The Chancellor's Office sponsors the Vision Resource Center which is an online learning and collaboration platform which is currently being used by approximately 23 colleges including some colleges which have large and robust professional development offerings. The Professional Development Advisory Committee has approved moving forward with this initiative and we have joined the next implementation cohort.

8. Continue to support Starfish (early alert and scheduling).
    ○ We have expanded the use of Starfish among faculty. We have also institutionalized Starfish and we are expanding our use of Starfish by incorporating Degree Planner. Degree Planner will subsume the use of Degree Works and will provide tighter integration with counseling.

9. Provide leadership and technical support for campus-wide initiatives (e.g. Starfish, Banner XE, Room Scheduling, Emergency Messaging, Website Redesign).
    ○ We have been at the forefront for all campus-wide initiatives through our membership in committees that work on the initiative or by providing support of the software used by the campus-wide initiative.

10. Review and implement a log analyzation and remediation application.

- ○ We have implemented Splunk and Graylog for actively monitoring and auditing all critical system logs. Splunk has the capability to remediate incidents as well.
- ○ Tenable security scanner has been implemented and is used to scan the network weekly and report on network security vulnerabilities.
- ○ Avecto has been implemented for logging, monitoring, and remediating applications and security access control on desktops.
- ○ Crowdstrike has been deployed to desktops to monitor, provide forensic data logging, and remediate at the point of compromise.
- ○ These solutions are all being used in tandem as an overall security monitoring and response framework.

11. Install a patch management solution.
    - ○ We have implemented Microsoft System Center Configuration Manager and WSUS for applying patches to Windows desktops and servers.
    - ○ Jamf Pro/Casper Suite has been implemented for patch management of the Apple Macintosh staff and faculty computers on campus.
    - ○ Avecto is used to manage administrative control over application updates and installations on staff and faculty computers.

12. Enhance security practices across all areas of our technological environment.
    - ○ During the 2018-2019 year, a risk assessment was completed with recommendations that became a foundation for our Information Security Plan.
    - ○ We have developed an Information Security Plan draft which addresses proposed regulatory requirement changes and establishes a baseline for a comprehensive security program that adheres to the Center for Internet Security Controls and cybersecurity best practices. The plan also addresses the pending changes to GLBA requirements being proposed by the FTC.
    - ○ As part of this plan, we are in the process of developing an Incident Response Plan.
    - ○ We currently provide IT Security Awareness training for volunteers and mandatory for new hires, and we are also taking steps to make this mandatory for all users with access to personally identifiable information (PII) in Banner.
    - ○ Multi-factor authentication has been enabled for logins to our enterprise systems, and we are working towards making the use of MFA mandatory for administrators and users with access to student records and other PII.

13. Ensure the provision of universal access to technology across the campus environment by ensuring that assistive technology hardware and software for individuals with disabilities are integrated into the planning process.
    - ○ The District's software and hardware standard requiring ADA stations and assistive technology software was maintained, but no new initiatives were implemented.

14. Continue working with the Chancellor's Office to establish guidelines that will enable campus technology procurement and renewal to meet state and federal compliance with ADA and Section 508.

a. During the 2018-2019 year, both the Chairs of DTC and ITC served on the Chancellor's Office Workgroup on Accessibility. The workgroup finished a proposed BP/AP 3725 that was accepted by the CCC League and distributed to the colleges as a League recommendation. The new BP/AP is currently being reviewed on our campus and will soon become SBCC Policy. The accessibility workgroup is in the process of creating a series of online modules for campus administrators, faculty and staff that will be made available through the Chancellor's Office new Vision Resource Center.

Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.

0. ITC, COI, and FRC will take a leadership role in communicating examples of innovative use of technologies to improve student learning.
   - The college is a member of the CVC-OEI Consortium. The Consortium provides leadership and direction in making recommendations to the college about online instruction and associated technologies. The FRC works in conjunction with the CVC's training, @ONE, to provide on-campus and online training to faculty using techniques endorsed and supported by the CVC. The FRC also holds demonstrations of new technologies as they become available or when faculty make recommendations about possible adoption. These results are shared with members of COI and ITC.
1. Through email and ITC and COI meetings, distribute and discuss research findings that focus on student learning as it relates to instructional technologies.
   - This past year the Chronicle of Higher Education and Educause have provided a number of guides about teaching techniques and technologies that promote learning. Links to these resource guides can be found on the FRC website's tutorials page at https://www.sbcc.edu/frc/tutorials.php. Some examples include the Agile Teaching Guide, Classroom Discussion Techniques, and Inclusive Pedagogy.
2. Hold workshops, symposia, campus in-service training, and retreats that focus on instructional technologies.
   - In the past year, the FRC has offered over 50 workshops and inservice training sessions focusing on the use of technology including Starfish for early alert and retention, Canvas for online and on-campus teaching, creating videos and web-based instructional materials using Snagit and Google applications for education. The FRC has also offered non-technology based workshops on inclusive pedagogy, anti-racism, and using action-based research to improve student success and retention.
3. Provide support for faculty to attend conferences such as the Online Teaching Conference and EDUCAUSE Learning Initiative.
   - The FRC and college administration continue to support FRC staff and faculty who attend technology conferences that focus on teaching and learning. The conference findings are shared with faculty committees such as COI and ITC, and sometimes result

in the creation of FRC workshops and non-credit courses such as Using Technology to add Human Presence to online teaching.

4. The Faculty Resource Center will develop an online orientation that will help faculty become engaged and aware of technology options at SBCC.
   ○ The FRC in conjunction with Information Technology staff developed three different video tutorials on available classroom media cart technology, access and use of classroom Chromebooks in carts, and using VMware to access the college's Virtual Desktop Interfaces (VDIs). These videos orient and demonstrate the computer software and technology available to faculty and students in the classroom. The video tutorials can be accessed on the FRC website.

5. Provide opportunities for faculty training in creating accessible instructional materials.
   ○ The Faculty Resource Center offered five different small group workshops on developing accessible course materials using Google apps, Canvas, and Microsoft Word as well how providing strategies for selecting publishers' materials that are 508 compliant. The staff have also incorporated accessibility training based on the recommendations in the OEI online course rubric for faculty developing online courses.

Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.

1. Continue expansion of Federated IDs for on and off-campus access to digital resources.
   ○ With the standardization of PortalGuard as our core authentication solution we have made great progress in our single sign on solution across all campus software systems.

2. Continue to assess Identity Management Systems to automate account provisioning and deprovisioning. Implement tools to assist in this area. We are discussing provisioning and deprovisioning student accounts and how access to resources should be changed as a student moves through their academic path.

3. Assess password management and reset applications to assist with a secure user account environment that is easy to use. We are implementing a self-serve password reset system in PortalGuard which is expected to help users manage their passwords.
   ○ Install a Room Management System to integrate with our Student System, CLL Scheduling, and Community Services.
   ○ This year marked the completion of the installation of the 25Live room scheduling system, integrated with Banner, and supporting credit, CLL, and community services.

4. Provide technical support for data imports, exports, and single sign-on, with third-party vendors.
   ○ Technical support for single sign-on has moved from an individual to the SSO Infrastructure Group. This allows quicker response time for SSO integration requests as well as distributing essential knowledge across the organization. We have provided support for data imports and exports to the new Library Service Platform back-end (Alma) as well as the new document management system Softdocs. There are multiple projects scheduled for this year which require data import/export and SSO support.

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.

Academic Senate

In the last academic year, the Academic Senate president worked with both senate and college-wide committees to appoint faculty representatives. This allowed for the exchange of information both from and to the Academic Senate, allowing us to be better engaged in projects and initiatives outside our immediate purviews. In response to disruptive events on campus related to sexism and racism, the senate heard extensive comments from students and colleagues and approved two resolutions:
1) Resolution to Deploy Academic Senate Resources to Address Bullying and Harassment and Promote a Community of Respect (on Oct. 26, 2018), and
2) Academic Senate Resolution to Support Anti-Bias and Anti-Racism Directions (on April 24, 2019.)

As part of the second resolution, the senate co-sponsored two cohorts of intensive anti-racism training, offered through Crossroads.

The senate also coordinated a Jan. 18, 2019, technical assistance visit from the Academic Senate for California Community Colleges and the Community College League of California. The purpose of the visit was to seek advisement on the pros and cons of moving compensation- and working conditions items from administrative procedures into the collective bargaining agreement. We followed up with a workgroup charged with creating a process to solicit faculty feedback and drafting recommendations on the potential transfer of 32 separate items.

Senate leadership also re-committed itself to early preparation of the public meeting agenda and all supporting documents to honor both the letter and the spirit of the Ralph A. Brown Act, California's open meeting law. The senate also elevated through presentations the sharing of information on major campus initiatives: Guided Pathways, the Vision for Success, the Student-Centered Funding Formula.

California School Employee Association

CSEA, the California School Employee Association, and its CCG, Classified Consultation Group, provide classified staff the opportunity to participate in college service and governance. Classified staff from all areas of the college volunteer to serve on the CCG and become involved in college issues. The CCG meets bi-monthly, giving the staff a chance to discuss college issues. Many of the staff also serve on college-wide committees, like the College Planning Council, the District Technology Committee, the Professional Development Advisory Committee, the Program Evaluation Committee, the Facilities and

Safety Committee, the Budget Resource Allocation Committee, and the EEO Advisory Committee. Classified staff are also involved with the new college initiative, Guided Pathways.

Advancing Leadership Association

The Advancing Leadership Association (ALA) is a governance and consultative body that represents deans, managers, and supervisors as one group under the Advancing Leadership Agreement. The primary purpose of this association is to represent its members in participatory governance and negotiations with the District on matters relating to benefits, grievance process, contracts, and other related administrative procedures. This purpose has been achieved by the inclusion of representatives on college committees and in the negotiation processes.

Strategic Goal 4.2: Improve communication and sharing of information.

The college website underwent an overhaul with a launch in Summer 2019. The focus for this redesign was to improve the user experience and access to information for all College audiences. A major goal of the website redesign is to make it easier for students to navigate the enrollment process and access student support services. Our website analytics indicate that about 40% of the visits are from mobile devices.

The Office of Communications produces a monthly community newsletter, monthly employee newsletter, an annual Report to the Community and regularly publishes press releases to share College information widely.

Another source of information for college data is Tableau. The amount and variety of college data available through Tableau continues to increase, as does the usage by faculty and staff.

Strategic Goal 4.3: Strengthen program evaluation.

The Program Evaluation Committee submitted recommendations to CPC on May 14, 2019, that would enhance the effectiveness of the College's program review process. CPC approved the recommendations, and the PEC chairs are now working on implementing them. Most immediately, David Wong, co-director of the Faculty Resource Center, offered a total of 10 in-person eLumen training sessions—two in July and eight in September and October 2019. He and the PEC co-chairs also led a 2-hour workshop for department chairs on Aug. 29, 2019. These sessions provided training in both the required content of program review and technical aspects of the eLumen tool. They also addressed many of the recommendations listed below.

PEC RECOMMENDATIONS FOR 2019-20:

- Make it easier to enter goals/objectives (on the same tab instead of having to go to a different tab). Recommend that writers draft their goals in a separate document and then copy them into the less-than-ideal, restrictive eLumen tool;

  Note: This change was implemented in October 2019 by David Wong, co-director of the Faculty Resource Center. He created a separate folder for goals that provides for more flexibility and are easily accessible to users and PEC members.

- Add the ability to embed graphics into answer fields;

- Make it easy to pull data over from Tableau into the program review template;

- Change questions for program reviews of operational units to make expected depth of answers more obvious;

- Provide training to department chairs and managers prior to program review submission (both with regards to the submission template as well as the expectations for depth and content of program reviews);

- Ensure that models identified in this current year are archived and can be easily shared in the 2021-22 cycle;

  Note: The models are now accessible to users in eLumen.

- For the question asking users for responses to the Accreditation Action Plan, include a link to the plan so users can see whether the question is applicable to their area;

- Create a diagram placing program review within the integrated planning structure;

- Add a question summarizing the history of the department;

- Revise the template to embed model answers in each question;

In addition, we recommend:

- The recommendations included in this report be forwarded to the management team for consideration and reflection. Managers should organize meetings with their staffs to provide guidance on the above-identified challenges, and then document those meetings, along with recommendations provided by the writing teams. This documentation should be submitted to PEC in September 2019 and entered into the record for review and follow-up during the next business-unit cycle.

- The PEC chairs explore the possibility of creating an incentive for departments writing excellent program reviews.

- The Program Evaluation Committee should be added under collegewide committees to the SBCC Resource Guide to Governance and Decision-Making.

  Note: PEC was added in the 2019 revision of this resource guide.

PART 4: QUANTITATIVE MEASURES

The Educational Master Plan includes a list of quantitative measures used to evaluate progress on each of the Strategic Goals. Most of those metrics deal with student academic outcomes, such as successful course completion rates and the number of degree and certificate awards. These measures are included in **Strategic Direction 1: Foster student success through exceptional programs and services.**

Metric #1: Successful course completion rates.

The college's successful course completion rates have remained stable for the last 5 years with only minor variation between terms (Figure 4.1).

Figure 4.1: Successful Course Completion Rates
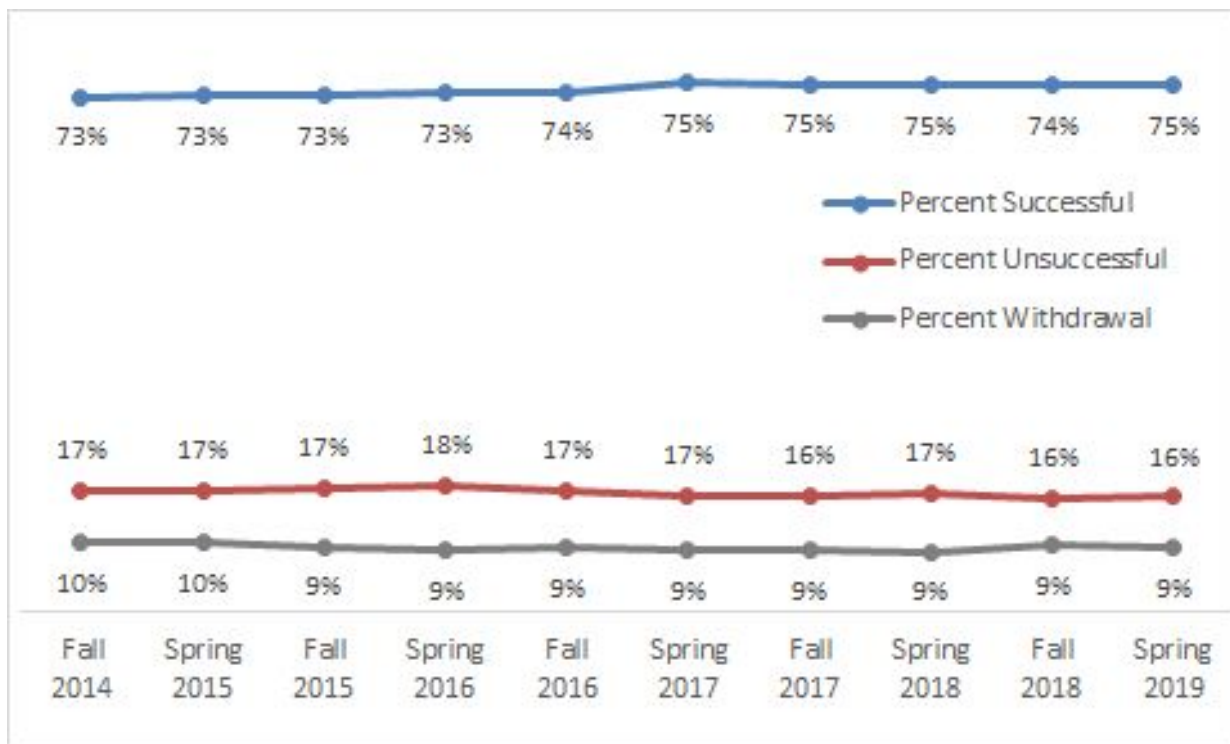
Note. A successful grade is defined as C or higher, or Pass for Pass/No-Pass courses.The completion rates in this figure are for credit courses.

Course Success by Modality

The successful course completion rates in fully online classes continue to be lower than they are in face-to-face classes. However, successful course completion rates in hybrid classes have increased over the last five semesters to almost the rate of those in face-to-face classes (Table 4.1, 4.2, and 4.3).

Table 4.1: *Success Rates for Face-to-Face Courses*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of Records	46,159	43,728	43,384	39,985	38,883	36,150	38,333	35,252	38,326	34,915
Successful Grades	34,632	33,024	32,775	30,248	29,566	27,808	29,453	27,057	29,338	26,743
Percent Successful	75%	76%	76%	76%	76%	77%	77%	77%	77%	77%

Note. The counts in this table are for grades in credit courses.

Table 4.2: *Success Rates for Fully Online Courses*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of Records	7,751	8,522	8,359	8,361	8,429	8,426	8,540	8,493	8,904	9,064
Successful Grades	4,861	5,335	5,254	5,299	5,367	5,584	5,614	5,572	5,854	6,072
Percent Successful	63%	63%	63%	63%	64%	66%	66%	66%	66%	67%

Note. The counts in this table are for grades in credit courses.

Table 4.3: *Success Rates for Hybrid Courses*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of Records	1,787	1,586	1,646	1,519	1,415	1,560	1,591	1,407	1,841	1,705
Successful Grades	1,172	1,038	1,083	1,061	983	1,114	1,163	1,074	1,365	1,262
Percent Successful	66%	65%	66%	70%	69%	71%	73%	76%	74%	74%

Note. The counts in this table are for grades in credit courses.

Course Success by Ethnicity

There is evidence of a disproportionate impact in two of the six ethnicities during the 2018-19 academic year (Table 4.4). The disproportionate impact for Hispanics was stable and close to the margin of error between Fall 2014 and Fall 2016, and also in Fall 2017 and Spring 2018. In Spring 2017 and Fall 2018, the disproportionate impact for Hispanics increased to 5%, and 4% in Spring 2019. The largest disproportionate impact is for Black/African Americans. From Fall 2014 to Spring 2019, the impact has ranged from 18% to 11% with an average of 15% below the term mean. Spring 2017 recorded the lowest disproportionate impact at 11% for Black/African American students.

Table 4.4 *Ethnicity Category Success Rate Differences from Term Mean with Margin of Error*

	Fall 2014 % (ME)	Spring 2015 % (ME)	Fall 2015 % (ME)	Spring 2016 % (ME)	Fall 2016 % (ME)	Spring 2017 % (ME)	Fall 2017 % (ME)	Spring 2018 % (ME)	Fall 2018 % (ME)	Spring 2019 % (ME)	*Mean Δ*
2 or More Races/Other	3% (2%)	1% (2%)	1% (2%)	3% (2%)	1% (2%)	1% (2%)	5% (2%)	4% (2%)	3% (2%)	-1% (2%)	*2%*
Am. Indian/ Alaskan Native	-8% (6%)	-3% (6%)	-2% (6%)	-4% (6%)	2% (7%)	2% (7%)	-8% (7%)	-9% (7%)	0% (7%)	3% (7%)	*-3%*
Asian/Filipino/ Pacific Isl.	13% (1%)	11% (1%)	12% (1%)	12% (1%)	9% (1%)	8% (1%)	11% (1%)	10% (1%)	7% (2%)	8% (2%)	*10%*
Black/African American	-17% (2%)	-16% (2%)	-17% (2%)	-18% (2%)	-16% (2%)	-11% (2%)	-15% (2%)	-12% (3%)	-12% (3%)	-12% (3%)	*-15%*
Hispanic	-1% (1%)	-2% (1%)	-2% (1%)	-1% (1%)	-3% (1%)	-5% (1%)	-2% (1%)	-2% (1%)	-5% (1%)	-4% (1%)	*-3%*
White	10% (1%)	9% (1%)	8% (1%)	9% (1%)	7% (1%)	5% (1%)	9% (1%)	8% (1%)	7% (1%)	7% (1%)	*8%*
Term Mean	*68%*	*69%*	*70%*	*69%*	*71%*	*74%*	*71%*	*71%*	*71%*	*71%*	

Note. ME = Margin of Error. Term Mean is the unweighted mean within a term. Mean Δ = the mean difference from the Term Mean for an ethnic group across all terms. The percentages reported in this table are the differences for each ethnic group from the Term Mean. For example, in Fall 2014 the 3% reported for "2 or More Races/Other" is the difference between the actual success rate of 71% for this group and the Term Mean of 68%. The Margin of Error is based on the number of records in each group. When the difference from the Term Mean is outside of the margin of error, the difference is unlikely to be due to chance variation.

Metric #2: Persistence

Persistence is defined as the percentage of degree or transfer-seeking first-time credit students enrolled in a given term who return and enroll in the following term. Second term persistence is, for example, students who started in fall 2011 who were also enrolled in spring 2012. Third-term persistence refers to students who enrolled in a given term and who were also enrolled in the next two consecutive terms: for example, students who started in fall 2011 who were also enrolled in spring 2012 and fall 2012. We typically disregard summer terms when measuring persistence.

The fall-to-spring second-term college persistence rate remains stable at about 84-86% (Table 4.5). The fall-to-fall three-term college persistence rate increased over the last three years from 60% in fall 2016 to 68% in fall 2019.

Table 4.5 *Fall to Spring Second Term Persistence and Fall to Fall Third Term Persistence*

Period	Second Term Persistence	Period	Third Term Persistence
Fall 2018 to Spring 2019	86.6%	Fall 2018 to Fall 2019	68.0%
Fall 2017 to Spring 2018	84.3%	Fall 2017 to Fall 2018	66.1%
Fall 2016 to Spring 2017	84.8%	Fall 2016 to Fall 2017	64.2%
Fall 2015 to Spring 2016	83.7%	Fall 2015 to Fall 2016	60.4%
Fall 2014 to Spring 2015	84.5%	Fall 2014 to Fall 2015	60.9%
Fall 2013 to Spring 2014	84.6%	Fall 2013 to Fall 2014	59.8%
Fall 2012 to Spring 2013	83.6%	Fall 2012 to Fall 2013	60.8%
Fall 2011 to Spring 2012	86.2%	Fall 2011 to Fall 2012	61.9%

Note. Each fall cohort consists of first-time students at SBCC who are enrolled in at least one credit course, and who indicated on their application an educational goal of completing a degree and/or transferring to a four-year institution.

Metric #3: Degree and Certificate Awards

There has been a substantial increase in the number of associate degrees awarded since 2016-17 and certificates awarded in 2015-16 and 2018-19 compared to other years (Table 4.6). The introduction of the Associate Degrees for Transfer and changes in the criteria for earning a certificate may have contributed to these increases, similar to what has taken place at other California community colleges. Nevertheless, the increases in certificates and degrees in the past few years is very impressive.

Table 4.6 *Degree and Certificate Awards*

| | Degrees | | | Certificates | | | |
Year	A.S.	A.A.	Total	60+ Units	30 to <60 Units	18 to <30 Units	Total
2018-19	574	2,522	3,096	64	1,412	149	1,625
2017-18	461	1,985	2,446	55	1,088	93	1,236
2016-17	485	1,988	2,473	41	1,203	119	1,363
2015-16	304	1,554	1,858	46	1,453	141	1,640
2014-15	288	1,572	1,860	65	1,051	106	1,222
2013-14	286	1,477	1,763	5	1,150	130	1,285
2012-13	280	1,420	1,700	18	954	147	1,119
2011-12	230	1,519	1,749	37	855	129	1,021
2010-11	235	1,397	1,632	11	922	101	1,034
2009-10	242	967	1,209	37	837	105	979

Note. Year is from July 1 - June 30. A.S. stands for Associate of Science and A.A. stands for Associate of Arts.

Metric #4: Transfers to 4-Year Institutions

There has been an increase in the number of SBCC students who transferred to a four-year college or university. The majority of increases in transfers in 2014-15 and 2015-16 was to the CSU system, and just in the last two years there was a sizeable increase in transfers to UC schools.

Table 4.7 *Transfers to 4-Year Institutions*

Year	UC	CSU	In-State Private	Out-Of-State	Total
2017-18	660	499	135	321	1,615
2016-17	725	508	155	314	1,702
2015-16	576	587	129	305	1,597
2014-15	561	537	143	243	1,484
2013-14	565	487	145	245	1,442
2012-13	518	461	122	234	1,335
2011-12	517	531	141	215	1,404
2010-11	566	499	134	222	1,421
2009-10	656	351	147	218	1,372

NOTES:

- UC transfer data is from the UCOP Infocenter at www.universityofcalifornia.edu/infocenter

- CSU transfer data is from CSU Analytic Studies at www.calstate.edu/as/ccct/index.shtml

- In-State Private and Out-Of-State data is from the Chancellor's Office Datamart at datamart.cccco.edu