SANTA BARBARA CITY COLLEGE

Educational Master Plan

Annual Progress Report

Fall 2020

Version 1.0 December 10, 2020

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TABLE OF CONTENTS

REVISION HISTORY

Version 0.0

- Updated Part 1: PEC Best Practices and Key Themes
- Updated Part 2: Program Review Goals Linked to the EMP
- Updated Part 3: Initiatives Outside Program Review
- Updated Part 4: Quantitative Measures

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 six reports so far: 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20, covering the six completed academic years of review since the committee's inception in Fall 2014.

Each year, one third of all program reviews are updated completely and undergo a full evaluation by PEC. During the 2019-20 academic year, 29 instructional programs underwent a full program review. Additionally, PEC co-chairs approved 11 new instructional program proposals and 9 program modification proposals to move through the CAC process as well as the program discontinuance for the English Skills Department.

THEMES AND MAJOR CHANGES IN 2019-20:

Throughout the year, PEC observed a number of trends, which are summarized below. Overall, the quality of the program reviews was markedly higher than in the past, and most departments provided more detailed information than in previous program review cycles. Generally, program reviews written collaboratively are stronger than those seemingly prepared by a single person. Departments are to be commended for working collaboratively to undertake a comprehensive and thorough analysis of their respective programs.

PEC recognizes the value of departments providing their mission statement, explaining how the program contributes to the mission of the institution (questions 1.A and 1.B), and providing a well-developed program history. Program review is a valuable resource for capturing institutional memory and culture, particularly in light of the rapid turnover of faculty, staff and administrators since 2016. This is especially true in small departments with fewer full-time faculty.

The Statistical Data Analysis section (questions 3.A - 3.O) requires departments to report on recent enrollment trends, to undertake a comprehensive analysis of both aggregated and disaggregated student success data, and to discuss strategies implemented to address existing equity gaps. Additionally, departments are asked to analyze CTE earnings and job placements, degree completions, transfer data, SLO data, staffing needs, and efficiency rates and to provide strategies on how to improve student achievement. The answers provided by departments varied greatly in depth, accuracy, and relevance, indicating that more training needs to be provided both on how to extract data from Tableau, as well as how to analyze the data in a meaningful way.

MAJOR CHALLENGES IN 2019-20

The following 4 Program Review sections proved to be particularly challenging:

1. **Student success data analysis for equity populations.** Almost half of the departments provided incomplete or unsatisfactory responses to equity-related questions, both in terms of understanding how to interpret and apply data and activities and strategies to address disproportionately impacted student groups. To address this common lack in specificity, 12 departments were asked to submit an equity addendum to address the equity questions in more depth and to provide additional information on specific strategies that have been or are being implemented to address existing equity gaps.

2. **SLOs analysis, improvement strategies, and review of departments' SLO implementation cycle.** The existing Program Review template asks in two different areas for SLOs to be submitted (under Statistical Data Analysis, questions 3.J - 3.L, as well as under Programs and Curriculum, section 4). The SLO completion report instructions (question 3.L) are not included in the eLumen Program Review template and require departments to refer to a separate Google document, which includes lengthy instructions on how to access the information. Responses to SLO-related questions varied greatly in detail and depth. Some departments only included a link to the SLO update spreadsheet, others only reported whether they had completed their SLO implementation cycle while yet others provided a full analysis of their SLO data and their completion report. In addition to improving the reporting process, PEC needs more guidance on its role in monitoring departments' commitment to undertake a comprehensive analysis of their SLO data and improvement plans and departments' adherence to established SLO implementation cycles.

3. **Curriculum status updates.** Similar to the instructions pertaining to the SLO questions, the instructions on how to enter information pertaining to the curriculum updates are inconsistent and lack clarity. The link to the curriculum list provided in eLumen appears to be broken and the link to the curriculum update form leads to a Google form instructing departments to complete a separate Google form for each course that needs to be updated. The current system used to track information pertaining to curriculum updates is not efficient and presents an undue burden for departments. As a work-around, a Curriculum Update Template Google spreadsheet was subsequently created to record the curriculum updates, and departments were instructed to enter their curriculum updates in the Google spreadsheet. This led to further confusion among department chairs and made it more challenging for PEC to access the information.

4. **Department goals and linkage to strategic goals.** PEC identified the following 3 issues pertaining to the Program Review goals section:

a. The department goals are not displayed in the eLumen Strategic Report, which made it difficult for PEC members to review the goals. To facilitate the goal review process, the goals for each program review had to be manually extracted from eLumen and exported into a Google document.

b. The goal reporting and linking function in eLumen is not intuitive, and numerous steps are required to enter and link the goals. As a result, most departments did not complete the goals section correctly. The current eLumen tool makes it next to impossible for departments to link their department goals to the institution's strategic goals, as required by the college's Educational Master Plan, and for the PEC co-chairs to prepare this required portion of the Annual Report.

c. There is currently no place in the Program Review template for departments to provide an update on the status/completion of previously established goals.

Departments provided near unanimous feedback about the difficulty of using the current eLumen tool. The value of program review is widely recognized, along with the intense desire to simplify the eLumen management system and the program review process. The current tool has significant limitations, making Program Review more challenging and time-consuming for both departments and PEC.

PEC RECOMMENDATIONS FOR 2020-21:

COLLEGE WIDE

1. Review and revise foundational documents (AP/BP 3255 and BP 4021) to address inconsistencies in the existing AP and to clarify PEC's role and reporting structure.

2. Review frequency of program review. A four-year cycle, for example, would lessen the workload on department chairs and provide a cleaner mid-review update for CTE programs. This timeline would be in alignment with most other California community colleges. There are only a few other community colleges in the State that follow a 3-year program review cycle.

3. Examine the content of the current program review questions, as well as the tool the college is currently using. This would allow the college to adopt a more integrated approach to program review.

4. Develop and implement a plan for a major overhaul of the existing program review to strengthen the Guided Pathways-Equity lens. Research models created by the ASCCC and potentially use Strong Workforce funds to hire a consultant to guide this effort (with a special focus on CTE program review).

5. Review eLumen as the best management system for completing program review. If it is decided to keep eLumen, complete a major revision of the program review instructions and template to eliminate redundancies and inconsistencies.

    To address the functional limitations of the current Program Review tool, eLumen, a work group has been formed consisting of current PEC members and other stakeholders to address current

eLumen functionality issues and to explore the feasibility of moving to another platform. The work group is currently researching other platforms and compiling a list of the challenges to be addressed with eLumen.

6. Develop institutional guidelines on how to address existing student achievement equity gaps within departments and provide additional resources, training, and support in this area. This effort must be supported by broad stakeholder involvement, including the Student Equity Committee, the Student Equity and Achievement Committee, the Committee on Faculty Resources, the Office of Equity, Diversity, and Cultural Competency, the Academic Senate, the Faculty Partnership for Student Success, EOPS and Umoja and other programs that work specifically with disproportionately impacted populations. This work must be closely aligned with the implementation of Vision for Success, Guided Pathways, the Student Equity Plan, and other integrated planning. Finally, a new grant-funded initiative to train each department in how to conduct an "equity audit" and to develop culturally competent pedagogical approaches and activities should be included in program review training.

7. Create uniform directions/guidelines for analyzing data for chairs and for desired types of feedback for PEC members.

8. Provide both departments and PEC members with clarification and guidance on the departmental "efficiency," or lack thereof, and empower department chairs to set realistic and pedagogically sound efficiency goals.

9. Provide guidance to PEC on how to provide feedback to departments and where PEC's responsibilities in the process end.

INTERNAL PROGRAM EVALUATION COMMITTEE PROCESSES

1. Develop a rubric to be provided to department chairs and to be used consistently when reviewing program reviews.

2. Provide instructions on how to develop goals and objectives and how to link them to strategic directions.

3. Create a checklist for the response letters and clarify the process for responding to re-submissions. Determine whether the response should be holistic or whether a rubric should be created.

4. Review and enhance the current process to submit curriculum updates and SLO information and provide clear instructions.

5. Streamline naming conventions for program review files and documents to avoid confusion.

6. Develop a set of internal guidance documents to be compiled in a PEC handbook, which can be used as a training tool for PEC members.

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 2019-20 are integrating their planning with the Strategic Goals in the EMP. Due to technical flaws of eLumen, most department chairs reported they were unable to follow the multiple steps to create links in eLumen, and PEC members were likewise unable to review those linkages. To make up for this deficiency, individual PEC members themselves took on this task and linked the departmental goals to the Strategic Directions.

Strategic Direction 1: *Foster student success through exceptional programs and services.*
  Strategic Goal 1.1: Support students as they transition to College.

- *1. Assess student success with a focus on equity gaps. 2. Assess the effectiveness of our support courses. 3. Consider how to offer English 98 as another support course option for students (**English**).*
- *Develop a first-year experience modeled around the Reading (**English Skills**)*
- *Develop a supplemental support class for all freshmen that helps them navigate campus services (**English Skills**)*
- *Develop an apprenticeship model (**School of Modern Languages**)*
- *Maximize likelihood that incoming students start in the most appropriate math course (**Mathematics**)*
- *Increase the number of students completing the ADC curriculum (**Alcohol and Drug Counseling**)*

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

- *HIM/CIM faculty will participate in at least two community events/projects per academic year outside of the college to provide knowledge of the HIM/CIM profession and career paths (**Health Information Technologies**)*

  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).

- *Adjunct faculty will be encouraged to participate in Affective Learning Institutes, anti-racism training or take online Social Justice modules now offered through the School of Extended Learning by Carrie Hutchinson. Dept chair will work within college governance to create capacity for adjunct faculty to take necessary*
- *courses to identify personal biases, a first step toward developing equity strategies (Journalism)*
- ***Strategic Goal 1.5**: **Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.***
- *Create and offer a course that offers students more discrete math tools, including matrices and other practical linear algebra, statistics, and data science (Mathematics)*
- *Provide online training in the area of online teaching methods for all HIT/CIM faculty at least once per semester **(Health Information Technologies)***

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

- ***Strategic Goal 2.1**: Replace old/broken stands with heavy-duty microphone stands **(Music)***

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

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

- *Hire full-time simulation coordinator and IT support. Expand Simulation room into the current back of the lab classroom **(ADN)***

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. We are currently transitioning to Degree Planner as our student educational planning platform. Degree Planner will be fully implemented by academic counselors in Spring 2021 and will give us both greater student planning capacity and greater ability to plan our schedule of classes based on student need. Students are introduced to the tool through Class Planning and are shown 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. Additionally, when Santa Barbara City College closed as a result of COVID-19 in March 2020, the Academic Counseling Center quickly transitioned to fully remote class planning webinars.   Despite the pandemic and a continued decline in

enrollment, between April 1st and early September, the Academic Counseling Center again served nearly 3,000 first-time college students enrolling in the fall 2020 semester.

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, or within three years for ESL students. SBCC no longer uses assessment tests for English and Math placement, but continues to use assessment tests for ESL 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 now 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.

The ESL Department created a new curriculum based on updated pedagogical approaches and an integrated skills model that reduces the total number of units required to complete ESL as well as the total number of courses to completion and readiness for English 110. Assessment processes were revised to include first-week assessment and end-of-semester review of progress to maximize student progression through the program. An English 110 for second language learners taught by an ESL faculty member will be piloted in Spring 2021 to support second language learners transitioning into English 110.

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

Faculty Mentor Project
During the fourth year of the Faculty Mentor Project, funded by the Title III Removing Barriers to STEM Success Grant, 20 faculty members mentored 153 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 a survey of student mentees at the end of the Spring 2020 semester, the semester in which instruction was moved to remote learning because of the Covid-19 Pandemic, the positive impact of the project on student success and persistence became clear. 100% of student mentees reported the project valuable to their academic success, 89% reported participating had significantly influenced their sense of connection and belonging at SBCC, 56% reported that their mentor has been instrumental in helping them to identify a major and career path. In response to questions directly related to their experience as a student through the Pandemic, 86% of the mentees responded that their relationship with their mentor provided critical support to cope with the academic stresses caused by Covid-19. Most remarkably, 28% of students reported they would have likely dropped out of school if it were not for the support of the mentor, while an additional 31% reported the mentor was important to their decision to remain in school.

Math Lab

Last year the Math Lab began to have class-embedded tutors hold their tutoring hours in the Math Lab and serve as general drop-in tutors when not helping their own students. The goal was to utilize tutors more efficiently. If an embedded tutor was not busy tutoring the students in their assigned classes, then the tutor would also serve as a drop-in tutor during the scheduled hours. This plan was successful and will be continued in the future.

Associated Student Government

The Associated Student Government partnered with the SBCC Foundation to provide grants for students in need during the global pandemic of COVID-19. They have worked towards improving sustainability on campus as well as creating an inclusive environment and fighting for student rights. They funded and provided space for the Student Legal Center. In addition, the ASG has handled the MTD bus agreement and sent representatives to regional and state meetings. They helped to fund and support the Undocumented Student Week of Action. The ASG also provided allocations for clubs and organized several club mixers. They held office hours to hear student concerns and sat on governing boards throughout the campus.

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. Restorative justice efforts have also been directed towards these efforts as well.

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 2019 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 was entitled "Building Community in an Hour of Chaos" presented by scholar and award-winning author, Dr. Marc Lamont Hill. Dr. Hill is one of the leading intellectual voices in the country. He is currently the host of BET News and a political contributor for CNN. An award-winning journalist, Dr. Hill has received numerous prestigious awards from the National Association of Black Journalists, GLAAD, and the International Academy of Digital Arts and Sciences. Dr. Hill is the Steve Charles Professor of Media, Cities, and Solutions at Temple University.

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
The SBCC Food Pantry aims to alleviate food insecurity and hunger within our campus community. The Food Pantry provides access to free food, resources, and CalFresh food program application assistance to those who are without reliable access to affordable, nutritious food. Through daily Food Pantry shopping hours, Campus Food Shares, Covid-era drive thru distributions, and one on one CalFresh assistance appointments the SBCC Food Pantry program strives to minimize the impact of food insecurity and hunger on our students by supporting access to this fundamental basic need.

The Food Pantry served over 10,000 students in the 2019-20 academic year at the main pantry location and at the monthly Food Share events . Over 1,100 individuals visited the drive through food distributions held in response to the Covid 19 Food Pantry closure from March 16, 2020 - June 30, 2020. 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:
- Umoja Summer Learning Institute - Staff/Faculty Training
- Students and staff members attend Umoja Student Conference
- Umoja Community Education Foundation Winter Coordinator retreat
- Fall Umoja Education Conference - Staff/Faculty Training
- Sister Circle (women's group), Ndugu Syndicate (men's group), Queer Kin group
- Umoja Community Gatherings, Welcome Black event, Black History Month Activities
- Umoja Speaker series, Marc Lamont Hill - Umoja drop in conversation
- HBCU Presentation, TAG/TAP workshops, Research Assistance and Tutoring services
- Kuinua: Monthly Meditation with the Well
- Virtual Village space
- Virtual Healing space

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:
- Faculty Mentor Project
- Neurodiversity Workshop
- Center for Equity and Social Justice: Brown Bag Discussions
- Affective Learning Institute
- Disability, Access, and Equity Panel: Q & A
- Culturally Inclusive Pedagogy: Exploring Our Blind Spots
- Welcoming Non-Binary and Trans Students on Campus
- Crossroads Anti-racism Training
- Culturally Responsive Pedagogy Faculty Inquiry Group
- Scholarship of Teaching and Learning Faculty Fellowship
- Faculty Ambassadors
- Teaching with an Equity Mindset
- Teaching with Humanizing Technology
- Affective Learning Institute Conference
- LGBTQ+ 101 Seminar
- Equal Employment Opportunity
- Creating an Inclusive Online Environment for Students: NetTutor and Online Tutoring at SBCC
- How to Build your Culturally Responsive Teaching Toolbox
- Equal Employment Opportunity

Scholarship on Teaching and Learning Faculty Fellows
In the 2019-20 academic year, Scholarship on Teaching and Learning (SoTL) Faculty Fellows met monthly to engage 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 worked 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. While the SoTL FIG continued to meet virtually throughout the Pandemic, the conference presentations along with the work to establish an IRB we postponed.

Culturally Responsive Pedagogy
In the 2019-2020 academic year, the seventeen members of the Culturally Responsive Pedagogy Faculty Inquiry Group met 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. The FIG continued to meet virtually through the Pandemic and faculty focused their pedagogical revisions on culturally responsive pedagogy within the virtual environment and addressing the digital divide.

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 2018-19 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 training 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 2019-20 academic year we started the process of exporting current Program and Institutional SLOs from Curriqunet for upload to eLumen and it will be completed by the end of fall 2020. 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.

Guided Pathways
Santa Barbara City College began its Guided Pathways work three years ago when selected to be one of twenty colleges in the California Guided Pathways Project (CAGP). Now, in addition to all colleges in the state working on Guided Pathways reforms, SBCC was again selected to participate in a continuing and new cohort of the CAGP, through 2023.

The goal of Guided Pathways work is to fundamentally change students' experiences at the college for the better, from their initial moment of contact through the successful attainment of their personal educational goals and beyond.

This work includes identifying and removing all barriers to success, and ensuring that the college is student-ready, centered on the strengths and needs of all our students, particularly African American, Black, and Latina/o/x learners & other disproportionately impacted student populations who as a result of systemic racism & other barriers historically have not experienced the opportunity to reach their goals.

SBCC's Guided Pathways projects aim that:
- each student feels welcome and proactively supported by our institution in fully realizing their individual educational aspirations;
- each student experiences instruction that engages them through active and experiential learning, relates coursework to their lived experience and is culturally responsive and race conscious;
- each student is provided with personalized, holistic, and timely support continually throughout their entire SBCC journey toward their success and completion.

The task of operationalizing this work is in process by many teams of the SBCC community comprised of faculty, classified professionals, students, managers, and administrators. A highlight of some current projects include the following:

1. <u>Academic and Career Pathways</u> (ACP's): Six ACP's were created and are in process of becoming operationalized and ready to scale:
   > Business and Entrepreneurship
   > Culture, Society, and Human Behavior
   > Healthcare, Wellness, and Public Service
   > Industry and Applied Technologies
   > Nature, Numbers, and Engineering
   > Performing, Visual, and Media Arts
2. <u>Sample Program Maps</u> are in the first phase of being developed, vetted, and entered into an interactive program that will place the sample maps on the college website.
3. <u>Onboarding Team</u>: SBCC was granted permission from the Chancellor's Office for the RP Group to sponsor our work with Dr. Rogéair Purnell, our exceptional mentor from CAGP, in order to begin our campus work defining and reconsidering our campus concepts of "onboarding" through a Guided Pathways, student-centered perspective, and with the "Six Success Factors". Current work includes the creation of a calendar identifying and coordinating when and how students will receive supports along their first year.
4. <u>Data Inquiry Teams:</u> SBCC was granted permission from the Chancellor's Office for the RP Group to sponsor our work with Dr. Al Solano in order to begin our campus work forming Data Inquiry Teams. Two Data Inquiry Teams were formed in Summer 2020 and have continued through fall, each with it's own projects, goals, and outcomes: ARTS Data Inquiry Team; and English 110 Pedagogy Data Inquiry Team.
   "A data inquiry team is an academic and student services team that collaborates to plan and implement data-informed, equity-infused practices along the student journey." Dr. Al Solano
5. <u>Resources Search/Filter Project:</u> (projected to go live on SBCC website January 2021.) The goal of this project is to help students discover, explore, and become connected to the services, programs, and supports available to them.This interactive program on the SBCC website will also serve as a useful tool for all SBCC employees as they seek to help students.

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
When the Student Success and Support Program, Basic Skills Initiative and the Student Equity funding were consolidated in 2018, SEA continued to ensure that students were provided with matriculation services and student support programs 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-funded initiatives continued to support a seamless transition for local high school seniors with site visits, placement, orientation and class planning. Other new to college students were supported in similar fashion by online class planning webinars.

As a result of the consolidation of initiatives and emphasis on equity focused goals, the SEA program also provided support for the Santa Barbara City College's Center for Equity and Social Justice including the expansion of the SBCC Food Pantry and the Umoja Program. The EOPS program, SBCC's School of Extended Learning Student Services, SBCC's Tutorial Center, the ESL Peer Mentor support program and ESL outreach and recruitment are examples of programs that also benefited from SEA funding as required and in alignment with the Chancellor's Vision to increase retention, goal completion and reduce the equity and achievement gaps as identified below:

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.

Peer Assisted Learning (PAL)/Supplemental Instruction
Funded by the Title III Federal Grant, Removing Barriers to STEM Success and the Basic Skills Student Outcomes and Transformation State Grant, faculty in the Science and Math Divisions have experimented with offering three different models of supplemental instruction support sections: Teacher-Heavy, Teacher-Lite, and No-teacher. A STEM PAL 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 PAL-supported class. STEM faculty expanded the STEM-specific tutor training program created in previous years. A two-day Newly-Hired Tutor/PAL facilitator training session is required (taught by Sean Kelly and Eric

Bullock), as well as a specialized six-hour Returning-PAL-Facilitator training session (taught by Pam Guenther and Amy Thompson). Both of these trainings were adapted to the online environment due to the COVID pandemic. These trainings now both include some focus on effective virtual tutoring strategies. Additionally, a two-hour workshop for faculty supervisors is now offered at the beginning of each semester at In-Service. This has allowed for valuable interactions between faculty and cross-disciplinary interactions to share best practices and effective PAL tutoring techniques and management. A critical component of this workshop was adapting the PAL tutor model to online sessions.

Strategic Goal 1.6: Foster institutional improvement through professional development.

A total of 118 employees participated in the professional growth program in 2019-2020. This included 105 classified staff and 13 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 the spring of 2019, the college hired an external consultant to conduct a Campus Climate survey in response to specific incidents of racism and bias and ongoing campus climate issues. The Professional Development Advisory Committee referred to the Campus Climate survey throughout the 2019-20 academic year to plan for future professional development activities.

As a result of the ongoing COVID-19 pandemic, the college has been faced with extraordinary challenges and unprecedented professional development training needs. In recognition of these highly unusual circumstances, in the early fall the Professional Development Advisory Committee decided to do more targeted and focused outreach to individual programs and constituent groups on campus to learn about training needs rather than conducting the regular annual needs survey. The Committee surveyed the Academic Senate, the Faculty Resource Center, the Classified Staff Employee Association, the Advancing Leadership Association, Human Resources, Information Technology, Institutional Research, Financial Aid, EOPS, DSPS, the Office of Equity, Health and Wellness, Tutoring Services, and the Library to learn about their immediate and future professional development needs. The three top-ranked areas in which employees requested additional training were technology, online pedagogy, and equity and anti-racism. The FRC has been offering workshops on an ongoing basis to provide faculty with online instruction and equity training. Additionally, an online equity training for classified staff and administrators has been developed to be rolled out in the fall. The Professional Development Annual Plan includes a full description and analysis of the range of activities provided.

Affective Learning Institute
During the 2019-2020Academic year we had planned to hold three Affective Learning Institutes (ALI), one in December 2019, one in June 2020 in partnership with Santa Barbara High School, and one in

August 2020. 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 thirty 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.

Due to the Covid-19 Pandemic, only the first ALI was held. Instead, ALI faculty facilitators held virtual workshops to support faculty to practice student-centered, equity-based, affective teaching methods in the virtual environment. Workshop topics included "Creating Continuity and Community in Your Newly Online Course" and "Reassessing Our Assessments: Providing our Students with Equitable Alternative Online Assessments." In order to expand the ALI virtual experience, ALI faculty facilitators began to implement a plan to create a virtual version of the Affective Learning Institute.

Affective Learning Institute (ALI) Conference
The third annual ALI Conference, planned for May 13-15, 2020 in Avila Beach, CA was cancelled because of the Covid-19 Pandemic. The Conference and retreat was intended to provide ALI graduates the opportunity to gain deeper and richer knowledge about non-cognitive/affective pedagogy by providing programming focusing on the Conference theme of Culturally Responsive Pedagogy. 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.

In order to meet both the pedagogical and community building goals of the ALI Conference, in the midst of Pandemic, the ALI Conference was moved to a virtual format. The Virtual Affective Learning Institute Conference was held on May 15, 2020. The first conference session facilitated by faculty members Joshua Ramirez and Elizabeth Imhof, "From Digital Penalty to Digital Equity," provided faculty with strategies to recognize and mitigate digital redlining. The Keynote Address presented by Frank Harris III and J. Luke Wood "Underserved Students in Community Colleges: Trends, Challenges, and Opportunities in the Midst of Pandemic," trained faculty to practice intrusive communication and culturally responsive teaching strategies to support underserved student success in the online environment.

Professional Development for Equity-Based Online Teaching

As Santa Barbara City College developed new systems in response to Covid-19, the College realized that hidden within the chaos of pandemic was an opportunity to embed equity and anti-racist practices at the foundation of the new structures. Faculty experts in online instruction, universal design, and equity formed the Covid Response Help Team to support faculty to prepare courses for online instruction.

The success of the Covid Equity Response is measured in four ways:

1. Professional development for every faculty member in online instruction and equity.
   a. A total of 469 faculty completed eighteen hours of online teaching training with an emphasis on equity in the online environment.
2. The development of new equity based curriculum and curricular approval structures.
   a. Every course taught required a rigorous online teaching and equity plan to ensure replication of the quality and rigour of face to face classes.
   b. The equity plans were required to address three areas: equitable access, culturally responsive pedagogy, and intrusive communication for engagement with disproportionately impacted students.
3. Long term changes to campus structures.
   a. Our work with equity in distance education has catalyzed SBCC's Curriculum Advisory Committee's progress institutionalizing equity in all course design, both in distance and face to face education.
   b. Every instructor on campus is now using our learning management system, is educated in equity based online pedagogy and is versed in principles of culturally responsive pedagogy, universal design for learning, intrusive instruction, and course design to ensure equitable access to all course instructional tools and resources.
4. The inclusion of the entire campus community in equity and anti-racism training.

The great success of the equity portion of the training for faculty led to the development of a similar training for staff and managers/administrators with a targeting for 100% participation. This process ensured students of color and other disproportionately impacted students were foundational to the formation of the new systems in response to the Coronavirus. As a result of this process the campus community will share an understanding of how to maintain a rigorous education in the online environment and all members of the campus community will share a common definition of race, racism, and privilege, an essential foundation for taking action to implement equitable structural change and creating systems with measurable outcomes that specifically address the needs of students of color and other disproportionately impacted student groups.

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 updated the long-range Facilities Master Plan 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. The college also completed the voluntary seismic upgrade in 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, Photography Lab and to the Automotives Services and Technology program laboratory spaces.

Strategic Goal 2.2: Develop a culture of emergency preparedness.

The College has developed and implemented its emergency preparedness plan. This plan is updated every 3 years, and was last revised in 2019. Components of the Emergency Preparedness Plan that were implemented last year include:

- The Board is provided an "SBCC Emergency Response Annual Report" in January of each year. The Report provides a recap of large incidents affecting the campus (if any), future goals of the Emergency Services planning team, and the planning and preparedness efforts including specific training or goals, and any other milestones of the previous year.

- Training provided to district employees: Campus Safety Marshal assignments for evacuation protocol, CPR/AED, CERT (to be rescheduled due to COVID), Earthquake preparedness, Active Shooter presentation, and campus-wide Emergency Information training at inservices.

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

- Attended Emergency Operations training such as FEMA, and County Office of Emergency Services training, table tops, and COVID related efforts.

- Itemized and distributed emergency response supplies and equipment to assist with COVID related planning.

- 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 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.) The EOC at large also received training with the change of the college Superintendent/President.

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. The District hired a lock specialist in 2019, whose primary responsibilities include ensuring locks and doors are working properly and making repairs in a more timely and cost effective manner.

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.

Beginning in March 2020, the District's Facilities and Operations and Campus Safety and Emergency Response Departments focused efforts on responding to the COVID-19 pandemic by procuring and

providing necessary personal protective equipment (PPE) and specialized cleaning equipment to employees.

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 assessment once stakeholders are back on campus.

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

SBCC is committed to achieving at least LEED silver on all new construction and surpassing California's energy code by 20%. The campus is currently working on a construction project to replace the SBCC Physical Education Building which is anticipated to achieve a LEED-NC v4 Silver certification. The building will surpass Title 24 by 20%, use reclaimed water in landscape and maximize water efficiency with high efficient fixtures.

In 2019 the college installed electric vehicle car charging stations to accomodate 4 electric vehicles in student parking lot 4C.

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 in fiscal year 2022-23.

Based on the initial revenue promises from the new Student Centered Funding Formula in fiscal year 2018-19, 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 ongoing structural deficits remaining in the Unrestricted General Fund.

In order to address the projected deficits, the college continues to be 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's newly formed Strategic Enrollment Management Committee is working 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. The state will provide 80% of the entire project cost, with the District covering the remaining costs of the project. The design of the building has been completed and is being submitted to DSA for approval in November of 2020. The construction is scheduled to begin in 2023 and end in 2025. As of September 2020, the project was estimated to cost $56.9 million, with $22.4 million of the funds needing to be covered locally by the District.

Other needed maintenance and repair projects are on hold due to the budget deficit. Funding is only available for emergency repairs. Due to budget uncertainties, the project to replace the turf at La Playa Stadium was put on hold in June 2020. The turf at La Playa Stadium is used heavily as a classroom for students and is in need of replacement to remain a safe location for physical education courses.

Strategic Direction 3: Use technology to improve college processes.

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

Migrate our ERP to a Cloud environment:
SBCC's Banner ERP system was moved from on-premises to Oracle Cloud Infrastructure in July of 2020. This has given the College improved functionality and enhanced security.

Implement and deploy a modern document management system:
Softdocs' etrieve has been deployed and is being used by some departments.

Modernize our access to training:
The installation and configuration of a local Vision Resource Center portal for access to statewide and local training resources has been completed and is being rolled out to all employee groups.

Upgrade library services:
In cooperation with the CCC Technology Center, the library management system Alma was implemented and is in use by the Library. This same system is used to support the checkout of computing resources to students, faculty, and staff impacted by COVID-19.

Increase the use of VDI and virtual applications to support labs, classrooms, and faculty/staff desktops:
In response to the COVID-19 emergency, which resulted in an increase in the remote workforce, we implemented "Federation" which allows us to run Desktop pools on our older hardware and the new hardware side by side without user interruption which effectively doubles concurrent user capacity.

Continually upgrade Wifi equipment to support mobile computing:
Increased coverage of our parking lot areas in response to COVID-19, to provide students and faculty with access to wireless while in their cars.

Streamline financial aid application and award process:
We have implemented CampusLogic to streamline financial aid processing and awards.

Provide leadership and technical support for campus-wide initiatives:
We have supported multiple campus-wide initiatives including Starfish, Banner XE, Room Scheduling, Emergency Messaging, and the Website Redesign.

Enhance security practices across all areas of our technological environment:

We have begun conducting routine phishing tests against employee accounts and engaged the services of a third-party to perform penetration testing of the college network. We have transitioned our security awareness training from in-person lecture to online instruction via the Vision Resource Center which allows for assignment and tracking of instruction. We have implemented Data Loss Prevention (DLP) for our Google Apps environment. The transition of the Banner ERP system from being hosted on-premises to a cloud-hosted system should improve security through the addition of encryption at rest and increased monitoring facilities.

Implementation of mandatory two-factor authentication for Staff that have access to Personally Identifiable Information (PII). We are now performing annual Argos report audits.

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:

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.

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

ITC, COI, and FRC will take a leadership role in communicating examples of innovative use of technologies to improve student learning.

ITC reviews emerging technologies in cooperation with COI (distance education tools) and the FRC (training) for Educational Programs. One way this is achieved is through ITC supporting faculty with the program review process where instructional technology needs are reviewed and ranked. The goal is to coordinate, align and meet faculty and institutional goals for instructional technology.

The FRC continues to demonstrate examples of innovative technologies at COI and in FRC small group workshops. A recent example is "Exploring Respondus lockdown browser and monitor as a replacement to Proctorio"

ITC and COI will distribute and discuss research findings that focus on student learning related to distance education and instructional technologies:

In 2020-2021 ITC is working with the District Technology Committee to address student technology needs as related to distance education and what tools faculty utilize in the classroom, when we return face to face. ITC will review the results of the student engagement survey from Educause looking in depth at the SBCC student experience using technology. Findings for both areas of research will also be shared with COI to discuss the relationship with online tools and software.

The FRC website contains links to student learning as it relates to instructional technologies. They provide links to instructional and non-instructional technology tutorials as well as to teaching tips/strategies. Strategies include contingent teaching, synchronous vs asynchronous, online and hybrid engagement, equitable course design, and Universal Design for Learning UDL.

Provide workshops, symposia, campus in-service training, and retreats for faculty and staff that focus on instructional technologies:

The FRC offers workshops throughout the semester, in-service, and during intersessions on pedagogy to improve student learning. A recent example includes "Using the Online Educational Initiative's Course Rubric" to improve course design, student participation and interaction, and success.

Fall 2020 Workshops:
- Introduction to online teaching (5 weeks)
- YouTube Captioning
- Zoom use and recording techniques
- Canvas engagement and notifications
- Effective use of Canvas Guides
- Canvas tips
- Using Adobe spark for alternative assessments
- Google Voice
- SLO mapping and scoring
- Canvas new features - Rich Content Editor, Assignment date tool
- Respondus vs Proctorio

Provide ongoing support for faculty to access conferences face to face or virtually to enhance skills.

Work towards the creation and certification of a local Peer Online Course Review (POCR) to help faculty align their online courses with the CVC-OEI online course rubric:

The Assistive Technology Specialist provided a campus in-service workshop during February 2020 on the new Chancellor's Office accessibility standards (BP/AP 3725) to ensure the campus is in alignment.

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

Integrate our access to network resources:
We have continued the expansion of Federated IDs for on and off-campus access to digital resources.

Assess password management and reset applications to assist with a secure user account environment

that is easier to use:
We are implementing a revised process for password self-reset.

Provide technical support for data imports, exports, and single sign-on, with third-party vendors (e.g. SARS, PyraMED, Maxient, Curricunet Meta):

This is a critical ongoing effort for our Information System Specialists. A sample of some of the items we worked last year are integration with CampusLogic, development of an automated CSEA membership report, implementing and managing HealthyRoster as part of SBCC's COVID-19 response, modifying our Faculty Load and Compensation program (FLAC) and [WIOA TopsPro Enterprise Data Exchange](#) for SEL.

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
The Academic Senate led or participated in every major initiative in which the college was engaged. This included, but was not limited, to an active role in developing, updating or finalizing the SBCC:
1. Mission Statement;
2. Strategic Directions, 2019-2022;
3. Student Equity Plan, 2019-2022, followed by the reorganizing the Student Equity Committee;
4. Accreditation Institutional Self-Study Report, 2019-2022, with particular emphasis on Standards II and IV.
5. College response to the 2019 Diversity, Equity and Inclusion (Campus Climate) Survey. This included writing, approving and circulating an October 2019 Statement of Support of our Black Students and Colleagues and holding a January 2020 retreat to discuss faculty-specific concerns. We also helped revise the Employee and Student Complaint Process.

In addition, the Academic Senate continued to appoint faculty representatives to its own, college and ASCCC committees. These collaborations allowed for the exchange of information both to and from the Academic Senate, allowing faculty to be better engaged in projects and initiatives outside our immediate purviews.

Senate leadership also received education on the Ralph A. Brown open meeting law and re-committed itself to the early preparation of the public meeting agenda and all supporting documents.

Finally, Academic Senate leadership, through its Curriculum Advisory and Professional Development functions, was instrumental in developing the Continuity of Instruction Plan in response to COVID-19.

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 also serve on the Strategic Enrollment Management Committee, the Student Equity Committee, the Student Equity and Achievement Committee, the Institutional Effectiveness Committee, and the Resolution 18 Task Force. Classified staff are also involved with Guided Pathways and serve on the Accreditation Steering Committee and Accreditation Standards II, III and IVA. Additionally, classified staff serve as appointed members of college hiring committees.

Advancing Leadership Association
The Advancing Leadership Association (ALA) is a governance and consultative body that represents classified managers and supervisors, and educational administrators as one group under the Advancing Leadership Association Memorandum of Understanding (MOU) 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. As the primary communication tool for the college, the goals of the website is to make it easier for students to navigate the enrollment process and access student support services. Website analytics indicated that about 40% of the visits are from mobile devices. Therefore, another key goal of the redesign was to ensure the website was mobile-friendly.

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.

The Office of Communications manages a suite of social media accounts for SBCC and the School of Extended Learning. Our social media accounts present carefully curated information to build positive brand awareness, share important information, exhibit a positive and supported student life, and share

the SBCC story.

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 12, 2020, that will enhance the effectiveness of the College's program review process (see summary below). CPC approved the recommendations, and the Program Evaluation Committee is now undertaking a comprehensive Program Review overhaul, addressing the recommendations below.

SUMMARY AND RECOMMENDATIONS

In an effort to bring the existing program review process into closer alignment with the Vision for Success, the Student Equity Plan, and the college's recently revised Strategic Directions, the 2019-20 Program Evaluation Committee conducted a thorough assessment of the college's ongoing program review process and developed a number of recommendations for the 2020-21 academic year. In the coming year, PEC recommends conducting an abbreviated program review for programs in Cycle A, focusing on the development of program goals and their alignment with the college' strategic directions. Programs would still have an opportunity to submit resource requests for facilities, hardware, software, equipment, and new/replacement positions in the Fall of 2020. These requests would be ranked by the appropriate committees (ITC, DTC, P&R, PC, Facilities & Safety, Academic Senate, BRAC) based on the original timeline from the program review user guide. These requests would be considered for funding in fiscal year 2020-21. Simultaneously, PEC will work collaboratively with other committees, programs, and stakeholders on campus to undertake a comprehensive overhaul of the current program review process. PEC will lead the research effort and develop recommendations for CPC by Spring 2021. Changes to program review resulting from the effort would be implemented in the Summer of 2021 and the full scale program review would resume in the 2021/22 academic year with Cycle B.

PROPOSED REVISION

The following items from PEC's 2019-20 Program Review represent the proposed scope of work:

COLLEGE WIDE
1. Review and revise foundational documents (AP/BP 3255 and BP 4021) to address inconsistencies in the existing AP and to clarify PEC's role and reporting structure.
2. Review frequency of program review. A four-year cycle, for example, would lessen the workload on department chairs and provide a cleaner mid-review update for CTE programs. This timeline

would be in alignment with most other California community colleges. There are only a few other community colleges in the State that follow a 3-year program review cycle.

3. Examine the content of the current program review questions, as well as the tool the college is currently using. This would allow the college to adopt a more integrated approach to program review.

4. Develop and implement a plan for a major overhaul of the existing program review to strengthen the Guided Pathways-Equity lens. Research models created by the ASCCC and potentially use Strong Workforce funds to hire a consultant to guide this effort (with a special focus on CTE program review).

5. Review eLumen as the best management system for completing program review. If it is decided to keep eLumen, complete a major revision of the program review instructions and template to eliminate redundancies and inconsistencies.

6. Develop institutional guidelines on how to address existing student achievement equity gaps within departments and provide additional resources, training, and support in this area. This effort must be supported by broad stakeholder involvement, including the Student Equity Committee, the Student Equity and Achievement Committee, the Committee on Faculty Resources, the Office of Equity, Diversity, and Cultural Competency, the Academic Senate, the Faculty Partnership for Student Success, EOPS and Umoja and other programs that work specifically with disproportionately impacted populations. This work must be closely aligned with the implementation of Vision for Success, Guided Pathways, the Student Equity Plan, and other integrated planning. Finally, a new grant-funded initiative to train each department in how to conduct an "equity audit" and to develop culturally competent pedagogical approaches and activities should be included in program review training.

7. Create uniform directions/guidelines for analyzing data for chairs and for desired types of feedback for PEC members.

8. Provide both departments and PEC members with clarification and guidance on the departmental "efficiency," or lack thereof, and empower department chairs to set realistic and pedagogically sound efficiency goals.

9. Provide guidance to PEC on how to provide feedback to departments and where PEC's responsibilities in the process end.

INTERNAL PROGRAM EVALUATION COMMITTEE PROCESSES

1. Develop a rubric to be provided to department chairs and to be used consistently when reviewing program reviews
2. Provide instructions on how to develop goals and objectives and how to link them to strategic directions.
3. Create a checklist for the response letters and clarify the process for responding to

re-submissions. Determine whether the response should be holistic or whether a rubric should be created.

4. Review and enhance the current process to submit curriculum updates and SLO information and provide clear instructions.

5. Streamline naming conventions for program review files and documents to avoid confusion.

6. Develop a set of internal guidance documents to be compiled in a PEC handbook, which can be used as a training tool for PEC members.

CLICK HERE to read the full PEC report submitted to CPC on May 12th, 2020.

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). Spring 2020 withdrawal rates were affected by COVID-19, with more students receiving late withdrawal grades.

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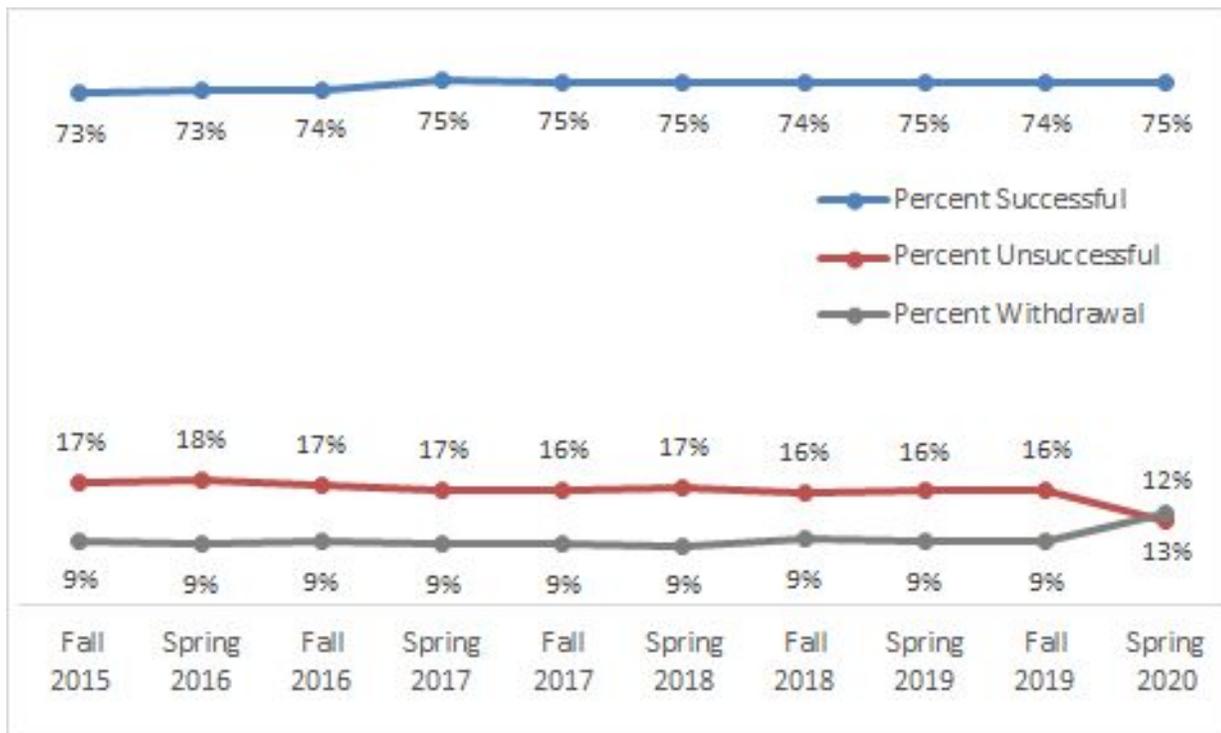
Note. A successful grade is defined as C or higher, or Pass for Pass/No-Pass courses. The completion rates in this figure are for credit courses.

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 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Number of Records	43,384	39,985	38,883	36,150	38,333	35,252	38,326	34,915	36,792	31,714
Successful Grades	32,775	30,248	29,566	27,808	29,453	27,057	29,338	26,743	28,294	24,178
Percent Successful	76%	76%	76%	77%	77%	77%	77%	77%	77%	76%

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

Table 4.2: *Success Rates for Fully Online Courses*

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Number of Records	8,359	8,361	8,429	8,426	8,540	8,493	8,904	9,064	9,673	9,922
Successful Grades	5,254	5,299	5,367	5,584	5,614	5,572	5,854	6,072	6,334	6,934
Percent Successful	63%	63%	64%	66%	66%	66%	66%	67%	65%	70%

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

Table 4.3: *Success Rates for Hybrid Courses*

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Number of Records	1,646	1,519	1,415	1,560	1,591	1,407	1,841	1,705	1,840	1,732
Successful Grades	1,083	1,061	983	1,114	1,163	1,074	1,365	1,262	1,330	1,243
Percent Successful	66%	70%	69%	71%	73%	76%	74%	74%	72%	72%

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 2019-20 academic year (Table 4.4). The disproportionate impact for Hispanics was stable and close to the margin of error between fall 2015 and fall 2016, and also in fall 2017, spring 2018, and spring 2020. In spring 2017 and fall 2018, the disproportionate impact for Hispanics increased to 5%, and 4% in spring and fall 2019. The largest disproportionate impact is for Black/African Americans. From fall 2015 to spring 2020, the impact has ranged from 18% to 9% with an average of 13% below the term mean. Fall 2019 recorded the lowest disproportionate impact at 9% for Black/African American students.

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

	Fall 2015 % (*ME*)	Spring 2016 % (*ME*)	Fall 2016 % (*ME*)	Spring 2017 % (*ME*)	Fall 2017 % (*ME*)	Spring 2018 % (*ME*)	Fall 2018 % (*ME*)	Spring 2019 % (*ME*)	Fall 2019 % (*ME*)	Spring 2020 % (*ME*)	*Mean Δ*
2 or More Races/Other	1% (2%)	3% (2%)	1% (2%)	1% (2%)	5% (2%)	4% (2%)	3% (2%)	-1% (2%)	1% (2%)	2% (2%)	*2%*
Am. Indian/ Alaskan Native	-2% (6%)	-4% (6%)	2% (7%)	2% (7%)	-8% (7%)	-9% (7%)	0% (7%)	3% (7%)	-5% (8%)	-5% (8%)	*-3%*
Asian/Filipino/ Pacific Isl.	12% (1%)	12% (1%)	9% (1%)	8% (1%)	11% (1%)	10% (1%)	7% (2%)	8% (2%)	9% (2%)	10% (2%)	*10%*
Black/African American	-17% (2%)	-18% (2%)	-16% (2%)	-11% (2%)	-15% (2%)	-12% (3%)	-12% (3%)	-12% (3%)	-9% (3%)	-12% (3%)	*-13%*
Hispanic	-2% (1%)	-1% (1%)	-3% (1%)	-5% (1%)	-2% (1%)	-2% (1%)	-5% (1%)	-4% (1%)	-4% (1%)	-2% (1%)	*-3%*
White	8% (1%)	9% (1%)	7% (1%)	5% (1%)	9% (1%)	8% (1%)	7% (1%)	7% (1%)	8% (1%)	7% (1%)	*7%*
Term Mean	*70%*	*69%*	*71%*	*74%*	*71%*	*71%*	*71%*	*71%*	*72%*	*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 2015 the 1% 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 70%. 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 from 60% in fall 2016 to 68% in fall 2019 and decreased again to 64.5% in fall 2020.

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 2019 to Spring 2020	85.3%	Fall 2019 to Fall 2020	64.5%
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, 2018-19, and 2019-20 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
2019-20	685	2,593	3,278	55	1,382	76	1,513
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

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 three years there was a sizable increase in transfers to UC schools.

Table 4.7 *Transfers to 4-Year Institutions*

Year	UC	CSU	In-State Private	Out-Of-State	Total
2018-19	718	511	128	332	1,689
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