

**Santa Barbara City College
College Planning Council
Tuesday, November 4, 2014
3:00 – 4:30 p.m.
A218C**

Minutes

PRESENT:

L. Gaskin, Chair, President
L. Auchincloss, President, CSEA
P. Bishop, VP, Information Technology
P. Butler, Chair, Planning & Resources Committee
R. Else, Sr. Director, Institutional Assessment,
Research & Planning (non-voting)
P. English, VP, Human Resources
J. Friedlander, Executive VP, Educational Programs
G. Maynetto, President, Associated Student Government
(non-voting)
J. McPheter, Classified Staff Representative
K. Monda, President, Academic Senate
D. Nevins, Academic Senate Representative
C. Salazar, Classified Staff Representative
P. Stark, Academic Senate Representative
J. Sullivan, VP, Business Services
L. Vasquez, VP, Academic Senate
J. Walker, Advancing Leadership Committee Representative
D. Watkins, Advancing Leadership Committee Representative

GUESTS:

L. Mass, Controller
K. O'Connor, Physical Health Education
A. Price, Educational Programs

1.0 CALL TO ORDER

2.0 ANNOUNCEMENTS

2.1 Gracie Maynetto reported positively on Halloween activities in the Isla Vista community.

3.0 INFORMATION ITEMS

3.1 Replacement of Budgeted Positions – P. English
None.

4.0 DISCUSSION ITEMS

4.1 2011-14 College Plan: Second Reading – R. Else (Att. 4.1)
The first reading of the 2011-14 College Plan took place at the September 2, 2014 meeting. Mr. Else briefly reviewed the processes leading to the transition of the 2011-14 College Plan to the Educational Master Plan.

M/S/C (Friedlander/Nevins) to accept the 2011-14 College Plan. 15 approved. Motion passed.

4.2 2014 Educational Master Plan: Linkage between Strategic Plans and Program-level Activities: Second Reading -- P. Butler and R. Else (Att. 4.2)

The first reading of the 2014 Educational Master Plan: Linkage between Strategic Plans and Program-level Activities took place at the September 16, 2014 meeting. Dr. Priscilla Butler provided a brief overview of the previous discussion.

Dr. Butler presented a proposal for the creation of the Educational Master Plan's (EMP) annual report of the progress on Strategic Goals. Every year at a regular point in time, the college will take a snapshot of how it's progressing relative to the EMP. The annual report will be comprised of three sections: the Program Evaluation Committee's (PEC) summary of trends; featured instructional/co-curricular/student support programs and examples of activities linked to specific goals; and the quantitative element, Institutional Research's Measures of Progress (IR MOP). Dr. Butler used the term "meaningful and manageable" to describe the guiding principle of the annual report.

The EMP—Annual Report of Progress on Strategic Goals Template (Attachment 4.2, page 3 of 6) was reviewed. The template provides managers with instructions for linking their groups' activities as related to a specific strategic goal. The tentative due date for individual reports is mid-March. The groups responsible for each EMP goal were also reviewed. Dr. Butler proposed that CPC select one program to highlight each academic year. Discussion ensued.

Some programs, for example One College, Student Equity Plan, and Student Success Program, were identified as overarching initiatives because they connect to multiple goals and programs.

The District Technology Committee (DTC) was assigned Strategic Goal 3.2 and President's Cabinet Plus (PC+) was assigned Strategic Goals 4.1 and 4.2.

It was agreed that:

- The proposal for the Educational Master Plan's Annual Report process will be tried for one year and be subject to further evaluation by CPC.
- Two components of the report, PEC Best Practices and IR MOPs, will be utilized; CPC will remain open to experimenting with a third component, Featured Programs and Activities.
- The Academic Senate will identify those programs and related activities that best capture the academic year with regard to Strategic Direction 1.
- Robert Else will create an introduction describing the overarching initiative(s) to be featured in the annual report.
- A clean, consistent document clearly naming and defining the three components of the EMP Annual Report process will be uploaded to the Institutional Research website.

M/S/C (Bishop/Nevins) to approve the revised 2014 Educational Master Plan: Linkage between Strategic Plans and Program – Level Activities. 15 approved. Motion passed.

4.3 Process for Review of 2015-2016 Resource Requests: Second Reading – P. Butler and L. Vasquez (Att.4.3)

The first reading of the Process for Review of 2015-2016 Resource Requests took place at the October 21, 2014 meeting.

Laurie Vasquez presented a brief overview of the process of ranking resource requests. She noted that each group/department will have its own ranking process which will be denoted in the resource request spreadsheet. After discussion regarding the spreadsheet tabs not currently assigned, it was agreed to bring the process back to CPC in spring 2015 to determine whether or not to include the “Other” tab in the 2015-16 Program Review.

Pursuant to discussion regarding the concept of return on investment as related to big ticket items, Dr. Gaskin suggested that such items be analyzed by department managers with consideration given to the item’s refresh cycle, required maintenance and licensing.

5.0 ACTION ITEMS

None.

6.0 ADJOURNMENT

6.1 The next scheduled CPC meeting will be held on Tuesday, November 18, 2014 in Room 218C, 3:00-4:30 p.m.

**Santa Barbara City College
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3:00 – 4:30 p.m.
A218C**

Minutes

PRESENT:

L. Gaskin, Chair, President
L. Auchincloss, President, CSEA
P. Bishop, VP, Information Technology
M. Broomfield, Advancing Leadership Committee Representative
P. Butler, Chair, Planning & Resources Committee
R. Else, Sr. Director, Institutional Assessment, Research & Planning (non-voting)
P. English, VP, Human Resources
J. Friedlander, Executive VP, Educational Programs
J. McPheter, Classified Staff Representative
K. Monda, President, Academic Senate
D. Nevins, Academic Senate Representative
P. Stark, Academic Senate Representative
J. Sullivan, VP, Business Services
L. Vasquez, VP, Academic Senate
D. Watkins, Advancing Leadership Committee Representative

GUESTS:

C. Alscheimer, Academic Senate
W. Hartsock, The Channels
L. Mass, Controller
K. Neufeld, Educational Programs
K. O'Connor, Physical Health Education

ABSENT:

G. Maynetto, President, Associated Student Government (non-voting)
C. Salazar, Classified Staff Representative
J. Walker, Advancing Leadership Committee Representative

1.0 CALL TO ORDER

1.1 Approval of 10/21/14 CPC minutes (Att. 1.1).

M/S/C (Nevins/Monda) to approve the 10/21/14 CPC minutes. All present voting members approved. Motion passed.

2.0 ANNOUNCEMENTS

2.1 Dan Watkins announced that Mark Broomfield was attending the meeting in Jason Walker's absence.

3.0 INFORMATION ITEMS

3.1 Replacement of Budgeted Positions – P. English

None to report.

3.2 Student Learning Outcomes (SLO) Coordinating Committee – K. Monda (Att. 3.2)

Dr. Kim Monda presented an overview of the newly formed Student Learning Outcomes Coordinating Committee under Educational Programs in Kenley Neufeld's place. Dr. Gaskin added that the establishment of the committee demonstrates to the Accreditation Commission that the college is serious about institutionalizing SLOs.

3.3 Student Success and Support Program (SSSP) – J. Friedlander (Att. 3.3)

Dr. Jack Friedlander presented an overview of the Student Success and Support Program (SSSP). The SSSP's goal is to increase student success rates by providing core services. Dr. Friedlander noted various components of the SSSP including a required orientation program, assessment and testing, and a strong counseling program. With regard to the counseling component, he further clarified that the program would require the hiring of one to two additional counselors. He also explained the follow-up component which requires the college to contact students who are not on track with their educational plan.

The state is providing \$2 million in funding for SBCC for the SSSP. Dr. Friedlander submitted the required report on Oct. 17, 2014 to the California Community Colleges Chancellor's Office.

Discussion ensued.

Dr. Gaskin provided a brief history of events and programs leading to the formation of the SSSP, beginning with the state's Academic Senate action to increase math and English requirements for an Associate's degree. This action prompted the Basic Skills Initiative. Following that, the statewide Student Success Task Force was convened and produced 21 recommendations centering on academic guidance and support, most of which were included in the Student Success Act of 2012. However, the recession forced layoffs of student support staff leaving student support services woefully underfunded. The SSSP will allow the college to hire academic counselors and to provide more support services.

4.0 DISCUSSION ITEMS

4.3 Measure S – L. Gaskin

This agenda item was taken out of order.

Dr. Gaskin addressed the recent Measure S bond and its subsequent failure to pass. She referred to the building modernization projects that the bond would have supported and noted that the completion of the West Campus classroom project will be the last project to be funded by Measure V. This project will allow the college to remove 32 portable classrooms. The Campus Center replacement project has received state funding of \$20 million which accounts for two thirds of its cost. The college needs to fund \$10 million of the project. Dr. Gaskin informed council that she will be bringing a recommendation to CPC with regard to the options available to fund the remaining \$10 million needed for the project.

Dr. Gaskin extended thanks to Cornelia Alscheimer, Kim Monda, Liz Auchincloss, Dan Watkins, Jason Walker, and Mark Broomfield for their work on Measure S. She asked council for feedback in the aftermath of the campaign. The following concerns were discussed:

- Misconceptions about the college need to be corrected. It was agreed that there was a lot of misinformation heard in the community.
- The connection between the college and the local population needs to be emphasized, i.e. how does the college serve local students and benefit the local community?
- SBCC should consider providing a yearly economic report.
- Residual issues regarding the Center for Lifelong Learning and changes to fee-based offerings need to be addressed.
- Faculty and staff need to be more supportive of and involved in future bond campaigns. Clear directions are needed for staff, students and faculty to legally engage in a political campaign is needed.
- Messaging regarding the bond's financial impact to property holders needed to be presented in a more positive light.

Dr. Gaskin stated that she would like to hold conversations about some of the issues that were scrutinized during the campaign including student housing, international students, the college's carrying capacity and its impact on the community. It was suggested that a CPC retreat be held to discuss the aftermath of Measure S and the college's plan moving forward. It was also suggested that a formal Measure S debriefing take place at a forum or in-service in order to educate the campus.

4.1 Distance Education Plan: First Reading – K. Monda (Att. 4.1)

Kim Monda presented the Distance Education Plan (DEP) for first reading in Kenley Neufeld's place. She noted that the DEP was created in spring 2014 and that the plan has been well vetted by faculty including on-line faculty. Discussion ensued.

Robert Else suggested that the plan's strategic directions and objectives be made distinct from the EMP's strategic directions and objectives by labeling them as the Distance Education Plan's Strategic Directions and Objectives.

The Distance Education Plan will be brought to CPC for a second reading at the December 2, 2014 meeting.

4.2 Student Equity Plan: First Reading – J. Friedlander (Att. 4.2, 4.2a, 4.2b)

Dr. Friedlander presented the draft of the Student Equity Plan (SEP). He informed CPC that the Chancellors Office has provided \$800,000 in state funding for the three-year plan which requires that all community colleges establish a SEP by January 2, 2015.

The plan consists of five measures: Access, course completion, basic skills or ESL completion, degree and certificate completion, and transfer rates. The basic format of the plan consists of data analysis, goal setting, activities to support goals, and expected outcomes. He cited the plan as the state's major Student Success initiative and informed council that he has sent the SEP draft along with a budget template to various faculty and staff members, as well as students serving on the Student Equity Access Committee. He noted that requests for program assistance must be linked to at least one of the plan's goals and activities.

It was agreed to bring the draft Student Equity Plan to CPC for further discussion at a future meeting. The document will be made available in Google drive for CPC's revisions.

5.0 ACTION ITEMS

None.

6.0 ADJOURNMENT

6.1 The next scheduled CPC meeting will be held on Tuesday, December 2, 2014 in Room 218C, 3:00-4:30 p.m.

Att. 3.2
CPC 12/2/14



SBCC Program Location and Land Use Master Plan

CPC +
December 2, 2014

ANDERSON BRULÉ
ARCHITECTS



SBCC PLLUMP Project Vision Statement

“Santa Barbara City College’s facilities will support the mission of the institution as one college across three campuses. Program location, land use, and design standards will be responsive to the educational needs of students and be sensitive to the impact on neighboring communities.”

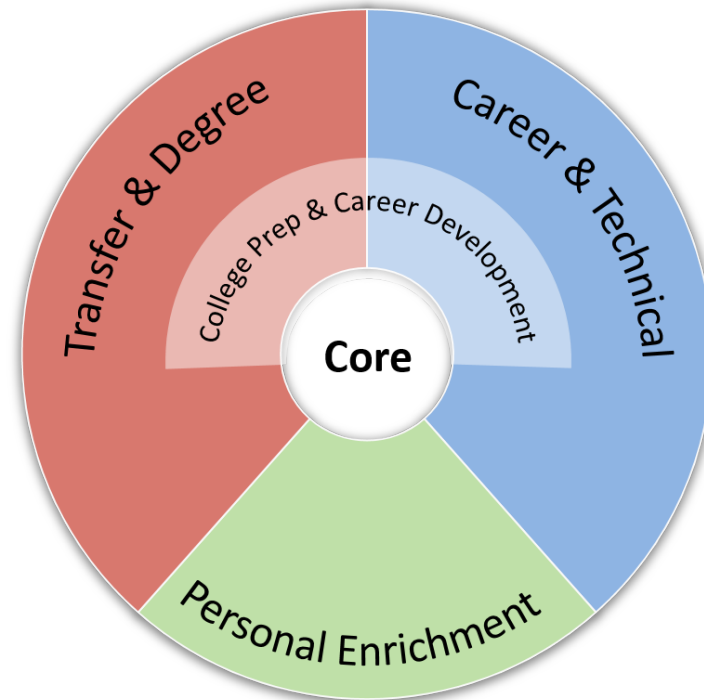




Service & Program Operational Model

SBCC

Service & Program Organizational Model



SERVICE + ENVIRONMENT = EXPERIENCE





Guiding Principles – Educational Program Locations

- ❑ Goal 1: Organize campuses based on related academic intent ('themes') and locate programs accordingly.
- ❑ Goal 2: Develop a cohesive, comprehensive single service model for student support services.
- ❑ Goal 3: Develop standardized employee support services, across campuses, organized for employee efficiency and student access.
- ❑ Goal 4: Foster community collaboration to create a culture of community stewardship and appropriate use of campus resources.





Guiding Principles – Land Planning

- ❑ Goal 1: Develop a strategic, collaborative and proactive process for working with regulatory agencies to foster productive decision making and positive outcomes.
- ❑ Goal 2: Develop environmental standards that effectively protect and utilize natural resources, while exceeding regulatory requirements.
- ❑ Goal 3: Provide separate motorized vehicle, non-motorized vehicle (e.g. bicycles, skateboards, etc.), and pedestrian circulation that is clear, intuitive, recognizable, accessible and safe.
- ❑ Goal 4: Reduce peak demand for parking through effective alternative transportation and strategic course scheduling.





Guiding Principles – Land Planning

- ❑ Goal 5: Ensure that all campuses are safe and secure.
- ❑ Goal 6: Develop a strategy for modernizing, centralizing, and maintaining campus utilities.
- ❑ Goal 7: Develop strategy for student housing.
- ❑ Goal 8: Establish criteria for significant historical structures. Preserve and protect facilities that meet this criteria.

SANTA BARBARA CITY COLLEGE

EDUCATIONAL MASTER PLAN

Version 2

November 2014

TABLE OF CONTENTS

0.0 REVISION HISTORY

1.0 INTRODUCTION

1.1 The Nature and Purpose of the Educational Master Plan

1.2 The Educational Master Plan Development Process

2.0 INTEGRATED PLANNING

2.1 The Integrated Planning Process

2.2 Integrated Planning Concept Map

3.0 Strategic Directions and Strategic Goals

3.1 List of Strategic Directions and Strategic Goals

3.2 Linkage Between Strategic Plans and Program-Level Activities

4.0 Evaluation of Progress on the Strategic Directions and Goals

4.1 Annual Evaluation Cycle

4.2 Groups Responsible for EMP Goal Updates

5.0 Measurement and Evaluation

5.1 Measurements on Strategic Goal Progress

5.2 Institution-Set Standards

5.3 Other Measures of Institutional Effectiveness

6.0 Improvement of the Educational Master Plan

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

APPENDIX B: GLOSSARY

0.0 REVISION HISTORY

Version 1.0 - January 2014

- Initial version

Version 2.0 - November 2014

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

1.0 INTRODUCTION

1.1 The Nature and Purpose of the Educational Master Plan

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

Our Mission

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

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

Our Core Principles

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

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

1.2 The Educational Master Plan Development Process

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

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

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

2.0 INTEGRATED PLANNING

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

2.1 The Integrated Planning Process

The College's Mission and Core Principles, developed and refined through broad-based consultation, inform all aspects of the planning process, including the College's four major planning documents:

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

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

The plans also go through our consultation process annually, making them responsive to the College's changing needs and circumstances. The College Planning Council, chaired by the Superintendent/President with representation from administration, management, faculty, staff,

and students, serves as the primary forum for this consultation process. These representatives communicate with and gather input from their respective constituent groups.

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

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

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

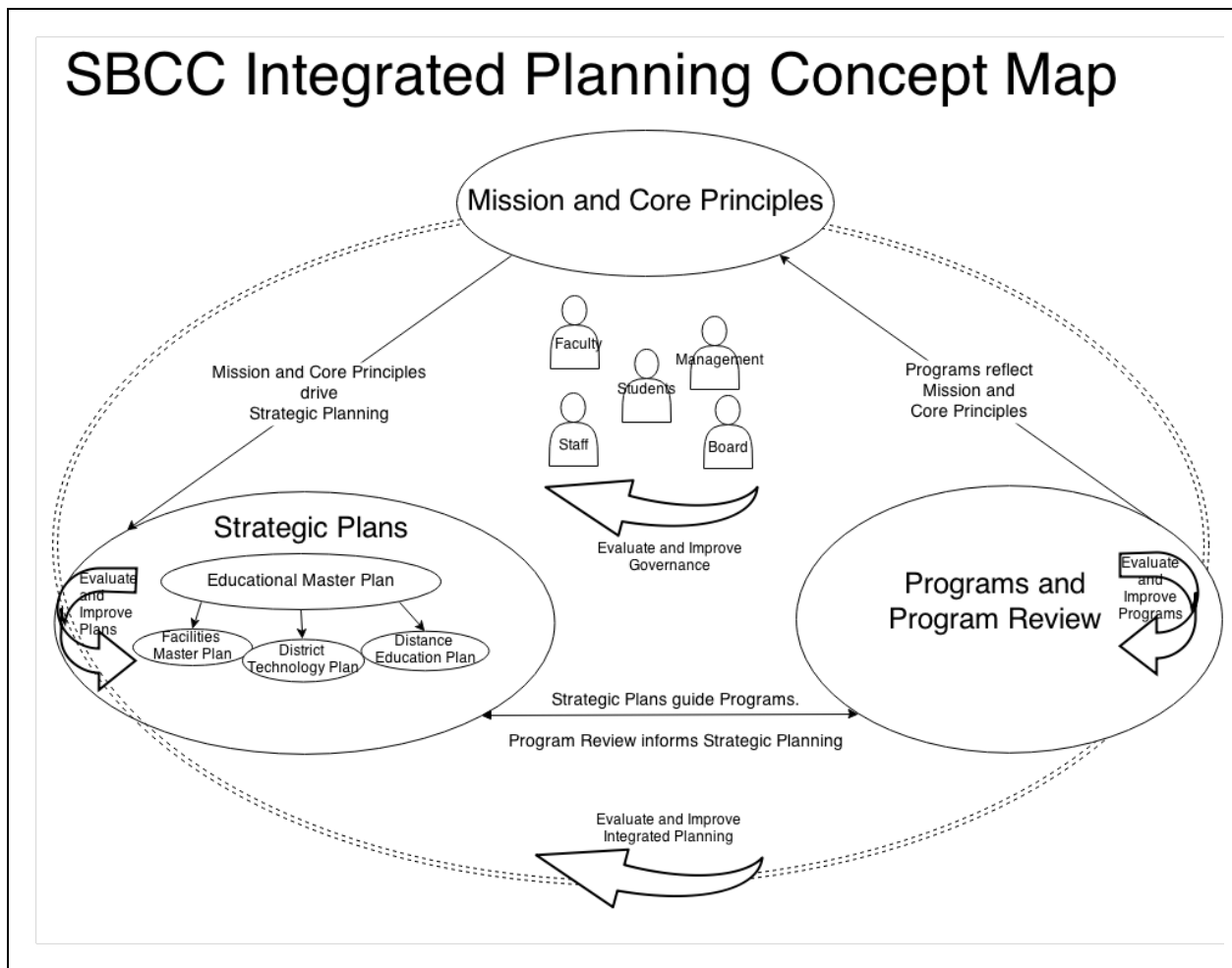
The planning cycle is ongoing, cyclical, and iterative. It relies on continuous conversation between and among the various planning groups and allows for any group to feed into the planning process.

2.2 Integrated Planning Concept Map

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

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

(replace graphic with artist's version when available)



3.0 Strategic Directions and Strategic Goals

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

We define these terms as follows:

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

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

3.1 List of Strategic Directions and Strategic Goals

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

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

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

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

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

Strategic Direction 3: Use technology to improve college processes.

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

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

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

3.2 Linkage Between Strategic Plans and Program-Level Activities

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

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

4.0 Evaluation of Progress on the Strategic Directions and Goals

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

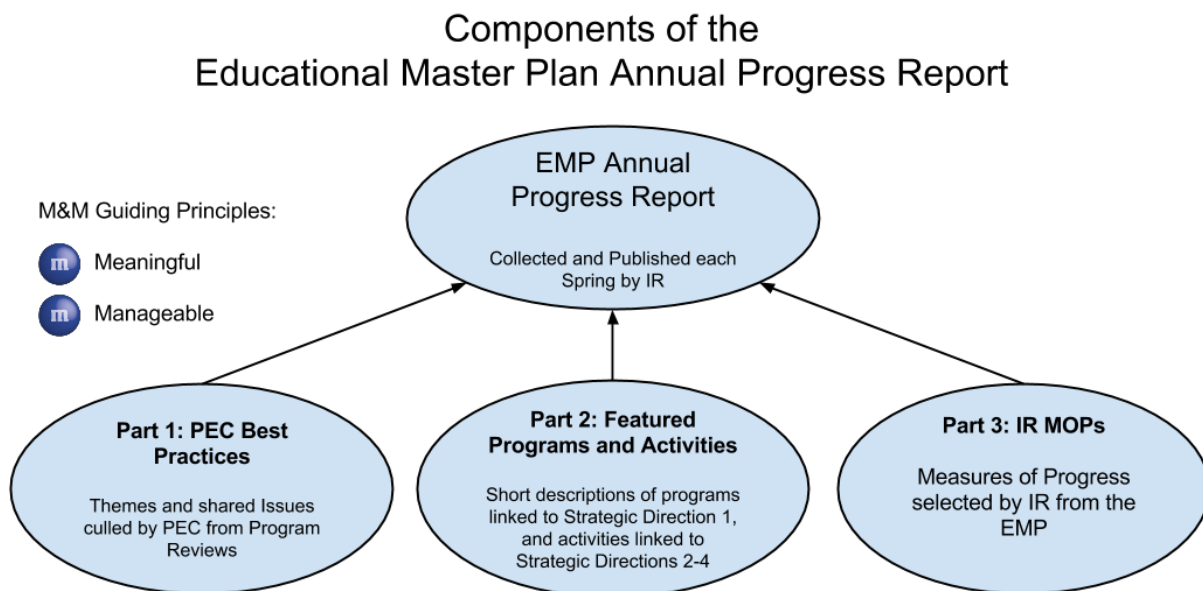
4.1 Annual Evaluation Cycle

Beginning in Spring 2015, and each Spring semester thereafter, the Office of Institutional Research will prepare a comprehensive **Educational Master Plan Annual Progress Report**. The report will be reviewed by the Institutional Effectiveness Committee (IEC), which will make an assessment of overall progress on Strategic Directions and Goals and include recommendations for changes, if any, in the Strategic Directions, Strategic Goals, measurements, and/or linkages as warranted.

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

The principles of *meaningful, manageable reporting* will guide the preparation of this report, with the goal of making it as concise and actionable as possible.

The Educational Master Plan Annual Progress Report has three major components, shown in the diagram below:



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

Part 2: Featured Programs and Activities: The Featured Programs and Activities to be included will be selected each year as follows:

- A. Each Fall, CPC will identify one or more college-wide initiatives that link with Strategic Direction 1.
- B. Each Fall, the Academic Senate will select one program to feature for each of the six Strategic Goals 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6 (six programs total).
- C. The managers/programs that link most directly to each of the Strategic Directions 2-4 will write a report of progress in their areas. The responsibilities for these reports are specified in Table 4.2 below.
- D. Individual progress reports will be submitted by each of the groups listed above by March 15 each year to the Office of Institutional Research, which will integrate these reports into the final Educational Master Plan Annual Progress Report.

Part 3: IR MOPs (Institutional Research Measures of Progress): Quantitative and qualitative data and analysis, including but not limited to the following:

- selected measures of evaluation on each Strategic Goal specified in Section 5: Measurement and Evaluation
- SBCC Institutional Effectiveness Annual Report measures, such as retention, persistence, successful course completion, and degree and transfer outcomes.
- Chancellor’s Office Student Success Scorecard measures
- Demographics that supplement the above measures

4.2 Groups Responsible for EMP Goal Updates

The following groups and individuals will contribute to Part 2 of the Educational Master Plan Annual Progress Report, as designated below.

Table 4.2 Responsibilities for EMP Goal Updates

Strategic Direction 1: Foster student success through exceptional programs and services.	Responsible Parties
Strategic Goal 1.1-1.6:	Each Fall, the Academic Senate selects a featured program for each of the goals under Strategic Direction 1.

<p>Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.</p>	
<p>Strategic Goal 2.1: Modernize the College’s facilities to effectively support teaching and learning.</p>	<p>Senior Director of Facilities Planning and Campus Development (Julie Hendricks)</p>
<p>Strategic Goal 2.2: Develop a culture of emergency preparedness.</p>	<p>Vice President, Business Services (Joe Sullivan)</p>
<p>Strategic Goal 2.3: Improve the College’s safety infrastructure.</p>	<p>Vice President, Business Services (Joe Sullivan)</p>
<p>Strategic Goal 2.4: Implement sustainable environmental practices.</p>	<p>Senior Director of Facilities Planning and Campus Development (Julie Hendricks)</p>
<p>Strategic Goal 2.5: Balance enrollment, human resources, finances, and physical infrastructure.</p>	<p>PC</p>
<p>Strategic Direction 3: Use technology to improve College processes.</p>	
<p>Strategic Goal 3.1: Systematically identify and improve operations using appropriate technology.</p>	<p>DTC</p>
<p>Strategic Goal 3.2: Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.</p>	<p>DTC</p>
<p>Strategic Goal 3.3: Integrate systems and processes where appropriate and feasible.</p>	<p>DTC</p>
<p>Strategic Direction 4: Involve the College Community in effective planning and governing.</p>	
<p>Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.</p>	<p>PC+</p>

Strategic Goal 4.2: Improve communication and sharing of information.	PC+
Strategic Goal 4.3: Strengthen program evaluation.	PEC

5.0 Measurement and Evaluation

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

5.1 Measurements on Strategic Goal Progress

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

Strategic Direction 1: Foster student success through exceptional programs and services.	Measures of Progress
Strategic Goal 1.1: Support students as they transition to College.	<ol style="list-style-type: none"> 1. Percent of new students who complete an activity related to each component of the Student Success Act (assessment, orientation, advising, declared program of study, development of ed plan) 2. Percent of new students who participate in a program-specific orientation (e.g. ESP, STEM)
Strategic Goal 1.2: Increase on-campus and community-based student engagement as a vehicle for purposeful learning.	<ol style="list-style-type: none"> 1. Percent of students who participate in defined engagement activities (clubs, organizations, student government) 2. Bi-annual Student Engagement Survey, starting in Spring 2014, with follow-up analysis and discussion.
Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).	<ol style="list-style-type: none"> *1. Performance on CCCCO Student Scorecard measures, by subgroup: Basic Skills Progression, Persistence, Completion of 30-Unit Milestone, Retention, Completion 2. Number of students who participate in special programs designed to support student equity and success
Strategic Goal 1.4: Support student learning by making course expectations explicit and by providing strategies for meeting those expectations.	<ol style="list-style-type: none"> 1. On the Student Evaluation of Faculty form, ask students to rate the extent to which course expectations were made clear in the syllabus and by the instructor. Possibly

	<p>include this question in other bi-annual student survey(s).</p> <p>2. On the Student Evaluation of Faculty form, ask students to rate the extent to which the instructor provided strategies for meeting course expectations.</p> <p>3. Assessment and analysis of Student Learning Outcomes relevant to course expectations and strategies.</p>
<p>Strategic Goal 1.5: Implement effective practices to promote student learning, achievement, and goal attainment, including those designed to meet Student Success Act requirements.</p>	<p>* 1. Annual evaluation of institutional effectiveness as contained in the annual Institutional Effectiveness Report.</p> <p>* 2. Annual evaluation of outcomes on SBCC Institution-Set Standards for Student Learning and Achievement. At a minimum:</p> <ul style="list-style-type: none"> 2a) Successful Course Completion Rate 2b) Student Retention Rate 2c) Degree Completion 2d) Certificate Completion 2e) Transfers to 4-year institutions <p>3. Measures of performance on Institutional Student Learning Outcomes.</p>
<p>Strategic Goal 1.6: Foster institutional improvement through professional development.</p>	<p>1. Proportion of each employee group who participate in professional development activities</p>
<p>Strategic Direction 2: Provide facilities and institute practices that optimally serve College needs.</p>	<p>Measures of Progress</p>
<p>Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.</p>	<p>* 1. Progress towards completing the priorities of the Long Range Facilities Projects (January 2008)</p>
<p>Strategic Goal 2.2: Develop a culture of emergency preparedness.</p>	<p>1. Documentation and evaluation of emergency preparedness activities</p>
<p>Strategic Goal 2.3: Improve the College's</p>	<p>1. Documentation of and evaluation of safety</p>

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

Strategic Goal 4.2: Improve communication and sharing of information.	* 1. Annual Communication Improvement Survey
Strategic Goal 4.3: Strengthen program evaluation.	* 1. Progress in evaluation and improvement cycle coordinated by PEC

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

5.2 Institution-Set Standards

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

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

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

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

5.3 Other Measures of Institutional Effectiveness

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

Internally, the Office of Institutional Assessment, Research, and Planning collects additional measures of Institutional Effectiveness and publishes them annually in the Institutional Effectiveness Report.

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

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

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

6.0 Improvement of the Educational Master Plan

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

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

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

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

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

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

2. Identification of Proposed Strategic Directions, April 2013

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

3. Evidence Review, April-May 2013

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

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

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

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

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

5. Integrated Planning Workgroup Refinements, May-June 2013

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

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

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

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

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

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

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

APPENDIX B: GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Distance Education Plan



SANTA BARBARA CITY COLLEGE

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The Distance Education Plan focuses on **teaching practices, professional development, and student success** as it relates to the delivery of online instruction as one teaching modality. It links with the Educational Master Plan, Facilities Master Plan, and District Technology Plan to establish the role of online instruction within the College's overall course offerings. The plan requires regular, consistent forms of measurement. Longer term processes, the three-year midterm report and six-year accreditation cycle, are a focal point for broad-based, deep evaluation of all of our planning processes.

Introduction

Distance learning programs provide a wide variety of classes in a format that differs from the usual traditional classroom experience. Typically, the format for distance learning is online courses, both hybrid and fully online. Each proposed or existing course offered by distance learning shall be reviewed and approved separately from other delivery modalities. The review and approval of new and existing distance learning courses shall follow the curriculum approval processes and curriculum development. Distance learning courses shall be approved using the same criteria as all other courses. All faculty who teach distance learning courses must have regular and effective contact with students and use the same standards of course quality and rigor as applied to traditional classrooms.

Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies. (Source: <http://bit.ly/Lj8qOby>)

Overarching Goals for Distance Education

- A. As needed, increase the number of fully-online/hybrid programs and courses.
- B. Support student success in online classes.
- C. Support faculty, staff, and administrators providing distance learning.
- D. Ensure an effective budgetary policy, long range plan, and compliance with regulatory controls for distance education.

The Distance Education Plan will reflect the mission, core principles, charter, strategic directions of the College.

Santa Barbara City College Mission

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

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

Santa Barbara City College Core Principles

Santa Barbara City College encourages and supports instructional improvement and innovation that increases the quality and effectiveness of its programs based upon these core principles:

- Policies, practices, and programs that are student-centered;
- Shared governance involving all segments of the college community;
- An environment that is psychologically and physically supportive of teaching and student learning;
- A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity; and
- A commitment to excellence in all college endeavors.

Santa Barbara City College Charter

Santa Barbara City College's mission and core principles honor our commitment to the spirit and intent of the foundational framework of the California Community Colleges, as described in California Education Code §66010.4:

- **Primary Mission:** Academic and vocational instruction at the lower division level; advancement of California's economic growth and global competitiveness through education, training, and services.
- **Essential and Important Functions:** Remedial instruction, ESL, adult noncredit instruction (in areas defined as being in the state's interest), and student support services.
- **Authorized Function:** Community services courses.

Educational Master Plan Strategic Directions

1. Foster student success through exceptional programs and services.
2. Provide facilities and institute practices that optimally serve College needs.
3. Use technology to improve college processes.
4. Involve the College community in effective planning and governing

Strategic Directions and Objectives

A. Increase the number of fully-online/hybrid programs and courses.

1. Annually, determine what percent each of the college's associate degree programs and certificates can be completed online.
2. Annually, with departmental consultation and consent, determine which programs and certificates can be completed 90% or more online, and identify courses that would bring it to 100%. Annually, determine the college's associate degree programs and certificates that can be completed 50% (units) or more online.
3. Strategically increase the number of fully-online and hybrid courses offered each semester, targeting high-demand courses and those with many classroom-based sections that offer no online or hybrid option.
4. By June 2016, increase the number of fully online certificate and degree programs that will be offered to meet the needs of students and the community.

B. Support student success in online classes.

1. By spring 2015, fully transition to Moodle 2.
2. Implement, integrate, support and make accessible a Distance Education Orientation for students enrolled in distance education both as a stand-alone and included in the College orientation.
3. Augment student success in online classes using peer-reviewed distance education pedagogical techniques.
4. Augment student success in fully-online classes by contacting each distance education student, preferably automated, with timely information concerning online course preparation one week prior to the beginning of each semester and assure that all course shells are open by the beginning of the first day of class and include a course syllabus.
5. Utilize and incorporate services and programs provided by the state through the Online Education Initiative (OEI).
6. Augment student success in online courses by fully implementing accessibility guidelines and standards.
7. Identify and incorporate proctoring options, including online, for students who require these services.
8. Provide a method for students to identify online courses that may require face-to-face proctoring (not location specific).
9. Provide DE students with core student support services, as mandated by SB 1456 Title 5 to include, but not limited to, assessment, orientation, counseling, advising and other educational planning services and evaluation of student academic progress.
10. Augment student success in online courses by fully implementing online tutoring.

C. Support faculty, staff, and administrators providing distance learning.

1. Provide faculty ongoing professional development on the features of the supported learning management system.
2. Identify methods to ensure that all first-time online faculty are prepared to teach online.
3. Ensure participation from appropriate faculty and staff in developing the annual program review for the distance education.
4. Provide on-demand training and workshops to increase universally-designed course materials.
5. Engage faculty in opportunities to identify and innovate with new instructional technologies that improve student learning.
6. Work with the Academic Senate to establish a process to conduct quality assurance of distance education courses.

D. Ensure an effective budgetary policy, long range plan, and compliance with regulatory controls for distance education.

1. Create a shared report through Simpler Finance that analyzes revenue and expenses from all cost and funding centers associated with distance education, including revenues from all state, national, and international fully-online and hybrid courses.
2. Collaborate with the Office of Institutional Research and Planning to develop an online, real-time, composite report of data for all fully-online and hybrid courses that aggregates and analyses demographics, student learning outcomes, completion and success rates.
3. Provide training stipends to faculty who intend to create new online or hybrid courses that would increase the number of certificate and degree programs that can be completed fully online.
4. Ensure that the college complies with federal and state regulations for distance education in all the states and U.S. Territories in which the college offers distance education, as required by law.

Conclusion

Review of the progress toward the goals of the Distance Education Plan will be performed on an ongoing basis, and no less than once a year, by the Dean responsible for distance education in consultation with the Committee on Online Instruction, Institutional Research, and Information Technology.

Document History: *Drafted by Doug Hersh in Fall 2013; Revised by Jason Walker, David Wong, Robert Else, and Kenley Neufeld in April, 2014; Distributed to all online faculty and reviewed and discussed by the Committee on Online Instruction April 25, 2014 and September 26, 2014; Sent to Academic Senate, Student Senate, Advancing Leadership Committee, District Technology Committee, and Classified Consultation Group between September 26, 2014 - October 31, 2014.*