



# **Santa Barbara City College Educational Vision Plan**

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# Executive Summary

To advance the goals and strategies of the 2023 Strategic Plan, the Educational Vision Plan was developed to identify concrete actions in the three educational and student services divisions of the institution, Academic Affairs, School of Extended Learning, and Students Affairs - would implement. The plan is meant to be a living document, so will also guide continuous assessment of progress toward meeting each goal. The plan will also inform resource allocation and institutional planning efforts such as those for facilities, technology, etc.

Three principles guided the Steering Committee's design of the Educational Vision Plan. Those are:

- Student-centered focus with overlapping priorities across divisions
- Flexible and nimble in design in order to respond to updated data and trends throughout the implementation of the plan
- Intentional integration and connection to other planning activities/initiatives

Four priorities surfaced to set the direction for the Educational Vision Plan. The four priorities are:

1. Equity in student access and success
2. Structures and modalities that meet students' academic and support services needs.
3. Innovative and sustainable programs and courses that foster/reflect academic excellence and meet student and community needs.
4. Policies, programs, services, and practices to ensure students' basic needs are being met.

By anchoring the activities to these priorities, each division area would identify:

- Specific strategies and activities they would undertake in their unit or in collaboration across divisions to advance the college's strategic goals,
- Progress indicators or outcomes that would be used to assess progress,
- Resources needed to support the activities, and
- Other areas of the college whose work and planning would be implicated in, or impacted by, the planned activities (e.g., facilities, technology)

This Educational Vision Plan report summarizes the strategies and outcomes identified for each of the division areas individually and collectively, with concrete actions to advance the college's strategic goals.

Academic Affairs' intended outcomes strive to improve the overall success of our students by implementing a variety of initiatives related to professional development of faculty, the identification of gaps and needs of students in a holistic way that can lead to an increase in completion rates.

Student Affairs' intended outcomes strive to better understand and document students' preferences and needs. We strive to streamline the student experience by increasing collaboration

and efficiency, improving processes and by shifting the burden of accessing available resources and services from students to the college; thereby increasing access, retention and ultimately student success.

The School of Extended Learning strives to offer innovative, comprehensive, and flexible learning options tailored to the educational needs of our highly diverse adult community and to ensure equitable access and learning outcomes for all students.

## Introduction

In 2023, Santa Barbara City College (SBCC) completed its 2023 Strategic Plan, a roadmap for guiding the college’s efforts in advancing its [Vision and Mission](#) for creating a socially conscious and diverse learning environment and opportunities for students. Through a collaborative planning and engagement effort, four overarching goals with accompanying strategies and outcomes were identified:

1. Student Learning and Completion
2. Care and Stewardship
3. Campus Climate
4. Community Partnerships

GOAL 1	GOAL 2	GOAL 3	GOAL 4
<b>STUDENT LEARNING &amp; COMPLETION</b> 	<b>CARE &amp; STEWARDSHIP</b> 	<b>CAMPUS CLIMATE</b> 	<b>COMMUNITY PARTNERSHIPS</b> 
SBCC will provide programs, courses and support services that meet the evolving needs of its students (credit and non-credit). The college will develop and implement innovative, high-quality, equity-focused, evidence-based, anti-racist, culturally responsive teaching and learning experiences, educational programs, and services with a focus on closing equity and opportunity gaps for historically marginalized students.	SBCC’s greatest resource is its people: employees, students, and community members. To support them, the District will make effective, long-term, fiscally-responsible decisions that harness its economic, physical and technological resources in service to increased institutional effectiveness, equitable student outcomes, employee well-being, and environmental sustainability.	SBCC will build a campus culture that practices collaboration to support diversity, equity, inclusion, anti-racism and accessibility, creating an environment that values all students (credit and non-credit), employees and members of our communities.	SBCC is a valued asset to the region and will continue to support community needs, including local and regional business and industry, philanthropic organizations, and governmental and educational partners, with an emphasis on the success of historically marginalized groups.

To advance the goals and strategies of the 2023 Strategic Plan, the Educational Vision Plan was developed to identify concrete actions and steps that the three core division areas of the institution—Academic Affairs, Students Affairs, and the School of Extended Learning—would prioritize to support implementation, assess progress and efforts toward meeting each goal, and identify and inform resource allocation and institutional planning efforts such as those for facilities, technology, etc.

# Intended Outcomes by Division

## Academic Affairs

Academic Affairs offers many degrees and certificate programs, training in a wide range of career technical fields, and transfer programs that provide the first two years of study toward the baccalaureate degree. Academic Affairs provides superior quality instruction in all programs and maintains an environment that emphasizes teaching and learning and encourages the free discussion of ideas. The college's outstanding faculty is committed to master teaching in small classes where students have direct, one-on-one access to their professors throughout the year.

**Summary of Intended Outcomes:** Academic Affairs' intended outcomes strive to improve the overall success of our students by implementing a variety of initiatives related to professional development of faculty, the identification of gaps and needs of students in a holistic way that can lead to an increase in completion rates.

## Student Affairs

Student Affairs or Student Services is the division of the college that supports student success, growth and development outside of the classroom. Student Affairs professionals provide services and support through students' entire academic journey; from outreach, matriculation, enrollment, retention to graduation. Over the past 10-15 years, the role of Student Affairs has expanded significantly to meet the evolving needs of students; especially in the areas of basic needs and mental health support.

**Summary of Intended Outcomes:** Student Affairs intended outcomes strive to better understand and document students' preferences and needs. We strive to streamline the student experience by increasing collaboration and efficiency, improving processes and by shifting the burden of accessing available resources and services from students to the college; thereby increasing access, retention and ultimately student success.

## School of Extended Learning

The School of Extended Learning (SEL) offers open access to tuition-free classes for adult learners, prepares students for jobs and career advancement, provides opportunities to engage in personal enrichment and lifelong growth, and offers bridges between noncredit and credit programs.

**Summary of Intended Outcomes:** The School of Extended Learning strives to offer innovative, comprehensive, and flexible learning options tailored to the educational needs of our highly diverse adult community and to ensure equitable access and learning outcomes for all students.

# Process for Plan Development

With support from The Research and Planning Group for California Community Colleges (The RP Group), the Educational Vision Plan Steering Committee and the three workgroups

comprised of faculty and staff from each core division (Academic Affairs, School of Extended Learning, and Students Affairs) met between fall 2023 and spring 2024 to identify actionable steps each division would independently and collaboratively take to advance SBCC's strategic planning goals. The overarching approach taken to develop the plan was:

- A review of a high-level environmental scan conducted by The RP Group, summarizing and reviewing local, state, and national trends and data to inform the planning and prioritization process that led to the:
  - Identification of priorities to guide the action plans
  - Intentional design with overlapping priorities, flexible and nimble planning, and ability to identify implications for other institutional plans
- Collaborative process via workgroups for Academic Affairs, Student Affairs, School of Extended Learning to identify priorities, strategies, actions, etc.

## Summary of the Environmental Scan

To inform the workgroup activities, The RP Group conducted an environmental scan of internal and external data to help inform and support the development of the Educational Vision Plan. The data summarized in the environmental scan offered important context around SBCC's strategic planning goals and provided a rich source of information that was used for planning and decision-making to identify specific priorities and strategies for Academic Affairs, Student Affairs, and the School of Extended Learning.

## Key Findings and Implications from the External Scan

The external scan provided an overview of regional and national data and information, focusing on trends relevant to the college's strategic planning goals and vision for the future. The report provided a high-level summary of the following key areas:

- national trends in higher education, labor market and workforce demand,
- K-12 enrollment and graduation rates,
- service area demographics and economic projections.

The following highlights provide a snapshot of the key trends and observations that emerged from the examination of the regional data. They offer a holistic outlook on the landscape and shifting characteristics of Santa Barbara County during the five-year reporting period included in this report.

**Population Growth:** The total population in Santa Barbara County experienced sustained, incremental growth. The county population grew each year in the reporting period, with the greatest increase occurring between 2020 and 2021. The county population is expected to expand at an annual average rate of 0.4% per year from 2021 to 2026, reaching approximately 460,000 residents.

**Diversity in the Region:** According to the US Census Bureau's 5-year American Community Survey (ACS) data, the demographic profile of the county has remained relatively unchanged with only slight shifts in the underlying population characteristics. Residents identifying as Asian/Pacific Islander consistently comprise slightly more than

5% of the population, Black/African American identified residents remain slightly under 2% of the population, Native American/Alaska Native residents steadily make up 0.3%, and those identifying as two or more races are slightly below 3% of the population. The Hispanic/Latino population and the White (non-Hispanic) population continue to make up the two largest ethnic groups in the county and have seen the most change over the 5-year period. The Hispanic/Latino population increased by 2 percentage points to 46%, and the White (non-Hispanic) population decreased by the same amount to 43% of the population.

Likewise, the demographic age distribution remains stable in the region. The 19 and under age group remains the largest segment of the population at 27%. The 20-29 age group makes up approximately 18%, people aged 30-49 comprise 23%, and those aged 50 and above are 32% of the population.

**High School Pipeline:** K-12 enrollments continue to decline in the south county; however, the number of high school graduates countywide is on the rise, as is the number of graduates who meet UC/CSU requirements.

**Unemployment:** Unemployment rates in Santa Barbara County were starting to drop, but jumped back up in 2020 due to economic uncertainty and job loss during the pandemic. Unemployment rates are trending downward once again, but still remain higher than pre-pandemic rates.

**Industry Clusters:** Following the pandemic, there has been general employment growth in all industries and most have returned to pre-pandemic employment with Professional and Business Services growing beyond pre-pandemic numbers. The greatest growth was observed across the Leisure and Hospitality sector.

**Income and Educational Attainment:** The county has a high level of educational attainment and household income, but there are pockets of poverty and economic uncertainty that are particularly challenging given the high cost of living in the area.

**Housing Affordability:** Santa Barbara County continues to face challenges related to housing affordability and availability, particularly for low- and middle-income residents. Since the pandemic, the average cost of rent has increased 41%.

Based on the highlights above from the external scan, The RP Group identified the following key implications for the three divisions to consider:

- The challenges students face around housing, transportation, and meeting basic needs extend to SBCC staff.
- Adult learners will become a greater focus as the high school population declines and employment opportunities in the region change.
- Need to balance growth in low-wage jobs with equitable employment outcomes (i.e., living wage).

## **Key Findings and Implications from the Internal Scan**

The RP Group coordinated with SBCC's Office of Institutional Assessment, Research, and Planning to collate institutional-level data and information for the internal scan, which provided a summary of the current state of the college and each division. The analysis consisted of a five-year historical review containing overall trends for the college and division-level trends for applicable metrics, with a focus on enrollment, student demographics, academic outcomes, and support services.

The following highlights provide a snapshot of the key trends and observations that emerged from the examination of the college data. They offer a holistic outlook on the landscape and shifting characteristics of SBCC during the five-year reporting period included in the report.

**Access:** More students are successfully completing the onboarding and enrollment process now than there were five years ago (+4%); however, there is an opportunity to increase the percentage of students making it from application to census, specifically within the step from Orientation to Registration.

**Enrollment Patterns:** Headcount and enrollments had been in decline prior to the pandemic. But with the arrival of the pandemic, the college experienced a significant drop (-16%) in its student population, which has remained relatively unchanged since. During this period the number of Full Time Equivalent Students (FTES) dropped more steeply than headcount, suggesting that students are persisting but taking fewer units. Noncredit enrollments have rebounded more quickly than credit enrollments, which have remained relatively unchanged since the onset of the pandemic.

**Section Offerings:** The number of sections offered, both credit and noncredit, declined sharply in 2020. Noncredit section offerings have since been restored and now exceed pre-pandemic levels, while credit section offerings have been slower to recover though are still increasing. Historically, the college offered most of its courses, both credit and noncredit, via face-to-face instruction; however, during the pandemic, virtually all courses shifted to online education. Currently, there is a greater balance among instructional modalities across credit courses, with face-to-face accounting for 37% and online courses accounting for 39%. Noncredit courses remain predominately face-to-face.

**Productivity and Efficiency:** Over the five-year reporting period, the majority of all productivity and efficiency measures displayed a similar downward trajectory for both credit and noncredit. The college has experienced an overall decrease in productivity and efficiency largely due to the impact of the pandemic and the resulting loss of FTES. Class capacity and class size continue to decline, which is impacting enrollments and productivity levels.

**Academic Outcomes:** Success rates in credit courses have remained relatively stable (74%). However, Emergency Withdrawal (EW) grades spiked during the pandemic when the Chancellor's Office loosened restrictions. Colleges have largely excluded EW grades from course success rates during this period, which may be impacting the true degree to which student retention and persistence were affected by the pandemic. Throughput in transfer-level math and English remains high. Success rates in noncredit courses point to



the need for further examination into the definition of student progress and how instructional faculty are assessing successful course completion.

**Support Services:** In general, the number of students accessing support services (e.g., counseling, DSPS, EOPS) and receiving financial aid has declined in line with lower enrollments, with the exception of students completing education plans, which has increased by 12% in the last five years. Based on survey results, students have encountered challenges in timely access and responsiveness with financial aid and counseling services.

Based on the highlights above from the internal scan, The RP Group identified the following key implications for the three divisions to consider:

## **Enrollment Management**

- There is an opportunity to streamline the enrollment process (i.e., steps involved in onboarding and registration) and identify/remove institutional roadblocks students may encounter.
- Further examination into daily enrollment reports is needed to identify notable patterns of where and which modality types and/or courses are filling at a faster rate.
- The college should continue to strategically develop and schedule classes that meet the evolving needs of students and support program completion based on students' modality preference and needs.

## **Human Resources and Professional Development**

- The balance of face-to-face and online offerings requires a hard look at faculty load and assignments AND student support services business hours, work schedules, and options — which will likely have contractual/bargaining implications.
- There is a need for professional development among Academic and Student Affairs staff to effectively leverage technology to better support students inside and outside the classroom. Training should be focused on building employees' awareness of business processes and services and resources, use of technology, and knowledge about external sources of support for students.

## **Student Equity and Success**

- Further expansion of evening and virtual academic support services may strengthen student success and retention, especially amongst non-traditional learners such as part-time, evening, and online students.
- The CCC Vision 2030 goals include strategies focused on expanding access and increasing success via dual enrollment and workforce preparation that will have trickle down effects related to future planning, funding opportunities, and reporting requirements that will affect college priorities.

## **Continuous Improvement and Data Collection**

- Data and information to support decision-making in noncredit has been limited. Increasing research capacity to support the School of Extended Learning is needed to properly track and evaluate academic progress, outcomes, and support for noncredit students.

The RP Group presented the results of the Environmental Scan in meetings with the Steering Committee and related workgroups. These meetings involved data-driven discussions and encouraged deeper understanding and interpretation of the results to better understand possible factors that may be contributing to the reported trends and their implications on planning. Through these engagements, the characteristics of the Educational Vision Plan were refined. The Steering Committee designed the Educational Vision Plan with the following attributes:

- Student-centered focus with overlapping priorities across divisions

- Flexible and nimble in design
- Intentional integration and connection to other planning activities/initiatives

Each division identified its top priorities and developed corresponding strategies to support the attainment of these goals over the next four years. Subsequent meetings were focused on integrated planning and operationalizing these priorities by determining the activities, timeframe, outcome indicators, and implications/connections to other plans, initiatives, and operational units at SBCC.

## Educational Vision Plan

**The four priorities that surfaced from the Environmental Scan were:**

1. Equity in student access and success
2. Structures and modalities that meet students' academic and support services needs.
3. Innovative and sustainable programs and courses that foster/reflect academic excellence and meet student and community needs.
4. Policies, programs, services, and practices to ensure students' basic needs are being met.

**By anchoring the activities in the Educational Vision Plan to these priorities, each division areas identified:**

- Specific strategies and activities each division would individually and collectively implement to advance the college's strategic goals
- Progress indicators or outcomes to assess its progress
- Resources and needs from other institutional areas and planning to support the identified activities that could be used to inform those areas planning and prioritization efforts (e.g., facilities, technology)

The Educational Vision Plan organized by priority, strategies, activities, and outcomes for each of the division areas follows.

# Collated Educational Vision Plan

<b>EVP Priority 1: Equity in student access and success</b>		
<b>Academic Affairs</b>		
Strategies	Outcomes	Activities
<p><b>1.1</b> Integrate programs of studies with academic counseling.</p>	<ul style="list-style-type: none"> <li>● Increase in the utilization of academic counseling services (e.g., number of appointments)</li> <li>● Reduction in time to completion for students pursuing a degree/certificate or transfer</li> <li>● Increase in satisfaction with counseling services based on student survey data</li> </ul>	<p><b>1.1.1</b> Explore the possibility of piloting a model where counselors work with specific CAP groups on campus and interact directly with students in their academic space to strengthen the relationship between counseling and discipline-specific mentoring.</p>
<p><b>1.2</b> Streamline access to student contact information to increase engagement in college activities and students' connection to the campus.</p>	<ul style="list-style-type: none"> <li>● Published processes and policies coordinated with Office of Communications</li> <li>● Increase in direct communication between faculty/staff and students</li> <li>● Increase in student attendance at college workshops, activities, and events</li> </ul>	<p><b>1.2.1</b> Coordinate with the Office of Communications to develop best practices. Ensure departments have access to student contact information (such as pipeline emails), so they can reach out and connect students to upcoming workshops, activities, and other campus events.</p>
<p><b>1.3</b> Improve teaching practices to strengthen equity in the classroom.</p>	<ul style="list-style-type: none"> <li>● Increase in the number of faculty integrating Diversity, Equity, Inclusion, and Accessibility (DEIA) pedagogy into their curriculum</li> <li>● Increase in the number of faculty participating in Professional Development related to equity in the classroom</li> <li>● Reduction in equity gaps amongst disproportionately impacted student groups</li> <li>● Reduction in students' overall cost of attendance</li> </ul>	<p><b>1.3.1</b> Increase faculty familiarity with and use of culturally relevant pedagogies, the model from the Academic Senate for the California Community Colleges (ASCCC): "DEI in Curriculum: Model Principles and Practices," Trauma-informed Pedagogy, and Universal Design for Learning.</p> <p><b>1.3.2</b> Enhance faculty capacity for inquiry and data-informed course and program planning.</p> <p><b>1.3.3</b> Increase the number of classes that offer Zero Textbook Costs or that make use of OER.</p> <p><b>1.3.4</b> Increase the use of Authentic Assessments.</p>

<p><b>1.4</b> Create parity between online and in-person teaching and learning environments.</p>	<ul style="list-style-type: none"> <li>• Increase in the number of faculty certified to teach online.</li> <li>• Reduction in equity gaps amongst students in online courses.</li> <li>• Improved satisfaction in online education based on student survey data</li> </ul>	<p><b>1.4.1</b> Provide professional development opportunities for faculty who teach and/or provide services online, or who offer hybrid or hyflex sections.</p> <p><b>1.4.2</b> Implement certification/recertification for online teaching.</p> <p><b>1.4.3</b> Increase the use of Peer Online Course Review (POCR) process - reconciled with the Peralta Equity Rubric.</p> <p><b>1.4.4</b> Ensure compliance with education code regarding Regular and Substantive Interaction.</p> <p><b>1.4.5</b> Provide training for students in digital literacy.</p> <p><b>1.4.6</b> Explore current and new software and other resources to help support the online teaching and learning platforms.</p>
<p><b>1.5</b> Increase collaboration between credit and SEL to facilitate students' transition from noncredit to credit.</p>	<ul style="list-style-type: none"> <li>• Increase in the number of mirrored courses available to students</li> <li>• Increase in the number of students who move from noncredit to credit</li> </ul>	<p><b>1.5.1</b> Explore and support innovative course structures, such as mirrored courses, that will facilitate the transition from noncredit to credit.</p> <p><b>1.5.2</b> Create opportunities for outreach to noncredit students by informing them about credit opportunities and the advantages to them of pursuing this track.</p>
<p><b>School of Extended Learning</b></p>		
<p><b>Strategies</b></p>	<p><b>Outcomes</b></p>	<p><b>Activities</b></p>
<p><b>1.1</b> Provide equitable services and opportunities to enhance the quality of noncredit students' learning experience</p>	<ul style="list-style-type: none"> <li>• Increased satisfaction among students related to technology and facilities</li> <li>• Increased # of faculty participating in professional development designed to enhance student success and access</li> <li>• Increased # of noncredit students transferring to credit</li> <li>• Increased # of noncredit awards</li> <li>• Increased % of noncredit students persisting to next term</li> </ul>	<p><b>1.1.1</b> Address gaps in student experience, resources, services and support available to noncredit students relative to credit students.</p> <p><b>1.1.2</b> Address SEL facilities in need of repair</p> <p><b>1.1.3</b> Update technology on SEL campuses</p> <p><b>1.1.4</b> Develop communal learning spaces that promote student engagement and a sense of belonging</p> <p><b>1.1.5</b> Develop a common definition of noncredit student success</p>

**Student Affairs**

Strategies	Outcomes	Activities
<p><b>1.1</b> Streamline the enrollment process so more students make it through from the point of application to registration</p>	<ul style="list-style-type: none"> <li>Percentage of students who complete the application and register for classes increases</li> </ul>	<p><b>1.1.1</b> Document the current outreach and application-to-registration process to identify successes and barriers to enrollment; include the timing of the step and the internal and external partners involved in the process</p> <p><b>1.1.2</b> Revise the outreach and onboarding process to minimize identified barriers</p> <p><b>1.1.3</b> Develop, utilize and analyze data to provide information on which students are not completing the enrollment process</p> <p><b>1.1.4</b> Develop peer mentor model to intrusively support the onboarding of all new students and create a mechanism for “warm hand-off” to other departments</p> <p><b>1.1.5</b> Collaborate with Academic Affairs on scheduling/schedule development as that impacts enrollment and registration in classes</p> <p><b>1.1.6</b> Revise Explore Your Major in the steps to Enrollment process, including a mini-major survey to help students select a major early in the application process</p>
<p><b>1.2</b> Continue to grow and support Dual Enrollment programming and initiatives with specific focus on identified student populations in SBUSD and CUSD experiencing disproportionate gaps in accessing Dual Enrollment</p>	<ul style="list-style-type: none"> <li>Identified equity gap for Latino/a/e students enrolled in DE courses decreases</li> <li>CCAP Pathways developed and formed that lead to certificate/degree completion and/or enrollment in SBCC programs</li> </ul>	<p><b>1.2.1</b> Audit and streamline the Dual Enrollment enrollment process</p> <p><b>1.2.2</b> Continue collaboration with Academic Affairs to develop CCAP pathways</p> <p><b>1.2.3</b> Develop specific support for different DE populations; with special focus on students coming from Alta Vista, Quetzal, La Cuesta, AHS/SEL</p> <p><b>1.2.4</b> Collaborate with SEL in Adult High School Dual Enrollment; work together to create non-credit certificates/ badges to support populations experiencing disproportionate gaps in accessing Dual Enrollment.</p> <p><b>1.2.5</b> Ensure collaboration between high school/SBCC administration on shared goals</p> <p><b>1.2.6</b> Explore Dual Enrollment/Middle College growth and integration of Middle College population</p> <p><b>1.2.7</b> Create opportunities for families to learn about Dual Enrollment; including access for Spanish speaking parents and families</p>

<p><b>1.3</b> Identify, develop and implement structures and processes that enhance proactive and intrusive inreach and touchpoints at critical milestones to increase retention and completion</p>	<ul style="list-style-type: none"> <li>● First year retention increases</li> <li>● Students experience less confusion on who to ask</li> <li>● Increase student success, retention and completion</li> </ul>	<p><b>1.3.1</b> Transition Guided Pathways Guides model/program to a peer-centered model that supports first year students (foundation of FYE program)</p> <p><b>1.3.2</b> Implement auto awarding of degrees and certificates</p> <p><b>1.3.3</b> Proactively inreach and engage with students who are close to degree completion</p> <p><b>1.3.4</b> Proactively inreach and engage with students who have not met with an Academic Counselor</p> <p><b>1.3.5</b> Proactively inreach and engage with students who are academic/progress probation and dismissal</p> <p><b>1.3.6</b> Develop intervention strategies and activities for students on probation/dismissal</p> <p><b>1.3.7</b> Align Financial Aid and academic/progress dismissal processes</p> <p><b>1.3.8</b> Inreach to FAFSA/Pell/CADAA eligible students who don't complete FA process</p> <p><b>1.3.9</b> Develop reports to inform Financial Aid of students who may be reaching certain FA eligibility limits (SAPP max time, Pell lifetime limits) so that FA can proactively provide students FA eligibility information</p>
<p><b>1.4</b> Identify, develop and implement structures and processes that promote optimal services to students</p>	<ul style="list-style-type: none"> <li>● Student Affairs is structured in a way that effectively and optimally supports student success</li> </ul>	<p><b>1.4.1</b> Analyze/document the business practices of how services are offered in order to ensure we are effectively meeting student need</p> <p><b>1.4.2</b> Audit of student affairs positions, organizational structures to ensure optimal service to students</p>

## EVP Priority 2: Structures and modalities that meet students' academic and support services needs

### Academic Affairs

Strategies	Outcomes	Activities
<p><b>2.1</b> Flexible, high-quality course offerings that meet students' needs, support program-of-study pathway completion, and achieve an efficient schedule/to strengthen productivity and efficiency.</p>	<ul style="list-style-type: none"> <li>• Increase in productivity metrics (enrollments, headcount, FTES) - Productivity Analysis Tableau dashboard</li> <li>• Increase in efficiency metrics (e.g., fill rates, FTES/FTEF, load) - Productivity Analysis Tableau dashboard</li> <li>• Reduction in time to completion for students pursuing a degree/certificate or transfer - Semesters to Award Tableau dashboard &amp; separate query for time to transfer</li> </ul>	<p><b>2.1.1</b> Offer the right balance of in-person, online, hybrid, and hyflex sections based on student demand.</p> <p><b>2.1.2</b> Offer a balance of late-start and short-term courses scheduled in an intentional way to ensure students can complete their program pathway.</p> <p><b>2.1.3</b> Ensure face-to-face classes are offered at a range of times to allow students who want to be fully in-person to have the option to do so, with a special focus on the most popular GE classes and courses for majors.</p> <p><b>2.1.4</b> Include an analysis of efficiency (attendance accounting) as part of the next Program Review cycle for all academic departments and areas.</p> <p><b>2.1.5</b> Explore how the college can leverage the CVC-OEI.</p> <p><b>2.1.6</b> Engage in enrollment management training.</p>
<p><b>2.2</b> Explore the feasibility of opening a testing center that provides a secure, professional, and accessible testing environment for students, faculty, staff, and community members.</p>	<ul style="list-style-type: none"> <li>• Identified challenges, gaps, and needs in data collection and research</li> <li>• Written plans and procedures for ongoing data collection and use for program improvement and decision-making that are being followed and utilized</li> <li>• Noncredit data dashboard that is widely accessible and utilized</li> <li>• Agreed upon definitions of noncredit student success for all programs that are aligned with CCC Adult Education outcomes</li> </ul>	<p><b>2.2.1</b> Research how our peer community colleges have implemented a testing center in terms of budget, room use, and faculty/student use.</p> <p><b>2.2.2</b> Gauge SBCC student and faculty interest in having a testing center and in what capacity.</p> <p><b>2.2.3</b> Explore current SBCC resources to determine if having a testing center at SBCC is feasible.</p>



<b>School of Extended Learning</b>		
<b>Strategies</b>	<b>Outcomes</b>	<b>Activities</b>
<p><b>2.1</b> Develop and implement a noncredit research and data collection plan to determine student needs</p>	<ul style="list-style-type: none"> <li>• Identified challenges, gaps, and needs in data collection and research</li> <li>• Written plans and procedures for ongoing data collection and use for program improvement and decision-making that are being followed and utilized</li> <li>• Noncredit data dashboard that is widely accessible and utilized</li> <li>• Agreed upon definitions of noncredit student success for all programs that are aligned with CCC Adult Education outcomes</li> </ul>	<p><b>2.1.1</b> Conduct a business process analysis to determine what data currently exist, how data are collected, and what additional data are needed for planning and continued program assessment and improvement</p> <p><b>2.1.2</b> Leverage CAEP funding to hire a designated noncredit IR data specialist</p> <p><b>2.1.3</b> Implement data tracking systems to record attendance hours and service utilization</p> <p><b>2.1.4</b> Collect and disaggregate data to determine student and community needs regarding course scheduling and service provision (student surveys/focus groups)</p> <p><b>2.1.5</b> Migrate noncredit reports into Tableau and develop a noncredit data dashboard that can be accessed in Tableau</p>
<p><b>2.2</b> Take SEL to the community</p>	<ul style="list-style-type: none"> <li>• Increased enrollment (duplicated and unduplicated)</li> <li>• Increased # of hyflex and fully online classes</li> <li>• Increased # of locations where classes are offered</li> <li>• Increased # of outreach events</li> <li>• Increased # of community partnerships</li> </ul>	<p><b>2.2.1</b> Offer flexible scheduling in support programs and courses, including days of the week, time of day, modality, and location</p> <p><b>2.2.2</b> Expand course offerings at off-campus locations in the local community</p> <p><b>2.2.3</b> Expand outreach and collaboration with local employers to inform them about existing career education and workforce training and to identify employer needs</p> <p><b>2.2.4</b> Expand outreach activities in the local community</p>

<b>Student Affairs</b>		
<b>Strategies</b>	<b>Outcomes</b>	<b>Activities</b>
<p><b>2.1</b> Optimizing the modality offerings based on students' needs and preferences</p>	<ul style="list-style-type: none"> <li>• Student satisfaction with access and availability of support services (Satisfaction Rates)</li> </ul>	<p><b>2.1.1</b> Work schedules audit</p> <p><b>2.1.2</b> Audit of technology and needs</p> <p><b>2.1.3</b> Identification of skills and knowledge gaps and relevant training and resources</p> <p><b>2.1.4</b> Assess student need in both real time and comprehensive survey</p> <p><b>2.1.5</b> Analyze/document the business practices of how services are offered in person and remote in order to ensure we are effectively meeting student need and develop consistency amongst programs</p>
<p><b>2.2</b> Optimizing the place and location offerings of services based on students needs and preferences</p>	<ul style="list-style-type: none"> <li>• Comparisons of student access to services based on modality (Offering and Utilization Rates)</li> <li>• Student satisfaction with access and availability of support services (Satisfaction Rates)</li> </ul>	<p><b>2.2.1</b> Audit locations where Student Affairs is currently providing services</p> <p><b>2.2.2</b> Assess student and community needs</p> <p><b>2.2.3</b> Work schedules audit</p>
<p><b>2.3</b> Optimizing the availability of services to match the cycles of student need in student services during "peak" days and hours based on students needs and preferences/ time</p>	<ul style="list-style-type: none"> <li>• Comparisons of student access to services based on modality (Offering and Utilization Rates)</li> <li>• Student satisfaction with access and availability of support services (Satisfaction Rates)</li> </ul>	<p><b>2.3.1</b> Audit class schedule current and future</p> <p><b>2.3.2</b> Audit workflow cycles for each department</p>
<p><b>2.4</b> Optimizing the language and accommodation access provided to students based on students' needs and preferences</p>	<ul style="list-style-type: none"> <li>• Comparisons of student access to services based on modality (Offering and Utilization Rates)</li> <li>• Student satisfaction with access and availability of support services (Satisfaction Rates)</li> </ul>	<p><b>2.4.1</b> Audit documents, websites and materials for ADA and language access</p>
<p><b>2.5</b> Digitize student support service forms and files</p>	<ul style="list-style-type: none"> <li>• Online forms are easily accessible for students, reduce human error and reduce staff/counselor workload</li> </ul>	<p><b>2.5.1</b> Scan all previous student records (e.g., student applications, petitions, etc.)</p> <p><b>2.5.2</b> Fully implement electronic forms and applications for all student support services</p>

## EVP Priority 3: Innovative programs and courses that foster academic excellence and meet student and community needs

### Academic Affairs

Strategies	Outcomes	Activities
<p><b>3.1</b> Offer fiscally-sustainable programs of study that provide students flexible pathways to transfer and career opportunities in alignment with labor market demand and living-wage jobs.</p>	<ul style="list-style-type: none"> <li>● Increase number of certificates obtained by 3%</li> <li>● Increase number of dual enrollment classes</li> <li>● Increase dual enrollment FTES by 3% - Productivity Analysis Tableau dashboard</li> <li>● Increase in number of short-term, stackable credentials offered</li> <li>● At least one Bachelor's Degree program offered</li> </ul>	<p><b>3.1.1</b> Explore the use of short-term and lower-unit certificates.</p> <p><b>3.1.2</b> Host "Discovery Day" event that allows every 9th grade student to enroll in a college course and explore program/career offerings</p> <p><b>3.1.3</b> Pursue programs of study that appeal to adult learners.</p> <p><b>3.1.4</b> Explore engagement with Bachelor degree programs.</p> <p><b>3.1.5</b> Continue to pursue Credit for Prior Learning.</p> <p><b>3.1.6</b> Explore increasing the use of Competency-Based Learning.</p>
<p><b>3.2</b> Based on research and collaboration with our local higher education partners (UCSB, CSUC, and Antioch) as well as our current strengths, identify academic pathways that will be marquee programs of study for SBCC.</p>	<ul style="list-style-type: none"> <li>● Increase partnerships with regional institutions</li> <li>● Engage in dialogue with regional institutions</li> <li>● Identify potential academic pathway partnerships with local educational partners</li> </ul>	<p><b>3.2.1</b> Work with community partners and/or the Foundation to identify, promote, and support programs and opportunities that will inspire our local students and that may draw out-of-area and international students as well.</p>
<p><b>3.3</b> Develop new and enhance existing courses and programs of study that will position SBCC as a regional hub for preparing to participate in the Blue and Green Economies.</p>	<ul style="list-style-type: none"> <li>● Increase interest in blue and green economy courses</li> <li>● Increase partnerships with regional green auto industry partners</li> </ul>	<p><b>3.3.1</b> Enhance partnership with Blue Economy Partners.</p> <p><b>3.3.2</b> Develop partnerships with regional green auto industry partners in the Automotive Department.</p>

<b>School of Extended Learning</b>		
<b>Strategies</b>	<b>Outcomes</b>	<b>Activities</b>
<p><b>3.1</b> Ensure that SEL programs and courses meet employers' and students' needs</p>	<ul style="list-style-type: none"> <li>● Identified labor market needs and gaps</li> <li>● Increased noncredit award completion rates (i.e., certificates, badges)</li> <li>● Increased noncredit-to-credit transfer rates</li> <li>● Increased # of job placements</li> <li>● Increased % of noncredit students persisting to next term</li> <li>● Increased # of new programs</li> <li>● Increased # of credit students participating in noncredit career development programs</li> <li>● Increased # of students participating in apprenticeships and internships</li> <li>● Increased # of Adult High School/GED/ESL students receiving academic and career counseling</li> <li>● Increased # of course offerings at local memory care facilities and retirement homes</li> <li>● Increased # of fee-based and non-enhanced funded courses that have been converted into CDCP courses and certificates</li> </ul>	<p><b>3.1.1</b> Engage in ongoing research to determine labor market and skills gaps</p> <p><b>3.1.2</b> Develop new short-term certificates and badges in high-demand and living-wage industry fields</p> <p><b>3.1.3</b> Seek out additional workforce training opportunities with local employers</p> <p><b>3.1.4</b> Seek out work-based learning opportunities for noncredit students in collaboration with local employers</p>
<p><b>3.2</b> Strengthen and expand pathways between noncredit and credit</p>	<ul style="list-style-type: none"> <li>● Increased noncredit-to-credit transfer rates</li> <li>● Increased # of new programs</li> <li>● Established processes for granting credit for noncredit coursework</li> </ul>	<p><b>3.2.1</b> Develop clear pathways from noncredit to credit and track and support students throughout their journey</p> <p><b>3.2.2</b> Enhance collaboration and coordination between noncredit and credit staff to ensure continuity of services for transitioning students</p> <p><b>3.2.3</b> Embed noncredit credentials in credit programs, starting with the most in-demand pathways based on student and employer needs</p> <p><b>3.2.4</b> Develop tailored noncredit training and certification opportunities for credit students</p> <p><b>3.2.5</b> Provide SEL faculty with access to relevant professional development opportunities designed to enhance student success and access</p>

<b>Student Affairs</b>		
<b>Strategies</b>	<b>Outcomes</b>	<b>Activities</b>
<p><b>3.1</b> Partner with AA (and SEL) to determine how best to align student support services with new/proposed academic course and program offerings</p>	<ul style="list-style-type: none"> <li>When Academic Affairs and SEL develop programs to meet community needs, Student Services is positioned to provide appropriate support resources.</li> </ul>	<p><b>3.1.1</b> Design and implement innovative student support services delivery and schedules that align with academic program offerings and needs</p>

## EVP Priority 4: Policies, programs, services, and practices to ensure students' basic needs are being met

<b>Academic Affairs</b>		
<b>Strategies</b>	<b>Outcomes</b>	<b>Activities</b>
<p><b>4.1</b> Enhance the role of instructional faculty in connecting students to support services</p>	<ul style="list-style-type: none"> <li>Increase in students' awareness of available support services; onboarding pre-post surveys; graduation survey</li> <li>Increase in students' utilization of support services</li> <li>Increase in faculty referrals that connect students to support services</li> </ul>	<p><b>4.1.1</b> Increase instructors' use of Canvas to connect students to information and resources.</p> <p><b>4.1.2</b> Instructors work with Student Affairs to bring support services into the classroom.</p> <p><b>4.1.3</b> Create a checklist and sample syllabus for faculty on how to incorporate information around student supports.</p> <p><b>4.1.4</b> Increase faculty knowledge and awareness of how to refer students to college supports, services, and resources.</p>
<p><b>4.2</b> Cultivate spaces on campus that support students who do not have access to adequate space and/or technological infrastructure in their living situations.</p>	<ul style="list-style-type: none"> <li>Increase in students' awareness and utilization of campus facilities available to support their success</li> <li>Reduction in equity gaps amongst disproportionately impacted groups</li> </ul>	<p><b>4.2.1</b> Transform the Cliff Campus to create a Flipped Campus.</p> <p><b>4.2.2</b> Create quiet, safe, comfortable, welcoming spaces that help create a sense of belonging for students that accommodate a variety of activities, including quiet focus, rest, relaxation, tutoring, collaborating, and socializing.</p> <p><b>4.2.3</b> Create student spaces that can meet their needs for food and beverage, and that are integrated with Basic Needs and other student services.</p> <p><b>4.2.4</b> Create technology rich spaces that are mobile ready and Zoom supportive.</p>

<p><b>4.3</b> Enhance/upgrade technology and equipment in the classroom and ensure students have the technology they need.</p>	<ul style="list-style-type: none"> <li>• Increase in the number of classrooms using state-of-the-art technology and equipment</li> <li>• Reduction in the number of work orders submitted to address issues related to Information Technology and Facilities</li> <li>• Follow up survey of students to assess technology resources</li> </ul>	<p><b>4.3.1</b> Do a regular inventory of the equipment that needs updating and replace/refresh if necessary.</p> <p><b>4.3.2</b> Survey students to determine need for technology resources</p>
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**School of Extended Learning**

<b>Strategies</b>	<b>Outcomes</b>	<b>Activities</b>
<p><b>4.1</b> Ensure noncredit students have equitable access to college services</p>	<ul style="list-style-type: none"> <li>• Increased # of students utilizing support services (e.g., mental health, DSPPS, basic needs)</li> <li>• Increased # of referrals to external resources</li> <li>• Increased # of staff providing support services</li> <li>• Identified challenges that noncredit students face regarding their basic needs</li> <li>• Increased # of staff who are trained to meet noncredit students' basic needs</li> </ul>	<p><b>4.1.1</b> Conduct a policy audit to understand the academic and administrative barriers that prevent students from transitioning from noncredit to credit</p> <p><b>4.1.2</b> Address the needs of students with disabilities</p> <p><b>4.1.3</b> Expand academic and career counseling support for Adult High School/GED/ESL students</p>

<p><b>4.2</b> Ensure noncredit students have equitable access to support and basic needs services</p>	<ul style="list-style-type: none"> <li>• Increased # of students utilizing support services (e.g., mental health, DSPS, basic needs)</li> <li>• Increased # of referrals to external resources</li> <li>• Increased # of staff providing support services</li> <li>• Identified challenges that noncredit students face regarding their basic needs</li> <li>• Increased # of staff who are trained to meet noncredit students' basic needs</li> </ul>	<p><b>4.2.1</b> Identify and address gaps in basic needs services and supports available to students in non-credit vs. credit programs</p> <p><b>4.2.2</b> Implement a Basic Needs Center at the Wake Campus and enhance food options at Wake and Schott Centers</p> <p><b>4.2.3</b> Expand basic needs services at the Schott campus</p> <p><b>4.2.4</b> Create opportunities for clothing, books and household donation events at Wake and Schott Centers</p> <p><b>4.2.5</b> Connect students with external resources in the community that are equipped to address basic needs</p> <p><b>4.2.6</b> Expand mental health services and support</p> <p><b>4.2.7</b> Address transportation, housing, technology, and childcare needs</p>
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**Student Affairs**

<b>Strategies</b>	<b>Outcomes</b>	<b>Activities</b>
<p><b>4.1</b> Identify internal and external resources and services to address and meet the basic needs of students</p>	<ul style="list-style-type: none"> <li>• Comparisons of student access to basic needs resources/services (Offering (inside and outside) and Utilization Rates)</li> <li>• Student satisfaction with access and availability of basic needs resources/services (Satisfaction Rates)</li> <li>• Campus awareness of basic needs resources/services (awareness rate?)</li> </ul>	<p><b>4.1.1</b> Mapping internal and external resources and supports</p> <p><b>4.1.2</b> Establish and maintain external partnerships with relevant community services and organizations to support students' basic needs</p> <p><b>4.1.3</b> Inventory/audit of external best practices at other colleges</p>

<p><b>4.2</b> Develop mechanisms that effectively get necessary information regarding resources and basic needs information to students that is streamlined, student-centered and places the burden on the college and not the student</p>	<ul style="list-style-type: none"> <li>● Comparisons of student access to basic needs resources/services (Offering (inside and outside) and Utilization Rates)</li> <li>● Student satisfaction with access and availability of basic needs resources/services (Satisfaction Rates)</li> <li>● Campus awareness of basic needs resources/services (awareness rate?)</li> </ul>	<p><b>4.2.1</b> Create a Community Resource day(s)</p> <p><b>4.2.2</b> Create a common application for special programs</p> <p><b>4.2.3</b> Ensure all SA staff are cross-trained and knowledgeable about resources</p> <p><b>4.2.4</b> Continue to Support Guided Pathways Resource Finder</p> <p><b>4.2.5</b> Develop effective/streamlined digital communication strategies to students about resources</p> <p><b>4.2.6</b> Create "suggested" weekly slides/canvas announcements about student services resources and supports and ask instructional faculty to distribute</p>
<p><b>4.3</b> Develop a common, institution wide understanding of what basic needs/ support services are and how they impact student success (get the whole campus on board)</p>	<ul style="list-style-type: none"> <li>● Comparisons of student access to basic needs resources/services (Offering (inside and outside) and Utilization Rates)</li> <li>● Student satisfaction with access and availability of basic needs resources/services (Satisfaction Rates)</li> <li>● Campus awareness of basic needs resources/services (awareness rate?)</li> </ul>	<p><b>4.3.1</b> Develop regular in-service trainings and cross training among departments</p> <p><b>4.3.2</b> Develop a campus-wide communication strategy regarding students' top 10 questions and/or needs</p>
<p><b>4.4</b> Assessment of student need</p>	<ul style="list-style-type: none"> <li>● Comparisons of student access to basic needs resources/services (Offering (inside and outside) and Utilization Rates)</li> <li>● Student satisfaction with access and availability of basic needs resources/services (Satisfaction Rates)</li> <li>● Campus awareness of basic needs resources/services (awareness rate?)</li> </ul>	<p><b>4.4.1</b> Develop comprehensive survey to assess student need</p> <p><b>4.4.2</b> Develop short, "satisfaction" surveys that are posted throughout Student Services and that students receive via email/text after visiting a service</p> <p><b>4.4.3</b> Develop a "needs assessment" survey that students complete when they are applying to special support programs (once we have implemented one common application for programs).</p>



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