

SANTA BARBARA CITY COLLEGE

Educational Master Plan
Annual Progress Report
Spring 2022

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REVISION HISTORY

Version 0.0

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

INTRODUCTION

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

This report has four sections:

1. **PEC Best Practices and Key Themes:** This section, authored by the Program Evaluation Committee (PEC), is a summary report of best practices and key themes related to Strategic Goals, based on PEC's evaluation of program reviews.
2. **Program Review Goals Linked to the EMP:** This section, jointly authored by PEC and IARP, is an analysis of progress made on program review unit goals that were explicitly linked to EMP Strategic Goals. The analysis focuses specifically on how progress on a particular unit goal contributes to the attainment of the particular Strategic Goal(s) to which it is linked.
3. **Initiatives Outside Program Review:** This section, authored by IARP and department and/or program representatives, analyzes progress made on Strategic Directions in initiatives that may be outside of program review, such as those in the Student Equity Plan, grants, and others.
4. **Quantitative Measures of Progress:** Authored by IARP, this section focuses on quantitative data and analysis.

PART 1: PEC BEST PRACTICES AND KEY THEMES

This section provides a summary of best practices and key themes related to the College's Strategic Goals, based on PEC's evaluation of program reviews. At the time of writing of this report, PEC is unable to provide a summary of best practices and key themes related to Strategic Goals, based on PEC's evaluation of program reviews because PEC has not yet completed the review of submitted Program Reviews. This work has been ongoing and will be completed within the next few weeks.

Each year, PEC produces an annual report summarizing its evaluation of program reviews, as well as describing some best practices and common themes as they relate to the Educational Master Plan (EMP). There are seven reports so far: 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, and 2020-21, covering the seven completed academic years of review since the committee's inception in Fall 2014.

Until Fall of 2020, one third of all program reviews are updated completely and undergo a full evaluation by PEC. The 2020-21 academic year marked a hiatus for the three-year review cycle for programs to allow for PEC to investigate best practices from around the state and overhaul our local process. Changes to Program Review resulting from this year-long effort were implemented in the Summer of 2021, and the full-scale Program Review will resume in the 2021-2022 academic year with every college program being responsible to submit a comprehensive program review in the Fall of 2021.

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

Beginning in 2014-15, each unit completing program review has been required to list its goals and related activities and link them directly to the Strategic Goals listed in the EMP. In reviewing the 2019-20 Program Review reports, most programs failed to identify meaningful goals and objectives that reflected a long-term vision for their program. The programs that did have goals and objectives did not link their goals and objectives to the institutional strategic directions, nor did they reflect any status updates on previous goals. During the 2019-2020 academic year, the Program Evaluation Committee (PEC) conducted a thorough assessment of the college's ongoing Program Review process and determined that the Program Review process should be redesigned as a tool to support faculty and staff in their review and planning. The Committee reached the conclusion that the Program Review process should be updated in order to better support alignment with integrated planning, institutional priorities, and initiatives. In 2020-21, PEC suspended the previous processes and cycle for Program Review to undertake a thorough overhaul of the existing Program Review process in an effort to bring the existing Program Review process into closer alignment with the Vision for Success, the Student Equity Plan, and the college's recently revised Strategic Directions.

Changes to Program Review resulting from this year-long effort were implemented in the Summer of 2021, and the full-scale Program Review will resume in the 2021-2022 academic year with every college program being responsible to submit a comprehensive program review in fall 2021.

At the time of writing of this report, PEC is unable to provide an analysis of progress made on Program Review unit goals that were explicitly linked to Strategic Goals in the new processes and with the new template. For this report, analysis is supposed to be provided that focuses specifically on how progress on a particular unit goal contributes to the attainment of the particular Strategic Goal(s) to which it is linked. Because of the one-year hiatus in 2020-21, no Program Reviews were collected and thus, no unit goals were developed nor linked to Strategic Goals. While no analysis on progress can be given at this time, it is important to note that because PEC undertook a thorough review of the Program Review process, both with regard to its integration with the college's institutional priorities and ongoing initiatives, providing this analysis in the next EMP Annual report will be straightforward.

PART 3: INITIATIVES OUTSIDE PROGRAM REVIEW

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

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

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

Achievements in Academic Counseling

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

Through counseling faculty discussions about best practices in serving new-to-college students, a decision was made to move away from an asynchronous online advising program to a model that involves either in-person or web-based synchronous counseling and advising. The Academic Counseling Center (ACC) has fully implemented Degree Planner as our student educational planning platform as of Spring 2021. This provides the counselor with greater planning capacity and allows for the college to better plan our schedule of classes based on courses planned in the Student Educational Plan (SEP). Students are introduced to the tool through Class Planning and are shown how to navigate it.

Title V requires all first-time new-to-college students to participate in Academic Counseling and be provided a Student Educational Plan based on their educational goal. In the Spring of 2018 the Class Planning program was offered to students at the local high schools, on campus in person, and remotely in a webinar format. As a result, all new-to-college students were able to have a first semester student educational plan created in conjunction with an academic counselor to include recommended classes based on each student's educational goal. Class Planning was expanded to the International Student population in the summer of 2018, all groups with the exception of ESL now participate in class planning. ESL students continue to be served through ESL orientations co-lead by the ESL department and academic counselors within the ESL cluster. As a result of COVID-19 in March 2020, Santa Barbara City College moved online and the Academic Counseling Center quickly transitioned to fully remote class planning webinars using Zoom. Despite the pandemic and a continued decline in enrollment, between April 1st and early September, the Academic Counseling Center served nearly

3,000 first-time new to college students enrolling in the fall 2020 semester. While the pandemic continues, Class Planning has continued to be completely remote for all first-time new to college students. In Spring and Summer 2021 the Academic Counseling Center met with approximately 3,000 first-time new to college students to create their first semester student educational plans.

The academic counseling center also provides one on one academic counseling appointments to students transferring to SBCC from another college or university. The process begins in the spring semester around the month of March and extends through the beginning of classes. The academic counselor evaluates the student's external transcripts and creates a student educational plan based on their educational goal, taking into consideration the external coursework and identifying what requirements the student has left to complete. Academic Counseling met with over 450 new transfer students from March 2021 to the end of July 2021. Many transfer students have multiple external transcripts that need to be evaluated. Due to the influx of student demand the department continues to meet the needs of our transfer students and evaluate their external transcripts; however, it is on a first come first served basis.

Changes in Assessment and Placement

In the Fall of 2017, new legislation was passed and signed by Governor Brown. AB 705 must be fully implemented by Fall 2019 for English and Math and Fall 2020 for ESL. The essential goal of this legislation is for students to complete transfer-level English and Math within their first year of college, or within three years for ESL students. SBCC no longer uses assessment tests for English and Math placement, but continues to use assessment tests for ESL placement. All non-ESL students are eligible for college level English (English 110). Students are also provided with choices for additional support and preparation courses. Math placement is based on cumulative High School GPA as well as coursework completed and specific course grades. Required and now optional corequisite Math support courses have been implemented effective Fall 2019.

In 2020-21, the English Department stopped offering English 98 and the English 110 support courses 101W, 101MT, and 101S. Half of the full-time faculty participated in the Race Equity Assessment Impact Project and several of those faculty members created a new English 110 course to include pedagogical and curricular approaches learned in the training. Another group of faculty within the English department created a new course called English 110 Enhanced to be piloted in Fall 2022, pending articulation approval. In collaboration with colleagues in ESL, English 110 for Multilingual Writers was piloted in 2020-21.

The ESL Department created a new curriculum based on updated pedagogical approaches and an integrated skills model that reduces the number of courses and the total number of units required to complete ESL and achieve readiness for English 110. Starting in fall 2020, the department began to phase in offerings of the integrated skills courses. Due to Covid-19, the implementation happened during pandemic and online modes of operation. The new curriculum is now offered across the program with the exception of the intermediate level courses. The program continues to assess and revise curriculum

based on learning during these two years of pandemic, online implementation. Placement processes and first-week assessment have been revised to emphasize student participation in guided self-placement upon entry to the program. End-of-semester progress review and re-placement options are designed to maximize student progression through the program. An English 110 for second language learners taught by an ESL faculty member has been offered each semester starting in Spring 2021 to support second language learners transitioning into English 110.

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

Faculty Mentor Project

For the year 2020-2021 The Mentor Project, funded by the Title III Removing Barriers to STEM Success Grant 18 faculty members mentored 115 students. The initial approach to the mentor project is based on studies that indicate a relationship with a teaching faculty member is among the most important factors in predicting student persistence and success, especially among underserved students. Faculty mentors select (or can request to be assigned) between five to ten students from LatinX and other underserved populations whom the faculty member believes would benefit from support navigating their educational experience at SBCC. Faculty Mentors met monthly in a Faculty Inquiry Group (FIG). The FIG served as a forum for improving the project practices, project evaluation, and faculty collaboration. This body was essential to determining which faculty training was most valuable, and which program practices best contributed to student success.

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

Math Lab

In the very early stages of the Covid-19 pandemic, Allison Chapin and Nina Grimison, the Math Lab LTAs, adapted very quickly and did amazing work to continue supporting our students and our tutors. They created a joint Math and Science Portal for (virtual) drop-in tutor services. This portal was accessible to all students via Canvas. This was of great help to science departments, since they don't have LTA's. The Math Lab was prepared to continue using Accudemia very thoroughly and

systematically, even during the pandemic.

In order to maximize the utilization of tutoring services, many tutors who started the academic year as just embedded (not drop-in) began to serve as both embedded and drop-in tutors. The idea is that if an embedded tutor is not busy tutoring the students in their assigned classes, then the tutor can also serve as a drop-in tutor during their scheduled tutoring hours. This worked very well and helped a lot during the pandemic. This will continue to be our model going forward.

Data collection for math tutor usage went very well. As a group, overall, tutors did a great job logging in their hours and keeping track of students who get help. Allison Chapin and Nina Grimison did a fantastic job helping tutors with data collection issues whenever there were any difficulties.

Going forward, we expect that the Math Lab will need more support and an increased budget in order to meet the demands of students in need of online tutoring and students in need face-to-face tutoring, as more classes return to face-to-face modality. We anticipate that a significant increase in workload will result from the continued online presence of the Math Lab combined with the transition back to in-person services. The combined work of managing online tutors and managing day-to-day activities on campus will be extra demanding. In particular, the Math Lab will need funding for weekend faculty supervision of tutoring (which cannot be paid with tutor money). We also expect an increase in the demand for tutors, since most will need to be physically present on campus in order to best serve our students, while others may need to continue working remotely if we decide that this is useful, productive, and practical.

Funding for tutoring services came from both the LSS budget and the Removing Barriers to STEM Title III Grant.

Associated Student Government

The Associated Student Government worked towards improving sustainability on campus as well as creating an inclusive environment and fighting for student rights. They funded and provided space for the Student Legal Center when available. In addition, the ASG has handled the MTD bus agreement and sent representatives to regional and state meetings. They helped to fund and support the Undocumented Student Week of Action. The ASG also provided allocations for clubs and organized several club mixers. They held office hours to hear student concerns and sat on governing boards throughout the campus.

Community Service

Many organizations such as Phi Theta Kappa, The Neighborhood Project, EOPS Club, Ambassadors and the Veteran Student Club take part in campus-wide and community service efforts such as stadium clean-ups, silent auctions, neighbor and beach clean-ups, and shelter and hospice visits. Restorative justice efforts have also been directed towards these efforts as well.

SBCC Foundation/Office of Student Life

Since 1991 the Office of Student Life has partnered with the SBCC Foundation to sponsor the Leonardo Dorantes Memorial Lecture in order to enhance the understanding of racial and ethnic differences as well as shared commonalities with the SBCC community. For 2019 our guest lecturer was social activist and best-selling author, Patrisse Cullors, co-creator of the viral Twitter hashtag and movement #BlackLivesMatter. For 2019 the featured lecture was entitled “Building Community in an Hour of Chaos” presented by scholar and award-winning author, Dr. Marc Lamont Hill. Dr. Hill is one of the leading intellectual voices in the country. He is currently the host of BET News and a political contributor for CNN. An award-winning journalist, Dr. Hill has received numerous prestigious awards from the National Association of Black Journalists, GLAAD, and the International Academy of Digital Arts and Sciences. Dr. Hill is the Steve Charles Professor of Media, Cities, and Solutions at Temple University. There was no lecture held in 2020 or 2021, but the SBCC Foundation has brought together a committee for planning a Spring 2022 lecture.

Strategic Goal 1.3: Build or enhance programs that advance student equity, access, and success across all subgroups (e.g. age, ethnicity, socioeconomic status, gender, GPA).

Santa Barbara City College Food Pantry

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

The Food Pantry served students the entire academic year 2020-2021 by providing emergency food distributions on the west campus parking lot. In fall of 2020 a total of 23 food distributions were led by essential hourly and student workers once a week. We concluded that the need to provide healthy foods to the SBCC community was a greater need and decided to increase the number of distributions for spring 2021 to twice a week. In spring 2021 a total of 50 emergency food distributions provided SBCC students, staff, and faculty pre-packaged boxes of produce, dairy, and non-perishables from the Food Bank of Santa Barbara. A total of 268,648 lbs. of food were distributed costing a total of \$6,935.20 for the entire academic year. The Center for Equity and Social Justice (CESJ) staff also provided virtual CalFresh assistance to 111 individuals.

Umoja Program:

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

Program Goals:

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

Activities included:

- Umoja Summer Learning Institute - Staff/Faculty Training
- Students and staff members attend Umoja Student Conference
- Umoja Community Education Foundation Winter Coordinator retreat
- Fall Umoja Education Conference - Staff/Faculty Training
- Sister Circle (women's group), Ndugu Syndicate (men's group), Queer Kin group
- Umoja Community Gatherings
- Welcome Black event
- Black History Month Activities
- SBCC Discussion Panel
- Umoja Speaker series, Marc Lamont Hill - Umoja drop in conversation
- HBCU Presentation,
- TAG/TAP workshops,
- Research Assistance and Tutoring services
- Kuinua: Monthly Meditation with the Well
- Virtual Village space
- Virtual Healing space
- End of Year Umoja celebration

Personal and Educational Development Lecture Series

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

Activities included:

- Faculty Mentor Project
- Neurodiversity Workshop
- Center for Equity and Social Justice: Brown Bag Discussions

- Affective Learning Institute
- Disability, Access, and Equity Panel: Q & A
- Welcoming Non-Binary and Trans Students on Campus
- Race Equity Impact Assessment Project
- Equity in STEM Faculty Inquiry Group
- Scholarship of Teaching and Learning Faculty Fellowship
- Faculty Ambassadors
- Teaching with an Equity Mindset
- Teaching with Humanizing Technology
- Affective Learning Institute Conference
- LGBTQ+ 101 Seminar
- Equal Employment Opportunity
- Creating an Inclusive Online Environment for Students: NetTutor and Online Tutoring at SBCC
- How to Build your Culturally Responsive Teaching Toolbox
- TAWK: Race & Voting in the U.S.A., panel and discussion
- Various Film Screenings
- Netflix Watch Parties
- Virtual Loteria Night, community building
- Breaking Barriers and Sharing Success: Getting Latino/a Students To and Through College, students & academic counselors panel and discussion
- Breaking Barriers and Sharing Success: Ethnic Studies, panel discussion
- Day of the Dead workshop
- Appreciation, Not Appropriation: The Sacredness of Dia de los Muertos and Making Paperflower marigolds, presentation & workshop
- Virtual Hangout, community building
- Unwind Yoga, workshop
- CalFresh Virtual Party, outreach
- Democracy in Action: Riding for Freedom, workshop
- Breaking the School to Prison Pipeline, panel discussion
- Racism is Contagious: The History of Anti-Asian Racism and Discrimination, workshop

Scholarship on Teaching and Learning Faculty Fellows

Following completion of the Affective Learning Institute (ALI), during which faculty learn a foundational set of skills and tools to support student-centered teaching practices, including tools to specifically support LatinX and other underserved student populations, faculty are eligible to begin a SoTL Fellowship. SoTL Fellows are supported by the Title III Federal grant to attend monthly meetings of the SoTL Faculty Inquiry Group (FIG). In the FIG, fellows first learn to disaggregate student success data by ethnicity and gender and then learn the skills necessary to plan, implement, and evaluate an equity-based student success intervention and research project over the course of the academic year. Following the completion of the research project, SoTL Fellows are charged with disseminating what they have learned either at the ALI conference, through publication, or through an Inservice workshop at SBCC.

In the 2020-21 academic year, Scholarship on Teaching and Learning (SoTL) Faculty Fellows continued to meet virtually to engage in equity-based Scholarship of Teaching and Learning practice. The SoTL

FIG created a Canvas shell and started to collect and house shared resources there. As the pandemic wore on, it became harder and harder for the group to meet, however, most FIG members started to develop new projects aimed to examine both the impact of the switch to distance learning during the pandemic as well as the impact on innovative teaching practices created in light of the challenges of continuing education online in the midst of a global crisis. The outcome of some of this work included two presentations given at the International Society for Scholarship on Teaching and Learning (ISSOTL) conference, which was held virtually.

Prior to the pandemic, SoTL Fellows worked with our Institutional Research Department to establish an Institutional Review Board (IRB) at SBCC. An IRB is required for any research that includes human subjects so the results can be published in academic journals and presented at academic conferences. While the work to establish an IRB at SBCC was postponed during the pandemic, this work is set to resume in the fall 2022 semester, when the SoTL FIG also aims to meet routinely again in person.

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

Discussion in the Student Learning Outcomes Coordinating Committee

In the 2020-2021 school year the SLOCC made changes to the SLO scoring cycle. These changes include working with PEC to make SLOs a more essential part of Program Review. The new scoring cycle is a four year cycle and will include one year, the third year, in which teachers will score all sections of all classes. This will begin in Summer of 2022. This change is intended to make our SLO scoring more efficient, effective and to provide more robust data to help teachers use SLOs to improve classroom teaching. In another initiative, the SLOCC started a FIG focused on making SLOs more equitable. This effort is ongoing and is being continued and supported by SLOCC and the Faculty professional development coordinator, Justina Buller.

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

Training for New Faculty and Department Chairs

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

Guided Pathways

Santa Barbara City College began its Guided Pathways work three years ago when selected to be one of twenty colleges in the California Guided Pathways Project (CAGP). Now, in addition to all colleges in

the state working on Guided Pathways reforms, SBCC was again selected to participate in a continuing and new cohort of the CAGP, through 2023.

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

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

SBCC's Guided Pathways projects aim that:

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

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

1. Career and Academic Pathways (CAP's): Six CAP's were created and are in process of becoming operationalized and ready to scale:
 - Business and Entrepreneurship
 - Culture, Society, and Human Behavior
 - Healthcare, Wellness, and Public Service
 - Industry and Applied Technologies
 - Nature, Numbers, and Engineering
 - Performing, Visual, and Media Arts
2. Sample Program Maps were developed and entered into an interactive program that will place the sample maps on the college website March 2022.
3. Onboarding Team: SBCC was granted permission from the Chancellor's Office for the RP Group to sponsor our work with Dr. Rogéair Purnell, our exceptional mentor from CAGP, in order to begin our campus work defining and reconsidering our campus concepts of "onboarding" through a Guided Pathways, student-centered perspective, and with the "Six Success Factors." Current work includes the creation of a calendar identifying and coordinating when and how students will receive support along their first year.
4. Data Inquiry Teams: SBCC was granted permission from the Chancellor's Office for the RP Group to sponsor our work with Dr. Al Solano in order to begin our campus work forming Data Inquiry Teams. Two Data Inquiry Teams were formed in Summer 2020 and have continued through fall, each with its own projects, goals, and outcomes: ARTS Data Inquiry Team; and

English 110 Pedagogy Data Inquiry Team.

"A data inquiry team is an academic and student services team that collaborates to plan and implement data-informed, equity-infused practices along the student journey." Dr. Al Solano

5. Resources Search/Filter Project: (went live on the SBCC website January 2021.)

The goal of this project is to help students discover, explore, and become connected to the services, programs, and supports available to them. This interactive program on the SBCC website will also serve as a useful tool for all SBCC employees as they seek to help students. <https://www.sbcc.edu/student-resource-finder/>

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

Student Equity and Achievement (SEA) Program

When the Student Success and Support Program, Basic Skills Initiative and the Student Equity funding were consolidated in 2018, SEA remained committed to ensuring that both new and continuing students were provided with matriculation services and student support programs pursuant to Section 78212, including orientation, counseling and advising, referral to specialized student support services, and other education planning services needed to assist students in making informed decisions about their educational goals, course of study and in developing a student education plan. However, as a result of the consolidation of initiatives and renewed emphasis on equity focused goals both internally and as directed by the CA Community College Chancellor's Office, the SEA committee began to work in earnest to realign our funding with the equity initiatives outlined in Santa Barbara City College's Student Equity Plan and Vision for Success Student Alignment Plan. To that effect, the SEA committee fully revamped the process by which individuals and programs could request SEA funds for new projects and initiatives. The SEA Committee also continued to support Santa Barbara City College's Center for Equity and Social Justice, including the expansion of the Basic Needs Center, the Umoja Program, and allocating dedicated funding to the new Dream Center to support undocumented students at SBCC. The EOPS program, SBCC's School of Extended Learning Student Services, SBCC's Tutorial Center, the ESL Peer Mentor support program, and ESL outreach and recruitment are additional examples of programs that also benefited from SEA funding in alignment with the Chancellor's Vision to increase retention, goal completion and reduce the equity and achievement gaps for the disproportionately impacted students at Santa Barbara City College.

Peer Assisted Learning (PAL)/Supplemental Instruction

Over the past five years, faculty in the Sciences and Math Divisions have collaborated on a now fully developed Peer Assisted Learning (PAL) tutor program at SBCC. Initially, faculty experimented with offering three different models of supplemental instruction support sections: Teacher-Heavy, Teacher-Lite, and No-teacher. A STEM PAL Faculty Inquiry Group has met monthly throughout these academic years to create and implement support sections for these models. Based on qualitative and

developing quantitative student performance data, it is clear that the Teacher-Heavy model is the most successful for most Sciences students including our Latinx and other underrepresented populations.

Collaborative learning is the focus of the peer tutoring model we have been using at SBCC in the sciences. The purpose of PAL sessions is to support students in their courses by providing highly skilled tutors who provide additional explanations and clarifications while students interact with each other as a group to learn the material. The sense of community that this instills in students is particularly important to our most disadvantaged students and speaks directly to the principles of equity. The support sections were offered in Biology, Biomedical Science, Chemistry, Computer Science, Earth Science, Physics, and Math, with additional embedded and/or outside-of-class tutoring for every PAL-supported class. We now simply refer to this faculty driven model as the PAL model for most courses at SBCC. From the perspective of faculty and reports by students, the PAL tutor program has been extremely successful with many students telling faculty that they would not have earned their higher grades without the support of these specially trained PAL tutors. Students now request and expect to have PAL tutor sessions available for these Science and Math classes.

Over the time of these grant supported efforts, STEM faculty have expanded the STEM-specific tutor training program created in previous years. A two-day Newly-Hired Tutor/PAL facilitator training session is required (taught by Sean Kelly and Eric Bullock), as well as a specialized six-hour Returning-PAL-Facilitator training session (taught by Pam Guenther and Amy Thompson). Both of these trainings were adapted to the online environment due to the COVID pandemic and are expected to transition back to a hybrid model making use of the most effective approaches gleaned from faculty and tutors in both face-to-face and remote modalities. These trainings now both include some focus on effective virtual tutoring strategies. Additionally, a two-hour workshop for PAL faculty supervisors is offered at the beginning of each semester at In-Service. This has allowed for valuable interactions between faculty and cross-disciplinary interactions to share best practices and effective PAL tutoring techniques and management. A critical component of this workshop was adapting the PAL tutor model to online sessions.

Importantly, the Title III grant has allowed us to subscribe to *Accudemia* and to install attendance tracking stations in the STEM Tutorial Lab and other key STEM Tutorial locations. *Accudemia* is a cloud-based academic center management system with many powerful features. Through the software, we can track and manage tutor session attendance, automate some daily operations, and pull relevant reports. *Accudemia* is now a critical component of the PAL program as it allows tutors in online sessions and students in face-to-face settings to automatically record the dates, times and lengths of PAL and other tutor sessions. Early in the development of the PAL program, we struggled to obtain accurate and reliable attendance data via paper and digital spreadsheets. While the transition to remote learning brought on by the COVID pandemic brought further challenges, we were able to quickly and successfully adapt *Accudemia* to online tutor session attendance recording. These efforts were led by our amazing LTAs in the Math Tutor Lab at the time, Allison Chapin and Nina Grimison, who then

collaborated with PAL tutors and staff for full implementation. In the past two years, *Accudemia* has allowed us to track our student attendance much more accurately in both remote and face-to-face tutor sessions. Such student attendance data is crucial in order to perform a full analysis of the success of the STEM PAL program as well as to provide quantitative evidence of the need for increased tutor funding moving forward.

For the past 5 years, this work was funded by the Title III Federal Grant, *Removing Barriers to STEM Success* and the Basic Skills Student Outcomes and Transformation State Grant. Starting in the 2022-2023 academic year, PAL tutoring will be entirely funded as part of the traditional General Fund tutor budget that is managed by the FPSS committee. In order to support the STEM PAL program at the level supported by the Title III grant and maintain the current level of student success and confidence building that STEM PAL tutors provide, there needs to be a significant increase in the General Fund tutor budget.

STEM Tutorial Lab as PAL tutor community center (old ECC4 building):

Through the cooperative efforts of STEM faculty and staff and the SBCC administration, we now have a STEM Tutorial Lab located in the ECC4 (previously the Gateway Center). The Title III grant has also helped support parallel student success in the MATH Department and our well established and very successful MATH Tutor Lab. Similar to Math, the challenges and specific needs of science students and pedagogy in the sciences differ substantially enough from those in non-science disciplines such that a decentralization of science tutoring into a separate science tutor center outside of the LRC is appropriate, logical and efficient. The SBCC STEM Tutorial Lab is also in line with established science tutoring practice occurring at other two year and four year institutions. Many universities have dedicated STEM tutorial centers and/or supplemental science instruction programs. Numerous California Community Colleges have separate designated STEM tutor centers (e.g. Math and Science Center at Moorpark College, STEM Center at San Diego Mesa College, Math, Science and Technology Center at DeAnza College and STEM Peer Mentors at several Los Angeles County Community Colleges). However, as this grant sunsets at the end of Summer 2022, it is important that we are able to maintain sufficient tutor funding and administrative support for the STEM Tutorial Lab moving forward. Whereas one-on-one tutoring can be effective, the STEM PAL faculty and tutors have demonstrated that the PAL model involving larger groups of students interacting with each other in a learning community guided by a peer facilitator is the best fit for our SBCC science students. Although the individual tutor model is often necessary and useful, group tutoring is a more effective financial model. At a time when funding is an issue, the support of a PAL model makes sense. We do not advocate for the loss of all individual tutoring, but rather a shift toward funding and maintenance of support for the PAL model in a variety of SBCC courses and departments.

Strategic Goal 1.6: Foster institutional improvement through professional development.

A total of 119 employees participated in the professional growth program in 2020-2021. This included 107 classified staff and 12 managers.

In addition to the professional growth program, the college offers workshops throughout the year on a range of topics. To determine the most-needed topics, the Professional Development Advisory Committee (PDAC) conducts an annual needs survey. In the spring of 2019, the college hired an external consultant to conduct a Campus Climate survey in response to specific incidents of racism and bias and ongoing campus climate issues. The Professional Development Advisory Committee referred to the Campus Climate survey throughout the 2019-20 and 2020-2021 academic years to plan for future professional development activities.

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

Affective Learning Institute

In December 2021 we held our first in person Affective Learning Institutes (ALI) since the beginning of the Pandemic. Affective pedagogy, also known as non-cognitive pedagogy, or Social-Emotional Learning (SEL), emphasizes the foundational skills students need in order to best absorb, integrate, and apply course content. During this three-day (9-3:30) intensive institute, funded by the Title III Grant and facilitated by members of the SBCC faculty, a total of approximately thirty SBCC faculty and staff members learned to infuse new teaching and student success strategies directly into curriculum and campus programs. This experiential workshop explains major approaches to affective learning and presents evidence for how it works to support student success and persistence through the cultivation of a sense of academic and cultural belonging among students. Belonging is especially important at Hispanic Serving Institutions (HSI), as the research documents that one of the greatest inhibitors to success for LatinX college students is the belief that one does not belong in higher education.

Affective Learning Institute (ALI) Conference

The annual ALI Conference, planned for May 2021 in Avila Beach, CA was canceled because of the Covid-19 Pandemic. The Conference and retreat was intended to provide ALI graduates the opportunity to gain deeper and richer knowledge about non-cognitive/affective pedagogy by providing programming focusing on the Conference theme of Culturally Responsive Pedagogy. A major objective of this conference, beyond extending knowledge about equity-based non-cognitive pedagogy and sharing best teaching and student support practices, was collaboration and community building among SBCC colleagues from across campus disciplines and programs, many of whom outside of the ALI would not have opportunities to meet, let alone collaborate. Together they form a cohort of colleagues charged with supporting the transformation of teaching, learning, and student support practices campus-wide.

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

Strategic Goal 2.1: Modernize the College's facilities to effectively support teaching and learning.

The College updated the long-range Facilities Master Plan in 2019.

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

With the deferred maintenance funding provided by the state, we also completed a number of smaller scale facilities projects, such as: replaced ceiling water lines in the Administration building, installed air conditioning in eight classrooms of the Interdisciplinary Center, installed new carpeting in the library, replaced the boiler in the women's locker room. We have also begun work on the following projects during the past year, Jurkowitz Theater heating replacement, Relocation of the CNEE program to the Business Communications Building and replacing the turf at La Playa Stadium.

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

We now clean all our HVAC coils twice per year, upgraded all our filters to our HVAC units to MERV 13 filters and installed HEPA air purifiers in classrooms. We made significant upgrades to the Orfaea Early Learning Center, Marine Diving Technologies Building, DAC Lab, Photography Lab and to the Automotives Services and Technology program laboratory spaces.

Strategic Goal 2.2: Develop a culture of emergency preparedness.

The College has developed and implemented its emergency preparedness plan. This plan is updated every 3 years, and was last revised in 2019. The 2022 revision is currently underway. Components of the emergency preparedness planning that were implemented in 2021 include:

- The Board is provided an "SBCC Emergency Response Annual Report " in January of each year that recaps the previous year activities of the Emergency Response department. The Report provides a recap of large incidents affecting the campus (if any), future goals of the Emergency Services planning team, and the planning and preparedness efforts including specific training or goals, and any other milestones of the previous year.
- Training provided to district employees: Campus Safety Marshal assignments for evacuation protocol, CPR/AED, CERT (to be rescheduled due to COVID-19 Campus Closure and restrictions), Earthquake preparedness, Active Shooter presentation, and campus-wide Emergency Information and training options at inservices. Essential training for essential staff took place such as CPR/AED and the sharing of campus-wide Emergency Information.
- Communicated process of chain-of-command in the event of an emergency. This includes Safety Marshal hierarchy, Campus Safety, Emergency Operations Center core team of the President's cabinet, public information dissemination protocol and working with emergency responders.
- Attended Emergency Operations training such as FEMA, and County Office of Emergency Services training, table tops, and COVID related efforts.
- Itemized and distributed emergency response supplies and equipment to assist with COVID-19 pandemic related planning, including campus monitoring and directional support. Annually participate in the Great California Shakeout Earthquake Drill. It is observed in October by practicing earthquake awareness via the Campus ENS/AlertU system.
- The planning team is comprised of individuals from Information Technologies, Office of Communications, and Business Services division. The Emergency Operations Center team further includes the President's Cabinet (President, EVP, VPs, and various managers.) The EOC at large also received training with the change of the college Superintendent/President.

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

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

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

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

We continue to test district-wide access control (i.e., locks) to ensure the ability to lock down the entire campus in the event of an emergency. The District hired a lock specialist in 2019, whose primary responsibilities include ensuring locks and doors are working properly and making repairs in a more timely and cost effective manner. This work requires ongoing maintenance and testing.

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

The crime statistics for 2019 through 2022 are available on the campus security website along with the Clery Annual Security Report [here](#).

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

Beginning in March 2020 and throughout 2020-21, the District's Facilities and Campus Safety and Emergency Response Departments focused efforts on responding to the COVID-19 pandemic by procuring and providing necessary personal protective equipment (PPE) and specialized cleaning equipment to employees. The Pandemic and its mitigation efforts are continuing into 2022.

Strategic Goal 2.4: Implement sustainable environmental practices.

The [District Sustainability Plan](#) includes meeting aggressive objectives in such areas as water and energy efficiency, on-site renewable energy expansion, increased on-campus vegan and vegetarian food options, and promotion of sustainable commuter transportation ([Executive Summary of Objectives](#)). Progress on meeting these objectives was impacted by Covid-19 pandemic.

The College continues implementation of District goals and the on campus [workgroups](#) will reconvene after operations normalize and return to campus post-pandemic. The sustainability workgroups are comprised of staff, faculty, and students. Their main goal is to track progress toward goal achievement and benchmark improvements made over time.

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

The college upgraded the electric vehicle (EV) car charging stations with ChargePoint chargers to modernize our EV charging options in lot 1B. This upgrade standardized all EV charging stations across campus.

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

The process of developing the College's budget focuses on balancing enrollment, human resources, finances, and physical infrastructure. As part of the budget development process, the College continues to review five-year projections. In order to create the projections, enrollment, human resources, revenues, and expenditures are researched and analyzed. The five-year fiscal projections compiled the summer of 2021 as part of the FY 21-22 Adopted Budget process show that the College will be deficit spending through fiscal year 2022-23. The college is projected to return to a balanced budget in fiscal year 2023-24 by implementing substantial budget cuts and program modifications. In order to address the projected deficits, the college continues to be actively engaged in campus-wide dialogue to develop a multi-level approach to bring the budget in balance. Five-year fiscal projections continue to be updated annually.

Based on the initial revenue promises from the new Student Centered Funding Formula (SCFF) in fiscal year 2018-19, the district made significant ongoing spending commitments, primarily in the form of a 7 percent increase in salaries. The failure of funds to materialize from the SCFF and continued declining enrollment, which was further exacerbated by the Covid-19 pandemic, is a primary reason why the district was not able to fund salary increases in 2019-20 and 2020-21.

In 2020 and 2021 three Higher Education Emergency Relief Funds (HEERF) were received by the district. The funds were utilized to defray expenses related to COVID-19, carry out authorized student support activities, and provide financial aid grants to students. The revenues and expenses related to these three grants were included in the Restricted General Funds.

- HEERF I - The District was awarded \$5.77M in March 2020 from HEERF I of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act). A minimum of 50% of the funds was required to be spent on student emergency grants.
- HEERF II - The District was awarded \$11.79M in December 2020 from HEERF II of the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA). A minimum of \$2.88M of the funds was required to be spent on student emergency grants.
- HEERF III - The District was awarded \$21.1M in March 2021 from HEERF III of the American Rescue Plan Act. A minimum of 50% of the funds (\$10.736M) was required to be spent on student emergency grants.

These funds allowed the college to backfill lost revenues from decreased enrollment and to implement safety procedures and protocols, purchase necessary personal protective equipment, enhance ventilation, implement the student vaccination incentive program, provide on campus Covid testing, and fund other expenses related to the Covid-19 pandemic response.

Establishing targets for college size and increasing class efficiency are critical components of the plans to achieve a balanced budget. The college's Strategic Enrollment Management Committee is working to

develop a more thorough Strategic Enrollment Plan than the Abbreviated Strategic Enrollment Management Plan that it is currently operating under.

In addition to the college size and class efficiency targets in the college's credit programs, the college grew its noncredit offerings through the School of Extended Learning in 2018 and 2019. However, enrollments dropped in 2020-21 due to the Covid-19 pandemic. Enrollment recovery and growth in this area will play a significant role in helping bring the college back to a balanced budget.

Finally, as approximately 88% of the college's revenue budget is devoted to salary and benefits, any large-scale changes in the budget will necessarily be closely tied to reductions in staffing levels.

In fiscal year 2018-19 the District received approval for state funding for replacement of the Physical Education building. The state will provide 80% of the entire project cost, with the District covering the remaining costs of the project. The design of the building has been completed and has been submitted to the Division of State Architects and approval is expected the summer of 2022. The construction is scheduled to begin in 2023 and end in 2025. As of September 2020, the project was estimated to cost \$56.9 million, with \$22.4 million of the funds needing to be covered locally by the District.

Other needed maintenance and repair projects are on hold due to the budget deficit. Funding is only available for emergency repairs or scheduled maintenance covered by the scheduled maintenance block grant. The turf at La Playa Stadium, which is heavily utilized as a classroom and was well past its useful life, was replaced in the summer of 2021.

Strategic Direction 3: Use technology to improve college processes.

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

Expand utilization of our document management system:

Softdocs' etrieve was used extensively in SBCC's COVID-19 response by creating forms for vaccine card uploads and exemption processing. Additionally, we have deployed multiple forms for admissions and records.

Increase the use of VDI and virtual applications to support labs, classrooms, and faculty/staff desktops:

In response to the COVID-19 emergency, which resulted in an increase in the remote workforce, we implemented "Federation" which allows us to run Desktop pools on our older hardware and the new hardware side by side without user interruption which effectively doubles concurrent user capacity.

Continually upgrade Wifi equipment to support mobile computing:

Increased coverage of our parking lot areas in response to COVID-19, to provide students and faculty with access to wireless while in their cars.

Provide leadership and technical support for campus-wide initiatives:

We have supported multiple campus-wide initiatives including Banner 9 Self-Service for employees, parking support, and integration with our scheduling system.

Modernize human resources processes

We have supported the installation and integration of a new system for human resources management. This new software allows us to improve equitable hiring practices through the selective obfuscation of items that can increase bias.

Enhance security practices across all areas of our technological environment:

We conducted routine phishing tests against employee accounts and engaged the services of a third-party to perform penetration testing of the college network. We have implemented Data Loss Prevention (DLP) for our Google Apps environment. Implementation of mandatory two-factor authentication for Staff that have access to Personally Identifiable Information (PII). We are now performing annual Argos report audits.

Ensure the provision of universal access to technology across the campus environment, by ensuring that assistive technology hardware and software for individuals with disabilities are integrated into the planning process:

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

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

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

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

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

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

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

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

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

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

Fall 2020 Workshops:

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

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

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

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

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

Integrate our access to network resources:

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

Assess password management and reset applications to assist with a secure user account environment that is easier to use:

We are implementing a revised process for password self-reset.

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

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

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

Strategic Goal 4.1: Create a culture of College service, institutional engagement, and governance responsibility.

Academic Senate

Codified in California's Code of Regulations, Title 5, specifically in Sections 53200-53206, the role of the Academic Senate at Santa Barbara City College continues to be the professional voice of faculty in shared governance. The Senate enables faculty to participate in SBCC's decision making and in the formation of policies and procedures on academic and professional matters. This participation requires broad faculty involvement in all of the Academic Senate's subcommittees, faculty appointments to college committees, faculty leadership in emerging initiatives, and meaningful engagement of strategic planning.

The Academic Senate has been the leader of, an active participant in, or consulted in the following areas:

1. Developed the 2019 - 2022 Distance Education Plan
2. Participated in the creation of Board Policy 3052
3. Updated AP 4105 in Fall of 2020 to strengthen requirements of academic quality in distance education
4. Wrote procedure and policy around Credit for Prior Learning
5. Spearheaded an anti-racist hiring pilot for the 2022-23 faculty hiring cycle which is now serving as a model for recruitment and hiring for other employee classes at SBCC
6. Generated a more student-centered Academic Renewal procedure
7. Consulted the “Calendar Workgroup,” to reengineer our summer schedules
8. Participated in all aspects of the accreditation process
9. Overhauled much of the Program Review process
10. Developed professional development for faculty, and the campus, in Academic Freedom, Hate Speech, and supporting students in social-emotional needs through the ongoing COVID-19 pandemic
11. The Academic Senate President and Vice President worked closely with the Chumash Elders to rebuild trust between the SBCC Campus Community and District with the Chumash
12. Continued consultation in operational changes in response to COVID-19, including leading the conversation around the formation of a vaccine mandate and “Back to Campus/Classroom” considerations

The Academic Senate led an all-campus governance training in the Spring of 2021. All campus stake-holders were invited and encouraged to attend the “Collegiality in Action” visit by the League of California Community Colleges and the state Academic senate.

Additionally, the Academic Senate spent a lot of time over the last two years specifically reestablishing Senate norms and was intentional about creating more transparency and offering opportunities for more faculty to have a voice at the Senate. This included, but is not limited to, the following: sending five (5) faculty members to the state academic senate’s Leadership Conference, inviting and then sponsoring all Senators to attend the state senate plenary events, inviting and sponsoring faculty who are not senators to the plenary sessions (including part-time faculty), re-writing the Academic Senate bylaws to allow for part-time faculty to participate as Senate appointees on senate subcommittees or college-wide committees, adopting a resolution that committed the senate to hosting faculty townhalls, encouraging public comment throughout the entire agenda during Senate meetings, developed a mechanism for anyone to submit topics for the Academic Senate to be agendized, and developed community guidelines that are referred to at the beginning of every single senate meeting.

California School Employee Association

CSEA, the California School Employee Association, and its CCG, Classified Consultation Group, provide classified staff the opportunity to participate in college service and governance. Classified staff from all areas of the college volunteer to serve on the CCG and become involved in college issues. The CCG meets bi-monthly, giving the staff a chance to discuss college issues. Many of the staff also serve on college-wide committees, like the College Planning Council, the District Technology Committee, the Professional Development Advisory Committee, the Program Evaluation Committee, the Facilities and Safety Committee, the Budget Resource Allocation Committee, and the EEO Advisory Committee. Classified staff also serve on the Strategic Enrollment Management Committee, the Student Equity Committee, the Student Equity and Achievement Committee, the Institutional Effectiveness Committee, and the Resolution 18 Task Force. Classified staff are also involved with Guided Pathways and serve on the Accreditation Steering Committee and Accreditation Standards II, III and IVA. Additionally, classified staff serve as appointed members of college hiring committees.

Advancing Leadership Association

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

Strategic Goal 4.2: Improve communication and sharing of information.

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

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

In 2020-2021, the Office of Communications managed much of the crisis communications related to the ongoing COVID-19 pandemic including remote services and events, a virtual Commencement, and then a gradual return to campus with a variety of safety measures in place. Communications related to COVID were cross-platform, multimedia and dual-language, and included digital campaigns, how-to videos, website updates and a variety of signage.

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

Strategic Goal 4.3: Strengthen program evaluation.

The Program Evaluation Committee submitted recommendations to CPC on May 12, 2020, that will enhance the effectiveness of the College's program review process (see summary below). CPC approved the recommendations, and the Program Evaluation Committee completed a comprehensive Program Review overhaul, addressing the items below.

SUMMARY AND RECOMMENDATIONS

In an effort to bring the existing program review process into closer alignment with the Vision for Success, the Student Equity Plan, and the college's Strategic Directions, PEC worked collaboratively throughout 2020-21 with other committees, programs, and stakeholders on campus to undertake a comprehensive overhaul of our program review process. PEC developed recommendations for CPC and presented them in Spring 2021. The recommendations were then implemented for the 2021-22 academic year.

REVISIONS

The following items from PEC's 2020-21 Program Review overhaul represent the scope of work completed:

COLLEGE WIDE

1. A four-year cycle was created, replacing the previous three-year cycle. The idea is that the workload on department chairs would be reduced and provide a cleaner mid-review update for CTE programs. This timeline was found to be in alignment with most other California Community Colleges.
2. Created new Program Review questions for academic programs, student and academic support programs, and operational programs. These new questions were major revisions to previous iterations.
3. Worked with the Office of Institutional Research to create an in-house survey tool to collect Program Review Submissions that is unique to our needs and allows for on demand updating.
4. Developed institutional guidelines on how to address existing student achievement equity gaps within departments and provided additional resources, training, and support in this area. Ensured that 4-year goals declared in the program review were directly linked to closing the identified gaps. PEC worked with the Race Equity Impact Assessment Coordinators to help train departments on analyzing data.
5. Created uniform directions/guidelines for chairs to analyze data and for desired types of feedback for PEC members. We also created sub-committees, or "pods," and assigned each pod a number of programs to guide the department chairs or managers in completing their program review.

INTERNAL PROGRAM EVALUATION COMMITTEE PROCESSES

1. Created instructions on how to develop goals and objectives and how to link them to strategic directions. Training on this was a multi-pronged approach which included:
 - a. an InService workshop
 - b. “pod” members being available for consultation and feedback
 - c. office hours held by the Office of Institutional Research
 - d. creating a dynamic Canvas shell.
2. Developed a set of internal guidance documents and training tools for PEC members.

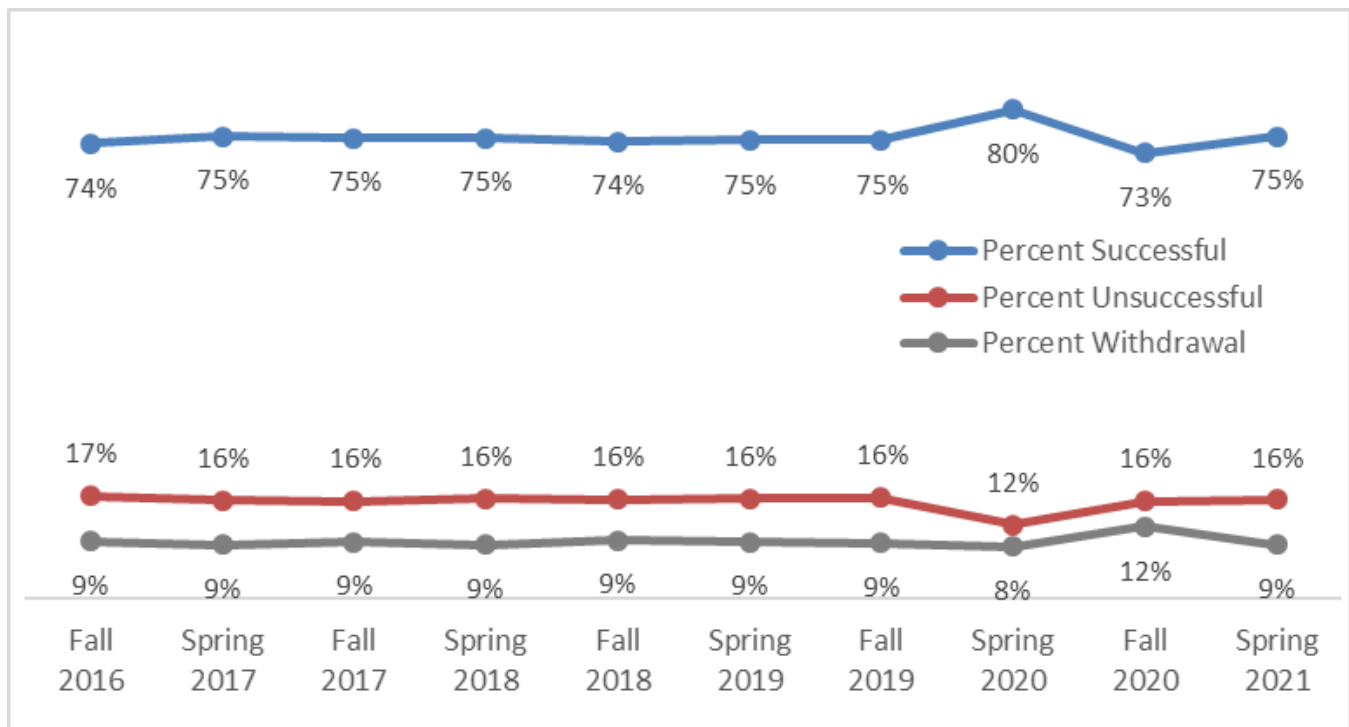
PART 4: QUANTITATIVE MEASURES

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

Metric #1: Successful course completion rates.

The college's successful course completion rates have remained stable for the last 5 years with only minor variation between terms (Figure 4.1). Spring 2020 grades were affected by COVID-19, with more students receiving late withdrawal grades. These grades were excluded from the success rate calculation.

Figure 4.1: Successful Course Completion Rates



Note. A successful grade is defined as C or higher, or Pass for Pass/No-Pass courses. EW grades are excluded from calculations. The completion rates in this figure are for credit courses.

Course Success by Modality

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

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

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Number of Records	41,764	37,673	39,786	35,955	36,967	32,733	34,267	27,463	1,857	2,243
Successful Grades	32,000	29,319	30,739	27,935	27,967	24,835	25,992	22,230	1,469	1,893
Percent Successful	77%	78%	77%	78%	76%	76%	76%	81%	79%	84%

Note. The counts in this table are for grades in credit courses. The definition of course modality has been refined and therefore the numbers reported here differ from what was reported in the past. Due to the Covid-19 pandemic, most courses in fall 2020 and spring 2021 were offered fully online.

Table 4.2: *Success Rates for Fully Online Courses*

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Number of Records	9,167	9,241	9,027	9,090	8,824	9,059	9,565	9,444	36,755	31,982
Successful Grades	5,921	6,220	5,953	5,989	5,809	6,074	6,273	6,957	26,119	23,511
Percent Successful	65%	67%	66%	66%	66%	67%	66%	74%	71%	74%

Note. The counts in this table are for grades in credit courses. The definition of course modality has been refined and therefore the numbers reported here differ from what was reported in the past. Due to the Covid-19 pandemic, most courses in fall 2020 and spring 2021 were offered fully online.

Table 4.3: *Success Rates for Hybrid Courses*

	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Number of Records	N/A	1,472	552	1,388	918	1,587	1,416	1,631	N/A	31
Successful Grades	N/A	1,043	387	1,065	682	1,170	1,037	1,257	N/A	28
Percent Successful	N/A	71%	70%	77%	74%	74%	73%	77%	N/A	90%

Note. The counts in this table are for grades in credit courses. The definition of course modality has been refined and therefore the numbers reported here differ from what was reported in the past. Due to the Covid-19 pandemic, most courses in fall 2020 and spring 2021 were offered fully online.

Course Success by Ethnicity

There is evidence of disproportionate impact in two of the six ethnicities during the 2020-21 academic year (Table 4.4). The largest disproportionate impact is for Black/African American students. From fall 2016 to spring 2021, the impact has ranged from -16% to -9% with an average of -13% below the term mean. Fall 2019 recorded the smallest disproportionate impact at 9% for Black/African American students. The disproportionate impact for Hispanic students remained between -2% and -5% for the last five years.

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

	Fall 2016 %	Spring 2017 %	Fall 2017 %	Spring 2018 %	Fall 2018 %	Spring 2019 %	Fall 2019 %	Spring 2020 %	Fall 2020 %	Spring 2021 %	Mean Δ
	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	(ME)	
2 or More Races/Other	1% (2%)	1% (2%)	5% (2%)	4% (2%)	3% (2%)	-1% (2%)	1% (2%)	2% (2%)	1% (2%)	3% (2%)	2%
Am. Indian/ Alaskan Native	2% (7%)	2% (7%)	-8% (7%)	-9% (7%)	0% (7%)	3% (7%)	-5% (8%)	-5% (8%)	3% (9%)	0% (10%)	-2%
Asian/Filipino/ Pacific Isl.	9% (1%)	8% (1%)	11% (1%)	10% (1%)	7% (2%)	8% (2%)	9% (2%)	10% (2%)	8% (2%)	9% (2%)	9%
Black/African American	-16% (2%)	-11% (2%)	-15% (2%)	-12% (3%)	-12% (3%)	-12% (3%)	-9% (3%)	-12% (3%)	-13% (3%)	-14% (3%)	-13%
Hispanic	-3% (1%)	-5% (1%)	-2% (1%)	-2% (1%)	-5% (1%)	-4% (1%)	-4% (1%)	-2% (1%)	-5% (1%)	-3% (1%)	-3%
White	7% (1%)	5% (1%)	9% (1%)	8% (1%)	7% (1%)	7% (1%)	8% (1%)	7% (1%)	6% (1%)	6% (1%)	7%
<i>Term Mean</i>	<i>71%</i>	<i>74%</i>	<i>71%</i>	<i>71%</i>	<i>71%</i>	<i>71%</i>	<i>72%</i>	<i>71%</i>	<i>72%</i>	<i>73%</i>	

Note. ME = Margin of Error. Term Mean is the unweighted mean within a term. Mean Δ = the mean difference from the Term Mean for an ethnic group across all terms. The percentages reported in this table are the differences for each ethnic group from the Term Mean. For example, in Fall 2015 the 1% reported for “2 or More Races/Other” is the difference between the actual success rate of 71% for this group and the Term Mean of 70%. The Margin of Error is based on the number of records in each group. When the difference from the Term Mean is outside of the margin of error, the difference is unlikely to be due to chance variation.

Metric #2: Persistence

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

The fall-to-spring second-term college persistence rate remained stable at about 84-86% between fall 2011 and fall 2019, then dropped to 81.1% in fall 2020 (Table 4.5). The fall-to-fall three-term college persistence rate increased from 60% in fall 2016 to 68% in fall 2019 and decreased again to 64.5% in fall 2020 and 63.7% in fall 2021.

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

Period	Second Term Persistence	Period	Third Term Persistence
Fall 2020 to Spring 2021	81.1%	Fall 2020 to Fall 2021	63.7%
Fall 2019 to Spring 2020	85.3%	Fall 2019 to Fall 2020	64.5%
Fall 2018 to Spring 2019	86.6%	Fall 2018 to Fall 2019	68.0%
Fall 2017 to Spring 2018	84.3%	Fall 2017 to Fall 2018	66.1%
Fall 2016 to Spring 2017	84.8%	Fall 2016 to Fall 2017	64.2%
Fall 2015 to Spring 2016	83.7%	Fall 2015 to Fall 2016	60.4%
Fall 2014 to Spring 2015	84.5%	Fall 2014 to Fall 2015	60.9%
Fall 2013 to Spring 2014	84.6%	Fall 2013 to Fall 2014	59.8%
Fall 2012 to Spring 2013	83.6%	Fall 2012 to Fall 2013	60.8%
Fall 2011 to Spring 2012	86.2%	Fall 2011 to Fall 2012	61.9%

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

Metric #3: Degree and Certificate Awards

There has been a substantial increase in the number of associate degrees awarded since 2016-17 and certificates awarded in 2015-16, and 2018-19 through 2020-21 compared to other years (Table 4.6). The introduction of the Associate Degrees for Transfer and changes in the criteria for earning a certificate may have contributed to these increases, similar to what has taken place at other California community colleges. Nevertheless, the increases in certificates and degrees in the past few years is very impressive.

Table 4.6 *Degree and Certificate Awards*

Year	Degrees			Certificates			Total
	A.S.	A.A.	Total	60+ Units	30 to <60 Units	16 to <30 Units ¹	
2020-21	729	2,655	3,384	21	1,350	151	1,522
2019-20	685	2,593	3,278	55	1,382	76	1,513
2018-19	574	2,522	3,096	64	1,412	149	1,625
2017-18	461	1,985	2,446	55	1,088	93	1,236
2016-17	485	1,988	2,473	41	1,203	119	1,363
2015-16	304	1,554	1,858	46	1,453	141	1,640
2014-15	288	1,572	1,860	65	1,051	106	1,222
2013-14	286	1,477	1,763	5	1,150	130	1,285
2012-13	280	1,420	1,700	18	954	147	1,119
2011-12	230	1,519	1,749	37	855	129	1,021

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

¹The unit requirement for certificates changed from a minimum of 18 to 16 units in 2020-21.

Metric #4: Transfers to 4-Year Institutions

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

Table 4.7 *Transfers to 4-Year Institutions*

Year	UC	CSU	In-State		Total
			Private	Out-Of-State	
2020-21	824	518	113	305	1,760
2019-20	719	435	136	340	1,630
2018-19	718	511	128	332	1,689
2017-18	660	499	135	321	1,615
2016-17	725	508	155	314	1,702
2015-16	576	587	129	305	1,597
2014-15	561	537	143	243	1,484
2013-14	565	487	145	245	1,442
2012-13	518	461	122	234	1,335
2011-12	517	531	141	215	1,404

NOTES:

- UC transfer data is from the UCOP Infocenter at www.universityofcalifornia.edu/infocenter
- CSU transfer data is from CSU Analytic Studies at www.calstate.edu/as/ccct/index.shtml
- In-State Private and Out-Of-State data is from the Chancellor's Office Datamart at datamart.cccco.edu