

Santa Barbara City College

TO: Dr. Jack Friedlander
Mr. Bill Hamre
Dr. Andreea Serban

FROM: Peter R. MacDougall *PRM*

DATE: November 20, 2000

SUBJECT: Follow up to the November 9 Meeting on the Roles and Responsibilities of the Office of Institutional Assessment, Research and Planning

The purpose of this note is to follow up on our discussion by clarifying the meeting outcomes regarding responsibilities of the Office of Institutional Assessment, Research and Planning and the follow-up actions we discussed. Andreea will provide leadership and support for the following areas:

Leadership Role:

- Institutional Effectiveness
- Research
- Accreditation
- College Planning & Environmental Scanning (Jack provides CPC leadership – Andreea provides leadership for delivering the product of the College Plan.)
- Decision Making Support System
- Reporting
 - Federal
 - State
 - Student characteristics
- Ad-hoc Requests for Information and Data (Internal and External)

Support Role:

- Program Review
- Enrollment Management/Marketing
- Chancellor's Office MIS
- To support the Office of Institutional Assessment, Research and Planning in informing the College community, Andreea will develop a web presence for the Office (web reports, studies, documents, materials, campus statistical profile).

INSTITUTIONAL RESEARCH AGENDA FOR 1999-2000
Status of projects updated as of November 8, 2000

INSTITUTIONAL EFFECTIVENESS

1. Finalize update of the Assessment of Institutional Effectiveness Report for 1998-99.

Person Responsible: Andreea Serban, Diane Deal
Requested by: Institution
Resources Needed: None
Completion Date: November 1999/**COMPLETED**

2. Analysis of Institutional Effectiveness Measures and Integration of Partnership for Excellence Measures to be included in the 1999-2000 Assessment of Institutional Effectiveness Report. The current approach of assessment of institutional effectiveness will be analyzed in terms of appropriateness and comprehensiveness of measures. Recommendations will be made regarding effectiveness measures to be used and the integration of Partnership for Excellence indicators in the institutional effectiveness approach.

Person Responsible: Andreea Serban
Requested by: Institution
Resources Needed: None
Completion Date: September 1, 2000/**COMPLETED**

3. Partnership for Excellence. Identify and collect the necessary data to calculate and analyze PFE indicators.

Person Responsible: Andreea Serban
Requested by: State
Resources Needed: Possible data extracts by IRD.
Completion Date: SBCC proposed targets due November 19, 1999/**COMPLETED**.
Annual update of PFE indicators/**COMPLETED**

4. Identify data elements needed in support of College Plan goals and objectives. Gather and analyze pertinent data. Establish base line data (some objectives need to be clarified). Create a database in support of the College Plan goals and objectives that will facilitate tracking the progress towards determined targets over the three-year period.

Person Responsible: Andreea Serban
Requested by: Institution
Resources Needed: Possible data extracts by IRD. Assistance from Bill Hamre and Jack Friedlander and others (some data is tracked by various offices independent from the main information system).
Completion Date: August 15, 2000/Completed identification of data elements and sources in April 2000/Began work on tracking – first comparison (1998-99 – base data – compared to 1999-2000)

PROGRAM REVIEW

5. Provide institutional data in support of the program review process. Assist the respective areas with the overall design of program review.

Person Responsible: Andreea Serban

Requested by: Institution

Resources Needed: Limited data extracts by IRD (e.g., counseling session information).

Completion Date: Contingent on the schedule of program reviews for the academic and student services areas. **On-going.**

KEY DECISION SUPPORT REPORTING

6. Identify key reports needed to facilitate institutional decision making (data, format, timing).

Examples of such reports include:

- Division and departmental trend enrollment data (Fall 1996 to present). Create a report in a format easily accessible to Deans and Chairs (e.g., excel file) containing the following information for **each course**: number of sections offered, headcount enrollment at census, WSCH, WSCH/FTEF, % of available seats filled.
- TLUs reports in a format easily accessible to Deans and Chairs (course lecture and lab TLUs, instructor TLUs – contract vs. hourly, instructional vs. noninstructional, overload and underload)
- Grade distribution by section, course, department, division, college.
- Attrition by section, course, department, division, college.
- Progress from applications to enrollment to actual attendance to enrollment as of census to course completion by department, division, college.
- Revenue and expenditures by course, department, division, college.
- Classroom utilization.

Person Responsible: Andreea Serban

Requested by: Dr. MacDougall

Resources Needed: Assistance from Bill Hamre, Jack Friedlander and Brian Fahnestock

Completion Date: On-going/Completed extensive review and discussed with deans about their reporting needs. Developed plan for web based institutional research reports. Began work on some reports. The first set of reports is expected to be available on the Institutional Research web site by the end of the Fall 2000 semester pending the move of the SPUD Oracle database used by Institutional Research to a new server environment and on acquiring and installation of the software tools needed. Working with Bill and Gail to resolve these issues. At this point, unable to provide a completion deadline.

7. Identify databases available independent from the main systems (e.g., student placement data from Shari Calderon) and explore how these databases can become directly accessible to IR.

Person Responsible: Andreea Serban
Requested by: Andreea Serban
Resources Needed: Assistance from Bill Hamre.
Completion Date: May 1, 2000/**COMPLETED**

BASIC SKILLS ASSESSMENT/COURSE PLACEMENT/TEST AND PLACEMENT VALIDATION

8. Longitudinal Study on the Course Placements of Students from Each of the Area High Schools. Longitudinal data will be provided for each of the following high schools on the course placements of their students who completed the College's reading, writing and math assessment: Bishop Diego High School, Carpinteria High School, Dos Pueblos High School., Santa Barbara High School, and San Marcos High School.

Person Responsible: Shari Calderon provided the data. Andreea Serban analyzed the data.
Requested by: Jack Friedlander
Resources Needed: None.
Completion Date: October 1999/**COMPLETED**

9. Refinement of English placement schemes.

Person Responsible: Gail Tennen, Robert Elmore
Requested by: Jack Friedlander, Gail Tennen, Robert Elmore.
Resources Needed: None
Completion Date: Spring 2000

10. Validation of ESL writing sample. Full approval received.

Person Responsible: Gail Tennen, Robert Elmore
Requested by: Jack Friedlander, Gail Tennen, Robert Elmore.
Resources Needed: None
Completion Date: Fall 1999/**COMPLETED**

11. Position paper to be submitted to the Chancellor's Office regarding validation methodology for computer versions of existing paper and pencil tests.

Person Responsible: Andreea Serban, Gail Tennen, Robert Elmore
Requested by: Gail Tennen, Robert Elmore.
Resources Needed: None.
Completion Date: November, 1999/**COMPLETED**

12. Validation of computerized CTEP. A group of students will take both the computer and paper/pencil versions of CTEP. A correlational analysis of the test results will be conducted. Received provisional approval. Full validation study to be conducted in Spring 2000.

Person Responsible: Robert Elmore, Gail Tennen

Requested by: Jack Friedlander, Gail Tennen, Robert Elmore.

Resources Needed: None

Completion Date: Early Spring 2000/**COMPLETED**

13. Basic Skills Tracking Study (English, ESL, Math). This study will analyze the following:

- Students' success rates (defined by receiving credit for the class) in basic skills classes;
- Students' success rates in subsequent classes in the sequence;
- Students' persistence in the sequence;
- Students' persistence at the college;
- Students' movement out of basic skills classes;
- Students' successful completion (with grades A, B, C or CR) of vocational and college level classes.

Person Responsible: Andreea Serban

Requested by: Jack Friedlander, PFE, College Plan

Resources Needed: None

Completion Date: December 1, 2000/Under way

EFFECTIVENESS OF INSTRUCTIONAL STRATEGIES

14. Evaluation of online courses. The evaluation will have two components. A modified version of the survey developed by Academic Affairs was administered in October to all students enrolled in online courses in Fall 1999. The survey was mailed. The input and analysis of the survey responses are under way. The second component of the evaluation will include comparisons of completion and success rates of online courses with the college average and peer courses and a study of the characteristics of online students and the relationship to the survey responses.

Person Responsible: Andreea Serban, Pablo Buckelew

Requested by: Pablo Buckelew

Resources Needed: None

Completion Date: February 2000/**COMPLETED**

15. Evaluation of FIPSE II project and FII grant (funded) – development and delivery of online classes using Gyrus

Person Responsible: Jack Friedlander. Andreea Serban is co-evaluator of the FII grant with Stan Nicholson (UCSB) (interviews with/surveys of faculty and students/data collection and analysis)

Requested by: Jack Friedlander

Resources Needed: None

Completion Date: December 2000

16. Validation of SBCC course prerequisites/co-requisites in compliance with Chancellor's Office matriculation policies.

Person Responsible: Andreea Serban, Kathy O'Connor

Requested by: Jack Friedlander, Kathy O'Connor

Resources Needed: None

Completion Date: July 1, 2000/**COMPLETED** – however, due to the inconclusive results, refinements of the project are needed and are to be discussed with Jack Friedlander and Kathy O'Connor

17. Gender Equity in Athletics Survey. Title IX institutions must conduct a survey to determine the extent to which female students have equal access to sports as male students. A one-page questionnaire will be mailed on March 13, 2000. A follow-up mailing will be sent on April 3, 2000. A representative sample of 500 students will be selected from the following student population: students 25 years old or younger enrolled at SBCC as of February 22, 2000 (Spring census week).

Person Responsible: Andreea Serban

Requested by: Bob Dinaberg

Resources Needed: Assistance from the Athletics Department with printing and mailing the survey

Completion Date: June 2000/**COMPLETED**

18. Student Satisfaction Survey. This year the survey instrument will be reviewed and revised (as needed). The administration of the survey will be in Spring 2001.

Person Responsible: Andreea Serban

Requested by: Accreditation self-study and institutional effectiveness report.

Resources Needed: None

Completion Date: May 2000/Partially completed need for further dialogue with campus groups during Fall 2000 and early Spring 2001

STUDENTS' ACCESS

19. Analysis of Student Characteristics Data. The longitudinal analysis of changes in the demographic and educational characteristics of SBCC students will be updated for the 1999-2000 academic year. This analysis is based on student responses to the questions on the College Application Form. Data on the percentage of area high school students entering the College for the first time will be included. Implications of the changes in the characteristics of SBCC students on college practices will be identified and discussed with the IR Committee and in one of Jack's meetings with the deans in Spring 2000

Person Responsible: Jane Craven. Andreea and Jane will identify implications for college practices.

Requested by: College Plan
Resources Needed: None
Completion Date: November 1999 for the 1999 Fall Semester report and March 2000 for the 2000 Spring report./**COMPLETED**

STUDENTS' SUCCESS

20. Measuring the effects of matriculation on indicators of student success. This longitudinal study will compare the course completion rates, grades, and college persistence rates of matriculated students by educational objective for various demographic and educational characteristics groups and high schools of origin. The cohorts to be tracked are those of students who entered the college for the first time (first time freshmen and first time transfers) in Fall 1994, Fall 1995, Fall 1996 and Fall 1997.

Person Responsible: Andreea Serban
Requested by: Identified from prior agendas
Resources Needed: None
Completion Date: Methodology changed per discussion with Keith McLellan – to be completed part of the IR agenda for 2000-01

21. Annual transfer effectiveness report.

Person Responsible: Keith McLellan
Requested by: Keith McLellan
Resources Needed: None
Completion Date: June 2000/**COMPLETED**

PRODUCTIVITY

22. Study of instructional cost productivity. This study will evaluate the instructional cost productivity for each division, department and course. Phase I: develop a methodology and determine the type of data needed. Phase II: review the methodology and decide how to use it to best serve the college. Phase III: implement the methodology and analyze the data.

Person Responsible: Brian Fahnestock, Andreea Serban
Requested by: Dr. MacDougall
Resources Needed: Possible data extracts by IRD. Assistance from Jack Friedlander and Bill Hamre.
Completion Date: TBD/ to be completed part of the IR agenda for 2000-01

23. Study of classroom utilization. This study will analyze Fall 1998, Spring 1999, Fall 1999 and Spring 2000 data on classroom utilization (# of classes per classroom, #seats available per class per classroom, percentage seats filled per class per classroom as of census) and identify data patterns.

Person Responsible: Andreea Serban

Requested by: Dr. MacDougall

Resources Needed: Possible data extracts by IRD.

Completion Date: Per discussion with Jack the methodology of this study, as discussed initially, would not have helped Jack in his decision making. In the IR agenda for 2000-01, we need to discuss whether this study with a different methodology should be conducted or two separate studies with two different purposes, one for Dr. MacDougall and one for Jack, should be conducted.

INSTITUTIONAL RESEARCH AGENDA FOR 2000-01

INSTITUTIONAL EFFECTIVENESS

1. Assessment of Institutional Effectiveness Report for 2000-01. In consultation with Jack Friedlander and the deans, the report will be expanded to contain additional information.

Person Responsible: Andreea Serban
Requested by: Institution
Resources Needed: None
Completion Date: August 2001

BASIC SKILLS ASSESSMENT/COURSE PLACEMENT TESTS

2. Longitudinal Study on the Course Placements of Students from Each of the Area High Schools. Longitudinal data will be provided for each of the following high schools on the course placements of their students who applied for the first time to SBCC in Summer/Fall: Bishop Diego High School, Carpinteria High School, Dos Pueblos High School., Santa Barbara High School, and San Marcos High School.

Person Responsible: Andreea Serban
Requested by: Jack Friedlander
Resources Needed: None.
Completion Date: November 2000/**COMPLETED**

3. Basic Skills Tracking Study (English, ESL, Math). This study will analyze the following:

- Students' success rates (defined by receiving credit for the class) in basic skills classes;
- Students' success rates in subsequent classes in the sequence;
- Students' persistence in the sequence;
- Students' persistence at the college;
- Students' movement out of basic skills classes;
- Students' successful completion (with grades A, B, C or CR) of vocational and college level classes.

Person Responsible: Andreea Serban
Requested by: Jack Friedlander, PFE, College Plan
Resources Needed: None
Completion Date: August 2001

EFFECTIVENESS OF INSTRUCTIONAL STRATEGIES

4. Evaluation of online courses. The evaluation will have two components. A modified version of the survey developed by Educational Programs was administered in October 2000 to all students enrolled in online courses in Fall 2000. The survey was mailed. The input and analysis of the survey responses are under way. The second component of the evaluation will include comparisons of completion and success rates of online courses with the college average and peer

courses and a study of the characteristics of online students and the relationship to the survey responses. This time the evaluation will include comparisons related to enrollment and student outcomes across three semesters: Fall 99, Spring 00 and Fall 00.

Person Responsible: Andreea Serban
Requested by: Online College
Resources Needed: None
Completion Date: February 2001

5. Validation of SBCC course prerequisites/co-requisites in compliance with Chancellor's Office matriculation policies. This will be a follow up to the study completed in February 2000. Because the findings using the initial methodology were not supportive of the need for prerequisites for many of the courses where research scrutiny is required, in Spring 2001 we will conduct a pilot study with a more extensive methodology to determine whether or not a compelling case can be made for maintaining those prerequisites.

Person Responsible: Andreea Serban, Kathy O'Connor
Requested by: Jack Friedlander, Kathy O'Connor
Resources Needed: None
Completion Date: May 2001

6. Student Satisfaction Survey. The revised survey instrument will be finalized by February 2001. The administration of the survey will be in March 2001.

Person Responsible: Andreea Serban
Requested by: Accreditation self-study and institutional effectiveness report.
Resources Needed: None
Completion Date: August 2001

STUDENTS' ACCESS

7. Analysis of Student Characteristics Data. The longitudinal analysis of changes in the demographic and educational characteristics of SBCC students will be updated for the 2000-2001 academic year. This analysis is based on student responses to the questions on the College Application Form. Data on the percentage of area high school students entering the College for the first time will be included. Implications of the changes in the characteristics of SBCC students on college practices will be identified and discussed with Dr. MacDougall, Jack and the Deans. There are several important changes in the methodology related to this analysis:

- beginning with Fall 2000, two reports will be conducted for each semester. Because the number of late starting classes has increased in the last three semesters, the reports done in October and February, respectively, do not capture the entire enrollment for the Fall and Spring semesters. Thus, a second report will be done at the end of each semester that will provide the complete enrollment picture for the semester.
- The report and analysis will no longer be conducted by the Registrar's Office. The Office of Institutional Assessment, Research and Planning will have responsibility for these reports.

Person Responsible: Andreea Serban
Requested by: College Plan
Resources Needed: None
Completion Date: December 2000 for the 2000 Fall Semester report and May 2001 for the 2001 Spring report

STUDENTS' SUCCESS

8. Measuring the effects of matriculation on indicators of student success. Methodology to be discussed with Keith McLellan and Jack Ullom

Person Responsible: Andreea Serban
Requested by: Student Success Workgroup
Resources Needed: None
Completion Date: Methodology changed per discussion with Keith McLellan - to be completed part of the IR agenda for 2000-01

PRODUCTIVITY

9. Departmental productivity analysis. The analysis will be based on the WSCH/FTEF and enrollment.

Person Responsible: Andreea Serban
Requested by: Dr. MacDougall
Resources Needed: None
Completion Date: July 2001 (These analyses will be based on annualized data. They will augment the analyses conducted at the end of each semester based on semester data).

10. Study of classroom utilization. This study will analyze Fall 1998, Spring 1999, Fall 1999 and Spring 2000 and Fall 2000 data on classroom utilization (# of classes per classroom, #seats available per class per classroom, percentage seats filled per class per classroom as of census) and identify data patterns.

Person Responsible: Andreea Serban
Requested by: Dr. MacDougall
Resources Needed: None
Completion Date: Per discussion with Jack the methodology of this study, as discussed initially, would not have helped Jack in his decision making. We need to discuss whether this study with a different methodology should be conducted or two separate studies with two different purposes, one for Dr. MacDougall and one for Jack, should be conducted.

SANTA BARBARA COMMUNITY COLLEGE DISTRICT Telecommunications And Technology Infrastructure Program

2000-2001 Telecommunications Expenditure Plan

Adopted November 9, 2000

In compliance with the requirements of the 2000-2001 State Budget Act, the Board of Trustees of the Santa Barbara Community College District adopts the following Expenditure Plan for the use of State Telecommunications Funds allocated to the district in the 2000-2001 fiscal year.

Area 1. Acquisition and installation of equipment, lease of communications lines, software, and other associated costs with connecting to the California State University / California Community Colleges telecommunications wide area network (4CNet).

The district will expend the \$ 23,000 of its allocation for continuing the T-1 connection to the 4CNet as required by Budget Act language. The district has acquired a second T-1 level connection to the Internet from 4CNet, and will spend an additional \$23,000 for this connectivity. The District will eliminate its T-1 connection through the regional Software Consortium. This T1 service from 4CNet is more expensive than the current Software Consortium circuit, but will simplify SBCC routing and firewall configurations by having a single Internet Service Provider (ISP). The District will also implement firewall, dynamic IP addressing, domain name services, and proxy server strategies to support multiple ISPs. The District will be using *Sprint Inc.* to provide significant expansion of Internet bandwidth for SBCC beginning in the 2001 calendar year. This additional capacity will be provided at much lower cost than 4CNet, so SBCC will be eliminating its second T-1 data line from 4CNet.

The district has implemented its third T-1 connection to 4CNet for video-conferencing, as required by the State. The District does not envision much use of this required service from 4CNet. The district will expend \$ 23,000 of its allocation for the purpose of maintaining and operating the state-mandated video conferencing equipment. The primary benefit for this required configuration will be to save travel time and costs for statewide meetings. The system could also be useful for faculty and staff training from the centralized training site funded by the State. Instructional uses of video conferencing are still under development, but tend to focus more on desktop video conferencing capabilities that will be an integral part of desktop computers in the two to three year timeframe.

Area 2. Library automation and electronic library resources.

College Library and Learning Support Services network communications needs are described in the *Academic Affairs Instructional Technology Three-Year Plan* developed by the Instructional Technology Committee. We will expend our \$ 37,383 allocation to complete the upgrade our Library automation system, procure electronic resources, provide additional instructional support capabilities, and to improve access to student computers in these areas this year. The Library Director and Dean of Educational Technology will lead the development and implementation of the Library and Learning Resources Technology Plan. The District's newly approved position for Dean of Educational Technology will be responsible for the overall development of technology plans to support instruction and support services.

Area 3. Acquisition of digital satellite downlink equipment.

The district will expend the \$ 10,000 allocated from previous years for this purpose to upgrade the district's two satellite downlink receivers to digital capabilities using the new MPEG-II standard. This will be accomplished based on recommendations from Palomar College's special TTIP grant on satellite uplinks and downlinks.

Area 4. Technology Planning.

The district will expend its \$ 25,000 allocation for developing a district technology plan relating to the implementation of the State Tech II Plan. This activity assumes the development of standard planning templates by the State Chancellor's Office and CISOA representatives. SBCC will utilize these templates in developing their District Technology Plan. The District will work with *Collegis* to incorporate an implementation plan and costing model for the development of our distance learning / distributed education framework into this planning document.

Area 5. Technology for access through total cost of ownership (TCO) model options.

The district will expend its \$ 100,128 allocation for the purchase and renewal of its desktop computer infrastructure for faculty, staff, and students, based on the total cost of ownership (TCO) model presented in the State Tech II Plan. This allocation will pay for hardware, software, network, and support staff necessary to maintain access to computer technology for the campus community. We will complete a pilot test of wireless networking technology in relation to student on-campus access to computer technology.

Area 6. Faculty and staff development in technology.

The district will expend its \$ 99,269 allocation for faculty and staff technology development. Faculty training initiatives will focus on preparing SBCC faculty for developing multiple models for a wide range of Web-enabled instruction. Support will be provided for summer instructional projects and training institutes, as well as faculty in-service training on instructional technology. Classified staff training initiatives include the purchase of Web-based and CBT training materials for office automation software, including groupware collaboration software, and in supporting the training of classified staff in instructional and administrative areas on Web development and maintenance. In addition, District technology staff will be provided training in Web development tools, databases, and methodologies in order to make them proficient in Web application development. These initiatives conform to staff development initiatives identified in the College Plan, the district Technology Plan, the Instructional Technology Plan, the Human Resources Development Plan, and the Flex Calendar Plan.

Local telecommunications planning and the development and expansion of local area networks, including satellite systems and components, that facilitate voice, video, and data transmission both within and between buildings.

The district will expend \$ 100,000 this year in the continuing upgrade of its campus backbone to Gigabit Ethernet technology and to implement switching technology throughout the campus network infrastructure. This project will extend the existing 100 MB Ethernet campus backbone and upgrade switched 10/100 MB capacity to individual buildings and class laboratories. The District will enhance its firewall technology to improve campus security. The District will move from static IP addressing to dynamic addressing (DHCP) as part of an overall project to restructure and simplify its IP addressing framework. The District will adopt new statements concerning appropriate use of technology.

Planning and development of district-wide area networks for interconnecting multiple campuses and off-campus centers within a district.

The district will continue the following WAN connections to allow for network and Internet access for the District's Continuing Education centers, Computers In Our Future Center, Citizenship Center, and local educational institutions. These services are provided through local GTE frame relay circuits.

T1 Service

Santa Barbara City College

384 KB Service

Alice F. Schott Center

Selmer O. Wake Center

Children's Center

Providing increased Internet access and telecommunications access for instructional and administrative uses within the Continuing Education division will be a key focus for 2000-2001 activities in this area. The District will continue to exchange of electronic transcripts with UCSB, Cal Poly SLO, CSU Northridge, and local feeder high schools.

Development, implementation, and/or evaluation of local technology applications that are intended to improve student learning and instructional services, student services, and administrative services.

The District will support the implementation of new technology initiatives through its structured process of Project Redesign. Currently thirty technology projects are being implemented by the College through its Database Conversion Project to restructure all administrative systems of the College, including Student Support Services. The District will begin its implementation of the Oracle Student Information System this fiscal year. In addition, the College is implementing major instructional redesign initiatives, including expanded Web-based instructional delivery and a student portal through Campus Pipeline. The College will expend \$ 160,000 in these Redesign initiatives during the year.

In addition, a number of instructional technology and administrative initiatives have been identified for 2000-2001 implementation through the Instructional Technology Committee's *Academic Affairs Instructional Technology Three Year Plan* and rankings by the District Technology Committee. The District Technology Committee will allocate resources for computer renewal (\$ 900,000) and telecommunications infrastructure renewal (\$70,000) funded from Lottery revenues, State Instructional Equipment Replacement funds, end of year balances, grants, and other revenue sources. New technology initiatives (up to \$ 200,000) to be ranked by the District, assuming funds are identified to fund these new initiatives and provide sustained funding for their replacement over time.

SANTA BARBARA COMMUNITY COLLEGE DISTRICT Telecommunications And Technology Infrastructure Program

2000-2001 Technology Training Expenditure Plan

Adopted November 9, 2000

In compliance with the requirements of the 2000-2001 Budget Act the Board of Trustees of the Santa Barbara Community College District adopts the following Expenditure Plan for the use of State Telecommunications Funds allocated to the district in the 2000-2001 fiscal year for technology training.

Goals and Objectives for Technology Training. Santa Barbara City College's *1999-2001 College Plan* contains the following goal and objectives related to technology training.

Learning and Instruction Goals. Create an environment for faculty and support staff to develop their ability to apply instructional methods based on effective principles of learning. Re-conceptualize instructional methods to utilize the potential of technology fully to promote student learning.

Objectives. Develop a comprehensive Instructional Professional Development Plan for contract faculty and long-term adjunct faculty. Involve sixty percent of the contract faculty in one or more professional development activities designed to increase their ability to apply instructional methods based on sound principles of learning. Identify resources and training needed to implement the new instructional initiatives. Identify resources and training needed to implement the re-conceptualized courses.

Institutional Support Goal. Develop and implement strategies to ensure the effective use of technology and resources to support the work of the College, particularly as that work is being redefined through Project Redesign.

Objective. Develop and implement a comprehensive technology training program responsive to departments.

Planning Process. Technology training initiatives have been developed from a variety of college planning activities involving instructional, student service, and administrative redesign activities. A brief description of these planning processes is provided below.

The district will expend its \$ 99,269 allocation for faculty and staff technology development. Faculty training initiatives will focus on preparing SBCC faculty for developing multiple models for a wide range of Web-enabled instruction. Support will be provided for summer instructional projects and training institutes, as well as faculty in-service training on instructional technology. Classified staff training initiatives include the purchase of Web-based and CBT training materials for office automation software and in supporting the training of classified staff in instructional and administrative areas on Web development and maintenance. In addition, faculty training in the application and use of student portal technology will be provided based on pilot testing of the Campus Pipeline student portal. Staff training will focus on Web development skills and office automation skills. Technical training for Information Resources staff will focus on Web application development skills. These initiatives conform with staff development initiatives identified in the College Plan, the district Technology Plan, the Instructional Technology Plan, the Human Resources Development Plan, and the Flex Calendar Plan.

1999-2001 College Plan. This document presents the strategic directions for the College over a three-year period. The technology training goals and objectives indicated above from this document are being implemented through the work of individual Vice Presidents and their departments to provide technology training and development activities through the Faculty Resource Center and the classified Staff Resource Center.

Technology Vision and Directions 1995-2000. This document provides a statement of the desired technology environment envisioned by the College in the year 2000, and strategic objectives to reach that technology vision. The creation of the Faculty Resource Center and Staff Resource Center was a direct result of the Technology Vision and Directions planning document. This document identifies the need to provide self-paced technology training material to College faculty and staff.

Faculty Enrichment Committee. This committee works to plan faculty training opportunities through the Fall and Spring In-service Education programs. Technology training has been a key component of these training opportunities for the past several years. In addition, this committee provides for the planning and award of Faculty Enrichment Grants to individuals. Many of these grant awards are focused on improving the teaching and learning process through the application of technology.

Classified Council. This committee works to plan classified training and professional development opportunities. Technology training has been a key component of these training opportunities for the past several years. In addition, this committee provides for the planning and award of professional development increments for classified staff

Flex Day Planning Committee. The 1998-99 academic year calendar was the first time that the College employs "flex days" as a part of its faculty and staff development program. The planning committee for the use of flex days is including technology training for faculty as a major component of this year's scheduled activities. A key focus is in providing training for faculty on the use of tools and templates for rapid development of web page materials.

Sabbatical Leave Committee. The work of the sabbatical leave committee is guided by the College Plan goals and objectives concerning the development of alternative teaching and learning strategies. Many of the recent sabbatical leave projects have focused on faculty development of technology mediated instructional materials for use in the classroom, campus computer labs, or over the Internet.

Instructional Redesign Teams. More than ten instructional redesign projects have been undertaken in the last three years through funding by the College and grant from the Fund for Improvement of Post-Secondary Education. These redesign projects have changed fundamentally the design and delivery of instruction in specific departments, and all have relied to a large extent on the application of technology to achieve instructional redesign.

Student Services Redesign Teams. Counselors and other Student Services staff have been active in redefining the methods for student access and use of information to support their educational goals. In addition, many of the existing processes for student inter-action with the College have been redesigned to allow for more "self help" services to allow more independence and flexibility to students in how they interact with College administrative processes and services. These redesign initiatives are now being implemented through the development, training, and implementation of new student systems for the College.

Administrative Services Redesign Teams. College Business Services, Human Resources, and Administrative Services have been redesigned for the more effective operation and service. The College is undertaking these redesign initiatives through the implementation and training of Oracle Finance, Human Resource, and Student applications.

Faculty Resource Center. The Faculty Resource Center has now been in place at the College for three years, and continues to focus its resources on the training and development of faculty on the application of technology to improve the instructional process. This is achieved by departmental planning and training activities, as well as individualized training and support for faculty in the design, development, and implementation of technology mediated instruction. The Faculty Resource Center provides summer institute training for faculty in concentrated training and development sessions focused on the development of new instructional materials. The center is also responsible for the development and training of faculty on the use of templates and tools for the construction of faculty and course web pages. In addition, the center provides technology equipment and support staff to allow faculty access to specialized equipment needed in the development of instructional materials.

Staff Resource Center. The Staff Resource Center was established in the 1997-98 academic year to provide training and support to College faculty and staff. A central focus of this center is to provide self-paced training on office automation software used by the College through the use of computer-based training (CBT) and web-based training materials. The staff of the center also works with individual campus departments in developing training activities designed to improve the application of technology within the department. The center provides training for classified staff web developers and maintainers. In addition, the center provides training and support for the implementation of new administrative systems software by the college.

- 2. Human Resources Staff development Coordinator to Human Resources/Legal Affairs Coordinator**
 - Assumes HR and Legal Affairs leadership for maintaining Oracle HR Management system, including design requirements, process flows, project plans reports
 - Assumes HR/LA leadership for maintaining the HR/LA Intranet /Intranet web site
 - Coordinates and assists with special HR/LA projects including, web maintenance of college policies
 - Employee benefits: Researches increased number of employee benefit issues and problems
 - HR/LA leadership of expanded college staff development program

- 3. Human Resources Specialist to Human Resources/Legal Affairs Manager**
 - Management Counseling and Training
 - Staff Development
 - Position Classifications
 - Classified Council Advisor/Administrative Support

- 4. Human Resources Classified Clerk to Human Resources/Legal Affairs Classified Technician**
 - Classified Staff Assistance
 - Recruitment
 - Classified Staff Benefits Enrollment
 - Classified Council Administrative Support

These proposed changes anticipate that we will:

1. Have increased efficiency as a result of the Oracle implementation
2. Will continue to evaluate and order our work responsibilities
3. Will achieve greater efficiency through workflow analysis and inter department cooperation.

The estimated cost of the proposed changes is \$24, 400.00

G:Reorg of HR