

SANTA BARBARA CITY COLLEGE

COLLEGE PLANNING COUNCIL

October 20, 1987

M I N U T E S

PRESENT: J. Romo, Chair, M. Bobgan, L. Fairly, P. Freeman, T. Garey,
C. Hanson, E. Hodes, D. Ringer, D. Seaver
RESOURCE: B. Miller

The Chair distributed a revised agenda (attached) to include the ACTION ITEM on Dr. Hanson's request to fund from lottery a new electric tractor for the gymnasium. The Continuing Education lottery plan was appropriately deleted as an ACTION ITEM and moved to REPORTS.

APPROVAL OF MINUTES

M/S/C Garey/Fairly Unanimous

To approve the minutes of October 6, 1987

ACTION

Dr. Hanson reviewed his request to fund from lottery an electric tractor to set up the bleachers in the gym. He stated that the tractor would significantly reduce the stress on the bleachers which have recently been repaired at a cost of approximately \$11,000. It was noted that this piece of equipment would have campus-wide and community benefits.

M/S/C Hanson/Fairly

To provide \$5,000 from lottery for the electric tractor and related installation costs.

Ayes: 7 Noes: 0 Abst.: 1

Dr. Hanson withdrew the October 6 lottery request for sleeves and plates for the volleyball posts.

REPORTS

Business Services

Dr. Hanson gave a brief report on expected timelines (See Handout #1) for salary adjustments resulting from recent contract settlements. He reported that contract faculty will receive in their October 31 warrants the 9% salary and benefits adjustments retroactive to September. On November 30, part-time lecturers will receive their 10 percent adjustments retroactive for September and October. Payroll will include the 3.4 COLA increases for 1988 in the January 29 warrants. Retroactive pay from January 1 through August 31, 1987 will be prepared in February and March for the March 31 payroll. Dr. Hanson expressed the opinion that including the retroactive pay for the January 87 August 87 period after January 1 could have tax advantages.

It was noted that the Payroll staff, including two temporary employees, is committing many hours and much effort to completing this very laborious project as quickly and efficiently as possible.

1987-88 VEA Proposal

The Chair turned the meeting over to Don Seaver who reported on the 1987-88 VEA allocation plan (see Handout 2). He stated that the College will receive \$224,691 in funding from VEA. He outlined briefly the steps involved in the application process which began with a series of meetings with John Romo and key department personnel to present guidelines. Applicants were asked to submit all requests in writing, with supporting documentation. The Vice President, Academic Affairs and Mr. Seaver then reviewed and prioritized the requests.

Mr. Seaver pointed out that allocations in TITLE II, Subpart A, are primarily for support services and that approximately 90% of the TITLE II, Subpart B, Program Improvement, Innovation, Expansion is for the purchase of equipment.

The College is now waiting for official confirmation from the Chancellor's Office that the VEA application has been approved.

The Chair commended and thanked Mr. Seaver for his excellent work on the VEA project.

Updating Five-Year Plans

Mr. B. Miller presented a brief update on the 5-Year planning guidelines. He stated that although the format is essentially the same as last year, greater emphasis will be placed on the "Mission" of the College and the Statement of Institutional Priorities. He reported that, because SBCC is one of 10 colleges participating in the development of a statewide model, planning documents are receiving close scrutiny by the Chancellor's Office. The Chancellor's Office 1986 review indicated that more effort should be made to integrate into departmental and institutional planning the funding for VEA, DSS, EOPS, matriculation, and capital outlay projects.

Mr. Miller informed the Council that five-year planning documents were submitted to the President last week for his review and distribution to the college units. He pointed out that departments which submitted comprehensive plans last year need only update them for the current year, and noted that in order to facilitate compiling a more concise and uniform document, a standardized summary format is included and should be used by Division Deans. A summary of the 5-year plans will be sent to the College Planning Council and will be used as a basis for prioritizing resource requests and budget development.

Continuing Education Plan for the Expenditure of Lottery Funds

Dr. Bobgan presented as an information item (Handout 3) Continuing Education's lottery requests. The items total \$110,000.

jdm

Attachments

cc: Dr. MacDougall, Deans/Assistant Deans, Division/Department Chairs,
Mr. Miller, Mr. Pickering, Dr. Ullom, Ms. Harrington

SANTA BARBARA CITY COLLEGE

BUSINESS SERVICES

MEMORANDUM October 20, 1987
TO: Alma Ledbetter
FROM: Charles L. Hanson
SUBJECT: COLLEGE MEMO - OCTOBER 26, NOVEMBER 2, 9, 16, 23

FROM BUSINESS SERVICES:

Recent settlements on salary and benefits has severely impacted the Payroll Office. We would appreciate your cooperation by limiting your phone contact with Payroll to between 1:00 p.m. and 4:30 p.m. daily. You may still deliver any payroll related forms anytime. We have hired additional help to complete this large, time-consuming process.

With your assistance we feel sure we can complete the following activities:

October 30 - Payroll will include the new 9 percent salary adjustments for contract retroactive to September, 1987, and benefit changes.

November 30 - Payroll will include the new 10 percent hourly salary adjustments retroactive for September and October.

January 29 - Payroll will include all new 3.4 percent increases effective January 1, 1988, (the COLA increase for 1988 calendar year).

Retroactive pay from January 1, 1987, through August 31, 1987, will be prepared in February and March for the March 31 payroll.

ba/X357

Revised DCC 11/18/87

SANTA BARBARA CITY COLLEGE

ACADEMIC AFFAIRS NEW EQUIPMENT REQUESTS, 87-88
SUMMARY OF RANKINGSMost Essential Items

<u>Div/Department</u>	<u>Item</u>	<u>Est. Cost</u>
BUSINESS	Power conditioner, power supply, coaxial cable and cable installation for network of computers purchased by the Business Division last year.	1,905
	Sperry AT Computer with Printers	<u>10,000</u>
	BUSINESS DIVISION TOTAL	11,905
COMMUNICATION/ENGLISH		
Comm.	Video Camera	1,625
English	Printer (<u>Concept</u> Magazine)	800
ESL	1 Camera, VCR monitor	2,500
Journalism	Microcomputers modified for newspaper use	<u>12,000</u>
	COMMUNICATION/ENGLISH DIVISION TOTAL	16,925
FINE ARTS		
Art	MacIntosh Computer & Software	4,000
	New tools for glassblowing classes	650
Music	Electronic Music Studio Equipment	7,224
T.A.	2 Wireless Microphones @ \$3,500 ea.	<u>7,000</u>
	FINE ARTS DIVISION TOTAL	18,874
HEALTH TECH		
Dental Asst.	Purchase used Dental Equipment, including autoclave	3,000
Rad Tech	Video system	<u>2,200</u>
	HEALTH TECH DIVISION TOTAL	5,200
MATH/COMP. SCI		
Comp. Sci.	Tape Drive (Back-up for network)	1,300
Mathematics	Overhead projector/adaptor card	500
	Software	<u>500</u>
	MATH/COMPUTER SCIENCE DIVISION TOTAL	2,300

<u>Div/Department</u>	<u>Item</u>	<u>Est. Cost</u>
PHYSICAL EDUCATION/ ATHLETICS		
Phys Ed	Weight Room Equipment (Expansion) (Phase I and part of Phase II)	10,000
PHYSICAL ED/ATHLETICS DIVISION TOTAL		10,000
SCIENCES		
Bio Sci.	1 MacIntosh SE Microcomputer	4,000
Chemistry	2 Gas Chromatographs 1 Mel-time Melting Temperature Device	8,205 330
Earth Sci.	3 Films (Astronomy, Physical Geology)	1,100
Physics	MacIntosh Computer & Printer Demonstration Equipment for Physics classes/labs	4,000 1,885
SCIENCES DIVISION TOTAL		19,520
SOC.SCI/LIBRARY FOREIGN LANGUAGES SOCIAL SCIENCES		
Anthro/Soc	MacIntosh w/ hard disk & 2 MB RAM	4,000
History	1 Synchronized Tape Recorder Slide Projector	827
SOCIAL SCIENCES DIVISION TOTAL		4,827
TECHNOLOGIES		
Drafting	10 AutoCAD 2.18 to Release 9 Software	5,000
Graphic Comm.	1 Kodamatic 65 Automatic Film Processor	5,000
TECHNOLOGIES DIVISION TOTAL		10,000
INSTRUCTIONAL SUPPORT		
Media	3 VHS Videocassette Players @ \$600 ea. 3 Sony Betamax Videocassette Players @ \$1,295 ea.	1,800 3,885
LAC	2 VHS Videocassette Players @ \$400 ea. 2 Sony Monitors @ \$459 ea.	800 918
INSTRUCTIONAL SUPPORT TOTAL		7,403
TOTAL MOST ESSENTIAL ITEMS		106,954

Essential Items

<u>Div/Department</u>	<u>Item</u>	<u>Est. Cost</u>
FINE ARTS		
Theatre Arts	2 Wireless Microphones @ \$3,500 ea.	7,000
HEALTH TECH		
ECE	Diapering Table for ECE Lab	300
PE/ATHLETICS		
PE	Phase II Weight Training Equipment (Requested, not acted on).	6,158
SCIENCES		
Bio Sci.	Photomicroscopy System	9,560
	2 JVC Super-VHS Recorder/Player (Requested, not acted on).	2,332
Chemistry	Gas Chromotograph	<u>4,100</u>
	SCIENCES DIVISION TOTAL	15,992
TECHNOLOGIES		
Graphics	Printing plate register punch	350
	ESSENTIAL ITEMS TOTAL	29,800
	GRAND TOTAL	136,754

JR:jdm
DCCNEWEQUIPRevised

Local Matriculation Plan
Part 3: Narrative

College _____
Page _____ of _____

3.10 Admissions Plan

3.11 Major Goals of Component and Board of Governors' Goal Reference	Board of Governors' Goal #
1) By 1989-90 to modify the application for admission to allow for the collection and input of data essential to the Matriculation process.	1c, 2c, 2b
2) By 1989-90 to electronically determine first-time SBCC students' eligibility to register based on participation in assessment, advisement, and/or exemption status.	2b, 2c
3) To continue to expand the preregistration and registration period.	1a, 2d,
4) By 1988-89 to encourage the submission of high school transcripts for all students younger than 21.	1a, 1c
5) To continue to update student records with student goal statements, major, and future transfer plans for continuing students during early registration.	2b, 2d
6) To continue to utilize the Schedule of Classes as a marketing tool	2e

ADMISSIONS

3.12 Description of Component Activities

Santa Barbara City College has always been committed to enhancing student success and institutional effectiveness. During the 1981-82 academic year, the college sought to formalize these commitments by establishing the college readiness program. The college readiness program embraced many of the same goals as Matriculation. As a result, Santa Barbara City College was already involved in matriculation activities before Matriculation guidelines were established.

In the admissions area, the college had implemented several ideas to encourage students to file the application for admission earlier. These included the distribution of college schedules to area libraries, businesses and community centers, the inclusion of the application in the schedule of classes, the development of a plan to produce the schedule of classes earlier and preregistration incentives for students who were assessed and advised early. The college plans to continue these activities.

In 1983, the college implemented an on-line registration system. With this in place, the student data base embracing that information required for the state student data reporting system was developed. Students were then able to submit student data changes at any time. Additionally, students' addresses, phone numbers, goals, majors, and future transfer objectives are updated at each registration. This has allowed for more accurate identification of majors and those with transfer and other educational goals.

In 1983, the college began placement testing and would only allow students to enroll in the English, Essential Skills, ESL and Mathematics class for which they were eligible. Initially, this was done using a system of permit cards. Now, however, student test scores are linked to the student data base. When a student tries to register for one of these classes, the registration program checks the student's eligibility. If appropriate, the student is allowed to enroll. This system of registration controls has allowed for more accurate placement of students in these most important classes.

In Fall, 1985, the college decided to implement early registration for select continuing students. This was done as an incentive to encourage students to confer with a counselor. Only those students who had been assessed and had conferred with a counselor could preregister. In 1987, new matriculating students, then defined as first time college students with a goal of degree, transfer, and certificate, who participated in assessment and orientation/advisement were also allowed to preregister.

3. 12 Description of Component Activities (Continued)

The application for admission has undergone modification during the past several years. Items to determine a student's commitment to his/her educational goal, whether a student requires specialized assessment and if a student is interested in ESL classes are all in the application for admission. However, these are not input into the student data base. Those students who do identify themselves as needing specialized assessment or wanting ESL classes are given materials from the Disabled Students Services and ESL departments.

Despite all the positive changes in the admissions area, several areas still need to be addressed in order for Santa Barbara City College's Matriculation plan to completely fulfill the parameters related to the admissions component.

The application is the vehicle by which student information is obtained. The majority of that information is stored in such a way that it may be utilized by the admissions office. Over the next several years, the application and the data base will be modified to allow for the input and use of some vital data elements including the need for alternative assessment, commitment to educational goals, undecided/undeclared as an educational goal option and other elements required by matriculation and/or the Chancellor's office management information system. Students' interests and need for other support services are not assessed on the application for admission. These items are assessed as part of the assessment process required of all new nonexempt students. Over the next several semesters, the possibility of a scannable application form will be investigated.

Beginning with the application period for Spring semester, 1988, all new matriculating students 21 or younger will be encouraged to have high school transcripts sent. A postcard to request transcripts will be given each new student upon submission of the application for admission.

Presently, the college does encourage the early application of new students by providing preregistration opportunities for those who apply, are assessed, and attend an orientation/advisement session. With the early publication of the class schedule, the number of students taking advantage of this will increase. Other new nonexempt students are prevented from registering if they have not been assessed and advised. Presently, some students do "slip through the cracks" after the registration period. By the

3.12 Description of Component Activities (Continued)

1989-90 academic year, this will be prevented by computer locks which will evaluate whether or not a student is considered a matriculating student and prevent any student from registering who has not been assessed and advised. Assessment information is now part of the student record. A system to make orientation information a part of the student record is being developed.

Modification of the data base will be required in order to make completion of orientation/advisement part of the student record. In addition, the short input form of the application will be modified so that all the elements required to determine a student's matriculation status can be input during those peak times when all the student's application information cannot be input.

Preregistration for continuing matriculating students who have completed between 6 and 60 units will be offered beginning Spring, 1988. These students must have been assessed or completed Math and English requirements and have planned their schedule with a counselor. Presently, students receive a letter outlining the preregistration process. Over the next several semesters, the possibility of using a computer-generated mailer will be investigated. The number of continuing students offered the privilege of early registration and the timeframe during which students may preregister will be increased over time.

In addition, new matriculating students who are assessed and attend orientation/advisement will also be given the opportunity to preregister. When the college's schedule of classes is available earlier, it is anticipated that more students will apply to the college and participate in the matriculation activities at an earlier date. Prior to each Fall semester, the college is able to offer one-day assessment, orientation/advisement, registration opportunities.

3.20 Orientation Plan

3.21 Major Goals of Component and Board of Governors' Goal Reference	Board of Governors' Goal #
<p>1. To increase success of all new, non-exempt students in reaching their educational objectives by continuing to mandate Orientation and Assessment before registration. Orientation will be provided in a variety of options. Each option will include:</p> <p>A. assisting students in choosing courses and planning their program based on Assessment results and their educational goals;</p> <p>B. informing them of support services available, special services, programs for underrepresented students, College policies and procedures and.</p> <p>C. requiring them to meet individually with counselors and to use the Transfer Center and Career Center to help determine their goals and become aware of activities on campus.</p>	<p>1a. 1c</p>
<p>2. To continue to provide and encourage more new students to participate in the "Extended Orientation" program.</p>	<p>1a. 1c</p>
<p>3. To continue to provide special orientation sessions for special population groups, (i.e. local high school seniors, specific majors, re-entry, ESL, G.A.P. [guaranteed admissions program], foreign students and "transfer-in" students).</p>	<p>1a, 2a 1c</p>
<p>4. To document attendance at Orientation.</p>	<p>2b, 2d</p>

3.22 Description of Component Activities

The Orientation process at Santa Barbara City College is a coordinated effort between Admissions, Assessment and Counseling. Counselors begin the process with pre-admission activities. These include outreach to local high school counselors, students and parents; senior assemblies; College Nights; application information; early Assessment and interpretation of the scores in classes; tours of the College; and Senior Orientation Days.

The role of Admissions in this process is to provide (1) testing and orientation information to all new applicants, and (2) additional staff to register all new students who have been assessed and oriented.

The role of Assessment in Orientation is the administration of reading, writing and math exams, coordination of scoring with Central Coast Computing Authority (Data Processing) for quick turn-around, and to generate personal letters to all students tested explaining placement scores.

These functions are currently implemented and effective and will need to be refined as the Counseling Department moves towards full implementation of this Orientation plan.

The role of Counseling is currently to provide a comprehensive, multi-optional Orientation program to meet students' diverse needs, acquainting them with the College's programs, services, academic and transfer requirements, policies and procedures and to provide tours of the campus by student employees.

Counseling also (1) coordinates publication of a Student Planning Guide, (2) works with media to develop an attractive slide presentation of the College's instructional and support services, (3) trains and coordinates student workers to give tours and assist in Orientation sessions, (4) coordinates high school classroom visitations, (5) publicizes the Admission procedures and Orientation dates, and (6) coordinates and conducts Orientation workshops for course credit throughout the fall semester.

The Orientation format currently in use includes (1) early Assessment, Orientation, and Registration for local high school seniors; (2) one-day Assessment, Orientation and Registration for out-of-town students; (3) two-hour Orientation sessions for students after Assessment and before Registration; (4) special target groups that have been oriented in small groups are (a) G.A.P. - UCSB Guaranteed Admission Program, Re-entry adults, E.S.L., foreign students, transfer students and parents.

Objectives targeted for full implementation by 1989 include: (1) to increase the number of one-day Assessment, Orientation, Registration sessions; (2) to decrease the student-counselor ratio; (3) to increase parent involvement in Orientation; (4) to identify students with special needs and in specific

ORIENTATION

3.22 Description of Component Activities

majors and have them meet in special groups with counselors; (5) to utilize faculty advisers in Orientation sessions; (6) to encourage more students to enroll in an extended Orientation course, and (7) to provide Summer Orientation and Registration sessions for high school students who have completed assessment prior to Summer.

3.30 Skills Assessment and Student Evaluation Plan

3.31 Major Goals of Component and Board of Governors' Goal Reference	Board of Governors' Goal #
<p>1. To continue to provide pre-enrollment assessment for all new matriculating, nonexempt students in language (reading and writing) and computational skills for placement into developmental and entry-level classes.</p>	1a
<p>2. To evaluate new matriculated students' educational goals, interests and aptitudes in order to assist them in making appropriate educational choices and developing individual education plans based on sensitive appraisals.</p>	1a
<p>3. To provide evaluation of study skills for selected students.</p>	1a
<p>4. To continue to assess students' need for referral to other specialized assessment which is supplemental to the general assessment and counseling process, such as English as a second language and learning disabilities.</p>	1a 2e
<p>5. To continue to identify through the computerized assessment questionnaire the need for other student services and referral, such as financial aid, EOPS, DSPS, child care, career center, re-entry services, student employment services, student health services, transfer center services, etc.</p>	1c, 2a, 2b, 2e
<p>6. To identify "high risk" students from the assessment process and provide necessary services.</p>	1c 2e
<p>7. To evaluate assessment practices and instruments to ensure that they are valid, reliable, and sensitive to cultural and/or linguistic differences.</p>	2e
<p>8. To coordinate assessment and instruction more closely with student support services.</p>	2a
<p>9. To continue to enter assessment data in the computerized student information system.</p>	1a, 2d

SKILLS ASSESSMENT AND STUDENT EVALUATION

3.32 Description of Component Activities

The Skills Assessment and Student Evaluation Component of the SBCC Plan is closely linked to instruction as well as to the Admissions, Orientation, Advising, Student Follow-up, Evaluation, and Coordination and Training Components.

In 1982, with strong support from English and mathematics faculty, the College Readiness Committee recommended pre-registration assessment for all students enrolling in 8 or more units and for students who wished to enroll in English, math or ESL classes. Pre-registration assessment of reading, writing and math skills for students who wished to enroll in reading, English composition, ESL or math classes was implemented prior to spring semester, 1983. Students turned in "eligibility cards" at registration.

From the beginning Assessment has been closely tied to instruction. The faculty examined the skills necessary for success at each level of the curriculum and made sure that the courses at each level articulated with each other. Each semester they have reviewed assessment results and student performance. Courses have been revised and tests, placement criteria and cut-off scores have been changed. For example, the Math Department revised the entire pre-calculus curriculum and initiated self-paced mastery learning in basic mathematics and group-based mastery learning in beginning algebra. The English Department decided to include objective grammar and reading tests, as well as an essay holistically scored, for placement into English composition classes. Essays, holistically scored, are used for post-testing as well.

Assessment results were provided to counselors for group orientation and advisement sessions prior to registration beginning Fall semester, 1984. Assessment has been offered at the local feeder high schools since Spring, 1984.

The college wrote its first Matriculation Plan in the Summer, 1984. At that time the Readiness Committee became the Matriculation Committee. The Assessment Committee, a subcommittee of Matriculation, formulates all policies and procedures related to assessment. The composition and responsibilities are described in the Coordination and Training Component.

As a result of their experiences, the English, essential skills, math and ESL departments decided that a computerized assessment/placement system would best serve their needs. They wanted a system that would allow the use of multiple criteria for placement and for placement decisions to be made on the computer. They also wanted the ability to use tests of their choice, to be able to change cut-off scores and to have easy access to data. In 1985 two math professors, working with the English, essential skills, ESL and DSS departments, developed a computerized assessment and placement program that works on a microcomputer linked to the mainframe.

SKILLS ASSESSMENT AND STUDENT EVALUATION

3.32 Description of Component Activities (Continued)

The links between Assessment and other components are integral to the SBCC Matriculation plan. Assessment provides information to each of the following:

1. Students receive placement letters with diagnostic information.
2. Counselors receive placement lists or counseling reports with students' educational background information, goals and college plans indicated. The assessment office plans to provide counseling reports on-line to counselors. Group and individual advising is based on the information provided from the assessment questionnaire and placement results.
3. The English and math departments receive frequency counts by placement level prior to registration for scheduling purposes, in order to open new sections as needed. Diagnostic results are provided to math teachers.
4. ESL and Disabled Student Services receive the names of students who need specialized testing.
5. Registration automatically receives assessment results so students are enrolled in appropriate math and English classes.
6. Assessment data is provided to the research committee for evaluation of the assessment/placement component so students are enrolled in the appropriate sections.

By 1988-90, using the specific items on the Assessment Questionnaire, the college will identify students who need or would benefit from a career planning course. Special classes will be offered to assist students to clarify goals and to assess aptitudes and interests.

Presently, students identify their needs for assistance with study skills on a computer scanform and are offered short courses. By 1989-90, the college will attempt to identify a valid study skills inventory to be given to students who need additional assessment of learning and study skills.

Students are presently encouraged to request additional services by completing an item on the SBCC Assessment Questionnaire. Individual services make direct contact with the students during the semester. Ideally there will be a computer-generated letter informing each student about the services desired that will be available immediately after the assessment session. Orientation/Advising sessions will include information to meet students' needs.

By 1989-90 high risk students will be identified through specific items on the Assessment Questionnaire and strongly urged to enroll in a new course created to address their needs.

SKILLS ASSESSMENT AND STUDENT EVALUATION

3.32 Description of Component Activities (Continued)

By 1989-90 the results from the fund for Instructional Improvement research project will be available. The college will be able to evaluate testing practices and instruments to ensure that they are valid, reliable and sensitive to cultural and/or linguistic differences.

3.40 Advisement, Counseling and Placement Plan

3.41 Major Goals of Component and Board of Governors' Goal Reference	Board of Governors' Goal #
<p>1. By 1989-90 to provide a mandatory advisement and counseling process for new non-exempt students which results in the development of an educational plan which can be updated when it will of benefit to students.</p>	<p>1a, 1b 1d</p>
<p>2. By 1987-88 to institute a faculty advising program into the Advisement, Counseling and Placement component which involves the instructional division and liaison counselors working towards a common goal of enhancing student success.</p>	<p>1a, 1b, 1d, 2a</p>
<p>3. By 1988-89 to institute a computerized counselor/student tracking system to record the results of counseling sessions.</p>	<p>2b, 1c, 2d</p>
<p>4. To continue to provide opportunities for all continuing non-exempt students to meet with an advisor/counselor prior to registering for classes.</p>	<p>1a, 1c, 1d</p>
<p>5. By 1989-90 to investigate the opportunities to purchase a computerized system to evaluate student graduation and transfer status.</p>	<p>1d</p>

ADVISEMENT, COUNSELING AND PLACEMENT

3.42 Description of Component Activities

Santa Barbara City College has provided group advising sessions for new students prior to registration for many years. Beginning Fall, 1987, group advising was made mandatory for all new non-exempt students.

Matriculated students are identified when they turn in their applications. The assessment, orientation, advising process is provided to the students in an efficient, well-coordinated fashion involving the student with faculty, counselors, paraprofessionals and student workers.

Pre-registration advisement is closely coordinated with assessment and orientation. Assessment results are used by counselors to help students develop an educational plan.

Advising and placement of non-exempt students are based on assessment results, student background information and student goals.

Since 1985 the college has provided an early registration opportunity for continuing students who meet with a counselor.

To provide adequate levels of one-on-one advising to meet Matriculation goals, a faculty advising program was implemented Fall, 1987. Faculty advisors will meet with students who have declared majors. Counselors will meet with students who are undecided about their major and with students on probation. Nine faculty advisors have been assigned students in 1987-88. If feasible and given a positive evaluation, the number of faculty advisors will be increased each year. Hopefully 30 faculty members will become faculty advisors by 1989-90.

The implementation of the computer tracking system will enable counselors to spend more time with students. All students will benefit, especially high risk students, who require more time and attention. In addition the college will have a better idea of the utilization of student services.

3.50 Student Progress Follow-up Plan

3.51 Major Goals of Component and Board of Governors' Goal Reference	Board of Governors' Goal #
1. To provide non-exempt students each semester with a computer-generated report regarding progress toward their goals.	1a, 1d
2. To institute special efforts to regularly assist students who have not declared an educational goal or objective, who are enrolled in pre-collegiate basic skills courses, and/or who have been placed on probation.	1a, 1b 1c, 1d
3. To develop a computerized process to accomplish regular communications with students having transfer or vocational interest/potential.	1a, 1c, 2b, 2c 1d
4. To develop a process for communicating and advising students with special needs.	4a, 1c, 1d, 2e
5. To systematically collect and evaluate data on utilization of counseling services.	2b, 2d

3.52 Description of Component Activities

Santa Barbara City College has implemented several aspects of the student follow-up component. Several computer-generated reports are available to faculty and counselors. Students can be identified as honors, probationary, EOPS, disabled and athletes. Based on these reports, we are generating early warning information for EOPS, disabled students and athletes and a college-wide early warning system has been designed and piloted. Students on probation receive a letter encouraging them to meet with a counselor prior to registering for classes the following semester. Students are identified for membership in the President's Honor Roll.

The Transfer Center provides follow-up and counseling for students with a declared goal to transfer. Special efforts are made to provide follow-up for minority transfer students. Details of the Transfer Center program are described in the Transfer Center proposal and yearly reports.

In order to continue to strengthen the student progress and follow-up activities, the college will be implementing several new programs:

1. A computerized process for regularly communicating with transfer and vocational students will be developed.
2. The program to counsel and support students having academic difficulty will be expanded.
3. Programs to provide services to students with unclear educational goals will be expanded.
4. A computerized process for collecting and evaluating data on utilization of student services will be evaluated for possible implementation.
5. The computerized tracking system will be used to record counseling sessions and keep track of referrals to other college services.
6. The student services/instruction coordinating committee will continue to improve the referral process and coordination between various campus services.

3.60 Institutional Research and Evaluation Plan

3.61 Major Goals of Component and Board of Governors' Goal Reference	Board of Governors' Goal #
1. During 1986-87, to identify important indicators of student success to be used in the evaluation of the matriculation program.	2b, 2c
2. By the end of 1987-88, to obtain the information necessary to enable the college to evaluate the extent to which the major objectives of its matriculation plan have been achieved.	2b, 2c
3. By the end of 1987-88, to conduct studies to ensure that the information used to place students in classes is valid and sensitive to cultural and linguistic differences.	1a, 1b 2b, 2c 2e
4. During 1988-89 and 1989-90, to conduct studies to determine the extent to which there has been an increase in the workloads of support services programs affected by the matriculation program.	2b, 2c, 2d
5. By the end of 1988-89, to conduct studies that measure the relationship between student participation in the various opportunities for counseling (e.g., advisement component of matriculation, early warning program, early registration program, faculty advising program) and their rates of course completion and college persistence.	1c, 2b, 2c, 2d
6. During 1988-89 and 1989-90, to conduct formative and summative evaluations to assess the effectiveness of each component of the matriculation plan. The formative evaluations will center on the extent to which the elements of the components have been implemented. The summative evaluation will focus on the extent to which there have been gains on specific indicators of student success that each component of the matriculation plan was designed to affect.	2a, 2b 2c, 2d

INSTITUTIONAL RESEARCH AND EVALUATION

3.62 Description of Component Activities

The research and evaluation plan is designed to evaluate the effectiveness of the college's matriculation plan as a whole and each component part. The plan contains research activities designed to determine the extent to which:

1. The college's matriculation program improves the chances of student success in achieving their objectives;
2. The measures used in the college's assessment program are valid and fair in predicting student performance in their classes;
3. More frequent and more directive counseling improves student retention; and
4. Referrals of students to college support services increases the workloads in those areas.

Measuring the effects of the matriculation program on indicators of student success. Since 1984-85 the college has added components to its matriculation program. Thus, the effects of matriculation on improving the chances of student success in achieving their objectives should be greater in 1989-90 than in the baseline year of 1983-84 on such measures as course completion rates, college persistence, transfer rates, completion of degree and certificate programs, achievement in transfer institutions, and success in careers related to their training at the college.

Comparison groups for this study will consist of matriculated students who entered SBCC for the first time in the fall of 1983, 1984, 1985, 1986, 1987, 1988, and 1989. Given the steady increase in resources, additions of components to the program, and refinements of procedures that have been incorporated into the college's Matriculation Program each year since 1983-1984, there should be an increase from 1983-1984 to 1989-90 on the 12 indicators of student success that are related to components of the college's Matriculation Program.

Extent to which the measures used in the assessment program are valid and fair indicators of student success. Starting in 1987-88, a series of studies will be conducted to identify the combination of criteria (e.g., test assessment of skills, years out of school) that best predicts students' success in pre-collegiate and entry-level degree-applicable courses. These statistical studies will be designed to identify the most accurate and valid prediction models of student success in their courses that can be derived from the information available in the College's database. The prediction equations will be examined to ensure that they are fair and valid for students in different ethnic and language background groups. Tests of the predictive validity of the criteria used to establish course placements and course requisites will be conducted in 1988-89 and again in 1989-90. The findings of this study will be incorporated into the assessment and advisement components of the Matriculation Program.

INSTITUTIONAL RESEARCH AND EVALUATION

3.62 Description of Component Activities (Continued)

Contribution of more frequent and more directive counseling on student retention. Evaluation studies have been completed in 1987-88 on the effectiveness of the College's Early Warning Program on student retention in their classes and on the effect of mandatory counseling on the subsequent success in courses and in college of students who are on academic probation. Each of these studies is related to the college's advisement and follow-up components. Studies on the relationship between student participation in counseling and their retention in their classes that will be completed in 1988-89 and 1989-90 include: evaluation of the Early Registration Program (the program includes a mandatory meeting with a counselor to discuss course and college planning); evaluation of the Faculty Advising Program that was initiated in 1987-88; evaluation of student contacts with their advisors to complete their individual educational plans; and an assessment of the contribution that student contacts with their counselors and/or faculty advisors have on measures of achievement and college persistence.

Impact of matriculation on the workloads of support services. The student tracking system will be expanded in 1988-89 to enable all major support services to keep track of the number of student contacts made during the academic year. Data obtained from this tracking system will be used to measure increases in staff workloads, to assess the extent to which students are taking advantage of college support services, and to make recommendations regarding the redistribution of resources among the support services to more accurately reflect student needs.

Measuring the extent to which the requirements for each of the components in the matriculation plan have been achieved. At the end of the 1989 and 1990 academic years, members of the college's Institutional Research Committee will assess the extent to which each of the objectives in the College's Matriculation Plan has been achieved. This information will provide the basis for making improvements in the program.

3.70 Coordination and Training Plan

3.71 Major Goals of Component and Board of Governors' Goal Reference	Board of Governors' Goal #
<p>1. To create a shared understanding and sense of ownership of matriculation and an appreciation of each component by 1989-90.</p>	<p>2a, 2d</p>
<p>2. To continue to implement matriculation plan.</p>	<p>1a, 1b, 1c, 1d 2a, 2b 2c, 2d 2e</p>
<p>3. To conduct on-going staff development activities critical for matriculation success.</p>	<p>2a, 2b 2c, 2d</p>
<p>4. To continue to coordinate student services, instruction and research activities related to matriculation.</p>	<p>2a, 2b 2d</p>
<p>5. To encourage faculty to adopt teaching techniques which have been shown to improve student success by 1989-90.</p>	<p>1b, 1d</p>
<p>6. To incorporate into the Matriculation Plan emphasis on the retention of all students with special emphasis on under-represented students in specific vocational and transfer programs.</p>	<p>1b, 1d 2e</p>

TRAINING AND COORDINATION

3.72 Description of Component Activities

The functions of Training and Coordination have been integrated into matriculation efforts at Santa Barbara City College since the formation of the College Readiness Committee in 1982. This was accomplished as it is now by:

1. Broad representation on matriculation committees
2. Frequent meetings and communication
3. Faculty enrichment workshops
4. Reports to the faculty at large during in-service
5. Reports to the Representative Council and Division Chair Council
6. Information in college publications

The basic mechanics of assessment, advisement and placement are operating in a coordinated fashion. This is a major improvement over the situation that existed prior to 1982.

Beginning in 1987-88 we formalized our staff training and coordination with the formation of a Staff Development Committee. The committee and Staff Development Coordinator will act to facilitate the on-going integrated training and coordination activities. In addition, this committee will begin in 1987 to provide for all staff an orientation to the overall Matriculation Plan and Process at SBCC. While matriculation has been quite visible on campus for the last few years, no systematic effort has been made to inform the college community of the role of the matriculation process in student success at SBCC. By 1989-90 all members of the SBCC college community will have participated in this orientation process.

On-going problems will be dealt with in an open forum so that staff involved in all components of matriculation have the opportunity to express concerns and have those concerns listened to. Included also will be a systematic review of all procedures to ensure that there is no cultural bias or that matriculation has an adverse effect on any ethnically, racially or linguistically different students.

Additionally, the Staff Development Committee will facilitate activities which are designed to bring the goals of matriculation into the classroom, specifically by making information available to students and faculty on attitudes, and techniques which foster student success.

CONTINUING EDUCATION DIVISION
SANTA BARBARA CITY COLLEGE
310 W. Padre St.

November 10, 1987

TO: JOHN ROMO

FROM: MB MARTIN BOBGAN

SUBJECT: AGENDA FOR NEXT CPC MEETING

As we discussed at the cabinet, please add an agenda item to the next CPC for \$1,500 for the installation of ten new telephone lines at the Schott Center for the purpose of telemarketing for the Foundation for Santa Barbara City College.

cc: Jim Minow
Sunny Laub