A PROPOSAL FOR

SANTA BARBARA CITY COLLEGE

WEB STRATEGIC PLANNING
AND NETWORK INFRASTRUCTURE ASSESSMENT

Submitted by:

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COMPANY OVERVIEW

Our Mission

COLLEGIS is the I-Campus Architect providing the I-Campus Solution to colleges and universities across the United States. Our operating philosophy is two-fold:

- Client service and satisfaction are key to client loyalty
- Client loyalty is mandatory for growth.

COLLEGIS is guided by the above two dependent principles. These principles are achieved by meeting the instructional and administrative demands of an institution in a timely, planned, and cost-effective manner.

The I-Campus Solution

The COLLEGIS I-Campus Solution is designed to provide colleges and universities with the expertise to make use of the multifaceted advantages of technology and the Internet. The major service areas are Strategic Services, Application Services, Management Services, and Internet Services.

Our Customers

COLLEGIS is a specialist in higher education computing and technology services as we only partner with clients in higher education. COLLEGIS is currently working with a variety of colleges and universities throughout the United States. Combined, these institutions have operating budgets of over $2.5 billion and enrollments of over 400,000 students.

The Company

COLLEGIS was founded in 1986 and is a privately held company. Our corporate headquarters are located in Maitland, Florida.

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PROPOSAL

**WEB STRATEGIC PLAN
AND
NETWORK INFRASTRUCTURE ASSESSMENT**

COLLEGIS is pleased to present this proposal to Santa Barbara City College. This proposal is a product of discussions with Bill Hamre, Director of Information Resources, and represents our understanding of the needs of Santa Barbara City College.

Objective
Santa Barbara City College (SBCC) is interested in the development of a three-year strategic plan for the use of web-based technology for delivery of instruction, faculty support, student services and support of administrative functions. In addition, SBCC is also interested in obtaining an independent assessment of its data network infrastructure, with a focus on options for improving the network and network management in support of web-based transactions and delivery.

Scope of Work
COLLEGIS Strategic Services (CSS) will provide senior consultants and technical expertise to assist SBCC in the development of a three-year web strategic business plan and in the assessment of its network infrastructure, including options for outsourcing all or part of its web-based services. This engagement will take place between November 15, 2000 and March 31, 2001.

Approach
Web Strategic Business Plan Development
The approach taken for development of the three-year web strategic business plan will be based on the work of a web planning team comprised of appropriate academic administrators, faculty, student services staff, and representatives from the college's IT organization as selected by the Director for Information Resources. Facilitation of the planning team's session and drafting of the plan will be completed by COLLEGIS Strategic Services.

The charge to the web planning team will be to provide input into the development of a web strategic business plan for SBCC. The members of the planning team will be responsible for contributing to the development of the plan through participation in a series of three to four half day planning sessions. Refinement of the final plan will be done in conjunction with the Director for Information Resources, the President's Cabinet and the College Planning Committee.

The web strategic business plan will take its strategic direction from the Santa Barbara City College strategic plan and the goals/objectives of the various academic and business units within the institution.

The web strategic business plan will include provisions for the following elements of web-based services/delivery:

- Marketing and recruitment of students
- Instructional delivery including delivery of courses/programs at a distance in addition to web-enhancement of classroom-based courses
- Corporate training
- Non-credit and continuing education
- Content acquisition and licensing
- Faculty support for online delivery of instruction and for resource development
- Instructional management
- Student, faculty and staff access to information via the web using portal technology

It will also focus on such issues as the relationship of SBCC to the California Virtual University Centers, other potential consortial relationships and current/future grant opportunities. Finally, the web strategic business plan will include financial analysis and cost projections for implementation of the strategies within the plan.

Network Infrastructure Assessment

The approach to be taken for the network infrastructure assessment will be based upon the assignment of senior technical staff from COLLEGIS who will work with identified representatives from SBCC to:

- Review of the current network infrastructure based upon documentation provided by SBCC
- Review of the current network management capabilities of SBCC
- Review of the current web applications architecture being established by SBCC including the provisions required for Oracle applications, CampusPipeline and WebCT
- Identification of alternatives for directory services, single sign-on and required security provisions to support the web strategic business plan goals and strategies, along with the above mentioned applications
- Analysis of the pros and cons of SBCC contracting with an external Application Service Provider (ASP) to provide all or a portion of the application hosting that will be required for full implementation of the web strategic business plan.

Deliverables
1. Web Strategic Business Plan
2. Network Infrastructure Assessment Report

Responsibilities
COLLEGIS will assign a Senior Consultant from its Strategic Services Division to this engagement. The Senior Vice President of Strategic Services will manage the work of the Senior Consultant. The Senior Consultant will serve as a facilitator, leader and advisor to SBCC and as coordinator of all work associated with this engagement. The Senior Consultant will directly lead the planning effort for the development of the web strategic business plan and will have major responsibility for drafting its contents. COLLEGIS will also assign one or more technical specialists, as required, from its

Internet Services Division (ISD) to complete the Network Infrastructure Assessment Report. The work of the ISD technical specialists will be coordinated by the Senior Consultant in charge of the project.

Santa Barbara City College will provide ultimate, on-site leadership for this engagement. SBCC will appoint a web planning team to work with the Senior Consultant from COLLEGIS throughout the engagement. These individuals will be available, as required, for participating in planning sessions and to provide timely feedback on work completed by COLLEGIS. SBCC will also assign network technical personnel to assist the COLLEGIS technical specialists in the network analysis portion of the engagement. SBCC will provide documentation on its current network architecture and web application architecture to COLLEGIS at the beginning of the engagement.

Time Frame:
It is the understanding of COLLEGIS that Santa Barbara City College wishes to begin this engagement in November of 2000 and to complete all work on or before March 31, 2001. COLLEGIS is prepared to begin work on this project immediately following contract signing.

Proposed Fees:
Based upon our understanding of the SBCC's objectives for this project and the above scope of work, approach, deliverables and responsibilities, COLLEGIS proposes the a fee of $35,000 plus reasonable travel expenses.

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 inj 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 Dollege 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.

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Santa Barbara City College
Proposal to the Accrediting Commission of Community and Junior Colleges for an Alternative Institutional Self-Study for the 2002-2003 Evaluation Visit for Reaffirmation of Accreditation

Objective

In preparation for the 2002-2003 evaluation visit for reaffirmation of accreditation, Santa Barbara City College (SBCC) would like to take an alternative approach to its institutional self-study. The proposed theme of the self-study is "Toward a Model Community College for the 21st Century." We base this request on our experience as the first ACCJC community college granted approval to conduct an alternative self-study in 1996. The proposed study will build on our prior experience and will provide the College an opportunity to assess its past, review its current status and prepare and plan for a fast changing environment through the prism of Project Redesign, an institutional change process begun in 1994. This approach will meet both the criteria of accreditation and support and strengthen the work the College has been doing to improve its functions and operations.

Background

Santa Barbara City College is currently working to become a model community college for the 21st century through ongoing innovation and renewal. Since 1994, faculty and staff have engaged in Project Redesign, a comprehensive reengineering effort of all areas of the College's services (Instructional Services, Student Services, and Business Services), which has changed the way portions of educational programs are delivered and how the College operates.

The five stated goals of Project Redesign are:

1. Transform College practices to meet future challenges effectively;

2. Improve the quality of instructional programs and support services;

3. Develop a client focus for College operations;

4. Enhance the fiscal condition of the College;

5. Develop effective uses of technology and information.

The Project Redesign conceptual framework is illustrated in the chart below.
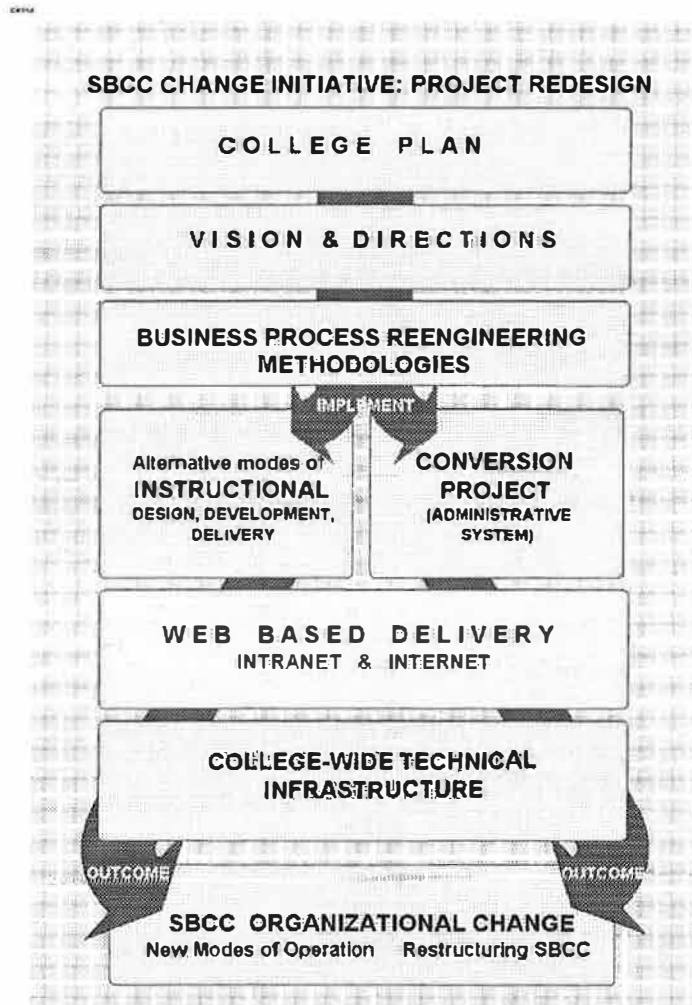
Since 1994, the College has made significant changes and taken steps in all major functional areas towards these goals. The College has embraced the notion that a model community college for the 21st century must undertake change while pursuing the fundamental purposes of its mission: student access, student success, quality instruction and services, and workforce development and training.

A major vehicle in promoting change has been the adoption and infusion of technology throughout the College. As initially planned in Project Redesign, SBCC is currently in the process of becoming a truly technology-enabled college through the implementation of the Oracle Student System, the Oracle Human Resource System (the Oracle Finance System has been already implemented and in production since July 1998), the Oracle Customer Relationship Management application and the Campus Pipeline – a student portal application which will allow better communication with and service to students. In addition, the College is in its seventh semester of offering online courses.

The College has also made important organizational structural changes in order to better align the functions and operations of the college and improve its ability to respond to students' needs. In July 2000, the College completed the merger and restructuring of the Divisions of Academic Affairs and Support Services into the Division of Educational Programs. Two other major divisions of the College – Information Resources and Human Resources – have undergone restructuring as well.

All these changes have strengthened Santa Barbara City College but have also brought new challenges in ensuring that the College has the appropriate human and financial resources needed to carry out these goals. Project Redesign is reaching a new phase and the alternative institutional self-study is a perfect avenue for evaluating the progress we have made in this process since the last accreditation visit, from the vision we have stated at the outset of the Project Redesign effort to the present status of the College and for planning for the future.

Organization of the Proposed Self-Study

The proposed self-study will include the following major areas:

Part I. The first section of the self-study will follow the traditional format of responding to recommendations of previous accreditation visiting team. This part will also include the verification of the ten accreditation standards by discussing and referencing the relevant documents, policies, procedures and studies of the College.

Part II. The second part will consist of the alternative approach to the self-study which addresses the relationship between the goal of the College of becoming a model community college for the 21st century, Project Redesign, which is the conceptual and operational framework by which we hope to achieve this goal and the methods and means that relate to various aspects of the innovation and renewal process in which the College has embarked. The section will include the progress made on the implementation of the plans from the 1996 self-study.

This portion of the study will define the College's concept of the model community college for the 21st century, will specify the plan for fulfilling that vision and will discuss the initial steps taken to achieve the ends we have defined. The study will include an analysis of the initial conception, goals and objectives of Project Redesign in light of the major developments that have taken place since the last accreditation at the College, in general, and in the availability of technology, in particular. The results of this analysis will be used to revise the vision, goals and objectives for Project Redesign.

In addition, the year of the institutional self-study coincides with the year when the College will develop its three-year plan for 2002-2005. A special feature of our proposal is to use the self-study as the primary mechanism for developing the College Plan for 2002-2005. The

College Plan is the institution's primary planning document. Developing the College Plan in concert with the institutional self-study will ensure that the outcomes of the accreditation self-study will be incorporated into the college's primary planning document.

We believe that this second experimental approach will build on the substantial effort of 1995-96 by providing continuity to our earlier work and adding substantial depth and clarity to our institutional focus. In addition, we will produce a college plan that will help to provide the institutional framework for following through on our ambitious goals.

It is our hope that the ACCJC will see the institutional benefit that will be derived and the applicability and value to other community colleges and will grant this request.